



'Promoting Quality in British Sign Language'

Qualification Specification

Level 1 Award in British Sign Language Studies

QAN: 501/1279/X

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'Promoting Quality in British Sign Language'

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Qualification Specification

IBSL Level 1 Award in British Sign Language Studies

OCF Accreditation Number: 501/1279/X

IBSL Qualification Reference: IBSL1A

Qualification Aim

This qualification aims to enable learners to develop suitable and sufficient skills to communicate with Deaf people in British Sign Language (BSL) on everyday topics in accordance with the National Language Standards at Level 1.

Qualification Structure

The qualification is divided into three units as follows:

IBSL1A1: Receptive Skills in BSL	Unit Number: T/601/9643
IBSL1A2: Descriptive Skills in BSL	Unit Number: A/601/9644
IBSL1A3: Conversational Skills in BSL	Unit Number: F/601/9645

All three units can be achieved separately, but the full Level 1 Award in British Sign Language can only be given if there is a PASS in each unit.

Assessment procedures are detailed on pages 7-10, 13-16, 19-22.

The recommended learning time is 22 hours per unit, making a total of 66 hours including assessment time.

Qualification Objectives

At the end of the qualification, learners will be able to:

- Understand narrations of simple information presented to them in BSL;
- develop the ability to describe events, issues or matters in BSL, particularly at work, school or college;
- engage in simple conversation with Deaf people, both in social situations and in the workplace or at school/college.

These objectives relate to the National Language Standards at Level 1

Target Group

The Level 1 Award in BSL Studies is suitable for those who:

- wish to acquire basic British Sign Language skills for the purpose of holding simple communication with Deaf people, including by family, friends and colleagues;
- need to acquire BSL skills as part of a programme of study or professional development;
- are studying for personal development with a view to future employment.

Entry Requirements

No previous experience of British Sign Language is required for entry into a programme leading to the Level 1 Award in BSL Studies.

Progression Routes

Upon completion of this qualification, Learners may progress as follows:

- IBSL Level 2 Certificate in British Sign Language Studies
- IBSL Level 3 Certificate in British Sign Language Studies

Assessment

The assessment for each unit is different, and the first unit, IBSL1A1, should be taken first, before Units IBSL1A2 and IBSL1A3, which should be recorded on film through DVD or USB or similar means and will be checked by an External Examiner off-site at IBSL.

Unit Specification: IBSL1A1: Receptive Skills in BSL (QCF accreditation number: T/601/9643)

Unit Summary, Learning Outcomes and Assessment Criteria

Topics and Content: Mandatory

- **Meeting people** (identifying common courtesies and information, understanding simple question forms, and the fingerspelling names & places)
- **Work, school and/or college** (identifying types of work or educational institutions, occupations or courses being learnt, length of time worked or number of years in school/college, eg. final year)
- **Using numbers** (use of local numbering systems for counting people, things, telling the time, age and currency variants)
- **Weather** (identifying comments about the weather and seasonal variants)
- **Instructions and Directions** (being able to understand instructions and directions of what to do/where to go/how to do something)
- **Opinions and Ideas** (understanding the difference between facts and ideas/opinions in simple descriptions or statements)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Signing Structure** (understanding placement, use of verbs & phrases, non-manual features, sign order, handshapes, direction, orientation)

Comprehension Skills (Mandatory)

- Learners should demonstrate they can understand their teacher and others, answer questions correctly, and can read fingerspelling and BSL delivered at a pace and flow appropriate to the level;
- Learners should be able to differentiate between facts and ideas/opinions in brief statements or descriptions;
- Learners should demonstrate they can understand instructions being given to them, using appropriate placement, orientation and location of signs, and use of simple directional verbs.

Learning outcomes	Assessment Criteria
1. Be able to extract information in British Sign Language.	1.1 Identify personal or social facts from statements or descriptions consisting of simple set phrases; 1.2 Identify work-related facts from statements or descriptions consisting of simple set phrases ; 1.3 Understand instructions and directions given using simple, set phrases; 1.4 Understand the main points of simple statements or descriptions.
2. Be able to extract simple ideas and opinions in British Sign Language.	2.1 Understand personal, social or work-related ideas and opinions from statements or descriptions consisting of simple set phrases ;

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Unit IBSL1A1

ASSESSMENT SPECIFICATION

The assessment for this unit will be a Receptive Skills assessment using material that has been supplied by IBSL, and the Learners will be required to select answers from a series of questions relevant to the content of the material supplied by IBSL. The questions will be asked on the DVD or other suitable recorded device, and the answers written on the answer sheet supplied by IBSL. The Application for Achievement form will require to be completed by the teacher-assessor.

Running time of the assessment will be approximately 20 minutes, and once started, the DVD must be played through to its end.

Note: IBSL intends to develop e-assessments in the future but they are currently still in course of development, and until these are developed, IBSL will be using an assessment in DVD (or USB) format. Learners' answers will be in paper-based format.

After completion of the assessment, the **Application for Achievement form should be sent to IBSL** (a copy being retained by the Centre) together with the completed answer papers and the DVD (which must not be copied). The marking will be done by IBSL and the results sent to the Centre within 28 working days.

The pass mark for the assessment is 75%.

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Unit IBSL1A1

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of Learners for this assessment, together with the appropriate fees, will be required at least 4 weeks prior to the assessment date, using the Learner Registration form provided on IBSL's website. The **assessment date** must be shown on the Learner Registration form together with the Learner's date of birth. Centres have responsibility for obtaining Unique Learner Numbers (ULNs) from the Learning Records Service.

Centres authorised by IBSL to pay by invoices may register their Learners online no later than 2 weeks prior to the assessment date. (Please note the period required for consideration for reasonable adjustments when choosing assessment dates. *See clause 3 below*)

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre Application for Achievement forms.

No additional Learners may be registered for the assessment after this point, and any Learner not completing the assessment forfeits their fee.

3. Reasonable Adjustments

Centres that request a reasonable adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's website) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to indicate whether the request has been approved.

4. Teacher-assessors

It is the responsibility of Centres to appoint a suitably qualified teacher-assessor for this unit, and to ensure that this teacher-assessor holds a current Trained Assessor Certificate from IBSL. The assessor does not have to be the teacher, so long as that person also holds IBSL's current Trained Assessor Certificate.

Each assessor should attend IBSL's annual standardisation meeting to keep updated on the assessment procedures.

5. Carrying out assessments

All assessments must be carried out under appropriate 'examination conditions', and no Learner must receive help from anyone during the assessment. The Teacher-assessor must sign the Learner Assessment Record form to confirm this.

The assessment is carried out at a time agreed by the Centre, the Learner and the Teacher-Assessor, and each Learner must input their names and unique learner reference in the places provided at the start of the assessment.

Centres may appoint an invigilator to oversee the assessment.

6. The assessment room

'Examination conditions' mean that the assessment room:

- must be identified by an appropriate sign outside the room;
- must not contain displays of material which could assist the Learner, although teacher-assessors may have their own material to help them with the assessment;
- must be set up correctly for the viewing of the material, taking into account the lighting, the background and the position of the participants.

'Examination conditions' also mean that:

- mobile telephones must be switched off;
- each Learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the Learners;
- Learners are informed they are subject to the rules of the assessment;
- teacher-assessors must operate the recording equipment themselves;
- Learners are supervised throughout the assessment;
- there is no distraction or disturbance during the assessment.

7. The Application for Achievement Form

Only the official Application for Achievement Forms available from IBSL must be used. These forms are issued by IBSL, and all Learners must sign the form.

8. Misconduct

If the teacher-assessor or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL website).

The time of the action must be noted, and the Learner informed of the procedure. The Application for Achievement should be annotated with a brief statement describing the incident.

9. Emergencies

If an emergency should occur, eg. fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL.

Depending on the circumstances, the assessment may be (a) resumed if there has been no breach of assessment security, or (b) cancelled to be rearranged at a later date or (c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the Learner(s).

10. After the assessment

The Application for Achievement form should then be correctly completed and sent to IBSL within seven days of the assessment taking place, the Centre retaining a copy for its records. *All paper-based answer papers must also be sent to IBSL with the Application for Achievement form; each paper must contain the Learner's ULN in the appropriate place.* The DVD should also be returned and it must not be copied.

11. Issue of results

IBSL will issue the results of the assessment within 28 working days of the assessment, together with any forms or certificates for onward forwarding to the Learners.

12. Appeals and retention of evidence

In the event of an appeal against assessment decisions, IBSL may review the completed papers using a different External Examiner.

Unit Specification: IBSL1A2: Descriptive Skills in BSL (QCF accreditation number: A/601/9644)

Unit Summary, Learning Outcomes and Assessment Criteria

Topics and Content: Mandatory

- **People and Personal Information, Issues, Events** (describing people, or issues such as current affairs, events such as holidays, birthdays, special occasions. Descriptions of people and personal information could include family information, work colleagues, work roles, pets.)
- **Descriptions using numbers** (describing people, in relation to age, time, money, or objects purchased in shops/food and drink, relating to travel and accommodation, eg. 3-hour flight, villa with 5 bedrooms. Vocabulary range should also include such BSL terms as young, youngest, old, older, elderly, before, past, future, o'clock, parts of the hour, sign differences between pounds (money) and pounds (weight), locations and/or handshapes/hand-movements for age, time and money.)
- **Using the calendar** (Using information about 'when' and describing periods of the day/night, days of the week, months of the year, the seasons and special days of the year, yesterday, tomorrow, today, next week, weekend and so forth).
- **Signing Structure** (placement, use of verbs & phrases, non-manual features, sign order, handshapes, direction, orientation, signing space and fluency)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Work, school and/or college** (describing activities that happen at work, school or college, including products, services, training or learning activities.)
- **Expressing attitudes, opinions, likes and dislikes** (narrations using BSL terms such as good, bad, better, awful, worse, best, possible, impossible, agree/disagree, upset, disappointed, worried and so on).

Production Skills (Mandatory)

- Learners should demonstrate they can sign at an appropriate pace and flow, using signing space correctly, fingerspell correctly and with reasonable speed, and use a range of vocabulary relevant to the unit.
- Learners should demonstrate that when providing statements or descriptions in a narrative mode, they are able to use simple, set phrases that link the content of their narrations to everyday activities.
- All narrations must contain clear factual information, instructions or descriptions in proper sequence.

Learning outcomes	Assessment Criteria
1. Be able to provide simple, prepared statements or descriptions in British Sign Language of personal, social or work-related facts.	1.1 Provide a simple, prepared statement containing standard work-related information, i.e. products, services, orders, quantities OR personal/social-related facts.
2. Be able to express everyday emotions and preferences, using a limited range of set phrases.	2.1 Provide a short, prepared description incorporating personal and/or social-related facts, ideas or opinions using everyday emotions or preferences (i.e. dislikes, likes);
3. Be able to provide a simple narration linked to the calendar	3.1 Describe a series of events linked to their own personal calendar.

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Unit IBSL1A2

ASSESSMENT SPECIFICATION

The assessment for this unit will be a 1:1 assignment between the teacher-assessor and the Learner using material that has been supplied by IBSL. The assessment should be video-recorded in an approved format, and the Learner Assessment Record form completed by the teacher at the end of the assessment.

The assessment will be for the Learner to describe a personal or social everyday activity that enables emotions, attitudes or opinions to be expressed regarding the activity. The teacher-assessor may interrupt to clarify one or two points, but not to comment on, or discuss what is presented.

This should also be linked to assessment criteria 3.1.

The assessment will be for **a minimum of 5 minutes and a maximum of 8 minutes**.

After completion of the assessment, the teacher-assessor must forward the filmed evidence and Learner Assessment Record forms to IBSL where they will be marked at source. **The Application for Achievement form should also be sent to IBSL** (a copy being retained by the Centre).

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Unit IBSL1A2

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of Learners for this assessment, together with the appropriate fees, will be required at least 4 weeks prior to the assessment date, using the Learner Registration form provided on IBSL's website. The **assessment date** must be shown on the Learner Registration form together with the Learner's date of birth and ULN.

Centres authorised by IBSL to pay by invoices may register their Learners online no later than 2 weeks prior to the assessment date.

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre Application for Achievement forms.

No additional Learners may be registered for the assessment after this point, and any Learner not completing the assessment forfeits their fee.

3. Reasonable Adjustments

Centres that request a reasonable adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's website) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to indicate whether the request has been approved.

4. Teacher-assessors

It is the responsibility of Centres to appoint a suitably qualified teacher-assessor for this unit, and to ensure that this teacher-assessor holds a current Trained Assessor Certificate from IBSL. The assessor does not have to be the teacher, so long as that person also holds IBSL's current Trained Assessor Certificate.

Each assessor should attend IBSL's annual standardisation meeting to keep updated on the assessment procedures.

5. Carrying out assessments

All assessments must be carried out under appropriate 'examination conditions', and no Learner must receive help from anyone during the assessment. The Teacher-assessor must sign the Learner Assessment Record form to confirm this.

The whole of the assessment must be visually recorded by an approved means (DVD, USB or dedicated Computer File), both the Learner and the assessor being visible in the recording. Individual DVDs should be used for each assessment, and should be appropriately listed in a menu for ease of access by the External Examiner who marks them at IBSL.

The assessment is carried out at a time agreed by the Centre, the Learner and the Teacher-Assessor, and each Learner must fingerspell their names at the start of the assessment. This will be part of the assessment criteria, and marked accordingly. A 'log' must be compiled of each DVD showing the order in which each Learner is assessed.

6. The assessment room

'Examination conditions' mean that the assessment room:

- must be identified by an appropriate sign outside the room;
- must not contain displays of material which could assist the Learner, although teacher-assessors may have their own material to help them with the assessment;
- must be set up correctly for the camera, taking into account the lighting, the background and the position of the participants.

'Examination conditions' also mean that:

- mobile telephones must be switched off;
- each Learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the Learners;
- Learners are informed they are subject to the rules of the assessment;
- teacher-assessors must operate the recording equipment themselves;
- Learners are supervised throughout the assessment;
- there is no distraction or disturbance during the assessment.

7. The Learner Assessment Record Form

Only the official Learner Assessment Record Forms available from IBSL must be used. A separate form is required for each Learner. These forms are available on the IBSL website.

8. Misconduct

If the teacher-assessor or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL website).

The time of the action must be noted, and the Learner informed of the procedure. The Application for Achievement should be annotated with a brief statement describing the incident.

9. Emergencies

If an emergency should occur, eg. fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL.

Depending on the circumstances, the assessment may be (a) resumed if there has been no breach of assessment security, or (b) cancelled to be rearranged at a later date or (c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the Learner(s).

10. After the assessment

All Learner Assessment Record forms must be correctly completed and all Learner DVDs or other appropriate recordings should be checked to ensure that they are viewable, and each recording should be labelled with the assessment ID and, if appropriate, the Learner's ID and the 'log' compiled. These documents and recordings are then to be sent to IBSL, together with the Application for Achievement form within seven days of the assessment taking place.

11. Issue of results

IBSL will issue the results of the assessment within 28 working days of the assessment, together with any forms or certificates for onward forwarding to the Learners.

12. Appeals and retention of evidence

In the event of an appeal against assessment decisions, IBSL may review the completed papers and filmed evidence using a different External Examiner.

Unit Specification: IBSL1A3: Conversational BSL Skills (QCF accreditation number: F/601/9645)

Unit Summary, Learning Outcomes and Assessment Criteria

Topics and Content: Mandatory

- **Meeting people** (exchanging common courtesies and information, using simple question forms, fingerspelling names & places, demonstrating clarification & turn-taking techniques and attracting attention. This includes giving and asking for information about people, *e.g. My wife is a school-teacher, what does your partner do?*)
- **Work, school and/or college** (name and type of work/educational institution, occupation or courses being learnt, length of time worked or number of years in school/college, eg. final year)
- **Describing day-to-day activities of self and others** (functional information about social activities, or work, school or college, activities/tasks carried out daily at home, work, school or college using appropriate terminology)
- **Using numbers** (use of local numbering systems for social activities or work, school or college, i.e. counting people, objects, telling the time)
- **Food and drink** (descriptions of refreshment breaks and timings, favourite foods and meals and drink, types of food and drink)
- **Asking for and giving simple directions** (the relevant range of vocabulary should include exits, toilets, stairs, lifts, up, down, through doors, crossroads, roundabouts, T-junctions, traffic lights, bearing left/right, opposite [i.e. as in opposite the Black Bear pub], places like the post office, library, supermarket, bank.)
- **Use of simple linking conventions and prepositions** (i.e. *use of sign structures linking words and phrases*)
- **Signing Structure** (placement, use of verbs & phrases, non-manual features, sign order, handshapes, directional verbs, orientation, using timelines)

Comprehension and Production Skills (Mandatory)

- Learners should demonstrate they can understand their teacher and others, answer questions correctly, and can read fingerspelling;
- Learners should demonstrate they can sign at an appropriate pace and flow, using signing space correctly, fingerspell correctly and with reasonable speed, and use a range of vocabulary relevant to the unit.
- Learners should demonstrate they are able to use a wide range of sign-related phrases, verbs, adverbs and adjectives in the conversation.
- Learners should be aware of BSL conventions for interrupting, asking for clarification, greeting unfamiliar people and closing conversations.)

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Unit IBSL1A3

ASSESSMENT SPECIFICATION

The assessment for this unit will be by a pre-arranged conversation between the teacher-assessor and the Learner using material that has been supplied by IBSL. The assessment should be video-recorded in an approved format, and the Learner Assessment Record form completed by the teacher.

The assessment should be set out in a way so that the Learner has opportunities to demonstrate both productive and receptive skills during the assessment, and should continue until the teacher-assessor is satisfied that all the required performance criteria have been covered. The assessment will be for **a minimum of 5 minutes and a maximum of 8 minutes.**

After completion of the assessment, the teacher-assessor will be required to send the Learner Assessment Record forms to IBSL, together with the filmed evidence and the completed Application for Achievement form.

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Unit IBSL1A3

ASSESSMENT REGULATIONS

1. Registration of Learners

Registration of Learners for this assessment, together with the appropriate fees, will be required **a minimum of 8 weeks** prior to the assessment date, using the Learner Registration form provided on IBSL's website. The **assessment date** must be shown on the Learner Registration form together with the Learner's date of birth and ULN.

2. Acknowledgement of Learner Registration

Upon receipt of the Learner Registration Form(s), IBSL will send to the Centre Application for Achievement forms.

No additional Learners may be registered for the assessment after this point, and any Learner not completing the assessment forfeits their fee.

3. Reasonable Adjustments

Centres that request a reasonable adjustment on behalf of their Learner(s) should complete a Reasonable Adjustment form (a copy of this can be found on IBSL's website) and returned to IBSL with the Learner Registration Form. IBSL will contact the Centre within two weeks to indicate whether the request has been approved.

4. Teacher-assessors

It is the responsibility of Centres to appoint a suitably qualified teacher-assessor for this unit, and to ensure that this teacher-assessor holds a current Trained Assessor Certificate from IBSL. The assessor does not have to be the teacher, so long as that person also holds IBSL's current Trained Assessor Certificate and attends IBSL's annual standardisation meeting to keep updated on the assessment procedures.

5. Carrying out assessments

All assessments must be carried out under appropriate 'examination conditions', and no Learner must receive help from anyone during the assessment. The Teacher-assessor must sign the Learner Assessment Record form to confirm this.

The whole of the assessment must be visually recorded by an approved means (DVD, USB or dedicated Computer File), both the Learner and the assessor being visible in the recording. Individual DVDs should be

used for each assessment, and should be appropriately listed in a menu for ease of access by the External Examiner when marking the evidence at IBSL.

The assessment is carried out at a time agreed by the Centre, the Learner and the Teacher-Assessor, and each Learner must fingerspell their names at the start of the assessment. This will be part of the assessment criteria, and marked accordingly. A 'log' must be compiled of each DVD showing the order in which each Learner is assessed.

6. The assessment room

'Examination conditions' mean that the assessment room:

- must be identified by an appropriate sign outside the room;
- must not contain displays of material which could assist the Learner, although teacher-assessors may have their own material to help them with the assessment;
- must be set up correctly for the camera, taking into account the lighting, the background and the position of the participants.

'Examination conditions' also mean that:

- mobile telephones must be switched off;
- each Learners' ID must be confirmed;
- all unauthorised items/materials/belongings are placed out of reach of the Learners;
- Learners are informed they are subject to the rules of the assessment;
- teacher-assessors must operate the recording equipment themselves;
- Learners are supervised throughout the assessment;
- there is no distraction or disturbance during the assessment.

7. The Learner Assessment Record Form

Only the official Learner Assessment Record Forms available from IBSL must be used. A separate form is required for each Learner. These forms are available on the IBSL website.

8. Misconduct

If the teacher-assessor or assessment co-ordinator observes any misconduct, the assessment must be stopped immediately, and complete a Misconduct Report Form (available from the IBSL website).

The time of the action must be noted, and the Learner informed of the procedure. The Application for Achievement should be annotated with a brief statement describing the incident.

9. Emergencies

If an emergency should occur, eg. fire alarm, the assessment room must be evacuated immediately in accordance with the instructions of the appropriate authority, and a report detailing the time and date of the incident sent to IBSL.

Depending on the circumstances, the assessment may be (a) resumed if there has been no breach of assessment security, or (b) cancelled to be rearranged at a later date or (c) if the assessment was almost completed, a Special Consideration form should be completed on behalf of the Learner(s).

10. After the assessment

All Learner Assessment Record forms must be correctly completed and all Learner DVDs or other appropriate recordings should be checked to ensure that they are viewable, and each recording should be labelled with the assessment ID and, if appropriate, the Learner's ID and the 'log' compiled.

The Application for Achievement form should then be correctly completed all papers forwarded to IBSL for moderation and the issue of results.

11. Issue of results

IBSL will issue the results of the assessment within 28 working days of the assessment, together with any forms or certificates for onward forwarding to the Learners.

12. Appeals and retention of evidence

In the event of an appeal against assessment decisions, IBSL may review the completed papers using a different External Examiner.

IBSL Level 1 Award in British Sign Language Studies

Knowledge required for **PREDICTABLE** language proficiency at Level 1

Vocabulary

- K1: simple set phrases and common words/signs in everyday use;
- K2: common words/signs used in your work;
- K3: simple everyday connectors (e.g. *and, but, also, although*)
- K4: common set phrases/signs expressing politeness (e.g. *introductions and greetings, forms of address, leave-taking, mealtime conventions*)
- K5: days of the week, months, time, yesterday/today and tomorrow
- K6: simple numerical terms (e.g. *1-100; prices, 24 hour clock, dates*)

Grammatical forms

- K7: some common verbs
- K8: simple ways to distinguish past, present, future events (e.g. *using verb forms if appropriate*)
- K9: simple ways to make positive and negative statements
- K10: facial expressions to convey more complex emotions (e.g. *confused*)
- K11: some compound signs (sign languages only)
- K12: common question structures (e.g. *Where? What time? Why? How many?*)
- K13 simple ways to:
 - K13.1 give an opinion (*That's good! I like that!*)
 - K13.2 ask permission (*Can I?*)
 - K13.3 give orders or instructions (*Sit down! This way! Look!*)

Non-verbal cultural conventions

- K14: key non-verbal polite conventions (e.g. *greeting, spatial distance, touch, eye contact*)

Reference sources:

- K15: how to use reference sources to find out or check meaning and/or accuracy (e.g. *glossaries, dictionaries, phrase books, simple on-line resources*)