

<b>Title</b>	<b>Read and understand a straightforward text on a familiar topic (EL)</b>		
<b>Level</b>	<b>2</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 a straightforward text on a familiar topic (EL).</p>
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<b>Classification</b>	Languages > English Language
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<b>Available grade</b>	Achieved
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<b>Prerequisites</b>	Unit 30994, <i>Read and understand simple texts in everyday contexts (EL)</i> , or demonstrate equivalent knowledge and skills.
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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) mid B1. It is intended for learners who are developing independence in 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 2) [Ref: 1881]. 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.
- 5 Assessment must be conducted in a supportive environment. Candidates may request assistance to understand the requirements of the assessment tasks.
- 6 The assessor must be satisfied that the candidate can independently demonstrate competence against the unit standard.

- 7 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.
- 8 Candidates may use a bilingual and/or an English dictionary, but not electronic devices.
- 9 Candidate's responses may be oral or written, 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/not given, sorting, matching, gap-fill.
- 11 For this unit standard, texts:
- i must each be approximately 350-450 words;
  - ii must use simple and compound sentences, and may include complex sentences;
  - iii may have complementary illustrations or diagrams placed so that the relationship between text and illustration is clear to the candidate;
  - iv must be familiar and relevant but must not have been seen by the candidate prior to the assessment;
  - v may be abridged versions designed for candidates;
  - vi must be guided by the first 1500 words of *New General Service List*.
- 12 Reference  
Browne, C., Culligan, B., Phillips, J. (2013). *New General Service List*, Cambridge University Press.
- 13 Definitions  
*Description* refers to a description of place, person or thing, beginning with a general statement of topic, followed by detail.  
*Essential vocabulary* refers to vocabulary that is necessary to understand the text, typically content words that relate to the topic.  
*Information* text refers to writing that classifies and presents information. It contains a logical sequence of facts that are stated without any personal involvement.  
*Main idea* refers to the most important or central thought of a paragraph or larger section of text.  
*Recount* refers to the retelling of past events. It contains an orientation, record of events in a clear chronological sequence, and reorientation, using past tense verb forms.  
*Specific information* refers to discrete items, for example dates, times, places, names, prices, percentages, numbers, measurements, acronyms, addresses (including web addresses).  
*Straightforward text* refers to a text which is uncomplicated in terms of their content and structure.

## Outcomes and performance criteria

### Outcome 1

Read and understand a straightforward text on a familiar topic (EL).

Range text type may include but is not limited to – description, information text, recount.

### Performance criteria

1.1 The main idea or purpose of the overall text is identified.

1.2 Specific information is identified.

Range six pieces of information.

1.3 Connections between details are identified.

Range connections may include but are not limited to – causal, sequential, exemplification.

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

Range ten words and/or phrases.

<b>Replacement information</b>	This unit standard replaced unit standard 27983.
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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.