

# Answer Key

## Unit 1: Business (pages xvi–25)

### Preview 1 (page 1)

1. converted
2. Research
3. adapt
4. distributed
5. assembled

### Preview 2 (page 2)

1. c
2. d
3. a
4. e
5. b

### Reading Preview (page 3)

1. c
2. a
3. d
4. b
5. b

### Comprehension Check (page 13)

1. F
2. T
3. F
4. T
5. F
6. T
7. F
8. T
9. T
10. F

### Exercise 1: Prefixes (page 15)

1. c
2. e
3. b
4. a
5. d

### Exercise 2: Roots (page 15)

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

### Exercise 3: Suffixes (page 16)

1. designer
2. economist
3. researcher
4. accountant
5. actor
6. distributor
7. bottler
8. journalist or writer

### Exercise 4: Synonyms and Antonyms (page 17)

1. A
2. A
3. A
4. S
5. S
6. S
7. S
8. A
9. S
10. A

**Exercise 5: Word Families (pages 18–19)**

<b>Noun</b>	<b>Noun (person)</b>	<b>Verb</b>	<b>Adverb</b>	<b>Adjective</b>
adaptation adaptability adaptor	—	<b>adapt</b>	—	adaptable adapted
assembly	assembler	<b>assemble</b>	—	assembled
<b>capacity</b>	—	—	—	—
<b>commodity</b>	—	—	—	—
<b>component</b>	—	—	—	component
conversion converter convertible	—	<b>convert</b>	—	convertible
distribution	distributor	<b>distribute</b>	—	distributed
<b>feature</b>	—	feature	—	featured
—	—	—	intensity intensive intensively	<b>intense</b>
<b>label</b>	labeler	label	—	—
<b>option</b>	—	option	—	optional
<b>project</b>	—	—	—	—
promotion	promoter	<b>promote</b>	—	—
reliance	—	<b>rely</b>	reliably	reliable
<b>research</b>	researcher	research	—	—

**Exercise 6: Word Forms (page 20)**

1. adapted
2. features
3. labels
4. distribution
5. convert
6. reliance

**Exercise 7: Context Clues (page 22)**

1. b
2. a
3. c

4. e
5. d

**Exercise 8: Word Meanings in Context (page 23)**

1. c
2. b
3. b
4. a
5. c
6. a

**Exercise 9: Writing (page 24)**

Answers will vary. Sample writing:

Two important factors led to the success of the Mustang in the early 1960s. In the first place the economy was thriving. The end of the war in 1945 had brought about a period of prosperity in the country, and Americans had more money than ever before to spend on cars.

Second, the market for cars was changing. Market research suggested that car buyers were different in this decade. There were increasing numbers of baby boomers ready to leave the city, move out to the suburbs, and start families. There was also a different kind of older car buyer. In the past decade, more mature car buyers were interested in durable, long-lasting cars like the Falcon. Now they were looking for something sportier and more luxurious. Also, there was a new kind of car buyer, one never seen in such great numbers—single women. During the war large numbers of single women had acquired job skills that enabled them not just to work as teachers and secretaries, but as highly paid employees in all fields. These modern, single women were looking for a car that would reflect their independent spirit. They wanted a car with great style and performance.

It was an ideal time for the design and development of a stylish, luxurious, sporty car. It was an ideal time for the Mustang.

**Exercise 10: Reading (page 25)**

Answer will vary.

**Exercise 11: Critical Thinking (page 25)**

Answer will vary. Sample answers:

1. Paul Newman and his friend A.E. Hotchner enjoyed assembling Paul's salad dressing in a washtub from various ingredients, such as olive oil, vinegar, and mustard. They put the dressing in old wine bottles and gave them to neighbors as gifts for Christmas.

When Paul saw dressing left over in the tub, he got the idea to sell it to local stores. Hotchner advised him that he could not sell dressing made in equipment that was not cleaned properly and did not conform to government regulations, including proper labeling of ingredients. If a consumer got sick or died from eating the dressing, Paul could lose everything. He needed insurance and a bigger plan.

2. If I were a miller in the late nineteenth century, my business would bring the community together. Farmers from far distances would bring me their grain to buy. While they were in town, they would buy things from other merchants and socialize with the townspeople. If they had a problem, they could talk about it with other farmers. Since it was economical to use my low-grade flour in a new biscuit mix, I would look for ways to make the mix appealing to people who may not want to change the way they baked. I would demonstrate how to use the mix to make delicious biscuits in a shorter time than it takes to combine all the ingredients. I'd invite prominent women in the town to make the biscuits, share them with neighbors, and talk about the convenience.
3. Starbucks® is successful because it sells what people want—mainly a variety of coffee products—to people on their way to work, taking a break from shopping, or meeting friends. Starbucks offers additional style and convenience in a product that people already want. The enormous number of stores makes Starbucks a common sight and easy to identify with. For many people, a Starbucks coffee is a status symbol and the stores are comfortable meeting places. Starbucks successfully made itself a brand name in every household.

## Unit 2: The Civil Rights Movement (pages 26–51)

### Preview 1 (page 27)

1. civil
2. discrimination
3. site
4. quote
5. adjustments

### Preview 2 (page 28)

1. c
2. a
3. d
4. e
5. b

### Reading Preview (page 29)

1. a
2. b
3. a
4. d

### Comprehension Check (page 41)

1. F
2. T
3. F
4. T
5. F
6. T
7. T

8. T
9. F
10. T
11. T

### Exercise 1: Roots (page 42)

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

### Exercise 2: Synonyms (page 43)

1. specify
2. occupy
3. prohibit
4. largest
5. scene
6. general

### Exercise 3: Analogies (page 44)

1. text
2. psychology
3. optional
4. distribute
5. researcher
6. initial
7. adapt
8. specific

**Exercise 4: Word Families (pages 45–46)**

<b>Noun</b>	<b>Noun (person)</b>	<b>Verb</b>	<b>Adverb</b>	<b>Adjective</b>
<i>adjustment</i>	<i>adjuster</i>	<b>adjust</b>	—	<i>adjustable</i> <i>adjusted</i>
—	civilian	—	civily	<b>civil</b>
commission	—	<b>commission</b>	—	—
demonstration	demonstrator	<b>demonstrate</b>	demonstrably	demonstrable
design	designer	<b>design</b>	—	—
discrimination	—	<b>discriminate</b>	—	discriminating
enforcement	enforcer	<b>enforce</b>	—	enforceable
—	—	—	initially	<b>initial</b>
<b>journal</b> journalism	journalist	—	—	—
occurrence	—	<b>occur</b>	—	—
<b>psychology</b>	psychologist	—	psychologically	psychological
<b>quote</b> quotation	—	quote	—	quotable
<b>site</b>	—	site	—	—
specification	—	specify	specifically	<b>specific</b>
<b>text</b>	—	—	textually	textual

**Exercise 5: Phrasal Verbs (page 47)**

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

**Exercise 6: Word Forms (page 48)**

1. adjustable
2. demonstrating
3. enforcement
4. journal
5. specifications
6. text

**Exercise 7: Collocations (page 49)**

1. legal aid, legal problems, legal age, legal holiday, legal speed, legal issues, legal rights
2. psychological tests, psychological problems, psychological evaluation, psychological issues
3. civil issues, civil rights, civil union
4. adjusted income, adjusted wage, adjusted speed

**Exercise 8: Collocations (page 50)**

Lin did not immediately accept the commission. She said that she would read the material the SPLC wished to send her and would consider the matter. She took some time to do this, and then she accepted the commission. The historical significance of the civil rights movement had impressed her. She was surprised that there was no such memorial already in existence. She was also concerned that she herself knew so little about the movement because she had not studied it in school. Of course, she was a very young child during the 1960s when the marches and the legal decisions had taken place. She was only eight when Martin Luther King, Jr., was assassinated. Lin said that although there were specific monuments to certain people connected with the civil rights movement, “No memorial existed that caught what the whole era was about. It had been very much a people’s movement—yet many people, who had given their lives for it, had been largely forgotten.”

**Exercise 9: Reading (page 50)**

Answers will vary.

**Exercise 10: Writing (page 51)**

Answers will vary.

**Exercise 11: Critical Thinking (page 51)**

Answers will vary. Sample answers:

1. I think the bus boycott in Montgomery, Alabama, in 1955 was the most important event in the civil rights movement. Rosa Parks represented thousands of African Americans when she refused to give up her seat to a white person. Her courage resulted in a year-long boycott of the buses by African-American citizens. The loss of money to the bus company was such a hardship that it got the attention of the city leaders. Their resulting decision to integrate the buses was a huge achievement for the civil rights of African Americans.
2. Both “the Wall” and the Civil Rights Memorial in Montgomery, Alabama are made of stone. The designs are simple and do not include statues or buildings. Names and dates of people killed in Vietnam are carved into “the Wall” while important names and dates in the civil rights movement are carved in the memorial in Montgomery. “The Wall” was controversial because many people thought a Vietnam memorial should be a sculpture of soldiers. The Civil Rights Memorial was initially more acceptable to the people who commissioned the work. It uses water to represent the flowing of justice. Both memorials make visitors cry.
3. For a civil rights memorial, I would design a sculpture of a group of life-size people marching because the civil rights movement included a lot of marches and demonstrations. The people—about 25 of them—would be African Americans and whites and include Martin Luther King, Jr., and Rosa Parks. They would carry signs and be marching peacefully. The memorial would be built in a large space and the statues would be far enough apart so that visitors could walk between the statues to imagine they, the visitors, are also in the march.

**Unit 3: Baseball (pages 52–74)****Preview 1 (page 53)**

1. selected
2. minor
3. drafted
4. approached
5. experts

**Preview 2 (page 54)**

1. e
2. c
3. d
4. a
5. b

**Reading Preview (page 55)**

1. b
2. a
3. a
4. c
5. d

**Comprehension Check (page 62)**

1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. T
9. F
10. F

**Exercise 1: Roots (page 63)**

1. legislature
2. illegal
3. legislator
4. Illegitimate
5. legal
6. legislate

**Exercise 2: Prefixes (page 64)**

A.

<i>-in</i>	<i>mis-</i>	<i>un-</i>
inappropriate	mislabel	unavailable
indiscriminate	misquote	uncivil
involuntary	misschedule	unemotional
	misappropriate	

B.

1. unavailable
2. inappropriate
3. misquoted
4. unemotional
5. involuntarily
6. mislabeled

**Exercise 3: Synonyms (page 65)**

1. young
2. loser
3. take
4. move
5. site
6. multiplication

**Exercise 4: Word Families (pages 65–66)**

<b>Noun</b>	<b>Noun (person)</b>	<b>Verb</b>	<b>Adverb</b>	<b>Adjective</b>
<i>adulthood</i>	<b>adult</b>	—	—	<i>adult</i>
approach	—	<b>approach</b>	—	approachable approaching
assignment	—	<b>assign</b>	—	—
<b>comment</b> commentary	commentator	comment	—	—
contribution	contributor	<b>contribute</b>	—	contributory
draft	—	<b>draft</b>	—	—
expectation	—	<b>expect</b>	—	expecting expectant
indication indicator	—	<b>indicate</b>	—	indicative
minority	minor	—	—	<b>minor</b>
<b>schedule</b>	—	schedule	—	—
<b>sector</b>	—	—	—	—
selection	—	<b>select</b>	—	select
<b>series</b>	—	—	—	—
<b>statistic</b>	statistician	—	statistically	statistical
supplement	—	<b>supplement</b>	—	supplementary

**Exercise 5: Transitive and Intransitive Verbs (page 67)**

- C
- NC
- NC
- C
- C
- NC

**Exercise 6: Word Meanings in Context (pages 68–69)**

- a
- a
- c
- a

**Exercise 7: Guessing from Context (page 69)**

- a. a small frog  
b. a hug  
c. a straw hat
- In the text the definition follows the word.
- See if a definition of the word appears in the text.

**Exercise 8: Collocations (pages 70–71)**

- a
- b
- c
- c
- b
- a

**Exercise 9: Reading a Table (page 72)**

1. Clemente played in the World Series in 1960 and 1971.
2. Clemente played for the Pittsburgh Pirates.
3. In both years, he was at bat 29 times.
4. Clemente batted no home runs in the 1960 Series, but he batted two in the 1971 series.
5. Clemente's batting average in 1960 was good. He had 9 hits in that Series for a batting average of .310. His batting average in 1971 was much better. He had 12 hits for a batting average of .414.

**Exercise 10: Writing (page 73)**

Answers will vary, but might include:

- a. surprised, homesick, frustrated, offended, lonely, unhappy, hurt, confused
- b. worried, anxious, energized, sympathetic, motivated
- c. proud, happy, moved, excited, teary-eyed, touched

Paragraphs will vary.

**Exercise 11: Critical Thinking (pages 74–75)**

Answers will vary, but might include:

- A.
1. Wrigley was worried about what the war was doing to baseball. Major league teams had lost more than half of their players to the military and had to replace them with men that were too old or boys that were too young to be drafted. The minor league teams were even worse. Only nine out of 26 minor leagues had enough men to play. Wrigley wanted to keep baseball alive in America, so he came up with the idea of a professional women's baseball league.
  2. The teams had nine players instead of ten. Base runners were allowed to lead off and steal bases.
- B. The change of creating a women's professional baseball league kept baseball going during World War II. It helped take people's minds off the war, enjoy themselves during a difficult time, and feel patriotic. It also

gave talented women athletes a chance to play a game that they previously were not allowed to play professionally. Though the women's league did not continue after the war, it showed that women could play the game and please their fans.

**Unit 4: The Women's Movement (pages 76–105)****Preview 1 (page 77)**

1. transformation
2. concentrate
3. alternative
4. mental
5. injury

**Preview 2 (page 78)**

1. d
2. c
3. a
4. e
5. b

**Reading Preview (pages 79–80)**

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

**Comprehension Check (page 91)**

1. F
2. T
3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. T
11. T
12. T

**Exercise 1: Prefixes (page 93)**

1. translators
2. transporting
3. transmitted
4. transformation
5. transferred

**Exercise 2: Suffixes (page 94–95)**

A.

1. conservative
2. nervous
3. injurious
4. analogous
5. alternative
6. definitive

B.

1. nervous
2. Alternative
3. analogous
4. conservative
5. definitive
6. injurious

**Exercise 3: Synonyms (page 96)**

1. ignore
2. include
3. carelessness
4. disregard
5. dangerous
6. trick

**Exercise 4: Analogies (page 97)**

1. brain : intelligence :: body : strength  
relationship: Intelligence comes from the brain; strength comes from the body.
2. nervous : calm :: tense: relaxed  
relationship: antonyms or words with opposite meanings  
or nervous : tense :: calm : relaxed  
relationship: synonyms, or words with similar meanings
3. doctor: physical :: psychologist : mental  
relationship: A doctor treats physical illnesses; a psychologist treats mental illnesses.
4. author : write :: editor : edit  
relationship: An author writes, and an editor edits.
5. alternative: mandatory :: choice : given  
relationship: antonyms or words with opposite meanings  
alternative: choice :: mandatory : given  
relationship: synonyms or words with similar meanings
6. concentrate : strengthen :: dilute : weaken  
relationship: If a substance is concentrated it is strengthened; if it is diluted it is weakened.  
concentrate: dilute :: strengthen : weaken  
relationship: antonyms or words with opposite meanings

**Exercise 5: Word Families (pages 98–99)**

Noun	Noun (person)	Verb	Adverb	Adjective
<b>alternative</b>	—	<i>alternate</i>	<i>alternatively</i>	<i>alternative</i>
assumption	—	<b>assume</b>	—	—
<b>circumstance</b>	—	—	—	circumstantial
concentration	—	<b>concentrate</b>	—	concentrated
edition editorial	editor	<b>edit</b>	—	edited editorial
<b>emphasis</b>	—	emphasize	emphatically	emphatic
injury	—	<b>injure</b>	—	injurious
<b>intelligence</b>	—	—	intelligently	intelligent
isolation	—	<b>isolate</b>	—	isolated
mentality	—	—	mentally	<b>mental</b>
precision	—	—	precisely	<b>precise</b>
response	—	<b>respond</b>	—	responsive
security	—	secure	securely	<b>secure</b>
<b>strategy</b>	strategist	—	strategically	strategic
transformation	—	<b>transform</b>	—	—

**Exercise 6: Multiple Meanings of *shift* (page 100)**

1. A 2, reason: referring to changing gears
2. C, reason: scheduled period of work
3. A 1, reason: change place or position
4. B 1, reason: a dress
5. A 1, reason: change position

**Exercise 7: Associations (page 101)**

*Health:* alcohol, consult, drug, mental  
*Money:* finance, income, economy, consult  
*Emotions:* nervous, depressed, mental  
*Change:* evolve, reverse, transform  
 Additional words will vary.

**Exercise 8: Word Meanings in Context (pages 101–2)**

1. b
2. c

3. a
4. b

**Exercise 9: Constructing Sentences (page 103)**

1. What was Billie Jean's routine when she played tennis at night?
2. What was Billie Jean's alternative strategy?
3. Why are precision and accuracy (*or* accuracy and precision) needed in tennis?
4. Why was the hour before the match so stressful for Billie Jean?
5. Who emphasized the ten-minute injury time out?
6. Do you think the match was harder physically or mentally (*or* mentally or physically)?

**Exercise 10: Reading (page 104)**

1. Colorado
2. women's right to vote
3. 1972
4. Worcester, Massachusetts
5. Eleanor Roosevelt
6. 1996
7. National Organization of Women

**Exercise 11: Writing (page 105)**

Answers will vary. Sample answer:

The National Organization of Women (NOW) was founded on June 30, 1966, in Washington, DC. Its first president was Betty Friedan, who served until 1970. NOW has more than 500,000 members in all 50 states. Its members work for women's rights in many areas, including jobs, housing, industry, education, and more.

The members of NOW work toward full participation of women in all aspects of American society. They expect equal participation with men and freedom from discrimination because of gender. Issues of gender are also connected to larger problems of social justice and human rights, so the organization has as its goal to support all those who suffer unfairly from any kind of discrimination.

**Exercise 12: Critical Thinking (page 105)**

1.a. The list should include: got into routine of staying up late and sleeping until 10 or 11 in the morning, lifted weights to strengthen legs and knees, got a lot of rest, played twice a day with Pete Collins, rallied a lot, tried to get a good rhythm going, hit to see how long they could

keep the ball in play, practiced volleying, practiced changing her service around, practiced hitting to backhand side and then hitting sharply to forehand side, got up late and ate breakfast.

- b. Self answers: got into routine of staying up late and sleeping until 10 or 11 in the morning, lifted weights to strengthen legs and knees, got a lot of rest, got up late and ate breakfast. Game answers: played twice a day with Pete Collins, rallied a lot, tried to get a good rhythm going, hit to see how long they could keep the ball in play, practiced volleying, practiced changing her service around, practiced hitting to backhand side and then hitting sharply to forehand side.
- c. Answers will vary.
2. Answers will vary. Possible answer: Ruth's family did not take her illness seriously and get helpful treatment for her. As a result, she could not function in her family or at work. If she had been a man, she probably would have received better care, including the right medicine, and would have been able to function. Her life and work would have been more highly valued.
3. Answers will vary. Possible answer: Women still do not get equal pay for equal work in many companies and professions, and this is not fair. Women's performance at work should be judged on the qualifications of the person and on the merit of the work, not on whether a man or a woman is doing it. More women should keep the attention on this problem and take employers to court who pay unfairly. This will help women achieve equal pay.

## Unit 5: Serving One's Country (pages 106–33)

### Preview 1 (page 107)

1. theoretical
2. justify
3. aware
4. guarantees
5. diversity

### Preview 2 (page 108)

1. e
2. c
3. b
4. a
5. d

### Reading Preview (pages 109–10)

1. b
2. c
3. b
4. c
5. d
6. b

### Comprehension Check (page 120)

1. F
2. F
3. F
4. T
5. F
6. T
7. T
8. F
9. T
10. T

### Exercise 1: Prefixes (pages 121–22)

1. confrontation
2. contract
3. convened
4. congregation
5. consensus
6. convince
7. contact
8. consulted

### Exercise 2: Word Parts and Word Meanings (pages 122–23)

- A.
1. predict
  2. to say that something will happen before it does
  3. un-
  4. not
  5. -able
  6. can do something
  7. changeable, uncertain, variable
  8. steady, known, certain
  9. likely to change.
- B.
1. integrate
  2. to bring together
  3. dis-
  4. not
  5. dissolve, break down
  6. integrate, blend, unify, combine
  7. dissolves or breaks apart.

### Exercise 3: Synonyms (page 123)

1. person
2. ignorant
3. alike
4. inferior
5. worsen
6. changeable
7. unclear
8. question

**Exercise 4: Word Families (pages 124–25)**

<b>Noun</b>	<b>Noun (person)</b>	<b>Verb</b>	<b>Adverb</b>	<b>Adjective</b>
<i>amendment</i>	—	<b>amend</b>	—	—
awareness	—	—	—	<b>aware</b>
—	—	<b>convince</b>	convincingly	<b>convincing</b>
denial	—	<b>deny</b>	—	—
diversification diversity	—	diversify	—	<b>diverse</b> diversified
—	—	—	federally	<b>federal</b>
<b>guarantee</b>	guarantor	guarantee	—	guaranteed
integration	—	<b>integrate</b>	—	integrated
justification	—	<b>justify</b>	justifiably	justifiable justified
<b>policy</b>	—	—	—	—
prediction predictability	—	<b>predict</b>	predictably	predictable
<b>status</b>	—	—	—	—
<b>theory</b>	theoretician	theorize	theoretically	theoretical
ultimatum	—	—	ultimately	<b>ultimate</b>

**Exercise 5: Word Forms (page 126)**

1. assembled
2. diverse
3. guarantees
4. justification
5. predictable
6. theorize

**Exercise 6: Collocations (page 127)**

1. speaker, speech, gesture
2. trip, reality, survival
3. government, court, law, policy, appeal
4. operations, policy, government, law, court

**Exercise 7: Word Meanings in Context (pages 128–29)**

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

**Exercise 8: Reading (pages 130–31)****Plato's Ideal Society**

Preminent among the Greeks of the fifth century BCE was Plato, the Athenian philosopher who is best remembered today for *The Republic*, the dialogue in which he presents an eloquent vision of the ideal society. *The Republic* is primarily dedicated to Plato's notion that only the wise should rule. Plato was against the idea that men should rule just because they had proven to be powerful military leaders. All one had to do, Plato pointed out, was to look at what Pericles, a renowned general and statesman of Athens, had done for his people. True, he had devoted much of his energy to the beautification of Athens, but he had also plunged his beloved city-state into a disastrous war that had ultimately led to its downfall.

The challenge facing every man, Plato argued, was to search for eternal wisdom. Only those who dedicated many years of their lives to considering eternal questions such as,

What is truth? What is honor? What is justice? ultimately arrived at wisdom and were then qualified to become philosopher-kings.

Many people are not aware of the fact that Plato was one of our first feminists. Unlike almost every other well-known thinker of his time, Plato held that women could become as wise as men and thus could also be relied upon to provide wise guardianship.

But what about the rest of the people; what was their role to be in Plato's ideal society? Well, those who were spirited, courageous, and interested in honor and glory were to become the protectors and defenders of the state. The rest, the common people, were to be laborers whose task it would be to employ whatever special gift or ability they had for the benefit of the state.

And what if some of these common people refused to conform to what the state dictated for them? Well, said Plato, they would have to be taught the value of working for the common good.

**Exercise 9: Writing for Different Discourse Communities (page 132)**

Answers may include, but are not limited to humanities (literature, languages, history and philosophy), arts (fine arts, music, theater and dance), sciences (chemistry, physics, biology, earth sciences, astronomy and medicine), social sciences (psychology, sociology, and anthropology), law, and education.

Answers will vary. Sample answers:

a. Dear Editor:

I disagree with the Supreme Court's decision against affirmative action in the case of *Wygant v. Jackson Board of Education*.

I do understand that the white teachers who were laid off wanted to keep their jobs. However, the black teachers had no chance to have the same amount of time on the job because they had been discriminated against

in hiring for a long time. This situation created an unequal opportunity and needed to be addressed in the form of affirmative action.

It is unfortunate that to justify something that is wrong sometimes innocent people have to suffer. I believe, however, that the larger goal of racial equality is more important than any one person's situation. Therefore, I think the decision of the court against affirmative action in this case is not in the interests of justice for the black teachers.

Sincerely,

b. Dear Helen,

Did you hear about the Supreme Court's decision in *Wygant v. Jackson Board of Education*? Can you believe they did not support affirmative action? I don't think the black teachers will ever be able to have equal opportunity with the white teachers unless something is done to correct all those years of unbalanced hiring practices.

I'm upset for the black teachers and angry that it's taking so long for the races to be treated equally. What can we do if the highest court doesn't help as much as it should?

Let me know how you feel about all this. Are you on my side? What can we do as citizens? We can't just ignore this.

Your friend,

### **Exercise 10: Critical Thinking** (page 133)

1. Answers will vary, but should include the idea that in America, if people work hard and are determined, they can do great things with their life, regardless of who they are or where they come from. Colin Powell was born to immigrant parents and grew up in a poor neighborhood, but he went on to become a four-star general, national security advisor, and chairman of the Joint Chiefs of Staff. Thurgood Mar-

shall worked for the NAACP and argued the case of *Brown v. Board of Education of Topeka* in 1954—the most important case for desegregation in public schools. He became a justice of the Supreme Court in 1967. Sandra Day O'Connor grew up on a cattle ranch in Arizona, but she went on to become a lawyer, assistant state attorney general, senator of Arizona, state senate majority leader, a judge on the Arizona Court of Appeals, and the first woman justice on the U.S. Supreme Court.

2. Answers will vary, but may include the following.

Chief Justice Burger and Justice White were against the school board's affirmative action policy, but no reasons were given here. Justice Powell had seen fights over integration while he was President of the president of the Richmond [Virginia] School Board. Justice Rehnquist was opposed to special treatment of African Americans if it hurt whites.

In this case, Sandra Day O'Connor thought that it was reasonable for states to want to promote diversity in public schools, and that school boards that had previously engaged in racial discrimination should be able to make sure that black teachers were hired and kept. In her separate opinion, she wrote that public employers could use affirmative action to fix past discrimination as long as doing so did not unnecessarily harm the rights of other innocent people.

3. Answers will vary. Sample answer:

Ordinary American citizens can serve their country in important ways. First, just obeying the laws helps everyone get along in a peaceful society. In addition, people can join one of the armed services and help defend the country. Another idea is to volunteer to help needy people all over the United States. People can also support can-

didates for public office by giving money or time to help get them elected. Finally, though no one likes to pay taxes, it's part of being a good citizen who enjoys the benefits of living in a free, democratic society. These are a few ways that ordinary people can serve their country.

6. F
7. T
8. F
9. F
10. F
11. T

## Unit 6: Women in Art (pages 134–54)

### Preview 1 (page 135)

1. visualized
2. confined
3. abstract
4. instruction
5. revealed

### Preview 2 (page 136)

1. d
2. e
3. a
4. c
5. b

### Reading Preview (page 137–38)

1. c
2. b
3. d
4. d
5. c
6. a

### Comprehension Check (page 146)

1. T
2. T
3. T
4. F
5. F

### Exercise 1: Suffixes (pages 147–48)

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

### Exercise 2: Prefixes (pages 148–49)

1. unaware; definition: not aware, not conscious of
2. uncritical; definition: not judgmental or critical
3. inconstant; definition: variable, unreliable
4. infertile; definition: something that does not produce
5. unreliable; definition: not dependable, cannot be relied on
6. insufficient; definition: not enough
7. indistinct; definition: unclear, difficult to see or hear

### Exercise 3: Synonyms (page 149)

1. sterile
2. emotion
3. hide
4. equal
5. allowed
6. actions
7. accept
8. negative

**Exercise 4: Word Families (pages 150–51)**

<b>Noun</b>	<b>Noun (person)</b>	<b>Verb</b>	<b>Adverb</b>	<b>Adjective</b>
<i>abstract</i> <i>abstraction</i>	—	<i>abstract</i>	—	<b>abstract</b>
confines confinement	—	<b>confine</b>	—	confined
constancy	—	—	constantly	<b>constant</b>
display	—	<b>display</b>	—	—
distinction	—	—	distinctly distinctively	<b>distinct</b> distinctive
<b>impact</b>	—	—	—	—
instruction	instructor	<b>instruct</b>	—	instructive
—	—	—	positively	<b>positive</b>
reject rejection	—	<b>reject</b>	—	—
<b>reluctance</b>	—	—	reluctantly	reluctant
revelation	—	<b>reveal</b>	—	revealing
<b>symbol</b> symbolism	—	symbolize	symbolically	symbolic
variation variability	—	<b>vary</b>	—	variable
<b>vision</b>	visionary	—	—	visionary
visualization	—	visualize	visually	<b>visual</b>

**Exercise 5: Words in Context (page 152)**

1. symbolizes
2. reluctant
3. vision
4. impact
5. rejected
6. visualize

**Exercise 6: Collocations (page 153)**

Answers will vary.

1. sketch: an idea, a plan, a picture, a view, an outline, a building  
others: sketch paper, sketchbook
2. reveal: a secret, the meaning, a plan, the ending  
others: an answer, a clue
3. criticize: a policy, an idea, a picture, a plan  
others: a person, a film, a political party
4. design: a plan, a product, a building  
others: a CD cover, a room interior, fashion design

### Exercise 7: Constructing Sentences (page 154)

1. The museum acquired many of Georgia's abstract paintings after her death.
2. The children were glad to go outside after being confined inside all day.
3. Georgia's vision began worsening until she was nearly blind.
4. Frida never received any formal art instruction.
5. Georgia thought that her paintings displayed a feminine feeling.
6. Frida revealed very personal feelings in her paintings.

### Exercise 8: Read, Outline, and Describe (page 155)

A. Answers will vary. Sample outline:

1. Georgia prepares to paint.
  - a. She stretches canvas.
  - b. She paints canvases with a white undercoat.
  - c. She waits for a design to form in her mind.
2. Georgia paints.
  - a. She makes a sketch.
  - b. She mixes her paints and puts them on her palette.
  - c. She paints quickly, only stopping to eat.
  - d. She finishes a small painting in one day.
3. About Georgia's paintings
  - a. She does paintings in a series.
  - b. She simplifies the object so it does not look realistic.
  - c. She selects, eliminates, and emphasizes things to reveal the meaning.
  - d. The last picture in a series shows her abstract idea of the essence or core of the subject she has painted.

B. Answers will vary. Sample answer:

Georgia O'Keeffe paints on canvas with a white undercoat. From a sketch, she paints

quickly and makes the images more and more simple until they do not closely resemble the object she is painting. Her painting is her idea of the core of the object. It is abstract art.

### Exercise 9: Critical Thinking (page 156)

Answers will vary. Sample answers:

1. Georgia O'Keeffe saw her paintings as an expression of the unknown in her that satisfied only herself. In painting, she expressed her female emotions. She trusted color and did not like to talk about her paintings in words because she felt that words could be limited and meaningless. She used shapes, lines, and symbols to create an artistic "language." She wanted her paintings to have an emotional impact on the viewer.
2. To Frida Kahlo, painting came out of suffering and was her "battle for life," a way to recreate herself and to express painful feelings of being alone. Painting gave form to her imagination and let her feel mobile, rather than an invalid. She felt the need to paint things exactly as she saw them, to paint her unfulfilled desires. Painting showed her love of nature and beautiful things. Like Frida, her paintings were lively and positive.
3. I like large, modern sculpture. Geometric forms are my favorite because I see order and careful, simple design in them. To me, this kind of sculpture shows the analytical mind of the artist combined with free artistic vision. I like the expression of control in such sculptures. If the sculpture has parts that move in the wind or a water element, it's even more enjoyable to view. Art is meaningful in my life because I appreciate beautiful things that are carefully constructed.