

# From Paragraph to Essay



Egyptian hieroglyphs

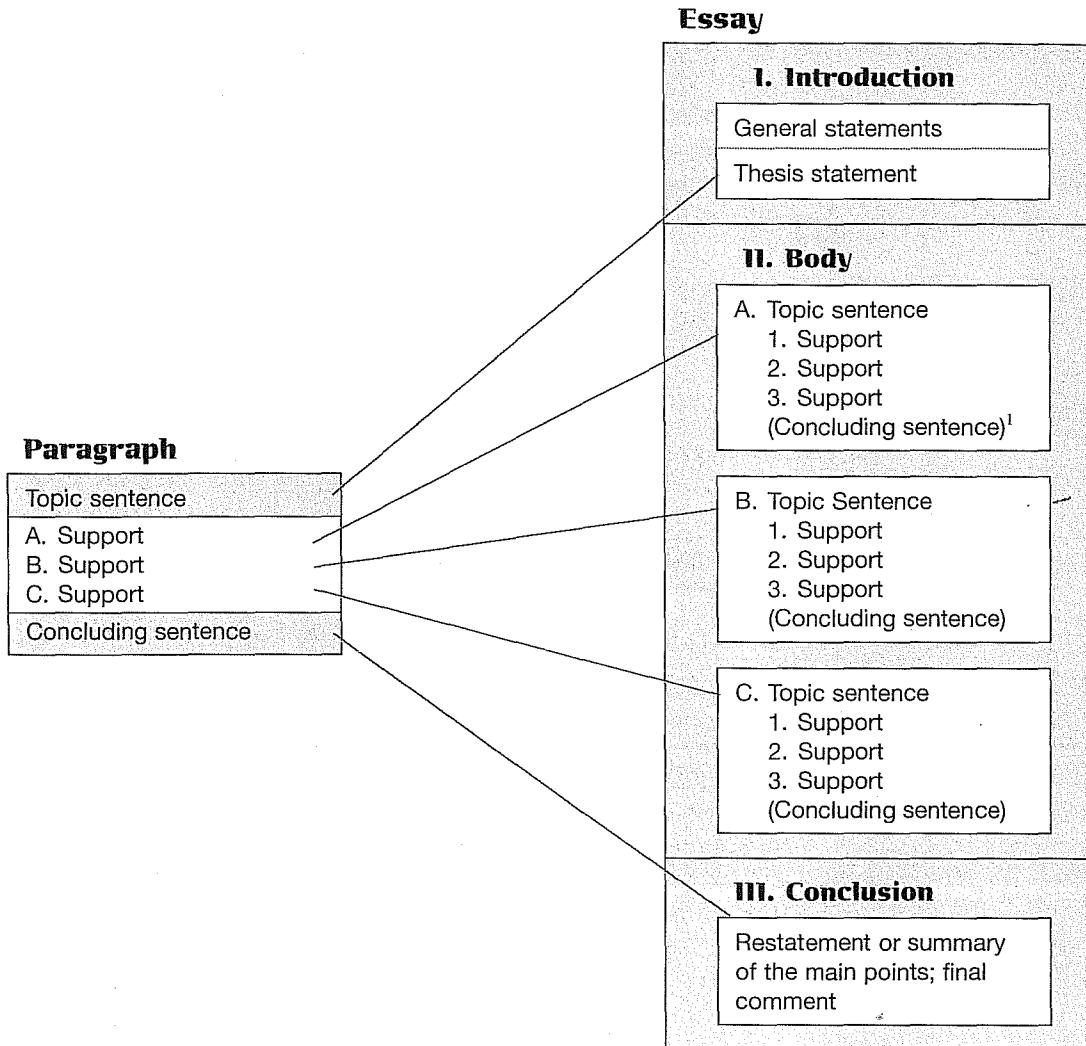
An **essay** is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is. However, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one for each major point. Then you need to tie the paragraphs together by adding an introduction and a conclusion.

Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay.

## The Three Parts of an Essay

An essay has three main parts: an **introduction** (introductory paragraph), a **body** (at least one, but usually two or more paragraphs), and a **conclusion** (concluding paragraph).

The following chart shows you how the parts of a paragraph correspond to the parts of an essay.



An essay **introduction** consists of two parts: a few general statements to attract your reader's attention and a **thesis statement** to state the main idea of the essay. A thesis statement for an essay is like a topic sentence for a paragraph: It names the specific topic and gives the reader a general idea of the contents of the essay. The **body** consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, so the number of paragraphs in the body will vary with the number of subdivisions or subtopics. The **conclusion**, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

An essay has **unity** and **coherence**, just as a paragraph does. **Transition signals** and the **repetition of key nouns** link the paragraphs into a cohesive whole.

<sup>1</sup>Concluding sentences for body paragraphs in an essay are not always necessary, especially when the ideas in consecutive paragraphs are closely related.

Study the model essay about the influence of Native Americans<sup>1</sup> on modern U.S. culture and notice its structure.

**MODEL****Essay Structure**

## INTRODUCTORY PARAGRAPH

## THESIS STATEMENT

## BODY PARAGRAPH 1

## BODY PARAGRAPH 2

## BODY PARAGRAPH 3

## BODY PARAGRAPH 4

**Native American Influences on Modern U.S. Culture**

When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways. As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

First of all, Native Americans left a permanent mark on the English language. The early English-speaking settlers borrowed from several different Native American languages words for places in this new land. All across the country are cities, towns, rivers, and states with Native American names. For example, the states of Delaware, Iowa, Illinois, and Alabama are named after Native American tribes,<sup>2</sup> as are the cities of Chicago, Miami, and Spokane. In addition to place names, English adopted from various Native American languages the words for animals and plants found in the Americas. *Chipmunk*, *moose*, *raccoon*, *skunk*, *tobacco*, and *squash* are just a few examples.

Although the vocabulary of English is the area that shows the most Native American influence, it is not the only area of U.S. culture that has been shaped by contact with Native Americans. Art is another area of important Native American contributions. Wool rugs woven by women of the Navajo tribe in Arizona and New Mexico are highly valued works of art in the United States. Native American jewelry made from silver and turquoise is also very popular and very expensive. Especially in the western and southwestern regions of the United States, native crafts such as pottery, leather products, and beadwork can be found in many homes. Indeed, native art and handicrafts are a treasured part of U.S. culture.

In addition to language and art, agriculture is another area in which Native Americans had a great and lasting influence on the peoples who arrived here from Europe, Africa, and Asia. Being skilled farmers, the Native Americans of North America taught the newcomers many things about farming techniques and crops. Every U.S. schoolchild has heard the story of how Native Americans taught the first settlers to place a dead fish in a planting hole to provide fertilizer for the growing plant. Furthermore, they taught the settlers irrigation methods and crop rotation. Many of the foods people in the United States eat today were introduced to the Europeans by Native Americans. For example, corn and chocolate were unknown in Europe. Now they are staples in the U.S. diet.

Finally, it may surprise some people to learn that citizens of the United States are also indebted<sup>3</sup> to the native people for our form of government. The Iroquois, who were an extremely large tribe with many branches called "nations," had

<sup>1</sup>**Native Americans:** American Indians

<sup>2</sup>**tribes:** groups of native people

<sup>3</sup>**indebted:** owing gratitude

developed a highly sophisticated system of government to settle disputes that arose between the various branches. Five of the nations had joined together in a confederation called “The League of the Iroquois.” Under the league, each nation was autonomous<sup>4</sup> in running its own internal affairs, but the nations acted as a unit when dealing with outsiders. The league kept the Iroquois from fighting among themselves and was also valuable in diplomatic relations with other tribes. When the 13 colonies were considering what kind of government to establish after they had won their independence from Britain, someone suggested that they use a system similar to that of the League of the Iroquois. Under this system, each colony or future state would be autonomous in managing its own affairs but would join forces with the other states to deal with matters that concerned them all. This is exactly what happened. As a result, the present form of government of the United States can be traced directly back to a Native American model.

CONCLUDING PARAGRAPH

In conclusion, we can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government. The people of the United States are deeply indebted to Native Americans for their contributions to U.S. culture.

#### Writing Technique Questions

1. How many paragraphs does this essay contain? How many paragraphs are in the body?
2. Underline the topic sentence of each body paragraph, and double underline the topic. (*Note:* The topic sentence is not necessarily the first sentence in every paragraph.)
3. Notice which noun phrase appears four times in the introduction. Circle each repetition of this key noun in the other paragraphs of the essay.

Now let’s examine the parts of an essay in more detail.

## The Introductory Paragraph

An introductory paragraph has two parts, general statements and the thesis statement. **General statements**

- introduce the general topic of the essay.
- capture the reader’s interest.

#### The thesis statement

- states the specific topic.
- may list subtopics or subdivisions of the main topic or subtopics.
- may indicate the pattern of organization of the essay.
- is normally the last sentence in the introductory paragraph.

<sup>4</sup>**autonomous:** independent, self-governing

Notice how the general statements in the introductory paragraph of the model essay introduce the topic. The first sentence is about the arrival of Europeans and their encounter with new cultures. The next sentence points out that there were large differences between European and Native Americans. The next two sentences say that two-way cultural exchange happened, but the direction of the exchange and the specific items are not identified.

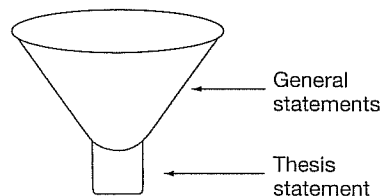
When the first Europeans came to the North American continent, they encountered the completely new cultures of the Native American peoples of North America. Native Americans, who had highly developed cultures in many respects, must have been as curious about the strange European manners and customs as the Europeans were curious about them. As always happens when two or more cultures come into contact, there was a cultural exchange. Native Americans adopted some of the Europeans' ways, and the Europeans adopted some of their ways.

The thesis statement is specific; it gives the direction of the exchange (Native American influences on modern U.S. culture) and lists the subtopics (language, art, food, and government).

As a result, Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

## Funnel Introduction

The introductory paragraph of the model essay is a funnel introduction. This introduction is so called because it is shaped like a funnel—wide at the top and narrow at the bottom. It begins with one or two very general sentences about the topic. Each subsequent sentence becomes increasingly focused on the topic until the last sentence, which states very specifically what the essay will be about. Writing a funnel introduction is like focusing a camera with a telephoto lens. You start with a wide picture and gradually narrow the focus so that just one object appears in the camera's viewfinder: your thesis statement.



### MODEL

#### Funnel Introduction

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive. Seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture—tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

## Attention-Getting Introduction

Other kinds of introductions are good for capturing your reader's attention.

### MODEL

*Dramatic, Interesting, or Funny Story*

On November 14, 1963, a few miles off the southern coast of Iceland, the crew of a fishing boat noticed smoke on the horizon. Thinking that another fishing boat was on fire, they went to investigate. When they got closer, they discovered that the smoke was not from a boat on fire; rather, it was from an undersea volcano about to erupt. The next day, ash, cinders, and pumice were blown 1,000 feet into the air. The fishermen had witnessed a rare event—the violent birth of an island. The volcano continued to erupt for about four years, eventually creating an island about 1 square mile in area and 560 feet in height. The birth of Surtsey, as the island is named, offered scientists an extraordinary opportunity to learn how life takes hold on a sterile landmass.

### MODEL

*Surprising Statistics or Facts*

Got high blood pressure? Try a truffle. Worried about heart disease? Buy a bon-bon. It's the best news in years! Studies in two prestigious scientific journals say dark chocolate is good for you. It seems that eating a small piece of dark chocolate regularly can reduce the risk of heart disease because dark chocolate—but not milk chocolate or white chocolate—contains high amounts of flavonoids, powerful cholesterol-fighting compounds. What is the next health food going to be? Ice cream? Sugar cookies? There are so many conflicting news stories about which foods are good for you that it is often difficult to make the right choices at the supermarket.

### MODEL

*Historical Background*

The Pilgrims who arrived in Massachusetts in 1620 came to find religious freedom. In the seventeenth and eighteenth centuries, large numbers of African men and women were brought as slaves to work on large plantations in the South. Immigrants from northern and southern Europe came in the early nineteenth century to escape poor economic conditions at home. Later in the nineteenth century, the first immigrants from China came as contract laborers to build the railroads connecting East and West. In the twentieth century, political and economic refugees arrived from Asia, Eastern Europe, and Latin America. Indeed, the United States has seen immigrants come from many different parts of the world, and they have come for many different reasons. Their ability to adjust to life in their adopted land has depended on several factors.

### Writing Technique Questions

1. Underline the thesis statement in each example introductory paragraph.
2. In your opinion, which introduction captures the reader's interest the best? Why?

**PRACTICE 1***Introductory Paragraphs*

- Step 1** Read each of the following sets of sentences. When put in the correct order, they will form introductory paragraphs.
- Step 2** Write each paragraph, beginning with the most general statement first. Then add each sentence in the correct order until the introduction becomes more specific. Write the thesis statement last.
- Step 3** Identify the type of introduction (funnel, dramatic/interesting/funny story, surprising statistics, historical).

**Paragraph 1**

1. If done properly, a handshake gives the impression of strength and honesty, and if done improperly, it conveys weakness and dishonesty.
2. In some cultures, people bow, and in others, they shake hands.
3. In English-speaking countries, shaking hands is the custom.
4. A proper handshake has four ingredients: pressure, pumps,<sup>1</sup> eye contact, and verbal message.
5. The way people greet each other when they meet for the first time varies from culture to culture.
6. How one shakes hands sends an important message about one's character.

Type of introduction: \_\_\_\_\_

**Paragraph 2**

1. To celebrate the occasion, Mr. X decided to throw a big party at the plant.
2. Mr. X went to Mexico from England to manage a milk pasteurization plant.
3. Then one day an impressive new pasteurization unit arrived and was installed.
4. The employees did most of the planning and draped the new unit with garlands.
5. During the party one of Mr. X's supervisors took him aside and said, "Now we see that you are *buena gente*<sup>2</sup>; from now on I am sure everyone will really try to do their best for you."
6. And so it was—neither punctuality nor quality checks were any longer needed.
7. This story illustrates the need to understand that doing business in a different culture demands an understanding of the culture.
8. The party was a great success, and everybody had a good time.
9. For eight months, he tried every way possible to convince his workers of the importance of punctuality and of checking every detail of their work.
10. The response was always, "Yes, yes, we will do our best," but nothing ever changed.

Type of introduction: \_\_\_\_\_

<sup>1</sup>pumps: movements up and down

<sup>2</sup>*buena gente*: Spanish for "a good person"—someone you can trust and have as a friend

**Paragraph 3**

*Note:* The order of sentences 2, 3, and 4 can vary.

1. Currently under study are four main methods for predicting when and where the next Big One will occur.
2. In 1976, an earthquake in Tangshan, China, killed over 250,000 people.
3. In an average year, earthquakes kill 10,000 people worldwide and cause millions of dollars worth of property damage.
4. Iran suffered more than 80,000 deaths in two massive quakes in 1990 and 2003.
5. Scientists keep trying to find ways to predict earthquakes—so far without much success.

Type of introduction: \_\_\_\_\_

**Thesis Statement**

The thesis statement is the most important sentence in the introduction. It states the specific topic of the essay.

Native Americans have made many valuable contributions to modern U.S. culture.

Young people in my culture have less freedom than young people in the United States.

The large movement of people from rural to urban areas has major effects on cities.

Sometimes a thesis statement lists the subtopics that will be discussed in the body.

Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

Young people in my culture have less freedom than young people in the United States in their choice of where they live, whom they marry, and what their job is.

The large movement of people from rural to urban areas has major effects on a city's ability to provide housing, employment, and adequate sanitation services.

Sometimes a thesis statement also indicates the pattern of organization that the essay will follow. Which of the following thesis statements indicates chronological order? Logical division of ideas? Comparison/contrast?

When buying a used car, use these four strategies to get the best price.

There are several differences between a nurse practitioner and a physician's assistant.

My best friend and I spent an entire summer constructing a tree house in my grandmother's old apple tree.



**PRACTICE 2***Thesis  
Statements*

- A. Study these thesis statements from two different essays on the topic of the status of women in Xanadu, an imaginary country. One of the essays uses a comparison/contrast pattern, the other a time sequence (chronological order) pattern. Which statement indicates which pattern?
- Beginning in World War II and continuing through the period of economic boom, the status of women in Xanadu has changed remarkably.  
Pattern of organization: \_\_\_\_\_
  - Although the status of women in Xanadu has improved remarkably in recent years, it is still very low when compared to the status of women in the countries of the industrial world.  
Pattern of organization: \_\_\_\_\_
- B. In each of the following two thesis statements, both the method of organization and the major subdivisions of the topic are indicated. Each subdivision will itself become the topic of a separate paragraph in the body of the essay. Underline the topics of each paragraph. How many paragraphs will the body of each essay probably contain?
- The status of women in Xanadu has changed remarkably in recent years due to increased educational opportunities and changes in the country's laws.  
Probable number of body paragraphs: \_\_\_\_\_
  - The status of women in Xanadu has improved remarkably in recent years in the areas of economic independence, political rights, educational opportunities, and social status.  
Probable number of body paragraphs: \_\_\_\_\_

## Body Paragraphs

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The body paragraphs in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You should organize body paragraphs according to some sort of pattern, such as chronological order or comparison/contrast. Sometimes, depending on your topic, you will need to use a combination of patterns.

### Logical Division of Ideas

A basic pattern for essays is logical division of ideas. In this pattern, you divide your topic into subtopics and then discuss each subtopic in a separate paragraph. Logical division is an appropriate pattern for explaining causes, reasons, types, kinds, qualities, methods, advantages, and disadvantages, as these typical college exam questions ask you to do.

ECONOMICS	Explain the three causes of inflation.
AGRICULTURE/LANDSCAPE DESIGN	Describe the basic types of soils and the additives needed to prepare each type for planting.
U.S. HISTORY	Discuss the causes of the U.S. Civil War.
BUSINESS	Explain the three main forms of business organization.
HEALTH SCIENCES	Describe the various classes of drugs used to treat depression.

### Three Keys

Here are three keys to organizing a logical division essay.

1. Divide your topic into subtopics, and then discuss each subtopic in a separate paragraph.
2. Write a thesis statement that indicates logical division.
3. Use transitions between paragraphs to guide your reader from one subtopic to the next.

### Thesis Statements for Logical Division of Ideas

The thesis statement of a logical division essay often indicates the number of subtopics:

Native Americans have made valuable contributions to modern U.S. culture in four main areas.

Inflation has three causes.

The thesis statement may even name the specific subtopics:

- a. Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.
- b. Inflation has three causes: excessive government spending, unrestrained consumer borrowing, and an increase in the supply of paper money.

Paired conjunctions (*both . . . and*, *not only . . . but also*) are an especially effective way to list two subtopics:

- c. Young people in my culture have less freedom than young people in the United States **not only** in their choice of lifestyle **but also** in their choice of careers.
- d. Puppies, like children, need **both** love **and** discipline to become responsible members of society.

A colon (:) is often useful before lists of two, three, or more subtopics in a thesis statement:

- e. Young people in my culture have less freedom than young people in the United States in three areas: where they live, whom they marry, and what their job is.
- f. The Father of Psychoanalysis, Sigmund Freud, believed that the human mind had three separate parts: the id, the ego, and the superego.

Notice that subtopics are in parallel form, which means that they have the same grammatical form: In examples *a*, *d*, and *f*, all are nouns; in example *b*, all are adjective + noun phrases; in example *c*, all are prepositional phrases; in example *e*, all are dependent noun clauses.

See the section Parallelism on pages 179–180 for information about parallel form. For colons, see pages 285–287, and for paired conjunctions, see page 181.

### PRACTICE 3

#### Thesis Statements for Logical Division of Ideas

A. Check (✓) the thesis statements that suggest logical division as a method of organization.

- \_\_\_\_\_ 1. Teenagers demonstrate their independence in several ways.
- \_\_\_\_\_ 2. My eighteenth birthday was the most memorable day in my life so far.
- \_\_\_\_\_ 3. On their eighteenth birthdays, U.S. citizens receive two important rights/responsibilities: They can vote, and they can sign legal contracts.
- \_\_\_\_\_ 4. In most occupations, women are still unequal to men in three areas: salary, power, and status.
- \_\_\_\_\_ 5. Living in a dormitory offers several advantages to first-year students.
- \_\_\_\_\_ 6. Photosynthesis is the process by which plants manufacture their own food.
- \_\_\_\_\_ 7. A college degree in international business requires (1) a knowledge of business procedures and (2) a knowledge of cultural differences.
- \_\_\_\_\_ 8. A computer is both faster and more accurate than a human.
- \_\_\_\_\_ 9. Giving a surprise birthday party requires careful planning.
- \_\_\_\_\_ 10. Being an only child has both advantages and disadvantages.

B. Analyze the following thesis statements.

*Note:* You may want to use one of the topics in this practice or the next for your own essay at the end of the chapter.

**Step 1** Locate the main topic and the subtopics in each of the following thesis statements.

**Step 2** Draw a box around the topic.

**Step 3** Underline the subtopics.

**Step 4** Draw a circle around the words or punctuation marks that introduce the subtopics.

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

1. Capital punishment should be abolished (not only) because it deprives another person of life (but also) because it does not stop crime.
2. Women generally live longer than men for two main reasons: They tend to take better care of their health, and they have better resistance to stress.
3. Teenagers declare their separateness from their parents by the way they dress and by the way they talk.
4. In choosing a major, a student has to consider various factors, such as personal interest, job opportunities, and the availability of training institutions.

5. An architect should be both an artist and an engineer.
6. A healthy lifestyle involves eating a nutritious diet, exercising regularly, and getting enough sleep at night.

C. Complete the following thesis statements by adding subtopics to them. Be sure to check your sentences for parallel form.

1. A computer is necessary for college students for three reasons: \_\_\_\_\_  
\_\_\_\_\_
2. Students have a difficult time taking notes in class due to \_\_\_\_\_  
\_\_\_\_\_
3. Successful politicians have the following qualities: \_\_\_\_\_  
\_\_\_\_\_
4. A generation gap<sup>1</sup> exists in my home because of \_\_\_\_\_  
\_\_\_\_\_
5. To survive a major disaster such as an earthquake requires \_\_\_\_\_  
\_\_\_\_\_
6. My two sisters are as different as day and night not only in \_\_\_\_\_  
\_\_\_\_\_ but also in \_\_\_\_\_
7. Living in a large city has certain advantages over living in a small town:  
\_\_\_\_\_  
\_\_\_\_\_
8. Latino culture has enriched North American culture in several areas:  
\_\_\_\_\_  
\_\_\_\_\_

### Thesis Statement Pitfalls

A thesis is the most important sentence in your essay, so write it with special thought and care. Avoid these common problems:

Problem 1: The thesis is too general.

TOO GENERAL	A college education is a good investment.
IMPROVED	A college education is a good investment for four reasons.
TOO GENERAL	Lasers are very useful.
IMPROVED	Lasers have several applications in industry and medicine.

Problem 2: The thesis makes a simple announcement.

ANNOUNCEMENT	I am going to write about sports injuries.
IMPROVED	Avoid sports injuries by taking a few simple precautions.

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<sup>1</sup>generation gap: difference in attitudes and values between generations, especially between parents and children

Problem 3: The thesis states an obvious fact.

OBVIOUS FACT  
IMPROVED

The Internet is a communication superhighway.  
The explosion of the Internet has had both positive and negative consequences.

**PRACTICE 4**  
**Writing Logical**  
**Division Thesis**  
**Statements**

Write a thesis statement for a logical division essay on each of the following topics. For items 1–3, suggestions for subtopics are given in parentheses, which you do not have to use if you have ideas of your own. For items 4 and 5, use your own ideas. *Note:* You may want to use one of these topics for your essay at the end of the chapter.

1. Clothing, hair, or shoe styles in your school (three styles)
2. Dangerous automobile drivers (speeders, cell-phone users, teens)
3. Disneyland’s or Disney World’s appeal (children and adults)
4. The advantages (or the disadvantages) of living in a large city/a small town
5. Kinds of appeals television advertisers use to sell automobiles/beer/any product or service

**Transition Signals for Logical Division of Ideas**

Transition signals for logical division essays include many that you may already know.

<b>Transition Words and Phrases</b>	
<p><b>first, first of all, second, third, etc.</b> <b>next, last, finally</b> <b>also, in addition, moreover, furthermore</b></p>	<p><b>First</b>, excessive government spending can lead to inflation.</p> <p><b>In addition</b>, unrestrained consumer borrowing can cause inflationary tendencies.</p> <p><b>Finally</b>, an increase in the supply of paper money gives rise to inflation.</p>
<b>Coordinators</b>	
<p><b>and</b> <b>both . . . and</b> <b>not only . . . but also</b></p>	<p><b>Both</b> an increase in the supply of paper money <b>and</b> unrestrained consumer borrowing can cause inflationary tendencies.</p> <p>To lose weight, one must <b>not only</b> exercise regularly <b>but also</b> eat wisely.</p>
<b>Others</b>	
<p><b>the first cause, reason, factor, etc.</b> <b>the/a second problem, result, advantage, etc.</b> <b>one problem, reason, important factor, etc.</b> <b>another way, reason, disadvantage, etc.</b> <b>an additional problem, result, etc.</b> <b>in addition to math and science, . . .</b></p>	<p>A <b>second</b> cause is an increase in the supply of paper money.</p> <p>Regular exercise is <b>one</b> way to get fit and lose weight.</p> <p><b>In addition to</b> government spending, unrestrained consumer borrowing can cause inflationary tendencies.</p>

## Transition Signals between Paragraphs

Linking paragraphs with transitions helps your reader see how the subtopics are related. Link one paragraph to the next by adding a transition to the topic sentence of the second paragraph. This transition may be a single word, a phrase, or a dependent clause that repeats or summarizes the main idea in the preceding paragraph.

Study the following model, and notice how the paragraphs are linked.

### MODEL

#### Paragraph Transitions

INTRODUCTORY  
PARAGRAPH

#### Aggressive Drivers

The number of vehicles on freeways and streets is growing at an alarming rate. This increase of motor vehicles is creating hazardous conditions. Moreover, drivers are in such a rush to get to their destinations that many become angry or impatient with other motorists who are too slow or who are in their way. Aggressive drivers react foolishly toward others in several dangerous ways.

BODY PARAGRAPH 1

TRANSITION WORDS

**One way** an angry driver may react is to cut off<sup>1</sup> another motorist.  
(+ supporting sentences)

BODY PARAGRAPH 2

TRANSITION WORDS

**Another way** is to tailgate<sup>2</sup> the other car. (+ supporting sentences)

BODY PARAGRAPH 3

TRANSITION PHRASE

**In addition to cutting off and tailgating other cars**, aggressive drivers often use rude language or gestures to show their anger. (+ supporting sentences)

BODY PARAGRAPH 4

TRANSITION CLAUSE

**Although law enforcement authorities warn motorists against aggressive driving**, the number who act out their angry impulses has not declined. (+ supporting sentences)

CONCLUDING PARAGRAPH

**To conclude**, aggressive drivers are endangering everyone because they create hazardous conditions by acting and driving foolishly. They should control their anger and learn to drive safely. After all, the lives they save could be their own.

<sup>1</sup>cut off: drive in front of

<sup>2</sup>tailgate: drive closely behind or on the tail of another car

**PRACTICE 5***Transitions  
between  
Paragraphs*

- A. Circle the transition expressions that link paragraphs in the model essay on pages 58–59.
- B. Connect the ideas in the following paragraphs by adding a transition word, phrase, or clause to the topic sentences of the third, fourth, and fifth paragraphs. Try to vary the transitional linking expressions you use. You may rewrite the topic sentences if necessary. The first one has been done for you as an example.

**Icebergs: A Potential Source of Water**

1 In countries where rainfall is very sparse,<sup>1</sup> scientists must constantly seek ways to increase supplies of water. One method being considered is the use of desalination plants, which would remove salt from seawater. Another method being considered is the towing of icebergs. According to this method, large icebergs from Antarctica would be wrapped in cloth or plastic, tied to powerful tugboats by strong ropes, and towed to the countries needing freshwater. While this plan may have some potential, there are certain practical problems that must be solved.

2 The first problem \_\_\_\_\_ is the expense. According to estimates, it would cost between \$50 million and \$100 million to tow a single 100-million-ton iceberg from Antarctica to, for example, the coast of Saudi Arabia.

3 \_\_\_\_\_ is the possibility that the iceberg would melt en route.<sup>2</sup> No one knows if an iceberg could be effectively insulated for such a long journey. At the very least, there is the possibility that it would break up into smaller pieces, which would create still other problems.

4 \_\_\_\_\_ there is the danger that a huge block of ice floating off an arid<sup>3</sup> coast could have unexpected environmental effects. The ice could drastically<sup>4</sup> change the weather along the coast, and it would probably affect the fish population.

5 \_\_\_\_\_ the cost of providing freshwater from icebergs would be less than the cost of providing water by desalinization, according to most estimates. It would cost between 50 and 60 cents per cubic meter to get water from an iceberg, as opposed to the 80 cents per cubic meter it would cost to get the same amount by desalinization.

6 In conclusion, before icebergs can become a source of freshwater in the future, problems involving cost, overall practicality, and most important, environmental impact<sup>5</sup> must be solved.

<sup>1</sup>**sparse:** small in amount

<sup>2</sup>**en route:** during the journey

<sup>3</sup>**arid:** dry

<sup>4</sup>**drastically:** in an extreme way

<sup>5</sup>**impact:** effect

- C. Add transition words, phrases, or clauses to the topic sentences of the paragraphs in this essay. Rewrite the topic sentences if necessary.

### Medicine and Ethics<sup>6</sup>

1 Recent advances in the fields of medicine and biotechnology have brought about situations that could scarcely be imagined only a generation ago. Battery-operated plastic hearts can be implanted into<sup>7</sup> people. People can be kept alive indefinitely by machines. Exact duplicates of animals can be made. While such scientific achievements may ultimately benefit humankind, they have also created complex legal and ethical issues.

2 \_\_\_\_\_ involves doctors' ability to intervene in human reproduction. A well-known example is the case of Baby M. A man paid a woman to bear a child for him and his wife, who could not have children. They signed a contract, but after the baby was born, the woman wanted to keep the baby. The father said the baby was his, but the woman said it was hers. It took the courts many months to decide who was right.

3 \_\_\_\_\_ another ethical dilemma<sup>8</sup> has arisen because doctors are now able to keep people who are in comas<sup>9</sup> alive for years by attaching their bodies to machines. This gives great power and great responsibility to the people who control the machines. As a result of this power, society has had to develop a new definition of death. How does a person decide whether another person whose heart cannot beat on its own and whose lungs are pumped by a machine is still alive or not?

4 \_\_\_\_\_ the ability of biotechnologists to produce new forms of life in their laboratories is another area with profound<sup>10</sup> ethical consequences. Isn't a scientist who creates, for example, a new bacterium "playing God"? Furthermore, is it even safe to introduce new life forms into Earth's atmosphere? Is there a risk that such life forms could get out of control? Some people fear so.

5 \_\_\_\_\_ scientists are now able to duplicate living organisms, cell by cell, through a process called cloning. Recently, the world was stunned by the successful cloning of a human embryo. Should biotechnologists be allowed to clone people? Who should control human cloning?

6 \_\_\_\_\_ revolutions—political or technological—cause upheaval<sup>11</sup> and force change. Our new ability to create and prolong life is raising questions and forcing changes in our very concept of life, an issue involving not only legal but also profound moral considerations.

<sup>6</sup>ethics: the study of right and wrong

<sup>7</sup>implanted into: put into

<sup>8</sup>dilemma: difficult problem

<sup>9</sup>comas: states of unconsciousness (being unable to see, hear, or speak)

<sup>10</sup>profound: important; serious

<sup>11</sup>upheaval: social disturbance



## The Concluding Paragraph

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The conclusion is the final paragraph in an essay. It has three purposes.

1. It signals the end of the essay. To do so, begin your conclusion with a transition signal. See Transition Signals in Appendix C, pages 297–299.
2. It reminds your reader of your main points, which you can do in one of two ways: You can
  - summarize your subtopics.
  - paraphrase your thesis.
3. It leaves your reader with your final thoughts on the topic. This is your opportunity to convey a strong, effective message that your reader will remember.

Here are techniques that you can use to write a memorable conclusion.

### Make a prediction.

We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

### Suggest results or consequences.

To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

### Suggest a solution, make a recommendation, or call for action.

It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

### Quote an authority on the topic.

In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann<sup>1</sup> argued in his *Fifth Annual Report*, a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.

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<sup>1</sup>Horace Mann (1796–1859) is considered the father of public education in the United States.

**PRACTICE 6****Concluding Paragraphs**

**Step 1** Read the following essay and the two possible concluding paragraphs.

**Step 2** Then answer the questions.

**Culture Shock**

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive: seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture—tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

Sooner or later, differences in behavior and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make “small talk,” so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren’t always sure how to act while shopping. Is this store self-service, or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn’t been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an obsession, and you spend a lot of time planning, shopping for, and cooking food from home.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical, suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in negotiating situations. You are able to exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that you cannot change your surroundings, you begin to accept the differences and

tolerate them. For instance, the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behavior as wrong—just different.

### Concluding Paragraph A

To sum up, culture shock is a very real phenomenon that has been studied for more than 30 years by psychologists and anthropologists. Its five phases are (1) positive feelings toward the new culture, (2) awareness of small differences, (3) growing discomfort and need for contact with home culture, (4) negative feelings, and (5) acceptance and adjustment. Symptoms may vary, and not all people experience all five phases. In the end, however, people who suffer culture shock are stronger from having overcome the difficulties and frustrations of adapting to life in a new land.

### Concluding Paragraph B

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

1. Which concluding paragraph is a summary of the subtopics? Which one paraphrases the thesis statement?
2. Which concluding paragraph gives suggestions? Which one makes a prediction?

## PRACTICE 7

### Writing Concluding Paragraphs

**Step 1** Read the following “skeleton” essays. Only the introductory paragraph and topic sentences for the body paragraphs are given.

**Step 2** Write a concluding paragraph for each essay.

#### Essay 1

### Controlling Stress

#### Introductory Paragraph

The busy schedules that most adults face every day have created a growing health problem in the modern world. Stress affects almost everyone, from the highly pressured executive to the busy homemaker or student. It can cause a variety of physical disorders ranging from headaches to stomach ulcers and even alcoholism. Stress, like the common cold, is a problem that cannot be cured; however, it can be controlled. A person can learn to control stress in four ways.

#### Topic Sentences for Body Paragraphs

- A. Set realistic goals.
- B. Take up a hobby.
- C. Exercise regularly.
- D. Maintain close relationships with family and friends.

Concluding Paragraph

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Essay 2

Studying in Great Britain

Introductory Paragraph

People come from all over the world to the United Kingdom to pursue education. Some come for a year, while others may stay four years or longer to complete a program or earn a degree. Of course, the first few weeks in a new country are always a little stressful, but knowledge of a few British characteristics and customs can smooth the path for new arrivals.

Topic Sentences for Body Paragraphs

- A. British people are usually reserved.<sup>1</sup>
- B. British people are very orderly, so waiting in a queue<sup>2</sup> for a bus or in a shop is a must.
- C. The weather is no joke—it rains a lot.
- D. Cars drive on the left side of the road, and stepping off a curb can be dangerous if you are not used to looking to the right instead of to the left.

Concluding Paragraph

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## Essay Outlining

Because an essay is long, it is important to organize and plan before you begin to write. The best way to do this is to make an outline. An outline not only organizes your thoughts, but it also keeps you on track once you begin to write.

<sup>1</sup>reserved: quiet, restrained, undemonstrative in words and actions

<sup>2</sup>queue: British English word for American English *line*. People in the United Kingdom stand in a *queue*; people in the United States stand in a *line* to get service at a counter in a shop, to buy tickets, to wait for a bus, to board an airplane, and so on.

A formal outline has a system of numbers and letters such as the following. In other fields of study, different systems are used.

Roman numerals I, II, and III number the major sections of an essay (introduction, body, conclusion)

Capital letters A, B, C, D, and so on label the body paragraphs.

Arabic numerals 1, 2, 3, 4, and so on number the subpoints in each paragraph.

Small letters a, b, c, d, and so on label the specific supporting details.

To see an example of a complete essay outline, turn to pages 271–272 of Appendix A.

**PRACTICE 8**

*Essay Outlining*

- A. Below is an incomplete outline of the model essay “Native American Influences on Modern U.S. Culture” on pages 58–59. Complete the outline by filling in the missing parts.

**Native American Influences on Modern U.S. Culture**

**I. Introduction**

Thesis statement: Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

**II. Body**

- A. Native Americans left a permanent mark on the English language.

1. Names of places—cities, towns, rivers, and states
  - a. States: Delaware, Iowa, Illinois, Alabama
  - b. Cities: Chicago, Miami, Spokane
2. Names of animals and plants
  - a. Animals: chipmunk, moose, raccoon, skunk
  - b. Plants: tobacco, squash

**B.** \_\_\_\_\_

1. Navajo rugs
2. Silver and turquoise jewelry
3. \_\_\_\_\_
  - a. Pottery
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

**C.** \_\_\_\_\_

1. Farming techniques
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

- D. \_\_\_\_\_
1. Iroquois—large tribe with many branches (“nations”)  
    Needed to settle disputes among various branches
  2. Five nations formed League of Iroquois
    - a. \_\_\_\_\_
    - b. Acted together when dealing with outsiders
  3. After independence, 13 colonies adopted similar system.
    - a. Each colony (future state) was autonomous in managing own affairs.
    - b. \_\_\_\_\_

### III. Conclusion

We can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government.

- B. Choose one thesis statement from Practices 3B, 3C, or 4 on pages 66–68. Follow the steps in the writing process, which you will find in Appendix A at the back of the book. Brainstorm for ideas, and then organize your ideas into a formal outline like the model.

## Review

These are the important points covered in this chapter.

### Main Parts of an Essay

1. An essay has three main parts: an introduction, a body, and a conclusion.
  - The introductory paragraph consists of two parts: a few general statements to attract your reader’s attention and a thesis statement to state your main idea. A thesis statement may also name the major subdivisions of the topic, and it may indicate how you will organize the essay.
  - The body of an essay discusses the subtopics, one by one. It contains as many paragraphs as necessary to explain all subtopics.
  - The concluding paragraph reminds your reader of what you have said. In it, you summarize your main ideas or paraphrase your thesis. You may also make a final comment on the topic for your reader to remember.
2. Use the logical division of ideas pattern to divide a topic into separate paragraphs.
3. Link paragraphs with transitions; that is, show how one paragraph is related to the next by using appropriate transition words, phrases, or clauses.
4. Prepare an outline to organize your ideas before you begin to write.

## Writing Practice

### PRACTICE 9

#### Writing an Essay

- Step 1** Write an essay from the outline you prepared in Practice 8B on page 76. Follow the steps in the writing process. (See Appendix A.)
- Step 2** After you have completed your first draft, use Self-Editing Worksheet 4 on page 321. Revise your essay and write a second draft if necessary.
- Step 3** Exchange papers with a classmate and check each other's essays using Peer-Editing Worksheet 4 on page 322. After your classmate has completed the checklist, discuss it and decide what changes you should make.
- Step 4** Revise your essay and write a final copy to hand in, making any improvements you discussed with your peer editor.
- Step 5** Hand in your first draft, your second draft, and the page containing the two editing worksheets. Your instructor may also ask you to hand in any prewriting (brainstorming and/or outline) that you did for this assignment.

### PRACTICE 10

#### Writing under Pressure

*Note:* These topics are intended to elicit a single paragraph, not an essay.

Choose one of the topics suggested and write a well-organized paragraph. Be sure to use specific examples to support your ideas. Your instructor will give you a time limit.

- Spend 1 or 2 minutes at the beginning thinking of ideas and organizing them.
- Spend 1 minute at the end checking your work for errors.
- Spend the remaining time writing.

#### Topic Suggestions

One area of influence from one culture on another (examples: food, language, music, art, political system, educational system)

Define one of the following. Use examples to support your definition.

friendship	an optimist
success	a pessimist
addiction	a good teacher
sports fanaticism	a good parent

## Applying What You Have Learned

### Logical Division of Ideas

Chapters 4–7 and 9 end with authentic readings that illustrate the rhetorical mode just studied. The writer of the following newspaper article, for example, uses logical division of ideas. As you read the article, notice the organization. Also look for words and phrases that the writer uses to introduce his examples.

### At the Movies

#### You Are Where You Sit: Seating Choice Can Tell a Lot about a Person<sup>1</sup>

1 When he goes to the movies, Ravel Centeno likes to sit on the aisle and stretch his feet out—a fact that by itself speaks volumes about his personality, according to a new study. The study, commissioned by the British movie theater company Odeon, examined how theater seating habits reflect personality. And as the summer movie season reaches its zenith, the research says you are where you sit. Psychologist Donna Dawson divided moviegoers into four different personality types based on their seating preferences and cited examples of movie characters who fit those types.

2 Those who sit on the aisle, like Centeno, are “detached observers”—people who like to have their own space, who are observers and tend to be quieter. “That’s funny, because I’m a writer,” Centeno said Thursday as he waited to see *A.I.* at the Cineplex Odeon at Universal CityWalk. “So that’s what I do (observe people).” One celluloid example of a detached observer, said Dawson, is Jack Nicholson’s Melvin Udall character in *As Good as It Gets*.

3 Other personality types, according to Dawson:

4 The “front row film fanatic”: Extroverted, assertive, and competitive, these are people who like to see movies with others, not on their own. An example from the movies might be Mike Meyers’s Austin Powers or Julia Roberts’s Erin Brockovich.

5 The “middle-of-the-roaders”: These are the people who like to sit in the middle, fittingly. They are people who are flexible and try to get along with others, such as Gwyneth Paltrow’s *Emma*. Gloria and Tom Candelaria of Redlands say that seems to fit them. “We like the middle because it’s not too far back and not too close to the front,” Gloria Candelaria said as she scanned the marquee at CityWalk. Tom Candelaria said the “middle-of-the-roader” label seems to fit them because “we’re easygoing.”

6 The “invisible rebels”: Those who sit far in the back are people who are rebellious and like excitement but don’t necessary seek the limelight, the study said. A typical example is Clint Eastwood’s *Man with No Name* and Sigourney Weaver’s Lt. Ripley in the *Alien* films. “The back row is where things happen; it’s an exciting area of danger and lots of passionate smooching,” Dawson said in the Odeon report. “It tends to attract people who are rebellious.”

7 For some people, though, sometimes a chair is just a chair. “I don’t know—wherever there’s an empty seat,” said filmgoer Chris Marshall of Lake Hollywood, when asked where he likes to sit. “That works for me.”

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<sup>1</sup>Sheppard, Harrison. “At the Movies. You Are Where You Sit: Seating Choice Can Tell a Lot about a Person.” *Los Angeles Daily News* 10 July 2001: N1.



## Questions

### About the Organization

1. What kind of introduction does this newspaper article have?
  - a. It is a funnel introduction—it begins with a general statement and narrows down to the thesis statement.
  - b. It begins with an example and ends with the thesis statement.
  - c. It explains the reasons for the study and ends with the thesis statement.
2. What kind of conclusion does it have?
  - a. It summarizes the four main personality types.
  - b. It gives the writer's opinion on the study.
  - c. It gives an example that contrasts with the main points.
3. What words in the thesis statement indicate that the article uses logical division of ideas as a pattern of organization?  
\_\_\_\_\_

### About the Support

4. What two kinds of supporting details are used in this article?  
\_\_\_\_\_ and \_\_\_\_\_
5. The psychologist who made the study used one kind of support, and the writer of the article reporting the results of the study used another kind. Which person used which kind?
  - a. The psychologist used \_\_\_\_\_.
  - b. The writer used \_\_\_\_\_.

### About the Content

6. How do we know if the psychologist is correct? Does the article mention the methods she used in her study to match seating preference and personality type, or does it report only the results?

## Suggestions for Discussion or Writing

1. Do you agree or disagree with the author? Is there a connection between a person's choice of seats in a movie theater (or anywhere else) and his or her personality type? Think of other places where people choose a seat—a bus, a classroom, an airplane. Is there a connection between personality type and seat choice in these locations?
2. Brainstorm ideas and examples for an essay on one of the following topics.
  - You Are Where You Sit (in the classroom)
  - You Are What You Wear (fashion styles)
  - You Are What You Drive (automobiles)