

2014

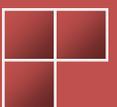
# CRITICAL READING WORKSHOP

ENGLISH FOR ACADEMIC PURPOSES  
TALLER DOCTORAL I

DOCTORADO EN CIENCIAS SOCIALES

PRACTICE AND EXERCISES

*Mirta Rena de Kahn*





**“It’s called READING. It’s how people install new software into their brains”**

**28/05/2014 – First Session: LEARNING TO READ, READING TO LEARN**

### **VOCABULARY**

Guessing words from context represents a reasonable way to problem-solve one’s way quickly through **unknown words** in a text, a way of doing the best one can with what one has available without seriously disrupting the reading process itself.

Source: <http://www.cambridge.org/>

### **Task # 1:**

- a) **Lea el texto a continuación.** Se trata de un cuento de Julio Cortázar, incluido en la obra titulada **ÚLTIMO ROUND**, publicada en 1969 y escrito en **gígllico**, un lenguaje inventado por él.
- b) **Intente adivinar el significado de los términos en gígllico a partir de las funciones que esas palabras cumplen en la oración. Considere también qué conocimientos personales utilizó para darle sentido a esos significados.**

### **La Inmiscusión Terrupta**

Como no le melga nada que la contradigan, la señora Fifa se acerca a la Tota y ahí nomás le flamenca la cara de un rotundo mofo. Pero la Tota no es inane y de vuelta le arremulga tal acario en pleno tripolio que se lo ladea hasta el copo.

– *¡Asquerosa!* – brama la señora Fifa, tratando de sonsonarse el ayelmado tripolio que ademenos es de satén rosa. Revoleando una mazoca más bien prolapsa, contracarga a la crimea y consigue marivorearle un sueño a la Tota que se desporrona en diagonía y por un momento horadra el raire con sus abrocojantes bocinomías. Por segunda vez se le arrumba un mofo sin merma a flamenclarle las mecochas, pero nadie le ha desmunido el encuadre a la Tota sin tener que alanchufarse su contragofia, y así pasa que la señora Fifa contrae una plica de miercolamas a media resma y cuatro peticuras de esas que no te dan tiempo al vocifugio, y en eso están arremulgandose de ida y de vuelta cuando se ve precivenir al doctor Feta que se inmoluye inclótumo entre las gladiofantas.

– *¡Payahás, payahás!* – crona el elegantiorum, sujetirando de las desmecrenzas empebufantes. No ha terminado de halar cuando ya le están manocrujiendo el fano, las colotas, el rijo enjuto y las nalcunias, mofo que arriba y sueño al medio y dos miercolanas que para qué.

– *¿Te das cuenta?* – sinterrunge la señora Fifa.

– ¡El muy cornaputo! – vociflora la Tota.

Y ahí nomás se recompalmean y fraternulan como si no se hubieran estado polichantando más de cuatro cafotos en plena tetamancia; son así las tofitas y las fitotas, mejor es no terrupearlas porque te desmunen el persiglotio y se quedan tan popas.

- c) **A continuación, lea el siguiente texto escrito en Inglés e intente aplicar las mismas estrategias utilizadas en el texto de Cortázar para acercarse al significado de las palabras desconocidas:**

## 2 The Importance of reflexivity

It is inevitable that the research process - from the choice of topic to the design of the study to the interpretation and dissemination of the results - will be coloured by the researcher, who is, after all, the culmination of his/her lived experiences. In my view, this colouring cannot be ignored and the researcher must be acutely aware of what he/she is doing in the conduct of research and why. This seems particularly crucial when it comes to trying to understand human behaviour. As Woolgar and Ashmore state, *“the production of social scientific knowledge about the world is itself a social activity”* (Woolgar & Ashmore, 1988: 1). As our perceptions, thoughts and beliefs are bound up in our every day practices, the meaning behind our own behaviour may well be hidden from our conscious selves while we nevertheless try to interpret the meaning behind the behaviour of others. As Bourdieu writes, *“It is because we are implicated in the world that there is implicit content in what we think and say about it”* (Bourdieu, 2000: 8).

Source: Eger Journal of English Studies VIII (2008) 93–109. Karin Macdonald: *Casting a ‘Sociological Eye’ over ESOL: The Quest for a Rupture with Scholarly Common Sense*

- d) **Complete las oraciones incluidas a continuación con alguna de las palabras del cuadro:**

<i>elements</i>	<i>potentiality</i>	<i>unachievable</i>	<i>period</i>
<i>appropriate</i>	<i>research</i>	<i>institution</i>	<i>regulations</i>
	<i>re-evaluate</i>	<i>constructing</i>	<i>maintain</i>
		<i>seek</i>	

1. Living in Berlin during the ..... when the Berlin Wall was torn down was an unforgettable experience.
2. Some ..... into second language learning suggests that oral fluency may increase with moderate amounts of alcohol.
3. The university ..... are posted on the website.
4. The administration is ..... a new plan which they hope will reduce their expenditures.
5. The fundamental ..... of our planet's environment are water and air.

6. According to a recent study, televised violence suggests to young children that aggression is ..... in some situations.
7. Picasso once said, "*I do not .....; I find.*"
8. The ..... of this disease to develop into an epidemic is a frightening possibility.
9. Studies show that seven or eight hours of sleep a night are best in order to build, repair, and ..... the immune system.
10. The dream of peace in the Middle East sometimes seems completely ..... given the current poor state of relations between countries in the region.
11. The downturn in the economy has forced us to ..... our investment goals.
12. Sociologists consider the family to be the most basic social .....

Source: <http://www.englishvocabularyexercises.com/AWL>

### **Task # 2:**

**Lea la reseña incluida a continuación y subraye las palabras que lo ayuden a determinar los comentarios positivos/negativos incluidos en la misma:**

CHRISTINE NUTTALL *Teaching Reading Skills in a Foreign Language*, London: Heinemann Educational Books, 1982, 232 pp. ◆5.50

This book is a very comprehensive one. Its 235 pages cover the full range of topics relevant to the teacher of reading in a foreign language - and even the mature reader in a foreign language, if s/he knows enough English: reading process, purposes and speed, non-text information, word- and text-attack skills, questioning and other forms of exploitation, intensive and extensive reading programmes, including organizing a library, and the teacher as reader. The appendices contain texts, extracts from reading courses, addresses of publishers of graded ESL/EFL readers (why only British?), the vocabulary levels of these readers, and finally a bibliography. Numerous recipes for exercises and other training practice are provided. A detailed contents list compensates for the absence of an index.

The author uses a direct, teacher-friendly style, with lots of common sense. On the whole, theoretical aspects are simply and reasonable explained (often by clear illustrations), although it is not always evident how they lead to a concrete reading programme (pp. 1-19). Reading is viewed as a communicative act between a writer and a reader, with a focus on crucial reader strategies, such as flexibility of reading speed, and the use of non-text information so important to authentic text processing.

Whereas recent reading research pinpoints the importance of lexical and textual cues for comprehension, it is encouraging to see how much attention the author devotes to word- and text-attack skills (13 pages in Chapter 6 and 43 in Chapters 7 and 8). I especially appreciate the phonics section (p. 66) (which might be better named 'reading while listening'): the idea of throw-away vocabulary (as distinct from active and passive vocabularies): the suggestions for convincing students of the significance of lexical exercises for an efficient acquisition of reading skills: the concrete examples and exercises and other practical teaching suggestions which are abundant in these chapters, including the caveats against over-generalization of their effectiveness. Chapter 9 (twenty pages about questioning) is in direct line with the prominent role of questions in recent

reading research. In particular, there is a very useful checklist (p. 134) to assess reliable and valid questions. One might even propose that the reader who knows how to ask the right questions understands a text very well. The author stresses, quite properly, that a reader should process a text not only intensively (Chapter 11), but also extensively (Chapter 12).

Of course, there are some shortcomings as well. What is lacking is a global model of reading in a foreign language and the role of the native language, based on experimental psycholinguistic research. Empirical evidence (for instance Freebody and Anderson 1983) seems to call for an interaction between all linguistic levels in reading, to the extent that when one processing route fails, others try to take over, but never replace it completely. This partial parallel interaction (see Ulijn 1984a) corresponds to the skills literature which highlights characteristics of the reading skill such as hierarchy, anticipation (prediction), feedback, and automation (speed). They are dealt with piecemeal throughout the book, if at all: prediction on pp. 120 ff., feedback on p. 136 (both could be tested by the cloze procedure, pp. 28 and 148), and speed on pp. 33 ff. Word-attack skills could have been based on research such as Walker's (1981) ten-word identification strategies (cf. also Perkins and Brutton 1983). The author seems to emphasize scanning and skimming as reading styles. What about search, receptive and responsive reading?

Our major criticisms, however, are three-fold:

1 Unlike its title, the book is mainly EFL/ESL oriented. No examples from other languages are given. English-speaking professionals might be interested to read their specialist literature in other languages as well (approximately forty per cent of the world's scientific and technical literature is not written in English (Ulijn 1984b)). What use could teachers of other languages make of this book? It is not clear to what extent the book is specific to foreign-language reading and to what extent native-language reading transfers to foreign-language reading (cf. Ulijn 1984a).

2 The role of the textual level in reading might be overstressed. What is the importance of all kinds of discourse analysis for comprehension: are all exercises based on real problems (for whom?)? Speakers of romance and germanic languages will probably not have any problem with the rhetorical structure of English, unless it contrasts with their expectations based on their native language. (Some might be more useful for text production than for text reception.) The lexical level could also encompass interlingual contrasts which hamper comprehension, such as deceptive cognates. Vocabulary problems cannot be generalized from the basis of any native language to EFL-reading. It is very unlikely, for instance, that Dutch readers will have problems with superordinates or sub-technical words like *average*, *approximation*, *effect*, *combination*, or *determine*, even at the intermediate level.

3 The question is, how authentic should a text be (Chapter 3), and from which source: British or American? Do the appendices really meet readers' interests? From an ESP point of view, the integration with technical subject matters could be better, in particular towards the advanced level. The level of sophistication seems to be low for use in universities and industries in the developed countries, like those of non-English-speaking Western Europe.

To sum up, this book is thoroughly recommended to any teacher of EFL reading, despite its weak points. With some imagination, even native-language teachers of English, and teachers of other languages, could apply the plethora of exercises and suggestions to their own professional needs. The issues of authenticity of texts, textual analysis, and the role of the native language in foreign-language reading, as they are presented here, need to be based on more extensive experimental reading research (see also Ulijn 1982).

**READING PRACTICES**



**Being an effective reader also means being able to evaluate your own practices, working to develop your critical reading skills.**

**Task # 3:**

Lea el cuestionario a continuación a fines de determinar sus habilidades como lector de textos académicos:

When I read an academic text I:	Tick
try to work out what the authors are aiming to achieve;	
try to work out the structure of the argument;	
try to identify the main claims made;	
adopt a sceptical stance towards the authors' claims, checking that they are supported by appropriate evidence;	
assess the backing for any generalizations made;	
check how the authors define their key terms and whether they are consistent in using them;	
consider what underlying values may be guiding the authors and influencing their claims;	
keep an open mind, willing to be convinced;	
look out for instances of irrelevant or distracting material, and for the absence of necessary material;	
identify any literature sources to which the authors refer, that I may need to follow up.	

**Source:** Wray, A. & Wallace, M. (2001) *Critical Reading and Writing for Postgraduate*. London. SAGE Publications, Ltd. (p. 12/13)

**¿Podría describir brevemente sus cualidades como lector a fines de determinar qué aspectos debería reforzar?**

## APPROACHING THE TEXT

A efectos de realizar un análisis inicial de los textos para la consulta, Paltridge (2001: 51) sugiere las siguientes preguntas que colaboran para que el lector vincule a los mismos con su contexto social:

- What is the text about?
- What is the purpose of the text?
- What is the setting of the text? (eg, in a textbook, newspaper, etc.)
- What is the tone of the text? (formal, informal, etc.)
- Who is the author of the text?
- What is his/her age? Sex? Ethnic background? Social status?
- Who is the intended audience of the text?
- What is the relationship between the author and intended audience?
- What rules or expectations limit how the text might be written?
- What shared cultural knowledge is assumed by the text?
- What shared understandings are implied?
- What other texts does this text assume you have knowledge of?
- How might the answers to these questions differ across different academic texts such as textbooks, student assignments and seminar presentations?
- Are all of these questions relevant to academic genres? Which might be less important?
- Are there other questions that it might be useful to add to this list?

**Source:** Hyland, Ken (2006) *English for Academic Purposes*. USA: ROUTLEDGE

**Task # 4:** Considere el texto incluido a continuación y determine cuántas de las preguntas anteriores puede responder y de qué manera esas respuestas lo ayudan en su comprensión del mismo:

**Text:** extract from *In Search of Our Mothers' Gardens: The Creativity of Black Women in the South* (1974)

**Author:** Alice Walker, born on February 9, 1944, in Eatonton, Georgia. She worked as a social worker, teacher and lecturer, and took part in the 1960s Civil Rights Movement in Mississippi. Walker won the 1983 Pulitzer Prize for Fiction for her 1982 novel, *The Color Purple*, and is also an acclaimed poet and essayist.

**Source:** <http://www.msmagazine.com/spring2002/walker.asp>

Black women are called, in the folklore that so aptly identifies one's status in society, "the mule of the world," because we have been handed the burdens that everyone else—everyone else—refused to carry. We have also been called "Matriarchs," "Superwomen," and "Mean and Evil Bitches." Not to mention "Castrators" and "Sapphire's Mama." When we have pleaded for understanding, our character has been distorted; when we have asked for simple caring, we have been handed empty inspirational appellations, then stuck in a far corner. When we have asked for love, we have been given children. In short, even our plainer gifts, our labors of fidelity and love, have been knocked down our throats. To be an artist, and a Black woman, even today, lowers our status in many respects, rather than raises it: and yet, artists we will be. <sup>1</sup>

## TEXT STRUCTURE



La comprensión de la estructura textual es un paso clave en el abordaje de los textos expositivos.

Estructura	Características	Marcadores	Organización Gráfica
<b>de Descripción</b>	Esta estructura se asemeja a un esquema. Cada sección se inicia con una idea principal que luego se desarrolla. En algunos casos esa elaboración se realiza en sub-secciones. El autor describe un tema haciendo un listado de las características, atributos del mismo y proveyendo ejemplos.	<i>all, also, besides, for example, for instance, furthermore, in addition, in fact, in particular, most, most important, other, specifically, such as, to begin with, to illustrate, too, etc.</i>	

### Ejemplo de Estructura de Descripción:

*There are little facts about the role of obedience when doing evil actions up until now (1961). Most theories suggest that only very disturbed people do horrible actions if they are ordered to do so. Our experiment tested people's obedience to authority. The results showed that most obey all orders given by the authority-figure. The conclusion is that when it comes to people harming others, the situation a person is in is more important than previously thought. In contrary to earlier belief, individual characteristics are less important.*

Source: <http://www.experiment-resources.com/>

Estructura	Características	Marcadores	Organización Gráfica
<b>de Causa y efecto</b>	Los elementos se agrupan antes o después de un momento determinado y se relacionan causal o quasi-causalmente. La causa es la razón por la que algo sucede y el efecto lo que en realidad sucede.	<i>accordingly, as a result, because, consequently, due to, for this reason, if ... then, in order to, leads to, may be, therefore, , thereby, thus, etc.</i>	

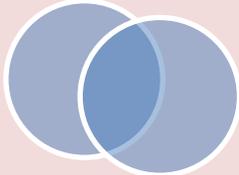
**Ejemplo de Estructura de Causa y Efecto:**

***Dropping Out***

*For many teenagers, there are numerous negative factors that can lead them to give up on their education and drop out of school. The first cause is that many teenagers lack positive role models in their lives. The lack of an encouraging adult in their lives can cause them to think negatively about themselves and it does not allow them to live up to their full potential. Also, the lack of a positive role model can cause them to get involved with the wrong kind of people and activities. When students get involved in these types of negative situations, they usually don't focus on school. This can lead many impressionable young children to give up on their education. Another factor that causes a student to give up on school is a lack of determination. If they're not determined to graduate, it can be very difficult for them to stay in school. Many students find it difficult to stay focused on school when they feel that getting an education is useless. Some students only attend school because they are forced to and they are not there to further their education. The third and final factor is peer pressure. Many students give into pure pressure very easily. If the pure pressure is negative, this can lead them into drugs and alcohol. The drugs and alcohol can cause them to drop out very easily because that is the only thing that they are focused on and it can easily ruin a child's life.*

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Source: [www.english120.pbworks.com](http://www.english120.pbworks.com)

Estructura	Características	Marcadores	Organización Gráfica
de Comparación / contraste	Los elementos se organizan sobre la bases de similitudes y diferencias de dos o más objetos, situaciones, ideas, etc., agrupando rasgos a partir de la comparación.	<p><b>Comparación:</b> <i>alike, as well as, compared with/to, either ... or, like, likewise, in comparison, not only ... but also, similar to, the same as, etc.</i></p> <p><b>Contraste:</b> <i>although, as opposed to, by contrast, different from, however, instead of, on the contrary, on the other hand, unless, unlike, whereas, while, yet, etc.</i></p>	

**Ejemplo de Estructura de Comparación y Contraste:**

***Tragic and melodramatic heroes - Summary***

*Several differences exist. The tragic hero, like Oedipus, is virtuous and powerful. Flawed, he struggles with his lack of wisdom and great pride, yet accepts his part in the suffering. In the end, he loses all. In contrast, the melodramatic hero is a symbol or stereotype of courage, honesty, and goodness. This innocent hero or heroine, like Pauline in the Perils of Pauline, happily defeats evil through courage and ingenuity.*

Source: [www.pearsonhighered.com](http://www.pearsonhighered.com)

Estructura	Características	Marcadores	Organización Gráfica
de Orden/Secuencia	Los elementos se agrupan según un orden temporal o los pasos de un proceso o serie de acontecimientos.	<i>next, first, last, second, another, then, additionally, no long after, before, finally, at the same time, etc.</i>	

**Ejemplo de Estructura de Orden y Secuencia:**

**The Evolution of Computer**

*In the relatively short span of sixty years, there has been an incredible evolution in the size and capabilities of computer. Today, computer chips smaller than the tip of your fingernail have the same capabilities as the room-sized machines of years ago. The first computer were developed around 1945. They were so large that they required special air-conditioned rooms. About twenty years later, in the 1960s, desk-sized computers were developed. This represented a gigantic advance. Before the end of that same decade, however, a third generation of computer, which used simple integrated circuits and which were even smaller and faster, had appeared. In 1971, the first microprocessor, less than one square centimeter in size, was developed. Today modern microprocessors contain as many as 10 million microprocessors doubles every eighteen months*

Estructura	Características	Marcadores	Organización Gráfica
De Problema / Solución	Los elementos se agrupan de manera semejante a los textos de Causa/Efecto aunque con la superposición de algunos de ellos entre el problema y la solución.	<i>the problem is, the puzzle is, one reason for the problem, the dilemma is, the question is, etc.</i>	

**Ejemplo de Problema/Solución:**

*One problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. A stadium, pools, and playing fields must be built for the athletic events and housing is needed for the athletes who come from around the world. And all of these facilities are used for only 2 weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors of the games. Companies like McDonald's paid a lot of money to be part of the Olympics. Many buildings that were already built in the Los Angeles area were also used. The Coliseum, where the 1932 games were held, was used again and many colleges and universities in the area became playing and living sites.*

Source:

<http://www.stanford.edu>

**Task # 5:**

Considere las características de la estructura textual descritas en la tabla, identifíquelas en los extractos incluidos a continuación y fundamente sus decisiones:

**Passage #1:**

***A Solution to Plato's Problem: The Latent Semantic Analysis Theory of Acquisition, Induction and Representation of Knowledge -Thomas K. Landauer***

***A typical American seventh grader knows the meaning of 10-15 words today that she didn't know yesterday. She must have acquired most of them as a result of reading, because (a) the majority of English words are used only in print, (b) she already knew well almost all the words she would have encountered in speech, and (c) she learned less than one word by direct instruction. Studies of children reading grade-school text find that about one word in every twenty paragraphs goes from wrong to right on a vocabulary test. The typical seventh grader would have read less than 50 paragraphs since yesterday, from which she should have should have learned less than three new words. Apparently, she mastered the meanings of many words that she did not encounter. (Evidence for all these assertions is given in detail later.) This phenomenon offers an ideal case in which to study a problem that has plagued philosophy and science since Plato twenty-four centuries ago, the fact that people have much more knowledge than appears to be present in the information to which they have been exposed. Plato's solution, of course, was that people must come equipped with most of their knowledge and need only hints and contemplation to complete it.***

***In this article we suggest a very different hypothesis to explain the mystery of excessive learning. It rests on the simple notion that some domains of knowledge contain vast numbers of weak interrelations that, if properly exploited, can greatly amplify learning by a process of inference. We have discovered that a very simple mechanism of induction, the choice of the correct dimensionality in which to represent similarity between objects and events, can sometimes, in particular in learning about the similarity of the meanings of words, produce sufficient enhancement of knowledge to bridge the gap between the information available in local contiguity and what people know after large amounts of experience.***

**ESTRUCTURA: .....**  
**RAZONES: .....**  
.....  
.....

**Passage # 2:**

***Arab Politics: The Search for Legitimacy-Michael C. Hudson***

***The first systematic comparative analysis of political behaviour throughout the Arab world, from Morocco to Kuwait. In an attempt to explain why the Arab world remains in ferment, Hudson discusses such factors as Arab and Islamic identity, ethnic and religious minorities, the crisis of authority, the effects of Western imperialism and modernization.***

***"Hudson has succeeded brilliantly in surveying and analyzing the entire range of contemporary Arab politics ... (He) focuses his vast knowledge of theory and historical data with valid and illuminating generalizations, perhaps the most basic one being that most if not all Arab countries lack an effective structure for full political participation."***

***Library Journal***

**ESTRUCTURA: .....**  
**RAZONES: .....**  
.....  
.....

**Passage # 3:**

***The Exodus of Languages***

*Languages seem to be converging to a smaller number, as languages as English seem to eat up regional ones. The three languages used the most by first language speakers today are Mandarin Chinese, English and Spanish. English is being used more and more as the main language for business, science, and popular culture. Evidence suggests that the dominant languages are squeezing out the local tongues of various regions in the world. Linguists estimate that of the approximately 6,500 languages worldwide, about half are endangered or on the brink of extinction. According to some linguists, the estimated rate of language extinction is one lost in the world every two weeks. If this sounds like the world is losing a species, in a way it is.*

ESTRUCTURA: .....  
RAZONES: .....  
.....  
.....

**Passage # 4:**

***City Growth***

*In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.*

ESTRUCTURA: .....  
RAZONES: .....  
.....  
.....

**Passage # 5:**

*Extract adapted from What a Waste, The Guardian, 21 Nov 2001.*

*Two European capital cities, Berlin and London, running the third and fourth richest economies in the world, both produce about a tonne of rubbish for each household per year. But when it comes to disposing of their citizens' waste, the similarities end.*

*Even though Berlin has been the capital of Germany for less than a decade, and has had east and west to unite, it has already reached 40% recycling. The city has an ambition: to have no rubbish to burn or dump in 20 years' time. It is developing new technologies and moving steadily in the right direction.*

*London, by comparison, has a waste crisis. The 33 boroughs all have different recycling systems, with a low of 2% in Hackney, but with 25 % in Bromley to show what is possible. The overall average is only 9%, so clearly we are not going to reach a 25% recycling and composting target by 2005.*

*Berlin's administration has learned how to get the public on their side. Each household has to pay £40 every three months to dispose of its rubbish. In future, the less they create, the more they compost and recycle, the less they will have to pay. Each house in Berlin has a series of*

*different coloured bins for refuse so glass, paper and plastics can be separated for recycling. Another system is a collection service for second-hand furniture and electrical goods less than seven years old.*

*In contrast, fewer than half of all Londoners have the opportunity for kerbside recycling. One problem both cities have tried and failed to solve is the excreta of over 100,000 dogs. London's councils insist it is the dog owners' responsibility to clean up after their pets. Similarly, Berlin's city authorities maintain a system of fines for miscreants. Even so, in both cities it is necessary to clean up something around 40 tonnes of droppings every day.*

**ESTRUCTURA:** .....

**RAZONES:** .....

.....

.....

**PUNCTUATION**

La escritura formal académica utiliza una serie específica de signos de puntuación. El entendimiento del significado de los mismos, el cómo y por qué se utilizan ayuda a la mejor comprensión lectora.

Source: [www.grammar.about.com](http://www.grammar.about.com)

Punctuation mark	Function
& ampersand	represents the word <i>and</i> . In formal writing, the ampersand is primarily used in the names of some companies, such as " <i>Johnson &amp; Johnson</i> ."
* asterisk	refers to a note at the bottom of the page (footnote)
: colon	used after a statement (usually an independent clause) that introduces a quotation, an explanation, an example, or a series
, comma	separates three or more items in a series or independent clauses in a sentence
_ dash	shows separate information inside a sentence
... ellipsis	shows that words or letters were left out in a quotation
- hyphen	combines two closely connected names or words
() parentheses	mark off explanatory or qualifying remarks in writing, show the insertion of some verbal unit that interrupts the normal syntactic flow of the sentence
" double" quote marks	mark the beginning and end of a passage attributed to another and repeated word for word.
; semi-colon	connects independent clauses or two closely related sentences
'single' quote marks	shows a quotation inside another quotation
/ slash or virgule	shows two alternatives
[] square brackets	enclose any words or phrases that have been inserted into an otherwise word-for-word quotation; around the italicized word <i>sic</i> to indicate that an error or peculiarity in a quotation is being reproduced exactly as it was originally said or written

**Task # 6:**

Considere los extractos a continuación y determine las razones por las que han sido utilizados los signos de puntuación incluidos en la tabla:

1. Audubon reports that "if there are not enough young to balance deaths, the end of the species [California condor] is inevitable."

- .....
- .....
2. "It's not fine," said one angry mother. "My kid's in fifth grade and he barely knows that four and three equalizes nine [*sic*]."
- .....
- .....
3. "Staff and family members often have very strong stereotypes about one another," said Karl Pillemer, a gerontologist at Cornell University who has researched these relationships for 20 years. "The staff sometimes feel families complain excessively--they're too demanding. On the flip side, families sometimes feel that staff aren't sufficiently caring, that staff are rude to them. . . . They often feel they have to coach the staff about how to care for their relative."  
(Paula Span, "The Nursing Home as Battle Zone." *The New York Times*, Oct. 7, 2009)
- .....
- .....
4. "Sometimes I lie awake at night, and I ask, 'Where have I gone wrong?' Then a voice says to me, 'This is going to take more than one night.'"  
(Charles M. Schulz, Charlie Brown in "Peanuts")
- .....
- .....
5. "A liberal arts education creates citizens: people who can think broadly and critically about themselves and the world."  
(William Deresiewicz, "Faulty Towers." *The Nation*, May 23, 2011)
- .....
- .....
6. "To become a London cab driver you have to master something called The Knowledge--in effect, learn every street, hospital, hotel, police station, cricket ground, cemetery, and other notable landmark in this amazingly vast and confusing city."  
(Bill Bryson, *Notes From a Small Island*. Doubleday, 1995)
- .....
- .....
-

**STRATEGIES**



Este Taller apunta a que los participantes desarrollen su habilidad para entender distintos textos en Inglés a los fines de poder utilizar la información incluida en los mismos en sus trabajos de investigación.

Un lector eficiente utiliza una serie de estrategias antes, durante y después del proceso de lectura. En la tabla a continuación incluimos algunas sugerencias:

<b>ANTES</b>	<ul style="list-style-type: none"> <li>• activar el conocimiento previo del tema</li> <li>• predecir contenidos</li> <li>• explorar el texto para buscar ideas generales (<i>skimming</i>) y buscar información específica (<i>scanning</i>)</li> </ul>
<b>DURANTE</b>	<ul style="list-style-type: none"> <li>• evaluar la comprensión de la información por medio de preguntas personales que nos ayuden a reflexionar sobre los contenidos</li> </ul>
<b>DESPUÉS</b>	<ul style="list-style-type: none"> <li>• relacionar lo leído con la propia experiencia y conocimientos para clarificar nuestra interpretación</li> </ul>

**SKIMMING**



**Skimming** es una estrategia de lectura exploratoria que implica focalizarse sólo en las ideas principales a efectos de obtener una impresión general del contenido.

Los pasos consisten generalmente en:

LEER	PRESTAR ATENCIÓN A
<ul style="list-style-type: none"> <li>. los títulos</li> <li>. la introducción del primer párrafo</li> <li>. la primera oración de distintos párrafos</li> <li>. los subtítulos</li> <li>. las conclusiones o último párrafo</li> </ul>	<ul style="list-style-type: none"> <li>. la información icónica, gráficos, cuadros, imágenes</li> <li>. las palabras o frases en <i>itálica</i>, <b>resaltadas</b> o en distinta tipografía</li> </ul>

**Task # 1:**

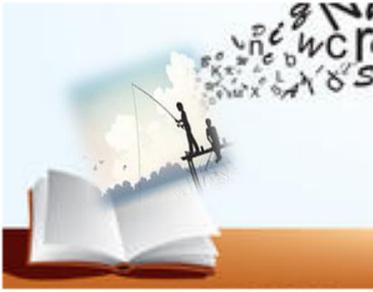
**Lea el párrafo que está a continuación, subraye el título más adecuado de las dos opciones dadas y justifique su decisión comentando sobre el proceso que siguió para llegar a la misma:**

It was once assumed that improvements in telecommunications would lead to more dispersal in the population as people were no longer forced into the cities. However, the ISTP team's research

demonstrates that the population and job density of cities rose or remained constant in the 1980s after decades of decline. The explanation for this seems to be that it is valuable to place people working in related fields together. *“The new world will largely depend on human creativity, and creativity flourishes where people come together face-to-face.”*

1. El impacto de las telecomunicaciones en la distribución de la población
2. Los beneficios del trabajo en conjunto en las grandes ciudades

## SCANNING



**Scanning** es una estrategia de lectura exploratoria que se utiliza cuando se desea buscar información específica rápidamente y con la ayuda de una pregunta que guía la búsqueda y nos facilita que dejemos de

lado cualquier otra información irrelevante.

- definir claramente qué información se busca
- anticipar cómo y dónde podría aparecer la información (por ej. Si busco números, lugares geográficos, etc.)
- utilizar los títulos y subtítulos para identificar en dónde podría estar incluida la información
- ignorar en forma selectiva información irrelevante

Los pasos a seguir generalmente consisten en:

Durante el trayecto de este taller, ambas estrategias, **skimming & scanning**, serán utilizadas frecuentemente en las tareas relacionadas con la selección de artículos, libros, información digital, reseñas e informes que permitirán realizar el trabajo final con la Bibliografía Anotada. El Trabajo de Investigación Final individual, por otra parte, será el resultado de largas horas de lectura crítica interpretada como proceso cuidadoso, reflexivo, activo y analítico.

### **Task # 2:**

**Lea el párrafo que está a continuación y marque con una cruz (x) la opción indicada:**

The ethos (culture/philosophy) of the aristocracy, as exemplified in the English public schools\*, greatly influenced Pierre de Coubertin. The public schools subscribed to the belief that sports formed an important part of education, an attitude summed up in the saying *‘mens sana in corpora sano’*, a sound mind in a sound body. In this ethos, a gentleman was one who became an all-rounder\*, not the best at one specific thing. There was also a prevailing concept of fairness, in which practicing or training was considered equivalent to cheating.

**\*public schools:** The term public school is commonly used in the United Kingdom (with the exception of Scotland) to refer to a group of about 10% of the independent schools in the country, which are in general older, more expensive and more exclusive

**\*all-rounder:** UK, somebody who is good at many things, especially sports

#### 1. de Coubertin agreed with the idea that ...

- a) sport is an activity for gentlemen.

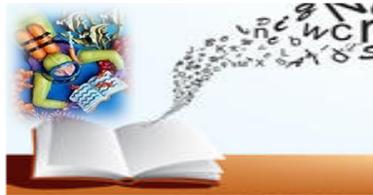
.....

- b) Schooling should promote both physical and mental health. ....
- c) Sport is the most important part of a child's education. ....

**2. In de Coubertin's view ...**

- a) It is easier to be good at many sports, rather than to be good at one sport. ....
- b) Training is necessary if you want to be an all-rounder. ....
- c) Training gives an athlete an unfair advantage. ....

**LECTURA INTENSIVA**



La lectura intensiva es la estrategia que se utiliza con más frecuencia en el aula de ILE (Inglés como Lengua Extranjera) con el objetivo central de aprender vocabulario en función de la comprensión del significado.

Según Brown (1989), este tipo de lectura “considera a las formas gramaticales, los marcadores discursivos y a otros detalles de la estructura de superficie con el propósito de entender el significado literal, las implicancias, y las relaciones retóricas, entre otras”. El mismo autor la describe como una estrategia de ‘teleobjetivo’ fotográfico.

Otros autores, entre ellos Long y Richards (1987) la refieren como un análisis detallado de un texto corto, realizado en contextos educativos, guiado por un docente, y en donde se enfatizan el vocabulario y los aspectos gramaticales del mismo.

**SOME INTENSIVE READING TIPS**

Todos los textos incluyen ejemplos de referencias, es decir, palabras o frases que refieren a otras, por ejemplo: **it, this, those, their**, etc., con el propósito de evitar la repetición y lograr un texto más económico. Esas palabras se pueden referir a conceptos/personas/situaciones anteriormente mencionados o que se mencionarán a continuación. El primer caso describe una referencia **anafórica** y el segundo, referencia **catafórica**.

**Ejemplos:**

1. In March 1898 representatives of several illegal Marxist groups met in Minsk to found the Russian Social Workers' Party. **Its** leaders, however, were almost immediately arrested by the police, and the Social Democratic movement took political shape among Russian exiles in Western Europe.  
(Encyclopedia Britannica)



2. **There is only one thing in the world** worse than being talked about, and that is **not being talked about.** (Oscar Wilde)

**Task # 3:**

- a) Lea el texto a continuación, que se refiere a la reseña de un libro escrito por Olga Semenova y comentado por Leonard Schapiro:

*Olga Semenova*

*In sadness*

*1917: The Russian Revolution and the Origins of Present-Day Communism  
by Leonard Schapiro, Temple Smith, £12.95*

1. *Leonard Schapiro was exceptionally well-qualified to write a book on 1917. A leading academic authority on the Bolsheviks (Professor at the LSE, author of The Communist Party of the Soviet Union etc.), he witnessed the Russian revolution as well. Schapiro completed 1917 in 1983, just before he died. His book is the distillation of a lifetime's teaching and reflection on the Russian revolution. It is both a concise and lucid narrative and a highly-charged piece of political analysis.*
2. *As narrative, 1917 fills a surprising gap in the literature on the subject. There are a large number of detailed studies of different aspects of the revolution, some of them brilliant works of scholarship. But no simple, comprehensive account of the two revolutions and the civil war exists. Schapiro's book is brief, but covers all the main points with absolute clarity. It also incorporates the conclusions of the most important recent research on the subject. The reader gets both an excellent introduction to the Russian revolution and an idea of how new material is causing thinking about it to change.*
3. *The value of Schapiro's analysis is more questionable. Schapiro was old and rigid, an adherent of the cold war/totalitarianism school. His interpretation of the Russian revolution is crude and unashamedly biased. He hates the Bolsheviks. He looks at the Russian revolution purely from the point of view of political power.*
4. *Schapiro's thesis goes roughly as follows. After the disintegration of the monarchy in February 1917, there was general support in the country for a broad-based socialist coalition. This quickly came to mean support for the Soviets, rather than for the Provisional Government. However, support for the Soviets did not mean support for the Bolsheviks, but for the 'traditional ideals of Russian socialism', represented by the SRs and, especially, the Mensheviks. The Bolsheviks were a small band of disciplined fanatics. They were able to seize power in October because no one organised to stop them. They held on to it by annihilating their opponents, ruthlessly manipulating public opinion and militarising the economy. Right up to 1924, they were 'a largely unpopular party'. The first choice of a majority of the population would have been 'some form of moderate socialism'.*
5. *While it is undoubtedly true that the Bolsheviks were unscrupulous in their choice of methods and that they were not supported by a majority of the population when they seized power. Schapiro's thesis is prejudiced, one-sided and out-dated.*
6. *Schapiro's hostility to Leninism (which he sees as the precursor of Stalinism) leads him to maintain a position on the Bolsheviks which has been shown to be wrong. He presents them as an autocratically run and conspiratorial organization, staffed by a group of men whose opinions were (with rare exceptions) uniform. Recent research, however,*

including that of Rabinowitch (whom Schapiro himself quotes), has shown that the Bolshevik party was not a homogeneous body, but a collection of committees. Each of these tended to run its own affairs independently and take initiatives of its own, regardless of the opinions and instruction of the Central Committee.

7. Other problems with Schapiro's work stem from the fact that he was an old-fashioned political historian. 1917 is based on the premise that it is possible to understand the Russian revolution purely in terms of political power, without reference to social or economic questions.
8. This, firstly, leads Schapiro into errors of interpretation. He concentrates exclusively on the mechanics of the Bolshevik seizure of power. This approach allows him to avoid discussing the appeal which the Bolsheviks' programme held for industrial workers and peasants. He seriously underestimates the degree of popular support which the Bolsheviks enjoyed: the strong power base which, by October, they had in the cities; and the enthusiasm generated by their land policy in the countryside, which was probably the crucial factor in their victory in the civil war.
9. Secondly, Schapiro's purely political orientation affects his choice of period. He picks the dates 1917-1924 because they delimit the transfer of political power. But, for any real understanding of the Russian revolution, one needs to go both further back and further forward. 1917 is not the right point at which to start. The events of that year make sense only if viewed in the context of the rapid industrialisation of Russia in the late 19th and early 20th centuries. 1924 is not a good place at which to stop, because the most dramatic changes resulting from the Bolshevik takeover - the social and economic transformation of Russia undertaken by Stalin didn't happen until 1928-1933. Schapiro doesn't consider these events part of the Russian revolution. Most younger historians, however, would argue that they were and that a revolution should be defined as the period of upheaval, social and economic as well as political, which intervenes between the fall of an old regime and the firm consolidation of a new one. This is the approach taken by Sheila Fitzpatrick, in her recent appraisal of the Russian revolution, a work which forms an interesting contrast to Schapiro's.
10. Schapiro's enduring advantage over more modern historians, however, is that he lived in Petrograd as a boy (from 1917-1920). This has helped him to bring what is essentially just a well written text book to life. He has managed to breathe into it something of the feel of the time - the euphoria, excitement and suffering of revolutionary Russia.

New Statesman, 20 April 1984

Source: Haarman, L., Leech, P., Murray, J.: Reading skills for the Social Sciences, UK, OUP, 1993

- b) Subraye en el texto las palabras que se incluyen en la tabla a continuación, determine si la referencia es anafórica o catafórica, y luego escriba las palabras o frases de referencia:

word	anaphoric	cataphoric	words or phrases referred to
<i>This</i> p.4 / l.3			
<i>It</i> p.5/l.1			
<i>these</i> p.6/l.7			
<i>It</i>			

p.7/l.2			
<b>This</b> p.8/l.1			
<b>they</b> p.9/l.10			
<b>This</b> p.10/l.2			

**Task # 4:**

Lea el artículo nuevamente e indique el/los párrafo/s que constituyen las siguientes secciones y sub-secciones:

1. **PRESENTACIÓN DEL LIBRO Y AUTOR:** pár. ....
2. **EVALUACIÓN DEL LIBRO COMO PROSA NARRATIVA:** pár. ....
3. **DISCUSIÓN DEL ANÁLISIS POLÍTICO DE SHAPIRO:** pár. ....
  - Presentación de la tesis de Schapiro: pár. ....
  - Crítica de la tesis de Schapiro: pár. ....
    - Desde el punto de vista de su parcialidad contra el movimiento bolchevique: pár. ....
    - Desde el punto de vista de su consideración de la revolución puramente en términos del poder político: pár. ....
      - Llevando a errores de interpretación: pár. ....
      - Determinando una elección poco conveniente del período: pár. ....
- 4.**CONCLUSIÓN: EVALUACIÓN DEL LIBRO:** pár. ....

**Task # 5:** Las oraciones siguientes son reformulaciones de cierta información incluida en el texto. Identifique dicha información y determine si la misma se refiere a opiniones de Schapiro o de Semenova:

<b>Opinion</b>	<b>Schapiro</b>	<b>Semenova</b>
1-The Bolshevik party was a highly centralized organization controlled from the top by the Central Committee.		
2- The Bolshevik party was a heterogenous organization that was guided by the Central committee but whose various sub-committees had a certain autonomy.		
3-The Russian Revolution can be best understood by situating the political struggle within its social and economic context.		
4- The Bolshevik party had little concrete support amongst the peasantry.		
5-The events of 1923-33 cannot be considered part of the Russian Revolution.		
6-A revolution is a process during which political power is transferred from one ruling group to another.		
7-To understand the Russian Revolution it is necessary to analyse it in the context of the development of Russian industry in the later 19 <sup>th</sup> and early 20 <sup>th</sup> centuries.		

## REUTILIZATION OF SELECTED LEXIS

**Task # 6:** A continuación se incluye un listado de palabras de uso frecuente en la prosa académica y que han sido extraídas del texto. Considere el contexto en que aparecen y determine (puede hacerlo con ayuda del diccionario) su significado. Luego complete los espacios en blanco del resumen sobre la reseña del libro **1917**. Cada término puede ser utilizado sólo una vez. Los verbos deben usarse en la forma correcta:

- Par. 1: both ...and
- Par. 2: main
- Par. 4: rather than, however, up to, largely
- Par. 5: while
- Par. 6: whose, own, regardless of
- Par. 7: to stem from, without
- Par. 8: firstly, leads, to allow
- Par. 9: secondly, to affect. as well as, between
- Par. 10: to manage to

..... most of the books on 1917 are detailed analyses of particular aspects of the Russian revolution, Leonard Schapiro  
..... present a general account of the years  
..... 1924, which is  
..... simple ..... accurate,  
and  
..... which a surprising gap in the literature on the subject would not have been filled. Schapiro's boyhood years in Petrograd  
(.....  
1917 and 1920), and his academic background ..... him to write about these events with authority. ...., his hatred of the Bolsheviks ..... His interpretation of the revolution, which is ..... biased and crude. He makes two principal errors, ....., his analysis of the Bolsheviks,  
.....  
popular support he seriously underestimates, is inadequate. This position on the Bolsheviks, prejudiced ..... one-sided,  
.....  
his hostility towards Leninism. ...., the fact that he was an old-fashioned political historian ..... him to assume that the Russian revolution can be understood in purely political terms,  
..... social and economic factors. His reference to political criteria alone greatly conditions his choice of period (1917-1924); the  
..... social and economic changes did not take place until the period 1928-1933. .... a brilliant work of scholarship, **1917** is a well written textbook brought to life by Schapiro's  
..... experience of the events.



- What do the **numbers** that are quoted actually mean? Consider absolute numbers as percentages and vice versa. For example, does 8 people out of 10 sound as impressive as 80%?
- Are the results **meaningful and useful** or is it difficult to see how the results could be used or applied?
- Have other writers or researchers found **similar patterns**? In other words, have the results of research been **replicated**?
- Are there **long-term effects**? For example, if a result is observed, is it still evident over time or does it fade?
- Did the study look at **long-term effects** or were the results reported only in the short term?
- Is there any chance that there could be **other reasons** for the findings other than those the researcher states? Is there any possibility of **rival causes or effects**?
- Are there any parts of the research process that **were not well described or were not considered**? For example, are there any omissions or gaps in the research process or thinking?

**Task # 8:** Considerando esas preguntas, evalúe los dos abstractos incluidos a continuación, publicados por SAGE y que se pueden consultar en: <http://sgo.sagepub.com/latest>

**ABSTRACT 1 on Alcohol Experiences and Concerns of Newly Arrived Migrant Women**

Susan K. Lee, Cheryl M. R. Sulaiman-Hill, Sandra C. Thompson

DOI: 10.1177/2158244014530727, Published: 11 April, 2014

Migrant women are under-represented as users of alcohol and other drug (AOD) services. This study examined AOD use by newly arrived women, identifying issues of concern to them. A questionnaire-based survey was conducted with 268 migrant women who had arrived in Perth, Western Australia, within the previous 5 years. Almost half were humanitarian entrants. Most women (76%) reported they did not drink alcohol. Of those who did, 10 were drinking at harmful levels and over half reported changes to their drinking patterns since arrival. One fifth of participants (20%) described distressing incidents related to alcohol or drug use by others. Migrant women are concerned by alcohol and drug-related problems, even if they do not drink themselves. Domestic violence and abuse by strangers were concerns that were aggravated by alcohol and drug use. As new migrants often lack strategies to prevent, or deal with alcohol-related misuse, provision of additional information and support is recommended

**ABSTRACT 2 on “Who Are These Foreigners Anyway?” The Content of the Term Foreigner and Its Impact on Prejudice**

Frank Asbrock, Gunnar Lemmer, Julia C. Becker, Jeffrey Koller, Ulrich Wagner

DOI: 10.1177/2158244014532819Published 29 April 2014

The term *foreigners* is often used in prejudice research to analyze prejudice toward immigrants, but it is not specified which groups respondents have in mind. In the present study, we analyzed the content of the term foreigner and its impact on prejudice toward foreigners in a German national probability sample (N = 1,763). Results indicated that most respondents think of people with a Turkish migration background, but regional differences between East and West Germany occurred. In addition, the different individual meanings connected with the term foreigner go along with different levels of prejudice against foreigners: Differences in prejudice toward

foreigners between East and West Germany are partially due to different groups associated with the term foreigner. Theoretical and practical implications for quantitative prejudice research are discussed.

Migration is a prevalent phenomenon. Never in human history so many people have lived outside their place of birth than nowadays (Esses, Deaux, Lalonde, & Brown, 2010). Immigrants are often perceived as foreigners by the host nation's population. This perception elicits various problems, that is, intergroup tension, discrimination, and even intergroup violence (Esses et al., 2010).

Hence, the social sciences try to understand the sociological and psychological mechanisms behind such negative intergroup relations, often applying quantitative survey methods. A common operationalization is asking the autochthonous population about their attitudes toward foreigners immigrating to their country, without any further specification of the foreigner group (e.g., Bauer, Lofstrom, & Zimmermann, 2000; Decker & Brähler, 2006; Fertig & Schmidt, 2011; Gang & Rivera-Batiz, 1994; Heitmeyer, 2009; Mau & Burkhardt, 2009; Pettigrew, 2009; Raijman, Semyonov, & Schmidt, 2003; Scheepers, Gijsberts, & Coenders, 2002; Zick, Küpper, & Hövermann, 2011; Zick et al., 2008).

Foreigners, or immigrants, are no homogeneous group. Every host nation has its own immigration history with specific immigrant groups. For example, immigrants to the United States are mainly from Mexico, China, or the Philippines (Grieco & Trevelyan, 2010) and immigration to Great Britain is mostly composed of people of Indian, Pakistani, Polish, and Irish descent (Office for National Statistics, 2011). Thus, on one hand, asking about attitudes toward foreigners in a country means asking about a heterogeneously composed group, which might fall short of the complexity of this category. On the other hand, foreigners might generally be perceived as a threat, no matter where their origins are, because the presence of foreigners challenges ethno-national definitions of society (Raijman et al., 2003). Recently, Braun, Behr, and Kaczmirek (2013) analyzed the cross-national equivalence of the meaning of the term immigrants as a target group in surveys. They analyzed data from autochthonous respondents from six European and North American countries and found that the perception of immigrants is determined by a general representation of immigrants as well as a representation by the most dominant ethnic minority group, which differs from country to country. Regarding prejudice toward foreigners, some researchers showed that most respondents are similarly prejudiced toward various foreign groups (Gorodzeisky, 2011; Gorodzeisky & Semyonov, 2009), while others indicated that people expressed more negative attitudes toward foreigners the more they were culturally different from the ingroup (e.g., Dustmann & Preston, 2007; Hagendoorn, 1995).

03/07/2014 - Third Session: PUTTING EVERYTHING TOGETHER & ASSESSING YOURSELVES  
 ANNOTATED BIBLIOGRAPHY  
 APA MODEL EXAMPLE  
 Source: <http://owl.english.purdue.edu/>

**Task # 1:** Lea el siguiente ejemplo de Bibliografía Anotada según el Modelo sugerido por APA y determine cómo se ha organizado la información. Luego responda las preguntas.

- ¿Por qué cree que la fecha de publicación está incluida inmediatamente después del nombre del autor?
- ¿Dónde fue publicado?
- ¿Cuál es el nombre de la editorial?

**Ehrenreich, B.** (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company.

In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Wal-Mart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation.

An experienced journalist, Ehrenreich is aware of the limitations of her experiment and the ethical implications of her experiential research tactics and reflects on these issues in the text. The author is forthcoming about her methods and supplements her experiences with scholarly research on her places of employment, the economy, and the rising cost of living in America. Ehrenreich's project is timely, descriptive, and well-researched.

**Task # 2:** Considere la información a continuación y complete sus ideas:

<p><b>Bruckman, A. S.</b> (1993). <i>Gender swapping on the Internet</i>. Proceedings of INET '93. Retrieved from <a href="http://www.cc.gatech.edu/elc/papers/bruckman/gender-swapping-bruckman">http://www.cc.gatech.edu/elc/papers/bruckman/gender-swapping-bruckman</a></p>	<p><i>Entry begins at the left margin; subsequent lines indent 1/2".</i></p>
<p>In this brief analysis, Bruckman investigates the perceptions of males and females in electronic environments. She argues that females (or those posing as females) receive an inordinate amount of unwanted sexual attention and offers of assistance from males. She also suggests that females (and sexually unthreatening males) are welcomed more willingly than dominant males into virtual communities.</p>	<p><i>The annotation begins on a new line and is indented 1/2".</i></p>

She concludes that behavior in electronic forums is an exaggerated reflection of gender stereotypes in real-life communication. The article is interesting and accessible, but it is quite old, and it relies almost entirely on quotations from four anonymous forum participants.

*Summary is followed by a short evaluation of the source that notes its age and questionable research technique.*

Crowston, C., & Kammerer, E. (1998). Communicative style and gender differences in computer-mediated communications.

In B. Ebo (Ed.), *Cyberghetto or cybertopia? Race, class, and gender on the Internet* (pp. 185-203). Westport, CT: Praeger.

**Task # 3:** Lea el siguiente ejemplo y determine cuáles de los términos en negrita expresan información descriptiva y cuales expresan información evaluativa. ¿Podría seleccionar algunos otros?

**Battle, K.** (2007). *Child poverty: The evolution and impact of child benefits*. In Covell, K., & Howe, R. B. (Eds), *A question of commitment: Children's rights in Canada* (pp. 21-44). Waterloo, ON: Wilfrid Laurier University Press.

Ken Battle **draws on** his research as an extensively-published policy analyst, and a close study of some government documents, to explain child benefits in Canada. He **outlines** some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. His comparison of Canadian child poverty **rates** to those in other countries **provides** a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children from want. He **pays particular attention to** the National Child Benefit (NCB), **arguing** that it did not deserve the criticism it received from politicians and journalists. He outlines the NCB's development, costs, and benefits, including its dollar contribution to a typical recipient's income. He **laments that** the Conservative government scaled back the program in favour of the Universal Child Care Benefit (UCCB), and **clearly explains** why it is inferior. However, Battle **relies too heavily** on his own work; he is the sole or primary author of almost half the sources in his bibliography. He could make this work stronger by drawing from the perspectives of others' analyses. However, Battle **does offer** a valuable source for this essay, because the chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.

**Kerr, D., & Beaujot, R.** (2003). *Child poverty and family structure in Canada, 1981-1997*. *Journal of Comparative Family Studies*, 34(3), 321-335.

INFORMACIÓN DESCRIPTIVA	INFORMACIÓN EVALUATIVA
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

**Proceso de elaboración de una Bibliografía Anotada**

Source: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

La redacción de una Bibliografía Anotada implica una serie de habilidades: exposición concisa, análisis preciso y una búsqueda e investigación detallada de la bibliografía.

Los pasos aconsejados son los siguientes.

- a) Ubique y registre las citas del material a considerar (libros, documentos, artículos, etc.) que podrían incluir información e ideas útiles y relevantes a su tema de investigación
- b) Examine rápidamente (skimming) el material
- c) Seleccione el trabajo que podría ser de interés para su tema
- d) Cite el libro, documento o artículo según las características del modelo seleccionado
- e) Escriba un resumen del tema central y alcances del libro, documento o artículo donde se incluyan: una o dos oraciones que evalúan la autoridad y antecedentes del autor en el área, algún comentario sobre la audiencia a la que podría interesarle ese material, alguna comparación/contraste con otro trabajo ya citado, y una explicación breve sobre la relevancia de ese trabajo con su tema de investigación.

**Trevor, C.O., Lansford, B. and Black, J.W., 2004, ‘Employee turnover and job performance: monitoring the influences of salary growth and promotion’, *Journal of Armchair Psychology*, vol. 113, no.1, pp. 56-64.**

*In this article Trevor et al. review the influences of pay and job opportunities in respect to job performance, turnover rates and employee motivation. The authors use data gained through organisational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth. Their research focuses on assessing a range of pay structures such as pay for performance and organisational reward schemes. The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance. The main limitation of the article is that the survey sample was restricted to mid-level management thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance. This article will not form the basis of my research; however it will be useful supplementary information for my research on pay structures.*



Sufijos utilizados para formar verbos que significan ‘causar que sea ...’

Sufijo	Ejemplo
-ise/ize	stabilise, characterise, symbolise, visualise, specialise
-ate	differentiate, duplicate, fabricate
-fy	classify, exemplify, simplify, justify
-en	awaken, fasten, shorten,

### Sustantivos

Los prefijos para formar sustantivos más comunes en Inglés académico son: **co-** and **sub-**. Los sufijos más comunes son: **-tion, -ity, -er, -ness, -ism, -ment, -ant, -ship, -age, -ery**. e.g. prefijo + sustantivo → sustantivo

Prefix	Meaning	Examples
<i>anti-</i>	opuesto	anticlimax, antidote, antithesis
<i>auto-</i>	auto	autobiography, automobile
<i>bi-</i>	dos (bi)	bilingualism, biculturalism, bi-metalism
<i>co-</i>	junto (co)	co-founder, co-owner, co-descendant
<i>counter-</i>	contra	counter-argument, counter-example, counter-proposal
<i>dis-</i>	opuesto	discomfort, dislike
<i>ex-</i>	anterior (ex)	ex-chairman, ex-hunter
<i>hyper-</i>	extremo (hiper)	hyperinflation, hypersurface
<i>in-</i>	falta de (in)	inattention, incoherence, incompatibility
<i>in-</i>	dentro	inpatient,
<i>inter-</i>	entre (inter)	interaction, inter-change, interference
<i>kilo-</i>	mil (kilo)	kilobyte
<i>mal-</i>	incorrecto/mal	malfunction, maltreatment, malnutrition
<i>mega-</i>	millón (mega)	megabyte
<i>mis-</i>	incorrecto/mal	misconduct, misdeed, mismanagement
<i>mini-</i>	pequeño (mini)	mini-publication, mini-theory
<i>mono-</i>	uno (mono)	monosyllable, monograph, monogamy
<i>neo-</i>	nuevo (neo)	neocolonialism, neo-impressionism

<i>out-</i>	fuera	outbuilding,
<i>poly-</i>	muchos (poli)	polysyllable
<i>pseudo-</i>	falso (seudo)	pseudo-expert
<i>re-</i>	nuevamente (re)	re-organisation, re-assessment, re-examination
<i>semi-</i>	medio (semi)	semicircle, semi-darkness
<i>sub-</i>	por debajo (sub)	subset, subdivision
<i>super-</i>	excesivo (super)	superset, superimposition, superpowers
<i>tele-</i>	distante (tele)	telecommunications,
<i>tri-</i>	tres (tri)	tripartism
<i>ultra-</i>	ultra	ultrasound
<i>under-</i>	por debajo (sub)	underpayment, under-development, undergraduate

### Sufijos que se agregan a un verbo (V) →sustantivo

Sufijo	Significado	Ejemplos
<i>-tion</i> <i>-sion</i>	acción de un proceso	alteration, demonstration expansion, inclusion, admission
<i>-er</i>	persona u objeto que realiza la acción	advertiser, driver computer, silencer
<i>-ment</i>	acción de un proceso	development, punishment, unemployment
<i>-ant</i> <i>-ent</i>	persona que realiza la acción	assistant, consultant student
<i>-age</i>	acción/resultado de V	breakage, wastage, package
<i>-al</i>	acción/resultado de V	denial, proposal, refusal, dismissal
<i>-ence</i> <i>-ance</i>	acción/resultado de V	preference, dependence, interference attendance, acceptance, endurance
<i>-ery/-ry</i>	acción o lugar donde se realiza	bribery, robbery, misery refinery, bakery

### Sufijos que se agregan a un sustantivo (S) →sustantivo

Sufijo	Significado	Ejemplos
<i>-ism</i>	doctrina de S	Marxism, Maoism, Thatcherism
<i>-ship</i>	estado de ser S	friendship, citizenship, leadership
<i>-age</i>	colectivo de S	baggage, plumage

### Sufijos que se agregan a un adjetivo (A) →sustantivo

Sufijo	Significado	Ejemplos
-ity	estado o cualidad de ser A	ability, similarity, responsibility, curiosity
-ness	estado o cualidad de ser A	darkness, preparedness, consciousness
-cy	estado o cualidad de ser A	urgency, efficiency, frequency

### Adjetivos

Muchos adjetivos se forman a partir de una palabra diferente por medio de un sufijo, por ej. **-less**, **-ous**. Los adjetivos también pueden formarse a partir de otros adjetivos, especialmente usando prefijos negativos **un-, in- and non-**.

Los sufijos más comunes son: **-al, -ent, -ive, -ous, -ful, -less**.

### Sufijos agregados a verbos o sustantivos →adjetivos

Sufijo	Ejemplos
-al	central, political, national, optional, professional
-ent	different, dependent, excellent
-ive	attractive, effective, imaginative, repetitive
-ous	continuous, dangerous, famous
-ful	beautiful, peaceful, careful
-less	endless, homeless, careless, thoughtless
-able	drinkable, countable, avoidable,

### Negativo + adjetivo →adjetivo

Prefijo	Ejemplos
un-	unfortunate, uncomfortable, unjust
im-/in-/ir-/il-	immature, impatient, improbable, inconvenient, irreplaceable, illegal
non-	non-fiction, non-political, non-neutral
dis-	disloyal, dissimilar, dishonest

## 2. Frases Nominales:

Una frase nominal o sustantiva consiste en un grupo de palabras donde el sustantivo es el **núcleo** y el resto de las palabras **modifican**, o dan información sobre, ese núcleo.

En el lenguaje técnico-científico-académico, las frases nominales son muy comunes ya que compactan mucha información en pocas palabras.

**Elementos de una frase nominal:**

El **núcleo** es la parte más importante. Para descubrirlo resulta útil preguntarse: ¿de qué, quién/es estamos hablando?

**Ejemplos:**

Modificadores	NÚCLEO
the now defunct draft	<b>law</b>
evil	<b>actions</b>
the 100 percent American	<b>man</b>

Pre-modificadores	NÚCLEO	Post-modificadores
in the relatively short	<b>span</b>	of sixty years
simple, comprehensive	<b>account</b>	of the two revolutions and the civil war
a highly centralized	<b>organization</b>	controlled from the top by the Central Committee

**3. Grado comparativo y superlativo de adjetivos y adverbios regulares:**

Las formas comparativa y superlativa de los adjetivos y adverbios de **una sílaba (fonética)** y con los adjetivos y adverbios de **dos sílabas terminados en -y, -er, -ly** son las siguientes:

Grado positivo	Grado comparativo	Grado superlativo
high	higher (than)	<b>the highest</b>

**Ejemplos:**

It is frequently assumed that women live **longer** than men.

The book, with its useful practical aims, didactic and functional, but incorporating broader philosophical and epistemological concerns, is a fitting celebration of the anniversary.

Agbar Tower is **the latest** symbol to mark the Barcelona skyline.

Las formas comparativa y superlativa de los adjetivos y adverbios de **dos o más sílabas (fonéticas)** así como los adjetivos y adverbios de dos sílabas terminados en **-ful, -re** son las siguientes:

Grado positivo	Grado comparativo	Grado superlativo
functional	<b>more functional</b> (than)	<b>the most functional</b>

**Ejemplos:**

Opportunities for training, economic self-support, and power are clearly **more accessible** to men at the top of the social pyramid **than** to those at the bottom.

Our purpose in this volume is to introduce some of the **more recent** developments in social science methodology in a readily accessible manner.

**The most prominent** projects in the area of social sciences and their information needs were taken at the University of Bath.

Berlin was considered **the most significant** location for the Science Center of Medical Technology.

#### 4. Grado comparativo y superlativo de adjetivos y adverbios irregulares:

Grado positivo	Grado comparativo	Grado superlativo
bad	worse (than)	the worst
good /well	better (than)	the best
little	less (than)	the least
much/many	more than	the most *
far	farther/further than	the farthest/furthest

\***most** no precedido del artículo **the** se interpreta como: *la mayoría, la mayor parte*

#### Ejemplos:

Psychology and Economics have **the best** coverage by secondary information services

As a whole, the building is **best** understood as a hybrid that includes different space conditioning strategies appropriate for different locations in the building.

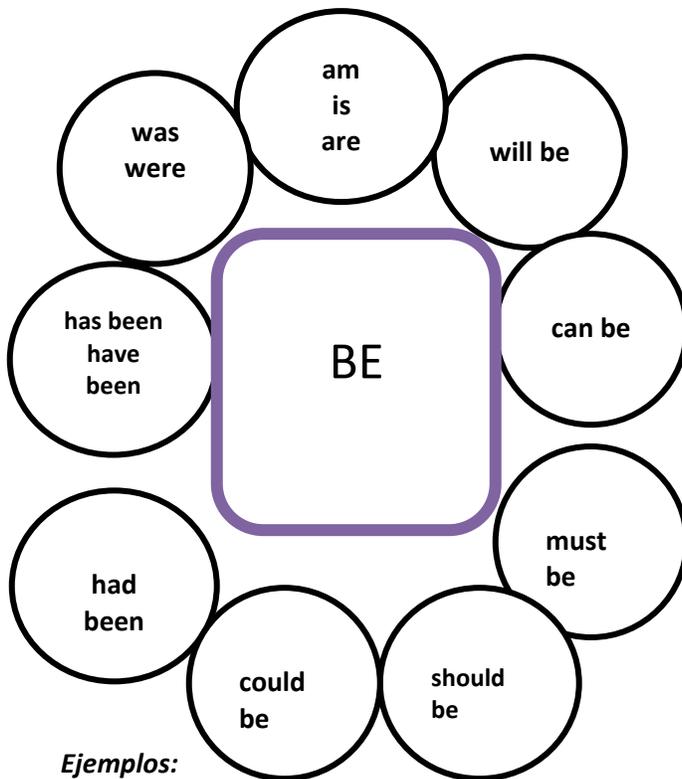
Radiation was one of **the worst** consequences of the earthquake in Japan.

#### 5. Voz Pasiva:

En el lenguaje técnico-científico-académico escrito la voz pasiva tiene un uso muy frecuente, principalmente cuando se describen procesos o situaciones en donde no es tan importante quién causa una acción (que en la mayoría de los casos no se menciona), sino el hecho que se produce. En inglés se construye de manera similar al español:

Verbo **to be** conjugado según los distintos tiempos+ Participio Pasado

Estructuras más comunes:



+ PARTICIPIO PASADO

**Ejemplos:**

Scientific knowledge **is concerned** with learning the concepts and applying those concepts to particulars, rather than just learning a vast amount of information.

This traditional **was inspired** by the simple classical composition of the old American farmhouse.

Formal social science is relatively new. Nevertheless, a vast amount of information **has been accumulated** concerning the social life of human beings.

Social science itself **can be broken up** into anthropology, sociology, history, geography, economics, political science, and psychology.

Imre Lakatos has extended Kuhn's arguments by saying that in social science there are generally many

competing theories, each **being extended** through competing research programs, or groups of scientists working on a particular problem.

La traducción muy pocas veces es literal.

**6. Palabras terminadas en- ing:**

Además de la función verbal específica, las palabras terminadas en **-ing** pueden cumplir distintas funciones:

**a) Sustantivo:**

Thus, in many ways, what you will get out of a study of social science and an **understanding** of its methods is a healthy **understanding** of the limitations of your powers to know.

**b) Adjetivo:**

It should, however, be presented as a **working** judgment, not as a set of definitive criteria of what is true and what is false.

**c) Cláusula adjetiva:** (se traduce usando *que*)

The location of the cafeteria on street level across the plaza and the use of skip-stop elevators that stop at every third floor, **opening** onto soaring lobbies with wide, open stairs promote cardiovascular fitness and reduce lost work hours.

**d) Gerundio:**

In **stating** that these theories have not been tested, a good social scientist is not dogmatic.

**Otros ejemplos:**

Social scientists also have more difficulty than physical scientists in **being** objective. Because they deal

with human **beings** and are human themselves, social scientists find it hard to put aside their own likes and dislikes, their sympathies, prejudices, and frustrations. As a result, they sometimes fall into the trap of **trying** to justify their own hopes, beliefs, or biases instead of **seeking** to discover the truth. We should always be on guard against those who pose as social scientists but who, in fact, substitute propaganda and charisma for objectivity and competence.

This does not mean that social science is any less scientific than the natural sciences, or that it is less objective. It simply means that social scientists must be continually on guard against such traps and must be as clear and objective as possible.

The differences between physical science and social science lead to slightly different structures of research. Although there is no ideal structure, a reasonable approach to a problem in social science is the **following**:

1. Observe.
2. Define the problem.
3. Review the literature. (become familiar with what others have observed.)
4. Observe some more.
5. Develop a theoretical framework and formulate a hypothesis.
6. Choose the research design.
7. Collect the necessary data.
8. Analyze the results.
9. Draw conclusions.

Using this outline as a rough guide, and **recognizing** that the specific project and each specific social science determine the exact nature of the methodology to be used, you have a reasonably good method of attack.

**Source: *Social Science and Its Methods*, <http://www.pearsonhighered.com>**

**7. Conectores discursivos:**

Los conectores discursivos son adverbios y conjunciones que ayudan a relacionar las diferentes ideas que constituyen un texto, ya sea escrito u oral. Expresan **relaciones temporales, de causa y efecto, de contraste y de comparación**, etc. El siguiente listado incluye algunos de los conectores más comunes en inglés agrupados en diferentes categorías:

Secuenciación de ideas o argumentos	Añaden información a una afirmación anterior	Expresan contraste	Dan otra perspectiva a una afirmación anterior	Introducen ejemplos	Indican resultados o consecuencias	Indican conclusión
<b>Registro neutro</b>						
<i>first, then, next, at the same time, finally, in the end</i>	<i>and, also / too, besides, what is more, as well</i>	<i>although, though, even though, however, despite, in spite of, but</i>	<i>actually, in fact</i>	<i>such as, like, this means that, namely</i>	<i>so, consequently, as a result</i>	<i>to sum up, in short, briefly</i>
<b>Registro formal</b>						
<i>firstly, secondly, thirdly, simultaneously, subsequently, lastly</i>	<i>moreover, in addition, furthermore</i>	<i>on the one hand / on the other hand, in contrast, nevertheless, nonetheless, on the contrary, yet</i>	<i>as a matter of fact, in reality</i>	<i>for example, for instance, that is to say, in other words</i>	<i>therefore, thus, hence, thereby, accordingly</i>	<i>in conclusion, in summary</i>

**Ejemplos:**

The humanities are closely related to social science in that both deal with humans and their culture. Social science, **however**, is most concerned with those basic elements of culture that determine the general patterns of human behavior.

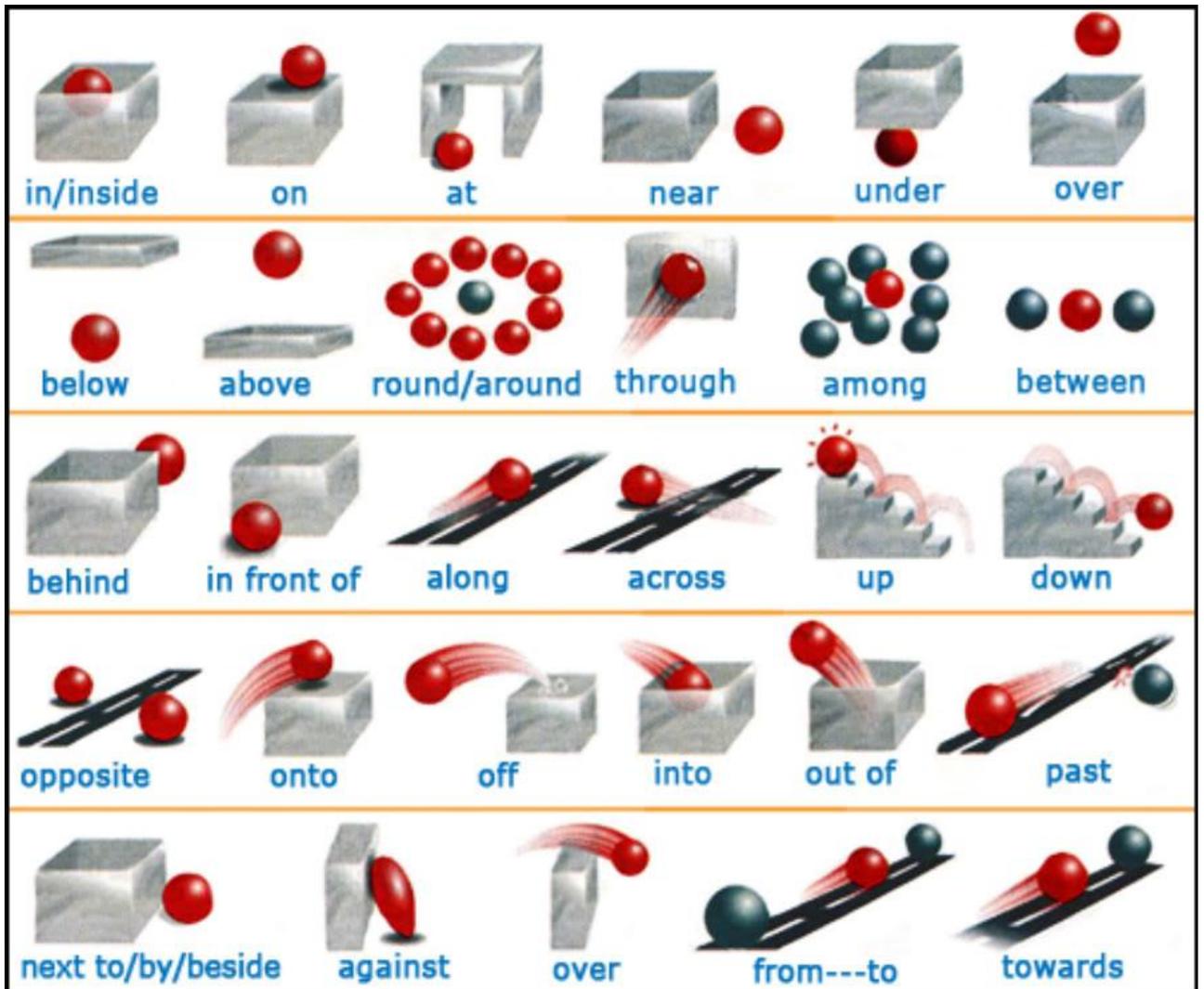
The importance of social science goes far beyond the specific social sciences. It is social science thinking that underlies much of the law as well as our understanding of international relations and government. All these fields are the natural byproducts of social science inquiry. **Thus**, a knowledge of social science is necessary for anyone trying to understand current world events.

**Because** all expressions of human culture are related and interdependent, to gain a real understanding of human society we must have some knowledge of all its major aspects.

This list of social science disciplines is both too broad and too narrow. It is too broad because parts of the fields of history, geography, and psychology should not be included as social sciences. **For instance**, parts of history and geography belong in the humanities, and parts of psychology belong in the natural sciences.

## 8. Preposiciones:

Las preposiciones son palabras que especifican **lugar, movimiento y tiempo**. En el gráfico siguiente hay un listado de las **preposiciones de lugar** comunes en los textos disciplinares.



Source:

<http://media.photobucket.com>

### Ejemplo:

You can sit **before** the desk (or **in front of** the desk). The professor can sit **on** the desk (when he's being informal) or **behind** the desk, and then his feet are **under** the desk or **beneath** the desk. He can stand **beside** the desk (meaning **next to** the desk), **before** the desk, **between** the desk and you, or even **on** the desk (if he's really strange). If he's clumsy, he can bump **into** the desk or try to walk **through** the desk (and stuff would fall **off** the desk). Passing his hands **over** the desk or resting his elbows **upon** the desk, he often looks **across** the desk and speaks **of** the desk or **concerning** the desk as if there were nothing else **like** the desk. Because he thinks of nothing **except** the desk, sometimes you wonder **about** the desk, what's **in** the desk, what he paid **for** the

desk, and if he could live **without** the desk. You can walk **toward** the desk, **to** the desk, **around** the desk, **by** the desk, and even **past** the desk while he sits **at** the desk or leans **against** the desk.

Source:

<http://grammar.ccc.commnet.edu>

### 9. Frases verbales:

Algunas preposiciones se combinan en inglés (al igual que algunos adverbios) y **conforman frases verbales**, que son unidades semánticas completas. Esto quiere decir que deben traducirse como una unidad, ya que la frase verbal suele tener un significado bastante diferente del verbo original y de la preposición/adverbio que la componen.

#### Ejemplos:

There has been much debate about the correct methodology to be used in social science. Thomas Kuhn, a famous philosopher of science, defined a paradigm as a scientific theory and the core of beliefs that surround it. He argued that scientific progression occurs by paradigm shifts in which, for a long time, scientists will resist change and **hold on** to an old theory even as evidence **mounts up** against it, and even when another theory better fits the data.

**hold:** contener, llevar a cabo } **hold on:** aferrarse  
**on:** sobre }

**mount:** subir, montar

**up:** arriba

**mount up against:** acumularse un contra

#### Algunos ejemplos y sus posibles significados en los textos de la disciplina:

INGLÉS	ESPAÑOL
<b>account for</b>	explicar, dar razones
<b>add up</b>	agregar
<b>allow for</b>	tomar en cuenta, en consideración
<b>back up</b>	apoyar (un argumento)
<b>be up against</b>	competir
<b>bring around</b>	convencer, persuadir
<b>bring forward</b>	introducir, proponer
<b>carry on</b>	continuar
<b>carry out</b>	llevar a cabo, concretar
<b>come across</b>	encontrar casualmente
<b>come out</b>	publicarse, resultar, revelar
<b>come up</b>	idear, crear
<b>come up with</b>	ofrecer, producir
<b>comply with</b>	satisfacer (requerimientos), complimentar
<b>crop out</b>	aparecer inesperadamente
<b>deal with</b>	tratar, manejar (tema/situación)
<b>do away with</b>	abolir, desterrar
<b>figure out</b>	calcular, estimar

<b>fit into</b>	encajar
<b>get across</b>	hacerse entender
<b>give in</b>	admitir una derrota, rendirse
<b>have to do with</b>	tratar, estar relacionado
<b>inquire into</b>	investigar
<b>keep on</b>	persistir
<b>lay off</b>	exponer, presentar (evidencia)
<b>lead up to</b>	anticipar
<b>leave out</b>	omitir
<b>level off</b>	estabilizar
<b>look over</b>	revisar, chequear
<b>make out</b>	entender
<b>make up</b>	conformar
<b>narrow down</b>	reducir
<b>put thorough</b>	Llevar a cabo
<b>set up</b>	disponer, establecer
<b>sort out</b>	organizar (por categorías)
<b>sum up</b>	resumir
<b>take down</b>	tomar notas
<b>try out</b>	testear
<b>weigh up</b>	considerar cuidadosamente
<b>work out</b>	resolver

## 10. Verbos Irregulares:

En Inglés, los verbos regulares agregan –ed a la forma básica para el Pasado y el Participio Pasado. Todos aquellos que no siguen este patrón constituyen los llamados Verbos Irregulares. Es frecuente que en los diccionarios no aparezcan estas formas por lo que, para ver su significado, hay que buscar la forma básica correspondiente. A continuación tiene un listado de los que podría encontrar en sus lecturas disciplinares:

Base Form	Simple Past Tense	Past Participle
be	was, were	been
bear	bore	born
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent
bid	bid/bade	bid/bidden
bind	bound	bound
blow	blew	blown
break	broke	broken
bring	brought	brought

build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drive	drove	driven
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
knit	knit	knit
know	knew	know
lay	laid	laid
lead	led	led
leap	leaped/leapt	leaped/leapt
leave	left	left

lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted/lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
overcome	overcame	overcome
overdo	overdid	overdone
overtake	overtook	overtaken
overthrow	overthrew	overthrown
pay	paid	paid
prove	proved	proved/proven
put	put	put
quit	quit	quit
read	read	read
rise	rose	risen
run	ran	run
saw	sawed	sawed/sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shear	shore	shorn
shed	shed	shed
shine	shone	shone
show	showed	showed/shown
shut	shut	shut
sink	sank	sunk
sit	sat	sat
slide	slid	slid
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilled/spilt

spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
sweep	swept	swept
swing	swung	swung
take	took	taken
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
understand	understood	understood
uphold	upheld	upheld
wear	wore	worn
weave	weaved/wove	weaved/woven
wind	wound	wound
withstand	withstood	withstood
write	wrote	written

