# Where does it come from?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_

You are going to discuss food and where it comes from and then do some study on the internet. Your teacher is hoping you can read information on the web and answer some questions.

# Discussion before you start work on the web:

* What did you eat last night? Is there any food that everybody in class ate?
* What is your favourite meal? How often do you eat it?
* What food you find difficult to find and buy in the city or suburb you live in now?
* What’s different about how people eat now, compared to when you were a kid? Do we eat more junk food, or a bigger variety of food, or less interesting food – what’s your experience?

**Write some answers to the discussion topics here, after talking** –

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|  |

1. Make sure you know these know the meaning of these words:

|  |
| --- |
|  import export produce staple foods select (on screen) surf (the internet) google nutrition crop grow  click on (information) |

1. Computer Work.
2. Your teacher will give you a question to answer. Copy the question here. Are you working alone or with a classmate, today?

Write the answer here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My question is:

|  |
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|  |

Check the meaning of any new words before you go start surfing the web.

**Write your answers here**:

Make sure you write the web address to show where you go the information.

|  |
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1. Tell your teacher the information you learned.
2. Answer this question – do you think that this information true or not true?
3. More computer work.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Go to these three websites and answer the three questions. Tick the name of site which gave you the information.

There are 3 sites to look at: be sure to copy the addresses exactly, or ask your teacher to email them to you, so you can copy and paste.

http://www.asiarice.org/sections/learnrice/ricefacts.html

http://geography.about.com/library/faq/blqzrice.htm

<https://www.sunrice.com.au/consumer/about-sunrice/>

Get answers to these 3 questions from Professor Google:

## Which countries produce and export the most rice?

1. What Australian company grows rice how many employees does it have?
2. How many kilometres must a rice farmer walk to prepare his

|  |  |  |
| --- | --- | --- |
| Question  | Answer | Which site gave you this information?  |
| 1. Which country produces 28.3% of the world’s rice?
 | Country name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | asiarice.org/sections/learnricegeography.about.com/library sunrice.com.au  |
| 1. What Australian company grows rice?

How many employees does it have?  | Company name: \_\_\_\_\_\_\_\_\_\_\_\_Number of employees \_\_\_\_\_ | asiarice.org/sections/learnricegeography.about.com/library sunrice.com.au |
| 1. How many kilometres must a rice farmer walk to get his land ready, approximately
 | \_\_\_\_\_\_\_ kilometres per hectare | asiarice.org/sections/learnricegeography.about.com/library sunrice.com.au |

1. Why do we use the idiom “*Professor Google*”?

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|  |

1. You looked at three websites. Which one, in your opinion, give the most information about people who grow rice? – use ‘because’ in your answer, so we understand what you think.

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* Check your work for accuracy before you give your answers to your teacher.

# Focus of this activity

This activity aims to help teachers with mixed levels prepare to assess Reading and Level 2 and 3. It also aims to help make a computer-based activity part of your assessment materials.

Decide if you will let each learner have a go at the Level 3 thanks (questions 4-6) or stay on Level 2. The answer to this might be influenced by the program you’re working in: if it’s the SEE program you might need Level 3 outcomes. In which case, use the teaching and Level 2 assessment tasks as practice. Other teaching and learning programs might allow the learner to work at his or her own pace through the tasks.

## Other macro skills and indicators of the ACSF:

 As well as reading, this activity could be used for describing:

* **Learning** – if you write up your observations about the learner’s growing skills in using the computer as a learning strategy (3.02, ‘*Independently searches the internet*, p. 33)
* **Oral communication** – if you ask the learners to report on aspects of the information about food they find on the net (sample activities – ‘*Presents information to a small group on a particular topic and responds to questions*’ p. 112)
* **Numeracy** – you could ask the student to collate information about the food they eat most often, or most commonly, in the class and get them to graph the results (1.10 *compares information and data*, p. 129; 2.10 *orders … and uses familiar data to construct simple charts*, p. 133; *collects and organises familiar data…using simple and familiar or routine scales and axes* p. 137)
* **Reading** – ask the learners to make a list of five commonly bought food: rice, oil, onions, potatoes and apples, for example. Where were they grown or produced? They could do a project to gather the information over a couple of weeks, from their regular shopping. Again, the class could make graphs of the origin of their food stuffs.

# ACSF: Skill indicator levels, performance features

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading** | 2.033.03 |  Focus areas | Text navigationComprehension strategiesDecoding and fluencySyntax and language patternsVocabulary |
| 2.043.04 | Focus areas | PurposeComplexityPrior knowledgeText analysis |

|  |  |
| --- | --- |
| **Amount of support for these levels:**  |  Level 2 – May work with an expert/mentor where support is available if requested.  |
|  |  Level 3 – Works independently and uses own familiar support resources |

# Anything to be aware of, with this activity?

* The preparation activities – questions 1 and 2 may constitute a lesson in themselves, especially given the amount of technical vocabulary.
* These questions are designed to test reading – so grammatical errors in written answers shouldn’t affect the content and demonstration of understanding. Make notes on the learner’s pages if you needed to clarify understanding.
* You will notice when surfing for answers for this topic that these food-related sites have a lot of advertisements and advertorials. So this might be a chance to help the learners discriminate between information and click-bait. This site: <http://www.whichcountry.co/top-10-lemon-producing-countries-in-the-world/> is a good place to start (providing you think your class have an interest in lemons). It’s a good clear site with some useful information graphically presented **but**: loaded with ads, which are placed centrally. For example, when accessed on 25/10/14, in Melbourne it contained an ad for Melbourne airport parking, which could be a bit mystifying to our learners.
* Topics like food, rice, fruit and vegetables, coffee, tea, cocoa are universal and when these materials were trialled they created a lot of interest in a group of adult ESL learners in AMEP and SEE programs. The discussions lead to talk about where best to purchase fresh vegies, how to avoid being ripped off as well as healthy food versus junk. You may find that this assessment becomes a relatively small part of the work you’re doing with the class – all the more reason to make use of a formatted test to support the teaching and learning in class.
* You could adapt the Level 3 materials here to allow the learner to choose 3 sites and get three different sets of facts for a food topic of their own choosing. The format shown here for Questions 4 & 6 is designed primarily to exemplify the sample ‘write-ups’ on subsequent pages. It worked well enough but was a bit clunky in trials – mainly because of inaccurate typing on the learners’ part. The learners were interested in discussing the information about food and how, if possible, to verify ‘facts’ on the net.
* The sites listed below were accessed from August to October of 2014. It’s well worth the time needed to do some net-surfing in case the information on them has changed or they are no longer accessible (few things are less pleasant than an internet-based lesson where a target site no longer exists!)
* At Level 3, learners are not expected to access support (‘works independently and uses own familiar support resources, p. 58 & 59). There is something about this that seems anti-intuitive to this writer – after all, we are encouraged to request and offer support in most aspects of our personal and professional lives, and it’s a requirement that show another educator our assessment materials for moderation and validation. So, why do we suddenly withdraw all support from our learners, because they’re approaching independence? However, the fact is, we need to take care that what we present for Verification clearly shows the independent work of the learner at Level 3.
* Teachers who are new to SEE will it helpful to read the comparison grid (appendix 1b, pp. 154–5, 156–7) to see the degree of simplicity/difficulty between the two Levels. Another tip is to read the two sample activities pages for this macro-skill; flicking form page 56 (Level 2) to p. 60 (Level 3) helps to get a full sense of what demonstrations are needed by the learners.
* We all know that just because something is on the net it isn’t necessarily true! However, it sometimes takes a while for our learners to be fully aware of this. Therefore the answer question 3c will help you to discriminate between the levels and to decide if you will give each learner the Level 3 tasks.

## A list of sample questions for activity 2

Choose questions according to the level you are testing and learner’s eating habits – a vegetarian or very new arrival may struggle to answer e, for example.

|  |
| --- |
| 1. What food is the most common crop in the world?
 |
| 1. What country grows the most rice in the world?
 |
| 1. What country consumes the most rice in the world?
 |
| 1. What are the top five fruits we eat in the world?
 |
| 1. Which country eats the most meat?
 |
| 1. Which country grows s the most wheat?
 |
| 1. Which country grows the most coffee?
 |
| 1. Do people eat more wheat or more rice?
 |
| 1. What vegetable is the biggest crop in the world?
 |
| 1. What are the top five foods we grow in Australia?
 |
| 1. Which country exports the most food?
 |
| 1. Which country imports the most food?
 |

## Samples, answers and sources

3 a – internet facts and lists about food sources:

|  |  |  |
| --- | --- | --- |
| **Question** | **Sample answer** |  **Source** |
| 1. What food is the most common crop in the world?
 | Sugar/maize/wheat/rice/potatoes | <http://top5ofanything.com/index.php?h=fda6cc69> |
| 1. What country grows the most rice in the world?
 | China/India/Indonesia/Bangladesh/Vietnam | http://www.mapsofworld.com/world-top-ten/rice-producing-countries.html |
| 1. What country consumes the most rice in the world
 | China | <https://ca.answers.yahoo.com/question/index?qid>...  |
| 1. What are the top five fruits we eat in the world?
 | Watermelon/bananas/apples/grapes/oranges | <http://5factsdotorg.wordpress.com/2011/08/16/top-5-fruit-crops/>  |
|  | Luxembourg/US/Australia/New Zealand/Spain  | http://www.economist.com/ |
|  | China/India/US/France/Russia | http://www.mapsofworld.com/world-top-ten/world-map-countries-wheat-production.html |

## 3b sample answers

|  |  |
| --- | --- |
| Below ACSF Level 2 | Teacher, I am look at this ( pointing to screen) – it say …I don’t know what it say (ie couldn’t distinguish amongst text the answer to the question about the most common crop)  |
| Exit Level 2 | I think yes China – Chinese - eat more rice than other country because they are many people and always eat rice |
| Level 3 |  I got this information about wheat and the country producing: it tells me that the countries are first is China, then is India, then US of America and then the French and then the Russia. Australia is number six!  |

## 3c sample answers

|  |  |
| --- | --- |
| Below ACSF Level 2 | Is true because I read this (pointing to screen).  |
| Exit Level 2 | I think yes China eat more rice than other country because they are many people and always eat rice |
| Level 3 | I am surprise to read that watermelon is number one fruit! I would like to get more information about this one.  |

## 4a answers

|  |  |  |
| --- | --- | --- |
| **Question**  | **Answer** | **Which site gave you this information?**  |
| 1. Which country produces 28.3% of the world’s rice?
 | Thailand | geography.about.com/library  |
| 1. What Australian company grows rice? How many employees does it have?
 | SunriceNumber of employees : 2100 | sunrice.com.au  |
| 1. How many kilometres must a rice farmer walk to get his land ready, approximately
 | 80 kilometres per hectare | asiarice.org/sections/learnrice  |

1. Why do we say “Professor Google”?

|  |  |
| --- | --- |
| Below ACSF Level 3 | Because my teacher is also professor  |
| Level 3 | Because professor means teacher or to educate and we can be educate with ‘Google’ sometimes. I am find this about rice very interest and teach me.  |

1. You looked at three websites. Which one, in your opinion, give the most information about people who grow rice? – use ‘because’ in your answer, so we understand what you think.

|  |  |
| --- | --- |
| Below ACSF Level 3 | Is the Asiarice because they have the photo of people |
| Level 3 | I think it’s the Asiarice.org website. They have facts and photos of real people and how the life is hard for the men and women to farm. ORI think it’s the Sunrice because it is net.au. Because I am living in Australia now and it give information about the jobs here. I would like to work, but not know the English good enough yet. But I am farmer before in my older life.  |

Possible sources

<http://top5ofanything.com>

[www.whichcountry.co](http://www.whichcountry.co)

<http://www.mapsofworld.com/>

[www.abs.gov.au](http://www.abs.gov.au)

 <http://faostat3.fao.org/>

<http://www.britannica.com/>

[www.irri.org](http://www.irri.org)

<http://5factsdotorg>

[www.the**countries**of.com](http://www.thecountriesof.com)

 http://www.economist.com/

<https://ca.answers.yahoo.com/question/index?qid>...

http://www.asiarice.org/sections/learnrice/ricefacts.html

http://geography.about.com/library/faq/blqzrice.htm

<https://www.sunrice.com.au/consumer/about-sunrice/>

## Sample written summary linking work to ACSF Level 2 indicators

**Client’s name**: Meg

**Assessor’s name**:

**Date/s**:

|  |  |  |  |
| --- | --- | --- | --- |
| 2.03 | Identifies and interprets relevant information and ideas from texts on familiar topics | 2.04 | Uses a number of reading strategies to identify and interpret relevant information within familiar text types.  |
| **Purpose** | Meg had a bit of trouble with task I used as an example – as he didn’t have much familiarity with lemons (or getting information about food from the net). But after discussion and the ‘weekend’ diary about food intake, he showed a better understanding of the computer task and answered the question about the top five crops with support from a classmate.  | **Text navigation** | As Meg and the class revisited to this task, he showed evident understanding of how the diagrammatic texts work – e.g. was able to scroll down past ads to reach a list of info. And he recognised the icons for flags when searching on the website which country.co. This activity really improved his technical prowess with reading from a screen and will be included of evidence of learning strategies.  |
| **Complexity** | This is an example of one type of text – the other example relates to reading about XXXYYY. Meg has increased his skills slowly but steadily in the computer room. He participates in lessons on reading from the web, and language programs and now helps classmates – an indicator of increased confidence.  | **Comprehension strategies** | At first Meg was very reliant on photos but became more able to distinguish textual information later. For example, after a bit of screen-surfing, I asked him, what “US” means – ie ‘what country is it? He was able to point to North America on the map – evidence that he used the map to aid his comprehension.  |
| **Prediction & prior knowledge**  | Meg had to have this question 3c explained to him several times. His first answer was ‘yes is true (because) I see it on the screen. Later, after discussion he understood better that not all one reads on the net is true.See sample XXXYYY for evidence of prediction and prior knowledge.  | **Decoding and fluency** | n/a, although he did try to sound out the pronunciation of some fruit …. |
| **Critical reading and text analysis** | Once he’d got the hang of the sites and mechanics of surfing for information by putting questions into Google, Meg began to **compare information**, e.g. he used the Top 5 of everything site to learn more about fruit and then clicked on some recipes, which he shared with his wife (also a classmate)  | **Syntax and language patterns**  | We spent some time as a class discussing how web addresses have no spaces between words. Meg took interest in this and wrote some of the sites out, with gaps, to aid his learning (see copied page of his workbook).  |
|  |  | **Vocabulary** | Meg took the p. 1, with the vocab box and studied it before the computer lesson – a learning **and** reading strategy. He was able to name most computer functions the next day before we started to surf.  |
| **Comment on level of support** – Meg needed support for this activity, but gained confidence and worked more independently when we revisited the task. At the end of the second time we did the activity, he was helping other people to choose from Google options.  |

## Sample written summary linking work to ACSF level 3 indicators

**Client’s name**: Li

**Assessor’s name**:

**Date/s**:

|  |  |  |  |
| --- | --- | --- | --- |
| 3.03 | Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar text types | 3.04 | Selects and applies a range of reading strategies as appropriate to purpose and text type.  |
| **Purpose** | Li found this task very interesting and was moved by the topic – rice – to continue with the technical difficulties he had with manoeuvring the technology – mouse, copy and paste etc.He commented that the photo of Buffalo and farmer in a rice paddy was ‘to make people remember the old (times)’, showing some understanding how the text and photo were selected for purpose.  | **Text navigation** | Once he learned to navigate to the pages as required, Li quickly scanned for specific info.He then went back later and read more on the Asia Rice site.  |
| **Complexity** | This activity was initially difficult for Li, but he persevered (this evidence will be included as a demonstration of his learning gains, especially of the second indicator). Having used Qs 1–3 to become familiar with the sites and how information might be gathered he worked independently but slowly – he stayed in the computer room during lunch to complete the task to answer Question 4. His answers show he identified the main message relating to each question.  | **Comprehension strategies** |  Li often reads aloud when he is trying to understand new vocabulary - he did this when reading the text box vocabulary and made notes with some translations ( see page 1). |
| **Prediction & prior knowledge**  | N/A for this activity (although he did participate in a discussion about rice consumption in Asia and other countries, showing his prior knowledge of this topic)  | **Decoding and fluency** | He asked me for help once or twice with specific new words – for instance he wanted me to tell him what a ‘hectare’ was. I advised him to find the answer himself, which he did with his translator and wrote the word in his first language in his vocab booklet.  |
| **Critical reading and text analysis** | Li’s answer to Question 5 – *‘I am find this about rice very interest and teach me’*. Shows that he was able to **interpret and extrapolate meaning** from two words when they were presented as a phrase  | **Syntax and language patterns**  | N/A (although we spent some time as a class discussing how web addresses have no spaces between words.) |
|  |  | **Vocabulary** | Li translated the words in the vocab text box for homework. He showed he had an understanding that Professor Google is a figurative term with his answer.  |
| **Comment on level of support** – Li worked independently, if slowly, to complete this task. The topic was of interest to him and he has chosen to talk about rice for his oral presentation.  |