

Our Changing World (Listening): Unit Standard 15009

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NCEA LEVEL 3	
Unit Standard	Elements and Performance Criteria
Unit standard 15009, version 4 Understand spoken information in a range of contexts (ESOL)	<p><u>element 1</u> Listen to understand spoken information on a range of topics, using ESOL. Range: at least two spoken texts on different topics from different individual speakers.</p> <p><u>performance criteria</u></p> <p>1.1 Main idea of each spoken text is identified.</p> <p>1.2 Specific points of each spoken text are identified. Range: at least five points.</p> <p><u>element 2</u> Understand an interview or exchange between two people, using ESOL. Range: at least two interviews or exchanges on different topics.</p> <p><u>performance criteria</u></p> <p>2.1 Relationship between speakers is identified in a word or phrase.</p> <p>2.2 Main idea of interview is identified.</p> <p>2.3 Specific points of interview are identified. Range: at least five points.</p>

RESOURCES

Assessment activities, for other unit standards, that could be used in conjunction with unit standard 15009.

- Speaking: Our Changing World (unit standard 17142)
- Reading: Our Changing World (unit standard 17363)
- Writing: 'Our Changing World' (unit standard 17144)

Teacher Sheet

Unit standard 15009, version 4	
Understand spoken information in a range of contexts (ESOL)	
Level 3	5 credits
<p>This unit has two elements.</p> <p>Element 1: Listen to and understand two spoken texts on different topics from different speakers.</p> <p>Element 2: Understand two interviews or exchanges between two people on different topics.</p>	
<p>Comment on texts used</p> <ul style="list-style-type: none">• Texts must be at least three minutes long.• Texts must contain at least 6-8 points.• Texts must be oral texts i.e. not written texts presented orally.• Texts may be live, on video/DVD or on audio tape.	
<p>Conditions</p> <ul style="list-style-type: none">• Parts of the text may be repeated ONCE on request.• Responses must be given without prompting.• Understanding may be demonstrated orally or in writing.• Written responses do not have to be grammatically correct although errors must not interfere with meaning.	
<p>Learning contexts</p> <p>It is important that topics used for spoken texts are relevant and of interest to students. Links can be effectively made to writing topics (e.g. unit standard 17144) reading topics (e.g. unit standard 17363) and speaking standards (e.g. unit standard 17142).</p>	
<p>Notes for assessors:</p> <ul style="list-style-type: none">• Before listening to the text students should be given time to read the questions and look up unknown words in a dictionary.• Students should be given a short period of time to correct their answers.• If a resubmission takes place assessors may indicate which performance criteria have not been met. Care should be taken that any marking or comments made by the assessor do not indicate the correct answer to the students. For example, in true/false answers it would be inappropriate to indicate which one was wrong.	

Transcript Task 1: Algal blooms

Hello, I'm Mark Costello. I'm a lecturer or professor at the University of Auckland. There I teach Ecology and especially marine ecology. Before that I carried out research in freshwater ecology, on fish and shrimps.

But today I thought I would tell you about one of the problems that people hear about in the media a lot, algal blooms. Algal blooms can occur both in fresh water lakes, such as Lake Rotorua, but also in the sea. There are some common reasons why algal blooms occur but really it's all about the simple things that make plants grow.

So algae, the algae that we are talking about, are microscopic plants. They float around in the water. And they need the same things as all plants in the garden. They need enough light and enough food.

Now the two main nutrients we get in the waters are phosphorous and nitrogen. What farmers put on the soil for the grass, all those fertilisers are good for plants in general. So if those fertilisers get washed off into the rivers and into lakes then there's plenty of food for the algae to grow and they just keep growing and the colour gets stronger and stronger and greener and greener.

And, if the algae can keep growing long enough, you start getting different algae growing. And sometimes you get toxic algae, which grow more slowly, but then they tend to take over because there's more food for them and there's maybe nothing eating them. Maybe there aren't enough small shrimps to eat this algae. And those toxic algae can poison animals that drink fresh water or they can get into oysters or shellfish and then people, who eat these, get poisoned.

So estuaries are a perfect place for nutrients because, even naturally, you've got lots of food. And the reason is that in the sea, nitrogen is usually the limited nutrient. But in fresh water it's phosphorous that's the limited nutrient. So that's why we buy detergents and soaps that are low in phosphorous so that we don't discharge extra phosphorous into the environment and allow plants to grow in the rivers and lakes.

So there's plenty of phosphorous in the sea but not enough nitrogen and it's the opposite in fresh water. Where the fresh water and the sea water mix you've got an abundance of both. So that's why in estuaries and harbours you tend to get algal blooms all year round.

So, one of the common problems we get around urban areas is too many nutrients and food going into the water to feed the algae. Water isn't washed away quickly so the algae are there a long time and keep on

growing. Because the tide comes in and out, the water temperature is just right for algae.

To sum up, for all these environmental reasons, the amount of food and light, the water temperature and being able to stay in the estuary, the algae build up their population and sometimes form toxic algal blooms.

Student Sheet (Element 1)

Unit standard 15009, version 4 Understand spoken information in a range of contexts (ESOL) Level 3 5 credits	
<p>Element 1: Listen to and understand two spoken texts on different topics from individual speakers.</p> <p>For this element you will:</p> <ul style="list-style-type: none">• do two assessment tasks.• listen to a video, an audio tape or someone who is talking to your class for at least 3 minutes. <p>Conditions</p> <ul style="list-style-type: none">• You will be given time to read the questions before you listen to the text.• You may ask any questions you want to and you may use a dictionary to check words before the assessment starts.• You will hear the text once.• When the tape or video is finished you may ask for part of the text to be repeated.• What you write down does not have to be grammatically correct as long as your teacher can understand it. <p>You will be given time at the end of the assessment to check your answers</p> <p>Glossary</p> <p>Text means the spoken words you will listen to. Identify means to say what something is e.g. The main idea is</p>	

Student checklist: Element 1

You will need to:	
identify the main idea of what the person is talking about.	1.1
identify five pieces of information from the text.	1.2

Student sheet: Task 1 (Element 1)

Assessment for unit standard 15009, version 4
Understand spoken information in a range of contexts (ESOL)
Level 3 **5 credits**

Name _____ Date _____

Task 1

1. Identifying the main idea of the text (1.1).

1. This text is about

- a. Mark Costello's job
- b. algal blooms
- c. nutrients in water
- d. growing plants

2. Identifying specific points in the text (1.2).

2. Answer the questions below. Write 5 words or fewer for each answer.

a. Name two things Mark Costello has done research on.

.....

b. How big are the algae that he is talking about?

.....

c. Name one of the two things that all plants need to grow.

.....

d. What type of algae grows more slowly but can take over?

.....

e. Complete this table

Fresh water contains	nitrogen
Sea water contains	i)
Estuary water contains	ii)..... and iii).....

Transcript Task 2: Pests

Hello I'm Matt Maitland. I'm the Open Sanctuary co-ordinator for the Auckland Regional Council and I look after animal conservation in some of our regional parks.

Now, what are pests? Any animal or plant can be a pest. It's a decision that we make about the wrong thing in the wrong place. All of our pest animals are actually native to somewhere. Native means that's their home place and where they belong. For various reasons these animals have been brought here to New Zealand, a place where they don't belong. And so they've quickly become pests in this environment.

New Zealand was a land of birds. It had no mammals like these animals here. The way in which these birds learnt to live was in a way that didn't accommodate mammals. So, often, when confronted by a predator, our animals would freeze, because that was the best way to hide from something. Of course all these animals have fantastic noses and they could sniff them out and chomp them!

Now with all of these mammals here in New Zealand we've seen the mass extinction of many of our native animals. And the only places where we really don't, where we still have native animals in good numbers is on our off-shore islands, which are places that predators can't get to. Now if we want to keep our native animals we need to control the pest animals.

No one really likes killing but we do it for a good reason. It's also important that we try and do it as quickly and humanely as we can.

I'll introduce you to some of our pest animals, okay? Some of the animals we have, I don't have with me is a rat. Many of you will have seen them around home. Under the kitchen sink, perhaps. Then also we have our mustelids, a stoat here and the weasel. They were brought to New Zealand to try and control rabbits. It quickly got out of hand. We have our possum, brought to New Zealand to create a fur trade. It also quickly started getting away. Then other animals like the cat. Many of you might have a cat as a pet. The difference between an animal being a pet and a pest is not very great. If it is well looked after and well managed it can be a pet animal. If it is not looked after and well managed it can become a pest.

What do these things eat? Well, it's hard to imagine but these little animals here, the stoat, are responsible for the mass extinction of kiwi on mainland New Zealand. If we don't control stoats only five percent of all kiwis will make it to become adults. Possums consume enormous amounts of vegetation every night they are out in the forest. But they are not strictly vegetarians. They also eat eggs and even young birds on the nest and even adult birds on the nest. The cat will eat pretty much anything it can find, it can get its hands on. Both as a pet animal

or domestic animal, practising its hunting skills, or as a truly feral, or wild animal, needing to eat these things to survive.

Student sheet: Task 2 (Element 1)

Assessment for unit standard 15009, version 4
Understand spoken information in a range of contexts (ESOL)
Level 3 **5 credits**

Name _____ Date _____

Task 2

1. Identifying the main idea of the text (1.1).

What is the main idea of this text?

.....

2. Identifying specific points in the text (1.2).

Circle 'True' or 'False' for each statement.

- | | |
|---|--------------|
| a. The pests named in the talk were all brought to New Zealand from somewhere else. | True / False |
| b. New Zealand did not have any birds before the arrival of people. | True / False |
| c. Native animals freeze when they see a predator. | True / False |
| d. People enjoy killing pest animals. | True / False |
| d. Stoats and weasels are mustelids. | True / False |
| e. Stoats kill lots of kiwis. | True / False |
| f. Possums are vegetarians. | True / False |

Assessment Schedule: Task 1 (Element 1)

<p align="center">Unit standard 15009 (version 4) Understand spoken information in a range of contexts (ESOL) Level 3 5 credits</p>			
Element 1			
PC	Question	Evidence	Judgement
1.1	1	b. Algal blooms	Main idea of each spoken text is identified. Answer is correct.
1.2	2	<p>Answers as below:</p> <p>a. Any two of the following: (Freshwater) ecology, fish, shrimps,</p> <p>b. Microscopic or very small</p> <p>c. One of the following Light or food</p> <p>d. Toxic (algae)</p> <p>e. i) Phosphorous ii) + iii) Phosphorous and nitrogen in any order</p>	<p>Specific points of each spoken text are identified.</p> <p>At least 5 out of 7 correct.</p>

Assessment Schedule: Task 2 (Element 1)

Unit standard 15009, version 4			
Understand spoken information in a range of contexts (ESOL)			
Level 3		5 credits	
Element 1			
PC	Question	Evidence	Judgement
1.1	1	Answers similar to Pests/ pest control/ pest animals (in New Zealand)	Main idea of spoken text is identified. Answer is correct.
1.2	2	Answers as below: a. True b. False c. True d. False e. True f. True g. False	Specific points of each spoken text are identified. At least 5 out of 7 correct.

Student sheet (Element 2)

Unit standard 15009, version 4	
Understand spoken information in a range of contexts (ESOL)	
Level 3	5 Credits
Name: _____	
Date: _____	
<p>Element 2: You need to listen to and understand an interview or exchange between two people. There will be two assessments presented live, on video or audiotape. Each will be at least 3 minutes long.</p> <p>Conditions</p> <ul style="list-style-type: none">• You will be given time to read the questions before you listen to the text.• You may ask any questions and use a dictionary to check words before the assessment starts.• You will hear the text once.• Do not ask questions while the tape or video is playing.• When the tape or video is finished you may ask for part of the text to be repeated.• What you write down does not have to be grammatically correct as long as your teacher can understand it. <p>You will be given time at the end of the assessment to check your answers</p>	

Student checklist: Element 2

<i>You will need to:</i>	
identify the relationship between the 2 speakers	2.1
identify the main point of the interview or exchange	2.2
identify at least 5 specific points made in the interview or exchange.	2.3

Transcript: Task 1 (Element 2)

Good morning listeners, our guest this morning is Ken de la Motte. Ken is Acting Life Sciences Manager at Taronga Zoo, Sydney, Australia and he's come to talk to us this morning about rabbits and the problems they pose for Australian plants and animals.

Q. *Ken. I know that early European settlers new to Australia brought rabbits with them and released them into the Australian bush. What effects did these foreign animals have on the Australian native plants and animals?*

A. *Rabbits will eat many types of plant. As the number of rabbits increased, many of the rabbits' favorite plants were totally eaten away. Once the plants had been destroyed, there was no food or shelter for the native animals and they died of starvation or were more easily hunted by their predators.*

Q. *Eventually the rabbit population became enormous. Why was that?*

A. *The female rabbit can produce up to 25 young in a year. In Spain, where the rabbits came from, their numbers are controlled by food shortages, disease and 29 different predators! When the rabbits were introduced into Australia, they had plenty of food, and there weren't as many predators or disease to kill them. Therefore their numbers rapidly increased.*

Q. *What steps did the Australian government take to reduce the number of rabbits?*

A. *First the government tried to limit the spread of rabbits by building fences to keep them out of some areas. But they spread too quickly. People also trapped and shot rabbits to eat, and used their skins for making hats and clothes. But still the rabbit numbers increased. Finally the myxomatosis virus was introduced. This disease is fatal to rabbits and it greatly reduced the rabbit population.*

Q. *Did eliminating most of the rabbits have any negative side effects?*

A. *In some areas, Australian animals like the wedge-tailed eagle were eating rabbits. This increased food supply allowed them to produce more chicks. When the rabbit numbers were reduced, the eagles no longer had enough food and many died.*

Q. *What can we learn from this?*

A. *Governments should think very carefully before allowing foreign animals to come into their countries. The foreign animals may use the food of native animals, take their homes or eat them. This upsets the balance of nature.*

Q. *So Ken, do you have any specific advice for New Zealand?*

A. *You have to think very carefully about what you can do to make sure that new species of animals, insects and plants don't get into New Zealand. That seems simple but often these things get into countries by mistake. Another thing is that you've tried releasing the Calicivirus. However, you have to be very careful when you do this. If some rabbits survive, they're likely to be resistant to the virus. When they breed you can very quickly get a whole population that is resistant to the virus. If that happens you have to reconsider traditional methods of control such as shooting, trapping and poisoning programmes.*

Q. *Are there any positive points about rabbits?*

A. *Well, actually, yes. At the moment, lots of rabbits are eaten by feral cats and weasels. If there are no rabbits these predators may well decide to eat native animals instead.*

Conclusion

Well, thank you very much. I'm sure our listeners will have lots of questions for you. Lets open the lines now.....

Student sheet: Task 1 (Element 2)

Assessment for unit standard 15009, version 4
Understand spoken information in a range of contexts (ESOL)
Level 3 **5 credits**

Name _____ Date _____

Task 1

1a). Tick which of the following best describes the relationship between the two speakers (2.1).

Are the speakers:

- i) A teacher and student. ii) A radio show host and guest speaker.
- iii) A scientist and a conservationist. iv) A television host and guest speaker

1b) Give a reason for your choice from a word or phrase you heard in the interview.

2. What is the main idea? (2.2).

3. Specific points of the conversation are identified (2.3).

3a. Who introduced rabbits into Australia?

3b. Complete the table below.

Reasons why rabbits increased in Australia	
i. Produce up to 25 young per year.	
ii. _____	
iii. Plenty of predators.	
iv. _____	

3.c. Which things were done in Australia to reduce the number of rabbits?
Circle 'True' or 'False' for each statement.

- | | |
|--|--------------|
| i. The government made it illegal to keep pet rabbits. | True / False |
| ii. The government built fences to keep rabbits out. | True / False |
| iii. The government released the virus myxomatosis | True / False |

4. Name one animal mentioned in the interview that kills rabbits.

Transcript: Task 2 (Element 2)

Hi! I haven't seen you in ages. What have you been doing?

Oh, I've been away on holiday.

Lovely! Did you like it?

Oh, great weather! But I hear that you've been doing something really interesting. What have you been up to?

My job's fascinating at the moment. I've been doing lots of work in wave erosion and wave protection. I've just got back from designing a sea wall in the Marshall Islands.

My goodness! That must have been really good. So, um, was it similar to the work that you'd been doing in New Zealand?

Yes, it's a very similar type of wall. It's made out of rip-rap, kind of like the ones you'd see at Omaha or Mission Bay.

I'm really interested in all of this because we've actually just bought a place in Omaha. So, um, what is rip-rap?

Well, rip-rap is the large rocks that we place on the front of the sea wall and what they do is they help break down the energy in the waves and they prevent erosion on the beach.

I've seen a lot of beaches that have really bad erosion. Why is it that some beaches are affected more than others?

Oh there can be lots and lots of different things that cause erosion. Often it's because of man-made structures that have been placed on the beach.

But I thought that wave erosion was a natural process.

Well, um, often it is. Yes, I guess sometimes beaches go through a natural cycle. Sometimes they're getting smaller which is erosion and sometimes they're getting larger which is accretion.

So, um, you can actually see beaches change from getting smaller or larger, say over the course of a year?

Generally what we're talking about is a process that happens over hundreds of years.

Okay, mmm, so, um, what can we do to prevent erosion?

Well, for somewhere like Omaha, the best things you can do is to stick to the board walks and the marked paths and don't walk on the dunes. The plants that are on the dunes really make a big difference to the beach. Also, if you can encourage your council to spend more money in building sand fences, they can help the beach grow twice as fast.

Sand fences? I've heard about sand sausages but what are sand fences?

Sand fences, um, if you think of a sand sausage it's actually buried under the ground and it helps prevent the sand washing back out to sea. Sand fences go above the ground and the sand builds up behind them.

So, don't they get in the way of swimmers or surfers?

No, no, not at all cos the sand fences are right at the back of the beach where there's no water.

Oh, okay. Next time I'm at Omaha I'll have a good look at it. So, what do you think will happen with wave erosion in the future?

I think the real problem will happen overseas in some countries where they just can't afford to build wave protection and I think in these places people will lose their land and their homes.

Mmm, wow, so that's quite an important job you've got there. So, um, tell me, what are you going to do in the future?

Oh, well, I'm about to go overseas so I'm looking for a similar kind of job over there.

Oh! Well I won't see you for a long time! All the best!

Thanks!

Student sheet: Task 2 (Element 2)

Assessment for unit standard 15009, version 4
Understand spoken information in a range of contexts (ESOL)
Level 3 **5 credits**

Name _____ Date _____

Task 2

1a. Tick which of the following best describes the relationship between the two speakers (2.1).

Are the speakers:

- | | |
|--|---|
| i) An engineer and a student. | ii) Two friends meeting up after a long time. |
| iii) Two scientists who are both interested in wave erosion. | iv) Two women who are meeting for the first time. |

1b. Give a reason for your choice from a word or phrase you heard in the interview.

2. Which of the following best describes the main idea of the conversation? (2.2).

- i) Engineering is a very important job.
- ii) It is risky to buy houses close to the beach because of the effects of wave erosion.
- iii) The effects of wave erosion and how to prevent it.
- iv) Building sea walls.

3a. Answer the following questions on specific points from the exchange. (2.3)

- i) What was the sea wall that the engineer designed in the Marshall Islands made out of?
-

ii) How long does it take beaches to change from getting smaller or larger?

iii) What will happen overseas in countries where people can't afford to build wave protection?

iv) What is the engineer going to do in the future?

3b. Fill in the missing words.

	Where are they found?	How do they prevent erosion?
Sand Sausages	i) _____ the ground.	iii) They prevent the sand _____ _____
Sand Fences	ii) _____ the ground.	The sand builds up behind them.

Assessment schedule: Task 1 (Element 2)

<p align="center">Unit standard 15009, version 4 Understand spoken information in a range of contexts, (ESOL) Level 3 5 credits</p>			
Element 2			
PC	Question	Evidence	Judgement
2.1	1a) 1b)	<p>The following answer:</p> <p>ii) A radio show host and guest speaker.</p> <p>Any word or phrase from the exchange that is evidence of a host interviewing a guest for a radio show e.g. <i>Listeners / Good morning listeners, our guest this morning is....</i> <i>I'm sure our listeners will have lots of questions for you. Lets open the lines now...</i></p>	<p>The relationship between the two speakers is identified in a word or phrase from the exchange listened to.</p> <p>Both 1a) and 1b) correct.</p>
2.2	2.	<p>An answer similar to:</p> <p>Rabbits and the problems they cause in Australia.</p>	<p>Main idea of the exchange is identified.</p> <p>Correct answer.</p>
2.3	3.	<p>Answers similar to:</p> <p>3a. (Early) European settlers.</p> <p>3b. ii) and iv) They had plenty of food and No diseases (in any order).</p> <p>3c. i) F ii) T iii) T</p> <p>3d. (Wedge tailed) eagles/(feral) cats/weasels</p>	<p>Specific points of the exchange are identified.</p> <p>At least 5 out of 7 correct from 3a; 3b; 3c and 3d.</p>

Assessment schedule: Task 2 (Element 2)

<p align="center">Unit standard 15009, version 4 Understand spoken information in a range of contexts, (ESOL) Level 3 5 credits</p>			
Element 2			
PC	Question	Evidence	Judgement
2.1	1a. 1b.	<p>The following answer:</p> <p>ii) Two friends meeting up after a long time.</p> <p>Any word or phrase from the exchange that is evidence of friends meeting up e.g. <i>Hi! I haven't seen you in ages.</i></p>	<p>The relationship between the two speakers is identified in a word or phrase from the exchange listened to.</p> <p>Both 1a) and 1b) correct.</p>
2.2	2.	<p>The following answer:</p> <p>iii) The effects of wave erosion and how to prevent it.</p>	<p>Main idea of the exchange is identified.</p> <p>Correct answer.</p>
2.3	3a. 3b.	<p>Answers similar to:</p> <p>i) Rip-rap. ii) Hundreds of years. iii) People will lose their land and/or their homes. iv) Go overseas and/or look for a similar job.</p> <p>i) Under the ground. ii) Above the ground iii) washing back out to sea.</p>	<p>Specific points of the exchange are identified.</p> <p>At least 5 out of 7 correct from 3a and 3b.</p>