

Antarctica: ESOL unit standard 2986 (version 7)

Writers: ESOL Advisers, Teacher Support Services, Christchurch College of Education. Adapted to meet the requirements of version 7.

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

NCEA LEVEL 2	
Unit standard	Elements and performance criteria
<p>Unit standard 2986, version 7</p> <p>Read information texts in familiar contexts (ESOL)</p>	<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 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 1: Antarctica	
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. 	

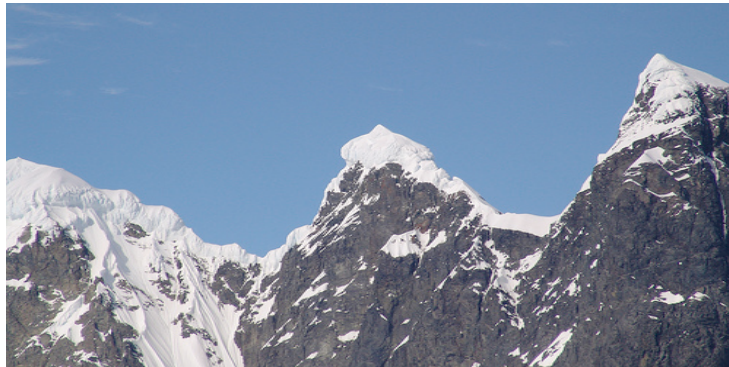
Student checklist

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>snow, snowing, snow storm, snowed</i> - pronoun reference e.g. <i>it, they, these</i>. - conjunctions e.g. <i>because, and, or, but</i>. 	1.3
Give the meaning of ten important words from the text.	1.4

Reading text

Antarctica

Antarctica is the fifth largest continent on earth but is very different from other continents. It is not owned by any country and over 98 percent of the land is covered by ice. Under the ice there are mountains and valleys. There are even two active volcanoes.



http://farm1.static.flickr.com/157/351024016_def43fa8b3.jpg

Location

Antarctica is located at the South Pole and is surrounded by the Southern Ocean. The largest sea-ice area is called the Ross Ice Shelf.



<http://www.worldatlas.com/webimage/countrys/polar/antarcz.gif>

Climate

Antarctica is the coldest continent in the world. It has the record for the lowest temperature, minus 89.2°C. Antarctica is also very windy. Winds sometimes blow at over 300kms an hour. The centre of Antarctica is a desert with less than 50mm of rain or snow each year.

Vegetation

There are no trees in Antarctica. Only a few plants like algae, lichen and moss can survive. They have adapted to the climate.

Animal life

Because it is so cold there is little animal life in the central area. On the coast there are many kinds of penguins and seals and a snow petrel.



http://farm1.static.flickr.com/123/350996013_ded2ba9023.jpg

Population

No people live permanently in Antarctica but many researchers and scientists visit. Travellers to Antarctica need to sail on special ships that can sail through thick ice.

The future

Scientists are concerned about the effect of global warming on Antarctica and the world. If global warming happens, the air temperature around Antarctica increases. When a large area of ice melts, the sea level will rise around the world. For example, if the West Antarctic Ice Sheet melts, the sea around the world will rise by five metres. Then many places where people live will be under the sea.

Word count: 274

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. Tick the overall main idea of the text.

- i) We need to look after our environment.
- ii) Information about where Antarctica is and what it is like.
- iii) Antarctica is a dangerous place to visit.
- iv) Arguments about global warming.

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

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.....

1.2 Main points and supporting detail are identified.

2. Find the missing main points and supporting details in the text and write in the spaces below.

Main points	Supporting detail
Antarctica is not similar to other continents	a) Most of the land is covered with ice. Under the ice there are mountains and valleys. Two mountains are active volcanoes.
b)	The Ross Ice Shelf has the largest sea-ice area.
c)	Temperatures are very low. Winds can blow very hard. d).....
Antarctica is a place where no trees grow.	e)
Most animals can't live in the middle part of Antarctica because it is too cold.	f)
g)	The ice is too thick for most ships so people who visit Antarctica need to travel on special ships.
Global warming in Antarctica will affect the rest of the world.	The sea around the world will rise if the West Antarctic Ice Sheet melts. h).....

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

Antarctica is the fifth largest continent on earth but is very different from other continents.

Scientists are worried about the effect of global warming on Antarctica and the world. If global warming happens, the air temperature around Antarctica increases. When a large area of ice melts, the sea level will rise around the world. For example, if the West Antarctic Ice Sheet melts, the sea around the world will rise by 5metres. Then many places where people live will be under the sea.

3a. Connectives

Look at the underlined words in the text above. Put these words in the correct space below to match their effect on meaning. There is one extra underlined word.

introduces an opposite idea	i)
the next event, the time it happens	ii) iii)
adds more information	iv)
gives a condition	v)

3b. Pronoun reference

Antarctica is the fifth largest continent on earth but is very different from other continents. **It** is not owned by any country and over 98 percent of the land is covered by ice.

i) The word **it** refers to

There are no trees in Antarctica. Only a few plants like algae, lichen and moss can survive. They have adapted to the climate.

ii) The word **They** refers to

Because **it** is so cold there is little animal life in the central area.

iii) The word **it** refers to

3c. Lexical cohesion

The word 'ice' is repeated many times in the text in different forms. Find the different types of ice that are referred to. One example is done for you.

Ice	sea-ice i) ii) iii)
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1.4 The meaning of essential vocabulary used in the text is given.

4. 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.

a continent	the coast	to survive	concerned
to melt	permanently	a researcher	adapted
global warming	the sea level	the record	vegetation

Word	Meaning
i)	all the time
ii)	worried
iii)	change to water
iv)	a person who finds out all the facts and information about a subject
v)	the average height of the sea compared with land
vi)	the highest or lowest ever
vii)	the area of land where sea and land meet
viii)	to continue to live
ix)	one of the seven main areas of land on the earth
x)	plants
xi)	increase in the world's temperatures
xii)	changed to suit the conditions