

Pearson Edexcel Awards and Certificates in ESOL Skills for Life Specification

Pearson Edexcel ESOL Skills for Life qualifications
First teaching September 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 1) (QCF)

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 2) (QCF)

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 3) (QCF)

Pearson Edexcel Level 1 Certificate in ESOL Skills for Life (QCF)

Pearson Edexcel Level 2 Certificate in ESOL Skills for Life (QCF)

The QNs remain the same.

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Summary of Pearson Edexcel Awards and Certificates in ESOL Skills for Life specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

This specification contains details of the following Pearson Edexcel Awards and Certificates in ESOL Skills for Life qualifications:

Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 1)

Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 2)

Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 3)

Pearson Edexcel Level 1 Award in ESOL Skills for Life (speaking and listening)

Pearson Edexcel Level 2 Award in ESOL Skills for Life (speaking and listening)

Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 1)

Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 2)

Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 3)

Pearson Edexcel Level 1 Award in ESOL Skills for Life (reading)

Pearson Edexcel Level 2 Award in ESOL Skills for Life (reading)

Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 1)

Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 2)

Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 3)

Pearson Edexcel Level 1 Award in ESOL Skills for Life (writing)

Pearson Edexcel Level 2 Award in ESOL Skills for Life (writing)

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 1)

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 2)

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 3) (

Pearson Edexcel Level 1 Certificate in ESOL Skills for Life

Pearson Edexcel Level 2 Certificate in ESOL Skills for Life

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson Edexcel ESOL Skills for Life qualifications

What are Skills for Life qualifications?

Edexcel Entry, Level 1 and Level 2 Awards and Certificates in ESOL Skills for Life qualifications are designed for full-time or part-time learners who are 16-19 or adult learners whose native language is not English and who live in the UK. They typically include refugees, asylum seekers, those from settled communities and partners or spouses of people settled in the UK. These learners have different language needs arising from their diverse language, educational and professional/employment backgrounds. Some learners may have no previous education or employment; others may be highly educated professionals or speak several languages. Edexcel ESOL Skills for Life (QCF) qualifications give learners some of the knowledge, understanding and skills they need to prepare for life and employment. The qualifications support career development opportunities for those already in work by providing skills such as reading, writing, speaking and listening. These qualifications can be taught as full-time or part-time courses in schools, colleges and training centres; employers may also offer these qualifications. This specification gives details of the fifteen awards and five certificates in the Edexcel ESOL Skills for Life suite of QCF qualifications.

Sizes of Skills for Life qualifications

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

Skills for Life qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 1)
Qualification Number (QN)	601/4389/7
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	6
Assessment	Pearson-devised assessment
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 2)
Qualification Number (QN)	601/4388/5
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	6
Assessment	Pearson-devised assessment
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 3)
Qualification Number (QN)	601/4387/3
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	6
Assessment	Pearson-devised assessment
Total Qualification Time	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Level 1 Award in ESOL Skills for Life (reading)
Qualification Number (QN)	601/4386/1
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	6
Assessment	Pearson-devised assessment
Total Qualification Time	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Level 2 Award in ESOL Skills for Life (reading)
Qualification Number (QN)	601/4385/X
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	6
Assessment	Pearson-devised assessment
Total Qualification Time	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 1)
Qualification Number (QN)	601/4384/8
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	12
Assessment	Pearson-devised assessment
Total Qualification Time	120
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 2)
Qualification Number (QN)	601/4383/6
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	12
Assessment	Pearson-devised assessment
Total Qualification Time	120
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 3)
Qualification Number (QN)	601/4382/4
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	12
Assessment	Pearson-devised assessment
Total Qualification Time	120
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Level 1 Award in ESOL Skills for Life (speaking and listening)
Qualification Number (QN)	601/4381/2
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	12
Assessment	Pearson-devised assessment
Total Qualification Time	120
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Level 2 Award in ESOL Skills for Life (speaking and listening)
Qualification Number (QN)	601/4380/0
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	12
Assessment	Pearson-devised assessment
Total Qualification Time	120
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 1)
Qualification Number (QN)	601/4379/4
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	9
Assessment	Pearson-devised assessment
Total Qualification Time	90
Guided learning hours	90
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 2)
Qualification Number (QN)	601/4378/2
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	9
Assessment	Pearson-devised assessment
Total Qualification Time	90
Guided learning hours	90
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 3)
Qualification Number (QN)	601/4377/0
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	9
Assessment	Pearson-devised assessment
Total Qualification Time	90
Guided learning hours	90
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Level 1 Award in ESOL Skills for Life (writing)
Qualification Number (QN)	601/4376/9
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	9
Assessment	Pearson-devised assessment
Total Qualification Time	90
Guided learning hours	90
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Level 2 Award in ESOL Skills for Life (writing)
Qualification Number (QN)	601/4375/7
Accreditation start date	01/10/2014
Approved age ranges	16-18 19+
Credit value	9
Assessment	Pearson-devised assessment
Total Qualification Time	90
Guided learning hours	90
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry1)
Qualification Number (QN)	601/3902/X
Accreditation start date	01/09/2014
Approved age ranges	16-18 19+
Credit value	27
Assessment	Pearson-devised assessment
Total Qualification Time	270
Guided learning hours	270
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 2)
Qualification Number (QN)	601/3899/3
Accreditation start date	01/09/2014
Approved age ranges	16-18 19+
Credit value	27
Assessment	Pearson-devised assessment
Total Qualification Time	270
Guided learning hours	270
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see Section 10 Access and recruitment).

Qualification title	Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 3)
Qualification Number (QN)	601/4301/0
Accreditation start date	01/09/2014
Approved age ranges	16-18 19+
Credit value	27
Assessment	Pearson-devised assessment
Total Qualification Time	270
Guided learning hours	270
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see Section 10 Access and recruitment).

Qualification title	Pearson Edexcel Level 1 Certificate in ESOL Skills for Life
Qualification Number (QN)	601/3900/6
Accreditation start date	01/09/2014
Approved age ranges	16-18 19+
Credit value	27
Assessment	Pearson-devised assessment
Total Qualification Time	270
Guided learning hours	270
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification title	Pearson Edexcel Level 2 Certificate in ESOL Skills for Life
Qualification Number (QN)	601/3901/8
Accreditation start date	01/09/2014
Approved age ranges	16-18 19+
Credit value	27
Assessment	Pearson-devised assessment
Total Qualification Time	270
Guided learning hours	270
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 10 Access and recruitment</i>).

Qualification Number and qualification title

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. Centres will need to use the Qualification Number (QN) when they seek public funding for their learners.

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website: qualifications.pearson.com

Objective of the qualifications

These Pearson Edexcel Awards and Certificates in ESOL Skills for Life are for learners who need to develop their English skills for use in everyday life and/or work. The government and employers have called for an increase in the level of basic literacy skills for use in everyday life, education and employment and these qualifications have been developed to meet this need.

The qualifications are based on the Adult ESOL Core Curriculum and the National Standards for Adult Literacy.

These qualifications enable learners to progress towards Level 2 qualifications, for example Functional Skills English units/GCSE English. They give learners the competence and confidence to use their English skills in their studies and employment and other areas of their life.

Our qualification approach enables centres to address any knowledge gaps identified during a learner's initial assessment, helping them to achieve a nationally recognised qualification. The Awards and Certificates in ESOL Skills for Life can be used to motivate learners to build their English language skills for use in their social, educational and working life and build their confidence to undertake the Functional Skills English Unit components of Apprenticeships or GCSE English.

The qualifications give learners the opportunity to:

- develop their English language knowledge and skills
- achieve a nationally recognised qualification
- develop personal growth and engagement in learning
- develop English skills for personal and employment-related application.

The Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 1) gives the learner the knowledge and skills to be able to:

- read, understand and obtain information from short texts on familiar topics, common signs and symbols
- respond to simple written narratives, statements, questions, instructions.

The Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 2) gives the learner the knowledge and skills to be able to:

- read, understand and obtain information from short, straightforward text, including chronological and instructional text types, signs and symbols
- respond to familiar written straightforward information, short narratives, explanations, instructions.

The Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 3) gives the learner the knowledge and skills to be able to:

- read, understand and obtain information from short, straightforward chronological, continuous descriptive, explanatory texts from everyday sources
- respond to written straightforward information, narratives, explanations and instructions from everyday sources.

The Pearson Edexcel Level 1 Award in ESOL Skills for Life (reading) gives the learner the knowledge and skills to be able to:

- read, understand and obtain information from, and respond to, straightforward continuous descriptive, explanatory, persuasive texts from different sources
- recognise how language and other textual features are used to instruct, describe and persuade
- infer meaning from text.

The Pearson Edexcel Level 2 Award in ESOL Skills for Life (reading) gives the learner the knowledge and skills to be able to:

- read, understand and obtain information from continuous descriptive, explanatory or persuasive texts of varying length, detail and complexity
- identify, evaluate and compare information, ideas and opinions in text.

The Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 1) gives the learner the knowledge and skills to be able to:

- speak and be understood when conveying basic information, feelings and opinions.

The Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 2) gives the learner the knowledge and skills to be able to:

- listen to other people and speak to convey information, feelings and opinions on familiar topics, including when in discussion with others.

The Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 3) gives the learner the knowledge and skills to be able to:

- listen to other people and speak to convey information, feelings and opinions on familiar topics
- speak to respond using appropriate formality for the situation, including when making points and responding to others in discussions.

The Pearson Edexcel Level 1 Award in ESOL Skills for Life (speaking and listening) gives the learner the knowledge and skills to be able to:

- listen to other people and adapt their own responses to take account of listener needs when conveying information, ideas, opinions. They will be able to reach a shared understanding about different topics.

The Pearson Edexcel Level 2 Award in ESOL Skills for Life (speaking and listening) gives the learner the knowledge and skills to be able to:

- listen to other people and make clear and effective contributions, taking account of listener needs, medium, purpose and situation when conveying information, and ideas and opinions. The learner will be able to reach a shared agreement on outcomes appropriate to the purpose and topic.

The Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 1) gives the learner the knowledge and skills to be able to:

- write simple sentences correctly and complete simple forms.

The Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 2) gives the learner the knowledge and skills to be able to:

- write to convey information with some adaptation for the intended audience, using correct punctuation, grammar and spelling.

The Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 3) gives the learner the knowledge and skills to be able to:

- write to convey information and opinions with some adaptation for the intended audience, using correct punctuation, grammar and spelling.

The Pearson Edexcel Level 1 Award in ESOL Skills for Life (writing) gives the learner the knowledge and skills to be able to:

- write to convey information, ideas and opinions, using length, format, style, vocabulary and grammar suitable for the intended purpose and audience.

The Pearson Edexcel Level 2 Award in ESOL Skills for Life (writing) gives the learner the knowledge and skills to be able to:

- write to convey information, ideas and opinions effectively, using length, format, style, vocabulary and grammar suitable for the intended purpose, context and audience.

The Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 1) gives the learner the knowledge and skills to be able to:

- read, understand and obtain information from short texts on familiar topics, common signs and symbols
- respond to simple written narratives, statements, questions and instructions
- speak and be understood when conveying basic information, feelings and opinions
- write simple sentences correctly and complete simple forms.

The Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 2) gives the learner the knowledge and skills to:

- read, understand and obtain information from short, straightforward text, including chronological and instructional text types, signs and symbols
- respond to familiar written straightforward information, short narratives, explanations and instructions
- listen to other people and speak to convey information, feelings and opinions on familiar topics, including when in discussion with others
- write to convey information with some adaptation for the intended audience, using correct punctuation, grammar and spelling.

The Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 3) gives the learner the knowledge and skills to:

- read, understand and obtain information from short, straightforward chronological, continuous descriptive, explanatory texts from everyday sources
- respond to written straightforward information, narratives, explanations and instructions from everyday sources
- listen to other people and speak to convey information, feelings and opinions on familiar topics
- speak to respond using appropriate formality for the situation, including when making points and responding to others in discussions
- write to convey information and opinions with some adaptation for the intended audience, using correct punctuation, grammar and spelling.

The Pearson Edexcel Level 1 Certificate in ESOL Skills for Life gives the learner the knowledge and skills to:

- read, understand and obtain information from, and respond to, straightforward continuous descriptive, explanatory, persuasive texts from different sources
- recognise how language and other textual features are used to instruct, describe, persuade
- infer meaning from text
- listen to other people and adapt own responses to take account of listener needs when conveying information, ideas, opinions. They will be able to reach a shared understanding about different topics
- write to convey information, ideas and opinions, using length, format, style, vocabulary and grammar suitable for the intended purpose and audience.

The Pearson Edexcel Level 2 Certificate in ESOL Skills for Life gives the learner the knowledge and skills to:

- read, understand and obtain information from continuous descriptive, explanatory or persuasive texts of varying length, detail and complexity
- identify, evaluate and compare information, ideas and opinions in text
- listen to other people and make clear and effective contributions, taking account of listener needs, medium, purpose and situation when conveying information, and ideas and opinions. The learner will be able to reach a shared agreement on outcomes appropriate to the purpose and topic
- write to effectively convey information, ideas and opinions, using length, format, style, vocabulary and grammar suitable for the intended purpose, context and audience.

Progression opportunities through Pearson qualifications

Learners who have achieved a Pearson Edexcel Award or Certificate in ESOL Skills for Life qualification can progress to the next level of Pearson Edexcel Award or Certificate in ESOL Skills for Life qualification as required to meet their learning and achievement needs; progress to Functional Skills English units or, for 16-19-year-old learners, they may progress to GCSE English or other English qualifications. Learners can use their learning and achievement to support their employment aims and progression in their chosen career.

Relationship with the Adult ESOL Core Curriculum and the Adult National Standards for Literacy

These qualifications relate to the Adult ESOL Core Curriculum and the National Standards for Adult Literacy. The mapping document in *Annexe A: Adult ESOL Core Curriculum and National Standards for Adult Literacy Mapping* shows the links between the units in the Pearson Edexcel Awards and Certificates in ESOL Skills for Life and the Adult ESOL Core Curriculum and the National Standards for Adult Literacy.

3 Qualification structures

Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
D/506/1570	ESOL Skills for Life – Reading	Entry 1	6	60

Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 2)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
H/506/1571	ESOL Skills for Life – Reading	Entry 2	6	60

Pearson Edexcel Entry Level Award in ESOL Skills for Life (reading) (Entry 3)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
K/506/1572	ESOL Skills for Life – Reading	Entry 3	6	60

Pearson Edexcel Level 1 Award in ESOL Skills for Life (reading)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
M/506/1573	ESOL Skills for Life – Reading	Level 1	6	60

Pearson Edexcel Level 2 Award in ESOL Skills for Life (reading)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
T/506/1574	ESOL Skills for Life – Reading	Level 2	6	60

Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	12
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
F/506/1562	ESOL Skills for Life – Speaking and listening	Entry 1	12	120

Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 2)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	12
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
J/506/1563	ESOL Skills for Life – Speaking and Listening	Entry 2	12	120

Pearson Edexcel Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 3)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	12
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
L/506/1564	ESOL Skills for Life – Speaking and Listening	Entry 3	12	120

Pearson Edexcel Level 1 Award in ESOL Skills for Life (speaking and listening)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	12
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
R/506/1565	ESOL Skills for Life – Speaking and Listening	Level 1	12	120

Pearson Edexcel Level 2 Award in ESOL Skills for Life (speaking and listening)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	12
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
Y/506/1566	ESOL Skills for Life – Speaking and Listening	Level 2	12	120

Pearson Edexcel Entry Level Award in ESOL Skills for Life (Entry 1) (writing)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	9
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
L/506/1628	ESOL Skills for Life – Writing	Entry 1	9	90

Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 2)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	9
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
R/506/1629	ESOL Skills for Life – Writing	Entry 2	9	90

Pearson Edexcel Entry Level Award in ESOL Skills for Life (writing) (Entry 3)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	9
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
J/506/1630	ESOL Skills for Life – Writing	Entry 3	9	90

Pearson Edexcel Level 1 Award in ESOL Skills for Life (writing)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	9
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
L/506/1631	ESOL Skills for Life – Writing	Level 1	9	90

Pearson Edexcel Level 2 Award in ESOL Skills for Life (writing)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	9
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
R/506/1632	ESOL Skills for Life – Writing	Level 2	9	90

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	27
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
D/506/1570	ESOL Skills for Life – Reading	Entry 1	6	60
F/506/1562	ESOL Skills for Life – Speaking and listening	Entry 1	12	120
L/506/1628	ESOL Skills for Life – Writing	Entry 1	9	90

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 2)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	27
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
H/506/1571	ESOL Skills for Life – Reading	Entry 2	6	60
J/506/1563	ESOL Skills for Life – Speaking and Listening	Entry 2	12	120
R/506/1629	ESOL Skills for Life – Writing	Entry 2	9	90

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 3)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	27
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Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
K/506/1572	ESOL Skills for Life – Reading	Entry 3	6	60
L/506/1564	ESOL Skills for Life – Speaking and Listening	Entry 3	12	120
J/506/1630	ESOL Skills for Life – Writing	Entry 3	9	90

Pearson Edexcel Level 1 Certificate in ESOL Skills for Life

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	27
---	----

Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
M/506/1573	ESOL Skills for Life – Reading	Level 1	6	60
R/506/1565	ESOL Skills for Life – Speaking and Listening	Level 1	12	120
L/506/1631	ESOL Skills for Life – Writing	Level 1	9	90

Pearson Edexcel Level 2 Certificate in ESOL Skills for Life

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	27
---	----

Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
T/506/1574	ESOL Skills for Life – Reading	Level 2	6	60
Y/506/1566	ESOL Skills for Life – Speaking and Listening	Level 2	12	120
R/506/1632	ESOL Skills for Life – Writing	Level 2	9	90

4 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
Reading and Writing units	Pearson-devised assessment: paper-based test
Speaking and Listening units	Pearson-devised assessment: task

Pearson-devised assessment

To achieve all units, learners must pass a paper-based test (or task for speaking and listening). Pearson sets the unit assessment, the centre assessor assesses the test or task, the centre internally verifies the assessments and a Pearson Standards Verifier samples assessment to check centre quality assurance and the maintenance of standards. The test/task writer will use the *Unit amplification* section as a guide when writing questions or tasks.

Further information, including details of test duration and question types, will be available from our website at qualifications.pearson.com

5 Recognising prior learning and achievement

Recognition of Prior Learning

For these qualifications, recognition of prior learning does not apply.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have audio and video recording equipment and other appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk.

7 Centre recognition and qualification approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Guidance on seeking approval to deliver these qualifications for existing ESOL approved centres and those new to Pearson is given on our website at: qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow the process below:

- an annual visit to the centre by a Standards Verifier to review centre-wide quality assurance systems.

For further details please see the *ESOL Quality Assurance Handbook* on our website at: qualifications.pearson.com

9 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example, full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the learner
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme
- making full use of the variety of experience of work and life that learners bring to the programme.

It is essential that learners have covered all of the *Unit amplification* before they are tested.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*. For further details please see *Instructions for Conducting Examinations, Pearson Edexcel Qualifications for ESOL Skills for Life* on our website: qualifications.pearson.com

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at:

qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- Delivery – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- Assessment – gives information about how the unit is assessed. For the qualifications in this specification, all units are assessed by means of a Pearson-devised test or task and mark scheme.
- Suggested resources – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Entry 1 Units

Title: **ESOL Skills for Life – Reading**

Unit reference number: **D/506/1570**

Level: **Entry 1**

Credit value: **6**

Guided learning hours: **60**

Unit aim

The aim of this unit is to give learners the skills to read and understand short texts such as public signs, public notices, maps, lists, forms, letters, emails, adverts, posters, simple appointment and greetings cards, to enable them to undertake essential everyday tasks in the workplace and in their everyday life.

The unit will enable learners to follow short texts and recognise different types and purposes of text through layout and presentational features. They will be able to read texts for information, and understand the main events of straightforward texts using textual clues. Learners will be able to use graphics to help identify meaning and use context or key word recognition to infer meaning.

This unit enables learners to recognise common words, signs and symbols. They will be able to recognise letters in both upper and lower case and read digits correctly.

Essential resources

There are no special resources needed for this unit, although it is recommended that a range of text types are available. Access to an illustrated dictionary during their learning activities would be beneficial.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to gain meaning from text	1.1	Follow a short text on a familiar topic	<ul style="list-style-type: none"> □ Short texts, e.g. simple fiction and non-fiction books, notices, maps, simple forms, simple appointment/greetings cards. □ Main event or topic identification in a simple text. □ Ideas and meanings in short texts, e.g. adverts and leaflets.
		1.2	Use language features to work out meaning in a short text on a familiar topic	<ul style="list-style-type: none"> □ Features of simple sentences, e.g. subject, verb, object. □ Features of text, e.g. page, line, sentence, word, letter, sign, form. □ Full stops and capital letters as boundary markers. □ Capital letter use (beginning of names, dates, places, the personal pronoun 'I') to identify information, e.g. place name to identify country lived in, identifying the name of a doctor on an appointment card. □ Pronoun use, e.g. he, him, she, her, them, they. □ Use of graphics/text to convey meaning. □ Common patterns of simple statements to support reading and understanding, e.g. subject-verb-object, subject-verb-prepositional phrase. □ Instructions that start with a verb, e.g. 'Keep left', 'Press the button'. □ How word order in simple sentences can affect meaning, e.g. Suzanna likes Christobel has a different meaning from Christobel likes Suzanna.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to identify the purpose of text	2.1	Identify the purpose of short text on a familiar topic	<ul style="list-style-type: none"> □ Layout features specific to types of text, e.g. timetables, warnings, prohibitions, directions. □ Purpose of text, e.g. to inform, to sell, to send good wishes, to warn, to request. □ Use of capital letters, bold to show emphasis. □ Use of conventional phrases in contexts, e.g. happy birthday, best wishes, good luck. □ Context and key word recognition use to infer meaning from text.
3	Be able to find information in text	3.1	Obtain relevant information from short text on a familiar topic	<ul style="list-style-type: none"> □ Key words in text, e.g. articles (a, the, an, some, any), prepositions (in, at, on, with, by, from), negatives (no, not, didn't). □ Use of images to convey the intended meaning. □ Information from a simple text, e.g. total cost on phone bill, bus times on timetable. □ How meaning is expressed in non-sentence messages, e.g. STOP, Open/Closed.
		3.2	Recognise symbols in text	<ul style="list-style-type: none"> □ Know the meaning of common symbols, e.g. #, @, &. □ Know the meaning of common signs, e.g. Do Not Enter, Hazard, First Aid. □ Types of signposts, e.g. tourist fingerposts, common road signs.
		3.3	Recognise words in text	<ul style="list-style-type: none"> □ Use of words on signs, e.g. in, out, off, down, way in, keep off, slow down. □ Prepositions of time and of place within short sentences, e.g. on, near, next, under, by, after. □ Key words, e.g. nouns, adjectives, verbs.

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Recognise digits correctly	<ul style="list-style-type: none"> □ Digits 1-9 with higher numbers such as house number, dates, bus numbers. □ Date day-month-year format, e.g. 28-2-14, 28th February 2014, 28-Feb-14. □ Commonly used symbols for currency, e.g. £, \$, €.
4	Be able to recognise letters	4.1	Identify letters of the alphabet in upper and lower case correctly	<ul style="list-style-type: none"> □ Alphabet sequence, e.g. be able to sequence letters in alphabetical order. □ Alphabetical order use, e.g. in an everyday list such as a phone directory. □ Use of upper and lower case letters in context.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners should have access to a range of activities and short texts relating to everyday life, for example in the workplace, in their place of study, in the community or at home.

Learners will learn how to follow a short text on a familiar topic to gain meaning and information. They will be able to distinguish the purpose of short texts, to recognise presentational features, and features of simple sentences, for example subject, verb and object. Learners will be able to recognise common signs and symbols relevant to everyday life, personal and key words and digits. They will be able to identify correctly the letters of the alphabet in upper and lower case.

To support the learner in developing skills in reading the tutor must provide examples of a range of everyday texts, for example simple books/poems/ songs, public signs and notices, simple forms, lists, adverts, posters, maps, simple tables, emails and appointment and greetings cards.

Learners should be encouraged to work in pairs or small groups as well as individually, to take part in discussions and to use an illustrated dictionary.

Learning outcome specific learning programme details

Learning outcome 1 – be able to gain meaning from text

Through a variety of activities, learners must be given opportunities to practise reading short texts and to recognise simple sentence structures. Learners will identify the ideas/meanings in short texts, for example special offers in an advert, local activities on a leaflet. They will learn that the use of graphics in text can help to identify meaning, for example photos in advertisements, signs in a workplace, illustrations in a cookery book.

Learners will learn about the features of simple sentences, for example subject, verb, object, and will be able to recognise common patterns of simple sentences for statements, for example subject-verb-object; subject-verb-prepositional phrase. They will learn that instructions usually start with the verb, e.g. press the button, keep left; the importance of word order in simple sentences in English and its effect on meaning; the use of different pronouns, for example I, we, he, she, they, you, me; and that not all texts consist of whole sentences, for example Way In, No Smoking, Surgery Hours.

Learners will learn about the function of full stops and initial capital letters in a sentence to mark off one sentence from another. They will learn how to use capital letters for the beginning of names, places, dates and for the personal pronoun 'I'. They will apply this knowledge to aid understanding and to identify information, for example the name of a doctor on an appointment card.

To deliver this section, tutors can use a range of activities, worksheets and short simple texts that relate to everyday life, for example a simple book, simple poems, songs, notices and common signs, simple forms, adverts and posters, maps, basic information on web pages and emails, appointment and greetings cards.

Learner activities and worksheets could give learners opportunities to:

- highlight initial capital letters in a short text
- highlight full stops in a short text
- highlight sentences
- highlight the verbs in simple instructions
- identify the subject of a simple sentence
- identify the object of a simple sentence
- highlight pronouns in text, for example I, we, he, she, they, you, me
- look at and read a variety of texts that do not contain full sentences, for example signs, notices, lists, adverts, simple forms
- identify the meaning of graphics in text, e.g. in adverts, posters, signs
- read a variety of short texts, for example a story/poem/song, a text about a topic of interest to the learner
- comment on the main idea in a short simple text, for example a story, poem, song.

Learning outcome 2 – be able to identify the purpose of text

Through a variety of activities, worksheets and examples of short, simple text relating to everyday life, learners will learn to distinguish the different purposes of text. They must have opportunities to read different types of short, simple texts that are appropriate to their everyday life, for example simple books, poems, songs, public signs and notices, simple forms, lists, adverts, maps, simple tables, emails, appointment and greetings cards.

Learners will learn to identify and predict the purpose of different text types using layout, for example information, warnings, directions, prohibitions, use of capital letters, and the use of emboldened words to show emphasis. They will be able to identify the purposes of text, for example to inform, to sell, to send good wishes, to warn, to request. They will learn conventional phrases used in particular contexts, for example Best Wishes, Happy Birthday, Good Luck.

Learner activities and worksheets can include opportunities for learners to:

- work in pairs or small groups and discuss the purpose of different texts, for example greetings cards, adverts, short stories, simple tables
- sort texts into categories, for example to inform, to sell, to request, to warn
- read texts that inform, for example a simple letter, a story, a simple table
- read texts that warn or prohibit, for example road signs, public signs
- read texts that try to sell something, for example adverts
- highlight features in text that show emphasis, for example capital letters, words in bold.

Learning outcome 3 – be able to find information in text

Through a variety of activities, learners will learn to find information in a range of short texts and obtain meaning from a combination of key words and symbols relevant to their everyday life, for example public signs and notices, simple forms, lists, adverts, maps, simple tables, emails, appointment and greetings cards. The needs and interests of individual learners should be taken into account in determining the words they need to be able to read.

Learners must be given opportunities to read a variety of short texts and be aware that it is not always necessary to read every word in order to understand or gain information from text. They will learn a number of words, signs and symbols and will know that some words are key personal words for them and their situation, for example name, country of origin, town in which they live.

Learners will be taught that some words and symbols occur in text more frequently than others, for example articles – ‘a’, ‘an’, ‘the’; negatives – ‘no’, ‘not’; forms of the verb ‘to be’, ‘to have’. Learners will recognise prepositions in short sentences, for example ‘The book is on the table’, ‘He lives in London’. They will know the ways of expressing prohibition, for example No smoking, No entry, Do not enter, Keep off. Learners will recognise and know the use of the words ‘in’, ‘out’, ‘off’, ‘down’ in signs, such as Way in, Way out, Keep off, Slow down. They will know the meaning of symbols used for common signs found in public places and will be able to distinguish between different directions indicated by various types of signpost, for example tourist finger posts, common road signs.

Learners will be able to read very simple tables, for example timetables, opening times on a shop door, calendars, and will know that reading a table involves looking horizontally and vertically to obtain the information. They will recognise the words, ‘across’, ‘down’, ‘up’.

Learners will learn words and abbreviations that are used in combination with other symbols and digits. They will recognise the digits 1-9 and some higher numbers, depending on their contexts, for example if they live at flat 104, number 188 bus to a destination. They will know how to read and understand symbols used for currency, for example £, \$, €. Learners need to know correct date format (day-month-year), for example 28-2-14, 28th February 2014, 28-Feb-14.

To deliver this section, tutors can use a range of activities, worksheets and short simple texts that relate to everyday life, for example common signs and symbols, simple forms, lists, adverts, maps, simple tables, emails, appointment and greetings cards.

Activities and worksheets can include opportunities for learners to:

- match words to pictures
- find words in an illustrated dictionary
- match words to symbols and signs
- find signs around their centre
- look at road signs in the Highway Code
- highlight prohibition signs
- play ‘word snap’
- highlight high frequency words in a text, for example an, the, and, but, off, out, am, have, work, live, like, want, speak, going
- highlight the most important words in a text, for example in adverts, appointment cards
- look at a variety of texts and scan for key words and symbols
- make a personal dictionary of their key words
- match handwritten numbers 1-9, to typed ones
- match numbers written as words to digits 1-9
- play money bingo
- highlight currency symbols in text

- highlight digits in text
- look at receipts and bills
- highlight specific dates on a calendar, in a diary
- highlight information in simple tables, for example times of buses or trains, time of a specific lesson.

Learning outcome 4 – be able to recognise letters

Through a variety of activities learners will learn to identify the letters of the alphabet in both upper and lower case letters. They will learn that the letters of the alphabet occur in a particular sequence and will begin to sequence them and learn alphabetical order.

Learners must have opportunities to read and understand words in different type styles or handwriting in upper and lower case. For example their name in a typed letter and in a message; the same signs shown in upper and lower case, PUSH/push, PULL /pull, TOILET/toilet.

They will learn and use the words 'vowel' and 'consonant'.

To deliver this section, tutors can use a range of activities and worksheets.

Activities and worksheets may include opportunities for learners to:

- match sets of words in upper and lower case, for example DANGER /danger, EXIT/exit, EIGHT/eight
- match words written in different fonts
- highlight letters or words in upper case in text, for example posters, adverts
- sort letters into alphabetical order
- sort words into alphabetical order, using initial letter, for example names, places shopping list
- learn the names of the letters in their name and address
- learn the sounds of the letters in their name and address
- highlight the vowels in words
- read simple forms and discuss if they should be completed in upper or lower case and the use of both upper and lower case.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform them that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.axiseducation.co.uk

www.excellencegateway.org.uk/esol

www.pearsonlongman.com/uk-ireland/esol/worksheets/index.html

www.skillsworkshop.org/esol

Other

Functional Skillbuilders Reading Entry level 1 Axis Education –
ISBN 978-1-84618-237-2 www.axiseducation.co.uk

Functional Skillbuilders English bundle-3 Entry Level 1 Axis Education –
ISBN FSEE1X www.axiseducation.co.uk

Title: **ESOL Skills for Life - Speaking and Listening**

Unit reference number: **F/506/1562**

Level: **Entry 1**

Credit value: **12**

Guided learning hours: **120**

Unit aim

The aim of this unit is to give learners the knowledge, understanding and skills they need to be able to communicate verbally. This includes engaging in conversations for different purposes and in different contexts such as in everyday life, in the workplace, and in their place of study. Learners will be able to listen and respond, to speak to communicate and to engage in discussion. They will know how to follow the gist of verbal communication. They will acquire key vocabulary to identify necessary detail from simple verbal communication. They will be able to follow single-step instructions correctly.

The unit will enable learners to speak clearly to communicate in a variety of contexts using key vocabulary and grammatical formats. They will be able to pronounce words clearly with appropriate stress and intonation. Learners will be able to convey information and relevant details, make requests to obtain information and provide a short verbal account.

The unit will develop learner's discussion skills. They will be able to make appropriate contributions to discussions in simple and familiar contexts. They will be able to ask for clarification, give facts and express simple views and feelings supported by the use of appropriate verbal and non-verbal communication.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to obtain information from simple verbal communication	1.1	Follow the gist of simple verbal communication	<ul style="list-style-type: none"> □ Contexts, e.g. teacher/fellow learner life stories, accounts of social activity, work colleague explanation. □ Key words to identify the topic of conversation, e.g. in the context of travel, key words might be train, single, return. □ Know that it is not always necessary to understand every word to get the meaning of the spoken text. □ Predictable patterns to follow the interactive nature of discussions such as phrases for expressing and asking for opinions, e.g. 'I think', 'what do you think?', word repetition to check meaning and understanding. □ Context clue use to identify unknown words, purpose, topic of discussion, body language. □ Use of adjacent words to help understanding. □ Recognising fixed expressions and collocations.

Learning outcomes	Assessment criteria		Unit amplification
	1.2	Obtain necessary information from simple verbal communication for a given task	<ul style="list-style-type: none"> □ Key word and phrase understanding to identify meaning, e.g. 'do you understand?', 'what do you mean?' □ How the meaning of a word can be affected by the position of the main stress, e.g. 'What is the main colour of the dress?', 'What is the main colour of the dress?', 'What is the main colour of the dress?' □ How the meaning of a sentence can be affected by the position of the main stress, e.g. 'Are we going on Sunday?', 'Are we going on Sunday?', 'Are we going on Sunday?' □ Ways to draw attention to detail, e.g. varying speed of utterance, repetition, stress. □ Main points, facts, ideas, opinions, attitude, feelings including necessary detail on straightforward everyday topics, e.g. directions to the train station, bus stop. □ Clues from vocabulary, voice volume changes, stress, intonation. □ Key grammatical structures, e.g. present simple, past simple with time markers. □ Spoken form of grammatical features, e.g. wh- question words, prepositions of place, negatives.
	1.3	Follow single step verbal instructions correctly for a given task	<ul style="list-style-type: none"> □ Order of events in an explanation. □ Sequence markers in a set of instructions, e.g. make sure, check, switch on, press the button. □ Deictic markers, e.g. this, that, here, there. □ Grammatical forms, e.g. imperative, negative imperative, must in instructions, ordinal numbers (e.g. the first street). □ Confirmation of understanding, e.g. by giving a verbal response, by taking appropriate action. □ Interrupting a narrative at appropriate points to ask for clarification e.g. questions, use of non-verbal body language, eye contact, signs.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to speak English to communicate	2.1	Use pronunciation to convey intended meaning	<ul style="list-style-type: none"> □ Key word and phrase use. □ Stress use, e.g. to distinguish between stressed and unstressed syllables. □ Phoneme pronunciation to make meaning clear. □ Intonation pattern use, e.g. to indicate facts. □ Grammatical form use, e.g. prepositions, determiners, plurals, adverbs, adverbials, imperative and negative imperative, verb forms. □ Intonation use to indicate attitude, e.g. politeness, friendliness.
		2.2	Use simple language appropriate for context when speaking	<ul style="list-style-type: none"> □ Appropriate language use, e.g. for introducing self and others using vocabulary with supportive voice, body language, eye contact. □ Intonation use to indicate facts. □ Reasons/explanations to follow up a statement of liking/disliking. □ Ways to avoid misunderstanding.
3	Be able to convey information	3.1	Provide a short verbal account for a given task	<ul style="list-style-type: none"> □ Grammatical forms, e.g. adverbs, adverbial phrases, imperative and negative imperative determiners, verb forms, question words. □ Correct pronunciation, e.g. place names. □ Stress and intonation use, e.g. to highlight main points. □ Contracted forms of verbs. □ Spelling words out loud. □ Appropriate language use, e.g. describing an event using vocabulary with supportive voice, body language, eye contact.

Learning outcomes		Assessment criteria		Unit amplification
		3.2	Convey relevant detail during a simple verbal communication	<ul style="list-style-type: none"> □ Structuring detail. □ Phoneme use to make meaning clear. □ Intonation pattern use, e.g. to indicate facts, to stress meaning. □ Appropriate language use, e.g. for introducing self and others using vocabulary with supportive voice, body language, eye contact. □ Ways to avoid misunderstanding. □ How to express feelings, responding to questions.
4	Be able to engage in discussion with others	4.1	Make relevant contributions to discussions	<ul style="list-style-type: none"> □ Recognising the main points to make relevant contributions. □ What to contribute to the discussion, e.g. facts, feelings, opinions. □ How to express opinions. □ Matching contributions to the formality of the discussion. □ Question type recognition, e.g. when, where, yes/no. □ Answering questions. □ Ways of greeting, introducing, leave-taking. □ Importance of intonation in encouraging social interaction. □ Non-verbal language, e.g. body language, eye contact, signalling understanding. □ Indicating agreement, disagreement. □ How to invite contributions from others, e.g. using appropriate phrases with non-verbal signalling. □ Ways to avoid misunderstanding.
		4.2	Express simple views clearly during verbal communication	<ul style="list-style-type: none"> □ Words to express personal wishes/hopes, likes/dislikes. □ Expressing feelings, e.g. with appropriate stress and intonation. □ Grammatical form use, e.g. nouns, adjectives, verb forms.

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Make effective verbal requests to obtain information	<ul style="list-style-type: none"> □ Grammatical forms, e.g. adverbs, adverbial phrases, imperative and negative imperative determiners, verb forms, question words. □ Question types, e.g. wh- type, yes/no type. □ Intonation pattern use when asking questions. □ Context clues to identify and understand unknown words. □ Clear pronunciation use. □ How to interrupt a narrative, e.g. questions, use of non-verbal body language, eye contact, signs. □ Conventions of interruption, e.g. turn taking, necessity for clarification.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners need to be given opportunities to practise their speaking and listening skills in different scenarios using a communicative approach that encourages participation and uses interactive teaching and learning strategies. Group work is required to practise discussion skills. Working in pairs can help to develop conversational skills and the use of questioning strategies to obtain information and detail. Learners must be given opportunities to watch and listen to other speakers engaging in conversations to identify features of non-verbal communication and pronunciation, including the role of stress and intonation.

Learners must develop their vocabulary and knowledge of words to support the development of their speaking and listening skills.

Learning outcome specific learning programme details

Learning outcome 1 – be able to obtain information from simple verbal communication

Learners need to be able to follow the gist of short explanations, instructions and narratives. They need to know how to pick out key words and phrases that identify the topic of conversation, for example in the context of travel, key words may be 'train', 'ticket', 'return'. Learners need to know that it is not essential to understand every word to get the meaning of the spoken text. Using context clues, body language and adjacent words can help them to identify unfamiliar vocabulary.

Learners need to take part in listening activities to acquire vocabulary, fixed expressions, and collocations. They can do this by listening to accounts of tutor/fellow learner life stories, watching TV, listening to a radio broadcast, responding to set questions.

Learners need to know how certain expressions are used for stating opinions, for example 'I think'. To practise skills in obtaining information, learners can be read a piece of simple text or they can listen to a conversation then be asked specific questions relating to the topic. Learners can participate in question and answer role-play activities with fellow learners, designed to extract specific information, for example on their hobbies, interests, place of work.

Learning outcome 2 – be able to speak English to communicate.

Learners need to know the importance of pronunciation to convey the intended meaning and of selecting appropriate language for a given context. Learners must be able to use stress and intonation correctly in their verbal communications, for example intonation to denote attitude (such as politeness, friendliness, dissatisfaction) and to state facts.

Learners can practise their pronunciation skills using key vocabulary in everyday scenarios, for example buying a travel ticket, booking cinema tickets, asking for change, asking the time. They need to listen to the pronunciation of phonemes and identify the stress on different syllables.

Learners must practise using grammatical forms such as prepositions, determiners (e.g. possession, plurals, quantity), adverbs (for example here, there), adverbials, imperative and negative imperative (e.g. for directions and location), verb forms (present, past, future, modal). Tutors can create role-play scenarios whereby learners must follow or give instructions/directions, for example in the context of travel, preparing food.

Learners must be given opportunities to practise expressing and responding to greetings, asking and answering questions and making statements of fact using different everyday contexts, for example giving personal information at the doctor's surgery, at their place of learning/work.

Learning outcome 3 – be able to convey information

Learners need to be able to give a short verbal account on a given topic. They can practise this by giving a personal account of where they live, where they like to visit and what they like to do in their spare time. Learners could recount similar information relayed to them by a familiar third party, for example a tutor/ fellow learner. They must be able to use key grammatical forms, for example verb forms (present, past, future, modal), contracted verbs (for example doesn't, isn't, she'll, you've), adverbs (here, there), adverbial phrases, imperative (command verbs) and negative imperative verbs (opposite of command verbs), determiners (for example possession, plurals, quantity). Learners must have opportunities to practise the selection of appropriate vocabulary for context and register.

Learners must convey relevant detail during simple verbal communication and know how to respond to questions appropriately using appropriate body language, eye contact, and intonation patterns. Learners can be given opportunities to practise these skills using different types of activities, for example responding to questions from a fellow learner about a favourite film or a recent day out where they are able to express feelings, and ask for clarification and to avoid misunderstanding.

Learning outcome 4 – be able to engage in discussion with others

Learners must be able to follow the main points of, and participate in, short discussion activities. They will need to practise making relevant contributions. Learners could be encouraged to express simple views, personal feelings and likes/dislikes clearly. Learners need to know how to use vocabulary and grammatical forms for different contexts, for example recounting personal experiences, expressing wishes/hopes for the future. They must be able to make effective verbal requests to obtain specific information. Tutors can prepare role-play activities, for example giving/receiving directions to a given location; discussion tasks which prompt the use of question words (who, what, where, how much/ many). Learners must be given opportunities to practise asking others for their opinions, likes/dislikes, indicating agreement/disagreement, greeting, introducing, leave-taking.

Learners need to know how to recognise suitable points to interrupt and the suitable phrases to do this. They will need to know the importance of intonation to encourage social interaction. Practice activities where learners can participate in a short discussion/debate on a familiar topic, such as the weather, shopping, transport, hobbies/interests, can help to consolidate their skills.

Learners need to know how to use non-verbal language within a discussion situation. They should be given opportunities to identify features of body language and eye contact, signalling understanding. Learners need to use non-verbal communication to invite contributions from others. To support skill development, activities where learners can observe the body language of speakers during a discussion activity can be used, for example watching other people in a job interview role play, watching a video of their own discursive performance.

Assessment

This unit is assessed through Pearson-devised tasks and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.bbc.co.uk/skillswise

www.excellencegateway.org.uk

www.pearsonlongman.com/UK-Ireland/esol/worksheets/index.html

www.skillsworkshop.org

Title: **ESOL Skills for Life - Writing**

Unit reference number: **L/506/1628**

Level: **Entry 1**

Credit value: **9**

Guided learning hours: **90**

Unit aim

The aim of this unit is to give learners opportunities to produce simple sentences to record and present basic information and ideas. Learners will be able to use correct punctuation for the end of sentences and they will use capitalisation for the beginning of sentences, names and places and for the personal pronoun 'I'. They will know when to write in full sentences and when it is appropriate to give short answers in texts relating to everyday life.

Learners will be able to complete simple forms correctly using upper- and lower-case letters. They will be able to spell personal key words and familiar words correctly.

Essential resources

There are no special resources needed for this unit but learners will need a range of activities, worksheets and forms.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to produce simple text	1.1	Construct simple complete sentences correctly for an intended audience	<ul style="list-style-type: none"> □ How to construct simple sentences using basic word order and verb form, e.g. write about oneself, a simple message, email to a friend, a note to a tutor, choosing the correct verb form to fill a gap in a sentence. □ How to place words in an appropriate order to convey meaning, e.g. rearrange jumbled sentences.
		1.2	Use full stops correctly	<ul style="list-style-type: none"> □ Full-stop use at end of sentences to mark off one sentence from another, e.g. add missing full stops to simple texts.
		1.3	Use capitalisation correctly	<ul style="list-style-type: none"> □ Capital letters use at beginning of sentences, e.g. writing simple sentences in texts, emails, notes, messages. □ Capital letter use for the personal pronoun 'I', e.g. when writing simple sentences about oneself.
		1.4	Spell words correctly	<ul style="list-style-type: none"> □ The correct spelling of key words and familiar words in simple texts, messages, emails, notes, e.g. lesson, tutor, family, country, live, like, come, work. □ Recognition of terms 'vowel' and 'consonant'. □ Recognition of short vowel sounds, initial, medial and final consonant sounds, and final digraphs such as ch, sh, th. □ Common letter patterns and strategies to help remember and spell words.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to complete a form	2.1	Record personal details on a simple form correctly	<ul style="list-style-type: none"> □ How to correctly fill in personal details on forms, e.g. name, address, telephone number, signature, date. □ Upper and lower case letter use on forms, e.g. upper case for the first letter of names and places, for the letters in a postcode, when to print the information in capitals. □ Digit use, e.g. dates, telephone numbers, house numbers, postcodes.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners should have access to a range of activities relating to everyday life such as worksheets, writing tasks and forms to complete.

It will be helpful for learners used to different writing conventions from those used in English, to know how to form letters of the alphabet in upper and lower case, write from left to right and space letters and words appropriately.

Learners will need opportunities to produce simple sentences in different kinds of texts such as forms, lists, messages, notes, records and to write short responses,. Learners can work with others in small groups as well as individually.

Learning outcome specific learning programme details

Learning outcome 1 – be able to produce simple text

Through a variety of activities, learners will need to know how to produce simple sentences to record and present basic information and ideas. They need to know the difference between a line of words and a sentence, how word order and verb form are used to form simple sentences and how sentences can be put together to make text. They will learn that simple sentences have different functions, for example make positive or negative statements, answer questions.

Learners will need to know the use of and the terms 'capital letter', 'full stop' and 'sentence'. They must be able to use capital letters at the start of sentences and full stops at the end of sentences to mark off one sentence from another. Learners will need to know the correct use of the personal pronoun 'I'.

Learners will need to know basic word order and verb form. They need to be able to use and spell correctly personal key words and familiar words, for example tutor, lesson, family, mother, son, country and key verbs such as like, live, come, work, is. Learners will need opportunities to develop whole-word recognition of key words through, for example, picture word matching, labelling pictures, word games and simple work sheets. They will need to know basic sound-symbol correspondence and common letter patterns in English to help spell words.

Learners will be taught the terms for vowels and consonants and will be able to recognise short vowel sounds, initial, middle and final consonants and consonant digraphs such as ch, sh, th. They should have opportunities to hear, identify and practise writing words with different sounds. They can practise strategies to help remember words, for example, use of a simple mnemonic, highlighting common letter combinations in colour, sounding letters out, segmenting a word into syllables.

To deliver this learning outcome, tutors can use a range of activities, for example simple worksheets, matching exercises, word games, writing tasks and simple texts such as notes, messages and emails, relating to everyday life. The use of text that includes visual aids, such as photographs and images can be helpful. Learners' can find it stimulating to learn while working in small groups as well as individually.

Activities and worksheets can be used for learners to:

- match words and pictures
- label pictures
- fill in missing vowels in simple words, for example **hat**, **pen**, **dog**
- fill in the missing final consonant in simple words, for example **shop**, **big**
- fill in missing initial and final digraphs, for example **sh**, **ch**, **th**
- play word games such as bingo and snap
- sort words into categories
- fit together words on individual cards to make a sentence
- fill in simple work sheets
- select the appropriate word to fill a gap in simple sentences
- rearrange simple jumbled sentences
- copy simple texts and add full stops and capital letters
- write a short dictation
- write simple sentences, for example about themselves, their family, where they live, their likes and dislikes
- write short notes, messages and emails using correct punctuation and capitalisation, for example a thank you note, an email to a friend.

Learning outcome 2 – be able to complete a form

Through the use of a variety of activities, learners will need opportunities to write digits correctly, for example today's date, date of birth, telephone numbers, house numbers and postcodes. Learners will need opportunities to practise writing upper and lower case letters.

Learners need to be taught the basic conventions of forms, for example short answers, personal details, use of upper and lower case letters, the use of black ink, when to print information in block/capital letters. They will need opportunities to fill in a range of forms and complete personal details, for example name, address, telephone number, nationality, signature, date.

To deliver this learning outcome, tutors can use a range of writing exercises and simple forms relating to everyday life, for example library form, lost property form, application form, competition forms, leisure centre form, withdrawal form.

Activities and worksheets can be used for learners to:

- form the letters of the alphabet in upper and lower case
- write from left to right, space letters and words appropriately
- name the letters of the alphabet
- match lower case letters to upper case letters
- fill in personal details on a variety of forms
- address an envelope using upper and lower case for names and places, capital letters for postcodes
- make lists of family names, places using a capital letter for initial letter
- highlight names and places that need a capital letter

- write the date on worksheets
- write telephone numbers, date of birth, postcodes
- simple texts that use dates, for example forms, appointment cards
- different ways of writing the date
- log-in name and passwords using letters and digits.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform them that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.axiseducation.co.uk

www.teachingenglish.org.uk

www.excellencegateway.org.uk/esol

www.pearsonlongman.com/uk-ireland/esol/worksheets/index.html

Other

Functional Skillbuilders Writing Entry level 1 Axis Education – ISBN 978-1-84618-242-6 www.axiseducation.co.uk

Entry 2 units

Title: **ESOL Skills for Life – Reading**

Unit reference number: **H/506/1571**

Level: **Entry 2**

Credit value: **6**

Guided learning hours: **60**

Unit aim

The aim of this unit is for learners to be able to read short, straightforward texts in order to gain meaning, identify purpose and find information. They will read texts such as public signs and notices, maps, lists, forms, notes, emails, simple narratives, letters and diagrams.

Learners will gain an understanding of the main events of different text types. They will use different strategies such as scanning, skimming and reading for detail to obtain information. They will understand how language and textual features are used to achieve different purposes, such as to describe, to inform, to sell, to entertain, to request action, to tell a story and to instruct.

Learners will know how grammar, punctuation and vocabulary are used in straightforward text. They will read and understand linking words, adverbials, words relating to personal information, high-frequency words, words with common spelling patterns and prepositional phrases. Learners will use first place letter alphabetical ordering to find and sequence words.

Essential resources

There are no special resources needed for this unit, although it is recommended that a range of text types and worksheets are available for learner use. Access to a simplified dictionary would be beneficial.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to gain meaning from text	1.1	Trace main events in short straightforward text	<ul style="list-style-type: none"> □ Textual features used, e.g. titles, headings, paragraphs, numbering, bullet points, illustrations, and graphics. □ Use of discourse markers to indicate a sequence of chronological events, e.g. first, next, then, after that. □ Use of basic pronoun referencing.
		1.2	Use language features to work out meaning in short straightforward text	<ul style="list-style-type: none"> □ Grammatical features such as simple prepositional phrases of time and of place, pronoun referencing, discourse markers, conjunctions, imperative verbs, simple present tense, past tense, future tense. □ Word order use to work out meaning in simple, and compound sentences. □ Connectives to create compound sentences, e.g. and, but, or. □ Punctuation marks such as commas, question marks, exclamation marks, capital letters, e.g. capital letters for proper nouns; full stops, question marks, exclamation marks for end of sentences; commas to separate items in a list. □ Context use to predict unknown words.
		1.3	Understand the meaning of words in short straightforward text	<ul style="list-style-type: none"> □ Spelling patterns to understand unfamiliar words e.g. letter combinations, visual shape, word association, word families. □ Words on forms use, such as, postcode, surname, block capitals, Mr/Mrs/Miss/Ms. □ Conventions of abbreviations, e.g. DOB (date of birth). □ Use of countable and uncountable nouns, e.g. eggs, information. □ Use of prepositional phrases, e.g. by next week, on the table. □ Use of time markers, e.g. when, until, before, after.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to identify the purpose of text	2.1	Use features of text to identify the purpose of short straightforward text	<ul style="list-style-type: none"> □ Text types, e.g. narratives, menus, letters, timetables, instructional manuals, newspapers, job adverts. □ Text features to assist navigation, e.g. headings, bold, underlining. □ Text features associated with certain texts types, e.g. bullet points, numbers on instructions, agendas. □ Main purposes of texts, e.g. describe, inform, sell, entertain, request action, tell a story, instruct. □ Instructions for action, e.g. tear-off slips, reply in writing, warning signs.
3	Be able to find information in text	3.1	Obtain relevant information from short straightforward text	<ul style="list-style-type: none"> □ Organisational features such as headings, sub-headings, bullet points, numbering in straightforward texts such as timetables, websites, instructional manuals, menus. □ Recognise and understand instructions for action.
		3.2	Obtain relevant information from an image	<ul style="list-style-type: none"> □ Use of simple maps, diagrams, photographs, illustrations, captions, instructions, warning signs. □ Recognise and understand instructions for action.
4	Be able to order words alphabetically	4.1	Use first placed letters to order words alphabetically	<ul style="list-style-type: none"> □ Order of letters of the alphabet to obtain information, e.g. lists, index. □ Order of letters of the alphabet to organise information, e.g. lists, index.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners need access to a variety of straightforward text types. Where they are drawn from their workplace or other parts of their education/training/own personal interests, the texts need to be suitable for Entry 2. Texts and images can be used to support the study of grammar, punctuation, textual features, to distinguish between the different types and purposes of text.

Learning outcome specific learning programme details

Learning outcome 1 – be able to gain meaning from text

Learners will need a variety of straightforward texts, for example narratives, menus, letters, job adverts. They will use the textual features, such as paragraphs, bullet points, numbering, titles, headings, illustrations, graphics, of these texts to help gain meaning. Learners need to know the use of grammatical features, for example simple present tense, past tense, future tense, prepositional phrases of time and place, pronoun referencing, conjunctions, imperatives. They must use discourse markers for sequencing to gain meaning from text. Learners must understand the names and functions of punctuation marks, for example commas, question marks, exclamation marks.

Learners must know common words and words with common spelling patterns.

In order to deliver the above, a variety of approaches can be used. For example, learners can find it helpful to work in small groups or pairs for some activities as well as working on an individual basis.

Learners could:

- examine a text with titles and illustrations to predict content and unknown words, and discuss any relevant background knowledge they have of the subject area, a recipe book is an example of a text that could be used
- compare bullet points used to emphasise importance and that do not have to be followed in order, with the use of numbering which does have to be followed in order
- create a set of instructions using numbers and imperative verbs to denote action, for example instructions on how to make a cup of tea, such as: 1. Fill kettle with water, 2. Switch on kettle. Learners could swap instructions to check for clarity and understanding

- use the set of instructions above for making a cup of tea, in pairs or small groups, learners could then use discourse markers in front of the imperatives, for example: First fill the kettle... Learners could swap instructions to check for clarity and understanding
- work in small groups to discuss and highlight simple present tense, past tense and future tense to work out meaning of a short narrative
- look at sentences and identify the subject, verb and object for word order and then using their own knowledge discuss if the sentence makes sense, for example: 'She cooked the kitchen/chicken'
- look at and discuss examples of the conjunctions used to create compound sentences, for example and, but, or. Conjunctions for time, such as, when, before, after, until
- discuss and list phrases, for example simple prepositional phrases of time and of place in order to sequence information
- use pronoun referencing, for example the tutor could ask, 'Is Mary taller than Turkan?'. Learners could then respond with, for example 'Yes, 'she is taller than Turkan'
- identify names of punctuation marks and uses
- work in small groups and discuss strategies for recognising common words and specific vocabulary, for example recognise that the word 'facial' is linked to face
- talk about forms they have completed. They can discuss the purpose of the form, the personal information asked for and the words and abbreviations used, such as, postcode, surname, Mr/Mrs/Miss/Ms, and instructions such as, use black ink or block capitals.

Worksheets can be used for learners to:

- reorder jumbled instructions
- select discourse markers, for example first, second, then, next, finally, to a set of instructions
- identify the countable or uncountable nouns
- choose the correct imperatives for a set of instructions, such as, fill/pour the kettle with water
- put sentences into chronological order
- circle pronouns and to whom or what they relate
- identify the present, past and future tenses
- fill in the gaps with a range of options for, conjunctions, simple prepositional phrases of time, and of place, pronouns
- match the correct names to punctuation marks, such as, comma, question mark, and explanation mark
- identify missing punctuation markers, including capital letters for proper nouns and the beginning of sentences, in a variety of texts relating to everyday life
- use tables with headings for, 'subject', 'verb', 'object', 'conjunction', 'subject', 'verb', 'object', put jumbled sentences into the correct word order
- choose the correct noun to complete a sentence in order for it to make sense, for example I wrote an email/computer, I drank my cup/tea etc

- gap-fill text with a selection of common words
- complete a selection of simple forms.

Learning outcome 2 – be able to identify the purpose of text

Using a variety of short, straightforward texts, images, and signs, learners must distinguish between purposes of text, identify same genre texts and recognise instruction for action.

In order to deliver the above, a variety of approaches can be used. For example, learners may find it helpful to work in small groups or pairs, as well as individually.

Learners should be encouraged to:

- look at a variety of same genre texts, for example menus, instructional manuals, newspapers, job advertisements, timetables, signs, and simple maps, and list their common features, such as layout, use of headings, and sentence types
- identify exemplar texts for different purposes, e.g. describe, inform, sell, entertain, request action, tell a story, instruct
- find and list signage at their learning venue and discuss meaning
- look at and discuss instructions for action on texts, such as, please reply in writing, tick boxes, tear off slips on forms.

Worksheets can be used for learners to:

- match texts with their purpose
- underline all instructions for action
- complete a straightforward survey, requiring tick box responses and a tear-off slip to request further information
- match signs with their meanings.

Learning outcome 3 – be able to find information in text

Learners need access to a variety of straightforward texts, including illustrations and graphics, to locate specific information. They will use different reading strategies to locate information. Skimming and scanning strategies can be used to help learners to get the gist of the text before they read in detail for specific information.

Learners can be given activities to find information in previously unseen texts, a variety of approaches can be used to deliver this. For example, could work in small groups or pairs, as well as individually.

Learners should be encouraged to:

- in a timed activity, skim a selection of texts by quickly reading titles, subheadings and the beginning and ending of paragraphs to get the gist
- in a timed activity, scan a selection of texts to find information, for example personal details on a form, the time of a TV programme, a surgery's opening and closing times
- in a timed activity, use titles, subheadings and beginning and endings of paragraphs to get the gist
- in a timed activity, find specific information, for example the number of eggs used in a recipe, by recognising and selecting a recipe from a variety of texts, then using textual features to find the key word – egg

- read in detail directions to various locations within the learning venue and discuss and agree on the correct destination
- read a simple map and mark specific locations
- look at a selection of illustrations, images, and captions and discuss how they can be used to interpret information.

Worksheets can be used for learners to:

- find and highlight ESOL classes in a prospectus
- answer questions from a timetable, a menu, a library information leaflet, email, signs, a bank statement etc
- mark locations on a simple map
- follow instructions to find the destination on a simple map
- select pictures from a mail order catalogue to match items on a list
- match illustrations to an accompanying set of instructions
- from a range of options, select the appropriate image for a text, for example an advert selling a bike accompanies a picture of a bike, a menu accompanies a picture of a cup of coffee, a leaflet about gardening accompanies a picture of a fork and spade etc.

Learning outcome 4 – be able to order words alphabetically

Learners must be able to order words using the first placed letter. Learners will need a written copy of the alphabet and individual letters of the alphabet.

In order to deliver the above a variety of approaches can be used, for example learners could work in small groups or pairs, as well as individually.

Learners should be encouraged to:

- read the alphabet aloud to understand the order
- read the alphabet aloud to know different pronunciations in order to understand unfamiliar words
- respond to the tutor calling out the name of a letter by holding up the appropriate letter
- play alphabet bingo
- create an alphabetical register of learners in their class, using the first placed letter.

Worksheets can be used for learners to:

- gap-fill the alphabet
- reorder a simple alphabetical list using the first placed letter
- find the name of their home country in an alphabetical list
- match a list of common words with the correct letter.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.teachingenglish.org.uk

www.excellencegateway.org.uk

www.skillsworkshop.org

www.talent.ac.uk

Title: **ESOL Skills for Life - Speaking and Listening**

Unit reference number: **J/506/1563**

Level: **Entry 2**

Credit value: **12**

Guided learning hours: **120**

Aim and purpose

The aim of this unit is to give learners the knowledge, understanding and skills required to be able to follow the gist of verbal communication and to enable them to obtain information when listening to short narratives and explanations. The unit will enable learners to follow straightforward verbal instructions; they will be able to use intonation and pitch to speak clearly to convey meaning within formal and informal contexts.

Learners will learn how to use correct pronunciation, appropriate grammar, stress and intonation depending on the context. They will express feelings and personal interests and learn how to make requests and ask appropriate questions to confirm understanding.

The unit will enable learners to prepare for and take part in a group discussion. They will know how to use appropriate grammatical forms during verbal communication, be able to make appropriate contributions and obtain detail from the discussions.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to obtain information from verbal communication	1.1	Follow the gist of verbal communication	<ul style="list-style-type: none"> □ Key words in order to identify the topic. □ Key words helps to get the gist and understand the context, e.g. during a discussion with a friend about their plans for the weekend. □ Predictable patterns of speech to help recognise context and predict meaning. □ Stress on key words to give meaning. □ Use context clues and other words to guess the meaning of unknown words, e.g. when talking to a shop assistant the key words may be to do with money. □ Clarify meaning when listening to speakers who may have a range of ways of pronouncing English, e.g. when ordering a meal in a restaurant. □ Recognise the topic and purpose of a discussion. □ Make contributions relevant to the topic under discussion, e.g. during a meeting with colleagues.

Learning outcomes		Assessment criteria	Unit amplification
		1.2 Obtain necessary information from straightforward verbal communication for a given task	<ul style="list-style-type: none"> □ Key words and phrases to obtain information. □ How stress within words gives indication of meaning, e.g. when listening to an explanation about how to use a piece of equipment. □ Key grammatical structures, e.g. present simple, adverbs of frequency, past simple with time markers, present continuous with future meaning. □ Non-verbal language use to check and confirm understanding, e.g. eye contact, hand signals. □ Spoken form of grammatical features and their function when listening for detail, e.g. questions, statements, instructions, contractions, -ed endings of verbs. □ Recognise that information or content words are normally stressed within sentences, e.g. 'I went to Brighton for the day', 'I can't come now'. □ Listen for key words, e.g. when listening to an announcement at a railway station to find the platform for the correct train, during an induction on health and safety at college or work.
		1.3 Follow straightforward verbal instructions correctly for a given task	<ul style="list-style-type: none"> □ Follow and respond appropriately to explanations, directions, instructions. □ Grammatical forms, e.g. imperative, negative imperative, 'must' in instructions. □ Order of events in an explanation. □ Sequence markers in a set of instructions, e.g. first, then, finally, e.g. to understand the order of a set of instructions. □ Deictic markers, e.g. this, that, here, there. □ Discourse markers indicating cause, effect and result, e.g. because, of, so (e.g. 'You need to switch it off when you're not using it, so that the battery doesn't run low').

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to speak English to communicate	2.1	Use pronunciation to convey intended meaning	<ul style="list-style-type: none"> □ Use of stress and intonation to make speech comprehensible and the meaning understood. □ Use of stress on the most important content words in sentences, e.g. 'Could I possibly leave at 12 today'. □ Stress-timed rhythm, using stressed and unstressed syllables. □ Intonation to indicate attitude, e.g. politeness. □ Distinguishing between similar-sounding phonemes to make meaning clear.
		2.2	Use straightforward language appropriate for context when speaking	<ul style="list-style-type: none"> □ Opening and closing a conversation. □ Introducing new topics. □ Use of language according to context, e.g. during introductions, 'Hello, my name is...' □ Intonation, body language and eye contact according to context. □ Express degrees of liking/disliking. □ Express feeling/wishes/hopes with appropriate intonation. □ Express feeling/wishes/hopes using adjectives. □ Time markers with future reference, such as 'I would like to get a job next year'. □ Express an opinion using phrases, e.g. 'I believe he's too busy...' □ Elaborate on an opinion giving reasons, e.g. 'I like Manchester because...'

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to convey information	3.1	Provide relevant information to others during straightforward verbal communication	<ul style="list-style-type: none"> □ Seeking clarification, e.g. 'I am sorry I don't understand. Could you explain it again, please?' □ Grammatical forms, e.g. present simple, past simple, present continuous, prepositions of place and of time, indefinite and definite article, possessive 's' and possessive pronouns. □ Contracted verb use, e.g. 'She's working tomorrow'. □ State facts using appropriate intonation patterns according to formality/context. □ Responding to requests for information. □ Discourse marker use to introduce information. □ Link giving information with asking for information, e.g. What about you? Where do you live? □ Appropriate language use, e.g. for introductions ('Hello, my name is...'). □ Intonation, body language and eye contact use for context.
		3.2	Provide a verbal account for a given task	<ul style="list-style-type: none"> □ Time marker use to sequence accounts/instructions/give directions and make the meaning clear, e.g. ago, next week, every day, in the morning, 'First, you switch it on here, then press this button...' □ Stress and intonation use to emphasise the main point and create interest, e.g. 'I can't swim very well. Can you?' □ Giving directions e.g. 'Go straight on past the traffic lights and turn right. It's next to...' □ Grammatical forms to express present simple, imperative, prepositional phrases. □ Stress on key words and repeating key information when giving directions and instructions, e.g. 'Turn right when you come out of the station...'

Learning outcomes		Assessment criteria		Unit amplification
				<p>...continued</p> <ul style="list-style-type: none"> □ Present tense use when describing a person, place or thing, e.g. 'He's tall and slim'. □ Adjectives, and comparative adjectives, e.g. 'She is tall and has got longer, darker hair than her sister'. □ Descriptions used as fact or opinion, e.g. 'Hong Kong is busy and expensive'.
4	Be able to engage in discussion with others	4.1	Make appropriate contributions to discussion	<ul style="list-style-type: none"> □ Recognise and understand the main points during discussions. □ Use discourse markers to make relevant contributions to the discussion topic, e.g. you're right; maybe, but; I'm not sure. □ Phrases and non-verbal language use, e.g. 'What do you think about...?'. □ Phrases to indicate agreement/disagreement, e.g. 'That's right', 'I think so too'. □ Introduce a new topic during discussions, e.g. by asking for an opinion, likes, dislikes. □ Make requests for action. □ Phrase use to respond to action, e.g. sure, there you go, and take appropriate action. □ Polite intonation usage, e.g. 'Sorry, no smoking in the doorway', 'I am really sorry but I must go'. □ Introductions, 'Hello, my name is...' □ How to use intonation, body language appropriate to the situation. □ Intonation to express mood/attitude, e.g. 'I am sure we talked about this before'

Learning outcomes		Assessment criteria	Unit amplification
			<p>...continued</p> <ul style="list-style-type: none"> □ Recognise and respond to wh-, yes/no type, comparative questions. □ Use verb forms and time markers, such as present simple, simple past, future, e.g. 'How often do you go to the cinema?' 'Not very often, only about twice a year'.
	4.2	Express views clearly during verbal communication	<ul style="list-style-type: none"> □ Express degrees of liking/disliking, e.g. 'I hate', 'I quite like'. □ Intonation use to reflect the strength of the feeling expressed, e.g. 'I am so pleased'. □ Adjective use to express feeling/views. □ Words to express personal wishes/hopes, likes/dislikes. □ Elaborate on an opinion, giving reasons, e.g. 'I like Manchester because...' □ Use phrases to express/ introduce an opinion, e.g. 'I think Mrs Smith is a good tutor'. □ Follow up/expand on an opinion by giving a reason, e.g. 'I think she's a good tutor because she listens to us'.
	4.3	Obtain specific information from others	<ul style="list-style-type: none"> □ Context clues/non-verbal language use to understand the detail given, e.g. when talking to a shop assistant. □ Asking for clarification using verbal and non-verbal language, e.g. by giving an opinion or making a comment. □ Intonation that indicates politeness/rudeness in questions, e.g. 'Can I help you?'. □ Preface to a request with a 'warning' that a request is coming, e.g. 'Sorry to bother you, I need to ask could I come in late tomorrow because I've got an appointment?'. □ Dealing with a negative response, e.g. 'I don't agree with you...however, I think you have a valid point'.

Learning outcomes	Assessment criteria	Unit amplification
		<p>...continued</p> <ul style="list-style-type: none"> □ Recognising and responding to open/closed questions, e.g. 'Are you coming on Monday or Tuesday?' □ Asking comparative questions, e.g. 'Is organic meat more expensive than other meat?' □ Common verbs use to refer to past, present, future time in questions, e.g. 'Did you play a musical instrument when you were a child?', 'How often do you go to the gym?', 'Where will you go on holiday next year?' □ Showing interest in the response given to a question. □ Showing interest when responding to a question/response. □ Adverbs of frequency use, e.g. 'Did you see the monthly newsletter?' □ Asking questions using the past simple forms of 'be', 'do', 'have'. □ Using regular/irregular verbs in questions, e.g. modal verbs. □ Confirm understanding by summarising the information, e.g. when asking for directions, repeating instructions. □ Intonation use when asking questions, e.g. 'Are you coming on Monday or Tuesday?', 'Are you coming on Monday or Tuesday?' □ Using time markers in questions, e.g. ago, yesterday.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

Learning outcome programme

Learners need to be given opportunities to practise their speaking and listening skills in different scenarios using a communicative approach that encourages participation and uses interactive teaching and learning strategies. Group work is required to practise discussion skills. Working in pairs can help to develop conversational skills and questioning strategies in order to obtain information and detail. Learners must be given opportunities to watch and listen to other speakers engaging in conversations to be able to identify features of non-verbal communication and pronunciation, including the role of stress and intonation.

Learners must develop their vocabulary and knowledge of words to support the development of their speaking and listening skills.

Learning outcome specific learning programme details

Learning outcome 1 – be able to obtain information from verbal communication

Learners will need to know how to obtain the gist of a conversation and be able to listen for, and obtain information from, short narratives and explanations. They need to be able to use key words and phrases to predict meaning. Learners need to recognise that they do not need to understand every word to follow the gist of the discussion. They need to recognise and respond to sequence markers such as first, then, and finally, for example when following a set of instructions. They need to recognise discourse markers such as 'because of', 'as a result'.

Learners must recognise a speaker's use of stressed words and intonation to support the identification of gist. They will recognise the grammatical tenses present simple, past continuous with future meaning, for example 'I am working next Sunday'.

Learners will need the opportunity to listen to dialogues that vary in context and register, such as a weather report on the television or a customer making a complaint in a shop, to be able to practise extracting the key information.

Learning outcome 2 – be able to speak English to communicate

Learners will be able to use pronunciation correctly to communicate and convey their intended meaning. They need to use stress, rhythm, pitch, intonation, eye contact and body language in order to aid others' understanding of the topic or intended meaning. Learners will need to practise their speaking skills for formal and less formal situations.

Learners will need to be able to express degrees of like/dislike/feelings, for example 'I like', 'I quite like', 'I am so pleased about...' and will need to be given opportunities to practise this during formal and less formal exchanges, for example during a mock interview; discussion about musical tastes.

Learners will need opportunities to listen to examples of pronunciation and language used to convey meaning and detail. They could listen to conversations between people, for example a customer talking to a supermarket customer service representative; a friend giving advice to someone. Learners can work in pairs to identify and discuss the pronunciation and language used. Continuing in their pairs, they can role play the situation themselves to practise their pronunciation and language skills.

Learning outcome 3 – be able to convey information

Learners will need to be able to give explanations and state facts during communications, for example explaining to a colleague how to use a piece of equipment, recounting recent events. They will need to be able to use grammatical forms such as present simple, past simple, present continuous and prepositions of place and of time, for example 'My mother is coming here to see me next week'.

Learners will need to prepare for and take part in discussions. They will need to be able to state facts, give and receive information, use supportive intonation, body language and eye contact for the situation. Learners will need opportunities to practise making requests, asking and answering questions such as 'Tell me about...?'. They need opportunities to have group discussions on topics that vary in context and require different registers. An imaginary situation could be, for example, discussing the relative merits of branded goods as opposed to own-brand products.

Learning outcome 4 – be able to engage in discussion with others

Learners will need to be able to plan for and take part in discussions. They will need to make relevant contributions at the appropriate time for the situation and context. Learners will need to practise their discussion skills, know when to express their views, and when to listen to the views of others. They will need to recognise and be able to respond appropriately to open (wh-), closed (yes/no questions). Learners will need to be able to ask and respond to comparative questions, for example 'Do you want rice or chips with...?'. Learners can be given role-play situations where they can practise asking and answering questions in different situations, for example discussions with friends, colleagues, managers, neighbours, shop assistants. They need to be able to express their views and discuss their likes and dislikes on a variety of topics. Learners must be able to use intensifiers for expressing feelings, for example 'I am strongly against that idea'; modal verbs for different tenses, for example 'I may go swimming tomorrow', 'We would have joined you if we had known'.

Learners need to be able to use context clues and other non-verbal language signals when listening for detail. They need to be able to signal misunderstanding, and ask for explanation to clarify meaning, for example frowning during a discussion, repeating details for confirmation.

Assessment

This unit is assessed through Pearson devised tasks and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. When preparing learners for assessment, centres must inform learners that it is important to attempt all questions.

Suggested resources

Textbook

Cunningham S, Eales F, Moor P – *New Cutting Edge Pre-Intermediate Students Book* (Pearson Education Limited, 2005) ISBN 9781405852289

Websites

www.bbc.co.uk/skillswise/english

www.teachingenglish.org.uk

www.excellencegateway.org.uk/ESOL/

www.pearsonlongman.com/uk-ireland/esol/worksheets/index.html

www.skillsworkshop.org/esol

Title: **ESOL Skills for Life – Writing**

Unit reference number: **R/506/1629**

Level: **Entry 2**

Credit value: **9**

Guided learning hours: **90**

Unit aim

The aim of this unit is to give learners the knowledge, understanding and skills needed to be able to produce simple text for an intended audience. Learners will learn how to complete a form and produce simple text such as emails, messages, notes, records, lists, narratives.

Learners will be able to present information in a format suitable for the intended audience. They will be able to construct simple and compound sentences. Learners will spell words correctly, including their personal details. They will know what adjectives are and be able to use them. Learners will be able to use punctuation marks such as full stops, commas and question marks. They will be able to use upper and lower letters correctly, including capital letters for proper nouns.

Essential resources

Learners should work with a variety of text types to inform their writing according to audience and purpose. Dictionaries and spell checkers can be provided but learners will not be able to use them during assessment.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to produce simple text for a given audience	1.1	Present information in an appropriate format for the intended audience	<ul style="list-style-type: none"> □ Purpose of text, e.g. inform, persuade, explain. □ Types of text, e.g. email, formal letter, simple story. □ Documents with pre – set formats, e.g. forms. □ Documents without pre – set formats, e.g. email, letter. □ Using format to write short texts for different audiences, e.g. greetings card to friend, email to a tutor, message to a work colleague, an order form, a personal narrative, poem or simple story. □ Recognition that texts of a similar genre share common features, e.g. layout, use of headings.
		1.2	Construct simple and compound sentences correctly	<ul style="list-style-type: none"> □ Appropriate word order to write simple sentences, e.g. simple instructions, simple sentences about themselves. □ Know the terms conjunction and compound. □ Use conjunctions to make compound sentences, e.g. and, but, as. □ Know where it is and where it is not necessary to write in full sentences. □ Use of verb forms, e.g. past, present, future. □ Use of adverbial time references. □ Use of noun phrases. □ Use of prepositional phrases.

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Use adjectives correctly	<ul style="list-style-type: none"> □ Know the terms adjective and noun. □ Use of adjectives to extend information about a noun. □ Use of adjectives to describe people, places, feelings or objects, e.g. a description of a person they know, a description of a place they would like to live. □ Word order and the use of adjectives in simple sentences. □ Comparative form use of adjectives, e.g. small/ smaller; easy/easier; light/lighter; heavy/heavier.
		1.4	Use punctuation correctly	<ul style="list-style-type: none"> □ Use of capital letters, full stops as boundary markers. □ Question mark use to indicate that a question is being asked. □ Comma use in a list.
		1.5	Use upper and lower case letters correctly	<ul style="list-style-type: none"> □ Know the meaning of the terms upper case, lower case, capital letters. □ Capital letter use as a boundary marker. □ Capital letter use for proper nouns, e.g. days, months, names of people, places. □ Lower case usage when writing prose, e.g. sentences. □ Conventions of using capitals and lower case together, e.g. 'Anne owns a Rottweiler dog called Bob.'
		1.6	Spell words correctly	<ul style="list-style-type: none"> □ Strategies to spell correctly, e.g. common words, learner's personal details (name and address on forms). □ Spelling patterns, e.g. consonant clusters, vowel phonemes. □ Silent letters in words, e.g. night, listen, hymn, guitar, handsome.
2	Be able to complete a form	2.1	Record personal details in a form correctly	<ul style="list-style-type: none"> □ Forms, e.g. an application form for a job, an application form to join a library. □ Form-filling conventions. □ Form completion instructions, e.g. delete/circle/use capital letters. □ Abbreviations, e.g. D.O.B.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

Learning outcome programme

Learners could be given access to a range of texts used in everyday life, for example in the learning establishment, at home or in the workplace. To support the learner in developing skills and confidence in writing simple text the tutor can give examples of everyday texts, for example emails, messages, forms. The tutor can use texts that reflect learners' personal experience and choices.

Learners should be encouraged to work with others and to contribute to discussions.

Learning outcome specific learning programme details

Learning outcome 1 – be able to produce simple text for a given audience

Learners can examine examples of different types of text (for example a short note, an email, a postcard) to discuss their purpose, (for example to inform about a holiday resort; instruct how to get to a restaurant; to persuade someone to join a gym). Learners can work in pairs or in small groups to match different types of text to different readers, for example an email to a teacher, a greeting card to a friend. Learners must understand that texts of the same type that share a common purpose, will also share common features, for example layout, use of headings, sentence type. Learners must understand that different texts have different formats and that these formats can be pre-set, for example forms or variable, for example, letters.

Learners must be familiar with the use of suitable language for the text they are composing, for example the opening and closing of a letter, a note, an email.

Learners must know the difference between simple and compound sentences and how the latter are constructed from joining two independent clauses. Tutors can encourage learners to work in pairs to examine examples of sentences using the conjunctions 'and' or 'but' to connect two clauses. Learners can then be given worksheets to practise joining simple sentences together using those conjunctions to form compound sentences.

Learners must be familiar with simple tenses and be able to use these tenses correctly to signify past, present or future time. Learners can compose simple text, for example, I saw my friend last week, I am going shopping on Friday.

Working in pairs or groups to look at a variety of short texts, learners can identify those texts that use full sentences, for example a letter and those that do not, for example a greeting card or recipe. Learners must be aware that it is not always necessary to use full sentences.

Learners must become familiar with the term 'adjective' and know that an adjective is used to describe a noun. Working individually or in pairs learners can:

- read a simple descriptive text and highlight the adjectives in one colour and the nouns in another
- make sentences more interesting by adding adjectives to describe nouns, for example I tidied the room
- use a photograph of a person or place and suggest adjectives for describing them/it
- complete a gap – fill exercise using the correct adjective.

Learners must know that punctuation is used to aid understanding of text. Tutors can use the following to help learners to select the correct capitalisation and punctuation for a sentence:

- read a simple text containing capitals, full stops, question marks and commas and underline each punctuation mark
- identify the questions in a short text, for example in a course leaflet
- add missing punctuation marks to a simple text
- write a short text using punctuation correctly.

Learners must be able to spell common words correctly. To support this, learners must be able to recognise the sound–symbol relationship and common letter patterns in familiar words. Tutors can give learners cards with words that spell phonetically, for example tree, street, make, take, name, game, and ask learners to suggest similar words to them.

Phonics

At this level, learners should recognise and use a wider range of phonics.

Initial common clusters: bl (black), br (brown), cl (close), cr (cream), dr (drink), fl (fly), fr (friend), gl (glass), gr (grill), pl (place), pr (Prime Minister),scr (scream),sk (skin),sl (sleep), sm (smile),sp (spell), squ (squash), st (stop), str (street), tr (train), tw (twins), thr (through).

Common final clusters: ct (fact), ft (lift), ld (build), lt (melt), nch (lunch), lth (health), nd (second), nt (sent), lk (milk), lp (help), mp (lamp), nk (think), rd (heard),sk (task), sp (crisp), st (first), xt (next).

Vowel digraphs: ee (feet), ea (seat), oo (moon), u–e (tune), ew (flew), ue (blue).

Diphthongs: ie (lie), ai (train), a–e (name), ay (play), i–e (bite), igh (high), y (fly), ow (cow), ou (sound).

Learners must also recognise and use:

- letter patterns common in English, for example: tion (station)
- silent letters, for example: ight (light), wr (write), ould (could), lk (talk)
- prefixes and suffixes, for example: un (unhappy), re (return), less (helpless)
- structural endings, for example: plural s, ed (walked), ing (cooking).

Tutors can encourage strategies for learning to spell words, for example mnemonics, words within words, and prepared worksheets for 'look, say, cover, write, check', using a spell checker and spelling games.

Learning outcome 2 – be able to complete a form

Learners must be able to complete a form correctly. Learners can look at examples of simple forms, for example an order form, an application form, and discuss the importance of form filling. This can lead to a discussion on the instructions and conventions that are found on a form.

Learners can work in pairs and complete a matching exercise, for example matching verbal questions to form-filling instructions for the following:

- When were you born?
- date of birth
- Where do you live?
- address.

This can be a paper-based activity or use cut and paste features on a computer.

Learners can work individually, in pairs or in small groups to practise filling in forms through a variety of exercises:

- ask each other questions and then complete a form for each other. Return the form to the other person to check that personal details have been completed correctly
- look at a short text containing personal details about someone, and a form with their details filled in. The learner then checks that the form has been correctly completed.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.teachingenglish.org.uk

www.excellencegateway.org.uk/ESOL/

www.pearsonlongman.com/uk-ireland/esol/worksheets/index.html

www.skillsworkshop.org

www.talent.ac.uk

www.usingenglish.com

Entry 3 units

Title: **ESOL Skills for Life – Reading**

Unit reference number: **K/506/1572**

Level: **Entry 3**

Credit value: **6**

Guided learning hours: **60**

Unit aim

The aim of this unit is to give learners the knowledge and skills they need to be able to read and understand straightforward texts used in everyday life, such as forms, narratives, letters, simple instructions.

Learners will read and understand the main events of chronological, continuous descriptive, and explanatory texts of more than one paragraph. They will learn to recognise the common structure of paragraphs and understand and identify how meaning is built up in paragraphed texts. Learners will know how language is used for different purposes, for example to instruct, explain, inform, describe, persuade. They will identify the key organisational features of instructional text and how to use organisational features to locate information, for example contents page, index, menus. Learners will have opportunities to obtain specific information through detailed reading, and be able to relate an image to print and use it to obtain information. They will identify the main points and ideas and predict words from context.

Learners will have opportunities to develop understanding of relevant key words and phrases commonly used in short, straightforward texts. They will know the importance of alphabetical order and use first and second placed letters to sequence words and to find words in dictionaries and reference sources. Learners will have opportunities to gain knowledge of how grammar and punctuation is used in straightforward texts to help their understanding of written text.

Essential resources

There are no special resources needed for this unit, although it is recommended that a range of text types and worksheets is available. Access to a dictionary during learning activities would be beneficial.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to gain meaning from text	1.1	Identify the main points of short straightforward text	<ul style="list-style-type: none"> □ Recognition that some parts of texts may be more important to overall meaning than others, e.g. main points and ideas in a range of texts such as newspaper or magazine articles, formal letters, college leaflets. □ How the first sentence in a paragraph often introduces the main point or establishes a new idea.
		1.2	Identify main events in short straightforward text	<ul style="list-style-type: none"> □ How meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph in a range of genres. □ Common structure of paragraphs and how they link together to develop meaning through a text, e.g. how a final sentence in a paragraph may lead on to the subject of next paragraph. □ Organisational features of different paragraphs to build up meaning in texts.

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Use language features to identify meaning in short straightforward text	<ul style="list-style-type: none"> □ Language features in simple instructions, such as the use of imperatives, second person, short sentences, e.g. Cook on a medium heat., Write in block letters., Tick the appropriate box. □ Key grammatical form use, e.g. tenses, conjunctions, adverbs, adjectives, pronoun, phrase, articles, negative and how they can carry meaning. □ Use of punctuation marks, e.g. capital letters, full stops, question marks, exclamation marks, commas to separate words in a list or parts of a sentence, speech marks, bullet points, numbering.
		1.4	Identify the meaning of words and phrases in short straightforward text	<ul style="list-style-type: none"> □ Words commonly used on forms, e.g. nationality, spouse, application, occupation, enrolment, employer. □ Phrases commonly used on forms, e.g. other names, make payable to, any additional information, delete as applicable, tick the appropriate box, write in black ink, use capital letters, immigration status. □ Key words and phrases used in everyday life, e.g. for work, studies, health, home. □ Word families, shared roots, prefixes and suffixes to help understand some key specialist words, e.g. biology, biologist, biological.
2	Be able to distinguish the purpose of text	2.1	Identify the purpose of short straightforward text	<ul style="list-style-type: none"> □ Purpose of texts, e.g. to request, to inform, to instruct, to explain, to describe, to persuade, to request, to make contact. □ Types of texts used in everyday life, e.g. emails, formal letters, simple instructions, advertisements, posters, magazine articles, short reports.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to find information in text	3.1	Obtain information from short straightforward text	<ul style="list-style-type: none"> □ Different layouts of text, e.g. use of lists, numbered points, bullets, diagrams, graphics in instructional texts, charts in reports or articles. □ Use of organisational features to find information, e.g. contents page, index, menus, tables. □ Use of headings, sub-headings, paragraphs to find out what the text or part of the text is about. □ How images are sometimes part of whole texts and provide meaning e.g. a map to locate an address on a leaflet, a diagram to aid a set of instructions.
4	Be able to order words alphabetically	4.1	Use first and second placed letters to order words	<ul style="list-style-type: none"> □ Alphabetical order and the importance of the order of letters within a word. □ Use of first and second placed letters to sequence words in alphabetical order, e.g. names or places with same initial letter. □ Use of first and second placed letters to find words in, e.g. a dictionary, directory, index, address book, reference books.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners must have access to a range of worksheets and straightforward texts of more than one paragraph used in everyday life, for example in the workplace, in their place of study, in the community or at home.

Learners will be enabled to gain meaning from text and identify the main events of chronological, continuous descriptive, and explanatory texts. They will distinguish the different purposes of text, recognise organisational features and obtain specific information from text. Learners will have opportunities to use first and second placed letters to order words alphabetically, use a dictionary to find the meaning of unfamiliar words and be taught the use of indexes, directories and contents pages. Learners will know how punctuation marks, capitalisation and grammar are related to sentence structure and text type to help the reader understand the written text.

To support the learner in developing skills and confidence in reading and understanding, the tutor must provide examples of everyday texts in a range of genres, for example letters, emails, reports, newspaper/magazine articles, forms, leaflets, brochures, job advertisements, sets of instructions.

Learners should be encouraged to work in pairs or small groups as well as individually and to take part in discussions.

Learning outcome specific learning programme details

Learning outcome 1 – be able to gain meaning from text

Through a variety of activities learners must have opportunities to practise gaining meaning from texts appropriate to their everyday life, for example simple instructions, newspaper/magazine articles, prospectuses, reports, leaflets, brochures, formal letters, emails, recipes.

Learners will be able to follow the main events and how meaning is built up in chronological, continuous descriptive, and explanatory texts of more than one paragraph in a range of genres. They will be encouraged to use a range of strategies, including knowledge of context, subject, genre, cultural understanding to help get meaning from text.

Learners will recognise the organisational structure of paragraphs, how paragraphs link together and the different uses of paragraphs to develop meaning through a text.

Chronological texts:

- often use opening paragraph to outline main purpose and final paragraph to summarise importance of events described
- structure different paragraphs to deal with particular stages in time period.

Continuous descriptive texts:

- often use opening paragraph to introduce subject of description
- set the scene and final paragraph to express the author's feelings.

Explanatory texts:

- often use opening paragraph to introduce subject and possible definitions of key terms, and final paragraph to sum up key issues or come to a conclusion
- may outline or deal with different aspects of a problem, give reasons and explanations in the middle paragraph(s).

Learners will need to know that the main point in a piece of text is what the text is mostly about and be able to distinguish between a main point and a detail. They must have opportunities to extract main points and ideas from a range of texts and to predict words from context. For example, get the gist and highlight main points and ideas in newspapers, magazines, letters, college leaflets. They will know that some parts of texts may be more important to overall meaning than others and that the first sentence in a paragraph, often referred to as the topic sentence, introduces the main point or establishes a new idea.

Learners must know how language features of instructional texts are used to work out meaning and confirm understanding, for example use of imperative, short sentences, key discourse markers such as firstly, before you, and how they can help prediction. Learners will know the names of and how to use key grammatical forms, such as tenses, conjunctions, articles, adverbs, adjectives, negative, pronoun, phrases and how they carry meaning. Learners will recognise the relationship between clauses in sentences in straightforward texts and words that belong together, for example the words that form a noun phrase or a prepositional phrase.

Learners will know the names and use of different punctuation marks, including capital letters, full stops, question marks, exclamation marks, commas to separate words in a list or parts of a sentence, speech marks, bullet points and numbering. They will understand that punctuation relates to sentence structure and text type to help the reader make sense of the written text and will apply this understanding in their own reading.

Learners will understand that some words in a text are key words and are more important than other words in that particular context. They must have opportunities to read and understand key words and expressions in a range of straightforward texts used in everyday life, for example at work, at home or their place of study. Learners will recognise word families, shared roots, prefixes and suffixes, to help read and understand some key specialist words, for example biology, biologist, biological.

Learners will know the form-filling conventions and words and phrases commonly used on forms, for example nationality, spouse, other names, application, occupation, employer, make payable to, additional information, tick the appropriate box, delete as applicable, use capital letters.

To deliver this section, tutors can use a range of worksheets and straightforward texts that relate to everyday life, for example letters, emails, reports, newspaper/magazine articles, forms, leaflets, brochures, job advertisements, sets of instructions.

Activities and worksheets can give learners opportunities to:

- read articles/documents and discuss the main points
- highlight the main points of letters, leaflets, articles

- summarise the main points of a leaflet
- highlight examples of key language, for example 'Cook on a medium heat', 'Write in block letters'
- identify phrases and sentences
- sort sentences into paragraphs
- read in pairs and use knowledge of context and grammatical understanding to work out unfamiliar words
- read short texts with words missing and guess the words using the context and their knowledge of the subject
- read short texts written without punctuation and discuss what punctuation marks are needed
- highlight punctuation marks in texts, for example speech marks, question marks
- highlight grammatical forms in a text, for example all the adjectives, pronouns, imperatives
- fill in missing verbs – imperatives, past, present and future tenses
- highlight key words in a piece of text, for example names, places, objects
- read and sort key specialist words, for example health and safety, a job, studies, health, interests
- compile a personal dictionary of relevant key words
- read and complete a variety of forms, for example passport and licence applications, job applications, banking applications, college application forms, club membership forms.

Learning outcome 2 – be able to distinguish the purpose of text

Through a variety of activities learners will distinguish the different purposes of texts. They must have opportunities to read different types of straightforward texts appropriate to their everyday life, for example magazine/newspaper articles, advertisements, formal letters, emails, simple instructions, short reports, leaflets, posters.

Learners will understand the different purposes of texts, including to request, to inform, to describe, to instruct, to persuade, to explain, to make contact. They will know that writers use different features and language depending on genre, purpose, audience and intended outcome, for example use of third person in formal letters, use of imperatives and second person in instructions, use of colloquial expressions in posters and advertisements.

Learners will identify the features and language a writer has used to convey information and understand that they help to organise texts. They will recognise the difference in purpose of a description in an advertisement to a description in a textbook or reference source and will learn to make judgements as to the reliability of the information. They will understand that the information or purpose may not always be obvious and that the reader may need to infer meaning.

To deliver this section, tutors can use a range of worksheets and straightforward texts that relate to everyday life, for example letters, emails, reports, newspaper/magazine articles, forms, leaflets, brochures, job advertisements, recipes, sets of instructions.

Activities and worksheets can be used for learners to:

- work in pairs or small groups and discuss the purpose of different texts
- compare different texts, for example a clothing catalogue and a magazine fashion spread, advertisements with online reviews
- highlight features in different texts
- highlight language in different texts
- highlight the imperative verbs in instructional texts.

Learning outcome 3 - be able to find information in text

Through a variety of activities learners will be able to find information in different types of texts appropriate to their everyday life, for example simple instructions, newspaper/magazine articles, leaflets, brochures, formal letters, emails, recipes.

Learners must have opportunities to read a variety of texts and to become familiar with text features, such as headings, sub-headings, paragraphs, content and index. They will recognise that organisational features occur in different places in a text and that this helps to predict meaning and to find information, for example reports and articles often present information in simple charts, a description is often written in the present tense. Learners will know the purpose of different organisational features such as contents page, index, glossary, spell-check and how they work at different levels of detail. They will have opportunities to study headings and sub-headings to find out what the text or part of the text is about, for example headlines in newspapers, headings or sub-headings in leaflets or brochures.

Learners will be taught that detailed reading, skimming and scanning are techniques used to obtain information from text. They will be taught when detailed reading is necessary and when skimming or scanning is more appropriate, for example looking at different types of text, such as recipe books, directories, leaflets, magazines, timetables, to determine which technique is more appropriate to use.

Particular attention must be paid to the organisational features found in instructional texts and learners will recognise the different layouts used in these texts, for example the use of lists, numbered points, bullets, diagrams, images. They will know how the content of instructional texts may be laid out in different ways, how numbers give the order in which things must be done, bullet points highlight instructions that do not necessarily have to be followed in order and how images or diagrams alongside the text aid understanding. Images are sometimes part of whole texts and provide information, for example a map to locate an address on a leaflet, a diagram to aid a set of instructions.

To deliver this section, tutors can use a range of worksheets and straightforward texts that relate to everyday life, for example letters, emails, reports, newspaper/magazine articles, forms, leaflets, brochures, job advertisements, sets of instructions.

Activities and worksheets can be used for learners to:

- highlight headings and sub-headings in different texts
- identify key features in emails, timetables, charts, leaflets, brochures, recipes etc
- make a list of texts when skimming or scanning would be used
- use skimming to identify main points, for example in a newspaper article, film review, advertisement
- use timetables and websites, for example planning a journey
- place a set of jumbled instructions into the correct order

- highlight organisational features in simple instructions
- use content pages, indexes, menus etc
- match text to image cards
- match instructions to diagrams or images
- use diagrams to help interpret instructions
- discuss reasons why certain images are used in certain texts, for example charity leaflets
- compare texts on the same topic with and without an image, for example newspaper articles
- select clip art or other image file to add an image to a text.

Learning outcome 4 – be able to order words alphabetically

Learners must have opportunities to use alphabetical order and understand the importance of the order of letters within a word. They will know the use of first- and second placed letters to find and sequence words in alphabetical order. Learners will have opportunities to find the meaning of unfamiliar words in a dictionary and to use a directory, street atlas, index or reference book to locate information. They will have opportunities to sequence words alphabetically, for example sorting lists of words or names with the same initial letter.

To deliver this section, tutors can use a range of worksheets or reference sources such as dictionaries, directories, street atlases and reference books.

Activities and worksheets can be used for learners to:

- find words with the same initial letter in a dictionary
- find unfamiliar words in a dictionary and write down the meanings
- sort list of words with the same initial letter into alphabetical order
- sort a list of words on the computer into alphabetical order
- sort a list of names of people who have sent them emails
- put their own key specialist words into alphabetical order
- find names in a telephone directory
- find services in a directory
- find street names in a street atlas
- find a specific topic in a reference book.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.abcproduction.co.uk

www.avantibooks.com

www.bbc.co.uk/skillswise

www.excellencegateway.org.uk

www.skillsworkshop.org/esol

Other

Functional Skillbuilders Reading Entry Level 3 Axis Education –
ISBN 978-1-84618-239-6 www.axiseducation.co.uk

Functional Skillbuilders English Bundle – 3 Entry Level 3 titles Axis Education, code
FSEE3X www.axisededucation.co.uk

Title: **ESOL Skills for Life – Speaking and Listening**

Unit reference number: **L/506/1564**

Level: **Entry 3**

Credit value: **12**

Guided learning hours: **120**

Unit aim

The aim of this unit is to give learners the knowledge, understanding and skills needed to be able to listen and respond to verbal communication, speak to convey information effectively and respond appropriately to others in spoken contexts.

The unit will enable learners to follow the gist of spoken communication. They will be able to listen to and obtain detail from straightforward information, explanations, discussions, and narratives. They will be able to follow instructions.

Learners will learn how to use speech features such as pronunciation, stress, intonation, phrasing, and speed. They will learn how to speak clearly to convey appropriate information in contexts such as giving explanations, statements of fact, descriptions, and accounts. Learners will be able to support their spoken communication with appropriate non-verbal language and be able to select and use language appropriately for the formality of a situation.

The unit will help learners to make requests, ask appropriate questions to obtain information and to check and confirm their understanding. They will be able to follow and engage in discussion with others, expressing their views, opinions, likes and dislikes effectively when appropriate. They will be able to make constructive contributions to discussions, respecting the turn taking rights of others.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to obtain information from verbal communication	1.1	Follow the gist of straightforward verbal communication	<ul style="list-style-type: none"> □ Know that it is not always necessary to understand all interaction to get the gist. □ Verbal interaction pattern use to help own understanding. □ Vocabulary, register, word stress use. □ Context clues, e.g. purpose of discussion, adjacent words. □ Predictable patterns of discussion to follow the interactive nature of discussions. □ Discourse markers, e.g. therefore, consequently. □ Non-verbal clues, e.g. immediate environment, speaker's body language.
		1.2	Obtain relevant detail from straightforward verbal communication	<ul style="list-style-type: none"> □ Relevant detail from narratives, explanations, presentations, instructions, e.g. listening for clues (changes in volume of voice, stress, intonation). □ Main points, ideas, opinions, feelings when listening to narratives, explanations, instructions, presentations. □ Key words, phrase use for context. □ Recognition of questions, statements, instructions, opinions. □ Recognition of discourse markers indicating contrast, cause. □ Idiomatic expression, metaphor, connotation, similes. □ Structures and vocabulary used to express feelings and emotions. □ Intonation, stress, pitch, word choice use to indicate feeling.

Learning outcomes		Assessment criteria		Unit amplification
				<p>...continued</p> <ul style="list-style-type: none"> □ Exaggeration and intonation pattern use. □ Obtaining details to be able to respond appropriately to information requests. □ Ways that speakers use to draw attention to detail, e.g. varying speed of delivery, repetition. □ Sequence marker use to aid understanding of instructions, e.g. firstly, finally (formal), to start with (informal). □ Deictic markers and what they refer to, e.g. this, that, here, there.
		1.3	Follow straightforward verbal instructions correctly for a given purpose	<ul style="list-style-type: none"> □ Sequence marker use to help understanding of a set of instructions. □ Deictic markers and what they refer to, e.g. this, that, here, there. □ Responding to detailed instructions. □ Asking for clarification.
2	Be able to speak English to communicate	2.1	Use clear pronunciation to convey intended meaning	<ul style="list-style-type: none"> □ Stress-timed rhythm use to be comprehensible. □ Stress placement in sentences. □ Stress placement for multi-syllable words. □ Indicating a change in meaning using stress. □ Unstressed vowel pronunciation, e.g. schwa. □ Intonation use to indicate views, feelings, attitude. □ Applying pitch and intonation to indicate a change of topic. □ Distinguishing between phonemes to avoid ambiguity. □ Verb forms used to ask for something, request information, ask permission, give instructions, provide explanations. □ Past, present, future time form use. □ Connecting ideas, e.g. subordinate clauses of cause and effect, result and purpose, infinitives of purpose. □ Vocabulary use for context.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Use appropriate language in context according to formality	<ul style="list-style-type: none"> □ Predictable patterns of interaction. □ Register adaptation according to formality. □ Vocabulary use for context and register. □ Gerund (-ing form) use as object of verbs, e.g. expressing a liking. □ Stress/intonation use signalling degree of liking/disliking. □ Reasons/explanations to follow up a statement of liking/disliking. □ Appropriate stress, intonation, adjectives, intensifiers to express feelings. □ Modal verb use, including tenses, e.g. should, will, may, might.
3	Be able to convey information	3.1	Present information using an appropriate structure for a given purpose	<ul style="list-style-type: none"> □ Verb form use with time markers to indicate sequence of events. □ Subordinate clause use, e.g. clauses of time, relative clauses with who, which, where. □ Narrative structure, e.g. introduction, development, conclusion. □ Intonation use.
		3.2	Provide a verbal account of relevant information for a given audience	<ul style="list-style-type: none"> □ Narrative tense use, e.g. past perfect. □ Connecting ideas, e.g. subordinate clauses of cause and effect, result and purpose. □ Simple, compound, complex sentences. □ Appropriate grammatical form use in speech, e.g. modal verbs, imperative, conditional. □ Sequence marker use, e.g. first, then, after that. □ Stress use, e.g. to highlight new or important information.

Learning outcomes	Assessment criteria	Unit amplification
	3.3 Convey relevant detail during verbal communication	<ul style="list-style-type: none"> ❑ Distinguishing between phonemes to avoid ambiguity. ❑ Appropriate register and vocabulary use, e.g. for context. ❑ Recognising patterns of interaction to prepare for a situation, e.g. for a job interview. ❑ How to respond appropriately to points made by other speakers. ❑ Body language use to acknowledge other speakers' contributions, join in the discussion. ❑ Expressing agreement, partial agreement, disagreement, uncertainty. ❑ Question types, e.g. alternative questions, tag questions. ❑ Intonation patterns for question types, e.g. rhetorical intonation 'What could we do about that?', directed question, e.g. 'What could we do about that?' ❑ Collocation use, e.g. 'give your opinion on'. ❑ Phrases used to encourage turn taking. ❑ Recognising suitable points for interruption. ❑ Ways to interrupt according to situation, e.g. size of gathering, formality required. ❑ Intonation patterns likely to encourage, rather than discourage, other speakers. ❑ Dealing with unwelcome interruptions.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to engage in discussion with others	4.1	Contribute constructively to discussion on straightforward topics	<ul style="list-style-type: none"> □ Main point recognition to make relevant contributions. □ Discourse marker use to mark progress in discussions. □ Matching contributions to the formality of the discussion. □ Register and phrase use to indicate willingness to carry out an action/explain why an action cannot be carried out. □ Question type recognition, e.g. embedded questions. □ Verb form and time marker use. □ Ways of greeting, introducing, leave-taking, offering and inviting, according to the relationship between speakers. □ Varying intonation to indicate different attitudes, e.g. sympathy, interest. □ Recognising informal vocabulary, e.g. kids, ten grand. □ Vocabulary use for context. □ Ellipsis and vague language use in informal speech. □ Recognising interaction patterns to prepare for a situation. □ Phrases to make suggestions, offer/give advice, ask for advice/suggestions, accept/reject advice/suggestions. □ Ways to give advice/reject advice/suggestions, by giving a reason, expanding on point(s), using polite intonation. □ Body language use to acknowledge other speakers' contributions/join in the discussion. □ Expressing agreement, partial agreement, disagreement, uncertainty. □ Question types, e.g. alternative questions, tag questions. □ Intonation pattern use for question types. □ Appropriate phrases to offer a turn to another speaker. □ Recognising suitable points for interruption and using appropriate phrases to interrupt politely.

Learning outcomes		Assessment criteria	Unit amplification
		4.2 Express views constructively during verbal communication on straightforward topics	<ul style="list-style-type: none"> □ Gerund (-ing form) use as object of verbs, e.g. expressing a liking. □ Use of stress and intonation to introduce and express degrees of liking/disliking. □ Reasons/explanations to follow up a statement of liking/disliking. □ Adjectives, intensifiers, stress, intonation to express feelings. □ Modal verb use, including tenses, e.g. should, will, may, might.
		4.3 Plan action with others for a given task	<ul style="list-style-type: none"> □ How to ask for/make suggestions, accept/reject suggestions, make offers. □ Discourse structure, e.g. make a suggestion, reject with a reason, make an alternative suggestion, reach agreement/compromise, conclude. □ How to indicate agreement/disagreement/add comments to another person's point.
		4.4 Obtain relevant information from others	<ul style="list-style-type: none"> □ Modal verb and expression use to ask for something, ask permission, request action. □ Varying register in different contexts. □ Fixed expression use to make requests. □ Introducing a request with a pre-request. □ Forming direct and indirect questions, e.g. comparative, open, closed, embedded. □ Asking questions using appropriate intonation. □ Asking questions in a range of tenses, e.g. present perfect, present continuous. □ Recognition of intonation rising on the first alternative and falling on the second.

Learning outcomes	Assessment criteria	Unit amplification
		<p>...continued</p> <ul style="list-style-type: none"> □ Forming sentences with the subordinate clause. □ Markers used to introduce subordinate clauses, e.g. because, after, even though, since. □ Verb form and time marker use, e.g. present simple, past simple, present continuous, past continuous, present perfect, future simple. □ Grammatical form use, e.g. definite and indefinite article when mentioning an item for the first time/on subsequent occasions. □ Collocation use, e.g. interested in, pleased with.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners need to be given opportunities to practise their speaking and listening skills in different scenarios using a communicative approach that encourages participation and uses interactive teaching and learning strategies. Group work is required to practise discussion skills. Working in pairs can help to develop conversational skills and questioning strategies to obtain information and detail. Learners must be given opportunities to watch and listen to other speakers engaging in conversations to identify features of non-verbal communication and pronunciation, including the role of stress and intonation.

Learners must develop their vocabulary and knowledge of words to support the development of their speaking and listening skills.

Learning outcome specific learning programme details

Learning outcome 1 – be able to obtain information from verbal communication

Learners must have the opportunity to listen to a range of spoken language from different sources, for example face-to-face conversation, interviews, spoken narrative, telephone calls, recorded speech from TV or radio news. To grasp the main point or gist of a communication, learners must practise identifying the clues given by adjacent words and the body language of the speaker, and take account of the context/environment/purpose. For example, learners can listen to a news item and identify names of people or locations, possibly from a given list. They can pick out key words or phrases that indicate the topic or purpose of a discussion, for example in a job interview, when making a complaint. While listening to a narrative account, learners can choose a word or phrase that described the main point from a list.

Learners must listen for clues to meaning such as the use of stress to indicate importance or intonation to show how the speaker feels about a subject. They can use their background knowledge to help their understanding; for example when listening to a report about a local transport issue, they might use their knowledge of the area and their own experience to aid understanding. Learners need to be able to distinguish between the register and vocabulary used in formal and informal language. To develop this skill, they can listen to recorded dialogue taken from formal and informal settings and identify the features of the language used, including words, intonation and stress. Learners can be given a checklist of such features which could be prepared and discussed in advance; then listen to a text and identify which of the items on the list appeared in the discussion. They might also match formal expressions with their informal equivalents, before moving on to use them in their own speaking activities.

Learners must be aware that spoken language often follows predictable patterns, such as question and response in an interview, or an alternating exchange of likes and dislikes with reasons in a discussion involving opinions. They must use this knowledge to predict meaning. To practise, learners can listen to part of a discussion and try to predict what comes next, for example a response to a question in a TV interview or a question that might be asked in a dialogue.

Learners must develop their knowledge of discourse markers and the meanings that they confer, such as those used informally ('mind you' or 'by the way') as opposed to the more formal ('however' or 'on the other hand'). As a group activity, they can be given lists of such words or phrases and be asked to sort the formal from the informal; then individually indicate which phrases they hear in listening passages.

Learners must be able to identify detail in a range of contexts. This can include the identification of details from face to face, in a group, telephone message, TV/radio, recorded training material. Learners need to be aware that you would listen in a different way to live speech, for example in a face-to-face context where the speaker's body language and facial expressions give clues to meaning, as opposed to recorded speech where there may be fewer visual clues but where the speech can be replayed. Learners must be given the opportunity to listen to language from narrative accounts, explanations, presentations and instructions. They must listen out for key words and phrases that identify specific details and discriminate between information that is relevant to their purpose and that which is not. For example, in a discussion about a meeting, they could listen for the time, date and location and any important points such as the subject of the meeting, and the people attending.

Learners need to recognise questions, statements, instructions and opinions, not only by the words and structures used but by intonation and stress. They must be aware of the use of other indicators of meaning such as volume and speed of delivery, or repetition of particular words to indicate importance. Learners must recognise how speakers communicate their ideas, opinions and feelings on a subject by their choice of words and structures. They can compare different words or phrases to indicate a similar feeling and discuss the differences, for example between 'I'm tired' and 'I'm exhausted' or 'I'm shattered'. Learners must recognise that similar words said with different intonation, stress and pitch of voice convey different meanings. Learners can be given a list of phrases and practise listening for the intonation, stress and pitch of voice used in recorded passages and then discuss the feelings conveyed. They could also try expressing the same phrases with different intonation to change the emotion conveyed.

Learners must also understand that informal speech is often characterised by intonation and exaggeration which is not to be taken literally, such as, 'There was a queue a mile long in the post office.' They could collect examples of such expressions and discuss the contexts in which they are used and the effect produced.

Learners must become familiar with formal and informal discourse markers commonly used for different purposes: 'however', 'on the other hand' to indicate contrast; 'the reason is', 'that's because', 'so' to indicate cause. They must also know common idiomatic expressions such as 'go back to square one', 'off the beaten track' or 'left in the dark'; metaphors such as 'snowball effect', 'chicken or the egg' or 'jumping for joy'; and connotation, where words with apparently similar meanings can have different associations, for example 'slim' and 'skinny' or 'that's cheap' and 'that's a bargain'. Learners could match cards with examples and their definitions. They can collect examples that they hear, share them and discuss their meanings and uses, as well as alternatives that might be more appropriate in different contexts.

Learners must appreciate the difference between direct and indirect requests for personal information and use clues in the question and context to decide how to respond. They can work with examples such as 'Is everything OK?' where a brief reply is expected, as opposed to 'I was wondering how things are going,' where a more detailed reply can be appropriate.

When listening to instructions, learners must know sequence markers such as 'first of all', 'secondly', 'after that' and 'finally' and use them to aid understanding. They must also understand deictic markers such as this, that, here and there when listening to face-to-face instructions. Learners must be familiar with common instructions, including use of collocations such as 'switch on', 'take off', 'plug in'; they can respond to detailed instructions by carrying out the required actions or make notes. Learners must be able to indicate their comprehension using expressions such as 'OK', 'right' or 'no problem'; confirm by repeating key details or ask for clarification. A group activity might involve a set of jumbled instructions where learners are asked to predict the correct order, then listen to the actual instructions to confirm if their predictions were correct.

Learning outcome 2 – be able to speak English to communicate

Learners need to model their speaking on language they hear, so listening and speaking activities should be linked to give them the opportunity to practise using the language they have heard.

Learners must use correct pronunciation, stress and intonation to be understood. They must distinguish between phonemes to make their meaning clear, particularly when saying words that differ from other words by one phoneme such as sheep and ship. They can practise this in a paired activity where they are given a list of pairs of such words. One partner says one of the words and the other must listen and decide which one it was.

Learners must practise applying the correct stress to words so that they can be understood, particularly multisyllabic words such as 'particularly' or 'information'. They must be aware that stress is important in a sentence, that changing the stress pattern can change the meaning and that stress needs to be used correctly in order to make rapid speech intelligible. They can study examples of this in practice by comparing the meaning of the same sentence spoken with different stress patterns, such as 'Ben gave the *book* to Sal', 'Ben gave the *book* to Sal' (not anything else); 'Ben gave the book to *Sal*' (not to anyone else). To learn to put stress on the correct syllables of a sentence to convey their meaning, learners can practise by clapping out the rhythm whilst speaking different sentences. A group activity might be to give learners a number of sentences where they try to predict where the stress should be; then listen to the sentences spoken to confirm whether they were right; then practise saying the sentences using the correct stress patterns; and finally adapt the sentences to form new ones of their own.

Learners must be aware that stress indicates the important words in a sentence, and that unstressed phonemes tend to be shorter and obscured, with vowel sounds being reduced to the unstressed/schwa/or disappearing altogether in rapid speech. They could develop their competence by listening to verse or song lyrics which exemplify correct stress patterns, then copying them when saying the words themselves.

Learners must be aware of the importance of intonation and how intonation adds meaning to speech by indicating or emphasising the speaker's feeling or attitude. They must be given opportunities to hear models of sentences articulated with the appropriate intonation to match the meaning for example, to express concern, happiness, relief, regret. Listening and copying model sentences conveying emotions, then adapting and using the sentences in their own role-play dialogue can be one way of learning to use intonation. Learners must become familiar with the way intonation and pitch is used to indicate a change in topic, for example *'...and I've just got here. Anyway, I must tell you what happened yesterday...'* They could listen to discussions and indicate where changes in topic occur, then practise by talking about a subject in pairs and moving from one topic to another using suitable intonation.

Learners must develop their use of modal verbs, can/could, may/might, will/would, in asking for something, making requests, asking for permission. They can practise in everyday discourse in the learning environment or use during personal activities where they make requests in different situations. Learners must use correct verb forms to convey past, present or future time, including the use of 'have to' and 'need to' in past, present and future. They could practise with an activity where they are given a set of cards with pictures denoting an activity and another set of cards indicating a time such as 'yesterday', 'every day', or 'next Tuesday'; they take a card from each set at random and make a sentence using the correct verb form. Learners must learn ways of using subordinate clauses to express cause and effect, 'I went out because I was feeling ill', 'I had to answer the phone, so I missed the goal.' They also need to express result and purpose, including the use of 'to', followed by an infinitive, such as 'I went out to get some fresh air.' Learners must acquire a range of suitable vocabulary to be able to express themselves when discussing familiar topics. Delivery strategies can include collecting words from listening passages and then using them in discussion; introducing words and phrases from learners' everyday experience could be a regular classroom activity; studying groups of words linked thematically, such as words to do with travel or leisure activities; or families of words such as create, creation, creative, creator.

Learners must know how to adapt their speech to suit the context so that they can function in more formal as well as less formal contexts. They must learn the language appropriate to dealing with common formal transactions, from the straightforward buying of goods and requesting information to the more complex such as making a complaint. Learners must hear models of relevant language, study the pattern of interaction involved in such situations and use this knowledge to predict the questions that are likely to be asked and the responses that might be made. Good practice is to use relevant learner experience to broaden the range of language. Learners must practise using the register and vocabulary appropriate to the formality of situations. As a group activity, they could be given a set of cards with formal statements and questions, and their informal equivalents; they shuffle these and decide which are formal and which are informal; then they match the equivalents, for example 'What would you like to drink?' (formal) with 'Want a drink?' (informal); then they use these to role play formal and informal discussions.

Learners must be able to introduce and express degrees of liking and disliking, using expressions ranging from 'I really like...' to 'I don't mind...' to 'I can't stand...', and practise using appropriate stress and intonation to match the feelings and opinions they are expressing. They must also learn adjectives and intensifiers (such as very, really, extremely) for expressing feelings. Learners can practise by listening to statements of liking and disliking, some said with appropriate stress and intonation and some with inappropriate stress and intonation; they decide which sound appropriate. Learners must learn to use the gerund (-ing) form of verbs in statements of liking and disliking and to follow up these statements with reasons or explanations. They must also be able to use modal verbs correctly to express obligation (should), future certainty (will) and future possibility (may, might). Learners could practise by doing a group survey where they ask for opinions, record degrees of liking and disliking and the reasons, then present their findings to the rest of the group. An alternative activity might involve a suggestion, such as 'Let's go to a theme park'. The group then take turns to make reasons for and against the suggestion.

Learning outcome 3 – be able to convey information

Learners must be able to narrate events in the past. They can practise this by being given sets of time markers and deciding which verb form is the correct one to use, listen to some sentences and decide which time marker was used in them; then use the time markers to make appropriate sentences of their own.

Learners must use subordinate clauses, including clauses of time such as 'Before I went to sleep...', 'As soon as I woke up...' and relative clauses with who, which, where. They could practise these by being given some subordinate clauses and predicting the whole sentence; then given a set of expressions to match with the clauses to make whole sentences. Learners must be aware of the way in which narrative is structured, with an introduction, development and conclusion; and ways to indicate the sequence of events by using intonation, for example rising intonation to indicate that a narrative is continuing, falling intonation to show that it is ending, starting with high intonation to create interest. Learners can be given cards depicting key events of a famous person's life in the wrong order; then they hear their brief life history and sort the cards; next they could discuss the way the sequence of events is structured and the intonation pattern used; then in pairs they could recreate the account using the appropriate intonation pattern; finally they can use the model to make their own account.

Learners must recount and explain information and know when an explanation is necessary, for example to justify a decision or action or to give a reason for a delay. They must use the appropriate narrative tense, including the past perfect, such as 'I had booked in advance...'. Learners must be able to form compound sentences, where sentences are joined by a conjunction such as 'and', 'but', 'yet' or 'so'. They must also be able to form complex sentences where subordinate clauses are used to add detail and link ideas. Learners must practise using subordinate clauses to indicate result and purpose such as '...so I didn't have to wait' and cause and effect, '...because last time I queued for a long time.' and infinitives of purpose, 'I came to London to find a job in finance.' They can practise by matching reasons and explanations to events, then move on to providing their own justifications and consequences for given actions and events.

Learners must be able to use correct grammatical forms such as modal verbs, should, can/could, will/would, may/might, the imperative form, the conditional tense. Stimulus material for a group activity can be based on a set of instructions for using simple equipment, cooking a meal or finding directions, and can include the use of modal verbs, imperatives and conditionals (what would happen if...); groups predict the correct order for the instructions, then listen to the instructions and confirm whether they were right; they could then recreate the instructions and move on to making and giving their own instructions. Learners must use appropriate sequence markers, such as 'then', 'next', 'after that', and acquire specialist vocabulary necessary for the context and situation. They should also hear good models of appropriate stress patterns and use them in their own speech.

Learners must develop the ability to take part in discussion with other speakers in a range of situations and topics. They must articulate sounds clearly to distinguish between phonemes so that they can be understood, taking special care with words that differ from other words by a single phoneme which changes meaning if incorrect, such as 'coat' and 'cot'. Learners must use register and vocabulary appropriate to the context and take into the account their relationship with the other speakers and the situation. Learners must have the opportunity to listen to discussions taken from a range of situations, ranging from transactional conversations involving situations such as purchases, information queries, etc. to more challenging situations such as interviews and complaints. They must become familiar with common patterns of interaction, typical questions and types of response, and use this knowledge to prepare for their own interactions. Video clips can be an excellent source for this type of exercise, as learners can identify patterns of interaction and use the models to role play similar conversations.

Learners must be able to respond appropriately to questions and points made by other speakers, using expressions such as 'Really?', 'OK', 'That's great'. They must use suitable body language to acknowledge the contributions of others such as making eye contact, adopting appropriate facial expressions and using posture. A group activity can start with a discussion of suitable body language and making a checklist of good practice; then the learners engage in a discussion and try to use as many points on the checklist as they can.

Learners must be able to ask questions of different types, for example: direct and indirect questions using question words such as, who, what, where; alternative questions where there is a choice of two options; and tag questions, where a statement has a tag inviting agreement or disagreement such as 'That's right, isn't it?' They must use intonation appropriate to the question. Learners also need to be able to express degrees of agreement, disagreement and uncertainty which might include lexical phrases such as 'That's absolutely right', 'Maybe', 'I'm afraid I don't agree', 'I'm not sure'. They must be able to use suitable expressions to offer a turn to another speaker, use suitable intonation to encourage other speakers to contribute and use suitable collocations such as 'What do you think about this?', 'Would you like to give your opinion on...?'. Group discussions could be based on stimulus cards which invite discussions and learners could refer to lists of phrases to express agreement or otherwise, and take turns to ask for and give opinions.

Learners must be aware of points in a discussion where they can join in and times when it is acceptable to interrupt another speaker, taking into account the number of people involved in the discussion and the formality of the situation. They must learn suitable polite strategies for interrupting, such as 'I'm sorry, but can I make a point here?', 'Can I just add...?'. Learners must also be able to deal with interruptions when they are speaking, and use suitable phrases to continue such as 'Please let me finish'. To practise, they could engage in a discussion in a group, where they make interruptions and speakers accept or reject them.

Learning outcome 4 – be able to engage in discussion with others

Learners must be able to contribute constructively to discussion. They must know common discourse markers such as 'so', 'in fact', 'also' and use this knowledge to identify the main points in the discussion so that they can contribute with relevant points. When contributing their ideas, they must be mindful of the importance of matching their register and choice of vocabulary to the formality of the discussion. Learners must be familiar with informal lexis including common colloquial words such as 'kids' and expressions such as 'keep in touch' and 'fill me in'. They must be able to follow informal speech and deal with vague language and ellipsis (omission of words) such as 'Want a drink?' understood to mean 'Do you want a drink?'. Learners must know different ways to greet, introduce and take their leave of other speakers; ways to offer and invite others, choosing appropriate forms according to the relationship between the speakers. Learners must recognise and understand different question types including embedded questions such as 'I wonder if...' and 'The question is...'. They must understand the different verb forms and time markers used to indicate when an event takes place, whether past, present or future. When preparing their own questions or contributions to discussions, learners can listen to recorded discussions on a range of common topics; identify and become familiar with common patterns of interaction, typical questions and types of response; and apply them in their own discourse. Learners must listen out for the intonation patterns used in polite discussion and practise using these in their own contributions.

Learners must know how to offer help, indicate willingness to carry out an action or explain why an action cannot be carried out using suitable words, expressions and intonation according to the formality of the discussions. They must be able to vary their intonation to express different feelings, for example sympathy or interest. Learners must also know and use phrases to ask for and give advice and suggestions; also accept or refuse advice and suggestions politely, giving reasons and explanations. A group activity can involve using cue cards with different problems; learners take a card at random, describe the problem and make a request for advice; other members of the group must make suggestions, offer advice and offer to help, showing appropriate sympathy; these offers may be accepted or rejected, with suitable explanations.

Learners must be able to ask questions of different types, for example direct and indirect questions using question words, who, what, where, alternative questions where there is a choice of two options; and tag questions, where a statement has a tag inviting agreement or disagreement such as 'That's right, isn't it?'. They must be able to use appropriate intonation to match the question. Learners must acquire language to express degrees of agreement and disagreement and uncertainty, such as 'I do agree', 'Perhaps', 'Sorry, I don't think that's right', 'I don't know.' They must be able to use suitable expressions to offer a turn to another speaker, use suitable body language to acknowledge another speaker's contribution and join in the discussion. Learners must also listen out for opportunities in a discussion where they can join in and times when it is acceptable to interrupt another speaker; they must learn suitable polite strategies for interrupting, such as 'Can I say at this point...?'.

Assessment

This unit is assessed through Pearson devised tasks and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. When preparing learners for assessment, centres must inform learners that it is important to attempt all questions.

Suggested resources

Textbooks

Cunningham S, Eales F, Moor P – *New Cutting Edge Pre-Intermediate Students Book* (Pearson Education Limited, 2005) ISBN 978 1405852289

Smith J, (2008) *ESOL Activities Entry 3: Practical Language Activities for Living in the UK and Ireland* (Cambridge University Press) ISBN 978 0521712408

Websites

www.bbc.co.uk/skillswise/english

www.bbc.co.uk/worldservice/learningenglish/

www.excellencegateway.org.uk/ESOL/

www.onestopenglish.com/esol/esol-support/it-in-esol/

www.skillsworkshop.org/esol

Title: **ESOL Skills for Life – Writing**

Unit reference number: **J/506/1630**

Level: **Entry 3**

Credit value: **9**

Guided learning hours: **90**

Unit aim

The aim of this unit is for learners to be able to communicate information and opinions in writing for an intended audience. Written communications include forms, notes, records, emails, narratives, letters, diagrams, simple instructions and reports, for example accident reports.

Learners will plan their writing using a variety of methods. They will use different formats and features to structure text according to the task, for example columns, headings, bullet points, and focus on the appropriate register for purpose and audience. They will know how to write paragraphs, and how to sequence text chronologically.

Learners will develop their grammatical knowledge. They will use sentence structure and punctuation such as full stops, capital letters, exclamation marks, question marks, commas. They will spell common words correctly. They will be able to complete a form with some complex features, for example open responses, additional comments.

Essential resources

Learners need a range of writing frames in different formats, real-life examples of text on a variety of topics, real-life forms and worksheets to inform their writing.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan text for a given audience	1.1	Plan text for the intended audience	<ul style="list-style-type: none"> □ Types of text, e.g. letters, short reports, narratives. □ Planning text to suit the purpose, audience. □ Ways to plan text, e.g. spider diagram, listing, making notes, drafting. □ Ways to make notes and key features of note-making, e.g. noting key words and phrases, using abbreviations, symbols, numbering, listing, using graphics.
2	Be able to produce text for a given audience	2.1	Produce content for the intended audience	<ul style="list-style-type: none"> □ Formats and features of layout for different types of text/context, e.g. paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points, graphics. □ Appropriate register, e.g. formal/informal language, to suit the purpose, audience. □ What and how much to write to suit the purpose, audience.
		2.2	Structure main points in short paragraphs	<ul style="list-style-type: none"> □ Structuring main points of writing into short paragraphs of more than one sentence. □ Structuring paragraphs as a topic sentence, general statement followed by expansion/explanation, and/or examples.
		2.3	Sequence text chronologically	<ul style="list-style-type: none"> □ Sequencing events clearly in chronological text. □ Time words to join sentences and paragraphs, e.g. conjunctions (before, when, after, while); connectives (then, next, finally).

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Use grammar correctly	<ul style="list-style-type: none"> □ Verb tenses in statement, negative, and question form, e.g. present simple, present continuous, past simple, past continuous, present perfect. □ Subject-verb agreement. □ Non-verb grammar, e.g. use of articles, comparative form of adjectives. □ Pronoun use to show links between different parts of a text. □ Complex sentences, e.g. She did my homework, while her father cooked dinner. □ Conjunctions to introduce subordinate clauses, e.g. although, that, because, while, where. □ Pronouns to introduce relative clause, e.g. who, which, where, when. □ Amplification of sentences by expanding the information around the noun, e.g. a smartly-dressed man in a dark suit. □ Sentence construction for context, e.g. simple, complex, use of ellipses.
		2.5	Use punctuation correctly	<ul style="list-style-type: none"> □ Capital letter use as a boundary marker at the beginning of a sentence. □ Full stops, question marks, exclamation marks to mark the ends of sentences. □ Using commas correctly within sentences to aid clarity.

Learning outcomes		Assessment criteria		Unit amplification
		2.6	Spell words correctly	<ul style="list-style-type: none"> □ Common words. □ Sound-symbol relationships, e.g. silent letters. □ Homographs, i.e. words which are spelt the same but sound different, e.g. read (present) and read (past). □ Homophones, i.e. words which sound the same but spelled differently, e.g. red, read. □ Common spelling patterns, e.g. could, would, walk, talk, silent 'e'. □ Prefixes, e.g. un-, dis-, re-, ir-. □ Suffixes, e.g. -er, -est, -ful/ly, -ment, -ability, -ness.
3	Be able to complete a form	3.1	Complete a form with open and closed responses correctly	<ul style="list-style-type: none"> □ Forms with some complex features, e.g. open responses, constructed responses, additional comments. □ Conventions to complete forms, e.g. use black pen, block capitals; personal information (title, date of birth).

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners should be encouraged to contribute to group discussions and to work with others, particularly to generate ideas for specific writing tasks. Learners could have access to a variety of straightforward writing frames in order to practise planning and structuring their writing. These writing frames will help learners to develop their knowledge of English conventions of format and layout, such as a formal letter or a short report. The use of writing tasks that are meaningful to the learner will support skills development. Learners need to focus on the purpose, audience and intended outcome of specific writing tasks and ensure that they are using the appropriate register. Tutors should encourage learners to draft their writing and to check it for clarity and errors, although these skills are not assessed at this level.

Learners must have access to texts on a variety of topics in order to identify format, layout and structure in real-life contexts. These texts can also be used as stimuli to generate ideas for writing tasks and to support the study of grammar, punctuation and spelling. Learners need to use grammar, sentence structure, punctuation, and spelling skills both discretely and within the context of specific writing tasks.

Learners can work in pairs or small groups as well as individually.

Learning outcome specific learning programme details

Learning outcome 1 – be able to plan text for a given audience

Learners must know how to plan writing to suit a specific audience, for example an application letter for a job. They must be encouraged to think about the content of their writing at, or even prior to, the planning stage. Tutors could introduce the '3 Ws', i.e. What? (content), Why? (purpose) and Who? (audience) to encourage learners to consider these points in a structured way before they start planning. Learners could look at different examples of text, for example a formal letter, a note to a friend, a short report, and discuss the '3 Ws' in each case. Tutors could provide a variety of real-life texts to small groups, for example a letter for a job, a birthday card, an accident report, a shopping list, a diary page, an email to a friend, a poster for a school fair, as a sorting activity. Learners would then discuss how the text would be planned.

Learners can be shown a variety of planning methods such as spider diagrams, listing, making notes. They can experiment with the planning methods to identify a method that suits their learning style. Tutors could generate a group discussion on a familiar topic, for example 'a letter to a friend about my local area', then model a planning method using the group's ideas for content. Learners can use a variety of stimuli to generate ideas, for example bringing an item into class and writing about it or reading a newspaper article and writing a formal letter to the editor expressing their opinion. Learners need to produce a plan appropriate to a specific writing task in the assessment.

Learners can be taught how to make notes as part of the planning process. Examples of notes are key words and phrases, abbreviations, symbols and graphics. These notes can inform a plan which, in turn, informs a specific writing task. To practise making notes, learners could watch a short video clip of, for example, an accident in the workplace. They could make notes during the clip, then write a short narrative of the incident. Learners could interview a partner about a topic, for example music tastes, complete a writing frame about them in note form then convert this into several paragraphs.

Learning outcome 2 – be able to produce text for a given audience

Learners need to know the appropriate formats and features of a variety of different texts for specific audiences such as letters, emails and newspaper articles. They need to use appropriate register for task and audience, and decide what and how much to write. To practise this, learners could look at examples of simple formal and informal letters such as an invitation to a party from a friend, an appointment letter from the hospital, and discuss the degree of formality and how it is evident. Learners could produce two pieces of writing on a similar topic such as an invitation (one informal, and one formal) and judge how far they are fit for their intended purpose. Learners could match formal words with their informal equivalents in order to expand their vocabulary, for example thank you/thanks, a little/a bit, complain/moan.

Learners need to use paragraphs to organise the main points of their text, where necessary, into an appropriate order. They need to know how to structure their writing into paragraphs of more than one sentence. They must be able to construct paragraphs by writing a topic sentence or general statement, followed by some expansion. An example would be in a descriptive text about a trip to see relatives: *During the trip, we visited the city of Krakow. Krakow is a pretty place and there are lots of exciting galleries, cafes, pubs and restaurants which we enjoyed. The most memorable sights were the Wawel Royal Castle and the huge, 10-acre Main Market Square. As we spent only a day there, I have decided to go back again soon to see more of this interesting and beautiful city.*

To deliver this section, tutors can use a range of activities. They could provide a range of texts for learners to examine and discuss.

Activities can include:

- read paragraphed texts, identify the main points of each paragraph and discuss why paragraphs have been used
- practise inserting paragraph breaks into continuous text
- underline the topic sentence in each paragraph of a text, then highlight the sentences that develop it
- gap-fill topic sentences in a text of several paragraphs on a familiar topic
- write some topic sentences on a familiar subject, then swap with another learner and expand their topic sentences into paragraphs
- match paragraphs with appropriate headings; tutors could use laminated cards for a kinaesthetic approach.

Learners must know how to sequence text chronologically by using a variety of appropriate discourse markers such as:

- time words, for example firstly, secondly, lastly
- conjunctions, for example before, when, after, while
- connectives, for example then, next, finally.

Activities can include:

- re-order jumbled paragraphs then identify the key words and phrases; tutors could use paragraphs on laminated cards for a kinaesthetic approach
- write a chronological account of an experience, making use of appropriate discourse markers
- re-order jumbled images that show a familiar 'how to...' then write a set of instructions to accompany the images using appropriate discourse markers, for example firstly, secondly, lastly.

Learners need to use grammar correctly. They must be given opportunities to practise this and be encouraged to check their work for correct usage.

Learners need to learn and practise a variety of verb tenses in statement, negative and question form. An example is present perfect tense:

Statement – *I have written a letter.*

Negative – *I have not/haven't written a letter.*

Question – *Have you written a letter?*

They must use correct subject-verb agreement for singular and plural subjects, for example:

This email is informal. (singular)

These emails are informal. (plural)

They could be given opportunities to practise non-verb grammar such as the use of articles (a, an, the) and the comparative form of the adjective, for example:

*This letter is longer **than** that one.*

*She is twice **as** old **as** her sister.*

Learners need to use pronouns to clearly show links between different parts of a text, for example:

***Ana** is always on time to class...**She** gets up early.*

*A **letter** arrived...**It** needed a reply straight away.*

To deliver this section, tutors can use a range of activities including worksheets, matching games.

Activities can include:

- discuss sentences with and without correct subject-verb agreement
- write a paragraph in a given tense, then peer mark and discuss
- choose the correct verb from a selection to practise tense or subject-verb agreement
- choose the correct article from a selection
- correct appropriate grammatical errors in a given text
- gap-fill verbs in a text using appropriate tense and person
- identify and correct errors with subject-verb agreement in a text.

Learners need to know how to write complex sentences that suit the purpose and audience of a given task. Learners must be given opportunities to practise constructing complex sentences that consist of a main clause and one subordinate clause, for example:

She wrote a letter, while her husband cooked dinner.

Learners must know and use a range of common conjunctions such as *that, because, while, although, where*, to introduce a subordinate clause, for example:

*You can write on paper, **although** word processing is better **if** you want to correct errors easily.*

Learners must use pronouns such as *who*, *which*, *where*, *when* to introduce relative clauses in complex sentences, for example:

*I want to live in a place **where** there is lots to do.*

*Do you know the lady **who** started in the class last week?*

Learners need to be able to amplify sentences by expanding the information around the noun, for example by using adjectives, where appropriate, to suit purpose and audience. This is likely to be more useful when writing formal text, for example:

A smartly-dressed man in a dark suit...

A woman I used to work with who came from Paris...

To deliver this section, tutors can use a range of activities including worksheets, matching games.

Activities can include:

- re-order jumbled sentences; use words on laminated cards for a kinaesthetic approach
- read a simple text then rewrite it, adding appropriate subordinate clauses
- read a simple text then rewrite it, expanding the sentences by adding more information to the noun
- identify examples of formal and informal text and discuss and compare the use of sentence structure
- gap-fill conjunctions in a text from a given list.

Learners need to use capital letters to mark the beginnings of sentences. They could practise this by:

- finding the appropriate places for full stops and capital letters between two short sentences, or within a short text
- self-checking their writing, focusing on the use of capital letters.

Learners need to use punctuation correctly in their writing. They must use full stops, question marks and exclamation marks to mark the end of sentences, and commas within sentences as appropriate. Opportunities to practise writing complete sentences will help and could be given by:

- taking short dictations with pauses to identify breaks between sentences
- finding the appropriate places for full stops between two short sentences, or within a text
- self-checking their writing, focusing on the use of punctuation.

Learners need to spell commonly used words correctly. They can be taught to do so through a variety of strategies. Tutors must encourage learners to use a range of methods to help them to learn spellings and to check their own work. Learners need to know the rules for spelling patterns in words, know that some words have irregular patterns and that incorrect spellings can affect the clarity of a text.

Learners must be aware of and practise:

- words with silent letters, for example knife, lamb, wrap
- homophones, for example. red/read, past/passed, their/there, no/know
- homographs, for example read (present)/read (past), bow (type of knot)/bow (to incline), row (line)/row (argument)/row (propel a boat)
- common spelling patterns, for example could, would, walk, talk
- prefixes, for example. un-, dis-, re-, ir-
- suffixes for adjectives and adverbs, for example -er, -est, -ful/ly
- suffixes for nouns, for example -ment, -ness, -er.

Learners can be taught spelling strategies such as:

- look, say, cover, write, check: the learner looks closely at the word, saying it aloud, covers it up, writes it from memory then checks if they have spelled it correctly
- mnemonics: different, and often nonsensical, ways of remembering spellings using rhymes, jingles, images, for example there is a rat in **separate**. Tutors can encourage learners to think up their own mnemonics which mean something to them
- syllables: learners break words down into component 'chunks of sound' which may be easier to learn. Every syllable has a vowel sound in it
- root words, prefixes and suffixes: learners can build up words by learning the spellings of common roots, prefixes and suffixes, and the rules of how they fit together.

To deliver this learning outcome, tutors can use a range of activities in addition to the above spelling strategies. In pairs, small groups or individually, learners could:

- compile a personal vocabulary book
- build up lists of common and relevant key words, grouping them where possible, for example homophones, words with silent letters
- practise spelling with dictation, multi-choice and gap-fill activities
- use new words in their writing wherever possible.

Learning outcome 3 – be able to complete a form

Learners must complete forms correctly. They should practise completing forms that have complex features such as open and closed responses and additional comments boxes. Learners need to be able to carry out instructions on a form correctly, for example 'use black pen only', 'use block capitals'. They must be aware that they need to pay close attention to the audience of a given form, for example the expectations of the audience of a job application will differ from that of a student questionnaire.

To deliver this section, activities can include:

- tutors supply a range of suitable forms for learners to complete
- learners to bring in their own form, then practise completing on a photocopy
- examine forms that have been completed badly, discuss the issues and then rectify them
- match cards with form-related synonyms, for example occupation/job, DOB/date of birth
- match cards with form-related vocabulary and definitions, for example manager – person responsible for you at work.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.teachingenglish.org.uk

www.excellencegateway.org.uk/ESOL/

www.skillsworkshop.org

www.usingenglish.com

Level 1 units

Title: **ESOL Skills for Life – Reading**

Unit reference number: **M/506/1573**

Level: **Level 1**

Credit value: **6**

Guided learning hours: **60**

Unit aim

The aim of this unit is to give learners the opportunity to read and understand information from a range of texts, for example reports, instructions, narratives, poems, explanatory, persuasive texts. Learners will focus on main points and events of texts and learn how to identify the purpose of texts. They will be able to recognise how language and other textual features are used to achieve different purposes, for example to instruct, explain, describe, persuade. They will use organisational and structural features to locate information in text.

Learners will practise location and retrieval of specific details. They will learn how to identify meanings of words, how vocabulary choice affects meaning and how to infer meaning from images.

Essential resources

There are no special resources needed for this unit, although it is recommended that a range of text types and worksheets are available for learner use.

It may be useful for learners to have access to bilingual and English dictionaries, thesauruses, encyclopaedias, atlases and grammar books, in either paper-based or electronic form.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to gain meaning from text	1.1	Identify the main points in straightforward text	<ul style="list-style-type: none"> □ How the first sentence in a paragraph introduces the main point/establishes a new idea. □ How main points and specific detail are presented and linked, e.g. specific details to illustrate or expand on main points. □ How texts are organised around main point(s).
		1.2	Identify the main events in straightforward text	<ul style="list-style-type: none"> □ Key event(s) use to structure texts, e.g. central conflict or action in narrative. □ Main focus(es) of text, e.g. episodes, procedures, development of plot. □ Building up meaning through the sequencing of text, e.g. chronological revelations in narrative, sequential imperatives in recipe. □ Paragraphs and their function in developing meaning through a text, e.g. how material in first paragraph may hint at future events in story.

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Use language features to identify meaning in straightforward text	<ul style="list-style-type: none"> □ Topic sentences to introduce ideas. □ Discourse markers to signal the direction of text and link to other sentences or paragraphs, e.g. however, in addition, finally. □ Sentence structure (simple, compound, complex) to aid meaning and aid detail. □ Linguistic features linked to text type, e.g. repetition in persuasive texts, imperatives in recipes. □ Links within and between sentences to aid cohesion, e.g. use of pronouns to refer to person or object mentioned earlier in text. □ How punctuation aids meaning, e.g. colons, speech marks, brackets, and apostrophes. □ Words can belong to different word classes depending on context and meaning, e.g. verb (to record), noun (a record), adjective (a record amount). □ Vocabulary associated with text types, e.g. specialist terms in technical booklets. □ Language to create different effects, e.g. descriptive language, slang, positive and negative terms, jargon, or formal register. □ Language used creatively, e.g. in poetry. □ Connotations of words in certain text types, e.g. use of legal words in insurance documents, collocations.

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Identify the meaning of words in straightforward text	<ul style="list-style-type: none"> □ Words associated with different text types, e.g. work-related vocabulary in workplace reports. □ Implied meaning as well as explicit meaning, e.g. when reading a review to decide which programme or film to watch. □ Strategies to work out unfamiliar words, e.g. context, word structure, meanings of adjacent words. □ Knowledge of related words to understand new words, e.g. photograph and photography. □ Words from other languages, e.g. pizza, bungalow, cul-de-sac. □ Common prefixes and suffixes to aid understanding, e.g. bi, tri, anti-, pro-, -ology.
2	Be able to distinguish the purpose of text	2.1	Identify the purpose of straightforward text	<ul style="list-style-type: none"> □ Purposes of text, e.g. persuasive, explanatory, informative. □ How choice of language, structure and presentational features contribute to purpose and genre. □ Language features to distinguish between purposes, e.g. explanatory versus instructional texts.
3	Be able to find information in text	3.1	Obtain relevant specific information from straightforward text	<ul style="list-style-type: none"> □ Topic sentences to help locate information. □ Discourse markers to help predict what sentences are likely to follow, signal links with previous sentences and paragraphs. □ Key information related to specific context, e.g. precise times from train timetable. □ Textual features, e.g. layout, format, headings, genre conventions to support meaning, e.g. warning signs. □ Images used to persuade, or to convey the force and emotion of a situation or event, e.g. to persuade in charity adverts. □ Know that texts of the same type share common structural features, and use this knowledge to help find information.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners must read a range of texts when undertaking this unit. It can include texts such as: magazine articles; newspaper articles on topical issues; short stories; poems; autobiographical narrative; reports connected with work; textbooks on topics being studied. Reading strategies such as skimming should be practised to locate main points and events but scanning and close reading skills will be essential, especially when locating specific details and identifying meanings of words. Learners must be conversant with different purposes of text and be able to identify them by using the language, organisational and generic patterns associated with texts.

Learners will need to have knowledge of punctuation and grammatical structures and understand how these features are related to purpose. An understanding of word-formation processes, prefixes and suffixes is required. Learners must be able to understand how word choice affects meaning. They need to be familiar with the conventions of genres and layout features and must practise working out meanings of unfamiliar words.

Learners should be encouraged to work in pairs or small groups, as well as individually, and to take part in discussions.

Learning outcome specific learning programme details

Learning outcome 1 – be able to gain meaning from text

Learners should be encouraged to use a range of reading strategies (such as skimming) to identify main points of texts. They need to understand the gist of a text as well as identifying the main points; although identification and understanding are closely linked skills, it will be important to check comprehension of main points. Learners will need to know that meaning can be implicit as well as explicit, for example understanding the writer's intended meaning when reading film reviews.

Learners will need to understand how main events are sequenced in a text. They must be able to identify how events build upon each other, for example how a narrative is composed of a series of events which lead to an anticipated ending. They must understand how events within a whole text are related to each other and how the order of these events is crucial to the meaning and purpose of texts, for example how the correct sequence of a recipe is essential to its outcome. They need to understand how the events are related to each other, for example how the ending of a narrative is prepared for during the course of the story by the use of hints.

Learners will need to know the generic conventions of descriptive, explanatory and informative texts, for example how repetition can be used as a rhetorical device in persuasive texts. They will benefit from reading a range of these text types and discussing how texts are organised around main points. They need to identify how the layout of text types, for example headings, subheadings, topic sentences is related to the purpose of texts. Compiling a checklist of typical genre and organisational features will be beneficial, for example *short stories are usually organised around a problem or conflict; they have a central character who experiences something significant by the end; recipes make much use of imperatives.*

Highlighting the topic sentences or discourse markers (for example *however, in addition, finally*) will help learners to understand how main points are signalled and introduced. Condensing a longer article into a list that summarises the text's main points is a useful way to check the learner's ability to correctly identify main points. Learners will need to understand how the events of a text are sequenced. One method might be to give learners a jumbled list of events from a narrative and ask them to rearrange them into a suitable order.

Learners must know the uses and function of punctuation. They will need to be confident with devices such as colons, speech marks, brackets and apostrophes. Learners should undertake activities such as completing worksheets where missing punctuation has to be added or where errant punctuation has to be amended. They will need to know how punctuation helps with meaning, for example how information in brackets will usually be less important than surrounding text.

Learners need to understand the link between choice of grammar and a text's audience, purpose, complexity and genre. For example, instructional texts may use a mixture of simple and compound sentences to aid clarity, whereas descriptive writing may make use of complex structures to add detail. Learners will need to know how pronouns help with textual cohesion and how they can refer backwards and forwards to people or objects mentioned elsewhere in the text. To help embed this, learners should make a bank of text types and highlight/annotate the various grammatical conventions of each text type.

Learners must know how language choice affects meaning. They will need to see how different levels of formality create different effects, for example using *refuse* rather than *junk*, or *perspiration* rather than *sweat*. They need to know how slang, jargon, positive, negative, and technical words affect meaning, for example how words like *prosecuted* create certain effects. Encouraging learners to write two different versions of the same brief story (for example *The Brawl/The Altercation*) using different levels of formality might be one method of helping them to develop an understanding of the effects of word choice. Using a thesaurus to identify a range of synonyms may prove fruitful; activities where learners have to choose the most appropriate synonym for a missing word in a given text may help to embed the link between word choice and purpose. Being able to understand the flexibility of words and knowing how words can operate in different word classes is important, for example grasping how *orange* can serve as an adjective or noun depending upon context. Making a list of common words which can operate in different classes might be beneficial.

Learners will need to be able identify meanings of unfamiliar words. They should be encouraged to use contextual cues to make informed guesses as to meaning. Learners must have an understanding of word families, relationships and commonly-used words from other languages. They can be given activities including compiling a personal dictionary of words from other languages (for example *cul-de-sac*, *pizza*, *bungalow*) and word prefixes and suffixes, for example *anti-*, *pro-*, *-ology* etc. Learners must have opportunities to practise working out the meanings of specialist words. They will need to be shown how to use other information contained in the text to work out the meaning of unfamiliar words, for example using context, word structure or the meanings of adjacent words.

Activities can include:

- read a range of texts and highlight main points
- condense a longer text into a list of main points. Justify their choices to a partner
- annotate a range of texts, identifying the topic sentences and/or discourse markers
- convert a text into a flow diagram or spidergram, starting with purpose and branching out into main points in support
- rearrange a jumbled list of events from a straightforward narrative into an order which makes sense in terms of sequence
- make a checklist of text types and their various stylistic features
- make a checklist of organisational features of texts
- challenge a partner to identify the organisational features in a previously unseen text
- collect a range of texts and arrange them on a display board. Suggest various ways they could be grouped together, for example by common organisational features, by texts which contain many specific details, by purpose
- identify different types of punctuation marks in a given text and recognise their function
- test a partner on different types of punctuation mark
- choose a formal text and erase the punctuation. Ask a partner to suggest suitable devices given the nature of the text. Repeat with an informal text. Justify choices to a partner
- make a resource bank of text types and annotate them, paying close attention to the grammatical conventions of each type. Make a brief guide showing the usual grammatical patterns for different genres
- compile a brief aide-memoire of grammatical terms with examples, for example abstract nouns, rhetorical questions, imperative, etc
- write two different versions of the same brief story (for example *The Brawl/The Altercation*) using different levels of formality.

Learning outcome 2 – be able to distinguish the purpose of text

Learners need to know the purpose of the text. They also need to know the features of descriptive, explanatory, and persuasive texts, for example how adjectives are often used more creatively in descriptive texts. Learners will need to identify how the layout of text types, for example headings, sub-headings, topic sentences, is related to the purpose of the text. Compiling a checklist of typical genre and organisational features will be beneficial, for example explanatory writing is often organised in sequential fashion using a mixture of simple and compound sentences.

Learners should have access to a range of texts such as: magazine articles; newspaper articles on topical issues; short stories; poems; autobiographical narrative; reports connected with work; textbooks on topics being studied. This can help develop knowledge of genre and purpose. They can collect a range of text types and identify the conventions, for example the way in which persuasive texts can be introduced and developed in a sequential manner before drawing points to a conclusion. Learners should understand how writers use facts and figures to persuade and how counterarguments can be introduced and criticised in order to strengthen an argument.

Learners must have opportunities to judge text purpose. One method is for learners to identify key sentences in a text that reveal purpose. They can work in pairs or groups to discuss their judgements.

Activities can include:

- make a resource bank of text types and annotate them, paying close attention to the structural conventions of each type
- collect a range of texts and group by purpose. Ask a partner to do likewise then discuss and justify choices
- compile a list of different genres and their conventional layout and structural features
- read a persuasive text and make a list of the argument's sequence, isolating key sentences which reveal text's purpose
- test a partner on key features of different text types
- collect a range of sentences from different text types. Swap with a partner and try to identify the purpose of the whole text from each snippet.

Learning outcome 3 – be able to find information in text

Learners should be encouraged to use a range of reading strategies to identify and retrieve specific information from texts. They must be given opportunities to practise location and retrieval of significant and smaller details – reading a variety of texts and highlighting specific words or phrases may be a useful starting point, for example using timetables to find a train time. Learners must develop the ability to judge when using close reading skills is important, for example when reading the small print on an insurance policy.

Learners must understand how images work in conjunction with text to create and support meaning for example warning signs. They can be shown a series of images and discuss what is being signified. Likewise, making physical links between the printed text and the accompanying image may help; this can be done by suggesting a line from the text which may be used as a caption for the image or highlighting a line from the text which encapsulates the meaning of the picture.

Learners should have opportunities to discuss the intent of images, for example considering how the effect of an event referred to in the text is heightened by the inclusion of an image. One method of encouraging discussion is to supply learners with a series of charity adverts and ask them to identify how the pictures help to persuade the reader. Alternatively, erasing the images and asking learners to suggest the content of possible pictures may help them to see the link between words and images to support purpose.

Activities can include:

- read a variety of texts, highlighting key details
- challenge a partner to locate a specific detail in a shared text
- use a holiday brochure to obtain key information about flight details
- compile a list of different genres and their conventional layout and structural features
- give a partner a list of structural features and ask them to identify the text type to which they belong
- annotate a series of text types in terms of their organisational features
- arrange a series of texts with the structural features visible but the main text obscured. Challenge a partner to identify the text type from the organisational features
- collect a series of charity adverts and identify how the pictures help to persuade the reader
- erase the images from a series of printed texts and ask a partner to suggest the content of erased pictures.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.teachingenglish.org.uk

www.excellencegateway.org.uk/ESOL/

www.pearsonlongman.com/uk-ireland/esol/worksheets/index.html

www.skillsworkshop.org

Other

Functional Skillbuilders Reading Level 1 Axis Education

ISBN 978-1-84618-215-0 www.axiseducation.co.uk

Title: **ESOL Skills for Life – Speaking and Listening**

Unit reference number: **R/506/1565**

Level: **1**

Credit value: **12**

Guided learning hours: **120**

Unit aim

The aim of this unit is to give learners the knowledge, understanding and skills required to be able to follow the gist of verbal communication with others and to be able to obtain detailed information when listening to non-interactive explanations, narratives and instructions of varying lengths. Learners will learn how to use pronunciation, stress and intonation to speak clearly and convey meaning and will use language in context according to the level of formality.

Learners will be able to prepare for and deliver a talk. They will develop the skills to present information to others in a logical sequence, using appropriate grammar, register and genre conventions. They will know and be able to judge the relevance of details. Learners will learn how to adapt their speech and language use, depending on the situation and relationship with the speakers.

Learners will find out how to make requests and ask appropriate questions to confirm understanding. They will need to be able to express views and justify their opinion. Learners will need to be able to give constructive feedback to other speakers.

Learners will be able to prepare for and take part in a group discussion and will use language to express feelings, likes and dislikes. They will negotiate with others to plan actions. During discussions, learners will know how to respect turn-taking rights and how to interrupt appropriately.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to obtain information from verbal communication	1.1	Follow the gist of verbal communication on straightforward topics	<ul style="list-style-type: none"> □ How to get the gist of a discussion without noting all the details, e.g. understanding your tasks for the day during a discussion with a manager, without necessarily understanding every word. □ Collocations and fixed expressions used in discussions, e.g. 'that's a very good question', rather than, 'that's a very fine question,' 'for example', rather than 'in example.' □ How to use register to help identify the spoken genre, situation and relationship between speakers during verbal communication, e.g. formal language such as 'I disagree' compared to an informal expression such as 'no way!' when taking part in a debate. □ Predictable patterns of speech during discussions, e.g. 'What do you think about...?', 'Have you had any thoughts about...?' in a work-based discussion.

Learning outcomes	Assessment criteria	Unit amplification
	1.2 Obtain detail from verbal communication on a straightforward topic	<ul style="list-style-type: none"> □ How to obtain detail without necessarily understanding every word while listening. □ Fixed expressions, including metaphorical expressions, e.g. a telephone answer message from a colleague such as 'I'm running late because I was dying of hunger and needed to stop off at the shop.' □ Predictable patterns of speech during explanations, narratives and instructions, e.g. 'first of all... then you have to... be careful to...at the end, check...' when following instructions in a workshop. □ How intonation is used to indicate a change of topic and use it to help to follow explanations or narrative. □ Different ways of expressing an idea dependent on formality of the context and the relationship between speakers. □ Know that the context, speaker's use of grammatical features (such as tenses, passive sentences, and relative pronouns), register and lexis reflect the level of formality of verbal communication, e.g. during a discussion with a manager. □ How intonation and body language can indicate the speaker's attitude, e.g. passive, aggressive. □ Speaker's lexis choice to infer the speaker's attitude, e.g. 'There was a gang hanging around in the park', compared to 'there was a group sitting in the park'. □ How grammatical features affect meaning, e.g. use of active and passive sentences. □ Opinion and/or factual information in sentences, e.g. 'The software you propose is top of the range but I don't think it's going to have any impact.'

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Follow verbal instructions correctly for a given purpose	<ul style="list-style-type: none"> □ How to respond to detail when following instructions. □ Prepositional phrases use to help follow instructions, e.g. 'Place confidential papers in the secure cabinet and return the key to the personnel manager.' □ Sequence markers to help follow a set of instructions, especially when the instructions are not sequenced chronologically, e.g. before/after, preceding/following. □ Stress use to focus on the main point(s) of the instructions, e.g. 'you must place confidential papers in the secure cabinet'; 'you must place confidential papers in the secure cabinet'.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to speak English to communicate	2.1	Use clear pronunciation to convey intended meaning	<ul style="list-style-type: none"> □ Stress use, e.g. in a range of multi-syllable words, in words from the same family such as information and informative. □ Stress placement in longer utterances to change emphasis, e.g. 'Hello, what's your name?' '...and your name?' □ Choice of speed and rhythm to be understood, e.g. when giving instructions to a colleague or during a training session, recognise that rapid speech is unlikely to be comprehensible. □ How to speak with a clear distinction between stressed and unstressed syllables, e.g. 'I've been working here for five years'; 'I've been working here for five years'. □ Intonation and pitch use to indicate attitude, focus attention and add interest during verbal communication, e.g. 'I was amazed at what the figures showed.' □ Intonation use to make meaning clear during verbal communication, e.g. 'The papers are in the safe' (stating a fact) as opposed to 'The papers are in the safe?' (asking a question). □ Articulating the sounds of English in connected speech, e.g. avoid assimilating or eliding such as 'tempounds' instead of 'ten pounds' or 'nextime' instead of 'next time'. □ Stating facts during verbal communication, including personal information, e.g. during a job interview. □ How to use simple, compound and complex sentences during verbal communication. □ Grammatical formats to make sentences comprehensible, e.g. passive, reported speech, present perfect continuous, use of article and zero article.

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Use appropriate language in context according to formality	<ul style="list-style-type: none"> □ How to initiate and follow through verbal communication in a formal context, e.g. when making a complaint in a shop, when giving a presentation to managers. □ Patterns of interaction in formal situations, e.g. when requesting time off work the pattern would be request the time off, wait to be asked why, give an explanation, wait for a Yes/No answer. □ Recognise when there is deviation from a predicted sequence of exchanges, and use this to respond appropriately. □ Responding when social conversation becomes intermingled with formal interactions, e.g. in the workplace, 'OK, I have signed your leave form. Have a nice weekend and don't fall over in the snow!' □ Adaptation of register according to the formality or seriousness of the situation, or the relationship between speakers. □ Vocabulary use according to the context and register. □ Pitch, pausing and intonation in context in more formal situations, e.g. for politeness, to increase the impact of a verbal warning about a job by speaking slowly and deeply; or softly and gently when offering an apology; or excited and raised pitch to introduce a new idea. □ Intonation and pitch use to signal emotion, during verbal communication in less formal situations, to indicate feeling, liking or disliking, e.g. when talking to friends.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to convey information	3.1	Present information using an appropriate structure for a given purpose	<ul style="list-style-type: none"> □ Organisation of information and ideas in a logical sequence, e.g. chronologically, or with the most important point first. □ Speak clearly, using appropriate register and genre conventions to present information according to the formality of the situation. □ Discourse markers such as 'mind you', 'still', 'however', 'nevertheless', 'first of all', 'following on from that' to indicate sequence. □ Verb forms, such as past perfect, to indicate sequence. □ Appropriate level of detail and information required for situation, e.g. meeting a careers advisor. □ Develop ideas and elaborate on statements, e.g. by giving reasons or contrasting ideas. □ Subordinate clauses and vocabulary to convey specific detail.
		3.2	Provide a verbal account of relevant information for a given audience	<ul style="list-style-type: none"> □ Appropriate grammatical forms for factual accounts, e.g. subordinate clauses, definition using defining relative clause, passive with, to or for, describe a process using passive, generalise, using articles. □ Sequencing actions coherently using discourse markers and time expressions such as next, then, afterwards, the day after. □ Checking that audience have understood. □ Giving an explanation or instruction. □ Forms and expressions to indicate obligation, purpose, cause and effect. □ Structure information and use of connectives to enable the listener to follow the explanation or instruction, e.g. when explaining how to cook a meal. □ Everyday expressions and appropriate specialist term use.

Learning outcomes	Assessment criteria	Unit amplification
		<p>...continued</p> <ul style="list-style-type: none"> □ Participle phrases, to enrich a noun phrase when describing people, places, or things, e.g. 'a dog wearing a studded collar attacked a passing cyclist' instead of just 'the dog attacked the cyclist'. □ Describe and compare people, places and things, e.g. narrative, personal information, discussion, indicating what is fact and what is opinion. □ Make comparisons, using regular and irregular comparative forms. □ Adverbs to enhance descriptions, e.g. 'My English has improved greatly since starting my course.' □ Language devices such as anecdotes, similes, metaphors in context, e.g. 'the house looked like a herd of elephants had walked through it.' □ Narrate events in the past, e.g. using narrative tenses, including past perfect, to give precise information about past time. □ Verbal account structure, e.g. set the scene, describe sequence of events, express own reaction. □ Indicating contrast, reason, purpose, consequence, result, e.g. using discourse markers, subordinate clauses. □ Intonation and pitch use to engage listeners, e.g. when describing a new product, when talking about something that happened on holiday.

Learning outcomes		Assessment criteria		Unit amplification
		3.3	Convey relevant details during verbal communication on straightforward topics	<ul style="list-style-type: none"> □ Articulation of the sounds of English in connected speech. Register adaptation depending on the situation and relationship between speakers, when asking about feelings, opinions, interests, wishes, hopes. □ Signalling emotion using stress and intonation, using collocations, metaphorical and fixed expressions, in less formal situations, e.g. during a discussion with a friend. □ Features of formal language use during social conversation, such as ellipsis, vague language, informal idiomatic expressions, e.g. during a discussion at work or in the community. □ Non-verbal signalling use to support verbal communication. □ Techniques to interrupt according to the formality of situation, e.g. signalling by raising your hand. □ Phrases to interrupt, e.g. 'Excuse me'. □ Dealing with unwelcome interruptions.
4	Be able to engage in discussion with others	4.1	Contribute constructively to discussion on straightforward topics	<ul style="list-style-type: none"> □ Responding appropriately to inference where a speaker is stating a fact or expressing an opinion, e.g. 'This face cream costs £50 (fact) and it is the best on the market (an opinion being expressed as a fact).' □ Adapting own register in a discussion to match to the level of formality and context. □ Feelings and emphasis expression through vocabulary, structures, intonation, pitch, e.g. 'I cannot believe you just said that', 'I have a mountain of paperwork to do'. □ Responding appropriately to feelings expressed through vocabulary, structures, intonation, pitch.

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> □ Features of informal language in social conversation, e.g. ellipsis, vague language, informal idiomatic expressions. □ Vocabulary use according to formality and context. □ Strategies to invite people to speak, e.g. non-verbal signalling, suitable phrases. □ Asking for advice and suggestions. □ Intonation pattern use to encourage, rather than discourage, other speakers. □ Techniques to interrupt according to the formality of situation, e.g. signalling by raising your hand. □ Phrases to interrupt, e.g. 'Excuse me'. □ Dealing with unwelcome interruptions. □ Different types of question such as embedded questions, e.g. 'I wondered where you had put the papers?'; alternative questions, e.g. 'Are we meeting at 2pm or 3pm?'. □ Responding to different question types for example by giving a long or short answer, as appropriate, and matching the answer to the register of the question. □ Language and intonation use to carry out different functions, e.g. to advise, warn, persuade. □ Responding appropriately to concerns expressed by others, e.g. making suggestions, giving a reason or explanation, making recommendations, giving advice, persuading, warning. □ Expressing obligation and negative obligation using verb forms such as 'need', 'have to', 'you must not'. □ Responding to advice by giving an appropriate reason or explanation, e.g. accepting willingly, accepting reluctantly, rejecting politely, expressing doubt or surprise.

Learning outcomes		Assessment criteria	Unit amplification
		4.2 Express views constructively during verbal communication on straightforward topics	<ul style="list-style-type: none"> □ Contexts, e.g. face-to-face conversations with a peer or a manager, work meetings, social gathering, discussions in social and work situations, planning social and work-related events, narratives and explanations. □ Lexical phrase use to express an opinion, e.g. 'in my experience', 'in my opinion', 'I believe that', 'I'd say that'. □ Strategy use to elaborate on and justify an opinion, e.g. giving examples, using case studies, statistics. □ Correct grammar use. □ Vocabulary use for expressing likes, dislikes, feelings, e.g. 'I'm really chuffed with that!' versus 'I'm really pleased with that!'; indicating degree of feeling, liking or disliking, positive and negative feelings through the use of intonation and pitch, e.g. 'I'm fed up with it!', 'I love it!'. □ Exaggeration use to express own feelings, e.g. 'I'm starving!', 'I've got a million things to do!'.
		4.3 Plan action with others for a given task	<ul style="list-style-type: none"> □ Negotiating a plan with others, in particular where agreement cannot be taken for granted, e.g. language such as, 'Can I suggest that', 'How about if we', 'Another way to do it would be', 'So, to summarise', 'Is everybody happy with that?' □ Intonation use appropriate to negotiation, e.g. raising the voice at the end of a question. □ Register use appropriate to the situation, e.g. when contrasting ideas, summarising, making suggestions.

Learning outcomes	Assessment criteria	Unit amplification
	4.4 Obtain relevant information from others	<ul style="list-style-type: none"> □ Extracting relevant information from narratives and explanations. □ Extracting relevant information by recognising key words, collocations, fixed expressions. □ Identifying ideas and using this to ask relevant questions. □ Marker use in speech to show understanding, e.g. 'I see', 'right', 'of course'. □ Signalling the introduction of a new idea. □ Following speaker use of stress and intonation during verbal communication to gain an understanding of the main points to ask questions. □ Appropriate verb forms use to ask for information, e.g. present perfect/present perfect continuous, present simple passive, past simple passive. □ Asking different types of questions appropriate to the purpose and situation, e.g. open, closed, embedded. □ Modal verb use, e.g. 'Would you mind explaining?' in order to ask for something, ask permission, or ask someone to do something. □ Varying register according to situation, e.g. using different language during a meeting with a manager, or when talking to peers. □ Appropriate intonation for different situations, e.g. when being polite, assertive. □ Appropriate phrases, including pre-request phrases, when making requests e.g. 'I am really sorry to bother you,', 'Could I just have a moment of your time?' □ Conventions for turn taking. □ Fixed expression use to ask for clarification or repetition, e.g. 'Sorry, could you repeat that please?', (formal) as opposed to 'What?' (informal). □ Providing feedback and confirming understanding, e.g. 'So what you mean is?' 'Too right!'.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners need to be given opportunities to practise their speaking and listening skills in different scenarios, using a communicative approach that encourages participation and uses interactive teaching and learning strategies. Group work is required to practise discussion skills. Working in pairs can help to develop conversational skills and questioning strategies to obtain information and detail. Learners need to watch and listen to other speakers engaging in conversations to identify features of non-verbal communication and pronunciation, including the role of stress and intonation.

Learners must develop their vocabulary and knowledge of words to support the development of their speaking and listening skills.

Learning outcome specific learning programme details

Learning outcome 1 – be able to obtain information from verbal communication

Learners need to be able to follow the gist of verbal communication. They need to know how to use register to help identify the spoken genre, situation and relationship between speakers during discussions. Learners require opportunities to practise taking part in discussions (one to one and group, informal and formal, familiar and unfamiliar). For example, when taking part in an informal discussion with a colleague they do not need to understand every word but can still follow the gist of the discussion. Learners will need to be able to work out the meaning of unknown words through understanding the context and adjacent words.

Learners will need to be able to recognise the use of predictable speech patterns during discussions, such as 'What do you think about...?', for example when taking part in a discussion with a manager.

Learners need to be able to obtain detail when listening to non-interactive explanations and narratives, such as when listening to an article on television or the radio. They need to be able to extract meaning without necessarily understanding every word and be able to recognise how intonation, stress and body language can infer the speaker's attitude, for example an aggressive attitude during a discussion with a shop assistant. To practise obtaining information, learners can listen to explanations and instructions on the radio, television, etc. Learners need to be able to follow and respond to instructions, in particular when instructions are not sequenced chronologically.

Learning outcome 2 – be able to speak English to communicate

Learners need to be able use stress placement and intonation to make meaning clear, for example 'Hello, what's your name?'. They need to be able to articulate the sounds of English in connected speech to avoid assimilating or eliding such as 'tempounds' instead of 'ten pounds'. Learners need to be able to use simple, compound and complex sentences to convey meaning, for example 'The dinner was burned.' is a complete short sentence. 'The dinner was burned because she had forgotten it.' becomes a complex sentence with the addition of the conjunction and subordinate clause. Learners can be given opportunities to practise taking part in discussions to state facts, for example a mock interview to give a detailed account of skills and experience.

Learners need to be able to use language that is appropriate to the target audience, subject and context and to adapt the register and level of formality depending on the context. They need to be able to use intonation to indicate feelings in less formal situations, for example when talking to friends. Learners need opportunities to practise initiating and following through discussions in a formal context, for example a role play of making a complaint in a shop.

Learning outcome 3 – be able to convey information

Learners need to know the planning process required to be able to present information to others, for example by using a written plan or crib cards to help present information and ideas in a logical sequence. Learners need to know how to talk on a topic, adapting to the situation and context and they need opportunities to practise talking on a topic.

Learners need to be able to give verbal accounts, structuring the information to enable the listener to follow explanations and instructions. They need to practise using language and intonation to engage the listener, for example when delivering an explanation in a work-related situation.

Learners need to be able to adapt their register when asking about feelings, opinions and interests and to use stress and intonation to signal emotions depending on the situation. They need to be able to use strategies to interrupt during discussions and opportunities to practise taking part in discussions in different contexts, with friends, peers, colleagues and managers.

Learners will need to be able to use strategies to deal with unwelcome interruptions during verbal communication, such as using non-verbal communication (a nod or a hand gesture) to prevent an interruption.

Learning outcome 4 – Be able to engage in discussion with others

Learners need to know how to plan for and take part in discursive situations; and adapt their own register to match that of the other speakers. They need to be able to state facts and opinions. They need to use language features such as ellipsis and vague language. Learners need to practise planning and taking part in discussions that require them to respond to different types of questions.

Learners need to be able to make contributions to discussions at the appropriate time and judge when to make interruptions depending on the context. They need to practise using their discussion skills to express their positive and negative feelings through the use of intonation and pitch, for example when discussing likes and dislikes in art, music etc.

Learners need to be able to use register and intonation appropriate to the situation and to plan with others, for example when planning an end-of-year event. They will need to be able to extract relevant information and ask different types of questions depending on the situation, for example 'Would you mind explaining?'.

Assessment

This unit is assessed through Pearson-devised tasks and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare Learners for assessment, centres must inform Learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.teachingenglish.org.uk

www.excellencegateway.org.uk/ESOL/

www.pearsonlongman.com/uk-ireland/esol/worksheets/index.html

www.skillsworkshop.org/esol

Title: **ESOL Skills for Life – Writing**

Unit reference number: **L/506/1631**

Level: **1**

Credit value: **9**

Guided learning hours: **90**

Unit aim

The aim of this unit is for learners to plan and produce writing to convey information, ideas and opinions in a format and style appropriate for purpose and audience. The unit will enable them to produce documents such as emails, letters, narratives, instructions, reports, written explanations and complete forms with some complex features.

Learners will be able to select appropriate formats for writing and use a range of planning techniques. They will make decisions about the level of detail and language required for different texts. Learners will structure their texts in a coherent way and will produce work with a specific purpose and audience in mind.

Learners will learn how to construct complex sentences, using accurate grammar and punctuation and will be able to spell words correctly.

Essential resources

Learners need to read and discuss a range of text types. They will also need time to plan and practise writing.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan text for a given task	1.1	Plan text for a specific purpose	<ul style="list-style-type: none"> □ Plan for purpose, context, audience, and outcome, e.g. email to friend, accident report at work. □ Planning techniques, e.g. mind map, notes (including abbreviations), lists, diagrams, flow charts. □ Level of planning required for purpose and context, e.g. outline ideas for an informal email; specific requirements for a letter of application.
2	Be able to produce text for different tasks	2.1	Produce content appropriate to purpose	<ul style="list-style-type: none"> □ Level of detail in relation to content, purpose, and audience, e.g. personal statement for job application. □ Development of points within paragraphs.
		2.2	Use appropriate language for a given task	<ul style="list-style-type: none"> □ Register choice for text type, audience, form, e.g. informal tone for note to a friend, formal register for business presentation. □ Vocabulary choices and collocation for purpose, e.g. formal letter openings and closing. □ Connotations of synonyms, e.g. 'hi', 'hello', 'Dear Sir'.

Learning outcomes		Assessment criteria	Unit amplification
		2.3 Structure text in a logical sequence for purpose	<ul style="list-style-type: none"> □ Format and features for different text types, e.g. paragraphs, listings, columns, line breaks, headings, numbering, bullet points, graphics. □ Formatting for purpose, e.g. letter to apply for a job; leaflet for an advert. □ Paragraphs and/or bullet point use where purpose, audience, text type requires them, e.g. account writing, minutes. □ Sequential ordering, e.g. recipe. □ Key features of texts, e.g. openings which signal subject matter, concluding statements. □ Phrases to indicate relationships within texts, e.g. 'Accordingly', 'For this reason'.
		2.4 Use grammar correctly	<ul style="list-style-type: none"> □ Complex sentences consisting of main clause and one or more subordinate clauses. □ Sentence structure for purpose and audience, e.g. informal texts can include contracted verb forms and elision ('don't'); more formal writing can make more use of passive forms and more complex modal forms ('ought to', 'shall'). □ Connectives to express contrast, reason, purpose, consequence in order to show links in text, e.g. 'as', 'if', 'unless', 'so', 'as a result'. □ Prepositional, adjectival, adverbial phrases to show time, manner, degree, extent, frequency, probability, e.g. 'quite', 'almost', 'before', 'often', 'after', 'since'. □ Conditional sentences, e.g. 'If you wish to travel you must buy a ticket'. □ Correct use of pronouns. □ Use of substitutions such as 'one', e.g. 'I wanted a bar of chocolate so I bought one'. □ Correct tense. □ Correct subject-verb agreement.

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Use punctuation correctly	<ul style="list-style-type: none"> □ Punctuation marks for the beginning and end of sentences. □ Comma use, e.g. listing items, between clauses in complex sentences, after some connectives such as 'however'. □ Apostrophes for omission and possession. □ Bullet points, dashes for clarification in texts not written in full sentences, e.g. sets of instructions. □ Conventions of reported speech, e.g. 'She said she needed a new handbag.'
		2.6	Spell words accurately	<ul style="list-style-type: none"> □ Spelling patterns, e.g. -ible, -able, -el, -le. □ Homophones and their relation to meaning, e.g. whole/hole, would/wood. □ Suffixes, prefixes, e.g. -ette, -ism, -ic, hyper-, anti-, ex-. □ Word families based on form, e.g. teach/teacher, play/replaying.
3	Be able to complete a form	3.1	Complete a form with open and closed responses correctly	<ul style="list-style-type: none"> □ Complex features, e.g. open responses, closed responses. □ Conventions when filling out forms, e.g. block capitals when required, a job application form with the section 'previous education' requires insertion of secondary education achievements onwards. □ Clarity, detail, and accuracy of information required. □ Open responses using detailed and relevant expansion.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Exposure to a range of text types is important in this unit, with time provided for the reading, discussion and production of various forms of writing. Learners must plan and write texts such as: a personal statement to accompany a job application; a piece of work for their learning programme, a report for work; an account of a personal experience, for example the learner's first impressions of life in Britain; a short paragraphed description of a place for a guidebook; a short presentation for work or study on a subject of their choice. Consider learners' interests, needs and aspirations when deciding on writing tasks. The completion of forms with both open and closed responses needs to be practised, with emphasis placed on the clarity, detail and accuracy of responses.

Learners must be given opportunities to discuss the features of texts in terms of format and language choices, all of which must be considered within the demands of purpose, context, audience and intended outcome. Learners must know when to use features such as headings, bullet points, paragraphs, listings, columns, line breaks, numbering and graphics, and be able to decide which features are best suited to the text.

Learners need the opportunity to plan writing tasks using a range of techniques. They should be encouraged throughout their learning programme to produce drafts of their written documents prior to the final version. The process of drafting is important; learners should reflect on language choices and redraft their writing where appropriate before completing final versions of texts. The production of final versions of texts that are logically sequenced is important in this unit and placing emphasis on the order of information in texts is essential.

Knowledge of punctuation and grammatical structures will be needed. Learners must be able to construct complex sentences and make grammatical choices appropriate to the audience and purpose. Accurate use of full stops, commas, and apostrophes must be practised. Accurate spelling is required and knowledge of spelling patterns, homophones, suffixes, prefixes and word families is needed.

Learning outcome specific learning programme details

Learning outcome 1 - be able to plan text for a given task

Before producing their writing, learners need to discuss its purpose, audience and intended outcome and how this determines choice of format/text type. Learners must then decide what features and structural aspects of the text are best suited to the text they will produce. Learners can work in small groups to practise their planning skills through undertaking an assignment on the languages spoken by their fellow learners. Learners can generate ideas for content in groups, with planning consisting of researching and making/taking notes, writing and evaluating a mini-survey and then presenting the findings. This could lead to a specified written outcome, which might take the form of a short report.

Learners must experience different methods of planning, i.e. notes, lists, diagrams, flow charts and decide which technique they find most effective for the task. It will be necessary to demonstrate these planning techniques and explain the features and layout of, for example, a mind map, or to demonstrate how notes can consist of key words and phrases, abbreviations, symbols and graphics. To practise their planning and writing skills, learners should use abbreviations or symbols to enable them to compose written notes more quickly and enhance the sequencing of their writing. They could be offered a list of words and phrases and suggest suitable abbreviations or symbols for them. Another opportunity to practise note-taking might be for learners to listen to a short segment from a spoken radio broadcast of, for example, a sports commentary and make notes as they listen, picking out the gist and key points and structuring them. Learners could then compare their notes and discuss how they decided on and noted down the key points.

Learners must be able to determine the level of planning required for writing tasks – they need to understand that writing a note to a friend will require much less planning than a letter of application for a job. One way to embed this is to give learners a list of tasks and ask them to put them in order the tasks requiring most planning to those requiring least planning.

Drafting is a way to refine content as well as phrasing. Having time to reflect with a partner on the process of writing and the decisions made when redrafting is essential; keeping previous drafts and exploring how the piece has changed can be useful. The production of final, legible pieces of writing must be undertaken and so learners will need to be able to decide when their work is ready for presentation. Drafting is essential in refining this skill as it allows learners to judge when their work has reached its final stage. Being able to seek a peer's view on this can be useful in preparation for the final piece.

Possible activities include:

- plan and research a topic collaboratively, discussing the best way to collect and organise information
- explore a range of planning techniques, experimenting with different ways of organising the same information
- take a list of words and phrases and suggest possible abbreviations or symbols to use as reminders when planning
- work with a partner on a draft. Focus on key segments which require improvement and redraft them
- organise drafts on a display board. Explain to a partner the developments between drafts and discuss the process and decisions behind each revision
- evaluate final versions of writing, discussing how effective they are for intended purpose and audience.

Learning outcome 2 - be able to produce text for different tasks

Learners must be able to develop content for writing tasks. Focusing on what the audience needs to know is a good starting point; considering the what, when, where, who and why can be useful depending on the task. It can be useful to look at how published writers use examples, quotations, explanatory sentences, descriptive segments etc. Being able to determine the level of detail and nature of the content is essential. Learners must be able to judge the required length and detail when writing. They can be given texts where the content is deliberately too long or too short, for example a letter of application that consists of only two sentences.

Learners will need to know the range of possible formats available and their conventions. Tutors can give learners several texts, for example time sheet, memo, fax, report, letter, and ask them to make a table showing the text type and its features, for example paragraphing, listing, bullet points, columns, line breaks, headings, numbering, graphics. Discussion about the ways in which layout features help to make meaning clearer is necessary, for example noting how the inclusion of a map on a leaflet about a meeting is helpful for attendees. To practise organising writing, learners can be asked to read an account of a traffic accident and then write a report which includes a numbered time line of events.

Using the appropriate register for a piece of writing is essential; learners must have opportunities to read texts to identify features that combine to create register, for example type of vocabulary and collocation, mode of address, sentence structures. Learners can make a table to show key features for each text type, for example phrases for making requests in formal letters. Learners can be given a list of possible contexts and discuss with each other the style choice required; contexts can be, for example, a note to a friend, a personal statement for job application. Learners can explore the range of synonym choices available and determine which word is most suitable for the text, for example deciding in which contexts 'Hi', 'Hello' or 'Dear Sir' would be appropriate.

Learners must be able to structure text in a logical sequence. They need opportunities to discuss the order of content in a piece of writing. This can be practised by giving them a set of paragraphs and asking them to suggest a sensible order. They can then justify their choices and compare their order with a partner and then with the original text. To show learners how paragraphs are linked to each other, the tutor can highlight the main point in a paragraph and link it to the key events in previous and subsequent paragraphs. Learners need to be able to identify the main features of texts, for example openings that signal subject matter, development of points within paragraphs, concluding statements. They can be given opportunities to annotate these features in a range of texts. Learners can be asked to explore how sequence is essential in instructions, for example recipes. Learners must be able to identify and understand phrases to indicate sequence in a range of texts. They can be given opportunities to highlight and identify terms such as 'accordingly' and 'for this reason' in a text. Before starting a written task, they should decide on the order of paragraphs and sequencing phrases required and then explain and justify their choices with a partner.

Learners will need to produce complex sentences. They must be able to identify when a complex sentence can be useful to add detail and link connected ideas. Learners can be given a range of texts and be asked to highlight complex sentences and identify the main and subordinate clause(s). This can be followed up with a discussion about the link between complexity and audience, purpose and context. Learners will need to be familiar with a range of connectives and their function. Giving learners a list of these words and then discussing what 'job' they do in a sentence can be a useful learning activity. They can take a simple sentence, for example 'I can't go out tonight.', identify how many different conjunctions can be added to the end and how they inform the next part of the sentence. There will need to be opportunities to practise writing complex sentences. Once learners are familiar with the main clause + conjunction + subordinate clause structure, they should experiment with the position of these elements. Getting learners to support each other in this process by asking them to check and rearrange others' sentences can help.

Learners will need to be confident in using:

- prepositional, adjectival, and adverbial phrases to show time, manner, degree, extent, frequency and probability, for example 'quite', 'almost', 'before', 'often', 'after', 'since'
- conditional sentences, for example 'If you wish to travel you must buy a ticket.'
- pronouns, making it is clear who or what they refer to
- substitutions such as 'one', for example 'I wanted a bar of chocolate so I bought one'.

Highlighting these features in written texts and adopting worksheet-based approaches can help. Ensuring tense remains consistent and that there is correct subject-verb agreement is essential for the text produced to be fit for purpose. Technical accuracy of writing needs to be checked. Learners can take an active role in the learning process by isolating the aspects of grammar they have most difficulty with and focusing on practising them to improve the quality of their written work.

Learners will need to be able to use punctuation marks correctly. This includes the use of apostrophes for omission and possession, and the function of commas. They will need to know how commas can be used to separate elements of complex sentences to aid meaning. In order to promote accurate use of punctuation, learners could be given the first half of a text and be asked to identify how punctuation marks are used. In the second half of the text, learners have to insert missing punctuation. They will need to be shown:

- how to use apostrophes to indicate ownership for both singular and plural nouns, for example 'the boy's room' (the room belonging to one boy) and 'the boys' room' (the room belonging to more than one boy)
- how to use apostrophes to signal omission, for example do not/don't, will not/won't
- the distinction between its and it's
- how to use commas to separate clauses in complex sentences, for example 'If you need the toilet, then you must go.'
- the uses of bullet points and dashes
- conventions of reported speech.

Using worksheets can help embed the rules of punctuation mark use. Learners can insert missing apostrophes into sentences or add commas to sentences that need clarifying. Activities where misplaced punctuation has to be amended can be useful too, and these can form part of pair work, with learners supporting and checking their partner's judgements. Punctuating errant text can be useful for reinforcing rules and encouraging general proofreading skills. Reading sentences aloud to decide where commas should be placed is to be encouraged, as the flow of the words can give learners a better idea of the pattern of sentences.

Spelling words accurately is an important aspect of this unit. Learners will need to know:

- words with a wide range of spelling patterns, for example -ible, -able, -el, -le
- homophones, understanding their relation to meaning, for example whole/hole, would/wood
- suffixes and prefixes, for example -ette, -ism, -ic, hyper-, anti-, ex-
- word families based on form, for example teach/teacher, play/replaying.

The traditional look-say-write-cover-check approach is an effective way of embedding spellings to memory and can be used in conjunction with quizzes and tests. Other activities include: highlighting wrongly spelled words in lists and correcting prepared 'wrong' passages of text; completing missing word endings; choosing between homophones. Repeated writing out of key spellings in cursive (joined up) writing is useful in encouraging motor memory, helping the learner to embed the shape and flow of the word in their mind.

Activities can include:

- collect a range of text types and make a table showing the layout features of each format
- take a list of writing tasks and discuss how much or little detail/content is required for each one
- using a range of text types, identify the purpose, audience and register of each one
- compile a list showing the conventional features of text types, focusing on useful phrases such as opening and closing statements
- compile a personal list of aspects of grammar that require most attention
- proofread a text where tenses are used inconsistently. Discuss corrections with a partner, using a grammar reference book to check corrections
- identify and underline complex sentences in a given text. Isolate the main and the subordinate clause(s). Add commas where necessary
- fill gaps in complex sentences with suitable connectives
- read a text containing dialogue. Convert this into reported speech
- correct a piece of prose where punctuation has been used incorrectly, for example a text where sentences have been composed with a series of commas rather than full stops
- convert simple sentences into complex sentences using a suitable connective
- suggest an appropriate order for a collection of paragraphs. Discuss and justify with a partner
- highlight main points in each paragraph of a text, to identify how ideas are linked between paragraphs
- devise a logical order for paragraphs in a given written exercise. Discuss and justify with a partner.

Learning outcome 3 - be able to complete a form

Learners will need to be able to complete forms with open and closed responses. These may be texts such as: a job application form; an electoral roll registration form; an online banking form; a credit agreement; a feedback form (for example health centre/course). Learners must consider how much personal information they wish to disclose and how to reconcile this with the requirements of the form.

Learners should be encouraged to draft forms where appropriate, for example a health questionnaire when starting new employment. Learners need to know the conventions of form filling, for example when completing information in the 'previous education' section of a form, learners need to be aware that this term implies insertion of secondary education achievements onwards.

Emphasis must be placed on completing forms with accuracy, detail and clarity. Encouraging learners to check a partner's form can be helpful. One method of delivery can be to offer two possible answers to a question on a form and ask learners to decide which is the most appropriate. Discussion work can be based around the appropriateness of content and the ways in which open response questions can be approached.

Activities can include:

- examine a range of forms, identifying which questions might be considered 'open' and which 'closed'
- consider two possible responses to open tasks. Discuss which one seems more effective and/or appropriate
- draft answers to open responses. Compare with a partner, deciding which sentences seems most effective and why
- complete a range of forms. Discuss with a partner which types of question seem most difficult to complete. This could support a form drafting exercise.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.teachingenglish.org.uk

www.excellencegateway.org.uk/ESOL/

www.pearsonlongman.com/uk-ireland/esol/worksheets/index.html

www.skillsworkshop.org

www.usingenglish.com

Level 2 units

Title:**ESOL Skills for Life – Reading****Unit reference number:****T/506/1574****Level:****Level 2****Credit value:****6****Guided learning hours:****60**

Unit aim

The aim of this unit is to give learners the skills to read and understand a wide range of text types of varying complexity.

Learners will be able to trace and understand the main events of continuous descriptive, explanatory, and persuasive texts. They will be able to find and obtain information from text, for example using organisational and textual clues. Learners will understand the use of organisational and textual features to convey intended meaning. They will be able to summarise information, for example the key points, main events and/or look for specific details.

Learners will be able to identify the purpose of text and infer meaning that is not explicit. They will be able to compare texts on the same topic, for example for information, ideas, and opinions.

They will know how to read critically and evaluate the purpose of text, recognising how construction and language are used to convey a message. They will know how to analyse texts to ascertain the difference between fact, bias, and opinion.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to gain meaning from text	1.1	Identify the main points of text	<ul style="list-style-type: none"> □ Different text types, e.g. continuous descriptive, explanatory, persuasive. □ Pick out main points, ideas, and themes from texts, e.g. letters, reports, timetables. □ Distinguish main points from detail, e.g. headings in a text book, topic sentences, contents pages, graphs, headlines. □ Infer meaning that is not explicitly stated, in order to arrive at a correct overall understanding, e.g. hidden agenda. □ When it is sufficient to grasp the main points and when it is essential to note all the details, e.g. when reading a newspaper article for own interest compared to summarising a document for work purposes.
		1.2	Identify the main events of text	<ul style="list-style-type: none"> □ Key event use to structure texts. □ Main focus of text, e.g. procedures, episodes, experiences, plots.
		1.3	Use language features to identify meaning in text	<ul style="list-style-type: none"> □ Role of language features to build meaning in text, e.g. imagery, metaphors, similes, idioms. □ Function of punctuation to aid understanding, for particular purposes in text types, e.g. exclamation marks, speech marks, colons, semi-colons, apostrophes. □ Use of discourse markers to structure arguments, e.g. 'on the one hand', 'some people think', 'in summary'. □ Features which help to make a text cohesive, e.g. pronoun referencing, substitution, ellipsis, repetition, chains of words.

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Identify the meaning of vocabulary in text	<ul style="list-style-type: none"> □ How choice of vocabulary relates to the style of a text, suitability for context, purpose, audience. □ How choice of vocabulary affects meaning, e.g. positive or negative adjectives in a hotel review conveys the reviewer's experience. □ Use of context to work out the meaning of words. □ Synonym use, e.g. severe, hard. □ Antonym use, e.g. wide, narrow. □ Words with different connotations in different contexts, e.g. wicked which can mean either evil or excellent. □ Words that change in context and have different meanings, e.g. effect can be a noun or a verb. □ Word patterns, root words, suffix/prefix, e.g. micro, macro, ex, ism, trans. □ Know that vocabulary is formed by using prefixes, suffixes, roots, e.g. micro/surgery, micro/chip, ex/cavate, trans/action, play/playing/played.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to distinguish the purpose of text	2.1	Identify the purpose of text	<ul style="list-style-type: none"> □ Purpose of texts, e.g. to persuade, inform, criticise. □ Text style use such as irony, satire to achieve a different purpose than that explicitly stated, e.g. a review of a film which seems to be praising it but is actually condemning it. □ Recognition that the real purpose of texts can be different from the explicitly stated purpose, e.g. an article to promote healthy skin is actually trying to sell face creams. □ How format, organisational structure, grammatical features, discourse markers, graphics, vocabulary, style provide clues to the purpose of a text. □ Discourse markers that link and contrast written arguments, e.g. such as 'on one hand'/'on the other hand', 'it can be said that', 'for instance', 'in conclusion'. □ Register use, e.g. active ('Chris posted a comment on Facebook'), passive ('the comment was posted on Facebook by Chris') to facilitate purpose in formal, and informal structures. □ Idiom use, e.g. 'feeling blue', 'rub someone up the wrong way'.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to find information in text	3.1	Obtain specific information from text	<ul style="list-style-type: none"> □ Identify specific details within text, e.g. film timings within cinema information, meeting point in a letter about a holiday, train of events from a historical narrative. □ Differentiate between fact and opinion using grammatical knowledge, including verbs, adverbs, adjectives, modal verbs, idiomatic expressions, e.g. use of superlatives to strengthen an argument, 'open up a whole can of worms', 'watching the box', 'raining cats and dogs'. □ Difference between objective fact and subjective opinion where opinion might be presented as a fact, e.g. phrases which begin 'I think we will all agree'. □ Features which assist to predict content, a point of view, inferred meaning, e.g. contents page, headlines in a newspaper. □ Features which make text cohesive, including pronoun referencing, (e.g. 'John hoped to go back to the town where he was born. <i>He had heard so much about it.</i>'), substitution (e.g. 'My first point... My second one...'), ellipsis, repetition, and chains of words (e.g. 'she was poor but [she was] happy'; 'it was a wonderful, wonderful evening'). □ How organisation of text can help locate information, e.g. headings, topic sentences, contents pages, graphs, headlines, discourse markers, layout of text on a page.
		3.2	Evaluate information from different sources	<ul style="list-style-type: none"> □ Evaluating information from different sources on the same topic, e.g. comparing the same story reported in different newspapers to evaluate how different sources present information. □ How language is used to create different emphases when presenting the same information, e.g. descriptive language, metaphor, connotation, formal register, imagery in poetry. □ How to identify biased/balanced text through what is written as well as what is left out.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners need access to as wide a variety of texts as possible, from work and leisure sources, fiction and non-fiction, including include poetry. Texts must vary in length and detail and include those that convey and/or imply information and/or have an unacknowledged bias. Texts must encourage the study of language features and devices such as punctuation to aid understanding or cohesion. Technical or work-related texts can be included.

Learning outcome specific learning programme details

Learning outcome 1 – be able to gain meaning from text

Learners need exposure to a range of reading materials to develop their experience in reading longer texts, for example novels, reports, technical brochures, magazines, promotional material, poetry, to track the main ideas, events or points within them so that reading is meaningful and has a purpose. Learners need to understand and make sense of what they are reading in order to decide on its validity and relevance. When meaning is not immediately apparent to the learner, they need to be able to apply strategies to enable understanding, for example bringing in their background knowledge about a topic.

Learners must understand the use of punctuation marks in text to support comprehension of the author's meaning. This will include the use of colons, semi-colons, hyphens, dashes, apostrophes, commas, brackets, full stops, question marks, exclamation marks, bullets, numbering and speech marks. Implicit in this is the use of grammatical knowledge to follow meaning and purpose.

Learners must be able to use organisational features to enable access to the relevant reading. This can include:

- the 'blurb' on the back of a book, author information on the fly-leaf, contents page, index and date of publication to predict content and relevance
- chapters in a book or report
- verses in a poem
- sub-headings in a report
- headlines in newspapers.

Learners must be given a variety of individual and group opportunities to examine how wording can give a different interpretation through the use of:

- synonym
- antonym
- simile
- metaphor.

Writers can structure language so that different messages can be interpreted within the same text.

Learners must be able to decode unfamiliar words using root words, suffix/prefix such as trans- micro-, macro-, ex- (meaning 'out of'), -ism, to access new vocabulary.

To deliver this learning outcome, tutors can use a range of activities, for example discussions, worksheets and reading comprehension exercises. Learners can find it more stimulating to work in pairs or small groups to extend ideas and learning.

In pairs or small groups learners can:

- track the main points of a text using highlighters or underlining, discuss the overall meaning and later transfer the key information to another format, for example flow chart, spider diagram
- list the main focus or events, for example in a historical novel, key stages in an instructional manual
- read and discuss reports of current interest in different sources such as newspapers, to evaluate how the reports may differ and the language used that creates these differing viewpoints, tracking arguments and examining viewpoints. Learners can extract and list the arguments for and arguments against, and discuss their own views
- read short paragraphed texts from a range of registers to identify the intended audience, state the writer's purpose and compare language use
- read a short text with emphasis on the punctuation
- keep a group list of suffixes and prefixes that they encounter in their reading to determine their meaning and to help to decode unknown words
- read a text and highlight the adjectives used. They could then challenge peers to change their highlighted words with an antonym to reverse the meaning of the text. This can be repeated using synonyms that have slightly different shades of meaning
- read a text and highlight the punctuation used followed by a discussion on how this aids the understanding of the text. Comparisons can be made with their first language.

Learning outcome 2 – be able to distinguish the purpose of text

Learners must be able to judge the main purpose of a text. Where a text has more than one purpose and the real purpose(s) of the text may be different from that of the surface intention, learners must be able to identify this. For example, advertising leaflets can be formatted to look as though they are giving health information but are actually selling a product. Text styles such as irony and satire can be included. Learners can be given a range of opportunities to examine the exact purpose of the text. The use of group discussion can expand their understanding.

Learners will be able to analyse a text to understand the different levels of purpose, for example use of irony to make a point in a subtle way. Learners will be able to distinguish when formats of text, register, discourse markers, and the use of grammatical features disguise the real meaning.

Learners will be able to distinguish between formal and informal text including use of the active and passive voice.

Learners will understand the concept of idiom use to make text more interesting.

To deliver this learning outcome, tutors can use a range of delivery methods, including individual, small-group and whole-group work. Learners could:

- read a range of materials where the real purpose of the text may be disguised, for example in a satirical magazine, an ironic commentary, advertising disguised as factual information. Discussion could centre around audience and purpose
- examine a text with a central argument, commenting on how the style and structure of a text provides clues to the purpose of the author and how this leads the reader, for example the use of 'firstly'/'secondly', 'on the other hand', 'which leads us to conclude'
- read non-standard formal text to discuss the format of informal text structure, for example blogs, online discussion groups
- collect a group record of idiom, slang expression and clichés as they encounter them.

Learning outcome 3 - be able to find information in text

Learners need exposure to a variety of texts to practise obtaining specific information and to be able to distinguish fact from opinion. Group discussion can reveal that what one person believes to be a fact may be perceived as an opinion by others. Exposure to as many formats of text as possible can enhance this skill, as can sharing ideas and opinions. Implicit in this is how the use of verbs, adverbs, adjectives, modal verbs, idiomatic expressions can be used to distinguish fact from opinion.

Learners will need opportunities to recognise that different sources may produce different or even contradictory emphases and need to be aware of the origins of text so that bias and opinion can be detected. They will be able to understand that the choice of words used is relevant to the underlying themes and viewpoints of the text. Learners can be given texts that cover the same topic but from a range of viewpoints. Text sources may include those found online as well as paper based texts.

Learners will be able to read idioms used in text to deliver specific meaning. These can include:

- 'raining cats and dogs'
- 'watching the box'
- 'feeling blue'.

Learners need to understand how discourse markers are used to find information within the text, for example:

- within an argument text, markers such as '*on the one hand...*', '*another point of view is...*', '*some people think...*' may be used for locating the argument
- markers that link ideas and example (for example 'for instance', 'an instance of this was'); those that show text structure, for example 'this chapter will explore...', 'to sum up...') will be employed by learners to locate the main argument or idea.

Learners will be able to use cohesive devices to follow the main points of extended text, to include:

- substitution
- ellipsis, repetition and chains of words.

Implicit in this is also the use of grammatical features which can include pronoun referencing.

To deliver this learning outcome, tutors can use individual, small- or whole-group work. Learners can be given opportunities to:

- read text and identify discourse markers and other cohesive devices to discuss their use
- identify specific details in a timed exercise using organisational features to help them
- find information on specific topics, for example the cost of a second-hand car. Learners could begin by discussing the possible sources of information and then compare their performance against the task requirements
- read text on the same topic but from different viewpoints to analyse how the language has been used for effect.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Esther Menon – *Literacy Level 2 Skills Book* (Pearson Education Limited, 2008)
ISBN 978-1-84690-134-8

Clive Oxenden and Christina Latham-Koenig – *New English File: Advanced*
(OUP, 2010) ISBN 978-0194594585

Websites

www.bbc.co.uk/skillswise

www.teachingenglish.org.uk

www.pearsonelt.com/pearsonelt/index.page

Title: **ESOL Skills for Life – Speaking and Listening**

Unit reference number: **Y/506/1566**

Level: **2**

Credit value: **12**

Guided learning hours: **120**

Unit aim

The aim of this unit is to give learners the knowledge, understanding and skills required to be able to obtain detailed information when listening to extended explanations, instructions, and narratives. The unit will enable learners to recognise sequence markers, stress, intonation, inference and connotation to help obtain information. Learners will be able to use pronunciation, stress and intonation to speak clearly and confidently to convey meaning and interest the listener. They will use language in context according to the level of formality and situation. Learners will be able to understand and follow multi-step instructions.

Learners will develop the skills to prepare for and present information and ideas to others in a logical sequence. They will use appropriate grammar, register and genre conventions. Learners will be able to provide different types of descriptions and make comparisons when giving verbal accounts. They will know how to make requests and ask appropriate questions to obtain information from others and confirm understanding. They will be able to convey relevant detail during social interactions. Learners will be able to answer detailed questions on a range of topics. They will learn how to offer and receive criticism in a constructive way.

Learners will be able to take part in a group discussion. They will know how to express views, using a variety of techniques such as exaggeration, understatement, stress and intonation in informal and formal situations. Learners will be able to support opinions and arguments with evidence. They will engage with others to take part in discussions and use appropriate language to interrupt and change the subject in order to move the discussion along.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to obtain information from verbal communication	1.1	Follow the gist of extended verbal communication	<ul style="list-style-type: none"> □ Language structures and non-verbal indicators to recognise the speaker's purpose, e.g. to give instructions, to apologise, to explain why a situation arose at work. □ Discourse markers in informal speech, e.g. 'while you're at it', 'on second thoughts'. □ Working out the meaning of unknown words in complex spoken texts by understanding the meaning of the content of the communication, e.g. using collocations, listening for verbs, listening for examples. □ General and specific points. □ Context, use of register and formality use to aid understanding. □ Predictable patterns of speech to follow the interactive nature of discussions, e.g. 'What do you think they mean... can we meet to discuss..?' in a work-based discussion. □ Collocations connected to a range of topics, e.g. rejected allegations.

Learning outcomes		Assessment criteria	Unit amplification
		1.2 Obtain relevant detail from extended verbal communication	<ul style="list-style-type: none"> □ Inferred meaning of ideas, e.g. 'Well, I suppose the play was ok given the time they had to rehearse', 'Yes, they did their best,' - where both statements infer that the play was not very good but it is not overtly stated. □ Speaker register and level of formality variance depending on the context. □ Matching register and formality in the response. □ Pitch, stress and intonation to clarify feelings and attitude. □ Grammatical and syntax features to help clarify detail, e.g. mixed passive and active voice, participle phrases. □ How to use stress words within sentences and how stress can alter the meaning of words. □ Recognise that intonation within verbal communication can have different functions, e.g. to indicate a new topic, to distinguish between questions and statements, to indicate attitude.
		1.3 Follow multi-step verbal instructions correctly for a given purpose	<ul style="list-style-type: none"> □ Following complex instructions. □ Prepositional phrase use to help follow instructions, e.g. 'Place newspapers in the recycling bin and return the key to the bins to...' □ Sequence markers and grammatical structure use to understand a set of instructions, e.g. when the instructions are not given chronologically (before/after, preceding/following, 'once you have completed that...'). □ Stress and discourse marker use to focus on the main points of the instructions, e.g. most importantly, 'you must iron those clothes today', 'you must iron those clothes today', 'you must iron those clothes today'. □ Indirect instructions, e.g. 'If you just...'

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to speak English to communicate	2.1	Use clear pronunciation to convey intended meaning	<ul style="list-style-type: none"> □ Stress placement use in a range of multi-syllable words, variation of stress placement in words from the same family, e.g. 'really', 'really?' □ Stress placement use, varying the stress to change emphasis/indicate a different attitude, e.g. 'I don't really want to cause a problem but...', 'I don't really want to cause a problem but...', 'I don't really want to cause a problem but...' □ Intonation and pitch use to focus attention/add interest during discourse. □ Intonation use to make meaning clear within verbal communication, e.g. to indicate a question, statement, attitude. □ Know that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved. □ Speaking with a clear distinction between stressed and unstressed syllables, with reasonable speed and rhythm. □ Stress and intonation use, and variation in register according to the relationship between speakers. □ Grammatical form use to state facts accurately, e.g. past perfect, future perfect. □ Recognise that sounds can assimilate or elide in connected speech.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Use appropriate language in context according to formality	<ul style="list-style-type: none"> □ Lexical phrase use in formal and informal situations, e.g. during a job interview, when talking to neighbours or family. □ Spoken language variance depending on the situation and relationship between speakers, e.g. teachers will speak in a certain way with each other which may be different to how they speak with learners. □ Adapting own speech according to the situation and relationship with the speaker, e.g. use more vague language in informal speech. □ Body language, intonation, nuance, lexical structure use to deal with difficult/stressful interactions. □ Switching register depending on the situation, e.g. during a formal transaction immediately followed by a social interaction.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to convey information	3.1	Present information in a logical sequence for a given purpose	<ul style="list-style-type: none"> □ Planning to present information/ideas in a logical sequence for a given situation. □ Level of detail and development required to clarify or confirm understanding. □ Speak clearly to present information. □ Formal marker use to clearly structure a talk, e.g. 'for example', 'what I would like to stress'. □ Elaborating main points, e.g. by giving examples, adding explanations, commenting on specific points. □ Checking the listener's understanding, appropriate to the situation, e.g. 'Are you still with me?', 'Does that make sense?'. □ Responding to detailed/extended questions. □ Responding to different types of questions/sub-questions giving an extended response that covers several points, e.g. 'What was a problem you encountered in your last job and how did you deal with it?'. □ Discourse marker use to keep track of the main thread of the questions, e.g. 'To answer the first part of your question...', 'With regard to...'

Learning outcomes	Assessment criteria	Unit amplification
	3.2 Provide a verbal account with relevant information confidently for a given audience	<ul style="list-style-type: none"> □ Verbal accounts, e.g. classifying, generalising, describing a process. □ Give explanations/instructions, e.g. when training a new colleague to use a piece of equipment. □ Sentence types and grammatical format use to express precise meaning. □ Format of factual accounts, e.g. using a general statement, followed by a specific point and an example ('this cardigan is machine washable but you must keep the water temperature below 30°C or it will shrink'). □ Discourse marker use, e.g. consequently, subsequently, as a result. □ Register features according to formality, e.g. when giving a witness statement. □ Narrating events in the past to make time relationships clear, e.g. using past tense, sequence markers. □ Maintaining listener interest, e.g. by using varied pitch, intonation, conveying feelings. □ Dramatic present use to express a point, e.g. 'So there I am, waiting for the bus, when a car comes along and mounts the pavement'. □ Narrative and interactional modes, e.g. recounting an event then answering questions about it. □ Stress, intonation, register variation to match the relationship between speakers, e.g. when attending a job interview as opposed to a conversation in a social setting. □ Description of people, places and things. □ Comparison of people, places and things. □ Connotation, adjective, intensifier use, e.g. 'hard as iron', 'white as the driven snow'.

Learning outcomes	Assessment criteria	Unit amplification
		<p>...continued</p> <ul style="list-style-type: none"> □ Simile, metaphor, exaggeration, understatement use. □ Pre-modification and post-modification of the noun phrase and subordinate clauses, e.g. 'The crew could see the whale, which had surfaced only 50 m behind them'.
	3.3 Convey relevant detail during verbal communication	<ul style="list-style-type: none"> □ Vocabulary use and adaptation of speech according to the situation. □ Discourse marker use. □ Ellipsis, vague language, informal expression use to initiate and sustain social interaction. □ Intonation pattern use, e.g. raised tone to introduce a change in topic. □ How to reassure audience, e.g. body language, intonation and phraseology. □ Lexical phrase use to offer/accept constructive criticism, including conditional and modal verbs, e.g. 'It may be a good idea to', 'OK, I'll give it a try'.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to engage in discussion with others	4.1	Contribute constructively to discussion	<ul style="list-style-type: none"> □ Use evidence during discussions to support opinions/arguments, e.g. 'According to what we have heard', 'If we look at the facts'. □ Discourse marker use to help move discussions forward, e.g. 'I take your point, but perhaps we could think about'. □ Differences between expressing a fact and an opinion. □ Respond appropriately to facts/opinions. □ Recognition of inference, e.g. 'she said she hadn't done nothing'. □ Responding to inference. □ Informal expressions use, e.g. 'fed up', 'gutted'. □ Body language, intonation and lexical structure appropriate to the situation, e.g. complaining, insisting, persuading, negotiating. □ Predictable patterns of speech, e.g. 'I think this... what do you think?'; 'we need to reach an agreement, so we'll take a vote'. □ Adaptation of register for the situation. □ How to persuade, warn, rebuke, sympathise. □ Modal verb and conditional verbs use to criticise/make positive suggestions, e.g. 'should', 'could', 'should have', 'might have'. □ Ensuring discussions/conversations are productive and that decisions, proposals, solutions are agreed. □ Verbal and non-verbal strategy use to move the discussion forward, e.g. to reassure. □ Intonation pattern use, e.g. raised tone to introduce a change in topic.

Learning outcomes		Assessment criteria	Unit amplification
		4.2 Express views constructively during verbal communication	<ul style="list-style-type: none"> □ Lexical phrases/register usage to express opinions, agreement, disagreement for situation, e.g. when discussing budgeting with friends or colleagues. □ Modal verb use, e.g. should have (to express regret or recrimination), must (mandatory), might (possibly), must've (to speculate). □ Vocabulary, appropriate pitch, stress, intonation to express feelings depending on the situation. □ Use of exaggeration, understatement, stress, intonation, e.g. 'I'm starving!'. □ Connotation use, e.g. 'You usually know when she's in the office.' May infer that the person is quite loud. □ Introduction of evidence into a discussion using appropriate phrases, e.g. 'It seems to be the case that...'
		4.3 Respond to others constructively to move discussion forward	<ul style="list-style-type: none"> □ Ellipsis, vague language, informal expression use to initiate/sustain social interaction. □ Adaptation of own social interaction for the situation, e.g. when taking part in discussions with friends and family; with work colleagues/managers. □ Formal language and grammar use. □ Summarising the main points at the end of a discussion, e.g. 'To sum up, this is what we have decided...' □ How to move a discussion on, e.g. insisting, persuading, negotiating.

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Obtain relevant information from others	<ul style="list-style-type: none"> □ Register variance depending on the relationship with other speakers, e.g. when buying a second-hand car, viewing a property. □ How stress and intonation can indicate attitudes, e.g. friendship, sincerity, sarcasm, politeness. □ Intonation and vocabulary use when asking questions, e.g. using a 'softener' ('I wonder', 'I was wondering', 'I hope you don't mind me asking...'). □ Different question formats to ask for information, e.g. tag questions, embedded questions, modal verbs, conditional clauses.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners need to practise their speaking and listening skills in different scenarios, using a communicative approach that encourages participation and uses interactive teaching and learning strategies. Group work is required to practise discussion skills. Working in pairs can help to develop conversational skills and questioning strategies to obtain information and detail. Learners need to watch and listen to other speakers engaging in conversations to identify features of non-verbal communication and pronunciation, including the role of stress and intonation.

Learners must develop their vocabulary and knowledge of words to support the development of their speaking and listening skills.

Learning outcome specific learning programme details

Learning outcome 1 - be able to obtain information from verbal communication

Learners need to be able to follow the gist of verbal communication. They will need to know that it is not always necessary to understand every word to get the gist of verbal communication. Learners must have opportunities to practise taking part in discussions (one-to-one and group, informal and formal, familiar and unfamiliar situations). They will be able to recognise the use of predictable speech patterns and sequence markers during discussions, for example when taking part in a discussion with friends as opposed to with a teacher or manager. Practise opportunities can include the use of role play.

Learners will need to obtain detail when listening to verbal communication. They will need to be able to recognise how intonation, stress and pitch can infer the speaker's feelings and attitude. Learners will need to be able to follow and respond to instructions, in particular when instructions are not sequenced chronologically. To practise listening to verbal communication, learners could listen to explanations and instructions in a range of situations such as face-to-face, listening to the radio, watching television.

Learners can be given texts to read to each other and be asked to add stress intonation to change the emphasis of what is being said. They can take part in group discussions to offer opinions about the main facts or views expressed.

Learners can write their own texts and highlight the points they wish to get across. After reading their text to others, a checklist or question and answer session can show how well their information was conveyed and how well listeners understood it.

Learning outcome 2 - be able to speak English to communicate

Learners will need to be able use stress placement and intonation to make meaning clear during longer utterances and vary stress to indicate a different attitude. They will need to be able to adapt their own speech according to the situation and relationship between speakers. Learners will be able to recognise and deal with nuance. To practise these skills learners will need to take part in a range of conversations or discussions, for example a role play of making a complaint in a shop.

Tutors can give learners factual texts, for example from a holiday magazine, for them to read aloud to each other. A development of this can be to summarise some articles and communicate it to their peers. Learners could write their own texts on a subject they know well, for example sport, fashion, food, a hobby, and they could then read this to their partner or to a group to practise pronunciation and sentence structure, and communicating effectively to a given audience.

As useful starter to the learning session, the tutor could bring in an unusual object or initiate a conversation/questions/discussion giving learners the opportunity to gain confidence in using words, speaking correctly, speaking with others, and to extend their vocabulary.

Learning outcome 3 – be able to convey information

Learners will need to know the planning process required to prepare to deliver a talk. They will need to be able to organise and link information and ideas in a logical sequence. Learners will need to know how to deliver a talk. They need to be able to structure information using discourse markers and register according to the situation. They need to be able to elaborate on the main points. Learners will need to know how to respond to questions – in particular questions that include sub-questions. They can be given opportunities to practise talking to different audiences, for example a friend in an informal situation, a manager in a more formal situation.

Learners will need to have opportunities to practise ways of indicating sequence, reason, purpose, condition, obligation and instructions during verbal communication, for example when delivering a work-related talk on how to operate a machine.

Learners will need to be able to adapt register depending on the relationship with other speakers. They will need to use stress and intonation to signal attitude and opinions. Tutors can ask learners to talk on a topic that they feel strongly about, on which others may have an opinion but which they may feel less strongly. This can also develop the knowledge and skills required for learning outcome 4 to share information not previously known and enhance a discussion opportunity.

Learners will need to be able to use strategies to adapt own interaction depending on the formality of the situation. Learners will need to practise taking part in discussions in different contexts, with friends, peers, colleagues and managers. Tutors can organise role-play situations, with learners taking a variety of roles, for example manager/employee, team captain/player, demonstrating a skill, for example icing a cake. Learners can be asked to research a topic, for example local films/concerts and then present this information to a tutor/partner peer group.

Learning outcome 4 – be able to engage in discussion with others

Learners will need to take part in a variety of discussion situations with others. They will need to be given scenarios in which they will be required to support their opinions and argument with evidence. Learners need to use language features such as ellipsis and vague language in context. They need to practise using phrases and adapting register according to the situation and topic.

Learners need to be able to express their view through the use of exaggeration, understatement, stress and intonation. This includes the use of appropriate pitch, stress and intonation according to the situation. They could initiate a discussion about their likes and dislikes, for example about art, music.

Learners need to know the conventions of taking part in a discussion, for example turn taking, allowing each person to speak, how to interrupt appropriately, seeking clarification, treating other people with respect. They need to know that a consensus may need to be reached even if it conflicts with their personal opinion.

Assessment

This unit is assessed through Pearson-devised tasks and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare Learners for assessment, centres must inform Learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.teachingenglish.org.uk

www.excellencegateway.org.uk/ESOL/

www.pearsonlongman.com/uk-ireland/esol/worksheets/index.html

www.skillsworkshop.org/esol

Title: **ESOL Skills for Life – Writing**

Unit reference number: **R/506/1632**

Level: **2**

Credit value: **9**

Guided learning hours: **90**

Unit aim

The aim of this unit is to give learners the opportunity to plan and develop their writing skills to produce documents that communicate information effectively.

Learners will need to plan their writing – deciding how much to write and the level of detail to include. They will learn how to review their writing for accuracy and meaning before producing final versions.

Learners will use paragraphs to organise their written work into a logical sequence and will learn how to use appropriate formats and sentence structures for different purposes and audiences. The unit will enable learners to use different styles of writing, including using persuasive techniques, supporting evidence, and appropriate vocabulary.

Learners will learn how to use language that is appropriate for purpose, audience, and formality. They will produce documents that are fit for purpose and audience. They will learn how to use grammar correctly to demonstrate subject-verb agreement and consistent use of tense. They will know how to use pronouns to improve text so that the meaning is clear and will be able to demonstrate correct use of punctuation, including commas, apostrophes and inverted commas. They will learn how to spell words used in work, education and daily life, correctly.

Learners will be able to follow instructions to correctly complete forms with complex features. This can include forms with open response features such as personal statements, details of interests, etc.

Essential resources

Centres need access to a range of forms and documents.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan text for a given task	1.1	Plan text for a specific purpose	<ul style="list-style-type: none"> □ Plan text for genre, the purpose for writing, context, audience. □ Plan text, e.g. spider diagrams, listing main points, writing frames, making notes. □ Sequencing ideas for the audience, purpose, e.g. choice of format, paragraphing, headings, sub-headings.
2	Be able to produce text for different tasks	2.1	Produce content which meets the purpose effectively	<ul style="list-style-type: none"> □ Vocabulary choice, sentence length, sentence structure, organisation of text. □ Style appropriate for genre, purpose, audience, context and desired outcome. □ Level of detail to include in texts, e.g. general statements which cover several points, nouns and adjectives used to replace clauses, removal of repetitive comments. □ Effective arguments, e.g. a statement of argument followed by points to support it.
		2.2	Use language effectively	<ul style="list-style-type: none"> □ Language for genre, purpose, audience, e.g. the use of formal language for business letters/reports, informal language for emails to friends. □ Language features use for context, e.g. vocabulary, collocation, idiomatic expressions, modes of address. □ Vocabulary specific for context. □ Persuasive techniques, evidence to support points raised.

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Structure text coherently for purpose	<ul style="list-style-type: none"> □ Text structures, e.g. placing information in a table for comparison, numbered points, bullet points. □ Appropriate formats for context, e.g. business letter, report, essay, set of instructions, journal, article for a newspaper/magazine. □ Writing styles for different purposes/context, e.g. choice of vocabulary, sentence length, sentence structure, organisation of text. □ Use of paragraph structure, e.g. topic sentences plus expansion, sequencing text for coherence. □ Organisational features, e.g. paragraphs, headings, sub-headings, bullets, numbering, columns.
		2.4	Use grammar correctly	<ul style="list-style-type: none"> □ Sentence structures, i.e. simple, compound, complex. □ Sentence structures according to formality required for context, e.g. passive text in official documents/reports/forms, third person in factual texts, standard language in letters. □ Consistent grammar use, e.g. subject-verb agreement in complex sentences, accurate range of tenses used, word order in subordinate clauses. □ Pronouns to improve clarity of writing, remove repetition, e.g. personal, relative pronouns 'I', 'me', 'we', 'us', 'who', 'which'.
		2.5	Use punctuation correctly	<ul style="list-style-type: none"> □ Punctuation use to achieve clarity in sentences, e.g. commas, apostrophes, inverted commas.
		2.6	Spell words accurately	<ul style="list-style-type: none"> □ Spelling patterns to aid accurate spelling, e.g. word roots, origins, prefixes, suffixes.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to complete a form	3.1	Complete a form with complex features correctly	<ul style="list-style-type: none"> □ Forms with complex features, e.g. open/closed response sections. □ Appropriate spelling, punctuation, grammar for audience and purpose. □ Conventions of form filling, e.g. 'use black ink', block capitals. □ Responding to abbreviations used in forms, e.g. DOB.

Information for tutors

Delivery

This unit can be delivered as a stand-alone programme of learning and practice. Alternatively opportunities for learning and practice may be drawn from naturally occurring opportunities from the learner's workplace activities or their education/training programme.

The learning programme

Learners must have the opportunity to plan and draft written text, for example letters, essays, reports, articles, in a range of contexts, such as in their learning programme, at home, in the workplace.

Learners will need to make decisions on the level of detail and the quantity of information that should be included in the text. They will need to use appropriate styles, formats and structures for target audience and purpose and use spelling, punctuation and grammar accurately.

Learners will need to be able to complete forms that have complex features. They need access to a complete range of different forms, for example job applications, a credit card application, opening a bank account, college course application.

Learners can find it stimulating to have a variety of individual, pair and group activities to develop their writing skills.

Learning outcome specific learning programme details

Learning outcome 1 – be able to plan text for a given task

Learners need to be able to identify the genre, intended audience, and purpose of the text and context. Learners can be given different types of texts in order to:

- identify the intended audience or reader
- state the author's purpose for writing the text
- evaluate the effect the text will have on the reader.

Learners can use these points and plan a writing task for a given scenario, for example a letter to complain about poor service in a restaurant.

Learners will need to know different ways to plan a text, for example writing grids, spider diagrams, word frames. Making notes for a research task or a presentation can give individual learners a chance to identify a method of note taking that might be effective to use when planning their text for a given scenario. Tutors can show learners a range of these and get them to use each planning method for the same piece. This will help learners to find out which planning method suits them best.

Learners must identify the purpose, the length and the level of detail used in texts. They can be asked to compare a detailed document with one that is brief and lacks relevant information.

To develop skills in identifying the level of detail required in a writing task, learners can review a report then identify key words and points, label paragraphs and write general statements that cover a number of examples. They can highlight and summarise the main points in a given word count. Learners can then re-write the report in their own words.

Learners must be given different scenarios where they decide the length of text and the level of detail and information to satisfy the purpose and audience.

The learners will need the opportunity to work on various activities to develop their summarising skills. Activities can include:

- use chapter headings and subheadings to summarise, for example a report, section of a reference book
- highlight key words in a passage
- identify topic sentences
- invent topic sentences when they are missing
- label paragraphs.

Learners must be able to plan text for different purposes and audiences. They must know the appropriate format and structure for the text and how to sequence it in a logical order. Learners can be given different scenarios where they select the format and sequence of text to be included, for example a formal business letter, a report, an email to a friend, a job vacancy, an agenda, minutes from a meeting.

Learners can be given an article or report that needs redrafting so the main points are clear, concise, in a logical sequence and with no repetition. They could then compare and discuss the outcome of the activity with their peers.

Learning outcome 2 – be able to produce text for different tasks

When producing the final document, learners will need to know what information must be included in the text and when to remove any repetitive or unnecessary statements.

Learners will need access to different types of text on the same topic and determine how successful the texts are in achieving their purpose, for example articles, reports, information leaflets on smoking. They can identify and list what makes the texts successful under headings, including content, vocabulary, organisation of text, sentence length and sentence structure. This will also benefit their reading skills.

The text produced by learners must be an appropriate style for the genre, purpose, audience, context, and desired outcome. They will need access to a range of different texts where they can identify and list:

- the reason for the text
- the intended audience
- the desired outcome
- how the text could be improved.

Learners can be asked to write an article and a letter for local residents informing them about forthcoming events. In pairs they can review the outcome of their text and give peer feedback.

Learners will need to ensure that their text communicates the intended message clearly for the audience and includes all the relevant information. The content of the text produced by learners must meet both the purpose and the audience. The text must introduce the topic, demonstrate some knowledge of the topic and present the information clearly and concisely. The text will need to include all the relevant points and finish with a concluding paragraph and/or sentence. Learners can, in pairs or individually, write an article for a magazine about their hobbies. They can then review the outcome with their peers.

Learners will need to use language which is appropriate for the genre, audience and purpose. They will need to know when it is appropriate to use informal language and when formal language is required, e.g. a letter applying for a job vacancy, a letter to a friend. Learners can be provided with text and identify where formal or informal language is used. They can be given examples of different text, such as a formal letter, a diary log, a formal report, an email to a friend, where they can list the difference in the structure, vocabulary, idiom. Learners can produce emails to a colleague and a friend and then identify where the differences occur in their structure, language and content.

Learners must be able to construct sentences where the words are in context and appropriate for the topic. They could be given a group of words which they make into a range of simple, compound, and complex sentences.

Learners will need to use persuasive techniques in their text that appeal to the audience. They will need to demonstrate knowledge of the topic and provide examples to support the points they have raised. For example, learners could write an article for a newspaper in support or against banning smoking in cars that carry children.

Learners will need to be able to select the appropriate format, structure and layout to satisfy the genre and purpose of the text. The format could be a table of information, separate stages that are numbered or in bullet points or separate paragraphs. Learners must have access to text that is produced in a range of different formats, for example formal reports, business letters, a survey, a questionnaire, emails, newspaper articles. They can review documents in different formats and list the difference in the text types, paragraphing, listings, columns, headings, bullet points, diagrams or illustrations. Learners can select appropriate formats, layouts, and sequencing for specific tasks.

Learners must also be provided with the opportunity to produce documents that have standard formats and structures, e.g. business letters, agendas, minutes of meetings.

Learners can be given scenarios where they use different vocabulary, paragraph structure, sentence structure, headings, and sub-headings. The scenarios can be, for example, text that needs to be divided into paragraphs, a report that needs headings and sub-headings.

The text produced must have sufficient detail and be in a logical sequence that satisfies the purpose of writing and the audience. If the learner is explaining a topic, they will need to consider the sequence in which their information is recorded. In explanations learners will need to consider whether the reader needs to understand certain points before they can understand others, for example in explaining how something works or giving directions to a venue. They could produce a list of instructions on how to get from the town centre to their home. Looking at a range of different writing scenarios could help learners to develop skills in deciding appropriate sequencing and content for the text.

If learners are using persuasive writing they will need to use text that is appropriate to the genre and convincing and persuasive to the audience, for example persuading customers to buy a product.

When learners' text is formal and complex they will be able to use a range of key linguistic features that will help to make the text cohesive. These can include the use of connectives, for example 'in spite of the fact that', 'whereas', 'nevertheless', 'by this means'; and discourse markers, for example 'subsequently', 'accordingly', 'scarcely'. Learners can be given text that compares two activities and then analyse its linguistic features.

Learners will need to be able to use a range of sentence structures which are fit for purpose and the text. They will need to know how to make the text more interesting by using complex sentences. Learners can be provided with texts where they are required to identify the simple, compound, and complex sentences used. They could be given a number of compound sentences from a newspaper or magazine that have to be condensed but keep the meaning and detail of the original text. They can then rearrange the sentences by changing the word order, adding/deleting words and using connectives.

Learners must be able to use grammar accurately and consistently. They must be encouraged to check that the subject-verb agreement in sentences is accurate and that the tense used is correct throughout the text. Learners could be given a list of sentences where they identify those that accurately use the subject-verb agreement. They can then produce text where they are required to use different tenses. Learners could be given a newspaper or magazine article where they highlight the verbs and use different colours to highlight the use of a different tense.

Learners must know what pronouns are and how and when they can be used to improve clarity and remove repetition. They must be familiar with pronouns, for example *I, me, we, us, who, which*. Learners could be given a list of words where they have to identify the pronouns, they then rewrite sentences where pronouns can be used to improve the clarity of the sentence. Learners could rewrite text where the pronouns are causing ambiguity.

Learners must be able to use a range of punctuation marks within simple, compound and complex sentence structures. They must be familiar with the use of commas for breaking up sentences and listing items; apostrophes for possession, and omission of letters and inverted commas for speech and quotations. Learners must have access to a range of different texts that illustrate the use of commas, apostrophes and inverted commas. They can complete exercises that allow them to use a range of punctuation, including commas, apostrophes, inverted commas. Learners could be asked to rewrite and punctuate a report or an article that has no punctuation, such as direct speech or a quotation.

Learners will need to spell accurately. They can try out different strategies to improve their spelling such as visual, auditory, and kinaesthetic approaches then identify the one which best meets their need. Learners can, on a regular basis, be tested on their own personal list of spellings.

Learners can be introduced to collocations that relate to a topic, for example the weather, family, travel, sport; or different subject areas, for example hospitality, health and social care.

Learners will need to know how spelling can be supported by knowledge of a wide range of word roots, origins, prefixes and suffixes. Understanding root words is beneficial for word recognition and phrase comprehension. Learners must explore the range of prefixes and suffixes available and practise their use in sentences. They can identify and list the root words from a list of words ending in *-ly*. Learners can be given a list of words with prefixes, for example *tele-, anti- dis-*, to learn for a spelling test. They can be asked to build new words by adding prefixes and suffixes to root words, or gap exercises where the learners are given the root word and have to add the prefixes or suffixes.

Learning outcome 3 – be able to complete a form

Learners will need to be able to fully and accurately complete forms with complex features, including open and closed sections. They will need to know the importance of reading and following the instructions on the form, for example use block capital/lower case/sentence case, complete all sections, provide full dates, follow the instructions in an accompanying form-filling guide. Learners could identify errors in forms that have been incorrectly or not fully completed.

Learners must compose suitable sentences to respond to the open sections on a form. They will need to provide clear, concise information, for example an account of previous jobs roles and responsibilities in a job application. Learners need the opportunity to complete a range of different forms, for example a job application, applying for a credit card, opening a bank account.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.axiseducation.co.uk

www.teachingenglish.org.uk

www.excellencegateway.org.uk/

www.skillsworkshop.org

www.usingenglish.com

www.vocabulary.co.il/root-words/

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson : qualifications.pearson.com/en/support/contact-us.html
- BTEC: qualifications.pearson.com/en/home.html
- Pearson Work Based Learning and Colleges:
www.edexcel.com/about.wbl/Pages/Contact-us
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *ESOL Quality Assurance Handbook*
- *Instructions for Conducting Examinations ESOL*.

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their resources on our website at: qualifications.pearson.com

14 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered on our website: qualifications.pearson.com

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: qualifications.pearson.com. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: qualification.pearson.com

Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice.

To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Adult ESOL Core Curriculum and National Standards for Adult Literacy Mapping

The grid below maps the knowledge covered in the ESOL Skills for Life units against the Adult ESOL Core Curriculum and the National Standards for Adult Literacy.

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Reading requirements and the National Standards for Adult Literacy – Reading.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
Entry 1 ESOL Skills for Life –Reading	Word focus: vocabulary, word recognition and phonics 1 Word recognition (Rw/E1.1a) 2 Words and phrases used on forms (E1.1a) 3 Strategies for recognising and decoding words (Rw/E1.2a) 4 Letter recognition and alphabetical order (Rw/E1.3a) 5 Digit recognition (Rw/E1.3b) 6 Reference sources (Rw/E1.1a)	Sentence focus: grammar and punctuation 7 Knowledge of English grammar (Rs/E1.1a) 8 Knowledge of English punctuation and capitalisation (Rs/E1.1b)	Text focus: reading comprehension 9 Genre (Rt/E1.2a) 10 Read with understanding (Rt/E1.1a) 11 Main points and information (Rt/E1.1b) 12 Reading Strategies (Rt/E1.1a) 13 Read Critically (Rt/E1.1a) 143 Reference material (Rt/E1.1a)	Read and Understand – straightforward texts of varying length on a variety of topics accurately and independently	Read and Obtain Information – from different sources
LO1: Be able to gain meaning from text					
1.1 Follow a short text on a familiar topic			✓	✓	
1.2 Use language features to work out meaning in short text on a familiar topic.		✓		✓	

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
	Word focus: vocabulary, word recognition and phonics	Sentence focus: grammar and punctuation	Text focus: reading comprehension	Read and Understand	Read and Obtain Information
LO2: Be able to identify the purpose of text					
2.1 Identify the purpose of short text on a familiar topic			✓	✓	
LO3: Be able to find information in text					
3.1 Obtain relevant information from short text on a familiar topic			✓		✓
3.2 Recognise symbols in text	✓		✓		✓
3.3 Recognise words in text	✓				✓
3.4 Recognise digits correctly	✓				✓
LO4: Be able to recognise letters					
4.1 Identify letters of the alphabet in upper and lower case correctly	✓				✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Reading requirements and the National Standards for Adult Literacy – Reading.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
Entry 2: ESOL Skills for Life – Reading	Word focus: vocabulary, word recognition and phonics 1 Word recognition (Rw/E2.2a) 2 Words and phrases used on forms (E2.1a) 3 Strategies for recognising and decoding words (Rw/E2.3a) 4 Letter recognition and alphabetical order (Rw/E2.5a) 5 Reference sources (Rw/E2.4a)	Sentence focus: grammar and punctuation 6 Knowledge of English grammar (Rs/E2.1a, Rs/E2.1b, Rs/E2.1c) 7 Knowledge of English punctuation and capitalisation (Rs/E2.1d)	Text focus: reading comprehension 8 Genre (Rt/E2.2a) 9 Read with understanding (Rt/E2.1a) 10 Main points and information (Rt/E2.1b, Rt/E2.4a) 11 Reading Strategies (Rt/E2.1b) 12 Read Critically (Rt/E2.2a) 13 Reference material (Rt/E2.3a)	Read and Understand – straightforward texts of varying length on a variety of topics accurately and independently	Read and Obtain Information – from different sources
LO1: Be able to gain meaning from text					
1.1 Trace main events in short straightforward text			✓	✓	✓
1.2 Use language features to work out meaning in short straightforward text		✓		✓	✓
1.3 Understand the meaning of words in short straightforward text	✓			✓	

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
	Word focus: vocabulary, word recognition and phonics	Sentence focus: grammar and punctuation	Text focus: reading comprehension	Read and Understand	Read and Obtain Information
L02: Be able to identify the purpose of text					
2.1 Use features of text to identify the purpose of short straightforward text	✓	✓	✓	✓	✓
L03: Be able to find information in text					
3.1 Obtain relevant information from short straightforward text	✓	✓	✓		✓
3.2 Obtain relevant information from an image			✓		✓
L04: Be able to order words alphabetically					
4.1 Use first placed letters to order words alphabetically	✓			✓	

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Reading requirements and the National Standards for Adult Literacy – Reading.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
Entry 3 ESOL Skills for Life – Reading	Word focus: vocabulary, word recognition and phonics 1 Word recognition (Rw/E3.1a) 2 Strategies for recognising and decoding words (Rw/E3.2a) 3 Strategies for recognising and decoding words (Rw/E3.5a) 4 Letter recognition and alphabetical order (Rw/E3.4a) 5 Reference sources (Rw/E3.3a)	Sentence focus: grammar and punctuation 6 Knowledge of English grammar (Rs/E3.1a, Rs/E3.1b) 7 Knowledge of English punctuation and capitalisation (Rs/E3.2a)	Text focus: reading comprehension 8 Genre (Rt/E3.2a), Rt/E3.3a) 9 Read with understanding (Rt/E3.1a) 10 Main points and information (Rt/E3.4a, Rt/E3.9a) 11 Reading Strategies (Rt/E3.6a, Rt/E3.7a, Rt/E3.8a) 12 Read Critically (Rt/E3.2a) 13 Reference material (Rt/E3.5a, Rt/E3.5b)	Read and Understand – straightforward texts of varying length on a variety of topics accurately and independently	Read and Obtain Information – from different sources
LO1: Be able to gain meaning from text					
1.1 Identify the main points of short straightforward text			✓	✓	✓
1.2 Identify main events in short straightforward text			✓	✓	✓
1.3 Use language features to identify meaning in short straightforward text	✓	✓		✓	✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
	Word focus: vocabulary, word recognition and phonics	Sentence focus: grammar and punctuation	Text focus: reading comprehension	Read and Understand	Read and Obtain Information
1.4 Identify the meaning of words and phrases in short straightforward text	✓			✓	✓
LO2: Be able to distinguish the purpose of text					
2.1 Identify the purpose of short straightforward text			✓	✓	✓
LO3: Be able to find information in text					
3.1 Obtain information from short straightforward text			✓		✓
LO4: Be able to order words alphabetically					
4.1 Use first and second placed letters to order words	✓			✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum Reading – requirements and the National Standards for Adult Literacy – Reading.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
Level 1 ESOL Skills for Life – Reading	Word focus: vocabulary, word recognition and phonics 1 Word recognition (Rw/L1.2a) 2 Strategies for recognising and decoding words (Rw/L1.3a) 3 Reference sources (Rw/L1.1a)	Sentence focus: grammar and punctuation 4 Knowledge of English grammar (Rs/L1.1a) 5 Knowledge of English punctuation and capitalisation (Rs/L1.2a)	Text focus: reading comprehension 6 Genre (Rt/L1.2a), Rt/L1.4a) 7 Read with understanding (Rt/L1.1a) 8 Main points and information (Rt/L1.3a) 9 Reading Strategies (Rt/L1.5a) 10 Read Critically (Rt/L1.1a) 11 Reference material (Rt/L1.4a, Rt/L1.5b)	Read and Understand – straightforward texts of varying length on a variety of topics accurately and independently	Read and Obtain Information – from different sources
LO1: Be able to gain meaning from text					
1.1 Identify the main points in straightforward text			✓	✓	✓
1.2 Identify the main events in straightforward text		✓		✓	✓
1.3 Use language features to identify the meaning of words in straightforward text	✓			✓	✓
1.4 Identify the meaning of words in straightforward text	✓			✓	✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
	Word focus: vocabulary, word recognition and phonics	Sentence focus: grammar and punctuation	Text focus: reading comprehension	Read and Understand	Read and Obtain Information
LO2: Be able to distinguish the purpose of text					
2.1 Identify the purpose of straightforward text			✓	✓	✓
LO3: Be able to find information in text					
3.1 Obtain relevant specific information from straightforward text			✓	✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Reading requirements and the National Standards for Adult Literacy – Reading.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
Level 2 ESOL Skills for Life – Reading	Word focus: vocabulary, word recognition and phonics 1 Word recognition (Rw/L2.1a, Rw/L2.3a) 2 Strategies for recognising and decoding words (Rw/L2.1a) 3 Reference sources (Rw/L2.2a)	Sentence focus: grammar and punctuation 4 Knowledge of English grammar (Rs/L2.1a) 5 Knowledge of English punctuation and capitalisation (Rs/L2.2a)	Text focus: reading comprehension 6 Genre (Rt/L2.2a, Rt/L2.4a, Rt/L2.6a) 7 Read with understanding (Rt/L2.1a) 8 Main points and information (Rt/L2.3a) 9 Reading strategies (Rt/L2.7a) 10 Summarise (Rt/L2.8a) 11 Read critically (Rt/L2.5a) 12 Reference material (Rt/L2.6a)	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
LO1: Be able to gain meaning from text					
1.1 Identify the main points of text			✓	✓	✓
1.2 Identify the main events of text			✓	✓	✓
1.3 Use language features to identify meaning in text	✓	✓		✓	✓
1.4 Identify the meaning of vocabulary in text	✓			✓	

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
	Word focus: vocabulary, word recognition and phonics	Sentence focus: grammar and punctuation	Text focus: reading comprehension	Read and Understand	Read and Obtain Information
LO2: Be able to distinguish the purpose of text					
2.1 Identify the purpose of text			✓	✓	✓
LO3: Be able to find information in text					
3.1 Obtain specific information from text			✓	✓	✓
3.2 Evaluate information from different sources			✓	✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Speaking and Listening requirements and the National Standards for Adult Literacy – Speaking and Listening.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
Entry 1 ESOL – Speaking and Listening	Listen and Respond 1 Gist (Lr/E1.1a, Lr/E1.1b, Lr/E1.1c, Lr/E1.1d, Lr/E1.5d) 2 Detail (Lr/E1.2a, Lr/E1.2b) 3 Information (Lr/E1.2e) 4 Knowledge of English Grammar (Lr/E1.2c) 5 Knowledge of English phonology (Lr/E1.2d) 6 Clarification and confirmation (Lr/E1.1b) 7 Instructions (Lr/E1.3a, Lr/E1.3b) 8 Questions (Lr/E1.4a, Lr/E1.4b) 9 Feelings, views and attitudes (Lr/E1.5a) 10 Simple and straightforward conversation (Lr/E1.5b) 11 Simple and straightforward formal exchanges (Lr/E1.5c) 12 Discussions (Lr/E1.5d)	Engage in Discussion 13 Social interaction (Sd/E1.1a) 14 More formal interaction (Sd/E1.1b) 15 Likes, dislikes, wishes, hopes, views, opinions (Sd/E1.1c) 16 Discussions: relate to other speakers (Sd/E1.1c)	Speak to Communicate 17 Pronunciation: stress and intonation (Sc/E1.1a) 18 Pronunciation: sounds of English (Sc/E1.1b) 19 Formality and register (Sd/E1.1b) 20 Requests (Sc/E1.2a, Sc/E1.2b) 21 Questions (Sc/E1.3a, Sc/E1.3b, Sc/E1.3c) 22 Statements of fact, personal information, accounts and stories (Sc/E1.4a, Sc/E1.4b) 23 Clarification (Sc/E1.3d, Sc/E1.4e) 24 Explanations instructions and directions (Sc/E1.4a, Sd/E1.1a, Sc/E1.4c) 25 Descriptions (Sc/E1.4d)	Listen and Respond – to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, 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

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
LO1: Be able to obtain information from simple verbal communication						
1.1 Follow the gist of simple verbal communication	✓			✓		
1.2 Obtain necessary information from simple verbal communication for a given task	✓			✓		
1.3 Follow single step verbal instructions for a given task	✓			✓		
LO2: Be speak English to communicate						
2.1 Use pronunciation to convey intended meaning		✓	✓	✓	✓	✓
2.2 Use simple language appropriate for context when speaking		✓			✓	✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
L03: Be able to convey information						
3.1 Provide a short verbal account for a given task			✓		✓	✓
3.2 Convey relevant detail during a simple verbal communication	✓	✓	✓		✓	✓
L04: Be able to engage in discussion with others						
4.1 Make relevant contributions to discussion	✓	✓	✓	✓	✓	✓
4.2 Express simple views clearly during verbal communication		✓	✓	✓	✓	✓
4.3 Make effective verbal requests to obtain information	✓		✓	✓	✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Speaking and Listening requirements and the National Standards for Adult Literacy – Speaking and Listening.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
Entry 2 ESOL Skills for Life – Speaking and Listening	Listen and Respond 1 Gist (Lr/E2.1a, E2.1b, Lr/E2.1c, Lr/E2.1d, LrE/2.7a) 2 Detail (Lr/E2.2a, Lr/E2.2b) 3 Information (Lr/E2.3a, Lr/E2.3b, Lr/E2.3c) 4 Knowledge of English Grammar (Lr/E2.2c) 5 Knowledge of English phonology (Lr/E2.2d) 6 Clarification (Lr/E2.1d, Lr/E2.2a) 7 Instructions (Lr/E2.4a) 8 Questions (Lr/E2.5a, Lr/E2.5ba) 9 Feelings, views and attitudes (Lr/E2.6a) 10 Simple and straightforward conversation (Lr/E2.6b) 11 Simple and straightforward formal exchanges (Lr/E2.6c) 12 Discussions (Lr/E2.7a, Lr/E2.8a)	Engage in Discussion 13 Social interaction (Sd/E2.1a) 14 More formal interaction (Sd/E2.1b) 15 Likes, dislikes, wishes, hopes, views, opinions (Sd/E2.1c, Sd.E2.1d) 16 Arrangements, plans (Sc/E2.2d, Sc/E2.3a) 17 Discussions: relate to other speakers (Sd/E2.1e)	Speak to Communicate 18 Pronunciation: stress and intonation (Sc/E2.1a) 19 Pronunciation: sounds of English (Sc/E2.1b) 20 Formality and register (Sd/E2.1b) 21 Requests (Sc/E2.2a, Sc/E2.2b) 22 Questions (Sc/E2.2c, Sc/E2.2d, Sc/E2.2e, Sc/E2.2f) 23 Statements of fact, personal information, accounts and stories (Sc/E2.3a, Sc/E2.3b, Sc/E2.3c) 24 Clarification (Sc/E2.4a) 25 Explanations instructions and directions (Sc/E2.3d, Sc/E2.3e) 26 Descriptions (Sc/E2.3f) 27 Structuring and developing information and ideas (Sc/E2.3c)	Listen and Respond – to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, 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

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
LO1: Be able to obtain information from verbal communication						
1.1 Follow the gist of verbal communication	✓			✓		
1.2 Obtain necessary information from straightforward verbal communication for a given task	✓			✓		
1.3 Follow straightforward verbal instructions correctly for a given task	✓			✓		
LO2: Be able to speak English to communicate						
2.1 Use pronunciation to convey intended meaning		✓	✓		✓	✓
2.2 Use straightforward language appropriate for context when speaking		✓			✓	✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
LO3: Be able to convey information						
3.1 Provide relevant information to others during straightforward verbal communication	✓	✓	✓		✓	✓
3.2 Provide a verbal account for a given task			✓		✓	✓
LO4: Be able to engage in discussion with others						
4.1 Make appropriate contributions to discussion	✓	✓	✓	✓	✓	✓
4.2 Express views clearly during verbal communication	✓	✓	✓	✓	✓	✓
4.3 Obtain specific information from others	✓		✓	✓	✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Speaking and Listening requirements and the National Standards for Adult Literacy – Speaking and Listening.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
Entry 3: Skills for Life – Speaking and Listening	Listen and Respond 1 Gist (Lr/E3.1a, Lr/E3.1b, Lr/E3.1c, Lr/E3.7a) 2 Detail (Lr/E3.2a, Lr/E3.2b) 3 Information (Lr/E3.3a, Lr/E3.3b) 4 Knowledge of English Grammar (Lr/E3.2d) 5 Knowledge of English phonology (Lr/E3.2e) 6 Clarification (Lr/E3.4a) 7 Instructions (Lr/E3.2c) 8 Questions (Lr/E3.5a, Lr/E3.5b) 9 Feelings, views and attitudes (Lr/E3.6a, Lr/E3.6b) 10 Discussions (Lr/E3.7a, Lr/E3.7b, Lr/E3.7c, Lr/E3.7d)	Engage in Discussion 11 Social interaction (Sd/E3.1a) 12 More formal interaction (Sd/E3.1b) 13 Likes, dislikes, wishes, hopes, views, opinions (Sd/E3.1c, Sd/E3.1d) 14 Suggestions, advice, persuasion etc (Sd/E3.1e) 15 Arrangements, plans (Sd/E3.1f) 16 Discussions: relate to other speakers (Sd/E3.1g, Sd/E3.2a, Sd/E3.2b)	Speak to Communicate 17 Pronunciation: stress and intonation (Sc/E3.1a) 18 Pronunciation: sounds of English (Sc/E3.1b) 19 Formality and register (Sc/E3.2a, Sd/E3.1b) 20 Requests (Sc/E3.3a) 21 Questions (Sc/E3.3b, Sc/E3.3c, Sc/E3.3d) 22 Statements of fact, personal information, accounts and stories (Sc/E3.4a, Sc/E3.4b, Sc/E3.4c) 23 Clarification (Sc/E3.3c) 24 Explanations instructions and directions (Sc/E3.4d, Sc/E3.4e) 25 Descriptions (Sc/E3.4f) 26 Structuring and developing information and ideas (Sc/E3.4c)	Listen and Respond – to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, 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

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
LO1: Be able to obtain information from verbal communication						
1.1 Follow the gist of straightforward verbal communication	✓			✓		
1.2 Obtain relevant detail from straightforward verbal communication	✓			✓		
1.3 Follow straightforward verbal instructions correctly for a given purpose	✓			✓		
LO2: Be able to speak English to communicate						
2.1 Use clear pronunciation to convey intended meaning		✓	✓	✓	✓	✓
2.2 Use appropriate language in context according to formality		✓	✓		✓	✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
L03: Be able to convey information						
3.1 Present information using an appropriate structure for a given purpose		✓	✓	✓	✓	✓
3.2 Provide a verbal account of relevant information for a given audience		✓	✓		✓	✓
3.3 Convey relevant detail during verbal communication		✓	✓		✓	✓
L04: Be able to engage in discussion with others						
4.1 Contribute constructively to discussion on straightforward topics	✓	✓	✓	✓	✓	✓
4.2 Express views constructively during verbal communication on straightforward topics	✓	✓	✓	✓	✓	✓
4.3 Plan action with others for a given task	✓	✓	✓	✓	✓	✓
4.4 Obtain relevant information from others	✓	✓	✓	✓	✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Speaking and Listening requirements and the National Standards for Adult Literacy – Speaking and Listening.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
Level 1: ESOL Skills for Life – Speaking and Listening	Listen and Respond 1 Gist (Lr/L1.6a) 2 Detail (Lr/L1.2a, Lr/L1.2b) 3 Information (Lr/L1.1a, Lr/L1.1b) 4 Knowledge of English Grammar (Lr/L1.2d) 5 Knowledge of English phonology (Lr/L1.2e) 6 Clarification (Lr/L1.3a, Lr/L1.4a) 7 Instructions (Lr/1.2c) 8 Questions (Lr/L1.5a) 9 Feelings, views and attitudes (Lr/L1.6b, Lr/L1.6c) 10 Discussions (Lr/L1.6a, Lr/L1.6b, Lr/L1.6c, Lr/L1.6d)	Engage in Discussion 11 Social interaction (Sd/L1.1a) 12 More formal interaction (Sd/L1.1b) 13 Likes, dislikes, wishes, hopes, views, opinions (Sd/L1.2a, Sd/L1.1c) 14 Suggestions, advice, persuasion etc (Sd/L1.2b) 15 Arrangements, plans (Sd/L1.2c) 16 Discussions: relate to other speakers (Sd/L1.3a, Sd/L1.4a)	Speak to Communicate 17 Pronunciation: stress and intonation (Sc/L1.1a) 18 Pronunciation: sounds of English (Sc/L1.1b) 19 Formality and register (Sc/L1.1c, Sd/L1.1b) 20 Requests (Sc/L1.2a) 21 Questions (Sc/L1.2b) 22 Statements of fact, personal information, accounts and stories (Sc/L1.3a, Sc/L1.3b, Sc/L1.3c) 23 Explanations instructions and directions (Sc/L1.3d) 24 Descriptions (Sc/L1.3e) 25 Structuring and developing information and ideas (Sc/L1.4a, Sc/L1.4b)	Listen and Respond – to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, 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

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
LO1: Be able to obtain information from verbal communication						
1.1 Follow the gist of verbal communication on straightforward topics	✓			✓		
1.2 Obtain detail from verbal communication on a straightforward topic	✓			✓		
1.3 Follow verbal instructions correctly for a given purpose	✓			✓		
LO2: Be able to speak English to communicate						
2.1 Use clear pronunciation to convey intended meaning		✓	✓	✓	✓	✓
2.2 Use appropriate language in context according to formality		✓	✓		✓	✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
L03: Be able to convey information.						
3.1 Present information using an appropriate structure for a given purpose			✓	✓	✓	✓
3.2 Provide a verbal account of relevant information for a given audience		✓	✓	✓	✓	✓
3.3 Convey relevant details during verbal communication on straightforward topics		✓	✓		✓	✓
L04: Be able to engage in discussion with others						
4.1 Contribute constructively to discussion on straightforward topics	✓	✓	✓	✓	✓	✓
4.2 Express views constructively during verbal communication on straightforward topics	✓	✓	✓	✓	✓	✓
4.3 Plan action with others for a given task	✓	✓	✓	✓	✓	✓
4.4 Obtain relevant information from others	✓	✓	✓	✓	✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Speaking and Listening requirements and the National Standards for Adult Literacy – Speaking and Listening.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening Level 2			National Standards for Adult Literacy Level 2: Speaking and Listening		
Level 2: ESOL Skills for Life – Speaking and Listening	<p>Listen and Respond</p> <p>1 Gist (Lr/L2.1a)</p> <p>2 Detail (Lr/L2.2a, Lr/L2.2b)</p> <p>3 Information (Lr/L2.1a, Lr/L2.1b)</p> <p>4 Knowledge of English Grammar (Lr/L2.2d)</p> <p>5 Knowledge of English phonology (Lr/L2.2e)</p> <p>5 Instructions (Lr/L2.2c)</p> <p>6 Questions (Lr/L2.3a)</p> <p>7 Feelings, views, opinions and attitudes (Lr/L2.4a)</p> <p>8 Discussions (Lr/L2.4a, Lr/L2.4b)</p>	<p>Engage in Discussion</p> <p>9 Social interaction (Sd/L2.2a)</p> <p>10 More formal interaction (Sd/L2.2b)</p> <p>11 Likes, dislikes, wishes, hopes, views, opinions (Sd/L2.2c, Sd/L2.4a)</p> <p>12 Suggestions, advice, persuasion etc (Sd/L2.2d)</p> <p>13 Discussions: relate to other speakers (Sc/L2.2a, Sd/L2.1a, Sd/L2.3a, Sd/L2.5a)</p>	<p>Speak to Communicate</p> <p>14 Pronunciation: stress and intonation (Sc/L2.1a)</p> <p>15 Pronunciation: sounds of English (Sc/L2.1b)</p> <p>16 Formality and register (Sc/L2.1c, Sd/L2.2b)</p> <p>17 Requests (Sc/L2.3a)</p> <p>18 Questions (Sc/L2.3b)</p> <p>19 Statements of facts, personal information, accounts and stories (Sc/L2.4a, Sc/L2.4b, Sc/L2.4c)</p> <p>20 Explanations, instructions and directions (Sc/L2.4d)</p> <p>21 Descriptions (Sc/L2.4f)</p> <p>22 Structuring and developing information and ideas (Sc/L2.5a, Sc/L2.4e)</p>	<p>Listen and Respond</p> <p>– to spoken language, including information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context</p>	<p>Speak to Communicate</p> <p>– straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium and situation</p>	<p>Engage in Discussion</p> <p>– with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic</p>

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening Level 2			National Standards for Adult Literacy Level 2: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
LO1: Be able to obtain information from verbal communication						
1.1 Follow the gist of extended verbal communication	✓			✓		
1.2 Obtain relevant detail from extended verbal communication	✓			✓		
1.3 Follow multi-step verbal instructions correctly for a given purpose	✓			✓		
LO2: Be able to speak English to communicate						
2.1 Use clear pronunciation to convey intended meaning		✓	✓	✓	✓	✓
2.2 Use appropriate language in context according to formality.		✓	✓		✓	✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Speaking and Listening Level 2			National Standards for Adult Literacy Level 2: Speaking and Listening		
	Listen and Respond	Engage in Discussion	Speak to Communicate	Listen and Respond	Speak to Communicate	Engage in Discussion
L03: Be able to convey information.						
3.1 Present information in a logical sequence for a given purpose		✓	✓	✓	✓	✓
3.2 Provide a verbal account with relevant information confidently for a given audience		✓	✓		✓	✓
3.3 Convey relevant detail during verbal communication		✓	✓		✓	✓
L04: Be able to engage in discussion with others						
4.1 Contribute constructively to discussions	✓	✓	✓	✓	✓	✓
4.2 Express views constructively during verbal communication	✓	✓	✓	✓	✓	✓
4.3 Respond to others constructively to move discussion forwards	✓	✓	✓	✓	✓	✓
4.4 Obtain relevant information from others	✓	✓	✓	✓	✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Writing requirements and the National Standards for Adult Literacy – Writing.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Writing			National Standards for Adult Literacy: Writing
Entry 1: ESOL Skills for Life – Writing	Word focus: spelling and handwriting 1 Spelling (Ww/E1.1a, Ww/E1.1b, Ww/E1.1c) 2 Handwriting and legible text (Ww/E1.2a, E1.2b)	Sentence focus: grammar and punctuation 3 Grammar (Ws/E1.1a) 4 Punctuation and capitalisation (Ws/E1.2a, Ws/E1.3a)	Text focus: writing composition 5 Genre composition and planning (Wt/E1.1a) 6 Genre and text structure (Wt/E1.1a) 7 Genre and suitable language (Wt/E1.1a) 8 Genre and how much to write (Wt/E1.1a) 9 Forms (Wt/E1.1a)	Write to Communicate – information, ideas and opinions clearly using length, format and style appropriate to purpose and audience
LO1: Be able to produce simple text				
1.1 Construct simple complete sentences correctly for an intended audience		✓	✓	✓
1.2 Use full stops correctly		✓		✓
1.3 Use capitalisation correctly		✓		✓
1.4 Spell words correctly	✓			✓
LO2: Be able to complete a form				
2.1 Record personal details correctly on a simple form correctly	✓		✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Writing requirements and the National Standards for Adult Literacy – Writing.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Writing			National Standards for Adult Literacy: Writing
Entry 2: ESOL Skills for Life – Writing	Word focus: spelling and handwriting 1 Spelling (Ww/E2.1a, Ww/E2.1b, Ww/E2.1c) 2 Handwriting and legible text (Ww/E2.2a)	Sentence focus: grammar and punctuation 3 Grammar (Ws/E2.1a, Ws/E2.2a) 4 Punctuation and capitalisation (Ws/E2.3a, Ws/E2.4a)	Text focus: writing composition 5 Genre composition and planning (Wt/E2.1a) 6 Genre and text structure (Wt/E2.1a) 7 Genre and suitable language (Wt/E2.1a) 8 Genre and how much to write (Wt/E2.1a) 9 Forms (Wt/E2.1a) 10 Editing and proof-reading (Wt/E2.1a)	Write to Communicate – information, ideas and opinions clearly using length, format and style appropriate to purpose and audience
LO1: Be able to produce simple text for a given audience				
1.1 Present information in an appropriate format for the intended audience			✓	✓
1.2 Construct simple and compound sentences correctly		✓		✓
1.3 Use adjectives correctly		✓		✓
1.4 Use punctuation correctly		✓		✓
1.5 Use upper and lower case letters correctly		✓		✓
1.6 Spell words correctly	✓			✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Writing			National Standards for Adult Literacy: Writing
	Word focus: spelling and handwriting	Sentence focus: grammar and punctuation	Text focus: writing composition	Write to Communicate
LO2: Be able to complete a form				
2.1 Record personal details in a form correctly			✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Writing requirements and the National Standards for Adult Literacy – Writing.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Writing			National Standards for Adult Literacy: Writing
Entry 3: ESOL Skills for Life – Writing	Word focus: spelling and handwriting 1 Spelling (Ww/E3.1a, Ww/E3.1b) 2 Handwriting and legible text (Ww/E3.2a)	Sentence focus: grammar and punctuation 3 Grammar (Ws/E3.1a, Ws/E3.2a) 4 Punctuation and capitalisation (Ws/E3.3a)	Text focus: writing composition 5 Genre composition and planning (Wt/E3.1a, Wt/E3.1b) 6 Genre and text structure (Wt/E3.2a, Wt/E3.3a) 7 Genre and suitable language (Wt/E3.1a) 8 Genre and how much to write (Wt/E3.1a) 9 Forms (Wt/E3.5a) 10 Editing and proof-reading (Wt/E3.4a)	Write to Communicate – information, ideas and opinions clearly using length, format and style appropriate to purpose and audience
LO1: Be able to plan text for a given audience				
1.1 Plan text for the intended audience			✓	✓
LO2: Be able to produce text for a given audience				
2.1 Produce content for the intended audience			✓	✓
2.2 Structure main points in short paragraphs		✓	✓	✓
2.3 Sequence text chronologically		✓	✓	✓
2.4 Use grammar correctly		✓		✓
2.5 Use punctuation correctly		✓		✓
2.6 Spell words correctly	✓			✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Writing			National Standards for Adult Literacy: Writing
	Word focus: spelling and handwriting	Sentence focus: grammar and punctuation	Text focus: writing composition	Write to Communicate
LO3: Be able to complete a form				
3.1 Complete a form with open and closed responses correctly			✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Writing requirements and the National Standards for Adult Literacy – Writing.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Writing			National Standards for Adult Literacy: Writing
Level 1: ESOL Skills for Life – Writing	Word focus: spelling and handwriting 1 Spelling (Ww/L1.1a, Ww/L1.1b) 2 Handwriting and legible text (Ww/L1.2a)	Sentence focus: grammar and punctuation 3 Grammar (Ws/L1.1a, Ws/L1.2a) 4 Punctuation and capitalisation (Ws/L1.3a)	Text focus: writing composition 5 Genre composition and planning (Wt/L1.1a, Wt/L1.1b) 6 Genre and text structure (Wt/L1.3a, Wt/L1.5a) 7 Genre and suitable language (Wt/L1.4a) 8 Genre and how much to write (Wt/L1.2a) 9 Forms (Wt/L1.6a) 10 Editing and proof-reading (Wt/L1.7a)	Write to Communicate – information, ideas and opinions clearly using length, format and style appropriate to purpose and audience
LO1: Be able to plan text for a given task				
1.1 Plan text for a specific purpose			✓	✓
LO2: Be able to produce text for different tasks				
2.1 Produce content appropriate to purpose			✓	✓
2.2 Use appropriate language for a given task		✓	✓	✓
2.3 Structure text in a logical sequence for purpose			✓	✓
2.4 Use grammar correctly		✓		✓
2.5 Use punctuation correctly		✓		✓
2.6 Spell words accurately	✓			✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Writing			National Standards for Adult Literacy: Writing
LO3: Be able to complete a form				
	Word focus: spelling and handwriting	Sentence focus: grammar and punctuation	Text focus: writing composition	Write to Communicate
3.1 Complete a form with open and closed responses correctly			✓	✓

Key: A tick indicates where the unit assessment criteria map to the ESOL Adult Core Curriculum – Writing requirements and the National Standards for Adult Literacy – Writing.

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Writing			National Standards for Adult Literacy: Writing
Level 2: ESOL Skills for Life – Writing	Word focus: spelling and handwriting 1 Spelling (Ww/L2.1a, Ww/L1.1b) 2 Handwriting and legible text (Ww/L2.2a)	Sentence focus: grammar and punctuation 3 Grammar (Ws/L2.1a, Ws/L2.2a, Ws/L2.3a) 4 Punctuation and capitalisation (Ws/L2.4a)	Text focus: writing composition 5 Genre composition and planning (Wt/L2.1a, Wt/L2.1b) 6 Genre and text structure (Wt/L2.4a, Wt/L2.3a) 7 Genre and suitable language (Wt/L2.5a, Wt/L2.6a) 8 Genre and how much to write (Wt/L2.2a, Wt/L2.2b) 9 Forms (Wt/L2.7a) 10 Editing and proof-reading (Wt/L2.8a)	Write to Communicate – information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience
LO1: Be able to plan text for a given task				
1.1 Plan text for a specific purpose			✓	✓
LO2: Be able to complete a form				
2.1 Produce content which meets the purpose effectively			✓	✓
2.2 Use language effectively		✓		✓
2.3 Structure text coherently for purpose			✓	✓
2.4 Use grammar correctly		✓		✓
2.5 Use punctuation correctly		✓		✓
2.6 Spell words accurately	✓			✓

Unit, learning outcomes and assessment criteria	Adult ESOL Core Curriculum: Writing			National Standards for Adult Literacy: Writing
	Word focus: spelling and handwriting	Sentence focus: grammar and punctuation	Text focus: writing composition	Write to Communicate
LO3: Be able to complete a form				
3.1 Complete a form with complex features correctly			✓	✓

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