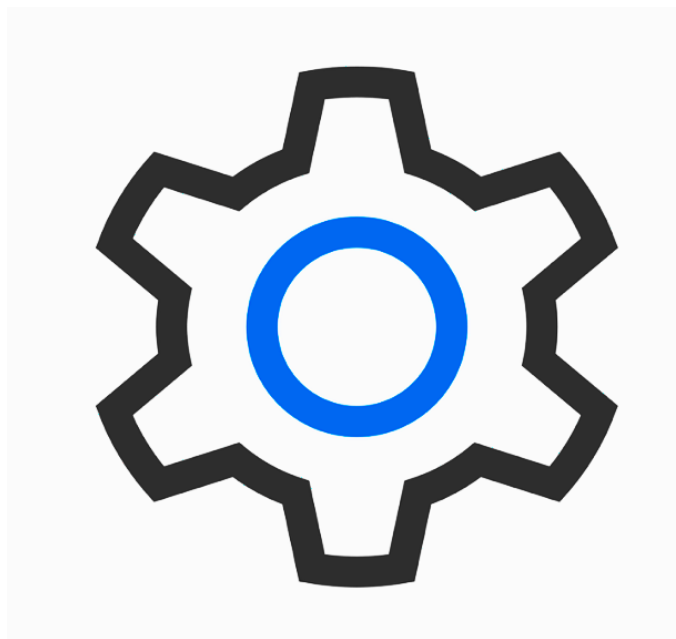


AE Academic English UK

Process Writing



Describing Processes Introduction to Process Writing

EXAMPLE

Copyright: These materials are photocopiable but please leave all logos and web addresses on handouts. **Please don't post these materials onto the web.** Thank you

Process Writing

EXAMPLE

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

Time: 120 minutes

Introduction (5 minutes)

- Distribute the **'Process Writing'** document. Students complete the table about their knowledge of hydroelectricity and then compare with a partner.

Task 1 (10 minutes)

- Students label diagram with the words from the box.
- 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 look at detailed hydroelectricity production diagram and reorder the sentences in the table. *No need to provide feedback for this activity (see next task).*

Task 4 (10 minutes)

- Students read this description of the process and check their answers to task 3.

Task 5 (15 minutes)

- Students look at the **'Language Review'** and add examples from text above.
- Feedback: Nominate students to share their ideas before displaying the **ANSWERS**.

Language Reference Guide (10 minutes)

- Students read the language reference guide in preparation for the process writing stage.

Process Writing (50 minutes)

- Distribute the coal energy image and give 10 minutes to understand / check vocabulary of the process.
- Set a time limit of 40 minutes and a word limit of 200-250 words for the writing.

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 answers (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 [REDACTED]
- Allow students to plan their response in pairs.

Writing activity suggestion:

- Allow [REDACTED].
- Students can keep the language reference guide in front of them while they write.

Process Writing

EXAMPLE

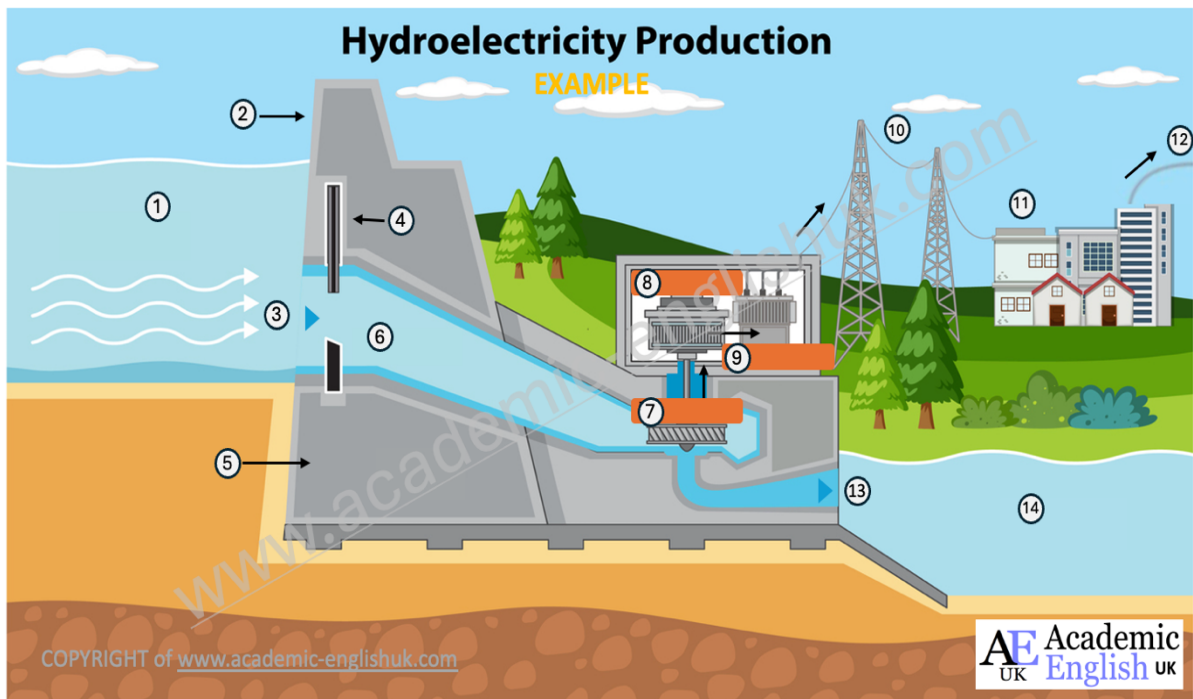
Introduction

How much do you know about hydroelectricity? Select the statement that best represents your knowledge and then compare with your partner(s).

| | |
|--------------------------------|--|
| I know quite a lot about it. I | |
| | |
| I don't know much about it. | |
| | |

Task 1

Work with your partner(s) to label the diagram below. Use your background knowledge and a dictionary to help you. Compare with another pair/group when you have finished.



transformer / / substation / / dam / / river / /
reservoir / / powerlines / / generator /

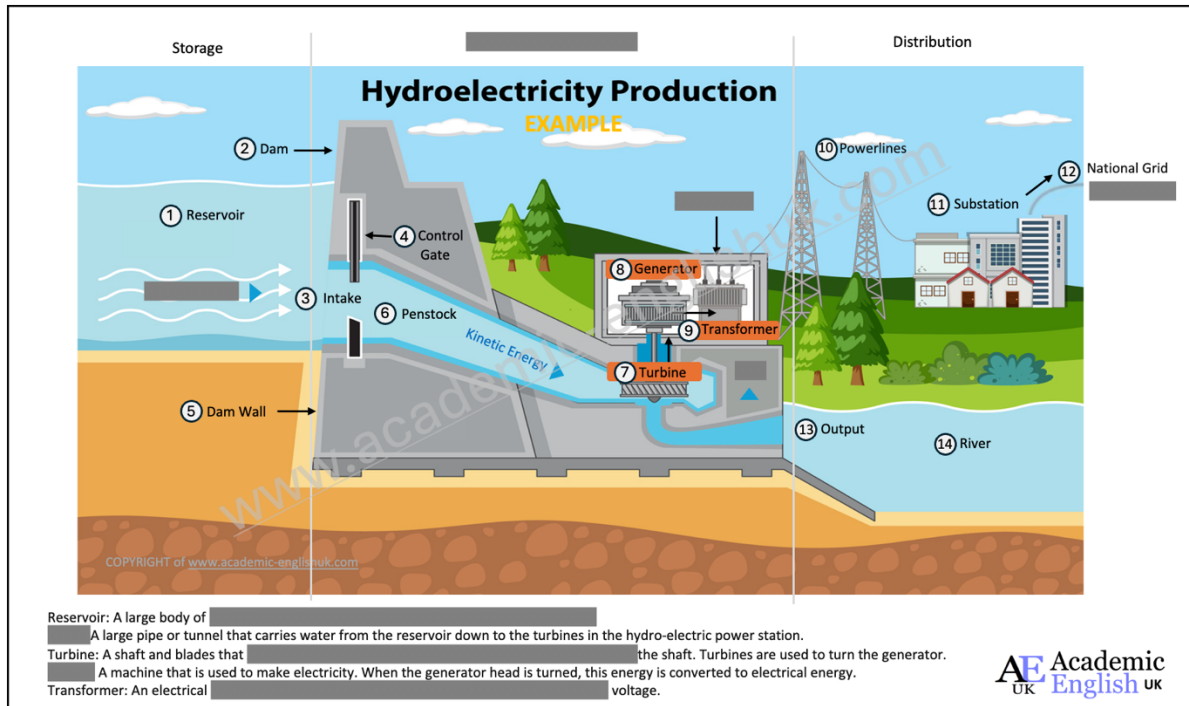
| | | | | |
|-----|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. | 5. |
| 6. | 7. | 8. | 9. | 10. |
| 11. | 12. | 13. | 14. | |

Task 2

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

Task 3 EXAMPLE

Look at the following detailed visual representation of hydroelectricity production and reorganise the sentences to accurately reflect the sequence of the process.



| | | |
|-----|---|--|
| 1. | The electricity supplies the end-users, that is homes and industries | |
| 2. | The rotating [redacted] to move. | |
| 3. | Water is [redacted] in a reservoir. | |
| 4. | This movement is what produces electricity. | |
| 5. | Transformers [redacted] current suitable for long-distance transmission. | |
| 6. | Control gates are opened causing the water to channel through a penstock. | |
| 7. | The [redacted] rotating. | |
| 8. | The high [redacted] through the national grid. | |
| 9. | The higher voltage current is carried along powerlines to a substation. | |
| 10. | As the [redacted] converted into kinetic energy. | |

Task 4 EXAMPLE

Read the description of the process and check your answers to task 3.

Hydroelectricity production uses water from a reservoir [redacted] main stages: [redacted]. First of all, water, which is called potential energy, is stored at a higher elevation in a [redacted] [redacted] stop the movement of water. Next, when it is time to produce electricity, the control gate is opened [redacted] to a [redacted] known as a penstock. As the water flows downhill, this potential energy is converted into kinetic energy, which [redacted] point, [redacted] generators to move, and this movement is what produces electricity. After that, the transformer [redacted] produced [redacted] current suitable for long-distance transmission. Following this, the higher voltage current is carried [redacted], where [redacted] to be distributed through the national grid to supply the end-users, that is homes and industries. [redacted] turbine [redacted] outputs into a river where the water will then be used for other agricultural or [redacted]

Task 5: Language Review EXAMPLE

In process writing, we tend to use present simple active and present simple passive with time sequencing words to connect each idea. Look at the table and add examples from the text above.

EXAMPLE

| Grammar point | Example provided | Other examples |
|------------------------|--|----------------|
| 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... | |
| Sequencers | First of all, water, which... | |
| Other cohesive devices | This is a large human-made lake that uses... | |

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.

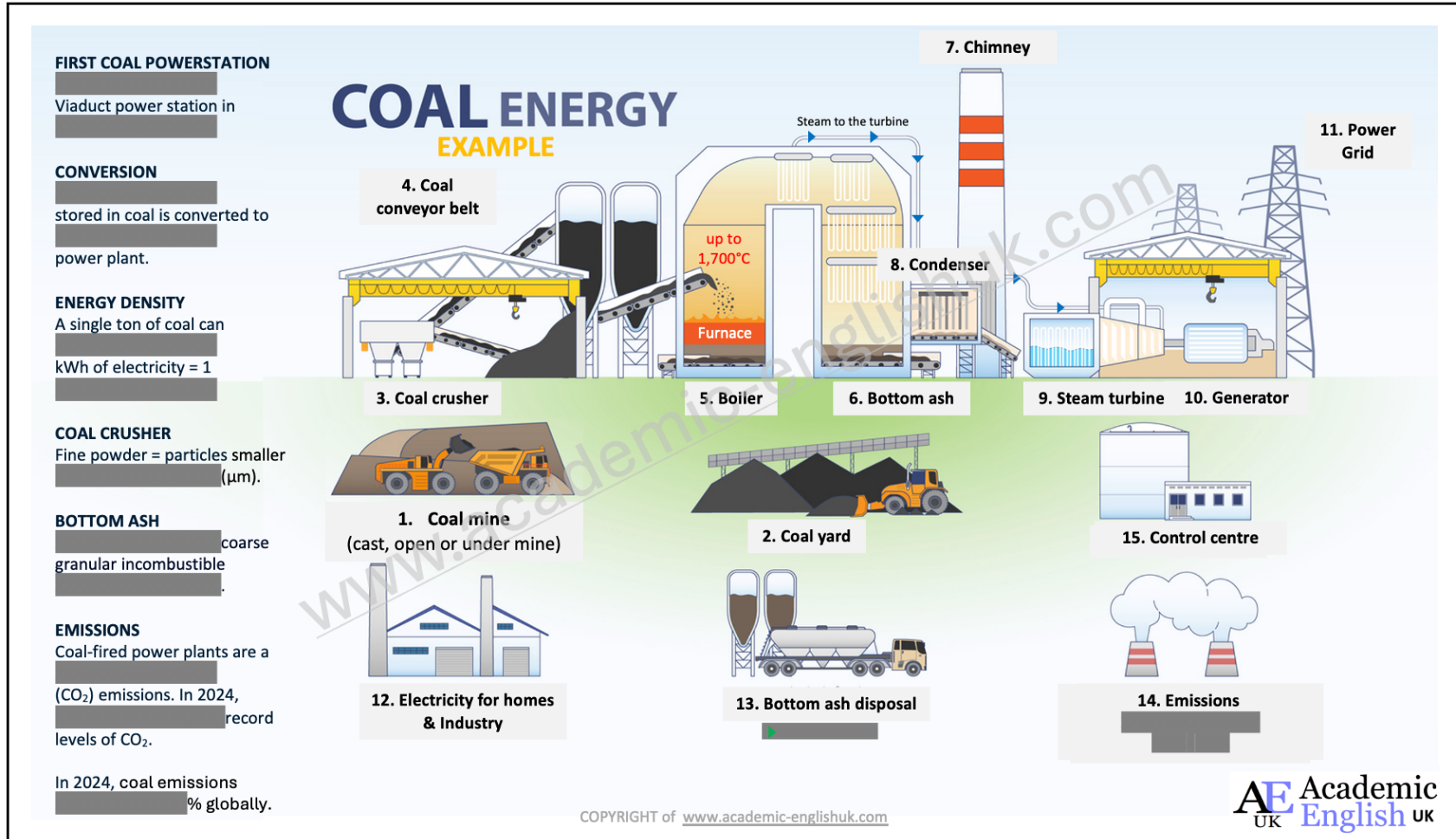
| Time Expressions | Connectors | Importance |
|--|--|---|
| First, second, etc... To begin with, First of all, Initially, The process commences with... At this point, at this stage, Then, next, after that, Following this, Shortly after, The next step / stage... Once this step / stage is complete, the 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 | | | | |

Task 6: Process Writing Task EXAMPLE

Using the knowledge you have gained from the previous tasks and the language reference guide, write 200-250 words about the coal energy process.

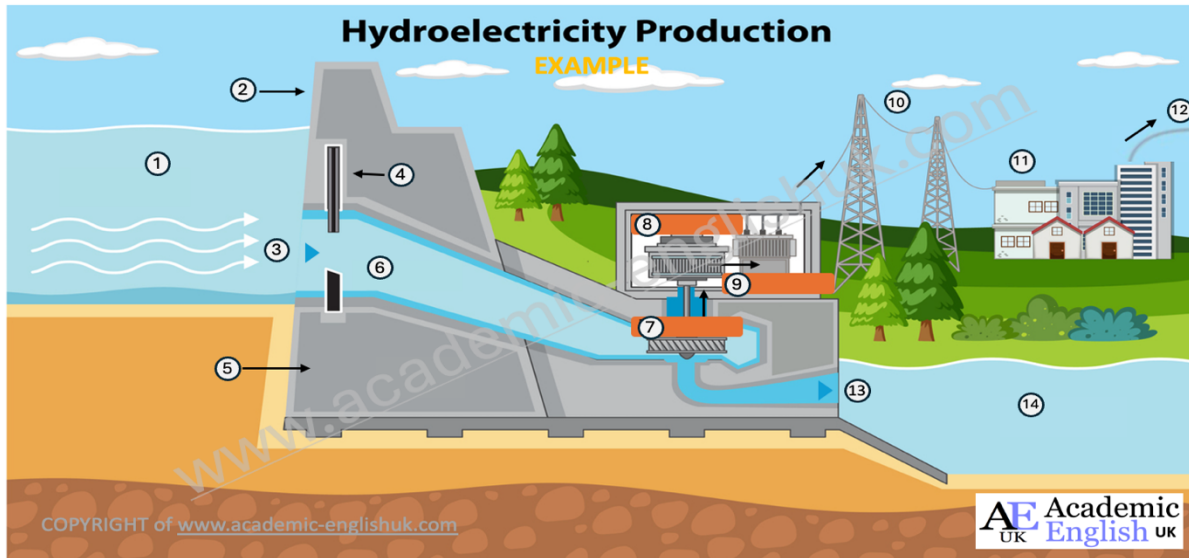


ANSWERS

ANSWERS

EXAMPLE

Task 1



| | | | | |
|----------------|-------------------|--------------|-----------------|----------------|
| 1. reservoir | 2. dam | 3. intake | 4. control gate | 5. dam wall |
| 6. penstock | 7. turbine | 8. generator | 9. transformer | 10. powerlines |
| 11. substation | 12. national grid | 13. output | 14. river | |

Task 3

| | | |
|-----|---|------------|
| 1. | The electricity supplies the end-users, that is homes and industries | 10 |
| 2. | The rotating [redacted] to move. | [redacted] |
| 3. | Water is [redacted] in a reservoir. | [redacted] |
| 4. | This movement is what produces electricity. | [redacted] |
| 5. | Transformers [redacted] current suitable for long-distance transmission. | [redacted] |
| 6. | Control gates are opened causing the water to channel through a penstock. | [redacted] |
| 7. | The [redacted] rotating. | [redacted] |
| 8. | The high [redacted] through the national grid. | [redacted] |
| 9. | The higher voltage current is carried along powerlines to a substation. | [redacted] |
| 10. | As the [redacted] converted into kinetic energy. | [redacted] |

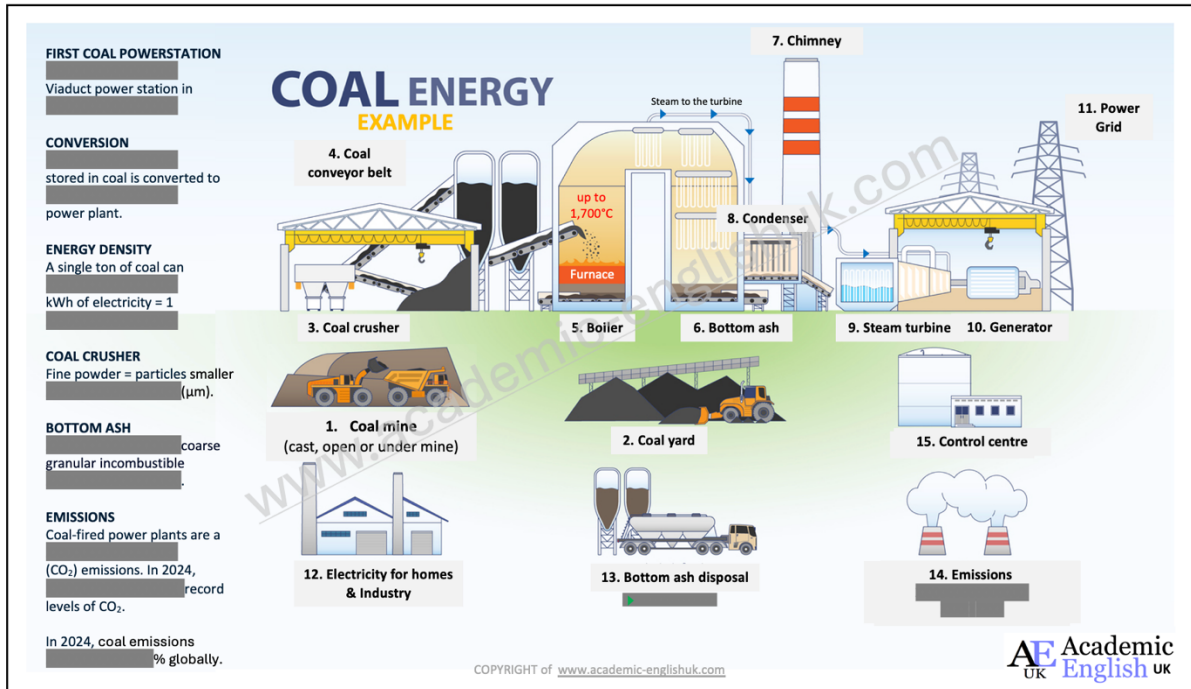
Task 5: Language Review EXAMPLE

| Grammar point | Example provided | Other examples |
|------------------------|---|--|
| Present simple active | <i>Hydroelectricity production uses water from a reservoir to produce energy...</i> | <i>are / can call</i> |
| Present simple passive | <i>First of all, water, which is called potential energy, is stored at a higher elevation in a reservoir...</i> | ALL ANSWERS INCLUDED IN PAID VERSION... |
| Sequencers | <i>First of all, water, which...</i> | |
| Other cohesive devices | <i>This is a large human-made lake that uses...</i> | |

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 a substantial amount is needed to generate electricity. For example, 1 tonne of coal can produce [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 (CO₂), sulphur dioxide [redacted] (PM).

249 words

Process Writing Peer Feedback Sheet

EXAMPLE

| | Yes | No | Comments <i>Anything missing, unclear or a mistake.</i> |
|--|-----|----|--|
| 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? | | | |