ESOL
Access 3

1st Edition — published April 2007

National Course Specification

English for Speakers of Other Languages (Access 3)

COURSE CODE   C222 09

COURSE STRUCTURE

This Course has three mandatory Units:

DV34 09	*English for Speakers of Other Languages: Everyday Communication (Access 3)*
F1AD 09	*English for Speakers of Other Languages: Transactional Contexts (Access 3)*
F1AE 09	*English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)*

To achieve the Course award the candidate must achieve all of the Units which make up the Course.

RECOMMENDED ENTRY

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

♦   Access 2 English for Speakers of Other Languages Unit

PROGRESSION

This Course or its Units may provide progression to:

♦   Intermediate 1 English for Speakers of Other Languages Units

CREDIT VALUE

The Access 3 Course in ESOL is allocated 18 SCQF credit points at SCQF level 3*

*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification 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 Development Team.

National Course Specification: Course details (cont)

COURSE   English for Speakers of Other Languages (Access 3)

RATIONALE

This Course has been designed to provide candidates whose first language is not English with the opportunity to obtain an appropriate Access 3 qualification in English for Speakers of Other Languages.

In Scotland today, as in the rest of the UK, the need for social inclusion of all communities is a priority which reflects a national commitment to supporting diversity. It is also a priority because Scottish society is composed of different groups and individuals, many of whom have come to live or work in Scotland, bringing with them a wealth of other cultures and languages. Social inclusion comes about when individuals and communities work together to ensure that all members are accepted and can function effectively as citizens. This can only happen when all members of the community have access to progression routes in education and employment. The path to both of these progression routes becomes easier when the individual is competent in communicating in English. For those members of the community whose first language is not English, it is therefore very important that they have opportunities to learn English and develop their ability to use the language in personal and social, work and/or study contexts. While there are many different Courses for those who speak English as their first language, these do not meet the needs of those for whom English is not their first language. This is because they do not focus specifically on developing candidates' English speaking, writing, listening and reading skills in the context of daily life.

The Access 3 *English for Speakers of Other Languages* Course offers certificated progression for candidates who seek to develop and enhance their skills in reading, writing, speaking and listening in English. It provides an opportunity for candidates to demonstrate language competence. This Course will develop their ability to participate as citizens in Scottish society. The Course focuses on skills in English which may allow progress to further study of English for Speakers of Other Languages Courses or other courses in schools or in further education colleges.

Candidates can study the Units on a freestanding basis or complete all three Units to achieve the Course Award.

The aims of the Course at Access 3 level are to allow candidates to:

♦ Develop their level of competence in the skills of speaking, writing, listening and reading in English
♦ Begin to develop an understanding of how the English language works
♦ Develop confidence in interacting with others in a variety of contexts
♦ Begin to develop their linguistic knowledge of specific aspects of work and study in contexts where English is the medium of communication
♦ Prepare to take a more active role as citizens

National Course Specification: Course details (cont)

COURSE   English for Speakers of Other Languages (Access 3)

COURSE CONTENT

The Course consists of 3 Units: *English for Speakers of Other Languages: Everyday Communication*, *English for Speakers of Other Languages: Transactional Contexts* and *English for Speakers of Other Languages: Work and Study-related Contexts.*

Candidates undertaking this Course will have some previous knowledge of English and will be familiar with the Roman script.

A summary of the content of each Unit appears below:

1. *English for Speakers of Other Languages: Everyday Communication*

This Unit has been designed for candidates whose first language is not English but who need to develop their ability to use English in personal and social contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing English for personal and social purposes.

Candidate who complete this Unit will be able to understand short, straightforward spoken and written texts, write short, straightforward texts and talk to others on topics of immediate personal and general interest.

In order to provide a focus for the development of these skills, the following are suggested topics:

♦   Personal identity
♦   Social and physical environment
♦   Free time and leisure

2. *English for Speakers of Other Languages: Transactional Contexts*

This Unit has been designed for candidates whose first language is not English but who need to develop their ability to use English in transactional contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing in English for transactional purposes.

Candidates who complete this Unit will be able to understand short, straightforward spoken and witten texts, write a short straightforward text conveying essential information and complete transactional in everyday contexts.

In order to provide a focus for the development of these skills, the following are suggested topics:

♦   Goods and services
♦   Health
♦   Travel
♦   Free time and leisure

National Course Specification: Course details (cont)

COURSE   English for Speakers of Other Languages (Access 3)

3. English for Speakers of Other Languages: Work and Study-related Contexts

This Unit has been designed for candidates whose first language is not English but who need to develop their ability to use English in a broad vocational context. The vocational context relevant to this Unit can be Work or Study-related contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing in English for work and study purposes.

Candidates who complete this Unit will be able to understand short straightforward spoken and written information, write short texts and interact in straightforward work and study contexts.

In work-related contexts candidates will focus on the development of language for accessing employment and language used in the workplace.

In study-related contexts candidates will focus on the development of language for accessing education and language that they need to progress in education.

A detailed outline of the content of each Unit can be found in the relevant Unit specification.

National Course Specification: Course details (cont)

COURSE   English for Speakers of Other Languages (Access 3)

ASSESSMENT

To achieve the Course award the candidate must pass the three Units which make up the Course.

Candidates should be aware of the assessment criteria.

Performance and written/recorded oral evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria for each Unit.

The skills of speaking and writing will be assessed through a practical language assignment for each Unit. Candidates will be required to complete speaking and writing tasks. The assessor will observe the spoken interactions and a completed assessor checklist and one piece of recorded spoken evidence in English must be retained as evidence. Candidates will also be required to produce drafts and final versions of written pieces of work under supervision and will be allowed access to notes and a dictionary.

The skills of listening and reading will be assessed through a test for each Unit which will be conducted under controlled, supervised conditions. Listening will be assessed under closed-book conditions but candidates will have access to dictionaries during the assessment of reading skills. Candidates will demonstrate understanding by responding to a series of questions which relate to the spoken and written English.

Further details about Unit assessment for this Course can be found in the NAB materials and the Unit Specification.

QUALITY ASSURANCE

This Course may be subject to external verification. External Verifiers are trained by SQA to apply national standards.

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

To assist centres, Principal Assessor and Senior Verifier reports are published on SQA's website **www.sqa.org.uk**.

National Course Specification: Course details (cont)

COURSE   English for Speakers of Other Languages (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Learning and teaching should be related to the particular contexts the candidates operate in, such as school, further education college, community classes or workplace, and to their intended future work and study. Candidate-centred classroom activity will allow them to contribute to the planning of work and to demonstrate initiative and independence within a guided framework. Candidates should participate in a variety of activities such as individual, paired, small-group and whole-class tasks in order that each assessment context is fully prepared for.

Learning should be practical, skills-based and relevant to the candidates and their roles in the English-speaking environment in which they live, whether they are learning English in school alongside other subjects or are adults studying in a further education college or community venues. Opportunities should be provided to use language in real situations for real purposes and classroom activities should create a bridge with the outside world.

The learning and teaching materials used in the classroom should reflect the outside world in which candidates are operating. Where candidates are learning English in schools, further education colleges or community venues, materials should help candidates with their studies in other areas and with the systematic development of English language skills. Exposure to local accents is important and reading materials should be extracted from those that the student will be dealing with in everyday life in school or in the wider world.

Independent Learning

Much of the acquisition and development of English language skills must, by necessity, take place outside the ESOL classroom. Therefore, the importance of enabling candidates to become autonomous language learners should not be underestimated. Through actively encouraging candidates to become reflective and independent learners and explicitly teaching strategies and techniques for learning English, the teacher/lecturer can support the learning process. Teachers/lecturers should design programmes of work, plan classroom activities and assign homework that give students practice in learning on their own. At this level small project-based assignments could form an important part of this process and contribute to the development of general study skills. Learners should be encouraged to set and review their personal language learning objectives and to take responsibility for achieving them through monitoring and evaluating their progress. Classroom activities that have a focus on goal-setting and self-evaluation will benefit their current English language learning and impact on their learning in the future.

Suggested order for delivery:

Given that contexts for teaching are diverse in schools, further education colleges or community venues, teachers must of necessity be flexible. It is therefore appropriate for the Units to be studied either sequentially or concurrently.

For delivery in a workplace, centres will find the *English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)* Unit of benefit to candidates as it will facilitate the development of language relevant to the candidates. Candidates may also wish to develop their personal and social and transactional language in this situation.

National Course Specification: Course details (cont)

COURSE English for Speakers of Other Languages (Access 3)

ASSESSMENT IS FOR LEARNING

By active involvement in assessment candidates can be beneficiaries rather than victims of this process and through this involvement improve their learning.

Evidence shows that, regardless of the pressure to achieve good results in assessment, learning cannot be done for the candidate; it has to be done by the candidate. The positive use of formative assessment can assist candidates in raising their summative assessment performances. The following three aspects of effective formative assessment should be considered:

♦ Share the success criteria required for achieving the summative assessment, ie explain Outcomes, Performance Criteria and Evidence Requirements. To assist in this guidelines intended for use by teaching professionals should be made accessible to candidates. At his level this information should be simplified as far as possible.

♦ Provide quality feedback from formative assessment, ie feedback which gives each candidate guidance on how to improve, as well as the opportunity and support to work at the improvement. Feedback should be about the particular qualities of a candidate's work, and should avoid comparisons with other candidates.

♦ Use structured questioning to enable candidates to understand not just what was incorrect but also how it may be improved.

Dialogue at this level between candidates and a teacher/lecturer may be limited but should be thoughtful, reflective and focused to evoke and explore understanding. It should be conducted so that all candidates have an opportunity to think and express their ideas concerning their performance. Use of self-assessment and peer-assessment to discuss answers to questions and remove misunderstandings will benefit learning. When candidates acquire an overview of their targets, they become more committed and more effective as learners. Consequently, their assessments can be an object of discussion with their teachers/lecturers and with one another, and this further promotes the reflection on their own ideas and development, which is essential to good learning. Feedback on the learning process has three elements that must be understood by the candidate:

♦ the desired goal
♦ the evidence about their present position
♦ an understanding of the way to close the gap between the two

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 this Course. 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: general information

UNIT   English for Speakers of Other Languages: Everyday
             Communication (Access 3)

CODE   DV34 09

SUMMARY

This Unit has been designed as a mandatory Unit in the Access 3 English for Speakers of Other Languages Course but may also be taken as a freestanding Unit.

It is designed for candidates whose first language is not English but who need to develop their ability to use English in personal and social contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script. While studying this Unit candidates will 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 short, straightforward spoken and written texts, write short, straightforward texts and talk to others on topics of immediate personal and general interest.

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:

♦   Access 2 English for Speakers of Other Languages Units

Administrative Information

Superclass: FK

Publication date: April 2007

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National Unit Specification: general information (cont)

UNIT   English for Speakers of Other Languages: Everyday Communication (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

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

There is no automatic certification of Core Skills or Core Skills components in the Unit.

National Unit Specification: statement of standards

UNIT English for Speakers of Other Languages: Everyday Communication (Access 3)

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) Range of structures and vocabulary used are appropriate to purpose.
(b) Pronunciation is sufficiently accurate to convey meaning.
(c) Information is provided, requested and responded to as appropriate to purpose.
(d) Communication is begun, maintained and concluded as appropriate to purpose.

OUTCOME 2

Produce written English for personal and social purposes.

Performance Criteria

(a) Range of structures and vocabulary used is appropriate to purpose.
(b) Grammar, spelling and punctuation are sufficiently accurate to convey meaning.
(c) Conventions of style and layout are 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) Aspects of detail in the text are identified.
(c) Clearly expressed opinions in the text are identified.

OUTCOME 4

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

Performance Criteria

(a) Overall purpose and main points of the text are identified.
(b) Aspects of detail in the text are identified.
(c) Clearly expressed opinions in the text are identified.
(d) Some features of layout in the text are identified.

National Unit Specification: statement of standards (cont)

UNIT   English for Speakers of Other Languages: Everyday Communication (Access 3)

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 of approximately 3 minutes is required. Candidates will have a clear brief, which will provide them with the opportunity to achieve the Performance Criteria. 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:

♦   inaccuracies in structures and vocabulary
♦   repetition to clarify meaning
♦   hesitations during the communication
♦   the use of simple strategies by the candidate to begin maintain and conclude the conversation

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 their notes and dictionaries and will carry out the work on their own, under supervision. The total of the written piece will be approximately 80 words. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

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

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 and have a time limit of 40 minutes. It is likely that the test will be conducted towards the end of the Unit. Listening and reading can be completed at different times.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 3)

Candidates will demonstrate their understanding of spoken English by listening to one straightforward, accessible text on a personal and social theme. The text will be of approximately 2 minutes 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 and have a time limit of 10 minutes.

Candidates will demonstrate their understanding of written English by attempting a series of questions which relate to one text of approximately 150 words on a personal and social theme. During the test candidates will have access to dictionaries and will have a time limit of 30 minutes.

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 Languages: Everyday Communication (Access 3)

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 help candidates develop their level of competence in the skills of speaking, listening, reading and writing in English for personal and social purposes. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script.

If centres choose to deliver this Unit as part of the Access 3 Course, the other two mandatory Units are: *English for Speakers of Other Languages: Transactional Contexts* and *English for Speakers of Other Languages: Work and Study-related Contexts.* 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.

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.

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.

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Everyday Communication
(Access 3)

In this Unit, limited use of language could be expected and the candidate is likely to need explanation and/or access to a dictionary to assist with understanding more complex 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 a particular emphasis on consolidating knowledge of the basic structures of the language, extending the variety of the known structures, expanding vocabulary, increasing 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

♦   Give personal information
♦   Give information about where and when they are studying
♦   Give information about where and when they work and what they do
♦   State likes and dislikes and preferences in relation to this information where relevant
♦   Refer to previous education/employment
♦   Say what their plans are for future education/employment
♦   Obtain similar information from others
♦   Describe their family
♦   State likes and dislikes
♦   Talk about how they are
♦   Obtain and understand similar information from others
♦   Write a short, simple letter introducing self and containing basic factual information such as name, age, etc
♦   Read and write short texts relating to personal information

Social and physical environment

♦   Socialise casually, by taking part in routine conversations
♦   Understand and answer simple questions
♦   Understand and state ideas and opinions expressed simply
♦   Describe daily routines at home/ school/college/work as appropriate
♦   Describe/talk about social occasions/events
♦   Write simple notes and letters, eg Thank you letters, notes of congratulations
♦   Understand a short letter that describes people or events in a straightforward manner
♦   Understand and leave a straightforward written message
♦   Make an outgoing call and pass on simple, prepared messages
♦   Describe the type of accommodation they live in, the rooms in it and provide similar information about places they have lived before
♦   State flat or house contents
♦   Talk about basic services and amenities in the local area eg buses, libraries etc
♦   Obtain similar information from others
♦   Exchange straightforward information and views on climate and weather conditions
♦   Read simple weather charts and forecasts

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Everyday Communication (Access 3)

Free Time and Leisure

♦   Talk about what they currently do in their free time in terms of frequency and cost etc
♦   Say what they would like to do
♦   Understand straightforward written information about leisure activities
♦   Say which TV programmes they like to watch
♦   Identify sections of a newspaper
♦   Understand the general meaning of a newspaper report of events, where the topic is known and where there is a high level of predictability
♦   Talk briefly about places visited/holidays/festivals
♦   Exchange basic information about journeys, eg time, cost and comfort
♦   Obtain similar information from others
♦   Understand a short, straightforward text about a place visited/holiday/festival
♦   Write a short text about a place visited/holiday/festival

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 2)* 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 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 experienced outside the classroom and exploring ways of keeping these conversations going will have a positive impact on the development of their skills.

The aim is for candidates to develop the ability to engage in face-to-face interaction, including being able to take the initiative 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.

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

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 3)

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 provide short rehearsed interactions which should be intelligible to listeners, although it may be necessary to request clarification or repetition.

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 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:

Text types	Activities
♦ Short notes/emails/postcards ♦ Diary entries ♦ Short descriptive and narrative texts ♦ Instructions eg directions and recipes	♦ Producing texts in pairs, groups or individually from prompts eg pictures etc ♦ 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 to identify best text structure

In all the above texts candidates should be able to write straightforward connected texts on a range of familiar topics. They should be able to link a series of shorter elements into a linear sequence.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 3)

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, focus on developing the accuracy of their listening skills and 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 ♦ Paired or group discussions ♦ Television and radio programmes ♦ Short talks ♦ Instructions and directions ♦ Audio recordings of dialogues and lexis ♦ Authentic interactions ♦ Recorded messages	♦ Listening comprehension in a variety of formats ♦ Identifying the purpose of spoken information ♦ Matching spoken information to written texts and pictures ♦ Extracting basic information to complete tables, diagrams, graphs and grids ♦ Extracting information and comparing with another candidate, in a group and with answer key

In all the above contexts candidates should be able to understand simple phrases and expressions 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 from 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:

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 3)

Text Types	Activities
♦ Notes, postcards, short letters and emails ♦ Public notices, signs and posters and advertisements ♦ Brochures, booklets and leaflets relevant to personal and social issues ♦ Short extracts from newspaper/magazine articles ♦ Simple readers ♦ Text books used in other subjects ♦ Written information, instructions and descriptions from the teacher and others ♦ Internet ♦ TV/Radio guides	♦ Reading comprehension in a variety of formats ♦ Identifying the purpose of written information ♦ Ordering pictures/text ♦ Matching written information to other texts ♦ Extracting basic information to complete tables, diagrams, graphs and grids ♦ Extracting information and comparing with another candidate, in a group and with answer key

In all the above, candidates should be able to understand short simple texts with high frequency vocabulary. They should be able to understand and find specific information in simple material in a personal and social context.

In Unit and Course assessment candidates will be expected to demonstrate their understanding of listening and reading by attempting a series of short answer 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.

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.

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

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 3)

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. Candidates should be given no more than 5 minutes to prepare and be encouraged to ask for clarification of the task, if necessary, before they are assessed.

The speaking tasks may be paired candidate conversations and last approximately 3 minutes in total. Assessors should select candidates to work together with some care and ensure that they understand that they are both being assessed during the conversation.

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 80 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 notes and a dictionary is permitted when producing the evidence, candidates should be accustomed to using these 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.

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 2 minutes 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.
Appropriate types of questions would be:

- ♦ multiple choice
- ♦ true/false
- ♦ short answer question
- ♦ completing grids
- ♦ sentence completion
- ♦ matching

The candidate will be given 10 minutes to complete the task.

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Everyday Communication (Access 3)

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
♦   short answer question
♦   completing grids
♦   sentence completion
♦   matching

One text on a personal and social theme will be used approximately 150 words. In order to make use of authentic texts the number of words may vary according text type and to the skills being tested. The candidate will be given 30 minutes to complete the task.

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.

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 3)

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 2 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 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 3)

Appendix A

Functions Grid: Everyday Communication — Personal and Social

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

Appendix A

Functions Grid: Everyday Communication — Personal and Social (cont)

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 ♦ time markers – today, yesterday, tomorrow, ago	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 ♦ conjunctions: *and, but, too, so etc*	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 ♦ 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 ♦ conjunctions, *also, although, however, unless, until etc* ♦ prepositions of time and place

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Everyday Communication (Access 3)

Appendix A

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

Access 2	Access 3	Intermediate 1
♦ past simple tense of regular and common irregular verbs ♦ common adjectives ♦ conjunctions – and, but, or, because, then ♦ 'going to' future ♦ simple collocations	♦ adverbs of frequency and manner ♦ basic collocations	♦ common collocations
Vocabulary development related to selected topic areas as well as above.	Vocabulary development related to selected topic areas as well as above.	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 ♦ use of mime and gesture to help convey meaning ♦ 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 ♦ developing use of discourse markers for ordering and referencing	♦ 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 ♦ use of gambits eg really! well I never! etc ♦ use of grammatical elision ♦ use of discourse markers eg referencing, ordering etc

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Everyday Communication (Access 3)

Appendix A

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

Access 2	Access 3	Intermediate 1
	♦ use common phrases appropriately to respond and show interest (eg That's nice, What a pity! Oh dear!)	♦ 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 3)

Appendix A

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

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 ♦ 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

National Unit Specification: general information

UNIT   English for Speakers of Other Languages: Transactional
              Contexts (Access 3)

CODE   F1AD 09

SUMMARY

This Unit has been designed as a mandatory Unit in the Access 3 English for Speakers of Other Languages Course but may also be taken as a freestanding Unit.

This Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in transactional contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing in English for transactional purposes.

Candidates who complete this Unit will be able to understand short, straightforward spoken and written texts, write a short straightforward text conveying essential information and complete transactions in everyday contexts.

OUTCOMES

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

RECOMMENDED ENTRY

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

♦   Access 2 English for Speakers of Other Languages Units

Administrative Information

Superclass: FK

Publication date: April 2007

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

UNIT English for Speakers of Other Languages: Transactional Contexts (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

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

UNIT   English for Speakers of Other Languages: Transactional Contexts (Access 3)

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 transactional purposes.

Performance Criteria

(a) Range of structures and vocabulary used are appropriate to purpose.
(b) Pronunciation is sufficiently accurate to convey meaning.
(c) Information is provided, requested and responded to as appropriate to purpose.
(d) Communication is begun, maintained and concluded as appropriate to purpose.

OUTCOME 2

Produce written English for transactional purposes.

Performance Criteria

(a) Range of structures and vocabulary used are appropriate to purpose.
(b) Grammar, spelling and punctuation are sufficiently accurate to convey meaning.
(c) Conventions of style and layout are appropriate to purpose.

OUTCOME 3

Demonstrate an understanding of spoken English in a transactional context.

Performance Criteria

a) Overall context and main points of the text are identified.
b) Aspects of detail in the text are identified.

OUTCOME 4

Demonstrate an understanding of written English in a transactional context.

Performance Criteria

(a) Overall purpose and main points of the text are identified.
(b) Aspects of detail in the text are identified.
(c) Some features of layout in the text are identified.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Transactional Contexts (Access 3)

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 spoken interaction for a transactional purpose with a teacher/lecturer or other competent speaker of English
♦ One piece of writing for a transactional purpose

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

For Outcome 1 one interaction of approximately 3-4 minutes, is required. The speaking task will be a role-play between teacher/lecturer or another competent speaker of English and candidate. Candidates will have a clear brief, which will provide them with the opportunity to achieve the Performance Criteria. The interaction 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:

♦ inaccuracies in structures and vocabulary
♦ repetition to clarify meaning
♦ hesitations during the communication
♦ the use of simple strategies by the candidate to begin maintain and conclude the interaction

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 their notes and dictionaries and will carry out the work on their own, under supervision. The total of the written piece will be approximately 80 words. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

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

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Transactional Contexts (Access 3)

Outcomes 3 and 4

For Outcomes 3 and 4, candidates will demonstrate their understanding of spoken and written English in transactional contexts by attempting a test. The test will be conducted in controlled, supervised conditions and have a time limit of 40 minutes. It is likely that the test will be conducted towards the end of the Unit. Listening and reading can be completed at different times.

Candidates will demonstrate their understanding of spoken English by listening to one straightforward, accessible text on a transactional theme. The text will be of approximately 2 minutes 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 and have a time limit of 10 minutes.

Candidates will demonstrate their understanding of written English by attempting a series of questions which relate to one text of approximately 150 words on a transactional theme. During the test candidates will have access to dictionaries and will have a time limit of 30 minutes.

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 Languages: Transactional Contexts
(Access 3)

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 help candidates develop their level of competence in the skills of speaking, listening, reading and writing in English for transactional purposes. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script.

If centres choose to deliver this Unit as part of the Access 3 Course, the other two mandatory Units are: *English for Speakers of Other Languages: Everyday Communication* and *English for Speakers of Other Languages: Work and Study-related Contexts.* 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.

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

♦   Goods and services
♦   Health
♦   Travel
♦   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 Transactional contexts.

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

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 transactional 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 transactional 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.

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Transactional Contexts (Access 3)

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 more complex 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 a particular emphasis on consolidating knowledge of the basic structures of the language, extending the variety of the known structures, expanding vocabulary, increasing fluency and building confidence when using the language.

In all of the topic areas candidates could be expected to do the following in addition to those listed under each topic area:

♦ Give personal information
♦ Make enquiries about services and amenities in the local area
♦ Make and confirm straightforward arrangements
♦ Understand straightforward instructions or explanations
♦ State likes, dislikes and preferences
♦ Use reference books, eg Yellow Pages, A to Z
♦ Get information from a variety of straightforward texts eg leaflets, instructions and regulations
♦ Fill in straightforward forms
♦ Write short formal letters or emails requesting information
♦ Make an outgoing call and leave a simple message

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

Goods and Services

Contexts include: shopping, banks, post offices, accommodation, energy suppliers, emergency services etc.

♦ Make a purchase and return goods to obtain refund, replacement or acceptable solution
♦ Make a complaint about simple matters, eg 'the heating doesn't work'
♦ Ask for and give information about the availability and location of goods
♦ Call an emergency number and explain a problem

Health

♦ Make and confirm appointments with health professionals
♦ Indicate the nature of a problem to a health professional, perhaps using gestures and body language
♦ Obtain medication from a pharmacist
♦ Understand basic information from the labels of off-the-shelf medicines, eg 'not to be taken while driving'

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Transactional Contexts
(Access 3)

Travel

♦   Make enquiries about cost, times and duration of journeys
♦   Make bookings and pay for tickets
♦   Understand short, simple announcements
♦   Ask for/ understand and provide straightforward directions
♦   Get information from maps and timetables

Free Time and Leisure

♦   Make and respond to straightforward enquiries
♦   Make and confirm bookings and arrangements
♦   Order food and drink in a café or restaurant
♦   Make a complaint eg slow service
♦   ask questions to establish the contents and preparation of dishes (about the menu)
♦   Understand and write simple recipes

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: Transactional Contexts (Access 2) and English for Speakers of Other Language: Transactional Contexts (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 transactional topics and take part in discussions. They should also be encouraged to widen their use of spoken English outside the classroom in transactional contexts by initiating and maintaining conversations using 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 interactions they have outside the classroom and exploring ways of keeping these conversations going will have a positive impact on the development of their skills.

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

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

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Transactional Contexts (Access 3)

Discourse types	Activities
♦ Role-play of interactions in a variety of transactional situations ♦ Paired or group discussions ♦ Role-play of telephone calls ♦ One-to-one conversations 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 ♦ Listening for pronunciation practice ♦ Reading and practising dialogues ♦ Role-play exercises ♦ Recording and analysing conversations/role-plays ♦ Information gap activities ♦ Authentic interaction/ real life interactions ♦ Games and quizzes

In all the above situations candidates should be able to provide short rehearsed interactions which should be intelligible to listeners, although it may be necessary to request clarification or repetition.

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 transactional 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 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 transactional contexts would be:

Text Types	Activities
♦ Forms and simple questionnaires ♦ Letters to request information or make a complaint ♦ Formal e-mails ♦ Notes	♦ Producing texts in pairs, groups or individually from prompts eg pictures etc ♦ Correcting errors in texts in pairs, groups or individually ♦ Writing and redrafting short simple notes and other texts ♦ Maintaining and using a vocabulary notebook ♦ Modelling other written texts ♦ Spelling and punctuation worksheets ♦ Short dictations ♦ Putting texts in correct order to identify best text structure ♦ Writing personal details accurately

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Transactional Contexts
(Access 3)

In all the above texts candidates should be able to write straightforward connected texts on a range of familiar topics. They should be able to link a series of shorter elements into a linear sequence.

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 transactional discourse and apply the information to answer different types of questions. They need to become aware of the different features of spoken English, focus on developing the accuracy of their listening skills and 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 transactional context would be:

Text types	Activities
♦ One-to-one interactions ♦ Paired or group discussions ♦ Instructions and directions ♦ Advertisements ♦ Audio recordings of dialogues and lexis ♦ Authentic interactions ♦ Announcements ♦ Recorded messages ♦ Relevant published listening materials In addition use may be made of the following resources: ♦ Published audio and video material for learners of English ♦ Short extracts from television and radio programmes	♦ Listening comprehension in a variety of formats ♦ Identifying the purpose of spoken information ♦ Matching spoken information to written texts and pictures ♦ Extracting information to complete tables, diagrams, graphs and grids ♦ Extracting information and comparing with another candidate, in a group and with answer key

In all the above contexts candidates should be able to understand simple phrases and expressions 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 from 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 transactional texts and extensive practice in the question types which will be used to assess their reading.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Transactional Contexts (Access 3)

Appropriate texts and activities to help candidates develop their English reading skills in transactional contexts would be:

Text-types	Activities
♦ Public notices, signs and posters ♦ Advertisements ♦ Leaflets ♦ Forms which request personal information ♦ Notes, short letters and emails ♦ Short extracts from newspaper/magazine articles ♦ Menus ♦ Timetables ♦ Straightforward instructions and directions	♦ Reading comprehension in a variety of formats ♦ Identifying the purpose of written information ♦ Ordering pictures/text ♦ Matching written information to other texts ♦ Extracting information to complete tables, diagrams, graphs and grids ♦ Extracting information and comparing with another candidate, in a group and with answer key

In all the above, candidates should be able to understand short simple texts with high frequency vocabulary. They should be able to understand and find specific information in simple material in a transactional context.

In Unit assessment candidates will be expected to demonstrate their understanding of listening and reading by attempting a series 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.

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.

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

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Transactional Contexts (Access 3)

Outcome 1: Communicate orally in English to for transactional purposes

Candidates' spoken interactions should be as natural as possible and reflect real situations that they may encounter in the learning environment or in the wider world. Candidates should be given no more than 5 minutes to prepare and be encouraged to ask for clarification of the task, if necessary, before they are assessed.

The speaking task will be one spoken interaction of approximately 3 minutes. This could be a role-play or simulation, or an interview with a teacher/lecturer or other competent speaker of English.

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 transactional 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 80 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 notes and a dictionary is permitted when producing the evidence, candidates should be accustomed to using these 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.

Outcome 3: Demonstrate an understanding of spoken English in a transactional context

During the listening assessment, candidates will hear one text, of approximately 2 minute's duration, on a transactional 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.
Appropriate types of questions would be:

- multiple choice
- true/false
- short answer question
- completing grids
- sentence completion
- matching

The candidate will be given 10 minutes to complete the task.

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Transactional Contexts
(Access 3)

Outcome 4: Demonstrate an understanding of written English in a transactional context

The text may be chosen from personal correspondence, advertisements, forms and leaflets, notes and postcards, 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
◆   short answer question
◆   completing grids
◆   sentence completion
◆   matching

One text on a transactional theme will be used of approximately 150 words. In order to make use of authentic texts the number of words may vary according text type and to the skills being tested. The candidate will be given 30 minutes to complete the task.

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 transactional context. Care should be taken not to select material that is culturally loaded.

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: Transactional Contexts (Access 3)

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 transactional contexts.

Guidance has also been provided on what would be appropriate at Access 2 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 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: Transactional Contexts (Access 3)

Appendix A

Functions Grid — Transactional Contexts

Access 2	Access 3	Intermediate 1
♦ greeting, introducing and leave-taking ♦ asking for and giving information ♦ asking for help ♦ asking permission ♦ asking someone to do something ♦ thanking ♦ apologising ♦ asking for repetition ♦ telling the time ♦ describing routines and habits ♦ describing frequency and time duration ♦ asking about/expressing likes and dislikes ♦ accepting and refusing ♦ requesting and offering ♦ asking for/giving simple instructions ♦ making appointments ♦ stating a problem ♦ talking about past events and future plans	♦ greeting, introducing and leave-taking ♦ asking for and giving information ♦ asking for help ♦ asking permission ♦ asking someone to do something ♦ thanking ♦ apologising ♦ asking for repetition ♦ telling the time ♦ describing routines and habits ♦ describing frequency and time duration ♦ asking about/expressing likes and dislikes ♦ accepting and refusing ♦ requesting and offering ♦ asking for/giving simple instructions ♦ making appointments ♦ attracting attention ♦ inviting someone and responding to an invitation ♦ asking for confirmation ♦ expressing and asking about ability or inability to do something ♦ expressing gratitude and responding to expressions of gratitude ♦ describing ♦ expressing intention ♦ asking for something to be written down ♦ asking for clarification ♦ describing past experiences ♦ explaining a problem ♦ making suggestions ♦ talking about future plans	♦ greeting, introducing and leave-taking ♦ asking for and giving information ♦ asking for help ♦ asking permission ♦ asking someone to do something ♦ thanking ♦ apologising ♦ asking for repetition ♦ telling the time ♦ describing routines and habits ♦ describing frequency and time duration ♦ asking about/expressing likes and dislikes ♦ accepting and refusing ♦ requesting and offering ♦ asking for/giving simple instructions ♦ making appointments ♦ attracting attention ♦ inviting someone and responding to an invitation ♦ asking for confirmation ♦ expressing and asking about ability or inability to do something ♦ expressing gratitude and responding to expressions of gratitude ♦ describing ♦ expressing intention ♦ asking for something to be written down ♦ asking for clarification ♦ describing past experiences ♦ explaining a problem ♦ making suggestions ♦ talking about future plans

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Transactional Contexts (Access 3)

Appendix A

Functions Grid — Transactional Contexts (cont)

Access 2	Access 3	Intermediate 1
	♦ giving directions	♦ giving directions ♦ expressing and asking about wishes ♦ expressing and asking about preferences ♦ expressing interest and lack of interest ♦ expressing opinion ♦ expressing agreement and disagreement ♦ ordering

Grammar and Vocabulary — Transactional Contexts

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	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	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 ♦ time markers – already, yet, just ♦ common phrasal verbs ♦ comparative and superlative adjectives ♦ order of adjectives ♦ so/such ♦ short answers and reply questions ♦ questions tags

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Transactional Contexts (Access 3)

Appendix A

Grammar and Vocabulary — Transactional Contexts (cont)

Access 2	Access 3	Intermediate 1
♦ adverbs of frequency ♦ auxiliary verbs ♦ present continuous for things happening now ♦ 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	♦ comparative and superlative adjectives ♦ conjunctions: *and, but, too, so etc* ♦ adverbs of frequency and manner ♦ basic collocations	♦ adverbs of frequency and manner ♦ conjunctions, *also, although, however, unless, unti, etc* ♦ prepositions of time and place ♦ common collocations
Vocabulary development related to selected topic areas as well as above.	Vocabulary development related to selected topic areas as well as above.	Vocabulary development related to selected topic areas as well as above.

Speaking Skills — Transactional Contexts

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 ♦ use of mime and gesture to help convey meaning ♦ 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: Transactional Contexts (Access 3)

Appendix A

Speaking Skills — Transactional Contexts (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 — Transactional Contexts

Access 2	Access 3	Intermediate 1
♦ use upper and lower case accurately ♦ check spelling ♦ understand when to use capital letters, full stops and question marks ♦ use a vocabulary notebook ♦ write with reasonable phonetic accuracy short words that are in his/her oral vocabulary ♦ write a simple sentence using basic word order and verb form ♦ use appropriate format or layout ♦ draft and redraft	♦ use basic punctuation appropriately ♦ record information on straightforward forms ♦ request and provide basic information related to everyday transactions ♦ 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 ♦ attempt to use a broader range of vocabulary and grammar structures ♦ edit and re-draft	♦ record information on a variety of forms ♦ request and provide information related to everyday transactions ♦ describe processes ♦ compare and contrast goods and services ♦ 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: Transactional Contexts (Access 3)

Appendix A

Listening Skills — Transactional Contexts

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 — Transactional Contexts

Access 2	Access 3	Intermediate 1
♦ skim ♦ scan ♦ identify key words ♦ identify purpose of a text ♦ select relevant information ♦ recognise context and predict general meaning ♦ read and recognise simple sentence structure ♦ identify purpose of a text ♦ select relevant information ♦ understand 12/24-hour clock ♦ recognise form headings ♦ 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

National Unit Specification: general information

UNIT   English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

CODE   F1AE 09

SUMMARY

This Unit has been designed as a mandatory Unit in the Access 3 English for Speakers of Other Languages Course but may also be taken as a freestanding Unit.

This Unit is designed for candidates whose first language is not English but who need to develop their ability to use English in a broad vocational context. The vocational context relevant to this Unit can be Work or Study-related contexts. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and will be familiar with the Roman script. While studying this Unit candidates will develop their level of competence in the skills of speaking, listening, reading and writing in English for work and study purposes.

Candidates who complete this Unit will be able to understand short straightforward spoken and written information, write short texts, and interact in straightforward work and study contexts.

OUTCOMES

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

RECOMMENDED ENTRY

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

♦   Access 2 English for Speakers of Other Languages Unit(s)

National Unit Specification: general information (cont)

UNIT English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

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

UNIT   English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

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 vocational purposes.

Performance Criteria

(e) Range of structures and vocabulary used are appropriate to purpose.
(f) Pronunciation is sufficiently accurate to convey meaning.
(g) Information is provided, requested and responded to as appropriate to purpose.
(h) Communication is begun, maintained and concluded as appropriate to purpose.

OUTCOME 2

Produce written English for vocational purposes.

Performance Criteria

(a) Range of structures and vocabulary used are appropriate to purpose.
(b) Grammar, spelling and punctuation are sufficiently accurate to convey meaning.
(c) Conventions of style and layout are appropriate to purpose.

OUTCOME 3

Demonstrate an understanding of spoken English in a vocational context.

Performance Criteria

(a) Overall context and main points of the text are identified.
(b) Aspects of detail in the text are identified.

OUTCOME 4

Demonstrate an understanding of written English in a vocational context.

Performance Criteria

(a) Overall purpose and main points of the text are identified.
(b) Aspects of detail in the text are identified.
(c) Some features of layout in the text are identified.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

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.

Candidates are expected to develop their skills in the broad vocational contexts of work and study. Candidates are not expected to provide evidence in both work and study topics for each Outcome however evidence of both topics having been assessed must be provided across the Unit.

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 interview in a work or study context between teacher/lecturer or other competent speaker of English
♦ One piece of writing for work or study purposes

The speaking and writing tasks can be on different aspects of work and study-related communication.

For Outcome 1 one interview of approximately 3-4 minutes is required. The speaking task will be one interview between teacher/lecturer or another competent speaker of English and the candidate. Candidates will have a clear brief which will provide them with the opportunity to achieve the Performance Criteria. The interview 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:

♦ inaccuracies in structures and vocabulary
♦ repetition to clarify meaning
♦ hesitations during the communication
♦ the use of simple strategies by the candidate to begin maintain and conclude the communication

The speaking task will be an interview between teacher/lecturer or another competent speaker of English and candidate.

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 their notes and dictionaries and will carry out the work on their own, under supervision. The total of the written piece will be approximately 80 words. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

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

National Unit Specification: statement of standards (cont)

UNIT   English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

Outcomes 3 and 4

For Outcomes 3 and 4, candidates will demonstrate their understanding of spoken and written English in work or study-related contexts by attempting a test. The test will be conducted under controlled, supervised conditions and have a time limit of 40 minutes. It is likely that the test will be completed towards the end of the Unit. Listening and reading can be completed at different times.

Candidates will demonstrate their understanding of spoken English by listening to one straightforward accessible text on a work or study-related theme. The text will be of approximately 2 minutes 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 and will have a time limit of 10 minutes.

Candidates will demonstrate their understanding of written English by attempting a series of questions which relate to one text of approximately 150 words on a work or study-related theme. During the test candidates will have access to dictionaries and will have a time limit of 30 minutes.

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 Languages: Work and Study-related Contexts (Access 3)

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 help candidates develop their level of competence in the skills of speaking, listening, reading and writing in English for work and study-related purposes. Candidates undertaking this Unit will have some previous knowledge of English at a basic level and be familiar with Roman script.

If centres choose to deliver this Unit as part of the Access 3 Course, the other two mandatory Units are: *English for Speakers of Other Languages: Everyday Communication* and *English for Speakers of Other Languages: Transactional Contexts.* 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.

In order to provide a focus for the development of skills in English for vocational purposes in this Unit, the following topics must be covered:

♦ Work
♦ Study

Further information 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 work and study-related contexts.

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

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 work and study-related 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 work and study 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.

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

In this Unit, limited use of language could be expected and the candidate is likely to need explanation and/or access to a dictionary to assist with understanding more complex 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 a particular emphasis on consolidating knowledge of the basic structures of the language, extending the variety of the known structures, expanding vocabulary, increasing 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.

Work

♦ Give information about work they are currently doing, have done or would like to do
♦ Understand simple oral and written instructions
♦ Exchange opinions on familiar predictable matters eg this is better because …
♦ Understand/pass on/leave a simple message giving basic information face to face or in writing
♦ Make a telephone call and pass on a simple prepared message
♦ State simple requirements within job area
♦ Understand and act on standard workplace notices and signs
♦ Write a short note of request
♦ Complete a simple application form
♦ Write a short formal letter eg requesting details of a job and an application form
♦ Write a short note or email on a familiar matter

Study

♦ Simply identify main strengths and areas for development in terms of language learning and other subjects
♦ Refer to previous education
♦ Respond to questions about what education they have done, are doing or would like to do
♦ Ask, understand and answer straightforward, predicable questions in a classroom situation
♦ Exchange opinions on familiar predictable matters
♦ Understand straightforward instructions for classroom activities
♦ Understand and act on standard school/college signs and notices including intranet-based information
♦ Understand straightforward texts relating to study
♦ Write a short formal letter requesting details of a course and an application form
♦ Write a straightforward note or email to give/ask teacher for simple information
♦ Write a short, straightforward text on a familiar topic in response to task instructions

To assist teachers and 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: Work and Study-related Contexts (Access 2) and English for Speakers of Other Language: Work and Study-related Contexts (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.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

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 work and study-related topics and take part in discussions. They should also be encouraged to widen their use of spoken English outside the classroom in work and study-related contexts by initiating and maintaining interactions, using 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 interactions they have outside the classroom and exploring ways of keeping these conversations going will have a positive impact on the development of their skills.

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

Appropriate discourse types and activities to help candidates develop their English speaking skills in work and study-related contexts would be:

Discourse types	Activities
♦ Short interviews ♦ One-to one conversations on work or study-related themes ♦ Group discussions on work or study-related themes ♦ Role-play of interactions in a variety of work and study-related situations ♦ Work and study related telephone calls ♦ Talks on work and study-related issues and discussions of these ♦ Spoken information, instructions and descriptions from teachers and others In addition use may be made of the following resources: ♦ Published audio and video material for learners of English ♦ Short extracts from television and radio programmes on work and study related topics ♦ Educational audio and video material (used in other subjects)	♦ Class, group and pair practice ♦ Listening for pronunciation practice ♦ Reading and practising dialogues ♦ Role-play exercises ♦ Role-play of telephone calls ♦ Recording conversations/role-plays ♦ Information gap activities ♦ Authentic interaction/real life interactions ♦ Games and quizzes ♦ Participating in role-play of career interviews ♦ Paired or group discussion on work and study-related interviews

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

In all the above situations candidates should be able to provide short rehearsed interactions which should be intelligible to listeners, although it may be necessary to request clarification or repetition.

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 work and study-related 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 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 work and study contexts would be:

Text types	Activities
♦ Forms and questionnaires ♦ Formal letters requesting information about a course or a job ♦ Notes and e-mails for work or study purposes ♦ Short texts for study or work purposes ♦ Simple written instructions ♦ Beginners dictionary In addition use may be made of the following resources: ♦ Published text books, learning packs, worksheets for learners of English	♦ Producing texts in pairs, groups or individually ♦ Correcting errors in texts in pairs, groups or individually ♦ Writing and redrafting short letters, emails and other texts ♦ Maintaining and using a vocabulary notebook ♦ Modelling other written texts ♦ Spelling and punctuation worksheets ♦ Short dictations ♦ Putting texts in correct order to identify best text structure ♦ Note taking ♦ Completing forms which request personal information and information related to work and study individually, in pairs and in groups ♦ Using a beginners dictionary

In all the above texts candidates should be able to write straightforward connected texts on a range of familiar topics. They should be able to link a series of shorter elements into a linear sequence.

Listening

Candidates should be exposed to a range of different voices and accents, both live and recorded, and are 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 work and study discourse and apply the information to answer different types of questions.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

They need to become aware of the different features of spoken English, focus on developing the accuracy of their listening skills and 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 work and study-related context would be:

Text types	Activities
♦ Instructions and directions ♦ Short talks ♦ Conversations and interviews ♦ Authentic interactions ♦ Recorded messages ♦ Spoken information, instructions and descriptions from the teacher and others ♦ Relevant published/teacher-made listening materials In addition use may be made of the following resources: ♦ Published audio and video material for learners of English ♦ Short extracts from television and radio programmes	♦ Listening comprehension in a variety of formats ♦ Identifying the purpose of spoken information ♦ Matching spoken information to written texts and pictures ♦ Extracting information to complete tables, diagrams, graphs and grids ♦ Extracting information and comparing with another candidate, in a group and with answer key ♦ Paired or group discussions on work and study related audio material ♦ Following oral instructions and directions

In all the above contexts candidates should be able to understand simple phrases and expressions provided speech is clearly 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 from 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 work and study-related 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 work and study-related contexts would be:

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

Text types	Activities
♦ Short advertisements and forms for jobs or courses ♦ Short course leaflets ♦ Workplace/school/college signs, notices including those on web pages/internet/VLE ♦ School/college timetables and diaries ♦ Instructions and directions ♦ Short notes or emails ♦ Letters related to work and study ♦ Booklets and leaflets relevant to work and study issues ♦ Short texts from other subject areas in school ♦ Written information, instructions from the teacher and others ♦ Web pages/internet/VLE In addition use may be made of the following resources: ♦ Published text books, learning packs, worksheets for learners of English ♦ The Internet	♦ Reading comprehension in a variety of formats ♦ Identifying the purpose of written information ♦ Matching written information to other texts ♦ Extracting information to complete tables, diagrams, graphs and grids ♦ Extracting information and comparing with another candidate, in a group and with answer key ♦ Using reference material, including the Internet, to find appropriate information

In all the above, candidates should be able to understand short simple texts with high frequency vocabulary. They should be able to understand and find specific information in simple material on a work and study context.

In Unit assessments 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.

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.

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Work and Study-related
Contexts (Access 3)

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.

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

Outcome 1: Communicate orally in English for vocational purposes

Candidate interviews should reflect real work and study-related situations that they may encounter in a learning environment or a workplace. Candidates should be given no more than 5 minutes for preparation and should be encouraged to ask for clarification of the task, if necessary, before they are assessed.

The speaking task will be an interview of approximately 3-4 minutes between teacher/lecturer or another competent speaker of English and candidate.

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 vocational 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 80 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 notes and a dictionary is permitted when producing the evidence, candidates should be accustomed to using these 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.

Outcome 3: Demonstrate an understanding of spoken English in a vocational context

During the listening assessment, candidates will hear one text of approximately 2 minutes duration, on a work and study-related 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.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

Appropriate types of questions would be:

♦ multiple choice
♦ true/false
♦ short answer question
♦ completing grids
♦ sentence completion
♦ matching

The candidate will be given 10 minutes to complete the task.

Outcome 4: Demonstrate an understanding of written English in a vocational context

The text may be chosen from articles and reports from newspapers and magazines, correspondence and text books in other subject areas 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
♦ short answer question
♦ completing grids
♦ sentence completion
♦ matching

One text on a work and study-related theme will be used of approximately 150 words. In order to make use of authentic texts the number of words may vary according text type and to the skills being tested. The candidates will be given 30 minutes to complete the task.

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 work and study context. Care should be taken not to select material that is culturally loaded.

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: Work and Study-related Contexts (Access 3)

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 work and study-related contexts.

Guidance has also been provided on what would be appropriate at Access 2 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 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: Work and Study-related
Contexts (Access 3)

Appendix A

Functions Grid – Work and Study – related Contexts

Access 2	Access 3	Intermediate 1
♦ greeting, introducing and leave-taking	♦ greeting, introducing and leave-taking	♦ greeting, introducing and leave-taking
♦ asking for and giving information	♦ asking for and giving information	♦ asking for and giving information
♦ asking for help	♦ asking for help	♦ asking for help
♦ asking permission	♦ asking permission	♦ asking permission
♦ asking someone to do something	♦ asking someone to do something	♦ asking someone to do something
♦ thanking	♦ thanking	♦ thanking
♦ apologising	♦ apologising	♦ apologising
♦ asking for repetition	♦ asking for repetition	♦ asking for repetition
♦ telling the time	♦ telling the time	♦ telling the time
♦ describing routines and habits	♦ describing routines and habits	♦ describing routines and habits
♦ describing frequency and time duration	♦ describing frequency and time duration	♦ describing frequency and time duration
♦ asking about/expressing ability	♦ asking about/expressing ability	♦ asking about/expressing ability
♦ asking about /expressing likes and dislikes	♦ asking about /expressing likes and dislikes	♦ asking about /expressing likes and dislikes
♦ accepting and refusing	♦ accepting and refusing	♦ accepting and refusing
♦ requesting and offering	♦ requesting and offering	♦ requesting and offering
♦ asking for/giving simple instructions	♦ asking for/giving simple instructions	♦ asking for/giving simple instructions
♦ making appointments and arrangements	♦ making appointments and arrangements	♦ making appointments and arrangements
♦ stating a problem	♦ expressing views and opinions	♦ expressing views and opinions
♦ talking about past events and future plans	♦ asking for clarification	♦ asking for clarification
	♦ explaining a problem	♦ explaining a problem
	♦ describing past experiences	♦ describing past experiences
	♦ making suggestions	♦ making suggestions
	♦ making arrangements	♦ making arrangements
	♦ talking about future plans	♦ talking about future plans
		♦ giving instructions
		♦ expressing and asking about wishes
		♦ expressing and asking about likes and dislikes and preferences
		♦ expressing interest and lack of interest

UNIT English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

Appendix A

Functions Grid — Work and Study–related Contexts (cont)

Access 2	Access 3	Intermediate 1
		♦ expressing agreement and disagreement ♦ ordering ♦ giving examples ♦ presenting

Grammar and Vocabulary — Work and Study-related Contexts

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 ♦ time markers – today, yesterday, tomorrow, ago ♦ past simple tense of regular and common irregular verbs	These suggestions build on structures, vocabulary and functions at lower levels ♦ articles ♦ determiners ♦ countable/uncountable nouns ♦ possessives ♦ prepositions of time and 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 ♦ conjunctions: *and, but, too, so etc* ♦ adverbs of frequency and manner ♦ basic collocations	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 ♦ 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 ♦ conjunctions, *also, although, however, unless, until etc* ♦ prepositions of time and place ♦ common collocations

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

Appendix A

Grammar and Vocabulary — Work and Study-related Contexts (cont)

Access 2	Access 3	Intermediate 1
♦ common adjectives ♦ conjunctions – and, but, or, because, then ♦ 'going to' future ♦ simple collocations Vocabulary development related to selected topic areas as well as above.	Vocabulary development related to selected topic areas as well as above	Vocabulary development related to selected topic areas as well as above.

Speaking Skills Grid — Work and Study-related Contexts

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 ♦ use of mime and gesture to help convey meaning ♦ 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 ♦ developing use of discourse markers for ordering and referencing ♦ use common phrases appropriately to maintain monologue eg as I said, moving on etc	♦ 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 ♦ use of phrases to maintain monologue eg as I already mentioned etc ♦ use of grammatical elision ♦ use of discourse markers eg referencing, ordering etc ♦ use formal language and register where appropriate

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: Work and Study-related Contexts (Access 3)

Appendix A

Writing Skills Grid — Work and Study-related Contexts

Access 2	Access 3	Intermediate 1
♦ use upper and lower case accurately ♦ check spelling ♦ understand when to use capital letters, full stops and question marks ♦ use a vocabulary notebook ♦ write with reasonable phonetic accuracy short words that are in his/her oral vocabulary ♦ write a simple sentence using basic word order and verb form ♦ use appropriate layout ♦ draft and redraft	♦ use basic punctuation appropriately ♦ request and provide basic information related to a work or study context ♦ write from general to specific, as appropriate ♦ write introductions ♦ write conclusions ♦ describe simple processes ♦ compare basic information ♦ present a straightforward argument ♦ use paragraphs appropriately ♦ request factual information ♦ record information on forms ♦ construct simple and compound sentences using common conjunctions ♦ edit and re-draft	♦ plan an essay, report, etc ♦ organise text appropriately ♦ use linking devices at sentence and paragraph level ♦ narrate (provide information about work and study) ♦ write straightforward definitions ♦ write about data ♦ compare and contrast ♦ describe problems and solutions ♦ develop note-taking skills ♦ discuss objectively and develop an argument ♦ summarise ♦ extract main points and ideas from text & use to support own writing ♦ use appropriate layout ♦ use appropriate register ♦ use a range of simple and complex structures ♦ edit and re-draft

Listening Skills Grid — Work and Study-related Contexts

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

National Unit Specification: support notes (cont)

UNIT   English for Speakers of Other Languages: Work and Study-related
Contexts (Access 3)

Appendix A

Reading Skills Grid Grammar and Vocabulary — Work and Study-related Contexts

Access 2	Access 3	Intermediate 1
♦ skim ♦ scan ♦ identify key words ♦ Basic knowledge of different genre ♦ identify purpose of a text ♦ 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/workplace 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