

Write your name here:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle your teacher’s code.

BKR JNE MPH

**Intermediate English for Speakers of Other Languages.**

**Summative Assessment Task (SAT)**

**Term 2, 2014**

**US27983v1**

**Read and understand simple texts on familiar topics.**

level 2

8 credits.

# This is PART ONE of the assessment for this achievement standard.

# You should spend **45 minutes** completing this assessment.

This is an assessment of your ability to read and understand simple written text.

Write in **blue** or **black ink** ONLY.

Write your answers in the spaces provided.

You can use a **printed dictionary** for this assessment.

You CANNOT use any electronic or digital devices or technologies in this assessment.

You can ask your teacher to help you understand written instructions in this assessment.

Read the tasks carefully **before** you read the text.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Achievement Criteria** (for assessor’s use only)

|  |
| --- |
| **Achievement** |
| Students who achieve this unit standard are able to read and understand simple texts on familiar topics (EL). |

Range check: This is ONE of two simple texts students must read and understand. Students will be assessed on another text of a different text type, in another unit during the course.

**Evidence requirements**

|  |  |  |
| --- | --- | --- |
| 1.1 | The main idea or purpose of the overall text is identified. | N or A |
| 1.2 | Specific information, which is key to understanding each text is located, and the meaning is identified. | N or A |
| 1.3 | Connections between essential details are identified.  The range may include cohesive devices and verb forms. | N or A |
| 1.4 | The meanings of essential vocabulary, as used in the text, are identified. | N or A |

Overall level of performance:

This year you studied English in the context of the unit “Getting to Know Auckland”.

Complete ALL of the tasks below. The text you must read is on page 4.

▶ **Task 1.**

*Identify* the **main purpose** of this text.

*Circle* the letter of the statement that *identifies* the main purpose and idea of the text.

1. The text describes the important Pacific Island cultures that live in Auckland.
2. The text describes information about an event that celebrates cultures in Auckland.
3. The text describes information about life in Pacific Island villages.
4. The text explains why Pasifika people came to live in Auckland.

* ER1.1 You identify the purpose of the text.

▶ **Task 2.**

*Identify* the answers to the questions below. Write them in the spaces provided.

1. Where does the Pasifika Festival take place each year?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In the first paragraph the text says: “Each village showed visitors what life and culture is like in eleven places in the Pacific.”  
   *Identify* three examples of “life and culture” visitors can see at the festival.  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. *Identify* ONE feature of the Pasifika Festival in 2014 that was different to past festivals.  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. *Identify* one reason why the Pasifika festival is important to people who live in Auckland.  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* ER1.2 You locate specific information that is key to the understanding of the text and you identify its meaning. Your teacher will look for at least three correct answers.

▶ **Task 3.**

*i*

*Identify* TWO examples of **present simple tense** or an **adverbial** **phrase** that help the reader understand The Pasifika Festival is a regular event.

Write your answers below.

example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*ii*

Complete the tasks below to show your understanding of **language features** that connect details in the first paragraph.

1. *Identify* ONE word in the **second sentence** of the paragraph that helps the reader understand the subject of the second sentence is The Pasifika Festival.  
     
   Write it here: \_\_\_\_\_\_\_\_\_\_
2. Identify ONE word in the **fourth sentence** of the paragraph that helps the reader understand the subject of the fourth sentence is The Pasifika Festival.  
     
   Write it here: \_\_\_\_\_\_\_\_\_\_

*iii*

Complete the tasks below to show your understanding of **language features** that connect details in the third paragraph.

1. *Identify* TWO words in the first sentence that replace the phrase “…because Auckland is the biggest Pasifika city in the world…”  
     
   Write them here: \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_
2. *Identify* who “they” are in the last line of this text.  
     
   Write your answer here: “They” are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* ER1.3 You can identify connections between essential details. Your teacher will look for TWO correct answers from any of the parts in this task.

▶ **Task 4.**

*Match* the meanings on the right to a word on the left.

|  |  |
| --- | --- |
| event | the making of cloth by crossing *threads* over and under each other (gerund – verb that acts like a noun) |
| culture | based on very old beliefs or ways of doing things (adjective) |
| weaving | to do something fun or enjoyable to show that an occasion is special (verb) |
| celebrate | an activity or occasion that happens (noun) |
| traditional | the beliefs and ways of life for people (noun) |

* ER1.4 You can identify the meaning of essential vocabulary in the text. Your teacher will look for at least four correct answers.

This is the text you must read for the assessment.

Auckland’s Pasifika Festival.

The Pasifika Festival is a significant event in Auckland. It happens every year, usually about the beginning of March, and lasts two days. In 2014, the festival happened for the twenty-second time. It is now the largest festival of Pasifika culture in the world. The festival happens in Western Springs Park. In 2014, the festival had eleven little ‘villages’. Each village showed visitors what life and culture is like in eleven places in the Pacific. In 2014, for the first time ever, Hawaii was one of the places that had a village in the festival.

Every year, visitors can watch dances and buy food in the villages. People can see traditional art, like carving and weaving. They can also hear the different types of music each country has.

Auckland is the biggest Pasifika city in the world and this means the Pasifika Festival is important to Aucklanders. Thousands of Pasifika people live in the city. There are large numbers of Samoan, Tongan, Cook Islands, and Tokelauan people in Auckland. The festival gives Pasifika people a chance to celebrate their cultures and it also gives other Aucklanders a chance to learn more about some of the people they share this city with.



Teachers’ marking schedule.

EVIDENCE

**Intermediate English for Speakers of Other Languages.**

**Summative Assessment Task (SAT)**

**Term 2, 2014**

**US27983v1**

**Read and understand simple texts on familiar topics.**

# This is PART ONE of the assessment for this achievement standard.

# Students will have had **45 minutes** to complete this assessment.

This schedule provides examples of the evidence required to achieve each *evidence requirement* in the unit standard.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Achievement Criteria** (for assessor’s reference)

|  |
| --- |
| **Achievement** |
| Students who achieve this unit standard are able to read and understand simple texts on familiar topics (EL). |

Range check: This is ONE of two simple texts students must read and understand. Students will be assessed on another text of a different text type, in another unit during the course.

**Evidence requirements**

|  |  |  |
| --- | --- | --- |
| 1.1 | The main idea or purpose of the overall text is identified. | indicate N or A for each ER on the student booklet |
| 1.2 | Specific information, which is key to understanding each text is located, and the meaning is identified. |
| 1.3 | Connections between essential details are identified.  The range may include cohesive devices and verb forms. |
| 1.4 | The meanings of essential vocabulary, as used in the text, are identified. |

Overall level of performance: **ALL** ER must be achieved for an overall achieved grade.

▶ **Task 1.**

*ER1.1 The main idea or purpose of the overall text is identified.*

Evidence required:

***(b) The text describes information about an event that celebrates cultures in Auckland.***

▶ **Task 2.**

*ER1.2 Specific information, which is key to understanding each text is located, and the meaning is identified.*

Evidence required:

(**Student needs THREE correct answers from parts 1 – 4** i.e. three correct answers in part 2 is not sufficient evidence)

1. Where does the Pasifika Festival take place each year?

**Western Springs Park**

1. In the first paragraph the text says: “Each village showed visitors what life and culture is like in eleven places in the Pacific.”  
   *Identify* three examples of “life and culture” visitors can see at the festival.  
     
   **carving  
   weaving  
   dancing  
   cooking  
   traditional art**

THREE of these must be provided for this answer to be correct.

1. *Identify* ONE feature of the Pasifika Festival in 2014 that was different to past festivals.  
     
   **Hawaii had a ‘village’.**
2. *Identify* one reason why the Pasifika festival is important to people who live in Auckland.  
     
   Allow ONE of:  
   **- non-Pasifika people have a chance to learn about Pasifika cultures;  
   - it gives the Pasifika people of Auckland a chance to share/celebrate their culture;  
   - it helps unite people of different cultures (implied in text);  
   - it is appropriate for the biggest Pasifika city in the world to have a festival to celebrate Pasifika culture.**

▶ **Task 3.**

*ER1.3 Connections between essential details are identified. The range may include cohesive devices and verb forms.*

Evidence required: **TWO correct answers from any part**. This means a student can achieve this ER by having one correct answer from i and one from iii, for example.

i. evidence can include: **“every year”** (adverbial); **“usually”** (adverb); **“The Pasifika festival is”** (present simple timeless tense); **“It happens”** (present simple timeless tense); **“The festival happens”** (present simple timeless tense).

ii. evidence: 1. **It** 2. **It**

iii. evidence: 1. **this means** 2. **“They” are other non-Pasifika Aucklanders** (allow **other people who live in Auckland**).

▶ **Task 4.**

*ER1.4 The meanings of essential vocabulary, as used in the text, are identified.*

Evidence required: **FOUR correct answers**.

|  |  |
| --- | --- |
| event | the making of cloth by crossing *threads* over and under each other (gerund – verb that acts like a noun) |
| culture | based on very old beliefs or ways of doing things (adjective) |
| weaving | to do something fun or enjoyable to show that an occasion is special (verb) |
| celebrate | an activity or occasion that happens (noun) |
| traditional | the beliefs and ways of life for people (noun) |



Write your name here:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle your teacher’s code.

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**Summative Assessment Task (SAT)**

**Term 2, 2014**

**US27983v1**

**Read and understand simple texts on familiar topics.**

level 2

8 credits.

# This is PART TWO of the assessment for this achievement standard.

# You should spend **45 minutes** completing this assessment.

This is an assessment of your ability to read and understand simple written text.

Write in **blue** or **black ink** ONLY.

Write your answers in the spaces provided.

You can use a **printed dictionary** for this assessment.

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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Achievement Criteria** (for assessor’s use only)

|  |
| --- |
| **Achievement** |
| Students who achieve this unit standard are able to read and understand simple texts on familiar topics (EL). |

Range check: This is ONE of two simple texts students must read and understand. Students will be assessed on another text of a different text type, in another unit during the course.

**Evidence requirements**

|  |  |  |
| --- | --- | --- |
| 1.1 | The main idea or purpose of the overall text is identified. | N or A |
| 1.2 | Specific information, which is key to understanding each text is located, and the meaning is identified. | N or A |
| 1.3 | Connections between essential details are identified.  The range may include cohesive devices and verb forms. | N or A |
| 1.4 | The meanings of essential vocabulary, as used in the text, are identified. | N or A |

Overall level of performance:

*This year you studied newspapers. Read the text “Tourist swims with sharks” and then complete the tasks that follow it.*

Tourist swims with sharks.

by Charles Brown.

A New Zealand tourist has had an experience she will never forget, while on holiday in Tonga. Last week, many kilometres from land, Mary Smith was on a small motor boat for a fishing trip with her husband, Brian, when a big wave hit the boat. The wave hit the boat very hard and Mrs Smith fell into the sea.

“Mary was leaning over the edge, looking for dolphins, when a huge wave hit the boat,” said Brian Smith. “Suddenly, she was gone!”

The captain of the boat, Sione Tu’akoi, acted quickly. He stopped the boat and started looking for Mary. The captain was worried because he saw a shark in the water and Mrs Smith was only metres away.

“Luckily, Mrs Smith hadn’t seen the shark,” said Mr Tu’akoi. “She was quite calm. I told her husband to watch the shark while I tried to help his wife.”

The captain threw a rope to Mrs Smith and she was able to easily swim back to the boat and climb aboard.

Mr Smith says that later, when he told his wife about the shark, she was very surprised, but she also laughed. “I was more annoyed about my wet clothes than anything else,” she said.

▶ **Task 1.**

*Identify* the **main purpose and idea** of this text.

*Circle* the **letter** of the statement that *identifies* the main purpose and idea of the text.

1. The text explains how to save people if they fall out of boats.
2. The text describes factual information about tourist attractions in Tonga.
3. The text describes recounted information about an event that recently happened to some tourists.
4. The text describes a recount of Charles Brown’s holiday in Tonga.

* ER1.1 You identify the main purpose and idea of the text.

▶ **Task 2.**

*Identify* the answers to the questions below. Write them in the spaces provided.

1. *Identify* the country that Mr and Mrs Smith are from.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Identify* what caused Mrs Smith to fall into the water.  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. *Identify* the first action the captain took after Mrs Smith fell in the water.  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. *Identify* what Mrs Smith was doing before she fell in the water.  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. *Identify* what the captain felt was lucky.  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* ER1.2 You locate specific information that is key to the understanding of the text and you identify its meaning. Your teacher will look for at least four correct answers.

▶ **Task 3.** (This task continues on page 4.)

For each of the connectives described in column A, identify ONE sentence from the text that contains that connective. Underline the connective.

Write the sentences from the text in column B.

An example has been done for you.

|  |  |
| --- | --- |
| **Column A** | **Column B** |
| a **conjunction** to show a ‘time relationship’ between two different actions | ***I told her husband to watch the shark while I tried to help his wife.*** |
| a **conjunction** that adds another idea or piece of information |  |
| a **conjunction** that shows the reason for an idea or piece of information in the first part (clause) of a sentence |  |
| a **conjunction** that contrasts two ideas or pieces of information |  |
| an **adverbial phrase** that helps the reader understand when an action happened | *Turn the page for the rest of this task.* |
| a **pronoun** that replaces the name of the captain of the boat |  |

* ER1.3 You can identify connections between essential details. Your teacher will look for at least three correct answers in this task.

▶ **Task 4.**

*Identify* ONE word, from the text, for each definition.

Write each word in the box next to its definition.

|  |  |
| --- | --- |
| Write ONE word from the text that matches a definition on the right. | Definitions. |
|  | a person who visits a place they don’t usually live in (noun) |
|  | a very thick cord made of material, used to tie or pull things (noun) |
|  | the part of something that is furthest from the centre (noun) |
|  | something that happens to someone (noun) |
|  | a line of water that rises up on a body of water, formed by the movement of energy (noun) |

* ER1.4 You can identify the meaning of essential vocabulary in the text. Your teacher will look for at least four correct answers.

The newspaper article used in this assessment is fictional, created for the purposes of this assessment, and based loosely on the short story “Swimming with Sharks”, by Feana Tu’akoi in the School Journal (Learning Media).

The definitions for the words in task 4 are based on those in the Macmillian English Dictionary for Advanced Learners, second edition, published in 2007.





Teachers’ marking schedule.

EVIDENCE

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**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Achievement Criteria** (for assessor’s use only)

|  |
| --- |
| **Achievement** |
| Students who achieve this unit standard are able to read and understand simple texts on familiar topics (EL). |

Range check: This is ONE of two simple texts students must read and understand. Students will be assessed on another text of a different text type, in another unit during the course.

**Evidence requirements**

|  |  |  |
| --- | --- | --- |
| 1.1 | The main idea or purpose of the overall text is identified. | N or A |
| 1.2 | Specific information, which is key to understanding each text is located, and the meaning is identified. | N or A |
| 1.3 | Connections between essential details are identified.  The range may include cohesive devices and verb forms. | N or A |
| 1.4 | The meanings of essential vocabulary, as used in the text, are identified. | N or A |

Overall level of performance:

*This year you studied newspapers. Read the text “Tourist swims with sharks” and then complete the tasks that follow it.*

Tourist swims with sharks.

by Charles Brown.

A New Zealand tourist has had an experience she will never forget, while on holiday in Tonga. Last week, many kilometres from land, Mary Smith was on a small motor boat for a fishing trip with her husband, Brian, when a big wave hit the boat. The wave hit the boat very hard and Mrs Smith fell into the sea.

“Mary was leaning over the edge, looking for dolphins, when a huge wave hit the boat,” said Brian Smith. “Suddenly, she was gone!”

The captain of the boat, Sione Tu’akoi, acted quickly. He stopped the boat and started looking for Mary. The captain was worried because he saw a shark in the water and Mrs Smith was only metres away.

“Luckily, Mrs Smith hadn’t seen the shark,” said Mr Tu’akoi. “She was quite calm. I told her husband to watch the shark while I tried to help his wife.”

The captain threw a rope to Mrs Smith and she was able to easily swim back to the boat and climb aboard.

Mr Smith says that later, when he told his wife about the shark, she was very surprised, but she also laughed. “I was more annoyed about my wet clothes than anything else,” she said.

▶ **Task 1.**

*Identify* the **main purpose and idea** of this text.

*Circle* the **letter** of the statement that *identifies* the main purpose and idea of the text.

1. The text explains how to save people if they fall out of boats.
2. The text describes information about tourist attractions in Tonga.
3. The text describes recounted information about an event that recently happened to some tourists.
4. The text describes Charles Brown’s holiday in Tonga.

* ER1.1 You identify the main purpose and idea of the text.

▶ **Task 2.**

*Identify* the answers to the questions below. Write them in the spaces provided.

1. *Identify* the country that Mr and Mrs Smith are from.

**New Zealand**

1. *Identify* what caused Mrs Smith to fall into the water.  
     
   **A (big) wave (hit the boat she was in)**
2. *Identify* the first action the captain took after Mrs Smith fell in the water.  
     
   **He stopped the boat(‘s engine/motor)**
3. *Identify* what Mrs Smith was doing before she fell in the water.  
     
   **Looking for dolphins** (do not accept looking at dolphins)
4. *Identify* what the captain felt was lucky.  
     
   **Mrs Smith had not/did not seen/see the shark**

* ER1.2 You locate specific information that is key to the understanding of the text and you identify its meaning. Your teacher will look for at least four correct answers.

▶ **Task 3.**

For each of the connectives described in column A, identify ONE sentence from the text that contains that connective.

Write the sentences in column B.

|  |  |
| --- | --- |
| **Column A** | **Column B** |
| a **conjunction** that adds another idea or piece of information | **The wave hit the boat very hard and Mrs Smith fell into the sea. OR**  **He stopped the boat and started looking for Mary. OR**  **The captain was worried because he saw a shark in the water and Mrs Smith was only metres away.** **OR**  **The captain threw a rope to Mrs Smith and she was able to easily swim back to the boat and climb aboard.** |
| a **conjunction** that shows the reason for an idea or piece of information in the first part (clause) of a sentence | **The captain was worried because he saw a shark in the water…** |
| a **conjunction** that contrasts two ideas or pieces of information | **Mr Smith says that later, when he told his wife about the shark, she was very surprised, but she also laughed.** |
| an **adverbial phrase** that helps the reader understand when an action happened | **last week (this must be an adverbial phrase, NOT just an adverb (e.g. “suddenly” is not correct.** |
| a **pronoun** that replaces the name of the captain of the boat | **He** |

* ER1.3 You can identify connections between essential details. Your teacher will look for at least three correct answers in this task.

▶ **Task 4.**

*Identify* ONE word, from the text, for each definition.

Write each word in the box next to its definition.

|  |  |
| --- | --- |
| Write ONE word from the text that matches a definition on the right. | Definitions. |
| **tourist** | a person who visits a place they don’t usually live in (noun) |
| **rope** | a very thick cord made of material, used to tie or pull things (noun) |
| **edge** | the part of something that is furthest from the centre (noun) |
| **experience** | something that happens to someone (noun) |
| **wave** | a line of water that rises up on a body of water, formed by the movement of energy (noun) |

* ER1.4 You can identify the meaning of essential vocabulary in the text. Your teacher will look for at least four correct answers.

The newspaper article used in this assessment is fictional, created for the purposes of this assessment, and based loosely on the short story “Swimming with Sharks”, by Feana Tu’akoi in the School Journal (Learning Media).

The definitions for the words in task 4 are based on those in the Macmillian English Dictionary for Advanced Learners, second edition, published in 2007.

