

A person is shown from a high angle, sitting at a desk and writing in a notebook with a pen. The scene is overlaid with a semi-transparent purple gradient. The person's hands are visible, holding the pen and the notebook. The text "Lesson 6" is written in a large, white, bold font, underlined, and "Process Paragraph" is written below it in a smaller, white font.

# Lesson 6

## Process Paragraph

# **Process Writing**

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graph LR; A[Process Writing] --> B[Instructions-based]; A --> C[Description-based: Description of a mechanism in operation];
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**Instructions-based**

**Description-based:  
Description of a mechanism  
in operation**

# Instructions

The first kind of process paper tells how someone should do something.

## **How to write instructions:**

1- Don't waste your readers' time

2-Organize the instructions into a step- by- step procedure

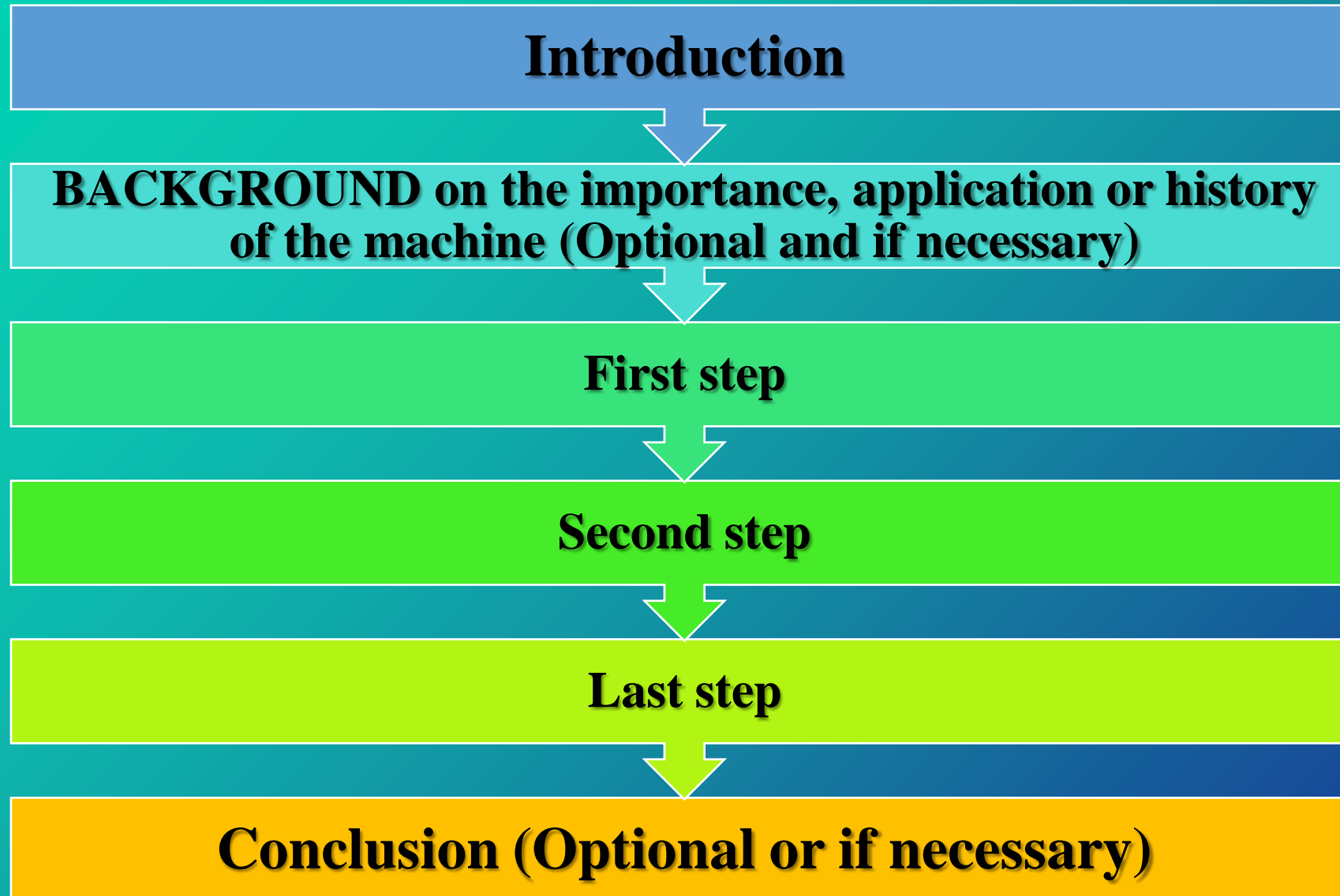
3-Present the individual steps by starting with verbs

4-Use an appealing layout on the page to make the instruction easier to read.

5-At the end of the instructions , just stop.

*There is seldom any need for a conclusion in this type of paper. The purpose of the paper, after all is simply to convey information as efficiently as possible. This last step is all finality you need.*

Here is a model of a typical process paper that gives instructions:



# Description of a mechanism in operation

The second kind of process paper tells how something works.

Technical writers call this a “description of a mechanism in operation.” And a mechanism can be almost anything that has parts to it and does something:

**from a jet engine to a rubber-band motor, from reflecting telescope to an overhead projector.**

To write a description of a mechanism in operation, you should :  
organize the process into steps, use an appealing layout on the page ,  
and just stop when you’re through.

## Here's a skeletal model of such a paper (paradigm):

<b>Introduction:</b>	<b>The purpose and application of the reflecting telescope</b>
<b>Background :</b>	<b>Introducing the parts: primary mirror , secondary mirror, magnifying lens</b>
<b>Description of the First step:</b>	<b>The light hitting the primary mirror</b>
<b>Description of the Second step:</b>	<b>The light hitting the secondary mirror</b>
<b>Description of the Third step:</b>	<b>The light magnified by the lens</b>
<b>Conclusion:</b>	<b>A summary of the telescope's operation</b>



## Pronoun Reference, Agreement, and Point of View

Pronouns are words that take the place of nouns (persons, places, or things). In fact, the word *pronoun* means *for a noun*. Pronouns are shortcuts that keep you from unnecessarily repeating words in writing. Here are some examples of pronouns:

- Melinda shampooed *her* dog. (*Her* is a pronoun that takes the place of *Melinda*.)  
As the door swung open, *it* creaked. (*It* replaces *door*.)  
When the motorcyclists arrived at McDonald's, *they* removed *their* helmets.  
(*They* and *their* replace *motorcyclists*.)

In this session we present rules that will help you avoid three common mistakes people make with pronouns. The rules are as follows:

1. A pronoun must refer clearly to the word it replaces.
2. A pronoun must agree in number with the word or words it replaces.
3. Pronouns should not shift unnecessarily in point of view.

# Pronoun Reference

A sentence may be confusing and unclear if a pronoun appears to refer to more than one word, as in this sentence:

I locked my suitcase in my car, and then it was stolen.

( *What* was stolen? It is unclear whether the suitcase or the car was stolen.)

I locked my suitcase in my car, and then my car was stolen.

A sentence may also be confusing if the pronoun does not refer to any specific word. Look at this sentence:

We never buy fresh vegetables at that store because they charge too much.

( *Who* charges too much? There is no specific word that *they* refers to. Be clear.)

We never buy fresh vegetables at that store because the owners charge too much.

Here are additional sentences with unclear pronoun reference. Read the explanations of why they are unclear and look carefully at the ways they are corrected.

## Unclear

Amy told Gina that she had gained weight.

( *Who* had gained weight: Amy or Gina? Be clear.)

correct

My older brother is an electrician, but I'm not interested in it.

(There is no specific word that *it* refers to. It does not make sense to say, "I'm not interested in electrician.")

## Clear

Amy told Gina, "You've gained weight."

(Quotation marks, which can sometimes be used to

an unclear reference.)

My older brother is an electrician, but I'm not interested in becoming one.



# Pronoun Agreement

A pronoun must agree in number with the word or words it replaces. If the word a pronoun refers to is singular, the pronoun must be singular; if the word is plural, the pronoun must be plural. (The word a pronoun refers to is known as the *antecedent*.)

Emma agreed to lend me **her** Coldplay CDs.



The gravediggers sipped coffee during **their** break.



In the first example, the pronoun *her* refers to the singular word *Emma*; in the second example, the pronoun *their* refers to the plural word *gravediggers*.

# Indefinite Pronouns

The following words, known as *indefinite pronouns*, are always singular.

INDEFINITE PRONOUNS		
( <i>-one</i> words)	( <i>-body</i> words)	
one	nobody	each
anyone	anybody	either
everyone	everybody	neither
someone	somebody	

Either of the apartments has **its** drawbacks

One of the girls lost **her** skateboard

Everyone in the class must hand in **his** paper tomorrow.

In each example, the pronoun is singular because it refers to one of the indefinite pronouns. There are two important points to remember about indefinite pronouns.

## *1: Using Gender-Appropriate Pronouns*

The previous example suggests that everyone in the class is male. If the students were all female, the pronoun would be *her*. If the students were a mixed group of males and females, the pronoun form would be *his or her*.

Everyone in the class must hand in *his or her* paper tomorrow.

Some writers still follow the traditional practice of using *his* to refer to both men and women. Many now use *his or her* to avoid an implied sexual bias. Perhaps the best practice, though, is to avoid using either *his* or the somewhat awkward *his or her*. This can often be done by rewriting a sentence in the plural:

All students in the class must hand in *their* papers tomorrow.

Here are some examples of sentences that can be rewritten in the plural.

**Singular:** A young child is seldom willing to share her toys with others.

**Plural:** Young children are seldom willing to share their toys with others.

**Singular:** Anyone who does not wear his seat belt will be fined.

**Plural:** People who do not wear their seat belts will be fined.

**Singular:** A newly elected politician should not forget his or her campaign promises.

**Plural:** Newly elected politicians should not forget their campaign promises.

## *2: Using Plural Pronouns with Indefinite Pronouns*

In informal spoken English, *plural* pronouns are often used with indefinite pronouns. Instead of saying

we are likely to say  
Everybody has *his or her* own idea of an ideal vacation.

Here are other examples:

Everybody has *their* own idea of an ideal vacation.

Everyone in the class must pass in *their* papers.

Everybody in our club has *their* own idea about how to raise money.

No one in our family skips *their* chores.

In such cases, the indefinite pronouns are clearly plural in meaning. Also, the use of such plurals helps people avoid the awkward *his or her*. In time, the plural pronoun may be accepted in formal speech or writing. Until that happens, however, you should use the grammatically correct singular form in your writing. Note: some instructors *do* accept plural pronouns with indefinite pronouns; check with yours.

# Pronoun Point of View

Pronouns should not shift their point of view unnecessarily. When writing a paper, be consistent in your use of first-, second-, or third-person pronouns.

Type of Pronoun	Singular	Plural
First-person pronouns	I (my, mine, me)	we (our, us)
Second-person pronouns	you (your)	you (your)
Third-person pronouns	he (his, him) she (her) it (its)	they (their, them)

For instance, if you start writing in the first-person *I*, don't jump suddenly to the second-person *you*. Or if you are writing in the third-person *they*, don't shift unexpectedly to *you*. Look at the following examples.

## Inconsistent

One reason that *I* like living in the city is that *you* always have a wide choice of sports events to attend.

(The most common mistake people make is to let a *you* slip into their writing after they start with another pronoun.)

## Consistent

One reason that *I* like living in the city is that *I* always have a wide choice of sports events to attend.

# Punctuation:

## “Quotation Marks”

**Below are three of the most common uses for quotation marks:**

**1. To mark the exact words that were spoken by someone:**

The king said, “I refuse to give up my throne.” (The period is inside the quotation marks.)\*

\*: Note that the comma separates the verb that tells the form of communication (said, announced, wrote) and quotation.

**2. To mark the language that a writer has borrowed from another source:**

Then dictionary defines gossip as a “trivial rumor of a personal nature,” but I would add that it is usually malicious.

**3. To indicate when a word or phrase is being used in a special way:**

The king believed himself to be a leader of a democracy, so he allowed the prisoner to choose his method of dying. According to the king, allowing this kind of “democracy” showed that he was indeed a good ruler.

## Your Mission for the Next Session

1

Review covered issues in this session

2

Try to test your understanding by doing grammar activities.

3

Don't forget to visit your peers web pages and comment for them

4

Do "Your Contribution" task.