

English Test for Junior High School Teachers

December, 2016

2 Hours

150 points

Name _____

School _____

Note: Write all your answers on the Answer Sheet.

Part I Listening Test (30 points)

Section A Conversations

Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A, B, C and D, and decide which is the best answer. Please write your answers on the ANSWER SHEET.

1. A. She is not a very famous actress.
B. She is not very much tempted by big money.
C. She has no idea of how to make advertisements.
D. She is not so fortunate as other actresses.
2. A. He doesn't have a good hearing.
B. He has been driving madly for a year.
C. He never takes what she says seriously.
D. He is always impatient with her.
3. A. she is worried about the errors made.
B. She has been doing things in a correct way.
C. She needs someone to lend her a hand.
D. She is still searching for directions.
4. A. The woman would apply for the advertised job.
B. The woman can help him with his job in the next two weeks.
C. He is the right person to help her post an advertisement.
D. He can find a better paying job for the woman.
5. A. She is stubborn.
B. She is lonely.
C. She is not easy going.
D. She is hopeless.
6. A. Today's seminar was badly scheduled.
B. Both speakers are enthusiastic about the seminars.
C. Next week's seminar is on a different topic.
D. There will be two seminars in the next week.
7. A. It's dull.
B. It's exciting.
C. It's simple.
D. It's complicated.
8. A. \$2.75. B. \$1.25.
C. \$1.50. D. \$3.90.

Questions 9 to 11 are based on the conversation you have just heard.

9. A. Looking for a person to talk to.
B. Working on a troublemaking talking.
C. Trying to understand the two genders.
D. Trying to understand friendship between women.
10. A. Enthusiastic.
B. Doubtful.
C. peaceful.
D. Cautious.
11. A. An effective tool to help form women's friendship.
B. A way to understand and appreciate friends.
C. An access that a woman can express her troubles.
D. An effective way to achieve something from women's friends.

Questions 12 to 15 are based on the conversation you have just heard.

12. A. Reluctant.
B. Positive.
C. Ambitious.
D. Indifferent.
13. A. No one wants to look at the closet.
B. The man has already cleaned it up.
C. It has gradually become a trashcan.
D. It is occupied by lots of useless stuff.
14. A. The stairs to upper floor are broken.
B. The upstairs toilet is full of bleach smell.
C. It should be entirely cleaned up.
D. It is often tidied up by the woman's parents.
15. A. Pick up dirty clothes.
B. Fix the upstairs toilet.
C. Watch the game.
D. Do the wash.

Section B Passages

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four marked A, B, C and D. Please write your answers on the ANSWER SHEET.*

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16. A. How important money is in one's day-to-day life.
B. How one spends money shows what is important to him.
C. Money is more important than the philosophy of life.
D. One's understanding of life is more important than money.

17. A. To test the strength of friendship.
B. To bring friends even closer.
C. To know more people who are in need.
D. To make your friends feel they are helpful.
18. A. Money is proof of one's value.
B. Money is a means instead of an end.
C. Making more money is meaningless.
D. Money can give great happiness.

Passage Two

Questions 19 to 21 are based on the passage you have just heard.

19. A. It has been selling cupcakes for years.
B. It sells cupcakes 24 hours a day.
C. It only offers one flavor of cupcakes.
D. It is a sight-seeing spot in New York city.
20. A. They see it as a dated concept.
B. They find it hard to operate.
C. They appreciate its great service.
D. They think it has great appeal.
21. A. He thinks it 's stupid to buy a cupcake in the morning.
B. He has a different opinion from the majority.
C. He thinks having one cupcake in the morning is enough.
D. He stood in line with his co-workers for their cupcakes.

Passage Three

Questions 22 to 25 are based on the passage you have just heard.

22. A. It can be acquired from seafood.
B. It is good for our bones and teeth.
C. It is mainly consumed by vegetarians.
D. It is not as nutritious as it used to be.
23. A. Delicious snacks and mineral water.
B. Foods that contain much calcium.
C. Noodles with high carbohydrates.
D. Fruits that contain vitamins and fiber.
24. A. They are allergic to meat, fish and other animal products.
B. They cannot get over the brutal scenes of killing animals.
C. Some of them think it is morally wrong to kill animals for food.
D. Some of them believe it is healthier to eat meat and beans.
25. A. They refer to transgenic organisms.
B. They are harmful to the environment.
C. They are grown in green and clean ways.
D. They are grown with less harmful chemicals.

Section C Spot Dictation

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally when the passage is read for the third time, you should check what you have written. Please write your answers on the ANSWER SHEET.*

It is impossible to describe insomnia to people who are sound sleepers. These are the people who trust that getting in bed will be followed by falling asleep, ___26___ night follows day; these are the fearless people. Sleepless people are a very different ___27___. They know what insomnia really is: no just the failure to fall asleep, but the fear of that failure. For an insomniac, there is no such thing as a good night. Every evening--- even if it ___28___ mercifully comes to an end--- is destroyed by ___29___. To reach sleep the insomniac must first ___30___ terror.

The fearless person also ___31___ understand how easy it is to become one of the sleepless people. All it takes is one bad night. That bad night begets others: once you know you might not be able to sleep, you can't. ___32___ that staying awake all night is a very real possibility, something that could actually happen, is no different than realizing that your boyfriend might no longer be interested in you, or that the friendship you thought was indestructible is , in fact, as ___33___ as anything else, or that you could very well not succeed at doing the work you so badly want to do. When you imagine such ___34___, you seem almost to will them into existence. To see the abyss is to take the first step towards it. What made F. Scott Fitzgerald "sleep-conscious," as he called it, was a mosquito: the bug ___35___ him all night, and after that he had trouble sleeping for years.

Part II Reading Test (40 points)

Directions: *Read the following passages and answer the questions that follow. You get 30 minutes for this part. There are 4 passages and 20 questions. Please write your answers on the ANSWER SHEET.*

Passage One

Questions 1 to 5 are based on the following passage.

Water in the Desert

Deserts are regions that receive less than 25 centimeters of annual precipitation. Although deserts are usually thought of as being hot, they also are found in cold climates, such as Antarctica.

Deserts are classified according to the amount of rainfall they receive. They driest deserts are called hyper-arid, where rain is absent for at least twelve **consecutive** months. Arid deserts experience some rainfall but receive less than 250 millimeters per year. Finally, semi-arid deserts see between 250 and 500 millimeters

of rain.

Despite the long-term lack of rain, deserts occasionally are drenched by violent storm. During such downpours, dried stream channels, called arroyos, rapidly fill and spill over, sometimes, causing dangerous flash floods. As the water rushes down mountains and erodes the land, it carries gravel, rock, and sand, which are deposited on the bottom of the arroyos as fan-shaped formations called alluvial fans.

Some deserts are traversed by their own permanent rivers, known as exotic rivers, which are fed by water from outside the desert. Some well-known exotic rivers are the Nile River in Egypt, the Yellow River in China, and the Colorado River in Arizona. Other sources of water include underground springs or reservoirs, which provide life-sustaining moisture to desert vegetation. Deserts abound with plant species that have adapted to the dry environment by extending taproots deep into the ground to absorb the water below.

Temporary lakes may form when rainfall is sufficient. These lakes occur in basins offering no outlet. When the lake beds dry up, they leave a flat plain encrusted with salt, an area known as a playa. Over a hundred playas dot the landscape of North American deserts, including Great Salt Lake in Utah.

A scarcity of rain does not always create a desert. There must also be a high rate of evaporation relative to precipitation --- a measure known as potential evapo-transpiration. That gauge totals the water lost through both normal evaporation and the evaporation that occurs from plant life. Potential evapo-transpiration is the amount of water that could evaporate in any area. When this potential exceeds actual precipitation, desert-like conditions will arise.

A Thus deserts can be either very hot or very cold, so long as the potential evaporation is greater than the precipitation. **B** Icy deserts like Antarctica collect rain in frozen snow that never seeps into the ground. **C** And hot deserts like the Sahara receive little rain, so little that the amount is less than the potential evaporation. **D** Water is responsible for the concentration of mineral deposits under the desert surface. Rainfall passes through mineral layers and re-deposits the minerals near the water table, where they can be easily extracted in mining operations. Mineral deposits also are enriched by the evaporation of water in the playas, which yield minerals such as gypsum and salt compounds such as sodium nitrate and sodium chloride. An example of such evaporation is shown by the Great Basin Desert in the western United States, which contains boron, an essential ingredient in the manufacture of drugs, water softeners, glass, and various agricultural chemicals.

The role of water in creating deserts is illustrated by the Atacama Desert in northern Chile in South America. That desert spans the area between the Pacific Ocean to the west and the Andes Mountains to the east. High atmospheric pressure over the Andes causes dry, cold air to descend to Earth. This air lacks water vapor and is easily heated by the sun, raising the ground temperatures and lowering the humidity --- perfect conditions for a desert.

Rain is sparse in the Atacama because of a phenomenon called rain shadow. Warm, humid air from the Amazon rain forest is blocked from reaching the Atacama

by the Andes. That air is cooled by the cold mountain air and condenses into rain or snow in the mountains. As the air descends the west side of the mountains, it warms up and retains its moisture, preventing it from falling to the ground. Hence the Andes Mountains have the unusual effect of causing extreme moisture in the Amazon River basin at the same time that they cause extreme dryness on the other side of the mountain. Interestingly, the driest and wettest places on Earth are nearly adjacent to each other.

1. The word **consecutive** in the passage is closest in meaning to _____.
 - A. alternate
 - B. annual
 - C. successive
 - D. proximate
2. In stating that some deserts are traversed by their own permanent rivers, the author means that _____.
 - A. some deserts are flooded by rivers.
 - B. rivers cross some deserts.
 - C. some deserts cause their rivers to dry up
 - D. rivers flow around some deserts
3. Why does the author mention potential evapotranspiration? _____.
 - A. To explain how salt forms in dried lake beds.
 - B. To note the most important condition for creating a desert.
 - C. To show how plants aid in causing evaporation.
 - D. To contrast it with normal evaporation.
4. Look at the four capitalized and underlined letters **A**, **B**, **C** and **D** that indicate where the following sentence could be added to the passage.
A comparison of two of the largest deserts illustrates this phenomenon.
Where would the sentence best fit? _____.
5. The author's description of the Atacama Desert mentions all of the following except _____.
 - A. It is located between the Pacific Ocean and the Andes Mountains.
 - B. The air lacks water vapor.
 - C. Rain-shadow causes extreme dryness.
 - D. Violent storms occasionally occur.

Passage Two

Questions 6 to 10 are based on the following passage.

Urban Heat Islands

Cities are usually warmer than their surrounding suburban and rural areas, often by as much as ten degrees Fahrenheit or six degrees Celsius. Scientists attribute this to the urban heat island effect, by which several characteristics of urban areas combine to elevate artificially the ambient temperature.

The main cause of urban heat islands is architectural; the high buildings in city centers expose numerous surfaces that reflect and absorb sunlight. The reflected

light hits other buildings and cannot escape into the surrounding air. The absorbed light, mostly by the dark materials covering the outside of buildings, heats up the buildings themselves. **These materials, such as concrete and asphalt, have greater thermal conductivity and reflective ability than do materials used in rural or suburban construction.** This tendency of heat to be trapped between and near buildings is called the canyon effect. Another impact of tall buildings is that they block the wind, which normally blows hot air away and cools the remaining air.

Also contributing to this heat retention is the absence of evapotranspiration, the loss of water by evaporation from the ground and from the leaves of plants. This phenomenon is blunted in urban locales due to the paucity of vegetation and standing water, both of which have cooling effects.

People also play a role in creating urban heat islands. The population density in cities translates into more human heat-generating processes and technology, such as automobiles, buses, and trains, air conditioning units, and factory production. All of these activities result in air pollution, which leads to the greenhouse effect, in which hot air on the ground cannot escape through the air above it because of polluting particles in the atmosphere.

The influence of the heat island effect seems to be greater at night. The ground and other surfaces lose heat at night by a process of radiation into the air above. But in cities, this upward radiation is blocked by the tall buildings, tending to hold the heat at the level where people live and where temperatures are measured.

Because almost half of the world's population lives in urban areas, the urban heat island effect can influence the lives of more than three billion people. Thus it is closely studied by demographers and meteorologists. Thousands die in heat waves every year, and urban heat islands increase the severity and duration of those waves. Nighttime on urban heat islands provides no relief since urban nights do not enjoy the same cool-down that occurs in areas outside the cities.

Another adverse consequence of urban heat islands is that more energy is needed to power air conditioning and refrigeration. One study concluded that the heat island effect costs the city of Los Angeles about \$100 million per year in increased energy consumption. Local weather conditions can also be affected, for example, by altered wind patterns, more clouds and fog, greater pollution, more lightening, and more rain.

One strategy for mitigating the impact of heat island effects is to use construction materials in houses, pavements, and highways that reflect, not absorb, the sunlight. Another method is to cultivate more vegetation like many city dwellers do on the roofs of their apartment buildings and offices.

Some controversy exists over whether urban heat islands contribute to global warming. One school of thought stresses that no evidence has been found that the effect is any more than a local one, as the long-term upward trend in temperatures is about the same in both urban and non-urban areas. This view gained support from a 2004 study comparing a city's temperatures on clam nights with those on windy nights. No difference was found in temperatures even though the urban-heat island

theory would predict that windy nights should be cooler because the wind should blow the hot air away from the city. The conclusion of the study was that global temperatures have risen as much on windy nights as on calm nights, showing that overall global warming is not caused by urban development. Those with a **dissenting** view tend to be those who are skeptical of the reality of global warming. They contend that urban heat islands account for nearly all the warming recorded by land-based instruments. But there have no scientific studies substantiating this minority view.

6. According to paragraph 2, all of the following are effects of tall buildings except _____.
- A. the canyon effect
 - B. the blockage of the wind
 - C. the absorption of sunlight
 - D. the cooling of surrounding air
7. Which of the following best expresses the essential information in the underlined and bold-typed sentence in paragraph 2 ?
- A. Heat causes concrete and asphalt to expand, raising the ambient temperature.
 - B. Materials used to build cities retain more heat than materials used in non-urban areas.
 - C. Rural and suburban areas are hotter than cities because there are no tall buildings to block the sunlight.
 - D. Urban buildings are made of light-colored materials that reflect the sunlight up into the atmosphere.
8. All of the following factors contribute to the heat island effect except _____.
- A. air conditioners
 - B. tall buildings
 - C. vegetation
 - D. population
9. According to the passage, which of the following is true about the negative effects of urban heat islands? _____.
- A. Heat waves become longer and stronger
 - B. Weather conditions change globally
 - C. Energy supplies decrease
 - D. People move out of the city to avoid heat waves
10. The word **dissenting** in the last paragraph is closest in meaning to _____.
- A. approving
 - B. opposing
 - C. prevailing
 - D. agreeing

Passage Three

Questions 11 to 15 are based on the following passage.

Virtually everything astronomers know about objects outside the solar system is based on the detection of photons- quanta of electromagnetic radiation. Yet there is another form of radiation that permeates the universe: neutrinos. With (as its name implies) no electric charge, and negligible mass, the neutrino interacts with other particles so rarely that a neutrino can cross the entire universe, even traversing substantial aggregations of matter, without being absorbed or even deflected. Neutrinos can thus escape from regions of space where light and other kinds of electromagnetic radiation are blocked by matter. Furthermore, neutrinos carry with them information about the site and circumstances of their production: therefore, the detection of cosmic neutrinos could provide new information about a wide variety of cosmic phenomena and about the history of the universe.

But how can scientists detect a particle that interacts so infrequently with other matter? Twenty-five years passed between Pauli's hypothesis that the neutrino existed and its actual detection: since then virtually all research with neutrinos has been with neutrinos created artificially in large particle accelerators and studied under neutrino microscopes. But a neutrino telescope, capable of detecting cosmic neutrinos, is difficult to construct. No apparatus can detect neutrinos unless it is extremely massive, because great mass is synonymous with huge numbers of nucleons (neutrons and protons), and the more massive the detector, the greater the probability of one of its nucleon's reacting with a neutrino. In addition, the apparatus must be sufficiently shielded from the interfering effects of other particles.

Fortunately, a group of astrophysicists has proposed a means of detecting cosmic neutrinos by harnessing the mass of the ocean. Named DUMAND, for Deep Underwater Muon and Neutrino Detector, the project calls for placing an array of light sensors at a depth of five kilometers under the ocean surface. The detecting medium is the seawater itself: when a neutrino interacts with a particle in an atom of seawater, the result is a cascade of electrically charged particles and a flash of light that can be detected by the sensors. The five kilometers of seawater above the sensors will shield them from the interfering effects of other high-energy particles raining down through the atmosphere.

The strongest motivation for the DUMAND project is that it will exploit an important source of information about the universe. The extension of astronomy from visible light to radio waves to x-rays and gamma rays never failed to lead to the discovery of unusual objects such as radio galaxies, quasars, and pulsars. Each of these discoveries came as a surprise. Neutrino astronomy will doubtless bring its own share of surprises.

11. Which might be the most appropriate title for the passage? _____.

- A. At the Threshold of Neutrino Astronomy
- B. Neutrinos and the History of the Universe
- C. The Creation and Study of Neutrinos
- D. The DUMAND System and How It Works

12. One advantage that neutrinos have for studies in astronomy is that they _____.
- A. have been detected for 25 years.
 - B. possess a variable electric charge
 - C. are usually extremely massive
 - D. record information about their own origin
13. The neutrinos are hard to detect most probably because of _____.
- A. their ability to escape from different regions of space
 - B. their inability to penetrate dense matter
 - C. the similarity of their structure to that of nucleons
 - D. the infrequency of their interaction with other matter
14. The ocean may be used to detect neutrinos for the following reasons EXCEPT that _____.
- A. it can provide massive nucleons
 - B. it is like a huge detecting apparatus
 - C. it enables neutrinos to move more actively
 - D. it can keep away the interference of other particles
15. In the last paragraph, the author describes the development of astronomy in order to _____.
- A. suggest the potential discovery of celestial bodies by means of neutrino astronomy
 - B. illustrate the importance of surprises in making astronomic discoveries
 - C. demonstrate the effectiveness of the DUMAND apparatus in detecting neutrinos
 - D. name some cosmic phenomena that neutrino astronomy will illuminate

Passage Four

Questions 16 to 20 are based on the following passage.

There is never a good time to have a heart attack , but the wise person afflicted with clogging arteries might want to be especially careful in future to avoid stress and watch the diet as August rolls around.

The NHS, it is revealed today, has its very own black Wednesday, when death rates go up by an average of 6%, and there is a somewhat disturbing underlying cause ---the arrival on the wards of a new intake of junior doctors. On the first Wednesday in August every year, a freshly qualified set of junior doctors arrives on the wards. Pristine and eager and brilliant they no doubt are, but while they are finding their way around something unexplained and slightly perplexing appears to happen.

Researchers from the Dr. Foster unit and the department of acute medicine at Imperial College London say there has been a suspicion for years that more people die on the day the new doctors arrive, but for the first time they have established that it happens --- although they say the rise in deaths is very small.

They do not blame the doctors' inexperience or confusion in the hospital and say it is also possible that only the severest cases are admitted in that week, because of

the changeover.

Their study has international implications, the researchers say. “a similar effect has been recorded in the US (known as the ‘July phenomenon’),” they write in their paper. But previous studies have looked only at a few hospitals.

The Imperial study is far bigger, examining carefully data from nearly 300,000 patients in 175 hospital trusts. It compared death rates on the first Wednesday in August with the last Wednesday in July. The difference was most marked in medical cases, where there was an 8% increase in deaths; there was no difference surgical cases.

“We wanted to find out whether mortality rates changed on the first Wednesday in August, when junior doctors take up their new posts,” said senior author Paul Aylin. “What we have found looks like an interesting pattern and we would now like to look at this in more detail to find out what might be causing the increase.”

“Our study does not mean that people should avoid going into hospital that week. This is a relatively small difference in mortality rates, and the numbers of excess deaths are very low. It’s too early to say what might be causing it.”

Shree Datta, chair of the British Medical Association’s junior doctor committee, said the study had to be judged alongside others looking at mortality rates before and after junior doctors start their new jobs, but added: “ Clearly even a small increase in death rates is of great concern and we need further research to see whether this is a general effect or an anomaly.”

16. According to the passage, August is the time when _____.
- A. people are most stressed by work
 - B. most heart attack cases happen
 - C. people are easily afflicted with clogging arteries
 - D. junior doctors begin working in the hospitals
17. What is the researchers’ attitude towards the idea that more people die on the day the new doctors arrive? _____.
- A. Perplexed
 - B. Affirmative
 - C. Suspicious
 - D. Opposed
18. Which of the following is taken by the researchers as a possible cause of the rise in deaths in the first week of August? _____.
- A. The qualifications of the junior doctors
 - B. The mismanagement of the hospitals
 - C. The graveness of the patients’ diseases
 - D. The hospitals’ shortage of workforce
19. What is true about the hospitals in the United States? _____.
- A. The “July phenomenon ” is restricted to a few hospitals
 - B. Junior doctors usually arrive at the hospitals in July
 - C. Only a few of them were involved in the Imperial study
 - D. The Imperial study has widespread influence on them

20. According to Shree Datta, more research is needed to _____.
- A. find out how common such rise in death rates is
 - B. find out the real causes of such rise in death rates
 - C. prove that even small rise in death rates is significant
 - D. prove that the rise in death rates is of minor importance

Part III Translation (20 points)

Directions: *Translate the following text into English. Write your answers on the ANSWER SHEET.*

泯灭所有思想，消除社会群体对上帝的敬畏，沉溺于声色犬马的物质享受，整个人类离彻底堕落就为期不远了。不知自我约束的贪婪欲望，毫无安慰祈盼的逆来顺受，势必轻蔑地践踏人类法律的底线。良好美德、责任担当以及普世原则将任由嘲弄蔑视并随意抛弃，肮脏卑劣地追求自身利益更是肆意剔除每一个体的真实情感，事实上，正如无神论公开宣称的，人类无疑终将沦为与禽兽为伍。

Part IV Writing (30 points)

Directions: *Write about the following topic:*

Some people claim that not enough of the waste from homes is recycled. They say that the only way to increase recycling is for governments to make it a legal requirement.

Give reasons for your idea and include any relevant examples from your own knowledge or experience. Write at least 250 words.

Part V: Pedagogy Test (30 points)

Directions: *Read the passage and answer the questions below.*

Writing, unlike speaking, is not an ability we acquire naturally, even in our first language - it has to be taught. Unless L2 learners are explicitly taught how to write in the new language, their writing skills are likely to get left behind as their speaking progresses.

Stages of a writing lesson

I don't necessarily include all these stages in every writing lesson, and the emphasis given to each stage may differ according to the genre of the writing and / or the time available. Learners work in pairs or groups as much as possible, to share ideas and knowledge, and because this provides a good opportunity for practising the speaking, listening and reading skills.

Generating ideas

This is often the first stage of a process approach to writing. Even when producing a piece of writing of a highly conventional genre, such as a letter of

complaint, using learners' own ideas can make the writing more memorable and meaningful.

Before writing a letter of complaint, learners think about a situation when they have complained about faulty goods or bad service (or have felt like complaining), and tell a partner.

As the first stage of preparing to write an essay, I give learners the essay title and pieces of scrap paper. They have 3 minutes to work alone, writing one idea on each piece of paper, before comparing in groups. Each group can then present their 3 best ideas to the class. It doesn't matter if the ideas aren't used in the final piece of writing, the important thing is to break through the barrier of 'I can't think of anything to write.'

Focusing ideas

This is another stage taken from a process approach, and it involves thinking about which of the many ideas generated are the most important or relevant, and perhaps taking a particular point of view.

As part of the essay-writing process, students in groups put the ideas generated in the previous stage onto a 'mind map'. The teacher then draws a mind-map on the board, using ideas from the different groups. At this stage he / she can also feed in some useful collocations - this gives the learners the tools to better express their own ideas.

I tell my students to write individually for about 10 minutes, without stopping and without worrying about grammar or punctuation. If they don't know a particular word, they write it in their L1. This often helps learners to further develop some of the ideas used during the 'Generating ideas' stage. Learners then compare together what they have written, and use a dictionary, the teacher or each other to find in English any words or phrases they wrote in their L1.

Focus on a model text

Once the students have generated their own ideas, and thought about which are the most important or relevant, I try to give them the tools to express those ideas in the most appropriate way. The examination of model texts is often prominent in product or genre approaches to writing, and will help raise learners' awareness of the conventions of typical texts of different genres in English.

Learners identify the function of different paragraphs in a piece of writing. For example, in a job application letter, the functions of the paragraphs might be something like;

- reason for writing
- how I found out about the job
- relevant experience, skills and abilities
- closing paragraph asking for an interview

Learners are given an essay with the topic sentences taken out, and put them back in the right place. This raises their awareness of the organisation of the essay and the importance of topic sentences.

Organising ideas

Once learners have seen how the ideas are organised in typical examples of the genre, they can go about organising their own ideas in a similar way.

Students in groups draft a plan of their work, including how many paragraphs and the main points of each paragraph. These can then be pinned up around the room for comment and comparison.

When preparing to write an essay, students group some of the ideas produced earlier into main and supporting statements.

Writing

In a pure process approach, the writer goes through several drafts before producing a final version. In practical terms, and as part of a general English course, this is not always possible. Nevertheless, it may be helpful to let students know beforehand if you are going to ask them to write a second draft. Those with access to a word processor can then use it, to facilitate the redrafting process. The writing itself can be done alone, at home or in class, or collaboratively in pairs or groups

Question: *Please examine the problem with the following writing activity and help the teacher to find the problem, then improve the instruction.*

Teacher: *Now, boys and girls, you have 30 minutes to write on the topic "My Hometown". I think you must have a lot to say.*