

level 1



You're late! I've been waiting for hours!

In the first exercise, you kneel on the floor, then lean back and hold your legs just above the ankles with each hand, keeping your arms straight. Then look up.

The second exercise involves you putting your hands and feet flat on the floor before arching your body as high in the air as possible.

URGENT FAX

TO: Phil Turner
From: Goran Simcovic
Fax No. 0173 984 215
Re: Estimate for repairs
No. of pages including this one 1 Date 21/10/01

Thank you for your letter of 9th July. We would like to accept your estimate for repair to our garage and would like you to proceed with the work a.s.a.p. Please ring to arrange a suitable time to pick up the keys.

Hi Sarah
can't make the party on
Saturday. Hope you get loads of
prezzies!
love
Maria xxx

She's been working in Kingston but studying in Hounslow.

Is man destroying his environment? Many people are worried about the quality of the air, the water and the land around us. Are we doing enough to protect our planet? Is it too late to save it?

The growth of industry throughout the 20th century has caused a great deal of pollution, which is harming the world-wide environment. Research shows that the three main effects of pollution are: damage to the ozone layer, global warming and acid rain. In addition ...

Barometers are instruments which measure pressure.

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

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

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



Speak to communicate

Sc/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 1 speak clearly in a way which suits the situation

Component skill and knowledge and understanding

Adults should learn to:

- 1a use stress and intonation, so that meaning is clearly understood
 - be able to place stress correctly in a range of multi-syllable words, and develop awareness of how the stressed syllable may be different in words from the same family
 - be able to select appropriate words to carry the stress in a sentence, and be able to vary the stress to change emphasis, e.g. in reciprocal questions and when correcting mistakes
 - be aware that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and be able to speak with reasonable speed and rhythm
 - be able to articulate between stressed and unstressed syllables, making clear the distinction between them
 - be aware of the role of intonation in indicating attitude and in helping to make meaning clear within discourse, and be able to use intonation to add meaning and interest in discourse

Example of application and level

Economy; economic
Information; informative

- *Do you live in Lancaster Road?*
- *No, Lanchester Road.*
- *Where do you live?*
- *I live in Chapeltown. Where do you live?*

I've been learning English for four years.

I feel so excited about it.
And can you believe what happened next?
Have you heard the news?
(spoken with exaggerated intonation)

- 1b articulate the sounds of English in connected speech
 - be aware of the tendency for sounds to assimilate or elide in connected speech, and be able to approximate this



Sample activities

- Working in small groups, learners match a range of multi-syllable words (these could be linked by topic or a mixture of words that have been recently introduced in class) to domino cards (e.g.), showing their stress pattern.

<i>scientist</i>	<i>consultant</i>	<i>bronchial</i>
<i>photograph</i>	<i>informative</i>	<i>scientific</i>
<i>consultation</i>	<i>bronchitis</i>	<i>economist</i>
<i>economy</i>	<i>information</i>	<i>photographer</i>

They practise saying the words with the correct stress pattern and notice where there are differences in words from the same family.

- Learners work with two different, short newspaper stories to read. Group A works in pairs and highlights the key message words, e.g. *A man has been arrested for an alleged attack on 80-year-old pensioner Mrs Jones.* Group B also works in pairs and highlights the key words in its text, e.g. *A woman has been charged for the attempted theft of jewellery worth £3,000.* Group As then send a 'telegram' of their story to Group Bs, who try to recreate it using the key words, e.g. *woman/charged/theft/jewellery/£3,000.*

Learners then work in pairs of As and Bs. They take it in turns to check orally their recreated story and pretend to mishear. They ask questions to check and correct each other's mistakes, e.g.:

- A. *A woman's been charged.*
 B. *Did you say a man's been charged?*
 A. *No, a woman's been charged.*
 B. *Did you say she's been arrested?*
 A. *No, she's been charged.*

Learners then practise and prepare a short news broadcast, which they can tape if they wish. They concentrate on trying to produce the stress, rhythm and speed of natural speech.

- Learners work in pairs and read a short dialogue. They mark the linkages and where they think sounds will assimilate or elide in connected speech, e.g.:
 - *Good morning Mrs Bajpai. How are you today?*
 - *Not too good, I'm afraid, doctor. My chest's been hurting again.*
 - *Let me listen. Breathe in. Now breathe out. Hmm. Not too good, Mrs Bajpai. I'm going to send you for some tests.*
- Learners then listen to a tape of the dialogue to check if they were right. They practise the dialogue in pairs taking both parts and trying to elide and assimilate the sounds they have marked.

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

Speak to communicate

Sc/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

1c use formal language and register
where appropriate

- be aware of the need to adapt register according to the formality or seriousness of the situation, or the relationship between speakers

Oh, sorry about that.

I'm really very, very sorry.

Can you give me a hand?

I wonder if you could possibly help me?

- be aware of the way that emotion can be more marked in less formal situations, and of the role of stress and intonation in signalling emotion

I felt so angry. I couldn't believe what he did.

(spoken with exaggerated intonation)

(See also Lr/L1.2b, page 282.)

An adult will be expected to:

2 make requests and ask
questions to obtain
information in familiar and
unfamiliar contexts

2a make requests

- be able to:
 - (a) ask for something
 - (b) ask someone to do something
 - (c) ask permission
using a range of modal verbs, e.g. *could*, *might* and other forms, e.g. *would you mind ... -ing?*
- be able to vary register in different situations and relationships
- be able to choose appropriate intonation to be, e.g. polite, assertive
- be able to introduce a request with a pre-request, choosing an appropriate form for the situation

Is it OK to use this?

Would you mind passing me my book?

Could I possibly speak to the Principal?

You don't mind asking her, do you?

I'm really sorry to bother you , but ...

I wonder if I could ask you a favour?



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Sample activities

- To analyse the importance of adapting register in the context of social interaction, learners begin by working in pairs, looking at a list of statements and questions and matching them to possible situations, e.g.:

Oops, sorry!

I'm so sorry, how clumsy of me, are you all right?

(a) A person steps lightly on a friend's toe on the bus.

(b) A person bumps into a stranger and spills his hot coffee all over him.

The whole group discuss their answers and give their reasons, stating how well they think the speakers know each other. Learners practise a range of intonation for the questions and statements and discuss whether this makes a difference to the formality and seriousness of the situations.

Learners role play formal and informal situations, varying the register. Role plays are videoed or recorded, and feedback is given on how effectively the learners conveyed formality and informality.

- Learners look at a range of requests and pick out the more informal ones, e.g.:

I wonder if I could ask you a favour? I'm away next weekend and I'm worried about the cat. You couldn't possibly feed her on Saturday and Sunday, could you?

Please could you keep the noise down?

I'm really sorry to interrupt you, but would it be possible to leave half an hour early tomorrow? I've been asked to see my son's teacher at 4.30.

Can I borrow this?

They identify the modal verbs *would* and *could* and the pre-requests, which signal a more formal or important request. They work in pairs and take it in turns to pick up prompt cards making requests and adjusting the register and intonation to suit the situation and type of request. The partner can agree or refuse the request appropriately, e.g.:

Ask your friend	(a) to lend you a pen.	(b) to lend you £20.
Ask your neighbour	(a) to keep an eye on your house while you are away.	(b) to mend their fence which has blown down.
Ask your teacher	(a) to explain a new word.	(b) if you can leave class ten minutes early.
Ask your boss	(a) if you can speak to him or her about a problem.	(b) to change your shift for next week.

Speak to communicate

Sc/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

2b ask for information

- use accurately verb forms appropriate to this level, e.g. present perfect/present perfect continuous, and present simple passive/past simple passive, in the question form
- form different types of question, including embedded questions and tag questions and choose which type of question best suits the situation
- use intonation appropriate for the question type
- be able to ask questions in a range of contexts, e.g.:

(a) ask for personal information

Ask for personal information in a formal or informal context, e.g.:

What have you been up to lately?

What have you been doing since July?

You are coming, aren't you?

(b) ask for descriptions

Ask for a description, e.g.:

Do you know what he looks like?

Would you be able to describe her to me?

What's it made of?

Ask for an explanation, e.g.:

Would you mind telling us what happened?

(c) ask about processes

Ask about a process, e.g.:

How is it organised?

Can you explain how it works?

(d) ask for definitions

Ask for definition, e.g.:

How would you define X?

What's the meaning of ... ?

(e) ask for comparison

(See also Lr/L1.1b, page 280.)



At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

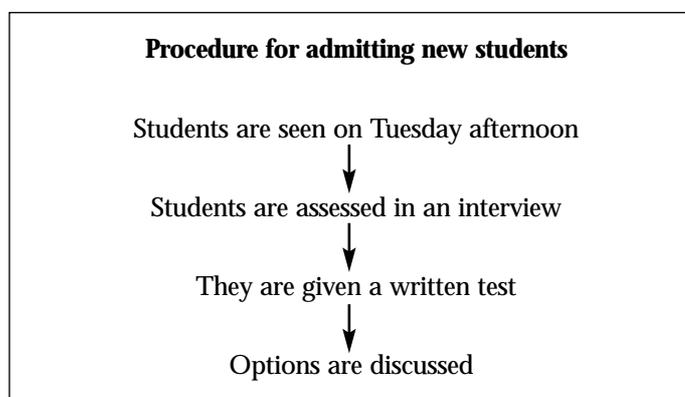
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

Sample activities

- As a preamble to asking about and describing processes, learners listen to a tape of a college lecturer talking about her job, and then answer questions about her duties and responsibilities, e.g. *On Tuesday afternoon, after I finish teaching, I go back to room 12 and run a drop-in session for new students. It's quite a rush because there are normally anything between eight and twenty people waiting to see me, and they've all got to be given an interview, assessed ...*

Learners answer questions on whether verbs are in the active or passive and on the use of sequence markers. Learners are then shown a different way of talking about a person's job, using the passive, which focuses on the process or procedure rather than on the person. This is introduced with a flow chart diagram



Learners listen to the procedure being described, using the passive and sequence markers. They are then asked questions on the procedure, e.g. *How are new students admitted? How are they assessed?* and practise asking and answering questions about the process in pairs, using the flow chart. Learners are given a copy of the spoken text as reference. They practise or revise the construction of questions and statements, using the passive in detail with self-checking material and grammar reference texts, focusing on manipulating the verb *be*, irregular past participles and inverting the subject/object.

Learners practise asking and responding to questions about other common procedures they are familiar with, e.g. booking a computer in the study centre, borrowing books from the library, renting videos from a video shop.

As homework they are asked to think of, and to prepare a short presentation on, something their country is famous for producing (e.g. *India is famous for its mirror-work textiles*). At the same time, they are asked to revise, using the passive for asking about processes. In small groups, learners will have to talk about something their country produces and answer questions on the process.

Speak to communicate

Sc/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 3 express clearly statements of fact, explanations, instructions, accounts and descriptions

Component skill and knowledge and understanding

Adults should learn to:

- 3a express statements of fact
 - form simple, compound and complex sentences, and other shorter forms common in spoken language, e.g. minimal responses
 - use with accuracy grammatical forms suitable for Entry level, and develop use of forms suitable for this level, e.g.:
 - (a) past perfect
 - (b) articles and other determiners
 - (c) passive voice
 - (d) reported speech
 - make longer statements of fact, with appropriate intonation
 - be aware of the importance of rhythm in making longer statements comprehensible
- (See also Lr/L1.5a, page 286.)

Example of application and level

Give personal information, e.g.:

I've been learning English for four years.
She's been working in Kingston, but studying in Hounslow.
I was brought up in the Philipines by my uncle.

Report another speaker's words, e.g.:

She said she'd help me.
We told them to come at 5.30.
He asked me if I could type.



At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

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Sample activities

- Learners work in two groups. Both know that there was a burglary at 10.30pm yesterday. Group A are police officers, who plan a list of questions to ask suspects about where they were and what they were doing at that time. Group B are suspects, who work out their alibi for the time of the crime.

Each police officer must then interview at least two suspects and ask them questions about their alibi. Suspects reply, using full sentences or shorter forms common in spoken language, e.g.:

- *Where were you last night, Sir?*
- *At home.*
- *What were you doing?*
- *I was watching TV all evening.*

Police officers compare information and report what the suspects told them, e.g.

He said he'd been ...

Suspects also compare notes, e.g.:

She asked me if I had any witnesses.

Police officers then decide which suspect is guilty and give reasons, e.g.:

He said he'd been watching TV, but couldn't say what was on.

Speak to communicate

Sc/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

3b give factual accounts

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

(a) define (use defining relative clause, passive with *to* or *for*)

Give a definition, e.g.:

Barometers are instruments that measure pressure.

They are used to measure . . .

They are used for measuring . . .

(b) classify (use quantifiers)

Classify, e.g.:

Mangoes are types of fruit. There are many varieties in India.

(c) describe a process (use passive)

Describe a process, e.g.:

First, you put the couscous in a pan and steam it. After about ten minutes . . .

Bread is made from flour. First, the flour is mixed with water and yeast, and then . . .

(d) generalise (use articles, including zero article)

Generalise and give examples, e.g.:

Sport is not generally dangerous, but some sports are dangerous, for example motor racing.

(e) give examples

- sequence the above coherently in a verbal report, using discourse markers as appropriate

- form questions to check that the listener has understood, and ask for confirmation

(See also Lr/L1.5a, page 286.)

Is that clear?

Are you sure you understand?

You do understand, don't you?



Sample activities

- As a way of practising giving definitions (using a defining relative clause) and vocabulary they have recently learnt, learners play an information-gap game: in small groups, they take it in turns to give a definition of a person or thing written on a set of cue cards, without saying the actual word; the others have to guess what is being defined. For example, a learner who picks up a card with the word *archaeologist* on it says, *This is a person who is interested in the past, who digs up ancient cities ...* The learner who guesses correctly keeps the card. The learner with most cards at the end wins the game.

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

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information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

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Speak to communicate

Sc/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

3c narrate events in the past

- use a range of narrative tenses, including past perfect, to give precise information about past time
- understand that there is a usual structure for an anecdote or narrative (e.g. set the scene, describe sequence of events, express own reaction) and be able to organise a narrative accordingly
- be able to indicate contrast, reason, purpose, consequence and result, using discourse markers, subordinate clauses, etc.
- be aware of the role of pitch and intonation in maintaining the interest of listeners, e.g. raised pitch to introduce a new idea, rising intonation to indicate that the topic is not finished

(See also Lr/L1.5a, page 286.)

My train has been cancelled again, because of the weather.

It still wasn't cold, even though it had rained all night.

I'm sure he's going to be late, so I think we should start without him.

3d give explanations and instructions

- recognise when an explanation or instruction is required, and be able to respond with appropriate register
- give minimal or longer responses, with grammatical accuracy
- be able to express:
 - (a) obligation
 - (b) cause and effect
 - (c) purpose
- recognise when an explanation or instruction is required, and be able to respond with appropriate register
- be able to highlight new or important information, through the use of stress, intonation and pausing, or through reiteration

(See also Lr/L1.5a, page 286.)

– Sorry to bother you, but I missed the class last week. Can you explain what I'm supposed to do?

– OK, well, we have to write a report on ... and then ...



At this level, adults can:

listen and respond

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Sample activities

- To establish the sequence of events, learners listen to a short narrative in the past, which recounts an embarrassing incident. They then work in pairs with a written version of the story cut into sense units, and label the parts of the story: setting the scene, describing the sequence of events, expressing own reaction, concluding.

They listen again and notice and try to mark the places where the speaker's intonation rises, indicating that the topic is not finished, e.g.:

I was on holiday in Prague and it was my first day there. Suddenly, this rather dodgy-looking man standing by my seat said something to me in Czech and held out something in his hand.

Learners think of an embarrassing/awkward situation in which they have been involved and work individually to plan and sequence the story. In small groups, they tell each other their stories.

- Learners listen to a taped conversation in which someone gives instructions to a friend about looking after their house while they are away. In pairs, they predict things that may be mentioned and tick the ones they hear, e.g. *key, cat, windows, lights, houseplants, rubbish, central heating, money, mail, garden*. Learners listen again and note the instruction given for each thing mentioned, e.g. *feed cat once a day + check water*. They notice the way key words are stressed.

As a class, they practise in chorus, giving instructions for each thing mentioned, using stress and intonation to highlight key information, e.g. *Feed the cat once a day. Check there's water in the dish*. In pairs, they take it in turns to practise giving instructions from their notes.

Learners make notes about how to look after their own house. In pairs, they take it in turns to give instructions. Their partner repeats the instruction to check that they have understood correctly.

Speak to communicate

Sc/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

3e describe and compare

- be able to enrich a noun phrase with both pre-modification and post-modification, e.g. participle phrases

- be able to make comparisons, using regular and irregular comparative forms, including *fewer* and *less*

- be able to incorporate descriptions into various types of discourse, e.g. narrative, discussion, and to indicate what is fact and what is opinion

Describe people, e.g.:

The nicest person in my office is Jane, the manager's PA.

A man wearing dark glasses and trainers ran across the road.

Describe and compare places, e.g.:

Kuala Lumpur has grown enormously in the last decade.

People here drive much faster and with a lot less care than in my country.

Describe things, e.g.:

– *We're taking a short break at a spa.*

– *What's that?*

– *It's a place where there is a spring of mineral water which is supposed to be good for your health.*

An adult will be expected to:

4 present information and ideas in a logical sequence and include detail and develop ideas where appropriate

4a present information and ideas in a logical sequence

- be aware of the fact that ideas and information can be sequenced in different ways, e.g. chronologically or with the most important idea first

- understand that the conventional way to sequence information can vary across cultures

- be able to use discourse markers indicating sequence, and verb forms, such as past perfect, which help to indicate sequence



Sample activities

- In pairs, learners look at two estate agents' descriptions of houses, and compare them. They complete a chart comparing features: number of rooms, size of rooms, garden, price, near transport, etc. They then discuss the differences and similarities and also give their opinion, e.g.: *They're both good for public transport. This one's got more bedrooms, but the living room's smaller. This one looks nicer and it's got a larger garden.*

In pairs, learners compare a variety of house descriptions and choose the most suitable one for different prospective tenants, e.g. *a young couple with a new baby and not much money, a family with two teenagers and a grandmother living with them, two brothers and their wives.*

In small groups, they discuss their choices and give reasons, e.g.:

- *This one's best for the young couple because it's the cheapest; it looks prettier than the others too.*
- *No, this one would be better because it's nearer public transport and it's got a little garden.*
- *This one's best for the two brothers, because it's got two bathrooms and more bedrooms. It's more expensive than the others, but it's the most suitable as it's got more space.*
- As a possible extension activity, learners choose the house or flat they would like to rent and give their reasons.

- As a way of analysing how information can be sequenced in different ways, learners watch two short video excerpts, one of a chronologically sequenced narrative (e.g. the news report of an event), the other of a non-chronological account (e.g. a description of a custom or tradition). Key features of each type are discussed, e.g. events are usually recounted in chronological order, using past tense and adverbial phrases of time, whereas non-chronological texts will set out ideas in the order judged to be of greatest importance or interest by the speaker. A checklist is elicited of the key features.

In small groups, learners are asked to prepare a short talk on either the life of a famous man or woman they admire or life in Britain in the 21st century. They are encouraged to research their chosen topic using reference material, the internet, etc. and to interview other learners. Each group prepares their talk, and each member rehearses it. One person is then asked to give their group's talk. Learners discuss the presentations.

Learners discuss the cultural conventions that influence the ordering of information, e.g. some cultures may put the most important idea or point at the end, rather than at the beginning, deeming the preamble an important build-up. Learners discuss the practical application of these observations, e.g. when asked open questions at an interview, when complaining.

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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Speak to communicate

Sc/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

4b include detail and develop ideas
where appropriate

- be able to elaborate on statements, e.g. by giving reasons, contrasting ideas, etc., using discourse markers and subordinate clauses

I was ill; that's why I didn't come.

I didn't think you would miss me ...



Sample activities

- Learners work in small groups using a snakes and ladders board, a dice, coloured counters, and a set of snakes and ladders cards.

Sample situation cards

There is no milk for breakfast. Try to persuade someone in the house to go out and buy some.

You left your bag on the bus this morning. Telephone to report it missing.

Your 13-year-old son has a temperature. Phone the school to say he'll be away.

Someone's bag is on an empty seat on the bus. You want to sit down.

The ticket inspector gets on the bus, but you can't find your ticket.

You ordered some towels by mail order, but they haven't arrived. Phone to enquire what's happened.

Your daughter's school is closed today. Ask your friend to look after her for the morning.

You are twenty minutes late for class. Explain why.

The first player throws the dice and moves his or her coloured counter the requisite number of squares on the board. If a player lands on a snake or a ladder, he or she picks up a card and reads it to the group. The player must make a response which the rest of the group thinks is appropriate to the situation and give reasons or elaborate as necessary. If the response is acceptable to the group, the player can either avoid going down a ladder or move up a snake as appropriate. The winner is the first one to reach the end.

- As a variation, learners work without a board and take it in turns to pick up a situation card and respond. Learners can also write their own situation cards for other groups.*

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

Engage in discussion

Sd/L1

Basic Skills Standards level descriptor

An adult will be expected to:

- 1 follow and contribute to discussions on a range of straightforward topics

Component skill and knowledge and understanding

Adults should learn to:

- 1a take part in social interaction
 - be aware of how register changes depending on the relationship between speakers in social interaction, e.g. when:
 - (a) introducing people
 - (b) taking leave
 - (c) inviting
 - (d) accepting or refusing invitations
 - and be able to choose the register suitable for the occasion

1b take part in more formal interactions

- be able to initiate and follow through a more stressful kind of interaction, e.g. a complaint
- be able to respond in a range of situations, e.g. by giving a warning or apology
- use intensifiers and appropriate intonation to increase the impact of a warning or apology

Example of application and level

Introduce people

I'd like to introduce you to . . .

Have you been introduced?

(more formal)

Do you know each other?

Anna, meet Rachid.

Rachid, Anna.

(more informal)

Take leave, e.g.:

Well, take care.

Hope to see you soon.

(more informal)

It was very nice to have met you.

(more formal)

Sorry I'm late, but . . .

You must be very, very careful when you use this machine.

Oh, I'm so sorry.



At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

Sample activities

- Learners work in pairs and discuss introductions/leave takings which would be appropriate to use with: their boss, their teacher, the dentist, the principal of the college, the mother of a friend, a new neighbour, their child's teacher, a new student in the class. For example: *May I introduce you to my husband? Hi, this is my sister Samina. Have you been introduced? Hello, this is my daughter Sofia. Do you two know each other? Bye. It's been nice meeting you. Take care. See you soon. It was lovely to meet you. Cheerio.*

Learners work in small groups and practise accepting/refusing invitations in a register suitable for the occasion. Working clockwise, they take it in turns to pick up prompt cards and invite. The next person must accept/reject in the same register, e.g.:

- *Good morning, Mrs Shah. Would you like to join us for a coffee?*
- *Thank you. I'd love to.*

Sample prompt cards

- Introduce yourself to a new neighbour and invite them in for a cup of tea.
 - Invite your teacher to a party.
 - Invite a classmate to go swimming after class.
 - Invite a friend to your birthday party.
 - Invite a neighbour to come to a meeting about public transport in the area.
- Learners work from sample prompt cards, e.g. introduce yourself to the doctor's receptionist or to your child's teacher:
 - *Good morning. I'm Mrs Hassan, Asif's mother.*
 - *Good morning, Mrs Hassan. I'm Miss Gibson, his teacher. Do sit down, please.*

Engage in discussion

Sd/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

- 1c express likes, dislikes, feelings, hopes, etc.
 - know a wide range of vocabulary for expressing feelings, and be able to express feelings with register appropriate to the relationship between speakers
 - be able to indicate degree of feeling, liking or disliking, through the use of intonation and pitch
 - be able to express positive feelings, e.g. when praising and complimenting others
 - be able to use exaggeration as appropriate in informal situations

I feel very annoyed with them.

I'm really fed up with them.

I can't stand it.

I really enjoyed that talk.

You must be very proud of him.

It took ages.

An adult will be expected to:

- 2 make contributions relevant to the situation and the subject

2a express views and opinions

- be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion, e.g.:
 - (a) obligation
 - (b) possibility and probability
 - (c) hypothetical meaning
- using grammar suitable for the level
- be able to elaborate on and justify an opinion, with examples as appropriate
(See also Lr/L1.6c, page 290.)

Express obligation, e.g.:

I really feel that he ought to see a doctor.

Express possibility, e.g.:

I do think that, if you ring him, he'll be OK about it.

Express hypothetical meaning, e.g.:

I honestly believe that, if they had enough money, they'd go.



Sample activities

- Learners work in small groups and sort a set of feelings cards into positive and negative and according to intensity, e.g. *love, loathe, dislike, enjoy, can't stand, enjoy, disappointed, furious, like, annoyed, adore, delighted, irritated, detest, pleased*.

Negative

Positive

Detest/loathe/can't stand —————→ *enjoy/love/delighted/adore*

Learners listen to the teacher say one thing, but indicate the opposite using pitch and intonation, e.g. *I'm delighted* with falling intonation rather than rising on the stressed syllable or *I hated it* with rising intonation on the stressed syllable rather than falling.

Learners practise in chorus and individually, indicating intensity of feeling through the use of pitch and intonation, e.g.:

– *How do you feel?*

– *I'm furious/delighted/disappointed.*

Learners discuss how to intensify the expression of feelings and list a variety of intensifiers, e.g. *very/a bit/rather/really/quite*. They work in pairs to match them with words to express feelings, e.g. *really love/loathe/dislike/enjoy/can't stand/like/adore/detest; quite + rather like/enjoy; very annoyed/pleased/fed up; a bit fed up/annoyed/irritated/disappointed*.

Learners practise in chorus and exaggerate the intonation to make the degree of intensity very clear using pitch and intonation.

- Working in threes, learners take it in turns to pick up a prompt card and ask about feelings. The third learner must express the opposite feeling.

- In pairs, learners look at a problem page from a magazine and list the problems mentioned and solutions suggested, e.g.:

Problem	Suggested solution
Feels very tired all the time.	Don't do everything yourself.

In small groups, they discuss the suggested solutions and give their views and opinions about what the person should do in each case, e.g. *I think she should see her doctor. She ought to get her husband to help with the housework.*

Learners then comment on the possible consequences of each suggestion, e.g. *If she sees her doctor, he'll check there's nothing wrong with her. If she asks her husband to help, he'll be sympathetic. I don't agree, I think he'd be angry.*

Still working in small groups, the learners take it in turns to pick up a prompt card and describe the problem to the group. Each learner gives their view about the best way to tackle the problem. The group discuss the probable consequences of each suggestion.

- As a possible extension, learners write their own problems and pass them to the next group to discuss.*

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

Engage in discussion

Sd/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

2b give advice, persuade, warn, etc.

– understand the concerns expressed by another person and be able to:

(a) make suggestions

(b) make recommendations

(c) give advice

(d) persuade

(e) warn

– as appropriate, using grammatical forms suitable for the level

– be able to express concepts such as obligation and negative obligation, using verb forms such as *need* and *have to*

– understand that it is very common to follow up advice or recommendations, e.g. by a reason or explanation

– be able to respond when given advice, by:

(a) accepting willingly

(b) accepting reluctantly

(c) rejecting politely

(d) expressing doubt or surprise

– be able to choose the appropriate register for the situation

Make recommendations, e.g.:

I'd buy the other gloves; they're warmer.

Give advice, e.g.:

You ought to go to the dentist. It'd help your toothache.

Persuade, e.g.:

Oh, go on.
(informal)

Would it be possible for you to reconsider?
(formal)

Give a warning, e.g.:

If you don't pay for a ticket, you might get a fine.

You ought to go.

You don't have to go.

You needn't worry.

If I were you, I'd . . .

Yes, that's a good idea.

Mm, I suppose you're right.

Well, it's an idea, but I don't think it'll work.

Really? Do you think so?



Sample activities

- Learners read or listen to a range of comments and decide if the speaker is advising/warning/recommending/persuading. They try to identify the context, e.g.:
Take these twice a day after meals and try to rest as much as you can. (doctor to patient)
If you do that again, you're going straight to your room. (parent to child)
Try to guess what the word means before you look it up in your dictionary. (teacher to student)
Oh let's see this film. It looks really funny. (friend to friend)
- Learners work in small groups and take it in turns to pick up a prompt card and outline the problem. The other learners make suggestions/make recommendations/give advice and follow up with a reason or explanation. The first learner must choose one suggestion and reject the others, giving reasons.

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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Engage in discussion

Sd/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

- 2c plan action with other people
 - be able to negotiate a plan with other speakers
 - use appropriate language to:
 - (a) contrast ideas
 - (b) summarise
 - (c) make suggestions

We could ... , but, on the other hand, maybe it's a good idea to ...

So, Ali wants to ... And Jo thinks we should ...

Shall we ... ?

An adult will be expected to:

- 3 respect the turn-taking rights of others during discussions

- 3a involve other people in a discussion

- be able to involve other speakers in a discussion by asking about feelings, opinions, interests, wishes, hopes
- be able to ask for advice and suggestions
- be able to use non-verbal signalling, as well as suitable phrases, to invite another person to speak

Where do you stand on ... ?

What's your honest opinion?

What do you think is the right thing to do?



Sample activities

- Learners work together to negotiate and plan a class trip or end-of-term outing. They first discuss different ways of making suggestions, e.g.:

We could ...

Maybe/perhaps we could ...

We should definitely ...

We must ...

We ought to ...

They establish which are tentative and which are very strong suggestions and practise in chorus, changing the position of the stress and discussing the effect of this, e.g.:

We could go to the zoo/Maybe we could go to the zoo.

We should definitely have a party/Perhaps we could have a party.

Learners discuss different ways of agreeing, half-agreeing and disagreeing. They practise these in chorus, e.g.:

It's a good idea, but ...

It sounds nice, but ..

That's a good idea.

That sounds lovely.

I'm not sure about that.

In small groups, learners decide on a plan. They then regroup and each person outlines their original group's plan to the new group. The plans are discussed again in the new group and learners make suggestions. They choose a spokesperson to summarise their views to the whole class.

- Learners suggest ways of inviting someone else to contribute to a discussion, e.g.:

What do you think?

What's your view/opinion?

How do you see it?

They also discuss how body language can be used (e.g. make eye contact to invite someone to speak, nod at someone to invite a contribution) and which of these are cross-cultural.

- In small groups, learners play the *Desert Island Survival* game. They have to discuss and agree ten things they would need to help them survive. Each group then reports back to the whole class, which continues to discuss and has to decide ten items as a group.
- As a possible variation, learners are given a list of things they can take from which they have to choose 10, e.g. needle and thread, knife, sheet, compass, axe, plastic boxes, cigarette lighter, fishing rod, parachute, pen and paper, watch, salt, spade, etc.*
The game can also be played with learners having to discuss and agree the three most important things in life, e.g. health, money, family, God, love, friends, fame, work. They choose, regroup and report back to the whole class for further discussion.*

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

Engage in discussion

Sd/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 4 use appropriate phrases for interruption

Component skill and knowledge and
understanding

Adults should learn to:

- 4a use appropriate phrases for interruption
 - know when it may be considered acceptable to interrupt, and understand that the acceptability of interrupting can vary across cultures
 - understand that the way interrupting can be done will depend on the size of the gathering as well as on the formality of the situation
 - have strategies for dealing with unwelcome interruptions

Example of application and level

Can I come in here?

Sorry to interrupt, but ...

Anyway, as I was saying ...



Sample activities

- Learners work in small groups and discuss how easy and or acceptable it would be to interrupt in the following contexts:
 - Two people are talking at a bus stop. You want to know the time of the next bus.
 - Your teacher is explaining something, but you don't understand.
 - You are at a public meeting and the mayor is talking. You want to ask a question.
 - Your friend is telling you a story and it reminds you of something similar that happened to you.
 - You are working in a small group in class and you don't agree with what someone says.

Learners discuss cross-cultural variations in the acceptability of interrupting.

They then work as a class and suggest different ways of interrupting and discuss their appropriateness in different contexts. They practise repeating in chorus and individually using stress and intonation to sound polite, e.g.:

Excuse me.

Can I come in/interrupt here?

I'm sorry to interrupt, but ...

Could I possibly interrupt here?

I hope you don't mind me interrupting, but ...

Could I make a point here?

- Learners work in small groups with a set of topic cards, e.g. public transport, tattoos, smoking in restaurants, the best way to learn English. Each learner has five interruption cards specifying contexts with different levels of formality, e.g. a public meeting, your friend at home, your child's headmistress at a parents' meeting, your teacher in class. The winner is the first person to use all their interruption cards.

The first person picks up a topic card and begins talking. Other learners must interrupt by putting down one of their interruption cards and matching their choice of language to the context on the interruption card. The rest of the group can challenge if they feel the interruption is rude or inappropriate. If there is no challenge, the learner must continue talking on the same topic until interrupted. They can pick up a new topic card when a topic is exhausted.

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

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

Listen and respond

Lr/L1

Basic Skills Standards level descriptor

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

- 1a extract information from texts of varying length, e.g. on radio, TV or presentations

- be able to identify key words and phrases within a given context

- be able to guess the meaning of unknown words by understanding the gist of the context as a whole and by understanding the meaning of adjacent words

- be able to identify the main ideas in a given text

- 1b extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond

- understand that relevance of information will depend on listening purpose, context or task
- be aware that key information can be expressed in a variety of ways
- be able to use a range of markers to indicate that they are listening, (e.g. *I see, oh*) as well as more positive response markers, (e.g. *absolutely, exactly*)

(See also Sc/L1.2b, page 258.)

Example of application and level

Identify key words in the context of law and order (e.g. *capital punishment, accused, bail, get off lightly, prosecutions*):

In my presentation today I am going to describe and compare the system of law and order in this country with the system in my country, Thailand. In particular, I will look at the different attitudes to capital punishment, drug-trafficking, terrorism, and how the accused are treated before they are prosecuted.

Guess the meaning of unknown words in a text, e.g.:

- *You're a percussionist, so what do you play?*
- *Percussion actually covers 600 and over 650 instruments and ... um ... I actually try to play as many as I can but I think even in my lifetime ... erm ... I don't think I would be able to come across them all, because there are so many and they come from different parts of the world ... um ... but basically I play what is called tuned percussion and that really entails xylophone, marimba – which is like a xylophone except lower in pitch – um ... and then you've got the timpani or kettle drums and a vast amount of other drums.*



Sample activities

- Learners discuss courtroom scenes they have seen in television dramas and in which countries they took place. They then examine a picture of a courtroom and list three ways in which it is similar and three ways in which it is different from their countries, in order to identify key words and phrases with the context. Learners feed back to the whole group. Then, before listening to a talk focusing on similarities and differences in the systems of law and order in two countries, learners predict what those differences might be. Comprehension questions while listening will direct learners' attention to key words, e.g. *Listen to the tape and note four aspects of the legal systems which the speaker compares*. Later learners listen for the markers which lead up to the key words, e.g. *In particular, I will look at ...* when the tape is replayed.
- In order to guess the meaning of unknown words in a tape about musical instruments, groups of learners study pictures of various musical instruments and put them into categories. They then explain and try to name the categories. Next they look at a picture of Evelyn Glennie, the person speaking about her profession in the example opposite. Learners listen for the name of the profession and the description of what instruments she plays. When learners have found the new word, they listen again to focus attention on the markers which lead up to the definition, *basically I play ...*
- Learners consider the overall topic of the spoken text they are about to hear and in pairs discuss four to six points that might be covered in the recording, in order to practise identifying the main ideas in a text about a news broadcast, personal narrative or a discussion. While listening, learners note down the main points as they hear them and compare notes with other learners about their predictions. Learners then fill in a table identifying the main points.
- Learners listen to three people talking about a young man who is in trouble with the police for joy riding: a parent, a teacher, a probation officer. All three give their views of the young man – his behaviour, his attitude to authority, his sense of responsibility. Learners are asked to listen for these specific points and note how each person expresses their views. Learners compare the differences and similarities and give reasons for them.

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

Listen and respond

Lr/L1

Basic Skills Standards level descriptor

An adult will be expected to:

- 2 listen for and understand explanations, instructions and narratives on different topics in a range of contexts

Component skill and knowledge and understanding

Adults should learn to:

- 2a listen to an explanation or narrative
 - recognise context and be aware that it is not always necessary to understand every word in order to do so
 - be aware that explanations, narratives and instructions often follow predictable patterns, and use this understanding to predict content

Example of application and level

Note the discourse structure of an anecdote, e.g.:

- establish location and key players
- describe events in sequence
- end with 'punch line' or narrator's reaction

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

- understand that the same idea can be expressed in different ways, depending on the level of formality and/or relationship between speakers
- recognise the level of formality, using knowledge of the context and by listening to the speaker's use of register, and be able to respond appropriately
- use clues of intonation and body language to understand the speaker's attitude to the narrative, and be able to respond appropriately

(See also Sc/L1.1c, page 256.)

Identify differences in register between the following pairs of utterances:

I don't want to go tomorrow. How about next week?

Could we reconsider the date?

You're late! I've been waiting for hours.

Did you have problems with the train?

- 2c understand spoken instructions*

- respond to detail in instructions, especially through understanding prepositional phrases
- understand the order of a set of instructions, by using a variety of sequence markers, e.g. *before/after ... -ing*

In the first exercise, you kneel on the floor, then lean back and hold your legs just above the ankles with each hand, keeping your arms straight. Then look up.

The second exercise involves you putting your hands and feet flat on the floor before arching your body as high in the air as possible.



Sample activities

- To develop awareness of predictable patterns in explanations, narratives and instructions, groups of three learners study slips with a written version of one type of oral interaction, an anecdote. The learners put the conversation into a logical order, then compare their order with another group. The class then suggest possible headings for the stages of the discourse, in this case an anecdote, then decide whether these stages are typical in all anecdotes. Learners then listen to the recorded anecdote and compare the stages with their predictions.
- Learners are asked to imagine that a friend is going to tell them a story about winning a competition. How might the story start? What is he likely to include? How might he end? What further questions might there be from listeners and how might he respond? Suggestions are put on the board. Learners then listen to the tape and check their predictions.

- In order to develop understanding of how formality and/or the relationship between speakers can affect language, learners consider two contrasting utterances side by side on the board and answer *Are the speakers friends or strangers? Why do you think this?* Learners then listen to another utterance and decide which column it should go in on the board. After a number of utterances have been put up, learners discuss what is similar about the informal utterances, in terms of choice of vocabulary, sentence structure, etc., e.g.:

I don't want to go tomorrow. How about next week?

I'd rather not go tomorrow. Would next week be more convenient?

- To practise understanding sequence markers, learners listen to a set of instructions for yoga exercises, identifying the sequence markers in the instructions, by completing a gap-fill. Learners listen again and look at five pictures illustrating each of the exercises and number the exercises.

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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Listen and respond

Lr/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

2d listen for grammatical detail

- identify key grammatical features appropriate for the level, e.g. continuous forms (such as present perfect continuous), conditional forms
- be aware that noticing grammatical features can help in identifying register, e.g. a more formal text may have more passive constructions or relative pronouns
- be aware of how grammar affects meaning, e.g. use of passive indicates emphasis is on the action rather than the person performing the act
- understand that listening to and focusing on grammar can help them to be more accurate in their own speech

Note the use of passives and relative pronouns in a TV news item, e.g.:

The future of the Millennium Dome was thrown into chaos again last night after ministers abandoned plans to turn it into a business park and invited new bids for the site. Downing Street said 70 companies had expressed interest in buying the Dome. Among new bidders will be Pierre-Yves Gerbeau, who wants to re-open it as a visitor centre.

2e listen for phonological detail*

- understand that English has a stress-timed rhythm and that there are a number of ways in which an unstressed vowel can be indicated, e.g. the schwa, elision
- understand that identifying stress within a word can aid recognition of the word, and know that stress can vary in words of the same family
- be aware of how stress can vary in sentences and how this can change meaning
- recognise how intonation, pitch and stress can indicate attitude
- understand that listening for intonation and pitch can help to follow the structure of oral discourse, e.g. in signalling a change of topic
- understand that intonation has a grammatical function, e.g. in distinguishing between a question and a statement
- understand that individual sounds can change significantly in connected speech, as a result of assimilation and elision

*Will you take our photograph?
Meet Mike, he's a photographer
Have they received their contracts?
When glass cools, it contracts.*

*Where do you live?
In Leeds. Where do you live?
John can't come on Tuesday.
(perhaps someone else can)
John can't come on Tuesday.
(perhaps another day)*



Sample activities

- Before examining how grammar affects meaning, learners listen to a tape about the Millennium Dome, discussing the content and ideas by focusing on gist, main ideas and vocabulary. Learners then look at a gapped version of part of the tapescript while they listen to the tape again. The gaps could initially focus on verbs. As the answers are discussed, the teacher can elicit reasons, for example for the use of the passive.
- In small groups, learners match a range of multi-syllable words (these could be linked by topic or they could be a mixture of words that have been recently introduced in class) to domino cards showing their stress pattern.
- Learners listen to people expressing a number of different feelings through their language and intonation, mainly through their intonation. In pairs, learners say who feels what by playing a matching game; they explain how they can tell. Learners identify rising/falling intonation, stress and pitch, discussing how these relate to the emotions. Finally learners practise with their own examples.

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

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information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

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Listen and respond

Lr/L1

Basic Skills Standards level descriptor

An adult will be expected to:

- 3 use strategies to clarify and confirm understanding, e.g. *facial expressions, body language and verbal prompts*

An adult will be expected to:

- 4 provide feedback and confirmation when listening to others

An adult will be expected to:

- 5 respond to questions on a range of topics

Component skill and knowledge and understanding

Adults should learn to:

- 3a use strategies to clarify and confirm understanding
 - understand that a listener can use visual and verbal signals to confirm or query understanding
 - be able to use a range of ways of asking for clarification or repetition, appropriate for formal and informal interactions

- 4a provide feedback and confirmation when listening to others

- be able to use a range of ways of giving feedback and confirming understanding, appropriate for formal and informal interactions

- 5a respond to questions on a range of topics

- recognise a range of question types, including embedded questions and alternative questions
- recognise the type and amount of information required, and give a short or longer answer as appropriate
- recognise the register used by the speaker and be able to match the register in the response

(See also Sc/L1.3a, page 260; Sc/L1.3b, page 262; Sc/L1.3c, page 264; Sc/L1.3d, page 264.)

Example of application and level

What?

What I don't understand is ...

Say that again.
(informal)

Sorry, could you explain that again?

I'm afraid I didn't catch that.

Could you just take me through that again?
(more formal)

So you mean that ...?



At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

Sample activities

- To raise awareness of how a listener can use visual signals, learners watch a series of mimes of different ways to ask for clarification or confirm understanding, e.g. frowning, nodding, putting the head to one side. Learners identify what the message is. Learners then work together in small groups to make a list of ways of indicating these things in other languages. In pairs, one learner gives directions or instructions of how to do something, while the other silently indicates understanding or lack of understanding. Learners discuss what they have learned and whether it is easy to adopt new body language and facial expressions.
- To practise using a range of ways of giving feedback, pairs of learners make lists of different ways of confirming understanding. Pairs exchange their lists and label each utterance as formal or informal, saying when it would be appropriate. After discussion, learners role play, with one learner giving directions or instructions, while the other confirms understanding or gives other feedback.
- To practise recognising a range of question types, learners listen to a radio interview, taking notes on the various questions. Learners use prompt cards and ask each other questions, employing as many indirect/embedded questions as possible.

Listen and respond

Lr/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 6 follow and contribute to discussions on a range of straightforward topics

Component skill and knowledge and understanding

Adults should learn to:

- 6a listen for gist in a discussion

- be aware that it is not always necessary to understand all of the interaction to get the gist
- recognise register and use this to help identify the spoken genre, situation and relationship between speakers

Example of application and level

Identify the situation and speakers' relationship in the following listening text:

- ... so you gotta watch out, like, 'cause it's quite spooky if you're here on your own at night ...
- Yeah, mm, I bet it is ...
- So then, like, if it happens, you phone the police straight away ...
- Yeah.
- There've been so many cases round here lately; sometimes the same driver more than once ...
- Mm, so then ...
- So then, you try 'n' see what he looks like, the driver, but try and get the registration number, that's most important really.
- Yeah, 'course.
- Don't whatever you do go out into the forecourt.
- Naa, you must be kidding ... !
(laughter)

- be aware that discussions often follow predictable patterns, and be able to predict and follow the interactive nature of the discussion

- 6b follow a discussion without participating, e.g. on TV*

- identify where statements include opinion and/or factual information
- be aware that opinions are not always stated overtly, and that inference has a cultural context and often depends on shared knowledge and experience

X was a wonderful film. It was set in Mexico.

- I read the paper yesterday and there was this article about the earthquake in El Salvador.
- Yes, I read it too. I wish I hadn't.



At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

Sample activities

- In order to raise awareness of getting the gist of a discussion, learners listen to a range of short conversations taken from real life, e.g. a conversation overheard in the bus, two people going shopping, a parent talking with a child. Once the situation is established, learners can discuss what the relationship of the speakers is, giving their reasons.

- Learners discuss why it can be difficult to follow a discussion, e.g. lack of knowledge or experience of what the participants are discussing. Learners watch a video discussion and note down the number of times an opinion is stated. They compare results and discuss what is meant in each instance.

Listen and respond

Lr/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

6c follow and participate in a
discussion*

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

– *I've got two possible flats for rent at the moment in the area you are looking in.*

– *Oh, yes?*

– *Yes, well, the first's a very nice flat, a three-bedroom conversion situated quite conveniently near the tube and the shops. It's just been redecorated and it's been beautifully done. Fitted carpets throughout. Quite a reasonable rent for the area, really.*

- recognise inference and be able to respond appropriately

– *Did you like the dress she was wearing?*

– *I liked the one she wore yesterday.*

- recognise the level of formality in a discussion, and be able to match own use of register to that of other speakers

– *I was really annoyed.*

– *Tell me about it.*

- recognise feelings expressed through vocabulary and structures or mainly through intonation and pitch, and be able to respond appropriately

This is amazing.
(using intonation to convey disbelief)

- recognise where speakers use exaggeration, with exaggerated intonation patterns

It'll cause loads of problems.

We've acres of time.

(See also Sd/L1.2a, page 272.)

He'll literally die when he hears.

6d recognise features of spoken
language

- be aware that speech differs considerably from written language, not only in English, but in other languages, e.g. with incomplete utterances, false starts, repetition, ellipsis and use of markers such as *like* and *you know*

– *So, please welcome the fabulous Destiny's Child! (applause, screams)*

– *Hi, hi ...*

– *Well, it's just great to see you guys here. (screams, audience calls out)*

– *Yeah... yeah, it's like totally amazing to be here ...*

– *LONDON, we love you! (screams)*

– *Mm, wild.*

– *So, what's brought the three of you over?*

– *OK, well ... it's like, we gotta tour comin' up soon ... an' ... we're recording our next album in London, which we're really pleased about ...*

– *Uhu ...*

– *Yeah, it's really cool.*

– *So when's that starting?*

– *What, the tour? That's in ...*

– *No, no, the album.*

– *Oh, pretty soon.*

- be aware that speakers from different backgrounds or age groups may use different expressions in speech



Sample activities

- To practise recognising feelings expressed through intonation, learners work in pairs with scripted dialogues. Each participant is also given an 'attitude' to convey which their partner is unaware of, such as impatience, friendliness, disbelief. At the end, pairs guess what their partner was trying to convey.

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

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

- To study how speech differs from written language, learners discuss differences they have noticed. As they then listen to a tape, they note down three things they have heard that would not be found in written language, e.g. *you know, it's like ...*
- To extend their knowledge, groups of learners take tape recorders and interview some learners in the canteen, corridors or outside. Learners choose the topic of the interview. In class, they listen to their recordings and decide whether what they hear is typical of spoken language, and why.
- Learners listen to tapes of regional accents and note down variations from standard spoken English.

Text focus

Reading comprehension

Rt/L1

**Basic Skills Standards
level descriptor**

An adult will be expected to:

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

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

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

- understand that meaning is developed through a text, and that it is necessary to relate the parts of a text to each other to get an overall sense of what the text is about, as well as of the main events

- recognise that knowledge of context, grammar and vocabulary all contribute to determining overall sense

- understand that meaning in texts can be implied as well as explicitly stated

- interact with texts, recognising that it is possible to react to texts in different ways and that texts may be wrong or inconsistent

- use knowledge of different forms of paragraph structure and a variety of ways in which paragraphs link together to aid both global understanding and comprehension of the main points, ideas and events, e.g. the use of connectives such as *In the last paragraph we discussed...* to establish links between paragraphs

- 2a distinguish how language and other textual features are used to achieve different purposes

- understand that choice of language, structural and presentational features reflect the purpose of a text, and that these features can help a reader distinguish between, for example, objective versus persuasive accounts, explanatory versus instructional texts, e.g. in ads, the use of *you* and informal register, superlatives, graphics to convey mood and desirability, different size/boldness of print to emphasise particular points

- understand that readers can choose different sorts of texts to read for pleasure, and interact with texts in different ways

- understand that use of passives and adverbials such as *apparently, supposedly* distance the writer from the fact or opinion expressed

Example of application and level

Read and understand written description from straightforward magazine or newspaper article, short story, autobiographical narrative, and identify people, places, objects and events.

Extract main information from report, web site, or formal letter, simple essay, or textbook.

Read and understand a review or brochure and decide which programme or film to watch.

‘The government’s position on immigration has apparently been greeted with dismay by its backbenchers.’



At this level, adults can:

read and understand

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

read and obtain information

from different sources

in reports, instructional, explanatory and persuasive texts

Sample activities

- Learners identify discourse markers in different texts, and say what pronouns, etc. refer to in a text, and then prepare texts with discourse markers deleted, for their peers to complete.
 - Learners take part in a discussion to activate previous knowledge on a particular topic or self-question: *What do I already know about this subject?* They then identify key phrases and vocabulary (e.g. for job applications: *permanent, temporary, sessional staff*).
 - Using a computer, learners have to put in order jumbled paragraphs of a discursive text (e.g. an essay) and then check against the original text.
 - Learners navigate the web sites of various national newspapers, downloading articles on the same subject from different papers and comparing the coverage given. They look at images, headlines, content, language used. *Is the article biased? Is it emotive? Is it logical and/or consistent?*
 - Learners read an example of a descriptive, explanatory and persuasive text, each with a number of paragraphs. They try to identify and underline the key sentence and discourse markers used in each paragraph and think of an appropriate sub-heading for each paragraph.
-
- Working from examples of different types of short, paragraphed texts with a range of registers that they have brought in (a recipe, a newspaper article, an extract from a short story, a memo, a note to a friend, an article or information previously downloaded from the web), learners work in small groups (a) to identify the author's purpose and (b) to state the author's desired outcome. They say how they feel reading the examples of texts and explore reasons for feelings, e.g. neutral/emotive language; grammar – passive; lack of contractions; in/formality.
 - Learners choose two texts on the same topic – one written as an impassioned attempt to persuade and the other a more measured objective approach. They identify and compare features (e.g. adverbials; passive) which create distance and relative objectivity.

Text focus

Reading comprehension

Rt/L1

**Basic Skills Standards
level descriptor**

An adult will be expected to:

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

An adult will be expected to:

- 4** use organisational and structural features to locate information, e.g. *contents, index, menus, subheadings, paragraphs*

Component skill and knowledge and understanding

Adults should learn to:

- 3a** understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text
 - understand that some texts are structured around main points which are expanded or illustrated by specific detail
 - understand that in some texts and situations only the main points are essential to getting the meaning, whereas in others every detail requires careful reading
 - use knowledge of a range of features of organisational structure, format, layout to aid understanding
 - understand that images and information in graphical form can be used to convey additional information to that in the printed text, e.g. icons on a computer
 - be aware of how images are used to persuade or to convey the force and emotion of a situation or event

- 4a** use organisational and structural features to locate information (e.g. *contents, index, menus, subheadings, paragraphs*)

- be aware that texts of the same type (e.g. CV, message, memo, poster, advertisement, poem, e-mail, text message, application form) share common structural features, and understand how this helps readers find information
- understand that different kinds of text require different methods of navigation, e.g. encyclopaedia in book form, links in hypertext

Example of application and level

Read a short report or article from a newspaper and distinguish main points from examples.

Find specific information from a timetable, menu or web site.



Sample activities

- Using brief written guidelines in bullet points on different ways of organising texts, and a range of examples illustrating different ways of structuring texts, learners match text examples to appropriate bullet-point guidelines.
- Learners discuss how illustrations in a newspaper article contribute to the understanding and interpretation of the written word.
- Learners look quickly at a variety of simple charts and graphs and say what the overall message is. They then search for the same information in the accompanying texts. They then discuss how accessible the information is in both sources, and how its quality compares.
- Learners highlight main points in a text, then compare with another learner's main points. They then transfer key information from text to another format, e.g. table, flow chart, mind-map.

At this level, adults can:

read and understand

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

read and obtain information

from different sources

in reports, instructional, explanatory and persuasive texts

- As part of planning a trip into the city centre, learners use electronic and paper-based sources of information, e.g. guide books, A–Z street maps, yellow pages, telephone directories. Learners compare the way that different sources of information are organised.

Text focus

Reading comprehension

Rt/L1

**Basic Skills Standards
level descriptor**

An adult will be expected to:

- 5** use different reading strategies to find and obtain information

Component skill and knowledge and understanding

Adults should learn to:

- 5a** use skimming, scanning and detailed reading in different ways for different purposes*

- recognise that different strategies are useful for different purposes
- understand that skimming is for getting general gist and overall impression, and for quickly getting to know the subject, tone or intention of the writer
- read topic sentences, and make predictions based on recognition of a range of textual features
- understand that scanning is for locating and retrieving information relevant to purpose and does not necessarily involve following the linearity of text
- be able to judge when detailed reading is necessary
- develop awareness that in skimming we use discourse markers to help us predict what sentences are likely to follow and signal links with previous sentences and paragraphs, e.g. *This essay will look at ... , In addition, ... , However, ... First and most important ... , both ... and ... , Finally, ... , In short, ...*

- 5b** use reference material to find information

- be aware of a range of key sources of reference and be able to choose appropriate reference tools for purpose of task
- use a range of reference material including bilingual and English–English dictionaries, thesaurus, encyclopaedias (book and CD), atlases, grammar books, internet, etc.

Example of application and level

Skim through a book of short stories to decide whether to take it out of the library, using the title, the illustration on the front cover, the contents page, and the first story to guide their decision.*

Skim through a text and summarise the main points to a classmate as part of a course assignment.*

Scan a mail-order brochure to find the correct price for something they want to buy.*

Use a range of reference sources such as Encarta, web sites, text and reference books, to obtain specific information for a course assignment.



Sample activities

- Learners discuss when it is helpful to use different strategies. They test and develop their speed in skimming and scanning by, for example, using a retail web site to answer questions on prices, sizes, reference numbers, etc., to be completed within a set time. They then read a longer text and test comprehension and extraction of information by undertaking a variety of timed exercises, e.g. questions, multiple choice, filling in a table, cloze.
- Using a range of texts (e.g. a book of short stories, a contents page, an index, a piece of prose outlining a position, a dictionary definition) learners discuss which texts require skimming for gist, scanning for specific items and reading in detail.

At this level, adults can:

read and understand

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

read and obtain information

from different sources

in reports, instructional, explanatory and persuasive texts

- Learners identify topics that they would like to research for an extended piece of writing or short report. They pool ideas about where relevant information can be found. In pairs, they visit these places and select appropriate reference material. They should aim to produce a page of notes from at least two sources.
- Learners are given a text with the repetitious use of certain words, e.g. *thing, get, nice, quite*. In groups, they have to think of and look up (using a thesaurus or dictionary) as many possible synonyms for those words, to fit the particular context. Learners discuss their findings together and choose the best examples.

Sentence focus

Grammar and punctuation

Rs/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

1a use implicit and explicit grammatical knowledge, along with own knowledge and experience to predict meaning, try out plausible meanings and to read and check for sense

- understand that grammatical and syntactic clues can be used alongside whole-text and word-level clues to get meaning, including clues related to sentence structure, word order and word type
- understand that words can act as different word classes, depending on the context, e.g. as verb, noun or adjective *to record, a record, a record level of . . .*
- use knowledge of sentence structure (simple, compound and complex) and word order to work out meaning, e.g. that in the sentence *The Dome was closed to visitors by the Minister last year*, the person responsible for closing it was the Minister, not the visitors
- be aware of linguistic features that characterise particular text types and use them to predict meaning when reading those types of text, e.g. verb grammar, key discourse markers
- use knowledge of a range of subordinating and co-ordinating links within and between sentences to refer backwards and forwards in texts, recognising a range of linguistic features such as relative pronouns, repetition, re-iteration, e.g. *London is a very busy city. Because of its huge population and its position in the world financial market, the city . . .*

Read and understand a variety of straightforward continuous texts encountered in their own lives, e.g. a letter from the Immigration and Nationality Department, a short story or magazine article.

Read an article in an encyclopaedia where the present tense is used to describe the situation, and discourse markers *but* and *however* present contrast. The final sentence presents the consequence of what has been stated before, e.g.:

Foxes are now a familiar sight in most towns. They are attractive creatures but foxes can cause damage to trees, fences and gardens. However, foxes are protected by law. People who attack them may be liable to prosecution.

2a use punctuation to help their understanding

- recognise a range of punctuation including: colons, speech marks, brackets, and apostrophes to indicate contractions and possessives in informal style
- have a secure knowledge of end-of-sentence punctuation (e.g. question and exclamation marks, full stops) in helping to make sense of continuous text
- recognise the use of commas to separate clauses in complex sentences

Read an instructional text and use the punctuation to help make sense of complex information, e.g. commas in complex sentences, bullet points to highlight key points.



At this level, adults can:

read and understand

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

read and obtain information

from different sources

in reports, instructional, explanatory and persuasive texts

Sample activities

- In a range of formal and informal texts, learners highlight key linguistic features that show logical relationship between sentences and paragraphs, i.e. discourse markers and conjunctions (e.g. *so, therefore, for this reason*). Learners identify the tenses used in the texts and explain the writer's choice.
- Learners read a text with some nouns, verbs, adjectives, adverbs underlined. They copy the words into a table to show their use in the text, e.g.:

Noun	Verb	Adjective	Adverb
record			

- Learners read a text with a range of pronouns underlined. They trace the pronoun back or forward to what it refers to in the text.

- Learners discuss the use of punctuation and how it aids understanding. They then hear an appropriate text dictated a number of times with varying intonation and stress at the end of the sentence. They are required to write it down using the appropriate end-of-sentence punctuation.
- Learners read a series of unpunctuated sentences for sense, e.g.: *Mr Ahmed (,) who returned from India this morning (,) said he had all the information he needed. Sonia (,) having made a note of the registration number of the green van (,) called the police.*

Word focus

Vocabulary, word recognition and phonics

Rw/L1

**Basic Skills Standards
level descriptor**

An adult will be expected to:

- 1** use reference material to find the meaning of unfamiliar words

Component skill and knowledge and understanding

Adults should learn to:

- 1a** use reference material to find the meaning of unfamiliar words
 - know there are different sources of information for finding the meaning of words, e.g. dictionaries, glossaries
 - understand the structure of standard dictionary entries, the abbreviations used and the sort of information provided about each word, including its pronunciation
 - be aware that words are usually listed under 'stem' words
 - be aware of the use of phonemic alphabet in dictionaries to indicate pronunciation*

Example of application and level

Look up specialist words in a dictionary or reference book glossary when reading an information text.

Find meaning and pronunciation of unfamiliar words when reading a short story.

- 2a** recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning

- extend knowledge of sight vocabulary and relevant specialist words for main areas of interest in reading
- understand the use of, and effect of, specialist vocabulary for work or study
- work out the meaning of unfamiliar words using a range of strategies, e.g. context, word structure, phonic decoding*, looking up in dictionary*
- be aware of how language is used to create different effects (e.g. descriptive language, slang, jargon, formal register)
- be aware that words may have different meanings in different contexts and have negative and positive connotations: *slim, slender, skinny; riot, demonstration; house, home, hovel*

Read and understand specialist vocabulary in a handout on a computer course.

Contrast several newspaper headlines and decide whether the report that follows will present a negative or positive point of view.



Sample activities

- Learners are given stem words and are then asked to find as many related words as possible from their dictionaries, e.g. *care* (*careful; careless; caring; carer*).
 - With the help of a chart showing the phonemic alphabet, learners read phonemic transcriptions of familiar words. They then look up unfamiliar words in dictionaries and try to work out their pronunciation from the phonemic transcription given there.
-
- Learners can extend their vocabulary by using the following activities:
 - word association games
 - varying reading to get a range of vocabulary
 - comparing word with their own language – *Is there a direct translation or not? Would the usage be the same?*
 - reading texts from a range of sources including poetry, songs, information from the internet, leaflets, reference texts
 - using vocabulary-building CALL software.
 - Learners read a newspaper article and discuss whether the writer feels positive or negative about the topic. They then underline all words and phrases that they see as positive or negative.

At this level, adults can:

read and understand

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

read and obtain information

from different sources

in reports, instructional, explanatory and persuasive texts

Word focus

Vocabulary, word recognition and phonics

Rw/L1

Basic Skills Standards
level descriptor

Component skill and knowledge and
understanding

Example of application and level

Adults should learn to:

- 3a** recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations and borrowings
- be aware that some words are related to each other in form and meaning, and use this knowledge to help understand new words, e.g.:
photograph/photographer/photography
 - be aware of the origin and meaning of common prefixes and suffixes, e.g. *anti-*, *pro-*, *bi-*, *tri-*, *-ology* and use them to aid understanding
 - be aware that languages borrow words from each other, e.g. *cul-de-sac*, *bungalow*, *chocolate*, *a cup of char*

Follow and understand menus that include borrowed words, e.g. *kebabs*, *pizza*, *curry*, *melon*.



Sample activities

- Learners can use a dictionary to: identify and discuss origin of common prefixes; match prefix/suffix with meaning; list words with same prefix/suffix; compare with their own languages.
- To extend their understanding of the history of the English language, learners read a text that uses borrowed words. They can then guess the language of origin and use a dictionary to check if correct.

At this level, adults can:

read and understand

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

read and obtain information

from different sources

in reports, instructional, explanatory and persuasive texts

Text focus

Writing composition

Wt/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 1 plan and draft writing

Component skill and knowledge and
understanding

Adults should learn to:

- 1a apply appropriate planning strategies

- plan, as appropriate to the writing task in hand, taking account of the purpose, context, audience and outcome of writing
- have an understanding of different techniques for planning writing, e.g. notes, lists, diagrams, flow charts, using own language and/or English
- know when planning and drafting are appropriate, and when it is necessary to write something straight off
- draft, and redraft where appropriate, and produce final legible version of text, word processed or handwritten, applying awareness of when material is ready for presentation

- 1b make notes to aid planning

- make notes, using key features of note taking (e.g. abbreviations, symbols, numbering, listing, graphics), and adopting a style of note taking that suits the individual learner
- develop awareness of different note-taking formats for different texts, e.g. noting key words for instructions in a list but using a mind-map for ideas/facts from a lecture

Example of application and level

Plan and draft the type of formal and informal texts they want to write, e.g. college assignments, letters, postcards and notes to friends and colleagues.

An adult will be expected to:

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

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

- understand that the length of text and the level of detail depend on the nature of the content and on the purpose and audience
- understand that planning and drafting involve making decisions on length and detail

Plan, draft and write a short presentation (five minutes) to be delivered to other members of the class on a subject of their choice.



Sample activities

- In small groups, learners plan an assignment on the languages spoken by learners in the ESOL classes at the college. Planning will involve generating ideas through discussion; researching and making/taking notes; writing and evaluating a mini-survey and presenting the results of the survey to others. Learners discuss the purpose, audience and outcome of the assignment before allocating each other tasks.
 - Learners discuss how they usually plan writing (in any language) and look at examples of different planning techniques for the same task (i.e. notes, lists, diagrams, flow charts). Learners consider the role of other languages in planning.
 - To decide what techniques work for them, learners experiment with and practise a range of planning techniques. They discuss which techniques they prefer, and why.
 - Learners identify when planning and drafting are appropriate and when it is necessary to write something straight off by analysing a range of writing tasks (e.g. write a note for a friend, write a college assignment, write a letter applying for a job).
 - Learners complete a writing task (which requires continuous prose) and hand in the plan and all the drafts, so that guidance can be offered about the planning and drafting stages.
-
- To select a format that works well for them, learners experiment with and practise a range of note-making styles. For each format, they are given a writing task, a text that will provide some of the material and a template/note-making frame with the format set up and the beginnings of notes. When learners are ready, they make notes on a text without a frame.
 - Learners discuss the process of note making, their previous experience of it (in any language), their current approach(es) and what they find easy and difficult. They then look at a short text with examples of notes made on the text in different formats (mind-map, list, etc.), and identify the key features of each format.
 - Learners complete a short task in which they are asked to give abbreviations and/or symbols for a range of words/phrases.
 - Learners highlight the key dates and events in a chronological text, and list these in a chart. They compare their notes with their peers', and discuss any differences.
-
- Learners discuss the nature of the content required by a writing task, the purpose, audience, and the implications for the length and level of detail. Next, they select the most appropriate (in terms of length and detail) from three examples of completed tasks. Learners make comparisons with other languages.

At this level, adults can:

write to communicate

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

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Text focus

Writing composition

W/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 3 present information in a logical sequence, using paragraphs where appropriate

An adult will be expected to:

- 4 use language suitable for purpose and audience

Component skill and knowledge and understanding

Adults should learn to:

- 3a structure texts sequentially and coherently
 - understand that paragraphs are one way of organising information in continuous text
 - understand that there are different types of paragraphing structure
 - understand and apply key features of written discourse in English, in terms of ordering and sequencing information, e.g. that the opening usually signals the subject and or purpose to the reader; points are elaborated in a logical order; it is clear how one point relates to the other; the ending may summarise previous points or signal the writer's desired outcome
 - understand key aspects of different types of paragraphing structure, e.g.: general sentence followed by expansion; chronologically sequential points about a single topic or cluster of topics; statement of argument followed by points for and against
 - understand how conventions of written discourse in English, in terms of ordering and sequencing information, may differ from written conventions in other languages
 - apply knowledge of key linguistic features that show logical relationship between sentences and indicate logical arrangement, e.g. *accordingly, as a result, for this reason, therefore*; use of tense and paragraphing with some consistency

- 4a choose language suitable for purpose and audience

- identify appropriate register for task and audience
- use key features of formal and informal register (e.g. type of vocabulary and collocation; mode of address; type of structures), with some consistency

- develop understanding of the need to be more explicit in written English than in speech, detailing important information as appropriate to the situation

Example of application and level

Write an account of a personal experience, e.g. a learner's first impressions of life in Britain.

A short paragraphed description of a place for a guide book:

Montevideo, the capital of Uruguay, was founded in 1726 by the Spanish. Nearly half the population (3.1 million citizens) live here, and it is the largest city in this small country.

Montevideo lies on the east bank of the Rio de la Plata, which flows down from Brazil. There are ferries to Buenos Aires every day, so travelling between Argentina and Uruguay is easy.

For many visitors, the most interesting and colourful area of Montevideo is the Ciudad Vieja. It is a complex network of narrow streets and noisy squares, full of bars, shops and cheap hotels.

Write texts using the language appropriate to the form of communication and situation.

Hello Everyone!
Arrived home on Tuesday – all my family were at the airport to greet me!
Food and weather fantastic!!
Having a great time.
See you all back at college,
Juana

Dear Ms Peters
Thank you very much for your kind invitation.
Unfortunately, my family and I will not be able to accept as we have a prior engagement.



At this level, adults can:

write to communicate

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

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Sample activities

- Learners are given a set of paragraphs to order, in which the opening paragraph signals the subject and/or purpose to the reader and the ending summarises previous points or signals the writer's desired outcome. They order the paragraphs, explain their ordering, compare it with that of the actual text and discuss the function of each paragraph. Learners make comparisons with the way that texts are ordered in other languages.

On a range of texts learners highlight the main points and consider how each point relates to the one before and the one after.

- Learners examine a range of texts, some of which use paragraphs as a way of organising information in continuous text, and some of which use other methods. Learners consider why each writer has chosen their method of organisation. Learners are given two writing tasks and asked to organise the information in a different way.

Prior to starting a writing task, learners discuss how they will order and sequence the text, including, if appropriate, paragraphing structure. Learners can use writing frames for guidance. Learners can evaluate each other's writing and redraft as appropriate.

- In small groups, learners prepare a short report on either the life of a famous man or woman they admire, or life in Britain in the 21st century. They are encouraged to research their chosen topic using reference material, the internet, etc. and to interview other learners. Each group prepares their report, and each member rehearses it. One person is then asked to present their report orally. Copies are then distributed to all the members of the class.

- Prior to starting a writing task, learners discuss the purpose, audience and appropriate register. Learners can evaluate each other's writing and redraft as appropriate.
- Learners identify the purpose, audience and register of a range of texts and identify the key features of the text that indicate the register, e.g. type of vocabulary and collocation; mode of address; type of structures. Learners compile lists of key features for each type of text, e.g. phrases for making requests in a formal letter, an informal letter, a note.
- While following the transcript, learners listen to someone giving instructions, and then read an instructional text on the same subject. They identify the similarities and differences, focusing in particular on the way the writer has had to be more explicit than the speaker and how they have achieved this. In pairs, learners are then asked to give instructions to each other orally, then write the instructions.

Text focus

Writing composition

W/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 5 use format and structure for different purposes

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

- 5a select format and appropriate structure for different purposes
 - use appropriate format and accompanying features of layout for different text types, e.g. paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points, graphics
 - understand that diagrams, sketches, drawings can be used alongside writing in certain situations, to make meaning clearer, e.g. instructions
 - understand that in certain settings (e.g. the workplace) the use of pre-set and outline formats are commonplace, e.g. time sheets, accident report forms, memo headings

- 6a complete forms with some complex features, e.g. open responses, constructed responses, additional comments
 - know that it may be necessary to draft and redraft certain parts of complex forms before writing a final version
 - apply awareness of the cultural conventions that underpin certain types of question in certain types of form, e.g. when filling in 'previous education' section on a course application form
 - give clear accounts without ambiguity, with illustration if appropriate

- 7a use proof-reading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
 - understand that proof-reading is about checking for meaning as well as spelling, punctuation, layout
 - develop techniques for proof-reading to spot errors and omissions in grammar, punctuation and spelling*
 - apply awareness of areas of personal strength and weakness in terms of basic punctuation, spelling, layout and grammar
 - understand when accuracy is essential (e.g. final draft of CV) and when it is better to get writing 'good enough'

Example of application and level

Select the best format and structure for a particular purpose in their own writing, e.g. draw a family tree to explain relationships in a family spanning a number of generations.

FAX

For the attention of: Phil Turner

From: Goran Simcovic

Fax no: 0173 984 215

Re: Estimate for repairs

Thank you for your letter of 9th July. We would like to accept your estimate for repair to our garage and would like you to proceed with the work a.s.a.p. Please ring to arrange a suitable time to pick up the keys.

Fill in a Record of Work form or an insurance claim following a car accident.

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

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



Sample activities

- Working from a range of texts with different formats – including some that are pre-set (e.g. time sheets, memos, faxes) and some that have graphics – learners note in a table, for each text type, the possible format(s) and the accompanying features of layout, e.g. paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points, graphics.
- Learners consider the ways in which different formats and accompanying features of layout, including graphics, assist in making meaning clearer, e.g.: notice of a meeting with accompanying map of how to get to the venue; instructions with accompanying diagram for furniture assembly; an account of an accident with a diagram showing the impact. Learners listen to an account of a traffic accident and then draft a report, as if they were the policeman involved, including a diagram showing the position of the two cars.
- Looking at a range of complex forms, learners identify those parts where it may be necessary to draft and redraft, e.g. statements about previous education, previous relevant experience, personal statement on a job application form.
- Learners are given a form with a highlighted question that will require drafting and redrafting. They are also given a case study, giving some information about a person and two possible answers to the question. Learners evaluate both answers in terms of appropriateness, consider the cultural conventions that underpin this type of question and make comparisons with other languages.
- Learners read a draft text (of the type that they are going to be writing) and discuss what changes need to be made, in terms of meaning as well as spelling, punctuation, grammar, layout.
- As a class, learners draw up checklists of what to look for when revising (i.e. editing) different types of writing, e.g. in a factual text, information should be clear, relevant and accurate. Again as a class, they draw up a procedure for editing and proof-reading which indicates the order of the different stages (e.g. revising for meaning before proof-reading, and proofing for grammar before spelling, because some of the words might change during the grammar check). They discuss and practise proof-reading techniques, on paper and on screen (e.g. spell-check). Learners consider which stages use different and incompatible techniques, and the implication of this, i.e. that they cannot be done at the same time (e.g. punctuation and spelling).
- Each learner draws up a list of their strengths and weaknesses (e.g. *tends to use tenses inconsistently*) and uses this to guide their proof-reading.
- When learners have completed a writing task, they evaluate each other's writing, redraft as appropriate, and hand in all the drafts, so that guidance can be offered about the revising and proof-reading stages.

At this level, adults can:

write to communicate

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

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Sentence focus

Grammar and punctuation

Ws/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

- 1 write in complete sentences

Component skill and knowledge and understanding

Adults should learn to:

- 1a write using complex sentences

- understand that more-complex writing involves the use of sentences consisting of a main clause and one or more subordinate clauses
- use a range of connectives (e.g. *as, if, so, though*) to express contrast, reason, purpose, condition, consequence; ellipsis; prepositional, adjectival and adverbial phrases to show time, manner, degree, extent, frequency, probability
- use conditional sentences
- understand conventions of reported speech
- understand that complete sentences should not be strung together with commas to make longer 'sentences', but should be split into separate sentences or be correctly joined, e.g. with a conjunction
- construct formal sentences differently from those in less formal texts, e.g.: informal texts are likely to use contracted form of the verb; more formal ones are likely to write them out in full, also have more nouns and noun phrases, have more complex modal phrases, more use of passive, and avoid colloquialisms

Example of application and level

Write a narrative, report, description or letter, using sentences consisting of a main clause and one or more subordinate clauses.

The village where I grew up was very small and did not have a doctor so if you were ill you had to walk or ride six kilometres to get to the nearest clinic. I can remember when my sister was stung by bees and my brother ran all the way, carrying her on his back.

Write an e-mail and formal letter around the same subject:

Hi Sarah
Can't make the party on Saturday. Hope you get loads of prezzies!
Love, Maria xxx

Dear Ms Scott,
I am very sorry but I will not be able to attend the Adult Learner's Week Award Ceremony as I work in the evenings.
I hope the evening is a great success.
Yours sincerely,
Maria Presao

Write a factual account of a process, using the simple present passive:

Wine is produced in many countries. The grapes are harvested in the autumn, when the grapes are ripe. For red wine, the grapes are crushed immediately after picking. . .



Sample activities

- Learners identify and underline complex sentences in a text and translate one or two examples of each into their first language of literacy. They then discuss and compare the word order and the different types of complex sentence they have underlined, e.g. sentences with relative clauses, subordinate clauses, *if*-clauses.
- Learners fill the gaps in complex sentences with connectives expressing contrast, reason, etc.
- Learners look at examples of ellipsis and then, where ellipsis is possible, delete words from sentences in texts that they have written.
- Learners read a short text that includes a dialogue. Then as a group they turn the dialogue into reported speech.
- Given the first half of a text, learners examine it in order to discuss the notion of 'a complete sentence', i.e. how to decide when to end a sentence. Next, learners are given the other half of the text, which contains some long 'sentences' (which are actually several sentences strung together with commas). They identify them and either split them into separate sentences or join them correctly, e.g. with a conjunction.
- Working from a range of formal and informal texts, learners make comparisons about sentence construction by answering questions, e.g. *Is a writer more likely to use the contracted form of the verb in formal or informal texts? In which register would a writer tend to use more noun phrases?*

At this level, adults can:

write to communicate

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

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Sentence focus

Grammar and punctuation

Ws/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

An adult will be expected to:

- 3 punctuate sentences correctly, and use punctuation so that meaning is clear

Component skill and knowledge and understanding

Adults should learn to:

- 2a use sentence grammar accurately to achieve purpose
 - use different linguistic features appropriately for a range of different written genres to suit their needs and interests
 - understand the importance of countable and uncountable nouns when checking agreement between the verb and its subject
 - know the form of, and understand the concept expressed by, a variety of tenses, including continuous and perfect forms
 - understand that it is easy to change tenses unintentionally while writing, that this can affect meaning, and that it is therefore important to check for correct tense

- 3a use punctuation to aid clarity and meaning

- know all the punctuation markers for the beginning and ends of sentences, and know when to use each one
- understand the use of commas, e.g.: for listing items in connected prose; between clauses in complex sentences; after connectives like *However*,
- understand the use of apostrophes for possession and omission
- understand that, in writing that is not in sentences, other punctuation can be used to make the meaning clear, e.g. bullet points for a set of instructions when word processing, dashes in a handwritten vertical list

Example of application and level

Write a text of at least one paragraph, e.g. an article or short story for a student publication, using grammatically correct sentences.

When we returned, we found that there had been a lot of changes in our absence. For example . . .

Write a narrative using full sentences where required and appropriate punctuation.



At this level, adults can:

write to communicate

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

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Sample activities

- With guidance, learners identify the features of grammar that they have most difficulty with in written text, and those that they do not/cannot use. Learners make a note of these features, complete a relevant range of exercises, and ensure that they proof-read carefully for these features.
 - Learners write short dictations that focus on particular grammar features.
 - Having examined a list of uncountable nouns in English (e.g. *research, information, furniture*), learners compare them with the same words in their own language, to see whether the same feature exists, and if it applies to the same nouns. Learners draw up a 'beware' list of uncountable nouns and draft their own model sentences to help them remember the need for a singular form of the noun and verb.
 - Learners proof-read a text in which tenses are used inconsistently. They discuss their corrections with a partner, giving their reasons. Learners check their corrections against an answer key. Where learners have failed to correct an error or have corrected wrongly, they are asked to use a grammar reference book to find out the reason for the correction. Learners discuss their findings with each other and the teacher.
-
- To categorise the punctuation markers used for the beginning and ends of sentences, learners are given the first half of a text and asked to identify how and when the markers are used. Next, learners are given the other half of the text, from which all such punctuation marks are missing; they proof-read and correct the text.
 - Learners analyse the use of commas or apostrophes in a text and categorise their use (e.g. commas: for listing items in connected prose, between clauses in complex sentences, after connectives like *However*; apostrophes: for possession and omission). Learners are given a text with all or one of the categories of the commas or apostrophes missing to proof-read and correct.
 - Faced with examples of texts in which the writing is not in sentences (e.g. instructions presented as a list), learners answer questions, e.g. *Is a word-processed set of instructions likely to use bullet points or dashes?*
 - Learners write short dictations and add punctuation as appropriate. These could include instructional texts in list form, which will require them to decide where to start a new instruction and how to punctuate it.

Word focus

Vocabulary, word recognition and phonics

Rw/L1

Basic Skills Standards
level descriptor

An adult will be expected to:

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

Component skill and knowledge and understanding

Adults should learn to:

- 1a apply knowledge about words to aid accurate spelling
 - develop knowledge of appropriate special-interest vocabulary
 - develop awareness of what vocabulary is appropriate for which audience
 - develop awareness of a range of common collocations
 - spell words with a wide range of spelling patterns accurately with some consistency*
 - understand that the spelling of homophones is related to meaning and grammar
 - use suffixes (e.g. *-ette*, *-ism*, *-st*, *-ic*) and prefixes (e.g. *hyper-*, *anti-*, *pre-*, *ex-*) to build word families and extend the range of words they can spell accurately
 - develop knowledge and use of spelling rules, if appropriate, to learning style of the learner*

Example of application and level

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

- 1b use strategies to aid accurate spelling

- apply strategies for learning and remembering spelling which take into account the part played in accurate spelling by the visual memory (what words look like) and the motor memory (the use of joined-up handwriting) as well as auditory memory (what words sound like)
- apply understanding of the importance of personal learning style and of independent strategies to aid spelling

An adult will be expected to:

- 2 produce legible text

- 2a have a critical awareness of handwriting

- identify a range of occasions when legible handwriting is essential
- have a critical awareness of personal features of own handwriting
- have a critical awareness of where it is most appropriate to word process, where to write by hand, and where either is appropriate

Handwrite a card or short letter of sympathy, but word process a CV.



At this level, adults can:

write to communicate

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

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Sample activities

- Learners make vocabulary books, designating one or more pages to each letter, depending on its frequency as an initial letter. Pages are designated for key topics, including those relevant to learner's particular context (work, study, special interests, etc.).
- Learners collect new vocabulary for a range of topics in a variety of ways: from written and oral sources (highlighting words in texts, pausing tapes and videos); discussing a topic, etc. Learners are given opportunities to practise the new vocabulary in a series of exercises (discussions, role play, gap-fills, writing sentences using new words, etc.).
- Given a short text in which some vocabulary is inappropriate for the audience, learners identify the purpose and audience of the text and make changes to the vocabulary, as necessary.
- Learners are asked to complete gap-fill exercises which require a knowledge of collocations, in both formal and informal language, e.g. *She ... with the difficulty (dealt). He's ... lucky, I wish I'd won that car! (dead)* Learners decide which are more likely to be found in formal writing.
- As an extension exercise, learners then build their own collocations drawn from their own interests and concerns, e.g. having a baby.
- To identify prefixes and suffixes in texts, learners discuss their meanings and complete vocabulary exercises, e.g.: make as many words as possible from a set of root words (e.g. *war: pre-war, post-war*); gap exercises, in which they are given the root words and they have to add the appropriate prefixes/suffixes to fill the gaps.
- With guidance, learners identify unfamiliar spelling rules/letter patterns and difficult homophones by examining misspellings in their writing and in diagnostic dictations. Learners use multi-sensory spelling strategies (e.g. Look Say Cover Write Check) appropriate to their learning styles, to learn relevant words with these spelling rules/letter patterns. After practising a difficult homophone, using an appropriate spelling strategy, learners use it in sentences where the links to context and grammar are clear, e.g. *I read a very good book yesterday. The book had a red and blue cover.*
- Learners who do not use joined-up writing consistently, and particularly those who find English spelling difficult, are encouraged to begin to use it because of the role of motor memory in remembering spellings (i.e. the flow of the word).
- Learners are given a range of writing tasks and are asked to identify when legible handwriting is essential and where it is most appropriate to word process, and where either is appropriate.
- In order to develop a critical awareness of personal features of their own handwriting and make improvements as necessary, learners evaluate some examples of handwriting of various degrees of legibility with a checklist (e.g. letter formation, spacing, consistency of direction, whether the writing is on the line, loopiness, etc.). They then look at each other's handwriting and decide which features make it more or less legible. With guidance, learners identify a few features that will make a large difference to legibility; they look at what other writers do, decide on changes they want to make, practise them and gradually introduce them into their everyday handwriting.

An example of an integrated activity

Teaching focus: Speaking

Sc/L1.4a present information and ideas in a logical sequence

- be aware of the fact that ideas and information can be sequenced in different ways, e.g. chronologically or with the most important idea first
- understand that the conventional way to sequence information can vary across cultures
- be able to use discourse markers indicating sequence, and verb forms, such as past perfect, which help to indicate sequence

Sc/L1.4b include detail and develop ideas where appropriate

- be able to elaborate on statements, e.g. by giving reasons, contrasting ideas, etc., using discourse markers and subordinate clauses

Related skills

Sc/L1.2b ask for information

Lr/L1.1a extract information from texts of varying length, e.g. on radio, TV or presentations

Lr/L1.1b extract relevant information from a narrative or explanation face-to-face or on the telephone, and respond

Context: Weddings in different countries

The activity centres on the topic of weddings. This lends itself to the descriptor of presenting information in a logical sequence, as there is a predictable order of events that is common to wedding ceremonies. The information on traditional wedding ceremonies in their countries of origin is readily available to learners and is likely to be of genuine interest to others, both male and female. The topic can produce a heightened degree of social interaction and should promote inter-cultural understanding. It also allows learners themselves differing degrees of identification with the culture of their country of origin. The teacher needs to ensure that the atmosphere in the classroom is respectful of cultural differences but still allows learners to comment robustly on their own culture.

Create the context by showing the class a picture of a conventional bride and groom. Describe (part only) of a typical Church of England wedding ceremony. Present the lexis for this topic and point out the difference in English between *marriage* – a state, and a *wedding* – the marriage ceremony, occurring on a specific date. The lexis could be a good starting point for introducing the idea of cultural differences: *vows*, the word *maid* in *bridesmaid*, *groom*, *best man*, *usher*, etc. Point out that some of the words in connection with marriage are used in an old-fashioned sense (e.g. *maid* meaning an unmarried girl or woman), and that other slightly archaic words (e.g. *vow* rather than the more usual *promise*) are used because they are solemn and traditional. Find out whether this happens in the learners' first languages.

Researching cultural variations

Through discussion establish the idea that the procedure for a wedding can be described from different starting points: from the solemnisation of the marriage itself (the vows, in western culture); from the engagement; from the announcement of the impending marriage; from the moment when the marriage is agreed by the relevant parties (the proposal is accepted, in western terms).

Learners work in pairs, one describing a traditional wedding in their country, the other asking questions.

Explain that they can begin their account at various starting points (proposal, engagement, announcement, invitations, gifts, the ceremony) and encourage them to use discourse markers such as *first, then, secondly, after, finally* to establish the order in which things happen. They can choose whether to describe a wedding that they attended, using past simple narrative, or to describe the customary process, using present simple.

The third conditional brings in the use of the past perfect and is useful to the speaker when comparing previous and current wedding practices, e.g. *If you had been a woman getting married thirty years ago, you would have had to promise to obey.*

The other learner asks questions. The passive occurs naturally here in statement and in question form: *How is the engagement announced? How many people are invited? The bride is led in/given away by her father.* One of the purposes of the questions is to establish the order in which things happen, encouraging replies that use discourse markers:

Who arrives first, the bride or the groom?

What kind of duties does the best man perform?

Do you have an equivalent role in your country?

When does the bride remove her veil?

When do the guests throw confetti?

The second conditional allows speculation about what would happen if things did not go quite according to plan:

What would happen if the best man forgot the ring? ... if the bride arrived really late?

After partners have changed roles, ask some learners to relate to the whole class what they have learned about weddings in another country. Encourage all learners to ask questions of the learner who gave the original explanation.

Practising the language of comparison and contrast

A traditional wedding ceremony tells us a good deal about a culture and its history. Introduce the idea of symbols and traditions. There is a good opportunity for some contrastive work here. For example, *In the west, white is the colour of purity, whereas in the east it is the colour of death.* Discuss the symbolism of the veil, down before the ceremony and thrown back to reveal the bride's face once she is a married woman.

Sc/L1.4a. Present information and ideas in a logical sequence

- understand that the conventional way to sequence information can vary across cultures.

4b. Include detail and develop ideas where appropriate

- be able to elaborate on statements, e.g. by giving reasons, contrasting ideas, etc., using discourse markers and subordinate clauses.

Distinguish between symbols and traditions: *Something old, something new, something borrowed, something blue* or the fact that it is traditional or customary that the groom should not see the bride's dress before the wedding.

Learners work in groups to compare and contrast wedding customs in different countries. To prepare for this, the teacher gives the class some marker sentences, e.g.:

- *In Japan the guests are given a gift at the ceremony so that they have a souvenir of the occasion.* (expressing purpose)
- *In India at a Hindu wedding, the ceremony takes place at the bride's home, not in a temple.* (contrasting ideas)
- *In ... (country) ... the priest is always invited to the reception after the wedding, but this is not the custom in Britain.* (use of discourse marker)
- *In the UK some guests are invited to the reception whereas in ... (country) ... all guests are invited both to the ceremony and to the reception.* (contrasting ideas)

The class can then have a freer discussion, comparing and contrasting the wedding ceremonies. Some classes may want to discuss related topics such as whether it is important to marry someone from the same background, or whether marriage is now an outdated concept. Be sensitive to cultural backgrounds here and the composition of the group.

Links with other skills

Rt/L1.1 ... understand the main events of continuous descriptive, explanatory and persuasive texts

- Learners can read accounts of celebrity weddings in magazines and discuss how these differ from conventional weddings.
- Use a range of reading material to contrast writing styles and registers, e.g. wedding announcements in *The Times*; an account of a fashionable wedding from *Tatler*; accounts of a celebrity wedding in *Hello!* magazine and in the broadsheet and tabloid newspapers.

WL1. 1a. Plan and draft writing

- Learners write an account of a wedding they have attended, including their own, or about the kind of wedding they'd like to have.
- For a discursive piece about marriage-related topics, learners could discuss whether marriage is outmoded, whether pre-nuptial agreements are a good idea, why so many marriages in the West end in divorce, whether arranged marriages are a good thing.

Communicative functions

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

- give personal information
- introduce others
- ask for personal information
- describe self/others
- ask for descriptions of people
- describe places and things
- ask for descriptions of things, places
- compare people, places, things
- make comparative questions
- narrate events in the past
- ask about past events
- give factual accounts – define
- ask for definitions
- give factual accounts – classify
- give factual accounts – describe a simple process
- ask about processes
- generalise
- give examples
- express obligation and reasons
- express absence of obligation
- report information
- make requests in informal and formal situations – ask for something
- make requests in informal and formal situations – ask someone to do something for you
- make requests in informal and formal situations – ask for permission
- ask for confirmation
- respond to request for confirmation
- check back
- give views and opinions
- hypothesise
- explain, and give reasons
- show contrast, reason, purpose, consequence, result
- express feeling, likes and dislikes, hopes
- ask about people's feelings, opinions, interests, wishes, hopes
- ask for advice and suggestions
- make suggestions and give advice
- make recommendations
- respond to request for instructions
- interrupt
- praise and compliment
- persuade
- complain
- warn
- take leave

Strategies for independent learning

Learners should be encouraged to try the following.

In the community

- Think of ways in which they can meet English-speaking people and use English as the medium of communication, e.g. join an adult education class, a club, committee (PTA, Local Residents Association), or a trade union. Voluntary work can give useful opportunities – learners could help in their children's school or contact the local Volunteer Bureau.

At home

- Go over work done in class, read it aloud, check understanding.
- Read practice dialogues to themselves, and try learning them by heart.
- Speak onto a tape and then listen and correct themselves.
- Keep a new vocabulary book and try to learn at least five new words after each lesson.
- Tape lessons, or parts of lessons, and play them back at home.
- Listen to how people phrase things and try it themselves.
- Use self-access English-learning materials (books and tapes) at home for extra practice or revision. Consult their teacher about appropriate materials.
- Use the internet and navigate a wide range of sites, including newspapers'.

Using the phone

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

Reading

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

Using the media

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

Working with games

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

Using libraries

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

 Simple, compound and complex sentences	 Simple, compound and complex sentences, with more than one subordinate clause	 Simple, compound and complex sentences, with a wide range of subordinate clauses
<ul style="list-style-type: none"> variations in word order, e.g.: word order in complex sentences 	<ul style="list-style-type: none"> word order in sentences with more than one subordinate clause 	<ul style="list-style-type: none"> word order in complex sentences, including choice of order for emphasis
<ul style="list-style-type: none"> <i>there has/have been</i> <i>there will be/there was going to be</i> 	<ul style="list-style-type: none"> <i>there had been</i> 	<ul style="list-style-type: none"> <i>there could be/would be/should be</i> <i>could have/would have/should have</i>
<ul style="list-style-type: none"> complex sentences with one subordinate clause of either time, reason, result, condition or concession defining relative clauses using <i>who, which, that</i> a range of verbs + <i>-ing</i> form verbs + infinitive, with and without <i>to</i> infinitive to express purpose 	<ul style="list-style-type: none"> a range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession conditional forms, using <i>if</i> and <i>unless</i> with past and use of <i>would</i> non-defining relative clauses defining relative clauses with <i>where</i> or <i>whose</i> participial clauses to describe accompanying actions with <i>-ing</i> clause as subject or object 	<ul style="list-style-type: none"> a wide range of conjunctions, including <i>on condition that, provided that</i> conditional forms, using <i>had + would/could/should have</i> comparative clauses more complex participial clauses with <i>-ing</i> and <i>-ed</i> fronting and cleft sentences for emphasis
<ul style="list-style-type: none"> simple reported statements 	<ul style="list-style-type: none"> reported speech with a range of tenses, including use of <i>would</i> and <i>had</i> 	<ul style="list-style-type: none"> reported speech, using a range of verb forms
<ul style="list-style-type: none"> a wide range of <i>wh-</i> questions simple embedded questions question words including <i>whose</i> 	<ul style="list-style-type: none"> a range of embedded questions using <i>if</i> and <i>whether</i> reported questions with <i>if</i> and <i>whether</i> use of <i>had</i> and <i>would</i> in reported questions reported requests 	<ul style="list-style-type: none"> more complex embedded questions reported questions, using a range of verb forms
<ul style="list-style-type: none"> statements with question tags using Entry 3 tenses 	<ul style="list-style-type: none"> statements with question tags using Level 1 tenses 	<ul style="list-style-type: none"> statements with question tags, using Level 2 verbs and tenses
	<ul style="list-style-type: none"> reported instructions 	<ul style="list-style-type: none"> imperative + question tag
Noun phrase		
<ul style="list-style-type: none"> noun phrases with pre- and post-modification a range of determiners 	<ul style="list-style-type: none"> more-complex noun phrases with pre- and post-modification word order of determiners 	<ul style="list-style-type: none"> noun phrases of increasing complexity
<ul style="list-style-type: none"> use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions 	<ul style="list-style-type: none"> use of definite, indefinite and zero article with a wide range of nouns in a range of uses 	<ul style="list-style-type: none"> use of zero article with a wide range of countable and uncountable nouns in a range of constructions
	<ul style="list-style-type: none"> range of expressions to indicate possession 	
Verb forms and time markers in statements, interrogatives, negatives and short forms		
<ul style="list-style-type: none"> present perfect with: <i>since/for; ever/never; yet/already</i> <i>used to</i> for regular actions in the past past continuous future simple verb forms 	<ul style="list-style-type: none"> present perfect continuous past perfect present and past simple passive use of <i>would</i> in conditional sentences causative use of <i>have</i> and <i>get</i> 	<ul style="list-style-type: none"> use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive <i>would</i> expressing habit in the past use of <i>had + would/could/should have</i> in conditional sentences
<ul style="list-style-type: none"> modals and forms with similar meaning: positive and negative, e.g. <i>you should/shouldn't</i> to express obligation; <i>might, may, will probably</i> to express possibility and probability in the future; <i>would/should</i> for advice; <i>need to</i> for obligation; <i>will definitely</i> to express certainty in the future; <i>May I?</i> asking for permission; <i>I'd rather</i> stating preference 	<ul style="list-style-type: none"> modals: <i>ought</i> to express obligation; negative of <i>need</i> and <i>have to</i> to express absence of obligation; <i>would to</i> express hypotheses; use of forms, e.g. <i>be able to</i> to refer to future; <i>would like</i> + object, + infinitive, e.g. <i>would like you to</i> 	<ul style="list-style-type: none"> modals expressing past obligation, possibility, rejected conditions
<ul style="list-style-type: none"> common phrasal verbs and position of object pronouns 	<ul style="list-style-type: none"> a range of phrasal verbs 	<ul style="list-style-type: none"> a wide range of phrasal verbs with a number of particles
Adjectives		
<ul style="list-style-type: none"> comparative and superlative adjectives comparative structures 	<ul style="list-style-type: none"> comparisons, using <i>fewer</i> and <i>less</i> collocation of adjective + preposition 	<ul style="list-style-type: none"> connotations and emotive strength of adjectives
Adverbs and prepositional phrases		
<ul style="list-style-type: none"> wider range of prepositions and prepositional phrases 	<ul style="list-style-type: none"> prepositions to express concession collocations of: verbs + prepositions; nouns + prepositions 	<ul style="list-style-type: none"> prepositions + <i>-ing</i> form prepositions followed by noun phrases
<ul style="list-style-type: none"> a wide range of adverbial uses, e.g. to express possibility and un/certainty – <i>possibly, perhaps, definitely</i> more complex adverbial phrases of time, place, frequency, manner, e.g. <i>as soon as possible</i> a range of intensifiers, including <i>too</i> 	<ul style="list-style-type: none"> a range of adverbial phrases of time, manner, degree, extent, place, frequency, probability comparative and superlative forms of adverbs a wide range of intensifiers 	
Discourse		
<ul style="list-style-type: none"> markers to indicate: addition, sequence, contrast markers to structure spoken discourse use of ellipsis in informal situations use of vague language 	<ul style="list-style-type: none"> a range of discourse markers expressing: addition, cause and effect, contrast, sequence and time markers to structure spoken discourse use of ellipsis in informal speech and writing 	<ul style="list-style-type: none"> a range of logical markers sequence markers

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*.