

Cycling Commuters: ESOL unit standard 17364 (version 4)

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This assessment task assesses **one** of two tasks required by this unit standard.

NCEA LEVEL 3	
Unit standard	Elements and performance criteria
<p>Unit standard 17364, version 4</p> <p>Read persuasive texts (ESOL)</p>	<p>Element 1: Read persuasive texts (ESOL).</p> <p>Range: two complete texts each from a different context.</p> <p>Performance criteria</p> <p>1.1 The main issue and the writer’s point of view are identified.</p> <p>1.2 Arguments and supporting evidence are identified and linked.</p> <p>1.3 Cohesive devices and their meanings are identified.</p> <p>Range: at least two lexical cohesive devices, which may include but are not limited to – repetition of nouns, use of synonyms; at least two grammatical cohesive devices, which may include but are not limited to – pronouns, references, conjunctions.</p> <p>1.4 Persuasive language and its meanings are identified.</p> <p>Range: persuasive language may include but is not limited to – modality, quantifiers, emotive language, rhetorical questions, repetition of phrases.</p> <p>1.5 The meaning of essential vocabulary is given.</p> <p>Range: ten words</p>

Teacher guidelines

Unit standard 17364, version 4	
Read persuasive texts (ESOL)	
Level 3	4 Credits
<p>This unit standard has one element: Element 1: Read persuasive texts (ESOL). Range: two complete texts, each from a separate context.</p>	
<p>Conditions</p> <ul style="list-style-type: none">• All assessment activities must be conducted in English, which must not be the student's first language.• Student responses may be oral or written.• Written responses need not be grammatically correct, but errors must not interfere with meaning.• Students may use an English dictionary but not an electronic translator.• Assistance may be given to understand the requirements of the task.	
<p>Learning contexts</p> <p>Students should be assessed after they are familiar with the topic. By reading on topics with a similar text type and structure students will become familiar with the text structure and language features of persuasive texts.</p> <p>The <i>English Language Intensive Programme</i> (ELIP) Stage 3 has suggested teaching components, strategies and language features for this text type: e.g. '<i>Recreational drugs should not be legalised.</i>' ELIP 9(c). However it should be noted that these ELIP texts do not meet the length requirements for this unit standard, refer to special note 5i.</p>	
<p>Notes for Assessors</p> <ul style="list-style-type: none">• It is important assessors and students are familiar with the requirements of the performance criteria and the special notes.• Each of the two texts should be assessed at a different time as part of a wider area of study.• This assessment activity should follow class activities in which the students have had the opportunity to become familiar with the topic through a range of listening, speaking, reading and writing activities. The context and vocabulary should be familiar to the student.• The question tasks should also be familiar to the students and this can be achieved by including similar question types in the formative work.• Students should not have seen the text before the assessment activity.• Refer to your institution's policies before offering further assessment opportunities.• If resubmission takes place, the assessor should ensure that the correct answers are not inadvertently indicated prior to the resubmission opportunity. For example, in a true or false exercise, it would be inappropriate to indicate the correct answers on the student's script.	

Student instructions

Unit standard 17364, version 4
Read persuasive texts (ESOL)
Level 3
4 Credits
Element 1: Task – Cycling Commuters
<ul style="list-style-type: none"> ▪ Do this activity in class. ▪ You may ask the teacher to explain the instructions. ▪ You may use an English dictionary but not an electronic translator. ▪ Your spelling and grammar do not need to be perfect but your teacher needs to be able to understand what you mean.

Student Checklist

In this assessment task you will need to show that you can do the following.

Say what you think the main issue of the text is.	1.1
Say what you think the writer's point of view is.	1.1
Find arguments and supporting evidence in the text.	1.2
Link arguments with the correct pieces of supporting evidence.	1.2
Find examples of cohesive devices and explain their meaning. Cohesive devices could include: <ul style="list-style-type: none"> - repetition of nouns e.g. <i>Alcoholic, alcohol</i> - use of synonyms e.g. <i>dangerous, harmful, destructive</i> - pronoun reference e.g. <i>They are causing...</i> - conjunctions e.g. <i>Although many people ...</i> 	1.3
Find examples of persuasive language and identify their meaning. Examples of persuasive language could include: <ul style="list-style-type: none"> - modal verbs e.g. <i>must, should</i> - quantifiers e.g. <i>all, every, many</i> - emotive language e.g. <i>devastating, abusive</i> - rhetorical questions e.g. <i>So, what can we do to prevent alcohol abuse?</i> - repetition of phrases e.g. <i>We know that these drugs... In addition these drugs ...</i> 	1.4
Give the meaning of important vocabulary from the text.	1.5

Reading text

Cycling Commuters

Paragraph 1

Picture this familiar scene in Auckland: queues of cars bumper to bumper, scarcely moving along the motorways into the city in the morning and out of the city in the evening. With the exception of Wellington, where many people travel by train or bus, driving to work is the most common method of transport in most parts of New Zealand. Too many school children in New Zealand are driven to school as well, or older students drive themselves. Some use public transport, a few walk and even fewer cycle, yet not so many years ago secondary school students biked to school. Many schools still have the long, covered bike sheds, largely unused today.

Paragraph 2

Can we put back the clock? Can we once again bring back pedal power? This might seem like a return to the dark ages for some who believe that access to a car is a mark of progress. A teenage driver now feels like an adult. Driving a car suggests affluence, and some like to display their affluence for others to see. It is also a fast means of transport, but only in some situations - and provides protection from the weather. It can be sociable; a driver with a full licence can offer a lift to friends. It may also appear to be safer than riding a bicycle but the problem is that the more cars there on the roads, the more dangerous it is for cyclists as well as for other drivers.

Paragraph 3

So why should people be encouraged to return to cycling? The main reason is the environmental one. Cycling does not fill the air with noxious fumes or annoying sounds from engines or loud music. In the unlikely event of a cyclist wanting to listen to music, there are always earphones. Cycling is a clean, quiet activity that does not conflict with enjoyment of the environment. Nor does it contribute to the greenhouse effect. Another environmental argument is the fact that we face the end of fossil fuels in the next twenty or thirty years. Meanwhile the price of petrol will increase sufficiently to force people to look for alternative forms of energy. It will be many years down the track before a viable, cheap alternative is found, if at all. We may be facing the end of our love affair with the motor vehicle. We will be forced to change our ways.

Paragraph 4

Cycling is also a healthy and a cheap alternative. Instead of enrolling at a gym to get fit, it takes much less time and money to get fit on the way to work or school. It can also be enjoyable especially if cyclists can choose quiet streets. Fresh air and exercise means that cyclists arrive at work or school keen and alert. Besides New Zealand has a relatively mild climate for cycling even in winter. Cycling enthusiasts put on wet weather gear so that they can cycle all year round although others may choose public transport on those days.

Paragraph 5

At the moment, our city leaders are looking at improving public transport as a means of getting people out of their cars. This is a sensible idea. We will always need public transport even if more and more people choose to cycle. We not only have to have better public transport but we also need a change in attitudes so that people in business suits who never catch a bus might discover that they can read the paper on the way to work while leaving the driving to the professional bus drivers.

Paragraph 6

We also need a change in attitude to encourage people to cycle. It is not fashionable these days to ride a bike to school or work these days. Teenagers are especially affected by attitudes of their peers and find it hard to take an unpopular stand. Girls' uniforms may have to change or at least the way that some girls wear their uniforms, with skirts down to the ankles. Kilts, which are common in some schools, are so full they catch in the spokes of the back wheel. It will take some attractive role models to provide an example before we can start to encourage teenagers to cycle. Perhaps Shortland Street can provide the right role models to bring about a change.

Paragraph 7

Even so, we still need to encourage adults to cycle to work as they used to. Some do but they are a very small minority. Admittedly, it can be dangerous when cycles and cars are together on the road and something needs to be done about that first. When the Land Transport Authority decides on new roading, the priority should be to provide separate cycle paths. Building more and more motorways is not the answer to the traffic problem. When suburban streets are improved, again the priority should be to provide cycle ways.

Paragraph 8

There are many other ways that cities can be adapted for cycling. Separate traffic signals for cyclists, shortcut paths through parks, plenty of cycle stands all help but drivers must be educated too so that they take much more care around cyclists. With an increase in the number of cyclists and a decrease in the number of cars, cyclists will be easier to see on the road. Finally in the future, cyclists might be recognised as legitimate, even valued, road users.

Assessment task

Level 3	Unit standard 17364, version 4 Read persuasive texts (ESOL)	4 Credits
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Name Date.....

Read the text and answer the questions below.

1.1 The main issue and the writer's point of view are identified.

1a. What is the main issue and the writer's point of view about this topic?
Complete the sentence below.

The main issue is

.....

1b. The writer's point of view on this topic is that

should.....

1c. Choose a phrase or sentence from the text that supports your answer and
write it below.

.....

.....

.....

1.2 Arguments and supporting evidence are identified and linked.

2. Put these arguments and supporting evidence into the correct place on the chart on p.8. Write the correct letter in the chart. Some examples have been done for you.

a	Cyclists can use their bicycles all year if they wear wet weather gear.
b	Cycling is healthy and cheaper and enjoyable.
c	Cycling doesn't cause damage to the environment.
d	People's attitudes to cycling need to change.
e	People drive to work in most New Zealand cities and towns.
f	Schools still have unused bike sheds.
g	There needs to be separate cycle paths and also separate traffic signals, shortcut paths through parks and cycle stands.
h	Business people might discover they can read the paper on the bus while on their way to work.
i	There are many benefits to driving a car.
m	Role models might encourage a change in attitude.

Arguments	Supporting information	Supporting examples
New Zealanders use cars more than any other transport.	i) School children don't usually walk to school.	In Auckland, there are traffic jams. ii)
iii)	Driving a car is faster, provides protection from weather, is more sociable and may be safer.	A driver with a full licence can give a lift to friends.
Cycling is good for the environment.	iv) Cycling doesn't use petrol.	
v)	It takes less time and money to get fit. New Zealand has a good climate for being outdoors.	vi)
We need to change the way we think about public transport so that people don't use their cars so much.	Even if more people choose to cycle we will always need public transport.	vii)
viii)	It isn't 'cool' to ride a bike to school or work and we may need to change school uniforms.	ix)
It is important to provide better facilities for cyclists and educate people so that cycling isn't so dangerous.	x) Drivers must be educated to take more care around cyclists.	

1.3 Cohesive devices and their meanings are identified.

3a. Pronouns

Write the noun or phrase the pronouns refer to.

i) It is also a fast means of transport. (paragraph 2)	'It' refers to.....
ii) may choose public transport on those days. (paragraph 4)	'those' refers to.....
iii) This is a sensible idea. (paragraph 5)	'This' refers to.....
iv) Some do but they are a very small minority. (paragraph 7)	'they' refers to.....

3b. Connectives

Match these sentence beginnings with their meanings as used in this text.

Write the answer in the middle column.

Sentence beginnings		Meanings
i) With the exception of (paragraph 1)	.....	a) It is true that
ii) Nor does it (paragraph 3)	.....	b) Another reason
iii) Meanwhile (paragraph 3)	.....	c) Another point
iv) Besides (paragraph 4)	.....	d) Not including; this is a difference
v) Admittedly (paragraph 7)	.....	e) At the same time

3c. Lexical cohesion

Find all of the words that are to do with different types of transport in the text and put them in the correct category below. One example is done for you.

Public transport	Private transport
bus	ii)
i)	iii)

3d. Lexical cohesion

i) In paragraph 8 which word is repeated several times? Include the different forms of this word.

.....

ii) Explain why the writer repeats this word in this final paragraph.

The writer repeats this word because.....

.....

.....

1.4 Persuasive language and its meaning is identified.

4a. Modal verbs

There are many other ways that cities **can** be adapted for cyclists. Separate traffic signals for cyclists, shortcut paths through parks, plenty of cycle stands all help but drivers **must** to be educated too so that they take much more care around cyclists. With an increase in the number of cyclists and a decrease in the number of cars, cyclists **will** be easier to see on the road. Finally in the future, cyclists **might** be recognised as legitimate, even valued, road users.

Look at the modal verbs in bold in the text above. Is the writer taking a strong or weak position to express his/her viewpoint? Place the modal verbs in the correct below.

Strong position	Weak position
i)	iii)
ii)	iv)

4b. Rhetorical questions

Find an example of a rhetorical question from the text.

Copy it below and write the paragraph number that it comes from.

i).....

Why does the writer use this rhetorical question?

ii)

.....

.....

4c. Quantifiers

Too many school children in New Zealand are driven to school as well, or older students drive themselves. **Some** use public transport, **a few** walk and **even fewer** cycle, yet not so many years ago **most** secondary school students biked to school. **Many** schools still have the long covered bike sheds, largely unused today.

Quantifiers tell us how many, or how much. Put the following quantifiers in bold in the text above in order from the least number to the greatest number. One example has been done for you.

Quantifiers (from least to greatest)

	even fewer
i)	
ii)	
iii)	
iv)	
	most

vi) How does the writer use the quantifier 'too many' to persuade us?

.....

.....

1.5 Meaning of essential vocabulary in each text is given.

Match the words with the correct meanings as used in the text by circling the correct meaning.

i) access (paragraph 4)	a. entering a building b. the opportunity to use something c. the opportunity to see someone
ii) the dark ages (paragraph 4)	a. a time when people didn't have machines b. night time c. winter days
iii) affluence (paragraph 4)	a. maturity b. progress c. wealth
iv) a lift (paragraph 4)	a. a ride b. an elevator c. a rise in spirits
v) noxious fumes (paragraph 5)	a. poisonous smoke b. other traffic c. loud music
vi) conflict (paragraph 5)	a. an argument b. clash c. difference
vii) face the end (paragraph 6)	a. coming to the of something b. argue about the end c. regret it finishing
viii) an enthusiast (paragraph 7)	a. a person who is keen on something b. a feeling of excitement c. part of a cycle
ix) an unpopular stand (paragraph 9)	a. not sitting b. a viewpoint most people do not like c. a place where not many bicycles are kept
x) role models (paragraph 9)	a. different kinds of bicycles b. small bicycles made from cardboard c. people you admire and want to copy
xi) priority (paragraph 10)	a. using the right lane b. most important c. worried
xii) recognised as legitimate (paragraph 11)	a. seen as having rights b. to have a legal birth c. believed to be valuable

Assessment schedule: Task - Cycling Commuters

Unit standard 17364, version 4		
Read persuasive texts (ESOL)		
Level 3	4 credits	
Element 1: Read persuasive texts (ESOL). Range: two complete texts, each from a separate context.		
PC	Evidence	Judgement
1.1	<p>1a. Answer is similar to: The main issue is that too many people <i>use cars (to get to work and school)</i>.</p> <p>1b. Answer is similar to: <i>The writer's main point of view is that more people should cycle / be encouraged to cycle.</i></p> <p>1c. Any phrase or sentence from the text that supports the above e.g. <i>We also need a change to encourage people to cycle.</i></p>	<p>The main idea and the writer's point of view are identified.</p> <p>All correct.</p>
1.2	<p>2. Correct answers are:</p> <ul style="list-style-type: none"> i) e ii) f iii) i iv) c v) b vi) a vii) h viii) d ix) m x) g 	<p>Arguments and supporting evidence are identified and linked.</p> <p>Eight out of ten answers are correct.</p>
1.3	<p>3a. Grammatical cohesion</p> <ul style="list-style-type: none"> i) a car / driving ii) wet days iii) improving public transport iv) adults who cycle to work <p>3b. Grammatical cohesion</p> <ul style="list-style-type: none"> i) d ii) b iii) e iv) c v) a 	<p>Cohesive devices and their meanings are identified.</p> <p>3a. Three out of four answers are correct.</p> <p>3b. Both answers are correct.</p>

	<p>3c. Lexical cohesion</p> <ul style="list-style-type: none"> i) train ii) car iii) bicycle <p>3d. Lexical cohesion</p> <ul style="list-style-type: none"> i) cycling, cyclists, cycle <p>Answer is similar to:</p> <ul style="list-style-type: none"> ii) To emphasise the argument / to persuade the reader that people need to be encouraged to cycle 	<p>3c. Two out of three answers are correct. Q ii & iii in any order.</p> <p>3d.</p> <p>Q i) Any two of three words.</p> <p>Q ii) Any reasonable answer that focuses on the importance of cycling.</p>
1.4	<p>4a. Modal verbs</p> <ul style="list-style-type: none"> i) must ii) will iii) can iv) might <p>4b. Rhetorical questions</p> <ul style="list-style-type: none"> i) Any of the following: <i>Can we put back the clock? Para 3</i> <i>Can we once again bring back pedal power? Para 3</i> <i>So why should people be encouraged to return to cycling? Para 5</i> ii) Any answer that includes one of the following: <i>The writer asks this question to get us to think first about what is to follow/</i> <i>The writer is encouraging us to answer the question ourselves as we read/</i> <i>The writer is trying to persuade us to think about the benefits of returning to cycling/</i> <i>The writer is emphasising his/her point of view.</i> <p>4c. Quantifiers</p> <p>Answers are:</p> <ul style="list-style-type: none"> i) fewer ii) some iii) many iv) too many <p>v) Answer similar to: The writer wants to emphasise the need for school children to walk or cycle to</p>	<p>Persuasive language and its meaning are identified.</p> <p>4a. Three out of four answers are correct. Q.i) & ii) and Q.iii) & Q.iv) in any order.</p> <p>4b.</p> <p>Q.i) Any one of the three possible questions.</p> <p>Q.ii) Any answer that covers one of the reasons given in a similar manner.</p> <p>4c.</p> <p>Q. i) – iv) Three out of four answers are correct.</p> <p>Q.v) Answer is correct.</p>

	school.	
1.5	<p>Answers are:</p> <ul style="list-style-type: none"> i) b ii) a iii) c iv) a v) a vi) b vii) a viii) a ix) b x) c xi) b xii) a 	<p>The meaning of ten items of essential vocabulary is given.</p> <p>Ten out of twelve answers are correct.</p>

