ANSWER KEY

Developmental Exercises for

A Writer's Reference

SEVENTH EDITION

Wanda Van Goor
Diana Hacker

Answer Key

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Wanda Van Goor

Prince George's Community College

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Bedford / St. Martin's

Boston ◆ New York

Manufactured in the United States of America.

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f e d c b a

For information, write: Bedford/St. Martin's
75 Arlington Street, Boston, MA 02116
(617) 399-4000

ISBN-10: 0-312-64891-X
ISBN-13: 978-0-312-64891-6

Answers to Developmental Exercises

EXERCISE S1-1, page 1

Suggested revision:

In his own time, one famous sixteenth-century Italian was known only by his given name, Leonardo. Today he is still known by that single name. But then and now, his name suggests many different roles: biologist, botanist, inventor, engineer, strategist, researcher, and artist.

Sixteenth-century Venetian soldiers knew Leonardo as a military strategist. When the Turkish fleet was invading their country, Leonardo suggested conducting surprise underwater attacks and flooding the land that the Turkish army had to cross. Engineers knew him as the man who laid out new canals for the city of Milan. Scientists admired him not only for his precise anatomical drawings but also for his discovery that hardening of the arteries could cause death. To Milan's royal court, Leonardo was the artist who was painting impressive portraits, sculpting a bronze horse memorial to the house of Sforza, and at the same time working on a mural of the Last Supper.

Leonardo saw a three-dimensional *s*-curve in all of nature—the flow of water, the movements of animals, and the flight of birds. We recognize the same *s*-curve today in the spiraling form of DNA. Leonardo invented the wave theory: He saw that grain bending as the wind blew over it and water rippling from a stone dropped into it were the same scientific event. It was as easy for him to see this wave in sound and light as to observe it in fields and streams. The math of his day could not explain all his theories, but twentieth-century scientists showed the world that Leonardo knew what he was talking about.

Leonardo saw very clearly that the powers of nature could be destructive and that human beings could be savage. At the same time, he saw a unity holding all life's varied parts together, a unity he could express in his art.

Leonardo—it's quite a name!

EXERCISE S1-2, page 2

Suggested revisions:

1. OK
2. OK
3. It was no easier for Leonardo to attend the local university than to learn a craft.
4. The obvious choices were to become a soldier or to join the priesthood.
5. OK
6. OK
7. Verrocchio's shop worked for all kinds of customers, including trade unions, churches, and individuals.
8. Living in Verrocchio's home and working in his shop, Leonardo heard talk of new theories about geography and science while he learned skills like modeling, painting, and sculpting.
9. Perhaps even more important was the variety of instruments Leonardo learned to make, among them musical, navigational, and surgical.
10. OK

EXERCISE S1-3, page 3

1. c; 2. a; 3. a; 4. c; 5. a

EXERCISE S1-4, page 4

Suggested revision:

Leonardo's vision of life as one borderless unity affected both his personal life and his artistic work.

Leonardo did not simply look at the world; he studied it carefully. Watching the wind ripple the water in a pond, he was observant, intent, and serious. Leonardo saw no boundaries in nature; to him, people and animals were parts of one creation. He ate no meat because he did not want to bring death to a fellow creature; he bought caged songbirds so that he could set them free. Having no family of his own, he adopted a boy from another family to be both his son and his heir. Even right- and left-handedness were the same to him. He filled his notebooks with mirror writing, but he wrote letters, reports, and proposals in the usual way. When his right hand became crippled, he used his left.

Leonardo's view of all of life as one creation led him to artistic innovations. Before Leonardo, artists had always used outlines to separate a painting's subject from its background. Because Leonardo saw everything in nature as interrelated, he decided that using shadow and gradation of light and color was better than using an outline. He wanted one thing to flow into another the way smoke flows into air. Looking at Mona Lisa's hand, for instance, viewers can find no line where one finger ends and the next one begins; the separation is done totally with shadows. This unified vision of the world affected the content of his paintings as well as the technique. Background and subject often echo each other in a picture: The drapery and folds of the subject's clothing may reflect background scenes of curving vines or rocky hills or flowing water.

Leonardo recognized the great diversity surrounding him, but he believed that an even greater unity supported the diversity and that his own work was an expression of that unity.

EXERCISE S2-1, page 5

Suggested revision:

Mary Wollstonecraft, an eighteenth-century writer, may have been England's first feminist. Her entire life reflected her belief in equal rights for women in all areas of their lives: personal, intellectual, and professional.

From childhood, she never had accepted and never would accept the idea that men were superior to women. As a young girl, she knew that her drinking and gambling father deserved less respect than her long-suffering mother did. As an adult, she demanded that society give her the same freedom it gave men.

Wollstonecraft also demanded that men pay attention to her ideas. She did not argue about an idea. Instead, she gave an example of what she objected to and invited her readers to think about it from various points of view. Working this way, she made few enemies among intellectuals. Indeed, she was attracted to and respected by some of the leading intellectuals of her day. Among them she was as well known on one side of the Atlantic as on the other. Thomas Paine, the American orator and writer, probably knew her better than Samuel Johnson, the English writer, did.

Professionally, she was a governess, a teacher, and an author. When her father's drinking destroyed the family, she and her sisters started a girls' school. Eventually, financial problems forced the school to close, but not before Mary had acquired enough firsthand experience to write *Thoughts on the Education of Daughters* (1786). As competent as or more competent than other writers of the day, she was a more persuasive advocate for women than most other writers were.

Modern feminists may find it ironic that current encyclopedia entries for "Wollstonecraft" refer researchers to "Godwin," her married name—where they will find her entry longer than the entry for her famous husband, William Godwin.

EXERCISE S2-2, page 6

1. b; 2. a; 3. b; 4. a; 5. a

EXERCISE S2-3 , page 7

Suggested revisions:

1. Wollstonecraft blamed women's problems on the structure of society more than on the men of her time.
2. Her ideas about women frightened other people less than they frightened her husband.
3. OK
4. OK
5. Modern readers know Mary Shelley better than they know Mary Wollstonecraft.

EXERCISE S2-4, page 8

Suggested revision:

Most people in her era found that Mary Wollstonecraft used very persuasive techniques. She did not argue and never had argued by directly attacking those who disagreed with her.

More astute than other women of her day, she used anecdotal "observations." She knew that a story or an anecdote would make her point best. Since she did not argue, her listeners never felt they had to defend their own positions and were able to listen to her stories with reasonably open minds. The stories, which often made clever use of allegory and metaphor, came from her own experience and observation. Preferring examples from dressmaking to those from other occupations, she chose stories that illustrated her points and let the anecdotes speak for themselves. Her technique was as convincing as, or more convincing than, outright argument.

Mary Wollstonecraft's sense of timing was also good. In 1790, she wrote a pamphlet entitled *A Vindication of the Rights of Men*. Part of her reason for writing it was to respond to the excitement caused by the French Revolution (1789–1799). People liked her pamphlet very much. While enthusiasm was still high, she produced *A Vindication of the Rights of Women* in 1792. It, too, was well received.

No doubt part of Mary Wollstonecraft's unusually effective writing came from the fact that she not only believed in but also lived by the ideas she wrote about.

EXERCISE S3-1, page 9

Suggested revision:

Hearing the name Karl Marx, people usually think first of Russia. Marx never lived in Russia at all. Actually, he spent almost all of his adult life in England. He was a political exile for the last half of his life.

Marx lived first in Germany. Born of Jewish parents, he completed his university studies with a PhD at the University of Jena. His favorite professor tried to get Marx an appointment to teach at the university. When that professor was fired, Marx gave up hope of teaching at Jena or any other German university. Because he was denied a university position, Marx had to earn his living as a journalist. He worked briefly as a newspaper editor in Germany.

Next came France, Belgium, and a return to Germany. First Marx and his new bride moved to Paris, where Marx worked for a radical journal and became friendly with Friedrich Engels. When the journal ceased publication, Marx moved to Brussels, Belgium, and then back to Cologne, Germany. He did not hold a regular job, so he tried desperately to earn at least enough money to feed his family.

After living in Paris and Brussels, Marx decided he would settle in London. He and his family lived in abject poverty while Marx earned what little income he could by writing for an American newspaper, the *New York Tribune*.

EXERCISE S3-2, page 10

1. b; 2. b; 3. a; 4. b; 5. a

EXERCISE S3-3, page 11

1. b; 2. a; 3. b; 4. a; 5. b

EXERCISE S3-4, page 12

Suggested revision:

Marx wrote *The Communist Manifesto*, his most famous work, in collaboration with Friedrich Engels, just before the German revolution of 1848. The book has three sections with distinct characteristics.

In the first section, Marx tries to define terms accurately and to state his basic assumptions. He traces the class systems of earlier times and concludes that there are only two classes in his day, the bourgeoisie and the proletariat. The bourgeoisie are the property-owning capitalists; the proletariat are the working class. Marx asserts that as the bourgeoisie increase their economic power, they work toward their own eventual downfall.

Set up in question-and-answer format, the second section of Marx's *Communist Manifesto* resembles a debate with a bourgeois sympathizer. Of course, Marx sees only one side of the debate as being correct. After "defeating" his opponent on major questions, Marx presents his own ten-point program in clear, easy-to-understand, persuasive language.

After developing the second section in detail, Marx moves on to the *Manifesto*'s final section. He shows how Communists and other reform groups work toward the same goals. Reminding workers that they "have nothing to lose but their chains," Marx calls on them to work together zealously and actively. In ringing tones, Marx utters the slogan that can still be heard today: "Workers of the world, unite!"

EXERCISE S4-1, page 13

Suggested revision:

Do you know how slavery began in America or how it ended? When the *Mayflower* landed in what is now Massachusetts in September 1620, slaves were already in America. A Dutch ship had unloaded and sold twenty Africans in Jamestown, Virginia, the year before.

Actually, slavery in America began long before that. Many early explorers brought slaves with them to the new land, and some historians claim that one of the men in Christopher Columbus's crew was a slave. From the 1500s to the 1800s, slave ships brought ten million African slaves across the ocean.

Most of the slaves stayed in Latin America and the West Indies, but the southern part of the United States received about 6 percent of them. Few northerners owned slaves, and opposition to slavery was evident by the time of the American Revolution. Rhode Island prohibited the importation of slaves even before the Revolutionary War. After the war, six northern states abolished slavery at once, and other states passed laws to phase out slavery; even Virginia enacted legislation encouraging slave owners to emancipate their slaves.

But it took a war, a tricky political situation, and a very clever former slave to free all slaves. History gives Abraham Lincoln the credit for liberating the slaves during the Civil War, and he deserves some credit, but emancipation was not his idea. Originally, no government officials seriously considered emancipation because they were so focused on winning the war to save the Union. Then an important black man talked to Lincoln and gave him the idea and the reason. This man said that freeing slaves would be good for the war effort and asked if Lincoln would agree to do it. Who was this man? He was Frederick Douglass, fugitive slave and newspaper editor.

EXERCISE S4-2, page 14

Suggested revisions:

1. Slaves who learned to read and write gained self-confidence, so they were harder to oversee than illiterate slaves.
2. OK
3. The master had told his slaves that all escape routes were blocked and that they would have no chance whatever at success.
4. OK
5. Listeners could not learn anything about escape routes from Douglass's stories because Douglass told them nothing that would endanger other fugitives.
6. Douglass had few ties to his mother and never met his father.
7. OK
8. OK
9. Douglass escaped by pretending to be someone else; he borrowed the identification papers of a freed black sailor.

10. Frederick Douglass used several different last names as he escaped slavery; an abolitionist friend suggested the name Douglass to him, and Frederick used it from that time on.

EXERCISE S4-3, page 15

Suggested revisions:

1. When a friend suggested Douglass as a last name, Frederick asked whether it was a satisfactory name and whether it fit well with Frederick.
2. People frequently asked Douglass how he felt when he found himself in a free state.
3. Lonely and frightened at the time, he said that he could trust no man and that he saw every white man as an enemy, every black man as a cause for distrust.
4. Douglass was befriended by David Ruggles, an abolitionist who asked him what he planned to do.
5. Douglass married Anna and told her that they would move to New Bedford and that she shouldn't worry because he would surely get a job there.

EXERCISE S4-4, page 16

Suggested revision:

Frederick Douglass, who was born a slave and became a much-sought-after lecturer and writer, was a man of strong will and convictions.

Douglass never hesitated to defend the choices he made for himself and his family. On trains he sat in cars reserved for "whites only" until security officers dragged him away. He walked out of a church when he realized that none of his people could participate in the service until the white people were finished.

Wherever he lived, Douglass fought slavery. When he published his autobiography, *Narrative of the Life of Frederick Douglass*, in 1845, he was still a fugitive slave. He and his wife moved to England the same year because he feared that his book would reveal his identity as a fugitive slave. Also, some of his other writings had aroused so much animosity that he feared for his life. From England, he wrote letters and worked to gain support for freeing the slaves. After friends in England raised enough money to buy his freedom for him, he was even more determined to help others gain their freedom. (Slaves used to say that a free black was never there when they needed help, but no one could ever say that about Frederick Douglass.)

Douglass was outspoken in his support for the causes he believed in. When the Civil War broke out, Douglass came back to the United States to help recruit African Americans to fight. "This war is for you and your children," he told them. Douglass also supported woman suffrage, and he defended the right of members of different races to marry if they wished. When Douglass married his second wife, a white woman, critics complained. He answered them by saying that his first wife was the color of his mother and that the second was the color of his father, so he was not playing favorites.

EXERCISE S5-1, page 17

Suggested revision:

Sometimes it's hard to separate history from folklore. Casey Jones, John Henry, Johnny Appleseed, Uncle Sam—which of these were real men? We've heard stories, but are those stories true?

There really was a railroad engineer called Casey Jones; he got that nickname because of Cayce, Kentucky, where he lived as a boy. There really was a Cannonball too; it was the Illinois Central's fast mail and passenger train. There really was a wreck of Engine No. 382, and Casey died while slowing the train to save his passengers. Legend has it that when workers found his body in the wreckage, his hand was still on the air-brake lever. (Air brakes had recently been installed on trains to increase their braking power.)

John Henry was an African American railroad worker of great strength. In legend and song, he died after a timed contest against a steam drill. By using a hammer in each hand, John Henry won the contest. He drilled two holes seven feet deep; the steam drill bored only one nine-foot hole. The real John Henry died on the job, crushed by rocks that fell from the ceiling of a railroad tunnel.

John Chapman, better known as Johnny Appleseed, was a wealthy and well-liked nurseryman who kept moving his place of business west as the frontier moved west. His boyhood friend Sam Wilson supplied meat to the US troops during the War of 1812. A worker told a government inspector that the "US" stamped on the meat stood for "Uncle Sam." Although it was a joke, it caught on, and Congress made the "Uncle Sam" identification official in the 1960s.

EXERCISE S5-2, page 18

Suggested revisions:

1. Although Vespucci claimed to have found a new continent, there is no evidence that he ever reached any land in the Western Hemisphere. *Or* Vespucci claimed to have found a new continent, but there is no evidence that he ever reached any land in the Western Hemisphere.
2. Columbus may have seen parts of the Americas first, but when a German mapmaker believed Vespucci's claim and put Vespucci's name on the map, the lands became known as America.
3. If Vespucci wasn't the first European to find land across the Atlantic, who was?
4. Most British historians who have worked on the question say that John Cabot got there first.
5. Early mariners, who worked at a very dangerous occupation, often sailed under several names.
6. John Cabot was the name Italian mariner Giovanni Caboto used when he worked for the English.
7. Some people say that Leif Eriksson saw the coast of North America first; their reason is that he established a small community on Newfoundland about AD 1000.
8. Even though Eriksson's community was established five hundred years before the time of Vespucci, Columbus, and Cabot, the Norse sagas claim that Bjarni Herjulfsson sighted North America before Eriksson did.
9. The number of theories increases as new evidence is found.
10. So who was the first European on American shores? These bits of history indicate that no one can really answer that question. *Or* So who was the first European on American shores? As these bits of history indicate, no one can really answer that question.

EXERCISE S5-3, page 19

Suggested revisions:

1. OK
2. OK
3. Since he was able to borrow a horse, Revere managed to get as far as Lexington.
4. Adding two other riders, William Dawes and Samuel Prescott, made it possible to get the warning to Concord.
5. A vigilant group of British soldiers on patrol overtook all three men, captured Revere, and found out who he was.
6. Minutemen reported promptly for duty because they were warned by relays of riders who had been alerted by prearranged signals.
7. If Henry Wadsworth Longfellow had not written a poem about the ride forty-five years after Revere's death, Revere might never have become famous.
8. OK
9. The number of times his name appeared on such lists after the poem was published was enough to make him famous.
10. OK

EXERCISE S5-4, page 20

Suggested revision:

What did Paul Revere do when he wasn't working for the Revolution? Quite apart from his famous ride, Paul Revere made other significant contributions to American life and culture.

The basic reason for all these contributions was that Paul Revere was an enterprising entrepreneur. He originally followed his father into silversmithing. Soon after the war started, he began making gunpowder. He designed and printed paper money and made the state seal that Massachusetts still uses. Carving false teeth from rhinoceros tusks was one of his efforts to make money; publishing

hymnbooks was another. He engraved copperplates for printing. He ran a hardware store and erected barns for local farmers.

Until Revere built the first rolling mill for copper in the United States, all rolled copper had to be imported. He set up the equipment to cast bronze and made cannon for the army, copper fittings for the USS *Constitution* (Old Ironsides), and bells for churches. Seventy-five of his bells still ring from New England church steeples.

At silversmithing, a very creative field, Revere displayed great skill. His silver pieces were so beautifully crafted that two hundred years later one of his punch bowls brought an offer of a hundred thousand dollars. One reason antique lovers today search for silver objects marked "Revere" is that Revere's work is so graceful. Modern artisans still try to duplicate his decorated grooves and flowing lines. And shoppers admire certain smoothly curved bowls, known as Revere bowls, whether they are made of silver or of some other metal.

Whether or not he rode all the way to Concord, Paul Revere made an indelible impression on American life and culture.

EXERCISE S6-1, page 21

Suggested revision:

No one who knew Albert Einstein as a young child would ever have believed that he might one day be called the smartest man in the world. None of his teachers could have predicted success for him. A shy, slow learner, Albert always got into trouble in class. He consistently failed the subjects he did not like. His family could not have predicted his success either. Albert could not even get to meals on time. Night after night his parents had to postpone dinner until servants searched the house and grounds and found the boy. He would be full of apologies but have no explanation to offer for his lateness except that he was "thinking." Once his angry father dangled his big gold watch at Albert and told him to figure out how late he was. Albert, who could not tell time, was fascinated by the tiny magnetic compass hanging from the watch chain. The boy asked so many questions about the compass that he did not eat much dinner anyway. When Albert begged his father to lend him the compass to sleep with, his father let him borrow it. Years later Einstein wondered whether that little compass had been the beginning of his interest in science.

EXERCISE S6-2, page 22

Suggested revisions:

1. Hermann Einstein moved his electrochemical business to Munich, where it was possible for his son to have the best schooling available.
2. To explain math to the boy, Albert Einstein's Uncle Jake made algebra problems into games.
3. Impressed by her son's persistent questions, Albert's mother secretly hoped that Albert would one day be a professor.
4. One of Albert's friends, a medical student at the University of Munich, supplied Albert with well-written modern books on natural science.
5. After keeping his business in Munich for several years, Hermann Einstein decided to go to Italy and work with relatives.

EXERCISE S6-3, page 23

Suggested revisions:

1. Albert was miserably lonely without his family because he had always depended on them for his social life.
2. He did not get along with the other students or with his teachers.
3. He had never gotten along well with other students, who envied his superior work in math and physics.
4. His teachers resented him too because he was smarter than they were in mathematics.
5. Desperate to be with his family in sunny Italy, he faked a nervous breakdown.
6. After convincing a medical doctor to sign a formal request for a six-month vacation, Albert found out that the school had expelled him.
7. His months in Italy were a welcome change, giving him time to enjoy life again and to plan for his future.
8. After months of thinking about his future while he enjoyed Italy's scenery, art, and music, Albert finally decided that he wanted to be a theoretical physicist.
9. Although he knew that his father's business was not doing well, he asked his father for enough money to take the entrance exams at the Swiss Federal Polytechnic School.
10. Because his father wanted Albert to succeed, he found the money somehow.

EXERCISE S6-4, page 24

Suggested revision:

Teachers are not always right about their pupils. Certainly Albert Einstein's teachers, misjudging his ability in math, failed to spot the most brilliant student they had ever had. Giuseppe Verdi's teachers made similar errors in judging their pupil's musical ability. Verdi, a nineteenth-century Italian, wanted to be a composer. When he applied to the Conservatory of Music in Milan, he was rejected because he "showed no aptitude for music." Today his works are performed more than those of any other opera composer. Scientists have also been underestimated. Everyone has heard of Charles Darwin, the British scientist. This man, who was the first to propose the theory of evolution, also had trouble in school. He did so poorly at the University of Edinburgh that his teachers considered him hopeless and dismissed him. The first American physicist to win the Nobel Prize for physics was also misjudged by his teachers. Albert Abraham Michelson was a student in the naval academy at Annapolis. One of his teachers told him to pay less attention to science and concentrate on naval gunnery. Luckily, Einstein, Verdi, Darwin, and Michelson refused to accept their teachers' evaluations of them.

EXERCISE S7-1, page 25

Suggested revision:

Everyone has heard of Martin Luther King Jr. After studying for the ministry at Boston University and earning a doctorate in theology, he went home to the South to work as a minister. He started working in civil rights and became the most influential leader of that cause in America. When he died, the victim of an assassin's bullet, his name was almost synonymous with "civil rights." Historians and biographers have recorded his leadership in the fight to gain basic civil rights for all Americans. Many people who know of his civil rights work, however, are not aware of his skill as a writer. In addition to his carefully crafted and emotional speeches, King produced other important writing.

Among King's most famous writings is his "Letter from Birmingham Jail." Written to answer a statement published by eight Alabama ministers that King's work was "unwise and untimely," the letter shows King to be a man who had great patience with his critics. Eager to get these ministers to accept his point of view, King reminds them that they are ministers. Their goodwill, he says, should help them see that his views hold value. Instead of attacking them personally, he analyzes their arguments and then presents his own views. Does he use many of the emotional appeals for which he is justly famous? No, in this letter King depends on logic and reasoning as the tools to win his argument.

EXERCISE S7-2, page 26

Suggested revisions:

1. a. Because King didn't have much to write on in the jail, he started writing in the margins of the newspaper in which the article appeared.
   b. Not having much to write on in the jail, King started writing in the margins of the newspaper in which the article appeared.
2. a. Wanting to help King, a black trusty was able to get some scraps of paper for him after a while.
   b. After a while, a black trusty who wanted to help King was able to get some scraps of paper for him.

3. a. After his attorneys were able to give him a pad of paper, King, fired up by the newspaper article, quickly filled the pad.
   b. His attorneys were later allowed to give him a pad of paper. Fired up by the newspaper article, King quickly filled the pad.
4. a. Choosing to write his response to the newspaper article in letter form, King seemed like the biblical Paul to some people.
   b. Because King chose to write his response to the newspaper article in letter form, he seemed like the biblical Paul to some people.
5. a. How were King and Paul alike? A preacher of the Christian faith, like King, Paul wrote some of his famous letters from a prison cell.
   b. How were King and Paul alike? Like King, Paul was a preacher of the Christian faith who wrote some of his famous letters from a prison cell.

EXERCISE S7-3, page 27

Suggested revision:

Martin Luther King Jr.'s famous "Letter from Birmingham Jail" has a clearly thought-out structure. Beginning with the statement that any nonviolent campaign has to go through four stages — fact finding, negotiation, self-purification, and direct action — King says that he and his fellow campaigners have gone through all these steps in Birmingham. After that beginning, King tries to reach his readers by asking them how to answer his children's questions about why they cannot go to the amusement park advertised on TV. Discussing the difference between just and unjust laws, the letter emphasizes the need for nonviolent direct action to dramatize the unjust ones. Next King mentions the "white moderates." Although he expresses his disappointment with white churches and white religious leaders who have failed to join the civil rights movement, he praises the few who have helped. Describing the mistreatment he and his friends have suffered at the hands of the local police, he gives thanks for the courage of the people involved in sit-ins and bus strikes. Finally, King writes of his faith that the movement will survive and prosper and that racial prejudice will soon pass away.

REVIEW OF S1–S7: Sentence style, page 28

Suggested revision:

One of the men who greatly influenced Martin Luther King Jr. was Mahatma Gandhi, who introduced nonviolent protest techniques in Africa and India. Called the father of his country, Gandhi helped India gain its freedom from England. Gandhi's nonviolent method was based on three principles: courage, truth, and endurance. By using nonviolent techniques, Gandhi helped Indians in Africa and India.

After studying law in London, he attempted to practice law in India but was not very successful. When he went to South Africa to do legal work in 1893, he was abused because he was an Indian who also claimed the rights of a British subject. Although he had planned to stay in Africa one year, he remained for twenty-one years. Fighting injustice in South Africa, Gandhi developed the principle of *satyagraha* (nonviolent protest) during those years.

After working in South Africa, Gandhi returned to India to lead the Indian movement for independence. While in India, he led hundreds of his followers on a march to the sea, where they made salt from seawater to protest a law that required them to buy all their salt from the government. Among the poor, he also began programs of hand weaving and spinning that exist to this day.

Although Gandhi believed in and lived by the nonviolent principle of *satyagraha*, he died a violent death. In 1948, he was assassinated by a high-caste Hindu fanatic who feared Gandhi's tolerance for all creeds and religions. Nevertheless, Gandhi's nonviolent methods have survived to this day. When Martin Luther King Jr. began his civil rights work in the United States, many people compared him to Gandhi, saying that his principles were essentially the same as Gandhi's.

EXERCISE W2-1, page 29

Suggested revision:

Adam Smith, the founder of modern economics, proposed a theory in the eighteenth century that has made him controversial ever since. This economist, born in Scotland and educated in England, wrote the first complete study of political economy. *The Wealth of Nations* was published in the same year that Americans declared their independence from England — 1776. Smith's book pointed out the interdependence of freedom and order, economic processes, and free-trade laws. Although Smith's thinking did not really affect economic policies significantly during his lifetime, its influence in the next century was considerable. Among economists, the phrases "the invisible hand" and "laissez-faire" are synonymous with Smith's name. History has only made Smith's ideas more controversial. Say "Adam Smith" to conservative businesspeople, and they will smile and respond with words like "He was a good man — really understood how business works!" Say "Adam Smith" to liberal reformers, and they will grimace and mutter something like "He was an evil man — really sold the average citizen down the river." Both of these reactions are extreme, but such responses indicate that the controversy aroused by Smith's ideas is still alive.

EXERCISE W2-2, page 30

Suggested revisions:

1. After many years of study and then writing, he published *The Wealth of Nations*.
2. This lengthy book had about a thousand pages, including a sixty-three-page index.
3. The book's full title indicates its scope: *An Inquiry into the Nature and Causes of the Wealth of Nations*.
4. Smith believed that certain basic economic laws work to everyone's benefit if people "let the market alone."
5. He believed that something like an "invisible hand" guides economics.

EXERCISE W2-3, page 31

Suggested revisions:

1. Adam Smith said that two laws govern economics.
2. The first law is self-interest. [*or* First is self-interest.]
3. The employee wants a higher wage; the employer wants a higher profit.
4. The second law, competition, works only if no one manipulates the market.
5. Because people will buy the cheapest gloves, a glove manufacturer cannot raise prices too much or customers will go to competitors who sell cheaper gloves.
6. Economists call Smith's "let the market alone" policy "laissez-faire."
7. Adam Smith urged governments to practice laissez-faire so that "the invisible hand" could regulate the marketplace.
8. Smith assumed that a "law of accumulation" requires industrialists to add buildings and machinery, to hire more workers, and to produce more goods.
9. Another law, the "law of population," supplies the necessary workers.
10. Eventually, said Smith, workers will be paid, employers will make a fair profit, and the employers' landlords will have many tenants.

EXERCISE W2-4, page 32

Suggested revision:

Adam Smith was convinced that if people would "let the market alone," all would be well. The facts about how the market operated during the next century would have distressed him. The industrialists chose Smith as their patron saint. Working to make sure that the government "let the market alone," they opposed even laws that forbade shackling children to the machines they operated. By secret agreements, they charged identical prices. Similarly, workers agreed to demand the same wages from every employer. Neither employers nor employees followed Adam Smith's injunction to let the market alone. No doubt Adam Smith would be disappointed in the way his economic theories have been used — and misused.

EXERCISE W3-1, page 33

Suggested revision:

Young slave Frederick Douglass enjoyed indulging in his favorite fantasy about slave owners. In his fantasy, everyone conspired

against the slave owners. Slaves still in bondage gave no hint of a planned escape. Members of the community never revealed the whereabouts of escaped slaves. Slaves who escaped successfully never talked too much about how they got away. Recaptured slaves told their owners nothing at all. Even some white southerners who sympathized with the slaves gave no information to their slave-owning friends. Douglass enjoyed the final part of his fantasy most. In it, Douglass imagined slave owners as being too afraid to hunt escaping slaves. The owners distrusted their slaves, their enemies, and even their friends.

EXERCISE W3-2, page 34

1. b; 2. a; 3. a; 4. b; 5. a

EXERCISE W3-3, page 35

Suggested revisions:

1. Active
2. Although these people deserved praise, their open talk endangered escaping slaves.
3. Active
4. Professional slave hunters often caught escaping slaves at the houses of those who talked openly.
5. Any information that increased slave owners' knowledge threatened all slaves.
6. Whenever slave owners suspected some of the escape routes, the slaves lost their courage.
7. Active
8. Active
9. Active
10. Years later, those scars convinced northerners that Douglass spoke the truth about slavery.

EXERCISE W3-4, page 36

Suggested revision:

Frederick Douglass changed some of his ideas about the North after his successful escape from slavery. Before that time, Douglass assumed that northerners lacked both money and culture. In the South, only poor people owned no slaves. Also, poor people owned no lovely homes, no pianos, no art, and often no books. When he first saw New Bedford, Massachusetts, Douglass doubted his own eyesight. He saw no dilapidated houses or naked children or barefoot women in New Bedford. Instead, the beautiful homes with equally beautiful furniture and gardens indicated considerable wealth. Laborers handled quality merchandise on the wharves and purchased it in the stores. When he saw all of this, Douglass happily changed his ideas about the North.

EXERCISE W4-1, page 37

Suggested revisions:

A. In the 1800s, an Englishman named Thomas Robert Malthus became involved in economics. He was very interested in predicting how many more people would populate the world eventually and how much food would be available for them. What he figured out was frightening. He said that people kept having children faster than society could produce enough to feed them. There was no way to avoid it. Hard times and wars would kill most people. According to Malthus, famine, plagues, and even wars were necessary to eliminate some excess people so the remainder could have enough food.

B. Robert Malthus proved that population grows faster than food supplies. His thinking led him to oppose any help for poor people. He believed that by relieving the immediate problems of the poor, the government actually made it harder for people to feed their families. Malthus said that if the government subsidized their basic needs, people would only have more children, thus increasing the population even more. Then the inevitable famine or drought would have to eliminate even more people to help a few survive. Everyone from worker to supervisor was caught in the same predicament. It is no wonder that when the English historian Thomas Carlyle finished reading Malthus's theories, he pronounced economics "the dismal science."

EXERCISE W4-2, page 38

Suggested revisions:

1. Ricardo and Malthus were good friends, but they argued constantly.
2. They did agree on one thing: The future looked bleak for humanity.
3. Ricardo didn't reach his conclusions just by calculating population growth.
4. He accumulated statistical support for the validity of his theory of economics.
5. His theory predicted that workers would always be in the lowest class, that industrialists would barely be able to maintain their position, and that landowners would always be wealthy and powerful.
6. His theory made the landowners the villains.
7. In those days, landowners were called "landlords"; they rented land to tenant farmers.
8. Landlords collected rents; but since their land also supplied food for the country, they held enormous power.
9. Landlords would rather die than give up their power.
10. When landlords raised land-rent fees, workers had to pay more for bread and the industrialists had to pay higher wages without getting any increase in production.

EXERCISE W4-3, page 39

1. b; 2. b; 3. a; 4. b; 5. b

EXERCISE W4-4, page 40

Suggested revision:

The theories of economists Thomas Malthus and David Ricardo show certain similarities, but one theory did not lead to the other. Their visions of the future are similar, but each arrived at his conclusions on his own. Ricardo predicted a dreary future; he said that future workers would not have enough money to buy bread. It was not exactly the same picture Malthus painted, but it was equally dismal. A modern scholar, Robert Heilbroner, once said that these two men "changed the world from an optimistic to a pessimistic one." Before them, most people believed that the world would just naturally get better. After them, the natural world seemed to be an enemy of the world's people. Although both Malthus and Ricardo studied the problem, neither of them could explain the reasons for the recurring fluctuations in the country's economic well-being. Nor could any other economist who offered theories on the subject. Malthus and Ricardo saw only a gloomy image of future life. Scrupulously honest, they reported that vision but offered no solutions to the problems they predicted. For many people, economics continues to be a dismal attempt to explain how the market works.

EXERCISE W5-1, page 41

Suggested revision:

Economics is not totally dominated by men. Even in the 1800s, when Thomas Malthus and David Ricardo were the experts, one leading writer about economics was a woman, Jane Marcet. Marcet wrote for the popular press. One of her favorite topics to write about was political economy. In her book *Conversations in Political Economy*, Marcet summarized economic doctrines before 1800. Her aim was different from that of either Malthus or Ricardo. Rather than propounding a new theory of her own, she popularized theories of other people. Modern-day women have done more than write about theories that men have proposed. Some of them have taken the initiative to develop their own ideas. Carmen M. Reinhart, for example, has written influential papers on financial crises and has served in high-level positions in research and government organizations. She is just one of the increasing number of women making careers in economics.

EXERCISE W5-2, page 42

A. 1. the US Congressional Budget Office, became director of that office
   2. Bryn Mawr College, PhD
   3. the Brookings Institution, from 1957 to 1966
   4. books, published

5. a professor of public policy, George Mason University near Washington, DC

Suggested revisions:

B. 6. She planned to make a thorough analysis of every part of the federal budget.
7. Rivlin did not claim that federal government services were inexpensive.
8. What she promoted was the idea that legislators should have easy access to information they needed.
9. She allowed herself no excuse for incomplete work.
10. Rivlin's work has proved conclusively that women can be extremely competent in financial matters.

EXERCISE W5-3, page 43

A. 1. effect, try to
2. to make, incredible
3. illusions, capable of doing
4. imminent, type of
5. accessible, plan to vote

B. 6. Members of Congress have been known to get very angry with a budget director whose work was not satisfactory.
7. Sometimes the Budget Office must try to please a representative.
8. The director of the Budget Office, however, must maintain that office's independence from members of Congress.
9. Perhaps Alice Rivlin's style was different from that of some other budget officers, for she got the job done without making too many enemies.
10. OK

EXERCISE W5-4, page 44

Suggested revisions:

1. Rivlin has had more than one professional interest; besides her budget work, she has written several books and taught public policy at George Mason University.
2. Rivlin did not try to hide problems; she dealt with them before they became bigger problems.
3. When Rivlin received a MacArthur Foundation award, it was clear that her talents and dedication had been recognized.
4. OK
5. Looking for such women is no longer an impossible task.
6. Women's roles in the labor market have changed radically.
7. Unfortunately, the economic status of women has not kept pace with these changes. Why?
8. She may have been risking her career, but Cynthia Lloyd wanted to begin by dealing with that question.
9. OK
10. Her studies don't claim that money is unlimited but ask why women's efforts to get their share are always delayed.

EXERCISE W5-5, page 45

Suggested revision:

Women economists have been no different from men economists in the range of their interests. Jane Marcet was interested in writing about economics for the popular press, not in developing theories of her own. Jane Jacobs concentrated on cities because she believed that they have a significant impact on national economies. She claimed that only cities can maintain or affect a nation's economic life enough to cause real change. Phyllis Deane studied developing countries. She worked diligently to find ways to try to understand the economies of these countries. Cynthia Lloyd's primary concern is for improved economic status for women in the labor market. Alice Rivlin is involved with the Brookings Institution in Washington, DC, and with financial boards and organizations.

REVIEW OF W2–W5: Word choice, page 46

Suggested revision:

Economics, a branch of social science, deals with the production, distribution, and consumption of goods and services. However, it's not an exact science, though economists strive to make it so.

Economists have several annoying habits. One of the worst is the habit of "two-handedness." An economist will say, "On the one hand, interest rates may rise and . . ." In the next breath, the same economist will say, "On the other hand, interest rates may fall and . . ." President Harry Truman used to get angry with advisers who talked like that. He once said that what he really needed was a one-handed economist.

If the current volume of *Who's Who in Economics* fell off its library shelf, this thousand-page book would dent the floor. Hundreds of names are in that volume, but the same few keep surfacing. Whenever people discuss economics, they nearly always refer to Malthus, Ricardo, Veblen, or Keynes. But the same name nearly always heads the list. Adam Smith's name has led all the rest for more than two centuries.

Pretend you are the host of a current TV show about money. Pretend also that you write books with titles like *The Money Game* and *Supermoney*. What type of name would you choose for your pen name? You would want an easily recognized name. You might do just what George Jerome W. Goodman did when he started a successful TV show about managing money: He called himself "Adam Smith."

EXERCISE G1-1, page 47

convey, are, are, are, has, is, seem, enjoy, is, is

EXERCISE G1-2, page 48

1. Phrases (subject); are used and understood (verb); 2. Sentence correct; expression (subject); 3. flock and wolf (subject); are (verb); 4. shepherd and helpers (subject); forget (verb); 5. wolf (subject); covers (verb); 6. Sentence correct; he (subject); 7. flock (subject); accepts (verb); 8. sheep nor shepherd (subject); notices (verb); 9. Sentence correct; wolf (subject); 10. Everyone (subject); understands (verb)

EXERCISE G1-3, page 49

1. tells, tries; 2. is, is; 3. is, leaps; 4. is watching, takes; 5. tries, are; 6. fears, is going; 7. have suffered, claims; 8. says, are; 9. knows, does believe; 10. pretend, can get

EXERCISE G1-4, page 50

tries, are, is, reports, suggests, show, are, wish, are, have

EXERCISE G2-1, page 51

Most Americans today don't realize that the American democratic system did not always include African Americans and women. The constitutional amendments passed after the Civil War granted former slaves and all native-born African American men full voting rights, but the new amendments ignored women. Women had to wait much longer—more than half a century—to be given the right to vote.

Some individual states allowed women to vote as early as 1900, but by 1910 women activists decided to focus their energy on a federal amendment. When Woodrow Wilson became president in 1913, women demonstrated along the inauguration route, marching and holding signs demanding the vote for women. Then in 1917, Alice Paul and a militant faction of the suffrage movement picketed the White House and even chained themselves to fences. When they were threatened and attacked by male mobs, police ignored the men and arrested the women. In prison, the women endured filthy cells, force-feeding when they went on a hunger strike, and ill treatment. Some women were restrained for many hours in uncomfortable positions with their arms high over their heads. One angry official repeatedly asked a doctor to declare one or more of the women insane. (The doctor refused.)

President Wilson was a man with major problems—a war abroad and women fighting for their rights at home. At first he tolerated the women picketers; he even sent coffee out to them. Then he just wanted the women to lay down their signs and banners and go home. But the increasing pressure from moderate and radical voices in the movement as well as public outrage over the women's prison treatment finally forced Wilson to support a constitutional amendment for women's voting rights.

EXERCISE G2-2, page 52

Women who led the suffrage movement never used violence, but they thought of themselves as waging a war. They tried different strategies in different places and coordinated their various attacks. Some concentrated on state and local voting rights for women; others worked for national suffrage. In Washington, DC, they picketed, demonstrated, and built and maintained "perpetual watchfires" in which they burned the speeches on democracy that President Wilson was giving in Europe.

When the protesters were arrested at the White House in 1917, police had to use their personal cars to carry the many prisoners they arrested. After the women and some of their supporters were tried and found guilty, the judge got so tired of sentencing them that when he reached twenty-six, he dismissed all the others.

The women's organizing and demonstrating finally paid off. On May 21, 1919, the House of Representatives passed the Nineteenth Amendment, giving women the right to vote, and sent it to the Senate. On June 4, the Senate approved it and passed it along to the states for ratification.

Women's groups kept up the pressure on the states during the long, tense ratification process. When, after more than a year, thirty-five states had ratified the amendment, it all came down to one man's vote in Tennessee. Who does history remember as the hero of ratification? A young legislator named Harry Burn, who cast the tie-breaking vote. On August 24, the governor of Tennessee certified the vote and sent the results to Washington.

The US secretary of state had told his staff to wake him as soon as the certificate arrived. He wanted to avoid a formal signing in the presence of the campaigning women. Nevertheless, on August 26, 1920, more than seventy years after women had first begun to organize for suffrage, it was now official: Women in the United States had the right to vote.

EXERCISE G2-3, page 53

Many historians have agreed that the woman suffrage movement in the United States is rooted in the Seneca Falls Convention of 1848. The convention was organized by Elizabeth Cady Stanton and Lucretia Mott, after Mott was denied a seat as a delegate at an antislavery convention in London.

The Seneca Falls Convention is best known for a document produced by Stanton called the Declaration of Sentiments. Stanton's declaration remains one of the most important documents in American women's history. Modeled on the Declaration of Independence (1776), the Declaration of Sentiments lists eighteen grievances—but these are grievances of women against their treatment by men and male-dominated society. Stanton's declaration explicitly states that "all men and women are created equal" and that women "demand the equal station to which they are entitled."

A modern reader doesn't have to read more than a few sentences of each document to see the similarities between the two. In fact, it has been said that the Declaration of Sentiments might have been rejected if its format hadn't seemed so familiar to those who attended the convention. The Declaration of Independence demands that men in America, like men in England, be represented in government. The Declaration of Sentiments argues that women, like men, should be represented in government. The women's document goes so far as to suggest that American women should have the right to vote. In 1848, this idea was shocking—so shocking that it would take seventy-two years for women's right to vote to become a reality.

EXERCISE G2-4, page 54

Today's American woman in a voting booth probably doesn't know how hard it was to win her the right to be there. It took thousands of women more than a hundred years to win that freedom for today's female voter. Many of those women who worked for suffrage are no longer known, but their names should never be lost to history.

From the first organized call for woman suffrage in 1848 through the end of the nineteenth century, feminists such as Elizabeth Cady Stanton, Lucretia Mott, Lucy Stone, and Susan B. Anthony remained strong voices for women's rights. The next generation of activists included Harriet Blatch, the youngest daughter of Stanton, who carried on her mother's work, and Alice Blackwell, the daughter of Lucy Stone, who continued to edit the *Women's Journal*, which her mother had founded.

In the early 1900s, the women took their cause to Washington. Just before President Wilson's first inauguration in 1913, Inez Milholland, dressed in white and riding a white horse, led eight thousand women in a march through Washington in support of the suffrage amendment. When she died at age thirty in 1916, a memorial service was held for her in the US Capitol. She was the first woman so honored.

Alice Paul devoted her life to suffrage, planning and executing demonstrations and campaigns. Friends worried that she never lay down to rest but was always working for the cause. Paul's arrest and mistreatment in prison in 1918 were instrumental in gaining President Wilson's support for the Nineteenth Amendment. Lucy Burns got involved in woman suffrage in England, leaving her studies at Oxford to work for the suffrage movement. When she came to the United States in 1913, she led others in civil disobedience and was arrested and jailed several times. Carrie Chapman Catt developed the strategy for the final years of the battle. Her strategy was called "The Winning Plan," and eventually it became just that.

Today, most American women take their right to vote for granted, unaware of the thousands of hands that opened the voting booth door for them.

EXERCISE G2-5, page 55

Suggested revision:

Almost everyone has heard about Aesop's fables, but most people know very little about Aesop himself. Most of what we know about Aesop is a mixture of hearsay and conjecture. We do know that he was a slave in Greece. One theory is that before he came to Greece he had lived in Ethiopia for most of his life and that "Aesop" is a much-shortened form of "the Ethiopian."

Aesop was not a storyteller then, though he would have loved to speak well enough to tell a good story. He stuttered so badly that he did not even try to talk. In one story we learn, however, that he *could* communicate. A neighbor brought a gift of figs to Aesop's master. Greatly pleased, the master planned to enjoy the figs after his bath and directed that they be put in a cool place until he was ready. While the master was bathing, the overseer and his friends ate the figs. When the master discovered the loss of his figs, the other slaves placed the blame on Aesop. They knew that if Aesop were able to speak, he could defend himself, but they did not fear this stammering slave.

The master ordered that Aesop be flogged, but Aesop got the master to delay punishment briefly. After drinking a glass of warm water, Aesop ran his fingers down his throat, and vomited only water. Pointing at the overseer, he made gestures that the overseer and his friends should do as he had done. They drank the water, ran their fingers down their throats—and vomited figs.

Although Aesop's cleverness saved him from a flogging, it also made an enemy of the overseer. Aesop discovered a basic truth about life: Being right doesn't always help one to make friends.

EXERCISE G2-6, page 56

1. a. Correct
   b. The caravan driver requested that Aesop show him the route to Cairo.
2. a. Aesop, who was unable to speak, wanted to help him, so he walked with the caravan until it was on the correct road.
   b. Correct
3. a. Correct
   b. The caravan leader wanted to leave at once because he had lost valuable time on his trip to Cairo.
4. a. Correct
   b. As the caravan moved out of sight, Aesop decided to take a nap.
5. a. While Aesop slept, the gods restored his speech, proving that good deeds are sometimes rewarded.
   b. Correct

EXERCISE G2-7, page 57

1. OK
2. OK

3. Aesop knew that if he were not so ugly, many buyers would be glad to get him.
4. OK
5. OK
6. The caravan driver requested that the slave owner sell him at least one strong slave.
7. OK
8. OK
9. "If I were handsome, I would not be useful as a bogeyman to scare any misbehaving children," he said.
10. If he was afraid, the caravan owner did not show it; he laughed at Aesop—and bought him.

EXERCISE G2-8, page 58

Aesop's death illustrated the implied moral of his last fable: When two enemies fight each other, it is wise to watch for a larger enemy of both. Aesop's death came some years after one of his owners had given him his freedom. His former owner would have liked Aesop to stay in the same town, but Aesop became an adviser at the courts of several kings.

One of those kings, Croessus, sent Aesop to Delphi to distribute some gifts. The people of Delphi demanded that he give them the gifts at once. Aesop refused, having discovered that the people of Delphi had lied to Croessus about their activities. The angry people decided that if Aesop were dead, they could distribute the gifts as they pleased. These people threw Aesop over a cliff to his death, but not before Aesop had told one more story.

In the story, a frog invites a rat to dinner. To help the rat across the river to the frog's house, the frog ties one of the rat's legs to one of his own. Midstream, the frog tries to drown the rat. The rat puts up such a fight that an eagle flying overhead sees the commotion and promptly eats both of them.

"You will succeed in killing me," said Aesop to the people of Delphi, "but a larger enemy will kill you as well." After Aesop's death, terrible plagues devastated the city. People believed that the plagues came because of what they had done to Aesop. To this day, the expression "blood of Aesop" refers to an innocent person whose death someone has avenged.

EXERCISE G3-1, page 59

Suggested revision:

Everyone has heard of Dorothy and Toto and their tornado "flight" from Kansas to Oz. Everyone also knows that the Oz adventure was pure fantasy and that it ended happily. But another girl from Kansas took real flights all around the real world. Whenever she landed safely after setting one of her many records, everyone rejoiced and sent congratulations to her. When she disappeared on her last flight, the whole world mourned. Not every pilot can claim to have that kind of following.

Neighbors knew that Amelia Earhart would not be a typical "lady." A child as curious, daring, and self-confident as Amelia was bound to stand out from her peers. When she and her sister Muriel were young, girls were supposed to play with dolls. If girls played baseball or collected worms, they were called "tomboys" and were often punished. Boys and girls even had different kinds of sleds—the girls' sleds were lightweight, impossible-to-steer box sleds.

But the Earhart family lived by its own rules. Amelia's father, whom she depended on for approval, bought Amelia the boys' sled she longed for. Many fast trips down steep hills gave Amelia a foretaste of flying with the wind in her face.

The closest Amelia came to flying was on a homemade roller coaster. She and her friends built it, using an old woodshed for the base of the ride. They started eight feet off the ground and tried to sled down the slope without falling off. No one was successful on the first attempt, but Amelia kept trying until she had a successful ride. Satisfied at last, she declared that the ride had felt "just like flying."

EXERCISE G3-2, page 60

1. OK
2. OK
3. OK
4. Amelia Earhart soon learned that someone who owns a plane needs a lot of money.
5. She sometimes executed dangerous maneuvers before her teacher was sure Amelia could handle them.
6. At first people could not believe their eyes when she deliberately put her plane into a spin.
7. Spectators would gasp when they heard her cut the engine off in a spin.
8. OK
9. When an aviator wants to break records, he or she will work very hard.
10. OK

EXERCISE G3-3, page 61

1. a; 2. b; 3. b; 4. a; 5. b

EXERCISE G3-4, page 62

Suggested revision:

When Amelia Earhart became the first woman to cross the Atlantic in a plane, she got no money; she did get a free ride, fame, and job offers. Not all fliers would think these rewards were enough for their time and trouble on the trip, but Amelia Earhart was delighted with the whole experience. Afterward, a book she wrote about that flight brought her another first: a publisher, a shrewd business manager, and a husband—all in one man, George Putnam. (Putnam also understood her fierce independence—not every man would sign a prenuptial agreement saying that his wife could have a divorce anytime she asked!)

The first national organization for "flying women," formed by Amelia Earhart and a friend, recruited its members in the belief that every woman should follow her own interest. After all, who had made the first solo flight from Honolulu to the United States? From Los Angeles to Mexico City? And from Mexico City to New Jersey? It was she, Amelia Earhart. No woman ever did more to prove that she could handle jobs traditionally reserved for men.

Amelia Earhart's last "first" was never completed. When she tried to become the first pilot to fly around the world at the equator, she disappeared somewhere over the Pacific. The US government search covered more than 265,000 miles of air and sea space, but the searches found nothing.

In 1994, fifty-seven years after Amelia Earhart's disappearance, twelve-year-old Vicki Van Meter became the youngest female pilot to fly across the Atlantic. She took off from Augusta, Maine, from the very spot where Amelia Earhart had started her flight across the Atlantic. When Van Meter landed safely in Glasgow, everyone offered congratulations, and Van Meter felt a special kinship with her predecessor, Amelia Earhart.

EXERCISE G3-5, page 63

Suggested revision:

George and Mary Jones lived in Memphis during the Civil War. They were sympathetic to the Union, but the city definitely favored the Confederates. Being caught in the middle made the war years especially hard on them. They looked forward to a much better life after the war.

At first, it seemed that they were going to have that better life. George got a job as a labor organizer, and Mary stayed at home to care for their four healthy children. Then came yellow fever. In nine months, Mary went from a happy wife and mother to a despondent widow with no children. She had to find work. Because a person must have some meaning for living, she needed work that she could care strongly about.

By 1900, Mary had become involved in union activities all over the United States. She found her calling among the coal miners and their wives, a calling she followed for the next thirty years. Making friends with the workers and outwitting private detectives, she held secret meetings to help the miners organize and plan strategy. The newspaper often reported her ability to outwit and outlast mine bosses and lawyers as well as to reawaken courage in disconsolate workers.

Mary Jones spent many nights in jail, but often her jailers did not know what to do with this attractive gray-haired woman whom the workers called "Mother." The jailers' confusion simply amused Mary, who was far more used to jail than her jailers could imagine.

EXERCISE G3-6, page 64

Suggested revisions:

1. When Mother Jones started working in the textile mills at the turn of the twentieth century, she saw "the little gray ghosts," the child laborers who worked from sunup to sundown.
2. OK
3. Mother Jones once led a delegation of three hundred children from Philadelphia to New York to dramatize their plight; some of the newspapers called her "the greatest female agitator in the country."
4. OK
5. When Mother Jones asked for permission to bring three of the children to meet with President Theodore Roosevelt in New York, she was refused. This refusal saddened her because she had hoped for the president's help.
6. Mother Jones asked again and was again refused. This second refusal saddened her even more, but she still did not consider the trip a failure.
7. She told the children and their parents that the children had been successful.
8. OK
9. Thousands of people had learned about the children's plight, and that knowledge was bound to affect their thinking about child labor laws.
10. OK

EXERCISE G3-7, page 65

Suggested revision:

Mother Jones was determined to change the intolerable working conditions in the mines. After digging coal in twelve-to-fourteen-hour shifts, miners found in their pay envelopes not US currency but scrip, paper money that was honored only by the mining company. Local merchants had no use for the scrip, so the workers couldn't use it to buy food, clothes, or anything else. Workers, therefore, had to rent their homes from the company and buy their supplies at company stores. In company-run schools, the workers' children were taught by teachers who were hired by the company. Workers' families listened to company-paid ministers in company-owned churches.

Songwriter Merle Travis may have broken a pronoun reference rule, but he certainly summed the situation up neatly in one of his songs:

> You load sixteen tons, what do you get?
> Another day older and deeper in debt.
> St. Peter, don't you call me 'cause I can't go.
> I owe my soul to the company store.

[Travis's use of the pronoun *you* would be inappropriate in formal written English.]

EXERCISE G3-8, page 66

Suggested revision:

Coal miners' struggles turned into actual war in the Kanawha Valley of West Virginia, where miners were striking. The mine owners dominated the courts and the newspapers; they did not need to worry about the law or public opinion. Although the miners did not want to accept the owners' power, they were often forced to face it. Guards used violent tactics to maintain the mine owners' control, once spraying strikers' tent colonies with machine-gun fire and kicking a pregnant woman so hard that her unborn child died in the womb.

Mother Jones urged the miners to fight while she tried to gain the ear of the governor, federal lawmakers, and the public. Records of the fight say that two thousand miners came from outside the valley to help in the battle. The state militia was called in, but it soon came under the control of the owners. En route to the state legislature to ask for help, Mother Jones was kidnapped by soldiers, held incommunicado, put in solitary confinement, and tried by a military court. When the new governor of West Virginia, Henry D. Hatfield, investigated, he found a soldier guarding an eighty-year-old pneumonia-ridden woman who had a 104-degree fever.

Word about the Kanawha situation got out, but Governor Hatfield acted first. Out of his work came the Hatfield Agreement. This document, which historians of the labor movement consider a major advance for workers in the United States, forced the companies to recognize the union and to shorten the workday. Even more important, it stipulated that companies must pay wages in US currency. Governor Hatfield also guaranteed civilians the right to civil, not military, trials and dismissed all sentences the military court had imposed—including the twenty-year prison term it had set for Mother Jones.

EXERCISE G3-9, page 67

They, them, We, her, They, them, they, he, president's, she

EXERCISE G3-10, page 68

1. OK
2. Once when she was traveling with Fred Mooney in Mexico, a crowd stopped the train and urged Mooney and her to open the train window.
3. Mooney and she were not sure whether they should open the window, but they decided to do so. When they did, she and he both were showered with red carnations and blue violets.
4. OK
5. OK
6. When Mooney fretted about her health, it was she who laughed and proposed that they get on with their sightseeing.
7. No one was more excited than she about the idea of a Pan-American Federation of Labor, an organization that would unite workers from Canada to South America.
8. The president of Mexico was as pleased as she at the idea of bringing together all the working people in the hemisphere.
9. OK
10. It was a day Mother Jones long remembered; years later it brought happy smiles to her and her friends whenever they saw carnations and violets or thought of that day's events.

EXERCISE G3-11, page 69

Though she and a friend would occasionally work together on the friend's campaign, Mother Jones avoided politics most of the time. She, the agitator, had no more interest in politics and political science than she, the labor organizer, had in economic theory. Mother Jones understood one kind of economics, the kind that dealt with wages, benefits, and the cost of bread and housing. The here-and-now problems of the poor called to Mother Jones so strongly that she had to do what she could to stop the injustice she saw around her.

Surprisingly, Mother Jones was not a supporter of woman suffrage. When the fight to win women's right to vote came along, it was not she who supported it. She and her people were the working classes, both men and women, and neither she nor they had much patience for the "society women" who led the movement. As far as Mother Jones was concerned, well-dressed women parading down the city streets carrying placards and banners did not help working men and women obtain a decent life. Mother Jones objected to their spending time and energy and money on activities that would not help her kind of people. Nor was she interested in helping a cause that would benefit only women; her concern was for all workers, regardless of gender. She seemed not to understand that the votes of the miners' wives might do as much to help the working men as her agitating and organizing did.

EXERCISE G3-12, page 70

she, friend's, her, We, They

EXERCISE G3-13, page 71

whom, whom, Who, whoever, whom
[*Note*: The *whom* in the last sentence may be dropped.]

EXERCISE G3-14, page 72

1. a. It is unusual for a man to change his last name to honor someone whom he admires.
   b. OK
2. a. OK
   b. The lawmen whom Mike planned to outwit did not catch up with him this time.
3. a. George decided to join up with whomever he could find to try a train robbery.
   b. OK
4. a. The gang underestimated whom they would be dealing with.
   b. OK
5. a. OK
   b. The "no" votes won, so the gang left the passengers to wonder who these vote-taking train robbers were.

[*Note*: The *whom*s in 1a, 2b, and 4b may be dropped.]

EXERCISE G3-15, page 73

1. George Cassidy, who had already decided to rob the First National Bank of Denver, had a problem: Whom could he find as a partner?
2. OK
3. Who else could it be but Tom McCarty, with whom George had tried his first train robbery?
4. When the robbers threatened the bank president with a bottle they said contained nitroglycerin, others said it was only water. The bank president didn't know whom to believe because he couldn't tell who was lying.
5. OK

EXERCISE G3-16, page 74

Whoever, whoever, whom, Who, Whom

EXERCISE G4-1, page 75

Novelists have often used their storytelling talents to influence people's thinking. Charles Dickens did it in nineteenth-century England. From *David Copperfield* to *Oliver Twist*, book after book depicted the plight of the poor and other really unfortunate members of society. Harriet Beecher Stowe did it in nineteenth-century America, but with hardly as many books. Her *Uncle Tom's Cabin* depicted slavery so well that the book strongly influenced antislavery sentiments in the decade before the Civil War.

Harriet Beecher Stowe considered slavery sinful and wanted her book to help end slavery quickly and peacefully. People first read parts of the novel ten years before the beginning of the war. An abolitionist magazine published the book a few chapters at a time, hoping the effect of the story would make readers feel so bad about slavery that they would rally to the abolitionist cause. Many people, reading *Uncle Tom's Cabin* installment by installment, did become convinced that nothing could be worse than living in slavery on a southern plantation.

None of the abolitionists, who devoted their energy to abolishing slavery, expected a perfect world when the book itself was published in 1852. But they certainly hoped that the book would be influential. It was. Of all the novels published that year, it was the top seller on both sides of the Atlantic. Its popularity was good news for the abolitionists. Harriet Beecher Stowe's wish had come true.

EXERCISE G4-2, page 76

1. b; 2. b; 3. a; 4. a; 5. a

EXERCISE G4-3, page 77

Uncle Tom's Cabin was really popular, even though it was a very long book. When it was published as a serial in the abolitionist magazine *National Era* in 1851 and 1852, people probably read all of it. But when the novel was published as a book, many people did not have enough time to read it. Since it had been a best-seller, enterprising publishers brought out new, abridged versions for faster reading. By the end of the Civil War, many people knew the story of *Uncle Tom's Cabin* only from these shorter versions of it — both novels and plays.

Unfortunately, their knowledge was not only incomplete; it was distorted. Publishers left out important sections of this priceless story. For example, in the book, Uncle Tom works for three different owners, two of whom treat him fairly well. But in the shortened versions of the story, Tom works for only one owner, who treats him very cruelly. Even insensitive readers rightly found that cruel owner, Simon Legree, vicious and judged all slave owners by him. In addition, what had been a subplot in the novel—the story of George, Eliza, their baby, and the family's attempted escape to freedom in Canada—became a major portion of the story. Playwrights favored such dramatic subplots and incidents because they were easily dramatized.

Modern readers are often really surprised when they read the entire novel, a book that American critic Edmund Wilson called "a much more remarkable book than one had ever been allowed to suspect."

EXERCISE G4-4, page 78

Playwrights often find popular novels suitable for the stage. Produced as a play, *Uncle Tom's Cabin* was the most successful stage play of the 1800s. The play used only the really dramatic portions of the novel and therefore somewhat slanted its basic message. Even worse than the plays were the "Tom Shows" that toured small towns all over the North; these shows contained scarcely anything but the violent scenes. Audiences felt very bad when they watched George and Eliza's desperate escape over the ice with their baby. Dramatists played on their viewers' sympathy with the plight of this slave family. Viewers hoped until the very end that the family's escape would work out perfectly. Distortion was bad in both the plays and the Tom Shows, but it was worse in the Tom Shows, which turned this unique story of slavery in the South into little more than propaganda. Particularly moving scenes from the story continue to be used in plays and musicals. *The King and I* incorporated several. If a modern movie is ever made from *Uncle Tom's Cabin*, the movie could very well reflect the same distortions present in the old plays and the Tom Shows—and might be just as popular.

EXERCISE G5-1, page 79

Suggested revision:

Four young Englishmen added a word to the world's vocabulary in the 1960s, a word that became synonymous with the 1960s, especially with the music of that time. That word was, of course, "Beatles." The Beatles became the most famous popular musical group of the twentieth century and have held the loyalty of many fans into the present century.

The Beatles were popular in Liverpool, England, and in Hamburg, Germany, before they came to America on tour and became world famous. Liverpool and Hamburg loved the four young men and their music. The Beatles' favorite club was the Cavern in Liverpool, where they hung out together, played day and night, and attracted many fans. A Liverpool disc jockey first called attention to them, and a Liverpool music critic and record store owner became their first manager. The disc jockey called them "fantastic," saying that they had "resurrected original rock 'n' roll." The music critic who became their manager, Brian Epstein, made them shape up as a group. Promoting them, arranging club dates for them, and badgering record companies for them, he was determined to win a recording contract for this exciting new group.

In England, the record buying led to the publicity. In America, the publicity led to the record buying. Everyone wanted copies of the original singles: "Love Me Do," "Please, Please Me," and "From Me to You." In America, audiences made so much noise that no one could hear the music. Crowds of screaming teenagers surrounded the Beatles wherever they went, determined to touch one or more of these famous music makers. Reporters observing the conduct of fans at Beatles' concerts found that they had to invent a new word to describe the wild, almost insane behavior of the fans. They called it "Beatlemania."

EXERCISE G5-2, page 80

1.a. OK, b. frag; 2.a. OK, b. frag; 3.a. frag, b. OK; 4.a. frag, b. OK; 5.a. frag, b. OK

EXERCISE G5-3, page 81

Sentence fragments (underlined):

Paul McCartney wrote many of the Beatles' songs. A good student who learned quickly, he began composing songs when he was about fourteen.

Paul said that sometimes a song just came to him, like "Eleanor Rigby." One of his most famous and moving songs. The song is about a lonely woman who can't connect with other people. Paul was sitting at the piano not working on anything special. Just fooling around with melodies and rhythms. Then some notes played themselves in his head and so did some words. Like "Daisy Hawkins picks up the rice in the church where a wedding has been." Later Paul saw the name "Rigby" on a shop in Bristol. And decided he liked that name better than "Hawkins," especially with "Eleanor" instead of "Daisy." He and John Lennon finished the song together.

Paul wrote "Hey, Jude" in an effort to help John's son, Julian, who was upset over his parents' separation. Paul wanted the boy not to be sad. "To take a sad song and make it better." He decided to change "Julian" to "Jude" after he finished the song. Because he wanted the song to have a country-and-western feel.

All of the Beatles wrote songs, and often they collaborated on one, but Paul McCartney and John Lennon wrote most of the songs the Beatles sang.

EXERCISE G5-4, page 82

Suggested revision:

George Harrison was known in school for two things, his sharp clothes and his love of the guitar. His mother said he sometimes practiced the guitar for hours, not stopping until his fingers were bleeding. When George met John Lennon, he found another guitar lover. Although they went to the same school, they did not meet there because George was two years younger and they had no classes together. Instead, they met on the school bus. After they became friends, they spent most of their time at George's house, playing their guitars.

When George, John, Paul McCartney, and Ringo Starr formed a group, the four experimented with all kinds of things—from melodies and sounds to drugs. George, however, began to want more out of life, to find answers to the big questions he had about war and loneliness and reasons for living. The others agreed to search with him, and George Harrison became their guide.

Later, George and his wife went to India, where a religious festival they attended impressed them deeply. When George returned to England, he read many books about meditation and went to hear Indian holy teachers. He shared what he read and heard with the other Beatles, who were just as interested as George was. When George learned that a holy man called the Maharishi was going to speak on transcendental meditation, he told his friends. They all went to listen to him to learn whatever they could that would help them.

The Beatles were headed in a new direction, a direction that was obvious in their next album, *Sgt. Pepper's Lonely Hearts Club Band*. The album had innovative lyrics and an amazing musical background: a forty-one-piece orchestra, guitar, sitar, doubled voices, a comb-and-paper instrument, and all kinds of electronic and percussion tricks. The Beatles were no longer copycat rock 'n' rollers.

EXERCISE G5-5, page 83

Suggested revisions:

1. When Ringo Starr was six, a burst appendix put him in the hospital for a whole year because of problems the rupture caused.
2. OK
3. OK
4. When he was thirteen, Ringo had to go back into the hospital and stay there for two years while doctors treated a lung condition.
5. OK
6. OK
7. When Ringo joined the Beatles, not everyone was sure that he could handle the job. For example, George Martin, a record producer who invited them to London to record an album, did not trust Ringo's skill.
8. Martin insisted on a standby drummer as insurance. He wanted someone ready to step in just in case Ringo was not good enough.
9. OK
10. Many people considered him the most likable member of the group because of his easy smile and his open approach to life.

EXERCISE G5-6, page 84

Suggested revision:

Many people influenced the Beatles in their career. For example, Bob Waller, a disc jockey in Liverpool, first called attention to them in one of his articles. "They resurrected original rock 'n' roll," he wrote when he first heard them in 1961. From Stu Sutcliffe, a talented musician who sometimes played with them, the Beatles copied several things: their hairstyle, their dress, and much of their philosophy. George Martin, who produced their records, advised them how to improve after their early records and taught them how to use tapes.

The person who influenced them most, however, was Brian Epstein, owner of several record stores and reviewer of new records. When a customer asked for a record by a group Epstein had never heard of, he went from club to club looking for a group calling itself "The Beatles." By the end of 1961, he had become the group's manager, convinced that he had found talented and original musicians. His contract said that he was to promote the Beatles and arrange their tours and club dates. His other duty was really the most important—to get record contracts for them.

Epstein did far more than his contract called for. He made the young men wear suits every time they performed, until their gray, collarless outfits became a symbol of the Beatles. He made another demand of them: that they be on time for appearances. He even made them quit chewing gum onstage. And by the time he had done all these things, he had also gotten them a recording date. Why were the Beatles so devastated by Epstein's death? When Brian Epstein was found dead of an accidental drug overdose in 1967, the Beatles lost far more than a good manager. They lost a close friend and mentor.

EXERCISE G6-1, page 85

Suggested revision:

Have you ever heard of the Wobblies? Not many people have these days. That's a shame, because they did at least two things for which they should be remembered. They probably saved the labor movement in America, and they definitely gave American folk music some of its most unforgettable songs. No one really knows how they got their nickname, but almost everyone knows a song or two that they inspired.

The Wobblies were the members of the Industrial Workers of the World (IWW), a small but militant coalition of radical labor groups. The Wobblies could not get along with the major union groups of the day; in fact, they alienated most of those groups.

Although the major unions disliked the Wobblies immensely, they learned some valuable lessons from them. The first lesson was to avoid getting involved in politics. If there was one thing the Wobblies hated more than capitalism, it was politics. The Wobblies avoided politics for one good reason: They [*or* they] believed that political affiliation caused the death of unions. What else did the major unions learn? They learned to deal realistically with workers' problems. Major unions also learned new recruiting techniques from the Wobblies. In addition, they copied the Wobblies in devoting their energy to nuts-and-bolts issues affecting the workers.

The major unions never recognized their debt to the Wobblies, but the debt was still there for historians to see. When historians began to compile the story of the American labor unions, they finally recognized the contributions of the Wobblies.

EXERCISE G6-2, page 87

Suggested revisions:

1. a. Ralph Chaplin, the only person who wrote anything about Joe Hill before Hill's execution, jotted down just a few notes based on an interview with a drunken sailor.
   b. OK
2. a. OK
   b. Did the state hide evidence? It certainly seemed that way.
3. a. One Wobbly, who told the police that he had been with Joe Hill in another location on the night of the murder, also told a detective he could prove Hill's innocence.
   b. OK
4. a. OK
   b. Hill's own attorneys did not do much to help him; their attitude was as negative as that of the prosecutors.
5. a. OK
   b. "I have three prosecutors here. I intend to get rid of two of them," he said.
6. a. OK
   b. How did Hill get that bullet wound in his chest? He told the doctor he had gotten it in a fight over a woman.
7. a. The doctor who treated Hill was not asked to testify about medical aspects of the case. As a matter of fact, his testimony probably would have prevented Hill's conviction.
   b. OK
8. a. OK
   b. The Swedish consul pleaded for him, and President Wilson sent telegrams to the governor of Utah.
9. a. Legend has it that Hill's last words before the firing squad were "Don't mourn for me; organize." In fact, he said, "Yes, aim! Let her go! Fire!"
   b. OK
10. a. Glazer was not the composer of "Joe Hill"; its composers were Earl Robinson and Alfred Hayes.
    b. OK

EXERCISE G6-3, page 89

Suggested revisions:

1. Joe Hill's final letter to Big Bill Haywood had only five sentences: one line about his death, one admonition to Haywood, and three comments related to Hill's burial.
2. Commenting briefly about his death, he said, "I die like a true rebel."
3. Hill told Haywood, "Don't waste time mourning for me; organize instead."
4. Hill, in prison in Utah, did not want to be buried in that state, so he asked Haywood to haul his body into Wyoming, a hundred miles away.
5. Hill gave only one reason for requesting burial in Wyoming. He said, "I don't want to be found dead in Utah."
6. On the night before his execution, he wrote a final poem in which he made two requests.
7. He wanted his body to be cremated, and he wanted his ashes to be allowed to blow freely around the earth.
8. Here's how he said it in his poem:
   Let the merry breezes blow
   My dust to where some flowers grow.
   Perhaps some fading flower then
   Would come to life and bloom again.
9. Obviously, Joe Hill was not a great poet; however, he was clever with rhymes.
10. Even in his will he managed to fit in a humorous rhyme:
    This is my last and final will.
    Good luck to all of you.
    — Joe Hill

EXERCISE G6-4, page 90

Suggested revisions:

1. After Joe Hill's death, his body was sent to Chicago, where a large auditorium was secured for the funeral services.
2. More than thirty thousand people overflowed the auditorium, and they jammed the streets as they followed the funeral train to the cemetery.
3. Although very few of these mourners knew Joe Hill personally, he was a true hero to them.
4. On that Thanksgiving Day of 1915, they knew that other people mourned him too because they heard eulogies to him in nine different languages.
5. Those mourners and thousands like them sang his songs. Because they did, Joe Hill's name lived on.
6. Hill's satirical, angry songs often had a surprising tenderness, so it is no wonder that he was named poet laureate of the Wobbly movement.
7. In some ways, Joe Hill's death freed him; in other ways, he remains a prisoner.
8. Joe Hill did get part of his deathbed wish: His [*or* his] body was cremated.
9. After he was cremated at the cemetery, his ashes were put in thirty envelopes and sent all over the world.
10. The IWW kept one envelope, but the Department of Justice confiscated it in 1918 for use in a trial. Since the envelope was never returned, part of Joe Hill is still "in prison."

EXERCISE G6-5, page 91

Suggested revision:

Although he never calls them by name, John Steinbeck immortalizes the Wobblies in *The Grapes of Wrath*. The novel is about the life of the Joad family. Because the Joads have lost their farm during the Depression, the family has come to California seeking work. There is no permanent work for anyone; moreover, the money earned by picking crops is not enough to feed the family.

Union organizers have talked to the workers about organizing and striking. Tom, the oldest Joad son, has listened to them, but he has not yet joined them. Tom is in hiding because he has accidentally killed a man in a fight. He spends all his daylight hours alone, so he has lots of time to think about his family's situation. When Tom becomes convinced that life is unfair for his people, he decides to leave the family, find the union men, and work with them.

He is inarticulate when he tries to explain to Ma what he hopes to do. He gropes for words to express his frustration and his hope. Ma asks him how she will know about him, for she worries that he might get killed and she would not know. Tom's reassurances are almost mystical: "Wherever they's a fight so hungry people can eat, I'll be there. . . . An' when our folks eat the stuff they raise an' live in the houses they build—why, I'll be there."

If Tom had had a copy of the Wobblies' "little red song book," he could have found less mystical words. Every copy of the book contained the Wobblies' Preamble, the first sentence of which was unmistakably clear: "The working class and the employing class have nothing in common." Tom would have understood those words; he would have believed them, too.

REVIEW OF G1–G6: Grammatical sentences, page 92

The fables of Aesop represent the Western root of fable, but there are two strong Eastern roots of fable also: the Panchatantra and the Jataka tales.

The Panchatantra is a collection of stories designed to teach a first prince and his brothers how to rule over a kingdom. (Until a tutor taught the first prince with these stories, he and his brothers would never stay in the schoolroom. The boys listened eagerly to this new tutor whom their father had found.) These fables are usually longer than Western fables and have people as well as animals for characters. Their tone sounds different, too. Aesop's fables make gentle fun of people's foibles; Panchatantra fables teach lessons in how to achieve and hold power. This difference is easily recognized in the moral to one of the Panchatantra fables: "Do not strike an enemy of iron with a fist of flesh. Wait until your enemy is stranded at the bottom of a well. Then throw stones upon him."

The stories that carry the name Jataka tell about the Buddha and the adventures he had when he came to earth in various incarnations. In these stories, the Buddha appears as an animal or sometimes simply as a "wise old man." Like the Aesop stories, the Jataka tales often depict people's foibles and shortcomings, but the Jataka

tales are not satiric. And they promote compassion rather than power. In one story, for example, monkeys try to help their friend the gardener by watering newly planted trees for him. In doing so, they pull each tree out of the ground to see how long its roots are. Of course the trees die. The Buddha comments, "The ignorant and foolish, even when they desire to do good, often do ill."

Putting all three traditions of fable together, any reader can choose from a rich combination of small stories that carry large messages.

EXERCISE M1-1, page 93

Suggested revision:

Immigrants have come to the United States from all over the world. Initially, new settlers were mostly European, Irish, or English. By the early twentieth century, many Asians had taken a frightening boat trip across the Pacific to get here. Usually the men came first. After they had made enough money for passage, their wives and children were brought over. All thought that if they worked hard, they would make a good life, as earlier European immigrants had done. A large number of Chinese and Japanese settled in the western part of the United States.

These new immigrants worked on the railroads and in the mines. American businesses recruited Chinese labor because American workers would not accept the wages that were paid. Why did workers decide to come to America anyway? Somehow the idea got started that America was a "golden mountain" where people could pick up gold nuggets after an easy climb. Once they got here, most immigrants worked hard because they hoped to make enough money to bring relatives to America too.

Before and during World War II, many Germans who had been persecuted by Hitler escaped to America. After the war, thousands of "displaced persons" were welcomed by the United States. Later, refugees from Asia, Africa, Latin America, and the Caribbean wanted to be accepted. Franklin D. Roosevelt once said, "All of our people all over the country, except the pure-blooded Indians, are immigrants or descendants of immigrants." If Roosevelt were alive today, he would know that his statement is still true.

EXERCISE M1-2, page 94

1. Eighty percent of the immigrants who migrated to the United States in the 1980s were Asian or Latin American.
2. The number of Asians who were living in the United States more than doubled between 1970 and 1980.
3. People from the Philippines, China, and Korea have been regular immigrants to the United States.
4. Since 1975, a rush of immigrant refugees has been arriving in the United States.
5. In less than a seven-year period, 600,000 refugees from Vietnam, Laos, and Cambodia came to the United States.

EXERCISE M1-3, page 95

1. was born
2. do not know
3. had been directed
4. must live
5. could dance
6. OK
7. The troupe resettled in Nashville, Tennessee; they have been in Nashville ever since.
8. Since 1980, Nashville has attracted many Laotians.
9. Nashville has been known as the country music capital of the United States.
10. Now Nashville can claim that it is the capital for country music *and* for classical Laotian music.

EXERCISE M1-4, page 96

Possible sentence openings:

1. [They had been] given, named, taken, bought, offered; 2. [He could not] give, name, take, buy, offer; 3. [An award was] given, named, taken, bought, offered; 4. [She has already] given, named, taken, bought, offered; 5. [They must] give, name, take, buy, offer; 6. [Immigrants have] given, named, taken, bought, offered; 7. [Your father has not] given, named, taken, bought, offered; 8. [My uncle could] give, name, take, buy, offer; 9. [The house is] given, named, taken, bought, offered; 10. [I have been] given, named, taken, bought, offered

EXERCISE M1-5, page 97

1. That center, Ellis Island, had been constructed to handle five thousand people a day, but often ten thousand people were processed in one day.
2. All immigrants were checked by a doctor, and an immigrant's coat was marked with a code if the doctor suspected a problem.
3. Everyone knew that if an immigrant was given an "X," the immigrant had practically no chance to enter America; an "X" meant "possible mental problems."
4. Sometimes families were divided because one child was rejected for some reason; often the child would be sent back alone.
5. Although it was the entrance to a new life for many people, "Ellis Island" was translated as "Isle of Tears" in many European languages.

EXERCISE M1-6, page 98

If my great-grandfather had immigrated today, instead of one hundred years ago, he probably would have traveled by jet. He came from Croatia to the United States just before the First World War. In those days, when people left their native country, they usually did so forever. My great-grandfather missed Croatia, but he liked America very much. He always said that America was a country where if you work hard, you will be successful [*or* if you worked hard, you would be successful]. My great-grandfather, who would be 115 years old if he were alive today, was not as successful as he had hoped. If he had earned more money, he would have gone back to Croatia to visit. I'm sure my great-grandfather would have enjoyed that trip if he had ever had the chance to make it.

EXERCISE M1-7, page 99

1. In the refugee camp in Thailand, the dance troupe began to think about resettling together.
2. They enjoyed working together on their music and liked to perform for others.
3. Someone suggested discussing the idea with resettlement officials who might let them stay together.
4. The Laotians wanted to resettle together; they suggested sending the 70 dancers and their families — 260 people — to one place.
5. They hardly dared to wish [*or* hardly dared wish] for that possibility; nevertheless, they liked to think about it.

EXERCISE M1-8, page 100

1. The officials let them bring all their equipment and costumes for performing in their new country.
2. Refugee officials needed to handle thousands of pieces of paper for the dancers before they finished processing them.
3. To avoid splitting up the troupe, officials asked resettlement agencies in America to find sponsors for all of the dancers and their families in one community.
4. OK
5. The Laotians wanted to thank the people of Nashville by giving a concert for the city.

EXERCISE M1-9, page 101

Although most refugee immigrants have adapted well to life in America, some have not. Many have great difficulty learning English and accepting the customs of this land they have come to. Other newcomers find that they miss their former homes more than they thought they would. They believe that they would have been much happier if they had stayed in their native countries. Among the Laotians, the saddest stories indicate that homesickness can even cause death. Would you believe that homesickness can be so powerful? Young Laotian men with no apparent health problems have died suddenly in their sleep. Doctors can give no reason for

these deaths, but Laotians believe that the young men wanted to go home too much. They say that their bodies died so that their spirits could enjoy going home again.

Immigrants from Mexico, Cuba, and Puerto Rico have had problems, too. Many Mexican immigrants have been forcibly repatriated because the American government considered them "illegal" immigrants. Most Cuban immigrants in the 1960s expected their stay in America to be temporary, so they did not become US citizens. Because Puerto Ricans are US citizens, they are not really "immigrants." They are looking for a better life, although they do not always find it. So many Puerto Ricans have returned to their homeland that they have been given a special name, "Neoricans."

Most immigrants, however, have adjusted to the new country, changing themselves—and it.

EXERCISE M2-1, page 102

Suggested revision:

People all over the world have stories that are part of their culture. Many cultures have a creation story that explains how the world came to be. Sometimes the story tells how a single piece of the world got its characteristics. It is not surprising that these stories exist; what is surprising is how similar the stories are. Consider the Cinderella story, for example. Cinderella has different names in different places, and details of her adventure are not the same; but the basic story echoes around the world.

In Egypt, she is called Rhodopis (the word means "rosy cheeked"). Rhodopis is a Greek slave in an Egyptian home. She does not have eyes or hair like anyone else in the home. Her green eyes look quite different from the eyes of the other girls. Their dark, straight hair almost never gets tangled; her yellow, curly hair blows into a tangled mass around her face. Her light-skinned face turns red and burns when she is in the sun too long. When someone calls her "Rosy Rhodopis," she blushes, and her cheeks become rosier.

Unable to make friends with the other girls, Rhodopis turns to the animals in the nearby woods and streams for companionship.

EXERCISE M2-2, page 103

1. The animals loved to watch her dance; her tiny feet seemed never to touch the path.
2. OK
3. Rhodopis's shoes had leather soles, but the toes had gold on them.
4. When Rhodopis danced, the shoes sparkled; they seemed alive.
5. Jealous, the servant girls gave her more chores; by nighttime, Rhodopis was almost too tired for a single dance.
6. Pharaoh, the ruler of Egypt, sent out an invitation for all his subjects to appear at a court festival.
7. Everyone wanted to go to the festival; Rhodopis looked forward to dancing there.
8. OK
9. While Rhodopis was doing the laundry, a hippopotamus splashed into the water.
10. OK

EXERCISE M2-3, page 104

1. Rhodopis looked up and saw a huge falcon flying overhead.
2. Rhodopis bowed her head, recognizing the falcon as a symbol of the great god Horus.
3. She greeted the bird politely; but when the bird flew away, he took one of her slippers with him.
4. Tearful, Rhodopis tucked the other slipper into her tunic and resumed work.
5. She tried to imagine dancing on one foot; the idea made her laugh.
6. OK
7. Amasis sat on his throne, immobilized by boredom; then the bird dropped the shoe into his lap.
8. OK
9. Amasis got into his chariot to look all through Egypt for the owner of the shoe, who he knew would be his bride.
10. All of the people went home from the festival, including the servant girls who had left Rhodopis at home.

EXERCISE M2-4, page 105

Pharaoh Amasis traveled all over Egypt searching for his bride-to-be. The search took a very long time. Everywhere, beautiful women came to put their feet into the rose-gold slipper he carried with him. Not one of them could fit her foot into so small a shoe.

When Amasis had not found the owner of the shoe in his own land, he decided to look along the Nile River. His boats were brightly decorated, and musicians made a loud noise of trumpets and gongs as they traveled. The noise attracted many people to the river, but Rhodopis was so frightened that she ran to hide in a weed patch. Amasis stopped his boat so that the people along the shore could reach him and pay attention to his words.

When Amasis held out the slipper, all of the servant girls made an effort to put it on; it fit no one. Then Amasis saw Rhodopis in the weeds and ordered her to try it on also. The shoe fit, and Rhodopis pulled its mate out of her tunic.

Wearing both slippers, Rhodopis joined Amasis on the boat. Rhodopis was on her way to a happy life as the new queen of Egypt.

EXERCISE M3/M4/M5-1, page 106

Suggested revision:

A descendant of one of the earliest immigrants to North America played a pivotal role in helping later Americans explore their country. There were tribes of American Indians living all over what is now the United States. Each tribe had its own language and customs. Some tribes raided others and took prisoners who then became the raiding tribes' slaves. That is what happened to a young Shoshone girl now known as Sacagawea.

This girl, like many young girls, had a nickname, "He-toe." "He-toe" was the sound a local bird made, and the girl's movements were as swift as that bird's. When a raiding party of Hidatsas easily captured this young girl, they named her Sacagawea—"bird woman." Sacagawea was about twelve years old. The frightened young girl did not try to escape but accepted her role and worked for her captors. In [*or* After] a few months, she had acquired a reputation for good sense and good work.

The tribe married Sacagawea to a white man, Toussaint Charbonneau; she was his second wife. Soon pregnant, this typical Indian wife did the chores and left all decisions to her husband; but inwardly, she longed to explore new places and meet new people. She may have been controlled by her husband, but she never missed a chance to learn whatever she could.

When white men appeared, many Indians were curious. Sacagawea had never seen a man with yellow hair—or red hair. Nor had she ever seen a black man. All these men were trying to get to the "Big Water" far to the west. They would have to cross mountains that they had not even seen yet. They needed horses and guides that the Shoshones could supply and an interpreter who could speak the Shoshone language. Imagine their surprise when this interpreter, whom they had hoped to find, turned out to be a woman—an attractive young Shoshone woman.

EXERCISE M3/M4/M5-2, page 107

1. The two leaders among the white men were Meriwether Lewis and William Clark.
2. Clark's red beard and hair puzzled Sacagawea; it was hard to believe that those red hairs were real.
3. Sacagawea also watched in amazement as York, the black man, washed his hands and face and none of his color came off.
4. The men quickly began building the shelters that they were going to live in.
5. There was a lot of noise as they felled trees and fitted the logs together to build cabins.
6. OK
7. Sacagawea could hardly believe that she would see her own people again in the place where she had lived before.
8. OK
9. Sacagawea's friends came often to the house that she was staying in, usually asking for medical help while they were there.
10. Sacagawea, who learned how to cook for the white men, tried especially to please Captain Clark, who gave her an English name, Janie.

EXERCISE M3/M4/M5-3, page 108

1. b; 2. a; 3. b; 4. b; 5. b

EXERCISE M3/M4/M5-4, page 109

1. warm log; 2. hard labor; 3. the bell-shaped old; 4. this strange dark; 5. a healthy male

EXERCISE M3/M4/M5-5, page 110

By the time Lewis and Clark finally found the Pacific Ocean and made their way home again, Sacagawea not only had gotten her wish to travel but also had become a favorite of all the crew. She had served as interpreter, guide, cook, nurse, and mother for everyone who needed her. She and Pomp seemed like family to Clark and his men.

When Captain Clark left, he offered to take Pomp (now almost two) to St. Louis and educate him. Sacagawea said, "Not now," but later the whole family moved to St. Louis. No one is sure what happened next. Most historians agree that after a few months Charbonneau gladly left St. Louis "with his wife" and spent time at a new fort, Fort Manuel. There his wife sickened and died of a fever in 1812. Since Charbonneau had several Shoshone wives, we cannot be sure that this wife was Sacagawea. Historical records show that Clark became the legal guardian for Pomp and his baby sister the year that Charbonneau's wife died.

Pomp stayed with Captain Clark. At nineteen, he met a rich German prince who was touring America and went to Europe with him for six years. Later this mountain man, whose mother had trekked with him halfway across the continent before he could walk, returned to mountain life for good, working as a trader, a hunter, and an interpreter.

The Shoshone oral tradition says that Sacagawea quarreled with Charbonneau and left him, stayed for a while with the Comanches, met up with her son and a nephew, and ended up at the Wind River Reservation in Wyoming, where she died on April 4, 1884, almost one hundred years old. The Wyoming branch of the Daughters of the American Revolution were convinced that the oral tradition was true and erected a memorial stone there.

No other American woman has had so many memorials dedicated to her. Among them are historical markers, lakes, a river, a mountain peak, and a park. In 1999, the United States even honored her on its new dollar—a gold-colored coin. Just below the word *Liberty* on that coin is a likeness of Sacagawea with her infant son. Now travel-loving Sacagawea can go wherever that dollar goes.

REVIEW OF M1–M5: Multilingual writers and ESL challenges, page 112

Immigrants have given the United States their languages, their foods, and their customs. Many people are not aware of all the cultural influences. Native Americans gave the United States the names for half of its states. *Texas* is an old Native American word for "friends," and *Idaho* means "good morning." Spanish immigrants gave the United States the longest name for any of its cities. In Spanish, it is *El Pueblo de Nuestra Señora la Reina de los Angeles de Porciúncula*—Los Angeles. American cuisine now includes foods from many other traditions, from Chinese sweet-and-sour pork to Greek baklava. American children who enjoy eating pizza or spaghetti or tacos think they are eating American food. Since the Germans brought the Christmas tree to America, every immigrant group that celebrates Christmas has added something to American Christmas customs. Fiestas and serenades are common in the United States, and even New England children often want to break open a piñata at their birthday parties. Every summer in Washington, DC, Americans celebrate the diversity of their culture with an exciting folk festival. Groups from many different cultures in America bring equipment to produce their own foods and festivities on the national Mall, where many other Americans can enjoy them. An alien visitor would not be able to tell which songs and stories are "American," for the food, festivals, dances, music, and folktales of immigrant groups have become part of America's own culture.

EXERCISE P1/P2-1, page 113

If a boy wanted to join the football team at Carlisle Indian School, he had to go through a difficult test. Any boy who wanted to be on the team had to stand at one of the goal lines; all the first-string players stood around the field. When the ball was punted to the new boy, he had to catch it and try to get all the way to the other end zone with it. The team members tried to stop him before he could get very far. Only a few players had ever gotten as far as the fifty-yard line, so "Pop" Warner, coach at the Carlisle Indian School, considered it a good test.

One day a quiet Native American boy surprised Pop. The boy caught the ball, started running, wheeled away from the first players who tried to stop him, shook off the others, and ran the ball all the way to the opposite goal line. Convinced that the player's success was an accident, the coach ordered him to run the play again. Brusquely, the coach spoke to the players and reminded them that this workout was supposed to be tackling practice. Jim, the nineteen-year-old six-footer, simply said, "Nobody tackles Jim." Then he ran the ball to the goal line a second time.

Well, almost no one tackled Jim Thorpe successfully for many years. Life itself got him down and made him fumble more often than his football opponents did, but he was usually able to recover and go on. The first blow was the death of his twin brother while the two boys were still in grade school. This tragedy was followed by others; by the time Jim was twenty-five, his mother and his father had also died. They left him a Native American heritage: His father was half Irish and half Native American, and his mother was the granddaughter of a famous Native American warrior named Chief Black Hawk.

Fortunately or unfortunately, along with his Native American heritage came great pride and stoicism. That pride kept him silent when the greatest blow of all came: He was forced to return the Olympic medals he had won in 1912 because he was declared to be not an amateur. He dealt stoically with his personal tragedies. When infantile paralysis struck his son, Jim Thorpe disappeared for a few days to deal with the tragedy alone. His stoicism also saw him through a demotion to the minor leagues and sad years of unemployment and poverty before his death.

Even death's tackle may not have been totally successful: After Jim Thorpe's death, his Olympic medals were returned, and a town was named after him.

EXERCISE P1/P2-2, page 115

1. Jim passed Coach Warner's test, but he did not get to play right away.
2. Then in one game a player was injured, and Coach Warner sent Jim in.
3. OK
4. He lost five yards the first time he got the ball, but the next time he ran sixty-five yards for a touchdown.
5. OK
6. OK
7. One Army player tried to tackle Jim, failed, injured his knee in the process, and had to be helped from the field.
8. That strong, confident player said in later years, "Thorpe gained ground; he always gained ground."
9. Although the injured player was never able to play football again, he became famous in other ways.
10. OK

EXERCISE P1/P2-3, page 116

1. OK
2. OK
3. OK
4. The five-sport event, which is called the pentathlon, is difficult.
5. The decathlon, which is a ten-sport event, is considered the most difficult of all Olympic events.
6. As King Gustav presented Jim Thorpe's 1912 Olympic medal, he said to Jim, "Sir, you are the greatest athlete in the world."
7. In January 1913, however, a newspaper reported that Jim had been paid for playing for the Carolina baseball teams.
8. When the Amateur Athletic Union (AAU) asked, Jim said he had been paid.
9. OK
10. After Jim presented his case, the AAU made its ruling; specifically, it ruled that Jim had not been an amateur at the time of his participation in the Olympics.

EXERCISE P1/P2-4, page 117

When the Amateur Athletic Union ruled that 1912 Olympic winner Jim Thorpe had not been an amateur at the time he won his medals, several consequences followed. Once the ruling was formally stated, Jim Thorpe's name was erased from the Olympic records. In addition, he had to return his medals. Friends wanted him to fight the AAU ruling, but he was too proud to do so.

During the next sixteen years that Jim played, football was quite different from what it is today. Players then had no league, no formal schedule, no helmet requirements, and often no salaries. Then representatives of eight concerned teams met to form a league. The organization they formed, which was called the American Professional Football Association, later became the National Football League; Jim Thorpe was its first president.

Jim's playing declined with the years until on November 30, 1929, an Associated Press story described him as "a mere shadow of his former self." No longer able to play sports, Thorpe had to dig ditches during the Depression years. When the 1932 Olympics were held in Los Angeles, California, he could not afford to buy a ticket.

EXERCISE P1/P2-5, page 118

1. After Jim Thorpe's death, his friends worked to have his medals restored and to get his name back on the list of Olympic winners.
2. Knowing that they would not be happy until the AAU and the Olympic committees changed their minds, his friends made repeated appeals.
3. The AAU acted first, reversing its position some years later (in 1973) by saying that Thorpe's titles should be restored.
4. The American Olympic Committee agreed two years later, but it was not until 1982 that the International Olympic Committee voted to restore Jim's titles.
5. New Olympic medals were presented to Thorpe's children in a 1983 ceremony in Los Angeles, California.
6. However, the International Olympic Committee did not erase the names of the second-place finishers.
7. Even though Thorpe had beaten the other "winners," his friends had to accept the fact that Jim would be listed only as a cochampion.
8. In the hearts of Jim's supporters remains the honest, firm conviction that Jim should be listed as the sole winner of each of the races he won.
9. They thought that the International Olympic Committee's reversing its position, restoring the titles, and awarding Thorpe's medals to his children were not enough.
10. It is not likely that there will be any further action, such as erasing the other winners' names.

EXERCISE P1/P2-6, page 119

1. a. According to many experts (sportswriters, coaches, and the like), Thorpe would always be considered the best athlete of his era.
   b. Correct
2. a. People said that Thorpe's confidence in himself was so great that he often skipped practice at the Olympics, and they told the "broad jump story" to illustrate his confidence.
   b. Correct
3. a. Correct
   b. It seems that the only thing that really bothered Jim was hitting curveballs.
4. a. He had a peculiar style of running that left his football tacklers flat on the ground.
   b. Correct
5. a. He would wait until that player's head was at the exact, dangerous height.
   b. Correct

EXERCISE P1/P2-7, page 120

Quarrels about one of America's greatest athletes, Jim Thorpe, continue. Even though the decision about his Olympic standing has been made, other quarrels about him remain.

After Jim Thorpe died, his wife had to choose a burial place. Everyone assumed he would be buried in his home state of Oklahoma, but his wife made other arrangements. Some people from Mauch Chunk, Pennsylvania, made her an offer. They said that they wanted Jim buried in their town. Having his body there would make more tourists want to come to their small Pennsylvania town. They talked of a burial place, a Jim Thorpe Museum, and a hospital in his memory. They also offered to change the name of the town from Mauch Chunk to Jim Thorpe.

Mrs. Thorpe, who wanted a memorial for Jim, agreed to these proposals and gave Jim's body to the town. It is probable that at the core of her decision was the desire for Jim Thorpe to be remembered. After some negotiation, the agreement was concluded, and the town is now on the map as "Jim Thorpe."

Jim's wife, not his children, made the agreement. His children, seven sons and daughters, wanted his body buried in Oklahoma. They wanted the body to be given a traditional Native American burial. They wanted the town to give back their father's body. Jack Thorpe, one of the sons, said to a *Sports Illustrated* writer in 1982, "Dad's spirit is still roaming." In Jim Thorpe's family, pride is still part of the Thorpe heritage. The family has not given up the struggle. Other people have also asked the townspeople to change their minds.

Jim Thorpe lived a tough, honest, gifted, and controversial life. Even if his records are someday broken, he will remain a legend of the American sports world.

EXERCISE P3-1, page 121

When Cheryl Toussaint came in second in a race she had never planned to run, she started on a road that led to the Olympics and a world record.

Cheryl began running almost by accident one day when she went to watch a city-sponsored track meet in Brooklyn, New York. During the preliminaries, the officials announced an "open" race; it was one that anyone could enter. Cheryl wanted to enter, but she was dressed in a skirt and sandals. Four things made her run: One [*or* one] friend traded shoes with her, another let her borrow jeans, several called her "chicken" if she didn't run, and one girl dared her to run. Coming in second in that race led this teenager to many places, including Munich, Germany; Toronto, Canada; and Montreal, Canada.

There were, however, many races to run and lessons to learn. Cheryl joined the all-female Atoms Track Club, and she began training under Coach Fred Thompson. Like most coaches, Fred had his own way of testing newcomers. He watched new runners carefully; however, he gave them no special attention. Instead, he just gave them orders one after another. He would tell Cheryl to run laps, perform exercises, and repeat practice starts; at the same time, he would never comment on how she performed. If the newcomers endured the hard, time-consuming workouts without encouragement or praise, Thompson was sure that they were ready for real coaching.

Cheryl quit after two months; for six more months, she stayed away from the club. During that time, she thought about her attitude toward work, her poor record at school, her pleasure in running, and her lack of goals. When she returned to the club, Thompson welcomed her back. Coach Thompson knew how special Cheryl was. He not only convinced her she was college material but also pushed her to achieve the highest goal of the amateur athlete — competing in the Olympics.

EXERCISE P3-2, page 122

1. Cheryl's first official run — at a cross-country meet on Long Island — would certainly have impressed any coach; every person watching was astounded by her perseverance.
2. OK
3. Too excited to follow his directions, Cheryl took off at top speed at the starting gun; moreover, she did not slow down even after she was a hundred yards in front of everyone else.
4. Cheryl kept that distance for most of the run; she did not allow herself any slack.
5. Then, with only a hundred yards to go, Cheryl gave out; she collapsed and fell down.
6. OK

7. OK
8. Not able to get to her feet again, Cheryl continued to crawl; after all, she was nearly at the finish line.
9. OK
10. OK

EXERCISE P3-3, page 123

1. Cheryl had to beg her teachers to allow her to take college preparatory courses; they were sure she would fail, no matter how hard she tried.
2. Coach Thompson did many things for Cheryl, including coaching track, prodding her about schoolwork, encouraging good eating habits, and insisting that she think about college; most important of all, he gave her faith in herself.
3. All of the runners knew that if they made qualifying times, Coach Thompson would see to it that they were entered in the national meets; however, they also knew that if they did not qualify, they were off the team.
4. Cheryl soon discovered that she had to schedule her time, or she would fail at school or at track or at both; thinking about Coach Thompson, she began to care.
5. By the time Cheryl graduated from high school, she was an A student; this "slow learner" received an academic scholarship to New York University, although she had once thought only an athletic scholarship was possible.

EXERCISE P3-4, page 124

Every runner dreams of winning both individual and relay medals at the Olympics; in 1972, Cheryl Toussaint was no exception. When she did not qualify for the individual 800-meter finals, she pinned her hopes on the relay race. Her teammates on the American team were ready: Mabel Ferguson, Madeline Jackson, and Kathy Hammond. The relay was Cheryl's last chance to win a medal; unfortunately, it seemed that everything was against her.

Cheryl began the third leg of the qualifying heat with runners ahead of her. Then a runner in front of her fell. As Cheryl dashed around her, another runner stepped on the heel of Cheryl's left shoe, so Cheryl was running with her shoe half on and half off. She needed to stop and pull the shoe on, but she knew two things: She would lose valuable time, and this was her team's last chance to qualify for the finals. She kept running; very soon the shoe flew up in the air. Cheryl wondered whether the shoe would hit anyone, whether TV viewers could see her bare foot, and whether people in the stands had noticed. But she ran on, passing the other runners. Her team qualified for the finals that day, and in the finals, Cheryl and her teammates won silver medals.

Cheryl remembered her very first run in Brooklyn, in which she hadn't even known how to start; her first "real" race, in which she'd crawled to the finish line; and the Olympic 800-meter individual run in which she'd failed to qualify. She could laugh about all those memories now, for she and her teammates were Olympic medalists.

Back home, Cheryl kept to her plans: graduating from college (with a B+ average), getting a job in the Federal Reserve Bank's management training program, and training for the next Olympics. She knew that nothing would ever mean as much to her again as track, the Atoms, and Coach Thompson had meant; her success was also theirs.

EXERCISE P3-5, page 125

In 1951, Althea Gibson broke the color barrier in women's tennis and became admired all over the world. No one who knew her as a teenager would have predicted her success. By the time Althea Gibson reached her teens, her record showed three indications of trouble: running away from home, dropping out of school, and losing the one job she had been able to find. To survive in her neighborhood, Althea depended on a small welfare allowance, occasional handouts, and plain old luck. She listed her skills as the following: good bowler, great two-on-two basketball player, and fast paddleball player. Even after she began playing tennis and moving in upper-class Harlem society, she resented the efforts of the society ladies to improve her. They busied themselves with tasks such as correcting her manners and restricting her behavior. Looking back, she summed up her earlier attitude: She [*or* she] said she hadn't been ready to study about "how to be a fine lady." At eighteen, she finally got a waitressing job, a congenial roommate, and a good friend.

EXERCISE P3-6, page 126

1. Althea Gibson broke the color barrier in women's tennis: She [*or* she] was the first black female player to compete in national championships.
2. Two tennis-playing doctors opened their homes to her so she could finish high school and go to college: Dr. Hubert A. Eaton of Wilmington, North Carolina, and Dr. Robert W. Johnson of Lynchburg, Virginia.
3. Her life in a southern high school was not pleasant; if she had written a book about it, she could have titled it *Misfit: A Yankee Woman in a Southern School*.
4. Besides tennis, Althea's other love was music: the drums, the chorus, and especially the saxophone.
5. Her friend Sugar Ray Robinson firmly advised her to go to college: "No matter what you want to do, tennis or music or what, you'll be better at it if you get some education."

EXERCISE P3-7, page 127

Althea Gibson began playing tennis when she was a young teenager in the 1940s. In just over a decade, she became one of the world's greatest women tennis players.

The tennis world began to notice her after only a few years of amateur play: She [*or* she] was winning women's singles meets one after the other. In 1950 and the years immediately following, she became more and more famous. By 1957, Althea Gibson, the rising young tennis star, was well known on both sides of the Atlantic: She [*or* she] was the most respected woman player in Britain and America. In both countries, she won the national women's singles title two years in a row: 1957 and 1958. The British meet, which is called Wimbledon, is generally regarded as the unofficial world championship meet. Gibson also played on the US team at other major meets, including the Wightman Cup meet. That meet is a special British-American meet that pits US women against British women. When Althea Gibson was on the US team, the United States won.

Gibson's retirement from tennis in 1958 was a complete surprise to her fans. What reason did she give for her retirement? She had decided to become a professional golfer!

EXERCISE P3-8, page 128

When the Eatons of North Carolina invited Althea Gibson to move into their home for the school year, she hesitated. Northerner Althea had one major fear: white southerners. She decided to go in spite of her fears. At the Eatons' house, Althea had to get used to wearing skirts, obeying rules, and getting along with people. She was expected to listen to adult conversations and join in with well-chosen comments. At the time, Althea considered these requirements to be serious disadvantages. However, there were also advantages to life with the Eatons, such as regular meals, a room of her own, an allowance, and unlimited use of the doctor's private tennis court. School presented one overwhelming social problem: Althea could not make friends with either boys or girls. The boys may have resented her athletic prowess and her self-confidence. The girls considered her a tomboy. Years later Althea still recalled their taunts: "She's no lady" and "Look at her throwing that ball just like a man." Even the singing instructor added to her woes. When he placed her in the tenor section to make the chorus sound better, the other girls in the chorus could not control their giggles. Some people even made fun of her tennis, but her tenacity paid off. Before she had finished high school, Florida A&M University had offered her a scholarship. Althea had been right to expect problems if she lived in the South, but she had not anticipated what the problems would be. If she had put the story of those high school years into a book, she could have titled it *The Unexpected: Problems Are Not Always What They Seem*.

EXERCISE P4-1, page 129

During the 1990 troubles in Panama, American television and newspaper reporters had an exciting piece of news. They reported that for the first time American female soldiers had been engaged in actual combat. Acting as her soldiers' leader, Captain Linda Bray led her troops into combat. Names of two additional women who were involved in combat, Staff Sergeant April Hanley and Private First Class Christina Proctor, were reported in the newspapers. Theirs were the only names reported, although other women also took part in the fighting.

It wasn't the first time an American woman had fought in an American battle, but it's not likely that many people are aware of that fact. The Civil War had its female fighters too. Loreta Janeta Velazquez fought for the Confederates in the Civil War after her husband's death. Like many other women whose husbands were killed in that war, she must have asked herself, "Who's going to take his place in battle?" The decision to fight was hers alone. Someone is sure to ask how that was possible, especially in those days. Military identification was not very sophisticated in the 1860s. Someone's willingness to fight was that person's major qualification, and each fighting unit needed to replace its losses as fast as possible. Velazquez simply disguised herself in men's clothing, found a troop needing replacements, and joined the fight. Loreta Janeta Velazquez was Linda Bray's Civil War predecessor.

EXERCISE P4-2, page 130

1. Deborah Sampson never dreamed that she would someday fight in battles for American independence, much less that the battles' outcomes might depend on her.
2. Because her parents' income was not enough to support their children, her parents sent Deborah to live with relatives in another town.
3. Later she was sent to live in a foster family with ten sons; the sons' acceptance of her was wholehearted, and one son became her fiancé when she grew up.
4. The Revolutionary War wasn't over when news of his death reached Deborah; she wasn't long in making a decision.
5. Determined that his place should become hers, she enlisted under a man's name.
6. OK
7. It's clear that Deborah Sampson thought so; she enlisted twice to fight for hers.
8. OK
9. Though drinking was not a habit of hers, she spent her first evening as a soldier copying other new soldiers' behavior.
10. Coming to the aid of this very noisy, very drunk, and very sick "buddy" of theirs, they soon were asking, "Who's this?"

EXERCISE P4-3, page 131

thirties, military's, forces, Walker's, everyone's, shouldn't, women's, regulations, Whose, its

EXERCISE P4-4, page 132

Deborah Sampson, who fought in the American Revolution, fulfilled her light infantryman duties pretending to be a private named Robert Shurtlieff. To anyone's questions about where he was based, this private said, "West Point." Sampson's first enlistment lasted less than a day, but her second enlistment was different. It lasted until the war's end, when along with many others she was honorably discharged from the Continental army on October 23, 1783. Throughout her service, it was everyone's opinion that she was an excellent soldier. Her officers' reports on her were always good. Wounded twice, she outwitted the doctors and returned to her unit undetected; but when she came down with "the fevers," a doctor discovered the secret that until then had been hers alone. (Many of the distinctions among different illnesses that produce fevers—from typhoid to influenza—were not yet known; if patients had a high fever and its accompanying discomforts for very long, they were diagnosed as having "the fevers.") It's no surprise that when her secret was finally revealed, her superior officers couldn't believe it. Dressed in women's clothes, she was escorted to separate quarters not by the military police but by her superior officers. Many years later, at Paul Revere's suggestion, she donned the uniform again and went on speaking tours to raise much-needed money for her family and to secure a monthly pension from the army she had once served.

EXERCISE P5-1, page 133

1. The doctor answered, "You can do nothing but pray."
2. When the bandages were removed and the shades were opened to let in the bright sunlight, the doctor asked, "What do you see?"
3. "Nothing," said the boy. "I see nothing."
4. The village priest said, "I have recently seen a remarkable school." He had just returned from a trip to Paris.
5. "In this school," he added, "blind students are taught to read."
6. "You didn't say 'read,' did you?" asked the boy's father.
7. The boy responded to the priest's words as if they were a trick of some kind: "Now you are joking with me. How can such a thing be possible?"
8. The boy, Louis, thought it would be great fun to visit that school someday.
9. His father promised, "We will go soon, Louis."
10. And so it happened that ten-year-old Louis Braille entered the National Institute for Blind Youths and began the long effort to erase the fear people had of even the word "blind." [Or the word *blind* can be italicized, without quotation marks.]

EXERCISE P5-2, page 134

1. The doctor added, "In all probability, your son will never see again."
2. Mr. Braille exclaimed, "I have seen blind students at the institute making their own clothes and shoes!"
3. The inventor of the raised-dot system of writing used in the military told Louis, "Experiment all you wish, but do not set your hopes too high."
4. When his old friends in the village saw him with his stylus and paper, they asked, "Are you still punching away at it?"
5. Louis asked the government official, "Are you blind? Do you understand what it is like not to see?"

EXERCISE P5-3, page 135

1. Louis Braille asked the inventor of the raised-dot system of writing a serious question: "Do you think it would be possible to change the symbols in some way, to reduce them in size?"
2. Barbier, the inventor of the system, replied, "Of course. Anything is possible."
3. "I have hoped," said the founder of the institute, "that this school would be a bright torch held aloft to bring light to the blind."
4. OK
5. Louis Braille wanted a system so complete that blind people could read and write the words and music to a song like the "Marseillaise," the French national anthem.

EXERCISE P5-4, page 136

Louis Braille entered the National Institute for Blind Youths in Paris when he was ten. At twelve, he was already experimenting with a system of raised dots on paper known as "night-writing," which was used by the military. Institute teachers decided that night-writing was impractical, but Louis became proficient at it. When Charles Barbier, inventor of the system, visited the institute, Louis told him, "Your symbols are too large and too complicated." Impressed, Barbier encouraged him and said that since Louis was blind himself, he might discover the magic key that had eluded his teachers.

Louis Braille wanted a system that could transcribe everything from a textbook on science to a poem like Heinrich Heine's "Loreley." At fifteen, he had worked out his own system of six dots arranged in various patterns. "Read to me," he said to one of his teachers, "and I will take down your words." As the teacher read, Louis punched dots onto his paper and then read the passage back without error. The teacher exclaimed, "Remarkable!" Government officials, not impressed enough to take any action, said simply that Braille should be encouraged. "You didn't say 'encouraged,'

did you?" asked Braille. He wanted official acceptance, not simply encouragement. "The system has proved itself," said Louis. "We have been using it for five years now."

For most people, the word "Braille" [or *Braille*] itself now means simply a system of reading and writing used by blind people; for blind people, it means freedom and independence. Braille himself died before his system was recognized beyond the institute. The plaque on the house of his birth, however, records the world's recognition of his work with these words: "He opened the doors of knowledge to all those who cannot see."

EXERCISE P6-1, page 137

After Louis Braille invented his new system that would allow blind people to read and write, he tested it thoroughly. Students and faculty of the National Institute for Blind Youths were excited at how easily they could master it. They encouraged Louis to demonstrate the system to the French educational authorities, who made the rules for the institute. Louis agreed to do so.

When Louis held the demonstration, all went well. What excitement he and his friends felt! But the authorities would not recommend that the institute adopt Louis's new system. Why didn't the French authorities recognize the advantages of Braille's system? Did they have a vested interest in the old system of teaching the blind? Or a real doubt about the new system? Whatever their reasons, they delayed the pleasures of reading for thousands of people. In addition, a new director, Dr. Pignier, even outlawed the use of the system at the institute for four years.

Although unhappy and disheartened, Braille never gave up; he knew his system would enable the blind to read.

EXERCISE P6-2, page 138

1. a. What Louis had figured out was a new code.
   b. What had Louis figured out?
2. a. What should he do about teaching it?
   b. What to do about teaching it was the next decision to make.
3. a. Who could help him test the system was another question.
   b. Who could help him test the system?
4. a. How extraordinary it was that a leatherworker's son should have such talent!
   b. How was it that he had such extraordinary talent?
5. a. Why did he never give up, either as a child or as an adult?
   b. Why he never gave up, either as a child or as an adult, puzzled many of his friends.

EXERCISE P6-3, page 139

Braille's reading and writing system depended on a group of six dots. He called this group a "cell." He conceived of the cell as three rows with space for two dots on each row. But he did not have to put two dots on each row, and he did not have to use all three rows. Figuring it this way, Braille counted sixty-three possible arrangements for the dots. Using these possibilities, Braille worked out an alphabet. Then he added punctuation marks and numerals. But he still was not satisfied. There was something else he wanted to do.

Braille knew very well that blindness does not keep someone from becoming proficient at a particular skill. Like many other blind people, Braille himself was an accomplished musician. As a young boy at the National Institute for Blind Youths, he had learned to play several instruments. But he could play only by ear. Louis Braille wanted to be able to read music, play what he read, and then write music that other musicians could read and play.

When Braille was only fifteen, he devised a way to write music using his six-dot cell. As soon as he knew it was workable, he wanted a piano of his own to try it on. By saving his small salary, he was able to buy a piano. Next he wanted lessons. Paris had many good music teachers. Braille took lessons from some of the best and then began to teach piano and violoncello at the institute. He also gave frequent piano recitals throughout Paris.

When he knew he was good on the piano, Braille said it was time to play something else. "God's music," the church organ, was what he wanted to learn. With great effort he learned to manage the foot pedals, the double keyboard, and the rows of stops. St. Nicholas-des-Champs Church hired him as its organist. However, Braille found himself so busy thinking about stops and pedals that he couldn't keep up with the service at first. Did he resign? Of course not! Braille simply became so familiar with the music that he did not have to think about it and could follow the church service as it went along. Louis Braille may have been the first blind organist in Paris, but he was not the last. In Braille's lifetime, the institute's music director placed more than fifty blind organists in the city.

Many people have wondered where Braille got the idea of adapting his new system to music. Did it come from one of his teachers? Or one of his friends? Or from his own mind? However it happened, he adapted the Braille system for music, and again Braille opened a new world to the blind. What an extraordinary gift this was! Except for sight itself, could anyone have given blind musicians a greater gift?

EXERCISE P6-4, page 142

The most famous woman in America is Miss Liberty—a 450,000-pound, 154-foot resident of New York City. For people all over the world, the Statue of Liberty symbolizes America. Yet the idea for the statue came not from America, England, or even New York itself—but from France. Three men can claim credit for the construction of Miss Liberty: (1) Frédéric-Auguste Bartholdi, sculptor; (2) Alexandre-Gustave Eiffel, structural engineer; and (3) Richard Morris Hunt, architect. France gave the statue to the United States, and the United States provided the pedestal on which it stands.

Two Americans contributed significantly to the statue. The first was Joseph Pulitzer, then owner and publisher of the *New York World* and a Russian immigrant. He led several fundraising efforts and urged every American to give what he or she could to help build the pedestal. The second American who contributed significantly was Emma Lazarus. She wrote the famous lines on the bronze plaque inside the statue. Her three-word title "The New Colossus" (which means "huge statue") alludes to a statue built in the harbor of Rhodes in ancient Greece. The most quoted lines from "The New Colossus" are probably these: "Give me your tired, your poor, / Your huddled masses yearning to breathe free."

EXERCISE P6-5, page 143

1. The American Revolution celebrated liberty. The French added two more words to form the battle cry of the French Revolution—"Liberty, Equality, and Fraternity."
2. Emma Lazarus understood Bartholdi's desire to demonstrate this shared ideal. In her opening line, "Not like the brazen giant of Greek fame [the Colossus of Rhodes]," she alludes to an ancient statue one hundred feet high.
3. Bartholdi was determined to build "A mighty woman . . . Mother of Exiles" and place her in New York Harbor.
4. He traveled all over America—to Boston, Chicago, Denver, Salt Lake City, and many other places—to promote his idea.
5. He was amazed at the country's size, industry, and enthusiasm for creating things (buildings, that is, not art).
6. Bartholdi discovered that money, the enthusiasm of US citizens, and political support (all necessary for his project) were hard to get.
7. He decided on a novel, hands-on approach—allowing people to climb into completed parts of the statue.
8. Three cities were chosen: (1) In Philadelphia, the statue's hand and torch attracted Centennial Exhibition visitors; (2) in New York, the same exhibit drew people downtown; and (3) in Paris, visitors explored the statue's head and shoulders.
9. When more money was needed, wealthy newspaper publisher Joseph Pulitzer, an immigrant himself, turned to nonwealthy Americans—working-class men, women, and children—and it was their small gifts that paid for the statue's pedestal.
10. Their gifts allowed Miss Liberty's torch to shine out over the water to say, "Send these, the homeless, tempest-tost to me / I lift my lamp beside the golden door."

EXERCISE P6-6, page 144

1. Miss Liberty was the only woman at her dedication except for two Frenchwomen who came with the sculptor.

2. On that day, the Lady whose "beacon hand / Glow[ed] worldwide welcome" was almost obscured from view by rain and wind.
3. Also, the crowds of people pushing and shoving resembled the "huddled masses" Emma Lazarus wrote about.
4. The crowd, crushed together trying to listen to the main speaker, William M. Evarts, could hear other voices too.
5. Women who were angry about being excluded from the ceremony had chartered a boat, sailed in close to the island, and were yelling their protests.
6. With all of the noise from the crowd and the women, the speaker paused.
7. He paused so long that an aide thought the speech was over. The aide signaled Bartholdi, who was waiting inside the statue.
8. Bartholdi saw the signal and unveiled the statue an hour early.
9. The plaque with Emma Lazarus's poem on it was not on the statue at this time; it was added later, in 1903, without any special ceremony.
10. It is still there today for all visitors to read and ponder as they meet America's most beloved lady.

EXERCISE P6-7, page 145

The sonnet is a fourteen-line poem with a particular pattern to its rhymes; it is often used to compare or contrast two items. Emma Lazarus's poem "The New Colossus" is a sonnet. Lazarus uses its fourteen lines to contrast two statues. The ancient Colossus of Rhodes was male and represented the sun god; the new Colossus was female and represented liberty. The Rhodes Colossus symbolized what Lazarus calls "storied pomp." The French-made American statue stood for freedom and opportunity.

In her first line, "Not like the brazen [bronze] giant of Greek fame," Lazarus refers to the material of which the old Colossus was made. Bronze, a valuable metal when the Colossus of Rhodes was erected in 280 BC, was available only to the wealthy. Miss Liberty was made of copper, a material available to all classes of people. When Miss Liberty was erected in 1898, America's least valuable coin, the one-cent piece, was made from copper. Miss Liberty was for everyone, not just the wealthy.

The major contrast Lazarus sets up is in the attitudes of the two statues. The old Colossus is powerful, not caring about the "wretched refuse" of its "teeming shore." The new one welcomes all: "Send these, the homeless, tempest-tost to me, / I lift my lamp beside the golden door."

REVIEW OF P1–P6: Punctuation, page 146

The outside of the Statue of Liberty is made of copper, but what is inside the statue? Inside the statue are iron braces and staircases. The thin copper plates that form the outside of the statue are bolted to a network of iron braces. There are several staircases allowing workers and tourists to climb all the way into the head and the torch. (This intricate network of braces and stairways was designed by Alexandre-Gustave Eiffel, the same man who designed the famous Eiffel Tower in Paris.)

For some years, the lighting equipment for Miss Liberty's torch was also inside. Soon after the statue was set up, for example, engineers tried Edison's new invention, the electric lightbulb. They cut holes in the torch's copper sheets and hung lightbulbs inside. Later, the copper sheets came down and glass windows went up. Giving Miss Liberty a light that everyone would recognize as hers challenged engineers and designers for sixty more years. When the statue was restored in the 1980s, part of the lighting equipment was moved outside. Floodlights were installed on the torch's balcony and focused on thin gold sheets that form the torch "whose flame / Is the imprisoned lightning." Miss Liberty will be able to welcome newcomers for many years.

EXERCISE P7/P8-1, page 147

Columbus's return to Spain from his first exploration was difficult. The *Niña* and the *Pinta* were separated, the *Niña* almost sank, and the governor on the island of Santa María had put Columbus's whole crew in jail. It seemed a miracle that both boats survived their journeys and arrived in the harbor at Palos on the same day.

As difficult as that return was, the reception at court quite made up for it. Columbus certainly made an all-out effort to impress the court, the city, and the entire country. Lavishly attired, he received a grand welcome as he led his entourage into Barcelona, the Spanish capital. It must have been a sight to behold: a procession like none Barcelona had ever seen before. Leading the parade was a gaudily bedecked horse carrying Columbus, followed by six captive "Indians" and all the crew. Everyone but Columbus was carrying boxes, baskets, and cages full of interesting and exotic items.

When the group reached the throne room, King Ferdinand and Queen Isabella stood up to greet Columbus formally and admire his apron-covered captives. Columbus asked the royal couple to accept gifts of plants, shells, darts, thread, and gold. As intrigued as they were with the other gifts, King Ferdinand and Queen Isabella basically wanted the gold. Luckily, Columbus had collected enough of it to satisfy them.

By the end of his first week home, Columbus had such prestige that everyone wanted to accommodate the wishes of the Italian sailor at the court of Spain. Columbus had no doubt that he would receive a commission for a second voyage of exploration or even colonization.

EXERCISE P7/P8-2, page 148

1. To begin with, he was born in Genoa, Italy, the best place conceivable for someone who wanted to be in the sailing business, since Genoa was a major seaport.
2. Other people said his being born there was all "just chance"; Columbus preferred to think that it was part of God's arrangement for him.
3. He was not surprised to be the sole survivor of a shipwreck that occurred when he was twenty-five.
4. Whether others accepted the idea or not, Columbus knew he survived such a disastrous event because God had plans for him.
5. He thought that even his name emphasized his calling: *Christopher* means "Christ-bearing," and he would take Christ's name to the "heathens" in India.

EXERCISE P7/P8-3, page 149

1. Marrying into a noble family when he was thirty-three gave Columbus direct access to the king of Portugal.
2. When the king firmly declined Columbus's request to finance an exploratory voyage, this well-known sailor decided he was supposed to go to Spain.
3. Queen Isabella was determined to make everyone into a practicing Christian; because Columbus was religious, she did not consider the voyage a half-witted proposal.
4. OK
5. When the *Santa María* was wrecked, Columbus saw the incident as his God-given opportunity to go back posthaste to Spain, recruit more men, and return to this newly found land.

EXERCISE P7/P8-4, page 150

If Columbus had made his return trip first, he might not have been so eager to set out for the Indies. The voyage turned out all right, but it had its bad times.

To begin with, the *Niña* and the *Pinta* were separated on the way back to Spain. The weather was very bad, especially when the two ships ran into a storm west of the Azores. The *Niña* almost sank. Columbus was so sure it was going down that he put a record of his discoveries in a small barrel, sealed it completely, and threw it overboard. That way, if the ship went down, there was still a chance that someone would learn of his discoveries. Actually, the ship made it to Santa María, a Portuguese island. The governor there thought Columbus was lying about his adventures and arrested the crew. The crew was released only because Columbus threatened to shoot up the town.

The *Niña* was thrown off course again, but then Columbus's luck turned. The boat came into Lisbon, and Columbus was a guest of King John II for a brief time before he took off for Spain again. Finally, the *Niña* made it home. On March 15, 1493, it sailed into the harbor at Palos. The *Pinta* arrived shortly afterward on the same day. Such a coincidence certainly seemed to be a sign of divine

approval and delighted Columbus. When Queen Isabella saw what Columbus had brought back, she was impressed. She thought that God had surely had a hand in the matter. Certainly many influences had played a part in his success that spring. Even Marco Polo's book *Description of the World* had played a role: getting Columbus started on the journey. Columbus was convinced that his life was just one miracle after another. "I've been chosen," he might have said. "God has chosen me."

EXERCISE P7/P8-5, page 151

After being feted, feasted, and honored on his return from his first voyage across the ocean, Columbus must have told and retold the story of his trip. He would have told listeners how, after the ships had sailed for twenty-one days, his men threatened to turn back because they had never sailed so far west before. Columbus, sure of his special calling as an explorer, promised them that they would sight land within three days. On the evening of the third day, at ten o'clock, he thought he saw a light and alerted a nearby servant. Both of them lost sight of it almost at once. But at two o'clock the next morning, a cannon shot sounded from the *Pinta*. "Land! Land!" cried the sailors. Columbus had kept his promise. No wonder he began to sign his name with a secret code to show that he was more special than other people.

Retelling the story of his voyage, Columbus would have described the beautiful island that the ships first landed on. He named it San Salvador. He would have told how, at every island he and his men visited, natives had flocked to the boats to see the strangers. One day, more than a thousand people had come in just one hour. Columbus had spent three months exploring and setting up a fort before leaving for the return trip to Spain. And on their return, eight months later, he and his crew had received a royal welcome.

Yes, he had a few problems on the trip out, and the return trip had been very hard, but one set of memories was indelibly imprinted on Columbus's brain: the memories of that remarkably successful first voyage.

EXERCISE P9/P10-1, page 152

Everyone has heard of Christopher Columbus, but not many people know much about him. Most people learn that he discovered America in AD 1492. Some people know that he had three ships, and they might be able to name them. (The ships were the *Niña*, the *Pinta*, and the *Santa María*.) A few people might even remember that Columbus thought he had found the Indies. And those with great self-confidence might be willing to guess at the number of trips he made to his Indies. (It was four.) Probably no one could tell you his favorite word, *adelante*.

If they were asked what Columbus was trying to prove with his expensive journey, most people would reply that he was trying to prove that the world is round. They would be wrong. If they were asked what Columbus meant by the term *Indies*, they would probably say "India." They would be wrong again. If they were asked what Columbus's rank was, they would most likely say "captain." They would be wrong again. If they were asked what his sailors feared most, a number of them would reply, "They feared that the boats would fall off the edge of the earth." And they would be wrong again.

Isn't it strange that people can be so ignorant about a well-known man like Columbus?

EXERCISE P9/P10-2, page 153

1. OK
2. They worried about more serious things—for example, whether the wind would blow both ways so they could get back to Spain.
3. They also weren't sure about distances; however, one famous Italian professor, Dr. Toscanelli, thought he knew.
4. He was willing to estimate the distance from Lisbon, Portugal, to Japan.
5. He said that the exact number of miles between the two places was three thousand nautical miles.
6. In 1298, Marco Polo wrote a book about his travels to the Indies.
7. The Indies had 7,448 islands, according to Marco Polo's book.
8. Columbus was forty-one when he convinced Queen Isabella to send him to find those islands.
9. As part of the contract, Columbus demanded 10 percent [*or* 10%] of the treasure he brought back to Spain.
10. OK

EXERCISE P9/P10-3, page 154

1. On the *Niña*, the *Pinta*, and the *Santa María*, Columbus brought along one hundred men, all kinds of supplies, and enough cats to control the rat population.
2. Columbus always spoke the same word to his men—*Adelante*! (That means "Forward!" or "Sail on!")
3. Marco Polo's book had not prepared the men for seeing the same horizon week after week, seemingly *ad infinitum*.
4. To every fear or complaint, Columbus simply replied "Forward!" and that word *forward* began to get on the sailors' nerves.
5. Finally, Columbus's fleet made landfall on several groups of islands, some of which Columbus named after stories he had read in the Bible about King Solomon's travels and treasures.

EXERCISE P9/P10-4, page 155

Columbus's first voyage, in AD 1492, was successful. Pleased with the gifts he had brought back and impressed by his reports, King Ferdinand and Queen Isabella quickly ordered him to organize another voyage. Columbus was delighted to do so. At first his luck held. Led by the flagship *Maríagalante*, a fleet of seventeen ships and a thousand men who wanted to colonize the new land made the second trip in twenty-one days. Columbus's good fortune, however, did not last. Life went downhill for the Italian sailor from that time on.

The so-called Admiral of the Ocean Seas (a title Columbus had given himself) had one disastrous experience after another. When he got back to the recently settled town he had left, the whole settlement had been destroyed, and the thirty-nine men he had left there were all dead. Columbus quickly found a new spot for his new colony, the first European colony in America. The new site had serious drawbacks, for example, bad water and many mosquitoes. Embarrassed, Columbus had to send Queen Isabella's ships back for help; he loaded them not with gold but with pepper, sandalwood, and a number of exotic birds.

Other voyages followed, but each turned out worse than the one before it. Not even his favorite word, *adelante*, seemed to work for Columbus anymore. His first voyage had definitely been the most successful.

REVIEW OF P7–P10: Mechanics, page 156

Columbus made an all-out effort to find the Indies—India, China, the East Indies, and Japan. Instead, he found Cuba, Venezuela, the Bahamas, and the coasts of South and Central America. Unable to find gold, he captured five hundred natives and had them shipped back to Spain to be sold as slaves. He punished the natives so severely when they did not bring him gold that in two years one-third of them ran away or were killed or sold. Things went from bad to worse; for example, many settlers died of illness, and some went back to Spain with bad reports of Columbus's governance. Convinced that God was unhappy with him for some transgression, Columbus returned to Spain wearing a monk's coarse garb and walking humbly. People gave him a new title: Columbus, Admiral of the Mosquitoes.

Ferdinand and Isabella gave him another opportunity, though, and on May 30, 1498, Columbus set out again. The voyage was disastrous, with Columbus ending up back in Spain, this time in chains. Columbus got one more chance, but hurricanes and storms plagued him. He wrote, "Other tempests have I seen, but none so long or so grim as this." He must by now have realized that Dr. Toscanelli did not know his geography very well. Yet "Sail on!" was still his answer to every setback.

When Columbus got back to Spain, sick and exhausted, Queen Isabella died before he could see her. Columbus himself died still insisting he had found the Indies. He had not, of course. He had done far more: He had discovered a "new world."

EXERCISE B1-1, page 157

readers, N; are, MV; of, P; its, ADJ or PN; and, C; or, C; formal, ADJ; starts, MV; simply, ADV; with, P; should, HV; everyone, PN; about, P; certain, ADJ; when, C; them, PN; acts, MV; government, N; bold, ADJ; been, HV

EXERCISE B1-2, page 158

1. defenses; 2. speaker; 3. justice; 4. normality; 5. repetition; 6. Schoolchildren, citizens, homework, assignments; 7. Pledge, Allegiance, country's, flag; 8. people, words, Declaration, Independence; 9. Preamble, Constitution, speeches, anthem; 10. students, tests, immigrants, citizenship

EXERCISE B1-3, page 159

1. a; 2. b; 3. a; 4. a (noun/adjective); 5. b

EXERCISE B1-4, page 160

1. I, she, he, ours, everyone; 2. her, me, it, whose, many; 3. him, you, us, this, someone; 4. they, my, that, we, some; 5. them, mine, your, these, nothing; 6. yours, her, his, all, none; 7. hers, our, its, nobody, another; 8. myself, their, yours, each, several; 9. theirs, who, which, either, something; 10. whom, those, any, both, few; 11. Whoever, everyone (pronouns); 12. One (pronoun); its (pronoun/adjective); 13. They (pronoun); their (pronoun/adjective); 14. these (pronoun); its (pronoun/adjective); 15. who (pronoun); those (pronoun/adjective)

EXERCISE B1-5, page 161

A. 1. b; 2. a; 3. a; 4. b; 5. b
B. HV: should, are, can, must, may, will; MV: go, vote, do, making, affect, tell, feel, ignore, lose, is, stay, is, send, fail

EXERCISE B1-6, page 162

1. Adjective; 2. Adverb; 3. Adjective; 4. Adverb; 5. Adjective; 6. Adjective; 7. Adverb; 8. Adjective; 9. Adverb; 10. Adjective; 11. Adjective; 12. Adverb; 13. Adjective; 14. Adverb; 15. Adjective; 16. Adjective; 17. Adjective; 18. Adverb; 19. Adverb; 20. Adjective; 21. ten (adjective); immediately (adverb); 22. First, familiar, famous (adjectives); most (adverb); 23. religious, American (adjectives); 24. also, extremely (adverbs); important, democratic (adjectives); 25. original, federal (adjectives); publicly (adverb)

EXERCISE B1-7, page 163

A. 1. above/below; 2. against/for; 3. in/out; 4. on/off; 5. to/from; 6. after/before; 7. down/up; 8. inside/outside; 9. over/under; 10. with/without
B. of, with, In, about, During, to, with, on, of, for, with, against, under, over, at, to, despite, among, in, into

EXERCISE B1-8, page 164

1. of, of, with (prepositions); When (subordinating conjunction); 2. and (coordinating conjunction); that (subordinating conjunction); 3. Before, in (prepositions); and (coordinating conjunction); 4. about (preposition); but (coordinating conjunction); 5. and (coordinating conjunction); Although (subordinating conjunction); 6. to, about, in, of (prepositions); Because (subordinating conjunction); 7. to, at (prepositions); and (coordinating conjunction); that, unless (subordinating conjunctions); 8. under, by (prepositions); and, or (coordinating conjunctions); that, although (subordinating conjunctions); 9. to, of, from (prepositions); 10. of, to, from, by (prepositions); and (coordinating conjunction); Because (subordinating conjunction)

EXERCISE B1-9, page 165

their, PN; while, C; was, HV; to, P; would, HV; without, P; proposal, N; by, P; currently, ADV; and, C; of, P; negotiator, N; section, N; used, MV; not, ADV; costly, ADJ; But, C; they, PN; sacred, ADJ

EXERCISE B2-1, page 166

group, S; had, V; problem, DO; they, S; went, V; They, S; gave, V; paintings, IO; bursts, DO; lovers, S; were surprised, V; artists, S; made, V; scenes, DO; bright, OC; would pour, V; sunshine, S; Were, V; paintings, S; bright, SC; cheerful, SC; painters, S; are admired, V; forms, S; are, V; examples, SC; Both, S; showed, V; viewers, IO; objects, DO

EXERCISE B2-2, page 167

A. 1. Picasso; 2. paintings; 3. "Blue"; 4. you; 5. derelicts and beggars
B. painters, observer, observer, world, argument

EXERCISE B2-3, page 168

1. Subject complement; 2. Subject complement (boy); direct object (him); 3. Direct object; 4. Subject complement; 5. Direct object; 6–10. Responses will vary.

EXERCISE B2-4, page 169

1. Object complement; 2. Indirect object; 3. Indirect object; 4. Object complement; 5. Object complement; 6–10. Responses will vary.

EXERCISE B2-5, page 170

1. flooded (verb); London (direct object); 2. fascinated (verb); many London artists (direct object); 3. gave (verb); the world (indirect object); a new art form (direct object); 4. used (verb); images from popular culture (direct object); 5. named (verb); the new art (direct object); "pop art" (object complement); 6. find (verb); pop art (direct object); very appealing (object complement); 7. reflects (verb); the optimism of the 1960s (direct object); 8. gave (verb); pop artists (indirect object); their subject matter (direct object); 9. preceded (verb); the more famous Andy Warhol (direct object); 10. understood (verb); the media's power to affect people's thinking (direct object)

EXERCISE B2-6, page 171

people, S; should use, V; hands, DO
friends, S; called, V; man, DO; workman-painter, OC
reward, S; is, V; work, SC
he, S; responded, V
He, S; offered, V; people, IO; techniques, DO
you, S; should give, V; enemies, IO; chance, DO
enemies, S; will become, V; friends, SC
joy, S; might be explained, V

EXERCISE B3-1, page 172

Verbal phrases: Drawing colorful pictures; To decorate her room; Encouraging her artistic interest; Studying, working, and making new friends; to follow her own vision; Rewarded and acclaimed
Prepositional phrases: From her earliest years; of pretty rocks, shells, and fabric pieces; for only eleven years; to her family home; At times; During Louise Nevelson's busiest and most exciting years; with either the critics or the public; throughout the art world
Subordinate clauses: that she needed; who was a wealthy New York businessman; while his mother studied abroad; whether she had done the right thing; that she had made the right decision

EXERCISE B3-2, page 173

1. From her builder-father, for generations; 2. Like many other Jewish traditions, in the Talmud; 3. about Jewish history and laws, by Jewish scholars; 4. According to the Talmud, of a new house; 5. for a reason, of Jerusalem's Second Temple; 6. As an adult, into a dozen or more "new homes"; 7. by the tradition, about it; 8. at last, for all those years; 9. over the years, in her studio; 10. like her house, with an unfinished corner

EXERCISE B3-3, page 174

Prepositional phrases: During the next weeks; of an American artist
Gerund phrases: Exhibiting there; Showing New York City's best modern art
Infinitive phrases: to come and see it; to meet some important people
Participial phrases: introducing herself quickly; Excited by her work; seeing similar forms and rhythms; Received very well

EXERCISE B3-4, page 175

1. Participial
2. Infinitive
3. Participial
4. Participial
5. Gerund
6. Gerund
7. Infinitive
8. Gerund
9. Participial
10. Infinitive

EXERCISE B3-5, page 176

1. who was a Mexican mural painter; 2. [whom] she met; 3. while she was working with Rivera; 4. When Louise began working with Ben; 5. that she had found her niche; 6.a. Subordinate clause, b. Prepositional phrase; 7.a. Prepositional phrase, b. Subordinate clause; 8.a. Prepositional phrase, b. Subordinate clause; 9.a. Subordinate clause, b. Prepositional phrase; 10.a. Subordinate clause, b. Prepositional phrase

EXERCISE B3-6, page 177

During one experimental stage, Prep; of the Black Black, Prep; While she was experimenting, Sub; in her artwork, Prep; to make all her surroundings black also, Verbal; Painting her walls black, Verbal; to paint them, Verbal; to get the desired effect, Verbal; Stained very dark, Verbal; that black was "the total color," Sub; At fifty-eight, Prep; who could expect regular exhibits, sales, and commissions, Sub; paying her well, Verbal; from various universities, Prep; to attend White House dinners, Verbal; receiving these honors, Verbal; When Louise Nevelson celebrated her eightieth birthday, Sub; what she had always wanted, Sub; upon her, Prep; of the City, Prep

EXERCISE B4-1, page 178

Simple; Complex: Even if they are not sports fans (subordinate clause); Complex: what Jackie Robinson did on the ball field, what he did off the field (subordinate clauses); Compound; Complex: Because the football team was not integrated (subordinate clause); Complex: While he was still in the army—and a second lieutenant to boot (subordinate clause); Simple; Compound-complex: when he refused to go to the back (subordinate clause); Complex: When his case came up (subordinate clause); Complex: that followed (subordinate clause)

EXERCISE B4-2, page 179

1. Simple
2. that keeping nonwhites out of baseball was morally wrong; Complex
3. who was as good off the field as on the field; Complex
4. Compound
5. until he had a job; Complex
6. Compound
7. that Robinson's ability to deal with such things—on and off the field—was as important as his ability to play ball; Complex
8. even if he was physically attacked; Compound-complex
9. that Robinson was used to; Compound-complex
10. that he did; Compound-complex

EXERCISE B4-3, page 180

Complex: When they finally got to Florida (subordinate clause); Compound; Complex: which he handled the ball and bat (subordinate clause); Compound-complex: that he should not be playing with a black man (subordinate clause); Simple; Simple; Simple; Simple; Complex: what he did off the field, what he did on it (subordinate clauses); Complex: who, in turn, give back to the community

Van Goor • Hacker

ANSWER KEY

Developmental Exercises for **A Writer's Reference**

SEVENTH EDITION

ISBN-13: 978-0-312-64891-6
ISBN-10: 0-312-64891-X

BEDFORD/ST. MARTIN'S
bedfordstmartins.com