

National Unit Specification: general information

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

NUMBER DA9J 11

COURSE

SUMMARY

This unit aims to develop candidates' English at an intermediate 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 information from written and spoken texts and use spoken and written English to obtain and provide information.

OUTCOMES

- 1 Use spoken English to obtain and provide information.
- 2 Demonstrate understanding of a spoken text.
- 3 Demonstrate understanding of a written text.
- 4 Write a formal letter of complaint or application.

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:

- Intermediate 1 in English for Speakers of Other Languages (ESOL) or its Component units
- University of Cambridge PET
- IELTS 4.0 – 4.5
- an equivalent qualification

Administrative Information

Superclass: FK

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National Unit Specification: general information (cont)

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

Careful consideration should be given to whether an English for Speakers of Other Languages (ESOL) or English and Communication qualification is most appropriate for the candidate.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCOTCAT points*) at SCQF level 5.

**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 2)

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 information.

Performance criteria

- a) Initiates and maintains the interaction with only minor prompting.
- b) Makes requests for information and responds in a way which supports the interaction.
- c) Uses language with a level of clarity and accuracy that rarely impedes communication.
- d) Uses vocabulary and has a command of the language sufficient to allow some flexibility of expression.
- e) Responds appropriately to requests for clarification, when and if required.

Evidence requirements

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

- a real interaction with the teacher or lecturer
- simulation or role play with the 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. This recording forms part of the external assessment requirements.

OUTCOME 2

Demonstrate understanding of a spoken text.

Performance criteria

- a) Demonstrates understanding of the main purpose of the text.
- b) Identifies main points and relevant supporting detail in the text.

Evidence requirements

One accessible listening text on a familiar topic, with comprehension conveyed through written English, demonstrating that the candidate has fulfilled the performance criteria.

The text will be variable depending on topic and type, but should be based on authentic use. The text should be no more than three minutes in duration and heard twice by candidates.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

Use of a dictionary is not permitted.

OUTCOME 3

Demonstrate understanding of a written text.

Performance criteria

- a) Demonstrates understanding of the main purpose of the text.
- b) Identifies main points and relevant supporting detail in the text.

Evidence requirements

One accessible written text on a familiar topic, with comprehension conveyed through written English, demonstrating that the candidate has fulfilled the performance criteria.

The text will be variable depending on topic and type, but should be based on authentic use. The text should be between 250-300 words.

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

OUTCOME 4

Write a formal letter of complaint or application.

Performance criteria

- a) Uses an appropriate layout correctly.
- b) Includes all essential information.
- c) Conveys meaning on a first reading with a level of accuracy in grammar, spelling and punctuation appropriate to a formal letter.

Evidence requirements

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

The length of the texts produced by the candidates will be variable. A suggested length for the whole letter is 150-200 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 (60 minutes).

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

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: English Language
 Skills (Intermediate 2)

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 2)

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 an intermediate level to exchange information. Candidates could be either young people joining the Scottish secondary school system or adult learners with some previous knowledge of English. 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
- weather

At this level, some flexibility in the 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 three or four 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, a working knowledge of the linguistic exponents of each would be expected.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

Personal identification

- give all relevant personal information
- talk about which school or college they attend and which course or class they are in
- talk about where and when they were born, where they are from, and state their nationality
- describe their family and friends in some detail
- obtain similar detailed information from others
- understand and complete forms with assistance where necessary
- write a short formal letter of application

House, home and environment

- enquire about accommodation face-to-face on the telephone
- make and confirm arrangements in relation to obtaining accommodation
- make and confirm arrangements for services, maintenance and repairs
- make complaints about accommodation
- describe the type of accommodation they live in and the rooms in it
- describe 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 advertisements for accommodation, local services and amenities
- understand and complete forms with assistance where necessary
- make and confirm arrangements in short formal letters

Daily life

- describe and compare daily routines at home
- describe and compare daily routines at school/college/work as appropriate
- write notes and letters
- invite and respond to invitations face-to-face on the telephone and in writing
- explain and understand domestic arrangements
- exchange information and opinions on personal and social themes

Free time, sport and entertainment

- talk about what they like to do
- talk about what they currently do in terms of frequency and cost, if relevant
- talk about what they would like to do
- make enquiries about opening times and cost face-to-face and on the telephone
- make and confirm bookings and arrangements face-to-face and on the telephone
- understand written information eg signs, notices, instructions and leaflets
- understand short articles and reviews
- complete application and booking forms with assistance where necessary

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

Health

- talk about how they are eg well, ill, tired, hungry etc
- obtain similar information from others
- make and confirm appointments face-to-face and on the telephone
- say what is wrong and understand clearly expressed spoken instructions
- obtain medication from a pharmacist
- understand signs, notices and instructions
- understand short articles and other printed information
- complete medical forms with assistance where necessary

Shopping

- ask for and give information about 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 signs and notices in shops
- read instructions or explanations
- complete order forms with assistance where necessary
- write a short formal letter to make a complaint or return goods

Services

- ask for and give information about the availability and location of services
- state likes, dislikes and preferences
- read signs, notices, instructions and regulations
- complete forms in banks, post offices etc with assistance where necessary

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 signs, notices, advertisements, menus and recipes
- write a recipe

Weather

- ask for and provide information about weather conditions
- understand information provided by others
- read weather charts

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

Travel

- make enquiries about cost, times and duration of journeys
- make bookings and pay for tickets
- make enquiries about location of platforms, gates etc
- read signs, notices and timetables
- complete booking forms with assistance where necessary
- write a postcard
- write short descriptions of journeys
- write a short formal letter of complaint

Places

- ask for and provide directions
- read signs, notices and maps
- read descriptive information about places of interest
- write short descriptions of places of interest

Although it is recommended that candidates at this level are taught in Intermediate 2 classes 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 Intermediate 1 and Higher.

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 access to and support the work in 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 readily with others, even if adventurous use of language leads to inaccuracies.

This unit builds on good practice by encouraging an integrated approach to the development of the four skills. Progression from previous levels will be in terms of the candidate's ability to use language in increasingly more sophisticated ways in a greater variety of situations. The range and increasing accuracy of the language produced will also reflect this progression.

Listening

Candidates 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. They should become aware of the different facets of spoken English and focus on developing the accuracy of their listening skills. Exposure to local accents is important.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

They should be plenty of opportunity to apply their listening skills to a variety of tasks.

Speaking

The aim is for learners to develop the ability to engage in face-to-face and telephone interaction, including being able to take the initiative, respond to others and enter into discussions in different contexts which require a predictable use of language. Analysing spoken English, with an increasing focus on accuracy and features of the language, will allow them to develop appropriate skills at this level.

Opportunities for practice of language should be maximised through pair and groupwork in the classroom, and learners encouraged to take part in a wide variety of activities, which involve interacting with speakers of English, outside the classroom.

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 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.

Reading at an appropriate level should also be used to reinforce language learnt and ensuring that candidates are equipped with the necessary information to make use of school, college or local libraries. 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 varied and integrated into the work done in other skills. 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 obtain and provide information, with a focus on improving the accuracy of their work. Feedback from the teacher, correction of texts and redrafting will form an essential part of this process.

At both Access 3 and Intermediate 1 a list of functions is provided for teachers and lecturers to use as a checklist. However at Intermediate 2 and Higher, such a detailed checklist was deemed to be too lengthy for inclusion in the support notes. Should teachers and lecturers wish to consult such a list, this can be found in English for Speakers of Other Languages (ESOL) text books, *Threshold* and *Vantage* levels of the Council of Europe publications.

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 activities and text types.

Activities

- listening for pronunciation practice
- class, group and pair practice of target language
- reading and practising dialogues
- conversations with candidates and others
- one-to-one and group discussions
- interactions with others in the educational establishments
- recording and analysing interactions

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

- information gap exercises
- role playing exercises
- authentic interactions, including phone calls
- listening and reading comprehension in a variety of formats
- identifying the purpose of written or spoken information
- matching written or spoken information to other texts in a variety of formats
- extracting information from tables, graphs, diagrams and grids
- extracting information and comparing with another candidate or answer key
- dictation
- correcting errors in texts individually and in pairs and groups
- writing and redrafting short texts individually and in pairs and groups
- writing and redrafting short simple notes, emails, notices and letters individually and in pairs and groups
- maintaining a vocabulary notebook
- using a range of CALL materials

Text types

- video and audio recordings made by the teacher
- spoken and written information, instructions and descriptions from the teacher and others
- forms, leaflets, signs, maps, notices, posters and advertisements
- short articles, reviews and reports
- information in diagrams, tables, charts and grids
- notes, postcards and informal and formal letters
- text books, learning packs and worksheets used in other subjects
- published text books, audio and video material for intermediate learners of English
- readers
- 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 four 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 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 outwith 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.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

Candidates should receive information about the unit and 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 2 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 and provide information

Candidates will be required to have an interaction 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 and therefore, the interaction should reflect real life situations that the candidates may encounter in everyday situations.

Ample practice for this particular assessment task should be provided through pair and groupwork focusing on different contexts.

Reasonable time for preparation for speaking assessment should be given, but candidates should not attempt to learn their part of the interaction and should undertake the assessment without notes. Candidates should be 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 understanding of a spoken text

The spoken text should be a short interaction of a transactional nature, and or text providing information, 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 brief 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. Care should be taken not to select texts which are culturally loaded.

Use of a dictionary is not permitted.

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

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: English Language Skills (Intermediate 2)

Outcome 3 Obtain specific information from a written text

The sources for texts may include personal correspondence, advertisements, leaflets, instructions, regulations, short articles, reviews and reports and texts used in subject or vocational contexts.

Candidates will be expected to demonstrate understanding 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 brief answers in their own words where possible, and not lift large pieces of the text. Although there are not 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.

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

Outcome 4 Write a formal letter of complaint or application

Candidates 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 formal letter complaining about a particular service or experience, or applying for a job or course of study. The required name and address to which they are writing will be provided (although this should not be presented to the candidate in the layout of a formal letter as the candidate must demonstrate competence in layout).

Candidates will have the opportunity to redraft their work. 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).