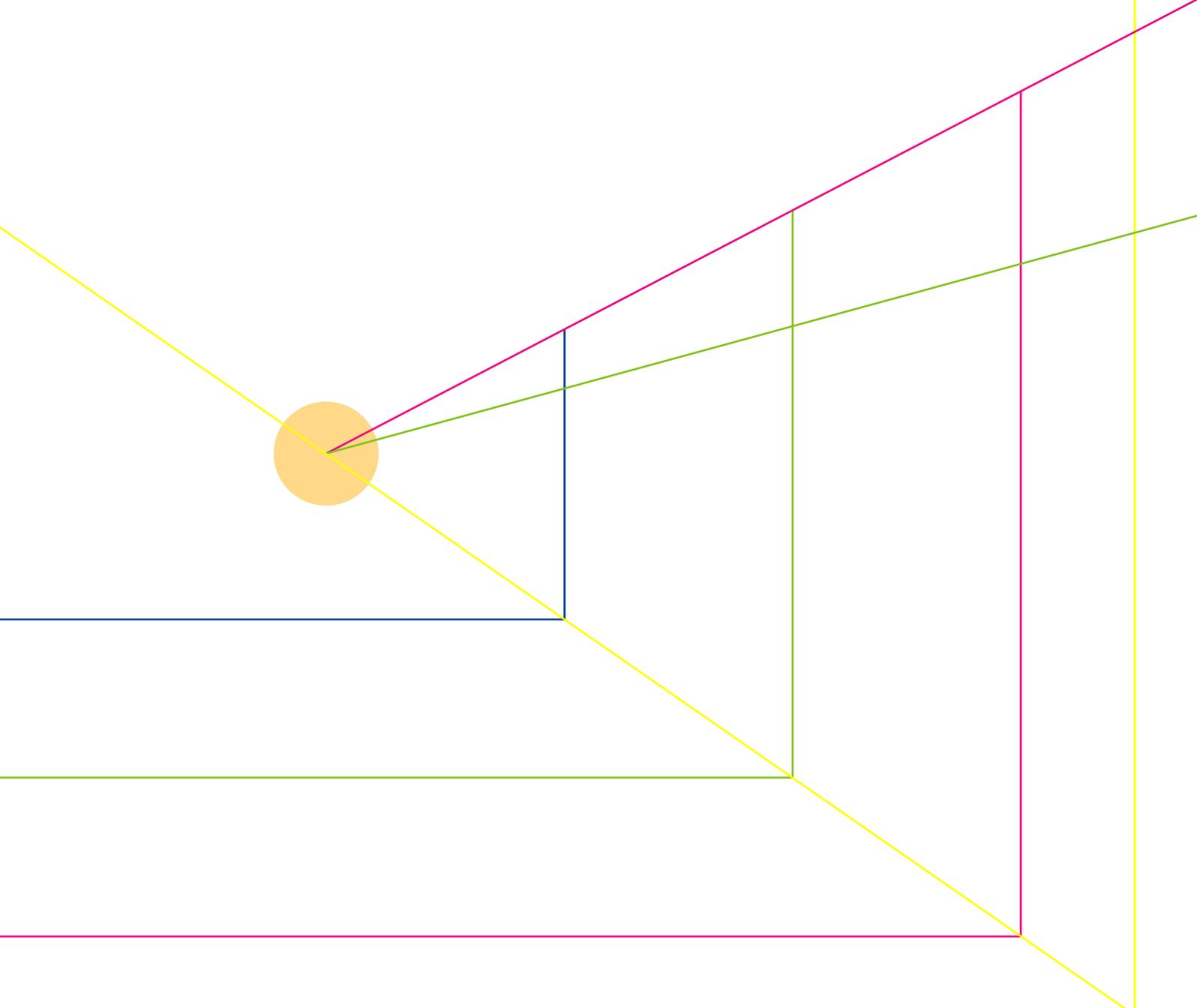


# Adult ESOL core curriculum



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## Foreword

*Skills for Life*, the national strategy for improving adult literacy and numeracy skills, is one of the government's highest priorities. As part of the drive to raise standards, we will improve the quality of literacy, language and numeracy provision, so that all adult learners can be guaranteed good teaching and support, no matter what type of course they choose or where their learning takes place.



People who have a first language other than English have an important role to play in the country's economy and in all other aspects of life. If Britain is to fulfil its aim of being an ethnically diverse but fully inclusive society, everyone should have the skills to participate and be successful at work, at home and as citizens. This means that good quality English language provision must be available to support people who have a first language other than English. We must also make sure that provision is suitable. People need to access learning in many different places, including community, adult and voluntary settings, learning centres, further education colleges, trade union education programmes, at work or at home.

The ESOL (English for Speakers of Other Languages) curriculum will be central to achieving the government's goal of improving the quality and consistency of teaching. Based on the National Standards for Adult Literacy developed by the Qualifications and Curriculum Authority, it is a parallel curriculum to the core curricula for literacy and numeracy published in Spring 2001. It gives teachers a comprehensive framework to help identify and meet each individual's language learning needs.

I am sure that this curriculum will prove an essential tool, not just for the ESOL teachers to whom it is primarily addressed, but also for programme managers, publishers and a wide range of other organisations involved in addressing adult literacy and language issues.

A handwritten signature in blue ink that reads "John Healey". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

John Healey,  
*Minister for Adult Skills*

## Introduction

### The background to the national strategy for literacy, language and numeracy

The national strategy to tackle the literacy, language and numeracy needs of adults was launched by the government in March 2001. Following the publication of *A Fresh Start – Improving Literacy and Numeracy* (DfEE, 1999), the government committed itself, its education services and a cross-section of national bodies to a major reduction in the number of adults who struggle with literacy, language and numeracy. This national strategy has introduced:

- an Adult Basic Skills Strategy Unit in the Department for Education and Skills, to co-ordinate strategic developments;
- national standards for adult literacy and numeracy to ensure consistency (QCA, 2000);
- core curricula for literacy, numeracy and ESOL, to clarify the skills, knowledge and understanding that learners need in order to reach the national standards;
- a literacy and numeracy curriculum framework for learners with learning difficulties;
- national literacy and numeracy tests at Level 1 and Level 2, to measure achievement against the standards at Level 1 and Level 2;
- a range of new qualifications at Entry level, to measure achievement against the standards at Entry level;
- new FENTO standards for literacy and numeracy teachers, to provide the basis for new teacher qualifications.

The Adult Basic Skills Strategy Unit will also introduce diagnostic assessment tools, learning materials and a new volunteer strategy for literacy, numeracy and ESOL volunteers.

*A Fresh Start* recommended the creation of a separate review group to consider the specific needs of learners whose first language is not English. A working group was set up, and its report *Breaking the Language Barriers* (DfES) was published in August 2000. Among its recommendations, the report proposed the development of a specific ESOL core curriculum for adults.

ESOL is an acronym that stands for English for Speakers of Other Languages. Other acronyms are widely used in English language teaching, including English as an Additional Language (EAL), English as a Second Language (ESL) and English Language Teaching (ELT). In post-16 education the universally accepted term is ESOL, whereas EAL is always used to describe this work in schools.

There was debate in early working-group meetings about which term should be used in the curriculum. Both terms are deeply embedded in their respective contexts; however, given the fact that this document is an adult curriculum, the decision was taken to use the term ESOL.

## The basis for the new ESOL core curriculum

The new ESOL core curriculum is based on the national standards for adult literacy developed by the Qualifications and Curriculum Authority (QCA) in 2000. Its publication follows national consultation with teachers and managers of ESOL programmes and relevant national bodies. It draws on a wide range of existing curricula from a variety of contexts, including the core curriculum for adult literacy, the National Literacy Strategy in schools and curricula for English as a Foreign Language (EFL).

The ESOL core curriculum offers a framework for English language learning. It defines in detail the skills, knowledge and understanding that non-native English speakers need in order to demonstrate achievement of the national standards. It provides a reference tool for teachers of ESOL in a wide range of settings, including further and adult education, the workplace, programmes for the unemployed, prisons, community-based programmes, and family learning programmes.

ESOL teachers will be able to use the core curriculum in the following ways:

- to devise processes for placing learners into classes and carrying out initial assessment, i.e. deciding on learners' current levels of ability;
- to design learning programmes for individuals and groups, i.e. selecting objectives and learning activities;
- as the basis for summative assessment of learners' progress, and to record learners' achievements, i.e. deciding which standards they have achieved.

This is the first time that the country has had national standards for speaking, listening, reading and writing. The literacy curriculum and the ESOL core curriculum are both based on these new standards. The pre-Entry curriculum framework for learners with learning difficulties is also linked closely to the standards.

Over the next three years a process of evaluation will gather feedback from teachers as they use the new curriculum documents. These comments will contribute to the review of the standards and curricula that will take place in 2003/2004.

## The national standards for adult literacy and numeracy

The national standards describe adult literacy and numeracy in line with the definition expressed in *A Fresh Start*:

**'the ability to read, write and speak in English and to use mathematics at a level necessary to function at work and in society in general.'**

The standards provide a map of the skills and capabilities that adults need in order to function and progress at work and in society. A separate set of standards has been produced for each of the basic skills of literacy and numeracy.

The national standards have two parts: the standards themselves, which are the 'can do' statements, and the level descriptors, which describe in more detail what adults have to

do to achieve the standards. The standards and level descriptors for Reading Level 1 are given in the column on the right of this page.

**Literacy** covers the ability to:

- speak, listen and respond
- read and comprehend
- write to communicate.

**Numeracy** covers the ability to:

- understand and use mathematical information
- calculate and manipulate mathematical information
- interpret results and communicate mathematical information.

## The national qualifications framework

The national standards for adult literacy and numeracy are specified at three levels: Entry level, Level 1 and Level 2. Levels 1 and 2 are closely aligned to the key skills of communication and application of number. (This alignment is signposted on the left-hand page of the document at these levels.)

Entry level is further divided into three stages: Entry 1, Entry 2 and Entry 3. Entry level is set out in this way to provide detailed descriptions of the early stages of learning in each skill. This sub-division also signals an alignment of the Entry stages with levels 1, 2 and 3 of the National Curriculum.

The three levels of the national standards for adult literacy and numeracy correspond to the levels of the national qualifications framework as illustrated in Table 1 on the following page.

## Who are the learners?

Over 7 million adults in England have difficulties with literacy and numeracy. It is estimated that around a million of these adults have a first language other than English. *Breaking the Language Barriers* identified four broad categories of adults who are speakers of other languages. Each of them brings a wealth of cultural experience and diversity to this country. This diversity also presents challenges for the planning and delivery of appropriate learning provision.

The broad categories are:

1. Settled communities, including communities from the Asian sub-continent and Hong Kong. Some would-be learners work long and irregular hours and therefore cannot attend classes regularly.
2. Refugees, who sub-divide into:
  - asylum seekers, most of whom are very keen to learn despite the challenges of re-settlement and the trauma resulting from their recent experiences;
  - settled refugees, many of whom have had professional jobs in the past, though some may have suffered a disrupted education due to war and unrest.

## Standards

*At this level, adults can:*

### read and understand

straightforward texts of varying lengths on a variety of topics accurately and independently

### read and obtain information

from different sources

in reports, instructional, explanatory and persuasive texts

## Descriptors

① *An adult will be expected to:*

trace and understand the main events of continuous descriptive, explanatory and persuasive texts

recognise and understand the main events of continuous descriptive, explanatory and persuasive texts

recognise how language and other textual features are used to achieve different purposes, e.g. *to instruct, explain, describe, persuade*

identify the main points and specific detail, and infer meaning from images which is not explicit in the text

3. Migrant workers, mostly from Europe, who are here to work and settle for most or all of their lives.
4. Partners and spouses of learners from all parts of the world, who are settled for a number of years and need to participate in the local community but are prevented by family responsibilities or low income from attending intensive EFL courses.

Within all these groups the needs of learners will vary considerably depending on their aspirations, educational background, language and literacy background and aptitude for learning languages.

Table 1. The national qualifications framework

		Key skills Level 5	National qualifications framework Level 5
		Key skills Level 4	National qualifications framework Level 4
		Key skills Level 3	National qualifications framework Level 3 (e.g. A level)
	Literacy/Numeracy Level 2	Key skills Level 2	National qualifications framework Level 2 (e.g. GCSE A*–C)
National Curriculum Level 5	Literacy/Numeracy Level 1	Key skills Level 1	National qualifications framework Level 1 (e.g. NVQ level)
National Curriculum Level 4			
National Curriculum Level 3	Literacy/Numeracy Entry 3		Entry Level
National Curriculum Level 2	Literacy/Numeracy Entry 2		
National Curriculum Level 1	Literacy/Numeracy Entry 1		

## What are the features of ESOL?

Learners' educational and employment backgrounds are often highly diverse. Even within one teaching group, these backgrounds may span a wide continuum, ranging from people with no previous education or employment at one end to highly educated professionals, such as doctors or university lecturers, at the other. Many learners already speak and write several languages and can use this knowledge to support their learning. Unlike many adult literacy learners, they often perceive themselves as successful learners and are very keen to learn.

Some ESOL learners have left their countries unwillingly. Some are suffering from culture shock, and are experiencing practical difficulties in specific areas of their lives, or racist attitudes and behaviour. Learners are settling in the UK and will probably want to learn about the country's systems, such as education, how to apply for jobs, and rules concerning immigration.

Learning programmes and teaching approaches may need to take account of some or all of the following:

- learners' short-term goals and the contexts in which they will need to use English;
- learners' educational and employment aspirations;
- learners' wider needs for skills, such as Information Technology, study skills, problem solving, job-search or specific subject skills;
- the local community context;
- techniques for teaching mixed-level groups and groups of learners with very mixed educational backgrounds;
- techniques for teaching individuals whose listening/speaking skills are much higher or lower than their reading/writing skills;
- communicative language-teaching techniques, including ways of working with learners who do not share a language with the teacher;
- cross-cultural approaches which draw on learners' knowledge of other languages and cultures;
- strategies for tackling specific learning difficulties such as dyslexia;
- the need to move learners towards independence;
- the effect of psychological or physical trauma, personal loss or culture shock on learning.

## An integrated curriculum

The Adult ESOL core curriculum has been organised by level across the four skills of speaking, listening, reading and writing. This means that Speaking Entry 1 is followed by Listening Entry 1, Reading Entry 1 and Writing Entry 1.

At the end of each level, an example of an integrated activity has been given, as an indication of how the skills may be combined in one unit of work. Each integrated activity concentrates on a specific component skill from either speaking, listening, reading or writing, but shows how it may be linked to other skill areas.

### ***Speaking and listening***

The national standards for adult literacy combine the listening and speaking skills, because these skills are almost always used together in communication between native speakers. However, it is very common for ESOL learners to be able to understand more than they can say. For the purpose of planning language learning and teaching, the Adult ESOL core curriculum has separated listening and speaking and suggested a range of specific teaching activities for developing each skill. In most learning situations, however, teachers will need to integrate the two skills by setting up real communicative activities involving both listening and speaking. Where an integrated approach is considered particularly appropriate, cross-references are given to link speaking and listening in the component skills column.

### ***Reading and writing: text, sentence and word level***

The Adult Literacy and Adult ESOL core curricula both use the overarching framework for teaching reading and writing that is used in the National Literacy Strategy for schools. This model recognises the complexity of the reading and writing process and the different levels on which fluent readers and writers operate:

- text level addresses the overall meaning of the text, the ability to read critically and flexibly and write in different styles and forms;
- sentence level deals with grammar, sentence structure and punctuation;
- word level looks at the individual words themselves, their structure, spelling and meaning.

Conveying meaning, whether orally or in writing, involves operating at these three levels simultaneously: for instance, 'Stop!' is simultaneously a text, a sentence and a word.

To develop understanding of the principles underpinning reading and writing, the teacher may unpick different features at text, sentence or word level, but always with the ultimate aim of producing or understanding whole texts.

## **Understanding the page design of the ESOL core curriculum**

The Adult ESOL core curriculum is organised in columns across double pages, as illustrated in the annotated sample pages opposite.

### ***The left-hand page***

#### ***Level descriptors***

The column on the far left contains the level descriptors defined in the national standards. The level descriptors provide objective criteria for assessing level and performance. There is a chart on page 18–29 showing the standards and their accompanying level descriptors, and the progression between them, for speaking, listening, reading and writing across all the levels. The chart provides a curriculum reference and a page reference (see below) for each level descriptor.

#### ***Component skill and knowledge and understanding***

The second column breaks down the level descriptors into the component skills learners will need to acquire, and the knowledge and understanding they will need to have, in order to meet the criteria described in the level descriptors and achieve the standards at that level.

*Examples of application and level*

The third column provides examples of appropriate communicative and linguistic contexts for each component skill, situations in which learners might use the component skills, tasks for which such skills might be required, and the language that might be used. It must be stressed that these are examples only; teachers should choose contexts and tasks to suit the interests and needs of their learners. It will also be important to give learners regular, supported exposure to real communicative situations, which may include more difficult language.

**The right-hand page**

*Sample activities*

The first column on the right-hand page offers sample teaching and learning activities that can be used to develop the component skills and knowledge and understanding listed on the left-hand pages.

*National standards*

The second column sets out the national standards for speaking, listening, reading or writing – the basis for the curriculum.

*Curriculum referencing*

The curriculum has been given a referencing system to help teachers plan their learning programmes and schemes of work. The curriculum is divided into four skill areas, each

Skill	Skill sub-section	Component skills and knowledge and understanding	Cross-reference to key skills	Examples of application and level	Sample activities	Level
Speaking	Speak to communicate	<p>See also in the key skills: Communicative key skills about 1. Read 2. Understand 3. Use 2.1</p> <p><b>Speak to communicate</b></p> <p><b>SoL1</b></p> <p><b>Component skill and knowledge and understanding</b></p> <p>Adults and learners:</p> <ul style="list-style-type: none"> <li>• use formal language and register where appropriate                     <ul style="list-style-type: none"> <li>- to assess if the need to adapt register according to the formality or seriousness of the situation, or the relationship between speakers</li> <li>- to assess if the way that content can be more marked in less formal situations, and of the role of stress and intonation in signalling emotion</li> </ul> </li> </ul> <p>(See also 3.1.1.2b, page 85)</p>	<p><b>SoL1</b></p> <p><b>Example of application and level</b></p> <p>OK, sorry about that. I'm really sorry, very sorry. Can you just take a break? I wonder if you could possibly help me? I felt strange. I couldn't believe what he said. (spoken with exaggerated intonation)</p>	<p><b>Examples of application and level</b></p> <p><b>Sample activities</b></p> <ul style="list-style-type: none"> <li>• To analyse the importance of adapting register in the context of social interaction, learners begin by working in pairs, looking at a list of statements and questions and matching them to possible situations, e.g.:                     <ul style="list-style-type: none"> <li>(a) Sorry, sorry?</li> <li>(b) I'm so sorry. How do you feel about that?</li> <li>(c) I'm really sorry, very sorry.</li> <li>(d) A person drops a glass on a friend's toe on the bus.</li> <li>(e) A person bumps into a stranger and spills her coffee all over them.</li> </ul> </li> </ul> <p>The whole group discuss their answers and give their reasons, stating how well they think the speakers have achieved. Learners practice a range of intonation for the questions and statements and discuss whether this makes a difference to the formality and seriousness of the situation. Learners role-play formal and informal situations, using the register, body language, volume, intonation, and feedback a phrase to how effectively the learners conveyed formality and informality.</p>	<p><b>Sample activities</b></p> <ul style="list-style-type: none"> <li>• Learners look at a range of requests and pick out the more informal ones, e.g.:                     <ul style="list-style-type: none"> <li>'Would it be possible to ask you a question?'</li> <li>'I'm sorry to interrupt you, but would it be possible to have half an hour with you?' (as demanded by a very senior teacher at a GCSE)</li> <li>'Can I borrow this?'</li> <li>'I'm really sorry to interrupt you, but would it be possible to have half an hour with you?' (as demanded by a very senior teacher at a GCSE)</li> <li>'Can I borrow this?'</li> </ul> </li> </ul> <p>They identify the more formal requests and the more requests which signal a more formal or important request. They read in pairs and take it in turns to pick up requests and make requests and adjusting the register and intonation to suit the situation and type of request. They can agree or refuse the request appropriately, e.g.</p>	<p><b>Level 1</b></p> <p><b>National standards</b></p> <p><b>At this level, adults can:</b></p> <ul style="list-style-type: none"> <li><b>listen and respond</b> to spoken language, including information and opinions, and follow explanations and instructions of varying length, adapting responses to spoken, written and visual</li> <li><b>speak to communicate</b> information, ideas and opinions, adapting speech and content to take account of the context and medium</li> <li><b>engage in discussion</b> with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</li> </ul> <p><b>In formal exchanges connected with education, training, work and social roles</b></p>

Curriculum reference

Curriculum reference number

Cross-reference between speaking and listening

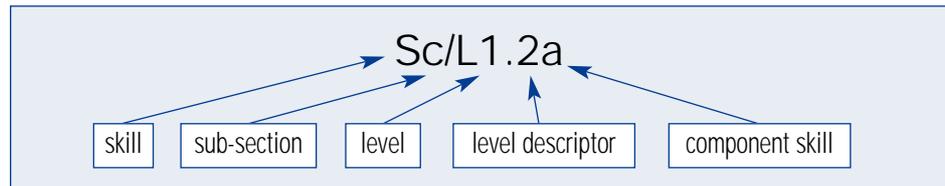
Level descriptor

National standards

with its own identifying abbreviation (S, L, R, W). The skill areas are divided into the sub-sections identified in the national standards. The elements of this system are illustrated in the table below:

<i>Skill</i>		<i>Sub-section</i>	
Speaking	S	Speak to communicate	Sc
		Engage in discussion	Sd
Listening	L	Listen and respond	Lr
Reading	R	Text focus: reading comprehension	Rt
		Sentence focus: grammar and punctuation	Rs
		Word focus: vocabulary, word recognition and phonics	Rw
Writing	W	Text focus: writing composition	Wt
		Sentence focus: grammar and punctuation	Ws
		Word focus: vocabulary, spelling and handwriting	Ww

The curriculum has a detailed referencing system which enables individual component skills to be identified, as shown here:



### *Cross-reference to key skills*

At Level 1 and Level 2, a cross-reference indicates the alignment of the Adult ESOL core curriculum with the key skill of communication.

### **Additional features**

At the end of this introduction there is:

- a table showing the national standards for listening, speaking, reading and writing, their accompanying level descriptors, and the progression between them, using the curriculum referencing system outlined above;
- a table showing progression between the key grammatical structures at each level, with examples.

At the end of each level there is:

- a suggested integrated activity illustrating how the four skills may be combined in one unit of work;
- a fold-out section containing:
  - the communicative functions to be performed at that level;
  - suggested strategies for independent learning;
  - some features of formality and informality in English;
  - a table of the key grammatical structures without examples.

The grammatical structures are presented on the fold-out sheet so that they can be kept open and referred to easily in programme and lesson planning. The structures shown are for the level in question and for the levels below and above it (i.e. Level 1 grammar structures are accompanied by the structures for Entry 3 and Level 2).

A glossary of terms is presented at the end of the Adult ESOL core curriculum. It draws on glossaries used in the National Literacy Strategy for schools and the Adult Literacy core curriculum, but adds some terms that are used only in this curriculum. There is a phonemic alphabet at the end of the glossary.

### The terms used in the curriculum

Post-16 teachers and providers often use different terms to describe the same thing. For clarity, the ESOL core curriculum uses the following definitions:

Curriculum	A reference document which sets out the indicative content for a whole subject area such as ESOL
Learning programme or course	A period of teaching and learning with specific learning goals or aims
Syllabus	The content to be covered by a particular learning programme or course
Scheme of work	A more detailed description of what will be covered in each week or session of the learning programme or course
Individual learning plan	The learning objectives for a particular learner; an individual may have learning objectives which are additional to those in the scheme of work for the group
Lesson plan	The content to be covered during a particular lesson, including objectives, activities and materials

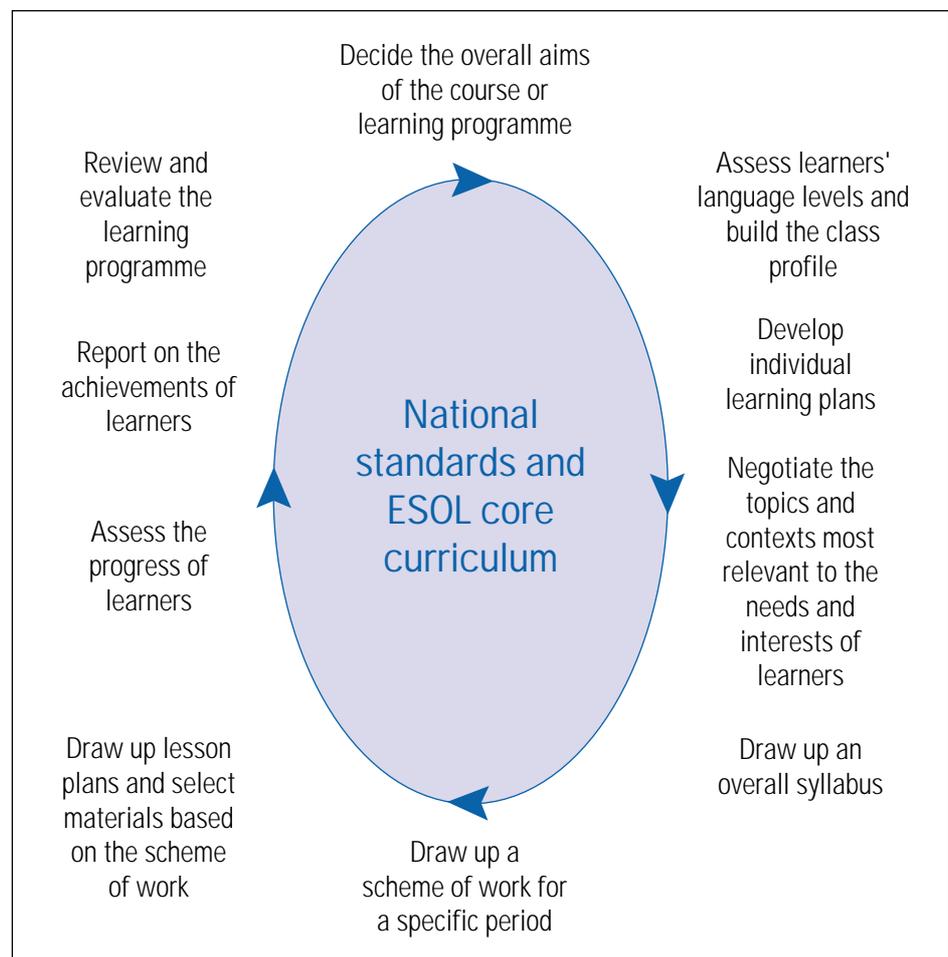
## Using the Adult ESOL core curriculum

### Using the national standards and ESOL core curriculum to plan teaching and learning

All ESOL, literacy and numeracy learning programmes need to be set within the new standards for adult literacy and numeracy. The core curriculum documents for ESOL, literacy and numeracy each interpret the standards according to the specific needs of these different learner groups.

Together the standards and the ESOL core curriculum will help teachers across the country consistently to:

- assess learners' skills in speaking, listening, reading and writing;
- select and describe overall aims for learning programmes or courses;
- select and sequence learning objectives, skills, knowledge and understanding for their syllabus, scheme of work and individual learning plans;
- select and sequence learning objectives and learning activities for individual lessons;
- assess and report on the progress of learners;
- record the achievements of learners.



### ***Assessing the skills of learners***

Learners provide the most important starting point for the process of planning teaching and learning, which is mapped out in the diagram opposite. Who are they? What are their aspirations? What are their interests? What kind of prior educational experience have they had? What are their language skills? This information, often gathered at the start of the course or during the induction period, will enable the teacher to build individual and group profiles, preferably using diagnostic assessment tools that are mapped to the national standards.

A new ESOL diagnostic tool for assessing speaking, listening, reading and writing will be available in September 2002. This will be based on the national standards and the ESOL curriculum.

### **Selecting and describing the broad aims for the learning programme or course**

Teachers have to take many things into account when they design a course or learning programme. Institutional factors are important. What resources are available? How many teachers, rooms, hours per week can be provided? What facilities are available? Is the programme for one learner, for a group of learners at approximately the same level, or for a mixed-level class?

There may be other restrictions: funders may stipulate that the course has a job-search element; exam boards may test a particular aspect of language or language skill, which therefore needs to be practised. On the basis of this information, teachers will draw up overall learning aims, for instance: to help learners develop their ability to communicate in writing or to improve their study skills.

Once the aims of the learning programme have been decided, and the learners' language levels and aspirations identified, the teacher will use the ESOL curriculum to draw up a syllabus and a scheme of work – the detailed plans for teaching and learning.

### ***Selecting and sequencing the components of the syllabus and scheme of work***

The teacher may already have a syllabus, provided by an awarding body or by an institution, or they may be developing a syllabus from scratch. Whatever the starting point, the first step in developing or adapting a syllabus is to select relevant level descriptors and component skills from the curriculum.

The steps shown on the following page show how to develop a syllabus based on the new curriculum.

## Designing a syllabus

- 1 Break down the course or learning programme aims into skills, e.g.:

Course aim: to improve job search skills    Level: Entry 3  
Skills: telephone for information, fill in application forms, etc., interview skills.

For a general ESOL course, use the topic or context areas negotiated with learners, and break these down into tasks in a similar way, e.g.:

Course aim: to improve four skills at Entry 2  
Negotiated topics: child's school, health, community association meetings  
Skills: talk to teacher about progress, read letter from school/benefit office/housing office, ask questions, give personal information, etc.

Then proceed with the following steps, here exemplified for the ESOL job search course, but equally applicable to any other course or learning programme.

- 2 Look through the curriculum and use the first column of the double page spread to identify level descriptors that relate to the course aims:

Telephoning for information	Sc/E3.3 make requests and ask questions to obtain information in familiar and unfamiliar contexts Lr/E3.2 listen for detail in narratives and explanations
Interview skills	Sc/E3.2 use formal language where appropriate

- 3 Read across to the second column to identify the relevant component skills and knowledge and understanding:

Telephoning for information Sc/E3.3 make requests and ask questions to obtain information in familiar and unfamiliar contexts	Sc/E3.3a) make requests – use a range of modal verbs and other forms, suitable for: requesting action – use suitable phrases for making requests in a telephone situation . . .
Interview skills  Sc/E3.4 express clearly statements of fact and give short explanations, accounts and descriptions	Sc/E3.4a) express clearly statements of fact  – be able to form simple and compound sentences with appropriate word order  – use with some accuracy suitable verb forms (particularly contracted forms) to make clear the time to which the statement of fact refers, e.g. present simple, past simple, etc.

- 4 Use the examples of application and level of language in the third column to ensure that the syllabus is pitched at the right level:

Sc/E3.4a express clearly – use verb forms and time markers suitable for the level, to give information about past, present and future, e.g.: present perfect with <i>for/since</i> , <i>ever/never</i> , present continuous, <i>used to</i>	<i>I've lived in the UK for two years/since 1999.</i> <i>I have/I've never worked in an office.</i>
– be able to give specific information about time and place, using, e.g.: prepositional phrases and subordinate clauses	<i>At the moment I'm studying English at a college in Bolton.</i> <i>When I lived in India, I used to own a shop</i>

- 5 Use the fold-out sheets at the end of each level to identify any additional grammar or communicative functions relevant to the syllabus. The fold-out sheets also suggest strategies for independent learning which can be incorporated into the syllabus, for example:

Communicative functions for interview skills  
greeting, giving information, narrating past events, expressing opinions, asking questions, responding to requests for information

Grammar for interview skills  
past tense, questions, modals

Strategies for independent learning  
Plan telephone calls in advance, anticipate and practise questions and answers, make notes

### Drawing up a scheme of work

A scheme of work sets out in more detail what will be covered in each week or session of the learning programme or course, based on the syllabus.

The component skills identified in the syllabus will need to be sequenced according to the needs of the students, the requirements of the topic and the relative difficulty of the skill.

The scheme of work will need to be structured so that learners can successfully build on language they have already learnt. For instance, learners on the ESOL job search course will find it difficult to *respond to requests for information* in a job interview before they have learnt to *give personal information*. In a general ESOL course,

learners will need to be able to *express likes and dislikes* before being able to *give reasons* for liking something.

The scheme of work will draw on the results of diagnostic assessment. If learners can already demonstrate the relevant component skills at the required level, it may not be necessary to include these component skills in the scheme of work.

Assessment and review of learners' progress is a central part of the learning process. Both initial diagnostic assessment (undertaken at the start of the course) and formative assessment (on-going throughout the course) will inform the scheme of work. The scheme of work always needs to be sufficiently flexible to allow incorporation of the changes that arise from the review and assessment process. It is also important to build in opportunities for summative assessment, which will measure progress and achievements against the standards and level descriptors.

In the following scheme of work the same component skill recurs a number of times. This is to be expected. It will enable students to practise the skill in different contexts and explore different aspects of the associated knowledge and understanding. In this scheme of work, the majority of learners have been assessed at Entry 2 and are working towards Entry 3.

Session	Topic	Learning objectives (Component skill)	Knowledge and understanding (selected and adapted from curriculum)
1	The world of work – looking at job ads and talking about job preferences	Rt/E3.7a) scan different parts of texts to locate information  Sd/E3.1c) express feelings, likes and dislikes	scan headings and subheadings  follow up statement of liking and disliking with reasons and explanation  a range of adjectives and intensifiers for expressing feelings, with appropriate intonation, e.g. <i>this looks interesting/great, this is well paid</i>
2	Telephoning for further information	Sc/E3.3a) make requests  Sc/E3.1a) use stress, intonation and pronunciation to be understood and make meaning clear  Sc/E3.2a use formal language and register where appropriate	communicative functions: greetings, introducing self, leave taking, requests  range of modal verbs, e.g. <i>can, could, would like</i>  stress in multi-syllable words and use of schwa: <i>applic<u>a</u>tion</i>  sentence stress: <i>Please could you send me an applic<u>a</u>tion form</i>  <b>Independent learning strategy:</b> Plan telephone calls in advance, anticipate and practise questions and answers, make notes

3	<p>Job interview Listening to a tape of a job interview</p> <p>Identifying sequence of events</p> <p>Role play of interview</p>	<p>Lr/E3.2a) listen for detail in narratives and explanations</p> <p>Lr/E3.2d) listen for grammatical detail</p> <p>Sc/E3.4b) give personal information</p> <p>Sc/E3.4a) express clearly statements of fact</p> <p>Sc/E3.2a) use formal language and register where appropriate</p>	<p>Discourse markers, cause and effect or contrast, e.g. <i>That's why, on the other hand</i></p> <p>Key words Key grammatical features... use of past tenses</p> <p>Give specific information about time and place...</p> <ul style="list-style-type: none"> <li>– form simple and compound sentences with appropriate word order</li> <li>– use of past simple, present continuous, present perfect (particularly contracted forms) together with appropriate time markers, e.g. <i>I've had a driving licence since 1998</i></li> </ul>
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### Selecting and sequencing learning objectives and learning activities for individual lessons or series of lessons

Lesson plans describe the content to be covered during a lesson or series of lessons, based on the scheme of work. They include objectives, activities and materials. Lessons will, as far as possible, take account of the individual needs and interests of the learners and may include different objectives for different individuals or small groups.

The teacher will select appropriate teaching and learning strategies, activities and materials to help learners develop and practise the component skills. Lesson planning should incorporate strategies for independent learning and encourage learners to practise skills outside the classroom in the real world.

The right-hand page of the curriculum offers sample activities for the component skills in order to trigger the teacher's own ideas for suitable teaching and learning activities. Teachers may want to build up their own bank of teaching activities and materials. DfES will also commission and publish ESOL learning materials based on the curriculum. Teachers will be able to customise these materials for use in specific contexts.

### ESOL Job Search course

Sample activity for Week 3: Preparing for job interviews

(Sc/E3.4b) give personal information

- Learners listen to part of a job interview on tape and, while they are listening, mark the key events on a time line:

Past —————> Now —————> Future

Learners identify the verb forms used to give information about past, present and future. They listen again for time markers, e.g. *at the moment*, and work in pairs to put them on the time line above.

They make a similar time line for themselves and mark key events on it. Learners discuss and practise the use of key tenses. They are then given two or three role cards with a name and basic information and dates, e.g. Name: Asif Quereshi, Born: Bangladesh, Previous Employment: clothes factory, Came to Britain: 1998, Now: Foundation Course at Tower Hamlets College. Learners then work in pairs and take it in turns to role play the interview as in the example above.

They then work in groups of four/five. Two act as a mini job-interview panel, while the others play themselves as applicants and use their time lines to help them. At the end, each group discusses the interviews and gives the job to the best candidate. The whole class discusses what they have learnt about the correct and contracted forms of the verbs and incorporated time markers.

The *starting point* for the development of a syllabus may be a set of functions, topics, skills or grammatical items. Whatever the starting point, the syllabus must link these components and keep the learner at the centre of the teaching and learning process. The syllabus and scheme of work must be linked to the level descriptors and component skills of the curriculum so that the learner can demonstrate achievement in relation to the national standards.

### Coming full circle

The planning process is cyclical. Regular evaluation and review of the learning programme is a central part of the planning process.

With review and evaluation of the learning programme and the achievements of learners against their objectives, the planning process starts again.

For each new programme it is likely that:

- aims and objectives will be reviewed
- contexts will be added and removed
- materials will be changed and adapted
- teaching strategies will be revised and new ones tested.

The process is the same for learning programmes of any length, type or level. The curriculum that follows will serve as a reference document to inform this process.

## The national standards and level descriptors

SPEAKING AND LISTENING								
								
At this level, adults can			At this level, adults can			At this level, adults can		
listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions			listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions			listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone		
speak to communicate basic information, feelings and opinions on familiar topics			speak to communicate information, feelings and opinions on familiar topics			speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone		
engage in discussion with another person in a familiar situation about familiar topics			engage in discussion with one or more people in a familiar situation, to establish shared understanding about familiar topics			engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics		
Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page
Lr/E1.1	listen for the gist of short explanations	58	Lr/E2.1	listen for and follow the gist of explanations, instructions and narratives	124	Lr/E3.1	listen for and follow the gist of explanations, instructions and narratives in different contexts	200
Lr/E1.2	listen for detail using key words to extract some specific information	60	Lr/E2.2	listen for detail in short explanations, instructions and narratives	126	Lr/E3.2	listen for detail in explanations, instructions and narratives in different contexts	204
			Lr/E2.3	listen for and identify the main points of short explanations or presentations	130	Lr/E3.3	listen for and identify relevant information and new information from discussions, explanations and presentations	208
						Lr/E3.4	use strategies to clarify and confirm understanding, e.g. <i>facial expressions or gestures</i>	210
						Lr/E3.6	listen to and respond appropriately to other points of view	212

**SPEAKING AND LISTENING**

					
At this level, adults can			At this level, adults can		
<p><b>listen and respond</b> to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context</p>			<p><b>listen and respond</b> to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context</p>		
<p><b>speak to communicate</b> information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium</p>			<p><b>speak to communicate</b> straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation</p>		
<p><b>engage in discussion</b> with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</p>			<p><b>engage in discussion</b> with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic</p>		
<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>
Lr/L1.2	listen for and understand explanations, instructions and narratives on different topics in a range of contexts	282	Lr/L2.2	listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts	348
Lr/L1.1	listen for and identify relevant information from explanations and presentations on a range of straightforward topics	280	Lr/L2.1	listen for and identify relevant information from extended explanations or presentations on a range of topics	346
Lr/L1.3	use strategies to clarify and confirm understanding, e.g. <i>facial expressions, body language and verbal prompts</i>	286	Sd/L2.5	use strategies intended to reassure, e.g. <i>body language and appropriate phraseology</i>	344
Lr/L1.4	provide feedback and confirmation when listening to others	286	Sc/L2.2	respond to criticism and criticise constructively	328

SPEAKING AND LISTENING

								
<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>
Lr/E1.3	follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary	64	Lr/E2.4	listen to and follow short, straightforward explanations and instructions	132			
Lr/E1.4	listen and respond to requests for personal information	64	Lr/E2.6	listen to and identify simply expressed feelings and opinions	134			
Sc/E1.1	speak clearly to be heard and understood in simple exchanges	40	Sc/E2.1	speak clearly to be heard and understood in straightforward exchanges	102	Sc/E3.1	speak clearly to be heard and understood using appropriate clarity, speed and phrasing	176
						Sc/E3.2	use formal language and register when appropriate	178
Sc/E1.2	make requests using appropriate terms	42	Sc/E2.2	make requests and ask questions to obtain information in everyday contexts	104	Sc/E3.3	make requests and ask questions to obtain information in familiar and unfamiliar contexts	180
			Lr/E2.5	respond to straightforward questions	132	Lr/E3.5	respond to a range of questions about familiar topics	212
Sc/E1.4	make statements of fact clearly	46	Sc/E2.3	express clearly statements of fact and short accounts and descriptions	110	Sc/E3.4	express clearly statements of fact and give short explanations, accounts and descriptions	184
Sc/E1.3	ask questions to obtain specific information	42	Sc/E2.4	ask questions to clarify understanding	116			
			Lr/E2.7	follow the gist of discussions	136	Lr/E3.7	follow and understand the main points of discussions on different topics	214
Sd/E1.1 & Lr/E1.5	speak and listen in simple exchanges and in everyday contexts	52 & 66	Sd/E2.1 & Lr/E2.8	follow the main points and make appropriate contributions to the discussion	118 & 136	Sd/E3.1	make contributions to discussions that are relevant to the subject	192
						Sd/E3.2	respect the turn-taking rights of others during discussions	198
in simple and familiar formal exchanges connected with education, training, work and social roles			in straightforward familiar formal exchanges connected with education, training, work and social roles			in familiar formal exchanges connected with education, training, work and social roles		

**SPEAKING AND LISTENING**

					
<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>
Sc/L1.1	Speak clearly in a way which suits the situation	254	Sc/L2.1	Speak clearly and confidently in a way which suits the situation	326
Sc/L1.2	Make requests and ask questions to obtain information in familiar and unfamiliar contexts	256	Sc/L2.3	Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts	330
Lr/L1.5	Respond to questions on a range of topics	286	Lr/L2.3	Respond to detailed or extended questions on a range of topics	352
Sc/L1.3	Express clearly statements of fact, explanations, instructions, accounts and descriptions	260	Sc/L2.4	Express clearly statements of fact, explanations, instructions, accounts, descriptions, using appropriate structure, style and vocabulary	332
Sc/L1.4	Present information and ideas in a logical sequence and include detail and develop ideas where appropriate	266	Sc/L2.5	Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding	338
Sd/L1.1 & Lr/L1.6	Follow and contribute to discussions on a range of straightforward topics	270 & 288	Sd/L2.2	Adapt contributions to discussions to suit audience, context, purpose and situation	340
Sd/L1.2	Make contributions relevant to the situation and the subject	272	Sd/L2.1 & Lr/L2.4	Make relevant contributions and help to move discussions forward	338 & 354
Sd/L1.3	Respect the turn-taking rights of others during discussions	276	Sd/L2.4	Support opinions and arguments with evidence	344
Sd/L1.4	Use appropriate phrases for interruption	278	Sd/L2.3	Use appropriate phrases for interruption and change of topic	344
in formal exchanges connected with education, training, work and social roles			in a wide range of formal and social exchanges		

## The national standards and level descriptors

READING								
								
At this level, adults can			At this level, adults can			At this level, adults can		
read and understand short texts with repeated language patterns on familiar topics			read and understand short, straightforward texts on familiar topics			read and understand short, straightforward texts on familiar topics accurately and independently		
read and obtain information from common signs and symbols			read and obtain information from short documents, familiar sources and signs and symbols			read and obtain information from everyday sources		
Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page
Rt/E1.1	follow a short narrative on a familiar topic or experience	70	Rt/E2.1	trace and understand the main events of chronological and instructional texts	138	Rt/E3.1	trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph	218
Rt/E1.2	recognise the different purposes of texts at this level	72	Rt/E2.2	recognise the different purposes of texts at this level	140	Rt/E3.2	recognise the different purposes of texts at this level	220
Rw/E1.1	possess a limited, meaningful sight vocabulary of words, signs and symbols	76	Rw/E2.2	recognise high-frequency words and words with common spelling patterns	150	Rw/E3.1	recognise and understand relevant specialist key words	228
						Rt/E3.4	identify the main points and ideas and predict words from context	222
			Rt/E2.4	use illustrations and captions to locate information	144	Rt/E3.9	relate an image to print and use it to obtain meaning	224
			Rs/E2.1	read and understand linking words and adverbials in instructions and directions, e.g. <i>next, then, right, straight on</i>	144	Rt/E3.3	recognise and understand the organisational features and typical language of instructional texts, e.g. <i>use of imperatives and second person</i>	220
						Rt/E3.6	skim read title, headings and illustrations to decide if material is of interest	224
						Rt/E3.7	scan texts to locate information	224
						Rt/E3.8	obtain specific information through detailed reading	224
			Rw/E2.1	read and understand words on forms related to personal information, e.g. <i>first name, surname, address, postcode, age, date of birth</i>	150	Rw/E3.2	read and understand words and phrases commonly used on forms	228

READING

					
At this level, adults can			At this level, adults can		
read and understand straightforward texts of varying lengths on a variety of topics accurately and independently			read and understand a range of texts of varying complexity accurately and independently		
read and obtain information from different sources			read and obtain information of varying length and detail from different sources		
Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page
Rt/L1.1	trace and understand the main events of continuous descriptive, explanatory and persuasive texts	292	Rt/L1.2	trace and understand the main events of continuous descriptive, explanatory and persuasive texts	356
Rt/L1.2	recognise how language and other textual features are used to achieve different purposes, e.g. <i>to instruct, explain, describe, persuade</i>	292	Rt/L1.2	identify the purpose of a text and infer meaning which is not explicit	356
			Rw/L2.1	read and understand technical vocabulary	368
Rt/L1.3	identify the main points and specific detail, and infer meaning from images which is not explicit in the text	294	Rt/L1.3	identify the main points and specific detail	358
			Rt/L1.4	read an argument and identify the points of view	360
Rt/L1.5	use different reading strategies to find and obtain information	296	Rt/L1.7	use different reading strategies to find and obtain information, e.g. <i>skimming, scanning, detailed reading</i>	364

READING

								
<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>
			Rt/E2.3	identify common sources of information	142	Rt/E3.5	understand and use organisational features to locate information, e.g. <i>contents, index, menus</i>	222
Rw/E1.2	decode simple, regular words	76	Rw/E2.3	use phonic and graphic knowledge to decode words	152			
			Rw/E2.4	use a simplified dictionary to find the meaning of unfamiliar words	152	Rw/E3.3	use a dictionary to find the meaning of unfamiliar words	230
Rw/E1.3	recognise the letters of the alphabet in both upper and lower case	78	Rw/E2.5	use initial letter to find and sequence words in alphabetical order	154	Rw/E3.4	use first- and second-place letters to find and sequence words in alphabetical order	230
	in texts such as public signs and notices, lists, forms, notes, records, simple narratives			in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams			in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports	

READING

					
<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>
			Rt/L1.5	read critically to evaluate information and compare information, ideas and opinions from different sources	362
			Rt/L1.8	summarise information from longer documents	364
Rt/L1.4	use organisational and structural features to locate information, e.g. <i>contents, index, menus, subheadings, paragraphs</i>	294	Rt/L1.6	use organisational features and systems to locate texts and information	362
Rw/L1.1	use reference material to find the meaning of unfamiliar words	300	Rw/L2.2	use reference material to find the meaning of unfamiliar words	368
	in reports, instructional, explanatory and persuasive texts			in a wide range of text types	

## The national standards and level descriptors

WRITING								
								
<i>At this level, adults can</i>			<i>At this level, adults can</i>			<i>At this level, adults can</i>		
write to communicate information to an intended audience			write to communicate information with some awareness of the intended audience			write to communicate information and opinions with some adaptation to the intended audience		
<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>
						Wt/E3.1	plan and draft writing	232
Wt/E1.1	use written words and phrases to record or present information	80	Wt/E2.1	use written words and phrases to record or present information	156	Wt/E3.2	organise writing in short paragraphs	234
						Wt/E3.3	sequence chronological writing	236
Ws/E1.1	construct a simple sentence	82	Ws/E2.1	construct simple and compound sentences using common conjunctions to connect two clauses, e.g. <i>as, and, but</i>	158	Ws/E3.1	write in complete sentences	238
			Ws/E2.2	use adjectives	160	Ws/E3.2	use correct basic grammar, e.g. <i>appropriate verb tense, subject-verb agreement</i>	240
Ws/E1.2	punctuate a simple sentence with a capital letter and a full stop	82	Ws/E2.3	use punctuation correctly, e.g. <i>capital letters, full stops and question marks</i>	160	Ws/E3.3	use punctuation correctly, e.g. <i>capital letters, full stops, question marks, exclamation marks</i>	240
Ws/E1.3	use a capital letter for personal pronoun 'I'	84	Ws/E2.4	use a capital letter for proper nouns	160			

WRITING

					
At this level, adults can			At this level, adults can		
write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience			write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience		
Ref	An adult will be expected to:	page	Ref	An adult will be expected to:	page
Wt/L1.1	plan and draft writing	304	Wt/L2.1	plan and draft writing	372
Wt/L1.3	present information in a logical sequence, using paragraphs where appropriate	306	Wt/L2.3	present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate	374
Wt/L1.2	judge how much to write, and the level of detail to include	304	Wt/L2.2	judge how much to write, and the level of detail to include	372
Wt/L1.4	use language suitable for purpose and audience	306	Wt/L2.5	use formal and informal language appropriate to purpose and audience	376
Wt/L1.5	use format and structure for different purposes	308	Wt/L2.4	use format and structure to organise writing for different purposes	376
Ws/L1.1	write in complete sentences	310	Ws/L2.1	construct complex sentences	380
Ws/L1.2	use correct grammar, e.g. <i>subject-verb agreement, correct use of tense</i>	312	Wt/L2.6	use different styles of writing for different purposes, e.g. <i>persuasive techniques, supporting evidence, technical vocabulary</i>	378
			Ws/L2.2	use correct grammar, e.g. <i>subject-verb agreement, correct and consistent use of tense</i>	382
			Ws/L2.3	use pronouns so that their meaning is clear	382
Ws/L1.3	punctuate sentences correctly, and use punctuation so that meaning is clear	312	Ws/L2.4	punctuate sentences correctly and use punctuation accurately, e.g. <i>commas, apostrophes, inverted commas</i>	384

WRITING

								
<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>
Ww/E1.1	spell correctly some personal key words and familiar words	84	Ww/E2.1	spell correctly the majority of personal details and familiar common words	162	Ww/E3.1	spell correctly common words and relevant key words for work and special interest	242
						Wt/E3.4	proof-read and correct writing for grammar and spelling	236
Ww/E1.2	write the letters of the alphabet using upper and lower case	88	Ww/E2.2	produce legible text	164	Ww/E3.2	produce legible text	242
	in documents such as forms, lists, messages, notes, records			in documents such as forms, lists, messages, notes, records, e-mails, simple narratives			in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports	

WRITING

					
<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>	<i>Ref</i>	<i>An adult will be expected to:</i>	<i>page</i>
Ww/L1.1	spell correctly words used most often in work, studies and daily life	314	Ww/L2.1	spell correctly words used most often in work, studies and daily life, including familiar technical words	384
Wt/L1.7	proof-read and revise writing for accuracy and meaning	308	Wt/L2.8	proof-read and revise writing for accuracy and meaning	380
Ww/L1.2	produce legible text	314	Ww/L2.2	produce legible text	386
in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations			in a wide range of documents		

## Key grammatical structures at each level of the ESOL core curriculum

		
<p>Simple sentences</p>	<p>Simple and compound sentences</p>	<p>Simple, compound and complex sentences</p>
<ul style="list-style-type: none"> <li>word order in simple statements, subject–verb–object e.g.: <i>She likes apples</i></li> <li>subject–verb–adverb e.g.: <i>He speaks slowly</i></li> <li>subject–verb–adjective e.g.: <i>My bag is heavy</i></li> <li>subject–verb–prepositional phrase e.g.: <i>He lives in London</i></li> <li>word order in instructions e.g.: <i>Keep left</i></li> </ul>	<ul style="list-style-type: none"> <li>word order in compound sentences, e.g.: subject–verb–(object) + <i>and/but</i> + subject–verb–(object) <i>I work in a shop but my friend works in an office</i></li> </ul>	<ul style="list-style-type: none"> <li>variations in word order, e.g.: <i>To the east is ...</i></li> <li>word order in complex sentences, e.g.: <i>Divali is a Hindu festival which takes place in autumn</i></li> </ul>
<ul style="list-style-type: none"> <li><i>there is/are</i> + noun (+ prepositional phrase)</li> </ul>	<ul style="list-style-type: none"> <li><i>there was/were/there is going to be</i></li> </ul>	<ul style="list-style-type: none"> <li><i>there has/have been</i></li> <li><i>there will be/there was going to be</i></li> </ul>
	<ul style="list-style-type: none"> <li>clauses joined with conjunctions <i>and/but/or</i></li> <li>a limited range of common verbs + <i>-ing</i> form</li> <li>verb + infinitive with and without <i>to</i>, e.g.: <i>We went shopping yesterday.</i> <i>I want to buy some fruit</i> <i>I heard him come in</i></li> </ul>	<ul style="list-style-type: none"> <li>complex sentences with one subordinate clause: <ul style="list-style-type: none"> <li>of time, e.g. <i>When the red light goes out, you press the button</i></li> <li>of reason, e.g. <i>I didn't go to the doctor's yesterday because I was too ill</i></li> <li>of result, e.g. <i>They didn't have an appointment this week so I had to make one for next week</i></li> <li>of condition, e.g. <i>If it rains, I'll stay at home</i></li> <li>of concession e.g. <i>Although she can't swim, she loves the sea-side</i></li> </ul> </li> <li>defining relative clauses using <i>who, which, that</i>, e.g.: <i>The car that I bought is quite old</i></li> <li>a range of verbs + <i>-ing</i> form, e.g.: <i>I enjoy swimming</i></li> <li>verbs + infinitive, with and without <i>to</i>, e.g.: <i>We saw the police arrive</i></li> <li>infinitive to express purpose, e.g.: <i>He went to France to learn French</i></li> </ul>
		<ul style="list-style-type: none"> <li>simple reported statements, e.g.: <i>She says she wants to study English</i></li> </ul>

	
<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<p>Simple, compound and complex sentences, with a wide range of subordinate clauses</p>
<ul style="list-style-type: none"> <li>word order in sentences with more than one subordinate clause, e.g.: <i>Since the ozone layer has been affected by pollution, people have had to be more careful when they sunbathe</i></li> </ul>	<ul style="list-style-type: none"> <li>word order in complex sentences, including choice of order for emphasis, e.g.: <i>You have to put the disk in here to save!</i> <i>To save you have to put the disk in here</i> <i>Although the Prime Minister said that the environment was important in his election campaign, he has done very little to improve it since he came to office</i></li> </ul>
<ul style="list-style-type: none"> <li><i>there had been</i></li> </ul>	<ul style="list-style-type: none"> <li><i>there could be/would be/should be</i></li> <li><i>could have/would have/should have</i></li> </ul>
<ul style="list-style-type: none"> <li>a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i>, e.g.: <i>He wouldn't go unless I went</i></li> <li>non-defining relative clauses, e.g.: <i>The Rio de la Plata, which flows down from Brazil, is used for transport ...</i></li> <li>defining relative clauses with <i>where</i> or <i>whose</i>, e.g.: <i>The village where I grew up</i></li> <li>participial clauses to describe accompanying actions with <i>-ing</i>, e.g.: <i>My brother ran all the way, carrying her on his back</i></li> <li>clause as subject or object, e.g.: <i>Can you believe what happened?</i></li> </ul>	<ul style="list-style-type: none"> <li>a wide range of conjunctions, including <i>on condition that</i>, <i>provided that</i></li> <li>conditional forms, using <i>had + would/could/should have</i>, e.g.: <i>They would have paid the bill for you if you had explained what had happened</i></li> <li>comparative clauses <i>The faster he talked, the less I understood</i></li> <li>more complex participial clauses with <i>-ing</i> and <i>-ed</i>, e.g.: <i>I left a note explaining what had happened</i></li> <li>fronting and cleft sentences for emphasis, e.g.: <i>The reason we do that is because of safety....:</i> <i>It was John who told me</i></li> </ul>
<ul style="list-style-type: none"> <li>reported speech with a range of tenses, including use of <i>would</i> and <i>had</i>, e.g.: <i>He said that he would come if he had time</i></li> </ul>	<ul style="list-style-type: none"> <li>reported speech, using a range of verb forms, e.g.: <i>She explained that we didn't have to attend every day</i></li> </ul>

		
<p>Simple sentences</p>	<p>Simple and compound sentences</p>	<p>Simple, compound and complex sentences</p>
<ul style="list-style-type: none"> <li>• <i>yes/no</i> questions <i>Do you know the address?</i></li> <li>• <i>wh-</i> questions <i>What time is it?</i></li> <li>• question words <i>what/who/where/how much/how many</i></li> <li>• contracted form of auxiliary</li> </ul>	<ul style="list-style-type: none"> <li>• <i>wh-</i> questions</li> <li>• comparative questions</li> <li>• alternative questions</li> <li>• question words <i>when, what time, how often, why, how</i> and expressions, e.g. <i>Can you tell me ...</i></li> </ul>	<ul style="list-style-type: none"> <li>• a wide range of <i>wh-</i> questions, e.g.: <i>Which colour do you prefer?</i> <i>How's Maria?</i></li> <li>• simple embedded questions, e.g.: <i>Do you know where the library is?</i></li> <li>• question words including <i>whose</i>, e.g.: <i>Whose bag is this?</i></li> </ul>
	<ul style="list-style-type: none"> <li>• statements with question tags, using Entry 1 and Entry 2 tenses, e.g.: <i>You arrived last year, didn't you?</i></li> </ul>	<ul style="list-style-type: none"> <li>• statements with question tags using Entry 3 tenses, e.g.: <i>You've got your documents back, haven't you?</i></li> </ul>
<ul style="list-style-type: none"> <li>• imperatives and negative imperatives, e.g.: <i>Stop! Don't touch!</i></li> </ul>		
<p>Noun phrase</p>		
<ul style="list-style-type: none"> <li>• regular and common irregular plurals of nouns, e.g. <i>days, books, men, women</i></li> <li>• very common uncountable nouns, e.g. <i>weather, traffic</i></li> <li>• personal pronouns</li> <li>• demonstratives, e.g. <i>this/that/these/those</i></li> <li>• determiners of quantity, e.g. <i>some/a lot of</i></li> </ul>	<ul style="list-style-type: none"> <li>• countable and uncountable nouns, e.g. <i>roads, trees, houses; happiness, water, information</i></li> <li>• simple noun phrases, e.g. <i>a large red box</i></li> <li>• object and reflexive pronouns, e.g.: <i>I gave him my book</i> <i>We enjoyed ourselves very much</i></li> <li>• determiners of quantity – <i>any, many</i>, e.g.: <i>Have you any oranges? We haven't many left.</i></li> </ul>	<ul style="list-style-type: none"> <li>• noun phrases with pre- and post-modification, e.g. <i>fair-haired people with sensitive skin</i></li> <li>• a range of determiners, e.g. <i>all the, most, a few</i></li> </ul>
<ul style="list-style-type: none"> <li>• indefinite article <i>a/an</i> with singular countable nouns, e.g. <i>an apple, a pen</i></li> <li>• definite article <i>the</i>, e.g. <i>the floor, the door</i></li> </ul>	<ul style="list-style-type: none"> <li>• use of articles including: definite article and zero article with uncountable nouns, e.g.: <i>Water is important for life</i> <i>The traffic is bad today</i></li> <li>• definite article with superlatives, e.g. <i>the best example</i></li> </ul>	<ul style="list-style-type: none"> <li>• use of articles including: definite article with post-modification, e.g.: <i>The present you gave me ...</i></li> <li>• use of indefinite article to indicate an example of, e.g.: <i>This is a perfect cheese. ...</i></li> <li>• use of indefinite articles in definitions, e.g.: <i>An architect is a person who designs buildings</i></li> </ul>
<ul style="list-style-type: none"> <li>• possessives: <i>my/your/his/her</i>, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• possessive <i>s</i> and possessive pronouns, e.g. <i>mine, yours</i></li> </ul>	

	
<p>Simple, compound and complex sentences, with more than one subordinate clause</p>	<p>Simple, compound and complex sentences, with a wide range of subordinate clauses</p>
<ul style="list-style-type: none"> <li>a range of embedded questions using <i>if</i> and <i>whether</i>, e.g.: <i>Do you know whether he was intending to visit her in hospital or not?</i></li> <li>reported questions with <i>if</i> and <i>whether</i>, e.g.: <i>He asked if my friend was coming</i></li> <li>use of <i>had</i> and <i>would</i> in reported questions, e.g.: <i>He asked if we had understood</i> <i>She wanted to know if they would agree</i></li> <li>reported requests, e.g.: <i>he asked me to help him</i></li> </ul>	<ul style="list-style-type: none"> <li>more complex embedded questions, e.g.: <i>I'd be grateful if you could explain what happened</i></li> <li>reported questions, using a range of verb forms, e.g.: <i>He said he had been waiting for hours before a train came</i></li> </ul>
<ul style="list-style-type: none"> <li>statements with question tags using Level 1 tenses, e.g.: <i>You would prefer coffee, wouldn't you?</i></li> </ul>	<ul style="list-style-type: none"> <li>statements with question tags, using Level 2 verbs and tenses, e.g.: <i>He could've told us he wasn't coming, couldn't he?</i></li> </ul>
<ul style="list-style-type: none"> <li>reported instructions, e.g.: <i>He told me to come</i></li> </ul>	<ul style="list-style-type: none"> <li>imperative + question tag, e.g.: <i>Pass me the book, will you?</i></li> </ul>
<p><b>Noun phrase</b></p>	
<ul style="list-style-type: none"> <li>more-complex noun phrases with pre- and post-modification, e.g. <i>a tall man wearing dark glasses</i></li> <li>word order of determiners, e.g. <i>all my books</i></li> </ul>	<ul style="list-style-type: none"> <li>noun phrases of increasing complexity, e.g.: <i>Wide streets with lots of shops on each side which were brightly lit</i></li> </ul>
<ul style="list-style-type: none"> <li>use of definite, indefinite and zero article with a wide range of nouns in a range of uses, e.g.: <i>The increase in the use of additives in food...</i></li> </ul>	<ul style="list-style-type: none"> <li>use of zero article with a wide range of countable and uncountable nouns in a range of constructions, e.g. <i>Colleges say that they will struggle to provide citizenship training for refugees unless significant resources are pumped in</i></li> </ul>
<ul style="list-style-type: none"> <li>range of expressions to indicate possession, e.g. <i>that book of yours</i></li> </ul>	

		
Simple sentences	Simple and compound sentences	Simple, compound and complex sentences
Verb forms and time markers in statements, interrogatives, negatives and short forms		
<ul style="list-style-type: none"> <li>• simple present tense of               <ul style="list-style-type: none"> <li>– <i>be/have/do</i></li> <li>– common regular verbs <i>I am from Zaire</i> <i>He works in the evening</i> <i>Do you like music?</i></li> </ul> </li> <li>• <i>have got</i> – indicating possession <i>I've got a car</i></li> <li>• present continuous               <ul style="list-style-type: none"> <li>– of common regular verbs <i>He's watching TV</i></li> </ul> </li> <li>• contracted forms of:               <ul style="list-style-type: none"> <li>– subject and auxiliary</li> <li>– auxiliary and negative <i>We don't eat meat</i> <i>They're having lunch</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• simple present tense of:               <ul style="list-style-type: none"> <li>– regular transitive and intransitive verbs with frequency adverbs and phrases, e.g.: <i>The children often eat apples</i> <i>They always go to school</i> <i>I see her every day</i></li> </ul> </li> <li>• simple past tense of regular and common irregular verbs with time markers such as <i>ago</i>, e.g.: <i>We went to the cinema yesterday</i> <i>I saw her two weeks ago</i></li> <li>• future time using:               <ul style="list-style-type: none"> <li>– present continuous, e.g. <i>going to, will</i></li> <li>– use of time markers, e.g. <i>next week, in two days' time</i> <i>We are meeting him at 6 o'clock. I'm going to wash my hair tonight.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• no present perfect with:               <ul style="list-style-type: none"> <li>– <i>since/for</i></li> <li>– <i>ever/never</i></li> <li>– <i>yet/already</i></li> </ul> </li> <li>• <i>used to</i> for regular actions in the past</li> <li>• past continuous</li> <li>• future simple verb forms <i>I haven't seen him since Friday/for two weeks</i> <i>Have you ever been to China?</i> <i>No, I've never been there</i> <i>I used to go to Italy for my holidays</i> <i>She was working in a bank when that happened</i> <i>I'll see you tomorrow</i></li> </ul>
<ul style="list-style-type: none"> <li>• modals:               <ul style="list-style-type: none"> <li>– <i>can + bare infinitive</i> to express ability, e.g.: <i>He can drive</i></li> <li>– <i>would + like</i> for requests, e.g.: <i>She'd like some tea</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• modals and forms with similar meaning:               <ul style="list-style-type: none"> <li>– <i>must</i> to express obligation</li> <li>– <i>mustn't</i> to express prohibition</li> <li>– <i>have to, had to</i> to express need</li> <li>– <i>could</i> to make requests, e.g. <i>Could you?</i></li> <li>– <i>couldn't</i> to express impossibility</li> </ul> </li> <li>• use of simple modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>	<ul style="list-style-type: none"> <li>• modals and forms with similar meaning:               <ul style="list-style-type: none"> <li>– positive and negative, e.g. <i>you should/shouldn't</i> to express obligation</li> <li>– <i>might, may, will probably</i> to express possibility and probability in the future</li> <li>– <i>would/should</i> for advice</li> <li>– <i>need to</i> for obligation</li> <li>– <i>will definitely</i> to express certainty in the future</li> <li>– <i>May I?</i> asking for permission</li> <li>– <i>I'd rather</i> stating preference</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• use of <i>on, off, in, out</i>, e.g.: <i>Switch the light off</i> <i>Way out</i></li> </ul>	<ul style="list-style-type: none"> <li>• very common phrasal verbs, e.g. <i>get on/off/up/down</i></li> </ul>	<ul style="list-style-type: none"> <li>• common phrasal verbs and position of object pronouns, e.g.: <i>I looked it up</i> <i>She looked after them</i></li> </ul>
Adjectives		
<ul style="list-style-type: none"> <li>• common adjectives after <i>be</i>, e.g. <i>hot/cold/young/new/old/good/bad</i></li> </ul>	<ul style="list-style-type: none"> <li>• adjectives and adjective word order, e.g.: <i>a large black horse, a new red coat</i></li> <li>• comparatives, regular and common irregular forms, e.g. <i>good, better, wet, wetter, dark, darker</i></li> </ul>	<ul style="list-style-type: none"> <li>• comparative and superlative adjectives</li> <li>• comparative structures, e.g. <i>as ... as, ... is the same as, not so ... as ..., looks like/is like</i></li> </ul>

	
Simple, compound and complex sentences, with more than one subordinate clause	Simple, compound and complex sentences, with a wide range of subordinate clauses
Verb forms and time markers in statements, interrogatives, negatives and short forms	
<ul style="list-style-type: none"> <li>present perfect continuous, e.g.: <i>He's been working nights for years</i></li> <li>past perfect, e.g.: <i>He had worked as a fisherman before that</i></li> <li>present and past simple passive, e.g.: <i>Rice was grown in many parts of the country but many fields were destroyed in the war</i></li> <li>use of <i>would</i> in conditional sentences, e.g.: <i>It would be better if he told the truth</i></li> <li>causative use of <i>have</i> and <i>get</i>, e.g.: <i>I had/got the car repaired last week</i></li> </ul>	<ul style="list-style-type: none"> <li>use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive, e.g.: <i>Investigations have been carried out into the activities of the men who were involved</i></li> <li><i>would</i> expressing habit in the past, e.g.: <i>He would visit us regularly every week</i></li> <li>use of <i>had + would/could/should have</i> in conditional sentences, e.g.: <i>I would have contacted you if I had known you needed help to complete your work</i></li> </ul>
<ul style="list-style-type: none"> <li>modals:               <ul style="list-style-type: none"> <li>– <i>ought</i> to express obligation, e.g. <i>I ought to see the doctor</i></li> <li>– negative of <i>need</i> and <i>have to</i> to express absence of obligation, e.g. <i>you don't have to, you needn't</i></li> <li>– <i>would</i> to express hypotheses, e.g.: <i>What would you do if ...</i></li> <li>– use of forms, e.g. <i>be able to</i> to refer to future</li> <li>– <i>would like</i> + object + infinitive, e.g. <i>would like you to</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>modals expressing past obligation, possibility, rejected conditions, e.g.: <i>should have</i> <i>might have</i> <i>could have</i> <i>must have</i> <i>can't have</i></li> </ul>
<ul style="list-style-type: none"> <li>a range of phrasal verbs, e.g. <i>to give way, to hold out, to run into</i></li> </ul>	<ul style="list-style-type: none"> <li>a wide range of phrasal verbs with a number of particles, e.g. <i>to get round to, to carry on with</i></li> </ul>
Adjectives	
<ul style="list-style-type: none"> <li>comparisons, using <i>fewer</i> and <i>less</i></li> <li>collocation of adjective + preposition, e.g. <i>interested in, aware of</i></li> </ul>	<ul style="list-style-type: none"> <li>connotations and emotive strength of adjectives, e.g. <i>interesting, shocking, scandalous, shameful, wicked</i></li> <li>collocation of a range of adjectives + prepositions, e.g. <i>ashamed of, certain of, particular about</i></li> </ul>

		
Simple sentences	Simple and compound sentences	Simple, compound and complex sentences
<b>Adverbs and prepositional phrases</b>		
<ul style="list-style-type: none"> <li>• common prepositions and prepositional phrases of place, e.g. <i>at home, on the left, on the table</i></li> </ul>	<ul style="list-style-type: none"> <li>• prepositions and prepositional phrases of place and time, e.g. <i>until tomorrow, by next week, by the river, at midnight, at once</i></li> </ul>	<ul style="list-style-type: none"> <li>• wider range of prepositions and prepositional phrases, e.g. <i>in her twenties, of average height</i></li> </ul>
<ul style="list-style-type: none"> <li>• simple adverbs of place, manner and time, e.g. <i>here, there, now, slowly</i></li> <li>• use of intensifier <i>very</i></li> </ul>	<ul style="list-style-type: none"> <li>• adverbs and simple adverbial phrases including:               <ul style="list-style-type: none"> <li>– sequencing: <i>after that</i></li> <li>– of time and place: <i>in the morning, at the bus stop</i></li> <li>– of frequency: <i>always, sometimes</i></li> <li>– of manner: <i>carefully, quickly</i></li> </ul> </li> <li>• word order with adverbs and adverbial phrases, e.g. <i>he always brought food to our house early in the morning</i></li> <li>• use of intensifiers, e.g. <i>really, quite, so</i></li> </ul>	<ul style="list-style-type: none"> <li>• a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i></li> <li>• more complex adverbial phrases of time, place, frequency, manner, e.g. <i>as soon as possible</i></li> <li>• a range of intensifiers, including <i>too, enough</i></li> </ul>
<b>Discourse</b>		
<ul style="list-style-type: none"> <li>• sentence connectives – <i>then, next</i></li> </ul>	<ul style="list-style-type: none"> <li>• adverbs to indicate sequence – <i>first, finally</i></li> <li>• use of substitution, e.g. <i>I think so, I hope so</i></li> <li>• markers to structure spoken discourse, e.g. <i>Right. Well.</i></li> </ul>	<ul style="list-style-type: none"> <li>• markers to indicate:               <ul style="list-style-type: none"> <li>– addition, e.g. <i>also</i></li> <li>– sequence, e.g. <i>in the first place</i></li> <li>– contrast, e.g. <i>on the other hand</i></li> </ul> </li> <li>• markers to structure spoken discourse, e.g. <i>anyway, by the way</i></li> <li>• use of ellipsis in informal situations, e.g. <i>got to go</i></li> <li>• use of vague language, e.g. <i>I think, you know</i></li> </ul>

	
Simple, compound and complex sentences, with more than one subordinate clause	Simple, compound and complex sentences, with a wide range of subordinate clauses
Adverbs and prepositional phrases	
<ul style="list-style-type: none"> <li>• prepositions to express concession, e.g. <i>in spite of, despite</i></li> <li>• collocations of:               <ul style="list-style-type: none"> <li>– verbs + prepositions, e.g. <i>to attend to, point at</i></li> <li>– nouns + prepositions, e.g. <i>to have an interest in</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• prepositions + <i>-ing</i> form, e.g.: <i>After having talked to us, he changed his mind</i></li> <li>• prepositions followed by noun phrases, e.g. <i>in spite of the fact that ...</i></li> </ul>
<ul style="list-style-type: none"> <li>• a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>• comparative and superlative forms of adverbs, e.g.: <i>She worked harder than all the rest</i></li> <li>• a wide range of intensifiers, e.g. <i>extremely, entirely, completely</i></li> </ul>	
Discourse	
<ul style="list-style-type: none"> <li>• a range of discourse markers expressing:               <ul style="list-style-type: none"> <li>– addition</li> <li>– cause and effect</li> <li>– contrast, e.g. <i>however</i></li> <li>– sequence and time, e.g. <i>at a later date</i></li> </ul> </li> <li>• markers to structure spoken discourse, e.g. <i>as I was saying</i></li> <li>• use of ellipsis in informal speech and writing, e.g. <i>Sounds good</i></li> </ul>	<ul style="list-style-type: none"> <li>• a range of logical markers, e.g. <i>in this respect, by this means, accordingly, therefore, thus</i></li> <li>• sequence markers, e.g. <i>subsequently</i></li> </ul>

# Entry 1

Milkman  
3 pints on  
Tuesday  
Thank you.

“ This is Joe, and this is Sam. They’re brothers. ”



“ Switch the TV on, switch the video on, then put the tape in here.

OK.

Then press this button.

*This button here?*

Yes, that’s right. ”



What's your name?

*Maria.*

Are you working?

*No, I'm looking for a job.*



### Issues that may affect the delivery of the curriculum at Entry 1

- Learners' knowledge of grammar, written conventions and texts in their own language will be a useful basis for development and comparative work.
- Learners' level of literacy may be different from their level of spoken English, and this needs to be taken into account in the pacing of lessons, and choice of methods and materials.
- The need for, and degree of, linguistic accuracy will be determined by the purpose of the interaction, e.g. spelling of name and address on a form need to be accurate.
- When listening, learners can expect considerable support in terms of repetition, re-phrasing and prompts. Speech may be tightly controlled or slowed down, without distorting the normal stress, rhythm and intonation of everyday spoken English.
- Texts at this level consist of single words or signs, very simple forms, very simple sentences and familiar vocabulary.
- Learners who are not literate in their other language(s), or not literate in the roman script, will need continuous and varied reinforcement, over a considerable period of time, in order to reach the standards at this level. Intensive basic literacy provision may be needed to support these learners.
- Learners' writing may consist mainly of copying and inserting key information into a model text or simple form.
- Learners who are literate in other languages can be encouraged to use transferable skills.

An asterisk at the end of any skill or activity on these pages denotes an activity that is likely to prove difficult, or very difficult, for dyslexic learners. For further information on recognising dyslexia or teaching dyslexic learners, read *Access for All* (DfES, 2000), *Resource Pack for staff teaching basic skills to adults with learning difficulties and/or disabilities* (DfES, 2001), and *Dyslexia and the Bilingual Learner* (LLLU, 1997).

Speak to communicate

Sc/E1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 speak clearly to be heard and understood in simple exchanges

Component skill and knowledge and understanding

Adults should learn to:

- 1a use stress and intonation to make speech comprehensible to a sympathetic native speaker
  - develop awareness of word stress and place stress on the correct syllable in familiar words
  - develop ability to place stress on key words in utterances
  - understand that English has many unstressed vowels and be able to approximate the sound of the schwa
  - be able to approximate appropriate intonation patterns, e.g. to indicate politeness
- 1b articulate the sounds of English to be comprehensible to a sympathetic native speaker
  - pronounce phonemes adequately to be comprehensible and to make meaning clear

Example of application and level

*station, computer, appointment*

*Can I smoke here?*

*I only speak a little English.*

*Can I go home at 11 o'clock today?*

*Can I see the manager, please? (with rising intonation)*



### Sample activities

- Learners construct a short dialogue in small groups around the topic of smoking to identify intonation and stress, e.g. *Can I smoke here?* Identify how this question is spoken in order to correspond with the answer *No smoking here – over there. Thank you.* They repeat the dialogue, paying attention to stress. New sentences and phrases are added to show stressed syllables, e.g. *outside, manager, teacher.* Learners practise in pairs.
- Learners listen to simple sentences (e.g. *A Twix, please. A biscuit, please. A cup of tea, please. A cup of tea with sugar, please*) and clap on the stressed syllables, to identify the importance of unstressed vowels in connected speech. Learners then focus on where the stress comes in the sentence and repeat sentences with correct stress. They listen to sentences with contrasting stressed and schwa vowels – e.g. *Who's it for? It's for you.* (schwa sound in second *for*) – and repeat.

- Learners discuss known vocabulary items under given categories (e.g. clothing, parts of the body) and practise pronunciation from a given model, so as to be comprehensible to a sympathetic native speaker. Then, in pairs they look at list with these words and say them at random. Partner has to guess which is being said. Teacher goes round listening carefully and correcting as required. Learners practise the words in sentences from a dialogue.

At this level, adults can:

#### listen and respond

to spoken language, including simple narratives, statements, questions and single-step instructions

#### speak to communicate

basic information, feelings and opinions on familiar topics

#### engage in discussion

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

The words learners need to say will depend on their reasons for communicating, e.g. employment, college course, childcare, benefits, social interaction.

The following are suggestions only: the needs and interests of individual learners will determine which words they need to be able to say.

#### Topic-based vocabulary

- ordinal and cardinal numbers
- days of the week
- months of the year
- news, e.g. *war, refugee*
- countries and languages, e.g. *Hong Kong, Chinese*
- common places, e.g. *post office*
- parts of the body, e.g. *leg*
- family members, e.g. *sister*
- food, e.g. *bread*
- fruit and vegetables, e.g. *apples*
- weights and measures, e.g. *kilo*
- clothes, e.g. *trousers*
- common jobs, e.g. *driver*
- accommodation, e.g. *flat*
- furniture, e.g. *chair*
- weather, e.g. *sunny*
- subjects, e.g. *computing*
- IT, e.g. *Open, File, Save, Print*

#### Classroom vocabulary

Listen, tell, ask, speak, talk, discuss, repeat, practise, make up, read, write, copy, look, tick, underline, highlight, fill in, instructions, book, worksheet, homework, tape, video, screen, computer, in pairs, in groups, in your own language

Speak to communicate

Sc/E1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 2 make requests using appropriate terms

Component skill and knowledge and  
understanding

Adults should learn to:

- 2a make requests: ask for things or action
  - make requests, with or without use of modal verbs
  - be aware of intonation patterns for politeness, and be able to approximate them
  - be able to prepare the listener for a request, e.g. saying *Excuse me*

Example of application and level

*A cup of tea, please.*  
*Can I see the manager, please?*  
*Excuse me. Can you help me?*

- 2b make requests: ask permission
  - ask for permission, using modal verbs, e.g. *can*
  - be able to use intonation to indicate politeness

*Can I smoke here?*

*Excuse me. Can I go home at 11 o'clock today?*

An adult will be expected to:

- 3 ask questions to obtain specific information

- 3a ask for personal details
  - form questions of the *wh*-type and the *yes/no* type, approximating a falling intonation in *wh*-questions and a rising intonation in *yes/no* questions
  - use the question form of the simple present tense of common verbs, verbs *to be* and *have got*, using contractions where appropriate, e.g. *what is* becomes *what's*
  - form questions, using common modal verbs, especially *can*
  - understand and be able to use a range of question words, e.g. *who, what, where, how much/many?*

*What's your name?*

*Do you speak Hindi?*

*Where do you work?*

*Have you got a job?*

*Can you drive?*



### Sample activities

- Learners look at a picture of market stall, realia or pictures of fruit/vegetables as a preamble to making simple requests. They listen to a brief dialogue (e.g. *Six oranges, please. That's £2. Thank you*) and then practise in pairs, using different realia and visuals.
- Information gap activity: learners work in pairs, one learner has a timetable; another has the study centre appointments book with some slots filled in. The first learner has to book a computer.
- Learners watch and listen to a demonstration with *Can you help me, please? Can you close the door, please? Can you open the window, please?* said in a demanding tone, a polite tone; they choose correct picture cue card – a frowning face, a smiling face – for each pattern. Learners repeat the two models of request, using different intonation patterns, according to which cue card is being shown.

Learners have own cue cards and faces and practise in pairs or in threes – one speaking and the others deciding which face, then alternating.

- Learners watch a video excerpt from a soap or serial about asking for permission (e.g. a school pupil with his hand up) with the sound off. They suggest what is happening and what is being said. Learners practise asking permission, using *Can I...?*

They are asked to say when they have to ask for permission (e.g. leaving early) and practise asking permission using cue cards, e.g. *shut the window, smoke*.

Learners role play other situations in which they ask/give permission based on their own life experience.

- Prompted by information (e.g. *My name's X*), learners listen to, and answer with short form, *wh*- questions (e.g. *What's your name? Where are you from? Where do you live?*) illustrated with hand movements showing end-fall intonation.

Learners practise *wh*- questions in chorus and individually across the class, paying particular attention to intonation and contractions.

- 'Find someone who' activity: learners circulate and collect information about other learners using prompts, e.g. *children, married, country*. Learners who find reading English difficult are paired with those who do not.

Learners enter information on a simple database or produce a class survey.

- Game for more advanced learners: one learner thinks of a person known to all; others ask questions to guess who it is.\*
- With suitable visual aids (mime, pictures) learners listen to personal information e.g.: *I can swim, I can't play football, I can speak English and Polish*, etc. as a preamble to using *can* in questions. Learners answer questions, e.g. *Stefan, can you swim? (Yes, I can or No, I can't)* and *What languages can you speak?* They ask and answer across the class, and then in pairs, prompted by visuals.
- Learners walk round asking questions to fill in grid with learners' names down side and columns headed by pictures or words, e.g. *languages? swim? drive?* etc. They then compare information in whole group to find out how many languages are spoken, how many can swim, etc.

At this level, adults can:

#### listen and respond

to spoken language, including simple narratives, statements, questions and single-step instructions

#### speak to communicate

basic information, feelings and opinions on familiar topics

#### engage in discussion

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E1

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**3b** ask for information

- ask questions, as above
- understand conventional ways of introducing a request for information, e.g. *Excuse me*

(See also Lr/E1.2e, page 62.)

*What time is the next bus to . . . ?*

*Excuse me. What's the time, please?*

*Can I help you?*

*Yes. How much is this jacket, please?*

**3c** ask for directions and location

- ask questions, using *where*
- be able to pronounce place names clearly, when asking for directions to them
- understand the importance of checking back

(See also Lr/E1.3b, page 64.)

*Excuse me, where's the post office?*

*Excuse me, where is Queens Park Road?*

– *Turn left here, then turn right.*

– *Left, then right?*

– *Yes.*



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners are set a task to produce information about the services in the building, e.g. café, crèche, office, library, study centre, sports centre. In groups, learners are given prompts, e.g. *opening time, cost*. They must decide what questions to ask and how to form them. Teacher circulates and checks. Learners carry out the activity and feed back the information.
  - Learners look at big picture of post office and suggest associated vocabulary (e.g. *stamp, letter, parcel, scales, counter*) and are taught – by picture or mime – any other needed for the dialogue. They then listen to dialogue where someone wants to send a parcel abroad, e.g.:
    - *How much, please?* (Note: rising intonation especially important because so abbreviated).
    - *Where to?*
    - *Zanzibar.*
    - *Put it on the scales. By sea or by air?*
    - *By air, please.*
    - *That's £6.*
    - *Can I register it?*
    - *That's an extra £3. £9 total.*
    - *OK. Thank you.*
  - Learners look at a picture of the Job Centre or Employment Agency and suggest where it is and what is happening. They listen to a dialogue in order to look at ways of introducing a request for information, e.g.:
    - *Excuse me, I'm looking for restaurant jobs*
    - *They're over there.* OR – *They're just here.*
    - *Thank you.* OR – *Oh, under my nose. Thank you.*
  - Learners compare ways of introducing a request for information in their languages.
  - Learners practise in chorus, then random pairs across the class. They then role play, varying the dialogue, practising in different settings.
- 
- Learners look at simple local plan with familiar main street names and main buildings marked (e.g. post office, college, library, police station, school), as a preamble to pronouncing place names clearly.
  - Learners practise street names in chorus, then individually. In pairs, learners practise question and answer (e.g. *Excuse me, where's the post office, please? It's in Market Street.*). Learners work in two groups: one group gives directions; the other group has to follow the directions and say where they have arrived at. Then groups reverse roles.
  - Learners listen to directions and echo back key information as a way of checking, e.g.:
    - *Take the first turning left and then the second right.*
    - *First left, second right.*
    - *That's it.*

They practise echoing back key information, following a model and then go on to correct inaccurate echo, e.g.:

    - *Straight on and on the right.*
    - *Straight on and on the left?*
    - *No, on the right.*

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E1

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

3d ask for clarification

- have strategies for dealing with lack of understanding, e.g. by asking for repetition

(See also Lr/E1.1d  
and Lr/E1.2b, page 60.)

*Sorry?*

*Can you speak slowly, please?*

*Please can you repeat it?*

*Can you write it down?*

*I'm sorry, I don't understand. I only speak a little English.*

An adult will be expected to:

4 make statements of fact  
clearly

4a make simple statements of fact

- use verb forms suitable for the level, e.g. present tense and modal *can*
- use grammar suitable for the level, to express:
  - (a) possession (e.g. *my, mine, your*)
  - (b) quantity (e.g. *some, any, many*)

(c) number (regular/irregular plurals and count/non-count nouns)

(d) location (prepositions of place)

- understand that statements of fact are usually spoken with falling intonation
- be able to make statements of fact within an interaction

*He can speak Hindi and Gujarati.*

*She can't drive.*

*This is my dictionary.*

*There are some eggs in the fridge.*

*He has three children.*

– *I feel tired and hot.*

– *Then have a rest.*

– *What's the time?*

– *It's quarter past ten.*

– *Thanks.*

*This is my mother. She doesn't speak English.*



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners begin by revising low ordinal and cardinal numbers in order to ask for repetition. Using pictures of classes that are easy to identify visually (e.g. computer class, maths, art, pottery, woodwork, cookery), learners revise or learn names of classes.
- Learners look at picture of someone enquiring at college reception desk and listen to taped dialogue, e.g.:
  - *Can I help you?*
  - *Where's the computer class, please?*
  - (speaking quickly) *It's on the first floor, room 14.*
  - *Sorry?*
  - (still fast) *It's on the first floor, room 14.*
  - *Please can you speak slowly?*
  - (more slowly) *It's on the first floor, room 14.*
  - *Oh, first floor, room 14. Thank you.*
- Learners pick out ways of asking for clarification, extend to any others they may know (e.g. *Can you say that again, please? Can you repeat that, please?*) and practise them.
- In pairs, learners extend practice with requests for other classes in pictures, varying ways of asking for clarification. (Partner can make up floor and room numbers.)\*

- Learners listen to a tape of some learners describing where they come from (simple statements of fact), e.g.:

*I come from the Cote d'Ivoire. It's in Africa.*

*My country is Sri Lanka. It's very hot. There are lots of beaches.*

In groups, they fill in a chart giving information about the countries on the tape. Learners describe their own country using the tape as a model. Teacher circulates and checks.

- Learners look at picture or mime of two friends meeting by appointment, and listen to dialogue which includes statements of fact within an interaction, e.g.:
  - *Hello.*
  - *Hello.*
  - *What's the time?*
  - *It's quarter past ten.*
  - *Oh dear, I'm late. Sorry.*

Learners repeat and practise in pairs, varying the time.

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E1

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**4b** give personal information

- recognise requests for personal information and understand that there are different ways to respond, e.g. minimal answer, short form of the verb, fuller answer
- be able to use contracted forms
- be able to spell words out loud, and know when it is necessary to do so (e.g. spell name of the street, but not the word *street*)
- be able to incorporate the giving of information into an interaction, e.g. when introducing self

(See also Lr/E1.4b, page 66.)

- *What's your name?*
- *Maria.*
- *Are you working?*
- *No, I'm looking for a job.*
- *Can you drive?*
- *Yes, I can./No, I can't.*

*My name's...*

*I live in...*

*I've got three children.*

- *Cigarette?*
- *No thanks. I don't smoke.*

*My name is Rafiq. I'm looking for Mrs Bennett.*

**4c** give directions and instructions

- recognise a request for instructions or directions and understand exactly what information is required
- use imperative and negative imperative to give single-step directions and instructions
- use appropriate grammatical forms, e.g. prepositional phrases, determiners *this, that*, etc. and adverbs *here, there*, etc.
- understand the importance of stressing key information

*Go straight on, turn left. The post office is on the right.*

*Put the tape in the tape recorder.*

*Don't press this button.*

*Put the disk in here, then press this button.*



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners look at some large photographs pinned up around the room. In pairs, learners circulate and make up information about the people in the photos. As a whole group, learners debate their ideas about the people and come to a consensus.
- Learners work in pairs or small groups and ask questions to collect information about each other, marking it on a grid, e.g. where they are from, where they live, whether they smoke, can drive, can swim. They report back to whole class, giving two or more facts at a time about each person.

The activity can be extended by playing a memory game in which one learner thinks of another in the class and gives a number of facts about the person. The winner is the first learner to guess correctly who it is.

As a variation, a learner makes a statement about someone in the class, and the rest have to say if it is true or false and correct it, e.g. *Juma's got six sisters. No, he hasn't. He's got six brothers.*

- Learners listen to tape of someone talking to a doctor's receptionist and spelling words aloud, e.g.:
  - *Can I see Dr X today, please?*
  - *Yes. What's your name?*
  - *Ali Khamis.*
  - *Can you spell that?*
  - *Yes, Khamis. K-H-A-M-I-S.*
  - *What's your address?*
  - *15 Suttlej Road. That's S-U-T-L-E-J. One-five Suttlej Road.*
  - *Can you wait about an hour?*
  - *Yes, OK. Thank you.*
- Learners focus on the need to spell unfamiliar names, and distinguish between 15 and 50, 16 and 60, etc. Learners go on to practise number endings with a bingo game.
- Learners discuss whether it is necessary to spell words like *road* and *street* and go on to practise giving and spelling out their name and address in pairs.

- Learners reorder a set of picture instructions, in order to practise recognising requests for instructions. Learners repeat instructions for each picture and practise in pairs, giving instructions while partner puts pictures in order.
- Using a video or camcorder, digital camera or computer, learners revise appropriate vocabulary (e.g. *press, button; open, close*) and give each other instructions on how to use the equipment, while the teacher circulates and checks accuracy.

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E1

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**4d** give a description

- use grammar suitable for the level,  
e.g. *there is/are*, prepositional phrases,  
indefinite article
- know and be able to use some common  
adjectives to describe people, places and  
things

*There's a heater in this room.*  
*There's some tea here.*

*He's very tall.*  
*She's a friendly woman.*  
*My country is very beautiful.*

**4e** deal with another person's  
misunderstanding

- recognise when there has been  
misunderstanding and correct it
- understand the importance of stress in  
making meaning clear

– *You live in Luton, don't you?*  
– *No, I live in London.*

– *Mrs Khan... that's K A N.*  
– *No, K H A N.*



## Sample activities

- Learners watch an excerpt from a popular TV programme, as a preamble to using suitable grammar for a simple description of a place. The excerpt is paused on a particular image, and learners are asked to say what they can see, responding to prompt questions as necessary, e.g. *It's a market; it's very busy; there are lots of people. It's a market in London.*  
Using the model built up in class, learners practise the description. Some learners work with gap-fill and drills as necessary.
- In groups, learners are asked to prepare a very simple presentation about a place they know well (e.g. their home city, the college they attend) and to give their presentation to the rest of the class, e.g. *I learn English in... It's a big college near the station. There are a lot of students. It has a lot of teachers. It's got a library. It's friendly.*

- Learners look at pictures of people, to learn and use common adjectives for descriptions, e.g. *tall/short, dark/fair, young/old*. Learners practise whole sentences in pairs, using pictures of people, some of them famous and from a range of countries and cultures, e.g. *Nelson Mandela is tall. He's got curly hair. Mahatma Ghandi is thin.*

Learners revise vocabulary for colours and items of clothing and make sentences about class members, e.g. *Mariam's got a green sweater*. The class is then divided into two teams. Each team member in turn describes someone from the other team, who has to guess who is being described. Each clue given (*It's a woman, she's got a red blouse, she's got curly hair, etc.*) counts as a point for the describing team. Points are subtracted from guessing team for incorrect answer and added for correct answer. The team with the most points wins.

- As a preamble to correcting misunderstandings, learners discuss looking for a job in Britain, e.g. through the Job Centre, local ads, newspapers, friends. They discuss the conventions of ringing or writing in, filling in application forms and being interviewed. They reconstruct a telephone conversation arranging for an interview between an employer and someone looking for a job. Learners are asked to consider what misunderstanding can arise on the phone, e.g. *I can't come on Tuesday* instead of *I can come on Tuesday*. Learners discuss strategies for correction and the importance of checking back.

At this level, adults can:

### listen and respond

to spoken language, including simple narratives, statements, questions and single-step instructions

### speak to communicate

basic information, feelings and opinions on familiar topics

### engage in discussion

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Engage in discussion

Sd/E1

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 1 speak and listen in simple exchanges and in everyday contexts

Component skill and knowledge and understanding

*Adults should learn to:*

- 1a take part in social interaction

- be able to:
  - (a) greet
  - (b) respond to a greeting
  - (c) introduce others
  - (d) invite and offer (e.g. using *would like*)
  - (e) accept and decline invitations and offers
  - (f) express thanks
  - (g) take leave
- be able to express all of the above, using intonation patterns appropriate for friendly social interaction
- (See also Lr/E1.5b, page 66.)
- be aware that gesture (e.g. indicating agreement) can vary across cultures

Example of application and level

*Hi, how are you?*

*Fine, thanks. And you?*

*This is Joe, and this is Sam. They're brothers.*

*– Would you like a sandwich?*

*– Yes, please.*

*– Would you like a ham sandwich?*

*– No, thanks. I'm sorry. I don't eat ham.*

*– Which do you want, tea or coffee?*

*– Tea, please.*

*– Red wine or white?*

*– I'm sorry, I don't drink wine.*

*Bye, see you tomorrow.*



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners begin by constructing short dialogues in small groups around the topic of offers, invitations and thanks (e.g. *Would you like a sandwich? No thanks. I'm not hungry. I'd like a coffee*). Learners talk about the importance of stress and intonation to achieve a polite tone. Learners repeat the dialogues, practising in chorus and individually with correct stress and intonation. Learners make tea and coffee in the classroom, offer juice and biscuits to each other.

Learners compare the use of *would you like* with ways of making offers in their own languages, by saying the question in their own language and writing it onto pieces of card, numbering the words, e.g.:

1        2        3        4        5  
Would   you   like   a   biscuit?

1            4            5  
Quieres   una   galleta?

- Learners compare the number and order of words.
- In small groups, learners look at pictures and visuals of gestures e.g. nodding/shaking head, thumbs-up sign, A-OK circle made with thumb and index finger, tapping side of nose for 'It's a secret'. They discuss the meaning of these gestures in their own languages or in English, saying whether they understand them and, if so, what they mean in their culture. Learners exchange views and information and demonstrate signs with similar meanings from their own cultures, and any others they know.

Basic Skills Standards  
level descriptor

Engage in discussion

Sd/E1

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**1b** take part in more formal interaction

- know the importance of preparing what to say in a formal interaction and predicting what the other speaker(s) might say

At the doctor's  
*I've got a pain in my chest.*

- be able to:

(a) introduce self

Visiting a child's school  
*My name's Mrs Ali. I'm Salim's mother.*

(b) give personal information

(c) state a problem

(d) state a wish

Enrolling in a college  
*I don't want an evening class.*

(e) make a request  
as appropriate to the interaction

- have strategies to help with dealing with misunderstanding, e.g. ask for repetition, ask for a written leaflet
- be able to speak to a stranger in response to a situation, e.g. bumping into them, finding their key, being asked the time
- be aware of norms regarding proximity of speakers and eye contact in formal situations, and understand that these can vary across cultures

*Oh, I'm sorry.*  
*Excuse me. Is this your key?*  
*– What's the time, please?*  
*– I'm sorry, I don't know.*

(See also Lr/E1.5c, page 68.)



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners listen to a taped dialogue (in sections if necessary) as a preamble to practising what to say in a formal interaction, e.g.:
  - Hello. Mrs Cevic?
  - Yes, that's right.
  - Oh, hello, nice to see you. You wanted a word with me?
  - Yes, it's about my son Jacob.
  - Aah yes.
  - He is not happy.
  - Oh I'm sorry. What's the problem?
  - He has a new teacher, Miss Kennedy. She speaks very fast. Jacob can't understand; he sits at the back. Also, he's shy. Can he move? Can he sit near the front?
  - Well, I'm sure we can speak to Miss Kennedy and see what can be done. Just hold on a minute...
  - Thank you.

Learners answer questions about where this might be happening, who is talking, what their relationship is (how well they know each other), etc. Learners talk about other difficult situations they have encountered (e.g. loud music from neighbours, interviews for jobs) and discuss simple strategies for preparing what to say. Prompted by cue words or picture prompts, and using this context or others relevant to the interests and needs of the class, learners practise in pairs:

- I'm X Y.
- What's the matter?
- I've got a leak in the kitchen ... Can you repair it?
- I've got an appointment with the manger. Can I see him?
- Learners look at suitable visuals or mime to suggest/learn *Excuse me, is this your umbrella?* Learners repeat with correct intonation, first in chorus, then individually. They then look at realia or pictures (e.g. of pen, key), to make substitutions, extending to plurals, e.g. *Are these your gloves/cigarettes?* etc. Learners suggest/learn appropriate response (e.g. *Oh, yes. Thank you.* OR *Oh, yes, it is/they are. Thank you.*) and practise questions and responses in pairs, with correct stress and intonation

**Extension for more advanced learners\***

- Excuse me, are these your cigarettes?
  - No, they're not/they aren't. I don't smoke.
- OR
- Excuse me, your bag's open.
  - Oh, is it? Thank you.
- Learners watch videos of formal conversations between people of different cultures to observe proximity and eye contact and make simple comparisons of their own norms with those they have seen.

Basic Skills Standards  
level descriptor

Engage in discussion

Sd/E1

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**1c** express likes and dislikes, feelings, etc.

- use grammar and vocabulary suitable for the level, to express:

(a) likes and dislikes

*I like ... But I hate ...*

(b) feelings

*I'm angry.*

*I'm happy.*

(c) wishes

(d) simple views

*– I like this college.*

*– Yes, it's nice.*

- recognise simply expressed views, likes and dislikes and feelings of another speaker, and be able to indicate broad agreement or disagreement

*– I want a new job.*

*– Me too.*

*– I hate this town.*

*– Oh, I like it.*

*– I think this is a good area.*

*– You're right.*

(See also Lr/E1.5a, page 66.)



### Sample activities

- Using visuals, learners revise or learn vocabulary suitable for expressing likes and dislikes (e.g. *chips, fruit, computers, cars, football, this town*), and answer questions e.g. *D'you like chips?* with *Yes, I do* or *No, I don't*.  
In pairs, learners express their likes and dislikes e.g. *I like chips. I don't like football*.  
Using a survey grid with names of learners down side and items along the top, learners walk round asking each other *Do you like X?* and writing a tick for *Yes* and a cross for *No*. Learners feed back results to whole group e.g. *Twelve learners like chips*, etc.
- In groups, learners look at the work they have been doing in class and respond to a simple questionnaire related to their views and feelings about their English lessons, e.g. *We like speaking. Listening is difficult. I like dictations. I want homework. I don't want...* Learners with beginner levels of literacy work with literate classmates.  
Learners discuss their feelings and views and feed back.

At this level, adults can:

#### listen and respond

to spoken language, including simple narratives, statements, questions and single-step instructions

#### speak to communicate

basic information, feelings and opinions on familiar topics

#### engage in discussion

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

## Listen and respond

Lr/E1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 listen for the gist of short explanations

Component skill and knowledge and understanding

Adults should learn to:

- 1a recognise context and predict general meaning
  - be able to identify the speaker, the situation and the topic of conversation in a variety of simple, everyday exchanges
  - be aware that it is not always necessary to understand every word in order to get the general meaning of a spoken text
  - understand that it is often possible to predict the pattern of an interaction

- 1b listen for gist in short explanations and narratives

- be able to identify the key words for a given context, e.g. in the context of travel, key words might be *timetable, single, return, fare*
- be aware that it is not always necessary to understand every word, in order to get the general meaning of a spoken text
- be able to guess the meaning of unknown words through understanding the context and adjacent words
- respond to listening, e.g. by clarifying meaning in first language

- 1c listen for gist in a conversation

- be able to identify the situation, speakers and topic of a short conversation
- understand that conversations often follow a predictable pattern of turn taking
- recognise where speakers repeat points and echo each other's words

Example of application and level

Listen and recognise the situation, speakers and topic, e.g.:

- *Hello, Mrs Shah, take a seat. What's the problem?*
- *I've got terrible toothache. It hurts here.*
- *OK, let's have a look. Open wide.*

- *A single to Bath, please?*
- *£14.50, please.*
- *Oh, and can I have a timetable?*
- *Certainly.*

Listen to a teacher telling the class something about his hobbies and interests.

*Well, what do I like doing? I like sports, football, swimming. I enjoy every kind of ball game. I tried squash last week, and it was great.*



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners listen to short dialogues of simple, everyday situations to identify the main speakers and answer *yes/no* questions, e.g. *Is she talking to a doctor? Is the woman talking to a friend?*
- Learners with a basic literacy level examine three pictures of different situations in order to identify the situation, e.g. patient and dentist, new learner and teacher, ticket seller and customer. Then they listen to and put a tick or a number by the picture when they recognise the context.
- Learners predict possible content of a dialogue before listening. Having established the general situation, learners listen to part of a taped dialogue and predict what comes next. Learners have to decide whether suggested 'next lines' are appropriate (e.g. if when listening to a tape of a customer at the train station, learners hear *What time is the train to Liverpool?*, is the next speaker going to say *£8.45?*).
- In order to identify key words for a given context, learners practise by looking at pictures and realia, suggesting or asking for words they might need. They listen to a dialogue in that context. Learners with a low literacy level raise their hands to indicate when they hear one of the key words; learners with higher literacy levels could circle the words they hear from a list.
- To understand the predictability of some conversations, learners use college prospectuses or pictures of adult classes or computing classes to imagine what people might say in different situations, e.g. learner/teacher, learner/reception, learner/canteen worker. Learners listen to dialogues and check whether they predicted correctly.

Basic Skills Standards  
level descriptor

Listen and respond

Lr/E1

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

1d listen for gist and respond, in a face-to-face situation

- understand that much of the gist can be understood from context and non-verbal signals by the speaker
- be able to signal they are listening, by using markers, e.g. *yes, OK*
- understand that new language can be learned from listening actively and questioning

- be able to ask for clarification and repetition

(See also Sc/E1.3d, page 46.)

*What do you call this?*

*What is the word for this?*

*What does ... mean?*

*Can you repeat that, please?*

*Can you speak slowly, please?*

An adult will be expected to:

2 listen for detail using key words to extract some specific information

2a listen for detail in short narratives and explanations

- understand and identify key words and phrases in a given context
- understand the importance of listening for stressed words

- identify familiar grammatical features, e.g. possessives, prepositions, and note details that depend on understanding of these features, e.g. *She's wearing his glasses*

*I'll give you a form to fill in and you need to take it home with you and come back here on Monday, but make sure you don't forget to bring the form with you.*

2b listen for detail and respond, in a face-to-face situation

- make use of gesture and eye contact to aid understanding
- be able to signal they are listening, by using markers, e.g. *I see*
- understand the importance of checking back when listening for detail, and be able to do so
- be able to signal lack of understanding/ask for clarification

(See also Sc/E1.3d, page 46.)

*– Can you come on Monday at 4pm?*

*– Monday? 4pm?*



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners watch short video extracts of conversations in different contexts and observe non-verbal signals by the speaker, e.g. facial expressions, gestures, eye contact. They match the expressions with simple oral or written headings, e.g. *happy, sad, angry*.
- In order to understand the importance of listening for stressed words, learners become familiar with key words for a given context, using picture prompts, realia, and then listen to a short explanation. While listening, they look at a worksheet with pictures or words, putting a number beside the picture or word as they hear it being stressed, e.g. *a form – 1, home – 2*.
- Learners listen to a dialogue and focus on the way the speakers signal they are listening and encourage the other speaker to continue (back channelling), e.g. use of *mmh, yes, I see*. Learners are asked to practise the dialogue using these devices.
- Learners signal lack of understanding and asking for clarification after listening to explanations with some deliberately unclear information, e.g. on hearing *Can you come on – at –?*, by saying *Sorry, when?* or *Sorry, what time?*, as appropriate.

## Basic Skills Standards level descriptor

### Listen and respond

### Lr/E1

#### Component skill and knowledge and understanding

#### Example of application and level

Adults should learn to:

#### 2c listen for grammatical detail

- recognise and discriminate between different kinds of utterance, e.g. question, statement, instruction
- listen for and recognise grammatical forms appropriate for the level, e.g. *wh*- question words, prepositions of place, negatives
- recognise contracted forms and understand their relationship with the full form usually encountered in writing
- understand that listening and focusing on grammar can help in learning the language

*What's the date today?*  
*The date is on the letter.*  
*Write the date on your work.*

*Who is your friend?*  
*Where is your friend?*  
*How is your friend?*

*I can swim very well.*  
*I can't swim very well.*

*I am hungry.*  
*I'm hungry.*

#### 2d listen for phonological detail\*

- understand that identifying stress within a word can aid recognition and understanding of that word, and that identifying stress within a sentence can help overall understanding
- recognise intonation patterns, understand that they can indicate politeness and attitude, and that they can vary across cultures
- recognise and discriminate between individual sounds
- understand that listening in detail to how speakers pronounce English can be a useful way to improve their own pronunciation

*Reception*  
*Information*  
*She's at the hairdressers.*

*Can I see the manager?*  
(spoken as a polite request or a demand)

#### 2e listen and extract key information

- be aware that it is not necessary to understand and remember every word to extract information
- understand the importance of knowing in advance what one is listening for, and be able to disregard other information

(See also Sc/E1.3b, page 44.)

Listen for weights, places, times.

Identify personal details, such as name, age, e.g.:

*Ahmed is 18 years old. He isn't married and he comes from Afghanistan. He was born in Kabul...*



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- To indicate recognition of and discrimination between different kinds of utterance, while listening to a dialogue, learners raise their hands each time a question is asked, or an answer given. Learners have cards with '?' or ① to raise when they hear a question or an instruction.
- To practise recognising contracted forms, learners examine a contracted form and a full form on the board, one clearly on the left, one on the right. While listening to a short dialogue with contractions and full forms, learners point to the left or the right of the board.

- In order to identify stress within a word, learners listen to people giving their ages or their house numbers (e.g. *I'm 13. I live at number 30 Park Road.*). They then circle the number they hear or point to one of the numbers written on the board.
- To practise identifying stress within a word, learners, working in pairs, are given a set of numbers on cards, e.g. 13, 30, 15, 50. All the cards are turned upside down. Learners take turns picking a card, saying it to their partner, who writes it down, then shows it to the speaker.
- In order to match intonation patterns with politeness and feelings, learners look at several pictures (each numbered) of typical situations, e.g. 1 a conversation in the housing or benefit office, 2 neighbours talking in a friendly way, 3 people arguing. As learners listen to short conversations, they identify the picture that matches what they hear.

- To practise listening for particular information, different groups of learners take cards with points to listen for or are told to listen for specific things, e.g. in the example opposite, one group listens for Ahmed's age, one listens for *married/not married*, another *born in...* Afterwards they feed back to others.

## Listen and respond

Lr/E1

### Basic Skills Standards level descriptor

*An adult will be expected to:*

- 3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary

### Component skill and knowledge and understanding

*Adults should learn to:*

- 3a follow single-step instructions
  - recognise and understand imperative and negative imperative
  - understand key grammatical forms, e.g. prepositions of place and deictic markers *this, that, here, there*
  - be able to ask for repetition or clarification, and confirm understanding
  - demonstrate understanding by taking appropriate action

### Example of application and level

Understand instructions on how to use a video, e.g.:

- *Switch the TV on, switch the video on, then put the tape in here.*
- *OK.*
- *Then press this button.*
- *This button here?*
- *Yes, that's right.*

- 3b follow directions

- understand key grammatical forms, e.g. ordinal numbers, *the first street*
- know that key words are likely to be stressed and/or repeated by the speaker
- be able to check back  
(See also Sc/E1.3c, page 44.)

Understand clear, uncomplicated directions, e.g.:

- *Turn right, then go straight ahead and take the second road on the left.*
- *Right... straight ahead... second on the left.*
- *That's it.*
- *Thanks.*

*An adult will be expected to:*

- 4 listen and respond to requests for personal information

- 4a listen and respond to requests for personal information

- recognise requests for action and respond by taking action
- be able to indicate willingness or inability to carry out an action

- *Can I borrow your pen?*
- *Yes, you can.*

- *Can you open the window?*
- *Sure.*

- *Can you help me with this?*
- *I'm sorry, I can't. I'm busy.*



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners demonstrate understanding by carrying out short, single-step instructions, either positive or negative, e.g. *Please stand up, Please don't look at me, Pass Samia your pen.*
  
- Learners listen to directions and echo the last part to practise checking back, using the appropriate intonation.
  
- To practise indicating willingness or inability to carry out an action, learners listen to a request and respond according to the prompt. Prompt cards upside down on the table have a tick or cross on each card. As learners hear the request, they draw a card and respond appropriately, saying *Yes, you can* or *No, I'm sorry, I can't.*

## Listen and respond

Lr/E1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**4b** listen and respond to requests for  
personal information

- recognise and discriminate between different *wh*- question words, e.g. *when*, *where*
- recognise and discriminate between *wh*- questions and *yes/no* questions
- be able to answer either type of question with minimal response, short form of the verb or fuller answers

(See also Sc/E1.4b, page 48.)

- *What's your name?*
- *Saba.*
- *Where do you come from?*
- *Somalia. And you?*
- *What time is it?*
- *Nearly 6 o'clock.*
- *It's nearly 6 o'clock.*
- *Are you married?*
- *No, I'm not/No, I'm not. I'm single.*

An adult will be expected to:

**5** speak and listen in simple  
exchanges and in  
everyday contexts

**5a** recognise a speaker's feeling and  
attitude

- understand simply expressed feelings, by identifying simple common structures and vocabulary expressing a small range of feelings
- recognise how intonation can carry meaning and identify feeling and attitude expressed mainly through intonation

(See also Sd/E1.1c, page 56.)

- *What's your favourite TV programme?*
- *I love EastEnders.*
- *Do you? I don't, I like Coronation Street.*
- *Hi, how are you?*
- *I'm OK. (sounding cheerful)*
- *I'm OK. (sounding depressed)*

**5b** take part in social conversation

- recognise and respond to, e.g.:
  - (a) greetings
  - (b) introductions
  - (c) offers and invitations
- recognise intonation patterns indicating friendliness

(See also Sd/E1.1a, page 52.)

- *Hi, Jan, this is my mother.*
- *Hello, nice to meet you.*
- *Do you want a cup of tea?*
- *Yes, please.*
- *Sugar?*
- *No thanks.*



At this level, adults can:

**listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

**speak to communicate**

basic information, feelings and opinions on familiar topics

**engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Sample activities

- To recognise and discriminate between different *wh*- questions, learners look at flash cards on the board with names of different familiar countries on one side of the board, and times, dates, months or days on the other. Learners point to appropriate side of the board when they hear *where* or *when*.

- Learners listen to people expressing likes and dislikes and then indicate understanding by putting a tick for likes and a cross for dislikes.

- Learners listen to tape of informal conversation, e.g.:

Tom: *Hello, Jim.*

Jim: *Oh, hi, Tom. How are you?*

Tom: *I'm fine, thanks. How are you?*

Jim: *Fine, thanks. Do you know Mary? Mary, this is Tom.*

Tom: *No. Hello, Mary.*

Mary: *Hello.*

Learners answer comprehension questions: *How many people are talking? What are their names? Do they know each other?* Learners listen to tape as many times as necessary to repeat exact dialogue lines, practising in chorus and individually with correct stress and intonation.

Basic Skills Standards  
level descriptor

Listen and respond

Lr/E1

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

5c take part in more formal exchanges

- recognise and respond to, e.g.:
  - (a) greetings
  - (b) instructions
  - (c) offers
  - (d) requests for information
- in a formal situation  
(See also Sd/E1.1b, page 54.)

- With the doctor
- *Good morning.*
  - *Good morning.*
  - *Take a seat.*
  - *Thank you.*
  - *What can I do for you?*
  - *Well, I've got...*

5d follow a simple discussion on a familiar topic

- understand simply expressed opinions, and recognise phrases for expressing opinion, e.g. *I think*
- recognise and identify common structures and vocabulary used in giving opinions
- be able to indicate a response, especially agreement

- A discussion about cars, e.g.:
- *I think cars are noisy and dirty.*
  - *Yes, you're right/I don't. I think cars are useful.*



### Sample activities

- Learners listen to a variety of greetings, instructions, etc. and choose the most appropriate response, using a multiple-choice exercise, e.g. in response to the question *Hello, nice to see you, how are you?*:
  - (a) I'm 28.
  - (b) I'm very well, thank you, and you?
  - (c) Nice to see you too.
  
- Learners distinguish between facts and opinions by putting phrases like *It's a car* or *It's a nice car* under heading *Fact/Opinion* on the board. They listen to a tape, phrase by phrase, and say whether they are hearing a fact or opinion.

At this level, adults can:

#### **listen and respond**

to spoken language, including simple narratives, statements, questions and single-step instructions

#### **speak to communicate**

basic information, feelings and opinions on familiar topics

#### **engage in discussion**

with another person in a familiar situation about familiar topics

in simple and familiar formal exchanges connected with education, training, work and social roles

Text focus

Reading comprehension

Rt/E1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 follow a short narrative on a familiar topic or experience

Component skill and knowledge and understanding

Adults should learn to:

- 1a follow a short narrative on a familiar topic or experience
  - understand that print carries meaning and that words on the page represent words that can be spoken
- understand that texts can be sources of information and enjoyment
- track texts in the right order, left to right, top to bottom
- use a range of text-level strategies, their own knowledge of content and context of the text as a whole to get meaning from text
- know some basic terms that distinguish spoken from written text, such as *page, line, sentence, word, letter, sign, form, story*
- use reading skills in other languages to help them read in English

Example of application and level

Read their own composition, which someone else has written down, e.g.:

*My name is Amina. I come from Somalia.*

Read a very simple narrative, with repeated language patterns, on a familiar topic or experience, e.g.:

*My mother works in a restaurant. My father works in a shop.*

Use photos in advertisements and illustrations in an illustrated dictionary to help identify meaning.

*Platform 3* (in a railway station)



At this level, adults can:

**read and understand**

short texts with repeated language patterns on familiar topics

**read and obtain information**

from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

### Sample activities

- Learners engage in a language experience activity to see the link between spoken and written words. Learners take photos of each other in groups, using a digital camera, print off the photos and talk about the people in each picture. This text is written down on an OHT or white board and read aloud to the learners, who join in and read along. This is repeated as often as necessary. The text is photocopied and cut up into sentences for the learners to reconstruct. The process is repeated, cutting up the text into phrases and then into words. Learners reconstruct the text in small groups, reading aloud as they go, checking back against a master of the whole text.
- To establish that some texts are read for information, others for pleasure and some for both purposes, learners who are literate in another language are asked what kinds of texts they read in their own languages. They have a range of different types of text in front of them as a visual stimulus. They are asked why they read them, and whether they get pleasure and/or information from them.
- Learners look at a large pile of different types of text, some of which are read for information, some for pleasure and some for both: newspapers, children's books, simple poems, ESOL text and grammar books, magazines, TV guide, recipe books, postcards, greetings cards, bills, timetables, social signs, labelled medicine bottles. They are asked to put them on to two separate tables, one for information, one for enjoyment. They are then asked to decide which texts could go on a third table, for both information and pleasure. Learners decide in groups which types of text they most need and want to read in English.
- To track the direction of text, learners listen to a familiar text (e.g. a traditional story or folk tale that has previously been told in class) being read aloud and follow it on paper with their finger, from left to right, top to bottom.
- Using their own knowledge of content, learners look at a postcard with a picture of a sunny beach, a simple story with an illustration, a simple letter from a school on headed paper. Before each text is read to them, they are asked to predict what the texts may be about.
- Learners answer oral questions about a text and demonstrate understanding of basic terms, e.g. *Is this a letter or a story? Who is it to? Where is the address? How many lines are there in the address?*

The words learners need to read will depend on their reasons for reading, e.g. employment, college course, childcare, benefits, enjoyment. The following are suggestions only: the needs and interests of individual learners will determine which words they need to be able to read.

#### Personal key words

- country of origin, e.g. *Mozambique, UK, Britain, England*
- languages, e.g. *Portuguese*
- names, addresses, telephone numbers

#### Topic-based vocabulary

- days of the week
- months of the year
- words on forms: name, address, telephone number, date, country of origin, signature
- family members, e.g. *mother*
- words on menus, e.g. *tea, coffee*
- everyday vocabulary, e.g. *appointment, poison, sale*

**Text focus** Reading comprehension

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

An adult will be expected to:

- 2 recognise the different purposes of texts at this level

Adults should learn to:

- 1b obtain information from texts
  - obtain meaning from a combination of key words and symbols
  - recognise ways of expressing prohibition
  - be aware that it is not always necessary to read every word in order to comprehend or gain information from text
  - be aware that reading a table involves looking horizontally and vertically to obtain information
  - recognise key words and phrases that indicate function of texts, e.g.:  
*Please ...* = request;  
*Danger* = warning;  
*No, do not* = prohibition

- 2a recognise that the way a text looks can help predict its purpose

- develop awareness of the different purposes of texts at this level, e.g. to inform, to sell, to send good wishes
- recognise that different types of text (e.g. very simple letter, signs and symbols, very simple form or appointment card) will look different from each other
- know that symbols without words have meaning and understand the meaning of common signs and symbols
- understand that layout and presentational features of simple texts can help readers predict purpose and aid understanding
- know the language to describe purposes of texts at this level and to describe function e.g. *to give information, to sell, to send good wishes, to warn: a request, a warning, a greeting*
- understand that cultural conventions affect even simple texts and that it is useful to know this in order to understand their purpose
- recognise conventional phrases used in particular contexts

Read one- and two-word texts, e.g.:

*Stop, Closed, Surgery Hours, Opening Hours, Toilets* →

*No smoking, No entry, Do not enter, Keep off*

Identify the word *price* in an advert.

Read the opening times on a shop door to find out what time the shop closes on a particular day.

*Please keep off the grass.*

*Do not open door while train is moving.*

Recognise the purpose of simple texts encountered in daily life, e.g. an advert, an appointment card, a form.

Recognise and understand common signs, e.g.



£, @, \$, &

Recognise the purpose of simple texts encountered in daily life, e.g. advert, appointment card, form, road sign, greetings card.

Recognise the use of capital letters and bold for important words, e.g. **DANGER**.

In Britain it is common to send birthday cards, *Get well* cards, and cards to wish people good luck or to congratulate them.

*Happy birthday. Best wishes*



At this level, adults can:

**read and understand**

short texts with repeated language patterns on familiar topics

**read and obtain information**

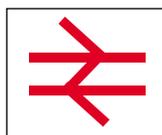
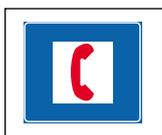
from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

Sample activities

- Learners look at a bill and answer oral questions, obtaining specific information by scanning for key words and symbols, e.g. *What kind of bill is it? How much is there to pay? When must the payment be made?*
- Learners go around the college building or library with a worksheet showing common signs, some of which express prohibition, and tick them off as they see them. In the classroom they are asked how many of the signs tell them that they cannot do something, and how they know. Learners are asked what signs they could put up in their classroom, using those they saw as a model.
- Learners discuss what the most important words in a particular type of text are likely to be (e.g. in an advert, an appointment card) in order to see that it is not necessary to read every word in a text to obtain important information from it. Learners look at simple examples of adverts and appointment cards and underline the most important words.
- In order to learn that reading a table involves looking vertically and horizontally, learners look at a calendar and, if necessary, learn the words to describe its format: *across, down, up*. Learners are then given dates on cue cards and asked to come to a projection of a calendar page on an OHT to find their date. Other learners give advice about going down, along, up, as appropriate.
- Using a very simple table, learners tick or cross the correct answers about dates and days, e.g. *15 July is on a Monday, 26 and 27 July are a weekend*.
- Learners look at a variety of simple texts and say what their purpose is, learning if necessary the vocabulary to describe the function as they engage in discussion, e.g. *This is a poster from a school; it gives information about a school fair*. In small groups, learners sort texts into piles according to their purpose and then say what the purpose of the texts in each pile is.

- Learners are asked the meaning of a set of symbols on large flashcards:



Learners work in pairs with symbols on cue cards, practising recognition.

- Looking at, and identifying, appointment cards, letters, signs, bills, learners are asked whether they look similar to those in their own languages and what the differences and similarities are.
- Learners work in groups, answering oral questions in a quiz related to the layout and purpose of different types of text. The group with most correct answers wins.
- Learners look at a range of greetings cards, e.g. some blank, some saying *Good luck, Happy birthday, Get well soon*. Learners are asked when they would send these cards, and to whom. Learners discuss whether people send cards like these in their own countries and if other kinds of card are sent.

Sentence focus

Grammar and punctuation

Rs/E1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**1a** read and recognise simple sentence structures

- develop awareness of the concept of a sentence
- recognise common patterns of simple sentences for statements, e.g. subject–verb–object  
subject–verb–prepositional phrase
- recognise that instructions usually start with the verb
- recognise the importance of word order in simple sentences in English, and its effect on the meaning
- recognise that not all texts consist of whole sentences

Read simple sentences and check for sense, e.g.: *My son goes to school. He is six years old.*

*She likes chocolate.*

*He lives in London.*

*Keep left.*

*Press the button.*

*Suzanna loves Christobel ≠ Christobel loves Suzanna.*

*Stop, Danger, Closed, No Smoking, Way In, Surgery Hours*

**1b** use punctuation and capitalisation to aid understanding

- know the name and develop understanding of the function of a full stop and initial capital letter in a sentence, and apply this knowledge to help with reading
- recognise that full stops mark grammatical boundaries
- know that capital letters are used for the beginning of names, dates and places and for the personal pronoun *I*, and apply this knowledge to aid understanding

Read a hospital appointment card to find out the date and doctor's name.

Read a short, simple text and identify the place names, e.g.:

*I come from Mozambique. Mozambique is in Africa.*



At this level, adults can:

**read and understand**

short texts with repeated language patterns on familiar topics

**read and obtain information**

from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

### Sample activities

- As a preamble to recognising common sentence patterns and the concept of sentences, learners read some simple sentences on an OHT and respond to questions related to the meaning. They are asked how they can tell where one sentence begins and another ends, and whether this is important. They then reconstruct the sentences using cards that have the parts of the sentence (e.g. subject, verb, object) in different colour. Learners are asked to substitute own words into model sentences and to choose what colour card they will use for the new words.
- To recognise that instructions usually start with a verb, learners listen to and respond to some simple instructions. They then read the same instructions with the verb highlighted in colour and are asked about the position of the verb and whether this is important. Learners are then asked to gap-fill these instructions, using a cue card to fill the gap where the verb is missing.
- Using a language-experience text that they have previously worked on, learners are asked to read a simple sentence from it and look at the importance of word order, e.g. *My sons love dogs*. Learners are asked whether the meaning is the same if you rearrange the word order, e.g. *Dogs love my sons*. Each word in the sentence is given a number and written out on the white board with the number above it.

1	2	3	4
My	sons	love	dogs

- Learners are asked to translate the sentence into their own language and write it down, if they are literate in their language, using separate cards for each word and giving the words the same numbering as those in the English sentence. They then stick the cards above the English words, look at all the sentences and compare similarities and difference between English and their own, and other learners', languages.
- Learners read a simple, familiar text aloud and discuss the purpose of initial capital letters and full stops in the sentences. Learners compare this with their own languages and discuss similarities and differences.
- Learners read a simple text from a monitor and highlight the full stops and initial capital letters. They then print out the text and circle the full stops, underlining the initial capital letters.
- Using a language-experience text that they have previously worked on, with a number of proper nouns and the pronoun *I*, learners find all the words that begin with a capital and, in pairs, say why they are used. Learners discuss their ideas with the whole group. Learners compare the use of capitals in English with use in their own languages.

Word focus

Vocabulary, word recognition and phonics Rw/E1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 possess a limited, meaningful sight vocabulary of words, signs and symbols

An adult will be expected to:

- 2 decode simple, regular words

Component skill and knowledge and understanding

Adults should learn to:

- 1a recognise a limited number of words, signs and symbols\*
  - understand that some words are key personal words for them and their situation
  - understand that some words and symbols occur in texts more frequently than others, e.g.: articles – *a, the, an*; forms of verb *to be, to have*; prepositions – *in, at, on, with, by*; negatives – *no, not*
  - apply strategies that help in the recognition of high-frequency whole words, including: the space between words, the length and shape of words, initial letter recognition, association with words in English and other languages, association with signs and symbols used in other languages and cultures
  - understand and recognise use of *in, out, off, down*, in signs

- 2a use knowledge of basic sound–letter correspondence to help sound out unfamiliar words

- recognise the basic correspondence between sounds (phonemes) and letters (graphemes)
- understand that these sounds and letters may be different from sounds and letters in other alphabetic languages
- be aware that certain common graphemes are used at the beginning, middle and end of words

Example of application and level

Read and identify their own name, their country of origin, the name of the town they live in.

*Way in, Way out, Keep off, Slow down.*

Read and understand a very simple text containing familiar and a few unfamiliar words with initial, medial and final consonant letter sounds and short medial vowel sounds.



At this level, adults can:

**read and understand**

short texts with repeated language patterns on familiar topics

**read and obtain information**

from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

### Sample activities

- In order to recognise and practise whole-word and symbol recognition, learners play a range of games such as pelmanism and bingo, with words they have previously learnt in class.
  - Learners read and recognise key ICT icons and words, e.g. *File, Open, Save* and match flashcards of icon with flashcards of word.
  - Learners match key personal words against words in sentences taken from their own writing, previously done as a language-experience activity, using cue cards.
  - Learners keep a card index file with their personal key words and practise recognising them on sight.
  - Learners read simple texts and underline structural words that occur frequently and practise them by playing snap.
  - Working in pairs, learners practise recognising five high-frequency words taken from a text read in class, and test each other, using cue cards.
  - Learners draw an outline around personal key words to identify word shape, and trace with their finger.
  - Working from a simple text, learners focus on sounding out the initial or final phoneme and linking it to a particular letter that recurs in the text : *b–bus, b–boys, b–bank*.
- 
- Learners match the picture of an object with the letter representing its initial, medial or final sound.
  - Learners identify words starting with the same initial sound, e.g. names of learners in class – *Marta, Massimo, Miriam*.
  - Learners build up phonic word banks, keeping new words they have learnt to read in vocabulary books, on cards housed in card index boxes, etc., working from sight vocabulary in contexts of interest to learners.

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 recognise the letters of the alphabet in both upper and lower case

Component skill and knowledge and  
understanding

Adults should learn to:

- 3a identify the letters of the alphabet in both upper and lower case
  - recognise that the letters of the alphabet occur in a particular sequence, and begin to be able to sequence them\*
  - recognise that the letters of the alphabet can be represented in different ways, for instance in different type styles or handwritten, in upper or lower case
  - be aware that in English the names of the letters and sounds are different
  - recognise the sound and name of the letters of the alphabet
  - understand and use the words *vowel* and *consonant*
- 3b recognise digits
  - understand words and abbreviations used in combination with other symbols and digits

Example of application and level

Read and understand words in print and in handwriting, e.g. their name in a message and typed in a letter.

Read and understand the same sign in lower and in upper case, e.g.: *PUSH, push; INFORMATION, information.*

Sound (*k*) and name (*kei*).

Read and understand digits 1–9 and some higher numbers, depending on their contexts and need to read, e.g. if they live at flat 105.

Read and understand dates.

Read and understand symbols for money, e.g. £, \$



At this level, adults can:

**read and understand**

short texts with repeated language patterns on familiar topics

**read and obtain information**

from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

### Sample activities

- Learners match sets of words written in upper and lower case, e.g. *TOILET, toilet*.
- Learners sort letters into alphabetical order, working in groups of five letters at a time.
- Learners sort words into alphabetical order, using initial letter.
- Learners match letters written in different fonts and highlight the same letters printed in different sizes and fonts in a poster.
- Learners type letters read aloud, following instructions for upper and lower case.
- Learners learn the names of the letters in their names and addresses, sounding out the letters as they go. Learners eventually learn to sound out, recognise and name the whole alphabet, using words of importance to the individual learner.

- Learners match numbers 1–9, matching handwritten numbers to typed ones.
- Learners match written numbers 1–9 to digits.
- Learners play money/prices bingo.

The words learners need to read will depend on their reasons for reading, e.g. employment, college course, childcare, benefits, enjoyment. The following are suggestions only: the needs and interests of individual learners will determine which words they need to be able to read.

#### Social sight vocabulary

- Danger
- Toilets
- Exit
- Way in
- Way out
- Office
- Reception
- No smoking
- right, left

#### High-frequency words

- a, an, the, of, to, in, on, off, out, from, with, there, is, are, am, has, have, work, live, like, want, speak, going, shopping, go, can, come, I, she, he, we, they, you, no, not, me, my, and, but

Text focus

Writing composition

W/E1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 use written words and phrases to record or present information

Component skill and knowledge and understanding

Adults should learn to:

- 1a compose very simple text to communicate ideas or basic information
  - become aware that words on the page are a way of representing ideas and information, by writing or copying with understanding a very simple text
  - decide what to include in very simple texts
  - communicate ideas and basic information in very simple texts
  - identify possible readers: self, teacher, official bodies
  - be aware of the basic conventions and layout of different kinds of simple written texts, e.g.: using a simple sentence in a narrative; filling in details on a form as short answers, not full sentences; layout of a list; layout of an envelope

Example of application and level

Compose simple texts, either by writing or copying with understanding, e.g. fill in a limited number of personal details on a form.

Address an envelope.  
Leave a message for a friend or colleague.

Write about self in class, using important names and words of personal significance, e.g. own name, children's names, country of origin.

Write numbers and dates accurately, e.g. the day's date, date of birth, telephone number, postal code.

Enter user/log-on name and password to get into the computer.

Example texts at this level

A short personal statement:

*My name is Salma.*

*I come from Somalia.*

*I am a student.*

A note to school:

*Dear teacher,*

*Maria is ill today. Sorry.*

*Mrs Gonzales*

A simple form:

Name: .....
Address .....
.....
.....
Telephone No: .....
Signature: .....
Date: .....



At this level, adults can:

**write to communicate** information to an intended audience

in documents such as forms, lists, messages, notes, records

### Sample activities

- Learners collectively compose a text, using language experience to explore the link between spoken and written words. They begin by talking about a topic of interest (e.g. the area they live in) from a range of stimuli – photos and postcards of their town, a simple map of the area, etc. Learners communicate ideas and information, which is written down as a simple text on an OHT or white board. The text is read back, and learners suggest or agree to changes to their composition. All the learners read the text. This is repeated as often as necessary. The text is photocopied and cut up into sentences for the learners to reconstruct. The process is repeated, cutting up the text into phrases and then into words. The learners reconstruct the text in small groups, reading aloud as they go, checking back against a master of the whole text. Once learners feel confident about reading their text, they can copy it by hand and then word process it.
- Learners can illustrate texts they have composed and produce class books.
- Learners look at some very simple model texts and answer questions about the content, e.g.: *What's her name? Where is she from?* Learners then suggest what other information they could put in this kind of text, e.g. *her age, what language she speaks.*
- Learners communicate basic information about themselves, forming a simple text in reply to a series of structured questions, e.g.
  - (a) *What's your name? My name is Suria.*
  - (b) *Where do you come from? I come from Iraq.*
- Learners read a very simple model text and then substitute some of the words to create their own composition:
  - My name is Kounng Heng. I live in Burnley. I am married.*
  - My name is Helena Kellner. I live in Leeds. I am single.*
- Learners trace over sentences or words in the model, gap-fill key words or copy the text. Learners can then word process their own composition.
- Learners talk about the kinds of text they need to write, and identify possible readers, e.g. notes to children's schools, note to a colleague, application forms for jobs, cheques. Learners look at and read some simple texts and decide who they are aimed at – a child's teacher, a possible employer, a colleague.
- Using a simple letter, an appointment card, a simple printed invitation, a very simple short narrative, a list, learners are asked to compare the differences and similarities in the layout and language: Do they look the same? Do they all use sentences?
- As a preamble to looking at form-filling conventions, learners look at examples of simple forms and discuss them, e.g.: *Are forms important in the UK? Are forms important in your country?* Learners are then read a short text about a person and shown a simple form with his or her basic details filled in. They then discuss basic conventions of forms, e.g. no sentences, use of capitals, black ink.

Sentence focus

Grammar and punctuation

Ws/E1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 construct a simple sentence

An adult will be expected to:

- 2 punctuate a simple sentence with a capital letter and a full stop

Component skill and knowledge and understanding

Adults should learn to:

- 1a construct a simple sentence, using basic word order and verb form
  - show understanding of:
    - (a) the concept of a sentence and that sentences can be put together to make texts
    - (b) common patterns for simple statements, and be aware that this may differ from the word order in their other languages, e.g. in Turkish the common word order is subject–object–verb
    - (c) how word order and auxiliary verbs are used to form simple questions
    - (d) appropriate verb form to use for commands/instructions
  - show understanding that simple sentences have different functions, e.g. to make statements (positive and negative), to ask questions, to give a command or instruction
- 2a use basic punctuation to aid understanding of where sentences begin and end
  - use capital letters at the start of sentences and full stops at the end and understand that writers use these rules to mark off one sentence 'block' from another, which helps the reader follow the text
  - use capital letters for names, places and when writing dates
  - know and understand the terms *capital letter*, *full stop* and *sentence*
  - understand that the use of capital letters and full stops in learners' other languages may be different, e.g. there are no capital letters in Arabic
  - understand that a line of writing is not necessarily the same as a sentence

Example of application and level

Write a simple post-card, e.g.:

Dear Raj  
I am in Newcastle. It is cold.  
I like the river.  
See you soon  
Ho

Subject–verb–object

*I have a son.*

Subject–verb–prepositional phrase

*I am in London.*

*Where do you live?*

*Come tomorrow.*

Manu  
Don't go. Back in 5 minutes.  
Rahel

Write a short text of more than one simple sentence, using a model where appropriate, showing sentence boundaries by the use of full stops and capital letters, e.g.:

*My daughter is six. She goes to school. She likes her teacher.*

Address an envelope, using capital letters accurately at the beginning of name and place name.

Write a short note with day or date, e.g.:

Milkman  
3 pints on Tuesday  
Thank you



At this level, adults can:

**write to communicate** information to an intended audience

in documents such as forms, lists, messages, notes, records

### Sample activities

- In a language-experience activity, learners focus on how the text is made up of individual sentences. Learners are asked where the full stop is, and what it indicates. Does it show the end of one piece of information? Does it show the end of one idea? What comes next? Learners compare with their own languages.
  - Learners are given a simple model text to read to analyse the pattern of simple statements, e.g.: *I come from Kashmir. I live in Bradford. I don't have children.* In small groups or pairs, they are given the words of the first sentence, each on different coloured card and asked to reconstruct the sentence. They repeat the same process with the other two sentences. Learners are asked to substitute the word *live* in the second sentence for another verb and to make up new sentences of their own, e.g.: *I work in Bradford. I study in Bradford.*
  - Learners are asked whether the word order is the same in their languages as in English. Learners who are literate in their own language can be asked to translate one of the sentences and write it on the white board, below the sentence in English. Discuss the word order. What does it say? Does it say *I in Bradford live*? Is the word order the same?
  - Learners are taught/shown the meaning of the word *verb*, through a demonstration of actions and short instructions or commands that all the class have to follow, e.g. *Please stand up, close your eyes, shake your head.* Learners then give each other more short instructions and commands, and write instructions out.
- 
- Learners discuss and compare the use of capital letters and full stops at the beginning and end of sentences in English with learners' own languages, using model sentences and texts. They then practise with the same texts, putting back the capitals and full stops that have been taken away. Some learners can go on to practise putting capital letters and full stops in other texts on screen.
  - Learners talk about the month and day their birthdays fall on. They look at a calendar with the months of the year and check the day their birthday falls on this/next year. They look at and compare the way dates can be written (e.g. *6/7/01, 6 July 2001, July 6*) and discuss the way dates are written in their languages.
  - Learners focus on the use of capital letters for months and days, looking at simple texts that use dates – e.g. letters, forms, appointment cards – and practise writing or copying with understanding the date from the board and their own dates of birth.

Sentence focus

Grammar and punctuation

Ws/E1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 use a capital letter for personal pronoun 'I'

Component skill and knowledge and  
understanding

Adults should learn to:

- 3a use basic punctuation to write about oneself
  - be aware that the letter *I* on its own is a word as well as a letter
  - be aware that the word *I* is always spelt with a capital
  - be aware that the letter *I* is often used at the beginning of a sentence

Example of application and level

Compose sentences about themselves, using a model where appropriate, using the personal pronoun *I*, e.g. *I like sun. I don't like winter.*

Word focus

Spelling and handwriting

Ww/E1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 spell correctly some personal key words and familiar words\*

Component skill and knowledge and  
understanding

Adults should learn to:

- 1a use and spell correctly some personal key words and familiar words\*
  - develop knowledge of context-based personal vocabulary
  - develop knowledge of structural words and key verbs in simple texts

Example of application and level

Build a context-based personal vocabulary, e.g.:

School: *teacher, lesson*

Family: *mother, son*

Country: *Somalia, Mogadishu*

Key verbs: *live, come, like*

Structural words: *in, the, of*



At this level, adults can:

**write to communicate** information to an intended audience

in documents such as forms, lists, messages, notes, records

### Sample activities

- Learners focus on the use of capital letters for the pronoun *I*, people's names, place names and addresses in English. They compare with conventions in their own languages and practise using capitals correctly by correcting and gap-filling simple texts from which the capital letters have been omitted. Some learners may be able to practise with simple dictations; others simply copy their addresses correctly.

### Sample activities

- Learners focus on spelling key vocabulary relevant to their own experience, e.g. writing their own name and address, writing about their family. Using a model listening/reading text learners are asked to identify key words, e.g.: *mother, father, brother*. They then practise developing whole-word recognition of these words through: picture–word matching and word–word matching of sets of cards, labelling pictures, bingo games, pelmanism, snap, sorting words into categories, filling in a simple task sheet. Learners complete a simple family tree.
- Learners focus on structural words in simple texts that they have read (e.g. *in, at, the*) and key verbs (e.g. *is, live, work*) and practise developing whole-word recognition. They then use the simple texts to practise writing the words, through gap-filling and dictation.

#### Spelling

It is important for adult ESOL learners to be able to recognise the basic sound–symbol relationships and common letter patterns in words that are of real interest to them as individuals, working from a context. The order in which these sounds and patterns will be taught will depend on the words learners want and need to write.

#### Phonics (sound–letter correspondence)

- recognise initial, middle and final consonants
- recognise consonant digraphs *ch, sh, the*
- recognise medial short vowel sounds in simple words, e.g. *hat*
- write correct initial letters in response to the letter sound, word, object or picture
- recognise and name each letter of the alphabet and be aware of alphabetical order
- write final consonants in simple words, e.g. *shop*
- write correct letter corresponding to short middle vowel sounds in simple words, e.g. *hat*

#### Patterns

Some suggestions for taking common patterns from texts learners want or need to write.

*I live in Southwark. Southwark is in south London. I live in a big house.*

Other words with *ou – our, four, pour*:

Learners are encouraged to group the words visually, and/or by sound.

Word focus Spelling and handwriting Ww/E1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**1b** use knowledge of basic sound-letter  
correspondence and letter patterns to  
aid spelling\*

- understand that letters (graphemes) or letter combinations represent certain sounds (phonemes), and that in English this relationship is complex
- understand that there are more sounds than letters in English and that these may not correspond to sounds in their other languages
- use basic sound–symbol correspondence to help spell words they want to write, as appropriate to individual learners\*
- start to use knowledge of common letter patterns in English to help spell words they want to write
- learn the terms *vowel* and *consonant* and start to apply them to spelling

Hear, identify and practise writing, in a meaningful context for the learners, words with:

- initial, medial and final consonant sounds
- short, medial vowel sounds
- initial and final digraphs, such as *ch*, *sh*

**1c** develop strategies to aid spelling\*

- understand and apply some strategies for remembering words they want to spell, e.g. use simple mnemonic, highlight common letter combinations in colour
- understand the value of using visual memory to learn English spellings
- sound letters out and segment a word into syllables as a spelling strategy\*



At this level, adults can:

**write to communicate** information to an intended audience

in documents such as forms, lists, messages, notes, records

### Sample activities

- Learners identify letters linked to initial sounds of personal key words, using letter–picture matching, personal vocabulary book, gap-filling of initial letters.
  - Learners go on to identify letters and digraphs linked to sounds in other positions, as appropriate to their knowledge and need.
  - Learners build up phonic word banks, keeping new words they have learnt to write or copy in vocabulary books, on cards housed in card index boxes, always working from contexts of personal interest.
  - Learners work on recognising letter patterns (e.g. *right, light*) in words they use and read in simple texts. Learners look at the words in context, identify what they have in common and say the letter combination. Learners trace the words in the air and practise through gap-filling within simple sentences. Learners practise the patterns through Look Say Cover Write Check and then write or copy two simple sentences of their own, using the words.
- 
- Learners practise spelling key words in context, following discussion, reading and writing of simple texts. Learners look at and try out different strategies for remembering spelling, focusing on the part of the word that presents difficulties: circling or colouring the part of the word they have problems with; sounding out the spelling phonetically and pronouncing silent letters; segmenting words into syllables; breaking words up into parts, e.g. *yes–ter–day*; looking for words within words, e.g. *foot ball, week end*; using colour or splitting up words to highlight visual features, e.g. *L ee ds, L on d on, So mali a*; using a personal mnemonic; using Look Say Cover Write Check.
  - Learners choose five key words from their own writing to learn to spell. They practise in pairs, using strategies that suit their learning style, helping and testing each other before being given a spelling quiz.

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 2 write the letters of the alphabet using upper and lower case

Component skill and knowledge and  
understanding

*Adults should learn to:*

- 2a form the letters of the alphabet using upper and lower case

- form the letters of the alphabet with some accuracy in upper and lower case, developing knowledge of where to start and the way in which the letter is usually formed

- understand when lower and upper case are generally used, e.g. lower case is used for normal text, but upper case is used for the first letter of names, places and dates, and may also be used for emphasis or effect, as in an advert

- hold and control pen effectively

- write from left to right, and develop awareness of how the hand moves in order to do this\*

- space letters and words appropriately and proportion letters in relation to the line\*

- name some of the letters of the alphabet

Example of application and level

Write name, date and key words on records of work.

Write short personal statements using a model, spacing words appropriately and positioning them on the line.

- 2b form digits

- form digits 1 to 9 with some accuracy, developing knowledge of where to start and the way in which the number is usually formed

Take down phone number and name spelt aloud by another person.



*At this level, adults can:*

**write to communicate** information to an intended audience

in documents such as forms, lists, messages, notes, records

### Sample activities

- Learners trace patterns/shapes of letters and then go on to copy or complete patterns/shapes.

They draw shapes of letters in air and fill in dotted outline of letters.

Learners discuss the formation of letters, in lower and upper case, learning them simultaneously: where to start each letter, direction, which letters have 'bodies', 'legs', etc. Learners go on to trace letters and short words.

Using their finger to follow the direction of writing in a simple text, learners discuss the direction of other scripts and languages. Learners write simple sentences on the board in their languages, and compare these with English.

Learners write or copy with understanding words within lined spaces, using double-lined paper.

- Looking at sentences on the board or OHT, learners note the space between words. They look at examples of badly spaced words within sentences and of words that are poorly positioned on the line. They are asked to say what the problem is and how it could be resolved, e.g. using the tip of the pen to mark the gap between one word and the next.
- Learners word process sentences, focusing on the use of the space bar to make spaces between words.
- Learners play games for learning to name the letters: pelmanism, bingo, happy families.
- Learners spell their names to each other and write them down.

- Following a discussion of the formation of numbers, where to start each number, direction, which ones have 'bodies', 'legs', etc., learners trace and fill in dotted outline of numbers. They then ask each other their telephone numbers and write them down.
- Learners listen to a list of numbers and type them in order. They then print them out and check them against original hard copy.
- Learners write or copy with understanding their house and telephone number on a simple form.

## An example of an integrated activity

### Teaching focus: Reading

#### Rw/E1.1a recognise a limited number of words, signs and symbols

- apply strategies that help in the recognition of high-frequency whole words, including the space between words, the length and shape of words, initial letter recognition

#### Rs/E1.1b. use punctuation and capitalisation to aid understanding

- know the name and develop understanding of the function of a full stop and initial capital letter in a sentence, and apply this knowledge to help with reading
- recognise that full stops mark grammatical boundaries

#### Rt/E1.1a. follow a short narrative on a familiar topic or experience

- track texts in the right order, left to right, top to bottom
- use a range of text-level strategies to get meaning from text, their own knowledge of content and context of the text as a whole

#### Rt/E1.1b. obtain information from texts

- be aware that reading a table involves looking horizontally and vertically to obtain information

#### Related skills:

Speaking: 3b. Ask for information

### Context: The local area

#### Introduction

Introduce the theme: *Where we live, our area*. Using appropriate pictures, elicit the names of places and services (e.g. *station, school, post office*): *What is this? Is there a post office near you?* and put pictures on white board or on wall as each is named. Elicit other places the learners know and have in their area. Check understanding and pronunciation of vocabulary. Write words on cards for learners to read, and place them under the pictures. If some learners' first languages have similar words, elicit what the word is in their language. Encourage beginner readers to use techniques for recognising words on sight: similar initial letters in *station, school, sports centre, surgery*; shape of word, e.g. *college*; length of word, e.g. *park, library*.

Show a map of your local area (wall map, OHP, sketch map on board). Get learners to take a picture or card with a place name on it, and put it in the correct place on the map. Encourage them to say something, while they do this, about the place and location (using prepositions), e.g. *The library is here; it's near my house*. Encourage interaction, and check accuracy of location with other learners. Ask them to say what they like and don't like about their area, e.g. *I like the park near my house. I don't like the traffic. The school is round the corner – that's nice*.

Write notices on large cards, e.g. CINEMA, POST OFFICE, SPORTS CENTRE, BUS STATION, CHEMIST, VIDEOS, SCHOOL, COMMUNITY CENTRE. Include the place where

the class is held. Stick these cards on the wall around the room. Learners are given a cue and have to go and stand by the correct notice:

- Oral cues – learners have to match what they hear with what they see. The cues can be direct (*cinema*) or indirect (*You want to see a film*). Learners go and stand by the CINEMA notice.
- Written cues, from slips with the names of the places (use the same type as that on the cards) – learners read the word on their slip and match it with the word in the larger size on the wall. For a more challenging task, use different fonts or cases (e.g. lower case on cue slip, upper case on notices round room) or write indirect cues, e.g. *Go and catch a bus*.

Vocabulary records: learners who are literate in roman script can record the words in their personal vocabulary record, under the heading **Places**. Encourage learners literate in their first language to write the translation. Learners not literate in roman script should be given key words to stick in their vocabulary books

### Times and places

Introduce some simple notices with days and times, e.g. park opening hours, days and times of opening of post office and shops. Revise days of the week and time telling from previous lessons, if necessary. Learners study the notices, paying attention to the layout and how the information is presented.

Optionally, provide a change of pace and focus by playing a simplified recorded message of cinema times. Ask learners to listen and either say or write down the films and times. Present or elicit the question forms needed when asking for opening times; practise saying them with appropriate intonation, e.g.:

- *What time does the post office open?*
- *Nine o'clock. What time does it close on Thursdays?*
- *One o'clock.*

Set up an information-gap activity, in which learners are provided with some information and have to find out missing information from other people. This kind of activity provides a reason for reading, and integrates speaking and listening with reading and writing. Two variations – pair work and a mingling activity – are described below:

*Pairwork: prepare two worksheets in tabular form, with different days/times on each.*

#### Worksheet A

	OPENING TIME	CLOSING TIME
POST OFFICE		6.00pm (1.00pm Thursdays)
CHEMIST	8.30am	
VIDEO SHOP	11.00am	

#### Worksheet B

	OPENING TIME	CLOSING TIME
POST OFFICE	9.00am	____pm (____pm Thursdays)
CHEMIST		5.30 pm (late night Friday 9.30 pm)
VIDEO SHOP		10.30pm

Check that learners are clear how the grid is set out, looking horizontally and vertically to obtain information. They need to understand what information they have and what they need to find (this could be done by putting learners into groups with the same worksheet). Learners then work in pairs A and B to ask and answer questions to complete the information.

## Mingling

Each person has information about one place (stronger and weaker readers could be paired up to work together). Learners have a list of things to find out and have to go round the class asking different people. Encourage stronger speakers to ask fuller questions, e.g.:

**A** *Excuse me, what film is on at the Odeon?*

**B** *Sorry, I don't know.*

**A** (tries again with another person)

**C** *Yes, it's Titanic.*

**A** *What time is it on?*

**C** *One thirty, four thirty, and eight thirty.*

**A** *Thanks.*

## Reading an information text

Prepare a simple short information text about one of the places mentioned earlier in the lesson, e.g. a doctor's surgery, community centre. The example below is based on a fictional sports centre; if possible, use or adapt a leaflet about a real place in the local area, chosen to suit the class.



## WESTBURY SPORTS CENTRE

Heddon Avenue, Westbury

Do you live in Westbury? Do you like swimming, aerobics, badminton, table tennis, keep fit? Then the sports centre is for you.

It is open every day:

Monday–Friday 7.30am–9.30pm

Saturdays and Sundays 8am–4.30pm.

Prices are low, and there is a monthly or annual card for people who come often.

For more information, come in and ask at the reception desk, ring 0189 736450, or use our website [www.westburysports.org.uk](http://www.westburysports.org.uk)

Learners skim the text and say what it is about. Ask them how they found out (title in capital letters at top, key words, e.g. names of sports, figures for opening times).

Learners read the text, or the teacher reads the text to learners with a low level of literacy. Ask questions requiring attention to layout, e.g.:

*Where is the Sports Centre?* (address under name in heading)

*What can you do to get more information?* (go to reception desk, phone no./web site at end of text)

*Is it open on Tuesdays?* (understand the meaning of *Monday–Friday*)

Get learners to work out the meaning of unknown words from the context:

e.g. *aerobics* – coming between swimming and badminton it must be a sport or game. Help learners if necessary by asking alternative questions, e.g. *Is aerobics a sport or a place?*

Set tasks according to learners' literacy levels. Learners with a basic level of literacy could be asked to point to words which the teacher says, or to highlight words which they recognise.

More fluent readers can answer *yes/no* comprehension questions, e.g. *Can you play badminton at the centre? Is it open on Sunday evening?*

A simple information transfer exercise might involve ticking or filling boxes according to the information in the text:

Tick the sports at the centre:

Swimming	<input type="checkbox"/>
Tennis	<input type="checkbox"/>
Table tennis	<input type="checkbox"/>
Badminton	<input type="checkbox"/>
Football	<input type="checkbox"/>

Write the opening times:

Tuesday
Sunday

Focus on punctuation, to help learners recognise that full stops may correspond to intonation and pause in spoken English. One way to do this is to read part of the text aloud, and stop before the end of a sentence, with the pitch of the voice not falling, e.g. *There is a monthly or annual card . . .* Ask *Is that the end of the sentence?* (*No. Why not?* Voice stays up.) Then read a whole sentence, and let the voice fall at the end, e.g. *There is a monthly or annual card for people who come often.* Again ask *Is that the end of the sentence?* (*Yes. How do you know?* Voice falls.) Learners then look at the text and note the full stop marking the end of the sentence and the capital letter marking the beginning of the next sentence.

Rt/E1.1a. follow a short narrative on a familiar topic or experience

- track texts in the right order, left to right, top to bottom
- use a range of text-level strategies to get meaning from text, their own knowledge of content and context of the text as a whole

## Linking the integrated activity with other skills

*Writing:* Set tasks according to learners' literacy levels.

Wt/E1.1a compose very simple text to communicate ideas or basic information

- Free writing from a model, expressing opinions about their area, e.g.:

*I live in Totton. I like the park. I don't like the traffic.*

Ww/E1.1a use and spell correctly some personal key words, and familiar words  
Gap-filling key words from the information text.

- Spelling quiz on key words.

## Home study/independent learning

Prepare simple tasks for learners to do outside class, finding out information, e.g.:

*Go to the library and find out the opening times. Phone your surgery and ask the opening times on a Saturday.* Match tasks to learners: some learners may be able to cope with telephoning tasks, others may want to go to places in pairs.

- In the next lesson, learners report back on how they got on, and what they found out.

## Communicative functions

At Entry 1, the grammatical forms given on the fold-out page opposite may be used to express a range of communicative functions and notions, e.g.:

- give personal information
- ask for personal information
- introduce family and close friends
- tell the time/day, etc.
- ask the time/day
- express ability
- enquire about ability
- say when you do not understand
- ask for clarification
- check back
- correct
- spell words aloud
- describe places and things
- give information, as part of a simple explanation
- give single-step directions and instructions
- make requests – ask for directions
- enquire about prices and quantities
- make requests – ask for something
- make requests – ask someone to do something
- respond to a request
- express likes and dislikes
- express feelings
- express wishes
- express views
- agree and disagree
- apologise
- express a preference
- express thanks
- greet
- respond to greetings
- describe health and symptoms
- invite and offer
- accept
- decline
- take leave

## Strategies for independent learning

Learners should be encouraged to try some of the following strategies for learning on their own:

### At home

- Go over work done in class, read it aloud, check understanding.
- Read practice dialogues to themselves; try learning them by heart.
- Keep a new vocabulary book and try to learn five new words after each lesson.
- Tape lessons, or parts of lessons, and play them back at home.
- Use self-access English-learning materials (books and tapes) at home for extra practice or revision. Consult their teacher about appropriate materials.

### Using the media

- Try to watch TV and understand the gist, using teletext; listen to the radio and pick out key words; read headlines and simple books in English every day, if only for a short time. Either ask English-speaking friends or relatives to explain words, phrases they do not understand, or look words up in a bilingual dictionary.

### Working with games

- Play simple board games, cards or language games (e.g. *I Spy*, *Twenty Questions*) with English-speaking friends or relatives.

### Using libraries

- Join the local library. If learners have children, they should read with them, and ask the children to read to them, as well as reading to the children.

 <p>Simple sentences</p>	 <p>Simple and compound sentences</p>
<ul style="list-style-type: none"> <li>word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase</li> <li>word order in instructions</li> </ul>	<ul style="list-style-type: none"> <li>word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object)</li> </ul>
<ul style="list-style-type: none"> <li><i>there is/are</i> + noun (+ prepositional phrase)</li> </ul>	<ul style="list-style-type: none"> <li><i>there was/were/there is going to be</i></li> </ul>
	<ul style="list-style-type: none"> <li>clauses joined with conjunctions <i>and/but/or</i></li> <li>a limited range of common verbs + <i>-ing</i> form</li> <li>verb + infinitive with and without <i>to</i></li> </ul>
<ul style="list-style-type: none"> <li><i>yes/no</i> questions</li> <li><i>wh-</i> questions</li> <li>question words <i>what/who/where/how much/how many</i></li> <li>contracted form of auxiliary</li> </ul>	<ul style="list-style-type: none"> <li><i>wh-</i> questions</li> <li>comparative questions</li> <li>alternative questions</li> <li>question words <i>when, what time, how often, why, how</i> and expressions</li> </ul>
	<ul style="list-style-type: none"> <li>statements with question tags, using Entry 1 and 2 tenses</li> </ul>
<ul style="list-style-type: none"> <li>imperatives and negative imperatives</li> </ul>	
<b>Noun phrase</b>	
<ul style="list-style-type: none"> <li>regular and common irregular plurals of nouns</li> <li>very common uncountable nouns</li> <li>personal pronouns</li> <li>demonstratives</li> <li>determiners of quantity</li> </ul>	<ul style="list-style-type: none"> <li>countable and uncountable nouns</li> <li>simple noun phrases</li> <li>object and reflexive pronouns</li> <li>determiners of quantity – <i>any, many,</i></li> </ul>
<ul style="list-style-type: none"> <li>indefinite article <i>a/an</i> with singular countable nouns</li> <li>definite article <i>the</i></li> </ul>	<ul style="list-style-type: none"> <li>use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives</li> </ul>
<ul style="list-style-type: none"> <li>possessives: <i>my/your/his/her,</i> etc.</li> </ul>	<ul style="list-style-type: none"> <li>possessive 's' and possessive pronouns</li> </ul>
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>	
<ul style="list-style-type: none"> <li>simple present tense of: <i>be/have/do</i>; common regular verbs</li> <li><i>have got</i> – indicating possession</li> <li>present continuous of common regular verbs</li> <li>contracted forms of: subject and auxiliary; auxiliary and negative</li> </ul>	<ul style="list-style-type: none"> <li>simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases</li> <li>simple past tense of regular and common irregular verbs with time markers such as <i>ago</i></li> <li>future time using: present continuous; use of time markers</li> </ul>
<ul style="list-style-type: none"> <li>modals: <i>can</i> + bare infinitive to express ability; <i>would</i> + <i>like</i> for requests</li> </ul>	<ul style="list-style-type: none"> <li>modals and forms with similar meaning: <i>must</i> to express obligation; <i>mustn't</i> to express prohibition; <i>have to, had to</i> to express need; <i>could</i> to make requests; <i>couldn't</i> to express impossibility</li> <li>use of simple modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>
<ul style="list-style-type: none"> <li>use of <i>on, off, in, out</i></li> </ul>	<ul style="list-style-type: none"> <li>very common phrasal verbs</li> </ul>
<b>Adjectives</b>	
<ul style="list-style-type: none"> <li>common adjectives after <i>be</i></li> </ul>	<ul style="list-style-type: none"> <li>adjectives and adjective word order</li> <li>comparatives, regular and common irregular forms</li> </ul>
<b>Adverbs and prepositional phrases</b>	
<ul style="list-style-type: none"> <li>common prepositions and prepositional phrases of place</li> </ul>	<ul style="list-style-type: none"> <li>prepositions and prepositional phrases of place and time</li> </ul>
<ul style="list-style-type: none"> <li>simple adverbs of place, manner and time</li> <li>use of intensifier <i>very</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including: sequencing: (<i>after that</i>); of time and place (<i>in the morning, at the bus stop</i>); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>)</li> <li>word order</li> <li>use of intensifiers, e.g. <i>really, quite, so</i></li> </ul>
<b>Discourse</b>	
<ul style="list-style-type: none"> <li>sentence connectives – <i>then, next</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbs to indicate sequence – <i>first, finally</i></li> <li>use of substitution</li> <li>markers to structure spoken discourse</li> </ul>

## Formality and informality in English

Using English properly entails appropriate choices in formality and the ESOL curriculum pays particular attention to these choices. The key features of informal and formal usage in English are:

### General

- Informal English is normally used in most face-to-face encounters or when communication is with somebody the speaker or writer knows well.
- Formal English is normally used for communication when relations are more unfamiliar.
- Features of formal English are normally found more frequently in writing; features of informal English are normally found more frequently in speech.
- The language choices indicated here are tendencies and are not fixed choices. In any language there is always a *continuum* from formal to informal and across speech and writing.

### Language features

The main characteristics of informal English include:

1. Discourse markers such as *anyway, well, right, now, OK, so*, which organise and link whole stretches of language.
2. Grammatical ellipsis: *Sounds good* (That sounds good); *Spoken to Jim today* (I've spoken to Jim today); *Nice idea* (That was a nice idea) in which subjects, main verbs and sometimes articles are omitted. The omissions assume the message can be understood by the recipient.
3. Purposefully vague language. This includes very frequent nouns such as *thing* and *stuff* and phrases such as *I think, I don't know, and all that, or so, sort of, whatever*, etc. which serve to approximate and to make statements less assertive.
4. Single words or short phrases which are used for responding. For example, *Absolutely, Exactly, I see*.
5. Frequent use of personal pronouns, especially *I* and *you* and *we*, often in a contracted form such as *I'd* or *we've*.
6. Modality is more commonly indicated by means of adjectives and adverbs such as *possibly, perhaps, certain* and modal phrases such as *be supposed to, be meant to, appear to, tend to*.
7. Clause structure which often consists of several clauses chained together. For example, *I'm sorry but I can't meet you tonight and the cat's ill which doesn't help but call me anyway*.

The main characteristics of formal English include:

1. Conjunctions and markers such as *accordingly, therefore, subsequently*, which organise logical and sequential links between clauses and sentences.
2. Complete sentences. For example: *The proposal sounds interesting; I have spoken to Jim today; That's a nice idea* are preferred to more elliptical forms.
3. Greater precision in choices of vocabulary and, in general, words with classical origins. For example, *fire* is more informal than *conflagration*; *home* is more informal than *domicile*.
4. Complete responses that always contain a main finite verb. For example, *I absolutely agree with what you say* is preferred to *Agreed*.
5. A greater use of nouns than either pronouns or verbs. *There are improvements in their technology* is preferred to *Their technology has improved*. *The installation will be free* is preferred to *They'll install it free*.
6. Modality is more commonly conveyed through the use of modal verbs such as *must, might, could, should*, etc.
7. Clause structure which can be simple or complex but which does not normally consist of clauses chained together. *I cannot meet you tonight because the cat is unfortunately unwell. However, please do call me anyway*.

# Entry 2

... so, how'd it go on Sunday?

Oh, it was a wonderful day . . . lovely flowers . . . she looked fantastic, but really nervous. The ceremony wasn't too long, and the party afterwards was great . . . lovely food . . .



 **VIDEO CLUB**

USE BLACK INK

Title: Mr/Mrs/Miss/Ms

Surname: .....

Initials: .....

Address: .....

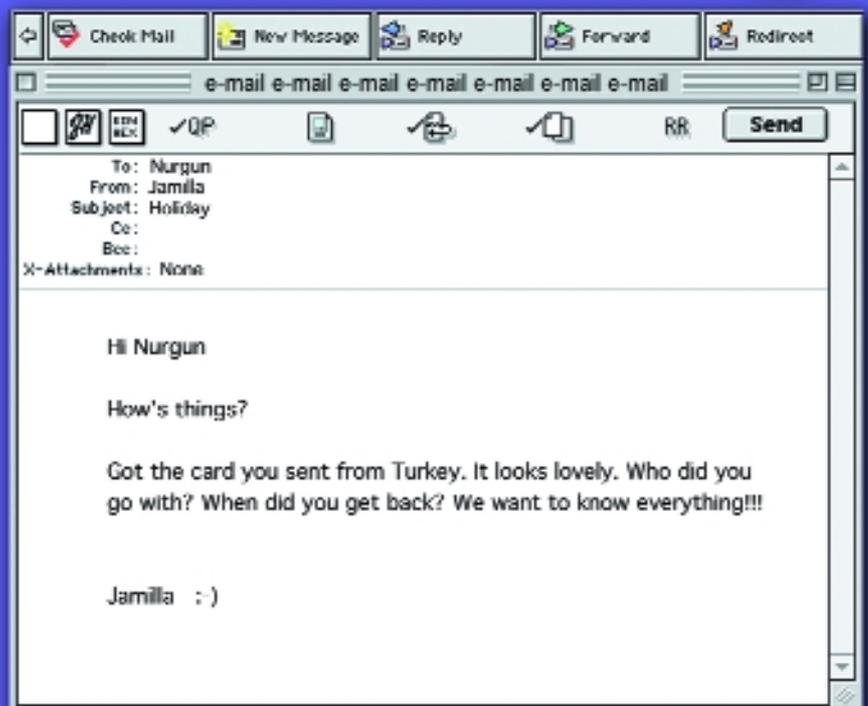
..... Postcode: .....

Date of Birth: .....

Age if under 18: .....

Can I help you?

Yes, I'm Ranjit's mother. Could I see Mrs Brown, please? It's about Ranjit's homework.



I think Chinese food is better than English cooking. China's food is more delicious and cheaper than English food. We use many fresh vegetables - garlic, bean sprouts, chok choi, cabbage I love Chinese food.

### Issues that may affect the delivery of the curriculum at Entry 2

- Learners' knowledge of grammar, written conventions and texts in their own language will be a useful basis for development and comparative work.
- Learners' level of literacy may be different from their level of spoken English. This needs to be taken into account in the pacing of lessons, and choice of methods and materials.
- The need for, and degree of, linguistic accuracy will be determined by the purpose of the interaction, e.g. using the past tense to describe previous experience in an interview.
- Learners should have the opportunity to hear a limited variety of accents used by men, women and children.
- When listening, learners can expect support in terms of repetition, re-phrasing and prompts. Speech may be slightly slowed down, without distorting the normal stress, rhythm and intonation of everyday spoken English.
- Written texts at this level consist of a few simple sentences or a short paragraph, simple signs and forms with clear layout using familiar vocabulary.
- Learners who are literate in other languages should be encouraged to use transferable skills.
- Learners not literate in other languages will continue to need considerable support with reading and writing.
- Learners can expect support for simple personal writing and models to develop mastery of new text types.
- Learners will be becoming more aware of the differences between varieties of spoken English and written standard English.



*Now full-time learners at this college can use the study centre, Monday to Friday from 9.30 to 5.30. And they can reserve a computer for up to three hours a week. Right? And also the study centre has a lot of books and software on spelling, grammar, writing.*

An asterisk at the end of any skill or activity on these pages denotes an activity that is likely to prove difficult, or very difficult, for dyslexic learners. For further information on recognising dyslexia or teaching dyslexic learners, read *Access for All* (DfES, 2000), *Resource Pack for staff teaching basic skills to adults with learning difficulties and/or disabilities* (DfES, 2001), and *Dyslexia and the Bilingual Learner* (LLLU, 1997).

Speak to communicate

Sc/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 speak clearly to be heard and understood in straightforward exchanges

Component skill and knowledge and understanding

Adults should learn to:

- 1a use stress and intonation adequately to make speech comprehensible and meaning understood
  - know where the stress falls in familiar words, and place stress appropriately
  - understand that, in sentences, the most important content words are often stressed, and place stress appropriately
  - develop awareness that English has a stress-timed rhythm and make a distinction between stressed and unstressed syllables in their own words
  - use intonation appropriately in statements and questions and to indicate attitude, e.g. politeness
- 1b articulate the sounds of English to make meaning understood
  - distinguish between similar-sounding phonemes, to make meaning clear

Example of application and level

- Sorry to bother you
- Yeah?
- Well, I need to ask you ... Could I possibly leave at 12 today? I've got an appointment ...

London is bigger than Addis.

I'm sorry, I didn't understand that. Could you explain it again, please?

Thirty and thirteen.



### Sample activities

- Learners listen to a simplified weather report in order to identify the number of syllables in familiar words. Learners discuss the content of the forecast and the vocabulary, e.g. *sunny spells, thundery showers*. They are then asked to identify the stressed syllable in these words, by saying whether it falls on the first, second, third, etc.  
They practise saying the words with correct stress in sentences from the forecast.
- Learners work on stressing content words appropriately as part of an activity around giving and responding to instructions. Learners talk about the internet in small groups, using some discussion questions, e.g. *Do you know how to use the internet? What is a search engine?* The whole class suggest instructions for new users of the internet, e.g. *First you click on the internet explorer icon, then you type in the . . .* The instructions are written up on the board and read aloud. Learners are asked to identify the stressed and unstressed words within the sentences and are asked why certain words are stressed in preference to others. Learners listen to the sentences read aloud and clap the rhythm. Half the class give the instructions while the other half of the class beat the rhythm. Learners work on computers to access the internet.
- In the context of seeking work, learners listen to questions with end-fall or end-rise intonation to identify which are polite and which are not, e.g. *Can I see the manager? How much is the pay? What are the hours?* Learners practise in threes: one person asks questions using cue cards that indicate politeness and rudeness; the other two have to decide what attitude it projects.
- In a context of interest to the learners – e.g. cooking – learners practise minimal pair words (e.g. *chop/shop, cup/cub, chip/ship*) drawn from a recipe or a discussion on cooking from different countries. Learners listen and choose which of the two words is being said, circling one of the two. Learners listen again to the same words said in sentences, and identify which word is being said.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Speak to communicate

Sc/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 2 make requests and ask questions to obtain information in everyday contexts

Component skill and knowledge and understanding

Adults should learn to:

- 2a make requests: ask for things or action
  - be able to use modal verbs and other forms in order to make a polite request, e.g.:
    - (a) modals *can* and *could*
    - (b) *I'd like ...*

- be aware that the form chosen can depend on the relationship between people and the nature of the request

- be aware of the role of intonation in distinguishing between a polite request and a demand, and be able to apply this

- be able to incorporate a request in a longer interaction

- understand the role of intonation in indicating politeness or rudeness and be able to make requests with appropriate intonation

- 2b make requests: ask for permission

- be able to ask for permission in a formal situation, with appropriate use of modal verbs

- be able to preface the request with a 'warning' that a request is coming and to follow up with an explanation

- have strategies for dealing with a possible negative response

Example of application and level

*Could I speak to the manager?*

*Can I have a biscuit, Ranji?*

*I'd like to see Mrs Brown, please.*

*Could you shut the window?*

*I'd like to make an appointment with . . .*

*A cup of tea, please.*

(intonation falling or rising on *tea*)

– *Can I help you?*

– *Yes, I'm Ranjit's mother. Could I see Mrs Brown, please? It's about Ranjit's homework.*

In a work situation

– *Sorry to bother you.*

– *Yeah?*

– *Well, I need to ask you . . . Could I possibly leave at 12 today? I've got an appointment . . .*



### Sample activities

- Learners listen to requests made in different ways and guess the relationship between the speakers e.g. *Can you lend me £10? I'll give it back to you next week.* (close friends, relatives); *Could you pass me the salt?* (strangers). Learners discuss different ways of making requests in English and draw up a list on the board. In groups, learners put the requests in descending order of politeness and decide which they would use with a: boss, teacher, stranger, close friend, older person, child. Learners role play situations where they need to make requests with different people in a range of contexts, e.g. *ask to use the telephone at your boss' house, ask for stamps at the post office.*
- In the context of 'getting on with people', learners listen to sentences and identify whether intonation indicates a polite request or demand, e.g. *Shut the door* (end-rise); *Shut the door* (end-fall). Learners discuss the effect that the wrong intonation can have on good relations at work, in the class or with people in their local community.

Learners practise in pairs, with partner guessing whether a polite request or a demand is being made.

- Learners listen to dialogue where a request is prefaced by an earlier statement, e.g.:
  - *Could I ask a favour?*
  - *Yes, of course. What is it?*
  - *May I give your name as a reference? I'm applying for a job.*
  - *Yes, certainly.*

Learners answer questions to check comprehension, discuss the possible background and repeat in chorus line by line.

From picture or word prompts, learners suggest substitutions for third line, e.g. *Could I have tomorrow off? My mother's ill.* Learners practise in pairs with substitutions.

Learners suggest and practise expansion of dialogue above, e.g.: *Could I possibly have tomorrow off? I know it's difficult, but my mother's ill.*

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**2c** ask for personal details

- form questions of the *wh*- type and the *yes/no* type, with appropriate intonation
- use question form of simple present and simple past of common verbs and verbs *be*, *do*, *have*
- have strategies for showing interest in the response given and be able to follow up on the response

Arrange to visit someone, e.g.:

- *What's your address?*
- *23 London Road.*
- *23 London Road, OK.*

Exchange personal information with a classmate, e.g.:

- Have you got any children?*
- *When did you come to Britain?*
- *Last June.*
- *Last June? Mm, only two months... and what did you do in your country?*

**2d** ask for factual information (present, past, future)

- form questions accurately, using appropriate verb forms and time markers to refer to past, present and future time, e.g.:

(a) present simple + adverbs of frequency to refer to regular or daily routines

Take part in a social conversation with classmates or colleagues.

- *What do you do at the weekends?*
- *Stay at home, mostly, you know, shopping, cleaning ...*
- *Yeah, same here.*

(b) past simple of *be*, *do*, *have* and regular and irregular verbs, to refer to past events

- *Did you see the news last night?*
- *I did ... terrible, isn't it?*
- *Yes, very bad.*

(c) present continuous and *going to* to refer to future time

- *Are you going to the party tonight?*
- *Oh yes, definitely.*
- *OK, see you there.*

- understand the importance of following up the other person's response to a question

- *What happened?*
- *No idea.*
- *It's strange.*

(See also Lr/E2.2b, page 128.)



### Sample activities

- Learners have to produce a class profile – a task that involves them asking questions and using the past and present simple. In groups they (a) devise the questions they will need to ask other members of the class (e.g. nationality, time in UK, languages spoken, previous work experience), and (b) devise a questionnaire. Learners circulate and fill in the questionnaire and then produce a class profile.

Some learners will go on to revise and practise the question forms of the present and past simple, following feedback from the teacher

- Using a map and examples from local area, learners review or learn phrases such as *very near*, *quite near*, *not far from*, *a long way from* as a preamble to working on interactive skills.

Following whole-class examples, learners circulate and ask each other *What's your address?* They follow the response with a suitable comment, e.g. *Oh, that's near my road. I live in Cedar Lane.* or *That's a long way from my house.*

As an extension for more advanced learners, learners can find out who lives nearest to where the class is held, or how many live *very near* each other, etc.

- To practise using appropriate verb forms, learners look at pictures (e.g. of cars driving on the left and on the right) to elicit/learn question *In your country, do cars drive on the left or the right?* They practise asking the question across the class. Learners model the question form and practise it with other picture cues, e.g.: *In your country, when do people have dinner? When do people start work?*
- Learners sit by someone from a different country or culture and find out as much as possible about that country or culture, then feed back to whole class.
- As whole group, learners look at a picture of a place or event, such as a festival, in a country where one or more learners come from. Other learners ask questions about the place or event.
- Learners discuss names of TV programmes to make a list on the board. In pairs, learners ask each other about what they watched on TV the previous week, and what they thought the best programme was, e.g. *Did you see EastEnders last week? What happened?* They then feed back to the rest of class to find out most popular programme.
- Information-gap activity: learners look at diary entries for a week. In threes, they try to make arrangements to meet to go to the cinema or to go shopping, asking each other questions, e.g. *What are you doing on Friday night?* Learners have to keep trying until they can find a convenient time for all three of them.

Learners receive feedback at the end on how consistently they used accurate forms, and how effectively they negotiated.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E2

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**2e** ask for directions and instructions

- be able to form questions of different types, e.g. *Can you tell me ...?* and develop awareness of which forms are considered more polite
- be able to confirm understanding by summarising the information  
(See also Lr/E2.4a, page 132.)

Ask for directions in the street, e.g.:

*Excuse me. Can you tell me the way to ... ?*

*OK, you go straight on and ...*

*Straight on and ... OK. Thanks.*

*I see, so first I ... then I ... and then ...*

**2f** ask for description of people, places  
and things

- use question forms involving the preposition *like* and recognise that this is different from the verb *like*
- be able to form comparative questions

Ask for description of a person, e.g.:

*What does he look like?*

*What's he like?*

Ask comparative questions as part of a discussion about food, e.g.:

*Is halal meat more expensive than non-halal meat?*



### Sample activities

- In order to develop awareness of polite forms, learners begin by revising expressions of location and direction, e.g. *on the left, take the first right, keep straight on*.

Learners look at pictures of pairs of people in different situations implying different relationships, e.g. someone going up to a stranger in the street, two student friends.

They listen to contrasting dialogues (including summary of directions at the end) reflecting the different relationships, and guess which goes with which picture, e.g.:

- *Excuse me, can you tell me the way to the post office, please?*
- *Yes, take the first turning left and it's on the right, next to the cinema.*
- *First left, on the right. Thank you.*

compared with:

- *Where's the post office?*
- *First left and it's there, on the right.*
- *First left, on the right. Thanks.*

Learners repeat ways of asking for directions and suggest others, e.g. *Can you tell me where the post office is? Which way to the post office? Do you know ...?*

Learners then listen to different sets of directions and summarise them. In pairs, learners look at a simple street plan of the local area and practise asking for and giving directions, with summary of directions at the end.

- To distinguish between the two kinds of *like*, learners watch an excerpt from a TV programme, e.g. a popular soap that learners watch at home. Learners answer questions about one of the main characters (e.g. *What's Phil like? Is he nice? Is he a kind person?*) and list vocabulary which can describe him or her. Having established the personality of the character, learners watch the excerpt again and ask further questions about other characters, e.g. *Who's this? Is she related to Phil? Does she love him? Hate him? Like him? Do you like him?*

Learners then focus on the two questions: *What's he like?* and *Do you like him?*, discussing the differences.

Learners listen to taped dialogue incorporating both kinds of *like* and show they can distinguish between the two kinds by ticking a box or raising their hand when they hear a chosen one of the forms.

- In pairs, learners practise *What's he or she like?* and *Do you like him or her?* with respect to a particular person, e.g. a politician, an actor or singer. The learners choose the people they want to be asked about and use their names on cue cards.
- Learners look at pictures of contrasted places, e.g. desert area, snowy area, tropical island, conifer forest, urban area. Word prompts (e.g. *temperature, size, green*) are used to elicit questions such as *Is A hotter than B? Is C greener/bigger/quieter than A?*
- In pairs, learners ask each other questions, comparing their own countries with the UK or England, e.g. *Is your country bigger than the UK? or Is England more beautiful than your country?*

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Speak to communicate

Sc/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 express clearly statements of fact and short accounts and descriptions

Component skill and knowledge and understanding

Adults should learn to:

- 3a express statements of fact
  - use with some accuracy grammatical forms suitable for the level, e.g.:

(a) present simple and past simple

(b) present continuous (for future)

(c) prepositions of place and time

(d) indefinite and definite article

(e) possessive 's' and possessive pronouns

- know that, in speech, the contracted form of the verb is normally used, and be able to pronounce these forms

- know that intonation usually falls in a statement of fact

- be able to incorporate statements of fact in a range of oral interactions, e.g. narrative, social conversation, discussion, formal interview

3b give personal information

- recognise direct requests for information, e.g. *wh-* and *yes/no* questions, as well as less direct requests, e.g. *Tell me about* and be able to respond with:

(a) minimal response

– *When do you start work?*

– *At 9.*

– *Have you got any children?*

– *Yes, two.*

(b) short form of the verb

– *Have you got any children?*

– *No, I haven't.*

(c) longer answer

– *Have you got any children?*

and judge which is appropriate

– *Yes, I've got two boys and a girl. What about you?*

Example of application and level

*I had a very nice house in my country.*

*My mother is coming to see me next week.*

*There's a library and a bookshop. The library is on the right and the bookshop is on the left.*

*She's working tomorrow.*



### Sample activities

- Learners are given key words and, in pairs, are asked to make up a story, using those words, e.g. *last week, old lady, pension, post office, young man, grabbed, fell down, screamed, two workers, ran away*. Learners reassemble the story and say what happened. As a whole group, learners go over and extend the narrative, using appropriate tense, prepositions of time and place, and sequence markers.  
In small groups, learners discuss an embarrassing or dramatic experience that happened to them.
- For practice in social conversation, learners in small groups tell each other about their own plans for the weekend or the holidays, and/or their activities the previous weekend/holidays, using the appropriate tense and paying attention to intonation and the contracted form of the verbs.
- As an extension, learners in small groups, using English or their own languages, compare ways of expressing past and future in their own languages with English. Each group reports back on one or two similarities or differences.

- Learners focus on direct questions e.g. *Where did you live as a child?* and suggest other questions for past, present and future, to ask each other, e.g. *When did you come to the UK? Where do you live now? What are you doing tonight?*  
Learners practise questions and answers in pairs. They then focus on indirect questions, e.g. *Tell me about ...* and *What about ...* and practise with substitutions, e.g. *Tell me about your family. What about your children?*
- In pairs, learners ask and answer a mixture of direct and indirect questions about personal information, using word prompts on board for questions, as necessary, e.g. *tell/family; what about/job; when/come/UK*.
- Learners use pictures illustrating particular situations, e.g. a policeman talking to a motorist, college receptionist talking to a student, two friends talking, job interview, two people just introduced at a party, boss and worker on an outing and suggest appropriate questions and answers.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E2

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**3b** give personal information (*continued*)

- know and use discourse markers to introduce a response, especially in informal situations, e.g. *well*
  - use grammatical forms suitable for the level to, e.g.:
    - (a) talk about daily routines and habits
    - (b) talk about past events
    - (c) talk about future plans, arrangements and intentions
    - (d) express ability, need and want
  - be able to link giving personal information with asking for information, e.g. *What about you? Where do you live?* and recognise when this is appropriate
- (See also Lr/E2.5b, page 134.)

- *Can you tell me about your job?*
- *Right, well, I work in ...*

*I don't work on Wednesdays.*

*I was a nurse in Somalia but I don't have a job now.*

*I'm taking my son to the park tomorrow.*

*I can't swim very well.*

- *What are you going to do in September?*
- *I'm going to study computing. What about you?*
- *I can't swim very well. Can you?*

**3c** give a short account

- be able to sequence the account, to make the meaning clear, and use time markers, e.g. *ago, next week, every day, in the morning*, to help in structuring the account
- make use of stress and intonation to emphasise the main point and to create interest

Narrate events in the past, e.g.:

*She looked after the children in the afternoon and then she got the bus and went to work.*



### Sample activities

- Learners reorder a set of picture instructions, in order to practise recognising requests for instructions. Learners repeat instructions for each picture and practise in pairs, giving instructions while partner puts pictures in order.
  - Using a video or camcorder, digital camera or computer, learners revise appropriate vocabulary (e.g. *press, button, open, close*) and give each other instructions on how to use the equipment, while the teacher circulates and checks accuracy.
- 
- Learners are given model sentences using *and, but, so* and pairs of sentences to join together, e.g.:  
*They got in the car and (they) drove home.*  
*She liked the dress but she didn't buy it.*  
*She didn't like the dress so she didn't buy it.*
  - Using a time line, learners look at a simple picture story and locate the events within the time line, e.g. *a long time ago, last year, yesterday*. They make one or more sentences for each picture, to describe what happened, joining the sentences together, using conjunctions such as *and, but, so*. Learners then practise telling the story in pairs.
  - Learners put into correct sequence the separate pictures of a picture story according to the dates (e.g. on calendar) and times (e.g. on clock) shown in the pictures. They tell the story, using time markers appropriate to the pictures, e.g. *in the evening, the next day*.  
 Learners think about what they would include in an account of the most important events in their recent past, for the purposes of a college or job interview. They make notes and then practise, in pairs, sequencing a personal account, in response to *Can you tell me something about yourself...?*
  - As an extension for more advanced learners, learners are given a narrative without sequence or time markers. Choosing from a list, they add them as seems appropriate. In small groups, they retell the narratives.
  - Learners listen to most of a story and work in small groups to finish it or listen to a short folktale, answering questions about content to show they understand. They then listen to a sentence at a time, indicating intonation (e.g. with hand movements) and which words are stressed (e.g. by clapping or repeating the stressed words).
  - In small groups, learners sit with others preferably from the same culture or with the same first language, and work out the narrative of a short folktale from their childhood, using their own language as required, e.g. to agree on the story or to tell it to those in the group who do not know it. Members of the group then practise sentences in English, paying attention to stress and intonation to emphasise the main point and create interest. Each group then tells the story to the rest of the class, e.g. by appointing one member of the group or by saying a sentence each, round the group.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E2

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**3d** give an explanation

- recognise a request for explanation, and be able to indicate willingness to explain, e.g. *Yes, of course*

- *I'm sorry, I didn't understand that. Could you explain it again, please?*
- *Yes, no problem. OK. Well ...*

- use grammatical forms suitable for the level to express, e.g.:

(a) present, past and future time

(b) obligation/need

- *What happened to you yesterday?*
- *Yes, I'm sorry I wasn't here. I had to see my solicitor.*

(c) cause and effect

**3e** give directions and instructions

- recognise request for directions or instructions and respond appropriately

- *How do you get to X?*
- *Go straight on, past the lights and turn right. It's next to ...*

- use grammatical forms suitable for the level, e.g.:

(a) present simple

(b) imperatives and negative imperatives

(c) prepositional phrases for direction and location

- *Don't take off the cap.*

- sequence the information clearly, e.g. with markers such as *firstly, next*

- *How does this work?*
- *Well, first you check the pressure, then you take the pump and ...*

- understand the importance of stressing key words and repeating key information



### Sample activities

- In the context of work/college/their children's schooling, learners practise responding to requests for explanations using a variety of tenses, e.g.:

- *Why didn't you come to the party?*
- *I'm sorry, I couldn't. My daughter was ill.*
- *Why aren't you coming on the trip?*
- *I'm sorry, I can't. I have to visit my mother in hospital.*
- *Why are you putting your coat on?*
- *Because I'm going to college.*

Learners practise in pairs, giving their own explanations, using appropriate tense, intonation.

Learners role play in threes, one person asking for an explanation, another responding. The third learner acts as observer and says whether the explanation was clear.

- Learners revise prepositional phrases, e.g. *on the right, to the left of, next to, opposite* as a preamble to responding appropriately to requests for directions and instructions. Learners then look at a street plan and follow a taped dialogue of a request for directions and appropriate response, e.g. *How do I get to the post office, please? Don't take the first left. Turn left at the cinema, and it's on the right.*

Learners suggest alternative ways of asking for directions, e.g. *Where's the...?* They listen to directions to places on the plan and identify the place. Learners then practise in pairs asking and giving directions with reference to the plan.

- For a game that practises this skill, one of each pair of learners looks at a simple picture and gives instructions to partner who has to copy it without seeing it, e.g. *Draw a man on the right. Put a tree next to him. No, on the other side.* Learners compare pictures at the end to see whose is nearest to the original.
- Learners listen to instructions with markers, e.g. for using a video or camcorder, a digital camera, a washing machine or coffee maker:

*First, put the clothes for one temperature together.*

*Don't mix coloureds and whites. Next, put the clothes in the machine. Then add the detergent and choose the right temperature. Finally, turn on the machine.*

Learners pick out the markers and suggest/learn more, e.g. *secondly, lastly.* Learners practise the instructions.

In pairs, learners look at pictures of how to do familiar things (e.g. mending a puncture, filling a car with petrol) and work out the instructions, using appropriate markers.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Speak to communicate

Sc/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**3f** give a short description

- be able to use present tense, especially of *be* and *have* to describe a person, place or thing
- know a number of descriptive adjectives, to add interest to a description
  
- be able to make comparisons, using comparative adjectives, both with *-er* and with *more*
- know that a description can be an expression of fact or of opinion

Describe self and others, e.g.:

*He's tall and slim.*

*She's got long dark hair.*

*He's got a beard and a big smile.*

*They're not helpful.*

Describe and compare places and things, e.g.:

*Hong Kong is busy and expensive.*

*London is bigger than Addis Ababa, but it isn't very friendly.*

*It's more expensive than ...*

*An adult will be expected to:*

**4** ask questions to clarify  
understanding

**4a** ask for clarification and explanation

- be able to signal misunderstanding and ask for explanation
  
- be able to use different question types, including alternative questions, to deal with uncertainty or lack of understanding
  
- know that, in alternative questions, intonation often rises on the first alternative and falls on the second

(See also Lr/E2.1d, page 126 and Lr/E2.3b, page 130.)

*Excuse me, I don't quite understand. Could you explain it again, please?*

Deal with lack of understanding in a study situation, e.g.:

*What does X mean?*

*How do you spell X?*

Clarify a person's plans, e.g.:

– *Are you coming on Monday or Tuesday?*

– *On Monday.*

– *That's good, I'll be here on Monday*



### Sample activities

- Learners bring in a photo of someone they want to talk about and describe, using present tense of *be* and *have* and adjectives. In small groups, they look at each other's photos and describe the people in them. The photos are then put up around the classroom. Learners play a team game, in turns describing one of the people in the photos, without saying which one it is. Accurate descriptions are rewarded. If a member of the opposing team can give a better, longer description (e.g. *He's got short curly hair and a grey beard. She's got a round pink face and small teeth*), they get an extra point. The first team to 10 wins.
- In pairs, learners look at two sets of pictures of people, some of each set being the same and some different. Learners describe the people to identify which are the same.
- Learners stand back to back in pairs; each has to describe the other or what the other is wearing.

- Learners listen to a conversation between doctor and patient, e.g.:
  - *Here's a prescription for some tablets. Take one four times a day with water after meals.*
  - *I'm sorry, I don't quite understand. Could you explain, please?*
  - *Take one four times a day.*
  - *Do you mean one tablet or four tablets?*
  - *No, take one tablet. Take one tablet at eight o'clock in the morning, one tablet at noon, one at four o'clock and one at eight o'clock in the evening.*
  - *Right. And was that before meals?*
  - *No, after meals.*
  - *Thank you, Doctor.*

Learners focus on how to signal misunderstanding and ask for explanation, and repeat the underlined sentence.

Learners focus on the difference in intonation between *Do you mean one tablet or four tablets?* (rising on first alternative, falling on second) and *Was that before meals?* (end-rise), repeating each with hand movements to emphasise the intonation.

- Learners drill alternative questions in response to prompts, paying attention to correct intonation, e.g.:

Prompt: *I'm coming on Monday – no, on Tuesday.*

Ls: *Are you coming on Monday or on Tuesday?*

Prompt: *I'm coming on Tuesday, at four o'clock – no, five o'clock.*

Ls: *Are you coming at four or five?*

Prompt: *I'm coming at five, by bus – no, by train.*

Ls: *Are you coming by bus or by train?*

Prompt: *By train.*

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Engage in discussion

Sd/E2

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 1 follow the main points and make appropriate contributions to the discussion

Component skill and knowledge and understanding

*Adults should learn to:*

- 1a take part in social interaction
  - know different ways of opening and closing a social conversation, by:
    - (a) greeting
    - (b) responding to greeting
    - (c) leave taking
  - be able to insist politely, if necessary, when ready to take leave
  - offer, giving alternatives, and invite, giving more information, and respond to offers and invitations
  - be aware of how gestures, e.g. indicating that something should be kept secret, can vary across cultures
  - know in which situations a conversation is likely to be protracted and when it is likely to be brief, and that this can vary across cultures

(See also Lr/E2.6b, page 136.)

Example of application and level

Greet and respond, e.g.:

*Hi.*

*Nice to see you.*

*– Did you have a good weekend?*

*– Yes it was good. We went swimming, and you?*

Take leave, e.g.:

*Have a good weekend.*

*I'm sorry, but I really must go. See you again soon.*

Offer and invite, e.g.:

*Would you like tea or coffee?*

*Tea or coffee?*



### Sample activities

- Learners watch short video excerpts with greetings and leave taking, e.g.:

- *Hi, how are you?*
- *Fine, thanks, how are you?*
- *Fine.*
- *See ya'round.*
- *See you.*

Learners suggest/learn when these would be appropriate and then suggest/learn alternatives, including for more formal occasions e.g.:

- *Good morning, how are you?*
- *I'm very well, thank you. And you?*
- *I'm well too, thanks. Nice to see you.*
- *And you. Good-bye.*

- Learners watch video or mime of someone in another's home, being pressed to stay and not knowing how to leave. Learners suggest/learn how to insist politely, e.g. *I'm sorry, I really must go. I have to collect my daughter from the nursery.*

- In the context of social interaction, at work, in college, in the local community, learners practise inviting, responding to invitations and offers, paying particular attention to correct intonation, e.g. *Would you like another biscuit or some cake?* (rise after *biscuit*, fall after *cake*).

- In pairs, learners practise other offers from cue cards, with appropriate responses. They then listen to dialogue, e.g.:

- *Can you come to the football game with me tonight? I've got two tickets.*
- *Oh, yes, thanks, that's great.*

Learners practise, paying attention to intonation and suggest other forms of invitation, e.g. *Would you like ...* and acceptance/refusal, e.g. *Sorry, I'm busy tonight.*

Learners work out other invitations and extra information from cues on board, e.g. *Pizza. Do you want to come for a pizza? Yes, I'd love to.*

In small groups, learners practise more invitations and extra information from cue cards and make own acceptances/refusals.

- Learners look at speech bubbles with statements that aim to provoke discussion around the topic of how people relate to each other in the UK, the time taken over greetings, conversations, e.g. *In Britain neighbours aren't friendly; they only say Hello and then drive off!*

In small groups, learners discuss conventions and expectations relating to their own culture – what is said, how long the interaction usually lasts – and compare with the UK. Each group reports back on one or two issues they have discussed.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Basic Skills Standards  
level descriptor

Engage in discussion

Sd/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**1b** take part in more formal interaction

- be able to:
    - (a) introduce self
    - (b) give personal information
    - (c) state problems, wishes, etc.
    - (d) apologise
  - as appropriate, and with some elaboration
  - use body language and eye contact as appropriate to the situation
- (See also Lr/E2.6c, page 136.)

*My name's ... And I'm looking for ...*

*We've got a problem with the water heater.  
The problem is ...  
I don't want an evening class, because I  
have young children.*

*I'm sorry I'm late. I missed the bus.*

**1c** express likes and dislikes, feelings, wishes and hopes

- be able to express degrees of liking/disliking, e.g. *I hate, I quite like*, and use intonation to reflect the feeling expressed
  - be able to use a range of adjectives to express feelings, using appropriate intonation
  - be able to express personal wishes and hopes for the future, using forms such as *would like* and time markers with future reference
  - be able to elaborate by expressing reason or result
- (See also Lr/E2.6a, page 134.)

*I'm really tired.*

*I feel so pleased about that.*

*I'd like to get a job next year.*

*I hope he gets better soon.*

Talking about places, e.g.:

*I like Manchester because ...*

*I don't like Manchester, so we don't go there very often.*



### Sample activities

- Learners practise apologising for coming late to class, suggesting different reasons. e.g.:  
*I'm sorry I'm late. The bus didn't come.*  
*I'm sorry I'm late. I had a doctor's appointment.*
- Learners are presented with a household problem such as a broken pane of glass, and suggest who to telephone and what to say, building up a dialogue, e.g.:
  - *Hello, is that the maintenance department?*
  - *Yes, it is.*
  - *I've got a broken pane of glass. Can the council come and repair it?*
  - *Yes, where do you live?*
  - *In the Crosshands Estate, Charlton, Mandela House, Number 11. My name's Khan. Can you come as soon as possible, please?*
  - *I'm sorry, I can't come till next week. My assistant is ill.*
  - *Oh dear, well, Monday?*
  - *Yes, OK, Monday.*

Learners practise dialogue in pairs, using their own name and address.

Using word or picture cues, learners make up similar dialogues for different situations.

- Learners listen to a taped conversation discussing a food – e.g. fish – in which people express different degrees of liking, e.g. *love, like very much, quite like, don't like, hate*.

Learners identify these degrees of liking and rank them in order from *love* to *hate* and practise sentences from tape, using intonation appropriate to the feeling.

Learners tick a grid to show their own degree of liking for items in given list, e.g. football, pop music, computers, cinema, coffee, big cities, singing, etc. They then walk about asking and answering questions (e.g. *Do you like football? No, I hate it!*) to find someone with as near as possible the same tastes as themselves.

Learners report back to whole class.

- Working in pairs, learners record other learners' response to the question, *What do you want to do next year?* Learners ask others in the library or study centre. Pairs then collate the responses, and the class as a whole discuss the way personal wishes and hopes for the future are expressed (e.g. *I'm hoping to stay in college. I want to get a qualification. I'd like to get a job. I want to work in a hotel.*). Learners practise the response lines and go on to ask each other the question and respond with information about themselves, including the reason for what they want to do.

Learners then produce a chart, showing how many people in the class want to continue studying, want to get a full-time job, etc.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Basic Skills Standards  
level descriptor

Engage in discussion

Sd/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**1d** express views and opinions

- be able to use simple phrases to introduce an opinion (e.g. *I think*)
- distinguish clearly between a statement of fact and an expression of opinion
- be able to follow up an opinion by giving a reason, or expressing result

(See also Lr/E2.6a, page 134.)

*I think Mrs Smith is a good teacher, so I go to all her classes.*

*He's the best student in the class.*

*I think she's a good teacher, because she listens to us.*

**1e** relate to other speakers

- understand the main point(s) made by other speakers and make contributions relevant to the discussion topic and the points made by other speakers
- be able to indicate agreement or disagreement with other speakers
- be able to contribute to a discussion by inviting contributions from other speakers, using appropriate phrases with appropriate non-verbal signalling
- be able to introduce a new topic of discussion, e.g. by asking for opinion, likes and dislikes

(See also Lr/E2.7a, page 136.)

*That's right.*

*I think so too.*

*Mm, yes but ...*

*I don't really think so.*

*Do you think ...?*

*What do you think about ...?*

*What about ...?*

*How do you feel about ...?*



At this level, adults can:

**listen and respond**

to spoken language, including straightforward information, short narratives, explanations and instructions

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners try to identify sounds on tape, e.g. *I think it's running water. I think someone is eating a piece of toast* or try to identify by feel one of a collection of small objects in a bag, saying, e.g. *I think it's a piece of chalk.*
- Learners are asked for their opinion on various topics, e.g. *Which country has the best football team?* to elicit *I think X has the best team.*
- Learners are asked to agree or disagree with a statement of fact, e.g. *There's a fire extinguisher in this room* (no disagreement) and one of opinion, e.g. *Red is the most beautiful colour* (disagreement, or agreement).
- Learners are given a mixture of statements of fact and opinion to identify which are which, e.g. by repeating the statements of fact and not the opinions, or by working in pairs from written sentences.

Learners are given a number of incomplete statements of opinion and are asked to supply the reason or result (e.g. *Smoking is bad because ... I think motor bikes are good/not good because ...*).

- As an extension for more advanced learners, learners are asked to choose the odd one out from a short list of words (e.g. *red, yellow, foot, green, blue*) and say why. Disagreement and expression of opinion arise when there is no clear connection between the words, e.g. *saucer, bottle, spoon, jug.*

- Learners listen to a short discussion and are asked to pick out ways of agreeing/disagreeing, e.g. *I agree; I don't think so.*

In pairs, learners read out short sentences, e.g. *Swimming is good for you* and express agreement/disagreement.

- Learners watch a short video of discussion in which the chairperson invites contributions from other speakers, using appropriate verbal and non-verbal signalling. Prior to watching the excerpt, learners are asked to identify how the chairperson involves other speakers. Learners then have a true/false questionnaire to fill in, e.g. *the chairperson uses his hand to point to people who want to say something.*

As they watch the video again, learners raise their hand each time the chairperson invites contributions verbally and non-verbally. The strategies she uses are put on the board.

## Listen and respond

Lr/E2

### Basic Skills Standards level descriptor

*An adult will be expected to:*

- 1 listen for and follow the gist of explanations, instructions and narratives

### Component skill and knowledge and understanding

*Adults should learn to:*

- 1a recognise context and predict general meaning
  - be able to identify a situation and/or speakers, e.g. in a personal narrative, informal conversation
  - be aware that it is not always necessary to understand all of the interaction to recognise context
  - be aware that oral interactions often follow predictable patterns, and that this can help in recognising context and predicting meaning
- 1b listen for gist in a short passage, e.g. TV or radio
  - be able to identify key words in a given context
  - be aware that it is not necessary to understand every word in order to get the general meaning of a spoken text
  - be able to guess the meaning of unknown words, by using context cues and other words in the text
  - be able to respond to listening, e.g. by clarifying meaning with another listener
- 1c listen for gist in a conversation
  - be able to identify the situation, speakers and subject/topic of conversation
  - be able to follow the interactive nature of the conversation

### Example of application and level

Recognise topic of conversation between friends, e.g.:

- *So, how'd it go on Sunday?*
- *Oh, it was a wonderful day... lovely flowers... she looked fantastic, but really nervous. The ceremony wasn't too long, and the party afterwards was great... lovely food...*

In a documentary about work, the key words might be *hours, holiday, pay*, e.g.:

*The hours are long, but there's no shift work. The wages are quite low, £4.60 per hour, with double pay on Sundays.*

### News headlines

Single item from a TV magazine programme



### Sample activities

- Learners are asked to listen to a tape of someone describing a wedding they attended, and identify what is being described. Learners are asked what they heard that helped them identify the context, e.g. key words: *the ceremony, the groom*.

At this level, adults can:

#### **listen and respond**

to spoken language, including straightforward information, short narratives, explanations and instructions

#### **speak to communicate**

information, feelings and opinions on familiar topics

#### **engage in discussion**

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

- To guess the meaning of unknown words, learners select possible meanings from various options using pictures, flashcards, or synonyms within multiple choice, e.g. *Does 'wages' mean 'days worked', 'money' or 'holiday'?*

- To practise identifying a situation, learners listen to a variety of excerpts of familiar scenarios. While listening, learners circle phrases, or tick pictures, to indicate they recognise the context or situation, e.g. family conversation/making a dentist appointment/going to a new class. Learners compare their answers in pairs/groups and then report to the whole group.

## Listen and respond

Lr/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**1d** listen for gist and respond, in face-to-face situations

- understand that non-linguistic clues, such as the immediate environment or the speaker's gestures and facial expression, can be used to help get the gist
- understand the need to notice which words the speaker stresses, in order to understand key words and important points
- be able to indicate they are listening, through use of responses, e.g. *mm, yeah*
- be able to ask for clarification, with appropriate use of intonation

(See also Sc/E2.4a, page 116.)

*Sorry, what was that again?*

*What does ... mean?*

*An adult will be expected to:*

**2** listen for detail in short explanations, instructions and narratives

**2a** listen for detail in short narratives and explanations

- understand and identify key words and phrases in a given context
- be able to listen for and identify stress within words, and use this as an aid to recognising words
- understand key grammatical structures for the level:
  - (a) present simple, e.g. with adverbs of frequency
  - (b) past simple with time markers, e.g. *ago*
  - (c) present continuous with future meaning
  - (d) *have got* and possessives
- be able to respond appropriately to explanations, e.g. by taking action

*I don't go there every day, more like once a week on average.*

*I wasn't there last week, but he was there two weeks ago.*

*I haven't got a lot of time.*



*At this level, adults can:*

**listen and respond**

to spoken language, including straightforward information, short narratives, explanations and instructions

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

### Sample activities

- To explore ways of indicating they are listening, learners discuss why people often say *yeah* or *mm* (back-channelling) while listening, and exchange information about how this happens in their own languages. Learners are put into threes (speaker, listener and observer). The speaker reads a script (first silently, then aloud to the listener). The listener must back channel at least five times. The observer counts and gives feedback. Then learners swap roles.
- To practise asking for clarification, the teacher demonstrates two ways – one polite, one unfriendly. Learners indicate which is polite and then practise asking a partner for clarification, either politely or impolitely, but without revealing their intention. The partner has to say whether it sounded polite or not.
- To practise understanding key words in a given context, learners prepare for listening to, for example, a detailed message on an answering machine about opening hours of a college. First they discuss what they are likely to hear in general and what key words/phrases there might be. Then learners listen to the tape and answer open questions, orally or in writing.

Basic Skills Standards  
level descriptor

Listen and respond

Lr/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**2b** listen for detail and respond, in face-to-face situations

- understand that a speaker often repeats and/or stresses important details
- understand the importance of maintaining eye contact and signalling understanding, e.g. *I see, yes*
- understand the importance of checking back and confirming understanding

(See also Sc/E2.2d, page 106.)

- *You go up the stairs, turn left and it's at the end of the corridor.*
- *So, up the stairs, turn left and then ...*

**2c** listen for grammatical detail

- recognise different types of utterance, e.g. questions, statements, instructions and their function
- be able to identify key grammatical features for the level and use them to aid understanding
- understand that listening and guessing the meaning of grammatical forms from context can be a useful way to increase knowledge of grammar as it is used in spoken English

*I normally work in the Leeds branch of the bank, but last week I worked in Bradford and next week I'm working in Halifax.*

**2d** listen for phonological detail\*

- understand that English has a stress-timed rhythm and that many syllables include an unstressed vowel, e.g. the schwa
- be aware that stress within a sentence can influence the meaning of that sentence
- identify information or content words and understand that they are stressed in sentences
- recognise and discriminate between specific sounds
- understand that listening in detail to the way speakers pronounce English can be a useful way to improve their own pronunciation

(See also Ww.E2.1b, page 162.)

*I can't come now.*

(stress on *now* indicates the speaker can come another time)

- *Where were you on Friday? I phoned but you weren't in.*
- *Oh, I went to Brighton for the day.*
- *Was it fun?*
- *Yes, but it rained non-stop.*



At this level, adults can:

**listen and respond**

to spoken language, including straightforward information, short narratives, explanations and instructions

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

### Sample activities

- To practise strategies for checking instructions, learners discuss whether it is easy or difficult to follow oral instructions or directions, and why. They discuss how they can re-cap instructions, to give the speaker feedback on whether they have understood. Then learners do a matching exercise, joining explanations with suitable checking-back statements before acting out the dialogues, in pairs.
- In order to focus on different types of sentences, learners differentiate between statements, questions, instructions, and decide on a code for each, e.g. question mark in the air for a question, pointed finger for instructions. Then they listen to a dialogue or a set of instructions and indicate what they hear. Learners discuss how they know.
- To raise awareness of the stress-timed rhythm of English and the schwa, learners listen to a short explanation: *In the canteen, the coffee and tea cost more than the soft drinks. When you go to the till, you can ask the price of the biscuits.* Learners discuss whether they can hear every word and discuss how certain words have weak forms. Learners listen again and focus on the pronunciation of *the, than, to, can, of* as schwa.
- Learners identify the stressed words in simple sentences, e.g. *He spoke to me. The man spoke to me.*  
Learners practise sentences with correct stress, making substitutions from word cues, e.g. *He called to me.*
- Play listening games to practise identifying minimal pairs (e.g. *ship/sheep, cub/cup*) with cue cards.

## Listen and respond

Lr/E2

### Basic Skills Standards level descriptor

*An adult will be expected to:*

- 3 listen for and identify the main points of short explanations or presentations

### Component skill and knowledge and understanding

*Adults should learn to:*

- 3a extract the main points when listening to presentations

- be aware that it is not necessary to understand and remember every word to extract main points
- understand the need to know what information one wants from a presentation and be able to focus listening in relation to this
- understand that significant points are often summarised at the end of a presentation

- 3b extract the main points of an explanation in a face-to-face situation, and respond

- understand how gesture and eye contact can be used to emphasise a point, and how this can vary across cultures
- be able to ask for clarification and confirm understanding

(See also Sc/E2.4a, page 116.)

- 3c extract straightforward information for a specific purpose

- understand the importance of listening for the information required and ignoring other information

### Example of application and level

*Now, full-time learners at this college can use the study centre, Monday to Friday from 9.30 to 5.30. And they can reserve a computer for up to three hours a week. Right? And also the study centre has a lot of books and software on spelling, grammar, writing.*

- *So, you see, how the system works is like this ... when the customer comes in, they go to reception, and somebody takes their name, then they go to wait.*
- *They wait in the waiting room?*
- *They do, yes ...*

*The train at Platform 3 is for London Waterloo, calling at Norbiton, New Malden, Clapham Junction and London Waterloo. Change at Clapham Junction for Victoria.*



At this level, adults can:

**listen and respond**

to spoken language, including straightforward information, short narratives, explanations and instructions

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

### Sample activities

- To practise focusing on certain information, learners discuss what they might want to learn on a tour of the study centre, e.g. opening hours, days of opening, reserving computers, kinds of books. While listening to an explanation, learners either:
  - (a) answer open questions, *What time does the study centre open?*
  - (b) circle the opening times from among various opening times
  - (c) tick the answer or fill in a simple table.
  
- To be able to ask for clarification, learners listen to one side of a dialogue giving information, pausing after each section. Each utterance contains something indistinct, e.g. *So you click on the mouse and drag it into the —*. Learners then discuss with a partner the best way to ask for clarification, specifying the bit they did not understand, rather than suggesting they understood nothing by saying *I don't understand*.
  
- Listeners are set a task that involves them listening for certain information and ignoring other, e.g. listening to a recorded message of what is on at the local cinema. They are told that they are interested in going to see *Godzilla* on Saturday afternoon. They must listen to the recorded message and pick out only the required information.

## Listen and respond

## Lr/E2

### Basic Skills Standards level descriptor

*An adult will be expected to:*

- 4 listen to and follow short, straightforward explanations and instructions

### Component skill and knowledge and understanding

*Adults should learn to:*

- 4a listen to, follow and respond to explanations, directions and instructions\*
  - understand key grammatical forms, e.g. imperative, negative imperative and *must*, in instructions
  - understand some deictic markers, e.g. *this, that, here, there*
  - recognise the order of events in an explanation
  - recognise and respond to sequence markers, e.g. *first, then, finally*, to understand the order of a set of instructions
  - recognise discourse markers, especially those indicating cause and effect and result, e.g. *because of, so, as a result*
  - demonstrate understanding by taking appropriate action

(See also Sc/E2.2e, page 108.)

### Example of application and level

*The thing to remember is you must always switch off at the mains before you do anything . . .*

*First you go along the main road, then, when you get to the traffic lights, turn left and carry on for about, I don't know, about 100 metres . . .*

*You need to switch it off when you're not using it, so that the battery doesn't run down.*

*An adult will be expected to:*

- 5 respond to straightforward questions

- 5a listen and respond to requests for action/permission

- recognise requests for action and respond by taking action
- know some appropriate phrases, e.g. *sure, there you go*, to accompany action
- be able to use polite intonation to grant or refuse permission
- know some ways of explaining why the request cannot be complied with

*Can I use your pen? I'll return it later.*

- *Can you shut the door?*
- *OK.*

*Yes, of course.*

*Yes, that's fine.*

*No, I'm sorry, it's stuck.*

*I'm sorry, I need it.*



At this level, adults can:

**listen and respond**

to spoken language, including straightforward information, short narratives, explanations and instructions

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners listen to a dialogue giving directions, and plot the route on a simple map, e.g.:
  - *Excuse me, can you tell me the way to the post office, please?*
  - *Yes, take the second turning left, and it's on the right, next to the Chinese take-away.*
  - *First left, on the right. Thank you.*
 Learners discuss the key verbs and their form.
- To focus on sequence markers in a set of instructions, learners look at a worksheet of pictures, each of which represents a stage of the instructions. While listening to the instructions, learners number the pictures.
- To practise responding to requests for permission, learners discuss ways of saying *yes* or *no*. Working in threes, using a set of flashcards on each table, one learner draws a card with a request, e.g. *Can I borrow your book?* The next learner refuses politely (*Sorry, I'm using it*) while the third gives permission (*Sure, I don't need it now*). Learners then practise inventing their own requests.

Basic Skills Standards  
level descriptor

Listen and respond

Lr/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**5b** respond to requests for information

- recognise questions of the *wh*- type and the *yes/no* type and be able to respond with short answers and with more information
- recognise when a short answer is appropriate and when a longer answer is expected
- recognise verb forms and time markers to understand the time to which a speaker is referring and respond appropriately, e.g.:  
(a) present simple and frequency adverbs

(b) simple past

(c) *going to*

- be able to recognise and respond to comparative questions

(See also Sc/E2.3b, page 112.)

- *How often do you go to cinema?*
- *Oh, not very often, only about twice a year.*
- *What did you do last night?*
- *Well, first I ... And then I ...*
- *What are you going to do next year?*
- *I'm going to get a job. I'm not staying at college.*
- *Is the weather the same here as it is in ... ?*
- *No, it's colder here than ...*

An adult will be expected to:

**6** listen to and identify simply expressed feelings and opinions

**6a** listen to and identify simply expressed feelings and opinions

- identify common structures and vocabulary used in expressing different feelings and emotions
- identify common structures and vocabulary used in expressing different opinions
- recognise how intonation and pitch carry meaning; identify feelings expressed through intonation and words and feelings expressed mainly through intonation

(See also Sd/E2.1c, page 120 and Sd/E2.1d, page 122.)

- *How do you like your new job?*
- *Oh, I love it. I look forward to going in to work every morning.*
- *That's great. I wish I felt the same about my job.*
- *What are your favourite programmes?*
- *Mmm, I like soaps, EastEnders, Coronation Street. My favourite is Brookside.*
- *Oh, I hate Brookside; it's so depressing. I prefer comedies and Who Wants to be a Millionaire?*
- *And the sports programmes on ITV are good, specially the football.*



### Sample activities

- Learners listen to part of a simplified radio interview (e.g. *Desert Island Discs*) with an actor X, which uses different tenses and adverbs of frequency and time, e.g.:
  - *Where did you live as a child?*
  - *In Italy, but I came to England at 18.*
  - *So do you live mostly in England now?*
  - *Well, yes, when I'm not working.*
  - *Now tell me about your family.*
  - *Right, well, I've got four children and I live with them and my wife and our six cats near Hereford.*
  - *And what about your work?*
  - *Well, as you know, my last film was in France and was very successful, but right now I'm not working. So most days I do the garden and ... I'd like to do a cookery course but I haven't really got time now. We're starting a new film in India soon.*

Learners answer *wh-* and *yes/no* questions to check general understanding, and use of tenses and time phrases, e.g. *Does X work every day? Did X make a film in India last year? When is he starting a new film?*

- In order to practise recognising verb forms, learners listen to a series of questions and circle appropriate multiple-choice answers, e.g. *What are you going to do next year?*
  - I saw it on television
  - Get a job
  - First I studied English.
  
- To recognise how intonation and pitch carry meaning, learners listen to contrasting dialogues with people expressing happiness or anger mainly through intonation. The dialogues will have identical structures and vocabulary but different intonation and stress. Learners identify how the people feel by pointing to pictures or circling pictures of people with those feelings or attitudes. For example, *What time did you get in last night? About 1.00.* would sound different between friends/colleagues from the way it would sound between a concerned parent and an adolescent.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 7 follow the gist of discussions

An adult will be expected to:

- 8 follow the main points and make appropriate contributions to the discussion

Listen and respond

Lr/E2

Component skill and knowledge and understanding

Adults should learn to:

- 6b take part in social interaction
  - recognise and respond appropriately to enquiries and to offers and invitations
  - recognise speaker's mood and attitude, expressed through intonation

(See also Sd/E2.1a, page 118.)

- 6c take part in more formal interaction

- recognise and respond to:
  - (a) greetings
  - (b) offers

(c) requests for information

(See also Sd/E2.1b, page 120.)

- 7a follow the gist of discussions

- recognise the topic and purpose of a discussion and understand that discussions can serve different purposes, e.g. to make plans, solve a problem, air views

(See also Sd/E2.1e, page 122.)

- 8a follow the main points of discussions\*

- be able to pick out the main points made by one or more speakers and make contributions relevant to the discussion in general
- be able to link their own contribution to that of other speakers, by using discourse markers, e.g. *you're right; maybe, but ... ; I'm not sure*

Example of application and level

- *How are you getting on these days?*
- *I'm fine, thanks, how about you?*

- *I'm having a few friends round on Saturday.*

- *Would you like to come along?*
- *Thanks, that'll be nice.*

- *Can I get you a cup of coffee?*
- *Yes, please.*

- *Can you give me your name and address?*
- *Yes, of course, It's ...*

Class discussion – planning an outing.

Planning an outing – when, where, how much.



At this level, adults can:

**listen and respond**

to spoken language, including straightforward information, short narratives, explanations and instructions

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

### Sample activities

- To raise awareness of how a speaker's mood and attitude are expressed through intonation, learners work in threes to role play invitations and response. One learner extends an invitation; another accepts (first deciding whether they really want to accept or not). The third reports back to the others, saying whether they thought the acceptance was sincere or not. All three discuss whether the right meaning was conveyed. Continue until all three participants always agree on interpretation.
- Learners listen to greetings made in different ways and guess from pictures in what relationship they might be used e.g. *Hi! Good morning. 'Morning.*
- To practise responding to requests for information, learners listen to a tape, identifying places where the responses can be more polite.
- Learners listen to short exchanges and are asked to state the purpose of each one, giving reasons for their answers.
- Learners listen to a short tape of someone describing a problem they have, e.g. partner's disagreeable and unhelpful parent inviting himself or herself to stay at a very inconvenient time – partner expects you to cope – what can you do? Learners answer questions to show understanding of main points. Learners discuss the problem and contribute to the discussion, linking their own contributions to those of others. This discussion is taped and, at the end, a list is made of the most effective discourse markers used.

Text focus

Reading comprehension

Rt/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 trace and understand the main events of chronological and instructional texts

Component skill and knowledge and understanding

Adults should learn to:

- 1a use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts

- know and use text-level strategies to predict content and check meaning
- use own background knowledge and overall context to aid understanding
- recognise the key features of format, layout, grammar and discourse in chronological texts, i.e. that they:
  - (a) recount events in time order
  - (b) are usually written as continuous text and usually have titles
  - (c) use past tenses
  - (d) mark the sequence of events through the use of discourse markers
  - (e) achieve cohesion through pronoun referencing
- recognise the key features of format, layout, grammar and discourse in instructional texts, i.e. that they:
  - (a) must be read in sequence
  - (b) use numbering and/or bullet points to indicate order and to separate instructions
  - (c) mark the sequence of actions through the use of discourse markers
  - (d) use the imperative for the main action and adverbs of manner, phrases of time or place and/or infinitives to express purpose
  - (e) often have illustrations and graphics to show how an action is to be carried out

Example of application and level

Read and understand the order of events in a short biography.

Read and understand instructions for using a self-service vending machine.

Use knowledge of own country to read and understand a newspaper headline about events there, or read a recipe for a familiar dish.

Recognise use of a title in short, chronological narratives.

Recognise use of discourse markers *first, next, then, after that*, and other time phrases such as *last year, in the morning* to indicate sequence of events.

Recognise basic pronoun referencing, e.g.:  
*The young man went to the hotel first. He left his luggage there and then went for a walk.*

Recognise discourse markers *first, next, then, after that* to identify sequence of actions, e.g.:

*Press START/AUTO once to start cooking.*



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- Given the title and illustrations from a chronological text, learners are asked to predict the content and consider what relevant background knowledge they have of the subject area.
- Learners look at two examples of chronological texts and answer questions concerning their generic features of form and layout (i.e. title and continuous text divided into paragraphs), key grammatical features (e.g. simple past tense to indicate key actions) and discourse markers (e.g. *first, next, then, after that, last year, in the morning*, etc. to indicate sequence of events). They are then given four texts, each of a different text type, and asked to identify the chronological narrative.
- From consideration of two examples of instructional texts (instructions written as separate points, using the imperative – one set with numbers, the other with bullet points), learners answer questions concerning the key generic features of format and layout and key grammatical features (i.e. the imperative). They are then given four texts, each of a different text type, and asked to identify the instructional text.
- Learners put sentences from a chronological text in order.
- In a chronological text, several pronouns are underlined, and learners are asked to identify which people and places already mentioned they refer to.
- Learners sequence a set of jumbled instructions using a set of pictures (in order) for guidance.
- On a set of instructions from which all or some of the following have been removed (verb, simple adverbs of manner, phrases of time and place) learners fill the gaps by selecting from a range of options.
- Learners follow a set of instructions using illustrations and graphics, to carry out a simple task.

Text focus

Reading comprehension

Rt/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**1b** obtain information from texts

– understand that it is possible to use different strategies to get meaning from text:

(a) scan for specific information or main events\*

(b) skim to get the gist by quickly reading titles or subheadings, the beginning and end of a paragraph\*

(c) read thoroughly where detailed reading is necessary

Scan a microwave manual to find instructions for defrosting, e.g.:

- MICROWAVE – INTRODUCTION
- HOW TO OPERATE THE OVEN
- MICROWAVE DEFROSTING

To defrost foods, use microwave power levels MEDIUM LOW or LOW. Stir food at least 2–3 times during defrosting.

An adult will be expected to:

**2** recognise the different purposes of texts at this level

**2a** understand and identify the different purposes of short, straightforward texts

– recognise that texts that share a common purpose will share common features, and use these features to predict meaning and aid understanding, e.g. the layout of a form or letter, a headline in a newspaper

– recognise that texts that share a common purpose may have different audiences and that this affects register

– know some basic terms to describe the main purposes or functions of texts at this level, e.g. *to greet, to describe, to inform, to sell, to entertain, to request action, to tell a story, to instruct*

– recognise that texts of the same genre are characterised by a particular verb grammar

– understand that:

(a) descriptive texts will be indicated by use of present simple tense;

(b) chronological narratives will be indicated by use of past tenses;

(c) instructive texts will be indicated by use of imperatives.

Know the purpose of a variety of straightforward texts encountered in daily life, e.g. letter, message, simple newspaper article, advert or notice, timetable, simple story, card, note, TV guide, e-mail, poem.



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- Learners are given three tasks, each requiring a different reading strategy: skimming (e.g. get the general idea of what a leaflet is about), scanning (e.g. find a phone number in your address book) or detailed reading (e.g. carry out a task by following instructions). Before they carry out the tasks, they are asked to describe how they would read each of the texts. They are introduced to the terms *skim*, *scan* and *detailed reading*, and to the notion that it is possible to use different strategies to get meaning from text. Learners carry out the tasks, with limited time to carry out the skimming and scanning tasks so that they cannot read the whole text. They then read each text thoroughly.
- Learners look at two or more texts that share a common purpose and answer questions about their common features, e.g. *Is it a continuous text? Are there any subheadings?*
- Learners are given a range of short straightforward texts and asked to identify the text type (e.g. letter, message, simple newspaper article, advert or notice) and the purpose or communicative function of each (i.e. *why has the person written this text?*) by selecting from a range of options (e.g. basic terms such as: *to greet, to describe, to inform, to sell, to entertain, to request action, to tell a story, to instruct*).
- Learners look at two or more texts of the same basic text type or genre, and identify the particular verb grammar, i.e.: descriptive texts use the present simple; chronological narratives use past tenses; instructional texts frequently use the imperative.

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 identify common sources of information

Text focus

Reading comprehension

Rt/E2

Component skill and knowledge and understanding

Adults should learn to:

- 2a understand and identify the different purposes of short, straightforward texts *(continued)*
  - interact with text and be aware that it is possible to react to texts in different ways
  - be aware that requests for action are usually indicated by the use of *Please*
  - understand that the writing conventions of different cultures may have similarities and differences and that this may affect understanding of purpose

Example of application and level

Read and understand a letter or notice and take appropriate action.

*Please complete the form in capital letters.*

*Please take a number and queue from the left.*

*No smoking in the waiting area.*

Understand that *RSVP* on an invitation means that a reply is needed and you cannot just turn up.

Where invitations have tear-off slips, it is understood that people will respond by filling in and returning the slip.

- 3a identify a range of common sources of information where everyday information can be found

- know where to find everyday information, e.g. small ads, yellow pages, reference books
- know that similar information can be presented in different ways, e.g. listings on teletext or in newspaper
- be aware of electronic sources of information
- know that reading for information involves locating specific details rather than reading through a whole text
- know how to use key features to access simple reference tools
- use alphabetical order to find information where appropriate\*
- be aware of the conventions of simple tabular formats

Locate information about the cost of a new fridge, e.g. in the shop window, in the newspaper, in a flyer that has come through the door.

Locate amount payable and name for cheque to be made out to from an electricity bill.

Use contents, answer key and other organisational features to get information from texts.

Find items in a bilingual or learner's dictionary.

Read a bus timetable to help a friend make a journey within a particular time scale, or a TV guide to choose a TV programme.



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- In order to encourage learners to interact with text, they are read a text with a few inconsistencies, i.e. pieces of information that they will know to be wrong and some controversial opinions. At regular intervals the teacher stops and asks learners what the text is about, if it makes sense and what their opinion of the text is.
  - From a series of statements – some requests for action using *Please* and some statements giving information (e.g. *Please complete the form in capital letters; Reception closed until 10.00*) – learners identify which require action and what action is expected (they could select from a series of options).
  - Learners are given two invitations that contain features underpinned by cultural conventions (e.g. one from a friend with RSVP and one from a colleague at work with a tear off slip) and asked about the action, if any, that is required. Learners discuss similarities and differences between invitations in UK and other countries, including different cultural conventions.
- 
- Learners match a list of information that is required (e.g. phone number of a garage, location of a street) with a list of sources (e.g. street atlas, yellow pages).
  - In order to consider how similar information can be presented in different ways, learners are each asked to identify one piece of information that they need (in their everyday life), e.g. where they could buy a second-hand fridge. In small groups, they identify several sources for each piece of information, including electronic sources.
  - Looking at a range of leaflets, learners discuss how headings can be used to identify the location of specific details/pieces of information, so that they understand that they do not have to read the whole text. Learners are given a limited time to find specific pieces of information in these leaflets.
  - As a group, learners discuss the key features of reference tools and complete practice activities as necessary (e.g. using alphabetical ordering in an index and in a phone book; using the grid references in a street atlas). Then, learners carry out simple tasks using reference tools (including electronic sources of information).
  - Learners answer a series of questions of increasing difficulty about the information in a bus timetable e.g. one that many of the learners will use for journeys in the locality.

Text focus

Reading comprehension

Rt/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 use illustrations and captions to locate information

Component skill and knowledge and understanding

Adults should learn to:

- 4a obtain information from illustrations, simple maps and diagrams and captions
  - understand that illustrations can contribute to meaning and help locate and interpret information

Example of application and level

Read a simple map and find the right road for the address provided on a leaflet.

Look at the pictures in a mail-order catalogue and decide what to buy.

Use illustrations that accompany a set of instructions to check progress.

Sentence focus

Grammar and punctuation

Rs/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 read and understand linking words and adverbials in instructions and directions, e.g. *next, then, right, straight on*

Component skill and knowledge and understanding

Adults should learn to:

- 1a use grammatical structures that link clauses and help identify sequence
  - know that discourse markers and conjunctions in instructions and directions, e.g. *first, then, next, finally*, help identify sequence and show how the different steps link together
  - recognise conjunctions that introduce clauses of time, e.g. *before, after, when, until*
  - recognise simple prepositional phrases of time and place

Example of application and level

Follow written directions to a friend's house.

*When I first started ...*

*By Monday ... In the end, ...*



*At this level, adults can:*

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

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**Sample activities**

- Learners are given a series of illustrations from a mail-order catalogue or a newspaper, and the page numbers on which the illustrations appear. They are asked which pages in the catalogue or newspaper have certain items or news stories, and discuss how illustrations can be useful to the reader (i.e. they can assist with locating information and can help the reader to understand the text).
- Looking at a range of illustrations from a newspaper, a story or instructions, learners predict the likely content of the text.

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**Sample activities**

- Learners use sequence markers to put sentences from a text in order.
- Working on texts from which words/phrases from one of the following categories have been removed – sequence markers, simple conjunctions, simple prepositional phrases of time and place – learners fill the gaps by selecting from a range of options.
- Learners highlight words/phrases from one of the following categories in a text: sequence markers, simple conjunctions, simple prepositional phrases of time and place. Some learners use a checklist to help them find specific words; others use it to check their answers.

Sentence focus

Grammar and punctuation

Rs/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**1b** use knowledge of simple and compound sentence structure to work out meaning

- recognise that word order in English may be different from word order in their languages
- use knowledge of the word order of simple and compound sentence patterns to work out meaning and to confirm understanding
- understand that sentences follow grammatical patterns and that certain types of word are more likely to recur in some places than others:
  - (a) know that the subject of the sentence is placed before the main verb
  - (b) know that prepositional phrases of time can come at the beginning or end of sentences
  - (c) know that the object of the verb follows the verb
  - (d) develop awareness that the main clause or most important action usually precedes subordinate clauses
- understand the use of common conjunctions such as *and*, *but*, or *or* to join clauses in compound sentences with same or different subject
- use knowledge of simple present and past tenses and future forms to work out meaning and aid understanding
- recognise use of pronoun referencing to refer to items already introduced

Make general sense of a simple story or personal narrative, containing some unfamiliar words, by following the sentence patterns, even if they are not able to read and understand every word.

*The winner gave a speech.*

*After the match the winner gave a speech.*

*She left Iran when she was a child.*

*He kicked the ball at the goal, but the goalkeeper saved it.*

*I washed my hands and said my prayers.*  
(meaning that the narrator did both)

*I was born in Skopje. Now I live in London but soon I will go back to live in my country.*

*This is a story about my best friend.*

She comes from ...



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- Learners translate a few sentences into their first language of literacy and compare the word order of this language and English.
- Learners complete a cloze exercise by first indicating the type of word that is required (noun, verb, adjective, pronoun) before selecting from a range of options. For example: *Mohammed has a .. [1] .. room in a house. .. [2] .. lives in .. [3] .. He .. [4] .. to college in the mornings.* (1 = adjective; 2 = pronoun; 3 = noun; 4 = verb.)
- As a class, learners answer questions on a short text in order to examine the notions of the subject and object of the verb, and their locations in a two-part, compound sentence, e.g.: *Maryam left Iran and came to Britain in 1998. She wants to be a nurse, but the training is difficult.*

Sample questions: *Who left Iran? What is the subject of the verb 'left' and where is it, in the sentence? What is the subject of the verb 'wants' and where is it, in the sentence? What is the object of the verb 'left'? How many parts have the sentences got? How many verbs are there in each sentence?*

- Learners write compound sentences using an appropriate conjunction (*and, but, or*) and one clause from each of two sets (one set provides the first clause of the sentences; the other provides the second clause – some have a subject and some do not). Then, learners identify the sentences in which the same person did both things (e.g. *I washed my hands and said my prayers*) and the sentences in which each action is done by a different person (e.g. *I went out, but my sister stayed in*).

Sentence focus

Grammar and punctuation

Rs/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**1c** apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

- understand that unknown or miscued words must make sense in the context of the complete sentence

Recognise that in *He walked into the kitchen/chicken* the final word must be *kitchen* as *chicken* does not make sense in the context.

**1d** use punctuation and capitalisation to aid understanding

- understand that different punctuation marks are used for different purposes and know the names, e.g. *comma, question* and *exclamation mark*
- understand some common rules, e.g.:
  - (a) capital letters for proper nouns
  - (b) full stops, question marks and exclamation marks for end of sentences
  - (c) commas to separate items in a list
  - (d) all end-of-sentence markers are followed by an initial capital letter in continuous text written in whole sentences

Recognise and take account of how simple punctuation aids understanding of texts, and apply this knowledge in their reading.



### Sample activities

- At several points in a text, learners select from two options (e.g. ...*he walked into the kitchen/chicken...*). In each case, they discuss their choice and how they used the rest of the sentence and their own life experience and knowledge to make the choice. Learners then underline a few unknown words in a text. They discuss the possible meanings of the words and are encouraged to use the same strategy (i.e. the rest of the sentence and their own life experience and knowledge) to help them.

- Learners try to read (aloud) a simple text with no punctuation. They read the text again (aloud), with the punctuation in place, and discuss, as a class, how punctuation aids understanding of texts, and what the purpose of the different punctuation marks in the text is before building up (with teacher guidance) a series of punctuation rules.
- Learners answer questions about a text (including a series of names learners have probably not heard before, so that they have to use their knowledge that proper names have capital letters) that will require them to understand and use their knowledge of the punctuation marks, e.g.: *How many people did Maria invite over on her birthday? What did Maria exclaim when she saw the present that Anna gave her? How many questions did Maria ask about the present that Anna bought her? How many sentences has the text got?* Learners discuss how they found the answers to the questions.

At this level, adults can:

#### read and understand

short, straightforward texts on familiar topics

#### read and obtain information

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

**Word focus**    **Vocabulary, word recognition and phonics**    **Rw/E2**

**Basic Skills Standards level descriptor**

*An adult will be expected to:*

- 1 read and understand words on forms related to personal information, e.g. *first name, surname, address, postcode, age, date of birth*

*An adult will be expected to:*

- 2 recognise high-frequency words and words with common spelling patterns

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 1a recognise words on forms related to personal information and understand explicit and implicit instructions
  - understand words on forms and know how to respond, e.g. to *surname, postcode, initials*
  - recognise some common abbreviations on form, e.g. *d.o.b., Mr/Mrs/Ms*
  - recognise and understand instructions on forms and know how to respond, e.g. *BLOCK CAPITALS, tick, delete*

- 2a recognise a range of familiar words and words with common spelling patterns\*

- read on sight, e.g. personal key words and high-frequency words, such as *thing, should, tell, because*

- know and use different strategies for reading words on sight, e.g. association, visual shape and letter combinations

**Example of application and level**

Read a simple form, e.g. for membership of a video club, and understand what is required.

**USE BLACK INK**

Title: Mr/Mrs/Miss/Ms

Surname: .....

Initials: .....

Address: .....

..... Postcode: .....

Date of Birth: .....

Age if under 18: .....

Read an e-mail from a friend and recognise common words and personal key words, e.g.:

Hi Nurgun

How's things? Got the card you sent from Turkey. It looks lovely. Who did you go with? When did you get back? We want to know everything ... !!!!!

Jamilla

Social sight vocabulary for written signs.

Months of the year.



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- Learners bring in a range of forms (or the teacher provides them). They highlight words asking for personal information and group words asking for similar information, including abbreviations (e.g. *first name/forename/initials; date of birth/d.o.b.; title/Mr/Mrs/Miss/Ms*). Learners identify and highlight form instructions (e.g. *BLOCK CAPITALS, tick, delete*) and carry out practice activities, where necessary, to learn how to follow them. Learners fill in a range of simple forms.
- Learners design a form, in threes, for a daft purpose (e.g. application for a drink at break), which includes personal details and instructions (e.g. *BLOCK CAPITALS, tick, delete*). They fill in each other's forms.

- Learners play Snap with high-frequency words or complete a gap-fill task with high-frequency words.
- Learners are shown a range of strategies for reading words on sight, e.g. visual shape – they draw the silhouette of the word. They apply them in tasks that demonstrate their use, e.g.: in a text, learners identify the high-frequency words represented by word silhouettes. With guidance, learners select the strategies that most suit them.
- Learners discuss strategies that they use to learn spellings, e.g. Look Say Cover Write Check. They discuss how these help them improve their sight reading.

The words learners need to read will depend on their reasons for reading, e.g. employment, college course, childcare, benefits, enjoyment. The following are suggestions only: the needs and interests of individual learners will determine which words they need to be able to read.

#### High-frequency words

thing	gave	wish	because	her	who
could	went	time	under	his	where
will	black	soon	over	our	how
was	white	saw	here	their	
were	after	think	once	that	
tell	before	said	him	what	

Word focus

Vocabulary, word recognition and phonics

Rw/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 use phonic and graphic knowledge to decode words

Component skill and knowledge and  
understanding

Adults should learn to:

- 3a use context and a range of phonic and graphic knowledge to decode words\*

- work out meaning of unfamiliar vocabulary from context, e.g. *He arrived quickly*.  
*It only took him three minutes.*

- understand that the same sound (phoneme) can be spelt in more than one way and that the same spelling (grapheme) can represent more than one sound

- begin to recognise how words can be broken down into parts, e.g. common prefixes and suffixes such as *un-*, units of meaning (morphemes) such as *-ing* or *-ed* endings, compound words such as *playground*

- use developing knowledge of word structure to work out the meaning of unfamiliar words, e.g. that the adverb *quickly* is related to the adjective *quick*, and *happily* to *happy*

Example of application and level

Read a simple newspaper article and use a variety of strategies for reading and understanding unfamiliar words.

Use increasing sound–symbol association to aid decoding, e.g.:

- common blends – *bl* (*black*), *br* (*brown*), *cl* (*close*), *sk* (*skin*), *tr* (*train*), *nk* (*think*), *rd* (*heard*), *str* (*street*)
- vowel digraphs – *ea* (*seat*), *ee* (*feet*), *ay* (*play*), *ai* (*train*), *a-e* (*name*), *ie* (*lie*), *igh* (*high*), *i-e* (*time*), *oa* (*coat*), *ow* (*throw*), *oo* (*moon*), *ue* (*blue*)
- consonant digraph – *th* (*thin*) (*this*)

An adult will be expected to:

- 4 use a simplified dictionary to find the meaning of unfamiliar words

- 4a obtain information from a simplified dictionary to find the meaning of unfamiliar words\*

- understand the function of dictionaries

- understand that dictionaries are generally organised alphabetically, but that some language learners' dictionaries are organised by topic

- understand the concept of a headword and how to know which page to look on for a word

Find the meaning of a word they do not know in a bilingual or learner's dictionary.



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- Presented with texts with unfamiliar words, learners, with guidance, use the context to understand the word and the sentence containing the word. They can try tippexing out a few unfamiliar words in a text, so that they have to try to understand the meaning of the sentence without the word.
  - In order to investigate the notions that there are more sounds than letters in English and that the same sound (phoneme) can be spelt in more than one way, learners are given a short text and asked to underline words containing a given letter (e.g. all words with *o*). First, learners find vowel sounds that use *o* (e.g. *hot, wore, would, soon*). Second, learners find words in which the vowel sounds are the same but the spelling is different (e.g. *would/book*). Learners discuss the implications of this (i.e. the two notions given above).
  - Learners identify words in a narrative that are difficult to decode. With guidance, they break these words down into parts (syllables), identifying which parts they can read by using phonic and graphic cues, which parts remain difficult. For those parts that are phonically regular, they consider whether the sounds exist in their other language(s), if so, how they are represented, and (if they use the same script as English) whether the same letters are used to represent the sounds.
  - In a text, learners highlight words with common blends and vowel digraphs (e.g. *ea, ai*) and think of further words with these patterns.
  - In a text, learners underline words with common prefixes and suffixes such as *un-*, and units of meaning (morphemes) such as *-ing* or *-ed* endings. They discuss the meanings of these parts. Next, they look for words in a text which have given meanings (underlined), e.g.: *not happy = unhappy*; a person did something *in an unhappy way = unhappily*.
  - As a group, learners split compound words into parts (e.g. *handbag* to *hand + bag*) to examine how the meaning of compound words is built up. Next, they read a text containing some unfamiliar compound words and try out this strategy.
- 
- Learners discuss which dictionaries they currently use and how they use them. They examine different types of dictionaries (bilingual, picture, language learner, English–English) and answer questions about how they are organised, e.g. alphabetically? by topic?
  - Learners are given a list of words and are asked to identify those that can be found at the beginning of a dictionary entry (i.e. the headword), e.g.: *quick*, but *not quickly*; *eat*, but *not eats* or *eating*. They check their answers by referring to a simplified or bilingual dictionary. With guidance, learners define a headword.
  - Learners underline unfamiliar words in a text and use a bilingual or learner's dictionary to find their meanings.

Word focus

Vocabulary, word recognition and phonics

Rw/E2

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 5 use initial letter to find and sequence words in alphabetical order

Component skill and knowledge and  
understanding

*Adults should learn to:*

- 5a sequence words using basic alphabetical ordering skills\*
  - use initial letter to locate the starting point quickly
  - understand that you do not have to start at the beginning of a list/dictionary

Example of application and level

Find the extension of a colleague on an internal telephone list arranged in alphabetical order.

Spell name and address aloud.



### Sample activities

- Learners say the names of the letters of the alphabet and identify any difficult sections. Strategies for learning difficult sections: identify a small group or groups of letters around each section; listen to and repeat each section as a short pattern; arrange a short section of the alphabet into order, using plastic letters, while saying it aloud or while listening to the section; finally, integrate the section(s) into the whole alphabet.
- Using first-place letters, learners sequence a list of words in alphabetical order. If learners are doing this on a computer, they can check by using the sort function.
- Learners practise pointing immediately to the approximate point on the alphabet (written along one line) where an initial letter is to be found, i.e. without looking along the alphabet.
- Learners practise opening a dictionary at the approximate point where an initial letter is to be found.

*At this level, adults can:*

#### **read and understand**

short, straightforward texts on familiar topics

#### **read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

Text focus

Writing composition

Wt/E2

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 1 use written words and phrases to record or present information

Component skill and knowledge and understanding

*Adults should learn to:*

- 1a compose simple text, selecting appropriate format for the purpose
  - understand that writing is more permanent than speaking
  
- develop understanding of the concepts of purpose and audience, e.g. that a form is to record information, that a greetings card is to send good wishes to a friend
- generate ideas for writing, deciding what to include as appropriate to the purpose and audience
- develop understanding that texts that share a common purpose usually share common features of layout, format, structure and language, e.g. that a letter is laid out differently from an e-mail, and that the latter may not require complete sentences
- understand that basic proof-reading, checking through what has been written for errors, is part of the process of writing

Example of application and level

Compose and write short texts for different audiences, depending on the learner's needs and context, e.g. an e-mail to a teacher, a simple formal or informal letter, a personal narrative, poem or simple story, a message or record at work, a greetings card to a friend, an order form.

*I came to this country in 1998. The weather was cold and the sky was grey. My first problem was the language. I could understand but I could not speak. The immigration officer spoke Portuguese, so ...*

*To Helen*

*Have a very happy birthday and a wonderful year!*

*Best wishes,*

*Hari*



### Sample activities

- Learners work in two groups to find out something about each other, e.g. likes and dislikes. One group asks each other questions orally, the other uses a questionnaire and records answers in writing. Each group feeds back to the others on what they have found out, and the whole group discusses the differences between the two activities.
- Learners look at examples of different types of text and discuss the purpose and the intended audience. Learners say how they are able to tell. Learners match different kinds of writing to different readers, e.g. form, letter, note. Learners identify possible real-life 'readers' (e.g. friend, teacher, official) and consider why they may need to write to them.
- Learners look at a limited range of assignment titles and identify key words that indicate purpose, as a preamble to generating ideas and content for a writing task.
- Using a variety of stimuli to set context and generate ideas for a particular writing task (such as discussion questions, other texts, learners' writing, pictures, audio and video tapes), learners discuss main ideas and logical order.
- In pairs, groups or alone, learners write a short list of points about a different topic, using English or the learners' own languages and compare with other learners' ideas.

Learners look at models of the text type being focused on, e.g. a postcard, and identify the common features: layout, use of tense or structures, opening and closing sentences, a middle.

Learners practise composing their own text, applying knowledge of purpose and audience using a writing frame.

Using a model if necessary, learners write their own text, choosing an appropriate format for the purpose.

- Using simple text-editing features on a word processor, learners substitute their own personal information for the main details in a sample personal narrative, e.g. *I came to this country in ... from ... . My first language is ... , etc.*
- Learners compose and send a simple e-mail to each other or to the teacher.
- Learners compose a simple text and check it through for specific errors of grammar and punctuation, e.g. use of tenses and verb endings, capital letters for proper nouns, full stops. Learners swap work with a partner and proof-read each other's writing, underlining errors. Learners discuss each other's corrections.

At this level, adults can:

#### write to communicate

information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, e-mails, simple narratives

Text focus

Writing composition

Wt/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

- 1b record information on forms
  - understand form-filling conventions, including the practice of stated and unstated instructions, e.g. that forms sometimes require you to circle or delete information, such as *Mr/Mrs/Miss/Ms*

**USE BLACK INK**

Title: *Mr/Mrs/Miss/Ms*

Surname: .....

First Name: .....

Address: .....

.....

..... Postcode: .....

Date of Birth: .....

Nationality: .....

Sentence focus

Grammar and punctuation

Ws/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

An adult will be expected to:

- 1 construct simple and compound sentences using common conjunctions to connect two clauses, e.g. *as, and, but*

Adults should learn to:

- 1a construct simple and compound sentences using common conjunctions to connect two clauses (e.g. *as, and, but*)
  - combine simple sentences to make compound sentences by using conjunctions such as *and, but, or*
  - use appropriate word order in simple and compound sentences, and be aware of how this may differ from word order in their other languages
- use simple tenses appropriately to signify past or present time, and simple structures to express the future and adverbial time references, e.g. *I'm seeing my sister next week; we're going to play football on Saturday*
- understand where it is and where it is not necessary to write in full sentences

Write simple and compound sentences, e.g. in a short story from the learner's country.

Write some simple instructions to a neighbour, e.g.:

*Brian,*

*Please water the plants in the kitchen and feed the cat in the morning. The cat food is in the cupboard.*

*Many thanks,*

*Ahmed*

Write a short personal statement in a course application form, e.g.:

*I would like to study IT at Bolton College next year because I enjoy using computers. I passed the RSA CLAIT in June and I am learning about databases at the moment.*

Ask a fellow parent to tell you what items you need to buy for your child's school trip and write them in a list.



At this level, adults can:  
**write to communicate**  
 information with some  
 awareness of the intended  
 audience

in documents such as forms,  
 lists, messages, notes,  
 records, e-mails, simple  
 narratives

### Sample activities

- Learners look at examples of simple forms and discuss the conventions and importance of form filling in Britain, comparing it with their own countries. Discuss overt and implied instructions, e.g. ask what learners should do with *Title*.

Learners match oral questions to form-filling categories (e.g. *When were you born? – Date of Birth*) either as a paper-based activity or using the cut and paste features on a word processor.

Learners practise filling in forms through a variety of exercises:

- They look at a short text about someone containing personal details, and a form with their details filled in. They then find details from another text about a second person in order to fill in a similar blank form.
- They ask each other questions in order to fill in forms for each other.
- They fill in a form with their own details.
- They fill in personal details online to subscribe to a website.

### Sample activities

- Working in pairs, learners look at example sentences using *and*, *but* and *or*. Then learners join simple sentences into compound ones using these conjunctions, matching appropriate pairs of sentences for each conjunction.
- Learners look at short texts with similar common structures and identify key features (using coloured cards or highlighters to identify key parts of sentence, e.g. subject, verb, object/complement, conjunction). They then write a sentence in their language using the same colour codes for subject, verb, etc. and notice the similarities/differences with word order in English. They make their own sentences using cards, then copy into notebooks.  
 Learners arrange cards containing statements or questions into two groups, then identify key differences in structure between questions and statements, e.g. position in sentence of the subject, addition of auxiliary verbs and question words.
- Learners practise forming negatives and questions from simple substitution tables.
- Learners revise features of simple and compound sentence structures using computer-aided language learning (CALL) software (e.g. gap-fill, word-order exercises).
- Learners read through a narrative text and decide which of two alternative verb forms is appropriate in each sentence, then discuss their choices with a partner.
- Using adverbial time references, learners look at pages from a personal diary and complete sentences about future plans.
- Learners look at a variety of short texts e.g. letters, post cards, memos, greetings cards, recipes and sort them into those that use full sentences and those that do not. In groups, they suggest why it is sometimes not necessary to use full sentences.

Sentence focus

Grammar and punctuation

Ws/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 2 use adjectives

Component skill and knowledge and  
understanding

Adults should learn to:

- 2a use adjectives
  - know and use the terms *adjective* and *noun*
- understand how adjectives can be used to extend information, convey attitude and detail about a noun
- know and use some common adjectives to describe people, places, feelings or objects
- understand word order of adjectives when used together in simple sentences, e.g. *She drives an old black car*
- know and use the comparative form of adjectives

Example of application and level

Write a short description of a person or place, or a simple comparison, e.g.:

*I think Chinese food is better than English cooking. China's food is more delicious and cheaper than English food. We use many fresh vegetables – garlic, bean sprouts, chok choi, cabbage. I love Chinese food.*

An adult will be expected to:

- 3 use punctuation correctly, e.g. *capital letters, full stops and question marks*

- 3a use punctuation correctly, e.g. *capital letters, full stops and question marks*

- understand that capital letters and full stops are sentence boundary markers
- recognise that punctuation in English may be different from punctuation conventions in learners' other languages, e.g. in Spanish an inverted question mark is used before the beginning of the question in addition to the question mark after it
- understand that a question mark indicates that a question is being asked
- use commas correctly in a list

Write a letter of enquiry, asking for information about a college or job, using simple and compound sentences and correct punctuation, e.g.:

28 September 2001

Dear Ms Chowdhury,

I saw your advertisement for a play worker in the Clapham News and I would like to apply. Please could you send me an application form?

Yours sincerely,

Amy Tan

An adult will be expected to:

- 4 use a capital letter for proper nouns

- 4a use a capital letter for proper nouns

- understand when capital letters are used, e.g. for days, months, names of people and places

*My Favourite Day*

*The best day of the week for me is Sunday. I have more time for resting. I work and study from Monday to Friday. I am very busy during the week but on Sunday there is no work and everywhere is quiet and peaceful.*



At this level, adults can:  
**write to communicate**  
 information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, e-mails, simple narratives

### Sample activities

- Learners read a short descriptive text, highlighting adjectives in one colour, nouns in another.
- Using examples in speech and in texts, learners practise expanding kernel sentences, e.g.:  
*I live in a flat.* → *I live in a council flat.* → *I live in a big council flat.* → *I live in a big council flat in Bolton.*  
 Learners play language games to develop ability to expand kernel sentences, e.g. incremental drills.
- Learners read short texts and make a list of adjectives that are used to convey the writer's opinion, then discuss whether the writer's attitude is favourable or not to the subject. They practise using a few of the adjectives to write sentences expressing their attitudes.
- Learners read a range of descriptive texts and discuss the meaning of the adjectives, then complete gap-fill or multiple-choice exercises, using adjectives from the texts.  
 Using a photograph of a person, place or object, learners suggest adjectives for describing it. They draw up a group list of possible adjectives, then choose from the list to write a short description.
- In pairs, learners examine sentences containing adjectives used together and deduce the word order in terms of size, shape, colour, etc., then produce some sentences using more than one adjective.
- Looking at examples of use of the comparative form of adjectives, learners identify sentence patterns, and group adjectives according to their comparative form. They then complete gap-fill sentences using comparative forms.  
 Learners read a short descriptive text (e.g. of a house/flat) and highlight common linguistic features, e.g. *there is, there are*, then write a short description of their own home, applying knowledge of adjectives and other linguistic features.
- Learners listen to a short text dictated on tape, and then add in missing full stops and capitals in the written text, replaying the tape as necessary.
- Learners read a sample text containing capitals, full stops, question marks and commas, and in pairs identify the use of each feature of punctuation. They then say if the use is the same in their own languages.
- Learners identify the questions in a short text (e.g. in a course leaflet: *Who is the course for? How do you apply? What can you do next?*) and say how they know they are questions.
- Learners add in missing punctuation marks in simple texts, including texts containing lists, both paper-based and on screen.
- Learners complete dictations with days of week, months, place names included.

Word focus

Spelling and handwriting

Ww/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 spell correctly the majority of personal details and familiar common words\*

Component skill and knowledge and understanding

Adults should learn to:

- 1a spell correctly the majority of personal details and familiar common words\*
    - develop knowledge of and spell correctly vocabulary related to learner's context and need to write\*
    - understand which words and in which contexts it is crucial to spell accurately, e.g. name and address on forms
  
  - 1b use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner\*
    - understand that English is not always spelt as it sounds but that knowledge of the sound–symbol associations can be useful in spelling
    - develop understanding of common letter patterns, including blends, vowel digraphs and word endings in English spelling, and know that these recur\*
    - develop understanding of common units of meaning (morphemes) and how they can be used to aid spelling, e.g. –ed endings (*washed, wanted, carried*); –s for plurals (*boys, cats, houses*); prefix *un-* to indicate opposite
    - be aware that the –ed past simple ending (*washed, wanted*) and the plural ending –s (*boys, cats*) may be pronounced differently but have the same spelling
    - understand that for some learners knowledge of basic spelling rules can be useful
    - understand that words are split into syllables and that listening for the number of syllables can help spelling\*
- (See also Lr/E2.2d, page 128.)

Example of application and level

Write a greetings card to a friend or colleague at work, spelling all key words accurately.

Write addresses in an address book, e.g.:

*Amina Lotfi*

*5 Station Road, Hove, West Sussex*

*Ann Heenann*

*38 Junction Way, Leigh, Essex*

Write an ad for display in a newsagents, e.g.:

**FOR SALE**

School Uniform, age 12

1 white shirt

1 black skirt

2 black blazers

**WANTED**

Used clothes, old toys, books  
for charity jumble sale



### Sample activities

- Learners suggest vocabulary for a particular context (based on a variety of stimulus photos, pictures, video), which is then noted on the board. Learners are asked for synonyms and different ways of expressing the same idea/action/object.
- Using vocabulary-building materials (labelled pictures, definition-matching exercises, crosswords), learners complete gap-fill texts, using new vocabulary specific to the context.
- Learners identify words and contexts for which accuracy in spelling is important, and compare with the need for accuracy in spelling their languages.
- Learners discuss the differences between spelling in English and their own language, and how knowledge of sound–symbol association, combined with knowledge of patterns can help with spelling.
- Learners identify common patterns (e.g. *-ing* and blends) and practise spelling with gap-fill exercises, dictation, language-experience work.
- Learners build up word lists of groups of words with common letter patterns and/or sound–symbol associations.
- Learners read texts and underline common units of meaning (e.g. *-ed* endings), then practise spelling through gap-fill exercises, dictation work.

At this level, adults can:

#### write to communicate

information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, e-mails, simple narratives

### Spelling

It is important for adult ESOL learners to be able to recognise the sound–symbol relationship and common letter patterns in words that are of real interest to them as individuals, working from a context. The order in which these sounds and patterns will be taught will depend on the words learners want and need to write.

Learners whose first language does not have the same phonemes as English will have difficulty in recognising the sound and therefore the associated symbol.

### Phonics

At this level, learners should recognise and use a wider range of phonics, e.g.:

- **initial common clusters:** bl (*black*), br (*brown*), cl (*close*), cr (*cream*), dr (*drink*), fl (*fly*), fr (*friend*), gl (*glass*), gr (*grill*), pl (*place*), pr (*Prime Minister*), scr (*scream*), sk (*skin*), sl (*sleep*), sm (*smile*), sp (*spell*), squ (*squash*), st (*stop*), str (*street*), tr (*train*), tw (*twins*), thr (*through*)
- **common final clusters:** ct (*fact*), ft (*lift*), ld (*build*), lt (*melt*), nch (*lunch*), lth (*health*), nd (*second*), nt (*sent*), lk (*milk*), lp (*help*), mp (*lamp*), nk (*think*), rd (*heard*), sk (*task*), sp (*crisp*), st (*first*), xt (*next*)
- **vowel digraphs:** ee (*feet*), ea (*seat*), oo (*moon*), u–e (*tune*), ew (*flew*), ue (*blue*)
- **diphthongs:** ie (*lie*), ai (*train*), a–e (*name*), ay (*play*), i–e (*bite*), igh (*high*), y (*fly*), ow (*cow*), ou (*sound*)

### Word structure

At this level, learners should recognise and use:

- **letter patterns common in English**, e.g.: tion (*station*)
- **silent letters**, e.g.: ight (*light*), wr (*write*), ould (*could*), lk (*talk*)
- **prefixes and suffixes**, e.g.: un (*unhappy*), re (*return*), less (*helpless*)
- **structural endings**, e.g.: plural *s*, ed (*walked*), ing (*cooking*)

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**1c** develop strategies to aid spelling

- develop and practise strategies for learning to spell words they want to use (e.g. using mnemonics, looking for words within words, tracing words in the air or on paper), and find which strategies work best for them
- understand the need to join up handwriting in order to use motor memory and to practise regularly in order to get spellings into long-term memory

*An adult will be expected to:*

**2** produce legible text

**2a** produce legible text

- identify situations where legible, correctly formed handwriting is important
- understand the impression handwriting gives and personal features of own handwriting, e.g. consistency of direction and formation of letters, spacing between words, size of letters, writing on the line
- understand the importance of word processing, and where there is a need to produce word-processed texts
- increase legibility and fluency of handwriting, as appropriate to their needs, concentrating on their own specific areas for improvement

Record work done in class, using clear, legible handwriting or clear, well-spaced word-processed text.



### Sample activities

- Learners discuss strategies for learning to spell words in English and talk about strategies they used to learn to spell in their own languages.
  - Learners are given examples of mnemonics and words within words, and sheets for Look Say Cover Write Check with columns for first, second and third try. They then play spelling games.
  - Using a spell-checker, learners are set some simple tasks to begin to develop their skills, and given time for regular writing practice, practising joined-up handwriting.
- 
- From an initial discussion of situations where legibility and fluency of handwriting are particularly important (e.g. on job applications) learners examine examples of good and bad handwriting and discuss why they are good or bad, e.g. inconsistency of direction, spacing, size of letters. They then examine their own handwriting using the criteria identified. Where needed, learners are given exercises to improve direction, consistency, etc.
  - In groups, learners look at contexts for writing (e.g. note for a friend, shopping list, letter to confirm attendance at interview), and decide where it is important to use a word processor.

*At this level, adults can:*

**write to communicate**

information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, e-mails, simple narratives

## An example of an integrated activity

### Teaching focus: Speaking

#### Sc/E2.3a express statements of fact

- be able to incorporate statements of fact in a ... formal interview
- use with some accuracy grammatical forms suitable for the level, e.g.: present simple and past simple; prepositions of place and time; indefinite and definite articles
- know that intonation usually falls in a statement of fact

#### Related skills:

#### Sc/E2.3c give a short account

- be able to sequence the account ... and use time markers
- make use of stress and intonation to emphasise the main point and to create interest

#### Sc/E2.3b give personal information

#### Sc/E2.2d ask for factual information (present, past, future)

#### Sc/E2.4a ask for clarification and explanation

#### Lr/E2.6c take part in more formal interaction

- recognise and respond to requests for information

#### Lr/E2.6c take part in more formal interaction

#### Rt/E2.1b obtain information from texts

#### Ws/E2.1a construct simple and compound sentences using common conjunctions to connect two clauses (e.g. *as*, *and*, *but*)

Examples: fill in (application) forms

### Context: Applying for a part-time job

Create the context by showing the class a job advertisement. This could be taken from a newspaper or devised by the teacher. Choose the job to fit the learners. The activities below are based on a part-time supermarket job, which is quite widely applicable: the supermarket setting is familiar to most people, and the part-time nature of the job makes it relevant to a range of backgrounds and educational levels. Bear in mind when selecting or devising the ad whether writing skills are also to be practised (some companies ask applicants to complete an application form as the first stage; others may start with a phone call and perhaps an interview, and get personal details in writing later).

Get the learners to recognise that this is a job advert and to identify key information, e.g. what the job is; where, when, how to apply. Ask if anyone has experience of any similar jobs and discuss their experience.

Establish what the applicant has to do, e.g. phone or call at the shop to ask for an appointment. What would they say (e.g. *Good morning. I saw an ad in the paper for part-time staff. I'd like to apply.*). Practise pronunciation, with stress and intonation highlighting the main points.

If appropriate, get learners to fill in a simple application form, obtained from a local company or devised by the teacher.

## Preparation for expressing statements of fact and giving personal information in an interview

Ask learners to imagine they are going to go for an interview and to think what questions they might be asked; feed in topics if necessary, then elicit statements of fact in answer to the questions. Alternatively, play a recording of an interview, for learners to pick out and practise relevant questions and answers.

Write some of the questions and answers on the board, and draw attention to linguistic features, e.g.:

- tenses and articles:
  - *Do you live near here?*
  - *Yes, I live just round the corner, in Harben Road.*
  - *Have you worked in a supermarket before?*
  - *No, but in Nairobi my brother had a shop. I helped him.*

Ask learners to notice the verb forms; discuss why we say *I live* (present simple because it is the present situation) and *helped* (past simple because it refers to a past time).

Elicit the reasons for indefinite articles, e.g. *in a supermarket* (non-specific reference); *had a shop* (the first mention of a countable noun).

- prepositions
  - *What hours could you work?*
  - *I'd like to work from six to ten in the evening.*

Practise saying the correct prepositions of time, using weak forms (*from ... to ...*).
- intonation:
  - *Have you got a copy of our staff leaflet?*
  - *Yes, I have. They gave me one at Customer Service.*

Focus on the rising intonation of the question and the falling intonation of the answer. Learners should know that intonation usually falls on a statement of fact. If necessary, say statements with rising or falling intonation; ask learners to identify which ones sound definite and complete. They then practise saying statements with falling intonation.

Learners rehearse questions and answers in pairs, with the teacher monitoring for clarity of pronunciation, accuracy of grammar, and relevance of information.

## Preparation for asking for factual information

Elicit questions that the applicant might want to ask. When the class have pooled their ideas, focus on the grammar of the questions, checking and drilling verb forms and word order. Practise the questions, checking question intonation and stress on key words, e.g.:

- Would I get a discount?*
- Is there any training?*
- What's the uniform?*

Answer some of their questions in ways that are not clear, and present or elicit appropriate ways to ask for clarification and explanation, e.g.:

- *Are the hours the same every week?*
- *Most staff alternate between early and late evening shifts.*
- *Sorry, I don't quite understand. Could you explain?*

As well as fluent brief responses, encourage learners to give a slightly longer account of past experience. If they have previous work experience, they can say what their job involved. If not, point out how other aspects of life can show things of interest to an employer, e.g.:

*I'm very reliable. Last year, my mother went into hospital so I had to get my little brother ready for school every morning. I took him to school first, and then I went to college. I never missed a class and I was on time every day.*

Remind learners that clear sequencing and time markers are important to help in structuring the account. Learners can develop ideas in groups with the teacher's help. Learners then rehearse their accounts, paying attention to stress and intonation to emphasise the main points and to create interest.

Finally, role play interviews, with the teacher playing the role of the interviewer. For confident learners who are really keen to find work, set up practice interviews with someone they don't know.

The interview forms a fitting climax to the activity. However, some groups may wish to have feedback on their interviews. There are various possibilities for giving feedback:

- In the role of interviewer, tell applicants what impression they made. Who might get the job? Follow this up, as teacher, by focusing on the linguistic features contributing to the good impressions made (and on ways they could improve).
- Record the interviews. Learners can listen to their own, or the teacher can select sections of various interviews for analysis and a basis for further practice.
- Ask learners to say how they thought their own interview went. If appropriate, compare that with the interviewer's perception.
- Invite feedback on an interview from the rest of the class, e.g. two things that were good and one thing that could be improved.

### Links with other skills:

#### Rt/E2.1b obtain information from texts

More time could be spent on reading job advertisements. A local newspaper with a range of display and classified ads provides good opportunities for recognising key features, e.g. format, graphics, organisational structures, grammatical features, key vocabulary.

- Learners can read several ads and select one job on which the whole activity will be based.
- Skimming and scanning: learners compete to be the first to find phrases that the teacher calls out.
- Learners find out essential information about a job, looking for key textual features.
- Study the typical layout of a job ad, and look for ads that differ in some way.
- Compare similar jobs in the classified and display sections, and note similarities and differences.

#### Ws/E2.1a construct simple and compound sentences using common conjunctions to connect two clauses (e.g. *as, and, but*)

- Filling in forms: the context lends itself to work on filling in application forms. Use various formats for learners to practise filling in information, including personal details, accurately and legibly.

## Communicative functions

At Entry 2, the grammatical forms given on the fold-out page opposite may be used to express a range of communicative functions and notions, e.g.:

- greet
- respond to greetings
- take leave
- give personal information
- ask for personal details
- describe self and others
- ask for descriptions of people
- describe places and things
- ask for descriptions of places and things
- compare people, places, things
- make comparative questions
- describe daily routines and regular activities
- ask about regular or daily routines
- narrate – talk about past events (1st person narrative)
- narrate – talk about past events (3rd person narrative)
- ask about past events
- talk about future plans, arrangements and intentions
- ask about future plans and intentions
- express need
- make requests – ask for something face-to-face or on the telephone
- respond to formal and informal requests for something
- make requests – ask someone to do something in formal and informal situations
- respond to formal and informal requests to do something
- make requests – ask for directions
- respond to requests for directions
- make requests – ask for permission formally
- respond to formal requests for permission
- ask about people's feelings, opinions, interests, wishes, hopes
- respond to questions about preference
- ask for clarification and explanation
- respond to requests for clarification
- respond to requests for explanations
- respond for requests for directions
- check back
- express likes and dislikes with reasons, and cause and effect
- express views, with reasons, and cause and effect
- express wishes and hopes
- apologise, and give reason
- express thanks gratefully
- give warnings
- express possession
- ask about possession
- offer
- insist politely
- persuade

## Strategies for independent learning

Learners should be encouraged to try the following:

### At home

- Go over work done in class, read it aloud, check understanding.
- Read practice dialogues to themselves, and try learning them by heart.
- Keep a new vocabulary book and try to learn five new words after each lesson.
- Tape lessons, or parts of lessons, and play them back at home.
- Use self-access English-learning materials (books and tapes) at home for extra practice or revision. Consult their teacher about appropriate materials.
- Use the internet and navigate simple sites.

### Using the media

- Try to watch TV and understand the gist and main events, using teletext, or listen to the radio and pick out key words. Read headlines, simple books and magazines in English every day, if only for a short time.
- Either ask English-speaking friends or relatives to explain words, phrases they do not understand, or look words up in a bilingual dictionary.

### Working with games

- Play simple board games, cards, e.g. Scrabble or language games such as 'animal, vegetable or mineral' with English-speaking friends or relatives.

### In the community

- Think of ways in which they can meet English-speaking people and use English as the medium of communication, e.g. by joining an adult education class, a club, committee (PTA, Local Residents Association, etc.), a trade union.

### Using libraries

- Join the local library, and borrow simple audio books as well as ordinary books. If they have children, they should read with them, asking the children to read to them, as well as reading to the children.

 Simple sentences	 Simple and compound sentences	 Simple, compound and complex sentences
<ul style="list-style-type: none"> <li>word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase</li> <li>word order in instructions</li> </ul>	<ul style="list-style-type: none"> <li>word order in compound sentences, e.g.: subject – verb – (object) + <i>and/but</i> + subject – verb – (object)</li> </ul>	<ul style="list-style-type: none"> <li>variations in word order, e.g.:</li> <li>word order in complex sentences</li> </ul>
<ul style="list-style-type: none"> <li><i>there is/are</i> + noun (+ prepositional phrase)</li> </ul>	<ul style="list-style-type: none"> <li><i>there was/were/there is going to be</i></li> </ul>	<ul style="list-style-type: none"> <li><i>there has/have been</i></li> <li><i>there will be/there was going to be</i></li> </ul>
	<ul style="list-style-type: none"> <li>clauses joined with conjunctions <i>and/but/or</i></li> <li>a limited range of common verbs + <i>-ing</i> form</li> <li>verb + infinitive with and without <i>to</i></li> </ul>	<ul style="list-style-type: none"> <li>complex sentences with one subordinate clause of either time, reason, result, condition or concession</li> <li>defining relative clauses using <i>who, which, that</i></li> <li>a range of verbs + <i>-ing</i> form</li> <li>verbs + infinitive, with and without <i>to</i></li> <li>infinitive to express purpose</li> </ul>
		<ul style="list-style-type: none"> <li>simple reported statements</li> </ul>
<ul style="list-style-type: none"> <li><i>yes/no</i> questions</li> <li><i>wh-</i> questions</li> <li>question words <i>what/who/where/how much/how many</i></li> <li>contracted form of auxiliary</li> </ul>	<ul style="list-style-type: none"> <li><i>wh-</i> questions</li> <li>comparative questions</li> <li>alternative questions</li> <li>question words <i>when, what time, how often, why, how</i> and expressions</li> </ul>	<ul style="list-style-type: none"> <li>a wide range of <i>wh-</i> questions</li> <li>simple embedded questions</li> <li>question words including <i>whose</i></li> </ul>
	<ul style="list-style-type: none"> <li>statements with question tags, using Entry 1 and Entry 2 tenses</li> </ul>	<ul style="list-style-type: none"> <li>statements with question tags using Entry 3 tenses</li> </ul>
<ul style="list-style-type: none"> <li>imperatives and negative imperatives</li> </ul>		
<b>Noun phrase</b>		
<ul style="list-style-type: none"> <li>regular and common irregular plurals of nouns</li> <li>very common uncountable nouns</li> <li>personal pronouns: demonstratives; determiners of quantity</li> </ul>	<ul style="list-style-type: none"> <li>countable and uncountable nouns</li> <li>simple noun phrases</li> <li>object and reflexive pronouns</li> <li>determiners of quantity – <i>any, many</i></li> </ul>	<ul style="list-style-type: none"> <li>noun phrases with pre- and post-modification</li> <li>a range of determiners</li> </ul>
<ul style="list-style-type: none"> <li>indefinite article <i>a/an</i> with singular countable nouns</li> <li>definite article <i>the</i></li> </ul>	<ul style="list-style-type: none"> <li>use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives</li> </ul>	<ul style="list-style-type: none"> <li>use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions</li> </ul>
<ul style="list-style-type: none"> <li>possessives: <i>my/your/his/her, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>possessive <i>s</i> and possessive pronouns</li> </ul>	
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>		
<ul style="list-style-type: none"> <li>simple present tense of: <i>be/have/do</i>: common regular verbs</li> <li><i>have got</i> – indicating possession</li> <li>present continuous of common regular verbs</li> <li>contracted forms of: subject and auxiliary; auxiliary and negative</li> </ul>	<ul style="list-style-type: none"> <li>simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases</li> <li>simple past tense of regular and common irregular verbs with time markers such as <i>ago</i></li> <li>future time using: present continuous; use of time markers</li> </ul>	<ul style="list-style-type: none"> <li>present perfect with: <i>since/for; ever/never; yet/already</i></li> <li><i>used to</i> for regular actions in the past</li> <li>past continuous</li> <li>future simple verb forms</li> </ul>
<ul style="list-style-type: none"> <li>modals: <i>can</i> + bare infinitive to express ability; <i>would + like</i> for requests</li> </ul>	<ul style="list-style-type: none"> <li>modals and forms with similar meaning: <i>must</i> to express obligation; <i>mustn't</i> to express prohibition; <i>have to, had to</i> to express need; <i>could</i> to make requests; <i>couldn't</i> to express impossibility</li> <li>use of simple modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>	<ul style="list-style-type: none"> <li>modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation; <i>might, may, will probably</i> to express possibility and probability in the future; <i>would/should</i> for advice; <i>need to</i> for obligation; <i>will definitely</i> to express certainty in the future; <i>May I?</i> asking for permission; <i>I'd rather</i> stating preference</li> </ul>
<ul style="list-style-type: none"> <li>use of <i>on, off, in, out</i></li> </ul>	<ul style="list-style-type: none"> <li>very common phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>common phrasal verbs and position of object pronouns</li> </ul>
<b>Adjectives</b>		
<ul style="list-style-type: none"> <li>common adjectives after <i>be</i></li> </ul>	<ul style="list-style-type: none"> <li>adjectives and adjective word order</li> <li>comparatives, regular and common irregular forms</li> </ul>	<ul style="list-style-type: none"> <li>comparative and superlative adjectives</li> <li>comparative structures</li> </ul>
<b>Adverbs and prepositional phrases</b>		
<ul style="list-style-type: none"> <li>common prepositions and prepositional phrases of place</li> </ul>	<ul style="list-style-type: none"> <li>prepositions and prepositional phrases of place and time</li> </ul>	<ul style="list-style-type: none"> <li>wider range of prepositions and prepositional phrases</li> </ul>
<ul style="list-style-type: none"> <li>simple adverbs of place, manner and time</li> <li>use of intensifier <i>very</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbs and simple adverbial phrases including: sequencing: (<i>after that</i>); of time and place (<i>in the morning, at the bus stop</i>); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>)</li> <li>word order with adverbs and adverbial phrases</li> <li>use of intensifiers, e.g. <i>really, quite, so</i></li> </ul>	<ul style="list-style-type: none"> <li>a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i></li> <li>more complex adverbial phrases of time, place, frequency, manner, e.g. <i>as soon as possible</i></li> <li>a range of intensifiers, including <i>too</i></li> </ul>
<b>Discourse</b>		
<ul style="list-style-type: none"> <li>sentence connectives – <i>then, next</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbs to indicate sequence – <i>first, finally</i></li> <li>use of substitution</li> <li>markers to structure spoken discourse</li> </ul>	<ul style="list-style-type: none"> <li>markers to indicate: addition, sequence, contrast</li> <li>markers to structure spoken discourse</li> <li>use of ellipsis in informal situations</li> <li>use of vague language</li> </ul>

## Formality and informality in English

Using English properly entails appropriate choices in formality and the ESOL curriculum pays particular attention to these choices. The key features of informal and formal usage in English are:

### General

- Informal English is normally used in most face-to-face encounters or when communication is with somebody the speaker or writer knows well.
- Formal English is normally used for communication when relations are more unfamiliar.
- Features of formal English are normally found more frequently in writing; features of informal English are normally found more frequently in speech.
- The language choices indicated here are tendencies and are not fixed choices. In any language there is always a continuum from formal to informal and across speech and writing.

### Language features

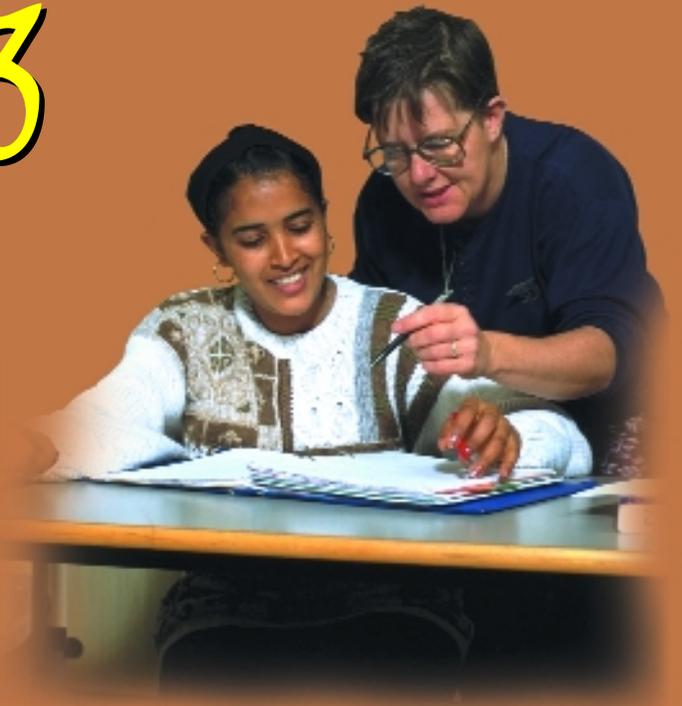
The main characteristics of informal English include:

1. Discourse markers such as *anyway, well, right, now, OK, so*, which organise and link whole stretches of language.
2. Grammatical ellipsis: *Sounds good* (That sounds good); *Spoken to Jim today* (I've spoken to Jim today); *Nice idea* (That was a nice idea) in which subjects, main verbs and sometimes articles are omitted. The omissions assume the message can be understood by the recipient.
3. Purposefully vague language. This includes very frequent nouns such as *thing* and *stuff* and phrases such as *I think, I don't know, and all that, or so, sort of, whatever*, etc. which serve to approximate and to make statements less assertive.
4. Single words or short phrases which are used for responding. For example, *Absolutely, Exactly, I see*.
5. Frequent use of personal pronouns, especially *I* and *you* and *we*, often in a contracted form such as *I'd* or *we've*.
6. Modality is more commonly indicated by means of adjectives and adverbs such as *possibly, perhaps, certain* and modal phrases such as *be supposed to, be meant to, appear to, tend to*.
7. Clause structure which often consists of several clauses chained together. For example, *I'm sorry but I can't meet you tonight and the cat's ill which doesn't help but call me anyway*.

The main characteristics of formal English include:

1. Conjunctions and markers such as *accordingly, therefore, subsequently*, which organise logical and sequential links between clauses and sentences.
2. Complete sentences. For example: *The proposal sounds interesting; I have spoken to Jim today; That's a nice idea* are preferred to more elliptical forms.
3. Greater precision in choices of vocabulary and, in general, words with classical origins. For example, *fire* is more informal than *conflagration*; *home* is more informal than *domicile*.
4. Complete responses that always contain a main finite verb. For example, *I absolutely agree with what you say* is preferred to *Agreed*.
5. A greater use of nouns than either pronouns or verbs. *There are improvements in their technology* is preferred to *Their technology has improved*. *The installation will be free* is preferred to *They'll install it free*.
6. Modality is more commonly conveyed through the use of modal verbs such as *must, might, could, should*, etc.
7. Clause structure which can be simple or complex but which does not normally consist of clauses chained together. *I cannot meet you tonight because the cat is unfortunately unwell. However, please do call me anyway*.

# Entry 3



So, could you tell us a bit more about your previous experience in this field?

*Yes, well, I gained a lot of experience while I was at the Prudential, particularly in terms of data input, data analysis . . .*

Yes, I see.

*And now, at the moment, I'm working on a project which involves a lot of systems analysis . . .*

## FIVE YEARS' RESEARCH WENT DOWN THE DRAIN!

**Flights International**



Seats are selling rapidly,  
so don't delay!

HEALTH AND SAFETY

The community outreach project began in the summer of 1999. Workers contacted all the families on the estate in order to ask them what type of support they required.

When I looked out of my window, I saw a man and a woman. The man was quite young, but the woman was older.

Afternoon, Ms Kapoor.  
*Afternoon.*

Please sit down.

*Thanks.*

Have a good journey?

She

She is like the air  
You need it to breathe  
But it runs away from you  
When you embrace it  
She is like the water  
Like the water you drink  
But she is also the reason  
For this amazing thirst  
She is like the wind  
She is from the same material  
As my dreams  
But I cannot wake up



### Issues that may affect the delivery of the curriculum at Entry 3

- Learners' knowledge of grammar, written conventions and texts in their own language will be a useful basis for development and comparative work.
- The spoken competence of some learners may be considerably more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.
- The need for, and degree of, linguistic accuracy will be determined by the purpose of the interaction, e.g. fluency is more important than grammatical accuracy when chatting with friends.
- Learners should have the opportunity to hear a range of accents and a range of varieties of English and be able to apply listening skills face-to-face and when using the telephone.
- When listening, learners can expect some support in terms of repetition and re-phrasing. Speech can be delivered at average speed and learners should be able to cope with a limited range of distractors, e.g. some background noise, music, interruptions.
- Written texts at this level may consist of more than one paragraph, and learners can expect guidance and modelling for new and more complex text types.
- Learners will be beginning to produce simple, paragraphed texts independently.
- Learners who are literate in other languages should be encouraged to use transferable skills.
- Learners will be aware of some differences between varieties of spoken English and between these and written standard English.

An asterisk at the end of any skill or activity on these pages denotes an activity that is likely to prove difficult, or very difficult, for dyslexic learners. For further information on recognising dyslexia or teaching dyslexic learners, read *Access for All* (DfES, 2000), *Resource Pack for staff teaching basic skills to adults with learning difficulties and/or disabilities* (DfES, 2001), and *Dyslexia and the Bilingual Learner* (LLLU, 1997).

Speak to communicate

Sc/E3

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 speak clearly to be heard and understood using appropriate clarity, speed and phrasing

Component skill and knowledge and understanding

Adults should learn to:

- 1a use stress, intonation and pronunciation to be understood and to make meaning clear
  - be aware that English has a stress-timed rhythm and that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved
  - recognise unstressed vowels, e.g. schwa, and be able to produce the schwa sound
  - develop awareness of where stress falls in multi-syllable words, and place stress appropriately
  - develop awareness that there may be a choice of where to place stress in sentences and that a change in stress can indicate a change in meaning
  - be able to select appropriate words to carry the stress in a sentence and be able to utter the sentence, making the stress clear
  - be aware of the role of intonation in indicating feeling and attitude and in helping to make meaning clear within discourse
  - be aware of the need to pause between sense groups and to use intonation to indicate a change of topic

- 1b articulate the sounds of English to make meaning clear
  - distinguish between phonemes to avoid ambiguity

Example of application and level

*He's as tall as his father now.*  
*The leg's much worse than before.*  
 (as, –er in father, the and than are all pronounced with the schwa sound)

All contexts and all language appropriate for this level of the curriculum.

*Christmas is a festival which takes place in December*

*Did you have a good journey?*  
*First, you press this button, then wait. When the red light goes out, you ...*

*I'm really sorry that happened.*  
*You must be very, very careful with this machine.*

*You look great.*  
*What a good idea!*  
*That's really pretty.*



### Sample activities

- Learners listen to the teacher and clap on each key word, e.g.:

*One—two—three—four*

*One and—two and—three and— four*

*One and a—two and a—three and a—four*

*One and then a—two and then a—three and then a—four*

They repeat this and then count how many syllables and how many stresses there are each time. They discuss the number of stresses in relation to the number of syllables and notice that it remains the same even when the number of syllables increases. They discuss what happens to the unstressed syllables.

In two groups, learners repeat the first two lines at the same time.

Group 1: *One—two—three—four*

Group 2: *One and—two and—three and—four*

They clap the stresses and notice that both groups finish speaking at roughly the same time and that it takes roughly the same length of time to say four syllables as it does to say thirteen.

They establish that this is because the stresses fall on the important words only, however many syllables there are.

- Learners practise repeating similar patterns with other words to establish the stress-timed nature of English and discuss the similarity/difference with their own language, e.g.:

*Eggs—flour—milk—salt*

*Some eggs—some flour—some milk—some salt*

*You need some eggs—you need some flour—you need some milk—you need some salt*

- Learners look at a short dialogue and mark the important words on which they think the stress will fall. They then listen to a tape of the dialogue to check if they were right, e.g.:

– *I'd like a ticket to Hull, please.*

– *Is that a single or return?*

– *Return, please.*

– *When would you like to travel?*

– *I'd like to go on Wednesday morning and come back on Thursday evening, please.*

They then practise humming the dialogue and saying only the stressed words. They discuss whether they can still understand the message and why. They then practise the full dialogue in pairs and try substituting other places/ticket types/days/times.\*

- Learners look at a list of minimal pairs and listen to the teacher say one from each pair. Learners should practise distinguishing and articulating phonemes at the beginning, middle and end of words to make the meaning clear. They mark the one they hear, e.g.:

Beginning: *hold/old, hit/it, heat/eat, hand/and*

Middle: *cat/cut, mad/mud*

End: *me/my, bee/buy, tree/try, he/high, tea/tie, we/why*

They then work with a partner to practise articulating the sounds to make meaning clear. Each learner takes it in turns to say one of the pair and their partner must be able to identify it correctly.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

#### speak to communicate

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

#### engage in discussion

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Speak to communicate

Sc/E3

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 2 use formal language and register when appropriate

Component skill and knowledge and understanding

Adults should learn to:

- 2a use formal language and register when appropriate
  - be aware of the need to adapt register according to the formality of the situation and use appropriate forms of address when:
    - (a) greeting
    - (b) introducing self and others
    - (c) leave taking
  - be aware of the need to adapt register according to the relationship between speakers, e.g. when inviting or offering
  - be aware of the need to adapt register according to the seriousness of the situation, e.g. when apologising

Example of application and level

- *Good afternoon, Ms Kapoor.*
- *Good afternoon. Please sit down.*
- *Thank you.*
- *Did you have a good journey?*  
(more formal)
- *Afternoon, Ms Kapoor.*
- *Afternoon.*
- *Please sit down.*
- *Thanks.*
- *Have a good journey?*  
(more informal)

Introduce self and/or a family member to a friend or to the doctor, e.g.:

*Hello, Hanna. Do you know my sister?*

*Hanna, this is Samira. Samira, this is Hanna.*

*Good morning. My name is ... and I am here with my mother. She doesn't speak English.*

*Do you want to come to ...?*

*Can I invite you to ...?*

*Oh, sorry about that.*

*I'm really sorry that happened. I didn't realise.*



At this level, adults can:

**listen and respond**

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

**speak to communicate**

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

**engage in discussion**

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

### Sample activities

- Learners listen to two short dialogues and decide which one is the more formal. Learners listen again and discuss the differences in language and register, e.g. choice of greeting, use of first and second names. They think of different ways of greeting and leave taking and then place them in order of formality, e.g.:

Formal —————> Informal

*Good afternoon*                      *Afternoon*

*Hello*                                      *Hi*

*Goodbye*                                *Bye/Cheerio*

They then discuss forms of address and differences/similarities between English and their own language(s). They place the following terms of address on the scale and discuss who they could be used with and in what context, e.g.: *Sir, Aunty, Rosette, Dr Khan, darling, Asif, Mrs Viera, Madam, Mr Mukata, mate, Uncle*.

They establish that the classroom setting is informal and practise greeting and introducing each other in a chain around the class, e.g.:

*Hi, Najbullah. This is Asif.*

*Asif, this is Najbullah.*

They practise the same activity, but using more formal language, e.g.:

*Good morning, Mrs Mukasa. This is Salma Hussain.*

*Mrs Hussain, this is Rosette Mukasa.*

*Good morning, Mrs Mukasa, this is Giovani Viera.*

- Learners then work in small groups with a set of prompt cards. They take it in turns to pick up a situation card and greet/introduce (learners can invent names or use people they know). The rest of the group has to decide if the forms of address are appropriate to the situation, e.g.:

(a) You are with your sister and you meet your English teacher in Sainsbury's.

(b) You are with your husband/wife at your child's school for a parents' evening. Introduce them to your child's teacher.

(c) You are in the street with a friend and you meet your next-door neighbour.

Possible extension activity: learners work in small groups to write their own situation cards. They give these to the next group to work with.\*

Speak to communicate

Sc/E3

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 3 make requests and ask questions to obtain information in familiar and unfamiliar contexts

Component skill and knowledge and understanding

*Adults should learn to:*

- 3a make requests
  - use a range of modal verbs and other forms, suitable for:
    - (a) asking for something
    - (b) requesting action
    - (c) asking permission
  - understand the way register can vary according to the formality of the situation, the relationship between speakers or the type of request, and begin to apply this
  - understand that it is often important for a pre-request to precede a request, especially if the request is for a big favour
  - use suitable phrases for making requests in a telephone situation, and understand that it is often necessary to rehearse what to say on the phone

Example of application and level

Communicate with other students and teacher in a classroom situation, e.g.:

*Can I borrow your pen, please?*

*Can you write it down, please?*

*Could you help me with this, please?*

*May I leave early today?*

(formal)

*It's OK to leave early today, isn't it?*

(more informal)

Make requests in a shopping situation, e.g.:

*Can I try a larger size?*

*Could I possibly exchange this, please?*

*I'm sorry to bother you. I know you're busy, but ...*

Open a telephone conversation and leave a message, e.g.:

*Is it possible to speak to ...?*

*Is Janet there?*

*Could I leave a message for ...?*

*Could you take a message?*

*Hold the line, please.*



### Sample activities

- Learners listen to some mini-dialogues and in pairs discuss: *Is the situation informal or formal? What is the relationship between the speakers? Is the request for a small or large favour?* Some examples:

*Can I borrow your pen, please?*

*Would it be possible to leave an hour early today?*

*Excuse me. Can you help me move this table, please?*

*Could I have a dictionary, please?*

Learners discuss their answers and then listen again and note the modal verbs used. They group the more formal situations, then decide which are the biggest favours requested and notice the modal verbs. They compare the language used to make requests in formal and informal situations and notice how the type of request affects the choice of modal verb and the register.

Listening again to the exchanges, learners identify the pre-requests used: *Excuse me, I'm sorry to bother you, I'm sorry to interrupt you*. They discuss the reasons for these and notice how the intonation helps indicate the degree of politeness. Learners then practise in small groups with a set of prompts and take it in turns to make requests, e.g.:

- Your friend – to lend you £1
- Your boss – for the day off work
- Your teacher – to lend you a dictionary for the weekend
- A stranger on the train – to move the bag on the seat

The rest of the group has to decide if they sound polite or not, and to refuse or agree the request accordingly.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

#### speak to communicate

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

#### engage in discussion

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E3

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**3b** ask questions to obtain personal or factual information

- use a range of question words, including *whose*
- form questions of both the open type and the *yes/no* type in a range of tenses, e.g.:

(a) present perfect

(b) present continuous

with appropriate intonation

- form alternative questions, including comparative questions, with awareness of the tendency for intonation to rise on the first alternative and fall on the second
- adapt register to suit the relationship between speakers, e.g. by using some indirect forms of questioning, such as the use of embedded question forms
- understand some of the cultural conventions regarding acceptable questions to ask, e.g. in Britain it is not usual to ask how much a person earns

**3c** ask for directions, instructions or explanation

- use a range of direct and indirect ways of asking, including embedded questions

(See also Lr/E3.2c, page 206.)

- adapt register to suit the situation

*Whose bag is this? Whose is this bag?*

Ask questions of a new acquaintance in a social situation, e.g.:

*Have you been here long?*

*How long have you worked there? A couple of months, is it?*

*Have you ever been to ...?*

*Have you finished yet?*

*Are you working at the moment?*

*What are you doing at the weekend?*

*When will you see her?*

Ask for information about transport, e.g.:

*Which is quicker, train or bus?*

Ask for information about an event in the past, e.g. reporting an incident:

*What happened?*

*Could you perhaps tell us what happened?*

*Please tell us what you saw.*

Ask for directions, e.g.:

*Excuse me. How do I get to ...?*

*Do you know the way to ...?*

*Can you tell me where ... is?*

Ask for explanation, e.g.:

*Would you mind explaining this to me?*

*Can you explain what happened?*



At this level, adults can:

**listen and respond**

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

**speak to communicate**

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

**engage in discussion**

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Sample activities

- Learners listen to a short phone dialogue between a landlord and a prospective tenant. They make a note of three things the tenant asks about.

Listening again, learners check how the questions are formed. They listen to the intonation of alternative questions and decide whether it rises on the first or second alternative. They notice that it goes up on the first alternative and down on the second and practise this in chorus, demonstrating with hand movements.

Learners are grouped as landlords and tenants. Landlords have a room to rent and are given a copy of the advertisement they placed, stating price, facilities, etc. They work together in pairs or small groups to plan and practise the questions they will ask prospective tenants. Prospective tenants are given brief information about their requirements, e.g. large room, near public transport, etc. They work together to plan and practise their questions.

Learners then work in pairs of landlords and tenants. They should change partners two or three times to give as much practice as possible. They should take it in turns to ask each other their questions and take note of each other's answers. At the end, tenants should decide if they want any of the rooms and landlords should decide to which tenant they would offer the room.

- Learners work in pairs and look at the difference between:
  - Where's the cinema?* and *Excuse me, but could you tell me the way to the cinema, please?*
  - Is there a post office near here?* and *Excuse me, could you tell me if there's a post office near here?*

They discuss situations in which each could be appropriate and the importance of adapting their register to fit the situation.

In pairs, learners work with maps of a town centre. Each has a map of the same town and a marked starting point, but different places are marked on each map. They take it in turns to ask each other for directions and for the location of different places. Without looking at each other's maps, they mark the routes and places they are given. They compare maps at the end. Learners can then take it in turns to practise giving directions from their classroom to other places locally or from their class to their home.

Speak to communicate

Sc/E3

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**3d** ask for descriptions of people, places  
and things

- be able to request descriptions through direct questioning and more open ways of asking

Ask a friend or someone less familiar to describe someone, e.g.:

*Is he like his father?*

*Could you possibly describe ...?*

*Tell me about ...*

*An adult will be expected to:*

**4** express clearly statements  
of fact and give short  
explanations, accounts  
and descriptions

**4a** express clearly statements of fact

- be able to form simple compound, and complex sentences with appropriate word order

- use with some accuracy suitable verb forms (particularly contracted forms) to make clear the time to which the statement of fact refers, e.g.:

(a) present simple

(b) past simple

(c) present continuous

(d) present perfect

(e) future simple

together with appropriate time markers

- use the above verb forms with *there*, e.g. *there has been*

- use with some accuracy other grammatical forms suitable for the level, e.g. definite and indefinite article, when mentioning an item for the first time, and on subsequent occasions

- know that intonation normally falls on a statement, and be able to produce this intonation pattern

State facts in the context of informal conversation, narrative, formal interactions, e.g.:

*Divali is a Hindu festival which takes place in the autumn ...*

*There was a bad road accident last week.*

*It isn't raining at the moment.*

*The postman hasn't been yet.*

*The receptionist will make an appointment for you.*

*There's been an accident.*

*When I looked out of my window, I saw a man and a woman. The man was quite young, but the woman was older.*



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Sample activities

- In pairs, learners play 'Spot the difference'. They are each given a picture (of, e.g., a street or park scene with people, cars, buildings and animals) similar to but not the same as their partner's. They must not show their picture to their partner. Learners first plan some of their questions individually and then sit back to back so that they cannot see each other's pictures. They take it in turns to ask each other *yes/no* questions and open questions. They should find at least ten differences between the pictures. The content of questions will depend on the pictures, e.g. *Is it a busy street? How many people are there? What are the houses like? Is the child playing with the dog? Is the car parked on the zebra crossing? Is the woman carrying a shopping bag? What's she wearing? Can you describe the man?*

Learners can then change partners and ask questions about their partner's living room and the location of the furniture. They should try to draw a plan of what is described.

- Learners listen to a short taped dialogue describing an accident and mark the place where the accident happened on a simple map, e.g.:
  - *Are you all right? Is this your car?*
  - *I'm a bit shaky, but I'm OK, I think. The car's a wreck, though. Yes, it's mine.*
  - *Can I have your name please?*
  - *Jill Simms.*
  - *What happened, Mrs Simms?*
  - *I was driving along Richmond Road and was slowing down to turn left at the junction with Grove Green Road. Suddenly, a cyclist pulled out in front of me without looking and I tried to stop. The car skidded and I hit the lamp-post.*

Learners listen again to the dialogue and note the falling intonation at the end of each statement of fact; they demonstrate it with hand movements and repeat in chorus and individually. They underline the verbs in the simple past and the verbs in the past continuous, and the teacher asks questions to check that they are clear about the order of events. Learners then practise in pairs describing the accident and giving a statement to the police. The teacher monitors the verb forms and the falling intonation pattern.

- Working with a picture sequence showing an accident, learners work in pairs, taking it in turns to ask questions and describe what happened to the police.\*

In small groups, they then describe accidents they have witnessed or been involved in.

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E3

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**4b** give personal information

- recognise direct and indirect requests for personal information, and understand the type and amount of detail required

Formal interaction, e.g. with a doctor, nurse or medical receptionist:

- *Have you ever had problems with your kidneys?*
- *No, I haven't.*
- *Do you have any difficulty with breathing?*
- *Yes, I do sometimes. I have problems when I climb stairs.*

- use verb forms and time markers suitable for the level, to give information about past, present and future, e.g.:

*I've lived in the UK for two years/since 1999.*

(a) present perfect with *for/since, ever/never*

*I have/I've never worked in an office.*

(b) present continuous

(c) *used to*

- be able to give specific information about time and place, using, e.g.:

(a) prepositional phrases

*At the moment I'm studying English at a college in Bolton.*

(b) subordinate clauses

*When I lived in India, I used to own a shop.*

- be able to respond to a question and follow up the response with further relevant information or comment, or with a reciprocal question

– *Have a good weekend?*

– *Yes, very nice thanks. We took the kids to the seaside. And you?*

(See also Lr/E3.5b, page 212.)



### Sample activities

- Learners listen to part of a job interview on tape and, while they are listening, learners mark the key events on a time line:

Past —————> Now —————> Future

Learners identify the verb forms used to give information about past, present and future. They listen again for time markers, e.g. *at the moment*, and work in pairs to put them on the time line above.

They make a similar time line for themselves and mark key events on it. Learners discuss and practise the use of key tenses. They are then given two or three role cards with a name and basic information and dates, e.g. Name: Asif Quereshi; Born: Bangladesh; Previous Employment: clothes factory; Came to Britain: 1998; Now: Foundation Course at Tower Hamlets College. Learners then work in pairs and take it in turns to role play the interview as in the example above.

They then work in groups of four/five. Two act as a mini job-interview panel, while the others play themselves as applicants and use their time lines to help them. At the end, the group discuss the interviews and give the job to the learner who used the correct and contracted forms of the verbs and incorporated time markers.

- Possible extension: one or two groups do their interviews for the whole class, or learners tape their interviews and practise the contracted forms of the verbs, using time markers.\*

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Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E3

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

4c give an account/narrate events in the past

- use a range of verb forms, suitable for the level, particularly those which refer to past time, together with appropriate time markers
- use some subordinate clauses, especially clauses of time and relative clauses with *who, which, where*
- develop an understanding of the way a narrative is normally structured, with introduction, development and conclusion, and be able to indicate sequence of events
- develop understanding of the way that intonation can rise, to indicate that a narrative continues, and fall, to indicate that it is complete, and of the fact that intonation can start high when a new topic is introduced
- be able to use varying intonation in a spoken account or narrative, to create interest and keep the listener's attention

Give personal information in narrative form (a life story, a journey undertaken, an incident that happened to them), e.g.:

*I was born in ... and I went to live in ... when I was eight years old.*

*A few days ago, the man who lives next door to me decided to go to London. While he was waiting, a woman fainted. He tried to help her, but ...*

Tell a known simple story (such as a traditional story from their own culture), e.g.:

*One day Nasreddin was in his house, when ...*

*He said he felt hungry.*

4d give an explanation

- know when an explanation is required, e.g. an explanation should normally follow an apology
- use verb forms referring to past, present or future time, including the form *have to* or *need to* in present and past
- use a range of ways of connecting ideas, particularly subordinate clauses of cause and effect, result and purpose, including infinitives of purpose

*I'm sorry I'm late. I missed the first bus, then the next one was full.*

*Excuse me a minute. I need to make a phone call.*

*I'm sorry I didn't phone last night. I had to work late.*

*I didn't go to the doctor yesterday, because I telephoned, and they didn't have an appointment, so I had to make an appointment for next week.*

*I went there to ask for advice.*



### Sample activities

- Learners listen to the teacher give some brief personal information in narrative form, e.g. *I was born in England but, when I was nine, we lived in America for a year. When we came back to England, we moved to Hastings, which is by the sea. I went to university in Norwich and then came to London where I trained as a teacher. While I was working in Walthamstow, I met my husband, who is also a teacher.* (A couple of photos would make this more interesting.)

Learners are given the events in the wrong order and work in pairs to sequence them, e.g.:

- *Lived in America*
- *Met husband*
- *Moved to London*
- *Went to university*
- *Born in England*
- *Trained as a teacher*
- *Lived in Hastings*

The learners check their sequence by listening to the teacher again. They then sort the events into four pairs and decide whether the intonation will rise or fall at the end of each half of the sentence. When they have noticed the pattern of rising intonation in the first half and falling in the second, they practise repeating this in pairs. Learners take it in turns to give the first piece of information with rising intonation while their partner completes the sentence with the second event, using falling intonation, e.g. *She was born in England, but lived in America for a year.*

In pairs, learners then tell each other some brief personal information and make notes. They check the key facts and their sequence with their partner, e.g. *You were born in Pakistan and went to school in ... which is the capital. You came to England in 1997 and ...*

Learners then work in small groups and take it in turns to tell the rest of the group about key events in their partner's life.

- The teacher establishes the context by showing a picture of a very untidy bedroom with books and clothes everywhere. He or she elicits that it is very untidy and that it belongs to a teenager. Learners work in pairs to list the problems, e.g. books and clothes on the floor, bed not made, etc. Learners listen to a short taped dialogue between a parent and child and note the number of explanations the child gives for the mess, e.g.:

- *Why haven't you made your bed?*
- *I overslept and had to hurry to get ready for school.*
- *But why are your clothes all over the floor?*
- *I'm sorry, but I was looking for a shirt so I had to empty the drawers.*

Learners listen again and make notes about the explanation for each problem, e.g.:

Problem	→	Explanation
Unmade bed		Overslept
Clothes on floor		
Shirts not in wardrobe		
Books on floor		

The teacher prompts and the learners practise in chorus, using *because* and *had to* to give explanations for each of the problems. Learners then practise in pairs and take turns to ask for and give explanations. They have a set of prompt cards (words or pictures) and take it in turns to pick up a card and ask their partner for an explanation/excuse, e.g.:

- *Why aren't you coming to the party?*
- *Because I've got to meet my sister at the airport.*

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Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E3

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

4e give directions and instructions

- be able to use simple, compound, and some complex sentences (e.g. with *when* or *if*)
- use grammatical forms suitable for the level, e.g.:
  - (a) modal verbs *should*, *shouldn't*, *must*, *mustn't* (to express obligation)
  - (b) phrasal verbs with alternative object positions
  - (c) imperative and negative imperative forms
  - (d) conditional (present and future)
- sequence the information comprehensibly, and know and be able to use appropriate sequencing markers, e.g. *first*, *then*, *after that*
- understand the importance of placing the stress on key words and be able to do so

Giving instructions on using a machine in a work or home situation, e.g.:

- *How do you do this?*
- *First, you should... then you... You mustn't...*

*First you switch the machine on or First you switch on the machine.*

*First, you press this button, then wait.*

*Second, when the red light goes out, you...*

*Could you tell me the way to...?*

*Yes. Go straight on and turn left. When you come to a garage, turn right. If you go straight on, you'll see it on your right.*

4f give a short description and make comparisons

- use grammatical forms suitable for the level, e.g. prepositional phrases
- know and be able to use a number of adjectives, with their antonyms, together with the comparative and superlative form of the adjective, to convey detail, interest and attitude in a description
- be able to express similarity and contrast through the use of markers such as *but*, *however*; comparative structures such as *as... as*;
- understand how a description is often structured, e.g. going from the general to the particular, or from factual description to opinion
- be able to add personal opinion to a description, e.g. through use of the superlative form of the adjective, use of intensifiers such as *too* or *not enough*

Describe a person when pointing them out in a crowd.

*She's in her twenties.*

*She's of average height, with freckles.*

Describe a country, when exchanging information with a friend, e.g.:

*Iraq shares a border with Iran and is to the north of...*

*It's the largest country in...*

*My street is very quiet, but my friend's street is really noisy.*

*Singapore and Hong Kong are as... as each other.*

*These trousers are too big.*

*X is the best footballer in Europe.*



### Sample activities

- Learners look at an unlabelled diagram/photo of a piece of household equipment like a microwave or video. They listen to the teacher's (or taped) instructions about how to use it and label the parts. They are given a jumbled list of instructions and have to work in pairs to sequence them correctly as they listen again. They underline the key words in each instruction and then, in chorus and individually, practise repeating them, stressing the key words.

They list the sequencing markers used, e.g. *first, then, when, after that, finally* and identify different verb forms for giving positive and negative instructions, e.g. modals: *must, shouldn't*; imperatives: *switch on, insert*.

- Learners work in pairs and choose another home or work machine. They make notes on how to use it and underline the words they will need to stress in their instructions. They also decide which sequencing words to use.

They change partners and do not tell the new partner the machine they have chosen. They take it in turns to practise giving instructions about how to use the machine to their new partner. The partner should be able to identify the machine or piece of equipment and agree that the instructions are correct.

- Learners listen to a short taped mini-dialogue in which two people discuss and compare places, e.g.:

– *Where are you from?*

– *Bradford. It's great and you can get the best curry in Britain. Where are you from?*

– *London. It's the best place to be. The currys as good as back home and you can get any kind of food you like from all over the world.*

– *But it's not as cheap as Bradford and there are too many people. They aren't as friendly as they are at home.*

– *It always rains up there, though, and it's cold.*

– *It's the same as London. It rains everywhere in England.*

While listening, learners complete the first two columns of a chart. They check answers in pairs and take it in turns to make comparisons between the two places. As a group, they think of other factors to compare and make a list of adjectives they could use. They work in pairs to make grids showing the comparative and superlative form, as well as an antonym if possible. They mark and practise the word stress for each word.

They then make their own chart comparing two places they know in Britain or in their own country. They use adjectives from the chart and also use intensifiers to give their own opinion, e.g. *Hull's smaller than London, but houses are cheaper*.

Learners use their charts to help them plan a short talk to give to the rest of the class.

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Engage in discussion

Sd/E3

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 1 make contributions to discussions that are relevant to the subject

Component skill and knowledge and  
understanding

*Adults should learn to:*

- 1a take part in social interaction
  - be able to vary ways of greeting, leave taking, offering, inviting, etc. according to the relationship between speakers
  - be able to vary intonation to indicate different attitudes

Example of application and level

Offer help to a friend with a minor problem, such as trying to carry too much, or with a more serious problem, e.g. needing help with moving house:

*Let me help you.*

*I'll do that.*

*Would you like some help?*

- 1b take part in more formal interaction

- develop ability to deal with the unpredictable in formal interactions

- *A single to Bristol, please*
- *Do you know that the line's closed?  
There's a bus service on the hour outside the station.*
- *Oh, how long does that take to get there?*



### Sample activities

- Learners listen to two short dialogues and decide on the relationship between the speakers, e.g.:
  - *Oh hello Nabil. It's very good of you to come.*
  - *Hello Neringa. No, it was very kind of you to invite me. This is my wife, Amina. Amina, this is Neringa.*
  - *Hello Amina. Glad to meet you. Can I get you both something to drink? What would you like?*
  - *Hi Mehemet. It's great you could come.*
  - *Hi Neringa. You know my wife, Amina, don't you?*
  - *Yes, of course. Lovely to see you again, Amina. Food and drinks in the kitchen. Can you help yourselves?*
  - *Sure. Thanks.*

They notice how Neringa offers drinks and food in each situation and that the register changes according to the relationship between the speakers.

Learners work in pairs with a set of prompt cards and take it in turns offering and inviting. Their partner will decide if the language and register are appropriate to the relationship between the speakers, e.g.:

- Offer to buy your boss a cup of coffee.
- Invite your friend to come shopping with you.
- Offer your seat to an old lady on the bus.
- Offer to get your classmate a cup of tea.

- Learners discuss their experience of being interviewed for jobs or a place on a course, as a preamble to dealing with the unpredictable in formal interactions. In groups, learners draw up a list of predictable questions and remarks made by the interviewer, e.g. previous experience, why they want this job. They then look at a list of less predictable questions and put them in order of likelihood, e.g. a question on how they will travel to work, a request to demonstrate a particular skill during the interview (type, use a word processor, translate a text). Learners discuss possible answers and then practise in role play.
- As an extension, learners discuss the kinds of question it is unlawful to ask, e.g.: of women, whether they are thinking of starting a family; if they have children, what childcare arrangements they have. Learners discuss whether these questions are legal in other countries and what they can do if they find themselves in situations where they are asked.

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Basic Skills Standards  
level descriptor

Engage in discussion

Sd/E3

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**1c** express feelings, likes and dislikes

- use the *-ing* form as object of verbs expressing liking
  
- be able to express degrees of liking and disliking, with intonation signalling liking or disliking
  
- be able to follow up a statement of liking or disliking, with reasons or explanation
  
- use a range of adjectives and intensifiers for expressing feelings, with appropriate intonation

(See also Lr/E3.6a, page 212.)

Discuss types of food, leisure activities, places.

*I love dancing.*

*I like reading.*

*I don't mind working late.*

*I don't like ...*

*I hate ...*

*I don't like this area, because it's noisy and there are too many people.*

*I'm really pleased about it.*

*I feel really fed up about what happened.*

**1d** express views and opinions

- be able to use some phrases for introducing an opinion, and know that it is not always necessary to use an introductory phrase
  
- be able to use modal verbs and other forms to express:
  - (a) obligation (e.g. *should*)
  
  - (b) future certainty (e.g. *will*)
  
  - (c) future possibility (e.g. *may/might*)
  
- understand the importance of following up an opinion with reasons and be able to use clauses of reason, in order to do so

*In my opinion, ...*

*As I see it ...*

*Well, you see, the thing is ...*

*Swimming's good for you, because ...*

*The government should ...*

*I think parents should ...*

*I think I'll pass.*

*I'll probably pass.*

*I might/may pass.*



### Sample activities

- Learners brainstorm a list of leisure activities and are encouraged to use the *-ing* form as an object of verbs expressing liking, e.g. *watching TV, swimming, playing with the children, sleeping, sewing, doing jigsaws, talking on the phone, gardening.*

They then place the following in order of intensity and add others if they wish: *Like/love/enjoy/don't mind/quite like/hate/can't stand/really loathe/dislike.*

Like most —————> Like least

Learners listen to the teacher exaggerate the intonation to signal liking and disliking. He or she should also demonstrate the importance of matching the intonation to the feeling expressed by saying one thing and sounding as though the opposite is true, e.g. *I love gardening* (said with a very negative intonation) and *I hate cooking* (said with a very positive intonation). Learners listen to the teacher and have to decide in pairs whether they believe the statements.

In chorus and individually, learners then practise expressing a range of feelings about each activity, making sure they stress the opinion word and that their intonation matches the content of what they say, e.g. *I really love swimming, I hate doing jigsaws, I don't like watching TV, I quite like talking on the phone.*

Learners then make a list of all the activities and do a class survey asking other learners questions about their likes and dislikes.

- Learners brainstorm different ways of introducing an opinion, e.g.:

*I think/feel that ...*

*I don't think/feel that ...*

*In my view/opinion ...*

*My belief/view/opinion is that ...*

They discuss whether it is important to give reasons for an opinion, then work in small groups listing ideas for and against a controversial statement, e.g. *Smoking in restaurants should be banned.*

For —————> Against

*It's dirty and smelly.*

*Most restaurants have air conditioning.*

*It's harmful to other people.*

*A cigarette after a meal is very nice.*

*It spoils the taste of the food for non-smokers.*

*People should be free to do what they want.*

- Learners take it in turns to practise using clauses of reason introduced by *because/as* to give a variety of views and opinions around the group. If the first speaker makes a point for, the next speaker must give a point against, e.g.

– *In my opinion, smoking in restaurants should be banned because it's dirty and smelly.*

– *I think that people should be free to do what they want.*

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Basic Skills Standards  
level descriptor

Engage in discussion

Sd/E3

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**1e** make suggestions/give advice

– use suitable phrases for:

(a) making suggestions, either inclusive of the speaker or exclusive of the speaker

Make suggestions:

- *Let's go shopping.*
- *That's a good idea.*
- *Shall we have fish and chips?*
- *That's a good idea.*

(b) giving advice

(c) asking for advice and suggestions

Ask a friend for advice about a housing problem, e.g.:

- *What should I do?*
- *How about looking for a new flat?*
- *Yes, I think I'll do that.*
- *What would you do?*
- *I think you should go to the housing office.*
- *I've already tried that and it didn't work.*

(d) accepting and rejecting advice and suggestions

Ask for advice from a careers officer, e.g.:

*Can you give me some advice?*

– be aware of the importance of polite intonation with all of the above

– be aware that, in rejecting advice and suggestions, it is often necessary to give a reason, and be able to do this

**1f** make arrangements/make plans with other people

– be able to ask for and make suggestions, to accept or reject suggestions, and to make offers, e.g. using *I'll*

Make arrangements to go out with another person, e.g.:

- *Shall we go to the 6 o'clock show?*
- *Maybe, but I think I'd rather go to the late show. I'd like to eat something first.*
- *OK, right, so we'll meet at the cinema at 8.30.*

– understand and be able to follow a usual structure for this type of discourse, e.g.:

Plan a class party, e.g.:

- I'll bring some ...*
- Why don't you bring ... ?*
- What kind of music shall we have?*

(a) make a suggestion

(b) reject with a reason

(c) make an alternative suggestion

(d) reach agreement/compromise

(e) conclude



At this level, adults can:

### listen and respond

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

### speak to communicate

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

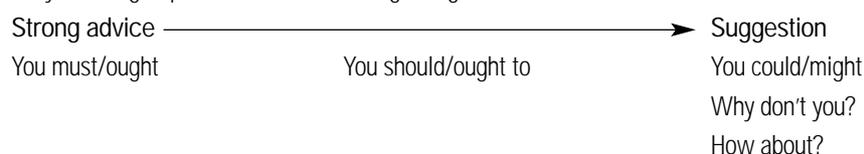
### engage in discussion

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

## Sample activities

- Learners should discuss different ways of asking for and giving advice and making suggestions. They should group them in order of strength, e.g.:



They practise in chorus and individually and concentrate on polite intonation especially when giving strong advice.

- Using two sets of prompt cards giving problems and advice (see below), learners work in small groups to practise making suggestions and rejecting advice with a reason. If the advice is unsuitable, the first player must reject it and give a reason.

#### Possible problems\*

- You want to lose weight.
- You have a bad headache.
- You can't find time to do your homework.
- You get bad colds every winter.

#### Possible advice\*

- *You could try getting up earlier and do it in the mornings.*
- *You should eat more fruit and vegetables.*
- *You should take an aspirin.*
- *You could try cutting out sugar.*

- Learners practise making and accepting/rejecting invitations in a chain around the class, e.g.:

- *Samina, would you like to go swimming later?*
- *No thanks, I haven't got my things with me.*
- *Nabil, shall we have a coffee later?*
- *OK. I'll meet you in the canteen at break.*

The learners then work in pairs. Each learner has a page from a week's diary in which two or three appointments are written. The appointments are at different times from their partner's. They work in pairs, taking it in turns to suggest things. If there is nothing in their diary for the time and day their partner suggests, they must accept the invitation. If they are busy, they must give the reason and suggest an alternative. They continue until they have made two/three arrangements, e.g.:

- *Would you like to see a film?*
- *Yes, that'd be lovely. When shall we go?*
- *How about Thursday evening?*
- *I go to an English class that evening, but what about Friday?*
- *Friday's fine. Shall we go straight from college?*
- *That's a good idea.*

Engage in discussion

Sd/E3

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

- 1g relate to other speakers
    - recognise the main points made by other speakers and make relevant response
    - be able to use non-verbal signalling to acknowledge other speakers' contributions and join in discussion
    - be able to express agreement, partial agreement, disagreement or uncertainty
- (See also Lr/E3.6b, page 214.)

*You're right.  
I agree, but ...  
Maybe, but ...  
I'm not sure.  
I'm afraid I don't agree.*

*An adult will be expected to:*

- 2 respect the turn-taking rights of others during discussions

- 2a ask about people's feelings and opinions
  - be able to form a range of different question types, including alternative questions and tag questions

- use appropriate intonation patterns in a range of question types
- (See also Lr/E3.6a, page 212.)

Discuss topics, as above.  
*What about you?  
What do you think?  
What's your opinion?  
You believe in freedom of speech, don't you?*

*John?* (spoken with rising intonation)  
*Are you happy with that or do you want to add something?*

- 2b understand the turn-taking process
  - use appropriate language for offering a turn to another speaker

*After you.*

- be able to recognise suitable points for interruption and use appropriate language for interrupting politely

*May I come in here and say ... ?  
Can I say something?  
Can I interrupt?*



### Sample activities

- Learners suggest different ways of agreeing, partially agreeing and disagreeing, e.g.

Agree	<i>You're <u>right</u>. I <u>quite</u> agree.</i>
Partially agree	<i>Maybe, but ... I'm not sure.</i>
Disagree	<i>I'm afraid I <u>don't</u> agree. I <u>don't think</u> that's right.</i>

They practise these in chorus and individually, putting the stress on the appropriate words.

Learners work in pairs with two sets of prompt cards. One set are topics, e.g. *the best TV programme, the best place for a holiday, the best way to learn English, what to do if you have a headache*. The second set are response cards and say *Agree, Partially agree or Disagree*.

Learners take it in turns to pick up a topic card and make a statement, e.g. *If you have a headache, you should take a couple of aspirin*. Their partner picks up a response card and uses one of the phrases above to introduce their view, e.g. *I'm afraid I don't agree. You shouldn't take aspirin, as they're bad for you*.

Learners then work in small groups with the same set of topic cards. They take it in turns to pick up a card and make a statement. Going round the group, each learner makes a response, e.g.:

- *The best programme on TV is EastEnders.*
- *I'm not sure. I think Coronation Street's better.*
- *I'm afraid I don't agree. I think it's boring.*
- *I quite agree. The news is much more interesting.*

- Learners conduct a survey of feelings and opinions on a topic of interest to the learners, e.g. education in the UK, a local housing issue, as part of a course assignment. In small groups, produce a questionnaire and discuss alternative formats, quantitative or qualitative questions. They then look at different question types, e.g.: *What do you think of the condition of the flats on the Gresham Estate? Do you think the condition of the flats on the Gresham Estate is excellent, very good, good, poor, terrible?* Learners work in pairs and conduct the survey. They then input the responses on a database and produce simple statistics for the class, e.g. *80 per cent of the learners in the class live on the Gresham Estate; 95 per cent of the learners think it is unsafe at night*.
- As a way of identifying appropriate language for offering a turn to other speakers, learners watch a video of a discussion or role play of discussion in a context of interest (e.g. a parents' meeting discussing an OFSTED report, a union meeting discussing new terms and conditions). Learners are asked to identify how the chairperson or secretary ensures people who want to speak get a chance. Learners suggest both linguistic strategies. (*The lady at the back there... sorry, go ahead...*) and para-linguistic strategies (use of hand gesture, intonation, asking people to wait while others get a chance to speak). Learners engage in a real discussion in small groups. Learners take it in turn to be the chair, whose role it is to ensure that the turn-taking rights of all the learners are respected, and get feedback on how effectively they did this.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

#### speak to communicate

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

#### engage in discussion

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

## Listen and respond

Lr/E3

### Basic Skills Standards level descriptor

An adult will be expected to:

- 1 listen for and follow the gist of explanations, instructions and narratives in different contexts

### Component skill and knowledge and understanding

Adults should learn to:

- 1a recognise context and predict meaning in a range of listening texts and oral interactions
  - be able to identify spoken genre, situation and/or speakers
  - be aware that it is not always necessary to understand all of the interaction to recognise the context
  - understand the importance of activating their own background knowledge in order to predict meaning
  - be aware that listening texts, e.g. on radio and TV, as well as oral interactions, often follow predictable patterns

### Example of application and level

- Range of spoken genres, such as news on the radio, a job interview, a social conversation, a spoken narrative, e.g.:
- *So, could you tell us a bit more about your previous experience in this field?*
  - *Yes, well, I gained a lot of experience while I was at the Prudential, particularly in terms of data input, data analysis ...*
  - *Yes, I see.*
  - *And now, at the moment, I'm working on a project which involves a lot of systems analysis ...*

- 1b listen for the gist of information or narrative on radio or TV

- be aware that it is not always necessary to understand every word in order to get the general meaning of a spoken text
- guess the meaning of unknown words, using context cues, the whole text and the meaning of adjacent words
- recognise informal discourse markers, e.g. *anyway, actually*, and formal discourse markers, e.g. *therefore, consequently*, and use them as clues to help get the gist
- recognise which words are stressed and use stress as a clue to help get the gist
- respond to listening, e.g. by clarifying meaning with another listener, by giving an opinion

Radio news headlines, TV news or documentaries, e.g. nature programmes, programmes about countries familiar to learners.



### Sample activities

- To practise recognising context, in groups, learners make a list of all the situations where they hear English being spoken, e.g. media, conversations overheard in the bus, formal interviews, instructions. The groups then pool ideas to make one long list that can be put on the wall as a poster to refer to in later sessions. Then learners listen to a tape and decide whether the context is one they mentioned.
- To draw on their own background knowledge, in pairs, learners discuss their own experiences related to the context, e.g. whether they have had job interviews and what is usually asked. Each pair writes a list of five things that might be asked. Pairs compare lists before listening to the interview.
- To become more aware of the predictable nature of some situations, learners listen to part of the dialogue and predict the end of a sentence or text, e.g. *Listen to part of this interview for a place at college. What questions do you think the candidate will ask the college tutor?*
- Learners work in pairs with 10–12 discourse markers on slips. They sort the markers into *formal* or *informal*, then match a formal with an informal, e.g. *therefore/so*. Learners then listen to a short narrative, indicating when they hear one of the markers.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

#### speak to communicate

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

#### engage in discussion

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

## Basic Skills Standards level descriptor

### Listen and respond

### Lr/E3

#### Component skill and knowledge and understanding

#### Example of application and level

*Adults should learn to:*

**1c** listen for the gist of explanations, instructions or narrative in face-to-face interaction or on the phone

- understand that non-linguistic clues, such as the immediate environment or the speaker's body language, can be used to help get the gist or to guess the meaning of unknown words

Instructions on how to use a computer, a washing machine or a mobile phone, given by the person selling the item.

- understand the need to listen to the speaker's use of stress and intonation, in order to note what the speaker considers important or how the speaker feels about the topic

An explanation in the work environment about why something which should have been done was not done.

- indicate they are listening, and show understanding through use of minimal responses, e.g. *yeah, mm*, and be able to respond positively to a narrative, e.g. *exactly, absolutely, I know what you mean*

*I see.*

*Right.*

An informal narrative by a friend, telling about a frightening or an amusing incident in the past.

*Really?*

*Oh, no!*

- use appropriate ways of asking for clarification, with intonation to indicate politeness

*Sorry, can you explain that again, please?*

- understand that listening on the phone can be more demanding than face-to-face listening (usually less knowledge of context, no visual clues)



### Sample activities

- Learners discuss a variety of possible responses on slips of paper, e.g. *Really? What a shame! Great!* They group them and decide headings for the groups e.g. agreement, surprise. Then pairs of learners take a small stack of cards with statements on them, e.g. *A terrible thing happened on the bus last night.* The other learner makes an appropriate response, then takes another card and reads out the statement, which their partner responds to.

At this level, adults can:

#### **listen and respond**

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

#### **speak to communicate**

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

#### **engage in discussion**

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

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## Listen and respond

## Lr/E3

### Basic Skills Standards level descriptor

An adult will be expected to:

- 2 listen for detail in explanations, instructions and narratives in different contexts

### Component skill and knowledge and understanding

Adults should learn to:

- 2a listen for detail in narratives and explanations
  - understand and identify key words and phrases in a given context
  - understand that unstressed syllables or words can be difficult to hear, and may need to be guessed at
  - understand key grammatical structures that make clear details such as the time of an action, e.g. past simple, present perfect
  - understand the meaning of modal verbs indicating, e.g. possibility, obligation (*may, might, should*)
  - listen for discourse markers that show relationships within the text, e.g. *as I was saying, in any case* (informal) and *furthermore, with reference to* (formal)
  - recognise discourse markers that indicate cause and effect or contrast, e.g. *that's why, on the other hand* (informal); *as a result of, however* (formal)
  - respond appropriately to detailed explanations, etc., e.g. by taking action, by making notes
- 2b listen for detail in a face-to-face situation or on the phone
  - recognise strategies that a speaker might use to draw attention to detail, e.g. varying speed of utterance, repetition
  - understand the importance of checking back and confirming understanding
  - understand the difference between listening for detail in real time on the telephone and listening to recorded messages, which can be replayed

### Example of application and level

Listen to a detailed message on an answering machine, e.g.:

*Hi, Mary, it's Joan here. It's Friday, just after 10. I just want to say I've bought your books – I got them yesterday, and I can give them to you when I see you at the Centre. Now, I'm not sure when I'll be there – I might go on Monday afternoon if I can – if not, I should be there Tuesday, but if I can't see you before, I'll definitely be there on Wednesday morning. I hope that's not too late. Bye.*

Listen to a demonstration and talk on TV or radio, e.g.:

*So, as I said before, you do need to make sure you have the right temperature before you start ...*

Explanation of a process such as making an application for a grant, e.g.:

*So, you need to fill in this form, then take it to your college tutor and ask him to sign and then ...*

*I see, fill in the form, take it to the tutor and...*



*At this level, adults can:*

**listen and respond**

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

**speak to communicate**

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

**engage in discussion**

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

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Sample activities

- To focus on discourse markers showing relationships, learners listen to comparison of something which interests them (e.g. countries, cameras, college courses), then take notes onto a table. Then learners listen again, this time for the markers, making notes as they listen. Learners discuss the markers in groups, then listen again for any they missed.
- To respond to detailed explanations, learners listen to a message on an answering machine and fill in a message form with time, date, person phoning, making notes of the message.
- To practise understanding the difference between listening in telephone conversations and listening to recorded messages, in pairs, learners identify and discuss the different types of recorded message they have heard, e.g. those where you just listen and those where you have to press a key to select an option. In groups, learners choose one type and then suggest different things they might hear. Learners pool ideas before listening to a recording and deciding whether they had predicted well. Learners discuss strategies for dealing with recordings, such as preparing themselves for the information before they make a call.

## Basic Skills Standards level descriptor

### Listen and respond

### Lr/E3

#### Component skill and knowledge and understanding

#### Example of application and level

Adults should learn to:

#### 2c listen for detailed instructions\*

- recognise sequence markers such as *firstly*, *finally* (formal), *to start with* (informal), and use them to aid understanding of instructions

Listen to recorded instructions or computer instructions, e.g. buying a cinema ticket by phone, with a credit card and making choices about film, day and time.

- in face-to-face interaction, recognise deictic markers, e.g. *this*, *that*, *here*, *there*, and understand what they refer to

Detailed instructions on how to use a machine, such as a cassette recorder or computer, e.g.:

- respond to detailed instructions by taking appropriate action and respond in face-to-face interaction by asking for clarification

– *To rewind, you press this button here.*

– *What button?*

– *That one there.*

– *This button?*

– *Yes, that's right.*

(See also Sc/E3.3c, page 182.)

#### 2d listen for grammatical detail

- recognise questions, statements and instructions, and be aware that different kinds of utterance have different kinds of feature in terms of phonology and structure

*I was sitting on the bus, looking out of the window, when suddenly ...*

- identify key grammatical features appropriate for the level (e.g. past continuous, present continuous, *used to*, modals *could*, *must*) and be aware of how grammar affects meaning (e.g. use of past tense normally means action was in past time)

*Did you have a nice holiday?*

*Have a nice holiday?*

- identify familiar grammatical structures and understand that they may differ in form from their equivalent in writing, e.g. contracted forms, short forms

- understand that listening and guessing the meaning of grammatical forms from context can be a useful way to increase knowledge of grammar as it is used in spoken English



### Sample activities

- To practise recognising sequence markers, learners have 30 seconds to read a set of jumbled instructions. They listen to a tape of the instructions in the correct order and put a number next to the stage of instructions on the worksheet. They discuss the results with a partner, before comparing with the whole class.
- To practise asking for clarification, learners listen to a short set of instructions. In each stage of the instructions, a word is mumbled, e.g. *So if you want to make the copies lighter, you press the \_\_\_\_\_*. Learners practise asking for clarification, e.g. *Sorry, what do you press?* They can practise further with a partner, who chooses to mumble one word in instructions.

- Learners listen to a short phone dialogue between a learner and a college advice worker. They make a note of three things the learner asks about. Learners listen again and discuss how the questions are formed.

They listen to the intonation of alternative questions and decide whether it rises on the first or second alternative. They notice that it goes up on the first alternative and down on the second and practise this in chorus, demonstrating with hand movements.

- To identify written and short forms, pairs of learners sort slips into categories; each slip has a sentence in a typical written form or in an equivalent, shortened oral form. Then they quiz each other by turning all the slips over and taking one slip at a time, prompting their partner to give the other variety, e.g. one learner reads *Have you been very busy lately?* The other says *Been busy?*

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

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#### engage in discussion

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## Listen and respond

Lr/E3

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**2e** listen for phonological detail\*

- understand that English has a stress-timed rhythm and that many syllables include an unstressed vowel, e.g. the schwa
- understand that identifying stress within a word can aid recognition and understanding of that word, and that identifying stress within a sentence can help overall understanding

*Politics.*

*Political.*

*Politician.*

*Photograph.*

*Photography.*

*What time's Susan getting here?*

*At quarter to four.*

*Is she coming with her husband?*

- recognise and discriminate between specific individual sounds spoken in isolation and recognise how they might change in connected speech
- understand that listening in detail to how speakers pronounce English can be a useful way to improve their own pronunciation

*An adult will be expected to:*

**3** listen for and identify relevant information and new information from discussions, explanations and presentations

**3a** listen for relevant and new information on radio, TV or in live presentations

- be aware of ways in which new information can be signalled through the use of stress and intonation
- understand the importance of knowing what information one wants to get from listening and be able to focus listening in relation to this
- understand the need to register new information in order to decide whether it is relevant or not

Listen to a talk in a school about the options for pupils to take.

Listen to a speaker in a union meeting, talking about a possible strike.

Identify the main points in a radio news broadcast, e.g.:

*Police shot dead two armed robbers and wounded another in a busy market yesterday after a chase through South London. The incident began at 11am when the three men held up a sub-post office in Garland Road, Colliers Wood, and then ...*

- understand that significant points are often repeated or summarised at the end of an explanation or presentation



*At this level, adults can:*

**listen and respond**

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

**speak to communicate**

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

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Sample activities

- To recognise how sounds might be different in isolation or in connected speech, learners listen to different combinations of sounds, e.g. certain vowels at the ends of words followed by words beginning with certain vowels as in go into. Then learners discuss how there seems to be another sound /w/ between those vowels in connected speech. Different sound combinations can be examined on different days.

- Learners listen to a tape of the news and discuss how many new points are mentioned. Learners listen again and examine how stress and intonation signal each new point.
- To study how important points are often repeated, learners listen to a broadcast and are then given a tapescript, which has been cut into sentences. In groups, the learners re-assemble the slips, discussing points which seem to be repeated and why.

Basic Skills Standards  
level descriptor

Listen and respond

Lr/E3

Component skill and knowledge and understanding

Example of application and level

*Adults should learn to:*

**3b** listen for relevant and new information in face-to-face situations or on the phone

- know some of the linguistic devices that speakers can use to draw attention to their main point, in informal interaction

Listen to a person talking about things that happened to them in the past year, e.g.:

*What happened then was ...*

*The thing is ...*

- understand how body language can be used to emphasise a point and how this can vary across cultures

*What I don't understand is ...*

*Just going back a bit, ...*

- ask for clarification where necessary and confirm understanding

*An adult will be expected to:*

**4** use strategies to clarify and confirm understanding, e.g. *facial expressions or gestures*

**4a** clarify and confirm understanding through verbal and non-verbal means

- use strategies to interrupt a narrative at appropriate points to ask for clarification

In a new job, the employee may be shown where things are and told who to approach in particular circumstances

*Sorry, could you say that again, please?*

*I didn't quite understand.*

*Can I ask a question?*

*Who can help me with ... ?*

- be aware of the need to summarise key points in certain circumstances, in order to confirm understanding

*Right, so I see Mr X about ... and Ms Y about ...*

- know that non-linguistic ways of confirming understanding can vary across cultures



### Sample activities

- Learners read a narrative about things that have happened in the past year, then listen to an informal version of the same information. Learners raise their hands when they hear something that is not in the written version. At the end they discuss the phrases they have heard, e.g. *It's like...you know...well anyway*. As homework, they can listen to conversations in the bus to see how many more expressions they can collect.
- To focus on how body language can be used in different cultures, learners work in groups to discuss how people convey certain things, e.g. greetings, agreement, getting someone's attention, telling someone to be quiet. The whole group discusses cross-cultural differences or any instances that are confusing or potentially offensive to different cultures, e.g. the thumbs-up sign.
- To practise strategies for interrupting, learners work in pairs. One learner is given a script of information for an employee starting a new job. The other learner must interrupt politely three times to ask for clarification in three different ways. They role play and then change roles. Learners can also work in threes, with one learner being the observer to give feedback.

At this level, adults can:

#### **listen and respond**

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

#### **speak to communicate**

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

#### **engage in discussion**

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

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Listen and respond

Lr/E3

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 5 respond to a range of questions about familiar topics

Component skill and knowledge and understanding

Adults should learn to:

- 5a respond to requests for action
  - know a range of appropriate phrases to indicate willingness to carry out an action or to explain why an action cannot be carried out, and use these with the register to suit the situation

Example of application and level

*Sure, hang on a minute.*  
*Of course, I'll do it as soon as I can.*  
*Sorry, got to go.*  
*I'd like to help you, but I'm afraid I have to go.*

- 5b respond to requests for information
  - recognise a number of question types, e.g. embedded questions, and understand the type and amount of detail required

- recognise verb forms and time markers appropriate for the level, and respond appropriately

(See also Sc/E3.4b, page 186.)

– *Have you finished yet?*  
– *I think I have.*

An adult will be expected to:

- 6 listen to and respond appropriately to other points of view

- 6a recognise a variety of feelings expressed by another speaker
  - identify common structures and vocabulary used in expressing a variety of feelings and emotions
  - recognise the role of intonation, stress and pitch in indicating feeling
  - be able to identify feelings expressed through intonation and corresponding words, and feelings expressed mainly through intonation
  - understand the tendency to exaggerate in informal situations and the intonation patterns accompanying exaggeration

- be able to respond appropriately to a range of feelings in the other person

(See also Sd/E3.1c, page 194 and Sd/E3.2a, page 198.)

*I can't stand all this hanging around waiting for trains that are always cancelled. I'm really fed up with it.*

*She told you to do what?*

*Oh, how awful. I'm so sorry.*

*We waited for hours.*

*There are millions of cars round here.*

*Great, good news.*

*Oh no.*

*Oh dear.*



### Sample activities

- To practise responding appropriately to requests for action, learners role play requests and responses. Before the role plays, learners can work in pairs to write a series of prompts to be used by other groups, e.g. ask someone to help you move the table.
- To practise responding to requests for information, learners prepare to role play a job interview. One group prepares for the role of interviewee. Using a few short case studies, they predict the kinds of question they might be asked, and possible answers. The other group prepares the interviewer's questions, using a check list that includes embedded question forms, e.g. *I wonder if you could you tell me about ...* Learners pair up to role play the interview.
- To explore the role of intonation in expressing feelings, learners listen to short paired statements, identical apart from intonation, stress and pitch, e.g. *They didn't even apologise* and *They didn't even apologise!* Learners decide whether they are different, and in what way. They then act out the statements, trying to make them sound neutral, angry, tired, sympathetic. Partners guess what feeling is being conveyed.

At this level, adults can:

#### listen and respond

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

#### speak to communicate

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

#### engage in discussion

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

## Basic Skills Standards level descriptor

*An adult will be expected to:*

- 7** follow and understand the main points of discussions on different topics

### Listen and respond

Lr/E3

#### Component skill and knowledge and understanding

*Adults should learn to:*

- 6b** listen to and respond appropriately to other points of view

- be able to pick out the main point(s) made by another speaker and recognise his or her opinion
- understand the tendency for people to listen less carefully to points of view different from their own

- know how to indicate agreement, disagreement, etc. and be able to add comment to another person's point

(See also Sd/E3.1g, page 198.)

#### Example of application and level

Listen to opposing viewpoints in a meeting, e.g. a tenants association meeting.

*I agree, I agree but ...*

*I'm afraid I don't agree ...*

Respond to a neighbour giving an opinion about the weather, e.g.:

– *Lovely weather, isn't it?*

– *Yes, it's beautiful.*

- 7a** listen for the gist of a discussion

- recognise the context of a discussion, e.g. the situation and the speakers, the topic and the purpose of the discussion
- recognise the relationship between speakers, by noting the level of formality of the language

- be able to tune in to a discussion that has already started and recognise what it is about

- understand that discussions can serve different purposes (e.g. to share views, plan a task, solve a problem, clear the air), and be able to recognise the purpose of a discussion

Listen to discussion about local events and issues, e.g. road safety, local schools, leisure facilities.

Listen to people discussing how to solve a problem.

- 7b** follow a discussion without actively participating, e.g. on TV\*

- identify where statements include opinions and/or factual information and identify common structures used in expressing opinions and facts

- understand the vocabulary for expressing the key idea(s) associated with the topic and know words and phrases (e.g. *adjectives*) for giving an opinion about the topic

- follow the interactive nature of the discussion

Recordings of discussion programmes, both topical and those involved with more personal issues, such as divorce or homelessness.



At this level, adults can:

**listen and respond**

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

**speak to communicate**

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

**engage in discussion**

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Sample activities

- To practise recognising opinions, learners watch short video clips of TV discussions or excerpts from radio phone-ins. Learners decide whether the participants agree with each other and identify phrases used to express agreement or disagreement.

- Learners listen to two short discussions on local issues (e.g. closing of a school, creating a one-way street), and choose from a list of headings the two that best describe the discussions they have just heard.

- Learners discuss the difference between fact and opinion, exploring how these can be expressed. As they listen to a series of statements (e.g. *Well, I think something should be done for the homeless*), learners circle *f* for *fact* or *o* for *opinion* on a worksheet. They then compare notes, listen again and discuss the common structures used for expressing facts and opinions, e.g. certain types of adjective or adverb.

Basic Skills Standards  
level descriptor

Listen and respond

Lr/E3

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

- 7b follow a discussion without actively participating, e.g. on TV\* (*continued*)
  - recognise discourse markers indicating contrast, cause and effect, exemplification, etc.
  - understand how speakers use intonation and pitch to indicate their attitude to other speakers and to the topic
  - recognise the level of formality of the discussion and identify differences in register through sentence structure, phrasing and use of vocabulary
  - respond appropriately, e.g. by continuing the discussion with another listener, or by summarising the main points to someone

- 7c follow and participate in a discussion\*
  - be able to pick out the main points made by one or more speakers and make contributions relevant to the discussion in general
  - be able to link their own contribution to that of other speakers, either implicitly or explicitly, through the use of discourse markers, e.g. *even so, do you mean, certainly*
  - be able to recognise the level of formality of the discussion and match their own contributions to the general register of the discussion

- 7d recognise features of spoken language
  - be aware that speech differs considerably from written language, not only in English but in other languages, e.g. with incomplete utterances, false starts, hesitation, repetition, ellipsis

Take part in planning an outing or discussing what to do about a problem.  
Discuss issues of interest to learners, e.g. single-sex schools.

– *Did you post that letter that was on my desk?*

– *Yes, I did. Posted it last night.*

*What you do at the weekend?*

*Why didn't you come yesterday ... to class yesterday?*

*I feel really sort of fed up about what happened.*

– *Fancy going to the cinema?*

– *Maybe, but I think I'd like ... rather go to the late show.*



### Sample activities

- To practise making contributions relevant to a discussion, learners role play in threes, two as participants, one as an observer. Learners take role cards and a list of discourse markers. The object is to carry on a discussion for two minutes, linking each comment to the last. Each time a learner uses a marker appropriately, he or she gets one point. The observer keeps score, then learners swap roles.
- Learners are given a worksheet with formal and informal contributions to be made in a discussion. The teacher plays a taped discussion and pauses at certain points, letting learners make their choices. Then the tape continues and learners compare their choice with the tape.
- Learners watch a video excerpt from a quiz show and discuss the content. They then read a written account of what one of the contestants said when they introduced themselves, and compare this with the video clip. In pairs, learners are asked to identify incomplete sentences, false starts, repetition and ellipsis.

*At this level, adults can:*

#### **listen and respond**

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

#### **speak to communicate**

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

#### **engage in discussion**

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

**Text focus**

**Reading comprehension**

**Rt/E3**

**Basic Skills Standards level descriptor**

*An adult will be expected to:*

- 1 trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 1a understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph
  - use a range of strategies to understand how meaning is built up in paragraphed text, e.g. use of context, knowledge of the subject, cultural understanding and knowledge of own world to help get meaning from text
  - recognise the common structure of paragraphs, and how paragraphs link together to develop meaning through a text, e.g. how final sentence in paragraph may lead on to subject of next paragraph
  - recognise the significance of organisational structure and the different uses of paragraphs to build up meaning in texts

**Example of application and level**

Use experience of bringing up children to understand a child-care text.

Read a college prospectus using knowledge of the British education system to aid understanding.

Read a text for a course and use key discourse markers, such as *In the last paragraph ... Later on we will go on to show ...* to aid understanding of the whole text.

Use knowledge of different purposes of text to help reading for meaning, for example:

**Chronological texts**

- often use opening paragraph to outline main purpose; final paragraph to summarise importance of events described
- structure different paragraphs to deal with particular stages in time period

**Continuous descriptive texts**

- often use opening paragraph to introduce subject of description and set scene; final paragraph to express the author's feelings

**Explanatory texts**

- often use opening paragraph to introduce subject and possible definitions of key terms; final paragraph to sum up key issues or conclusion
- may outline or deal with different aspects of a problem, give reasons and explanations in the middle paragraph(s)

Interact with texts such as short formal letters and reports, to monitor understanding of main points as well as the overall sense and main ideas.

*Our skin has numerous functions. Its main function is to protect our bodies ...*



### Sample activities

- Learners are given a text (e.g. a section of a college prospectus about GNVQ courses) which requires the reader to use cultural knowledge (i.e. knowledge of the education system) for full understanding. Learners read the text, decide what general area of cultural knowledge the reader requires to understand it (e.g. the education system) and what particular knowledge (e.g. GNVQs). Learners who have this knowledge are asked to share it, so that a comprehension task which requires this knowledge can be completed (e.g. learners are given information about several people and are asked whether any of the courses are suitable).
- Learners are given four separate sentences (mixed up) that make a paragraph and asked to order them and explain their ordering.
- Learners are given a text and asked to identify words that show links between paragraphs.
- Learners read a chronological text without its opening and/or final paragraph and try to answer some comprehension questions in pairs, so they become aware of the purposes of opening and final paragraphs in the overall organisational structure. Learners are asked whether they think anything is missing from the text and discuss the fact that the opening and/or final paragraph is missing. Learners choose an appropriate opening and/or final paragraph from a selection, explain their choice and the purposes of the opening and final paragraphs of a chronological text.
- Learners are given a set of four paragraph themes, each of which relates to a particular stage in the time period. They put them in the order in which they would expect to see them in a text, explain their ordering and then compare their ordering with that of the actual text.
- Learners are given the introductory and final paragraph of a continuous descriptive text and three pictures, of which only one relates to the text. Learners select the picture that matches the description in the text, read the whole text and identify the significance of the introductory and final paragraph in a descriptive text. They are then asked (without reference to the text, but using the picture for guidance) to retell the description in their own words.
- Learners are given an explanatory text with three paragraphs (one introductory, one middle and one final) and a set of paragraph themes. They match the themes to the paragraphs, discuss the reasons for their matching and the purposes of the opening, middle and final paragraphs of this explanatory text.
- Learners are given an explanatory text with four paragraphs (each with a topic sentence) and a set of paragraph subjects/themes. They match the subjects/themes to the paragraphs and find the sentence in each that indicates this subject/theme. The teacher explains that this is called the topic sentence. In a different text, learners find the topic sentence of each paragraph and note its usual location (i.e. the first sentence of a paragraph).
- Learners read and understand the main events in chronological texts such as newspaper and magazine articles, biographies. They then read a range of descriptive texts, e.g. brochures and stories, to identify aspect of description dealt with in each paragraph.

*At this level, adults can:*

#### **read and understand**

short straightforward texts on familiar topics accurately and independently

#### **read and obtain information**

from everyday sources

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

Text focus

Reading comprehension

Rt/E3

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 2 recognise the different purposes of texts at this level

Component skill and knowledge and understanding

Adults should learn to:

- 2a understand and distinguish the different purposes of texts at this level
  - identify the purpose, e.g. to inform, to sell something, to request action, to tell a story, to instruct, to persuade, to make contact
  - be aware that similar types of text can have different purposes, audience, and intended outcome and that this may be indicated by features of register, e.g. use of third person and formulaic language in formal letters, colloquial expressions in posters and advertisements
  - understand that information or purpose may not always be stated overtly and that the reader needs to make the connections
  - understand that the organisation and ordering of information may vary in different cultures, and that this may affect understanding of purpose, e.g. in some cultures it would be considered rude to state the purpose of writing at the beginning of a formal letter

Example of application and level

Select appropriate texts to suit learner's purposes in daily life, e.g. a magazine article, poem, short report, formal letter, e-mail, simple instructions, poster, advertisement.

Recognise the difference in purpose of a description in an advertisement and in an encyclopaedia or textbook, and use this to make judgements about the reliability of the information.

Read and make inferences about information in a community newsletter, e.g. *Seats are selling rapidly, so don't delay!*

An adult will be expected to:

- 3 recognise and understand the organisational features and typical language of instructional texts, e.g. *use of imperatives and second person*

- 3a identify the key organisational features of instructional texts

- recognise typical layout used in instructional texts: use of lists, numbered points, bullets, diagrams, graphics along with text, to aid understanding
- understand that instructions and the content of instructional texts may be laid out in different ways
- understand that key grammatical features, register, vocabulary may vary according to the formality of the text

Read and understand a memo; follow instructions on a packet, e.g.:

*Rinse and dry hands after use. People with sensitive skin should avoid prolonged contact with the neat liquid or solution.*

**IRRITANT – CONTAINS  
SODIUM HYDROXIDE**

- Warning! Do not use with other products. May release dangerous gases.



### Sample activities

- Learners match different texts to a descriptor of purpose and text type, e.g.: magazine article – to inform; poem (about a place) – to describe; short report – to inform; formal letter (complaining about train delays) – to complain; e-mail (asking for information) – to request; advertisement – to persuade. Learners decide when/if each might be relevant in their own life.
- Learners read two similar types of text with different purposes, audiences and intended outcomes (e.g. a description on the same subject in an advertisement and in an encyclopaedia/textbook; or a formal letter and an informal letter about the same subject, such as someone's recently acquired overdraft). For each, the class discuss the purpose, audience and intended outcome and how this is indicated by features of register (e.g. the more colloquial language of the advertisement indicates a different purpose, audience and intended outcome to that of the more formal language of the encyclopaedia/textbook). Learners then consider the similarities and differences between the two texts: similarity in subject matter, differences in purposes, audiences, intended outcomes and registers, and in the reliability of the information.
- Learners read a text in which several phrases/sentences are underlined, and complete a multiple-choice task in which they are asked to infer information that is not stated overtly, e.g. for the underlined sentence *Seats are selling rapidly so don't delay!* learners choose the appropriate inference from:
  - (a) The theatre wants to sell tickets quickly.
  - (b) There may be no seats left if the reader doesn't buy immediately.
  - (c) The reader will be able to buy a ticket on the night.
- To investigate how the organisation and ordering of information may vary in different cultures, learners write a short formal letter in their first language of literacy on a subject agreed by the whole class, e.g. a complaint. Learners sharing languages can do this together, and learners who have minimal literacy in first language can either assist other learners with whom they share a language, or write a formal letter in English on the same subject. As a class, learners identify the main points in a letter on the same subject in English, the order in which they occur, whether there is a statement of the purpose of writing and, if so, its location. Learners then carry out the same task on the letters they have written in other languages and make comparisons.
- Learners are given four instructional texts (on the same subject) which demonstrate two types of organisational structure (one more formal continuous text with a diagram/graphic; one less formal continuous text; one more formal text written as a list with numbered points; one less formal text written as a list with bullets with a diagram/graphic). First, they group texts of a similar type (i.e. continuous texts and lists) and answer questions about each type concerning organisational structure, format and layout: *Is it continuous? Is it a list? Does it have numbered points? Does it have bullets? Does it have diagrams/graphics?* Learners discuss the notion that instructions can be presented in different ways and that each type has features of organisational structure, format and layout that aid understanding. Second, they look at the more formal texts and answer questions about grammatical features, register and vocabulary; they then look at the less formal texts and answer the same questions. Learners discuss how grammatical features, register and vocabulary can vary according to the formality of the text.
- Given an informal narrative describing how a person did something (e.g. how they cooked a particular dish), learners rewrite the narrative as instructions; using the imperative and bullets or numbered points.
- Learners are given a set of instructions to follow (e.g. a simple piece of origami).

At this level, adults can:

#### read and understand

short straightforward texts on familiar topics accurately and independently

#### read and obtain information

from everyday sources

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

Text focus

Reading comprehension

Rt/E3

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 identify the main points and ideas, and predict words from context

An adult will be expected to:

- 5 understand and use organisational features to locate information, e.g. *contents, index, menus*

Component skill and knowledge and understanding

Adults should learn to:

- 4a extract the main points and ideas, and predict words from context
  - understand that some parts of texts may be more important to overall meaning than others
  - develop awareness that the first sentence in a paragraph often introduces the main point or establishes a new idea, often referred to as the *topic sentence*
  - be aware that opinions and information are not always overtly stated in texts, but may be part of the main point
  - recognise use of modals to express opinion and judgement
  - develop awareness of how clichés and metaphoric language express opinion and ideas

- 5a locate organisational features, such as contents, index, menus, and understand their purpose

- understand that organisational features occur in different places in a text and that this helps to predict meaning and to locate information, e.g.: memos have a particular layout; reports and articles often present information in simple charts; a description is often written in the present tense
- develop understanding of the purpose of different organisational features such as contents page, index, glossary, answer key, spell-check, and develop understanding of how they work at different levels of detail

- 5b use organisational features in a range of reference sources

- use a range of basic reference tools and sources to get information from texts, e.g. dictionaries, grammar books, phone book, street atlas (A–Z), internet, teletext, reference software

Example of application and level

Get the gist and identify the main points and ideas in a newspaper article or college handout.

Identify main points and decide on action in a letter from immigration or a memo at work.

Read a newspaper headline and identify information that is not overtly stated, e.g. author's opinion of refugees in newspaper headline:

*Refugees are flooding into Dover.*

*Teenage mothers jump the housing queue*

*Five years' research went down the drain*

Recognise and use features of ICT texts, and understand ICT concepts underlying the texts, e.g. concept of a series of menus.

Use index of grammar reference book to look up usage of a particular tense.\*

Use alphabetical order to look up a topic in an encyclopaedia,\* but key word to look up same topic in computer software.



### Sample activities

- Learners highlight the main points and ideas in a text.
- Learners are given a series of headlines which indicate an opinion that is not overtly stated (e.g. in *Refugees are flooding into Dover*) and are asked to identify the author's opinion. A multiple-choice exercise could be used.
- Learners are given a text or some headlines containing several examples of metaphoric language, i.e. when the verb/noun cannot be interpreted literally (e.g. in *Refugees are flooding into Dover*, the verb *flood into* = *come*; in *Politicians are building bridges*, the verb *build* = *make*, and the noun *bridge* = *links*). Learners match the nouns/verbs in the examples of metaphorical use with a set of nouns/verbs of literal meaning provided and identify when an opinion is being expressed through the metaphor. Discuss metaphorical use, whether similar metaphors can be used in other languages, and examples of metaphors that are used.

Learners could bring in newspapers in languages other than English and suggest translations of the headlines.

- To identify different types of text, learners are given six texts – two of each of three text types – and asked to group them according to text type. They answer questions about the key generic features of each text type: *What tense(s) are used? Is it continuous text? Can a chart be used? Describe the layout. Where is the writer's name?*
  - Learners are given the title and illustration from a text (e.g. a magazine article) and asked to predict the content of the text.
  - Using the contents page of a grammar book, learners find exercises on a specified grammar item. Having completed the exercises, they check their own or a partner's work in the answer key.
  - Learners carry out a task for which they have to select appropriate icons/options from an onscreen menu (e.g. cut and paste icons, file, etc.). For example, they have to open a document containing five sentences in random order, reorder them into a text, save and print a copy.\*
- 
- Learners are given tasks that involve a range of reference sources, e.g. phone book, street atlas. For example, learners have to find a bookshop in the yellow pages and then locate it in a street atlas using the index.
  - Learners use Encarta to find information about a topic, in order to write a short factual text.

At this level, adults can:

#### read and understand

short straightforward texts on familiar topics accurately and independently

#### read and obtain information

from everyday sources

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

**Text focus**

**Reading comprehension**

**Rt/E3**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 6** skim read title, headings and illustrations to decide if material is of interest

*An adult will be expected to:*

- 7** scan texts to locate information\*

*An adult will be expected to:*

- 8** obtain specific information through detailed reading

*An adult will be expected to:*

- 9** relate an image to print and use it to obtain meaning

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 6a** skim read key textual features (title, heading and illustrations) for different purposes
  - understand that we skim read for different purposes (e.g. to decide whether something is of interest; to identify the source and subject, or writer's tone; to get the main themes and ideas) and that not all texts need to be read in detail
  - develop awareness of which textual features give clues to meaning, e.g. headlines in a newspaper, sender's name in an e-mail, photos in a brochure, contents page and index

- 7a** scan different parts of texts to locate information\*

- understand that it is not always necessary to read every word, or every word in a relevant section, to understand a text
- develop strategies for extracting information from various parts of text, e.g. scan headings and sub-headings because they give clues to content, or type in key word to search online and use hot links

- 8a** read every word to obtain specific information

- understand when it is necessary to read every word to understand a text
- judge when detailed reading is necessary and when skimming\* or scanning\* is more appropriate, and obtain appropriate information by reading in detail

- 9a** relate an image to print and use it to obtain meaning

- be aware that images are sometimes part of whole texts and provide meaning

**Example of application and level**

Decide what to read from newspaper headlines, e.g.:

*Row over breast screening study*

*A magnificent two-goal win*

*100 prison officers stop riot*

*Charity raises £10 million*

Select information from a timetable, places to visit from a brochure.

Read an explanation of how something works in detail in order to operate it, e.g. read instructions to work out how to operate a scanner, read some parts of text more closely than others when comparing information on a topic.

Use a map to locate address on a leaflet; use a diagram to aid the process of changing a cartridge on a printer.



*At this level, adults can:*

**read and understand**

short straightforward texts on familiar topics accurately and independently

**read and obtain information**

from everyday sources

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

### Sample activities

- Learners explain how they would go about selecting an appropriate book from the library to help them with English (i.e. skim reading). Each learner selects an appropriate book from a range (e.g. a range of grammar books at different levels) and explains how they made their choice.
  - Learners are given limited time to skim a magazine article or story with textual features that give clues to meaning and/or content, i.e. a title, several headings and illustrations. They tell a partner the gist of the article or story and explain how they used the title, headings and illustrations to assist their understanding.
- 
- Learners are told that they are going to be given limited time to match instructions against illustrations or diagrams, i.e. that they will not have time to read every word. They compare their answers with a partner's and explain how they did the task without reading every word.
  - Learners type in key words into a search engine to find information online about a given topic, in order to write a short factual text or report.
- 
- Learners are given a list of types of text that would be read using different reading strategies, i.e. skimming, scanning or detailed reading (e.g. yellow pages, a grammar book, a recipe book, a guide book, a set of magazines in the doctor's waiting room). They explain which reading strategy they would use for each.
- 
- Learners read three simple leaflets from which the images have been removed and try to answer some comprehension questions (the images should provide some of the meaning in the leaflets). Following a discussion on the effect of not having the images, they are given the missing images to match to the leaflets and they complete the questions.

Sentence focus

Grammar and punctuation

Rs/E3

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**1a** recognise the generic features of  
language of instructional texts

- develop awareness of linguistic features of texts to work out meaning and confirm understanding, e.g. verb grammar, use of imperative and negative imperative, short sentences (for directness), key discourse markers in instructional texts
- know the names and understand the use of key grammatical forms, such as *tenses, conjunctions, articles, adverbs, adjectives, negative, pronoun, phrase* at this level, and how they carry meaning, e.g. in the text *When she was twelve she used to help her brother and father in their shop . . . used to* means she did it regularly
- understand that new information is often placed towards the end of the sentence, e.g. *In China, children go to school at 6 or 7 years old*
- recognise the main clause in straightforward texts, e.g. *If you want your chosen items urgently, you can use our Next Day Delivery Service*
- use key discourse markers to help prediction and aid understanding, e.g. in *Although you have worked hard this term, you need to read more widely – although* indicates the first clause will be followed by a contrasting one.
- be aware the sentence grammar in poetry
  - in particular, word order – may be different from that of prose

Recognise the language of instructions in their own life, e.g.

*Always wear rubber gloves when using the cleaning fluid.*

Read a story and understand sequence of events through use of tense and other linguistic features.

*The community outreach project began in the summer of 1999. Workers contacted all the families on the estate in order to ask them what type of support they required.*

*The DAY FILE is a collection of all the letters that the office sends out each day.*

**1b** use knowledge of syntax and grammar, to work out meaning and confirm understanding in other types of text at this level

**2a** recognise the function of certain punctuation to aid understanding

- name and recognise the function of a variety of different punctuation symbols including: capital letters; full stops; commas to separate words in a list, or parts of a sentence; question marks and exclamation marks; bullet points; numbering
- understand that punctuation relates to sentence structure and text type to help the reader make sense of the written text, and apply this understanding in their own reading

Read a report and recognise that bullet points signify a list of separate points or steps in instructions.



### Sample activities

- As a whole class, learners compare several instructional texts and highlight key linguistic features: the verb form (e.g. the imperative; the negative imperative with *don't*, the use of *you* and the present simple); discourse markers that indicate order and sequence (e.g. *first, finally, then, after that*); key vocabulary and phrases (e.g. *always* + imperative + noun + *when* + *-ing*; *although* + clause + comma + contrasting clause). Learners are given a different text, which has the features discussed, and complete a comprehension activity (true/false, questions, etc.) that requires an understanding of the meaning carried by these features.\*  
Learners complete a cloze exercise on an instructional text in which all the missing words relate to linguistic features of this type of text (e.g. imperative verbs, *always* + imperative).
- Learners translate a few sentences into their first language, and compare the word order of this language and English.
- Learners have to join main clauses and subordinate clauses using *if* and *although*. In preparation, two *if* sentences and two *although* (each with two clauses) are split into clauses with *although* and *if* removed, and are mixed up. Learners rejoin appropriate main and subordinate clauses, using *if*, or *although* as appropriate.

- For each of several different types of text, learners try to read (aloud) a text with all punctuation removed. They read the text again (aloud), with the punctuation restored and discuss, as a class: first, key features of punctuation for that text type (e.g. capitalisation in titles, no full stop after a title, bullet points in instructions); secondly, how punctuation helps the reader make sense of written text (e.g. full stops and commas signal a place to pause; bullet points are used to signify a list of separate points).

At this level, adults can:

#### read and understand

short straightforward texts on familiar topics accurately and independently

#### read and obtain information

from everyday sources

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

**Word focus** Vocabulary, word recognition and phonics **Rw/E3**

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 recognise and understand relevant specialist key words

An adult will be expected to:

- 2 read and understand words and phrases commonly used on forms

Component skill and knowledge and understanding

Adults should learn to:

- 1a recognise and understand relevant specialist key words
  - develop awareness of the concept of key words, i.e. that some words are more important than others in particular contexts
  - be aware of key words in learner's own contexts, e.g. in reading at work, education, home
  - be aware that some words in learner's other languages will not have direct translations in English and vice versa, and that others may appear similar but have different meanings, e.g. *sympathique* in French means *agreeable* rather than *sympathetic*
  - develop knowledge of word families, shared roots and prefixes and suffixes to help read and understand some key specialist words, e.g. *psychology*, *psychologist*, *psychological* all come from the Greek root *psukhe* meaning *breath*, *life*, *soul*
  - understand that knowledge of prefixes and suffixes can be generalised to other vocabulary, e.g. *biology*, *biologist*, *biological*

- 2a read and understand words and phrases commonly used on forms

- read and respond to form-filling conventions and language commonly used on forms
- be aware of cultural conventions that underpin certain elements of some types of form
- read and respond to stated and unstated instructions on forms

Example of application and level

Read and understand key words and expressions in learner's personal contexts, e.g. *file*, *fax-back form*, *order*, *receipt*, *database*, *expenses*, in an office.

Read and identify key words used in a variety of forms, order forms, forms from official agencies (e.g. social services), records of work.

Read forms that contain the following kind of language: *nationality*, *spouse*, *additional information*, *evaluation*, *immigration status*, *make payable to*.

Decide what is meant by the section of a job application form that asks for *Any additional information* (i.e. that this is the supporting statement and needs to contain details of the candidate's suitability for the job).



### Sample activities

- Learners make vocabulary books, designating one or more pages to each letter, depending on its frequency as an initial letter. Pages are designated for key topics, including those relevant to learner's particular context (work, study, interests, etc.).
- Learners play word-association games where they try to think of as many words as possible for a given topic/context.
- Learners read texts from a range of contexts and highlight key words relating to the context and subject of the text.
- Learners translate a series of words from English into their other language(s) and point out to the class any words that do not have a direct one-word translation. The activity could be introduced by the teacher giving examples from English and another language. Learners discuss the implications for expressing meaning.
- If the learner's first language has words that appear similar to English words but with different meanings, the learner could designate a page in their vocabulary book for such pairs of words and the meanings of each word, e.g.: *sympathetic* (English) and *sympathique* (French); *constipated* (English) and *constipado* (Spanish).
- Learners fill in a word family table (noun, verb, adjective, adverb) for a series of nouns and make generalisations about word structure for parts of speech.

- Learners fill in two forms (authentic or devised especially for this purpose) asking for information in different ways (e.g. first name/other name(s)/family name and forename(s)/surname) and with at least one example of each of *circle*, *tick*, *underline*, *delete as applicable*, and an instruction to use capital letters. Learners discuss the language on the forms, and, where necessary, complete exercises to practise it (e.g. a series of sentences in which the incorrect information has to be deleted). When learners are ready, they tackle a range of everyday forms.
- As a whole class, learners discuss the difficulties they have with forms in the UK (e.g. how to divide their names to fit form categories), the ways in which forms in the UK are different from forms in other countries, differing cultural conventions for forms in other countries.
- Learners examine a range of forms that have been filled in with differing degrees of appropriateness and accuracy, including instructions ignored, information put in the wrong places, inappropriate information in the section *Any additional information*, etc. Learners identify where cultural conventions have been broken, information has been put in the wrong place or is incomplete, and stated and unstated instructions have been ignored. Learners fill in some of these forms for themselves.

At this level, adults can:

#### read and understand

short straightforward texts on familiar topics accurately and independently

#### read and obtain information

from everyday sources

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

**Word focus**    **Vocabulary, word recognition and phonics**    **Rw/E3**

**Basic Skills Standards level descriptor**

*An adult will be expected to:*

- 3 use a dictionary to find the meaning of unfamiliar words\*

*An adult will be expected to:*

- 4 use first- and second-place letters to find and sequence words in alphabetical order\*

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 3a use a dictionary to find the meaning of unfamiliar words\*
  - use bilingual and English–English dictionaries as appropriate
  - be able to use alphabetical order or use alternative strategies to find the required word\*

- 4a use first- and second-place letters to find and sequence words in alphabetical order\*
  - be aware of the importance of alphabetical order of letters within a word

- 5a use a variety of reading strategies to help read and understand an increasing range of unfamiliar words
  - be aware that effective readers use a variety of strategies to make sense of unfamiliar words, e.g. visual\*, phonic\*, structural and contextual clues
  - apply knowledge of sound\* and letter patterns\* and of structure of words, including compounds, root words, grammatical endings, prefixes, suffixes, syllable divisions, to help decode words

- make use of phonemic transcription in dictionaries to learn the pronunciation of an unfamiliar word\*

**Example of application and level**

Find the meaning of unknown words in a dictionary or online.

Read to find document/information in filing system at work, telephone directory, indexes, dictionaries and other reference books.

**Visual strategies\***

Recognise words with a range of letter combinations and silent letters such as: *–tion, –ough, –cia, wr–, kn–, write, debt, receipt.*

**Structural strategies**

Read words with common suffixes and prefixes such as *help(less), reception(ist), (re)named.*

Read compound words such as *everybody, airport, something.*

**Contextual strategies**

Work out the meaning of unfamiliar words from the general context.

**Phonic strategies\***

Read a story and 'sound out' an unfamiliar name.

Learn the phonemic symbols for some common sounds, such as the symbol for *th\** as in *thanks.*



At this level, adults can:

**read and understand**

short straightforward texts on familiar topics accurately and independently

**read and obtain information**

from everyday sources

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

Sample activities

- Learners match words to definitions using a range of different types of dictionary (bilingual and English–English) and discuss the advantages and disadvantages of these different types.
- Learners read a text and use a dictionary to look up unfamiliar words that seem to be key words.
- Learners examine the entry for a given word in an English–English dictionary and identify the different parts of the entry (i.e. phonemic transcription, definition/multiple definitions, other members of the word family, etc.).
- Learners use first and second-place letters to sequence a list of words in alphabetical order. If learners are doing this on a computer, they can check by using the sort function.
- Using visual strategies learners highlight words with certain letter patterns (e.g. *-tion*) in texts, think of further words with these patterns and examine the extent of the relationship between the spelling and pronunciation. For each letter pattern, learners make comparisons between English and other languages.
- Using structural strategies, learners underline words with common suffixes and prefixes in a text and discuss what they mean.
- Using contextual strategies, learners are given texts with unfamiliar words. With guidance, learners use the context to understand the word and the sentence containing the word. Learners can try tippexing out a few unfamiliar words in a text, so that they have to try to understand the meaning of the sentence without the word.
- Using phonic strategies, learners identify unfamiliar words, including unfamiliar names, in a narrative. They split these words into syllables, identify which parts they can read by using phonic and visual cues, and which remain difficult.
- As an extension activity, learners can read Lewis Carroll's 'Jabberwocky' (*'Twas brillig and the slithy toves*) and then identify the parts of speech.
- Learners locate the key for the phonemic alphabet in a dictionary and the phonemic transcription for a given word in the dictionary entry. They identify some unfamiliar words in a text and use this key and the transcriptions to try to pronounce them.

Text focus

Writing composition

W/E3

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 plan and draft writing

Component skill and knowledge and  
understanding

Adults should learn to:

- 1a recognise the process of planning and drafting when writing certain types of text
  - plan, understanding that the choice of how to organise writing depends on the purpose, audience and intended outcome of writing
  - understand that there are different ways of planning (e.g. as a mind-map, listing, making notes), but all involve getting, selecting and ordering ideas
  - understand that it is important to choose a way of planning to suit own learning style
  - understand that not all types of writing need formal planning, but others do, e.g. important letters, college assignments
  - understand that generating ideas for writing, making decisions about what and how much to include, is part of the planning process
  - be aware of different formats and features of layout for different text types, e.g. paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points, graphics, and choose the appropriate format for the writing
  - identify appropriate register for task and audience, showing awareness of the main differences between spoken and written English
  - integrate planning and drafting
  - produce final legible version of text, word processed or handwritten, developing awareness of when material is ready for presentation

Example of application and level

Plan and draft the type of texts they want to write, e.g. letters, narratives, simple instructions, short reports, recipes, articles, poems, messages.

Observation Report

Certificate in Playgroup Practice

1 Introduction

This is a record of a visit to a Mother and Toddler Group, 'Dolly Mixtures', on 24 May 2001 in the Scout Hut, Barnsley Road.

2 Description

There are 15 children on the register, aged between 16 months to 3 years. The sessions start at 9.30am and finish at 11.30am on Mondays, Wednesdays and Fridays. The parents or carers are present while the children attend.



At this level, adults can:

**write to communicate**

information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

### Sample activities

- Learners look at and read examples of different types of text, including some informal writing, e.g. a note to a friend, short report, formal letter. They discuss their purpose and content, and whether they are successful pieces of writing, and why. Learners consider which texts require formal planning.
- Learners practise selecting and ordering ideas for writing, using different techniques to note down ideas: listing, mind-maps, making notes in English or their own language. They discuss own experiences of planning and drafting texts and identify when these are of particular importance.
- Using a variety of stimuli to set context and generate ideas for a specific writing task (such as discussion questions, other texts including texts downloaded from the web, learners' writing, pictures, audio and video tapes), learners discuss main ideas and the logical order, and note them down. They then compare their ideas with others'.
- Learners look at examples of various text types that use a range of different formats, e.g. letters, poems, newspaper articles, articles from the web. They identify appropriate format through multiple-choice exercises, e.g.:

Newspaper articles:

- usually have headings and page numbers
- are usually written in columns
- begin *Dear Reader*

In groups, learners compile a checklist of format conventions and features of layout for different text types, and compare these with examples of different text types in their languages.

- To practise identifying appropriate register for task and audience, learners look at examples of simple formal and informal letters (e.g. invitation to a party from a classmate, letter to the hospital confirming an appointment) and discuss the degree of formality. Learners compare the differences between spoken and written English by role playing the two situations, and then comparing the language used in the role play and the letters. Learners list the key differences in structure, vocabulary, idiom and intonation.
- Learners produce two pieces of written work on a similar topic (e.g. an invitation, one handwritten and informal, and one word processed and formal) and judge how far they are fit for their intended purposes.

Text focus

Writing composition

W/E3

Basic Skills Standards  
level descriptor

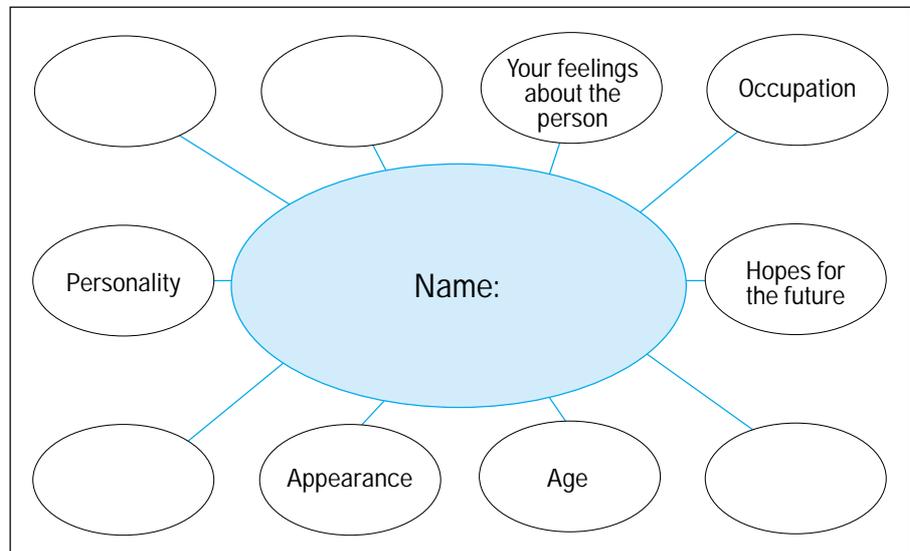
Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

- 1b make notes as part of the planning process
  - understand the importance of noting key words and the relationship between them
  - understand that there are different ways of taking notes, and understand key features of note taking, e.g. using abbreviations, symbols; numbering; listing and/or graphics

Take notes in a lesson on a vocational course.  
Use a mind-map to write a description of a person, e.g.:



An adult will be expected to:

- 2 organise writing in short paragraphs

- 2a structure main points of writing in short paragraphs
  - understand the concept of paragraphing, e.g. as a way of grouping main points
  - understand that paragraphs normally consist of more than one sentence
  - understand that paragraphs can be arranged under headings in certain sorts of text, e.g. reports
  - understand that paragraphs follow on from each other and are linked together with key words and phrases, e.g. *In the first place, in addition, however, finally*
  - understand key aspects of basic paragraphing structure, e.g. topic sentence or general statement followed by expansion or explanation and/or examples

Write a continuous text divided into short paragraphs, e.g. personal narrative, description of a place or person, letter.

Example text at this level

*There are many interesting features about my country Chile. To start with, it is a long and narrow strip of earth. It is 4,200 km long. To the west is the Pacific Ocean (not so peaceful as the name suggests). To the east are the Andes mountains, Argentina and Bolivia, and to the north is Peru. In addition, ...*

*Although Chile has a lot of space, there are only about 12 million inhabitants. One third, or 4 million, are in the capital, Santiago.*



Text focus

Writing composition

W/E3

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 sequence chronological writing

An adult will be expected to:

- 4 proof-read and correct writing for grammar and spelling

Component skill and knowledge and understanding

Adults should learn to:

- 3a show sequence through the use of discourse markers and conjunctions
  - understand the importance of chronological sequencing of events in personal writing, descriptions of events, reports, e-mails, letters
  - understand the use of:
    - (a) discourse markers that show sequence, e.g. use of time words to join sentences and paragraphs or to describe time periods
    - (b) conjunctions such as *before, when, after, while*
    - (c) connectives such as *then, and then, next, finally*

- 4a proof-read to check for content and expression, on paper and on screen
  - understand that proof-reading is a way of checking the content and expression
  - understand when proof-reading is particularly important
  - develop awareness of areas of personal strengths and weaknesses in terms of basic punctuation, spelling, layout and grammar

- 5a complete forms with some complex features, e.g. open responses, constructed responses, additional comments
  - develop awareness of the cultural conventions that underpin certain types of question in certain types of form, e.g. expectations of the reader of an application form for a job, or student questionnaire in a college

Example of application and level

Write a chronological account of a personal experience, such as their journey to Britain, e.g.:

*My husband and I came to England in 1991, in December. We spent one day on the airplane and it was night-time when we got off it. I remember it was very cold and it was raining very hard.*

*After a long time in Immigration we went to a hotel and stayed there for about five months. Then we moved to a flat on the eleventh floor, near Dagenham.*

*Finally, we got a small house . . .*

Proof-read own writing and other examples of writing to correct main errors of sense and spelling, on paper and on screen.

Use grammar books, spell-checks and dictionaries if necessary.

**Medical Insurance Form**  
Answer these questions. Supply additional information where necessary.

Do you suffer from a heart condition? Yes/No

Additional Information  
.....  
.....

Do you take medication for allergies? Yes/No

Additional Information  
.....  
.....

Fill in application form for a driving licence or course evaluation form.



*At this level, adults can:*

**write to communicate**

information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

### Sample activities

- Learners compose and draft a chronological narrative from a sequence of pictures. Learners needing more support may start with guided practice in composing and linking sentences and a writing frame.
- Learners read a chronological account of a personal experience, e.g. journey to Britain, and identify the sequence of events. They then:
  - (a) highlight connectives, discourse markers and conjunctions in one colour,
  - (b) use another colour to highlight and identify the tenses,
  - (c) discuss why these are important in showing sequence.
  
- Learners work individually or in pairs to proof-read first draft of writing, and use a checklist to ensure that it is suitable for the intended purpose and audience, uses appropriate linguistic features and achieves appropriate expression. Learners identify features of text that could be improved upon and redraft, producing a final draft before handing in for marking.
- Learners practise proof-reading texts containing some errors, identifying the different types of errors, e.g. errors in punctuation, spelling, layout and grammar, using a checklist. In pairs, learners discuss the mistakes they have found and say what the correct version should be and why. Learners then proof-read own writing, identifying and correcting errors, using a checklist. They discuss techniques for proof-reading, e.g. proof-reading for one thing at a time, checking at the end of each paragraph, checking incorrect versions against a correct version.
- Learners practise using a spell-check facility on a word processor, and other word-processing features to edit errors in punctuation, grammar, layout.
- Learners compare a filled-in library application form (where only factual information is required) and a job application form (where candidate is asked to fill in a section giving reasons for applying for the job) and discuss the cultural conventions around the reader's expectations of the different sections of the forms.
- Learners practise completing parts of forms where whole sentences and short paragraphs are required, instead of short answers.
- Learners practise filling in forms online, e.g. to order a catalogue through a website.

Sentence focus

Grammar and punctuation

Ws/E3

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 1 write in complete sentences

Component skill and knowledge and understanding

*Adults should learn to:*

- 1a write using complex sentences

- understand that the most basic form of complex sentence consists of a main clause and one subordinate clause

- understand that sentences can be amplified by expanding the information around the noun

- understand the importance of register; that sentences in more formal texts are likely to be constructed differently from those in less formal ones, e.g. informal texts are likely to use ellipsis, whereas more formal ones are likely to have more nouns and noun phrases and have more complex modal phrases

- develop ability to use different linguistic features appropriately for a range of written genres, depending on their interests and need to write

Example of application and level

Write a narrative, report, description or letter, using subordinate clauses of time, reason, condition (present and future), concession (especially with *although*) introduced by an appropriate conjunction such as *when*, *because* or relative clause using a pronoun such as *who*, *which*, *where*, *when*, e.g.:

*I was walking along the street when I heard a loud noise behind me.*

*Dear Mr Allan,*

*I am sorry, I can not attend the interview next Thursday because my English exam is on that day. ...*

*I handed in my work, although it was not quite finished.*

*The novel which I enjoyed most is called ...*

*The last novel I read, which I enjoyed ...*

*The last sci-fi novel I read, which I really enjoyed, was ...*

Hi Sal,

Sorry! I can't come to the meeting tomorrow – Les won't give me time off. She says she wants me to finish this job first. I'll probably see you Thursday.

Hamid

The South London Refugee Association is a voluntary community organisation.

Write poems, e.g.:

**She**

She is like the air  
You need it to breathe  
But it runs away from you  
When you embrace it  
She is like the water  
Like the water you drink ...

*(Rosa, ESOL student, Enfield College, translation from Carlos Vives)*



At this level, adults can:

**write to communicate**

information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

### Sample activities

- Learners practise constructing complex sentences, consisting of a main clause and one subordinate clause, using a range of grammar practice activities, e.g. re-order jumbled sentences, discuss ways of joining two simple sentences, match halves of sentences.
- Learners read a narrative then practise adding to sentences based on it, by selecting appropriate subordinate clause and additional information they want to include. Learners needing more guidance can select from multiple-choice options within sentences, e.g. *She was a little unhappy because:*
  - (a) *she felt excited,*
  - (b) *her parents were in Iran.*
- Learners read diagrams (e.g. a graph showing facts about population, a diagram showing how a thermometer works) and practise writing descriptions and definitions.
- Learners compare two texts (e.g. an information leaflet and an article from a tabloid newspaper) that include features such as contracted forms of the verb, noun phrases, complex modal phrases, and discuss the differences, using a checklist to identify which features occur in which type of text.
- Learners construct the next steps in an incomplete set of instructions, e.g. for saving a file on a word processor.
- Learners read a magazine article or personal narrative on a topic of interest. They discuss how effectively the feelings and emotions are conveyed in prose. They compare these texts with poems written on similar themes. Learners are encouraged to write poems around other themes or ideas of interest to them.

Sentence focus

Grammar and punctuation

Ws/E3

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 2 use correct basic grammar, e.g. *appropriate verb tense, subject–verb agreement*

*An adult will be expected to:*

- 3 use punctuation correctly, e.g. *capital letters, full stops, question marks, exclamation marks*

Component skill and knowledge and understanding

*Adults should learn to:*

- 2a use basic sentence grammar accurately
- know the form of and understand the concept expressed by a variety of tenses, in statement, negative and question form
  - know that the range/usage of tenses in English does not always correspond directly with the range in learners' other languages, e.g. in Chinese there are no verb changes to express the concept of time
  - understand that a verb and its subject must agree in terms of number and that the verb does not change in terms of gender
  - understand that the use of tenses or subject–verb agreement in written standard English is not always the same as those in spoken varieties of English, e.g. *He done it* (London variety of English), *I were right pleased* (Yorkshire variety of English)

- 3a use punctuation to aid clarity in relation to beginnings and ends of sentences

- understand that full stops and capital letters are sentence boundary markers
- recognise that English punctuation may be different from punctuation conventions in learners' other languages, e.g. in Farsi the comma is inverted before the beginning of the question, in addition to the question mark used after it
- understand how exclamation marks and question marks can affect meaning and act as the equivalent of intonation in spoken language, e.g. in *I got home at midnight!* the use of the exclamation mark implies this is late/unusual
- understand how punctuation varies with formality, e.g. use of exclamation marks in more informal texts, fewer requirements for accuracy in punctuation in e-mail than in letters

Example of application and level

Write sentences in a formal letter or piece of coursework using correct tense and subject–verb agreement.

Write a letter to a friend and to an employment agency, explaining the kind of job you are looking for, using different registers and punctuation conventions as appropriate.



*At this level, adults can:*

**write to communicate**

information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

### Sample activities

- Learners correct a text with errors in tenses and negative question forms, and then, in pairs, discuss their findings with another learner, giving reasons for their corrections.
  - Learners practise using correct basic grammar through a range of grammar practice activities, e.g.: gap-fill verbs in a text using appropriate tense and person, identify and correct errors with subject–verb agreement in a text, compare the use of tenses in English with tenses or other features to express time in their languages.
  - Learners listen to short dialogues including a range of varieties of English, and discuss how formation of tenses, subject–verb agreement, use of pronouns may differ from written standard English.
  - Learners read short excerpts from texts using regional varieties of spoken English: e.g. poems by Merle Collins, Benjamin Zephaniah, short stories by Olive Senior, Buchi Emecheta, Anita Desai. In small groups, learners discuss their meaning and write a standard English version of some of the sentences. They discuss the differences they can identify between spoken varieties and written standard form. They then discuss whether similar differences occur in their own languages.
- 
- Learners take short dictations with pauses to indicate sentence breaks.
  - In pairs, learners look at example sentences with exclamation marks and question marks and discuss the meaning.
  - Learners correct or add missing exclamation marks and question marks to incorrect versions of text, both paper-based and on screen.
  - Learners look at some formal and informal texts and list the differences in punctuation.

Word focus Spelling and handwriting Ww/E3

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 spell correctly common words and relevant key words for work and special interest

An adult will be expected to:

- 2 produce legible text

Component skill and knowledge and understanding

Adults should learn to:

- 1a apply knowledge of spelling to a wide range of common words and special-interest vocabulary

- develop knowledge of appropriate special-interest vocabulary
- develop awareness of the complexity of the sound-symbol relationship in English spelling, \* e.g. words with silent letters *knife, lamb*
- understand that some words are spelt the same but said differently (homograph), e.g. *read* (present) *read* (past)
- understand that some words sound the same but are spelt differently (homophones), e.g. *red, read*
- develop knowledge of common spelling patterns, e.g. *walk, talk, could, would*, silent *e* and, where appropriate to the learner, develop knowledge of rules that may help them analyse regularities
- build word families through addition of prefixes and suffixes, e.g. suffixes: with adjectives and adverbs (*-er, -est, -ful/ly*), and with nouns (*-ment, -ability, -ness, -er*); prefixes: *un-, dis-, re-, ir-*

- 1b apply knowledge of strategies to aid with spelling

- develop strategies for learning and remembering spelling which take into account the part played by the visual memory (what words look like) and the motor memory (the use of joined-up handwriting) as well as auditory memory (what words sound like) in accurate spelling
- develop understanding of the importance of personal learning style and of individual spelling strategies in learning to spell
- extend use of reference tools such as dictionaries, glossaries and spell-checks for checking spelling, while being aware of the limitations of these tools

- 2a recognise the importance of legible handwriting

- understand where it is most appropriate to word process, where to write by hand, and where either is appropriate
- recognise the situations where legible, correctly formed handwriting is important, and be aware of the impression that poorly formed handwriting gives
- develop strategies for improving own handwriting, i.e. consistency of direction and formation, spacing between words, size of letters, writing on the line

Example of application and level

Spell correctly key words relating to learner's own work, leisure, and study interests.

Use strategies such as Look Say Cover Write Check, mnemonics, sounding out the word phonetically, words within words, colour, splitting up words to highlight visual features, e.g. *r **ece** ive*, beating out syllables, to improve own spelling.

Handwrite an application form for a course or job, but word process the supporting statement.



At this level, adults can:

**write to communicate**

information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

### Sample activities

- Using a topic or context of interest to the learners, which requires specialised vocabulary (e.g. *education: subjects, options, level, exam boards, mocks*), learners practise using the vocabulary in a range of language development exercises, e.g. role play, gap filling, completing definitions.
- Learners compile personal dictionaries or vocabulary books.
- Learners develop knowledge of ICT vocabulary, linked to specific features, e.g. setting up an address book. Demonstrate how to set it up and ask learners to swap e-mail addresses and set up their own address books.
- Learners build up lists of common and relevant key words, grouping words in a variety of ways, e.g. words with silent letters, words which sound the same but are spelt differently, words with common spelling patterns.
- Learners identify patterns from language in texts, compare sentences, e.g. silent *e*: compare *I hope to see you there* with *I hop and jump when I dance*.
- Learners practise spelling with dictation, multiple-choice and gap-fill exercises.
- Learners discuss the meanings of prefixes and suffixes and compare with other languages. They identify groups of common prefixes and suffixes in texts, and develop exercises around them, e.g. *give the opposite meaning of comfortable*. Learners then write sentences giving positive and negative qualities of a person or place.
- Learners try out different strategies for improving spelling, e.g. keeping a personal vocabulary book, Look Say Cover Write Check, sounding words out phonetically, using mnemonics for words or parts of words. They work in pairs, preparing for a spelling test. After the test, they discuss which strategies work best for them as individuals and decide if they prefer visual, auditory or kinaesthetic strategies.
- Learners use the spell-checker to check accuracy of spelling and to help them identify the words and parts of words with which they have difficulties.
- Learners look at examples of writing, both handwritten and word processed, and discuss where it is appropriate to word process, where to write by hand, and where either is appropriate. They discuss the impression handwriting gives and occasions of particular importance, e.g. job applications. Learners compare with conventions in other cultures.
- Learners discuss examples of good and bad handwriting and identify why they are good or bad, e.g. inconsistency of direction, spacing. They analyse their own writing using the same criteria.
- Where needed, learners are given exercises to improve direction, consistency, etc.

## An example of an integrated activity

### Teaching focus: Writing

Wt/E3.1a recognise the process of planning and drafting when writing certain types of texts

- plan, understanding that the choice of how to organise writing depends on the purpose, audience and intended outcome of writing
- understand that there are different ways of planning ... but all involve getting, selecting and ordering ideas
- understand that generating ideas for writing, making decisions about what and how much to include, is part of the planning process
- identify appropriate register for task and audience, showing awareness of the main differences between spoken and written English
- integrate planning and drafting
- produce final legible version of text, word processed or handwritten, developing awareness of when material is ready for presentation

### Related skills

Rt/E3.1a understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph

Sc/E3.4c give an account/narrate events in the past

Sc/E3.3b ask questions to obtain personal or factual information

Lr/E3.2a listen for detail in narratives and explanations

### Context: Writing about personal experience for a class magazine or display

The context establishes a reason for writing, and an audience. The more realistic this is, the more powerful the motivation for writing: if Adult Learning Week is about to be celebrated locally, a display of work from local adult learners would be very relevant. However, even in groups that are unlikely to have such a public forum, the idea of a magazine or display is one which learners can respond to. This activity concentrates on accounts of personal experience, but a class magazine might well include a range of text types – local news stories, *A day in the life of ...*, puzzles, recipes ...

### Introduction

Introduce to the class the idea of producing something appropriate to their situation and to the facilities available. This could be a magazine for their own use or for wider circulation to families and friends, and in the institution where the class is held. Alternatively, this could be a wall display in the classroom or elsewhere in the building, perhaps for an open evening.

### The purpose, audience and outcome of writing

#### Preparation

Discuss with the class what kind of personal experiences make interesting reading. What do they enjoy reading in their own language? What makes a really interesting narrative in a book or film? Try to develop some criteria, e.g. a problem or setback, suspense, interesting characters, something unusual or unexpected.

### Reading for ideas

At this point, the teacher could provide some short personal accounts of experience from books or newspapers (there are some excellent little books written by ESOL learners and produced by ESOL schemes, which could provide ideas and inspiration). Learners read one or more, and discuss whether their criteria for interesting narratives have been met. Which did they prefer and why?

### Reading for language

Ask learners to re-read, this time noticing linguistic features of written narratives, and some of the differences between spoken and written English, e.g. longer and more complex sentences, choice of vocabulary, fewer contractions, sequencing devices. Some classes might identify these features themselves; others might need some cues, or a worksheet with specific tasks, e.g.:

- to draw attention to the higher proportion of complex sentences with subordinate clauses in written English, give tasks:
  - underline all the conjunctions, e.g. *because, when, although ...*
  - how many sentences are there? How many sentences contain a conjunction?
- to focus on spoken and written lexis, choose some words in the text and ask learners to give more colloquial synonyms, e.g. if the text included *obtain* and *companion*, give a task:
  - find words in the text with the same meaning as *get, mate*
- to focus on the use of contractions, give a task:
  - *the author writes, 'I have never seen anything so beautiful' – How do you think she would say that if she were telling the story to someone?*
- to work on sequencing devices, learners could mark them with a highlighter, or could cut up a text and put it back together in the right order.

These awareness-raising tasks are useful preparation for the learners' own writing.

### Generating ideas for writing

Ask learners to think about what they would choose to write about. Find some common categories such as *a journey, a vivid childhood memory, a major family event*.

Pairs/groups of learners tell one another what they will write about within their chosen category. The speaker responds to questions from their partner such as *How old were you? What happened next? Did anyone come and help you?* Such interaction makes learners more aware of what their audience needs to know and will be interested in. Monitor the discussion, paying particular attention to forms that will be needed in the written version, such as past simple.

### Planning and drafting

Having generated ideas, learners are now ready to begin planning and drafting their text. People writing about a similar category could work together. Learners make an outline of their account, selecting and ordering the events they want to describe, and write a first draft. Remind them of the linguistic features of written English noted earlier and encourage them to incorporate these into their own writing as appropriate, e.g. combining two short sentences into a longer one, using a less colloquial lexical item, writing out contractions in full.

## Moving from first to second draft

Work on the content of the draft. Pairs can exchange their drafts and give each other feedback on the content. Suggest they tell their partners two things they like about the account and one that could be improved in some way, e.g. *It was funny when your father broke the eggs. And I liked the description of your little brother. I'd like to know more about what the shopkeeper said.* This builds confidence and helps awareness of audience reaction to the writing. Alternatively, the teacher can read and comment in this way.

Work on the language in the draft. Using one or more of a range of ways to improve the language, e.g.:

- peer correction: pairs again exchange drafts, this time to monitor for accuracy and appropriateness of language;
- teacher correction: using a marking code for those errors which the learners should be able to correct themselves, e.g. T = tense error, Sp = spelling error, S = style (e.g. too colloquial);
- reformulation: the teacher reformulates those parts that the learner has found difficult to express;
- choose a learner's draft that has been successful in a particular way, e.g. using adjectives to give vivid details, and read out part of it to the class.

## Rewriting

Learners write a second draft incorporating the feedback on content and language. Further redrafting can be done if desired, until a final version is arrived at.

## Producing final legible version of text, word processed or handwritten

Teacher or learners organise publication/display.

## Communicative functions

At Entry 3, the grammatical forms given on the fold-out page opposite may be used to express a range of communicative functions and notions, e.g.:

- greet
- take leave
- give personal information
- introduce others
- ask for personal information
- describe self/others
- describe places and things
- ask for descriptions of people, places and things
- compare people, places, things
- make comparative questions
- narrate events in the past
- give factual accounts
- ask about past events
- express certainty about the future
- ask about future events
- express opinions about future possibilities
- express obligation
- offer help
- make arrangements
- make requests on the phone, in formal and informal situations
- make requests – ask someone to do something in formal and informal situations
- make requests – ask for directions
- respond to request for directions
- respond to request for instructions
- respond to request for an explanation
- make requests – ask for permission formally
- express feelings, likes and dislikes, with reasons, cause and effect
- ask about people's feelings, opinions, interests, wishes, hopes
- express views and opinions
- apologise in formal and informal situations
- explain and give reasons
- show contrast, cause, reason, purpose
- ask for clarification and explanation
- confirm information
- check back and ask for confirmation
- ask for advice and suggestions
- respond to suggestions
- respond to advice
- make suggestions and give advice
- suggest action with other people
- praise and compliment others
- complain
- warn and prohibit

## Strategies for independent learning

Learners should be encouraged to try the following:

### At home

- Go over work done in class, read it aloud, check understanding.
- Read practice dialogues to themselves, and try learning them by heart.
- Keep a new vocabulary book and try to learn five new words after each lesson.
- Tape lessons, or parts of lessons, and play them back at home.
- Listen to how people phrase things and try it themselves.
- Use self-access English-learning materials (books and tapes) at home for extra practice or revision. Consult their teacher about appropriate materials.
- Use the internet and navigate a range of sites, including chat rooms.

### Using the phone

- Rehearse what they are going to say before dialling, and think about possible questions and answers.
- Write down what they want to say, or the main points, before dialling.

### Using the media

- Try to watch TV using teletext, listen to the radio, read articles in newspapers and magazines and books in English every day, if only for a short time. Either ask English-speaking friends or relatives to explain words and phrases they do not understand, or look words up in a bilingual dictionary.

### Working with games

- Play board games, e.g. Monopoly, cards or language games with English-speaking friends or relatives.

### In the community

- Think of ways in which they can meet English-speaking people and use English as the medium of communication, e.g. join an adult education class, a club, committee (PTA, Local Residents Association), or a trade union.
- Voluntary work can give useful opportunities – learners could help in their children's school or contact the local Volunteer Bureau.

### Using libraries

- Join the local library and borrow audio books as well as ordinary books. If they have children, they should read with them, asking the children to read to them, as well as reading to the children.

 <p>Simple and compound sentences</p>	 <p>Simple, compound and complex sentences</p>	 <p>Simple, compound and complex sentences, with more than one subordinate clause</p>
<ul style="list-style-type: none"> <li>word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object)</li> </ul>	<ul style="list-style-type: none"> <li>variations in word order</li> <li>word order in complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>word order in sentences with more than one subordinate clause</li> </ul>
<ul style="list-style-type: none"> <li><i>there was/were/there is going to be</i></li> </ul>	<ul style="list-style-type: none"> <li><i>there has/have been</i></li> <li><i>there will be/there was going to be</i></li> </ul>	<ul style="list-style-type: none"> <li><i>there had been</i></li> </ul>
<ul style="list-style-type: none"> <li>clauses joined with conjunctions <i>and/but/or</i></li> <li>a limited range of common verbs + <i>-ing</i> form</li> <li>verb + infinitive with and without <i>to</i></li> </ul>	<ul style="list-style-type: none"> <li>complex sentences with one subordinate clause of either time, reason, result, condition or concession</li> <li>defining relative clauses using <i>who, which, that</i></li> <li>a range of verbs + <i>-ing</i> form</li> <li>verbs + infinitive, with and without <i>to</i></li> <li>infinitive to express purpose</li> </ul>	<ul style="list-style-type: none"> <li>a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i></li> <li>non-defining relative clauses</li> <li>defining relative clauses with <i>where</i> or <i>whose</i></li> <li>participial clauses to describe accompanying actions with <i>-ing</i></li> <li>clause as subject or object</li> </ul>
	<ul style="list-style-type: none"> <li>simple reported statements</li> </ul>	<ul style="list-style-type: none"> <li>reported speech with a range of tenses, including use of <i>would</i> and <i>had</i></li> </ul>
<ul style="list-style-type: none"> <li><i>wh-</i> questions</li> <li>comparative questions</li> <li>alternative questions</li> <li>question words <i>when, what time, how often, why, how</i> and expressions</li> </ul>	<ul style="list-style-type: none"> <li>a wide range of <i>wh-</i> questions</li> <li>simple embedded questions</li> <li>question words including <i>whose</i></li> </ul>	<ul style="list-style-type: none"> <li>a range of embedded questions using <i>if</i> and <i>whether</i></li> <li>reported questions with <i>if</i> and <i>whether</i></li> <li>use of <i>had</i> and <i>would</i> in reported questions</li> <li>reported requests</li> </ul>
<ul style="list-style-type: none"> <li>statements with question tags, using Entry 1 and 2 tenses</li> </ul>	<ul style="list-style-type: none"> <li>statements with question tags using Entry 3 tenses</li> </ul>	<ul style="list-style-type: none"> <li>statements with question tags using Level 1 tenses</li> </ul>
		<ul style="list-style-type: none"> <li>reported instructions</li> </ul>
<b>Noun phrase</b>		
<ul style="list-style-type: none"> <li>countable and uncountable nouns</li> <li>simple noun phrases</li> <li>object and reflexive pronouns</li> <li>determiners of quantity – <i>any, many</i>,</li> </ul>	<ul style="list-style-type: none"> <li>noun phrases with pre- and post-modification</li> <li>a range of determiners</li> </ul>	<ul style="list-style-type: none"> <li>more-complex noun phrases with pre- and post-modification</li> <li>word order of determiners</li> </ul>
<ul style="list-style-type: none"> <li>use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives</li> </ul>	<ul style="list-style-type: none"> <li>use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions</li> </ul>	<ul style="list-style-type: none"> <li>use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> </ul>
<ul style="list-style-type: none"> <li>possessive 's' and possessive pronouns</li> </ul>		<ul style="list-style-type: none"> <li>range of expressions to indicate possession</li> </ul>
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>		
<ul style="list-style-type: none"> <li>simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases</li> <li>simple past tense of regular and common irregular verbs with time markers such as <i>ago</i></li> <li>future time using: present continuous; use of time markers</li> </ul>	<ul style="list-style-type: none"> <li>no present perfect with: <i>since/for; ever/never; yet/already</i></li> <li><i>used to</i> for regular actions in the past</li> <li>past continuous</li> <li>future simple verb forms</li> </ul>	<ul style="list-style-type: none"> <li>present perfect continuous</li> <li>past perfect</li> <li>present and past simple passive</li> <li>use of <i>would</i> in conditional sentences</li> <li>causative use of <i>have</i> and <i>get</i></li> </ul>
<ul style="list-style-type: none"> <li>modals and forms with similar meaning: <i>must</i> to express obligation; <i>mustn't</i> to express prohibition; <i>have to, had to</i> to express need; <i>could</i> to make requests; <i>couldn't</i> to express impossibility</li> <li>use of simple modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>	<ul style="list-style-type: none"> <li>modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation; <i>might, may, will probably</i> to express possibility and probability in the future; <i>would/should</i> for advice; <i>need to</i> for obligation; <i>will definitely</i> to express certainty in the future; <i>May I?</i> asking for permission; <i>I'd rather</i> stating preference</li> </ul>	<ul style="list-style-type: none"> <li>modals: <i>ought</i> to express obligation; negative of <i>need</i> and <i>have to</i> to express absence of obligation; <i>would</i> to express hypotheses; use of forms, e.g. <i>be able to</i> to refer to future; <i>would like</i> + object, + infinitive, e.g. <i>would like you to</i></li> </ul>
<ul style="list-style-type: none"> <li>very common phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>common phrasal verbs and position of object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>a range of phrasal verbs</li> </ul>
<b>Adjectives</b>		
<ul style="list-style-type: none"> <li>adjectives and adjective word order</li> <li>comparatives, regular and common irregular forms</li> </ul>	<ul style="list-style-type: none"> <li>comparative and superlative adjectives</li> <li>comparative structures</li> </ul>	<ul style="list-style-type: none"> <li>comparisons, using <i>fewer</i> and <i>less</i></li> <li>collocation of adjective + preposition</li> </ul>
<b>Adverbs and prepositional phrases</b>		
<ul style="list-style-type: none"> <li>prepositions and prepositional phrases of place and time</li> </ul>	<ul style="list-style-type: none"> <li>wider range of prepositions and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>prepositions to express concession</li> <li>collocations of: verbs + prepositions; nouns + prepositions</li> </ul>
<ul style="list-style-type: none"> <li>adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including: sequencing: (<i>after that</i>); of time and place (<i>in the morning, at the bus stop</i>); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>)</li> <li>word order</li> <li>use of intensifiers, e.g. <i>really, quite, so</i></li> </ul>	<ul style="list-style-type: none"> <li>a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i></li> <li>more complex adverbial phrases of time, place, frequency, manner</li> <li>a range of intensifiers, including <i>too, enough</i></li> </ul>	<ul style="list-style-type: none"> <li>a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>comparative and superlative forms of adverbs</li> <li>a wide range of intensifiers</li> </ul>
<b>Discourse</b>		
<ul style="list-style-type: none"> <li>adverbs to indicate sequence – <i>first, finally</i></li> <li>use of substitution</li> <li>markers to structure spoken discourse</li> </ul>	<ul style="list-style-type: none"> <li>markers to indicate: addition, sequence, contrast</li> <li>markers to structure spoken discourse</li> <li>use of ellipsis in informal situations</li> <li>use of vague language</li> </ul>	<ul style="list-style-type: none"> <li>a range of discourse markers expressing: addition, cause and effect, contrast, sequence and time</li> <li>markers to structure spoken discourse</li> <li>use of ellipsis in informal speech and writing</li> </ul>

## Formality and informality in English

Using English properly entails appropriate choices in formality and the ESOL curriculum pays particular attention to these choices. The key features of informal and formal usage in English are:

### General

- Informal English is normally used in most face-to-face encounters or when communication is with somebody the speaker or writer knows well.
- Formal English is normally used for communication when relations are more unfamiliar.
- Features of formal English are normally found more frequently in writing; features of informal English are normally found more frequently in speech.
- The language choices indicated here are tendencies and are not fixed choices. In any language there is always a *continuum* from formal to informal and across speech and writing.

### Language features

The main characteristics of informal English include:

1. Discourse markers such as *anyway, well, right, now, OK, so*, which organise and link whole stretches of language.
2. Grammatical ellipsis: *Sounds good* (That sounds good); *Spoken to Jim today* (I've spoken to Jim today); *Nice idea* (That was a nice idea) in which subjects, main verbs and sometimes articles are omitted. The omissions assume the message can be understood by the recipient.
3. Purposefully vague language. This includes very frequent nouns such as *thing* and *stuff* and phrases such as *I think, I don't know, and all that, or so, sort of, whatever*, etc. which serve to approximate and to make statements less assertive.
4. Single words or short phrases which are used for responding. For example, *Absolutely, Exactly, I see*.
5. Frequent use of personal pronouns, especially *I* and *you* and *we*, often in a contracted form such as *I'd* or *we've*.
6. Modality is more commonly indicated by means of adjectives and adverbs such as *possibly, perhaps, certain* and modal phrases such as *be supposed to, be meant to, appear to, tend to*.
7. Clause structure which often consists of several clauses chained together. For example, *I'm sorry but I can't meet you tonight and the cat's ill which doesn't help but call me anyway*.

The main characteristics of formal English include:

1. Conjunctions and markers such as *accordingly, therefore, subsequently*, which organise logical and sequential links between clauses and sentences.
2. Complete sentences. For example: *The proposal sounds interesting; I have spoken to Jim today; That's a nice idea* are preferred to more elliptical forms.
3. Greater precision in choices of vocabulary and, in general, words with classical origins. For example, *fire* is more informal than *conflagration*; *home* is more informal than *domicile*.
4. Complete responses that always contain a main finite verb. For example, *I absolutely agree with what you say* is preferred to *Agreed*.
5. A greater use of nouns than either pronouns or verbs. *There are improvements in their technology* is preferred to *Their technology has improved*. *The installation will be free* is preferred to *They'll install it free*.
6. Modality is more commonly conveyed through the use of modal verbs such as *must, might, could, should*, etc.
7. Clause structure which can be simple or complex but which does not normally consist of clauses chained together. *I cannot meet you tonight because the cat is unfortunately unwell. However, please do call me anyway*.

# Level 1



You're late! I've been waiting for hours!

In the first exercise, you kneel on the floor, then lean back and hold your legs just above the ankles with each hand, keeping your arms straight. Then look up.

The second exercise involves you putting your hands and feet flat on the floor before arching your body as high in the air as possible.

URGENT FAX

TO: Phil Turner  
From: Goran Simcovic  
Fax No. 0173 984 215  
Re: Estimate for repairs  
No. of pages including this one 1 Date 21/10/01

Thank you for your letter of 9th July. We would like to accept your estimate for repair to our garage and would like you to proceed with the work a.s.a.p. Please ring to arrange a suitable time to pick up the keys.

Hi Sarah  
can't make the party on  
Saturday. Hope you get loads of  
prezzies!  
love  
Maria xxx

She's been working in Kingston but studying in Hounslow.

Is man destroying his environment? Many people are worried about the quality of the air, the water and the land around us. Are we doing enough to protect our planet? Is it too late to save it?

The growth of industry throughout the 20th century has caused a great deal of pollution, which is harming the world-wide environment. Research shows that the three main effects of pollution are: damage to the ozone layer, global warming and acid rain. In addition ...

Barometers are instruments which measure pressure.

### Issues that may affect the delivery of the curriculum at Level 1

- Learners' knowledge of grammar, written conventions and texts in their own language will be a useful basis for development and comparative work.
- The spoken competence of some learners may be considerably more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.
- The need for, and degree of, linguistic accuracy will be determined by the purpose of the interaction, e.g. accurate grammar and spelling in a letter of complaint.
- Learners should have the opportunity to hear a range of accents and a range of varieties of English and be able to apply listening skills face-to-face and when using the telephone.
- Speech can be delivered at average speed, and learners should be able to cope with a range of distractors, e.g. background noise, music, interruptions.
- At this level, learners can read a variety of text types and authors.
- Learners will be producing text independently for personal writing and formal and informal texts.
- Learners can expect guidance and modelling for extended writing, particularly for more complex text types or genres.
- Learners who are literate in other languages should be encouraged to use transferable skills.
- Learners will be aware of differences between varieties of spoken English and between those and written standard English. They will be able to use standard spoken and written English when appropriate.



An asterisk at the end of any skill or activity on these pages denotes an activity that is likely to prove difficult, or very difficult, for dyslexic learners. For further information on recognising dyslexia or teaching dyslexic learners, read *Access for All* (DfES, 2000), *Resource Pack for staff teaching basic skills to adults with learning difficulties and/or disabilities* (DfES, 2001), and *Dyslexia and the Bilingual Learner* (LLLU, 1997).

Speak to communicate

Sc/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 speak clearly in a way which suits the situation

Component skill and knowledge and understanding

Adults should learn to:

- 1a use stress and intonation, so that meaning is clearly understood
  - be able to place stress correctly in a range of multi-syllable words, and develop awareness of how the stressed syllable may be different in words from the same family
  - be able to select appropriate words to carry the stress in a sentence, and be able to vary the stress to change emphasis, e.g. in reciprocal questions and when correcting mistakes
  - be aware that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and be able to speak with reasonable speed and rhythm
  - be able to articulate between stressed and unstressed syllables, making clear the distinction between them
  - be aware of the role of intonation in indicating attitude and in helping to make meaning clear within discourse, and be able to use intonation to add meaning and interest in discourse

Example of application and level

*Economy; economic*  
*Information; informative*

- *Do you live in Lancaster Road?*
- *No, Lanchester Road.*
- *Where do you live?*
- *I live in Chapeltown. Where do you live?*

*I've been learning English for four years.*

*I feel so excited about it.*  
*And can you believe what happened next?*  
*Have you heard the news?*  
(spoken with exaggerated intonation)

- 1b articulate the sounds of English in connected speech
  - be aware of the tendency for sounds to assimilate or elide in connected speech, and be able to approximate this



### Sample activities

- Working in small groups, learners match a range of multi-syllable words (these could be linked by topic or a mixture of words that have been recently introduced in class) to domino cards (e.g. ) showing their stress pattern.

<i>scientist</i>	<i>consultant</i>	<i>bronchial</i>
<i>photograph</i>	<i>informative</i>	<i>scientific</i>
<i>consultation</i>	<i>bronchitis</i>	<i>economist</i>
<i>economy</i>	<i>information</i>	<i>photographer</i>

They practise saying the words with the correct stress pattern and notice where there are differences in words from the same family.

- Learners work with two different, short newspaper stories to read. Group A works in pairs and highlights the key message words, e.g. *A man has been arrested for an alleged attack on 80-year-old pensioner Mrs Jones.* Group B also works in pairs and highlights the key words in its text, e.g. *A woman has been charged for the attempted theft of jewellery worth £3,000.* Group As then send a 'telegram' of their story to Group Bs, who try to recreate it using the key words, e.g. *woman/charged/theft/jewellery/£3,000.*

Learners then work in pairs of As and Bs. They take it in turns to check orally their recreated story and pretend to mishear. They ask questions to check and correct each other's mistakes, e.g.:

- A. *A woman's been charged.*  
 B. *Did you say a man's been charged?*  
 A. *No, a woman's been charged.*  
 B. *Did you say she's been arrested?*  
 A. *No, she's been charged.*

Learners then practise and prepare a short news broadcast, which they can tape if they wish. They concentrate on trying to produce the stress, rhythm and speed of natural speech.

- Learners work in pairs and read a short dialogue. They mark the linkages and where they think sounds will assimilate or elide in connected speech, e.g.:
  - *Good morning Mrs Bajpai. How are you today?*
  - *Not too good, I'm afraid, doctor. My chest's been hurting again.*
  - *Let me listen. Breathe in. Now breathe out. Hmm. Not too good, Mrs Bajpai. I'm going to send you for some tests.*
- Learners then listen to a tape of the dialogue to check if they were right. They practise the dialogue in pairs taking both parts and trying to elide and assimilate the sounds they have marked.

At this level, adults can:

#### listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Speak to communicate

Sc/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**1c** use formal language and register  
where appropriate

- be aware of the need to adapt register according to the formality or seriousness of the situation, or the relationship between speakers

*Oh, sorry about that.*

*I'm really very, very sorry.*

*Can you give me a hand?*

*I wonder if you could possibly help me?*

- be aware of the way that emotion can be more marked in less formal situations, and of the role of stress and intonation in signalling emotion

*I felt so angry. I couldn't believe what he did.*

(spoken with exaggerated intonation)

(See also Lr/L1.2b, page 282.)

An adult will be expected to:

**2** make requests and ask  
questions to obtain  
information in familiar and  
unfamiliar contexts

**2a** make requests

- be able to:
  - (a) ask for something
  - (b) ask someone to do something
  - (c) ask permission  
using a range of modal verbs, e.g. *could*, *might* and other forms, e.g. *would you mind ... -ing?*
- be able to vary register in different situations and relationships
- be able to choose appropriate intonation to be, e.g. polite, assertive
- be able to introduce a request with a pre-request, choosing an appropriate form for the situation

*Is it OK to use this?*

*Would you mind passing me my book?*

*Could I possibly speak to the Principal?*

*You don't mind asking her, do you?*

*I'm really sorry to bother you , but ...*

*I wonder if I could ask you a favour?*



### Sample activities

- To analyse the importance of adapting register in the context of social interaction, learners begin by working in pairs, looking at a list of statements and questions and matching them to possible situations, e.g.:

*Oops, sorry!*

*I'm so sorry, how clumsy of me, are you all right?*

(a) A person steps lightly on a friend's toe on the bus.

(b) A person bumps into a stranger and spills his hot coffee all over him.

The whole group discuss their answers and give their reasons, stating how well they think the speakers know each other. Learners practise a range of intonation for the questions and statements and discuss whether this makes a difference to the formality and seriousness of the situations.

Learners role play formal and informal situations, varying the register. Role plays are videoed or recorded, and feedback is given on how effectively the learners conveyed formality and informality.

- Learners look at a range of requests and pick out the more informal ones, e.g.:

*I wonder if I could ask you a favour? I'm away next weekend and I'm worried about the cat. You couldn't possibly feed her on Saturday and Sunday, could you?*

*Please could you keep the noise down?*

*I'm really sorry to interrupt you, but would it be possible to leave half an hour early tomorrow? I've been asked to see my son's teacher at 4.30.*

*Can I borrow this?*

They identify the modal verbs *would* and *could* and the pre-requests, which signal a more formal or important request. They work in pairs and take it in turns to pick up prompt cards making requests and adjusting the register and intonation to suit the situation and type of request. The partner can agree or refuse the request appropriately, e.g.:

Ask your friend	(a) to lend you a pen.	(b) to lend you £20.
Ask your neighbour	(a) to keep an eye on your house while you are away.	(b) to mend their fence which has blown down.
Ask your teacher	(a) to explain a new word.	(b) if you can leave class ten minutes early.
Ask your boss	(a) if you can speak to him or her about a problem.	(b) to change your shift for next week.

At this level, adults can:

#### listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Speak to communicate

Sc/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**2b** ask for information

- use accurately verb forms appropriate to this level, e.g. present perfect/present perfect continuous, and present simple passive/past simple passive, in the question form
- form different types of question, including embedded questions and tag questions and choose which type of question best suits the situation
- use intonation appropriate for the question type
- be able to ask questions in a range of contexts, e.g.:

(a) ask for personal information

Ask for personal information in a formal or informal context, e.g.:

*What have you been up to lately?*

*What have you been doing since July?*

*You are coming, aren't you?*

(b) ask for descriptions

Ask for a description, e.g.:

*Do you know what he looks like?*

*Would you be able to describe her to me?*

*What's it made of?*

Ask for an explanation, e.g.:

*Would you mind telling us what happened?*

(c) ask about processes

Ask about a process, e.g.:

*How is it organised?*

*Can you explain how it works?*

(d) ask for definitions

Ask for definition, e.g.:

*How would you define X?*

*What's the meaning of ... ?*

(e) ask for comparison

(See also Lr/L1.1b, page 280.)



At this level, adults can:

**listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

**engage in discussion**

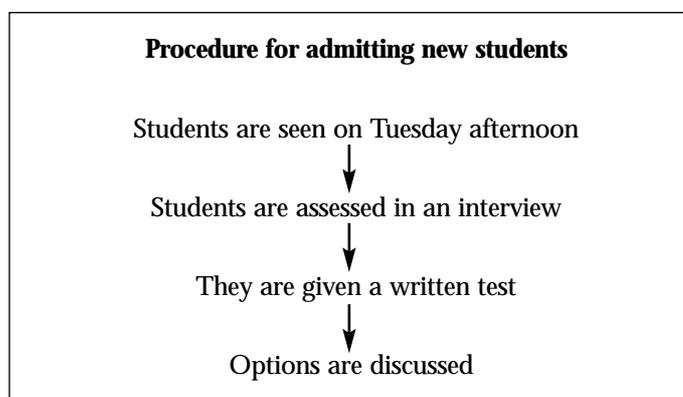
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Sample activities

- As a preamble to asking about and describing processes, learners listen to a tape of a college lecturer talking about her job, and then answer questions about her duties and responsibilities, e.g. *On Tuesday afternoon, after I finish teaching, I go back to room 12 and run a drop-in session for new students. It's quite a rush because there are normally anything between eight and twenty people waiting to see me, and they've all got to be given an interview, assessed ...*

Learners answer questions on whether verbs are in the active or passive and on the use of sequence markers. Learners are then shown a different way of talking about a person's job, using the passive, which focuses on the process or procedure rather than on the person. This is introduced with a flow chart diagram



Learners listen to the procedure being described, using the passive and sequence markers. They are then asked questions on the procedure, e.g. *How are new students admitted? How are they assessed?* and practise asking and answering questions about the process in pairs, using the flow chart. Learners are given a copy of the spoken text as reference. They practise or revise the construction of questions and statements, using the passive in detail with self-checking material and grammar reference texts, focusing on manipulating the verb *be*, irregular past participles and inverting the subject/object.

Learners practise asking and responding to questions about other common procedures they are familiar with, e.g. booking a computer in the study centre, borrowing books from the library, renting videos from a video shop.

As homework they are asked to think of, and to prepare a short presentation on, something their country is famous for producing (e.g. *India is famous for its mirror-work textiles*). At the same time, they are asked to revise, using the passive for asking about processes. In small groups, learners will have to talk about something their country produces and answer questions on the process.

Speak to communicate

Sc/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 express clearly statements of fact, explanations, instructions, accounts and descriptions

Component skill and knowledge and understanding

Adults should learn to:

- 3a express statements of fact
    - form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses
    - use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level, e.g.:
      - (a) past perfect
      - (b) articles and other determiners
      - (c) passive voice
      - (d) reported speech
    - make longer statements of fact, with appropriate intonation
    - be aware of the importance of rhythm in making longer statements comprehensible
- (See also Lr/L1.5a, page 286.)

Example of application and level

Give personal information, e.g.:

*I've been learning English for four years.*

*She's been working in Kingston, but studying in Hounslow.*

*I was brought up in the Philipines by my uncle.*

Report another speaker's words, e.g.:

*She said she'd help me.*

*We told them to come at 5.30.*

*He asked me if I could type.*



At this level, adults can:

**listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

**engage in discussion**

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Sample activities

- Learners work in two groups. Both know that there was a burglary at 10.30pm yesterday. Group A are police officers, who plan a list of questions to ask suspects about where they were and what they were doing at that time. Group B are suspects, who work out their alibi for the time of the crime.

Each police officer must then interview at least two suspects and ask them questions about their alibi. Suspects reply, using full sentences or shorter forms common in spoken language, e.g.:

- *Where were you last night, Sir?*
- *At home.*
- *What were you doing?*
- *I was watching TV all evening.*

Police officers compare information and report what the suspects told them, e.g.

*He said he'd been ...*

Suspects also compare notes, e.g.:

*She asked me if I had any witnesses.*

Police officers then decide which suspect is guilty and give reasons, e.g.:

*He said he'd been watching TV, but couldn't say what was on.*

Speak to communicate

Sc/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**3b** give factual accounts

- use grammatical forms suitable for the level in order to, e.g.:

(a) define (use defining relative clause, passive with *to* or *for*)

Give a definition, e.g.:

*Barometers are instruments that measure pressure.*

*They are used to measure . . .*

*They are used for measuring . . .*

(b) classify (use quantifiers)

Classify, e.g.:

*Mangoes are types of fruit. There are many varieties in India.*

(c) describe a process (use passive)

Describe a process, e.g.:

*First, you put the couscous in a pan and steam it. After about ten minutes . . .*

*Bread is made from flour. First, the flour is mixed with water and yeast, and then . . .*

(d) generalise (use articles, including zero article)

Generalise and give examples, e.g.:

*Sport is not generally dangerous, but some sports are dangerous, for example motor racing.*

(e) give examples

- sequence the above coherently in a verbal report, using discourse markers as appropriate

- form questions to check that the listener has understood, and ask for confirmation

(See also Lr/L1.5a, page 286.)

*Is that clear?*

*Are you sure you understand?*

*You do understand, don't you?*



### Sample activities

- As a way of practising giving definitions (using a defining relative clause) and vocabulary they have recently learnt, learners play an information-gap game: in small groups, they take it in turns to give a definition of a person or thing written on a set of cue cards, without saying the actual word; the others have to guess what is being defined. For example, a learner who picks up a card with the word *archaeologist* on it says, *This is a person who is interested in the past, who digs up ancient cities ...* The learner who guesses correctly keeps the card. The learner with most cards at the end wins the game.

At this level, adults can:

#### **listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### **speak to communicate**

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### **engage in discussion**

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Speak to communicate

Sc/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**3c** narrate events in the past

- use a range of narrative tenses, including past perfect, to give precise information about past time
- understand that there is a usual structure for an anecdote or narrative (e.g. set the scene, describe sequence of events, express own reaction) and be able to organise a narrative accordingly
- be able to indicate contrast, reason, purpose, consequence and result, using discourse markers, subordinate clauses, etc.
- be aware of the role of pitch and intonation in maintaining the interest of listeners, e.g. raised pitch to introduce a new idea, rising intonation to indicate that the topic is not finished

(See also Lr/L1.5a, page 286.)

*My train has been cancelled again, because of the weather.*

*It still wasn't cold, even though it had rained all night.*

*I'm sure he's going to be late, so I think we should start without him.*

**3d** give explanations and instructions

- recognise when an explanation or instruction is required, and be able to respond with appropriate register
- give minimal or longer responses, with grammatical accuracy
- be able to express:
  - (a) obligation
  - (b) cause and effect
  - (c) purpose
- recognise when an explanation or instruction is required, and be able to respond with appropriate register
- be able to highlight new or important information, through the use of stress, intonation and pausing, or through reiteration

(See also Lr/L1.5a, page 286.)

*– Sorry to bother you, but I missed the class last week. Can you explain what I'm supposed to do?*

*– OK, well, we have to write a report on ... and then ...*



At this level, adults can:

### listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

### speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

### engage in discussion

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in formal exchanges connected with education, training, work and social roles

## Sample activities

- To establish the sequence of events, learners listen to a short narrative in the past, which recounts an embarrassing incident. They then work in pairs with a written version of the story cut into sense units, and label the parts of the story: setting the scene, describing the sequence of events, expressing own reaction, concluding.

They listen again and notice and try to mark the places where the speaker's intonation rises, indicating that the topic is not finished, e.g.:

*I was on holiday in Prague and it was my first day there. Suddenly, this rather dodgy-looking man standing by my seat said something to me in Czech and held out something in his hand.*

Learners think of an embarrassing/awkward situation in which they have been involved and work individually to plan and sequence the story. In small groups, they tell each other their stories.

- Learners listen to a taped conversation in which someone gives instructions to a friend about looking after their house while they are away. In pairs, they predict things that may be mentioned and tick the ones they hear, e.g. *key, cat, windows, lights, houseplants, rubbish, central heating, money, mail, garden*. Learners listen again and note the instruction given for each thing mentioned, e.g. *feed cat once a day + check water*. They notice the way key words are stressed.

As a class, they practise in chorus, giving instructions for each thing mentioned, using stress and intonation to highlight key information, e.g. *Feed the cat once a day. Check there's water in the dish*. In pairs, they take it in turns to practise giving instructions from their notes.

Learners make notes about how to look after their own house. In pairs, they take it in turns to give instructions. Their partner repeats the instruction to check that they have understood correctly.

Speak to communicate

Sc/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

3e describe and compare

- be able to enrich a noun phrase with both pre-modification and post-modification, e.g. participle phrases
  
- be able to make comparisons, using regular and irregular comparative forms, including *fewer* and *less*
  
- be able to incorporate descriptions into various types of discourse, e.g. narrative, discussion, and to indicate what is fact and what is opinion

Describe people, e.g.:

*The nicest person in my office is Jane, the manager's PA.*

*A man wearing dark glasses and trainers ran across the road.*

Describe and compare places, e.g.:

*Kuala Lumpur has grown enormously in the last decade.*

*People here drive much faster and with a lot less care than in my country.*

Describe things, e.g.:

– *We're taking a short break at a spa.*

– *What's that?*

– *It's a place where there is a spring of mineral water which is supposed to be good for your health.*

An adult will be expected to:

4 present information and ideas in a logical sequence and include detail and develop ideas where appropriate

4a present information and ideas in a logical sequence

- be aware of the fact that ideas and information can be sequenced in different ways, e.g. chronologically or with the most important idea first
  
- understand that the conventional way to sequence information can vary across cultures
  
- be able to use discourse markers indicating sequence, and verb forms, such as past perfect, which help to indicate sequence



### Sample activities

- In pairs, learners look at two estate agents' descriptions of houses, and compare them. They complete a chart comparing features: number of rooms, size of rooms, garden, price, near transport, etc. They then discuss the differences and similarities and also give their opinion, e.g.: *They're both good for public transport. This one's got more bedrooms, but the living room's smaller. This one looks nicer and it's got a larger garden.*

In pairs, learners compare a variety of house descriptions and choose the most suitable one for different prospective tenants, e.g. *a young couple with a new baby and not much money, a family with two teenagers and a grandmother living with them, two brothers and their wives.*

In small groups, they discuss their choices and give reasons, e.g.:

- *This one's best for the young couple because it's the cheapest; it looks prettier than the others too.*
- *No, this one would be better because it's nearer public transport and it's got a little garden.*
- *This one's best for the two brothers, because it's got two bathrooms and more bedrooms. It's more expensive than the others, but it's the most suitable as it's got more space.*
- As a possible extension activity, learners choose the house or flat they would like to rent and give their reasons.

- As a way of analysing how information can be sequenced in different ways, learners watch two short video excerpts, one of a chronologically sequenced narrative (e.g. the news report of an event), the other of a non-chronological account (e.g. a description of a custom or tradition). Key features of each type are discussed, e.g. events are usually recounted in chronological order, using past tense and adverbial phrases of time, whereas non-chronological texts will set out ideas in the order judged to be of greatest importance or interest by the speaker. A checklist is elicited of the key features.

In small groups, learners are asked to prepare a short talk on either the life of a famous man or woman they admire or life in Britain in the 21st century. They are encouraged to research their chosen topic using reference material, the internet, etc. and to interview other learners. Each group prepares their talk, and each member rehearses it. One person is then asked to give their group's talk. Learners discuss the presentations.

Learners discuss the cultural conventions that influence the ordering of information, e.g. some cultures may put the most important idea or point at the end, rather than at the beginning, deeming the preamble an important build-up. Learners discuss the practical application of these observations, e.g. when asked open questions at an interview, when complaining.

At this level, adults can:

#### listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Speak to communicate

Sc/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**4b** include detail and develop ideas  
where appropriate

- be able to elaborate on statements, e.g. by giving reasons, contrasting ideas, etc., using discourse markers and subordinate clauses

*I was ill; that's why I didn't come.*

*I didn't think you would miss me ...*



*At this level, adults can:*

**listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

**engage in discussion**

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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Sample activities

- Learners work in small groups using a snakes and ladders board, a dice, coloured counters, and a set of snakes and ladders cards.

Sample situation cards

There is no milk for breakfast. Try to persuade someone in the house to go out and buy some.

You left your bag on the bus this morning. Telephone to report it missing.

Your 13-year-old son has a temperature. Phone the school to say he'll be away.

Someone's bag is on an empty seat on the bus. You want to sit down.

The ticket inspector gets on the bus, but you can't find your ticket.

You ordered some towels by mail order, but they haven't arrived. Phone to enquire what's happened.

Your daughter's school is closed today. Ask your friend to look after her for the morning.

You are twenty minutes late for class. Explain why.

The first player throws the dice and moves his or her coloured counter the requisite number of squares on the board. If a player lands on a snake or a ladder, he or she picks up a card and reads it to the group. The player must make a response which the rest of the group thinks is appropriate to the situation and give reasons or elaborate as necessary. If the response is acceptable to the group, the player can either avoid going down a ladder or move up a snake as appropriate. The winner is the first one to reach the end.

- As a variation, learners work without a board and take it in turns to pick up a situation card and respond. Learners can also write their own situation cards for other groups.\*

Engage in discussion

Sd/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 follow and contribute to discussions on a range of straightforward topics

Component skill and knowledge and understanding

Adults should learn to:

- 1a take part in social interaction
  - be aware of how register changes depending on the relationship between speakers in social interaction, e.g. when:
    - (a) introducing people
    - (b) taking leave
    - (c) inviting
    - (d) accepting or refusing invitations
  - and be able to choose the register suitable for the occasion

Example of application and level

Introduce people

*I'd like to introduce you to . . .*

*Have you been introduced?*

(more formal)

*Do you know each other?*

*Anna, meet Rachid.*

*Rachid, Anna.*

(more informal)

Take leave, e.g.:

*Well, take care.*

*Hope to see you soon.*

(more informal)

*It was very nice to have met you.*

(more formal)

- 1b take part in more formal interactions

- be able to initiate and follow through a more stressful kind of interaction, e.g. a complaint
- be able to respond in a range of situations, e.g. by giving a warning or apology
- use intensifiers and appropriate intonation to increase the impact of a warning or apology

*Sorry I'm late, but . . .*

*You must be very, very careful when you use this machine.*

*Oh, I'm so sorry.*



At this level, adults can:

**listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

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**engage in discussion**

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Sample activities

- Learners work in pairs and discuss introductions/leave takings which would be appropriate to use with: their boss, their teacher, the dentist, the principal of the college, the mother of a friend, a new neighbour, their child's teacher, a new student in the class. For example: *May I introduce you to my husband? Hi, this is my sister Samina. Have you been introduced? Hello, this is my daughter Sofia. Do you two know each other? Bye. It's been nice meeting you. Take care. See you soon. It was lovely to meet you. Cheerio.*

Learners work in small groups and practise accepting/refusing invitations in a register suitable for the occasion. Working clockwise, they take it in turns to pick up prompt cards and invite. The next person must accept/reject in the same register, e.g.:

- *Good morning, Mrs Shah. Would you like to join us for a coffee?*
- *Thank you. I'd love to.*

Sample prompt cards

- Introduce yourself to a new neighbour and invite them in for a cup of tea.
  - Invite your teacher to a party.
  - Invite a classmate to go swimming after class.
  - Invite a friend to your birthday party.
  - Invite a neighbour to come to a meeting about public transport in the area.
- Learners work from sample prompt cards, e.g. introduce yourself to the doctor's receptionist or to your child's teacher:
    - *Good morning. I'm Mrs Hassan, Asif's mother.*
    - *Good morning, Mrs Hassan. I'm Miss Gibson, his teacher. Do sit down, please.*

Engage in discussion

Sd/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

- 1c express likes, dislikes, feelings, hopes, etc.
  - know a wide range of vocabulary for expressing feelings, and be able to express feelings with register appropriate to the relationship between speakers
  - be able to indicate degree of feeling, liking or disliking, through the use of intonation and pitch
  - be able to express positive feelings, e.g. when praising and complimenting others
  - be able to use exaggeration as appropriate in informal situations

*I feel very annoyed with them.*

*I'm really fed up with them.*

*I can't stand it.*

*I really enjoyed that talk.*

*You must be very proud of him.*

*It took ages.*

An adult will be expected to:

- 2 make contributions relevant to the situation and the subject

2a express views and opinions

- be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion, e.g.:
  - (a) obligation
  - (b) possibility and probability
  - (c) hypothetical meaning
- using grammar suitable for the level
- be able to elaborate on and justify an opinion, with examples as appropriate  
(See also Lr/L1.6c, page 290.)

Express obligation, e.g.:

*I really feel that he ought to see a doctor.*

Express possibility, e.g.:

*I do think that, if you ring him, he'll be OK about it.*

Express hypothetical meaning, e.g.:

*I honestly believe that, if they had enough money, they'd go.*



### Sample activities

- Learners work in small groups and sort a set of feelings cards into positive and negative and according to intensity, e.g. *love, loathe, dislike, enjoy, can't stand, enjoy, disappointed, furious, like, annoyed, adore, delighted, irritated, detest, pleased*.

#### Negative

#### Positive

*Detest/loathe/can't stand* → *enjoy/love/delighted/adore*

Learners listen to the teacher say one thing, but indicate the opposite using pitch and intonation, e.g. *I'm delighted* with falling intonation rather than rising on the stressed syllable or *I hated it* with rising intonation on the stressed syllable rather than falling.

Learners practise in chorus and individually, indicating intensity of feeling through the use of pitch and intonation, e.g.:

– *How do you feel?*

– *I'm furious/delighted/disappointed.*

Learners discuss how to intensify the expression of feelings and list a variety of intensifiers, e.g. *very/a bit/rather/really/quite*. They work in pairs to match them with words to express feelings, e.g. *really love/loathe/dislike/enjoy/can't stand/like/adore/detest; quite + rather like/enjoy; very annoyed/pleased/fed up; a bit fed up/annoyed/irritated/disappointed*.

Learners practise in chorus and exaggerate the intonation to make the degree of intensity very clear using pitch and intonation.

- Working in threes, learners take it in turns to pick up a prompt card and ask about feelings. The third learner must express the opposite feeling.

- In pairs, learners look at a problem page from a magazine and list the problems mentioned and solutions suggested, e.g.:

Problem	Suggested solution
Feels very tired all the time.	Don't do everything yourself.

In small groups, they discuss the suggested solutions and give their views and opinions about what the person should do in each case, e.g. *I think she should see her doctor. She ought to get her husband to help with the housework.*

Learners then comment on the possible consequences of each suggestion, e.g. *If she sees her doctor, he'll check there's nothing wrong with her. If she asks her husband to help, he'll be sympathetic. I don't agree, I think he'd be angry.*

Still working in small groups, the learners take it in turns to pick up a prompt card and describe the problem to the group. Each learner gives their view about the best way to tackle the problem. The group discuss the probable consequences of each suggestion.

- As a possible extension, learners write their own problems and pass them to the next group to discuss.\*

At this level, adults can:

#### listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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Engage in discussion

Sd/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**2b** give advice, persuade, warn, etc.

– understand the concerns expressed by another person and be able to:

(a) make suggestions

(b) make recommendations

(c) give advice

(d) persuade

(e) warn

– as appropriate, using grammatical forms suitable for the level

– be able to express concepts such as obligation and negative obligation, using verb forms such as *need* and *have to*

– understand that it is very common to follow up advice or recommendations, e.g. by a reason or explanation

– be able to respond when given advice, by:

(a) accepting willingly

(b) accepting reluctantly

(c) rejecting politely

(d) expressing doubt or surprise

– be able to choose the appropriate register for the situation

Make recommendations, e.g.:

*I'd buy the other gloves; they're warmer.*

Give advice, e.g.:

*You ought to go to the dentist. It'd help your toothache.*

Persuade, e.g.:

*Oh, go on.*  
(informal)

*Would it be possible for you to reconsider?*  
(formal)

Give a warning, e.g.:

*If you don't pay for a ticket, you might get a fine.*

*You ought to go.*

*You don't have to go.*

*You needn't worry.*

*If I were you, I'd . . .*

*Yes, that's a good idea.*

*Mm, I suppose you're right.*

*Well, it's an idea, but I don't think it'll work.*

*Really? Do you think so?*



### Sample activities

- Learners read or listen to a range of comments and decide if the speaker is advising/warning/recommending/persuading. They try to identify the context, e.g.:  
*Take these twice a day after meals and try to rest as much as you can.* (doctor to patient)  
*If you do that again, you're going straight to your room.* (parent to child)  
*Try to guess what the word means before you look it up in your dictionary.* (teacher to student)  
*Oh let's see this film. It looks really funny.* (friend to friend)
- Learners work in small groups and take it in turns to pick up a prompt card and outline the problem. The other learners make suggestions/make recommendations/give advice and follow up with a reason or explanation. The first learner must choose one suggestion and reject the others, giving reasons.

At this level, adults can:

#### listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Engage in discussion

Sd/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

2c plan action with other people

- be able to negotiate a plan with other speakers
- use appropriate language to:
  - (a) contrast ideas
  - (b) summarise
  - (c) make suggestions

*We could ... , but, on the other hand, maybe it's a good idea to ...*

*So, Ali wants to ... And Jo thinks we should ...*

*Shall we ... ?*

An adult will be expected to:

3 respect the turn-taking rights of others during discussions

3a involve other people in a discussion

- be able to involve other speakers in a discussion by asking about feelings, opinions, interests, wishes, hopes
- be able to ask for advice and suggestions
- be able to use non-verbal signalling, as well as suitable phrases, to invite another person to speak

*Where do you stand on ... ?*

*What's your honest opinion?*

*What do you think is the right thing to do?*



### Sample activities

- Learners work together to negotiate and plan a class trip or end-of-term outing. They first discuss different ways of making suggestions, e.g.:

*We could ...*

*Maybe/perhaps we could ...*

*We should definitely ...*

*We must ...*

*We ought to ...*

They establish which are tentative and which are very strong suggestions and practise in chorus, changing the position of the stress and discussing the effect of this, e.g.:

*We could go to the zoo/Maybe we could go to the zoo.*

*We should definitely have a party/Perhaps we could have a party.*

Learners discuss different ways of agreeing, half-agreeing and disagreeing. They practise these in chorus, e.g.:

*It's a good idea, but ...*

*It sounds nice, but ..*

*That's a good idea.*

*That sounds lovely.*

*I'm not sure about that.*

In small groups, learners decide on a plan. They then regroup and each person outlines their original group's plan to the new group. The plans are discussed again in the new group and learners make suggestions. They choose a spokesperson to summarise their views to the whole class.

- Learners suggest ways of inviting someone else to contribute to a discussion, e.g.:

*What do you think?*

*What's your view/opinion?*

*How do you see it?*

They also discuss how body language can be used (e.g. make eye contact to invite someone to speak, nod at someone to invite a contribution) and which of these are cross-cultural.

- In small groups, learners play the *Desert Island Survival* game. They have to discuss and agree ten things they would need to help them survive. Each group then reports back to the whole class, which continues to discuss and has to decide ten items as a group.
- As a possible variation, learners are given a list of things they can take from which they have to choose 10, e.g. needle and thread, knife, sheet, compass, axe, plastic boxes, cigarette lighter, fishing rod, parachute, pen and paper, watch, salt, spade, etc.\*  
The game can also be played with learners having to discuss and agree the three most important things in life, e.g. health, money, family, God, love, friends, fame, work. They choose, regroup and report back to the whole class for further discussion.\*

At this level, adults can:

#### listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Engage in discussion

Sd/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 use appropriate phrases for interruption

Component skill and knowledge and  
understanding

Adults should learn to:

- 4a use appropriate phrases for interruption
  - know when it may be considered acceptable to interrupt, and understand that the acceptability of interrupting can vary across cultures
  - understand that the way interrupting can be done will depend on the size of the gathering as well as on the formality of the situation
  - have strategies for dealing with unwelcome interruptions

Example of application and level

*Can I come in here?*

*Sorry to interrupt, but ...*

*Anyway, as I was saying ...*



At this level, adults can:

**listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

**engage in discussion**

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Sample activities

- Learners work in small groups and discuss how easy and or acceptable it would be to interrupt in the following contexts:
  - Two people are talking at a bus stop. You want to know the time of the next bus.
  - Your teacher is explaining something, but you don't understand.
  - You are at a public meeting and the mayor is talking. You want to ask a question.
  - Your friend is telling you a story and it reminds you of something similar that happened to you.
  - You are working in a small group in class and you don't agree with what someone says.

Learners discuss cross-cultural variations in the acceptability of interrupting.

They then work as a class and suggest different ways of interrupting and discuss their appropriateness in different contexts. They practise repeating in chorus and individually using stress and intonation to sound polite, e.g.:

*Excuse me.*

*Can I come in/interrupt here?*

*I'm sorry to interrupt, but ...*

*Could I possibly interrupt here?*

*I hope you don't mind me interrupting, but ...*

*Could I make a point here?*

- Learners work in small groups with a set of topic cards, e.g. public transport, tattoos, smoking in restaurants, the best way to learn English. Each learner has five interruption cards specifying contexts with different levels of formality, e.g. a public meeting, your friend at home, your child's headmistress at a parents' meeting, your teacher in class. The winner is the first person to use all their interruption cards.

The first person picks up a topic card and begins talking. Other learners must interrupt by putting down one of their interruption cards and matching their choice of language to the context on the interruption card. The rest of the group can challenge if they feel the interruption is rude or inappropriate. If there is no challenge, the learner must continue talking on the same topic until interrupted. They can pick up a new topic card when a topic is exhausted.

## Listen and respond

## Lr/L1

### Basic Skills Standards level descriptor

An adult will be expected to:

- 1 listen for and identify relevant information from explanations and presentations on a range of straightforward topics

### Component skill and knowledge and understanding

Adults should learn to:

- 1a extract information from texts of varying length, e.g. on radio, TV or presentations

- be able to identify key words and phrases within a given context

- be able to guess the meaning of unknown words by understanding the gist of the context as a whole and by understanding the meaning of adjacent words

- be able to identify the main ideas in a given text

- 1b extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond

- understand that relevance of information will depend on listening purpose, context or task

- be aware that key information can be expressed in a variety of ways

- be able to use a range of markers to indicate that they are listening, (e.g. *I see, oh*) as well as more positive response markers, (e.g. *absolutely, exactly*)

(See also Sc/L1.2b, page 258.)

### Example of application and level

Identify key words in the context of law and order (e.g. *capital punishment, accused, bail, get off lightly, prosecutions*):

*In my presentation today I am going to describe and compare the system of law and order in this country with the system in my country, Thailand. In particular, I will look at the different attitudes to capital punishment, drug-trafficking, terrorism, and how the accused are treated before they are prosecuted.*

Guess the meaning of unknown words in a text, e.g.:

– *You're a percussionist, so what do you play?*

– *Percussion actually covers 600 and over 650 instruments and ... um ... I actually try to play as many as I can but I think even in my lifetime ... erm ... I don't think I would be able to come across them all, because there are so many and they come from different parts of the world ... um ... but basically I play what is called tuned percussion and that really entails xylophone, marimba – which is like a xylophone except lower in pitch – um ... and then you've got the timpani or kettle drums and a vast amount of other drums.*



### Sample activities

- Learners discuss courtroom scenes they have seen in television dramas and in which countries they took place. They then examine a picture of a courtroom and list three ways in which it is similar and three ways in which it is different from their countries, in order to identify key words and phrases with the context. Learners feed back to the whole group. Then, before listening to a talk focusing on similarities and differences in the systems of law and order in two countries, learners predict what those differences might be. Comprehension questions while listening will direct learners' attention to key words, e.g. *Listen to the tape and note four aspects of the legal systems which the speaker compares*. Later learners listen for the markers which lead up to the key words, e.g. *In particular, I will look at ...* when the tape is replayed.
  - In order to guess the meaning of unknown words in a tape about musical instruments, groups of learners study pictures of various musical instruments and put them into categories. They then explain and try to name the categories. Next they look at a picture of Evelyn Glennie, the person speaking about her profession in the example opposite. Learners listen for the name of the profession and the description of what instruments she plays. When learners have found the new word, they listen again to focus attention on the markers which lead up to the definition, *basically I play ...*
  - Learners consider the overall topic of the spoken text they are about to hear and in pairs discuss four to six points that might be covered in the recording, in order to practise identifying the main ideas in a text about a news broadcast, personal narrative or a discussion. While listening, learners note down the main points as they hear them and compare notes with other learners about their predictions. Learners then fill in a table identifying the main points.
- 
- Learners listen to three people talking about a young man who is in trouble with the police for joy riding: a parent, a teacher, a probation officer. All three give their views of the young man – his behaviour, his attitude to authority, his sense of responsibility. Learners are asked to listen for these specific points and note how each person expresses their views. Learners compare the differences and similarities and give reasons for them.

At this level, adults can:

#### listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

## Listen and respond

## Lr/L1

### Basic Skills Standards level descriptor

An adult will be expected to:

- 2 listen for and understand explanations, instructions and narratives on different topics in a range of contexts

### Component skill and knowledge and understanding

Adults should learn to:

- 2a listen to an explanation or narrative
  - recognise context and be aware that it is not always necessary to understand every word in order to do so
  - be aware that explanations, narratives and instructions often follow predictable patterns, and use this understanding to predict content

### Example of application and level

Note the discourse structure of an anecdote, e.g.:

- establish location and key players
- describe events in sequence
- end with 'punch line' or narrator's reaction

- 2b listen and respond, adapting to speaker, medium and context

- understand that the same idea can be expressed in different ways, depending on the level of formality and/or relationship between speakers
- recognise the level of formality, using knowledge of the context and by listening to the speaker's use of register, and be able to respond appropriately
- use clues of intonation and body language to understand the speaker's attitude to the narrative, and be able to respond appropriately

(See also Sc/L1.1c, page 256.)

Identify differences in register between the following pairs of utterances:

*I don't want to go tomorrow. How about next week?*

*Could we reconsider the date?*

*You're late! I've been waiting for hours.*

*Did you have problems with the train?*

- 2c understand spoken instructions\*

- respond to detail in instructions, especially through understanding prepositional phrases
- understand the order of a set of instructions, by using a variety of sequence markers, e.g. *before/after ... -ing*

*In the first exercise, you kneel on the floor, then lean back and hold your legs just above the ankles with each hand, keeping your arms straight. Then look up.*

*The second exercise involves you putting your hands and feet flat on the floor before arching your body as high in the air as possible.*



### Sample activities

- To develop awareness of predictable patterns in explanations, narratives and instructions, groups of three learners study slips with a written version of one type of oral interaction, an anecdote. The learners put the conversation into a logical order, then compare their order with another group. The class then suggest possible headings for the stages of the discourse, in this case an anecdote, then decide whether these stages are typical in all anecdotes. Learners then listen to the recorded anecdote and compare the stages with their predictions.
- Learners are asked to imagine that a friend is going to tell them a story about winning a competition. How might the story start? What is he likely to include? How might he end? What further questions might there be from listeners and how might he respond? Suggestions are put on the board. Learners then listen to the tape and check their predictions.

- In order to develop understanding of how formality and/or the relationship between speakers can affect language, learners consider two contrasting utterances side by side on the board and answer *Are the speakers friends or strangers? Why do you think this?* Learners then listen to another utterance and decide which column it should go in on the board. After a number of utterances have been put up, learners discuss what is similar about the informal utterances, in terms of choice of vocabulary, sentence structure, etc., e.g.:

*I don't want to go tomorrow. How about next week?*

*I'd rather not go tomorrow. Would next week be more convenient?*

- To practise understanding sequence markers, learners listen to a set of instructions for yoga exercises, identifying the sequence markers in the instructions, by completing a gap-fill. Learners listen again and look at five pictures illustrating each of the exercises and number the exercises.

*At this level, adults can:*

#### **listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### **speak to communicate**

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### **engage in discussion**

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Listen and respond

Lr/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

2d listen for grammatical detail

- identify key grammatical features appropriate for the level, e.g. continuous forms (such as present perfect continuous), conditional forms
- be aware that noticing grammatical features can help in identifying register, e.g. a more formal text may have more passive constructions or relative pronouns
- be aware of how grammar affects meaning, e.g. use of passive indicates emphasis is on the action rather than the person performing the act
- understand that listening to and focusing on grammar can help them to be more accurate in their own speech

Note the use of passives and relative pronouns in a TV news item, e.g.:

*The future of the Millennium Dome was thrown into chaos again last night after ministers abandoned plans to turn it into a business park and invited new bids for the site. Downing Street said 70 companies had expressed interest in buying the Dome. Among new bidders will be Pierre-Yves Gerbeau, who wants to re-open it as a visitor centre.*

2e listen for phonological detail\*

- understand that English has a stress-timed rhythm and that there are a number of ways in which an unstressed vowel can be indicated, e.g. the schwa, elision
- understand that identifying stress within a word can aid recognition of the word, and know that stress can vary in words of the same family
- be aware of how stress can vary in sentences and how this can change meaning
- recognise how intonation, pitch and stress can indicate attitude
- understand that listening for intonation and pitch can help to follow the structure of oral discourse, e.g. in signalling a change of topic
- understand that intonation has a grammatical function, e.g. in distinguishing between a question and a statement
- understand that individual sounds can change significantly in connected speech, as a result of assimilation and elision

*Will you take our photograph?  
Meet Mike, he's a photographer  
Have they received their contracts?  
When glass cools, it contracts.*

*Where do you live?  
In Leeds. Where do you live?  
John can't come on Tuesday.  
(perhaps someone else can)  
John can't come on Tuesday.  
(perhaps another day)*



### Sample activities

- Before examining how grammar affects meaning, learners listen to a tape about the Millennium Dome, discussing the content and ideas by focusing on gist, main ideas and vocabulary. Learners then look at a gapped version of part of the tapescript while they listen to the tape again. The gaps could initially focus on verbs. As the answers are discussed, the teacher can elicit reasons, for example for the use of the passive.
- In small groups, learners match a range of multi-syllable words (these could be linked by topic or they could be a mixture of words that have been recently introduced in class) to domino cards showing their stress pattern.
- Learners listen to people expressing a number of different feelings through their language and intonation, mainly through their intonation. In pairs, learners say who feels what by playing a matching game; they explain how they can tell. Learners identify rising/falling intonation, stress and pitch, discussing how these relate to the emotions. Finally learners practise with their own examples.

*At this level, adults can:*

#### **listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### **speak to communicate**

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### **engage in discussion**

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in formal exchanges connected with education, training, work and social roles

## Listen and respond

## Lr/L1

### Basic Skills Standards level descriptor

An adult will be expected to:

- 3 use strategies to clarify and confirm understanding, e.g. *facial expressions, body language and verbal prompts*

An adult will be expected to:

- 4 provide feedback and confirmation when listening to others

An adult will be expected to:

- 5 respond to questions on a range of topics

### Component skill and knowledge and understanding

Adults should learn to:

- 3a use strategies to clarify and confirm understanding
  - understand that a listener can use visual and verbal signals to confirm or query understanding
  - be able to use a range of ways of asking for clarification or repetition, appropriate for formal and informal interactions

- 4a provide feedback and confirmation when listening to others

- be able to use a range of ways of giving feedback and confirming understanding, appropriate for formal and informal interactions

- 5a respond to questions on a range of topics

- recognise a range of question types, including embedded questions and alternative questions
- recognise the type and amount of information required, and give a short or longer answer as appropriate
- recognise the register used by the speaker and be able to match the register in the response

(See also Sc/L1.3a, page 260; Sc/L1.3b, page 262; Sc/L1.3c, page 264; Sc/L1.3d, page 264.)

### Example of application and level

*What?*

*What I don't understand is ...*

*Say that again.*  
(informal)

*Sorry, could you explain that again?*

*I'm afraid I didn't catch that.*

*Could you just take me through that again?*  
(more formal)

*So you mean that ...?*



### Sample activities

- To raise awareness of how a listener can use visual signals, learners watch a series of mimes of different ways to ask for clarification or confirm understanding, e.g. frowning, nodding, putting the head to one side. Learners identify what the message is. Learners then work together in small groups to make a list of ways of indicating these things in other languages. In pairs, one learner gives directions or instructions of how to do something, while the other silently indicates understanding or lack of understanding. Learners discuss what they have learned and whether it is easy to adopt new body language and facial expressions.
- To practise using a range of ways of giving feedback, pairs of learners make lists of different ways of confirming understanding. Pairs exchange their lists and label each utterance as formal or informal, saying when it would be appropriate. After discussion, learners role play, with one learner giving directions or instructions, while the other confirms understanding or gives other feedback.
- To practise recognising a range of question types, learners listen to a radio interview, taking notes on the various questions. Learners use prompt cards and ask each other questions, employing as many indirect/embedded questions as possible.

*At this level, adults can:*

#### **listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### **speak to communicate**

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### **engage in discussion**

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Listen and respond

Lr/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 6 follow and contribute to discussions on a range of straightforward topics

Component skill and knowledge and understanding

Adults should learn to:

- 6a listen for gist in a discussion
  - be aware that it is not always necessary to understand all of the interaction to get the gist

- recognise register and use this to help identify the spoken genre, situation and relationship between speakers

- be aware that discussions often follow predictable patterns, and be able to predict and follow the interactive nature of the discussion

- 6b follow a discussion without participating, e.g. on TV\*

- identify where statements include opinion and/or factual information
- be aware that opinions are not always stated overtly, and that inference has a cultural context and often depends on shared knowledge and experience

Example of application and level

Identify the situation and speakers' relationship in the following listening text:

- ... so you gotta watch out, like, 'cause it's quite spooky if you're here on your own at night ...
- Yeah, mm, I bet it is ...
- So then, like, if it happens, you phone the police straight away ...
- Yeah.
- There've been so many cases round here lately; sometimes the same driver more than once ...
- Mm, so then ...
- So then, you try 'n' see what he looks like, the driver, but try and get the registration number, that's most important really.
- Yeah, 'course.
- Don't whatever you do go out into the forecourt.
- Naa, you must be kidding ... !  
(laughter)

X was a wonderful film. It was set in Mexico.

- I read the paper yesterday and there was this article about the earthquake in El Salvador.
- Yes, I read it too. I wish I hadn't.



*At this level, adults can:*

**listen and respond**

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

**engage in discussion**

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Sample activities

- In order to raise awareness of getting the gist of a discussion, learners listen to a range of short conversations taken from real life, e.g. a conversation overheard in the bus, two people going shopping, a parent talking with a child. Once the situation is established, learners can discuss what the relationship of the speakers is, giving their reasons.

- Learners discuss why it can be difficult to follow a discussion, e.g. lack of knowledge or experience of what the participants are discussing. Learners watch a video discussion and note down the number of times an opinion is stated. They compare results and discuss what is meant in each instance.

Listen and respond

Lr/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

6c follow and participate in a  
discussion\*

- recognise where a speaker is stating a fact or expressing an opinion and be able to respond appropriately

– *I've got two possible flats for rent at the moment in the area you are looking in.*

– *Oh, yes?*

– *Yes, well, the first's a very nice flat, a three-bedroom conversion situated quite conveniently near the tube and the shops. It's just been redecorated and it's been beautifully done. Fitted carpets throughout. Quite a reasonable rent for the area, really.*

- recognise inference and be able to respond appropriately

– *Did you like the dress she was wearing?*

– *I liked the one she wore yesterday.*

- recognise the level of formality in a discussion, and be able to match own use of register to that of other speakers

– *I was really annoyed.*

– *Tell me about it.*

- recognise feelings expressed through vocabulary and structures or mainly through intonation and pitch, and be able to respond appropriately

*This is amazing.*  
(using intonation to convey disbelief)

- recognise where speakers use exaggeration, with exaggerated intonation patterns

*It'll cause loads of problems.*

*We've acres of time.*

(See also Sd/L1.2a, page 272.)

*He'll literally die when he hears.*

6d recognise features of spoken  
language

- be aware that speech differs considerably from written language, not only in English, but in other languages, e.g. with incomplete utterances, false starts, repetition, ellipsis and use of markers such as *like* and *you know*

– *So, please welcome the fabulous Destiny's Child! (applause, screams)*

– *Hi, hi ...*

– *Well, it's just great to see you guys here. (screams, audience calls out)*

– *Yeah... yeah, it's like totally amazing to be here ...*

– *LONDON, we love you! (screams)*

– *Mm, wild.*

– *So, what's brought the three of you over?*

– *OK, well ... it's like, we gotta tour comin' up soon ... an' ... we're recording our next album in London, which we're really pleased about ...*

– *Uhu ...*

– *Yeah, it's really cool.*

– *So when's that starting?*

– *What, the tour? That's in ...*

– *No, no, the album.*

– *Oh, pretty soon.*

- be aware that speakers from different backgrounds or age groups may use different expressions in speech



### Sample activities

- To practise recognising feelings expressed through intonation, learners work in pairs with scripted dialogues. Each participant is also given an 'attitude' to convey which their partner is unaware of, such as impatience, friendliness, disbelief. At the end, pairs guess what their partner was trying to convey.

At this level, adults can:

#### listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

#### engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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- To study how speech differs from written language, learners discuss differences they have noticed. As they then listen to a tape, they note down three things they have heard that would not be found in written language, e.g. *you know, it's like ...*
- To extend their knowledge, groups of learners take tape recorders and interview some learners in the canteen, corridors or outside. Learners choose the topic of the interview. In class, they listen to their recordings and decide whether what they hear is typical of spoken language, and why.
- Learners listen to tapes of regional accents and note down variations from standard spoken English.

**Text focus**

**Reading comprehension**

**Rt/L1**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 1 trace and understand the main events of continuous descriptive, explanatory and persuasive texts

*An adult will be expected to:*

- 2 recognise how language and other textual features are used to achieve different purposes, e.g. *to instruct, explain, describe, persuade*

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 1a understand and identify the different ways in which meaning is built up in a range of paragraphed texts

- understand that meaning is developed through a text, and that it is necessary to relate the parts of a text to each other to get an overall sense of what the text is about, as well as of the main events

- recognise that knowledge of context, grammar and vocabulary all contribute to determining overall sense

- understand that meaning in texts can be implied as well as explicitly stated

- interact with texts, recognising that it is possible to react to texts in different ways and that texts may be wrong or inconsistent

- use knowledge of different forms of paragraph structure and a variety of ways in which paragraphs link together to aid both global understanding and comprehension of the main points, ideas and events, e.g. the use of connectives such as *In the last paragraph we discussed...* to establish links between paragraphs

- 2a distinguish how language and other textual features are used to achieve different purposes

- understand that choice of language, structural and presentational features reflect the purpose of a text, and that these features can help a reader distinguish between, for example, objective versus persuasive accounts, explanatory versus instructional texts, e.g. in ads, the use of *you* and informal register, superlatives, graphics to convey mood and desirability, different size/boldness of print to emphasise particular points

- understand that readers can choose different sorts of texts to read for pleasure, and interact with texts in different ways

- understand that use of passives and adverbials such as *apparently, supposedly* distance the writer from the fact or opinion expressed

**Example of application and level**

Read and understand written description from straightforward magazine or newspaper article, short story, autobiographical narrative, and identify people, places, objects and events.

Extract main information from report, web site, or formal letter, simple essay, or textbook.

Read and understand a review or brochure and decide which programme or film to watch.

‘The government’s position on immigration has apparently been greeted with dismay by its backbenchers.’



At this level, adults can:

**read and understand**

straightforward texts of varying lengths on a variety of topics accurately and independently

**read and obtain information**

from different sources

in reports, instructional, explanatory and persuasive texts

### Sample activities

- Learners identify discourse markers in different texts, and say what pronouns, etc. refer to in a text, and then prepare texts with discourse markers deleted, for their peers to complete.
  - Learners take part in a discussion to activate previous knowledge on a particular topic or self-question: *What do I already know about this subject?* They then identify key phrases and vocabulary (e.g. for job applications: *permanent, temporary, sessional staff*).
  - Using a computer, learners have to put in order jumbled paragraphs of a discursive text (e.g. an essay) and then check against the original text.
  - Learners navigate the web sites of various national newspapers, downloading articles on the same subject from different papers and comparing the coverage given. They look at images, headlines, content, language used. *Is the article biased? Is it emotive? Is it logical and/or consistent?*
  - Learners read an example of a descriptive, explanatory and persuasive text, each with a number of paragraphs. They try to identify and underline the key sentence and discourse markers used in each paragraph and think of an appropriate sub-heading for each paragraph.
- 
- Working from examples of different types of short, paragraphed texts with a range of registers that they have brought in (a recipe, a newspaper article, an extract from a short story, a memo, a note to a friend, an article or information previously downloaded from the web), learners work in small groups (a) to identify the author's purpose and (b) to state the author's desired outcome. They say how they feel reading the examples of texts and explore reasons for feelings, e.g. neutral/emotive language; grammar – passive; lack of contractions; in/formality.
  - Learners choose two texts on the same topic – one written as an impassioned attempt to persuade and the other a more measured objective approach. They identify and compare features (e.g. adverbials; passive) which create distance and relative objectivity.

**Text focus**

**Reading comprehension**

**Rt/L1**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 3** identify the main points and specific detail, and infer meaning from images which is not explicit in the text

*An adult will be expected to:*

- 4** use organisational and structural features to locate information, e.g. *contents, index, menus, subheadings, paragraphs*

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 3a** understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
  - understand that some texts are structured around main points which are expanded or illustrated by specific detail
  - understand that in some texts and situations only the main points are essential to getting the meaning, whereas in others every detail requires careful reading
  - use knowledge of a range of features of organisational structure, format, layout to aid understanding
  - understand that images and information in graphical form can be used to convey additional information to that in the printed text, e.g. icons on a computer
  - be aware of how images are used to persuade or to convey the force and emotion of a situation or event

- 4a** use organisational and structural features to locate information (e.g. *contents, index, menus, subheadings, paragraphs*)

- be aware that texts of the same type (e.g. CV, message, memo, poster, advertisement, poem, e-mail, text message, application form) share common structural features, and understand how this helps readers find information
- understand that different kinds of text require different methods of navigation, e.g. encyclopaedia in book form, links in hypertext

**Example of application and level**

Read a short report or article from a newspaper and distinguish main points from examples.

Find specific information from a timetable, menu or web site.



### Sample activities

- Using brief written guidelines in bullet points on different ways of organising texts, and a range of examples illustrating different ways of structuring texts, learners match text examples to appropriate bullet-point guidelines.
- Learners discuss how illustrations in a newspaper article contribute to the understanding and interpretation of the written word.
- Learners look quickly at a variety of simple charts and graphs and say what the overall message is. They then search for the same information in the accompanying texts. They then discuss how accessible the information is in both sources, and how its quality compares.
- Learners highlight main points in a text, then compare with another learner's main points. They then transfer key information from text to another format, e.g. table, flow chart, mind-map.

*At this level, adults can:*

#### **read and understand**

straightforward texts of varying lengths on a variety of topics accurately and independently

#### **read and obtain information**

from different sources

in reports, instructional, explanatory and persuasive texts

- As part of planning a trip into the city centre, learners use electronic and paper-based sources of information, e.g. guide books, A–Z street maps, yellow pages, telephone directories. Learners compare the way that different sources of information are organised.

**Text focus**

**Reading comprehension**

**Rt/L1**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 5** use different reading strategies to find and obtain information

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 5a** use skimming, scanning and detailed reading in different ways for different purposes\*

- recognise that different strategies are useful for different purposes
- understand that skimming is for getting general gist and overall impression, and for quickly getting to know the subject, tone or intention of the writer
- read topic sentences, and make predictions based on recognition of a range of textual features
- understand that scanning is for locating and retrieving information relevant to purpose and does not necessarily involve following the linearity of text
- be able to judge when detailed reading is necessary
- develop awareness that in skimming we use discourse markers to help us predict what sentences are likely to follow and signal links with previous sentences and paragraphs, e.g. *This essay will look at ... , In addition, ... , However, ... First and most important ... , both ... and ... , Finally, ... , In short, ...*

- 5b** use reference material to find information

- be aware of a range of key sources of reference and be able to choose appropriate reference tools for purpose of task
- use a range of reference material including bilingual and English–English dictionaries, thesaurus, encyclopaedias (book and CD), atlases, grammar books, internet, etc.

**Example of application and level**

Skim through a book of short stories to decide whether to take it out of the library, using the title, the illustration on the front cover, the contents page, and the first story to guide their decision.\*

Skim through a text and summarise the main points to a classmate as part of a course assignment.\*

Scan a mail-order brochure to find the correct price for something they want to buy.\*

Use a range of reference sources such as Encarta, web sites, text and reference books, to obtain specific information for a course assignment.



### Sample activities

- Learners discuss when it is helpful to use different strategies. They test and develop their speed in skimming and scanning by, for example, using a retail web site to answer questions on prices, sizes, reference numbers, etc., to be completed within a set time. They then read a longer text and test comprehension and extraction of information by undertaking a variety of timed exercises, e.g. questions, multiple choice, filling in a table, cloze.
- Using a range of texts (e.g. a book of short stories, a contents page, an index, a piece of prose outlining a position, a dictionary definition) learners discuss which texts require skimming for gist, scanning for specific items and reading in detail.

At this level, adults can:

#### read and understand

straightforward texts of varying lengths on a variety of topics accurately and independently

#### read and obtain information

from different sources

in reports, instructional, explanatory and persuasive texts

- Learners identify topics that they would like to research for an extended piece of writing or short report. They pool ideas about where relevant information can be found. In pairs, they visit these places and select appropriate reference material. They should aim to produce a page of notes from at least two sources.
- Learners are given a text with the repetitious use of certain words, e.g. *thing, get, nice, quite*. In groups, they have to think of and look up (using a thesaurus or dictionary) as many possible synonyms for those words, to fit the particular context. Learners discuss their findings together and choose the best examples.

Sentence focus

Grammar and punctuation

Rs/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**1a** use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check for sense

- understand that grammatical and syntactic clues can be used alongside whole-text and word-level clues to get meaning, including clues related to sentence structure, word order and word type
- understand that words can act as different word classes, depending on the context, e.g. as verb, noun or adjective *to record, a record, a record level of . . .*
- use knowledge of sentence structure (simple, compound and complex) and word order to work out meaning, e.g. that in the sentence *The Dome was closed to visitors by the Minister last year*, the person responsible for closing it was the Minister, not the visitors
- be aware of linguistic features that characterise particular text types and use them to predict meaning when reading those types of text, e.g. verb grammar, key discourse markers
- use knowledge of a range of subordinating and co-ordinating links within and between sentences to refer backwards and forwards in texts, recognising a range of linguistic features such as relative pronouns, repetition, re-iteration, e.g. *London is a very busy city. Because of its huge population and its position in the world financial market, the city . . .*

Read and understand a variety of straightforward continuous texts encountered in their own lives, e.g. a letter from the Immigration and Nationality Department, a short story or magazine article.

Read an article in an encyclopaedia where the present tense is used to describe the situation, and discourse markers *but* and *however* present contrast. The final sentence presents the consequence of what has been stated before, e.g.:

*Foxes are now a familiar sight in most towns. They are attractive creatures but foxes can cause damage to trees, fences and gardens. However, foxes are protected by law. People who attack them may be liable to prosecution.*

**2a** use punctuation to help their understanding

- recognise a range of punctuation including: colons, speech marks, brackets, and apostrophes to indicate contractions and possessives in informal style
- have a secure knowledge of end-of-sentence punctuation (e.g. question and exclamation marks, full stops) in helping to make sense of continuous text
- recognise the use of commas to separate clauses in complex sentences

Read an instructional text and use the punctuation to help make sense of complex information, e.g. commas in complex sentences, bullet points to highlight key points.



At this level, adults can:

**read and understand**

straightforward texts of varying lengths on a variety of topics accurately and independently

**read and obtain information**

from different sources

in reports, instructional, explanatory and persuasive texts

### Sample activities

- In a range of formal and informal texts, learners highlight key linguistic features that show logical relationship between sentences and paragraphs, i.e. discourse markers and conjunctions (e.g. *so, therefore, for this reason*). Learners identify the tenses used in the texts and explain the writer's choice.
- Learners read a text with some nouns, verbs, adjectives, adverbs underlined. They copy the words into a table to show their use in the text, e.g.:

Noun	Verb	Adjective	Adverb
record			

- Learners read a text with a range of pronouns underlined. They trace the pronoun back or forward to what it refers to in the text.

- Learners discuss the use of punctuation and how it aids understanding. They then hear an appropriate text dictated a number of times with varying intonation and stress at the end of the sentence. They are required to write it down using the appropriate end-of-sentence punctuation.
- Learners read a series of unpunctuated sentences for sense, e.g.: *Mr Ahmed (,) who returned from India this morning (,) said he had all the information he needed. Sonia (,) having made a note of the registration number of the green van (,) called the police.*

**Word focus**

**Vocabulary, word recognition and phonics**

**Rw/L1**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 1 use reference material to find the meaning of unfamiliar words

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 1a use reference material to find the meaning of unfamiliar words
  - know there are different sources of information for finding the meaning of words, e.g. dictionaries, glossaries
  - understand the structure of standard dictionary entries, the abbreviations used and the sort of information provided about each word, including its pronunciation
  - be aware that words are usually listed under 'stem' words
  - be aware of the use of phonemic alphabet in dictionaries to indicate pronunciation\*

**Example of application and level**

Look up specialist words in a dictionary or reference book glossary when reading an information text.

Find meaning and pronunciation of unfamiliar words when reading a short story.

- 2a recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning

- extend knowledge of sight vocabulary and relevant specialist words for main areas of interest in reading
- understand the use of, and effect of, specialist vocabulary for work or study
- work out the meaning of unfamiliar words using a range of strategies, e.g. context, word structure, phonic decoding\*, looking up in dictionary\*
- be aware of how language is used to create different effects (e.g. descriptive language, slang, jargon, formal register)
- be aware that words may have different meanings in different contexts and have negative and positive connotations: *slim, slender, skinny; riot, demonstration; house, home, hovel*

Read and understand specialist vocabulary in a handout on a computer course.

Contrast several newspaper headlines and decide whether the report that follows will present a negative or positive point of view.



### Sample activities

- Learners are given stem words and are then asked to find as many related words as possible from their dictionaries, e.g. *care* (*careful; careless; caring; carer*).
  - With the help of a chart showing the phonemic alphabet, learners read phonemic transcriptions of familiar words. They then look up unfamiliar words in dictionaries and try to work out their pronunciation from the phonemic transcription given there.
- 
- Learners can extend their vocabulary by using the following activities:
    - word association games
    - varying reading to get a range of vocabulary
    - comparing word with their own language – *Is there a direct translation or not? Would the usage be the same?*
    - reading texts from a range of sources including poetry, songs, information from the internet, leaflets, reference texts
    - using vocabulary-building CALL software.
  - Learners read a newspaper article and discuss whether the writer feels positive or negative about the topic. They then underline all words and phrases that they see as positive or negative.

At this level, adults can:

#### read and understand

straightforward texts of varying lengths on a variety of topics accurately and independently

#### read and obtain information

from different sources

in reports, instructional, explanatory and persuasive texts

Word focus

Vocabulary, word recognition and phonics

Rw/L1

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**3a** recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings

- be aware that some words are related to each other in form and meaning, and use this knowledge to help understand new words, e.g.:  
*photograph/photographer/photography*
- be aware of the origin and meaning of common prefixes and suffixes, e.g. *anti-*, *pro-*, *bi-*, *tri-*, *-ology* and use them to aid understanding
- be aware that languages borrow words from each other, e.g. *cul-de-sac*, *bungalow*, *chocolate*, *a cup of char*

Follow and understand menus that include borrowed words, e.g. *kebabs*, *pizza*, *curry*, *melon*.



### Sample activities

- Learners can use a dictionary to: identify and discuss origin of common prefixes; match prefix/suffix with meaning; list words with same prefix/suffix; compare with their own languages.
- To extend their understanding of the history of the English language, learners read a text that uses borrowed words. They can then guess the language of origin and use a dictionary to check if correct.

*At this level, adults can:*

**read and understand**

straightforward texts of varying lengths on a variety of topics accurately and independently

**read and obtain information**

from different sources

in reports, instructional, explanatory and persuasive texts

Text focus

Writing composition

Wt/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 plan and draft writing

Component skill and knowledge and  
understanding

Adults should learn to:

- 1a apply appropriate planning strategies

- plan, as appropriate to the writing task in hand, taking account of the purpose, context, audience and outcome of writing
- have an understanding of different techniques for planning writing, e.g. notes, lists, diagrams, flow charts, using own language and/or English
- know when planning and drafting are appropriate, and when it is necessary to write something straight off
- draft, and redraft where appropriate, and produce final legible version of text, word processed or handwritten, applying awareness of when material is ready for presentation

- 1b make notes to aid planning

- make notes, using key features of note taking (e.g. abbreviations, symbols, numbering, listing, graphics), and adopting a style of note taking that suits the individual learner
- develop awareness of different note-taking formats for different texts, e.g. noting key words for instructions in a list but using a mind-map for ideas/facts from a lecture

Example of application and level

Plan and draft the type of formal and informal texts they want to write, e.g. college assignments, letters, postcards and notes to friends and colleagues.

An adult will be expected to:

- 2 judge how much to write, and the level of detail to include

- 2a select how much to write and the level of detail to include

- understand that the length of text and the level of detail depend on the nature of the content and on the purpose and audience
- understand that planning and drafting involve making decisions on length and detail

Plan, draft and write a short presentation (five minutes) to be delivered to other members of the class on a subject of their choice.



### Sample activities

- In small groups, learners plan an assignment on the languages spoken by learners in the ESOL classes at the college. Planning will involve generating ideas through discussion; researching and making/taking notes; writing and evaluating a mini-survey and presenting the results of the survey to others. Learners discuss the purpose, audience and outcome of the assignment before allocating each other tasks.
- Learners discuss how they usually plan writing (in any language) and look at examples of different planning techniques for the same task (i.e. notes, lists, diagrams, flow charts). Learners consider the role of other languages in planning.
- To decide what techniques work for them, learners experiment with and practise a range of planning techniques. They discuss which techniques they prefer, and why.
- Learners identify when planning and drafting are appropriate and when it is necessary to write something straight off by analysing a range of writing tasks (e.g. write a note for a friend, write a college assignment, write a letter applying for a job).
- Learners complete a writing task (which requires continuous prose) and hand in the plan and all the drafts, so that guidance can be offered about the planning and drafting stages.
- To select a format that works well for them, learners experiment with and practise a range of note-making styles. For each format, they are given a writing task, a text that will provide some of the material and a template/note-making frame with the format set up and the beginnings of notes. When learners are ready, they make notes on a text without a frame.
- Learners discuss the process of note making, their previous experience of it (in any language), their current approach(es) and what they find easy and difficult. They then look at a short text with examples of notes made on the text in different formats (mind-map, list, etc.), and identify the key features of each format.
- Learners complete a short task in which they are asked to give abbreviations and/or symbols for a range of words/phrases.
- Learners highlight the key dates and events in a chronological text, and list these in a chart. They compare their notes with their peers', and discuss any differences.
- Learners discuss the nature of the content required by a writing task, the purpose, audience, and the implications for the length and level of detail. Next, they select the most appropriate (in terms of length and detail) from three examples of completed tasks. Learners make comparisons with other languages.

*At this level, adults can:*

#### **write to communicate**

information ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Text focus

Writing composition

W/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 present information in a logical sequence, using paragraphs where appropriate

An adult will be expected to:

- 4 use language suitable for purpose and audience

Component skill and knowledge and understanding

Adults should learn to:

- 3a structure texts sequentially and coherently
  - understand that paragraphs are one way of organising information in continuous text
  - understand that there are different types of paragraphing structure
  - understand and apply key features of written discourse in English, in terms of ordering and sequencing information, e.g. that the opening usually signals the subject and or purpose to the reader; points are elaborated in a logical order; it is clear how one point relates to the other; the ending may summarise previous points or signal the writer's desired outcome
  - understand key aspects of different types of paragraphing structure, e.g.: general sentence followed by expansion; chronologically sequential points about a single topic or cluster of topics; statement of argument followed by points for and against
  - understand how conventions of written discourse in English, in terms of ordering and sequencing information, may differ from written conventions in other languages
  - apply knowledge of key linguistic features that show logical relationship between sentences and indicate logical arrangement, e.g. *accordingly, as a result, for this reason, therefore*; use of tense and paragraphing with some consistency

- 4a choose language suitable for purpose and audience

- identify appropriate register for task and audience
- use key features of formal and informal register (e.g. type of vocabulary and collocation; mode of address; type of structures), with some consistency

- develop understanding of the need to be more explicit in written English than in speech, detailing important information as appropriate to the situation

Example of application and level

Write an account of a personal experience, e.g. a learner's first impressions of life in Britain.

A short paragraphed description of a place for a guide book:

Montevideo, the capital of Uruguay, was founded in 1726 by the Spanish. Nearly half the population (3.1 million citizens) live here, and it is the largest city in this small country.

Montevideo lies on the east bank of the Rio de la Plata, which flows down from Brazil. There are ferries to Buenos Aires every day, so travelling between Argentina and Uruguay is easy.

For many visitors, the most interesting and colourful area of Montevideo is the Ciudad Vieja. It is a complex network of narrow streets and noisy squares, full of bars, shops and cheap hotels.

Write texts using the language appropriate to the form of communication and situation.

Hello Everyone!  
Arrived home on Tuesday – all my family were at the airport to greet me!  
Food and weather fantastic!!  
Having a great time.  
See you all back at college,  
Juana

Dear Ms Peters  
Thank you very much for your kind invitation.  
Unfortunately, my family and I will not be able to accept as we have a prior engagement.



*At this level, adults can:*

**write to communicate**

information ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

### Sample activities

- Learners are given a set of paragraphs to order, in which the opening paragraph signals the subject and/or purpose to the reader and the ending summarises previous points or signals the writer's desired outcome. They order the paragraphs, explain their ordering, compare it with that of the actual text and discuss the function of each paragraph. Learners make comparisons with the way that texts are ordered in other languages.

On a range of texts learners highlight the main points and consider how each point relates to the one before and the one after.

- Learners examine a range of texts, some of which use paragraphs as a way of organising information in continuous text, and some of which use other methods. Learners consider why each writer has chosen their method of organisation. Learners are given two writing tasks and asked to organise the information in a different way.

Prior to starting a writing task, learners discuss how they will order and sequence the text, including, if appropriate, paragraphing structure. Learners can use writing frames for guidance. Learners can evaluate each other's writing and redraft as appropriate.

- In small groups, learners prepare a short report on either the life of a famous man or woman they admire, or life in Britain in the 21st century. They are encouraged to research their chosen topic using reference material, the internet, etc. and to interview other learners. Each group prepares their report, and each member rehearses it. One person is then asked to present their report orally. Copies are then distributed to all the members of the class.

- Prior to starting a writing task, learners discuss the purpose, audience and appropriate register. Learners can evaluate each other's writing and redraft as appropriate.
- Learners identify the purpose, audience and register of a range of texts and identify the key features of the text that indicate the register, e.g. type of vocabulary and collocation; mode of address; type of structures. Learners compile lists of key features for each type of text, e.g. phrases for making requests in a formal letter, an informal letter, a note.
- While following the transcript, learners listen to someone giving instructions, and then read an instructional text on the same subject. They identify the similarities and differences, focusing in particular on the way the writer has had to be more explicit than the speaker and how they have achieved this. In pairs, learners are then asked to give instructions to each other orally, then write the instructions.

Text focus

Writing composition

W/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 5 use format and structure for different purposes

An adult will be expected to:

- 7 proof-read and revise writing for accuracy and meaning

Component skill and knowledge and understanding

Adults should learn to:

- 5a select format and appropriate structure for different purposes
  - use appropriate format and accompanying features of layout for different text types, e.g. paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points, graphics
  - understand that diagrams, sketches, drawings can be used alongside writing in certain situations, to make meaning clearer, e.g. instructions
  - understand that in certain settings (e.g. the workplace) the use of pre-set and outline formats are commonplace, e.g. time sheets, accident report forms, memo headings

- 6a complete forms with some complex features, e.g. open responses, constructed responses, additional comments
  - know that it may be necessary to draft and redraft certain parts of complex forms before writing a final version
  - apply awareness of the cultural conventions that underpin certain types of question in certain types of form, e.g. when filling in 'previous education' section on a course application form
  - give clear accounts without ambiguity, with illustration if appropriate

- 7a use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
  - understand that proof-reading is about checking for meaning as well as spelling, punctuation, layout
  - develop techniques for proof-reading to spot errors and omissions in grammar, punctuation and spelling\*
  - apply awareness of areas of personal strength and weakness in terms of basic punctuation, spelling, layout and grammar
  - understand when accuracy is essential (e.g. final draft of CV) and when it is better to get writing 'good enough'

Example of application and level

Select the best format and structure for a particular purpose in their own writing, e.g. draw a family tree to explain relationships in a family spanning a number of generations.

**FAX**

**For the attention of:** Phil Turner

**From:** Goran Simcovic

**Fax no:** 0173 984 215

**Re:** Estimate for repairs

Thank you for your letter of 9th July. We would like to accept your estimate for repair to our garage and would like you to proceed with the work a.s.a.p. Please ring to arrange a suitable time to pick up the keys.

Fill in a Record of Work form or an insurance claim following a car accident.

Proof-read own writing and examples of writing in order to correct, locating omissions, repetitions, errors, e.g. in an assignment on a known topic.

Use grammar books, spell-checks and dictionaries if necessary.



At this level, adults can:

**write to communicate**

information ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

### Sample activities

- Working from a range of texts with different formats – including some that are pre-set (e.g. time sheets, memos, faxes) and some that have graphics – learners note in a table, for each text type, the possible format(s) and the accompanying features of layout, e.g. paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points, graphics.
- Learners consider the ways in which different formats and accompanying features of layout, including graphics, assist in making meaning clearer, e.g.: notice of a meeting with accompanying map of how to get to the venue; instructions with accompanying diagram for furniture assembly; an account of an accident with a diagram showing the impact. Learners listen to an account of a traffic accident and then draft a report, as if they were the policeman involved, including a diagram showing the position of the two cars.
- Looking at a range of complex forms, learners identify those parts where it may be necessary to draft and redraft, e.g. statements about previous education, previous relevant experience, personal statement on a job application form.
- Learners are given a form with a highlighted question that will require drafting and redrafting. They are also given a case study, giving some information about a person and two possible answers to the question. Learners evaluate both answers in terms of appropriateness, consider the cultural conventions that underpin this type of question and make comparisons with other languages.
- Learners read a draft text (of the type that they are going to be writing) and discuss what changes need to be made, in terms of meaning as well as spelling, punctuation, grammar, layout.
- As a class, learners draw up checklists of what to look for when revising (i.e. editing) different types of writing, e.g. in a factual text, information should be clear, relevant and accurate. Again as a class, they draw up a procedure for editing and proof-reading which indicates the order of the different stages (e.g. revising for meaning before proof-reading, and proofing for grammar before spelling, because some of the words might change during the grammar check). They discuss and practise proof-reading techniques, on paper and on screen (e.g. spell-check). Learners consider which stages use different and incompatible techniques, and the implication of this, i.e. that they cannot be done at the same time (e.g. punctuation and spelling).
- Each learner draws up a list of their strengths and weaknesses (e.g. *tends to use tenses inconsistently*) and uses this to guide their proof-reading.
- When learners have completed a writing task, they evaluate each other's writing, redraft as appropriate, and hand in all the drafts, so that guidance can be offered about the revising and proof-reading stages.

Sentence focus

Grammar and punctuation

Ws/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 write in complete sentences

Component skill and knowledge and understanding

Adults should learn to:

- 1a write using complex sentences

- understand that more-complex writing involves the use of sentences consisting of a main clause and one or more subordinate clauses
- use a range of connectives (e.g. *as, if, so, though*) to express contrast, reason, purpose, condition, consequence; ellipsis; prepositional, adjectival and adverbial phrases to show time, manner, degree, extent, frequency, probability
- use conditional sentences
- understand conventions of reported speech
- understand that complete sentences should not be strung together with commas to make longer 'sentences', but should be split into separate sentences or be correctly joined, e.g. with a conjunction
- construct formal sentences differently from those in less formal texts, e.g.: informal texts are likely to use contracted form of the verb; more formal ones are likely to write them out in full, also have more nouns and noun phrases, have more complex modal phrases, more use of passive, and avoid colloquialisms

Example of application and level

Write a narrative, report, description or letter, using sentences consisting of a main clause and one or more subordinate clauses.

*The village where I grew up was very small and did not have a doctor so if you were ill you had to walk or ride six kilometres to get to the nearest clinic. I can remember when my sister was stung by bees and my brother ran all the way, carrying her on his back.*

Write an e-mail and formal letter around the same subject:

Hi Sarah  
Can't make the party on Saturday. Hope you get loads of prezzies!  
Love, Maria xxx

Dear Ms Scott,  
I am very sorry but I will not be able to attend the Adult Learner's Week Award Ceremony as I work in the evenings.  
I hope the evening is a great success.  
Yours sincerely,  
Maria Presao

Write a factual account of a process, using the simple present passive:

*Wine is produced in many countries. The grapes are harvested in the autumn, when the grapes are ripe. For red wine, the grapes are crushed immediately after picking. . .*



### Sample activities

- Learners identify and underline complex sentences in a text and translate one or two examples of each into their first language of literacy. They then discuss and compare the word order and the different types of complex sentence they have underlined, e.g. sentences with relative clauses, subordinate clauses, *if*-clauses.
- Learners fill the gaps in complex sentences with connectives expressing contrast, reason, etc.
- Learners look at examples of ellipsis and then, where ellipsis is possible, delete words from sentences in texts that they have written.
- Learners read a short text that includes a dialogue. Then as a group they turn the dialogue into reported speech.
- Given the first half of a text, learners examine it in order to discuss the notion of 'a complete sentence', i.e. how to decide when to end a sentence. Next, learners are given the other half of the text, which contains some long 'sentences' (which are actually several sentences strung together with commas). They identify them and either split them into separate sentences or join them correctly, e.g. with a conjunction.
- Working from a range of formal and informal texts, learners make comparisons about sentence construction by answering questions, e.g. *Is a writer more likely to use the contracted form of the verb in formal or informal texts? In which register would a writer tend to use more noun phrases?*

At this level, adults can:

#### write to communicate

information ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Sentence focus

Grammar and punctuation

Ws/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 2 use correct grammar e.g. *subject–verb agreement, correct use of tense*

An adult will be expected to:

- 3 punctuate sentences correctly, and use punctuation so that meaning is clear

Component skill and knowledge and understanding

Adults should learn to:

- 2a use sentence grammar accurately to achieve purpose
  - use different linguistic features appropriately for a range of different written genres to suit their needs and interests
  - understand the importance of countable and uncountable nouns when checking agreement between the verb and its subject
  - know the form of, and understand the concept expressed by, a variety of tenses, including continuous and perfect forms
  - understand that it is easy to change tenses unintentionally while writing, that this can affect meaning, and that it is therefore important to check for correct tense

- 3a use punctuation to aid clarity and meaning

- know all the punctuation markers for the beginning and ends of sentences, and know when to use each one
- understand the use of commas, e.g.: for listing items in connected prose; between clauses in complex sentences; after connectives like *However*,
- understand the use of apostrophes for possession and omission
- understand that, in writing that is not in sentences, other punctuation can be used to make the meaning clear, e.g. bullet points for a set of instructions when word processing, dashes in a handwritten vertical list

Example of application and level

Write a text of at least one paragraph, e.g. an article or short story for a student publication, using grammatically correct sentences.

*When we returned, we found that there had been a lot of changes in our absence. For example . . .*

Write a narrative using full sentences where required and appropriate punctuation.



At this level, adults can:

**write to communicate**

information ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

### Sample activities

- With guidance, learners identify the features of grammar that they have most difficulty with in written text, and those that they do not/cannot use. Learners make a note of these features, complete a relevant range of exercises, and ensure that they proof-read carefully for these features.
  - Learners write short dictations that focus on particular grammar features.
  - Having examined a list of uncountable nouns in English (e.g. *research, information, furniture*), learners compare them with the same words in their own language, to see whether the same feature exists, and if it applies to the same nouns. Learners draw up a 'beware' list of uncountable nouns and draft their own model sentences to help them remember the need for a singular form of the noun and verb.
  - Learners proof-read a text in which tenses are used inconsistently. They discuss their corrections with a partner, giving their reasons. Learners check their corrections against an answer key. Where learners have failed to correct an error or have corrected wrongly, they are asked to use a grammar reference book to find out the reason for the correction. Learners discuss their findings with each other and the teacher.
- 
- To categorise the punctuation markers used for the beginning and ends of sentences, learners are given the first half of a text and asked to identify how and when the markers are used. Next, learners are given the other half of the text, from which all such punctuation marks are missing; they proof-read and correct the text.
  - Learners analyse the use of commas or apostrophes in a text and categorise their use (e.g. commas: for listing items in connected prose, between clauses in complex sentences, after connectives like *However*; apostrophes: for possession and omission). Learners are given a text with all or one of the categories of the commas or apostrophes missing to proof-read and correct.
  - Faced with examples of texts in which the writing is not in sentences (e.g. instructions presented as a list), learners answer questions, e.g. *Is a word-processed set of instructions likely to use bullet points or dashes?*
  - Learners write short dictations and add punctuation as appropriate. These could include instructional texts in list form, which will require them to decide where to start a new instruction and how to punctuate it.

Word focus

Vocabulary, word recognition and phonics

Rw/L1

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 spell correctly words used most often in work, studies and daily life

Component skill and knowledge and understanding

Adults should learn to:

- 1a apply knowledge about words to aid accurate spelling
  - develop knowledge of appropriate special-interest vocabulary
  - develop awareness of what vocabulary is appropriate for which audience
  - develop awareness of a range of common collocations
  - spell words with a wide range of spelling patterns accurately with some consistency\*
  - understand that the spelling of homophones is related to meaning and grammar
  - use suffixes (e.g. *-ette*, *-ism*, *-st*, *-ic*) and prefixes (e.g. *hyper-*, *anti-*, *pre-*, *ex-*) to build word families and extend the range of words they can spell accurately
  - develop knowledge and use of spelling rules, if appropriate, to learning style of the learner\*

Example of application and level

Spell correctly key words relating to learner's own work, leisure, and study interests.

- 1b use strategies to aid accurate spelling

- apply strategies for learning and remembering spelling which take into account the part played in accurate spelling by the visual memory (what words look like) and the motor memory (the use of joined-up handwriting) as well as auditory memory (what words sound like)
- apply understanding of the importance of personal learning style and of independent strategies to aid spelling

An adult will be expected to:

- 2 produce legible text

- 2a have a critical awareness of handwriting

- identify a range of occasions when legible handwriting is essential
- have a critical awareness of personal features of own handwriting
- have a critical awareness of where it is most appropriate to word process, where to write by hand, and where either is appropriate

Handwrite a card or short letter of sympathy, but word process a CV.



### Sample activities

- Learners make vocabulary books, designating one or more pages to each letter, depending on its frequency as an initial letter. Pages are designated for key topics, including those relevant to learner's particular context (work, study, special interests, etc.).
- Learners collect new vocabulary for a range of topics in a variety of ways: from written and oral sources (highlighting words in texts, pausing tapes and videos); discussing a topic, etc. Learners are given opportunities to practise the new vocabulary in a series of exercises (discussions, role play, gap-fills, writing sentences using new words, etc.).
- Given a short text in which some vocabulary is inappropriate for the audience, learners identify the purpose and audience of the text and make changes to the vocabulary, as necessary.
- Learners are asked to complete gap-fill exercises which require a knowledge of collocations, in both formal and informal language, e.g. *She ... with the difficulty (dealt). He's ... lucky, I wish I'd won that car! (dead)* Learners decide which are more likely to be found in formal writing.
- As an extension exercise, learners then build their own collocations drawn from their own interests and concerns, e.g. having a baby.
- To identify prefixes and suffixes in texts, learners discuss their meanings and complete vocabulary exercises, e.g.: make as many words as possible from a set of root words (e.g. *war: pre-war, post-war*); gap exercises, in which they are given the root words and they have to add the appropriate prefixes/suffixes to fill the gaps.
- With guidance, learners identify unfamiliar spelling rules/letter patterns and difficult homophones by examining misspellings in their writing and in diagnostic dictations. Learners use multi-sensory spelling strategies (e.g. Look Say Cover Write Check) appropriate to their learning styles, to learn relevant words with these spelling rules/letter patterns. After practising a difficult homophone, using an appropriate spelling strategy, learners use it in sentences where the links to context and grammar are clear, e.g. *I read a very good book yesterday. The book had a red and blue cover.*
- Learners who do not use joined-up writing consistently, and particularly those who find English spelling difficult, are encouraged to begin to use it because of the role of motor memory in remembering spellings (i.e. the flow of the word).
- Learners are given a range of writing tasks and are asked to identify when legible handwriting is essential and where it is most appropriate to word process, and where either is appropriate.
- In order to develop a critical awareness of personal features of their own handwriting and make improvements as necessary, learners evaluate some examples of handwriting of various degrees of legibility with a checklist (e.g. letter formation, spacing, consistency of direction, whether the writing is on the line, loopiness, etc.). They then look at each other's handwriting and decide which features make it more or less legible. With guidance, learners identify a few features that will make a large difference to legibility; they look at what other writers do, decide on changes they want to make, practise them and gradually introduce them into their everyday handwriting.

At this level, adults can:

#### write to communicate

information ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

## An example of an integrated activity

### Teaching focus: Speaking

#### Sc/L1.4a present information and ideas in a logical sequence

- be aware of the fact that ideas and information can be sequenced in different ways, e.g. chronologically or with the most important idea first
- understand that the conventional way to sequence information can vary across cultures
- be able to use discourse markers indicating sequence, and verb forms, such as past perfect, which help to indicate sequence

#### Sc/L1.4b include detail and develop ideas where appropriate

- be able to elaborate on statements, e.g. by giving reasons, contrasting ideas, etc., using discourse markers and subordinate clauses

### Related skills

Sc/L1.2b ask for information

Lr/L1.1a extract information from texts of varying length, e.g. on radio, TV or presentations

Lr/L1.1b extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond

### Context: Weddings in different countries

The activity centres on the topic of weddings. This lends itself to the descriptor of presenting information in a logical sequence, as there is a predictable order of events that is common to wedding ceremonies. The information on traditional wedding ceremonies in their countries of origin is readily available to learners and is likely to be of genuine interest to others, both male and female. The topic can produce a heightened degree of social interaction and should promote inter-cultural understanding. It also allows learners themselves differing degrees of identification with the culture of their country of origin. The teacher needs to ensure that the atmosphere in the classroom is respectful of cultural differences but still allows learners to comment robustly on their own culture.

Create the context by showing the class a picture of a conventional bride and groom. Describe (part only) of a typical Church of England wedding ceremony. Present the lexis for this topic and point out the difference in English between *marriage* – a state, and a *wedding* – the marriage ceremony, occurring on a specific date. The lexis could be a good starting point for introducing the idea of cultural differences: *vows*, the word *maid* in *bridesmaid*, *groom*, *best man*, *usher*, etc. Point out that some of the words in connection with marriage are used in an old-fashioned sense (e.g. *maid* meaning an unmarried girl or woman), and that other slightly archaic words (e.g. *vow* rather than the more usual *promise*) are used because they are solemn and traditional. Find out whether this happens in the learners' first languages.

## Researching cultural variations

Through discussion establish the idea that the procedure for a wedding can be described from different starting points: from the solemnisation of the marriage itself (the vows, in western culture); from the engagement; from the announcement of the impending marriage; from the moment when the marriage is agreed by the relevant parties (the proposal is accepted, in western terms).

Learners work in pairs, one describing a traditional wedding in their country, the other asking questions.

Explain that they can begin their account at various starting points (proposal, engagement, announcement, invitations, gifts, the ceremony) and encourage them to use discourse markers such as *first, then, secondly, after, finally* to establish the order in which things happen. They can choose whether to describe a wedding that they attended, using past simple narrative, or to describe the customary process, using present simple.

The third conditional brings in the use of the past perfect and is useful to the speaker when comparing previous and current wedding practices, e.g. *If you had been a woman getting married thirty years ago, you would have had to promise to obey.*

The other learner asks questions. The passive occurs naturally here in statement and in question form: *How is the engagement announced? How many people are invited? The bride is led in/given away by her father.* One of the purposes of the questions is to establish the order in which things happen, encouraging replies that use discourse markers:

*Who arrives first, the bride or the groom?*

*What kind of duties does the best man perform?*

*Do you have an equivalent role in your country?*

*When does the bride remove her veil?*

*When do the guests throw confetti?*

The second conditional allows speculation about what would happen if things did not go quite according to plan:

*What would happen if the best man forgot the ring? ... if the bride arrived really late?*

After partners have changed roles, ask some learners to relate to the whole class what they have learned about weddings in another country. Encourage all learners to ask questions of the learner who gave the original explanation.

## Practising the language of comparison and contrast

A traditional wedding ceremony tells us a good deal about a culture and its history. Introduce the idea of symbols and traditions. There is a good opportunity for some contrastive work here. For example, *In the west, white is the colour of purity, whereas in the east it is the colour of death.* Discuss the symbolism of the veil, down before the ceremony and thrown back to reveal the bride's face once she is a married woman.

Sc/L1.4a. Present information and ideas in a logical sequence

- understand that the conventional way to sequence information can vary across cultures.

4b. Include detail and develop ideas where appropriate

- be able to elaborate on statements, e.g. by giving reasons, contrasting ideas, etc., using discourse markers and subordinate clauses.

Distinguish between symbols and traditions: *Something old, something new, something borrowed, something blue* or the fact that it is traditional or customary that the groom should not see the bride's dress before the wedding.

Learners work in groups to compare and contrast wedding customs in different countries. To prepare for this, the teacher gives the class some marker sentences, e.g.:

- *In Japan the guests are given a gift at the ceremony so that they have a souvenir of the occasion.* (expressing purpose)
- *In India at a Hindu wedding, the ceremony takes place at the bride's home, not in a temple.* (contrasting ideas)
- *In ... (country) ... the priest is always invited to the reception after the wedding, but this is not the custom in Britain.* (use of discourse marker)
- *In the UK some guests are invited to the reception whereas in ... (country) ... all guests are invited both to the ceremony and to the reception.* (contrasting ideas)

The class can then have a freer discussion, comparing and contrasting the wedding ceremonies. Some classes may want to discuss related topics such as whether it is important to marry someone from the same background, or whether marriage is now an outdated concept. Be sensitive to cultural backgrounds here and the composition of the group.

### Links with other skills

Rt/L1.1 ... understand the main events of continuous descriptive, explanatory and persuasive texts

- Learners can read accounts of celebrity weddings in magazines and discuss how these differ from conventional weddings.
- Use a range of reading material to contrast writing styles and registers, e.g. wedding announcements in *The Times*; an account of a fashionable wedding from *Tatler*; accounts of a celebrity wedding in *Hello!* magazine and in the broadsheet and tabloid newspapers.

WL1. 1a. Plan and draft writing

- Learners write an account of a wedding they have attended, including their own, or about the kind of wedding they'd like to have.
- For a discursive piece about marriage-related topics, learners could discuss whether marriage is outmoded, whether pre-nuptial agreements are a good idea, why so many marriages in the West end in divorce, whether arranged marriages are a good thing.

## Communicative functions

At Level 1, the grammatical forms given on the fold-out page opposite may be used to express a range of communicative functions and notions, e.g.

- give personal information
- introduce others
- ask for personal information
- describe self/others
- ask for descriptions of people
- describe places and things
- ask for descriptions of things, places
- compare people, places, things
- make comparative questions
- narrate events in the past
- ask about past events
- give factual accounts – define
- ask for definitions
- give factual accounts – classify
- give factual accounts – describe a simple process
- ask about processes
- generalise
- give examples
- express obligation and reasons
- express absence of obligation
- report information
- make requests in informal and formal situations – ask for something
- make requests in informal and formal situations – ask someone to do something for you
- make requests in informal and formal situations – ask for permission
- ask for confirmation
- respond to request for confirmation
- check back
- give views and opinions
- hypothesise
- explain, and give reasons
- show contrast, reason, purpose, consequence, result
- express feeling, likes and dislikes, hopes
- ask about people's feelings, opinions, interests, wishes, hopes
- ask for advice and suggestions
- make suggestions and give advice
- make recommendations
- respond to request for instructions
- interrupt
- praise and compliment
- persuade
- complain
- warn
- take leave

## Strategies for independent learning

Learners should be encouraged to try the following.

### In the community

- Think of ways in which they can meet English-speaking people and use English as the medium of communication, e.g. join an adult education class, a club, committee (PTA, Local Residents Association), or a trade union. Voluntary work can give useful opportunities – learners could help in their children's school or contact the local Volunteer Bureau.

### At home

- Go over work done in class, read it aloud, check understanding.
- Read practice dialogues to themselves, and try learning them by heart.
- Speak onto a tape and then listen and correct themselves.
- Keep a new vocabulary book and try to learn at least five new words after each lesson.
- Tape lessons, or parts of lessons, and play them back at home.
- Listen to how people phrase things and try it themselves.
- Use self-access English-learning materials (books and tapes) at home for extra practice or revision. Consult their teacher about appropriate materials.
- Use the internet and navigate a wide range of sites, including newspapers'.

### Using the phone

- Rehearse what they are going to say before dialling, if it is a difficult situation, e.g. complaining.

### Reading

- Try to read as widely as possible – books, magazines, newspapers.
- Use a bilingual or English learner's dictionary to look up words they do not know.

### Using the media

- Try to watch TV using teletext, listen to the radio, read articles in newspapers and magazines and books in English, if only for a short time every day. Either ask English-speaking friends or relatives to explain words/phrases they do not understand, or look words up in a bilingual dictionary.

### Working with games

- Play board games, e.g. Pictionary, cards or language games with English-speaking friends or relatives.

### Using libraries

- Join the local library and borrow audio books as well as ordinary books. If they have children, they should read with them, asking the children to read to them, as well as reading to the children.

 <p>Simple, compound and complex sentences</p>	 <p>Simple, compound and complex sentences, with more than one subordinate clause</p>	 <p>Simple, compound and complex sentences, with a wide range of subordinate clauses</p>
<ul style="list-style-type: none"> <li>• variations in word order, e.g.:</li> <li>• word order in complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• word order in sentences with more than one subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>• word order in complex sentences, including choice of order for emphasis</li> </ul>
<ul style="list-style-type: none"> <li>• <i>there has/have been</i></li> <li>• <i>there will be/there was going to be</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>there had been</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>there could be/would be/should be</i></li> <li>• <i>could have/would have/should have</i></li> </ul>
<ul style="list-style-type: none"> <li>• complex sentences with one subordinate clause of either time, reason, result, condition or concession</li> <li>• defining relative clauses using <i>who, which, that</i></li> <li>• a range of verbs + <i>-ing</i> form</li> <li>• verbs + infinitive, with and without <i>to</i></li> <li>• infinitive to express purpose</li> </ul>	<ul style="list-style-type: none"> <li>• a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>• conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i></li> <li>• non-defining relative clauses</li> <li>• defining relative clauses with <i>where</i> or <i>whose</i></li> <li>• participial clauses to describe accompanying actions with <i>-ing</i></li> <li>• clause as subject or object</li> </ul>	<ul style="list-style-type: none"> <li>• a wide range of conjunctions, including <i>on condition that, provided that</i></li> <li>• conditional forms, using <i>had + would/could/should have</i></li> <li>• comparative clauses</li> <li>• more complex participial clauses with <i>-ing</i> and <i>-ed</i></li> <li>• fronting and cleft sentences for emphasis</li> </ul>
<ul style="list-style-type: none"> <li>• simple reported statements</li> </ul>	<ul style="list-style-type: none"> <li>• reported speech with a range of tenses, including use of <i>would</i> and <i>had</i></li> </ul>	<ul style="list-style-type: none"> <li>• reported speech, using a range of verb forms</li> </ul>
<ul style="list-style-type: none"> <li>• a wide range of <i>wh-</i> questions</li> <li>• simple embedded questions</li> <li>• question words including <i>whose</i></li> </ul>	<ul style="list-style-type: none"> <li>• a range of embedded questions using <i>if</i> and <i>whether</i></li> <li>• reported questions with <i>if</i> and <i>whether</i></li> <li>• use of <i>had</i> and <i>would</i> in reported questions</li> <li>• reported requests</li> </ul>	<ul style="list-style-type: none"> <li>• more complex embedded questions</li> <li>• reported questions, using a range of verb forms</li> </ul>
<ul style="list-style-type: none"> <li>• statements with question tags using Entry 3 tenses</li> </ul>	<ul style="list-style-type: none"> <li>• statements with question tags using Level 1 tenses</li> </ul>	<ul style="list-style-type: none"> <li>• statements with question tags, using Level 2 verbs and tenses</li> </ul>
	<ul style="list-style-type: none"> <li>• reported instructions</li> </ul>	<ul style="list-style-type: none"> <li>• imperative + question tag</li> </ul>
<b>Noun phrase</b>		
<ul style="list-style-type: none"> <li>• noun phrases with pre- and post-modification</li> <li>• a range of determiners</li> </ul>	<ul style="list-style-type: none"> <li>• more-complex noun phrases with pre- and post-modification</li> <li>• word order of determiners</li> </ul>	<ul style="list-style-type: none"> <li>• noun phrases of increasing complexity</li> </ul>
<ul style="list-style-type: none"> <li>• use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions</li> </ul>	<ul style="list-style-type: none"> <li>• use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> </ul>	<ul style="list-style-type: none"> <li>• use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul>
	<ul style="list-style-type: none"> <li>• range of expressions to indicate possession</li> </ul>	
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>		
<ul style="list-style-type: none"> <li>• present perfect with: <i>since/for; ever/never; yet/already</i></li> <li>• <i>used to</i> for regular actions in the past</li> <li>• past continuous</li> <li>• future simple verb forms</li> </ul>	<ul style="list-style-type: none"> <li>• present perfect continuous</li> <li>• past perfect</li> <li>• present and past simple passive</li> <li>• use of <i>would</i> in conditional sentences</li> <li>• causative use of <i>have</i> and <i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>• use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive</li> <li>• <i>would</i> expressing habit in the past</li> <li>• use of <i>had + would/could/should have</i> in conditional sentences</li> </ul>
<ul style="list-style-type: none"> <li>• modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation; <i>might, may, will probably</i> to express possibility and probability in the future; <i>would/should</i> for advice; <i>need to</i> for obligation; <i>will definitely</i> to express certainty in the future; <i>May I?</i> asking for permission; <i>I'd rather</i> stating preference</li> </ul>	<ul style="list-style-type: none"> <li>• modals: <i>ought</i> to express obligation; negative of <i>need</i> and <i>have to</i> to express absence of obligation; <i>would to</i> express hypotheses; use of forms, e.g. <i>be able to</i> to refer to future; <i>would like</i> + object, + infinitive, e.g. <i>would like you to</i></li> </ul>	<ul style="list-style-type: none"> <li>• modals expressing past obligation, possibility, rejected conditions</li> </ul>
<ul style="list-style-type: none"> <li>• common phrasal verbs and position of object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• a range of phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• a wide range of phrasal verbs with a number of particles</li> </ul>
<b>Adjectives</b>		
<ul style="list-style-type: none"> <li>• comparative and superlative adjectives</li> <li>• comparative structures</li> </ul>	<ul style="list-style-type: none"> <li>• comparisons, using <i>fewer</i> and <i>less</i></li> <li>• collocation of adjective + preposition</li> </ul>	<ul style="list-style-type: none"> <li>• connotations and emotive strength of adjectives</li> </ul>
<b>Adverbs and prepositional phrases</b>		
<ul style="list-style-type: none"> <li>• wider range of prepositions and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>• prepositions to express concession</li> <li>• collocations of: verbs + prepositions; nouns + prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• prepositions + <i>-ing</i> form</li> <li>• prepositions followed by noun phrases</li> </ul>
<ul style="list-style-type: none"> <li>• a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i></li> <li>• more complex adverbial phrases of time, place, frequency, manner, e.g. <i>as soon as possible</i></li> <li>• a range of intensifiers, including <i>too</i></li> </ul>	<ul style="list-style-type: none"> <li>• a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>• comparative and superlative forms of adverbs</li> <li>• a wide range of intensifiers</li> </ul>	
<b>Discourse</b>		
<ul style="list-style-type: none"> <li>• markers to indicate: addition, sequence, contrast</li> <li>• markers to structure spoken discourse</li> <li>• use of ellipsis in informal situations</li> <li>• use of vague language</li> </ul>	<ul style="list-style-type: none"> <li>• a range of discourse markers expressing: addition, cause and effect, contrast, sequence and time</li> <li>• markers to structure spoken discourse</li> <li>• use of ellipsis in informal speech and writing</li> </ul>	<ul style="list-style-type: none"> <li>• a range of logical markers</li> <li>• sequence markers</li> </ul>

## Formality and informality in English

Using English properly entails appropriate choices in formality and the ESOL curriculum pays particular attention to these choices. The key features of informal and formal usage in English are:

### General

- Informal English is normally used in most face-to-face encounters or when communication is with somebody the speaker or writer knows well.
- Formal English is normally used for communication when relations are more unfamiliar.
- Features of formal English are normally found more frequently in writing; features of informal English are normally found more frequently in speech.
- The language choices indicated here are tendencies and are not fixed choices. In any language there is always a continuum from formal to informal and across speech and writing.

### Language features

The main characteristics of informal English include:

1. Discourse markers such as *anyway, well, right, now, OK, so*, which organise and link whole stretches of language.
2. Grammatical ellipsis: *Sounds good* (That sounds good); *Spoken to Jim today* (I've spoken to Jim today); *Nice idea* (That was a nice idea) in which subjects, main verbs and sometimes articles are omitted. The omissions assume the message can be understood by the recipient.
3. Purposefully vague language. This includes very frequent nouns such as *thing* and *stuff* and phrases such as *I think, I don't know, and all that, or so, sort of, whatever*, etc. which serve to approximate and to make statements less assertive.
4. Single words or short phrases which are used for responding. For example, *Absolutely, Exactly, I see*.
5. Frequent use of personal pronouns, especially *I* and *you* and *we*, often in a contracted form such as *I'd* or *we've*.
6. Modality is more commonly indicated by means of adjectives and adverbs such as *possibly, perhaps, certain* and modal phrases such as *be supposed to, be meant to, appear to, tend to*.
7. Clause structure which often consists of several clauses chained together. For example, *I'm sorry but I can't meet you tonight and the cat's ill which doesn't help but call me anyway*.

The main characteristics of formal English include:

1. Conjunctions and markers such as *accordingly, therefore, subsequently*, which organise logical and sequential links between clauses and sentences.
2. Complete sentences. For example: *The proposal sounds interesting; I have spoken to Jim today; That's a nice idea* are preferred to more elliptical forms.
3. Greater precision in choices of vocabulary and, in general, words with classical origins. For example, *fire* is more informal than *conflagration*; *home* is more informal than *domicile*.
4. Complete responses that always contain a main finite verb. For example, *I absolutely agree with what you say* is preferred to *Agreed*.
5. A greater use of nouns than either pronouns or verbs. *There are improvements in their technology* is preferred to *Their technology has improved*. *The installation will be free* is preferred to *They'll install it free*.
6. Modality is more commonly conveyed through the use of modal verbs such as *must, might, could, should* etc.
7. Clause structure which can be simple or complex but which does not normally consist of clauses chained together. *I cannot meet you tonight because the cat is unfortunately unwell. However, please do call me anyway*.

# level 2



**I**N April 1989, the United States government carried out a mock nuclear attack near Jackass Flats, Nevada. The 'so-called' accident had taken two years to prepare and cost two million dollars. The clean-up operation was closely monitored by both nuclear and environmental scientists. Shortly before this, the papers were full of President Reagan's decision to resume development of the neutron bomb, which explodes with relatively little blast but which produces penetrating radiation. It is

quite right that the problems and risks of nuclear technology should figure prominently in all these developments. These include the risks from routine operation, the problems of pollution by radioactive waste, and, of course, the military hazards.

Scientists working in the nuclear industry claim that the risk of radioactive waste escaping from one of their plants in a routine operation is very small indeed. However, as the accident in Chernobyl

*Could you explain that to me again?*

Sure, to save on disk, you have to put the disk into the disk drive, here, and when you've done that you click on this icon.

I parked there and then tried to put a 20p coin in the meter but it was jammed, so I left a note explaining what had happened and when I got back I'd been fined. I was really hacked off.

*I'm not surprised. Typical, isn't it?*

I am applying for a degree in Business Studies, specialising in Management because I particularly enjoyed the Management part of my GNVQ course. Also, I worked in management for three years before coming to the UK. In that job I was responsible for managing a printing workshop and had a number of management responsibilities, for instance budgeting, personnel and sales. I was very interested in the personnel aspect of the job and look forward to further study in this area ...

... and here's McKenna running up the midfield, he passes to Webster who's tackled by Ribeiro but Wales continue to move forward. James to Anderson, Anderson a lovely ball, which is intercepted, and now it's Portugal on the attack, and a foul . . . a late foul. Anderson is down, he was tackled off the ball and he's lying on the ground, writhing in agony. My word that was a nasty one . . .



### Issues that may affect the delivery of the curriculum at Entry 1

- Learners' knowledge of grammar, written conventions and texts in their own language will be a useful basis for development and comparative work.
- The spoken competence of some learners may be considerably more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.
- The need for, and degree of, linguistic accuracy will be determined by the purpose of the interaction, e.g. accurate grammar and spelling on a job application form.
- Learners should have the opportunity to hear a range of accents and a range of varieties of English and be able to apply listening skills face-to-face and when using the telephone.
- Speech can be delivered at various speeds, and learners can cope with a range of distractors, e.g. background noise, music, interruptions.
- At this level, learners can read a wide variety of text types of different lengths and density, by different authors.
- Learners will be producing text independently for personal and academic writing, and for formal and informal texts.
- Learners can expect guidance and modelling for extended writing, particularly academic and non-fiction and more complex text types or genres.
- Learners who are literate in other languages can be encouraged to use transferable skills.
- Learners will be aware of differences between varieties of spoken English and between these and written standard English. They will be able to use standard spoken and written English when appropriate.

An asterisk at the end of any skill or activity on these pages denotes an activity that is likely to prove difficult, or very difficult, for dyslexic learners. For further information on recognising dyslexia or teaching dyslexic learners, read *Access for All* (DfES, 2000), *Resource Pack for staff teaching basic skills to adults with learning difficulties and/or disabilities* (DfES, 2001), and *Dyslexia and the Bilingual Learner* (LLLU, 1997).

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 speak clearly and confidently in a way which suits the situation

Component skill and knowledge and understanding

Adults should learn to:

- 1a use stress and intonation to convey meaning and nuances of meaning clearly
  - place the stress correctly in a wide range of words, including those where stress differs between words of the same family, and make a clear distinction between stressed and unstressed syllables
  - select appropriate words to carry the stress within a sentence, and vary the stress to change emphasis and indicate a different attitude
  - be aware that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and be able to speak quickly, as appropriate, without losing comprehensibility
  - be aware of the various roles of pitch and intonation, in grammar and in discourse, and in indicating attitude, and be able to use intonation appropriately

Example of application and level

*Subside*

*Subsidence*

*Egotism*

*Egotistic*

*What are you doing here?*

*What are you doing here?*

*What are you doing here?*

*He's coming, isn't he?*  
(confirming)

*He's coming, isn't he?*  
(uncertain)

*Oh, by the way ...*  
(with high pitch)

*I absolutely love it here.*

- 1b articulate the sounds of English in connected speech

- be aware of the tendency for sounds to assimilate or elide in connected speech, and be able to use assimilation and elision in speech

*He'd've come if he could've.*



### Sample activities

- Learners practise putting stress on different syllables in sentences (e.g. *I've never been to Delhi*) and discuss how the meaning changes. Learners work in pairs to expand the sentence in different ways, to make clear the differences in meaning, e.g.:

*I've never been to Delhi, but my husband has.*

*I've never been to Delhi, but I've seen lots of pictures of it.*

*I've never been to Delhi, but I've been to Bombay and Madras.*

- Learners read a short dialogue, e.g.:

– *What are you doing here?*

– *I was told to wait here until somebody came.*

– *Oh, really.*

Learners work in pairs to imagine a context for the dialogue, bearing in mind the setting, the relationship between the speakers and the attitude of each speaker to the situation and to the other speaker. They then decide how to 'perform' their version of the dialogue in terms of stress and intonation. Each pair 'performs' the short dialogue for other learners, who then discuss their impression of the way the dialogue was delivered, and what they believe to be the situation, the relationship between speakers and the attitude conveyed.

- Learners examine a range of tag questions (e.g. *He's coming, isn't he?*) and discuss how intonation varies according to whether the question is confirming what is already understood or expressing uncertainty. Learners practise the different intonation patterns.

- Each learner takes a card with either a sentence beginning or a sentence ending (e.g. *I've got a ten ... pound note in my pocket* – the sentences should involve assimilation or elision at the juncture, e.g. *ten pounds*). Learners then circulate until they find the person with the other half of 'their' sentence. Having paired up, they work on the pronunciation of their completed sentence, particularly the assimilation or elision which occurs at the juncture.

At this level, adults can:

#### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

#### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

1c use formal language and register  
where appropriate

- select and use a range of structures and vocabulary which are appropriate for both formal and informal situations

- be aware that stress and intonation may vary, according to the situation and/or the relationship between speakers, and be able to adapt their own pronunciation to suit the situation

(See also Lr/L2.2b, page 348.)

*Let's borrow your pen a minute.*

*Do you think you could lend me your pen?*

*I'll only be a minute.*

An adult will be expected to:

2 respond to criticism and  
criticise constructively

2a respond to criticism and criticise  
constructively

- understand that successful co-operation involves people being able to deal with and offer criticism in constructive ways, in order to agree the best solution

- know a range of ways to make and respond to constructive suggestions

*How about ... ?*

*Have you thought about ... ?*

*I think you could've .... then it might not have happened like that.*

– *Next time, why don't you ... ?*

– *OK, I'll give it a try.*

- be able to choose from a range of modal verbs and conditional forms to criticise action and make positive suggestions, e.g. *should, could, should have, might have, could have, it might be better if you ...*

*Well, I think it would in fact 've worked better if you'd ...*

*Next time, perhaps you could ...*

*I'll need to think about it.*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- Learners examine a range of functions, e.g. request, apology, warning, and think of as many ways of expressing these as they can. They then categorise them as formal, semi-formal, informal, very informal.
- Learners listen to a dialogue with formal register, e.g.:
  - *Good morning.*
  - *Good morning.*
  - *Do come in and sit down.*
  - *Thank you.*
  - *Can I get you a cup of tea or anything?*
  - *No, thank you very much. I'm fine.*
  - *Well then, I believe you want some information.*
  - *Yes, I was told you would be able to tell me about ...*

Learners devise a function chain for the dialogue, e.g.:

Greet	Greet
Welcome	Thank
Offer	Refuse offer
Offer information	Ask for information

Learners then work out an equivalent dialogue with informal register.

- Learners listen to a range of dialogues with formal and informal register, noting the stress and intonation patterns, and follow up by repeating the stress and intonation.

- Learners read a number of situations, e.g.:
  - (a) You are a manager in a café, and one of your members of staff never cleans the kitchen properly.
  - (b) You share a flat with a group of friends, and one of your friends never cleans the kitchen properly.
  - (c) A machine at work broke down, and a colleague tried to fix it. This made the problem worse.
  - (d) The TV broke down, and your brother tried to fix it himself. This made the problem worse

Working (if possible) in groups of people who speak the same language, learners discuss how they would deal with these situations in their own language, and then think, with the teacher's help, of ways to transfer this to English.

Learners practise direct and indirect ways of criticising, and role play the situations above. They then discuss which ways of criticising can be considered constructive and helpful.

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts

Component skill and knowledge and understanding

Adults should learn to:

3a make requests

- be able to:
  - (a) ask for something

- (b) ask someone to do something

- (c) ask permission

using a range of modal verbs and other forms, e.g. conditional clauses and tag questions

- vary register to cover a wide range of formal and informal situations and relationships
- choose appropriate stress and intonation to indicate a variety of attitudes, e.g. friendly banter, sincerity, sarcasm, as well as politeness
- preface a request with a 'softener', e.g. *I wonder* or *I was wondering*

3b ask for information

- form questions, using a wide range of verb forms

- use a range of question types (tag questions, embedded questions, etc.) choosing appropriate forms to suit a range of situations and relationships

- use intonation appropriate for the question type

- understand that some questions may be seen as delicate, and be able to preface these with appropriate introductory phrases

(See also Lr/L2.1b, page 346.)

Example of application and level

Ask for something in formal and informal situations, e.g.:

*Lend us a fiver, can you?*

*Has anyone got a pen I can borrow?*

*I wonder if I could borrow your pen for a minute?*

Ask someone to do something, in formal and informal situations, e.g.:

*Pass me the book, will you?*

*I'd be grateful if you could do that for me.*

Ask for permission in formal and informal situations, e.g.:

*I'm just going to make a quick call, OK?*

*Would you mind if I used the phone for a minute?*

*I wonder if I could have the day off on Tuesday?*

Ask for descriptions, e.g.:

*Could you possibly describe him to us?*

*Would you be able to give me an idea of what it's like?*

Ask about processes, e.g.:

*Tell me how the gears work on this bike, can you?*

*Could you explain how this functions?*

Ask for factual information, in formal and informal situations, e.g.:

*For heaven's sake, what happened?*

*I'd be grateful if you could explain exactly what happened.*

Prepare to ask delicate questions, e.g.:

*I don't want to seem rude, but I couldn't help noticing . . .*

*I hope you don't mind my asking, . . .*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

### Sample activities

- Learners read requests on cards (e.g. *Lend us a fiver, can you? I wonder if I could borrow your pen for a minute?*). They categorise the cards into (broadly) formal and informal, discuss what they believe to be the relationship between speakers and the nature of the request for each one, then practise articulating the requests, with appropriate stress and intonation. They follow this up by playing a game with two sets of cards, placed face down. One set contains a range of situations/relationships (e.g. two strangers sitting on a bus; a brother and sister at home). The other set contains a range of possible requests (e.g. to borrow £5; to open the window). Each learner takes one card from each set, and decides: (a) whether it is a likely scenario (e.g. asking a stranger on a bus to lend £5 is not!); (b) if it is a likely scenario, what the most appropriate way to ask is.
- After discussing the use of 'softeners' they have heard people using (as precursor to requests), learners make comparisons with how this may be done in their own language. Learners take the middle and end of a dialogue involving a request and decide in groups how to start off the interaction, e.g.:

- .....
- .....
- *Could you possibly lend me enough money for my bus fare?*
  - *Of course, no problem. How much do you need?*
  - *£1'll be fine.*
  - *Sure you don't want more?*
  - *No, no, that's great.*

Learners follow up this activity by role playing asking a favour in a range of situations, evaluating the effectiveness of the way they initiated the interaction and broached the request.

- Learners listen to part of a radio or TV interview which contains different question types (e.g. *Could you tell us something about ... ? You spent a long time in the United States, didn't you?*). Learners note the different types of question and practise the intonation. They then take a simple question, e.g. *Have you ever lived in France?* and think of as many ways as possible of asking the question, discussing what is implied by each question type (e.g. the tag question implies that the questioner knows the answer and is seeking confirmation). As follow-up, some learners take on an imaginary persona of their own choice, and are interviewed by other learners.
- Learners listen to questions about the same topic asked in different ways (e.g. *Tell me how the gears work on this bike, can you?* and *Could you explain how this functions?*). Learners discuss what it is that makes for the difference in formality, then pairs choose either a formal or informal situation, and role play the complete interaction. Observers then discuss whether the questions, as well as the responses, were appropriate to the formality of the situation.

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary

Component skill and knowledge and understanding

Adults should learn to:

- 4a express statements of fact
  - make accurate statements, using grammatical forms suitable for the level, e.g.:
    - (a) past perfect
    - (b) future perfect
    - (c) reported speech
    - (d) a range of conditional forms
    - (e) *would* to express habit in the past
  - express notions such as possibility, certainty and obligation, and incorporate them in statements of fact
  - vary the register according to the situation and the speakers
  - be aware of the importance of rhythm and intonation in making longer statements comprehensible and maintaining the listener's interest

(See also Lr/L2.3a, page 352.)

4b give factual accounts

- use grammatical forms suitable for the level, in order to:
  - (a) classify, using defining and non-defining relative clauses
  - (b) describe a process, using passive
  - (c) generalise, using definite article or zero article
- understand common formats of factual accounts and be able to structure an account, e.g.:
  - (a) general statement
  - (b) specific point
  - (c) example
- use discourse markers to help to structure the account, e.g. *as a result, consequently, subsequently*
- be aware of the features of formal register in giving a factual account

(See also Lr/L2.3a, page 352.)

Example of application and level

Give personal information, e.g.:

*As soon as my youngest had settled into primary school I went back to teaching. I've been teaching ever since, but I'll be retiring in the summer.*

*When I was young, I'd walk to school with my sister.*

*I might leave tonight.*

*I'm definitely going to study business next year.*

*This time tomorrow, I'll be flying to Portugal.*

Classify and give examples, e.g.:

*Milk which contains chemicals is dangerous because it contains harmful toxins.*

*Flowering plants are classified into two large groups. The first, which contains the following type of flowers, is ...*

Describe a complex process, e.g.:

*On arrival, new books are sorted according to author. They are then catalogued and tagged. If any are damaged ...*

*When patients are admitted, they are asked to go to the main entrance.*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

### Sample activities

- Learners listen to a tape of a person speaking about their own life (e.g. the example given opposite starting *As soon as my youngest had settled into primary school*). Learners look at a transcript of the tape and underline all the verb forms. Focusing on one type of verb form only (e.g. those referring to past time, those referring to future time), learners discuss the reason for the choice of that verb form. Learners then generate statements of their own, using similar verb forms.
- Learners examine a range of statements which refer to imagined future situations (e.g. *teacher wins the lottery; life becomes more expensive; human beings colonise the moon*) and discuss whether they think the statements refer to possible, probable, definite or unlikely facts. Learners then work in pairs to decide how to formulate the statements, and compare their answers with the answers of other pairs of learners.
- Learners listen to the teacher articulating a longer utterance (e.g. *This time tomorrow, I'll be flying to Portugal!*). Learners note where the stresses fall, and beat the rhythm first slowly, then more quickly. Learners note where intonation is high, and imitate the teacher's intonation pattern. They practise with a variety of longer statements and discuss whether the same principles apply to their own languages.
- Working from two warning notices containing factual information in diagrammatic form, e.g.:

**HAZARDOUS WASTE  
CONTAINS CHEMICALS  
MAY BE TOXIC**

**DOES NOT CONTAIN  
CHEMICALS  
NON-HAZARDOUS WASTE**

learners discuss what the notices refer to, and what the warnings actually mean. They then imagine that they have to inform someone, in a formal situation, of these facts, and discuss in pairs how to do this.

- Learners listen to a tape of someone giving a talk and discuss: what information was given; how the talk was structured; what discourse markers they heard. They note the discourse markers heard, then prepare a talk of their own, which they then present to the class.
- Learners look at a Heath Robinson cartoon, and discuss what they think the gadget is for and how it works. They then examine the form of active and passive in describing a process, and practise the passive in connection with the cartoon.

Learners then read some statements, in the passive, related to the stages of the process, and practise linking them together with discourse markers (e.g. *as a result, consequently, subsequently*).

Working in groups, learners design an imaginary machine. They draw a diagram of their 'machine' on a flip-chart or overhead transparency and present it to the class, explaining what the 'machine' is for and how it works.

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

4c narrate events in the past

- use a range of past tenses, time and sequence markers, conjunctions and subordinate clauses, to make time relationships in a narrative clear
- understand that people often use the dramatic present, and be able to use it in a limited way
- understand that there are various ways to structure a narrative, and that these can vary across cultures; be able to choose an appropriate structure for their own narrative
- be aware of the role of pitch and intonation in maintaining the listeners' interest and in conveying feelings

(See also Lr/L2.3a, page 352.)

*I parked here and then I tried to put a 20p coin in the meter, but it was jammed, so I left a note, explaining what had happened. When I got back, I'd been fined. Can you believe it?*

*... and there we are, waiting for her at the airport and we see her come through, holding a baby in her arms!*

4d give explanations and instructions

- give explanations and instructions, with clear indicators, as appropriate, of:
  - (a) sequence
  - (b) reason and purpose
  - (c) condition
  - (d) obligation
- vary register according to the relationship between speakers, and use stress and intonation appropriate for the relationship between speakers

(See also Lr/L2.3a, page 352.)

Explain a process, e.g.:

- *Could you explain that to me again?*
- *Sure, to save on disk, you have to put the disk into the disk drive, here, and when you've done that, you click on this icon . . .*



### Sample activities

- Working from a series of pictures that refer to a specific event (e.g. getting a parking ticket), learners practise narrating what happened. They then take two of the pictures and discuss how they relate to each other (e.g. one happened before the other, one was the cause of the other). They discuss the different ways in which this relationship can be expressed.

Learners narrate the story again, concentrating on making the relationship between events clear. They then listen to the teacher telling the same story from two different starting points, e.g.:

*I was so fed up last night. I parked here and then I tried to ...*

*Do you know what? I got a parking ticket last night. Can you believe it? What happened was – I parked here, and then I ...*

Learners discuss whether they prefer the chronological structure or the second type of structure, and note how each one was introduced. They practise the introductory phrases, e.g. *Do you know what?*

Learners follow up by thinking of a similarly frustrating incident in their own lives and practise telling it to other learners.

- Learners listen to two versions of a recorded narrative. In one, the intonation is varied, and in the other it is unnaturally monotonous. Learners use a transcript to note the differences between the two, and discuss how the varied intonation might maintain the listener's interest. They then read the transcript aloud, focusing on the intonation.\*

- Having listened to a set of very basic instructions (e.g. *Put the disk in the disk drive. Click on the icon.*), learners discuss what information the basic instructions do *not* give, e.g. the reason for doing it, the consequences of not doing it, the question of choice. Learners work to expand orally on the instructions, to give fuller information, e.g.:

*If you want to ... you should ...*

*When you've done that ...*

*If you don't ... you might find that ...*

*To save on disk, you have to ...*

Learners then practise giving instructions to each other.

At this level, adults can:

#### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

#### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

4e give a formal report

- understand that the grammar of a formal report is likely to differ considerably from that of an informal spoken narrative, e.g. with the use of passive
  
- understand the importance of summarising the main points at the end of a formal report

A report on an accident, e.g.:

*After the accident the two drivers were taken to hospital. The police talked to the witnesses, and I was asked a lot of questions. I'd never been questioned by the police before.*

End a report on a project at work, e.g.:

*So, to sum up, this is what we've decided. Let me recap and summarise what we are going to do.*

4f describe and compare

- know a range of adjectives and intensifiers, and select them as appropriate for formal and informal descriptions (including idiomatic use)
  
- use extensive pre- and post-modification of the noun phrase, and subordinate clauses, e.g. relative clauses
  
- give general descriptions (e.g. with zero article) as well as more specific descriptions
  
- structure a longer description, e.g. by going from the general to the particular, and then on to comparison with something else

Describe a person, e.g.:

*He's an extremely nice man. He looks just like his brother, and he reminds me of my cousin, who also ...*

*What does she look like? Well, you know the woman who lives upstairs – she looks a bit like her.*

*When I think of him, I always picture him ...*

Describe things, e.g.:

*I've lost my thermos – it's a black, metal one with a green plastic cup and detachable base. It has a label with my name attached to it.*

Describe and compare places, e.g.:

*Shopping centres in this country can get very crowded and hectic.*

*The economy in Britain and in my country have several things in common. They both have large ports ...*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- Looking at a picture story of an accident, learners practise telling each other what happened, then make notes about the sequence of events. Learners then listen to the teacher explaining the same incident more formally, e.g. using the passive, and note what they think was different from the way they had done it. They then practise giving a formal report about the same incident.
- Learners listen to a report given by another learner, without a final summing up, and make notes on what they think the summary should include. They then present a summary of another person's report.

- Learners use a 'collocation chart' with a list of adjectives of similar meaning, and decide which nouns they can collocate with, e.g.:

Adjective	Woman	Man	Baby	Village	Flower
Beautiful	Yes	Maybe	Yes	Maybe	Yes
Pretty	Yes	Not usually	Yes	Yes	Yes
Good-looking	Yes	Yes	Not usually	No	No
Attractive	Yes	Yes	Not usually	Maybe	No

Learners also use a similar chart to note which intensifiers can collocate with which adjectives, e.g. *reasonably good-looking*, but not *reasonably beautiful*.

- From pictures they have taken of objects, people or places, learners discuss what they can say about them in a description. Taking one example, they make notes of the features to include in a description. Learners listen to some descriptions, which include pre- and post-modification, and practise describing 'their' object, person or place.\*
- Learners take cards, (e.g. supermarket, corner shop, market) and discuss shopping facilities in their area. They then think of features they might include in a description of a shopping area, and think of appropriate adjectives to do so.

After analysing the different kinds of description (e.g. general description of type, specific description of actual example), learners practise describing the shopping facilities in their area.

### Speak to communicate

### Sc/L2

#### Basic Skills Standards level descriptor

An adult will be expected to:

- 5 present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding

#### Component skill and knowledge and understanding

Adults should learn to:

- 5a present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding
  - understand that what is considered a logical sequence can vary across cultures, and be able to choose a suitable sequence for presenting information and ideas for a given situation
  - know some formal markers for making the structure of a discourse clear, and be able to elaborate on main points by, e.g.:
    - (a) giving examples
    - (b) explaining cause and effect and purpose
    - (c) commenting
  - stop at appropriate points to check listeners' understanding

#### Example of application and level

Give a formal, structured talk, e.g.:

*I'd like to talk to you about ...*

*There are three main points I would like to make. Firstly, ...*

*As for ...*

*In conclusion, ...*

*To sum up, ...*

*For example, ...*

*For instance, ...*

*A good example of that would be ...*

*The reason we do that is ...*

*What I think is most important is ...*

*What I would like to stress is ...*

*Have you got that?*

*Is that clear enough?*

### Engage in discussion

### Sd/L2

#### Basic Skills Standards level descriptor

An adult will be expected to:

- 1 make relevant contributions and help to move discussions forward

#### Component skill and knowledge and understanding

Adults should learn to:

- 1a make relevant contributions and help to move discussions forward
    - understand that, to be productive, discussion needs to progress towards agreed decisions, proposals and solutions
    - use discourse markers to link contributions to those of other speakers (e.g. *of course* – to concede ground; *even so* – for counter-argument), and be able to indicate agreement and disagreement
    - use the language for making suggestions, in order to move on a discussion
- (See also Lr/L2.4a, page 354.)

#### Example of application and level

Disagree, and make a counter-suggestion, e.g.:

*I take your point, but perhaps we could think about ...*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

### Sample activities

- Learners work on a long-term project (e.g. researching free or cheap entertainment facilities in their area; researching the type of qualifications needed to get a particular job, and ways of getting the qualifications). When the information has been found, learners make notes on what they consider the key information.

As they listen to a formal report on audio or video tape, learners note how the speakers start and finish the report. Learners draw up a chart of the stages of a report, including phrases suitable for each stage, e.g.:

Introduction	<i>I would like to talk about ...</i>
General points	<i>We discovered through our research that ...</i>
Specific points	<i>In particular ...</i>
Examples	<i>The first thing to mention is ...</i>
Summary	<i>One example of this is ...</i>
	<i>So, to sum up, ...</i>

Learners present their own information to the class, record it on tape and analyse the way the different stages were presented.

### Sample activities

- Working in pairs, learners discuss a topic (e.g. where to go on a class outing), in the hope of reaching agreement. When agreement has been reached, each pair joins another pair to try to reach agreement between all four people.
- Learners watch a video recording of a TV debate. On first viewing, they note the points made by various speakers and note who agrees or disagrees with whom. On second viewing, they note the actual language used to express agreement or disagreement.

They then summarise the points of view they heard and decide in general which person they agree with most. Learners then form groups that include people of different opinions on the topic, and discuss the topic among themselves.

## Engage in discussion

## Sd/L2

### Basic Skills Standards level descriptor

An adult will be expected to:

- 2 adapt contributions to discussions to suit audience, context, purpose and situation

### Component skill and knowledge and understanding

Adults should learn to:

- 2a take part in social interaction
  - be able to initiate and sustain social interaction, using features (such as ellipsis) that are common in informal speech
 (See also Lr/L2.4a, page 354.)

- 2b take part in more formal interaction
  - be able to deal with formal interaction that is particularly difficult or stressful, e.g.:

(a) complaining

(b) warning and threatening

(c) insisting and persuading

(d) negotiating

- recognise nuance in difficult interactions (e.g. the difference between a veiled threat and an open threat, or between a complaint that is polite on the surface and an openly rude complaint), and be able to make choices accordingly
- understand that formal interactions often follow predictable patterns, and be able to prepare for that

### Example of application and level

Start a conversation, e.g.:

*So, how have you been?*

*Haven't seen you in ages. What are you up to?*

Complain, e.g.:

*I want to register a complaint over the way we've been treated.*

*I'm extremely disappointed with the service.*

*This phone's a complete joke.*

Threaten, e.g.:

*If you don't have the car ready by next Friday, I'm going straight to the manager. Is that clear?*

*Mm, I'm not happy about this, I think I'll need to speak to the manager.*



### Sample activities

- Learners listen to a tape of informal social interaction, which includes ellipsis. Learners discuss what they believe is the relationship between the speakers. They then read a transcript and note where features of speech differ from their equivalent in writing, e.g. *Haven't seen you ...* and *I haven't seen you ...*. Learners repeat and practise the key phrases used in speech, then role play an informal conversation.
- After discussing any formal situations they have been in which they found particularly difficult or stressful, learners listen to a tape of people complaining, threatening, insisting, etc., e.g.:
  - *Can I see the manager please?*
  - *What is it about?*
  - *It's about a mobile phone I brought in for repair.*
  - *Just a minute.*
  - *Hello, what's the problem?*
  - *Well, I brought my phone in for repair a week ago, and I was told it would take four days, but nothing's happened.*
  - *Four days? We normally allow 14 days. If you brought it in last week, it'll be ready next week.*
  - *I'm sorry, but I was told four days. I absolutely must have it this week.*
  - *I'm afraid there's not much I can do. You see. ...*
  - *Look, I'm sorry, but I really need it, and I did ask about this when I brought it in.*
  - *I'm afraid the assistant must have ...*
  - *... Is it possible to lend me one?*
  - *Unfortunately, it's not what we normally do with this kind of phone.*
  - *But this is exceptional.*
  - *But company policy ...*
  - *... Look, this is really inconvenient for me. If you can't do anything, I'll have to write to your head office.*

Learners draw up a 'function chart' showing the interaction, e.g.:

(a) State the problem → (b) Insist → (c) Request → (d) Threaten.

Learners discuss other ways of insisting, requesting, threatening, etc. and the fact that threats can be open or more indirect. Learners read the examples opposite (i.e. *If you don't have the car ready* and *Mm, I'm not happy*) and discuss the different tones of these similar messages.

Learners divide into three groups to prepare for role play on getting goods repaired. One group (shop managers) works out a company policy on repairs; the 'customers' decide what their problem is. A third group ('observers') decide what they believe is a good way to approach the situation. 'Shop managers' and 'customers' then pair up and role play the situation, while 'observers' circulate and note successful interaction. Finally, learners discuss the most successful ways to deal with the problem.

- Learners discuss a local or national issue. In groups, they plan and draft a presentation as part of a class debate, defending or supporting alternative views. Each group considers the best way of persuading others that their position is the best, sequencing information and ideas in the most convincing way. Learners debate and vote on the issue. They discuss why certain presentations worked better than others, e.g. appeal to audience, rhetorical questions, repetition.

At this level, adults can:

#### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

#### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Engage in discussion

Sd/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

- 2c express views, opinions, feelings, wishes
  - express opinions, agreement and disagreement, using different register to suit a range of situations
  - in giving an opinion, be able to express, e.g.:
    - (a) future possibility
    - (b) hypothetical meaning
    - (c) obligation (past, present, future)
  - using grammatical forms suitable for the level, e.g. conditionals, *should have*
  - speculate and make deductions, using modal verbs, e.g. *must, might, must've*
  - know a range of formal and informal vocabulary for expressing feelings, be able to make a suitable choice of vocabulary for a situation, and utter the words with appropriate pitch, stress and intonation
  - be able to use exaggeration and understatement, as appropriate, in informal situations

Discuss union issues, e.g.:

*I really believe that, if we don't vote for the new contract, we'll get the sack.*

*That's total rubbish.*

*There's no evidence.*

*I don't think we'd've got anywhere if we hadn't gone on strike.*

– *I wonder why he hasn't arrived.*

– *He must've been delayed by the traffic.*

*He was gutted.*

*The film was fantastic.*

*I wish I could swim.*

*We've got loads/masses of time.*

*I've been here for hours/ages.*

*It's not exactly the tropics, is it?*

2d persuade, warn, rebuke, etc.

- understand the concerns expressed by another person and be able to:
  - (a) persuade
  - (b) warn
  - (c) rebuke
  - (d) sympathise
- be able to choose the appropriate register for the situation

Persuade, e.g.:

*Couldn't you just hang on for a few minutes? I'm sure they'll be here soon.*

Warn, e.g.:

*You'd better put that away before someone sees it.*



At this level, adults can:

### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

## Sample activities

- Learners discuss possibilities about the future in a general way, e.g. the world in 20 years' time, in 50 years' time. They then designate themselves as optimists or pessimists and form three groups: optimists, pessimists and undecided. Learners review ways of talking about future possibility, probability, etc. and discuss in small groups. As each group presents their ideas to the class, the other groups indicate their likely disagreement.
- To work on hypothetical meaning and obligation in the past, learners listen to or read about an episode where something went wrong (if possible, a TV soap with which the learners are familiar). Learners practise utterances (e.g. *She should've ... He shouldn't've ... If they hadn't ... it wouldn't've happened.*). Learners focus specifically on the pronunciation of the contracted form.
- They then listen to or read a further episode and, in groups, discuss questions (e.g. *Was he right to ... ? Do you think they should have ... ? What do you think would have happened if ... ?*). Learners listen to recordings of people expressing feelings, especially using exaggeration and understatement (e.g. *We've got loads of time./It's not exactly the tropics, is it?*). Learners note the intonation, and imitate it. They then discuss the importance of intonation in expressing these feelings, and discuss the type of situation in which these expressions could be used. Learners think about similar expressions they may have heard, and discuss the use of exaggeration and understatement in their own languages. They discuss also the tendency for certain individuals to adopt this style of speaking, and decide whether or not it is a style suited to their own personality.
- Learners practise persuading, by dividing into two groups and taking role cards, e.g.:
 

**Role Card A:** You are at a friend's home. You went there unexpectedly, but you are enjoying talking to him or her. You are going to work in the evening, and you haven't got time to go home before work, so you want to stay at your friend's house until it is time for work.

**Role Card B:** Your friend arrived to see you unexpectedly and does not seem to want to leave. You are expecting a visitor soon, and this is a person your friend really dislikes. You do not want your friend to know about the visitor. You want your friend to leave.

Learners pair up, without seeing the other person's card, and role play. After the role play, they explain how they felt during the role play and decide whether they think the friendship would survive this interaction.
- To work on warning, rebuking, sympathising, learners discuss *what would you say if ...?*, e.g.:
 

*What would you say if your friend wanted to go alone at night to a dangerous area?*  
*What would you say if your friend told you she was getting divorced?*  
*What would you say if you found out your friend was planning a crime?*

Learners discuss the possible effects of different things they might say.

Engage in discussion

Sd/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 use appropriate phrases for interruption and change of topic

Component skill and knowledge and understanding

Adults should learn to:

- 3a use appropriate phrases for interruption and change of topic
  - use appropriate phrases, adapting register according to the situation and topic
  
- understand that intonation often starts high on a change of topic, and be able to apply it

Example of application and level

Interrupt, e.g.:

*Excuse me for interrupting, but ...*

*Sorry to butt in, ...*

*Look, hold on a minute ...*

Change the topic, e.g.:

*By the way ...*

*Changing the subject for a minute ...*

*If we can move on to ...*

An adult will be expected to:

- 4 support opinions and arguments with evidence

- 4a support opinions and arguments with evidence

- know how to research information for a discussion
- use appropriate phrases for introducing evidence into a discussion

*It seems to be the case that ...*

*According to ...*

*My research shows that ...*

*There is reason to believe that ...*

An adult will be expected to:

- 5 use strategies intended to reassure, e.g. *body language and appropriate phraseology*

- 5a use strategies intended to reassure, e.g. *body language and appropriate phraseology*

- understand that direct disagreement is uncommon in discussions in English and be able to use more tentative forms of disagreement

- use intonation to indicate reassurance

Disagree, e.g.:

*Well, yes, you're right about that, but ...*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- Learners listen to a recorded discussion, involving a number of different topics. On first listening, learners note the number of topics and the number of people speaking. On second listening, they note which people introduce topics, and how they do so. They note the intonation that accompanies a change of topic, and imitate it.

They follow this up with a 'discussion game'. In groups of four, learners begin a discussion on a general topic, e.g. 'sport'. When the discussion is underway, each learner is given a card with a specific topic, which he or she must introduce into the discussion in as natural a way as possible (e.g. American football; The French World Cup team; Golf; Camel racing in Saudi Arabia).

After the discussion, learners decide whether or not their new topic was introduced smoothly and whether it fitted in with the general discussion.

- Learners watch a video, e.g. of a chat show, and note changes of topic and how intonation changes with a topic change. Learners then monitor their own discussions to check they are using similar techniques to signal a change of topic.

- Learners take a topical event, which is in all the newspapers. They discuss the event in general and decide on their own point of view. They then take a range of newspapers and look for evidence to support their view, making notes. Learners review ways of presenting their evidence, e.g.:

*According to the front page article in ...*

*There's a paragraph in the ... which suggests that ...*

*There's reason to believe that ...*

Learners present the evidence they have found, both for and against a particular point of view.

- Learners practise ways of agreeing (e.g. *Yes, you're right about that.*). They then listen to the teacher modelling disagreement (e.g. *Well, yes, you're right about that, but ...*). They note the difference in intonation, and how this affects the impression given. Learners discuss whether or not this indirect way of disagreeing is a feature of their own languages, or specifically of certain varieties of English. Learners then think of other examples of indirectness from their own experience.

## Listen and respond

## Lr/L2

### Basic Skills Standards level descriptor

An adult will be expected to:

- 1 listen for and identify relevant information from extended explanations or presentations on a range of topics

### Component skill and knowledge and understanding

Adults should learn to:

- 1a extract information from extended texts in a non-face-to-face context, e.g. radio, presentations\*
  - be aware of the type of lexis likely to occur in a given text, and use this to access the text
  - be aware of common collocations, e.g. *rejected allegations, confirmed allegations* and the importance of listening for the verb in this type of phrase
  - guess the meaning of unknown words in complex spoken texts, by understanding the gist of a passage, predicting content and knowing some collocations
  - identify the main idea and secondary ideas in an extended text

- 1b extract information from extended explanations face-to-face or on the telephone, and respond\*

- extract information for a range of purposes and understand that relevance of information will depend on the purpose of listening
- recognise discourse markers used in informal speech, e.g. *while you're at it, on second thoughts*
- take a turn, while listening to an extended explanation, by the use of response markers (e.g. *definitely, that's true, typical, I know what you mean*), and select these according to the formality of the interaction
- interrupt the speaker, where necessary, to make relevant points or ask questions, and be able to invite the speaker to continue, after a digression

(See also Sc/L2.3b, page 330.)

### Example of application and level

Listen to lengthier news reports on radio, in which context key lexis might be: *allegation, fears of further violence, members of the parliamentary committee.*

*The government of Indonesia strongly rejected allegations of human rights abuses against trade unionists and opponents of the government. Fears of further violence in the capital following the riots and arrests at the weekend have led to calls by members of the Parliamentary Committee on Human Rights for the PM to denounce . . .*

*Honey bees live and work as a community, and, to enable the community to function as efficiently as possible with regard to food gathering, there has developed a means of disseminating information about food. Individuals pass on information about the whereabouts and nature of sources of suitable food . . . A bee that has found a rich source of food returns to the hive and begins to make a series of agitated movements on the surface. Observation shows that these movements are not random but follow a definite pattern . . .*

Listen for different purposes, e.g. to find out:

- what to do and in what order;
  - the speaker's opinion of the various makes.
- *Can you look up in the latest computer catalogue and find out prices for either a laptop or a desktop . . .*
  - *Sorry, where's the catalogue? I looked for it yesterday and it wasn't . . .*
  - *Oh, yeah, sorry, I moved it and put it on the shelf behind the new partitioning. Sorry.*
  - *It's OK. So what else was it?*
  - *Yeah, um . . . Prices for deskjet colour printers, not a laser one, not a cxi 895, a cdi 874 or 875, and, while you're at it, a small copier.*
  - *OK.*
  - *You might just have a look through this one too, though it's pricier but they have a better range. They don't stock everything, but see what they've got.*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- In small groups, learners discuss a topic that has recently been in the news, e.g. genetically modified (GM) foods. They list ten key words they associate with the topic. They then listen to a radio discussion about the topic and tick any of the ten words they heard. In small groups, they make notes of two arguments for and two against GM foods. They listen again and note which of their points were mentioned.

Learners listen again and note an example/illustration for each of the main arguments made.

- Learners discuss what the listening purpose would be in a range of contexts, e.g. a friend talking about their weekend, a technician explaining how to use a new photocopier, an announcement of train times. They list what they would need to find out in the second context and then listen to tape of a technician explaining to a colleague how to use a new photocopier. They tick the points mentioned and listen again to make brief notes about how to use the machine. They listen again and note response markers used by the listener, e.g. *I see, right, got you*. They practise saying these and think of others they know.
- In pairs, learners take it in turns to ask and give instructions. They confirm understanding and interrupt to ask questions, e.g.:
  - *Sorry, did you say press the red button to cancel?*
  - *Yeah. Press the red button if you make a mistake.*
  - *Got you. That's fine. Go on.*
- Learners are given a topic to prepare: one group prepares a short talk; another group prepares questions to ask; a third group prepares statements they want to contribute.

## Listen and respond

## Lr/L2

### Basic Skills Standards level descriptor

An adult will be expected to:

- 2 listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts

### Component skill and knowledge and understanding

Adults should learn to:

- 2a listen to a narrative or conversation

- recognise context, including the level of formality, and be aware that it is not necessary to understand every word in order to do so

- be aware that narratives often follow predictable patterns and use understanding of discourse markers to help to follow the narrative

- 2b listen and respond, adapting to speaker, medium and context

- understand that the same idea can be expressed in a variety of ways and that meaning is not always stated overtly
- recognise the level of formality of the interaction and be able to match the interlocutor's register in the response
- recognise the speaker's feelings and attitude, expressed overtly and/or through pitch, stress and intonation, and be able to respond appropriately

(See also Sc/L2.1c, page 328.)

### Example of application and level

Recognise the structure of a spoken narrative, e.g.:

- general idea
- specific point
- example and elaboration

*Well, it was very interesting working and living in a different culture. There were quite a few pretty embarrassing incidents, quite steep learning curve for me! (laughs) For instance, we used to have breakfast together as staff and you eat with your fingers, so it was quite important that you wash your hands. Um ... the first time ... the first day at school, I remember washing my hands in the water, there are ... they put bowls on the table with water and I washed my hands in the water and everyone laughed 'cause ...*

Infer meaning that is not stated overtly, e.g.:

- *What did you think of her piano playing?*
- *Well, she tried really hard, didn't she, and the piece wasn't that long.*
- *Yeah, she did her best, I suppose.*

Recognise feelings expressed overtly and through use of pitch, stress and intonation, e.g.:

- *I parked there and then tried to put a 20p coin in the meter, but it was jammed, so I left a note explaining what had happened, and when I got back I'd been fined. I was really hacked off.*
- *I'm not surprised. Typical, isn't it?*



### Sample activities

- Listening to a number of short taped extracts, learners identify the context and level of formality, e.g. guided tour of famous building, welcome speech by principal, friends talking about film, fire exit instructions. They discuss in which contexts they need to understand gist or detail.
- Learners listen to a taped story of an embarrassing incident and identify the main point. They listen again and note which of the following features of a typical narrative they hear, e.g. scene setting, details of story, speaker's feelings and response, punchline, conclusion. They listen again and note discourse markers used to signal each stage, e.g. *well, first of all, for instance, then, after all that, in the end.*

- Learners listen to a tape of a number of short exchanges and note what the speaker says overtly and whether this is the same or different from what they really mean, e.g.:
  - *How was the wedding?*
  - *Well, it was rather interesting.* (different)
  - *What do you think of the new principal?*
  - *Well, she seems very nice.* (different)
  - *Did you have a good holiday?*
  - *It was absolutely brilliant. I loved it?* (same)
  - *How was the restaurant?*
  - *Well, it was cheap.* (different)

They discuss ways of stating meaning overtly (e.g. *I loved it*) and the use of pitch and intonation to signal feelings and attitudes not expressed overtly (e.g. *It was rather interesting*).

They work in pairs with prompt cards and take it in turns to express feelings/attitudes overtly and indirectly and respond appropriately, e.g.:

  - *How was the meeting?*
  - *Well, Simon said rather a lot as usual.*
  - *Oh dear.*
  - *How was the party?*
  - *Brilliant. It was really good.*
  - *Oh great.*

At this level, adults can:

#### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

#### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

## Listen and respond

## Lr/L2

### Basic Skills Standards level descriptor

### Component skill and knowledge and understanding

### Example of application and level

Adults should learn to:

#### 2c understand spoken instructions\*

- follow instructions given on radio, in a presentation or a face-to-face interaction
- understand the order of a set of instructions by using sequential markers and other grammatical devices, e.g. use of present perfect to show sequence (*when you have ...*)
- recognise when a speaker:
  - (a) gives a reason
  - (b) states a condition with *if* or *unless*
  - (c) uses discourse markers to emphasise a point, e.g. *most importantly*
- understand that instructions may be given indirectly or tentatively, e.g. *If you just ...*

Listen to instructions in a radio talk or a presentation, e.g.:

*Don't handle them unless it's necessary, and make sure you wet your hands before you pick them up. In terms of feeding, do it once a day, and only at the end of the day, because they are nocturnal. Give them live insects, worms and grubs, but don't take them out of their cage for feeding. After you've fed them, check the water level and top it up when necessary. If the water's dirty, you should change it. Very importantly, they need to be protected from direct sunlight, but they also need a lot of heat, so maintain a temperature of 60 degrees Fahrenheit at all times and, if necessary, provide artificial heating.*

Listen to instructions from a yoga teacher, e.g.:

*Lie down on the floor and slowly, slowly raise your right leg, then stretch ... stretch ... and then, if you just raise your left arm, and if you ...*

#### 2d listen for grammatical detail

- identify key grammatical features appropriate for the level, e.g. mixed passive and active voice, participle phrases, the use of pre- and post-modification
- understand that certain grammatical features are likely to occur in certain spoken genres
- recognise grammatical forms that are unlikely to occur in writing, e.g. dramatic present
- understand that listening and noting features of both standard and non-standard grammar can be a useful way to develop knowledge of English

Listen for and identify:

- tense
- active or passive voice
- participle phrases

in, e.g., a sports commentary:

*... and here's McKenna running up the midfield, he passes to Webster who's tackled by Ribeiro, but Wales continue to move forward. James to Anderson, Anderson a lovely ball, which is intercepted, and now it's Portugal on the attack, and a foul ... a late foul. Anderson is down, he was tackled off the ball and he's lying on the ground, writhing in agony. My word, that was a nasty one.*



### Sample activities

- Learners label a picture of a video camera while they listen to a taped set of instructions for how to work it. They listen again and note how many instructions were given and the sequence markers used to signal a new instruction, e.g. *first, then, when, while, before, after*.
- They listen again noting where the speaker gives a reason or states a condition, e.g. *You must put your hand through the strap on the side so you can't drop the camera*.

At this level, adults can:

#### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

#### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

- In pairs, learners work with a number of short written texts and decide if they were originally written or spoken texts, e.g.:

*So he's just standing there shouting while the bloke's sprinting away with his wallet.*

*And Beckham's taking the penalty for England. He's running for the ball and, yes, it's in the net.*

*Collecting their spades and buckets, they made their way across the sand to the steps.*

*I took off my rucksack and lay down in a grassy hollow at the edge of the cliff.*

They identify the grammatical feature that enabled them to recognise the spoken texts, i.e. the dramatic present. From a list of contexts, they pick out those in which they would hear this used, e.g. TV commentary on Royal wedding, news report of Prime Minister's visit to Manchester, sports commentary, friend telling story.

## Listen and respond

## Lr/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

### 2e listen for phonological detail\*

- understand that English has a stress-timed rhythm and that vowel sounds are often reduced (e.g. with the schwa) or elided
- identify stress within a word and understand that words of the same family can have different stress patterns, and that words that appear similar, but are of different word classes, can also have different stress
- identify stressed words within a sentence and be aware of how a change in stress can alter meaning
- recognise that intonation can have different functions, e.g. to indicate a new topic in discourse, to distinguish between questions and statements in grammar, and to indicate attitude
- understand that individual sounds can change significantly in connected speech, as a result of assimilation and elision
- understand that listening for features of pronunciation and considering how they affect meaning can be a useful way to improve their own pronunciation

*environment*

*environmental*

*It's in the present tense.*

*Are you going to present the certificates?*

*electricity*

*electrical*

*What are you doing here?*

*What are you doing here?*

*What are you doing here?*

*– Hello, I arranged with you for somebody to come and mend my television yesterday at 5.30 but nobody came. That's the second time it's happened this week.*

*– Oh, I am sorry about that.*

*– I had specialy arranged to be back on time both days and then you let me down. It's been very inconvenient.*

Recognise expressions of surprise, horror, e.g.

*Wow!*

*Dreadful!*

An adult will be expected to:

### 3 respond to detailed or extended questions on a range of topics

### 3a respond to detailed or extended questions on a range of topics

- respond to a range of question types, e.g.:
  - (a) *wh-* and *yes/no* questions
  - (b) embedded questions
  - (c) tag questions
  - (d) questions in statement form with rising intonation
  - (e) questions that are not asked directly, but implied
- recognise the register in a question, and be able to match the register in the response
- understand that some questions require the responder to address more than one sub-question or to give an extended answer that covers several points
- be able to construct coherent answers and keep track of the main thread with this type of question, and know some discourse markers to do this

(See also Sc/L2.4a and Sc/L2.4b, page 332; Sc/L2.4c and Sc/L2.4d, page 334.)

*To start with ...*

*As regards ...*

*For another thing, ...*

*In answer to your first question, ...*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- Learners listen to the teacher say the same sentence in three different ways, and identify the meaning of each, e.g.:

*Is that your brother?* (your brother rather than your husband)

*Is that your brother?* (or is it your friend's brother?)

*Is that your brother?* (I'm not sure whether I recognise him)

They work in pairs and take it in turns to say the sentence and change the meaning by shifting the stress. Their partner must identify the meaning expressed.

They listen to the teacher say a number of sentences changing the intonation to make them a sentence or a question, and identify which is which, e.g.:

↓      ↗  
*It's 5.00/It's 5.00?*

↓                      ↗  
*It's half term next week/It's half term next week?*

↓                      ↗  
*We're meeting Di for lunch/We're meeting Di for lunch?*

In pairs, they work from prompt cards and take it in turns to make a sentence a question or statement using intonation. Their partner must recognise which.

- Learners look at a range of question types and decide whether they require a long or short answer, and whether they are direct or indirect, e.g.:

*Tell me about your education.*

*Where do you work?*

*Can you drive?*

*What did your job involve?*

*You're a trained nurse, aren't you?*

*So what do you enjoy most about your current job, and why do you want to leave?*

- They listen to a tape of a job interview and decide if the speaker responds appropriately to each question, e.g.:

*Tell me about your education.*

*I'm at college.* (no – answer too short)

They listen again to the extended answers and note the discourse markers used to keep track of the main thread, e.g. *To start with, the most important thing, firstly, then, in the end.*

They then plan more suitable extended answers for each question that was not answered in enough detail.

In pairs, learners take it in turns to interview each other and give each other feedback on the appropriacy of their answers.

## Listen and respond

## Lr/L2

### Basic Skills Standards level descriptor

An adult will be expected to:

- 4 make relevant contributions and help to move discussions forward

### Component skill and knowledge and understanding

Adults should learn to:

- 4a follow and participate in a discussion or conversation\*

- recognise where a speaker is stating a fact or expressing an opinion, and be able to respond appropriately

- be aware that meaning is not always stated overtly, but may have to be inferred, and that inference has a cultural context and often depends on shared knowledge and experience

- recognise a range of informal expressions used in social conversation and discussion (e.g. *fed up, gutted*), and know when it is appropriate to use them

- identify a wide range of structures, vocabulary and intonation patterns used in expressing feelings, and be able to respond appropriately

- recognise speaker's use of exaggeration, understatement, irony, etc.

(See also Sd/L2.1a, page 338; Sd/L2.2a page 340.)

- 4b recognise features of spoken language

- be aware that speech differs considerably from written language, not only in English but in other languages, e.g. with incomplete utterances, false starts, repetition, ellipsis

- be aware that features such as the historic present and question tags are very common in informal narrative, and be able to follow a narrative spoken in this way

### Example of application and level

– *Are you busy tonight? Do you fancy coming out for a meal?*

– *No, I'm sorry, I'm washing my hair.*

*I'm sick to death of your excuses.*

*No need to be like that about it.*

*He was gutted.*

– *I couldn't believe my ears, I really couldn't.*

– *I bet you couldn't.*

*This writing is driving me insane!*

*She's not exactly the brightest star in the sky, is she?*

– *Are you feeling fed up?*

– *Just a bit.*

*A few days ago he decided to go to London. Anyway, while he's waiting, a woman faints, doesn't she, right in front of him ... Well, what happened was ... they ring me up and say ...*



**Text focus**

**Reading comprehension**

**Rt/L2**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 1 trace and understand the main events of continuous descriptive, explanatory and persuasive texts

*An adult will be expected to:*

- 2 identify the purpose of a text and infer meaning which is not explicit

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 1a understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying complexity

- understand that continuous texts may be structured round a main event(s), idea(s), theme(s)
- understand that it is sometimes necessary to infer meaning that is not explicitly stated, in order to arrive at a correct overall understanding
- understand that judgements can be made about texts from an overall understanding of their content, by reflecting on what has been read
- understand that main points may be indicated in different ways in different text types, e.g. in the headings in a textbook, in the topic sentences in a letter of complaint, by looking for adverbs of time and key dates in a chronological sequence

- 2a identify the purposes of a wide range of texts, whether inferred or explicitly stated

- be aware of the importance of shared background knowledge and knowledge of the world in obtaining meaning from texts, e.g.: knowledge of own world to help get meaning from text; previous knowledge about subject matter, such as using knowledge from previous employment as doctor when reading a journal article about medicine; cultural understanding, such as knowing what *buying a round* means in a narrative
- understand that different kinds of text have different purposes, that texts can have more than one purpose, and that the real purpose of some texts can be different from the explicitly stated purpose
- understand that the relevance of a text depends on the reader's purpose as well as the purpose of the text
- understand that format, organisational structure, grammatical features, discourse markers, register, graphics, vocabulary and style) provide clues to the purpose of a text
- recognise the importance of register, to assist in identification of purpose, audience and desired outcome, by identifying formal versus informal structures and vocabulary, e.g. the use of the passive, the third person, the use and choice of abstract nouns, formulaic expressions, idiom and collocation

**Example of application and level**

Read a report in a local or national newspaper, follow the main ideas and get a sense of the overall meaning and key issues.

Recognise when an article in a newspaper or magazine is being ironic or satirical, e.g. a review apparently praising a TV programme or film, but actually being critical of it.



At this level, adults can:

**read and understand**  
a range of texts of varying complexity accurately and independently

**read and obtain information**  
of varying length and detail from different sources

in a wide range of text types

### Sample activities

- In small groups, learners discuss a report in a newspaper of current interest, e.g. cloning or GM foods. They extract and list the arguments for and the arguments against, and discuss their own views.
- In groups, learners read a shared persuasive text, identify and justify inferences, and establish the author's point of view.

- Learners assess purpose and intent of a range of materials, e.g. film review, satirical magazine, ironic commentary and say if any of the texts are relevant to them. They discuss reasons for their answers.
- Learners discuss texts that can only be understood using culturally specific knowledge, e.g. Peanuts cartoon *You can't play because you're younger than us.*\*
- Having read an article from a specialist journal, learners engage in a discussion to activate previous knowledge, asking themselves: *What do I know already about this subject?* They identify factors that render the article accessible or otherwise, e.g. previous knowledge of learner; specialist terminology (e.g. *prescription, medication, prognosis, recuperation*).
- Learners discuss how photographs, cartoons, diagrams in a newspaper article contribute to the understanding and interpretation of the written word, e.g. a map to show the spread of a contagious disease, a cartoon lampooning a famous politician or celebrity.
- Working in small groups, learners examine examples of different types of short, paragraphed texts that use a range of register, e.g. recipe, newspaper article, extract from a textbook, short story, memo, note to a friend, article or information previously downloaded from the web. They:
  - (a) identify the intended audience/reader;
  - (b) state the author's purpose;
  - (c) state the author's desired response and say how they know what this is;
  - (d) compare the language in terms of formal and informal features.
 They then compare the texts in terms of audience, purpose and outcome. Finally, they compare texts in their own languages with the focus on differences, e.g. the point in the text where the author conventionally states the purpose.

**Text focus**

**Reading comprehension**

**Rt/L2**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 3** identify the main points and specific detail

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 3a** identify the main points and specific detail as they occur in a range of different types of text of varying length and detail

- understand the difference between main points and specific detail as they occur in different types of text, e.g. a letter, a safety report, a rail timetable
- understand the importance of knowing when it is sufficient to grasp the main points and when the details are also important
- understand that knowledge of the organisation and layout of different texts can help distinguish main points from detail, e.g. headings, topic sentences
- be aware of which features will assist with predicting content or point of view and inferring meaning, e.g.:
  - (a) topic sentences to see if one needs to read the whole paragraph
  - (b) 'blurb' on back of book, author and information about the author in the fly leaf, contents page and date of publication to predict content and relevance of book
  - (c) graphs in statistical article to illuminate text
  - (d) headlines and other features in newspapers to put forward paper's point of view

**Example of application and level**

Distinguish the main points and details in texts related to their own work, home and learning: the main points in an article related to own study, main points in letter from the local council, key details about event at child's school.



### Sample activities

- Learners read a continuous text of at least five paragraphs (e.g. a section from an information text on a topic of their own interest/the opening pages of a story). They track the main events/points, using a highlighter or underlining, discuss the overall meaning and summarise the main events/points to the teacher/other learners. Learners transfer key information from text to another format, e.g. table, flow-chart, mind-map or transfer the summary to a text window and save.
- Learners discuss how main points might be found in different text types, e.g. in the heading in a textbook, in the topic sentences in a letter of complaint, by looking for adverbs of time and key dates in a chronological sequence.
- Learners discuss: *When you do research for an assignment, how do you decide which books or materials to choose? Do you read every possible book that you find on the topic?*
- In pairs, learners read some persuasive texts (e.g. publisher's blurb on book jacket/cover; leaflet on local attraction). They discuss the content and recognise that the descriptions are intentionally favourable. They then decide if they are persuaded to read the book/visit the attraction or not.
- Learners look for specific information, in a variety of charts and graphs, e.g. expenditure by a local authority on different services, differences in social trends. They then compare the graphical information with the accompanying texts and discuss the accessibility of information in both sources, and its quality.

At this level, adults can:

#### read and understand

a range of texts of varying complexity accurately and independently

#### read and obtain information

of varying length and detail from different sources

in a wide range of text types

**Text focus**

**Reading comprehension**

**Rt/L2**

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 read an argument and identify the points of view

Component skill and knowledge and understanding

Adults should learn to:

- 4a understand and identify how written arguments are structured
  - understand the characteristic structures of written argument
  - understand that texts presenting an argument are adopting a particular point of view
  - understand the difference between objective fact and opinion/point of view
  - understand that knowledge of the choice of adverbs, adjectives, modal verbs, verbs and idiomatic expressions used in texts can help readers differentiate between fact and opinion
  - be aware that the present simple is often used to present facts
  - be aware of the meaning of different discourse markers, those that: link and contrast arguments, e.g. *On the one hand . . . Another point of view is . . . Some people think . . .*; link ideas and examples, e.g. *for instance, an instance of this was*; show structure of text, e.g. *This chapter will explore . . . , To sum up . . .*
  - be aware of a range of connectives, such as: pronoun referencing (e.g. *John hoped to go back to the town where he was born. He had heard so much about it*), substitution (e.g. *My first point . . . My second one . . .*), ellipsis, repetition and chains of words (e.g. *she was fat but (she was) happy; it was a wonderful, wonderful evening*)

Example of application and level

Read literature about a local or national issue and make own decision.

Read an advertisement and distinguish the facts from the opinion.



### Sample activities

- Learners read texts and identify discourse markers and other cohesive devices in different texts. They discuss their use. They then translate short paragraphs with these devices into their own languages and analyse whether their own languages have similar or different features.
- Using a computer or paper-based exercise, learners examine the jumbled-up paragraphs of two word-processed texts, e.g. a mystery story and a discursive account. They have to disentangle the two texts and put the paragraphs in the correct order for each, checking against the hard copies of the original texts at the end.
- Learners take a topical event that is in all the newspapers. They discuss a range of articles on the topic and identify the various positions taken by the different writers.

*At this level, adults can:*

**read and understand**  
a range of texts of varying complexity accurately and independently

**read and obtain information**  
of varying length and detail from different sources

in a wide range of text types

**Text focus**

**Reading comprehension**

**Rt/L2**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 5** read critically to evaluate information, and compare information, ideas and opinions from different sources

*An adult will be expected to:*

- 6** use organisational features and systems to locate texts and information

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 5a** read critically to evaluate information, and compare information, ideas and opinions from different sources
  - understand that selection and presentation of information are rarely completely objective
  - understand that information on the same topic from different sources may have different, even contradictory, emphases
  - understand the concept of bias and that it can be the result of what is left out of a text as well as what is there
  - be aware of how language is used to create different effects (e.g. descriptive language, formal register, imagery in poetry)

- 6a** use organisational features and systems to locate texts and information

- understand that information can be organised and referenced in different ways and in different layers of detail
- understand that different systems are used to organise whole texts, e.g. library systems, filing systems in an office, on a computer
- recognise and use features of ICT texts, e.g. hypertext links, menus, icons, teletext pages, text messages, URLs, search engines
- be aware of ICT concepts underlying the texts, e.g. what the *Home page* on a web site actually does

**Example of application and level**

Recognise how the same story is presented differently by different newspapers.

Locate information in a library.

Choose texts to read for pleasure from a library/bookshop/online book shop/book club.



At this level, adults can:

**read and understand**

a range of texts of varying complexity accurately and independently

**read and obtain information**

of varying length and detail from different sources

in a wide range of text types

### Sample activities

- Learners compare more- and less-successful texts of the same genre, discuss what makes a text 'successful', and identify parts of text that work particularly well (or not), giving reasons.
  - Learners read and review articles on the same topic, e.g. *immigration, law and order, race, drugs*, written by tabloid and broadsheet newspapers. Learners discuss differences in content, detail and language use and decide what emphasis each article has, what impression they make on the reader, and the point of view from which the author writes.
- 
- Learners use Dewey decimal cataloguing system in a library to find fiction and non-fiction works corresponding to their own interest.
  - Learners undertake exercises to find specific information using ICT textual features.
  - Learners use a search engine to obtain information, using a hypertext link, the edit and help features in e-mail, etc.
  - Learners learn to understand a range of icons that can change the appearance of a text e.g. search and replace, insert page numbers, bullet points, etc.

**Text focus**

**Reading comprehension**

**Rt/L2**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 7** use different reading strategies to find and obtain information, e.g. *skimming, scanning, detailed reading*

*An adult will be expected to:*

- 8** summarise information from longer documents

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 7a** use different reading strategies to find and obtain information, e.g. *skimming, scanning, detailed reading*

- understand the importance of choosing the best reading strategy for the purpose in terms of time and efficiency, e.g.: surveying, skimming, scanning, detailed reading; varying speed and thoroughness of reading depending on purpose and type of material being read\*

- know how to apply a range of skimming strategies to gain gist for different purposes, scan to locate information, read in detail to select and judge relevance of specific information

- understand the importance of selecting and noting key points for future reference

- 8a** summarise information from longer documents

- understand that summarising must be preceded by locating and selecting information through skimming, scanning and detailed reading

- understand that selection involves distinguishing the main points and supporting detail in the document

- understand that what to select and how best to present it in summary form will also depend on knowing the purpose and audience for the summary

- be aware of discourse markers and other devices that enable identification of main points

**Example of application and level**

Apply appropriate reading strategies to find the information needed (e.g. for an essay, to research an expensive purchase).

Scan to decide whether or not to read a particular text.

Skim a newspaper article or an article downloaded from the internet to get an idea of the content.

Scan a reference text to find specific information (e.g. UCAS booklet to find if a university runs a particular course) or a list of downloaded e-mails to see if there is an e-mail from a particular friend.

Extract main points from a chapter in a textbook.

Read thoroughly to appreciate argument; read for pleasure and be absorbed by the text; take in detailed information.

Summarise the key points from a newspaper article/official report relevant to learners' own life, in order to discuss the issue in class or at a meeting (e.g. proposal affecting child's education).



*At this level, adults can:*

**read and understand**  
a range of texts of varying complexity accurately and independently

**read and obtain information**  
of varying length and detail from different sources

in a wide range of text types

### Sample activities

- Learners use a variety of exercises to test comprehension and extraction of information, including discussion, questions, multiple choice, filling in a table, cloze, etc.\*
- In a timed exercise, learners skim a broadsheet newspaper and identify three pieces they would like to read in more detail, saying how they arrived at this decision.
- Learners are asked to get information on specific topics, e.g. the average cost of a 5-year-old second-hand Japanese family car. Learners begin by discussing possible sources of information, e.g. local newspapers, newsagent ads, specialist papers such as Exchange and Mart, the internet, the AA. Learners get information on the topic using the different sources discussed and then compare the information, in terms of range, reliability and validity.
- In terms of IT and electronic sources, learners discuss the best sources for different kinds of information, evaluating ease of access/navigation, clarity of information using different search engines.

- Two learners read different halves of a text and summarise the missing sections for their partner.

**Sentence focus**

**Grammar and punctuation**

**Rs/L2**

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**1a** use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text

- use knowledge of different forms of sentence and clause structure (e.g. passive and conditional constructions, inverted, embedded and non-finite clauses), to work out meaning and to confirm understanding
- recognise that some grammatical forms and types of word signal the level of formality of a text, e.g. passive verbs in reports, abstract nouns in discursive prose
- recognise that specific grammatical devices are used to persuade, e.g. deliberate ambiguity, rhetorical questions, repetition

**2a** use punctuation to help interpret meaning and purpose of texts

- recognise how punctuation aids understanding and is used for particular purposes in some text types, e.g. the use of colon, semi-colon, hyphen, dash, brackets in lists, leaflets, brochures
- recognise a wide range of punctuation marks, including full stops, question marks and exclamation marks, commas, colons, semi-colons, bullets, numbering, speech marks, apostrophes, brackets
- understand the range and function of the various punctuation devices used in written English, and the way 'rules' and attitudes change over time

Recognise in their own reading that information in brackets is usually less important than the surrounding text.



At this level, adults can:

**read and understand**  
a range of texts of varying complexity accurately and independently

**read and obtain information**  
of varying length and detail from different sources

in a wide range of text types

### Sample activities

- Learners identify different forms of sentence and clause structure in different types of texts, e.g. learners are asked to underline passive or conditional structures in a text.
- Using cloze exercises, learners predict what type of word or what the next word will be from the sentence structure and the text type.
- Choose a text of at least five paragraphs in length and analyse English at the level of paragraph, sentence, clause and phrase, comparing it with their own language, if appropriate.

- Learners read texts (e.g. leaflets and brochures using colons, semi-colons, hyphens, dashes, brackets in lists) and answer questions on the use of these punctuation marks and how they aid understanding of the text, e.g. *How is the colon used in the text? What does it indicate is about to follow?* Learners discuss their answers.
- Having read a short text in English, learners translate it into their own language, working in own language groups if appropriate. They compare the punctuation they used in their own languages with the English punctuation conventions. Learners are asked to translate direct speech, a short formal letter, etc.
- Learners use CALL software for punctuation practice.
- Learners are given unpunctuated texts of varying lengths and sentence structure to punctuate on or off screen. They then compare their work with corrected hard copies of punctuated texts.

**Word focus** **Vocabulary, word recognition and phonics** **Rw/L2**

**Basic Skills Standards level descriptor**

An adult will be expected to:

- 1 read and understand technical vocabulary

An adult will be expected to:

- 2 use reference material to find the meanings of unfamiliar words

**Component skill and knowledge and understanding**

Adults should learn to:

- 1a read and understand technical vocabulary
  - understand that specialist fields of knowledge, skill and interest have an associated technical vocabulary
  - understand that the purpose of technical vocabulary is to express precision of meaning
  - understand that technical vocabulary is often coined by:
    - (a) adapting/extending the meaning of existing words and word patterns
    - (b) using a range of common prefixes, suffixes and known roots, e.g. *micro-*, *macro-*, *ex-* (meaning *out of*), *-ism*, *trans-*, etc.
  - and that this can provide clues to the meaning of unknown words, e.g. *computer menu*, *astronaut*, *micro-surgery*
  - understand when it is possible to make an informed guess at the meaning of technical vocabulary from knowledge and context, and when it is necessary to look up the meaning in a dictionary or glossary

- 2a use reference material to find the meanings of unfamiliar words
  - be aware of key sources of reference and know which reference tools are best for purpose of task, e.g. encyclopaedias (book and CD), atlases, dictionaries, grammar books, internet, household reference books such as recipe, gardening, DIY books, car manuals, in both book and electronic format
  - understand that there are different sources of information for word meanings, and different types of dictionary, e.g. contemporary usage, bilingual, subject dictionaries, slang, synonyms/antonyms, idioms
  - understand how dictionaries and other sources of information are structured, and the conventions they use, e.g. paper and electronic dictionaries, glossaries, keys
  - be aware that dictionaries use the phonemic alphabet to advise readers on the pronunciation of unfamiliar words\*

**Example of application and level**

Work out the meaning of a range of unfamiliar words by using derivations, word families, etc., e.g. (in a mobile phone manual):

*A single set of three rising tones indicates the number you have dialled is unobtainable.*

Look up an unfamiliar word and decide from the range of meanings listed which one best suits the context.



### Sample activities

- Learners suggest words with prefixes and suffixes, and list and group them by prefix and suffix. They then match each prefix/suffix with its meaning, e.g. *(ex)* means *out of*, *(trans)* means *across* or *through*. Learners discuss the origin of these prefixes and suffixes and compare them with their own languages. They then practise predicting new and unusual words with prefixes and suffixes, using their knowledge of their origin and meaning.

*At this level, adults can:*

**read and understand**

a range of texts of varying complexity accurately and independently

**read and obtain information**

of varying length and detail from different sources

in a wide range of text types

- Learners choose their own passage of technical instructions for a process with which they are familiar, e.g. answer-phone manual, microwave instructions, DIY painting guide. Learners work in pairs: one partner (the 'apprentice') should be unfamiliar with the particular process selected by the other ('the expert'). The 'expert' ensures that the 'apprentice' acquires an adequate understanding of all the technical terms involved, using dictionaries to check and confirm.

Word focus

Vocabulary, word recognition and phonics

Rw/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**3a** recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity, and of different purpose

- understand that the choice of vocabulary contributes to the style of a text and relates to context, purpose and audience
- understand the concept of synonyms and antonyms and that different words can express similar or related ideas, qualities, things, often at different levels of formality
- understand that words have different connotations, which are exploited in persuasive and descriptive texts
- understand that some English words have a range of meanings and apply the correct meaning to different contexts, e.g. *battery* belongs to the register of motorcar technology, animal farming and the military
- understand the purpose of, and be able to use, a thesaurus
- understand the importance of context in determining the meaning of a word
- work out the pronunciation of unfamiliar words by using the phonemic alphabet
- recognise how words change to form different parts of speech and how their phonology may change as they change word class, e.g. *medic, medical, medicinal*
- understand that the meaning and use of some words changes over time and that new words can be coined or borrowed from other languages
- recognise and understand the use of similes, metaphors, idioms, clichés
- continue to extend sight vocabulary of uncommon words with complex structure

Read a formal text such as a motor insurance renewal notice, and recognise vocabulary associated with the subject and with the formality of a business communication.



### Sample activities

- Learners read excerpts from writing by well-known authors from various periods (e.g. Jane Austen, V.S. Naipaul, Daphne du Maurier) and discuss
  - (a) how words drop out of use;
  - (b) how they change their meaning over time;
  - (c) how languages borrow words from other languages continuously.Learners discuss the way language reflects society's values and its historical and social changes.
- Collect and record idioms, clichés, slang expressions and common collocations in a class vocabulary book, e.g. *rancid butter*, *make heavy weather*, checking meaning and usage in an appropriate dictionary.

At this level, adults can:

**read and understand**

a range of texts of varying complexity accurately and independently

**read and obtain information**

of varying length and detail from different sources

in a wide range of text types

Text focus

Writing composition

Wt/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 plan and draft writing

Component skill and knowledge and  
understanding

Adults should learn to:

- 1a apply appropriate planning strategies
  - plan and draft a text clearly and effectively, acting upon knowledge of the purpose, context, audience and outcome of writing, including the reader's knowledge and expectations
  - plan and draft writing as part of a generic process that involves choice at every stage and includes: generating and selecting ideas, choosing how to plan, selecting the most appropriate format and layout, ordering ideas, choosing vocabulary and structures, drafting and redrafting

Example of application and level

Plan and draft the types of text they want to write for study, work, everyday life or pleasure.

- 1b make notes as part of the planning process

- make and take notes effectively, using key features of note taking, choosing appropriate note-taking formats for different purposes

Select appropriate formats, e.g.:

- Flow chart to describe process
- Tree diagram for organisation
- Chart, e.g. to sequence events

An adult will be expected to:

- 2 judge how much to write and the level of detail to include

- 2a select the level of detail to include in a range of texts and how much to write

- understand that the length of text and the level of detail depend on the nature of the content and on the purpose and audience

*I am applying for a degree in Business Studies, specialising in Management because I particularly enjoyed the Management part of my GNVQ course. Also, I worked in management for three years before coming to the UK. In that job I was responsible for managing a printing workshop and had a number of management responsibilities, for instance budgeting, personnel and sales. I was very interested in the personnel aspect of the job and look forward to further study in this area.*

- understand that planning and drafting involve making decisions on length and detail

Plan, draft and write a letter to the Housing Department, requesting a change of accommodation.



### Sample activities

- Using examples of different types of paragraphed and non-paragraphed texts of different length, learners work in small groups and: (a) identify the intended audience/reader; (b) state the author's purpose; (c) discuss the effect they have on the reader; (d) state the author's desired response. Learners compare the texts and identify similarities and differences.
- Learners choose a writing task and start to plan and draft using the above checklist, e.g. a letter to a consumer organisation detailing a history of poor service.
- Learners look at a variety of writing tasks, e.g. leaving a message for a colleague, writing an e-mail to a friend, writing a discursive essay, writing minutes for a meeting, writing an assignment on public transport, and decide which ones would: (a) need a formal plan, (b) could be written straight off, (c) would need research.
- Learners discuss different ways of planning and generating ideas for a complex writing task and then pool their ideas, e.g.:
  - (a) discussing the task with another learner and generating ideas together;
  - (b) drawing up an action plan for gathering information – what is needed, and how to get it;
  - (c) surfing the net and finding different web sites offering a range of information on specific subjects.

- Learners discuss different ways of taking notes, e.g. when listening to a presentation, when researching a topic in the library – listing, mind-map, taking notes in their first language, etc.
- Using different techniques, learners take notes from a text or oral presentation (e.g. some learners produce a mind-map, others list key points) and then feed back orally, using their notes. They discuss how well the note-taking technique they chose worked for the particular task and whether it suits their learning style.

Learners then write or word process a short paragraph, using the information in their notes and compare their notes and final versions.

- In small groups, learners compare two supporting statements for a job, one of which is very brief and lacking detail, the other very wordy and with irrelevant information. Learners decide how each could be improved, and redraft them. Each group reads out their redrafted supporting statement. The class as a whole compare the drafts and choose the best one, giving their reasons.
- Learners look at a variety of assignment titles and identify key words that indicate what is required. They compare assignment titles with assignments in learners' previous learning and discuss meaning of verbs used in assignment titles such as *discuss*, *evaluate*, *compare*. They then discuss the level of detail and length that would be required, including instructions from awarding bodies.

At this level, adults can:

#### write to communicate

information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

Text focus

Writing composition

W/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**2b** select the level of detail to include in  
summaries

- recognise use of general statements to cover several points, use of nouns and adjectives to replace clauses, and understand that unimportant detail and repeated information can be deleted and that important detail should be included

Sample level

~~A series of~~ recent reports and media coverage has highlighted ~~the fact that~~ mental health difficulties among young people ~~are~~ increasing at an alarming rate. ~~On the basis of this,~~ the Young Adult Learners Partnership is currently undertaking research to examine the extent and nature of mental health difficulties experienced by young people and the ways in which the government can help.

Summary: Recent reports and media coverage have highlighted the increase in mental health problems in young people. Research is being carried out by the Young Adult Learners Partnership to identify how the government can help.

An adult will be expected to:

**3** present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate

**3a** choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence

- use different ordering and sequencing according to content and purpose of writing:
  - (a) in explanations or descriptions, consider whether the reader needs to understand certain points before they can understand others, e.g. in explaining how something works
  - (b) in persuasive texts, sequence information and ideas in the most convincing way, e.g. persuading someone about the benefits of certain foods
- use different types of paragraphing structure effectively, with understanding of how conventions of written discourse in English may differ from written conventions in other languages, in terms of ordering and sequencing information
- as writing becomes more formal and complex, apply knowledge of a range of key linguistic features that show sequence, e.g. use of: connectives such as *in spite of the fact that*, *whereas*, *nevertheless*, *by this means*; discourse markers and conjunctions such as *subsequently*, *accordingly*, *scarcely*



At this level, adults can:

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners work on various activities to develop their summarising skills. They:
  - use chapter headings and subheadings as an aid to summarising, take examples from a report, reference book or an article with headings downloaded from the internet;
  - highlight key words in a passage;
  - identify topic sentences;
  - invent topic sentences when they are missing;
  - label paragraphs;
  - select general statements from a list of mixed general and particular statements;
  - write relevant general statements to cover a number of examples.

- Learners are given two different texts to write – one an explanation, the other a discursive text. Learners discuss the main points or issues and note them down in graphical form for the whole class to look at, e.g.: draw up a chart with arguments for and against; make notes using flow chart, showing sequence of events leading to particular effect. Learners discuss the best order and sequence for the information or points and look at how this may vary according to the type of text being written.
- Learners work on a long-term project (e.g. researching free or cheap entertainment facilities in their area; researching the type of qualifications needed to get a particular job, and ways of getting the qualifications). When they have found the information, learners make notes on what they consider the key information, and produce a written report.
- Learners read texts of same type or which share a common purpose (e.g. an article comparing life in the country with life in the city, a comparative essay looking at the education system in two countries) and analyse the key linguistic features (e.g. *The main advantage is . . . As a result, x is happening*). Learners then use CALL software to practise discourse markers, connectives and conjunctions at this level.

Learners compare these with the structure of a written argument in learners' own languages, identifying similarities and differences.

Using the same texts, learners examine structural features:

- (a) global organisational features – introduction, main body, conclusion;
- (b) use of paragraphs for making new points, developing a narrative, developing an argument;
- (c) different features of paragraph structure:
  - general statement followed by elaboration and examples;
  - points ordered chronologically and sequentially on a single topic, or cluster of topics;
  - statement of argument followed by points for and against.

Learners are given an unparagraphed text on screen and are asked to put the text into paragraphs. Some learners may want to print the text; others may be able to work on screen. They then discuss their reasons for inserting new paragraphs in specific places of the text.

Text focus

Writing composition

W1/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 use format and structure to organise writing for different purposes

An adult will be expected to:

- 5 use formal and informal language appropriate to purpose and audience

Component skill and knowledge and understanding

Adults should learn to:

- 4a choose format and structure to organise writing for different purposes
  - understand which format, structure and layout are best for which sort of task, e.g. a table to organise information for reference or comparison, numbered points to separate stages in a process, paragraphs to develop an argument
  - understand that some forms of writing follow standard formats and structures, e.g. memos, business letters, agendas, minutes of meetings

- 5a choose formal and informal language appropriate to purpose and audience
  - judge the appropriate formal or informal register for purpose and audience accurately, e.g. formal letter and work experience report, as opposed to an e-mail or personal diary entry
  - use key features of formal and informal register (e.g. type of vocabulary and collocation, phrasal verbs, idiomatic expressions, mode of address, type of structures) with consistency
  - understand and use an increasing range of phrasal verbs and idiomatic expressions

Example of application and level

Write an agenda for a meeting at your local community centre.

Write an e-mail to a friend and an e-mail to a customer, thanking them for a recent letter and saying you will reply when you have more information, e.g.:

Hi there Amerjeet!

Got your e-mail about Sunday. Still not too sure how we're getting there. Will have to check *re* leaves on the line and get back to you. Is that OK?

Mxx

To: Richard Hargreaves

From: Jumana Astreta

Subject: Information re payment schedule

Thank you for your e-mail re the payment schedule, which I have forwarded on to salaries section. I have marked it urgent and hope they will reply by return.



At this level, adults can:

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners look at examples of various text types that use a range of different formats (e.g. questionnaires, reports, survey tables, formal letters, articles) and compare them, identifying features of different text types: paragraphing, listing, columns, headings, numbering, bullet points, diagrams, illustrations.

Learners compile a checklist of format conventions for different text types.

- Learners devise and structure a questionnaire on a word processor, for a class survey on eating habits. They conduct the survey and present the results in a table, showing the number of vegetarians, number who do not eat beef, the ratio of men to women, etc. in the class. They then present a written account of how they undertook the process and an evaluation of its effectiveness.

- Looking at examples of short texts with contrasting registers (e.g.: a diary entry about someone's child at nursery and a report about the nursery; an e-mail confirming a change of arrangement and a formal letter), learners compare the texts, focusing on the structure, vocabulary, idiom and ways of making requests. They complete a grid that contrasts the use of English in formal and informal writing, including: short forms, formal and informal vocabulary, idiomatic expressions, mode of address, differences in structure for the same function (e.g. requests: *Can you send me a map? I would be most grateful if you would send me*), use of passive/active voice.

Using the sample texts, learners classify vocabulary and expressions into formal and informal, academic and everyday use, e.g. *washing/laundry, to give someone a lift/to take*.

- Learners discuss differences between spoken and written English by role playing how they would *tell* someone the rules of a game as it is being played (Monopoly, table tennis, Scrabble). They then compare this with the written instructions or rule book.
- Learners match phrasal verbs with non-phrasal verbs of similar meaning, e.g. *to look down on – to despise*.

Text focus

Writing composition

Wt/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 6 use different styles of writing for different purposes, e.g. *persuasive techniques, supporting evidence, technical vocabulary*

Component skill and knowledge and understanding

Adults should learn to:

- 6a choose different styles of writing for different purposes
  - understand that the style of writing involves choice of vocabulary, sentence length and structure, as well as how the text is organised
  - understand that what is appropriate style depends on genre, purpose, audience, context and desired outcome
  - construct effective arguments, using appropriate paragraphing structure, e.g. statement of argument followed by points to support it and examples
  - be aware of the power of stylistic devices to achieve desired purpose, e.g. similes and metaphors
  - understand the different connotations of words and expressions, e.g. *skinny* as opposed to *slim, fat, obese, well-rounded*
  - understand relative strength of emotive language, e.g. *rabble, scandalous*

Example of application and level

Write a letter to the council, applying for funding for a special project.

Write a sympathetic letter to a friend.

**WE WANT THIS**

- Life in a world free from the threat of war
- Ample food for everyone
- Comfortable housing for all
- Satisfying employment for all who need it, so they can provide for themselves and their families
- A world in which the qualities most highly prized include love, kindness, concern for one's fellow man and truthfulness

*(by Orlando from Friends, Families and Folk Tales)*

- 7a complete forms with complex features

- be aware of expectations and conventions of presentation in complex forms
- be aware of the need to act on complex instructions in order to complete certain types of form correctly, e.g. benefit claims, application for housing transfer
- give very clear accounts without ambiguity, with illustration if appropriate

Fill in a claim form for theft or burglary from your home.



### Sample activities

- Working in a group, learners discuss a topic of interest to them, e.g. men and women's role in society, racism and the police. They then prepare notes under the headings of known facts, opinions, supporting evidence. Learners then choose to write articles for a student newspaper in support of or against particular views. Differences and similarities of persuasive style are discussed, e.g. the use of stylistic devices such as exaggeration, rhetorical questions, direct appeals to the reader; the ordering and sequencing of points with examples and supporting points.
- Learners read different types of text around the same subject (e.g. poems, articles and essays on the theme of love) and discuss how successful they are in terms of achieving their purpose. They then identify what makes texts successful – content, range of expression, use of metaphor, register, irony, etc. – and produce writing of their own, following the models.

*At this level, adults can:*

#### **write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

- Learners look at a badly filled-in, complex form (which does not follow instructions correctly and gives ambiguous information) and in pairs are asked to identify where it could be improved. Learners discuss their findings, suggest changes and collectively redraft the form.
- From a comparison of a filled-in application form, where only factual information is required (e.g. for a young person's or senior citizen's travel card), and a form where the writer is asked to recount and explain (e.g. to appeal against a child's secondary school placement), learners discuss the cultural conventions of the different sections of different application forms, and what a reader would expect to find in them.
- Learners practise drawing diagrams to clarify descriptions, such as exact location of accident or part of body injured.

Text focus

Writing composition

Wt/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 8 proof-read and revise writing for accuracy and meaning

Component skill and knowledge and understanding

Adults should learn to:

- 8a use proof-reading to revise writing for accuracy, meaning, content and expression on paper and on screen\*
  - be aware that proof-reading enables the writer to stand back from his or her writing and edit for ambiguity, repetition, compression
  - be able to proof-read consistently for meaning as well as for spelling, punctuation, and layout\*
  - apply techniques for proof-reading to spot errors and omissions in grammar, punctuation and spelling\*
  - apply awareness of areas of personal strength and weakness consistently in terms of basic punctuation, spelling, layout and grammar\*

Example of application and level

Proof-read own writing and examples of writing in order to ensure that meaning is clear, and to correct errors, locating omissions, repetitions, errors, e.g. in an assignment on a known topic.

Use grammar books, spell-checks and dictionaries, as necessary.

Sentence focus

Grammar and punctuation

Ws/L2

Basic Skills Standards  
descriptors

An adult will be expected to:

- 1 construct complex sentences

Component skill and knowledge and understanding

Adults should learn to:

- 1a use a range of sentence structure which is fit for purpose
  - understand that effective writing often uses a mixture of simple, compound and complex sentences
  - understand and use a full range of embedded and relative clauses; noun and participle constructions; conditional clauses
  - understand that simple or compound sentences are often preferable for certain types of writing, e.g. instructions or directions
  - understand that complex sentences have more variety of structure than simple and compound sentences, and that this can make the writing sound more idiomatic and interesting
  - use appropriate structures for formal texts e.g. use of the passive in reports, third person in factual texts, formulaic language in letters

Example of application and level

Write a discursive text, saying what you would do if you were King of the World for a day, as part of coursework for an access or foundation course, using conditional sentences and *if*-clauses.



*At this level, adults can:*

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners peer-edit each other's work, looking for ambiguity, repetition and compression. Learners discuss their own strengths and weaknesses and identify what their individual priorities should be when proof-reading.
- Learners proof-read a text for errors in spelling, punctuation, layout. The text is projected onto an OHT screen, and the group discuss errors and suggested amendments.
- Using reference tools such as spell-check or thesaurus, on a computer or in book form, learners proof-read their own writing. Having used spell-check, learners print their drafts and proof-read for punctuation, layout, grammar, etc., amending their drafts before saving and printing.

### Sample activities

- Learners read a text and identify the simple, compound and complex sentences used. In pairs or in a small group, each person takes the same set of six or eight simple and compound sentences on an item of news. Learners have to rewrite them as three or four sentences, changing the word order, adding/deleting words, using connectives, but keeping the meaning and detail of the original text. Learners compare the two versions.
- In pairs, learners read sample texts, both formal and informal, e.g. newspaper articles, memos, e-mails, instructions, letters. One person from each pair analyses the formal, the other person the informal texts; each identifies the features of sentence structure, verb form and vocabulary that distinguishes them. The class discuss their findings and produce a table contrasting the features of formal and informal writing.

Sentence focus

Grammar and punctuation

Ws/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 2 use correct grammar, e.g. *subject–verb agreement, correct and consistent use of tense*

An adult will be expected to:

- 3 use pronouns so that their meaning is clear

Component skill and knowledge and understanding

Adults should learn to:

- 2a use sentence grammar consistently and with accuracy
  - take care over different aspects of sentence grammar that can affect the accuracy and fluency of writing, especially:
    - (a) subject–verb agreement in complex sentences
    - (b) form and use of a range of tenses,
    - (c) word order in subordinate clauses
  - understand that in longer texts the writer may find it useful to keep checking back in the course of writing, not at the end, and to check for consistency of tense
  - understand and use a full range of modal verbs where appropriate, e.g. in describing a hypothetical situation in the future or past

- 3a use pronouns to lessen repetition and improve the clarity of writing
  - know the term *pronoun* and be able to identify personal and relative pronouns, e.g. *I, me, we, us, who, which*
  - understand and be able to apply the knowledge that pronouns are used to replace and refer to nouns, to avoid repetition
  - know that, when using pronouns, it must be clear to what or to whom they refer, and to check this when proof-reading
  - know that pronouns can be over-used, leading to confusion and repetitiveness, and that there are other linguistic strategies that can be employed to avoid this, e.g. referring to a person by name or title, using *the former/the latter*, alternating these with the pronoun

Example of application and level

Write a report, based on a class survey, that sustains consistent subject–verb agreement and use of tenses.

Recount an experience or an incident (e.g. as part of a witness report, a letter of complaint), using pronouns with clarity



At this level, adults can:

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners read two or three paragraphs from a story or a magazine article; they highlight verbs, using a different colour for a different tense. They compare and discuss their findings, noting how, even when the account is mainly written in the past, writers do change into the present or future if they are describing an on-going or future happening. Learners then draft a similar text of their own, paying particular attention to tenses.
- Learners watch and listen to a short excerpt from a British 'soap', e.g. *Coronation Street*, *Brookside*, *EastEnders*. They discuss the excerpt and read a literal transcription of some of the dialogue, focusing on examples of regional varieties of spoken English. In pairs, learners have to write a standard English version of some of the sentences.

Learners discuss the differences between spoken and written English.

- Working in groups, learners compete to identify pronouns from a list of words. The first group to find all the pronouns wins the competition.
- Learners work with a text that uses pronouns badly, causing ambiguity. They are asked to redraft the text, replacing the ambiguous pronouns with other words. Learners discuss their work and compare it with the original version.

**Sentence focus**

**Grammar and punctuation**

**Ws/L2**

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 4 punctuate sentences correctly, and use punctuation accurately, e.g. *commas, apostrophes, inverted commas*

Component skill and knowledge and understanding

*Adults should learn to:*

- 4a use a range of punctuation to achieve clarity in simple and complex sentences
  - understand and use commas effectively, e.g.: for listing items in connected prose; between clauses in complex sentences; after connectives like *However*,
  - understand and use apostrophes effectively for possession and omission
  - understand and use inverted commas effectively for direct speech and to indicate a quotation
  - understand the effect on style of using full or contracted forms

Example of application and level

Write a text, using a range of punctuation accurately, e.g. an interview with staff or a learner at the college for publication in the learners' magazine.

**Word focus**

**Vocabulary, spelling and handwriting**

**Ww/L2**

Basic Skills Standards  
descriptors

*An adult will be expected to:*

- 1 spell correctly words used most often in work, studies and daily life, including familiar technical words

Component skill and knowledge and understanding

*Adults should learn to:*

- 1a apply knowledge of vocabulary to aid accurate spelling
  - apply knowledge of appropriate special-interest vocabulary, including related technical words
  - develop knowledge of a wide range of common collocations, idioms and colloquialisms for use with different audiences and genres
  - spell words with a wide range of spelling patterns accurately and consistently\*
  - understand how knowledge of a wide range of word roots, origins, prefixes and suffixes can support spelling, including the spelling of technical words

Example of application and level

Spell correctly key words relating to learner's own work, leisure and study interests.

Carry out an assignment, e.g.:

*Research and write three short paragraphs about the origins and spelling of the following words. In each case give examples of other words that belong to the same word family:*

*psychology, population, television*



At this level, adults can:

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners read examples of texts that illustrate the use of commas, apostrophes and inverted commas. They discuss the rules of use and compare them with punctuation conventions in learners' own languages.
- Learners do a range of exercises to practise correct use of punctuation, e.g. short dictations with pauses to indicate sentence breaks; correct/add missing punctuation, on and off screen, to incorrect versions of a text.
- Learners write a very short story, which includes direct speech, on the confrontation that takes place between a son and his mother when he arrives home much later than expected.

### Sample activities

- Learners are introduced to new vocabulary in a variety of ways, through a range of texts (e.g. technical, sports and fashion, including texts downloaded from the internet), CALL software, video and listening exercises.
- Learners develop knowledge of ICT vocabulary, linked to specific IT, keyboard, word-processing skills, and vocabulary linked to internet access and navigation, as appropriate to need and level.
- In pairs or small groups, learners discuss and compare different collocations related to different areas of study, e.g. Health and Social Care, Leisure and Tourism.
- Learners practise spelling common and relevant key words, identifying patterns from language in use in texts, and then go on to further practice using CALL software.
- Learners look at the origin of words and compare with their own languages, noting 'false friends' (e.g. words that look the same as those in the first language but have different meanings).
- Learners discuss the origin and meaning of prefixes, e.g. *tele* means *far*, and *vision* means *seeing*, so it becomes easier to learn *telescope*, *telephone*, *telecommunications*, and to understand new formations like *teleconferencing*.

Word focus

Vocabulary, spelling and handwriting

Ww/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

- 1b develop strategies to aid accurate spelling\*
  - apply knowledge of spelling rules if appropriate to learning style of the learner\*
  - systematically and consistently apply strategies for learning and remembering spelling that take into account the part played in accurate spelling by the visual memory (what words look like) and the motor memory (the use of joined-up handwriting) as well as auditory memory (what words sound like)

*An adult will be expected to:*

- 2 produce legible text

- 2a produce clear, consistent handwriting
  - have a critical awareness of personal features of own handwriting and, where necessary, continue to work to improve its clarity and consistency

Handwrite legibly and with minimum alterations a text to be read by someone they do not know, e.g. admissions tutor at a university.

Word process notes from a union meeting, to be circulated to other members.



*At this level, adults can:*

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- In pairs, learners identify and write down the root word from a list of words ending in *-ly* and then try to formulate a rule, testing it out on another list of words.
  - Learners are given their own personal list of spellings to learn on a regular basis.
  - Learners discuss strategies for improving spelling which work at the visual, auditory and kinaesthetic level, trying out different strategies and choosing the ones that suit them best individually.
  - Learners are encouraged to keep a personal vocabulary or word book.
  - Learners are set a spelling test, using words with the prefixes: *auto-*, *bi-*, *trans-*, *tele-*, *circum-*, which they previously discussed and were previously given to learn.
  - To develop their ability to use spell-check, learners use mis-spelt texts that need to be spell-checked on a computer and proof-read for homophones.
- 
- Given examples of good and bad handwriting, learners are asked to discuss why they are good or bad (e.g. inconsistency of direction, spacing). Learners discuss the impression handwriting gives, and when good handwriting is particularly important, e.g. job applications, applying for awards and grants. Learners analyse their own handwriting, using the above criteria. Where needed, learners should be given exercises to improve direction, consistency, etc.
  - As needed, learners agree to a handwriting-improvement plan, working consistently through priorities.

## An example of an integrated activity

### Teaching focus: Listening

Lr/L2.1 listen for and identify relevant information from extended explanations or presentations on a range of topics

Lr/L2.1a extract information from extended texts in a non-face-to-face context, e.g. radio, presentations

- be aware of the type of lexis likely to occur in a given text, and use this to access the text
- be aware of common collocations, e.g. *rejected allegations*, *confirmed allegations* and the importance of listening for the verb in this type of phrase
- be able to guess the meaning of unknown words in complex spoken texts, by understanding the gist of a passage, predicting content and knowing some collocations
- be able to identify the main idea and secondary ideas in an extended text

### Related skills

Sc/L2.4c narrate events in the past

Sc/L2.4d give explanations and instructions

Lr/L2.2a listen to a narrative or conversation

### Context: The news

The activity centres on the topic of news. News broadcasts are extended listening texts that are readily available, authentic and always current. Learners can absorb information on a news topic from the radio and from television and newspapers. The main focus in the integrated activity is on the radio, because it requires learners to rely on what they hear without visual clues. The radio offers sufficient variety, as different programmes on the same station, and different radio stations, will present the topic in different ways and registers. Once learners feel confident about extracting information from a particular programme, they may well listen to it regularly – a positive point, as learners at this level may not have English classes in the future.

The teacher needs to record news bulletins on the same day from two different stations, such as Radio 4 and Five Live.

### Preparation for listening

Create the context by bringing yesterday's newspaper into class. Ask learners how they find out what is in the news. Do they read a national paper? Every day? Once a week? Which paper? What about radio and television? How often do they watch or listen to news broadcasts? Which channel or station? Which is the easiest, and which is the most demanding?

Move on to discuss listening. *What can you do if you hear a word you don't know or you're not sure about?* Gather suggestions and then elicit using the context, getting familiar with a topic over a few days and finding the same words used again and again in relation to that topic.

Ask the class to tell you about current news topics. Put them on the board in the order they are suggested. Make sure everyone understands the topic title. Focus on the type of lexis likely to occur in a given text. Ask learners to suggest words or common collocations that are often associated with the topic you are discussing. You can give prompts in a number of different ways:

- What goes with the following word?

*industrial* (action, unrest, relations)

*traffic* (congestion)

*majority* (overwhelming, vast, silent)

*expectations* (unrealistic)

*government* (intervention)

- Contextualise your search for collocations by using one or two of the current news topics.

In a news item about flu, what words are likely to be used with the word *flu*?  
(outbreak, epidemic)

In a news item about industrial unrest, what words are likely to be used in connection with the first word? (*negotiations* – have broken down; *strike action* – threatened; *pay* – claim)

- Use an extract from a newspaper article on one of the current topics for a cloze test on collocations. Learners can work through this in small groups or compete against each other in teams.

## Listening

Tell learners that they are going to hear part of a news bulletin on Radio 4, and that they should write down the news topics in the order in which they feature. For each topic, they should write down any collocations they hear. Explain collocations as words that are often used together (such as the ones practised in the exercise earlier).

Play the first four items of the news bulletin. In pairs, learners note the topics and collocations they hear. The teacher can decide whether to follow up with class feedback at this stage, or to wait until the second bulletin has been played.

Play a recording of yesterday's news from another radio station, for example Five Live. Again use only the first four topics. Once again, pairs list the topics and the collocations.

Focus attention on the similarities and differences between the two news broadcasts. Did each news broadcast contain the same topics? Were the topics in the same order? Discuss how broadcasters give different degrees of importance to individual news items, e.g.: position in the list of items; amount of time devoted to the topic; range of views covered in relation to the topic; number of days when news bulletins include that topic (the position in the list may change); tone of voice and language used by the newsreader. Which bulletin was easier to understand? Why? Shorter sentences? Easier lexis?

For the following activities, use the news bulletin that is more demanding, replaying the four news items they have heard before. Play the first item and ask pairs of learners to suggest what the main point is in this item and what the secondary ideas are. If pairs

disagree, play the tape again and ask learners to back up their opinions with evidence. Put their comments on the board. Refer to points raised earlier about how we know the relative importance of different news items.

Use the next three items to work on guessing the meaning of unknown words. Ask learners to raise a hand whenever they hear a word they don't know. Play the broadcast and, when someone puts up a hand, stop the tape and rewind a little to remind them of the context. Show learners how to use the context to narrow down and eventually deduce the meaning of unfamiliar words, using the following texts as examples:

*The House debated the Bill until five o'clock this morning when the motion was finally carried by the Government. Members of the Opposition were in uproar and accused the government of filibustering.*

- *What was unusual about this debate? (It went on so long!)*
- *Who won?*
- *You can guess how the Opposition felt about it. What possible accusations could they make? So what does filibustering mean?*

*The Minister refused to comment about repeated allegations that he had lied about the amount of money to be committed to health service spending. He rebutted suggestions that he had deliberately misled the House and the general public.*

- *What was alleged about the actions of the Minister?*
- *What have people suggested that he has done?*
- *Does he admit that he has done wrong? So what does rebutted mean?*

Now tell learners the topic of the fifth news item. Ask them to predict the likely content and type of lexis. Remind them to think of collocations, not only single words. Learners work in fours to write down the collocations and predict the content of the news item. Give support, e.g. by saying:

- What do you already know about this topic?
- If someone is going to be interviewed for this item, who is it likely to be?
- What differences of opinion belong to this topic?
- Are there any related issues which you are aware of?
- What kind of words are likely to arise in this item?
- How is the item likely to end?

Put the content and any words suggested by each group on the board. If there are single words, ask the class to suggest collocations.

**Gist listening:** play the news item once for the groups to note whether their predictions about the content were correct.

**Detailed listening:** play the news item again and give learners time in their groups to compare the predicted lexis with what they heard.

Establish with the whole class what the main idea and the secondary ideas were and discuss other issues such as the range of views covered, the tone of voice and language used by the newsreader. Replay parts of the item as necessary.

### Links with other skills

Rt/L2.1a. understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying complexity

Rt/L2.2a identify the purposes of a wide range of texts, whether inferred or explicitly stated

- Read newspaper articles in a range of publications, being aware of register, opinion expressed openly and covertly.
- Understand how to navigate their way around a broadsheet paper with its various sections, features, editorial and readers' letters.
- Become aware that news coverage can never be fully comprehensive or totally objective.

Wt/L2.4a. choose format and structure to organise writing for different purposes

Wt/L2.5a choose formal and informal language appropriate to purpose and audience

Wt/L2.6a choose different styles of writing for different purposes

- Write a news article for a particular audience and publication:
  - The whole class could focus on the same topic and then choose the audience, format and style which they wish to use.
  - Learners could work on the different viewpoints in the topic and then write from one particular angle.
  - Learners could cover a topic in the style of a broadsheet paper and then in tabloid style.

### Independent learning

Learners can watch the TV news and listen to the news on the radio, and compare and contrast the way the items are listed and discussed.

Learners can watch/listen to a news or current affairs programme where certain items are explored in much more detail.

## Communicative functions

At Level 2, the grammatical forms given on the fold-out page opposite may be used to express a range of communicative functions and notions, e.g.:

- greet and sustain social interaction
- give personal information
- ask for personal information
- describe self/others
- ask for descriptions of people
- give general and specific descriptions of things and places
- ask for descriptions of things, places
- narrate
- ask about past events
- give factual accounts – define within explanations
- ask for definitions
- give factual accounts – give examples
- give factual accounts – classify
- generalise and compare/contrast
- give factual accounts – describe a complex process
- ask about processes
- express obligation in the past
- express definite and tentative arrangements in the future
- report
- explain and give reasons
- give instructions
- summarise
- hypothesise
- speculate
- give views, opinions and justification
- ask for advice
- respond to requests for confirmation
- ask for confirmation
- clarify
- rephrase for clarification or emphasis
- check back
- express feelings, likes and dislikes, wishes
- ask about people's feelings, opinions, interests, wishes, hopes
- make requests in informal and formal situations – ask for something
- make requests in informal and formal situations – ask someone to do something
- make requests in informal and formal situations – ask for permission
- criticise, rebuke
- give reassurance and praise
- negotiate
- persuade
- complain
- warn and threaten
- interrupt
- disagree
- change the topic
- take leave

## Strategies for independent learning

Learners should be encouraged to try the following.

### In the community

- Seek opportunities to speak English in contexts other than ESOL classes, e.g. at work; on a leisure, vocational or academic course; in social situations; as a volunteer; as a committee member (e.g. PTA, Neighbourhood Watch).
- Ask questions if they do not understand.

### At home

- Go over work done in class, read it aloud, check understanding.
- Read practice dialogues to themselves, and try learning them by heart.
- Keep a vocabulary book and try to learn at least five new words after each lesson.
- Tape lessons, or parts of lessons, and play them back at home.
- Use self-access English-learning materials (books and tapes) at home for extra practice or revision. Consult their teacher about appropriate materials.
- Use the internet and navigate a wide range of sites, downloading interesting information, articles, etc. to bring to class.

### Using the phone

- Rehearse what they are going to say before dialling, if it is a difficult situation, e.g. complaining.

### Reading

- Try to read as widely as possible – books, magazines, newspapers.
- Use a bilingual or English learner's dictionary to look up words they do not know, and make a note of recurrent words and phrases.

### Using the media

- Try to watch TV using teletext, listen to the radio, read articles in newspapers and magazines and books in English, if only for a short time every day. Either ask English-speaking friends or relatives to explain words/phrases they do not understand, or look words up in a bilingual dictionary.

### Working with games

- Play board games, cards or language games, e.g. charades, with English-speaking friends or relatives.

### Using libraries

- Join the local library and borrow audio books as well as ordinary books. If they have children, they should read with them, asking the children to read to them, as well as reading to the children.

 <p>Simple, compound and complex sentences, with more than one subordinate clause</p>	 <p>Simple, compound and complex sentences, with a wide range of subordinate clauses</p>
<ul style="list-style-type: none"> <li>word order in sentences with more than one subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>word order in complex sentences, including choice of order for emphasis</li> </ul>
<ul style="list-style-type: none"> <li><i>there had been</i></li> </ul>	<ul style="list-style-type: none"> <li><i>there could be/would be/should be</i></li> <li><i>could have/would have/should have</i></li> </ul>
<ul style="list-style-type: none"> <li>a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i></li> <li>non-defining relative clauses</li> <li>defining relative clauses with <i>where</i> or <i>whose</i></li> <li>participial clauses to describe accompanying actions with <i>-ing</i></li> <li>clause as subject or object</li> </ul>	<ul style="list-style-type: none"> <li>a wide range of conjunctions, including <i>on condition that</i>, <i>provided that</i></li> <li>conditional forms, using <i>had + would/could/should have</i></li> <li>comparative clauses</li> <li>more complex participial clauses with <i>-ing</i> and <i>-ed</i></li> <li>fronting and cleft sentences for emphasis</li> </ul>
<ul style="list-style-type: none"> <li>reported speech with a range of tenses, including use of <i>would</i> and <i>had</i></li> </ul>	<ul style="list-style-type: none"> <li>reported speech, using a range of verb forms</li> </ul>
<ul style="list-style-type: none"> <li>a range of embedded questions using <i>if</i> and <i>whether</i></li> <li>reported questions with <i>if</i> and <i>whether</i></li> <li>use of <i>had</i> and <i>would</i> in reported questions</li> <li>reported requests</li> </ul>	<ul style="list-style-type: none"> <li>more complex embedded questions</li> <li>reported questions, using a range of verb forms</li> </ul>
<ul style="list-style-type: none"> <li>statements with question tags using Level 1 tenses</li> </ul>	<ul style="list-style-type: none"> <li>statements with question tags, using Level 2 verbs and tenses</li> </ul>
<ul style="list-style-type: none"> <li>reported instructions</li> </ul>	<ul style="list-style-type: none"> <li>imperative + question tag</li> </ul>
<b>Noun phrase</b>	
<ul style="list-style-type: none"> <li>more-complex noun phrases with pre- and post-modification</li> <li>word order of determiners</li> </ul>	<ul style="list-style-type: none"> <li>noun phrases of increasing complexity</li> </ul>
<ul style="list-style-type: none"> <li>use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> </ul>	<ul style="list-style-type: none"> <li>use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul>
<ul style="list-style-type: none"> <li>range of expressions to indicate possession</li> </ul>	
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>	
<ul style="list-style-type: none"> <li>present perfect continuous</li> <li>past perfect</li> <li>present and past simple passive</li> <li>use of <i>would</i> in conditional sentences</li> <li>causative use of <i>have</i> and <i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive</li> <li><i>would</i> expressing habit in the past</li> <li>use of <i>had + would/could/should have</i> in conditional sentences</li> </ul>
<ul style="list-style-type: none"> <li>modals: <i>ought</i> to express obligation; negative of <i>need</i> and <i>have to</i> to express absence of obligation; <i>would</i> to express hypotheses; use of forms, e.g. <i>be able to</i> to refer to future; <i>would like</i> + object, + infinitive, e.g. <i>would like you to</i></li> </ul>	<ul style="list-style-type: none"> <li>modals expressing past obligation, possibility, rejected conditions</li> </ul>
<ul style="list-style-type: none"> <li>a range of phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>a wide range of phrasal verbs with a number of particles</li> </ul>
<b>Adjectives</b>	
<ul style="list-style-type: none"> <li>comparisons, using <i>fewer</i> and <i>less</i></li> <li>collocation of adjective + preposition</li> </ul>	<ul style="list-style-type: none"> <li>connotations and emotive strength of adjectives</li> </ul>
<b>Adverbs and prepositional phrases</b>	
<ul style="list-style-type: none"> <li>prepositions to express concession</li> <li>collocations of: verbs + prepositions; nouns + prepositions</li> </ul>	<ul style="list-style-type: none"> <li>prepositions + <i>-ing</i> form</li> <li>prepositions followed by noun phrases</li> </ul>
<ul style="list-style-type: none"> <li>a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>comparative and superlative forms of adverbs</li> <li>a wide range of intensifiers</li> </ul>	
<b>Discourse</b>	
<ul style="list-style-type: none"> <li>a range of discourse markers expressing: addition, cause and effect, contrast, sequence and time</li> <li>markers to structure spoken discourse</li> <li>use of ellipsis in informal speech and writing</li> </ul>	<ul style="list-style-type: none"> <li>a range of logical markers</li> <li>sequence markers</li> </ul>

## Formality and informality in English

Using English properly entails appropriate choices in formality and the ESOL curriculum pays particular attention to these choices. The key features of informal and formal usage in English are:

### General

- Informal English is normally used in most face-to-face encounters or when communication is with somebody the speaker or writer knows well.
- Formal English is normally used for communication when relations are more unfamiliar.
- Features of formal English are normally found more frequently in writing; features of informal English are normally found more frequently in speech.
- The language choices indicated here are tendencies and are not fixed choices. In any language there is always a *continuum* from formal to informal and across speech and writing.

### Language features

The main characteristics of informal English include:

1. Discourse markers such as *anyway, well, right, now, OK, so*, which organise and link whole stretches of language.
2. Grammatical ellipsis: *Sounds good* (That sounds good); *Spoken to Jim today* (I've spoken to Jim today); *Nice idea* (That was a nice idea) in which subjects, main verbs and sometimes articles are omitted. The omissions assume the message can be understood by the recipient.
3. Purposefully vague language. This includes very frequent nouns such as *thing* and *stuff* and phrases such as *I think, I don't know, and all that, or so, sort of, whatever*, etc. which serve to approximate and to make statements less assertive.
4. Single words or short phrases which are used for responding. For example, *Absolutely, Exactly, I see*.
5. Frequent use of personal pronouns, especially *I* and *you* and *we*, often in a contracted form such as *I'd* or *we've*.
6. Modality is more commonly indicated by means of adjectives and adverbs such as *possibly, perhaps, certain* and modal phrases such as *be supposed to, be meant to, appear to, tend to*.
7. Clause structure which often consists of several clauses chained together. For example, *I'm sorry but I can't meet you tonight and the cat's ill which doesn't help but call me anyway*.

The main characteristics of formal English include:

1. Conjunctions and markers such as *accordingly, therefore, subsequently*, which organise logical and sequential links between clauses and sentences.
2. Complete sentences. For example: *The proposal sounds interesting; I have spoken to Jim today; That's a nice idea* are preferred to more elliptical forms.
3. Greater precision in choices of vocabulary and, in general, words with classical origins. For example, *fire* is more informal than *conflagration*; *home* is more informal than *domicile*.
4. Complete responses that always contain a main finite verb. For example, *I absolutely agree with what you say* is preferred to *Agreed*.
5. A greater use of nouns than either pronouns or verbs. *There are improvements in their technology* is preferred to *Their technology has improved*. *The installation will be free* is preferred to *They'll install it free*.
6. Modality is more commonly conveyed through the use of modal verbs such as *must, might, could, should*, etc.
7. Clause structure which can be simple or complex but which does not normally consist of clauses chained together. *I cannot meet you tonight because the cat is unfortunately unwell. However, please do call me anyway*.

## Glossary

accent	a sum of those features of a person's pronunciation that are typical of the person's regional and linguistic background
accuracy	the effect of using language in a way that is normally considered acceptable, and would be thought correct by native speakers. Activities designed to develop accuracy focus on detail and are normally contrasted with activities that promote fluency.
active	(See <b>voice</b> and <b>participle</b> .)
adjective	a word that describes somebody or something. Adjectives normally come before a noun (e.g. <i>a <u>busy</u> day</i> ), or after verbs such as <i>be, get, seem, look</i> (e.g. <i>I'm <u>busy</u></i> ).
adjectival phrase	a group of two or more words functioning as a single adjective ( <i>a hat <u>with a large feather</u>, she looks <u>like her mother</u></i> ). (See also <b>prepositional phrases</b> .)
adverb	<p>a word that gives extra meaning to a verb, an adjective, another adverb or a whole sentence. Many adverbs are formed by adding <i>-ly</i> to an adjective, e.g. <i>quickly, dangerously, nicely</i>, but many common adverbs do not end in <i>-ly</i>, e.g. <i>often, then, there</i>. Some <i>-ly</i> words are adjectives, not adverbs (e.g. <i>lovely, lonely, friendly</i>); they use phrases such as <i>in a friendly way/manner</i> when they function adverbially.</p> <p>Adverbs are categorised according to meaning: adverbs of manner, place, time, frequency and degree. Where a number of adverbs occur together, the usual word order is manner, place and time, e.g. <i>she sang beautifully at the concert this afternoon</i>.</p> <p>An adverb may also be used as an intensifier, e.g. <i>She's <u>really</u> kind; he works <u>really</u> slowly</i>.</p> <p>Adverbs can also be used as a comment on the whole sentence, e.g. <i><u>Really</u>, he should do better</i>.</p> <p>Other adverbs indicate the attitude of the speaker to what he or she is saying (<i>perhaps, obviously</i>), or connections in meaning between sentences (<i>however, finally</i>). These adverbs usually occur initially but in less formal and spoken English they may occur medially or finally, e.g. <i>She's over 50 <u>actually</u></i>.</p>
adverbial phrase	a group of words that functions in the same way as a single adverb, e.g. <i>last week, three times a day, first of all, of course</i> . (See also <b>prepositional phrases</b> .)
adverb particles	when words such as <i>in, off, up</i> are not followed by an object, they are referred to as adverb particles rather than prepositions, e.g. <i>The sun has gone <u>in</u></i> .
adverbial clause	adverbial clauses function as adverbs. They can be identified by asking the same questions: <i>When? Where? How? Why?</i> and so on. They include adverbial clauses of time, place, manner, reason, condition, concession, purpose, result, comparison or degree. (See also <b>subordinate clauses</b> .)
agreement (or concord)	in some cases the form of a verb changes according to its subject, so the verb and subject 'agree', e.g. <i>I am/he is/they are; I was/you were; I like/she likes, I don't/he doesn't</i> . (See also <b>countable nouns</b> .)
ambiguity	a word, phrase or statement that has more than one possible interpretation, sometimes arising from unclear grammatical relationships (e.g. <i>Police killed man with knife</i> ). In poetry, it often serves to extend the meaning beyond the literal.
analogy	the perception of similarity between two things; relating something known to something new. In spelling, using known spellings to spell unknown words (e.g. <i>night – knight – right – sight – light – fright</i> ). In reading, using knowledge of words to attempt previously unseen words.
antonym	a word with a meaning opposite to another (e.g. <i>hot – cold, satisfaction – dissatisfaction</i> ), the opposite of <b>synonym</b> .
apostrophe	An apostrophe has two functions: to indicate that a letter is missing ( <i>don't, I've</i> ) and to indicate possession with nouns, e.g. <i>The boy's coat</i> . When the noun is plural the apostrophe follows the plural <i>s</i> , as in <i>the girls' coats</i> . (See also <b>possessive s, contractions and auxiliaries</b> .)
appropriate	describes a text, word, utterance or style that is suitably phrased for its intended audience and form. 'Appropriate' accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression.

article	a type of <b>determiner</b> . There is a definite article ( <i>the</i> ) and an indefinite article ( <i>a</i> or <i>an</i> ). The absence of an article is sometimes termed the zero article, e.g. with plurals or uncountable nouns, as in <i>trains are crowded</i> , <i>beauty is truth</i> . (See also <b>determiner</b> .)
articulation	the production of different speech sounds through the use of the speech organs: pharynx, tongue, lips, jaw, soft and hard palate.
aspect	a grammatical category that combines with time distinctions in a verb phrase to form the perfect and continuous tenses. English has two aspects, the <b>perfect aspect</b> , which is formed from the auxiliary <i>have</i> and (in the case of regular and some irregular verbs) the participle <i>-ed</i> : <i>I have called, had told</i> ; and the <b>progressive aspect</b> , which is formed from the auxiliary <i>be</i> and the participle <i>-ing</i> , denoting an event in progress or continuing within a specified period, e.g. <i>I was playing all afternoon</i> .
assimilation	the tendency for sounds (e.g. consonant sounds at the end of words) to take on features of adjacent sounds and thus change the way they are pronounced. For instance, <i>ten</i> in <i>ten pounds</i> can sound like <i>tem</i> as /m/ is pronounced with the same lip position as /p/.
audience	the people addressed by a text. The term includes listeners, readers of print, film/TV audiences, and users of information technology.
auxiliary	verbs (also called 'helping verbs') that combine with a main verb to form the negative, interrogative and <b>perfect</b> or <b>progressive aspect</b> or the <b>passive</b> form. <i>Have</i> helps to form present perfect and past perfect; <i>be</i> helps to form the passive, present and past continuous; <i>do</i> helps to form question and negative in present simple and past simple. Auxiliary verbs, including modal auxiliaries, may be used on their own in short answer forms, e.g. <i>Have you seen it? Yes, I have</i> . (See also <b>modal</b> .) In informal English they are frequently contracted, e.g. <i>don't, I'm</i> . (See also <b>apostrophe</b> .)
back-channelling	ways in which the listener indicates to the speaker that he or she is being understood, e.g. by the use of interjections like <i>oh, mm, OK, eh</i> .
blend	the process of combining phonemes into larger elements such as clusters, <b>syllables</b> and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words, e.g. <i>st, str, nt, pl, nd</i> .
CALL	Computer Assisted Language Learning. (See also <b>ICT</b> .)
causality	(See <b>discourse markers</b> and <b>subordinate clauses</b> .)
chronological	an adjective used to describe writing organised in terms of sequences of events in time.
chunk	a manageable unit of language extracted for analysis or to be used for other learning activities.
clause	a structural unit, smaller than a sentence but larger than a phrase or word, which normally contains a verb. A <b>main clause</b> makes sense on its own and can form a complete sentence ( <i>It was raining</i> ). A <b>subordinate clause</b> (sometimes called 'dependent') amplifies the main clause, but does not make complete sense on its own and can only stand as an independent grammatical unit ( <i>when we went out</i> ) in spoken discourse ( <i>Did you lock the door? Yes, when we went out</i> ). When attached to a main clause, a subordinate clause makes a complete sentence, e.g. <i>It was raining when we went out. / When we went out it was raining</i> . Subordinate clauses can sometimes be abbreviated to phrases, omitting verb and subject, which are understood from the context, e.g. <i>When in Rome, do as the Romans do</i> . (See also <b>syntax</b> , <b>simple</b> , <b>compound</b> and <b>complex sentence</b> , <b>ellipsis</b> .)
cliché	a very common idiom or stereotyped phrase that has been so over-used as to have lost all originality or effectiveness, e.g. <i>to sell like hot cakes</i> .
cleft sentence	a sentence split into two clauses for emphasis, eg. <i>It was Brenda who told me, What is most important is to check the measurements</i>
cloze	an exercise in which certain words are deleted from a text and a gap left. The learner's task is to supply the missing words. Words can be deleted in a specific way (e.g. adjectives, conjunctions), or randomly (every <i>n</i> th word). It is often used for assessment purposes.
coherence	the underlying logical connectedness of a text, whereby concepts and relationships are relevant to each other and it is possible to make plausible inferences about underlying meaning.
cohesive ties	a cohesive device or tie helps to clarify relationships between components of a long piece of text. (See also <b>discourse</b> , <b>reference</b> , <b>ellipsis</b> , <b>connectives</b> and <b>substitution</b> .)

collective noun	a collective noun refers to a group (e.g. <i>crowd, flock, team</i> ). Although these are singular in form, we often think of them as plural in meaning and use them with a plural verb. For example, if we say <i>The team <u>have</u> won all <u>their</u> games so far</i> , we think of the team as <i>they</i> (rather than <i>it</i> ). (See also noun.)
collocation	the tendency for certain words to occur together, typically adjectives and nouns (e.g. <i>golden opportunity</i> but not <i>golden chance</i> ; <i>lean meat</i> not <i>skinny meat</i> ), but also prepositions with verbs, nouns and adjectives, and verbs with nouns and prepositions, e.g. <i>to take an interest in, be aware of</i> .
colloquial	(See informal.)
communicative function	(See language function.)
comparative and superlative	forms of adjectives and adverbs that convey different degrees of intensity. The comparative expresses a relationship of degree between two: <i>taller, happier, more secluded</i> ; the superlative expresses the limits of the quality: <i>tallest, happiest, most secluded</i> . Some adjectives use the endings <i>-er/-est</i> ; others, usually longer adjectives, use <i>more/most</i> . (The 'rule' is that only one of these methods should be used at once.) When the endings <i>-er, -est</i> are added, certain spelling patterns apply, e.g. <i>healthy/healthier/healthiest; sad, sadder, saddest</i> .  Comparison may be unequal ( <i>She works more quickly than I do; He is tidier than me</i> ), or equal ( <i>he is as tidy as me</i> ).
complement	some verbs do not take an object, but may be followed by a complement, e.g. <i>Jai wants to be a doctor</i> . In this example, <i>Jai</i> (subject) and <i>a doctor</i> refer to the same person, making <i>a doctor</i> a subject complement. The verb <i>to be</i> , as well as verbs such as <i>seem</i> or <i>become</i> , are commonly followed by a complement, which may be a noun or noun phrase, or an adjective or adjectival phrase, as in <i>I am very happy</i> . Another example of a complement is an object complement, e.g. <i>You make me happy</i> , where <i>me</i> is the direct object and <i>happy</i> the object complement. (The terms subject, object and complement may refer to a group of words, as well as a single word.) (See also syntax.)
complex sentence	a sentence containing at least one main clause and one or more subordinate clauses, e.g. <i>I'll phone you</i> (main clause) <i>as soon as I am ready</i> (subordinate clause). In the complex sentence, <i>Local residents believe that</i> (main clause) <i>more police on the street would reduce crime</i> (subordinate clause), the subordinate clause functions as a direct object of the verb <i>believe</i> linked by the subordinator <i>that</i> . Complex sentences also occur with more than one subordinate clause, as in <i>The man who I spoke to</i> (relative clause) <i>said he would call back</i> (noun clause) <i>when the meeting had finished</i> (adverbial clause). In general the subordinate clause would not stand alone other than in spoken discourse. (See also clause, and conjunction.)
compound sentence	a compound sentence has two or more main clauses of equal weight joined by <i>and, or, but</i> or <i>so</i> (e.g. <i>It was late but I wasn't tired</i> ). Each main clause could be an independent sentence. The clauses are typically linked by the conjunctions <i>and, but, or, so</i> , e.g. <i>We had a picnic in the park and the children fed the ducks</i> . (See also clause, conjunction.)
compound word	a word made up of two other words, e.g. <i>football, headrest, playground, database, earring, handout, backlash</i> .
comprehension	understanding of a written text or spoken utterance. With literal comprehension, the reader has access to the surface details of the text, and can recall details that have been directly related. With inferential comprehension, the reader can read meanings that are not directly explained, e.g. make inferences about the time of year from references to festivals, descriptions of weather, activities and so on. With evaluative comprehension, the reader can offer an opinion on the effectiveness of the text for its purpose.
comprehension questions	a teaching or assessment method whereby teachers ask learners questions to check understanding of a written text or spoken utterance.
concession	adverbial clauses of concession introduce an element of contrast into a sentence and are sometimes called contrast clauses. The most common conjunctions that introduce clauses of concession are <i>although, though, even though</i> .
condition	conditional sentences are usually divided into three basic types referred to as Type 1, Type 2 and Type 3: Type 1: If + present + <i>will</i> Type 2: If + past + <i>would</i> Type 3: If + past perfect + <i>would have</i>

conjunction	a word used to link clauses within a sentence, a type of <b>connective</b> or <b>connective word</b> . <b>Co-ordinating conjunctions</b> (e.g. <i>and, but, or, so</i> ) join two clauses of equal weight into a compound sentence; <b>subordinating conjunctions</b> (e.g. <i>when, while, before, after, since, until, if, because, although, that</i> ) introduce a subordinate clause in a complex sentence. The conjunction <i>that</i> is used to introduce both relative clauses and noun clauses. It is often omitted in the case of noun clauses, e.g. <i>He said (that) he was coming</i> .
connective	a word or phrase that links different parts of a text (clauses, sentences, paragraphs). Connectives can be <b>conjunctions</b> (e.g. <i>but, when, because</i> ) or connecting adverbs (e.g. <i>however, then, therefore</i> ). Connectives maintain the cohesion of a text, e.g. by: addition ( <i>and, also, furthermore</i> ); opposition ( <i>however, but, nevertheless, on the other hand</i> ); cause ( <i>because, this means, therefore</i> ); time ( <i>just then, immediately, as soon as possible</i> ). Particular connectives tend to occur in particular text types, e.g.: of time, in chronological narratives; of opposition or cause, when presenting an argument or persuading to a viewpoint. <b>Pronouns</b> (e.g. <i>A survey of adult learners will take place shortly. It will be the largest of its kind to date.</i> ) and <b>prepositional phrases</b> (e.g. <i>in other words, after all that</i> ) can also act as connectives.
connotation	the tendency for certain words to carry emotional meaning. Connotation can be negative or positive, e.g. <i>his friends</i> may be positive or neutral, but <i>his cronies</i> has negative connotation.
consonant	a speech sound that obstructs the flow of air through the vocal tract; for example, the flow of air is obstructed by the lips in <i>p</i> and by the tongue in <i>t</i> . The term also refers to the 21 letters of the alphabet whose typical value is to represent such sounds, namely all except the vowels <i>a, e, i, o, u</i> . There are 24 distinctive consonant sounds in English, which are normally represented by the above letters, singly or in combination. The letter <i>y</i> can represent a consonant sound ( <i>yes</i> ) or a vowel sound ( <i>happy, cycle</i> ).
consonant digraph	a combination of two consonant letters to represent a single consonant sound, e.g. <i>ch</i> in <i>chess</i> , <i>th</i> in <i>thanks</i> .
content words	or information words carry the meaning of a sentence, usually nouns or verbs as opposed to grammatical words such as <i>the</i> and <i>to</i> . In sending a telegram or text message, the content words would be the ones included, e.g. <i>Arriving 2pm. Send car.</i>
context	can refer to language or a non-linguistic situation in which spoken or written language is used. A description of the <b>situational context</b> takes into consideration the place, the type of interaction, the number of people involved and the relationship between them, etc. The context can play a large part in choice of language, vocabulary, or formal or informal register.  The term <b>linguistic context</b> (also called co-text) refers to the language in which a particular item occurs, e.g. to understand the meaning of a word, it is often necessary to consider it in the context of the sentence, phrase or the text in which it occurs: <i>peak viewing time</i> as opposed to <i>they climbed right to the peak</i> .
context cue	enables a learner to use either a <b>situational</b> or <b>linguistic context</b> to infer the meaning of a linguistic item that is not otherwise clear.
contractions	contracted forms are often used for subject pronoun + auxiliary, e.g. <i>I'm, he's</i> , and for auxiliary and negative, e.g. <i>don't, doesn't</i> . Contracted forms are regularly used in spoken and informal written English, but not in formal written English. (See <b>apostrophe</b> .)
convention	(See <b>discourse convention</b> .)
countable/ uncountable nouns	the distinction between countable and uncountable nouns is essential to be able to decide when to use singular or plural forms and when to use the indefinite, definite and zero <b>articles</b> .  <b>Countable</b> or <b>count</b> , or <b>non-mass nouns</b> can be singular (only one) or plural (more than one), e.g. <i>sister/sisters, problem/problems, party/parties</i> , and can be introduced by <b>determiners</b> denoting distinction in numbers, e.g. <i>a/one/every/either car</i> in the singular, and <i>several/three/many/these cars</i> in the plural.  <b>Uncountable</b> or <b>non-countable</b> , or <b>mass nouns</b> (e.g. <i>butter, sugar, electricity, money, police</i> ) do not normally occur in the plural, are treated as singular for subject-verb agreement and are introduced by a restricted set of determiners, e.g. <i>the butter, some cotton, no money, any information</i> . Many basically non-countable nouns, particularly nouns denoting materials, have countable uses, e.g. <i>two coffees</i> , in the sense of two cups of coffee, or a selection of herbal <i>teas</i> , a painting in <i>oils</i> . Most abstract nouns are uncountable, e.g. <i>happiness, intelligence</i> .
cross-cultural features of communication	refers to the fact that languages and cultures have similar or different conventions of communications. The differences may be linguistic (e.g. in how often and when <i>please</i> and <i>thank you</i> are used) or non-linguistic (e.g. in the physical distance between two people in conversation).

cue cards	cards containing words or pictures for use by learners in practical activities. Also referred to as 'prompt cards'.
decode	translate the visual symbol into component sounds that make up a word.
definite article	(See article.)
deixis	is where the meaning of pronouns, adverbs, etc. (deictics) is determined by the physical context – the setting, time, persons involved, e.g. <i>here, there, now, this, that</i> .
demonstrative	<i>this</i> and <i>that</i> are often referred to as demonstrative pronouns, e.g. in <i>this is mine</i> . If followed by a noun, they are sometimes referred to as demonstrative adjectives, e.g. <i>this book is mine</i> . They are a subset of determiners. (See also determiner.)
derivation	the etymology or origin of words, from earlier forms of the word: <i>woman</i> is derived from <i>wifman</i> ; <i>table</i> from Latin <i>tabula</i> .
descriptive	descriptive texts describe events, processes or states. They often make greater use of adjectives and figurative language than other forms of writing. (See also <b>chronological, narrative, persuasive, discursive</b> and <b>explanatory</b> for other types of text.)
detailed reading	indicates a form of reading that is at the opposite end of the spectrum from <b>skimming</b> or <b>scanning</b> . Detailed reading involves careful reading in order to extract specific information, but also to gain a complete understanding of the text's intentions and the way in which language choice and <b>syntax</b> combine to produce a particular message.
determiner	refers to a class of words, occurring before a noun. The definite and indefinite article ( <i>the, a, an</i> ) are types of determiner. Other examples include <i>this, some, any</i> . (See also <b>articles</b> and <b>demonstrative</b> .)
digraph	two letters representing one phoneme, e.g. <i>th, tr</i> and <i>ch</i> in: <i>bath; train; ch/ur/ch</i> .
dialogue	an exchange between two participants. Taped dialogues are often used to introduce language in context.
diphthong	a sound, perceived as a single vowel sound, but which consists of two vowel sounds, articulated together (e.g. the vowel sound in <i>right</i> or in <i>rain</i> ).
direct speech	The term direct speech is used to describe the way the spoken word is represented in writing: <i>'I'm coming,' said Mary</i> . The actual words spoken are enclosed by quotation marks or 'inverted commas'. (See also <b>reported speech</b> .)
discourse	a stretch of language longer than a sentence. Discourse analysis involves studying these larger linguistic units and concerns the relationship between language and the contexts in which it is used, as well as relationships between different parts of a written or spoken text. (See also <b>cohesion, reference, deixis, ellipsis</b> and <b>substitution</b> .)
discourse convention	ways in which discourse is typically organised in a particular language and/or culture, e.g. the conventional way to close a formal letter or open a telephone conversation.
discourse marker	a cohesive device or tie used to structure spoken or written discourse, e.g. <i>By the way, Right, Anyway</i> . They can: be <b>sequence markers (sequencing adverbs)</b> , e.g. <i>after that, finally</i> ; show logical relations, e.g. <i>in this way, accordingly in a text</i> ; show contrast, e.g. <i>however, on the other hand</i> ; indicate additional information, e.g. <i>and, moreover, in addition</i> ; indicate the purpose of part of the text, e.g. <i>for example, to sum up, to cut a long story short</i> .  Discourse markers used primarily in speech include insertions that occur at the beginning of an utterance or to signal a transition in the evolving progress of a conversation, e.g. <i>well, right, now, mind you, you know, you see</i> .
discourse type	refers to the type of text under consideration, e.g. <i>a formal letter, a newspaper article, a poem, a prepared speech, an interview, a social conversation</i> . Terms similar in meaning include <b>text type</b> and <b>genre</b> .
discursive writing	reflective writing that aims to present a complete picture of a topic through analysis of its various aspects and through the inclusion of other people's/writers' arguments and counter-arguments.
drill	a practice technique used for developing accuracy in spoken English, where learners are asked either to repeat a given sentence exactly or make minimal changes to it. Types of drill include <b>repetition, substitution</b> (in which learners are asked to change one word of a given sentence) or <b>incremental</b> , in which learners add a word or phrase to a given sentence.
dyslexia	dyslexia results from differences in the structure and function of the brain. Dyslexic adults often show special talent in areas that require visual, spatial, and motor integration, such as art, music or engineering. Their problems in language processing distinguish them as a group. This means that a dyslexic person has problems translating language to thought (as in listening or reading) or thought to language (as in writing or speaking).

ear-pinning	the aural equivalent of <b>scanning</b> in reading. The listener is interested only in a specific item of information and will concentrate on listening for that, e.g. when listening for railway announcements.
echoing	the tendency for speakers to repeat, in part, the previous speaker's words, to show agreement or surprise, e.g.: <i>Where's Bob? He's gone to India. He's gone to India?</i>
eliciting	a technique used to encourage learners' contribution when new language is taught, and to find out how much they know already. Rather than being presented with information, learners are given a stimulus and encouraged to provide the information themselves.
elision	refers to the omission of certain sounds in connected, and especially rapid, speech, e.g. <i>a cuppa tea</i> for <i>a cup of tea</i> .
ellipsis	grammatical ellipsis is a feature of <b>discourse</b> , where part of the structure of a sentence has been missed out. It may already have been mentioned, as in the reply <i>I think I will</i> ^ to the question <i>Will you be there?</i> Or ^ <i>Really enjoyed the party ...</i> ^ <i>lovely food. Sounds good</i> ('That sounds good'); <i>Spoken to Jim today</i> ('I've spoken to Jim today'); <i>Nice idea</i> ('That was a nice idea') in which subjects, main verbs and sometimes articles are omitted. The omissions assume the message can be understood by the recipient.
embedded questions	are contained within another question or statement, e.g. <i>Can you tell me where the bank is?</i> (See also <b>question</b> .)
explanatory	an adjective used to describe text written to explain how or why something happens. Explanatory text tends to use connectives expressing cause and effect (e.g. <i>so, therefore, as a result</i> ) and time (e.g. <i>later, meanwhile</i> ) and the passive voice (e.g. <i>Tax is usually deducted at source</i> ) more than other forms of text.
familiar	describes contexts, situations, sources, topics or words of which the learner has some prior knowledge or experience. (See <b>informal</b> .)
feedback	the on-going reaction speakers receive from their listeners which helps them evaluate the success of their communication. Feedback may be verbal or non-verbal (e.g. facial expressions, gestures).
flash cards	cards used by teachers as prompts in practice activities with learners.
formal	depicts a style of language where the choice of words, syntax and address is determined by a distance from the audience, which may be dictated by the context (e.g. a letter of application, official documents, or business meetings) or the result of a lack of knowledge of this audience (e.g. polite conversations with strangers) or by difference in status (e.g. doctor and patient). Formal language tends to be characterised by more elaborate grammatical structures and by longer and more formal or technical vocabulary (e.g. <i>receive</i> rather than <i>get, thank you</i> rather than <i>thanks, I beg your pardon</i> rather than <i>What?, an abdominal pain</i> rather than <i>a tummy ache</i> ). (See also <b>informal</b> .)
format	the way in which a text is arranged or presented (e.g. as a book, leaflet, essay, video, audiotape, electronic) or the way in which it is structured (e.g. the use made of headings, sub-headings, diagrams/photographs with captions). (See also <b>genre</b> and <b>discourse type</b> .)
fronting	putting items at the front of a sentence for special emphasis, e.g. <i>Crazy he is to do that!</i>
function	(See <b>language function</b> .)
future simple	(See <b>tense</b> .)
genre	originally an identifiable category or type of literary composition (e.g. novel, drama, short story, poetry, autobiography). Now used more widely to refer to different types of written form, literary and non-literary (e.g. story, list, letter). Different genres have recognisable features of language and structure. Terms similar in meaning are <b>discourse type</b> and <b>text type</b> .
gist	the main point or idea of a text. Reading for gist is thus reading for identification of the main point only. Listening for gist means listening to a passage in order to pick out the topic and the main points but not too much detail.
grammar	(See <b>syntax, word order</b> and <b>morphology</b> .)
grapheme	the smallest distinctive unit in a writing system representing a sound. A grapheme may consist of one or more letters: for example, the phoneme <i>s</i> can be represented by the graphemes <i>s, se, c, sc</i> and <i>ce</i> as in <i>sun, mouse, city, science</i> .
graphic knowledge	the ability to understand the key features of the English writing system, including the basic shape of the letters, the plural form of nouns, spelling patterns in verb endings, the difference between upper and lower case, etc.

high-frequency words	words that occur frequently; someone who is unable to recognise or use these words will therefore be at a disadvantage, e.g. <i>the, do, and, my</i> . A number of attempts have been made (e.g. by Dolch) to identify those words that learners most need to acquire in order to advance in their learning.
homonym	words that have the same spelling or pronunciation as another, but a different meaning or origin.
homophone	words that have the same sound as another but a different meaning or different spelling: <i>read/reed; pair/pear; right/write/rite</i> .
hypertext	a word coined in 1965 to describe electronic texts, where a collection of documents contain cross-references or 'links' that allow the reader to move easily from one document to another with the aid of a browser program.
hypotheses	hypotheses or hypothetical statements may refer to the present, past or future. They describe conditions, actions, situations or events which are imagined or unreal, e.g. <i>What would you do if you won the lottery?</i> (See also <b>condition</b> .)
ICT	Information and Communication Technology. Other acronyms concerned with the use of ICT in language teaching include CALL (Computer Assisted Language Learning) and TELL (Technology Enhanced Language Learning).
idiom	a group of words whose meaning cannot be predicted from the constituent parts, e.g. <i>out of the blue, learn by heart, red herring</i> . An idiom may also be referred to as an 'idiomatic expression'.
idiomatic usage	the use of words or phrases in a sense other than their literal meaning, e.g. <i>a fat cheque, lion's share, broken heart</i> .
imperative	a form of the verb that expresses a command or instruction (e.g. <i>Hold this! Take the first right. Let's go now.</i> )
incremental drill	(See <b>drill</b> .)
indefinite article	(See <b>article</b> .)
indefinite pronoun	(See <b>pronoun</b> .)
infer meaning	meaning is not always stated overtly in a text but may be implied. Inferring involves picking up clues to help with 'reading between the lines'.
infinitive	The base or stem form of a verb, e.g. <i>speak</i> often functions as an infinitive. It is often called the 'bare infinitive' when it is used without <i>to</i> , e.g. after modals ( <i>you must <u>come</u></i> ) and the 'to-infinitive' when it is preceded by <i>to</i> , e.g. <i>I want <u>to come</u></i> .
inflected forms of words (or inflection)	the way in which words change, often by change in ending, e.g. to show differences in tense or number: <i>work<u>ed</u>, flower<u>s</u></i> .
informal	a style of language where choices of words, grammatical construction and address are determined by a connection with the audience that may be actual or sought, e.g. conversations with friends, letter to family, e-mails, text messages. Informal language tends to be more colloquial and familiar than formal language and to use less technical or complex vocabulary, e.g. <i>give us a break, we've been slaving away</i> (informal) as opposed to <i>We would appreciate your understanding but we have been working very hard</i> (formal).
information gap	activities where individual learners do not have all the information needed to fulfil a task and therefore need to communicate in order to complete the task.
-ing form	(See <b>participle</b> .)
instructional	text written to help readers to achieve particular goals (e.g. recipes, vehicle repair manuals, self-assembly instructions, safety procedures). Instructional texts tend to use <b>imperative verbs</b> and <b>sequence markers</b> often placed at the beginning of sentences such as <i>first, then, next</i> to form a series of commands.
intensifier	a word ( <i>adverb</i> or <i>pronoun</i> ) that increases the impact of another word or phrase, usually an adjective or <b>adverb</b> . Examples include the adverbs <i>very, extremely, so, such</i> ; or pronouns such as <i>what</i> or <i>how</i> as in <i>How amazing! What a sight!</i>
interlocutor	a term sometimes used when discussing oral skills. The interlocutor is the person to whom the learner is speaking, e.g. when the learner is shopping, the interlocutor may be a shop assistant.
interrogative	used in the phrase 'interrogative forms', in contrast to positive and negative statements. (See also <b>questions</b> .)

intonation	the aspect of phonology that is concerned with the rise and fall of the voice or the way in which changes in the musical <b>pitch</b> of the voice are used to structure speech and to contribute to meaning. Intonation can change according to a speaker's attitude and can indicate the difference between certainty and uncertainty, or between politeness and rudeness. Intonation may also distinguish questions (by rising) from statements by falling, as in <i>Sure?</i> $\uparrow$ <i>Sure</i> $\downarrow$ , or indicate contrastive and emotive stress (as in <i>I said <u>two</u>, not three</i> , or <i>I just <u>hate</u> that advertisement</i> ).
intransitive verbs	intransitive verbs do not need an object to complete their meaning. They cannot form passive sentences.
jigsaw reading	an activity whereby different learners read different texts, or different versions of the same text, and exchange information gained from their reading, in order to build up 'the complete picture'.
kernel sentence	may be a simple sentence given to learners for them to expand and develop. This approach may be used to improve learners' writing skills.
key words	the words that carry the substance of a phrase or the meaning of a sentence. Identifying the key words of a text is therefore a means of understanding its <b>gist</b> . The term is also applied to key words in any subject that learners have to understand if they are to progress.
kinaesthetic	used to describe activities that involve bodily movement. Kinaesthetic learners need to become totally involved in real-life situations like going on trips or building things. They find that tracing patterns of words with their finger on the page, or 'drawing' them in the air, helps to secure spelling patterns in the memory.
language experience	an approach to learning that uses the learner's own words to provide the basis for language work. Typically, a teacher adopting a language-experience approach will produce a written version of a 'spoken text' supplied by the learner, so that there is a written text with which the learner is familiar, to be used for further work in reading and writing.
language function	the purpose for which a speaker or writer is using the language, e.g. <i>to request action, give an opinion, express feeling, invite</i> .
layout	textual features, typographical or visual, typical of particular <b>text types</b> that help indicate the purpose of a text and contribute to its overall meaning. (See also <b>format</b> .)
letter string	a group of letters that together represent a <b>phoneme</b> or <b>morpheme</b> .
linking (linkage)	the tendency, in connected speech, for words to sound as if connected to each other, e.g. <i>wrap it up</i> might sound like <i>wra pi tup</i> . English often introduces an /r/ sound between vowels to aid linking, e.g. <i>the cinema /r/ and the theatre</i> .
loan word	words introduced from one language to another. English has many loan words, some of which retain, or remain close to, their original form, e.g. <i>spaghetti, shampoo, ketchup, sofa, double entendre, bourgeois</i> , while others have changed almost beyond recognition, e.g. <i>bankrupt</i> from Italian <i>banca rotta</i> .
lower case	a term used to describe small letters, as opposed to upper case or capital letters. In print, lower-case letters will be of varying size, with some having 'ascenders' and some having 'descenders' (parts of the letter rising above and below the main body of the letter, respectively), and some having neither.
markers	(See also <b>discourse markers</b> .)
metalinguage	the language we use when talking about language itself. It includes words like <i>sentence, noun, paragraph, and preposition</i> . Acquisition of metalinguage is seen as a crucial step in developing awareness of, and proficiency in, communication, particularly in written language.
metaphor	a figurative expression where something is written or spoken of in terms usually associated with something else. Much everyday language uses metaphor (e.g. <i>to launch a new book/film</i> ); overworked metaphors can soon become tired and clichéd (e.g. <i>at the end of the day</i> ).
mnemonic	a device to aid memory, for instance to learn particular spelling patterns or spellings, e.g. <i>I Go Home Tonight: There is a <u>rat</u> in <u>separate</u></i> .
modal	auxiliary verbs that combine with the stem form of the verb to express a range of meanings, such as possibility, obligation, necessity, ability. The nine central modal verbs are <i>can, could, may, might, shall, should, will, would, must</i> . Modals do not use <i>do</i> to form negatives and interrogatives. Semi-modals are fixed idiomatic phrases that have similar functions to modals, e.g. <i>had better, have got to, be going to</i> . Marginal auxiliary verbs include <i>used to, ought to</i> , as well as <i>dare to</i> and <i>need to</i> , used in interrogative and negative sentences, which behave like modals, e.g. <i>You needn't write this down; dare I ask if you told him?</i> Modal adverbs, such as <i>possibly, probably, surely, certainly</i> are especially common in spoken English.

morpheme	the smallest unit of meaning. A word may consist of one morpheme ( <i>house</i> ), two morphemes ( <i>house/s; hous/ing</i> ) or three or more morphemes ( <i>house/keep/ing; un/happi/ness</i> ). Suffixes and prefixes are morphemes.
morphology	the branch of grammar that concerns itself with the structure of words. For example, the word <i>unworkable</i> can be divided into three parts: a negative prefix <i>un-</i> , the lexical stem <i>work</i> , and an adjective suffix <i>-able</i> . The addition of a morpheme can change the meaning of an item: <i>possible/impossible; book/books; wait/waited</i> . It can also change the word class: adjective – <i>happy</i> , noun – <i>happiness</i> , adverb – <i>happily</i> .
multiple choice	is a format used in practice and assessment activities where learners must choose the correct response out of the three or four choices offered, to show their understanding or knowledge of the language or text.
narrative	describes text that re-tells events, often in chronological sequence. Narrative text may be purely fictional, or it may include some information; it may be in prose or poetic form.
negative	statements, questions, and commands can have both a positive and negative form. Full negative forms occur in formal style and in emphatic speech, e.g. <i>DO NOT TOUCH</i> . Contracted forms (e.g. <i>don't</i> ) are normal in informal written and spoken English. In written contracted forms, the <b>apostrophe</b> is used where a vowel has been omitted.
non-verbal signalling	aspects of communication that do not involve spoken or written language, e.g. body language and eye contact. Conventions of non-verbal signalling may differ from culture to culture.
noun	<p>a word that denotes somebody or something (e.g. <i>My younger sister won some money in a competition</i>). All nouns fall into one of two classes: <b>proper nouns</b> or <b>common nouns</b>. Common nouns can then be subdivided into <b>countable</b> and <b>uncountable nouns</b> (also known as count and non-count nouns).</p> <p>Nouns that make non-specific reference to things, people, creatures, etc. are called <b>common nouns</b>, e.g. <i>sister, money, competition, dog</i>.</p> <p><b>Proper nouns</b> are the names of specific people, places, organisations, etc. These normally begin with a capital letter (e.g. <i>Amanda, Birmingham, Microsoft, November</i>).</p> <p>Those that name a concept or idea are called <b>abstract nouns</b>, e.g. <i>happiness, love, justice, grief, pride, conscience</i>. (See also <b>collective noun</b>.)</p>
noun clause	noun clauses may be derived from statements or questions. They are introduced by: <i>that, the fact that</i> or the appropriate question word, e.g. <i>I know what he said, I know that it is true</i> . They can function as subjects or objects of the verb. When functioning as subject, <i>it</i> is often used as the preparatory subject, e.g. <i>it is well known that power corrupts</i> . (See also <b>conjunctions</b> .)
noun phrase	A <b>noun phrase</b> has at its head a noun, an adjective or numeral which acts as a <b>modifier</b> , adding further detail and specificity. In the phrase <i>There were high levels of lead pollution</i> , the noun <i>levels</i> is <b>premodified</b> by <i>high</i> and <b>postmodified</b> by <i>of lead pollution</i> . (Two other examples are <i>two books by Ozeki; new students from Colombia</i> .)
object	The term <b>direct object</b> refers to the person or thing on which the action indicated by the verb has an effect, e.g. <i>Sam wrote a letter</i> , in which <i>a letter</i> is the object. Verbs such as <i>give, send</i> may have an 'indirect object', e.g. <i>Sam sent Ali a letter</i> , where <i>a letter</i> is the direct object, and <i>Ali</i> , the recipient, is the indirect object. (See also <b>word order</b> .)
object pronouns	a personal pronoun denoting a person or thing to which an action or feeling is directed, e.g. <i>me, you, him, them</i> . (See also <b>word order</b> .)
open questions	(See <b>questions</b> .)
organisational features (of text)	refers to those aspects of the visual display of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other sub-headings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc. (See also <b>layout and format</b> .)
paragraph	a section of a piece of writing. A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage or dialogue. A new paragraph begins on a new line, usually with a one-line gap separating it from the previous paragraph, and sometimes indented.

participles	there are two main forms of participle: the present participle or <i>-ing</i> form of the verb and the past participle. In the case of regular verbs and some irregular verbs, the past participle/passive participle has the same form as the past tense, e.g. <i>We've <u>walked</u> a mile already. Yesterday we <u>walked</u> ten miles, She <u>found</u> it in the field, it was <u>found</u> in the field;</i> in the case of most irregular verbs they are different: <i>I <u>saw</u> him yesterday but haven't <u>seen</u> him today, he was <u>seen</u> yesterday.</i> Passive and perfect forms of participles are also used, e.g. <i>having found</i> and <i>having been found</i> .
participle constructions	participle constructions are generally more typical of formal style than of informal. They can be used to replace adverbial and relative clauses, e.g. <i>He walked all the way, <u>carrying</u> his sister on his back; <u>Seen</u> from this angle, it looks like ... ; The man <u>walking</u> towards us is my boss.</i> Participles are frequently used as adjectives, e.g. <i>The speech was boring</i> (active); <i>I was bored</i> (passive).
particles	(See adverb particles.)
parts of speech	sometimes referred to as word classes, e.g. <i>noun, verb, adjective, adverb, pronoun, conjunction, determiner, particles, articles.</i>
passive	(See verb, voice, active and passive.)
past continuous	(See verb tense.)
patterns	(See repeated language patterns.)
person	a grammatical term referring to the use of pronouns and verbs to indicate: direct reference to the speaker – first person ( <i>I said ... , I am ...</i> ); to the addressee – second person ( <i>you said ... , you are ...</i> ), or to others – the third person ( <i>she said ... , they are, ...</i> ). (See agreement.)
pelmanism	a game used to help learners develop memory and recognition in reading. Pairs of word cards are shuffled and placed face down. Learners turn up two cards. If the two cards are the same, the player keeps the cards. If not, they replace them and try again at their next turn.
personal key words	refers to those words that are important to learners in terms of their daily lives; no two people's personal key words will be exactly the same, since they will include, for example, a person's address, the names of family members, employer's name and address, etc.
personal pronouns	(See pronoun.)
persuasive	describes a text that aims to persuade the reader. A continuous persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view, and a final summary or recommendation. Other types of persuasive text (e.g. advertisements) use a combination of textual features including words, sounds and images, in order to persuade.
phoneme	the smallest contrastive unit of sound in a word. There are approximately 46 phonemes in English (the number varies depending on the accent). A phoneme may have variant pronunciations in different positions; for example, the first and last sounds in the word <i>little</i> are variants of the phoneme //l/. A phoneme may be represented by one, two, three or four letters. The following words end in the same phoneme (with the corresponding letters underlined): <i><u>to</u>, <u>shoe</u>, <u>through</u>.</i>
phonetic alphabet	(See phonemic alphabet.)
phonemic alphabet	the English phonemic alphabet (see page 411) includes the 46 distinctive sounds (phonemes) of the English language. The International Phonetic Alphabet on the other hand is designed to represent the way a language is pronounced and can be used for describing many languages.
phonic	relating to vocal, or speech, sounds. As a plural noun, phonics denotes a method of teaching reading and spelling that is based on establishing the link between the sound of a word and its graphical representation.
phonetic symbol	a symbol used to denote a particular sound in language.
phonic relationship	the relationship between letters of the alphabet and the sounds of the language they represent. This may also be referred to as a <b>sound–symbol</b> relationship.
phonological awareness	awareness of sounds within words, demonstrated, for example, by the ability to segment and blend component sounds and to recognise and generate sound patterns such as rhymes.
phonology	the study of the sound systems of languages.

phrasal and prepositional verb	verbs consisting of two or more words, one a verb and the other a preposition (e.g. <i>come from</i> ) or adverbial particle (e.g. <i>pick up</i> ). Phrasal-prepositional verbs comprise a verb, particle and preposition, e.g. <i>get away with</i> .
phrase	a group of two or more words smaller than a clause, forming a grammatical unit. Phrases can be structured around a noun ( <i>her new red dress</i> ), a verb ( <i>has been talking, will be coming</i> ), an adverb ( <i>I will be home <u>as soon as possible</u></i> ), an adjective ( <i>That house is <u>larger than mine</u></i> ), a preposition ( <i>I saw a man <u>in a raincoat</u></i> ).
pitch	the auditory sense that a sound is 'higher' or 'lower'. Changes in pitch are an important feature of intonation.
plural	in English, plural nouns are usually formed by inflection, adding <i>-s</i> or <i>-es</i> . A number of common nouns have irregular plurals, e.g. <i>men, women, children</i> . Plural nouns and pronouns are generally followed by the third person plural form of the verb. (See agreement, countable nouns.)
possessive adjectives	determiners such as <i>my, your, her, his, its, their, our</i> .
possessive pronouns	pronouns showing possession and replacing the noun or noun phrase, e.g. <i>mine, yours, his, hers, ours, yours</i> . (See pronouns.)
possessive s	the possessive <i>s</i> indicates possession. It is also referred to as <b>apostrophe s</b> . In written English, in the case of singular nouns, an apostrophe precedes the <i>s</i> ; e.g. <i>the child's book</i> ; in the case of plural nouns, the apostrophe follows the <i>s</i> , e.g. <i>the boys' coats are wet</i> .
predicate	the predicate is what is said about the subject. It is the whole of the sentence except the subject.
prefix	a morpheme that can be added to the beginning of a word to change its meaning, e.g. <i>inedible, disappear, supermarket, unintentional</i> . (See morphology.)
pre-/post-modification	(See noun phrase.)
preposition	a word that is followed by a noun or <i>-ing</i> form of the verb. Prepositions often indicate time ( <i>at midnight/during the film/on Friday</i> ), position or place ( <i>at the station/in a field</i> ), direction ( <i>to the station/over a fence</i> ) or idiomatic expression ( <i>over 65, in advance</i> ). There are many other meanings, including possession ( <i>of this street</i> ), means ( <i>by car</i> ) and accompaniment ( <i>with me</i> ). (See also adverb particles.)
prepositional phrases	a group of words organised around a preposition, e.g. <i>at home, in front of the TV, by car, to work</i> . Prepositional phrases can function as adverbs or adjectives. (See adverbial phrases and post-modification.)
present perfect	(See verb tense.)
pre-teaching	an approach whereby learners are prepared for a listening or reading, or writing and speaking, task by being presented with key vocabulary and grammar points before being given access to a text.
pronoun	is a word that stands in for a noun or noun phrase. There are several kinds of pronoun: personal pronouns ( <i>I/me, you, he/him, she/her, we/us, they/them, it</i> ), possessive pronouns ( <i>mine, yours, his, hers, ours, theirs, its</i> ), reflexive pronouns ( <i>myself, herself, themselves</i> ), indefinite pronouns ( <i>someone, anything, nobody, everything</i> ), interrogative pronouns ( <i>who, whose, which, what</i> ) and relative pronouns ( <i>who/whom, whose, which, that</i> ).
proof-read	to check a piece of work thoroughly, e.g. before publication.
punctuation	a way of marking text to help readers' understanding. The most commonly used marks in English are: apostrophe, colon, comma, dash, ellipsis, exclamation mark, full stop, hyphen, semi-colon and speech marks (quotation marks or inverted commas).
quantifiers	quantifiers are a sub-set of determiners that modify nouns and show how many things or how much of something we are talking about. They include words or phrases like <i>few, little, a lot of</i> . Some quantifiers combine with countable nouns, others with uncountable nouns: <i>How many eggs are there?/ only a few left/ How much butter is left? Only a little (bit)</i> .
questions	questions are usually divided into <b>yes/no</b> questions and <b>wh-</b> questions. Both types involve inversion of subject-verb order and use the auxiliaries <i>do</i> and <i>did</i> to form questions in the simple present and past, e.g. <i>Do you know him? What did he do?</i>  <i>wh-</i> questions are questions introduced by a word beginning with <i>wh-</i> or <i>h-</i> , e.g. <i>how, what, when, who, whose, why</i>

*yes/no* questions expect the answer *yes* or *no*, e.g.: *Do you eat meat? Are you sure?*

(See also **embedded questions** and **reported questions**.)

**Alternative questions** require respondents to choose between two options, e.g. *Can you help me, or are you too busy?* **Closed questions** allow only a limited range of responses, e.g. *When are you leaving?* **Open questions** allow a wide range of responses, e.g. *What do you think?*

question tags	are added to a statement, to ask for confirmation from the listener or to check whether something is true. They normally consist of a verb and pronoun in question word order. The negative form usually follows a positive statement, and the positive form a negative statement, e.g. <i>She's a dentist, isn't she? It isn't difficult, is it?</i>
reference	a way of maintaining <b>cohesion</b> . Pronoun reference, for example, makes it clear to what a pronoun refers to in a text, e.g. in <i>Sam hoped to go back to the town where he was born</i> , it is clear that <i>he</i> refers to <i>Sam</i> . (See <b>deixis</b> and <b>discourse</b> .)
reflexive pronouns	(See <b>pronouns</b> .)
register	a variety of language selected for use in a specific social situation. In particular, the register differentiates <b>formal</b> from <b>informal</b> use of language, e.g. the register of weather forecasting which will vary in different social, and in written and spoken, contexts.
relative clause	a type of subordinate clause, introduced by <b>relative pronouns</b> such as <i>who, which, whose, that</i> . A <b>defining relative clause</b> gives information essential to the meaning of the sentence, e.g. in <i>The sister who lives in Canada is getting married</i> , the relative clause makes it clear which of a number of sisters is being referred to. Where the relative pronoun is the object of the verb, it can be omitted, e.g. <i>The present I received from him was beautiful</i> . These clauses are sometimes known as 'contact relative clauses'. A <b>non-defining relative clause</b> gives additional information, which could be omitted without affecting the meaning of the basic sentence, e.g. <i>My eldest sister, who lives in Canada, is getting married</i> . Non-defining relative clauses are placed between two commas.
relative pronouns	relative clauses are introduced by relative pronouns <i>who, which, whose, that</i> . The relative pronoun may be the subject or the object of the clause. In defining relative clauses the relative pronoun can be omitted where it is the object of the verb, e.g. <i>The food (that) I ate was off</i> . In formal written English, <i>whom</i> is used for a relative pronoun object when it refers to a person, and <i>of which</i> for possession. <i>When, where, why</i> can be used as relative pronouns in relative clauses of time, place and reason.
repeated language patterns	a phrase to describe the repetition of vocabulary and the recurrence of structural features in grammar and spelling that enables a learner to make accurate predictions about the sound and the sense of words and constructions, and therefore obtain meaning from text.
reported questions	reported questions are introduced with <i>if</i> or <i>whether</i> in the case of <i>yes/no</i> questions, e.g. <i>he asked me if I was ready</i> , or a question word for <i>wh-</i> questions, e.g. <i>He asked me what time it was</i> . Reported questions have normal subject-verb word order and do not have a question mark at the end of the sentence.
reported speech	reported speech or indirect speech is used when we are telling someone what another person says or said. Statements, questions and commands may be reported. The reporting verb, e.g. <i>say</i> or <i>tell</i> may be in the present or past, and this often affects the tenses in the reported statement, as in the following two ways of reporting the actual words <i>I'm ready</i> : <i>The boss <u>says</u> that he <u>is</u> ready.</i> <i>The boss <u>said</u> that he <u>was</u> ready.</i> Pronouns and adverbs may also need to change, e.g. ' <i>We're here</i> ' would become <i>He said <u>they</u> were <u>there</u></i> .
rhetorical questions	a question that is asked for effect, not for information.
role play	a technique often used to develop fluency and confidence in oral skills. It involves free practice in a classroom situation that has been designed to simulate, as closely as possible, a real-life, language-use situation.
root word	a word to which <b>prefixes</b> and <b>suffixes</b> may be added to make other words, e.g. in <i>unclear, clearly, cleared</i> , the root word is <i>clear</i> . It is also referred to as the <b>stem</b> .
scan	to look over a text very quickly, trying to find information by locating a key word.
schwa	(See <b>stress</b> .)
script	the alphabet or writing system used in a particular language.

semantics	(the branch of linguistics concerned with meaning in language.
segment	to break a word or part of a word down into its component <b>phonemes</b> , e.g.: <i>c-a-t; ch-a-t; ch-ar-t; g-r-ou-n-d; s-k-i-n.</i>
sentence	a sentence can be <b>simple</b> , <b>compound</b> or <b>complex</b> . It is a complete unit of meaning and normally has one <b>subject</b> , a finite <b>verb</b> and a <b>predicate</b> .  In writing, sentences are marked by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.  As well as being described by structure, sentences can be classified by purpose. A <b>statement</b> is a sentence primarily designed to convey information ( <i>I am happy</i> ). A <b>question</b> seeks to obtain information ( <i>Are you happy?</i> ). A <b>command</b> or <b>imperative</b> instructs someone to do something ( <i>Cheer up</i> ). An <b>exclamation</b> conveys the speaker/writer's reaction ( <i>How happy you look today!</i> ). (See also word order.)
sequence markers	are sequencing adverbs such as <i>firstly, next, after that, finally</i> .
short answer forms	auxiliary verbs, including modal auxiliaries, may be used in <b>short answer forms</b> , e.g. <i>Have you seen it? Yes, I have. Can you swim? No, I can't</i> . In spoken English, single word forms are common as short answers or responses: <i>absolutely, right, definitely</i> .
sight vocabulary	words that a learner recognises on sight without having to decode them or work them out.
simile	a figurative expression where the writer creates an image in the reader's mind by explicitly comparing a subject to something else. Similes are widely used in everyday language, e.g. <i>as green as grass, as strong as an ox</i> . Many are idiomatic, e.g. <i>he smokes like a chimney</i> .
simple	when applied to narrative, words or sentences, an <b>adjective</b> that indicates a basic, uncomplicated structure. A simple sentence structure, for example, follows the standard pattern of <b>subject</b> , <b>verb</b> and, optionally, <b>object</b> ; a simple narrative will follow a chronological sequence and be told from one viewpoint only.
simple sentence	a sentence consisting of one clause only, e.g. <i>It was late</i> . (See also sentence.)
skim	to read to get an initial overview of the subject matter and main ideas of a passage.
sound-symbol	(See <b>phonic relationship</b> .)
standard English	the variety of English used in public communication, particularly in writing. It is not limited to a particular region and can be spoken with any accent. There are differences in vocabulary and grammar between standard English and other varieties, e.g.: <i>we were robbed</i> and <i>look at those trees</i> are standard English; <i>we was robbed</i> and <i>look at them trees</i> are non-standard. It is necessary to be able to use standard English, and to recognise when it is appropriate to use it in preference to any other variety. Standard British English is not the only standard variety; other English-speaking countries, such as the United States and Australia, have their own standard forms.
statement	one of the four basic sentence types. It is contrasted with <b>questions</b> , <b>commands</b> and <b>exclamations</b> . The basic word order of a statement is subject followed by the predicate, which will consist of a verb followed by an object, complement or prepositional phrase. (See also sentence, word order.)
straightforward	describes subjects and materials that learners often meet in their work, studies or other activities. Straightforward content is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts are simple, and learners will be familiar with the vocabulary.
stress	the emphasis with which a syllable is pronounced. In any word there will be one stressed syllable, e.g. <i>im port ant</i> . There will also be one or more stressed words within a sentence, e.g. <i>I've just been to York. In the mor ning</i> .  In each phrase, clause or sentence, one word will receive the main stress.  In the word <i>important</i> , where the second syllable is stressed, the others are referred to as <b>unstressed syllables</b> . In an unstressed syllable, the vowel is pronounced as a <b>reduced</b> or <b>unstressed vowel</b> . The most common unstressed syllable in English is the <b>schwa</b> , i.e. the sound of the last syllable in <i>father</i> or the first syllable in <i>about</i> .
stress-timed rhythm	the <b>rhythm</b> of a language refers to the pattern of alternation between stressed and unstressed syllables. English has a <b>stress-timed rhythm</b> , meaning that stressed syllables occur at regular intervals, with the unstressed syllables between them being shortened to fit the time between the stressed syllables. The number of unstressed syllables between the stressed syllables can vary, but the time taken to articulate them may not.

structure	the way in which letters are built up into words, words built up into sentences and sentences built up into paragraphs, etc. Learners use structural features to process new words (e.g. by recognising that the suffix <i>-ly</i> usually indicates an adverb, or that the prefix <i>re-</i> will convey the sense of 'again') and new forms of organisation (e.g. a new paragraph will introduce a new idea, a new time, or perhaps a new viewpoint).						
style	style can be defined as the selection of a set of linguistic features from all the possibilities in a language in relation to context, purpose, audience. These choices will depend on whether the writer wants to write in a <i>formal</i> or <i>informal</i> , <i>non-specialist</i> or <i>technical style</i> . Famous writers can often be identified by their particular characteristics of style, e.g. Hemingway's style. All language users have the opportunity to make linguistic choices that will determine the style of a piece of writing or an utterance.						
subject	a grammatical term for the agent in a sentence. The subject is the 'who' or 'what' that the sentence is about. The subject of a sentence must 'agree' with its verb, e.g. a singular subject requires a singular verb. When the verb is in the active voice, the subject of the sentence is the 'doer', e.g. <i>Dave met Lynette at the station</i> . When the verb is in the passive voice, the subject is the recipient of the action, e.g. <i>Lynette was met by Dave at the station</i> . (See word order, active and passive.)						
subordinate clauses	can be classified under three headings: noun clauses: <i>they told us <u>that the train had been cancelled</u></i> relative or adjectival clauses: <i>I read the book <u>which you recommended</u></i> adverbial clauses: <i>A rainbow came out <u>while we were driving home</u></i> They combine with a main clause to form a complex sentence. They do not usually occur alone except in spoken English. (See clause.)						
substitution	a cohesive device in discourse. Substitution occurs when a pronoun such as <i>one</i> is used to avoid repetition of a noun, e.g. <i>I chose a green pen, but Anton wanted a red one; He likes ice cream and so do I</i> .						
suffix	a morpheme that is added to the end of a word. There are two main categories: an inflectional suffix changes the tense or grammatical status of a word, e.g. from present to past ( <i>worked</i> ) or from singular to plural ( <i>accidents</i> ); a derivational suffix changes the word class, e.g. from verb to noun ( <i>worker</i> ) or from noun to adjective ( <i>accidental</i> ).						
summary/summarise	condensing material into a shorter form while still retaining the overall meaning and main points. The written form is sometimes called <i>précis</i> . Summarising demonstrates receptive skills of reading or listening comprehension, and evaluation and selection. It also demonstrates productive skills of writing or speaking in re-casting the material concisely and accurately.						
syllable/ syllabification	each beat in a word is a syllable. Dividing longer words into syllables can help learners understand word structure, which in turn can help reading, speaking and spelling.						
synonym	a word that has a similar meaning (in a particular context) to another word ( <i>child/kid; loyal/faithful</i> ), as opposed to <i>antonym</i> , where the meaning is the opposite.						
syntax	the aspect of grammar that is concerned with the relationship between words, in phrases, clauses and sentences. (The other principal branch of grammar is <i>morphology</i> .) Language users can make syntactic choices within certain rules and patterns. Adult native speakers have much implicit syntactic knowledge, which can be used to help predict the possible meanings of unknown words within sentences when reading.  Syntax is also concerned with the analysis of clause and sentence structure. (See complex sentence, compound sentence and clause.)						
tense	a term used to describe distinctions in the time (past, present, future) of the action, happening or process expressed by the verb. These distinctions are normally shown by changes in the verb form, often together with adverbials of time and frequency.  The tenses combine with the continuous and perfect verbal aspects to form further simple and continuous forms of each tense: <table> <tr> <td>present</td> <td>past</td> </tr> <tr> <td><i>I wait</i> (simple)</td> <td><i>I waited</i> (simple)</td> </tr> <tr> <td><i>I am waiting</i> (continuous)</td> <td><i>I was waiting</i> (continuous)</td> </tr> </table>	present	past	<i>I wait</i> (simple)	<i>I waited</i> (simple)	<i>I am waiting</i> (continuous)	<i>I was waiting</i> (continuous)
present	past						
<i>I wait</i> (simple)	<i>I waited</i> (simple)						
<i>I am waiting</i> (continuous)	<i>I was waiting</i> (continuous)						

Additionally, all these forms can be perfect (with *have*):

**present perfect**

*I have waited* (perfect)

*I have been waiting* (perfect continuous)

**past perfect**

*I had waited* (perfect)

*I had been waiting* (perfect continuous)

Future time can be expressed in a number of ways using *will* or present tenses, e.g.: *Rita will arrive tomorrow*; *Rita will be arriving tomorrow*; *Rita is going to arrive tomorrow*; *Rita is arriving tomorrow*; *Rita arrives tomorrow*. (See also aspect, modal and verbs.)

text	words (and images) that are organised to communicate. Includes written, spoken and electronic forms.
text types	(See discourse types and genres.)
transitive verbs	verbs that are followed by an object to complete their meaning. They can form passive sentences.
turn taking	one of the most widely recognised conventions of conversation in English-speaking cultures, with people speaking one at a time, taking turns to speak. Speakers develop (consciously or unconsciously) ways of signalling the wish to speak and of indicating to another person that it is their turn.
upper case	a term used to describe capital letters. In print, in any given font and font size, all upper case letters will be the same height. (See lower case.)
vague language	includes very frequent nouns such as <i>thing</i> and <i>stuff</i> and phrases such as <i>I think</i> , <i>I don't know</i> , <i>and all that</i> , <i>or so</i> , <i>sort of</i> , <i>whatever</i> , which serve to approximate and make statements less assertive.
varieties of English	dialects, or mutually intelligible forms of the English language that differ in systematic ways from each other, and which vary according to social groups or geographical region. Regional dialects are associated with speakers from particular locations ( <i>standard English</i> , <i>Australian English</i> , <i>Geordie</i> , <i>Scottish vernacular</i> ), and social dialects are associated with demographic groups (female and male language, different language used by older and younger speakers, or members of different ethnic groups, e.g. <i>Black English pidgin</i> ). Other varieties or styles of English would include <i>academic English</i> , <i>business English</i> .
verb	a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word. There are three major classes of verb: lexical, or full, verbs ( <i>walk</i> , <i>read</i> ); primary verbs ( <i>be</i> , <i>have</i> , <i>do</i> ), which may have either a main or auxiliary verb function; and modal verbs (e.g. <i>can</i> , <i>will</i> , <i>might</i> ). Lexical verbs can be divided into transitive and intransitive verbs. Regular verbs form their past tense with the addition of the suffix <i>-ed</i> to the verb stem for both the past tense form and participle form. Irregular verbs, on the other hand, often have different forms for the past tense and participle, e.g. <i>be</i> , <i>was/were</i> , <i>been</i> , and often form the past tense and participle by changing the vowel of the verb stem, e.g. <i>swim</i> , <i>swam</i> , <i>swum</i> . A combination of two or more words is known as a verb phrase, such as <i>are going</i> , <i>didn't want</i> , <i>has been waiting</i> . (See also voice, accent, tense, modal and auxiliary verbs.)
vocabulary	body of words used in a particular language or in a particular field, e.g. the vocabulary of science.
voice	choice of voice enables the writer or speaker to place the focus on the 'doer' of the action (active voice) or on the action itself and its recipient (passive voice), e.g.: <i>The boy chased the cat</i> . <i>The cat was chased by the boy</i> .
vowel	a phoneme produced without audible friction or closure. Every syllable contains a vowel. There are five vowel letters in the alphabet – <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , <i>u</i> – but twenty distinctive vowel sounds in English, which are normally represented in writing by the above letters singly or in combination. A vowel phoneme may be represented by one or more letters. These may be vowels ( <i>maid</i> ), or a combination of vowels and consonants ( <i>start</i> ; <i>could</i> ). Most English vowels can be long or short, e.g. <i>ship/sheep</i> . Where the vowel represents one phoneme but consists of two sounds, it is referred to as a diphthong.
vowel digraph	a combination of two vowel letters to represent a single vowel sound, e.g. <i>ea</i> in <i>please</i> , <i>oo</i> in <i>look</i> .
wh– question	(See question.)
word family	a group of words related through their origin, form and meaning, e.g. <i>farm</i> , <i>farmer</i> , <i>farming</i> ; <i>work</i> , <i>workforce</i> , <i>workings</i> , <i>worksheet</i> ; <i>telephone</i> , <i>microphone</i> , <i>answerphone</i> .

word order	<p>although variations are possible, the basic word order in a sentence that is not a question or command is usually subject–verb–object, followed optionally by adverbials in the order, manner, place, time.</p> <p>In questions and question tags, the auxiliary verb precedes the subject: <i>What time is it? Has she arrived yet?</i></p> <p>Exclamations usually start with <i>how</i> or <i>what</i> + adjective/noun or adverb followed by subject verb: <i>What a beautiful day it is! How stupid I am!</i></p> <p>Other rules of word order include the order of direct and indirect object (<i>He gave Irene a book</i>) and the position of adverbs of manner, place, time.</p> <p>(See also sentence, clause, syntax, subject, object.)</p>
writing frame	a structured prompt to support writing. A writing frame may take the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type.
yes/no question	(See question.)

## The phonemic alphabet

<b>Consonants</b>					
p	pen	/pen/	s	see	/si:/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/ˈvɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	get	/get/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	now	/naʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/
<b>Vowels and diphthongs</b>					
i:	see	/si:/	ʌ	cup	/kʌp/
i	happy	/'hæpi/	ɜ:	fur	/fɜ:(r)/
ɪ	sit	/sɪt/	ə	about	/ə'baʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑ:	father	/'fɑ:ðə(r)/	aɪ	my	/maɪ/
ɒ	got	/gɒt/	ɔɪ	boy	/bɔɪ/
ɔ:	saw	/sɔ:/	aʊ	now	/naʊ/
ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
u	actual	/'æktʃʊəl/	eə	hair	/heə(r)/
u:	too	/tu:/	ʊə	pure	/pjʊə(r)/

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For a more advanced guide to differences and distinctions between formal and informal English with particular reference to grammar and vocabulary, see:

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For a detailed encyclopedic introduction to language and language study, see:

- Crystal, D. (1995) *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press.

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