

Whales: ESOL unit standard 2986 (version 7)

Writers: ESOL Advisers, Teacher Support Services, Christchurch College of Education. Adapted to meet the requirements of version 7.

This assessment task assesses **one** of two tasks required by this unit standard.

NCEA LEVEL 2	
Unit standard	Elements and performance criteria
<p>Unit standard 2986, version 7</p> <p>Read information texts in familiar contexts (ESOL)</p>	<p>Element 1: Read information texts in familiar contexts (ESOL).</p> <p>Range: two texts, each from a separate familiar context.</p> <p>Performance criteria</p> <p>1.1 The main idea of the overall text is identified with reference to layout and any headings, illustrations, or diagrams.</p> <p>1.2 Main points and supporting detail in each text are identified.</p> <p>1.3 The effect on meaning of cohesive devices in the text is identified.</p> <p>Range: cohesive devices may include but are not limited to – repetition of key nouns, pronoun reference, conjunctions.</p> <p>1.4 The meaning of essential vocabulary as used in each text is given.</p> <p>Range: ten words.</p>

Unit standard 2986, version 7	
Read information texts in familiar contexts (ESOL)	
Level 2	4 credits
<p>This unit standard has one element: Element 1: Read information texts in familiar contexts (ESOL). Range: two texts, each from a separate familiar context.</p>	
<p>Conditions</p> <ul style="list-style-type: none">• All assessment activities must be conducted in English, which must not be the student's first language.• Understanding may be demonstrated by oral or written response.• Written responses need not be grammatically correct but errors must not interfere with meaning.• A bilingual and/or English dictionary but not an electronic translator may be used.• Assistance may be given to understand the requirements of the task.	
<p>Learning context</p> <p>Assessment should follow class activities in which the students have had the opportunity to become familiar with the topic and vocabulary through a range of listening, speaking and writing activities. The question types should also be familiar to the students and this can be achieved by including similar question types in the formative work. The <i>English Language Intensive Programme</i> (ELIP) Stage 2, has suggested teaching components, strategies, language features and sample texts on information report genre: 'Kiwi' (5c); 'Sharks' (5d); 'Kangaroos' (11c); 'Antarctica' (11d); 'New Zealand' (20c) and 'Drugs' (20d).</p>	
<p>Notes for Assessors</p> <ul style="list-style-type: none">• It is important that assessors and students are familiar with the requirements of the performance criteria and the special notes.• Each of the two texts should be assessed at a different time as part of a wider area of study.• Students should not have seen the text before the assessment activity.• Refer to your institution's policies before offering further assessment opportunities.• If resubmission takes place, the assessor should ensure that the correct answers are not inadvertently indicated prior to the resubmission opportunity. For example, in a true or false exercise, students should redo that part of the assessment on an unmarked copy.	

Student instructions

Unit standard 2986, version 7 Read information texts in familiar contexts (ESOL)	
Level 2	4 Credits
Element 1: Read information texts in familiar contexts (ESOL). Range: two texts, each from a separate familiar context.	
Task: Whales	
Conditions <ul style="list-style-type: none"> • Do this activity in class. • You may ask for help to understand the instructions. • You may use a bilingual and/or English dictionary but not an electronic translator. • Your spelling and grammar do not need to be perfect but your teacher needs to be able to understand what you mean. 	

Student checklist

In this assessment task you will need to show that you can do the following:	
Identify the main idea of the overall text using layout, and any headings, illustrations or diagrams.	1.1
Identify the main points and supporting detail in the text.	1.2
Identify the effect cohesive devices have on the meaning of the text. This may include: <ul style="list-style-type: none"> - repetition of key nouns e.g. an ant, the ant colony, ants - pronoun reference e.g. <i>it, they, these</i>. - conjunctions e.g. <i>because, and, or, but</i>. 	1.3
Give the meaning of ten important words from the text.	1.4

Reading text

Whales

Classification

Whales belong to a group called cetaceans. This group also includes dolphins and porpoises. There are many different species of whales such as humpback whales, orcas (or killer whales) and sperm whales.



Appearance

Whales are the biggest creatures that have ever lived on Earth. In fact some blue whales are 30m long. A baby blue whale can gain 90 kg every day. Whales also have a layer of fat under the skin known as blubber. This helps to keep them warm in the cold, deep water. When whales breathe they take in air through a blow-hole on the top of their heads. Instead of hands, they have flippers to help them turn. Instead of feet, whales have tail-flukes. They swim by moving their tail-flukes up and down.



Behaviour

Whales are mammals not fish. Their babies grow inside their mothers and are born alive. Whale babies drink their mothers' milk. The mothers protect the babies from danger until they can take care of themselves. Every year some whales go on a long journey. In winter they travel thousands of kilometres to warm waters to have their babies. In summer they migrate to cooler waters where they can find more food.



The Future

Many countries are now working hard to protect whales. However, some countries still kill whales for their valuable meat as well as their fat or oil.

Word count: 228

Student sheet: Assessment task

Unit standard 2986, version 7	
Read information texts in familiar contexts (ESOL)	
Level 2	4 credits

Name Date

Read the text and answer the questions below.

1.1 The main idea of the overall text is identified with reference to layout and any headings, illustrations and diagrams in the text.

1a. Which of the titles below could be the title for this text? Tick the title that shows the overall main idea of the text.

The dangers of whales	
How to protect whales	
Information about whales	
Why whales migrate	

1b. What things from the text make you think this? Think about the layout, headings and illustrations.

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1.2 Main points and supporting detail are identified.

Complete the chart by choosing from the list of main points and supporting detail below. Fill in the letter only. Some examples have been done for you.

- a. Most countries look after whales.
- b. Even baby whales can increase by 90 kg a day.
- c. Whales are mammals.
- d. Whales are still killed for meat and oil
- e. Whales belong to the Cetacean group.

Headings	Main points	Supporting detail
Classification	i)	Different kinds of whales include humpback whales, orcas (or killer whales) and sperm whales.
Appearance	Whales are very big.	ii)
Behaviour	iii)	Baby whales drink their mother's milk.
The future	iv)	v)

1.3 The effect on meaning of cohesive devices in the text is identified.

3a. Connectives

Whales belong to a group of mammals called cetaceans. **This** group also includes dolphins and porpoises. There are many different kinds of whales such as humpback whales, orcas (or killer whales) and sperm whales.

Whales are the biggest creatures that have ever lived on Earth. In fact some blue whales are 30m long. A baby blue whale can gain 90 kg every day. Whales also have a layer of fat under the skin known as blubber. **This** helps to keep **them** warm in the cold, deep water. When whales breathe they take in air through a blow-hole on the top of their heads. Instead of hands, **they** have flippers to help them turn.

Look at the underlined words in the text above. Put these words in the correct space below to match their effect on meaning.

adds more information	i)
gives an example	ii)
the time it happens	iii)
makes it clearer by telling us more	iv)

3b. Pronoun reference

Look at the words in **bold** in the text above. Choose the word or phrase that the pronoun refers to:

This (group)	i)
this	ii)
them	iii)
they	iv)

3a. Class and sub-class

Fill in the missing gaps to show you understand the relationships.

Different types of Cetaceans		
whales	i).....	ii).....

Different species of whales		
iii).....	No information given	No information given
orcas		
iv).....		
blue whale		

1.4 The meaning of essential vocabulary used in the text is given.

4a. Match the words with their meaning in the text. Choose from the list of words below. You may use a dictionary.

breathe gain valuable creatures blubber

Word	Meaning
i)	worth a lot of money
ii)	any living things that can move
iii)	take air into lungs and let it out
iv)	fat found in whales
v)	increase, become heavier

3b. Label the following parts on the picture of a whale below to show you understand the words.

- i) blow-hole ii) flipper iii) tail-fluke



4c. Choose the correct word to put in the spaces to show you understand the meaning.

- protects migrate species layer

Whales swim in a group and every year they i) _____ north from the ocean near Antarctica. They have a ii) _____ of fat on their bodies and this fat iii) _____ them from the cold temperatures in the southern oceans.

There are many different iv) _____ of whales but they are all mammals.