

Great Writing 5: From Great Essays to Research, 3rd Edition

Answer Key

Unit 1

Activity 1, pages 5–8

Preview Questions

Answers will vary.

Post-Reading

1. Paragraph 1
2. Paragraphs 2–4
3. Paragraph 5
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.

Activity 2, page 8

1. A
2. B
3. A
4. C
5. C
6. B
7. A
8. C
9. B
10. C
11. B
12. A

Activity 3, pages 9–10

Answers will vary.

Activity 4, pages 10–11

1. *Hook:* What makes a person happy?
Type of hook: question
Comments on hook: Answers will vary.
2. *Hook:* Imagine going to a sushi restaurant that could no longer serve fish.
Type of hook: Possible answers include scene, shocking statement, and dilemma
Comments on hook: Answers will vary.
3. *Hook:* Spam, which Flynn and Kahn (2003) define as “unsolicited e-mail that is neither wanted nor needed” (p. 179) by anyone, threatens the entire e-mail system.
Type of hook: quote
Comments on hook: Answers will vary.

Activities 5–6, page 12

Answers will vary.

Activity 7, page 14

1. C
2. A
3. A
4. A
5. C
6. A
7. B
8. C
9. B
10. A
11. C
12. B

Activity 8, pages 15–16

1. Answer is given.
2. *Thesis Statement:* A wide variety of study skills and techniques can aid students as they achieve their objectives in all of their classes.
Expected Organization: Answers will vary.
Possible answer: I expect each paragraph to present an example of a study skill or technique.
3. *Thesis Statement:* The process of how the much less beautiful caterpillar transforms into a beautiful butterfly, which is truly one of the miracles of nature, requires four discrete stages for complete metamorphosis.
Expected Organization: Answers will vary.
Possible answer: I expect each paragraph to explain one of the four stages.
4. *Thesis Statement:* Despite these similarities, there are several very important differences between crocodiles and alligators that allow people to distinguish one from the other.
Expected Organization: Answers will vary.
Possible answer: I expect the body paragraphs to list and explain some of these important differences.

Activities 9–10, pages 16–17

Answers will vary.

Activity 11, page 18

Paragraph 2: Concealing coloration helps animals to blend into their surroundings and create a visual illusion.

Paragraph 3: Animals such as zebras and giraffes show disruptive coloration.

Paragraph 4: With disguise, some animals resemble specific elements of their surroundings rather than their environment as a whole.

Paragraph 5: With mimicry, an animal's coloring makes it resemble another, more dangerous creature so that they are virtually identical.

Activity 12, page 20

1. B
2. B
3. C
4. B
5. C
6. C
7. B
8. A
9. A
10. B
11. B
12. B

Activity 13, pages 20–22

1. Because of
2. As a result of
3. For this reason
4. Consequently
5. As a result
6. Because of
7. As a result of
8. Because of

Activity 14, page 23

1. C
2. A
3. C
4. C
5. C
6. C
7. B
8. C

9. C
10. B
11. C
12. A

Activities 15–16, pages 24–26

Answers will vary.

Activity 17, page 27

1. C
2. B
3. C
4. C
5. B
6. A
7. C
8. B
9. A
10. A
11. B
12. C

Activities 18–24, pages 27–31

Answers will vary.

Unit 2**Activities 1–3, pages 35–39**

Answers will vary.

Activity 4, pages 40–45

- I. C. My car accident was completely avoidable because I was texting while driving.
- II. A. I was expecting a text message.
- II. C. I took my eyes off the road.
- III. B. A police officer gave me a ticket.
- V. People think using a cell phone does not affect their ability to do other things at the same time.
- V. C. Texting causes the same delayed reaction as driving while drinking.
- VI. C. Obey the protocols of safe driving and turn your cell phone off.

Activity 5, pages 42–43

Answers will vary.

Activity 6, pages 44–45

Paragraph 1: The vehicle I was driving at the time was approximately five years old.

Paragraph 2: Every day I receive up to 50 text messages.

Paragraph 3: The police who arrived at the accident scene were very polite.

Paragraph 4: Just last week, one of my teachers got mad at me for checking a text message in class.

Paragraph 5: Some cell phones are better for drivers.

Paragraph 6: Why do people continue to mix texting and driving?

Activity 7, page 46

1. B
2. B
3. A
4. A
5. C
6. C
7. B
8. B
9. C
10. B
11. A
12. A

Activities 8–14, pages 47–51

Answers will vary.

Unit 3

Activity 1, page 60

1. a. TS b. B c. X
2. a. X. b. TS c. B

Activity 2, page 60

1. Circling: *Answers will vary*; C
2. *Answers will vary.*

Activities 3–4, pages 63–64

Answers will vary.

Activities 5–11, pages 66–70

Answers will vary.

Unit 4

Activity 1, page 76

1. ✓
2. no check
3. ✓
4. ✓
5. no check
6. no check
7. no check
8. ✓
9. *Answers will vary.*
10. *Answers will vary.*

Activity 2, page 77

Answers will vary.

Activity 3, pages 77–80

Preview Questions

Answers will vary.

Post-Reading

1. Interviewing for a job.
2. To approach a job interview successfully, applicants should prepare well so that their interviewers will clearly perceive their assets as a candidate, as one capable of contributing effectively to the company.
3. a. Research the company to which they are applying.
b. Develop unique answers to interviewers' questions.
c. Be mindful of their nonverbal communication.
d. Be careful to communicate clearly despite the potential gap in age between the interviewer and the interviewee.
4. *Answers will vary.*
5. *Answers will vary.*

Activity 4, page 81

1. B
2. B
3. C
4. A
5. C
6. B
7. A
8. A
9. A

10. B
11. A
12. C

Activity 5, pages 82–83

- I. B. to succeed in a job interview, applicants should prepare well so that their interviewers will clearly perceive their assets as a candidate
- II. A. research the company and learn as much about it as possible
- III. B. Cite scholar W. Poundstone
- IV. A. applicants to be careful about their nonverbal communication
- V. C. should seek to communicate as clearly as possible with their interviewers
- VI. B. careful planning, detailed answers, attention to nonverbal communication, and appropriate word choice

Activity 6, page 84

Answers will vary.

Activity 7, page 85

Transition/Connector in the Introduction:

1. While most people want a job, few look forward to interviewing for them. (1)

Transitions/Connectors in the Body Paragraphs:

1. First, applicants should research the company and learn as much about it as possible. (2)
2. In addition, applicants should bear in mind that the interviewer is repeating the same questions to different candidates over an interval of several days, or even several weeks. (3)
3. Finally, applicants should recognize that frequently their interviewers will be older than they are, which means that there might be a generation gap. (5)

Transition/Connector in the Conclusion:

1. In the end, a successful job interview can improve a person's prospects by promoting opportunities for employment and future advancement. (6)

Activity 8, page 85

Answers will vary.

Activity 9, pages 86–88

1. When
2. the first
3. After
4. The next
5. During
6. at the same time
7. Finally
8. when
9. immediately following
10. as

Activity 10, page 88

1. A
2. C
3. A
4. B
5. A
6. A
7. C
8. A
9. B
10. B
11. C
12. C

Activity 11, page 89

1. react
2. reminds
3. export
4. reveals
5. live

Activity 12, page 91

1. expended
2. destructive
3. deadly
4. required
5. impossible
6. energy
7. heat
8. power
9. threats
10. practical

Activity 13, pages 92–94

1. wants
2. oppose
3. C
4. final

5. frequently
6. C
7. agreement
8. similar
9. C
10. C
11. patient
12. considerable
13. C
14. find
15. subsequent

Activity 14, page 94

1. A
2. C
3. A
4. B
5. B
6. C
7. B
8. A
9. C
10. A
11. C
12. A

Activities 15–21, pages 95–100

Answers will vary.

Unit 5

Activity 1, page 107

1. no check
2. ✓
3. ✓
4. ✓
5. no check
6. ✓
7. no check
8. no check
9. *Answers will vary.*
10. *Answers will vary.*

Activity 2, page 108

Answers will vary.

Activity 3, pages 109–112

Preview Questions

Answers will vary.

Post-Reading

1. A comparison of online and face-to-face classrooms
2. Students should not assume that either online or face-to-face classes are inherently superior; instead, students should focus on what they need to learn from a particular course and which learning paradigm will best facilitate their education.
3. Traditional classrooms encourage the development of interpersonal communication skills. Also, many courses benefit from learning situations in which students interact with one another.
4. Online classes offer greater flexibility in scheduling and can increase student participation.
5. *Answers will vary.*
6. *Answers will vary.*
7. *Answers will vary.*
8. Point-by-point method
9. *Answers will vary.*

Activity 4, page 113

1. A
2. A
3. A
4. C
5. B
6. A
7. B
8. A
9. C
10. C
11. B
12. B

Activity 5, pages 113–114

- I. C. Students should not assume that either online or face-to-face classes are inherently superior; instead, students should focus on what they need to learn from a particular course and which learning paradigm will best facilitate their education.
- II. B. examples of how scheduling time for online courses is more convenient than for face-to-face courses
- III. A. the different rates of student participation in online and face-to-face courses

- IV. A. the potential benefits of face-to-face courses in enhancing communication skills
- V. A. the need for adequate computer access and skills to complete online courses
- VI. A. how online and face-to-face classes differ in their ability to foster personal relationships
- VII. B. when these instructions modes merge in interesting ways

Activity 6, page 115

Answers will vary.

Activity 7, page 116

Shows Similarities:

1. Both face-to-face and online courses share the same goal of educating students. (7)

Show Differences:

1. Although face-to-face courses are more familiar to many students, online courses offer several advantages. (2)
2. Contrary to lecture classes, online courses can also increase student participation (3)
3. Another prime difference between these two types of education involves the lack of face-to-face communication, which can be a major drawback to online classes. (4)
4. While face-to-face classes typically do not rely on technology in the classroom to a great extent, online courses require students to have certain computer skills as well as sufficient technological access to take the courses. (5)
5. Finally, one very important difference between traditional and online classes is that students in online courses do not enjoy as many opportunities to build personal relationships with teachers and classmates throughout the duration of their education. (6)

Activity 8, page 117

Answers will vary.

Activity 9, pages 117–119

1. whereas
2. but
3. Because
4. For example

5. While
6. on the other hand
7. Thus
8. In fact
9. As a result
10. While
11. consequently
12. In addition

Activity 10, page 120

1. A
2. C
3. B
4. B
5. A
6. C
7. C
8. C
9. C
10. B
11. B
12. A

Activity 11, page 121

1. more difficult
2. more reliable
3. more expensive
4. deeper
5. more concisely

Activity 12, pages 121–122

Answers will vary.

Activity 13, page 123

1. According to the most recent data, the population of Spain is larger than the population of Greece.
2. The company's annual report indicates excellent sales in January, March, and July.
3. With only five days until the deadline, our team's project is not as good as the other team's.
4. Many children like watching television and playing computer games.
5. To apply for a loan, read about our different loan packages on our website, fill out the application completely, and submit it to the correct loan officer at the bank.

6. According to the report, schools in California spend more money per student than schools in New York.
7. For better heart health, three great forms of exercise involve our legs: jogging, distance running, and brisk walking.
8. To relax, I like surfing the Internet, working in the garden, and doing crossword puzzles.

Activity 14, pages 124–126

1. important
2. close
3. C
4. wider
5. longer
6. narrower
7. C
8. more limited
9. larger
10. C
11. than
12. C
13. than
14. more careful
15. as
16. demeanor(s)

Activity 15, page 126

1. A
2. A
3. A
4. B
5. B
6. B
7. B
8. B
9. B
10. C
11. B
12. C

Activities 16–22, pages 126–130

Answers will vary.

Unit 6

Activity 1, page 136

1. ✓
2. no check
3. no check

4. ✓
5. no check
6. no check
7. ✓
8. ✓
9. *Answers will vary.*
10. *Answers will vary.*

Activity 2, pages 137–138

Answers will vary.

Activity 3, pages 139–143

Preview Questions

Answers will vary.

Post-Reading

1. How the weather has affected world history.
2. Notwithstanding many people's opinion that the weather has little influence in their lives besides determining what clothes they wear on a particular day, the weather has in fact caused world history to radically shift in important ways that are still felt today.
3. The weather, including a monsoon in Japan, fog in Long Island, and the cold winters of Russia.
4. Khubilai Khan failed to conquer Japan; the British failed to defeat the American colonists; France failed to conquer Russia.
5. *Answers will vary.*
6. Focus-on-effects method
7. *Answers will vary.*

Activity 4, page 142

1. A
2. A
3. B
4. A
5. C
6. A
7. C
8. C
9. A
10. B
11. C
12. B

Activity 5, page 143

- I. C. The weather has changed world history in important ways still felt today.

- II. C. Japan's cultural identity would have changed if Khan had succeeded in his invasion.
- III. A. the Battle of Long Island in the American Revolutionary War, during which fog helped the American forces to retreat
- IV. B. H. Belloc, who documents the effect of the Russian winter
- V. B. the course of history cannot be fully isolated from the effects of weather

Activity 6, page 144

Answers will vary.

Activity 7, page 145

1. Notwithstanding many people's opinion that the weather has little influence in their lives besides determining what clothes they wear on a particular day, the weather has in fact caused world history to radically shift in important ways that are still felt today. (1)
2. Because of this unexpected defeat, Khubilai Khan decided to stage a third invasion of Japan, but he died before he could fulfill this ambition. (2)
3. Without these monsoons, Japan might have been defeated by the Mongols and thus lost its identity as a unique culture, with far-reaching consequences for Asian and world history. (2)
4. Because of this fog, the United States was not defeated in its struggle for freedom. (3)
5. Consequently, today's United Kingdom of England, Wales, Scotland, and Northern Ireland does not include the United States. The United States is not a commonwealth of a mother country, as Canada and Australia are, though the United States still has strong ties to its colonial past. (3)
6. However, because of his dreams of glory, Napoleon overlooked the simple fact that Russian winters are extremely cold. (4)
7. As a result of the failure of Napoleon's Russian campaigns, his own rule ended relatively soon after. (4)

Activity 8, page 146

Answers will vary.

Activity 9, pages 146–148

1. If
2. Thus
3. Another
4. in order
5. Finally
6. because
7. lead
8. Furthermore

Activity 10, page 148

1. A
2. A
3. C
4. B
5. B
6. B
7. A
8. C
9. C
10. A
11. C
12. B

Activity 11, page 150

In our experiment, we placed three live fresh-water plants (each approximately 20 centimeters in length) into a quart jar that is filled with fresh water at 70 degrees Fahrenheit. We left the top two centimeters of the jar with air. We then carefully added a medium goldfish. Next, we **tightened** the lid and wrapped tape tightly around the lid. This very last step **was** done to ensure that no air **could** enter or exit the bottle. The jar was placed on a shelf where it **was** exposed to indirect sunlight for approximately eight hours each day. At 1 p.m. every day for a week, we observed the fish swimming in the jar. On several occasions, we **noticed** that the plants **emitted/were emitting** multiple bubbles of a gas. The fish survived for the entire week. No food or air was provided. Thus, these green plants in the jar produced a gas, and we **believe** this gas was oxygen.

Activity 12, pages 150–151

1. C
2. F With no difference except the color of the roofs.
3. F One with many stories of fairies and elves.
4. C
5. F Because of the popularity of the film.
6. C
7. F After so many years of separation.
8. C
9. C
10. F Since the bus workers are on strike over pay and health benefits.

Activity 13, pages 151–154

1. With the flip of a switch, he turned darkness into light, thus revolutionizing people's lives.
2. C
3. increased
4. Also, the prevalence of affordable lighting allowed companies to continue manufacturing their products during the night hours, when necessary.
5. C
6. C
7. These problems have been caused by excessive lighting, primarily in urban areas.
8. C
9. clouds
10. frustrates
11. loves
12. Another unintended consequence of the light bulb is a phenomenon referred to as switch psychology, which theorizes that people become conditioned by light switches and other modern conveniences to expect immediate solutions to their problems.
13. does not go
14. C
15. Many lasting innovations that have contributed dramatically to humanity's advancement can also be the cause of unintended consequences, and we must strive to mitigate the disadvantages to take full advantage of their predominant benefits.

Activity 14, page 154

1. A

2. A
3. B
4. A
5. B
6. A
7. C
8. B
9. B
10. C
11. A
12. A

Activities 15–21, pages 155–158

Answers will vary.

Unit 7

Activity 1, pages 164–65

1. no check
2. ✓
3. no check
4. no check
5. ✓
6. ✓
7. ✓
8. no check
9. *Answers will vary.*
10. *Answers will vary.*

Activity 2, pages 165–166

Answers will vary.

Activity 3, pages 166–170

Preview Questions

Answers will vary.

Post-Reading

1. 6
2. requiring study abroad for university students
3. To achieve this objective and to emphasize the importance of intercultural studies, colleges and universities should require students to study abroad for at least one semester of their undergraduate education.
4. It requires students to experience a new culture; It helps students learn a foreign language; Students study their academic subject in different ways.

5. *Answers will vary.*
6. *Answers will vary.*
7. opinion

Activity 4, page 170

1. B
2. C
3. C
4. A
5. B
6. A
7. C
8. B
9. C
10. B
11. C
12. B

Activity 5, page 171

- I. C. To achieve this objective, colleges and universities should require students to study abroad for at least one semester of their undergraduate education
- II. B. Show how studying abroad teaches students about not only the foreign culture but also their own culture
- III. B. Consider the real-world language situations in which students have to operate every day
- IV. B. Suggest that seeing new ways to organize knowledge is a major outcome of studying abroad.
- V. B. Demonstrate that study abroad improves students' lives
- VI. B. Offer a prediction

Activities 6–7, pages 172–174

Answers will vary.

Activity 8, page 175

Develop a Point Further:

1. Studying abroad also greatly facilitates learning a new language. (3)
2. For example, when learning a new language in a classroom, students might practice ordering food at a restaurant or asking directions to a museum; when studying abroad, however, they will have to put these skills to the test in real-world situations. (3)

3. Additionally, students benefit from studying their academic discipline from a new perspective. (4)

Address a Counterargument:

1. In the past, people could enjoy a successful career without ever moving from their home region, but now many people have jobs that involve some international interactions. (1)
2. For example, when learning a new language in a classroom, students might practice ordering food at a restaurant or asking directions to a museum; when studying abroad, however, they will have to put these skills to the test in real-world situations. (3)
3. Still, the ways in which disciplines are organized and taught may vary considerably from one region to another, and so students will see their discipline in a new light if it is taught in even a slightly different method or order. (4)
4. Though studying abroad offers many advantages, some may argue that a semester or a year abroad is nothing but a vacation. (5)

Activity 9, pages 175–176

1. *Answers will vary. Possible answer: Overfishing means catching too many fish so that the fish supply is in danger of depletion.*
2. *Answers will vary.*
3. *Answers will vary.*
4. A farm where fish are raised for sale.
Answers will vary.

Activity 10, pages 176–178

1. must encourage
2. What is more
3. While
4. Additionally
5. While
6. Nevertheless

Activity 11, page 179

1. A
2. C
3. A
4. B
5. C
6. A

7. B
8. A
9. C
10. C
11. C
12. A

Activity 12, page 181

The task of learning and remembering new vocabulary words **can** be difficult. However, one technique that works very well for many students is the “key-word method.” In this technique, learners **must** first **select** a word in their native language that looks or sounds like the target English word. Then they **should** form a mental association or picture between the English word and the native-language word. For example, an English speaker learning the Malay word for door, *pintu*, **might** **associate** this target word with the English words pin and into. The learner **would** then visualize someone putting a “pin into a door” to open it. This **could** help the learner to remember *pintu* for door. Research on second-language learning shows that this technique consistently results in a very high level of learning.

Activity 13, page 182

1. The audience was thoroughly disgusted by the speaker’s remarks.
2. The medical tests used for heart disease are no longer completely accurate.
3. The sole fact that we know about the weather is that it is utterly unpredictable.
4. The doctor was widely recognized as an expert in cancer research.
5. Although the dish was immensely popular, it was proven to be unhealthy.
6. It can be extremely difficult to persuade citizens to vote for higher taxes.

Activity 14, page 183

1. bad
2. directly
3. indirectly
4. convincing
5. naturally
6. logical
7. reasonable
8. tremendously

9. positive,
10. neutral
11. immediately
12. greatly

Activity 15, pages 183–185

1. C
2. annoying mountain
3. must
4. C
5. will certainly get
6. virtually instantly
7. could be
8. they have to delete
9. C
10. thus completely unable
11. C
12. argue (or may/might argue)
13. legally different
14. essential component
15. must legislate
16. should be fined

Activity 16, page 186

1. A
2. C
3. B
4. A
5. B
6. A
7. B
8. B
9. B
10. C
11. C
12. A

Activities 17–23, pages 186–190

Answers will vary.

Unit 8

Activity 1, page 195

1. b
2. b
3. a (*b* is possible, but the essay will be extremely long)
4. Both *a* and *b* are possible, but *b* is slightly better because it is more feasible.

For *a*, you will need to make a careful outline of jobs for each of the years. Although the list for 1815 will be very short and 1915 will not be long, how will you limit the list for 2015?

For *b*, you will need to decide how many achievements to list. Many essays are based on a list of three, so most readers will expect your essay to be limited to three achievements. One way to improve *b* is to add the word *three* to the plan: the three greatest achievements of Prime Minister Indira Gandhi

5. Both *a* and *b* are possible, but *a* is more likely as an essay topic. *B* is a list of the rules of the game of basketball, but this is not a usual topic for an essay. An improvement would be *how the rules of basketball developed* or *why certain rules of basketball developed*. *A* is a good topic, but it could be improved by adding an idea that would control the essay more, as in *how the salaries of professional basketball players have changed over time*.

Activity 2, page 196

Answers will vary.

Activity 3, page 197

Answers will vary.

Activity 4, page 199

1. 5
2. alphabetically by the first author's last name
3. No, the year of publication would matter only if there were two or more entries with the same author, in which case the earlier year is listed first. The 1972 article comes last because the author's name starts with W, which is alphabetically last
4. Two are books: Folse and Wilkins. We know they are books because the entry is author, title, publication place, and publisher.
5. Three are journals: Carter, Lotto and De Groot, and Martin. We know they are journal entries because they have the author, the title of the article and then the name of the journal along with a journal number.
6. the place of publication
7. All names of people, places, and publishers

are capitalized. Titles of the main work are capitalized, but the strange thing is that only the first word is capitalized.

8. The colon separates the city of publication and the name of the publisher.

Activity 5, pages 200–201

1. 22
2. alphabetically by the first author's last names
3. all of them (22)
4. *Reading Research Quarterly, Applied Linguistics, The Modern Language Journal, Studies in Second Language Acquisition, Language Learning*
5. *Oldest*: Ott, C., Butler, D., Blake, R., & Ball, J. (1973). The effect of interactive-image elaboration on the acquisition of foreign language vocabulary. *Language Learning, 23*(2), 197–206.
Most recent: (a) Henriksen, B. (1999). Three dimensions of vocabulary development. *Studies in Second Language Acquisition, 21*, 303–317.
(b) Huckin, T., & Coady, J. (1999). Incidental vocabulary acquisition in a second language. *Studies in Second Language Acquisition, 21*, 181–193.
6. by the year of publication

Activity 6, page 207

Answers will vary.

BRIEF WRITER'S HANDBOOK WITH ACTIVITIES

SENTENCE TYPES

Activity 1, page 209

1. *Answer is given.*
2. In 1875, Alexander Graham Bell | made the first telephone, a revolutionary invention for communication.
3. At the young age of 29, Alexander Graham Bell | invented the telephone.
4. In the late nineteenth century, Karl Benz | designed the first practical automobile with an internal combustion engine.

- Barthelemy Thimonnier, a French tailor, | invented the world's first sewing machine in 1830.
- In 1809, Humphry Davy, an English chemist, | developed the first electric light.
- Less than a century ago, Alexander Fleming | discovered penicillin.
- It | is impossible to imagine life without these tremendous developments.

Activity 2, page 210

- D
- D
- I
- D
- I
- D

Activity 3, page 211

- I
- D
- D
- I
- I
- D

Activity 4, page 211

- A weekly late-night TV show, *Saturday Night Live (SNL)* **made** its debut on October 11, 1975.
- Extremely popular in the United States, *Saturday Night Live* **has launched** the careers of many famous comedians, including John Belushi, Eddie Murphy, and Mike Myers.
- Lorne Michaels, a Canadian, **has produced** and **managed** SNL for more than 35 years.
- The weekly guest host of SNL **plays** an active role in picking the skits for the show.
- At the precocious age of seven, actress Drew Barrymore **hosted** SNL.

Activity 5, page 212

- C; so

- S
- C; and
- S
- C; and
- S
- S
- C; but

Activity 6, page 213

- We spoke Spanish in our house, but my American grandparents spoke only English.
- With my mom's help, I could understand my grandparents, but I wanted to be able to speak to them by myself.

Activity 7, page 213

Answers will vary.

Activity 8, page 214

- Answer is given.*
- Because the Internet is useful and practical,** it has caught on rapidly with all ages.
- Although people complain about high gas prices,** no one has invented a fuel-free vehicle yet.
- Do you know the name of the person who invented the radio?**
- One of the most important inventions that we use every day without thinking has to be the simple ink pen.**
- When electricity was invented,** many people were afraid to have it in their houses.
- How did people in warm climates survive before air conditioning was invented?**
- When portable media players were introduced,** they quickly revolutionized the music industry.

Activity 9, page 214

Answers will vary.

Activity 10, page 215

- effective persuasive writing
- other people

3. our unique point of view
4. the next set of exercises
5. a brief essay
6. a given subject

Activity 11, page 215

Answers will vary.

Activity 12, pages 215–216

Answers will vary.

Activity 13, page 217

Millions of people all over the world have seen the Golden Gate Bridge in San Francisco, so people now equate the Golden Gate Bridge with the city of San Francisco. Although they know that the Golden Gate Bridge is in San Francisco, what they do not know is that the nickname of this structure was “the bridge that couldn’t be built.” The idea of the construction of a bridge across San Francisco Bay had been discussed for years before the construction of the Golden Gate Bridge was actually started in 1933. For a variety of reasons, this bridge was long considered impossible to build.

First of all, the weather in the area—with high winds, rain, and fog—was rarely good. Second, engineers thought that the strong ocean currents in the bay meant that the bridge could not be built. Furthermore, they were worried about how the strong winds in the area would affect any large structure. Finally, it was the Depression. The poor economy was causing people to experience incredible difficulties, so many people thought that it would be foolish to spend such a large amount of money on such an impossible project.

SENTENCE PROBLEMS

Activity 14, page 218

1. S/F
2. F/S/F
3. S
4. S/S
5. S
6. S/F

7. S/S
8. S/F

Activity 15, page 218

Answers will vary.

Activity 16, page 219

from the university and since the existing libraries are often overcrowded.

Answers will vary. Possible answer: Since many students live quite a distance from the university and since the existing libraries are often overcrowded, the café also offers a place to study.

Activity 17, Page 219

1. In today’s business climate, revolutionized by electronic mail and overnight package delivery. *Answers will vary. Possible answer:* Today’s business climate is revolutionized by electronic mail and overnight package delivery.
2. Also claims to be an essential source on business correspondence for today’s business world.

Answers will vary. Possible answers: It also claims to be an essential source on business correspondence for today’s business world.

Activity 18, page 220

1. Where different ethnic groups have traditionally spoken different languages. *Answers will vary. Possible answer:* In Africa, different ethnic groups have traditionally spoken different languages.
2. Formerly French or Belgian colonies. *Answers will vary. Possible answer:* Among the most important French-speaking countries in Africa are Madagascar, Zaire, Senegal, Mali, and Ivory Coast, formerly French or Belgian colonies.

Activity 19, page 220

1. RO
2. CS
3. CS
4. RO
5. CS

6. RO
7. CS
8. RO

Activity 20, page 221

Answers will vary. Possible answers:

- a. Sheryl always told me not to trust a salesperson like that. If only I had listened to her, everything would have been fine. (1)
- b. The cat gets hungry around 3 p.m. Make sure you are there to feed it. (4)
- c. Chaucer is known as the “Father of the English Language.” He wrote *The Canterbury Tales*. (6)
- d. We cannot get a taxi because of the rain. If we cannot get a taxi, we will miss our plane. (8)

Activity 21, page 221

1. Carson McCullers left behind an impressive literary legacy, she died at the age of 50 in 1967. *Answers will vary. Possible answer:* Carson McCullers left behind an impressive literary legacy. She died at the age of 50 in 1967.
2. People loved this novel, the novel accurately reflects the author’s culture and is her most autobiographical tale.

Answers will vary. Possible answers: People loved this novel. It accurately reflects the author’s culture and is her most autobiographical tale. *or* People loved this novel, which accurately reflects the author’s culture and is her most autobiographical tale.

Activity 22, page 222

1. CS
2. S
3. S
4. CS
5. S
6. S
7. CS
8. CS

Activity 23, page 222

Answers will vary. Possible answers:

- a. It is really hot outside today. Let’s go swimming. (1)
- b. On that TV program, Jack Wallace is Chuck Smith’s next door neighbor. This show is about how Jack annoys Chuck all the time. (4)
- c. My friend Harry will never go to a movie by himself; I go to movies by myself all the time. (7)
- d. I enjoy cooking a lot, and seafood is my favorite cuisine. (8)

ADDITIONAL GRAMMAR ACTIVITIES

Activity 24, page 226

1. In
2. in
3. by
4. in
5. of
6. with
7. for
8. in
9. on
10. of
11. about
12. in

Activity 25, page 226

1. died
2. appeared
3. published
4. is
5. reflects
6. is

Activity 26, page 227

1. was **a** universal genius (article)
2. He was a ~~poem~~ **poet** (word form)
3. He ~~had made~~ **made** significant contributions (verb tense)
4. significant contributions ~~for~~ **to/in** the fields (preposition)

5. ~~appear~~ **appeared** in 60 volumes (verb tense)
6. his poetry ~~are~~ **is** read (subject-verb agreement)
7. Modern theaters present his ~~dramatic~~ **drama**. (word form)
8. on which he ~~works~~ **worked** (verb tense)
9. he published ~~the~~ Part 1 (article)
10. Goethe was already ~~recognition~~ **recognized** (word form)
11. of world ~~literary~~ **literature** (word form)
12. the select group ~~from~~ **of** Homer (preposition)

NOTE: It is sometimes possible to use more than one word form or preposition in a given situation, but the meaning may be slightly different. For example, you could use the word greatest instead of great (great figures in line 10), in instead of of (of world literature in line 10), and in instead of with (with the select group in line 11). These changes are not better but rather different. Remember that editing involves not only correcting obvious errors but also using a variety of words to state your exact intentions.

Activity 27, page 227

1. This vegetable name ~~have~~ **has** (subject-verb agreement)
2. What ~~possibility~~ **possible** connection (word form)
3. which **is** ~~the~~ name of a beautiful little brown bird (article)
4. ~~the~~ people were served (omit article)
5. vegetable ~~were~~ **was** served (subject-verb agreement)

Activity 28, page 228

1. of
2. about
3. from
4. for
5. of
6. for
7. of

Activity 29, page 228

1. where this word came (*or* where this word comes)

2. came
3. the flavor
4. C
5. normal
6. contain
7. C
8. C

Activity 30, page 229

1. One of the most brilliant ~~composer~~ **composers** (number)
2. ~~in~~ **at** the age of 13 (preposition)
3. ~~writes~~ **wrote** his first symphony (verb tense)
4. and 606 songs; ~~in~~ **In** a single year, (comma splice)
1. 5. ~~for~~ **from** periods of poverty (preposition)

Activity 31, page 229

1. French universities
2. C
3. In many part/ parts of France
4. C.
5. were/ was less expensive
6. for the example (omit article)
7. is location; located
8. C

Note: In item 8, you can say “students” or “the students.” In both cases, we are referring to the same group of students.

APPENDIX

BUILDING BETTER SENTENCES

NOTE: The answers here may vary somewhat. It is important for students to discuss any variations with the teacher or classmates to determine if these variations are indeed possible.

Practice 1, pages 238–239

- A. Applicants should research the company and learn as much about it as possible.
- B. Applicants must recognize that the interviewer wants to learn about them, so they should give full, detailed, and unique answers to the questions.
- C. In the end, a successful job interview can improve a person’s prospects for the future

by promoting opportunities for employment and future advancement.

Practice 2, page 239

- A. In large classrooms with 50 or more students, it is often impossible for many students to say anything because the room is so big that not everyone can hear other students well.
- B. Many science classes require laboratories where students conduct experiments, and drama classes allow students to perform plays.
- C. Teachers of online courses cannot comment on a student's punctuality, presentations before groups, or interpersonal skills due to the online environment.

Practice 3, pages 239–240

- A. It is tempting, and often comforting, to think that humans control their fates.
- B. In the early years of America's Revolutionary War, which began in 1775, it appeared likely that the British would crush the armies of her colonial territory.
- C. When Napoleon Bonaparte invaded Russia in the early nineteenth century, he met with early successes that appeared to guarantee that he might eventually rule the world.

Practice 4, page 240

- A. Additionally, students benefit from studying their academic discipline from a new perspective.
- B. Though studying abroad offers many advantages, some may argue that a semester or a year abroad is nothing but a vacation.
- C. One of the primary reasons that studying abroad contributes so effectively to students' education is that it requires them to live and learn in a new culture that is different from their upbringing.