



SCQF level 5 Unit Specification

ESOL for Everyday Life

SCQF: level 5 (9 SCQF credit points)

Unit code: J25B 75

Unit outline

The general aim of this unit is to develop the language skills needed for everyday life in familiar personal, social and transactional contexts for learners whose first language is not English. Learners develop the skills of reading, writing, listening, and speaking, using detailed English language.

Learners who complete this unit will be able to:

- 1 Understand detailed language written in English
- 2 Produce written English using detailed language
- 3 Understand detailed language spoken in English
- 4 Communicate orally in English using detailed language

This unit is available as a freestanding unit. The unit specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this unit is given in unit assessment support.

Common European Framework of Reference for languages levels of SQA ESOL qualifications

SQA's National Qualifications in English for Speakers of Other Languages (ESOL) correspond with levels A1 to C1 on the Common European Framework of Reference for languages (CEFR). This has been confirmed by UK NARIC – the UK's designated national agency for recognising and comparing international qualifications and skills.

CEFR level		SQA ESOL qualifications			SCQF
		Level	Course	Freestanding units	
Proficient user	C1	Higher	✓	✓	6
Independent user	B2	National 5	✓	✓	5
Independent user	B1	National 4	✓	✓	4
Basic user	A2	National 3	✓	✓	3
Basic user	A1	National 2	n/a	✓	2

Recommended entry

Entry to this unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 ESOL course or relevant component units

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

1 Understand detailed language written in English by:

- 1.1 Identifying overall purpose, main points and aspects of detail
- 1.2 Identifying how detailed vocabulary and text features are used to convey meaning
- 1.3 Identifying clearly expressed opinions or attitudes
- 1.4 Identifying features of layout

Outcome 2

2 Produce written English using detailed language by:

- 2.1 Using detailed structures and vocabulary, as appropriate
- 2.2 Using grammar, spelling and punctuation sufficiently accurately to convey meaning
- 2.3 Using conventions of style and layout, as appropriate

Outcome 3

3 Understand detailed language spoken in English by:

- 3.1 Identifying overall context, main points and aspects of detail
- 3.2 Identifying clearly expressed opinions or attitudes

Outcome 4

4 Communicate orally in English using detailed language by:

- 4.1 Using detailed structures and vocabulary, as appropriate
- 4.2 Communicating sufficiently accurately and coherently to convey meaning
- 4.3 Maintaining interaction, as appropriate

Evidence requirements for the unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this unit learners will be required to provide evidence of their reading and writing, listening, and speaking skills by:

- ◆ understanding at least one text written in detailed English language
- ◆ producing at least one written text using detailed English language
- ◆ understanding at least one text spoken in detailed English language
- ◆ communicating orally in at least one interaction using detailed English language

Evidence should be gathered in combination with other outcomes where possible, either from this unit or in combination with the outcomes from the unit *ESOL in Context*. Evidence may also be gathered for individual outcomes where appropriate.

Contexts will be drawn from at least one familiar personal, social or transactional context.

Exemplification of assessment is provided in unit assessment support. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this unit. The skills that learners will be expected to improve on and develop through the unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Appendix: unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this unit. They are intended for teachers and lecturers who are delivering this unit. They should be read in conjunction with the:

- ◆ unit specification
- ◆ unit assessment support packs

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the *ESOL for Everyday Life* unit.

Naturally occurring evidence

Assessment approaches should aim to help learners to progress through the unit at their own pace and to enable them to demonstrate their achievements in a range of ways. Practitioners should explore opportunities in the day-to-day delivery of the units to observe learners providing evidence which satisfies, completely or partially, outcomes. This is naturally occurring evidence.

Some guidance on each of the four skill areas to be assessed is outlined below.

Outcome 1: Reading

Learners need to gain experience with a range of personal, social and transactional texts as well as the question types that will be used to assess their reading ability.

Text types could include:

- ◆ magazine articles
- ◆ newspaper articles
- ◆ letters
- ◆ emails
- ◆ blogs
- ◆ websites
- ◆ biographies
- ◆ leaflets
- ◆ advertisements
- ◆ public notices

Question types

Learners should be given plenty of practice in question types throughout the course:

- ◆ multiple choice
- ◆ sentence completion
- ◆ short answer questions

Outcome 2: Writing

Writing tasks should be realistic within the context.

Activities could be:

- ◆ writing personal letters to friends
- ◆ writing a letter requesting information
- ◆ writing a letter of complaint
- ◆ writing personal emails
- ◆ writing an article

Outcome 3: Listening

Learners should gain experience listening to a wide range of different voices and accents, both live and recorded. They also need practice in the various question types which will be used to assess listening ability.

Text types could include:

- ◆ radio programmes
- ◆ TV programmes
- ◆ podcasts
- ◆ film
- ◆ group discussions in various contexts
- ◆ one-to-one conversations in a variety of situations

Question types

Learners should be given practice in all question types throughout the course:

- ◆ multiple choice
- ◆ sentence completion
- ◆ short answer questions

Outcome 4: Speaking

Learners will need practice in various types of interaction, as described below. They should be encouraged to record each other and reflect on their own and other's performances throughout the course:

- ◆ one-to-one conversations
- ◆ group/paired discussions
- ◆ role play in transactional contexts
- ◆ presentations/speaking opportunities

Approaches to assessment: *ESOL for Everyday Life*

There are various approaches that can be taken with regard to assessment for this unit and often it will depend on the teacher/lecturer, the learners themselves and whether or not the learners are doing the unit separately.

A thematic approach to providing naturally occurring assessment evidence

Themes used should be of relevance to the needs and experiences of the learner. Learning and teaching approaches chosen should provide as many opportunities as possible and practical to allow learners to work collaboratively. Peer- and self-assessment should feature largely. Themes may address social issues, personal experiences, community concerns and so on. The table below illustrates how practitioners may adopt a themed approach to the planning of teaching, learning and evidence generation.

Theme	Reading	Writing	Listening	Speaking
Crime	Read a text about a recent crime (eg vandalism) and take notes.	Use notes to write an email to your town council about the problem.	Listen to two councillors discussing the problem. Take notes.	Have a discussion with your partner about this problem.
Personal image Project work. Choose a topic, for example tattoos or body piercing. Find material from the library, web or texts.	Research topic, take notes and acknowledge sources.	Write an article for a college newsletter/blog on the topic.	Watch an interview with a famous person discussing the topic. Note answers and views expressed.	Have a group discussion on the topic and acknowledge different opinions.

Illustrative language tables

The guidance on the language coverage for *ESOL for Everyday Life* is set out in two illustrative language tables (ILTs): ILT1 and ILT2.

Both the ILTs offer an overview of how this language can be adjusted according to learner level to support learning. As the levels go up, there is increasing complexity of both language and cognitive skills required of the task, ranging from everyday, to work or study related. Taking this perspective, it also means that the skills can be taught and supported in an integrated way for practice and assessment — as would happen naturally in the learning context.

Illustrative language table 1 (ILT1) shows language and skills at different ESOL levels:

- i) Work on language features is graded from ‘concrete’ to ‘abstract’, ‘familiar’ (known context) to ‘unfamiliar’ (unknown context), developing both everyday and subject or context specific language.
- ii) Language is set out at word, sentence and text/paragraph level, followed by strategies for the four skills: reading, writing, listening, and speaking.

Illustrative language table 2 (ILT2) sets out integrated tasks or activities demonstrating a possible range of genres, or styles of communication, for personal, social, transactional, work and study related contexts.

Illustrative language table 1: Language and skills for SCQF level 5 ESOL: detailed/familiar	
Language at word level	Focus on formation (root/stem/prefix/suffix); spelling Meaning: denotation, connotation, figurative, literal Choice: standard/dialect/colloquial/slang
Detailed/familiar	<ul style="list-style-type: none"> ◆ revise and build on National 4: encounter and practise general vocabulary ◆ spelling more complex words; explore how to work out meaning from parts of the word ◆ more specific determiners: some/any/no/none ◆ intensifiers/indications of certainty ◆ specialised words more systematically encountered and used ◆ make considered word choice related to register and communication purpose; register used appropriately within the context. Euphemisms, colloquial expressions, slang
Language at sentence level	Focus on word order for information focus; combining phrases to sentence structure for clarity; simple/compound/complex. Standard/dialect/slang
Detailed/familiar	<ul style="list-style-type: none"> ◆ build detailed sentences with expanded phrases ◆ use some abstract noun phrases; nominalisation of the verb phrase, ie 'behave' to 'behaviour' ◆ revise and develop features encountered at National 4 and explore detailed pre and post modification in both noun and verb phrases to make meaning more specific; practise more complex hypotheses using modals. Choose passive for stylistic effect: inclusion or not of agent ◆ identify concepts with more sophisticated use of determiners; compounds of some, any, no, every; zero article for generalisations; quantifiers and intensifiers ◆ more detailed use of connective adverbs: indicating addition, opposition, reinforcing, explaining, listing, indicating result, indicating time
Language and skills at text/ paragraph level	Identify genre; model it; then scaffold learner practice in rhetorical organisation, layout and language features — linking sentences and sections of text, getting the right tone and level of formality. Use across the four skills: reading, writing, listening, speaking
Detailed/familiar	<ul style="list-style-type: none"> ◆ understand and use both layout and organisation of detailed and/or familiar abstract text, and talk appropriate to purpose ◆ develop sections and paragraphs to form a coherent whole, making it clear for the reader ◆ explore genres, including tasks requiring detailed and familiar abstract language ◆ express opinions and support (with detail and justification) a point of view ◆ report evidence to support statements ◆ apply organisers such as chronological sequence; general to specific; one approach, another approach; cause effect; problem solving ◆ use evaluation and associated verb forms ◆ generalise ◆ summarise

Listening	<ul style="list-style-type: none"> ◆ build on and develop skills from National 4. Identify purpose and genre of monologue, dialogue and group interactions of detailed but familiar events ◆ deduce meaning of unknown words and phrases when given enough time ◆ interpret attitudes and infer meaning. Distinguish facts from opinion. Listen critically and identify purpose of event: persuade, inform, entertain, etc ◆ explore listening to a variety of formats (audio, radio, film, TV) to practice note-taking, summarising, matching spoken information to written texts ◆ paraphrase information for purpose. Extract information to complete graphs, tables, grids, find out times, distances, number and size ◆ further work on a variety of accents
Reading	<ul style="list-style-type: none"> ◆ build on and develop skills from National 4 ◆ explore different text structures to learn how to read and follow an argument using rhetorical organisation in detailed factual texts ◆ practice note-taking from a limited number of different types of written text. Paraphrase information for reading purpose ◆ read critically to distinguish main points from detail and fact from fiction. Critically analyse/review/infer from/interpret information ◆ extract information to complete tables, graphs, grids ◆ read between the lines, infer meaning, read attitude from detailed texts ◆ research topics from several sources and use the information to produce longer presentations and written texts in groups and solo
Speaking	<ul style="list-style-type: none"> ◆ build on and develop skills from National 4 ◆ work on maintaining a good flow of speech, attempting both simple and detailed structures. Work on word stress for less familiar key words ◆ self-monitor pronunciation and self-correct to ensure intelligibility ◆ work independently, using variety of media to interact with others in institutional settings (education or work establishments). Practise interview skills ◆ make presentations: structure information to suit purpose: summarise, contrast ◆ make use of accepted genre conventions for more detailed interactions such as advising, persuading, convincing, complaining, expressing regret ◆ participate in one-to-one and group discussions; chair a meeting; agree, disagree appropriately; change the subject; record and analyse interactions
Writing	<ul style="list-style-type: none"> ◆ build on and develop skills from National 4 to manage punctuation and sentence structure of detailed language ◆ explore more complex genres relevant to everyday life, work or study contexts: notices, memos, minutes, reports, procedures, explanations, contracts, CVs, letters of application

	<ul style="list-style-type: none">◆ notice and practice the way writer's attitude is expressed◆ research familiar and more complex topics, take notes and practise summarising to use information in assignments or tasks◆ develop an argument: classify, categorise, describe processes, objects, and location, simple data description, explain procedure, compare, contrast, evaluate, recommend
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**Illustrative language table 2:
Integrated tasks for all ESOL levels: select function, and language difficulty according to level. SCQF level 5 candidates should be working towards the third column.**

Genre/purpose: text response				
contexts	personal response	review	interpretation	critical response
personal	react emotionally, talk about how you feel about something (eg local area), thank, praise	talk about how you felt about an event	interpret the significance of an event or object	talk about how you make a decision, decide on the pros and cons (eg where to live)
social	find out how your friends feel about something	share feelings with friends about something in the past	decide how to respond to an invitation	think about how to advise a friend or how to ask a friend's advice
trans-actional	respond to an everyday communication	talk about how you responded to an everyday communication	consider a response to an official communication (from NHS, bank, local council, etc)	consider the best approach to solving a transactional problem, viewing it from all angles
work	make a personal response to a work communication	talk about how you feel about a communication in the work place	consider business responses	consider the pros and cons of a business decision or strategy
study	talk/write about your feelings in response to a text	discuss a literary, visual or musical text	interpret the message of a text	challenge the message of a text

Genre/purpose: stories				
contexts	recount	narrative	exemplum	anecdote
personal	recount personal events	talk about something that happened to you with a focus on the end or outcome	judge a character or behaviour in a story	tell something about yourself with a lesson or point in it
social	recount events with friends	tell a story that will interest friends with a focus on the end or outcome	state likes/dislikes	tell something about a social group with a lesson or point in it
trans- actional	recount events, eg at the library	report a transactional event with a particular outcome	carry out or complete a survey	advise or warn someone by telling them an exemplary tale
work	recount events at work	talk about a work situation or event where a problem was resolved	complete a form	report an event with a lesson for the work situation in it
study	recount events; methodology	resolve a complication in an academic story; discussion of results	report an event with a lesson in it, such as an accident or a great success	use analogy to make a point
Genre/purpose: procedures				
contexts	procedure	procedural recount		
personal	help a family member	talk about how you helped a family member		
social	give directions; organise an activity/event; talk about how you would like to do something	recommend shopping online		
transactional	complete forms	make phone calls/leave messages		
work	give instructions for procedure	talk about how something was done in the past		
study	detail how to do experiments/carry out observations	recount experiments and observations (methodology)		

Genre/purpose: information reports			
contexts	descriptive report	classifying report	persuasive report
personal	describe my house, an object or place	talk about things you are good at, likes and dislikes	think through pros and cons of a problem
social	describe a place where your family lives now or in the past	talk about group preferences and habits	persuade someone to accept an invitation, or make arrangements
trans-actional	do an internet search for something you need to buy	find out the kinds of shops, leisure facilities or schools available to you in your area	explain to a local councillor a need in your area
work	prepare or read applications	prepare or read CVs	explain to your boss a need for some new resource at work
study	classify and describe a phenomenon	classify and describe types of phenomenon	make a recommendation based on evidence
Genre/purpose: explanations			
contexts	sequential explanation	factorial explanation	consequential explanation
personal	explain how to do something you often do	justify an opinion — giving reasons (factors) for how you feel/felt	explain the effects of an event on how you feel
social	explain how to do something to a group	give causes or reasons for a decision to a group	give advice
trans-actional	prepare and understand procedures in social structures	explain the thinking behind systems or procedures (eg finance and managing money)	recommend strategies for managing finance
work	prepare and understand procedures at work	explain the thinking behind work systems or procedures	explain the thinking behind work strategies and long term goals
study	explain a sequence of development or procedure	explain multiple factors that might contribute to or cause something, such as increased sales, drought	explain multiple effects

Genre/purpose: factual stories				
contexts	autobiographical recount	biographical recount	historical recount	historical account
personal	recount life events	recount life stages	recount family events in the past	explain how you learned something
social	talk to friends about their previous activities	tell friends about someone's life stages	recount friends, shared interests	explain how you became friends with a group
trans-actional	give a report of your medical history for the GP	report your family's medical history for your GP	recount cultural events, celebrations, social issues	explain how the health service worked in the past
work	prepare a CV to a future employer	recount life stages of someone at work	recount historical events of a trade or workplace	explain how a trade or workplace expanded or declined
study	recount methodology	recount chronological developments	recount historical events	explain historical events
Genre/purpose: arguments				
contexts	exposition	discussion		
personal	make arrangements; talk about something you would like to do	compare items, places, events to make a choice		
social	enquire in order to set out a proposition that you want to take further, eg what venues are available for your planned event	find out information that will give you points for and against a social event/situation, eg holiday; sharing a house		
transactional	make phone calls/leave messages	plan how to discuss an ailment with a doctor		
work	use and understand problem-solving strategies	consider/plan how to discuss something with a work colleague or boss		
study	argue for a point of view	discuss two or more points of view; draw on informal or formal sources (as appropriate to learner level)		

Combining assessment within units

It may be possible to combine the assessments for *ESOL for Everyday Life* with the assessments for *ESOL in Context*, thus reducing assessment.

Administrative information

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Superclass: FK

History of changes to national unit specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added.	Qualifications Manager	September 2018
2.0	Unit code updated.	Qualifications Manager	July 2019
2.1	UK NARIC benchmarked CEFR information added.	Qualifications Manager	November 2019

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