

Farming in New Zealand: ESOL unit standard 2986 (version 7)

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

NCEA LEVEL 2	
Unit standard	Elements and performance criteria
Unit standard 2986, version 7 Read information texts in familiar contexts (ESOL)	<p>Element 1: Read information texts in familiar contexts (ESOL).</p> <p>Range: two texts, each from a separate familiar context.</p> <p>Performance criteria</p> <p>1.1 The main idea of the overall text is identified with reference to layout and any headings, illustrations, or diagrams.</p> <p>1.2 Main points and supporting detail in each text are identified.</p> <p>1.3 The effect on meaning of cohesive devices in the text is identified.</p> <p>Range: cohesive devices may include but are not limited to – repetition of key nouns, pronoun reference, conjunctions.</p> <p>1.4 The meaning of essential vocabulary as used in each text is given.</p> <p>Range: ten words.</p>

Teacher guidelines

Unit standard 2986, version 7	
Read information texts in familiar contexts (ESOL)	
Level 2	4 credits
<p>This unit standard has one element: Element 1: Read information texts in familiar contexts (ESOL). Range: two texts, each from a separate familiar context.</p>	
<p>Conditions</p> <ul style="list-style-type: none">• All assessment activities must be conducted in English, which must not be the student's first language.• Understanding may be demonstrated by oral or written response.• Written responses need not be grammatically correct but errors must not interfere with meaning.• A bilingual and/or English dictionary but not an electronic translator may be used.• Assistance may be given to understand the requirements of the task.	
<p>Learning context</p> <p>Assessment should follow class activities in which the students have had the opportunity to become familiar with the topic and vocabulary through a range of listening, speaking and writing activities. The question types should also be familiar to the students and this can be achieved by including similar question types in the formative work. The <i>English Language Intensive Programme</i> (ELIP) Stage 2, has suggested teaching components, strategies, language features and sample texts on information report genre: 'Kiwi' (5c); 'Sharks' (5d); 'Kangaroos' (11c); 'Antarctica' (11d); 'New Zealand' (20c) and 'Drugs' (20d).</p>	
<p>Notes for Assessors</p> <ul style="list-style-type: none">• It is important that assessors and students 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.• 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, students should redo that part of the assessment on an unmarked copy.	

Student instructions

Unit standard 2986, version 7 Read information texts in familiar contexts (ESOL)	
Level 2	4 Credits
Element 1: Read information texts in familiar contexts (ESOL). Range: two texts, each from a separate familiar context.	
Task: Farming in New Zealand	
Conditions <ul style="list-style-type: none"> • Do this activity in class. • You may ask for help to understand the instructions. • You may use a bilingual and/or 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:	
Identify the main idea of the overall text using layout, and any headings, illustrations or diagrams.	1.1
Identify the main points and supporting detail in the text.	1.2
Identify the effect cohesive devices have on the meaning of the text. This may include: <ul style="list-style-type: none"> - repetition of key nouns e.g. <i>the peacock, peacocks, those beautiful peacocks, a flock of peacocks</i> - pronoun reference e.g. <i>it, they, these, those</i> - conjunctions e.g. <i>but, and, or</i> 	1.3
Give the meaning of ten important words from the text.	1.4

Reading text

Farming in New Zealand

In New Zealand there are many different types and sizes of farms. Farmers raise animals for food. They also keep animals to get raw materials to make non-food products, for example, wool to make clothes.

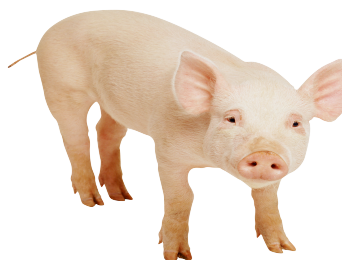
Some farmers keep cattle for their meat. These cattle live on beef farms. The most important non-food raw material from cattle is leather. Dairy cows provide milk and milk products such as butter, cheese and cream. These farms are called dairy farms.



Sheep farms are the most common types of farm in New Zealand and some sheep farms are huge. There are about 50 million sheep in this country and only 4 million people. Sheep are kept for their wool, meat and sometimes milk. Meat from sheep is called lamb (young sheep) and mutton (older sheep).



Pigs are kept mainly for their meat. The meat from pigs is sold as pork, bacon and ham. Pig farms are usually quite small, about 4 hectares.



Poultry includes all kinds of farmyard birds, such as chickens, ducks, geese and turkeys. They provide eggs as well as meat. Poultry farms do not need to take up a large area. This is because it is possible to farm a lot of birds in a small area.



Ostrich and llama farms are quite new to New Zealand and these animals produce meat and fibre for the local and export markets. Although some are farmed commercially, most are found on small lifestyle farms.



Deer farms are smaller than sheep and cattle farms. The farmer sells the meat, which is called venison to local butchers. The antlers are used to make products that are sold overseas to many Asian countries.



Farming is a very important industry in this country as we sell food products and non-food products to many overseas countries.

261 words

Student sheet: Assessment task

Unit standard 2986, version 7	
Read information texts in familiar contexts (ESOL)	
Level 2	4 credits

Name Date

Read the text and answer the questions below.

1.1 The main idea of the overall text is identified with reference to layout and any headings, illustrations and diagrams in the text.

Read the text and look carefully at the layout and any headings, illustrations and diagrams in the text.

1a. What is the main idea of this text?

I think the main idea of this text is

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1b. What things from the text make you think this? Think about the layout, and headings, illustrations and diagrams.

I think this is the main idea of the text because

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1.2 Main points and supporting detail are identified.

Fill in the chart below with the missing main points and relevant supporting detail.

MAIN POINTS		SUPPORTING DETAIL	
Types of farms in New Zealand	Size of farms	Animals	Products
beef	No information	cattle	i)
ii)	No information	iii)	milk and milk products (butter, cheese, cream)
sheep	iv)	sheep	v)
vi)	small / about 4 hectares	pigs	meat (pork, bacon, ham)
viii)	not a large area	ix)	eggs and meat
ostrich and llama	ix)	ostrich and llama	x)
deer	xi)	deer	xii)

1.3 The effect on meaning of cohesive devices in the text is identified.

3a. Pronoun reference

Look at the words in **bold** in the texts. Decide what the word refers to:

In New Zealand there are many different types and sizes of farms. Farmers raise animals for food. **They** also keep animals to get raw materials to make non-food products, for example, wool to make clothes.

i) The word '**They**' refers to

Poultry includes all kinds of farmyard birds, such as chickens, ducks, geese and turkeys. **They** provide eggs as well as meat.

ii) The word '**They**' refers to

Ostrich and llama farms are quite new to New Zealand and **these animals** produce meat and fibre for the local and export markets.

iii) The words '**these animals**' refers to

Farming is a very important industry in **this country** and we sell food products and non-food for manufacturing to many overseas countries.

iv) The words '**this country**' refers to

3b. Connectives

Poultry includes all kinds of farmyard birds, such as chickens, ducks, geese and turkeys. They provide eggs as well as meat. Poultry farms do not need to take up a large area. This is because it is possible to farm a lot of birds in a small area.

Ostrich and llama farms are quite new to New Zealand and these animals produce meat and fibre for the local and export markets. Although some are farmed commercially, most are found on small lifestyle farms.

Look at the underlined words in the text above. How do these words help to connect ideas in the text? Place the words beside the correct function below.

i) gives a reason	
ii) tells you that the second part of the sentence will be different	
iii) gives an example	
iv) adds more information	

3a. Class and sub-class

Fill in the missing gaps to show you understand the relationships.

Animals	Food products	Non-food products
beef cattle	i)	leather
ii)	milk, milk products (butter, cheese, cream)	
ostrich and llama	iii)	iv)

1.4. The meaning of essential vocabulary used in the text is given

4a. Match the words with their meaning in the text. Choose from the list of words in the box. Be careful that you choose the meaning in this text as some words have more than one meaning. You may use a dictionary.

fibre	raw materials	cattle
industry	cows	local

Word	Meaning
i)	producing things
ii)	near a particular place
iii)	female animals kept on farms to produce milk
iv)	natural goods used to make a product
v)	animals farmed for meat
vi)	threads from the hair of an animal

4b. Choose words from the box that match the meaning of the words in brackets in the questions.

includes	market	provides
raises	exports	huge

i) New Zealand _____ (sells overseas) millions of dollar worth of cheese every year.

ii) A deer farmer _____ (grows) deer for its meat called venison.

iii) Sheep farmers produce wool and meat for the local and overseas

_____ (place where goods are sold and bought).

iv) An ostrich _____ (gives) meat, eggs and feathers for the farmer to sell.

v. There are a _____ (large) number of dairy farms in the Waikato.

vi. A poultry farm _____ (contains) a large number of birds in a small area.

Assessment schedule: Task - Farming in New Zealand

Unit standard 2986, version 7		
Read information texts in familiar contexts (ESOL)		
Level 2	4 credits	
Element 1: Read information texts in familiar contexts (ESOL). Range: two texts, each from a separate familiar context.		
PC	Evidence	Judgement
1.1	<p>1a. Answers similar to: <i>Information about farm animals/farming/different kinds of farming</i></p> <p>1b. Answers show that layout, headings, illustrations and diagrams have been used to identify the main idea of the overall text e.g.</p> <p><i>Layout – the way the text is arranged in boxes shows me it is probably information / facts about the pictures.</i></p> <p><i>Illustrations –there are pictures of animals</i></p>	<p>The main idea of the overall text is identified.</p> <p>1a. Any reasonable answer.</p> <p>1b. Any reasonable answer that uses layout, headings or illustrations to support answer to 1a.</p>
1.2	<p>2.</p> <ul style="list-style-type: none"> i) meat and leather ii) dairy iii) cows iv) huge v) wool and meat vi) pig vii) poultry viii) farmyard birds (chickens, ducks, geese and turkeys) ix) mostly small farms x) meat and fibre xi) smaller than sheep and cattle farms xii) meat (venison) and products from antlers 	<p>Main points and supporting details are identified.</p> <p>10 out of 12 answers are correct.</p> <p>If the answer includes 'and' e.g. wool and meat, both need to be correct. Information in brackets is optional.</p>
1.3	<p>3a.</p> <ul style="list-style-type: none"> i) farmers ii) poultry or chickens, ducks, 	<p>The effect on meaning of cohesive devices in the text is identified.</p>

	<p>geese, turkeys</p> <p>iii) ostrich and llama</p> <p>iv) New Zealand</p> <p>3b.</p> <p>i) This is because</p> <p>ii) although</p> <p>iii) such as</p> <p>iv) as well as</p> <p>3c.</p> <p>i) meat</p> <p>ii) dairy cows</p> <p>iii) meat</p> <p>iv) fibre</p>	<p>3a. 3 out of 4 answers are correct.</p> <p>3b. 3 out of 4 answers are correct.</p> <p>3c. 3 out of 4 answers are correct.</p>
1.4	<p>4a. Correct answers are:</p> <p>i) industry</p> <p>ii) local</p> <p>iii) cows</p> <p>iv) raw materials</p> <p>v) cattle</p> <p>vi) fibre</p> <p>4b. Correct answers are:</p> <p>i) exports</p> <p>ii) raises</p> <p>iii) market</p> <p>iv) provides</p> <p>v) huge</p> <p>vi) includes</p>	<p>The meaning of essential vocabulary as used in the text is given.</p> <p>4a and 4b: A total of 10 out of 12 answers are correct.</p>