



## Suggested Answers



# Unit 1

## Critical Thinking Focus

### Activity 2

1. “Behind the curve” means “fall behind” or “not as good as”.
2. The Myers–Briggs Type Indicator (MBTI) assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions. The questionnaire was created by Katharine Cook Briggs and Isabel Briggs Myers based on an extrapolation from the typological theories proposed by Carl Gustav Jung’s 1921 book *Psychological Types*. Jung had theorized that there are four principal psychological functions by which humans experience the world — sensation, intuition, feeling, and thinking — and that one of these four functions is dominant most of the time. Although very popular in business around the world, the MBTI is also widely criticized by academics for its methodological weaknesses, poor statistical validity and low reliability.
3. Sartre was a French philosopher, playwright, novelist, political activist, biographer, and literary critic. He was one of the key figures in the philosophy of existentialism and phenomenology, and one of the leading figures in 20th-century French philosophy and Marxism. *No Exit* is a 1944 existentialist French play by Sartre. The play is a depiction of the afterlife in which three deceased characters are punished by being locked into a room together for eternity. It is the source of Sartre’s especially famous and often misinterpreted quotation “L’enfer, c’est les autres” or “Hell is other people”, a reference to Sartre’s ideas about the Look (指萨特的“凝视”理论) and the perpetual ontological struggle of being caused to see oneself as an object in the world of another consciousness. The author changes Sartre’s line into “Hell is other people at breakfast”, probably because he hates being disturbed by talkative extroverts when he is busy with his breakfast.

# Thinking Critically

## Activity 1

1. This initial Para. is very strong. By posing questions successively, the author grabs our attention, gets us to think how to answer these questions and prepares us for the upcoming issue.
2. Yes. The author denied the fact for the reasons that he has good social skills, he is not a shy lone wolf, and he loves talking in depth. In critical thinking, assumptions refer to anything that is taken for granted in the presentation of an argument. These may be facts, ideas or beliefs that are not stated explicitly but underlie the argument. Without them, the same conclusion would not be possible. The assumption here is that introverts are shy, silent and don't have social skills.
3. It points out the very origin of the concept of introversion and grounds it in a fairly academic way.
4. Extroverts find themselves boring and no fun at all or they are likely to feel bored to death when they are alone. You may agree or disagree with the author, but please justify yourself.
5. The statistics are obviously inaccurate. As a matter of fact, judging from the casual and joking tone, we realize that the author hasn't done much research. The statistics are a mere expedient which results in a sense of humor and a strong personal preference. In *Theme Starter*, you are asked to fill out a questionnaire. You may take all your classmates as a representative sample and collect data from them to find out the very percentage of the introverts in your class.
6. The author is a little bit sarcastic. You may easily find enough evidence in Para. 7.
7. The author doesn't offer supporting details to justify his perception that introverts are wildly misunderstood. Personal answers apply.
8. We have little awareness why the author says so. He should have justified himself.
9. The author implies that introverts can understand extroverts, while extroverts find introverts incomprehensible.
10. The author is too emotional and partial. Readers can rebut his assertion easily. You may take Hitler as an example. He was said to be an introvert, but when he took office, he made Germany a slaughterhouse. Millions of innocent Jews fell prey to his radical ethnical biases. The examples

are relevant to the thesis that introverts are oppressed while extroverts overrepresented in politics. However, they are not that convincing since the personality traits of a politician is everything but a black and white issue.

11. Introversion is also a gender issue. Introverted women are inferior to introverted men.
12. Here in this Para. is a fallacy of hasty generalization. Introverts as well as extroverts are much more diversified: certain personality traits may not be commonly shared by all introverts or extroverts. A hasty generalization lies behind a stereotype — that is, a person or event treated as typical of a whole class. It reduces the power of his reasoning.
13. Introverts are oppressed both in politics and social life. In Chinese culture, chances are that extroverts in these two domains are unwelcome. Conversely, introverts tend to have the upper hand. A low profile is what our culture values.
14. The author's assumption is that introverts would like keeping to themselves and extroverts feel happy to talk and long for attention. When the author says "You are a wonderful person and I like you", he thinks that those extroverts will feel content and pleased to hear that, then go away and leave him alone.
15. Introverts may have the final say. Invite those introverts in your class to offer more suggestions.
16. No. Are introverts misunderstood or not?
17. The author is quite sarcastic. Strong biases and prejudices undermine his objectivity and good sense.
18. The author claims to be an introvert, which to a degree consolidates all his perceptions of the oppressed innies in our society. His empathy for the introverts is likely to help him win over prospective introverted readers. He is trying to appeal to the introverts' feelings. However, his "orientation" makes people suspicious of the fairness of his argument.
19. Not at all. Hence we can easily rebut the author.

## Extended Reading

### Text A

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. b | 2. a | 3. a | 4. b | 5. b |
|------|------|------|------|------|

### Text B

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

# Unit 2

## Critical Thinking Focus

### Activity 1

1. Yes, this is an argument. The first sentence is the thesis while the second one is a premise. However, if the author can offer some evidence, it would be a better argument.
2. No, this is not an argument. The first sentence seems to be the thesis, but the author fails to support it with relevant premises.
3. No, this is not an argument. The supposed premises, *it's so early in the morning* and *I hate it*, are the author's personal preferences. It does not apply to the reader. Thus, the premises do not legitimately justify the thesis.
4. No, this is not an argument. The author's thesis is the last sentence. But the premises offered do not sufficiently support that. There is no correlation between ghosts and the noises and movements the author mentions.

## Thinking Critically

### Activity 1

1. The first sentence talks about the phenomenon that there is a lack of wisdom in our age. The second raises the questions what wisdom is and how to teach it. The last sentence presents the thesis of the essay: to define wisdom and to explore ways to teach it. It's a good thesis paragraph because the thesis is clearly stated in a sentence. And the introduction to it is logical and concise.
2. A sense of proportion: It allows people to consider issues in a more comprehensive way. Awareness of the ends of human life: It helps people to view the world or make decisions in a more sensible way because they may have an appropriate understanding of their own abilities. Emancipation from the constraints of time and space: It bestows on people a more objective view of life and the world.
3. "This" refers to the sense of proportion. A possible answer: I agree with the statement because there are more complicated issues and problems

in contemporary society. It's a strong argument. The author gives both reasons, "the extent and complexity of the specialized knowledge", and evidence, "research in scientific medicine", to support the thesis.

4. Possible answers: positive effects — lowering the infant death-rate, increasing life expectancy, improving quality of life; negative effects — making the food supply inadequate, lowering the standard of life in the most populous parts of the world. Personal answers apply.
5. Possible answers: the positive and negative effects of the research, the potential applications of the research result, etc. These factors should be considered because we have to make sure that the research changes the world to a better place.
6. The author uses the example of Hegel as evidence to show that some eminent historians may see history from a subjective perspective. Personal answers apply.
7. The author uses these examples to illustrate that wise people choose proper goals to pursue in life. It's effective reasoning because the examples are relevant and sufficient in supporting the thesis.
8. The "fragment of wisdom" refers to the quality of viewing people around us without prejudice. Personal answers apply.
9. No reasoning is given here. A possible answer: When I was a baby, I had no idea of the world around me. My whole world was me. I cried when I was hungry. I laughed when I was happy. However, now as a grown-up, I have realized that I'm not the center of the world. My world is at the same time other people's world. I should, therefore, consider people and things around me when making any decision.
10. Personal answers apply.
11. Resistance should be used with great understanding, which means we may disagree, but we should always be tolerant. Personal answers apply.
12. The author introduces the contradictory idea in order to refute it. In doing so, the author is being fair-minded and considering the issue from both sides. In this case, the author uses historical persons and events as evidence to refute that idea. It's convincing.
13. Personal answers apply.
14. Benefits: People are more able to do what they want to do. Side effects: The evil may also be more powerful and capable of doing harm to others. People should learn to be wise to ensure the desirable effects. Or personal answers apply.
15. No. Wisdom Is Needed in the Pursuit of Knowledge.

16. Persuasive, objective, argumentative. Yes, it's appropriate.
17. There is evidence of the author's attempt to manipulate the reader. For example, in the first paragraph, the author writes "there has been no correlative increase in wisdom," but he does not give any reasoning. On the other hand, the author also responds to contradictory ideas and makes counterarguments to show that he is being fair-minded.
18. Yes. "No doubt, if they could have found them, they would have conferred great benefits upon mankind, but as it was their lives were wasted." (Para. 4) "It is commonly urged that a point of view such as I have been advocating is incompatible with vigour in action." (Para. 7) In both cases, the author uses evidence to refute the conflicting ideas.

## Extended Reading

### Text A

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

### Text B

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

# Unit 3

## Critical Thinking Focus

### Activity 2

Aspects	The Turn Against		The Turn Back	
	Signal words	How to do it	Signal words	How to do it
Counterarguments 1. (Paras. 2 & 3) Once a patient dies, it is irreversible.	<i>One of the big arguments against ...</i>	By pointing out a drawback in the proposed way.	<i>However, ... The fact is ...</i>	By refuting it with hard facts and data.
2. (Para. 5) It is only the case in Holland, and doctors in other countries will not perform mercy killing without the patients' consent.	<i>But hey, that's just ...</i>	By pointing out a problem with the author's reasoning, which ignores the situation of other countries.	<i>Well think again.</i>	By refuting it with factual situation in the UK, a more conservative country.

3. (Para. 11) Legalizing assisted dying will make the vulnerable groups even more vulnerable.	<i>One of the big myths ... is that ...</i>	By pointing out a disadvantage of the proposed way.	<i>It's an understandable fear. However ...</i>	The author makes a concession by acknowledging its plausibility, then refutes it with facts.
4. (Para. 15) Legalizing assisted dying may lead to a murder-happy world.	<i>A final myth is that ...</i>	By pointing out a possible terrible consequence of the proposed way.	<i>But ...</i>	By refuting it with an analysis of the data.

## Thinking Critically

### Activity 1

1. The first sentence is a description and the second sentence is an explanation. They serve as an introduction to the author's topic as well as provide some background information.
2. The author is approving of the legalizing of euthanasia. It is clearly stated in the title of the essay.
3. The author does not include the source of the data, either in the essay or after the essay and it is only vaguely referenced to as "a Dutch report". Besides, the publishing year of the essay is 2013, while the data are from a 1991 report, so the data seems out-dated. All of these greatly decrease the validity of the information.
4. The author makes an analogy between the likelihood of the recovery of the terminally ill people and the likelihood of winning the lottery and getting struck by lightning in the same afternoon. The analogy means that there is little chance for the terminally ill patients to recover. It is almost improbable. It is a sound analogy, because the author compares like with like.
5. Yes. It contradicts the common sense. The author's evidence or reasoning seems to be convincing. But it is based on the false premise, i.e. doctors in different countries do not respect the work ethics very much and they are kind of too liberal in their decisions to give euthanasia as they often do it without the patients' consent.
6. The underlying assumption is that Holland is a country with a very hippie-liberal culture and doctors in that culture tend to be loose in the decisions to perform euthanasia. To test the assumption, one will have to do some research about the culture and medical situation of Holland. In fact,



Holland is a country known for its liberal and tolerant values, as shown by its social attitudes and government policies concerning controversial issues such as same-sex marriage, drug sales, prostitution etc. Holland is also in the forefront of legalizing euthanasia, being the first nation in the world to do so in 2000. But long before euthanasia gained its social status, it had been actually practiced by doctors for decades; In 1991, in an effort to come to grips with the actual medical practice of euthanasia and assisted suicide, the Dutch Government established a government commission, headed by Professor Jan Rummelink to study the problem. Rummelink found that 49 000 of the 130 000 deaths in the Netherlands each year were not natural but involved a “medical decision at the end of life” or MDEL. 95% of these MDEL cases involve, in equal numbers, either withholding treatment/ discontinuing life support or the alleviation of pain and symptoms through medication that might hasten death. Over 50% of Dutch physicians admitted to practicing euthanasia, most often on cancer patients. Only 60% kept written records of their euthanasia practice and only 29% filled out death certificates honestly in euthanasia cases (From <http://www.euthanasia.com/netherlands.html>). In view of the above, the assumption seems to be a sound one.

7. Readers may draw conclusions like “the doctors in the UK do not have strict work ethics”, or “terminally ill patients are too vulnerable and they lose the say to decide their own lives” etc.
8. The argument in this paragraph is “The public support legalizing assisted dying”.
 

Reason 1: Since 1964, the public overwhelmingly said *yes* to the decision.

Reason 2: 70 percent of the public support is current and the support is cross-party.

Reason 3: Even when the wording has changed to be less attractive, the public still support it.

The reasons are co-related to each other, i.e. they are joint reasons.
9. They serve the same argument, i.e. legalizing assisted dying makes financial sense.
10. It is an assumption. People fear death for various reasons. The author’s explanation of death is over-simplified. So the following reasoning is based on a false assumption, and in this way, the author commits the logical error of “castle of cards”.
11. He is an English author of fantasy novels, especially comic books. Yes.
12. Legalizing assisted dying will make the vulnerable groups even more

vulnerable. Yes, he makes some concession by admitting the plausibility of the argument. He refutes it by citing actual situation of the case.

13. The current law causes trouble to both the terminally ill patients and their families.
14. He seems to be indignant with the court decisions. He is not very fair-minded because he does not consider the court's side of the story, and he shows a strong inclination for his own position.
15. The author uses many words or phrases with strong emotive suggestion, such as "despite what hopeful evangelicals and daytime dramas would have us believe" (Para. 2) "patients in unbearable agony" (Para. 2) "End-of-life care is often brutal, nasty, traumatic" (Para. 8) "with a stroke of their pen" (Para. 13) "condemned a woman to live in unimaginable physical agony while also saddling her partner with an impossible choice" (Para. 13) "the only course of action available". (Para. 14)
16. The author employs more than one reason to rebut the myth that assisted dying will open the floodgates and lead to a murder-happy world. The reasons are as follows:

Reason 1: euthanasia only accounts for a small percentage of the deaths in Netherlands.

Reason 2: Application is no guarantee of acceptance of euthanasia.

Reason 3: Euthanasia is illegal unless carried out by qualified doctors.
17. Personal answers apply.
18. No, the author does not give a very explicit conclusion at the end of the essay. The overall conclusion is "Euthanasia should be legalized in the U.S."
19. For many of his data and statistics, the author does not include clear sources, only vaguely referenced to them as in "a report" or "a study". That will greatly decrease the validity or credibility of his data.
20. Yes. The author includes some popular beliefs and doubts concerning euthanasia and makes great efforts to refute them.

## Activity 2

The supporting arguments are:

- 1) Legalizing euthanasia does not shorten life but saves lives.
- 2) The public support it.
- 3) Legalizing euthanasia makes financial sense.
- 4) Legalizing euthanasia improves the quality of life.
- 5) Legalizing euthanasia will not target the vulnerable people.

- 6) The law in countries where euthanasia is not legalized causes trouble to both patients and their families.
- 7) Legalizing euthanasia will not lead to a murder-happy world.
- 8) Legalizing euthanasia does not run against the Hippocratic Oath.

## Extended Reading

### Text A

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

### Text B

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

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# Unit 4

## Critical Thinking Focus

### Activity 2

1. The author uses the Newtown lawsuit to introduce his topic and his opinions. By explaining both the encouraging and the discouraging sides of the lawsuit, the author clearly presents his position of the gun-control issue, i.e. he is for gun-control and he believes that the gunmakers should be responsible for the deaths that their products cause.
2. The author mentions these issues to illustrate that they are the subjects about which the mental work is done, but the moral work still needs doing. He believes that the gun-control issue is also one of them. This part is consistent with his argument.
3. When the author says “the public deliberations are finished”, he indicates that new ones join all the time, even including the voters who were against gun-control in the last selection. I don't think it is sufficient to show that the public deliberations are finished because there might be some new comers joining the opposite side and more data and facts are needed to make this argument more convincing.

## Thinking Critically

### Activity 2

1. Yes, the following part offers us the reasons. The news is encouraging because it shows that those parents haven't given way to despair and it is discouraging because the death-by-gun lobby has advocated for legislative measures to make gunmakers to get away with their responsibility for the deaths of gun shot victims.
2. No, I don't agree with the author. I think there are multiple purposes of a weapon. Americans may need a weapon to defend themselves against violence (street gangs, mob violence, looters, etc.), to help continue the American tradition of citizen / soldier assisting the police in an emergency (e.g. in the 1966 Texas Tower Sniper incident, citizens assisted with M1's), to shoot in a Civilian Marksmanship Program competition, for recreation and so on.
3. The advertising copy is telling the potential buyers the function and the power of the weapon on sale. "You are single handedly outnumbered" indicates that the user on his own can kill a lot of people with a gun in hand.
4. The example of carmaker is to illustrate the point that manufacturers should be responsible for the safety of their products.
5. The writer's assumption is that gun lobby has successfully advocated for legislative measures to protect the gunmakers, so it would be difficult to implement the legal principles outlined by the experts.
6. The N.R.A stands for: the National Rifle Association.  
The general procedures are as follows:
  - 1) Know the requirements. In order to purchase a firearm, you must be a legal resident of the state in which you are trying to purchase the gun. Proof of residency usually consists of a state-issued driver's license or ID. You must be at least 18 years old to purchase a shotgun or rifle and 21 years old, in many states, to purchase a handgun. You must have a background free of any serious offenses and must not currently be under investigation in order to be legally sold a gun.
  - 2) Determining what type of gun you wish to purchase is often the most difficult step. If you plan on hunting, a rifle or shotgun is usually the preferred type of gun. Bird and certain small game hunters use shotguns, while big game hunters tend to prefer rifles. People wishing

to buy a gun for home or personal protection most often purchase handguns. They are smaller, easier to fire and more concealable than larger shotguns or rifles. Sportsmen who participate in shooting sports often purchase either long guns or handguns, depending on the events they will be participating in. Many different manufacturers create guns of all different varieties, so your choice of brand is entirely up to you.

- 3) Locating a licensed firearms dealer is a vital step toward purchasing your gun. You can find licensed gun dealers in private shops, sporting goods stores, and at outdoor and gun shows. Dealers are required by law to be fully licensed and approved to sell guns, and you should always purchase from a licensed dealer. They should be willing to answer any questions that you might have, and you should be able to view their licenses and permits without any trouble.
- 4) Ask to see his stock once you have located a dealer you'd like to do business with. Most dealers have the majority of their stock out on display and you can see and inspect them. If you're interested in seeing one more closely, let the dealer know and he will take it out of the case for you. You can handle the gun, give it a thorough examination, and dry fire it to assure that it works well and is in good condition. The dealer should willingly show you any guns you are interested in and should allow you to check them out. A knowledgeable and experienced dealer will also be able to answer any questions you might have about the specifics of the guns, and should have information on hand for you to look at regarding the various models he sells.
- 5) Fill out the paperwork. When you have reached a decision about which gun you want, the dealer will have you fill out paperwork for the purchase of the gun. This paperwork will include your full legal name, date of birth, social security number, and proof of address or residency. This paperwork will also be used to contact NICBS, the National Instant Criminal Background Check system. The background check will make sure that you have no restrictions or convictions, which prevent you from owning a gun. The check should be completed within a few hours. As long as there are no restrictions or holds on the background check, your gun purchase should be smooth and fairly simple.
- 6) Wait. Some states have a holding period before a gun is allowed to be released. If your state is one of those, the dealer will inform you that your gun will be released to you on a certain date. If there are no waiting periods in your state, you can take your new gun home that same day.

7. The writer is strongly against the pro-gun action, because he believes that anti-gun attitudes mean sanity and common sense and the pro-gun means fanaticism and irrationality.
8. No, I'm not sure of the accuracy of the information. Reliable data should be provided to support his words.
9. The writer uses "the mental work" to refer to the intellectual work, such as the researches carried out by sociological scholars. The moral work refers to the inspirational work, such as persuasion, conviction and shaming. The intellectual work is the basis of the moral work and the moral work is the next step after the mental work is finished.  
I don't think the writer's line of reasoning convincing enough, because he has not given enough evidence to show in what sense the intellectual work has been finished.
10. "A sane solution" means that this is the sensible and correct way to solve the problem. It also implies that there is an insane solution, which is the pro-gun attitude toward the gun violence.
11. It is not the only reason. The writer's opinion is rather oversimplified. For more reasons, please refer to answer No. 2.
12. The writer mentions the Second Amendment because it entitles the American citizens with the right of owning a gun. The Amendment was originally created to give citizens the opportunity to fight back against a tyrannical federal government. A lot of people use it now to defend their right to own a gun.
13. No, it isn't. This might be what most people believe, but this is just an opinion instead of a truth. The writer should provide the readers with statistics to support his idea.
14. I think the writer's hope and wish for the future is fairly justified and convincing. He believes in the "progressivism" and thinks that the future is promising with something good happening everyday. People need to have more time, temperament and patience.
15. Yes, I think the title fully prepared the readers for the argumentation. The Newtown lawsuit reminds us of the importance and necessity of the moral work of gun control.  
To turn the title into an argumentative one, I suggest the title: "The Newtown Lawsuit Reminds Us of the Importance and Necessity of the Moral Work of Gun Control".

16. The author's tone is moralistic and a bit subjective. I don't think it is very appropriate because his subjectivity undermines the strength of his argumentation.
17. Yes, I think the author has tried to manipulate the readers. For example, from the very beginning of the article, the writer uses the Newtown lawsuit to induce emotion in readers. By mentioning the name of the victim's father and describing his feelings, the writer arouses the readers' sympathy toward the victims and the hatred toward the gunmakers whose products help kill the children.
- The author establishes his image as a fair-minded person by constructing his argumentation on the common sense that gun control stops gun violence and that most people agree with him. But in some cases, common sense is just what he assumes and can be misleading and he has not given the readers sufficient facts and statistics to prove his assumptions.
18. No, they aren't. The writer just takes for granted that what he advocates is indisputable and common sense. For example, in Para. 2, he says that "it offers, in neatly logical fashion, an indisputable argument: the gun manufacturer is guilty ..." In Para. 5, without any proof, he tells the readers that the majority of Americans are in favor of gun sanity and the pro-gun people are a small minority. Just in Para. 4, a counterargument is considered, i.e. the writer mentions the long-standing ban on automatic weapons and he believes that the talk about legal and illegal weapons evades the central issue. But I don't think counterarguments are adequately considered.

## Extended Reading

### Text A

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

### Text B

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

# Unit 5

## Critical Thinking Focus

### Activity 2

1. The three prices mentioned in this paragraph for users in exchange for their personal data are offered respectively by the public online services (Privacyfix), and two well-known persons, one is the Chief Judge who is supposed to be well-paid, the other, Federico Zannier, a software developer who managed to sell his personal digital footprint for \$2 a day in Kickstarter campaign. All the three statistic providers are easy to be verified and therefore, the sources of the statistics are reliable.

However, judging from the word “silly” in the sentence “There have been efforts — both serious and silly — to quantify the value of privacy” (Para 3), we can learn that the author doesn’t think it reasonable to quantify the value of privacy. Therefore, even these statistics seem reliable, they are not helpful to clarify the financial value of privacy.

2. Yes. Even for the readers from other countries, the suggested price of privacy is quite high if it is converted to the local currency. (For example, converting to Chinese currency, it is about RMB15 600 per year or 1 300 per month, it is too dear for average people whose income is much lower than Americans.) So only those who are wealthy enough can afford to pay to secure their privacy if it is monetized.
3. Authors often deceive us when they use statistics that prove one thing but claim to have proved something quite different. However, in this example, in order to prove the worry of “being sorted into the wrong or disfavored bucket”, the author offers specific statistics about an Atlanta man whose credit limit slashed from \$10 800 to \$3 800. The disparity between the two figures is large enough to convince the readers that sometimes data analysis may categorize one’s economic status by mistake. The intention and the conclusion are consistent. Therefore, it is safe to conclude that the statistics are not deceptive.



## Thinking Critically

### Activity 2

1. From the title, “Buying and Selling Privacy, Big Data’s Different Burdens and Benefits”, we expect to know how big data exerts various impacts on individual’s privacy, what individuals can gain and lose by buying and selling privacy, etc. However, after reading the essay, though it is about the impacts of big data on individual’s privacy consideration, what the author really focuses is big data may exacerbate the social inequality in terms of privacy choices. In other words, the rich and the poor may have different considerations when it comes to privacy protection in the big data era.
2. The author’s position is “Big data is transforming individual privacy — and not in equal ways for all”. (Para. 1) It is consistent in the whole essay. At the very beginning, the author expresses his concern that different socioeconomic status may affect the individual’s privacy considerations in various manners. At the end of the essay, the author also stresses the worry that social equality may be impaired “if the practical challenges facing average people are not considered”. (Para. 15)
3. The opening does manipulate our understanding of how our decision to protect privacy is affected, more or less, by the extensive use of big data. Such words as “not in equal ways” “difficult” “vary” “socioeconomic status” and “burdens” help set the tone of the essay. The readers may wonder how big data causes the inequality for people when they manage to protect their privacy, why socioeconomic status plays a decisive role, who may shoulder greater burdens of privacy protection in the big data era, etc. To a certain degree, this opening offers a clear path for the readers to locate the answer.
4. The author emphasizes that an individual’s socioeconomic status will play a determinant role in his privacy choices (i.e. buying or selling his privacy).
5. The quote aims at foreshadowing the shift of the privacy’s function from the social rule of civility to a commodity which can be measured by money. Without the quote, the readers may feel abrupt and confused about the idea of “monetizing privacy” (Para. 4). It is used to introduce the sentence “While many would view privacy as a constitutional right or even a fundamental human right, our age of big data has reduced privacy to a dollar figure”, (Para. 3) which suggests the devaluation of privacy from the social role to economic role.

6. The author assumes that all individuals have accepted the idea that privacy can be monetized and traded.
7. The sentence implies that individuals are quite sensitive to the financial value of their privacy and it may affect their decision to protect their privacy.
8. The findings explain further how price sensitivity dictates individual privacy choices. The lower price the providers offer, the fewer people would feel it necessary to protect their privacy. In other words, fewer people are willing to pay to protect their privacy if they can enjoy the benefits provided by the low price. This evidence is reasonable and convincing.
9. In the big data era, people may not concern much about the amount of their personal data collected by the organizations and businesses any longer. Instead, they come to terms with the organizations and businesses on the extent to which they may feel comfortable to give up their privacy in exchange for more benefits.
10. The author doesn't state the big data challenge directly, instead, by offering an opposing argument "individuals should only 'sell their privacy when the value is clear'", he intends to stress the complexity of measuring the value of privacy clearly. (i.e. "the big challenge presented by big data is that the value may not be clear, the motives let alone the identity of the data collector may be hidden, and individual expectations may be confused"), which is just the challenge facing the privacy in the big data era. The quote of *Harvard Business Review*, an opposing argument or counterargument, serves as a means by which the author can make his own argument much stronger.
11. The author assumes that the wealthy, better-educated people are superior to the average or poor people in terms of credit. It's a bit misleading because one's economic status does not necessarily guarantee his credit. The poor or average people can also have excellent credit though they may not have good consumer profile (They can not spend as much money on luxuries, for example, as the wealthy). The values it is based on are not so acceptable, therefore, it is arbitrary to believe "They possess the excellent credit and ideal consumer profile to ensure that any invasion of their privacy will be to their benefit". Of course, the assumption and belief seem biased.
12. First, the author compares the similar plight of the poor past and present. Then by saying "Big data worsens this problem", he puts emphasis on the passiveness and helplessness of the poor in the face of discrimination, profiling etc. in the big data era. Because, unlike the wealthy people who can afford the privacy protection fee, the poor could only scrape a living, let

alone the luxury of protecting their privacy from being invaded. As a result, in their eyes, compared with livelihood, privacy protection is secondary.

The underlying assumption is that the poor may not prioritize their privacy over any other basic need when making a decision.

13. Yes. The example implies that the bank usually takes advantage of the customer's personal information by tracking his consumption behavior to determine his credit limit. The Atlanta man was categorized to the less well-off people and reduce his credit limit just because of his consumption behavior in a "wrong" area. However, the analysis result may not always be right and reliable.
14. Yes. The quote of Helen Nissenbaum implies that compared with the poor and average, the wealthy and powerful government actors and business enterprises play a greater role in information offering, which, in return, affects the fairness of the game. In other words, the wealthier the customers are, the more information they are likely to harness to earn bigger profits. Therefore, it is logical to draw the conclusion.
15. The author displays a pessimistic attitude toward the middle class's ability to manage how their data is used.
16. The author provides three reasons by stating "... the degree of trust and alignment between corporate and individual interests they will require are significant" and "it is unlikely we can ever develop a one-to-one data exchange" and "no one's individual profile is worth anything until it is collected and aggregated with the profiles of similar socioeconomic categories." Though the alternative is offered with good intention, it's hard to put it into practice. For one thing, it is difficult to define "trust" and "interests" of each party because of the complex relationship between the two parties. For another, it is impossible to develop a precise data exchange between the corporate and individual. Therefore, it is convincing to oppose the alternative "to monetizing privacy is to offer individuals the right to make money off their information".
17. The argument adds up progressively and it is logically consistent. There is a causal link between two steps. For instance, the author first analyses the practice of qualifying the value of privacy by monetizing, and then points out the big data challenge ("the value may not be clear ..." in Para. 7), resulting in pricing out average consumers and the poor. It follows how ever-increasing data collection and analysis exacerbate class disparities, thus, naturally, leads to the social inequality in dealing with privacy issue. In the end, the author urges the government to take the practical challenge

facing the average people into account to promote social equality.

18. The author gives joint reasons to support his position. The reasons are connected in some way and mutually reinforce each other.
19. In this essay, the author offers a couple of counterarguments. For instance, in arguing the big data challenge, the author quotes the claim of *Harvard Business Review* “individuals should only sell their privacy when the value is clear”. However, the value may not be clear due to the complex relationship between corporate and individual interests. For another example, in Para. 13, at the very beginning, the author mentions “the alternative to monetizing privacy is to offer individuals the right to make money off their information”, however, not everyone has the right. The less well-off are even deprived indirectly of the right to earn money by selling their privacy because “no one’s individual profile is worth anything until it is collected and aggregated with the profiles of similar socioeconomic categories.”

## Extended Reading

### Text A

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

### Text B

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

# Unit 6

## Critical Thinking Focus

### Activity 2

1. Personal answers apply.
2. If the source has the following characteristics, it can be regarded as a reputable source (See, Para. 3 on page 115): 1) it has credibility: it can be believed with a high degree of certainty; 2) it is likely to give accurate information; 3) it is based on research, first-hand knowledge or expertise; 4) it is recognized in the field or academic discipline as an authority.
3. Not very convincing. The problem lies in the sample used in this study. The

result based on the quality of first-year college papers written by freshmen cannot be generalized to “teenagers” (aged from 13 to 19), a wider group than freshmen. To increase the validity of evidence, the author may find studies sampling a wider group of teenagers.

## Thinking Critically

### Activity 1

1. The text begins with a simple but shocking case that is relevant to the issue concerned. Using a case or anecdote to begin an essay helps to engage readers in reading the following text.
2. The author outlines the concerns about the use of social networking in order to argue against these points in the following refutation and state his own opinion on this issue.
3. It's a sarcastic remark used to argue that extensive newspaper coverage of the impact of new technology on young people causes widespread concern among the general public. The author provides examples in the sentence that follows (“Newspapers are constantly filled with frightening accounts of pornography addiction and aggression supposedly caused by violent videogames.”).
4. “That trend” means a great mass of teenagers uses social networking services every single day. The consequences of massive use of social networking services are exemplified in the second sentence — kids could be unable to communicate in real life or to lose the ability to think. Although the author thinks that the trend mentioned here is real, he expresses his position by raising a rhetorical question (设问句) “Could this be true?” at the end of Para. 3 and then giving the answer “I don’t think so” at the beginning of Para. 4. Therefore, the author believes that these consequences are not real and social networking might be good to teenagers.
5. To clarify that the case mentioned at the beginning is an extreme case, which is used to attract readers’ attention; however, this individual case does not reflect the overall situation, and there is a wider range of cases to be considered.
6. The sample (number of interviewees) in his interview is so limited that the results seem unsound. If two different research lead to the same result, the result is likely to be more sound and valid. That’s why the author uses findings of another research to confirm his interview result to add weight to

credibility of the given evidence.

7. The intermediate conclusion drawn from Para. 5 is that adults always tend to worry about the negative influences of any new technology on younger generation. This conclusion serves as a reason in favor of the author's main argument that the consequences of teenagers' use of social networking are probably overstated.
8. Research by Amanda Lenhart of the Pew Research Center is used as evidence to prove that social networking facilitate face-to-face communication in teenagers' real life. This research evidence is quite credible as it is from a reputable source.
9. This quotation from Rebecca Eynon, an authoritative researcher, who investigates relevant issue concerned can be regarded as expert opinion, which lends more credibility to the author's argument.
10. It is implied that negative online experiences of teenagers are less than expected.
11. According to the author, the use of social media does not erode literacy. Instead, it might develop teenagers' literacy in a positive way. The author provides a series of reasons and evidence to support his argument. Firstly, the author argues that the literacy level remains stable among past and present teenagers by demonstrating the research finding of error rates in their composition papers (Para. 9). Furthermore, the author proposes that computer use contributes to longer and more rigorous writing of teenagers today (Para. 10). In Para. 11, the linguist Naomi Baron's study on students' instant messaging justifies rare usage of short forms of language among teenagers. Moreover, there is only a minor gap between rates of heavy readers among past and present teenagers, which is confirmed by the literacy expert Wendy Griswold's study (Para. 12).
12. Teenagers benefit from social media use for its connection with strangers, community and the world. The author provides several individual cases ("Sam McPherson" in Para. 14, "Tavi Gevinson" in Para. 16, "a student in Lou Lahana's class" in Para. 17) and a research by Joseph Kahne (Para. 15) as evidence to support the benefits he claims.
13. The potential risks are: emotional hurt, which could be mitigated by relevant laws (Para. 18), and distraction in daily life (Para. 19). Suggestion for parents is to spend less time on social media use in order to set a good example to teenagers and supervise their children's social media use moderately (Para. 21). Suggestion for teenagers is that they needs to be aware of the pros and cons of social media use (Para. 22).

14. It is implied that young people have the capability to distinguish between the positive and negative sides of social media use. Therefore, their online social life may not diminish their ability to interact in real life. This implicit argument is used to refute the fears and concerns mentioned at the beginning of the text, and it naturally resonates with the author's position: social networking might actually be good to teenagers.
15. Yes, the author has considered both sides of social media use. Throughout the text, he presents the negative side of social media use as put forward the positive effects.
16. The author acknowledges the valid points of the opposing argument and evidence (negative side of social media use) throughout the article. The refutation / concession techniques used by the author are effective because they establish the ethos, or the writer's credibility with his audience. Rather than weakening the essay, a good refutation / concession paragraph will actually strengthen the essay by showing that the writer has thoughtfully considered both sides of the argument before arriving at the final argumentative position.
17. Ways to introduce the opposing argument: It is often argued that ... ; Some people think that ... ; Opposing views claim ... ; etc. Ways to acknowledge the valid parts of the opposition: Admittedly, ... ; Certainly, ... ; Of course, ... ; One cannot deny that ... ; It is true that ... ; At the same time ... , etc. Ways to counter the argument: Nevertheless, ... ; However, ... ; On the other hand, ... ; But ... , Yet, ... etc. Ways to draw the conclusion: Thus, ... ; Therefore, ... ; As a result, ... , etc. Sometimes writers might just restate his / her position simply.

## Extended Reading

### Text A

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

### Text B

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

# Unit 7

## Critical Thinking Focus

### Activity 2

1. Students' answers may vary. This exercise is attempting to let students understand that "The critical thinker must be willing to investigate viewpoints different from his or her own, but at the same time recognize when to doubt claims that do not merit such investigation." In this article, for instance, the students may be skeptical about the credibility of the ideas proposed by Judeo-Christian theologians if they are with different religious background.
2. The data from the Department of Agriculture, the U.S. Fish and Wildlife Service and allied state agencies are convincing. However, some readers may think that even more accurate statistics need to be presented in order to prove the statement that nonhuman animals are things with no rights. Personal answers apply.
3. Students are encouraged to dig deeper about the issue raised in this passage, i.e. if nonhuman animals had rights, what kinds of legal issues would be called into question. Answers may vary.

## Thinking Critically

### Activity 1

1. This title is self-explanatory and the readers would not find it challenging to predict the thesis of the passage.
2. Wise starts his writing with a discussion about what might classify one as a person or a thing. He proposes that the law classifies one as a person or as a thing, and suggests that every human is a person and all nonhuman animals are things with no legal rights. He attempts to prove this idea by illustrating data from the Department of Agriculture, the U.S. Fish and Wildlife Service and allied state agencies. Readers might have diverse opinions about Wise's classification. However, the data sources do help with



supporting his position.

3. Wise uses reputable sources to convince the reader about his argument.
4. Philosophers have proposed various criteria, “including sentience, a sense of justice, the possession of language or morality, and having a rational plan for one’s life” to define the differences between a person and a thing. And the major difference between a person and a thing lies in autonomy, also known as self-determination or volition. Personal answers apply.
5. The following text in this paragraph could be viewed as supporting details to back up this idea. The truth and relevance could be guaranteed because the data sources are highly reliable. Students may have their own attitudes toward the sufficiency of the evidence.
6. In this paragraph, a key question has been posed, i.e. What is the difference between legal personhood and legal thinghood, and the writing is geared toward an exploration of the elements which entitle a person legal rights.
7. Kant believes that autonomy means always acting rationally. Wise doesn’t think this is a valid statement.
8. Some of the views on autonomy forwarded by philosophers have been included in this paragraph, for instance, autonomy means having preferences and the ability to act to satisfy them, being able to cope with changed circumstance, being able to make choices even if the person can’t evaluate his merits very well, or having desires and beliefs and being able to make at least some sound and appropriate inferences.
9. Personal answers apply.
10. According to the author’s reasoning process, autonomy is a key idea for differentiating between the legal personhood and the legal thinghood. And this is crucial for developing his argument on “animals deserve legal rights.” Personal answers apply.
11. Using the statement by Hermogenianus, an eminent jurist and public servant of the age of Diocletian will help Wise to make his argument valid and strong.
12. These two paragraphs aim to suggest that nonhuman animals are very close to humans in intellect, behavior, and character. The accumulating evidence of similarities may help with backing up the author’s thesis, animals deserve legal rights as the humans do.
13. Wise uses the similar sentence pattern to create a striking effect for the readers, such as “They use ... They form ... They understand ... They act ... They count ...”, with each of the verbs suggesting a kind of ability apes possess. What’s more, these abilities are listed from basic to more

complicated ones, which may suggest that animals are extraordinary and intelligent in some way.

14. Wise is suggesting that accumulated evidence through research and improved knowledge about animals have changed our understanding of animals' capabilities. People's ideas about whether they deserve legal rights might also be changed. Wise may want to leave some space for the readers to reflect on this statement rather than restricting readers' understandings.
15. Personal answers apply.
16. It's persuasive and somewhat subjective. The logical sequencing and persuasive language are appropriate for proposing his strong opinions on animals' basic legal rights. However, the subjectivity might not help with presenting convincing arguments.
17. To some extent, the author attempts to manipulate the readers. He tries to win over the readers by his strong opinions. For example, in Para. 2, "The law ignores them unless a person decides to do something to them, and then, in most cases, nothing can be done to help them"; in Para. 5, "Notice that I said that autonomy is 'sufficient' for basic legal rights; it obviously isn't necessary".

The author establishes his image as a fair-minded person by quoting experts' opinions (including those from renowned philosophers) and presenting statistics from government and research institutions.

18. In Para. 9, the author states some popular beliefs about nonhuman animals, such as "they were put on earth for human use and lack autonomy". And he tries to refute these beliefs in the following paragraphs by using evidences from research.

### Activity 4 Conduct a survey

(Suggested areas for your survey design: factory farming / animal-friendly dairy consumption / animal testing / animal welfare / quitting fishing and starting campaigning for aquatic animals)

## Extended Reading

### Text A

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

### Text B

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. b | 2. b | 3. c | 4. b | 5. d |
|------|------|------|------|------|

# Unit 8

## Critical Thinking Focus

### Activity 2

1. The assumption presented in this paragraph is that those who fail to protect the sanctity of their own marriage have no right to decide whether same-sex marriage should be banned or not. Personal answers apply.
2. The possible assumptions to understand why Ward wrestled with his feelings could be as follows:
  - a) It is painful for a person to deny himself.
  - b) Ward's public stance on supporting gay-marriage equals to admitting he had done the wrong thing only for political reasons when he was ever a Republican lawmaker.
  - c) He was not prepared to accept being defined as "mean-spirited" and "dehumanized".
3. It is obvious that the author takes such "who loves who" affair as no threat to other people. Compared with love, security, safety and personal liberty are more complicated and dangerous. Love is more personal. This assumption seems not always right to everyone. The former conclusion would certainly not be supported without such an assumption.

## Thinking Critically

### Activity 1

1. Such an opening has really seized my attention to read on. At the beginning of this passage, I felt a strong desire to know how painful a change could be, and also to find out how a divorce is so closely related to the theme.
2. When Ward was a Republican lawmaker, he had to do something for political reasons, without considering personally whether it was right or not. Sometimes he had to do what others did.
3. Ward's divorce was a turning point for his stance on same-sex marriage issue. Moreover, this turning point also served as the first step to a variety of his changes. Divorce event was painful then, but still less impressive in the

whole picture.

4. If the U.S. Supreme Court finds the bans of gay marriage in Michigan and three other states unconstitutional, gay marriage will become legal in Michigan and three other states, not necessarily legal for the whole country. This problem in reasoning shows the eagerness and positiveness of the author's attitude toward gay marriage.
5. I don't think "a post-ban world" is inevitable. "Not everyone is ready to admit they've changed their minds, ... especially those who still work in politics in conservative districts who fear a primary opponent in the next election." (Para. 13)
6. The former state Rep. Chris Ward.  
The former State Rep. Chuck Perricone.  
Greg McNeilly, the executive director of the Michigan Republican Party in 2004.
7. Those who still work in politics in conservative districts and who are not ready to admit they've changed their minds.
8. It is not easy for people to admit they've changed their minds. And people who still work in politics concern more about their potential challenges and even dangers in career.
9. The argumentative function of this paragraph is to present counter arguments, showing that opposite opinions still exist. However, I don't think it is enough to serve its function. It would be better if more examples could be offered here.
10. This sentence implied that Ward held a negative attitude toward his former position on gay marriage. He felt strongly regretful about the impact he could have made on people, including those he cares and respects.
11. Both Chris Ward and Greg McNeilly were former Republican lawmakers. They both worked for bolstering President George W. Bush's re-election. Greg McNeilly deeply knew what lawmakers should do, although he is and was an openly gay. These two examples function as the so-called "changing minds" and help compose the theme of the passage.
12. The accuracy of information presented in the passage could not always be thoroughly guaranteed. Referring to authoritative information source could be a good idea.
13. I think this assumption is reasonable to some extent. Sometimes conflicting opinions originate from less understanding and different backgrounds. When people could be open and respectful to differences, there would be

opportunities for changing minds and attitudes shift. “When they see love humanized, it has a pretty powerful impact.” (Para. 22)

14. The author provides enough proof to the sentence “The move reflected what was happening nationally.” through the content of Para. 24 and paragraph 25. The Defense of Marriage Act signed by President Bill Clinton made the former sentence more convincing.
15. I don’t think Chuck Perricone has offered strong arguments here. Only one successful long-term same-sex partnership does not necessarily help come to the above conclusion.
16. The ending part of this passage shows the author’s positive attitude toward same-sex marriage. The author is eager to welcome the changing minds and attitudes shifting in favor of gay marriage. The author is expecting the entire success of same-sex marriage in the near future.  
The ending part contributes a lot to emphasizing the theme and presenting a promising prospect.
17. The title “Changing Minds on Gay Marriage” doesn’t reflect the argumentation directly. Based on what I have read, the argumentative title could be “Gay Marriage: Applauded or Denied?”.
18. The author’s tone is strongly positive toward gay marriage. It is appropriate to meet the general trend in the U.S.
19. The author attempts to manipulate the readers by presenting more positive opinions and examples. The counter arguments appear to be less important. In spite of this, the author tries to establish his image as a fair-minded person by less reasonable assumptions.
20. Obviously, counterarguments are not adequately considered in this passage.

## Extended Reading

### Text A

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. b | 2. d | 3. d | 4. d | 5. b |
|------|------|------|------|------|

### Text B

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

# Unit 9

## Critical Thinking Focus

### Activity 2

1. First, look at the title. Next, look at the opening paragraphs. If this technique doesn't help, skimming several pages may be necessary.
2. Conclusions tend to occupy certain positions. The first two places to look are at the beginning and at the end. Many writers begin with a statement of purpose, containing what they are trying to prove. Others summarize their conclusions at the end. If you are reading a long, complex passage and are having difficulty seeing where it is going, skip ahead to the end.
3. No, they are not conclusions. The conclusion should be supported by evidence, and they are just evidence.
4. The indicator words are as follows.  
Consequently, hence, indicates that, in fact, in short, it follows that, it is highly probable that, it should be clear that, points to the conclusion that, proves that, shows that, suggests that, therefore, the most obvious explanation, the point I'm trying to make is, the truth of the matter is, thus, we may deduce that

## Thinking Critically

### Activity 1

1. Yes. "Touchstone" is a key word in the passage and "touch screen" is well-known to represent electronic devices. The pattern "from ... to ..." and the word "evolution" suggests a change. So it can be inferred from the title that the text is about different reading ways, i.e. the traditional reading versus the digital reading.
2. Para. 1 suggests that the writer loves reading and considers reading as part of her life experience. The end of the first paragraph also reveals that the writer does not think much of electrical reading. This is a contrast to her later relatively favorable viewpoint of e-reading.
3. The author lists the advantages of electronic reading as evidence. They

seem very reasonable. The advantages bring changes to the publishing world and they allow for more people getting involved in either facilitating the reading style or publishing their own stories without asking for the publishers' permission. The new ways of reading and writing a story are both creative and diversified. Personal answers apply.

4. The writer is worried that people might totally abandon print books and turn to digital reading. She believes that paper books has the magic to invite a person to explore the world within the book while the digital reading device will make people lazy and rely only on searching engines to obtain information.
5. Books are personal, which means they carry a lot of personal feelings. It's a kind of memory and a relationship. "Touchstone" is used metaphorically here. It means books involve one's devotion, both physical and mental. Physically, one needs to use hands to touch a book. Mentally, books carry a person's feelings and memory. This is something that an e-book cannot offer in one's life.
6. It's a conclusion. It's an answer to the questions in Para. 4. And this sentence contains no point of view and cannot be counted as a claim.
7. The conclusion is the last sentence of this paragraph. "I realized that we who care about literacy and literature for children had better get busy creating, evaluating, and promoting excellence in digital books and apps."
8. The author is ambivalent about apps. On the one hand, she thinks highly of the convenience that apps bring to her. In Para. 7, she thinks the apps are simple, multi-functional and cool. On the other hand, she resists apps for she has feelings for books and she feels modern technology confuses her sometimes. As she states in Para. 8, "apps add a technical layer that I only vaguely comprehend."
9. As an author, she gets used to the traditional writing way and technology sometimes makes her confused and incapable. As a writer and reader, she thinks people's attention is constantly being disturbed by more options provided by electronic devices and more pictures in those devices will do harm to children's imagination and creativity. Personal answers apply.
10. I partially agree with the author. The worries she holds may not be true. It really depends on the reader himself / herself. If the reader is attracted by the story, he / she will stay focused on it. Besides, some children may be harmed by the digital devices, but there are still others who will benefit from more choices the digital devices provide. They could be open to more colorful world through electronic devices.

11. “Dross” means “garbage”. “E-dross” may refer to the harmful and annoying online information. The author considers the bad or annoying information in “best” lists, awards, contests, review channels, and reader-response sites as e-dross.
12. It is actually her biggest concern. She is worried that someday children will abandon face-to-face communication with their parents or teachers.
13. Para. 10 is an issue and Para. 11 is a solution.
14. The author thinks the print books will never die. I agree with this view point. Print books feel differently from e-books. The former gives me a sense of reading. Reading a print book makes me feel I’m talking to the author and also it smells good, which cannot be found in an e-book.
15. Books carry feelings and sentiment, which can be passed down among generations in a family.
16. Para. 14 raises a possibility and Para. 15 provides a solution to it.
17. The issue in the text is whether technology will erode the books and how to combine the fascination of apps with the sentiment of physical books. The author holds an ambivalent opinion. Finally she proposes adding the e-element into the books, but this needs to be done skillfully and naturally. In this case, physical and technical elements can co-exist in a book.
18. The conclusion can be found at the end of the passage. The indicator is “here’s my solution”.
19. Overall, the author holds a favorable viewpoint about print books and is ambivalent about e-books. It is appropriate given the fact that she is a big fan of print books and she finds both positive and negative aspects about e-books.

## Extended Reading

### Text A

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

### Text B

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



# Unit 10

## Critical Thinking Focus

### Activity 2

1. Example 1: “Chinese people are famous for their indifference.” (Para. 1). By describing the phenomenon as “famous”, the author is trying to encourage complicity and therefore save efforts to argue for the proposition.

Example 2: “One can nevertheless subscribe to the general statement that any virtue will be more generally encouraged in a society where that virtue is easily seen to be ‘good,’ and is more likely to be generally accepted as part of life” (Para.2). One may also not agree with the assumption that social values and environment shape social character. However, when the author says “Without taking such an absolute view, one can nevertheless subscribe to the general statement ... ,” he is again encouraging complicity.

Example 3: “Here we seem to have laid out finger on the fatal disease of the body politic, and to see the origin of that indifference which explains the proverbial inability of the Chinese people to organize themselves” (Para. 9). If the author says there is an inability of the Chinese people to organize themselves, he will have some defending work to do. However, by describing it as “proverbial”, he can easily get away with possible disagreement. This is a typical deflective language by encouraging complicity.

2. Analogy 1: In order to illustrate the difference between English social environment and Chinese social environment, the author compares the different parting words of an English mother’s and a traditional Chinese mother’s as follows: “There is no more significant contrast than that between the parting instruction of Tom Brown’s mother in the English classic *Tom Brown’s School-Days*, to ‘hold his head high and answer straight’ and the traditional parting instruction of the Chinese mother that her son should ‘not meddle with public affairs.’” (Para. 1)

Analogy 2: The Chinese take to indifference as the English take to umbrellas (Para. 3). The author makes this analogy in order to say the Chinese indifference is only a natural result of reacting to the ominous political whether to protect oneself.

Analogy 3: “It is a form of self-protection, developed in the same

manner as the tortoise develops its shell.” (Para. 3)

Analogy 4: “The vicarious pleasure derived in reading the life and adventures of such heroes accounts for the popularity of such novels, in the same way that Elinor Glyn’s popularity was to be accounted for by the large number of old maids in the United States.” (Para. 5) The author is trying to draw the fact of the existence of a large number of Chinese people who are actually interested in public affairs, but are suppressed by the present political situation. Despite so, we can still see this fact through the popularity of fictions like *Shuihu*, in the same way we can relate the popularity of Elinor Glyn to the fact that there are a large number old maids in the U.S.

Analogy 5: “People admired them as a small tortoise admires the thick shell of a big tortoise.” (Para. 8).

3. The most obvious correlation of the whole text is the correlation between “Chinese indifference” and “the absence of legal protection” of personal rights in China. The author is trying to prove this correlation correct throughout the whole text. This is correlation 1.

Correlation 2: “When scholars became admired for their indifference to national affairs, resulting soon in the sapping of national strength and the conquest of North China by barbarians.” (Para. 6)

Correlation 3: “The whole movement (intrepid attacks on government policies or the conduct of members of the imperial household) was cut short (tangku), and its remaining effects were felt for over a century afterward. Then came the reaction and the cult of indifference and the developing crazes for wine, women, poetry and Taoistic occultism.” (Para. 7)

## Thinking Critically

### Activity 1

1. Chinese indifference is not a born nature but is nurtured by a society that lacks constitutional protection of personal rights (position). We can clearly see this through the changes a Chinese youth might have from his earlier years to the years around twenty-five or thirty. He may well change from a public-spirited youth to a wise indifferent person because he might get his their fingers burnt by “meddling with public affairs” in a social environment where personal rights are not under protection. We can also see this fact through numerous other examples such as the two daring journalists

getting shot without even a trial, brave and honest Han scholars putting under complete suppression and persecution after their intrepid attacks on government policies, which results in the popularity of indifference of Chinese scholars and the general public (reasons). Therefore, we now “have laid our finger on the fatal disease of the body politic”, (Para. 9) the curing comes simple: having constitutional protection for the people’s civil rights (conclusion).

2. Opinion 1: This indifference is “a product of social environment”. (Para. 1)

Opinion 2: “This is so because, in a society where legal protection is not given to personal rights, indifference is always safe and has an attractive side”. (Para. 1)

Opinion 3: “this indifference is not a natural characteristic of the people”. (Para. 2)

Opinion 4: It is “a conscious product of our culture, deliberately inculcated by our old-world wisdom under the special circumstances”. (Para. 2)

Opinion 5: “The Chinese people take to indifference ... because the political weather always looks a little ominous for the individual who ventures a little too far out alone”. (Para. 3)

Assumption 1: Chinese people are indifferent. (Para. 1) This is directly used as a premise and the author doesn’t spend words supporting this argument, assuming it right. However, some other people might not agree with the premise, thinking that Chinese people are not indifferent.

Implicit assumption 1: social environment shapes people’s social attitude (Para. 1)

Assumption 2: “Chinese youths are as public-spirited as foreign youths.” (Para. 3) The author thinks this opinion needs no defending because he takes this as a fact. However, it is not a fact with everybody, but a belief taken for granted by the author. The same goes with the following assumptions.

Assumption 3: “somewhere between their twenty-fifth and their thirtieth years, they all become wise, and acquire this indifference which contributes a lot to their mellowness and culture.” (Para. 3)

Assumption 4: “All old people play safely because all old rogues have learned the benefits of indifference” in this society. (Para. 3).

3. Para. 1 itself is not an argument. An argument needs to have a position or point of view, an attempt to persuade others to accept that point of view, and reasons given to support that point of view. The author gives

out his point of view through the very first two sentences: Chinese people are indifferent, and this is a product of social environment. The following contrast between English social environment and Chinese social environment through the example of mothers' different parting words simply restate that this unique indifference is a social product. To be more exact, the following third sentence is a description of the author's point of view. The last sentence in Para. 1 is an explanation of why this social environment occurs, rather than a reason presented to prove that China's unique social environment produces Chinese indifference. Therefore, Para. 1 is a combination of position, description and explanation, without reasons to support the position, hence not an argument.

Para. 2 is stating the same thing and following the same structure as Para. 1: again a combination of position, and explanation of the relationship between social culture and national character.

To summarize Para. 1: Chinese character of indifference is a natural result of Chinese social environment in which personal rights are not under legal protection”.

To summarize Para. 2: “good” virtue can be generally accepted as part of life and therefore cultivated through social environment, hence indifference as a virtue becoming a Chinese character.

4. Yes, they form an argument. The main argument is Chinese people are indifferent because in Chinese society personal rights are not guaranteed. Reason one is the Chinese youths' change from being public-spirited to being wise and indifferent because they get their fingers burnt; reason two is that “it is highly unsafe for a man to take too much interest in public affairs” as supported by the example of the two journalists; reason three is the existence and popularity of *Shuihu* heroes who resort to other means to protect their personal rights rather than legal protection and are free of this indifference. The conclusion is that Chinese people are indifferent because they need to protect themselves in Chinese social environment (as the last sentence in Para. 5 says).

Besides the analysis of Para. 1 and 2, let us take a closer look at Para. 3. Para. 3 is actually making the exactly same point as Para. 1 and 2: Chinese people are indifferent because they learn to be wise and protect oneself in a social environment where personal rights are not protected. The rest sentences that are not directly stating this point are either explanations or descriptions. In this sense, the author is actually a little bit redundant.

5. Para. 6 is a transitional paragraph to put the main argument of the whole

passage in another way: this indifference is not a born nature of Chinese people (but nurtured because of improper social environment in which personal rights are not guaranteed), though not clearly given in this paragraph because it almost ends with a question mark. Paras. 6, 7, 8 and 9 form an argument. Its main argument is: Chinese indifference is not a born nature, but nurtured by the lack of constitutional protection of personal rights. The reason is that in Han Dynasty, Chinese scholars as a whole are not indifferent at first and this leads to a complete suppression by the authority, which causes collective silence and indifference among scholars.

6. There are indifference of many kinds, since one may be indifferent to friends, family, social issues, community issues, governmental policies etc. The author doesn't state very clearly which exact type of indifference the Chinese people hold. But according to the context, it may well be indifference to public or social issues that might be related to people in power. On one hand, we can deduce the explanation from the examples given by the author; on the other hand, the author is trying to advocate for the introduction of constitutional protection of personal rights. He is actually trying to introduce one other power that can fight against people or organizations that have their present power.
7. The whole argument is a little bit subjective, because the author uses too many personal assumptions. If one is going to prove the correlation between "Chinese indifference" and lack of constitutional protection of personal rights correct, one also needs to prove the existence of these two facts. In addition, the author uses the examples of daring journalists being shot without trial, and the unfair persecution of scholars by eunuchs to illustrate the correlation, but he doesn't elaborate further on how one direct leads to the other. And he doesn't exclude other possible causes of this indifference. Here the simplicity and brevity is an example of deflective language aimed at encouraging complicity by implying that people with common sense knows this correlation: no protection, then protecting oneself by keeping silent, whereas there might be other national character that causes silence, or there are countries which also do not provide constitutional protection of personal rights but people's reaction is not indifferent toward unfair social issues. Therefore, the author here is assuming a causal link without defending it thoroughly, and a reader with critical thinking skills may just take the author's correlation as one way of many to explain the so-called indifference of the Chinese, with an open mind to other facts and explanations.

8. Chinese people are famous for their indifference. This is a product of social environment. This is so because, in a society where legal protection is not given to personal rights, indifference is always safe and has an attractive side.
9. This is a statement given by a historian named Hippolyte Taine. He says “vice and virtue are products like sugar and vitrol — that is, that human beings as “products” should be studied impartially without moralizing about their natures, and man’s character is the product of his surroundings.”
10. The author is trying to draw an analogy here. In many western countries, people have constitutional protection of personal rights within their national boundary, but mostly they wouldn’t enjoy such thing outside their country. Therefore, as diplomats who deal mostly with affairs outside their country, where personal rights are not very well legally guaranteed, they adopt this similar indifferent, no-opinion attitude. By drawing this analogy, the author is restating that Chinese indifference is truly the natural product of Chinese social environment.
11. Virtue means a good quality of character or behavior (*Longman Dictionary of Contemporary English*), a high moral virtue means a desirable way of behaving. By saying it is a virtue of a person or a society, one is indicating the solidity of this quality. An attitude is a way of feeling or thinking about someone or something (*ibid.*), which is easily changeable. By saying the indifference is only an attitude made necessary by the present condition, or in other words, in a social environment without legal protection of personal rights, one can only take the expedient of taking an indifferent attitude, but this undesirable condition can be easily improved once we fix the root problem.
12. In the main argument, the author tries to say that the indifference is not an inborn nature in Chinese people, but is nurtured by social environment. Therefore, the author has to prove the “not inborn nature” part correct. The example of robbers and bandits, as well as the popularity of the stories about them show that Chinese people are actually interested in people who are actively involved in public issues and are not indifferent, which shows that they only dare not to do so, hence indifference is not an inborn nature.
13. The word culture has many entries. Here it means the development or improvement of the mind or body by education or training, i.e. the act of training somebody. It is equal to cultivation.

14. Yes, it is. The declining of national strength can have many possible causes, such as ill governmental management, climate change, wars, etc., rather than the sole cause of the indifferent culture.
15. As knowledgeable scholars, Liu Ling and Yuan Hsien shall naturally be interested in realizing their values by making contributions to the society through various accesses, and be more interested in public affairs than commoners. However, the knowledge they have only helps them recognize the distressing truth about their societies more. As sane people, they choose to put away their valuable knowledge and abilities, and devote their precious life to much less significant things such as drinking, enjoying romance, etc. The author uses their examples to show the severe consequence of tangku, which is caused by the lack of constitutional protection of personal rights.
16. The author doesn't make comparison among different possible causes. He doesn't even mention any causes besides the lack of constitutional protection of personal rights. Therefore, he is not standing on solid ground to say that lacking constitutional protection is the fatal disease of the body politic, nor it is the origin. The link is not soundly established in terms of critical thinking.
17. As illustrated in the answers above, this is actually an example of deflective language. The use of "proverbial" discourages the reader to doubt the link between indifference and the inability of the Chinese to organize themselves.
18. After arguing that the lack of constitutional protection of personal rights is the root of the undesirable Chinese indifference, the author ends by suggesting the installing of it into the constitution system. However, by giving the last statement, the author is saying that the Chinese have been this way for too long that they even become indifferent to whether they are cured or not, implying how severe the situation is. (There might be other explanations.)
19. It is a logical conclusion. A summative conclusion is a conclusion that draws together previous information into a shorter overall summary, while a logical conclusion is a deduction based on reasons. It is more than simply a summary of the arguments or evidence. It will include one or more judgments, drawn from an analysis of the reasons given. Para. 9 makes deduction and judgment, therefore it is a logical conclusion.



## Extended Reading

### Text A

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

### Text B

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