Focus on Writing 5

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ALWAYS LEARNING

PEARSON
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**Focus on Grammar Level 5, Fourth Edition**

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**Writing Focus**

**Reading**

*Identity fraud nightmare: One man's story*, an article about the crime of identity theft

*Athletes and drugs: an abusive relationship*, an article about performance-enhancing drugs

*Not Your Mother’s Retirement Community*, an article about active retirement communities

Sieve Scope and Sequence
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You will be writing an essay about our relationship with the natural environment, in our role as consumers.

We all affect the environment where we live and also where we travel. Some tourist destinations are being damaged by the many people who visit them each year and by the surrounding development that takes place to attract visitors. Each year, more than 800,000 people visit Machu Picchu in Peru to marvel at the 500-year-old structures that were built from blocks of granite in the mountainside. The number of visitors has more than doubled since 2002, and it continues to grow. If you visit a historic site like this one, how can you take care of the environment?
Planning for Writing

**BRAINSTORM**

A. Look at the photos of popular tourist destinations. Decide which one you would most like to visit. What would you like to see and do there? Discuss your choice with a partner.

B. **Using a T-chart.** When you organize ideas on a topic, you can use a T-chart like the one below.

Work with a partner. Make a list of the problems that large numbers of visitors to the tourist destinations above might cause. If you know of problems in other tourist destinations, you can add them. Share your T-chart with the class.

<table>
<thead>
<tr>
<th>Tourist Destination</th>
<th>Possible Problems</th>
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<td>Ancient Egyptian pyramids and tombs</td>
<td>Excessive contact with tourists each year adds to the erosion of some ancient structures and artifacts.</td>
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What does increased travel and tourism mean for our environment? The unfortunate answer is quite a bit of harm. Of course, new developments in technology and resource management can help reduce the impact on the environment of our fondness for travel. We can build more efficient jet engines, use solar power to generate electricity, install toilets that use less water, and encourage off-season tourism. Even so, the toll of unregulated tourism and travel is a serious one:

• An estimated 70 percent of international travel trips are for pleasure. This can mean a vast expenditure of energy, and a colossal amount of transport-generated pollution. According to one estimate, air travel alone is responsible for at least 5–6 percent of the global warming caused by the emission of greenhouse gas pollution, and it is expected to increase. Together, aircraft and cars, two of our favorite means of travel when we go on holiday, are carrying a large part of the responsibility for the pollution that a majority of scientists now believe is causing change in the Earth’s climate patterns. Car exhaust pollution is also a major source of the smog-causing gases and chemical particulates that doctors have linked with respiratory and other diseases.

• Tourism—even the so-called eco-tourism of nature-watching—can put pressure on some of the world’s most fragile natural environments. In Snowdonia, the Lake District and the Peak District in Great Britain, the tramping feet of tens of thousands of hikers each year has caused serious erosion to some mountain paths. In the Galapagos Islands, off the Pacific coast of Ecuador, conservationists have persuaded the Ecuadorian authorities to begin limiting the number of tourists admitted each year. The conservationists fear that the associated pollution, added to the sheer numbers of visitors tramping across the islands, could be a threat to the existence of rare species, such as the marine iguanas, giant tortoises and various bird species found there. Tourist litter, such as discarded plastic bags and bottles, kills unwary wildlife around the world. In Greece and some other Mediterranean countries, the building of tourist hotels and discos has disrupted turtles nesting on nearby beaches.

• Unregulated, excess tourism can harm the man-made environment of historic towns and cities. Some Italian cities are now taking measures to limit the numbers of tourist buses allowed into their centers, fearing that the noise, exhaust emissions, and vibrations would damage ancient buildings.

• Large numbers of tourists can hurt local cultures and economies. In East Africa, Maasai tribal people were moved from some of their traditional areas to create room for new national parks, which have become a key attraction for tourists wanting to see the region’s famous wildlife. In Kenya and in Goa, water sources traditionally used by local people have been diverted to supply newly built tourist hotels and lodges. In Thailand and the Philippines, tens of thousands of young girls, and some young boys too, have been caught up in the prostitution which initially sprang up to cater to American troops during the Vietnam War. The child prostitution is now part of a “sex tourism” industry, often controlled by criminal gangs. In more remote parts of the world, indigenous peoples fear that even the development of nature or “eco-tourism” is part of a process that will threaten their lands and autonomy, leaving them as mere exotic sights for the tourists. Even in western Europe, there have been...
and tourism industry, helped by green groups, conservation organizations and governments, is improving its performance. The individual traveler can also make a difference. A well-known environmental slogan for the green traveler is, “Take only photographs, leave only footprints.” Can we achieve this? And can we learn to leave even lighter footprints?

Protests that tourism, while benefiting local economies, can get out of control. Some islanders in Majorca have called for a limit to further tourist developments. They object to the new building, water shortages, and sale of large numbers of homes and farms on the island to foreign visitors. Now Majorca informs all visitors of its Responsible Tourism Campaign.

The damage tourism causes can form a bleak picture. But there are positive signs that the travel and tourism industry, helped by green groups, conservation organizations and governments, is improving its performance. The individual traveler can also make a difference. A well-known environmental slogan for the green traveler is, “Take only photographs, leave only footprints.” Can we achieve this? And can we learn to leave even lighter footprints?

Building Word Knowledge

Using Collocations. To write well, choose words and phrases that express your meaning accurately and naturally. In English, certain words frequently appear together. These word partners are called collocations. Here are some examples of collocations from *The Green Travel Guide*.

- **solar power**: energy generated by the sun
- **global warming**: an increase in the Earth’s temperature caused by human activities, such as burning coal, oil, and natural gas
- **greenhouse gas**: carbon dioxide or methane, which trap the heat above the Earth
- **indigenous people**: people native to an area
- **green groups**: organizations that support the environment

*Find the collocations in the reading on pages 4–5. Notice how they are used.*

Focused Practice

A. Read the Tip for Writers. Discuss with a partner who the intended audience for *The Green Travel Guide* is. Then, on your own, write one or two sentences telling who the intended audience is and how you know this.

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Tip for Writers

As you plan your essay, identify your audience. For most academic writing, your audience will be your classmates and instructor.
B. Look at the world map on pages 192–193. Work with a partner to locate each place on the map. Then reread the article to find the environmental problem caused by tourists to each. The first one is done for you.

1. Great Britain (United Kingdom): _erosion to mountain paths from too many hikers_

2. Galapagos Islands: __________________________

3. Greece: __________________________

4. Italy: __________________________

5. East Africa: __________________________

6. Kenya: __________________________

7. Goa (India): __________________________

8. Thailand: __________________________

9. Philippines: __________________________

10. Majorca (Baleiric Islands): __________________________

C. Based on your answers to Exercise B, discuss these questions with your partner. Then share your answers with the class.

1. Do the authors of The Green Travel Guide believe that we will be able to solve all these environmental problems caused by tourists? If so, which ones?

2. Do you think they are hopeful about the future of travel and tourism and its effects on our environment? Find evidence (statements that make you believe this to be true) in the text to support your answer.

3. Explain the slogan “Take only photographs; leave only footprints.” How could travelers change their behavior in order to follow this advice?

D. Which problem discussed in The Green Travel Guide do you consider the most serious or important? What can people do to help solve this problem? Write a brief paragraph to answer these questions.

________________________________________________________________________

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Writing an Essay

In this unit, you are going to write an essay about the environment. All essays contain certain basic elements that you will need to include. An essay contains three parts: an introduction, a body, and a conclusion.

Step 1  Prewriting

Prewriting is an important step in the writing process. Here you choose what to write about and you begin to think of and jot down ideas. For an academic essay, the prewriting step involves planning your major points of discussion (your controlling ideas). It also includes brainstorming specific types of evidence to support your ideas.

Your Own Writing

Choosing Your Assignment

A. Choose Assignment 1 or Assignment 2.
   1. Considering all the environmental effects of producing and consuming petroleum products, should people continue to drive gasoline-powered vehicles? Why or why not?
   2. As consumers, we buy and use many different products each day. What should we do to avoid harming the world’s environment and people?

B. Freewrite for 10 minutes on your assignment. Here are some questions to get you started:
   • What do you already know about the environmental effects of (Assignment 1) gasoline-powered vehicles or (Assignment 2) consumer products?
   • Why are these topics interesting to you?
   • What else do you want to find out about your topic?

C. Checking in. Work with a partner who chose the same assignment. Discuss the ideas and details you wrote in Exercise B. Did your partner . . .
   • write about the environmental effects of gasoline-powered vehicles or consumer products?
   • give suggestions on what consumers should do?
   Share your point of view on your partner’s topic. Based on your discussion, make changes and additions to your writing.
D. Complete the T-chart. Fill in the headings and as much information as you can. You will have a chance to review, change, or add information later in the unit.

- If you chose Assignment 1, list benefits of gasoline-powered vehicles in the left column and the drawbacks in the right column.
- If you chose Assignment 2, list ways that consumers cause harm to the environment in the left column (problems). For example, consumers increase energy use through the purchase of food from distant lands. In the right column (ways to avoid problems), list ways that consumers could avoid causing these problems. For example, consumers could buy locally grown foods.

Step 2 Writing the First Draft

THE INTRODUCTION

The introductory paragraph in an essay contains three parts:

1. An opening strategy that attracts the interest of the reader. Many writers begin with an interesting or surprising fact.

2. Background information about the topic of the essay to help the reader understand and become interested in the topic. Before you begin, ask yourself, “What does the reader need to know about the topic? What information do I need to provide?” Do not give too many details. You will develop, or explain, your topic with more detailed information in the body of the essay.
3. **A thesis statement** that presents the controlling (main) idea of the entire essay. It may be one or two sentences. The thesis statement responds directly to the assignment and presents an idea that will be developed in the essay. It may mention the author's purpose in writing as well as his or her point of view on the issue.

A successful thesis statement . . .

- presents the controlling idea of the entire essay.
- responds to the assignment.
- contains an idea that the writer will develop (explain) and support.
- does more than state a fact.

**Example:**

**Essay Assignment:** Considering all the negative effects of tourism on the environment, should people continue to travel to all parts of the world? Why or why not?

**Thesis Statement:** Even though these problems are serious, I believe that people who are careful to respect the environment should continue to travel because traveling offers many benefits to both the traveler and the destination region.

**Focused Practice**

A. Read the following essay assignment. Then decide what kind of background information you might use for an introductory paragraph on the topic. Check (✓) the sentences you choose and discuss your choices with a partner.

- Ask yourself this question to help you: *Is the information necessary?*
- Give reasons for your choices when you and your partner have different opinions.

**Considering all the negative effects of tourism on the environment, should people continue to travel to all parts of the world? Why or why not?**

___ 1. the number of international tourists every year

___ 2. the 10 most popular tourist destinations

___ 3. common problems caused by tourism

___ 4. one or two specific examples of the problems caused by tourism

___ 5. the size of automobile and jet engines

___ 6. one or two examples of the benefits of travel

___ 7. a scientific explanation of climate change (global warming)
B. Read the introduction of an essay from the assignment in Exercise A (page 9). Then work with a partner to complete the chart below, using words from the introduction.

In 2009, 880 million people traveled to foreign countries as tourists enjoying their leisure time, and the number is expected to grow in the future. Most people travel to explore new regions, geography, wildlife, and cultures, and to learn more about the world. However, the number of tourists has begun to have negative effects on the land, animals, and people in popular tourist destinations. For example, increased tourism has endangered the lives of some rare species of animals and caused some indigenous people to lose their homes. Even though these problems are serious, I believe that people who are careful to respect the environment should continue to travel because traveling offers many benefits to both the traveler and the destination region.

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<td>Background Information from Exercise A</td>
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<td>3.</td>
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<td>4.</td>
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C. Reread the thesis statement at the end of the introductory paragraph in Exercise B. Discuss with a partner what makes it a good thesis statement.
D. Read the other possible thesis statements for the essay assignment in Exercise A. Then check (✓) the items that are true for each statement.

1. Thesis Statement: Even though tourism has many negative effects, more people are traveling today than ever before.
   ___ a. Presents the controlling idea of the entire essay (Could an entire essay be written on this?)
   ___ b. Responds to the assignment
   ___ c. Contains an idea that the writer will develop and support
   ___ d. Does more than state a fact

2. Thesis Statement: I believe that people should stop traveling so much because there is no way to prevent all the negative effects of travel on the environment.
   ___ a. Presents the controlling idea of the entire essay (Could an entire essay be written on this?)
   ___ b. Responds to the assignment
   ___ c. Contains an idea that the writer will develop and support
   ___ d. Does more than state a fact

3. Thesis Statement: In my opinion, rich tourists are all selfish people.
   ___ a. Presents the controlling idea of the entire essay (Could an entire essay be written on this?)
   ___ b. Responds to the assignment
   ___ c. Contains an idea that the writer will develop and support
   ___ d. Does more than state a fact

4. Thesis Statement: I believe that tourists should continue to travel if they do everything possible to prevent the negative effects on people and the environment.
   ___ a. Presents the controlling idea of the entire essay (Could an entire essay be written on this?)
   ___ b. Responds to the assignment
   ___ c. Contains an idea that the writer will develop and support
   ___ d. Does more than state a fact
Your Own Writing

Finding Out More

A. Learn more about the topic you chose for your essay. Review the guidelines for researching a topic in the Appendix on pages 194–195.

B. Research the topic online or at the library.

- If you chose Assignment 1, find out more about the negative effects of producing and consuming petroleum products. Research the Gulf of Mexico oil spill in 2010 and other consequences of oil drilling and exploration. Find out more about alternatives to gasoline-powered vehicles. Look for answers to the question: Are these alternatives safe, practical, affordable, available? You may want to use the following keywords when you search for information online: hybrid cars, alternative fuels.
- If you chose Assignment 2, find out more about our consumption of food, clothing, and other material goods. Locate answers to questions such as these: Where do most of our goods come from? What environmental problems are caused in the process? You may want to use the following keywords when you search for information online: environmental effects, electronic waste.

C. Take notes on what you found out. For example:

- Record key information about the products and the environment.
- Note the complete sources for your information, including the author, publication, medium (e.g., print, Web, DVD), place of publication, date, and page number, if appropriate.
- Add relevant information about your topic to the T-chart on page 8. Use this information when you write your essay.

D. Checking in. Share your information with a partner. Did your partner . . .

- gather enough facts and details about the environmental effects?
- use at least three reliable sources?

Planning Your Introduction

A. Find a surprising fact to open your introduction and catch your reader’s attention. Write a sentence that presents this fact.

B. List the background information you will need to include in your introduction.
C. Write a draft of your thesis statement. Make sure your thesis statement answers the question in the assignment and clearly presents your point of view. Look back at your freewriting and T-chart to help you.

- present the controlling idea of the entire essay?
- respond to the assignment?
- contain an idea that your partner will develop and support?
- do more than state a fact?

Tell your partner what kind of supporting evidence you expect to see in his or her essay, based on the thesis statement. Based on your partner’s feedback, you may want to rewrite your thesis statement.

THE BODY

The body of an essay consists of one or more paragraphs in which you present and develop ideas to support your thesis statement. It is important to develop, or explain, your ideas clearly and to support them with specific details, such as facts and examples, to convince your readers to share your opinion.

In this unit, you will be writing a persuasive essay with two or more body paragraphs that support your point of view on an environmental issue.

Developing and Supporting the Thesis

One way to develop a thesis statement is to ask questions about the idea(s) it contains. If you look at the underlined ideas in the example thesis statement on page 14, you will notice that each idea needs to be developed and supported with specific details. The example shows you the type of questions you can ask to develop each underlined idea.
Example:

Thesis Statement: Even though these problems are serious, I believe that people who are careful to respect the environment should continue to travel because traveling offers many benefits to both the traveler and the region.

Idea 1: “respect the environment”
Ask yourself: How can travelers respect the environment?

Body Paragraph 1: ways for travelers to respect the environment

Idea 2: “many benefits”
Ask yourself: Who benefits from tourism? What are the benefits?

Body Paragraph 2: benefits of tourism for the traveler
Body Paragraph 3: benefits of tourism for the tourist destination

Focused Practice

Write questions that would help develop the underlined ideas in the following thesis statements. Then plan body paragraphs to respond to the questions, as shown in the previous example.

1. Thesis Statement: International travel is not a good idea because it causes too many environmental problems and can be easily replaced by modern media alternatives.

Idea 1: “causes too many environmental problems”
Ask yourself: ?

Body Paragraph 1: 

Body Paragraph 2 (Optional): 

Idea 2: “modern media alternatives”
Ask yourself: ?

Body Paragraph 2 or 3: 

2. Thesis Statement: International travelers should stop visiting countries where indigenous people and cultures are being harmed.

Idea 1: “countries where indigenous people and cultures are being harmed”
Ask yourself: ?

Body Paragraph 1: 

Body Paragraph 2: 
**Writing Topic Sentences**

Body paragraphs usually begin with a topic sentence. The topic sentence clearly states the controlling idea of the paragraph without using the same words as the thesis statement:

**Example:**

**Thesis Statement:** Even though these problems are serious, I believe that people who are careful to respect the environment should continue to travel because traveling offers many benefits to both the traveler and the destination region.

**Topic Sentence for Body Paragraph 1:** There are many ways for “green travelers” to avoid harming the environment.

In the body paragraphs that follow, the topic sentence often provides a transition from the idea in the previous body paragraph:

**Example:**

**Topic Sentence for Body Paragraph 2:** People who are careful not to damage the environment in these important ways can still enjoy important benefits from travel.

In this case, the topic sentence

- provides a transition from the previous paragraph:
  † People who are careful not to damage the environment in these important ways . . .
- and also states the controlling idea of Body Paragraph 2:
  . . . can still enjoy important benefits from travel. ‡

Sometimes an entire sentence can provide a transition from the previous body paragraph:

**Example:**

**Beginning of Body Paragraph 3:** It is not only the traveler who benefits from the transaction. In many cases, the destination city or region enjoys benefits too.

In this case,

- the first sentence provides a transition from Body Paragraph 2:
  † It is not only the traveler who benefits from the transaction.
- and the second sentence states the controlling idea of Body Paragraph 3:
  In many cases, the destination city or region enjoys benefits too. ‡

**Focused Practice**

**A.** Read each topic sentence taken from a student essay. Circle the part of the sentence that connects with the thesis statement or the previous body paragraph, and underline the part of the sentence that states the controlling idea of the paragraph. The first sentence is done for you.

1. Another reason to avoid travel is the **global warming caused by airplanes**.

2. Tourists can also cause problems for the indigenous people who live in these remote areas of the earth.

3. The most important benefit of travel is the opportunity to observe other cultures and ways of life.

(continued)
4. Given these obvious advantages of travel, why do I still plan to stay at home?

5. Face-to-face contact is not the only way to see the wonders of the world; photographic images of most places are available in books, in movies, and, most conveniently, on the Internet.

B. Write a topic sentence for each body paragraph. Make sure the topic sentence for the second paragraph provides a transition from the first paragraph.

1. ______________________________________________________________________
   
   Tourists often demand modern hotels and restaurants in areas where the infrastructure is not in place to support them. Many people want to visit African wildlife refuges, but what happens to the natural habitat when so much of the land is covered with hotels, swimming pools, and coffee shops? Even more destructive are the airports that are springing up in the last great wilderness areas on Earth. Some thoughtless tourists even leave behind mountains of trash from the disposable products that they bring with them.

2. ______________________________________________________________________
   
   Exhaust from automobiles and tourist buses can affect ancient sites over time. Egypt has had to restrict road access to the famous pyramids and tombs. Roads that carry tourists often damage, or place too much strain on, the natural landscape. For example, the delicate ecosystems in the African grasslands suffer damage from the crisscrossing safari roads. More importantly, the exhaust from the cars and planes that carry tourists adds to the greenhouse gasses that cause global warming.

Developing a Body Paragraph

It is important to fully develop and support the controlling idea of each body paragraph. In this book, you will learn and practice several ways to develop a paragraph. In this unit, you will practice developing two important types of supporting evidence (details):

- **Examples**: Most body paragraphs in an academic essay contain multiple examples because it usually takes more than one example to support a point. Examples may be one or more sentences.

- **Facts and Figures**: An interesting paragraph must be more than a list of facts and figures. However, factual material that is appropriately used is one of the strongest kinds of evidence that a writer can include.
Focused Practice

A. Read the following body paragraph from The Green Travel Guide. Then work with a partner to list the examples it contains. The first one is done for you.

Large numbers of tourists can hurt local cultures and economies. In East Africa, Maasai tribal people were moved from some of their traditional areas to create room for new national parks, which have become a key attraction for tourists wanting to see the region’s famous wildlife. In Kenya and in Goa, water sources traditionally used by local people have been diverted to supply newly built tourist hotels and lodges. In Thailand and the Philippines, tens of thousands of young girls, and some young boys too, have been caught up in the prostitution which initially sprang up to cater to American troops during the Vietnam War. The child prostitution is now part of a “sex tourism” industry, often controlled by criminal gangs. In more remote parts of the world, indigenous peoples fear that even the development of nature or “eco-tourism” is part of a process that will threaten their lands and autonomy, leaving them as mere exotic sights for the tourists. Even in western Europe, there have been protests that tourism, while benefiting local economies, can get out of control. Some islanders in Majorca have called for a limit to further tourist developments. They object to the new building, water shortages, and sale of large numbers of homes and farms on the island to foreign visitors. Now Majorca informs all visitors of its Responsible Tourism Campaign.

Topic Sentence: Large numbers of tourists can hurt local cultures and economies.

Example 1: The Maasai tribal people were moved.

Example 2: 

Example 3: 

Example 4: 

Example 5: 

B. Review your answers to Exercise A. Check (✓) any of the examples you found that were explained in more than one sentence.
An estimated 70 percent of international travel trips are for pleasure. This can mean a vast expenditure of energy, and a colossal amount of transport-generated pollution. According to one estimate, air travel alone is responsible for at least 5-6 percent of the global warming caused by the emission of greenhouse gas pollution, and it is expected to increase. Together, aircraft and cars, two of our favorite means of travel when we go on holiday, are carrying a large part of the responsibility for the pollution that a majority of scientists now believe is causing change in the Earth’s climate patterns. Car exhaust pollution is also a major source of the smog-causing gases and chemical particulates doctors have linked with respiratory and other diseases.

D. Work with a partner to complete the plan for a paragraph with multiple examples. Share your plan with the class.

**Body Paragraph 1**

**Topic Sentence:** There are many ways for “green travelers” to avoid harming the environment.

Example 1: ________________________________________________

Example 2: ________________________________________________

Example 3: ________________________________________________

Example 4: ________________________________________________

---

**Your Own Writing**

**Planning Your Body Paragraphs**

A. **Review your thesis statement and ask yourself these questions.**

1. Which ideas in this statement need to be explained or supported in my essay?
2. How many body paragraphs will this explanation require?
3. What will the controlling idea of each body paragraph be?
B. Before you begin writing your body paragraphs, complete the outline. Copy your thesis statement from page 13.

**Essay**

▸ Thesis Statement: ________________________________________________________________

▸ Body Paragraph 1
  ▸ Topic Sentence: ________________________________________________________________
  ▸ Supporting Details (examples, facts, and figures):
    • ____________________________________________________________
    • ____________________________________________________________
    • ____________________________________________________________

▸ Body Paragraph 2
  ▸ Topic Sentence: ________________________________________________________________
  ▸ Supporting Details:
    • ____________________________________________________________
    • ____________________________________________________________
    • ____________________________________________________________

▸ Body Paragraph 3 (Optional)
  ▸ Topic Sentence: ________________________________________________________________
  ▸ Supporting Details:
    • ____________________________________________________________
    • ____________________________________________________________
    • ____________________________________________________________
C. **Checking in.** Share your outline with a partner. Did your partner . . .

- provide interesting examples or facts?
- add enough facts and figures?

*Based on your partner’s feedback, you may want to rewrite parts of your outline.*

---

**THE CONCLUSION**

The conclusion is where you return to the idea in the thesis statement in order to leave the reader with a strong impression and a clear idea about the topic. Writers usually restate the thesis in different words. In a persuasive essay about the environment, you might first summarize all the reasons why your plan for consumers is a good idea and then restate your plan.

Here are two strategies you might want to use to end your essay about the environment:

1. Look to the future of the environment and show how your idea will help make a positive difference.
2. Encourage readers to take action to help the environment, such as using public transportation or vehicles that use less (or no) gasoline.

**Focused Practice**

*Read the following concluding paragraph and answer the questions.*

---

Even with all the photos and films in the world, there is no substitute for the personal experience of visiting an African wildlife park or the ancient ruins of Egypt or Rome, so those of us who are careful not to harm these amazing places should continue our journeys. But we shouldn’t complain about the discomfort of local accommodations or restrictions on automobiles. After all, we are there to educate ourselves, not to bring noise or pollution. In the future, we will learn to see the world without harming its people or landscapes and enjoy the challenges.

1. What is the writer’s restated thesis? Circle the sentence.
2. What concluding strategy does the writer use? Does the writer (1) look to the future or (2) encourage the reader to take action? Underline the sentence(s).
Your Own Writing

Planning Your Conclusion

A. What will you put in your conclusion? List your ideas here.

B. Write the sentence that will remind the reader of your thesis statement.

C. What strategy will you use to close the essay?

D. Checking in. Share your ideas with a partner. Did your partner . . .
   • choose an effective strategy?
   • return to the idea in the thesis statement in a new and interesting way?

Writing Your First Draft

A. Read the Tip for Writers. Review your notes on pages 8, 12–13, and 19. Then write the first draft of your essay. When you are finished, give your essay a working title.

B. After you write the first draft, put in citations for any sources of information that you used. Use MLA (Modern Language Association) style for citations within and at the end of your essay. (See Unit 2 pages 49–50 and the Appendix on pages 194–195 for more information on and examples of MLA format.)

Examples:

In 2009, 880 million people traveled to foreign countries as tourists enjoying their leisure time, and the number is expected to grow in the future (World Tourism Organization).

Works Cited


C. Hand in your draft to your teacher.

Tip for Writers

When you write your first draft, be sure that you have a clearly defined audience in mind.
UNIT 1

Greener Travelers

In 2009, 880 million people traveled to foreign countries as tourists enjoying their leisure time, and the number is expected to grow in the future (World Tourism Organization). Most people travel to explore new regions, geography, wildlife, and cultures, and to learn more about the world. However, the number of tourists has begun to have negative effects on the land, animals, and people in popular tourist destinations. For example, increased tourism has endangered the lives of some rare species of animals and caused some indigenous people to lose their homes. Even though these problems are serious, I believe that people who are careful to respect the environment should continue to travel because traveling offers many benefits to both the traveler and the destination region.

There are many ways for “green travelers” to avoid harming the environment. Many countries offer alternatives to air travel for short distances, so travelers can lower their contribution to global warming. In Japan and Europe, it is possible to go almost anywhere by train. Travelers can save energy and enjoy the scenery at the same time. Once they arrive, visitors can get around on buses or bicycles, or even try walking or hiking. Tourists can also choose accommodations that practice conservation. In 2009, 34 percent of U.S. respondents said they would visit an environmentally friendly hotel or resort in the coming year, up from 30 percent in 2008 (“Travelers Offer Glimpse”). Tourists need to be more responsible about other ways of preserving the landscape, such as picking up their own trash. Most importantly, visitors to foreign countries need to respect the indigenous people and their right to their ancestral land.

People who are careful not to damage the environment in these important ways can still enjoy many benefits from travel. After all, young people can learn as much from travel as they do from school and studying, especially in the summer.

Step 3  Revising

Revising your work is an essential part of the writing process. This is your opportunity to be sure that your essay has all the important pieces and that it is clear.

Focused Practice
A. You have read parts of this essay. Now read the entire essay to see how the parts fit together.
Going Green

when they need a break from the pressures of school. “Ecotourism” can be very educational. Last summer, when I visited my native country, Guatemala, I rode my bicycle around the countryside to visit markets and volunteer in food programs. Travel can also bring a family close together, providing wonderful memories for parents and children. Parents can take the opportunity to teach children about the lands and cultures of the places they visit.

It is not only the traveler who benefits from these actions. In many cases, the destination city or region enjoys benefits too. Tourism can benefit a region economically by providing money and employment. For example, Kruger National Park in South Africa had more than one million visitors in 2008 and provided 60,000 jobs for South Africans (Chelsea). Increases in tourism are often linked with better roads and conditions for local communities too.

Even with all the photos and films in the world, there is no substitute for the personal experience of visiting an African wildlife park or the ancient ruins of Egypt or Rome, so those of us who are careful not to harm these amazing places should continue our travels. But we shouldn’t complain about the discomfort of local accommodations or restrictions on automobiles. After all, we are there to educate ourselves, not to bring noise or pollution. In the future, we will learn to see the world without harming its people or landscapes and enjoy the challenges.

Works Cited


B. Work with a partner to answer the questions about the essay:

1. What interesting or surprising fact did the writer use to open the essay? Circle it.

2. What is the thesis statement? Underline it.

3. What parts of the thesis statement are developed in the body paragraphs? Double underline them.

4. What is the controlling idea of paragraph 2? Underline the sentence that states it.

(continued)
5. What is the controlling idea of paragraph 3? Underline the sentence that states it.

6. Which sentence in paragraph 4 provides a transition from the previous paragraph into paragraph 4? Circle it.

7. What is the controlling idea of paragraph 4? Underline the sentence that states it.

8. What details, such as facts, figures, and examples, support the controlling ideas in each body paragraph? Check (✓) three kinds of support in each paragraph.

9. Where does the writer call the reader to join him or her in positive action? Underline the sentence(s).

10. How many works were cited by the author? Circle the in-text citations and the list of works cited.

C. Checking in. Discuss your marked-up essays with another pair of students. Then in your group, share what you found most interesting about the essay. Explain your answer.

**Building Word Knowledge**

The writer included many travel-related collocations in “Greener Travelers,” including leisure time, indigenous people, global warming, native country, and ancient ruins.

A. Work with a partner. Use each word in the list to form two collocations. Notice that sometimes the word comes first and sometimes it comes second. The first set is done for you.

<table>
<thead>
<tr>
<th>environmentally</th>
<th>room</th>
<th>tourist</th>
<th>train</th>
<th>travel</th>
</tr>
</thead>
</table>

1. _______ travel _______ agent  green _______ travel _______

2. hotel ____________ ____________ reservation

3. catch a ____________ ____________ station

4. ____________ attraction ____________ destination

5. ____________ friendly ____________ safe

B. Write sentences for three of the collocations in Exercise A. Share your sentences with a partner.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________
Your Own Writing

Revising Your Draft

A. Reread the first draft of your essay. Use the Revision Checklist to identify parts of your writing that might need improvement.

B. Review your plans and notes, and your responses to the Revision Checklist. Then revise your first draft. Save your revised essay. You will look at it again in the next section.

Revision Checklist

Did you . . .

☐ keep your intended audience in mind as you wrote?
☐ open your essay with an interesting or surprising fact?
☐ express the controlling idea of the entire essay in your thesis statement?
☐ give enough background information in your introduction?
☐ develop ideas in your thesis statement in each of your body paragraphs?
☐ give enough supporting details, such as facts, figures, and examples, to support the controlling idea of each paragraph?
☐ use your topic sentences to connect the ideas in your body paragraphs?
☐ restate the controlling idea of the entire essay in your conclusion?
☐ use an effective concluding strategy?
☐ use any collocations in your essay?
☐ give your essay a good title?
## Step 4 Editing

### GRAMMAR PRESENTATION

Before you hand in your revised essay, you must check it for any errors in grammar, punctuation, and spelling. In this section, you will learn about present, past, and future time. You will focus on this grammar when you edit and proofread your essay.

### Present, Past, and Future Time

<table>
<thead>
<tr>
<th>Grammar Notes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Use the <strong>simple present</strong> to show actions, events, or states that are true in general or happen habitually.</td>
<td>• Most people <strong>travel</strong> to learn more about the world. <em>(true in general)</em>&lt;br&gt;• Every summer, my family <strong>visits</strong> my grandparents. <em>(habitual)</em>&lt;br&gt;• An experienced traveler <strong>packs</strong> a light suitcase.</td>
</tr>
<tr>
<td>Remember to add -s to third person singular verbs in the simple present.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Use the <strong>present progressive</strong> to show actions or events that are currently in progress (not finished).</td>
<td>• The number of tourists <strong>is growing</strong>.</td>
</tr>
<tr>
<td><strong>Be Careful!</strong> We generally don’t use the progressive with non-action verbs.</td>
<td>• We <strong>need</strong> to pick up our own trash.&lt;br&gt;<strong>Not:</strong> <strong>We’re needing</strong> to pick up our own trash.</td>
</tr>
<tr>
<td><strong>3.</strong> The <strong>present perfect</strong> and the <strong>present perfect progressive</strong> connect the past and the present. Use them to show actions that began in the past and continue until now.</td>
<td>• Egypt <strong>has had</strong> a thriving tourist industry for centuries.&lt;br&gt;• I <strong>have been writing</strong> a blog about ecotourism for five years.&lt;br&gt;• Since 2008, Majorca <strong>has been informing</strong> tourists of its Responsible Tourism Campaign.</td>
</tr>
<tr>
<td>They are often used with <strong>for</strong> + a length of time and <strong>since</strong> + a starting point.</td>
<td><strong>Regular:</strong> has informed  <strong>Irregular:</strong> has had</td>
</tr>
<tr>
<td>Use the past participle form of regular and irregular verbs.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Use the <strong>simple past</strong> to express an action, event, or state completed at a general or specific time in the past.</td>
<td>• In 2008, Kruger National Park <strong>provided</strong> 60,000 jobs for South Africans.&lt;br&gt;• Last summer, I <strong>rode</strong> my bicycle around Guatemala.</td>
</tr>
<tr>
<td>Use the past form of regular and irregular verbs.</td>
<td><strong>Regular:</strong> provided  <strong>Irregular:</strong> rode</td>
</tr>
</tbody>
</table>
5. Use will or be going to to say what you think will happen in the future.

Be CAREFUL! Use will, not be going to, to express an unplanned future action.

Note: We most often use be going to, not will, to talk about a future situation that is planned or already developing.

- In the future, more countries will offer alternatives to air travel for short distances.
- Travel with me. I will change my plans. Not: I am going to change my plans.
- Thirty-four percent of Americans are going to search for an environmentally friendly hotel this year.

**Focused Practice**

A. Use the simple present or present progressive in these sentences.

1. My family can’t afford an overseas vacation. It ________ too much.

2. Some countries ________ measures to limit the numbers of tourists and tour buses.

3. Car exhaust pollution ________ a major source of greenhouse gasses.

4. In general, I ________ with the authors of The Green Travel Guide.

5. Many of my friends ________ to stay home and relax during school vacations.

B. Use the simple present, present perfect, or simple past in these sentences. For some sentences, more than one answer is possible.

1. In the past two years, more than one million tourists ________ Machu Picchu in Peru.

2. These days, most international trips ________ for pleasure.

3. Since ancient times, tourists ________ bringing home pieces of native artwork.

4. In a 2009 survey, 34 percent of Americans ________ that they would visit an environmentally friendly hotel in the coming year.

5. When I ________ a child, my family ________ short vacations close to home.
C. Use the simple present or future in these sentences. For some sentences, more than one answer is possible.

1. More Americans _______ to take “green” vacations next year.
   (plan)

2. My family _______ the mountains near our hometown as soon as I return from school.
   (explore)

3. Every year thousands of international travelers _______ the Golden Gate Bridge in San Francisco.
   (cross)

4. I _______ at the airport at 5:00 P.M. tomorrow.
   (pick up, you)

5. Some indigenous people are afraid that tourism _______ their lands if steps to limit it are not taken soon.
   (threaten)

D. Read and edit the following paragraph. There are eight mistakes in the use of verb forms. The first one is already corrected. Find and correct seven more.

Every year tourism _______ many benefits to popular destinations around the world. The economic benefits to the local population are clear in business and employment. For example, in 2010, the tourist industry supplies Egypt with 2,543,000 jobs and provides nearly $11 billion of income to local businesses. And often the businesses serve the local population as well. In many countries, farmers’ markets have begin to appear, which benefits visitors and local residents. The residents also benefitting from improvements to roads, housing, and airports. In fact, many public spaces and lands are maintained with tourist dollars. Tourists valued the preservation of the mountains, beaches, and cities that they have spend so much money to visit. In the future, ecotourism is bringing more improvements to the environment.
E. Write five sentences related to the assignment you chose on page 7. Use different verb forms to show present, past, and future time as in the chart on pages 26–27. These may be sentences you already have in your essay.

1. ____________________________
   ____________________________

2. ____________________________
   ____________________________

3. ____________________________
   ____________________________

4. ____________________________
   ____________________________

5. ____________________________
   ____________________________

YourOwnWriting

EditingYourDraft

A. Use the Editing Checklist to edit and proofread your essay.

B. Prepare a clean copy of the final draft of your essay and hand it in to your teacher.

EditingChecklist

Did you . . .

☐ use the appropriate verb forms to show present, past, and future time?
☐ use correct punctuation and spelling?
☐ use collocations and other words correctly?