

Our Changing World (Speaking): Unit Standard 17360

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| NCEA LEVEL 2 | |
|---|---|
| Unit Standard | Elements and Performance Criteria |
| Unit standard 17360 version 3 Participate in a conversation (ESOL) | <p><u>element 1</u> Make arrangements face-to-face, using ESOL.</p> <p><u>performance criteria</u></p> <p>1.1 Arrangements include offers of and responses to invitations.</p> <p>Range: two offers; two responses – one negative, one positive.</p> <p>1.2 Offers and responses include clarification of time and place.</p> <p>1.3 Offer includes communication of directions to meeting place.</p> <p>1.4 Response includes request for directions to meeting place, confirmation of details, and acknowledgement of answer.</p> |

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| | <p><u>element 2:</u> Participate in a 1-1 conversation face-to- face with known people, using ESOL.</p> <p>Range: conversation – at least 3 minutes duration.</p> <p><u>performance criteria</u></p> <p>2.1 Greetings and farewells are made and responded to.</p> <p>2.2 Participation includes asking and responding to questions.</p> <p>Range: well-being, daily life, family.</p> <p>2.3 Participation includes a sustained talk on a familiar topic.</p> <p>Range: talk will – last at least one minute and will include the correct use of verb forms, and singular and plural nouns and pronouns.</p> <p>2.4 Non-verbal communication is used to support and respond to the message.</p> <p>Range: may include – smiling, frowning, nodding, shrugging.</p> <p>2.5 Participation includes the use of interactive strategies.</p> <p>Range: may include clarifying, checking, giving and responding to feedback.</p> <p>2.6 Evidence is present that spontaneity in responses is beginning to emerge.</p> |
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RESOURCES

Assessment activities, for other unit standards, that could be used in conjunction with unit standard 17360:

- Listening: 'Our Changing World' (unit standard 15007)
- Reading: 'Our Changing World' (unit standard 2986)
- Writing: 'Our Changing World' (unit standard 17368)

Teacher Sheet

| Unit standard 17360, version 3 | |
|---|------------------|
| Participate in a conversation (ESOL) | |
| Level 2 | 5 Credits |
| <p>This unit standard has two elements:</p> <p>Element 1 - Students must make face-to-face arrangements with another person.</p> <p>Element 2 – Students must participate in a face-to-face conversation with another person for at least three minutes. This includes a one minute sustained talk on a familiar topic.</p> | |
| <p>Conditions</p> <ul style="list-style-type: none">• 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.• Language used must be appropriate to the context, subject matter and relationship between participants. | |
| <p>Learning contexts</p> <p>In a school setting, conversations and the sustained talk for this standard can be effectively linked to research being done by students for a writing task (e.g. unit standard 17368). Links can also be made to listening (e.g. unit standard 15007) and reading (e.g. unit standard 2986).</p> | |
| <p>Notes for Assessors</p> <p>It is assumed that in formative class work, students will have learnt a number of language patterns that can be used during the assessments. It is important though that students do not rehearse the exact tasks as one of the requirements in element 2 is to show evidence of emerging spontaneity.</p> <p>Students will need time to read and understand the requirements of the task before the assessment activity begins.</p> | |

Student Sheet

Unit standard 17360, version 3
Participate in a conversation (ESOL)

Level 2

5 Credits

Name: _____

Date: _____

Element 1 and 2

- You need to make arrangements with another person for element 1 and have an extended conversation with a person for element 2.
- 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.

Student checklist: Element 1

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

| | |
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| Make two offers to meet with your partner. Respond to your partner's first offer by saying that you can't meet at that time. Respond to your partner's second offer by accepting the arrangements. | 1.1 |
| Check the time and place of the meeting when you suggest an arrangement and when you respond to your partner's arrangement. | 1.2 |
| Give your partner clear directions to the meeting place. | 1.3 |
| When you respond to your partner's arrangement, ask for directions to the meeting place. When your partner has given all the details, check them with your partner. When your partner checks out details with you, acknowledge that he or she has got it all correct. | 1.4 |

STUDENT A

Element 1 task: You are working with your partner on a class research assignment.

You need to arrange the first meeting on Saturday so that you can decide on your topic. You need to have a second meeting on Sunday so that you can each choose one aspect of the topic to research.

You have a diary to work out the time of your meeting.

Student A: Element 1

*For this assessment you will make an arrangement for the **first** of two meetings.*

You will need to do the following things.

1. Give a reason for the meeting and suggest a time and place (*Student B won't be free at this time*).
2. Suggest an alternative arrangement (*Student B will agree, check the time and place and ask for directions*).
3. Give clear directions to the meeting place when your partner asks (*Student B will thank you*).
4. Confirm the arrangements (*Student B will acknowledge your confirmation of the arrangements*).

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

You will have to respond to Student B's suggested arrangements.

(Student B will suggest a follow up meeting with the time and place).

5. Refuse the suggestion and give the reason (*Student B will suggest an alternative arrangement*).
6. Agree to this suggestion, check the time and the place and ask for directions (*Student B will give you directions*).
7. Thank student B (*Student B will confirm the arrangements*).
8. Acknowledge student B's confirmation of the arrangements and say goodbye.

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

STUDENT B

Element 1 task: You are working with your partner on a class research assignment.

You need to arrange the first meeting on Saturday so that you can decide on your topic. You need to have a second meeting on Sunday so that you can each choose one aspect of the topic to research.

You have a diary to work out the time of your meeting.

Student B: Element 1

*For this assessment you will make an arrangement for the **second** of two meetings.*

First you will have to respond to Student A's suggested arrangements for the first meeting.

You will need to do the following things.

(Student A will give a reason for the meeting and suggest the time and place).

1. Refuse this suggestion and give a reason *(Student A will suggest an alternative arrangement).*
2. Agree to this suggestion, check the time and the place and ask for directions *(Student A will give you directions).*
3. Thank Student A *(Student A will confirm the arrangements).*
4. Acknowledge student B's confirmation of the arrangements.

Write the date, time and address for this meeting in your diary.

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

5. Suggest a follow up meeting with the time and place *(Student A won't be free at this time).*
6. Suggest an alternative arrangement *(Student A will agree, check the time and place and ask for directions).*
7. Give clear directions to the meeting place when your partner asks *(Student A will thank you).*
8. Confirm the arrangements *(Student B will acknowledge your confirmation of the arrangements and say goodbye).*

Write the date, time and address for this meeting in your diary.

Student A: Diary

| Time | Saturday | Sunday |
|-------------|---------------------|-----------------------|
| 9.00 | | Cooking for party |
| 10.00 | | ↓ |
| 11.00 | | ↓ |
| 12.00 | Football | Family birthday party |
| 1.00 | ↓ | ↓ |
| 2.00 | | |
| 3.00 | | |
| 4.00 | | |
| 5.00 | ↓ | ↓ |
| 6.00 | | ↓ |
| 7.00 | <i>This is your</i> | |
| 8.00 | <i>first choice</i> | |
| 9.00 | <i>to meet</i> | |
| 10.00 | | |

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Student B: Diary

| Time | Saturday | Sunday |
|-------------|-----------------|----------------------|
| 9.00 | | Shopping |
| 10.00 | | ↓ |
| 11.00 | | ↓ |
| 12.00 | | ↓ |
| 1.00 | Basketball | <i>This is your</i> |
| 2.00 | ↓ | <i>first choice</i> |
| 3.00 | | <i>to meet</i> |
| 4.00 | | Coffee with a friend |
| 5.00 | ↓ | ↓ |
| 6.00 | Party | ↓ |
| 7.00 | ↓ | |
| 8.00 | | |
| 9.00 | | |
| 10.00 | ↓ | |

Student checklist: Element 2

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

| | |
|--|-----|
| Greet your partner and respond to your partner's greeting. Say goodbye and acknowledge your partner's farewell. | 2.1 |
| Ask your partner personal questions and respond to your partner's personal questions to you. Questions need to be about well-being, family and daily life. <i>e.g. How are you Yonas?</i> <i>How are your family getting on?</i> <i>How are you going with your NCEA assessments?</i> | 2.2 |
| Give a talk for one minute on a familiar topic. You need to use the following correctly: <u>verb forms</u> e.g. <i>Opossums are a major problem in New Zealand.</i> <i>They cause much damage to our native trees.</i> <u>singular and plural nouns</u> e.g. <i>An opossum can... Opossums are able to...</i> <u>pronouns</u> e.g. <i>They were first introduced... It was a while before..</i> | 2.3 |
| Use non-verbal communication to support your conversation and to respond to what your partner says. e.g. smiling, nodding if you agree and shrugging, frowning if you disagree. | 2.4 |
| Use interactive strategies to show you are involved in the conversation. e.g. clarifying, checking to make sure you understand. Giving feedback to your partner and responding to your partner's feedback. | 2.5 |
| Use some sentences, questions and answers that aren't prepared before the assessment. | 2.6 |

In all of your conversation you must use the correct sort of English for the person you are talking to. For example, you might say "Hi" to your friend but "Good morning" to the school principal.

STUDENT A

Element 2 task: You are meeting with your partner to share the research that you have done on a topic you have been studying.

During the meeting you need to converse with your partner for at least three minutes. You will need to demonstrate that you can initiate and respond appropriately to conversation.

Student A: Element 2

In this assessment you will have to do the following:

1. Greet your partner (*Student B will respond to your greeting and greet you*).
2. Respond to student B's greeting (*Student B will ask you personal questions about your well-being and your family*).
3. Answer the questions and ask student B personal questions about his/her well-being and family (*Student B will answer and ask you another personal question about your daily life*).
4. Answer the question and ask student B a final personal question about his/her daily life (*Student B will answer*).
5. Remind student B about the reason for your meeting and suggest that he/she talks about the chosen topic (*Student B will talk for one minute. Remember to use appropriate body language while you are listening*).
6. Ask student B a question about his/her talk (*Student B will answer your question*).
7. Clarify anything you haven't understood or check something (*Student B will make sure you have understood everything*).
8. Give student B some feedback on the talk (*Student B will respond to the feedback and suggest it's your turn to talk about your topic*).
9. Talk for one minute on a topic you have been studying. Remember to use appropriate body language when you are speaking (*Student B will ask you a question*).
11. Answer the question (*Student B will clarify anything he/she hasn't understood or check something with you*).
12. Reply, making sure student B understands everything (*Student B will give you feedback on your talk*).
12. Respond to the feedback (*Student B will end the conversation by saying goodbye*).
13. Respond by also saying goodbye appropriately.

STUDENT B

Element 2 task: You are meeting with your partner to share an aspect of the research that you have done on a topic you have been studying. During the meeting you need to converse with your partner for at least three minutes. You will need to demonstrate that you can initiate and respond appropriately to conversation.

Student B: Element 2

In this assessment you will have to do the following:

1. Respond to student A's greeting and also greet him/her (*Student A will respond to your greeting*).
2. Ask student A personal questions about his/her well-being and family (*Student A will answer and ask you personal questions about your well-being and family*).
3. Answer the questions and ask student A a final question about his/her daily life (*Student A will answer and ask you a question about your daily life*).
4. Answer the question (*Student A will remind you about the reason for your meeting and suggest that you talk about the chosen topic*).
5. Talk for one minute on a topic you have been studying. Remember to use appropriate body language when you are speaking (*Student A will ask you a question*).
6. Answer the question (*Student A will clarify anything he/she hasn't understood or check something with you*).
7. Reply, making sure student A understands everything (*Student A will give you feedback on your talk*).
8. Respond to feedback and ask student A to talk about his/her topic (*Student A will talk for one minute. Remember to use appropriate body language while you are listening*).
9. Ask student A a question (*Student A will answer your question*).
10. Clarify anything you haven't understood (*Student A will reply, making sure you have understood everything*).
11. Give student A some feedback on his/her talk (*Student A will respond to the feedback*).
12. End the conversation by saying goodbye to your partner.

Assessment schedule: Element 1

| Unit standard 17360, version 3: Participate in a conversation (ESOL) | | |
|---|---|---|
| Level 2 | | 5 credits |
| Element 1: Make arrangements face to face (ESOL) | | |
| PC | Evidence | Judgement |
| 1.1 | <p>Language is appropriate to student/student relationship and meaning is clear.</p> <p>A: <i>Hi Min Ho. Can you come to my place on Monday night to do our research?</i></p> <p>B: <i>Sorry Yonas I go to badminton club then.</i></p> <p>A: <i>OK what about Tuesday night?</i></p> <p>B: <i>Yes, okay.</i></p> | <p>Arrangements to meet include 2 offers and 2 responses (one negative and one positive).</p> |
| 1.2 | <p>Offer to meet includes time and place e.g. <i>Let's meet at my place at 3pm.</i></p> <p>Response is made clarifying time and place. <i>So that's at your place on Tuesday at 7pm?</i></p> | <p>Offers and responses include clarification of time and place.</p> |
| 1.3 | <p>Clear directions are given to meeting place e.g. <i>My house is 42 Hill Street – it's halfway along the street on the right.</i></p> | <p>Offer includes communication of directions to meeting place.</p> |
| 1.4 | <p>A request is made asking for directions to meeting place e.g. <i>How do I get to your house?</i></p> <p>Details are confirmed e.g. <i>So, that's Tuesday night at 7pm at my place.</i></p> <p>An acknowledgement is made of partner's confirmation e.g. <i>That's right. See you at 7pm on Tuesday.</i></p> | <p>Response includes request for directions to meeting place, confirmation of details, and acknowledgement of answer.</p> |

Assessment schedule: Element 2

| Unit standard 17360, version 3: Participate in a conversation (ESOL) | | |
|--|---|---|
| Level 2 | | 5 credits |
| <p>Element 2: Participate in a 1-1 conversation face to face with known people (ESOL) Range: conversation – at least 3 minutes duration.</p> | | |
| PC | Evidence | Judgement |
| 2.1 | <p><i>A: Hi Lily. Good to see you again.</i> <i>B: Hi Jess. Yes, I haven't seen you for a while.</i></p> <p><i>A: I think we've both made a good start on this. See you tomorrow.</i> <i>B: Yes, that's been really helpful. See you later.</i></p> | Greetings and farewells are made and responded to appropriately. |
| 2.2 | <p><i>A: How are you getting on at school?</i> <i>B: Good thanks, I'm getting used to everything.</i> <i>A: Is your family here with you?</i> <i>B: No, they are back in China. I'm in a homestay.</i> <i>A: How are you getting on with NCEA assessments?</i> <i>B: It was hard to begin with but I'm starting to get better grades now.</i></p> | Questions about well-being, daily life and family are asked and responded to. |
| 2.3 | <p>There may be hesitations and/or grammatical errors but meaning must be clear. Student needs to show control in use of verb forms e.g. timeless present tense: <i>Rabbits are a serious problem in New Zealand. They cause much damage.</i> Singular and plural forms of nouns e.g. <i>The female rabbit can.....Rabbits therefore increase...</i> Pronouns e.g. <i>When rabbits were first introduced they had plenty of food. There weren't as many predators to kill them.</i></p> | A sustained talk is given for one minute on a familiar topic. Verb forms, singular and plural nouns and pronouns are used correctly. |
| 2.4 | <p>To support talk, non-verbal communication such as smiling, gesturing is used appropriately. To respond to partner's talk, non-verbal communication such as nodding, frowning, smiling is used appropriately.</p> | Appropriate non-verbal communication is used to support and respond to the sustained talk. |
| 2.5 | <p>Student is able to respond appropriately to partner's talk e.g. <i>Do you mean....? (clarifying).</i> <i>I didn't quite understand.....(checking).</i> <i>I especially liked the way you began. Maybe you need to add some more to.....(giving feedback).</i> <i>Thanks for that. It's really helpful (responding to feedback).</i></p> | Participation includes the use of interactive strategies to clarify or check and give and respond to feedback. |
| 2.6 | <p>During the conversation some responses are unplanned.</p> | There is evidence of spontaneity in responses. |