

- **Essay-^{6th} Class**
- Process Essay
- **Elements of the Lecture** عناصر المحاضرة

- **عملية المقال (الممارسة) Process Essay (Practice)**



- **Cause and Effect Essay**

السبب والتأثير للمقال

Review

These are the important points covered in this chapter.

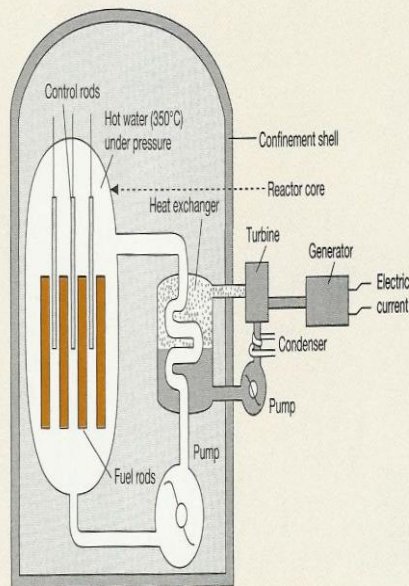
1. Using chronological order to organize an essay means putting the ideas in order or sequence by occurrence in time.
2. Use chronological order for narrative essays (stories, history, biography, and autobiography) and for process essays (how to do or make something).
3. Following are the three keys to success in writing a chronological order essay:
 - Group the steps or events into paragraphs where natural breaks occur,
 - Write a thesis statement that indicates chronological order.
 - Use chronological order signal words and phrases to show the sequence of steps (in a process) or events (in a narration).

MODEL

Chronological
Order Essay
(Process)INTRODUCTORY
PARAGRAPH

Understanding Chernobyl

Clouds of radioactive steam shoot into the sky. Fires burn unstoppably, sending radioactive smoke and particles into the atmosphere. Men dressed in protective clothing work feverishly¹ to extinguish the fires and contain the contamination.² Hundreds of residents hastily grab their possessions and flee their homes. Roadblocks are erected to keep strangers away. This was the scene at the Chernobyl nuclear power plant in the former USSR in April 1986. The plant's nuclear reactor had exploded, spreading radioactive contamination over an area that stretched as far away as Norway and Sweden. This catastrophic³ accident renewed fears about the safety of nuclear reactors around the world. Are such fears justified⁴? To understand how the accident at Chernobyl happened, it is necessary to understand how a nuclear power plant is constructed and how one operates.



A nuclear power plant

BODY PARAGRAPH 1

A nuclear power plant contains a nuclear reactor that uses controlled nuclear fission⁵ to produce electricity. The reactor consists of fuel rods alternating with control rods inside a very large container called the reactor core. The fuel rods contain radioactive fuel such as uranium-235, and the control rods contain neutron⁶-absorbing⁷ substances such as boron and cadmium. By varying the depth of the control rods within the core, one can increase or decrease the absorption of neutrons, thereby speeding up or slowing down the fission process. If necessary, the rods can be dropped all the way into the core to stop the

BODY PARAGRAPH 2

reaction completely. A high-pressure water bath surrounds the rods. The water acts as a coolant by slowing down the neutrons. In some reactors, graphite⁸ is added to the water because graphite also slows down neutrons. A confinement shell usually surrounds the parts containing radioactive material so that radioactivity cannot escape.

BODY PARAGRAPH 3

How do nuclear reactors produce electricity? First, a series of nuclear fissions are produced by bombarding the nuclei⁹ of uranium-235 with neutrons. When a neutron strikes a nucleus, the nucleus splits, releasing energy. The released energy then heats the water surrounding the rods, whose outer shells are made of zirconium. The hot water is pumped to a heat exchanger, where steam is produced. Finally, the steam passes to a turbine that drives a generator to produce electricity.

How did the accident at Chernobyl happen? It happened because on the day of the accident, the safety system on the reactor had been disabled while operators performed an experimental test. During the test, the reactor cooled excessively and threatened to shut down. If this had happened, the operators would not have been able to restart the reactor for a long period of time. To avoid this situation, they removed most of the control rods, which was against all safety rules. Soon, the reactor began to overheat. When the reactor overheated, the fuel rods melted and spilled their radioactive contents into the superheated water, which then flashed into steam. Next, the increased pressure from the steam blew the top off the reactor, and because there was no confinement shell around the reactor, radioactive material shot into the sky. At the same time, hot steam reacted with the zirconium shells of the fuel rods and with the graphite in the coolant water to produce hydrogen gas, which then ignited.¹⁰ The graphite burned for a long time, spreading even more radioactivity into the atmosphere.

INCLUDING PARAGRAPH

In the end, the cost of the Chernobyl accident was enormous. Thirty-one people died, and several hundred were hospitalized. Thousands had to be evacuated and resettled. The soil around Chernobyl will remain contaminated for years. The lesson from Chernobyl is this: A well-designed nuclear power plant using normal fuel is not dangerous as long as proper safety procedures are followed. However, poor design and/or disregard for safety regulations can lead to catastrophe.

Writing Technique Questions

1. What is the thesis statement? How does it indicate that at least part of this essay will use chronological organization?
2. Which two paragraphs explain processes (how something works or how something happens)? What two processes are explained?
3. Which paragraph describes the design of a nuclear power plant?
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? In your opinion, is this kind of conclusion appropriate for this essay?

⁸graphite: gray substance used in lead pencils

⁹nuclei: plural of nucleus, the central part of an atom

¹⁰ignited: began to burn

PRACTICE 1**Thesis
Statements for
Chronological
Order**

A. Step 1 Check (✓) the thesis statements that suggest a chronological order. Put a double check (✓✓) next to the thesis statements that suggest the essay will describe a process or procedure.

Step 2 In the sentences you have checked, circle the word or words that indicate chronological order.

The first one has been done for you as an example.

- ✓✓ 1. A child learns to handle responsibility in a series of small steps.
- 2. A person's intelligence is the product of both heredity¹ and environment.
- 3. There are two main reasons I believe women in the army should not be allowed in a war zone along with men.
- 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. North American directness often conflicts with Asian modesty.
- 7. The two 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.

Chronological Order Signal Words and Phrases

first, first of all, second, third, etc.
then, next, after that, soon, later, later on
finally, last, last of all
meanwhile, at the same time, now
gradually, eventually

First, choose a destination for your camping trip.

Then make a list of supplies and equipment.

Last of all, have a good time.

Meanwhile, have a supply of clean rags ready.

Gradually increase your child's allowance.

Subordinators

after since
as until
as soon as when
before while

After you have chosen a destination, make a list of equipment and supplies that you will need.

Praise your child **when** he or she does something well.

Others

the first (second, last, final) step
on the third day
after leaving home
later that morning
for five minutes
in 2004
several years ago
a few weeks later
in the next (past, last) 15 years

The last step is to decorate the cake.

Continue stirring the soup **for five minutes**.

In 2004, scientists announced a major discovery.

After leaving home, I began to appreciate my parents.

My parents emigrated to the United States **several years ago**.

The court announced the decision **a few weeks later**.

PRACTICE 2**Transition
Signals for
Chronological
Order**

A. Reread the model essay on pages 82–83. Find and circle all chronological order signals, including time words, time phrases, and time clauses.

B. Fill in each blank with an appropriate chronological order signal from the list provided. Use each signal only once. Change small letters to capital letters and add commas where necessary.

as soon as the lesson begins	when you return	when he or she asks you
in conclusion	first	to speak up
in the next few minutes	finally	second
then	a third time	before you sit down
		next

Well, Introduction Body has time period "in April 1986"

Do the Rest By Yourself!!

How to Annoy a Teacher

It is quite easy to annoy a teacher—even the most patient, kind-hearted teacher in the world—if you follow these simple steps.

- (1) _____ always come to class just a little late.
- (2) _____ make as much noise as possible as you enter the room. (3) _____ greet all your friends with a cheerful wave—or even better, with a shouted greeting. (4) _____ slam your heavy backpack down on the floor next to your desk and do a few stretching exercises. (After all, you will be sitting still for the next 40 minutes or so!)
- (5) _____ make a big, gaping¹ yawn and take your seat.
- (6) _____ raise your hand and ask to be excused to go to the restroom. (7) _____ be sure to slam the door, and again, make as much noise as possible while taking your seat.
- (8) _____ turn the pages of your book noisily, search in your backpack for a pencil, ask your neighbor if you can borrow an eraser, and announce in a loud voice that you cannot find your homework. (9) _____ raise your hand and ask to be excused to look for it in your locker.

If the teacher should happen to call on you during the class, mumble² an answer. (10) _____ mumble again—maybe a little louder this time, but still not loudly enough to be heard. If the teacher dares to ask you (11) _____ give a loud and clear answer to the previous question—the one your classmate answered a minute ago—and smile smugly³ as you do so.

(12) _____ if these techniques do not achieve the desired results, you can always fold your arms across your desk, put your head down, and take a nap. Just do not forget to snore!

10. When he or she asks you speak up

In this magazine article, the author tells us how to keep our computers operating efficiently by performing regular maintenance chores. Even though his purpose is instructional, his tone is informal. By using humor (*Your PC is basically your backup brain*) and slang (*crud, guts, dust bunnies*), he makes the process entertaining to read.

Reading 1

Spring Cleaning, No Mops

The messiest place in your house may be your hard drive.

You don't do Windows? It's time to fix that.⁴

1 April is upon us, and it's time to do some serious spring cleaning. I'm not talking about the fridge, the attic and the shoe closet. If you're like me, your PC is basically your backup brain, and if you really want that warm feeling of renewal that comes but once a year, you've got to clean up your computer.

2 The most visible messes are the easiest to deal with. A moist paper towel will freshen up your monitor; a cotton swab can scrape the crud off the rollers in your mouse; a good burst from a can of compressed air will get the dust out of your keyboard. If your computer desktop is as messy as your real one, that's easily corrected, too. You just have to be merciless. Dump those obsolete documents.

Delete old e-mails without looking back. Trash any program you haven't used since the last millennium.

3 Unfortunately, out of sight is not necessarily out of mind. Operating systems have a way of surreptitiously backing up everything you do, and some programs tend to grow roots. Just because you put something in the recycling bin or ran an uninstall program doesn't mean you got rid of it. On Windows machines there are several different files associated with each program, and to do a thorough cleaning job, you have to root out every one.

4 The problem is that deleting the wrong files can give your computer serious fits, so tread lightly. There are several popular utilities that will do the work safely for you. As a rule, you should stay out of the real guts of the machine—the files and settings that run your operating system—unless you really know your stuff.

5 You may still have to get rid of the temporary backup files that your computer made when you didn't hit Save often enough. Windows users can try to find and delete all files that end in .tmp. You'll be surprised how many hundreds have piled up; just don't delete any that the system says it still needs. After that, run your built-in mop-up programs—in Windows, look in System Tools for Disk Cleanup; with Macs, it's Disk First Aid in Utilities—and let the computer check itself for errors.

6 Now it's time to deal with everything your Internet browser brought home from its travels on the World Wide Web. Use Options or Preferences to get rid of unwanted cookies and clean out your cache files. Give your computer a blood test by going on the Web and downloading the latest in antivirus software. Then run a disk defragmenter to straighten out the tangle of files stored on your hard drive. This can speed up your computer's performance. But as with any major renovation, you should back up important documents beforehand, just to be safe.

7 The last step for desktop-computer owners is often the most satisfying. Grab your can of compressed air, unplug and open up your computer's box and behold—without touching anything—the dust bunnies that have been breeding in there ever since you brought it home. Eek!

Chronological Order

About the Organization

1. Which sentence is true about the thesis statement of this magazine article?
 - a. The thesis statement announces the topic and indicates that this is going to be a "how to" essay.
 - b. The thesis statement announces the topic without indicating what pattern of organization it will use.
 - c. There is no clear thesis statement.
2. Which sentence best describes the conclusion?
 - a. The conclusion restates the thesis in different words.
 - b. There is no formal conclusion; the conclusion is actually a final step.
3. What pattern of organization does the article use?
 - a. Chronological order: process
 - b. Logical division of ideas
 - c. A combination of chronological process and logical division of ideas

About the Support

4. Which sentence would best serve as a topic sentence for paragraph 2?
 - a. The first step is to clean the exterior of your computer.
 - b. The first step is to clean up what you can easily see.
5. Paragraphs 3, 4, and 5 all discuss the same general topic, but only one paragraph has a topic sentence.
 - a. Which paragraph has a topic sentence? ____
Write the topic sentence here:

5. a. Paragraph 5 has a topic sentence. You may still have to get ride of the temporary backup files that your computer made when you didn't his SAVE often enough.

- b. Consider combining the other two paragraphs. Which of the following sentences best serves as a topic sentence for the combined paragraph?
 - (1) Next, delete your old files safely by using a built-in program.
 - (2) The next step, getting rid of old files and programs, is more difficult.
 - (3) Next, empty your recycle bin.

About Coherence

6. Look for chronological order signal words and phrases.
 - a. Which paragraphs begin with chronological order signals? ____ and ____
Write the signals here:

 - b. What other chronological order signals can you find in paragraphs 5 and 6? List them here:

6. a. Paragraphs 6 and 7 begin with chronological transition signals: "Now" and "The last step."

b. After that and then.

• Note: Read the other reading page 92.

• ملاحظة: اقرأ صفحة القراءة الأخرى ٩٢.

● **Cause and Effect Essay** سبب وتأثير المقال

- What is a cause? What is an effect?

● ما هو السبب؟ ما هو التأثير؟

- Cause and effect depend on each other.

● السبب والتأثير يعتمد على بعضهما البعض

- You can't have one without the other.

● لا يمكنك الحصول على واحد دون الآخر

- A plane crashed.

● تحطمت الطائرة

- That is the effect.

● هذا هو التأثير

- What are the possible causes? Was it a mechanical or human error? Was it due to the weather? Was it a terrorist action? Obviously there are many possible causes.

● ما هي الأسباب المحتملة- أكان ذلك خطأ ميكانيكي أو الإنسان؟ أكان بسبب الاحوال الجوية؟ أكان ذلك العمل إرهابي؟ ومن الواضح أن هناك العديد من الأسباب المحتملة

● **How to write a cause and effect essay.**

● كيفية كتابة سبب وتأثير المقال

● **Step one:** الخطوة الأولى

- Select a significant topic, for example, a social phenomenon or a social trend.

● لأختيار موضوع هام، على سبيل المثال، ظاهرة إجتماعية أو إتجاه إجتماعي

- Examples: أمثلة

● *Social phenomena:*

الظواهر الاجتماعية

- Teenage rebellion

تمرد في سن المراهقة

- Teenage violence

العنف في سن المراهقة

- Domestic abuse

العنف المنزلي

- Environmental crisis

الأزمة البيئية

- Pollution التلوث
- Social trends: الاتجاهات الاجتماعية
- Increasing number of teenage pregnancies
- زيادة عدد حالات الحمل بين المراهقات
- Increases in computer science majors.
- زيادة في تخصصات علوم الكمبيوتر

• Step two الخطوة الثانية

- Decide whether you want to examine the cause or effect or both.
- قرر ما إذا كنت تريد فحص السبب أو التأثير أو على حد سواء.

• Step three الخطوة الثالثة

- Examine each cause and effect thoroughly, using sufficient evidence to prove your points.
- دراسة كل سبب والتأثير بدقة، وذلك باستخدام أدلة كافية لإثبات نقاطك

- The patterns of cause and effect essays are the following

• أنماط سبب وتأثير المقالات التالية

Cause-to-Effect Pattern

نمط- السبب إلى التأثير

Introduction, Thesis

المقدمة، الفرضية

Effect 1 التأثير

Effect 2 التأثير

Effect 3 التأثير

Conclusion الخاتمة

Effect-to-Cause Pattern

النمط- التأثير إلى السبب

Introduction, Thesis

المقدمة، الفرضية

Cause 1 السبب

Cause 2 السبب

Cause 3 السبب

Conclusion الخاتمة

• Guideline for Writing Cause and Effect Essays

• مبدأ كتابة السبب والتأثير للمقال

- Introduction المقدمة
- Lead-in: Introduce the topic تؤدي في: تقديم الموضوع
- Transition: Present popular assumption of the cause or the effect concerning the topic
- الانتقالية: افتراض الشعبية الحالية للسبب أو التأثير فيما يتعلق بهذا الموضوع
- Thesis Statement: Present your speculation about the causes or effects of the topic (at least three cause or effects)
- جملة الفرضية: تقدم مضاربة خاصه عن أسباب أو تأثير الموضوع (على الأقل ثلاثة أسباب أو تأثيرات)

Body

Body Paragraph 1

1. **Topic Sentence:** Present the first cause or the first effect.
• موضوع الجملة: يقدم السبب الأول أو التأثير الأول
2. **Supporting Details:** Explain and provide examples.
• يدعم التفاصيل: شرح وتقديم أمثلة
3. **Closing Remarks:** Link the examples back to the topic sentence.
• ملاحظات ختامية: ربط الأمثلة مرة أخرى إلى موضوع الجملة

Body Paragraph 2

1. **Topic Sentence:** Present the second cause or the second effect.
• موضوع الجملة: يقدم السبب الثاني أو التأثير الثاني
2. **Supporting Details:** Explain and provide examples.
• يدعم التفاصيل: شرح وتقديم أمثلة
3. **Closing Remarks:** Link the examples back to the topic sentence.
• ملاحظات ختامية: ربط الأمثلة مرة أخرى إلى موضوع الجملة

Body Paragraph 3

1. **Topic Sentence:** Present the third cause or the third effect.
 - موضوع الجملة: يقدم السبب الثالث أو التأثير الثالث
2. **Supporting Details:** Explain and provide examples.
 - يدعم التفاصيل: شرح وتقديم أمثلة
3. **Closing Remarks:** Link the examples back to the topic sentence.
 - ملاحظات ختامية: ربط الأمثلة مرة أخرى إلى موضوع الجملة

● Conclusion الخاتمة

1. Restate the thesis statement.
 - تكرار جملة الفرضية
2. Offer a solution or share insight.
 - تقدم حل أو نظرة مشاركة