

International language *

(spoken) - 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 * (spoken) – 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 providing opportunities to use language relating to social activities orally in an international language.
Unit Summary	This unit supports learners in developing confident and purposeful spoken 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 talk and ask basic questions about leisure activities, places and transport, supported by visual prompts and structured repetition. They will also discuss simple interests and likes and dislikes. As learners progress to Levels 1 and 2, they may engage in more extended role-play, interviews, and scenario-based activities that reflect real-life situations in local, national, and international contexts. These learners will discuss shopping for food, menus and car hire, and use the past, present and future time frames, interacting 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 for Languages (CEFR). 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 undertaking this unit, learners will begin to understand the basic vocabulary needed to discuss details about social activities they undertake. Integral and cross cutting skills: Learners will have opportunities to develop their literacy skills, with an emphasis on speaking and listening. At Entry Level, learners will begin to use a range of topic-specific vocabulary to give simple answers orally. At Levels 1 and 2,

learners will begin to explain and give reasons for their answers. They will begin to expand their use of tenses and extend their sentence patterns into conversations. 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 can)	Assessment Criteria (the learner will)		
	Entry 1	Entry 2	Entry 3
LO1 Understand basic spoken information relating to social activities	E1 1.1 Identify familiar words relating to social activities in basic spoken communication.	E2 1.1 Recognise short phrases relating to social activities in basic spoken communication.	E3 1.1 Extract basic information relating to social activities in basic spoken communication.
LO2 Be able to give basic information orally about social activities	E1 2.1 Use familiar words to express simple needs or wishes relating to social activities. E1 2.2 Pronounce familiar words clearly enough to be understood in a familiar context.	E2 2.1 Use short phrases to express needs, wishes or basic information relating to social activities. E2 2.2 Pronounce some words within the phrases clearly and accurately.	E3 2.1 Use simple sentences to respond orally. E3 2.2 Pronounce most words within the sentences clearly and accurately.

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 can)	Assessment Criteria (the learner will)	
	Level 1	Level 2
LO1 Understand spoken information relating to social activities	L1 1.1 Identify key points and three details from predictable spoken language relating to social activities.	L2 1.1 Extract specific details from routine spoken language relating to social activities.
LO2 Be able to engage in a conversation relating to social activities	L1 2.1 Make simple spoken requests to express needs or wishes relating to social activities. L1 2.2 Use predictable questions to clarify basic information details relating to social activities.	L2 2.1 Participate in a short conversation relating to social activities, including additional relevant details and appropriate responses. L2 2.2 Use open questions to find out specific information relating to 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 (written), 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 the 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 • basic yes / no answers • please / thank you • time – hours • numbers – at least to 16 • basic question forms – how much / at what time / where

- adjectives to express size and opinions
- simple qualifiers, such as quite, very, really, sometimes, always
- expressing likes and dislikes
- context specific vocabulary for:
 - drinks and snacks
 - leisure activities and hobbies
 - places
 - transport.

At Entry Level 1, responses focus on single word answers to questions. Examples of words to respond needed at Entry Level 1 include, but are not limited to:

- *What would you like?* – item
- *What do you have?* – item
- *How much is it?* – price
- *Hello / Goodbye*
- *Please / Thank you*
- *At what time does it begin / end?* – Number only
- *Where do you play football / go swimming?* – Place.

At Entry Level 2 and 3, learners should know:

- time
- appropriate verbs in the present time frame (first- and third-person singular).

At Entry Level 2 and 3, one-word answers should be extended to short phrases. Examples of phrases needed at Entry Level 2 and 3 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 / it is spicy).
- *Where do you watch / play...?* – I watch at the... / I play at...
- *What time does it start / finish?* – At... (hour clock) / It starts at...

At Level 1 and 2, learners should know:

- greetings (formal and informal)
- time – 12- and 24-hour clock
- prices and quantities
- making requests
- locations (prepositions – in, to, near, at, by, for, since)
- question forms: how / when / where / what

- context specific vocabulary for:
 - drinks and snacks
 - leisure activities
 - shopping for food
 - places.

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

- *What is your name?* – My name is...
- *Where do you live?* – I live in...+ country
- *What is your e-mail / address / mobile phone number?* – It is...
- *When does the first / next / last...leave?* – It leaves at...
- *What do you think of sports? Why?* – I really like hockey because... / I don't like swimming because...
- *Who do you go with?* – I go with my...
- *How do you travel to work / school?* – I go by car / I take the bus / I walk to school.
- *What do you do in your free time?* – I play games / I like fishing / I go swimming.
- *What is your favourite hobby?* – I like playing with my computer / I go hiking with my friends / I play football every day.
- *What activity do you do after work / school?* – I chat with my friends / I like to go shopping / I often go to the gym.
- *How much is (amount)?* – It is (cost) per (weight).

Level 2 learners need to know:

- appropriate verbs relating to social activities in the present, past and future time frames
- frequency, such as often, already, last year, for two years, six hours, all day, every day
- future plans
- past activities
- context specific vocabulary for:
 - menu
 - car hire.

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

- *Please say that again*
- *Sorry I don't understand*
- *Please speak more slowly*
- *Would you like...?*
- *Can I have it with...?*
- *Say what type of car you require and for how many days*
- *Is insurance included?* – Yes, it is / No, it isn't
- *Is there a mileage charge?* – Yes, there is / No, there isn't
- *Say how many people are in your group* – There are ... people in my group.
- *Ask if there are child seats available.*

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 film titles in the assessed language to the English equivalents. From Entry Level 3, learners could choose one of the films and give a short opinion using a simple sentence (such as, “I like this film because...”). Learners could also match the activity to the place, such as film – cinema, football – park, swimming – leisure centre. Learners could also have a list of nouns relating to hobbies or activities, which they have to classify into types, such as sport, film, indoor activities, team sport. This could also be done for food, such as meat, vegetables, fruits, desserts, drinks.

Learners could 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 (for example, croissant, tea, sandwich, juice) to and from the assessed language. Learners could play an alphabet game, thinking of as many words as they can for each letter. Learners could also be asked to match prices in Euro to pictures of items (such as €1,50 with a cup of coffee) or match the written price with the numerical price. This could also be undertaken as a listening activity.

Learners could complete five questions of varying difficulty, plus a challenge question if appropriate, to recall what has been covered in prior lessons. These questions could focus on vocabulary relating to social activities, basic sentence structure, or simple translations from the assessed language. Activities could include matching social activities to locations, filling in missing letters in activities, or translating short phrases. Learners could also match the beginning and ending of sentences (e.g. I like yoga + because it is calming). Learners could also have a synonym activity with a list of 5 common adjectives (e.g. good, bad, interesting, boring, tiring), they are given the synonyms and learners must match them up. Learners could then be given simple sentences with the common adjectives, and they have to say or write them using a synonym. The same could be done with opposites or using qualifiers.

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 activities (such as easy, difficult, interesting, boring, busy). Phrases for giving opinions (such as “I would like...”, “This film is...”, “I don’t like...”) could be introduced at Level 1.

Learners could be expected to repeat new words and simple phrases orally and then take part 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, for gap-fill sentences or translating short café phrases. For differentiation, the first exercise could be with the correct number of missing words, the next could be with more words than gaps and then the third, no words and the learners would have to supply the missing word. Online tools such as Blooket, Quizlet or Kahoot could also be used, where appropriate.

Learner could also act out a role-play about social activities in pairs or groups of three. They could then write their own dialogues and act them out. The teacher could then give comprehension questions in English/Cymraeg to the rest of the class, based on the role-play acted out.

For a listening comprehension activity, the teacher could read aloud or play a short recording giving information about different associated social activities. Learners could listen and note down the key points or specific details in English/Cymraeg. At Entry Level 1 and 2, learners could be supported with a multiple-choice activity or a matching task. More able learners could be asked to identify both the subject and the reason or summarise a short conversation. The teacher could read out a passage with deliberate errors or deliberately mispronounce words, which learners have to identify, for example I like to play football with my fiends.

Learners could also 'spot the error'. The teacher describes an activity or hobby, but it contains an error that learners must identify, such as *you watch a film in a cinema, eat popcorn and where a swimsuit; you go to a cafe and drink coffee, eat pizza and play football*. Learners could be asked to prepare 3-4 sentences about an activity or hobby. They would then take it in turn 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: cinema, Learner 1: film, Learner 2: horror, Learner 3: popcorn. This could also be played as a memory game, such as 'Simon Says'. The teacher says something about an activity, Learner 1 repeats and adds something, Learner 2 repeats and add something, Learner 3 repeats and adds something.

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 Euro (for example, "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 (such as, "My favourite film is...", "I think it is..."). As 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.

For a listening comprehension activity, learners could 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. This could also be set in a cinema, a sports centre or a car hire office, all of which could utilise vocabulary associated with times, quantities, prices, dates and activities. 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.

Development Activities

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 use 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 then switch roles and continue with new hobbies or activities.

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 email students and ask about their likes and dislikes in relation to social activities. They could research and present differences between their school and the other, focussing on specific topics 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 booking, for example at a restaurant, a sports centre, to hire a car or in a cinema. 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 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 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.

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
- recording of practical demonstrations of evidence, such as dialogues
- completed multiple-choice worksheet
- teacher observation notes
- audio recording of candidate
- video recording of role-play
- video recording of a presentation.

Experiences

To provide a real-world context you could:

- create a link with a partner school to communicate via the internet. Pupils could use their previous research as a basis for questions about the various social activities they enjoy doing. This could be utilised for GCSE students and could also be extended to exchange visits if appropriate.
- ask native language speakers in the local community to come into school and be interviewed on social activities they enjoy or that are available in the local area.
- watch age and level-appropriate programmes in the chosen language. Learners could discuss the topics and give their opinions.

Resources and organisations

Resources required 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 whiteboards 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
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!
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

Linguscope	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: Linguscope The World's Number 1 Interactive Language Learning Platform for Schools
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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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