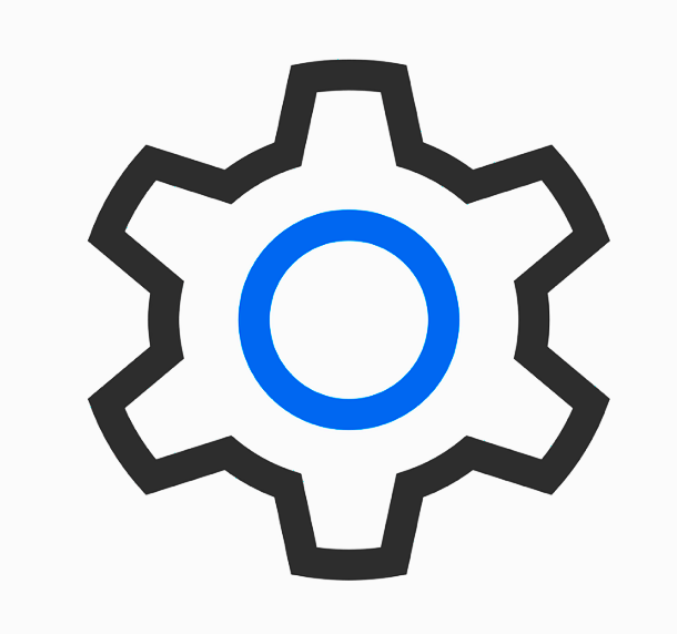
Process Writing



Describing Processes

Coal Energy

EXAMPLE

Process Writing

EXAMPLE

Aim: To equip students with the knowledge and skills necessary to effectively document technical processes.
Time: 90 minutes

Introduction (5 minutes)

- Distribute the **'Process Writing'** document. Students share their ideas and knowledge of coal energy production with a partner or small groups.

Task 1 (10 minutes)

- Students label diagram with the words from the table.
- Feedback: Nominate students to share their ideas before displaying the *ANSWERS.*

Task 2 (10 minutes)

- Students work together to explain the process of coal energy using the diagram.
- Feedback: Students present their ideas to another group.

Task 3 (10 minutes)

- Students read the '**Language Reference Guide**' in preparation for the process writing stage.

Process Writing (40 minutes)

- Students look at a detailed visual representation of coal energy production.
- Set a time limit of 40 minutes and a word limit of 200-250 words.

Feedback Suggestions

- Students use the **'Peer Feedback Sheet'** to review a partner's work (see *ANSWERS*).
- Teacher marks and provides feedback using the error correction code.
- https://academic-englishuk.com/wp-content/uploads/2024/12/Error-Correction-Code-AEUK.pdf
- Students compare their writing to the sample answer (see *ANSWERS*).

Extension

- Students analyse the sample answer for time expressions and tense use.

Differentiation

Before writing suggestions:

- Pre-teach the vocabulary of the selected process.
- Allow students time to research the selected process.
- Allow students to plan their response in pairs.

Writing activity suggestion:

- Allow students in write in pairs or small groups.
- Provide students with the topic sentence from the sample answer as a starting point.
- High level learners could complete the task without the language reference guide.

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Process Writing

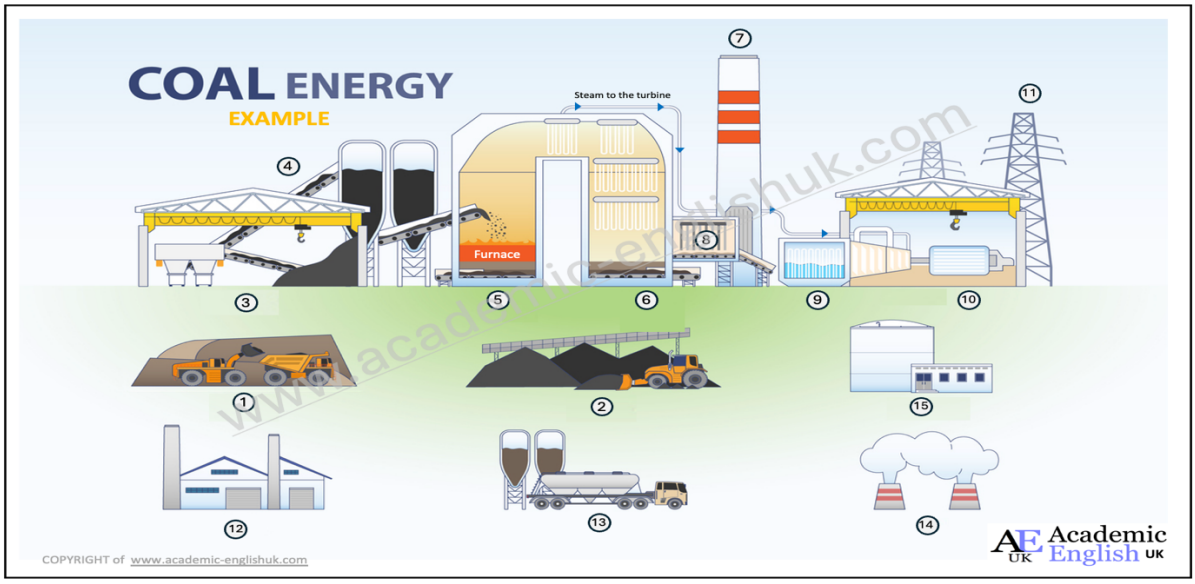
EXAMPLE

Introduction

How much do you know about coal energy production? Write down some ideas and discuss what you know about the process.

Task 1

Work with your partner(s) to label the diagram below. Use your prior knowledge and a dictionary as needed and record your answers in the table provided. Compare with another pair/group when you have finished.



5	Boiler		Condenser
	Bottom Ash		Emissions ((CO_2), (SO_2), (NOx) and particulate matter (PM))
	Bottom Ash Disposal		Chimney
	Generator		

Task 2

Using the labelled diagram, try to explain the process with your partner(s).

Language Reference Guide EXAMPLE

The present simple active and present simple passive tenses are used to describe processes and how things work.

Grammar point	Example
Present simple active	*Hydroelectricity production uses water from a reservoir to produce energy...*
Present simple passive	*First of all, water, which is called potential energy, is stored at a higher elevation in a reservoir...*

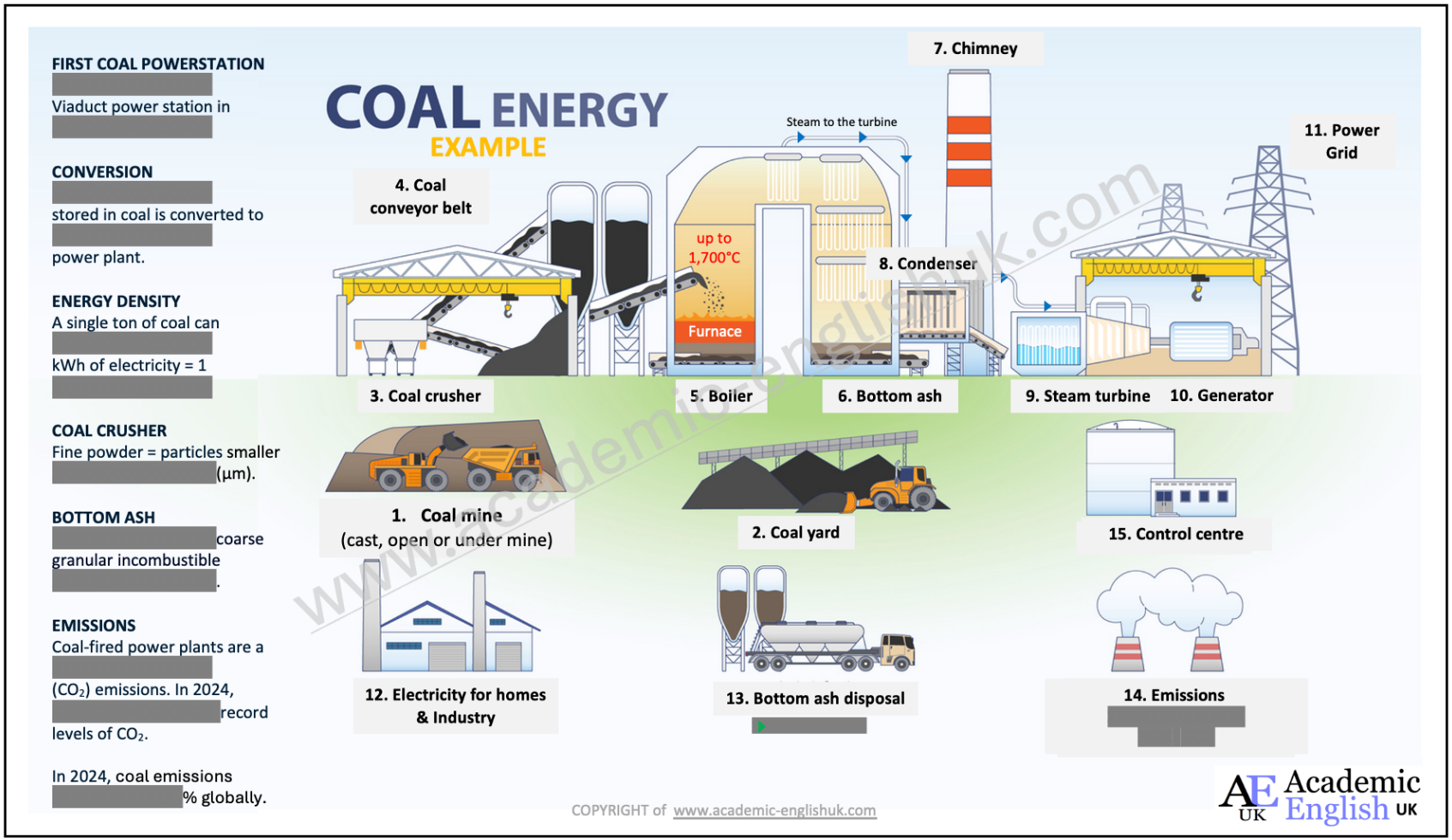
It is important to use time sequencing words to connect ideas together.

Time Expressions	Connectors	Importance
First, second, etc... To begin with, First of all, Initially, The process commences with... At this point, at this stage, Then, next, after that, Following this, Shortly after, The next step / stage... Once this step / stage is complete, the next step /stage is… After completion of this step /stage, the next step / stage is... Simultaneously, At the same time, Subsequently, Thereafter, Finally, ultimately, the last step…	after... as... as soon as... before... since... until... when... while... As a result, Consequently, Therefore, Thus, Because of this, Additionally, Furthermore, Also, Similarly, In the same way, However,	First and foremost, The most important part is... Predominately, Principally, Most importantly, The primary goal, Above all, Primarily, Essentially, The most significant...

These are common verbs and nouns used in process writing.

Common Verbs				Common Nouns	
to break down	to direct	to make	to remove	Action	Plant
to burn	to drive	to move up	to repeat	Activity	Phrase
to carry	to enter	to open	to return	Approach	Procedure
to cause	to examine	to operate	to reuse	Connection	Process
to charge	to extract	to pack	to recycle	Cycle	Stage
to cool	to distribute	to pass through	to rotate	Development	Step
to connect	to drill	to power	to send	Energy	Source
to continue	to extract	to process	to spin	Feature	System
to control	to flow	to produce	to store	Loop	Reaction
to convert	to follow	to pump	to transfer	Method	Repetition
to create	to force	to push	to transmit	Movement	Task
to decide	to generate	to reduce	to transport	Operation	Way
to depend on	to go through	to regulate	to travel	Pathway	
to design	to heat	to release	to use/reuse		
to dispose of	to increase				

Process Writing EXAMPLE: Look at the following detailed visual representation of coal energy. Using the language reference guide to help you, write 200-250 words about the coal energy production.



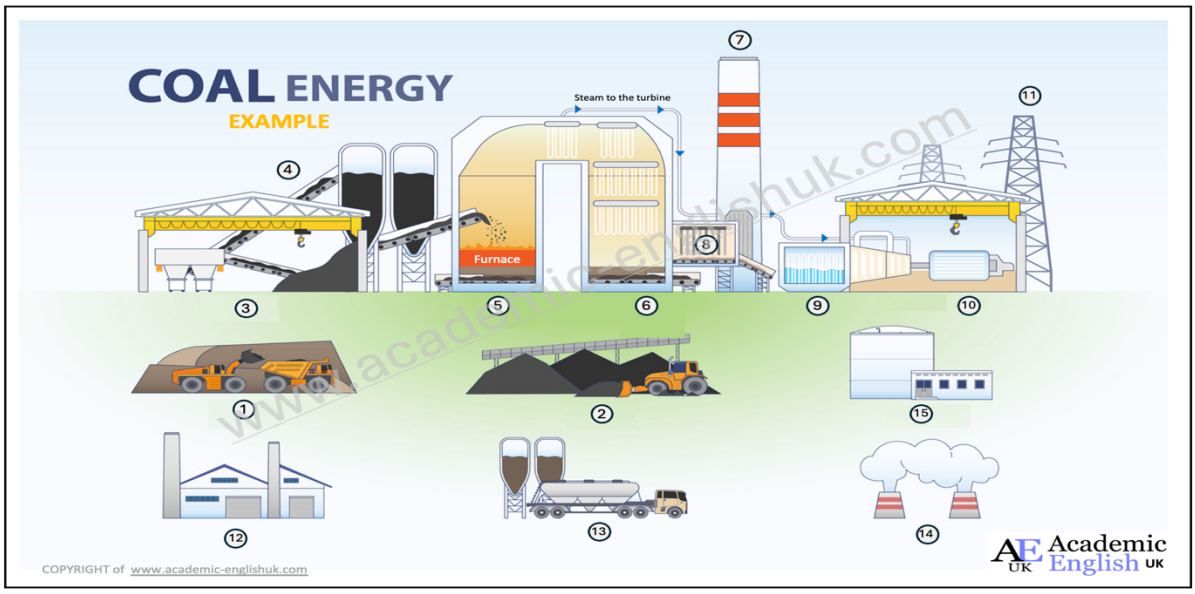
ANSWERS

ANSWERS

EXAMPLE

Task 1

Work with your partner(s) to label the diagram below. Use your prior knowledge and a dictionary as needed and record your answers in the table provided. Compare with another pair/group when you have finished.



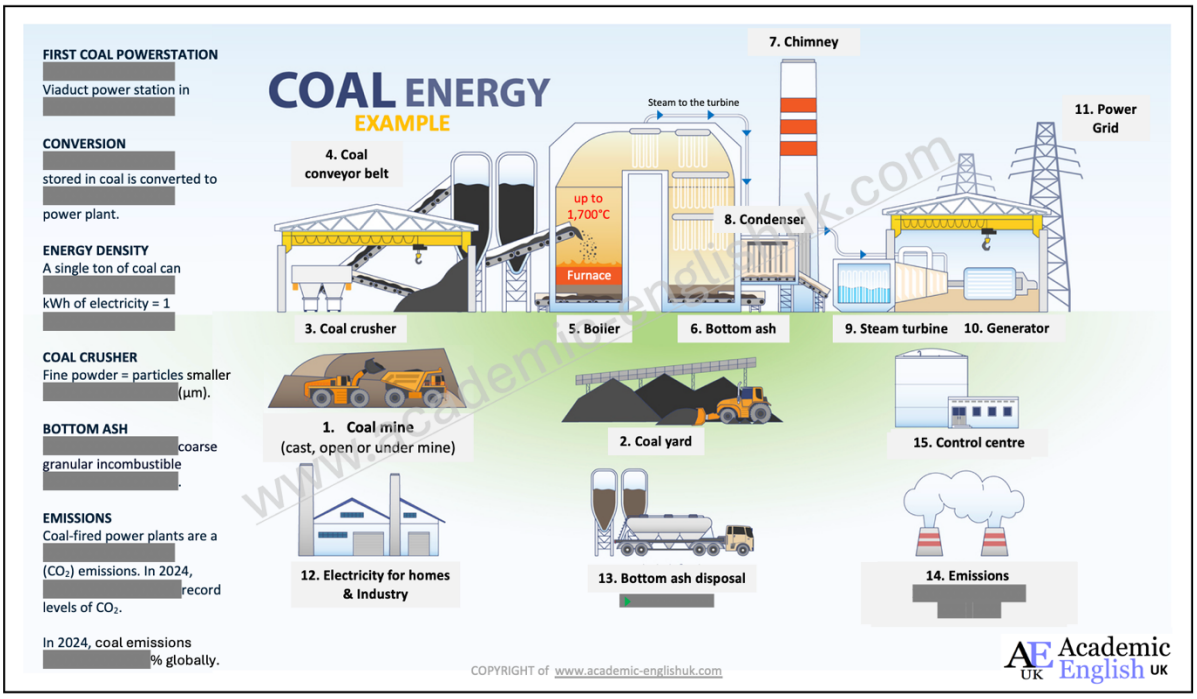
ALL ANSWERS IN PAID VERSION...

5	Boiler		Condenser
	[redacted]		[redacted]
	Bottom Ash		Emissions ((CO_2), (SO_2), (NOx) and particulate matter (PM))
	[redacted]		[redacted]
	Bottom Ash Disposal		Chimney
	[redacted]		[redacted]
	Generator		
	[redacted]		

Process Writing Sample

EXAMPLE

Coal Energy



Coal energy has been a common source of [redacted], where coal can be extracted through various methods, such as cast mining, open-pit mining, [redacted] is [redacted] a substantial amount is needed to generate electricity. For example, 1 tonne of coal can produce [redacted], [redacted] for about two months. The plant operates by first shredding the coal using a coal crusher, which [redacted], with [redacted] smaller than 75 micrometres (µm) in diameter. This powder is then transported to the furnace via a conveyor belt. [redacted] used to convert water, which is pumped into the furnace through a series of pipes, into steam. The [redacted] boiler [redacted] generates electricity through the generator. The generated electricity is subsequently sent to the [redacted] pollution result from coal combustion. The first is bottom ash, a coarse granular and incombustible [redacted] the [redacted] to a landfill. The second is atmospheric emissions, including carbon dioxide (CO_2), sulphur dioxide [redacted] (PM).

249 words

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Process Writing Peer Feedback Sheet

EXAMPLE

	Yes	No	Comments *Anything missing, unclear or a mistake.*
Format			
Is the word count 200-250 words?			
Introduction			
Is there [redacted]?			
Content			
Are there clear stages to each process?			
Have they [redacted]?			
Have they paraphrased any of the content?			
Have they [redacted]?			
Have they included any other information like the [redacted] etc...?			
Language			
Have they used present simple active? Where?			
Have they [redacted] Where?			
Have they used sequencers?			
Have they used [redacted]?			
Have they used common verbs and nouns from the [redacted]?			
Highlight any vocabulary mistakes.			
Highlight any [redacted].			
Highlight any academic style mistakes.			
Organisation			
Is it [redacted]?			
Highlight anything you do [redacted]?			
Overall			
What did your [redacted] well?			
What [redacted] improve?			