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Welcome to the new edition of Level 4 in the Longman Academic Writing Series, a five-level series that prepares English language learners for academic coursework. This book, formerly called Writing Academic English, is intended for high-intermediate students in university, college, or in secondary school programs. It offers a carefully structured approach that focuses on writing as a process. It teaches rhetoric and sentence structure in a straightforward manner, using a step-by-step approach, high-interest models, and varied practice types.

Like the previous editions, this book integrates instruction in essay organization and sentence structure with the writing process. It carefully guides students through the steps of the writing process to produce the well-organized, clearly developed essays that are essential to academic writing in English. You will find a wealth of realistic models to guide writers and clear explanations supported by examples that will help your students through typical rough spots. These explanations are followed by the extensive practice that learners need to assimilate writing skills and write with accuracy and confidence. There are interactive tasks throughout the text—pair work, small-group activities, and full-class discussions—that engage students in the learning process and complement the solitary work that writers must do. The tasks progress from recognition exercises to controlled production and culminate in communicative Try It Out activities.

In the first part of this book, you will find a quick review of paragraph writing and summarizing. The second part of the book offers comprehensive chapters on process, cause/effect, comparison/contrast, and argumentative essays. Sentence structure, with a special emphasis on subordinated structures, appears in the third part of the book. Finally, the extensive appendices and a thorough index make the text a valuable and easy-to-use reference tool.

What’s New in This Edition

Instructors familiar with the previous edition will find these new features:

- **Chapter objectives** provide clear goals for instruction;
- **Two new vocabulary sections**, Noticing Vocabulary and Applying Vocabulary, explain vocabulary from the writing models and support its use in the Writing Assignment;
- **Selected writing models** have been updated or replaced, while old favorites have been retained and improved;
- **Try It Out!** activities challenge students to be creative and apply the skills they have studied;
- **Writing Tips** contain strategies that experienced writers use;
- **Self-Assessments** ask students to evaluate their own progress;
- **Timed Writing** practice develops students’ writing fluency.
The Online Teacher’s Manual

The Teacher’s Manual is available at www.pearsonELT.com/tmkeys. It includes general teaching notes, chapter teaching notes, answer keys, reproducible writing assignment scoring rubrics, and reproducible chapter quizzes.

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Alice Oshima
Ann Hogue
ARGUMENTATIVE ESSAYS

OBJECTIVES
To write academic texts, you need to master certain skills. In this chapter, you will learn to:

- Analyze an argumentative essay
- Construct an introduction for an argumentative essay
- Use transitions of contrast
- Identify and rebut opposing arguments
- Support your ideas using statistics
- Write, revise, and edit an argumentative essay about space travel

INTRODUCTION
An argumentative essay is an essay in which you agree or disagree on an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence. At the end of this chapter, you will write an argumentative essay about whether it is wise or practical to attempt to send a human mission to Mars.

ANALYZING THE MODEL

Changes in technology have had a dramatic effect on many different areas of life, including the workplace.

INTRODUCTION

An argumentative essay is an essay in which you agree or disagree on an issue, using reasons to support your opinion. Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence. At the end of this chapter, you will write an argumentative essay about whether it is wise or practical to attempt to send a human mission to Mars.

ANALYZING THE MODEL

Changes in technology have had a dramatic effect on many different areas of life, including the workplace.

1 Ever since the invention of computers, technology has done more and more of the job of the average worker. From mathematical calculations to mailing lists, computers have become more efficient, in more areas, than their human colleagues. Although some argue that computers will never replace people, others are concerned about the advanced robotic technology that computers make possible. Indeed, it is likely that the use of more and better robots will someday result in fewer jobs for humans. However, this should not be seen as a problem. Rather, as technology improves, employers in all fields should look to maximize their robotic workforce and minimize human error.

2 Until now, many have argued that robots can only replace humans in certain less-skilled jobs. They might, for example, be able to perform routine tasks on an assembly line. These opponents of a mechanized workforce may not be aware that technology has progressed in the areas of decision-making and creativity. Some robots’ work in these areas is almost equal to that of humans. In fact, some interactive computers are so well-designed that it will soon be possible to talk with them almost endlessly before realizing that they are not human (Loftus). A computer even won the game show Jeopardy not long ago. These computers are clearly capable of more than simple tasks.

3 Others argue that, even though computers may someday be able to approximate human behavior, humans will always be able to do the job better. While that may be true for a general-purpose robot, highly-specialized machines can often do specific tasks better than a human.
Good writers use a wide range of vocabulary. You can quickly improve your vocabulary by studying word families. Word families are groups of words that are related. Words in a word family often have similar meanings but are different parts of speech. For example, notice the word successful in the model. The words success, succeed, successful, and successfully belong to the same word family.

**PRACTICE 1** Identifying Words in Word Families

Look at the writing model again. Find and underline the words in the chart. Then complete the chart. Use a dictionary as needed.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>aggressive</td>
<td>aggressively</td>
</tr>
<tr>
<td>create</td>
<td>disrespectful</td>
<td></td>
</tr>
<tr>
<td>dominate</td>
<td>passive</td>
<td></td>
</tr>
<tr>
<td>influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>submit</td>
<td>unproductive</td>
<td></td>
</tr>
<tr>
<td>use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notice the word endings in the chart in Part A. List the ending(s) for each part of speech.

Verbs: -ate
Adjectives: -able, -ful
Adverbs: -ly

**Applying Vocabulary: Using Word Families**

You have learned that recognizing words in word families can help you build your vocabulary. You also identified several patterns for word endings. This information can help you use the correct form of a word in your writing.

**PRACTICE 10** Reviewing Words in Word Families

Before you begin your writing assignment, review the word families chart on page 4. Then fill in the blank in each sentence with the word from the chart that best fits. Think about the meaning and part of speech.

1. My neighbor’s dog is very __________. He bites everyone who comes near him.
2. The team took a(n) __________ approach to the negotiations, agreeing to everything the other side proposed, and making no demands.
3. Some people try to __________ the conversation; they never let anyone else speak.
4. Employees who behave __________ in salary negotiations do not point out how they can contribute to the company, do not clearly state their financial expectations, and, as a result, are not likely to receive a competitive wage.
5. In American culture, it is not appropriate to try to __________ a teacher’s decision about your grade by giving him or her presents or compliments.

**Writing Tip**

If there’s a word you want to use in your writing, but it’s the wrong part of speech, check your dictionary. You may be able to find a word from the same word family that fits your sentence.

**THE WRITING PROCESS**

Writing is a process, and like any process, it consists of a series of steps. While the exact number of steps in the process may vary, this book will take you through six of them. You will be following these steps as you do the writing assignments in each chapter, so it is important that you have an idea of how each step in the process works.

**Step 1: Prewrite to get ideas.**

The first step in the writing process is to choose a topic and generate ideas. This is called *prewriting*, because you do it before you begin writing. Even if a topic has already been assigned, you will still need to generate ideas about it in order to decide what you want to write.

There are many different methods you can use to come up with ideas to get started. You will have an opportunity to practice different techniques in your chapter assignments.
The other organizational pattern you can use to write about causes and effects is chain organization. Writing Model 2 on page 119 uses this organizational style.

In Writing Model 2, causes and effects are linked to each other in a continuous chain. One event (a change in seasons), causes another event (decreased sunlight), which causes a third event (disturbance in both hormonal balance and the body’s natural clock), which in turn causes a fourth event (the development of depressive symptoms), and so on. Each new cause and its effect are links in a chain, with the effect of one event becoming the cause of the next event. Depending on the complexity of the ideas in each link, you can devote an entire paragraph to one link, or you may describe the entire chain in one paragraph. Chain organization usually works better than block organization when the causes and effects are too closely linked to be separated. Notice the chain pattern in this diagram.

**Practice activities** reinforce learning and lay the groundwork for the end-of-chapter Writing Assignment.
CORRECT CITATIONS

The purpose of a citation is not only to avoid plagiarism, but also to refer your readers to the source of your information. That way, they can read the original source if they want to learn more about the topic. It is important to be accurate in your citations.

There are a number of different ways of citing information. In general, you will want to follow whatever guidelines your instructor gives you to complete an assignment. However, for most of your academic work, you will find this two-stage process useful and sufficient for citing your sources:

1. Insert a short reference in parentheses at the end of each piece of borrowed information. This short reference is called an in-text citation.

2. Prepare a list describing all your sources completely. This list is titled “Works Cited” and appears as the last page of your paper.

In-Text Citations

Here are three examples of in-text citations and of their corresponding entries in a works-cited list. In the first example, notice the position and punctuation of the citation—at the end of the last sentence of the borrowed information, before the final period.

According to the National Geographic “Enduring Voices” project, a language dies every two weeks (“Disappearing Languages”).

The phrase “Disappearing Languages” in quotation marks and parentheses at the end of this sentence is the first element of the title of an article from which the preceding information was taken. There was no author. If there had been an author, the author’s last name—rather than part of a title—would have appeared inside the parentheses, with no quotation marks. Because the article was found on the Internet, it did not have a page number.

Here is an example of an in-text citation for an article with an author and page number:

(Bryson 17)

If you include a quotation in your writing that you found in someone else’s work, indicate the source of that quotation. Your in-text citation will say qtd. in, which is an abbreviation for quoted in:

(qtd. in Bryson 17)

WRITING A SUCCESSFUL PARAPHRASE

To paraphrase correctly, you first need to make sure that you fully understand the original passage. Use this method to write a good paraphrase:

● Read the original passage several times until you understand it fully. Underline the key words. Look up unfamiliar words and find synonyms for them. It is not always possible to find synonyms for every word, especially technical vocabulary. In this case, use the original word.

● Take notes while you read. Write down only a few words for each idea—not complete sentences. Here are one writer’s notes on the original passage about universal language:

- Language—people use to communicate—but so many—
- difficult to understand one another—people wish—
- universal international language—reasons: cultural,
  economic bonds; better feelings between countries

● Make a brief outline:

A. Language—people use to communicate
   1. So many languages make it difficult to understand one another.
   2. People wish for one universal international language.

B. Reasons
   1. Cultural, economic bonds
   2. Better feelings between countries

● Write your paraphrase from your notes. Don’t look at the original while you are writing.

● Check your paraphrase against the original to make sure you have not copied vocabulary or sentence structure too closely. Above all, make sure that you have not changed the meaning of the original or given any wrong information.

● Add in-text citations. Also add a works-cited list if appropriate.

The same chapter teaches other essential tools for research-based writing, such as paraphrasing, quoting, and summarizing.
Your assignment for this chapter is to write an essay of five or more paragraphs on a topic related to education. Choose one of the topics from the list to write about. To complete the assignment, follow the steps in the writing process.

**TOPICS**

- Criteria to consider when choosing a major
- Qualities of a successful student
- Factors that make a class productive and enjoyable

**PREWRITE**

**STEP 1: Prewrite to get ideas.**
- After selecting your topic, use a prewriting strategy such as listing (Chapter 1) or clustering (Chapter 2) to generate ideas.
- Look for related points in your list or cluster diagram. If you find anything that is completely off topic or repeated, cross it out.
- Group similar ideas together. These groups will become your body paragraphs.

**ORGANIZE**

**STEP 2: Organize your ideas.**
- Decide how you want to organize your essay. Do you want to use a comparison/contrast pattern? A logical division of ideas?
- Write a thesis statement for your essay. Be sure it indicates the organization pattern you plan to use.
- Use ideas from your prewrite to make an outline as you did in Practice 10. Put your thesis statement at the top. Then, next to letters A, B, and C, write sentences that will form the topic sentences of your body paragraphs.
- In the spaces under A, B, and C, add details you will use in your body paragraphs.

**WRITE**

**STEP 3: Write the first draft.**
- Use your outline to write your first draft. Remember to include the three parts of the essay that you studied in this chapter: an introductory paragraph (including the thesis statement), body paragraphs, and a conclusion.
- Don’t worry if you think of new ideas as you write. You can add or delete ideas later. Just be sure that your new ideas support your thesis.

**REVISE**

**STEP 4: Revise the draft.**
- Review the content and organization of your draft. Do not try to correct errors in format, mechanics, capitalization, punctuation, and spelling, grammar, and sentence structure at this stage. You will do this in Step 5.
- Begin by reading over your essay to get a general overview. As you read, make sure that:
  - your essay has a thesis statement;
  - the thesis is developed with enough supporting information;
  - you support your opinions with facts and examples;
  - your conclusion supports your thesis statement.
- Make notes in the margin about anything you want to improve.
- Ask a classmate to read and give you feedback on your first draft using the Chapter 4 Peer Review on page 327.
- Discuss your classmate’s suggestions and decide which ones to take.

**PROOFREAD**

**STEP 5: Edit and proofread the draft.**
- Make sure that you have identified all of the changes you want to make in content and organization. Then review your essay for errors in format, mechanics, capitalization, punctuation, and spelling, grammar, and sentence structure. Use the Chapter 4 Writer’s Self-Check on page 328 to help you.
- When you find an error, make a note on your paper using the correction symbols from Appendix D on pages 309–311.

**NEW!**

Self-Assessment encourages students to evaluate their progress.

**SELF-ASSESSMENT**

In this chapter, you learned to:
- Identify the parts of an essay
- Analyze an essay’s introduction and conclusion
- Construct an appropriate thesis statement
- Support the thesis statement with body paragraphs
- Organize an essay, using transition signals as necessary
- Write, revise, and edit an essay about education

Which ones can you do well? Mark them.
Which ones do you need to practice more? Mark them.
**EXPANSION**

**TIMED WRITING**

In this expansion, you will write an essay in class. As you write, focus on using the techniques for logical division essays that you learned in this chapter. You will have 50 minutes. To complete the expansion in time, you will need to budget your time accordingly. Follow this procedure:

1. Read the writing prompt (or the prompt your teacher assigns) carefully. Choose one topic to write about. Make sure you understand the question or task. You may want to underline the key words in the prompt. (5 minutes)

2. Brainstorm to get ideas, write a thesis statement, and make a rough outline to organize your ideas. (10 minutes)

3. Write your essay. Be sure to include an introductory paragraph with your thesis statement, body paragraphs, and a concluding paragraph. (25 minutes)

4. Check your essay for errors. Correct any mistakes. (10 minutes)

5. Give your paper to your teacher.

**Prompt:** Write a logical division essay about one of these topics:
- Different kinds of teachers
- Benefits of learning a new language
- Three educational experiences that inspired you

**USING QUOTES AND PARAPHRASES TO SUPPORT IDEAS**

Write an essay about the challenges of education in a new culture. Use information given by students who have had this experience and experts in the field of international education. Quote, summarize, and paraphrase your outside sources as appropriate.

- If possible, interview individuals about the topic of your essay. Write down their answers. Then look at their answers to see which will help to explain and expand the ideas you are discussing in your essay.
- Use the Internet to find information about your topic. Find two or three websites with detailed information or expert opinions that you think will make your ideas clearer to the reader.

Remember to include in-text citations and a works-cited list to inform your readers about your sources. In doing so, you not only show your readers that you can speak authoritatively on the topic, but you also give them a chance to do further reading themselves.
Questions about the Model

1. When do people with a fear of public speaking become paralyzed? Underline the adverb clause in sentence 3 that provides this information. What word introduces this clause?

2. Why do individuals with this fear sometimes take classes? Double underline the adverb clauses in sentences 7 and 8 that provide this information. What words introduce each clause?

3. Where do these individuals see unfriendly faces? Triple underline the clause in sentence 4 that provides this information. What word introduces this clause?

4. What contrast is established by the adverb clause in sentence 9? What words introduce this clause?

KINDS OF ADVERB CLAUSES

These are the various kinds of adverb clauses. In the pages that follow, you will study and practice each kind.

- Time clauses answer the question “When?”
- Place clauses answer the question “Where?”
- Clauses of manner answer the question “How?”
- Distance clauses answer the question “How far?”
- Frequency clauses answer the question “How often?”
- Purpose clauses answer the question “For what purpose?”
- Result clauses answer the question “For what result?”
- Conditional clauses answer the question “Under what circumstance?”
- Contrast clauses of direct opposition show how one thing differs from another.
- Contrast clauses of concession show an unexpected result.

Punctuation of Adverb Clauses

The punctuation of an adverb clause depends on the order of the clauses. When an adverb clause comes first in a sentence, put a comma after it. When an adverb clause follows an independent clause, do not separate the clauses with a comma.

Because humans are curious animals, they constantly explore their world.

Humans constantly explore their world because they are curious animals.

Editing practice allows students to sharpen their revision and proofreading skills.

El Niño

Scientists have been studying an ocean event who is the cause of drastic changes in weather around the world. This event is an increase in the temperature of the Pacific Ocean that occurs around Christmas off the coast of Peru. Hence, the Peruvian fishermen who first noticed it named it El Niño, a name that means “the Christ child” in Spanish. The causes of this rise in ocean temperatures are unknown, but its effects are obvious and devastating.

For example, El Niño threatens Peru’s anchovy harvest, which could mean higher prices for food. The warm water of El Niño keeps the nutrient-rich cold water which provides anchovies with food down at the bottom of the ocean. Anchovies are the primary source of fish meal which is the main ingredient in animal feed.

In addition, guano from birds who feed off the anchovies is a major source of fertilizer. As a result of decreasing supplies of anchovies and guano, the prices of animal feed and fertilizer rise. This causes farmers, who must pay more for feed and fertilizer, to charge more for the food they produce. Food prices have soared as a result of El Niño in past years.

El Niño has other global effects. It can cause heavy rains, floods, and mudslides along the coasts of North and South America and droughts in other parts of the world. In the 1982-1983 El Niño, West Africa suffered a terrible drought which caused crop failures and food shortages. Lack of rain also created problems for Indonesia whose forests burned for months during the 1997-1998 El Niño. Indeed, El Niño is an unpredictable and uncontrollable phenomenon of nature, that we need to study it in order to prepare for and perhaps lessen its devastating effects in the future.

because: droppings from birds and bats

guano: droppings from birds and bats
To write academic texts, you need to master certain skills.

In this chapter, you will learn to:

- Analyze a process essay
- Organize steps in a process
- Construct a thesis statement for a process essay
- Use transition signals to show chronological order
- Write, revise, and edit a process essay about earth science

Nuclear power is a controversial source of energy.
In this chapter, you will learn about writing a process essay. This type of essay is written to explain processes and procedures, such as how something works or how to do something. In fact, a process essay is sometimes called a “how to” essay.

The information in a process essay is almost always presented in chronological order, or time sequence. For example, you would use chronological order to explain how to take a photograph, how to perform a chemistry experiment, or how to set up an accounting system. You would also use chronological order to explain processes such as how a snowflake forms, or how a piece of equipment operates. At the end of this chapter, you will write a process essay about a topic related to earth science.

ANALYZING THE MODEL

The writing model is a process essay. It explains two processes involving nuclear energy. As you read the model, look for the two processes. Before you read the model, look at this diagram.
Japan’s Nuclear Crisis

1 Nuclear power is often used to generate electricity for twenty-first century needs. It is produced for this purpose by commercial nuclear reactors in nuclear power plants. In general, these reactors are reliable and efficient. Still, dangerous accidents or other serious problems can occur, so nuclear reactors must be built to withstand everything from hurricanes to terrorist attacks. Unfortunately, these safety measures are not always adequate. Shortly after an earthquake hit Japan on March 11, 2011, a chain of events led to explosions at the Fukushima Daiichi nuclear plant. To understand how the accident at Fukushima happened, it is necessary to understand how a nuclear reactor is constructed and operates.

2 A nuclear reactor produces energy through a nuclear reaction called fission, or the splitting of atoms. Reactors generally use uranium atoms for the fission process. First, small pieces of uranium are combined in metal tubes known as fuel rods. Many bundles of fuel rods form the reactor’s core. As fission occurs, the uranium atoms in the fuel rods are split, and energy in the form of heat is generated.

3 However, too much heat can be dangerous. To regulate the heat generated by a reactor, fuel rods are interspersed with control rods. These are made of materials such as boron, which slow nuclear reactions. When the control rods are pushed into the reactor core, fission slows, and the reactor cools. When the control rods are pulled out, fission speeds up, and the reactor produces more heat.

4 The heat from the reactor is then channeled to a container of water called a steam generator. In a steam generator, heat is used to boil water and produce steam. Next, the steam turns a turbine, which powers a generator that creates electricity. Finally, the water is recirculated through the system with electric pumps to cool the reactor core. This cooling process is important because, if the fuel rods get too hot, the fuel can melt. A “meltdown” can destroy the walls of the reactor. It can allow nuclear radiation to escape and poison the surrounding area.

5 When the earthquake hit the Fukushima Daiichi nuclear power plant in Japan, there were many systems in place to prevent this kind of disaster. First, the reactor’s control rods were fully inserted into the reactor core. This procedure automatically shut down the reactor. The shutdown helped to cool the reactor core, but of course it also made the nuclear power plant stop producing power. With no power, the electric pumps in the cooling system could not function. As a result, the core soon heated up again.

(continued on next page)
Once the plant itself stopped producing power, it began to draw power from the nation’s power grid to run the pumps. Other power plants around the country, nuclear and nonnuclear, were still producing electricity. Unfortunately, the earthquake had also damaged the power grid. It, too, soon stopped providing power to the Fukushima Daiichi pumps. At this point, there was still one more safety system that could prevent meltdown: backup diesel generators. These machines use diesel fuel, instead of nuclear power, to make electricity. The diesel generators had started to make electricity to run the plant’s cooling pumps when another disaster occurred. Fukushima Daiichi was hit with a tsunami, or giant wave, caused by the earthquake. The tsunami flooded the generators. This left only batteries to operate the pumps. They lasted for just a few hours before they ran out of power.

After the batteries died, the pumps failed once and for all. They could no longer circulate water to cool the reactor. As a result, the water started boiling away, exposing the tops of the fuel rods. Then the metal tubes holding the uranium fuel overheated and split. The cracks allowed the remaining water to enter the tubes and interact with the fuel. This interaction began generating hydrogen gas. The hydrogen accumulated so quickly that it exploded inside the reactor building. To prevent disaster, operators decided to destroy the reactor in a flood of seawater mixed with boron. The seawater reduced the reactor’s temperature while the boron stopped the process of nuclear fission. A meltdown was prevented.

As these events show, nuclear power is a resource with great potential, but in some circumstances it still can have serious risks. Prior to the earthquake and tsunami, Japan had planned to increase its use of nuclear power. It is now unlikely that a large increase can happen. It is also unclear how much of the country’s nuclear infrastructure will be rebuilt, and it is still unknown whether the Japanese people are open to continued reliance on nuclear fuel.

Sources:

1 power grid: the system for carrying electrical power around the country
2 infrastructure: the basic systems and structures that a country or organization needs in order to work properly, for example roads, railways, and banks

**Questions about the Model**

1. What is the thesis statement? How does it indicate that at least part of this essay will use chronological organization?
2. What two processes are explained?
3. Which paragraphs explain the first process? Which paragraphs explain the second process?
4. What kind of introduction does this essay have—”funnel” or attention-getting?
5. What kind of conclusion does it have? Does it summarize the main points or paraphrase the thesis or is it a different kind? Does it give a final comment?
Noticing Vocabulary: Word Parts and Word Families

In Chapters 1 and 4, you learned about word families and suffixes. You also learned that words in a word family often have similar meanings but are different parts of speech.

Words in the same word family are related because they share the same basic part, called a base word or word root. Base words—for example the verb act—can stand alone as words. (Act is the base of words like action and actor.) Word roots, however, cannot stand alone. For example, the root struct—the root of the word structure—is not a word.

Prefixes, like roots and suffixes, are word parts. Prefixes can be added to the beginning of a word’s base or root to modify its meaning. For example, the prefixes con and de can be added to the root struct to create construct and destruct. Construct and destruct have different but related meanings.

Notice the words reactor and constructed in the model. These two words have both a prefix and a suffix added to the base or root. Understanding how words in word families are built from word parts can help you expand and enrich the vocabulary you use in your writing.

PRACTICE 1 Recognizing Word Parts

A Find words in the model that use one or more of the word parts in this chart. Write at least ten words.

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>BASE OR ROOT</th>
<th>SUFFIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>auto</td>
<td>act</td>
<td>ic</td>
</tr>
<tr>
<td></td>
<td>mat</td>
<td>ing</td>
</tr>
<tr>
<td></td>
<td>pose</td>
<td>or</td>
</tr>
<tr>
<td>ex</td>
<td>source</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>struct</td>
<td></td>
</tr>
</tbody>
</table>


B Now write a definition of each word. Use a dictionary as needed. Notice how the meanings of the words in a word family are related.
Like other essays, a process essay includes an introduction, a body, and a conclusion. What’s different about a process essay is that it’s usually organized into steps. You must discuss the steps in your process in the order in which they occur. Otherwise, readers will be confused.

It’s usually a good idea to figure out what steps you want to include as soon as you decide on your topic. Then you’ll be prepared to write your thesis statement and decide how many paragraphs to include in your essay’s body. Here are three important points to remember in organizing a process essay:

- Write a thesis statement that names the process and indicates time order.
- Discuss the steps in your process in the order in which they occur.
- Use chronological order signal words and phrases to indicate the time sequence.

**THESIS STATEMENTS FOR A PROCESS ESSAY**

The thesis statement for a process essay indicates that chronological order will be used. Statements often use verbs like plan, develop, and evolve or expressions such as the process of, the procedure for, five stages, and several steps.

Follow these steps to make a beautiful ceramic vase for your home.

The field of genetic engineering has developed rapidly in the past ten years.

Heating water by solar radiation is a simple process.

Sometimes the thesis statement tells the number of steps in the process.

The process of heating water by solar radiation involves three main steps.

The thesis statement may even name the steps.

The main steps in the process of heating water by solar radiation are (1) trapping the sun’s energy, (2) heating and storing the hot water, and (3) distributing the hot water to its points of use.
Creating Thesis Statements for Process Essays

Check (✓) the thesis statements that suggest the essay will describe a process or a procedure. Then, in the checked statements, circle the words that indicate chronological order.

✓ 1. A child learns to handle responsibility in a series of small steps.
□ 2. Both heredity and environment contribute to a person’s intelligence.
□ 3. There are two main reasons that governments should provide free higher education for their citizens.
□ 4. The procedure for submitting expense reports has recently changed.
□ 5. The tensions that led to last year’s student riots had been developing for several years.
□ 6. Some cultures have very direct interaction styles, while other cultures are more indirect.
□ 7. Two of the busiest travel days in the United States are the Wednesday before and the Sunday after Thanksgiving.
□ 8. Cultures celebrate the end of winter and the arrival of spring in different ways.
□ 9. The preparation of the poisonous puffer fish for eating is a delicate process that is not for amateur chefs.
□ 10. The life cycle of the monarch butterfly is an interesting phenomenon.

TRY IT OUT!

Choose five topics that you think would be interesting for a process essay. Write thesis statements for the five topics you choose on a separate sheet of paper. Remember to use words that suggest time order.

Topics
- How to take a good photograph
- How to research a topic for an essay
- How diamonds are processed from a diamond mine to a diamond ring
- How to perform a particular chemistry or physics experiment
- How to transplant a tree
- How a hybrid automobile works
- How to overcome a fear
- How to celebrate a special occasion (such as a favorite holiday, a birthday, a wedding, an anniversary)

---

1 heredity: the process by which mental and physical qualities are passed from a parent to a child before the child is born
You discuss the steps in the process or procedure that you are writing about in your body paragraphs. You may want to discuss each step in a separate body paragraph, or you may want to group the steps. If you need to include a lot of information about a step, adding details that will help your readers understand how to do it or how it is done, you can present that step in a separate paragraph. On the other hand, you can discuss several steps in a single paragraph if doing so helps clarify the process.

To write about how to make a ceramic vase, you might divide the body into four paragraphs.

I. Introductory paragraph
II. Body
   A. Shaping the vase
   B. First (bisque) firing
   C. Glazing
   D. Second firing
III. Concluding paragraph

In the paragraph on “shaping the vase,” you might include details in time order such as placing the clay on the pottery wheel, shaping the form of the vase, hollowing out the center of the vase, and creating the rim of the vase.

PRACTICE 3  Identifying and Organizing Steps

A Choose the topic that interests you most. Then list five or more steps you might include to describe the process. Write the steps on a separate sheet of paper.
   - Achieving a high grade in a class
   - Setting up a wireless network of computers and printers
   - Helping someone who is having a heart attack
   - Organizing a community garden

B Look at the steps you listed in Part A and put them in chronological order. Decide which steps will require a separate paragraph and which can be grouped together.

C Choose one of the steps you listed. On the same paper, write a list of details you will include to explain the step.

Writing Tip

Make sure you use the right verb form for the type of process essay you are writing.
   - Use the imperative form to tell how to do something
     
     First, place the clay on the pottery wheel.
   - Use the simple present to say how something works.
     
     A GPS system receives signals from a satellite.
   - Use the simple past to tell how something happened.
     
     The earthquake damaged the power grid.
Chronological order signal words are especially important in a process essay. You have to be very clear about the sequence of steps: Does one step happen before, after, or at the same time as another step? Chronological order signals include all time expressions.

<table>
<thead>
<tr>
<th>Chronological Order Signal Words and Phrases</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>first, first of all, second, third, etc.</td>
<td>First, choose a destination for your camping trip.</td>
</tr>
<tr>
<td>then, next, after that, soon, later, later on</td>
<td>Meanwhile, have a supply of clean rags ready.</td>
</tr>
<tr>
<td>meanwhile, at the same time, now</td>
<td>Gradually increase your child’s allowance.</td>
</tr>
<tr>
<td>gradually, eventually</td>
<td></td>
</tr>
<tr>
<td>finally, last, last of all</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subordinators</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>After you have chosen a destination, make a list of equipment and supplies that you will need.</td>
</tr>
<tr>
<td>as</td>
<td>Praise your child when he or she does something well.</td>
</tr>
<tr>
<td>as soon as</td>
<td></td>
</tr>
<tr>
<td>before</td>
<td></td>
</tr>
<tr>
<td>since</td>
<td></td>
</tr>
<tr>
<td>until</td>
<td></td>
</tr>
<tr>
<td>when</td>
<td></td>
</tr>
<tr>
<td>while</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Others</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>the first (second, last, final) step</td>
<td>The last step is to decorate the cake.</td>
</tr>
<tr>
<td>on the third day</td>
<td></td>
</tr>
<tr>
<td>later that morning</td>
<td></td>
</tr>
<tr>
<td>for five minutes</td>
<td></td>
</tr>
<tr>
<td>in 2012</td>
<td></td>
</tr>
<tr>
<td>several years ago</td>
<td></td>
</tr>
<tr>
<td>a few weeks later</td>
<td></td>
</tr>
<tr>
<td>in the next (past, last) 15 years</td>
<td></td>
</tr>
<tr>
<td>for five minutes</td>
<td>Continue stirring the soup for five minutes.</td>
</tr>
<tr>
<td>In 2012,</td>
<td>In 2012, scientists announced a major discovery.</td>
</tr>
<tr>
<td>several years ago</td>
<td>My parents emigrated to the United States several years ago.</td>
</tr>
</tbody>
</table>

See Chapter 12, page 224, to learn more about Time Clauses.

**Practice 4** Identifying Chronological Order Signals

Reread the writing model on pages 103–104. Find and circle all chronological order signals, including time words, time phrases, and time clauses.
Read “How to Make a Model Volcano.” Complete the paragraph using chronological order signals from the box. Add commas where necessary.

after it erupts  once the paint has dried
after the outside of the volcano is complete  second
finally  then
first
next

How to Make a Model Volcano

When a volcano erupts, gas from under the earth bubbles up to the surface and forces hot lava above the ground. It is an impressive sight, and there is much that volcanoes can teach us about physics and earth science.

To learn more about how volcanoes work, you can follow a process to make a model volcano out of a few common household materials. ______________ take a jar or a bottle and cover it with clay or paper-maché. ______________ mold the covering into the shape of a volcano and decorate it so that it resembles a volcanic mountain. ______________ use small twigs to create miniature trees and pebbles to mimic boulders. You can use any leftover material to make other small hills surrounding the volcano. ______________ spray or paint it with shellac or waterproof varnish. This will enable you to clean the volcano more effectively ______________. ______________ fill the bottle most of the way with warm water. ______________ add red food coloring to mimic the color of lava and dishwashing soap to create bubbles. ______________ add baking soda. Baking soda contains sodium bicarbonate, which supplies the carbon for the carbon dioxide gas that will make the volcano erupt. When you are ready for the eruption, pour some vinegar into the bottle. ______________ a chemical reaction happens, and carbon dioxide is released. The carbon dioxide gas bubbles up and pushes the liquid out of the bottle, causing the eruption.
Applying Vocabulary: Using Word Parts and Word Families

Understanding how words are built from word parts can help you expand your vocabulary and use words correctly in context. Of course, if you are unsure of a word’s meaning or spelling, you should check the word in the dictionary before using it in your writing.

**PRACTICE 6 Using Word Parts and Word Families**

**A** Combine the word parts to make at least five words. (Try not to repeat the words you wrote for Practice 1 on page 105.) Remember that word parts may slightly change in spelling when combined.

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>BASE OR ROOT</th>
<th>SUFFIX</th>
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<tbody>
<tr>
<td>auto</td>
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<td>ex</td>
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<tr>
<td>re</td>
<td>source</td>
<td>or</td>
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<tr>
<td></td>
<td>struct</td>
<td></td>
</tr>
</tbody>
</table>

1. 
2. 
3. 
4. 
5. 

**B** Choose five words from Practice 1 on page 105 and Part A above. Use each word in a sentence that you might use to describe a process.

1. 
2. 
3. 
4. 
5. 

---

Process Essays 111
Your assignment for this chapter is to write an essay on a topic related to earth science. Choose one of the topics from the list. Use the writing model on pages 103–104 to help you. To complete the assignment, follow the steps in the writing process.

**Topics**
- What to do in case of an earthquake (or hurricane or other natural disaster)
- How to perform a particular science laboratory experiment
- How to conserve energy in your daily life

**STEP 1: Prewrite to get ideas.**
- Use a prewriting strategy to generate ideas about your topic. One technique you can use is called freewriting. Freewriting is a brainstorming technique in which you write down all of your ideas without stopping.
  - Write your topic at the top of your page.
  - Place your pen on the first line of your paper and begin writing.
  - Do not pick up your pen or stop writing, even if you are having trouble thinking of new ideas.
  - Sometimes, it may help to write the same idea several times until you think of a new one.
  - Do not worry about grammar, the quality of your ideas, or anything else—just write as much as you can on the topic of your essay!

Omar did some freewriting to prepare for his essay about a science laboratory experiment. Here is the beginning of his freewriting.

```
In chem class we sometimes did lot of experiment and I like them although sometime it is hard but you try and you do it ok so I need to write about how to do this so it is first you are reading the lab manual to understand then maybe I should think of an experiment to describe an experiment to describe oh ok I will do the one from last week where we had to decide what is acid and what is base, so first we had to get some materials
```
STEP 2: Organize your ideas.

- Choose one main idea from the prewriting that you think will be a strong focus for your essay. This should be your thesis statement. Remember to use a thesis statement that indicates a process essay.
- Look for related ideas in the freewriting from Step 1. If you find anything that is completely off topic, or repeated, cross it out. Then rewrite your ideas so that they are grouped with similar ideas. These groups will become your body paragraphs.
- Next, make an outline as you learned to do in Chapter 4. Put your thesis statement at the top. Then, for letters A, B, and C, write the sentences that will form the topic sentences of your body paragraphs.

STEP 3: Write the first draft.

- Using your list, begin writing your first draft. Remember to use chronological order transitions in your body paragraphs.
- Describe the steps in your process or procedure in your body paragraphs.
- Don’t worry if you think of new ideas as you write. You can add or delete ideas later. Just be sure that your new ideas support your thesis.

STEP 4: Revise the draft.

- Review the content and organization of your draft. Do not try to correct errors in format, mechanics (capitalization, punctuation, and spelling), grammar, and sentence structure at this stage. You will do this in Step 5.
- Begin by reading over your essay to get a general overview. As you read, make sure that
  - your essay has a thesis statement that is appropriate for a process essay;
  - you have organized the steps in the process clearly;
  - you have used appropriate chronological order transition signals.
- Make notes in the margin about anything you want to improve.
- Ask a classmate to read and give you feedback on your first draft using the Chapter 5 Peer Review on page 329.
- Discuss your classmate’s suggestions and decide which ones to take.
STEP 5: Edit and proofread the draft.
- Make sure that you have identified all of the changes you want to make in content and organization. Then review your essay for errors in format, mechanics, grammar, and sentence structure. Use the Chapter 5 Writer’s Self-Check on page 330 to help you.
- When you find an error, make a note on your paper using the correction symbols from Appendix D on pages 309–311.

STEP 6: Write a new draft.
- In your new draft, include the changes you identified in Steps 4 and 5.
- Proofread your new draft again carefully. Make sure it is neat and error free.
- Hand in your essay to your teacher.

SELF-ASSESSMENT
In this chapter, you learned to:
- Analyze a process essay
- Organize steps in a process
- Construct a thesis statement for a process essay
- Use transition signals to show chronological order
- Write, revise, and edit a process essay about earth science

Which ones can you do well? Mark them ☑
Which ones do you need to practice more? Mark them ☞

EXPANSION

TIMED WRITING
In this expansion, you will write an essay in class. As you write, focus on using the techniques of process writing that you learned in this chapter. You will have 50 minutes. To complete the expansion in time, you will need to budget your time accordingly. Follow this procedure.

1. Read the writing prompt (or the prompt your teacher assigns) carefully. Choose one of the topics to write about. Make sure you understand the question or task. You may want to underline the key words in the prompt. (5 minutes)

2. Brainstorm to get ideas, choose a thesis and make a rough outline to organize your ideas. (10 minutes)
3. Write your essay. Be sure to include an introductory paragraph with your thesis, body paragraphs, and a concluding paragraph. (25 minutes)
4. Check your paragraph for errors. Correct any mistakes. (10 minutes)
5. Give your paper to your teacher.

**Prompt:** Write a process essay about one of these topics:
- How to cook a favorite food
- How to do a favorite hobby
- How to succeed in your major area or professional field
- How to accomplish an academic task (register for classes, apply for a scholarship, pass an exam, etc.)

**WRITING FROM A DIAGRAM**

Look at the diagram, which shows the process of generating energy from wind. Then write a paragraph that explains the process to someone who cannot see the diagram.

---

**Generating Electricity with a Wind Turbine**

**Step 1:** Wind blows on the blades and makes them turn.

**Step 2:** Generator converts wind energy to electricity

**Step 3:** Transformer makes electricity ready to send

**Step 4:** Electricity is transmitted to power grid

**Step 5:** People use electricity to power televisions, computers, and household appliances