

**Stage S3****progressing towards****example 3****The student****Year Level:** 10, female**Background:** Born in Vietnam**Language:** Vietnamese**Schooling:** Age equivalent schooling in Vietnam where she also took English classes, spent 20 weeks in an English language school before attending secondary school**The task**

Students had been studying how coffee is produced with the intention of having them write a text that required the passive voice to be used. They were asked to imagine they had to give a talk to a group of Year 10 students about the production and manufacture of coffee. They were given the start of the talk and asked to continue it (the first paragraph is not the student's work). The task was scaffolded with a picture sequencing and vocabulary task, and also with supplementary information. This is the student's first draft completed in class.

**The text shows that the student:**

is aware of purpose and audience

uses paragraphs effectively to organise ideas

includes topic sentences

uses passive voice

includes a range of topic specific vocabulary, e.g. fermentation tank, hulled, wholesalers

uses subject-verb agreement with reasonable control

is confused about the use of 'how' and 'what'

## A Guided Tour to Del Paso Coffee Plantation

Good morning Ms. Gonzalas and students. Welcome to Del Paso Coffee Plantation. I'm Mr. Del Paso and this as you see is my coffee plantation and processing plant. We do everything here at Del Paso. We even have our own roasting plant just behind those building over there. But first we should take a look at the plants themselves. Here is the coffee process really begins.

These are the berries are also be called "cherries" which contains two beans each. They are picked by our farmers and then put into a water channel over there to remove the impurities. After being washed at the first time, the cherries are then fed into a pulping machine. We are going to see what the machine works.

It scours away the fruit flesh and squeezes the beans out and these are the coffee beans. Now we are going to the fermentation tank where the beans are put in for 24 hours to remove the sticky films surround them and the remaining fruit flesh. After the fermentation process, they still surrounded by their husk so we call them parchment coffee. The coffee are then fed into a water canal to be washed the second time before being dried.

In the past, we used to spread them on the ground under the sun for drying which took about 2 or 3 weeks. Now we are using this drying machine. It has a huge revolving drum which rotates continually and it just takes 24 hours to dry the beans evenly. When the coffee have been dried, they are covered an attractive golden yellow colour which are called pergmanio coffee.

Pergmino coffee is then fed into a hulling machine over there to remove any remaining outer husk. After being hulled, we place them on a conveyor belt to be sorted by eye for size and grade. This is a process that gives us a special kind of coffee. Here they are, "blue coffee", their colour is so pretty. Then, we convey the beans to the roasting plant building over there where they are cooked in a way that can bring flavors and aroma. After that, we pack them in backs which weights 60kg each. The "blue coffee" is packed in a smaller back and will be sold with a higher price. Exporting is the last process of my coffee plantation. The coffee are then exported to the wholesales distributors who deliver them to Warehouses and shops, and those places are where you can by them.

I hope you now have quite clear information about the processes to make coffee. If you still doubt about any of the processes, you can come and see me. I'm very glad to help you.

This is an example of a student progressing towards the S3 Standard. The student writes a sequenced text organised into paragraphs and includes various cohesive devices at the sentence and whole-text level. At times, the student includes decontextualised references, e.g. 'then put into a water channel over there', possibly to accompany the visuals which might be used to support the 'talk'. The student demonstrates reasonable control over some key features of the text type (sequential explanation), for example, passive voice, technical vocabulary, temporal conjunctions and connectives.