

National Unit Specification: general information

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 1)

NUMBER DA9J 10

COURSE

SUMMARY

This unit aims to develop candidates' English to a post elementary level in order to obtain and provide information, goods and services. The language development will occur in such a way as to make candidates familiar with a variety of relevant situations and confident in using their English in these situations. On completion of this unit, candidates will be able to understand and provide straightforward information in English.

OUTCOMES

- 1 Use spoken English to obtain and provide goods and services.
- 2 Demonstrate overall understanding of a straightforward text.
- 3 Produce written material based on personal 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 components 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

UNIT English for Speakers of Other Languages: English Language Skills
(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 Speakers of Other Languages: English Language Skills
(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.

OUTCOME 1

Use spoken English to obtain and provide goods and services.

Performance criteria

- a) Begins and concludes the interaction appropriately.
- b) Responds appropriately to 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 interaction on a previously rehearsed topic, 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
- interaction with a teacher, lecturer or another person
- classroom interaction between candidates

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

Demonstrate overall understanding of a straightforward text.

Performance criteria

- a) Understands the main purpose of a text on a familiar topic.
- b) Understands information relevant to the purpose of the text.
- c) Identifies main points in the text.

Evidence requirements

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

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: English Language Skills
(Intermediate 1)

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 task will comprise three short texts on different topics, each of no more than 45 seconds 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

Produce written material based on personal information.

Performance criteria

- a) Writes legibly and demonstrates an understanding of the use of upper and lower case, although some errors may be made.
- b) Conveys meaning on a first reading despite frequent errors in grammar, spelling and punctuation.
- c) Uses a given format or layout appropriately.

Evidence requirements

One piece of writing in response to a clear and simple task, demonstrating that the candidate has fulfilled the performance criteria. Tasks may be selected from the following:

- completion of a form
- responding to a simple written communication with a note
- a short piece of writing based on selection of information from a grid

The texts produced by the candidates will be variable depending on topic and type. A suggested length for a piece of writing 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 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 Language Skills
(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 post elementary level to exchange information. Candidates could be either young people joining the Scottish secondary school systems or adult learners with a little previous knowledge of English, and who are familiar with the Roman script. Where relevant, teachers and lecturers should ensure that the content relates to the demands on candidates and their interactions in both specialist English for Speakers of Other Languages (ESOL) provision and in mainstream classes where relevant.

Note on coverage of topics

The prescribed topics for this unit are:

- personal identification
- house, home and environment
- daily life
- free time and entertainment
- health
- shopping
- services
- food and drink
- travel
- places

At this level, restricted use of language in each topic is expected. Although all listed topics will be covered in the teaching of the unit, candidates are not expected to demonstrate competence in each topic area. The evidence requirements set out how evidence of competence is to be generated, and evidence may only be required in two or three topics.

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.

Personal identification

- say who they are and spell their name
- state their address and give their telephone number
- say which school or college they attend and which course or class they are in
- say where and when they were born, where they are from, and state their nationality
- state their age, sex, civil status, if relevant, and religion if any

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills
(Intermediate 1)

- describe their family
- state likes, dislikes and preferences in relation to this information where relevant
- obtain similar information from others
- understand and complete straightforward forms

House, home and environment

- enquire about accommodation
- make and confirm straightforward arrangements in relation to obtaining accommodation
- make and confirm straightforward arrangements for repairs
- describe the type of accommodation they live in and the rooms in it
- state flat or house contents
- make enquiries about services and amenities in the local area
- provide similar information about places they have lived before
- obtain similar information from others
- understand straightforward advertisements for accommodation
- use reference books eg Yellow Pages, A to Z
- write a simple advertisement

Daily life

- describe daily routines at home
- describe daily routines at school/college/work as appropriate
- write simple notes and letters

Free time, sport and entertainment

- say what they like to do
- talk about what they currently do in terms of frequency and cost, if relevant
- say what they would like to do
- make enquiries about opening times and cost
- make and confirm bookings and arrangements
- understand straightforward written information eg signs, notices and leaflets
- complete straightforward application and booking forms

Health

- say how they are eg well, ill, tired, hungry etc
- obtain similar information from others
- make and confirm appointments
- say what is wrong and understand straightforward spoken instructions
- obtain medication from a pharmacist
- read signs, notices and simple instructions
- complete straightforward medical forms

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills
(Intermediate 1)

Shopping

- ask for and give information about the availability and location of goods
- state likes, dislikes and preferences
- pay for goods and if necessary query cost
- return goods and obtain a refund, replacement or acceptable solution
- read simple signs and notices in shops
- read simple instructions or explanations
- complete straightforward order forms

Services

- ask for and give information about the availability and location of services
- state likes, dislikes and preferences
- read simple signs, notices, instructions and regulations
- complete straightforward forms in banks, post offices etc
- understand and write simple formal letters

Food and drink

- order food and drink
- ask questions to establish the contents and preparation of dishes
- indicate that you are not satisfied with slow service and the quality of food
- request the bill, pay for food and drink and if necessary query prices
- read simple signs, notices, advertisements and menus
- understand and write simple recipes

Travel

- refer to different means of transport
- make enquiries about cost, times and duration of journeys
- make bookings and pay for tickets
- make enquiries about location of platforms, gates etc
- read simple signs, notices and straightforward timetables
- complete straightforward booking forms
- write a postcard

Places

- ask for and provide straightforward directions
- read simple signs, notices and straightforward maps
- read simple descriptive information about places of interest

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 candidate's interactions with subject teachers and other relevant people in the school.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills
(Intermediate 1)

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 is for learners to develop the ability to engage in face-to-face interaction and make simple telephone calls. This includes being able to take the initiative in and deal with transactional situations which require a predictable use of language.

Reading

Candidates should, from an early stage, use two main types of text; simple 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 materials 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 different ways in which they are asked to provide personal information and the appropriate use of upper and lower case.

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.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills
(Intermediate 1)

Functions

- greeting, leave-taking, introducing
- attracting attention
- identifying goods or services required
- 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
- 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
- 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
- interactions with others in the educational establishment
- information gap exercises
- role playing exercises
- authentic interactions, including brief phone calls
- listening and reading comprehension
- identifying the purpose of written or spoken information
- matching written or spoken information to illustrations and to other texts

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills
(Intermediate 1)

- extracting information and comparing with another candidate or answer key
- answering true/false and multiple choice questions on a text
- labelling simple plans
- 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 simple notes, e-mails, notices and 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
- written information, instructions, descriptions from the teacher and other people
- short extracts from TV and radio
- computerised material as appropriate

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 draw on the materials in the National Assessment Bank. 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.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills
(Intermediate 1)

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 candidate's readiness for assessment.

Outcome 1 Use spoken English to obtain goods and services

Candidates will be required to have a short, previously rehearsed, interaction in order to obtain or provide goods and services. The aim of this task is to develop the candidate's ability to interact meaningfully with other people in oral communication and therefore, candidates' interactions should be as natural as possible and 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 pairwork and roleplay undertaken in class or with the candidate in a language support setting. 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 a dictionary is not permitted.

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

Outcome 2 Demonstrate overall understanding of a straightforward text

Written information

The sources for texts may include personal correspondence, forms, advertisements, leaflets, instructions, regulations, timetables and menus.

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 question are used candidates should be encouraged to give one or 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.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills
(Intermediate 1)

Spoken information

The spoken texts should be short interactions of a transactional nature, between two people, 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/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 a dictionary is not permitted.

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

Outcome 3 Produce written material based on personal information

The candidate will be provided with clear guidance in the assessment task as to what is expected of them and in what format. Tasks could include form filling, writing a short note or a piece of writing based on personal information.

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).