Essay 1: The Digestive Process

The digestive process is important in maintaining the lives of living organisms and in providing them with needed energy. Groups of organs, such as the mouth, **esophagus**, stomach, and intestines, work together to perform this complex task. Digestion is the process of breaking down food from large **molecules** into small ones to make it easier for absorption. The three major steps involved in the digestive process are ingestion, digestion, and absorption.

Ingestion, which occurs in the mouth, is the first step of the digestive process. After food enters the mouth, the teeth chew it. **Saliva**, which is produced by the salivary **glands**, plays a major role in breaking down the food into smaller pieces. These small pieces travel to the stomach through the esophagus.

  While the food comes in the stomach, the second step of the digestive process begins. When the chewed food reaches the bottom of the esophagus, a **valve** lets the food enter the stomach. Contraction of the stomach wall mixes the food. Acidic **gastric** juices, which are secreted by the gastric glands in the stomach, help in mixing the food and in turning it into a partial liquid so it will have the ability to move into the small intestine. In the small intestine, enzymes are secreted, and digestion is completed.

The last step in the digestive process is absorption. Absorption takes place in the small intestine. The wall of the small intestine is lined with small, finger like projections called villi. Small molecules of food are absorbed by the huge number of villi. Some of these absorbed molecules enter the bloodstream to be distributed throughout the whole body.

   In conclusion, the digestive process involves three major steps: ingestion, digestion, and absorption. Ingestion, which occurs in the mouth, helps to increase the surface are of the food particles and prepares them for digestion. In the stomach, digestion begins, and it continues until it reaches the small intestine, where absorption takes place. The digestive process maintains organisms' lives by providing them with energy needed for different functions.

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*Esophagus: Muscular tube that conveys food from the pharynx to the stomach*

*Molecule: the smallest unit into which a substance can be divided without chemical change*

*Saliva: the natural, watery liquid in the mouth that keeps it wet and helps prepare food for digestion*

*Gland: an organ of the body that produces chemicals that influence activities*

*Valve: a device that controls the flow of air or liquid from one place to another*

*Gastric: related to the stomach*

Essay 2: Baby Talk

For many parents, a child’s first words, uttered at around one year of age, mark the first real evidence of language development—the child has “started to talk.” However, this ignores a great deal of early progress during the first year, without which no first word would emerge at all. This progress is made in several areas, including sound production, speech perception, and speech interaction. Sound production is one of the easiest to recognize and one of the most fascinating. Sound production begins at birth, and by the age of eighteen months, the average child has gone through five unique and important stages of growth in the production of the sounds which eventually open up to her the wonderful world of communication through language.

The first stage of sound production, Stage I (0-8 weeks), consists of basic biological noises. During the first few weeks of life, a baby’s vocal sounds directly reflect her biological state and activities. States of hunger, pain, or discomfort that cause crying and fussing are common at the stage.

Next, the baby enters Stage II (8-20 weeks). Between six and eight weeks, the first cooing sounds are produced. These sounds gradually become more frequent and more varied as the child responds to the smiles and speech of adults. Cooing is more musical and quieter than crying. Later in this same period, cooing sounds are strung together—often ten or more at a time. Some of these sequences such as *[ga]* and *[gu]* begin to resemble the syllables of later speech. While the baby is learning to coo, she is also learning to laugh. The first throaty chuckles and laughs emerge at about four months of age.

After the baby learns to coo and laugh, she enters Stage III (20-30 weeks). Over this stage, vocal play begins. The sounds of vocal play are much steadier and longer than those of cooing. They are also quite varied as the baby begins to experiment with different sound combinations. In addition, there seems to be a strong element of practice in the activities of this period. Anyone who has observed it will also recognize that it usually provides a great deal of enjoyment for parent and child alike as they play together with the sounds of language.

Before the baby begins to show the signs of using real language, she passes through one more stage—Stage IV (25-50 weeks). This is the babbling stage. Babbling is much less varied than the sounds of vocal play. A smaller set of sounds is used with greater frequency and stability to produce sequences like *[bababa],* which repeat themselves. Later, this babbling becomes more complex, often including more sounds. Most babbling consists of a small set of sounds very similar to those used in the early language to be spoken by the child.

Finally, the child enters Stage V (9-18 months). While babbling continues during this stage, a new vocalization also emerges. The Stage V baby begins to produce “proto” words. Parents begin to sense intentions behind these utterances, with their more well-defined shape, and often feel they have meaning such as questioning, calling, greeting, or wanting. These are the first real signs of language development, and it is at Stage V that children growing up in different language environments begin to sound increasingly unlike each other.

People who do not know about the stages of language development in children often recognize “progress” only at Stage V. How much they are missing! Each stage in a baby’s journey to language production is distinct and interesting. Each is important in helping the baby take her “baby steps” toward being a competent communicator in her first language.

Folse, K. S., Mahnke, M., Solomon, E. V., & Williams, L. (2003). *Blueprints 2: Composition Skills for Academic Writing*

(pp.66-68). Boston, MA: Heinle.

Analytical Process Essay Scavenger Hunt

***Directions****: Read the essays on the previous pages and answer the questions. The first team to finish with the most correct answers wins! Raise your hand when you are finished so your answers can be checked.*

1. Read the first paragraph of both essays. What introductory technique is the writer using in each essay?

* Essay 1:
* Essay 2:

1. In the first paragraph of Essay 1:

* How many steps are in the digestive process? \_\_\_\_\_\_\_\_\_

1. In the first paragraph of Essay 2:

* How many steps are involved in the overall process of Essay 2? \_\_\_\_\_\_\_\_\_
* Can you list them by reading the first paragraph? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. In paragraph 2, Essay 1:

* What helps to break down the food into smaller pieces?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In Essay 2, what happened in each stage?

Stage I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Stage II\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Stage III\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stage IV\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Stage V\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read the conclusion of both essays, and choose the purposes of the conclusions for each essay (may be more than one – choose all that apply).

* Essay 1:
* Essay 2:

1. to add coherence to the essay by summarizing or restating the essay subtopics
2. to add coherence to the essay by restating the essay thesis
3. to leave the reader with the writer’s final thoughts
4. to make a prediction or suggestion about the topic of the essay
5. Circle the transition expressions in both essays. (Transition expressions: first, second, third…., next, now, then, finally, before, after, once, as soon as, while, during, over, between + noun phrase)
6. What pages could you find the Baby Talk essay on in the original book?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. What date was it published? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_