

<b>Title</b>	<b>Read and understand words and phrases in common everyday texts (EL Foundation)</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>5</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 read and understand words and phrases in common everyday texts (EL Foundation).</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 *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) A1. It is intended for learners who have a basic but limited 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 (Foundation) (Level 1) [Ref: 1879]. The requirements of this standard are consistent with the *NZCEL Guiding Document*. This document includes guidelines relating to appropriate text, 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. Task instructions may be given in the candidate's preferred language.
- 5 Assessment must be conducted in a highly supportive environment, where assessors assist the learners to understand the requirements of the task, where required, and reduce affective barriers.
- 6 The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.

- 7 It is recommended that:
- the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the candidate;
  - assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 8 Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- 9 Candidate's responses may be oral, written or non-verbal e.g. demonstrating or carrying out written instructions, as relevant and appropriate. Responses may contain phonological, textual or linguistic errors and inaccuracies, but these must not obscure meaning. This standard assesses reading skills, not spoken or written skills.
- 10 A range of item response types must be used across tasks. This may include, but is not limited to – short answer questions, multiple-choice, true/false, sorting, matching, gap-fill.
- 11 For this unit standard, texts:
- must each be approximately 50 –100 words;
  - any complementary illustrations or diagrams must be placed so that the relationship between text and illustration is clear to the candidate;
  - must be very familiar and relevant but must not have been seen by the candidates prior to the assessment;
  - may be abridged versions designed for candidates;
  - must be guided by the first 500 words of *the New General Service List*.
- 12 Reference  
Browne, C., Culligan, B., Phillips, J. (2013). *New General Service List*, Cambridge University Press.
- 13 Definitions  
*Everyday contexts* are of immediate need and relevance to the candidate e.g. self, family, home, daily routines.  
*Essential vocabulary* refers to vocabulary that is necessary to understand the text, typically content words and phrases that relate to the topic.  
*Key information*, for the purposes of this unit standard, refers to the most important information in texts.  
*Read*, for the purposes of this unit standard, means that the candidate can extract meaning from written or printed text. This is a separate skill from reading aloud, which is a presentation skill.

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## Outcomes and performance criteria

### Outcome 1

Read and understand words and phrases in common everyday texts (EL Foundation).

Range minimum of two texts, assessed on separate occasions;  
text types may include but are not limited to – notices, personal communication, forms, advertising materials, descriptive texts.

**Performance criteria**

- 1.1 Key information is obtained from the text.  
Range three pieces of information.
- 1.2 The meaning of essential vocabulary as used in each text is identified.  
Range six words and/or phrases.

<b>Replacement information</b>	This unit standard replaced unit standard 27979.
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<b>Planned review date</b>	31 December 2023
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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	N/A

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