

## National Unit Specification: general information

**UNIT** English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)

**CODE** F1AF 08

### SUMMARY

This is a freestanding Unit and has been designed for candidates whose first language is not English and who are unfamiliar with the Roman script. Candidates may have variable language skills in their first language but will have little or no knowledge of English. Candidates will develop their speaking and listening skills at an introductory level and will begin to develop basic skills in reading, understanding and forming words and numbers in English.

Candidates who complete this Unit will be able to talk to a supportive speaker of English in transactional contexts and demonstrate understanding of and reproduce simple written and numerical information in familiar and predictable social and personal and transactional contexts.

### OUTCOMES

- 1 Communicate orally in English for transactional purposes.
- 2 Demonstrate an understanding of social sight vocabulary.
- 3 Demonstrate an understanding of simple number concepts.
- 4 Copy written English on lines.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2 (6 SCQF credit points at SCQF level 2\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

---

### Administrative Information

**Superclass:** FK

**Publication date:** April 2007

**Source:** Scottish Qualifications Authority

**Version:** 01

© Scottish Qualifications Authority 2007

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. The cost for each Unit Specification is £2.50. (A handling charge of £1.95 will apply to all orders for priced items.)

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

**UNIT** English for Speakers of Other Languages: An Introduction to  
Beginner English Literacies 1 (Access 2)

### **CORE SKILLS**

This information will be provided by the NQ Product Team.

Not claiming Core Skills.

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

### **UNIT** English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Communicate orally in English for transactional purposes.

##### **Performance Criteria**

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

#### **OUTCOME 2**

Demonstrate an understanding of social sight vocabulary.

##### **Performance Criteria**

- (a) Meaning of key words and phrases from social sight vocabulary are identified.
- (b) Context and purpose of these words and phrases are identified.

#### **OUTCOME 3**

Demonstrate an understanding of simple number concepts.

##### **Performance Criteria**

- (a) Identify numbers correctly.
- (b) Identify the context and purpose in which the numbers are being used.

#### **OUTCOME 4**

Copy written English on lines.

##### **Performance Criteria**

- (a) Copy upper and lower case letters, numbers, full stops and spaces between words accurately.
- (b) Position letters above, on and below the line correctly.

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

### **UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)**

#### **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 must be given sufficient time to complete the tasks.

#### **Outcome 1**

For Outcome 1 a short practical language assignment should be set for candidates:

- ◆ One spoken interaction in a transactional context with a teacher/lecturer or other competent speaker of English

For Outcome 1 one spoken interaction is required. Candidates will have a clear brief, which will provide them with the opportunity to achieve the Performance Criteria. Candidates must be given sufficient time to complete the task. 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 would be expected that there will be frequent hesitations and inaccuracies. When responding to requests it is expected that requests may need to be rephrased.

#### **Outcome 2**

For Outcome 2, candidates will demonstrate their understanding of social sight vocabulary by undertaking a reading activity with the assessor. Assessors should ensure that there is ample time to clarify the task with the candidate before starting the assessment.

Candidates will be required to demonstrate their understanding of social sight vocabulary by identifying 8-10 social sight words and phrases and their context and purpose from familiar social and personal and transactional contexts.

Candidates must be given sufficient time to complete the task.

Comprehension of the social sight vocabulary can be assessed through written and/or spoken English and the candidate's responses recorded by the assessor.

A completed assessor checklist will support the reading task and provide evidence of the candidate's performance.

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

### **UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)**

#### **Outcome 3**

For Outcome 3, candidates will demonstrate their understanding of simple number concepts by undertaking a reading activity with the assessor. Assessors should ensure that there is ample time to clarify the task with the candidate before starting the assessment.

Candidates will be required to demonstrate their understanding of simple number concepts by identifying 8-10 numbers and their context and purpose from familiar social and personal and transactional contexts.

Candidates must be given sufficient time to complete the task.

Comprehension can be assessed through written and/or spoken English and the candidate's responses recorded by the assessor.

A completed assessor checklist will support the reading task and provide evidence of the candidate's performance.

#### **Outcome 4**

For Outcome 4, candidates will demonstrate their ability to copy written English in supervised conditions. Evidence will be produced in response to a clear candidate brief and must include:

- ◆ One piece of copied writing on a series of lines based on a clear and simple text of 20-25 words.
- ◆ Six short items of copied numerical information copied on a series of lines.

Candidates must be given sufficient time to complete the task.

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

Candidates may produce one draft of the written piece, which will be retained along with the final written piece as evidence. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes assignments for Outcome 1, reading tasks for Outcomes 2, 3 and writing tasks for Outcome 4, 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: An Introduction to Beginner English Literacies 1 (Access 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this Unit is to give candidates confidence in using English at a basic level and to develop their skills of speaking and listening in transactional contexts and reading, including using numbers in English, and some of the skills for writing in personal, social and transactional contexts. Candidates undertaking this Unit will have little or no previous knowledge of English and will be unfamiliar with the Roman script. In order to provide a focus for the development of these skills, the following are suggested topics:

- ◆ Personal identity
- ◆ House, homes and environment
- ◆ Daily life
- ◆ Free time and leisure
- ◆ Health
- ◆ Shopping
- ◆ Travel
- ◆ Food and drink

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.

Further guidance on 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' speaking and listening in transactional contexts and understanding of written English and letter and number formation in personal, social and 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 personal, social and transactional contexts in which candidates are operating. Candidates should be given maximum opportunity to practise and demonstrate their skills in a variety of contexts.

In this Unit, limited use of language is expected and the candidate is likely to need explanation with demonstration and use of visual aids to assist with understanding of instructions and descriptions.

## **National Unit Specification: support notes (cont)**

### **UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)**

Although all of the listed topics may be covered in the teaching of this Unit, candidates are not expected to demonstrate competence in each topic area. Teachers/lecturers may wish to select from the topics those which have most relevance to the candidates.

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, forming and deciphering the Roman script, and forming and deciphering numbers.

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

#### **Personal identity**

- ◆ In response to questions provide simple personal information and obtain similar information from others
- ◆ Spell their name
- ◆ Sign their name
- ◆ Say and copy their address, postcode and telephone number accurately
- ◆ Say and copy their date of birth
- ◆ Demonstrate understanding of and copy short simple sentences relating to personal information
- ◆ Demonstrate understanding of social sight vocabulary relating to personal identity

#### **House, home and environment**

- ◆ In response to questions say where they live eg house or flat and obtain similar information from others
- ◆ Demonstrate understanding of and copy short simple sentences relating to home life (eg 'I live in a flat')
- ◆ Demonstrate understanding of social sight vocabulary relating to home life

#### **Daily life**

- ◆ In response to questions give short, simple pieces of information about daily routines and obtain similar information from others
- ◆ Demonstrate understanding of and copy short simple sentences about daily routines at home/school/college/work as appropriate, eg 'On Monday I ... On Tuesday I ...'
- ◆ Read and demonstrate understanding of social sight vocabulary relating to daily life
- ◆ Read, demonstrate understanding of and copy relevant numbers and times

#### **Free time and leisure**

- ◆ In response to questions give short, simple pieces of information about what they like to do in their free time and obtain similar information from others
- ◆ Demonstrate understanding of and copy simple sentences about what they like to do in their free time
- ◆ Demonstrate understanding of social sight vocabulary relating to free time and leisure (eg men, women, exit signs)
- ◆ Demonstrate understanding of and copy numbers, times, dates and prices

## **National Unit Specification: support notes (cont)**

### **UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)**

#### **Health**

- ◆ In response to questions give short, simple pieces of information about their health and obtain similar information from others
- ◆ Demonstrate understanding of and copy simple sentences about their health ('I've got...' / 'I feel...')
- ◆ Demonstrate understanding of and copy numerical information related to health, (eg dates, times, medicine labels including instructions on frequency of intake etc)
- ◆ Demonstrate understanding of social sight vocabulary relating to health (eg signs, medicine labels)

#### **Shopping**

- ◆ Make simple requests for goods
- ◆ Demonstrate understanding of and copy simple sentences about shops and shopping
- ◆ Demonstrate understanding of and copy numerical information related to shopping, eg prices and quantities
- ◆ Demonstrate understanding of social sight vocabulary related to shopping, eg shop signs and the language of offers (sale, reduced etc)

#### **Travel**

- ◆ Make simple requests and ask for and provide simple pieces of information
- ◆ Demonstrate understanding of and copy simple sentences about travel ('I come to college by ...')
- ◆ Demonstrate understanding of and copy numerical information related to travel, eg prices, times and bus numbers
- ◆ Demonstrate understanding of social sight vocabulary related to travel (eg signs on buses/trains)

#### **Food and drink**

- ◆ Make simple requests and ask for and provide simple pieces of information
- ◆ Demonstrate understanding of and copy simple sentences about food and drink ('I like/dislike ...')
- ◆ Demonstrate understanding of and copy numerical information related to food and drink, eg prices, quantities, or information on labels
- ◆ Demonstrate understanding of social sight vocabulary related to food and drink (eg information on labels, menus)

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: An Introduction to Beginner English Literacies 1 (Access 2)

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

#### Speaking and Listening

Opportunities for practice of language should be maximised through paired and group work in the classroom, and candidates should be encouraged to have conversations and take part in role-plays of transactions. They should also be encouraged to widen their use of spoken English outside the classroom in appropriate situations.

The aim is for candidates to develop the ability to engage in face-to-face interaction, including being able to initiate a conversation and respond to others. Where possible, candidates should become accustomed to being recorded for the purposes of assessment.

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

Discourse types	Activities
<ul style="list-style-type: none"><li>◆ One-to-one conversations</li><li>◆ Role-play of conversations which take place in transactional contexts</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></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</li><li>◆ Games and quizzes</li></ul>

#### Reading Social Sight vocabulary and numerical information

At this level candidates should, from an early stage, use two main types of text; simple written texts illustrating the language they have heard and are using and a wide range of simple authentic texts that the candidate will be dealing with in everyday life. Candidates should be encouraged to decipher individual letters and combinations of letters (eg: sh, th, etc) to make particular sounds– the phonic approach – enabling them to read simple unknown vocabulary. At the same time, whole-word recognition of key social sight vocabulary needs to be developed. Simple picture dictionaries should be introduced along with the concept of alphabetical ordering.

Similarly candidates should become accustomed to identifying and reading numerical information contained within texts. The emphasis should be on becoming familiar with numbers presented in a variety of everyday contexts eg opening and closing times, prices and quantities.

Candidates should be given experience of a range of personal, social and 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: An Introduction to Beginner English Literacies 1 (Access 2)

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

Text types	Activities
<ul style="list-style-type: none"><li>◆ The names and sounds of the Roman script</li><li>◆ Key social sight vocabulary</li><li>◆ Postcodes, phone numbers, dates, times, prices, quantities</li><li>◆ Simple sentences in context</li><li>◆ Extracts from simple forms and leaflets</li><li>◆ Notes, postcards and short letters/emails</li><li>◆ Advertisements</li><li>◆ Public signs and notices</li><li>◆ Phone book</li><li>◆ Menus</li><li>◆ Store guides</li><li>◆ Bus or train timetables</li><li>◆ Simple instructions and directions</li></ul>	<ul style="list-style-type: none"><li>◆ Putting key vocabulary in alphabetical order</li><li>◆ Identifying initial, middle and final consonants, vowels and digraphs</li><li>◆ Whole word recognition through sorting and matching written information to pictures, jigsaws, gap-filling, labelling.</li><li>◆ Vocabulary work using a personal dictionary</li><li>◆ Identifying and ordering numerical information</li><li>◆ Re-assembling simple sentences which have been produced in collaboration with the teacher and cut up (the language experience approach)</li></ul>

### Writing

Writing activities undertaken by the candidates at this stage should not extend beyond the copying of simple words, phrases and sentences including numbers. They should provide the foundation for the writing tasks candidates might be expected to undertake in personal, social and transactional contexts.

The aim of this Outcome is to help candidates gain confidence in forming and deciphering the Roman script, using left to right orientation, using upper and lower case letters appropriately and accurately, forming numbers correctly, spacing words properly and writing accurately on lined paper. For candidates with additional support needs, training in the use of assistive technologies such as adapted keyboard and mouse and specialist software would be essential.

Candidates should begin to become familiar with rules of spelling and punctuation ie use of capital letters and full stops. It would be advisable for candidates to begin to understand the structure of sentences. They should also develop the ability to write appropriately on simple class worksheets or adapted authentic materials provided by the teacher.

Activities and materials which appeal to candidates with a variety of learning styles should be used. Feedback from the teacher, correcting their own writing where appropriate 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, social and transactional contexts would be:

## National Unit Specification: support notes (cont)

### UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)

Text types	Activities
<ul style="list-style-type: none"><li>◆ Simple sentences modelled by the teacher</li><li>◆ Simple class worksheets</li><li>◆ Simple writing frames eg birthday cards, postcards, simple forms</li><li>◆ Calendars</li><li>◆ Simple diary entries</li><li>◆ Beginners' dictionaries</li><li>◆ Vocabulary notebooks</li></ul>	<ul style="list-style-type: none"><li>◆ Copying simple sentences on lined paper</li><li>◆ Copying simple sentences which have been produced in collaboration with the teacher (the language experience approach)</li><li>◆ Copying key words into boxes or lined paper which model the relative dimensions of letters</li><li>◆ Copying personal details (name, address) accurately</li><li>◆ Correcting mistakes in capitalisation, spacing, dimension or angle of writing</li><li>◆ Inserting missing capital letters and full stops in text</li><li>◆ Writing days, dates, times and prices</li><li>◆ Maintaining a vocabulary notebook</li><li>◆ Creating a personal dictionary</li><li>◆ Writing appointments in a diary or calendar</li></ul>

#### 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 it should be carried out under these same conditions.

Candidates should be given a clear understanding of what is involved in the Unit assessment. Time should be made available for them to familiarise themselves with this and to clarify aspects with the teacher/lecturer/tutor.

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 transactional purposes.**

Interactions should be as natural as possible and reflect the transactional situations that candidates may encounter. It may not be helpful for candidates at this level to have time to prepare immediately before the assessment and may be easier to explain the task, check that the candidate has understood and proceed with the assessment. Assessors should ensure that there is ample time to clarify the task with the candidate before starting the assessment.

## **National Unit Specification: support notes (cont)**

### **UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)**

The speaking task will be an interaction between teacher/lecturer or another competent speaker of English and candidate. It is expected that approximately 2 minutes of speaking should be sufficient for the candidate to demonstrate that they have met the Performance Criteria and Evidence Requirements at this level.

Candidates must be given sufficient time to complete the task.

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

#### **Outcome 2: Demonstrate understanding of social sight vocabulary**

The text should include 8-10 words and/or phrases of social sight vocabulary relating to personal, social and transactional contexts. Candidates will be expected to demonstrate understanding of the items by answering questions. Appropriate types of questions would be:

- ◆ matching the words to pictures
- ◆ ticking or circling exercise involving pictures
- ◆ multiple choice
- ◆ true/false
- ◆ short answer questions

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

#### **Outcome 3: Demonstrate understanding of simple number concepts**

The text should include 8-10 simple questions relating to personal, social and transactional contexts. Candidates will be expected to demonstrate understanding of the items by answering a series of questions. Appropriate types of questions would be:

- ◆ matching the numbers to pictures
- ◆ ticking or circling exercise involving pictures
- ◆ putting in numerical order
- ◆ multiple choice
- ◆ true/false
- ◆ short answer questions

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

#### **Outcome 4: Copy written English on lines**

When preparing candidates they should be given practice in drafting and redrafting written work even at this very early stage in the development of their writing skills. Writing tasks will arise out of what is being listened to, studied, talked about or read in general classroom activity and the writing assessment should be a natural extension of these activities.

## **National Unit Specification: support notes (cont)**

### **UNIT** English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)

Candidates should be made aware that evidence will be in the form of a draft, if necessary, and a final version of their written text. The draft and final version will be produced by the candidate under supervision. An assessor checklist will support the written tasks and provide evidence that it is the candidate's own work.

Candidates must be given sufficient time 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, social and 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](http://www.sqa.org.uk)).

## **National Unit Specification: support notes**

### **UNIT** English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)

#### **Appendix A**

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

#### **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 will appear at all 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

**UNIT** English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)

### Appendix A

#### Transactional

Functions	Grammar and Vocabulary
<ul style="list-style-type: none"> <li>◆ greeting, introducing and leave-taking</li> <li>◆ asking for and giving information</li> <li>◆ asking for help</li> <li>◆ asking permission</li> <li>◆ asking someone to do something</li> <li>◆ thanking</li> <li>◆ apologising</li> <li>◆ asking for repetition</li> <li>◆ telling the time</li> <li>◆ describing routines and habits</li> <li>◆ describing frequency and time duration</li> <li>◆ asking about/expressing ability</li> <li>◆ asking about /expressing likes and dislikes</li> <li>◆ accepting and refusing</li> <li>◆ requesting and offering</li> <li>◆ asking for/giving simple instructions</li> <li>◆ making appointments</li> <li>◆ stating a problem</li> <li>◆ talking about past events and future plans</li> </ul>	<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>◆ 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>◆ prepositions of place</li> <li>◆ present simple tense</li> <li>◆ adverbs of frequency</li> <li>◆ auxiliary verbs</li> <li>◆ present continuous</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> </ul> <p>Vocabulary development related to selected topic areas as well as above.</p>

## National Unit Specification: support notes

**UNIT** English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)

### Appendix A

Speaking Skills	Writing Skills	Listening Skills	Reading Skills
<ul style="list-style-type: none"> <li>◆ pronounce simple familiar words adequately to be understood</li> <li>◆ use stress and rhythmic patterns</li> <li>◆ distinguish question/answer intonation</li> <li>◆ use basic hesitation devices and fillers</li> <li>◆ use grammatical elisions</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>◆ copy numbers, times, dates, days and months</li> <li>◆ copy upper and lower case accurately</li> <li>◆ understand when to use full stops and question marks</li> <li>◆ copy name and address correctly</li> <li>◆ check spelling</li> <li>◆ drafting and redrafting</li> <li>◆ use a vocabulary notebook</li> </ul>	<ul style="list-style-type: none"> <li>◆ listen to and understand a variety of accents</li> <li>◆ basic knowledge of different genre</li> <li>◆ match spoken information to written texts</li> <li>◆ knows basic directions commands eg left, right, top, centre etc</li> <li>◆ recognise key words and main points</li> </ul>	<ul style="list-style-type: none"> <li>◆ scanning</li> <li>◆ identify key words</li> <li>◆ decipher simple unknown vocabulary using the phonic approach</li> <li>◆ identify and understand simple numerical information</li> <li>◆ match written information to pictures</li> <li>◆ demonstrate knowledge of common signs, symbols and social sight vocabulary</li> <li>◆ demonstrate knowledge of alphabetical order</li> <li>◆ use a simple dictionary</li> </ul>