

5. The city government began to build new housing, repair streets, and create public parks.
6. Streets were paved, first with stones and wood blocks, and then with smoother, quieter asphalt. Gaslights were used to brighten the cities after dark, which made law enforcement easier. Streetcars were introduced which took people quickly and inexpensively to work and back and cut back on traffic.

PRACTICE 7: Writing Parallel Structures (page 78)

Answers will vary.

PRACTICE 8: Correcting Errors in Parallelism (page 78)

Controversy over immigrants and the language they speak is not new. Millions of Germans moved to the United States in the 1800s and ^{brought} bringing their language with them. They not only held their religious services in German, but they also opened private schools in which the teachers ~~taught~~ in German, published German-language newspapers, ^{spoke} and speaking German at home, in stores, and also ~~spoke~~ it in taverns. Eventually all this changed.

The first generation of immigrants ~~spoke~~ German almost exclusively. The second generation assimilated, ~~speaking~~ English at home, but also ~~would-speak~~ ^{speaking} German when they visited their parents. For the most part, the third generation knew German only as “that language” that their grandparents used. Many other immigrants who came after the Germans have followed the same pattern: ~~the Japanese~~, the ^{many more} Italians, Eastern Europeans, and there are.

Try It Out! (page 80)

Answers will vary.

PRACTICE 9: Punctuating and Capitalizing Quotations (page 82)

2. During the Civil War, President Abraham Lincoln cautioned, “I think it is best not to swap horses while crossing the river.”
3. “A house divided against itself cannot stand,” Lincoln also said.
4. “The ballot,” Lincoln added, “is much stronger than the bullet.”
5. “Why should there not be a persistent confidence in the ultimate judgment of the people?” said Lincoln in his First Inaugural Address. “Is there any better or equal hope in this world?”
6. Mark Twain, the famous American author, once wrote, “Always do right. This will gratify some people and astonish the rest.”

PRACTICE 10: Using Phrasal Verbs (page 82)

Answers will vary.

CHAPTER 5 (pages 86–108)

Questions about the Model (page 90)

Answers will vary. Possible answers include:

1. It is too limited; it does not apply to all people everywhere; it does not explain the “system,” and it ignores elements of language other than words.
2. The two questions at the beginning and at the end of the first paragraph state the thesis (although they do not explain it). Two main ideas are introduced.
3. The quotation from Wade and Tavis. It continues to elaborate the main points.
4. Symbols, linguists, universal grammar, and cerebral cortex (in a limited sense) should all be circled. The underlined phrases directly follow the circled words.
5. To show that, as far as we know, the sounds animals make cannot be defined as language.

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**James Silk Buckingham, John
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in the Language Classroom Randi Reppen, 2010-03-22 Explains and illustrates how teachers can use corpora to create classroom materials and activities to address specific class needs Using Corpora in the Language Classroom shows teachers how to use corpora and corpus tools to expand student learning Together with its companion website this teacher friendly book demystifies corpus linguistics with clear explanations instructions and examples It provides the essential knowledge tools and skills teachers need to enable students to discover how language is really used Clear and concise this volume provides An overview of corpus linguistics Clear explanations of terminology Tasks and activities that invite readers to interact with the material Principled instructions for creating classroom materials and activities including how to create corpora to address specific class needs Managing the Human Side of Information Technology: Challenges and Solutions Szewczak, Edward J., Snodgrass, Coral R., 2001-07-01 This book addresses how to effectively manage the ways in which information technology impacts both human and organizational behavior Provided by publisher *Workshops on Business Informatics Research* Laila Niedrite, Renate Strazdina, Benkt Wangler, 2012-04-05 This book constitutes the refereed and revised proceedings of the workshops and the doctoral consortium co located with the 10th International Conference on Perspectives in Business Informatics Research BIR held in Riga Latvia in October 2011 The four workshops focused on Information Logistics and Knowledge Supply for Viable Enterprises ILOG 2011 Alignment of Business Processes and Security Modeling ABPSM 2011 Intelligent Educational Systems and Technology Enhanced Learning INTEL EDU 2011 and User Oriented Information Integration UOII 2011 The two best papers from the doctoral consortium are also included *The Spirit Says* Ronald Herms, John R. Levison, Archie T. Wright, 2021-10-25 The Spirit Says offers a stunning collection of articles by an influential assemblage of scholars all of whom lend considerable insight to the relationship between inspiration and interpretation They address this otherwise intractable question with deft and occasionally daring readings of a variety of texts from the ancient world including but not limited to the scriptures of early Judaism and Christianity The thrust of this book can be summed up not so much in one question as in four o What is the role of revelation in the interpretation of Scripture o What might it look like for an author to be inspired o What motivates a claim to the inspired interpretation of Scripture o Who is inspired to interpret Scripture More often than not these questions are submerged in this volume under the tame rubrics of exegesis and hermeneutics but they rise in swells and surges too to the surface not just occasionally but often Combining an assortment of prominent voices this book does not merely offer signposts along the way It charts a pioneering path toward a model of interpretation that is at once intellectually robust and unmistakably inspired

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