

Answer Key

Chapter 2 (pages 12–25)

Analysis of Structure: “My Experience with Culture Shock” (page 19)

- Underline the thesis (main idea).
However, after about one month, culture shock affected me because I had trouble communicating in English, I couldn’t adjust to American college life, and the liberal attitudes of Americans made me feel uncomfortable.

- Underline the topic sentences in each paragraph.

Paragraph 2: One reason that I experienced culture shock was that I had trouble communicating with people who were speaking English, so I was lonely.

Paragraph 3: The second cause of my culture shock was lack of adjustment to my new college life.

Paragraph 4: Finally, most North Americans appeared to be more liberal than Turkish people, which made me feel quite uncomfortable.

Paragraph 5: My cultural adjustment to life in Washington, DC, was a difficult challenge for me.

- Circle the facts, statistics, examples, or quotations that support the topic sentences.

Paragraph 2: Felt like a fish out of water: couldn’t communicate in English; didn’t meet Turkish students; had no friends who spoke Turkish.

Paragraph 3: The academic environment and educational system were different: Students talked to each other in class, ate and drank in class; interrupted each other, asked the professor questions, and called the professor by first name.

Paragraph 4: Liberalism in clothing, behavior, conversation: American students dressed

strangely, couples showed affection in public, conversations were on private issues; missed my country and wanted to return.

Paragraph 5: Couldn’t communicate in English, felt isolated and had no friends; constantly criticized U.S.; then adjusted: forgot about family, made new friends, and got used to speaking English; saw humor in culture shock and was pleased with accomplishments; preparing to face reverse culture shock in Turkey.

- Circle the sentence connectors (transition words) that add coherence to the paragraphs.
however, one reason, of course, the second cause, for example, furthermore, indeed, finally, overall, nevertheless, most important, now
- Examine the format (visual design) of the document.

The visual design is effective and increases readability. The format follows the accepted principles for an academic essay: 12-point Times Roman font, 1.5 spacing, 1-inch margins, and indentation of the first word of every paragraph.

Analysis of Style—

“My Experience with Culture Shock” (page 19)

- **sentence connectors (transition words):**
however, one reason, of course, the second cause, for example, furthermore, indeed, finally, overall, nevertheless, most important, now
- **pronouns:** I (28 times), my (12 times), me (6 times), them (1 time), they (4 times), their (2 times), each other (3 times), everyone (1 time)
- **verbs:** *came, heard, arrived, affected, had, couldn’t adjust, made, speaking, tried, didn’t seem to understand, couldn’t understand, caused, talked, speaking, ate, drank, seemed, called, wasn’t used to, appeared, feel, see, dressed, tend, wear, don’t*

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kiss or hug, don't center on, missed, wanted, began to wonder, become, couldn't communicate, felt, was criticizing, started to forget, made, got used to, was able to, look back, see, had come to study, am preparing, to face, return, am accustomed

- **adjectives and adverbs**

adjectives: *beautiful, cultural, international, excited, happy, new, independent, one, culture, American, college, liberal, uncomfortable, one, culture, fast, Turkish, another, alone, unfamiliar, no, second, culture, new, college, difficult, academic, educational, different, first, disrespectful, aggressive, liberal, uncomfortable, American, strange, public, private, shocking, comfortable, cultural, difficult, isolated, hostile, first, new, culture, glad, pleased, reverse, culture*

adverbs: *really, many, first, so fast, much, even, frequently, almost, even, more, quite, conservatively, usually, desperately, ever, well, somewhat, constantly, also, most, so*

- **contractions:** *couldn't, didn't, couldn't, wasn't, don't, don't, couldn't, I'd, I'm, I'm*

The style of this writer is subjective (she uses mostly first-person pronouns), informal (she uses contractions and simple words), and non-technical.

Chapter 4 (pages 33–50)

Readability Analysis Answer (page 36)

100 words
5 sentences
100 divided by 5 = 20
9 multi-syllable words
20
 $\frac{9}{20}$
 $29 \times 0.4 = 11.6 = 12$ (12th grade readability)

Concise Grammar Problems (page 37)

Subject-verb agreement: The questions on the history exam about the causes of the Civil War were difficult.

Pronoun-referent number agreement: Each student brought his or her laptop computer to the conference.

Dangling modifier: Having done all the interviews, the researcher had to analyze the data.

Misplaced modifier: He brought the negotiating skills book that the teacher had assigned back to the library.

Preposition usage: The project leader asked us to think about what we planned to include in the report on immigration.

Article usage: Eating an orange everyday and drinking milk will keep you healthy.

Verb tenses:

I want to stay fit, so I have decided to go to the gym every day.

Before talking to her professor, Jane had carefully read the homework assignment.

Juan Carlos will have completed his MBA by the time he gets married on June 16.

I would transfer to a different school if I were you.

Parallelism: She was interested in doing research on not only the causes of the economic instability in Argentina but also the solutions to the Brazilian financial crisis

Parallelism Practice (page 40)

1. The final assignment involves choosing a research topic, reading five sources, and completing a ten-page research paper with footnotes and a bibliography.
2. Working in a global corporation may be more difficult than starting your own consulting company.
3. The new position neither presents more challenges than the former job nor pays a higher salary.
4. Jane's internship in the Wall Street firm has been effective in increasing her knowledge of stock and bond trading, sharpening her technical skills, and greatly improving her ability to negotiate.
5. Students who are unusually well prepared by taking advanced placement courses and who have high SAT scores on the verbal test will be exempted from College Writing at the University of Virginia.

6. The research study will consider the growing number of obese people in the United States, the decrease in exercise, and the increase in portions of restaurant food.
7. Alberto will have to take courses in both technical writing and graphic design.
8. The director asked for the following information: name of the instructor, number of participants, and location of the workshop.

Punctuation Exercise 1: Sentence Structure (page 45)

1. F
2. R
3. F
4. C
5. F
6. CS
7. F
8. C
9. F
10. C
11. CS
12. CS
13. R
14. F
15. C
16. C
17. F
18. CS
19. F
20. CS
21. F
22. CS
23. C
24. F
25. C

Punctuation Exercise 1: Sentence Structure (Revision) (page 45)

There are many ways to correct these sentence structure errors, so discuss the various possibilities when checking your answers in class. Revisions may include the following:

1. The question of whether to hold a formal graduation ceremony has not been resolved.

2. Mr. Warren is our new dean of students, but he does not have a Ph.D.
3. The issue is under consideration today.
4. Although Karl is an expert on bilingual education, he is not on the policy committee.
5. It is necessary to show the exact steps in the procedure.
6. The computer is working fairly well; nevertheless, we are hoping to trade it in for a new one.
7. Because his research paper is coming along so slowly, he can't attend the party.
8. While Sandra has much experience in PowerPoint, we don't want her to do the training.
9. Although her spoken English is better than mine, I write better than she does.
10. Her spoken English is better than mine, but I have better listening skills.
11. Their decision was based on extensive analysis; however, I disagree with it.
12. Ms. Gresham is in charge of our computer system; she has a master's degree in information technology.
13. Mr. Mendez is our Internet coordinator, and he also works on advance planning.
14. If Lucy has the time and energy, she will accept the extra assignment.
15. Since Gloria has the time, she will be able to run the conference.
16. That report from the director is both comprehensive and persuasive.
17. The dean is going to make a change in the requirements next semester.
18. Oscar went to the library to get the videotapes; then he brought the tapes to the classroom.
19. That clever and sophisticated student is from Taiwan.
20. Hiroko is a reliable and creative student; indeed, we need more students like her.
21. Ms. Donovan was using her laptop computer and talking on her cell phone.
22. Giorgio and Claudia are finally having their meeting; in fact, they plan to meet once a week.
23. Have all the members of the class responded to the survey?

24. Even though his suggestion has validity, I do not agree with it.
25. Having finished the presentation on culture shock, the speaker answered questions from the audience.

Punctuation Exercise 2: Paragraph Coherence (page 46)

There are many ways to do this task; no one way is correct.

Combine sentences 3–4, 5–6–7, 9–10, 11–12, 13–14.

Here is one version of the combined paragraph.

Being fluent in English is essential today, especially now that English has become the global language. It is something almost everyone will have to master in the future. When you can speak English, you have many advantages, for example, being able to communicate with other English speakers around the world. Although it is not easy to master English, there are many different methods you can use to learn this language, including studying in an intensive English program, hiring a tutor for private classes, and watching television and movies. An intensive English course is generally the best method; in fact, studying in a group is an excellent way to get support and encouragement. Of course, motivation is important in studying a foreign language because research on language acquisition shows that highly motivated people learn more quickly than those who aren't as motivated. Nevertheless, even if they have strong motivation, most people need six months to a year to become proficient. Just like many challenges in life, learning English may be difficult and discouraging at times, so remember that it is well worth the time and effort involved.

Chapter 5 (pages 51–65)

Sentence Combining Revision (page 54)

(Different versions of the complete passage are possible.)

Because my roommate Leda and I have opposite styles of communication and clashing personalities, we are incompatible. Although Leda was raised in Lima, Peru, she speaks English fluently, but we can't communicate with each other. While Leda is shy and quiet, I'm an extrovert who likes to express my feelings and beliefs. Perhaps this is because I come from a big family of four children, so I am used to sharing and compromising, whereas Leda is an only child and is somewhat selfish, which she probably doesn't realize. First of all, we have opposite body rhythms, so she enjoys going to bed late and sleeping until noon, but I prefer to go to bed by midnight and get up really early in the morning. Moreover, our interests are different because my favorite sport is volleyball, and I am an expert volleyball player; however, Leda likes to go hiking in the mountains and swimming in the ocean. Finally, I eat anything, even ice cream and fast food, and don't worry about gaining weight, while Leda is always on a diet and only eats healthy foods, which is another good example of our lack of compatibility. All these problems involve basic lifestyle choices and styles of communication, to some degree. Counseling is one solution to this serious problem although it may only make the situation worse if we say things to each other that we will regret. Another solution is that one of us could move to a different room in the dorm, or I could move into an off-campus apartment, but an apartment could be expensive. Of course, once we attempt to work out our problems, we will be much happier since we will be able to concentrate on our studies and enjoy our college life.

Paragraph Coherence: “Making Copies” Revision (page 56)

(Different versions are possible, but this is the original language from David Owen’s article “Making Copies.”)¹

Copying is the engine of civilization: culture is behavior duplicated. The oldest copier invented by people is language, by which an idea of yours becomes an idea of mine. The second great copying machine was writing. When the Sumerians transposed spoken words into stylus marks on clay tablets more than 5,000 years ago, they hugely extended the human network that language had created. Writing freed copying from the chain of living contact. It made ideas permanent, portable, and endlessly reproducible. (80 words, 6 sentences)

Until Johann Gutenberg invented the printing press in the mid-1400s, producing a book in an edition of more than one generally meant writing it out again. Printing with moveable type was not copying, however. Gutenberg couldn’t take a document that already existed, feed it into his printing press and run off facsimiles. The first true mechanical copier was manufactured in 1780, when James Watt, who is better known as the inventor of the modern steam engine, created the copying press. Few people today know what a copying press was, but you may have seen one in an antiques store, where it was perhaps called a book press. (108 words, 5 sentences)

Copying presses were standard equipment in offices for nearly a century and a half. (Thomas Jefferson used one, and the last president whose official correspondence was copied on one was Calvin Coolidge.) The machines were displaced, beginning in the late 1800s, by a combination of two 19th-century inventions: the typewriter and carbon paper. (54 words, 3 sentences)

Analysis of Tone: *River Out of Eden* (page 58)

- The purpose is to introduce the reader to the subject of the book.
- The intended audience is the general public, not a scientist or an expert in genetics.
- Dawkins supports his main idea with examples, facts, and details.
- The pronouns include *their*, *they*, *our*, *one*, *these*.
- The adjectives include *epic*, *tribal*, *religious*, *real*, *supernatural*, *smaller*, *thousand*, *tiny*, *progenitorial*, *future*, *ancestral*, *rare*, *common*, *creeping*, *proud*, *single*, *heterosexual*, *misjudged*, *solitary*, *obvious*, *curious*, *unexpected*.
- The adverbs include *often*, *even*, *successfully*, *blindingly*.
- The tone of this paragraph is personal.

Word Choice: Objectivity Revision (page 59)

1. Because of the decreased inflation rate, Italy’s economy may eventually stabilize.
2. Consumers should not buy products made by companies that use child labor.
3. The conclusion is justified by the data in the report.
4. The results of the survey are based on only 25 interviews.
5. Discussions with the executives revealed the problems in accounting procedures.
6. The journalist analyzed the president’s foreign policy in his *New York Times* article.
7. A modern approach is necessary to rebuild the company and dismiss unproductive employees.
8. The increase in outsourcing has not caused the high unemployment rate in the United States.

¹ David Owen, “Making Copies,” *Smithsonian*, August 2004, 91–92.

Analysis of Tone: “Gender-Equality in China” (page 60)

The words that best describe the tone of the essay are *impersonal, balanced, serious, factual, and authoritative*.

Analysis of Style: “Making Copies” (page 63)

Sentence combining

Chester Carlson, . . . who grew up in . . .

Essentially overnight, people began making copies at a rate that. . .

In fact, most documents handled by . . . which employ the same. . .

He never owned a second home . . . when he traveled in Europe.

People who knew him . . . that he was rich. . .

When Carlson told . . . the man assumed. . .

When he died in 1968, . . .

Sentence connectors

Conjunctive adverbs include *thereby, indeed, in fact, nevertheless*. The conjunction *and* is also used.

Interesting adjectives and adverbs

Adjectives: *shy, soft-spoken, unspeakable, enthusiastic, successful, commercial, higher, typical, American, laser, same, xerographic, wealthy, second, third-class, rich, well-to-do, real*

Adverbs: *remarkably, ever, essentially, still, xero-graphically, eventually, worldwide, simply, never, casually, seldom, easily, quietly, most*

Strong, active verbs

Verbs: *grew up, worked, made, offered, turned down, expressing, called, passing up, manufacture, marketed, began, believed, is growing, handled, employ, produce, accounted, lived, owned, urge, buy, traveled, knew, suspected, told, worked, assumed, belonged, composed, do without, spent, giving away, died*

Variety of sentence structure

The excerpt contains simple, complex, compound, and compound-complex sentences. The complex sentences have adjective, adverbial, and noun clauses.

Relevant quotations

Fortune magazine: “the most successful product marketed in America”

His second wife: “His real wealth seemed to be composed of the number of things he could easily do without.”

Consistency of tone

The tone is consistent throughout the excerpt. It is factual, balanced, and impersonal.

Chapter 6 (pages 66–76)

“Teaching English” (page 69)

Teaching English as a Second Language (TESL) has become an important profession in the United States in the twenty-first century, and the number of college graduates entering this field is growing rapidly. Many adult immigrants who need to acquire proficiency in English are searching for affordable schools. They realize that being able to communicate well in English is a valuable and necessary skill in terms of adjusting to American society, assimilating into the culture, and finding a job. Of course, some immigrants continue to use their native languages at home, but their children learn English in school and become bilingual, which is a great advantage in terms of achieving upward mobility in U.S. society.

Comments on Revision of “Teaching English”

Although this paragraph is about the English language, it is not unified because it discusses two distinct ideas: the growth of the profession of teaching English as a second language and the question of whether the United States should have an official language. The best way to revise this paragraph is to divide it into two unrelated paragraphs. The second paragraph can be titled “English as the Official Language.” In its present form, this paragraph is too general and is incomplete in its content. Detailed information should be added to support and expand on the topic sentence. For example, the writer should explain the two opposing positions about having an official language in the United States.

“College Costs” (page 70)

The cost of a college education in the United States is growing every year at twice the inflation rate, and it is now about double what it was in the 1980s. Costs at public colleges increased by 13 percent in 2002, and they rose 47 percent over the past decade.² They also rose at private universities, but at a slower rate. In the 1990’s, tuition at the finest private universities was about \$15,000 annually, and at public colleges it was about \$5,000. Today, including room and board, “the average student now pays \$26,854 a year to attend a private university, and \$10,636 to attend a public university in his or her own state.”³ And that does not cover books, lap top computers, or clothes. This means it could cost nearly \$50,000 for an in-state resident to attend the University of Virginia for four years.⁴ Parents are worried that they will not be able to afford to send their children to college, and many are investing their money in special college funds, beginning at the time of their child’s birth.

One positive result of this increase in college costs has been a corresponding increase in financial aid, with student aid rising “to a record \$105 billion.”⁵ Almost all universities and colleges offer this aid to admitted students, depending upon the financial need of the students. In fact, Harvard has implemented a policy that waives all college expenses of students whose families make under \$40,000 a year.⁶ Moreover, many educational institutions provide full scholarships to deserving students who excel in certain areas like academics or athletics. There are also government loans, such as Pell Grants, for college education. According to the American Council of Education, students who receive grants and loans pay about \$1,700 yearly to attend a public college.⁷ Perhaps this explains

why, despite the extremely high cost of higher education, more students are enrolling in colleges and universities than ever before.

Comments on Revision of “College Costs”

The paragraph on college costs is too long (323 words), so it should be divided into two paragraphs; the first explains rising college costs, and the second discusses financial aid. Regarding coherence, the sentence on tuition costs in the 1990s is not in the right location and should be moved, as seen above.

**Analysis: *The Blind Watchmaker*
(page 72)**

Topic Sentences: Darwin’s answer to the question of the origin of the species was, in a general sense, that species were descended from other species. Moreover, the family tree of life is a branching one, which means that more than one modern species can be traced back to one ancestral one.

Supporting sentences: For instance, lions and tigers are now members of different species, but they have both sprung from a single ancestral species, probably not very long ago. This ancestral species may have been the same as one of the two modern species; or it may have been a third modern species; or maybe it is now extinct. Similarly, humans and chimps now clearly belong to different species, but their ancestors of a few million years ago belonged to one single species.

Concluding sentence: Speciation is the process by which a single species becomes two species, one of which may be the same as the original single one.⁸

² Michael Dobbs, “Tuition Soars at Public Colleges,” *Washington Post*, October 22, 2003, A03.

³ *Ibid.*, A03.

⁴ Albert B. Crenshaw, “Higher Education Is Still Affordable, with Planning,” *Washington Post*, October 5, 2003, F04.

⁵ Dobbs, “Tuition Soars at Public Colleges,” A03.

⁶ Jay Mathews, “Invitation to Disappointment,” *Washington Post*, June 5, 2004, A22.

⁷ Dobbs, “Tuition Soars at Public Colleges,” A03.

⁸ Richard Darwin, *The Blind Watchmaker: Why the Evidence of Evolution Reveals a Universe without Design* (New York and London: W. W. Norton & Company, 1996), 236–37.

Chapter 7 (pages 77–92)

Annotation Task: Reading Actively and Analytically (page 79)

The Naked Olympics

In the hills above Olympia, I awoke with a start before dawn, feeling bleary-eyed from the Greek wine I'd drunk with some rowdy archaeologists the night before. It was going to be a perfect summer's day: from my hotel window I saw clear sky over the mountains of Arcadia, whose peaks covered the horizon like the waves of a wild blue sea. I needed some exercise—a jog to clear my head. But where should I run in this corner of the rural Peloponnese? Where else, it occurred to me, but in the ancient Olympic Stadium?

I arrived at the ruins just before the sun, wearing an old pair of Nikes (named after the winged goddess of Victory). . . . I followed a trail past the fallen columns of great temples, splayed out in the grass like skeletal fingers; purple wildflowers pushed up between memorials to forgotten sporting champions. Olympia's idyllic pastoral setting has changed little in the last 2,500 years: the river Alpheus still gurgles in its shady bed alongside the Gymnasium; to the north rises an evenly conical hill, bristling with pine forest, where Zeus had wrestled his father, the Titan Kronos, for control of the world.

Soon a stone archway announced the entrance to the Stadium. . . . Rising on each side of me were earth embankments, now swathed in succulent green lawn. And there, at the very center of the Stadium, was the running track—a rectangular expanse of clay, bordered by stone gutters; vaguely suggesting a small landing strip. According to a legend, the track's 210-yard length had been marked out by Hercules himself. For nearly 12 centuries, it was the focus of the greatest recurring festival in Western history.

I approached the ancient starting line—a white marble sill that is miraculously intact—

kicked off the Nikes, and instead curled my toes into the premade grooves. Nothing broke the silence except the buzzing of bees in the distance. And then I was off, racing in the footsteps of ancient champions. . . .⁹

Short Summary: When the author visited the Olympic Stadium in Greece, where the ancient Olympics were held for nearly 12 centuries, he found it had changed little in the past twenty-five hundred years. As he jogged around the track, he felt he was following in the footsteps of ancient heroes.

Critical Analysis Task: Summary (page 81)

Main Idea

The ancient Olympic Games were an extremely popular pagan festival that all Greeks wanted to attend during their lifetimes.

Major Points

The games were very popular with all Greeks.

They were a great form of pagan entertainment.

They were held between 776 BC and AD 394, when the Christian emperors banned them.

An Athenian philosopher said the games were “a metaphor for human existence itself.”

They were a spiritual expression of Hellenic unity.

Summary

The ancient Olympic Games were an extremely popular pagan festival that all Greeks wanted to attend during their lifetimes. They expressed Greek unity in a spiritual way until being banned by the Christian emperors in AD 394. An Athenian philosopher said the games were “a metaphor for human existence itself.” (50 words)

⁹ Tony Perrottet, *The Naked Olympics: The True Story of the Ancient Games* (New York: Random House, 2004), 3–6.

Chapter 9 (pages 105–130)

Formal Style: Word Choice (page 111)

The Power Writing Process (Formal Style)

To improve writing skills, writers should consider writing as an analytical process with five distinct components: preparing, outlining, writing, editing, and rewriting. In the preparation stage, writers can clarify their purpose, audience, and goal. They should also determine whether they have sufficient knowledge about their topic or will have to do research to identify sources and gather information.

With an outline, writers can prioritize their information by constructing a thesis, major and minor points, and supporting data, such as facts, statistics, examples, and quotations. Following an outline facilitates the actual writing because the outline functions as a roadmap that efficiently guides writers to their logical destination.

In the writing stage, writers transform their outlined thoughts into pages of paragraphs after they decide which style and tone would be appropriate for their purpose and audience. This is the most difficult part of the process for many writers, whose initial draft may not be clear, concise, or coherent.

Having completed the first draft, authors must utilize their editing ability to review and enhance the content, style, and organization of their documents. Skillful editing can involve a substantial amount of time. It requires concentration on all aspects of the document, including proofreading for grammar and punctuation errors. This is the time to examine the document's clarity and coherence as evidenced by its readability. The final step is to rewrite the first draft, incorporating modifications from the editing stage and ensuring that citations of sources, if necessary, are accurate.

The Power Writing Process (Informal Style)

To improve writing skills, writers should think of writing as an analytical process with five distinct parts: preparing, outlining, writing,

editing, and rewriting. In the preparation stage, writers can clarify their purpose, audience, and goal. They should also find out whether they have enough knowledge about their topic or will have to do research to find sources and gather information.

With an outline, writers can rank their information by constructing a thesis, major and minor points, and supporting data, such as facts, statistics, examples, and quotations. Following an outline makes the actual writing easier because the outline functions as a roadmap that efficiently guides writers to their logical destination.

In the writing stage, writers change their outlined thoughts into pages of paragraphs after they decide which style and tone would be appropriate for their purpose and audience. This is the hardest part of the process for many writers, whose first draft may not be clear, concise, or coherent.

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Chapter 11 (pages 144–162)

Active and Passive Voice Revision and Paragraph Development (page 146)

(Many versions are possible.)

Many people assert that stem cell research using human embryos is unethical because it violates the right to life of the unborn. In agreement with this point of view, George Bush, on August 9, 2001, limited federal funding for embryonic stem cell research to the existing 78 lines of stem cells that earlier researchers had created. Only about 24 of these lines are usable

now. Obviously, government scientists working to find new treatments for spinal cord injury or cures for illnesses such as Parkinson's disease and Alzheimer's disease need more stem cell lines. Furthermore, the Bush Administration allocated only \$25 million for stem cell research in 2003. It has denied requests for more funding on the moral grounds that researchers destroy early embryos when they create stem cells, which means they are destroying potential human lives. Scientists are also investigating adult stem cells; however, adult stem cells are much less likely than embryonic cells to lead to viable treatments.

Survey research organizations have conducted frequent polls to determine how Americans feel about this topic. According to these surveys, while a majority of Americans support it today, most people do not understand the process of stem cell research. Of course, even though the Bush administration limits government scientists in their study of embryonic stem cells, the private sector remains free to continue its work. Moreover, countries around the world are making great progress in embryonic stem cell research. The U.K., China, South Korea, and Singapore, which have received strong financial support and have developed ethical guidelines for stem cell research, have surpassed the United States in this complex area. Therefore, the U.S. government must support embryonic stem cell research so its scientists can develop safe and reliable therapies as soon as possible.¹⁰

Interpretation and Paraphrase (There are many ways in which to paraphrase this paragraph.)

Interpretation and Paraphrase:
The Blind Watchmaker (page 150)

Interpretation: In his conclusion, Dawkins makes a case for believing in Darwin's theory of slow gradualism and natural selection by arguing that no other version of evolution can truly explain the miracles that have taken place.

Dawkins uses strong, energetic language in this paragraph.

Nouns: *versions, theory, gradualism, role, selection, cases, truth, heart, power, improbabilities, prodigies, miracle*

Verbs: *deny, (twice), may be, cannot be, dissolve, explain*

Adjectives: *evolution, slow, central, natural, true, particular; whole, astronomical, apparent*

Adverb: *very.*

Possible paraphrase: Other theories of evolution may contain a few specific examples that disprove slow gradualism and the dominance of natural selection. Nevertheless, they are not correct overall because only Darwin's theory can account for the extremely unlikely occurrences and miraculous process of evolution. (42 words)

Analysis of a Refutation: "Embryonic Stem Cell Research" (page 151)

Argument 1: Since stem cells are not viable before 12 weeks, they cannot be considered human beings with rights to life.

Argument 2: Stem cell research is essential to finding cures for diseases and injuries.

Analysis of a Refutation: The Inheritance of Genes (page 153)

In the metaphor, each generation is compared to a filter, a sieve, which prevents bad genes from continuing into the next generation, just as a sieve separates fresh berries from the dirt in which they grew.

Chapter 12 (page 163–196)

Abstract: Revision (210 words)
(page 177)

Sudan

Since independence in 1956, Sudan has been ruled by coalition and military regimes, but

¹⁰ The information in the exercise sentences is based on these sources: Richard Cohen, "Stem Cell Muddle," *Washington Post*, August 12, 2004, A23; Ruth R. Faden and John D. Gearhart, "Facts on Stem Cells," *Washington Post*, August 23, 2004, A15; and Rich Weiss, "The Power to Divide," *National Geographic*, July 2005, 3–27.

neither type was able to end the disastrous civil war and local rebellions. In 1989 the National Islamic Front (NIF) gained control of the government. Currently, millions of refugees are starving in Darfur because of the brutality of this government. To put down a military uprising, the NIF destroyed the people's means of agricultural production, a form of genocide.¹¹

Political turmoil has long characterized the country, preventing economic and social development. Following independence, Sudan embarked on development plans to broaden the economic structure and expand exports. Due to political instability, economic mismanagement, environmental problems, and civil war, these plans failed to achieve their goals.

Today, Sudan exemplifies problems suffered by developing nations: government unrest, environmental damage, poverty, disease, and famine. The country faces a severe economic crisis because of a huge external debt and growing deficit. The worsening financial situation paved the way for multilateral institutions—the World Bank and the International Monetary Fund (IMF)—to impose their paradigms of development. However, the Bank and the IMF did not learn from past experience and continued to dictate the same structural adjustment programs and growth models that drove the peasants off the land and led to rebellion.

Outline: “Turkey’s Integration into the European Union (EU)” (page 178)

I. Introduction

- A. Turkey has repeatedly been denied membership in the EU, which has cited its unstable democracy and its record of human rights violations as the reasons.
- B. Thesis: Despite these legitimate reservations about Turkey’s adherence to European principles, such as democracy and human rights, the EU should admit Turkey in order to build a secure and culturally diverse Europe.

II. Historical Background

- A. Turkey’s involvement with the EU began in the late 1950s, when Turkey applied for an associate membership in the European Economic Community.
- B. In 1997, the relations between Turkey and Europe had deteriorated, and the Luxembourg summit decided that Turkey would be excluded from the candidate list for EU membership.

III. Membership Requirements

- A. The EU has formally outlined membership requirements, known as the Copenhagen Criteria, which include “Europeanness, political criteria, and economic criteria.”
- B. Membership in EU is not measured only by economic and political success.

IV. Opposite Perspectives

- A. The current debate on the process of accession for Turkey brings forward the arguments of both supporters and opponents of Turkey’s membership in the EU.
- B. Advocates argue that Turkey’s membership in the EU is of “strategic importance” since it is a leading regional power in the Middle East and serves as a major route for future oil transport, but opponents say Turkey is culturally and religiously dissimilar.

V. Democratic Muslim Country

- A. The Commission in charge of the EU’s enlargement process should seize this unique chance of cooperating with a Muslim country in order to defeat anti-Western sentiment and terrorism and to spread democratization in the East.
- B. Europeans often find it a contradiction in terms that Turkey, a Muslim country, is a secular democracy with a market economy.

¹¹ Eric Reeves, “Regime Change in Sudan,” *The Washington Post*, August 23, 2004, A15.

- VI. Human Rights Regulations
- Before Turkey can be granted membership in the EU, it has to adhere to European human rights regulations and improve its treatment of minorities.
 - In its latest meeting, the EU Parliament urged Turkey to fully implement the reforms suggested by the Commission and to make additional efforts toward a development of “a democracy consistent with European standards.”
- VII. Security Benefits
- Although the EU should insist on the fulfillment of its political pre-requisites for accession, it should not lose sight of the role Turkey could play in enhancing Europe’s security network.
 - Another important security aspect to be considered in the accession process is Turkey’s potential role in the European Security and Defense Policy (ESDP).
- VIII. Economic Benefits
- Turkey is in the process of creating a stable market economy, and its accession into the EU would benefit both parties’ economic development.
 - Turkey is clearly willing to implement major legal reforms in exchange for an extended economic partnership.
- IX. Conclusion
- It can be argued that Turkey’s process of democratization has not sufficiently fulfilled the requirements for EU membership.
 - However, the list of alterations to Turkey’s civilian institutions and laws proves the government’s willingness to move toward an adoption of European standards in order to realize its long desired membership in the EU.
 - Therefore, Turkey should be integrated into the EU even though the weakness of Turkey’s democracy has been under scrutiny. Its membership would refute images of a “clash of civilizations,” would lessen the security threat from fundamentalist Muslim states, and would bring security and cultural diversity to Europe.

Chapter 13 (pages 197–212)

Evaluation: What Is Plagiarism? (page 200)

Both rewrites of “The Working Poor: We Can Do Better” are examples of incomplete paraphrases, so they are a form of plagiarism. They would not meet the standards of academic writing. Rewrite 1 changes only vocabulary but not sentence structure. Rewrite 2 changes only sentence structure but not vocabulary. The fact that each paragraph has a footnote does not lessen the plagiarism.

Analysis: The Writer’s Voice— *An American Childhood* (page 204)

- Characteristics of the writer’s style:** Dillard writes in a simple, clear, and subjective style with dramatic and metaphoric language.
- Tone:** The tone is personal, emotional, and serious.
- Pronouns:** *my, I, me*
- Adjectives and adverbs:** Adjectives include *blackened, buried, long, zigzagging, Irish, memorized, old, earliest, straight, dead reckoning, dark, exultant, secretive, exotic, leafy, cold, heavy, trackless, dinner*. Adverbs include *newly, very*
- Verbs:** The author uses strong, active verbs such as *read, made up, walked, pushed (twice), added, imagined, felt, depended on, remembering, lived, came, had known, peered up, hugging, fixed, had located*.
- Sentence structure:** The author uses a variety of sentence structures, including simple, complex, and compound sentence structures.
- Parallelism:** “The text I read was the town; the book I made up was a map.” “What joy, what relief . . . I had located home, family, and dinner table.”
- Author’s use of metaphors:** The author compares the town to a book and reading to walking. “The text I read was the town; the book I made up was a map.” Because her “book” was a map, she learned all about her town by walking around just as a reader learns things from reading a book or a map.

**Analysis: The Writer's Voice—
Looking for Spinoza (page 206)**

- **Writer's style:** Damasio writes in a simple, clear, and subjective style with metaphoric language.
- **Statements that reveal the personal feelings of the author:** "I am not really surprised at this state of affairs, considering what I grew up believing about feelings. . . . For example, I thought that feelings were impossible to define with specificity, unlike objects you could see, hear, or touch. . . . One simply could not get behind feelings."
- **Tone:** The tone is personal, serious, and intellectual.
- **Pronouns:** *our; we, us, they, one, their, I, you*
- **Adjectives and adverbs:** Adjectives include *simple, mental, overburdened, myriad, related, continuous, unstoppable, universal, all-out, mournful, essential, biological, neurobiological, advanced, many, real, virtual, feel-good, social, religious, surprised, impossible, concrete, intangible, established, scientific, sensory, visual, emotional, varied, next, elusive, mysterious, private, inaccessible, possible*. Adverbs include *often, hardly, least, specifically, shamelessly so, biologically, not really, even, behind*.
- **Verbs:** The author uses strong, active verbs such as *fail, notice, surround, describe, use up, turns into, occupied, takes over, would have thought, would have been elucidated, understood, cultivate, dedicate, manipulating, doctor, come to grips with, considering, believing, thought, define, could see, hear, touch, musing, managed, create, accepted, study, understand, put together, learns, memorizes, respond, distinguished, see, remained, stay, explain, happened, get*.
- **Sentence structure:** The author uses a variety of sentence structures, including simple, complex, and compound sentence structures.
- **Parallelism:** ". . . what feelings are, how they work, what they mean. . . ."; ". . . all manner of feel-good consumption, and all manner of feel-good social and religious practices."; ". . . but neither the public nor science. . . ." "One could study how the brain makes us move. One could study sensory processes, visual and otherwise, and understand how our

thoughts are put together. One could study how the brain learns and memorizes thoughts. One could even study. . . ."; ". . . how feelings happened or where they happened."

- **Use of metaphors:** He compares feelings to music. Feelings are "the continuous musical line of our minds, the unstoppable humming of the most universal of melodies that only dies down when we go to sleep, a humming that turns into all-out singing when we are occupied by joy, or a mournful requiem when sorrow takes over."

**Analysis: The Writer's Voice—"A Dream
Vacation in Switzerland" (page 209)**

- **Characteristics of the writer's style:** Hoon Jeong writes in a clear, simple, and subjective style.
- **Statements that reveal the personal feelings of the author:** "When I was a young boy growing up in Korea, I dreamed of traveling all around the world."; "Now, I would like to take a vacation in Switzerland. . . ."; "Even though I'm hardly an expert in mountain climbing. . . ."; "Of course, I would love to travel around the world as my father did on his ship. . . ."; ". . . and the cultural and archeological sites appeal to me."
- **Tone:** The tone is personal, serious, and factual.
- **Sentence connectors:** *also, now, nevertheless, then, besides, for example, finally, of course, however*
- **Pronouns:** *I, my, he, me, who, it*
- **Adjectives and adverbs:** Adjectives include *young, huge, many, fascinating, beautiful, wonderful, European, central, closest, fascinating, different, every, vast, lovely, great, archeological, unique, small, only, wealthy, well educated, ethnic, homogeneous, Swiss, few, interesting, famous, fresh, incredible, gorgeous, large, fine, well-preserved, Roman-style, powerful, natural, attractive, dream, cultural*. Adverbs include *all around, quite often, especially, completely, culturally, economically, politically, deeply, formally, hardly, most, soon*.
- **Verbs:** The author uses strong, active verbs such as *growing up, visited, came back, brought,*

14 · Answer Key

showed, saw, realized, liked, like, climb, enjoy, visit (twice), make up, come, use, committed, take part, has been involved, join, plan, love (twice), climb, has, want, tour, to travel, spend, watching, putting, welcome, varies, appeal, expect.

- **Sentence structure:** The author uses a variety of sentence structures, including simple, complex, and compound sentence structures.
- **Parallelism:** to climb the vast Swiss Alps, enjoy the lovely lakes, and visit the great museum and archeological sites; culturally, economically, and politically; “The Swiss

people welcome tourists, the scenery varies from lakes to mountains, and the cultural attractions and archeological sites appeal to me.”; “. . . my journey to Switzerland will be not only a dream but also a reality.”

- The author has effectively incorporated information from two websites into the essay to use as supporting facts, statistics, and examples for his major points: “Museums” from *www.Switzerlandisyours.com* and “Switzerland” from the *CIA World Factbook (www.cia.gov)*.