From Great Essays
to Research

5

GREAT WRITING

THIRD EDITION

Keith S. Folse
Tison Pugh

GREAT
WRITING 5

From Great Essays to Research
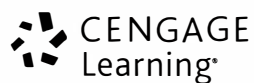
THIRD EDITION

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NATIONAL GEOGRAPHIC LEARNING | **CENGAGE Learning·**

Contents

Scope and Sequence

Unit	Writing	Grammar for Writing	Building Better Vocabulary	Original Student Writing
1 p. 2 **WHAT IS AN ESSAY?**	• How Is an Essay Organized? • Common Essay Forms • Example Essays • How Do You Write an Introduction? • What Is the Role of the Thesis Statement? • What Is in the Body of an Essay? • Connectors and Transition Words • What Does the Conclusion of an Essay Do?		• Practicing Three Kinds of Vocabulary from Context: Synonyms, Antonyms, and Collocations	**Original Student Writing:** Write an essay practicing the steps. **Photo Topic:** Write about the accomplishments you hope to achieve in your life. **Timed Writing Topic:** Write about a famous person you would like to meet.
2 p. 32 **UNDERSTANDING THE WRITING PROCESS: THE SEVEN STEPS**	• The Writing Process • Step 1: Choose a Topic • Step 2: Brainstorm • Step 3: Outline • Step 4: Write the First Draft • Step 5: Get Feedback from a Peer • Step 6: Revise the First Draft • Example Essay • Step 7: Proofread the Final Draft		• Practicing Three Kinds of Vocabulary from Context: Synonyms, Antonyms, and Collocations	**Original Student Writing:** Write an essay practicing the steps. **Photo Topic:** Write about an adventure you have had. **Timed Writing Topic:** Write your opinion about whether all students should study a foreign language.
3 p. 52 **PARAPHRASING, SUMMARIZING, SYNTHESIZING, AND CITING SOURCES**	• Using Information from Sources • Methods of Citing Sources in Your Paper • Avoiding Plagiarism • Paraphrasing, Summarizing, Synthesizing			**Original Student Writing:** Write an essay using two original sources. **Photo Topic:** Write about three international foods. **Timed Writing Topic:** Write about why teaching kindergarten is a difficult job.

Overview

About the *Great Writing* Series

Framed by engaging **National Geographic** images, the new edition of the *Great Writing* series helps students write better sentences, paragraphs, and essays. The new *Foundations* level meets the needs of low-level learners through practice in basic grammar, vocabulary, and spelling, while all levels feature clear explanations, student writing models, and meaningful practice opportunities. The new edition of the *Great Writing* series is perfect for beginning to advanced learners, helping them develop and master academic writing skills.

> *Great Writing: Foundations* focuses on basic sentence construction, emphasizing grammar, vocabulary, spelling, and composition.

> *Great Writing 1* focuses on sentences as they appear in paragraphs.

> *Great Writing 2* teaches paragraph development.

> *Great Writing 3* transitions from paragraphs to essays.

> *Great Writing 4* focuses on essays.

> *Great Writing 5* practices more advanced essays, including research papers.

The earliest ESL composition textbooks were merely extensions of ESL grammar classes. The activities in these books did not practice English composition as much as ESL grammar points. Later books, on the other hand, tended to focus too much on the composing process. We feel that this focus ignores the important fact that the real goal for English learners is both to produce a presentable product and to understand the composing process. From our experience with ESL, foreign language, and native-speaking English writers, we believe that the *Great Writing* series allows English learners to achieve this goal.

Great Writing 5: From Great Essays to Research provides guided instruction and extensive practical exercises and activities in essay writing at the advanced level, including 18 essays and a research paper with cited and documented sources. At this advanced level, we assume that students can write good paragraphs and that what they need is instruction in, modeling of, and guidance with writing essays. The instruction in this book covers the essay format, introductions with a strong thesis statement, body paragraphs with relevant supporting details, and solid concluding paragraphs. A strong emphasis is placed on using sources in essays, including paraphrasing, summarizing, and synthesizing that new material, as well as citing relevant sources both in the essays and in the end reference lists. This book contains a wide variety of exercises that offer practice in both working with the writing process and developing an appropriate final written product.

The heart of this book lies in the concept that students will learn to become better writers by learning to become better editors of their own essays and of their peers' essays. Just as professional writers have editors to help them hone their prose, student writers also need helpful guidance throughout the writing process—from brainstorming, outlining, and drafting to the final product.

This book is designed for advanced students. Depending on the class level and the amount of writing that is done outside of class hours, there is enough material for 60 to 80 classroom hours. Provided that enough writing is done outside of the classroom, the number of hours can be as few as 40.

Organization

Great Writing 5 contains eight units. Units 1–3 explain how to write an advanced essay, including the citation of sources. Units 4–7 focus on four specific rhetorical modes—process, comparison, cause-effect, and argument. Unit 8 concludes the book with instruction in how to write a research paper.

Unit 1 explains the basic features of all essays. Unit 2 explains a proven seven-step process for writing an essay. Unit 3 teaches students the valuable writing skills of paraphrasing, summarizing, and synthesizing, as well as how to incorporate and cite sources in their papers. These three units form the basis for all essay writing in this book.

Units 4–7 practice writing process, comparison, cause-effect, and argument essays. While it is not necessary to cover these units in numerical order, doing so will allow for recycling of vocabulary and grammar points.

Unit 8 teaches how to write a research paper. This unit starts with identifying a suitable topic, explains the use and citing of sources, and ends with an annotated example research paper.

The *Brief Writer's Handbook with Activities* and the *Appendix* contain additional practice material to support both the process and the mechanics of writing.

Contents of a Unit

Although each unit has specific writing objectives (listed at the beginning of the unit), the following features appear in every unit:

Example Essays

Because we believe that writing and reading are inextricably related, the 19 example essays model a rhetorical mode and/or provide editing activities. All models are preceded by schema-building questions and are followed by questions about organization, syntactic structures, or other composition features. Reflecting the academic nature of this book, all essays have two to five citations in the text and a reference list at the end.

Grammar for Writing

Since good writing requires a working knowledge of the mechanics of English, *Great Writing 5* includes clear charts or detailed instruction that relates directly to the writing assignments. In addition, numerous activities give students the opportunity to practice and refine their grammar and writing knowledge and skills.

Vocabulary

New, potentially unfamiliar vocabulary words are glossed in the margins of each essay. These words can provide students with a list of vocabulary to add to a separate vocabulary notebook. In this advanced composition book, the essays use about 60 percent of the 570 words of the Academic Word List (see pages 230–231 for a complete list).

Building Better Vocabulary

After each essay, a special vocabulary activity practices three kinds of vocabulary from context: synonyms, antonyms, and collocations. An extensive knowledge of synonyms and antonyms is necessary for paraphrasing original material as well as for producing cohesive writing. Learning specific word combinations, or collocations, will improve student writing greatly. This allows students to build connections to more words and thus to grow their vocabulary more quickly. It is helpful to encourage students to use these new words in their Original Student Writing assignment and to add them to their vocabulary notebook.

Activities

The new third edition contains numerous activities, suggestions for additional essay writing assignments, and supplemental activities in the *Brief Writer's Handbook with Activities*. These writing, grammar, and vocabulary activities gradually build the skills students need to write well-crafted essays and provide learners with more input in English composition and paragraph organization and cohesion. To this end, the activities in this book deal with elements that affect the quality of a written product, including grammar, organization, and logic. Although in this text there is information about both process and product in essay writing, it should be noted that the focus is slightly more on the final written product.

Writer's Notes

Great Writing 5 features writing advice that helps writers to better understand language use and composition formatting.

Building Better Sentences

In Units 4–7, students are asked to turn to the *Appendix* and work on building better sentences. Each practice is intentionally short and includes only three problems. In each problem, there are two to six short sentences that the students must combine into a single sentence that expresses all the ideas in a logical and grammatically correct manner. This task is excellent for group work.

Original Student Writing

Each unit includes an activity that requires students to practice some form of writing. Original Student Writing includes writing prompts and a set of directions to encourage students to follow the writing process and refer back to the lessons taught in the unit.

Additional Writing Topics gives students the opportunity to continue practicing their writing skills. The first topic always links back to the opening photograph and writing prompt. The teacher can decide whether all students will write about the same topic or whether each student is free to choose any of the topics listed.

Peer Editing

At the end of each unit, a peer editing activity offers students the opportunity to provide written comments to one another with the goal of improving their essays. Peer editing sheets for each unit can be found at NGL.Cengage.com/GW5. They provide the guidance and structure necessary for students at this level to perform this task successfully. There is also a sample peer editing sheet in Unit 2 on pages 42–43. We recommend that students spend 15 to 20 minutes reading a classmate's essay and writing comments using the questions on the peer editing sheet.

Timed Writing

One way to improve students' comfort level with the task of writing under a deadline, such as during a test, is to provide them with numerous writing opportunities that are timed. The final activity in Units 1–7 features a timed-writing prompt geared toward the grammar and sentence structures presented in that unit. Students are given five minutes to read the prompt and make a quick writing plan, followed by 40 minutes of actual writing. Instructors may use this activity at any time during the lesson.

What's New in This Edition and Series?

- Engaging photographs from *National Geographic* connect learning to the greater world.

- New and updated essays act as springboards and models for writing.

- Updated Grammar for Writing sections clearly present grammar and help students learn the structures for writing.

- Streamlined instruction and practice activities offer step-by-step guidelines to focus writers on both the writing process and product.

- Extensive use of words from the Academic Word List in all essays and vocabulary activities encourages students to expand their word knowledge.

- The *Brief Writer's Handbook with Activities* now includes a Useful Vocabulary for Better Writing section to help writers choose appropriate language for the different rhetorical modes.

- An all-new level, *Great Writing: Foundations* introduces students to the basics of grammar, spelling, and vocabulary.

- New units in *Great Writing 5: From Great Essays to Research* prepare writers for college-level research papers with instruction in citing sources, paraphrasing, summarizing, and synthesizing.

- A new Online Workbook encourages learners to further practice grammar, vocabulary, and editing skills. Students can also write paragraphs or essays, and submit them to the instructor electronically.

- An updated Presentation Tool allows instructors to use the book in an interactive whiteboard setting and demonstrate the editing process.

- An eBook provides another option to use *Great Writing* in a traditional or blended learning environment.

Ancillary Components

In addition to the *Great Writing 5: From Great Essays to Research* Student Book, the following components help both the instructor and the students expand their teaching and learning.

- **Online Workbook:** Includes a wealth of vocabulary, grammar, writing, and editing practice with immediate feedback.

- **Presentation Tool CD-Rom:** Offers instructors the ability to lead whole-class presentations and demonstrate the editing process.

- **Assessment CD-ROM with ExamView®:** Allows instructors to create and customize tests.

- **Teacher Companion Site at NGL.Cengage.com/GW5:** Provides teachers with answer keys, peer editing sheets, and teacher's notes.

- **Student Companion Site at NGL.Cengage.com/GW5:** Provides students with peer editing sheets, glossary, and interactive flashcards.

- **eBook:** Offers an interactive option.

Framed by engaging **National Geographic** images, the new edition of the *Great Writing* series helps students write better sentences, paragraphs, and essays. *Great Writing 5* now also prepares students to write research papers with clear explanations, student writing models, and meaningful practice opportunities. With an all-new level, *Great Writing Foundations*, the *Great Writing* series is the perfect six-level writing solution for all learners from beginning to advanced.

Inspiring **National Geographic** images provide an engaging foundation for student writing.

Structured activities help students practice writing, grammar, and editing.

19 Example Essays focus on specific writing skills and rhetorical modes.

Vocabulary words are glossed to encourage independent mastery of new terms.

Inside a Unit

Great Writing 5: From Great Essays to Research

Grammar for Writing

Consistent Verb Tense Usage

Good writers are careful to use the same verb tense throughout an essay. While it is true that an essay may have, for example, some information about the past and some information about the present, most of the information will be about one time, most likely either past or present. Do not change verb tenses without a specific reason for doing so.

Explanation	Examples
When describing an event in the past tense, maintain the past tense throughout your explanation	In our experiment, we **placed** three live fresh-water plants (each approximately 20 centimeters in length) into a quart jar that **was** filled with freshwater at 70 degrees Fahrenheit. We **left** the top two centimeters of the jar with air. We then carefully **added** a medium goldfish.
When talking about facts that are always true, use present tense in your explanation.	The sun is the center of the solar system. The earth and other planets **revolve** around the sun. Most of the planets **have** at least one moon that **circles** the planet, and these moons **vary** tremendously in size, just as the planets **do**.
In writings such as a report, it is possible to have different verb tenses reflecting different times.	According to this report, the police now **believe** that two men **stole** the truck and the money in it.

Grammar for Writing

New **Grammar for Writing** charts provide clear explanations and examples, giving learners easy access to the structures they will use in their writing.

Building Better Vocabulary

Practicing Three Kinds of Vocabulary from Context activities highlight words from the Academic Word List and help students to apply and expand their vocabulary and knowledge of important collocations.

Building Better Vocabulary

ACTIVITY 10 Practicing Three Kinds of Vocabulary from Context

Read each important vocabulary word or phrase. Locate it in the essay if you need help remembering the word or phrase. Then circle the best synonym, antonym, or collocation from column A, B, or C.

Type of Vocabulary	Important Vocabulary	A	B	C
Synonyms	1. pursue	chase	mount	overlook
	2. obstacle	difficulty	distinction	forecast
	3. authentic	challenging	likely	real
	4. scenario	demeanor	example	verification
Antonyms	5. intriguing	accurate	uninteresting	worthwhile
	6. the former	the incentive	the latter	the organizer
	7. hinder	facilitate	navigate	range
	8. chief	essential, vital	far, remote	minor, lesser
Collocations	9. the means ___ something	do	doing	to do
	10. care about something ___	deeply	happily	tritely
	11. my overall ___ of	corn	example	impression
	12. obtain a ___	desire	goal	tax

Original Student Writing: Cause-Effect Essay

In this section, you will follow the seven steps in the writing process to write a cause-effect essay. If you need help, refer to Unit 2, pages 34–46.

ACTIVITY 15 Step 1: Choose a Topic

Your first step is to choose a topic for your essay. For a cause-effect essay, you want to choose a topic for which you can develop three causes of one effect or three effects from one cause. Your teacher may assign a topic, you may think of one yourself, or you may choose one from the suggestions in the chart. As you consider possible topics, ask yourself, "What do I know about this topic? What do my readers know? What else do I need to know? Do I need to research this topic?"

Humanities	*Literature*: The effects of writing a novel on a computer
	History: The causes of an important historical event such as World War I
	Philosophy: The effects of Socrates on modern thought
Sciences	*Biology*: The causes of cancer
	Geology: The effects of burning oil and gas
	Meteorology: The causes of climate change
Business	*Economics*: The causes of inflation
Personal	The effects of your attitude toward challenges in life

Original Student Writing gives

students the chance to combine the grammar, vocabulary, and writing skills together in one writing piece.

Peer Editing activities increase awareness of commonly made errors and help students become better writers and editors.

Timed Writing prepares students for success on standardized and high-stakes writing exams.

Timed Writing

How quickly can you write in English? There are many times when you must write quickly, such as on a test. It is important to feel comfortable during those times. Timed-writing practice can make you feel better about writing quickly in English.

1. Read the essay guidelines below. Then take out a piece of paper.
2. Read the writing prompt below the guidelines.
3. Write a basic outline including either **one cause** and more than one effect or a few causes and **one effect**. You should spend no more than five minutes on your outline.
4. Write a five-paragraph essay.
5. You have 40 minutes to write your essay.

Cause-Effect Essay Guidelines

- Use the focus-on-causes or the focus-on-effects organization for this essay. Do not write about multiple causes and multiple effects.
- Remember to give your essay a title.
- Double-space your essay.
- Write as legibly as possible (if you are not using a computer).
- Include a short introduction (with a thesis statement), three body paragraphs, and a conclusion.
- Try to give yourself a few minutes before the end of the activity to review your work. Check for mistakes in spelling and consistent verb tense, and look for sentence fragments.

We all face personal troubles in our lives. Think about a recent challenging situation in your life at home, at work, at school, or with friends. What were the causes of this situation? What were its effects? Although you will discuss both causes and effects, remember to emphasize either the causes or the effects of the situation.

The **Brief Writer's Handbook with Activities** includes many resources for the developing writer, including a new **Useful Vocabulary for Better Writing** section.

Brief Writer's Handbook with Activities

For Instructors:

Assessment CD-ROM with ExamView® allows instructors to create and customize tests and quizzes easily.
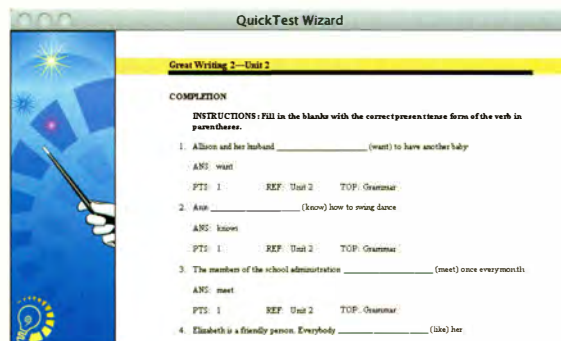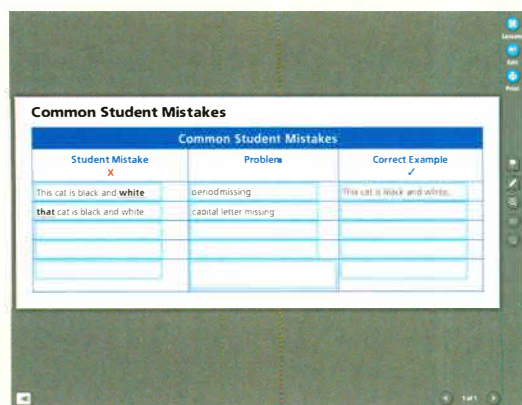
Presentation Tool CD-ROM contains time-saving, interactive activities from the student book, a set of whiteboard tools, and additional content to help the teacher guide learners through the editing process.

Teacher's Notes, Answer Keys, and Peer Editing Sheets are available online for instructors.

For Students:

The Online Workbook: Powered by MyELT, this independent student resource features instructor-led and self-study options and includes additional vocabulary, grammar, writing, and editing practice with immediate feedback.
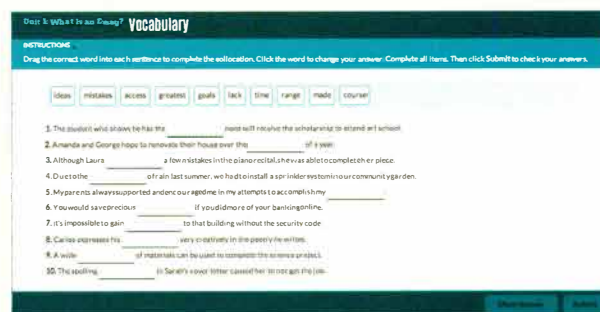
Great Writing eBooks are available for all levels and are compatible with tablets, laptops, and smartphones.
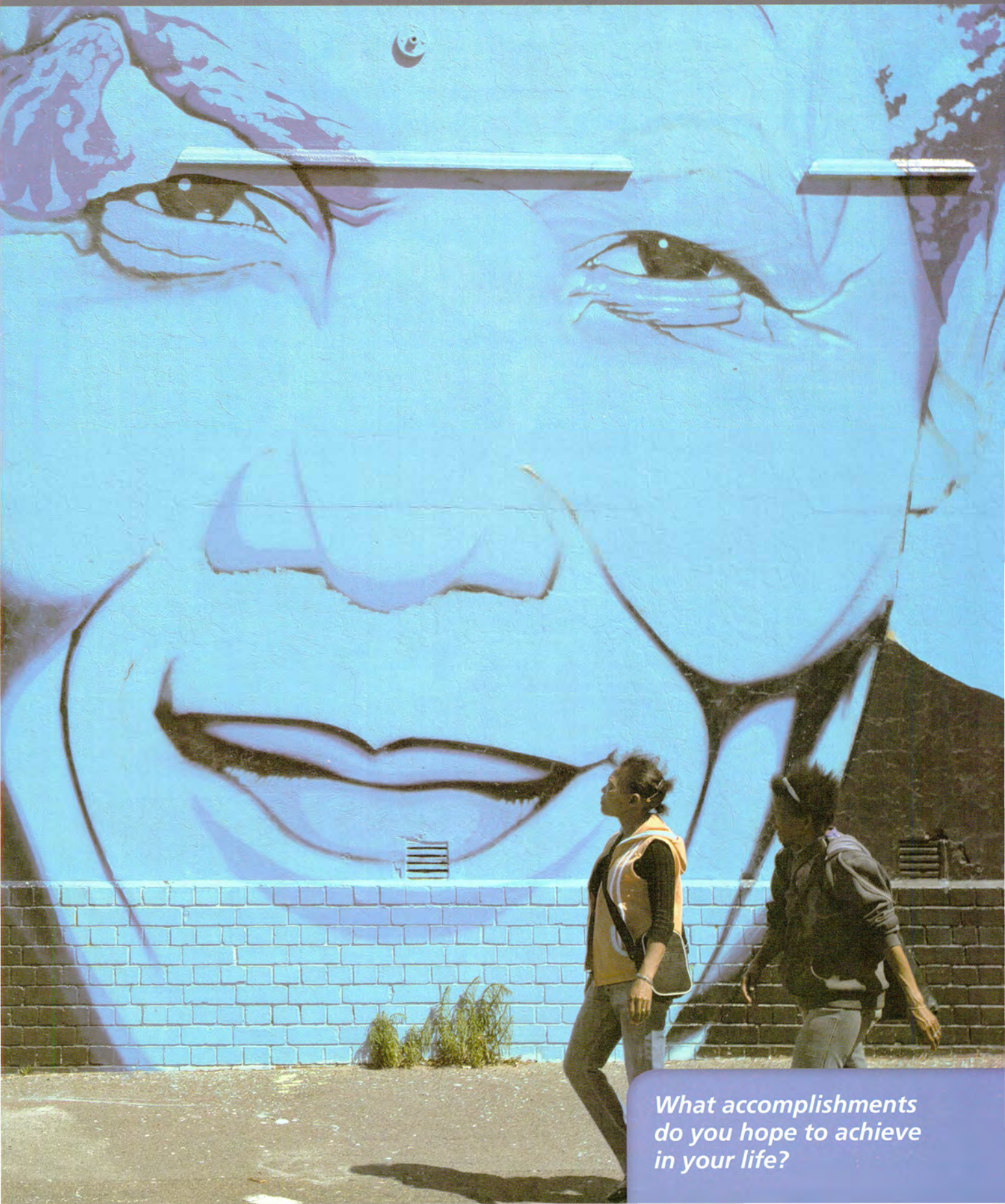
What accomplishments do you hope to achieve in your life?

How Is an Essay Organized?

ESSAY	a short written composition on one subject that expresses the views of the writer

In an **essay,** a writer shares his or her thoughts about a topic with an audience—a teacher, fellow students, or the world beyond the classroom. An essay expresses the writer's point of view. In this book, you will study how to communicate your ideas effectively through essays and longer papers.

Although essays vary greatly in their subject matter and style of writing, the most common academic essays share a similar structure. They are usually made up of at least five paragraphs organized in three basic parts: an **introduction**, a **body**, and a **conclusion**.

INTRODUCTION	Paragraph 1
BODY	Paragraph 2
	Paragraph 3
	Paragraph 4
	(Additional paragraphs, depending on the assignment or the complexity of the topic)
CONCLUSION	Paragraph 5

There are many different ways to write an essay. The method that a writer chooses is often determined by the **topic**, the **purpose**, and the **audience**. Good writers consider these three elements when writing any type of essay.

The writer needs to consider what kind of essay will convey his or her ideas in the clearest and most accurate way. This book contains examples of four common kinds of essays: **process** (Unit 4), **comparison** (Unit 5), **cause-effect** (Unit 6), and **argument** (Unit 7).

Students in a writing class usually practice one kind of essay at a time. For example, you may write a comparison essay that discusses two plans. However, outside a writing class, it is rare for an essay to be completely one kind.

In fact, many essays are actually a combination of different kinds of essays. For example, an essay titled "Two Plans for the Future of Our City" may have a paragraph that compares two plans of action (comparison-contrast), a paragraph that discusses the effects of each plan (cause-effect), and then a paragraph that attempts to persuade the reader that one plan is better than the other (argument). If you learn how to write these different kinds of essays, you will also be able to write a mixed essay effectively. In addition, you will be better able to write a much longer composition, such as a research paper.

	Essay with One Type of Writing	Essay with Different Types of Writing
Title	*Two Plans for the Future of Our City*	*Two Plans for the Future of Our City*
Type of Essay	comparison	mixed
Purpose	to show the differences between Plan A and Plan B	to compare plans, to show the effect of each plan, and to persuade readers that one plan is better.
Organization	**1. Introduction** **Body** 2. Compare the objectives of Plan A and Plan B. 3. Compare the costs of Plan A and Plan B. 4. Compare the feasibility of Plan A and Plan B. **5. Conclusion**	**1. Introduction** **Body** 2. Compare Plan A and Plan B. 3. Discuss the effects of Plan A and Plan B. 4. Persuade readers why Plan B will benefit us more. **5. Conclusion:** Plan B is better than Plan A for these reasons …

Common Essay Forms

The most common essay form taught in textbooks is the five-paragraph essay. This form has a very simple, clear organization, yet it allows writers tremendous freedom to explain their ideas on a topic. The traditional classroom assignment is also a five-paragraph essay. In this form, the introduction is paragraph one; the body includes paragraphs two, three, and four; and the conclusion is paragraph five.

Though many people first learn to write a five-paragraph essay, an essay can have as many paragraphs as the writer thinks are necessary. The only requirement is that an essay should have a beginning, a middle, and an ending. If you understand how to write an essay with a clear introduction, a detailed body, and a logical conclusion, you can easily include more paragraphs that address increasingly complex and sophisticated ideas. The goal is to understand the organization of an essay and write a good one, no matter the number of paragraphs.

For more complex subjects, writers often choose to write a **research paper**. A research paper uses ideas and material from other sources, in addition to your own ideas. A research paper is usually measured in number of pages or number of words, not just paragraphs. You will study research papers in Unit 8.

ACTIVITY 1　**Studying an Example Essay**

This essay is about voting. Discuss the Preview Questions with a partner. Then read the example essay and answer the questions that follow.

Preview Questions

1. Have you ever voted? If so, what was the process like?

2. How safe do you think elections are? Is there any chance that someone could change the outcome of an election?

3. How do you think voting may change in the next fifty years?

Against E-Voting

1   The computer, which is the most important advance in modern communication technology, is in fact a **threat** to our democratic elections. With computer technology advancing daily, many activities that used to require many long hours can now be **accomplished** in a few minutes and sometimes even seconds. For the most part, these technological **innovations** promise to save time and money and to make people's lives easier and more comfortable, but not every aspect of life should be taken care of by computers. In particular, societies should not vote with computers or other electronic media because elections are too important to trust to cyberspace.

2   In years past, people voted on paper **ballots** and marked them with ink or some similar means. Voters could look over their ballots to ensure that they did not make a mistake. Also, when there was a **dispute** over the results of an election, paper ballots allowed election officials to count votes by hand. This process was **tedious**, but the results could be easily **verified** to see if there were any **deviations** between vote tallies. Several countries still use this traditional system of voting, and it provides a **crucial** foundation for ensuring fairness.

a threat: a danger

to accomplish: to complete; to do

an innovation: something new

a ballot: a piece of paper used for voting

a dispute: a disagreement

tedious: boring or tiresome because of length or dullness

to verify: to check for accuracy

a deviation: an action, behavior, or result different from what is expected

crucial: essential; necessary

3   Without this traditional system of voting, however, voters do not really know whether e-voting systems count their votes accurately. It is quite possible that a computer programmer could develop a program so that a person could select one candidate on a computer screen, yet the vote would be counted for another candidate. Although some people might think this scenario sounds unlikely, serious problems with computer security have occurred throughout the world. The simple fact is that hackers can gain access to many computer systems for illegal purposes. By illegally entering an online polling site, they could easily change the **outcome** of an election. Citizens should also question whether electronic voting **enhances** the voting process. As Celeste, Thornburgh, and Lin (2006) point out, "the desirability of electronic voting systems should be judged on the basis of whether their use will **significantly** improve the process of election administration" (p. 131). As the old saying tells us, "If something isn't broken, don't fix it."

an outcome: a result

to enhance: to improve

significantly: greatly

4   If government officials decide to use electronic voting machines, they should ensure that all voters receive receipts for their votes that could then be collected for **subsequent** verification. These paper receipts would clearly state that the voters really voted for the candidates that they selected. Furthermore, if any candidate suspects that an election is unfair, these receipts could be counted by hand and checked against the results that the computers provided. At the very least, as Alvarez and Hall (2008) argue, voting should be a simple, secure, and consistent process, regardless of the voting procedure that is being used.

subsequent: next; following

5   Computer technologies have improved the quality of our lives **vastly**, but these technologies are not a cure for all of society's problems. Sometimes a little more human work ensures a better, more precise result. Since voting is critically important to the effective and honest working of society, citizens should rely on a much older technology—paper and ink—rather than on computers for all elections.

vastly: greatly

References

Alvarez, R. M., & Hall, T. (2008). *Electronic elections: The perils and promises of digital democracy*. Princeton, NJ: Princeton University Press.

Celeste, R., Thornburgh, D., & Lin, H. (Eds.). (2006). *Asking the right questions about electronic voting*. Washington, DC: National Academy Press.

Post-Reading

1. Write the number(s) of the introduction paragraph(s). _____

2. Write the number(s) of the body paragraph(s). _____

3. Write the number(s) of the conclusion paragraph(s). _____

4. A good opening paragraph often grabs the reader's attention. Was there anything in the first paragraph that grabbed your attention? Explain your answer.

_____

_____

5. A good ending paragraph often repeats information from the opening paragraph in an attempt to tie the introduction and conclusion together. Can you identify two or three pieces of information in the introduction that are repeated in the conclusion?

_____

_____

_____

6. If you were going to rewrite this essay in your own voice, which parts would you change and how?

_____

_____

_____

Building Better Vocabulary

ACTIVITY 2 **Practicing Three Kinds of Vocabulary from Context**

Read each important vocabulary word or phrase. Locate it in the essay if you need help remembering the word or phrase. Then circle the best synonym, antonym, or collocation from column A, B, or C.

Type of Vocabulary	Important Vocabulary	A	B	C
Synonyms	**1.** accomplish	complete	ensure	improve
	2. enhance	analyze	improve	memorize
	3. rely	depend	fix	subtract
	4. outcome	citizen	receipt	result
Antonyms	**5.** crucial	comfortable	efficient	unimportant
	6. subsequent	accurate	prior	reliable
	7. similar	different	possible	verified
	8. unlikely	basic	interesting	probable
Collocations	**9.** ___ people's lives easier	advance	make	take
	10. a traditional ___	citizen	fact	system
	11. ___ a mistake	do	make	take
	12. gain ___ to	access	basis	verification

How Do You Write an Introduction?

The first paragraph of an essay is the introduction. A good introduction accomplishes four objectives:

INTRODUCTION	1. starts with a hook that grabs readers' attention
	2. mentions the topic, or subject, of the essay
	3. gives background information to connect the reader to the topic
	4. includes a thesis statement that summarizes the main point of the essay and explains the writer's idea or position about the topic

Essays begin with a paragraph called the **introduction** that introduces the reader to the topic. The thesis statement gives the writer's plan for the essay and is often the last sentence in the introductory paragraph.

ACTIVITY 3 Comparing Introductions of Essays

For each pair of essays, read the introductions. Then select the introduction you prefer. Give at least one reason for your choice.

1. Essay 1 "Against E-Voting," pages 6–7 and Essay 3 "Varieties of Animal Camouflage for Survival," pages 18–19

   Your preferred introduction: Essay ____

   Reason(s): _____

   _____

   _____

   _____

2. Essay 4 "Effects of Computers on Higher Education," pages 20–22 and Essay 6 "The Dangers of Texting While Driving," pages 44–45

   Your preferred introduction: Essay ____

   Reason(s): _____

   _____

   _____

   _____

3. Essay 11 "Fight for Survival," pages 117–119 and Essay 12 "Two Extremely Dangerous Reptiles," pages 124–126

   Your preferred introduction: Essay ____

   Reason(s): _____

   _____

   _____

   _____

4. Essay 14 "Happiness," pages 146–148 and Essay 17 "Empty Oceans," pages 176–178

   Your preferred introduction: Essay ____

   Reason(s): _____

   _____

   _____

   _____

The Hook

The **hook** is the opening sentence of any essay. It is the writer's attempt to make you want to read the essay. There are several different ways to write an effective hook.

Type of hook	Example hook
shocking statement	Each year thousands of teenagers die in driving accidents.
definition	The dictionary defines gossip as "casual conversation," but gossip is in reality a much more negative interaction.
quote from a famous person	The poet Emily Dickinson once said, "Saying nothing … sometimes says the most."
question	Have you ever thought about where your salad came from?
scene	On January 8, 2011, the worst snowstorm in the history of my state paralyzed our area.
humorous statement	Many business advertisements offer a free gift, but isn't every gift free?
dilemma	After college, I had to decide between a low-paying job that seemed like fun and a more mundane job that paid really well.
comparison (simile or metaphor)	My life has been like a roller coaster. OR My life has been a roller coaster.

Locate the hooks in these essays and copy them here. Then use the chart on page 10 to identify the type of hook. Write your comments about the hook. For example, is the hook interesting, difficult, effective, or dull?

1. Essay 14 "Happiness," pages 146–148

    Hook: _____

    _____

    _____

    Type of hook: _____

    Your comments on the hook: _____

2. Essay 17 "Empty Oceans," pages 176–178

    Hook: _____

    _____

    _____

    Type of hook: _____

    Your comments on the hook: _____

3. Essay 18 "No More Spam," pages 183–185

    Hook: _____

    _____

    _____

    Type of hook: _____

    Your comments on the hook: _____

Compare the strengths and weaknesses of the three hooks in Activity 4.

1. In your opinion, which hook is the most effective?   1   2   3

2. Explain your choice. _____

   _____

3. In your opinion, which of these hooks is the weakest?   1   2   3

4. How would you improve it? Rewrite the hook here.

   _____

   _____

   _____

5. Search the Internet for an essay hook that you think is good. Write it here.

   Essay title: _____

   Source: _____

   Hook: _____

   _____

   Reason you like this hook: _____

   _____

Read this essay about one person's experience with a foreign language. Write a hook that gets readers' attention and makes them want to read the essay.

Essay 2

Bread in a Foreign Land

1   _____

     _____

     I am a teacher of English as a second language (ESL). In June 2008, I accepted an overseas job in a **rural** area of Japan called Niigata and found myself faced with this language problem. One event **in particular** really **stands out** as an example of my inability to express my ideas to the people around me **due to** my **lack** of vocabulary.

2   I had been in Japan only a few days, and I was already feeling homesick. For some reason, I had this incredible urge to make some fresh bread, so I decided to go to the store with the simple intention of buying

rural: countryside; the opposite of *urban*

in particular: especially

to stand out: to be different from the group (adjective: *outstanding*)

due to: because of

lack: something that you don't have and is needed

a basic **commodity**—some flour. I had taken some Japanese language classes before I arrived in Japan, so I knew a little Japanese. Although I knew my Japanese skills were limited, my lack of knowledge did not stop me from going to the store to buy flour. I thought that I would locate the section where the grains were displayed and find the bag that had a picture of either bread or flour on it.

3   The small town where I lived had one tiny store. I walked around the store a few times, but I did not see a bag of anything that appeared to be flour. In my home country, flour usually comes in a paper bag with pictures of biscuits or bread on it, so this was what I was looking for. I finally found a few clear plastic bags that had bread **crumbs** inside, so I thought that flour might be located nearby. No matter how many bags I examined, however, I could not find any flour.

4   I desperately wanted to ask one of the three **elderly** women clerks where the flour was, but I could not do this straightforward **task**. I knew how to ask where something was, but I did not know the word for "flour." I tried to think of how to say "flour" using different words such as "white powder" or "the **ingredient** that you use to make bread," but I did not know "powder" and I did not know "ingredient." Just then, I saw one of my students leaving the store. I ran outside to his car and explained that I needed to know a word in Japanese. "How do you say 'flour'?" I asked. He told me effortlessly that the word was *hana*.

5   I ran back into the store, which was about to close for the evening. I found one of the elderly clerks and asked in my best Japanese, "*Sumimasen. Hana wa doko desu ka?*" or "Excuse me. Where is the *hana*?" The petite old woman said something in Japanese and moved as quickly as she could to the far right side of the store. "Finally," I thought to myself with a sense of success, "I'm going to get my flour and be able to go home to make bread." However, my hopes ended

a commodity: something that is bought and/or sold

a crumb: small piece of bread that breaks off

elderly: older people

a task: a small job

an ingredient: something you use to make something else

13

rather quickly when I followed the clerk to the fresh vegetable section. I saw green onions, tomatoes, and even **pumpkins**, but I could not understand why flour would be there. The woman then pointed to the beautiful yellow **chrysanthemums**—a type of flower—next to the green onions.

6   At first I was **puzzled**, but suddenly it all made sense, and I understood my error. I had been in the country long enough to know that people in Japan sometimes eat chrysanthemums in salads. I was standing in front of the f-l-o-w-e-r display, not the f-l-o-u-r display. When I asked my student for the Japanese word for "flour," I did not **specify** whether I meant "flour" or "flower" because it had never **occurred to** me that grocery stores, especially small ones, might sell flowers to eat.

7   I did not buy any chrysanthemums that night. I was not able to find the flour either. My lack of knowledge about Japanese food and my very limited knowledge of Japanese caused me to go home empty-handed. However, I learned the often **underestimated** value of simple vocabulary in speaking a second language. For me, this event in a small store in rural Japan really opened my eyes to the importance of vocabulary in a second language.

a pumpkin: a large round orange vegetable

a chrysanthemum: a flower that is a national symbol of Japan

puzzled: confused

to specify: to state very clearly

to occur to (someone): the person realizes (something)

to underestimate: to guess a lower number or value for

Building Better Vocabulary

ACTIVITY 7 **Practicing Three Kinds of Vocabulary from Context**

Read each important vocabulary word or phrase. Locate it in the essay if you need help remembering the word or phrase. Then circle the best synonym, antonym, or collocation from column A, B, or C.

Type of Vocabulary	Important Vocabulary	A	B	C
Synonyms	**1.** tiny	difficult	powder	small
	2. specify	identify	rush	witness
	3. an urge	a desire	an event	a section
	4. locate	find	label	yield
Antonyms	**5.** rural	different	green	urban
	6. puzzled	certain	especially	limited
	7. petite	empty	large	valuable
	8. elderly	cheap	unfriendly	young
Collocations	**9.** a ___ of	crumb	lack	skill
	10. express my ___	ideas	languages	shortages
	11. rather ___	empty-handed	ingredient	quickly
	12. ___ sense	get	make	run

What Is the Role of the Thesis Statement?

An essential part of any essay is the **thesis statement.** The thesis statement explains the writer's position about the topic. It tells the general topic, gives details of specific aspects of the topic that will be discussed, and provides a blueprint for the organization of the entire essay. Although the location of a thesis statement can vary, the most common location is the last sentence in the introductory paragraph.

TOPIC	the subject of the essay
THESIS STATEMENT	the writer's position about the topic

All writers must determine what their main idea is and why it is important to them. This idea is contained in a special sentence called the thesis statement. The difference between a topic and a thesis statement is illustrated in the following example:

Topic: cell phones in school

Thesis statement: Student use of cell phones in schools should be prohibited.

Note that the topic does not usually show the writer's idea or position. However, the writer's opinion is clearly contained in the thesis statement. In this case, the main idea that controls the thesis statement is the word *prohibited*. As a result, we expect the essay to contain reasons that support the prohibition of cell phone use in schools.

Thesis Statements and Controlling Ideas

Good thesis statements include the writer's position about a topic as well as reasons or information to support that position. These extra pieces of information that provide support for the writer's idea are called **controlling ideas**.

For example, in the essay "Against E-Voting," pages 6–7, the writer's position is that "societies should not vote with computers or other electronic media." The reason to support this position is "because elections are too important to trust to cyberspace." The controlling ideas are *elections* and *too important to trust to cyberspace*.

ACTIVITY 8 **Studying Examples of Thesis Statements**

Locate the thesis statement in each essay and copy it here. Then explain how you, as the reader, expect the information in the essay to be organized. Your answer should be based on the controlling ideas in the thesis statement.

1. Essay 1 "Against E-Voting," pages 6–7

Thesis Statement	*In particular, societies should not vote with computers or other electronic media because elections are too important to trust to cyberspace.*
Expected Organization	*I expect the writer to explain the reasons that we should not allow our elections to happen in cyberspace. I expect the writer to give some examples of possible problems with electronic elections.*

2. Essay 5 "Studying Study Skills, " pages 25–26

Thesis Statement	
Expected Organization	

3. Essay 8 "How a Caterpillar Becomes a Butterfly," pages 86–88

Thesis Statement	
Expected Organization	

4. Essay 12 "Two Extremely Dangerous Reptiles," pages 124–126

Thesis Statement	
Expected Organization	

ACTIVITY 9 **Comparing Thesis Statements**

Answer these questions that compare the thesis statements in Activity 8.

1. In your opinion, which of the thesis statements is the best?   1   2   3   4

2. Explain your choice. _____

_____

3. In your opinion, which of the thesis statements is the weakest?   1   2   3   4

4. How would you improve it? Rewrite the thesis statement here.

_____

_____

_____

ACTIVITY 10 **Finding Thesis Statements and Other Information about Essays**

Search the Internet or books for essays related to the general topics below. Write the essay title, the author (if given), the thesis statement, and the source where you located the essay.

1. Topic: Business

Essay title: _____

Author: _____

Thesis statement: _____

_____

Source: _____

2. Topic: Sciences

Essay title: _____

Author: _____

Thesis statement: _____

_____

Source: _____

3. Your choice of topic: _____

Essay title: _____

Author: _____

Thesis statement: _____

_____

Source: _____

What Is in the Body of an Essay?

| **BODY** | 1. usually consists of three or more paragraphs |
| | 2. explains and supports the thesis statement |

The **body** of the essay follows the introduction. In the body paragraphs, writers explain and support their position and controlling ideas in the thesis statement. In a good essay, the body paragraphs develop the writer's thesis statement so that the reader fully comprehends the writer's point of view. The thesis statement also provides the writing plan for the body paragraphs.

ACTIVITY 11 Organizing the Body Paragraphs of an Essay

This essay contains six paragraphs. Read the introductory paragraph and the concluding paragraph on this page. Then number the paragraphs on page 19 as *2*, *3*, *4*, and *5* to indicate the correct sequence of the four body paragraphs. Finally, copy the topic sentence from each body paragraph on the lines provided in the essay. The topic sentences for the body paragraphs will give you a clear picture of the organization of this essay, but the essay will not be complete below.

Essay 3

Varieties of Animal Camouflage for Survival

1　　　　Animals must protect themselves from **predators** if they are to survive and reproduce, and many accomplish this goal through **camouflage**. If they hide themselves well, their predators will not see them and thus will not eat them. The four primary strategies of camouflage include **concealing** coloration, **disruptive** coloration, disguise, and **mimicry**. These varieties of camouflage show many **evolutionary** factors, but they develop primarily as responses to animals' environments. By **blending** in with their surroundings, animals greatly reduce the chance that a predator will locate and kill them.

2　　_____

　　_____

3　　_____

　　_____

4　　_____

　　_____

5　　_____

6　　　　No one of these strategies of camouflage is more effective than the other, and they all show the range of possibilities that nature offers animals to survive. Many animals combine camouflage with their "fight or flight" responses, which gives them additional time to decide whether they should stay and fight or whether they should **flee**. Furthermore, animals that use camouflage for protection share a potential problem as well, as Street (1977) observes, "The disadvantage of camouflage is that if any animal has to move from its normal surroundings, it may become very **conspicuous** against a different background" (p. 7). The most effective camouflages keep animals safe from their predators. Whether by concealing coloration, disruptive coloration, disguise, or mimicry, animals need the protections of camouflage if they are to escape their natural **foes.**

a predator: an animal that hunts other animals to eat

camouflage: the use of colors or other designs to become less visible to an enemy

to conceal: to hide

disruptive: disturbing or interrupting the normal situation

mimicry: a method of copying the actions of another person or animal

evolutionary: relating to *evolution*; the process of development or growth

to blend: to mix

to flee: to escape for your life

conspicuous: obvious, usually not in a good way

a foe: an enemy

References

Hamilton, W. (1973). *Life's color code.* New York: McGraw-Hill.

Street, P. (1977). *Colour in animals.* Middlesex, England: Kestrel.

With mimicry, an animal's coloring makes it resemble another, more dangerous creature so that they are virtually identical. The red, black, and yellow rings of scarlet kingsnakes resemble those of coral snakes. Scarlet kingsnakes are not poisonous, but coral snakes are one of the deadliest species of reptiles. Consequently, the coloring of scarlet kingsnakes scares away their predators, who mistake them for their venomous **kin** and do not target them for a meal.

Animals such as zebras and giraffes show disruptive coloration. It may seem strange to think that zebras camouflage themselves through their **stripes** since these features appear quite **distinctive** to humans. The main predators of zebras, however, are lions, and they are color blind. Thus, a zebra's stripes help it to blend in with the landscapes of grassy plains. Due to their height, giraffes are among the most easily recognized animals on the planet, yet their disruptive coloring allows them to blend in with trees, particularly when they are young and **vulnerable**. Disruptive coloration creates an optical illusion for predators, tricking them about what stands right before their eyes, and so these animals are rarely detected.

With disguise, some animals resemble specific elements of their surroundings rather than their environment as a whole. The insect known as a walking stick looks very much like a stick, so it is difficult to find it when looking at a tree or bush. Another insect species is referred to as leaf insects or walking leaves because their bodies so closely look like the plants where they live. Animals camouflage themselves in the seas and oceans as well. The tan coloring and markings of flatfish make them almost impossible to recognize due to the sand around them, despite **fluctuations** in tides that disturb the ocean's floor.

Concealing coloration helps animals to blend into their surroundings and create a visual illusion. For example, the white coats or feathers of many animals living in arctic zones, such as polar bears and snowy owls, allow them to blend into a uniform background. If a predator looks across a white snow-covered field, it is quite difficult to pick out its white **prey**. Of course, not all species in cold climates are white, but Hamilton (1973) points out the role of this color in camouflage: "White coloration in the arctic is largely restricted to species with the greatest need for camouflage in predator-prey relationships" (p. 62).

kin: relatives; related by blood

a stripe: a line of color

distinctive: different

vulnerable: weak; easily attacked

a fluctuation: a shift back and forth

prey: an animal that another animal hunts to eat