

# Entry 2

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

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



 **VIDEO CLUB**

USE BLACK INK

Title: Mr/Mrs/Miss/Ms

Surname: .....

Initials: .....

Address: .....

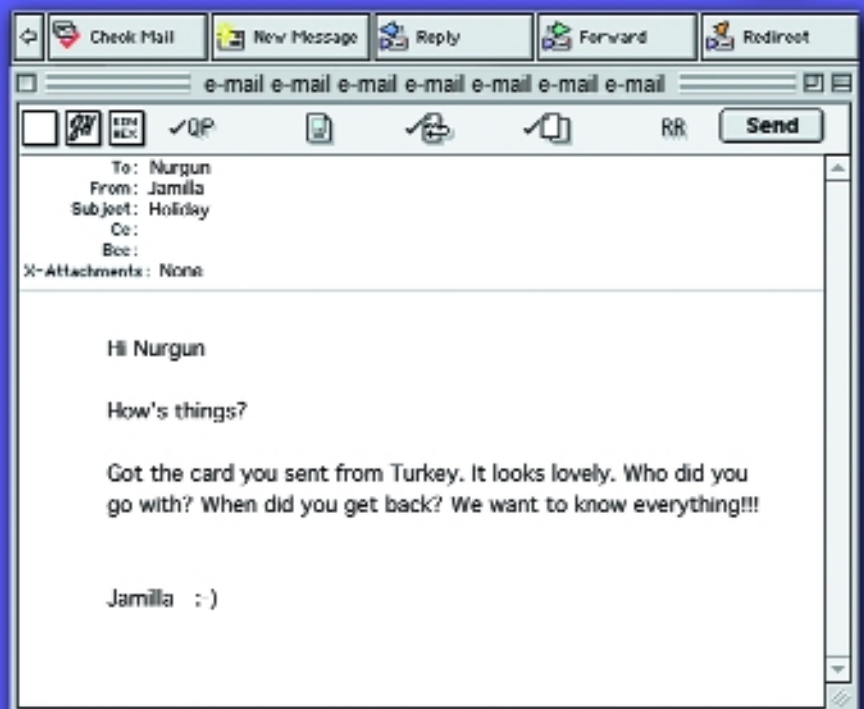
..... Postcode: .....

Date of Birth: .....

Age if under 18: .....

Can I help you?

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



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

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

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



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

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

Speak to communicate

Sc/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

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

Component skill and knowledge and  
understanding

Adults should learn to:

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

Example of application and level

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

*London is bigger than Addis.*

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

*Thirty and thirteen.*



### Sample activities

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

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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

Speak to communicate

Sc/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

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

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

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

- be able to incorporate a request in a longer interaction

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

- 2b make requests: ask for permission

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

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

- have strategies for dealing with a possible negative response

Example of application and level

*Could I speak to the manager?*

*Can I have a biscuit, Ranji?*

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

*Could you shut the window?*

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

*A cup of tea, please.*

(intonation falling or rising on *tea*)

– *Can I help you?*

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

In a work situation

– *Sorry to bother you.*

– *Yeah?*

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



### Sample activities

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

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

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

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

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

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

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**2c** ask for personal details

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

Arrange to visit someone, e.g.:

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

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

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

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

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

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

Take part in a social conversation with classmates or colleagues.

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

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

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

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

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

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

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

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



### Sample activities

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

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

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

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

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

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

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

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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



Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E2

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**2e** ask for directions and instructions

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

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

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

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

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

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

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

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

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

*What does he look like?*

*What's he like?*

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

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



### Sample activities

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

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

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

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

compared with:

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

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

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

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

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

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

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

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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

Speak to communicate

Sc/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

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

(a) present simple and past simple

(b) present continuous (for future)

(c) prepositions of place and time

(d) indefinite and definite article

(e) possessive 's' and possessive pronouns

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

- know that intonation usually falls in a statement of fact

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

3b give personal information

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

(a) minimal response

– *When do you start work?*

– *At 9.*

– *Have you got any children?*

– *Yes, two.*

(b) short form of the verb

– *Have you got any children?*

– *No, I haven't.*

(c) longer answer

– *Have you got any children?*

and judge which is appropriate

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

Example of application and level

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

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

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

*She's working tomorrow.*



At this level, adults can:

**listen and respond**

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

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

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

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

Sample activities

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

- Learners focus on direct questions e.g. *Where did you live as a child?* and suggest other questions for past, present and future, to ask each other, e.g. *When did you come to the UK? Where do you live now? What are you doing tonight?*

Learners practise questions and answers in pairs. They then focus on indirect questions, e.g. *Tell me about ...* and *What about ...* and practise with substitutions, e.g. *Tell me about your family. What about your children?*

- In pairs, learners ask and answer a mixture of direct and indirect questions about personal information, using word prompts on board for questions, as necessary, e.g. *tell/family; what about/job; when/come/UK*.
- Learners use pictures illustrating particular situations, e.g. a policeman talking to a motorist, college receptionist talking to a student, two friends talking, job interview, two people just introduced at a party, boss and worker on an outing and suggest appropriate questions and answers.

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

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

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

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

*I don't work on Wednesdays.*

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

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

*I can't swim very well.*

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

**3c** give a short account

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

Narrate events in the past, e.g.:

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



### Sample activities

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

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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

Basic Skills Standards  
level descriptor

Speak to communicate

Sc/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**3d** give an explanation

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

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

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

(a) present, past and future time

(b) obligation/need

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

(c) cause and effect

**3e** give directions and instructions

- recognise request for directions or instructions and respond appropriately

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

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

(a) present simple

(b) imperatives and negative imperatives

(c) prepositional phrases for direction and location

- *Don't take off the cap.*

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

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

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



### Sample activities

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

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

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

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

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

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

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

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

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

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

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

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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



Speak to communicate

Sc/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**3f** give a short description

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

Describe self and others, e.g.:

*He's tall and slim.*

*She's got long dark hair.*

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

*They're not helpful.*

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

*Hong Kong is busy and expensive.*

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

*It's more expensive than ...*

*An adult will be expected to:*

**4** ask questions to clarify  
understanding

**4a** ask for clarification and explanation

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

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

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

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

*What does X mean?*

*How do you spell X?*

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

– *Are you coming on Monday or Tuesday?*

– *On Monday.*

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



### Sample activities

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

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

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

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

- Learners drill alternative questions in response to prompts, paying attention to correct intonation, e.g.:
  - Prompt: *I'm coming on Monday – no, on Tuesday.*
  - Ls: *Are you coming on Monday or on Tuesday?*
  - Prompt: *I'm coming on Tuesday, at four o'clock – no, five o'clock.*
  - Ls: *Are you coming at four or five?*
  - Prompt: *I'm coming at five, by bus – no, by train.*
  - Ls: *Are you coming by bus or by train?*
  - Prompt: *By train.*

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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

Engage in discussion

Sd/E2

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

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

Component skill and knowledge and understanding

*Adults should learn to:*

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

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

Example of application and level

Greet and respond, e.g.:

*Hi.*

*Nice to see you.*

*– Did you have a good weekend?*

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

Take leave, e.g.:

*Have a good weekend.*

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

Offer and invite, e.g.:

*Would you like tea or coffee?*

*Tea or coffee?*



### Sample activities

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

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

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

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

- Learners watch video or mime of someone in another's home, being pressed to stay and not knowing how to leave. Learners suggest/learn how to insist politely, e.g. *I'm sorry, I really must go. I have to collect my daughter from the nursery.*
- In the context of social interaction, at work, in college, in the local community, learners practise inviting, responding to invitations and offers, paying particular attention to correct intonation, e.g. *Would you like another biscuit or some cake?* (rise after *biscuit*, fall after *cake*).
- In pairs, learners practise other offers from cue cards, with appropriate responses. They then listen to dialogue, e.g.:
  - *Can you come to the football game with me tonight? I've got two tickets.*
  - *Oh, yes, thanks, that's great.*

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

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

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

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

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

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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

Basic Skills Standards  
level descriptor

Engage in discussion

Sd/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

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

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

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

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

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

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

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

*I'm really tired.*

*I feel so pleased about that.*

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

*I hope he gets better soon.*

Talking about places, e.g.:

*I like Manchester because ...*

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



### Sample activities

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

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

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

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

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

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

Learners report back to whole class.

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

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

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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

Basic Skills Standards  
level descriptor

Engage in discussion

Sd/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**1d** express views and opinions

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

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

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

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

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

**1e** relate to other speakers

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

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

*That's right.*

*I think so too.*

*Mm, yes but ...*

*I don't really think so.*

*Do you think ...?*

*What do you think about ...?*

*What about ...?*

*How do you feel about ...?*



### Sample activities

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

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

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

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

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

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

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

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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



## Listen and respond

## Lr/E2

### Basic Skills Standards level descriptor

An adult will be expected to:

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

### Component skill and knowledge and understanding

Adults should learn to:

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

### Example of application and level

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

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

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

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

### News headlines

Single item from a TV magazine programme



At this level, adults can:

**listen and respond**

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

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

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

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

Sample activities

- Learners are asked to listen to a tape of someone describing a wedding they attended, and identify what is being described. Learners are asked what they heard that helped them identify the context, e.g. key words: *the ceremony, the groom*.
- To guess the meaning of unknown words, learners select possible meanings from various options using pictures, flashcards, or synonyms within multiple choice, e.g. *Does 'wages' mean 'days worked', 'money' or 'holiday'?*
- To practise identifying a situation, learners listen to a variety of excerpts of familiar scenarios. While listening, learners circle phrases, or tick pictures, to indicate they recognise the context or situation, e.g. family conversation/making a dentist appointment/going to a new class. Learners compare their answers in pairs/groups and then report to the whole group.

Basic Skills Standards  
level descriptor

## Listen and respond

Lr/E2

Component skill and knowledge and understanding

Example of application and level

*Adults should learn to:*

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

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

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

*Sorry, what was that again?*

*What does ... mean?*

*An adult will be expected to:*

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

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

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

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

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

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



*At this level, adults can:*

**listen and respond**

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

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

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

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

### Sample activities

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

Basic Skills Standards  
level descriptor

Listen and respond

Lr/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

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

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

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

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

**2c** listen for grammatical detail

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

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

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

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

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

*I can't come now.*

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

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



At this level, adults can:

**listen and respond**

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

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

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

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

### Sample activities

- To practise strategies for checking instructions, learners discuss whether it is easy or difficult to follow oral instructions or directions, and why. They discuss how they can re-cap instructions, to give the speaker feedback on whether they have understood. Then learners do a matching exercise, joining explanations with suitable checking-back statements before acting out the dialogues, in pairs.
- In order to focus on different types of sentences, learners differentiate between statements, questions, instructions, and decide on a code for each, e.g. question mark in the air for a question, pointed finger for instructions. Then they listen to a dialogue or a set of instructions and indicate what they hear. Learners discuss how they know.
- To raise awareness of the stress-timed rhythm of English and the schwa, learners listen to a short explanation: *In the canteen, the coffee and tea cost more than the soft drinks. When you go to the till, you can ask the price of the biscuits.* Learners discuss whether they can hear every word and discuss how certain words have weak forms. Learners listen again and focus on the pronunciation of *the, than, to, can, of* as schwa.
- Learners identify the stressed words in simple sentences, e.g. *He spoke to me. The man spoke to me.*  
Learners practise sentences with correct stress, making substitutions from word cues, e.g. *He called to me.*
- Play listening games to practise identifying minimal pairs (e.g. *ship/sheep, cub/cup*) with cue cards.

## Listen and respond

Lr/E2

### Basic Skills Standards level descriptor

*An adult will be expected to:*

- 3 listen for and identify the main points of short explanations or presentations

### Component skill and knowledge and understanding

*Adults should learn to:*

- 3a extract the main points when listening to presentations
  - be aware that it is not necessary to understand and remember every word to extract main points
  - understand the need to know what information one wants from a presentation and be able to focus listening in relation to this
  - understand that significant points are often summarised at the end of a presentation

- 3b extract the main points of an explanation in a face-to-face situation, and respond

- understand how gesture and eye contact can be used to emphasise a point, and how this can vary across cultures
- be able to ask for clarification and confirm understanding

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

- 3c extract straightforward information for a specific purpose

- understand the importance of listening for the information required and ignoring other information

### Example of application and level

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

- *So, you see, how the system works is like this ... when the customer comes in, they go to reception, and somebody takes their name, then they go to wait.*
- *They wait in the waiting room?*
- *They do, yes ...*

*The train at Platform 3 is for London Waterloo, calling at Norbiton, New Malden, Clapham Junction and London Waterloo. Change at Clapham Junction for Victoria.*



At this level, adults can:

**listen and respond**

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

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

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

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

### Sample activities

- To practise focusing on certain information, learners discuss what they might want to learn on a tour of the study centre, e.g. opening hours, days of opening, reserving computers, kinds of books. While listening to an explanation, learners either:
  - (a) answer open questions, *What time does the study centre open?*
  - (b) circle the opening times from among various opening times
  - (c) tick the answer or fill in a simple table.
  
- To be able to ask for clarification, learners listen to one side of a dialogue giving information, pausing after each section. Each utterance contains something indistinct, e.g. *So you click on the mouse and drag it into the —*. Learners then discuss with a partner the best way to ask for clarification, specifying the bit they did not understand, rather than suggesting they understood nothing by saying *I don't understand*.
  
- Listeners are set a task that involves them listening for certain information and ignoring other, e.g. listening to a recorded message of what is on at the local cinema. They are told that they are interested in going to see *Godzilla* on Saturday afternoon. They must listen to the recorded message and pick out only the required information.



## Listen and respond

## Lr/E2

### Basic Skills Standards level descriptor

*An adult will be expected to:*

- 4 listen to and follow short, straightforward explanations and instructions

### Component skill and knowledge and understanding

*Adults should learn to:*

- 4a listen to, follow and respond to explanations, directions and instructions\*
    - understand key grammatical forms, e.g. imperative, negative imperative and *must*, in instructions
    - understand some deictic markers, e.g. *this, that, here, there*
    - recognise the order of events in an explanation
    - recognise and respond to sequence markers, e.g. *first, then, finally*, to understand the order of a set of instructions
    - recognise discourse markers, especially those indicating cause and effect and result, e.g. *because of, so, as a result*
    - demonstrate understanding by taking appropriate action
- (See also Sc/E2.2e, page 108.)

### Example of application and level

*The thing to remember is you must always switch off at the mains before you do anything . . .*

*First you go along the main road, then, when you get to the traffic lights, turn left and carry on for about, I don't know, about 100 metres . . .*

*You need to switch it off when you're not using it, so that the battery doesn't run down.*

*An adult will be expected to:*

- 5 respond to straightforward questions

- 5a listen and respond to requests for action/permission

- recognise requests for action and respond by taking action
- know some appropriate phrases, e.g. *sure, there you go*, to accompany action
- be able to use polite intonation to grant or refuse permission
- know some ways of explaining why the request cannot be complied with

*Can I use your pen? I'll return it later.*  
 – *Can you shut the door?*  
 – *OK.*

*Yes, of course.*  
*Yes, that's fine.*

*No, I'm sorry, it's stuck.*  
*I'm sorry, I need it.*



At this level, adults can:

**listen and respond**

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

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

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

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

### Sample activities

- Learners listen to a dialogue giving directions, and plot the route on a simple map, e.g.:
  - *Excuse me, can you tell me the way to the post office, please?*
  - *Yes, take the second turning left, and it's on the right, next to the Chinese take-away.*
  - *First left, on the right. Thank you.*
 Learners discuss the key verbs and their form.
- To focus on sequence markers in a set of instructions, learners look at a worksheet of pictures, each of which represents a stage of the instructions. While listening to the instructions, learners number the pictures.
- To practise responding to requests for permission, learners discuss ways of saying *yes* or *no*. Working in threes, using a set of flashcards on each table, one learner draws a card with a request, e.g. *Can I borrow your book?* The next learner refuses politely (*Sorry, I'm using it*) while the third gives permission (*Sure, I don't need it now*). Learners then practise inventing their own requests.

Basic Skills Standards  
level descriptor

Listen and respond

Lr/E2

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

**5b** respond to requests for information

- recognise questions of the *wh*- type and the *yes/no* type and be able to respond with short answers and with more information
- recognise when a short answer is appropriate and when a longer answer is expected
- recognise verb forms and time markers to understand the time to which a speaker is referring and respond appropriately, e.g.:  
(a) present simple and frequency adverbs

(b) simple past

(c) *going to*

- be able to recognise and respond to comparative questions

(See also Sc/E2.3b, page 112.)

- *How often do you go to cinema?*  
– *Oh, not very often, only about twice a year.*
- *What did you do last night?*  
– *Well, first I ... And then I ...*
- *What are you going to do next year?*  
– *I'm going to get a job. I'm not staying at college.*
- *Is the weather the same here as it is in ... ?*  
– *No, it's colder here than ...*

An adult will be expected to:

**6** listen to and identify simply expressed feelings and opinions

**6a** listen to and identify simply expressed feelings and opinions

- identify common structures and vocabulary used in expressing different feelings and emotions
- identify common structures and vocabulary used in expressing different opinions
- recognise how intonation and pitch carry meaning; identify feelings expressed through intonation and words and feelings expressed mainly through intonation

(See also Sd/E2.1c, page 120 and Sd/E2.1d, page 122.)

- *How do you like your new job?*  
– *Oh, I love it. I look forward to going in to work every morning.*  
– *That's great. I wish I felt the same about my job.*
- *What are your favourite programmes?*  
– *Mmm, I like soaps, EastEnders, Coronation Street. My favourite is Brookside.*
- *Oh, I hate Brookside; it's so depressing. I prefer comedies and Who Wants to be a Millionaire?*  
– *And the sports programmes on ITV are good, specially the football.*



### Sample activities

- Learners listen to part of a simplified radio interview (e.g. *Desert Island Discs*) with an actor X, which uses different tenses and adverbs of frequency and time, e.g.:
  - *Where did you live as a child?*
  - *In Italy, but I came to England at 18.*
  - *So do you live mostly in England now?*
  - *Well, yes, when I'm not working.*
  - *Now tell me about your family.*
  - *Right, well, I've got four children and I live with them and my wife and our six cats near Hereford.*
  - *And what about your work?*
  - *Well, as you know, my last film was in France and was very successful, but right now I'm not working. So most days I do the garden and ... I'd like to do a cookery course but I haven't really got time now. We're starting a new film in India soon.*

Learners answer *wh-* and *yes/no* questions to check general understanding, and use of tenses and time phrases, e.g. *Does X work every day? Did X make a film in India last year? When is he starting a new film?*

- In order to practise recognising verb forms, learners listen to a series of questions and circle appropriate multiple-choice answers, e.g. *What are you going to do next year?*
  - I saw it on television
  - Get a job
  - First I studied English.
  
- To recognise how intonation and pitch carry meaning, learners listen to contrasting dialogues with people expressing happiness or anger mainly through intonation. The dialogues will have identical structures and vocabulary but different intonation and stress. Learners identify how the people feel by pointing to pictures or circling pictures of people with those feelings or attitudes. For example, *What time did you get in last night? About 1.00.* would sound different between friends/colleagues from the way it would sound between a concerned parent and an adolescent.

At this level, adults can:

#### listen and respond

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

#### speak to communicate

information, feelings and opinions on familiar topics

#### engage in discussion

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

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

## Basic Skills Standards level descriptor

*An adult will be expected to:*

- 7 follow the gist of discussions

*An adult will be expected to:*

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

## Listen and respond

## Lr/E2

### Component skill and knowledge and understanding

*Adults should learn to:*

- 6b take part in social interaction
  - recognise and respond appropriately to enquiries and to offers and invitations
  - recognise speaker's mood and attitude, expressed through intonation

(See also Sd/E2.1a, page 118.)

- 6c take part in more formal interaction

- recognise and respond to:
  - (a) greetings
  - (b) offers

(c) requests for information

(See also Sd/E2.1b, page 120.)

- 7a follow the gist of discussions

- recognise the topic and purpose of a discussion and understand that discussions can serve different purposes, e.g. to make plans, solve a problem, air views

(See also Sd/E2.1e, page 122.)

- 8a follow the main points of discussions\*

- be able to pick out the main points made by one or more speakers and make contributions relevant to the discussion in general
- be able to link their own contribution to that of other speakers, by using discourse markers, e.g. *you're right; maybe, but ... ; I'm not sure*

### Example of application and level

- *How are you getting on these days?*
- *I'm fine, thanks, how about you?*

– *I'm having a few friends round on Saturday.*

– *Would you like to come along?*

– *Thanks, that'll be nice.*

– *Can I get you a cup of coffee?*

– *Yes, please.*

– *Can you give me your name and address?*

– *Yes, of course, It's ...*

Class discussion – planning an outing.

Planning an outing – when, where, how much.



At this level, adults can:

**listen and respond**

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

**speak to communicate**

information, feelings and opinions on familiar topics

**engage in discussion**

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

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

Sample activities

- To raise awareness of how a speaker's mood and attitude are expressed through intonation, learners work in threes to role play invitations and response. One learner extends an invitation; another accepts (first deciding whether they really want to accept or not). The third reports back to the others, saying whether they thought the acceptance was sincere or not. All three discuss whether the right meaning was conveyed. Continue until all three participants always agree on interpretation.
- Learners listen to greetings made in different ways and guess from pictures in what relationship they might be used e.g. *Hi! Good morning. 'Morning.*
- To practise responding to requests for information, learners listen to a tape, identifying places where the responses can be more polite.
- Learners listen to short exchanges and are asked to state the purpose of each one, giving reasons for their answers.
- Learners listen to a short tape of someone describing a problem they have, e.g. partner's disagreeable and unhelpful parent inviting himself or herself to stay at a very inconvenient time – partner expects you to cope – what can you do? Learners answer questions to show understanding of main points. Learners discuss the problem and contribute to the discussion, linking their own contributions to those of others. This discussion is taped and, at the end, a list is made of the most effective discourse markers used.

Text focus

Reading comprehension

Rt/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 trace and understand the main events of chronological and instructional texts

Component skill and knowledge and understanding

Adults should learn to:

- 1a use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts

- know and use text-level strategies to predict content and check meaning
- use own background knowledge and overall context to aid understanding
- recognise the key features of format, layout, grammar and discourse in chronological texts, i.e. that they:
  - (a) recount events in time order
  - (b) are usually written as continuous text and usually have titles
  - (c) use past tenses
  - (d) mark the sequence of events through the use of discourse markers
  - (e) achieve cohesion through pronoun referencing
- recognise the key features of format, layout, grammar and discourse in instructional texts, i.e. that they:
  - (a) must be read in sequence
  - (b) use numbering and/or bullet points to indicate order and to separate instructions
  - (c) mark the sequence of actions through the use of discourse markers
  - (d) use the imperative for the main action and adverbs of manner, phrases of time or place and/or infinitives to express purpose
  - (e) often have illustrations and graphics to show how an action is to be carried out

Example of application and level

Read and understand the order of events in a short biography.

Read and understand instructions for using a self-service vending machine.

Use knowledge of own country to read and understand a newspaper headline about events there, or read a recipe for a familiar dish.

Recognise use of a title in short, chronological narratives.

Recognise use of discourse markers *first, next, then, after that*, and other time phrases such as *last year, in the morning* to indicate sequence of events.

Recognise basic pronoun referencing, e.g.:  
*The young man went to the hotel first. He left his luggage there and then went for a walk.*

Recognise discourse markers *first, next, then, after that* to identify sequence of actions, e.g.:

*Press START/AUTO once to start cooking.*



### Sample activities

- Given the title and illustrations from a chronological text, learners are asked to predict the content and consider what relevant background knowledge they have of the subject area.
- Learners look at two examples of chronological texts and answer questions concerning their generic features of form and layout (i.e. title and continuous text divided into paragraphs), key grammatical features (e.g. simple past tense to indicate key actions) and discourse markers (e.g. *first, next, then, after that, last year, in the morning*, etc. to indicate sequence of events). They are then given four texts, each of a different text type, and asked to identify the chronological narrative.
- From consideration of two examples of instructional texts (instructions written as separate points, using the imperative – one set with numbers, the other with bullet points), learners answer questions concerning the key generic features of format and layout and key grammatical features (i.e. the imperative). They are then given four texts, each of a different text type, and asked to identify the instructional text.
- Learners put sentences from a chronological text in order.
- In a chronological text, several pronouns are underlined, and learners are asked to identify which people and places already mentioned they refer to.
- Learners sequence a set of jumbled instructions using a set of pictures (in order) for guidance.
- On a set of instructions from which all or some of the following have been removed (verb, simple adverbs of manner, phrases of time and place) learners fill the gaps by selecting from a range of options.
- Learners follow a set of instructions using illustrations and graphics, to carry out a simple task.

At this level, adults can:

#### read and understand

short, straightforward texts on familiar topics

#### read and obtain information

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams



**Text focus**    **Reading comprehension**    **Rt/E2**

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**1b** obtain information from texts

– understand that it is possible to use different strategies to get meaning from text:

(a) scan for specific information or main events\*

(b) skim to get the gist by quickly reading titles or subheadings, the beginning and end of a paragraph\*

(c) read thoroughly where detailed reading is necessary

Scan a microwave manual to find instructions for defrosting, e.g.:

- MICROWAVE – INTRODUCTION
- HOW TO OPERATE THE OVEN
- MICROWAVE DEFROSTING

To defrost foods, use microwave power levels MEDIUM LOW or LOW. Stir food at least 2–3 times during defrosting.

*An adult will be expected to:*

**2** recognise the different purposes of texts at this level

**2a** understand and identify the different purposes of short, straightforward texts

– recognise that texts that share a common purpose will share common features, and use these features to predict meaning and aid understanding, e.g. the layout of a form or letter, a headline in a newspaper

– recognise that texts that share a common purpose may have different audiences and that this affects register

– know some basic terms to describe the main purposes or functions of texts at this level, e.g. *to greet, to describe, to inform, to sell, to entertain, to request action, to tell a story, to instruct*

– recognise that texts of the same genre are characterised by a particular verb grammar

– understand that:

(a) descriptive texts will be indicated by use of present simple tense;

(b) chronological narratives will be indicated by use of past tenses;

(c) instructive texts will be indicated by use of imperatives.

Know the purpose of a variety of straightforward texts encountered in daily life, e.g. letter, message, simple newspaper article, advert or notice, timetable, simple story, card, note, TV guide, e-mail, poem.



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- Learners are given three tasks, each requiring a different reading strategy: skimming (e.g. get the general idea of what a leaflet is about), scanning (e.g. find a phone number in your address book) or detailed reading (e.g. carry out a task by following instructions). Before they carry out the tasks, they are asked to describe how they would read each of the texts. They are introduced to the terms *skim*, *scan* and *detailed reading*, and to the notion that it is possible to use different strategies to get meaning from text. Learners carry out the tasks, with limited time to carry out the skimming and scanning tasks so that they cannot read the whole text. They then read each text thoroughly.
- Learners look at two or more texts that share a common purpose and answer questions about their common features, e.g. *Is it a continuous text? Are there any subheadings?*
- Learners are given a range of short straightforward texts and asked to identify the text type (e.g. letter, message, simple newspaper article, advert or notice) and the purpose or communicative function of each (i.e. *why has the person written this text?*) by selecting from a range of options (e.g. basic terms such as: *to greet, to describe, to inform, to sell, to entertain, to request action, to tell a story, to instruct*).
- Learners look at two or more texts of the same basic text type or genre, and identify the particular verb grammar, i.e.: descriptive texts use the present simple; chronological narratives use past tenses; instructional texts frequently use the imperative.

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 identify common sources of information

Text focus

Reading comprehension

Rt/E2

Component skill and knowledge and understanding

Adults should learn to:

- 2a understand and identify the different purposes of short, straightforward texts (*continued*)
  - interact with text and be aware that it is possible to react to texts in different ways
  - be aware that requests for action are usually indicated by the use of *Please*
  - understand that the writing conventions of different cultures may have similarities and differences and that this may affect understanding of purpose

Example of application and level

Read and understand a letter or notice and take appropriate action.

*Please complete the form in capital letters.*

*Please take a number and queue from the left.*

*No smoking in the waiting area.*

Understand that *RSVP* on an invitation means that a reply is needed and you cannot just turn up.

Where invitations have tear-off slips, it is understood that people will respond by filling in and returning the slip.

- 3a identify a range of common sources of information where everyday information can be found

- know where to find everyday information, e.g. small ads, yellow pages, reference books
- know that similar information can be presented in different ways, e.g. listings on teletext or in newspaper
- be aware of electronic sources of information
- know that reading for information involves locating specific details rather than reading through a whole text
- know how to use key features to access simple reference tools
- use alphabetical order to find information where appropriate\*
- be aware of the conventions of simple tabular formats

Locate information about the cost of a new fridge, e.g. in the shop window, in the newspaper, in a flyer that has come through the door.

Locate amount payable and name for cheque to be made out to from an electricity bill.

Use contents, answer key and other organisational features to get information from texts.

Find items in a bilingual or learner's dictionary.

Read a bus timetable to help a friend make a journey within a particular time scale, or a TV guide to choose a TV programme.



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- In order to encourage learners to interact with text, they are read a text with a few inconsistencies, i.e. pieces of information that they will know to be wrong and some controversial opinions. At regular intervals the teacher stops and asks learners what the text is about, if it makes sense and what their opinion of the text is.
  - From a series of statements – some requests for action using *Please* and some statements giving information (e.g. *Please complete the form in capital letters; Reception closed until 10.00*) – learners identify which require action and what action is expected (they could select from a series of options).
  - Learners are given two invitations that contain features underpinned by cultural conventions (e.g. one from a friend with RSVP and one from a colleague at work with a tear off slip) and asked about the action, if any, that is required. Learners discuss similarities and differences between invitations in UK and other countries, including different cultural conventions.
- 
- Learners match a list of information that is required (e.g. phone number of a garage, location of a street) with a list of sources (e.g. street atlas, yellow pages).
  - In order to consider how similar information can be presented in different ways, learners are each asked to identify one piece of information that they need (in their everyday life), e.g. where they could buy a second-hand fridge. In small groups, they identify several sources for each piece of information, including electronic sources.
  - Looking at a range of leaflets, learners discuss how headings can be used to identify the location of specific details/pieces of information, so that they understand that they do not have to read the whole text. Learners are given a limited time to find specific pieces of information in these leaflets.
  - As a group, learners discuss the key features of reference tools and complete practice activities as necessary (e.g. using alphabetical ordering in an index and in a phone book; using the grid references in a street atlas). Then, learners carry out simple tasks using reference tools (including electronic sources of information).
  - Learners answer a series of questions of increasing difficulty about the information in a bus timetable e.g. one that many of the learners will use for journeys in the locality.

Text focus

Reading comprehension

Rt/E2

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 4 use illustrations and captions to locate information

Component skill and knowledge and  
understanding

*Adults should learn to:*

- 4a obtain information from illustrations, simple maps and diagrams and captions
  - understand that illustrations can contribute to meaning and help locate and interpret information

Example of application and level

Read a simple map and find the right road for the address provided on a leaflet.

Look at the pictures in a mail-order catalogue and decide what to buy.

Use illustrations that accompany a set of instructions to check progress.

Sentence focus

Grammar and punctuation

Rs/E2

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 1 read and understand linking words and adverbials in instructions and directions, e.g. *next, then, right, straight on*

Component skill and knowledge and  
understanding

*Adults should learn to:*

- 1a use grammatical structures that link clauses and help identify sequence
  - know that discourse markers and conjunctions in instructions and directions, e.g. *first, then, next, finally*, help identify sequence and show how the different steps link together
  - recognise conjunctions that introduce clauses of time, e.g. *before, after, when, until*
  - recognise simple prepositional phrases of time and place

Example of application and level

Follow written directions to a friend's house.

*When I first started ...*

*By Monday ... In the end, ...*



*At this level, adults can:*

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

---

**Sample activities**

- Learners are given a series of illustrations from a mail-order catalogue or a newspaper, and the page numbers on which the illustrations appear. They are asked which pages in the catalogue or newspaper have certain items or news stories, and discuss how illustrations can be useful to the reader (i.e. they can assist with locating information and can help the reader to understand the text).
- Looking at a range of illustrations from a newspaper, a story or instructions, learners predict the likely content of the text.

---

**Sample activities**

- Learners use sequence markers to put sentences from a text in order.
- Working on texts from which words/phrases from one of the following categories have been removed – sequence markers, simple conjunctions, simple prepositional phrases of time and place – learners fill the gaps by selecting from a range of options.
- Learners highlight words/phrases from one of the following categories in a text: sequence markers, simple conjunctions, simple prepositional phrases of time and place. Some learners use a checklist to help them find specific words; others use it to check their answers.

Sentence focus

Grammar and punctuation

Rs/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**1b** use knowledge of simple and compound sentence structure to work out meaning

- recognise that word order in English may be different from word order in their languages
- use knowledge of the word order of simple and compound sentence patterns to work out meaning and to confirm understanding
- understand that sentences follow grammatical patterns and that certain types of word are more likely to recur in some places than others:
  - (a) know that the subject of the sentence is placed before the main verb
  - (b) know that prepositional phrases of time can come at the beginning or end of sentences
  - (c) know that the object of the verb follows the verb
  - (d) develop awareness that the main clause or most important action usually precedes subordinate clauses
- understand the use of common conjunctions such as *and*, *but*, or *or* to join clauses in compound sentences with same or different subject
- use knowledge of simple present and past tenses and future forms to work out meaning and aid understanding
- recognise use of pronoun referencing to refer to items already introduced

Make general sense of a simple story or personal narrative, containing some unfamiliar words, by following the sentence patterns, even if they are not able to read and understand every word.

*The winner gave a speech.*

*After the match the winner gave a speech.*

*She left Iran when she was a child.*

*He kicked the ball at the goal, but the goalkeeper saved it.*

*I washed my hands and said my prayers.*  
(meaning that the narrator did both)

*I was born in Skopje. Now I live in London but soon I will go back to live in my country.*

*This is a story about my best friend.*

She comes from ...



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- Learners translate a few sentences into their first language of literacy and compare the word order of this language and English.
- Learners complete a cloze exercise by first indicating the type of word that is required (noun, verb, adjective, pronoun) before selecting from a range of options. For example: *Mohammed has a .. [1] .. room in a house. .. [2] .. lives in .. [3] .. He .. [4] .. to college in the mornings.* (1 = adjective; 2 = pronoun; 3 = noun; 4 = verb.)
- As a class, learners answer questions on a short text in order to examine the notions of the subject and object of the verb, and their locations in a two-part, compound sentence, e.g.: *Maryam left Iran and came to Britain in 1998. She wants to be a nurse, but the training is difficult.*

Sample questions: *Who left Iran? What is the subject of the verb 'left' and where is it, in the sentence? What is the subject of the verb 'wants' and where is it, in the sentence? What is the object of the verb 'left'? How many parts have the sentences got? How many verbs are there in each sentence?*

- Learners write compound sentences using an appropriate conjunction (*and, but, or*) and one clause from each of two sets (one set provides the first clause of the sentences; the other provides the second clause – some have a subject and some do not). Then, learners identify the sentences in which the same person did both things (e.g. *I washed my hands and said my prayers*) and the sentences in which each action is done by a different person (e.g. *I went out, but my sister stayed in*).



Sentence focus

Grammar and punctuation

Rs/E2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**1c** apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

- understand that unknown or miscued words must make sense in the context of the complete sentence

Recognise that in *He walked into the kitchen/chicken* the final word must be *kitchen* as *chicken* does not make sense in the context.

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

- understand that different punctuation marks are used for different purposes and know the names, e.g. *comma*, *question* and *exclamation mark*
- understand some common rules, e.g.:
  - (a) capital letters for proper nouns
  - (b) full stops, question marks and exclamation marks for end of sentences
  - (c) commas to separate items in a list
  - (d) all end-of-sentence markers are followed by an initial capital letter in continuous text written in whole sentences

Recognise and take account of how simple punctuation aids understanding of texts, and apply this knowledge in their reading.



### Sample activities

- At several points in a text, learners select from two options (e.g. ...*he walked into the kitchen/chicken...*). In each case, they discuss their choice and how they used the rest of the sentence and their own life experience and knowledge to make the choice. Learners then underline a few unknown words in a text. They discuss the possible meanings of the words and are encouraged to use the same strategy (i.e. the rest of the sentence and their own life experience and knowledge) to help them.

- Learners try to read (aloud) a simple text with no punctuation. They read the text again (aloud), with the punctuation in place, and discuss, as a class, how punctuation aids understanding of texts, and what the purpose of the different punctuation marks in the text is before building up (with teacher guidance) a series of punctuation rules.
- Learners answer questions about a text (including a series of names learners have probably not heard before, so that they have to use their knowledge that proper names have capital letters) that will require them to understand and use their knowledge of the punctuation marks, e.g.: *How many people did Maria invite over on her birthday? What did Maria exclaim when she saw the present that Anna gave her? How many questions did Maria ask about the present that Anna bought her? How many sentences has the text got?* Learners discuss how they found the answers to the questions.

At this level, adults can:

#### read and understand

short, straightforward texts on familiar topics

#### read and obtain information

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

**Word focus**    **Vocabulary, word recognition and phonics**    **Rw/E2**

**Basic Skills Standards level descriptor**

*An adult will be expected to:*

- 1 read and understand words on forms related to personal information, e.g. *first name, surname, address, postcode, age, date of birth*

*An adult will be expected to:*

- 2 recognise high-frequency words and words with common spelling patterns

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 1a recognise words on forms related to personal information and understand explicit and implicit instructions
  - understand words on forms and know how to respond, e.g. to *surname, postcode, initials*
  - recognise some common abbreviations on form, e.g. *d.o.b., Mr/Mrs/Ms*
  - recognise and understand instructions on forms and know how to respond, e.g. *BLOCK CAPITALS, tick, delete*

- 2a recognise a range of familiar words and words with common spelling patterns\*

- read on sight, e.g. personal key words and high-frequency words, such as *thing, should, tell, because*

- know and use different strategies for reading words on sight, e.g. association, visual shape and letter combinations

**Example of application and level**

Read a simple form, e.g. for membership of a video club, and understand what is required.

**USE BLACK INK**

Title: Mr/Mrs/Miss/Ms

Surname: .....

Initials: .....

Address: .....

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

Date of Birth: .....

Age if under 18: .....

Read an e-mail from a friend and recognise common words and personal key words, e.g.:

Hi Nurgun

How's things? Got the card you sent from Turkey. It looks lovely. Who did you go with? When did you get back? We want to know everything ... !!!!!

Jamilla

Social sight vocabulary for written signs.

Months of the year.



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- Learners bring in a range of forms (or the teacher provides them). They highlight words asking for personal information and group words asking for similar information, including abbreviations (e.g. *first name/forename/initials; date of birth/d.o.b.; title/Mr/Mrs/Miss/Ms*). Learners identify and highlight form instructions (e.g. *BLOCK CAPITALS, tick, delete*) and carry out practice activities, where necessary, to learn how to follow them. Learners fill in a range of simple forms.
- Learners design a form, in threes, for a daft purpose (e.g. application for a drink at break), which includes personal details and instructions (e.g. *BLOCK CAPITALS, tick, delete*). They fill in each other's forms.

- Learners play Snap with high-frequency words or complete a gap-fill task with high-frequency words.
- Learners are shown a range of strategies for reading words on sight, e.g. visual shape – they draw the silhouette of the word. They apply them in tasks that demonstrate their use, e.g.: in a text, learners identify the high-frequency words represented by word silhouettes. With guidance, learners select the strategies that most suit them.
- Learners discuss strategies that they use to learn spellings, e.g. Look Say Cover Write Check. They discuss how these help them improve their sight reading.

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

#### High-frequency words

thing	gave	wish	because	her	who
could	went	time	under	his	where
will	black	soon	over	our	how
was	white	saw	here	their	
were	after	think	once	that	
tell	before	said	him	what	

**Word focus** Vocabulary, word recognition and phonics **Rw/E2**

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 use phonic and graphic knowledge to decode words

An adult will be expected to:

- 4 use a simplified dictionary to find the meaning of unfamiliar words

Component skill and knowledge and understanding

Adults should learn to:

- 3a use context and a range of phonic and graphic knowledge to decode words\*
  - work out meaning of unfamiliar vocabulary from context, e.g. *He arrived quickly*.  
*It only took him three minutes.*
  - understand that the same sound (phoneme) can be spelt in more than one way and that the same spelling (grapheme) can represent more than one sound
  - begin to recognise how words can be broken down into parts, e.g. common prefixes and suffixes such as *un-*, units of meaning (morphemes) such as *-ing* or *-ed* endings, compound words such as *playground*
  - use developing knowledge of word structure to work out the meaning of unfamiliar words, e.g. that the adverb *quickly* is related to the adjective *quick*, and *happily* to *happy*

- 4a obtain information from a simplified dictionary to find the meaning of unfamiliar words\*

- understand the function of dictionaries
- understand that dictionaries are generally organised alphabetically, but that some language learners' dictionaries are organised by topic
- understand the concept of a headword and how to know which page to look on for a word

Example of application and level

Read a simple newspaper article and use a variety of strategies for reading and understanding unfamiliar words.

Use increasing sound–symbol association to aid decoding, e.g.:

- common blends – *bl* (*black*), *br* (*brown*), *cl* (*close*), *sk* (*skin*), *tr* (*train*), *nk* (*think*), *rd* (*heard*), *str* (*street*)
- vowel digraphs – *ea* (*seat*), *ee* (*feet*), *ay* (*play*), *ai* (*train*), *a-e* (*name*), *ie* (*lie*), *igh* (*high*), *i-e* (*time*), *oa* (*coat*), *ow* (*throw*), *oo* (*moon*), *ue* (*blue*)
- consonant digraph – *th* (*thin*) (*this*)

Find the meaning of a word they do not know in a bilingual or learner's dictionary.



At this level, adults can:

**read and understand**

short, straightforward texts on familiar topics

**read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

### Sample activities

- Presented with texts with unfamiliar words, learners, with guidance, use the context to understand the word and the sentence containing the word. They can try tippexing out a few unfamiliar words in a text, so that they have to try to understand the meaning of the sentence without the word.
  - In order to investigate the notions that there are more sounds than letters in English and that the same sound (phoneme) can be spelt in more than one way, learners are given a short text and asked to underline words containing a given letter (e.g. all words with *o*). First, learners find vowel sounds that use *o* (e.g. *hot, wore, would, soon*). Second, learners find words in which the vowel sounds are the same but the spelling is different (e.g. *would/book*). Learners discuss the implications of this (i.e. the two notions given above).
  - Learners identify words in a narrative that are difficult to decode. With guidance, they break these words down into parts (syllables), identifying which parts they can read by using phonic and graphic cues, which parts remain difficult. For those parts that are phonically regular, they consider whether the sounds exist in their other language(s), if so, how they are represented, and (if they use the same script as English) whether the same letters are used to represent the sounds.
  - In a text, learners highlight words with common blends and vowel digraphs (e.g. *ea, ai*) and think of further words with these patterns.
  - In a text, learners underline words with common prefixes and suffixes such as *un-*, and units of meaning (morphemes) such as *-ing* or *-ed* endings. They discuss the meanings of these parts. Next, they look for words in a text which have given meanings (underlined), e.g.: *not happy = unhappy*; a person did something *in an unhappy way = unhappily*.
  - As a group, learners split compound words into parts (e.g. *handbag* to *hand + bag*) to examine how the meaning of compound words is built up. Next, they read a text containing some unfamiliar compound words and try out this strategy.
- 
- Learners discuss which dictionaries they currently use and how they use them. They examine different types of dictionaries (bilingual, picture, language learner, English–English) and answer questions about how they are organised, e.g. alphabetically? by topic?
  - Learners are given a list of words and are asked to identify those that can be found at the beginning of a dictionary entry (i.e. the headword), e.g.: *quick*, but *not quickly*; *eat*, but *not eats* or *eating*. They check their answers by referring to a simplified or bilingual dictionary. With guidance, learners define a headword.
  - Learners underline unfamiliar words in a text and use a bilingual or learner's dictionary to find their meanings.

Word focus

Vocabulary, word recognition and phonics

Rw/E2

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

- 5 use initial letter to find and sequence words in alphabetical order

Component skill and knowledge and  
understanding

*Adults should learn to:*

- 5a sequence words using basic alphabetical ordering skills\*
  - use initial letter to locate the starting point quickly
  - understand that you do not have to start at the beginning of a list/dictionary

Example of application and level

Find the extension of a colleague on an internal telephone list arranged in alphabetical order.

Spell name and address aloud.



### Sample activities

- Learners say the names of the letters of the alphabet and identify any difficult sections. Strategies for learning difficult sections: identify a small group or groups of letters around each section; listen to and repeat each section as a short pattern; arrange a short section of the alphabet into order, using plastic letters, while saying it aloud or while listening to the section; finally, integrate the section(s) into the whole alphabet.
- Using first-place letters, learners sequence a list of words in alphabetical order. If learners are doing this on a computer, they can check by using the sort function.
- Learners practise pointing immediately to the approximate point on the alphabet (written along one line) where an initial letter is to be found, i.e. without looking along the alphabet.
- Learners practise opening a dictionary at the approximate point where an initial letter is to be found.

*At this level, adults can:*

#### **read and understand**

short, straightforward texts on familiar topics

#### **read and obtain information**

from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams



Text focus

Writing composition

Wt/E2

Basic Skills Standards  
level descriptor

*An adult will be expected to:*

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

Component skill and knowledge and understanding

*Adults should learn to:*

- 1a compose simple text, selecting appropriate format for the purpose
  - understand that writing is more permanent than speaking

- develop understanding of the concepts of purpose and audience, e.g. that a form is to record information, that a greetings card is to send good wishes to a friend
- generate ideas for writing, deciding what to include as appropriate to the purpose and audience
- develop understanding that texts that share a common purpose usually share common features of layout, format, structure and language, e.g. that a letter is laid out differently from an e-mail, and that the latter may not require complete sentences
- understand that basic proof-reading, checking through what has been written for errors, is part of the process of writing

Example of application and level

Compose and write short texts for different audiences, depending on the learner's needs and context, e.g. an e-mail to a teacher, a simple formal or informal letter, a personal narrative, poem or simple story, a message or record at work, a greetings card to a friend, an order form.

*I came to this country in 1998. The weather was cold and the sky was grey. My first problem was the language. I could understand but I could not speak. The immigration officer spoke Portuguese, so ...*

*To Helen*

*Have a very happy birthday and a wonderful year!*

*Best wishes,*

*Hari*



At this level, adults can:  
**write to communicate**  
 information with some  
 awareness of the intended  
 audience

in documents such as forms,  
 lists, messages, notes,  
 records, e-mails, simple  
 narratives

### Sample activities

- Learners work in two groups to find out something about each other, e.g. likes and dislikes. One group asks each other questions orally, the other uses a questionnaire and records answers in writing. Each group feeds back to the others on what they have found out, and the whole group discusses the differences between the two activities.
- Learners look at examples of different types of text and discuss the purpose and the intended audience. Learners say how they are able to tell. Learners match different kinds of writing to different readers, e.g. form, letter, note. Learners identify possible real-life 'readers' (e.g. friend, teacher, official) and consider why they may need to write to them.
- Learners look at a limited range of assignment titles and identify key words that indicate purpose, as a preamble to generating ideas and content for a writing task.
- Using a variety of stimuli to set context and generate ideas for a particular writing task (such as discussion questions, other texts, learners' writing, pictures, audio and video tapes), learners discuss main ideas and logical order.
- In pairs, groups or alone, learners write a short list of points about a different topic, using English or the learners' own languages and compare with other learners' ideas.

Learners look at models of the text type being focused on, e.g. a postcard, and identify the common features: layout, use of tense or structures, opening and closing sentences, a middle.

Learners practise composing their own text, applying knowledge of purpose and audience using a writing frame.

Using a model if necessary, learners write their own text, choosing an appropriate format for the purpose.

- Using simple text-editing features on a word processor, learners substitute their own personal information for the main details in a sample personal narrative, e.g. *I came to this country in ... from ... . My first language is ... , etc.*
- Learners compose and send a simple e-mail to each other or to the teacher.
- Learners compose a simple text and check it through for specific errors of grammar and punctuation, e.g. use of tenses and verb endings, capital letters for proper nouns, full stops. Learners swap work with a partner and proof-read each other's writing, underlining errors. Learners discuss each other's corrections.

Basic Skills Standards  
level descriptor

Text focus

Writing composition

Wt/E2

Component skill and knowledge and understanding

Adults should learn to:

- 1b record information on forms
  - understand form-filling conventions, including the practice of stated and unstated instructions, e.g. that forms sometimes require you to circle or delete information, such as *Mr/Mrs/Miss/Ms*

Example of application and level

**USE BLACK INK**

Title: *Mr/Mrs/Miss/Ms*

Surname: .....

First Name: .....

Address: .....

.....

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

Date of Birth: .....

Nationality: .....

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 construct simple and compound sentences using common conjunctions to connect two clauses, e.g. *as, and, but*

Sentence focus

Grammar and punctuation

Ws/E2

Component skill and knowledge and understanding

Adults should learn to:

- 1a construct simple and compound sentences using common conjunctions to connect two clauses (e.g. *as, and, but*)
  - combine simple sentences to make compound sentences by using conjunctions such as *and, but, or*
  - use appropriate word order in simple and compound sentences, and be aware of how this may differ from word order in their other languages
- use simple tenses appropriately to signify past or present time, and simple structures to express the future and adverbial time references, e.g. *I'm seeing my sister next week; we're going to play football on Saturday*
- understand where it is and where it is not necessary to write in full sentences

Example of application and level

Write simple and compound sentences, e.g. in a short story from the learner's country.

Write some simple instructions to a neighbour, e.g.:

*Brian,*

*Please water the plants in the kitchen and feed the cat in the morning. The cat food is in the cupboard.*

*Many thanks,*

*Ahmed*

Write a short personal statement in a course application form, e.g.:

*I would like to study IT at Bolton College next year because I enjoy using computers. I passed the RSA CLAIT in June and I am learning about databases at the moment.*

Ask a fellow parent to tell you what items you need to buy for your child's school trip and write them in a list.



At this level, adults can:  
**write to communicate**  
 information with some  
 awareness of the intended  
 audience

in documents such as forms,  
 lists, messages, notes,  
 records, e-mails, simple  
 narratives

### Sample activities

- Learners look at examples of simple forms and discuss the conventions and importance of form filling in Britain, comparing it with their own countries. Discuss overt and implied instructions, e.g. ask what learners should do with *Title*.

Learners match oral questions to form-filling categories (e.g. *When were you born? – Date of Birth*) either as a paper-based activity or using the cut and paste features on a word processor.

Learners practise filling in forms through a variety of exercises:

- They look at a short text about someone containing personal details, and a form with their details filled in. They then find details from another text about a second person in order to fill in a similar blank form.
- They ask each other questions in order to fill in forms for each other.
- They fill in a form with their own details.
- They fill in personal details online to subscribe to a website.

### Sample activities

- Working in pairs, learners look at example sentences using *and*, *but* and *or*. Then learners join simple sentences into compound ones using these conjunctions, matching appropriate pairs of sentences for each conjunction.
- Learners look at short texts with similar common structures and identify key features (using coloured cards or highlighters to identify key parts of sentence, e.g. subject, verb, object/complement, conjunction). They then write a sentence in their language using the same colour codes for subject, verb, etc. and notice the similarities/differences with word order in English. They make their own sentences using cards, then copy into notebooks.  
 Learners arrange cards containing statements or questions into two groups, then identify key differences in structure between questions and statements, e.g. position in sentence of the subject, addition of auxiliary verbs and question words.
- Learners practise forming negatives and questions from simple substitution tables.
- Learners revise features of simple and compound sentence structures using computer-aided language learning (CALL) software (e.g. gap-fill, word-order exercises).
- Learners read through a narrative text and decide which of two alternative verb forms is appropriate in each sentence, then discuss their choices with a partner.
- Using adverbial time references, learners look at pages from a personal diary and complete sentences about future plans.
- Learners look at a variety of short texts e.g. letters, post cards, memos, greetings cards, recipes and sort them into those that use full sentences and those that do not. In groups, they suggest why it is sometimes not necessary to use full sentences.

Sentence focus

Grammar and punctuation

Ws/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 2 use adjectives

Component skill and knowledge and  
understanding

Adults should learn to:

- 2a use adjectives
  - know and use the terms *adjective* and *noun*
- understand how adjectives can be used to extend information, convey attitude and detail about a noun
- know and use some common adjectives to describe people, places, feelings or objects
- understand word order of adjectives when used together in simple sentences, e.g. *She drives an old black car*
- know and use the comparative form of adjectives

Example of application and level

Write a short description of a person or place, or a simple comparison, e.g.:

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

An adult will be expected to:

- 3 use punctuation correctly, e.g. *capital letters, full stops and question marks*

- 3a use punctuation correctly, e.g. *capital letters, full stops and question marks*

- understand that capital letters and full stops are sentence boundary markers
- recognise that punctuation in English may be different from punctuation conventions in learners' other languages, e.g. in Spanish an inverted question mark is used before the beginning of the question in addition to the question mark after it
- understand that a question mark indicates that a question is being asked
- use commas correctly in a list

Write a letter of enquiry, asking for information about a college or job, using simple and compound sentences and correct punctuation, e.g.:

28 September 2001

Dear Ms Chowdhury,

I saw your advertisement for a play worker in the Clapham News and I would like to apply. Please could you send me an application form?

Yours sincerely,

Amy Tan

An adult will be expected to:

- 4 use a capital letter for proper nouns

- 4a use a capital letter for proper nouns

- understand when capital letters are used, e.g. for days, months, names of people and places

*My Favourite Day*

*The best day of the week for me is Sunday. I have more time for resting. I work and study from Monday to Friday. I am very busy during the week but on Sunday there is no work and everywhere is quiet and peaceful.*



At this level, adults can:  
**write to communicate**  
 information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, e-mails, simple narratives

### Sample activities

- Learners read a short descriptive text, highlighting adjectives in one colour, nouns in another.
- Using examples in speech and in texts, learners practise expanding kernel sentences, e.g.:  
*I live in a flat.* → *I live in a council flat.* → *I live in a big council flat.* → *I live in a big council flat in Bolton.*  
 Learners play language games to develop ability to expand kernel sentences, e.g. incremental drills.
- Learners read short texts and make a list of adjectives that are used to convey the writer's opinion, then discuss whether the writer's attitude is favourable or not to the subject. They practise using a few of the adjectives to write sentences expressing their attitudes.
- Learners read a range of descriptive texts and discuss the meaning of the adjectives, then complete gap-fill or multiple-choice exercises, using adjectives from the texts.  
 Using a photograph of a person, place or object, learners suggest adjectives for describing it. They draw up a group list of possible adjectives, then choose from the list to write a short description.
- In pairs, learners examine sentences containing adjectives used together and deduce the word order in terms of size, shape, colour, etc., then produce some sentences using more than one adjective.
- Looking at examples of use of the comparative form of adjectives, learners identify sentence patterns, and group adjectives according to their comparative form. They then complete gap-fill sentences using comparative forms.  
 Learners read a short descriptive text (e.g. of a house/flat) and highlight common linguistic features, e.g. *there is, there are*, then write a short description of their own home, applying knowledge of adjectives and other linguistic features.
- Learners listen to a short text dictated on tape, and then add in missing full stops and capitals in the written text, replaying the tape as necessary.
- Learners read a sample text containing capitals, full stops, question marks and commas, and in pairs identify the use of each feature of punctuation. They then say if the use is the same in their own languages.
- Learners identify the questions in a short text (e.g. in a course leaflet: *Who is the course for? How do you apply? What can you do next?*) and say how they know they are questions.
- Learners add in missing punctuation marks in simple texts, including texts containing lists, both paper-based and on screen.
- Learners complete dictations with days of week, months, place names included.

Word focus

Spelling and handwriting

Ww/E2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 spell correctly the majority of personal details and familiar common words\*

Component skill and knowledge and  
understanding

Adults should learn to:

- 1a spell correctly the majority of personal details and familiar common words\*
    - develop knowledge of and spell correctly vocabulary related to learner's context and need to write\*
    - understand which words and in which contexts it is crucial to spell accurately, e.g. name and address on forms
  
  - 1b use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner\*
    - understand that English is not always spelt as it sounds but that knowledge of the sound–symbol associations can be useful in spelling
    - develop understanding of common letter patterns, including blends, vowel digraphs and word endings in English spelling, and know that these recur\*
    - develop understanding of common units of meaning (morphemes) and how they can be used to aid spelling, e.g. –ed endings (*washed, wanted, carried*); –s for plurals (*boys, cats, houses*); prefix *un-* to indicate opposite
    - be aware that the –ed past simple ending (*washed, wanted*) and the plural ending –s (*boys, cats*) may be pronounced differently but have the same spelling
    - understand that for some learners knowledge of basic spelling rules can be useful
    - understand that words are split into syllables and that listening for the number of syllables can help spelling\*
- (See also Lr/E2.2d, page 128.)

Example of application and level

Write a greetings card to a friend or colleague at work, spelling all key words accurately.

Write addresses in an address book, e.g.:

*Amina Lotfi*

*5 Station Road, Hove, West Sussex*

*Ann Heenann*

*38 Junction Way, Leigh, Essex*

Write an ad for display in a newsagents, e.g.:

**FOR SALE**

School Uniform, age 12

1 white shirt

1 black skirt

2 black blazers

**WANTED**

Used clothes, old toys, books  
for charity jumble sale



### Sample activities

- Learners suggest vocabulary for a particular context (based on a variety of stimulus photos, pictures, video), which is then noted on the board. Learners are asked for synonyms and different ways of expressing the same idea/action/object.
- Using vocabulary-building materials (labelled pictures, definition-matching exercises, crosswords), learners complete gap-fill texts, using new vocabulary specific to the context.
- Learners identify words and contexts for which accuracy in spelling is important, and compare with the need for accuracy in spelling their languages.
- Learners discuss the differences between spelling in English and their own language, and how knowledge of sound–symbol association, combined with knowledge of patterns can help with spelling.
- Learners identify common patterns (e.g. *-ing* and blends) and practise spelling with gap-fill exercises, dictation, language-experience work.
- Learners build up word lists of groups of words with common letter patterns and/or sound–symbol associations.
- Learners read texts and underline common units of meaning (e.g. *-ed* endings), then practise spelling through gap-fill exercises, dictation work.

At this level, adults can:

#### write to communicate

information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, e-mails, simple narratives

### Spelling

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

Learners whose first language does not have the same phonemes as English will have difficulty in recognising the sound and therefore the associated symbol.

### Phonics

At this level, learners should recognise and use a wider range of phonics, e.g.:

- **initial common clusters:** bl (*black*), br (*brown*), cl (*close*), cr (*cream*), dr (*drink*), fl (*fly*), fr (*friend*), gl (*glass*), gr (*grill*), pl (*place*), pr (*Prime Minister*), scr (*scream*), sk (*skin*), sl (*sleep*), sm (*smile*), sp (*spell*), squ (*squash*), st (*stop*), str (*street*), tr (*train*), tw (*twins*), thr (*through*)
- **common final clusters:** ct (*fact*), ft (*lift*), ld (*build*), lt (*melt*), nch (*lunch*), lth (*health*), nd (*second*), nt (*sent*), lk (*milk*), lp (*help*), mp (*lamp*), nk (*think*), rd (*heard*), sk (*task*), sp (*crisp*), st (*first*), xt (*next*)
- **vowel digraphs:** ee (*feet*), ea (*seat*), oo (*moon*), u–e (*tune*), ew (*flew*), ue (*blue*)
- **diphthongs:** ie (*lie*), ai (*train*), a–e (*name*), ay (*play*), i–e (*bite*), igh (*high*), y (*fly*), ow (*cow*), ou (*sound*)

### Word structure

At this level, learners should recognise and use:

- **letter patterns common in English**, e.g.: tion (*station*)
- **silent letters**, e.g.: ight (*light*), wr (*write*), ould (*could*), lk (*talk*)
- **prefixes and suffixes**, e.g.: un (*unhappy*), re (*return*), less (*helpless*)
- **structural endings**, e.g.: plural *s*, ed (*walked*), ing (*cooking*)



Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**1c** develop strategies to aid spelling

- develop and practise strategies for learning to spell words they want to use (e.g. using mnemonics, looking for words within words, tracing words in the air or on paper), and find which strategies work best for them
- understand the need to join up handwriting in order to use motor memory and to practise regularly in order to get spellings into long-term memory

*An adult will be expected to:*

**2** produce legible text

**2a** produce legible text

- identify situations where legible, correctly formed handwriting is important
- understand the impression handwriting gives and personal features of own handwriting, e.g. consistency of direction and formation of letters, spacing between words, size of letters, writing on the line
- understand the importance of word processing, and where there is a need to produce word-processed texts
- increase legibility and fluency of handwriting, as appropriate to their needs, concentrating on their own specific areas for improvement

Record work done in class, using clear, legible handwriting or clear, well-spaced word-processed text.



### Sample activities

- Learners discuss strategies for learning to spell words in English and talk about strategies they used to learn to spell in their own languages.
  - Learners are given examples of mnemonics and words within words, and sheets for Look Say Cover Write Check with columns for first, second and third try. They then play spelling games.
  - Using a spell-checker, learners are set some simple tasks to begin to develop their skills, and given time for regular writing practice, practising joined-up handwriting.
- 
- From an initial discussion of situations where legibility and fluency of handwriting are particularly important (e.g. on job applications) learners examine examples of good and bad handwriting and discuss why they are good or bad, e.g. inconsistency of direction, spacing, size of letters. They then examine their own handwriting using the criteria identified. Where needed, learners are given exercises to improve direction, consistency, etc.
  - In groups, learners look at contexts for writing (e.g. note for a friend, shopping list, letter to confirm attendance at interview), and decide where it is important to use a word processor.

*At this level, adults can:*

**write to communicate** information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, e-mails, simple narratives

## An example of an integrated activity

### Teaching focus: Speaking

#### Sc/E2.3a express statements of fact

- be able to incorporate statements of fact in a ... formal interview
- use with some accuracy grammatical forms suitable for the level, e.g.: present simple and past simple; prepositions of place and time; indefinite and definite articles
- know that intonation usually falls in a statement of fact

#### Related skills:

#### Sc/E2.3c give a short account

- be able to sequence the account ... and use time markers
- make use of stress and intonation to emphasise the main point and to create interest

#### Sc/E2.3b give personal information

#### Sc/E2.2d ask for factual information (present, past, future)

#### Sc/E2.4a ask for clarification and explanation

#### Lr/E2.6c take part in more formal interaction

- recognise and respond to requests for information

#### Lr/E2.6c take part in more formal interaction

#### Rt/E2.1b obtain information from texts

#### Ws/E2.1a construct simple and compound sentences using common conjunctions to connect two clauses (e.g. *as*, *and*, *but*)

Examples: fill in (application) forms

### Context: Applying for a part-time job

Create the context by showing the class a job advertisement. This could be taken from a newspaper or devised by the teacher. Choose the job to fit the learners. The activities below are based on a part-time supermarket job, which is quite widely applicable: the supermarket setting is familiar to most people, and the part-time nature of the job makes it relevant to a range of backgrounds and educational levels. Bear in mind when selecting or devising the ad whether writing skills are also to be practised (some companies ask applicants to complete an application form as the first stage; others may start with a phone call and perhaps an interview, and get personal details in writing later).

Get the learners to recognise that this is a job advert and to identify key information, e.g. what the job is; where, when, how to apply. Ask if anyone has experience of any similar jobs and discuss their experience.

Establish what the applicant has to do, e.g. phone or call at the shop to ask for an appointment. What would they say (e.g. *Good morning. I saw an ad in the paper for part-time staff. I'd like to apply.*). Practise pronunciation, with stress and intonation highlighting the main points.

If appropriate, get learners to fill in a simple application form, obtained from a local company or devised by the teacher.

## Preparation for expressing statements of fact and giving personal information in an interview

Ask learners to imagine they are going to go for an interview and to think what questions they might be asked; feed in topics if necessary, then elicit statements of fact in answer to the questions. Alternatively, play a recording of an interview, for learners to pick out and practise relevant questions and answers.

Write some of the questions and answers on the board, and draw attention to linguistic features, e.g.:

- tenses and articles:
  - *Do you live near here?*
  - *Yes, I live just round the corner, in Harben Road.*
  - *Have you worked in a supermarket before?*
  - *No, but in Nairobi my brother had a shop. I helped him.*

Ask learners to notice the verb forms; discuss why we say *I live* (present simple because it is the present situation) and *helped* (past simple because it refers to a past time).

Elicit the reasons for indefinite articles, e.g. *in a supermarket* (non-specific reference); *had a shop* (the first mention of a countable noun).

- prepositions
  - *What hours could you work?*
  - *I'd like to work from six to ten in the evening.*

Practise saying the correct prepositions of time, using weak forms (*from ... to ...*).
- intonation:
  - *Have you got a copy of our staff leaflet?*
  - *Yes, I have. They gave me one at Customer Service.*

Focus on the rising intonation of the question and the falling intonation of the answer. Learners should know that intonation usually falls on a statement of fact. If necessary, say statements with rising or falling intonation; ask learners to identify which ones sound definite and complete. They then practise saying statements with falling intonation.

Learners rehearse questions and answers in pairs, with the teacher monitoring for clarity of pronunciation, accuracy of grammar, and relevance of information.

## Preparation for asking for factual information

Elicit questions that the applicant might want to ask. When the class have pooled their ideas, focus on the grammar of the questions, checking and drilling verb forms and word order. Practise the questions, checking question intonation and stress on key words, e.g.:

- Would I get a discount?*
- Is there any training?*
- What's the uniform?*

Answer some of their questions in ways that are not clear, and present or elicit appropriate ways to ask for clarification and explanation, e.g.:

- *Are the hours the same every week?*
- *Most staff alternate between early and late evening shifts.*
- *Sorry, I don't quite understand. Could you explain?*

As well as fluent brief responses, encourage learners to give a slightly longer account of past experience. If they have previous work experience, they can say what their job involved. If not, point out how other aspects of life can show things of interest to an employer, e.g.:

*I'm very reliable. Last year, my mother went into hospital so I had to get my little brother ready for school every morning. I took him to school first, and then I went to college. I never missed a class and I was on time every day.*

Remind learners that clear sequencing and time markers are important to help in structuring the account. Learners can develop ideas in groups with the teacher's help. Learners then rehearse their accounts, paying attention to stress and intonation to emphasise the main points and to create interest.

Finally, role play interviews, with the teacher playing the role of the interviewer. For confident learners who are really keen to find work, set up practice interviews with someone they don't know.

The interview forms a fitting climax to the activity. However, some groups may wish to have feedback on their interviews. There are various possibilities for giving feedback:

- In the role of interviewer, tell applicants what impression they made. Who might get the job? Follow this up, as teacher, by focusing on the linguistic features contributing to the good impressions made (and on ways they could improve).
- Record the interviews. Learners can listen to their own, or the teacher can select sections of various interviews for analysis and a basis for further practice.
- Ask learners to say how they thought their own interview went. If appropriate, compare that with the interviewer's perception.
- Invite feedback on an interview from the rest of the class, e.g. two things that were good and one thing that could be improved.

### Links with other skills:

#### Rt/E2.1b obtain information from texts

More time could be spent on reading job advertisements. A local newspaper with a range of display and classified ads provides good opportunities for recognising key features, e.g. format, graphics, organisational structures, grammatical features, key vocabulary.

- Learners can read several ads and select one job on which the whole activity will be based.
- Skimming and scanning: learners compete to be the first to find phrases that the teacher calls out.
- Learners find out essential information about a job, looking for key textual features.
- Study the typical layout of a job ad, and look for ads that differ in some way.
- Compare similar jobs in the classified and display sections, and note similarities and differences.

#### Ws/E2.1a construct simple and compound sentences using common conjunctions to connect two clauses (e.g. *as, and, but*)

- Filling in forms: the context lends itself to work on filling in application forms. Use various formats for learners to practise filling in information, including personal details, accurately and legibly.

## Communicative functions

At Entry 2, the grammatical forms given on the fold-out page opposite may be used to express a range of communicative functions and notions, e.g.:

- greet
- respond to greetings
- take leave
- give personal information
- ask for personal details
- describe self and others
- ask for descriptions of people
- describe places and things
- ask for descriptions of places and things
- compare people, places, things
- make comparative questions
- describe daily routines and regular activities
- ask about regular or daily routines
- narrate – talk about past events (1st person narrative)
- narrate – talk about past events (3rd person narrative)
- ask about past events
- talk about future plans, arrangements and intentions
- ask about future plans and intentions
- express need
- make requests – ask for something face-to-face or on the telephone
- respond to formal and informal requests for something
- make requests – ask someone to do something in formal and informal situations
- respond to formal and informal requests to do something
- make requests – ask for directions
- respond to requests for directions
- make requests – ask for permission formally
- respond to formal requests for permission
- ask about people's feelings, opinions, interests, wishes, hopes
- respond to questions about preference
- ask for clarification and explanation
- respond to requests for clarification
- respond to requests for explanations
- respond for requests for directions
- check back
- express likes and dislikes with reasons, and cause and effect
- express views, with reasons, and cause and effect
- express wishes and hopes
- apologise, and give reason
- express thanks gratefully
- give warnings
- express possession
- ask about possession
- offer
- insist politely
- persuade

## Strategies for independent learning

Learners should be encouraged to try the following:

### At home

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

### Using the media

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

### Working with games




- Play simple board games, cards, e.g. Scrabble or language games such as 'animal, vegetable or mineral' with English-speaking friends or relatives.

### In the community

- Think of ways in which they can meet English-speaking people and use English as the medium of communication, e.g. by joining an adult education class, a club, committee (PTA, Local Residents Association, etc.), a trade union.

### Using libraries

- Join the local library, and borrow simple audio books as well as ordinary books. If they have children, they should read with them, asking the children to read to them, as well as reading to the children.

 <p>Simple sentences</p>	 <p>Simple and compound sentences</p>	 <p>Simple, compound and complex sentences</p>
<ul style="list-style-type: none"> <li>word order in simple statements, e.g.: subject – verb – object subject – verb – adverb subject – verb – adjective subject – verb – prepositional phrase</li> <li>word order in instructions</li> </ul>	<ul style="list-style-type: none"> <li>word order in compound sentences, e.g.: subject – verb – (object) + <i>and/but</i> + subject – verb – (object)</li> </ul>	<ul style="list-style-type: none"> <li>variations in word order, e.g.:</li> <li>word order in complex sentences</li> </ul>
<ul style="list-style-type: none"> <li><i>there is/are</i> + noun (+ prepositional phrase)</li> </ul>	<ul style="list-style-type: none"> <li><i>there was/were/there is going to be</i></li> </ul>	<ul style="list-style-type: none"> <li><i>there has/have been</i></li> <li><i>there will be/there was going to be</i></li> </ul>
	<ul style="list-style-type: none"> <li>clauses joined with conjunctions <i>and/but/or</i></li> <li>a limited range of common verbs + <i>-ing</i> form</li> <li>verb + infinitive with and without <i>to</i></li> </ul>	<ul style="list-style-type: none"> <li>complex sentences with one subordinate clause of either time, reason, result, condition or concession</li> <li>defining relative clauses using <i>who, which, that</i></li> <li>a range of verbs + <i>-ing</i> form</li> <li>verbs + infinitive, with and without <i>to</i></li> <li>infinitive to express purpose</li> </ul>
		<ul style="list-style-type: none"> <li>simple reported statements</li> </ul>
<ul style="list-style-type: none"> <li><i>yes/no</i> questions</li> <li><i>wh-</i> questions</li> <li>question words <i>what/who/where/how much/how many</i></li> <li>contracted form of auxiliary</li> </ul>	<ul style="list-style-type: none"> <li><i>wh-</i> questions</li> <li>comparative questions</li> <li>alternative questions</li> <li>question words <i>when, what time, how often, why, how</i> and expressions</li> </ul>	<ul style="list-style-type: none"> <li>a wide range of <i>wh-</i> questions</li> <li>simple embedded questions</li> <li>question words including <i>whose</i></li> </ul>
	<ul style="list-style-type: none"> <li>statements with question tags, using Entry 1 and Entry 2 tenses</li> </ul>	<ul style="list-style-type: none"> <li>statements with question tags using Entry 3 tenses</li> </ul>
<ul style="list-style-type: none"> <li>imperatives and negative imperatives</li> </ul>		
<b>Noun phrase</b>		
<ul style="list-style-type: none"> <li>regular and common irregular plurals of nouns</li> <li>very common uncountable nouns</li> <li>personal pronouns: demonstratives; determiners of quantity</li> </ul>	<ul style="list-style-type: none"> <li>countable and uncountable nouns</li> <li>simple noun phrases</li> <li>object and reflexive pronouns</li> <li>determiners of quantity – <i>any, many</i></li> </ul>	<ul style="list-style-type: none"> <li>noun phrases with pre- and post-modification</li> <li>a range of determiners</li> </ul>
<ul style="list-style-type: none"> <li>indefinite article <i>a/an</i> with singular countable nouns</li> <li>definite article <i>the</i></li> </ul>	<ul style="list-style-type: none"> <li>use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives</li> </ul>	<ul style="list-style-type: none"> <li>use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions</li> </ul>
<ul style="list-style-type: none"> <li>possessives: <i>my/your/his/her, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>possessive <i>s</i> and possessive pronouns</li> </ul>	
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>		
<ul style="list-style-type: none"> <li>simple present tense of: <i>be/have/do</i>: common regular verbs</li> <li><i>have got</i> – indicating possession</li> <li>present continuous of common regular verbs</li> <li>contracted forms of: subject and auxiliary; auxiliary and negative</li> </ul>	<ul style="list-style-type: none"> <li>simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases</li> <li>simple past tense of regular and common irregular verbs with time markers such as <i>ago</i></li> <li>future time using: present continuous; use of time markers</li> </ul>	<ul style="list-style-type: none"> <li>present perfect with: <i>since/for; ever/never; yet/already</i></li> <li><i>used to</i> for regular actions in the past</li> <li>past continuous</li> <li>future simple verb forms</li> </ul>
<ul style="list-style-type: none"> <li>modals: <i>can</i> + bare infinitive to express ability; <i>would + like</i> for requests</li> </ul>	<ul style="list-style-type: none"> <li>modals and forms with similar meaning: <i>must</i> to express obligation; <i>mustn't</i> to express prohibition; <i>have to, had to</i> to express need; <i>could</i> to make requests; <i>couldn't</i> to express impossibility</li> <li>use of simple modal adverbs: <i>possibly, probably, perhaps</i></li> </ul>	<ul style="list-style-type: none"> <li>modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation; <i>might, may, will probably</i> to express possibility and probability in the future; <i>would/should</i> for advice; <i>need to</i> for obligation; <i>will definitely</i> to express certainty in the future; <i>May I?</i> asking for permission; <i>I'd rather</i> stating preference</li> </ul>
<ul style="list-style-type: none"> <li>use of <i>on, off, in, out</i></li> </ul>	<ul style="list-style-type: none"> <li>very common phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>common phrasal verbs and position of object pronouns</li> </ul>
<b>Adjectives</b>		
<ul style="list-style-type: none"> <li>common adjectives after <i>be</i></li> </ul>	<ul style="list-style-type: none"> <li>adjectives and adjective word order</li> <li>comparatives, regular and common irregular forms</li> </ul>	<ul style="list-style-type: none"> <li>comparative and superlative adjectives</li> <li>comparative structures</li> </ul>
<b>Adverbs and prepositional phrases</b>		
<ul style="list-style-type: none"> <li>common prepositions and prepositional phrases of place</li> </ul>	<ul style="list-style-type: none"> <li>prepositions and prepositional phrases of place and time</li> </ul>	<ul style="list-style-type: none"> <li>wider range of prepositions and prepositional phrases</li> </ul>
<ul style="list-style-type: none"> <li>simple adverbs of place, manner and time</li> <li>use of intensifier <i>very</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbs and simple adverbial phrases including: sequencing: (<i>after that</i>); of time and place (<i>in the morning, at the bus stop</i>); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>)</li> <li>word order with adverbs and adverbial phrases</li> <li>use of intensifiers, e.g. <i>really, quite, so</i></li> </ul>	<ul style="list-style-type: none"> <li>a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i></li> <li>more complex adverbial phrases of time, place, frequency, manner, e.g. <i>as soon as possible</i></li> <li>a range of intensifiers, including <i>too</i></li> </ul>
<b>Discourse</b>		
<ul style="list-style-type: none"> <li>sentence connectives – <i>then, next</i></li> </ul>	<ul style="list-style-type: none"> <li>adverbs to indicate sequence – <i>first, finally</i></li> <li>use of substitution</li> <li>markers to structure spoken discourse</li> </ul>	<ul style="list-style-type: none"> <li>markers to indicate: addition, sequence, contrast</li> <li>markers to structure spoken discourse</li> <li>use of ellipsis in informal situations</li> <li>use of vague language</li> </ul>



## Formality and informality in English

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

### General

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

### Language features

The main characteristics of informal English include:

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

The main characteristics of formal English include:

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