

The Adult Basic Skills ESOL Curriculum

Draft

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The Adult Basic Skills ESOL Curriculum

Introduction

1. Background

The report of Sir Claus Moser's Working Group on Post-16 Basic Skills was published in February 1999. The report, *A Fresh Start – Improving Literacy and Numeracy*, set out the problems of adult literacy and numeracy. It proposed the establishment of a national strategy designed to reduce the numbers of adult in England with basic skills difficulties.

The definition of basic skills used for the Moser Report is:

'the ability to read, write and speak in English, and to use mathematics at a level necessary to function at work and in society in general'.

The Report recognised that there was a need to review the '*special implications in the ESOL context*'.

In a response to this report, the Government has announced the first phase of action and funding to tackle poor basic skills. Later this year the Secretary of State for Education and Employment, David Blunkett, will set out the full national strategy. This will involve a number of development and implementation stages.

The consequences of poor basic skills are unacceptable. For the nation, they affect economic performance. For individuals, they can be devastating. They affect people's job prospects, their ability to manage their own affairs, their safety, the support and guidance they can offer their families, and the contribution they make to society.

Poor basic skills are one of the main contributory factors to a cycle of poverty and disadvantage which is passed on from generation to generation.

Longer term action will need to be in three main stages.

- **STAGE 1 – Building a firm foundation**
This stage entails a major reform of the way basic skills education is provided. It will lead to a clear and coherent system of basic skills education, easier access to learning opportunities, and improved quality, giving learners a much better chance of success.
- **STAGE 2 – Building capacity**
This stage entails a steady increase in the capacity of the system to provide for up to and beyond the target of 500,000 adults participating in basic skills education by 2002.
- **STAGE 3 – A step-change in participation and achievement**
This stage will entail driving up demand in line with increased capacity and making sure that participation resolutely leads to achievement.

Better Basic Skills, DfEE, November 1999

2. Implementation

Many of the recommendations in *A Fresh Start – Improving Literacy and Numeracy* are already being translated into policy and action. The Adult Basic Skills Strategy has set in place a number of measures to strengthen current programmes. If we are to tackle the issues raised by *A Fresh Start* and meet the targets that the report proposes, both the range and quality of current basic skills provision, including ESOL, must improve.

Each of the twenty-one recommendations made in *A Fresh Start* addresses the issue of quality in some way, whether it is the quality of information available on basic skills or the quality of teaching available to adults seeking to improve their basic skills.

A critical element in the overall strategy proposed in the recommendations is the need for the development of national standards and a core curriculum.

‘One of the crucial elements of the proposed strategy must be clarity about the skills, knowledge and understanding that anyone needs to be literate and numerate in the modern world. These skills need to be enshrined in a new curriculum, with well-developed and understood standards.’

Chapter 10 (A New Basic Skills Curriculum and a New System of Qualifications), *A Fresh Start*, February 1999

A coherent system of basic skills education must start with a clear understanding of what adults should be able to achieve in literacy and numeracy at different levels. The Qualifications and Curriculum Authority (QCA) have recently issued draft standards at Entry Level, Level 1 and Level 2 for consultation. The new curriculum will correspond to the new standards and should be available soon afterwards.

Better Basic Skills, DfEE, November 1999

A separate working group has been examining the particular needs of ESOL learners in the development of an Adult Basic Skills Strategy. The question of curriculum development for ESOL has also been widely raised as part of consultation on the curriculum.

This curriculum is the ESOL Curriculum. It represents a set of tools for ESOL staff to use in the development

of programmes, approaches and materials that are designed to raise the level of skills, knowledge and capability in their learners. We use the term ‘curriculum’ to describe:

- the skills, knowledge and understanding that an adult will need to function at work in Britain and in British society in general;
- the progression in the development of these skills, knowledge and understanding;
- the required elements that should be used by teachers in learning programmes;
- the key techniques that should be used to develop speaking, listening, reading and writing in English.

In preparing this Curriculum, we drew heavily on the experience of ESOL practitioners in Britain and on existing and planned curricula and strategies in this country and overseas. Also, we took into account:

- the frameworks for literacy elaborated in the National Literacy Strategy;
- the new Key Skills Specifications that are being developed by the Qualifications and Curriculum Authority (QCA);
- the revised version of the National Curriculum, which is due to be implemented in schools this autumn;
- the basic skills curriculum.

The link between the respective levels of the Basic Skills Curriculum, the National Curriculum and the Key Skills Specifications is spelt out in Section 1.

About this document

This document contains the consultative edition of the new Basic Skills Curriculum. It is divided into four sections.

Section 1 – describes the links between the Standards, the Curriculum and the levels in the National Qualifications Framework. It also profiles the range of learners for whom the Curriculum is intended.

Section 2 – describes the way in which generic skills/knowledge and specific contexts should combine in the practical application of learning programmes developed to meet the needs of individual learners. It also presents the required elements that must exist in learning plans and programmes and discusses issues of teaching, assessment and quality assurance.

Section 3 – contains the full ESOL Curriculum, broken down into standards, skills and knowledge, and illustrated by examples and activities.

Section 4 – contains a glossary of the terms used.

Section 1:

Standards and the New Basic Skills Curriculum

The Standards, and the Basic Skills Curriculum that supports them, are a fundamental part of the Adult Basic Skills Strategy. They have distinct and different roles.

1. The Standards

The Standards provide a map of the range of skills and capabilities that adults are expected to need in order to function at work and in society in general. They identify these skills and capabilities at three different levels: Entry Level, Level 1 and Level 2. Entry Level is in turn divided into three further levels: Entry Level 1, Entry Level 2 and Entry Level 3. Although the levels of the Standards have been developed in line with the National Curriculum and the Key Skills, they don't reflect the order in which people will learn those skills; nor do the Standards provide information on teaching methods or approaches.

The Standards are designed to cover the basic skills within the accepted definition and as expressed in *A Fresh Start*:

'the ability to read, write and speak in English and to use mathematics at a level to function at work and in society in general.'

They specify the skills in the two areas of basic skills.

Literacy covers the ability to:

- speak, listen and respond;
- read and comprehend;
- write to communicate.

Numeracy covers the ability to:

- read and interpret mathematical information;
- calculate and manipulate mathematical information;
- communicate mathematical information.

2. The Basic Skills Levels

The Basic Skills Standards provide a separate specification for each level of each basic skill. There are three levels in the Standards, and these are mapped on to the Key Skills at Levels 1 and 2, and on to the National Curriculum at Levels 1–6.

Entry Level is divided into three component levels: Entry 1, Entry 2 and Entry 3. These are broadly aligned with Levels 1, 2 and 3 of the National Curriculum. The Standards are also aligned to make sure that there is easy progression into the Key Skills of Communication and Number at Level 1. The alignment of levels across these three initiatives is demonstrated in Table 1.

The Basic Skills Standards provide a useful perspective on the underpinning requirements for these Key Skills. They give a detailed framework of the skills that adults will need to achieve the Key Skills of communication and application of number at Levels 1 and 2.

The Basic Skills Agency and the Further Education Development Agency (FEDA) are producing material that will clarify further the relationship between Basic Skills and Key Skills.

<i>Basic Skills</i>	<i>National Curriculum</i>	<i>Key Skills</i>
<i>Entry Level</i>		
Entry 1	Level 1	n/a
Entry 2	Level 2	n/a
Entry 3	Level 3	n/a
Level 1	Level 4	Level 1
Level 2	Levels 5, 6 and 7	Level 2

Table 1: Equivalence of levels between the Basic Skills Curriculum, the National Curriculum and the Key Skills Specifications

The division of Entry Level helps beginner-level learners to map their progression in smaller, 'bite-sized' chunks of learning. This is designed to improve motivation and to enable teachers to map learners' position against the standards in some detail. It also allows for the phenomenon of 'spiky profiles' of adult learners, whose levels of skills in reading, writing, speaking and listening, and numeracy are often all different. It is unusual for people to fall neatly into a single level as defined by the Basic Skills Standards.

3. The Curriculum

'As far as possible the curriculum should be context free – the core should set out the skills to be taught. The context in which they are taught is a matter for the teacher and learner to decide, particularly as different adults have different motivations'

A Fresh Start, February 1999

The ESOL Curriculum takes the standards and shows how they can be effectively translated into good practice, whether the learners are in the classroom, working from home, in the workplace or learning online. It has been designed to ensure that learners get a consistent approach with programmes designed to raise their level of English language skills. It will facilitate movement and progression and ensure standardisation across institutions. As the Adult Basic Skills Strategy unfolds, the Curriculum will be reviewed and updated to build in new and revised ways of delivering these skills, and will reflect the best of what has to happen in order to fulfil the vision outlined in *A Fresh Start*. For teachers, therefore, the new ESOL Curriculum is both a key support and also a challenge.

Section 2:

A New ESOL Curriculum

1. Skills, Context and Practice

'In short, the curriculum is not a series of rigid lesson plans to be taught by every teacher and followed by every learner'.

A Fresh Start, February 1999

The ESOL Curriculum sets out the skills and knowledge that every adult needs to be able to speak, understand, read and write English. While it doesn't prescribe a set of compulsory instruments to be used, it does recognise that there are skills and knowledge we all need in order to communicate in English in our life and work. For the first time, therefore, adults and the teachers who work with them have a clear set of skills and knowledge and a clear and detailed set of strategies to deliver those skills.

Delivering the new ESOL Curriculum will involve a combination of three key elements: skills/knowledge development, application to context and the specialist professional practice of teaching ESOL. Figure 1 shows how they overlap and intertwine.

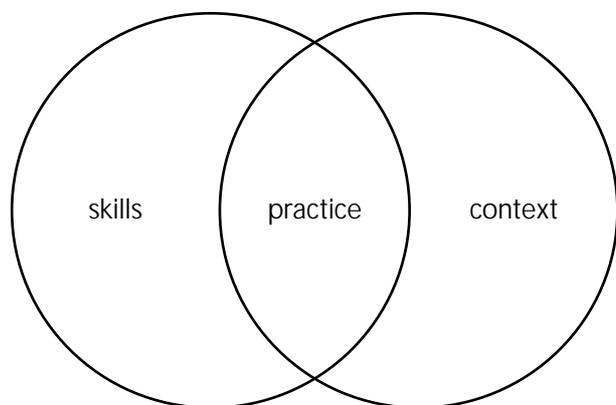


Figure 1: The overlap between Skills, Context and Practice

The underpinning skills and knowledge can be practised and applied in a wide range of contexts. The standards have identified five broad contexts which are relevant to adults:

- being a citizen and taking part in community life;
- taking part in economic activity and working life (both paid and unpaid);
- managing a home and being part of a family;
- leisure activities;
- education and training.

However, it is important that the skills are presented and practised in contexts relevant to the learner. Each individual learner will come with their own set of priorities and requirements and these must be the starting point of their learning programme development. Practice describes the way in which skills and knowledge and context are brought together. The teacher applies these skills to the specific need of each individual learner.

'Learners should be able to develop the skills common to them all, using the interests, the materials and the activities that most closely match their needs'.

A Fresh Start, February 1999

2. Making the Curriculum work

Learning Programmes

One of the key issues for teachers, ESOL programme managers and inspection agencies is how to make sure that the curriculum is used effectively. The new ESOL curriculum aims to ensure that good practice becomes standard practice. Part of this process means that all providers need to incorporate certain essential elements into their ESOL programme. These essential elements are:

- **Diagnostic assessment** – considering the starting point of the learner, that is the learner's prior learning, learning aims and aspirations and interests
- **Content** – considering and selecting from the components of the curriculum, including development of the four skills of speaking, listening, reading and writing; and knowledge of grammar, either explicit or implicit
- **Application** – in contexts that relate to the learner
- **Opportunity to demonstrate learning** – through tasks inside and/or beyond the classroom.

Quality

The effectiveness of the Curriculum will be judged partly through the quality and inspection processes that are being developed as part of the new Adult Basic Skills Strategy. These will include:

- **embedding aspects of the Curriculum and its delivery in new quality standards;**
- **inclusion of the Curriculum, its implementation and monitoring in internal college, and other, systems;**
- **linkage of the curriculum to quality initiatives that form part of the new Strategy;**
- **inspection regimes.**

As part of the requirements of the new teacher training standards, teachers will need to be familiar with the Curriculum, and show that they are skilled in its use.

Qualifications

Recommendation 16

There should be a new national basic skills curriculum for adults, with well-defined standards of skill at Entry Level, Level 1 and Level 2.

Only basic skills qualifications based on this new curriculum should be funded from the public purse. Whether assessed by coursework, test or a mixture of both, they should use a common set of standards laid down by QCA.

Existing qualifications should be revised to meet these new national standards.

Existing qualifications based exclusively on tests should be replaced by a new National Literacy Test and a new National Numeracy Test both available at Levels 1 and 2.

A Fresh Start, February 1999

The Curriculum does not determine the nature or methodology of qualifications; that is the role of the awarding bodies, using the Basic Skills Standards.

However, it does provide a strong framework which awarding bodies can use to develop assessment schemes that reflect the highest possible quality in the teaching and learning process.

The Curriculum focuses primarily on the input side, the teaching process. Qualifications are about the outputs – the results of teaching and learning – and provide formalised summative assessment leading to a national award.

Assessment

Assessment is a critical part of practice in basic skills. The Curriculum does not specify any one assessment method, but it does assume that there will be assessment in at least four domains of activity:

- **initial screening – to determine overall level;**
- **diagnostic assessment – to identify the prior knowledge of the learner, the learner's aspirations and interests and the specific skills that need to be developed;**
- **formative assessment – to monitor progress towards the achievement of these skills, using learning plans which are regularly reviewed;**
- **summative assessment – to provide a statement of achievement, opportunities for a qualification and perhaps longer-term learning plans.**

All these are described in detail in the Basic Skills Agency Quality Mark process and documentation, and in *Effective Basic Skills Provision for Adults*.

Section 3:

**The ESOL
Curriculum
Framework**

The ESOL Curriculum

Introduction

1. About this Section

This section contains the curriculum. It is divided into the five levels – Entry 1, Entry 2, Entry 3, Level 1 and Level 2 in order to relate to the Standards. (See Section 1 for an overview of how these levels relate to other national frameworks.) At each level and for each skill you can find the relevant Standards and the level descriptors. We then give the details of the curriculum for all four skills for that level.

2. Relating the Curriculum to the Standards

For each skill and at each level, the curriculum is linked to the standards through the *Curriculum Element*. This is either taken directly from the standard or from the level descriptor which follows the standards at each level. For instance, at Speaking Entry 1 the first curriculum element is *Speak to communicate: to provide basic information*. This relates directly to the Standard which says ‘At this level adults can speak to communicate basic information, feelings and opinions on familiar topics.’

For each *Curriculum Element* we have given examples of the Component Skills which would enable learners to achieve the Standards at that level. So, for instance, in order to be able to provide basic information, adults need to be able to give personal information, introduce family and friends, describe places and things, etc.

We have also given *Examples* of the language or texts at each level. In the Speaking section, the component skills are described in terms of functions and at each level the functions are accompanied by examples of the language in use, thus giving examples of the grammatical knowledge expected at that particular

level. For instance, to give personal information at Entry 1, it is enough to be able to say ‘My name’s ...’ ‘I come from ...’, whereas at by Entry 3 learners would be expected to use different tenses and form more complex sentences such as ‘I’ve lived in the UK for two years’ ‘When I lived in India I used to own a shop.’ The same level of grammatical knowledge would be expected at that level in Writing.

As part of the Listening, Reading and Writing curriculum we have included example activities to develop each Component Skill. We have not done this for the Speaking curriculum as procedures are unlikely to vary much for the different Component Skills. The activities that teachers use – drills, role-plays, communicative tasks – are much the same whether the learner is learning to give personal information or describe people and places.

3. Speaking and listening

The Basic Skills Standards have put listening and speaking together as the skills are almost always used together in communication.

However, for the purposes of planning, learning and teaching, the ESOL curriculum has separated listening and speaking and listed the separate component skills that make up these two different communication skills. Learners often develop the receptive skills of listening earlier than productive skills of speaking and so the skills also need to be assessed separately. Finally, it will be necessary to use different teaching activities and techniques to develop the two skills.

The speaking and listening curriculum includes a detailed breakdown of the grammar needed at each

level.

4. Reading and Writing: text, sentence and word level

The ESOL curriculum is part of an initiative which is based on a common set of standards covering both basic skills and ESOL. Both curricula use the same framework for describing the processes of reading and writing. These are based on the National Literacy Strategy for schools. The model recognises the complexity of the reading and writing process and the different levels on which fluent readers and writers operate.

- **Text level addresses the overall meaning of the text.**
- **Sentence level desols with grammar, sentence structure and punctuation.**
- **Word level looks at the individual words themselves, their structure, spelling and meaning.**

Conveying meaning, whether orally or in writing, involves operating at the three levels simultaneously – for instance, ‘Stop!’ is simultaneously a text, a sentence and a word.

The curriculum framework separates these three levels for clarity of analysis. However, in practice language is used in communicative contexts, that is to say 'whole texts' and though the three levels may be taught separately, they need to be brought together. To facilitate understanding the teacher may unpick different features at text, sentence or word level, but always with the ultimate aim of producing or understanding whole texts.

A detailed breakdown of grammar is not included in the curriculum for reading and writing. For this, teachers should refer to the speaking curriculum.

The ESOL Curriculum

Speaking – Entry Level 1

At this level, adults can:

- **listen and respond** to spoken language, including simple narratives, statements, questions and single step instructions;
- **speak to communicate** basic information, feelings and opinions on familiar topics;
- **engage in discussion** with another person in a familiar situation about familiar topics.

An adult will be expected to:

- listen for the gist of short explanations;
- listen for detail using key words to extract some specific information;
- follow single step instructions in a familiar context, asking for instructions to be repeated if necessary;
- listen and respond to requests for personal information;
- speak clearly to be heard and understood in simple exchanges;
- make requests using appropriate terms;
- ask questions to obtain specific information;
- make statements of fact clearly;
- speak and listen in simple exchanges and everyday contexts.

Issues which may affect delivery of the curriculum at this level

- Students can expect a lot of support in terms of repetition, re-phrasing and prompts. Speech may be tightly controlled or slowed down, without distorting the normal stress, rhythm and intonation of everyday spoken English.
- A variety of media (video, taped audio cassette), students and helpers may be used.
- The importance of non-verbal signalling, and the difficulties encountered when it is not present, should not be underestimated.
- The need for and degree of accuracy should be determined by the purpose of the speech act and appropriateness to the situation.
- Any tasks which students are given to perform should aim to develop and test their speaking skills. As some students may only have basic literacy skills, activities should be devised which can be performed orally or either orally/and in writing.

Note on the tables which follow

The *Component skills – language functions with examples* does not give a prescriptive list of functions, but a set of example functions. Under *Grammar*; key sentence structures at this level are statements, negatives, questions and commands in simple sentences. Under *Phonology*, difficulties with specific sounds should be addressed according to student need. *Discourse skills and cross-cultural features of communication* should be practised in any context within the level. Examples given of potential cross-cultural differences are neither prescriptive nor exhaustive.

Speak to communicate: To provide basic information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>The grammar needed for these functions includes:</p>		
<p>E1.1 give personal information; My name's... I live in... I don't smoke.</p>	<p>statements, negatives and short forms using simple present of be/have/do, and common regular verbs;</p>	<p>Awareness of falling intonation on complete, definite statement</p>
<p>E1.2 introduce family and close friends; I've got 3 children. This is my wife. He comes from... They're brothers.</p>	<p>have got, possession; possessive and demonstrative adjectives; subject pronouns;</p>	<p>Awareness of stress-timed sentence rhythm</p>
<p>E1.3 tell the time/day etc.; It's 12 o'clock. It's quarter past...</p>		
<p>E1.4 express ability; I can speak Hindi and Gujarati. She can't drive.</p>	<p>modal 'can' + infinitive;</p>	
<p>E1.5 say when you do not understand; Sorry I don't understand.</p>		<p>Awareness of stress falling on important words in the sentence. Rising intonation to elicit understanding</p>
<p>E1.6 describe places and things. There's a heater in this room. There's some tea here. There are 8 students in the class. There isn't any coffee.</p>	<p>there is/are; prepositions of place; countable/uncountable nouns; determiners of quantity some/any; regular and common irregular plurals; indefinite article a/an with singular countable nouns</p>	<p>Importance of signalling lack of understanding, contrasting how this is done in other languages</p>

Speak to communicate: To provide basic information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>E1.7 give single step directions and instructions; Go straight on. Put the tape in the tape recorder. Don't smoke in here.</p> <p>E1.8 spell words aloud. My name is Salima, that's S-A-L-I-M-A.</p>	<p>The grammar needed for these functions includes:</p> <p>commands using imperatives and negative imperatives.</p>	<p>Awareness of importance of intonation in conveying meaning, e.g. for politeness, helping to distinguish between questions and statements</p>

Speak to communicate: To ask for basic information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>E1.9 ask for personal information; What's your name? Is she your wife? Do you speak Hindi? Where do you work? Have you got a job?</p>	<p>The grammar needed for these functions includes:</p> <p>questions using</p> <ul style="list-style-type: none"> • simple present of be/have/do and of common verbs • have got to indicate possession • wh questions with who/what where/how much/many. 	<p>Awareness of rising intonation for questions in general and that falling intonation is often found with wh questions</p>

Speak to communicate: To ask for basic information.

Component skills: language functions with examples	Knowledge and understanding		
	Grammar	Phonology	Discourse skills and cross-cultural features of communication
Adults should be taught to:	The grammar needed for these functions includes:		
E1.10 enquire about prices and quantities; How much is it? How many students are there?			
E1.11 ask the time/day; What's the time? Have you got the time?			
E1.12 enquire about skills; Can you type?			
E1.13 make requests, ask for something; A cup of tea, please Can I have a single to Manchester, please?		Awareness of stress-timed sentence rhythm in questions	Awareness of the importance of intonation and use of 'please' in requests, contrasting with conventions in other languages
E1.14 request – ask someone to do something; ID, please. Can you help me? Please, can you repeat it?		Awareness of rising intonation for politeness	
E1.15 request directions. Where's the Post Office?			

Speak to communicate: To express feelings and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
E1.16 express likes and dislikes; I like... I don't like I like... and... I like... but I hate...	statements, positive and negative, using conjunctions – and/but;	Awareness of stress falling on the important word or information
E1.17 express feelings; I'm angry/happy	verb be + adjectives.	Awareness of importance of stress in conveying feelings and opinions
E1.18 express wishes; I want a new job. I don't want an evening class.		
E1.19 agree and disagree. Yes/no... I think so. I don't agree. You're right.		
E1.20 apologise. Sorry! I'm sorry.		
E1.21 express views I think this is good.		

Listen and respond: To simple narratives, statements and questions.

Component skills: language functions with examples	Knowledge and understanding		
	Grammar	Phonology	Discourse skills and cross-cultural features of communication
Adults should be taught to:	The grammar needed for these functions includes:		
E1.22 respond to requests for basic information; What's your name? – Maria.		Awareness of falling intonation on complete, definite statement	
E1.23 confirm; Do you come from India? – Yes/no – Yes I do/No I don't. – Does/doesn't Have you got...? – Yes I have/No I haven't, – Has/hasn't	simple present, short answer form;		
E1.24 respond to questions about ability; Can you drive? – Yes I can/No I can't.			
E1.25 respond to a request. Can I use your pen? – Yes, you can.			

Listen and respond: To ask for basic information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:		
The grammar needed for these functions includes:		
E1.26 express a preference; Which do you want, tea or coffee? – Tea, please.		
E1.27 correct; You live in Luton. – No, I live in London. Mrs Kan, that's K-A-N ? – No, K-H-A-N	Ability to stress important information or word	Awareness of the importance of intonation in correcting and asking for clarification
E1.28 check back; Can you come on Monday at 4pm? – Monday? 4pm?	Ability to produce rising intonation on each word or part of information being queried or confirmed	
E1.29 express thanks. Thanks Thank you		Awareness of convention of thanking, oral and in writing, contrasting with conventions in other cultures

Listen and respond: To single step instructions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
E1.30 respond to a request for directions; It's on the left.	prepositions and prepositional phrases of place e.g. opposite, near, on the left;	Awareness of falling intonation for a complete, definite statement
E1.30 request instructions. It's on the left. Come in. Don't move it.	imperative and negative imperative.	Awareness of importance of intonation and stress to differentiate between a request and a command

Engage in discussion with another person in a familiar situation.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
use any of the previous language functions at this level E1.1 to E1.31;		
E1.32 greet; Hi! How are you?		Awareness that rising intonation is often used for questions
E1.33 respond to greetings; Fine, thanks, and you?		Awareness of falling intonation in first part, rising in second
		Awareness of naming conventions, use of first names and titles, contrasting with other cultures
		Awareness of importance of intonation and stress to convey feelings, attitudes, relationship between speakers

Speak to communicate: Engage in discussion with another person in a familiar situation.

Component skills: language functions with examples	Knowledge and understanding		
	Grammar	Phonology	Discourse skills and cross-cultural features of communication
Adults should be taught to:	The grammar needed for these functions includes:		
E1.34 describe health and symptoms; I feel tired and hot. I've got flu.		Awareness of falling intonation on complete, definite statement	Recognise the interactive pattern of conversation and expectations of interlocutors, e.g. turn-taking, types of questions often asked or avoided.
E1.35 invite and offer; Would you like a sandwich?	questions, using modal 'would' + like.	Awareness of rising intonation for offers and invitations	Awareness of non-verbal signalling that helps interaction between speakers e.g. shrugging or saying 'aha...mmh' to show understanding
E1.36 accept; Yes, please			
E1.37 decline; No thanks. I'm sorry, I don't eat ham.			
E1.38 take leave. Bye. See you tomorrow.			

Strategies for Independent Learning

Students should be encouraged to do the following.

1. At home:
 - go over work done in class, read it aloud, check understanding;
 - read practice dialogues to themselves, try learning them by heart;
 - keep a new vocabulary book and try to learn five new words after each lesson;
 - tape lessons or parts of lesson and play back at home;
 - use self-access English learning materials (books, computer programmes and tapes) outside the classroom for extra practice or revision;
 - consult their teacher about appropriate materials.

2. When using the phone:
 - rehearse what they are going to say before dialling, think about possible questions and answers;
 - write down what they want to say, or main points, before dialling.

3. Try to watch TV/listen to the radio/read headlines and simple books in English every day, if only for a short time. Ask English-speaking friends or relatives to explain words, phrases they do not understand or look words up in a bilingual dictionary.

4. Play simple board games, cards or language games (e.g. I Spy, 20 questions) with English-speaking friends or relatives.

5. Join the local library. If they have children, read with them, asking them to read as well as reading to them.

Speaking – Entry Level 2

At this level, adults can:

- **listen and respond** to spoken language, including straightforward information, short narratives, explanations and instructions;
- **speak to communicate** information, feelings and opinions on familiar topics;
- **engage in discussion** with one or more people in a familiar situation, to establish shared understanding about familiar topics.

An adult will be expected to:

- listen for and follow the gist of explanations, instructions and narratives;
- listen for detail in short explanations, instructions and narratives;
- listen for and identify the main points of short explanations or presentations;
- listen to and follow short, straightforward explanations and instructions;
- listen and identify simply expressed feelings and opinions;
- speak clearly to be heard and understood in straightforward exchanges;
- make requests and ask questions to obtain information in everyday contexts;
- respond to straightforward questions;
- express clearly statements of fact and short accounts and descriptions;
- ask questions to clarify understanding;
- follow the gist of discussions;
- follow the main points and make appropriate contributions to the discussion.

Issues which may affect delivery of the curriculum at this level

- Students can expect support in terms of repetition, re-phrasing and prompts. Speech may be slightly slowed down, without distorting the normal stress, rhythm and intonation of everyday spoken English.
- Students should have the opportunity to hear a limited variety of accents and both genders.
- A variety of media (video, taped audio cassette), students and helpers may be used to deliver the speaking material.
- The importance of non-verbal signalling, and the difficulties encountered when it is not present, should not be underestimated.
- The need for and degree of accuracy should be determined by the purpose of the speech act and appropriateness to the situation.
- Any tasks which students are given to perform should aim to develop and test their speaking skills, rather than their reading or writing. As some students may have basic literacy skills, activities should be devised which can be performed orally or either orally/and in writing, as appropriate.

Note on the tables which follow

The *Component skills* column does not give a prescriptive list of functions, but a set of example functions. Under *Grammar*, key sentence structures at this level are statements, negative statements, questions and commands in simple and multiple sentences. Under *Phonology*, difficulties with specific sounds should be addressed according to student need. *Discourse skills and cross-cultural features of communication* should be practised in any context within the level. Examples are given of potential cross-cultural differences, but these are neither prescriptive nor exhaustive.

Speak to communicate: To provide straightforward information.

Component skills: language functions with examples		Knowledge and understanding	
		Grammar	Phonology
<p>Adults should be taught to:</p> <p>The grammar needed for these functions includes:</p>			
<p>E2.1 give personal information; I was a nurse in Somalia but I don't have a job now.</p>	<p>statements, negatives and short forms using</p> <ul style="list-style-type: none"> • simple present of be/have/do; • common verbs; • have got to equal possession; • simple past of regular and common irregular verbs; 	<p>Awareness of falling intonation on complete, definite statement</p>	<p>Awareness of naming conventions in formal and informal contexts, contrasting with other cultures</p>
<p>E2.2 describe self and others; I am/I'm busy. He is/He's tall and slim. She is/She's got long dark hair. They are/They're not helpful. He's got a beard and a big smile.</p>		<p>Awareness of: elision and unstressed vowel/schwa and stress-timed sentence rhythm</p>	
<p>E2.3 describe places and things; Hong Kong is busy and expensive.</p>	<p>common adjectives word order after <u>be</u> and with nouns; use of the indefinite article;</p>		
<p>E2.4 compare people, places, things; London is bigger than Addis Abbaba but it isn't very friendly. It is/It's more expensive than...</p>	<p>comparative adjectives, including regular and common irregulars;</p>		
<p>E2.5 describe daily routines and regular activities; I go to work at 7.30 am. I don't work on Wednesday. I usually cook in the evenings.</p>	<p>prepositions of time e.g. at/in/on; adverbs of frequency e.g. usually, sometimes; word order.</p>	<p>Awareness of stress falling on important words in the sentence</p>	<p>Ability to structure a story or narrative, contrasting with conventions in other languages</p> <ul style="list-style-type: none"> • Introduce a topic. • Develop a topic. • Conclude satisfactorily. <p>Ability to sequence satisfactorily</p>

Speak to communicate: To provide straightforward information.

Component skills: language functions with examples	Knowledge and understanding		
	Grammar	Phonology	Discourse skills and cross-cultural features of communication
Adults should be taught to:	The grammar needed for these functions includes:		
E2.6 narrate – talk about past events (1st person narrative); I was born in Gujarat. I got married and then I came to the UK. I moved to Birmingham 2 years ago. I worked in a hospital. The hospital was near my house. After that I...	simple past of regular and common irregular verbs; ago; definite article 'the' (specifying); sequencing adverbs; conjunctions, e.g. and/but;	As necessary, rising intonation on conjunctions and adverbs to show the narrative continues	Ability to structure a story or narrative, contrasting with conventions in other languages. <ul style="list-style-type: none"> • Introduce a topic. • Develop a topic. • Conclude satisfactorily. Ability to sequence satisfactorily.
E2.7 narrate – talk about past events (3rd person narrative); Yesterday Ali went to London. Later he saw an Inspector and asked him...	object pronouns; adverbs and adverbial phrases of time and place e.g. yesterday, in the morning;		
E2.8 talk about future plans, arrangements and intentions; I'm taking my son to the park tomorrow. I'm going to visit my sister on Sunday. He's going to study computing in September.	present continuous (to express the future); going to + infinitive;		
E2.9 express need; I have to see my solicitor. I need to leave early today. I must hurry.	modals – need, must, have to + infinitive.		Awareness of the importance of modal verbs in expressing different functions and in explaining reasons for actions

Speak to communicate: To ask for straightforward information.

Component skills: language functions with examples	Knowledge and understanding		
	Grammar	Phonology	Discourse skills and cross-cultural features of communication
Adults should be taught to:			
E2.10 ask for personal details; What's your address? What do you do?	The grammar needed for these functions includes: questions using • simple present of be/do/have; • common regular verbs – question form;	Awareness of rising intonation for questions in general, and in particular those to which the answer is 'yes' or 'no'	Awareness of the importance of intonation in conveying meaning, e.g. for politeness, to convey the formality of situations, the relationship between speakers
E2.11 ask for descriptions of people; What does he look like? What's he like?			
E2.12 ask for descriptions of places and things; What's it like?			
E2.13 make comparative questions; Is halal meat more expensive than non-halal meat?			
E2.14 ask about regular or daily routines; What do you do at the weekends? When do you usually get up?	wh questions e.g. when, what time, how often?		
E2.15 ask about past events; What happened? Did you see the news last night? What did you do in your country?	simple past of be/do/have; irregular verbs.		

Speak to communicate: To ask for straightforward information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>The grammar needed for these functions includes:</p>		
<p>E2.16 ask about future plans and intentions: What are you doing next weekend? Are you going to...?</p>		
<p>E2.17 make requests – ask for something in formal and informal situations: Could I speak to the manager? I'd like to see Mrs Brown please. Can I have a biscuit, Ranji? ask someone to do something in formal and informal situations: Could you shut the window? Could you give me...? Can I use your pen? ask for permission formally; Could I leave at 12.00 today please? ask for directions. Can/could you tell me the way to...?</p>	<p>modal could + infinitive; would like + infinitive; object pronouns.</p>	<p>Awareness of register, intonation and of the use of 'please' in polite requests The use of 'you' in all registers, contrasting with other languages Awareness of the difference in use of 'want' and 'would like'</p>

Speak to communicate: To express feelings and opinions.

Component skills: language functions with examples	Knowledge and understanding		
	Grammar	Phonology	Discourse skills and cross-cultural features of communication
Adults should be taught to:			
E2.18 express likes and dislikes with reasons; I like Manchester because... I don't like Manchester, so we don't go there very often.	The grammar needed for these functions includes: statements and negatives using • conjunctions and adverbs of reason, cause and effect;	Awareness of stress falling on the important word or information	Awareness of the importance of stress to convey information, feelings and opinions
E2.19 express views, with reasons and cause and effect; I think Mrs Smith is a good teacher, so I don't miss her classes. I think she is a good teacher because she listens to us.			
E2.20 express wishes and hopes; I'd like to get a job next year. I hope he gets better soon.	adverbials of time.		
E2.21 apologise; I'm resolly/so/extremely sorry. E2.22 apologise and give reasons; I'm resolly sorry I'm late but...			
E2.23 ask about people's feelings, opinions, interests, wishes, hopes. Do you think...? What do you think about...? How do you feel about...?			

Listen and respond: To questions and requests.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
E2.24 respond to requests for personal detail: When do you start work? – At 9.00	statements using grammar from E2.1 to E2.23.	Awareness of falling intonation on complete, definite statements
E2.25 respond to questions about people: What's he like? – He's friendly.		
E2.26 respond to questions about places and things: Tell me about your country. – It's in Africa. There are...		Awareness of the interlocutor's expectations in open questions, requesting information
E2.27 respond to comparative questions: Is the weather the same here as in...? – No, it isn't. – No, it's colder than...		
E2.28 respond to questions about regular or daily events: Can you tell me about your job? – I work in... I have to...		
E2.29 respond to questions about past events – confirming: Did you see the news last night? – Yes I did. No I didn't.		

Listen and respond: To questions and requests.

Component skills: language functions with examples	Knowledge and understanding		
	Grammar	Phonology	Discourse skills and cross-cultural features of communication
<p>Adults should be taught to:</p> <p>E2.30 respond to questions about past events – narrating: What did you do last night? – I went to... and I saw...</p> <p>E2.31 responds to questions about future plans and intentions: What are you going to do next year? – I'm going to study engineering. – I'm going to get a job. I'm not staying at</p> <p>E2.32 respond to formal and informal requests for something: Could you tell me the time? What's the time? – It's six o'clock.</p> <p>respond to formal and informal requests to do something: Could you shut the door? Please shut the door. – OK – Yes, of course. – No, I'm sorry, it's stuck.</p> <p>respond to formal requests for permission: Could I use your pen? I'll return it later. – Yes, that's fine. – No, I'm sorry, I need it.</p>	<p>The grammar needed for these functions includes:</p>	<p>Ability to structure a story or narrative contrasting with conventions in other languages</p> <p>a. Introduce a topic. b. Develop a topic. c. Conclude satisfactorily</p> <p>Ability to sequence satisfactorily</p>	<p>Awareness of the difference in use of 'can' and 'could' in formal and informal situations</p>
		<p>Ability to stress the important information or word</p>	

Listen and respond: To questions and requests.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
E2.33 respond to questions about preference; Which do you prefer, tea or coffee? – I prefer coffee. – Coffee.		
E2.34 respond to requests for clarification; How did you say you spell your name? – K – H – A – N.		
E2.35 check back; You go up the stairs, turn left and its at the end of the corridor. – I go up the stairs, turn left and then...?		Ability to use rising intonation, echoing each word or piece of information being checked or queried
E2.36 express thanks gratefully. Thanks so/very much.		Importance of checking back as a communication strategy
		Awareness of conventions of thanking, contrasting with other cultures

Listen and respond: To straight forward explanations and instructions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
E2.37 respond to requests for directions; How do you get to X? How does this work? – Go straight on, past the lights and turn right.	questions and statements using • simple present;	Awareness of stress falling on sequence markers and other important content words in the sentence
E2.38 respond to requests for instructions. How does this work? – First you check the pressure, then you take the pump and... – Don't take off the cap.	commands using • imperative and negative imperative; • sequencing adverbs and conjunctions.	Ability to structure instructions and sequence satisfactorily

Listen and respond: To questions and requests.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
E2.39 respond to requests for explanations. I'm sorry I didn't understand that. Could you explain it again? – Yes, no problem.. – O.K., well...		Awareness of the importance of intonation and stress to differentiate between polite instructions and commands

Engage in discussion in a familiar situation: To convey information and opinions.

Component skills: language functions with examples	Knowledge and understanding		
	Grammar	Phonology	Discourse skills and cross-cultural features of communication
Adults should be taught to:	The grammar needed for these functions includes:		
use any of the previous language functions at this level, E2.1 to E2.39;			
E2.40 greet; Hi, hello, 'morning, nice to see you			Awareness of non-verbal signalling that helps interaction between speakers, e.g., shrugging or saying 'aha' 'mhm' to show understanding
E2.41 respond to greetings; Did you have a good weekend? – Yes thanks. We went swimming, and you?		Awareness that rising intonation is often used for questions Awareness of falling intonation followed by rising intonation in subordinate clause	Awareness of interlocutors, expectations and social conventions recognition of the interactive pattern of conversation and expectations of interlocutors, e.g. turn-taking, types of questions often asked or avoided
E2.42 give warnings; Be careful! Stop! Don't run. It's dangerous.		Ability to stress the important words and phrases	
E2.43 express possession. This is mine. That's Jane's bag.	statement and negative forms using <ul style="list-style-type: none"> possessives possessive pronouns; 		
E2.44 insist politely; I'm sure. I resolutely must go. It's very important.	intensifiers, with correct word order.		
E2.45 take leave. Have a good weekend.			

Engage in discussion in a familiar situation: To seek information and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:		
use any of the previous language functions at this level E2.1 to E2.45;		
E2.46 greet; Did you have a good holiday?		Awareness of the importance of register, intonation and stress to convey feelings, attitudes, awareness of the relationship between speakers; formality of situations
E2.47 offer; Would you like tea or coffee?	either/or;	Ability to produce alternative questions – the voice rises on the first alternative and falls on the second
E2.48 ask about possession; Is this yours? Is this Ahmed's bag?	questions using <ul style="list-style-type: none"> possessives possessive pronouns; 	
E2.49 persuade; Must you go? Are you sure...?	modal 'must'.	
E2.50 ask for clarification and explanation. Are you coming on Monday or on Tuesday? What does X mean? How do you spell X?		

Strategies for Independent Learning

Students should be encouraged to do the following.

1. At home:
 - go over work done in class, read it aloud, check understanding;
 - read practice dialogues to themselves, try learning them by heart;
 - keep a new vocabulary book and try to learn five new words after each lesson;
 - tape lessons or parts of lesson and play back at home;
 - use self-access English learning materials (books, computer programmes and tapes) at home for extra practice or revision, and consult their teacher about appropriate materials.
2. When using the phone
 - rehearse what they are going to say before dialling, think about possible questions and answers;
 - write down what they want to say, or main points, before dialling.
3. Try to watch TV/listen to the radio/read headlines and simple books in English every day, if only for a short time. Use teletext to reinforce comprehension. Ask English-speaking friends or relatives to explain words, phrases they do not understand or look words up in a dictionary. Use a bilingual or English students dictionary to look words up they do not know.
4. Play board games (e.g. Scrabble, Monopoly), cards or language games (e.g. I Spy, 20 questions) with English-speaking friends or relatives.
5. Think of ways in which they can meet English-speaking people and use English as the medium of communication – join an adult education class or a club or committee (e.g. PTA, Local Residents' Association), a trade union.
6. Join the local library. If they have children, read with them, asking them to read as well as reading to them.

Speaking – Entry Level 3

At this level, adults can:

- **listen and respond** to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone;
- **speak to communicate** information feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone;
- **engage in discussion** with one or more people in a familiar situation, making relevant points and responding to what others say and to reach a shared understanding about familiar topics.

An adult will be expected to:

- listen for and follow the gist of explanations, instructions and narratives in different contexts;
- listen for detail in short explanations, instructions and narratives in different contexts;
- listen for and identify relevant information from discussions, explanations or presentations;
- use strategies to clarify and confirm understanding (*such as facial expressions or gesture*);
- listen to and respond appropriately to other points of view;
- speak clearly to be heard and understood using appropriate clarity, speed and phrasing;
- use formal language and register when appropriate;
- respond to a range of questions about familiar topics;
- express clearly statements of fact and give short explanations, accounts and descriptions;
- make requests and ask questions to obtain information in familiar and unfamiliar contexts;
- follow and understand the main points of discussions on different topics;
- make contributions to discussions that are relevant to the subject;
- respect the turn-taking rights of others during discussion.

Issues which may affect the delivery of the curriculum at this level

- Students can expect some support in terms of repetition and re-phrasing. Speech is to be delivered at normal speed and students should be able to cope with a limited range of distractors, e.g. some background noise, music, interruptions.
- Students should have the opportunity to hear a range of accents and a range of English varieties.
- Students use of English may reflect the variety commonly spoken in their community, rather than Standard English. Teachers need to raise this point in discussion.
- Students should be able to apply speaking skills in face to face and telephone situations.
- A variety of media (video, taped audio cassette), students and helpers may be used to deliver the speaking material.
- The importance of non-verbal signalling, and the difficulties encountered when it is not present, should not be underestimated.
- The need for and degree of accuracy should be determined by the purpose of the speech act and appropriateness to the situation.
- Any tasks which students are given to perform should aim to develop and test their speaking skills, rather than their reading or writing. As some students may have basic literacy skills, activities should be devised which can be performed orally and/or in writing, as appropriate.

Note on the tables which follow

The *Component skills* column is not a prescriptive list of functions, but a set of example functions. Under *Grammar*, the key aspect of sentence structure at this level is constructing compound sentences and the developing use of subordinate clauses (see appendix). Under *Phonology*, pronunciation difficulties need to be addressed according to student need. *Discourse skills and cross-cultural features of communication* are to be practised in any context within the level. Examples are given of potential cross-cultural differences, but these are neither prescriptive nor exclusive.

Speak to communicate: To provide information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p>		
<p>E3.1 give personal information; I have/I've lived in the UK for 2 years since 1998. I have/I've never worked in an office. At the moment I'm studying English in a college in Bolton. When I lived in India I used to own a shop.</p>	<p>statements, negatives and short forms using</p> <ul style="list-style-type: none"> • present perfect; • since/for; • present continuous; • adverbial phrases of time and place; • used to; 	<p>Awareness of falling intonation on complete, definite statement Stress-timed sentence rhythm</p>
<p>E3.2 introduce others; I would/I'd like you to meet... He is/He's my...</p>	<p>modal would + like;</p>	
<p>E3.3 describe self/others; She is/She's in her twenties, of average height with freckles. She is/She's the youngest in the family. My son is/My son's the best runner in the school.</p>	<p>adjectival phrases; superlatives, regular and irregular;</p>	<p>Elision Unstressed vowel/schwa</p>
<p>E3.4 describe places and things; Iraq shares a border with Iran and is to the north of... It is/It's the largest country in... These trousers are too big...</p>	<p>prepositional phrases of place; intensifiers e.g. too/enough;</p>	<p>Stress falls on important words in the sentence</p>
<p>E3.5 compare people, places, things; Hong Kong and Singapore are as...as each other. The leg's much worse than before.</p>	<p>comparative structures As...as Compared with X... X is the same as X including irregulars.</p>	<p>Awareness of interlocutor's background knowledge</p>

Speak to communicate: To provide information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p>		
<p>E3.6 narrate events in the past; A few days ago Mr Gonzales, who lives next door to me, decided to go to London. While he was waiting, a woman fainted...</p>	<p>clauses of time; relative clauses (who, which, where) non-defining; past continuous and simple past;</p>	<p>Ability to structure a story a) Introduce the topic. b) Develop the topic. c) Conclude satisfactorily.</p>
<p>E3.7 give factual accounts; Divall is a Hindu festival which takes place in... As... For this reason... The train leaves at...and arrives...</p>	<p>use of definite and indefinite article; present simple; clauses of reason; conjunctions/adverbial clauses of cause; however/but/although;</p>	<p>Ability to sequence and refer back Ability to indicate relationship between ideas – causality – contrast – result – purpose</p>
<p>E3.8 express certainty about the future; I'll be 50 next year. I won't see her until Friday..</p>	<p>future simple;</p>	
<p>E3.9 offer help; I'll go. We'll do it.</p>		
<p>E3.10 make a decision as one's speaking, make arrangements; I think I'll go now. We'll meet you outside the cinema at 7.30.</p>		
<p>E3.11 express obligation. He should speak to the supervisor. I should wear a mask.</p>	<p>modal should.</p>	

Speak to communicate: To seek information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>E3.12 ask for personal information; Have you been here long? Are you working at the moment?</p> <p>How long have you worked there? Have you ever been to...? What are you doing at present?</p> <p>E3.13 ask for descriptions of people, places and things; Is he like his father? Tell me about... Could you describe...</p> <p>E3.14 make comparative questions; What's the difference between...? Which is quicker, train or bus?</p> <p>E3.15 ask about past events; Could you tell us what happened? Please tell us what you saw, Ms Kapur. What happened?</p> <p>E3.16 ask about future events. When will you see her? What are you doing at the weekend?</p>	<p>The grammar needed for these functions includes:</p> <p>questions using</p> <ul style="list-style-type: none"> • present perfect; • present continuous; <p>wh questions;</p> <p>embedded question forms; modal could;</p> <p>simple past;</p> <p>simple future; present continuous</p>	<p>Awareness of the importance of intonation in conveying meaning, e.g. for politeness, to convey the formality of situations, relationship between speakers</p> <p>Rising intonation for questions in general, and in particular those to which the answer is 'yes' or 'no'</p> <p>Falling intonation often found with wh questions</p> <ul style="list-style-type: none"> • Stress-timed sentence rhythm in questions <p>Discussion on interlocutor's expectations following an open question</p> <ul style="list-style-type: none"> • Rising intonation for politeness <p>Awareness of register and ability to change register in formal situations</p>

Speak to communicate: To seek information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>E3.17 make requests on the phone, in formal and informal situations – ask for something; Is it possible to speak to...? Could I leave a message for...? Is Janet there?</p> <p>– ask someone to do something for you; Please hold the line. Could you take a message? Would you mind moving along?</p> <p>– ask for permission. May I use your phone? Could I leave early today? Can I use your pen?</p>	<p>The grammar needed for these functions includes:</p> <p>imperative; mind + ing;</p> <p>modal may;</p>	<p>Discourse skills and cross-cultural features of communication</p> <p>Phonology</p> <ul style="list-style-type: none"> • Rising intonation for politeness <p>Awareness of register and ability to change register in formal situations</p>

Speak to communicate: To communicate ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:		
E3.18 give views and opinions; In my opinion... As I see it... Swimming is good for you because...	statements and negatives using • gerunds;	Ability to introduce a topic Awareness of importance of stress to convey information, feelings and opinions
E3.19 explain and give reasons; I didn't see him because I had to leave early. I haven't done the homework because I was too busy.	modal 'have to' in simple past; present perfect;	
E3.20 express opinions about future possibilities; I think I'll pass. I'll probably pass. I might/may pass.	future simple; modal might/may;	
E3.21 express feelings, likes and dislikes; I enjoy...ing. I can't stand ...ing.	verbs + gerund;	
E3.22 show contrast, cause, reason, purpose; The exam wasn't very difficult so I passed. Although the job's interesting, it doesn't pay well. I went to get some coffee because I was resolly thirsty.	conjunctions e.g. however/although/so; clauses of reason.	Ability to indicate relationship between ideas – causality – contrast – result – purpose

Speak to communicate: To communicate ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
E3.23 ask about people's feelings, opinions, interests, wishes, hopes; What's your opinion of...? How do you feel about...?		Rising intonation for politeness
E3.24 apologise in formal and informal situations. I feel terrible that... I'm sorry, my fault.		Ability to acknowledge other speakers and ability in turn-giving

Listen and respond: To statements, questions and requests.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
E3.25 respond to requests for personal details; How long have you been married? – 8 years.	Statements and negatives and short forms using grammar from E3.1 and E3.24.	Falling intonation on complete, definite statement
E3.26 confirm information: You have worked in a garage before, haven't you? – Yes I have.		The voice falls on main clause and rises on the question tag.
use all functions in E3.1 to E3.24.		

Listen and respond: To statements, questions and requests.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>E3.27 respond to suggestions; Why don't you go to...? – Yes, I'll do that, thanks. – Well, maybe. – No, I'd rather not because...</p> <p>E3.28 respond to advice. You should see the careers advisor. – Yes, I suppose you're right. – I've already been.</p>		

Listen and respond: To requests for explanations and instructions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>E3.29 requests for directions; Could you tell me the way to...? – If you go straight on you'll see it on the right.</p> <p>E3.30 request for an explanation; What does.....mean? – If you look in the dictionary you'll find the meaning.</p>		

Listen and respond: To requests for explanations and instructions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
E3.31 respond to requests for instructions. How do you do this? – First you should take off... then put it on... – You mustn't...	commands using <ul style="list-style-type: none"> imperative and negative imperative; common phrasal verbs; modal should; negative must. 	Stress falls on sequence markers and other important words in the sentence.

Engage in discussion in a familiar situation: To share information, ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions include:	
use any of the previous language functions at this level;		
E3.32 suggest action with other people; Let's... Shall we...? Why don't we...?	question forms using <ul style="list-style-type: none"> negative simple present; future simple with shall; 	Intonation for statements and questions as in 1.1 and 1.2
E3.33 ask for and make suggestions and give advice; You should... Why don't you... I wouldn't... Should I? What should I do...?	statements, questions and negatives using <ul style="list-style-type: none"> modal 'should'; conditional 'would'; modal 'must' – negative. 	Awareness of importance of register to convey attitudes, relationship between speakers, formality of situation

Engage in discussion in a familiar situation: To share information, ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding		Discourse skills and cross-cultural features of communication
	Grammar	Phonology	
Adults should be taught to:	The grammar needed for these functions includes:		
E3.34 praise and compliment others; You look great! What a good idea!		Stress falls on important words or information in the sentence.	Awareness of importance of intonation and stress to convey information, feelings and opinions
E3.35 complain; I'm not happy about... I'd like to complain about...			
E3.36 warn and prohibit; You musn't touch that, it's very hot.			
E3.37 take leave. Have a good weekend! It was nice to see you.			Closing a conversation

Engage in discussion in a familiar situation: To seek information and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
use any of the previous language functions at this level;		
E3. 38 greet: Did you have a good holiday?		Awareness of interlocutor's expectations and social conventions Ability to open a conversation
E3.39 check back and ask for confirmation; That's right isn't it? You do like it, don't you?	question tags with all tenses covered;	The voice falls on main clause and rises on the question tag.
E3,40 ask about possession: Is this yours? Is this Ahmed's bag?	questions using <ul style="list-style-type: none"> • possessives; • possessive pronouns; 	Rising intonation for questions to which the answer is 'yes' or 'no'
E3.41 persuade; Must you go? Are you sure...?	modal must.	
E3,42 ask for clarification and explanation. What does X mean? How do you spell X?		

Strategies for Independent Learning

Students should be encouraged to do the following.

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

2. When using the phone
 - Rehearse what they are going to say before dialling, think about possible questions and answers.
 - Write down what you want to say, or main points, before dialling.

3. Try to watch TV/listen to the radio/read newspapers, magazines and books in English every day, if only for a short time. Use teletext to reinforce comprehension. Ask English-speaking friends or relatives to explain words, phrases they do not understand or look words up in a dictionary. Use a bilingual or English students' dictionary to look words up they do not know.

4. Play board games (e.g. Scrabble, Monopoly) or language games (e.g. I Spy, 20 Questions) with English-speaking friends or relatives.

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

6. Join the local library. If they have children, read with them, ask them to read as well as reading to them.

Speaking – Level 1

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.

An adult will be expected to:

- listen for and identify relevant information from explanations and presentations on a range of straightforward topics;
- listen for and understand explanations, instructions and narratives on different topics in a range of contexts;
- use strategies to clarify and confirm understanding (*such as facial expressions, body language and verbal prompts*);
- provide feedback and confirmation when listening to others;
- make contributions relevant to the situation and subject;
- speak clearly in a way which suits the situation;
- make requests and ask questions to obtain information in familiar and unfamiliar contexts;
- respond to questions on a range of topics;
- express clearly statements of fact, explanations, instructions, accounts and descriptions;
- present information and ideas in a logical sequence and include detail and develop ideas where appropriate;
- follow and contribute to discussions on a range of straightforward topics;
- respect the turn-taking rights of others during discussions;
- use appropriate phrases for interruption.

Issues which may affect the delivery of the curriculum at this level

- Students can expect a little support in terms of repetition and re-phrasing. Speech is to be delivered at normal speed and students should be able to cope with a range of distractors, e.g. background noises, music, interruptions.
- Students should have the opportunity to hear a variety of accents and varieties of English.
- Students' use of English may reflect the variety commonly spoken in their community, rather than Standard English. Teachers need to raise this point in discussion.
- Students should be able to apply speaking skills in face to face and telephone situations.
- A variety of media (video, taped audio cassette), students and helpers may be used to deliver the material.
- The importance of non-verbal signalling, and the difficulties encountered when it is not present, should not be underestimated.
- The need for and degree of accuracy should be determined by the purpose of the speech act and appropriateness to the situation.
- Any tasks which students are given to perform should aim to develop and test their spoken skills, rather than their reading or writing. As some students, even at this level, may have basic literacy skills, activities should be devised which can be performed orally and/or in writing, where possible or appropriate.

Note on the tables which follow

The *Component skills* column is not a prescriptive list of functions, but a set of example functions. Under *Grammar*, the key aspect of sentence structure at this level is constructing compound sentences and the developing use of a range of subordinate clauses. Under *Phonology*, difficulties with specific sounds need to be addressed according to student need. *Discourse skills and cross-cultural features of communication* are to be practised in any context within the level. Examples are given of potential cross-cultural differences, but these are neither prescriptive nor exhaustive.

Speak to communicate: To provide information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p>		
<p>L1.1 give personal information; I have/I've been learning English for 4 years. She has/'s been working in Kingston but studying in Hounslow. I was brought up in the Philippines by my uncle.</p>	<p>statements, negatives and short forms using</p> <ul style="list-style-type: none"> • present perfect continuous; • focusing on activity/uncompleted act; • passive; past simple; • phrasal verbs; 	<p>Falling intonation on complete, definite statement Stress-timed sentence rhythm</p>
<p>L1.2 introduce others; I'd like to introduce you to my... Do you know each other? Anna meet Rashed, Rashed meet Anna.</p>	<p>would like + info;</p>	<p>Elision Unstressed vowel/schwa</p>
<p>L1.3 describe self/others; The nicest person in my office is Jane, the manager's PA. A man wearing dark glasses and trainers ran across the road.</p>	<p>noun phrases (as subject or object of the verb); adjectival phrases;</p>	<p>Stress falls on important words in the sentence. Rising intonation on subordinate clauses to show the narrative continues</p>
<p>L1.4 describe places and things; I need a cross bolt – it's made of metal and it's got a circular nut attached to the end. Kuala Lumpur has grown enormously in the last decade.</p>	<p>verbs + prepositions present perfect - present result of past action</p>	<p>Awareness of interlocutors' background knowledge Ability to fill in background information</p>
<p>L1.5 define; Barometers are instruments which measure pressure. They are used to measure pressure. They are used for measuring...</p>	<p>defining relative clause; clauses of purpose, reason; passive + to + inf + for + gerund.</p>	

Speak to communicate: To provide information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>L1.6 narrate events in the past: Sanjit's leg was in plaster. He had broken it the day before while playing hockey. As he walked home, feeling tired and cold, it began to rain. The weather was awful. Suddenly, the sun.....</p> <p>L1.7 describe a simple process: First you put the couscous in a pan and steam it. After about 10 minutes... Bread is made from flour. First, the flour is mixed with water and yeast and then...</p> <p>L1.8 compare people, places, things; People here drive much faster and with a lot less care than in my country. During the War, life was a lot harder than it is now.</p> <p>L1.9 classify; Mangoes are types of fruit. There are many varieties in India. The majority of Indian women wear saris.</p> <p>L1.10 generalise; Some sports are dangerous, for example motor racing.</p>	<p>The grammar needed for these functions includes:</p> <p>past perfect; adverbial phrases (time, manner); adjectival phrases; use of articles;</p> <p>present simple; sequencing adverbs and conjunctions; present simple passive;</p> <p>comparative adverbs and adjective + fewer + less; countable/uncountable nouns;</p>	<p>Discourse skills and cross-cultural features of communication</p> <p>Ability to structure a story a. Introduce a topic. b. Develop the topic. c. Conclude satisfactorily. Discussion on different cultural conventions for structuring information and narratives, differences in expectations. Ability to sequence and refer back using cohesive devices.</p> <p>Ability to refer to shared knowledge Discussion on cultural differences</p>

Speak to communicate: To provide information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:		
L1.11 give examples; I like lots of different kinds of programmes, news, soap operas, documentaries...		The voice rises on each item of the list, until the final one, where it falls.
L1.12 express obligation + reasons; I ought to go to the CAB because I've got a problem with my housing benefit.	modal ought + inf;	
L1.13 express absence of obligation; You don't have to register now. You needn't worry	negative modals need have to;	
L1.14 report information. She said she would help me. We told them to come at 4.30pm. He asked me if/whether I could type.	reported speech; using a range of tenses and infinitive; reported questions;	

Speak to communicate: To seek information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
L1.15 ask for personal information; What have you been up to lately? What have you been doing since July? Where were you brought up?	<p>questions using</p> <ul style="list-style-type: none"> • present perfect; • present perfect continuous; • past simple passive; • phrasal verbs; 	<p>Rising intonation for questions in general, and in particular those to which the answer is 'yes' or 'no'. Falling intonation often found with wh questions.</p>
L1.16 introduce people; Have you been introduced? Would you like to meet an old friend of mine?		Rising intonation for politeness
L1.17 ask for descriptions of people; Do you know what he looks like? Would you be able to describe her to me?	embedded questions;	
L1.18 ask for descriptions of things, places; What's it made of? Would you be able to describe it?	present simple passive;	
L1.19 make comparative questions; How different are things in this country? Have things changed a lot since...?	present simple;	
L1.20 ask about past events; Would you mind telling us what happened? Could you describe the accident?	modals would could.	
		Awareness of the importance of intonation in conveying meaning, e.g. for politeness, to convey the formality of situations, relationship between speakers

Speak to communicate: To communicate ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
L1.24 give views and opinions; I honestly believe in... I resolutely feel that... In my view...	adverbs and intensifiers;	Stress falls on the important word or phrase.
L1.25 hypothesise; If I passed the exams I'd/would go to college.	2nd conditional;	
L1.26 explain and give reasons; The reason I didn't come was I was ill. This is caused by an electrical problem.		
L1.27 express feeling, likes and dislikes; We're/We are hoping to employ more staff in the near future. If only we had more money.		
L1.28 show contrast, reason, purpose, consequence, result; Although it's raining, it's not cold. I was late again because of the weather. She's going to the gym to lose weight. He's going to be late, so I think we should start without him.	adverbs and conjunctions in oral narratives, joining clauses and sentences;	Ability to indicate relationship between ideas: – causality – contrast – result
L1.29 ask about people's feelings, opinions, interests, wishes, hopes. Where do you stand on...?		Ability to acknowledging other speakers and ability in turn-giving

Listen and respond: To questions, requests, information and narratives.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>know functions from L1.1 to L1.29 e.g. requests for personal information; What have you been doing since I saw you? – Working.</p> <p>L1.30 confirm; Have you got that? – Yes, I have, thanks.</p> <p>L1.31 give suggestions and advice; If I were you I'd go and speak to the shop steward. – Resolly? – Do you resolly think so?</p>	<p>The grammar needed for these functions includes:</p> <p>statements, negative and short forms using grammar in 1.1 to 1.29.</p>	<p>Falling intonation on complete, definite statement</p> <p>Rising intonation expressing uncertainty</p>
		Discourse skills and cross-cultural features of communication

Listen and respond: To requests for explanations and instructions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
L1.32 respond to requests for explanations; I hope you don't mind my asking but I missed the class last week and wondered if you could explain what I'm supposed to do... – No, that's OK. Well, we have to write a report on... and then we are supposed to answer the questions on page...		Stress falls on the sequence markers and other important words in the sentence.
L1.33 respond to requests for instructions; Could you give me a hand with these, I'm not sure what to do. – Well, first you have to check the fuses to see if they are working. After that...		

Engage in discussion in familiar and unfamiliar situations: To share information, ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
use any of the previous language functions at this level;		
L1.34 make recommendations; If I were you I'd speak to him about it. I'd buy the other gloves, they're warmer.		Intonation for statements and questions as in L1.1 to L1.33.
		Awareness of non-verbal signalling that helps interaction between speakers, e.g. shrugging or saying 'aha', 'mmh' to show understanding and acknowledge other speaker, contrasting with conventions in other cultures, including body language

Engage in discussion in familiar and unfamiliar situations: To share information, ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding		Discourse skills and cross-cultural features of communication
	Grammar	Phonology	
Adults should be taught to:	The grammar needed for these functions includes:		
L1.35 make suggestions and give advice; You ought to go to the dentist. It would help your toothache.			
L1.36 praise and compliment; I resolly enjoyed that talk. It was very useful. You must feel very proud of him.		Stress falls on the important words in the sentence.	Awareness of interlocutors' expectations and social conventions
L1.37 complain; I am resolly angry about the delay!			
L1.38 warn; If you don't pay for a ticket you might get a fine.			
L1.39 take leave. Well, take care. Hope to see you soon.			Closing a conversation, discussion of formulaic expressions, comparing other cultural conventions

Engage in discussion in familiar and unfamiliar situations: To seek information, ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
use any of the previous language functions at this level:		
L1.40 check back: Sorry, I didn't catch that. Could you repeat it, please?		Rising intonation to ask for confirmation
L1.41 ask for confirmation. Have you got that?		

Strategies for Independent Learning

Students should be encouraged to try the following.

1. At home
 - go over work done in class, read it aloud, check understanding;
 - read practice dialogues to themselves, try learning them by heart;
 - keep a new vocabulary book and try to learn five new words after each lesson;
 - tape lessons or parts of lesson and play back at home;
 - use self-access English learning materials (books, computer software and tapes) outside the classroom for extra practice or revision and consult their teacher about appropriate materials.
2. When using the phone
 - rehearse what they are going to say before dialling, if it is a difficult situation, e.g. complaining.
3. Try to read as widely as possible – books, magazines and newspapers. Borrow audio books from the local library and either just listen or read and listen simultaneously if they can get the written text too. Use a bilingual or English students' dictionary to look words up they do not know.
4. Try to watch TV/listen to the radio, if only for a short time. Use teletext to reinforce comprehension. Ask English-speaking friends or relatives to explain words, phrases they do not understand.
5. Play board games (e.g. Scrabble, Monopoly) or language games (e.g. I Spy, 20 Questions) with English-speaking friends or relatives.
6. Think of ways in which they can meet English-speaking people and use English as the medium of communication – join an adult education class, a club or a committee (e.g. PTA, Local Residents' Association), a trade union. Voluntary work can give useful opportunities – help in their children's school or contact the local Volunteer Bureau.
7. If they have children, read with them, ask them to read as well as reading to them.

Speaking – Level 2

At this level, adults can:

- **listen and respond** to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context;
- **speak to communicate** straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation;
- **engage in discussion** with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic.

An adult will be expected to:

- listen for and identify relevant information from extended explanations or presentations on a range of topics;
- listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts;
- speak clearly and confidently in a way which suits the situation;
- respond to detailed or extended questions on a range of topics;
- respond to criticism and criticise constructively;
- make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts;
- express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary;
- present information and ideas in a logical sequence and provide further details and development to clarify or confirm understanding;
- make relevant contributions and help to move discussions forward;
- adapt contributions to discussions to suit audience, context, purpose and situation;
- use appropriate phrases for interruption and change of topic;
- support opinions and arguments with evidence.

Issues which may affect the delivery of the curriculum at this level

- Students should be able to cope with distractors, such as background noise, music, interruptions and speech delivered at normal speed or faster.
- Students should have the opportunity to hear a wide variety of accents and varieties of English.
- Students' use of English may reflect the variety commonly spoken in their community, rather than Standard English. Teachers need to raise this point in discussion.
- Students should be able to apply speaking skills in face to face and telephone situations.
- A variety of media (video, taped audio cassette), students and helpers may be used to deliver the material.
- The importance of non-verbal signalling, and the difficulties encountered when it is not present, should not be underestimated.
- Any tasks which students are given to perform should aim to develop and test their spoken skills, rather than their reading or writing.
- The need for and degree of accuracy should be determined by the purpose of the speech act and appropriateness to the situation.

Note on the tables which follow

The *Component skills* column gives not a prescriptive list of functions, but a set of example functions. Under *Grammar*, key sentence structures at this level are simple and compound sentences use of a varied range of subordinate clauses and participle phrases. Under *Phonology*, pronunciation difficulties are to be addressed according to student need. *Discourse skills and cross-cultural features of communication* are to be practised in any context within the level. Examples are given of potential cross-cultural differences are neither prescriptive nor exhaustive.

Speak to communicate: To state and provide information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p>		
<p>L2.1 give personal information; I started teaching in 1979 and worked as a Modern Languages teacher in secondary school for 8 years but when I started a family I took a career break. After my youngest started primary school I went back to teaching. I live in Luton at the moment. When I was young, I'd walk to school with my sister.</p>	<p>statements, negatives and short forms using a range of tenses, structures, vocabulary and idioms; varying the register according to the situation and if required producing extended, connected narrative using subordinate clauses; present simple, temporary states; modal would expressing habit in the past;</p>	<p>Falling intonation on complete, definite statement Stress-timed sentence rhythm</p> <p>Ability to structure information appropriately Discussion of cultural conventions, expectations relating to the ordering of information</p>
<p>L2.2 describe self/others; He's an extremely nice man. He looks just like his brother. He reminds me of my cousin who also... She's one of the friendliest people I know When I think of her, I picture her...</p>	<p>intensifiers; colloquialisms & idioms; noun and adjectival phrases and subordinate clauses as appropriate;</p>	<p>Elision Unstressed vowel/schwa</p>
<p>L2.3 give general and specific descriptions of things, and places; Shopping centres in the UK can get very crowded and hectic. I've lost my thermos – it's a black, metal one with a green plastic cup and detachable base. It has a label with my name attached to it.</p>	<p>use of adjectives, idiomatic usage; adjectival phrases and subordinate clauses as appropriate; use of pronouns.</p>	<p>Stress falls on important words in the sentence. Rising intonation on subordinate clauses to show the narrative continues</p> <p>Ability to use appropriate language for topic</p>

Speak to communicate: To state and provide information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>The grammar needed for these functions includes:</p>		
<p>L2.4 generalise and compare/contrast; Life in Britain and in my country have several things in common. They both have large ports as well as... They differ in various ways. As you know, after 1995 things changed a lot.</p>	<p>noun clauses and subordinate clauses as appropriate;</p>	<p>Awareness of interlocutors' background knowledge Ability to fill in background information Ability to refer to shared knowledge</p>
<p>L2.5 narrate; ...and there we are, waiting for her at the airport and we see her come through, holding a baby in her arms! I parked here and then tried to put a 20p coin in the meter but it was jammed, so I left a note, explaining what had happened. When I got back I'd been fined.</p>	<p>dramatic present; a range of past tenses and sequencing adverbs and conjunctions, subordinate clauses as appropriate;</p>	<p>Ability to structure a story • Introduce a topic • Develop the topic • Conclude satisfactorily Ability to sequence and refer back using cohesive devices.</p>
<p>L2.6 describe a complex process; On arrival, new books are sorted according to author. They are then catalogued and tagged. If any are damaged... When patients are admitted they are asked to go to the main entrance.</p>	<p>present simple – passive; sequencing adverbs and conjunctions;</p>	
<p>L2.7 define within explanations; Milk which contains chemicals is dangerous because it contains harmful toxins.</p>	<p>defining relative clause and clauses of reason, effect, purpose as appropriate.</p>	<p>Ability to indicate relationship between ideas: – causality – contrast – result – purpose</p>

Speak to communicate: To state and provide information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:		
L2.8 classify; Flowering plants are classified into two large groups.		
L2.9 give examples; The first is...which contains the following types of flowers. Another example of... Let's take...		
L2.10 express obligation in the past; You should have waited for him. He's probably still standing there;	should have;	
L2.11 express definite arrangements in the future; I leave at 5.00pm on Tuesday. I'm definitely going to study Business at SBU next year. This time tomorrow I'll be flying to Portugal.	a range of structures to express the future;	
L2.12 report. After the accident the 2 drivers were taken to hospital. The police talked to the witnesses and I was asked a lot of questions. He had his hair cut yesterday. She got her shoes wet.	combined use of active and passive tenses; causative use of 'have'; 'get' passive.	

Speak to communicate: To seek information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p> <p>The grammar needed for these functions includes:</p>		
L2.13 ask for personal information; Could you tell me your name? What's your name? Name?	questions using a range of tenses structures and vocabulary, varying in register according to the situation;	Rising intonation for questions in general, and in particular those to which the answer is 'yes' or 'no' Falling intonation often found with wh questions.
L2.14 greet and sustain social interaction; So, how have you been? Haven't seen you in ages, what are you up to?		Ability to open a conversation and respond appropriately to interlocutor Discussion on different cultural conventions in terms of turn-taking, back-channelling, body language
L2.15 ask for descriptions of people; What's he like? Would you be able to describe her to me?		
L2.16 ask for descriptions of things, places; What's it made of? Could you describe it?		
L2.17 make comparative questions; How different are things in this country? Have things changed a lot since..?		
L2.18 ask about past events; What happened? Would you mind telling us what happened?		Rising intonation for politeness

Speak to communicate: To seek information.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
L2.19 ask about processes; Tell me how the gears work on this bike. Could you explain how this functions?		
L2.20 ask for definitions; How do you define X? How would you define X?		
L2.21 make requests in informal and formal situations. Ask for something Can I borrow your dictionary? Is it alright if I borrow this? I wonder if I could borrow your pen for a minute? Ask someone to do something for you Would you mind passing me my book? Pass me the book, will you? Ask for permission Can I leave early today? Could I possibly use your pen? May I use your telephone?		Awareness of register and ability to change register according to situation Discussion on the use of intonation, 'you', 'please' and modal verbs, comparing with other languages and cultural conventions in terms of politeness

Speak to communicate: To express ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
L2.22 give views, opinions and justification; I think that...because. I resolutely believe that if we don't vote for the new contract, we'll get the sack. That's total rubbish! There's no evidence.	use of a range of structures and colloquialisms according to the situation and intensity of opinion;	Ability to introduce and control a topic Awareness of the importance of stress to convey information, feelings and opinions
L2.23 explain and give reasons; If I had been there, I would have given him your message. She made me do it.	3rd conditional;	Stress falls on the important word or phrase.
L2.24 summarise; So, to sum up, this is what we've decided... Let me recap and summarise what we are going to do.		Ability to summarise
L2.25 express feelings, likes and dislikes; I wish I could swim.		
L2.26 criticise, rebuke; You should have telephoned me! He shouldn't have spent all that money.	should have.	

Speak to communicate: To express ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
L2.27 speculate; He must be out. I wonder why he hasn't arrived? He might have been delayed by the traffic.	must embedded questions might/may have	Rising intonation to express uncertainty
L2.28 ask about people's feelings, opinions, interests, wishes, hopes. Where do you stand on...? What do you think? Do you agree?		Ability to acknowledge other speakers and ability in turn-giving

Listen and respond: To questions, requests, requests for extended information and narratives.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
use functions from L2.1 to L2.28 e.g. requests for personal information; What previous experience do you have as a cashier? – Well, in my country I worked in a restaurant for 3 years and I worked on the till.	statements, negative and short forms using appropriate range of structures, vocabulary colloquialisms and register depending on the situation as in L2.1 to L2.28.	
		Ability to respond appropriately to the interlocutor in terms of situation and register Discussion on different cultural conventions

Listen and respond: To questions, requests, requests for extended information and narratives.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
L2.29 confirm: See you tomorrow then. – Yes, see you tomorrow.		Falling intonation on complete, definite statement
L2.30 clarify Your appointment's at 2 o'clock. – Sorry, did you say 12 o'clock or 2 o'clock?		Rising intonation on first part of the sentence, falling on the second part

Listen and respond: To requests for explanations and instructions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
L2.31 explain: Could you explain that to me again? – Yes, the garage closes at 4.30, Monday to Friday, but on Saturdays it's only open till 12.00.	statements, negative and short forms using appropriate range of structures, vocabulary colloquialisms and register depending on the situation as in L2.1 to L2.28.	
L2.32 give instructions. Could you tell me the way to the Post Office? – Certainly, keep going straight until you get to the roundabout, then take the second on the right and it's about halfway down on the left.		Stress falls on the sequence markers and other important words in the sentence.

Engage in discussion in familiar and unfamiliar situations: To make clear and effective contributions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
<p>Adults should be taught to:</p>		
<p>use any of the previous language functions at this level;</p>		<p>Awareness of non-verbal signalling that helps interaction between speakers, e.g. shrugging or saying 'aha', 'mmh' to show understanding and acknowledge other speaker, contrasting with conventions in other cultures, including body language</p>
<p>L2.33 negotiate: What do you think of the work we've done this term? We've enjoyed it but we'd like to do more speaking and grammar in class. If you help me with this, I'll buy you a cup of tea. What do you think?</p>	<p>using a range of structures, vocabulary, and colloquialisms, according to the situation.</p>	<p>Stress falls on the important words in the sentence.</p>
<p>L2.34 interrupt: Excuse me for interrupting but... Sorry to butt in... Look, hold on a minute!</p>		<p>Ability to interrupt using appropriate register Discussion on different cultural conventions</p>
<p>L2.35 change the topic; Changing the subject for a minute. If we can move onto...</p>		<p>Ability to change the topic</p>
<p>L2.36 disagree: I take your point but... I'm not sure about that. Oh, come on!</p>		
<p>L2.37 rephrase for clarification or emphasis. In other words... To put it another way.</p>		

Engage in discussion in familiar and unfamiliar situations: To make clear and effective contributions.

Component skills: language functions with examples	Knowledge and understanding	
	Grammar	Phonology
Adults should be taught to:	The grammar needed for these functions includes:	
L2.38 take leave; It's lovely talking to you. We must get together soon.		Ability to close a conversation
L2.39 give reassurance and praise; That was great! You did that very well, congratulations. Don't worry, I'm sure you did it well.		
L2.40 criticise. With all due respect, I don't think that was quite right. I don't mean to sound critical but... What she did was wrong!		

Listen and respond: To seek information, ideas and opinions.

Component skills: language functions with examples	Knowledge and understanding		Discourse skills and cross-cultural features of communication
	Grammar	Phonology	
Adults should be taught to:			
use any of the previous language functions at this level;			
L2.41 check back: So, we're meeting at 5.00 outside the cinema. Is that right? Aren't we?		Rising intonation on the tag if speaker is asking for confirmation Falling intonation on the tag if speaker is certain the interlocutor will agree	
L2.42 ask for confirmation. Is that clear? Are we OK for tomorrow?		Rising intonation for confirmation	

Strategies for Independent Learning

Students should be encouraged to try the following

1. At home:
 - Go over work done in class, read it aloud, check understanding;
 - Read practice dialogues to themselves and try learning them by heart;
 - Keep a new vocabulary book and try to learn five new words or phrases after each lesson;
 - Tape lessons or parts of lesson and play back at home;
 - Use self-access English learning materials (books, computer software and tapes) outside the classroom for extra practice or revision. and consult their teacher about appropriate materials.
2. Try and read as widely as possible – books, magazines and newspapers. Borrow audio books from the local library and either just listen or read and listen simultaneously if they can get the written text too. Use a bilingual or English students' dictionary to look words up they do not know.
3. Try to watch TV/listen to the radio every day, if only for a short time. Use teletext to reinforce comprehension. Ask English-speaking friends or relatives to explain words and phrases they do not understand.
4. Play board games (e.g. Scrabble, Monopoly) or language games (e.g. I Spy, 20 Questions) with English-speaking friends or relatives.
5. Think of ways in which they can meet English-speaking people and use English as the medium of communication – join an adult education class, a club or a committee (e.g. PTA, Local Residents' Association), a trade union. Voluntary work can give useful opportunities – help in their children's school or contact the local Volunteer Bureau.
6. If they have children read with them. Ask them to read as well as reading to them.

The ESOL Curriculum

Listening – Entry Level 1

At this level, adults can:

- **listen and respond** to spoken language, including simple narratives, statements, questions and single step instructions;
- **speak to communicate** basic information, feelings and opinions on familiar topics;
- **engage in discussion** with another person in a familiar situation about familiar topics.

An adult will be expected to:

- listen for the gist of short explanations;
- listen for detail using key words to extract some specific information;
- follow single step instructions in a familiar context, asking for instructions to be repeated if necessary;
- listen and respond to requests for personal information;
- speak clearly to be heard and understood in simple exchanges;
- make requests using appropriate terms;
- ask questions to obtain specific information;
- make statements of fact clearly;
- speak and listen in simple exchanges and everyday contexts.

Issues which may affect the delivery of the curriculum at this level

- Students can expect a lot of support in terms of repetition, re-phrasing and prompts. Speech may be tightly controlled or slowed down, without distorting the normal stress, rhythm and intonation of everyday spoken English.
- A variety of media (video, audio tapes), students and helpers may be used to deliver the listening material.
- The importance of non-verbal signalling should not be underestimated, nor the difficulties encountered when it is not present.
- Any tasks which students are given to perform should aim to develop and test their listening skills, rather than their reading or writing. As some students may have basic literacy skills, activities should be devised which can be performed orally and/or in writing.

Note on the tables which follow

Under *Examples of application and level*, see Speaking Entry Level 1 for examples of language in use and text range. *Sample activities* are examples and should not be used as a prescriptive list.

The Listening at this level is contextualised in short, simple exchanges between two people and in short, simple narratives with repeated language patterns on familiar topics.

Listen for gist.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E1.1 recognise context;	Identify the situation and/or speakers, e.g. – interview between a tutor and a new student; – appointment at the dentist.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions
E1.2 predict general meaning;	Predict content of a dialogue, prior to listening. Predict possible ending of a sentence, chunk of text or ending.	<ul style="list-style-type: none"> • Elicit possible content of a dialogue prior to listening, having established general situation. Stop dialogue at a given point and ask students to predict the end of sentence or text.
E1.3 predict unknown words;	Predict the meaning of unknown words in a dialogue using context and the whole text.	<ul style="list-style-type: none"> • Ask students to guess the meaning of unknown words, giving possible options and context clues, using pictures, flashcards, synonyms within multiple choice.
E1.4 recognise questions, statements and instructions.	Recognise and discriminate between types of sentence and their function.	<ul style="list-style-type: none"> • Listen to a dialogue, students to raise their hands each time a question is asked, an answer is given. • Ask concept questions relating to questions and answers in the dialogue. Ask students to repeat the instructions they have heard.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E1.5 extract basic information;	Identify personal details, e.g. name, age. Identify basic information, e.g. weights, places, times.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions, ticking or filling in simple table if students are literate
E1.6 understand key words;	Identify key words in a given context, e.g. in the context of travel, the key words might be: timetable, single/return, fare.	<ul style="list-style-type: none"> • Pre-teach/ elicit key words prior to listening and ask students to listen for 3 of them. Elicit the words after listening. Give students a short list and ask them to identify the words they hear from the list.
E1.7 identify key grammatical features;	For example, identify wh question words, prepositions of place, short forms, negatives.	<ul style="list-style-type: none"> • Ask students to listen for specific words and to put up their hands when they hear them or multiple choice questions – <u>is it on or in the box?</u>

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E1.8 identify stress within words;	Discriminate between stressed and unstressed syllables.	<ul style="list-style-type: none"> Ask students to listen to people giving their ages, or their house number: <u>He's 13. I live at number 30 Park Road.</u> Write the two numbers and ask them to point to the number they hear.
E1.9 identify stressed words within sentences.	Identify information or content words and recognise how they are stressed in sentences.	<ul style="list-style-type: none"> Listen to a short text. Teacher claps or beats out the rhythm of some short sentences, emphasising the stressed information words. Students to copy and then practise with other examples from the tape or dialogue. Students to read short sentences, listen to them on tape and mark the stressed words. Literate students can be paired with non-literate partners.

Listen to and follow instructions.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E1.10 understand and respond to single step instructions.	Demonstrate understanding of short instructions by taking appropriate action.	<ul style="list-style-type: none"> Give students some short, single step instructions and ask them to carry them out, e.g. <u>Please open a window. Give Samia a pen please. Please stand up. don't sit down yet.</u>

Identify feelings and opinion.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E1.11 understand simply expressed feelings and opinions:	Identify simple common structures and vocabulary which express a small number of feelings and opinions.	<ul style="list-style-type: none"> Ask students to listen to people expressing likes and dislikes and then answer open questions multiple choice, true/false, yes/no questions.
E1.12 recognise how intonation carries meaning.	Identify feelings expressed through intonation and corresponding words. Identify feelings expressed mainly through intonation.	<ul style="list-style-type: none"> Ask students to listen to people expressing happiness or anger through their language and intonation. They are asked to identify how the people feel. Students are asked how they can tell.

Strategies for independent learning

Students can be encouraged to do the following.

1. Listen to the television and radio and:
 - having turned on mid-way, listen to understand gist, predict what kind of programme it is, using context clues;
 - listen to news headlines and predict content;
 - listen for key words or words recently learnt in class;
 - use teletext version where students have access to it;
 - listen to idiomatic usage, variations in accents and informal register in TV drama, quiz shows, sports programmes, soaps.
2. Listen to announcements in daily life and try and pick out specific information, e.g. times, prices, platforms, special offers, numbers.
3. Listen to other people and recognise/pick out functions learnt in class.
4. Record lessons or parts of them and play them back outside the classroom.
5. Use listening texts from text books and practise with them outside the classroom, doing exercises suggested by the teacher.
6. Use English-speaking friends and/or relatives to do short listening activities in English e.g. with their own children, play a 'passing' game for a few minutes during a mesol, listening for the instructions and items requested.

Listening – Entry Level 2

At this level adults can:

- **listen and respond** to spoken language, including straightforward information, short narratives, explanations and instructions;
- **speak to communicate** information, feelings and opinions on familiar topics;
- **engage in discussion** with one or more people in a familiar situation, to establish shared understanding about familiar topics.

An adult will be expected to:

- listen for and follow the gist of explanations, instructions and narratives;
- listen for detail in short explanations, instructions and narratives;
- listen for and identify the main points of short explanations or presentations;
- listen to and follow short, straightforward explanations and instructions;
- listen and identify simply expressed feelings and opinions;
- speak clearly to be heard and understood in straightforward exchanges;
- make requests and ask questions to obtain information in everyday contexts;
- respond to straightforward questions;
- express clearly statements of fact and short accounts and descriptions;
- ask questions to clarify understanding;
- follow the gist of discussions;
- follow the main points and make appropriate contributions to the discussion.

Issues which may affect the delivery of the curriculum at this level

- Students can expect support in terms of repetition, re-phrasing and prompts. Speech may be slightly slowed down, without distorting the normal stress, rhythm and intonation of everyday spoken English.
- Students should have the opportunity to hear a limited variety of accents and both genders.
- A variety of media (video, audio tapes), students and helpers may be used to deliver the listening material.
- The importance of non-verbal signalling should not be underestimated, nor the difficulties encountered when it is not present.
- Any tasks which students are given to perform should aim to develop and test their listening skills, rather than their reading or writing. As some students may have basic literacy skills, activities should be devised which can be performed orally and/or in writing, as appropriate.

Note on the tables which follow

Under *Examples of application and level*, see Speaking Entry Level 2 for examples of language in use and text range. *Sample activities* are examples and should not be used as a prescriptive list.

Listening at this level is contextualised in short, straightforward exchanges between two or more people, and in short, straightforward narratives and explanations or familiar topics.

Listen for gist.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E2.1 recognise context;	Identify the situation and/or speakers, e.g. interview between a parent and schoolteacher, a personal narrative, friends talking, instructions.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions
E2.2 predict general meaning;	Predict content of a dialogue, prior to listening. Predict possible ending of a sentence, chunk of text or ending.	<ul style="list-style-type: none"> • Elicit possible content of a dialogue prior to listening, having established the general situation. Stop the dialogue at a given point and ask students to predict the end of a sentence or text.
E2.3 predict unknown words;	Predict the meaning of unknown words in a dialogue using context and the whole text.	<ul style="list-style-type: none"> • Ask students to guess the meaning of unknown words, giving possible options and context clues, using pictures, flashcards, synonyms within multiple choice.
E2.4 understand the gist of a short, simple discussion between 2 or more people.	Identify the situation and/or speakers. Identify subject/topic of discussion. Follow interactive nature of discussion.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions • Ask questions about the way speakers do/do not use whole sentences, pause, interrupt etc.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E2.5 extract short, straightforward information;	Identify information contained in descriptions of people, e.g. appearance, personality or places, e.g. weather, population.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions, ticking or filling in a simple table if students are literate
E2.6 understand key words;	Identify key words in a given context, e.g. in the context of work, the key words hours, holidays, pay.	<ul style="list-style-type: none"> • Pre-teach/licit key words prior to listening and ask students to listen for 3/5 of them. • Set comprehension questions linked to specific key words for students to reply to after hearing the text.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E2.7 identify key grammatical features;	Use of 'did' in questions in the past, sequential markers, modal verbs	<ul style="list-style-type: none"> • Ask a concept question e.g. <u>is he still living there?</u> • Multiple choice e.g. <u>did/does he work in a clinic?</u> • Listen to a short set of instructions and gap-fill sequential markers, orally or with a gapped text missing.
E2.8 identify stress within words;	Discriminate between stressed and unstressed syllables.	<ul style="list-style-type: none"> • Ask students to listen to people talking in a given context e.g. <u>work – Abdul's an engineer and Maria's a teacher</u> and mark the stressed syllable with a dot/circle or repeat the phrases, stressing the stressed syllables. • Practise with students' own sentences.
E2.9 identify stressed words within sentences;	Identify information or content words and recognise how they are stressed in sentences.	<ul style="list-style-type: none"> • Listen to a short text. Teacher claps or beats out the rhythm of some short sentences, emphasising the stressed information words. • Ask students to copy and then practise with other examples from the tape or dialogue. • Ask students to read short sentences, listen to them on tape and mark the stressed words. • Literate students can be paired with non-literate partners.
E2.10 identify stress-timed rhythm;	Awareness of stressed-timed rhythm, the schwa and elision	<ul style="list-style-type: none"> • Give students examples in context e.g. travel. <u>A single to Crewe, please.</u> <u>A single to Luton, please.</u> <u>A single to Manchester, please.</u> • Ask students to compare numbers of syllables in the place names and discuss differences. • Ask them to listen and repeat <u>The train's at 10 to 7.</u> <u>Take an early train and change at Epsom.</u> • Ask them to beat out the rhythm. Ask students to mark the stressed words with dots/circles. • Ask them what happens to the words <u>to</u>, <u>at</u>, <u>and</u>.
E2.11 extract main points;	Identify main points or ideas in a short explanation or presentation on a familiar topic.	<ul style="list-style-type: none"> • Ask students to listen to a short narrative or dialogue and answer true/false questions relating to the main points.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E2.12 understand opinions.	Identify common structures and vocabulary used in expressing different opinions.	<ul style="list-style-type: none"> Ask students to listen to dialogues or discussions with people expressing opinions. In pairs, ask students to say who thinks what. Use closed/open questions, simple questionnaire.

Identify feelings and emotions.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E2.13 understand feelings;	Identify common structures and vocabulary used in expressing different feelings and emotions.	<ul style="list-style-type: none"> Ask students to listen to role play dialogues with people expressing a number of different feelings and emotions. Students are then asked to match the key words, phrases with the feelings/emotions or answer open questions, multiple choice, true/false, yes/no questions/questionnaires.
E2.14 recognise how intonation carries meaning;	Identify different feelings expressed through intonation and corresponding words. Identify feelings expressed mainly through intonation.	<ul style="list-style-type: none"> Ask students to listen to people expressing a number of different feelings through their language and intonation, and also mainly through their intonation. Play a matching game. Elicit how they can tell. Identify rising or falling intonation, stress and pitch, and how these relate to the emotions. Ask students to practise with own examples.
E2.15 understand the order of a short set of instructions;	Recognise oral instructions/directions. Recognise and respond to the sequential markers in a short set of orders.	<ul style="list-style-type: none"> Ask students to listen to people giving simple directions or instructions. Ear pinning activities for sequential markers. Students are asked to follow the directions on a simple map, say where places are on a map or order pictures following instructions given.
E2.16 understand and respond to instructions.	Demonstrate understanding of instructions by taking appropriate action.	<ul style="list-style-type: none"> Give students a short set of instructions and ask them to carry them out, e.g. <u>Take a piece of paper and write your full name. Then, underline your surname.</u>

Strategies for independent learning

Students can be encouraged to do the following.

1. Listen to the television and radio and:
 - having turned on mid-way, listen to understand gist, predict what kind of programme it is, using context clues;
 - listen to news headlines and predict content;
 - listen for key words or words recently learnt in class;
 - listen for the main points in a factual programme;
 - use teletext version where students have access;
 - listen for idiomatic usage, variations in accents and informal register in TV drama, quiz shows, sports programmes, soaps.
2. Listen to announcements in their daily life and try and pick out specific information, e.g. times, prices, platforms, special offers, numbers.
3. Listen to other people and recognise/pick out idiomatic expressions, the way people vary structures in common functions.
4. Record lessons or parts of them and play them back outside the classroom.
5. Use listening texts from text books and practise with them outside the classroom, doing exercises suggested by the teacher.
6. Use English-speaking friends and/or relatives to do short listening activities in English e.g. with their own children, play a 'passing' game for a few minutes during a mesol, listening for the instructions and items requested.

Listening – Entry Level 3

At this level adults can:

- **listen and respond** to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone;
- **speak to communicate** information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone;
- **engage in discussion** with one or more people in a familiar situation, making relevant points and responding to what others say and to reach a shared understanding about familiar topics.

An adult will be expected to:

- listen for and follow the gist of explanations, instructions and narratives in different contexts;
- listen for detail in short explanations, instructions and narratives in different contexts;
- listen for and identify relevant information from discussions, explanations or presentations;
- use strategies to clarify and confirm understanding (such as facial expressions or gesture);
- listen to and respond appropriately to other points of view;
- speak clearly to be heard and understood using appropriate clarity, speed and phrasing;
- use formal language and register when appropriate;
- respond to a range of questions about familiar topics;
- express clearly statements of fact and give short explanations, accounts and descriptions;
- make requests and ask questions to obtain information in familiar and unfamiliar contexts;
- follow and understand the main points of discussions on different topics;
- make contributions to discussions that are relevant to the subject;
- respect the turn-taking rights of others during discussion.

Issues which may affect the delivery of the curriculum at this level

- Students can expect some support in terms of repetition, re-phrasing and prompts. Speech is to be delivered at normal speed and students should be able to cope with a limited range of distractors, for example background noise, music and interruptions.
- Students should have the opportunity to hear a range of accents and variety of English.
- A variety of media (video, taped audio cassette), students and helpers may be used to deliver the listening material.
- Students should be able to apply listening skills in face to face and telephone situations.
- The importance of non-verbal signalling should not be underestimated nor the difficulties encountered when it is not present.
- Any tasks which students are given to perform should aim to develop and test their listening skills, rather than their reading or writing. As some students may have basic literacy skills, activities should be devised which can be performed orally and/or in writing, as appropriate.

Note on the tables which follow

Under *Examples of application and level*, see Speaking – Entry Level 3 for examples of language in use and text range. *Sample activities* are examples and should not be used as a prescriptive list.

Listening at this level is contextualised in straightforward narratives, explanations and exchanges on familiar topics, between one or more people in face to face situations or on the telephone.

Listen for gist.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E3.1 recognise context;	Identify the genre, situation and/or speakers, e.g. job interview, narrative of an event in the past.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions
E3.2 predict general meaning;	Predict content of a dialogue or narrative, prior to listening. Predict possible ending of a sentence, chunk of text or ending.	<ul style="list-style-type: none"> • Elicit possible content of a dialogue or narrative prior to listening, having established the general situation. Stop the dialogue at a given point and ask students to predict the end of the sentence or text.
E3.3 predict unknown words;	Predict the meaning of unknown words in a dialogue or narrative using context and the whole text.	<ul style="list-style-type: none"> • Ask students to guess the meaning of unknown words, giving possible options and context clues, using pictures, flashcards, synonyms within multiple choice.
E3.4 understand the gist of a discussion between 2 or more people in a familiar situation.	Identify the situation and/or speakers. Identify subject/topic of discussion. Follow interactive nature of discussion.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions • Ask questions about the way speakers do/do not use whole sentences, pause, interrupt etc.

Listen for detail.

Skills	Examples	Sample activities
Adults should be taught to:		
E3.5 extract straightforward information;	Identify information contained in explanations, narratives, descriptions of things, people and places.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions, ticking or filling in a table if students are literate
E3.6 understand key words and phrases;	Identify key words and phrases in a given context, e.g. in the context of business, the key words rise/fall, percentage of, forecast.	<ul style="list-style-type: none"> • Pre-teach/elicit key words prior to listening. • Set comprehension questions linked to specific key words for students to reply to after hearing the text.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E3.7 identify key grammatical features;	For example, range of tenses at this level, discourse markers and clauses of reason, purpose, result	<ul style="list-style-type: none"> • Ask concept questions. • Multiple choice or cloze exercise. • Gap-fill a narrative with missing markers of reason, purpose etc.
E3.8 identify stress within words;	Discriminate between stressed and unstressed syllables.	<ul style="list-style-type: none"> • Ask students to listen to people talking in a given context e.g. work – <u>Abdul's an engineer</u> and <u>Maria's a teacher</u> – and mark the stressed syllable with a dot/circle. • Practise with students' own sentences.
E3.9 identify stressed words within sentences;	Identify information or content words and recognise how they are stressed in sentences.	<ul style="list-style-type: none"> • Listen to a short text. Teacher claps or beats out the rhythm of some short sentences, emphasising the stressed information words. • Ask students to copy and then practise with other examples from the tape or dialogue. • Ask students to read short sentences, listen to them on tape and mark the stressed words. • Literate students can be paired with non-literate partners.
E3.10 identify stress-timed rhythm;	Awareness of stress-timed rhythm, the schwa and elision	<ul style="list-style-type: none"> • Give students examples in context e.g. travel. A <u>single</u> to <u>Crewe</u>, please. A <u>single</u> to <u>Luton</u>, please. A <u>single</u> to <u>Manchester</u>, please. • Ask students to compare numbers of syllables in the place names and discuss differences. Ask them to listen and repeat. <u>The train's at 10 to 7.</u> <u>Take an early train and change at Epsom.</u> • Ask them to beat out the rhythm. Ask students to mark the stressed words with dots/circles. • Ask them what happens to the words <u>to</u>, <u>at</u>, <u>and</u>.
E3.11 extract main points in a narrative;	Identify main points or ideas.	<ul style="list-style-type: none"> • Ask students to listen to a short narrative and answer true/false questions relating to the main points.
E3.12 identify where statements include opinions and/or factual information;	Identify common structures and vocabulary used in expressing different opinions and facts.	<ul style="list-style-type: none"> • Ask students to listen to dialogues or discussions with people expressing facts and/or opinions. In pairs, ask students to say who thinks what. Use closed/open questions and simple questionnaires.

Identify feelings and opinions.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E3.13 recognise the relationship between speakers in familiar situations.	Identify differences in register through sentence structure, phrasing and use of vocabulary.	<ul style="list-style-type: none"> Use multiple choice questions and open/closed questions e.g. Are the speakers friends? Why do you think this?
E3.14 understand a variety of feelings;	Identify common structures and vocabulary used in expressing different feelings and emotions.	<ul style="list-style-type: none"> Ask students to listen to role-play and dialogues with people expressing a number of different feelings and emotions. Students are then asked to match the key words, phrases with the feelings/emotions or answer open questions, multiple choice, true/false, yes/no questions/questionnaires.
E3.15 recognise how intonation carries meaning.	Identify different feelings expressed through intonation and corresponding words. Identify feelings expressed mainly through intonation.	<ul style="list-style-type: none"> Ask students to listen to people expressing a number of different feelings through their language and intonation, and also mainly through their intonation. In pairs students play 'who feels what' matching game. Elicit how they can tell. Identify rising or falling intonation, stress and pitch, how these relate to emotions. Ask students to practise with their own examples.

Listen to and follow straightforward instructions.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
E3.16 understand the order of a set of instructions;	Recognise oral instructions/directions. Recognise and respond to the sequential markers in a short set of orders.	<ul style="list-style-type: none"> Ask students to listen to people giving simple directions or instructions, with ear pinning activities for sequential markers. Students are asked to follow the directions on a simple map, say where places are on a map or order pictures following instructions given.
E3.17 understand and respond to instructions.	Demonstrate understanding of instructions by taking appropriate action.	<ul style="list-style-type: none"> Give students a set of instructions and ask them to carry them out, e.g. for making a simple kite, origami figure.

Strategies for independent learning

Students can be encouraged to do the following.

1. Listen to the television and radio and:
 - having turned on mid-way, listen to understand gist, predict what kind of programme it is, using context clues;
 - listen to news headlines and predict content;
 - listen for key words or words recently learnt in class, new structures, particular to specific situations e.g. future structures in weather forecasts;
 - listen for the main points in documentaries, discussion programmes and news;
 - use teletext version where students have access;
 - listen for idiomatic usage, variations in accents and informal register in TV drama, quiz shows and sports programmes, soaps.
2. Listen to announcements in daily life and try and pick out specific information, e.g. times, prices, platforms, special offers and numbers.
3. Listen to other people and recognise/pick out idiomatic expressions, the way people vary structures in common functions.
4. Record lessons or parts of them and play them back outside the classroom.
5. Use listening texts from text books and practise with them outside the classroom, doing exercises suggested by the teacher.
6. Use English-speaking friends and/or relatives to do short listening activities in English, e.g. with their own children, play a 'passing' game for a few minutes during a mesol, listening for the instructions and items requested.

Listening – Level 1

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.

An adult will be expected to:

- listen for and identify relevant information from explanations and presentations on a range of straightforward topics;
- listen for and understand explanations, instructions and narratives on different topics in a range of contexts;
- use strategies to clarify and confirm understanding (such as facial expressions, body language and verbal prompts);
- provide feedback and confirmation when listening to others;
- make contributions relevant to the situation and subject;
- speak clearly in a way which suits the situation;
- make requests and ask questions to obtain information in familiar and unfamiliar contexts;
- respond to questions on a range of topics;
- express clearly statements of fact, explanations, instructions, accounts and descriptions;
- present information and ideas in a logical sequence and include detail and develop ideas where appropriate;
- follow and contribute to discussions on a range of straightforward topics;
- respect the turn-taking rights of others during discussions;
- use appropriate phrases for interruption.

Issues which may affect the delivery of the curriculum at this level

- Students can expect a little support in terms of repetition and re-phrasing. Speech should be delivered at normal speed and students should be able to cope with a limited range of distractors, e.g. background noises, music, interruptions.
- Students should have the opportunity to hear a variety of accents and varieties of English.
- Students should be able to apply listening skills in face to face and telephone situations.
- A variety of media (video, taped audio cassette), students and helpers may be used to deliver the listening material.
- The importance of non-verbal signalling, and the difficulties encountered when it is not present, should not be underestimated.
- Any tasks which students are given to perform should aim to develop and test their listening skills, rather than their reading or writing unless writing is specified in the standards e.g. listening and note taking. As some students, even at this level, may have basic literacy skills, activities should be devised which can be performed orally and/or in writing, where possible or appropriate.

Note on the tables which follow

Under *Examples of application and level*, see Speaking Level 1 for examples of language in use and text range. *Sample activities* are examples and should not be used as a prescriptive list.

Listening at this level is contextualised in exchanges between two or more people in a range of familiar and unfamiliar situations in narratives and explanations of ranging length and detail.

Listen for gist.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L1.1 recognise context;	Identify the genre, situation and/or speakers in a range of interactive and narrative discourse types, e.g. discussions, conversations, short presentations, announcements.	<ul style="list-style-type: none"> Open questions, multiple choice, true/false, yes/no questions
L1.2 predict general meaning;	Predict the content of a dialogue; narrative or explanation, prior to listening. Predict the possible ending of a sentence, chunk of text or ending.	<ul style="list-style-type: none"> Elicit the possible content of a dialogue prior to listening, having established the general situation. Stop the dialogue at a given point and ask students to predict the end of a sentence or text.
L1.3 predict unknown words;	Predict the meaning of unknown words in a dialogue narrative or explanation using context and the whole text.	<ul style="list-style-type: none"> Ask students to guess the meaning of unknown words, giving possible options and context clues, using pictures, flashcards or synonyms within multiple choice.
L1.4 understand the gist of a discussion between 2 or more people in familiar and unfamiliar situations.	Identify the situation and/or speakers. Identify the subject/topic of discussion. Follow the interactive nature of discussion.	<ul style="list-style-type: none"> Open questions, multiple choice, true/false, yes/no questions. Ask questions about the way speakers do/do not use whole sentences, pause, interrupt etc.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L1.5 extract information;	Identify information contained in a range of spoken texts, e.g. news item, narratives.	<ul style="list-style-type: none"> Open questions, multiple choice, true/false, yes/no questions, ticking or filling in a simple table if students are literate
L1.6 understand key words and phrases;	Identify key words and phrases in a given context, e.g. in interviews, previous experience, skills, pension scheme.	<ul style="list-style-type: none"> Pre-teach/licit key words prior to listening and ask students to listen for as many as possible and note them down in order. Elicit the words after listening. Give students a list and ask them to identify the words they hear from the list, numbering them as they hear them.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L1.7 identify key grammatical features;	Use of passive constructions, relative pronouns	<ul style="list-style-type: none"> • Ask concept question and give ear-pinning activities. • Multiple choice comprehension • Gap-fill a short paragraph with missing auxiliaries.
L1.8 identify stress within words;	Discriminate between stressed and unstressed syllables.	<ul style="list-style-type: none"> • Ask students to listen to people talking in a given context e.g. work – <u>Abdul's an engineer</u> and <u>Maria's a teacher</u> – and mark the stressed syllable with a dot/circle. Practise with students' own sentences.
L1.9 identify stressed/unstressed words within sentences;	Identify information or content words and recognise how they are stressed in sentences.	<ul style="list-style-type: none"> • Listen to a short text. Teacher claps or beats out the rhythm of some short sentences, emphasising the stressed information words. • Students copy and then practise with other examples from the tape or dialogue. • Students read short sentences, listen to them on tape and mark the stressed words. • Literate students can be paired with non-literate partners.
L1.10 identify stress-timed rhythm;	Awareness of stress-timed rhythm, the schwa and elision	<ul style="list-style-type: none"> • Give students examples in context e.g. travel. <u>A single to Crewe, please.</u> <u>A single to Luton, please.</u> <u>A single to Manchester, please.</u> • Ask students to compare numbers of syllables in the place names and discuss the differences. Ask them to listen and repeat, beating out the rhythm. <u>The train's at 10 to 7.</u> <u>Take an early train and change at Epsom.</u> • Ask students to mark the stressed words with dots/circles. • Ask them what happens to the words <u>to</u>, <u>at</u>, <u>and</u>.
L1.11 extract the main points from narratives, explanations and discussions;	Identify main points or ideas.	<ul style="list-style-type: none"> • Ask students to listen to a range of spoken texts and answer true/false questions relating to the main points, or transfer information onto a table.
L1.12 identify where statements include opinions and/or factual information;	Identify common structures and vocabulary used in expressing different opinions and facts.	<ul style="list-style-type: none"> • Ask students to listen to dialogues or discussions with people expressing facts and opinions. • In pairs, ask students to say who thinks what. • Use closed/open questions, simple questionnaires.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L1.13 recognise relationship between speakers in formal and informal situations;	Identify differences in register through sentence structure, phrasing, and use of vocabulary.	<ul style="list-style-type: none"> • Use multiple choice questions. • Open/closed questions e.g. <u>Are the speakers friends? Why do you think this?</u>
L1.14 provide feedback and confirmation.	Recognise and respond to requests for clarification or confirmation.	<ul style="list-style-type: none"> • Confirming and checking back exercises e.g. ask students to repeat arrangements/a set of instructions. <u>What have we arranged?</u>

Identify feelings and emotions.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L1.15 understand a range of feelings and attitudes;	Identify common structures and vocabulary used in expressing different feelings and emotions.	<ul style="list-style-type: none"> • Ask students to listen to role-play, dialogues with people expressing a range of different feelings and emotions. • Students are then asked to match the key words and phrases with the feelings/emotions or answer open questions multiple choice, true/false, yes/no questions/questionnaires.
L1.16 recognise how intonation carries meaning.	Identify different feelings expressed through intonation and corresponding words. Identify feelings expressed mainly through intonation.	<ul style="list-style-type: none"> • Ask students to listen to people expressing a number of different feelings through their language and intonation, and also mainly through their intonation. • In pairs students are asked to say 'who feels what' - matching game. • Elicit how they can tell. • Identify rising or falling intonation, stress and pitch, how these relate to emotions. • Ask students to practise with their own examples.

Listen to and follow straightforward instructions in familiar and unfamiliar situations.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L1.17 understand the order of a set of straightforward instructions;	Recognise oral instructions/directions. Recognise and respond to the sequential markers in a set of straightforward orders.	<ul style="list-style-type: none"> • Ask students to listen to people giving complex directions or instructions, and give ear pinning activities for sequential markers. • Students are asked to follow the directions on a map, say where places are on a map or order written instructions in a jumbled order following the oral instructions.
L1.18 understand and respond to instructions.	Demonstrate understanding of instructions by taking appropriate action.	<ul style="list-style-type: none"> • Give students a set of instructions and ask them to carry them out, e.g. fill in an order form, draw a simple map.

Strategies for independent learning

Students can be encouraged to do the following.

1. Listen to the television and radio and:
 - having turned on mid-way, listen to understand gist, predict what kind of programme it is, using context clues;
 - listen to news headlines and predict content;
 - listen for key words or words recently learnt in class, new structures, particular to specific situations;
 - listen for main points in factual programmes;
 - use a teletext version where students have access;
 - listen for idiomatic usage, variations in accents and informal register in TV drama, quiz shows, sports programmes, soaps.
2. Listen to announcements in daily life and try and pick out specific information, e.g. times, prices, platforms, special offers, numbers.
3. Listen to other people and recognise/pick out idiomatic expressions, the way people vary structures in common functions.
4. Record lessons or parts of them and play them back outside the classroom.
5. Use listening texts from text books and practise with them outside the classroom, doing exercises suggested by the teacher.
6. Use English-speaking friends and/or relatives to do short listening activities in English e.g. with your own children, play a 'passing' game for a few minutes during a mesol, listening for the instructions and items requested.

Listening – Level 2

At this level adults can:

- **listen and respond** to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context;
- **speak to communicate** straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation;
- **engage in discussion** with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic.

An adult will be expected to:

- listen for and identify relevant information from extended explanations or presentations on a range of topics;
- listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts;
- speak clearly and confidently in a way which suits the situation;
- respond to detailed or extended questions on a range of topics;
- respond to criticism and criticise constructively;
- make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts;
- express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary;
- present information and ideas in a logical sequence and provide further details and development to clarify or confirm understanding;
- make relevant contributions and help to move discussions forward;
- adapt contributions to discussions to suit audience, context, purpose and situation;
- use appropriate phrases for interruption and change of topic;
- support opinions and arguments with evidence.

Issues which may affect the delivery of the curriculum at this level

- Speech is to be delivered at normal speed or faster. Students should be able to cope with distractors, such as background noise, music, interruptions.
- Students should have the opportunity to hear a wide variety of accents and varieties of English.
- Students should be able to apply listening skills in face to face and telephone situations.
- A variety of media (video, taped audio cassette), students and helpers may be used to deliver the material.
- The importance of non-verbal signalling, and the difficulties encountered when it is not present, should not be underestimated.
- Any tasks which students are given to perform should aim to develop and test their listening skills, rather than their reading or writing.

Note on the tables which follow

Under *Examples of application and level*, see Speaking Level 2 for examples of language in use and text range. *Sample activities* are examples and should not be used as a prescriptive list.

Listening at this level is contextualised in a range of exchanges, some of them complex and detailed, between two or more people in familiar and unfamiliar situations, in narratives and explanations of varying length.

Listen for gist.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L2.1 recognise context;	Identify the genre, situation and/or speakers in a wide range of interactive and narrative discourse types, e.g. discussions, lectures, news broadcasts, announcements, recorded messages.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions
L2.2 predict general meaning;	Predict content of a range of speech acts, prior to listening. Predict possible ending of a sentence, chunk of text or ending.	<ul style="list-style-type: none"> • Elicit possible content of a dialogue prior to listening, having established general situation. • Stop the dialogue at a given point and ask students to predict the end of a sentence or text.
L2.3 predict unknown words;	Predict the meaning of unknown words in a complex dialogue, narrative or explanation using context and the whole text.	<ul style="list-style-type: none"> • Ask students to guess the meaning of unknown words, giving possible options and context clues, using pictures, flashcards and synonyms within multiple choice.
L2.4 understand the gist of a narrative discussion between 2 or more people in a variety of situations.	Identify the situation and/or speakers. Identify subject/topic of the discussion. Follow the interactive nature of discussion.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions • Ask questions about the way speakers do/do not use whole sentences, pause, interrupt etc.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L2.5 extract straightforward and complex information;	Identify information contained in a wide range of spoken texts.	<ul style="list-style-type: none"> • Open questions, multiple choice, true/false, yes/no questions, transferring information onto a table, or grid if students are literate
L2.6 understand key words and phrases;	Identify key words and phrases in a range of formal contexts, e.g. in the context of news broadcasts: allegation, fears of further..., members of the parliamentary committee, gobsmacked.	<ul style="list-style-type: none"> • Pre-teach/elicit key words prior to listening. Ask students to listen for as many as possible and note them down in order. • Elicit the words after listening. • Give students a list and ask them to identify the words they hear from the list, numbering them as they hear them.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L2.7 identify key grammatical features;	For example, the use of passive v. active, use of present perfect v. past simple, cohesive devices.	<ul style="list-style-type: none"> • Ask concept questions and do ear-pinning activities. • Multiple choice comprehension • Gap-fill a short transcript with missing auxiliaries or other grammatical features.
L2.8 identify stress within words;	Discriminate between stressed and unstressed syllables.	<ul style="list-style-type: none"> • Ask students to listen to people talking in a given context e.g. work – <u>Abdul's an engineer and Maria's a teacher</u> – and mark the stressed syllable with a dot/circle or repeat the phrases, stressing the stressed syllables. • Practise with students' own sentences.
L2.9 identify stressed/unstressed words within sentences;	Identify information or content words and recognise how they are stressed in sentences.	<ul style="list-style-type: none"> • Listen to a short text. Teacher claps or beats out the rhythm of some short sentences, emphasising the stressed information words. Students copy and then practise with other examples from the tape or dialogue. Students read short sentences, listen to them on tape and mark the stressed words. • Literate students can be paired with non-literate partners.
L2.10 identify stress-timed rhythm;	Awareness of stress-timed rhythm, the schwa and elision	<ul style="list-style-type: none"> • Give students examples in context e.g. travel. <u>A single to Crewe, please.</u> <u>A single to Luton, please.</u> <u>A single to Manchester, please.</u> • Ask students to compare numbers of syllables in the place names and discuss the differences. Ask them to listen and repeat, beating out the rhythm. <u>The train's at 10 to 7.</u> <u>Take an early train and change at Epsom.</u> • Ask students to mark the stressed words with dots/circles. • Ask them what happens to the words <u>to</u>, <u>at</u>, <u>and</u>.
L2.11 extract main points from complex narratives, explanations and discussions;	Identify main points or ideas.	<ul style="list-style-type: none"> • Students listen to complex narratives, explanations and answer true/false questions relating to the main points or transfer information onto a table.
L2.12 identify where statements include opinions and/or factual information;	Identify common structures and vocabulary used in expressing different opinions and facts.	<ul style="list-style-type: none"> • Ask students to listen to dialogues or discussions with people expressing facts and/or opinions. In pairs, ask students to say who thinks what. • Use closed/open questions, simple questionnaires.

Listen for detail.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L2.13 listen for inference;	Identify an idea, opinion or fact which is not overtly stated.	<ul style="list-style-type: none"> Ask students to listen to a discussion with people expressing a range of ideas and opinions, some of which are not stated overtly. Use multiple choice questions to check students' comprehension.
L2.14 recognise relationship between a wide range of speakers in formal and informal situations;	Identify differences in intonation. Identify differences in register through sentence structure, phrasing, and use of vocabulary.	<ul style="list-style-type: none"> Use multiple choice questions. Open/closed questions e.g. <u>Are the speakers friends? Why do you think this?</u>
L2.15 provide feedback and confirmation.	Recognise and respond to requests for clarification or confirmation.	<ul style="list-style-type: none"> Confirming and checking back exercises e.g. ask students to repeat arrangements/a set of instructions, <u>What have we arranged?</u>

Identify feelings and emotions.

Component Skills	Examples of application and level	Sample activities
Adults should be taught to:		
L2.16 understand a range of feelings and attitudes;	Identify common structures and vocabulary used in expressing different feelings and emotions.	<ul style="list-style-type: none"> Ask students to listen to role play dialogues with people expressing a range of different feelings and emotions. Students are then asked to match the key words, phrases with the feelings/emotions or answer open questions, multiple choice, true/false, yes/no questions/questionnaires.
L2.17 recognise how intonation carries meaning.	Identify different feelings expressed through intonation and corresponding words. Identify feelings expressed mainly through intonation.	<ul style="list-style-type: none"> Students listen to people expressing a number of different feelings through their language and intonation, and also mainly through their intonation. In pairs students are asked to say 'who feels what' matching game. Elicit how they can tell. Identify rising or falling intonation, stress and pitch, elicit how these relate to the emotions. Ask students to practise with their own examples.

Listen for and follow instructions.

Component Skills	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.18 understand the order of lengthy or multi-step instructions in a range of contexts;</p>	<p>Recognise different ways of giving oral instructions/directions. Recognise implicit and explicit instructions. Recognise and respond to the prepositional phrases, sequential markers, commands.</p>	<ul style="list-style-type: none"> • Ask students to listen to people giving lengthy directions or multi-step instructions. • Give ear pinning activities for key grammatical structures and non-sequential ordering. • Ask concept questions to identify implicit questions. • Students are asked to follow the directions on a map, say where places are on a map and order written instructions given in a jumbled order or vice versa.
<p>L2.19 understand and respond to instructions.</p>	<p>Demonstrate understanding of instructions by taking appropriate action.</p>	<ul style="list-style-type: none"> • Give students a set of instructions and ask them to carry them out, e.g. drawing a graph, filling in a pie chart or table.

Strategies for independent learning

1. Students can be encouraged to listen to the television and radio and:
 - having turned on mid-way, listen to understand gist, predict what kind of programme it is, using context clues;
 - listen to news headlines and predict content;
 - listen for key words or words recently learnt in class.
 - listen for the main points in factual programmes;
 - use a teletext version where students have access;
 - listen for idiomatic usage, variations in accents and informal register in TV drama, quiz shows, sports programmes, soaps.
2. Listen to announcements in their daily lives and try and pick out specific information, e.g. times, prices, platforms, special offers, numbers.
3. Listen to other people and recognise/pick out idiomatic expressions, the way people vary structures in common functions.
4. Record their lessons or parts of them and play them back outside the classroom.
5. Use listening texts from text books and practise with them outside the classroom, doing exercises suggested by the teacher.
6. Use English-speaking friends and/or relatives to do short listening activities in English e.g. with own children, play a guessing game, where the child describes an object and the student has to identify/name it.

The ESOL Curriculum

Reading – Entry Level 1

At this level, adults can:

- **read and understand** short texts with repeated language patterns on familiar topics;
- **read and obtain information** from common signs and symbols.

An adult will be expected to:

- follow a narrative on a familiar topic or experience;
- recognise the different purposes of texts at this level;
- possess a limited, meaningful sight vocabulary of words, signs and symbols;
- decode simple, regular words;
- recognise the letters of the alphabet in both upper and lower case;

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

Issues of which may affect the delivery of the curriculum at this level

- Texts at this level consist of single words or signs, very simple forms, very simple sentences and familiar vocabulary.
- The pacing of lessons and ordering of items will vary according to students' level of literacy and the type of script they can read.
- The students' knowledge of written conventions and texts in their own language will be a useful basis for development/comparative work.
- The spoken competence of some students may well be considerably more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking – Entry Level 1 for grammar. Under *Examples of application and level*, see Speaking – Entry Level 1 for examples of language in use and text range. *Sample activities* are examples only and should not be used as a prescriptive list.

Text Focus: **Read and understand short texts.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E1.1 track texts in right order, left to right, top to bottom;	be aware that text on a page goes from left to right and top to bottom;	Read own composition that someone else has written down.	<ul style="list-style-type: none"> Follow familiar text with finger, from left to right and listen to text being read at same time.
E1.2 use a range of strategies to get meaning from text;	<p>recognise that print carries meaning and that words on the page represent words that can be spoken;</p> <p>be aware that it is not always necessary to read every word in order to comprehend or gain information from text;</p>	<p>Take part in language experience activity, where teacher writes down student's words and reads them back to the student, e.g.</p> <p>I've got 3 children. I've got 1 girl. I've got 2 boys.</p> <p>Follow a simple narrative, with repeated language patterns, on a familiar topic or experience, e.g.</p> <p>This is Amina. She comes from Somalia. This is Mohamed. He comes from Somalia too. They are married. Identify sender and recipient of letter. Use information in illustrations to aid understanding.</p>	<ul style="list-style-type: none"> Follow text read by teacher, other student, or on tape. Read back own words written down by teacher. Answer questions about a text to demonstrate understanding, e.g. <ul style="list-style-type: none"> Where does Amina come from? Mohamed is married (true/false). Look at bill and answer oral questions on specific information – e.g. What kind of bill is it? How much is there to pay? When must the payment be made?
E1.3 identify purpose of some texts from their format;	recognise that different types of text will look different;	Signs and symbols e.g. ladies, no smoking, exit, very simple letter, very simple narrative on a familiar subject, (for example see above), very simple form, appointment card, advert.	<ul style="list-style-type: none"> Show a variety of texts and ask what they are for. Sort texts into different text types. Ask if text types look the same in students' languages.
E1.4 recognise print in a variety of settings;	recognise that Monday in a calendar is written in the same way as Monday on an appointment card;	Hospital on a sign or in a letter.	<ul style="list-style-type: none"> Circle same word in different texts. Suggest where else that word may appear.

Sentence Focus: Read and recognise simple sentence structures.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E1.5 read and recognise simple sentence structures;	be aware of the concept of a sentence;	I come from Malaga. I live in Bradford. I have two children. Soy de Malaga. Vivo en Bradford. Tengo dos hijos.	<ul style="list-style-type: none"> Put parts of sentence (each on different colour card) in order to make sentences. Substitute own words into model sentence. Compare with students' own languages.
E1.6 recognise how simple punctuation, capital letter and a full stop aids understanding.	be aware of what the different punctuation marks mean, i.e. that a full stop indicates the end of the sentence and that a new sentence will follow, and that a new sentence is likely to be about a new point.	Simple sentence punctuation, e.g. capital letter at beginning and full stop at end.	<ul style="list-style-type: none"> Compare with students' own languages. Read simple, familiar text aloud (see E1.2 above for example), and discuss function of capital letters and full stops in the sentences.

Word Focus: Develop understanding and use of vocabulary, morphology and phonics.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E1.7 recognise letters of the alphabet, lower and upper case;	recognise that letters of the alphabet can be represented in different ways;	Words written in different type styles or handwritten	<ul style="list-style-type: none"> Match upper and lower case letters. Match sets of words written in upper and lower case: TOILET toilet Match letters written in different type styles.
E1.8 use basic sound/symbol association to aid decoding;	be aware that symbols represent sounds;	Initial and final sounds and common consonant digraphs (such as ch, sh, th).	<ul style="list-style-type: none"> Match picture of object with letter representing its initial sounds. Identify words starting with same initial sound, e.g. names of students in class – Marta, Massimo, Miriam.
E1.9 recognise common whole words and some personal key words.	be aware that as readers become more fluent at reading they read familiar words as whole words.	Common social sight vocabulary, own name, name of town, days of the week.	<ul style="list-style-type: none"> Games such as pelmanism, bingo. Match words against same word in different type style. Match words against words in sentences.

Develop strategies for independent learning

Suggest that students:

- look at signs while out and about and try and work out meaning;
- find ways of remembering common words – for instance pin up at home;
- read captions to illustrations in magazines and newspapers and try and work out meaning.

Reading – Entry Level 2

At this level adults can:

- **read and understand** short, straightforward texts on familiar topics;
- **read and obtain information** from short documents, familiar sources and signs and symbols.

An adult will be expected to:

- trace and understand the main events of chronological or instructional texts;
- recognise the different purposes of texts at this level;
- identify common sources of information;
- use illustrations and captions to locate information;
- read and understand linking words and adverbials in instructions and directions such as next, then, right and straight on;
- read and understand words on forms related to personal information (such as first name, surname, address, postcode, age, date of birth);
- recognise high frequency words and words with common spelling patterns;
- use phonic and graphic knowledge to decode words;
- use a simplified dictionary to find the meaning of unfamiliar words;
- use initial letter to find and sequence words in alphabetical order;

in texts such as public signs and notices, lists, forms, notes, records, emails, simple narratives, letters and diagrams.

Issues at this level

- Texts at this level consist of a few, simple sentences or short paragraph, simple signs and forms with clear layout, using familiar vocabulary.
- The pacing of lessons and ordering of items will vary according to students' level of spoken English and their print stamina.
- The students' knowledge of written conventions and texts in their own language will be a useful basis for development/comparative work.
- The spoken competence of some students may well be considerably more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking – Entry Level 2 for grammar. Under *Examples of application and level*, see Speaking – Entry Level 2 for examples of language in use and text range. *Sample activities* are examples only and should not be used as a prescriptive list.

Word Focus: Read and understand short, straightforward texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:			
E2.1 identify the purpose of a variety of short, straightforward texts such as to inform, to sell something, to request action, to tell a story;	Adults should be taught to: be aware of the concept of purpose and audience;	Short personal narrative, form, letter, message, simple newspaper article, advert or notice.	<ul style="list-style-type: none"> Look at different texts. Ask What does the writer want? Why has s/he written it? Who is it written to?
E2.2 recognise some common text types from key generic features;	recognise that different texts which share a common purpose will share common features;	<p>Key generic features include:</p> <ul style="list-style-type: none"> format; layout; graphics; illustrations; structure; grammatical features; key vocabulary. 	<ul style="list-style-type: none"> Look at two or more texts of the same type and analyse key features, for example, take 2 formal letters and ask – Is the layout the same? How do they open and close?
E2.3 use these key features to predict meaning and aid understanding;	as above;	Use of headline or illustration in newspaper, format of a letter, use of word I in personal narrative, layout of a form (i.e. name usually comes before address).	<ul style="list-style-type: none"> Look at illustrations and discuss what the text will be about. Look at form and predict what information is likely to be needed and where it should be put.
E2.4 use a range of strategies to get meaning from text, e.g. skim to get the gist, scan for specific information or main events, read thoroughly where necessary;	recognise that it is not always necessary to read every word to get meaning from text;	Be able to answer question, What's it about? Be able to pick out T.V. programmes at 8.00 o'clock from T.V. guide. Follow written instructions (e.g. on test paper or domestic products such as cooking instructions) accurately.	<ul style="list-style-type: none"> Give students a limited time to skim text and give gist or specific information. Match instructions against illustrations or diagrams. Comprehension activities – true/false, questions, circle correct answer, gap fill.

Text Focus: Read and understand short, straightforward texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E2.5 use knowledge of links between sentences to aid meaning;	be aware of the cohesive nature of discourse markers in achieving meaning;	Cohesive ties, discourse markers When I first started... Then I... In the end... This is a story about my best friend \longleftrightarrow She comes from...	<ul style="list-style-type: none"> Underline discourse markers which are relevant to genre being read, e.g. <u>then</u>, <u>next</u> for chronological narrative. Show links between pronouns and nouns they represent.
E2.6 use context to monitor meaning;	recognise that the purpose of reading is to get meaning from text;	In narratives, instructional texts	<ul style="list-style-type: none"> Put sentences from a narrative in order to re-tell the story. Stop at regular intervals and ask students to say what the text is about and to say if it makes sense.
E2.7 interact with text;	be aware that it is possible to react to texts in different ways;	Express opinion about text. Say whether or not text is accurate. Say whether agree or disagree with text.	<ul style="list-style-type: none"> Discussion in pairs, groups, whole group. Debate.
E2.8 infer information that is not stated;	be aware that opinions and information are not always overtly stated in texts;	Where I live is a very good area and I like it very much. Sometimes I leave my money to pay the milkman on the window in an envelope – no problem. Infer that the last line means no one steals the money.	<ul style="list-style-type: none"> Comprehension activities (see above). Ask students to justify their answers <ul style="list-style-type: none"> – What part of the text makes you think that?
E2.9 use own knowledge of the world to help get meaning from text;	be aware of the importance of shared background knowledge and knowledge of the world in obtaining meaning from texts;	Read and understand a newspaper headline about events in student's country. Read a recipe for a familiar dish.	<ul style="list-style-type: none"> Discussion to activate prior knowledge. Look at illustration or heading and predict content. Identify key words in advance of reading.
E2.10 identify and use simple reference tools and features to get information from texts.	recognise use of key reference features of texts; be able to use simple alphabetical order.	Contents list, answer key, simplified or bilingual dictionary,	<ul style="list-style-type: none"> Questionnaire, quiz, games to find information, can be competitive. Sort flash cards in alphabetical order of initial letter. Look up unfamiliar words in a simplified or bilingual dictionary.

Sentence Focus: Read and recognise simple and compound sentence structures.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E2.11 use knowledge of simple and compound sentence patterns to work out meaning and to confirm understanding;	recognise common sentence patterns and features;	He likes Dover but he doesn't like London. Learn Computing and improve your English.	<ul style="list-style-type: none"> Identify sentences with similar structures. Predict what the next word will be from the sentence structure, using a sentence jigsaw. Gap-fill exercises.
E2.12 recognise how simple punctuation aids understanding.	be aware of what the different punctuation marks mean; be aware of some common rules such as capital letters for proper nouns.	Capital letters for proper nouns and beginning of sentences; full stops, commas in a list, question marks.	<ul style="list-style-type: none"> Identify questions in a text. Identify names in a narrative. Read aloud to a partner, making use of punctuation.

Word Focus: Develop understanding and use of vocabulary, morphology and phonics.

Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E 2.13 name all the letters of the alphabet and learn alphabetical order;	recognise that sounds and names of letters are different; be able to use alphabetical order;	Spell words aloud, such as name and address. Look up simple words in a dictionary, using the initial letter.	<ul style="list-style-type: none"> Dictate spelling of name and address to partner. Compare with students' other languages (e.g. number of letters, are sounds and names different? Is script different?). Read a text, students underline words they do not understand and look them up in a simplified or bilingual dictionary.
E2.14 use increasing sound/symbol association to aid decoding;	be aware that there are more sounds than letters of the alphabet;	Word endings, vowel digraphs such as ea, ai, some common blends.	<ul style="list-style-type: none"> Teach in context – look for recurring sounds in a text, think of other words that sound the same. Discuss whether that sound exists in students' languages and if so, how many letters are used to represent it.

Word Focus: Develop understanding and use of vocabulary, morphology and phonics.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E2.15 identify the function of common letter combinations;	be aware of simple, inflected forms of verbs; recognise common prefixes;	ing, ed, un.	<ul style="list-style-type: none"> Underline all the words with ed in a narrative – say what the <u>ed</u> tells them. Think of opposites of words such as <u>happy</u>, <u>tidy</u>, etc. – generalise from the examples. Compare with students' own languages.
E2.16 extend sight vocabulary;	be aware that as readers become more fluent they read familiar words as whole words and develop a range of social sight vocabulary;	A range of text types and topics. Forms.	<ul style="list-style-type: none"> Word association games. Look at word families. Classify vocabulary (e.g. transport words to do with sea, air, land). Vary text types to get a range of vocabulary. Words on forms related to personal information, such as – first name, surname, address, postcode, age, date of birth.
E2.17 work out meaning of unfamiliar vocabulary from context and knowledge of word families.	be aware of the structure of words such as adjectives and adverbs quick, quickly, slow, slowly, happy, happily etc.	He arrived <u>quickly</u> . It only took him three minutes.	<ul style="list-style-type: none"> Transform adjectives to adverbs. Fill in table of past/present tenses or adjectives/adverbs taken from a text – compare and generalise.

Strategies for independent learning

Suggest that students:

- practice reading as much as possible outside the classroom;
- read aloud to children in English as well as own languages;
- keep a vocabulary notebook and learn new words;
- use a simple or bilingual dictionary to check meaning of unfamiliar words.

Reading – Entry Level 3

At this level adults can:

- **read and understand** short, straightforward texts on familiar topics accurately and independently;
- **read and obtain information** from everyday sources.

An adult will be expected to:

- trace and understand the main events of chronological, continuous descriptive and instructional texts of more than one paragraph;
- recognise the different purposes of texts at this level;
- recognise and understand the organisational features and typical language of instructional texts (*such as use of imperatives and second person*);
- identify the main points and ideas, and predict words from context;
- understand and use organisational features to locate information (*such as contents, index, menus*);
- skim read title, headings and illustrations to decide if material is of interest;
- scan texts to locate information;
- obtain specific information through detailed reading;
- relate an image to print and use it to obtain meaning;
- recognise and understand relevant key specialist words;
- read and understand words and phrases commonly used on forms;
- use a dictionary to find the meaning of unfamiliar words;
- use first and second place letters to find and sequence words in alphabetical order;

in texts such as forms, notes, records, emails, narratives, letters, diagrams, simple instructions, short reports.

Issues which may affect the delivery of the curriculum at this level

- Students will begin to read longer and more complex texts. However, the density and language of the text will still affect reading fluency.
- Students need to become more familiar with different text types and authors.
- The students' knowledge of written conventions and texts in their own language will be a useful basis for development/comparative work.
- The spoken competence of some students may well be considerably more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking – Entry Level 3 for grammar. Under *Examples of application and level*, see Speaking – Entry Level 3 for examples of language in use and text range.

Sample activities are examples only and should not be used as a prescriptive list.

Text Focus: Read and understand short, straightforward texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E3.1 identify purpose of a variety of straightforward texts such as to inform, to sell something, to request action, to tell a story, to instruct, to persuade, to make contact;</p>	<p>Adults should be taught to:</p> <p>be aware of the concept of purpose;</p>	<p>Newspaper article, biography, folk tale, short report, e-mail, simple instructions, descriptive writing, review, form, formal and informal letter, memo.</p> <p>Key generic features include:</p> <ul style="list-style-type: none"> • format; • layout; • organisational structure; • grammatical features; • discourse markers; • register; • key vocabulary. 	<ul style="list-style-type: none"> • Look at different texts. <ul style="list-style-type: none"> - Ask what does the writer want? - Why has s/he written it?
<p>E3.2 identify the audience, register and outcome of straightforward texts;</p>	<p>be aware of the concept of audience and outcome;</p> <p>be aware of changes in register depending on the degree of formality;</p>	<p>As above.</p>	<ul style="list-style-type: none"> • Look at examples of formal and informal letters. <ul style="list-style-type: none"> - Ask who is it written to? Is it a formal or informal letter? What does the writer hope will happen?
<p>E3.3 recognise some common text types from key generic features;</p>	<p>be aware that different texts which share a common purpose will share common features, for instance that a description is often written in the present tense, that memos have a particular layout;</p>	<p>As above.</p>	<ul style="list-style-type: none"> • Look at two or more texts of the same type and analyse key features.

Text Focus: Read and understand short, straightforward texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E3.4 use these key features to predict meaning and aid understanding;	As above;	Use of headline or illustrations in a newspaper article, common structure of a folk-tale (e.g. usually has a happy ending), use of past tense in straightforward narrative, use of linguistic markers first, next, then, finally to indicate sequence, use of times and dates in chronological narrative, use of numbering in a set of instructions.	<ul style="list-style-type: none"> Look at illustrations and discuss what the text will be about. Look at form and predict what information is likely to be needed and where it should be put. Look at letter and decide the relationship (formal or informal) between writer and reader. Read title and first paragraph of narrative and discuss what may follow.
E3.5 recognise and use features of IT texts;	understand IT concepts underlying the texts, e.g. concept of a series of menus;	Menus, icons, teletext pages	<ul style="list-style-type: none"> Exercises to find specific information, using IT textual features. Match icon with description.
E3.6 use a range of strategies to get meaning from text, e.g. skim to get the gist, scan for specific information, read thoroughly where necessary;	be aware that it is not always necessary to read every word to get meaning from text;	Get the gist of letter, report, autobiographical narrative, folk tale, simple newspaper article. Scan for information from a time-table, places to visit from a brochure. Read thoroughly to understand details of procedure or have in-depth appreciation of narrative.	<ul style="list-style-type: none"> Give students a limited time to skim text and give gist or obtain specific information. Match instructions against illustrations or diagrams. Comprehension activities – true/false, questions, circle correct answer, gap fill, discussion, re-tell.

Text Focus: Read and understand short, straightforward texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E3.7 use knowledge of links between sentences and paragraphs to aid meaning;</p>	<p>Adults should be taught to:</p> <p>be aware of the concept of a paragraph, common structure of paragraphs and how paragraphs link together;</p>	<p>Cohesive ties, discourse markers</p> <p>Later on we will go on to show....</p> <p>At the moment outside my classroom window [it is raining.] ← → [This] makes me think of the weather in my own country, Sudan. In Sudan the winter weather is like summer in England, but [the summers are very hot] ...</p> <p>[During the hot weather] ...</p> <p>[Another feature] of the weather ...</p>	<ul style="list-style-type: none"> Identify words which show links between sentences and between paragraphs. Label paragraphs in a text and discuss structure of text. Fill in gaps in texts with suitable linking words and phrases.
<p>E3.8 pick out main points or events in a text;</p>	<p>be aware that texts of the same type share common structural features and how this aids understanding;</p>	<p>Chronology from an autobiographical account, action to be taken from a letter.</p>	<ul style="list-style-type: none"> Highlight main points in a text; compare with another student's main points. Transfer key information from text to other format – e.g. table, flow chart, mind-map.
<p>E3.9 use context to monitor meaning and interact with text;</p>	<p>recognise that it is possible to react to texts in different ways and that texts may be wrong or inconsistent;</p>	<p>Check what is being read makes sense.</p> <p>Express opinion about text.</p>	<ul style="list-style-type: none"> Put sentences from a narrative in order to re-tell the story. Stop at regular intervals and ask students to say what the text is about and to say if it makes sense. Re-tell narrative or explain content of text to another person. Discussion in pairs, groups, whole group. Debate.
<p>E3.10 use own knowledge of the world to help get meaning from text;</p>	<p>be aware of the importance of shared background knowledge and knowledge of the world in obtaining meaning from texts;</p>	<p>Previous knowledge about subject matter (for instance reading a child-care text, having brought up children), cultural understanding (for instance knowing how the education system works before reading a college prospectus).</p>	<ul style="list-style-type: none"> Discussion. Self-questioning – what do I know already about this subject? Identifying key phrases and vocabulary (e.g. for a prospectus: GNVQ, assessment, portfolio).

Text Focus: **Read and understand short, straightforward texts.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E3.11 use images to aid understanding;	be able to use and interpret information in graphical form.	Map to accompany address on a leaflet.	<ul style="list-style-type: none"> Take various simple leaflets and discuss how images and graphical information help in understanding the texts.
E3.12 read and, interpret information in a graphical form.	Be aware of the conventions of simple tabular formats.	Timetables, simple graphs, bar charts.	<ul style="list-style-type: none"> Using local train or bus timetables, discuss the layout, use of columns and rows. Set some true/false questions, such as <ul style="list-style-type: none"> The last train is at 23.48. The trains on Sundays run every 45 minutes.

Text Focus: **Read and obtain information from everyday sources.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E3.13 use a range of reference tools and sources to get information from texts;	develop awareness of sources of information; develop understanding of alphabetical order.	Contents page, index, answer key, dictionaries, grammar books, phone book, street atlas (A-Z).	<ul style="list-style-type: none"> Questionnaire, quiz, games to find information. Jigsaw reading activities (where one student has some information and another has the rest). Put words in alphabetical order. Check own or partner's work in answer key.
E3.14 use alphabetical ordering skills to access information.			

Sentence Focus: Read and recognise simple and complex sentence structures.

Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E3.15 use knowledge of syntax and grammar to work out meaning and to confirm understanding;	recognise simple and complex sentence patterns and grammatical features – see Speaking Entry 3 for grammar at this level;	Although you have worked hard this term, you need to read more widely i.e. that although indicates the first clause will be followed by a contrasting one When she was twelve she used to help her brother and father to bring in the fish. The used to means she did it regularly See Speaking Curriculum for more examples of sentences at this level.	<ul style="list-style-type: none"> Identify sentences with similar structures. Predict what the next word will be from the sentence structure. Gap-fill.
E3.16 recognise how punctuation aids understanding.	recognise what the different marks mean.	Capital letters; full stops, commas, question and exclamation marks, bullet points, numbering.	<ul style="list-style-type: none"> Read aloud to a partner, showing how pauses and information correspond to punctuation. Discuss use of punctuation in a text.

Word Focus: Develop understanding and use of vocabulary, morphology and phonics.

Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E3.17 recognise a range of letter combinations and silent letters;	be aware that certain letter patterns are common in English;	tion, ough, cial, wr, kn	<ul style="list-style-type: none"> Highlight words with these patterns in texts. Think of further words with these patterns. Contrast with students' other languages.
E3.18 where possible use phonic strategies to decode unfamiliar words;	recognise that there are more sounds than letters of the alphabet; begin to use the phonetic alphabet to find the pronunciation of a word;	Single sounds; blends; digraphs. Learn the phonetic symbol for some common sounds, such as the symbol for the schwa vowel.	<ul style="list-style-type: none"> Teach in context – look for recurring sounds in a text, think of other words that sound the same. Discuss whether that sound exists in students' languages and if so, which letters are used to represent it. Discuss the differences between words as spoken in connected speech and in isolation, such as – a bottle of milk/of.

Word Focus: Develop understanding and use of vocabulary, morphology and phonics.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E3.19 identify the function of common suffixes and prefixes;	recognise the form and function of common prefixes;	(help)less, (reception)ist, every(body), re(turned)	<ul style="list-style-type: none"> Underline words with common suffixes and prefixes in a narrative – discuss what they mean. Compare with word structure in students' own languages.
E3.20 extend sight vocabulary and work out meaning of unfamiliar vocabulary from context and knowledge of word families;	have an awareness of the structure of words – e.g. verb, noun, gerund Teach/teacher/teaching Farm/farmer/farming;	A range of text types and topics	<ul style="list-style-type: none"> Word association games. Look at word families (sign/signature, photograph,/photographer/photography). Classify vocabulary Vary text types to get a range of vocabulary.
E3.21 read and understand words commonly used on forms.	be aware of form filling conventions and language commonly used on forms.	A variety of forms	<ul style="list-style-type: none"> Bring in examples of forms and discuss words and phrases commonly found. Discuss the way in which the same information is asked for in different ways, such as first name, forename, other names and the way instructions are given, stated and unstated.

Develop strategies for independent learning

Suggest that students:

- look at newspapers and magazines, join the library – read as much as possible outside the classroom;
- keep a vocabulary notebook and learn new words – organise them in word families or subject categories;
- use a dictionary to check meaning of unfamiliar words;
- start to use a dictionary to check pronunciation.

Reading – Level 1

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.

An adult will be expected to:

- trace and understand the main events of continuous descriptive, explanatory or persuasive texts;
- recognise how language and other textual features are used to achieve different purposes (*such as to instruct, explain, describe, persuade*);
- identify the main points and specific detail, and infer meaning from images, which is not explicit in the text;
- use organisational and structural features to locate information (*such as contents, index, menus, subheadings, paragraphs*);
- use different reading strategies to find and obtain information (*such as skimming, scanning, detailed reading*);
- use reference material to find the meaning of unfamiliar words;

in reports, instructional, explanatory and persuasive texts.

Issues at which may affect the delivery of the curriculum at this level

- Students need to read a variety of text types and authors.
- The students' knowledge of written conventions and texts in their own language will be a useful basis for development/comparative work.
- The spoken competence of some students may well be considerably more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking – Level 1 for grammar. Under *Examples of application and level*, see Speaking – Level 1 for examples of language in use and text range. *Sample activities* are examples only and should not be used as a prescriptive list.

Text Focus: **Read and understand straightforward texts.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L1.1 identify purpose, audience and outcome in texts of varying lengths;</p> <p>L1.2 recognise a range of text types from their key generic features;</p>	<p>Adults should be taught to:</p> <p>recognise that different texts which share a common purpose will share common features such as format, layout, discourse markers, grammar, key vocabulary, structure, register;</p>	<p>Report, simple essay, text book, straightforward instructional newspaper article, short story, autobiographical narrative, brochure, poem, review, description, e-mail, web-site, instructions, application form, formal letter</p> <p>Key features include:</p> <ul style="list-style-type: none"> • format; • layout; • organisational structure; • grammatical features; • discourse markers; • register; • key vocabulary. 	<ul style="list-style-type: none"> • Look at various texts and say what they are, what their purpose is and what their key features are.
<p>L1.3 use these key features to predict, infer meaning and aid understanding;</p>	<p>as above;</p> <p>be aware that meaning is not always stated overtly in texts and needs to be inferred;</p>	<p>Use of headings in report to give structure, use of graphics and headlines in newspaper article to predict content and/or point of view of writer (e.g. Refugees flood Dover), paragraphing to make a series of points, use of summary at end of each chapter in text book.</p>	<ul style="list-style-type: none"> • Discussion • Look at different types of text and identify what features will help predict content, point of view etc. • Text analysis (i.e. look at generic features of different text types).
<p>L1.4 recognise and use features of IT texts;</p>	<p>be aware of IT concepts underlying the texts, e.g. what hypertext links actually do;</p>	<p>Hypertext links, menus, icons, teletext pages.</p>	<ul style="list-style-type: none"> • Exercises to find specific information, using IT textual features. • Match icon with description.

Text Focus: **Read and understand straightforward texts.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L1.5 use a range of strategies for getting meaning from text such as surveying, skimming, scanning, thorough reading;	recognise that different strategies are useful for different purposes;	Survey to decide which part of an academic text to read (e.g. introduction and conclusion), skim a magazine to see if it is worth buying, scan mail-order brochure to find correct price, read the topic sentence of each paragraph in an article to understand the main points, read thoroughly to understand detailed instructions or have in-depth appreciation of argument or narrative.	<ul style="list-style-type: none"> • Discuss when it is helpful to use different strategies. • Discuss strategies for surveying. • Exercises to test and develop speed of skimming and scanning. • Variety of exercises to test comprehension and extraction of information, including questions, multiple choice, cloze etc.
L1.6 pick out main points or events from a text;	be aware of usual structure of that type of text;	Arguments for or against GM food from an instructional article. Key features from a description. Key historical events from a chronological account of something.	<ul style="list-style-type: none"> • Highlight main points in a text, compare with another student's main points. • Transfer key information from text to other format – e.g. table, flow chart, mind-map.
L1.7 use knowledge of links between sentences and paragraphs to aid meaning;	be aware of the concept of a paragraph, common structure of paragraphs, and how paragraphs link together;	Discourse markers, e.g. [In the last paragraph] we discussed... Cohesive ties, e.g. London is a very busy city. [However, [its] because of [its] huge population and [its] position in the world financial market...	<ul style="list-style-type: none"> • Identify discourse markers in different texts. • Say what pronouns etc. refer to in text. • Fill in gaps with suitable linking words and phrases.
L1.8 infer information that is not stated, including author's opinion;	be aware that good readers 'read between the lines' in certain types of texts;	Poetry, narrative, newspaper articles, advertisements: I had my operation on Friday. On Thursday morning I checked my will, said my prayers and kissed the children goodbye.	<ul style="list-style-type: none"> • Comprehension activities: Why did she check her will? • Ask students to justify their answers – which part in the text makes you think that?

Text Focus: Read and understand straightforward texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L1.9 interact with text;	recognise what makes a good text; be aware of how language is used to create different effects (e.g. descriptive language, formal register);	Say whether story is enjoyable, whether information is accurate, whether information is biased.	<ul style="list-style-type: none"> • Discuss reaction to text. • Discuss what makes text 'successful' or not. • Identify parts of text that work particularly well (or not) giving reasons. • Review texts.
L1.10 use own knowledge of the world to help get meaning from text.	be aware of the importance of shared background knowledge and knowledge of the world in obtaining meaning from texts.	Previous knowledge about subject matter (e.g. science learnt in own country), cultural understanding, (for instance knowing what CV, application form etc. are in job advertisements)	<ul style="list-style-type: none"> • Discussion to activate previous knowledge. • Self-question – what do I know already about this subject? • Identify key phrases and vocabulary (e.g. for job application, permanent, temporary, sessional staff).

Text Focus: Read and obtain information from different sources

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L1.11 read and obtain information from a variety of sources;	be aware of key sources of reference and be able to choose appropriate reference tools for purpose of task;	Encyclopaedias – book and CD, atlases, dictionaries, grammar books. Illustrations, straightforward graphs	<ul style="list-style-type: none"> • Exercises comparing information from different sources.
L1.12 use reference material to find the meaning of unknown words;	knowledge of alphabetical ordering;	As above	<ul style="list-style-type: none"> • Exercises to practice finding the meaning of unknown words, alphabetical ordering skills.
L1.13 obtain information from simple graphical sources.	recognise different types of graphs and how they represent data.	Bar charts, tables, pie charts, scatter graphs	<ul style="list-style-type: none"> • Transfer information from one source to another. • Compare different ways of presenting information graphically.

Sentence Focus: **Read and recognise simple and compound sentence structures.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L1.14 use knowledge of simple and compound sentence structures to work out meaning and to confirm understanding;	see Speaking Level 1 for range of grammar at this level;	Recognise a range of past, present and future tenses to establish when an event occurred and which occurred first in a sequence of events. Recognise the use of the present simple and past simple passive in reports.	<ul style="list-style-type: none"> Identify different types of sentence structures in different types of texts. Predict what the next word will be from the sentence structure. Gap-fill.
L1.15 use knowledge of links within sentences to aid meaning;	for grammatical knowledge see Speaking Level 1;	The words because or as are likely to link two halves of a sentence in a causal relationship e.g. Please ensure you arrive in good time as we cannot allow anyone to enter the room after the start of the exam.	<ul style="list-style-type: none"> Match halves of sentences together. Gap-fill.
L1.16 recognise how punctuation aids understanding.	recognise what different punctuation marks mean.	Wide range of punctuation, including full stops, question and exclamation marks, commas, colons, semi-colons, bullets, numbering, speech marks, apostrophes, brackets.	<ul style="list-style-type: none"> Discuss use of punctuation and how it aids understanding. Compare with other languages.

Word Focus: **Extend understanding and use of vocabulary, morphology and phonics.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L1.17 use prefixes and suffixes to aid understanding;	be aware of the origin of common prefixes and suffixes;	For instance anti, pro, bi, tri, ology That if sociology is the study of society, climatology is the study of climate.	<ul style="list-style-type: none"> Match prefix/suffix with meaning. List words with same prefix/suffix. Discuss origin of some prefixes and suffixes. Compare with other languages.

Word Focus: Extend understanding and use of vocabulary, morphology and phonics.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L1.18 work out meaning of unfamiliar words by using derivations, word families etc;	recognise how words change to form different parts of speech;	Photograph/photographer/photography Hot/hotter/hottest.	<ul style="list-style-type: none"> • Build word families. • Gap-fill with correct form of word.
L1.19 where possible use phonic strategies to decode unfamiliar words;	be aware of the phonetic alphabet and choose whether or not to learn to use it to aid pronunciation.	Reading regular unfamiliar words Use phonetic alphabet to work out pronunciation of unfamiliar words.	<ul style="list-style-type: none"> • Compare sounds to students' own languages. • If relevant, match symbols of phonetic alphabet to sounds of words.
L1.20 extend sight vocabulary.		In all topics, including specialist vocabulary for work or study.	<ul style="list-style-type: none"> • Word association games. • Word families. • Vary reading to get a range of vocabulary. • Compare word with own language <ul style="list-style-type: none"> – Is there a direct translation or not? Would the usage be the same?

Develop strategies for reading

for example:

- extend range of vocabulary through reading widely and checking meaning and pronunciation of unfamiliar words in a dictionary or asking someone;
- keep vocabulary book and learn new vocabulary;
- compare text, sentence and word structures with structures in other languages, noting similarities and differences;
- with longer texts, employ PQ4R – preview, question, read, recite, reflect, review.

Reading – Level 2

At this level adults can:

- **read and understand** a range of texts of varying complexity accurately and independently;
- **read and obtain information** of varying length and detail from different sources.

An adult will be expected to:

- trace and understand the main events of continuous descriptive, explanatory or persuasive texts;
- identify the purpose of a text and infer meaning which is not explicit;
- identify the main points and specific detail;
- read an argument and identify the points of view;
- read critically to evaluate information, and compare information, ideas and opinions from different sources;
- use organisational features and systems to locate texts and information;
- use reference material to find the meaning of unfamiliar words;
- use different reading strategies to find and obtain information (*such as skimming, scanning, detailed reading*);
- summarise information from longer documents;
- read and understand technical vocabulary;
- use reference material to find the meaning of unfamiliar words;

in a wide range of text types.

Issues which may affect the delivery of the curriculum at this level

- Students need to read a wide variety of text types, by different authors. Students should be tackling texts of different lengths and density.
- The students' knowledge of written conventions and texts in their own language will be a useful basis for development/comparative work.
- The spoken competence of some students may well be more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking – Level 2 for grammar. Under *application and level*, see Speaking – Level 2 for examples of language in use and text range. *Sample activities* are examples only and should not be used as a prescriptive list.

Text Focus: **Read and understand a range of texts.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.1 identify purpose and author's intentions of a wide range of texts;</p> <p>L2.2 recognise a range of text types from their key generic features;</p>	<p>Adults should be taught to:</p> <p>recognise that different texts which share a common purpose will share common features such as format, layout, discourse markers, grammar, key vocabulary, structure, register, graphic features;</p>	<p>Report, essay, text book, straightforward journal or instructional newspaper or magazine article, narrative, description, advertisement, poem, evaluation, description, e-mail, web-site, technical instructions, complex form, formal letter.</p> <p>Some of the texts should include idiomatic and spoken usage and be written by modern authors.</p> <p>Key features include</p> <ul style="list-style-type: none"> • Format; • Layout; • Organisational structure; • Grammatical features; • Discourse markers; • Register; • Key vocabulary 	<ul style="list-style-type: none"> • Look at a range of texts and say what they are, what their purpose is and what the authors wanted the readers to get out of them. • Examine different text types and identify generic features.
<p>L2.3 use these key features to predict meaning and aid understanding;</p>	<p>as above;</p>	<p>Use of topic sentences to see if need to read the whole paragraph; use of 'blurb' on back of book, contents page and date of publication to predict content and relevance of book; use of graphs in statistical article to illuminate text.</p>	<ul style="list-style-type: none"> • Discussion. • Look at different types of text and identify what features will help predict content, point of view etc. • Text analysis (i.e. look at generic features of different text-types).
<p>L2.4 recognise and use features of IT texts;</p>	<p>be aware of IT concepts underlying the texts, e.g. what the Home-page on a web-site actually does;</p>	<p>Hypertext links, menus, icons, teletext pages, www features such as search, Home-page.</p>	<ul style="list-style-type: none"> • Exercises to find specific information, using IT textual features. • Match word and/or icon with definition.

Text Focus: **Read and understand a range of texts.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.5 use a range of strategies for getting meaning from text such as surveying, skimming, scanning, getting main points or events, thorough reading; varying speed and thoroughness of reading depending on purpose and type of material being read;</p>	<p>Adults should be taught to:</p> <p>recognise that different strategies are useful for different purposes;</p>	<p>Survey to decide whether or not to read a particular text. Skim an newspaper article to get idea of content. Scan a reference text to find specific information (for instance UCAS booklet to find if a university runs a particular course). Extract main points from chapter in text book. Read thoroughly to appreciate argument, be absorbed by description or narrative, take in detailed information.</p>	<p>Discuss when it is helpful to use different strategies.</p> <ul style="list-style-type: none"> • Discuss strategies for surveying. • Exercises to test and develop speed of skimming and scanning. • Variety of exercises to test comprehension and extraction of information, including discussion, comprehension questions, multiple choice, transfer of information etc.
<p>L2.6 read and summarise information;</p>	<p>recognise the importance of being able to show understanding of texts by summarising the main points.</p>	<p>Summarise the main points in longer texts.</p>	<ul style="list-style-type: none"> • Jigsaw reading exercise – Two students read different halves of a text and summarise the missing sections for their partner.
<p>L2.7 use knowledge of links between sentences and paragraphs to aid meaning;</p>	<p>be aware of the concept of a paragraph, and how common structure of paragraphs, and how paragraphs link together; be aware of meaning of different discourse markers;</p>	<p>Discourse markers that link and contrast arguments, e.g. On the one hand... Another point of view is... Some people think... Or link ideas and examples, e.g. for instance, an instance of this was... Or show structure of text, e.g. This chapter will explore... To sum up...</p>	<ul style="list-style-type: none"> • Highlight discourse markers in different texts. • Using discourse markers, predict what will come next. • Say what pronouns etc. refer to in text.

Text Focus: **Read and understand a range of texts.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.8 use context and syntax to monitor meaning and make inferences about unstated information, including author's point of view;</p>	<p>Adults should be taught to:</p> <p>recognise that meaning can be inferred as well as stated explicitly;</p>	<p>Identify bias in newspaper article, expositional or persuasive text.</p> <p>Discuss balance of argument.</p>	<ul style="list-style-type: none"> • Check texts for inconsistencies. • Comprehension questions. • Discuss inferences from text; giving reasons for making inferences. • Discuss meaning and author's point of view, in pairs, small groups, whole groups. • Re-tell text to another person. • Read part of text and predict next part.
<p>L2.9 evaluate and compare texts for success in achieving purpose, accuracy, clarity of argument, ease of understanding, style;</p>	<p>recognise what makes a good text of a particular genre;</p> <p>be aware of how language is used to create different effects (e.g. descriptive language, formal register);</p>	<p>Journal article for accuracy of information, poetry for achieving effect, web-site for ease of navigation.</p>	<ul style="list-style-type: none"> • Compare more and less successful texts of same genre. • Discuss what makes text 'successful'. • Identify parts of text that work particularly well, (or not) giving reasons. • Review texts.
<p>L2.10 use own knowledge of the world to help get meaning from text.</p>	<p>be aware of the importance of shared background knowledge and knowledge of the world in obtaining meaning from texts.</p>	<p>Previous knowledge about subject matter (e.g. using knowledge from previous employment as doctor when reading a journal article about medicine), cultural understanding, (e.g. knowing what buying a round means in a narrative).</p>	<ul style="list-style-type: none"> • Discussion to activate previous knowledge. • Self-question – what do I know already about this subject? • Identify key phrases and vocabulary.

Text Focus: **Read and obtain information from a range of sources.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L2.11 choose and use a wide range of reference tools appropriate to the task;	be aware of key sources of reference and which reference tools are best for purpose of task.	Encyclopaedias – book and CD, atlases, dictionaries, grammar books, Internet, household reference books such as recipe, gardening, DIY books, car manuals etc.	<ul style="list-style-type: none"> • Compare information from different sources. • Discuss best source for particular information, evaluating ease of access/navigation, clarity of information, accuracy and amount of information etc.
L2.12 obtain and evaluate information from graphical sources.	be aware of the conventions of a range of tabular formats.	Illustrations, straightforward graphs, tables	<ul style="list-style-type: none"> • Exercises to obtain information. • Comparison of different ways of presenting information and evaluation of more and less effective ways. • Critical analysis of graphical information.

Sentence Focus: **Read and recognise simple compound and complex sentence structures.**

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L2.13 use knowledge of simple, compound and complex sentence structures and discourse markers to work out meaning and to confirm understanding;	for sentence structures see Speaking Level 2;	Passive voice indicates emphasis on action rather than person performing it. The post is sorted twice a day...	<ul style="list-style-type: none"> • Identify different types of sentence structures in different types of texts. • Predict what the next word will be from the sentence structure. • Discuss use of grammar.
L2.14 recognise how punctuation aids understanding.	recognise what the different punctuation marks mean.	Wide range of punctuation, including full stops, question and exclamation marks, commas, colons, semi-colons, bullets, numbering, speech marks, apostrophes, brackets.	<ul style="list-style-type: none"> • Discuss use of punctuation and how it aids understanding. • Compare with other languages.

Word Focus: Extend understanding and use of vocabulary, morphology and phonics.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L2.15 identify the function of a range of common prefixes and suffixes;	Adults should be aware of the origin of a range of prefixes and suffixes;	For instance, micro, macro, ex meaning out of, ism, trans etc.	<ul style="list-style-type: none"> • Match prefix/suffix with meaning. • List words with same prefix/suffix. • Discuss origin of some prefixes and suffixes. • Compare with other languages.
L2.16 be able to work out meaning of a range of unfamiliar words by using derivations, word families etc.	recognise how words change to form different parts of speech.	As appropriate to students' interests and needs and including technical and specialist vocabulary where appropriate.	<ul style="list-style-type: none"> • Build word families. • Gap-fill with correct form of word. • Look up derivation of word.

Develop strategies for reading,

For example:

- extend range of vocabulary through reading widely and checking meaning and pronunciation of unfamiliar words in a dictionary or asking someone;
- keep vocabulary book and learn new vocabulary;
- compare text, sentence and word structures with structures in other languages, noting similarities and differences;
- with longer texts, employ PQ4R – preview, question, read, recite, reflect, review;
- develop knowledge of IT language through practice where possible.

The ESOL Curriculum

Writing – Entry Level 1

At this level adults can write to communicate information to an intended audience.

An adult will be expected to:

- use written words or phrases to record or present information;
- construct a simple sentence;
- punctuate a simple sentence with a capital letter and a full stop;
- use a capital letter for personal pronoun 'I';
- spell correctly some personal keywords and familiar words;
- write the letters of the alphabet using upper and lower case;

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

Issues which may affect the delivery of the curriculum at this level

- Students' writing may consist mainly of copying and inserting key information into a model, or simple form.
- Pacing of lessons and ordering of items will be quite different with students who are not literate in their own language.
- The students' knowledge of written conventions and texts in their own language will be a useful basis for development/comparative work.
- The spoken competence of some students may well be considerably more advanced than their literacy skills, enabling useful discussion and cross-cultural comparisons to take place.
- The need for and degree of accuracy should be determined by the purpose of the writing and its appropriateness to the situation.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking Entry Level 1 for grammar. Under *Examples of application, feature and level*, see Speaking Entry Level 1 for examples of language in use and text range. *Sample activities* are examples and should not be used as a prescriptive list.

Text Focus: To communicate information in very short, simple texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E1.1 compose simple text for an intended audience using a model;</p>	<p>Adults should be taught to:</p> <p>develop understanding of different kinds of simple written texts: very simple letters/notes, lists, forms;</p> <p>develop awareness of possible readers: self, teacher, official bodies;</p> <p>develop understanding of the basic conventions and layout of different kinds of simple written texts;</p>	<ul style="list-style-type: none"> Write/copy a note to school using a model: Dear teacher, Maria is ill today. Sorry. Mrs Gonzales. Write/copy a list of items from board or sheet. Write/copy short personal statements using a model: My name is Salma. I come from Somalia. I am a student. 	<ul style="list-style-type: none"> Discuss letters/notes you need to write to schools. Elicit students' experience. Bring in examples and read. Collectively compose a note, using language experience approach. Work with the class model: students to trace over, copy, gap-fill key words, do dictation, as appropriate.
<p>E1.2 copy name and address correctly;</p>	<p>develop understanding of the layout of names and addresses on envelopes, letters;</p> <p>develop understanding of basic conventions of form-filling;</p>	<ul style="list-style-type: none"> Write/copy name and address in space on a simple form. Name:..... Address:..... Telephone no:..... Address an envelope or copy the address accurately onto the envelope. Copy important names and addresses accurately. Write/copy words of personal importance: children's names, country of origin. 	<ul style="list-style-type: none"> Bring in examples of forms and discuss with students. Are forms important in UK? Are forms important in students' countries? Students are read a short text about a person and shown a simple form with his/her basic details filled in. Discuss basic conventions of forms: e.g. no sentences, use of capitals, black ink. Matching activities: name/surname/address to a simple form, or own details, pelmanism game. Students to copy/write own details on a simple form.

Text Focus: To communicate information in very short, simple texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E1.3 write numbers accurately.	develop understanding of ways of writing dates; develop understanding of the use of capital letters for days and months.	<ul style="list-style-type: none"> • Today's date, date of birth • Telephone number, postal code 	<ul style="list-style-type: none"> • Elicit date, students' birthdays. • Elicit/teach ways of writing dates and discuss differences in students' languages. • Students to copy/write date from board, own dates of birth. • Gap-fill date in a simple note/form.

Sentence Focus: Recognise and use simple sentence structure in writing.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E1.4 write a simple sentence from a model;	develop awareness of the structure of a simple sentence;	<ul style="list-style-type: none"> • In all types of writing given as examples of application at this level, e.g. I come from Malaga. I live in Bradford. I have two children. Soy de Malaga. Vivo en Bradford. Tengo dos hijos. 	<ul style="list-style-type: none"> • Put parts of sentence (each on different colour card) in order to make sentences. • Substitute own words into model sentence. • Compare with students' own languages.
E1.5 use full stop and capital letters in a simple sentence.	develop understanding of the use of capital letters at the start of sentences and a full stop at the end; develop understanding of the use of capital letter for pronoun 'I'.	<ul style="list-style-type: none"> • In all types of writing given as examples of application at this level, e.g. My name is Salma. I come from Somalia. I am a student. 	<ul style="list-style-type: none"> • Discuss and compare use of capitals and full stops in English with students languages using model sentences. • Use language experience, resulting in students being able to copy/write simple, high frequency sentences for personal writing in familiar contexts.

Word Focus: Develop handwriting, vocabulary and spelling.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E 1.6 hold and control pen effectively;	develop awareness of the importance of hand/eye coordination and of positioning of hand and body in relation to the paper and desk/table;	<ul style="list-style-type: none"> • Pattern tracing • Pattern completion 	<ul style="list-style-type: none"> • Trace patterns/shapes of letters. • Copy or complete patterns/shapes.
E 1.7 write from left to right;	develop awareness of the direction of Roman script and of accompanying hand movements;	<ul style="list-style-type: none"> • In all types of writing given as examples of application at this level 	<ul style="list-style-type: none"> • Use finger to follow direction of writing. • Discuss the direction of other scripts and languages – ask students to write simple sentences on board in their languages and compare with English.
E1.8 form the letters of the alphabet with some accuracy (upper and lower case);	start to develop knowledge of upper and lower case shape, position and formation; start to develop knowledge of the names of the letters;	<ul style="list-style-type: none"> • Fill in/copy own name and address on a simple form, using upper and lower case. • Write names spelt aloud by another person. 	<ul style="list-style-type: none"> • Draw shapes of letters in air. • Fill in dotted outline of letters. • Discuss the formation of letters: where to start each letter, direction, which letters have 'bodies', 'legs' etc. • Trace letters and trace short words. • Copy/write name and address on a simple form. • Games for learning to name the letters. • Students to ask each other to spell their names to each other.
E.1.9 form numbers 1 to 9 with some accuracy;	start to develop knowledge of position and formation of numbers;	<ul style="list-style-type: none"> • Write date, house number, telephone number on a simple form. • Write telephone numbers said aloud 	<ul style="list-style-type: none"> • Draw shapes of numbers in the air. • Fill in dotted outline of numbers. • Discuss the formation of numbers, where to start each number, direction, which ones have 'bodies', 'legs' etc. • Trace numbers. • Copy/write house number, telephone number on a simple form. • Games for learning to write numbers. • Students to ask each other their telephone numbers and write them down.

Word Focus: Develop handwriting, vocabulary and spelling.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E 1.10 space letters and words appropriately and proportion letters in relation to line;	develop awareness of word spacing and line positioning conventions;	<ul style="list-style-type: none"> Write/copy short personal statements using a model, spacing words appropriately and positioning them on the line. 	<ul style="list-style-type: none"> Write words within lined spaces using double lined paper. Put up sentences on board or OHT and analyse space between words, show students examples of badly spaced words within sentences and of words not well positioned on the line. Ask them to say what the problem is. Ask students to write a sentence in their language and compare the spacing conventions with English.
E 1.11 copy and understand basic personal vocabulary;	develop knowledge of context-based personal vocabulary;	<ul style="list-style-type: none"> Build a context based personal vocabulary e.g. School: teacher, lesson Family: mother, son Country: Somalia, Mogadishu 	<ul style="list-style-type: none"> Language development and language experience work around a context e.g. family, talking about own family. Use a model listening/reading text and ask students to identify key words: mother, father, brother etc. Use activities for developing whole word recognition – e.g. picture/word matching. Show students own simple family tree and read it together. Use this as a model for gap-filling and devise simple worksheets with key words for tracing/ copying or gap-filling key vocabulary. Help students to draw, and fill in their own simple family tree if appropriate.
E1.12 use basic sound symbol association to help spelling;	develop understanding of the phonic relationship between certain sounds and letters and letter combinations;	<ul style="list-style-type: none"> In all types of writing given as examples of application at this level Personal key words 	<ul style="list-style-type: none"> Identify letters linked to initial sounds of personal key words, using matching activities, personal vocabulary books, gap-filling exercises.
E 1.13 spell some personal key words and familiar words correctly.	develop understanding of the importance of strategies for the development of spelling.	<ul style="list-style-type: none"> In all types of writing given as examples of application at this level Familiar words: live, come Words of importance to learner: children's names, own name, country of origin, language 	<ul style="list-style-type: none"> Language experience approach to word and sentence writing skills. Discussion of some basic spelling strategies: e.g. Look-say-cover-write-check, using mnemonics, words within words, using colour or split up words to highlight visual features, e.g. Lee ds.

Strategies for independent learning

Suggest that students do the following.

- Choose 5 words to learn to copy/write after every lesson.
- Practise joining letters to help with the flow, if needed.
- Ask teacher for handwriting patterns to practise outside of the classroom, if needed.
- Find out which ways of remembering how spelling works for them, i.e. try various ways: look-say-cover-write-check, sounding out words phonetically, learning a mnemonic etc.
- Ask a friend or relative to give them a spelling test.
- Word-process texts they have handwritten.

Writing – Entry Level 2

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

An adult will be expected to:

- use written words and phrases to record or present information;
- construct simple and compound sentences using common conjunctions to connect two clauses (such as *and*, *but*);
- use adjectives;
- use punctuation correctly (such as capital letters, full stops and question marks);
- use a capital letter for proper nouns;
- spell correctly the majority of personal details and familiar common words;
- produce legible text;

in documents such as forms, lists, messages, notes, records, personal writing, email, simple narratives.

Issues which may affect the delivery of the curriculum at this level

- The writer can expect guidance for simple personal writing and the use of models to develop mastery of new formats/text types.
- Students not literate in their own language will continue to need a lot of support.
- The other skills of speaking, reading and listening will be used to stimulate, develop and model writing wherever possible.
- Students will be becoming more aware of the differences between spoken and written language.
- The students' knowledge of written conventions and texts in their own language will be a useful basis for development/comparative work.
- The need for accuracy will be determined by the purpose of the writing.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking - Entry Level 2 for grammar at this level. Under *Examples of application, feature and level*, see Speaking - Entry Level 2 for examples of language in use and text range. Sample activities are examples only and should not be used as a prescriptive list.

Text Focus: To communicate information in short, simple texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E2.1 identify the purpose and audience of writing;</p>	<p>Adults should be taught to:</p> <p>develop awareness of the concept of purpose and audience;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • purpose • audience • personal writing e.g. short descriptions, chronological narratives – Last Saturday I went to see a friend and we went for a walk. On Sunday I watched TV. Now it is Monday, back to work. <p>Notes/simple letters Greetings cards – Dear Helen, I hope you have a very happy birthday, Best wishes, Harri</p> <ul style="list-style-type: none"> • Records of learning • E-mails 	<ul style="list-style-type: none"> • Bring in examples of different types of text and discuss the purpose and who the intended audience is. Ask how they are able to tell. • Match different kinds of writing to different readers, e.g. form, letter, note. • Identify possible real-life 'readers', e.g. friend, teacher, official, and consider why writing to them is necessary.
<p>E 2.2 compose simple texts;</p>	<p>develop awareness of conventions and common features of different text types;</p> <p>develop awareness of the importance of applying knowledge of purpose and audience when composing text;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • purpose • audience • grammatical features – word order in simple and compound sentences, use of tense • structure of the text. 	<ul style="list-style-type: none"> • Bring in models of the text type being focused on, e.g. greetings card and discuss the purpose, audience and common features: e.g. layout, use of tense or structures, opening/closing sentences, a middle. • Discuss structure and content. • Practise with gap-fill texts. • Give students a writing frame to practise writing their own text. • Students to write own text, following a model if necessary.

Text Focus: To communicate information in short, simple texts.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E 2.3 fill in/copy information, including personal details, accurately and legibly on forms.</p>	<p>Adults should be taught to:</p> <p>develop understanding of form conventions, including stated and unstated instructions.</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • basic form filling categories and terminology, • stated and simple unstated instructions. <p>USE BLACK INK</p> <p>Title: Mr/Mrs/Miss/Ms</p> <p>Surname:.....</p> <p>First Name:.....</p> <p>Address:.....</p> <p>.....</p> <p>.....</p> <p>Postcode:.....</p> <p>Date of Birth.....</p>	<ul style="list-style-type: none"> • Bring in examples of simple forms and discuss the conventions and importance of form- filling in Britain, comparing it with students' own countries. Discuss overt and implied instructions, e.g. ask what students should do with Title. • Match oral questions to form filling categories. • Give students a short text about someone, containing personal details, and a form with their details filled in. • Repeat with a different text and a blank form. • Ask students to ask each other questions and fill in forms for each other. • Fill in a form with their own details.

Sentence Focus: To construct simple and compound sentences.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E 2.4 compose simple and compound sentences using appropriate grammatical features;</p>	<p>Adults should be taught to:</p> <p>develop awareness of simple and compound sentence structure;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • simple and compound sentence structure, • use of simple conjunctions. 	<ul style="list-style-type: none"> • Bring in examples of short texts with similar common structures in simple and compound sentences and identify key features using coloured cards for key parts of sentence e.g. subject, verb, object/complement, conjunction. • Students make own sentences using cards, then copy into notebooks. • Discuss how sentences are joined using <u>and</u>, <u>but</u> and <u>or</u>. • Using coloured card students are asked to join simple sentences into compound ones using <u>and</u>, <u>but</u> or <u>or</u>.
<p>E 2.5 use adjectives in simple and compound sentences;</p>	<p>develop knowledge of grammar in Speaking Entry Level 2;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • use of adjectives, word order, comparatives. <p>Range of texts, see text focus</p>	<ul style="list-style-type: none"> • Work on expanding kernel sentences, using examples in speech and in texts <u>I live in a flat.</u> <u>I live in a council flat.</u> <u>I live in a big council flat.</u> <u>I live in a big council flat in Bolton.</u> • Play language games to develop ability to expand kernel sentences, e.g. incremental drills. • Language development activities to build knowledge of adjectives, e.g. <ul style="list-style-type: none"> - Read a range of descriptive texts with students and discuss the meaning of the adjectives. - Gap-fill multiple choice exercises, using adjectives from text. - Give students nouns and adjectives and ask them to write simple sentences using them.

Sentence Focus: To construct simple and compound sentences.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E2.6 use basic punctuation and capitalisation correctly.</p>	<p>Adults should be taught to:</p> <p>develop awareness of the use of correct basic punctuation and capitalisation.</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • use of capital letters at the beginning of sentences, with proper nouns e.g. names, places, days, months, titles • the use of full stops • question marks • commas in a list. 	<ul style="list-style-type: none"> • Discuss and compare the use of capitals, full stops, question marks and commas in students' own languages. • Ask students to bring in examples of texts in their own languages to compare and share with other students. • Dictations with days of week, months, place names included. • Gap-fill missing punctuation marks in simple texts. • Give students texts with punctuation/capitalisation mistakes to correct.

Word Focus: Develop handwriting, vocabulary and spelling.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E. 2.7 increase legibility and fluency of handwriting, as appropriate to student needs;</p>	<p>Adults should be taught to:</p> <p>develop awareness of the impression handwriting gives and of personal features of own handwriting;</p> <p>identify situations where legible, correctly formed handwriting is important;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • consistency of direction and formation of letters • spacing between words • size of letters • writing on the line. 	<ul style="list-style-type: none"> • Give students examples of good and bad handwriting and discuss why they are good or bad, e.g. inconsistency of direction, spacing, the impression handwriting gives and occasions of particular importance e.g. job applications. • Students to analyse their own handwriting using the criteria applied in the previous exercise. • Where needed, students to be given exercises to improve direction, consistency etc.
<p>E 2.8 use vocabulary relevant to context;</p>	<p>develop knowledge of context-based vocabulary;</p>	<p>Topics of interest to the students</p> <p>See examples of text application above.</p>	<ul style="list-style-type: none"> • Use a variety of stimulus to set a context (photos, pictures, video) and elicit vocabulary from students, noting down key vocabulary on the board. • Ask students for synonyms and different ways of expressing the same idea/action/object. • Read a text with examples of vocabulary relevant to context. • Use vocabulary-building materials: labelled pictures, definition matching exercises, crosswords. • Gap-fill texts, using new vocabulary specific to the context. • Set a free writing task around the context.

Word Focus: Develop handwriting, vocabulary and spelling.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E 2.9 spell familiar known vocabulary and personal key words correctly;</p>	<p>Adults should be taught to:</p> <p>develop knowledge of the importance of pattern recognition, phonics and joined up handwriting for correct spelling;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • common patterns • common bends • whole word recognition. 	<ul style="list-style-type: none"> • Use a variety of stimuli to set a context (texts, photos, pictures, video), choosing from topics of interest to the students. • Elicit vocabulary from students, noting down key vocabulary on the board. <u>I love swimming and I enjoy cooking.</u> • Identify common patterns, e.g. <u>-ing</u> and blends. • Practise common patterns and blends with gap-fill exercises, dictation, language experience work. • Work on training students ear to hear stressed syllables and to identify the number of syllables in words, counting and beating out syllables. • Link syllable identification with common patterns and blends.
<p>E2.10 develop and practise strategies for learning spelling.</p>	<p>develop awareness of strategies for spelling.</p>	<p>Spelling strategies e.g.</p> <ul style="list-style-type: none"> • look - say - cover - write - check • using mnemonics • words within words • using colour or split up words to highlight visual features, e.g. sinc ere ly or sin cere ly. 	<ul style="list-style-type: none"> • Discuss different strategies for spelling familiar vocabulary, ask students to discuss how they learnt spellings in their own language and how they do it in English. Ask students what the differences are between spelling in English and their own language. • Give students sheets for LSCWC, with columns for first, second and third try and practising the words within sentences. • Give students examples of mnemonics and words within words. • Play spelling games.

Strategies for independent learning

Suggest that students do the following.

- Choose 5 words to learn to copy/write after every lesson.
- Practise joining letters to help with the flow, if needed.
- Ask teacher for handwriting patterns to practise outside the classroom, if needed.
- Find out which ways of remembering spelling work for them, i.e. try look-say-cover-write-check, sounding out words phonetically, learning a mnemonic etc.
- Ask a friend or relative to give them a spelling test.
- Word-process texts they have handwritten.
- Write a little everyday, for example keep a simple diary in English.
- Go over corrected homework, checking for spelling and punctuation, do a second draft where necessary.
- Keep a vocabulary book and/or make their own bilingual dictionary.

Writing – Entry Level 3

At this level, adults can write to communicate information and opinions with some adaption to the intended audience.

An adult will be expected to:

- plan and draft writing;
- organise writing in short paragraphs;
- sequence chronological writing;
- write in complete sentences;
- use correct basic grammar (such as appropriate verb tense, subject - verb agreement);
- use punctuation correctly (such as capital letters, full stops, question marks, exclamation marks);
- spell correctly common words and relevant key words for work and special interest;
- proof-read and correct writing for grammar and spelling;
- produce legible text;

in documents such as forms, notes, records, e-mail, letters, narratives, simple instructions, short reports.

Issues which may affect the delivery of the curriculum at this level

- Writers will be beginning to produce text independently for personal writing and simple text formats;
- They will be beginning to use proof-reading strategies. Writers in other languages will do this from Entry Level 1.
- They can expect guidance and modelling for new and more complex text formats.
- They will be aware of some major differences between spoken and written English.
- The skills of speaking, reading and listening will be used to stimulate, develop and model writing wherever possible.
- Comparative approaches will be used where appropriate.
- The need for accuracy will be determined by the purpose of the writing.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking Entry Level 3 for grammar. Under *Examples of application, feature and level*, see Speaking Entry Level 3 for examples of language in use and text range. *Sample activities* are examples only and should not be used as a prescriptive list.

Text Focus: Write short texts, using paragraphs to communicate information and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E3.1 identify the purpose, audience and outcome of writing;</p>	<p>Adults should be taught to:</p> <p>develop awareness of the importance of audience, purpose and outcome, the readers knowledge and expectations;</p>	<ul style="list-style-type: none"> • Purpose • Audience • Outcome <p>Simple, paragraphed texts e.g.</p> <ul style="list-style-type: none"> • simple narratives • articles • folk stories • letters 	<ul style="list-style-type: none"> • Bring in examples of different types of simple, paragraphed texts – a covering letter for a job application, a newspaper article, a folk story and read them with the students. • Ask students to work in small groups and <ol style="list-style-type: none"> a) identify the intended audience/reader; b) state the author's purpose; c) state the author's desired response. • Take feedback and ask students to compare the texts in terms of audience, purpose and outcome. • Compare with texts in students own languages: focus on differences and similarities e.g. where an author conventionally states the purpose.
<p>E3.2 identify appropriate format;</p>	<p>develop awareness of appropriate formats and accompanying features of layout for different text types;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • paragraphing • listing • columns • use of headings, numbering, bullet points. <p>Simple texts e.g.</p> <ul style="list-style-type: none"> • sets of instructions • recipes • reports • articles • letters • narratives 	<ul style="list-style-type: none"> • Bring in examples of various text types which use a range of different formats and read them with the students. • Set multiple choice exercise focusing on format, e.g. newspaper articles <ol style="list-style-type: none"> a) usually have headings and numbers; b) are usually written in columns; c) begin Dear Reader. • As a group, compile a checklist of format conventions for different text types. • Ask students to bring in examples of different text types in their languages and compare text format conventions.

Text Focus: Write short texts, using paragraphs to communicate information and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E3.3 identify appropriate register for task and audience;</p>	<p>Adults should be taught to:</p> <p>develop awareness of differences between spoken and written English;</p> <p>develop understanding of the differences between formal/informal register in both writing and speaking in terms of linguistic features;</p>	<p>Key features of formal and informal writing including:</p> <ul style="list-style-type: none"> • short forms • vocabulary • idiomatic expressions • mode of address <p>Simple formal and informal letters</p>	<ul style="list-style-type: none"> • Bring in examples of simple, formal and informal letters, e.g. invitation to a party from a class mate, letter to the hospital confirming an appointment and read them with students. • Ask students to compare the differences between spoken and written English by asking them to role-play the two situations and then compare the language used in the letters and the role-play. Focus on structure, vocabulary, idiom, intonation. • Compile a checklist of the differences and similarities: • Ask students to compare the two letters, focusing on the structure, vocabulary and idiom and to complete a grid which contrasts the use of English in formal and informal writing. • Discuss the completed grid and the earlier checklist and contrast formal spoken/written usage with informal spoken/written usage.
<p>E3.4 plan the content of writing;</p>	<p>develop understanding of the planning process and its importance;</p>	<p>Key features of planning are:</p> <ul style="list-style-type: none"> • getting ideas • selecting and ordering ideas • vocabulary and structures • making a written plan. <p>Simple narratives e.g.:</p> <ul style="list-style-type: none"> • descriptions of events, people, places • reports • e-mails • letters 	<ul style="list-style-type: none"> • Bring in examples of different types of texts; read and discuss the purpose and content, whether they are successful pieces of writing and why. • Use a variety of stimuli to set a context (photos, discussion, pictures, video). • Stimulate ideas. • Use different techniques to note down ideas: listing, spidergraphs, mind maps. • Discuss main ideas and possible order. • Elicit key vocabulary and structures. • Discuss the option of planning in own language.

Text Focus: Write short texts, using paragraphs to communicate information and opinions.

Skills	Knowledge and understanding	Examples	Sample activities
Adults should be taught to: E3.5 organise writing into paragraphs and write a first draft;	Adults should be taught to: develop understanding of the concept of paragraphing; develop awareness of key aspects of basic paragraphing structure;	Use of paragraphs for making new points, developing a narrative. A basic model of paragraph structure e.g: <ul style="list-style-type: none"> • topic sentence or general statement • explanation (cause, effect, result etc.) • examples. Last weekend I felt miserable. My tooth ached all the time so I made an appointment to see the dentist on Monday. She told me I needed a filling. She filled my tooth but it still hurts. I made another appointment for Friday. I hope I do not have an infection.	<ul style="list-style-type: none"> • Read short paragraphed texts and identify topic sentences with students and discuss their function. Discuss the reason for using paragraphs in writing. • Using other example paragraphs, ask students to: <ol style="list-style-type: none"> a) underline the topic sentence; b) circle explanation or examples which develop the topic sentence. • Give students paragraphs with gapped sentences. Ask students to fill with appropriate topic sentences or explanation/example sentences. • Plan a classroom assignment, personal writing, letter or e-mail with 3 short paragraphs, either: <ol style="list-style-type: none"> a) guided writing using a writing frame; b) free writing.
E.3.6 compose chronologically sequenced text;	develop understanding of the importance of chronological sequencing of events in narrative writing;	Key features are: <ul style="list-style-type: none"> • use of time words, markers and links • tense • paragraphing. Simple narratives e.g: <ul style="list-style-type: none"> • descriptions of events • reports • e-mails • letters 	<ul style="list-style-type: none"> • Using a simple, paragraphed, chronological narrative, ask students to: <ol style="list-style-type: none"> a) underline all the time words, phrases and markers, b) underline and identify the tenses, c) discuss why the above are important. • Ask students to work on a text and identify sequence of events. • Students to work on correcting the tenses in a chronological narrative. • Students to work on an unparagraphed text, marking where the paragraphs should be. • Working with a picture story, ask students to plan, compose and draft a chronological narrative. Guided practice and a writing frame to be given to students needing more support.

Text Focus: Write short texts, using paragraphs to communicate information and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>E3. 7 proof-read simple text;</p>	<p>Adults should be taught to:</p> <p>develop awareness that proof-reading is part of the writing process;</p> <p>develop awareness of areas of personal strengths and weaknesses in terms of basic punctuation, spelling, layout and grammar so that proof-reading is focused and personalised;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • use of full stops, capital letters • spelling • paragraphing errors and personal areas of grammatical weakness, e.g. tenses, singular/plural agreements. <p>Students use own writing and examples of writing with a limited range of mistakes.</p>	<ul style="list-style-type: none"> • Using examples of writing with mistakes, ask students to work individually and correct the writing. Tell them how many and what kind of mistakes to look for. Ask students to circle/underline mistakes in a different colour. Ask students to work in pairs discussing the mistakes they have found and saying what the correct version should be and why. Discuss with the whole group. • Discuss the importance of students proof-reading own writing and the importance of identifying own strengths and weaknesses. • Discuss techniques for proof-reading, e.g. proof-reading for one thing at a time, checking at the end of each paragraph, checking incorrect versions against a correct version. • Set students a short writing task and ask them to proof-read and amend before handing it in.
<p>E3. 8 produce final legible version of text, word-processed or handwritten;</p>	<p>develop awareness of when material is ready for presentation;</p>	<p>Produce a final draft of texts.</p>	<ul style="list-style-type: none"> • Set up a writing activity in class, e.g. a short report on a class trip. • Ask students to work in pairs or individually to plan and produce a first draft, then to proof read own or each other's work. • Ask students to produce a final draft before handing in for marking.
<p>E3. 9 make notes;</p>	<p>Develop awareness of different ways of taking notes and</p> <ul style="list-style-type: none"> • writing key content words • using abbreviations, symbols, numbering, listing • note-taking format for chronological narrative; 	<p>Key features of basic note taking are:</p> <ul style="list-style-type: none"> • content words • abbreviations • numbering • listing. 	<ul style="list-style-type: none"> • Take notes from a text read out, using a chart where some information is missing. • Students to interview each other and take notes. Each student then feedbacks to whole group, using notes. • Students to write a short paragraph using the information in their notes.

Text Focus: Write short texts, using paragraphs to communicate information and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to: E3.10 complete forms with some complex features.	Adults should be taught to: develop awareness of the cultural conventions which underpin certain types of questions/categories in certain types of forms.	Key features include: <ul style="list-style-type: none"> cultural convention related to expectations of reader in certain types of questions. Application forms, records of work	<ul style="list-style-type: none"> Compare a filled in library application form (only factual information is required) and a job application form (candidate is asked to fill in a section giving reasons for applying for the job). Discuss the cultural conventions around the readers expectations of the different sections of application forms, records of work etc. Practise filling in parts of forms where whole sentences and short paragraphs are required, instead of short answers, using a range of language exercises: matching structures to functions, gap-filling.

Sentence Focus: Write simple, compound and complex sentences.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to: E3.11 compose simple, compound and complex sentences;	Adults should be taught to: develop knowledge of the grammatical features of simple, compound and complex sentence structures;	Key features are: <ul style="list-style-type: none"> accuracy in basic grammar – appropriate simple verb tense and subject verb agreement. knowledge of simple, compound and complex sentence structures as itemised in Entry Level 3 Speaking. 	<ul style="list-style-type: none"> Range of grammar practice activities, including differences in grammatical structures according to register. Give short dictations focusing on particular grammatical elements.

Sentence Focus: Write simple, compound and complex sentences.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E 3.12 use basic punctuation correctly	develop knowledge of the use of correct, basic punctuation.	Key features of punctuation are: <ul style="list-style-type: none"> capital letters full stops question marks exclamations use of commas for listing items in connected prose. 	<ul style="list-style-type: none"> Bring in examples of texts which illustrate the various features of punctuation. Discuss and compare them with punctuation conventions in students' own languages. Set up practice exercises, e.g. short dictations with pauses to indicate sentence breaks. Give students incorrect versions of text to correct/add missing punctuation.

Word Focus: Develop vocabulary and spelling.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E 3.13 use a range of special interest vocabulary appropriately;	develop knowledge of appropriate special interest vocabulary;	Knowledge of specialised vocabulary	<ul style="list-style-type: none"> Introduce a topic, choosing a context of interest to the students, which requires specialised vocabulary, e.g. education: subjects, options, level, exam boards, mocks. Work on the use of vocabulary, using a range of language development exercises. Encourage students to compile personal dictionaries, vocabulary books.
E 3.14 build word families through addition of prefixes and suffixes;	develop knowledge of word stems and common prefixes and suffixes;	Examples of features at this level include: <ul style="list-style-type: none"> suffixes - adjectives and adverbs -er, est, ful/ly - nouns -ment, ability, ness, er prefixes Un, dis, re, ir 	<ul style="list-style-type: none"> Discuss meanings of prefixes and suffixes. Compare with other languages. Working from texts, identify groups of common prefixes and suffixes and develop exercises around them: e.g. give the <u>opposite meaning of...</u> Write sentences giving positive and negative qualities of a person or place.

Word Focus: Develop vocabulary and spelling.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
E3.15 spell accurately;	develop knowledge of common spelling patterns;	<p>Examples of common patterns at this level include:</p> <ul style="list-style-type: none"> • walk, talk, • could, would, • silent 'e.' 	<ul style="list-style-type: none"> • Practise spelling of common and relevant key words, identifying patterns from language in texts, e.g. silent <u>e</u>. Take a sentence from a text: I hope to see you soon. Compare with: I <u>h</u>op and jump when I dance. • Ask students to compare difference in sound and meaning. Give other examples and ask students to analyse the pattern. • Give further practice with dictation, multiple choice and gap-fill exercises.
E3.16 use independent strategies to aid spelling;	develop awareness of the importance of independent strategies to aid spelling;	<p>Key features are:</p> <ul style="list-style-type: none"> • look-say-cover-write-check • mnemonics • sounding out the word phonetically • look for words within words • identify part of the word the student misspells and invent personal mnemonic • use colour or split up words to highlight visual features, e.g. r ece ive. 	<ul style="list-style-type: none"> • Discuss strategies for improving spelling, e.g. <ul style="list-style-type: none"> – keep a personal vocabulary or word book; – LSCWC; – sound out words phonetically; – identify the part of word the student gets wrong and invent a personal mnemonic; – students' personal strategies for remembering spellings.
E3.17 produce legible text.	develop awareness of the impression handwriting gives and of personal features of own handwriting; develop understanding of situations where legible, correctly formed handwriting is important.	<p>Key features are:</p> <ul style="list-style-type: none"> • consistency of direction and formation • spacing between words • size of letters • writing on the line. 	<ul style="list-style-type: none"> • Give students examples of good and bad handwriting and discuss why they are good or bad, e.g. inconsistency of direction, spacing, the impression handwriting gives and occasions of particular importance e.g. job applications. • Ask students to analyse their own handwriting using the criteria applied in the previous exercise. • Where needed, students are given exercises to improve direction, consistency etc.

Strategies for independent learning

Suggest that students do the following.

- Choose 5 words to learn to copy/write after every lesson.
- Practise joining letters to help with the flow.
- Ask teacher for handwriting patterns to practise with outside the classroom, if they need to improve their handwriting.
- Find out which ways of remembering spelling works for them, i.e. try various ways: look-say-cover-write-check or sounding out words phonetically or learning a mnemonic etc.
- Ask a friend or relative to give them a spelling test.
- Word-process texts they have handwritten.
- Write a little everyday, for example keep a simple diary in English.
- Go over corrected homework, checking for spelling and punctuation, do a second draft where necessary.
- Keep a vocabulary book and/or make their own bilingual dictionary.
- Ask their teacher for self-checking materials for further practice with particular areas they feel they need to improve, e.g. spelling, punctuation, grammar.
- Ask about joining a local Open Learning Centre.

Writing – Level 1

At this level adults can write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience.

An adult will be expected to:

- plan and draft writing;
- judge how much to write, and the level of detail to include;
- present information in a logical sequence, using paragraphs where appropriate;
- use language suitable for purpose and audience;
- use format and structure for different purposes;
- write in complete sentences;
- use correct grammar (such as subject-verb agreement, correct use of tense);
- punctuate sentences correctly, and use punctuation so that meaning is clear;
- spell correctly words used most often in work, studies and daily life;
- proof-read and revise writing for meaning and accuracy;
- produce legible text;

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

Issues which may affect the delivery of the curriculum at this level

- Writers will be producing text independently for personal writing and short formal and informal texts.
- They will be using proof-reading and self-correction strategies.
- They can expect guidance and modelling for extended writing, particularly non-fiction/non-narrative writing, and more complex text types or genres.
- They will be aware of the major differences between spoken and written English.
- They will have general control of the features of Standard English. However, students' use of English may reflect the variety of English commonly used in their community rather than standard English. Teachers need to ensure that these issues are discussed.
- The skills of speaking, reading and listening will be used to stimulate, develop and model writing wherever possible.
- Comparative approaches will be used where appropriate.
- The need for accuracy will be determined by the purpose of the writing.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking Level 1 for grammar at this level. Under *Examples of application, feature and level*, see Speaking Level 1 for examples of language in use and text range. *Sample activities* are examples and should not be used as a prescriptive list.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L1.1 identify the purpose, audience and outcome of writing;</p>	<p>Adults should be taught to:</p> <p>be aware of the importance of audience, purpose and outcome, the reader's knowledge and expectations;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • purpose • audience • outcome. <p>Short, paragraphed texts e.g.</p> <ul style="list-style-type: none"> • personal and other narratives • short reports • simple instructions (e.g. how to get to a place) • articles • folk stories • formal and informal letters. <p>Simple texts e.g.</p> <ul style="list-style-type: none"> • e-mails, messages and memos • CV • complex forms (e.g. application for job or course). 	<ul style="list-style-type: none"> • Bring in examples of different types of short, paragraphed texts – a recipe, a newspaper article, an extract from a text-book, a short story. • Ask students to work in small groups and: <ol style="list-style-type: none"> a) identify the intended audience/reader b) state the author's purpose c) state the author's desired response. • Take feedback and ask students to compare the texts in terms of audience, purpose and outcome. • Compare with texts in students' own languages: focus on differences e.g. where an author conventionally states the purpose. • Tell students they are going to write something themselves (e.g. one of the above). Ask them to consider who the audience will be, why they are writing it and what effect they want the writing to have.
<p>L1.2 generate ideas for writing;</p>	<p>be aware of what assignment titles actually mean and the cultural implications behind them, e.g. essay titles in question form do not require a simple answer but a discussion of pros and cons;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • analysing assignment title, brief or purpose • deciding what to include and in how much detail. 	<ul style="list-style-type: none"> • Look at a variety of assignment titles and identify key words which indicate purpose. • Compare assignment titles with assignments in students' previous learning. • Use a variety of stimuli to set context and generate ideas, such as discussion questions, other texts, pictures, audio and video tapes. • Stimulate ideas. • Use different techniques to note down ideas: listing, spidergraphs, mind maps. • Discuss main ideas, level of detail required and logical order. • In pairs, groups or alone, write a list of points about a different topic, compare with others.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L1.3 make notes from written and oral sources for different purposes;</p>	<p>Adults should be taught to:</p> <ul style="list-style-type: none"> • be aware of key features of note-taking • writing key content words • using abbreviations, symbols • numbering • listing • different note-taking formats for different texts; 	<p>Key features of note taking are:</p> <ul style="list-style-type: none"> • content words • abbreviations • numbering • layout, e.g. listing, spidergram, mindmap etc. 	<ul style="list-style-type: none"> • Students take notes from a text or oral presentation, using a pre-set format, as appropriate. • Students feed back orally, using their notes. • Students write a short paragraph using the information in their notes. • Students compare their final versions.
<p>L1.4 identify appropriate register for task and audience;</p>	<p>develop understanding of the differences between formal/informal register in both writing and speaking;</p> <p>develop awareness of differences between spoken and written English;</p>	<p>Key features of formal and informal writing are:</p> <ul style="list-style-type: none"> • short forms • vocabulary • idiomatic expressions • mode of address • differences in structure for the same function, e.g. requests <p>Can you send me a map? I would be most grateful if you would send me . . . ?</p> <p>Contrasting registers are needed for:</p> <ul style="list-style-type: none"> • memo and e-mail • formal and informal letters • story and report. 	<ul style="list-style-type: none"> • Bring in examples of short texts with contrasting registers e.g. memo to all staff regarding office procedure and e-mail to one colleague and read them with students. • Ask students to compare the two, focusing on the structure, vocabulary, idiom and ways of making requests and to complete a grid which contrasts the use of English in formal and informal writing. • Compile a checklist of the differences. • Discuss differences between spoken and written English by asking students how they would tell someone about the office procedure.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L1.5 plan writing, using appropriate structure and format to communicate information, ideas and opinions clearly and effectively;</p>	<p>Adults should be taught to:</p> <p>develop understanding of the planning process and its importance;</p> <p>develop awareness of different ways of planning and be aware of ways that suit them;</p>	<p>Key features of planning</p> <ul style="list-style-type: none"> • Identify purpose and audience • Decide what to write • Select and order ideas • Assemble points in logical order to achieve effect • Identify level of detail required • Identify key vocabulary and structures • Identify appropriate register • Choose format • Make a written plan 	<ul style="list-style-type: none"> • Work according to the needs of the students as a whole group, in small groups or individually. • Decide on purpose and audience. • Use different techniques to note down ideas: listing, spidergraphs, mind maps. • Discuss and decide on main ideas, level of detail required and logical order. • Elicit/decide on key vocabulary and structures. • Discuss and decide on format conventions for the particular text type. • Consider the option of planning in students' own languages. • Compare and try out different ways of planning so that students can find ways that suit them.
<p>L1.6 organise writing into paragraphs, and show the links between paragraphs;</p>	<p>develop understanding of the concept of paragraphing;</p> <p>develop awareness of key aspects of different paragraphing structures;</p>	<p>Use of paragraphs for making new points, developing a narrative,</p> <p>Different features of paragraph structure are:</p> <ul style="list-style-type: none"> • general statement followed by elaboration and examples • chronologically sequential points about a single topic or cluster of topics • statement of argument followed by points for and against. • Links between paragraphsAnyway, I came to England. The first problem when we came to England.... However....After that.... The next day.... As a result... 	<ul style="list-style-type: none"> • Ask students to put texts into paragraphs – discuss reasons for inserting new paragraph. • Identify and discuss structure of paragraphs in a variety of different text types. • Read short texts and examine links between paragraphs. • Insert words and phrases to link paragraphs in short texts.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L1.7 compose texts, choosing appropriate format for different text types;</p>	<p>Adults should be taught to:</p> <p>be aware of the process of composing text; develop awareness of appropriate formats and accompanying features of layout for different text types;</p>	<p>Key features of layout include:</p> <ul style="list-style-type: none"> • paragraphing • listing • columns • use of headings • numbering, bullet points • diagrams, illustrations. <p>Planning as in 1.5.</p> <p>Paragraphing as in 1.6.</p>	<p>Bring in examples of various text types which use a range of different formats and read them with the students.</p> <ul style="list-style-type: none"> • Ask students to identify features of different text types e.g. reports <ul style="list-style-type: none"> a) usually have headings b) are sometimes written in columns c) are often illustrated with diagrams or visuals. • As a group, compile a checklist of format conventions for different text types. • Ask students to bring in examples of different text types in their languages and compare text format conventions. <p>Use a variety of stimuli to set context and generate ideas, such as discussion questions, other texts, pictures, audio and video tapes.</p> <ul style="list-style-type: none"> • Students to work in pairs or individually to plan and compose a first draft.
<p>L1.8 proof-read and edit writing on paper or on screen; produce final draft;</p>	<p>develop awareness that proof-reading is part of the writing process;</p> <p>develop awareness of areas of personal strengths and weaknesses so that proof-reading is focused and personalised;</p> <p>develop awareness of required standards of accuracy and presentation for final draft;</p>	<p>Key features include:</p> <ul style="list-style-type: none"> • Creative and secretarial aspects <ul style="list-style-type: none"> a) creative – effectiveness in achieving purpose, style, register, expression. b) secretarial – use of punctuation, spelling, paragraphing, and personal areas of grammatical weakness, e.g. tenses, prepositions, passive/active voice. 	<ul style="list-style-type: none"> • Combine with critical reading strategies (see Reading Level 1) to identify more and less effective ways of writing. • Use a proof-reading key. • Group discussion of suggested amendments. • Use reference tools such as spell-check on computer or in book form.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to: L1.9 complete forms with some complex features.	Adults should be taught to: develop awareness of the cultural conventions which underpin certain types of questions/categories in certain types of forms; develop ability to give very clear accounts without ambiguity with illustration if appropriate.	Key features are: <ul style="list-style-type: none"> cultural convention related to expectations of reader in certain types of questions graphic/diagram illustrating text, e.g. showing exact location of accident application forms, records of work, accident report form. 	<ul style="list-style-type: none"> Compare a filled-in library application form (only factual information is required) and a course application form (candidate is asked to fill in a section giving reasons for applying for the course). Discuss the cultural conventions around the readers expectations of the different sections of application forms, records of work etc. Practise filling in parts of forms where whole sentences and short paragraphs are required, instead of short answers, using a range of language exercises: matching structures to functions, gap filling. Practise drawing diagrams to clarify descriptions such as exact location of accident or part of body injured.

Sentence Focus: Write simple, compound and complex sentences.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to: L1.10 write using a variety of sentence patterns;	Adults should be taught to: develop knowledge of the grammatical features of simple, compound and complex sentence structures;	Key features are: <ul style="list-style-type: none"> accuracy in basic grammar - appropriate verb tense and subject verb agreement knowledge of simple, compound and complex sentence structure as itemised in Level 1 Speaking. 	<ul style="list-style-type: none"> Range of grammar practice activities Listening, reading and speaking exercises, focusing on particular grammatical elements Give short dictations focusing on particular grammatical elements.

Sentence Focus: Write simple, compound and complex sentences.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L1.11 punctuate sentences effectively and correctly.	develop knowledge of the use of correct punctuation.	<p>Key features of punctuation are:</p> <ul style="list-style-type: none"> capital letters full stops question marks exclamations commas for listing items in connected prose punctuation for connectives such as However, etc. apostrophe for possession and omission speech marks. 	<ul style="list-style-type: none"> Bring in examples of texts which illustrate the various features of punctuation. Discuss and compare them with punctuation conventions in students' own languages. Set up practice exercises, e.g. <ul style="list-style-type: none"> short dictations with pauses to indicate sentence breaks; give students incorrect versions of text to correct/add missing punctuation.

Word Focus: Develop vocabulary and spelling.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L1.12 use a range of vocabulary appropriately;	develop knowledge of appropriate special interest vocabulary; be aware of what vocabulary is appropriate for which audience; be aware of a range of common collocations;	<p>Knowledge of general and specialised vocabulary.</p> <p>Include abstract vocabulary class nouns and phrasal verbs.</p> <p>Include idiomatic English and 'slang'.</p>	<ul style="list-style-type: none"> Introduce new vocabulary in a variety of ways, through a range of texts, brainstorming, video and listening exercises. Work on the use of vocabulary, using a range of language development exercises. Look at origin of words, compare with students' own languages, be aware of 'false friends' (e.g. words which look the same but have different meanings). Use a thesaurus to find words.

Word Focus: Develop vocabulary and spelling.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to:	Adults should be taught to:		
L1.13 build families of related words;	develop knowledge of word stems and common prefixes and suffixes;	Key features are: <ul style="list-style-type: none"> • suffixes • prefixes. 	<ul style="list-style-type: none"> • Discuss meanings of prefixes and suffixes. • Compare with other languages. • Working from texts, identify groups of common prefixes and suffixes and develop exercises around them. • Look at synonyms and opposites.
L1.14 improve accuracy of spelling;	develop knowledge of a wide range of spelling patterns; be able to use dictionary or spell-checker for correct spelling;	Be able to spell relevant key words, familiar technical terms and other common vocabulary items accurately.	<ul style="list-style-type: none"> • Practice spelling of common and relevant key words, identifying patterns from language in use in texts. • Give further practice with dictation, multiple choice and gap fill exercises.
L1.15 use independent strategies to aid spelling;	develop understanding of personal learning style and an awareness of the importance of independent strategies to aid spelling; develop understanding of need to practise regularly and to join up handwriting in order to utilise motor memory;	Key features are: <ul style="list-style-type: none"> • look-say-cover-write-check • sounding out the word phonetically • look for words within words • identify part of the word you misspell and invent personal mnemonics • use colour or split up words to highlight visual features, e.g. r e c e i v e. 	<ul style="list-style-type: none"> • Discuss strategies for improving spelling, e.g. <ul style="list-style-type: none"> – keep a personal vocabulary or word book; – find ways of remembering spellings that match individual learning style; – look, say, cover, write, check; – regular writing practice – ‘joined up’ handwriting.
L1.16 produce legible text.	be aware of a range of occasions when legible handwriting is essential; develop a critical awareness of personal features of own handwriting.	Key features are: <ul style="list-style-type: none"> • consistency of direction and formation of letters • spacing between words • size of letters • writing on the line. 	<ul style="list-style-type: none"> • Give students examples of good and bad handwriting and discuss why they are good or bad, e.g. inconsistency of direction, spacing, the impression handwriting gives and occasions of particular importance e.g. job applications. • Students to analyse their own handwriting using the criteria applied in the previous exercise. • Where needed, students to be given exercises to improve direction, consistency etc....

Strategies for independent learning

Suggest that students do the following.

- Learn a new word each day and use it in conversation and writing.
- Keep a vocabulary book and/or make their own bilingual dictionary.
- Learn to spell 10 new words each week.
- Practise joining letters to help with the flow.
- Analyse what they could improve about their handwriting and practise that element (e.g. too big, too small, not regular).
- Find out which ways of remembering spelling works for them, i.e. try various ways: sounding out words phonetically, learning a mnemonic etc.
- Ask a friend or relative to give them a spelling test.
- Word-process texts they have handwritten.
- Write a little everyday, for example keep a simple diary in English, write for the student magazine, find someone to write to or e-mail in English.
- Go over corrected homework, checking for spelling and punctuation, do a second draft or third where necessary.
- Use a thesaurus to expand their vocabulary.
- Ask their teacher for self-checking materials for further practice with particular areas they feel they need to improve, e.g. spelling or punctuation, or ask about joining a local Open Learning Centre.
- When writing, use similar text types as models until they are confident to break away from the model.

Writing – Level 2

At this level, adults can write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience.

An adult will be expected to:

- plan and draft writing;
- judge how much to write, and the level of detail to include;
- present information and ideas in a logical or persuasive sequence using paragraphs where appropriate;
- use format and structure to organise writing for different purposes;
- use formal and informal language appropriate to purpose and audience;
- use different styles of writing for different purposes (such as persuasive techniques, supporting evidence, technical vocabulary);
- construct complex sentences;
- use correct grammar (such as subject-verb agreement, correct and consistent use of tense);
- use pronouns so that their meaning is clear;
- punctuate sentences correctly and use punctuation accurately (such as commas, apostrophes, inverted commas);
- spell correctly words used most often in work, studies and daily life, including familiar technical words;
- proof-read and revise writing for meaning and accuracy;
- produce legible text;

in a wide range of documents.

Issues which may affect the delivery of the curriculum at this level

- Writers will be producing text independently for personal and academic writing, and for formal and informal texts.
- They will be using proof-reading and self-correction strategies.
- They can expect guidance and modelling for extended writing, particularly academic and non-fiction writing and more complex text types or genres.
- They will be aware of the differences between spoken and written English.
- They will be aware of and be able to use the features of standard written English.
- The skills of speaking, reading and listening will be used to stimulate, develop and model writing wherever possible.
- Comparative approaches will be used where appropriate.
- The need for accuracy will be determined by the purpose of the writing.

Note on the tables which follow

Under *Knowledge and understanding*, see Speaking Level 2 for grammar at this level. Under *Examples of application, feature and level*, see Speaking Level 2 for examples of language in use and text range. *Sample activities* are examples and should not be used as a prescriptive list.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.1 identify the purpose, audience and outcome of writing;</p>	<p>Adults should be taught to:</p> <p>be aware of the importance of audience, purpose and outcome, the reader's knowledge and expectations;</p>	<ul style="list-style-type: none"> • Purpose • Audience • Outcome <p>A wide range of texts including paraphrased texts: personal and other narratives, poems, reports, essays, brochures, instructions (e.g. how to use a piece of equipment), articles, formal and informal letters.</p> <p>Other texts: e-mails, messages and memos, CV, complex forms (e.g. application for nationality, UCAS form), posters.</p> <p>A wide variety of audiences – employer, examiner, teacher, magazine readers, official agencies etc.</p>	<ul style="list-style-type: none"> • Look at a range of texts written for different audiences and decide: <ul style="list-style-type: none"> - what their purpose is; - who they are aimed at; - what effect they have; - what response they expect; - whether the amount of detail is appropriate. • For each piece of writing that students do, use this checklist: <ul style="list-style-type: none"> - purpose; - who for; - result or effect required; - text type or genre; - amount of detail and length. • See Level 1, L1.1 for expansion of these and other ideas of activities.
<p>L2.2 generate ideas for writing;</p>	<p>be aware of what assignment titles actually mean and cultural implications behind them, such as that essay titles in question form do not require a simple answer but a discussion of pros and cons;</p>	<ul style="list-style-type: none"> • Analyse assignment title, brief or purpose of the writing. • Decide what to include and in how much detail. • Decide how to get information (e.g. from books, world-wide web, talking to people, thinking things through). 	<ul style="list-style-type: none"> • Look at a variety of assignment titles and identify key words which indicate purpose. • Compare assignment titles with assignments in students' previous learning. • Discuss meaning of abstract verbs e.g. 'discuss', 'evaluate', 'compare'. • Use a variety of stimuli to set context and generate ideas (discussion questions, other texts, pictures, audio and video). • In pairs, groups or alone, write a list of points about a particular topic, compare with others. • Draw up an action plan for gathering information – what is needed and how to get it.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.3 make notes from written and oral sources for different purposes;</p>	<p>Adults should be taught to:</p> <p>be aware of key features of note-taking</p> <ul style="list-style-type: none"> • writing key content words • using abbreviations, symbols • numbering • listing • different note-taking formats for different texts; 	<p>Key features of note taking are:</p> <ul style="list-style-type: none"> • content words • abbreviations • numbering • layout, e.g. listing, spidergram, mindmap etc. 	<ul style="list-style-type: none"> • Students take notes from a text. • Students feed back orally, using their notes. • Students write a short paragraph using the information in their notes. • Students discuss different ways of taking notes and identify which one works best for own learning style.
<p>L2.4 summarise and synthesise information;</p>	<p>develop understanding of skills involved in summarising information and be aware that it is a skill that can be learnt;</p>	<p>Key features of summarising are to:</p> <ul style="list-style-type: none"> • identify main points • delete unimportant points • include important details • delete repeated information • use general statements to cover several points. 	<ul style="list-style-type: none"> • Practise summarising <ul style="list-style-type: none"> – using chapter headings and subheadings as an aid to summary; – highlighting key words in a passage; – identifying topic sentences; – inventing topic sentences when they are missing; – labelling paragraphs; – selecting general statements from a list of mixed general and particular statements; – writing relevant general statements to cover a number of examples.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.5 identify appropriate register for task and audience.</p>	<p>Adults should be taught to:</p> <p>develop understanding of the differences between formal/informal register in both writing and speaking;</p> <p>develop awareness of differences between spoken and written English.</p>	<p>Key features of formal and informal writing are:</p> <ul style="list-style-type: none"> • short forms • vocabulary • idiomatic expressions • mode of address • differences in structure for the same function, e.g. requests <p>Can you send me a map? I would be most grateful if you would send me . . .</p> <ul style="list-style-type: none"> • passive/active voice. <p>Contrasting registers, needed for:</p> <ul style="list-style-type: none"> • formal letter and e-mail • description in a letter as opposed to a literary piece of writing • personal diary • report. 	<ul style="list-style-type: none"> • Bring in examples of short texts with contrasting registers e.g. a diary entry about your child at nursery and a report about the nursery and read them with students. • Ask students to compare the two, focusing on the structure, vocabulary, idiom and ways of making requests and to complete a grid which contrasts the use of English in formal and informal writing. • Compile a checklist of the differences. • Classify formal and informal, academic and everyday use of vocabulary and expressions – e.g. food/nutrition, washing/laundry, give someone a lift/to take. • Discuss differences between spoken and written English by asking students how they would tell someone about the college's enrolment procedure. Compare this with a formal written account, taken from the prospectus.
<p>L2.6 plan writing, using appropriate structure to communicate information, ideas and opinions clearly and effectively.</p>	<p>develop understanding of the planning process and its importance;</p> <p>develop awareness of different ways of planning.</p>	<p>Key features of planning are to:</p> <ul style="list-style-type: none"> • identify purpose and audience • decide what to write • select and order ideas • assemble points in logical order to achieve effect • identify level of detail required • identify key vocabulary and structures • choose format • make a written plan. 	<ul style="list-style-type: none"> • Working according to the needs of the students as a whole group, in small groups or individually <ul style="list-style-type: none"> – decide on purpose and audience; – use different techniques to note down ideas: listing, spidergraphs, mind maps; – discuss and decide on main ideas, level of detail required and logical order; – elicit/decide on key vocabulary and structures; – discuss and decide on format conventions for the particular text type; – consider the option of planning in students' own languages; – compare and try out different ways of planning so that students can find ways that suit them.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.7 construct effective arguments;</p>	<p>Adults should be taught to:</p> <p>develop understanding of the conventional way to structure an argument in English for particular text types;</p>	<p>Key features include the following.</p> <p>Linguistic features:</p> <ul style="list-style-type: none"> Discourse markers linking clauses, sentences and paragraphs. <p>Structural features:</p> <ul style="list-style-type: none"> Introduction, main body, conclusion Use of paragraphs for making new points; developing a narrative, developing an argument Different features of paragraph structure <ol style="list-style-type: none"> General statement followed by elaboration and examples Chronologically sequential points about a single topic or cluster of topics Statement of argument followed by points for and against. <p>A letter of complaint to an official giving reasons for complaint and request for action.</p> <p>An essay arguing a particular point of view.</p> <p>A report recommending a particular course of action.</p>	<ul style="list-style-type: none"> Examine the 'issue' in graphical form, e.g. draw up chart with arguments for and against, make notes using flow chart showing sequence of events leading to particular effect. Read texts of same type and analyse key linguistic and structural features for that type. Linguistic features: <u>The main advantage is...As a result, x is happening.</u> Structural features: introduction, first point, contrasting point, second point, contrasting point, conclusion. Compare with structure of an argument in own language. Ask students to put texts into paragraphs – discuss reasons for inserting new paragraph. Identify and discuss structure of paragraphs in a variety of different text types. Read short texts and examine links between paragraphs. Insert words and phrases to link paragraphs in short texts.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.8 compose texts, choosing appropriate format and layout for different text types/genres;</p> <p>identify elements of style that aid in achieving purpose;</p>	<p>Adults should be taught to:</p> <p>develop awareness of appropriate formats and accompanying features of layout for different text types/genres;</p> <p>develop awareness of how elements of style can help writing achieve its purpose.</p>	<p>Features of format and layout include:</p> <ul style="list-style-type: none"> • paragraphing • listing • columns • use of headings • numbering, bullet points • diagrams, illustrations. <p>Key features are:</p> <ul style="list-style-type: none"> • planning as in L2.6, • paragraphing and developing argument as in L2.7. 	<ul style="list-style-type: none"> • Bring in examples of various text types which use a range of different formats and read them with the students. • Ask students to identify features of different text types. • As a group, compile a checklist of format conventions for different text types. • Read short texts and discuss how successful they are in terms of achieving their purpose. • Identify what does or does not make them successful – content, clarity of expression, style, register, form. • Use a variety of stimuli to set context and generate ideas, such as discussion questions, other texts, pictures, audio and video. • Stimulate ideas. • Students to work in pairs or individually to plan and compose a first draft.
<p>L2.9 proof-read and edit writing on paper or on screen;</p> <p>produce a final draft;</p>	<p>develop awareness that proof-reading is part of the writing process;</p> <p>develop awareness of areas of personal strengths and weaknesses so that proof-reading is focused and personalised;</p> <p>develop awareness of required standards of accuracy and presentation for final presentation;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> • Creative and secretarial aspects <ul style="list-style-type: none"> a) Creative – effectiveness in achieving purpose, style, register, expression. b) Secretarial – use of punctuation, spelling, paragraphing, and personal areas of grammatical weakness, e.g. tenses, prepositions, passive/active voice. 	<ul style="list-style-type: none"> • Combine with critical reading strategies (see Reading Level 2) to identify more and less effective ways of writing. • Peer-edit each other's work. • Group discussion of suggested amendments. • Use reference tools such as spell-check or thesaurus on computer or in book form.

Text Focus: Write to communicate information, ideas and opinions.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.10 use a variety of pre-set and outline formats to present or fill in information in graphical form.</p>	<p>Adults should be taught to:</p> <p>develop awareness of the cultural conventions which underpin certain types of questions/categories in certain types of forms;</p> <p>develop ability to give very clear account without ambiguity with illustration if appropriate;</p> <p>be aware of expectations and conventions of presentation in pre-set formats.</p>	<p>Key features are:</p> <ul style="list-style-type: none"> cultural convention related to expectations of reader in certain types of more complex forms, tables graphic/diagram illustrating text, e.g. showing part of body injured. <p>Application forms, records of work, accident report or incident form</p>	<ul style="list-style-type: none"> See L1.9 for more detailed activities. Summarise the points to be made to fit into available space or required number of words.

Sentence Focus: Write simple, compound and complex sentences.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
<p>Adults should be taught to:</p> <p>L2.11 write using a wide range of sentence patterns;</p>	<p>Adults should be taught to:</p> <p>develop knowledge of the grammatical features of simple, compound and complex sentence structures;</p>	<p>Key features are:</p> <ul style="list-style-type: none"> knowledge of simple, compound and complex sentence structure; accurate use of tenses, subject-verb agreement, pronouns, pronoun referencing and other features of grammar at this level, as appropriate to the purpose of the writing. 	<ul style="list-style-type: none"> Range of grammar practice activities Listening, reading and speaking exercises, focusing on particular grammatical elements Give short dictations focusing on particular grammatical elements.

Sentence Focus: Write simple, compound and complex sentences.

Component Skills	Knowledge and understanding	Examples of application and level	Sample activities
Adults should be taught to: L2.12 punctuate sentences effectively and correctly.	Adults should be taught to: develop knowledge of the use of punctuation for effect as well as clarity.	Punctuation including: <ul style="list-style-type: none"> capital letters full stops question marks exclamations commas for listing items in connected prose punctuation for connectives such as However, etc. colon and semi-colon apostrophe for possession and omission speech marks. 	<ul style="list-style-type: none"> Bring in examples of texts which illustrate the various features of punctuation. Discuss and compare them with punctuation conventions in students' own languages. Set up practice exercises, e.g. <ul style="list-style-type: none"> short dictations with pauses to indicate sentence breaks; give students incorrect versions of text to correct/add missing punctuation; discuss with students how they punctuate.

Word Focus: Develop vocabulary and spelling.

Skills	Knowledge and understanding	Examples	Sample activities
Adults should be taught to: L2.16 produce legible text.	Adults should be taught to: develop awareness of the impression handwriting gives and of personal features of own handwriting; develop understanding of situations where legible, correctly formed handwriting is important.	Key features are: <ul style="list-style-type: none"> consistency of direction and formation; spacing between words; size of letters; writing on the line. 	<ul style="list-style-type: none"> Give students examples of good and bad handwriting and discuss why they are good or bad, e.g. inconsistency of direction, spacing, the impression handwriting gives and when good handwriting is particularly important e.g. job applications. Students to analyse their own handwriting using the criteria applied in the previous exercise. Where needed, students to be given exercises to improve direction, consistency etc.

Strategies for independent learning

Suggest that students do the following.

- Learn a new word each day and use it in conversation and writing.
- Keep a vocabulary book and/or make their own bilingual dictionary.
- Learn to spell 10 new words each week.
- Practise joining letters to help with the flow.
- Analyse what they could improve about their handwriting and practise that element (e.g. too big, too small, not regular).
- Find out which ways of remembering spelling works for them, i.e. try various ways: sounding out words phonetically, learning a mnemonic etc.
- Ask a friend or relative to give them a spelling test.
- Word-process texts they have handwritten.
- Write a little everyday, for example keep a simple diary in English, write for the student magazine, find someone to write or e-mail in English.
- Go over corrected homework, checking for spelling and punctuation, do a second draft or third where necessary (this is where they learn).
- Use a thesaurus to expand their vocabulary.
- Ask their teacher for self-checking materials for further practice with particular areas they feel they need to improve, e.g. spelling or punctuation, or ask about joining a local Open Learning Centre.
- When writing, use similar text types as models until they are confident to break away from the model.

Section 6:
ESOL Glossary

accent	features of pronunciation which vary according to the speaker's regional and social origin. All oral language, including standard English, is spoken with an accent. The term accent refers to pronunciation only.
accuracy	using standard and grammatically correct English
active (see verbs - voice)	
adjective	a word that describes somebody or something. Adjectives come either before a noun, or after some verbs, e.g. <i>a busy day, I'm busy</i>
adjectival phrases	a group of words, organised around an adjective, e.g. <i>very good indeed; too expensive for me</i>
adverb	a word that gives extra meaning to a verb, an adjective, another adverb or a whole sentence, e.g. <i>I resolutely enjoyed the party; she's resolutely nice; he works resolutely slowly; resolutely, he should do better</i> Adverbs: demonstrate how, where, when or how often something happens or is; reveal the degree of intensity of a feeling, action or opinion; give the attitude of the speaker to what he or she is saying; provide connections in meaning between sentences. Many adverbs, but not all, are formed by adding -ly to an adjective, e.g. <i>quickly, dangerously, nicely</i> . However, some -ly words are adjectives, not adverbs (e.g. <i>lovely, silly, friendly</i>).
adverbs of frequency	adverbs such as <i>sometimes, often, usually, never</i> . The word order differs from that of other adverbs.
adverbial phrase	a group of words that functions in the same way as a single adverb, e.g. <i>by car; to work, last week, three times a day, first of all, of course</i> .
agreement (or concord)	in some cases the form of a verb changes according to its subject (so the verb and subject 'agree'), e.g. <i>I am/he is/they are; I was/you were; I like/she likes, I don't/he doesn't</i>
alternative question (see question)	
appropriate	describes a text, word, utterance or style that is suitably phrased for its intended audience and form. Appropriate accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression.
article	the article is a type of determiner. There is a definite article (<i>the</i>) and an indefinite article (<i>a</i> or <i>an</i>).
audience	the people addressed by a text. The term refers to listeners, readers of print, film/TV audiences and users of information technology.
auxiliary (see verbs)	
blend	the process of combining phonemes into larger elements such as clusters, syllables and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words, <i>st, str; nt, pl, nd</i> .
causality (see discourse)	
concept questions	a teaching or checking technique, to make sure that students have understood the meaning of a grammatical form they are learning. An example might be <i>Does he still work there?</i> , to check understanding of the meaning of the sentence <i>Bob has worked there for 20 years</i> .
chunk	a manageable unit of language for analysis or for students to work on
clause (see also syntax)	a group of words that expresses an event (<i>she drank some water</i>) or a situation (<i>she was thirsty/she wanted a drink</i>), usually containing a subject (she in the examples) and verb (<i>drank/was/wanted</i>) A main clause is complete on its own and can form a complete sentence (e.g. <i>It was raining</i>). A subordinate clause (<i>when we went out</i>) is part of the main clause and cannot form a complete sentence on its own. Some subordinate clauses do not require a subject and verb, but in many such cases the verb <i>be</i> can be understood (<i>When in Rome, do as the Romans do</i>).

closed questions**(see questions)****cloze**

a kind of assessment task, which involves taking a written text and deleting words at regular intervals, e.g. every 7th word, for students to fill the gaps

cohesive devices**(see discourse)****cohesive ties****(see discourse)****communication strategy**

a strategy adopted by a learner of a language to get meaning across when linguistic ability is not adequate to the task, e.g. miming, or asking for explanation

comparative

comparative sentences usually involve an adjective or adverb. Comparison can be unequal, e.g. *She is tidier than me; He works more quickly than I do*, or equal comparison, e.g. *She is as tidy as me*.

complement**(see syntax)****complex sentence****(see syntax)****compound sentence****(see syntax)****comprehension****questions**

a teaching or testing technique, whereby teachers ask students questions to check understanding of a reading or listening passage

conditional sentence

a conditional sentence normally consists of two clauses, one of which is introduced by a word such as *if* or *unless*. It is often asserted that there are three types of conditional:

first conditional (future possibility) *If it rains, I'll take my umbrella;*

second conditional (improbable or hypothetical) *If I had the money, I'd go with you;*

third conditional (impossible) *If you had worked harder, you would have passed.*

In fact, many conditionals are 'mixed', i.e. combinations of the above, e.g. *If you had worked harder at school, you would be in a better job now.*

conjunction

a word used to link clauses within a sentence. Co-ordinating conjunctions (*and, but, or and so*) join (and are placed between) two clauses of equal weight; subordinating conjunctions (e.g. *when, while, before, after, since, until, if, because, although, that*) go at the beginning of a subordinate clause.

consonant

a consonant is a speech sound which obstructs the flow of air through the vocal tract; for example, the flow of air is obstructed by the lips in *p* and by the tongue in *l*. The term also refers to those letters of the alphabet whose typical value is to represent such sounds, namely all except *a, e, i, o, u*. There are 21 consonant letters in the alphabet, (i.e. all except the five vowels - see below) but 24 distinctive consonant sounds in English, which are normally represented in writing by the above letters, singly or in combination. The letter *y* can represent a consonant sound (*yes*) or a vowel sound (*happy*).

consonant digraph

a combination of two consonant letters to represent a single consonant sound, e.g. *ch* in *chess*, *th* in *thanks*

content words/**information words**

content words, or information words, carry the meaning of the sentence. They are usually nouns or verbs and contrast with grammatical words such as *the* and *to*. In sending a telegram, the content words would be the ones included.

context

context can refer to situation or to language

A description of the **situational context** takes into consideration the place, the type of interaction, the number of people involved and the relationship between them, etc. The context can play a large part in the choice of language, e.g. choice of vocabulary, or choice of formal or informal register.

The term **linguistic context** refers to the language surrounding a particular item of language which is under discussion, e.g. when discussing the meaning of a word, it is often necessary to consider it in the context of its sentence or of the text as a whole.

context clue

a context clue enables a learner to use either situational or linguistic context (see above) to infer the meaning of a linguistic item, which is not otherwise clear

**convention
(see discourse)**

**countable noun
(see noun)**

cross-cultural features

this refers to the fact that languages and cultures may of communication be similar or different in conventions of communication. The conventions may be linguistic, e.g. in how often and when *please* and *thank you* are used, or non-linguistic, e.g. in whether or not people normally stand close together in conversation.

decode

to translate the visual code of the letters into a word

**definite article
(see article)**

demonstrative

this and *that* may be referred to as demonstrative pronouns, e.g. in *This is mine*. If followed by a noun they are sometimes referred to as demonstrative adjectives, e.g. *This book is mine*.

derivation

this term refers to the process whereby one word is derived from another, usually by the addition of prefixes and suffixes, e.g. *unhappy* and *happiness* are derived from *happy*.

descriptive

defines text that attempts to describe an event, a process or a state without passing judgement on it, or offering an explanation of it. Because of its concern to convey an experience as accurately as possible, descriptive text often makes greater use of adjectives and figurative language than other forms of writing.

detailed listening

attentive listening, in order to extract specific information and to get as complete an understanding of the listening passage as possible

detailed reading

indicates a form of reading that is at the opposite end of the spectrum from skimming or scanning. Detailed reading involves careful reading in order to extract specific information, but also to gain a complete understanding of the text's intentions and the way in which language choice and syntax combine to produce a particular message.

determiner

the term refers to a class of words, occurring before a noun. The definite and indefinite article (*the, a, an*) are a type of determiner. Other examples are *this, some, every*.

Determiners include:

articles	<i>a/an, the</i>
demonstratives	<i>this/that, these/those</i>
possessives	<i>my/your/his/her/its/our/their</i>
quantifiers	<i>some, any, no, many, much, few, little, both, all, either, neither, each, every, enough</i>
numbers	<i>three, fifty, three thousand</i> etc.
some	<i>which (which car?), what (what size?)</i>
question words	<i>whose (whose coat?)</i>

When these words are used as determiners, they are followed by a noun (though not necessarily immediately):

This book is yours.

some new houses

Which colour do you prefer?

Many determiners can also be used as **pronouns**. These include the demonstratives, question words, numbers and most of the quantifiers. When used as pronouns, these words are not followed by a noun – their reference **includes** the noun:

This is yours. (= this book, this money, etc).

I've got some.

Which do you prefer?

discourse

a stretch of language larger than a sentence. Discourse analysis involves studying these larger units of language, and concerns the relationship between language and the contexts in which it is used, as well as relationships between different parts of the text.

The term **discourse type** refers to the type of text under consideration, e.g. *a formal letter, a newspaper article, a poem, a prepared speech, an interview, a social conversation*. Terms similar in meaning are **text type** and **genre**. NB The term **text** is not only used to refer to a written text, but can also refer to a stretch of spoken language. The term **discourse convention** refers to the ways in which discourse is traditionally organised in a particular language and culture, e.g. the conventional way to close a formal letter, or open a telephone conversation.

An important feature of discourse is **cohesion**. **Cohesive devices** or **ties** help to make clear the relationships between parts of a longer text, e.g. when a pronoun is seen to refer to a noun in another part of the text. **Discourse markers** are another type of cohesive device. Words or phrases such as *however, but, on the other hand* to show contrast, and, *moreover* to indicate additional information, *because, as* to show **causality**, for example are types of discourse marker that may be referred to as **linking words**. Some, but not all of these are **conjunctions**. Other common types of discourse marker are **sequence markers (sequencing adverbs)**, e.g. *firstly, after that, finally*, and discourse markers which indicate the purpose of a part of the text, e.g. *for example, to sum up, to cut a long story short*.

Discourse skills is a term often used to describe students' ability to organise their speaking or writing (particularly longer stretches) coherently, and includes appropriate use of the cohesive devices mentioned above.

discourse marker

(see discourse)

discourse skills

(see discourse)

discourse type

(see discourse)

drill

a practice technique used for developing accuracy in spoken English, where students are asked either to repeat a given sentence exactly or make minimal changes to it. Types of drill include repetition, substitution (in which students are asked to change one word of a given sentence, and incremental, (in which students add a word or phrase to a given sentence).

ear-pinning

the equivalent in listening of 'scanning' in reading. The listener is interested only in a specific item of information and will concentrate on listening for that, e.g. when listening for railway announcements.

echoing

the tendency for speakers to repeat, in part, the previous speaker's words, to show agreement, or to show surprise: *Where's Bob? He's gone to India. He's gone to India?*

eliciting (elicitation)

a technique used to encourage students' contribution when new language is taught, and to find out how much students already know. Rather than being presented with information, students are given a stimulus and encouraged to provide the information themselves.

elision

this term refers to the omission of certain sounds in connected, and especially rapid speech, e.g. *G'night; g'morning; s'nice; fish'n'chips*.

embedded question

(see question)

explanatory

an adjective used to describe text written to explain how or why something happens. Explanatory text tends to use connectives expressing cause and effect (e.g. *so, therefore, as a result*) and time (e.g. *later, meanwhile*) and the passive voice (e.g. *Tax is usually deducted at source*) more than many other forms of text.

formal	depicts a style of language where the choice of words, syntax and address is determined by a distance from the audience, which may be dictated by the context (e.g. a letter of application, official documents) or the result of a lack of knowledge of this audience. Formal language tends to be characterised by more elaborate grammatical structures and by longer and more conservative vocabulary (e.g. <i>receive</i> rather than <i>get</i> , <i>gratuity</i> rather than <i>tip</i>).
format	the way in which a text is arranged or presented (e.g. as a book, leaflet, essay, video, audiotape) or the way in which it is structured (e.g. the use made of headings, sub-headings, diagrams/photographs with captions)
function (see language function)	
future simple (see tense)	
genre (see discourse)	
gerund	a gerund is derived from a verb, but behaves as a noun, e.g. <i>I like sport</i> , <i>I like running</i> , where <i>sport</i> is a noun, and <i>running</i> is a gerund
gist listening	listening to a passage in order to pick out the topic and the main points, but not too much detail
gist reading	the main point or idea of a text. Reading for gist is thus reading for identification of the main point only.
grammar (see syntax & morphology)	
graphic knowledge	the ability to understand the key features of the English writing system, including the basic shape of the letters, the plural form of nouns, spelling patterns in verb endings, the difference between upper and lower case, etc. At its most complicated, this term may also be used to show understanding of the other features, typographical or visual, of a text that hold a clue to its meaning.
handwriting patterns	exercises designed to enable students to develop appropriate hand movements for letter-formation and make shapes on paper similar to those required for writing
high frequency words	words that occur frequently; someone who is unable to recognise or use these words will therefore be at a disadvantage
idiom	a group of words whose meaning can not be predicted from the constituent parts, e.g. <i>out of the blue</i> , <i>learn by heart</i> . An idiom may also be referred to as an idiomatic expression.
idiomatic usage	the use of words or phrases in a sense other than their literal meaning
imperative	a form of the verb that expresses a command or instruction (e.g. <i>Hold this!</i> <i>Take the second left</i>)
incremental drill (see drill)	
indefinite article (see article)	
infer meaning or information	meaning is not always stated overtly in a text, but may be implied. Inferring involves picking up clues to help with 'reading between the lines'.
inflected forms of verbs	inflection refers to the way verb forms change, often by a change in ending, e.g. to show differences in tense
informal	depicts a style of language where choices of words, grammatical construction and address are determined by a connection with the audience which may be actual or sought. Informal language tends to be more colloquial and familiar than formal language, to use less technical or complex vocabulary and to have simple grammatical structures.
information word (see content word)	
instructional texts	describes text written to help readers achieve certain goals (such texts include recipes, vehicle repair manuals, self-assembly instructions). Instructional text tends to use imperative verbs

	often placed at the beginning of sentences to form a series of commands, and time-related connectives e.g. <i>then, next, first</i> .
intensifier	an adverb which increases the impact of another word or phrase (usually adjective or adverb). Examples of intensifiers are <i>very, extremely, resolly</i> .
interlocutor	a term often used when discussing oral skills. The interlocutor is the person with whom the student is speaking, e.g. when a student is shopping, the interlocutor is the shop assistant.
intonation	intonation is the aspect of phonology by which changes in the musical pitch of the voice are used to structure speech and to contribute to meaning. Among other functions, intonation may distinguish questions from statements (as in <i>Sure? Sure!</i>), or indicate contrastive and emotive stress (as in <i>I said two, not three, or I just hate that advertisement!</i>).
jigsaw reading	a classroom activity, whereby different students read different texts, or different versions of the same text, and exchange information gained from their reading
kernel sentence	a kernel sentence may be a simple sentence given to students for them to expand and develop it. This approach may be used to improve students' writing.
key words	the words that carry the substance of a phrase or sentence's meaning. Identifying the key words of a text is therefore a means of understanding its gist. The term is also applied to those words in any subject that, it is considered, learners have to understand if they are to progress.
language experience	an approach to developing literacy that uses the learner's own words to provide the basis for language work. Typically, a teacher adopting a language experience approach will transcribe 'spoken text' supplied by the learner, so that there is a written text with which the learner is familiar, to be used for further work in reading and writing.
language function	the purposes for which the speaker or writer is using the language, e.g. to <i>request action, give an opinion, express displeasure, invite</i>
language variety	the way in which language can vary according to social context or geographical region. Examples of varieties are <i>Australian English, Indian English, Black English</i> .
limited meaningful vocabulary	a person with a limited meaningful vocabulary is able to recognise and use a restricted number of words only, but these words are important for that person's ability to function effectively in their everyday and working lives
linking words (see discourse)	
look, say, cover, write, check	an approach to remembering spellings, in which students read, cover the word(s) they want to remember, write, then check their own work
lower case	a term used to describe small letters, that is all letters that are not capital, letters. In print, lower case letters will be of varying size, with some having 'ascenders' and some having 'descenders' (parts of the letter rising above and below the main body of the letter, respectively), and some having neither.
mind map	a way of writing ideas as they arise, without organising them into the form of a written text. It is used in teaching writing to enable students to feel clear about what they want to write, before thinking about how to write it. A similar technique is a spidergraph .
mnemonic	a device to aid memory, for instance to learn particular spelling patterns or spellings: <i>I Go Home Tonight; There is a rat in separate</i> .
modal (see verbs)	
morphology	the branch of grammar which concerns itself with the structure of individual words. For example, the grammatical meaning of a word can change through addition of a morpheme (<i>book, books or wait, waited</i>)
multiple choice	a method of teaching or testing, in which the students are provided with a number of possible answers and are required to select the right one.
narrative	describes text that re-tells events, often in chronological sequence. Narrative text may be purely fictional, or it may include some information; it may be in prose or poetic form.

non-verbal signalling	the aspects of communication which do not involve language as such, e.g. body language and eye contact. Conventions of non-verbal signalling may differ from culture to culture.
noun	a noun is a word that denotes somebody or something (e.g. <i>My younger sister won some money in a competition</i>). Proper nouns are the names of people, places, organisations, etc. These normally begin with a capital letter: e.g. <i>Amanda, Birmingham, Microsoft, Islam, November</i> . Count, or non-mass nouns can be either singular (only one) or plural (more than one). Mass nouns do not normally occur in the plural (e.g. <i>butter, cotton, electricity, money, happiness</i>). A collective noun, a word that refers to a group (e.g. <i>crowd, flock, team</i>), is singular in form, but is often thought of as plural in meaning. Whether we say <i>The team have won all their games so far</i> or <i>The team has won all its games so far</i> will depend on whether we are talking about the team as a collection of individual players ('they') or as a collective working together ('it').
object (see syntax)	
object pronouns (see also pronoun and object)	a personal pronoun in object position, e.g. <i>me, you, him, them</i> .
open questions (see question)	
organisational features of text	refers to those aspects of the visual display of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other sub-headings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc.
paragraph	a section of a piece of writing, often containing a single focus, time, place or speaker (in a passage of dialogue). A new paragraph marks a change in one of these, and begins on a new line, usually with a one-line gap separating it from the previous paragraph, and occasionally indented.
parts of speech	this term is sometimes used to refer to the grammatical classification of words, e.g. <i>noun, verb, adjective, adverb, pronoun, conjunction, determiner</i>
passive (see verbs - voice)	
past continuous (see verb tense)	
pelmanism game	a game sometimes used to help students develop memory and recognition in reading. Cards with words on are placed face down. Students turn up two cards. If the two cards are the same, they keep the cards. If not, they replace them and try again.
persuasive	describes a text that aims to persuade the reader. A continuous persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view, and a final summary or recommendation. Other types of persuasive texts (e.g. advertisements) use a combination of textual features including words, sounds and images, and intertextual knowledge in order to persuade.
phonemic alphabet (see phonetic alphabet)	
phonetic alphabet	an alphabet designed to represent the way a language is pronounced. The International Phonetic Alphabet can be used for describing many languages, whereas the English phonemic alphabet includes only the distinctive sounds of the English language (phonemes) of which there are 44.
phonetic symbol	a symbol used to denote a particular sound in language
phonic relationship	the relationship between letters of the alphabet and the sounds of the language which they represent. This may also be referred to as a sound-symbol relationship .
phonics	a method of teaching reading and spelling that is based on establishing the link between the sound of a word and its graphical representation

phonology	the study of the sound systems of languages
phrasal verb	a type of verb consisting of two or more words, one a verb and the other a preposition or adverb. The meaning is contained in the phrasal verb as a whole, and not in its separate parts, e.g. <i>get up, get on with, put up with</i> .
pitch	the perception of sound as being high or low
possessive adjective	determiners, such as <i>my, your, his, her</i> may be called possessive adjectives. They are also increasingly known as possessive pronouns (see below).
possessive pronoun	pronouns showing possession and replacing the noun or noun phrase (e.g. <i>mine, yours, hers</i>) are known as possessive pronouns. The words <i>my, your, her</i> may also be known as possessive pronouns.
prefix	a prefix is a morpheme which can be added to the stem of a word in the initial position to change its meaning, e.g. 'u' in 'unsafe' or 'dis' in 'disconnect'
preposition	common prepositions are at, on in under, above. Prepositions may refer to place (in the market, at the airport, direction or motion (towards me, over the bridge, time (at 6 o'clock, in a minute) or idiomatic expressions (over 65, in advance).
prepositional phrase	a group of words organised around a preposition, e.g. <i>at home, in front of the TV</i>
present perfect (see verb tense)	
pre-teaching	an approach whereby students are prepared for a listening or reading task, for instance by being presented with key vocabulary, before having access to the text
pronoun	is a word that stands in for a noun or noun phrase. There are several kinds of pronoun: personal pronouns (<i>I/me, you, he/him, she/her, we/us, they/them, it</i>), possessive pronouns (<i>mine, yours, his, hers, ours, theirs, its</i>), reflexive pronouns (<i>myself, herself, themselves</i>), indefinite pronouns (<i>someone, anything, nobody, everything</i>), interrogative pronouns (<i>who/whom, whose, which, what</i>) and relative pronouns (<i>who/whom, whose, which, that</i>).
proof-read	to check a piece of work thoroughly before final publication
questions	
– alternative question	a question requiring a respondent to choose between two options, e.g. <i>Can you help me, or are you too busy?</i>
– closed question	a question which allows only a limited range of responses
– embedded question	a question contained within another question or statement
– open question	a question which allows a wide range of responses e.g. <i>What do you think?</i>
– question tag	a structure, normally consisting of verb and pronoun, attached to a statement, usually anticipating the listener's agreement, e.g. <i>She's nice, isn't she? It's not difficult, is it?</i> Changes in intonation can affect the intended meaning of question tags, in spoken English.
– 'wh' questions	a question introduced by a word beginning with 'wh' or 'h', e.g. <i>what, when, where, how, who</i>
– yes/ no questions	a question expecting the answer yes or no, e.g. <i>Do you eat meat? Are you busy?</i> It normally involves inversion of subject-verb word order.
register	a variety of language selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language.
regular	an adjective used to describe words, typically verbs and nouns, that conform to general rules. It is possible to predict the plural form of a regular noun, or the simple past and past participle form of a regular verb; it is not possible to do so with irregular nouns and verbs.
relative clause (see syntax)	
rhythm (see stress)	
role-play	a technique often used to develop fluency and confidence in oral skills. It involves free practice in a classroom situation which has been designed to simulate, as closely as possible, a real-life language use situation.
scan	to look over a text very quickly, trying to locate information by locating a key word

sequence markers

(see discourse)

sequencing adverbs

(see discourse)

schwa (see stress)

script

the alphabet or other writing system used in a particular language

sentence

a group of words that, in writing, is marked by a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end

A sentence can be simple, compound or complex. A simple sentence consists of one clause (e.g. *It was late*).

A compound sentence has two or more main clauses of equal weight joined by *and*, *or*, *but* or *so* (e.g. *It was late, but I wasn't tired*).

A complex sentence consists of a main clause that includes one or more subordinate clauses (e.g. *Although it was late, I wasn't tired*).

short answer form

(see verbs)

sight vocabulary

words that a learner recognises on sight without having to decode them or work them out

simple past

(see verb tense)

simple present

see verb tense)

skim

to read to get an initial overview of the subject matter and main ideas of a passage.

sound/symbol association

(see phonic relationship)

spidergraph

(see mind map)

stress

a term referring to the prominence with which a syllable is pronounced. In any word, there will be one **stressed syllable**, e.g. *im **port** ant*. There will also be one or more **stressed word(s)** within a sentence, e.g. *I've **just** been to **York***.

In the word *important*, where the second syllable is stressed, the others are referred to as **unstressed syllables**. In an unstressed syllable, the vowel is pronounced as a reduced or unstressed vowel. The most common **unstressed vowel** in English is the **schwa**, i.e. the sound of the last syllable in *father* or the first syllable in *about*.

The **rhythm** of a language refers to the pattern of alternation between stressed and unstressed syllables. English has a **stress-timed rhythm**, meaning that stressed syllables occur at regular intervals, with the unstressed syllables between them being shortened to fit the time between the stressed syllables. The number of unstressed syllables between two stressed syllables can vary, but the time taken to articulate them might not.

stressed syllable

(see stress)

stressed word

see stress)

stress-timed rhythm

(see stress)

subject (see syntax)

subject pronoun

a personal pronoun in subject position, e.g. *I, you, he, they*

(see also **pronoun** and **subject**)

subject –

verb agreement

a term referring to the way a verb form (usually a verb ending) will change according to the subject of the sentence, e.g. *I like, she likes*.

suffix	a suffix is added to the stem of a word in the final position, e.g. 'ly' in <i>quickly</i> , 'ness' in <i>happiness</i>
superlative	a form which expresses comparison between three or more entities, involving adjectives or adverbs, e.g. <i>He is the youngest of the three brothers</i> , <i>She is the most hard-working student in the class</i> .
synonym	a word or phrase with the same meaning as another given word or phrase
syntax	the branch of grammar which studies the relationship between words in a sentence and between the different elements of sentences. (The other principal branch of grammar is morphology – see above). Word order in English is usually subject –verb– object. The subject relates directly to the verb. For example, where the verb indicates an action, the subject is likely to be the doer of the action. e.g. <i>Ali arrived</i> = subject + verb. The term direct object refers to the person or thing on which the action indicated by the verb has an effect, e.g. <i>Sam wrote a letter</i> – in which a letter is the object. Verbs such as <i>give</i> , <i>sent</i> may have an indirect object , e.g. <i>Sam sent Ali a letter</i> , where a <i>letter</i> is direct object, and <i>Ali</i> , the recipient, is the indirect object. Some verbs do not take an object, but may be followed by a complement , e.g. <i>Jai wants to be a doctor</i> . In this example, <i>Jai</i> (subject) and a <i>doctor</i> refer to the same person, making a <i>doctor</i> a subject complement . The verb <i>to be</i> , as well as verbs such as <i>seem</i> or <i>become</i> are commonly followed by a complement, which may be a noun or noun phrase, or an adjective or adjectival phrase, as in <i>I am very happy</i> . Another example of a complement is an object complement , e.g. <i>You make me happy</i> , where <i>me</i> is the direct object and <i>happy</i> the object complement. (NB the terms subject, object and complement may refer to a group of words, as well as a single word). Syntax is also concerned with the analysis of clause structure. A clause is seen as a unit of grammar smaller than a sentence but larger than a phrase, and normally containing a verb. Some sentences, known as simple sentences, contain only one clause, e.g. <i>We had a picnic in the park</i> . Compound sentences contain more than one clause, but each is capable of existing independently of the other. The clauses are often joined by a conjunction, e.g. <i>We had a picnic in the park, but my son stayed at home</i> . Complex sentences contain more than one clause, commonly one main clause (which could stand alone) and one subordinate clause (which is dependent on the main clause) e.g. <i>I'll phone you</i> (main clause) <i>as soon as I'm ready</i> (subordinate clause). A specific type of subordinate clause is the relative clause , often introduced by words such as <i>who</i> , <i>which</i> , <i>whose</i> , <i>that</i> . A defining relative clause gives information essential to the meaning of the sentence, e.g. <i>The sister who lives in Canada is getting married</i> . The relative clause makes it clear which of a number of sisters is being referred to. A non-defining relative clause gives additional information, which could be omitted, e.g. <i>My eldest sister, who lives in Canada, is getting married</i> .
text type (see discourse)	
turn-taking	this refers to the conventions which govern the way speakers take turns to speak during conversation. It is concerned with who initiates, who responds, whether interruption is permitted, etc. Turn-taking convention can vary according to the formality of a situation or according to the relationship between speakers or to cultural background.
uncountable noun (see noun)	
unstressed syllable (see stress)	
unstressed vowel (see stress)	
upper case	a term used to describe capital letters. In print, in any given font and font size, all upper case letters will be the same height.

variety**(see language variety)****verbs**

a word that expresses an action, a happening, a process or a state. Two or more words may make up a verb phrase, e.g. *are going, didn't want, has been waiting*.

An **auxiliary verb** (*be, have* or *do* is sometimes used to form tenses (see below). *Have* helps to form present perfect and past perfect, *be* helps to form present and past continuous, and *do* helps to form question and negative in present simple and past simple.

Modal verbs, or modal auxiliaries, express a range of meanings, such as possibility, obligation, necessity, ability. Examples are *can, may, will, must, might*. A modal verb is used with another verb.

Auxiliary verbs, including modal auxiliaries, may be used in **short answer forms** e.g. *Have you seen it? Yes, I have, Can you swim? No, I can't*.

verb tense

a term used to refer to the way a verb changes, in order to indicate the time at which the action, happening or process expressed by the verb took place. Verb forms or tenses include:

Present simple	– <i>I wait, she waits</i>
Past simple	– <i>I waited, she waited</i>
Present continuous	– <i>I am making</i>
Past continuous	– <i>She was driving</i>
Present perfect	– <i>I have made</i>
Present perfect continuous	– <i>I have been making</i>
Past perfect	– <i>He had driven</i>
Past perfect continuous	– <i>He had been driving</i>
Future simple	– <i>He will be there</i>

verbs – voice

besides differing according to tense, verb forms will differ according to whether they are **active** or **passive** voice. In an **active** sentence, the doer of the action is the subject of the sentence, e.g. *the boy chased the cat*.

In a **passive** sentence, the person or thing affected by the action becomes the subject of the sentence, e.g. *the cat was chased by the boy*.

vowel

This term may be used to refer to spelling or to pronunciation. A vowel is a phoneme produced without audible friction or closure. There are five vowel letters in the alphabet, *a, e, i, o, u*, but 20 distinctive vowel sounds in English, which are normally represented in writing by the above letters, singly or in combination.

vowel digraph

a combination of two vowel letters to represent a single vowel sound, e.g. 'ea' in *please*, 'oo' in *look*.

**'wh' question
(see question)****word family**

a group of words related through their origin, form and meaning, e.g. *farm, farmer, farming*

writing frame

a structured prompt to support writing. A writing frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type.