

# Great Writing 4: Great Essays, 4ed

## Answer Key

### UNIT 1

#### Activity 1, pages 5–8

##### Preview

Answers will vary.

##### Post-Reading

1. The story of Cinderella, her cleaning tasks, and how she felt about them
2. Answers will vary.
3. Ironing clothes, washing dishes, and cleaning the bathroom
4. 5 paragraphs; paragraph 1 (introduction); paragraph 5 (conclusion); paragraphs 2, 3, 4 (body)
5. Unpleasant household chores
6. “The top three of these unpopular tasks often include ironing clothes, washing dishes, and cleaning the bathroom.”
7. Why people don’t like to iron clothes; “One of the most hated chores for many people is ironing clothes because it is not a task that can be completed quickly or thoughtlessly.”
8. *Paragraph 3*: “Another household chore that many people dislike is washing dishes.”  
*Paragraph 4*: “Although ironing clothes and washing dishes are not the most pleasant household chores, perhaps the most dreaded chore is cleaning the bathroom.”
9. Two possible supporting sentences: “Each piece of clothing must be handled individually, so ironing a basket of laundry can take hours!”  
“After ironing a piece of clothing meticulously, which entails smoothing out the fabric, following the seams, and getting the creases just right, it needs to be put on a hanger as soon as possible.”
10. “Because the bathroom is full of germs, a quick wiping of the surfaces is often not enough.”
11. “Maintaining a house means doing a wide variety of unpleasant chores.”

#### Activity 2, pages 9–12

##### Preview

Answers will vary.

##### Post-Reading

1. Then the doorbell rang, and my life changed forever.
2. Answers will vary.
3. (1) The writer’s family was napping. (2) The writer was bored. (3) The writer answered the door. (4) The writer sat down on the sofa. (5) The writer wondered about her exam score. (6) The mother gave the writer courage. (7) The writer opened the letter. (8) The writer read the letter. (9) The writer hugged her mother. (10) The writer was congratulated by her family.
4. 6 paragraphs; paragraph 4
5. To describe the letter and establish the problem or conflict of the essay

#### Activity 3, pages 12–14

##### Preview

Answers will vary.

##### Post-Reading

1. The differences between urban life and rural life
2. “Perhaps some of the most notable differences in the lives of these two groups include the degree of friendliness between residents, the pace of life, and the variety of available activities.”
3. urban
4. activities: paragraph 4; more options for activities: city
5. Pace (paragraph 3): *Urban*: 1. “In the city, life moves very quickly.” 2. “The streets reflect this hectic pace and are rarely empty, even late at night.” 3. “City dwellers appear to be racing to get somewhere important.” 4. “Life for them tends to be a series of deadlines.”  
*Rural*: 1. “In the country, life is much slower.” 2. “Even during peak hours, traffic jams occur less often than in a city.” 3. “Stores close in the early evening, and the streets do not come alive until the next morning.” 4. “The people in small towns or villages seem more relaxed and move in a more leisurely way.”

#### Activity 4, pages 14–17

##### Preview

Answers will vary.

### Post-Reading

1. Some cancer risks can be reduced by implementing lifestyle changes.
2. “By eating better, exercising regularly, and staying out of the sun, people can reduce their risks of cancer.”
3. Each paragraph discusses one method (cause) for reducing cancer risks
4. The foods contain saturated fat (“These popular foods contain large amounts of saturated fat, which is one of the worst kinds of fat.”) Processed food does not contain fiber. (“Instead, they now eat a lot more processed foods that do not contain natural fiber.”)
5. Food with a lot of fat tastes better. (“Although light and fat-free products are constantly being introduced to the consumer market, many people still buy foods that contain fat because they often taste better.”)

### Activity 5, pages 17–22

#### Preview

Answers will vary.

### Post-Reading

1. Community colleges and universities; community colleges
2. I. Thesis: “However, if the choice is based on three specific factors, namely, cost, location, and quality of education, students will quickly see the advantages that attending a community college offers.”
  - II. A. Costs
    - II. A. 1. a. \$3,000
    - II. A. 1. b. University: over \$25,000
    - II. A. 2. b. Photocopying costs
    - II. A. 2. d. Cafeteria prices
  - II. B. 1. a. Students do not want to be away from home
  - II. B. 1. b. Students can wait till they have more experience before leaving home.
  - II. C. Educational benefits
    - II. C. 3. Library facilities are more than sufficient.
3. –7. Answers will vary.

### Activity 6, pages 24–26

Answers will vary.

### Activity 7, page 27

1. “Mandatory retirement for capable workers is wrong because it violates personal choice,

discriminates against senior citizens, and wastes valuable skills as well as money.”

2. direct—It gives the specific reasons that will be discussed.
3. Answers will vary. Sample indirect thesis statement: Capable workers should not be forced to retire when they reach a certain age.

### Activity 8, pages 27–29

Answers will vary.

### Activity 9, pages 29–30

1. “These differences, however, pale in comparison to the similarities shared by the two professions, for the main functions of athletic team coaches and business managers are very closely related.”
2. indirect—It doesn’t give the specific similarities of the two jobs.
3. Answers will vary. Sample direct thesis statement: Athletic team coaches and business managers are similar in their leadership roles, problem-solving capabilities, and interaction with higher management.

### Activity 10, pages 30–31

Title: “July 13, 2013”

- I. C. “Then the doorbell rang, and my life changed forever.”
- II. B. “I turned the packet over in my hands a few times then gently began opening it, careful not to tear anything that might be important.”
- II. C. “So many questions were racing around in my head that I did not hear my mother come down the stairs.”

### Activity 11, pages 32–33

Title: “Cinderella and Her Tedious Household Chores”

- I. A. “Almost everyone knows how the story of Cinderella ends, but do people actually think about how she spent her days before she met the prince?”
- I. B. “Her daily routine was not glamorous. She did everything from sweeping the floors to cooking the meals. If someone had asked Cinderella which chores she did not particularly like, she probably would have answered, ‘Why, none, of course. Housework is my duty!’ In today’s increasingly busy society, however, most people admit that they have definite dislikes for certain household chores.”

- I. C. “The top three of these unpopular tasks often include ironing clothes, washing dishes, and cleaning the bathroom.”
- II. A.1. “One of the most hated chores for many people is ironing clothes. It is not a task that can be completed quickly or thoughtlessly.”
- II. A. 2. a. 3. Getting the creases just right
- II. A. 2. a. 4. Putting it on a hanger as soon as possible
- II. A. 2. b. If it is not put on a hanger right away, it gets wrinkled. It will need to be ironed again.
- II. B.1. “Another household chore that many people dislike is washing dishes.”
- II. B. 2. b. 2. Requires patience
- II. B. 2. b. 3. Must be done every day
- II. C.1. “Although ironing clothes and washing dishes are not the most pleasant household chores, perhaps the most dreaded chore is cleaning the bathroom.”
- II. C. 2. a. 1. Cleaning the bathtub
- II. C. 2. b. 2. Must use strong bathroom cleansers
- II. C. 2. c. Not a daily chore

### Activity 12, page 35

- |               |             |
|---------------|-------------|
| 1. unpleasant | 6. money    |
| 2. difficult  | 7. hesitant |
| 3. yes        | 8. negative |
| 4. few people | 9. habit    |
| 5. suspicious | 10. common  |

### Activity 13, pages 35–36

- |          |            |
|----------|------------|
| 1. daily | 6. grease  |
| 2. makes | 7. against |
| 3. with  | 8. higher  |
| 4. claim | 9. wide    |
| 5. as    | 10. tackle |

### Activity 14, pages 36–37

Answers will vary.

## UNIT 2

### Activity 1, page 41

Check these sentences: (5) Whales are by far the largest marine mammals. (6) She gave her friend a birthday gift. (8) The Russian dictionary that we use in our language class has 500 pages.

### Activity 2, pages 43–46

#### Preview

Answers will vary.

### Post-Reading

1. “I had never been more anxious in my life.”
2. Answers will vary.
3. At an airport
4. A difficult and confusing experience at the airport ends well.
5. It sets up the next action while adding to the suspense of the story
6. Frustration; fear
7. Narrator, passing businessman, airport employee
8. Simple past tense; Answers will vary.
9. Yes; *first*: watched bus driver set luggage on sidewalk; *second*: could not make sense of signs; *third*: tried to ask businessman for help; *fourth*: followed a group to elevator; *fifth*: airport employee helped
10. Transitional sentences: *Paragraph 2*: “I had to find help because I could not be late!” *Paragraph 3*: “I could follow them to the right place, and I would not have to say a word.” *Paragraph 4*: “A high, squeaking noise announced the opening of the doors, and I looked around timidly.” *Paragraph 5*: “He led me past all the lines of people and pushed my luggage to the inspection counter.”
11. Prediction; “I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.”

### Activity 3, pages 46–47

Title: Frustration at the Airport

- I. B. Thesis statement: “Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.”
- II. A. 3. Transition sentence: “I had to find help because I could not be late!”
- II. B. Paragraph 3 (Event 2) topic sentence: “I tried to ask a passing businessman for help, but my words all came out wrong.”
- II. B. 3. “Another bus arrived at the terminal, and the passengers came out carrying all sorts of luggage.”
- II. B. 4. Transition sentence: “I could follow them to the right place, and I would not have to say a word.”
- II. C. 1. “They all fit in, but there was not enough room for me.”
- II. C. 3. “I pressed button 3.”
- II. C. 4. Transition sentence: “A high, squeaking noise announced the opening of the doors, and I looked around timidly.”

- II. D. 2. “He gave me his handkerchief to dry my eyes as I related my predicament.”
- II. D. 3. “He smiled kindly and led me down a long hallway.”
- III. A. Close of the action: “When I turned to thank him for all his help, he was gone.”
- III. C. “He helped me when I needed it the most.”
- III. D. Final sentence (moral, prediction, or revelation): “I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.”

#### Activity 4, pages 48–49

Answers will vary.

#### Activity 5, pages 51–52

Some answers may vary. Sample answers:  
*Paragraph 2:* After, At; *Paragraph 3:* When, As soon as, After; *Paragraph 4:* When, At; *Paragraph 5:* From

#### Activity 6, pages 53–54

*Paragraph 1:* What I did not know at the time was this: The driving lessons that I learned in our old sedan would stay with me for the rest of my life.

*Paragraph 2:* My father, who adored driving, was the obvious choice to be my driving instructor. I was particularly frightened by the gear shift, which was sticking out of the floorboard.

*Paragraph 4:* Two weeks of lessons passed, and I was beginning to get bored with the scenery, which never changed. I was passing the same landmarks—the neighbors’ houses, the dead tree down the street, and the kids who were playing in the empty lot on the corner.

*Paragraph 5:* All the information that I had learned in the previous weeks leaked out of my brain. I blared the horn and flew through the intersection, which by pure luck was empty.

*Paragraph 6:* ...I remember the emotions of a sixteen-year-old and the wisdom of a loving father who taught her to drive.

#### Activity 7, pages 54–55

- |                         |                          |
|-------------------------|--------------------------|
| 1. an angry face        | 7. serious               |
| 2. trouble              | 8. houses and apartments |
| 3. feet                 | 9. cars                  |
| 4. eyes                 | 10. serious              |
| 5. a lot of information |                          |
| 6. celebrity            |                          |

#### Activity 8, page 55

- |            |            |
|------------|------------|
| 1. to ask  | 6. on      |
| 2. lobby   | 7. make    |
| 3. feeling | 8. bed     |
| 4. down    | 9. tell    |
| 5. by      | 10. lesson |

#### Activity 9, pages 56–57

- Your last day in high school
- A scary airplane ride to another city
- Buying your first car
- Your brother’s embarrassing wedding ceremony
- What I did last New Year’s Eve

#### Activities 10–15, pages 57–62

Answers will vary.

### UNIT 3

#### Activity 1, pages 68–70

##### Preview

Answers will vary.

##### Post-Reading

- Brazil and the United States
- Point-by-point
- Hook: “All countries in the world are unique.”
- Thesis: “On the contrary, they share many similarities.” Restated thesis (paragraph 5): “Although Brazil and the United States are unique countries, there are remarkable similarities in their size, ethnic diversity, and personal values.”
- The Effects of Size: *Brazil*: 1. “Brazil covers almost half of the South American continent.” 2. “Few Brazilians can say that they have traveled extensively within the country’s borders.” 3. “Brazil’s weather varies greatly from one area to another.” *United States*: 1. “Like Brazil, the United States takes up a significant portion of its continent (North America).” 2. “Most Americans have visited only a few of the 50 states.” 3. “The United States has a wide range of climates.”
- Opinion: “Nevertheless, it is important to remember that people as a whole have more in common than they generally think they do.”

### Activity 2, pages 70–72

Title: Not as Different as One  
Would Think

- I. C. Thesis statement: “On the contrary, they have many similarities.”
- II. A. Paragraph 2 (Similarity 1) topic sentence: “One important similarity is their size.”
- II. A. 1. a. Size: “Brazil covers almost half of the South American continent.”
- II. A. 1. c. Climate: “Its weather varies greatly from one area to another.”
- II. A. 2. a. Size: “The United States takes up a significant portion of its continent (North America).”
- II. A. 2. b. Travel: “Most Americans have visited only a few of the 50 states.”
- II. B. 1. a. Colonists from Europe
- II. B. 1. c. “Melting pot” of immigrants and native people
- II. B. 2. d. Asia
- II. B. 2. e. South America
- II. C. Paragraph 4 (Similarity 3) topic sentence: “Finally, individualism is an important value for both Brazilians and Americans.”
- II. C. 1. Brazilians’ belief in freedom: Brazilians can do what they want as long as they do not hurt others.
- II. C. 2. Americans’ belief in freedom: Freedom may be the highest value of the people.
- III. A. Restated thesis: “Although Brazil and the United States are unique countries, there are remarkable similarities in their size, ethnic groups, and personal values.”

### Activity 3, pages 72–74

Answers will vary.

### Activity 4, pages 76–77

1. However
2. Likewise
3. In addition
4. Unlike
5. In addition

### Activity 5, page 77

1. difference
2. traditions
3. an idea
4. amazing
5. in geography class
6. aggressive play
7. observe
8. strict
9. also
10. weather

### Activity 6, page 78

1. pay
2. task
3. tell
4. reach
5. between
6. personal
7. shown
8. significant
9. common
10. groups

### Activity 7, page 80

1. X
2. When the Northeast is experiencing snowstorms, cities like Miami, Florida, can have temperatures over 85 degrees Fahrenheit.
3. Some may think that these two nations have nothing in common because Brazil and the United States are in different hemispheres.
4. X
5. Even though both of these species are long-stemmed, Red Beauty stems are thin and covered with thorns.
6. X
7. If a child does something careless like break a glass, lenient parents will not become angry or scream.
8. People start shuffling uncomfortably in their seats as they wait for what will happen next.
9. Because Brazil covers such a large geographic area, its weather varies greatly from one area to another.
10. X

### Activity 8, pages 82–83

Answers may vary. Sample answers:

1. Yes. Compare costs, privacy, space
2. Yes. Compare cost, type of travel (plane, bus), necessary documents
3. Yes. Compare classes, teachers, study time
4. No. Change “tourist attractions in Toronto” to the weather in Vancouver
5. Yes. Compare types of animals, lifestyles of animals, and survival skills
6. No. Change to: desktop computer / laptop computer
7. Yes. Compare the size, function, number of fingers/toes, placement on the body
8. Yes. Compare animal life, habitats, altitudes
9. No. Change “the Earth” to “South American continent”
10. Yes. Compare ingredients, taste, cooking style

### Activities 9–13, pages 83–87

Answers will vary.

## UNIT 4

### Activity 1, pages 90–93

#### Preview

Answers will vary.

#### Post-Reading

1. Thesis: “The fact is that human beings lie for many reasons.”
2. a. Pinocchio, b. the boy who cried wolf, c. George Washington

Answers will vary.

3. Children lying to a stranger who calls while the parents are out
4. Prediction: “One’s lies may one day be exposed and cause severe embarrassment or the loss of people’s trust.”

### Activity 2, pages 93–95

#### Preview

Answers will vary.

#### Post-Reading

1. There have been many effects of the fall of the Soviet Union.
2. indirect
3. a. The prices are not subsidized, inflation is high, there is supply and demand, and more imported products (more choice)
3. b. Koreans, Tartars, Uighurs. They do not feel “native” in these “new” countries, but they do not want to be repatriated to their ancestral homes.
4. fluctuations
5. Answers will vary. Sample answers: significant, crucial, historic

### Activity 3, pages 95–98

Answers will vary. *Sample answers:*

#### Focus-on-Causes Outline

- I. A. (Hook): anecdote about a little girl who bullies others at school (what she does)
- I. B. wanting to control others, lacking parental guidance at home, and needing to be noticed as an individual
- II. A. 3. It is easy to bully those who are younger and smaller.
- II. B. Topic sentence: Teens who are bullies often suffer from a lack of parental guidance.

- II. C. Topic sentence: Many teens have difficulty creating an emotional identity, so they turn to bullying.
- III. Today’s youths turn to bullying for any number of reasons.

#### Focus-on-Effects Outline

- I. A. (Hook): anecdote about a little girl who gets bullied at school and suffers a lot.
- II. A. 3. They stop pursuing interests and activities.
- II. B. Topic sentence: Kids who are bullied may begin focusing on only the negative aspects of their lives.
- II. C. 3. They might take their anger and frustration out on others who are not involved in the bullying at all, such as family and friends.
- III. Restated thesis: Children who are bullied suffer grave consequences of this abuse.

### Activity 4, pages 98–99

Answers will vary.

### Activity 5, page 100

Paragraph 1: however; Paragraph 2: As a result of; Paragraph 3: Consequently; Paragraph 4: As a result; Paragraph 5: because of

### Activity 6, page 102

1. AC: A system that took so long to build will probably need as much time, if not more, to truly adapt to the free enterprise system.
2. NC: Another problem with TV watching and kids is that children may have difficulty distinguishing between reality and fantasy.
3. AC: Governments that once had subsidized the costs of basic necessities are now letting competition and external factors determine the prices of these items.
4. AC: In fact, many people who have told the truth to loved ones, only to see the negative reaction, wish they had told a white lie.
5. NC: It is true that everyone makes a blunder form time to time.
6. NC: Parents may not be aware that their children are exhibiting aggressive behavior both inside and outside the home.
7. NC: Society cannot just continue to wonder why children are behaving poorly.
8. NC: These types of stories typically show children that honesty is the best policy.
9. NC: What started out decades ago as an exciting type of family entertainment is

- currently being blamed for problems, especially in children.
10. NC: Where their ancestors are from does not matter to them as much as their current homeland.

### Activity 7, pages 103–104

*Wordiness:* I believe that (delete); the purpose of (delete); made statements saying (delete and insert “said”); for all intents and purposes (delete); despite the fact that this information has appeared (delete and change to “despite this information”); when all is said and done (delete); The content of the following essay shows (delete and change to “There are”)

### Activity 8, page 105

*Possible redundant information:* on TV or at the movies (delete); future (delete); planets and galaxies (delete); without the exchange of words (delete); who can read minds and know the innermost thoughts and secrets of other people (delete); and fictitious (delete); really (delete); everyday (delete)

### Activity 9, page 106

- |              |                   |
|--------------|-------------------|
| 1. moving    | 6. happy feelings |
| 2. beliefs   | 7. new ideas      |
| 3. important | 8. presence       |
| 4. unstable  | 9. open           |
| 5. overseas  | 10. a mistake     |

### Activity 10, page 106

- |           |         |
|-----------|---------|
| 1. time   | 6. play |
| 2. on     | 7. of   |
| 3. out of | 8. part |
| 4. for    | 9. to   |
| 5. run    | 10. to  |

### Activities 11–16, pages 107–111

Answers will vary.

## Unit 5

### Activity 1, pages 115–118

#### Preview

Answers will vary.

#### Post-Reading

- Hook: “Individualism is a fundamental part of society in many countries.”

- Thesis: “School uniforms are the better choice for three reasons.”
- Paragraph 2:* Uniforms make students’ lives simpler. *Paragraph 3:* Uniforms make students act more responsibly. *Paragraph 4:* School uniforms make students feel equal.
- All students would look the same regardless of their financial status.
- Paragraph 5:* “Students who wear uniforms cannot express their individuality.”
- School is a place to learn, not to show off. Students can express their individuality outside the classroom.
- “In conclusion, there are many well-documented benefits to implementing mandatory school uniforms for students.”
- School uniforms benefit students and society.

### Activity 2, pages 118–119

Answers will vary. *Sample answers:*

- II. A. 2. Children can get used to daily exercise and make it a good habit.
- II. B. 3. Children practice being involved and engaged in a task.
- II. C. Schools have the resources to make sure children are exercising properly.
- III. Schools are the perfect place to get all children involved in sporting activities.

### Activity 3, pages 120–121

#### Preview

Answers will vary.

#### Post-Reading

Answers will vary.

### Activity 4, pages 122–123

Answers will vary.

### Activity 5, pages 124–125

*Paragraph 2:* should, ought to; *Paragraph 3:* should, has to; *Paragraph 4:* should, must; *Paragraph 5:* might; *Paragraph 6:* should, ought to, can

### Activity 6, pages 126–127

Answers will vary.

### Activity 7, page 128

“fine upstanding citizens” (loaded words)

“This law, if passed, will cause extreme hardship for local residents” (event related only by sequence)

“apathetic leaders” (loaded words)  
 “run happily” (loaded words)  
 “Last year, that city raised its sales tax by one percent. Only three weeks later, the city was nearly destroyed by a riot in the streets.” (events related only by sequence)  
 “our fair city” (loaded words)  
 “we must either vote ‘no’ on the ballot question or live in fear of violence.” (either / or argument)

**Activity 8, page 129**

1. F; *underline* believe, should have
2. G; *underline* can reform, is
3. F; *underline* want, must vote
4. F; *underline* adopt, will foster
5. G; *underline* has, is done
6. P; *underline* could have been avoided, had been taken
7. F; *underline* is passed, will cause

**Activity 9, pages 130–131**

- |                                |                 |
|--------------------------------|-----------------|
| 1. important                   | 7. stop         |
| 2. students                    | 8. love         |
| 3. to put into effect          | 9. a portion    |
| 4. photographer                | 10. to consider |
| 5. bothered                    |                 |
| 6. to not want to do something |                 |

**Activity 10, page 131**

- |                |           |
|----------------|-----------|
| 1. fire        | 6. take   |
| 2. with        | 7. make   |
| 3. community   | 8. times  |
| 4. expression  | 9. living |
| 5. complaining | 10. of    |

**Activities 11–15, pages 132–135**

Answers will vary.

**UNIT 6**

**PART I**

**Activity 1, pages 140–141**

**Preview**

Answers will vary.

**Post-Reading**

1. Answers will vary. *Possible answer:* It gives a detailed description of the photo. It also gives background information to help the reader understand the reaction.

2. The worker; the era
3. Answers will vary.
4. Answers will vary.

**Activity 2, pages 141–142**

Title: “Old-Timer Structural Worker”

- I. A.2. Empire State Building
- I. B. Thesis: “For me, this photo is a testament of hard work and ingenuity.”
- II. A.1. his interest in his job.
- II. A. 2. No harnesses; he is not afraid
- II. A. 3. surroundings, job ability
- II. B. topic sentence: The photo also represents a time of ingenuity during the early 20th century.
- II. B. 2. New York City growth
- II. B. 4. Humans’ creations
- III. A. Restated thesis: It is difficult for this photo to not elicit a reaction, even more than 80 years after it was taken.
- B. We have accomplished so much in such a short period of history.

**Activities 3–7, pages 142–149**

Answers will vary.

**PART II**

**Activity 8, pages 149–150**

Answers will vary.

**Activity 9, pages 151–152**

- |       |       |
|-------|-------|
| 1. C  | 6. CX |
| 2. S  | 7. CX |
| 3. CX | 8. S  |
| 4. C  | 9. S  |
| 5. S  | 10. S |

**Activity 10, page 152**

- |                 |                  |
|-----------------|------------------|
| 1. better       | 6. sharp         |
| 2. concrete     | 7. find          |
| 3. good example | 8. list of items |
| 4. eyes         | 9. possibility   |
| 5. many         | 10. connections  |

**Activity 11, page 153**

- |              |             |
|--------------|-------------|
| 1. out of    | 6. of       |
| 2. testament | 7. reaction |
| 3. hard      | 8. by       |
| 4. of        | 9. between  |
| 5. man-made  | 10. of      |



## Brief Writer's Handbook with Activities

### Sentence Types

#### Activity 1, page 170

1. Brazil was colonized by Europeans, and its culture has been greatly influenced by this fact.
2. This was my first visit to the international section of the airport, and nothing was familiar.
3. Many people today are overweight, and being overweight has been connected to some kinds of cancer.
4. Barriers fell, markets opened, and people rejoiced in the streets because they anticipated a new life full of opportunities and freedom to make their own choices.
5. Should public school students make their own individual decisions about clothing, or should all students wear uniforms?
6. This question has been asked many times, but people are not in agreement about the ultimate punishment.

#### Activity 2, page 171

1. While the Northeast is experiencing snowstorms, cities like Miami, Florida, can have temperatures over 80 degrees Fahrenheit.
2. Although Brazil and the United States are unique countries, there are remarkable similarities in their size, ethnic diversity, and personal values.
3. Another bus arrived at the terminal, and the passengers stepped off carrying all sorts of luggage.
4. While it is true that everyone makes a blunder from time to time, some people do not have the courage to admit their errors because they fear blame.

5. Because almost every area has a community college, students who opt to go to a community college first can continue to be near their families for two more years.

### Additional Grammar Activities

#### Activity 1, page 171

1. C
2. offers
3. keep
4. are
5. travel

#### Activity 2, pages 171-172

1. take
2. entering
3. sit
4. sleep
5. give
6. done
7. is given
8. give
9. waits
10. turns

#### Activity 3, page 172

1. In addition
2. Even if
3. For example
4. but
5. First
6. Because

#### Activity 4, pages 172-173

1. N/A
2. the
3. N/A
4. the
5. N/A
6. a
7. the
8. the
9. a
10. N/A
11. N/A

12. N/A
13. N/A
14. N/A

### Activity 5, page 173

1. In
2. with
3. to
4. into
5. of
6. about
7. in
8. around
9. in

### Activity 6, pages 173-174

1. do
2. calls
3. were
4. was
5. was
6. talking
7. shouted
8. slapped
9. was
10. teach
11. be
12. succeed
13. is
14. used

### Activity 7, page 174

1. of
2. in *or* for
3. of
4. of *or* for
5. in
6. in
7. in
8. of

### Activity 8, page 174

1. an
2. a
3. a

4. a
5. N/A
6. a
7. N/A
8. N/A

### Activity 9, page 175

1. Furthermore, it increases disruptive behavior that can become more aggressive. This leads to school violence and bullying of fellow students.
2. Supporters of corporal punishment believe that it is necessary to maintain a good learning environment, but it is unfortunate that the opposite result often happens.

### Activity 10, page 175

1. C
2. C
3. spanked
4. to use
5. C
6. C
7. show
8. were
9. C
10. contributes
11. found
12. C
13. C
14. punish

### Activity 11, page 176

1. alternatives to corporal ~~punishment~~. **Because punishment because** discipline is necessary (sentence fragment)
2. One of the alternatives ~~are~~ **is** to emphasize (subject-verb agreement)
3. reward, praise, and self-esteem ~~is~~ **are** the most powerful motivators (subject-verb agreement)
4. motivators for ~~the~~ learning (article)
5. to help them plan acceptable ~~behave~~ **behavior** (word form)
6. available to discipline and ~~punishment~~ **punish** unruly students (word form)
7. alternatives to corporal punishment ~~taught~~ **teach** children (verb tense)

### Activity 12, page 176

1. In ~~the~~ conclusion (article)
2. Discipline and love ~~is~~ **are** not opposites (subject-verb agreement)
3. ~~opposites, punishment~~ **opposites.**  
**Punishment** must involve (comma splice)
4. letting ~~the~~ children know (article)
5. should not just beat ~~a/the~~ student (article)
6. with the ~~hopeful~~ **hope** that (word form)
7. more humane ~~alternatives. In order~~  
**alternatives in order** to bring about (sentence fragment)

### Activity 13, page 177

1. N/A
2. the
3. N/A
4. the
5. N/A
6. N/A
7. the
8. N/A
9. N/A

### Activity 14, page 177

1. knows
2. appreciate
3. is
4. was
5. helping
6. beat
7. become

### Activity 15, Page 178

1. of
2. in
3. for
4. of
5. between
6. to
7. from
8. of
9. to
10. In

11. from
12. in
13. Between
14. in
15. with
16. from

### Activity 16, page 178

1. Washington and Lincoln ~~was~~ **were** (subject-verb agreement)
2. Washington and Lincoln were ~~similarly~~  
**similar** (word form)
3. Both men ~~are~~ **were** U.S. presidents (verb tense)
4. the question ~~is~~ **was** whether (verb tense)
5. was certainly **a** very fragile nation (article)
6. the question ~~were~~ **was** really not so different (subject-verb agreement)
7. would the United States ~~to~~ be able (modal)
8. one of **the** darkest periods (article)

### Activity 17, page 179

1. He was a military leader who became president.
2. Despite his lack of military background or training, Lincoln made several strategic decisions that enabled the U.S. military leaders to win the Civil War.
3. Lincoln, on the other hand, was assassinated while in office and was not able to finish some of the things that he wanted for the country.

### Activity 18, page 179

1. George Washington and Abraham Lincoln ~~is~~ **are** known (subject-verb agreement)
2. Both of these patriots gave **a** large part of their lives (article)
3. to help America ~~make~~ **become** what it is today (inappropriate word)
4. different ways in ~~complete~~ **completely** different times (word form)
5. completely different ~~time~~ **times** (number)
6. in ~~the~~ American history (article)
7. Although they ~~were~~ **are** gone (verb tense)

## Appendix 1

*In these Practices students write original sentences. The following are sample answers.*

### Practice 1, Unit 1

- A. Another household chore that many people dislike is washing dishes.
- B. Because the bathroom is full of germs, a quick wiping of the surfaces is often not enough.
- C. The task of cleaning the bathroom is so unpleasant that some people wear rubber gloves when they attempt it.
- D. Maintaining a house means doing a wide variety of unpleasant chores.

### Practice 2, Unit 1

- A. As soon as I saw who the letter was from, I started sweating.
- B. I turned and saw her lovely smile.
- C. My mouth was so dry that I could barely answer her.
- D. With the letter still in my hand, I jumped off the sofa and ran to show my mother.

### Practice 3, Unit 1

- A. The situation in a small town is often just the opposite.
- B. It is rare to find museums or exotic restaurants there.
- C. Finally, people who enjoy shopping might be disappointed in the small number of stores.
- D. Other important differences exist, too, but none of these makes one place better than the other.

### Practice 4, Unit 1

- A. However, eating fatty foods can increase a person's chances for some kinds of cancer.
- B. The improved diet must be in conjunction with regular exercise.
- C. In addition, people had jobs that required more physical labor.

- D. Sunburn damages the skin, and repeated damage may lead to skin cancer later in life.

### Practice 5, Unit 1

- A. A high school diploma is not the end of many people's education these days.
- B. Making this difficult choice requires a great deal of careful thought.
- C. Going to a university often requires recent high school graduates to live far from home, and many of them are reluctant to do so.
- D. A university campus offers a large variety of sports events and social activities, and students can easily become distracted from their studies.

### Practice 6, Unit 1

- A. Traditionally, people retire from their jobs when they reach the age of sixty-five.
- B. The common belief that a person's mind slows down after a certain age is nothing but a misconception.
- C. They are worried that if older workers are allowed to continue in their jobs, there will not be enough openings for younger people.
- D. The age of retirement should be decided by an individual's economic need, health status, and personal preference.

### Practice 7, Unit 1

- A. Coaches are responsible for training their athletes and focusing on each individual's strengths and weaknesses.
- B. Athletes tend to be very competitive, and often this competitiveness leads to arguments in practice and during games.
- C. Managers know that teamwork is vital to productivity, so they are trained to make sure that the workplace runs smoothly.
- D. They write up reports to keep the owners informed about who is doing well, who is injured, and who is not performing up to par.

### Practice 8, Unit 2

- A. This was my first visit to the international section of the airport, and nothing was familiar.
- B. I tried to ask a passing businessman for help, but all my words came out wrong.

- C. Tears formed in my eyes as I saw the deserted lobby and realized that I would miss my airplane.
- D. He smiled kindly, took me by the hand, and led me down a long hallway.

### Practice 9, Unit 2

- A. As a result, I got rid of this superstitious e-mail with one swift click of the mouse.
- B. When I woke up the next morning, I was surprised to find that I had overslept and would be late for work.
- C. When I arrived at work, I found a note on my desk from my boss.
- D. I put on my reading glasses and began scrolling through my list of e-mail friends.

### Practice 10, Unit 2

- A. My idol is a person whom I have known my entire life.
- B. As usual, we were woken up by the sound of our sister playing the piano.
- C. It was obvious that this was an important day for everyone.
- D. Claudio meant that it was time for me to take on a bigger role in the family.

### Practice 11, Unit 2

- A. My father asked me to turn on the car and then he guided me into reverse.
- B. My father had me drive around the same block again and again.
- C. I was flying in the old sedan.
- D. All the information that I had learned in the previous weeks leaked out of my brain.

### Practice 12, Unit 3

- A. Because of Brazil's large size, its weather varies greatly from one area to another.
- B. Brazil was colonized by Europeans, and its culture has been greatly influenced by this fact.
- C. The mixture of cultures and customs has worked to form ethnically rich cultures in both countries.
- D. Citizens believe that they have the right to do and be whatever they desire as long as they do not hurt others.

### Practice 13, Unit 3

- A. Still, even today, computer shoppers need to know what their options are.
- B. To reach a decision, a buyer can compare these two computer types in terms of their overall cost, convenience, and style.
- C. Choosing between a desktop model and a laptop is a personal decision for the consumer.
- D. While it can seem like a daunting task now, it will certainly become more and more difficult as new "species" of computers come on the market.

### Practice 14, Unit 3

- A. The film previews are finished, and the movie theater is quiet as everyone waits for the feature film to appear.
- B. There is an uncomfortable, or perhaps unhappy, toddler sitting in the movie theater.
- C. If a child does something careless like break a glass, lenient parents will not become angry or scream.
- D. Most fall somewhere in the middle depending on the child, the environment, and the particular situation.

### Practice 15, Unit 4

- A. The celebrated story of Pinocchio, who begins life as a puppet, teaches the importance of telling the truth.
- B. Another reason people lie is to get out of situations that they do not want to be in or cannot manage.
- C. In this situation, protective lying may prevent harm or disaster.
- D. People lie for many reasons, both good and bad.

### Practice 16, Unit 4

- A. Tensions between Western countries and the Soviet Union were high, and the world felt the potential danger of a disastrous conflict.
- B. One of the most obvious changes in the post-communist world has been the shift to a market economy.
- C. These republics are currently in the process of shaping their own independent identities.
- D. They do not want to be repatriated to distant lands such as North Korea or China.

### Practice 17, Unit 4

- A. Mr. Stevenson has just come home from a terribly tiring day at work.
- B. People use television to relax and to forget about their daily troubles.
- C. Another problem with TV watching and kids is that children may have difficulty distinguishing between what is real and what is not.
- D. Television has changed over the years to include more and more programs that are inappropriate for children.

### Practice 18, Unit 4

- A. Certainly studying abroad is not for everyone.
- B. One important effect of studying abroad is a student's greater understanding of a different educational system.
- C. Even if the host country's language is the same, there are many cultural experiences that the student will have.
- D. As a result, the student should remember to represent his country and culture in the best possible light.

### Practice 19, Unit 5

- A. Most people believe in the right to express their own opinion without fear of punishment.
- B. Uniforms give students the message that school is a special place for learning.
- C. Students' standards of living differ greatly from family to family, and some people are well off while others are not.
- D. Studies show that students learn better and act more responsibly when they wear uniforms.

### Practice 20, Unit 5

- A. It was the year when Diana Princess of Wales was killed in a horrific car accident.
- B. Many people decided that Princess Diana was a victim of overly aggressive reporters.
- C. The debate on celebrity privacy continues, and it seems that almost everyone has an opinion.
- C. Some people say that they feel safer having a gun at home.
- D. Celebrities are often role models, so they need to be prepared for the paparazzi's cameras at all times.

### Practice 21, Unit 5

- A. One major concern of the EU is the death penalty.
- B. The second reason to allow for the death penalty is financial.
- C. These criminals do not actively improve society, but society must provide them free housing and food.
- D. There are many good reasons to allow for the death penalty.

### Practice 22, Unit 6

- A. The photo, an image of an older construction worker on a building job, was taken in 1930 in New York City.
- B. The other tall building in the photo is the Chrysler Building, another well-known New York City landmark.
- C. Incredibly, he is not connected to harnesses or other safety equipment.
- D. It is a decades-old photo that reminds us of how much we have accomplished in such a short period of time.