The introduction is often referred to as the "gateway" of an essay because it serves as the entry point that welcomes readers and guides them into the discussion. It grabs the reader's attention through an engaging hook, such as a thought-provoking question, an interesting fact, or a bold statement.

which is the heart of an essay, and tells what to be discussed in the body paragraphs.

The thesis statement typically appears at the end of the introduction and sets the direction for the entire paper.

Introduction

 **Attracting Attention**:

* The opening question, *"Why should we ditch our fancy, high priced, gas guzzling sports car and pick up a low-tech bicycle?"*, grabs the reader’s attention by presenting a striking contrast between a sports car and a bicycle. This makes the reader curious about the reasons behind this argument.

 **Providing Background Information**:

* The following sentence, *"Well, we should all choose to take the old fashion route because there are money benefits to riding a bike round town,"* offers background context. It hints at the environmental and financial aspects that will be discussed, providing readers with a foundation to understand the argument.

 **Introducing the Thesis Statement**:

* The thesis is clearly stated as, *"People should be encouraged to commute by bicycle rather than by car."* This concise statement outlines the main argument of the essay and sets up the discussion for the body paragraphs.

Body

Here’s an explanation of the **keywords** based on the example:

1. **Body (Facts supporting thesis)**:
   * This section provides **evidence** to back up the thesis statement. In the example, it supports the idea that bicycles are more economical than cars by detailing the cost differences.
2. **Support the statements**:
   * The argument includes specific **facts and comparisons** to strengthen the claim. For instance, it highlights the financial burden of owning a car (costing a million pesos and requiring expensive fuel) compared to a bicycle (costing only a little over one thousand pesos and needing no fuel).

Refutation

Refutation and counterargument are related but not exactly the same:

* **Counterargument**:
  + Presents opposing viewpoints or objections to the main thesis.
  + Acknowledges the other side of the argument.
* **Refutation**:
  + Directly addresses and disproves the counterargument.
  + Shows why the opposing viewpoint is flawed or less valid.

In essence:

* **Counterargument** introduces the opposing idea.
* **Refutation** challenges or invalidates it.

 **Counterargument**:

* This part introduces **opposing viewpoints** or objections that go against the essay’s thesis. It shows that the writer has considered different perspectives and acknowledges that others might not agree with their argument.

Example: "Some may argue that commuting by car is more convenient and less tiring than riding a bicycle, especially for long distances or in bad weather."

 **Refutation**:

* This is where the writer **disproves** or **challenges** the opposing arguments mentioned in the counterargument. It uses **facts, logic, or examples** to show why those objections are less valid or flawed, thereby strengthening the writer's actual position.

Example: "However, while cars may seem more convenient, the high financial cost of fuel, maintenance, and insurance far outweighs the temporary discomfort of cycling. Additionally, bicycles are eco-friendly and promote physical health, which cars cannot offer."

Conclusion

Here’s the explanation of the **keywords** in the conclusion based on the thesis statement:

**Rephrases the thesis statement**:

* 1. The conclusion restates the central idea of the essay in a different way to reinforce it.
  2. Example: "We should choose riding a bicycle." This rephrases the thesis, "People should be encouraged to commute by bicycle rather than by car," in simpler terms while maintaining the core message.

**Summarizes major points**:

* 1. It condenses the key arguments made in the body paragraphs to remind readers why bicycles are better than cars.
  2. Example: "This will not only be less expensive and fuel-free but it gives us a healthy body." This captures the financial, environmental, and health benefits of bicycling.

**Draws attention to key ideas**:

* 1. Highlights specific advantages that directly address common concerns, like cost and practicality, making the argument memorable.
  2. Example: "Finally, it brings us to destination on time or even earlier, avoiding traffic jams." This focuses on the time-saving benefit of bicycles, countering the perception of inconvenience.

**Concluding remarks**:

* 1. Provides a final thought or call to action to leave a lasting impression on the reader and encourage change.
  2. Example: "Choosing a bicycle is not just a decision for yourself but for a healthier, more cost-effective, and sustainable future." This motivates readers to act while tying in the broader implications of the thesis.

 **Restates the main idea clearly**:

* Rephrasing presents the same idea in different words, helping reinforce the message without sounding repetitive.

 **Adds variety**:

* It avoids using the exact wording from earlier parts of the essay, keeping the writing fresh and engaging for the reader.

 **Simplifies or clarifies**:

* Rephrasing can simplify complex ideas, making them easier for the audience to understand or remember.

 **Draws focus**:

* By restating the thesis in a conclusion, it brings the reader’s attention back to the central argument, ensuring they leave with a strong understanding of the key point.

 **Strengthens persuasion**:

It reinforces the argument by emphasizing the main idea in a way that resonates with the reader, encouraging agreement or action.