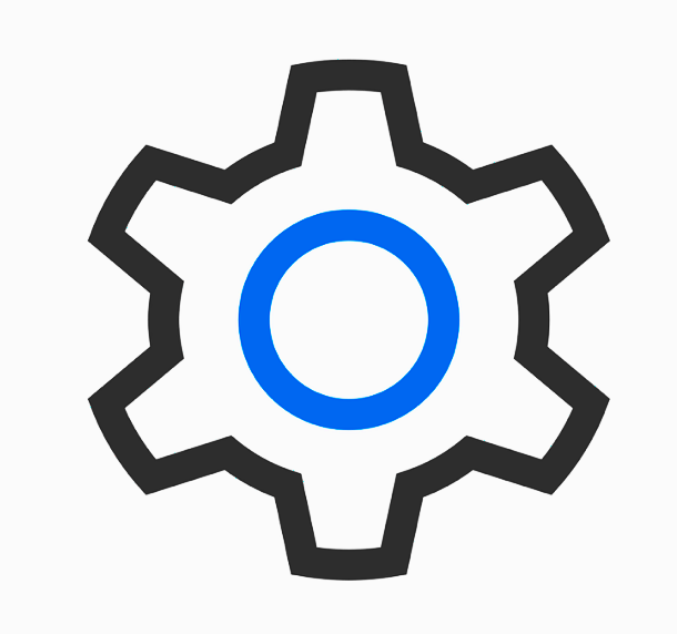
Process Writing



Describing Processes

Hydroelectricity

FREE LESSON

Process Writing

FREE LESSON

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 hydroelectricity 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 hydroelectricity 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 hydroelectricity 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

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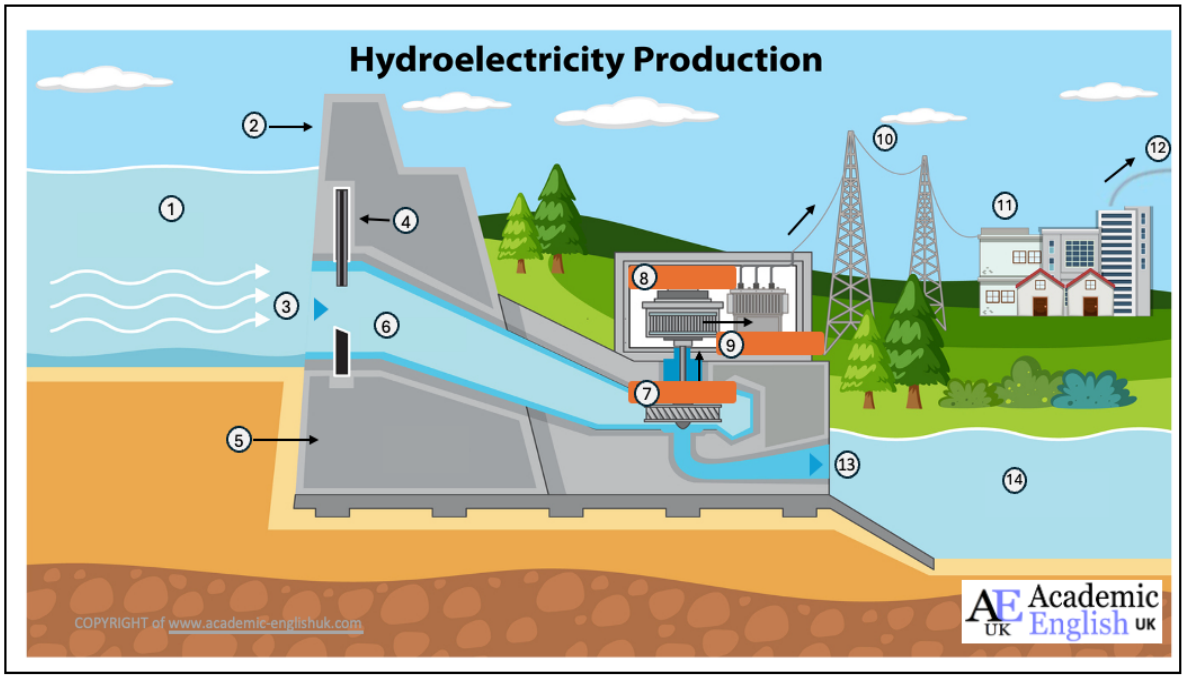
Introduction

How much do you know about hydroelectricity 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.



9	Transformer		National Power Grid
	Output		Reservoir
	Substation		Turbine
	Penstock		Powerlines
	Dam		Control gate
	Intake		Generator
	River		Dam Wall

Task 2

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

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Language Reference Guide

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...*

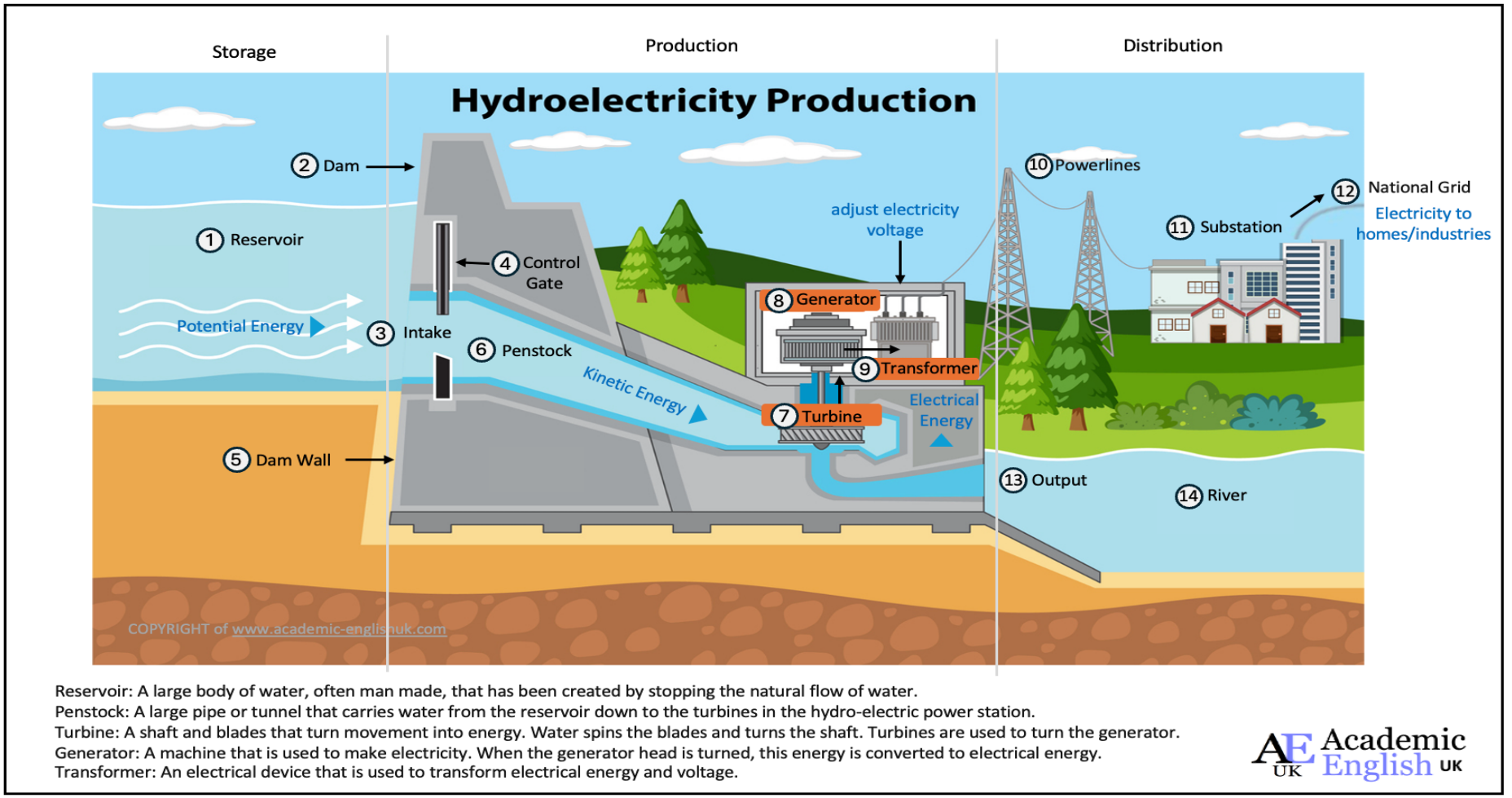
It is important to use time sequencing words to connect ideas together.

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 is… After completion of this step, the next step 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	to rotate	Development	Step
to connect	to drill	through	to send	Energy	Source
to continue	to extract	to power	to spin	Feature	System
to control	to flow	to process	to store	Loop	Reaction
to convert	to follow	to produce	to transfer	Method	Repetition
to create	to force	to pump	to transmit	Movement	Task
to decide	to generate	to push	to transport	Operation	Way
to depend on	to go through	to reduce	to travel	Pathway	
to design	to heat	to regulate	to use/reuse		
to dispose of	to increase	to release			

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



Reservoir: A large body of water, often man made, that has been created by stopping the natural flow of water.
Penstock: A large pipe or tunnel that carries water from the reservoir down to the turbines in the hydro-electric power station.
Turbine: A shaft and blades that turn movement into energy. Water spins the blades and turns the shaft. Turbines are used to turn the generator.
Generator: A machine that is used to make electricity. When the generator head is turned, this energy is converted to electrical energy.
Transformer: An electrical device that is used to transform electrical energy and voltage.

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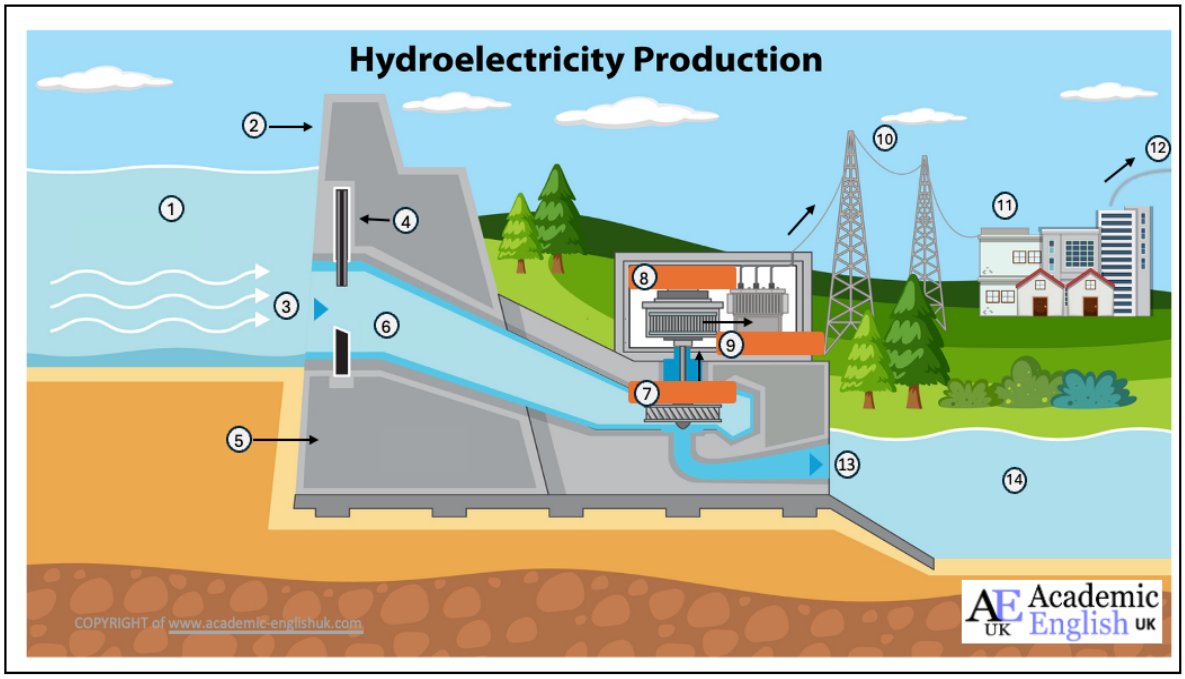
ANSWERS

ANSWERS

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.

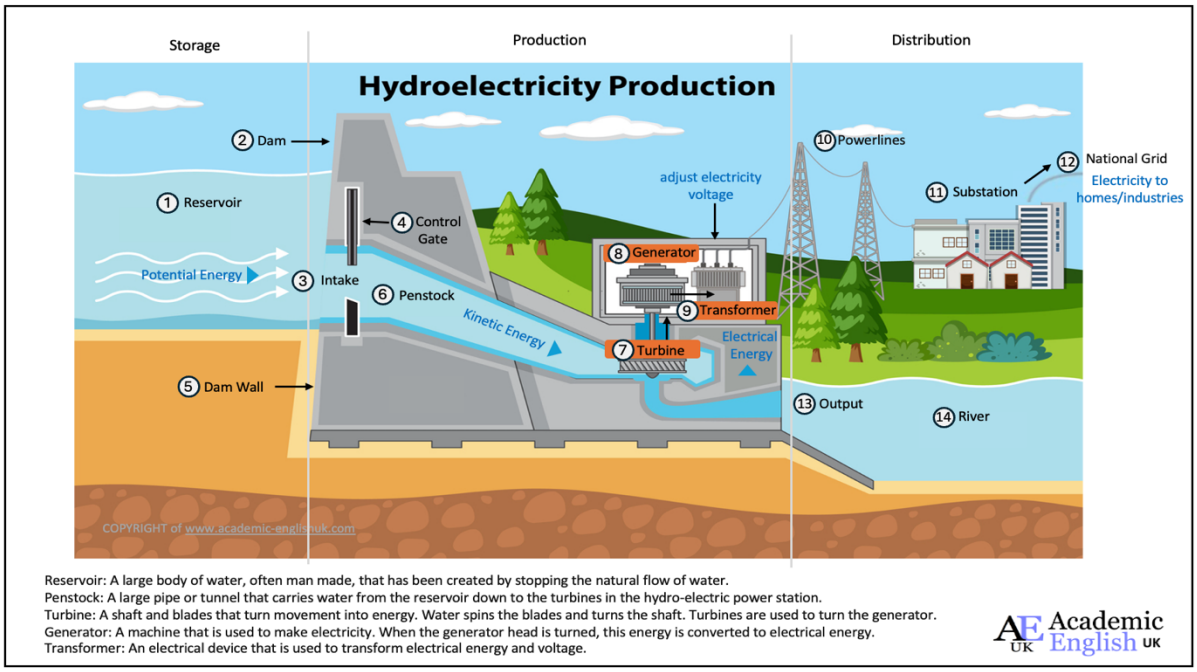


9	Transformer	12	National Power Grid
13	Output	1	Reservoir
11	Substation	7	Turbine
6	Penstock	10	Powerlines
2	Dam	4	Control gate
3	Intake	8	Generator
14	River	5	Dam Wall

Process Writing Sample

FREE LESSON

Hydroelectricity



Hydroelectricity production uses water from a reservoir to produce energy. There are three main stages: storage, production and distribution. First of all, water, which is called potential energy, is stored at a higher elevation in a reservoir. This is a large human-made lake that uses a strong barrier called a dam to stop the movement of water. Next, when it is time to produce electricity, the control gate is opened electronically causing the water to channel to a lower elevation through a large tunnel known as a penstock. As the water flows downhill, this potential energy is converted into kinetic energy, which gives rise to the turbines rotating. At this point, the rotating turbines cause the generators to move, and this movement is what produces electricity. After that, the transformer converts the alternating current produced in the generators to a higher voltage current suitable for long-distance transmission. Following this, the higher voltage current is carried along powerlines to a substation, where the high voltage is transformed to be distributed through the national grid to supply the end-users, that is homes and industries. Once the water has run through the turbine it continues through a tunnel and outputs into a river where the water will then be used for other agricultural or industrial processes.

213 words

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Process Writing Peer Feedback Sheet

	Yes	No	Comments *Anything missing, unclear or a mistake.*
Format			
Is the word count 200-250 words?			
Introduction			
Is there an introductory sentence?			
Content			
Are there clear stages to each process?			
Have they used the content from the illustration?			
Have they paraphrased any of the content?			
Have they missed anything important?			
Have they included any other information like the issues, costs, time, etc...?			
Language			
Have they used present simple active? Where?			
Have they used passive grammar? Where?			
Have they used sequencers?			
Have they used other cohesive devices?			
Have they used common verbs and nouns from the language reference guide?			
Highlight any vocabulary mistakes.			
Highlight any grammar mistakes.			
Highlight any academic style mistakes.			
Organisation			
Is it logical and clear?			
Highlight anything you do not understand?			
Overall			
What did your partner do well?			
What does your partner need to do to improve?			