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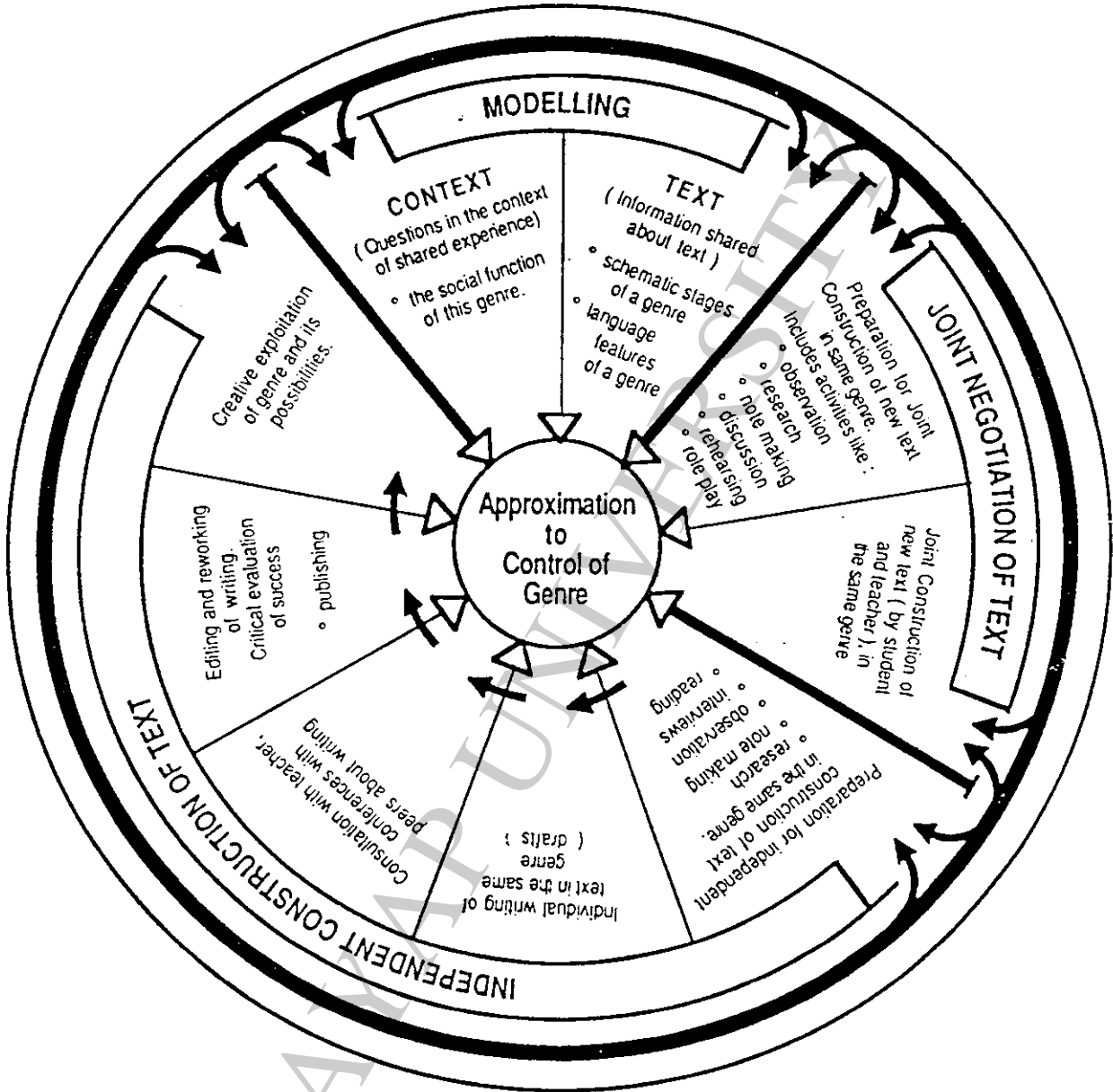
Appendices

Appendix A

Curriculum Model

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THE CURRICULUM MODEL



Appendix B

Checklists

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Appendix C

Questionnaire

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Name (optional) _____

Date _____

Grade _____

Major _____

Male _____

Female _____

Years of learning English _____

.....
Please read the following statements, then answer as honestly as you can. Tick yes if you agree; tick no if you disagree.

- 1. You like to write in English. Yes / No
- 2. When you write in English, you know your purpose for writing.
 Yes / No
- 3. When you write in English, you know who your audience is.
 Yes / No
- 4. Vocabulary is your main obstacle in English writing.
 Yes / No
- 5. Grammar is your main obstacle in English writing.
 Yes / No
- 6. You like to get comments from your teacher. Yes /No
- 7. You like to get comments from your friends. Yes / No
- 8. You like to write in English with your partner. Yes / No

Unit Plan

Title of Unit:	English Information Report	
Grade level:	First – year non-English majors at tertiary level	
Teaching Approach:	A Genre-Based Approach	
Period:	Six weeks – 11 hours	
Week 1:	90 minutes	Topic: pretest, questionnaire
Week 2:	120 minutes	Topic: Introduction
Week 3:	120 minutes	Topic: Modeling
Week 4:	120 minutes	Topic: Joint Negotiation
Week 5:	120 minutes	Independent Construction
Week 6:	90 minutes	Post-test, self-evaluation
Teacher:	Ma Ling	
Time:	April 2000	
School:	Yunnan Institute for Nationalities, China.	

Week 1

Lesson Plan

Teacher: Ma Ling

Date: April 9, 2000

Topic : Pretest, questionnaire

Duration: 90 minutes

Objectives: the teacher collects data on the following:

- 1 an English Information Report written by the Chinese students at Yunnan Institute for Nationalities;
- 2 personal background information of the students;
- 3 ideas on writing in English;

Process:

Step 1: the teacher's self-introduction and introduction of the rationale of the research (5-10 minutes);

Step 2: giving a pretest

Step 3: administering a close-ended questionnaire (10 –15 minutes)

T: You are going to write an English Information Report in 55 minutes, words maximum is 200.

T: Do you know what an English Information Report is?

Ss: Yes or No

T: an Information Report is a kind of writing which is used to describe the way things are, including a whole range of natural, cultural and social phenomena.

T: you can write on any topics you like or you can discuss with your friends.

Step 4: distributing sheets of paper for writing on.

Closure: collect questionnaire and test paper.

Week 2

Lesson Plan

Teacher: Ma Ling

Date: April 16

Unit: Introduction of concepts

Duration: 120 minutes

Topic: Reading / Writing / Speaking

Model of Instruction: A genre-based approach

Lesson Objectives: by the end of the class, students are able to:

Cognitive

1. Identify purpose, audience of the writing;
2. Tell kinds of factual genres;

Affective

1. Understand different kinds of writing requiring appropriate language use to convey meanings.

Set: 1. Arrange students in pairs; (5 minutes)

2. Distribute handouts (recount, narrative, explanation, procedure)
(2 minutes)

Instruction

Step 1 Select and define a concept

T: Please read those texts, then discuss the following questions:

(write on the board) what is the purpose of each text?

Who is the audience?

How the text is organized?

Are these texts the same? Why? (30 minutes)

Step 2 *Group discussion (15 minutes)*

Step 3 *Contribute group ideas (15 minutes)*

Closure 1. Summarize the concepts of purpose, audience, and organization in writing (20 minutes)

a. writing with a purpose;

b. writing with audience

c. purpose + audience = form

structure

Language
feature

2. Set up the authentic purpose of learning an English Information

Report;

T: Yunnan province is granted the title of one of China's botanical treasures.

This botanical treasure contains over 2,500 species of ornamental plants. So Yunnan is called "the kingdom of plants and animals". Further as you know Yunnan is also home of 26 ethnic groups, each having its own history and folklore. This unique

ethnic feature singles Yunnan out for its cultural diversity. We are proud of living in this area and introduce it to our foreign friends outside world, let them know Yunnan.

But how?

That is what we are going to learn a kind of English writing next week.

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Week 3**Lesson Plan****Teacher:** Ma Ling **Date:** April 16, 2000**Unit** English Information Report**Duration:** 120 minutes**Topic** Writing /reading/speaking**Instruction Approach:** A genre-based approach – Modeling**Lesson Objectives:** by the end of the class, students will be able to:*Cognitive:*

1. tell the purpose of an English Information Report;
2. identify the schematic structure of an English Information Report;

Affective

1. be aware of the difference of various genres;
2. appreciate the authentic purpose for learning report writing.

Set:

1. the teacher distributes the handouts;
2. The students are in 5 pairs'

Instruction

Step 1 Introduce a sample essay to the students (see attached material)

T: read the text firstly and find out the purpose of the text (10minutes)

(after 10 minutes) T: Have you found the purpose of the text?

Ss: Yes/ No

T: Well, the purpose of the text is ... (elicit the answer from the students)

(to describe a kind of creatures –snakes)

Step 2 explore the schematic structure of the text (30 minutes)

T: Can you see what kind of creature snakes belongs to?

Please look at the first paragraph.

T: well, from this paragraph we can see it gives a classification of snakes, right?

So this is a way that an English Information Report opens with a general classification statement. Why I mention ‘general’? because it... (elicit)

(it does not refer to a special kind of snake, right? It refers to snakes as a whole)

T: now what can you find in the second paragraph?

(appearance)

what about the third paragraph?

(behaviour)

Step 3 Summarize the schematic structure and its function in the text
(5 minutes)

T: from above we can see that this text begins a general classification of snakes, then follows a description part which describes the appearance and behaviour of snakes.

Step 4 The students analyze the schematic structure of a new text in group (15minutes) (text – Water)

Step 5 Modeling the language features (see material attached) (30 minutes)

Step 6 Closure: summarize an English information genre

- ❖ Purpose: to describe the way things are, including a whole range of natural, cultural and social phenomena.
- ❖ Schematic structure: a general statement or classification; description.

Description includes →

location, function, parts, qualities, habits / behavior, appearance, shape, color, size, system, component, uses.

(Distribute handouts for supplementary use for language features)

Week 4

Lesson Plan

Teacher: Ma Ling Date: 30 April, 2000

Unit: English Information Report **Duration:** 120minutes**Topic:** Writing / Speaking**Instruction model:** A genre-based approach – Joint negotiation**Lesson objectives:** by the end of class, the students are able to*Cognitive*

Write a new text in the same genre-an English information genre

Affective

1. Share information in group;
2. Share experience with each other;

Instruction

Step1 review the purpose, schematic structure, and language features of an English Information Report (10 m.)

Step2 demonstrate the process involved in writing a text (10m.)

- ❖ Researching a topic
- ❖ Pooling information by observing, reading, taking notes, use of library;
- ❖ Joint constructing a text

Step 3 search a topic in each group (15m.)

Step 4 choose one or two topics from the groups (20m.)

The teacher gets around to each group, then choose one or two topics from the students. And then the teacher writes the topics on the blackboard.

Step4 Pool information

The students pool information in the groups.

Step 5 construct the text jointly

The teacher elicits information from each group. Then together both the teacher and the students organize the information in the form of an Information Report.

Week 5

Lesson Plan

Teacher: Ma Ling

Date: May 7, 2000

Unit: English Information Report**Duration** 120 minutes

Instruction Model: A genre-based approach- independent construction

Topic: Writing/speaking

Lesson objectives: by the end of class, the students are able to

Cognitive

Write out an English Information Report individually.

Affective

Appreciate help for editing and revising from peers.

Instruction

Background: having read the examined sample texts of English Information Report genre, and having had the experience of jointly constructing a similar text, the students may write their own Information Report genre.

1. Choose a topic
2. Write drafts
3. Consulting with the teacher
4. Editing with peers

Week 6**Post-test**

Date: May 14, 2000

Teacher: Ma ling

Unit: English Information Report

Duration: 90 minutes

Objective: to check to what extent the students' writing in the particular genre-an English Information Report has improved by the end of this unit;

Set: distribute sheets of blank paper

The process

Step1 The students are required to write an English Information Report on topics chosen by the students themselves. Time: 55 minutes; words limits: 100-200.

Appendix E
Teaching Materials

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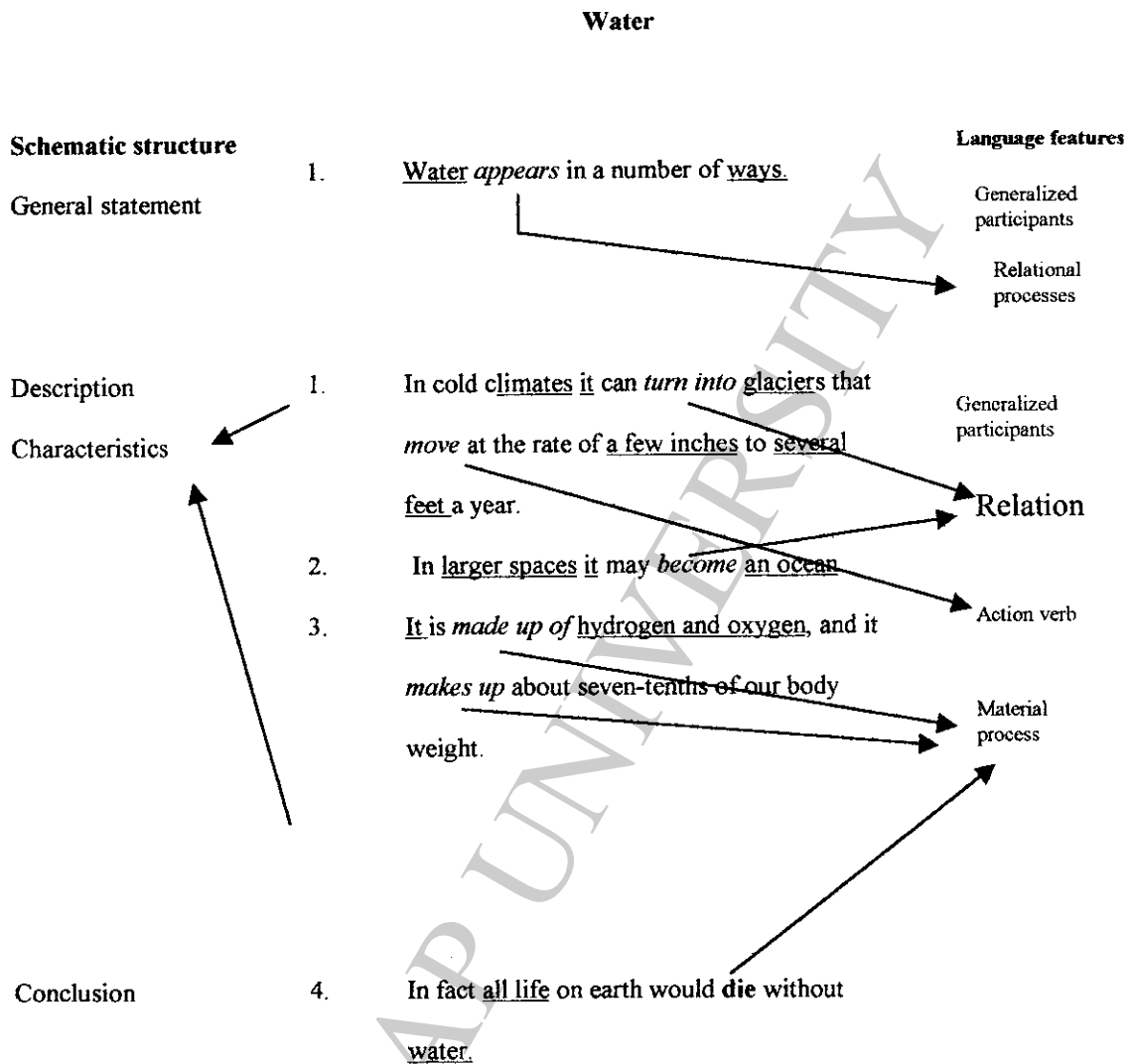
Water

Water is the most amazing chemical compound on our earth, because of the great number of ways in which it can appear.

In cold climates it can, turn into glaciers that move at the rate of a few inches to several feet a year.

In the summer it may turn into a thunderstorm. In larger spaces it may become an ocean with pounding surf or a quiet blue lake. It is made up of hydrogen and oxygen, and it makes up about seven-tenths of our body weight. In fact all life on earth would die if it weren't for water.

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Source: a student's sample writing from Glazier, T. (1996). *The Least You Should about English Writing*.

Orlando: Harcourt Brace College Publishers (p.236).

Text 1 Letter

13/53 Alice St.,

Lakemba.

29/10/87

Dear Grandpa and Grandma,

Yesterday at my school we had International Day. We had performances, food stalls, displays, raffle ticket draw and some of us were dressed in costumes.

We started our day off with performances but the one I liked best was the one from fourth grade. It was about games. The performance I was in was called Labamba. Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asian, Arabic and Greece.

Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books.

We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries. After lunch we had a raffle ticket draw. I did not win anything but a lot of people did.

Although I did not win anything, International Day was still fun.

Love from Huy

Source: Glazier, T. (1996). The Least You Should about English Writing. Orlando: Harcourt Brace

College Publishers (p.240).

Text 2 Instruction

First, press the power button.

Next, type the word you want.

Finally, wait for it to look up the word.

First, turn on the power.

Next, put the mouse on the item you want.

Finally, click twice.

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Text 3 Report

Snakes

Schematic structure

General classification

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards but form a sub-group of their own.

Description

Appearance

Snakes have no legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales, which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground.

Behaviour

Snakes often sunbake on rocks in the warm weather. This is because snakes are cold-blooded and they need the sun's warmth to heat their body up. Most snakes live the country. Some types of snakes live in trees; some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs. A snake's diet usually consists of frogs, lizards and mice and other snakes.

Snakes

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_____.

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_____. (Appearance)

Snakes often sun bake on rocks in the warm weather. This is because snakes are cold-blooded and they need the sun's warmth to heat their body up. Most snakes live the country. Some types of snakes live in trees; some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs. A snake's diet usually consists of frogs, lizards and mice and other snakes.

_____. (Behavior)

Purpose _____.

Source: How to explore texts. (P43)

Text 4

The Rough Maidenhair fern is creeping monomorphic wintergreen mountain fern which belongs to the Adiantum family. It is a native of Asia southern Australian and New Zealand. It is found in mountainous areas where it grows in cool crevices. Like all maidenhair ferns it is of delicate appearance and the young fronds are a bright pink color when unfurling.

Purpose _____.

Source: How to explore texts. (P40)

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*Text 5***Dolphins**

Dolphins are sea mammals. They have to breathe air or they will die. They are members of the corphaenidae family.

Dolphins hunt together in a group. A group of dolphins is called a pod. They eat fish, shrimps and small squid. They live in salt water oceans. Dolphins can hold their breath for six minutes.

Dolphins have smooth bare skin. Only baby dolphins are born with a few bristly hairs on their snouts. These hairs soon fall out. They have a long tail and the fin on top of their backs keeps the dolphins have a thick layer of fat under their skin to keep them warm when they dive very deep. The dolphins front fins are called flippers. They use them to turn left and right. Dolphins grow from 2 to 3 meters long and weigh up to 75 kilograms.

When dolphins hear or see a ship close by, they go near it and follow it for many kilometers. Dolphins can leap out of water and do somersaults. Sometimes they invent their own tricks and stunts after watching other dolphins perform.

Dolphins are very friendly to people and have never harmed anyone. They are very playful mammals.

Source: Teaching factual genre. Metropolitan EAST DSP, Sydney

Text 6

Sea-lions

Sea-lions are sea-mammals and are warm-blooded. They breathe air with their lungs. The scientific name for the family they belong to is Neophoca Cinerna.

Australian sea-lions are about 250 cms long. Adult males grow to about 3 meters and are largest Australian mammal. The female sea-lions have a body shaped for slipping smoothly through the water and a thick layer of fat underneath their skin. They have a covering of hair, large eyes and long stiff whisker. They have large nostrils, long, sharp teeth and two pairs of short legs with the five-toed feet flattened like paddles or fins.

When Australian sea-lion pups are born they feed on their mothers' milk. Sea-lions have to come on dry land when they mate and have babies. Bull sea-lions are big and dark and they mate with lots of females. If a baby pup goes near a bull, the bull will kill it. When the pup is trying to look for its mother, no other sea-lion will feed it. If it can't find its mother, it will starve.

Australian sea-lions are found along the South-Western shores of West Australian and most of the South Australian coastline and off-shore island. Sea-lions eat fish and squid.

Source: Teaching factual genre. Metropolitan EAST DSP, Sydney

Supplementary teaching materials

To facilitate writing, students prepare a fact sheet in which they write down some details about the topic they will be writing about. This fact sheet also serves as a vocabulary list.

Vocabulary Study – word may be useful in an Information Report:

1. Vocabulary lists of animals:

Reptile, land animal, sea animal, lizard, meat eater, plant eater, birds, snakes, insects, snails, species, mammal;

2. Vocabulary lists of plants:

Annuals, perennials, bulbs, deciduous shrubs, deciduous trees, deciduous, vines, evergreen shrubs, evergreen trees, evergreen vines, grasses, ferns, herbs;

Some rare plants in Yunnan: Magnoliaceae plants, Chinese yew, white oak, Chinese dove tree, ginkgo tree, Chinese tulip tree, camellia, azalea.

3. Vocabulary lists of fruits

apple, peaches, oranges, squash, cucumber, corn, strawberry, pears, drupe, tomatoes, eggplant, peanut, walnut, raspberries, avocado, pomelo, persimmon, kiwi, blueberry, durian, papaya, mango, pineapple, sugar cane, sweet potatoes;

4. Vocabulary of vegetables

chilli, celery, spinach, baby corn, spring onion, bean, long bean, green bean,
capsicum,

pumpkin, eggplant, mushroom, pepper, garlic, ginger, carrot, bamboo shoots, mint;

Verbs showing action or happening:

fly, climb, move, grow, change, die, eat, cook, crawl, boom, bloom, act, ride, operate,
conduct, slither, glide, walk, drive, run, fall, shiver, drag, work, crush, approach,
explode, scare, shiver, tremble;

Verbs of existence:

exist, live, dwell, stand, live, remain, be.

Example: There exist several alternatives.

 There is a simple solution to the problem.

 There are many kinds of bikes in China.

Verbs of sensory perception: observe, see, hear, feel, taste, smell, look, seem, appear;

Verbs of mental perception: know, believe, doubt, understand, remember, seem,
appear, love, guess;

Linking verbs: appear, feel, grow, look, prove, remain, smell, sound, taste, turn,
become, belong to;

Words of color:

Blue, brown, gray, green, lavender, orange, pink, purple, red, silver, white, yellow,
black, dark, purple;

Adjectives

Fleshy, spicy, sweet, leafy, sunny, fresh, nutritious, sour, tiny, rough, short, active, spacious, woolen, influential, modern, stiff, valuable, large, bright, thick, heavy, soft, deep, strong, original, native, public, moral, secret, particular, plain, solid, average, empty, equal, direct, cool, tame, wet, fragrant, fat, warm, mild, pleasant, oddly, distant, sharp, poor, healthy, grease, creamy, delicious, dangerous, real, slow, plain, tasteless, icy, shapeless, peaceful, dry, broad, tropical, subtropical;

Adverbs of frequency

Often, occasionally, always, usually, almost, never, sometimes;

Words of shape: *round, square, triangle, oval, circular, rectangular, Y-shape, thread like, ball-shaped;*

Grammar

Simple present tense

1. describing facts at all times.

e.g. The sun rises in the east.

There are thirty days in September.

2. describing present action or condition

e.g. I hear you.

Here comes the bus.

3. describing non-action; habitual action

e.g. I like music.

I run on Sundays.

Simple statement of comparison

Example: In summer the desert is hotter than the coast.

Soft woods are cheaper than hard woods.

Alcohol has a lower boiling point than water.

Mount Everest is the highest mountain in this region.

Passive Voice

Present passive voice: is or are + past participle

Example: The bridge is made of concrete.

Tea is grown in China.

Water is composed of hydrogen and oxygen.

Appendix G
Sample analysis

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Families

Schematic structure

Language features

General classification

1. There are basically two type of families: nuclear family and extended family.

1. Existential verb, generalized participant-MP(families). Simple present tense-1

Description

2. The nuclear family usually consists of parents and their children. The parents from the nuclear, or center of the family. The children will leave the family until they get married. Then they form new nuclear family.

2. SP-the nuclear family; TP-parents, children, they; possessive verb-consist of; simple present-2

3. The extended family is often composed of many nuclear families. It include grandparents, parents, children, uncles and aunts and their children. The members of an extended family are related by blood or by marriage. Hence, they are called relatives.

3. SP-the extended family; TP-parents, children; possessive verb-compose; passive voice- is composed of; Simple present tense-4

Conclusion

4. In China, most of the families in the countryside are extended families.

4. MP- families; SP-extended families, simple present-1

Source: (S1-first year)

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Cross-Bridge Rice-Noodles

Schematic structure

Language feature

GC

1. Cross bridge rice-noodles is one of Yunnan local food, and it is very famous.

1. linking verb-is;
MP-cross bridge
rice noodles; SP-
local food, simple
present tense-2

Description

2. Cross bridge rice noodles contains meat, vegetables, chicken and some other delicious seasonings. The way of eating is quite different. The soup is very hot, so before you eat, you put these raw meat, raw vegetables into the soup, for a minute, the rice noodles can be put into the soup. The soup is not only hot but also delicious.

2. MP- cross bridge
rice noodles; TP-
the way, soup, meat,
vegetable; action
verbs- eat, put;
linking verb-is;
material verb-
contains; passive
voice- can be put;
simple present-5

(Source: student 2)

Rain

Schematic structure

Language features

GS

1. Rain comes from the sky. When the sun shines upon water, it evaporates the water and makes the vapour flow into the air. Then the vapour gather itself to form clouds. At last they become so heavy that water falls down. This water is called rain.

MP- rain; it; SP- water, vapour; Action verb- come, flow, make, gather, fall down; Linking verb- is, become; passive voice- is called; tense- simple present-5

Description

2. If it rains too much, there will be a flood. A flood is a terrible thing, if it rains too little, there will be a draught. A draught causes damage to both animals and plants.

2. SP- flood, draught; linking verbs- is, be; other verbs- cause, rain, simple-3

3. The farmers like rain. They want the plants to be well watered by the rain, so they may gain a rich harvest in autumn.

3. Mental verb- like, want; passive voice- be watered; simple present-2

4. City people also like rain because it makes the city fresh and clean. However, too much rain often brings trouble to the farmers.

4. Mental verb- like; Mp- rain; action verbs(material)- makes, brings, simple present-2

Source: S3

The marriage custom of Bai Nationality

Schematic structure

Language features

GC

1. Dali belongs to Yunnan province, there are 1600,000 Bai people. They have a lot of manners. The marriage custom had been handed down by a generation to another generation. The custom is still in today.

1. MP-marriage custom; SP-Dali; Bai people; To have-have; linking verb-belongs to; is; passive voice-had been handed down. Existential-there are, simple present- 3

Description

2. In a wedding, a mock capture of the bride, then the bride cry loudly again and again. It signs that the future of the new life will be fine. In the bride's clothes, there must be a mirror, it means the sick and the happiness will be in the mirror. So you can find it easily and quickly.

SP-wedding; TP-mock; bride; mirror; action verbs-capture;cry; find; linking verb-be, sign. Simple present tense-4

3. When the bride arrived the new home, there is a fire, the bride must get through the fire without shoes. And bride may place two gold coins from her parents in her pockets. It signs that she will never do without money.

3. TP- bride; action verbs-arrive; get through; place; do; linking verb-sign; existential -there is; simple present-2

Source: S4

Elephant

Schematic structure

Language features

GS

Description

1. Elephant is the biggest animal in the land, they usually live together with hundreds or thousands.
2. Elephant has four largest feet, with two ivory tasks, thick skin, and a long trunk, it looks large and awkward, but the elephant has great power . It can use his long trunk to cut trees and carry them. His great power of work makes him a valued member of the family. His thick skin can protect itself not to be hurt.
3. Ivory is a valuable decoration, so lots of elephants are shot by some people.
4. Elephant has a wonderful memory. He loves and remembers the man who tends him, and it is loved deeply and remembered by people.

1. MP-elephant; they; linking verb-is; other verb-live; simple present-1

2. MP- elephant; it; SP-feet; TP-ivory; thick skin; trunk; linking verbs- looks; action verbs-use; cut; carry; makes; other verbs- protect; hurt; to have-has; simple present-4

3. TP-ivory; passive voice- are shot; simple present-1

4. MP-elephant; TP-memory; Mental verbs- loves; remembers; tends; passive voice-is loved; remembered; to have-has; simple present-2

Source: S5

Mid- Autumn Festival

Schematic structure

Language features

GC

Description

1. Mid-Autumn festival is one of the traditional festivals in China. The day is on Aug. 15 of the lunar calender.
2. On the evening, the moon is very round, like a ball. When the golden moon rises slowly, it seems there is a beautiful tree in it. When the full moon completely appears, it means the Mid-autumn festival comes. At that moment, people often sit together under the moonlight. Moon is round, mooncakes are round, too. All of this stands for all of the families should sit together to spend the evening, that means for reunion.
3. Before the day is coming, people always go out to buy something to celebrate the festival, such as mooncakes, candies and so on. This is a very nomal festival for Chinese

1. MP- Mid-autumn; the day; linking verbs- is; is; simple present-2

2. SP- moon; people; MP- Mid-autumn; TP-mooncakes; action verbs- rises; sit; sit; comes; linking verbs-is; seems; appears; means; is; stands for; means; existential- there is; simple present-6

3. SP-people; MP- festival; linking verbs- is; action verbs- coming; go out; simple present tense-2

Source: S6

Marriage Customs of Naxi people

Schematic structure

Language features

GS

The marriage of Naxi nationality
is monogamy.

MP-marriage;
SP- Naxi;
linking verb-is;
simple present-
I

Description

Naxi marriage is controlled by parents. Ordinarily when young people are about 15 or 16, they are engaged by their parents. The parents usually ask one to be their child's matchmaker, which is an indispensable part of the proceedings. The matchmaker is always a smart talker. The boy with presents must visit his girlfriend's parents on the Spring festival. At the age of 20-25, both families would give a marriage ceremony for them, hosting dinner parties, big or small according to their financial situation. After marriage, women usually take charge of everything in the house.

MP- Naxi
marriage; SP-
parents;
matchmaker;
TP- marriage
ceremony;
dinner parties;
Linking verbs-
are; is; is;
action verbs-
ask; give; visit;
hosting; take;
Passive voice-
is controlled,
are engaged;
simple present-
6

Source: S7

The Education Problem

Schematic structure

GS

1. Quality education is one of the most important education to which people should pay attention.
2. A large of teenagers are not the chance to go to school, having well education. So many teenagers have no chance of getting a good job and this obviously makes them feel bored and frustrated.
3. Interesting is very important in studying, but they haven't it of studying. Graduated from primary school, they donot go to junior school, they donot like studying life. They do not realize the importance of education.

Language features

1. MP- quality education; linking verb-is; present tense-1

2. simple present-
2
3. simple present-
4

Source: S8

Comments: this essay is more like an argumentative one.

The Customs of Bai Nationality

Schematic structure

Language features

GS

Description

<p>1. Bai Nationality is kind nationality. They have strong and unsophisticated nationality folklore.</p>	<p>1. SP- Bai nationality; they; to be-is; to have-have; simple present-2</p>
<p>2. The Singing Antiphonal style in March is the most ceremonious festival for them. On that day, many people gather around in a special place to sing. The words of the songs are written by themselves. It includes the current affairs of the country, life. But the main idea is "love". Many young people sing about it each other. They want to find a good fellow during the Singing Antiphonal Style.</p>	<p>2. SP- the singing antiphonal style; linking verbs-is; includes; is; action verb-gather around; sing; Mental verb-want; passive voice- are written; simple present- 6</p>
<p>3. The customs of Bai nationality are very interesting. It is a typical folklore in our country</p>	<p>3. MP; to be- are; is; simple present-2</p>

Source: S9

Birds

Schematic structure

Language features

GC

Description

1. Birds can be seen everywhere like garden, river, woods. Birds have many kinds. Garden birds and woodland birds such as magpie, skylark, swallow, woodpecker, pigeon and crow are often seen.
2. Water-birds and sea-birds can be seen at riverside or seashore. Swan, puffin, duck, kingfisher are the most famous birds in water-birds and sea-birds.
3. Different birds like different environment. So the habit of birds is also different.
4. Many birds are good for people. They kill pest, like woodpecker. They can post letters like pigeon. So there are many stories about birds.

1. MP-birds; birds; SP- garden birds; woodland birds; to be-are; to have- have; mental verb-see; passive- can be seen; are seen; simple present-3

2. SP- water-birds; sea-birds; TP-swan; puffin; duck; kingfisher; to be- are; passive-can be seen; simple present-2

3. MP-birds, to be-is; mental-like; simple present-2

4. MP- birds; they; they; to be- are; action verbs-kill; post; existential-there are; simple present-4

Source: S 10