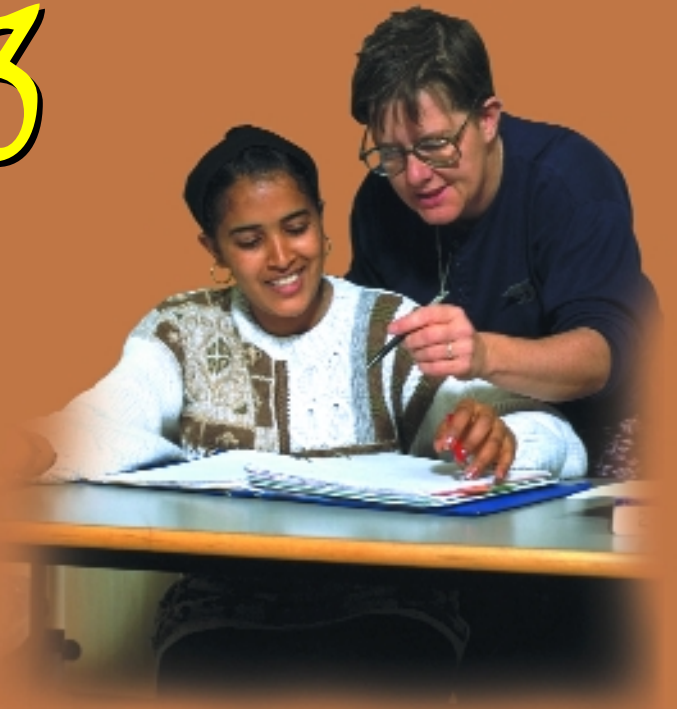


Entry 3



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

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.

- 1b articulate the sounds of English to make meaning clear

- distinguish between phonemes to avoid ambiguity



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.



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.*

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:

- 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.

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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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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*

Whose bag is this? Whose is this bag?

– form questions of both the open type and the *yes/no* type in a range of tenses, e.g.:

Ask questions of a new acquaintance in a social situation, e.g.:

(a) present perfect

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?

(b) present continuous

Are you working at the moment?

with appropriate intonation

What are you doing at the weekend?

When will you see her?

– form alternative questions, including comparative questions, with awareness of the tendency for intonation to rise on the first alternative and fall on the second

Ask for information about transport, e.g.:

Which is quicker, train or bus?

– 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

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.

– 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

Ask for directions, e.g.:

Excuse me. How do I get to ...?

Do you know the way to ...?

Can you tell me where ... is?

(See also Lr/E3.2c, page 206.)

– adapt register to suit the situation

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

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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.



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

- 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.

I have/I've never worked in an office.

(a) present perfect with *for/since, ever/never*

(b) present continuous

(c) *used to*

- be able to give specific information about time and place, using, e.g.:

At the moment I'm studying English at a college in Bolton.

(a) prepositional phrases

(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.*

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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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.*

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:

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 are 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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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

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.



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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.*

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

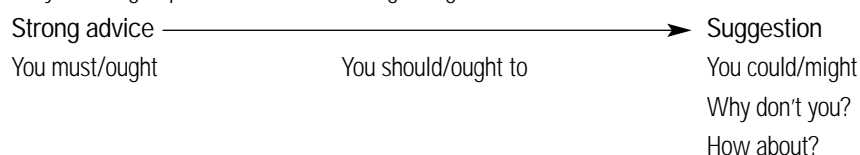
engage in discussion

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
- be able to recognise suitable points for interruption and use appropriate language for interrupting politely

After you.

*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

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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.

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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

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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

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

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

- 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)

I was sitting on the bus, looking out of the window, when suddenly ...

- identify familiar grammatical structures and understand that they may differ in form from their equivalent in writing, e.g. contracted forms, short forms

Did you have a nice holiday?

Have a nice holiday?

- 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



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 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?*

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

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 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

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:

- 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

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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

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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

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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.



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 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.

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.

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

- 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).

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

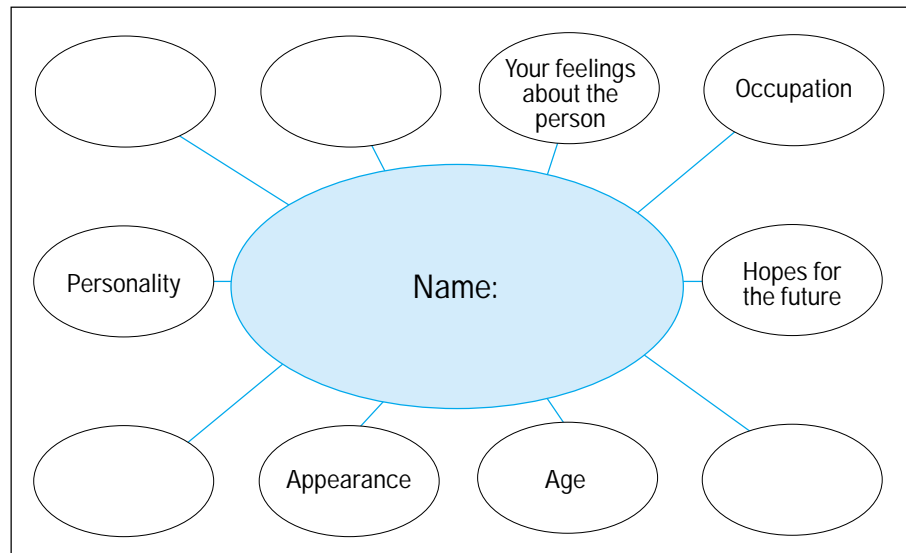
Component skill and knowledge and
understanding

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.



Sample activities

- Learners practise different ways of taking notes, using key features of note taking by:
 - (a) taking notes from a text read out, using a chart where some information is missing;
 - (b) interviewing each other and taking notes, then reporting back to the whole group using their notes;
 - (c) writing a short paragraph using the information in their notes.

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

- Learners read short paragraphed texts (e.g. a personal narrative, a description of a person or place), identify the main points of each paragraph, and discuss the reason for using paragraphs in writing. They then suggest additional information that could be included in each paragraph, e.g. first paragraph describing location of Chile, could also include a sentence starting *To the south* ... Using a word processor, learners practise paragraphing unparagraphed texts.
- Learners look at a report in which the paragraphs have been jumbled and match paragraphs to headings.
- Learners work in pairs to order jumbled paragraphs from a text, and then identify key words and phrases which helped them to do this.
- Learners read short paragraphed texts, identify topic sentences and discuss their function.
- Using other examples of paragraphed writing (e.g. using other learners' own writing or an article downloaded from the web), learners:
 - (a) underline the topic sentence,
 - (b) highlight explanation or examples that develop the topic sentence.

Learners can practise further by gap-fill activities: fill with appropriate topic sentence or explanation/example sentences.

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"> word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object) 	<ul style="list-style-type: none"> variations in word order word order in complex sentences 	<ul style="list-style-type: none"> word order in sentences with more than one subordinate clause
<ul style="list-style-type: none"> <i>there was/were/there is going to be</i> 	<ul style="list-style-type: none"> <i>there has/have been</i> <i>there will be/there was going to be</i> 	<ul style="list-style-type: none"> <i>there had been</i>
<ul style="list-style-type: none"> clauses joined with conjunctions <i>and/but/or</i> a limited range of common verbs + <i>-ing</i> form verb + infinitive with and without <i>to</i> 	<ul style="list-style-type: none"> complex sentences with one subordinate clause of either time, reason, result, condition or concession defining relative clauses using <i>who, which, that</i> a range of verbs + <i>-ing</i> form verbs + infinitive, with and without <i>to</i> infinitive to express purpose 	<ul style="list-style-type: none"> a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i> non-defining relative clauses defining relative clauses with <i>where</i> or <i>whose</i> participial clauses to describe accompanying actions with <i>-ing</i> clause as subject or object
	<ul style="list-style-type: none"> simple reported statements 	<ul style="list-style-type: none"> reported speech with a range of tenses, including use of <i>would</i> and <i>had</i>
<ul style="list-style-type: none"> <i>wh-</i> questions comparative questions alternative questions question words <i>when, what time, how often, why, how</i> and expressions 	<ul style="list-style-type: none"> a wide range of <i>wh-</i> questions simple embedded questions question words including <i>whose</i> 	<ul style="list-style-type: none"> a range of embedded questions using <i>if</i> and <i>whether</i> reported questions with <i>if</i> and <i>whether</i> use of <i>had</i> and <i>would</i> in reported questions reported requests
<ul style="list-style-type: none"> statements with question tags, using Entry 1 and 2 tenses 	<ul style="list-style-type: none"> statements with question tags using Entry 3 tenses 	<ul style="list-style-type: none"> statements with question tags using Level 1 tenses
		<ul style="list-style-type: none"> reported instructions
Noun phrase		
<ul style="list-style-type: none"> countable and uncountable nouns simple noun phrases object and reflexive pronouns determiners of quantity – <i>any, many</i>, 	<ul style="list-style-type: none"> noun phrases with pre- and post-modification a range of determiners 	<ul style="list-style-type: none"> more-complex noun phrases with pre- and post-modification word order of determiners
<ul style="list-style-type: none"> use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives 	<ul style="list-style-type: none"> use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions 	<ul style="list-style-type: none"> use of definite, indefinite and zero article with a wide range of nouns in a range of uses
<ul style="list-style-type: none"> possessive 's' and possessive pronouns 		<ul style="list-style-type: none"> range of expressions to indicate possession
Verb forms and time markers in statements, interrogatives, negatives and short forms		
<ul style="list-style-type: none"> simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases simple past tense of regular and common irregular verbs with time markers such as <i>ago</i> future time using: present continuous; use of time markers 	<ul style="list-style-type: none"> no present perfect with: <i>since/for; ever/never; yet/already</i> <i>used to</i> for regular actions in the past past continuous future simple verb forms 	<ul style="list-style-type: none"> present perfect continuous past perfect present and past simple passive use of <i>would</i> in conditional sentences causative use of <i>have</i> and <i>get</i>
<ul style="list-style-type: none"> 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 use of simple modal adverbs: <i>possibly, probably, perhaps</i> 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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>
<ul style="list-style-type: none"> very common phrasal verbs 	<ul style="list-style-type: none"> common phrasal verbs and position of object pronouns 	<ul style="list-style-type: none"> a range of phrasal verbs
Adjectives		
<ul style="list-style-type: none"> adjectives and adjective word order comparatives, regular and common irregular forms 	<ul style="list-style-type: none"> comparative and superlative adjectives comparative structures 	<ul style="list-style-type: none"> comparisons, using <i>fewer</i> and <i>less</i> collocation of adjective + preposition
Adverbs and prepositional phrases		
<ul style="list-style-type: none"> prepositions and prepositional phrases of place and time 	<ul style="list-style-type: none"> wider range of prepositions and prepositional phrases 	<ul style="list-style-type: none"> prepositions to express concession collocations of: verbs + prepositions; nouns + prepositions
<ul style="list-style-type: none"> 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>) word order use of intensifiers, e.g. <i>really, quite, so</i> 	<ul style="list-style-type: none"> a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> more complex adverbial phrases of time, place, frequency, manner a range of intensifiers, including <i>too, enough</i> 	<ul style="list-style-type: none"> a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability comparative and superlative forms of adverbs a wide range of intensifiers
Discourse		
<ul style="list-style-type: none"> adverbs to indicate sequence – <i>first, finally</i> use of substitution markers to structure spoken discourse 	<ul style="list-style-type: none"> markers to indicate: addition, sequence, contrast markers to structure spoken discourse use of ellipsis in informal situations use of vague language 	<ul style="list-style-type: none"> a range of discourse markers expressing: addition, cause and effect, contrast, sequence and time markers to structure spoken discourse use of ellipsis in informal speech and writing

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*.