



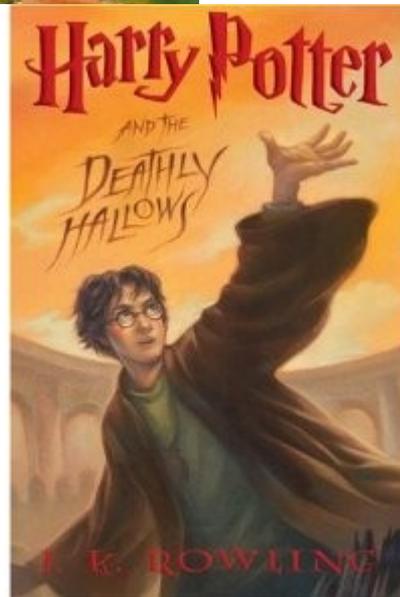
Narrative?

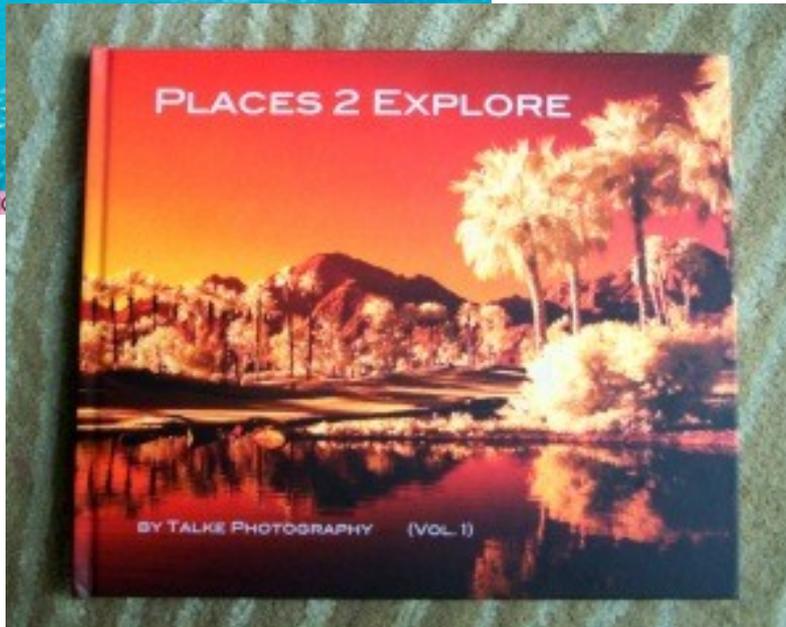
Descriptive?

Instructional?

Argumentative?

Expository?





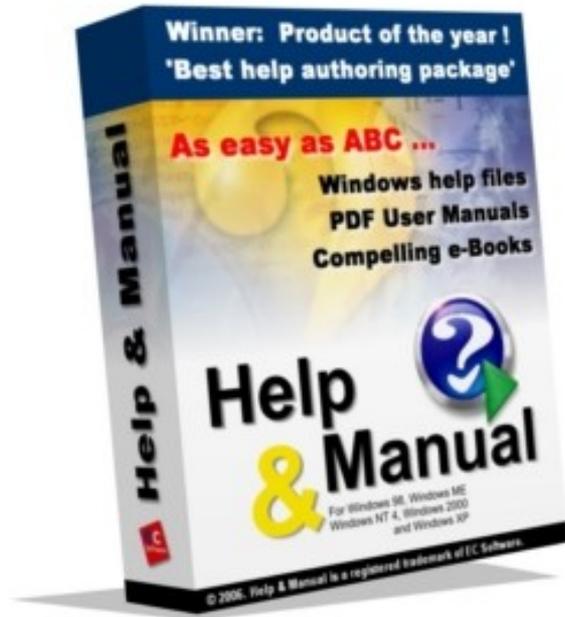
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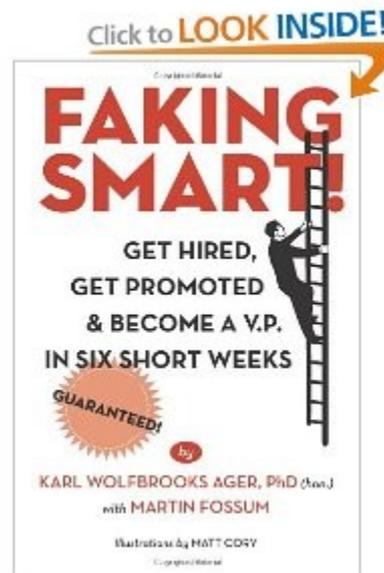
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Opinion

October 24, 2008

Take fresh look at enclosure issue

The issue of downstairs enclosures is starting to rise to the top of the priority board again in Monroe County, thanks to the efforts of the grass roots Citizens Not Serfs organization.

The group has pushed the issue back into the public eye pleading for a compassionate solution that saves homeowners millions in demolition and rebuild costs while safeguarding the county's participation in the National Flood Insurance Program, without which flood insurance is almost non-existent, and without which mortgages are almost impossible to obtain.

The county went through a long, drawn-out process many years ago to remain in the flood insurance program that resulted in the current, somewhat Draconian enclosure inspection program.

Much of it was our own fault as we consistently failed to enforce Federal Emergency Management Agency regulations regarding building below base flood elevation. Finally, FEMA brought the hammer down and threatened to throw us out of the program. Mortgages would not have been possible without FEMA help.

And still we consistently tried to work around the guidelines FEMA wanted.

Both sides came to an agreement, albeit because we spent most of our time dragging our feet.

Now, the agreement has proven to be a disaster for local homeowners well as they're forced to spend thousands of dollars undoing what they were forced to do ago or lose flood insurance subsidies.

Families are losing extra bedrooms for kids because items are being left outside because they don't meet enclosure due to the regulations. We can't even in the yard to be blown about by the wind.

That's just one example of some of the ways in which this enclosure mandate.

So some of our local leaders, along with me, are looking at ways to reopen talks with FEMA and put some human compassion in

We wish them luck. FEMA got harder and harder to deal with as time went on, and we're sure some of those whose feathers were ruffled are still around.

But actually, common sense can re-enter the equation.

Local engineers have long held that the reason FEMA fears damage from enclosures is that they're not built as well as the homes above them. Take care of that. Build enclosures to the same, or higher standards, than the homes above them.

By using flood-proof materials such as concrete, plastic and fiberglass, mold no longer becomes an issue, and no one need worry about interior finishes being damaged or washed away.

Limit the enclosures to one window above base flood, and require flood-resistant doors. We already require wind-resistant doors. Cut in the flow-through vents to allow water to pass. Make the exterior walls concrete or nothing.

Now we have effectively hardened the target beyond the ability of anything but that freakish Category Five storm to harm.

History proves that we don't get crashing waves beyond a few

Why I Hate Blacks



Here is a list of reasons why we should discriminate against blacks, starting from the most obvious down to the least obvious:

- Blacks hate us. Every Asian who has ever come across them knows that they take almost every opportunity to hurl racist remarks at us.

In my experience, I would say about 90 percent of blacks I have met, regardless of age or environment, poke fun at the very sight of an Asian. Furthermore, their activity in the media proves their hatred: *Rush Hour*, *Exit Wounds*, *Hot 97*, etc.

- Contrary to media depictions, I would argue that blacks are weak-willed. They are the only race that has been enslaved for 300 years. It's unbelievable that it took them that long to fight back.

On the other hand, we slaughtered the Russians in the Japanese-Russo War.

- Blacks are easy to coerce. This is proven by the fact that so many of them, including Reverend Al Sharpton, tend to be Christians.

Yet, at the same time, they spend much of their time whining about how much they hate "the whites that oppressed them."

Correct me if I'm wrong, but wasn't Christianity the religion that the whites forced upon them?

- Blacks don't get it. I know it's a blunt and crass comment, but it's true. When I was in high school, I recall a class debate in which one half of the class was chosen to defend black slavery and the other half was chosen to defend liberation.

Disturbingly, blacks on the pro side viciously defended slavery as well as Christianity. They say if you don't study history, you're condemned to repeat it.

In high school, I only remember one black student ever attending any of my honors and AP courses. And that student was caught cheating.

It is rather troubling that they are treated as heroes, but then again, whites will do anything to defend them.

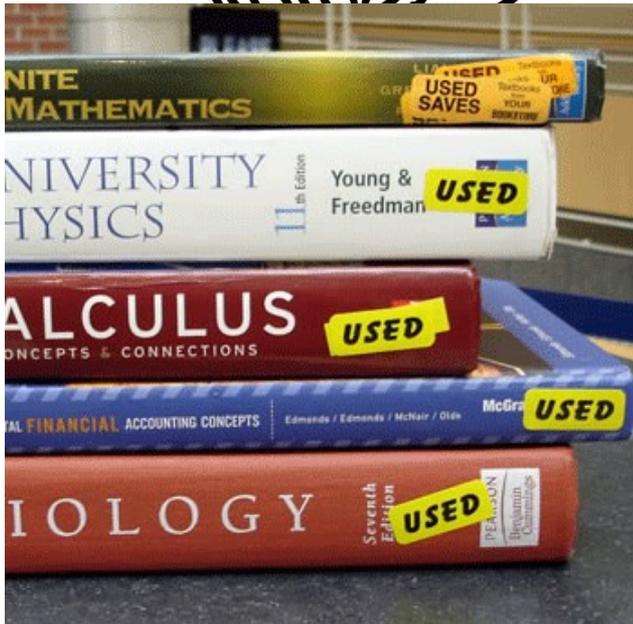
Narrative?

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Narrative?

Descriptive?

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Expository?

1. What is a text?

- A text is ...
 - A language unit
 - With a definable communicative function
 - Can be spoken or written
 - Size doesn't matter:

“Don't Litter!”

2. Text Types

- Different texts serve different purposes:
 - To tell a story
 - To describe an entity or event
 - To provide instructions on how to operate a device
 - To convince someone of something
 - To explain how something works
 - Etc.
- Our society has evolved standard ways of writing a text for a given purpose, e.g.,

□ To tell a story	→	Narrative
□ To describe	→	Descriptive
□ To provide instructions	→	Instructional
□ To convince	→	Argumentative
□ To explain	→	Expository

2.1 Narrative Texts

- Labov's schema:
 - **Orientation** (time and setting of the story)
 - **Complication** of story, a quest, an obstacle, or a series of obstacles,
 - a **Resolution** to the complication.
 - (optional) a **Coda**, which signals the story is ended.

Title	Snow White and the Seven Dwarfs
Orientation	Once upon a time in a place far far away, there lived a beautiful princess.
Complication	A wicked witch, jealous of her beauty, gave the princess a poisoned apple. The princess took a bite from the apple and fell into a deep sleep from which no-one could wake her.
Resolution	Years later, a handsome prince saw the sleeping princess, and kissed her. The princess awoke, and they married
Coda	and lived happily ever after.

2.1 Narrative Texts

- Real narratives go through cycles of this narrative structure:
 - What happened first.
 - What happened next.
 - Etc.

- **Characteristics of a Narrative**
 - Detail what happened and in which order
 - Contain mainly actions: *She bit the apple.*
 - some verbal: *The bad witch said ...*
 - Mainly in simple past tense.
 - Some past perfect to skip back to the past:
She had lost her way.

2.2 Descriptive Texts

- Descriptive texts:
 - Information describing a scene, person or object

Revered in times past as a sign of good fortune, this scarab is beautiful. An inch long and inch wide, this beetle features a deep cobalt blue body, blue and white Austrian Crystal wings, and golden accents. It would look fabulous on your favorite jacket.

Thomastown is a suburb in Melbourne, Victoria, Australia, 17 km north from Melbourne's central business district. Its Local Government Area is the City of Whittlesea. At the 2006 Census, Thomastown had a population of 20,603.

2.2 Descriptive Texts

- Characteristics of a Descriptive Text
 - Use of relational processes: *It **is** big, it **has** 2 sides*
 - Use of adjectives: *He has very large eyes.*
 - General structure is a LIST of attributes or facts
 - Mostly simple present tense (universal truths)

2.3 Instructional Texts

- Information about **how to** achieve a goal
- Give the steps to follow

How to get onto Moodle:

3. Click on www.uam-virtual.es

4. Click on: "Facultad de Filosofía y Letras" (3rd in list)

5. In "Search Courses" box, type: lengua

6. Click "Go"

7. Click on: "Lengua Inglesa (EEII, LMCC)"

8. Click on the button where it says: "Create New Account" under "Is this your first time here?"

9. Put in a username, your own password and fill out the rest of the form. You should enter your official UAM student email address, but apparently others will work too.

...

- Characteristics of an Instructional Text:
 - Sequences of actions: *To clean the device: (1) (2) (3)*
 - Use of imperatives: *Open the lid.*
 - Conditional Adjuncts: *When the machine has stopped...*
 - Purpose Adjuncts: *To open the case...*

2.4 Argumentative Texts

- Present arguments for or against a case

Told by the campfire or as the plot of bestsellers, ghost stories have long been a popular form of entertainment. But, entertaining as ghost stories are, do ghosts themselves really exist? According to a 2001 Gallop poll, 38 percent of Americans would say yes. They believe that the spirits of dead people do indeed walk among the living here on Earth. Others, however, argue that no solid proof of ghosts' existence has ever been found. They support their argument by pointing out that ghosts seldom appear to those who do not already believe in their existence.

2.4 Argumentative Texts

- Typical Structure (i):
 - Present Thesis
 - Present Evidence For
 - Present counter-argument
 - Defeat counter-argument
 - Present Evidence Against
 - Offer counter-argument
 - Weigh evidence
 - Reach conclusion
- Typical Structure (ii):
 - Present Thesis
 - Present Evidence For
 - Present Evidence For
 - Sum up argument

2.4 Argumentative Texts

Characteristics

- Usually tries to appear objective and to persuade by the logic of the argument.
 - Thus, emotive words avoided (low on subjective adjectives)
- Use of connectors to reveal the structure of the argument:
 - *Secondly, thus, as evidence of this, however, etc.*
- Reference to authorities “*Scientists believe...*”

2.5 Expository Texts

- ❑ Texts that **explain** some natural or sociocultural phenomena
- ❑ Provide factual information rather than try to convince (not an argument)
- ❑ Can include a variety of texts, such as newspaper articles and reports, textbooks, and scientific and academic essays, which present factual information.

Why does it rain?

Warm air turns the water from rivers, lakes, and oceans into water vapor that rises into the air. That water vapor forms clouds, which contain small drops of water or ice crystals (depending on how high the cloud is and how cold it is).

As clouds rise higher and higher, the air gets colder and colder. When the water vapor in the cloud becomes too heavy, it falls back to the ground as rain or snow.

2.5 Expository Texts

Generic structure:

1. A general statement to position the reader
2. A sequenced explanation of why or how something occurs

Characteristics:

- ❑ Focus on generic participants
- ❑ Temporal and causal circumstances and conjunctions
- ❑ Use of simple present tense

Exercises: Text A

- Read the following text and answer the questions below.
 - Which of the 5 text types does this text belong to?
 - What grammatical features are in the text that allow you to say it belongs to a particular text type?

There was once an old farmer who owned a very stubborn donkey. One evening, the farmer was trying to put his donkey into its shed. The farmer pushed the donkey, but the donkey wouldn't move. Then the farmer pulled the donkey, but the donkey still wouldn't move ... as soon as the cat scratched the dog, the dog began to bark. The barking dog frightened the donkey who jumped immediately into its shed.

Exercises: Text B

1. Which of the 5 text types does this text belong to?
2. What grammatical features are in the text that allow you to say it belongs to a particular text type?

Remember the scepticism last year when the United States banned most aerosol sprays containing chlorofluorocarbons? People found it hard to believe that squirting deodorant out of a can was jeopardizing the stratospheric ozone layer, which protects the earth from excessive ultraviolet radiation. It was like finding out that eating candy causes earthquakes.

But now almost all experts agree that ozone-eating aerosol gases do indeed rise slowly into the stratosphere, where sunlight breaks them down and releases chlorine that does in fact erode the ozone layer. Even worse, the ozone seems to be eroding much faster than originally believed. The threat has not been eliminated, only postponed, by the American ban.

“The Ozone” (Maccoun 1983)

Exercises: Text C

1. Which of the 5 text types does this text belong to?
2. What grammatical features are in the text that allow you to say it belongs to a particular text type?

The gardens of Lowfield Hall are overgrown now and weeds push their way up through the gravel of the drive. One of the drawing-room windows, broken by a village boy, has been boarded up, and wisteria, killed by summer drought, hangs above the front door like an old dried net ...

There are six bedrooms in Lowfield Hall, a drawing room, a dining room, a morning room, three bathrooms, a kitchen, and what are known as usual offices. In this case, the usual offices were the back kitchen and the gun room. On that April morning the house wasn't exactly dirty, but it wasn't clean either. There was a bluish film on all the thirty-three windows, and the film was decorated with fingerprints ...

From Ruth Rendell, *A Judgement in Stone*.

Exercises: Text D

1. Which of the 5 text types does this text belong to?
2. What grammatical features are in the text that allow you to say it belongs to a particular text type?

Yoghurt with walnuts and fresh coriander

Akhrote ka raita

Another cooling, nourishing dish. It may be eaten by itself or served with Indian meals.

Serves 6

20 fl oz (570 ml) plain yoghurt

2 tablespoons finely chopped coriander

2 tablespoons chopped walnuts

Put the yoghurt in a bowl. Beat lightly with a fork or whisk until smooth and creamy. Add all the other ingredients. Stir to mix.

Exercises: Text E

1. Which of the 5 text types does this text belong to?
2. What grammatical features are in the text that allow you to say it belongs to a particular text type?

Speech production is made possible by the specialised movements of our vocal organs that generate speech sounds waves.

Like all sound production, speech production requires a source of energy. The source of energy for speech production is the steady stream of air that comes from the lungs as we exhale. When we breathe normally, the air stream is inaudible. To become audible, the air stream must vibrate rapidly. The vocal cords cause the air stream to vibrate.

As we talk, the vocal cords open and close rapidly, chopping up the steady air stream into a series of puffs. These puffs are heard as a buzz. But this buzz is still not speech.

To produce speech sounds, the vocal tract must change shape. During speech we continually alter the shape of the vocal tract by moving the tongue and lips, etc. These movements change the acoustic properties of the vocal tract, which in turn produce the different sounds of speech.

(Text adapted by Gerot & Wignell 1994 from Denes & Pinson 1963)