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Escuela de Lenguas Modernas

Material para preparación Examen de Posgrado  
Parte A

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## Chapter 1: Review of Key Concepts

This chapter's aim is to help students remember the key concepts they've learned so far. Since this is a review, it is supposed to clarify possible doubts that will prevent students from generating new knowledge.

### A. Typographical Clues: Understanding punctuation

The study of the punctuation of a text is extremely important to understand the meaning of a sentence and its function within a paragraph. Thus, let's review some of the main signs and their functions

Commas are used ...	Examples
➤ to join 2 independent clauses and a coordinating conjunction (and, but, or, for, nor, so)	Road construction can be inconvenient, but it is necessary.
➤ after an introductory phrase, prepositional phrase, or dependent clause	To get a good grade, you must complete all your assignments.
➤ to separate elements in a series of items	On her vacation, Lisa visited Greece, Spain, and Italy.
➤ to separate nonessential elements from a sentence	John's truck, a red Chevrolet, needs new tires.
➤ between coordinate adjectives (adjectives that are equal and reversible)	The irritable, fidgety crowd waited impatiently for the rally speeches to begin.
➤ in a date, in a number, in a personal title	Pam Smith, MD
➤ to separate a city name from the state	West Lafayette, Indiana
Common, but not inclusive, functions of commas <ul style="list-style-type: none"> <li>▪ Enclosing or introducing explanations, exemplifications, clarifications, specifications, generalizations, comments, extra thoughts, additional information</li> <li>▪ Separating items, ideas</li> </ul>	
Semicolons are used ...	Examples
➤ to join 2 independent clauses when the second clause restates the first or when the two clauses are of equal emphasis	Road construction in Dallas has hindered travel around town; streets have become covered with bulldozers, trucks, and cones.

➤ to join elements of a series when individual items of the series already include commas	Recent sites of the Olympic Games include Athens, Greece; Salt Lake City, Utah; Sydney, Australia; Nagano, Japan.
Common, but not inclusive, functions of semicolons: <ul style="list-style-type: none"> <li>▪ Introducing additional information, contrasts, suspense, statements, restatements, opposite views, unexpected results</li> </ul>	
<b>Colons are used ...</b>	<b>Examples</b>
➤ to join 2 independent clauses when you wish to emphasize the second clause	Road construction in Dallas has hindered travel around town: parts of Main, Fifth, and West Street are closed during the construction.
➤ after an independent clause when it is followed by a list, a quotation, appositive, or other idea directly related to the independent clause	Julie went to the store for some groceries: milk, bread, coffee, and cheese.
➤ to separate the hour and minute(s) in a time notation	12:00 pm
➤ at the end of a business letter greeting	To Whom It May Concern:
Common, but not inclusive, functions of colons <ul style="list-style-type: none"> <li>▪ Introducing a list of items</li> <li>▪ Introducing a term, definition, concrete idea</li> <li>▪ Emphasizing a second clause</li> </ul>	
<b>Parentheses are used ...</b>	<b>Examples</b>
➤ to emphasize content. They place more emphasis on the enclosed content than commas	Muhammed Ali (1942-present), arguably the greatest athlete of all time, claimed he would "float like a butterfly, sting like a bee."
Common, but not inclusive, functions of parentheses <ul style="list-style-type: none"> <li>▪ Enclosing additional information, explanations, cross-references, personal reactions, abbreviations, dates, clarification, and sources</li> </ul>	
<b>Square Brackets are used ...</b>	<b>Examples</b>
➤ to add information(words, phrases) that clarifies a quotation	"She [Judith Butler] states that gender is..."
➤ to add editorial or authorial comments	They will NOT be on time [my emphasis]
Common, but not inclusive, functions of square brackets <ul style="list-style-type: none"> <li>▪ Modifying and omitting parts of quotations or texts</li> </ul>	

<ul style="list-style-type: none"> <li>▪ Enclosing explanations, additional information</li> <li>▪ Enclosing corrections in citations</li> </ul>	
<b>The Dash is used ...</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>➤ to set off or emphasize the content enclosed within dashes or the content that follows a dash. Dashes place more emphasis on this content than parentheses</li> </ul>	<p>Perhaps one reason why the term has been so problematic—so resistant to definition, and yet so transitory in those definitions—is because of its multitude of applications.</p> <p>The cousins—Tina, Todd, and Sam—arrived at the party together.</p>
<p>Common, but not inclusive, functions of the dash</p> <ul style="list-style-type: none"> <li>▪ Enclosing or introducing additional information, definitions</li> <li>▪ Pausing</li> <li>▪ Interrupting</li> <li>▪ Omitting taboo words</li> </ul>	
<b>The Quotation Marks are used ...</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>➤ to enclose direct quotations or a citation from a book</li> </ul>	<p>He asked, "When will you be arriving?" I answered, "Sometime after 6:30."</p>
<ul style="list-style-type: none"> <li>➤ to indicate the novel, ironic, or reserved use of a word</li> </ul>	<p>History is stained with blood spilled in the name of "justice."</p>
<ul style="list-style-type: none"> <li>➤ for the titles of short poems, song titles, short stories, magazine or newspaper articles, essays, speeches, chapter titles, short films, and episodes of television or radio shows</li> </ul>	<p>"Self-Reliance," by Ralph Waldo Emerson  "Just Like a Woman," by Bob Dylan  "The Smelly Car," an episode of Seinfeld  Do not use quotation marks in indirect or block quotations.</p>
<p>Common, but not inclusive, functions of quotation marks</p> <ul style="list-style-type: none"> <li>▪ Enclosing quotations or citations</li> <li>▪ Showing emphasis</li> <li>▪ Expressing irony, sarcasm, or humor</li> <li>▪ Indicating the use of a foreign or technical term</li> <li>▪ Indicating titles</li> </ul>	
<b>Italics are used ...</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>➤ to indicate the titles of magazines, books, newspapers, academic journals, films, television shows,</li> </ul>	<p><i>Time</i>  <i>Romeo and Juliet</i> by William Shakespeare  <i>Amazon.com</i></p>

long poems, plays of three or more acts, operas, musical albums, works of art, websites, and individual trains, planes, or ships	<i>Titanic</i>
➤ to indicate foreign words	<i>Semper fi</i> , the motto of the U.S. Marine Corps, means "always faithful."
➤ to indicate a word when referring to that word	The word <i>justice</i> is often misunderstood and therefore misused.
➤ to emphasize a word or a phrase	The truth is of <i>utmost concern!</i>
<p>Common, but not inclusive, functions of italics</p> <ul style="list-style-type: none"> <li>▪ Indicating the use of foreign words</li> <li>▪ Emphasizing a word or phrase</li> <li>▪ Showing irony, sarcasm, humor</li> <li>▪ Indicating slang or unusual words</li> </ul>	

Adapted from <https://owl.english.purdue.edu/owl/resource/566/01/>

## Practice. Typographical Clues

**Instructions:** Understanding the functions of the typographical clues is necessary to get a better understanding of any given text; therefore, even when the concepts seem familiar, many times they can be quite confusing. Next, you will find a chart that summarizes each function. Read the information for each one, and choose from the sample list, the example that represents each function. Pay attention to the underlined sections of the samples.

<i>Function</i>	<b>Characteristics</b>	<b>Example</b>
<i>Clarification</i>	<ul style="list-style-type: none"> <li>▪ “It is an interpretation that removes obstacles to understanding” (The American Heritage® Dictionary of the English Language)</li> <li>▪ There’s a possible ambiguity: the reader will/may get confused without the clarification</li> <li>▪ It is necessary.</li> </ul>	
<i>Explanation</i>	<ul style="list-style-type: none"> <li>▪ It is “the act or process of explaining” (Collins English Dictionary).</li> <li>▪ It answers the question “why.”</li> <li>▪ It gives a reason, a possible cause, or a reaction</li> <li>▪ It may explain a process.</li> </ul>	
<i>Definition</i>	<ul style="list-style-type: none"> <li>▪ It defines what something or somebody is.</li> <li>▪ It can define an abstract concept, a person, a country, etc.</li> <li>▪ Usually, descriptive categories are limited to factual details (size, color, origin) and they support the definition.</li> <li>▪ A definition must have               <ul style="list-style-type: none"> <li>▪ The concept to be defined</li> <li>▪ The group to which it belongs</li> <li>▪ Specific details that separate from other things in its group</li> </ul> </li> </ul>	
<i>Description</i>	<ul style="list-style-type: none"> <li>▪ It is a representation of something or somebody but with words.</li> <li>▪ It uses descriptive categories that can refer to factual or subjective characteristics or features.</li> </ul>	
<i>Additional Information</i>	<ul style="list-style-type: none"> <li>▪ It is a sentence or phrase that adds more information to the idea that is being developed.</li> <li>▪ It is not necessary to get the main idea.</li> <li>▪ <u>It does not clarify ambiguity.</u></li> <li>▪ It can be one isolated characteristic which won’t highlight or separate that object/person from the rest.</li> </ul>	
<i>Comment</i>	<ul style="list-style-type: none"> <li>▪ It is “a statement of fact or opinion, especially a remark that expresses a personal reaction or</li> </ul>	

	<p>attitude.”(The American Heritage® Dictionary of the English Language).</p> <ul style="list-style-type: none"> <li>▪ The author may use a different tone, subjective adjectives, irony, sarcasm, among other stylistic devices.</li> </ul>	
<i>Omission</i>	<ul style="list-style-type: none"> <li>▪ It is the deletion of something such a letter, a sentence, a fragment, or even an extract.</li> </ul>	
<i>Statement</i>	<ul style="list-style-type: none"> <li>▪ It is “a message that is stated or declared; a communication (oral or written) setting forth particulars or facts etc” (based on WordNet 3.0, Farlex clipart collection. © 2003-2008 Princeton University, Farlex Inc).</li> <li>▪ The tone is <b>usually</b> pragmatic.</li> </ul>	
<i>Restatement</i>	<ul style="list-style-type: none"> <li>▪ To say something that was said before, but in a different way.</li> </ul>	
<i>Quotation</i>	<ul style="list-style-type: none"> <li>▪ It refers to the exact spoken words.</li> </ul>	
<i>Citation</i>	<ul style="list-style-type: none"> <li>▪ It refers to the exact written words.</li> </ul>	

## Sample List

1. A slut is someone, usually a woman, who’s stepped outside of the very narrow lane that good girls are supposed to stay within. (Taken from Jacky Friedman’s Boston SlutWalk Speech)
2. As one Toronto SlutWalk sign put it: “Don’t tell us how to dress. Tell men not to rape.” (Taken from SlutWalks and the Future of Feminism by Jessica Valenti)
3. I have been called a slut, a girl, an ignorant, but never a woman.
4. In a feminist movement that is often fighting simply to hold ground, SlutWalks stand out as a reminder of feminism’s more grass-roots past and point to what the future could look like. (Taken from SlutWalks and the Future of Feminism by Jessica Valenti)
5. In a feminist... future could look like. (Taken from SlutWalks and the Future of Feminism by Jessica Valenti)
6. It’s this — the proactive, fed-upness of SlutWalks — that makes me so hopeful for the future. (Taken from Jacky Friedman’s Boston SlutWalk Speech)
7. Nineteen year-old Miranda Mammen, who participated in SlutWalk at Stanford University, says the idea of “sluttiness” resonates with younger women in part because they are more likely than their older counterparts to be called sluts.

8. Not because an entire generation of women will organize under the word “slut” or because these marches will completely eradicate the damaging tendency of law enforcement and the media to blame sexual assault victims (though I think they’ll certainly put a dent in it). (Taken from *SlutWalks and the Future of Feminism* by Jessica Valenti)
9. That yes, some women dress in short, tight, “suggestive” clothing — maybe because it’s hot outside, maybe because it’s the style du jour or maybe just because they think they look sexy. And there’s nothing wrong with that. (Taken from *SlutWalks and the Future of Feminism* by Jessica Valenti)
10. The 2004 March for Women’s Lives — put on by the National Organization for Women, NARAL Pro-Choice America, the Feminist Majority Foundation and others — brought out more than 1 million people protesting President George W. (Taken from *SlutWalks and the Future of Feminism* by Jessica Valenti)
11. “We were fed up and pissed off, and we wanted to do something other than just be angry,” she said. (Taken from *SlutWalks and the Future of Feminism* by Jessica Valenti)
12. When I speak on college campuses, students will often say they don’t believe that a woman’s attire makes it justifiable for someone to rape her, but — and there almost always is a “but” — shouldn’t women know better than to dress in a suggestive way?

## **B. Vocabulary Skills<sup>1</sup>**

Words are the building blocks of language. Have you ever watched a child with a set of building blocks such as Legos? Hundreds of separate pieces can be joined together to create buildings, planes, cars, or even spaceships. Words are like that, too. A word is the smallest unit of thought. Words properly joined create meaning. Vocabulary, then, is all the words used or understood by a person.

How many words do you have in your vocabulary? If you are like most people, by the time you are 18 years old, you know about 60, 000 words. During your college studies, you will most likely learn an additional 20,000 words. Each subject you study will have its own set of words.

### **B1. Context Clues**

Master readers interact with new words in a number of ways. One way is to use context clues. The meaning of a word is shaped by its context. The word *context* means “surroundings.” The meaning of a word is shaped by the words surrounding it—its context. Master readers use context clues to learn new words.

There are four types of context clues:

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<sup>1</sup> The information of this section has been adapted from Chapter 1 of Master Reader by D. J. Henry (2005).

1. Synonyms		
Characteristics	Examples	Explanation
A synonym is a word or phrase that has the same or nearly the same meaning as another word. Many times, an author will place a synonym near a new or difficult word as a context clue to the word's meaning.	<p>a. To ensure personal safety, be <b>cognizant</b>, or <u>aware</u>, of your surroundings.</p> <p>b. Alex's <b>tempestuous</b>, that is, <u>violent</u>, temper always ruins her romantic relationships.</p>	In both examples, the underlined word clarifies the meaning of the unknown bolded one.
2. Antonyms		
Characteristics	Examples	Explanation
<p>An antonym is a word that has the opposite meaning of another word.</p> <p>Antonyms help you see the shade of a word's meaning by showing you what the original word is not.</p>	<p>a. Marcel <b>facilitated</b> the study group's progress with his thoughtful questions; in contrast, Randy <u>hindered</u> their ability to concentrate with his inappropriate joke.</p> <p>b. After purchasing a painting by the famous artist Monet, Charlene discovered the piece was <b>facsimile</b>, not an <u>original</u>.</p>	In both examples, the underlined word gives the opposite meaning; thus, we understand that facilitated is the opposite of hindered, in other words, assisted while in example b, the word facsimile means fake because it is not original.
3. General Sense of the Passage		
Characteristics	Examples	Explanation
Often you will find that the author has not provided a synonym clue or an antonym clue. In that case, you will have to rely on the general sense of the passage to figure out the meaning of the unfamiliar word. This requires you to read the entire sentence or to read ahead for a few sentences, for information that will help you understand the new word.	<p>a. <b>Chronically</b> ill people may never regain the full level of health they experienced before the onset of their illnesses, and they may face a continuing loss of function and the constant threat of ever more serious medical problems as their illness progresses.</p> <p>b. Nitrogen is one of the most essential nutrients for life, and it increases the</p>	The best meaning of the word chronically is permanently. Clues from the sentence are the words and phrases "never regain," "continuing loss," "constant," "ever more serious," and "progresses." Similarly, the best meaning of the word essential is necessary because a clue word is "most," which describes the word "essential." The way the word essential is used in

Information about the word can be included in the passage in several ways. Sometimes a definition of the word may be provided. Vivid word pictures or descriptions of a situation can provide a sense of the word's meaning. Sometimes you may need to figure out the meaning of an unknown word by using logic and reasoning skills.	fertility of soil and water.	the sentence also provides a clue, for it describes nutrients. Even if the meaning of nutrients is not clear, the reader knows from the rest of the sentence that nutrients improve soil and water (by increasing its fertility). Thus, the reader can conclude that the most essential nutrients are necessary.
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4. Examples		
Characteristics	Examples	Explanation
Many times an author will show the meaning of a new or difficult word by providing an example or an illustration.	<p>a. Some people believe that the pesticides used on foods cause serious physical impairments such as weakened kidneys and a more fragile immune system.</p> <p>b. Some students find collaborative learning helps them understand and retain information; for example, Nicole, Vejay, and Chad meet every Tuesday and Thursday in the library to compare notes and help each other prepare for tests.</p>	Taking into consideration the examples in a, the best meaning for the word "impairment" is "injuries," and in b, the best meaning is "shared."

**Practice. Context Clues**

**A. Instructions:** Using context clues, select the letter of the best meaning for each word in bold type.

- Jean Piaget gave the name **schemes** to the mental structures that help individuals understand the world.
  - tricks
  - visions
  - frameworks
  - opinion

2. An infant's first schemes are based on **sensorimotor** systems such as sucking, looking, grasping, and pushing.

- a. emotional
- b. physical
- c. awkward
- d. skilled

3. The doctor placed drops in my eyes and waited twenty minutes for my pupils to **dilate** or expand.

- a. close
- b. sting
- c. widen
- d. rise

4. Instead of being filled with her usual patience and understanding, Shanjuana was surprisingly **devoid** of sympathy for her boyfriend's excuses.

- a. empty
- b. full
- c. tired
- d. giving

5. The play "The Taming of the Shrew" by William Shakespeare is known for its **trenchant**, or biting, wit about the battle of the sexes.

- a. subtle
- b. cutting
- c. bland
- d. rude

6. Often humans are driven by their **temporal** needs for safety, food, housing, and other possessions and measure their success by how well these needs are met.

- a. long-term
- b. sordid
- c. spiritual
- d. worldly

7. For **dramatic** impact, artists often favor the use of complementary colors such as orange and blue, which share no common colors because orange is made with yellow and red.

- a. bold
- b. related
- c. contrasting
- d. mysterious

8. To obtain a driver's license, a person should offer **verification**, or evidence, of good eyesight, fast reflexes, and reasoning skills.

- a. proof
- b. test
- c. opinion
- d. denial

**B. Instructions:** Using context clues, write the definition for each word in bold type. Choose definitions from the box. Use each definition only once.

avoided ~ doubts ~ extreme ~ illogical ~ imperfect ~ inquiries ~ join ~ practical ~ reasonable ~ rehearsed ~ restated ~ spontaneous ~ winding ~ withdraw
--

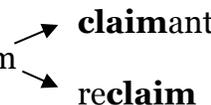
1. Marcel can throw together a well-organized **impromptu** speech on nearly any topic he is given.  
Impromptu means \_\_\_\_\_

2. Although the no-smoking sign was prominently displayed, the tour guide **reiterated** the no-smoking policy by saying in a firm voice, “Smoking is forbidden in this area.”  
Reiterated means \_\_\_\_\_
  
3. Before the Civil War, South Carolina was the first Southern state to **secede** from the Union. By February 1861, six other states had also separated themselves and sent representatives to a meeting to form the Confederate States of America  
Secede means \_\_\_\_\_
  
4. Despite the less interesting scenery, Damon prefers to drive on the straight highways of the interstate and bypass the **sinuous** roadways that were built to follow rivers and mountain paths.  
Sinuous means \_\_\_\_\_
  
5. Ancient tragedy teaches that all humans are **fallible**, or faulty, in motives, thoughts, or deeds.  
Fallible means \_\_\_\_\_
  
6. Even though he still had **qualms** that he would fail, Angelo scored a 95 on the test, which was the highest grade in the class.  
Qualms means \_\_\_\_\_
  
7. Due to the serious loss of life in manned space flights, some experts think that only unmanned missions should be thought of as **feasible** risks.  
Feasible means \_\_\_\_\_
  
8. A personal finance course teaches **pragmatic** steps to managing money such as how to balance a bank book, use credit cards, and evaluate financial risks.  
Pragmatic means \_\_\_\_\_

## B2. Word Building

Just as ideas are made up of words, words are also made up of smaller parts. Knowing the meaning of the parts of words helps you understand a new word when you see it in context.

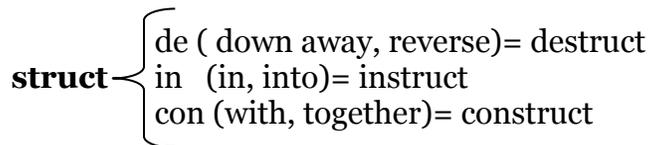
Root: The root is the basic or main part of a word. Many times a root combined with other word parts will create a whole family of closely related words. Even when the root word is joined with other word parts to form new words, the meaning of the root does not change. Knowing the commonly used roots will help you master many new and difficult words.

Example: clamere=(call out, shout)= claim  **claimant**  
**reclaim**

The word *claimant* combines the root *claim*, which means “*call out*” with the suffix *-ant*, which means “one who does.” A claimant is, then, “one who calls out” (for example) for the insurance company to pay for the loss. Similarly, the word *reclaim* combines the prefix *re-*—which means “*again*” or “*back*” with the same root *claim*; *reclaim*, then means call back again.

**Prefix:** a prefix is a group of letters with a specific meaning added to the beginning of a word or root to make a new word. Though the basic meaning of a root is not changed, a prefix changes the meaning of the word as a whole. For example, the prefix *ex-* means “out of” or “from.” When placed in front of the root “tract” (which means “pull” or “drag”), the word “extract” is formed. Extract means “pull or drag out.” The same root *tract* joined with the prefix *con-*(which means “with” or “together”) creates the word “contract.” A contract legally pulls people together to accomplish something.

The importance of prefixes can be seen in the family of words that comes from the root “struct,” which means build. Note the change in the meaning of the whole word based on the meaning of the prefix.



**Suffix:** A suffix is a group of letters with a specific meaning added to the end of a word or root to make a new word. Though the basic meaning of a root does not change, a suffix can change the type of word and the way a word is used. Look at the following set of examples.

Root	Meaning	Suffix	Meaning	Word
psych	Mind	-ology	Study of	psychology
		-ist	Person	psychologist
		-ical	Quality	Psychological

Note that sometimes a word will use more than one suffix. For example, the word “psychologist” combines the root word *psych* with two suffixes: *-ology* and *-ist* (“person”). Thus, “psychologist” means a person who studies the mind. The word “psychological” combines the root *psych* with two suffixes: *-ology* (“study of”) and *-ical* (“quality”). Thus, the word “psychological” means “the study of the qualities of the mind.”

## Practice. Word Building

**Instructions:** Read the following text and analyze the words bolded. Indicate if the word has a prefix, a suffix, or both, and write a possible meaning for each case.

### What Is Love?

Love –as both an emotion and a behavior—is essential for human **survival**<sup>1</sup>. The family is usually our earliest and most important source of love and **emotional**<sup>2</sup> support. Babies and children deprived of love have been known to develop a wide variety of problems that sometimes lasts a lifetime; some of these problems include **physiological**<sup>3</sup> **impairments**<sup>4</sup> and neurotic and **psychosomatic**<sup>5</sup> difficulties. In contrast, infants who are loved and cuddled typically gain more weight, cry less, and smile more.

Actress Mae West once said, “I never loved another person the way I loved myself.” Although such a **statement**<sup>6</sup> may seem self-centered, it’s actually quite **insightful**<sup>7</sup>. Social scientists describe self-love as an important basis for self-esteem. Among other things, people who like themselves are more open to criticism and less demanding of others. People who don’t like themselves may not be able to **return**<sup>8</sup> love but may constantly seek love relationships to bolster their own poor self image. But just what is love? What brings people together?

Word	Prefix/ Suffix	Meaning	Word	Prefix/ Suffix	Meaning
1			5		
2			6		
3			7		
4			8		

### B3. Cognates

A cognate is a word that is written in the same or very similar way in both languages. If the cognate is real, the meaning of the word in both languages will be the same, but if the cognate is a false one, the meaning will be totally different.

Distinguishing between real and false cognates will save you time and effort. Normally, readers of a foreign language rely too much on the use of cognates without realizing that some cognates may be misleading them and changing meaning in a significant way. Several lists of cognates and false cognates have been made; however, rather than asking readers to memorize such lists, the use of cognates for reading comprehension should be verified with the context; in that way, the readers will be able to understand the meaning of the text faster and more accurately.

## Practice. Cognates

**Instructions:** Read the following article and underline all the cognates you can find. Classify them as Real or False cognates. Justify your classification in each case.

### Can Games Create an Education Fit for the Future?

Imagine a school where playing video games is encouraged during classes and may even replace exams. A new educational programme uses SimCity to test children on vital problem-solving skills.

Video games usually get in the way of homework. Glass Lab, however, is a collaboration between educators and technologists. Uniting commercial game studios and educational groups the aim is to embrace gaming technology to transform the learning process and make it more relevant to the demands of the 21st Century. They could even one day replace traditional exams.

SimCityEDU: Pollution Challenge, which has just launched, is an educational version of the video game SimCity. Designed for teenagers, students play the role of a city mayor, managing a city with some pressing pollution problems.

BBC Future spoke to Jessica Lindl, general manager of GlassLab, at the Silicon Valley-based gaming company, EA (Electronic Arts) about how games could prepare children for jobs

Taken from <http://www.bbc.com/future/story/20131107-could-video-games-replace-exams>

### C. Referents and Expletives

A referent is a word that refers to a piece of information that has already been mentioned.

- “There” as a referent: It designates a place  
Example: I saw her standing **there** (a specific place)
- “It” as referent: It refers to a noun that was already mentioned  
Example: I saw a shooting star. **It** moved fast (the shooting star)
- Pronoun referents: They are used to refer to persons, ideas, or objects that were previously mentioned in the discourse (pronouns, possessive adjectives, possessive pronouns, reflexive pronouns).  
Example: Joanna is the most intelligent woman I’ve ever known. I really like **her**. (Joanna)

An expletive is a word used in impersonal sentences that require, for grammatical structure, a subject at the beginning. It does not refer to previous subjects.

- “There” as an expletive: It is part of the formula there+Aux+S (or there+LV+S) which designates the existence of a subject.  
Example: There are many cars in our highways. There is love in human beings.
- “It” as an expletive: It is used in impersonal sentences that require a subject.  
Example: It’s important to visit the dentist regularly. It’s raining heavily.

**Practice. Referents and Expletives**

**Instructions:** For each of the bolded and underlined words, write their referent or the word “E” if the word functions as an expletive.

***If Women Had Their Own Currency, Here’s What It Would Be Worth***

After a little girl asked President Obama why **there**<sup>1</sup> aren’t any women on U.S. currency, **he**<sup>2</sup> said Wednesday that adding some female faces to our cash sounded like a “pretty good idea.” Almost immediately, all of **our**<sup>3</sup> fantasies came alive on the web. What would, let’s say, Ruth Bader Ginsburg look like on a \$20 bill? Where would we spend our Beyoncé \$10 bill first? Will our grandmas give us a Susan B. Anthony \$5 bill on our birthdays and tell us not to spend **it**<sup>4</sup> all at once?

But then **we**<sup>5</sup> remembered: because of the wage gap, a dollar for a woman is not the same as a dollar for a man. Although the true extent of the gender pay gap is widely disputed even among feminists, President Obama said in the 2014 State of the Union that women make only 77¢ for every dollar a man makes. So here’s what U.S. currency would really look like, with women’s faces and women’s wages:

**A Harriet Tubman \$20 would only be worth \$15.40.**



**A Rosa Parks \$5 would only be worth \$3.85.**



**A Sandra Day O’Connor \$10 would only be worth \$7.70.**



**A Gloria Steinem \$1 would only be worth \$0.77.**



## E. Sentence Structure and Word Function

Recognizing the main sentence structures of the target language will help the reader understand the ideas in the text in a faster way.

- **Affirmative Sentences:** SUBJECT + VERB+ (COMPLEMENTS)  
They always have the subject at the beginning; contrary to Spanish, the subject is never omitted. Depending on the verb tense, they may or may not need an auxiliary.  
Examples:
  - 1- I am really happy with my job.
  - 2- I like to drink healthy smoothies in the morning.
  - 3- I have been sick for the last couple of days.
  - 4- I will be traveling to Europe next month.
  
- **Negative Sentences:** SUBJECT + VERB + NOT+ (COMPLEMENTS)  
They always have the subject at the beginning of the sentence. In order to include the negative particle, most of the times, the auxiliary is required.  
Examples:
  - 1- She is not really happy with my job.
  - 2- I don't like to drink healthy smoothies in the morning.
  - 3- I haven't been to the United States yet.
  - 4- I won't be traveling to Europe next month.
  
- **YES/NO Questions:** AUX+ SUBJ+ VERB+ (COMPLEMENTS) + ?  
These questions are also called direct questions. They always need the verb-tense based auxiliary and normally are answered with yes or no.  
Examples:
  - 1- Are you happy with your job? Yes, I am.
  - 2- Do you like to drink healthy smoothies in the morning? Yes, I do.
  - 3- Have you been to the United States? No, I haven't.
  - 4- Will you be traveling to Europe next month? Yes, I will
  
- **WH Questions:** WH + AUX + SUBJ+ VERB+ (COMPLEMENTS) + ?  
They are also called information questions because they normally ask for time, place, reason, frequency, people, purpose, etc. Their answers are normally complete ideas. The use of the auxiliary is a must.  
Examples:
  - 1- What are you so happy about?
  - 2- When do you like to drink healthy smoothies?
  - 3- Where have you traveled?
  - 4- Who will you be traveling with?

**NOTE:** The only cases in which the subject will not be placed at the beginning of the sentence are the following:

- 1- There is/ There are structure: In this structure, the subject of the sentence comes after There is/ There are. For example, there are many cars in the highways. The *Cars* in this case is the subject of the sentence while *there are* must be understood as a way to express existence.
- 2- Imperative case: When giving order, the subject is omitted. This is called imperative mood. For example, close the door, please. In this case, the order or request is addressed to someone else, “you” most likely, so the subject is omitted.

## Chapter 2: Rhetorical Patterns and Discourses

### Rhetorical Patterns

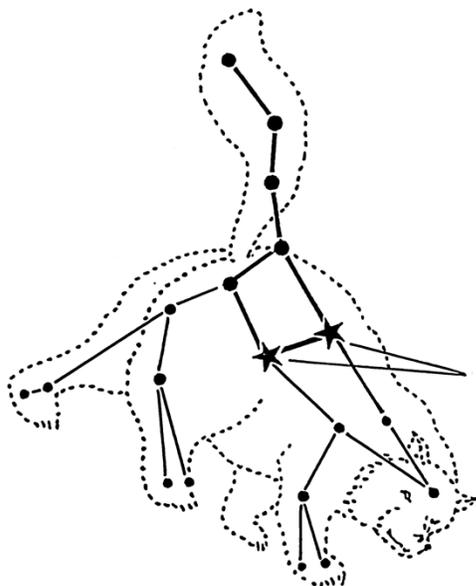
In a general sense, a pattern can be defined as form or model proposed for imitation or replication, such as a dressmaker's pattern. In human communication, a rhetorical pattern is a device used by both speakers and writers to organize information in a logical, meaningful way. Rhetorical patterns (also known as thought patterns or patterns of organization) are basic units for communicating information. Some of the most commonly used rhetorical patterns used include time-order, process-description, comparison-contrast, cause-effect, and problem-solution.

According to Mikulecky and Jeffries (2007, p. 134),

[O]ur brain helps us make sense of the world by sorting information into mental networks. These networks are organized in patterns, and we use those patterns to understand and remember what we see and experience. Recognizing the pattern of organization is an important part of reading comprehension, since writers, too, use patterns to present their ideas in a way that makes sense. Once you recognize the pattern, you will understand and follow their ideas more efficiently.

### Discourses

We can propose a metaphor to explain the main difference between rhetorical patterns and discourses. If we look at the sky at night, we will see lots of stars which in turn form constellations. Thus, a discourse is like a constellation, and each star is a rhetorical pattern.



Ursa Major or the "Great Bear"

In this sense, discourses are larger structures of language. Also, an important distinction must be made here; rhetorical patterns are numerous, whereas discourses are only four: exposition, enquiry, argumentation, and narration.

It is also important to clarify that despite the fact that discourses may contain many (and technically any) rhetorical patterns, each discourse has certain rhetorical patterns that constitute its foundations. For instance, time-order is a basic pattern used in narration, hypothesis is essential for enquiry, and argumentation is made up of several arguments.

A word of caution is necessary here. In addition to the basic rhetorical patterns stated above, each discourse requires the presence of other basic elements. Therefore, a group of arguments cannot be considered an argumentative text. Likewise, a series of hypotheses cannot be labelled as enquiry. These general characteristics could simply make these texts expository. Each discourse will be further described in turn.

Let's review the main uses of each discourse briefly and see an example of each one.

### ***Exposition***

The discourse of exposition has the purpose of reporting information as objectively as possible. It is the discourse of presenting already established knowledge. The important element in exposition is the information being reported. In the extract below, the author does not take a stand about the issue but merely reports its facts.

### **The Next Roe v. Wade?: Jennie McCormack's Abortion Battle**

By Nancy Hass on 12/12/11



The last thing on Jennie Linn McCormack's mind when she realized she was pregnant was that she might, with a single telephone call, upend the vitriolic national debate on abortion.

All she thought about was how it would be impossible for her to take care of another baby. Surviving, barely, on the \$250 of monthly child support for one of her three kids, the unemployed, unmarried 32-year-old also knew she didn't have the more than \$500 she'd need for the two-and-a-half-hour trip from her bare-bones rental in Pocatello, Idaho, to Salt Lake City, the closest city with a clinic willing to terminate a pregnancy. She had no computer, no car, no one to take care of her 2-year-old—and like Idaho, Utah had a waiting period for abortions, which meant she'd have to make two round trips. So early this past January, she made the call that may alter history and turn Jennie McCormack into Jane Roe's unlikely successor: she asked her sister in Mississippi to buy RU-486, the so-called abortion pill, over the Internet and send it to her. The cost: about \$200.

"My mind just kept going back to my kids, how there was no way I could do that to them, no way I could make their lives even worse," says McCormack, a petite blonde, as she nearly sinks between the cushions of her sofa, her eyes rimmed with tears. The man who had impregnated her had just been sent to jail for robbery; she did not feel comfortable reaching out to her mother—Mormon, like almost everyone in southeastern Idaho—for help.

McCormack, who thought she was about 12 weeks along, took the pills (the protocol involves two drugs, mifepristone and misoprostol) the afternoon they arrived. The drugs

are FDA-approved only for ending early-stage pregnancies; McCormack had no complications, but the pregnancy turned out to be more advanced than she thought—perhaps between 18 and 21 weeks, experts later speculated—and the size of the fetus scared her. She didn't know what to do—"I was paralyzed," she says—so she put it in a box on her porch, and, terrified, called a friend. That friend then called his sister, who reported McCormack to the police.

Although RU-486 is legal and the fetus was not yet "viable" (that is, old enough to live outside the uterus), Idaho has a 1972 law—never before enforced—making it a crime punishable by five years in prison for a woman to induce her own abortion. The day after police arrested McCormack, her mug shot appeared above the fold in the local newspaper. "It's hard to imagine the humiliation and fear," says her lawyer, Richard Hearn, who is also a physician.

Extract taken from <https://www.newsweek.com/next-roe-v-wade-jennie-mccormacks-abortion-battle-65831>

### ***Enquiry***

Enquiry is the discourse that has the purpose of establishing new knowledge. Enquiry uses the language to raise questions, express relationships between observations and hypotheses, and express doubts as well as possibilities. The following example is a clear representative of the discourse.

Now, let's look at the discourses of exposition and enquiry separately.

## **A. Exposition**

Before dealing with exposition closely, we must review some basic concepts:

### **1. Explicit Information**

The explicit information in a text is constituted by the ideas that stand out easily while we read, such as topics, main ideas, and major and minor supporting details.

#### **a. The Topic of a Text**

“The topic is the person, place, idea, object, or event the author wants to explore with readers. Because paragraphs usually mention several people, places, and events, you need a strategy for figuring out which one of those is actually the paragraph's topic” (Flemming, 2011, p.165).

#### **b. Topic Sentence**

Henry (2005, p. 59) defined a topic sentence as a “single sentence that states the author's main idea. A topic sentence was also described by Henry (2005, p. 59) as “the one sentence that is general enough to include all the ideas in the paragraph. In this regard, Henry (2005) advised that “[to] locate the author's topic sentence ask yourself, ‘Do all specific details in the paragraph support this statement?’ (p. 59).” Depending on the organizational pattern used by the author, a topic sentence may be found at the beginning, in the middle, or at the end of a paragraph.

#### **c. Main Idea**

A main idea is “the most important point the author is making about the topic, and it usually includes the topic and the author's attitude or opinion about the topic” (Henry, 2005, p. 57). In other words what the author wants to express about the topic is often called the “controlling idea.”

Henry (2005, p. 57) gave the following pieces of advice to identify the main idea of a text:

- Who or what is the paragraph about? [Topic]
- What is the most important point the author is making about the topic? [Controlling idea]

## d. Supporting Details

The sentences that an author uses to prove the point he or she is making about a topic are called “supporting details,” and they generally contain “reasons, examples, steps, evidence, and any other information needed to develop it” (Henry, 2005, p. 113). Supporting details can be major and minor.

### Practice on Topic, Main Idea, and Supporting Details<sup>1</sup>

**Instructions:** Each of the following groups of ideas contains a topic, a main idea, and two supporting details. In the spaces provided, label each item with the following: **T= Topic, MI= Main Idea, SD= Supporting Detail.**

1. \_\_\_\_\_ a. The cities of New Orleans, Chicago, and New York contributed to the rich diversity of jazz.  
\_\_\_\_\_ b. Jazz is the first original American music to affect music throughout the Western world.  
\_\_\_\_\_ c. Jazz includes a wide variety of sounds, from rhythmic ragtime to driving brass bands to inspirational gospel to the throaty blues.  
\_\_\_\_\_ d. jazz music
  
2. \_\_\_\_\_ a. karaoke  
\_\_\_\_\_ b. Karaoke is a popular form of entertainment usually heard in bars, pubs, and clubs.  
\_\_\_\_\_ c. Karaoke singers are often tone deaf individuals attempting to sing in public by following lyrics on a screen.  
\_\_\_\_\_ d. The term comes from *kara*, meaning “missing,” and *oke*, meaning “band or orchestra.”
  
3. \_\_\_\_\_ a. Many ancient civilizations worshiped the sun.  
\_\_\_\_\_ b. Diverse cultures in countries such as Mexico, Britain, Greece, Mesopotamia, Africa, and India all refer to the sun in their religion and myths.  
\_\_\_\_\_ c. The sun’s allure lies in its power of light and heat, its eclipses, and its daily cycle of rising, travelling across the sky, and setting.  
\_\_\_\_\_ d. sun worship

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<sup>1</sup> Taken from Henry (2005, p. 66)

## 2. Implicit Information

Not all the information found in a text is explicit. There are several reasons why some ideas are left unsaid openly in a text: added value (style), political repression, impact on the audience, an unconscious intention, and even humor. Sometimes main ideas are not explicitly stated in texts. When this is the case, what a careful reader should do is to pay attention to the specific ideas used by the author and think of how what the combination of these statements suggests about the topic of the text (Flemming, 2011). “When the main idea is not stated, you must figure out the author’s most important point based on the facts, examples, descriptions, and explanations given—the supporting details” (Henry, 2005, p. 199). Once you have a preliminary idea what the implicit main idea of a text may be, you should go over the text again and test this initial idea against the ideas stated by the author to see if the idea you have in mind is consistent with the text.

### Practice on Finding the Implied Main Ideas of Texts

**Instructions:** Read the following paragraphs and then choose the statement that best expresses the implied main idea<sup>1</sup>.

#### What Do Food Labels Tell Us?

Have you ever found yourself sitting at the breakfast table reading the label on a box of cereal or loaf of bread? It can be interesting to compare the way a product is advertised on the front of a package with the actual nutritional information on the side or back. For instance, so-called fiber-enriched white bread may have less fiber than an unenriched whole-grain product. Similarly, products like cheese and chips are often labeled “low-fat” or “lite.” This merely means that they have less fat than the same products without these labels. In fact, their actual fat content may be surprisingly high, and by eating just a few more “lite” chips than regular ones, you may consume just as much fat.

1. Which sentence is the statement of the implied main idea? \_\_\_\_\_
  - a. Foods labeled “lite” are just as fattening as regularly processed foods. If you want to go on a diet, you should not eat “lite” products.
  - b. Food labels contain interesting information for consumers to make the best choices when they go grocery shopping.
  - c. Consumers should read nutritional labels carefully, for the way a food product is advertised on the front of the package is often misleading.

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<sup>1</sup> Adapted from Henry (2005, pp. 205-207).

## **Safety Tips for Travelers**

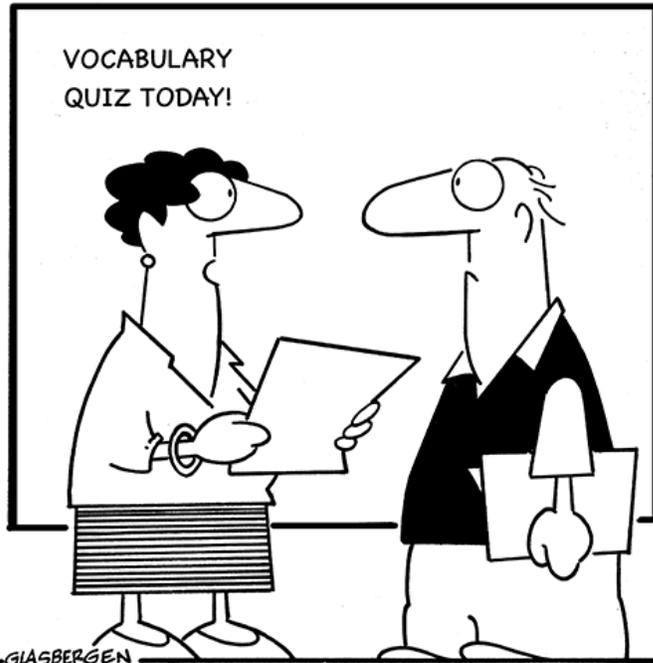
All raw food is subject to contamination. Particularly in areas where hygiene and sanitation are inadequate, travelers should be advised to avoid salads, uncooked vegetables, and unpasteurized milk and milk products such as cheese. In addition, travelers should only eat food that has been cooked and is still hot or fruit that has been peeled by the traveler personally. Undercooked and raw meat, fish, and shellfish can carry various intestinal pathogens. Cooked food that has been allowed to stand for several hours at room temperature can provide a fertile medium for bacterial growth. Foods such as these should be thoroughly reheated before serving. Food and beverages obtained from street food vendors has been linked with an increased risk of illness.

2. Which sentence best states the implied main idea? \_\_\_\_\_
- a. Travelers face many health hazards during their journeys.
  - b. Food kept at room temperature can grow bacteria.
  - c. Travelers should only eat food that has been thoroughly cooked.
  - d. To avoid risk of illness, travelers should consider several food safety tips.

### **a. Inferences**

An inference is a conclusion based on textual evidence and the reader's own experiences. In other words, when you make an inference, you make an educated guess. We often make inferences in our daily life. For example, when we are on the bus, we overhear other people's conversations. At first, nothing that they say may sound familiar. Still, little by little, we get more details and infer what the people are talking about. Furthermore, the inference-making process can lead the reader to produce conclusions, predictions, and new ideas (Anderson & Pearson, 1984).

Let's make inferences based on the cartoon on the following page.



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“Many kids never hear that word at home, so I added ‘no’ to our vocabulary lesson.”

Now, read the following conversation and follow a reader’s possible inference-making process<sup>1</sup>:

**A:** So how was it?

**B:** Terrible

**A:** Really? You were so excited about going.

**B:** I know, but I tell you I’m glad to be back.

**A:** What happened?

**B:** First of all, there was the weather. It rained every day. Not just a little, but all day! There we were with these gorgeous beaches and no sun!

**A:** I guess you didn’t get much of a tan.

**B:** Look at me! I’m as pale as I was before.

**A:** At least you must have gotten some rest.

**B:** Rest! The second day we were there, my husband got sick. He was sneezing and coughing for three days and nights. And then I caught his cold. I felt just awful for another three days.

**A:** Well, how was the food?

**B:** That was the only nice thing about the whole week. Except that we were too sick to enjoy it half the time. Anything new here in the office?

**A:** Not much. It’s been a slow week.

<sup>1</sup> Adapted from Mikulecky & Jeffries (1996, p.154).

1. Where are these people?

**What the text says:** “Anything new here in the office?”

**Possible inference:** The speakers are at the workplace.

2. What is the speakers’ relationship?

**What the text says:** “Anything new here in the office?” and the answer is “Not much. It’s been a slow week.”

**Possible inference:** They probably are co-workers.

3. What are they talking about?

**What the text says:** “You were so excited about going,” “I’m glad to be back,” “there was the weather,” “I guess you didn’t get much of a tan”

**Possible inference:** Speaker B was away on vacation.

4. When did speaker B get sick?

**What the text says:** “The second day we were there, my husband got sick. He was sneezing and coughing for three days and nights. And then I caught his cold.”

**Possible inference:** She got sick on day four.

## Practice on Inferences

**Read each sentence; then circle the one answer that is a logical inference based upon that sentence.**

1. Blood cholesterol used to be thought of as a problem only for adults.

- (A) Blood cholesterol is no longer a problem for adults.
- (B) Only children have a problem with blood cholesterol.
- (C) Blood cholesterol affects both adults and children.

2. When apple growers talk about new varieties of apples, they don’t mean something developed last month, last year, or even in the last decade.

- (A) Apple growers haven’t developed any new varieties in recent decades.
- (B) Some varieties of apples can be developed in a short time, but others take a long time.
- (C) New varieties of fruits take many years to develop.

3. In all cultures, gestures are used as a form of communication, but the same gestures may have very different meanings in different cultures.

- (A) No two cultures use the same gestures.
- (B) One gesture will never have the same meaning in two cultures.
- (C) A person from one culture may misunderstand the gestures used by a person from another culture.

4. Although shepherding is an older and more beloved occupation, shepherds never caught the attention of American filmmakers the way cowboys did.

- (A) There have been more American films about cowboys than about shepherds.
- (B) Films about shepherds were popular before films about cowboys.
- (C) Cowboys are generally younger than shepherds.

5. As an architect, Thomas Jefferson preferred the Roman style, as seen in the buildings of the University of Virginia, to the English style favored by Charles Bullfinch.

- (A) The architecture of the University of Virginia was influenced by the Roman style.
- (B) Bullfinch was an English architect.
- (C) Jefferson preferred to build in the English style of architecture.

6. Even spiders that do not build webs from silk use it for a variety of purposes, such as constructing egg sacs and nursery tents.

- (A) All spiders build webs.
- (B) Spiders that build webs don't build egg sacs or nursery tents.
- (C) Silk is used by all spiders.

7. There is more quartz in the world than any one kind of feldspar, but the feldspars as a group are five times more common than quartz.

- (A) One type of quartz is five times more plentiful than feldspar.
- (B) Quartz is less common than the feldspars.
- (C) The most common type of feldspar is as plentiful as quartz.

8. Illegible handwriting does not indicate weakness of character, as even a quick glance at the penmanship of George Washington, Franklin D. Roosevelt, or John Kennedy reveals.

- (A) Washington, Roosevelt, and Kennedy all had handwriting that was difficult to read.
- (B) A person's handwriting reveals a lot about that person.
- (C) The author believes that Washington, Roosevelt, and Kennedy all had weak characters.

Multiple inferences may be generated when we read, and they can be classified into different groups. Before going over a possible classification for inferences, it is important to highlight that regardless of its type, an inference is of great help to the reader in the process of making sense of a text. Having mentioned this, inferences can be classified into three different types:

**1. Real inferences** (also called logical inferences) are “firmly based on statements in the paragraph. They do not contradict or undermine what the author actually says, and they keep the reader in touch with the author’s intended meaning” (Flemming, 2011, p. 353). That is, real inferences are sound conclusions supported by explicit textual evidence, logic, and our own experience (Henry, 2005). In this sense, different readers are likely to reach similar (or even the same) conclusions.

**2. False inferences** (also called illogical inferences) are “based more on the reader’s personal experience or common sense than on the author’s words. They are likely to ignore or contradict what the author actually says. Illogical inferences often divert readers from the writer’s train of thought, leading them to develop a meaning the writer never intended” (Flemming, 2011, p. 353). In other words, they are mistaken or incorrect conclusions that cannot be supported by the evidence provided in the text.

**3. Not implied inferences** occur when a reader uses the evidence found in a text, but he or she reaches a conclusion that is so specific that cannot be supported or verified by the premises found in that text. In other words, not implied inferences go beyond what a text allows. Other readers will be rather unlikely to reach the same conclusion.

### Practice on Distinguishing Types of Inferences<sup>1</sup>

**A. Instructions:** Read the following paragraphs and the statements after them. Write **R** for real inferences, **F** for false inferences, and **NI** for not implied inferences as corresponding. You may repeat.

1. David Hunter was a Union general in the American Civil War. He achieved fame by his unauthorized 1862 order emancipating slaves in three Southern states. This order was immediately rescinded. He is also famous as the president of the military commission trying the conspirations involved with the assassination of President Abraham Lincoln.

\_\_\_\_\_ David Hunter belonged to an army.

\_\_\_\_\_ David Hunter did not believe in people’s equality.

\_\_\_\_\_ David Hunter was born in the South.

\_\_\_\_\_ David Hunter was close friends with Lincoln.

<sup>1</sup> Adapted from Dyczok (2006).

\_\_\_\_\_ David Hunter was not probably well known prior to 1862.

2. Fritz the cat was the first character Robert Crumb created. In the liner notes for the Fritz the cat film soundtrack, Thomas Albright describes Fritz as “a kind of updated Felix with overtones of Charlie Chaplin, Candide, and Don Quixote.” Fritz was originally created as part of a series of comic books that R. Crumb and his brother Charles drew when they were kids. In the earliest stages of the character’s form, Fritz was just a normal house-cat named Fred. “Fritz,” as the character became, later developed into a more humanesque character as Crumb grew up and finally into the character’s final form during Crumb’s teenage-years.

\_\_\_\_\_ Robert Crumb created only animated characters.

\_\_\_\_\_ Robert Crumb’s maturity was never reflected in Fritz the cat.

\_\_\_\_\_ The character of Fritz the cat has evolved into a critic of modern times.

\_\_\_\_\_ Robert Crumb is likely to have created other characters.

\_\_\_\_\_ Fritz the cat did not experience changes during Crumb’s adulthood.

**B. Instructions:** Read the excerpt from *Little Women* by Louisa May Alcott and do the following exercise.

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.

"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.

"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.

"We've got Father and Mother, and each other," said Beth contentedly from her corner.

The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly, "We haven't got Father, and shall not have him for a long time." She didn't say "perhaps never," but each silently added it, thinking of Father far away, where the fighting was.

Nobody spoke for a minute; then Meg said in an altered tone, "You know the reason Mother proposed not having any presents this Christmas was because it is going to be a hard winter for everyone; and she thinks we ought not to spend money for pleasure, when our men are suffering so in the army. We can't do much, but we can make our little sacrifices, and ought to do it gladly. But I am afraid I don't," and Meg shook her head, as she thought regretfully of all the pretty things she wanted.

"But I don't think the little we should spend would do any good. We've each got a dollar, and the army wouldn't be much helped by our giving that. I agree not to expect anything from Mother or you, but I do want to buy *Undine* and *Sintran* for myself. I've wanted it so long," said Jo, who was a bookworm.

"I planned to spend mine in new music," said Beth, with a little sigh, which no one heard but the hearth brush and kettle-holder.

"I shall get a nice box of Faber's drawing pencils; I really need them," said Amy decidedly.

"Mother didn't say anything about our money, and she won't wish us to give up everything. Let's each buy what we want, and have a little fun; I'm sure we work hard enough to earn it," cried Jo, examining the heels of her shoes in a gentlemanly manner.

"I know I do—teaching those tiresome children nearly all day, when I'm longing to enjoy myself at home," began Meg, in the complaining tone again.

"You don't have half such a hard time as I do," said Jo. "How would you like to be shut up for hours with a nervous, fussy old lady, who keeps you trotting, is never satisfied, and worries you till you're ready to fly out the window or cry?"

"It's naughty to fret, but I do think washing dishes and keeping things tidy is the worst work in the world. It makes me cross, and my hands get so stiff, I can't practice well at all." And Beth looked at her rough hands with a sigh that any one could hear that time.

"I don't believe any of you suffer as I do," cried Amy, "for you don't have to go to school with impertinent girls, who plague you if you don't know your lessons, and laugh at your dresses, and label your father if he isn't rich, and insult you when your nose isn't nice."

Based on the previous text, choose if the inference is **RI** (real inference), **FI** (false inference) or **NI** (not implied inference).

- 1)\_\_\_\_\_ The family has a difficult economic situation.
- 2)\_\_\_\_\_ The scene takes place in October.
- 3)\_\_\_\_\_ The girls' mother is in the market buying groceries.
- 4)\_\_\_\_\_ Amy is the only one that still goes to school.
- 5)\_\_\_\_\_ The father may be dead.
- 6)\_\_\_\_\_ Beth is in charge of hard work.
- 7)\_\_\_\_\_ Meg is easily upset about her situation.
- 8)\_\_\_\_\_ Kids in school are friendly.

### **Looking Closely at Exposition**

In exposition, an author's main purpose is to inform, and to achieve this purpose, certain rhetorical patterns are frequently found in this discourse. Each of these common rhetorical patterns will be described below.

### **3. Rhetorical Pattern: Generalization**

As stated by Widdowson (1982, p. 15),

We can distinguish specific statements which are true for specific quantities, times, events, etc. from more general statements which attempt to cover a wider range of events and times. When we read passages we often find specific and

general statements together. So it is important to distinguish the more general statements from the more specific. We must also consider how the specific statements support and justify the generalizations.

In a generalization, the author makes a general statement and then offers supporting details to clarify or amplify the generalization. In light of this, a generalization contains the structure CONCEPT (topic, i.e., subject) and CHARACTERISTICS (what is said about the topic, i. e., predicate). Based on the degree of elaboration used by an author, it is possible to find various levels of generality or specificity in a text. Let's consider the following example in which different levels of generality are used<sup>1</sup>:

Level 1	The word <b>animals</b> refers to all kinds of living beings. Members of the group called <i>animals</i> are very different from one another; they are more dissimilar than similar.
Level 2	The term <b>quadrupeds</b> refers only to those animals having four legs; all other animals are excluded. Members of the group are more dissimilar than similar.
Level 3	The word <b>dogs</b> refers to one particular group of quadrupeds. Members of the group called <i>dogs</i> are more similar to one another than are members of the group called four-legged animals.
Level 4	The word <b>pedigrees</b> now includes only dogs whose parentage is clear; all mixed breeds have been excluded.
Level 5	The word <b>labs</b> refers to one particular pedigree, the labrador retriever. The members of this group look alike. At this level, all other breeds are excluded.
Level 6	The word <b>Tonka</b> refers only to labs bearing the name "Tonka." All other labrador retrievers are excluded from this level.

## Practice on Levels of Generalizations<sup>2</sup>

**Part I. Instructions:** Study the following groups of sentences. Identify the one sentence that is the generalization and its supporting details.

Group 1    The mass media are often badly used.  
               Newspapers only give sensational news.  
               Radio programs are usually superficial.  
               Television has bad effects on people.

<sup>1</sup> Adapted from Flemming (2011, p.125).

<sup>2</sup> Adapted from Widdowson (1982).

Group 2 TV ads distort the truth about products, leading to compulsive buying.  
 Crime films on TV encourage violence.  
 Television has bad effects on people.  
 Some programs stop people from thinking independently.

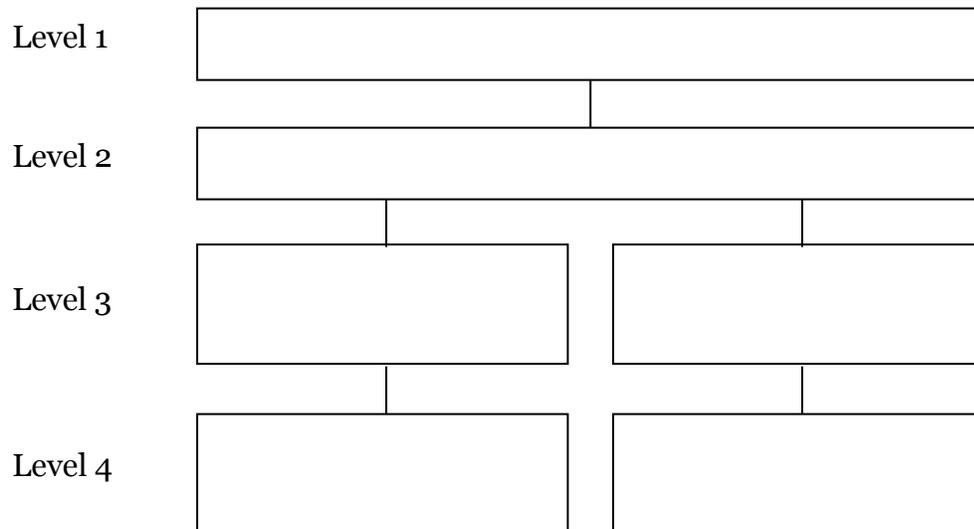
Group 3 Toothpaste does not make teeth white.  
 TV commercials normally lie about products.  
 The safety of electrical goods is exaggerated.  
 Many widely-advertised pain killers are not effective.

**Part II. Instructions:** Do the following exercises.

1. The following statements have different levels of generality. Read them carefully and order them according to their level. Each statement contains one idea, or proposition. Note that two propositions may have the same level of generality.

- a. The culture of medieval Europe did not change much.
- b. Some cultures change rapidly.
- c. Culture patterns change.
- d. Cultures have definite patterns.
- e. Some culture changes are slow.
- f. In modern times cultural patterns have changed quickly.

2. Complete the following diagram using the previous ideas.



A coherent pattern remains.

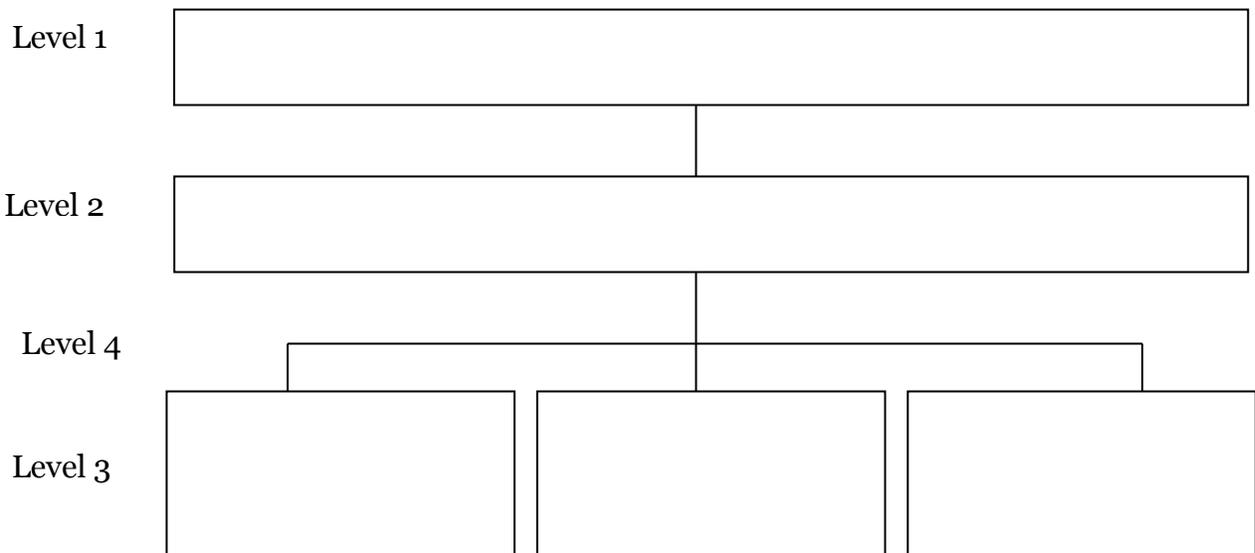
3. You will now find these statements used in a paragraph. Circle the statement below that best summarizes the paragraph.

Cultures have definite patterns. But these patterns are modified as they are transmitted from one generation to the next. Sometimes these changes take place slowly and sometimes they are rapid. The medieval era was for Western civilization a period of fairly slow change in culture patterns, while the modern period has been characterized by rapid and dramatic changes. However, in spite of these changes, a coherent pattern remains.

- a. Cultural patterns change at different rates.
- b. Some cultures change more rapidly than others.
- c. Cultures have patterns that change but remain coherent.
- d. Culture patterns are transmitted from one generation to the next.

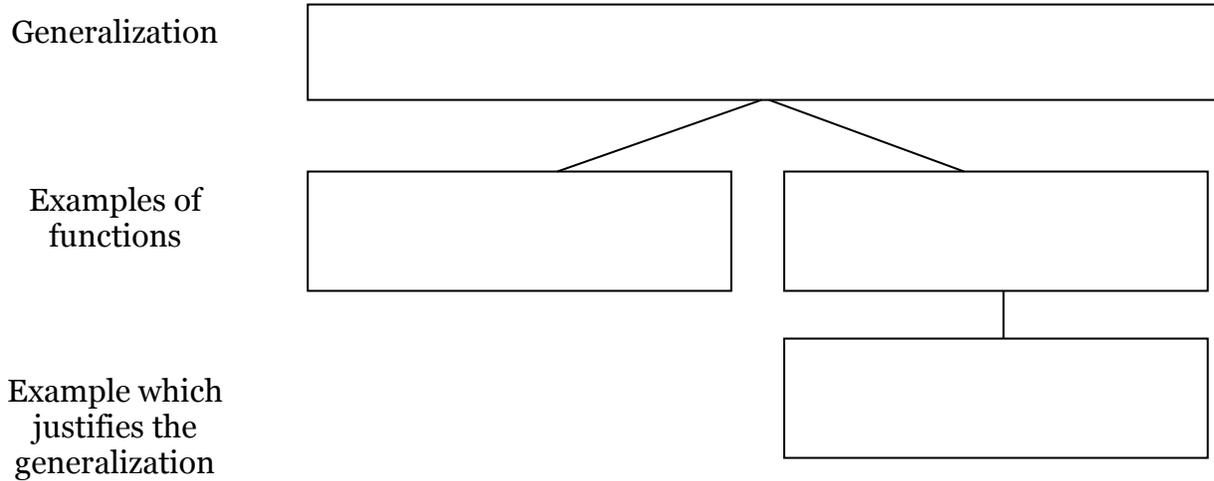
**Part III. Instructions:** Show the relationships between the different levels of generality by completing the diagram below with the information from the following passage.

The world is full of poisonous substances. Many of these occur quite naturally, independently of any action of man. Thus the vapours from an active volcano may contain so much sulphur that plants cannot grow nearby. Rivers flowing through forests may become deoxygenated because so much natural organic material is deposited in them. Mercury, occurring naturally in the ocean, may reach such high levels that large numbers of fish are killed.



**Part IV. Instructions:** Read the following excerpt from a passage on Transport Functions and complete the generalization diagram below.

Planning of transport organization should consider the functions of transport in society. One obvious function is the movement of people for work and leisure. Transportation, however, is equally concerned with the movement of goods. Goods have little value unless they are in the right place at the right time.



Even though there are different types of generalizations, they can be classified into three main types by using expressions of **probability**, **frequency**, and **quantity**. The most general statements cover 100% of cases. We can group the expressions according to the proportion to which they refer as follows<sup>1</sup>:

<b>PROBABILITY</b>	<b>FREQUENCY</b>	<b>QUANTITY</b>	<b>Degree</b>
certainly definitely will	always	all everyone/everybody everything each	100%
probably probable likely	usually generally frequently regularly	most	
	often	many much	
may / might possible possibly	sometimes occasionally	Some	
unlikely	rarely seldom almost never	few little almost none	
will not (won't)	never	none no one/nobody no	

Notice how the degree of probability, frequency, and quantity decreases towards the bottom of the table.

**Important:** The previous terms reflect approximate proportions. There are other terms not included in the chart that also reflect the different levels of generality. Finally, there might be instances in which the words listed above do not reflect generalization.

Here are two equally general statements about snakes:

- Snakes are cold-blooded.
- Snakes are not warm-blooded.

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<sup>1</sup> Adapted from Widdowson (1982).

We can give essentially the same information by using expressions of frequency and quantity, for instance<sup>1</sup>.

FREQUENCY	QUANTITY
Snakes are <b>always</b> cold-blooded.	<b>All</b> snakes are cold-blooded.
Snakes are <b>never</b> warm-blooded.	<b>No</b> snakes are warm-blooded.

**Practice on Types of Generalizations<sup>2</sup>**

**A. Instructions:** Identify the expressions referring to the different levels of generality the following short texts contain. Then, do what is requested in each.

1. Replace the expressions of quantity by expressions of probability.

Most airline pilots require a knowledge of English. Although few need English to deal with emergencies, a knowledge of English for these situations is a safety measure. Some have to deal with English-speaking colleagues.

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2. Replace the expressions of frequency by expressions of quantity.

Firms always need statistics. They usually need to calculate the average wage of their employees. In addition, companies sometimes need to determine statistically whether consumers like a new product.

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<sup>1</sup> Taken from Widdowson (1982).

<sup>2</sup> Taken from Widdowson (1982).

**B. Instructions:** Turn the following generalizations into the indicated terms.

1. Excessive daydreaming generally signifies mental or emotional problems.  
(Probability)

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2. Everybody likes some excitement and variety in his life. (Frequency)

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3. People sometimes say that “beauty is in the eye of the beholder.” (Probability/  
quantity)

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4. Patients and their families are rarely told when hospitals make mistakes with  
their medicines.(Quantity)

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5. Students with a low socioeconomic status will certainly drop out of school.  
(Quantity/ frequency)

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6. You will definitely agree with science being an interesting subject. (Frequency)

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7. Few doctors consider themselves rich. (Frequency)

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8. Many people suffer from more than one mental disorder at a given time.  
(Frequency)

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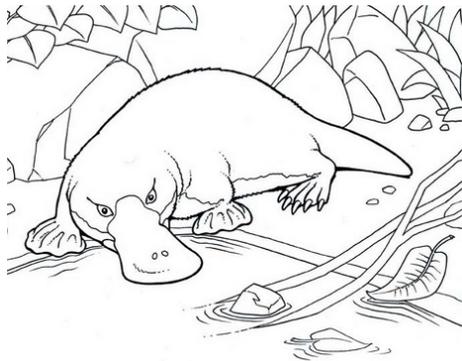
#### 4. Rhetorical Pattern: Description

In a description, an author writes with the purpose of giving an impression about a topic. Many topics can be described: living things, objects, substances and their properties, processes and their stages, among others. A description contains two basic parts: 1. the theme or subject and 2. the point that will be made about the theme or subject. As part of its nature, a description must be objective; for example, if an object is described, this description must be verifiable. In this regard, description differs from generalization as generalization is subjective by nature.

Most descriptive texts resort to the five senses (sight, hearing, touch, smell, and taste) to provide the reader with a vivid, sensorial experience. Another technique used in descriptive writing (especially journalism) is to elaborate on certain basic questions: **Who?, What?, When?, Where?, Why?, and How?** For readers, one good strategy to analyze the details given in a description is by converting the information related to the previous questions into categories. The units of analysis (**nouns and noun phrases**) used in this categorization process are called “**descriptive categories.**”

Consider the following example in which a categorization was carried out:

##### **An Amazing Animal<sup>1</sup>**



On the way back to our hotel one warm night during our vacation on the beautiful island of Tasmania, my husband and I encountered a very strange animal. This animal had four legs and a furry body. At first, we thought it was a beaver because it also had a long, flat tail. Then, however, we noticed something odd about its head. Instead of a beaver’s mouth, it had a bill, like that of a duck or some other bird. What a strange thing! We were really amazed because we had never seen something like it. When we got back to our room, we asked the desk clerk for information about this peculiar beast. The man told us that this strange animal is called a platypus.

<b>Question</b>	<b>Descriptive Category</b>
Where are they?	Place/location/position
How cold was the night?	Temperature

<sup>1</sup> Adapted from Folse, Mahnke, Solomon and Williams (2003).

When did they see the strange animal?	time/period
What does the strange animal look like?	appearance/color
Why did they think it was a beaver?	reason/purpose
How did the strange animal make them feel?	Effect
Who gave them information about the strange animal?	Identity
What is the strange animal called?	Name

**Practice on Description**

**A. Instructions:** Read the following texts and do the exercises after them.

**FDA approves device to treat migraine headaches**

By Monte Morin / March 11, 2014



**I.** The U.S. Food and Drug Administration has approved the marketing of an electronic medical device intended to treat migraine headaches.

**II.** In an announcement released Tuesday, officials said the transcutaneous electrical nerve stimulation, or TENS, device was the first ever to receive such approval.

The FDA has approved the marketing of an electronic device for the treatment of migraine headaches.

**III.** The device, which will be marketed under the name Cefaly, is manufactured by Cefaly Technology of Belgium.

**IV.** "Cefaly provides an alternative to medication for migraine prevention," read a prepared statement from Christy Foreman, director of the Office of Device Evaluation at the FDA's Center for Devices and Radiological Health. "This may help patients who cannot tolerate current migraine medications for preventing migraines or treating attacks."

**V.** Migraine headaches affect roughly 10% of the population and are characterized by intense, throbbing head pain. Migraines can last for just a few hours or as long as several days and are often accompanied by nausea and extreme sensitivity to light and noise.

According to the National Institutes of Health, they are three times more common in women than in men.

**VI.** The FDA described Cefaly as a "portable, battery-powered, prescription device that resembles a plastic headband worn across the forehead and atop the ears."

**VII.** The device uses a self-adhesive electrode to apply electrical current to the skin, which can be felt as a tingling sensation. The manufacturer says the current stimulates the trigeminal nerve, which is responsible for facial sensations and has been linked to migraines.

**VIII.** A Belgian clinical study found that the device did not completely prevent migraines, nor did it reduce the intensity of those that did occur. However it did reduce the number of days each month that migraine sufferers experienced attacks compared with patients who received only a placebo, the FDA said in its release.

**IX.** The clinical study involved 67 patients who suffered more than two migraine headaches a month.

**X.** Also, a patient satisfaction survey of more than 2,300 users of the device in France and Belgium suggested that just over half of them were satisfied with the product and were willing to continue use.

**XI.** Complaints included "dislike of the feeling and not wanting to continue using the device, sleepiness during the treatment session, and headache after the treatment session," the FDA announcement said.

Retrieved from <http://www.latimes.com/science/sciencenow/la-sci-sn-fda-approves-device-to-prevent-migraine-headaches-20140311-story.html>

**Circle the option that represents the descriptive category of each section of the text.**

**1.** "The U.S. Food and Drug Administration has approved the marketing of an electronic medical device intended to treat migraine headaches." (P. I) The descriptive category of the previous extract is \_\_\_\_\_.

- a. A device intended to treat migraines
- b. The U.S. FDA has approved a device intended to treat migraines
- c. Approval of a device intended to treat migraines by the FDA

**2.** “The device, which will be marketed under the name Cefaly, is manufactured by Cefaly Technology of Belgium.” (P. **III**) The descriptive category of the previous extract is \_\_\_\_\_.

- a. The name of the device
- b. Company manufacturing the device—Cefaly
- c. Cefaly is manufactured by Cefaly Technology of Belgium

**3.** “This may help patients who cannot tolerate current migraine medications for preventing migraines or treating attacks.” (P. **IV**) The descriptive category of the previous extract is \_\_\_\_\_.

- a. The device may help patients suffering from migraines
- b. Benefit of the device for patients suffering migraines
- c. Patients who cannot tolerate current migraine medications

**4.** “Migraine headaches affect roughly 10% of the population...” (P. **V**) The descriptive category of the previous extract is \_\_\_\_\_.

- a. Percentage of population affected by migraine headaches
- b. 10% of the population is affected by migraine headaches
- c. Population affected by migraine headaches

**5.** “Migraine headaches...are characterized by intense, throbbing head pain.” (P. **V**) The descriptive category of the previous extract is \_\_\_\_\_.

- a. Migraine headaches produce intense, throbbing head pain
- b. Characterization of migraine headaches
- c. Main symptoms of migraine headaches

**6.** “Migraines can last for just a few hours or as long as several days....” (P. **V**) The descriptive category of the previous extract is \_\_\_\_\_.

- a. Duration of migraines
- b. Migraines can last long
- c. How long can migraines last

7. “The FDA described Cefaly as a “portable, battery-powered, prescription device that resembles a plastic headband worn across the forehead and atop the ears.” (P.VI) The descriptive category of the previous extract is \_\_\_\_\_.

- a. Description of Cefaly according to FDA
- b. Appearance of Cefaly according to FDA
- c. What the device; Cefaly, resembles

8. “The device uses a self-adhesive electrode to apply electrical current to the skin,…” (P. VII) The descriptive category of the previous extract is \_\_\_\_\_.

- a. How the device works
- b. What the device uses
- c. Functioning of the device

9. “A Belgian clinical study found that the device did not completely prevent migraines, nor did it reduce the intensity of those that did occur.” (P. VIII) The descriptive category of the previous extract is \_\_\_\_\_.

- a. The Belgian clinical study performed
- b. The device tested by a Belgian clinical study
- c. Findings of a Belgian clinical study on the device

10. “The clinical study involved 67 patients who suffered more than two migraine headaches a month.” (P. IX) The descriptive category of the previous extract is \_\_\_\_\_.

- a. Number and condition of subjects involved in the clinical study
- b. Patients who suffered migraines in the clinical study
- c. The 67 patients involved in the clinical study

**11.** “Also, a patient satisfaction survey of more than 2,300 users of the device in France and Belgium suggested that just over half of them were satisfied with the product and were willing to continue use.” (P. **X**) The descriptive category of the previous extract is \_\_\_\_\_.

- a. A patient satisfaction survey performed
- b. Results of a patient satisfaction survey of the device
- c. A patient satisfaction survey suggested half users were satisfied

**12.** “Complaints included "dislike of the feeling and not wanting to continue using the device, sleepiness during the treatment session, and headache after the treatment session.” (P. **XI**) The descriptive category of the previous extract is \_\_\_\_\_.

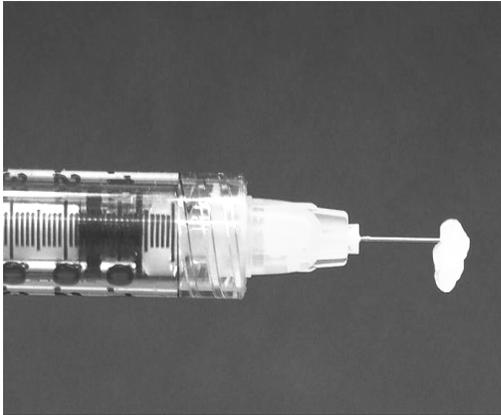
- a. Complaints of users of the device
- b. Symptoms of the users of the device
- c. Discomfort experienced by users of the device

## Extra Practice on Generalization and Description

**Instructions:** Read the following text and do the exercises based on it.

### **This injectable gel could one day rebuild muscle, skin, and fat**

By Robert F. Service / May. 1, 2019



**I.** Car crashes, battle wounds, and surgeries can leave people with gaping holes in soft tissue that are often too large for their bodies to repair. Now, researchers have developed a nanofiber-reinforced injectable gel that can rebuild missing muscle and connective tissues by serving as a scaffold and recruiting the body's wound-healing cells. So far, the team has tested the material only in rats and rabbits. But if it performs as well in humans, it could give reconstructive surgeons a fast and easy way to help patients regenerate lost tissues without scarring or deformity.

**II.** “Soft tissue losses are a ubiquitous problem in clinical medicine,” says Sashank Reddy, a reconstructive surgeon at the Johns Hopkins University School of Medicine in Baltimore, Maryland. Surgeons can transplant tissue from another body region to the injury site. But that involves trauma for patients and tissue loss from another part of the body. Surgeons can also insert synthetic implants. But immune cells typically just wall off those implants, leaving behind thick, fibrous scars.

**III.** Then there are gellike fillers. When injuries are small—on the order of fingertip-size—surgeons often inject a gel made from hyaluronic acid (HA) that immune cells called macrophages can infiltrate. As they burrow inside and encounter HA molecules, macrophages typically send out signals that recruit blood vessel-forming cells and other cells that help repair the damage. But with larger gaps in tissue, HA gels are typically too squishy to hold their shape. Researchers have tried to fortify gels by linking gel molecules. But to make gels strong and tough enough to behave like tissue, researchers must add so many links that they create a stiff 3D mesh. But its pores are too small for macrophages and other cells to penetrate. “It changes the biology,” says Jennifer Elisseff, a biomedical engineer at Johns Hopkins who was not part of Reddy's team. As a result, the macrophages release signals that lead to scar tissue.

**IV.** Now, Reddy and his colleagues have come up with a better way to reinforce HA gels. They first created nanofibers out of a biodegradable polymer used for decades in dissolvable sutures, called polycaprolactone. They then treated the fibers so that some would contain molecular linkers designed to bind to HA. An hourslong process formed bonds between the molecular linkers and the HA molecules, creating a gel that was as resilient as soft tissue. And, much as a bit of rebar reinforces concrete, the gel needed only a small volume of nanofibers to become rigid. That small amount meant the gel still

had gaps large enough for cells to easily pass through. The resulting 3D mesh, says Reddy, has a striking resemblance to the body's extracellular matrix, the natural scaffolding for healthy tissues.

**V.** To test their material, Reddy and his colleagues injected it into rabbits in which some fat had been surgically excised, before the material stiffened. Not only did the gel take the shape of the missing tissue as it firmed up, but after it did, macrophages readily infiltrated it and released signals that recruited blood vessel-forming cells, among others. The animals were able to rebuild chunks of tissue as large as 10 cubic centimeters, about the size of a human finger, researchers report today in *Science Translational Medicine*.

**VI.** The new gel is "cutting edge, scientifically," says Ali Khademhosseini, a bioengineer at the University of California, Los Angeles, who wasn't involved in the research. He notes that, unlike other gels, this one does not include growth factors and other biological signaling molecules, instead relying on the body to supply its own. That simplicity could make it easier for the gel to pass muster with the U.S. Food and Drug Administration, Khademhosseini says.

**VII.** The gel could also help repair soft tissues with specific functions, like heart muscle cells. Hai-Quan Mao, a biomaterials expert and member of the team from Johns Hopkins, says the researchers hope to seed the matrix with stem cells that form cardiac tissue, in order to help repair tissue damage after a heart attack. That's still in the research phase; in the meantime, the researchers have already formed a company to commercialize the technology, called LifeSprout.

*\*Correction, 8 May, 1:30 p.m.: This story was incorrect in stating that researchers had repaired tissue defects as large as 10 cubic centimeters in animals using a new injectable gel. The tissue defects were 1 cubic centimeter, or about the size of a human fingertip*

Retrieved from <https://www.sciencemag.org/news/2019/05/injectable-gel-could-one-day-rebuild-muscle-skin-and-fat>

**Practice created by Prof. Ileana Molina**

### **Part I. PRE-READING**

**Using the title, the paratext and paragraph I only, choose the option that best fits each prediction about the text.**

1. The main topic of the text might be "\_\_\_\_\_."
  - a) the technological advances in facial reconstruction
  - b) the new material developed by scientists to restore human tissue
  - c) the scientific experiments performed on animals

2. From the following list of terms, the word that is **LEAST** related to the content of the reading is \_\_\_\_\_.

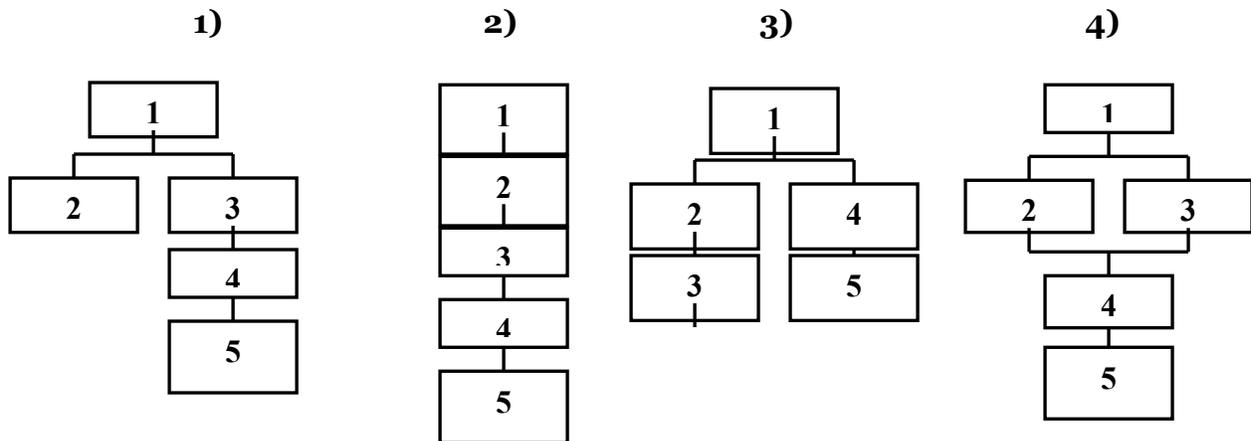
- a) plastic surgery
- b) car accidents
- c) animal rights in science

3. A dominant rhetorical pattern in the text will be \_\_\_\_\_

- a) hypothesis
- b) problem-solving
- c) narration

### Part II. READING

**A. Choose the number of the diagram that best reflects the levels of generalization of paragraph II.**



- 1. "Soft tissue losses are ... in Baltimore, Maryland.
- 2. Surgeons can transplant ... injury site.
- 3. But that involves ... part of the body.
- 4. Surgeons can ...implants.
- 5. But immune ... fibrous scars.

**B. Using paragraphs II, III and IV, write TRUE, FALSE or IT (Impossible to Tell) in the blanks. Do not use “T” or “F.”**

1. \_\_\_\_\_ Generalizations of probability are present in paragraph II.
2. \_\_\_\_\_ Paragraph III contradicts paragraph II.
3. \_\_\_\_\_ Surgeons can't help patients who require skin transplants.
4. \_\_\_\_\_ Jennifer Elisseeff, a biomedical engineer at Johns Hopkins, was not part of Reddy's team because she does not specialize in skin problems.
5. \_\_\_\_\_ Paragraph IV explains the molecular structure of the skin gel.

**C. Based on paragraphs V and VI, provide the SPECIFIC information requested. DO NOT use ELLIPSES.**

1. Copy one generalization of quantity.

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2. Copy one generalization of probability.

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**D. Match each segment of paragraphs V and VI with its corresponding descriptive category by writing its appropriate number in the parentheses. DO NOT REPEAT. There are TWO extra options.**

Segments	Descriptive categories
<b>a.</b> To test .... the material stiffened. ( ) (P. V, lines 1-2)	1. Rabbits' reaction to the test
<b>b.</b> The animals ...human finger. ( ) (P. V, lines 4-6)	2. Characteristics of the new gel
<b>c.</b> He notes...supply its own. ( ) (P. VI, lines 3-4)	3. Procedure used in rabbits to test material
<b>d.</b> That simplicity ...Drug Administration. (P. VI, lines 4-5) ( )	4. Reason for the new gel to be eligible by the U. S Food and Drug Administration
	5. Findings of the research
	6. Size of the tissue generated by rabbits

**E. Circle the number of two sentences that DO NOT correspond to the information presented in paragraphs VI and VII.**

1. Bioengineer Ali Khademhosseini believes the new gel is innovative and one of the latest scientific advances.
2. The new gel works by mixing biological molecules.
3. It is very probable that the U.S. Food and Drug Administration will approve this new product.
4. The new gel is ready to be used to form cardiac tissue.

### III. POST READING

**A. Choose the letter of the diagram that best resembles the discursive flow of the text's exposition.**

A	B	C
No intro	Introduction Par. I and II	Introduction Par. I
Body From Par. I to Par. VI	Body From Par. III to Par. VII	Body From Par. II to Par. V
Conclusion Par. VII	Conclusion No conclusion	Conclusion Par. VI-VII

**B) Challenge the statement below by using evidence from the text you just read. You can use Spanish. Be concise and remember to provide your own explanation or argument and support it by means of textual evidence. Include the number of paragraph(s) and line(s) used.**

*“Skin problems are not really serious. Scientists in clinical medicine should invest their time and resources in other fields.”*

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## 5. Rhetorical Pattern: Definition

Textbooks are full of new words and special terms. Even if the word is common, it can take on a special meaning in a specific course. To help students understand the ideas, authors often include a definition of the new or special term. (Henry, 2005, p. 327)

Definitions often include words such as “is/are” or “means.” Take a look at the following example:

Euphemisms are rephrasings of harsh terms; they attempt to avoid offending or to skirt a special issue. For instance, the Federal Reserve Board is fond of calling a bad market “a market imbalance.” A bereaved person might rather hear “I’m sorry to hear of your grandmother’s passing” than “I was sorry to hear your grandmother died.” (Henry, 2005, p. 327)

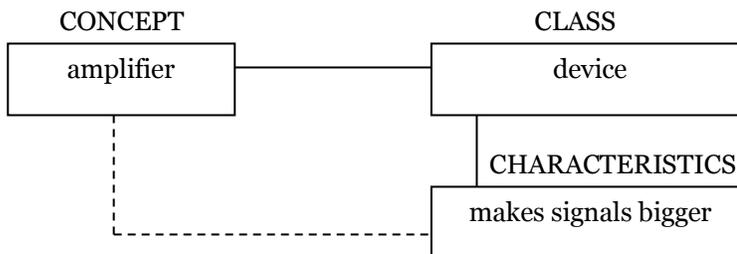
In the previous passage, the term “euphemisms” is defined first. Later, the author uses two examples to illustrate it.

In making a definition, we normally give:

- a. the specific concept being defined
- b. the class to which the specific concept belongs
- c. the specific characteristics of the concept which make it different from other members of the class

Examine the following example<sup>1</sup>:

An amplifier is a device which makes signals bigger



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<sup>1</sup> Adapted from Widdowson (1982).

Notice that we can make a generalization about amplifiers in the following way:

An amplifier is a device. → CONCEPT + CLASS

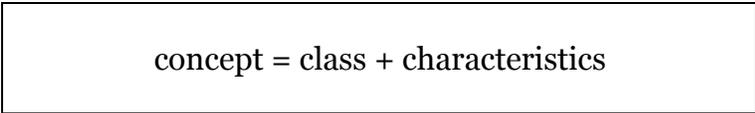
In the same way, we can make a description about amplifiers as follows:

Amplifiers make signals bigger. → CONCEPT + CHARACTERISTICS

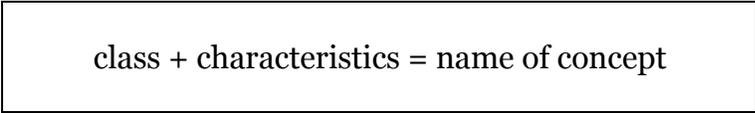
### a. Types of Definitions

We can identify two main types of definitions:

A **real definition** specifies the nature of a concept. The nature is specified by giving the class and the characteristics.



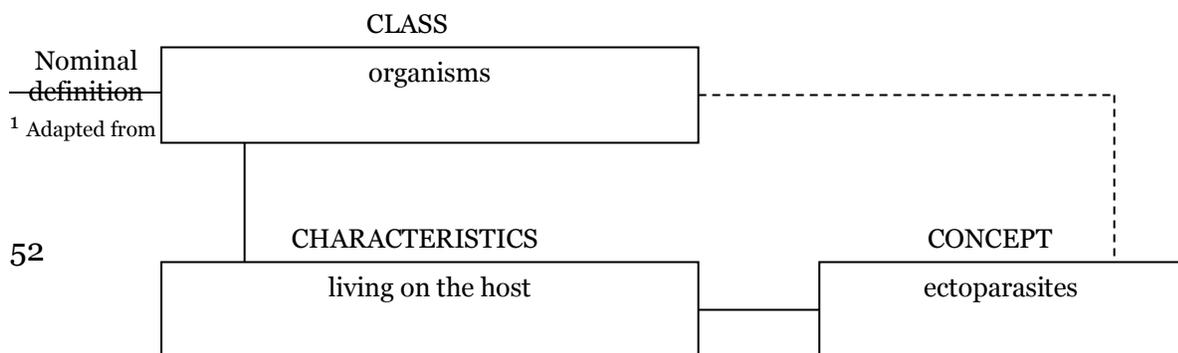
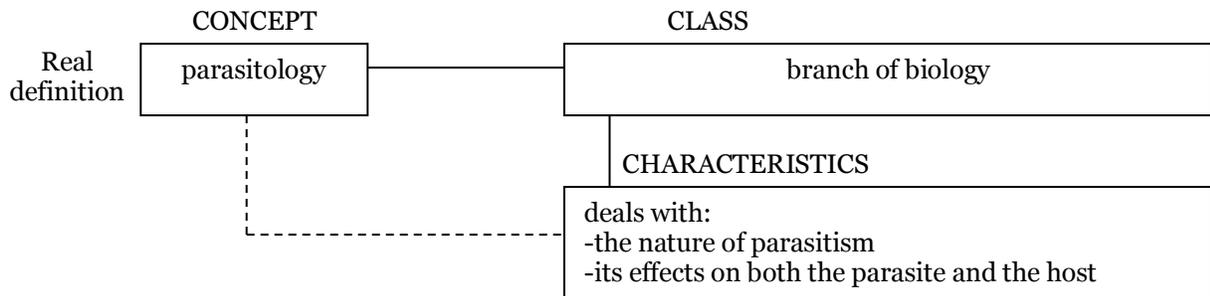
A **nominal definition**, on the other hand, states the nature of a concept and then identifies it by giving its name.



Let's analyze the following example<sup>1</sup>:

Parasitology may be defined as the branch of biology which deals with the nature of parasitism and its effects on both the parasite and the host. Broadly defined, a parasite is an organism which lives for all or part of its life on or in another organism from which it derives some benefit, such as food, shelter or protection. Organisms living on the host are known as ectoparasites; those living within the host organism are called endoparasites.

From this text, we can extract both real and nominal definitions.



<sup>1</sup> Adapted from

## Basic Practice on Identifying Definitions

**Instructions:** Look at the following definitions and identify their type<sup>1</sup>.

1. Semantics is the branch of linguistics which studies meaning.
2. The branch of linguistics which studies meaning is called semantics.

Notice that the explicit markers used to express the two types of definitions are different<sup>2</sup>:

Real definitions	CONCEPT	<i>is/are defined as may be defined as is/are said to be refer(s) to consist(s) of</i>	CLASS + CHARACTERISTICS
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Nominal definitions	CLASS + CHARACTERISTICS	<i>is/are known as is/are called is/are referred to as is/are considered</i>	CONCEPT
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**Important note:** The format of both real and nominal definitions may vary in texts. Consider the following examples:

A. Graphene, a new carbon molecule that is both thin and remarkably strong, was discovered by a scientist at the University of Manchester in 2004. → Real definition

B. Graphene: A new carbon molecule that is both thin and remarkably strong was discovered by a scientist at the University of Manchester in 2004. → Real definition

C. In 2004, a scientist at the University of Manchester discovered a new carbon molecule that is both thin and remarkably strong, graphene. → Nominal definition

D. A new carbon molecule that is both thin and remarkably strong, graphene, was discovered by a scientist at the University of Manchester in 2004. → Nominal definition

<sup>1</sup> Taken from Widdowson (1982).

<sup>2</sup> Adapted from Widdowson (1982).

## b. Extended Definitions

Analyze the following example<sup>1</sup>:

A telescope is an instrument for magnifying distant objects. It has two essential parts: the objective which collects light from the distant object and forms a real image, and the eye-piece which forms a magnified image of this image. Refracting telescopes use a convex lens as the objective and reflecting telescopes use a curved mirror of large diameter.

Notice that in the previous text a definition was extended or expanded. In an extended definition, the author may resort to examples, descriptions, or generalizations to elaborate on the definition provided. Here's another extended definition<sup>2</sup>:

A solar eclipse is an astronomical event during which the Moon seems to cover the Sun. When the Moon passes between the Earth and the Sun, all or part of the Sun's light is blotted out. The Moon, in fact, is much smaller than the Sun, but it is also a great deal closer to the Earth. As a result, both the Sun and the Moon seem to be about the same size to us. During a total eclipse, the Sun, the Moon, and the Earth are all in a straight line and the Moon completely hides the Sun from view. A partial eclipse occurs when the three bodies are not exactly in a straight line. In an annular solar eclipse, the Sun is visible as a bright ring around the Moon because the Moon is farthest from the Earth.

### Extra Practice on Definitions

**Instructions:** Read the following texts and do the exercises below.

#### Reading 1: The Digestive System<sup>3</sup>

All food which is eaten must be changed into a soluble, absorbable form within the body before it can be used by the cells. This means that certain physical and chemical changes must take place to change the insoluble complex food molecules into simpler soluble ones. These can then be transported by the blood to the cells and be absorbed through the cell membranes. The process of changing complex solid foods into simpler soluble forms which can be absorbed by the body cells is called **digestion**. It is accomplished by the action of various digestive juices containing enzymes. **Enzymes**

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<sup>1</sup> Taken from Widdowson (1982).

<sup>2</sup> Taken from Mikulecky & Jeffries (2007).

<sup>3</sup> Taken from Flemming (2011).

are chemical substances that promote chemical reactions in living things, although they themselves are unaffected by the chemical reactions.

Digestion is performed by the digestive system, which includes the alimentary canal and accessory digestive organs. The **alimentary canal** is also known as the digestive tract or gastrointestinal (GI) tract. The alimentary canal consists of the mouth (oral cavity), pharynx (throat), esophagus (gullet), stomach, small intestine, large intestine (colon), and the anus. It is a continuous tube some 30 feet (9 meters) in length, from the mouth to anus. The accessory organs of digestion are the tongue, teeth, salivary glands, pancreas, liver, and gallbladder.

### **Layers of the Digestive System**

The walls of the alimentary canal are composed of four layers: (1) the innermost lining, called the mucosa, is made of epithelial cells; (2) the submucosa consists of connective tissue with fibers, blood vessels, and nerve endings; (3) the third layer, the muscularis consists of circular muscle; and (4) the fourth, the serosa has longitudinal muscle. The mucosa secretes slimy mucus. In some areas, it also produces digestive juices. This slimy mucus lubricates the alimentary canal, aiding in the passage of food. It also insulates the digestive tract from the effects of powerful enzymes while protecting the delicate epithelial cells from abrasive substances within the food.

### **Lining of the Digestive System**

The abdominal cavity is lined with a serous membrane called the peritoneum. This is a two-layered membrane with the outer side lining the abdominal cavity and the inner side, or visceral, lining covering the outside of each organ in the abdominal cavity. An inflammation of the lining of this cavity caused by disease-producing organisms is called **peritonitis**.

There are two specialized layers of peritoneum. The peritoneum that attaches to the posterior wall of the abdominal cavity is called the **mesentery**. The small intestines are attached to this layer. In the anterior portion of the abdominal cavity a double fold of peritoneum extends down from the greater curvature of the stomach. This hangs over the abdominal organs like a protective apron. This layer contains large amounts of fat and is called the **greater omentum**. The peritoneal structure between the liver and stomach is called the lesser omentum.

### **Functions of the Digestive System**

The functions of the digestive system are to change food into forms that the body can use and to eliminate the waste products. These functions are accomplished in four major steps.

#### **Practice 1:**

1. Identify all the real and nominal definitions in the text and their components.
2. Choose two definitions, one real and one nominal, and change them into their opposite type.

3. Identify sentences that appear to be definitions but are not.

### **Reading 2: Kinematics<sup>1</sup>**

Kinematics is the branch of applied mathematics that deals with the motion of bodies considering the forces which produce such motion. When a body moves, so changing its position, the distance it has moved is measured by the length of its path of motion. Distance is therefore a scalar quantity. Speed is also a scalar quantity. Speed is defined as the rate of change of distance with time. The speed of a body measured in a definite direction is known as its velocity. Consequently, velocity is a vector quantity. If there is a change in either the speed of a body or its direction of motion, then the body is subject to an acceleration. We may therefore define acceleration as the rate of change of velocity with time. When the speed of a body decreases with time, the rate of decrease of speed is known as the deceleration.

#### **Practice 2:**

1. Identify all the real and nominal definitions in the text and their components.
2. Choose two definitions, one real and one nominal, and change them into their opposite type.

### **Reading 3: What Risks Are Involved in Tattooing?<sup>2</sup>**

Despite the obvious popularity of body art, several complications can result from tattooing.

Tattooing can cause infections. Unsterile tattooing equipment and needles can transmit infectious diseases, such as hepatitis; thus the American Association of Blood Banks requires a one-year wait between getting a tattoo and donating blood even if the needles are sterilized or never have been used, the equipment that holds the needles may not be sterilized reliably due to its design. In addition, a tattoo must be cared for properly during the first week or so after the pigments are injected.

Tattooing involves removal problems. Despite advances in laser technology, removing a tattoo is a pain-staking process, usually involving several treatments and considerable expense. Complete removal without scarring may be impossible.

Although allergic reactions to tattoo pigment are rare, when they happen they may be particularly troublesome because the pigments can be hard to remove. Occasionally, people may develop an allergic reaction to tattoos they have had for years.

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<sup>1</sup> Taken from Widdowson (1982).

<sup>2</sup> Taken from Henry (2005).

Tattoos may also result in granulomas and keloids. Granulomas are nodules that may form around material that the body perceives as foreign, such as particles of tattoo pigment. If you are prone to developing keloids—scars that grow beyond normal boundaries—you are at risk of keloid formation from a tattoo. Keloids may form any time you injure or traumatize your skin. According to experts, tattooing or micropigmentation is a form of trauma, and keloids occur more frequently as a consequence of tattoo removal.

### **Practice 3:**

1. Identify all the real and nominal definitions in the text and their components.
2. Choose two definitions, one real and one nominal, and change them into their opposite type.
3. Create a real definition of the concept “tattooing” using the information found in the text and including at least one characteristic.

## **6. Recognizing the Discourse of Exposition**

In exposition, a writer seeks to explain, describe, give information or inform knowledge already established (Widdowson, 1980). The focus of exposition is the information that is being reported and not the subjective judgments that the author makes about the topic. Given that exposition is the most frequently found discourse in human communication, it can contain any rhetorical patterns, and these characteristics can make the reader confuse exposition with other discourses, especially enquiry and argumentation. Therefore, a text presenting a group of hypotheses or theories is not necessarily enquiry, nor is a text presenting a group of arguments argumentation. If, for example, these texts do not include any evaluation of the author about the hypotheses or arguments presented, these texts are simply expository.

### **a. Discursive Functions in Exposition**

All forms of human communication have certain specific purposes for which language is used. These specific purposes are called “**discursive functions.**” In this regard, there are some discursive functions that are common in one or more discourses. Particularly, exposition deals with explanations, and these explanations may be approached in different ways in this discourse.

Let’s take a look at the most relevant discursive functions in exposition<sup>1</sup>:

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<sup>1</sup> Adapted from Widdowson (1980).

- Listing several possible explanations
- Identifying one explanation
- Identifying and amplifying an explanation
- Rejecting one explanation
- Redefining an explanation

## **b. Redefining an Explanation**

In this discursive function, an author introduces an explanation that is in use at the moment but that the author considers falls short at covering all the features that the topic should encompass. Consequently, the author presents the current explanation and introduces his or her redefinition of it with the purpose of rectifying its limitations.

Analyze the following example<sup>1</sup> carefully and identify the part of the text that serves the purpose of redefining an explanation:

**Gender identity** is a person's private sense, and subjective experience, of their own gender. This is generally described as one's private sense of being a man or a woman, consisting primarily of the acceptance of membership into a category of people: male or female. Still, this is highly insufficient nowadays to account for all the different ways in which people may express their identity in regards to sexuality. For instance, in certain Eastern countries, a third gender identity is acknowledged. The so-called third gender categories can be used for a gender identity by people who are uncomfortable with the gender that is usually associated with their genitalia. Thus, the construct of gender identity should also be used to account for those people who do not describe themselves as being either male or female.

## **Practice on Discursive Functions**

**Instructions:** Read the following text and complete the exercises after it.

**A. It was observed in a village in Ecuador that a high proportion of the population reached the age of 100. Read the following description and make a list of possible explanations for this observation.**

Vilcabamba is an isolated community high in the Andes mountains. Both men and women work in the fields all their lives and travel many miles on foot every day. There are no signs of obesity or of under nutrition. There is a very low caloric consumption and

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<sup>1</sup> Adapted from [http://en.wikipedia.org/wiki/Sexual\\_identity](http://en.wikipedia.org/wiki/Sexual_identity)

protein and fat consumed are almost entirely of vegetable origin. All the elderly inhabitants remain active and all are, or have been married. Some have smoked cigarettes for most of their lives. Many had parents or relatives who lived to a very old age.

**Write your list here:**

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**B. Use the list you made to complete these explanations:**

1. The fact that \_\_\_\_\_ can be explained by the altitude and by \_\_\_\_\_.

2. The villagers in Vilcabamba \_\_\_\_\_.  
This helps to explain their longevity.

3. There are several explanations for longevity. These include: \_\_\_\_\_  
\_\_\_\_\_.

4. There is no simple explanation for \_\_\_\_\_.  
However, one important factor may be \_\_\_\_\_.

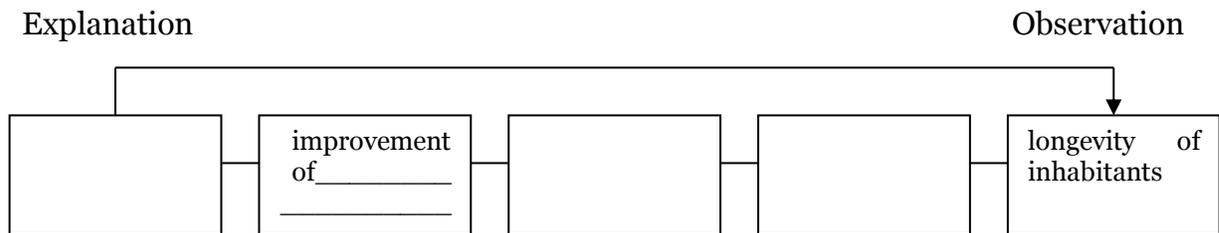
**C. Answer the following questions based on the explanations you completed in exercise B.**

1. Which two statements have as their discursive function “identifying an explanation?”  
Statements \_\_\_\_\_ and \_\_\_\_\_.

2. Which two statements have as their discursive function “listing several explanations?”  
Statements \_\_\_\_\_ and \_\_\_\_\_.

**D. Complete the following diagram based on the following amplification. Use nouns or noun phrases for the boxes.**

The fact that many inhabitants of Vilcabamba live to be over 100 can be explained by their regular exercise. The importance of exercise is that it improves the cardiopulmonary functions. Consequently the oxygen supply to the heart muscles is maintained. This means that the heart is less liable to sudden failure.



**E. The previous amplification gives the causes and effects which link the observation to each explanation. Now answer the questions below.**

1. What is the discursive function of the first sentence in the text?

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2. What is the discursive function of the rest of the sentences?

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**F. Read the following passage and answer the questions after it.**

Many attempts have been made to explain longevity. Some explanations have concentrated on dietary factors, others on climate, or the amount of exercise taken but all have been inconclusive. In fact, there is no need to search for environmental or even psychological consideration when trying to explain longevity. By far, the most likely explanation is that longevity is the result of genetic factors.

1. Which explanations are rejected?

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2. Which sentence has as its discursive function “rejecting an explanation?”

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3. What is the discursive function of the last sentence “By far, the most likely explanation is that longevity is the result of genetic factors.”?

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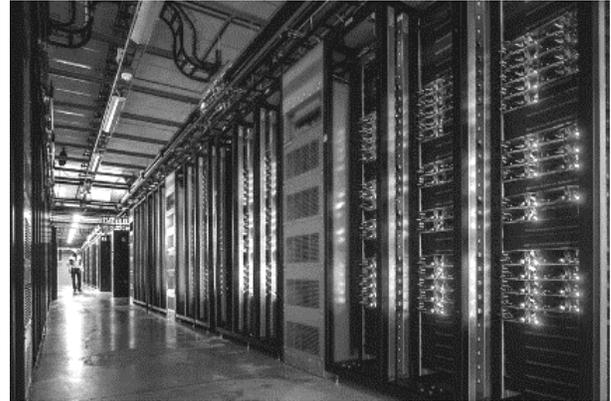
## Extra Practice on Exposition

**Instructions:** Read the text below and do the exercises based on it.

### Why the U.K. Condemned Facebook for Fuelling Fake News

By Sue Halpern  
February 22, 2019

*A Facebook data center in northern Sweden. A British parliamentary committee says the social network continues to facilitate the dissemination of propaganda by compromising its users' privacy.*



**I.** If there remained any doubt that Facebook’s business practices intentionally compromise users’ privacy and recklessly undermine democratic norms, it was put to rest on Monday, when the Digital, Culture, Media and Sport Committee of the British House of Commons issued a hundred-and-eight-page report, incongruously titled “Disinformation and ‘fake news.’” In a drama that played out over a few days in November, the committee’s chair, Damian Collins, a member of Parliament, had outwitted Facebook’s legal team when he summoned an American app developer named Ted Kramer to give a statement. At the time, Kramer’s company, Six4Three, was embroiled in a lawsuit with Facebook, and the documents that he just happened to have access to while on a business trip to England—and which Collins just happened to know about—were obtained during the discovery process.

**II.** Although the documents were under seal in the United States, Collins claimed that they were fair game in the U.K., and threatened to arrest Kramer if he didn’t turn them over. Their contents are incorporated into Monday’s report, which gets at its nominal subject—the dissemination of propaganda and intentionally divisive content on social media—by unmasking the ways that Facebook, in particular, has facilitated it.

**III.** Six4Three sued Facebook for breach of contract, in 2015, after the social network cut off the company’s access to the profiles of Facebook users’ friends. Six4Three’s Pikinis app, which prospected for photographs of women in bikinis from pictures shared on Facebook, stopped working after the data stream dried up. At the time, Facebook claimed that its new policy was intended to protect users’ privacy. It might have done so,

too, if the company had adhered to it. But, as Kramer and his lawyers found out during the discovery process, Facebook continued to allow certain “white-listed” companies—Netflix, Airbnb, and Lyft, among them—to harvest friends’ data.

**IV.** Facebook considered giving companies this access as long as they spent at least two hundred and fifty thousand dollars a year advertising on the platform or if they had something of value they could trade in exchange. The report cites an e-mail from March, 2015, in which Facebook executives discuss giving Tinder white-listed status in return for the use of the term “Moments,” which Facebook subsequently named its new photo-sharing app, three months later. “The idea of linking access to friends’ data to the financial value of the developers’ relationship with Facebook was a recurring feature of the documents,” the report explains.

**V.** The report also reveals that many Facebook executives conspired so Android phone users hand over most of their text messages and call logs during a software upgrade, even though it was “a pretty high-risk thing to do from a Public Relations (PR) perspective,” Michael LeBeau, a Facebook product manager, wrote in an e-mail. Facebook’s PR strategy, according to the report’s authors, was “to make it as hard as possible for users to know that this was one of the underlying features of the upgrade of their app.”

**VI.** Additionally, a V.P.N. app that Facebook bought from Israeli developers, which ostensibly intended to keep users’ browsing activities from being tracked, was actually sharing their Web wanderings with Facebook, so that the company could “gain insights into the products and services people value, and build better experiences.” Those insights included identifying the apps and services that were most popular among Facebook users, which gave the company a predatory advantage: its executives could either acquire those apps, as they did with WhatsApp and Instagram, or they could simply shut them down, as they did with the video-advertising system LiveRail. This leads Collins and his colleagues to wonder if Facebook might be exposed to a racketeering lawsuit in the United States. Historically, the *RICO* Act has been used to go after mobsters, not tech platforms or their executives. But, early in the report, the authors call Facebook’s chairman and C.E.O., Mark Zuckerberg, and his team “digital gangsters,” so there’s a certain logic to it.

**VII.** The chicanery of Facebook executives, combined with their allegiance to profit over people and their continued insistence that Facebook is merely a neutral platform, created the conditions through which so much propaganda has been disseminated online. Cambridge Analytica, which purchased the data of eighty-seven million Facebook profiles from a third-party app developer to use on behalf of the Ted Cruz and Donald Trump Presidential campaigns, was enabled by Facebook—the company not only supplied the raw material for Cambridge Analytica’s algorithms but was also the medium

for its targeted messaging. Some of that messaging was intended to discourage certain Americans from voting and to inject discord into the electorate.

**VIII.** Facebook, too, along with Twitter and Instagram, was an ideal vector for similar work undertaken by the Russian Internet Research Agency. In September, 2017, Facebook’s then chief security officer, Alex Stamos, told Facebook executives that malign Russian-state actors were still active on the site—information that those executives chose to ignore, according to an investigation by the *New York Times*. A few months later, other members of Facebook’s management appeared to have, as the report puts it, “misled” the Collins committee when they testified that outside agents were not using the platform to influence elections.

**IX.** Facebook was also used to surreptitiously influence the Brexit vote in the U.K. In arcane detail, the commission explains why it believes an obscure Canadian company called Aggregate I.Q. (A.I.Q.) harvested Facebook users’ profiles and linked them to voter files in order to “precisely target” them with pro-Leave messages. According to the report, “The work of [A.I.Q.] highlights the fact that data has been and is still being used extensively by private companies to target people, often in a political context, in order to influence their decisions. It is far more common than people think.” Indeed, in a ten-month period during 2018, an anonymous, “highly misleading,” pro-Brexit Web site called Mainstream Network spent an estimated two hundred and fifty-seven thousand pounds on Facebook ads that reached nearly eleven million users. “Mainstream Network is yet another, more recent example of an online organisation [sic] seeking to influence political debate . . . and there is no good case for [it] to hide behind anonymity,” the report says. Zuckerberg’s proxy in London, Richard Allan, has not responded to the committee’s requests to reveal who is behind Mainstream Network—which is to say, who is paying for its Facebook ads—but he has promised to do so. “We consider Facebook’s response generally to be disingenuous and another example of Facebook’s bad faith,” the report’s authors wrote.

**X.** In response to the report, Karim Palant, Facebook’s public-policy manager in the U.K., released a statement, which said, “We are open to meaningful regulation and support the committee’s recommendation for electoral law reform. . . . No other channel for political advertising is as transparent and offers the tools that we do. We also support effective privacy legislation that holds companies to high standards in their use of data and transparency for users.” Palant added, “While we still have more to do, we are not the same company we were a year ago.”

**XI.** If a *RICO* prosecution seems unlikely, how will governments hold Facebook to account? Facebook is a global company with billions of users around the world and the Internet is borderless, but laws are not. Strict new data-protection laws in California, for example, which, among other things, empower residents to ask for their data to be

erased and object to its sale, stop at the state line. The General Data Protection Regulation issued by the European Union, which went into effect last year, only covers E.U. residents. And as comprehensive as it is, the G.D.P.R. doesn't cover "inferred data"—the assumptions made about individuals by computer models that are then passed on to advertisers.

**XII.** One popular example of this is Facebook's "lookalike audiences" tool, which categorizes people on the basis of their similarity to others with analogous interests and traits. The Los Angeles *Times* reported on Thursday that Facebook continues to allow advertisers to search for and target "hundreds of thousands of users" who "the social media firm believes are curious about topics such as 'Joseph Goebbels,' 'Josef Mengele,' 'Heinrich Himmler,' the neo-nazi punk band Skrewdriver and Benito Mussolini's long-defunct National Fascist Party."

**XIII.** The Collins committee has offered numerous proposals and suggestions for reform, starting with a "compulsory Code of Ethics" for all tech companies, enforced by an independent regulatory authority, which would establish acceptable practices online. "This should include harmful and illegal content that has been referred to the companies for removal by their users, or that should have been easy for tech companies themselves to identify," the report states. But defining what constitutes harmful or illegal content, as we've seen repeatedly, can be tricky: one person's art, for example, is another's pornography; one group's war reporting is another's recruiting tool. Content moderation has bedeviled social-media companies from the start, and it only gets more challenging as propagandists become more adept at manipulation. And ethics, codified or not, will always bump up against culture.

**XIV.** While the big tech companies have stated publicly that they are open to regulation, in the United States they have deployed armies of lobbyists to block government oversight—or at least to neuter it. So far the lobbyists have prevailed, but their power may be waning. Last November, Senator Ron Wyden, a Democrat from Oregon, proposed new privacy legislation that would impose substantial fines on companies that fail to comply with the requirements set forth in the bill, one of which is filing annual reports with the Federal Trade Commission (F.T.C.) certifying compliance. Perhaps more substantial, the bill calls for up to a twenty-year prison sentence for anyone who submits a false report. Wyden's bill is intended to give more bite to what has been, until now, toothless governance by the F.T.C. Meanwhile, the F.T.C., at last, appears to be embracing its statutory authority over tech companies. According to the *Washington Post*, the commission is in negotiations with Facebook over a fine that is reported to be in the billions of dollars, that has been issued for the company's failure to comply with an F.T.C. consent decree prohibiting Facebook from sharing users' data without their permission.

**XV.** When Facebook signed the consent decree, in 2011, it was essentially agreeing with the F.T.C. that it had “deceived consumers by telling them they could keep their information on Facebook private, and then repeatedly allowing it to be shared and made public.” But even with that charge and Facebook’s agreement that it would thereafter comply with F.T.C. regulations, the company continued distributing data without users’ consent for many months. Indeed, Allan told the Collins committee when testifying in Parliament, in November, that Facebook’s senior leadership, including Zuckerberg, knew that the company was continuing to allow third-party access to users’ data even when those users had not given permission. This time, Marc Rotenberg, of the Electronic Privacy Information Center, told the *Washington Post*, a steep fine would “indicate the FTC is now prepared to enforce its consent orders.”

**XVI.** The F.T.C. began its most recent investigation of Facebook last March, after the Cambridge Analytica revelations. The Collins committee asserts that if Facebook had complied with the 2011 consent decree, the Cambridge Analytica data breach would not have happened. This may be true, but as the report also makes clear, Facebook appeared to have no intentions to comply with the F.T.C. order. Just months after the consent decree went into effect, in November, 2012, Zuckerberg sent a lengthy e-mail to senior executives that, as the committee suggests, appeared to prioritize “developer access to data from users who had not granted data permission to the developer.” Also in that e-mail, Zuckerberg tells his team that he favors “reciprocity” with developers. This e-mail, the report states, “led Facebook to gain as much information as possible, by requiring apps that used data from Facebook so users shared their data back to Facebook (with scant regard to users’ privacy).”

**XVII.** Calling out Facebook for its bad faith and disingenuousness only goes so far. Last October, after the Digital, Culture, Media and Sport Committee issued its interim report, the British government accepted only three of its forty-two recommendations. It remains to be seen what it will do this time, after an eighteen-month inquiry entailing 4,350 questions, a hundred and seventy written submissions, and seventy-three witnesses has unearthed incontrovertible evidence that propagandists intent on undermining social cohesion were largely enabled by the arrogance, irresponsibility, and rapaciousness of the executives of a single company. This is a final report, the authors write in an introduction, but they promise it will not be their final word.

Retrieved from: <https://www.newyorker.com/tech/annals-of-technology/why-the-uk-condemned-facebook-for-fuelling-fake-news>

## Designed by Prof. Fabián Chacón

Based on the reading “Why the U.K. Condemned Facebook for Fuelling Fake News”, do the following exercises

### I. PRE-READING

**PREDICTING. Read the title, paratext and paragraphs I and II ONLY. Then, circle the option that shows the most appropriate prediction about the article for each statement.**

1. After analyzing these sections, the topic of the reading is \_\_\_\_\_.

unclear / ambiguous / clear

2. One key rhetorical pattern in this text will be \_\_\_\_\_.

definition / hypothesis / cause-effect

3. The main purpose of this article is to inform readers that \_\_\_\_\_.

Facebook has affected users’ privacy policy because of political pressure./  
the United States and the United Kingdom have given different benefits to Facebook./  
people have stopped using Facebook due to the increased presence of advertisement.

### II. WHILE-READING

**A. Based on paragraphs III and IV, choose the letter of the option that best completes each sentence below. (4 points)**

1. The following sentence "At the time, Facebook claimed that its new policy was intended to protect users’ privacy" (**Par. III, line 4**) constitutes \_\_\_\_\_.

- a. a generalization of frequency
- b. a definition
- c. a description

2. Paragraph **III** contains \_\_\_\_\_ levels of generalization.

- a. three
- b. four
- c. five

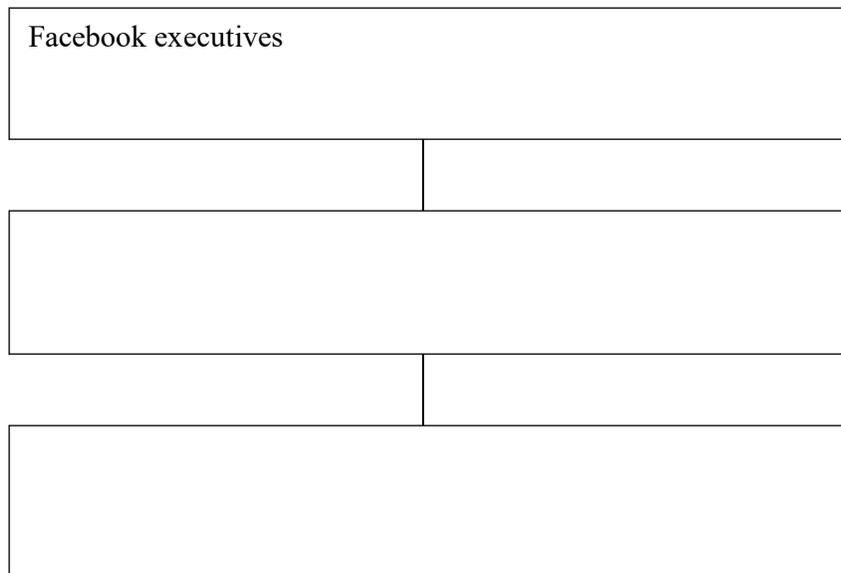
3. Paragraph **IV** does **not** present \_\_\_\_\_.

- a. descriptions
- b. historical data
- c. a nominal definition

4. In paragraph **IV**, the topic sentence is \_\_\_\_\_.

- a. the first sentence
- b. the second sentence
- c. the third sentence

**B. Complete a diagram of generalization for paragraph V. Be concise. (3 points)**



**C. Turn all the generalizations of quantity from the following section into generalizations of frequency. (2 points)**

" The report also reveals that many Facebook executives conspired so Android phone users hand over most of their text messages and call logs during a software upgrade [...]"  
Par. V, lines 1-2

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**D. Circle the number of three sentences that do not correspond to the information presented in paragraphs V and VI. (3 points)**

1. Public Relations experts for Facebook analyzed the consequences of using the information from users when these completed the upgrade.
2. People who wanted to have an updated version of the software found out immediately that Facebook would obtain information of their messages and calls.
3. Consumption preferences became an aspect Facebook studied about people with the V.P.N. app.
4. Live Rail was purchased by Facebook to create more jobs.
5. Racketeering is not considered a crime in the United States.
6. The RICO Act became an instrument to study Facebook's actions using the examples of organized crime.

**E. Write 'True', 'False' or 'IT' (Impossible to tell) according to paragraphs VII to X. (6 points)**

1. \_\_\_\_\_ Presidential candidates used the information obtained from Facebook to contact as many family members of the profile users as possible.
2. \_\_\_\_\_ Executives from the company quickly took actions to solve the Russian threat that Alex Stamos shared with them.
3. \_\_\_\_\_ Employees in managerial positions, who had accurate knowledge of how information was handled by presidential campaigners, provided untruthful accounts during the investigation.
4. \_\_\_\_\_ Brexit voters were studied by Aggregate I.Q. to promote the discourse that Great Britain had to separate from the European Union.

5. \_\_\_\_\_ The money that Mainstream Network spent came directly from investments in London.

6. \_\_\_\_\_ Through Karim Palant, Facebook has accepted there were transgressions in the way private information of users was shared with other companies.

**F. Identify the definition in paragraph XI, write its type and complete the chart. (4 points)**

Type of definition: \_\_\_\_\_

Concept	Class	Characteristic(s)
_____	_____	_____
_____	_____	_____
_____	_____	_____

**G. Based on Paragraphs XII, XIII and XIV, choose ‘R’ if the inference is REAL, ‘F’ if it is FALSE or ‘NI’ if it is NOT IMPLIED. (5 points)**

1. R F NI If people show an interest towards the neo-nazi punk movement, Facebook will likely share their information with the police first.

2. R F NI The Collins committee expects to release the Code of Ethics at the same time that the regulatory authority is chosen by each government.

3. R F NI There is not a clear projection for when ethics will be a standardized concept for people all over the world.

4. R F NI In the near future, it is possible that government initiatives reverse the trend where tech companies escape financial penalties due to their dangerous use of private information.

5. R F NI The F.T.C. has been unsuccessful with its decree because of internal cases of corruption within the institution.

**H. Circle the option in boldface that best completes each idea according to paragraphs XV and XVI. (4 points)**

1. Paragraph XV (**contains / lacks**) both generalizations of quantity and frequency.
2. An expert’s opinion (**is / is not**) included in paragraph XV.
3. Paragraph XVI presents (**one / two**) generalization of probability.
4. The information of paragraph XVI (**challenges / amplifies**) the content of paragraph XV.

**I. Write a complete descriptive category for the following excerpts from paragraph XVI. (4 points)**

1. “The F.T.C. began its most recent investigation of Facebook last March, after the Cambridge Analytica revelations.” (Lines 1-2)

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2. “but as the report also makes clear, Facebook appeared to have no intentions to comply with the F.T.C. order” (Lines 3-4)

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3. “Also in that e-mail, Zuckerberg tells his team that he favors “reciprocity” with developers.” (Lines 7-8)

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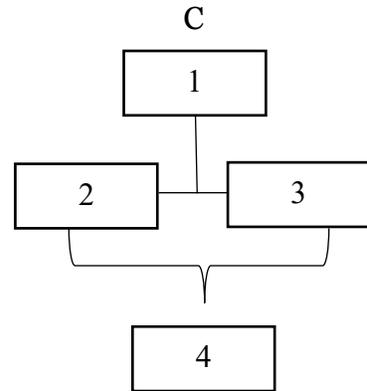
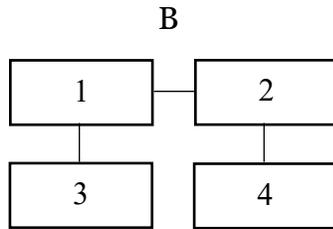
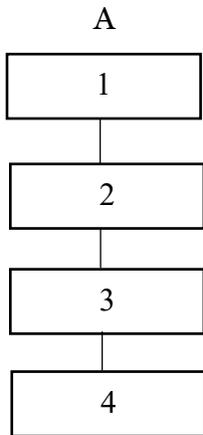
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4. “This e-mail, the report states, “led Facebook to gain as much information as possible, by requiring apps that used data from Facebook so users shared their data back to Facebook.” (Lines 8-9)

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**J. Choose the letter of the diagram that best reflects the levels of generalization according to the ideas of paragraph XVII. (1 point)**



1. "Calling out Facebook for its bad faith and disingenuousness only goes so far."
2. "Last October, after the Digital, Culture, Media and Sport Committee issued its interim report, the British government accepted only three of its forty-two recommendations."
3. "It remains to be seen what it will do this time, after an eighteen-month inquiry entailing 4,350 questions (...) irresponsibility, and rapaciousness of the executives of a single company."
4. "This is a final report, the authors write in an introduction, but they promise it will not be their final word."

**K. Based on paragraph XVII, choose the correct tone the author uses to conclude the article. (1 point)**

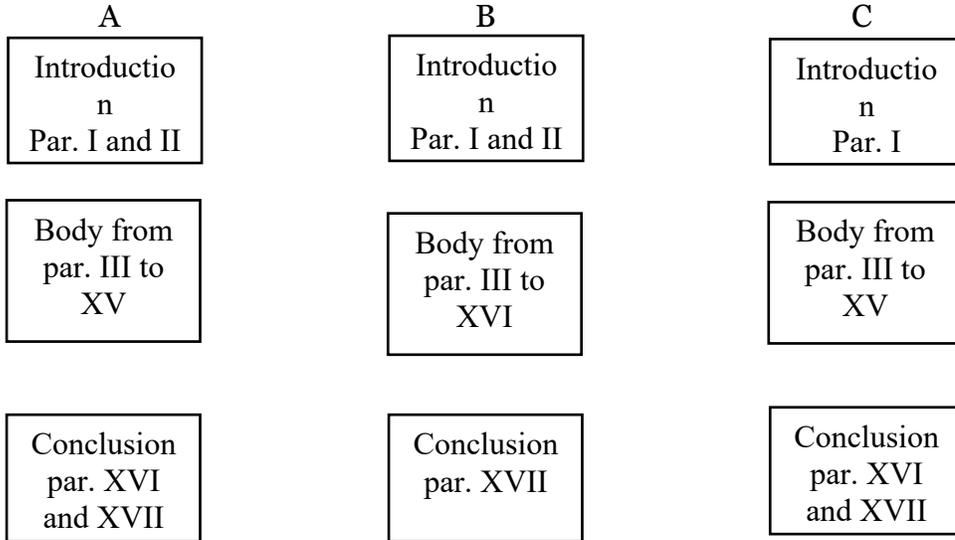
a. nostalgic

b. cautionary

c. sarcastic

### III. POST-READING

**A. Choose the letter of the diagram that best resembles the discursive flow of the text's exposition. (1 point)**



**B. Challenge the following statement your friend gives by using specific evidence from the text (explained in your own words) to support your answer. You can use Spanish. Mention the paragraph(s) and line(s) used as reference. (3 points)**



*I will continue posting all my activities and opinions on Facebook because their privacy policies are effective and my information is secured. Only my friends can see my information.*

Your reply:

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## B. Enquiry

### 1. Recognizing the discourse of Enquiry

The discourse of enquiry can be found in different fields and majors. As college students, you will encounter this discourse in your fields of study most likely. Normally both, academic writers and readers, study a body of information so closely and from so many different perspectives that they can ask questions that may not occur to people who are just scanning the information. That is, they learn to make or to identify enquiries, or questions. Every piece of academic writing begins with a question about the way the world works, and the best questions lead to rich, complex insights that others can learn from and build on. You will find that the ability to ask good questions is equally valuable in your daily life. Asking thoughtful questions about politics, popular culture, work, or anything else — questions like What exactly did that candidate mean by “Family values are values for all of us,” anyway? What is lost and gained by bringing Tolkien’s Lord of the Rings trilogy to the screen? What does it take to move ahead in this company? — is the first step in understanding how the world works and how it can be changed.

Enquiry typically begins with **observation**, a careful noting of phenomena or behaviors that puzzle you or challenge your beliefs and values (in a text or in the real world). Observing phenomena prompts an attempt to understand them by **asking questions** (Why does this exist? Why is this happening? Do things have to be this way?) and **examining alternatives** (Maybe this doesn’t need to exist. Maybe this could happen another way instead.). For example, Mark Edmundson, a professor of English at the University of Virginia, observes that his students seem to prefer classes they consider “fun” over those that push them to work hard. This prompts him to ask how the consumers culture — especially the entertainment culture — has altered the college experience. In his essay “On the Uses of a Liberal Education,” he wonders what it means that colleges increasingly see students as customers they need to please with Club Med-style exercise facilities that look “like a retirement spread for the young” more than as minds to be educated. He further asks what will happen if we don’t change course — if entertaining students and making them feel good about themselves continue to be higher priorities than challenging students to stretch themselves with difficult ideas. Finally, he looks at alternatives to entertainment-style education and examines those alternatives to see what they would offer students.

In her reading on the American civil rights movement of the 1950s and 1960s, one of our students observed that the difficulties many immigrant groups experienced when they first arrived in the United States are not acknowledged as struggles for civil rights.

This student of Asian descent wondered why the difficulties Asians faced in assimilating into American culture are not seen as analogous to the efforts of African Americans to gain civil rights (Why are things this way?). In doing so, she asked a number of relevant questions: What do we leave out when we tell stories about our- selves? Why reduce the struggle for civil rights to black-and-white terms? How can we represent the multiple struggles of people who have contributed to building our nation? Then she examined alternatives — different ways of presenting the history of a nation that prides itself on justice and the protection of its people’s civil rights (Maybe this doesn’t need to exist. Maybe this could happen another way.). The academic writing you will read — and write yourself — starts with questions and seeks to find rich answers.

## 2. Discursive functions in Enquiry

- A. **Observing.** Note phenomena or behaviors that puzzle you or challenge your beliefs and values.
- B. **Asking questions.** Consider why things are the way they are.
- C. **Developing a hypothesis.** Make a hypothesis that explains the reason, origin, causes of the conflict, problem, idea.
- D. **Using a methodology.** Design a method to prove whether or not the hypothesis is true.
- E. **Examining alternatives.** Explore how things could be different. Try the hypothesis and ask more questions.

Even when the above are considered the main discursive functions, they can and will be adapted depending on the reading and the required analysis; therefore, we may encounter some more discursive functions derived from and related to the main ones. For example,

- A. Testing hypothesis by controlled investigation. It happens when there is an experiment and from it, you must infer the hypothesis that is being tested. The reader must answer some questions to determine the relationship of the observations and hypothesis, the relationship between the hypothesis and the methodology used and the relationship of the hypothesis to further research
- B. Examining evidence for and against hypothesis. The reader must be able to analyze the proposed evidence and decide whether or not it helps to prove or not the hypothesis
- C. Testing the logical consistency of the hypothesis. Since hypotheses are supported by observation, the reader must explore the consistency an logic between the observations and the hypotheses proposed from them.
- D. Conclusions
- E. Results

### 3. What is a hypothesis?

A **hypothesis** (plural *hypotheses*) can be defined as "a proposed explanation or idea that is not proven but that leads to further study or discussion" (Merriam Webster Dictionary). Clearly, then this concept will require your critical thinking skills in the analysis of the hypothesis presented in the texts.

So far, we may classify hypothesis into two kinds:

**A. Scientific Hypothesis.** It requires the scientific method, and the scientists usually based them on previous observations that cannot be explained with the available scientific theories.

**B. Working Hypothesis.** It is a hypothesis that is provisionally accepted as a basis for further research<sup>1</sup> in the hope that a tenable theory will be produced, even if the hypothesis ultimately fails. Like all hypotheses, a working hypothesis is constructed as a statement of expectations, which can be linked to the exploratory research purpose in empirical investigation and is often used as a conceptual framework in qualitative research.

Also, it is important to make a distinction between the concepts of hypothesis and theory<sup>2</sup>.

A hypothesis, then, in general terms is "an unproved theory, proposition, supposition, etc, tentatively accepted to explain certain facts to provide a basis for further investigation." Webster's dictionary (Neufeldt and Furalnik 1991) separates theory and hypothesis as follows: "theory, as compared here, implies considerable evidence in support of a formulated general principle, explaining the operation of certain phenomena; hypothesis implies an inadequacy of support of a explanation that is tentatively inferred, often as a basis for further experimentation."

Clearly, then, in the discourse of Enquiry we are likely to find hypotheses rather than already established theory.

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<sup>1</sup> [http://en.wikipedia.org/wiki/Working\\_hypothesis](http://en.wikipedia.org/wiki/Working_hypothesis) - cite\_note-1

<sup>2</sup> Taken from Hilborn, Ray; Mangel, Marc (1997). *The Ecological detective: Confronting Models with data*. Princeton University Press. p. 24. ISBN 978-0-691-03497-3.

## Practice on the interaction of observations and hypotheses

**A. Instructions:** Match each of the following hypotheses to the observations which support it. You may repeat.

1. Armadillos sleep 18 hours and more a day. ( ) Each species has a typical sleep pattern.
2. Sheep and goats sleep less than 4 hours a day. ( ) Age is related to the sensitivity to effects of sleep deprivation.
3. Many travelers sleep irregularly for a few days after an intercontinental air journey. ( ) Animals of different species require differing amounts of sleep.
4. Some animals sleep at night, some during day. ( ) When sleep is displaced in time, sleep patterns are disrupted but will become reorganized in their original pattern in time.
5. Gorillas sleep for several hours at a stretch while small rodents sleep in bursts of a few minutes. ( ) Age is associated with varying amounts of sleep.
6. Newborn infants may spend an average of 16 hours sleeping in each 24-hour period. During the first year of life, total sleep time drops sharply. ( ) Sleep conserves energy in species whose metabolic requirements are high.
7. Young organisms suffer fewer ill-effects from lack of sleep than older ones.
8. Sleep is particularly important for animals which have to maintain a constant body temperature.

**B. Instructions:** Use your answers to complete the following statements. Use at least 3 of the observations/hypotheses from the previous exercise.

A. The fact that \_\_\_\_\_ (observation) suggests that \_\_\_\_\_ (hypotheses).

B. It is reasonable to suppose that \_\_\_\_\_ (hypotheses). This is borne out by the fact that \_\_\_\_\_ (observation).