

## National Unit Specification: general information

**UNIT** English for Speakers of Other Languages: English for Work and Study (Intermediate 1)

**NUMBER** DA9H 10

### COURSE

### SUMMARY

This unit aims to develop candidates' English in all four skills, reading, writing, listening and speaking, to a post elementary level. The language developed and assessed will be the English language skills and strategies necessary for operating in a study and work environment. On completion of this unit, candidates will be able to understand straightforward written and spoken communication, produce a simple, linguistically accurate text and interact with speakers of English, at a post elementary level, on matters relating to the workplace or educational institution.

Language taught in the other two units of the Intermediate 1 course could be recycled in the new contexts of this unit.

### OUTCOMES

- 1 Use spoken English to obtain and provide information.
- 2 Obtain information from a straightforward text.
- 3 Write a short formal letter requesting information.

### RECOMMENDED ENTRY

Candidates will be bilingual and speak English as an additional language. While entry to the course is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Access 3 in English for Speakers of Other Languages (ESOL) or its component units
- University of Cambridge Key English Test
- an equivalent qualification

---

### Administrative Information

**Superclass:** FK

**Publication date:** August 2003

**Source:** Scottish Qualifications Authority

**Version:** 01

© Scottish Qualifications Authority 2003

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

## **National Unit Specification: general information (cont)**

**UNIT** English for Speakers of Other Languages: English for Work and Study (Intermediate 1)

### **CREDIT VALUE**

1 credit at Intermediate 1 (6 SCOTCAT points\*) at SCQF level 4.

*\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

It is unlikely that attainment of this unit would lead to the automatic award of a particular core skill.

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

## National Unit Specification: statement of standards

**UNIT** English for the Speakers of Other Languages: English for Work and Study  
(Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

The prescribed topics for this unit are ‘work and education’. Further information is given under ‘Support Notes’.

### OUTCOME 1

Use spoken English to obtain and provide information.

#### Performance criteria

- a) Begins and concludes the interaction appropriately.
- b) Responds appropriately to instructions or requests for information, and requests clarification, if necessary.
- c) Provides information which can be understood by a sympathetic speaker of English, despite a limited range of structure and vocabulary and inaccuracies and hesitations.
- d) Makes requests for information which can be understood by a sympathetic speaker of English, despite a limited range of structure and vocabulary and inaccuracies and hesitations.

#### Evidence requirements

One interview that demonstrates that the candidate has fulfilled all the performance criteria. Interactions should be face to face, of no more than two and a half minutes duration and can be selected from:

- simulation or role play with the teacher or lecturer
- a real interaction with a teacher, lecturer or another person involved in the candidate’s education eg tutor, guidance or other subject teacher or lecturer.

Use of a dictionary is not permitted.

The conversation should be recorded on an audio cassette for the purposes of internal and external moderation.

### OUTCOME 2

Obtain information from a straightforward text.

#### Performance criteria

- a) Understands the main purpose of a text on a familiar topic.
- b) Selects and demonstrates an understanding of information requested.

## **National Unit Specification: statement of standards (cont)**

**UNIT** English for the Speakers of Other Languages: English for Work and Study  
(Intermediate 1)

### **Evidence requirements**

Two straightforward, accessible texts: a written text and a listening text. They should both be on familiar educational or vocational topics, with comprehension conveyed through spoken or written English, demonstrating that the candidate has fulfilled the performance criteria.

The texts will be variable depending on topic and type, but should be based on authentic use. A suggested length for the written text is 100-150 words. The listening text should be no more than two minutes in duration.

Use of a bilingual or English to English dictionary is permitted in the reading assessment, but not in the listening assessment.

### **OUTCOME 3**

Write a short formal letter requesting information.

### **Performance criteria**

- a) Writes legibly and uses upper and lower case accurately.
- b) Conveys meaning on a first reading with few inaccuracies in grammar, spelling and punctuation.
- c) Uses an appropriate layout correctly.

### **Evidence requirements**

One letter in response to a clear and simple task, demonstrating that the candidate has fulfilled the performance criteria.

The length of the texts produced by the candidates will be variable depending on the task. A suggested length for the whole letter is 50-80 words.

The writing will be supported and produced under controlled conditions as described in guidance on approaches to assessment. The first draft and any necessary redraft will each be produced within one teaching block/period.

Use of a bilingual or English to English dictionary is permitted.

Both the original draft, including any lecturer or teacher comments, and final version must be retained by the centre.

## National Unit Specification: support notes

**UNIT** English for Speakers of Other Languages: English for Work and Study  
(Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

The purpose of this unit is to give candidates confidence in using English at a elementary level to obtain and provide information in an educational or vocational context. Candidates could be either young people joining the Scottish secondary school system or adult learners with a little previous knowledge of English, and who are familiar with the Roman script. Teachers and lecturers should ensure that the content relates to the demands on candidates and their interactions in both specialist English for Speakers of Others Languages (ESOL) provision and in mainstream classes where relevant.

#### **Note on coverage of topics**

The prescribed topics for this unit are:

- work
- education

At this level, restricted use of language in each topic is expected. Although the listed topics will be covered in teaching of the unit, candidates are not expected to demonstrate competence in both topics for each outcome. Evidence of both topics having been assessed should be provided across the unit. The evidence requirements set out how evidence of competence is to be generated.

Ideally, the emphasis placed and time spent on each of these topics will be defined by the candidates own priorities.

Listed under each topic are examples of what could be expected of candidates within that topic area. At this level, simple linguistic exponents of each would be expected.

#### **Work**

- talk about what work they have done, are doing or would like to do
- state skills and abilities relevant to particular jobs
- make enquiries about the availability and basic conditions of employment eg pay, hours of work, holidays, job requirements
- read texts, which have a clear structure and where the information explicitly relates to employment opportunities eg advertisements, job requirements
- read short formal letters
- complete authentic job application forms with some assistance
- write a short formal letter requesting details of a job and an application form

## National Unit Specification: support notes (cont)

**UNIT** English for Speakers of Other Languages: English for Work and Study  
(Intermediate 1)

### Education

- identify strengths and areas for development in terms of language learning and other subjects
- understand simple instructions for developing language learning skills
- understand simple instructions for classroom activities
- refer to previous education and say what they are currently doing
- say what their plans are for the future
- read simple instructions for classroom activities
- read simple texts on topics relating to areas of study
- read simple graphs, tables and charts
- write short texts on topics relating to areas of study
- write a short formal letter requesting details of a course and an application form

Although it is recommended that candidates at this level are taught in elementary level courses this may not always be possible to achieve. To assist teachers or lecturers delivering this unit in a multilevel or language support situation, the content can be linked to topics in Access 3 and Intermediate 2.

Where the unit is being undertaken in school, teachers should focus on aspects of the school curriculum and candidates interactions with subject teachers and other relevant people in the school.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The approach to learning and teaching should reflect the principles of the communicative approach. Learning should be practical, skills based and relevant to the candidates and their roles in the English speaking environment in which they live. Opportunities should be provided to use language in real situations for real purposes and activities should provide links to the educational institution and outside world.

The course materials used in the classroom need to reflect the outside world in which candidates are operating. In schools, materials used should provide an introduction to the mainstream curriculum. A wide variety of methods should be employed to maximise opportunities for practice of language. The learner should be encouraged to communicate, rather than remaining silent in an attempt to use only accurate language.

### Listening

Learners should be exposed to a wide range of different voices, both live and recorded and should be encouraged to listen for both gist and specific information. Exposure to local accents is important.

### Speaking

The aim for learners to develop the ability to engage in face-to-face interaction, including being able to take the initiative and respond to others in educational or vocational contexts which require a predictable use of language.

## National Unit Specification: support notes (cont)

**UNIT** English for Speakers of Other Languages: English for Work and Study  
(Intermediate 1)

### Reading

Candidates should, from an early stage, use two main types of text; written texts illustrating the language they have heard and are using and a wide range of simple authentic texts that the candidate will be dealing with in everyday life. In schools, this would include working with texts they are likely to meet in other subjects. Simple illustrated readers may also be used to reinforce language learnt. Learning to use a dictionary and other reference books is of paramount importance.

### Writing

Writing activities undertaken by the candidates at this stage should be simple and not too time consuming. The aim in this unit is to make candidates feel competent at undertaking the kind of practical writing tasks that will be required of them and to increase their confidence in writing. Candidates should become familiar with the layout and language of a simple formal letter requesting information and application forms. The focus should be on producing a very short letter with a high level of accuracy. Candidates benefit from authentic practice tasks, from which they receive a reply from an employer or college.

In addition to the prescribed themes and topics, lecturers and teachers may wish to use as a checklist for their programme of work for this unit the following functions, activities and text types.

### Functions

- greeting, leave-taking, introducing
- asking for and giving information
- asking someone to do something and responding to a request to do something
- inviting someone and responding to an invitation
- asking for and offering assistance
- asking for and giving directions and instructions
- asking for, granting and withholding permission
- asking for confirmation
- expressing and asking about wishes
- expressing and asking about likes and dislikes
- expressing and asking about preferences
- expressing and asking about fear
- expressing happiness and unhappiness
- asking about happiness and unhappiness
- expressing interest and lack of interest
- asking about interest and lack of interest
- expressing agreement and disagreement
- expressing and asking about ability or inability to do something
- expressing gratitude and responding to expressions of gratitude
- offering and accepting an apology
- inviting someone to do something and responding to an invitation
- thanking and responding to thanks
- identifying
- describing
- expressing intention
- asking for repetition

## National Unit Specification: support notes (cont)

**UNIT** English for Speakers of Other Languages: English for Work and Study  
(Intermediate 1)

- asking for spelling of a word
- asking for something to be written down
- asking for clarification

### Activities

- listening for pronunciation practice
- class, group and pair practice of target language
- reading and practising dialogues
- conversations with candidates and others
- group discussions
- interactions with others in the educational establishments
- information gap exercises
- role playing exercises
- authentic interactions
- listening and reading comprehension
- identifying the purpose of written or spoken information
- matching written or spoken information to illustrations and to other texts
- extracting information and comparing with another candidate or answer key
- answering true, false and multiple choice questions on a text
- short dictations
- correcting errors in texts individually and in pairs and groups
- writing and redrafting short descriptive and narrative texts individually and in pairs and groups
- writing and redrafting short formal letters individually and in pairs and groups
- maintaining a vocabulary notebook
- using a range of CALL materials

### Text types

- audio recordings made by the teacher of dialogues and lexis
- spoken information, instructions and descriptions from the teacher and others
- forms and leaflets
- notes, postcards and short letters
- alphabetical lists
- signs, notices and posters
- advertisements
- simple illustrated readers
- text books used in other subjects
- published text books, audio and video material for elementary learners of English
- information, instructions, descriptions from the teacher and other people
- short extracts from TV and radio
- a range of computerised materials as appropriate

## National Unit Specification: support notes (cont)

**UNIT** English for Speakers of Other Languages: English for Work and Study  
(Intermediate 1)

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Candidates will be required to provide evidence of achievement of each of the three outcomes. Teachers and lecturers are required to have records of achievement and it is recommended that candidates either hold their own records of achievement or have access to those held by the teacher or lecturer.

Teachers and lecturers may select instruments of assessment which they consider will provide valid, reliable and practicable assessment of the candidate's work or may draw on the materials provided by SQA.

Gathering evidence of achievement in the classroom should reflect the real life situations which candidates encounter. Where there are opportunities to gather evidence out with the classroom from real life situations, appropriate assessment tasks should be identified. If the candidate is studying in school or college, assessments should be integrated into other courses.

Candidates should receive information about the unit which, at this level could be in their first language. Time should be made available for them to familiarise themselves with this and clarify it with the teacher or lecturer.

Assessment should be integrated into the learning process and candidates assessed when the teacher or lecturer deems them ready. Where candidates are undertaking other Intermediate 1 ESOL units, it is not necessary to assess on a unit by unit basis but rather at points during the programme which are appropriate and correspond to the candidates' readiness for assessment.

### **Outcome 1 Use spoken English to obtain and provide information**

Candidates will be required to have a short interview on a subject or subjects of educational or vocational interest, chosen from the prescribed topics for this unit. The aim of this task is to develop the candidate's ability to interact meaningfully with other people in oral communication and therefore, the interview should reflect real life situations that the candidates may encounter in school or college or in the wider world. Ample practice for this particular assessment task should be provided through the regular tutorials and pair and groupwork focusing on educational and vocational contexts. Reasonable time for preparation for speaking assessment should be given and candidates encouraged to seek clarification of the task, if necessary, before they are assessed. Use of dictionaries is not permitted.

Candidates will need to familiarise themselves with the tape recorder to provide evidence for both internal and external moderation.

### **Outcome 2 Obtain specific information from a straightforward text**

#### *Written information*

The sources for texts may include correspondence relating to courses or jobs, advertisements for courses or jobs, leaflets relating to educational or vocational opportunities, instructions, newsletters, short articles from newspapers and magazines on employment and education, and extracts from text books for other subjects. Candidates will be expected to demonstrate understanding of the main points of factual information contained within the text by undertaking tasks selected from the following:

- multiple choice
- true/false

## National Unit Specification: support notes (cont)

**UNIT** English for Speakers of Other Languages: English for Work and Study  
(Intermediate 1)

- short answer questions
- completing grids

Where short answer questions are used candidates should be encouraged to give one/two word answers and not lift large pieces of the text. Although there are no time restrictions, the task should be carried out in a reasonable time and during one period or class. A glossary of terms likely to prove difficult may be provided at the end of the text. Bilingual or English to English dictionaries should be available at all times and candidates encouraged to make use of them.

The use of written information should reflect the text types and tasks candidates are likely to encounter across the curriculum and in the wider world. Care should be taken not to select texts which are ‘culturally loaded’.

### *Spoken Information*

The spoken text should be short interactions set in an educational or vocational context eg a short talk or presentation on a familiar topic, a set of instructions, a short interaction between a teacher and candidate or employer and employee using the language exponents as listed under the topics earlier in this section. The use of spoken information should reflect the text types and tasks that candidates are likely to encounter across the curriculum and in the wider world. Candidates will be expected to demonstrate understanding of the main points of factual information contained within the text by undertaking tasks selected from the following:

- multiple choice
- true/false
- short answer questions
- completing grids

Where short answer questions are used candidates should be encouraged to give one or two word answers. Although there are no time restrictions, the task should be carried out in a reasonable time and during one period or class. The listening text can be heard twice. Use of dictionary is not permitted.

Candidates should be encouraged to seek clarification of the task, if necessary, before they are assessed.

The use of spoken information should reflect the text types and tasks that candidates are likely to encounter across the curriculum.

### **Outcome 3 Write a short formal letter requesting information**

The candidate will be provided with clear guidance in the assessment task as to what is expected of them and in what format. They will be asked to write a short formal letter requesting information about a course or job. The course or job title will be provided and so will the address to which they are writing (although this should not be presented to the candidate in the layout of a formal letter as the candidate must demonstrate competence in layout).

The candidate will have the opportunity to redraft their work.

## National Unit Specification: support notes (cont)

**UNIT** English for Speakers of Other Languages: English for Work and Study  
(Intermediate 1)

Bilingual or English to English dictionaries should be available at all times and candidates encouraged to make use of them.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).