

Belonging (Listening): Unit standard 15007

Writers: Jenni Bedford and Breda Matthews

| NCEA LEVEL 2 | |
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| Unit standard | Elements and performance criteria |
| Unit standard 15007, version 5 Understand spoken information and instructions in familiar contexts (ESOL) | <p>Element 1: Understand spoken information in familiar contexts (ESOL).</p> <p>Range: three types of spoken texts.</p> <p>Performance criteria</p> <p>1.1 The purpose of the spoken text is identified.</p> <p>1.2 Specific information in the spoken text is identified.</p> <p>Range: at least three pieces of information for each text.</p> <p>Element 2</p> <p>Follow multi-step spoken instructions in familiar contexts.</p> <p>Range: two different contexts, each with three multi-step instructions.</p> <p>Performance criteria</p> <p>2.1 Tasks are completed according to instructions.</p> |

RESOURCES

Assessment activities for other unit standards that could be used in conjunction with unit standard 15007:

- Speaking: 'Belonging' (unit standard 1287)
- Reading: 'Belonging' (unit standard 2969)
- Writing: 'Belonging' (unit standard 3477)

Teacher guidelines

| Unit standard 15007, version 5 | |
|---|------------------|
| Understand spoken information and instructions in familiar contexts (ESOL) | |
| Level 2 | 4 credits |
| <p>This unit standard has two elements:</p> <p>Element 1: Understand spoken information in familiar contexts. Range: three types of spoken text.</p> <p>Element 2: Follow multi-step spoken instructions in familiar contexts. Range: two different contexts, each with three multi-step instructions.</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.• Texts may be repeated once only.• Texts must contain information that is relevant to the students.• Texts may be presented face-to-face or electronically.• Texts for element 1 must contain three to five points and must be appropriate to the spoken mode.• Texts for element 2 must use imperatives.• Student evidence for this assessment may be oral or written. However, responses must not be heard or observed by other students.• Where written assessment tasks are used, students must be given the time to read and seek clarification of the questions before the listening task begins.• Written responses do not have to be grammatically correct although errors must not interfere with meaning. <p>Learning contexts</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 (ELIP) Stage 2</i>, has suggested teaching components, strategies, language features and sample texts.</p> <p>Notes for Assessors</p> <ul style="list-style-type: none">• It is important to be aware of the special notes in the standard.• 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 when the scripts from the initial assessment are returned. For example, in a true or false exercise, students should redo that part of the assessment on an unmarked copy. | |

Student instructions: Element 1

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| Unit standard 15007, version 5 Understand spoken information and instructions in familiar contexts (ESOL) | |
| Level 2 | 4 credits |
| <p>This unit standard has two elements: Element 1: Understand spoken information in familiar contexts. Range: three types of spoken text.</p> | |
| <p>Conditions</p> <ul style="list-style-type: none"> • You will be given time to read the questions before you listen to the text. • You may check anything you don't understand about the questions before the assessment begins. • You will hear the text twice. • Do not ask questions during the spoken text. • You will be given time at the end of the assessment to check your answers. <p>Glossary Text means the spoken words you will listen to. Identify means to say what something is e.g. The main idea is ... Recording means an audiotape, video or CD.</p> | |

Student checklist: Element 1

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|---|-----|
| In this assessment task you will need to show that you can do the following things: | |
| Say what the purpose of the text is e.g. to ask for information. | 1.1 |
| Identify at least three pieces of information in each text by answering questions about what is said in the text. | 1.2 |

Teacher instructions and transcript: Element 1, task 1

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| Unit standard 15007, version 5 | |
| Understand spoken information and instructions in familiar contexts (ESOL). | |
| Level 2 | 4 credits |

Element 1: Understand spoken information in familiar contexts.

- Allow students time to read the questions and ask for help if needed.
- Read the text out loud.
- Allow a couple of minutes before reading the text a second time.
- Allow time for students to complete and/or check their answers.

Transcript: Element 1, task 1

Read the following to your students

- *Find task 1 and read the questions.*
- *Now listen to the text and complete these instructions.*

| | |
|-----------|---|
| Maryam: | Hi Dad, is that an enrolment form to vote in the election? |
| Mr. Khan: | <i>Yes, it is. I'm filling it in.</i> |
| Maryam: | Can anyone enrol to vote? |
| Mr. Khan: | <i>Yes, you can but you have to be a New Zealand citizen or resident.</i> |
| Maryam: | So, have you got a form for me? |
| Mr. Khan: | <i>No, you can't vote, Maryam.</i> |
| Maryam: | Why not? I'm a citizen too. My teacher says you have to enrol but that you don't have to vote. |
| Mr. Khan: | <i>Yes, but you have to be eighteen to vote and you're still only seventeen.</i> |
| Maryam: | But I will be eighteen by the time of the election so I want to fill in a form too. Where can I get one? |
| Mr. Khan: | <i>You can get one at a post shop or you can go to the website and download an enrolment form or I can get one for you.</i> |
| Maryam: | Great, I'll do it tomorrow. |

- *Now check your answers.*

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| Unit standard 15007, version 5 | |
| Understand spoken information and instructions in familiar contexts | |
| (ESOL) | |
| Level 2 | 4 credits |

Name Date

Element 1: Understand spoken information in familiar contexts.

- You will hear the text twice.
- Listen carefully and answer the questions while you listen.
- Check your answers.

Task 1.

1. Specific information in the spoken text is identified (1.2)

Answer the questions below

a. What is Mr. Khan doing?

.....

b. Who can vote in a New Zealand election?

.....

c. Do you have to enrol? Circle one answer. Yes / No

d. Where do you get enrolment forms?

.....

2. The purpose of the spoken text is identified (1.1)

What is the purpose of this text? Circle ONE answer.

The purpose of this text is:

- a. Maryam wants to become a New Zealand citizen.
- b. Maryam wants to learn about New Zealand elections.
- c. Maryam wants to get an enrolment form.
- d. Maryam wants to know when the election is

Teacher instructions and transcript: Element 1, task 2

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|--|------------------|
| Unit standard 15007, version 5 | |
| Understand spoken information and instructions in familiar contexts | |
| (ESOL) | |
| Level 2 | 4 credits |

Element 1: Understand spoken information in familiar contexts.

- Allow students time to read the questions and ask for help if needed.
- Read the text out loud.
- Allow a couple of minutes before reading the text a second time.
- Allow time for students to complete and/or check their answers.

Transcript: Element 1, task 2

Read the following to your students

- *Find task 2 and read the questions.*
- *Now listen to the text and complete these instructions.*

Today we are going to finish off our work on elections in New Zealand. While I am talking I want you to complete the worksheet I've given out.

The system of government we have in New Zealand is called a parliamentary democracy. There are elections every three years and everyone over the age of eighteen can vote in elections. The voting system we use in New Zealand is called MMP, which stands for Mixed Member Proportional representation. In this system you have two votes. The first is the party vote when you choose the political party you want to vote for. The second is the electorate vote when you choose your local member of parliament.

Now for homework I want you to use the results for the last general election to make a graph. You can draw your graph by hand or on a computer. You can use Word or Excel or another programme but your graph must be at least half a page in size.

- *Now check your answers.*

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| Unit standard 15007, version 5 | |
| Understand spoken information and instructions in familiar contexts | |
| (ESOL) | |
| Level 2 | 4 credits |

Name Date

Element 1: Understand spoken information in familiar contexts.

- You will hear the text twice.
- Listen carefully and answer the questions while you listen.
- Check your answers.

Task 2

1. Specific information in the spoken text is identified (1.2)

Answer the questions below.

a. What topic have the students been working on?

.....

b. What does the teacher want the students to do while they are listening?

.....

c. What must the students do for homework?

.....

d. How big must the graph be?

.....

2. The purpose of the spoken text is identified (1.1)

What is the purpose of this text? Circle ONE answer.

The purpose of this text is:

- a. to finish some work and tell the class what the homework is
- b. to finish what the class did in the last lesson
- c. to tell the class what the homework is
- d. to tell the class what they will study next week

Teacher instructions and transcript: Element 1, task 3

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| Unit standard 15007, version 5 | |
| Understand spoken information and instructions in familiar contexts | |
| (ESOL) | |
| Level 2 | 4 credits |

Element 1: Understand spoken information in familiar contexts.

- Allow students time to read the questions and ask for help if needed.
- Read the text out loud.
- Allow a couple of minutes before reading the text a second time.
- Allow time for students to complete and/or check their answers.

Transcript: Element 1, task 3

Read the following to your students

- *Find task 3 and read the questions.*
- *Now listen to the text and complete these instructions.*

| | |
|------------------|--|
| Shanali | Can you help me? I need some books for my social studies work. |
| <i>Librarian</i> | <i>What is the work on?</i> |
| Shanali | We're studying the New Zealand political system. |
| <i>Librarian</i> | <i>So you're in Mr. Keeling's class?</i> |
| Shanali | Yes, I am. |
| <i>Librarian</i> | <i>I'll just look at the computer. Okay, a lot of the books are already out because other students have already borrowed them.</i> |
| Shanali | But I need to do my homework by next week. What can I do? |
| <i>Librarian</i> | <i>Well, have you tried the reference section? We have some books there.</i> |
| Shanali | I looked there but the books were too hard. I couldn't understand the English. Do you have any easier books? |
| <i>Librarian</i> | <i>We have one book that might help and I'll put a request on the other books so that when they come back you can have them first.</i> |
| Shanali | Thank you. Is there any other way I can get books? |
| <i>Librarian</i> | <i>Why not try the local library? Do you know where it is?</i> |
| Shanali | Yes, I do. Thanks very much for your help. |

- *Now check your answers.*

| | |
|--|------------------|
| Unit standard 15007, version 5 | |
| Understand spoken information and instructions in familiar contexts | |
| (ESOL) | |
| Level 2 | 4 credits |

Name Date

Element 1: Understand spoken information in familiar contexts.

- You will hear the text twice.
- Listen carefully and answer the questions while you listen.
- Check your answers.

Task 3

1. Specific information in the spoken text is identified (1.2)

Answer the questions below.

a. Why does Shanali need to borrow some books?

.....

b. When does Shanali have to finish her homework by?

.....

c. Is Shanali able to read and understand the books in the reference section of the library? Circle yes or no.

Yes / No

d. Where else can Shanali find books for her homework?

.....

2. The purpose of the spoken text is identified (1.1)

What is the purpose of this text? Circle ONE answer.

The purpose of this text is:

- a. Shanali wants the librarian to explain homework.
- b. Shanali wants to take some books out of the library.
- c. Shanali wants help to find the right books for her homework.
- d. Shanali wants to know where the local library is.

Student instructions: Element 2

| | |
|--|------------------|
| Unit standard 15007, version 5 Understand spoken information and instructions in familiar contexts (ESOL) | |
| Level 2 | 4 credits |
| <p>This unit standard has two elements. Element 2: Follow multi-step spoken instructions in familiar contexts. Range: two different contexts, each with three multi-step instructions.</p> | |
| <p>Conditions</p> <ul style="list-style-type: none">• You will be given time to read the questions before you listen to the text.• You may check anything you don't understand about the questions before the assessment begins.• You will hear the instructions twice.• Do not ask questions during the spoken text.• As you listen, do what the instructions tell you to do.• You will be given time at the end of the assessment to check your answers. | |

Student checklist: Element 2

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|---|-----|
| In this assessment task you will need to show that you can do the following things: | |
| Listen and follow instructions to complete a task. | 2.1 |

Teacher instructions and transcript: Element 2, task 1

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|--|------------------|
| Unit standard 15007, version 5 | |
| Understand spoken information and instructions in familiar contexts | |
| (ESOL) | |
| Level 2 | 4 credits |

Element 2: Follow multi-step instructions in familiar contexts.

- Allow students time to read the questions and ask for help if needed.
- Read the text out loud.
- Allow a couple of minutes before reading the text a second time.
- Allow time for students to complete and/or check their answers.

Transcript: Element 2, task 1

Read the following to your students

- *Find task 1 and read the questions.*
- *Now listen to the text and complete these instructions.*

1. Find 1969 on the timeline and write the number 'twenty' at the end of the sentence.
2. Write Iriaka next to 1949. Spell the name correctly. Iriaka is spelt I-R-I-A-K-A
3. Write the word 'Women' next to 1919 and the word 'four' next to 1867.
4. Find 'New Zealand becomes the first country to give all women over the age of twenty-one the vote and write '1893' in the space.

- *Now check your answers.*

Unit standard 15007, version 5
Understand spoken information and instructions in familiar contexts
(ESOL)

Level 2 **4 credits**

Element 2: Follow multi-step spoken instructions in familiar contexts.

Name **Date**

| | |
|------|--|
| 1980 | |
| 1960 | 1974 The voting age is reduced to 18. 1969 The voting age is reduced to |
| 1940 | 1949 Ratana becomes the first Maori woman MP. |
| 1920 | 1933 Elizabeth McCombs becomes the first woman MP. 1919 Women are allowed to become Members of Parliament. |
| 1900 | |
| 1880 | New Zealand becomes the first country to give all women over the age of 21 the vote. |
| 1860 | 1879 All men over the age of 21 are given the vote. 1868 The first Maori elections are held. 1867 Maori seats are created in Parliament. |
| 1840 | 1854 The first Parliament meets in Wellington. 1840 The Treaty of Waitangi is signed. |

Teacher instructions and transcript: Element 2, task 2

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|--|------------------|
| Unit standard 15007, version 5 | |
| Understand spoken information and instructions in familiar contexts | |
| (ESOL) | |
| Level 2 | 4 credits |

Element 2: Follow multi-step instructions in familiar contexts.

- Allow students time to read the questions and ask for help if needed.
- Read the text out loud.
- Allow a couple of minutes before reading the text a second time.
- Allow time for students to complete and/or check their answers.

Transcript: Element 2, task 2

Read the following to your students

- *Find task 2 and read the questions.*
- *Now listen to the text and complete these instructions.*

1. On the dotted lines above the graph title write your name and the date.
2. Write the year 2008 on the dotted lines in the graph title.
3. Label the vertical axis 'Number of seats' and label the horizontal axis 'Political parties'.
4. Write the name of the party with the most seats next to the letter A below the graph.

- *Now check your answers.*

Unit standard 15007, version 5
Understand spoken information and instructions in familiar contexts
(ESOL)

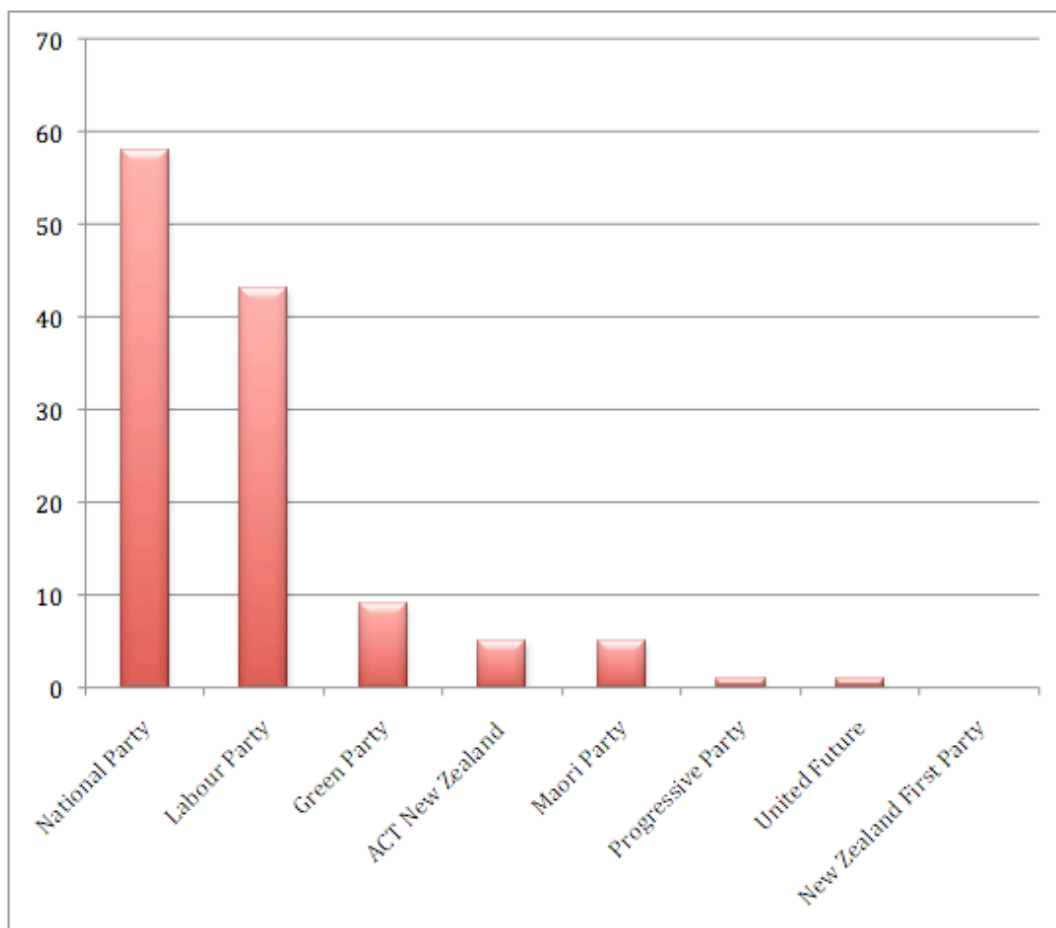
Level 2 **4 credits**

Element 2: Follow multi-step spoken instructions in familiar contexts.

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Election results in the election.

..... (vertical axis)



..... (horizontal axis)

A.