LO: To write a personal recount text

My Day

It was a fantastic summer day in July 1970, in my home town of Newcastle, in the North of Ireland. I was ten years old and enjoying the freedom that the summer brought to me and my sisters. We were allowed by my mother to play all day on the beach, and come home when we were tired or hungry. No one checked up on us, or worried about what we were doing.

The trouble started that morning, when my mother told my younger sister, Grace, to wear her old glasses when going out to play, as her new ones would get broken or lost. She refused and so we left for the beach with Grace in her good Sunday glasses. My mother had warned us "not to come home, if anything happens to them....." We left the house without a care in the world.

We went to our favourite area of the beach, where there was plenty of large stones to step on. These kept the sand out of your shoes, and no one else really wanted to go there. All afternoon we played and swam in the salty

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emerging scholars this book will appeal not only to beginning teachers or teachers in training but also to established teachers around Asia where English is used as a lingua franca If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia this is the book you have been looking for *Chinese Students' Writing in English* Maria Leedham,2014-08-27 Chinese students are the largest international student group in UK universities today yet little is known about their undergraduate writing and the challenges they face Drawing on the British Academic Written English corpus a large corpus of proficient undergraduate student writing collected in the UK in the early 2000s this study explores Chinese students written assignments in English in a range of university disciplines contrasting these with assignments from British students The study is supplemented by questionnaire and interview datasets with discipline lecturers writing tutors and students and provides a comprehensive picture of the Chinese student writer today Theoretically framed through work within academic literacies and lexical priming the author seeks to explore what we know about Chinese students writing and to extend these findings to undergraduate writing more generally In a globalized educational environment it is important for educators to understand differences in writing styles across the student body and to move from the widespread deficit model of student writing towards a descriptive model which embraces different ways of achieving success Chinese Students Writing in English will be of value to researchers EAP tutors and university lecturers teaching Chinese students in the UK China and other English or Chinese speaking countries

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learning as social and cultural practices With an overarching focus on the research process as it relates to sociocultural research the book is organized around two themes conceptual frameworks and knowledge sources Part I Rethinking Conceptual Frameworks offers new theoretical lenses for reconsidering key concepts traditionally associated with sociocultural theory such as activity history community and the ways they are conceptualized and under conceptualized within sociocultural theory Part II Rethinking Knowledge and Representation considers the tensions and possibilities related to how research knowledge is produced represented and disseminated or shared challenging the locus of authority in research relationships asking who is authorized to be a legitimate knowledge source for what purposes and for which audiences or stakeholders Employing the lens of critical sociocultural research this book focuses on the central role of language and identity in learning and literacy practices It is intended for scholars researchers and graduate students in literacy education social and cultural psychology social foundations of education educational anthropology curriculum theory and qualitative research in education — The fourth "R" Maryann Pasda DiEdwardo,2008-10-09 Journey through time to develop language skills As cultures converge in global 21st century classroom students of multiethnic backgrounds require varied models to succeed Reading writing and arithmetic which served our industrial society may be enhanced by a new fourth R or remembrance as educational focus for the age of technology and multiculturalism

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