

## Our Changing World (Speaking): Unit Standard 17142

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NCEA LEVEL 3	
Unit Standard	Elements and Performance Criteria
Unit standard 17142, version 3  Participate in conversations (ESOL)	<p><b><u>element 1</u></b></p> <p>Converse with known people, using ESOL. Range: face-to-face with two other speakers in a non-threatening situation.</p> <p><b><u>performance criteria</u></b></p> <p>1.1 Strategies are used to sustain dialogue. Range: question and answer, statement and agreement, statement and disagreement.</p> <p>1.2 Clarification strategies are used to assist communication.</p> <p>1.3 Feedback is used to show interest and opinion. Range: verbal, non verbal.</p> <p>1.4 Turn to speak is recognised and actioned.</p> <p>1.5 A personal experience or anecdote is related. Range: approximately one minute.</p> <p>1.6 Appropriate language is used to express personal feelings and preferences. Range: adjectives of degree, comparatives.</p> <p>1.7 Evidence is present that there is spontaneity in approach and response.</p>

	<p><b><u>element 2</u></b></p> <p>Negotiate arrangements, using ESOL.  Range: two situations – one in which the candidate initiates the arrangement, one in which the candidate responds to a suggested arrangement; arrangements may be social, educational or workplace related.</p> <p><b><u>performance criteria</u></b></p> <p>2.1 Negotiations include expressing the suitability of arrangements and the offering of alternatives.</p> <p>2.2 Clarification strategies are used to assist communication.</p> <p>2.3 Understanding of agreed arrangement is indicated through summarisation.</p> <p>2.4 Language fits the situation, relationship, occasion, subject matter, medium and projection.</p> <p>2.5 Non-verbal communication is used to support communication.  Range: may include but is not limited to – smiling, frowning, nodding, shrugging, body position, gestures.</p> <p>2.6 Evidence is present that there is spontaneity in approach and response.</p>
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## **RESOURCES**

Assessment activities, for other unit standards, that could be used in conjunction with unit standard 17142.

- Listening: 'Our Changing World' (unit standard 15009)
- Reading: 'Our Changing World' (unit standard 17363)
- Writing: 'Our Changing World' (unit standard 17144)

## Teacher Sheet

### Unit standard 17142, version 3 Participate in conversations (ESOL)

Level 3

5 Credits

This unit standard has two elements:

**Element 1** - Students must converse with two other people for three to five minutes in a familiar situation.

**Element 2** – Students must negotiate arrangements with another person for three to five minutes. In one situation the student will initiate the arrangement and in the second situation respond to a suggested arrangement.

#### Conditions

- The assessment must be recorded e.g. by audio tape, video or DVD.
- Student's speech may contain hesitations, grammatical and phonological errors but meaning must be clear throughout.

#### Learning contexts

In a school setting, conversations and the sustained talk for this standard can be effectively linked to an authentic school task.

#### Notes for Assessors

Students will need time to read and understand the requirements of the task before the assessment activity begins.

For the purposes of the following tasks, it works better to firstly assess element two (where meeting times are set up) and then element one (when the meeting takes place).

In element 1, students need to be prepared to allow their partners to speak for one minute without interruptions. A useful cue for the students to use before they speak for their minute is *I remember when....*

Student Sheet

**Unit standard 17142, version 3  
Participate in conversations (ESOL)**

**Level 3**

**5 Credit**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Element 1 and 2**

- You need to have two separate conversations each of 3-5 minutes long.
- Your conversations will be recorded to provide evidence that you have met the requirements.
- Your spoken language does not need to be perfect but your teacher needs to be able to understand what you mean.
- You will have an opportunity to practise in class using a different task. You will learn useful phrases to use but for the assessment you must be able to show that some of the language you use is unplanned.
- The language you use must be appropriate to the task and your relationship with your partner.
- Use the checklists to make sure you understand what you have to do.

**Element 2** (this will be assessed first): You need to arrange one meeting with another student and respond to arrangements for a second meeting.

**Element 1:** You need to have a meeting with two other students. During that meeting you need to talk about a personal experience for one minute.

### Checklist: Element 2

For element 2 you need to negotiate (discuss and agree on) arrangements. There will be two situations – one in which you initiate (begin) the arrangement and one in which you respond to a suggested arrangement.

You will need to show that you can do the following:

say if an arrangement is suitable for you and if it isn't give another suggestion e.g. <i>Sorry I'm busy at 3pm. Can we make it at 5pm instead?</i>	2.1
check what someone has said to make sure you really understand e.g. <i>Do you mean....</i> Ask someone to repeat something e.g. <i>Sorry, what did you just say?</i>	2.2
show that you understand the meeting arrangement you have agreed upon by summarising e.g. <i>So, we've agreed to meet at the school library at 5pm on Saturday</i>	2.3
make sure the language you use is the kind of language you would usually use with another school student when you are deciding on arrangements	2.4
use non-verbal communication to support what you are saying or to give feedback to your partner e.g. <i>smiling, nodding, raising eyebrows, shaking your head, frowning, shrugging</i>	2.5
show that most of your conversation is unplanned in what you say and how you respond to your partner.	2.6

**Element 2 task:** You are on the international committee at your school. One of your first jobs is to create an advice sheet for new learners of English coming to study at your school. You need to set up meetings to work on the advice sheet with another student who is on the committee. This will involve negotiating the arrangements for two meetings in the weekend.

**Student A: Element 2**

For this assessment you will **initiate** an arrangement for the **first** of two meetings on Saturday.

1. Greet your partner (*Your partner, student B will respond to your greeting*).
2. Give a reason for the meeting you need to arrange and suggest a time and place after checking your diary (*Student B will check his/her diary and suggest an alternative time*).
3. Check your diary and agree to the new arrangement (*Student B will check that he/she has understood all the arrangements*).
4. Confirm the arrangements by summarising what you have agreed upon.

**Write the date, time and place for the meeting in your diary**

You will have to respond to Student B's suggested arrangements for a **second** meeting on Sunday.

*(Student B will suggest a follow up meeting giving a time and place).*

5. Check your diary and suggest a more suitable time for the meeting (*Student B will check his/her diary and agree to the new arrangement*).
6. Respond to what student B says by checking that you have understood all the arrangements (*Student B will confirm the arrangements by summarising what you have agreed on*).

**Write the date, time and place for the meeting in your diary.**

**Element 2 task:** You are on the international committee at your school. One of your first jobs is to create an advice sheet for new learners of English coming to study at your school. You need to set up meetings to work on the advice sheet with another student who is on the committee. This will involve negotiating the arrangements for two meetings in the weekend.

**Student B: Element 2**

For this assessment you will **respond** to an arrangement suggested by your partner for the **first** of two meetings on Saturday.

*(Your partner, student A will greet you).*

1. Respond to your partner's greeting. *(Student A will give a reason for meeting and suggest a time and place).*
2. Check your diary and suggest a more suitable time for the meeting *(Student A will respond by checking his/her diary and agreeing to the new arrangement).*
3. Respond to what your partner says by checking that you have understood all the arrangements *(Student A will confirm the arrangements by summarising what you have agreed on).*

**Write the date, time and place for the meeting in your diary.**

You will have to arrange the **second** meeting on Sunday.

5. Suggest a follow up meeting for the next day with the time and place, checking your diary first. *(Student A will check his/her diary and suggest a more suitable time for meeting).*
6. Respond to what your partner says by checking your diary and agreeing to the new arrangement *(Student B will check that he/she has understood all the arrangements).*
7. Confirm the arrangements by summarising what you have agreed upon.

**Write the date, time and place for the meeting in your diary.**

**Student A: Diary**

<b>Time</b>	<b>Saturday</b>	<b>Sunday</b>
9.00	(This is your	Church
10.00	first choice	↓
11.00	to meet)	
12.00	Netball practice	↓
1.00	↓	
2.00	↓	
3.00		Coffee at Waves cafe
4.00		↓
5.00		↓
6.00	Babysitting	Revising for test
7.00	↓	
8.00	↓	↓
9.00	↓	
10.00	↓	↓

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**Student B: Diary**

<b>Time</b>	<b>Saturday</b>	<b>Sunday</b>
9.00	Shopping and lunch with friend	(This is your first
10.00		choice to meet)
11.00		Hair appointment
12.00		
1.00	↓	
2.00	↓	
3.00		Art exhibition
4.00		↓
5.00		↓
6.00		↓
7.00	Youth group meeting	Preparing for Monday's Maths test
8.00	↓	↓
9.00	↓	
10.00	↓	↓

### Checklist: Element 1

You are meeting with two other students to create an advice sheet for new learners of English coming to study at your school. During the conversation you will need to talk for about a minute on a personal experience you have had as a school student.

You will need to show that you can do the following.

Keep the conversation going by doing each of the following. - Ask a question. - Answer someone else's question. - Make statements about what you think. - Agree with what someone else has said. - Disagree with what someone else has said.	1.1
Check what someone has said to make sure you really understand. e.g. <i>Do you mean....</i> Ask someone to repeat something e.g. <i>Sorry, what did you just say?</i>	1.2
Give feedback to show you are interested or to show you agree or disagree e.g. verbal feedback - <i>That's a good idea/ I'm not sure about that.</i> Non-verbal feedback - <i>Smiling, nodding, raising eyebrows, shaking your head, frowning.</i>	1.3
Give others opportunities to speak e.g. <i>What do you think?</i> When your partners tell a story about their past, allow them to speak for 1 minute without interrupting.  Recognise when there is an opportunity for you to speak e.g. <i>by taking advantage of a pause in the conversation, by knowing when it is appropriate to interrupt, by being aware of body language, such as someone looking at you.</i>	1.4
Talk for about one minute about a personal experience you have had.	1.5
During your discussion use adjectives of degree e.g. <i>the best way I think is...</i> and comparatives e.g. <i>I think this is more important than...</i>	1.6
Show that most of your conversation is unplanned in what you say and how you answer others.	1.7

**Element 1 group task:** There are some ideas listed on the task card to help you create an advice sheet for new learners of English coming to study at your school. You will agree with and will probably disagree with others. Use these ideas (as well as your own ideas) to contribute to the conversation with two other school students.

Together you need to rank the advice and decide on the **three** most important pieces of advice to include.

During the conversation you will each need to talk for one minute without interruptions on a personal experience you have had as a new student. Begin your minute talk by saying *I remember when....* so that the others will know not to interrupt.

### **Group task card**

#### Some ideas

Sit next to 'kiwi' students in class.

Join at least one club or sports team at school.

Only speak English.

Don't spend time with students who come from the same country as you do.

Always ask questions if you don't understand.

#### Other ideas:

1.

2.

3.

## Assessment schedule: Element 2

Unit standard 17142, version 3 Participate in conversations (ESOL)		
Level 3		5 credits
<p><b>Element 2:</b> Negotiate arrangements (ESOL) Range: two situations – one in which the student initiates the arrangement, one in which the student responds to a suggested arrangement (3-5 minutes).</p>		
PC	Evidence	Judgement
2.1	<p>One offer of an arrangement to meet is made e.g. <i>How about having our first meeting on Saturday around 9am at my place?</i></p> <p>An alternative arrangement is offered e.g. <i>Oh sorry, I've going shopping with a friend and then we're having lunch out. I can you make it any time between 2 and 6pm.</i></p>	<p>Negotiations include expressing the suitability of arrangements and the offering of alternatives. At least one arrangement and one offering of an alternative.</p>
2.2	<p>Arrangements are checked with partner e.g. <i>Do you mean on Saturday?</i> <i>Sorry, what time was that?</i></p>	<p>Clarification strategies are used to assist communication. At least two examples.</p>
2.3	<p>A summary is made of arrangements e.g. <i>So let's say we meet at my place at 3pm and we'll have at least 2 hours for the first meeting.</i></p>	<p>Understanding of agreed arrangement is indicated through summarisation. One example of summarising arrangements.</p>
2.4	<p>Language used is appropriate for students who know each other well e.g. <i>Hi Yeshi, how are you?</i> <i>Good thanks Mei Lin!</i> <i>I'm glad I bumped into you...</i></p>	<p>Language fits the situation, relationship, occasion, subject matter, medium and projection.</p>
2.5	<p>Students show they agree by nodding, smiling etc. Disagreement is shown by frowning, shaking head etc.</p>	<p>Non-verbal communication is used to support communication. Appropriate examples are used throughout the conversation.</p>
2.6	<p>There is evidence in the negotiations that much is unplanned.</p>	<p>Evidence is present that there is spontaneity in approach and response.</p>

## Assessment schedule: Element 1

Unit standard 17142, version 3 Participate in conversations (ESOL)		
Level 3	5 credits	
<p><b>Element 1:</b> Converse with known people (ESOL) Range: face-to-face with two other speakers in a non-threatening situation (3-5 minutes).</p>		
PC	Evidence	Judgement
1.1	<p><u>Question and answer</u> e.g. <i>How do you think we should do this?</i> <i>Let's all share one idea first.</i></p> <p><u>Agreement and statement</u> e.g. <i>Yeah, I agree with Ben. I think a lot depends on your personality as well.</i></p> <p><u>Disagreement and statement</u> e.g. <i>I don't think we should include this. It's too hard for new students to do that right away.</i></p>	<p>Strategies are used to sustain dialogue. At least one example each of:</p> <p>Question &amp; answer, statement and agreement, statement and disagreement.</p>
1.2	<p>Strategies are used to ensure clear understanding of what is being said e.g. <i>Do you mean in every class?</i> <i>Can you say that again please?</i></p>	<p>Clarification strategies are used to assist communication. At least two examples.</p>
1.3	<p>Verbal feedback is used appropriately e.g. <i>You've made some good points Ada.</i> Non-verbal is used appropriately such as <i>smiling, frowning, nodding, shrugging, leaning towards the person speaking etc.</i></p>	<p>Feedback is used to show interest and opinion. At least one example each of verbal feedback and non-verbal feedback.</p>
1.4	<p>Turn taking strategies are used to advance communication e.g. <i>What's your advice Ben?</i> <i>Do you want to go first Ada?</i></p>	<p>Turn to speak is recognised and actioned. At least one example.</p>
1.5	<p><i>I remember when I first arrived I just stuck with other Chinese students because that was much more comfortable for me. But I've got a really good homestay Mum. She used to be a teacher and she told me I should join the basketball club. She had seen me playing around with her son and thought I was pretty good. Anyway I decided to do that and now all my Kiwi friends are part of the team. Once they get to respect you as a player they just accept you as you are.....</i></p>	<p>A personal experience or anecdote is related. This will take approximately one minute.</p>
1.6	<p>During the discussion there is evidence of adjectives of degree being used e.g. <i>It is <b>better</b> to mix with kiwi students because...</i> and comparatives e.g. <i>I think this is <b>more</b> important than...</i></p>	<p>Appropriate language is used to express personal feelings and preferences. At least one example each of an adjective of degree and a comparative.</p>
1.7	<p>There is evidence in the conversation that much is unplanned.</p>	<p>Evidence is present that there is spontaneity in approach and response.</p>