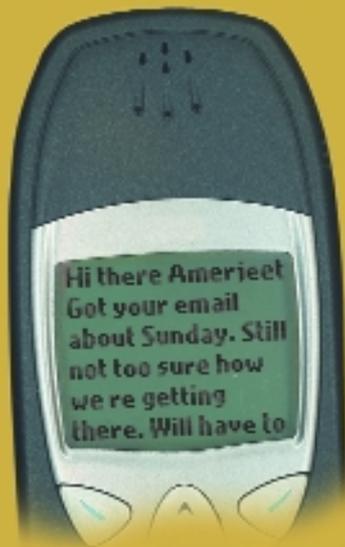


# level 2



**I**N April 1989, the United States government carried out a mock nuclear attack near Jackass Flats, Nevada. The 'so-called' accident had taken two years to prepare and cost two million dollars. The clean-up operation was closely monitored by both nuclear and environmental scientists. Shortly before this, the papers were full of President Reagan's decision to resume development of the neutron bomb, which explodes with relatively little blast but which produces penetrating radiation. It is

quite right that the problems and risks of nuclear technology should figure prominently in all these developments. These include the risks from routine operation, the problems of pollution by radioactive waste, and, of course, the military hazards.

Scientists working in the nuclear industry claim that the risk of radioactive waste escaping from one of their plants in a routine operation is very small indeed. However, as the accident in Chernobyl

*Could you explain that to me again?*

Sure, to save on disk, you have to put the disk into the disk drive, here, and when you've done that you click on this icon.

*I parked there and then tried to put a 20p coin in the meter but it was jammed, so I left a note explaining what had happened and when I got back I'd been fined. I was really hacked off.*

*I'm not surprised. Typical, isn't it?*

*I am applying for a degree in Business Studies, specialising in Management because I particularly enjoyed the Management part of my GNVQ course. Also, I worked in management for three years before coming to the UK. In that job I was responsible for managing a printing workshop and had a number of management responsibilities, for instance budgeting, personnel and sales. I was very interested in the personnel aspect of the job and look forward to further study in this area ...*

... and here's McKenna running up the midfield, he passes to Webster who's tackled by Ribeiro but Wales continue to move forward. James to Anderson, Anderson a lovely ball, which is intercepted, and now it's Portugal on the attack, and a foul . . . a late foul. Anderson is down, he was tackled off the ball and he's lying on the ground, writhing in agony. My word that was a nasty one . . .



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

- Learners' knowledge of grammar, written conventions and texts in their own language will be a useful basis for development and comparative work.
- The spoken competence of some learners may be considerably more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.
- The need for, and degree of, linguistic accuracy will be determined by the purpose of the interaction, e.g. accurate grammar and spelling on a job application form.
- Learners should have the opportunity to hear a range of accents and a range of varieties of English and be able to apply listening skills face-to-face and when using the telephone.
- Speech can be delivered at various speeds, and learners can cope with a range of distractors, e.g. background noise, music, interruptions.
- At this level, learners can read a wide variety of text types of different lengths and density, by different authors.
- Learners will be producing text independently for personal and academic writing, and for formal and informal texts.
- Learners can expect guidance and modelling for extended writing, particularly academic and non-fiction and more complex text types or genres.
- Learners who are literate in other languages can be encouraged to use transferable skills.
- Learners will be aware of differences between varieties of spoken English and between these and written standard English. They will be able to use standard spoken and written English when appropriate.

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

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 speak clearly and confidently in a way which suits the situation

Component skill and knowledge and understanding

Adults should learn to:

- 1a use stress and intonation to convey meaning and nuances of meaning clearly
  - place the stress correctly in a wide range of words, including those where stress differs between words of the same family, and make a clear distinction between stressed and unstressed syllables
  - select appropriate words to carry the stress within a sentence, and vary the stress to change emphasis and indicate a different attitude
  - be aware that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and be able to speak quickly, as appropriate, without losing comprehensibility
  - be aware of the various roles of pitch and intonation, in grammar and in discourse, and in indicating attitude, and be able to use intonation appropriately

Example of application and level

*Subside*

*Subsidence*

*Egotism*

*Egotistic*

*What are you doing here?*

*What are you doing here?*

*What are you doing here?*

*He's coming, isn't he?*  
(confirming)

*He's coming, isn't he?*  
(uncertain)

*Oh, by the way ...*  
(with high pitch)

*I absolutely love it here.*

- 1b articulate the sounds of English in connected speech

- be aware of the tendency for sounds to assimilate or elide in connected speech, and be able to use assimilation and elision in speech

*He'd've come if he could've.*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- Learners practise putting stress on different syllables in sentences (e.g. *I've never been to Delhi*) and discuss how the meaning changes. Learners work in pairs to expand the sentence in different ways, to make clear the differences in meaning, e.g.:

*I've never been to Delhi, but my husband has.*

*I've never been to Delhi, but I've seen lots of pictures of it.*

*I've never been to Delhi, but I've been to Bombay and Madras.*

- Learners read a short dialogue, e.g.:

– *What are you doing here?*

– *I was told to wait here until somebody came.*

– *Oh, really.*

Learners work in pairs to imagine a context for the dialogue, bearing in mind the setting, the relationship between the speakers and the attitude of each speaker to the situation and to the other speaker. They then decide how to 'perform' their version of the dialogue in terms of stress and intonation. Each pair 'performs' the short dialogue for other learners, who then discuss their impression of the way the dialogue was delivered, and what they believe to be the situation, the relationship between speakers and the attitude conveyed.

- Learners examine a range of tag questions (e.g. *He's coming, isn't he?*) and discuss how intonation varies according to whether the question is confirming what is already understood or expressing uncertainty. Learners practise the different intonation patterns.

- Each learner takes a card with either a sentence beginning or a sentence ending (e.g. *I've got a ten ... pound note in my pocket* – the sentences should involve assimilation or elision at the juncture, e.g. *ten pounds*). Learners then circulate until they find the person with the other half of 'their' sentence. Having paired up, they work on the pronunciation of their completed sentence, particularly the assimilation or elision which occurs at the juncture.

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

1c use formal language and register  
where appropriate

- select and use a range of structures and vocabulary which are appropriate for both formal and informal situations

- be aware that stress and intonation may vary, according to the situation and/or the relationship between speakers, and be able to adapt their own pronunciation to suit the situation

(See also Lr/L2.2b, page 348.)

*Let's borrow your pen a minute.*

*Do you think you could lend me your pen?*

*I'll only be a minute.*

An adult will be expected to:

2 respond to criticism and  
criticise constructively

2a respond to criticism and criticise  
constructively

- understand that successful co-operation involves people being able to deal with and offer criticism in constructive ways, in order to agree the best solution

- know a range of ways to make and respond to constructive suggestions

*How about ... ?*

*Have you thought about ... ?*

*I think you could've .... then it might not have happened like that.*

– *Next time, why don't you ... ?*

– *OK, I'll give it a try.*

- be able to choose from a range of modal verbs and conditional forms to criticise action and make positive suggestions, e.g. *should, could, should have, might have, could have, it might be better if you ...*

*Well, I think it would in fact 've worked better if you'd ...*

*Next time, perhaps you could ...*

*I'll need to think about it.*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

### Sample activities

- Learners examine a range of functions, e.g. request, apology, warning, and think of as many ways of expressing these as they can. They then categorise them as formal, semi-formal, informal, very informal.
- Learners listen to a dialogue with formal register, e.g.:
  - *Good morning.*
  - *Good morning.*
  - *Do come in and sit down.*
  - *Thank you.*
  - *Can I get you a cup of tea or anything?*
  - *No, thank you very much. I'm fine.*
  - *Well then, I believe you want some information.*
  - *Yes, I was told you would be able to tell me about ...*

Learners devise a function chain for the dialogue, e.g.:

Greet	Greet
Welcome	Thank
Offer	Refuse offer
Offer information	Ask for information

Learners then work out an equivalent dialogue with informal register.

- Learners listen to a range of dialogues with formal and informal register, noting the stress and intonation patterns, and follow up by repeating the stress and intonation.

- Learners read a number of situations, e.g.:
  - (a) You are a manager in a café, and one of your members of staff never cleans the kitchen properly.
  - (b) You share a flat with a group of friends, and one of your friends never cleans the kitchen properly.
  - (c) A machine at work broke down, and a colleague tried to fix it. This made the problem worse.
  - (d) The TV broke down, and your brother tried to fix it himself. This made the problem worse.

Working (if possible) in groups of people who speak the same language, learners discuss how they would deal with these situations in their own language, and then think, with the teacher's help, of ways to transfer this to English.

Learners practise direct and indirect ways of criticising, and role play the situations above. They then discuss which ways of criticising can be considered constructive and helpful.

**Speak to communicate**

**Sc/L2**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 3** make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts

**Component skill and knowledge and understanding**

*Adults should learn to:*

**3a** make requests

- be able to:
  - (a) ask for something

- (b) ask someone to do something

- (c) ask permission

using a range of modal verbs and other forms, e.g. conditional clauses and tag questions

- vary register to cover a wide range of formal and informal situations and relationships
- choose appropriate stress and intonation to indicate a variety of attitudes, e.g. friendly banter, sincerity, sarcasm, as well as politeness
- preface a request with a 'softener', e.g. *I wonder* or *I was wondering*

**3b** ask for information

- form questions, using a wide range of verb forms

- use a range of question types (tag questions, embedded questions, etc.) choosing appropriate forms to suit a range of situations and relationships

- use intonation appropriate for the question type

- understand that some questions may be seen as delicate, and be able to preface these with appropriate introductory phrases

(See also Lr/L2.1b, page 346.)

**Example of application and level**

Ask for something in formal and informal situations, e.g.:

*Lend us a fiver, can you?*

*Has anyone got a pen I can borrow?*

*I wonder if I could borrow your pen for a minute?*

Ask someone to do something, in formal and informal situations, e.g.:

*Pass me the book, will you?*

*I'd be grateful if you could do that for me.*

Ask for permission in formal and informal situations, e.g.:

*I'm just going to make a quick call, OK?*

*Would you mind if I used the phone for a minute?*

*I wonder if I could have the day off on Tuesday?*

Ask for descriptions, e.g.:

*Could you possibly describe him to us?*

*Would you be able to give me an idea of what it's like?*

Ask about processes, e.g.:

*Tell me how the gears work on this bike, can you?*

*Could you explain how this functions?*

Ask for factual information, in formal and informal situations, e.g.:

*For heaven's sake, what happened?*

*I'd be grateful if you could explain exactly what happened.*

Prepare to ask delicate questions, e.g.:

*I don't want to seem rude, but I couldn't help noticing . . .*

*I hope you don't mind my asking, . . .*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- Learners read requests on cards (e.g. *Lend us a fiver, can you? I wonder if I could borrow your pen for a minute?*). They categorise the cards into (broadly) formal and informal, discuss what they believe to be the relationship between speakers and the nature of the request for each one, then practise articulating the requests, with appropriate stress and intonation. They follow this up by playing a game with two sets of cards, placed face down. One set contains a range of situations/relationships (e.g. two strangers sitting on a bus; a brother and sister at home). The other set contains a range of possible requests (e.g. to borrow £5; to open the window). Each learner takes one card from each set, and decides: (a) whether it is a likely scenario (e.g. asking a stranger on a bus to lend £5 is not!); (b) if it is a likely scenario, what the most appropriate way to ask is.
- After discussing the use of 'softeners' they have heard people using (as precursor to requests), learners make comparisons with how this may be done in their own language. Learners take the middle and end of a dialogue involving a request and decide in groups how to start off the interaction, e.g.:

- .....
- .....
- *Could you possibly lend me enough money for my bus fare?*
  - *Of course, no problem. How much do you need?*
  - *£1'll be fine.*
  - *Sure you don't want more?*
  - *No, no, that's great.*

Learners follow up this activity by role playing asking a favour in a range of situations, evaluating the effectiveness of the way they initiated the interaction and broached the request.

- Learners listen to part of a radio or TV interview which contains different question types (e.g. *Could you tell us something about ... ? You spent a long time in the United States, didn't you?*). Learners note the different types of question and practise the intonation. They then take a simple question, e.g. *Have you ever lived in France?* and think of as many ways as possible of asking the question, discussing what is implied by each question type (e.g. the tag question implies that the questioner knows the answer and is seeking confirmation). As follow-up, some learners take on an imaginary persona of their own choice, and are interviewed by other learners.
- Learners listen to questions about the same topic asked in different ways (e.g. *Tell me how the gears work on this bike, can you?* and *Could you explain how this functions?*). Learners discuss what it is that makes for the difference in formality, then pairs choose either a formal or informal situation, and role play the complete interaction. Observers then discuss whether the questions, as well as the responses, were appropriate to the formality of the situation.

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary

Component skill and knowledge and understanding

Adults should learn to:

- 4a express statements of fact
  - make accurate statements, using grammatical forms suitable for the level, e.g.:
    - (a) past perfect
    - (b) future perfect
    - (c) reported speech
    - (d) a range of conditional forms
    - (e) *would* to express habit in the past
  - express notions such as possibility, certainty and obligation, and incorporate them in statements of fact
  - vary the register according to the situation and the speakers
  - be aware of the importance of rhythm and intonation in making longer statements comprehensible and maintaining the listener's interest

(See also Lr/L2.3a, page 352.)

4b give factual accounts

- use grammatical forms suitable for the level, in order to:
  - (a) classify, using defining and non-defining relative clauses
  - (b) describe a process, using passive
  - (c) generalise, using definite article or zero article
- understand common formats of factual accounts and be able to structure an account, e.g.:
  - (a) general statement
  - (b) specific point
  - (c) example
- use discourse markers to help to structure the account, e.g. *as a result, consequently, subsequently*
- be aware of the features of formal register in giving a factual account

(See also Lr/L2.3a, page 352.)

Example of application and level

Give personal information, e.g.:

*As soon as my youngest had settled into primary school I went back to teaching. I've been teaching ever since, but I'll be retiring in the summer.*

*When I was young, I'd walk to school with my sister.*

*I might leave tonight.*

*I'm definitely going to study business next year.*

*This time tomorrow, I'll be flying to Portugal.*

Classify and give examples, e.g.:

*Milk which contains chemicals is dangerous because it contains harmful toxins.*

*Flowering plants are classified into two large groups. The first, which contains the following type of flowers, is ...*

Describe a complex process, e.g.:

*On arrival, new books are sorted according to author. They are then catalogued and tagged. If any are damaged ...*

*When patients are admitted, they are asked to go to the main entrance.*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

### Sample activities

- Learners listen to a tape of a person speaking about their own life (e.g. the example given opposite starting *As soon as my youngest had settled into primary school*). Learners look at a transcript of the tape and underline all the verb forms. Focusing on one type of verb form only (e.g. those referring to past time, those referring to future time), learners discuss the reason for the choice of that verb form. Learners then generate statements of their own, using similar verb forms.
- Learners examine a range of statements which refer to imagined future situations (e.g. *teacher wins the lottery; life becomes more expensive; human beings colonise the moon*) and discuss whether they think the statements refer to possible, probable, definite or unlikely facts. Learners then work in pairs to decide how to formulate the statements, and compare their answers with the answers of other pairs of learners.
- Learners listen to the teacher articulating a longer utterance (e.g. *This time tomorrow, I'll be flying to Portugal!*). Learners note where the stresses fall, and beat the rhythm first slowly, then more quickly. Learners note where intonation is high, and imitate the teacher's intonation pattern. They practise with a variety of longer statements and discuss whether the same principles apply to their own languages.
- Working from two warning notices containing factual information in diagrammatic form, e.g.:

**HAZARDOUS WASTE  
CONTAINS CHEMICALS  
MAY BE TOXIC**

**DOES NOT CONTAIN  
CHEMICALS  
NON-HAZARDOUS WASTE**

learners discuss what the notices refer to, and what the warnings actually mean. They then imagine that they have to inform someone, in a formal situation, of these facts, and discuss in pairs how to do this.

- Learners listen to a tape of someone giving a talk and discuss: what information was given; how the talk was structured; what discourse markers they heard. They note the discourse markers heard, then prepare a talk of their own, which they then present to the class.
- Learners look at a Heath Robinson cartoon, and discuss what they think the gadget is for and how it works. They then examine the form of active and passive in describing a process, and practise the passive in connection with the cartoon.

Learners then read some statements, in the passive, related to the stages of the process, and practise linking them together with discourse markers (e.g. *as a result, consequently, subsequently*).

Working in groups, learners design an imaginary machine. They draw a diagram of their 'machine' on a flip-chart or overhead transparency and present it to the class, explaining what the 'machine' is for and how it works.

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

4c narrate events in the past

- use a range of past tenses, time and sequence markers, conjunctions and subordinate clauses, to make time relationships in a narrative clear
- understand that people often use the dramatic present, and be able to use it in a limited way
- understand that there are various ways to structure a narrative, and that these can vary across cultures; be able to choose an appropriate structure for their own narrative
- be aware of the role of pitch and intonation in maintaining the listeners' interest and in conveying feelings

(See also Lr/L2.3a, page 352.)

*I parked here and then I tried to put a 20p coin in the meter, but it was jammed, so I left a note, explaining what had happened. When I got back, I'd been fined. Can you believe it?*

*... and there we are, waiting for her at the airport and we see her come through, holding a baby in her arms!*

4d give explanations and instructions

- give explanations and instructions, with clear indicators, as appropriate, of:
  - (a) sequence
  - (b) reason and purpose
  - (c) condition
  - (d) obligation
- vary register according to the relationship between speakers, and use stress and intonation appropriate for the relationship between speakers

(See also Lr/L2.3a, page 352.)

Explain a process, e.g.:

- *Could you explain that to me again?*
- *Sure, to save on disk, you have to put the disk into the disk drive, here, and when you've done that, you click on this icon . . .*



### Sample activities

- Working from a series of pictures that refer to a specific event (e.g. getting a parking ticket), learners practise narrating what happened. They then take two of the pictures and discuss how they relate to each other (e.g. one happened before the other, one was the cause of the other). They discuss the different ways in which this relationship can be expressed.

Learners narrate the story again, concentrating on making the relationship between events clear. They then listen to the teacher telling the same story from two different starting points, e.g.:

*I was so fed up last night. I parked here and then I tried to ...*

*Do you know what? I got a parking ticket last night. Can you believe it? What happened was – I parked here, and then I ...*

Learners discuss whether they prefer the chronological structure or the second type of structure, and note how each one was introduced. They practise the introductory phrases, e.g. *Do you know what?*

Learners follow up by thinking of a similarly frustrating incident in their own lives and practise telling it to other learners.

- Learners listen to two versions of a recorded narrative. In one, the intonation is varied, and in the other it is unnaturally monotonous. Learners use a transcript to note the differences between the two, and discuss how the varied intonation might maintain the listener's interest. They then read the transcript aloud, focusing on the intonation.\*

- Having listened to a set of very basic instructions (e.g. *Put the disk in the disk drive. Click on the icon.*), learners discuss what information the basic instructions do *not* give, e.g. the reason for doing it, the consequences of not doing it, the question of choice. Learners work to expand orally on the instructions, to give fuller information, e.g.:

*If you want to ... you should ...*

*When you've done that ...*

*If you don't ... you might find that ...*

*To save on disk, you have to ...*

Learners then practise giving instructions to each other.

At this level, adults can:

#### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

#### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Speak to communicate

Sc/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

4e give a formal report

- understand that the grammar of a formal report is likely to differ considerably from that of an informal spoken narrative, e.g. with the use of passive
- understand the importance of summarising the main points at the end of a formal report

A report on an accident, e.g.:

*After the accident the two drivers were taken to hospital. The police talked to the witnesses, and I was asked a lot of questions. I'd never been questioned by the police before.*

End a report on a project at work, e.g.:

*So, to sum up, this is what we've decided. Let me recap and summarise what we are going to do.*

4f describe and compare

- know a range of adjectives and intensifiers, and select them as appropriate for formal and informal descriptions (including idiomatic use)
- use extensive pre- and post-modification of the noun phrase, and subordinate clauses, e.g. relative clauses
- give general descriptions (e.g. with zero article) as well as more specific descriptions
- structure a longer description, e.g. by going from the general to the particular, and then on to comparison with something else

Describe a person, e.g.:

*He's an extremely nice man. He looks just like his brother, and he reminds me of my cousin, who also ...*

*What does she look like? Well, you know the woman who lives upstairs – she looks a bit like her.*

*When I think of him, I always picture him ...*

Describe things, e.g.:

*I've lost my thermos – it's a black, metal one with a green plastic cup and detachable base. It has a label with my name attached to it.*

Describe and compare places, e.g.:

*Shopping centres in this country can get very crowded and hectic.*

*The economy in Britain and in my country have several things in common. They both have large ports ...*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- Looking at a picture story of an accident, learners practise telling each other what happened, then make notes about the sequence of events. Learners then listen to the teacher explaining the same incident more formally, e.g. using the passive, and note what they think was different from the way they had done it. They then practise giving a formal report about the same incident.
- Learners listen to a report given by another learner, without a final summing up, and make notes on what they think the summary should include. They then present a summary of another person's report.

- Learners use a 'collocation chart' with a list of adjectives of similar meaning, and decide which nouns they can collocate with, e.g.:

Adjective	Woman	Man	Baby	Village	Flower
Beautiful	Yes	Maybe	Yes	Maybe	Yes
Pretty	Yes	Not usually	Yes	Yes	Yes
Good-looking	Yes	Yes	Not usually	No	No
Attractive	Yes	Yes	Not usually	Maybe	No

Learners also use a similar chart to note which intensifiers can collocate with which adjectives, e.g. *reasonably good-looking*, but not *reasonably beautiful*.

- From pictures they have taken of objects, people or places, learners discuss what they can say about them in a description. Taking one example, they make notes of the features to include in a description. Learners listen to some descriptions, which include pre- and post-modification, and practise describing 'their' object, person or place.\*
- Learners take cards, (e.g. supermarket, corner shop, market) and discuss shopping facilities in their area. They then think of features they might include in a description of a shopping area, and think of appropriate adjectives to do so.

After analysing the different kinds of description (e.g. general description of type, specific description of actual example), learners practise describing the shopping facilities in their area.

### Speak to communicate

### Sc/L2

#### Basic Skills Standards level descriptor

An adult will be expected to:

- 5 present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding

#### Component skill and knowledge and understanding

Adults should learn to:

- 5a present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding
  - understand that what is considered a logical sequence can vary across cultures, and be able to choose a suitable sequence for presenting information and ideas for a given situation
  - know some formal markers for making the structure of a discourse clear, and be able to elaborate on main points by, e.g.:
    - (a) giving examples
    - (b) explaining cause and effect and purpose
    - (c) commenting
  - stop at appropriate points to check listeners' understanding

#### Example of application and level

Give a formal, structured talk, e.g.:

*I'd like to talk to you about ...*

*There are three main points I would like to make. Firstly, ...*

*As for ...*

*In conclusion, ...*

*To sum up, ...*

*For example, ...*

*For instance, ...*

*A good example of that would be ...*

*The reason we do that is ...*

*What I think is most important is ...*

*What I would like to stress is ...*

*Have you got that?*

*Is that clear enough?*

### Engage in discussion

### Sd/L2

#### Basic Skills Standards level descriptor

An adult will be expected to:

- 1 make relevant contributions and help to move discussions forward

#### Component skill and knowledge and understanding

Adults should learn to:

- 1a make relevant contributions and help to move discussions forward
    - understand that, to be productive, discussion needs to progress towards agreed decisions, proposals and solutions
    - use discourse markers to link contributions to those of other speakers (e.g. *of course* – to concede ground; *even so* – for counter-argument), and be able to indicate agreement and disagreement
    - use the language for making suggestions, in order to move on a discussion
- (See also Lr/L2.4a, page 354.)

#### Example of application and level

Disagree, and make a counter-suggestion, e.g.:

*I take your point, but perhaps we could think about ...*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

### Sample activities

- Learners work on a long-term project (e.g. researching free or cheap entertainment facilities in their area; researching the type of qualifications needed to get a particular job, and ways of getting the qualifications). When the information has been found, learners make notes on what they consider the key information.

As they listen to a formal report on audio or video tape, learners note how the speakers start and finish the report. Learners draw up a chart of the stages of a report, including phrases suitable for each stage, e.g.:

Introduction	<i>I would like to talk about ...</i>
General points	<i>We discovered through our research that ...</i>
Specific points	<i>In particular ...</i>
Examples	<i>The first thing to mention is ...</i>
Summary	<i>One example of this is ...</i>
	<i>So, to sum up, ...</i>

Learners present their own information to the class, record it on tape and analyse the way the different stages were presented.

### Sample activities

- Working in pairs, learners discuss a topic (e.g. where to go on a class outing), in the hope of reaching agreement. When agreement has been reached, each pair joins another pair to try to reach agreement between all four people.
- Learners watch a video recording of a TV debate. On first viewing, they note the points made by various speakers and note who agrees or disagrees with whom. On second viewing, they note the actual language used to express agreement or disagreement.

They then summarise the points of view they heard and decide in general which person they agree with most. Learners then form groups that include people of different opinions on the topic, and discuss the topic among themselves.

## Engage in discussion

## Sd/L2

### Basic Skills Standards level descriptor

An adult will be expected to:

- 2 adapt contributions to discussions to suit audience, context, purpose and situation

### Component skill and knowledge and understanding

Adults should learn to:

- 2a take part in social interaction
  - be able to initiate and sustain social interaction, using features (such as ellipsis) that are common in informal speech
 (See also Lr/L2.4a, page 354.)

- 2b take part in more formal interaction
  - be able to deal with formal interaction that is particularly difficult or stressful, e.g.:

(a) complaining

(b) warning and threatening

(c) insisting and persuading

(d) negotiating

- recognise nuance in difficult interactions (e.g. the difference between a veiled threat and an open threat, or between a complaint that is polite on the surface and an openly rude complaint), and be able to make choices accordingly
- understand that formal interactions often follow predictable patterns, and be able to prepare for that

### Example of application and level

Start a conversation, e.g.:

*So, how have you been?*

*Haven't seen you in ages. What are you up to?*

Complain, e.g.:

*I want to register a complaint over the way we've been treated.*

*I'm extremely disappointed with the service.*

*This phone's a complete joke.*

Threaten, e.g.:

*If you don't have the car ready by next Friday, I'm going straight to the manager. Is that clear?*

*Mm, I'm not happy about this, I think I'll need to speak to the manager.*



### Sample activities

- Learners listen to a tape of informal social interaction, which includes ellipsis. Learners discuss what they believe is the relationship between the speakers. They then read a transcript and note where features of speech differ from their equivalent in writing, e.g. *Haven't seen you ...* and *I haven't seen you ...* Learners repeat and practise the key phrases used in speech, then role play an informal conversation.
- After discussing any formal situations they have been in which they found particularly difficult or stressful, learners listen to a tape of people complaining, threatening, insisting, etc., e.g.:
  - *Can I see the manager please?*
  - *What is it about?*
  - *It's about a mobile phone I brought in for repair.*
  - *Just a minute.*
  - *Hello, what's the problem?*
  - *Well, I brought my phone in for repair a week ago, and I was told it would take four days, but nothing's happened.*
  - *Four days? We normally allow 14 days. If you brought it in last week, it'll be ready next week.*
  - *I'm sorry, but I was told four days. I absolutely must have it this week.*
  - *I'm afraid there's not much I can do. You see. ...*
  - *Look, I'm sorry, but I really need it, and I did ask about this when I brought it in.*
  - *I'm afraid the assistant must have ...*
  - *... Is it possible to lend me one?*
  - *Unfortunately, it's not what we normally do with this kind of phone.*
  - *But this is exceptional.*
  - *But company policy ...*
  - *... Look, this is really inconvenient for me. If you can't do anything, I'll have to write to your head office.*

Learners draw up a 'function chart' showing the interaction, e.g.:

(a) State the problem → (b) Insist → (c) Request → (d) Threaten.

Learners discuss other ways of insisting, requesting, threatening, etc. and the fact that threats can be open or more indirect. Learners read the examples opposite (i.e. *If you don't have the car ready* and *Mm, I'm not happy*) and discuss the different tones of these similar messages.

Learners divide into three groups to prepare for role play on getting goods repaired. One group (shop managers) works out a company policy on repairs; the 'customers' decide what their problem is. A third group ('observers') decide what they believe is a good way to approach the situation. 'Shop managers' and 'customers' then pair up and role play the situation, while 'observers' circulate and note successful interaction. Finally, learners discuss the most successful ways to deal with the problem.

- Learners discuss a local or national issue. In groups, they plan and draft a presentation as part of a class debate, defending or supporting alternative views. Each group considers the best way of persuading others that their position is the best, sequencing information and ideas in the most convincing way. Learners debate and vote on the issue. They discuss why certain presentations worked better than others, e.g. appeal to audience, rhetorical questions, repetition.

At this level, adults can:

#### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

#### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Engage in discussion

Sd/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

- 2c express views, opinions, feelings, wishes
  - express opinions, agreement and disagreement, using different register to suit a range of situations
  - in giving an opinion, be able to express, e.g.:
    - (a) future possibility
    - (b) hypothetical meaning
    - (c) obligation (past, present, future)
  - using grammatical forms suitable for the level, e.g. conditionals, *should have*
  - speculate and make deductions, using modal verbs, e.g. *must, might, must've*
  - know a range of formal and informal vocabulary for expressing feelings, be able to make a suitable choice of vocabulary for a situation, and utter the words with appropriate pitch, stress and intonation
  - be able to use exaggeration and understatement, as appropriate, in informal situations

Discuss union issues, e.g.:

*I really believe that, if we don't vote for the new contract, we'll get the sack.*

*That's total rubbish.*

*There's no evidence.*

*I don't think we'd've got anywhere if we hadn't gone on strike.*

– *I wonder why he hasn't arrived.*

– *He must've been delayed by the traffic.*

*He was gutted.*

*The film was fantastic.*

*I wish I could swim.*

*We've got loads/masses of time.*

*I've been here for hours/ages.*

*It's not exactly the tropics, is it?*

- 2d persuade, warn, rebuke, etc.
  - understand the concerns expressed by another person and be able to:
    - (a) persuade
    - (b) warn
    - (c) rebuke
    - (d) sympathise
  - be able to choose the appropriate register for the situation

Persuade, e.g.:

*Couldn't you just hang on for a few minutes? I'm sure they'll be here soon.*

Warn, e.g.:

*You'd better put that away before someone sees it.*



At this level, adults can:

### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

## Sample activities

- Learners discuss possibilities about the future in a general way, e.g. the world in 20 years' time, in 50 years' time. They then designate themselves as optimists or pessimists and form three groups: optimists, pessimists and undecided. Learners review ways of talking about future possibility, probability, etc. and discuss in small groups. As each group presents their ideas to the class, the other groups indicate their likely disagreement.
- To work on hypothetical meaning and obligation in the past, learners listen to or read about an episode where something went wrong (if possible, a TV soap with which the learners are familiar). Learners practise utterances (e.g. *She should've ... He shouldn't've ... If they hadn't ... it wouldn't've happened.*). Learners focus specifically on the pronunciation of the contracted form.
- They then listen to or read a further episode and, in groups, discuss questions (e.g. *Was he right to ... ? Do you think they should have ... ? What do you think would have happened if ... ?*). Learners listen to recordings of people expressing feelings, especially using exaggeration and understatement (e.g. *We've got loads of time./It's not exactly the tropics, is it?*). Learners note the intonation, and imitate it. They then discuss the importance of intonation in expressing these feelings, and discuss the type of situation in which these expressions could be used. Learners think about similar expressions they may have heard, and discuss the use of exaggeration and understatement in their own languages. They discuss also the tendency for certain individuals to adopt this style of speaking, and decide whether or not it is a style suited to their own personality.

- Learners practise persuading, by dividing into two groups and taking role cards, e.g.:  
**Role Card A:** You are at a friend's home. You went there unexpectedly, but you are enjoying talking to him or her. You are going to work in the evening, and you haven't got time to go home before work, so you want to stay at your friend's house until it is time for work.  
**Role Card B:** Your friend arrived to see you unexpectedly and does not seem to want to leave. You are expecting a visitor soon, and this is a person your friend really dislikes. You do not want your friend to know about the visitor. You want your friend to leave.  
 Learners pair up, without seeing the other person's card, and role play. After the role play, they explain how they felt during the role play and decide whether they think the friendship would survive this interaction.
- To work on warning, rebuking, sympathising, learners discuss *what would you say if ...?*, e.g.:  
*What would you say if your friend wanted to go alone at night to a dangerous area?*  
*What would you say if your friend told you she was getting divorced?*  
*What would you say if you found out your friend was planning a crime?*  
 Learners discuss the possible effects of different things they might say.

Engage in discussion

Sd/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 3 use appropriate phrases for interruption and change of topic

Component skill and knowledge and  
understanding

Adults should learn to:

- 3a use appropriate phrases for interruption and change of topic
  - use appropriate phrases, adapting register according to the situation and topic
- understand that intonation often starts high on a change of topic, and be able to apply it

Example of application and level

Interrupt, e.g.:

*Excuse me for interrupting, but ...*

*Sorry to butt in, ...*

*Look, hold on a minute ...*

Change the topic, e.g.:

*By the way ...*

*Changing the subject for a minute ...*

*If we can move on to ...*

An adult will be expected to:

- 4 support opinions and arguments with evidence

- 4a support opinions and arguments with evidence

- know how to research information for a discussion
- use appropriate phrases for introducing evidence into a discussion

*It seems to be the case that ...*

*According to ...*

*My research shows that ...*

*There is reason to believe that ...*

An adult will be expected to:

- 5 use strategies intended to reassure, e.g. *body language and appropriate phraseology*

- 5a use strategies intended to reassure, e.g. *body language and appropriate phraseology*

- understand that direct disagreement is uncommon in discussions in English and be able to use more tentative forms of disagreement

- use intonation to indicate reassurance

Disagree, e.g.:

*Well, yes, you're right about that, but ...*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- Learners listen to a recorded discussion, involving a number of different topics. On first listening, learners note the number of topics and the number of people speaking. On second listening, they note which people introduce topics, and how they do so. They note the intonation that accompanies a change of topic, and imitate it.

They follow this up with a 'discussion game'. In groups of four, learners begin a discussion on a general topic, e.g. 'sport'. When the discussion is underway, each learner is given a card with a specific topic, which he or she must introduce into the discussion in as natural a way as possible (e.g. American football; The French World Cup team; Golf; Camel racing in Saudi Arabia).

After the discussion, learners decide whether or not their new topic was introduced smoothly and whether it fitted in with the general discussion.

- Learners watch a video, e.g. of a chat show, and note changes of topic and how intonation changes with a topic change. Learners then monitor their own discussions to check they are using similar techniques to signal a change of topic.

- Learners take a topical event, which is in all the newspapers. They discuss the event in general and decide on their own point of view. They then take a range of newspapers and look for evidence to support their view, making notes. Learners review ways of presenting their evidence, e.g.:

*According to the front page article in ...*

*There's a paragraph in the ... which suggests that ...*

*There's reason to believe that ...*

Learners present the evidence they have found, both for and against a particular point of view.

- Learners practise ways of agreeing (e.g. *Yes, you're right about that.*). They then listen to the teacher modelling disagreement (e.g. *Well, yes, you're right about that, but ...*). They note the difference in intonation, and how this affects the impression given. Learners discuss whether or not this indirect way of disagreeing is a feature of their own languages, or specifically of certain varieties of English. Learners then think of other examples of indirectness from their own experience.

## Listen and respond

## Lr/L2

### Basic Skills Standards level descriptor

An adult will be expected to:

- 1 listen for and identify relevant information from extended explanations or presentations on a range of topics

### Component skill and knowledge and understanding

Adults should learn to:

- 1a extract information from extended texts in a non-face-to-face context, e.g. radio, presentations\*
  - be aware of the type of lexis likely to occur in a given text, and use this to access the text
  - be aware of common collocations, e.g. *rejected allegations, confirmed allegations* and the importance of listening for the verb in this type of phrase
  - guess the meaning of unknown words in complex spoken texts, by understanding the gist of a passage, predicting content and knowing some collocations
  - identify the main idea and secondary ideas in an extended text

- 1b extract information from extended explanations face-to-face or on the telephone, and respond\*

- extract information for a range of purposes and understand that relevance of information will depend on the purpose of listening
- recognise discourse markers used in informal speech, e.g. *while you're at it, on second thoughts*
- take a turn, while listening to an extended explanation, by the use of response markers (e.g. *definitely, that's true, typical, I know what you mean*), and select these according to the formality of the interaction
- interrupt the speaker, where necessary, to make relevant points or ask questions, and be able to invite the speaker to continue, after a digression

(See also Sc/L2.3b, page 330.)

### Example of application and level

Listen to lengthier news reports on radio, in which context key lexis might be: *allegation, fears of further violence, members of the parliamentary committee.*

*The government of Indonesia strongly rejected allegations of human rights abuses against trade unionists and opponents of the government. Fears of further violence in the capital following the riots and arrests at the weekend have led to calls by members of the Parliamentary Committee on Human Rights for the PM to denounce . . .*

*Honey bees live and work as a community, and, to enable the community to function as efficiently as possible with regard to food gathering, there has developed a means of disseminating information about food. Individuals pass on information about the whereabouts and nature of sources of suitable food . . . A bee that has found a rich source of food returns to the hive and begins to make a series of agitated movements on the surface. Observation shows that these movements are not random but follow a definite pattern . . .*

Listen for different purposes, e.g. to find out:

- what to do and in what order;
  - the speaker's opinion of the various makes.
- *Can you look up in the latest computer catalogue and find out prices for either a laptop or a desktop . . .*
  - *Sorry, where's the catalogue? I looked for it yesterday and it wasn't . . .*
  - *Oh, yeah, sorry, I moved it and put it on the shelf behind the new partitioning. Sorry.*
  - *It's OK. So what else was it?*
  - *Yeah, um . . . Prices for deskjet colour printers, not a laser one, not a cxi 895, a cdi 874 or 875, and, while you're at it, a small copier.*
  - *OK.*
  - *You might just have a look through this one too, though it's pricier but they have a better range. They don't stock everything, but see what they've got.*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- In small groups, learners discuss a topic that has recently been in the news, e.g. genetically modified (GM) foods. They list ten key words they associate with the topic. They then listen to a radio discussion about the topic and tick any of the ten words they heard. In small groups, they make notes of two arguments for and two against GM foods. They listen again and note which of their points were mentioned.

Learners listen again and note an example/illustration for each of the main arguments made.

- Learners discuss what the listening purpose would be in a range of contexts, e.g. a friend talking about their weekend, a technician explaining how to use a new photocopier, an announcement of train times. They list what they would need to find out in the second context and then listen to tape of a technician explaining to a colleague how to use a new photocopier. They tick the points mentioned and listen again to make brief notes about how to use the machine. They listen again and note response markers used by the listener, e.g. *I see, right, got you*. They practise saying these and think of others they know.
- In pairs, learners take it in turns to ask and give instructions. They confirm understanding and interrupt to ask questions, e.g.:
  - *Sorry, did you say press the red button to cancel?*
  - *Yeah. Press the red button if you make a mistake.*
  - *Got you. That's fine. Go on.*
- Learners are given a topic to prepare: one group prepares a short talk; another group prepares questions to ask; a third group prepares statements they want to contribute.

## Listen and respond

## Lr/L2

### Basic Skills Standards level descriptor

An adult will be expected to:

- 2 listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts

### Component skill and knowledge and understanding

Adults should learn to:

- 2a listen to a narrative or conversation

- recognise context, including the level of formality, and be aware that it is not necessary to understand every word in order to do so

- be aware that narratives often follow predictable patterns and use understanding of discourse markers to help to follow the narrative

- 2b listen and respond, adapting to speaker, medium and context

- understand that the same idea can be expressed in a variety of ways and that meaning is not always stated overtly
- recognise the level of formality of the interaction and be able to match the interlocutor's register in the response
- recognise the speaker's feelings and attitude, expressed overtly and/or through pitch, stress and intonation, and be able to respond appropriately

(See also Sc/L2.1c, page 328.)

### Example of application and level

Recognise the structure of a spoken narrative, e.g.:

- general idea
- specific point
- example and elaboration

*Well, it was very interesting working and living in a different culture. There were quite a few pretty embarrassing incidents, quite steep learning curve for me! (laughs) For instance, we used to have breakfast together as staff and you eat with your fingers, so it was quite important that you wash your hands. Um ... the first time ... the first day at school, I remember washing my hands in the water, there are ... they put bowls on the table with water and I washed my hands in the water and everyone laughed 'cause ...*

Infer meaning that is not stated overtly, e.g.:

- *What did you think of her piano playing?*
- *Well, she tried really hard, didn't she, and the piece wasn't that long.*
- *Yeah, she did her best, I suppose.*

Recognise feelings expressed overtly and through use of pitch, stress and intonation, e.g.:

- *I parked there and then tried to put a 20p coin in the meter, but it was jammed, so I left a note explaining what had happened, and when I got back I'd been fined. I was really hacked off.*
- *I'm not surprised. Typical, isn't it?*



### Sample activities

- Listening to a number of short taped extracts, learners identify the context and level of formality, e.g. guided tour of famous building, welcome speech by principal, friends talking about film, fire exit instructions. They discuss in which contexts they need to understand gist or detail.
- Learners listen to a taped story of an embarrassing incident and identify the main point. They listen again and note which of the following features of a typical narrative they hear, e.g. scene setting, details of story, speaker's feelings and response, punchline, conclusion. They listen again and note discourse markers used to signal each stage, e.g. *well, first of all, for instance, then, after all that, in the end.*

- Learners listen to a tape of a number of short exchanges and note what the speaker says overtly and whether this is the same or different from what they really mean, e.g.:

- *How was the wedding?*
- *Well, it was rather interesting.* (different)
- *What do you think of the new principal?*
- *Well, she seems very nice.* (different)
- *Did you have a good holiday?*
- *It was absolutely brilliant. I loved it?* (same)
- *How was the restaurant?*
- *Well, it was cheap.* (different)

They discuss ways of stating meaning overtly (e.g. *I loved it*) and the use of pitch and intonation to signal feelings and attitudes not expressed overtly (e.g. *It was rather interesting*).

They work in pairs with prompt cards and take it in turns to express feelings/attitudes overtly and indirectly and respond appropriately, e.g.:

- *How was the meeting?*
- *Well, Simon said rather a lot as usual.*
- *Oh dear.*
- *How was the party?*
- *Brilliant. It was really good.*
- *Oh great.*

At this level, adults can:

#### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

#### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

## Listen and respond

## Lr/L2

### Basic Skills Standards level descriptor

### Component skill and knowledge and understanding

### Example of application and level

Adults should learn to:

#### 2c understand spoken instructions\*

- follow instructions given on radio, in a presentation or a face-to-face interaction
- understand the order of a set of instructions by using sequential markers and other grammatical devices, e.g. use of present perfect to show sequence (*when you have ...*)
- recognise when a speaker:
  - (a) gives a reason
  - (b) states a condition with *if* or *unless*
  - (c) uses discourse markers to emphasise a point, e.g. *most importantly*
- understand that instructions may be given indirectly or tentatively, e.g. *If you just ...*

Listen to instructions in a radio talk or a presentation, e.g.:

*Don't handle them unless it's necessary, and make sure you wet your hands before you pick them up. In terms of feeding, do it once a day, and only at the end of the day, because they are nocturnal. Give them live insects, worms and grubs, but don't take them out of their cage for feeding. After you've fed them, check the water level and top it up when necessary. If the water's dirty, you should change it. Very importantly, they need to be protected from direct sunlight, but they also need a lot of heat, so maintain a temperature of 60 degrees Fahrenheit at all times and, if necessary, provide artificial heating.*

Listen to instructions from a yoga teacher, e.g.:

*Lie down on the floor and slowly, slowly raise your right leg, then stretch ... stretch ... and then, if you just raise your left arm, and if you ...*

#### 2d listen for grammatical detail

- identify key grammatical features appropriate for the level, e.g. mixed passive and active voice, participle phrases, the use of pre- and post-modification
- understand that certain grammatical features are likely to occur in certain spoken genres
- recognise grammatical forms that are unlikely to occur in writing, e.g. dramatic present
- understand that listening and noting features of both standard and non-standard grammar can be a useful way to develop knowledge of English

Listen for and identify:

- tense
- active or passive voice
- participle phrases

in, e.g., a sports commentary:

*... and here's McKenna running up the midfield, he passes to Webster who's tackled by Ribeiro, but Wales continue to move forward. James to Anderson, Anderson a lovely ball, which is intercepted, and now it's Portugal on the attack, and a foul ... a late foul. Anderson is down, he was tackled off the ball and he's lying on the ground, writhing in agony. My word, that was a nasty one.*



### Sample activities

- Learners label a picture of a video camera while they listen to a taped set of instructions for how to work it. They listen again and note how many instructions were given and the sequence markers used to signal a new instruction, e.g. *first, then, when, while, before, after*.
- They listen again noting where the speaker gives a reason or states a condition, e.g. *You must put your hand through the strap on the side so you can't drop the camera.*

At this level, adults can:

#### listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

#### speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

#### engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

- In pairs, learners work with a number of short written texts and decide if they were originally written or spoken texts, e.g.:

*So he's just standing there shouting while the bloke's sprinting away with his wallet.*

*And Beckham's taking the penalty for England. He's running for the ball and, yes, it's in the net.*

*Collecting their spades and buckets, they made their way across the sand to the steps.*

*I took off my rucksack and lay down in a grassy hollow at the edge of the cliff.*

They identify the grammatical feature that enabled them to recognise the spoken texts, i.e. the dramatic present. From a list of contexts, they pick out those in which they would hear this used, e.g. TV commentary on Royal wedding, news report of Prime Minister's visit to Manchester, sports commentary, friend telling story.

## Listen and respond

## Lr/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

### 2e listen for phonological detail\*

- understand that English has a stress-timed rhythm and that vowel sounds are often reduced (e.g. with the schwa) or elided
- identify stress within a word and understand that words of the same family can have different stress patterns, and that words that appear similar, but are of different word classes, can also have different stress
- identify stressed words within a sentence and be aware of how a change in stress can alter meaning
- recognise that intonation can have different functions, e.g. to indicate a new topic in discourse, to distinguish between questions and statements in grammar, and to indicate attitude
- understand that individual sounds can change significantly in connected speech, as a result of assimilation and elision
- understand that listening for features of pronunciation and considering how they affect meaning can be a useful way to improve their own pronunciation

*environment*

*environmental*

*It's in the present tense.*

*Are you going to present the certificates?*

*electricity*

*electrical*

*What are you doing here?*

*What are you doing here?*

*What are you doing here?*

*– Hello, I arranged with you for somebody to come and mend my television yesterday at 5.30 but nobody came. That's the second time it's happened this week.*

*– Oh, I am sorry about that.*

*– I had specialy arranged to be back on time both days and then you let me down. It's been very inconvenient.*

Recognise expressions of surprise, horror, e.g.

*Wow!*

*Dreadful!*

An adult will be expected to:

### 3 respond to detailed or extended questions on a range of topics

### 3a respond to detailed or extended questions on a range of topics

- respond to a range of question types, e.g.:
  - (a) *wh-* and *yes/no* questions
  - (b) embedded questions
  - (c) tag questions
  - (d) questions in statement form with rising intonation
  - (e) questions that are not asked directly, but implied
- recognise the register in a question, and be able to match the register in the response
- understand that some questions require the responder to address more than one sub-question or to give an extended answer that covers several points
- be able to construct coherent answers and keep track of the main thread with this type of question, and know some discourse markers to do this

(See also Sc/L2.4a and Sc/L2.4b, page 332; Sc/L2.4c and Sc/L2.4d, page 334.)

*To start with ...*

*As regards ...*

*For another thing, ...*

*In answer to your first question, ...*



At this level, adults can:

**listen and respond**

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

**speak to communicate**

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

**engage in discussion**

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Sample activities

- Learners listen to the teacher say the same sentence in three different ways, and identify the meaning of each, e.g.:

*Is that your brother?* (your brother rather than your husband)

*Is that your brother?* (or is it your friend's brother?)

*Is that your brother?* (I'm not sure whether I recognise him)

They work in pairs and take it in turns to say the sentence and change the meaning by shifting the stress. Their partner must identify the meaning expressed.

They listen to the teacher say a number of sentences changing the intonation to make them a sentence or a question, and identify which is which, e.g.:

↙ ↘  
*It's 5.00/It's 5.00?*

↘ ↙ ↘ ↙  
*It's half term next week/It's half term next week?*

↘ ↙ ↘ ↙  
*We're meeting Di for lunch/We're meeting Di for lunch?*

In pairs, they work from prompt cards and take it in turns to make a sentence a question or statement using intonation. Their partner must recognise which.

- Learners look at a range of question types and decide whether they require a long or short answer, and whether they are direct or indirect, e.g.:

*Tell me about your education.*

*Where do you work?*

*Can you drive?*

*What did your job involve?*

*You're a trained nurse, aren't you?*

*So what do you enjoy most about your current job, and why do you want to leave?*

- They listen to a tape of a job interview and decide if the speaker responds appropriately to each question, e.g.:

*Tell me about your education.*

*I'm at college.* (no – answer too short)

They listen again to the extended answers and note the discourse markers used to keep track of the main thread, e.g. *To start with, the most important thing, firstly, then, in the end.*

They then plan more suitable extended answers for each question that was not answered in enough detail.

In pairs, learners take it in turns to interview each other and give each other feedback on the appropriacy of their answers.

## Listen and respond

## Lr/L2

### Basic Skills Standards level descriptor

An adult will be expected to:

- 4 make relevant contributions and help to move discussions forward

### Component skill and knowledge and understanding

Adults should learn to:

- 4a follow and participate in a discussion or conversation\*

- recognise where a speaker is stating a fact or expressing an opinion, and be able to respond appropriately

- be aware that meaning is not always stated overtly, but may have to be inferred, and that inference has a cultural context and often depends on shared knowledge and experience

- recognise a range of informal expressions used in social conversation and discussion (e.g. *fed up, gutted*), and know when it is appropriate to use them

- identify a wide range of structures, vocabulary and intonation patterns used in expressing feelings, and be able to respond appropriately

- recognise speaker's use of exaggeration, understatement, irony, etc.

(See also Sd/L2.1a, page 338; Sd/L2.2a page 340.)

- 4b recognise features of spoken language

- be aware that speech differs considerably from written language, not only in English but in other languages, e.g. with incomplete utterances, false starts, repetition, ellipsis

- be aware that features such as the historic present and question tags are very common in informal narrative, and be able to follow a narrative spoken in this way

### Example of application and level

– *Are you busy tonight? Do you fancy coming out for a meal?*

– *No, I'm sorry, I'm washing my hair.*

*I'm sick to death of your excuses.*

*No need to be like that about it.*

*He was gutted.*

– *I couldn't believe my ears, I really couldn't.*

– *I bet you couldn't.*

*This writing is driving me insane!*

*She's not exactly the brightest star in the sky, is she?*

– *Are you feeling fed up?*

– *Just a bit.*

*A few days ago he decided to go to London. Anyway, while he's waiting, a woman faints, doesn't she, right in front of him ... Well, what happened was ... they ring me up and say ...*



**Text focus**

**Reading comprehension**

**Rt/L2**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

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

*An adult will be expected to:*

- 2 identify the purpose of a text and infer meaning which is not explicit

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 1a understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying complexity

- understand that continuous texts may be structured round a main event(s), idea(s), theme(s)
- understand that it is sometimes necessary to infer meaning that is not explicitly stated, in order to arrive at a correct overall understanding
- understand that judgements can be made about texts from an overall understanding of their content, by reflecting on what has been read
- understand that main points may be indicated in different ways in different text types, e.g. in the headings in a textbook, in the topic sentences in a letter of complaint, by looking for adverbs of time and key dates in a chronological sequence

- 2a identify the purposes of a wide range of texts, whether inferred or explicitly stated

- be aware of the importance of shared background knowledge and knowledge of the world in obtaining meaning from texts, e.g.: knowledge of own world to help get meaning from text; previous knowledge about subject matter, such as using knowledge from previous employment as doctor when reading a journal article about medicine; cultural understanding, such as knowing what *buying a round* means in a narrative
- understand that different kinds of text have different purposes, that texts can have more than one purpose, and that the real purpose of some texts can be different from the explicitly stated purpose
- understand that the relevance of a text depends on the reader's purpose as well as the purpose of the text
- understand that format, organisational structure, grammatical features, discourse markers, register, graphics, vocabulary and style) provide clues to the purpose of a text
- recognise the importance of register, to assist in identification of purpose, audience and desired outcome, by identifying formal versus informal structures and vocabulary, e.g. the use of the passive, the third person, the use and choice of abstract nouns, formulaic expressions, idiom and collocation

**Example of application and level**

Read a report in a local or national newspaper, follow the main ideas and get a sense of the overall meaning and key issues.

Recognise when an article in a newspaper or magazine is being ironic or satirical, e.g. a review apparently praising a TV programme or film, but actually being critical of it.



At this level, adults can:

**read and understand**  
a range of texts of varying complexity accurately and independently

**read and obtain information**  
of varying length and detail from different sources

in a wide range of text types

### Sample activities

- In small groups, learners discuss a report in a newspaper of current interest, e.g. cloning or GM foods. They extract and list the arguments for and the arguments against, and discuss their own views.
  - In groups, learners read a shared persuasive text, identify and justify inferences, and establish the author's point of view.
- 
- Learners assess purpose and intent of a range of materials, e.g. film review, satirical magazine, ironic commentary and say if any of the texts are relevant to them. They discuss reasons for their answers.
  - Learners discuss texts that can only be understood using culturally specific knowledge, e.g. Peanuts cartoon *You can't play because you're younger than us.*\*
  - Having read an article from a specialist journal, learners engage in a discussion to activate previous knowledge, asking themselves: *What do I know already about this subject?* They identify factors that render the article accessible or otherwise, e.g. previous knowledge of learner; specialist terminology (e.g. *prescription, medication, prognosis, recuperation*).
  - Learners discuss how photographs, cartoons, diagrams in a newspaper article contribute to the understanding and interpretation of the written word, e.g. a map to show the spread of a contagious disease, a cartoon lampooning a famous politician or celebrity.
  - Working in small groups, learners examine examples of different types of short, paragraphed texts that use a range of register, e.g. recipe, newspaper article, extract from a textbook, short story, memo, note to a friend, article or information previously downloaded from the web. They:
    - (a) identify the intended audience/reader;
    - (b) state the author's purpose;
    - (c) state the author's desired response and say how they know what this is;
    - (d) compare the language in terms of formal and informal features.
 They then compare the texts in terms of audience, purpose and outcome. Finally, they compare texts in their own languages with the focus on differences, e.g. the point in the text where the author conventionally states the purpose.

**Text focus**

**Reading comprehension**

**Rt/L2**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 3** identify the main points and specific detail

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 3a** identify the main points and specific detail as they occur in a range of different types of text of varying length and detail

- understand the difference between main points and specific detail as they occur in different types of text, e.g. a letter, a safety report, a rail timetable
- understand the importance of knowing when it is sufficient to grasp the main points and when the details are also important
- understand that knowledge of the organisation and layout of different texts can help distinguish main points from detail, e.g. headings, topic sentences
- be aware of which features will assist with predicting content or point of view and inferring meaning, e.g.:
  - (a) topic sentences to see if one needs to read the whole paragraph
  - (b) 'blurb' on back of book, author and information about the author in the fly leaf, contents page and date of publication to predict content and relevance of book
  - (c) graphs in statistical article to illuminate text
  - (d) headlines and other features in newspapers to put forward paper's point of view

**Example of application and level**

Distinguish the main points and details in texts related to their own work, home and learning: the main points in an article related to own study, main points in letter from the local council, key details about event at child's school.



### Sample activities

- Learners read a continuous text of at least five paragraphs (e.g. a section from an information text on a topic of their own interest/the opening pages of a story). They track the main events/points, using a highlighter or underlining, discuss the overall meaning and summarise the main events/points to the teacher/other learners. Learners transfer key information from text to another format, e.g. table, flow-chart, mind-map or transfer the summary to a text window and save.
- Learners discuss how main points might be found in different text types, e.g. in the heading in a textbook, in the topic sentences in a letter of complaint, by looking for adverbs of time and key dates in a chronological sequence.
- Learners discuss: *When you do research for an assignment, how do you decide which books or materials to choose? Do you read every possible book that you find on the topic?*
- In pairs, learners read some persuasive texts (e.g. publisher's blurb on book jacket/cover; leaflet on local attraction). They discuss the content and recognise that the descriptions are intentionally favourable. They then decide if they are persuaded to read the book/visit the attraction or not.
- Learners look for specific information, in a variety of charts and graphs, e.g. expenditure by a local authority on different services, differences in social trends. They then compare the graphical information with the accompanying texts and discuss the accessibility of information in both sources, and its quality.

At this level, adults can:

#### read and understand

a range of texts of varying complexity accurately and independently

#### read and obtain information

of varying length and detail from different sources

in a wide range of text types

**Text focus**

**Reading comprehension**

**Rt/L2**

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 read an argument and identify the points of view

Component skill and knowledge and understanding

Adults should learn to:

- 4a understand and identify how written arguments are structured
  - understand the characteristic structures of written argument
  - understand that texts presenting an argument are adopting a particular point of view
  - understand the difference between objective fact and opinion/point of view
  - understand that knowledge of the choice of adverbs, adjectives, modal verbs, verbs and idiomatic expressions used in texts can help readers differentiate between fact and opinion
  - be aware that the present simple is often used to present facts
  - be aware of the meaning of different discourse markers, those that: link and contrast arguments, e.g. *On the one hand . . . Another point of view is . . . Some people think . . .*; link ideas and examples, e.g. *for instance, an instance of this was*; show structure of text, e.g. *This chapter will explore . . . , To sum up . . .*
  - be aware of a range of connectives, such as: pronoun referencing (e.g. *John hoped to go back to the town where he was born. He had heard so much about it*), substitution (e.g. *My first point . . . My second one . . .*), ellipsis, repetition and chains of words (e.g. *she was fat but (she was) happy; it was a wonderful, wonderful evening*)

Example of application and level

Read literature about a local or national issue and make own decision.

Read an advertisement and distinguish the facts from the opinion.



### Sample activities

- Learners read texts and identify discourse markers and other cohesive devices in different texts. They discuss their use. They then translate short paragraphs with these devices into their own languages and analyse whether their own languages have similar or different features.
- Using a computer or paper-based exercise, learners examine the jumbled-up paragraphs of two word-processed texts, e.g. a mystery story and a discursive account. They have to disentangle the two texts and put the paragraphs in the correct order for each, checking against the hard copies of the original texts at the end.
- Learners take a topical event that is in all the newspapers. They discuss a range of articles on the topic and identify the various positions taken by the different writers.

*At this level, adults can:*

**read and understand**  
a range of texts of varying complexity accurately and independently

**read and obtain information**  
of varying length and detail from different sources

in a wide range of text types

**Text focus**

**Reading comprehension**

**Rt/L2**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 5** read critically to evaluate information, and compare information, ideas and opinions from different sources

*An adult will be expected to:*

- 6** use organisational features and systems to locate texts and information

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 5a** read critically to evaluate information, and compare information, ideas and opinions from different sources
  - understand that selection and presentation of information are rarely completely objective
  - understand that information on the same topic from different sources may have different, even contradictory, emphases
  - understand the concept of bias and that it can be the result of what is left out of a text as well as what is there
  - be aware of how language is used to create different effects (e.g. descriptive language, formal register, imagery in poetry)

- 6a** use organisational features and systems to locate texts and information

- understand that information can be organised and referenced in different ways and in different layers of detail
- understand that different systems are used to organise whole texts, e.g. library systems, filing systems in an office, on a computer
- recognise and use features of ICT texts, e.g. hypertext links, menus, icons, teletext pages, text messages, URLs, search engines
- be aware of ICT concepts underlying the texts, e.g. what the *Home page* on a web site actually does

**Example of application and level**

Recognise how the same story is presented differently by different newspapers.

Locate information in a library.

Choose texts to read for pleasure from a library/bookshop/online book shop/book club.



At this level, adults can:

**read and understand**

a range of texts of varying complexity accurately and independently

**read and obtain information**

of varying length and detail from different sources

in a wide range of text types

### Sample activities

- Learners compare more- and less-successful texts of the same genre, discuss what makes a text 'successful', and identify parts of text that work particularly well (or not), giving reasons.
  - Learners read and review articles on the same topic, e.g. *immigration, law and order, race, drugs*, written by tabloid and broadsheet newspapers. Learners discuss differences in content, detail and language use and decide what emphasis each article has, what impression they make on the reader, and the point of view from which the author writes.
- 
- Learners use Dewey decimal cataloguing system in a library to find fiction and non-fiction works corresponding to their own interest.
  - Learners undertake exercises to find specific information using ICT textual features.
  - Learners use a search engine to obtain information, using a hypertext link, the edit and help features in e-mail, etc.
  - Learners learn to understand a range of icons that can change the appearance of a text e.g. search and replace, insert page numbers, bullet points, etc.

**Text focus**

**Reading comprehension**

**Rt/L2**

**Basic Skills Standards  
level descriptor**

*An adult will be expected to:*

- 7** use different reading strategies to find and obtain information, e.g. *skimming, scanning, detailed reading*

*An adult will be expected to:*

- 8** summarise information from longer documents

**Component skill and knowledge and understanding**

*Adults should learn to:*

- 7a** use different reading strategies to find and obtain information, e.g. skimming, scanning, detailed reading
  - understand the importance of choosing the best reading strategy for the purpose in terms of time and efficiency, e.g.: surveying, skimming, scanning, detailed reading: varying speed and thoroughness of reading depending on purpose and type of material being read\*
  - know how to apply a range of skimming strategies to gain gist for different purposes, scan to locate information, read in detail to select and judge relevance of specific information
  - understand the importance of selecting and noting key points for future reference

- 8a** summarise information from longer documents

- understand that summarising must be preceded by locating and selecting information through skimming, scanning and detailed reading
- understand that selection involves distinguishing the main points and supporting detail in the document
- understand that what to select and how best to present it in summary form will also depend on knowing the purpose and audience for the summary
- be aware of discourse markers and other devices that enable identification of main points

**Example of application and level**

Apply appropriate reading strategies to find the information needed (e.g. for an essay, to research an expensive purchase).

Scan to decide whether or not to read a particular text.

Skim a newspaper article or an article downloaded from the internet to get an idea of the content.

Scan a reference text to find specific information (e.g. UCAS booklet to find if a university runs a particular course) or a list of downloaded e-mails to see if there is an e-mail from a particular friend.

Extract main points from a chapter in a textbook.

Read thoroughly to appreciate argument; read for pleasure and be absorbed by the text; take in detailed information.

Summarise the key points from a newspaper article/official report relevant to learners' own life, in order to discuss the issue in class or at a meeting (e.g. proposal affecting child's education).



*At this level, adults can:*

**read and understand**  
a range of texts of varying complexity accurately and independently

**read and obtain information**  
of varying length and detail from different sources

in a wide range of text types

### Sample activities

- Learners use a variety of exercises to test comprehension and extraction of information, including discussion, questions, multiple choice, filling in a table, cloze, etc.\*
- In a timed exercise, learners skim a broadsheet newspaper and identify three pieces they would like to read in more detail, saying how they arrived at this decision.
- Learners are asked to get information on specific topics, e.g. the average cost of a 5-year-old second-hand Japanese family car. Learners begin by discussing possible sources of information, e.g. local newspapers, newsagent ads, specialist papers such as Exchange and Mart, the internet, the AA. Learners get information on the topic using the different sources discussed and then compare the information, in terms of range, reliability and validity.
- In terms of IT and electronic sources, learners discuss the best sources for different kinds of information, evaluating ease of access/navigation, clarity of information using different search engines.

- Two learners read different halves of a text and summarise the missing sections for their partner.

**Sentence focus**

**Grammar and punctuation**

**Rs/L2**

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

**1a** use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text

- use knowledge of different forms of sentence and clause structure (e.g. passive and conditional constructions, inverted, embedded and non-finite clauses), to work out meaning and to confirm understanding
- recognise that some grammatical forms and types of word signal the level of formality of a text, e.g. passive verbs in reports, abstract nouns in discursive prose
- recognise that specific grammatical devices are used to persuade, e.g. deliberate ambiguity, rhetorical questions, repetition

**2a** use punctuation to help interpret meaning and purpose of texts

- recognise how punctuation aids understanding and is used for particular purposes in some text types, e.g. the use of colon, semi-colon, hyphen, dash, brackets in lists, leaflets, brochures
- recognise a wide range of punctuation marks, including full stops, question marks and exclamation marks, commas, colons, semi-colons, bullets, numbering, speech marks, apostrophes, brackets
- understand the range and function of the various punctuation devices used in written English, and the way 'rules' and attitudes change over time

Recognise in their own reading that information in brackets is usually less important than the surrounding text.



At this level, adults can:

**read and understand**  
a range of texts of varying complexity accurately and independently

**read and obtain information**  
of varying length and detail from different sources

in a wide range of text types

### Sample activities

- Learners identify different forms of sentence and clause structure in different types of texts, e.g. learners are asked to underline passive or conditional structures in a text.
- Using cloze exercises, learners predict what type of word or what the next word will be from the sentence structure and the text type.
- Choose a text of at least five paragraphs in length and analyse English at the level of paragraph, sentence, clause and phrase, comparing it with their own language, if appropriate.

- Learners read texts (e.g. leaflets and brochures using colons, semi-colons, hyphens, dashes, brackets in lists) and answer questions on the use of these punctuation marks and how they aid understanding of the text, e.g. *How is the colon used in the text? What does it indicate is about to follow?* Learners discuss their answers.
- Having read a short text in English, learners translate it into their own language, working in own language groups if appropriate. They compare the punctuation they used in their own languages with the English punctuation conventions. Learners are asked to translate direct speech, a short formal letter, etc.
- Learners use CALL software for punctuation practice.
- Learners are given unpunctuated texts of varying lengths and sentence structure to punctuate on or off screen. They then compare their work with corrected hard copies of punctuated texts.

Word focus

Vocabulary, word recognition and phonics

Rw/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 read and understand technical vocabulary

An adult will be expected to:

- 2 use reference material to find the meanings of unfamiliar words

Component skill and knowledge and understanding

Adults should learn to:

- 1a read and understand technical vocabulary
  - understand that specialist fields of knowledge, skill and interest have an associated technical vocabulary
  - understand that the purpose of technical vocabulary is to express precision of meaning
  - understand that technical vocabulary is often coined by:
    - (a) adapting/extending the meaning of existing words and word patterns
    - (b) using a range of common prefixes, suffixes and known roots, e.g. *micro-*, *macro-*, *ex-* (meaning *out of*), *-ism*, *trans-*, etc.
  - and that this can provide clues to the meaning of unknown words, e.g. *computer menu*, *astronaut*, *micro-surgery*
  - understand when it is possible to make an informed guess at the meaning of technical vocabulary from knowledge and context, and when it is necessary to look up the meaning in a dictionary or glossary

- 2a use reference material to find the meanings of unfamiliar words
  - be aware of key sources of reference and know which reference tools are best for purpose of task, e.g. encyclopaedias (book and CD), atlases, dictionaries, grammar books, internet, household reference books such as recipe, gardening, DIY books, car manuals, in both book and electronic format
  - understand that there are different sources of information for word meanings, and different types of dictionary, e.g. contemporary usage, bilingual, subject dictionaries, slang, synonyms/antonyms, idioms
  - understand how dictionaries and other sources of information are structured, and the conventions they use, e.g. paper and electronic dictionaries, glossaries, keys
  - be aware that dictionaries use the phonemic alphabet to advise readers on the pronunciation of unfamiliar words\*

Example of application and level

Work out the meaning of a range of unfamiliar words by using derivations, word families, etc., e.g. (in a mobile phone manual):

*A single set of three rising tones indicates the number you have dialled is unobtainable.*

Look up an unfamiliar word and decide from the range of meanings listed which one best suits the context.



### Sample activities

- Learners suggest words with prefixes and suffixes, and list and group them by prefix and suffix. They then match each prefix/suffix with its meaning, e.g. *(ex)* means *out of*, *(trans)* means *across* or *through*. Learners discuss the origin of these prefixes and suffixes and compare them with their own languages. They then practise predicting new and unusual words with prefixes and suffixes, using their knowledge of their origin and meaning.

*At this level, adults can:*

**read and understand**

a range of texts of varying complexity accurately and independently

**read and obtain information**

of varying length and detail from different sources

in a wide range of text types

- Learners choose their own passage of technical instructions for a process with which they are familiar, e.g. answer-phone manual, microwave instructions, DIY painting guide. Learners work in pairs: one partner (the 'apprentice') should be unfamiliar with the particular process selected by the other ('the expert'). The 'expert' ensures that the 'apprentice' acquires an adequate understanding of all the technical terms involved, using dictionaries to check and confirm.

Word focus

Vocabulary, word recognition and phonics

Rw/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**3a** recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity, and of different purpose

- understand that the choice of vocabulary contributes to the style of a text and relates to context, purpose and audience
- understand the concept of synonyms and antonyms and that different words can express similar or related ideas, qualities, things, often at different levels of formality
- understand that words have different connotations, which are exploited in persuasive and descriptive texts
- understand that some English words have a range of meanings and apply the correct meaning to different contexts, e.g. *battery* belongs to the register of motorcar technology, animal farming and the military
- understand the purpose of, and be able to use, a thesaurus
- understand the importance of context in determining the meaning of a word
- work out the pronunciation of unfamiliar words by using the phonemic alphabet
- recognise how words change to form different parts of speech and how their phonology may change as they change word class, e.g. *medic, medical, medicinal*
- understand that the meaning and use of some words changes over time and that new words can be coined or borrowed from other languages
- recognise and understand the use of similes, metaphors, idioms, clichés
- continue to extend sight vocabulary of uncommon words with complex structure

Read a formal text such as a motor insurance renewal notice, and recognise vocabulary associated with the subject and with the formality of a business communication.



### Sample activities

- Learners read excerpts from writing by well-known authors from various periods (e.g. Jane Austen, V.S. Naipaul, Daphne du Maurier) and discuss
  - (a) how words drop out of use;
  - (b) how they change their meaning over time;
  - (c) how languages borrow words from other languages continuously.Learners discuss the way language reflects society's values and its historical and social changes.
- Collect and record idioms, clichés, slang expressions and common collocations in a class vocabulary book, e.g. *rancid butter*, *make heavy weather*, checking meaning and usage in an appropriate dictionary.

*At this level, adults can:*

**read and understand**

a range of texts of varying complexity accurately and independently

**read and obtain information**

of varying length and detail from different sources

in a wide range of text types

Text focus

Writing composition

Wt/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 1 plan and draft writing

Component skill and knowledge and  
understanding

Adults should learn to:

- 1a apply appropriate planning strategies
  - plan and draft a text clearly and effectively, acting upon knowledge of the purpose, context, audience and outcome of writing, including the reader's knowledge and expectations
  - plan and draft writing as part of a generic process that involves choice at every stage and includes: generating and selecting ideas, choosing how to plan, selecting the most appropriate format and layout, ordering ideas, choosing vocabulary and structures, drafting and redrafting

Example of application and level

Plan and draft the types of text they want to write for study, work, everyday life or pleasure.

- 1b make notes as part of the planning process

- make and take notes effectively, using key features of note taking, choosing appropriate note-taking formats for different purposes

Select appropriate formats, e.g.:

- Flow chart to describe process
- Tree diagram for organisation
- Chart, e.g. to sequence events

An adult will be expected to:

- 2 judge how much to write and the level of detail to include

- 2a select the level of detail to include in a range of texts and how much to write

- understand that the length of text and the level of detail depend on the nature of the content and on the purpose and audience

*I am applying for a degree in Business Studies, specialising in Management because I particularly enjoyed the Management part of my GNVQ course. Also, I worked in management for three years before coming to the UK. In that job I was responsible for managing a printing workshop and had a number of management responsibilities, for instance budgeting, personnel and sales. I was very interested in the personnel aspect of the job and look forward to further study in this area.*

- understand that planning and drafting involve making decisions on length and detail

Plan, draft and write a letter to the Housing Department, requesting a change of accommodation.



### Sample activities

- Using examples of different types of paragraphed and non-paragraphed texts of different length, learners work in small groups and: (a) identify the intended audience/reader; (b) state the author's purpose; (c) discuss the effect they have on the reader; (d) state the author's desired response. Learners compare the texts and identify similarities and differences.
- Learners choose a writing task and start to plan and draft using the above checklist, e.g. a letter to a consumer organisation detailing a history of poor service.
- Learners look at a variety of writing tasks, e.g. leaving a message for a colleague, writing an e-mail to a friend, writing a discursive essay, writing minutes for a meeting, writing an assignment on public transport, and decide which ones would: (a) need a formal plan, (b) could be written straight off, (c) would need research.
- Learners discuss different ways of planning and generating ideas for a complex writing task and then pool their ideas, e.g.:
  - (a) discussing the task with another learner and generating ideas together;
  - (b) drawing up an action plan for gathering information – what is needed, and how to get it;
  - (c) surfing the net and finding different web sites offering a range of information on specific subjects.

- Learners discuss different ways of taking notes, e.g. when listening to a presentation, when researching a topic in the library – listing, mind-map, taking notes in their first language, etc.
- Using different techniques, learners take notes from a text or oral presentation (e.g. some learners produce a mind-map, others list key points) and then feed back orally, using their notes. They discuss how well the note-taking technique they chose worked for the particular task and whether it suits their learning style. Learners then write or word process a short paragraph, using the information in their notes and compare their notes and final versions.

- In small groups, learners compare two supporting statements for a job, one of which is very brief and lacking detail, the other very wordy and with irrelevant information. Learners decide how each could be improved, and redraft them. Each group reads out their redrafted supporting statement. The class as a whole compare the drafts and choose the best one, giving their reasons.
- Learners look at a variety of assignment titles and identify key words that indicate what is required. They compare assignment titles with assignments in learners' previous learning and discuss meaning of verbs used in assignment titles such as *discuss*, *evaluate*, *compare*. They then discuss the level of detail and length that would be required, including instructions from awarding bodies.

At this level, adults can:

#### write to communicate

information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

Text focus

Writing composition

W/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

Adults should learn to:

**2b** select the level of detail to include in  
summaries

- recognise use of general statements to cover several points, use of nouns and adjectives to replace clauses, and understand that unimportant detail and repeated information can be deleted and that important detail should be included

Sample level

~~A series of~~ recent reports and media coverage has highlighted ~~the fact that~~ mental health difficulties among young people ~~are~~ increasing at an alarming rate. ~~On the basis of this,~~ the Young Adult Learners Partnership is currently undertaking research to examine the extent and nature of mental health difficulties experienced by young people and the ways in which the government can help.

Summary: Recent reports and media coverage have highlighted the increase in mental health problems in young people. Research is being carried out by the Young Adult Learners Partnership to identify how the government can help.

An adult will be expected to:

**3** present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate

**3a** choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence

- use different ordering and sequencing according to content and purpose of writing:
  - (a) in explanations or descriptions, consider whether the reader needs to understand certain points before they can understand others, e.g. in explaining how something works
  - (b) in persuasive texts, sequence information and ideas in the most convincing way, e.g. persuading someone about the benefits of certain foods
- use different types of paragraphing structure effectively, with understanding of how conventions of written discourse in English may differ from written conventions in other languages, in terms of ordering and sequencing information
- as writing becomes more formal and complex, apply knowledge of a range of key linguistic features that show sequence, e.g. use of: connectives such as *in spite of the fact that, whereas, nevertheless, by this means*; discourse markers and conjunctions such as *subsequently, accordingly, scarcely*



At this level, adults can:

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners work on various activities to develop their summarising skills. They:
  - use chapter headings and subheadings as an aid to summarising, take examples from a report, reference book or an article with headings downloaded from the internet;
  - highlight key words in a passage;
  - identify topic sentences;
  - invent topic sentences when they are missing;
  - label paragraphs;
  - select general statements from a list of mixed general and particular statements;
  - write relevant general statements to cover a number of examples.

- Learners are given two different texts to write – one an explanation, the other a discursive text. Learners discuss the main points or issues and note them down in graphical form for the whole class to look at, e.g.: draw up a chart with arguments for and against; make notes using flow chart, showing sequence of events leading to particular effect. Learners discuss the best order and sequence for the information or points and look at how this may vary according to the type of text being written.
- Learners work on a long-term project (e.g. researching free or cheap entertainment facilities in their area; researching the type of qualifications needed to get a particular job, and ways of getting the qualifications). When they have found the information, learners make notes on what they consider the key information, and produce a written report.
- Learners read texts of same type or which share a common purpose (e.g. an article comparing life in the country with life in the city, a comparative essay looking at the education system in two countries) and analyse the key linguistic features (e.g. *The main advantage is . . . As a result, x is happening*). Learners then use CALL software to practise discourse markers, connectives and conjunctions at this level.

Learners compare these with the structure of a written argument in learners' own languages, identifying similarities and differences.

Using the same texts, learners examine structural features:

- global organisational features – introduction, main body, conclusion;
- use of paragraphs for making new points, developing a narrative, developing an argument;
- different features of paragraph structure:
  - general statement followed by elaboration and examples;
  - points ordered chronologically and sequentially on a single topic, or cluster of topics;
  - statement of argument followed by points for and against.

Learners are given an unparagraphed text on screen and are asked to put the text into paragraphs. Some learners may want to print the text; others may be able to work on screen. They then discuss their reasons for inserting new paragraphs in specific places of the text.

Text focus

Writing composition

W1/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 use format and structure to organise writing for different purposes

An adult will be expected to:

- 5 use formal and informal language appropriate to purpose and audience

Component skill and knowledge and understanding

Adults should learn to:

- 4a choose format and structure to organise writing for different purposes
  - understand which format, structure and layout are best for which sort of task, e.g. a table to organise information for reference or comparison, numbered points to separate stages in a process, paragraphs to develop an argument
  - understand that some forms of writing follow standard formats and structures, e.g. memos, business letters, agendas, minutes of meetings

- 5a choose formal and informal language appropriate to purpose and audience
  - judge the appropriate formal or informal register for purpose and audience accurately, e.g. formal letter and work experience report, as opposed to an e-mail or personal diary entry
  - use key features of formal and informal register (e.g. type of vocabulary and collocation, phrasal verbs, idiomatic expressions, mode of address, type of structures) with consistency
  - understand and use an increasing range of phrasal verbs and idiomatic expressions

Example of application and level

Write an agenda for a meeting at your local community centre.

Write an e-mail to a friend and an e-mail to a customer, thanking them for a recent letter and saying you will reply when you have more information, e.g.:

Hi there Amerjeet!  
Got your e-mail about Sunday. Still not too sure how we're getting there. Will have to check *re* leaves on the line and get back to you. Is that OK?  
Mxx

To: Richard Hargreaves  
From: Jumana Astreta  
Subject: Information re payment schedule  
Thank you for your e-mail re the payment schedule, which I have forwarded on to salaries section. I have marked it urgent and hope they will reply by return.



At this level, adults can:

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners look at examples of various text types that use a range of different formats (e.g. questionnaires, reports, survey tables, formal letters, articles) and compare them, identifying features of different text types: paragraphing, listing, columns, headings, numbering, bullet points, diagrams, illustrations.

Learners compile a checklist of format conventions for different text types.

- Learners devise and structure a questionnaire on a word processor, for a class survey on eating habits. They conduct the survey and present the results in a table, showing the number of vegetarians, number who do not eat beef, the ratio of men to women, etc. in the class. They then present a written account of how they undertook the process and an evaluation of its effectiveness.

- Looking at examples of short texts with contrasting registers (e.g.: a diary entry about someone's child at nursery and a report about the nursery; an e-mail confirming a change of arrangement and a formal letter), learners compare the texts, focusing on the structure, vocabulary, idiom and ways of making requests. They complete a grid that contrasts the use of English in formal and informal writing, including: short forms, formal and informal vocabulary, idiomatic expressions, mode of address, differences in structure for the same function (e.g. requests: *Can you send me a map? I would be most grateful if you would send me*), use of passive/active voice.

Using the sample texts, learners classify vocabulary and expressions into formal and informal, academic and everyday use, e.g. *washing/laundry, to give someone a lift/to take*.

- Learners discuss differences between spoken and written English by role playing how they would *tell* someone the rules of a game as it is being played (Monopoly, table tennis, Scrabble). They then compare this with the written instructions or rule book.
- Learners match phrasal verbs with non-phrasal verbs of similar meaning, e.g. *to look down on – to despise*.

Text focus

Writing composition

Wt/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 6 use different styles of writing for different purposes, e.g. *persuasive techniques, supporting evidence, technical vocabulary*

Component skill and knowledge and understanding

Adults should learn to:

- 6a choose different styles of writing for different purposes
  - understand that the style of writing involves choice of vocabulary, sentence length and structure, as well as how the text is organised
  - understand that what is appropriate style depends on genre, purpose, audience, context and desired outcome
  - construct effective arguments, using appropriate paragraphing structure, e.g. statement of argument followed by points to support it and examples
  - be aware of the power of stylistic devices to achieve desired purpose, e.g. similes and metaphors
  - understand the different connotations of words and expressions, e.g. *skinny* as opposed to *slim, fat, obese, well-rounded*
  - understand relative strength of emotive language, e.g. *rabble, scandalous*

Example of application and level

Write a letter to the council, applying for funding for a special project.

Write a sympathetic letter to a friend.

**WE WANT THIS**

- Life in a world free from the threat of war
- Ample food for everyone
- Comfortable housing for all
- Satisfying employment for all who need it, so they can provide for themselves and their families
- A world in which the qualities most highly prized include love, kindness, concern for one's fellow man and truthfulness

*(by Orlando from Friends, Families and Folk Tales)*

- 7a complete forms with complex features

- be aware of expectations and conventions of presentation in complex forms
- be aware of the need to act on complex instructions in order to complete certain types of form correctly, e.g. benefit claims, application for housing transfer
- give very clear accounts without ambiguity, with illustration if appropriate

Fill in a claim form for theft or burglary from your home.



### Sample activities

- Working in a group, learners discuss a topic of interest to them, e.g. men and women's role in society, racism and the police. They then prepare notes under the headings of known facts, opinions, supporting evidence. Learners then choose to write articles for a student newspaper in support of or against particular views. Differences and similarities of persuasive style are discussed, e.g. the use of stylistic devices such as exaggeration, rhetorical questions, direct appeals to the reader; the ordering and sequencing of points with examples and supporting points.
- Learners read different types of text around the same subject (e.g. poems, articles and essays on the theme of love) and discuss how successful they are in terms of achieving their purpose. They then identify what makes texts successful – content, range of expression, use of metaphor, register, irony, etc. – and produce writing of their own, following the models.

*At this level, adults can:*

#### **write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

- Learners look at a badly filled-in, complex form (which does not follow instructions correctly and gives ambiguous information) and in pairs are asked to identify where it could be improved. Learners discuss their findings, suggest changes and collectively redraft the form.
- From a comparison of a filled-in application form, where only factual information is required (e.g. for a young person's or senior citizen's travel card), and a form where the writer is asked to recount and explain (e.g. to appeal against a child's secondary school placement), learners discuss the cultural conventions of the different sections of different application forms, and what a reader would expect to find in them.
- Learners practise drawing diagrams to clarify descriptions, such as exact location of accident or part of body injured.

Text focus

Writing composition

Wt/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 8 proof-read and revise writing for accuracy and meaning

Component skill and knowledge and understanding

Adults should learn to:

- 8a use proof-reading to revise writing for accuracy, meaning, content and expression on paper and on screen\*
  - be aware that proof-reading enables the writer to stand back from his or her writing and edit for ambiguity, repetition, compression
  - be able to proof-read consistently for meaning as well as for spelling, punctuation, and layout\*
  - apply techniques for proof-reading to spot errors and omissions in grammar, punctuation and spelling\*
  - apply awareness of areas of personal strength and weakness consistently in terms of basic punctuation, spelling, layout and grammar\*

Example of application and level

Proof-read own writing and examples of writing in order to ensure that meaning is clear, and to correct errors, locating omissions, repetitions, errors, e.g. in an assignment on a known topic.

Use grammar books, spell-checks and dictionaries, as necessary.

Sentence focus

Grammar and punctuation

Ws/L2

Basic Skills Standards  
descriptors

An adult will be expected to:

- 1 construct complex sentences

Component skill and knowledge and understanding

Adults should learn to:

- 1a use a range of sentence structure which is fit for purpose
  - understand that effective writing often uses a mixture of simple, compound and complex sentences
  - understand and use a full range of embedded and relative clauses; noun and participle constructions; conditional clauses
  - understand that simple or compound sentences are often preferable for certain types of writing, e.g. instructions or directions
  - understand that complex sentences have more variety of structure than simple and compound sentences, and that this can make the writing sound more idiomatic and interesting
  - use appropriate structures for formal texts e.g. use of the passive in reports, third person in factual texts, formulaic language in letters

Example of application and level

Write a discursive text, saying what you would do if you were King of the World for a day, as part of coursework for an access or foundation course, using conditional sentences and *if*-clauses.



*At this level, adults can:*

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners peer-edit each other's work, looking for ambiguity, repetition and compression. Learners discuss their own strengths and weaknesses and identify what their individual priorities should be when proof-reading.
- Learners proof-read a text for errors in spelling, punctuation, layout. The text is projected onto an OHT screen, and the group discuss errors and suggested amendments.
- Using reference tools such as spell-check or thesaurus, on a computer or in book form, learners proof-read their own writing. Having used spell-check, learners print their drafts and proof-read for punctuation, layout, grammar, etc., amending their drafts before saving and printing.

### Sample activities

- Learners read a text and identify the simple, compound and complex sentences used. In pairs or in a small group, each person takes the same set of six or eight simple and compound sentences on an item of news. Learners have to rewrite them as three or four sentences, changing the word order, adding/deleting words, using connectives, but keeping the meaning and detail of the original text. Learners compare the two versions.
- In pairs, learners read sample texts, both formal and informal, e.g. newspaper articles, memos, e-mails, instructions, letters. One person from each pair analyses the formal, the other person the informal texts; each identifies the features of sentence structure, verb form and vocabulary that distinguishes them. The class discuss their findings and produce a table contrasting the features of formal and informal writing.

Sentence focus

Grammar and punctuation

Ws/L2

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 2 use correct grammar, e.g. *subject–verb agreement, correct and consistent use of tense*

An adult will be expected to:

- 3 use pronouns so that their meaning is clear

Component skill and knowledge and understanding

Adults should learn to:

- 2a use sentence grammar consistently and with accuracy
  - take care over different aspects of sentence grammar that can affect the accuracy and fluency of writing, especially:
    - (a) subject–verb agreement in complex sentences
    - (b) form and use of a range of tenses,
    - (c) word order in subordinate clauses
  - understand that in longer texts the writer may find it useful to keep checking back in the course of writing, not at the end, and to check for consistency of tense
  - understand and use a full range of modal verbs where appropriate, e.g. in describing a hypothetical situation in the future or past

- 3a use pronouns to lessen repetition and improve the clarity of writing
  - know the term *pronoun* and be able to identify personal and relative pronouns, e.g. *I, me, we, us, who, which*
  - understand and be able to apply the knowledge that pronouns are used to replace and refer to nouns, to avoid repetition
  - know that, when using pronouns, it must be clear to what or to whom they refer, and to check this when proof-reading
  - know that pronouns can be over-used, leading to confusion and repetitiveness, and that there are other linguistic strategies that can be employed to avoid this, e.g. referring to a person by name or title, using *the former/the latter*, alternating these with the pronoun

Example of application and level

Write a report, based on a class survey, that sustains consistent subject–verb agreement and use of tenses.

Recount an experience or an incident (e.g. as part of a witness report, a letter of complaint), using pronouns with clarity



At this level, adults can:

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners read two or three paragraphs from a story or a magazine article; they highlight verbs, using a different colour for a different tense. They compare and discuss their findings, noting how, even when the account is mainly written in the past, writers do change into the present or future if they are describing an on-going or future happening. Learners then draft a similar text of their own, paying particular attention to tenses.
- Learners watch and listen to a short excerpt from a British 'soap', e.g. *Coronation Street*, *Brookside*, *EastEnders*. They discuss the excerpt and read a literal transcription of some of the dialogue, focusing on examples of regional varieties of spoken English. In pairs, learners have to write a standard English version of some of the sentences.

Learners discuss the differences between spoken and written English.

- Working in groups, learners compete to identify pronouns from a list of words. The first group to find all the pronouns wins the competition.
- Learners work with a text that uses pronouns badly, causing ambiguity. They are asked to redraft the text, replacing the ambiguous pronouns with other words. Learners discuss their work and compare it with the original version.

**Sentence focus**

**Grammar and punctuation**

**Ws/L2**

Basic Skills Standards  
level descriptor

An adult will be expected to:

- 4 punctuate sentences correctly, and use punctuation accurately, e.g. *commas, apostrophes, inverted commas*

Component skill and knowledge and understanding

Adults should learn to:

- 4a use a range of punctuation to achieve clarity in simple and complex sentences
  - understand and use commas effectively, e.g.: for listing items in connected prose; between clauses in complex sentences; after connectives like *However*,
  - understand and use apostrophes effectively for possession and omission
  - understand and use inverted commas effectively for direct speech and to indicate a quotation
  - understand the effect on style of using full or contracted forms

Example of application and level

Write a text, using a range of punctuation accurately, e.g. an interview with staff or a learner at the college for publication in the learners' magazine.

**Word focus**

**Vocabulary, spelling and handwriting**

**Ww/L2**

Basic Skills Standards  
descriptors

An adult will be expected to:

- 1 spell correctly words used most often in work, studies and daily life, including familiar technical words

Component skill and knowledge and understanding

Adults should learn to:

- 1a apply knowledge of vocabulary to aid accurate spelling
  - apply knowledge of appropriate special-interest vocabulary, including related technical words
  - develop knowledge of a wide range of common collocations, idioms and colloquialisms for use with different audiences and genres
  - spell words with a wide range of spelling patterns accurately and consistently\*
  - understand how knowledge of a wide range of word roots, origins, prefixes and suffixes can support spelling, including the spelling of technical words

Example of application and level

Spell correctly key words relating to learner's own work, leisure and study interests.

Carry out an assignment, e.g.:

*Research and write three short paragraphs about the origins and spelling of the following words. In each case give examples of other words that belong to the same word family:*

*psychology, population, television*



At this level, adults can:

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- Learners read examples of texts that illustrate the use of commas, apostrophes and inverted commas. They discuss the rules of use and compare them with punctuation conventions in learners' own languages.
- Learners do a range of exercises to practise correct use of punctuation, e.g. short dictations with pauses to indicate sentence breaks; correct/add missing punctuation, on and off screen, to incorrect versions of a text.
- Learners write a very short story, which includes direct speech, on the confrontation that takes place between a son and his mother when he arrives home much later than expected.

### Sample activities

- Learners are introduced to new vocabulary in a variety of ways, through a range of texts (e.g. technical, sports and fashion, including texts downloaded from the internet), CALL software, video and listening exercises.
- Learners develop knowledge of ICT vocabulary, linked to specific IT, keyboard, word-processing skills, and vocabulary linked to internet access and navigation, as appropriate to need and level.
- In pairs or small groups, learners discuss and compare different collocations related to different areas of study, e.g. Health and Social Care, Leisure and Tourism.
- Learners practise spelling common and relevant key words, identifying patterns from language in use in texts, and then go on to further practice using CALL software.
- Learners look at the origin of words and compare with their own languages, noting 'false friends' (e.g. words that look the same as those in the first language but have different meanings).
- Learners discuss the origin and meaning of prefixes, e.g. *tele* means *far*, and *vision* means *seeing*, so it becomes easier to learn *telescope*, *telephone*, *telecommunications*, and to understand new formations like *teleconferencing*.

Word focus

Vocabulary, spelling and handwriting

Ww/L2

Basic Skills Standards  
level descriptor

Component skill and knowledge and  
understanding

Example of application and level

*Adults should learn to:*

- 1b develop strategies to aid accurate spelling\*
  - apply knowledge of spelling rules if appropriate to learning style of the learner\*
  - systematically and consistently apply strategies for learning and remembering spelling that take into account the part played in accurate spelling by the visual memory (what words look like) and the motor memory (the use of joined-up handwriting) as well as auditory memory (what words sound like)

*An adult will be expected to:*

- 2 produce legible text

- 2a produce clear, consistent handwriting
  - have a critical awareness of personal features of own handwriting and, where necessary, continue to work to improve its clarity and consistency

Handwrite legibly and with minimum alterations a text to be read by someone they do not know, e.g. admissions tutor at a university.

Word process notes from a union meeting, to be circulated to other members.



*At this level, adults can:*

**write to communicate**

information ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

### Sample activities

- In pairs, learners identify and write down the root word from a list of words ending in *-ly* and then try to formulate a rule, testing it out on another list of words.
- Learners are given their own personal list of spellings to learn on a regular basis.
- Learners discuss strategies for improving spelling which work at the visual, auditory and kinaesthetic level, trying out different strategies and choosing the ones that suit them best individually.
- Learners are encouraged to keep a personal vocabulary or word book.
- Learners are set a spelling test, using words with the prefixes: *auto-*, *bi-*, *trans-*, *tele-*, *circum-*, which they previously discussed and were previously given to learn.
- To develop their ability to use spell-check, learners use mis-spelt texts that need to be spell-checked on a computer and proof-read for homophones.

- Given examples of good and bad handwriting, learners are asked to discuss why they are good or bad (e.g. inconsistency of direction, spacing). Learners discuss the impression handwriting gives, and when good handwriting is particularly important, e.g. job applications, applying for awards and grants. Learners analyse their own handwriting, using the above criteria. Where needed, learners should be given exercises to improve direction, consistency, etc.
- As needed, learners agree to a handwriting-improvement plan, working consistently through priorities.

## An example of an integrated activity

### Teaching focus: Listening

Lr/L2.1 listen for and identify relevant information from extended explanations or presentations on a range of topics

Lr/L2.1a extract information from extended texts in a non-face-to-face context, e.g. radio, presentations

- be aware of the type of lexis likely to occur in a given text, and use this to access the text
- be aware of common collocations, e.g. *rejected allegations*, *confirmed allegations* and the importance of listening for the verb in this type of phrase
- be able to guess the meaning of unknown words in complex spoken texts, by understanding the gist of a passage, predicting content and knowing some collocations
- be able to identify the main idea and secondary ideas in an extended text

### Related skills

Sc/L2.4c narrate events in the past

Sc/L2.4d give explanations and instructions

Lr/L2.2a listen to a narrative or conversation

### Context: The news

The activity centres on the topic of news. News broadcasts are extended listening texts that are readily available, authentic and always current. Learners can absorb information on a news topic from the radio and from television and newspapers. The main focus in the integrated activity is on the radio, because it requires learners to rely on what they hear without visual clues. The radio offers sufficient variety, as different programmes on the same station, and different radio stations, will present the topic in different ways and registers. Once learners feel confident about extracting information from a particular programme, they may well listen to it regularly – a positive point, as learners at this level may not have English classes in the future.

The teacher needs to record news bulletins on the same day from two different stations, such as Radio 4 and Five Live.

### Preparation for listening

Create the context by bringing yesterday's newspaper into class. Ask learners how they find out what is in the news. Do they read a national paper? Every day? Once a week? Which paper? What about radio and television? How often do they watch or listen to news broadcasts? Which channel or station? Which is the easiest, and which is the most demanding?

Move on to discuss listening. *What can you do if you hear a word you don't know or you're not sure about?* Gather suggestions and then elicit using the context, getting familiar with a topic over a few days and finding the same words used again and again in relation to that topic.

Ask the class to tell you about current news topics. Put them on the board in the order they are suggested. Make sure everyone understands the topic title. Focus on the type of lexis likely to occur in a given text. Ask learners to suggest words or common collocations that are often associated with the topic you are discussing. You can give prompts in a number of different ways:

- What goes with the following word?

*industrial* (action, unrest, relations)

*traffic* (congestion)

*majority* (overwhelming, vast, silent)

*expectations* (unrealistic)

*government* (intervention)

- Contextualise your search for collocations by using one or two of the current news topics.

In a news item about flu, what words are likely to be used with the word *flu*?  
(outbreak, epidemic)

In a news item about industrial unrest, what words are likely to be used in connection with the first word? (*negotiations* – have broken down; *strike action* – threatened; *pay* – claim)

- Use an extract from a newspaper article on one of the current topics for a cloze test on collocations. Learners can work through this in small groups or compete against each other in teams.

## Listening

Tell learners that they are going to hear part of a news bulletin on Radio 4, and that they should write down the news topics in the order in which they feature. For each topic, they should write down any collocations they hear. Explain collocations as words that are often used together (such as the ones practised in the exercise earlier).

Play the first four items of the news bulletin. In pairs, learners note the topics and collocations they hear. The teacher can decide whether to follow up with class feedback at this stage, or to wait until the second bulletin has been played.

Play a recording of yesterday's news from another radio station, for example Five Live. Again use only the first four topics. Once again, pairs list the topics and the collocations.

Focus attention on the similarities and differences between the two news broadcasts. Did each news broadcast contain the same topics? Were the topics in the same order? Discuss how broadcasters give different degrees of importance to individual news items, e.g.: position in the list of items; amount of time devoted to the topic; range of views covered in relation to the topic; number of days when news bulletins include that topic (the position in the list may change); tone of voice and language used by the newsreader. Which bulletin was easier to understand? Why? Shorter sentences? Easier lexis?

For the following activities, use the news bulletin that is more demanding, replaying the four news items they have heard before. Play the first item and ask pairs of learners to suggest what the main point is in this item and what the secondary ideas are. If pairs

disagree, play the tape again and ask learners to back up their opinions with evidence. Put their comments on the board. Refer to points raised earlier about how we know the relative importance of different news items.

Use the next three items to work on guessing the meaning of unknown words. Ask learners to raise a hand whenever they hear a word they don't know. Play the broadcast and, when someone puts up a hand, stop the tape and rewind a little to remind them of the context. Show learners how to use the context to narrow down and eventually deduce the meaning of unfamiliar words, using the following texts as examples:

*The House debated the Bill until five o'clock this morning when the motion was finally carried by the Government. Members of the Opposition were in uproar and accused the government of filibustering.*

- *What was unusual about this debate? (It went on so long!)*
- *Who won?*
- *You can guess how the Opposition felt about it. What possible accusations could they make? So what does filibustering mean?*

*The Minister refused to comment about repeated allegations that he had lied about the amount of money to be committed to health service spending. He rebutted suggestions that he had deliberately misled the House and the general public.*

- *What was alleged about the actions of the Minister?*
- *What have people suggested that he has done?*
- *Does he admit that he has done wrong? So what does rebutted mean?*

Now tell learners the topic of the fifth news item. Ask them to predict the likely content and type of lexis. Remind them to think of collocations, not only single words. Learners work in fours to write down the collocations and predict the content of the news item. Give support, e.g. by saying:

- What do you already know about this topic?
- If someone is going to be interviewed for this item, who is it likely to be?
- What differences of opinion belong to this topic?
- Are there any related issues which you are aware of?
- What kind of words are likely to arise in this item?
- How is the item likely to end?

Put the content and any words suggested by each group on the board. If there are single words, ask the class to suggest collocations.

**Gist listening:** play the news item once for the groups to note whether their predictions about the content were correct.

**Detailed listening:** play the news item again and give learners time in their groups to compare the predicted lexis with what they heard.

Establish with the whole class what the main idea and the secondary ideas were and discuss other issues such as the range of views covered, the tone of voice and language used by the newsreader. Replay parts of the item as necessary.

### Links with other skills

Rt/L2.1a. understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying complexity

Rt/L2.2a identify the purposes of a wide range of texts, whether inferred or explicitly stated

- Read newspaper articles in a range of publications, being aware of register, opinion expressed openly and covertly.
- Understand how to navigate their way around a broadsheet paper with its various sections, features, editorial and readers' letters.
- Become aware that news coverage can never be fully comprehensive or totally objective.

Wt/L2.4a. choose format and structure to organise writing for different purposes

Wt/L2.5a choose formal and informal language appropriate to purpose and audience

Wt/L2.6a choose different styles of writing for different purposes

- Write a news article for a particular audience and publication:
  - The whole class could focus on the same topic and then choose the audience, format and style which they wish to use.
  - Learners could work on the different viewpoints in the topic and then write from one particular angle.
  - Learners could cover a topic in the style of a broadsheet paper and then in tabloid style.

### Independent learning

Learners can watch the TV news and listen to the news on the radio, and compare and contrast the way the items are listed and discussed.

Learners can watch/listen to a news or current affairs programme where certain items are explored in much more detail.

## Communicative functions

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

- greet and sustain social interaction
- give personal information
- ask for personal information
- describe self/others
- ask for descriptions of people
- give general and specific descriptions of things and places
- ask for descriptions of things, places
- narrate
- ask about past events
- give factual accounts – define within explanations
- ask for definitions
- give factual accounts – give examples
- give factual accounts – classify
- generalise and compare/contrast
- give factual accounts – describe a complex process
- ask about processes
- express obligation in the past
- express definite and tentative arrangements in the future
- report
- explain and give reasons
- give instructions
- summarise
- hypothesise
- speculate
- give views, opinions and justification
- ask for advice
- respond to requests for confirmation
- ask for confirmation
- clarify
- rephrase for clarification or emphasis
- check back
- express feelings, likes and dislikes, wishes
- ask about people's feelings, opinions, interests, wishes, hopes
- make requests in informal and formal situations – ask for something
- make requests in informal and formal situations – ask someone to do something
- make requests in informal and formal situations – ask for permission
- criticise, rebuke
- give reassurance and praise
- negotiate
- persuade
- complain
- warn and threaten
- interrupt
- disagree
- change the topic
- take leave

## Strategies for independent learning

Learners should be encouraged to try the following.

### In the community

- Seek opportunities to speak English in contexts other than ESOL classes, e.g. at work; on a leisure, vocational or academic course; in social situations; as a volunteer; as a committee member (e.g. PTA, Neighbourhood Watch).
- Ask questions if they do not understand.

### At home

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

### Using the phone

- Rehearse what they are going to say before dialling, if it is a difficult situation, e.g. complaining.

### Reading

- Try to read as widely as possible – books, magazines, newspapers.
- Use a bilingual or English learner's dictionary to look up words they do not know, and make a note of recurrent words and phrases.

### Using the media

- Try to watch TV using teletext, listen to the radio, read articles in newspapers and magazines and books in English, if only for a short time every day. Either ask English-speaking friends or relatives to explain words/phrases they do not understand, or look words up in a bilingual dictionary.

### Working with games

- Play board games, cards or language games, e.g. charades, with English-speaking friends or relatives.

### Using libraries

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

 <p>Simple, compound and complex sentences, with more than one subordinate clause</p>	 <p>Simple, compound and complex sentences, with a wide range of subordinate clauses</p>
<ul style="list-style-type: none"> <li>word order in sentences with more than one subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>word order in complex sentences, including choice of order for emphasis</li> </ul>
<ul style="list-style-type: none"> <li><i>there had been</i></li> </ul>	<ul style="list-style-type: none"> <li><i>there could be/would be/should be</i></li> <li><i>could have/would have/should have</i></li> </ul>
<ul style="list-style-type: none"> <li>a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i></li> <li>non-defining relative clauses</li> <li>defining relative clauses with <i>where</i> or <i>whose</i></li> <li>participial clauses to describe accompanying actions with <i>-ing</i></li> <li>clause as subject or object</li> </ul>	<ul style="list-style-type: none"> <li>a wide range of conjunctions, including <i>on condition that</i>, <i>provided that</i></li> <li>conditional forms, using <i>had + would/could/should have</i></li> <li>comparative clauses</li> <li>more complex participial clauses with <i>-ing</i> and <i>-ed</i></li> <li>fronting and cleft sentences for emphasis</li> </ul>
<ul style="list-style-type: none"> <li>reported speech with a range of tenses, including use of <i>would</i> and <i>had</i></li> </ul>	<ul style="list-style-type: none"> <li>reported speech, using a range of verb forms</li> </ul>
<ul style="list-style-type: none"> <li>a range of embedded questions using <i>if</i> and <i>whether</i></li> <li>reported questions with <i>if</i> and <i>whether</i></li> <li>use of <i>had</i> and <i>would</i> in reported questions</li> <li>reported requests</li> </ul>	<ul style="list-style-type: none"> <li>more complex embedded questions</li> <li>reported questions, using a range of verb forms</li> </ul>
<ul style="list-style-type: none"> <li>statements with question tags using Level 1 tenses</li> </ul>	<ul style="list-style-type: none"> <li>statements with question tags, using Level 2 verbs and tenses</li> </ul>
<ul style="list-style-type: none"> <li>reported instructions</li> </ul>	<ul style="list-style-type: none"> <li>imperative + question tag</li> </ul>
<b>Noun phrase</b>	
<ul style="list-style-type: none"> <li>more-complex noun phrases with pre- and post-modification</li> <li>word order of determiners</li> </ul>	<ul style="list-style-type: none"> <li>noun phrases of increasing complexity</li> </ul>
<ul style="list-style-type: none"> <li>use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> </ul>	<ul style="list-style-type: none"> <li>use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul>
<ul style="list-style-type: none"> <li>range of expressions to indicate possession</li> </ul>	
<b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b>	
<ul style="list-style-type: none"> <li>present perfect continuous</li> <li>past perfect</li> <li>present and past simple passive</li> <li>use of <i>would</i> in conditional sentences</li> <li>causative use of <i>have</i> and <i>get</i></li> </ul>	<ul style="list-style-type: none"> <li>use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive</li> <li><i>would</i> expressing habit in the past</li> <li>use of <i>had + would/could/should have</i> in conditional sentences</li> </ul>
<ul style="list-style-type: none"> <li>modals: <i>ought</i> to express obligation; negative of <i>need</i> and <i>have to</i> to express absence of obligation; <i>would</i> to express hypotheses; use of forms, e.g. <i>be able to</i> to refer to future; <i>would like</i> + object, + infinitive, e.g. <i>would like you to</i></li> </ul>	<ul style="list-style-type: none"> <li>modals expressing past obligation, possibility, rejected conditions</li> </ul>
<ul style="list-style-type: none"> <li>a range of phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>a wide range of phrasal verbs with a number of particles</li> </ul>
<b>Adjectives</b>	
<ul style="list-style-type: none"> <li>comparisons, using <i>fewer</i> and <i>less</i></li> <li>collocation of adjective + preposition</li> </ul>	<ul style="list-style-type: none"> <li>connotations and emotive strength of adjectives</li> </ul>
<b>Adverbs and prepositional phrases</b>	
<ul style="list-style-type: none"> <li>prepositions to express concession</li> <li>collocations of: verbs + prepositions; nouns + prepositions</li> </ul>	<ul style="list-style-type: none"> <li>prepositions + <i>-ing</i> form</li> <li>prepositions followed by noun phrases</li> </ul>
<ul style="list-style-type: none"> <li>a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>comparative and superlative forms of adverbs</li> <li>a wide range of intensifiers</li> </ul>	
<b>Discourse</b>	
<ul style="list-style-type: none"> <li>a range of discourse markers expressing: addition, cause and effect, contrast, sequence and time</li> <li>markers to structure spoken discourse</li> <li>use of ellipsis in informal speech and writing</li> </ul>	<ul style="list-style-type: none"> <li>a range of logical markers</li> <li>sequence markers</li> </ul>

## Formality and informality in English

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

### General

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

### Language features

The main characteristics of informal English include:

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

The main characteristics of formal English include:

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