

UNIT

3

Blueprints for

PROCESS PARAGRAPHS

Blueprints for Process Paragraphs

Part A presents the core material for the rhetorical mode

Objectives

Analysis:

In Part A, you will:

identify the key features of process paragraphs

Transitions:

learn to use *first*, *next*, *finally*, and *then*

Practice:

paraphrase, summarize, and synthesize information

Clearly stated objectives for each unit allow teachers and students to determine the relevance of each, based on students' actual needs.

What Is a Process Paragraph?

When you explain how to do something (such as how to assemble a bicycle) or how something happens (such as how a glacier moves), you use a process to talk about the steps or events. A **process paragraph** is a group of sentences that tells this sequence.

A process paragraph consists of a series of connected steps. The steps must be logical and are often chronological in order. You can use time words and transition expressions to make the sequence of events or actions clear. Process writing is especially important when you want to explain the steps necessary to complete a task. Process paragraphs usually demonstrate how to do something.

You are probably familiar with a common kind of process writing: a recipe. For the result to be a success, the steps in a recipe must be clear, in the correct order, and concise. In academic settings, process writing is commonly used in science classes and labs, information technology courses, and many other disciplines.

Pre-reading discussion questions stimulate students to think about a topic. It is the first of two sources students read about the topic.

Sources: Reading and Analyzing Sample Paragraphs

The two paragraphs in this section are related in some way. You will study the structure of these paragraphs, understand their meanings, and eventually combine the two ideas to form your own paragraph.

SOURCE
1

Polygraph Testing

PREREADING DISCUSSION QUESTIONS

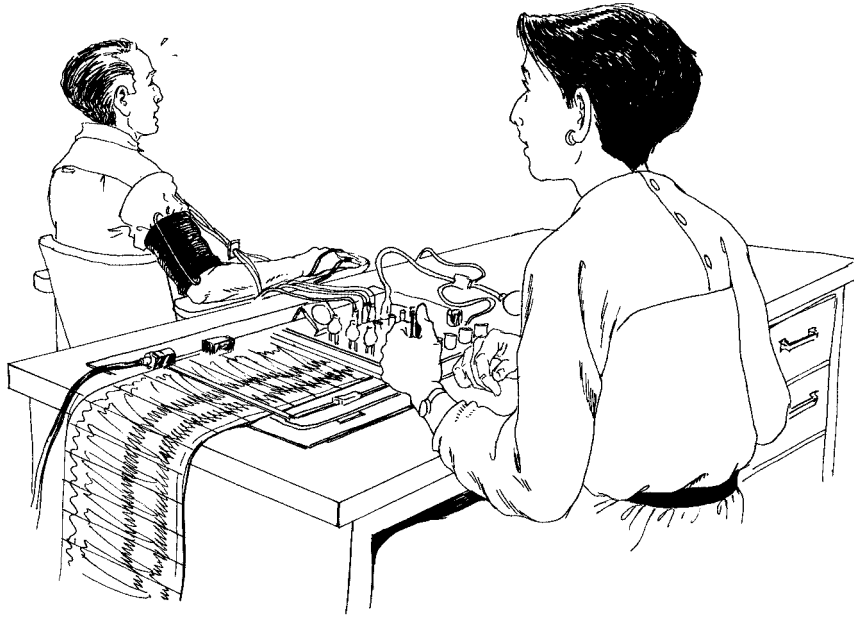
1. Do you ever lie? How do you know if a person is lying? Can you tell by the way the person looks or acts?
2. Do you know what a polygraph test is and how it works?

EXERCISE

1

READING AND ANSWERING QUESTIONS

Read the paragraph that describes a polygraph test. Then answer the questions. As you read, pay attention to the process that occurs.



Vocabulary is highlighted and defined in the margin so students don't have to break their concentration while reading.

SOURCE
1

physiological:
relating to the
physical processes of
an organism

device: a machine
respiratory:
breathing

pulse: rhythmic
beats caused by the
contractions of the
heart

tip: the point or end
of an object

electrode: a device
used to transmit
electric current

preceding:
previous, former

POLYGRAPH TESTING

Many people know the terms *polygraph* and *lie detector test*, but many are not familiar with how this test actually works. The test uses a process that analyzes the physiological reactions in a person's body while he or she answers questions. First, a device called a pneumograph is attached to a person's chest to record breathing patterns. Any abnormalities in respiratory patterns are recorded during an official interview. Next, a machine similar to those used in doctors' offices is attached to the person's upper arm to measure blood pressure. During this part of the polygraph test, the pulse and changes in blood pressure and heartbeat are recorded. Finally, skin responses are used as part of the lie detection examination. Usually, the tips of a person's fingers are attached to electrodes. An abnormal amount of sweating is an indicator that the person may be lying. After the preceding steps have been followed, polygraph experts analyze the results. From the data, the experts may conclude that the person is telling the truth, or they may decide that the person is most likely lying.

POSTREADING DISCUSSION QUESTIONS

1. *What is the topic sentence of this paragraph?*

2. *Reread the body of the paragraph and look for the three parts of the polygraph test process. What are they?*

3. *Find five transition expressions in the paragraph that show time or the passage of time. Write them here.*

4. *In process paragraphs, the topic sentence and the concluding sentence usually have a different relationship than in the other kinds of paragraphs you have studied. The concluding sentence is often about the result of the process and does not necessarily reflect the topic sentence. Reread and underline the concluding sentence. What is the final result of the polygraph process?*

Practice exercises similar to the TOEFL exam help students prepare for the test.



5. *TOEFL Practice*

*Where would you insert this sentence in the paragraph? (Make a *5 in the paragraph between the two sentences.)*

This portion of the polygraph test that analyzes blood pressure is often shown in movies and television shows.



6. *TOEFL Practice*

*Where would you insert this sentence in the paragraph? (Make a *6 in the paragraph between the two sentences.)*

These electrodes record the amount of perspiration that a person develops while he or she is answering questions.



DNA the Easy Way

PREREADING DISCUSSION QUESTIONS

1. *What is DNA testing?*

2. *Do you think DNA testing should be used in court as evidence about crimes?*

3. *Is DNA testing common in your native country? Why or why not?*

EXERCISE

2

READING AND ANSWERING QUESTIONS

Read the paragraph about DNA testing. Then answer the questions.



IMPORTANT NOTE:

DNA (deoxyribonucleic acid) testing is a scientific method for establishing people's identities. It can be used to identify criminals, eliminate the possibility of someone's guilt, or determine the biological likelihood of a parent-child relationship. As you read, pay attention to the process of performing a DNA test.

SOURCE
2

cheek: the fleshy part of the face between the mouth and the ear

swab: an absorbent stick

extract: withdraw

probe: an instrument used to explore an area

strand: a length twisted together like a rope

reliable: trustworthy, sure

DNA THE EASY WAY

Believe it or not, the process of completing a DNA test is not very difficult. First of all, human cells must be collected. The cells can be collected from a person's cheek using a swab. The next step is to send this cell sample to a laboratory, where scientists extract the DNA from the swab and create many samples from it. Then the samples are put into a gel mixture, and are subjected to an electric current. A DNA probe can then be used, which attaches itself to the sample. Each person produces a unique location of DNA attachment, and this is how the identification works. Ultimately, scientists develop the film of this unique DNA strand. This type of DNA test becomes more reliable as more probes are used to test the strand. DNA testing has become very popular, so it is now available on the Internet. Ordinary people can now order in-home DNA tests and get their results in just a few days.

POSTREADING DISCUSSION QUESTIONS

1. *What is the topic sentence of this paragraph?*

2. *The paragraph tells how simple DNA testing is done. Fill in the missing information about the test (the steps) from the paragraph.*

Step 1: Collect the sample

Step 2: _____

Step 3: Extract the DNA

Step 4: Create many samples

Step 5: _____

Step 6: Add electric current

Step 7: _____

Step 8: Analyze the probe's location

Step 9: _____

3. *In "Polygraph Testing" on page 67, you located transition words that show a time relationship. Two of them were first and finally. What two transition words or phrases in "DNA the Easy Way" can you find that have similar meanings?*

first = _____

finally = _____

4. *Reread the last two sentences in the paragraph. What surprising information is given in these sentences? With what idea do they conclude the paragraph?*

5. *TOEFL Practice*

*Where would you insert this sentence in the paragraph? (Make a *5 in the paragraph between the two sentences.)*

This electric current separates the smaller DNA samples from the larger ones.

6. *TOEFL Practice*

*Where would you insert this sentence in the paragraph? (Make a *6 in the paragraph between the two sentences.)*

The key to using DNA testing is analyzing where this probe attaches itself.



Each unit features instruction on key problematic transition expressions

Transition Expressions

In process writing, transition words and expressions are needed specifically to make the steps in the process clear. These transition expressions help the ideas or steps in the process flow from one to the next so that the reader can follow them logically and easily. Without the appropriate transition expressions, the paragraph is just a list of steps.

Unit 3 Transition Expressions: *first*, *next*, *then*, and *finally*

First

Function: signals the first step

Use: *First* is an adverb and is usually followed by a subject and a verb. However, *first* can also come in the middle or at the end of the sentence. In many cases, the imperative verb form (command form) comes after the word *first* to give directions.

Example: First, apply for the job.



Punctuation Note: When *first* comes at the beginning of a sentence, it is followed by a comma.

Example: First, Emilio applied for the job.

When *first* comes in the middle or at the end of a sentence, no comma is necessary

Examples: Emilio first applied for the job.

Emilio applied for the job first.

(continued)

(continued)

Practice: Find the sentence in Source 1 that contains the word *first*. Write it here.

CAREFUL! **Firstly, secondly, and thirdly** are commonly used in British English but not in Standard American English.

Next

Function: signals the step after the previous step or action

Use: *Next* is an adverb. It can come at the beginning or at the end of a sentence. Just as you can with *first*, you can follow *next* with a subject and a verb or use the imperative form.

Example: Next, schedule an interview.

Punctuation Note: When *next* comes at the beginning of a sentence, it is followed by a comma.

Example: Next, Emilio scheduled an interview.

When *next* comes at the end of a sentence, no comma is necessary.

Example: Emilio went for an interview next.

Practice: Find the sentence in Source 1 that contains the word *next*. Write it here.

Then

Function: signals the step after the previous step or action

Use: *Then* is an adverb. The most common position for *then* is at the beginning of a sentence, followed by the subject and verb.

Example: Then Emilio waited for an offer.

A more formal position of *then* is directly after the subject and before the verb.

Example: Emilio then waited for an offer.

Punctuation Note: No comma is necessary with *then*.

Practice: Find the sentence in Source 1 that contains the word *then*. Write it here.

Find the sentence in Source 2 that contains the word *then*. Write it here.

(continued)

(continued)

Finally

Function: signals the last step in the process or action

Use: *Finally* is an adverb. It is used at the beginning of a sentence to signal the last, or final, step of a process.

Example: Finally, send the company a thank-you note for the interview.

Finally can appear in the middle and at the end of the sentence. In these cases, it means “at last” and does not signal the last step in a process.

Example: Emilio finally made an appointment for an interview.

Punctuation Note: When *finally* comes at the beginning of a sentence, it is followed by a comma.

Practice: Find the sentence in Source 1 that contains the word *finally*. Write it here.

CAREFUL! Do **not** confuse the transition words **finally** and **in conclusion**. The adverb **finally** is not used to signal the end of the paragraph. It is used to signal the final step (reason, example) in a sequence.

Example: *First*, weigh the patient on the scale. *Next*, take the patient’s temperature. *Then* take his or her blood pressure. *Finally* (NOT *in conclusion*), tell the patient to wait for the doctor.

EXERCISE

Students are given the opportunity to immediately practice what they learn.

WORKING WITH TRANSITION EXPRESSIONS

Read the paragraph. Fill in each blank with *first*, *next*, *then*, or *finally*. Some transitions may fit into more than one blank. Add correct punctuation where necessary.

It is easy to make a telephone call if you follow these simple directions. To make the call, _____ you must know the telephone number you are dialing. _____ pick up the phone and listen for the dial tone. _____ you can start dialing the telephone number. If the person answers the phone, begin speaking. If an answering machine clicks on, wait for the beep and record your message. _____ hang up the phone when you have finished your call.



Paraphrasing, Summarizing, and Synthesizing

Before you continue, review these important skills in Unit 1, pages 14–25.

Paraphrasing: An Important Composition Skill

(For information about paraphrasing and a list of verbs to use when you introduce information from a source, see Unit 1, pages 14–15.)

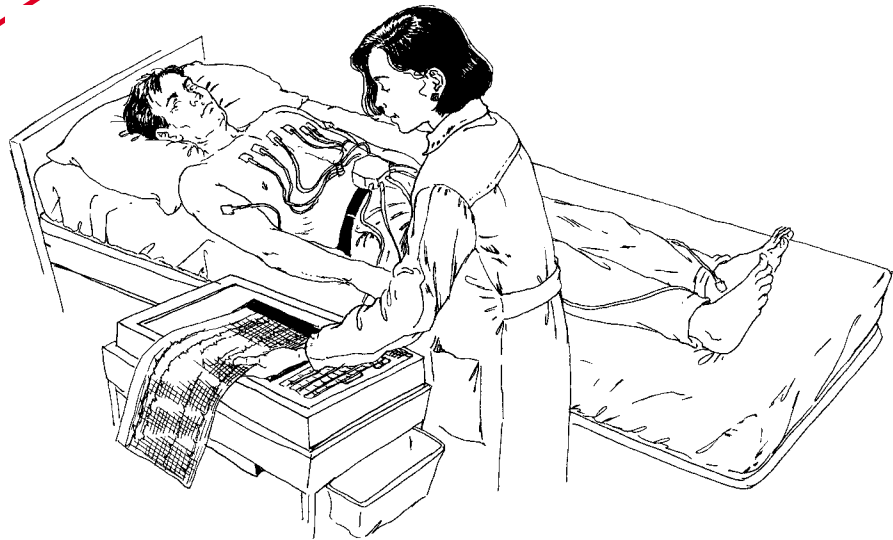
EXERCISE

3

The three critical skills: paraphrasing, summarizing, and synthesizing are reinforced throughout each unit.

PARAPHRASING PRACTICE

Read the original sentence. Then read the three possible paraphrases. Mark one **B** (BEST), one **TS** (TOO SIMILAR), and one **D** (DIFFERENT—or wrong—information).



SOURCE 1

1. Next, a machine similar to those used in doctors' offices is attached to the person's upper arm to measure blood pressure.

_____ A. The next step is to attach a machine to the person's arm to measure blood pressure. This machine is much like the one used in doctors' offices.

_____ B. Next, an expensive piece of equipment is used to measure the blood pressure of the person. This part of the polygraph usually makes the person very nervous.

_____ C. After that, a machine similar to those used in physicians' offices is connected to the person's arm to measure blood pressure.

SOURCE
2

2. The next step is to send this cell sample to a laboratory, where scientists extract the DNA from the swab and create many samples from it.

_____ A. After that, the DNA sample is given to laboratory scientists. They are able to create numerous samples of this DNA by drawing it out of the swab.

_____ B. The laboratory portion of the test is the most important, and scientists cannot make any mistakes during this process.

_____ C. Sample DNA is then sent to a laboratory, where the DNA is extracted from the swab and many samples can be created from it.

EXERCISE

4

PARAPHRASING: PRACTICE

Read these original sentences from Sources 1 and 2. Circle what you consider to be the most important ideas. Then in number 1, choose the best paraphrase for the original sentence. In number 2, write your own paraphrase of the sentence. (See Unit 1, pages 14–15, for more information on paraphrasing.)

SOURCE
1

1. This portion of the polygraph test that analyzes blood pressure is often shown in movies and television shows.

_____ A. This painful part of the polygraph test, which is the most reliable, usually tells the most information about a person's truthfulness.

_____ B. Commonly shown in movies and TV shows, this portion of the polygraph test analyzes a person's blood pressure.

_____ C. People may recognize this portion of the polygraph test because it is commonly seen in films.

2. Each person produces a unique location of DNA attachment, and this is how the identification works.

Your paraphrase: _____

Number of words: _____

Students learn to work through the steps of using two sources.

SOURCE
2**Summarizing**

(For information about and guidelines for summarizing, see Unit 1, pages 18–21.)

EXERCISE

5

SUMMARIZING: PUTTING IT IN YOUR OWN WORDS

Source 2, “DNA the Easy Way,” contains 164 words. Summarize the paragraph in approximately 50 words. Follow the steps presented in Unit 1, pages 18–21, to write your summary. Note that the summary begins with “according to” in the topic sentence to show where the information came from. Use correct paragraph format (see Unit 1, pages 18–21). You should write no more than five sentences in your summary.

According to “DNA the Easy Way,” _____

**Synthesizing**

To review the steps in synthesizing, see Unit 1, page 22, and Unit 2, page 53.

EXERCISE

6

SYNTHESIZING: EXAM QUESTION PRACTICE

Imagine that you are a student in a criminology class. In a paragraph of four to eight sentences, write your answer to the following exam question. Synthesize the information from Sources 1 and 2 about polygraph and DNA tests. Remember that you must write information in your own words.

Exam question practice prepares students to take tests in a variety of academic disciplines.



PART B

Part B gives students specific writing opportunities within the rhetorical mode.

The Writing Process: Practice Writing Process Paragraphs

Objectives

Prewriting:

Planning

First draft:

Partner feedback form:

Second draft:

Editing:

Grammar Focus:

Sentence Check:

Mechanics:

Final draft:

In Part B, you will:

use a questionnaire to generate ideas for writing

write chronological steps

write a process paragraph

review classmates' paragraphs and analyze feedback

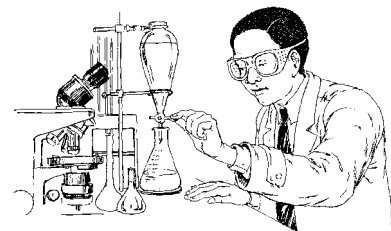
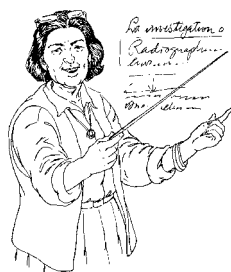
use peer feedback to write a second draft

practice subject-verb agreement

identify compound sentences patterns with *and*, *but*, *so*, and *or*

learn correct paragraph title format

complete the final draft of a process paragraph



The Writing Process: Writing Assignment

Your assignment is to write an original paragraph of five to ten sentences about a profession you are interested in. Write the process of how to become a professional in that field.

Prewriting: Answering Questions

Asking and answering questions can help a writer generate ideas for writing. When writers think about possible topics, they often ask questions such as “What do I know how to do well?” or “What specific details do readers need to know about this step in the process?” Asking questions helps to generate details that can make the writing clearer.



Interest Questionnaire

One way to help generate questions and answers is to use a questionnaire. To get started with this freewriting strategy, answer the questions in the following questionnaire. Your answers will help you see what your interests are.

Interest Questionnaire

1. My favorite subject in school was/is: _____

2. I like working with:

numbers

people

schedules

my hands

abstract problems

3. I like to work/study:

alone

with others

indoors

outdoors

4. I am interested in the field of

business

the arts

economics

natural science

engineering

humanities

political science

other: _____

5. My favorite hobbies are: _____

6. I enjoy talking (discussing) with others. YES NO

If you answered YES, write down the topics that you truly enjoy talking about with other people.

Narrowing the Topic

In groups of three or four, compare answers from your questionnaire. As a group, discuss what kinds of job fit well with your areas of interest. Then on your own, choose *one* subject area that you are particularly interested in and find the answers to these questions about it:

- ▶ Do you need a high school degree to perform this job?
- ▶ Do you need a specific college degree to perform this job?
- ▶ Do you need to pass a standard exam before beginning this job?
- ▶ Do you need practical training before beginning this job?



IMPORTANT NOTE:
If you need help finding the answers, try searching the Internet or asking your instructor or a librarian.

Planning: Chronological Steps

Now that you have chosen the profession you will write about, the next activity is to organize the steps to becoming a professional in that field. Complete this outline with steps in chronological order to help with the organization of your paragraph.

Useful notes are provided to help students plan their writing assignments.

How to become a/an _____
The steps involved in this process:

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Conclusion: _____



IMPORTANT NOTE:
Your paragraph may have more or fewer than five steps.

Checklists help keep students on track.

Opportunities for peer review ensure that students get multiple forms of feedback on their writing.

First Draft

You are now ready to write the first draft of your paragraph. As a guideline, use the chronological steps that you just outlined. Remember to use the transition expressions *first*, *next*, *then*, and *finally*.

First Draft Checklist

When you finish your paragraph, use this checklist to review your writing.

First Draft Checklist

1. Do I have a topic sentence that contains a clear topic and controlling idea?
2. Are all the sentences about the topic?
3. Are all the steps in the process in logical order?
4. Have I used transition words correctly?
5. Does my concluding sentence sum up the paragraph or express feelings?
6. Did I format my paragraph correctly?

Peer Review

Exchange papers with another student. Read your partner's paper, and answer the questions on Peer Feedback Form: Unit 3, page XX. Discuss your partner's reactions to your paragraph. Make notes about any parts you need to change in your second draft.

Second Draft

Second draft revising should include more than grammar, punctuation, and spelling corrections. You should also be checking the topic sentence, the supporting details, the concluding sentence, and the overall completeness and clarity of your paragraph. Now carefully revise your paragraph, using feedback from your partner and your own ideas for revising.

Second Draft Checklist I

1. Is my topic sentence easy for the reader to understand?
2. Does the topic sentence give an idea of what the paragraph is about?
3. Are all the sentences about the topic? Is there any sentence that does not belong here?
4. Are all the steps in the process present?
5. Is there any sentence that seems out of order?
6. Did I use enough transition expressions to show the sequence of steps?
7. Does my concluding sentence give a positive result of the previous steps?
8. Have I considered all my partner's comments and suggestions?

Editing: Grammar and Mechanics

Reviewing and practicing the following grammatical points will help you self-edit your paragraph for common grammatical mistakes.

Grammar Focus: Subject-Verb Agreement

One challenge in writing English sentences is to make sure the subject and the verb are in grammatical agreement. The main rule is that the subject and the verb must agree in person and in number. This means that singular subjects must take the singular form of the verb and plural subjects must take the plural form of the verb.

Pertinent grammar instruction appears as it pertains to the rhetorical mode.

Examples:

Singular subject/singular verb:

She parks her car on that street every night.

Plural subject/singular verb:

Many people take that exam.

CAREFUL! The singular form of the verb ends in *s*, while the plural form does not. This is the case for many regular verbs.

Some Troublesome Singulars

All of the following pronouns are singular, even though some of them might sound plural. When you use these pronouns in sentences, remember to make the verb singular.

somebody	nobody	anybody	everybody
someone	no one	anyone	everyone
something	nothing	anything	everything

Examples:

Everyone in the class has [not *have*] a dictionary.

Anything is [not *are*] possible!

CAREFUL! Sometimes the subject and the verb in a sentence do not occur next to each other. Descriptive words, clauses, or phrases can come between the subject and the verb. To check for correct subject-verb agreement, you first have to locate the subject and the verb.

Examples:

The old car behind my grandparents' pine trees is [not ARE] thirty years old!

The phrase *behind my grandparents' pine trees* is extra information and should not be in agreement with the verb *is*.



EXERCISE

7

GRAMMAR: CHECKING FOR SUBJECT-VERB AGREEMENT

Read each sentence. If it contains an error in subject-verb agreement, write an **E** (error) on the line and correct the error. If the sentence is correct, write a **C** (correct) on the line.

1. _____ If you want to study more effectively, you should follow some basic steps.
2. _____ The first step is to practice organization.
3. _____ It is very important to write down assignments, tests, and study times on a calendar.
4. _____ If everything are organized, it is easier to find and review the information.
5. _____ Another important thing to do are find a suitable study area.
6. _____ Library cubicles is often quiet places to read and study.
7. _____ After finding a good study area, you need to concentrate on only one particular assignment.
8. _____ Many times you have a hard time with this because you has not trained your mind to focus on only one thing.
9. _____ Anyone is capable of improving study skills!
10. _____ If you follow the preceding steps, studying will surely be an easier task.

EXERCISE

8

GRAMMAR: CHANGING SUBJECTS AND VERBS TO AGREE

Follow the instructions in parentheses and change the subject in each sentence. Then change the verb to agree with the subject, and write the correct sentence on the line. The first one has been done for you.

SOURCE
1

1. Many people know the terms *polygraph* and *lie detector test*, but many are not familiar with how this test actually works. (Change *this test* to *these tests*.)

*Many people know the terms polygraph and lie detector
test, but many are not familiar with how these tests
actually work.*

2. Any abnormalities in respiratory patterns are recorded during the official interview. (Change *abnormalities* to *abnormality*.)

3. After the preceding steps have been followed, polygraph experts analyze the results. (Change *polygraph experts* to *a polygraph expert*.)

SOURCE
2

4. Each person produces a unique location of DNA attachment, and this is how the identification works. (Change *each person* to *All people*.)

5. Then the samples are put into a gel mixture, and are subjected to an electric current. (Change *samples* to *sample*. Be careful because you will have to make more than one singular/plural change in the sentence.)

6. Believe it or not, the process of completing a DNA test is not very difficult. (Change *DNA test* to *DNA tests*. Be careful because this one is different.)

Sentence Check: Compound Sentence Patterns with *and*, *but*, *so*, and *or*

In English, there are many kinds of sentences patterns. You may be most familiar with simple sentences, which have one subject and one verb. Another sentence pattern is called a **compound sentence**, which is made up of two simple sentences combined. The two sentences are joined by a conjunction, such as *and*, *but*, *so*, and *or*. Writers often combine the information in two related simple sentences to make a longer sentence.

Example:

The instructor was not feeling well, *so* she went home.

CAREFUL! When you use a conjunction between two simple sentences, be sure to put a comma (,) before the conjunction.

The Four Most Common Conjunctions

Using examples from the two sources, study the four most common conjunctions in compound sentences.

1. *But*: The conjunction *but* shows contrast.

Many people know the terms polygraph and lie detector test, but many are not familiar with how this test actually works.

This compound sentence is made up of two simple sentences that have been combined by using the conjunction *but*:

Sentence 1: Many people know the terms *polygraph* and *lie detector test*.

Sentence 2: Many are not familiar with how this test actually works.

These sentences contrast with each other because the second part of the statement shows an opposition to the first. It is different from what is expected.

Here are two more examples of contrast in compound sentences joined by *but*:

I live in a house, but my brother lives in an apartment.

Lorna wanted to go to the party, but her car would not start.

2. *And*: The conjunction *and* connects additional information.

Each person produces a unique location of DNA attachment, and this is how the identification works.

This compound sentence is made up of two simple sentences that have been combined by using the conjunction *and*:

Sentence 1: Each person produces a unique location of DNA attachment.

Sentence 2: This is how the identification works.

The second sentence gives more information, usually about the same topic. Because the information in both sentences is closely connected, use the conjunction *and* to make a compound sentence.

SOURCE
1

SOURCE
2

Here are two more examples of adding information in compound sentences joined by *and*:

I studied for the final exam, and I went to sleep at midnight.

Italy is in Southern Europe, and it is a peninsula.

3. *So*: The conjunction *so* shows the result of the first action or sentence.

DNA testing has become very popular, so it is now available on the Internet.

This compound sentence is made up of two simple sentences that have been combined by using the conjunction *or*:

Sentence 1: DNA testing has become very popular.

Sentence 2: It is now available on the Internet.

These sentences show the result. Usually, the clause following the conjunction *so* is a logical effect or result of the original information.

Here are two more examples of showing result in compound sentences joined by *so*:

We had some extra cash, so we decided to eat out.

The thunderstorm was severe, so the county closed all the schools.

4. *Or*: The conjunction *or* shows the option (choice) of either the first part of the sentence or the second part of the sentence.

From the data, the experts may conclude that the person is telling the truth, or they may decide that the person is most likely lying.

This sentence is two sentences that have been combined using the connector *so*:

Sentence 1: From the data, the experts may conclude that the person is telling the truth.

Sentence 2: They may decide that the person is most likely lying.

These sentences show option. One or both situations are possible.

Here are some other examples with *or*:

I might study sociology, or I might major in economics.

Henry can go home alone, or he can go to dinner with some friends.

SOURCE
2

SOURCE
1

EXERCISE

9

GRAMMAR: CREATING COMPOUND SENTENCES

Read each pair of simple sentences. Rewrite them as a compound sentence using the conjunction in parentheses. Remember to use a comma before the conjunction.

1. Sentence 1: The police officers demanded a lie detector test. (so)

Sentence 2: The suspect agreed to take it.

2. Sentence 1: The suspect sat down in the investigation chair. (and)

Sentence 2: The lie detector test began.

3. Sentence 1: The suspect was very nervous. (but)

Sentence 2: He answered all the questions.

4. Sentence 1: The investigator told him to relax. (or)

Sentence 2: The results would not be valid.

5. Sentence 1: The suspect understood the process. (but)

Sentence 2: He was uncomfortable during this time.

6. Sentence 1: The suspect became even more nervous. (so)

Sentence 2: All his answers seemed like lies.

EXERCISE

10

GRAMMAR: COMPLETING COMPOUND SENTENCES

Use your imagination to fill in the blanks and make compound sentences.

1. The suspect was put in prison, but _____

2. He called his lawyer, and _____

3. The prisoner wanted a new trial, or _____

4. His lawyer believed in his innocence, so _____

5. The lawyer requested a DNA test, but _____

6. The test was finally agreed to, and _____

7. The prisoner could take the test in prison, or _____

8. The DNA test showed that the prisoner was innocent, so

Mechanics: Paragraph Title Format

The title of your work is the first thing that a reader sees, so you should know the rules for writing a concise and grammatically correct title.

Rules for Creating Titles

1. Titles should represent the main idea of the writing.
2. Titles are usually phrases or fragments; they are *not* complete sentences.
3. Titles do not require periods at the end.
4. The first letter of the first word of a title is *always* capitalized.
5. Only the *important* words in titles are capitalized. Do not capitalize prepositions or articles (unless they are the first word in the title).
6. Titles are not written in all capital letters.

EXERCISE

11

ANALYZING TITLES

Read each title, and give the number of the rule that it does not follow. Then write the title correctly.

1. MY MOST TERRIBLE JOB (rule # _____)

Correct title: _____

2. I love my job very much (rule # _____)

Correct title: _____

3. becoming an Engineer (rule # _____)

Correct title: _____

4. My Paragraph (rule # _____)

Correct title: _____

5. My First Job. (rule # _____)

Correct title: _____

6. The Best Job Of My Life (rule # _____)

Correct title: _____

Return to Your Second Draft

Now look at your second draft again and check these items. Make corrections where necessary.

Second Draft Checklist II

1. Do all of your sentences have correct subject-verb agreement?
2. Do any compound sentences include the correct conjunctions?
3. Are the compound sentences punctuated correctly?
4. Did you include a title for your paragraph? If not, add one now.
5. Make other corrections where necessary.

Final Draft

Carefully revise your paragraph using all of the feedback you have received: partner feedback form, instructor comments, and self-evaluation. In addition, try reading your paragraph aloud. This can help you find awkward-sounding sentences and errors in punctuation. When you have finished, neatly type your final draft.



Additional Writing Assignments from the Academic Disciplines

Beginning with the prewriting activity on page 79, go through the steps of writing another process paragraph. Choose a topic from the following list:

SUBJECT

WRITING TASK

Technology:	Write a process paragraph about how to program a piece of equipment, such as a microwave or a VCR.
Science:	Choose a natural phenomenon such as lightning, tornadoes, or geysers. Explain how it is formed.
Sociology:	Choose a cultural event from your country, such as marriage or an engagement. Explain the steps involved in this event.
Practical:	Explain the process of getting a driver's license, passport, or other official document.

Additional writing activities are provided for a variety of disciplines.