Effective Academic Writing 3

THE ESSAY

Answer Key Booklet
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UNIT 1
The Five-Paragraph Essay

Part 1: Stimulating Ideas

Exercise 2 (pp. 3–4)
A. 1. a 2. b 3. c
B. Answers will vary.

1. To achieve this goal, I focused on three points: the content of an essay, correct grammar, and advanced level vocabulary. It is the thesis of the essay because it states what the entire essay is about.

2. As soon as I started to write for college, I realized that college writing was different from the writing I was used to doing. It is the topic sentence because it states what the body paragraph is about.

3. The details in the body paragraph give explanations and examples to support the topic sentence.

4. It sums up the ideas of the essay, and it brings it to a close.

Exercise 3 (pp. 5–7)
A. Answers will vary.

B. 1. Thesis statement: “To achieve this goal, I focused on three points: the content of an essay, correct grammar, and advanced level vocabulary.” No, the thesis statement is not different from the thesis statement of the short essay on page 3.

2. Each topic sentence supports the thesis statement.

First body paragraph topic sentence: “As soon as I started to write for college, I realized that college writing was different from the writing I was used to doing.”

Second body paragraph topic sentence: “I realized I had to improve my understanding of grammar in order to write for college.”

Third body paragraph topic sentence: “I soon realized that academic writing required a much more sophisticated vocabulary.”

3. The body paragraphs of the five-paragraph essay expand on the information provided in the single body paragraph of the short essay by giving examples and anecdotes. The body paragraphs of the five-paragraph essay are more analytical in nature.

4. No, the conclusion in the five-paragraph essay is not different from that of the short essay on page 3.

Part 2: Developing the Five-Paragraph Essay

Exercise 1 (p. 9)
1. Hook: “It was a sunny day in the summer of 1998 when my family moved out of the city to the suburbs.”

2. I did not like leaving because I would lose my friends and the places where I had had so much fun. It was very sad for me to see my friends standing in front of the old house as we said our last goodbyes.

3. Thesis statement: “Little did I know that this move would turn out to be one of the best moments of my life.”

4. Topic: “Little did I know that this move . . .”

5. Controlling idea: “. . . would turn out to be one of the best moments of my life.”

Exercise 2 (p. 10)

Body Paragraph 1
Answers will vary.

1. As soon as I started to write for college, I realized that college writing was different from the writing I was used to doing.

2. The writer gives supporting details. In high school, most of the writer’s writing dealt with personal experiences with family, childhood, and friends. In contrast, college writing is focused on a variety of unfamiliar issues, such as reacting to a piece of literature or writing about the community. The most important thing for the writer was to understand the assigned topic before attempting a first draft. The writer wanted to include examples, statistics, and direct quotations whenever possible for support. These details support the topic sentence because they elaborate on the topic sentence.

3. b

Body Paragraph 2
Answers will vary.

1. I realized that I had to improve my understanding of grammar in order to write for college.

2. The writer gives supporting details. Before the writer came to college, grammar was not
a strong point. The writer often created run-on sentences or sentence fragments. The writer was more concerned with what to say than how it was said. The professors would not accept this kind of writing and made the writer revise many times. Consequently, the writer made grammar the second priority. The writer reviewed the basic grammatical structures such as subjects and verbs and checked all work for verb tense consistency and punctuation. As a result, the writer’s work became more complex because the writer included transitional words, gerunds, and embedded clauses. These details support the topic sentence because they elaborate on the topic sentence.

3. a

**Body Paragraph 3**

*Answers will vary.*

1. I soon realized that academic writing required a much more sophisticated vocabulary.
2. The writer gives supporting details. The writer was accustomed to writing letters and informal essays, so the writer usually wrote the way the writer speaks with family and friends. It was common for the writer to include slang and abbreviated terms, which were appropriate in social contexts but were unacceptable in formal essays. The writer’s third goal became improving vocabulary. The writer bought a dictionary and thesaurus, became more aware of how often the same words and phrases were repeated throughout the essay, and looked for synonyms to replace words that the writer thought were too simple for a college essay. The writer also focused more on the rules of spelling and corrected any errors. These details support the topic sentence because they elaborate on the topic sentence.

3. a

**Exercise 3 (p. 11)**

1. 3
2. The first sentence restates the thesis: “Academic writing requires critical thinking skills, an understanding of the topic, high level vocabulary, and correct grammar.”
3. d

**Part 3: Unity and Coherence**

**Exercise 1 (p. 12)**

Having my friends and family together at my wedding was an amazing experience. I had not seen some of my uncles, cousins, and aunts for many years. My cousin Tom lives in London, where he works as an engineer. Both my mother and father were born in different countries, so my relatives are scattered all over the world. I really like traveling and have been to Europe and Asia. Although we try to get together for important occasions, this was the first time everyone could attend. Most importantly, my good friends had never met my relatives. Developing good friendships takes a lot of work. Watching them all dancing, laughing, and having a wonderful time will stay in my memory forever.

The band we hired played music that the guests loved and we danced for hours. My original guest list had over 200 people, but I had to cut it down to 150. It was difficult finding a group that could play all the diverse styles that I wanted at the wedding. Most bands specialize in one or two different kinds of music. However, these musicians really knew all types of music—from 1940s jazz and swing to salsa, merengue, and even hip-hop. My brother was once in a rock and roll band. In short, there was music to suit everyone’s tastes. I loved the singer’s dress. It was incredible. Even my grandparents danced all night.

**Exercise 2 (p. 14)**

1. a, c, d
2. a, b, d, e

**Exercise 3 (p. 15)**

1. 2
2. a

**Exercise 4 (p. 16)**

*Answers will vary.*

1. Learning a foreign language takes a lot of patience and effort. Moreover, it helps to have a good ear and be able to spend some time in the host country.
2. The college student was told to revise her essay a third time. Nevertheless, she has still made great progress with her writing skills.
3. John Steinbeck, a famous American author, wrote many books concerning the human condition. For example, his novel *The Grapes of Wrath* dealt with the problems of the Great Depression.
4. Academic writing requires standard grammar, sophisticated vocabulary, and proper organization. In contrast, e-mail messages use abbreviations, symbols, and slang.
5. Nowadays research is often done on the Internet. Previously, important information was stored on special film called microfiche.
Exercise 5 (p. 17)

Answers will vary.

A. If you want to make rice, first boil some water. Next, add rice. Then cook for about 20 minutes.
B. If you want to learn Spanish, the most important thing is to take a Spanish class. The second priority is to practice speaking Spanish with friends. Then visit a Spanish-speaking country.

Exercise 6 (p. 18)

2. She
3. this
4. they
5. we
6. us
7. They
8. us

Exercise 7 (p. 19)

2. As a teenager, I reported on school events, edited articles for the high school newspaper, and published some of my stories.
3. Some of the rewards of being an author are learning about historical events, researching the lives of famous people, and discovering facts about yourself.
4. Attending workshops on writing has taught me how to receive criticism, become a more focused writer, and take more risks.

Part 4: Editing Your Writing

Exercise 1 (p. 20)

2. I felt very confident because I had spent a long time practicing.
3. Since it was my graduation, I bought a beautiful new outfit.
4. Although the ceremony was very long, nobody was bored.
5. We went out for a fancy meal after the ceremony ended.
6. My family took a lot of photographs which I still enjoy looking at.

Exercise 2 (p. 21)

1. RO
2. RO
3. C
4. RO
5. C

Exercise 3 (p. 22)

2. The nineteenth-century British novelist Charlotte Brontë wrote Jane Eyre, and her younger sister Emily was the author of the classic Wuthering Heights.
3. Upton Sinclair was concerned about social and political problems of his times, so he wrote The Jungle, exposing the unsanitary conditions of the meatpacking industry.
4. Jane Austen’s original version of Pride and Prejudice was written when she was only twenty years old, yet it was not published for almost two decades.
5. The anthropologist Margaret Mead went to Samoa to collect data for her book, for she was interested in researching the role of adolescent girls in a non-Western culture.
6. Writers often use biographical information, or they adapt the background of other people for their story.

Exercise 4 (p. 23)

2. Margaret Mitchell was able to write the epic novel Gone with the Wind because she understood the decline of the southern plantation owners.
3. Although Somerset Maugham was a doctor, he wrote many important novels, short stories, and plays.
4. Some of the Harry Potter books have already been made into movies since they are so popular.
5. When Wallace Stevens received the Pulitzer Prize for his collected poems, he was vice president of an insurance company.

Exercise 5 (p. 24)

Answers will vary.

2. When I visited her, she showed me photos of her vacation.
3. Because she had a demanding job, she never had time to visit with friends.
4. Since I was her favorite, I always got a special gift.
5. After she got married, she started working downtown.

Exercise 6 (p. 25)

While I was visiting China, I (1) experienced a special kind of warmth from the people I (2) came in contact with. I was always aware of their special quality of friendliness. I (3) had the unique experience of being in Beijing on the night the Chinese (4) won their bid to host the 2008 summer Olympics. On that night, I (5) was one of a million and a half people who poured into the streets to express their joy and gratitude. I walked with them and (6) shook hands with as many people as I could while I sang out the words: “gong xi ni ba”
(congratulations). My words (7) **were are** always met with big smiles and enthusiastic handshakes. Those parents with kids on their shoulders, teenagers, and many others (8) **felt feel** as if the rest of the world was welcoming them into the global community. Now I wish them the best, and I am hoping to return one day. If you take a trip to China, you will experience the same kind of hospitality.

**Part 5: Putting It All Together**

**Exercise 1 (p. 26)**

1. Hook: “Difficult life-changing experiences become the memories that stay forever in our minds.”
2. We have to learn to balance the positive and negative effects that these situations have on us. The day after I finished my first year at college, I had one of these life-changing experiences.
3. Thesis statement: “Going on a job interview at an international bank taught me an important lesson.”
4. Topic: Going on a job interview at an international bank.
5. Controlling idea: The writer learned an important lesson.

**Exercise 2 (p. 26)**

a. 4 d. 3 g. 6  
b. 1 e. 5  
c. 7 f. 2

**Exercise 3 (p. 27)**

A. I was in a rush to get there, (1) so I decided to take a taxi. The traffic was so horrible that the driver was in a bad mood. (2) **When he He** closed the door, my new skirt got caught. I tried desperately to pull it out, but it ripped. I thought about asking the driver to stop, (3) **but I was too embarrassed to say anything. Although I was very upset (4), I tried to be calm. The ride was much longer than I expected, (5) and the air conditioning was not working. I did not want anything negative to block my mind (6). I was eager to have this job. I wanted to have a good interview and make a strong impression (7), **since I learned in school that first impressions are the most valuable.**

B. Finally when I arrived at the bank, I (1) **looked looked** at my skirt. The torn hem was hanging and was covered with dirt. Once inside, I (2) **went went** into the ladies room. I tried to wash my skirt and hold it together with a safety pin. A few minutes later, I was in the waiting room when the secretary (3) **called called** me. I was embarrassed and afraid that I wouldn’t get the job because of my sloppy appearance. The most interesting part was that the manager asked me what (4) **happened happened**. When I (5) **told told** her the story, she started to laugh. She (6) **couldn’t couldn’t** stop. She wanted to ask me something about myself, but she (7) **kept kept** on laughing. Now I was sure I would not get the job. She said, “I will never forget this. I never thought that I (8) **would would** have such a good time today. You know, when you have to interview a lot of people in one day, it can become very boring.” Despite this ordeal, she assured me that I had the right qualifications, and in the end she offered me the position.

**Exercise 4 (p. 28)**

1. We never know when a negative experience can end up being a positive influence on our life and can stay in our minds forever.
2. d

**Exercise 5 (p. 28)**

1. them  
2. it  
3. she  
4. it  
5. mine  
6. me  
7. us  
8. This

**Exercise 6 (p. 29)**

1. Sometimes when essays are written too quickly the sentences do not flow naturally. Therefore, you should always read your essay out loud to make sure it does.
2. The sonnets of Shakespeare always rhyme. In contrast, modern poetry usually uses free verse that does not rhyme.
3. Writing a good play requires a strong story line. Moreover, you need realistic dialogue and believable characters.
4. William Shakespeare wrote comedies as well as tragedies. For example, The Taming of the Shrew and A Midsummer Night’s Dream both have happy endings.
5. Computers have grammar and spell check. Nevertheless, a good writer should not depend on these tools.

**Exercise 7 (p. 30)**

1. A few years ago, I went to China to research a book, meet some old friends, and visit the famous temples.
2. One day we toured the Ming Dynasty gardens, walked through the narrow streets, and visited the Great Wall.
3. I ate with chopsticks, sampled spicy foods, and drank exotic teas.
4. The Chinese are famous for creating silk screens, painting lacquer boxes, and inventing calligraphy.
5. I enrolled in a Chinese culture class where I learned how to write a few characters, speak a few words, and recognize the different tones of the language.

UNIT 2
Process Analysis Essays

Part 1: Stimulating Ideas
Exercise 3 (p. 34)
1. F 3. F 5. T  
2. T 4. T

Exercise 4 (p. 34)
Answers will vary.
1. He had supernatural powers that helped him see the dead.
2. Sonja’s offerings to the priests saved his mother.
3. Families clean their homes, decorate the Buddhist altars, and light lanterns.
4. Both children and adults participate in Bon Odori.
5. Day of the Dead and Halloween

Part 2: Brainstorming and Outlining
Exercise 2 (p. 35)
Answers will vary.
1. **Costumes:** masks, makeup, traditional dress
2. **Foods:** marshmallows, hamburgers, apple pie
3. **Music/Dance:** national anthem, folk, circles
4. **Decorations:** balloons, streamers, confetti

Exercise 3 (p. 36)
Answers will vary.

Exercise 4 (p. 38)
A. 1. The Day of the Dead is celebrated to remember the dead.
2. People buy candles, incense, copal, fruit, flowers, and candies.
3. The merchants build stalls to protect themselves and their products from the sunlight.
4. Families go to the cemetery to decorate and to watch over the graves of dead relatives.
5. Answers will vary.

B. 1. Hook: “Mexican culture is full of colorful traditions.”
2. One of them is the celebration of the Day of the Dead. This special holiday for remembering the dead takes place on November 2 of every year. On that day, families believe that their dead relatives will return home to eat and drink. The background information tells about celebration of the Day of the Dead. It tells when the celebration occurs and tells what the holiday is for.
4. Body paragraph 3 explains the process of families decorating and watching over the graves of dead relatives.
5. a

Part 3: Developing Your Ideas
Exercise 1 (p. 41)
The writer prepares a turkey for Thanksgiving dinner.

Exercise 2 (p. 42)
A. 1. The writer searched the Internet for recipes and got advice from friends.
2. All the ingredients have to be fresh, especially the herbs.
3. While the cornbread is baking, the other stuffing ingredients are being prepared.
4. The size of the turkey determines the cooking time.
5. Answers will vary.

B. 1. Hook: “The cashier gave me a free 12 pound turkey because my food receipt was over fifty dollars.”
2. Thesis statement: “I did not know how to cook a turkey, but since I had gotten one, I decided it was a good opportunity to learn how.” Answers will vary. I wanted to learn how to cook a turkey, since I had gotten one at the supermarket.
3. before, eventually, while, now, first, second, after, next, finally, then
4. defrost, prepare, roast, take out, put in, take off, place, marinate, wash, poke, add, mix, brush, make, follow, bake, cut, sauté, chop, cool off, mash up, fill, sew, cook
5. Body paragraph 3 explains the steps in defrosting and preparing a turkey before it is roasted.
6. The family said that the turkey was amazing and that the writer should prepare Thanksgiving dinner next year.

Exercise 3 (p. 44)
first, second, third, next, after this, then, finally