Cars of the Future: ESOL unit standard 17363 (version 4)

Writers: ESOL Advisers, Teacher Support Services, Christchurch College of Education. Adapted to meet the requirements of version 4.

Text is by Bernard Carpinter, pp. 2-7 in *Choices (2000)*, **Looking Forward**

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

NCEA LEVEL 3	
Unit standard	**Elements and performance criteria**
Unit standard 17363, version 4 Read information texts (ESOL)	**Element 1:** Read information texts (ESOL). Range: two complete texts, each from a separate context. 1.1 The main idea of the overall text is identified. 1.2 Main ideas and supporting information are identified and linked. 1.3 Cohesive devices and their meanings are identified. 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 – pronoun reference, conjunctions. 1.4 The meaning of essential vocabulary as used in each text is given. Range: ten words.

Unit standard 17363, version 4 **Read information texts (ESOL)**	
Level 3	**4 Credits**

This unit standard has one element:
Element 1: Read information texts (ESOL).
Range: two complete texts, each from a separate context.

Conditions

- 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.

Learning contexts

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 information texts. The *English Language Intensive Programme* (ELIP) contains examples of information reports in the writing section. These can be used to provide guidance on suggested teaching components, strategies and language features of information reports e.g. '*Athens.*' ELIP 13(c). However, it should be noted that the ELIP texts do not meet the length requirements for this unit standard; refer to special note 5i.

Notes for Assessors

- It is important that students and assessors 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 students.
- 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.

<table>
<tr><td colspan="2" style="text-align:center">**Unit standard 17363, version 4**
Read information texts (ESOL)</td></tr>
<tr><td>**Level 3**</td><td>**4 Credits**</td></tr>
<tr><td colspan="2">**Element 1: Task – Cars of the Future**</td></tr>
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- 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 idea of the whole text is.	1.1
Identify the main ideas and supporting information.	1.2
Link the main ideas with the correct supporting information.	1.2
Find examples of cohesive devices and explain their meaning. Cohesive devices could include: - repetition of nouns e.g. *'New Zealand birds, bird watching, song birds* - use of synonyms e.g. feathers, plumage - pronoun reference e.g. **They are …it** is for **them** - connectives e.g. **Alternatively…also…when**	1.3
Give the meaning of important vocabulary from the text.	1.4

Unit standard 17363, version 4 **Read information texts (ESOL)**	
Level 3	**4 Credits**

Name ……………………………………………… Date…………………………

Read the text and answer the questions below.

1.1 The main idea of the overall text is identified.

1a. Which of these is the best description of the main idea of the whole text? Circle either 'True' or 'False'.

i) This is a story about a car chase on a motorway.
    True   False

ii) This is about changes that may happen to cars.
    True   False

iii) This is about two people driving cars into space.
    True   False

1.2 Main ideas and supporting information are identified and linked.

Use the main ideas and supporting information below to complete the chart of main ideas, explanation and example. Write the letter only. Some examples have been done for you.

a)	The world is going to run out of petrol.
b)	Radar will tell you if you are too close to the car in front.
c)	Stop!
d)	The car might refuse to go too fast.
e)	Computers will take over control more and more.
f)	Governments will have to do something about people dying or getting hurt in car crashes.
g)	My left rear tyre is a little flat.
h)	Electric engines
i)	The car might speak to you.

Main idea	Explanation	Example
Cars will be able to communicate.	You can talk to the car. i) ……	It's getting hot in here. ii) …… It's time for my next service. iii) ……
iv) ……	Computers will make driving easier but less challenging and less fun.	v) …… You can look at the scenery. You can listen to the stereo or read.
vi) ……	Controlling speed is one thing that would help.	vii) …… The car might report a speeding driver to the police.
The world is going to run out of petrol some time	We will have to find new fuels for cars.	viii) …… Engines that run on hydrogen instead of petrol

1.3 Cohesive devices and their meanings are identified.

3a. Grammatical cohesion: Pronoun reference

1	All the same, too many people are still dying or getting hurt in car
2	crashes. Governments will have to do something about **it.**
3	In future, if the driver wants to go too fast, the car might refuse to do **it.**
4	Or if the driver does break the speed limit, the car might report **it** to the
5	police.
6	Air pollution from car exhausts is another problem. Some car makers are
7	starting to use electric engines. These are quiet, and they do not cause
8	pollution, but the engines aren't very powerful, and the batteries are
9	heavy. Still **they** could be good for driving in big cities.

i) Line 2: What phrase does 'it' refer to?

……………………………………………………………………………………

ii) Line 3: What phrase does 'it' refer to?

……………………………………………………………………………………

iii) Line 4: What phrase does 'it' refer to?

……………………………………………………………………………………

iv) Line 9: What noun does 'they' refer to?

……………………………………………………………………………………

3b. Grammatical cohesion: Conjunctions

Read the text below and think about what functions the conjunctions in bold have in the text.

Some car makers are starting to use electric engines. These are quiet, and they do not cause pollution, **but** the engines aren't very powerful, and the batteries are heavy.
Another idea is engines that run on hydrogen instead of petrol. **When** an engine burns hydrogen, the exhaust is pure water, in the form of steam.
The trouble is, **because** hydrogen is a gas, it's hard to store it and put it into fuel tanks in cars.

Now match the conjunctions in bold to their functions in the box below.

gives a reason	i)
adds more information	ii)
introduces a contrasting idea	iv)
shows what happens at this time	v)

3c. Class / sub-classes

Fill in the chart below with words **from the text** that are different kinds of cars and are parts of cars. Some examples are done for you.

Cars	Car models	Parts of cars	
	BMWs	tyres	ii)
	i)	iii)	iv)

3d. Repetition of words
The word **control** is repeated throughout the text in different forms:

take control, still control, out of control, take control, controlling.

i) Give one reason why you think the word 'control' is used in the text so many times.

…………………………………………………………………………………………

…………………………………………………………………………………………

The word **systems** is also repeated throughout the text:

getting systems, have systems, new systems, special systems

ii) Give one reason why you think the word 'system' is used in the text so many times. You may use your dictionary.

…………………………………………………………………………………………

…………………………………………………………………………………………

1.4 Meaning of essential vocabulary in each text is given.

For each word there is more than one meaning. Circle the meaning of the word as used in the text.

Word	Meanings
i) a breeze (p.3)	a) a casual or carefree manner b) a gentle wind
ii) service (p.3)	a) a meeting in a church b) examine and fix so it will work safely
iii) detour (p.3)	a) a longer way to take because of a problem b) a different way to take because you want to see something on a journey
iv) control (p.3)	a) make it do what you want it to do b) prevent something dangerous from spreading
v) radar (p.4)	a) a way of knowing the position of a machine b) a device to catch people who are speeding
vi) scenery (p.4)	a) background for the stage in a theatre b) beautiful views
vii) a challenge (p.4)	a) to invite someone to fight you b) something new, exciting or difficult that needs you to make an effort
viii) suspensions (p.4)	a) springs and shock absorbers attached to the wheels of a car b) structures of wires and springs to support something
ix) impact (p.4)	a) the effect that something has on a person b) the action of one object hitting another
x) refuse (p.4)	a) choose not to do something b) rubbish
xi) exhaust (p.6)	a) steam produced when an engine is running b) makes people tired
xii) streamlined (p.6)	a) a long, narrow shape that can move quickly b) organised to be more efficient

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<tr><td colspan="3">Element 1: Read independently information texts (ESOL)
Range: two complete texts, each from a separate context.</td></tr>
<tr><td>PC</td><td>Evidence</td><td>Judgement</td></tr>
<tr>
<td>1.1</td>
<td>1a. Correct answers are:
   i)   False
   ii)   True
   iii)   False</td>
<td>The main idea of the overall text is identified.
Q1a: All answers are correct.</td>
</tr>
<tr>
<td>1. 2</td>
<td>2.
   i)   i
   ii)   c
   iii)   g
   iv)   e
   v)   b
   vi)   f
   vii)   d
   viii) h</td>
<td>Main ideas and supporting information are identified and linked.
6 out of 8 answers correct</td>
</tr>
<tr>
<td>1.3</td>
<td>3a. Grammatical cohesion: Pronoun reference
   i)   too many people are still dying or getting hurt in car crashes.
   ii)   Go too fast.
   iii)   (The driver) breaking the speed limit.
   iv)   Electric engines

3b. Grammatical cohesion: Conjunctions
   i)   because
   ii)   another
   iii)   but
   iv)   when

3c. Lexical cohesion: Class and sub-class
  i) Mercedes
  ii) iii) iv) Any of the following:
wheels, brakes, engine, suspension, seatbelts, airbags, exhaust, batteries, windscreen, radar, computers</td>
<td>The effect on meaning of lexical and grammatical cohesive devices is demonstrated.

3a. 3 out of 4 answers correct.

3b. 3 out of 4 answers correct. Q ii) & Q iii) can be in any order.

3c. 3 out of 4 answers correct.</td>
</tr>
</table>

	3d. Lexical cohesion: Repetition of words Answers similar to: *i) To emphasise that In the future cars will have more control and/or in the future drivers will have less control* *ii) To help us understand that In the future cars will use computer systems/ systems need to be used to make sure cars are safe/systems will replace people in the future*		3d. Either i) or ii) is correct.
1.4	i) b) ii) b) iii) a) iv) a) v) a) vi) b) vii) b) viii) a) ix) b) x) a) xi) a) xii) a)		Understanding of the meaning of ten items of essential vocabulary as used in the text is demonstrated. 10 out of 12 answers correct.