

_____ State High School

Unit インゲンを育てよう

Term 3 2003

Writing Task: Garden Design

Name: _____ Form Class: _____

Objectives

Students will learn expressions about the location of particular items. Students will be able to write a report on the design of their garden.

Language

Flowers, shrubs and other plants; Position/location words (left, right); Seasons and Weather; Giving reasons

Task

As a part of your weather and plant unit we have been looking at when flowers bloom. To apply this knowledge practically, you are to design a new garden for the sad looking garden bed between the Manual Arts block and the stairs leading to the canteen and D Block. Your garden must have colour throughout the year, use inexpensive plants, have plants that are suitable for the sun exposure and be easy to maintain. You are to design your garden to scale on the design template you are given. You are then to draw it poster size or make a 3 dimensional model of your garden and write a report on what plants you have used and why you have used those particular plants.

Sample Language

ひだり
左がわに ヒナギクが あります。 1月から 12月まで ヒナギク が さきます。 ヒナギクは
まいにち さきます から にわに あります。

On the right hand side there are daisies. These daisies bloom from January to December. They are in my design because they bloom everyday.

Criteria

You will be marked on the following criteria for this task

	.2 (reading)	.5 (writing)
Level 1	1.2 Understands the meaning of high frequency words, in predictable text structures using visual cues.	1.5 Can label items and write set phrases, and write a few words in text directly following a model.
Level 2	2.2 Identifies the gist of a simple text on a familiar topic, relying on key words and visuals for understanding.	2.5 writes phrases or short sentences based on a model, for a purpose.
Level 3	3.2 Understands the main ideas in straightforward texts on familiar topics	3.5 writes a few linked sentences on familiar topics, incorporating katakana

		and kanji
Level 4	4.2 Students understand the gist of meaning in texts using familiar language in new contexts	4.5 Students manipulate known structures and linguistic features to generate original utterances
Level 5	5.2 Students understand texts using high-frequency forms denoting sequencing, referencing and other cohesive devices.	5.5 Students produce texts consisting of several ideas that may include some complex element such as connectors
Level 6	6.2 Students understand more complex texts, relying mainly on textual and language features for meaning.	6.5 Incorporate several ideas when writing, including colloquial expressions and a consideration of register

Progress Within Level	<p>E: Emerging progress: - With support, often shows signs of understanding of this skill or concept at this level</p> <p>D: Developing progress: - Regularly demonstrates this skill, concept or understanding at this level.</p> <p>C: Consolidating progress: - Independently, consistently and in a variety of contexts, demonstrates this skill, concept or understanding at this level.</p>
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Overall Level _____

Comments _____

Teacher's Signature _____ Date _____