

# face2face Elementary Workbook

## Reading and Writing Portfolio: UK Adult ESOL Core Curriculum Map (Entry 1, Entry 2 and Entry 3)

### Reading and Writing Portfolio 1

#### What's your address?

| PAGE  | EXERCISE/ACTIVITY                                 | SKILL CODE                       | SKILL  |
|-------|---|----------------------------------|--|
| 64    | 1–3   | Wt/E1.1a                         | Compose very simple text to communicate ideas or basic information   |
| 64–65 | Help with Writing: Capital letters (1): addresses |                                  |  |
|       | 2   | Ws/E1.2a                         | Use basic punctuation to aid understanding of where sentences begin and end  |
|       | 3   | Wt/E1.1a<br>Ws/E1.2a             | Compose very simple text to communicate ideas or basic information<br>Use basic punctuation to aid understanding of where sentences begin and end  |
|       | 4   | Ws/E1.2a                         | Use basic punctuation to aid understanding of where sentences begin and end  |
|       | 5–7   | Wt/E1.1a<br>Ws/E1.2a<br>Wt/E3.4a | Compose very simple text to communicate ideas or basic information<br>Use basic punctuation to aid understanding of where sentences begin and end<br>Proofread to check for content and expression, on paper and on screen |

### Reading and Writing Portfolio 2

#### My favourite thing

| PAGE | EXERCISE/ACTIVITY                      | SKILL CODE                                   | SKILL  |
|------|--|--|--|
| 66   | 1                                      | Rt/E2.1b                                     | Obtain information from texts  |
| 66   | Help with Writing: Capital letters (2) |  |  |
|      | 2–3                                    | Ws/E2.4a                                     | Use a capital letter for proper nouns  |
| 67   | Help with Writing: Punctuation         |  |  |
|      | 4–7                                    | Rs/E2.1d<br>Ws/E2.3a<br>Ws/E2.4a<br>Wt/E3.4a | Use punctuation and capitalisation to aid understanding.<br>Use punctuation correctly, e.g. capital letters, full stops and question marks<br>Use a capital letter for proper nouns<br>Proofread to check for content and expression, on paper and on screen |

## Reading and Writing Portfolio 3

### A learner profile

| PAGE  | EXERCISE/ACTIVITY   | SKILL CODE   | SKILL   |
|-------|---|--|---|
| 68    | 1   | Rt/E2.1b   | Obtain information from texts   |
| 68–69 | Help with Writing: Connecting words (1): <i>and, but, because</i> |  |   |
|       | 2   | Rs/E2.1b   | Use knowledge of simple and compound sentence structure to work out meaning   |
|       | 3   | Ws/E2.1a   | Construct simple and compound sentences using common conjunctions to connect two clauses  |
|       | 4   | Rt/E2.1b<br>Ws/E2.1a                                     | Obtain information from texts<br>Construct simple and compound sentences using common conjunctions to connect two clauses   |
|       | 5   | Wt/E2.1a<br>Ws/E2.1a<br>Ws/E2.3a<br>Ws/E2.4a<br>Wt/E3.4a | Compose simple text, selecting appropriate format for the purpose<br>Construct simple and compound sentences using common conjunctions to connect two clauses<br>Use punctuation correctly, e.g. capital letters, full stops and question marks<br>Use a capital letter for proper nouns<br>Proofread to check for content and expression, on paper and on screen |

## Reading and Writing Portfolio 4

### Going out

| PAGE  | EXERCISE/ACTIVITY                         | SKILL CODE                       | SKILL  |
|-------|---|----------------------------------|--|
| 70–71 | 1–3                                       | Rt/E2.2a<br>Rt/E2.1b             | Understand and identify the different purposes of short, straightforward texts<br>Obtain information from texts  |
| 71    | Help with Writing: Messages (1): an email |                                  |  |
|       | 4–5                                       | Wt/E2.1a<br>Rt/E2.2a             | Compose simple text, selecting appropriate format for purpose<br>Understand and identify the different purposes of short, straightforward texts  |
|       | 6   | Wt/E2.1a<br>Ws/E2.1a<br>Wt/E3.4a | Compose simple text, selecting appropriate format for purpose<br>Construct simple and compound sentences using common conjunctions to connect two clauses<br>Proofread to check for content and expression, on paper and on screen |

## Reading and Writing Portfolio 5

### Renting a flat

| PAGE  | EXERCISE/ACTIVITY                       | SKILL CODE   | SKILL  |
|-------|---|--|--|
| 72–73 | 1–3                                     | Rt/E2.2a<br>Rt/E2.1b<br>Rs/E2.1c                         | Understand and identify the different purposes of short, straightforward texts<br>Obtain information from texts<br>Apply own life experience and knowledge to monitor meaning of sentences as a whole when decoding unknown words  |
| 73    | Help with Writing: A letter to a friend |  |  |
|       | 4–5                                     | Rt/E2.2a<br>Wt/E2.1a<br>Ws/E2.1a<br>Wt/E3.2a<br>Wt/E3.4a | Understand and identify the different purposes of short, straightforward texts<br>Compose simple text, selecting appropriate format for purpose<br>Construct simple and compound sentences using common conjunctions to connect two clauses<br>Structure main points of writing in short paragraphs<br>Proofread to check for content and expression, on paper and on screen |

## Reading and Writing Portfolio 6

### A night to remember

| PAGE | EXERCISE/ACTIVITY   | SKILL CODE   | SKILL  |
|------|---|--|--|
| 74   | 1–2   | Rt/E2.1b<br>Rs/E2.1c                                     | Obtain information from texts<br>Apply own life experience and knowledge to monitor meaning of sentences as a whole when decoding unknown words  |
| 75   | Help with Writing: Paragraphs; connecting words (2): <i>after</i> , <i>when</i> , and <i>then</i> |  |  |
|      | 3–4   | Rs/E2.1a   | Use grammatical structures that link clauses and identify sequence   |
|      | 5   | Ws/E2.1a   | Construct simple and compound sentences using common conjunctions to connect two clauses   |
|      | 6   | Ws/E2.1a<br>Wt/E3.1b<br>Wt/E3.2a<br>Wt/E3.3a<br>Wt/E3.4a | Construct simple and compound sentences using common conjunctions to connect two clauses<br>Make notes as part of the planning process<br>Structure main points of writing in short paragraphs<br>Show sequence through the use of discourse markers and conjunctions<br>Proofread to check for content and expression, on paper and on screen |

## Reading and Writing Portfolio 7

### Text me!

| PAGE  | EXERCISE/ACTIVITY                               | SKILL CODE                       | SKILL  |
|-------|---|----------------------------------|--|
| 76–77 | 1–2   | Rt/E2.2a<br>Rt/E2.1b<br>Rt/E2.3a | Understand and identify the different purposes of short, straightforward texts<br>Obtain information from texts<br>Identify a range of common sources of information where everyday information can be found |
| 77    | Help with Writing: Messages (2): a text message |                                  |  |
|       | 3–4   | Rt/E2.2a<br>Rt/E2.1b             | Understand and identify the different purposes of short, straightforward texts<br>Obtain information from texts  |
|       | 5   | Wt/E2.1a<br>Wt/E3.4a             | Compose simple text, selecting appropriate format for purpose<br>Proofread to check for content and expression, on paper and on screen   |

## Reading and Writing Portfolio 8

### Places to go, things to do

| PAGE | EXERCISE/ACTIVITY                    | SKILL CODE                                   | SKILL   |
|------|--------------------------------------|--|---|
| 78   | 1                                    | Rw/E2.2a<br>Rw/E2.4a<br>Rt/E2.4a<br>Rt/E2.1b | Recognise a range of familiar words and words with common spelling patterns<br>Obtain information from a simplified dictionary to find the meaning of unfamiliar words<br>Obtain information from illustrations, simple maps and diagrams and captions<br>Obtain information from texts |
| 79   | Help with Writing: Describing places |  |   |
|      | 3                                    | Rs/E2.1b                                     | Use knowledge of simple and compound sentence structure to work out meaning   |
|      | 4                                    | Ws/E2.1a                                     | Construct simple and compound sentences using common conjunctions to connect two clauses  |
|      | 5                                    | Ws/E2.1a<br>Wt/E3.1b<br>Wt/E3.2a<br>Wt/E3.4a | Construct simple and compound sentences using common conjunctions to connect two clauses<br>Make notes as part of the planning process<br>Structure main points of writing in short paragraphs<br>Proofread to check for content and expression, on paper and on screen                 |

## Reading and Writing Portfolio 9

### Finding a job

| PAGE | EXERCISE/ACTIVITY                  | SKILL CODE                                   | SKILL  |
|------|------------------------------------|--|--|
| 80   | 1–2                                | Rt/E2.2a<br>Rt/E2.1b<br>Rt/E2.3a             | Understand and identify the different purposes of short, straightforward texts<br>Obtain information from texts<br>Identify a range of common sources of information where everyday information can be found   |
| 81   | 3                                  | Rt/E2.2a<br>Rt/E2.1b                         | Understand and identify the different purposes of short, straightforward texts<br>Obtain information from texts  |
| 81   | Help with Writing: A formal letter |  |  |
|      | 4–5                                | Ws/E2.1a<br>Wt/E3.2a<br>Wt/E3.1a<br>Wt/E3.4a | Construct simple and compound sentences using common conjunctions to connect two clauses<br>Structure main points of writing in short paragraphs<br>Recognise the process of planning and drafting when writing certain types of text<br>Proofread to check for content and expression, on paper and on screen |

## Reading and Writing Portfolio 10

### The advice page

| PAGE  | EXERCISE/ACTIVITY                                     | SKILL CODE                       | SKILL   |
|-------|---|----------------------------------|---|
| 82    | 1   | Rt/E2.1b                         | Obtain information from texts   |
| 82–83 | Help with Writing: Pronouns and possessive adjectives |                                  |   |
|       | 2–3   | Rs/E2.1b                         | Use knowledge of simple and compound sentence structure to work out meaning   |
|       | 4–5   | Rs/E2.1b                         | Use knowledge of simple and compound sentence structure to work out meaning   |
|       | 6   | Wt/E3.1b<br>Ws/E2.1a<br>Wt/E3.4a | Make notes as part of the planning process<br>Construct simple and compound sentences using common conjunctions to connect two clauses<br>Proofread to check for content and expression, on paper and on screen |

## Reading and Writing Portfolio 11

### A town by the sea

| PAGE  | EXERCISE/ACTIVITY                  | SKILL CODE                                       | SKILL   |
|-------|------------------------------------|--|---|
| 84–85 | 1–2                                | Rt/E2.1b<br>Rt/E2.3a<br><br>Rt/E2.4a             | Obtain information from texts<br>Identify a range of common sources of information where everyday information can be found<br>Obtain information from illustrations, simple maps and diagrams and captions  |
| 85    | Help with Writing: Common mistakes |  |   |
|       | 3                                  | Rs/E2.1b<br><br>Rs/E2.1d                         | Use knowledge of simple and compound sentence structure to work out meaning<br>Use punctuation and capitalisation to aid understanding  |
|       | 4                                  | Wt/E3.1b<br>Wt/E3.2a<br>Ws/E2.1a<br><br>Wt/E3.4a | Make notes as part of the planning process<br>Structure main points of writing in short paragraphs<br>Construct simple and compound sentences using common conjunctions to connect two clauses<br>Proofread to check for content and expression, on paper and on screen |

## Reading and Writing Portfolio 12

### See you soon!

| PAGE  | EXERCISE/ACTIVITY             | SKILL CODE                           | SKILL   |
|-------|-------------------------------|--------------------------------------|---|
| 86–87 | 1–3                           | Rt/E2.2a<br><br>Rt/E2.1b             | Understand and identify the different purposes of short, straightforward texts<br>Obtain information from texts   |
| 87    | Help with Writing: A postcard |                                      |   |
|       | 4                             | Wt/E2.1a                             | Construct simple and compound sentences using common conjunctions to connect two clauses  |
|       | 5                             | Wt/E3.1b<br>Ws/E2.1a<br><br>Wt/E3.4a | Make notes as part of the planning process<br>Construct simple and compound sentences using common conjunctions to connect two clauses<br>Proofread to check for content and expression, on paper and on screen |