Questionnaires

Questionnaire I: Students’ interest in writing and awareness of studying writing skills

Subject: Writing: 205321
Activity: Descriptive / Narrative/ Instruction Writing
Level: B.A.
Major: English
Semester: 2 nd
Year: 2 nd
Academic Year: 2005
University: Naresuan University, Phayao Campus, Thailand

Part I: Instruction: For each of the statement below, please indicate the extent of your agreement or disagreement by placing a tick √ in the appropriate box.

Degree of practice and feeling

5 = strongly agree
4 = agree
3 = neither agree nor disagree
2 = disagree
1 = strongly disagree

<table>
<thead>
<tr>
<th>Items</th>
<th>Interest and Awareness</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like an English writing activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I wish to be a good writer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Writing skills are simple for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>I like to share knowledge and opinion with friends by using writing works.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I think, a writing activity is essential and useful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part II: Opened format answers: Additional information

1. The writing activities I wish to perform are:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. To be a good writer, I would like to improve the writing skills by
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. In my personal opinion, writing is
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Questionnaire II: Students’ Opinions toward Writing Activities

Subject: Writing: 205321
Activity: Descriptive / Narrative/ Instruction Writing
Level: B.A. Major: English
Semester: 2nd Year: 2nd
Academic Year: 2005
University: Naresuan University, Phayao Campus, Thailand

Part I: Instruction: Place a tick √ in the appropriate boxes which are true and accorded with your opinions.

Degree of practice and feeling

5 = Strongly agree
4 = Agree
3 = Neither agree nor disagree
2 = Disagree
1 = Strongly disagree

<table>
<thead>
<tr>
<th>Items</th>
<th>Performance and Opinions</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Writing skills are practiced by me via pair and work group, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I along with my friends and partners planned and discussed the topic given or in which we were interested.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>My language competence is used to create pieces of writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Friends and partners provided me suggestions and information about writing techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>My teacher suggested me about writing techniques and information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I had a chance to share and exchange opinions and ideas with friends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>While process writing being conducted in class, I was able to help friends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I like writing-process writing and I enjoyed with writing classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>According to my opinion, studying process writing is a learner-centered approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I agreed that process writing is essential and useful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part II** Additional opinions and suggestions (if there are, please indicate)

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________
Questionnaire III: Students’ Opinions toward Process Writing Materials

Subject: Writing: 205321
Activity: Descriptive / Narrative/ Instruction Writing
Level: B.A. Major: English
Year: 2nd Semester: 2nd
Academic Year: 2005
University: Naresuan University, Phayao Campus, Thailand

Part I: Place a tick √ in the appropriate boxes which are true and accorded with your opinions.

Degree of opinion
5 = Strongly agree 4 = Agree 3 = Neither agree nor disagree 2 = Disagree 1 = Strongly disagree

<table>
<thead>
<tr>
<th>Items</th>
<th>Opinions</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The process writing materials are with students’ need and interest.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The activities based on the process writing are in order from easy to difficult.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>The contents in materials are clear and challenging for students to study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The cooperative learning is assisted by the process writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The process writing help students in studying process writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Time use in conducting activities is appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Evaluation forms are clear and covered in respect of contents and processes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Activities in the writing materials are interesting and persuasive for students to conduct.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The process writing materials assist students in leading them to study writing skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation forms are essential and useful in revealing students’ reflection and learning the process writing.

**Part II** Additional opinions and suggestions (if there are, please indicate)

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LESSON PLANS

Teacher’s Guidelines for experimenting Supplementary Writing Materials

Supplementary writing materials consist of three lesson plans. Each lesson plan has contents and instructions for teacher and students to follow. Lesson plans are designed based on the principles of Process Approach to writing which works complementarily well with Learner-Centred Approach.

LESSON PLAN 1

Lesson plan one consists of the following components:

Contents

1. Note for the teacher’s roles in three main stages involved
2. Lesson Plan and its description
3. Approach Writing stages
4. A clustering sample (LA.1)
5. Revising guideline, Proofreading (LA.2, LA.3)
6. Assessing student writing (LA.4)
7. Correction Practice (LA.3.1)

1. Note for teacher: Teacher’s role

1. In prewriting stage, a teacher shows a cluster sample on the screen/board after students’ brainstorming (LA.1)
2. In writing stage, show the revising guideline sample on the screen/board how to revise the first draft based on content, organization and word choice from students’ work and provide students the revising guideline (LA.2)
3. In rewriting stage, a teacher demonstrate how to proofread the students on the screen/board and distribute them both proofreading and code corrections. (LA.3) and provide the correction practice (LA.3.1) (this is optional)
4. In rewriting stage, a teacher follow the teacher written feedback to assess student’s written work. (Form A and B, and LA.4)

NOTE. Distribute a copy of LA. 2-3 to students as both are used in the second and the third lessons as well. LA 1-2-3-4 stands for language attachment
LESSON PLAN 1 WITH DESCRIPTION

Class : B.A.
Subject : Writing 205312
Duration : 9 hours (3 hours/ class session)
Topic : Describing people
Aims : To enable students to write a paragraph in descriptive style to describe a person by using adjectives and sensory details, to describe personality and physical appearance, and to enable students to use Present Simple Tense structure correctly.

Contents:
The purpose of descriptive writing is to provide physical appearances to a person whom the writer likes to focus his/her writing on. The person’s features like face and body, complexion, age, height, facial and bodily expression, character, habits and interests are the main areas on which the writer focuses. Therefore, it is very important for the writer to include details of significant features to describe the person. To write a descriptive paragraph, the writer has to create a clear expression of people together with the use of appropriate words.

Skills : writing
Language Target : adjectives and sensory details to describe personality and physical appearances and Present Simple Tense structure.
Class Activities : 1. Read the given model full of details of a person.
                   : 2. Ask students to write a description in a paragraph form.
Materials: 1. model text
           2. language practice exercises
           3. task sheet
Evaluation

: Assessment criteria for written work

Procedures

Prewriting Stage

1. Teacher informs students that they would be asked to write a description of a man or a woman and then the teacher gets students brainstorm in group about what details to be included in the description.

2. The teacher introduces a gathering information technique called a cluster. A sample cluster is made and shown on the board. This cluster is made from brainstorm activity (see the cluster sample LA .1)

<table>
<thead>
<tr>
<th>Clustering sample LA .1</th>
</tr>
</thead>
<tbody>
<tr>
<td>my best friend</td>
</tr>
<tr>
<td>sings beautifully</td>
</tr>
<tr>
<td>does well in maths, but not in science</td>
</tr>
<tr>
<td>always ready to help</td>
</tr>
<tr>
<td>never shows off</td>
</tr>
<tr>
<td>plays the piano and the violin</td>
</tr>
<tr>
<td>respects authority</td>
</tr>
<tr>
<td>is a late riser</td>
</tr>
<tr>
<td>dislikes gymnastic</td>
</tr>
<tr>
<td>loves ice cream</td>
</tr>
<tr>
<td>avoids crowds</td>
</tr>
<tr>
<td>eats well-cooked, hot curries</td>
</tr>
<tr>
<td>is fat and jolly</td>
</tr>
</tbody>
</table>

Adapted from M.L. Tickoo (2003). Teaching and Learning English.p.78

Note: At this stage, students are informed advantages of the clustering technique for the purpose of gathering information prior to start writing. This technique is ideal for descriptive composition.

3. Have students read the model text.

4. Have students make a cluster in groups from the model text and add the details to the cluster on the board.

5. Get students do language practice exercises.

6. Provide the task sheet 1
7. Have each student make his own clustering.

Note: Procedures in prewriting stage (1-7) may take time to cover. The class teacher should know how to manage time. Remember, at the 7th stage, it is compulsory for each student to produce a clustering. Without it, the next stage (writing stage) cannot be done smoothly. Without a clustering, students compose the first draft aimlessly. Ideas shown in the first draft scatter. Be sure that each and every student is able to make a clustering.

Writing Stage:

1. Students use the content from the prewriting activities to write the first draft.

2. Teacher shows revising guideline to students how to revise the first draft based on content, organization and word choice from students’ work. Providing the revising guideline to students. (See the revising guideline sample L A.2).

3. Students revise the first and edit it, and then produce the second draft.

4. Students hand in the second draft to the teacher and get feedback.

5. Edit and write the third draft.

Revising guideline Checklist

Writing Stage:

1. Check whether your writing makes sense
   - Is it correctly organized on the page?
   - Is the information presented in a clear and logical order?
   - Have you put in all the information your reader needs?
   - Have you put in unnecessary information?

2. Check if you have the right words
   - Have you used any words that are too formal or informal?
   - Can you replace any of the words in your writing with more precise or more appropriate vocabulary?
Rewriting Stage:

1. Demonstrate the students how to proofread by introducing some code corrections (Form A) Editor Checklist, and provide both proofreading (From B) and code corrections (LA 3).
2. Correct works by using the code given.
3. Edit and hand in to the teacher to get the code corrections.
4. Write the final draft and submit it to the teacher.
5. Teacher follows the teacher written feedback to assess students’ written work.
   (Feedback Form A and B, and LA 4)

LA 3

Proofreading:

1. Check spelling and punctuation
   - Have you made any spelling mistakes?
   - Have you punctuated your writing correctly?

2. Check grammar
   - Have you made any grammatical mistakes?
   Example: Subject/verb agreement (He go to school.)

   (Source: White, Ron. Writing. 1993.)

Teacher written feedback

Form: A

Feedback has been seen as responding to students’ work. Teachers are regarded as readers. Responses may take the forms of both marginal and end comments. Forms of feedback can be viewed in the following form:

Rubrics, a note of explanation

Minimal marking is a type of in-text, form-based feedback, indicating type of error, so effective in stimulating student response and in developing self-editing strategies. Correction codes set based on this feedback is given below.
**Correction codes:** Rubric for an expository essay in a university writing class

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Incorrect spelling</td>
</tr>
<tr>
<td>W</td>
<td>Wrong word order</td>
</tr>
<tr>
<td>T</td>
<td>Wrong tense</td>
</tr>
<tr>
<td>C</td>
<td>Concord (subject and verb do not agree)</td>
</tr>
<tr>
<td>Wf</td>
<td>Wrong form</td>
</tr>
<tr>
<td>S/f</td>
<td>Singular or plural form wrong</td>
</tr>
<tr>
<td>λ</td>
<td>Something has been left out</td>
</tr>
<tr>
<td>[ ]</td>
<td>Something is not necessary</td>
</tr>
<tr>
<td>PM</td>
<td>Meaning is not clear</td>
</tr>
<tr>
<td>NA</td>
<td>The usage is not appropriate</td>
</tr>
<tr>
<td>P</td>
<td>Punctuation is wrong</td>
</tr>
</tbody>
</table>


**Form B Proofreading Marks**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Kind of Error</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Capitalization</td>
<td>My birthday is in January.</td>
</tr>
<tr>
<td>P</td>
<td>Punctuation</td>
<td>It’s a great movie?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(start a new paragraph)</td>
</tr>
<tr>
<td>Sp</td>
<td>Spelling</td>
<td>We <em>luv</em> chocolate.</td>
</tr>
<tr>
<td>WF</td>
<td>Word form</td>
<td>He is a <em>gently</em> person.</td>
</tr>
<tr>
<td>Pl/sg</td>
<td>Plural/singular mistake</td>
<td>I have three <em>sister</em>.</td>
</tr>
<tr>
<td>#</td>
<td>Count/non-count mistake</td>
<td>How <em>many</em> money do you bring?</td>
</tr>
<tr>
<td>Conj.</td>
<td>Conjunction mistake</td>
<td>And <em>con</em> we studied drama.</td>
</tr>
<tr>
<td></td>
<td>Reverse mistake</td>
<td>That is a very book long.</td>
</tr>
<tr>
<td>Wo</td>
<td>Word order mistake</td>
<td>I <em>you see</em> will later.</td>
</tr>
<tr>
<td>/</td>
<td>Separate this words</td>
<td>Class is at/three</td>
</tr>
<tr>
<td></td>
<td>Should be one word</td>
<td>Every body is late today.</td>
</tr>
<tr>
<td>Vt</td>
<td>Verb tense mistake</td>
<td>Last week we have a great party.</td>
</tr>
<tr>
<td>( )</td>
<td>Delete (erase)</td>
<td>I’m going (to) shopping tonight.</td>
</tr>
</tbody>
</table>
It is a beautiful afternoon.
While we eating dinner.
The weather was bad, it rained all weekend.
She like "to read.
I like to hear "music.

(From: Words in Motion, 1996 and In Context, 1996)

Assessing student writing

<table>
<thead>
<tr>
<th>Grade</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The main idea is stated clearly and the essay is well organized and coherent. Excellent choice of vocabulary and very few grammatical errors. Good spelling and punctuation.</td>
</tr>
<tr>
<td>B</td>
<td>The main idea is fairly clear and the essay is moderately well organized and relatively coherent. The vocabulary is good and only minor grammar errors. A few spelling and punctuation errors.</td>
</tr>
<tr>
<td>C</td>
<td>The main idea is indicated but not clearly. The essay is not very well organized and is somewhat lacking in coherence. Vocabulary is average. There are some major and minor grammatical; errors together with a number of spelling and punctuation mistakes.</td>
</tr>
<tr>
<td>D</td>
<td>The main idea is hard to identify or unrelated to the development. The essay is poorly organized and relatively incoherent. The use of vocabulary is weak and grammatical errors appear frequently. There are also frequent spelling and punctuation errors.</td>
</tr>
<tr>
<td>E</td>
<td>The main idea is missing and the essay is poorly organized and generally incoherent. The use of vocabulary is very weak and grammatical errors appear very frequently. There are many spelling and punctuation errors.</td>
</tr>
</tbody>
</table>
The above scoring guides are called “rubrics”. They are used to aid raters by providing bands of descriptions corresponding to particular proficiency or rhetorical criteria. Some rubrics have nine-or ten-step scales and most holistic rubrics have between four to six bands.

Holistic marking scheme

<table>
<thead>
<tr>
<th>Mark</th>
<th>Format and content</th>
<th>40 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-40</td>
<td>Excellent to very good</td>
<td>Fulfills task fully; correct convention for the assignment task; features of chosen genre mostly adhered to; good idea/good use of relevant information; substantial concept use; properly developed ideas; good sense of audience</td>
</tr>
<tr>
<td>21-30</td>
<td>Good to average</td>
<td>Fulfills task quite well although details may be underdeveloped or partly irrelevant; correct genre selected; most features of chosen genre adhere to; satisfactory ideas with some development; quite good use of relevant information; some concept use; quite good sense of audience.</td>
</tr>
<tr>
<td>11-20</td>
<td>Fair to poor</td>
<td>Generally adequate but some inappropriate, inaccurate, or irrelevant data; an acceptable convention for the assignment task; some features of chosen genre adhered to; limited ideas/moderate use of relevant information; little concept use; barely adequate development of ideas; poor or no sense of audience.</td>
</tr>
<tr>
<td>1-10</td>
<td>Inadequate</td>
<td>Clearly inadequate fulfillment of task; possibly incorrect genre for the assignment; chosen genre not adhered to; omission of key information; serious irrelevant or inaccuracy; very limited ideas/ignores relevant information; no concept use; inadequate development of ideas; poor or no sense of audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark</th>
<th>Organization and coherence</th>
<th>20 Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-20</td>
<td>Excellent to very good</td>
<td>Message followed with ease; well organized and thorough introduction, body and conclusion; relevant and convincing supporting details; logical progression of content contributes to fluency; unified paragraphs; effective use of transitions and reference.</td>
</tr>
</tbody>
</table>
11-15
**Good to average** Message mostly followed with ease; satisfactory organized and developed through introduction, body and conclusion; relevant supporting details; mostly logical progression of content; moderate to good fluency; unified paragraphs; possible slight over-or under-use of transitions but correctly used; mostly correct references.

6-10
**Fair to poor** Message followed but with some difficulty; some pattern of organization—an introduction, body and conclusion evident but poorly done; some supporting details; progression of content inconsistent or repetitious; lack of focus in some paragraphs; over-or under-use of transitions with some incorrect use; incorrect use of reference.

1-5
**Inadequate** Message difficult to follow; little evidence of organization-introduction and conclusion may be missing; few or no supporting details; no obvious progression of content; improper paragraphing; no or incorrect use of transitions; lack of reference contributes to ideas; poor or no sense of audience.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Sentence construction and vocabulary 40 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-40</td>
<td><strong>Excellent to very good</strong> Effective use of a wide variety of correct sentences; variety of sentence length; effective use of transitions; no significant errors in agreement, tense, number, person, articles, pronouns and prepositions, effective use of a wide variety of lexical items; word from mastery, effective choice of idiom; correct register.</td>
</tr>
<tr>
<td>21-30</td>
<td><strong>Good to average</strong> Effective use of correct sentences; some variety of length; use of transitions with only slight errors; no serious recurring errors in agreement, tense, number, person, articles, pronouns and prepositions, almost no sentence fragments or run-ons; variety of lexical items with some problems but not causing comprehension difficulties; good control of word form; mostly effective idioms; correct register.</td>
</tr>
</tbody>
</table>
| 11-20 | **Fair to poor** A limited variety of mostly correct sentence; little variety of sentence length; improper use of missing transitions, recurring grammar errors are intrusive; sentence fragments or run-ons evident; a limited variety of lexical items occasionally causing
Inadequate

A limited variety of sentences requiring considerable effort to understand; correctness only on simple short sentences; improper use of or missing transitions, many grammar errors and comprehension problems; frequent incomplete or run-on sentences; a limited variety of lexical items; poor word forms; inappropriate idioms; incorrect register.


**Correction Practice**

**L A .3.1 Practice**: Have students to do the following task

**Correcting Mistakes:**

**Task**: Before starting correcting your own work, do the following task.

**Correction Key**

- T = tense
- P = punctuation
- WO = word order
- Prep = preposition
- WW = wrong word
- GR = grammar
- Y upside down = word missing
- SP = spelling
Find and mark the mistakes in the following short biography.

Jack Friedhamm was born to New York in October 25, 1965. He began school at the age of six and continued until he was 18 years. He then went to New York University to learn Medicine. He decided on Medicine because he liked biology when he was at school. While he was to University he met his wife Cindy. Cindy was a beautiful woman with hair long black. They went along for years before they decided getting married. Jack began to work like a doctor as soon as he graduated to Medical School. They had two children named Jackie and Peter, and have lived in Queens since the past two years. Jack is very interested painting and likes to paint portraits of his sun Peter.

Note: This part is shown to students after practice.

Compare your corrections with the following and then correct the mistakes.

Short Biography

Jack Friedhamm was born to New York in October 25, 1965. He began school at the age of six and continued until he was 18 years. He then went to New York University to learn Medicine. He decided on Medicine because he liked biology when he was at school. While he was at University he met his wife Cindy. Cindy was a beautiful woman with hair long black. They went along for years before they decided getting married. Jack began to work like a doctor as soon as he graduated to Medical School. They had two children named Jackie and Peter, and have lived in Queens since the past two years. Jack is very interested painting and likes to paint portraits of his sun Peter.
Compare your corrected version with the following:

Jack Friedhamm was born in New York on October 25, 1965. He began school at the age of six and continued until he was 18 years old. He then went to New York University to learn Medicine. He decided on Medicine because he liked biology when he was at school. While he was at University, he met his wife Cindy. Cindy was a beautiful woman with long black hair. They went out for years before they decided to get married. Jack began to work as a doctor as soon as he had graduated from Medical School. They have had two children named Jackie and Peter, and have lived in Queens for the past two years. Jack is very interested in painting and likes to paint portraits of his son Peter.

Reading Model 1

This is Kate Adic, Ajournalist. She is a slim and fit looking, with short blond hair and piercing, shrewd blue eyes. There is an air of confidence and toughness about her but also a hint of that deep intelligence and sensitivity which marks her style of reporting. She normally wears trousers and shirts, often khaki, which blend in with the background in whatever disaster area of war zone she happens to be. Off duty, and for special occasions, she can look very elegant in stylish, though very outlandish, outfits.

Source: Stephens and Marry, Practice Writing. Longman.1996

Reading Model 2

Elizabeth Talor lives at 144,St Mark Street, Leeds. She is a student. She has come to Delhi to study Sanskrit. Liz,as her friends call her, is eighteen years old and unmarried. She has dark hair, dark brown eyes and is 1.60 m tall. She likes Indian music, dancing, reading and Indian food. She is also interested in languages, In Leeds, Liz lives in flat with her parents
Exercise I: Identify people’s physical appearance

A. Match the physical features in column A with physical adjective words in column B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Nose</td>
<td>Light brown, dark brown, brown, blond, red, black, gray, fair</td>
</tr>
<tr>
<td>2 Hair</td>
<td>Black, green, brown hazel, blue</td>
</tr>
<tr>
<td>3 Height</td>
<td>Straight, long, short, bold, wavy, curly, medium</td>
</tr>
<tr>
<td>4 Eyes</td>
<td>Tall, short, average, medium</td>
</tr>
<tr>
<td>5 Age</td>
<td>Slim, well-built, rather heavy, fat</td>
</tr>
<tr>
<td>6 Lips</td>
<td>An Asian, an European, a Japanese, a Thai</td>
</tr>
<tr>
<td>7 Race</td>
<td>Young, old, middle aged, elderly, in his/her twenties</td>
</tr>
<tr>
<td>8 Kind of eyes</td>
<td>Thin, thick</td>
</tr>
<tr>
<td>9 Kind of hair</td>
<td>Long, big, pointed, straight, small, hook, crooked</td>
</tr>
<tr>
<td>10 Built</td>
<td>Round, thin, oval, quash</td>
</tr>
<tr>
<td>11 Complexion</td>
<td>Small, large, big, round, sparking, slanted deeply set</td>
</tr>
</tbody>
</table>
B. Read the following selected passage and underline all physical appearances.

Reading Passage

My Girlfriend, Maria

Maria Herrera is a very nice person. She is a friend from school. She also my girl friend. I think that we are going to be friends for a long time. Maria is 19 years old. She is about 5 feet, 3 inches tall. Her eyes are brown and her face is round. Her hair is brown and curly. She wears it short. She has a very pleasant and she always has a twinkle in her eyes. She doesn’t wear glasses. She thinks that she is fat, but she isn’t. She is always on diet. She always looks nice. She wears dresses and skirts to school because she goes to work in a department store after class. She can’t wear jeans to work.

Maria has a wonderful personality. She is a serious person, but she also likes to have a good time. She likes people and she likes parties. She doesn’t have much time for fun, but she is always ready for a party on Saturday night. Maria is very smart. She is a good student and she gets good grades. She knows a lot about politics and psychology’s e likes to discuss theses subjects, but she doesn’t make other people feel inferior. She is patient and kind. All of these qualities make her a good salesperson in the hat department at Maison Blanche. Plus. She is crazy about hats.

Maria’s future plans are a little certain. However, she thinks that she is going to get a bachelor’s degree in psychology. Then, perhaps she will go on to graduate school. I am sure that she will be successful. I also hope that she is going to include me in her future plans!

Exercise II: Read the following list of character traits, then do the following activities.

<table>
<thead>
<tr>
<th>Characters (and real-life people) have unique attributes called traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honest</td>
</tr>
<tr>
<td>Light-hearted</td>
</tr>
<tr>
<td>Leader</td>
</tr>
<tr>
<td>Expert</td>
</tr>
<tr>
<td>Brave</td>
</tr>
<tr>
<td>Conceited</td>
</tr>
<tr>
<td>Mischievous</td>
</tr>
<tr>
<td>Demanding</td>
</tr>
<tr>
<td>Thoughtful</td>
</tr>
<tr>
<td>Keen</td>
</tr>
<tr>
<td>Happy</td>
</tr>
<tr>
<td>Disagreeable</td>
</tr>
<tr>
<td>Simple</td>
</tr>
<tr>
<td>Fancy</td>
</tr>
<tr>
<td>Plain</td>
</tr>
<tr>
<td>Excited</td>
</tr>
<tr>
<td>Studious</td>
</tr>
<tr>
<td>Inventive</td>
</tr>
<tr>
<td>Creative</td>
</tr>
<tr>
<td>Thrilling</td>
</tr>
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<tr>
<td></td>
</tr>
<tr>
<td>Independent</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Intelligent</td>
</tr>
<tr>
<td>Compassionate</td>
</tr>
<tr>
<td>Gentle</td>
</tr>
<tr>
<td>Proud</td>
</tr>
<tr>
<td>Wild</td>
</tr>
<tr>
<td>Messy</td>
</tr>
<tr>
<td>Neat</td>
</tr>
<tr>
<td>Joyful</td>
</tr>
<tr>
<td>Strong</td>
</tr>
</tbody>
</table>

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A. Find the meanings in the English-English dictionary

B. Choose 20 words from the list and construct short sentences, one word for each sentence. The answers from students are optional and varied

Example:

1. He is a humble man in our village.
2. Sujata is a humorous girl in our class.
3. ..............................................................
4. ..............................................................
5. ..............................................................
6. ..............................................................
7. ..............................................................
8. ..............................................................
C: Read the following statements describing one’s personal traits and choose the suitable word from the character traits list and write the chosen word after each statement.

Example:

A person who has good looking character…….handsome

1. A man who is free of deceit, but truthful and sincere is ______
2. Sumeth lives in his community in a humble way. So he is _________man.
3. A person who is concerned chiefly with his own profit at the expense of consideration for others is _________
4. Maya is an attractive girl, but not truly beautiful. Thus she is _______
5. I am a man of being willing to be of assistance. So I am ________
Exercise III

A. Combine the following descriptions to make sentences.

Example: The teacher is tall. She has black eyes. Her
dark hair falls over her forehead.

Combination: She is tall, black-eyed teacher, with dark
hair falling over her forehead.

1. The boy has got short blond hair. He is wearing a red T-shirt, blue jeans and white shoes.
   __________________________________________________
   __________________________________________________
   __________________________________________________

2. The girl has brown eyes. She has long fair hair. Her hair falls to her shoulders. She has a lovely manner.
   __________________________________________________
   __________________________________________________
   __________________________________________________

3. The old man has short white hair. He has a large moustache. His moustache curls up at the ends. He is always smartly dressed.
   __________________________________________________
   __________________________________________________
   __________________________________________________

4. The young singer has a curly hair. He has a big, black beard.
   __________________________________________________
   __________________________________________________
   __________________________________________________

5. The woman has a long curly hair. She has big mold on her left cheek. She looks very cunning.
   __________________________________________________
   __________________________________________________
   __________________________________________________
B: Read the following descriptions and write the appropriate sentences

<table>
<thead>
<tr>
<th>1. Description</th>
<th>Your answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul is tall and slim with blonde hair. He’s about twenty five and is wearing a suit.</td>
<td>His height __________________</td>
</tr>
<tr>
<td></td>
<td>His build____________________.</td>
</tr>
<tr>
<td></td>
<td>His hair colour_______________.</td>
</tr>
<tr>
<td></td>
<td>His age____________________</td>
</tr>
<tr>
<td></td>
<td>His clothe____________________</td>
</tr>
<tr>
<td></td>
<td>Others______________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Description</th>
<th>Your answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindy is in her thirties and is rather fat. She has dark, curly hair and well-dressed.</td>
<td>Her age____________________</td>
</tr>
<tr>
<td></td>
<td>Her figure__________________</td>
</tr>
<tr>
<td></td>
<td>Her hair___________________</td>
</tr>
<tr>
<td></td>
<td>Her clothe__________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Description</th>
<th>Your answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma is middle-aged and is about 162cm tall. She has short wavy, blonde hair and wears glasses. She is slim and is wearing a dress.</td>
<td>Her age __________________</td>
</tr>
<tr>
<td></td>
<td>Her height__________________</td>
</tr>
<tr>
<td></td>
<td>Her hair____________________</td>
</tr>
<tr>
<td></td>
<td>Her figure__________________</td>
</tr>
<tr>
<td></td>
<td>Her clothe__________________</td>
</tr>
<tr>
<td></td>
<td>Others_____________________</td>
</tr>
</tbody>
</table>
C. Use the descriptions to make sentences.

<table>
<thead>
<tr>
<th>Description</th>
<th>Your sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela’s age ……about twenty –four</td>
<td>Pamela is about twenty-four</td>
</tr>
<tr>
<td>Her height …....average</td>
<td></td>
</tr>
<tr>
<td>Her figure…….good</td>
<td></td>
</tr>
<tr>
<td>Her hair………long, dark</td>
<td></td>
</tr>
<tr>
<td>Her dresses….jumper, jeans and a pair of boots</td>
<td></td>
</tr>
<tr>
<td><strong>4. Description</strong></td>
<td><strong>Your sentences</strong></td>
</tr>
<tr>
<td><strong>5. Description</strong></td>
<td></td>
</tr>
<tr>
<td>Ken’s age…..middle-aged</td>
<td>Ken is middle-aged and</td>
</tr>
<tr>
<td>His height …...average</td>
<td></td>
</tr>
<tr>
<td>His build…..well-built</td>
<td></td>
</tr>
<tr>
<td>His hair…..short, dark</td>
<td></td>
</tr>
<tr>
<td>His dress….a suit</td>
<td></td>
</tr>
<tr>
<td><strong>6. Description</strong></td>
<td><strong>Your sentences</strong></td>
</tr>
<tr>
<td>Brian’s age…..an elderly</td>
<td>Brian is an elderly man</td>
</tr>
<tr>
<td>His build….short and fat</td>
<td></td>
</tr>
<tr>
<td>His hair…..bald</td>
<td></td>
</tr>
<tr>
<td>His clothe….a jacket</td>
<td></td>
</tr>
<tr>
<td>Others…glasses</td>
<td></td>
</tr>
</tbody>
</table>
7. Description

<table>
<thead>
<tr>
<th>Timothy’s age</th>
<th>a teenager</th>
</tr>
</thead>
<tbody>
<tr>
<td>His hair</td>
<td>short, curly, dark</td>
</tr>
<tr>
<td>His height</td>
<td>160cm</td>
</tr>
<tr>
<td>His dress</td>
<td>a jumper, jeans and a pair of trainers</td>
</tr>
<tr>
<td>Others</td>
<td>freckles</td>
</tr>
</tbody>
</table>

Your sentences

Timothy is a teenager and __________________________
_________________________
_________________________
_________________________
_________________________

( Source: Peter Watcyn-Jones,[p;Target Vocabulary 1.Penquin Books.2000.)

D: In the box provided there are twenty-two adjectives describing a person’s character. Find each meaning in the English –English dictionary and put them under the positive or negative group

<table>
<thead>
<tr>
<th>beautiful</th>
<th>happy</th>
<th>lazy</th>
<th>polite</th>
<th>ambitious</th>
</tr>
</thead>
<tbody>
<tr>
<td>impatient</td>
<td>tidy</td>
<td>shy</td>
<td>mean</td>
<td>generous</td>
</tr>
<tr>
<td>hard-working</td>
<td>rude</td>
<td>boring</td>
<td>jealous</td>
<td>patient</td>
</tr>
<tr>
<td>imaginative</td>
<td>miserable</td>
<td>intelligent</td>
<td>handsome</td>
<td>stupid</td>
</tr>
<tr>
<td>selfish</td>
<td>sociable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Positive characteristics | Negative Characteristics
--- | ---
Example: polite | Example: Lazy


**Assignment I**

**Instructions:** Students may have a person whose personalities (physical and traits) are unique and attractive. Then, students follow the followings:

1. Choose one of the famous or well-known people like favourite actor, actress, politicians etc.
2. Make a cluster about his or her life including information related to personalities, appearances, interests etc. (pictures are allowed to be attached).
3. Make the decision about the purpose, audience before starting writing.

**Revising Checklist**

**Writing:**

1. Check whether your writing make sense
   - Is it correctly organized on the page?
   - Is the information presented in a clear, logical order?
   - Have you put in all the information your reader needs?
   - Have you put in unnecessary information?
2. Check if you have the right words
   - Have you used any words that are too formal or informal?
   - Can you replace any of the words in your writing with more precise or more appropriate vocabulary?

Proofreading:
1. Check spelling and punctuation
   - Have you made any spelling mistakes?
   - Have you punctuated your writing correctly?
2. Check grammar
   - Have you made any grammatical mistakes?
     Example: Subject/verb agreement (*He go to school.*)
     (Source: White, Ron. Writing. 1993.)

Endnote: At the end of lesson, written works produced by students are given feedback and assessed by the class teacher. Each step in each three main procedures are very crucial as far as the quality of written product is concerned. Based on the principles of Process Approach to writing, students are required to follow each step without skipping. At the end of rewriting process, students feel confident to do an assignment. During practice, students do; gathering information, writing first draft, self-editing, proofreading, producing second draft, correcting and getting feedback from teacher. When an assignment is given, they feel confident to do writing activity as they know procedures very well. Grammatical structures and language activities in materials make them construct sentences fluently, although at initial stage they may bring out sentences with mistakes. With feedback given by the teacher at the writing stage, their writing skill can be improved. The assessment from the teacher can prove students’ development and improvement.
LESSON PLAN 2

Teacher Guidelines for Lesson 2

Contents

Lesson Plan 2 and its description

1. Writing Procedures
2. Notes for a teacher
3. Lesson Plan
LESSON PLAN 2

**Topic**: Giving Instructions

**Duration**: 6/8 periods

**Goals**: To enable students to write instructions

**Product**: Manual of operating devices

**Justification of contents**:

An instruction how to operate some equipment is normally seen in students’ daily life. To give instructions is the concept of giving a clear picture of the sequence and the right order. Therefore, to be able to do instructions along with using of the marker to link the step from the start to the end of the procedure is very crucial. Besides this, the knowledge how to use an imperative form of verb and precise words is also necessary.

**Justification of approach**:

To gather as much raw material as possible by using list is the basic method to generate details of what are going to be written in the prewriting stage. This lesson is designed for the pairs to help students develop confidence with task activities. Moreover, students can share ideas together while working. Besides, a revision part is given to students to revise their own work and their peers. This part includes more ideas to proofread for students’ own work and their peers.

**Material**:
- model text
- language exercises
- Task sheet

**Evaluation**: assessment criteria for written work

**Procedures**

**Prewriting Stage**:
1. Students works in group or pairs study the model given. Use clustering method to gather information about digital devices in life.
2. Choosing one of them to write the processes
3. List basic features of the device selected along with its functions.
4. Do the language exercise
5. Assign task II for students
6. Students prepare their own work by choosing one of the favorite digital devices. In pair list its basic features along with functions (pictures attached are allowed) and provide instructions how to do.

**Writing Stage:**
Write instructions how to operate the selected device either numeral format or chronological words.
1. Use the content from the prewriting activities to bring out the first draft.
2. Revision of the first draft focusing on organization from the students work and edit to the second draft.
3. Hand in the second draft to the teacher to get feedback.
4. Edit and write the third draft.

**Rewriting Stage:**
1. Proofread from the student’s work using more code correction from task 1.
2. Correct work by using the code given.
3. Teacher gives the code corrections to the students’ work after being edited.
4. Students write the final draft and submit to the teacher.

**Teacher Note:**
1. The methods used to gather information for writing are a clustering and listing (see sample from Model 2)
2. The revising guideline, proofreading, code corrections, and assessing students’ written works are similar to the first lesson plan
3. The teacher may minimize the language practice if necessary.
4. Explain a grammar part related to lesson on the screen/board (Grammar focus) and Transition words
Grammar Focus 1

To tell people what/how to do, giving instructions and advice, giving request and command, the unconjugated form of verb called Imperative is used. The subject is the second person, you, and it is not expressly stated, but it is understood or implied.

Example

- Sit down
- Stand up
- Come here please
- Please sit down
- Don’t do that again
- Pass me the salt
- Click here
- Insert the ATM card and add personal code

Grammar Focus 2

Transition Words in Instruction Writing

The processes how to do something can be written in descriptive form by using transition words. The followings are transition words.

Transitional words

<table>
<thead>
<tr>
<th>After a few hours</th>
<th>Afterwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>At last</td>
<td>At the same time</td>
</tr>
<tr>
<td>Before</td>
<td>Before this</td>
</tr>
<tr>
<td>Currently</td>
<td>During</td>
</tr>
<tr>
<td>Eventually</td>
<td>Finally</td>
</tr>
<tr>
<td>First, Second, Third, etc.</td>
<td>First of all</td>
</tr>
<tr>
<td>Formerly</td>
<td>Immediately before</td>
</tr>
<tr>
<td>Immediately following</td>
<td>Initially</td>
</tr>
<tr>
<td>In the end</td>
<td>In the future</td>
</tr>
</tbody>
</table>
Read the following introduction passage

In the world of visual technology, a camera plays a major role in helping consumers to restore their precious memory with its marvelous performance. There are two main types of photographic device, a conventional camera and a digital camera. The latter has been developed from the first from analog information to digital information like other devices e.g. CDs, DVDs, HDTV, MP3s and DVRs. With this new development, a digital camera gives you several advantages;

i) electricity is not needed to operate it.

ii) remarkably images are recorded electronically.

iii) unwanted images can be deleted as a user wishes.

iv) images taken can be viewed at once.

v) no negative film is required. it can store several images.

That’s why the digital cameras have rapidly become popular.

A Closer look at a digital camera

Because digital cameras are a new type of photographic technology, they have different controls and features. In the pictures below, you'll see some features that have become standard on most digital cameras.
A. Get to know control functions of digital camera

Picture 1

Picture 2
B: In pairs, list the vocabulary on control functions from picture 1, 2, and 3 and find meanings in your dictionary.

1. Self-timer Lamp__________________________ 2__________________

3.______________________________ 4___________________

5.______________________________ 6____________________

7.______________________________ 8___________________

9.______________________________ 10___________________

11.____________________________ 12___________________

13.____________________________ 14___________________

C: Read the step-by-step instructions for operating a digital camera. When you purchase this product, you need to know how to operate it. The followings are instructions for you to follow.

Instructions:

1. **Read your Camera Manual** before taking any photographs.
2. **Check your batteries.** Make sure to either recharge or replace them if you haven’t used your camera as yet or for an extended period.
3. **Insert your storage media card** in the appropriate slot. If you forget to insert your media card, you’ll get a "No Card" message.
4. **Remove the lens cap.**
5. **Turn the camera on** by either an on-off switch or a sliding lens cover.
6. **Turn off the LCD.** (See your camera manual for instructions)
7. **Make sure** your camera is **set for automatic mode.** Set the image quality to the size image desired—HQ (high quality) or less (to take more pictures on the same card).
8. **Bring** the camera up to your eye and **look through the viewfinder.** Positioning the target mark in the center of the viewfinder on your subject will assure that it will be in focus.
9. **Push the zoom lever** toward W (wide angle) to shoot wide-angle shots or push it toward the T (telephoto) to zoom in.
10. **Press the shutter button half way down** gently and confirm that the green light next to the viewfinder is illuminated.
11. **Press the shutter button all the way down.** You’ll hear a beep when you take a picture. **Wait** until the green light stops flashing before taking another one. **Remember,** digital cameras have a slight delay that traditional cameras don’t since it takes a second to save the image to your camera’s storage media card.
12. **Turn off the camera.** Your new photograph should appear on your camera’s LCD screen.

D: Read the following information about digital camera, and then do exercises.
Note: This type of photography device has been designed by several companies. The basic functions are the same. Look at one of the leading photography products, the Epson Photo PC 800.

Physical Shapes 1

Glossary terms:
1. flash ________________________________
2. Viewfinder __________________________
3. Lens __________________________________
4. Lens cover switch ________________________
Physical Shape 2

Glossary terms:
1. Status display panel____________________________________
2. Timer_______________________________________________
3. Image quality_________________________________________
4. Flash buttons_________________________________________
5. Shutter button________________________________________
6. Camera function dial___________________________________

Physical Shape 3
Glossary Terms:
1. Viewfinder
2. Menu button
3. LCD Screen
4. Buttons

Physical Shape

Glossary Terms:
1. Memory card slot
2. Battery compartment
Physical Shape 5

Source: Picture 1-5 from [http://www.birdville.k12.tx.us/instech](http://www.birdville.k12.tx.us/instech) 08/12/2005

Glossary Terms:

1. Video out
2. AC Adaptor Connector
3. Interface Connector

A. In pairs, look at basic features from picture 1-5 again and try to understand meanings of the glossary terms given, write them in your own language and English in blanks provided.

B. In the box below the functions of each basic feature are given. Matching appropriate function in column A with glossary terms in column B by putting a- r in front of them.
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functions/definition</strong></td>
<td><strong>Glossary terms</strong></td>
</tr>
<tr>
<td>It is a camera attachment that can produce a bright light for taking photograph in poor light.</td>
<td>a. lens</td>
</tr>
<tr>
<td>A device on a camera showing the field of view of the lens, used in framing and focusing the picture.</td>
<td>b. flash</td>
</tr>
<tr>
<td>A curved piece of glass used in camera or the light-gathering device of a camera</td>
<td>c. lens cover switch</td>
</tr>
<tr>
<td>A button for closing and open lens</td>
<td>d. viewfinder</td>
</tr>
<tr>
<td>A container of electricity</td>
<td>e. status display panel</td>
</tr>
<tr>
<td>A flat screen showing status</td>
<td>f. timer</td>
</tr>
<tr>
<td>Small knobs are used for switching list of functions on. Liquid Crystal Display: a rear of a digital camera to display settings or the photo itself.</td>
<td>g. image quality</td>
</tr>
<tr>
<td>An automatic mechanism for activating a camera at a preset time</td>
<td>h. flash button</td>
</tr>
<tr>
<td>A button to adjust the picture qualification</td>
<td>i. shutter button</td>
</tr>
<tr>
<td>A knob to set a flash work</td>
<td>j. camera function dial</td>
</tr>
<tr>
<td>The moving cover over the lens of a camera.</td>
<td>k. menu button</td>
</tr>
<tr>
<td>A knob for camera functions</td>
<td>l. LCD screen</td>
</tr>
<tr>
<td>A narrow space for inserting a memory card</td>
<td>m. Buttons</td>
</tr>
<tr>
<td>An internal line external device</td>
<td>n. Memory card slot</td>
</tr>
<tr>
<td>An electrical socket connector</td>
<td>o. Battery compartment</td>
</tr>
<tr>
<td>A slot for connecting an external software/software device</td>
<td>p. Video out</td>
</tr>
<tr>
<td></td>
<td>q. AC Adapter connector</td>
</tr>
<tr>
<td></td>
<td>r. Interface connector</td>
</tr>
</tbody>
</table>
Imperative Form
To tell people what/how to do, giving instructions and advice, giving request and command, the unconjugated form of verb called Imperative is used. The subject is the second person, You, and it is not expressly stated, but it is understood or implied.

Example
- Sit down
- Stand up
- Come here please
- Please sit down
- Don’t do that again - Pass me the salt
- Click here - Insert the ATM card and add personal code
- See the doctor if you feel dizzy.

For the instructions giving people how to do something such as operating machine, electronic device, installing programs in computer, the imperative verb is used. In do to day life one may want to access internet for information. But sometime the following statement appears on the screen. There is an instruction given for internet users to follow.
The page cannot be displayed. Please try the following:

- Click the Refresh button, or try again later.
- If you typed the page address in the Address bar, make sure that it is spelled correctly.
- To check your connection settings, click the Tools menu, and then click Internet Options. On the Connections tab, click Settings. The settings should match those provided by your local area network (LAN) administrator or Internet service provider (ISP).
- See if your Internet connection settings are being detected. You can set Microsoft Windows to examine your network and automatically discover network connection settings (if your network administrator has enabled this setting).
- 1. Click the Tools menu, and then click Internet Options.
   2. On the Connections tab, click LAN Settings.
      3. Select Automatically detect settings, and then click OK.

Note: Underlined verbs are called ‘Imperative’

C: Read the below processes how to take photographs by digital camera. Then do the exercises.

1. Open the lens cover by sliding the lens cover switch. Turn the camera function dial the optical photograph icon.
2. Look at status display on top the camera. Press the star button to select picture quality. (one star)…lowest quality (camera can hold more pictures); (3 Stars +H)---highest quality (camera holds much fewer pictures)
3. Point your camera at the desire subject. Look through the optical viewfinder. Press the shutter button half way. The green light in the viewfinder will stop flashing when the camera is fully focused.

4. Press the shutter button completely down to finish taking your picture.

5. To take picture using the LCD viewfinder, turn the dial to the Digital Photograph setting.

6. Point the camera at the subject. An image of the subject will appear on the LCD screen.

7. You can use the camera’s digital zoom feature by pressing the top right button on the back of the camera (marked by an x1 on the LCD screen)

8. Press the shutter button half way. The green light in the viewfinder will stop flashing when the camera is fully focused.

9. Press the shutter button completely down to finish taking your picture.

1. Compare these processes of taking photography with the model and then write down the differences and similarities you found.

<table>
<thead>
<tr>
<th></th>
<th>Model</th>
<th>Exercise C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The differences you found

   1
   2
   3
   4
   5

3. Similarities you found

   1
   2
   3
   4
2. Look at the 9 steps (C) above again and underline instructional words (imperative verbs) and list them in the blank spaces below:

1______________2______________3______________
4______________5______________6______________
7______________8______________9______________
10______________11______________12______________
13______________14______________15______________

3. In pairs, discuss the procedures or processes how to operate machines, electronic devices and digital devices students used to do or see, and then list at least 5 of them.

1. How to operate a computer
2_________________________
3_________________________
4_________________________
5_________________________
6_________________________

D. Transitional words in instruction writing

The processes how to do something can be written in descriptive form by using transition words as well. (See Transitional words on page 379)

Example:

_Web page unavailable offline_

Internet Explorer is unable to display this page when you are not connected to the Internet. Please try the following:

_To make this page available offline, first, connect to the Internet, then click the Favorites menu, second, click Add to Favorites, and after that select the Make available offline check box. Finally, on the Tools menu, click Synchronize. When you work offline, select the page from your Favorites list._
Look at the Digital Device below, USB PC Camera, and read an introduction. Then do the exercise.

**Basic Feature 1**

USB PC CAMERA

The complete MD lens range
909 x 673 pixels - 146k – jpg
(Source: met.open.ac.uk)

**Basic Feature 2**

(Source: www.pc-cameras.philips.com)

Parts of USB PC Camera
1. Camera
2. Perch
3. Base
4. Lens ring (turn to focus image)
5. Indicator LED (on, off, flashing)
6. Microphone
7. USB cable
8. Snapshot button

(Source: www.pc-cameras.philips.com)

This device is ideal for Video mail, Video conferencing and Video chatting. It is used and installed on Personal Computer (PC) and Laptop. In other words, this new digital camera is the most advanced means of recording high quality movies or still pictures quickly and easily on your PC or laptop computer.
Exercise: Read the USB PC Camera user’s manual below and do exercises.

Getting started in five easy steps.

The best way to quick results is as follows:

1. Unpack the box.
2. Unplug all your USB devices (except USB keyboard and USB mouse) before you start.
3. Place the Philips installation CD-ROM in your CD-ROM player, let the Philips installation program install the driver software and the application software, and connect the camera to the USB port (marked with the USB-logo: ✋) when requested by the installation program.
4. Start the central camera application VLounge using its icon 🍳 on your desktop.
5. Have fun!

After installation, the new camera can be used for all sorts of applications, such as:

- **Video e-mail / Video capture:** Create your own video presentations, video mail, product demonstrations, training videos, Internet clips, etc.
- **Webcam / web album:** Show yourself on the web. Be out there for everyone to see...
- **Snapshot images:** Use images in presentations, create postcards, or send them via e-mail or on diskette. The camera works with any application that uses the TWAIN or WIA* interface to capture images. (*see Glossary Terms)
- **Video Games:** Amazing gaming interaction using your camera as a game controller.
- **Video conferencing:** Use the camera for network video conferencing or Internet video conferencing.
- **Editing and special effects:** After recording the images with the Philips USB PC Camera, they can easily be edited using image or video editing programs.

(Source: www.pc-cameras.philips.com)
Exercise

Read the 5 easy steps above again and does the following activities;

1. Underline the imperative verbs

2. Write them down in the space provided below with meanings in your own language and in English (see glossary terms that may help you)

1 __________________________ 2 __________________________ 3 __________________________ 4

__________________________ 5 __________________________ __________________________

7 __________________________ 8 __________________________ 9 __________________________

3. Look at the example in section D, use the transition words to describe the 5 easy steps.

You may begin with “To install USB PC Camera, first unpack the box

Glossary Terms:

**USB**

Universal Serial Bus, used for connecting external devices to the PC without having to restart your PC.

**TWAIN**

Standard software interface for imaging applications. If a hardware device has a TWAIN driver, it can be used as an image source for TWAIN-compatible imaging applications.

**Pixel**

The smallest square or round element in an image

**WIA**
WIA is short for Windows Image Acquisition. Windows® XP might start a generic WIA interface when you choose the camera device name with the WIA prefix as your source device for image capture, instead of the TWAIN View Finder.

(Source: www.pc-cameras.philips.com/index_drivers.html

12/4/2005)

Assignement II:

Students are assigned to choose one of electronic appliances, digital devices or machine, and then follow the steps as given in a model. Write a process instruction how to operate devices chosen by students.
LESSON PLAN 3

A Teacher Guide for Lesson 3

Contents

Lesson Plan 3 and its description

1. Writing Procedures
2. Notes for a teacher
3. Lesson Plan
LESSON PLAN 3

Topic: Narrating Past events
Duration: 6/8 periods
Aim: To enable student to write a narrative paragraph

Justification of content:
In real life everyone has an ideal historical person or impressive historical event to narrate to someone about. To tell the past event or the story of the historical person, the past tense is employed together with the organization of the sequence of events in chronological order.

Justification of approach:
To achieve a unified, supported composition, the main aspect of this approach is to use the following methods;

- scratching outline
- asking questions to gather information and organize paragraph.

Students have to know how to give enough chronological information for the readers to understand their narratives. In this approach, a part from the code correction in the first and second lesson, all codes for correcting their own work and their peers will be used.

Materials:
- model text
- language practice exercises
- task sheet

Evaluation: assessment criteria for written work

Procedure
Prewriting Stages
1. Have students read the model text
2. Show Blackboard Organization Scratching outline to students
3. Asking students to answer the focus questions
4. Summarize the text type of narrative paragraph.
5. Students do the language practice exercises
6. Assign the task sheet
7. Assign each student make his/her own scratch outline and answer questions from the focus questions.

**Writing Stage:**
1. Students use the contents from the prewriting activities to write the first draft.
2. Revise the first draft.
3. Edit and write the second draft.
4. Hand in the second draft to the teacher to get feedback.
5. Edit and write the third draft.

**Rewriting Stage:**
1. An introduction to more code and corrections to demonstrate new code and correction on student’s work.
2. Correct works by using the code given.
3. Edit and hand in to the teacher to get correction the code correction.
4. Write the final draft and submit it to the teacher.
King Naresuan: The Great King of Ayutthaya

Phitsanulok was the birthplace of one of the greatest heroes in Thai history - King Naresuan who was born in 1555. His father, King Mahathammaracha was a descendant of the Phra Ruang dynasty of Sukhothai, and his mother was Queen Phra Wisut Kasattri of the Suwannaphum dynasty of Ayutthaya. At the age of nine, he had been taken as hostage to Burma for six years. On his return to Ayutthaya, he was given the principality to govern by his father. He developed his military expertise. When his father died, he was made King of Ayutthaya in 1590 at the age of thirty-five.

During his reign, many armies attacked the city of Ayutthaya. As a great warrior king, he liberated Ayutthaya from Burma. He led the soldiers into battles to defend the country against Burmese invasions several times. With courage, he declared the independence of Ayutthaya at Muang Kraeng in May, 1584. In the most famous combat, King Naresuan had a duel on elephants with the Burmese Crown Prince at Nong Sa Rai near Suphanburi Province in January, 1593. He won and killed the Burmese Crown Prince in combat on elephant back. King Naresuan succeeded in his offensive against both Burmese and Cambodians who made a series of raids.

During his reign, King Naresuan restored national independence and extended Ayutthaya's territory to include Lanna, Lanchang, Cambodia and some parts of Burma. He also made Ayutthaya such a powerful country that no enemy threatened the walls of Ayutthaya again. King Naresuan died of smallpox in 1605 at Muang Hang at the age of fifty while leading his army against the Burmese. King Naresuan deserves the honor of being "the Great". He is also widely known among the Thais nowadays for his heroic efforts.

Source: Reading/Writing, level: Middle Posted Tue Sep 19 21:52:34 PDT 2000 by Jiraporn Supising (SJiji@excite.com, ji_supising@hotmail.com)
Prewriting Stages

Technique for gathering information

1. Blackboard Organization Scratching outline

1. Phitsanulok was the birthplace of one of the greatest heroes in Thai history - King Naresuan.
2. The year he was born was 1555.
3. His father name was King Mahathammaracha.
4. His mother, Queen Phra Wisut Kasattri, was from Suwannaphum dynasty of Ayutthaya.

2. Wh Questions used for making focus questions

Read the above Model and answer the below questions:

1. Where was the birthplace of the great warrior king?

2. When was the great king born?

3. Whose son was he?

4. How long had he been taken as a hostage to Burma?

5. At what age did he become a King of Ayutthaya?

6. When and where did he declare the independence of Ayutthaya?
7. How far could he extend Ayutthaya’s territory?

8. How many years did Ayutthaya gain independence without invaders?

9. Where and when did he die?

10. Why was he named “the Great” in Thai history?

Exercise

Get to know verb form used in the past event

To tell past events, the past simple tense is used. The verb is formed in two main ways;

1. adding -ed for regular verbs

   ed at the end of verb

   - work - worked
   - clean - cleaned

   - start - started
   - stay - stayed

   - live - lived
   - dance - danced

2. Some irregular verbs come

   - with vowel change

      - get - got
      - sit - sat

   - with totally change

      - think - thought
      - catch - caught

   - without any change

      - hit - hit
      - put - put
      - cut - cut
**Exercise A**

*Decide whether each of the following are correct past tense English words. Circle 'Y' for yes, and 'N' if not.*

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. creped</td>
<td>Y</td>
<td>N</td>
<td>2. saw</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>3. went</td>
<td>Y</td>
<td>N</td>
<td>4. writ</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>5. answered</td>
<td>Y</td>
<td>N</td>
<td>6. stayied</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>7. studied</td>
<td>Y</td>
<td>N</td>
<td>8. stole</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>9. wanted</td>
<td>Y</td>
<td>N</td>
<td>10. slept</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

**Exercise B**

*Underline verbs and put them into the past tense:*

1. He thinks long and hard about his decision.
   _______________________________
   _______________________________

2. We sleep for eight hours each night.
   ______________________________________________________

3. David wears big, orange slippers.
   ______________________________________________________

4. My mother buys them for me at the market.
   ______________________________________________________

5. I always try to help anyone in need.
   ______________________________________________________

6. Mallika works hard for her final test.
   ______________________________________________________

7. Students perform a role play together well.
   ______________________________________________________

8. That black skinny cat can catch a big rat.
   ______________________________________________________

9. Maya often does her homework alone.
   ______________________________________________________

10. You have a farewell party with all of your friends.
    _____________________________________________________
Rearrange the following words into past sentences and add more words to indicate past times if necessary.

Example: Somboon/a new car/ buy

   Somboon bought a new car last week.

1. Student/their/ first paper/ write

2. university/ library/read/ I/books

3. Sujata/ the first prize/ essay competition/win

4. girl/answer/telephone

5. our/clean/village/need/streets

Choose the correct past tense form for each verb by curling.

1. show  a. showed     b.showed     c.shewed
2. permit a.permitted b.permitted c. permitted
3. bathe a.bathed     b.bathhed    c.bathied
4. rely  a.relied     b.relyed     c.relyed
5. play  a. played    b.plaied    c.played
6. fail  a.failed     b.failled    c.failied
7. trap  a.traped     b.trapped    c.traped
8. marry a.married    b.married    c.married
9. depart a.departed  b.departted  c.departied
10. share a.shared    b.sharred    c.sharied
**Exercise E**

Read following statements and rewrite them in the past tense

**Example:**

Sujata usually watches TV programme till midnight. Yesterday he went to bed before midnight

1. Sujata always drinks a cup of coffee every morning.
   Yesterday _________________________________

2. Melani usually reads newspapers every morning.
   Yesterday ______________________________________

3. Tammy often comes late for work.
   Yesterday ______________________________________

4. I usually go to bed at 10.30 pm.
   Yesterday ______________________________________

5. Rojana usually drives a blue car to work.
   Last week_______________________________________

**Exercise F**

Read the passage given and put the verbs in the brackets in the correct simple past form.

My grandfather had a very exciting life. When he was young, he …..(live) on a farm in the country. His parents (raise) cattle, and he ……..(look) after the cows. When he was eighteen, he went to university, where he ……..(study) Philosophy. He also …………..(play) the trumpet in a jazz band. When the war started, he ………..(try) to join the Air Force, but he …………..(end) up in the Navy. In the Atlantic, a German torpedo …………..(rip) a hole in the side of his ship, and the ship sank. Only five men ………………..(escape). They …………..(sail) in a lifeboat back to England. Then he met my grandmother, and they …………..(marry) after only three weeks. He says now that he …………..(want) to marry her very quickly in case he …………..(die) in the war.

**Source:** ELC Courses, UVic English Language Centre, 1998
Emily Carr, British Columbia's most famous artist, \(\text{was born in 1871.} \) Her parents \(\text{died} \) when she was still a teenager. She \(\text{studied} \) art in San Francisco and Paris, but when she \(\text{came back} \) to Victoria, she \(\text{kept} \) a house called "The House of All Sorts", where she \(\text{was the landlady.} \) Many years later, she \(\text{began painting} \) again. To find subjects for her paintings, she \(\text{took} \) trips into the forests of British Columbia, and she often \(\text{met} \) with the First Nations people and \(\text{painted} \) them too. Emily Carr also \(\text{wrote} \) several books, and she \(\text{won} \) the Governor General's Award for one of them.

Source: ELC Courses, UVic English Language Centre, 1998

Assignment III

Base on contents on the prewriting activities, in pairs read the following passage about history’s event and do the writing tasks.

1. Follow the above Model and prepare a scratch outline.
2. Answer the questions from the focus questions.
Ramkhamhaeng the Great (c.1239 - 1317, aka. Pho Khun Ramkhamhaeng) - พระรามคำแหงมหาราช in Thai - was the third king of the Phra Ruang dynasty, ruling the Sukhothai kingdom (a forerunner of the modern kingdom of Thailand) from 1277 to 1317, during its most prosperous era. His parents were Prince Bang Klang Hao, who ruled as Sri Indraditya, and Queen Sueang, although a legend describes his parents as an ogress named Kangli and a fisherman.

At the age of 19 he participated in his father's invasion of the city of Sukhothai, and was given the title "Phra Ramkhamhaeng", or Rama the Bold. After his father's death his elder brother Ban Muang ruled, giving Prince Ramkhamhaeng control of the city of Sri Satchanalai. On his accession, therefore, Prince Ramkhamhaeng had an established reputation for leadership.

Ramkhamhaeng formed an alliance with the Yuan Dynasty of China, from whom he imported the techniques for making ceramics now known as Sangkhalok ware. A story describes his seduction of the wife of King Ngam Muang, the ruler of neighbouring Phayao - an event which may have helped him to form his three-way alliance with Ngam Mueang and with King Mengrai of Chiang Mai, both of whose kingdoms were to the north of Sukhothai. Ramkhamhaeng expanded his kingdom as far as Lampang, Phrae and Nan in the north, Phitsanulok and Vientiane in the east, Mon in the west, as far as the Gulf of Bengal in the northwest and Nakhon Si Thammarat in the south.

Ramkhamhaeng is traditionally credited with developing the Thai alphabet (Lai Sue Thai) from earlier Khmer, Mon and Burmese scripts, on the evidence of an inscription
(the Ramkhamhaeng stele, now in the National Museum in Bangkok) dated to 1283 or 1292 which bears the earliest known Thai writing. He is also still respected as the king who introduced the style of benevolent monarchy that remains today. His successor was Pho Khun Loethai.


A. In pairs, read the above passage and make a scratch outline and set the focus questions (follow the Model)

1. Ramkhamhaeng the Great (c.1239 - 1317, aka. Pho Khun Ramkhamhaeng) in Thai - was the third king of the Phra Ruang dynasty.

2. ________________

3. ________________

4. ________________

5. ________________

6. ________________

7. ________________

8. ________________

9. ________________

10. ________________

11. ________________

12. ________________

13. ________________

14. ________________

15. ________________

Focus Questions

1. Which dynasty Ramhaeng, the Great belong?

______________________________

2. ____________________________

3. ____________________________

4. ____________________________
B: Student chooses one of an interesting history’s events and makes a scratch outline, set the focus questions and answer them.

Endnote:

Materials in lesson plan 2 and 3 contain writing techniques to assist students to gather information. Clustering technique also plays the role in lesson plan 2 whereas the lesson plan 3 employs Blackboard Organization Scratching outline) Wh Questions is used for making focus questions. Group work and pairs works are assigned in both lesson plans. While students do practice correction, peer assessment plays great role. Learners become autonomous learners while doing writing activities in these two lesson plans. Learner centerness is very obvious. Thus, process approach on which these writing materials based works well with the complementary practical aspect of Learner-Centred Approach.