

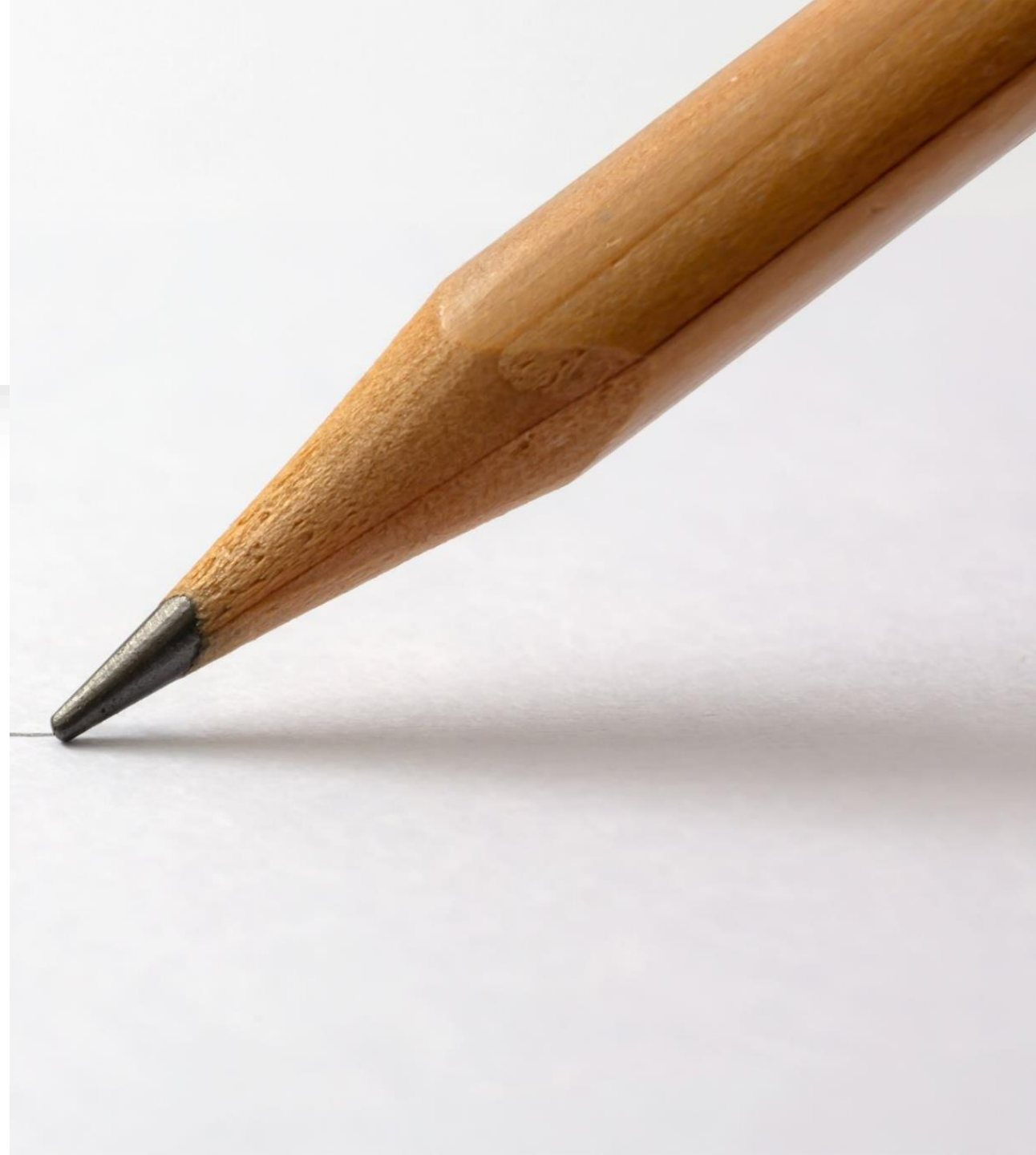
Process Writing Lesson

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What is Process Writing?

Writing in stages:

1. Planning
2. Drafting
3. Editing
4. Final Version





Introduction Activity

What makes good writing?

1. Clarity

- Good writing is **easy to understand**.
- Sentences should be simple and clear, not confusing.
- Example: Instead of “*It was very, very nice,*” write “*It was unforgettable.*”

2. Structure

- Writing needs a **beginning, middle, and end**.
- Ideas should flow in order, like steps in a story.
- Start with an introduction, add details in the body, and finish with a conclusion.
- Write in paragraphs.

3. Voice

- Your writing should sound like **you**.
- Use your own style, feelings, and thoughts.
- Example: “*I laughed so hard my stomach hurt*” shows personality.

4. Details

- Good writing uses **descriptive words** and **sensory detail** (what you see, hear, smell, feel).
- Example: “*The popcorn smelled buttery and sweet*” is stronger than “*The popcorn was nice.*”

5. Accuracy

- Check spelling, punctuation, and grammar.
- Mistakes can distract the reader.
- Example: “**Their** dog is friendly” (correct) vs. “**There** dog is friendly” (incorrect).

6. Revision

- Writers do not stop after the mind map, and their final copy is not a mirror image of their rough draft.
- They **edit and improve** their rough draft, before they write the final copy.
- Example: Add stronger verbs, cut extra words, and check flow.



Quick Tips

- **Show, don't tell:** Instead of “*I was scared,*” write “*My hands shook as I opened the door.*”
- **Use strong words:** Replace “*went fast*” with “*raced.*”
- **Vary sentences:** Mix short and long sentences for rhythm.
- **Check sentence structure:** Your sentence should have a subject and a verb, do not start a sentence with a verb. Example: **Going** into the house. (incorrect) - **I entered** the house. (correct)
- Good writing is not just about finishing quickly, it is about making words **clear, strong, and meaningful.**



How **revision transforms writing**
— from a rough first draft to a
polished final version.





Rough Draft

- High school is busy. I go to class and see my friends. Sometimes it is fun, but sometimes it is boring.

Challenges:

- Sentences are short and plain.
- No detail about what makes high school special.
- Doesn't show feelings or atmosphere.



Final Edited Version

- High school is full of different experiences. Each morning I walk through the noisy corridors, hearing laughter and the sound of teachers calling us to class. Some lessons are interesting and make me think, while others feel long and tiring. During break, I enjoy talking with my friends and sharing jokes. Even though exams bring stress, the friendships and memories make high school life unforgettable.

Improvements:

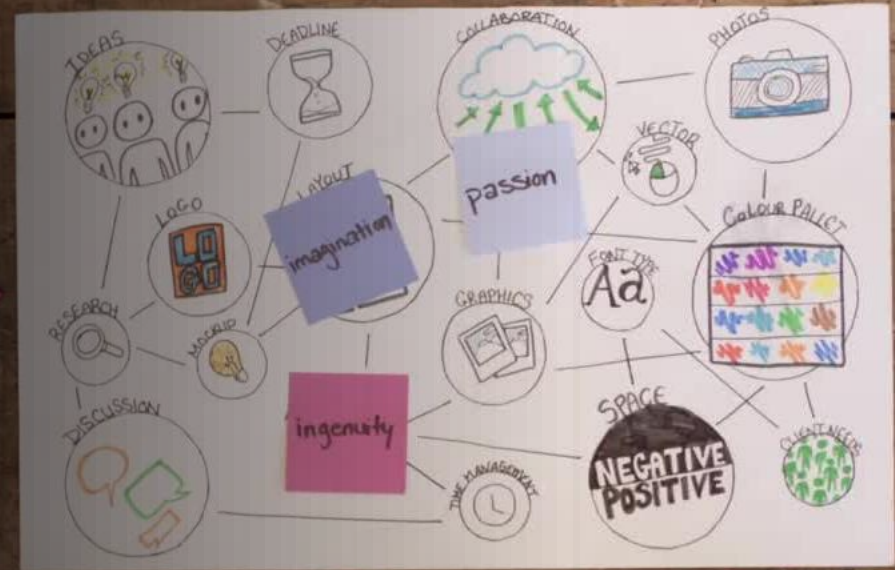
- **Added detail:** “noisy corridors,” “teachers calling us,” “sharing jokes.”
- **Emotion:** Shows both stress and joy.
- **Varied sentences:** Mix of short and longer sentences.
- **Voice:** Reflective and personal.



Lesson

Good writers do not stop at the first draft — they revise to reveal depth and emotion.

Planning Stage



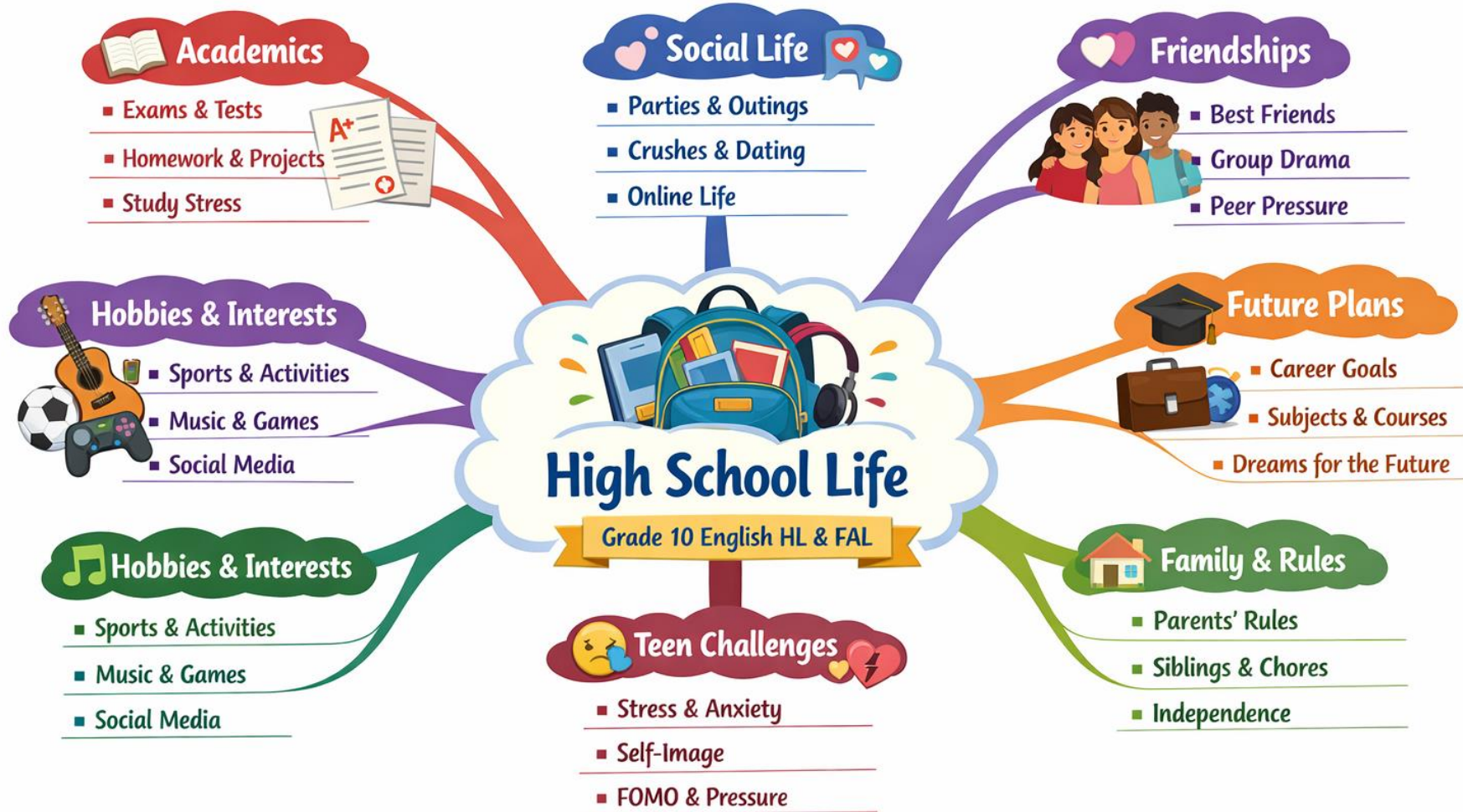
Techniques:

- Mind maps
- Lists
- Paragraph planning



Example of a mind map





Drafting Stage

- Write first draft
- Focus on ideas
- Do not worry about mistakes

Editing Stage

Check:

- Grammar
- Spelling
- Punctuation
- Sentence structure
- Clarity

Editing Checklist

- Does it make sense?
- Correct sentences?
- Correct punctuation?
- Well organised ideas?

Final Writing

This is when you rewrite your edited draft neatly, to present for assessment.



Topic

High School Life



High School Life

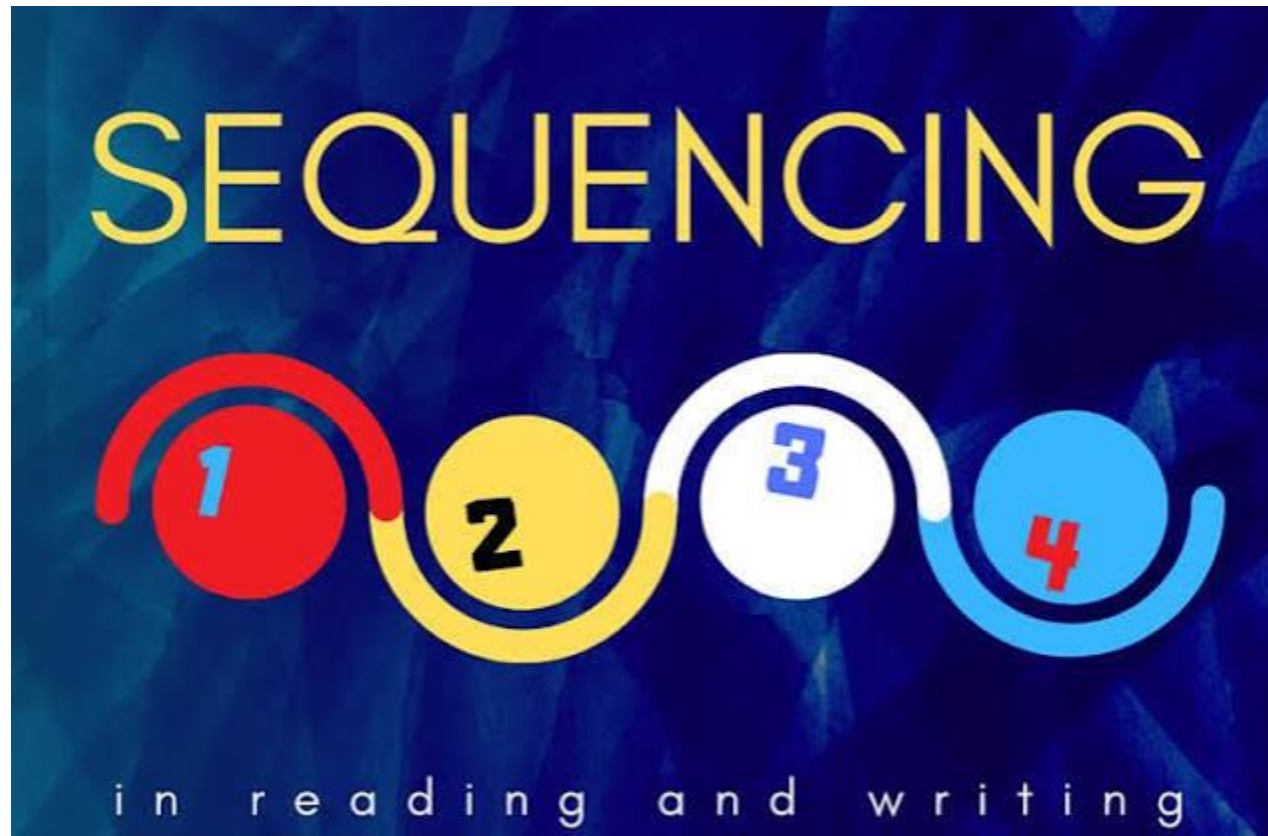
Focus: The ups and downs of being a teenager — friendships, academics, dreams, and challenges.

1. Introduction

- **Hook:** Start with a relatable moment (first day, exam stress, or a fun outing).
- **Context:** Describe your school environment and what makes it unique.
- **Purpose:** Show how high school shapes who you are.

2. Events (Body Paragraphs)

- **Sequence:** Chronological order



Paragraph 2 (after introduction)

- Academics
- **Subjects:** Favourite and difficult ones.
- **Pressure:** Tests, projects, and expectations.
- **Success:** Achievements or lessons learned from failure.

Paragraph 3

- Friendships
- **Best friends:** Support and laughter.
- **Group dynamics:** Drama, loyalty, and peer pressure.
- **Memorable moments:** Outings, secrets, or shared goals.

Paragraph 4

Family & Rules

Parents: Expectations and advice.

Siblings: Support or rivalry.

Independence: Balancing freedom and responsibility.

Paragraph 5

- Teen Challenges
- **Stress & anxiety:** Exams, relationships, identity.
- **Self-image:** Confidence and comparison.
- **FOMO:** Fear of missing out and social pressure.

3. Conclusion

- **Lesson learned:** What high school taught you about life.
- **Emotional ending:** Gratitude, growth, or hope for the future.



Final thought

Writers truly grow when they:

Write regularly: Frequent writing strengthens fluency and confidence.

Revise deeply: Editing reveals weaknesses and helps sharpen ideas.

Read widely: Exposure to different styles expands vocabulary and technique.

Seek feedback: Constructive critique helps identify blind spots.

Reflect: Understanding what worked and what didn't build mastery.

