

National Unit Specification: general information

UNIT English for Speakers of Other Language: Everyday Communication (Access 2)

CODE DV34 08

SUMMARY

This is a freestanding Unit and has been designed for candidates whose first language is not English but who need to develop their ability to use basic English in personal and social contexts. Candidates undertaking this Unit will have little or no previous knowledge of English but will be familiar with Roman script. While studying this Unit candidates will begin to develop their level of competence in the skills of speaking, listening, reading and writing in English for personal and social purposes.

Candidates who complete this Unit will be able to understand, request and provide short, simple spoken and written information in familiar and predictable personal and social contexts.

OUTCOMES

- 1 Communicate orally in English for personal and social purposes.
- 2 Produce written English for personal and social purposes.
- 3 Demonstrate an understanding of spoken English in a personal and social context.
- 4 Demonstrate an understanding of written English in a personal and social context.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following or equivalent:

- ♦ English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 Access 2
- ♦ English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 Access 2

Administrative Information

Superclass: FK

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National Unit Specification: general information (cont)

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CREDIT VALUE

2 credits at Access 2 (12 SCQF credit points at SCQF level 2*)

**SCQF credit 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 SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

This information will be provided by the NQ Product Team.

National Unit Specification: statement of standards

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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

Communicate orally in English for personal and social purposes.

Performance Criteria

- (a) Basic structures and vocabulary used are appropriate to purpose.
- (b) Pronunciation is sufficiently accurate to convey meaning to a sympathetic listener.
- (c) Basic information is provided, requested and responded to as appropriate.
- (d) Communication is begun and concluded as appropriate to purpose.

OUTCOME 2

Produce written English for personal and social purposes.

Performance Criteria

- (a) The rules of upper and lower case are applied accurately.
- (b) Grammar, spelling and punctuation are sufficiently accurate to convey meaning.
- (c) Conventions of layout are applied as appropriate to purpose.

OUTCOME 3

Demonstrate an understanding of spoken English in a personal and social context.

Performance Criteria

- (a) Overall context and main points of the text are identified.
- (b) The meaning of key words and phrases in the text is identified.

OUTCOME 4

Demonstrate an understanding of written English in a personal and social context.

Performance Criteria

- (a) Overall purpose of the text is identified.
- (b) The meaning of key words and phrases in the text is identified.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance and written/recorded oral evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria for this Unit.

The evidence may be produced at different points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to build language skills.

Outcomes 1 and 2

For Outcomes 1 and 2, a practical language assignment should be set for candidates. Evidence will be produced in response to a clear candidate brief and must include:

- ◆ One conversation with another person for personal and social purposes
- ◆ One piece of writing for personal and social purposes

The speaking and writing tasks can be on different aspects of personal and social communication and can be completed at different times.

For Outcome 1 one conversation is required. Candidates will have a clear spoken brief, which will provide them with the opportunity to achieve the Performance Criteria. Candidates must be given sufficient time to complete the task. The conversation will be observed by the assessor and a completed assessor checklist must be retained as evidence along with the recorded spoken evidence.

At this level, when speaking, it can be expected that there will be:

- ◆ frequent inaccuracies in basic structures and vocabulary
- ◆ frequent hesitations during the communication
- ◆ frequent repetition to clarify meaning
- ◆ rephrasing of requests for information by either party

Candidates may produce a maximum of two drafts of the written piece which will be retained as evidence. Candidates will then check the draft(s) and produce the final written piece. They will have access to dictionaries and will carry out the work on their own, under supervision. The total of the written piece will be approximately 40 words. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

For candidates with additional support needs, the use of assistive technologies such as adapted keyboard and mouse and specialist software to complete the assessment would be appropriate.

At this level, when writing, the written piece should convey meaning despite frequent errors in grammar, spelling and punctuation.

National Unit Specification: statement of standards (cont)

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Outcomes 3 and 4

For Outcomes 3 and 4, candidates will demonstrate their understanding of spoken and written English in personal and social contexts by attempting a test. The test will be conducted in controlled supervised conditions.

Candidates will demonstrate their understanding of spoken English by listening to one simple, accessible text on a personal and social theme. The text will be of approximately 1 minute in duration and can be heard twice. Candidates will then attempt a series of questions related to the text. The test will be conducted under closed-book conditions. Candidates must be given sufficient time to complete the task.

Candidates will demonstrate their understanding of written English by attempting a series of questions which relate to one simple text of approximately 80 words on a personal and social theme. During the test candidates will have access to dictionaries. Candidates must be given sufficient time to complete the task.

Listening and reading can be completed at different times.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes an assignment and a test, assessor checklists and assessment record sheets. Centres who wish to design their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT English for Speakers of Other Language: Everyday Communication (Access 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 80 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 basic level and develop their skills of speaking, listening, reading and writing in English for personal and social purposes. Candidates studying this Unit will have little or no previous knowledge of English and will be familiar with the Roman script.

If centres choose to deliver other English for Speakers of Other Languages Units, in order to cover the different contexts in which candidates who are familiar with the Roman script use English, there are another two Units: English for Speakers of Other Languages: Transactional Contexts(Access 2) and English for Speakers of Other Languages: Work and Study-related Contexts(Access 2). Given that contexts for teaching are diverse in schools, further education colleges or community venues, teachers/lecturers must of necessity be flexible. It is therefore appropriate for the Units to be studied either sequentially or concurrently.

For candidates unfamiliar with the Roman script, the two Units, English For Speakers Of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2) and English For Speakers Of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2) are the most appropriate starting point.

In order to provide a focus for the development of skills in English for personal and social purposes in this Unit, the following are suggested topics:

- ◆ Personal identity
- ◆ Social and physical environment
- ◆ Free time and leisure

Further information about areas which may be studied under each topic can be found in the Guidance on Learning and Teaching Approaches for this Unit.

This Unit can be delivered as an integral part of a school curriculum, in further education colleges, community-based provision or in a language support context. Candidates will be assessed on their speaking, writing, listening and reading skills in personal and social contexts.

Further guidance on appropriate functions, grammar and vocabulary and language skills can be found in the Appendix to this Unit.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The approach to learning and teaching should be candidate-centred and focus on developing candidates' understanding of both written and spoken English in personal and social contexts. Candidates should be encouraged to take personal responsibility for developing their awareness of the language and their ability to use it in these contexts.

The learning and teaching materials used in the classroom or language support context should reflect the personal and social contexts in which candidates are operating. Candidates should be given maximum opportunity to practise and demonstrate all four language skills in this variety of contexts.

In this Unit, limited use of language could be expected and the candidate is likely to need explanation with demonstration and/or access to a dictionary to assist with understanding instructions and descriptions.

Although suggested topics may be covered in the teaching of this Unit, candidates are not expected to demonstrate competence in each topic area. There should be particular emphasis on acquiring knowledge of the basic structures of the language, building vocabulary, developing fluency and building confidence when using the language.

Listed below, under each topic, are suggested examples of what candidates could be expected to do in that topic area.

Personal identity

- ◆ Say who they are and spell their name
- ◆ State their address and give their telephone number
- ◆ Say where and when they were born, where they are from, and state their nationality
- ◆ State their age and civil status, if relevant
- ◆ Say which school or college they attend and which class they are in
- ◆ Say where they work and what they do
- ◆ Say what their plans are for future study eg 'I want to be'
- ◆ Give simple information about their family
- ◆ State likes and dislikes eg food, sports, subjects in school
- ◆ Say how they are, eg well, tired, hungry, etc
- ◆ Obtain and understand similar information from others
- ◆ Read and write short simple texts relating to personal information

Social and physical environment

- ◆ Take part in small talk with peers in familiar and predictable situations
- ◆ Understand and answer simple, predictable questions
- ◆ Say how they are eg well, ill, tired, hungry etc
- ◆ Understand and state opinions expressed simply, eg 'I don't like rain'
- ◆ Describe daily routines at home/ school/college/work as appropriate eg 'On Monday I ...
- ◆ Understand and write simple notes eg Thank you, postcards

National Unit Specification: support notes (cont)

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- ◆ Understand and leave a simple written message giving basic information on eg Where they have gone, what time they will be back, etc
- ◆ Make a short outgoing call to obtain or convey a simple piece of information
- ◆ Say the type of accommodation they live in now eg flat, bungalow etc; number of rooms etc
- ◆ State contents of flat or house ie common items
- ◆ Give information in response to questions about basic services in local area eg buses
- ◆ Obtain similar information from others
- ◆ Give simple description of the weather eg sunny, cold, windy etc
- ◆ State their preference of the weather eg I like ...
- ◆ Read simple weather charts

Free Time and Leisure

- ◆ Say what they like to do in their free time
- ◆ Talk about what they currently do in terms of frequency
- ◆ Understand short, simple written information about leisure activities
- ◆ Identify topics of TV programmes, especially if helped by visual clues
- ◆ Exchange basic information about places they have visited/holidays/festivals
- ◆ Understand a short, simple text about a place visited/holiday/festival
- ◆ Refer to different means of transport
- ◆ Write a short, simple text about a place visited/holiday/festival
- ◆ Write a simple holiday postcard

To assist teachers or lecturers delivering this Unit in a multilevel or language support situation, the content can be linked to topics in *English for Speakers of Other Language: Everyday Communication (Access 3)* and *English for Speakers of Other Language: Everyday Communication (Intermediate1)*. 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.

In relation to each of the four skills which candidates need to develop, the following guidance on appropriate learning and teaching approaches is given:

Speaking

Opportunities for practice of language should be maximised through paired and group work in the classroom, and candidates should be encouraged to have conversations on personal and social topics and take part in discussions. They should also be encouraged to widen their use of spoken English outside the classroom in social contexts by initiating and maintaining conversations using simple strategies that have been covered during teaching of speaking. Appropriate situations in which to do this will vary from candidate to candidate and can be explored with individuals or with the class as a whole. Allocating some time for candidates to talk about situations and conversations they have outside the classroom and exploring ways of keeping these conversations going will have a positive impact on the development of their skills.

National Unit Specification: support notes (cont)

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The aim is for candidates to develop the ability to engage in face-to-face interaction, including being able to initiate a conversation and respond to others in a social context. Some time should be allocated to telephone calls in a social context. Where possible, candidates should become accustomed to being recorded for the purposes of assessment and to discussing ways of improving their oral skills.

The speaking assessment will be a paired conversation and it is recommended that approximately 2 minutes of speaking should be sufficient for the candidate to demonstrate that they have met the Performance Criteria and Evidence Requirements at this level. In their interactions in the classroom candidates should be aware of this when practising speaking skills.

Appropriate discourse types and activities to help candidates develop their English speaking skills in personal and social contexts would be:

Discourse types	Activities
◆ One-to-one conversations in personal and social contexts ◆ Role-play of conversations which might take place in personal and social contexts ◆ Paired or small group discussions In addition use may be made of the following resources: ◆ Published audio and video material for beginner learners of English ◆ Short extracts from television and radio programmes	◆ Class, group and pair practice ◆ Listening for pronunciation practice ◆ Reading and practising dialogues ◆ Role-play exercises ◆ Recording conversations/role-plays ◆ Information gap activities ◆ Authentic interaction/real life conversations ◆ Games and quizzes

In all the above situations candidates should be able to use some familiar everyday expressions and very basic phrases to interact in a simple way provided the other person talks slowly and clearly and is prepared to support the conversation. Pronunciation should be sufficiently accurate to convey meaning despite first language influence.

Writing

Writing activities undertaken by the candidates at this stage should be simple and not too time consuming. They should relate to the writing tasks candidates might be expected to undertake in personal and social contexts. The aim of this Unit is for candidates to gain confidence in undertaking the kind of practical writing tasks that will be required of them and to develop basic writing skills. Candidates should become familiar with rules of spelling and punctuation and begin to understand the structure of sentences. Feedback from the teacher/lecturer, correcting their writing and redrafting will be an essential part of the learning process.

Appropriate text types and activities to help candidates develop their English writing skills in personal and social contexts would be:

National Unit Specification: support notes (cont)

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Text types	Activities
◆ Calendar entries ◆ Simple diary entries ◆ Short notes/emails/ postcards/texts	◆ Correcting errors in texts in pairs, groups or individually ◆ Writing and redrafting short simple notes and other texts ◆ Maintaining a vocabulary notebook ◆ Modelling other written texts ◆ Spelling and basic punctuation worksheets ◆ Short dictations ◆ Putting texts in correct order ◆ Producing texts in pairs, groups or individually ◆ Writing personal details (name, address) accurately ◆ Writing days, dates and times

In the above texts candidates should be able to write short simple sentences. They should be able to use simple connectors such as ‘and’, ‘then’ and ‘because’.

Listening

Candidates should be exposed to a range of different voices and accents, both live and recorded, and be encouraged to listen for overall meaning, key points and detail. Exposure to local accents is important. They should be given the opportunity to listen to different types of personal and social discourse and apply the information to answer different types of questions. They need to become aware of the different features of spoken English and focus on developing the accuracy of their listening skills and to begin to develop their ability to understand spoken English at a normal/natural pace.

Appropriate text types and activities to help candidates develop their English listening skills in a personal and social context would be:

Text types	Activities
◆ One-to-one conversations ◆ Instructions ◆ Directions ◆ Audio recordings of dialogues and lexis ◆ Authentic interactions ◆ Recorded messages In addition use may be made of the following resources: ◆ Relevant published teacher-made listening materials ◆ Short extracts from television and radio programmes	◆ Listening comprehension in a variety of formats ◆ Identifying the purpose of spoken information ◆ Ordering pictures/text ◆ Matching spoken information to written texts and pictures ◆ Extracting information to complete tables and maps ◆ Extracting information and comparing with another candidate, in a group and with answer key

National Unit Specification: support notes (cont)

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In all the above contexts candidates should be able to understand simple information in familiar personal and social situations provided speech is clearly and slowly articulated.

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. Time should be allocated to learning to use a dictionary and other reference books effectively. Candidates should be given experience of a range of personal and social texts and extensive practice in the question types which will be used to assess their reading.

Appropriate text types and activities to help candidates develop their English reading skills in personal and social contexts would be:

Text types	Activities
◆ Extracts from simple forms and leaflets ◆ Notes, postcards and short letters/emails ◆ Advertisements ◆ Simple illustrated readers ◆ Relevant level/simplified/differentiated text used in other subjects ◆ Written information, simple instructions and descriptions from the teacher and others	◆ Reading comprehension in a variety of formats ◆ Identifying the purpose of written information ◆ Ordering pictures/text ◆ Matching written information to other texts and pictures ◆ Extracting information to complete tables and maps ◆ Extracting information and comparing with another candidate, in a group and with answer key ◆ Following simple written instructions ◆ Vocabulary work using the dictionary

In all the above, candidates should be able to understand short simple texts picking up familiar names, words and basic phrases and rereading as required.

In Unit assessment candidates will be expected to demonstrate their understanding of listening and reading by attempting a series of questions. Learning and teaching should include time for candidates to practise answering these types of questions. Appropriate question types for candidates to practise are listed below under ‘Guidance on Approaches to Assessment for this Unit’ in relation to Outcomes 3 and 4.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Details of the appropriate conditions for assessment of competence in this Unit are outlined in the 'Evidence Requirements for the Unit' in the Statement of Standards. Centres must make sure that all Unit assessment is carried out under the stated conditions.

If re-assessment is required, an alternative task should be selected and assessment should be carried out under these same conditions.

Candidates should be given a clear understanding of the timing, conditions and nature of Unit assessment. Time should be made available for them to familiarise themselves with this and to clarify aspects with the teacher/lecturer.

The evidence required may be produced at different points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to build language skills.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 2)

In relation to each Outcome, the following guidance is given:

Outcome 1: Communicate orally in English for personal and social purposes

Candidates' conversations should be as natural as possible and reflect personal and social situations that they may encounter in the learning environment or in the wider world. At this level, it is suggested that candidates be given no more than 5 minutes to prepare for the speaking assessment. They should be encouraged to ask for clarification of the task, if necessary, before they are assessed.

The speaking task will be a paired conversation and it is expected that approximately 2 minutes of speaking should be sufficient for the candidate to demonstrate that they have met the Performance Criteria and Evidence Requirements at this level. Assessors should select candidates to work together with some care and ensure that they understand that they are both being assessed during the conversation.

Candidates must be given sufficient time to complete the task.

Where possible, candidates could be given the opportunity to practise being recorded in preparation for the assessment. Assessor checklists must be retained to provide evidence that candidates have satisfied all Performance Criteria.

Outcome 2: Produce written English for personal and social purposes

Candidates should be made aware that evidence will be in the form of a maximum of two drafts and a final version of their written text, and that the text should have a total of approximately 40 words.

The draft(s) and final version will be produced by the candidate on his/her own, under supervision. An assessor checklist will support the written tasks and provide evidence that it is the candidate's own work.

When preparing candidates they should be given practice in drafting and redrafting written work. Writing tasks will arise out of what is being listened to, studied, discussed or read in general classroom activity. Since use of a dictionary is permitted when producing the evidence, candidates should be accustomed to using one as they write.

While being prepared for producing their draft(s) and final version, candidates need to be made aware of the drafting process. The original draft(s), including any lecturer/teacher comments and the final version must be retained by the centre.

Candidates must be given sufficient time to complete the task.

National Unit Specification: support notes (cont)

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Outcome 3: Demonstrate an understanding of spoken English in a personal and social context

During the listening assessment, candidates will hear one text, of approximately 1 minute in duration, on a personal/social theme. The text will be heard twice. Candidates will be expected to demonstrate an understanding of the main points of factual information contained within a text by answering a series of questions.

Appropriate types of questions would be:

- ◆ multiple choice
- ◆ true/false
- ◆ sentence completion
- ◆ matching
- ◆ short-answer questions

The assessor may ask the questions orally and record the candidate's answers as evidence. Candidates must be given sufficient time to complete the task.

Outcome 4: Demonstrate an understanding of written English in a personal and social context

The text may be chosen from personal correspondence, advertisements, leaflets, newsletters, short articles from newspapers and magazines, extracts from text books for other subjects and the Internet. Candidates will be expected to demonstrate understanding of the text by answering a series of questions. Appropriate types of questions would be:

- ◆ multiple choice
- ◆ true/false
- ◆ sentence completion
- ◆ matching
- ◆ short-answer questions

One text on a personal and social theme will be used with a total of approximately 80 words. Candidates must be given sufficient time to complete the task.

The candidate must read the text themselves, however, the assessor may ask the questions orally and record the candidate's answers as evidence.

There is considerable potential in the classroom for candidates to tackle themes and topics in a way that practises both reading and listening skills by using reading texts in parallel with audio and video extracts. Material and tasks used to prepare candidates for assessment should reflect those that candidates are likely to encounter in a personal and social context. Care should be taken not to select material that is culturally loaded.

National Unit Specification: support notes (cont)

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Further information about Unit assessment can be found in the Evidence Requirements for this Unit in the Statement of Standards.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 2)

Appendix A

This Appendix contains guidance on language functions, grammar and vocabulary and speaking, writing, listening and reading skills. This guidance is not prescriptive but represents what it would be appropriate for candidates to cover or further develop at this level in personal and social contexts.

Guidance has also been provided on what would be appropriate at Access 3 and Intermediate 1 levels to demonstrate progression.

Functions

There is progression in terms of the functions across the levels but it should be noted that the main progression comes from the exponents used (ie what is actually said) in an interaction rather than the functions themselves. At this level the most basic exponents, with errors, would be expected.

Example

Asking for help is a function that appears in all three levels but examples of exponents at each level could be as follow:

Access 2: Help me open the window please.

Access 3: Could you help me open the window?

Intermediate 1: Excuse me but could you give me a hand? The window is stuck.

Grammar and Vocabulary

This list is not prescriptive and at all times the focus of learning and teaching should be on communication in authentic situations supported by language practice and development.

Skills

These lists can be used as checklists to ensure that in learning and teaching and preparation for assessment the necessary skills have been covered at an appropriate level.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 2)

Appendix A

Functions Grid — Everyday Communication — Personal and Social

Access 2	Access 3	Intermediate 1
◆ greeting, introducing and leave-taking ◆ asking for and giving information ◆ asking for repetition ◆ asking for and stating the time ◆ describing routines ◆ describing frequency and time duration ◆ expressing likes and dislikes ◆ inviting ◆ accepting and refusing ◆ thanking ◆ requesting and offering ◆ asking permission ◆ asking for/giving simple instructions ◆ making arrangements ◆ making and accepting an apology ◆ stating a problem ◆ making suggestions ◆ talking about past events and future plans	◆ greeting, introducing and leave-taking ◆ asking for and giving information ◆ asking for repetition ◆ asking for and stating the time ◆ describing routines ◆ describing frequency and time duration ◆ expressing likes and dislikes ◆ accepting and refusing ◆ thanking ◆ requesting and offering ◆ asking permission ◆ asking for/giving simple instructions ◆ making and accepting an apology ◆ expressing gratitude and responding to expressions of gratitude ◆ inviting someone to do something and responding to an invitation ◆ describing ◆ expressing intention ◆ asking for something to be written down ◆ asking for clarification ◆ expressing intention ◆ describing past experiences ◆ suggesting ◆ making arrangements ◆ giving directions	◆ greeting, introducing and leave-taking ◆ asking for and giving information ◆ asking for repetition ◆ asking for and stating the time ◆ describing routines ◆ describing frequency and time duration ◆ expressing likes and dislikes ◆ accepting and refusing ◆ thanking ◆ requesting and offering ◆ asking permission ◆ asking for/giving simple instructions ◆ making and accepting an apology ◆ expressing gratitude and responding to expressions of gratitude ◆ inviting someone to do something and responding to an invitation ◆ describing ◆ expressing intention ◆ asking for something to be written down ◆ asking for clarification ◆ expressing intention ◆ describing past experiences ◆ suggesting ◆ making arrangements ◆ giving directions ◆ asking for confirmation ◆ expressing and asking about wishes ◆ expressing and asking about preferences

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 2)

Appendix A

Functions Grid — Everyday Communication — Personal and Social

Access 2	Access 3	Intermediate 1
		◆ expressing interest and lack of interest ◆ expressing opinion ◆ expressing agreement and disagreement ◆ ordering

Grammar and Vocabulary — Everyday Communication — Personal and Social

Access 2	Access 3	Intermediate 1
◆ am/is/are ◆ have/has ◆ have/has got ◆ ‘wh’ questions ◆ yes/no questions ◆ personal pronouns ◆ possessive adjectives ◆ prepositions of time – in, on, at ◆ prepositions of place ◆ a, an, some, any ◆ singular/plural nouns ◆ very common uncountable nouns ◆ there is/are ◆ how much/many ◆ demonstratives – this, that, these, those ◆ would like ◆ can I have... ◆ can – to express ability ◆ could you(requests) ◆ present simple tense for habits or routines ◆ adverbs of frequency ◆ auxiliary verbs ◆ present continuous for things happening now ◆ imperatives	These suggestions build on structures, vocabulary and functions at lower levels ◆ articles ◆ determiners ◆ countable/uncountable nouns ◆ possessives ◆ prepositions of time & place ◆ present simple ◆ imperatives ◆ present continuous (incl temporary situations and future plans) ◆ past simple and continuous ◆ past habit – used to ◆ present perfect ◆ time markers - for, since, ago ◆ will/going to ◆ first conditional ◆ basic phrasal verbs eg fill in, pick up, look up etc ◆ modals: can/could, would, must, should ◆ ‘have to’ for obligation ◆ comparative and superlative adjectives	These suggestions build on structures, vocabulary and functions at lower levels ◆ present simple and continuous ◆ past simple and continuous and used to ◆ present perfect simple and continuous ◆ will/ going to ◆ first and second conditional ◆ wish ◆ modal verbs ◆ passive ◆ time markers – already, yet, just ◆ common phrasal verbs ◆ comparative and superlative adjectives ◆ order of adjectives ◆ so/such ◆ short answers and reply questions ◆ questions tags ◆ adverbs of frequency and manner

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 2)

Appendix A

Grammar and Vocabulary — Everyday Communication — Personal and Social (cont)

Access 2	Access 3	Intermediate 1
◆ time markers – today, yesterday, tomorrow, ago ◆ past simple tense of regular and common irregular verbs ◆ common adjectives ◆ conjunctions – and, but, or, because, then ◆ ‘going to’ future ◆ simple collocations Vocabulary development related to selected topic areas as well as above.	◆ conjunctions: <i>and, but, too, so etc</i> ◆ adverbs of frequency and manner ◆ basic collocations Vocabulary development related to selected topic areas as well as above	◆ conjunctions, <i>also, although, however, unless, until etc</i> ◆ prepositions of time and place ◆ common collocations Vocabulary development related to selected topic areas as well as above.

Speaking Skills Grid Grammar and Vocabulary — Everyday Communication — Personal and Social

Access 2	Access 3	Intermediate 1
◆ pronounce simple familiar words adequately to be understood ◆ attempt use of appropriate intonation ◆ show awareness of word and sentence stress ◆ cooperative strategies eg asking for help or repetition, use of mime and gesture ◆ self corrects when appropriate ◆ use of very basic discourse markers and linking devices eg then, next, and so, but etc	◆ developing use of features of spoken English, including clarity of individual sounds and features of connected speech ◆ use intonation to help make meaning understood ◆ turn taking ◆ use of simple hesitation devices and fillers ◆ use of simple repetition devices ◆ cooperative strategies eg asking for help or repetition, use of mime and gesture ◆ developing use of self correction techniques	◆ use of features of spoken English, including clarity of individual sounds and features of connected speech ◆ effective use of intonation ◆ use of hesitation devices and fillers ◆ turn taking and interrupting ◆ rephrasing ◆ use of repetition devices ◆ cooperative strategies eg asking for help or repetition, use of mime and gesture ◆ use of self correction techniques ◆ summarising

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 2)

Appendix A

Speaking Skills Grid Grammar and Vocabulary — Everyday Communication — Personal and Social (cont)

Access 2	Access 3	Intermediate 1
	- developing use of discourse markers for ordering and referencing - use common phrases appropriately to respond and show interest (eg That's nice!, What a pity! Oh dear!).	- use of gambits eg really!, well I never! etc - use of grammatical elision - use of discourse markers eg referencing, ordering etc - use formal language and register where appropriate

Writing Skills Grid Grammar and Vocabulary — Everyday Communication — Personal and Social

Access 2	Access 3	Intermediate 1
- write numbers, times, dates, days and months - use upper and lower case accurately - understand when to use full stops and question marks - write name and address correctly - write short words or known words with reasonable phonetic accuracy - check spelling - use basic word order and verb form - understand when to use basic formal/ informal language appropriately - use a vocabulary notebook - draft and redraft	- use basic punctuation appropriately - record personal information on straightforward forms - ask for and provide basic personal information - request and provide basic factual information - describe simple processes - construct simple and compound sentences using common conjunctions - understand the conventions and layout of different types of writing, eg formal v. informal letters, emails, etc - edit and re-draft	- record personal information on a variety of forms - narrate (provide information about self and culture) - describe personal situation, family, culture, traditions, etc - request personal and factual information - use appropriate layout - use appropriate register - use a range of simple and complex structures - edit and re-draft

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 2)

Appendix A

Listening Skills Grid Grammar and Vocabulary — Everyday Communication — Personal and Social (cont)

Access 2	Access 3	Intermediate 1
♦ predict general meaning ♦ identify purpose of text ♦ identify basic genres ♦ listen for and select specific information ♦ recognise key words and main points ♦ understand familiar accents	♦ predict meaning ♦ identify purpose and genre ♦ listen for gist ♦ listen for and select relevant/specific information ♦ understand a variety of accents ♦ identify and interpret tone and register ♦ identify and interpret simply expressed feelings and opinions	♦ predict meaning ♦ identify purpose and genre ♦ listen for gist ♦ listen for and select relevant/specific information ♦ listen for supporting detail ♦ distinguish between literal and implied meaning ♦ interpret tone and register ♦ interpret attitudes ♦ infer meaning ♦ understand a variety of accents

Reading Skills Grid Grammar and Vocabulary — Everyday Communication — Personal and Social

Access 2	Access 3	Intermediate 1
♦ skim ♦ scan ♦ identify key words ♦ basic knowledge of different genre ♦ identify purpose of a text ♦ select relevant information ♦ recognise context and predict general meaning ♦ read and recognise simple sentence structure ♦ recognise a limited number of words, signs and symbols ♦ recognise common abbreviations in/outside school eg subjects, am/pm etc ♦ understand alphabetical order ♦ use a bilingual and English picture dictionary	♦ skim ♦ scan ♦ read for gist ♦ identify purpose of a text ♦ identify main points of a text ♦ predict ♦ identify specific information ♦ extract straightforward information for a specific purpose ♦ recognise simply expressed feelings and opinions ♦ use a simple learners' dictionary to check meaning	♦ skim ♦ scan ♦ speed reading ♦ identify purpose of a text ♦ predict ♦ read for specific information ♦ extract main points and ideas ♦ recognise a variety of feelings and opinions ♦ read and understand relevant specialist words and phrases ♦ identify referring devices ♦ use a learners' dictionary