

Title	Read and understand simple texts in everyday contexts (EL)		
Level	1	Credits	5

Purpose	<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 simple texts in everyday contexts (EL).</p>
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Classification	Languages > English Language
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Available grade	Achieved
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Prerequisites	Unit 30993, <i>Read and understand words and phrases in common everyday texts (EL Foundation)</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) 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 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, sorting, matching, gap-fill.
- 11 For this unit standard, texts:
- i must each be approximately 200-250 words;
 - ii may have complementary illustrations or diagrams. If so, these must be placed so that the relationship between text and illustration is clear to the candidate;
 - iii must be familiar and relevant but must not have been seen by the candidates prior to the assessment;
 - iv may be abridged versions designed for candidates;
 - v must be guided by the first 1000 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.
Everyday contexts are of immediate need and relevance to the candidate e.g. self, family, home, daily routines.
Information text refers to writing that classifies and/or presents information that is stated without any personal involvement.
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.
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).

Outcomes and performance criteria

Outcome 1

Read and understand simple texts in everyday contexts (EL).

Range minimum of two texts, assessed on separate occasions;
text types may include – description, information text, recount.

Performance criteria

1.1 Key information is obtained from the text.

Range information from a description or information text includes – main ideas and specific information;
information from a recount includes – participants, setting, sequence of events;
minimum of five pieces of information.

1.2 The meaning of essential vocabulary as used in each text is identified.

Range minimum of eight words and/or phrases.

Replacement information	This unit standard replaced unit standard 27982.
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Planned review date	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

Consent and Moderation Requirements (CMR) reference	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 if you wish to suggest changes to the content of this unit standard.