

International language * (written) - social activities

Unit delivery and assessment pack

* This unit is available in French, German, Italian, Japanese, Mandarin and Spanish. The unit title awarded to the learner will indicate the language that has been achieved.



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	International language * (written) - social activities * This unit is available in French, German, Italian, Japanese, Mandarin and Spanish. The unit title awarded to the learner will indicate the language that has been achieved.
Suite	Skills for Life
Unit Codes	Please refer to the Skills for Life and Work qualifications specification.
GLH	10
Unit Aim	To develop learners' knowledge and understanding of vocabulary and structures from a local, national and international context, and provide opportunities to communicate information in writing about everyday social activities in an international language.
Unit Summary	This unit supports learners in developing confident and purposeful written language skills. Learners will explore vocabulary and structures relating to social activities, with complexity and independence increasing across the continuum. Entry Level learners can begin by recognising and using familiar words and short phrases to respond in writing about leisure activities, places and transport, supported by visual prompts and structured repetition. They will also write about likes and dislikes. As learners progress to Levels 1 and 2, they may engage in more extended written activities that reflect real-life situations in local, national, and international contexts. These learners will give basic opinions, express gratitude and write about menus and socialising, with growing fluency, accuracy, and confidence, laying the groundwork for future study, work, and global citizenship. The learning outcomes and assessment criteria in this unit have been developed with consideration given to the Common European Framework of Reference (CEFR) for Languages. Further information on this is provided in the delivery guidance.
Curriculum for Wales	Areas of learning: This unit supports progress towards the Languages, Literacy and Communication statements of what matters: <i>Languages connect us; Understanding languages is key to understanding the world around us and expressing ourselves through language is key to communication</i>. When exploring social activities in an international language, learners will begin to understand the basic vocabulary needed to write about social activities they undertake. Integral and cross cutting skills: Learners develop their literacy skills, with an emphasis on writing. At Entry Level, learners will use a range of topic-specific vocabulary to give simple answers, progressing to the use of set sentences at Entry Level 3. At Levels 1 and 2, learners will express their opinions and expand their use of tenses and sentence patterns. This unit will help to develop personal

effectiveness skills, aiding learners in becoming confident and independent communicators in an international language.

Cross-cutting themes: This unit promotes local, national and international contexts by enabling learners to develop the essential spoken skills in their chosen international language, allowing them to communicate simply with others and connect them to the wider world. Learners are encouraged to explore Human Rights Education by engaging with their own and others' cultures and languages, having meaningful opportunities to explore diversity, cultural awareness and global perspectives. Diversity is promoted as learners develop an awareness and understanding, and reflect upon, their own experiences and the experiences of others.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Understand information relating to everyday social activities	E1 1.1 Identify familiar words relating to social activities in basic written communication.	E2 1.1 Select short phrases to show understanding of simple sentences relating to social activities.	E3 1.1 Locate simple information from a short text relating to social activities.
LO2 Be able to write about everyday social activities	E1 2.1 Respond in writing with individual words relating to social activities. E1 2.2 Respond with the correct spelling of some individual words relating to social activities.	E2 2.1 Respond in writing with short, written phrases relating to social activities. E2 2.2 Respond with the correct spelling of some words within individual phrases relating to social activities.	E3 2.1 Respond in writing with basic set sentences relating to social activities. E3 2.2 Respond with the correct spelling for most words within set sentences relating to social activities.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Understand by responding to key facts and information in texts relating to everyday social activities	L1 1.1 Identify the key points and three details from simple texts relating to everyday social activities.	L2 1.1 Extract specific details from texts relating to everyday social activities.
LO2 Be able to produce texts about social activities	L1 2.1 Use and adapt set phrases to communicate written facts and information about social activities. L1 2.2 Give simple written opinions about different social activities. L1 2.3 Use and adapt set phrases to respond in writing to predictable questions about social activities. L1 2.4 Use and adapt set phrases to make simple written requests for key information about social activities.	L2 2.1 Use routine language to produce written information about social activities. L2 2.2 Express written opinions about different social activities. L2 2.3 Use and adapt routine language to respond in writing to questions about social activities. L2 2.4 Use and adapt routine language to make written requests about social activities.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Under the Curriculum for Wales, all primary schools introduce international languages from Year 5 onwards. This marks a significant shift in the approach to language education, aiming to foster multilingualism from an earlier age and build a strong foundation for lifelong language learning. Learners will continue their language learning in Key Stage 3; this may or may not be the same language they learnt during primary school.

The learning outcomes and assessment criteria in the WJEC international language units assume that learners have no previous experience of the language being learnt. Where a learner already has some language skills, teachers should carry out an initial assessment to establish the level of skill the learner has and which level unit would be most suitable for them.

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Including an international language unit can enhance learners' global awareness, communication skills and employability, supporting the Curriculum for Wales' vision for ethical, informed citizens.

Multiple language units can be delivered within a Skills for Life and Work learning programme. WJEC international language units are also available in Social activities (spoken), Communicating personal information (written and spoken), and Education and employment (written and spoken). These units complement each other by developing learners' basic written and oral skills in their chosen international language, within the context of everyday situations such as work, education and hobbies. The inclusion of an international language unit within a Skills for Life and Work qualification also contributes to a broader curriculum and wider experiences for the learner.

International language units could also complement other WJEC qualifications, for example VCSE Travel and Tourism and GCSE Business. Learners already studying GCSE French, German or Spanish may not benefit from taking an international language unit in the same language but may be interested in exploring a new one.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Relationship to the Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an internationally recognised system developed by the Council of Europe to describe and assess language proficiency across different languages. It provides a standardised scale that helps educators, learners, and institutions understand and compare language skills.

The CEFR is divided into seven levels, grouped into three broad categories:

Category	Level	Description
Basic User	Pre-A1	Can understand and use very basic words and phrases in familiar contexts.
	A1	Can understand and use familiar everyday expressions and very basic phrases.
	A2	Can communicate in simple and routine tasks requiring a direct exchange of information.
Independent User	B1	Can deal with most situations likely to arise while travelling or working.
	B2	Can interact with a degree of fluency and spontaneity with native speakers.
Proficient User	C1	Can express ideas fluently and spontaneously without much obvious searching for expressions.
	C2	Can understand virtually everything heard or read and summarise information coherently.

Within WJEC international language units, Entry Level learning outcomes and assessment criteria recognise achievement on a continuum reflecting pre-A1 to A1. Level 1 and 2 learning outcomes and assessment criteria recognise achievement on a continuum reflecting A2 to B1.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1 and LO2	At all levels, learners should know: • greetings used throughout the day • please/thank you • the time – 12-hour clock • numbers and prices • locations (prepositions including in, to, near, at, by, for, since) • expressing likes and dislikes

- appropriate verbs in the present time frame (first- and third-person singular)
- context specific vocabulary for:
 - drinks and snacks
 - leisure activities
 - places
 - transport.

At Entry Level 1, responses focus on single words and single-word answers to questions. These could include, but are not limited to:

- *Hello / Goodbye*
- *Please / Thank you*
- *How are you? – I'm fine*
- *What would you like? – Item*
- *What do you have? – Item*
- *How much is it? – Price*
- *When does it begin / end? – Number only*
- *Do you like...? – Yes / no.*

At Entry Level 2 and 3, learners should know:

- time – use of o'clock (12-hour clock).

At Entry Level 2 and 3, one-word answers should be extended to short phrases to allow learners to practise shopping, ordering drinks and snacks, buying tickets and understanding announcements. Examples of phrases needed at Entry Level 2 and 3 could include, but are not limited to:

- *What would you like? – I would like... / Do you have...?*
- *How much is...? – It is...*
- *Do you have anything cheaper? Is there a discount for...?*
- *At what time does it begin / end? – At... (hour o'clock).*

Phrases could be further expanded at Entry Level 3 to include, but are not limited to:

- *Do you like...? – Yes, I like... No, I don't like...*
- *Why do you like / not like ...? – It is...+ adjective, such as it is interesting / it is boring.*
- *What time does it start / finish? – At... (hour clock) / It starts at... / It finishes at...*

At Level 1 and 2, learners should know:

- greetings (formal and informal)
- numbers and prices
- the time (12- and 24-hour clock)
- days and dates
- basic opinions
- simple qualifiers, such as quite, very, really, sometimes, always

- expressing gratitude
- past and future time frames
- context specific vocabulary for:
 - socialising
 - menu
 - future plans.

At Level 1 and 2, phrases could be expanded to include, but are not limited to:

- *Confirming a restaurant booking or emailing friends to thank them for organising a past event*
- *I have reserved / booked...*
- *I would like to confirm my reservation...*
- *For... + name, time, day / date*
- *For...persons*
- *I like... + infinitive*
- *I would like... + infinitive*
- *We would like... + infinitive*
- *Express specific requirements - one of the party has a nut allergy / is a vegetarian / I would like a table by the window*
- *Expressing thanks*
- *Say what you enjoyed and why (about meal / event / film / book)*
- *What do you do in your free time? – I play games / I like fishing / I go swimming*
- *What is your favourite hobby? – I play football every day / I like playing with my computer / I go hiking with my friends*
- *What activity do you do after work / school? – I chat with my friends / I like to go shopping / I often go to the gym.*

At Level 2, phrases could be expanded, but are not limited to:

- *Describing past social activities / celebration or holiday / visit*
- *Describing future events*
- *Expressing thanks for an email / meal / day out*
- *Describe a past event... for example, where you went, what you did and with whom, what you ate / what you saw / what you thought about it*
- *Email writing conventions*
- *Say how many people are in your group – There are... people in my group.*
- *I went on holiday to...*
- *I went to / visited...*
- *I went with...*
- *I met...*
- *It is / was / will be...*
- *There is / was / will be...*
- *It isn't / wasn't / won't be...*
- *There isn't / wasn't won't be...*
- *Tomorrow / next weekend / month / year*
- *I / we will...*
- *I / we are going to...*

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

Starter Activities

At all levels, learners could be asked to match social activities in the assessed language to their English equivalents. From Entry Level 3, learners could choose one of the activities and give a short opinion using a simple sentence structure (for example, “I like this because...” / “...is interesting.”). Learners could also match the activity to the place, for example, swimming – swimming pool, football – park, tennis – leisure centre. They could also match up the beginning and ending of sentences (such as, I like to go out with my friends + and eat pizza).

Learners should be given the opportunity to recall what has been learnt in a prior lesson, for example, completing the vowels or missing letters in food and drink vocabulary/matching or labelling pictures of common food and drink items/translating café vocabulary (such as, croissant, tea, sandwich, juice) to and from the assessed language. Learners could also be asked to match prices in Euro to pictures of items (for example, €1,50 with a cup of coffee).

To practise spelling, the teacher could spell out a word from a given topic in the assessed language and learners have to say the word or translate it into English/Cymraeg, for example T E N N I S.

To practise the time, learners are given a blank clockface (or digital box, drawn on a white board). The teacher gives a time in the assessed language and learners must draw the hands of the clock or digits in the box to represent the time.

Learners could also be asked to match items to associated hobbies (for example, a racket for tennis, a bag for shopping). Learners could also give their opinions and justifications to a list of hobbies, for example swimming is difficult because I don't like the water; running is fun because I like being outside. At all levels, learners could be asked to match film titles in the assessed language to the English equivalents. Learners could then choose one of the films and give their opinion of the film.

Speaking and Listening

When focussing on speaking and listening, teachers could review and present the new vocabulary and sentence structures for the lesson. From Entry Level 2, learners can use adjectives to describe hobbies (such as fun, difficult, interesting, boring). Phrases for giving opinions (such as “I would like to...”, “This sport is...”, “I don't like going to the...”) could be introduced at Level 1.

Learners could be expected to repeat new words and simple phrases orally and then participate in speaking activities and games to allow them to practise the new words and sentence structures. Mini White Boards could be used for sentence building, matching items to prices in Euro or translating short café phrases. Online tools such as Blooket, Quizlet or Kahoot could also be used, where appropriate.

To enhance speaking and listening, learners could work in groups of three to practise ordering food and drink in a café. Vocabulary might include common items (such as coffee, tea, cake, sandwich) and structures such as “I would like...”, “How much is it?”, “That’s €2,50 please.” One learner plays the customer and orders from a menu using the assessed language (for example, “I would like a tea and a slice of cake”), the second learner acts as the café staff and gives the price in euros (such as, “That’s €4,20”), and the third learner checks the order and confirms the items and prices in English/Cymraeg. Learners can take turns playing different roles and practise different orders. Learners could also take part in similar short role-plays or question-and-answer tasks related to restaurant bookings.

Entry Level learners could use adjectives to describe a film (such as funny, sad, interesting, boring) and further on, phrases to give opinions (for example, “My favourite film is...”, “I think it is...”). For more able learners, this could be developed short conversations about social activities. One learner could ask, “What is your favourite film?”, the second learner could respond with an answer appropriate to their level (such as “My favourite film is... because it is...”), and the third learner could check or translate the answer into English/Cymraeg. Learners could take turns playing different roles and using a variety of sentence structures and vocabulary.

For a listening comprehension activity, the teacher could read aloud or record information relating to the cost of tickets and times of films at the local cinema. Learners could listen and note down the main points and/or specific details in English/Cymraeg to show their understanding. Learners could also listen to individual sentences or short dialogues in the assessed language set in a café (for example, “I would like a coffee and a croissant, please.” / “That’s €3,50.”). Learners note down the items and their cost in English/Cymraeg. At Entry Level 1 and 2, learners could be given a multiple-choice activity with different food and drink options and a selection of Euro prices.

Learners could also ‘spot the error’. The teacher describes a social activity, but it contains an error that learners must identify, such as a footballer plays in a pool, wears trainers, and is good at teamwork. In a café you sit at a table, order food and drinks, and swim in a pool.

Learners could be asked to prepare 3-4 sentences about a social activity. They would then take it in turns to read or say their sentences which the teacher translates into English/Cymraeg but missing out a fact or two or getting a fact or two wrong. The rest of the class must identify the error and correct it in English/Cymraeg and then in the target language, if possible. With more confident learners, they could act as the ‘teacher’.

Teachers could also build vocabulary by playing ‘word association’ games. The teacher could say a word and learners have to say something associated with that word, for example, Teacher: cafe, Learner 1: croissant, Learner 2: sandwich, Learner 3: food, Learner 4: drinks. This could also be played as a memory game, such as ‘Simon Says’. The teacher says something about a social activity, Learner 1 repeats and adds something, Learner 2 repeats and add something, Learner 3 repeats and adds something.

Learners could participate in language games to guess the activity or hobby by asking questions. In certain languages, if the focus is the feminine/masculine/plural, the teacher could say an activity and learners must identify if it is masculine, feminine or neutral, or singular or plural. A similar activity could be undertaken for positive/negative verbs. For example, the teacher says, ‘Swimming is fun’ and learners must say or write ‘swimming is not fun’ or vice versa. This could use different negatives (such as ‘never’), opposites or synonyms, for example the teacher says, ‘street dance is hard’, learner says ‘street dance is easy’, teacher says ‘boxing is sometimes fun’, learner says ‘boxing is always fun’.

Development Activities

For time frame/tenses recognition, the teacher says a verbal phrase (for example, I am going, he went, we would like, I always play...) and learners must identify the tense/time frame in English/Cymraeg. The same could be done with time phrases (for example, now = present, yesterday = past...).

Learners could be asked to categorise adjectives and opinion phrases in the assessed language using a Venn diagram. Categories could include “positive”, “negative”, or “both”. Learners could also add their own words using a hard copy or online dictionary to add their own words and extend their vocabulary.

To further extend language patterns, learners could be given a list of film titles or types of films, and they could use the adjectives from the Venn diagram activity to express their opinions about a specific type of film or name of film. Partner A expresses an opinion and Partner B notes down the details in English/Cymraeg. Partner B then checks the details with Partner A.

Learners could complete online research to find a café menu in the assessed language with prices in Euro. This could be used for pair or group speaking activities. Learners could also use digital tools such as Canva to create their own café menu in the assessed language, including food and drink items and realistic prices in Euro. These menus could then be printed and used for ordering role-plays.

If partnered with another school, learners could research and present differences between social activities of the pupils in their school and the other, focussing on specific hobbies and key phrases studied. This could be shared with the class or with the partner school.

Learners could be given individual sentences or questions in the assessed language related to confirming a restaurant booking. They could then be asked to rearrange the sentences into the correct order and translate them into English/Cymraeg. Examples could include asking for a table, giving the time of a reservation, or confirming the number of people.

Learners could be given a short interactional dialogue based in a café, cinema or sports centre. However, the answers have been mixed up, and they must rearrange them to make sense. The same could be done with blank answers and learners must supply their own answers (spoken or written down) in the target language.

At Level 1 and 2, learners could be given a tangled text in which English/Cymraeg is used for parts of the text. Learners could be asked to read the text and complete a multiple-choice vocabulary activity to choose the correct word/phrase to replace the English/Cymraeg. The text could be on a film review (such as, my favourite film is...It takes place in... In my opinion it was...My favourite character was... because...). Learners could also be given the translation of film titles and must match them up with the English/Cymraeg.

For Level 2 this could be extended to the use of future time frame (I would like to see...because it would be...). Follow up activities could be questions and answers in English/Cymraeg to check understanding of key points and specific details. Learners could then adapt the text for their own film review.

Learners are given the name of five films, restaurants or venues with a star rating of 1 to 5. Learners are given five brief reviews, and they must match up the film/restaurant/venue with the corresponding review. Learners could then choose a venue of their own and write a review on it. Learners read out or show their review to other learners and based on what is said or written, they must work out the star rating.

Learners could complete a gap-fill email based on confirming a restaurant booking. A table of suitable words and phrases in the assessed language would support the activity. Once completed, learners could note the main points of the email in English/Cymraeg and then adapt the content to write their own short email for a booking, using similar sentence structures.

Recall Activities

Learners could use mini white boards to practise writing short orders in the assessed language, using the correct structure and vocabulary. They could also be asked to write the price of items in Euro (such as €1,20) or convert spoken amounts to figures. Quick-fire games could include: "Write the price of a sandwich" / "What would you order for €5?" / "Translate 'That's €2,80' into English/Cymraeg."

Learners could also play 'The Price is Right'. The teacher shows a series of items (such as food, drink, ticket prices or sporting items) with a ticket price. Learners must decide if the price is right, or higher or lower. They can then give their opinion (it's very cheap/it's too expensive/I would buy that/I don't like that) in the assessed language.

Learners could play a language game in the assessed language, for example: "I went to the restaurant, and I ate/drank... It cost..." in small groups or as a whole class. This could be used to practise food and drink vocabulary and reinforce the use of prices in the assessed language. The activity could also be simplified to focus only on naming food or drink items.

Learners could work in groups or as a whole class to create a collaborative film review on a sheet of paper. Each learner adds one sentence to the review, folds over what they have written, and passes it on to the next learner. This continues until all learners have contributed. The completed review is then unfolded and read aloud to the group. Learners could also be given a review with deliberate errors. In pairs they have to find and correct them, (for example, this film is set in Paris, Germany; there are two main characters, John, Mary and Philip).

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching worksheet or card sort
- annotated photographic evidence of matching or sorting activity
- completed multiple-choice worksheet
- completed profile
- completed menu or order form
- letter or email
- teacher observation notes
- photographic evidence/photocopy of mini white board
- gap fill exercise
- flyer or invitation to an event
- questions and answers based on a stimulus text in the assessed language.

Experiences

To provide a real-world context you could:

- create a link with a partner school to communicate via the internet about social activities. Pupils could be encouraged to email each other on a regular basis; this could be utilised for GCSE students and could also be extended to exchange visits if appropriate.
- invite native language speakers in the local community to come into school and be interviewed on the topics of social activities. Learners could prepare written questions beforehand.
- watch age and level-appropriate films and programmes, or TV and film trailers and interviews with actors and directors, in the chosen language. The content could be discussed, and learners could give their opinions. Learners could write their own reviews or create their own posters of films.

Resources and organisations

Resources for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

However, it would be beneficial to have access to computers, tablets, or mobile devices for digital activities and research. Printed online worksheets, mini white boards and access to a dictionary would be beneficial as required.

Due to the demands of vocabulary and language patterns, it is preferential that teachers have subject-specific expertise in language teaching.

Resources available to support delivery

Languages Online	An online platform with fun, interactive resources, created by UK teachers. It features a strong emphasis on grammatical accuracy and exercises are self-marking for immediate feedback. Most units are differentiated. To find out more, go to: languages online
Duolingo for Schools	A fun personalised online resource with free, bite-size lessons. Lessons focus on real-life scenarios and offer varied practice in reading, writing, listening and speaking at the pace of the learner. To find out more, go to: Duolingo for Schools
BBC Online Languages	Featuring videos, guides to languages of the UK and the world and links to other sites, such as BBC Bitesize and The Lingo Show. To find out more, go to: BBC Languages – Free online lessons to learn and study with
Times Educational Supplement – TES	Thousands of different types of resources available. Some are fee-paying, but there are also many free resources, in many languages, on all topics. To find out more, go to: Teaching resources – Tes
Blooket	An online, game-based learning platform with lots of quiz options. It can be used in class with groups or individuals as well as outside of the classroom. To find out more, go to: Blooket – Fun, Free, Educational Games for Everyone
Quizlet	An online platform which features interactive flashcards, practice tests and study activities. They can be created by teachers and learners, or pre-made versions can also be used. To find out more, go to: Digital Flashcards & Revision Cards for Students Quizlet
Kahoot	Learners answer questions in interactive, multiple-choice quizzes, where they can compete with others. To find out more, go to: Kahoot! Learning games Make learning awesome!
Linguascope	A subscription-based, online language learning platform that provides interactive resources and materials for students and teachers of various languages. To find out more, go to: Linguascope

Resources required for assessment

Due to the demands of vocabulary and language patterns, assessors should have subject-specific expertise in language teaching and assessment.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

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