

Entry 1

Milkman
3 pints on
Tuesday
Thank you.

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



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

OK.

Then press this button.

This button here?

Yes, that’s right. ”



What's your name?

Maria.

Are you working?

No, I'm looking for a job.



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

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

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

Speak to communicate

Sc/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

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

Example of application and level

station, computer, appointment

Can I smoke here?

I only speak a little English.

Can I go home at 11 o'clock today?

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



Sample activities

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

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

At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

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

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

Topic-based vocabulary

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

Classroom vocabulary

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

Speak to communicate

Sc/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 2 make requests using appropriate terms

Component skill and knowledge and
understanding

Adults should learn to:

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

Example of application and level

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

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

Can I smoke here?

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

An adult will be expected to:

- 3 ask questions to obtain specific information

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

What's your name?

Do you speak Hindi?

Where do you work?

Have you got a job?

Can you drive?



Sample activities

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

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

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

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

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

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

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

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

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

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

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listen and respond

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basic information, feelings and opinions on familiar topics

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with another person in a familiar situation about familiar topics

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Basic Skills Standards
level descriptor

Speak to communicate

Sc/E1

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

3b ask for information

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

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

What time is the next bus to . . . ?

Excuse me. What's the time, please?

Can I help you?

Yes. How much is this jacket, please?

3c ask for directions and location

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

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

Excuse me, where's the post office?

Excuse me, where is Queens Park Road?

– *Turn left here, then turn right.*

– *Left, then right?*

– *Yes.*



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Sample activities

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

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

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

Basic Skills Standards
level descriptor

Speak to communicate

Sc/E1

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

3d ask for clarification

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

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

Sorry?

Can you speak slowly, please?

Please can you repeat it?

Can you write it down?

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

An adult will be expected to:

4 make statements of fact
clearly

4a make simple statements of fact

- use verb forms suitable for the level, e.g. present tense and modal *can*

- use grammar suitable for the level, to express:

(a) possession (e.g. *my, mine, your*)

(b) quantity (e.g. *some, any, many*)

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

(d) location (prepositions of place)

- understand that statements of fact are usually spoken with falling intonation

- be able to make statements of fact within an interaction

He can speak Hindi and Gujarati.

She can't drive.

This is my dictionary.

There are some eggs in the fridge.

He has three children.

– *I feel tired and hot.*

– *Then have a rest.*

– *What's the time?*

– *It's quarter past ten.*

– *Thanks.*

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



At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

Sample activities

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

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

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

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

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

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

Learners repeat and practise in pairs, varying the time.

Basic Skills Standards
level descriptor

Speak to communicate

Sc/E1

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

4b give personal information

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

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

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

My name's...

I live in...

I've got three children.

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

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

4c give directions and instructions

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

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

Put the tape in the tape recorder.

Don't press this button.

Put the disk in here, then press this button.



At this level, adults can:

listen and respond

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basic information, feelings and opinions on familiar topics

engage in discussion

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Sample activities

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

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

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

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

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

Basic Skills Standards
level descriptor

Speak to communicate

Sc/E1

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

4d give a description

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

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

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

4e deal with another person's
misunderstanding

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

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

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



Sample activities

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

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

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

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

At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

Engage in discussion

Sd/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

- 1a take part in social interaction

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

Example of application and level

Hi, how are you?

Fine, thanks. And you?

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

– *Would you like a sandwich?*

– *Yes, please.*

– *Would you like a ham sandwich?*

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

– *Which do you want, tea or coffee?*

– *Tea, please.*

– *Red wine or white?*

– *I'm sorry, I don't drink wine.*

Bye, see you tomorrow.



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Sample activities

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

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

1 2 3 4 5
Would you like a biscuit?

1 4 5
Quieres una galleta?

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

Basic Skills Standards
level descriptor

Engage in discussion

Sd/E1

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

1b take part in more formal interaction

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

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

- be able to:

(a) introduce self

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

(b) give personal information

(c) state a problem

(d) state a wish

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

(e) make a request

as appropriate to the interaction

- have strategies to help with dealing with misunderstanding, e.g. ask for repetition, ask for a written leaflet

Oh, I'm sorry.
Excuse me. Is this your key?

- be able to speak to a stranger in response to a situation, e.g. bumping into them, finding their key, being asked the time

– *What's the time, please?*
– *I'm sorry, I don't know.*

- be aware of norms regarding proximity of speakers and eye contact in formal situations, and understand that these can vary across cultures

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



At this level, adults can:

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Sample activities

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

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

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

Extension for more advanced learners*

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

Basic Skills Standards
level descriptor

Engage in discussion

Sd/E1

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

1c express likes and dislikes, feelings, etc.

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

(a) likes and dislikes

I like ... But I hate ...

(b) feelings

I'm angry.

I'm happy.

(c) wishes

(d) simple views

– I like this college.

– Yes, it's nice.

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

– I want a new job.

– Me too.

– I hate this town.

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

– Oh, I like it.

– I think this is a good area.

– You're right.



Sample activities

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

At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

Listen and respond

Lr/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 1 listen for the gist of short explanations

Component skill and knowledge and understanding

Adults should learn to:

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

- 1b listen for gist in short explanations and narratives

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

- 1c listen for gist in a conversation

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

Example of application and level

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

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

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

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

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



At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

Sample activities

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

Basic Skills Standards
level descriptor

Listen and respond

Lr/E1

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

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

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

- understand that new language can be learned from listening actively and questioning

- be able to ask for clarification and repetition

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

What do you call this?

What is the word for this?

What does ... mean?

Can you repeat that, please?

Can you speak slowly, please?

An adult will be expected to:

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

2a listen for detail in short narratives and explanations

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

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

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

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

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

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

– Can you come on Monday at 4pm?

– Monday? 4pm?



At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

Sample activities

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

Basic Skills Standards level descriptor

Listen and respond

Lr/E1

Component skill and knowledge and understanding

Example of application and level

Adults should learn to:

2c listen for grammatical detail

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

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

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

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

I am hungry.
I'm hungry.

2d listen for phonological detail*

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

Reception
Information
She's at the hairdressers.

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

2e listen and extract key information

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

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

Listen for weights, places, times.

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

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



At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

Sample activities

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

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

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

Listen and respond

Lr/E1

Basic Skills Standards level descriptor

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

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

Example of application and level

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

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

- 3b follow directions

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

Understand clear, uncomplicated directions, e.g.:

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

An adult will be expected to:

- 4 listen and respond to requests for personal information

- 4a listen and respond to requests for personal information

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

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

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

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



At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

Sample activities

- Learners demonstrate understanding by carrying out short, single-step instructions, either positive or negative, e.g. *Please stand up, Please don't look at me, Pass Samia your pen.*

- Learners listen to directions and echo the last part to practise checking back, using the appropriate intonation.

- To practise indicating willingness or inability to carry out an action, learners listen to a request and respond according to the prompt. Prompt cards upside down on the table have a tick or cross on each card. As learners hear the request, they draw a card and respond appropriately, saying *Yes, you can* or *No, I'm sorry, I can't.*

Listen and respond

Lr/E1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

4b listen and respond to requests for
personal information

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

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

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

An adult will be expected to:

5 speak and listen in simple
exchanges and in
everyday contexts

5a recognise a speaker's feeling and
attitude

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

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

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

5b take part in social conversation

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

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

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



At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

Sample activities

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

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

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

Tom: *Hello, Jim.*

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

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

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

Tom: *No. Hello, Mary.*

Mary: *Hello.*

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

Basic Skills Standards
level descriptor

Listen and respond

Lr/E1

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

5c take part in more formal exchanges

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

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

5d follow a simple discussion on a
familiar topic

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

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



Sample activities

- Learners listen to a variety of greetings, instructions, etc. and choose the most appropriate response, using a multiple-choice exercise, e.g. in response to the question *Hello, nice to see you, how are you?*:
 - (a) I'm 28.
 - (b) I'm very well, thank you, and you?
 - (c) Nice to see you too.

- Learners distinguish between facts and opinions by putting phrases like *It's a car* or *It's a nice car* under heading *Fact/Opinion* on the board. They listen to a tape, phrase by phrase, and say whether they are hearing a fact or opinion.

At this level, adults can:

listen and respond

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

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

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

Text focus

Reading comprehension

Rt/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

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

Example of application and level

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

My name is Amina. I come from Somalia.

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

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

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

Platform 3 (in a railway station)



At this level, adults can:

read and understand

short texts with repeated language patterns on familiar topics

read and obtain information

from common signs and symbols

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

Sample activities

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

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

Personal key words

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

Topic-based vocabulary

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

Text focus Reading comprehension

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

An adult will be expected to:

- 2 recognise the different purposes of texts at this level

Adults should learn to:

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

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

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

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

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

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

Identify the word *price* in an advert.

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

Please keep off the grass.

Do not open door while train is moving.

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

Recognise and understand common signs, e.g.



£, @, \$, &

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

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

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

Happy birthday. Best wishes



At this level, adults can:

read and understand

short texts with repeated language patterns on familiar topics

read and obtain information

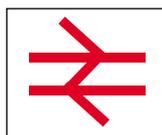
from common signs and symbols

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

Sample activities

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

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



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

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

Sentence focus

Grammar and punctuation

Rs/E1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

1a read and recognise simple sentence structures

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

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

She likes chocolate.

He lives in London.

Keep left.

Press the button.

Suzanna loves Christobel ≠ Christobel loves Suzanna.

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

1b use punctuation and capitalisation to aid understanding

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

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

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

I come from Mozambique. Mozambique is in Africa.



At this level, adults can:

read and understand

short texts with repeated language patterns on familiar topics

read and obtain information

from common signs and symbols

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

Sample activities

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

1	2	3	4
My	sons	love	dogs

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

Word focus

Vocabulary, word recognition and phonics Rw/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

An adult will be expected to:

- 2 decode simple, regular words

Component skill and knowledge and understanding

Adults should learn to:

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

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

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

Example of application and level

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

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

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



At this level, adults can:

read and understand

short texts with repeated language patterns on familiar topics

read and obtain information

from common signs and symbols

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

Sample activities

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

Word focus

Vocabulary, word recognition and phonics Rw/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

Component skill and knowledge and
understanding

Adults should learn to:

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

Example of application and level

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

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

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

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

Read and understand dates.

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



At this level, adults can:

read and understand

short texts with repeated language patterns on familiar topics

read and obtain information

from common signs and symbols

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

Sample activities

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

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

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

Social sight vocabulary

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

High-frequency words

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

Text focus

Writing composition

W/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

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

Example of application and level

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

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

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

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

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

Example texts at this level

A short personal statement:

My name is Salma.

I come from Somalia.

I am a student.

A note to school:

Dear teacher,

Maria is ill today. Sorry.

Mrs Gonzales

A simple form:

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



At this level, adults can:

write to communicate information to an intended audience

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

Sample activities

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

Sentence focus

Grammar and punctuation

Ws/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 1 construct a simple sentence

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

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

Example of application and level

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

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

Subject–verb–object

I have a son.

Subject–verb–prepositional phrase

I am in London.

Where do you live?

Come tomorrow.

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

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

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

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

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

Milkman
3 pints on Tuesday
Thank you



At this level, adults can:

write to communicate information to an intended audience

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

Sample activities

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

Sentence focus

Grammar and punctuation

Ws/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

Component skill and knowledge and
understanding

Adults should learn to:

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

Example of application and level

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

Word focus

Spelling and handwriting

Ww/E1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

Component skill and knowledge and
understanding

Adults should learn to:

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

Example of application and level

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

School: *teacher, lesson*

Family: *mother, son*

Country: *Somalia, Mogadishu*

Key verbs: *live, come, like*

Structural words: *in, the, of*



At this level, adults can:

write to communicate information to an intended audience

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

Sample activities

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

Sample activities

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

Spelling

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

Phonics (sound–letter correspondence)

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

Patterns

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

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

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

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

Word focus Spelling and handwriting Ww/E1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

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

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

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

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

1c develop strategies to aid spelling*

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



At this level, adults can:

write to communicate information to an intended audience

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

Sample activities

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

Basic Skills Standards
level descriptor

An adult will be expected to:

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

Component skill and knowledge and
understanding

Adults should learn to:

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

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

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

- hold and control pen effectively

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

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

- name some of the letters of the alphabet

Example of application and level

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

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

- 2b form digits

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

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



At this level, adults can:

write to communicate information to an intended audience

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

Sample activities

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

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

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

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

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

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

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

An example of an integrated activity

Teaching focus: Reading

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

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

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

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

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

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

Rt/E1.1b. obtain information from texts

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

Related skills:

Speaking: 3b. Ask for information

Context: The local area

Introduction

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

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

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

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

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

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

Times and places

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

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

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

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

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

Worksheet A

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

Worksheet B

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

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

Mingling

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

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

B *Sorry, I don't know.*

A *(tries again with another person)*

C *Yes, it's Titanic.*

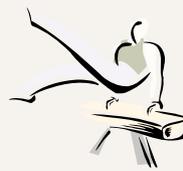
A *What time is it on?*

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

A *Thanks.*

Reading an information text

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



WESTBURY SPORTS CENTRE

Heddon Avenue, Westbury

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

It is open every day:

Monday–Friday 7.30am–9.30pm

Saturdays and Sundays 8am–4.30pm.

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

For more information, come in and ask at the reception desk, ring 0189 736450, or use our website www.westburysports.org.uk

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

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

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

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

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

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

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

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

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

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

Tick the sports at the centre:

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

Write the opening times:

Tuesday
Sunday

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

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

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

Linking the integrated activity with other skills

Writing: Set tasks according to learners' literacy levels.

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

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

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

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

- Spelling quiz on key words.

Home study/independent learning

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

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

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

Communicative functions

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

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

Strategies for independent learning

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

At home

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

Using the media

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

Working with games

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

Using libraries

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

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

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*.