

Skills for Life

Rules and tools

ESOL Entry 1

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Rules and tools

These supplementary materials are a series of reference sheets designed to support and clarify some of the language and skills objectives addressed in the ESOL Skills for Life Entry 1 learner materials. They are available for the teacher to download and distribute to the learner as required.

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1 The present simple



What time do you get up?
I **get up** at 7 o'clock.

What **does** she do on Sunday?
She **goes** swimming.

I **love** cold weather.

I **hate** pop music.

They **don't like** smoking.

☺ **love, like** hate ☹ **don't like**

Use

- You use present simple to talk about things you do every day.
- You use present simple to talk about things you like and don't like.

Form

Positive		
I	live	in Liverpool.
You	eat	fish and meat.
We	come	from Iran.
They		
She	lives	in Liverpool.
He	eats	fish and meat.
It	comes	from Iran.

Negative			
I		live	in Liverpool.
You	don't	eat	fish and meat.
We	(do not)	come	from Iran.
They			
She	doesn't	live	in Liverpool.
He	(does not)	eat	fish and meat.
It		come	from Iran.

Questions ?		
Do	I you we they	smoke? like cats?
Does	he she it	study computing?

Answers					
Yes	I you we they	do.	No,	I you we they	don't.
	she he it	does.		she he it	doesn't

When you speak, use short forms. **do not** → **don't** **does not** → **doesn't**

You add an **s** to the verb for *he, she* and *it*.
I love chocolate. Do you ?
*He **loves** chocolate. Does he?*

2 The present continuous



Are you waiting for Ali?

What's Maggie doing?

No, I'm not. I'm waiting for Kamal.

She's watching TV.

Use

- You use the present continuous to talk about things you are doing now.

Form

Positive		
I	'm (am)	studying English.
You We They	're (are)	eating my dinner. waiting for Ali. going home.
He She It	's (is)	watching TV.

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I	'm not (am not)	studying. eating dinner. waiting for Ali. going home. watching TV.
You We They	aren't (are not)	
He	isn't	

Questions ?		
Am	I	waiting for Ali? going home? watching TV?
Are	you we they	
Is	he she it	

Positive Answers		
Yes	I	am.
	you we they	are.
	she he it	is.

Negative Answers		
No	I	'm not. (am not)
	you we they	aren't (are not)
	she he it	isn't. (is not)

- When you speak you use short forms.

I am → I'm	You are → You're	He is → He's
I am not → I'm not	You are not → You aren't	He is not → He isn't

3 Using have got



She's got three brothers.

I haven't got time.

I've got a sore throat.

I've haven't got a car.

The house has got a small garden.

Use

- You use *have got* to talk about things you own.
- You use *have got* to talk about families.
- You use *have got* to talk about illnesses.
- You use *have got* to describe places.

Form

Questions ?			
Have	I you we they	got	any children? a headache?
Has	he she it		a new car?
He It	(has got)		

Negative					
I You	<i>haven't got</i> (have				
Answers					
Yes,	I you we they	have	No,	I you we they	<i>haven't</i> (have not)
	she he it	has		she he it	<i>hasn't</i> (has not)

- When you speak you use short forms.

I have got → I've got	She has got → She's got
We have not got → We haven't got	He has not got → He hasn't got

4 Countable and uncountable nouns



We need potatoes, oil, apples, flour, tea, coffee and sugar.

There is too much furniture in here. Let's move the table into the next room.

Use

- You use nouns to name things.

Form

- English nouns divide into two groups.

Countable nouns	Uncountable nouns
<p>You can count these. There are singular and plural forms</p> <p><i>one cat , two cats</i> <i>one student, ten students</i></p>	<p>You can't count these. There is only one form.</p> <p><i>rice, milk, water, oil, sugar, furniture, weather, information</i></p>
<p>You use single and plural verbs.</p> <p><i>The lesson starts at 9.30.</i> <i>The lessons start at 9.30.</i></p>	<p>You always use a singular verb.</p> <p><i>There is no furniture in there. !</i> <i>There are no furniture in there. X</i></p>
<p>You can use a or an in front of them.</p> <p><i>an envelope, a letter</i></p>	<p>You <i>cannot</i> use a or an in front of them.</p>
<p>You can use not many and a few in front of them. You <i>cannot</i> use not much and a little in front of them.</p> <p><i>There are a few people waiting for the bus.</i> <i>There aren't many people here today.</i></p>	<p>You can use not much and a little in front of them. You <i>cannot</i> use not many and a few in front of them.</p> <p><i>There is a little sugar left.</i> <i>There is not much flour left.</i></p>

5 Nouns – singular and plural



You make most countable nouns plural by adding –s.	<i>face</i> → faces <i>hand</i> → hands <i>packet</i> → packets <i>table</i> → tables
With nouns ending in -s, -x and -ch you make the plural by adding –es.	bus → buses glass → glasses box → boxes
With nouns ending in –y, use the ending –ies.	city → cities baby → babies
Some countable nouns have irregular plurals.	child → children foot → feet knife → knives man → men person → people sheep → sheep tooth → teeth wife → wives woman → women

Uncountable nouns

Can you get a jar of Brinjal pickle ?

Can I borrow a bit of butter please ?

- You make uncountable nouns into countable quantities by describing the container, weight or volume and using *a ... of ...*

Describe the container				Describe the amount			
a	bottle cup tin glass jar packet carton tube	of	milk coffee beans water pickle rice juice toothpaste	a	litre pound kilo slice loaf piece bit	of	oil flour rice cheese bread information news

6 Using *some* and *any*



Use

- You use **some** and **any** when you don't know how much or how many.

Form

- You use **some** and **any** with countable and uncountable nouns.

+	Use some in a <i>positive</i> sentence.	<i>I've got some plasters. We've got some cheese. There are some students outside.</i>
—	Use any in a <i>negative</i> sentence.	<i>I haven't got any plasters. We haven't got any cheese.</i>
?	Use any in a <i>question</i> .	<i>Have you got any plasters? Have you got any cheese ? Are there any students outside?</i>

How much? How many?

- You use these when you ask about an amount or quantity.

How many...? with countable nouns.

How many carrots do you want? How many children are there?

How much...? with uncountable nouns.

How much sugar do you want? How much furniture is there?

A few A little

- You use these words when you describe small quantities.

a few with countable nouns

Have you got any of those T-shirts in large sizes ?

*Yes, we've got **a few** left .*

a little with uncountable nouns.

*We've only got **a little** petrol left. We need to go to the petrol station.*

7 Using can



Can you hear me ?

You can't sit there.

I can speak a little Urdu but I can't write it.

Can I have a pint of milk, please?

Can I leave early today, please?

Use

- You use can to ask for something.
- You use can to talk about things you are able to do.
- You use can to ask and give permission.
- You use can't to describe something impossible.

Form

Positive		
I	can	sing.
You		dance.
He		speak Arabic.
She		use a computer.
It		ride a bike.
We		cook rice.
They		play the piano.

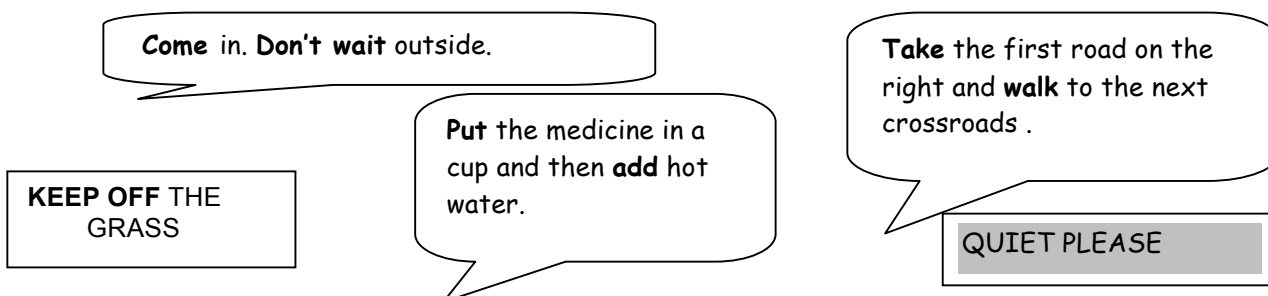
Negative		
I	can't (cannot)	sing.
You		dance.
He		speak Arabic.
She		use a computer.
It		ride a bike.
We		play the piano.
They		

Question		
Can	I	sing?
	you	dance?
	he	speak Arabic?
	she	use a computer?
	it	ride a bike?
	we	cook rice?
	they	play the piano?

Answers		
Yes,	I	can.
	you	
	he	
	she	
	it	
No,	we	can't.
	they	

When you speak you use short forms. can → can't

8 Using imperatives



Use

- The imperative is used for signs and notices.
- It is used for orders and instructions.
- It is used for directions.
- It is used for invitations.

Form

- The verb goes at the beginning of the sentence. There is no noun or pronoun in front of it.

+	<i>Turn left at the traffic lights. Go straight on.</i>
-	<i>Don't leave a mess. Don't worry about it.</i>

Sequencing words

- We can show the order of instructions and directions by using these sequencing words.

first

then

next

Here are some instructions for how to make tea.

First boil some water. **Then** put the water in a cup with a tea bag. **Next** take the tea bag out. **Then** add milk.

9 Prepositions of time – *When?*



Use

Different prepositions are used with different time periods.

<i>in</i>	season, year, month e.g. December Spring, Summer 1994 the morning the evening	<i>My birthday is in December.</i> <i>I came to England in the Spring.</i> <i>My son was born in 1994.</i> <i>Meet me in the morning.</i>
<i>on</i>	a day or part of a day e.g. Thursday Wednesday morning Saturday the twentieth of May New Year's Day	<i>See you on Thursday .</i> <i>The next lesson is on Wednesday morning.</i> <i>Her birthday is on the twentieth of May.</i> <i>He was born on New year's Day.</i>
<i>at</i>	a particular time, mealtime, festival e.g. three o'clock lunchtime the week-end night	<i>I arrive at three o'clock.</i> <i>Go there at lunchtime.</i> <i>See you at the weekend.</i> <i>I work at night.</i>

These are other prepositions used to describe times.

*The doctor can't see you **until** 2 o'clock.* (He is busy before then.)

*I won't get to the station **before** two.* (But I will be there at two.)

*Can you meet me **at about** half past eight.* (A little before or after half past eight is fine.)

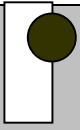
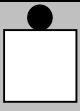
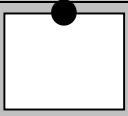


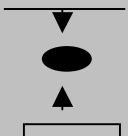


*I'll be in college **after** twelve.* (Not before.)

*Please be at the bus stop **by** two thirty.* (You can come a little earlier than two thirty but not later.)

*They are open **from** nine in the morning.* (They open at nine and stay open for the rest of the day.)

10 Prepositions of place – *Where?*



<p>at</p> 	<p>Meet me at the café. at the station. at the bank.</p> <p>See you at home. at college. at work.</p>
<p>on</p> 	<p>The book's on my desk. The computer room is on the second floor.</p>
<p>in</p> 	<p>The library is in D block. I live in a large town. It's in the north of England. The hole-punch is in the drawer.</p>
<p>next to</p> 	<p>The bank is next to the supermarket. There are ladies' toilets next to the customer services desk.</p>
<p>between</p> 	<p>The library is between the post office and the supermarket.</p>
<p>opposite</p> 	<p>The photocopier is opposite the door to the office. The bank is opposite the post office.</p>
<p>under/below</p> 	<p>The wastepaper basket is under the table. The cleaning materials are below that shelf.</p>
<p>over/above</p> 	<p>She lives in a flat above the chemist. The plane flew over the south coast.</p>

11 Numbers 1–100



1	one	first	30	thirty	thirtieth
2	two	second	40	forty	fortieth
3	three	third	50	fifty	fiftieth
4	four	fourth	60	sixty	sixtieth
5	five	fifth	70	seventy	seventieth
6	six	sixth	80	eighty	eightieth
7	seven	seventh	90	ninety	ninetieth
8	eight	eighth	100	one hundred	one hundredth
9	nine	ninth			
10	ten	tenth			
11	eleven	eleventh			
12	twelve	twelfth			
13	thirteen	thirteenth			
14	fourteen	fourteenth			
15	fifteen	fifteenth			
16	sixteen	sixteenth			
17	seventeen	seventeenth			
18	eighteen	eighteenth			
19	nineteen	nineteenth			
20	twenty	twentieth			
21	twenty -one	twenty -first			
22	twenty -two	twenty -second			
23	twenty-three	twenty-third			

Use numbers like *first, second, third...* for days of the month.

*His birthday is on July the **fourteenth**.*

Use *first, second, third ...* like this:

*This is his **fifth** visit to the dentist this month.*
*This is my **first** lesson.*

The 24-hour clock

The twenty-four hour clock is used on timetables.

12 midnight	00.00	12 noon	12.00
1 am	01.00	1 pm	13.00
2 am	02.00	2 pm	14.00
3 am	03.00	3 pm	15.00
4 am	04.00	4 pm	16.00
5 am	05.00	5 pm	17.00
6 am	06.00	6 pm	18.00
7 am	07.00	7 pm	19.00
8 am	08.00	8 pm	20.00
9 am	09.00	9 pm	21.00
10 am	10.00	10 pm	22.00
11 am	11.00	11 pm	23.00

2.30 am = 02.30
 8.10 am = 08.10

3.45 pm = 15.45
 9.15 pm = 21.15

12 Getting organised



Learning tips

Here are some ideas to help you learn better.

- Take some notes in the class.
- Keep all your notes and worksheets together in your file.
- Keep a list of new words.
- Read over your notes at home.
- Try to practise what you learn in class.
- Do your homework!
- Try to learn 3-8 new words every day. Look at your vocabulary notebook on the bus, in the doctor's waiting room or any time you have a moment.
- Try to talk to English speakers – in the queue, at the bus stop.
- Watch English TV programmes with the subtitles on.
- Write down words you don't know and ask your teacher in class.
- Look at English newspapers, magazines, children's' books, readers, leaflets to see how much you can understand.

Keeping a file

It is a good idea to keep your work in a file or folder.

Here are some tips for organising your file.

- Write your name clearly on the label.
- Put contact details (name, college, class, maybe telephone number) at the front of your file in case you lose it.
- Write the date at the top of each worksheet.
- Put the worksheets in date order.
- Punch holes on the left of each worksheet.
- Put your worksheets in your file as soon as you can.
- Get or make dividers to show where things are.

You can organise your file in different ways:

- by subject, e.g. *English, new words, grammar, computers*
- in date order by putting the date on each worksheet or your own work and keeping them in your file the order you use them.
- or combine both of these ideas.

13 Spelling



Here are some useful ways to learn spellings.

Think about the word

- 1 Choose a word that is useful for you.
- 2 Trace it with your finger. Is it short or long? What is the shape?
- 3 How many letters are there?
- 4 What are the first and last letters?
- 5 Underline any difficult bits. e.g. station, August
- 6 Say the word.
- 7 Then go on to look/cover/write/check.

Look/cover/write/check

- 1 Choose a word to learn, like Tuesday.
- 2 Look at the word.
- 3 Cover the word.
- 4 Write the word.
- 5 Now look to check if it is correct.
- 6 Write it two more times to help you remember.

Find words inside words

- 1 Choose a word to learn. e.g. *station*
- 2 Try to find smaller words inside this word.
e.g. ***station*** has ***at*** and ***on***

Get organised

Keep a list of these new spellings. It is useful to make a table in your file with space to practise each new word two or three times to get it right.

New word	1 st practice	2 nd practice	3 rd practice	Meaning/ translation
September ▲	Setember X	September !		

14 Learning new vocabulary



Here are some ideas for keeping and learning new vocabulary.

- Keep a notebook or have a section in your file for new words.
- Keep words in alphabetical order or group them in topics. e.g. **health words**, **shopping words** etc.
- Write down different types of words together in groups, e.g. verbs, nouns and adjectives.
- Write a translation in your own language next to the new word.
- If possible, write the word in a sentence.
- Use a picture dictionary or a simple English-English dictionary to find out the meaning of new words.
- Use a bilingual dictionary of English and your own language but be careful. Some words may have two or three different meanings.

Health words

Nouns

surgery 榜
 appointment
 nurse
 doctor

Verbs

to feel (sick)
 to vomit
 to make (an appointment)

Adjectives

dizzy
 depressed

Phrases

Can I make an appointment with Dr Stephens, please?

15 Handwriting



Before you start

- Sit square to the desk.
- Have your writing elbow close to your body.
- Your wrist should be resting on the table.
- Hold your pen in a firm but relaxed way.
- Put an elastic band around the pen to help you hold it in the right place.

Forming the letters

- Press gently on the paper and relax your hand.
- Try to write quite quickly.
- Leave a space about a finger wide between words.
- Be very careful about writing on the line.
- Use lined paper to write on, or put a sheet of paper with dark lines under plain paper.

Practice

Use lined paper like this. Trace over the words. Then copy them again underneath.

My name is

I come from