

<b>Title</b>	<b>Listen to and understand basic English language spoken texts in common everyday situations</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to listen to and understand basic English language spoken texts in common everyday situations at foundation level.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners who have a basic but limited command of English.</p>
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<b>Classification</b>	Languages > English Language
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (Foundation) (Level 1) [Ref: 1879].
- 2 It is recommended that:
  - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
  - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 3 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 4 The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate texts, task specifications and assessment conditions and can be found at <https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/>.
- 5 All assessment activities must be conducted in English, which must not be the learner's first language. Task instructions may be given in the learner's preferred language.
- 6 Assessment must be conducted in a highly supportive and familiar environment, in which the assessor speaks slowly and clearly, and affective barriers are minimised.

- 7 Learners need to be given time to read any written instructions and questions before the listening task. Clarification of task instructions may be requested by the learner, so long as this does not lead the learner to the correct answer.
- 8 Learners may use a bilingual and/or an English dictionary.
- 9 Learner's response may be oral or written or by non-verbal demonstration. If responses are oral or demonstrated, they must not be heard or observed by other learners. Responses may contain significant phonological or linguistic inaccuracies but must be recognisable. This standard assesses listening skills, not spoken, reading, or written skills.
- 10 Each spoken text for this standard:
- i must include at least three points by the speaker(s);
  - ii must contain information relevant to the learner;
  - iii must be appropriate to the spoken mode or a text designed for oral delivery;
  - iv must be repeated once only;
  - v may be supported by visual and non-verbal cues;
  - vi must be delivered in clear speech;
  - vii can be listened to face-to-face, or in pre-recorded audio or audio-visual format. If audio-visual materials are used, these must not include large amounts of written text.
  - viii must be guided by the first 500 words of the New General Service List  
<https://www.newgeneralservicelist.com/>.
- 11 Guidelines for preparing submissions for moderation can be found at  
<https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 12 Definitions  
*Basic spoken texts* refer to very short, spoken texts which use familiar everyday expressions and very basic phrases. These texts are related to self and family and areas of most immediate personal relevance.  
*Enquiries* refer to asking for information.  
*Requests* refer to asking for assistance or services.

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## Outcomes and performance criteria

### Outcome 1

Listen to and understand basic English language spoken texts in common everyday situations.

- Range two spoken texts: one informational text and one interactional text, each on a different topic and in a different context, assessed on separate occasions; informational text may include everyday announcements, warnings, simple advertisements; interactional text may include common everyday enquiries and/or requests.

## Performance criteria

1.1 Basic information is identified to demonstrate understanding of spoken text.

Range at least three items of information for each text.

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<b>Planned review date</b>	31 December 2029
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### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 March 2018	31 December 2026
Review	2	29 August 2024	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>

### Comments on this unit standard

Please contact NZQA National Qualifications Services at [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.