

<b>Title</b>	<b>Demonstrate understanding of simple spoken texts in everyday situations (EL)</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	<p>This unit standard is for people for whom English is an additional language.</p> <p>People credited with this unit standard are able to demonstrate understanding of simple spoken texts in everyday situations (EL).</p>
----------------	--

<b>Classification</b>	Languages > English Language
-----------------------	------------------------------

<b>Available grade</b>	Achieved
------------------------	----------

<b>Prerequisites</b>	Unit 30978, <i>Demonstrate understanding of basic spoken texts in common everyday situations (EL Foundation)</i> , or demonstrate equivalent knowledge and skills.
----------------------	--

---

## Guidance Information

- 1 *English Language (EL)* refers to the acquisition of English as an additional language.
- 2 This unit standard is at a level comparable to the Common European Framework of Reference (CEFR) A2. It is intended for learners who have a basic command of English. A structured overview of all CEFR related scales can be found at <http://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 3 This unit standard may contribute to the New Zealand Certificate in English Language (Level 1) [Ref: 1880]. The requirements of this standard are consistent with the *NZCEL Guiding Document*. This document includes guidelines relating to appropriate texts, task specifications and assessment conditions and can be found at <http://www.nzqa.govt.nz>.
- 4 All assessment activities must be conducted in English, which must not be the candidate's first language.
- 5 Assessment must be conducted in a supportive and familiar environment, in which the assessor may occasionally repeat or rephrase information, and affective barriers are minimised. Spoken information and interactions may be supported by visual cues.
- 6 Candidates 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

candidate, so long as this does not lead the candidate to the correct answer.

- 7 The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.
- 8 It is recommended that:
  - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
  - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 9 Candidates may use a bilingual and/or an English dictionary, but not electronic devices to understand task instructions.
- 10 Candidate'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 candidates. Responses may contain significant phonological or linguistic inaccuracies, but must be recognisable. This standard assesses listening skills, not spoken, reading or written skills.
- 11 Each spoken text for this unit standard:
  - i must be approximately half to one minute in length;
  - ii must be appropriate to the spoken mode or a text designed for oral delivery;
  - iii may be supported by visual cues or non-verbal cues;
  - iii must be repeated once only;
  - iv must be delivered in clear standard speech in a familiar accent;
  - v can be presented 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.
- 12 For the purposes of moderation, if the candidate's response is oral or demonstrated, the assessment must be recorded audio-visually. Recorded work must not be edited. Guidelines for digital visual submissions be found in *Preparing digital visual submissions for moderation*, accessed at: <http://www.nzqa.govt.nz>.
- 13 Definitions

*Simple spoken texts* refer to short spoken texts which use sentences and frequently used expressions related to areas of immediate relevance.

*Enquiries* refer to asking for information.

*Requests* refer to asking for assistance or services.

Specific information refers to discrete items for example, dates, times, places.

---

## Outcomes and performance criteria

### Outcome 1

Demonstrate understanding of simple spoken texts in everyday situations (EL).

Range minimum of 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 but is not limited to – announcements, warnings, news items;  
 interactional text may include but is not limited to – everyday enquires and requests.

### Performance criteria

1.1 Understanding of simple spoken text is demonstrated by identifying specific information.

Range minimum of five pieces of information for each text.

<b>Planned review date</b>	31 December 2023
----------------------------	------------------

### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 March 2018	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0226
--	------

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

### Comments on this unit standard

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