



## **National Unit specification: general information**

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 3)

**Unit code:** FD5N 09

**Superclass:** FK

**Publication date:** December 2010

**Source:** Scottish Qualifications Authority

**Version:** 01

## **Summary**

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

Candidates who complete this Unit will be able to understand short, straightforward spoken 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 Demonstrate an understanding of spoken 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 one of the following, or equivalent:

- ◆ Access 2 English for Speakers of Other Languages Units

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

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 3)

### **Credit points and level**

0.5 National Unit credit(s) at SCQF level 3: (3 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 Skill component in this Unit.

## **National Unit specification: statement of standards**

**Unit title:** English for Speakers of Other Languages: Speaking and Listening (SCQF level 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 SQA.

### **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**

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.

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

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### **Evidence Requirements for this Unit**

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

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

#### **Outcome 1**

For Outcome 1, 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 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

#### **Outcome 2**

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

Candidates will demonstrate their understanding of spoken English by listening to one 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.

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

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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 20 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, and listening in English for personal and social purposes. Candidates undertaking this Unit will have some previous knowledge of English at a basic level.

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 and listening 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 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 speaking and listening language skills in this variety of contexts.

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

## National Unit specification: support notes

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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.

### 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.
- ◆ 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.

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### 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.
- ◆ Say which TV programmes they like to watch.
- ◆ Talk briefly about places visited/holidays/festivals.
- ◆ Exchange basic information about journeys, eg time, cost and comfort.
- ◆ Obtain similar information from others.

In relation to each of the speaking and listening 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:

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Discourse types	Activities
<ul style="list-style-type: none"> <li>◆ One-to-one conversations in personal and social contexts.</li> <li>◆ Role-play of conversations which might take place in personal and social contexts.</li> <li>◆ Paired or small group discussions.</li> </ul> <p>In addition use may be made of the following resources:</p> <ul style="list-style-type: none"> <li>◆ Published audio and video material for beginner learners of English.</li> <li>◆ Short extracts from television and radio programmes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Class, group and pair practice.</li> <li>◆ Listening for pronunciation practice.</li> <li>◆ Role-play exercises.</li> <li>◆ Recording conversations/role-plays.</li> <li>◆ Information gap activities.</li> <li>◆ Authentic interaction/ real life conversations.</li> <li>◆ Games and quizzes.</li> </ul>

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.

### 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
<ul style="list-style-type: none"> <li>◆ One-to-one conversations.</li> <li>◆ Paired or group discussions.</li> <li>◆ Television and radio programmes.</li> <li>◆ Short talks.</li> <li>◆ Instructions and directions.</li> <li>◆ Audio recordings of dialogues and lexis.</li> <li>◆ Authentic interactions.</li> <li>◆ Recorded messages.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Listening comprehension in a variety of formats.</li> <li>◆ Identifying the purpose of spoken information.</li> <li>◆ Matching spoken information to written texts and pictures.</li> <li>◆ Extracting basic information to complete tables, diagrams, graphs and grids.</li> <li>◆ Extracting information and comparing with another candidate, in a group and with answer key.</li> </ul>



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In all the contexts shown on the previous page candidates should be able to understand simple phrases and expressions provided speech is clearly and slowly articulated.

In Unit assessment candidates will be expected to demonstrate their understanding of listening 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 2.

### 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:

#### **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.

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### **Outcome 2: 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.

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.*

## **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

## **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## **Appendix A**

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

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

### **Functions**

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

#### **Example**

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

Access 2: Help me open the window please.

Access 3: Could you help me open the window?

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

### **Grammar and Vocabulary**

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

### **Skills**

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

## Appendix A (cont)

### Functions Grid —Personal and Social

Access 2	Access 3	Intermediate 1
<ul style="list-style-type: none"> <li>◆ Greeting, introducing and leave-taking.</li> <li>◆ Asking for and giving information.</li> <li>◆ Asking for repetition.</li> <li>◆ Asking for and stating the time.</li> <li>◆ Describing routines.</li> <li>◆ Describing frequency and time duration.</li> <li>◆ Expressing likes and dislikes.</li> <li>◆ Inviting.</li> <li>◆ Accepting and refusing.</li> <li>◆ Thanking.</li> <li>◆ Requesting and offering.</li> <li>◆ Asking permission.</li> <li>◆ Asking for/giving simple instructions.</li> <li>◆ Making arrangements.</li> <li>◆ Making and accepting an apology.</li> <li>◆ Stating a problem.</li> <li>◆ Making suggestions.</li> <li>◆ Talking about past events and future plans.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Greeting, introducing and leave-taking.</li> <li>◆ Asking for and giving information.</li> <li>◆ Asking for repetition.</li> <li>◆ Asking for and stating the time.</li> <li>◆ Describing routines.</li> <li>◆ Describing frequency and time duration.</li> <li>◆ Expressing likes and dislikes.</li> <li>◆ Accepting and refusing.</li> <li>◆ Thanking.</li> <li>◆ Requesting and offering.</li> <li>◆ Asking permission.</li> <li>◆ Asking for/giving simple instructions.</li> <li>◆ Making and accepting an apology.</li> <li>◆ Expressing gratitude and responding to expressions of gratitude.</li> <li>◆ Inviting someone to do something and responding to an invitation.</li> <li>◆ Describing.</li> <li>◆ Expressing intention.</li> <li>◆ Asking for something to be written down.</li> <li>◆ Asking for clarification.</li> <li>◆ Expressing intention.</li> <li>◆ Describing past experiences.</li> <li>◆ Suggesting.</li> <li>◆ Making arrangements.</li> <li>◆ Giving directions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Greeting, introducing and leave-taking.</li> <li>◆ Asking for and giving information.</li> <li>◆ Asking for repetition.</li> <li>◆ Asking for and stating the time.</li> <li>◆ Describing routines.</li> <li>◆ Describing frequency and time duration.</li> <li>◆ Expressing likes and dislikes.</li> <li>◆ Accepting and refusing.</li> <li>◆ Thanking.</li> <li>◆ Requesting and offering.</li> <li>◆ Asking permission.</li> <li>◆ Asking for/giving simple instructions.</li> <li>◆ Making and accepting an apology.</li> <li>◆ Expressing gratitude and responding to expressions of gratitude.</li> <li>◆ Inviting someone to do something and responding to an invitation.</li> <li>◆ Describing.</li> <li>◆ Expressing intention.</li> <li>◆ Asking for something to be written down.</li> <li>◆ Asking for clarification.</li> <li>◆ Expressing intention.</li> <li>◆ Describing past experiences.</li> <li>◆ Suggesting.</li> <li>◆ Making arrangements.</li> <li>◆ Giving directions.</li> <li>◆ Asking for confirmation.</li> <li>◆ Expressing and asking about wishes.</li> <li>◆ Expressing and asking about preferences.</li> <li>◆ Expressing interest and lack of interest.</li> <li>◆ Expressing opinion.</li> <li>◆ Expressing agreement and disagreement.</li> <li>◆ Ordering.</li> </ul>

## Appendix A (cont)

### Grammar and Vocabulary —Personal and Social

Access 2	Access 3	Intermediate 1
<ul style="list-style-type: none"> <li>◆ am/is/are</li> <li>◆ have/has</li> <li>◆ have/has got</li> <li>◆ 'wh' questions</li> <li>◆ yes/no questions</li> <li>◆ personal pronouns</li> <li>◆ possessive adjectives</li> <li>◆ prepositions of time – in, on, at</li> <li>◆ prepositions of place</li> <li>◆ a, an, some, any</li> <li>◆ singular/plural nouns</li> <li>◆ very common uncountable nouns</li> <li>◆ there is/are</li> <li>◆ how much/many</li> <li>◆ demonstratives – this, that, these, those</li> <li>◆ would like</li> <li>◆ can I have...</li> <li>◆ can – to express ability</li> <li>◆ could you .....( requests)</li> <li>◆ present simple tense for habits or routines</li> <li>◆ adverbs of frequency</li> <li>◆ auxiliary verbs</li> <li>◆ present continuous for things happening now</li> <li>◆ imperatives</li> <li>◆ time markers – today, yesterday, tomorrow, ago .....</li> <li>◆ past simple tense of regular and common irregular verbs</li> <li>◆ common adjectives</li> <li>◆ conjunctions – and, but, or, because, then</li> <li>◆ 'going to' future</li> <li>◆ simple collocations</li> </ul> <p>Vocabulary development related to selected topic areas as well as above.</p>	<p>These suggestions build on structures, vocabulary and functions at lower levels</p> <ul style="list-style-type: none"> <li>◆ articles</li> <li>◆ determiners</li> <li>◆ countable/uncountable nouns</li> <li>◆ possessives</li> <li>◆ prepositions of time &amp; place</li> <li>◆ present simple</li> <li>◆ imperatives</li> <li>◆ present continuous (incl temporary situations and future plans)</li> <li>◆ past simple and continuous</li> <li>◆ past habit – used to</li> <li>◆ present perfect</li> <li>◆ time markers - for, since, ago</li> <li>◆ will/going to</li> <li>◆ first conditional</li> <li>◆ basic phrasal verbs eg fill in, pick up, look up etc</li> <li>◆ modals: can/could, would, must, should</li> <li>◆ 'have to' for obligation</li> <li>◆ comparative and superlative adjectives</li> <li>◆ conjunctions: <i>and, but, too, so etc</i></li> <li>◆ adverbs of frequency and manner</li> <li>◆ basic collocations</li> </ul> <p>Vocabulary development related to selected topic areas as well as above.</p>	<p>These suggestions build on structures, vocabulary and functions at lower levels</p> <ul style="list-style-type: none"> <li>◆ present simple and continuous</li> <li>◆ past simple and continuous and used to</li> <li>◆ present perfect simple and continuous</li> <li>◆ will/ going to</li> <li>◆ first and second conditional</li> <li>◆ wish</li> <li>◆ modal verbs</li> <li>◆ passive</li> <li>◆ time markers – already, yet, just</li> <li>◆ common phrasal verbs</li> <li>◆ comparative and superlative adjectives</li> <li>◆ order of adjectives</li> <li>◆ so/such</li> <li>◆ short answers and reply questions</li> <li>◆ questions tags</li> <li>◆ adverbs of frequency and manner</li> <li>◆ conjunctions, <i>also, although, however, unless, until etc</i></li> <li>◆ prepositions of time and place</li> <li>◆ common collocations</li> </ul> <p>Vocabulary development related to selected topic areas as well as above.</p>

## Appendix A (cont)

### Speaking Skills Grid Grammar and Vocabulary — Personal and Social

Access 2	Access 3	Intermediate 1
<ul style="list-style-type: none"> <li>◆ Pronounce simple familiar words adequately to be understood.</li> <li>◆ Attempt use of appropriate intonation.</li> <li>◆ Show awareness of word and sentence stress.</li> <li>◆ Cooperative strategies eg asking for help or repetition, use of mime and gesture.</li> <li>◆ Self corrects when appropriate.</li> <li>◆ Use of very basic discourse markers and linking devices eg then, next, and so, but etc.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Developing use of features of spoken English, including clarity of individual sounds and features of connected speech.</li> <li>◆ Use intonation to help make meaning understood.</li> <li>◆ Turn taking.</li> <li>◆ Use of simple hesitation devices and fillers.</li> <li>◆ Use of simple repetition devices.</li> <li>◆ Cooperative strategies eg asking for help or repetition, use of mime and gesture.</li> <li>◆ Developing use of self correction techniques.</li> <li>◆ Developing use of discourse markers for ordering and referencing.</li> <li>◆ Use common phrases appropriately to respond and show interest (eg That's nice!, What a pity! Oh dear!).</li> </ul>	<ul style="list-style-type: none"> <li>◆ Use of features of spoken English, including clarity of individual sounds and features of connected speech.</li> <li>◆ Effective use of intonation.</li> <li>◆ Use of hesitation devices and fillers.</li> <li>◆ Turn taking and interrupting.</li> <li>◆ Rephrasing.</li> <li>◆ Use of repetition devices.</li> <li>◆ Cooperative strategies eg asking for help or repetition, use of mime and gesture.</li> <li>◆ Use of self correction techniques.</li> <li>◆ Summarising.</li> <li>◆ Use of gambits eg really!, well I never! Etc.</li> <li>◆ Use of grammatical elision.</li> <li>◆ Use of discourse markers eg referencing, ordering etc.</li> <li>◆ Use formal language and register where appropriate.</li> </ul>

## Appendix A (cont)

### Listening Skills Grid Grammar and Vocabulary — Personal and Social

Access 2	Access 3	Intermediate 1
<ul style="list-style-type: none"> <li>◆ Predict general meaning.</li> <li>◆ Identify purpose of text.</li> <li>◆ Identify basic genres.</li> <li>◆ Listen for and select specific information.</li> <li>◆ Recognise key words and main points.</li> <li>◆ Understand familiar accents.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Predict meaning.</li> <li>◆ Identify purpose and genre.</li> <li>◆ Listen for gist.</li> <li>◆ Listen for and select relevant/specific information.</li> <li>◆ Understand a variety of accents.</li> <li>◆ Identify and interpret tone and register.</li> <li>◆ Identify and interpret simply expressed feelings and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Predict meaning.</li> <li>◆ Identify purpose and genre.</li> <li>◆ Listen for gist.</li> <li>◆ Listen for and select relevant/specific information.</li> <li>◆ Listen for supporting detail.</li> <li>◆ Distinguish between literal and implied meaning.</li> <li>◆ Interpret tone and register.</li> <li>◆ Interpret attitudes.</li> <li>◆ Infer meaning.</li> <li>◆ Understand a variety of accents.</li> </ul>

## History of changes to Unit

Version	Description of change	Date

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