


6 | Reaction Essays



The Zenith Building in Busan, South Korea, is the highest residential building in Asia. The curvilinear forms were designed to take advantage of views and daylight, as well as to minimize the effects of wind forces.

OBJECTIVES

- Learn the structure of a reaction essay
- Use transitions in a reaction essay
- Use adverb clauses for sentence variety
- Write a reaction essay

FREWRITE

Look at the photo and read the caption. What is your reaction to this photo? What interests or surprises you about the photo? Write your ideas on a separate piece of paper.

ELEMENTS OF GREAT WRITING

What Is a Reaction Essay?

In **reaction essays**, writers share their personal response to a subject. Virtually anything you see or hear could be the subject of a reaction essay—from books, movies, and video games to news reports, information graphics, and scientific studies. The inspiration for a reaction essay is referred to as a **prompt**. Common types of reaction writing include reviews, editorials, and blog journals.

A reaction essay includes—but is not limited to—your opinion about the prompt. Because a reader might be unfamiliar with what you are responding to, you should identify the prompt and summarize its contents well enough so that the reader can understand. The summary should be a key point of a reaction essay, but the thesis statement and your personal response to the prompt are the essay’s central focus.

Topics for Reaction Essays

When brainstorming topics for a reaction essay, think of written or visual material—a prompt—you have recently encountered and ask these questions:

- 1. What is it about this prompt that interests you?
- 2. How did you respond to the prompt?
- 3. Why do you want to share your response to the prompt with your readers? What do you want them to learn about it?
- 4. Can you expand on your reaction to it (rather than simply saying that it is “good” or “bad”)?

Here are some general topics and prompts that lend themselves to a reaction essay:

General Topics for Reaction Essays	
A favorite—or least favorite—movie	A surprisingly good book
An interesting blog that you read frequently	An article with which you agree or disagree
An intriguing news report	A piece of art such as a painting or photo

ACTIVITY 1 | Identifying prompts for reaction essays

Check (✓) the four prompts for a reaction essay that interest you the most and that you could most easily respond to.

- _____ 1. An article about the most dangerous animals and insects in Australia
- _____ 2. An announcement on a college’s new scholarship policy
- _____ 3. A travel magazine’s list of the top 10 things to do in your town/city
- _____ 4. A pie chart showing the number of speakers of the top world languages



Machu Picchu, Peru

- _____ 5. A famous painting
- _____ 6. An article on why so many teachers quit after just a few years
- _____ 7. A graphic showing which kinds of jobs will probably disappear by 2030
- _____ 8. A photo of Machu Picchu in Peru

Organizing a Reaction Essay

Like other essays, a reaction essay requires an introductory paragraph with a thesis, one or more body paragraphs that develop the thesis, and a conclusion that summarizes the response. There are several ways to organize a reaction essay, but one simple pattern includes four paragraphs: an introduction, two body paragraphs that describe your reactions, and a conclusion.

The Introduction

The introduction to a reaction essay includes an overview or summary of the prompt and a thesis statement with your response to the prompt. The overview of the prompt should include citation information. For example, in a reaction essay about an article listing the 10 happiest countries in the world, you should include a sentence that introduces the prompt by name with proper in-text citation:

In her article “These Are the Top 10 Happiest Countries in the World,” Mejia (2018) uses data from the United Nations Sustainable Development Solutions Network to introduce the happiest countries and offer reasons these countries have made this enviable list.

At the end of the essay, you should include a bibliographic entry for this prompt.

Supporting Details

One way to organize a reaction essay is for one of the body paragraphs to discuss parts of the prompt that were as you expected and explain why, while the next body paragraph discusses parts of the prompt that were surprising and explains why. You might consider other emotional reactions to the prompt, such as pleasure, sadness, fear, hope, disappointment, or even anger.

Of course, a reaction essay may be longer than four paragraphs. For some assignments, you can introduce other reactions in additional body paragraphs. These paragraphs could focus on different aspects of the prompt such as:

- a second emotional response that you have
- a different aspect of the prompt (e.g., the reasons the artist painted a painting)
- the style of presentation (e.g., the writing style or the writer’s tone)
- the visual impact (e.g., the camera’s framing of a movie, the design of a website)

As you plan your essay, consider your personal experiences, your knowledge of the topic, and the reasons behind your response to the prompt. Is your response based on logic and facts, on emotion and feelings, or on both logic and emotion?

Example Organization of a Reaction Essay

In a reaction essay, writers need to be specific about which parts of the prompt they are responding to. For example, if you are writing a review of a movie, you could respond to any number of its elements, as outlined here:

Introduction Paragraph

Introduce the name of the movie and summarize the plot. Include a thesis statement that explains your overall reaction.

Body Paragraph 1

Discuss your reaction to the characters. Did they seem real to you? Were they believable?

Body Paragraph 2

Discuss your reaction to the directing. Was it good? Was it poor? Give reasons.

Body Paragraphs 3+

If there are more aspects of the movie that you would like to react to, you can add paragraphs. For example, you could comment on the dialogue—was it natural? If the movie was set in the 1800s, did the language sound appropriate for that era? Give details to support your ideas.

Concluding Paragraph

Summarize your reaction. Include a statement that puts forth a final opinion about the creation or the creator, or a prediction about anything related to this creation or creator.

WRITER’S NOTE Planning the Number of Paragraphs Needed

In some writing classes, the instructor may ask for a five-paragraph essay. However, an essay can have as few as three paragraphs and as many as ten (or more) paragraphs, as long as there is a clear beginning, a body, and a conclusion. The content of the essay, not the type of writing, determines the number of paragraphs that a particular essay has.

ACTIVITY 2 | Brainstorming details for a reaction essay

What are your reactions to Figure 6.1? Write two things about the graphic and content that are as you would expect and two things that surprise you.

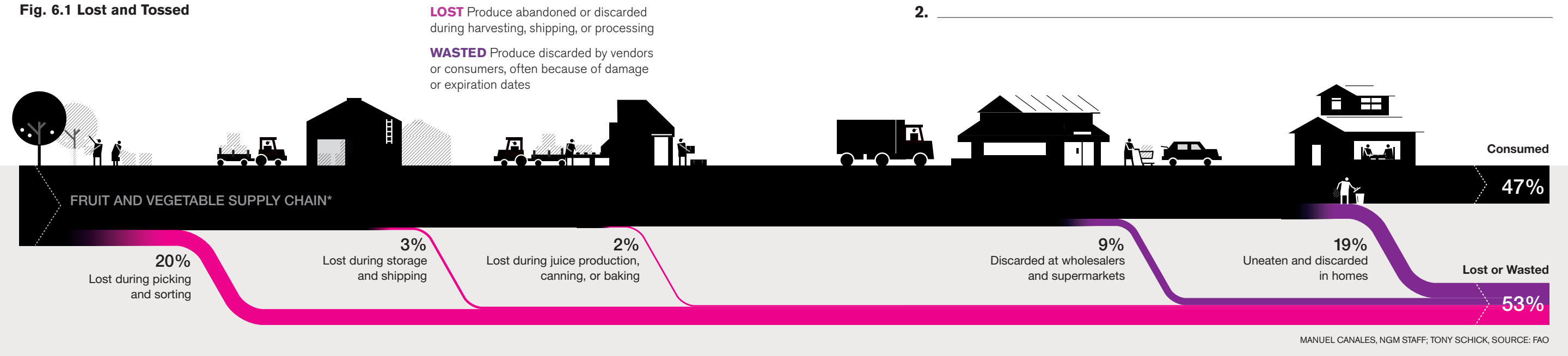
As you expected:

- 1. _____
- 2. _____

Surprises:

- 1. _____
- 2. _____

Fig. 6.1 Lost and Tossed



ACTIVITY 3 | Analyzing a reaction essay

Discuss these questions with a partner. Then read Essay 6.1 and answer the questions that follow.

- 1. How much food do you waste each week? Examples include not eating everything on your plate at a meal or throwing away food that is spoiled.
- 2. Is there one food item or food category that you think you waste more than others?

WORDS TO KNOW Essay 6.1

alarming: (adj) signaling danger
commodity: (n) a product for sale, like grains and metals
depict: (v) to illustrate, show
disturbing: (adj) upsetting, unsettling
edible: (adj) can be eaten

expire: (v) (for food) to no longer be good or safe to eat
readily: (adv) easily, without difficulty
revelation: (n) a surprising disclosure
staggering: (adj) overwhelming
taken aback: (adj phr) shocked, surprised

ESSAY 6.1 APA

The Shocking Truth about Food Waste

- 1 Food is one of our most precious **commodities**, so who would imagine that so much of the world’s food is actually thrown away each year? The National Geographic graphic “Lost and Tossed” (2016) **depicts** in a clear and comprehensible way the **staggering** amount of **edible** food that is wasted each year. Given that, globally, so many people suffer from serious hunger, the information presented in this visual is especially **alarming**.
- 2 The most distressing **revelation** in the graphic is that more fruits and vegetables are lost or wasted (53 percent) than actually eaten (47 percent). The graphic shows that this loss and waste happen throughout the production process—from picking food on the farm to throwing out food at home. Furthermore, along with another study (Conrad, Niles, Neher, Roy, Tichenor, & Jahns, 2018) suggesting that “the average person living in America wastes nearly one pound of food daily” (14), this graphic shows that all of us—from farmers to consumers—need to decrease food waste.
- 3 With regard to other parts of the graphic, another **disturbing** statistic is that 20 percent of food loss happens during picking and sorting. Even though every production process involves some loss of product, this amount is too high. With modern agricultural equipment and technology **readily** available, how is it possible to waste that much food?
- 4 Finally, I was **taken aback** by how much food consumers waste. The graphic reveals that nearly 20 percent of fruits and vegetables purchased by consumers is unnecessarily wasted. Without a doubt, this is unacceptable. Consumers have full control when it comes to purchasing food. Why is it considered tolerable to buy food that one later throws out because it **has expired**? This food waste is not only unacceptable, but it is also a slap in the face to the millions of people who are suffering from hunger around the globe.



- 5 The information in the graphic is shocking and sad. Indeed, just as most people cannot imagine wasting food, they are shocked to find out how much food is actually wasted every day. Some of this wasted food is a normal part of the process. However, much of this food waste happens for preventable reasons—which is precisely why I find this information so sad. With a graphic like this that illustrates the depth of this problem so clearly, I predict we will be more motivated to do our part toward reducing food waste.

References

Canales, M., & Schick, T. (2016). *Lost and tossed: Fruit and vegetables*. National Geographic. Retrieved from <http://visualoop.com/infographics/lost-and-tossed-fruit-and-vegetables>

Conrad, Z., Niles, M., Neher, D., Roy, E., Tichenor, N., & Jahns, L. (2018). Relationship between food waste, diet quality, and environmental sustainability. *PLoS ONE* 13, 1-18. [https:// doi. org/10.1371/journal.pone.0195405](https://doi.org/10.1371/journal.pone.0195405)

1. What is the purpose of the essay? Begin with *The purpose of this essay . . .*
- _____
- _____
2. Underline the sentence where the writer summarizes and describes the prompt.
3. What adjective(s) does the writer use to indicate her reaction to the *quality* of the graphic?
- _____

4. What adjective does the writer use to indicate her reaction to the *topic* of the graphic?
-
5. What is the writer’s thesis statement?
-
6. Which of the writer’s details do you think most strongly support the thesis statement?
-
7. What information do you think the writer could have included to make the essay stronger?
-

ACTIVITY 4 | Analyzing the organization of an essay

Complete the outline using information from Essay 6.1.

- Title: The Shocking Truth about Food Waste
- I. Introduction

A. Briefly mention how precious food is for humanity.

B. Cite National Geographic’s visual of food loss.

C. Thesis statement:
- II. Body Paragraph 1

A. Most distressing revelation in the graphic:

B. State that this graphic shows that all of us need to reduce food waste.
- III. Body Paragraph 2

A. Another disturbing statistic about food loss:

B. Rhetorical question:
- IV. Body Paragraph 3

A. Discuss how consumers contribute to food loss—20%.

B. This waste is unacceptable: it is insulting to
- V. Conclusion

A. Prediction:

Thesis Statements for Reaction Essays

A thesis statement for a reaction essay indicates your primary response to the prompt. Whether that reaction is surprise, like, dislike, outrage, or any other response, you should clearly indicate the reason for your response.

promptreactionreasons

The **new dietary guidelines** are **better than previous ones** because **they offer clearer suggestions about sugar intake**.

If the primary reaction to the prompt is negative, it is common to include a positive statement before introducing the main response. In this case, connectors like *but, yet, however,* and *although* contrast the positive and negative reactions.

The new dietary guidelines contain some clearer suggestions **but** not enough advice about the optimal amount of carbohydrates in a healthy diet.

Thesis statements—and other sentences in a reaction essay—often include adverbs of emphasis and similar phrases to indicate the depth of your response.

The new dietary guidelines are **significantly** better because they offer clearer suggestions about sugar intake.

Here are some common adverbs of emphasis:

absolutely	clearly	definitely	especially	exceptionally
incredibly	obviously	particularly	positively	significantly

ACTIVITY 5 | Writing thesis statements

Write a thesis statement that best captures your response to each prompt. Use an adverb of emphasis in each.

1. Figure 6.1 (use your notes from Activity 2)
-
2. A movie that you saw recently
-
3. Your school’s website
-

Transitions in Reaction Essays

Precise use of transitions helps you properly introduce and explain your reactions to a prompt.

PURPOSE	TRANSITION	EXAMPLE
To refer to part of a prompt	concerning regarding with regard to	Concerning the design, the graphic is professionally put together.
To add more information about an idea	additionally furthermore moreover	Furthermore , the information in the chart is clear and understandable.
To emphasize the importance of an idea	in fact indeed of course without (a) doubt	Indeed , a clear and visually attractive graphic helps people understand complex information.

ACTIVITY 6 | Identifying transitions

Reread Essay 6.1. Underline four sentences that include transition words and phrases from the chart above. Discuss with a partner how these sentences help support the writer’s ideas.

Grammar: Adverb Clauses

Adverb clauses are used to show relationships between ideas. Adverb clauses answer the questions *when, how, why*, and *under what condition*. An adverb clause is linked to a main clause by a **subordinating conjunction** (e.g., *because*).

main clause

adverb clause

Many people refer to this website **because it reports the news accurately**.

Adverb clauses can appear before or after the main clause, though they often begin sentences in academic writing. Varying the order of adverb clauses enhances the readability of one’s writing. Note that a comma is required when the adverb clause begins the sentence.

PURPOSE	SUBORDINATING CONJUNCTION	ADVERB CLAUSE
To show cause and effect	because since	Many people refer to this website because it reports the news accurately .
To show a condition	if even if unless	Even if a treaty is signed tomorrow , true peace may never come to the region.
To show a contrast	although even though whereas while	The candidate for state governor lost even though he had the full support of the president .

To indicate time	after before since until when whenever	After the war ended , reconstruction slowly began.
To show purpose	in order that so (that)	The entry fee was waived so that everyone could see the exhibition .

ACTIVITY 7 | Completing adverb clauses

Complete the sentences with the most appropriate subordinating conjunction. Add a comma if necessary.

before	even if	even though	because	in order that	whereas
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1. Long _____ Colgate started selling its toothpaste in the 1800s the ancient Egyptians had a recipe for it.
2. At college, students learn key skills _____ they can be prepared for a good job after graduation.
3. This website is especially useful for young teens _____ it was originally designed for the people of their grandparents’ age.
4. _____ the senator’s popularity is so low it is unlikely that he will win in the next election.
5. _____ the team wins all its remaining games it will have a losing record for the year.
6. Some sociologists note that the rich are getting richer _____ the poor are getting poorer.

ACTIVITY 8 | Using transitions and subordinating conjunctions

Essay 6.2 describes a writer’s reaction to a “best-of” list. Read the essay and add the appropriate transitions or subordinating conjunctions. More than one answer may be possible.

WORDS TO KNOW Essay 6.2

compile: (v) to put together item by item
eagerly: (adv) with desire or interest
poll: (n) a survey of opinions among people

rank: (v) to have a certain place or position in an ordered group
reputable: (adj) honest; with a good reputation



The Square Djemaa el Fna, Marrakech, Morocco, at sunset

ESSAY 6.2

APA

An Amazing Variety of Travel Destinations

1 What links Paris, Marrakech, and Siam Reap? Each year the travel website TripAdvisor **compiles** a list of the top 25 tourist destinations based on results from millions of tourists. Based on the 2018 **poll** (“Top 25 destinations – World,” 2018), the top destinations included nine in Asia, seven in Europe, three in North America, two in South America, two in the Middle East, one in Africa, and one in Australia.

1 _____ some of the results of this **eagerly** awaited poll were predictable, a few places struck me as particularly interesting choices.

2 ² _____ I saw that seven of the top ten destinations were in Europe, I was not surprised. Europe is popular, and many people dream about going to Europe. They know about the Eiffel Tower in Paris or Buckingham Palace in London ³ _____ they have seen these tourist sites in photos. ⁴ _____, it is likely that they have friends or family who have been there and talked about their trips.

3 ⁵ _____ some of the other places in the top 25, many came as a complete surprise to me. ⁶ _____ the Red Sea is an important tourist destination in Egypt, I was surprised to see it on this world list. ⁷ _____, I would have expected Cairo or Giza with its massive pyramids to be top, not a beach resort. ⁸ _____, I was surprised to see Jamaica and Playa del Carmen, Mexico, on this list. ⁹ _____ I like these places, I have seen photos of better beaches such

as Waikiki Beach in Hawaii. Two other places that surprised me were Hanoi and Siam Reap. ¹⁰ _____, I am glad to see they made the list because these places have a great deal to offer tourists.

4 Perhaps a fair way to summarize my reaction to TripAdvisor’s top 25 list is to say that I was not surprised so much by the top ten but that several cities in the remaining fifteen were not ones that I expected. TripAdvisor is certainly a well-known and **reputable** organization, but I hope that any future lists will include some justification of how the sites were chosen and **ranked**.

References

Top 25 destinations – World. (2018, September 3). Retrieved from <https://www.tripadvisor.com/TravelersChoice-Destinations-cTop-g1>

BUILDING BETTER VOCABULARY

WORDS TO KNOW

alarming (adj)	eagerly (adv)	readily (adv) AW
commodity (n) AW	edible (adj)	reputable (adj)
compile (v)	expire (v)	revelation (n) AW
depict (v) AW	poll (n)	staggering (adj)
disturbing (adj)	rank (v)	taken aback (adj phr)

ACTIVITY 9 | Word associations

Circle the word or phrase that is most closely related to the word or phrase on the left.

1. alarming	shocking	visible
2. commodity	product	need
3. compile	organize	teach
4. depict	find	show
5. edible	can eat	can read
6. expire	leave	end
7. rank	order	travel
8. reputable	respectable	repeat
9. revelation	possibility	announcement
10. taken aback	surprised	returned

ACTIVITY 10 | Collocations

Fill in the blank with the word or phrase that most naturally completes the phrase.

compile	disturbing	eagerly	poll	ranked
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- 1. _____ await a response
- 2. _____ as the best in the world
- 3. deeply _____
- 4. _____ a list
- 5. a recent opinion _____

alarming	expire	readily	revelation	taken aback
----------	--------	---------	------------	-------------

- 6. a(n) _____ report
- 7. be _____ by surprising news
- 8. _____ available
- 9. due to _____ soon
- 10. an embarrassing _____

ACTIVITY 11 | Word forms

Complete each sentence with the correct word form. Use the correct form of the verbs.

NOUN	VERB	ADJECTIVE	ADVERB	SENTENCES
disturbance	disturb	disturbing disturbed	disturbingly	<div>1. The bad news _____ supporters of the president.</div> <div>2. There has been a _____ increase in rates of extreme poverty.</div>
eagerness		eager	eagerly	<div>3. Children are usually _____ to open their birthday gifts.</div> <div>4. The passengers were _____ waiting to board the plane.</div>
expiration	expire	expired		<div>5. A passport usually _____ after 10 years.</div> <div>6. She got a ticket because she was driving with an _____ driver's license.</div>

reputation		reputed	reputably	<div>7. The company stands by its _____ for service.</div> <div>8. This computer is _____ one of the fastest on the market.</div>
revelation	reveal	revealed revealing revelatory		<div>9. This decision _____ the company's flawed thinking.</div> <div>10. An embarrassing _____ can ruin a political campaign.</div>

ACTIVITY 12 | Vocabulary in writing

Choose five words from Words to Know. Write a complete sentence with each word.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

BUILDING BETTER SENTENCES

ACTIVITY 13 | Editing

Each sentence has two errors. Find and correct them.

- 1. Although the United Kingdom and New Zealand are similar for size, but New Zealand has just under 5 million people while the United Kingdom has more than 63 million people.
- 2. Because of Vietnam has such an incredible variety of interesting places to see and experience, more than 10 millions tourists visit this country each year.
- 3. One thing that makes Arabic as a foreign language difficult to master is that many different dialects are spoken, which mean that the Arabic in Egypt may not resemble to the Arabic in Morocco or Oman.
- 4. Few people outside the city of Pittsburgh knows about its riverside trails where people bike or jog and enjoying the river scenery.
- 5. According a reputable higher education website, at least 38 schools in the United Kingdom that offer courses in chemical engineering at the undergraduate level.

ACTIVITY 14 | Combining sentences

Combine the ideas into one sentence. You may change the word forms, but do not change or omit any ideas. There is more than one answer.

1. At least 20 percent of fruits are lost.
At least 20 percent of vegetables are lost.
This happens during picking.
This also happens during sorting.
This information is alarming.
2. English has verb tenses.
There are 12 verb tenses.
One verb tense in English is the present perfect tense.
The present perfect tense is one of the most difficult verb tenses.
This tense is difficult for English language learners.
3. English is an official language in New Zealand.
Maori is an official language in New Zealand.
Sign language is an official language in New Zealand.
There are three official languages.
Many people are surprised to learn this.



Auckland, New Zealand, is a city of volcanoes and water.

ACTIVITY 15 | Responding to teacher feedback

Read the teacher’s comments on this first draft. Then rewrite the paragraph.

PARAGRAPH 6.1

Banning Plastic Straws

Should plastic straws ^{verb form} banned? Many environmental ^{word form} activist are concerned about the number of plastic products that are produced and then thrown away after a single use. Plastic products disintegrate very slowly. ^{fragment} So they can contribute to horrible environmental problems. One example of this ^{missing word} kind problem is the Great Pacific Ocean Garbage Patch, which is a 79-thousand-ton floating trash island. Environmentalists ^{verb tense} will hope that if people learn that they do not need plastic straws, they will reconsider their use of ^{word form} another plastic products. ^{not academic} Loads of products today are packaged and sold in plastic. ^{word form} Ban plastic straws will not solve this problem ^{combine sentences} entirely. ^{article} But it would be the good first step.

ACTIVITY 16 | Paraphrasing practice

For items 1 and 2, choose the best paraphrase of the sentence. For 3 and 4, write a paraphrase of the original sentence.

1. Some economists recommend free trade between nations without any taxes on imports, while others believe that regulated trade results in increased prosperity.

a. Economists do not agree on how much tax should be charged for importing regular goods.

b. Economists disagree about the benefits of controlling trade between countries.

c. Some economists support free trade without any taxes on imports, but others believe that we will prosper more if we regulate it.

2. As costs decrease, virtual reality headsets are becoming increasingly common, and many schools will likely begin using them for teaching students.
- a. Virtual reality headsets are important to the education of our students today, so they are becoming more common in schools.
 - b. Students are finally learning how to use virtual reality headsets, so their costs are decreasing.
 - c. Because virtual reality headsets are more affordable, students will see them more frequently in their classes.
3. Ending the era of silent movies, *The Jazz Singer* was the first “talkie” film in which actors spoke their lines rather than mouthing them.


Paraphrase: _____

4. According to Wikipedia, the sport of curling originated in the 16th century in Scotland with games first played in the winter on frozen ponds and lakes.

Paraphrase: _____

Fig 6.2 Reducing Waste: How You Can Help

AT A STORE	AT A RESTAURANT	AT HOME	IN YOUR COMMUNITY
<p>Make careful decisions about what and how much you buy at the grocery store.</p> <ul style="list-style-type: none">• Shop at stores that offer misshapen food at a discount.• Purchase prepared meals, which allow supermarkets to make use of imperfect produce.• Buy frozen foods, which suffer fewer losses from farm to shelf.• Shop often. Buy a few days' worth of produce at a time.• Buy fresh food at local farmers markets.	<p>Reduce waste when eating in restaurants.</p> <ul style="list-style-type: none">• Skip the cafeteria tray. You will waste less if you carry your plates in your hands.• Take home leftovers.• Share side dishes to keep portions under control.• Ask the waiter to hold extras such as bread and butter that you do not plan to eat.• Encourage restaurants and caterers to donate leftovers.	<p>Small changes in the kitchen can reduce the amount of food your household throws out.</p> <ul style="list-style-type: none">• Use apps for food-expiration reminders.• Switch to smaller dishes to control portions.• Eat leftovers on a regular night each week.• Give uneaten food a second chance. Freeze or can extras. Blend bruised fruit into smoothies.• Try not to waste water-intensive foods like meat.	<p>Businesses, schools, nonprofits, and governments can all find ways to dump less food.</p> <ul style="list-style-type: none">• Ask your school to teach cooking, canning, and storage basics.• Ask your local government for a curbside food-scrap collection service.• Share extra produce from your home garden with your community.



WRITING

ACTIVITY 17 | Follow the writing process to write a reaction essay

Step 1: Choose a prompt

Choose a prompt that you can react to. Your teacher may assign a prompt, you may think of one yourself, or you may choose one from the suggestions below.

- a video game you have played
- a concert or other live event you have attended
- a recent news story you have read
- a photograph
- Figure 6.2

1. What prompt did you choose? _____
2. How well do you know this prompt? What is your experience with it? Do you need to do more research on the prompt?
- _____

Step 2: Brainstorm

Use the space below or a separate piece of paper to brainstorm your reactions to the prompt.

As you expected:

- 1. _____
- 2. _____
- 3. _____

Surprises:

- 1. _____
- 2. _____
- 3. _____

Step 3: Outline

On a separate piece of paper, write an outline to help you create a more detailed plan for your essay. Use your ideas from Step 2. Then exchange your outline with a partner. Use the Peer Editing Form 1 for Outlines in the *Writer's Handbook* to help you comment on your partner's work. Use your partner's feedback to revise your outline.

Step 4: Write the first draft

Use your outline and the feedback received to write the first draft of your reaction essay.

Step 5: Get feedback from a peer

Exchange your first draft with a partner. Use Peer Editing Form 6 in the *Writer's Handbook* to help you comment on your partner's writing.

Step 6: Reread, rethink, rewrite

Use the feedback to identify where you could improve your essay. Then write as many drafts as necessary to produce a good essay. Remember to proofread your essay before you submit it to find any errors.

Step 7: Write the final draft

Additional Topics for Writing

Here are five more topics for writing a reaction essay. Your teacher may require you to consult one or more sources.

TOPIC 1: A building in your city

TOPIC 2: A famous painting or other piece of art

TOPIC 3: An online blog entry

TOPIC 4: A music video

TOPIC 5: The lyrics to a song

TEST PREP

Write an essay about the following topic. Spend about 40 minutes on this task.

Think about a website or app you have used for learning English. Write an essay in which you briefly explain the website or app and then give your reaction(s) to it.

For this assignment, remember to double-space your essay. Include a short introduction with a thesis statement, two to four body paragraphs, and a brief conclusion. Write at least 300 words.

TIP

Avoid using phrases such as “I think . . .” or “I believe . . .” Instead of writing a sentence like “I believe that cats are better pets than canaries,” you can simply write, “Cats are better pets than canaries.” It is understood that this is your opinion, so you do not need to use opinion phrases.

