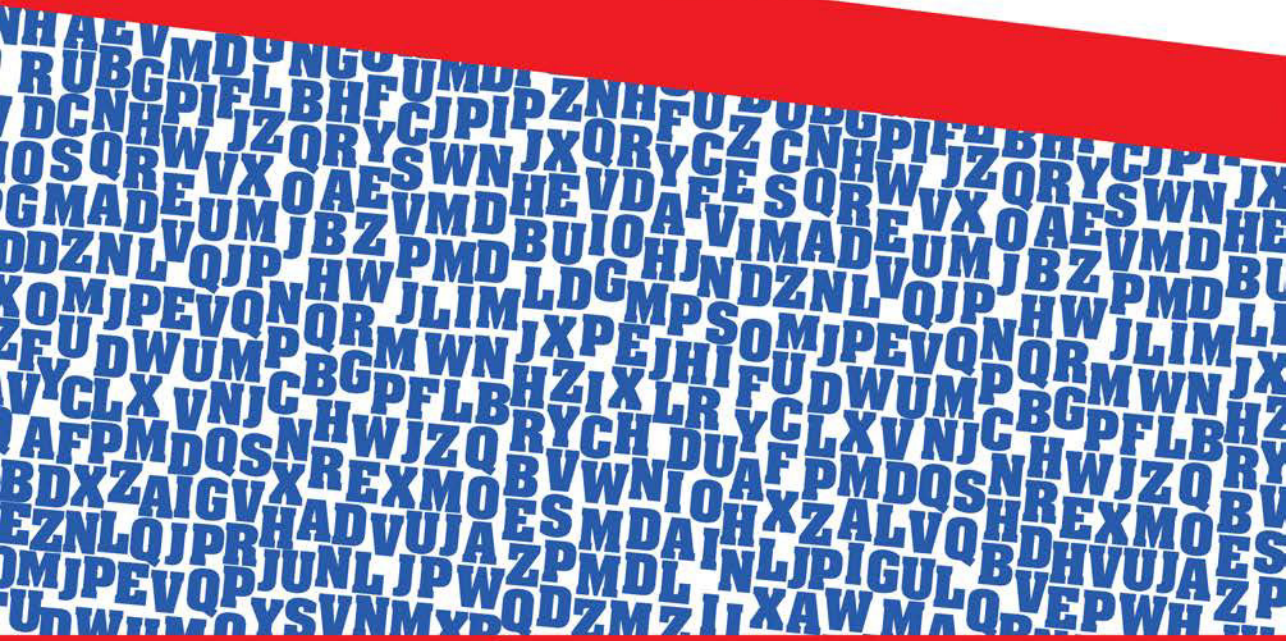


# INGLÉS I

*Gabriela Anselmo*







# INGLÉS I

Anselmo, Gabriela

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**Gabriela Anselmo**

# **INGLÉS I**



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El lenguaje atraviesa toda actividad humana: hacemos cosas con las palabras, con textos particulares en contextos particulares. Si bien el idioma inglés no es la lengua materna más hablada, se ha convertido en el más estudiado como segunda lengua por ser, por diversos motivos, el idioma internacional utilizado en investigación y publicación académica. La comprensión de sus significados en este contexto es, ante todo, una aceptación de las diferencias y del valor que ello implica para los estudiantes de la Universidad Nacional Arturo Jauretche.

El propósito de este libro es que los estudiantes de esta universidad adquieran y desarrollen estrategias que les permitan comprender textos académicos en el idioma inglés, atendiendo a los diferentes géneros y funciones retóricas y a la comprensión de las diferencias en lexis y sintaxis, que en el discurso académico tienen tanta importancia como el tópico para la comprensión. Aspiramos a transitar un proceso de intervención activa, donde alumnos y profesores construyen y reconstruyen textos en una lectura efectiva de las fuentes disponibles.

Este no es un libro de texto ni un manual, es simplemente una propuesta de actividades para un aula entendida como un espacio de trabajo donde intentaremos comprender el proceso de leer. El orden que les hemos otorgado a los contenidos es arbitrario, forzado por la organización que todo material de estudio debe tener. Cada una de sus partes está fundada en la convicción de que el lenguaje es un todo donde la forma, el significado y el uso están conectados entre sí. Por ello, nos encontraremos analizando textos con una mirada global basándonos en una perspectiva pragmática para explicar elecciones en la presentación de significados, partiendo de la premisa de que el propósito comunicativo y el contexto son formadores de texto, y de la aspiración de lograr que nuestros alumnos cuenten con un marco conceptual que los acerque a la comprensión del discurso académico.



INFERENCIA Y MOTIVACIÓN

**Leamos el siguiente título:**

The Universe of Worker-Recovered Companies in Argentina (2002-2008): Continuity and Changes Inside the Movement

Héctor Palomino, Ivanna Bleynat, Silvia Garro, and Carla Giacomuzzi

Translated by: Paola Salamida, Gustavo Rajher, María Sol Santa Cruz, and Marcelo Vieta

1. ¿Qué podemos anticipar sobre el tema a partir de la lectura del título?
2. ¿Conocen, o recuerdan, algo sobre el tema?
3. ¿Con qué carrera/s de la Universidad se relaciona más? ¿Por qué?
4. ¿Quiénes son las personas mencionadas debajo del título? ¿Por qué son dos los grupos?
5. ¿Cuáles son las palabras transparentes? ¿Cómo se relacionan con las que no lo son?
6. El título:
  - ¿Explicita claramente el tema a tratar?
  - ¿Sugiere indirectamente el tema?
7. Completar el siguiente cuadro trabajando en grupos:

Conocimientos previos del tema	Hipótesis de lectura

**1. Ahora lean el siguiente fragmento del texto rápidamente y sin concentrarse en detalles para reconocer (al menos dos):**

- Ideas/conceptos ya conocidos: .....
- Ideas/conceptos nuevos:.....

Introduction: The Two-way Expansion of the Universe of Worker-recovered Companies in Argentina<sup>1</sup>

Argentina's worker-recovered companies (WRC) movement gained significant public visibility during the period that followed the country's institutional crisis in December 2001. These self-managed companies constitute workers' responses to imminent job loss due to shutdowns or failures of employer-managed firms. In most cases, employees were among the first creditors in bankruptcy processes due to the breaching of labour contracts before the shutdowns took place. Facing the improbability of ever receiving salaries, benefits, or pension contributions owed, and in light of a socio-economic context that made it difficult for workers to get back into the labour market, workers of self-managed companies seek to take control of a firm's administration in order to, first and foremost, guarantee the continuity of their source of income. Soon after gaining control of the firm, the form of a workers' cooperative emerges as the legal construct that offers the most accessible solutions to these workers' needs.

Interestingly, a considerable number of more recent participating actors of the WRC movement link their experiences of converting a firm in crisis into a workers' coop to earlier workplace conflicts that occurred during and prior to December 2001. Some newer WRCs identify with these previous experiences more than others. Moreover, as our research team continues to build on a substantive database of WRCs –what we call the “universe of WRCs”– and gather more and more of these experiences as self-identified by its very actors, we find that the first registered cases of recovered companies actually precede the conjuncture of 2001, going back to the late-1990s or even earlier.

**2. En el texto han sido subrayadas algunas frases cuyo rol, en cuanto a la comprensión del texto, nos parece fundamental, ya que muestran cómo se pueden interpretar ideas completas, en lugar de palabras sueltas, a**

<sup>1</sup> Palomino, Héctor, Bleyntat, Silvana, Garro, Silvia and Carla Giacomuzzi (2010). “The Universe of Worker-Recovered Companies in Argentina (2002- 2008): Continuity and Changes Inside the Movement”. *Affinities: A Journal of Radical Theory, Culture, and Action*, Volume 4, Number 1, Summer 2010, pp. 252-253.

**través de referencias específicas. Nos referimos a frases cuyo núcleo es un sustantivo que ha sido pre y post modificado para transformar/extendder/limitar aquello de lo que se está hablando. Reflexionemos sobre las diferencias entre las siguientes frases extraídas del fragmento:**

- workers:.....
- self-managed companies: .....
- workers of self-managed companies: .....

**3. Analicen las siguientes frases subrayadas en este fragmento, identificando el núcleo de cada frase y reflexionando sobre sus modificadores.**

- the country’s institutional crisis.....
- employer-managed firms.....
- their source of income .....
- a considerable number of more recent participating actors of the WRC movement .....
- a firm in crisis .....
- the first registered cases of recovered companies .....

**4. ¿Cuáles son las categorías y funciones de esas palabras? ¿Cuál es la diferencia entre una categoría y una función?**

- Categoría: .....
- Función: .....

**5. Ahora veamos el siguiente párrafo:**

Today, the socio-economic context of Argentina has changed substantially in comparison to the period of acute national crisis around the turn of the millennium when the movement is said to have originated (Palomino 2008). Today’s economic and social conjuncture, even taking into account the current world financial crisis, bears witness to a significant drop in the rate of structural unemployment in Argentina when compared to 2000-2002. Since at least 2005, there has been an evident improvement in the living conditions of an important portion of the country’s working class. Nevertheless, the recovery of companies by employees continues to occur in Argentina, showing a clear continuity of the practice of worker-led workplace recovery within the country’s new socio-economic context. This continuity encouraged us to inquire



about the methods of and motivations for current recoveries compared to those that took place during Argentina's crisis of the late 20th and early 21st centuries. One of the tasks we take on in this article, therefore, is to compare the methods and motivators of workplace recoveries across the WRC universe based on the self-reported experiences of WRC protagonists themselves. (...) (Palomino et al, 2010:253).

**6. Las siguientes frases se extrajeron del texto. ¿Cuál será el equivalente en inglés?**

- Caída significativa.....
- Contexto socioeconómico.....
- Actual crisis financiera mundial .....
- Recuperación del lugar de trabajo liderada por los trabajadores.....  
.....
- Recuperaciones actuales .....

**7. En el texto hay frases nominales subrayadas. Indicar el equivalente de esas frases:**

- the period of acute national crisis .....
- living conditions .....
- the country's working class .....
- workplace recoveries .....

## COHESIÓN LÉXICA

En los párrafos que hemos analizado podemos ver repetición de algunas palabras, uso de sinónimos, sinónimos parciales, hiperónimos, hipónimos, es decir, todos aquellos dispositivos que nos permiten establecer una relación léxica en el entramado de este texto.

**1. Debatan en grupos y con el docente estos conceptos, completando el siguiente cuadro:**

Repetición	
Sinónimos	
Sinónimos parciales	
Hiperonimia/hiponimia	

**2. Todas las frases nominales, como hemos visto, están relacionadas semánticamente. Realizar un diagrama que muestre esa relación para demostrar su comprensión de las ideas principales del texto:**

Worker-recovered companies in Argentina

--	--

**3. Ahora volvamos al comienzo de estas actividades (punto 1). Compáren lo realizado al comienzo de este trabajo con lo visto hasta ahora. Reescriban sus ideas sobre el texto en no más de cinco oraciones, destacando únicamente los aspectos más relevantes de lo que han leído. Luego comparen sus ideas con las de sus compañeros.**

.....  
.....  
.....  
.....

**4. Volvamos a las hipótesis de lectura que realizamos antes de leer los fragmentos. Para reflexionar: ¿pudieron obtener la información necesaria sobre el tema para comprender el texto? Si la respuesta es afirmativa, ¿cómo fue el proceso? ¿Qué aspectos resultaron positivos? Si la respuesta es negativa, ¿qué creen que necesitan? ¿Cómo piensan que podrían lograrlo?**

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## COHESIÓN LÉXICA. ASPECTOS TEXTUALES

### 1. Lean las siguientes citas bibliográficas:

a) Van Valkenburg, M., Middleton, W. (2002). *Reference Data for Engineers. Radio, Electronics, Computer and Communications*, Ninth Edition. USA: Newness. Pág. 44-4.

b) Davis, J.R. (ed.) (2003). *Handbook of Materials for Medical Devices*, USA: ASM International. Pág. Vii.

c) Marshall, A. (2004). "Labour market policies and regulations in Argentina, Brazil and Mexico: Programmes and impacts", *Documento N° 13*, OIT. Pág. 8.

d) <http://www.pre-sustainability.com/content/for-you> Consulta: 10 de noviembre de 2012.

e) Bubela, T., Caulfield, T. (2004). *Do the print media "hype" genetic research? A comparison of newspaper stories and peer-reviewed research papers*. Canadian Medical Association Journal, CMAJ 2004;170(9):1399-407.

**2. ¿Cuál creen que es el origen de cada texto?**

**3. A partir de la lectura de las referencias bibliográficas, intenten realizar una hipótesis sobre el tema a tratar en cada texto.**

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....

**4. A continuación se transcriben fragmentos de los textos cuyas referencias bibliográficas fueron analizadas. ¿Cuál es la referencia bibliográfica de cada uno?**

*TEXTO 1: ABSTRACT*

Background: The public gets most of its information about genetic research from the media. It has been suggested that media representations may involve exaggeration, called "genohype". To examine the accuracy and nature of media coverage of genetic research, we reviewed the reporting of single-gene discoveries and associated technologies in major daily newspapers in Canada, the United States, Great Britain and Australia. Methods: We used neutral search terms to identify articles about gene discoveries and associated technologies hosted on the Dow Jones Interactive and Canadian NewsDisk databases from January 1995 to June 2001. (...)

Results: We examined 627 newspaper articles reporting on 111 papers published in 24 scientific and medical journals. Only 11% of the newspaper articles were categorized as having moderately to highly exaggerated claims; the majority were categorized as having no claims (63%) or slightly exaggerated claims (26%). The classification

analysis ranked the reporting of risks as the most important variable in determining the categorization of newspaper articles. Only 15% of the newspaper articles and 5% of the scientific journal articles discussed costs or risks, whereas 97% of the newspaper articles and 98% of the scientific journal articles discussed the likelihood of benefits of the research.

Interpretation: Our data suggest that the majority of newspaper articles accurately convey the results of and reflect the claims made in scientific journal articles. Our study also highlights an overemphasis on benefits and under-representation of risks in both scientific and newspaper articles. The cause and nature of this trend is uncertain. (...)

### *TEXTO 2: A CLEAR ROUTE TO QUANTIFICATION OF SUSTAINABILITY*

Many organizations struggle with how to make their Sustainability efforts measurable, how to embed sustainability in their daily operations and how to create competitive advantage with this. Life Cycle thinking and Life Cycle Assessment give insight and provide metrics.

That is why LCA has become a hot topic on the agenda of many boards. But integrating Life Cycle thinking, setting-up procedures and gathering data, is a process of defining your goals, choosing the metrics, integrating them and creating value. Built on 20 years of experience in providing our clients with consultancy services in LCA, being at the forefront of methodology development and providing the world's most renown LCA software, we have now defined four steps to empower your company to sustainability excellence and build the required capabilities to put corporate sustainability programs on a quantitative, yet scientific footing. (...)

### *TEXTO 3: IMPORTANT THEORETICAL PROBABILITY DISTRIBUTIONS*

A probability distribution describes the behavior of a random variable. Often, the observations generated from many different statistical experiments behave in similar ways. This means that the random variables generated by the different experiments may be more or less explained by the same probability distribution and hence could be represented by a single mathematical expression. As it turns out, one requires only a few of the standard probability distributions to describe most types of random variables encountered in practice. (...)

### *TEXTO 4: A REPORT*

In this report I examine some aspects of the labour policies implemented together with or after economic liberalization in Argentina, Brazil and Mexico, and the employment

and unemployment compensation programmes existing in these countries in the early 2000s, as well as certain of their labour market effects. In the case of labour policy, the emphasis is placed on employment protection reforms and on trends in non-wage labour costs. These three countries applied basically similar economic reforms, although the reforms had distinct aspects and different rhythms of implementation. Their labour policies and labour market programmes were less uniform. (...)

*TEXTO 5: PREFACE*

In January of 2000, the National Institutes of Health (NIH) estimated that 8 to 10% of Americans, or about 20 to 25 million people, had some sort of medical device implanted in their bodies (refer to the NIH Technology Assessment Conference on Implants, held 10-12 Jan 2000 in Bethesda, MD). In the United States, the market for orthopedic implant devices such as total knee and hip replacements, spinal implants, and bone fixation devices, exceeds two billion dollars per year. Worldwide, this market exceeds \$4.3 billion per year. These numbers, which clearly demonstrate the economic impact of the medical device industry, should continue to rise due to the combination of advances in the medical and materials science fields and an aging population (particularly in the United States, where some "baby boomers" are now in their sixties). (...)

**5. Luego de leer los fragmentos, revisar las hipótesis realizadas en el punto 2. ¿En qué medida los títulos ayudan a anticipar el contenido? ¿Cuáles son las palabras clave?**

**6. ¿Quiénes son los destinatarios de cada texto? ¿Con qué propósito fueron escritos? En grupos, completar el siguiente cuadro:**

	Do the print media "hype" genetic research? A comparison...	Texto 2	Texto 3	Texto 4	Texto 5
Origen					
Destinatario					

ESTA TABLA CONTINÚA EN LA SIGUIENTE PÁGINA →

	Do the print media "hype" genetic research? A comparison...	Texto 2	Texto 3	Texto 4	Texto 5
Propósito					
Tema					
Palabras clave					

**7. ¿Cuáles son las categorías y funciones de las palabras que terminan con el sufijo *-ing* en el texto 2?**

- Integrating.....
- Thinking.....
- Setting.....
- Gathering.....
- Defining.....
- Choosing.....
- Creating.....
- Providing.....
- Being.....
- Footing.....

Como hemos visto en este apartado, al abordar un texto ponemos en marcha procesos de inferencia constantes. Lo que cada uno de nosotros trae al texto suele ser más importante que lo que finalmente encontramos en él (Grellet, 1990), esto es, usamos aquello que sabemos para poder comprender lo que aún no sabemos. Al leer realizamos hipótesis que, a través del proceso de lectura, podemos confirmar o modificar. La lectura es una transacción entre el autor y el lector, donde el autor especifica el lugar, el tiempo, la condición, las circunstancias que dan forma a su idea y, el lector, con sus propias expectativas y conocimientos previos, debe analizar críticamente. Pensemos en elecciones: comunicarse implica decir algo, y en ese decir elegimos

también el cómo. En el proceso de leer realizamos selecciones, omitimos, corregimos, predecimos, integramos, generalizamos a partir de nuestra propia experiencia y valiéndonos de los elementos que el texto presenta, de ahí la importancia de reconocer los patrones retóricos del idioma inglés, y el funcionamiento de las estructuras del lenguaje que se reconocen como modos válidos de expresar significados.

## ACTIVIDADES DE INTEGRACIÓN

**Lean el siguiente título y realicen una hipótesis del tema que tratará el texto:**

The Social and Ecological Dimensions of a Decentralisation Process:  
Participation by Social Movements in the Sustainable Management of Urban Solid  
Waste in Buenos Aires  
Cecilia Cross and Ada Freytes Frey

**1. Lean los siguientes párrafos y encuentren las siguientes frases en el texto:**

- Problema medioambiental
- Recolección de residuos
- Sistema nuevo de manejo de residuos
- Relleno sanitario

Waste management is one of the most serious environmental problems in big cities. Every day, tons of industrial and domestic garbage are generated, involving serious risks to public health and the urban environmental balance. In the metropolitan area of Buenos Aires City (AMBA), rubbish collection, treatment and sanitation are the responsibility of Coordinación Ecológica Área Metropolitana Sociedad del Estado (CEAMSE), a public enterprise whose directors are designated by Buenos Aires Province and Buenos Aires City authorities.

CEAMSE was created in 1977 with the purpose of implementing a new system of urban waste management, based on sanitary filling. Filling came to replace the previous form of waste treatment, which involved incineration in public furnaces and household ovens (Prignano 1998; Suárez 1998). (...)



**2. ¿Cuáles son los equivalentes de las siguientes frases?**

- waste management
- waste treatment
- serious risks
- industrial and domestic garbage

**3. ¿Cuál es la importancia del tratamiento de residuos?**

**4. ¿Qué es el CEAMSE? ¿Con qué propósito fue creado?**

**5. ¿En qué se basa el tratamiento de residuos en la actualidad?**

**6. ¿Cómo era en el pasado?**

### TIEMPO Y ASPECTO

#### 1. Leamos el siguiente texto:

Highlights of the FY 2010 Budget Overview

With the FY 2010 budget request, NASA advances global climate change research and monitoring. The NASA investment in Earth science research satellites, airborne sensors, computer models and analysis has revolutionized scientific knowledge and predictions of climate change and its effects. Using the National Research Council's recommended priorities for space-based Earth science research as its guide, NASA will develop new space-based research sensors in support of the Administration's goal to deploy a global climate research and monitoring system. NASA will work to deploy these new sensors expeditiously while coordinating with other Federal agencies to ensure continuity of measurements that have long-term research and applications benefits.

The FY 2010 NASA request funds a robust program of space exploration involving humans and robots. NASA's astronauts and robotic spacecraft have been exploring our solar system and the universe for more than 50 years. The Agency will create a new chapter of this legacy as it works to return Americans to the Moon by 2020. NASA also will send a broad suite of robotic missions to destinations throughout the solar system and develop a bold new set of astronomical observatories to probe the mysteries of the universe, increasing investment in research, data analysis, and technology development in support of these goals.

Statement of Christopher Scolese Administrator (Acting)

National Aeronautics and Space Administration before the Subcommittee on Commerce, Justice, Science and Related Agencies

Committee on Appropriations

U.S. House of Representatives April 29, 2009

2. En este fragmento, extraído de la página web de la NASA, se han subrayado algunas frases verbales, que constituyen el elemento más básico de una oración en inglés. Cada frase hace referencia a la ubicación temporal de las situaciones que se presentan, dando indicios de cómo cada situación se experimenta, o percibe.

De las frases subrayadas, determinar cuáles refieren a hechos, y cuáles no:

Son hechos	No son hechos aún

3. Las frases *advances* y *funds* refieren a dos actividades que la NASA realiza en el tiempo presente, son hechos verdaderos ligados a la situación presente. ¿Qué sugieren las frases *will develop*, *will work*, *will create*, *will send*? ¿Por qué no son hechos? ¿Qué grado de posibilidad expresan? ¿A qué momento refieren?

4. ¿Cuál es el resultado de la inversión de la NASA en satélites de investigación, sensores, modelos de computadoras y análisis?

5. La frase *has revolutionized* refiere:

- ¿A un hecho completo, remoto en el tiempo?
- ¿A una actividad que ha logrado un determinado objetivo, visto en retrospectiva?

6. ¿Hay en el texto algún marcador temporal para esta actividad?

7. ¿Cuál es el sujeto de la frase *have been exploring*?

8. ¿Qué es eso que han estado explorando?

## 9. ¿Por cuánto tiempo lo han hecho?

### 10. *Have been exploring*:

- ¿Refiere a una acción completa, finalizada?
- ¿Refiere a una actividad que ha logrado un determinado objetivo, visto en retrospectiva?
- ¿Refiere a una actividad que ha logrado un determinado objetivo y tal actividad aún está en proceso?

Veamos ahora algunos modos de organización de la información según diferentes géneros discursivos:

#### *EN UN ARTÍCULO DE REVISTA:*

They found dead two beaked whales on the beach: the most elusive species of whale in the world (...) There are a lot of reasons to care about seeing the remains of so elusive a species—beyond simply the thrill of the chase and the brass-ring quality of an actual discovery. Humans have made a hash of the oceans—depleting fish stocks, slaughtering dolphins and whales, pouring pollutants into coastal waters. Part of the reason we are so cavalier is that so much of the ocean is invisible to us on a day-to-day basis; if you don't know what's there, you don't know what you're destroying. (...)

Adaptado para los propósitos del curso. Artículo completo: <<http://science.time.com/2012/11/06/a-first-look-at-a-never-before-seen-whale/#ixzz2BXJ1tPDH>> [Consulta: 6 de noviembre de 2012].

### 1. Veamos la secuencia de este fragmento completando con frases verbales extraídas del texto:

- un hecho ya remoto
- acciones vistas en retrospectiva desde la situación actual
- afirmaciones no remotas de una situación actual

### 2. ¿Cuáles son los tiempos verbales utilizados en cada caso?

### 3. ¿Qué tipología predomina en este texto? ¿Por qué?

*EN UNA NOTICIA PERIODÍSTICA:*

As Dengue Fever Sweeps India, a Slow Response Stirs Experts' Fears

Health experts fear that government officials are not acknowledging the scope of a problem that threatens hundreds of millions of people, not just in India, but around the world.

Disponible online: <<http://www.nytimes.com/pages/health/index.html>> [Consulta: 6 de noviembre de 2012].

1. **¿Cuál es el tiempo verbal que predomina?**
2. **¿Por qué el reconocimiento de los expertos está expresado en el aspecto progresivo?**

*EN NARRACIONES:*

It was a lovely night, so warm that he threw his coat over his arm and did not even put his silk scarf round his throat. As he strolled home, smoking his cigarette, two young men in evening dress passed him. He heard one of them whisper to the other, "That is Dorian Gray." He remembered how pleased he used to be when he was pointed out, or stared at, or talked about. He was tired of hearing his own name now. Half the charm of the little village where he had been so often lately was that no one knew who he was. He had often told the girl whom he had lured to love him that he was poor, and she had believed him. He had told her once that he was wicked, and she had laughed at him and answered that wicked people were always very old and very ugly. What a laugh she had! — just like a thrush singing. And how pretty she had been in her cotton dresses and her large hats! She knew nothing, but she had everything that he had lost.

(...)

Wilde, Oscar (1892). *The Picture of Dorian Gray* chapter 20 s/n.

1. **¿Cuál es el tiempo verbal que el autor utiliza para presentar su secuencia?**

## 2. ¿Qué otro tiempo verbal introduce? ¿Por qué?

EN ESCRITURA ACADÉMICA:

### Lean los fragmentos a continuación y encuentren:

- Generalizaciones (en tiempo presente) hechas por el autor con datos de investigadores y fechas entre paréntesis.
- Resultados específicos reportados (en tiempo pasado).

#### Fragmento A

A total of 48 observers participated in the experiment; 12 were drawn from each of four grade levels: second (*M* age = 8 years 1 month), fourth (10 years), sixth (11 years 10 months), and college adults (22 years 5 months). The elementary school subjects were randomly selected from class lists, whereas the adult subjects were volunteers from an introductory psychology class. Equal numbers of males and females were used in each condition.

#### Fragmento B

An analysis of this power dimension involves an account of the kind of control that some social actors or groups exercise over others (Clegg, 1975; Luke, 1989; Van Dijk, 1989; Wartenberg, 1990).

#### UNA POSIBLE SISTEMATIZACIÓN

Los **tiempos verbales** en el idioma inglés se distinguen básicamente por dos formas, el pasado y el presente. Se le atribuyen al pasado acciones completas, finalizadas, ligadas temporalmente a un momento que no es el presente. El presente refiere a un hecho ligado a un hábito, a una actividad que ocurre con determinada frecuencia, a un hecho científico o natural. Los hechos históricos suelen narrarse en lo que se llama "presente histórico", un modo de referirse a algo que, aún remoto en el tiempo, tiene un lazo con el presente que lo torna más "vívido".

Los eventos futuros no son hechos aún, por lo que el futuro puede ser expresado como una predicción, una intención, una decisión repentina, un acuerdo previo. En todo caso, el modo en el que se expresa está ligado a la situación en la que el evento comunicativo se realiza, es decir, desde la perspectiva del hablante o del autor de un texto escrito, con diferentes grados de posibilidad.

El tiempo verbal ubica a las acciones temporalmente. Cada situación puede estar en progreso o no, puede completarse o no, y esas distinciones son marcadas

gramaticalmente por el **aspecto**, que puede ser perfectivo o progresivo. A través del aspecto progresivo una situación es vista *en progreso*, a través del aspecto perfectivo la situación se ve *en retrospectiva*. Tiempo verbal y aspecto informan sobre la situación y sobre la perspectiva adoptada por el emisor del mensaje.

Intentemos completar la siguiente tabla con ejemplos extraídos de los fragmentos que hemos leído:

Formas verbales	Ejemplos
Presente simple	
Presente progresivo	
Pasado simple	
Pasado progresivo	
Presente perfecto	
Presente perfecto progresivo	
Pasado perfecto	
Pasado perfecto progresivo	
Formas que hacen referencia al futuro	

## MODALIDADES

### Verbal Communication<sup>2</sup>

The adjective 'verbal' **suggests** that communication is linguistic, i.e. spoken, said or unwritten. Effective verbal communication relies on issues such as the tone and the pitch of a person's voice, but equally the use of language will be paramount to attaining an understanding between the giver and the receiver of the message. Expression of speech then becomes important and everyday statements, through slang, sayings,

<sup>2</sup> Briggs, D. J. (2005). "Chapter 4: Communication and Interpersonal Skills in Nursing". En: Ian Peate, MA, BEd (Hons), EN(G), RGN, DipN, RNT, LLM (eds) (2005). *Compendium of Clinical Skills for Student Nurses*. England: Whurr Publishers Ltd. pp. 57-58.

clichés and conventional expressions, form a large part of a speaker's competence (Siditis 2004). Although verbal communication **can** be effective on its own (e.g. in the use of the telephone), it is important to bear in mind that non-verbal communication reinforces the message given in speech (Ellis 1992). Consequently, in order to be effective, a message presented through just a verbal means of transmission **has to** be much clearer than one that is sent with the aid of other means of communication. For speech to enhance this transmission process, the language **needs to** be clearly recognizable in the basic sounds that the person uses. These sounds are combined to make up words and phrases (phonological grammar). However, the message **will** have lexical content (what is said) and non-lexical content (how it is said). The lexical part of the message **may or may not** be clear to the patient and how it is said **can** enhance the message or reduce its meaning for the recipient. An example of this phenomenon is a patient who asks the student nurse her views on what the food in the hospital is like. In reply the student nurse says 'good' and says it in a cheerful voice. The patient **is likely to** be reassured that the food **will** be all right. On the other hand, a student nurse who says 'good' but in a quiet hesitant voice **may** raise concerns in the patient about the prospect for his or her future nourishment.

Morrison and Burnard (1991) **suggest** that information can be obtained through the use of a closed question (one that requires a yes or no answer) or one that requires a more open question (one that allows the recipient to offer a full range of replies). The student nurse who works in a primary health-care setting and asks the patient if he or she **can** return the following morning at 11 o'clock to take the patient's blood pressure is using an example of a closed question. The student nurse **could** ask the patient how he or she feels about being visited the next morning, and this **would** allow the patient to offer a range of replies, e.g. the patient **may** agree to be visited the next day but the time **may not** be convenient because the gasman is calling. By answering this open-ended question the patient **will** give the information that he or she **believes** is important and that he or she **would** like us to know. However, a closed question can be used very effectively to clarify aspects of an open answer. A yes or no answer **can** allow the situation to become much clearer, together with meanings that patients attach to events.

(...)

Adaptado para los propósitos del curso.

### 1. Las siguientes oraciones extraídas del texto contienen verbos que expresan modalidad. ¿Cómo podría describirse el tipo de modalidad expresada?



The adjective 'verbal' **suggests** that communication is linguistic, i.e. spoken, said or unwritten.

Morrison and Burnard (1991) suggest that information can be obtained through the use of a closed question (one that requires a yes or no answer) or one that requires a more open question (one that allows the recipient to offer a full range of replies).

the information that he or she **believes** is important

These include the attitudes of both people –the sender and the receiver– and their experiences in coming to the situation, the expectations of both sender and receiver about the other person, and what they **thought** the outcome of the communication **would** be.

The patient **is likely to** be reassured that the food **will** be all right.

**2. El verbo modal *can* en la oración: "Although verbal communication can be effective on its own (e.g. in the use of the telephone), it is important to bear in mind that non-verbal communication reinforces the message given in speech (Ellis 1992)", expresa:**

- Habilidad
- Permiso
- Posibilidad

**3. El verbo modal *could* en: "The student nurse could ask the patient how he or she feels about being visited the next morning", expresa:**

- Habilidad
- Permiso
- Posibilidad

**4. ¿Cuál es la diferencia entre *can* y *could* en los ejemplos vistos?**

**5. *May* puede expresar permiso, posibilidad o concesión. ¿Cuál sería el sentido expresado en: *The lexical part of the message may or may not be clear to the patient?***

**6. ¿Y en las siguientes oraciones?: "On the other hand, a student nurse who says 'good' but in a quiet hesitant voice may raise concerns in the patient about the prospect for his or her future nourishment. The**

student nurse could ask the patient how he or she feels about being visited the next morning, and this would allow the patient to offer a range of replies, e.g. the patient may agree to be visited the next day but the time may not be convenient because the gasman is calling”.

7. *Will* tiene un sentido central de posibilidad, aunque esa posibilidad puede también ser interpretada como intención, disposición o voluntad para hacer algo, o como predicción. Leer los ejemplos del texto e identificar los sentidos de *will* en cada uno.

8. En la siguiente oración: “Consequently, in order to be effective, a message presented through just a verbal means of transmission has to be much clearer than one that is sent with the aid of other means of communication”, *has to* representa:

- ¿Una obligación?
- ¿Una necesidad?

9. Leer el resto del texto e identificar verbos modales y otras frases que expresen modalidad.

El tiempo verbal ubica el intercambio comunicativo temporalmente, la modalidad lo dimensiona en tanto ponderación de la validez de lo que se dice. La modalidad no se expresa solamente a través del uso de verbos modales, sino también a través de la elección de verbos, adverbios, sustantivos o adjetivos que expresan modalidad.

10. Completar las siguientes tablas, trabajando en grupos:

Verbos modales simples	Expresan:
Can	
Could	
May	
Might	

ESTA TABLA CONTINÚA EN LA SIGUIENTE PÁGINA →

Verbos modales simples	Expresan:
Must	
Shall	
Should	
Ought to	
Will	
Would	

Otras frases:	Expresan:
Be allowed to	
Be able to	
Be supposed to	
Have (got) to	
Be going to	

## ACTIVIDADES DE INTEGRACIÓN

### 1. ¿Qué sugiere *may* en el siguiente fragmento?

Two hypotheses suggest how economic fluctuations *may* affect labor force participation. One is the "discouraged worker effect", which predicts that during times of high unemployment people become discouraged after long periods of job searching and decide to leave the labor force. When economic conditions improve, discouraged workers *may* start looking for jobs again.

This hypothesis is not useful to explain what happened in Buenos Aires during 1991-95, since female LFP rates increased rapidly in a context of increasing unemployment. The second hypothesis is the "added worker effect", which predicts that during economic downturns, when primary earners (generally the household heads) become unemployed, other households' members will enter the labor force to maintain family income. Increasing women female labor force participation in periods of economic recession is understood as a specific case of this hypothesis. This explanation also predicts that after economic conditions improve, and primary earners get stable jobs, these additional family members leave the labor force.<sup>3</sup>

**2. En el texto pueden encontrarse dos predicciones. Transcribirlas debajo y compararlas en términos de significado y estructura utilizada.**

.....  
.....  
.....  
.....  
.....  
.....

**3. ¿Qué tiempos verbales predominan en el texto? Justificar.**

.....  
.....  
.....  
.....  
.....  
.....

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<sup>3</sup> Cerrutti, Marcela (2000). "Economic Reform, Structural Adjustment and Female Labor Force Participation in Buenos Aires, Argentina". *World Development*, Vol. 28, N<sup>a</sup> 5, pp. 879.



### REFERENCIA

#### 1. Leer los siguientes textos:

##### TEXTO 1

This study on labour market policies and regulations in Argentina, Brazil and Mexico, gives an overview of the previous and existing labour market regulations in *the three countries*, and *their* effect on the labour market, as measured by the incidence of atypical employment relationship and the output-employment relationship. *It* also addresses the labour market policy responses to the changed institutional and socio-economic environment.<sup>4</sup>

##### TEXTO 2

When caring for a patient *the nurse* ensures that *the patient* wishes to have the planned intervention, e.g. the delivery of appropriate fundamental care to a patient *who* is unable to wash *him- or herself*. *The nurse* is required to ensure that the planned intervention is in accordance with the patient's wishes, needs and desires, so, if the patient refuses or declines to have a wash, the nurse must respect the client's wishes.<sup>5</sup>

##### TEXTO 3

Nutrients in food can be split into two broad categories: macronutrients and micronutrients. The macronutrients are *those* that provide energy and include carbohydrates, fats, proteins and alcohol. Fibre (also known as non-starch polysaccharide or NSP) is also classed as a macronutrient, although pure fibre does not provide energy for the body. Micronutrients constitute vitamins, minerals and trace elements. *They* have a wide range of functions but, unlike the macronutrients, do not provide energy for the body.<sup>6</sup>

<sup>4</sup> Marshall, A. (2004). "Labour market policies and regulations in Argentina, Brazil and Mexico: Programmes and impacts", *Documento N° 13*, OIT. Pág. Iv.

<sup>5</sup> Ian Peate, MA, BEd (Hons), EN(G), RGN, DipN, RNT, LLM (eds) (2005) *Compendium of Clinical Skills for Student Nurses*, England: Whurr Publishers Ltd. Pág. 7.

<sup>6</sup> Ian Peate, MA, BEd (Hons), EN(G), RGN, DipN, RNT, LLM (eds) (2005) *Compendium of Clinical Skills for Student Nurses*, England: Whurr Publishers Ltd. Pág. 93.

**2. En el texto 1, encontrar la referencia de:**

- the three countries.....
- their effect.....
- it.....

**3. En el texto 2 hay frases repetidas. ¿Cuáles son? ¿Qué función textual cumple la repetición?**

**4. ¿Cuáles son los pronombres reflexivos? ¿A qué refieren?**

**5. *Who* refiere a:**

- Un paciente
- Un/a enfermero/a

**6. ¿Qué relación puede establecerse entre las dos frases subrayadas: *the patient/the client*?**

**7. Leer el texto 3 y determinar la referencia de *those* y *they*.**

**8. En el texto 3, buscar palabras que estén semánticamente relacionadas. ¿Con qué sentido se relacionan? Elaborar un cuadro o diagrama que muestre esa relación.**

La referencia, como dispositivo formador de texto, constituye una relación semántica en tanto explicita las relaciones de los elementos entre sí y les otorga significados. Los usos de la referencia están dados de acuerdo a la naturaleza de cada texto. Cuando se hace referencia a algo que está por fuera del texto, es decir, que no contribuye a su cohesión interna, sino tal vez al conocimiento compartido del contexto, se denomina referencia **exofórica**.

Cuando el elemento se identifica y recupera dentro del texto, se denomina referencia endofórica. Este tipo de referencia puede tener su antecedente antes en el texto, refiriendo al lector “hacia atrás”, en cuyo caso se trata de referencia anafórica, que suele ser la más frecuente. También, aunque con menor frecuencia y dependiendo del texto y su función comunicativa, puede apuntar a algo que se introduce más adelante, tratándose en este caso de referencia **catafórica**.

Referencia	Se expresa con	Ejemplos
Personal	Pronombres personales / determinantes	He, it
Demostrativa	Determinantes y adverbios demostrativos	This, that
Comparativa	Adjetivos y adverbios	The other

## ELIPSIS Y SUSTITUCIÓN. CONJUNCIÓN

### 1. Leamos el siguiente texto:

In relation to Latin America, it has often been argued that, independent of the stringency of labour regulations in imposing constraints on employers, two factors would affect their real incidence: **one**, the fact that non compliance in the labour area (as in others, e.g. taxation) is widespread, mainly because control and enforcement are extremely lax; **the other**, that workers infrequently contest, via the judiciary system, employer decisions however arbitrary these might be, discouraged by the extended lags before decisions are reached when cases are taken to the labour courts, or because their knowledge of protective regulations is insufficient, or due to the context of a large labour surplus and, in certain countries, weak unions. It was claimed that generalized non-compliance and the fact that laws take too long to be applied undermine the real efficacy of legal labour protection, and that norms should be made more compatible with the reality of evasion. In other words, fewer constraints would allegedly stimulate compliance. In any case, widespread non-compliance and labour court delays indeed play a role in the operation of labour markets, particularly when comparing Latin American countries with the advanced OECD countries, and these differences should be borne in mind in considering the analysis that follows on Argentina, Brazil and Mexico. As we will see, one indication of the degree of noncompliance or, conversely, of the effective application of laws, is given by the incidence of precarious wage employment relationships, that may be



regarded to reflect how widespread are in reality employer “flexibilizing” practices in spite of legal constraints.<sup>7</sup>

**2. En el texto han sido marcadas dos palabras/frases en negrita. ¿Cómo pueden analizarse dichas frases? ¿Puede encontrarse la referencia en el texto? Justificar la respuesta:**

- One .....
- The other .....

**3. Clasifiquen las palabras subrayadas en el texto de acuerdo a la función que cumplen. Luego, completen la tabla con las ideas que unen:**

- Concesión
- Causa
- Consecuencia
- Alternativa

	Ideas que unen
And	
Or	
However	
Due to	
In spite of	
In other words	
Because	

<sup>7</sup> Marshall, A. (2004). “Labour market policies and regulations in Argentina, Brazil and Mexico: Programmes and impacts”, *Documento N° 13*, OIT. Pág. 4.

El discurso es un proceso multidireccional (Halliday, 1985: 318), y el texto, como producto de ese proceso, está motivado por el registro, por el contexto de elaboración y de recepción, por su capacidad de ser comprendido. Para que un texto sea coherente debe tener una estructura cohesiva motivada por el registro y donde todos sus elementos estén ligados semántica y gramaticalmente entre sí. Las palabras/frases conectoras, además de cumplir una función sintáctica, son también lazos cohesivos que unen ideas en un texto. Existen diferentes categorizaciones, la más amplia es la del modelo de Halliday y Hassan (1976), que en una descripción general los clasifica en cuatro grandes grupos: aditivos, adversativos, causales y temporales.

Para los propósitos de este curso hemos agrupado las palabras/frases de transición más frecuentes del siguiente modo:

Adición	And, in addition, furthermore, moreover, also, as well as, besides, likewise
Adversativo	But, although, however, nevertheless, despite, in spite of, yet, while, unlike, on the other hand, still
Causa/efecto	Therefore, as a result, so, hence, consequently, thus
Secuencia Temporal	At first, first of all, to begin with, for the time being, meanwhile, next, then, soon, in the meantime, simultaneously, afterwards,
Ejemplificación	For example, for instance, as an illustration, as an example, in this case, especially, specifically, namely, such as
Generalización	As usual, as a rule, for the most part, ordinarily, generally
Conclusión	After all, in brief, in conclusion, to conclude, in short, to sum up, to summarize, finally

Fuente propia.

Las frases del cuadro pertenecen a diferentes categorías y cumplen también diferentes funciones gramaticales que no desarrollaremos aquí para no desviarnos de nuestro propósito, la comprensión lectora. Por ello, en un análisis más amplio, tales frases son llamadas *marcadores discursivos*, en tanto señalan relaciones dentro del texto que no están directamente ligadas a su significado sino, más bien, a la relación que el autor establece con su mensaje y que los lectores debemos interpretar. Así, podemos decir que algunos marcadores establecen relaciones *naturales*, específicamente aquellos que señalan la secuencia de determinados eventos, mientras que otros establecen relaciones *lógicas*. En este caso tenemos, por ejemplo, aquellos que señalan el modo en el que el autor organiza sus ideas, su propia secuencia, especificidad, su modo de resumir, ejemplificar, enfocar. Tomemos como ejemplo del primer caso una receta de cocina: difícilmente podamos cambiar la secuencia en la que cocinamos un simple plato en nuestros hogares. Ahora bien, la secuencia en una narración o en una explicación sí puede estar dada según una serie de factores cuya elección depende exclusivamente del autor. También tenemos un tercer grupo de marcadores que suelen estar presentes en argumentaciones, son aquellos que señalan el *punto de vista del autor*. Tales frases pueden expresar contraste, negación, causa, consecuencia, adición, énfasis, comparación, propósito, condición, etc. Su importancia radica en que señalan la relación que el propio autor percibe entre los hechos que relata, sean estos hechos verdaderos o no.

#### 4. Ahora leamos el siguiente fragmento:

Handbook of Materials for Medical Devices

Preface

In January of 2000, the National Institutes of Health (NIH) estimated that 8 to 10% of Americans, or about 20 to 25 million people, had some sort of medical device implanted in their bodies (refer to the NIH Technology Assessment Conference on Implants, held 10-12 Jan 2000 in Bethesda, MD). In the United States, the market for orthopedic implant devices such as total knee and hip replacements, spinal implants, and bone fixation devices, exceeds two billion dollars per year. Worldwide, this market exceeds \$4.3 billion per year. These numbers, which clearly demonstrate the economic impact of the medical device industry, should continue to rise due to the combination of advances in the medical and materials science fields and an aging population (particularly in the United States, where some "baby boomers" are now in their sixties).

Humans have sought to restore function to the human body stricken by trauma or disease for thousands of years. For example, ancient civilizations such as the Phoenicians, Etruscans, Greeks, Romans, Chinese, and Aztecs used gold in dentistry as far back as 2700 BC. The use of sutures made from linen can be traced back to the Egyptians in circa 2000 BC. However, it has only been during the past 100 years that man-made materials and devices have been developed to the point where they can be used extensively to replace parts of living systems in the human body. These special materials—able to function in intimate contact with living tissue, with minimal adverse reaction or rejection by the body—are called *biomaterials*. Today, biomaterials play a major role in replacing or improving the function of every major body system (skeletal, circulatory, nervous, etc.). Some common implants include the orthopedic devices mentioned earlier; cardiac implants such as artificial heart valves and pacemakers; soft tissue implants such as breast implants and injectable collagen for soft tissue augmentation; and dental implants to replace teeth/root systems and bony tissue in the oral cavity.

Recognizing the growing importance of biomaterials and bioengineering, ASM International has published a number of reviews during the past 20 years that document the properties and failure mechanisms of metallic implant materials. The majority of these reviews can be found in various volumes of the *Metals/ASM Handbook* series. Until now, however, there was no single definitive source published by ASM that described the many important topics associated with the use of various implant materials (including metals, ceramics, polymers, composites, and coatings). These materials include:

- Implant material selection and applications
- The body/oral environment and its impact on impact material performance
- The basic concepts of biocompatibility
- Tissue attachment mechanisms
- Biophysical and biomechanical requirements of implant materials
- Corrosion and wear behavior, including degradation of polymeric materials

(...)

Davis, J. R. (ed.) (2003). *Handbook of Materials for Medical Devices*, USA: ASM International. Pág. Vii.

## ACTIVIDADES

**1. Identificar los conectores principales y las ideas fundamentales que unen.**

**2. El vocabulario de este texto está relacionado en términos de la reiteración de algunos elementos, el uso de sinónimos, antónimos, hiperónimos e hipónimos. Releer el texto e identificar las posibles relaciones.**

**3. Indicar la referencia temporal de las siguientes oraciones extraídas del texto:**

a. Humans have sought to restore function to the human body stricken by trauma or disease for thousands of years.

b. Today, biomaterials play a major role in replacing or improving the function of every major body system (skeletal, circulatory, nervous, etc.).

c. For example, ancient civilizations such as the Phoenicians, Etruscans, Greeks, Romans, Chinese, and Aztecs used gold in dentistry as far back as 2700 BC.

**7. ¿Qué tiempo verbal predomina en el texto? ¿Por qué?**

## ACTIVIDADES DE INTEGRACIÓN

**1. En el siguiente fragmento todas las palabras en cursiva refieren a algo mencionado antes, o después, en el texto. Leer y completar el cuadro a continuación:**

The list of potentially hazardous materials includes drugs, food additives, preservatives, ores, pesticides, dyes, detergents, lubricants, soaps, plastics, extracts from plant and animal sources, plants and animals *that* are toxic by contact or consumption, **and** industrial intermediates and waste products from production processes. Some of the information refers to materials of undefined composition. The chemicals included are assumed to exhibit the reported toxic effect in *their* pure state unless **otherwise** noted. **However**, even in the case of a supposedly "pure" chemical, there is usually some degree of uncertainty as to *its* exact composition and the impurities that may be present. *This* possibility must be considered in attempting to interpret the

data presented **because** the toxic effects observed could in some cases be caused by a contaminant. Some radioactive materials are included **but** the effect reported is the chemically produced effect rather than the radiation effect. Lewis, R. J., Sr. (2008) *Hazardous Chemicals Desk Reference*, USA: John Wiley and Sons, Inc. Pág. xi

	Refers to something		What it refers to:
	before	after	
That			
Their			
Its			
this			

**2. Clasificar los conectores (en el texto en negrita) de acuerdo a la función que cumplen y expresar qué ideas unen:**

Conector	Categoría/función	Ideas
And		
Otherwise		
However		
Because		
But		

**3. Realizar un diagrama agrupando los materiales mencionados según la caracterización hecha por el autor.**

**4. Los químicos mencionados.**

- a. Son siempre puros.
- b. Pueden no ser siempre puros.

**5. Los efectos de los materiales radioactivos que se reportan.**

- a. Son efectos de la radiación.
- b. Son los efectos químicamente producidos.

### FRAGMENTOS

*TEXTO 1: PEPTIDYL-PROLYL CISTRANS ISOMERASES (IMMUNOPHILINS) AND THEIR ROLES IN PARASITE BIOCHEMISTRY, HOST-PARASITE INTERACTION AND ANTIPARASITIC DRUG ACTION.*

Bell, A. and Monaghan, P. and Page, A.P. (2006) Peptidyl-prolyl Cistrans Isomerases (immunophilins) and their Roles in Parasite Biochemistry, Host-parasite Interaction and Antiparasitic Drug Action.

International Journal for Parasitology, 36 (3). pp. 261-276. ISSN 0020-7519 <http://eprints.gla.ac.uk/4949/>

Deposited on: 25 February 2009. <<http://www.ncbi.nlm.nih.gov/pubmed/16443228>> [Consulta: 20 de mayo de 2012]

The cyclophilin (CYP) and FK506-binding protein (FKBP) families, although unrelated in sequence, are often considered together because of their shared enzymic activities. Both cyclophilins and FKBP, along with a smaller protein class, the parvulins, exhibit peptidyl-prolyl cis-trans isomerase (PPIase: EC 5.2.1.8) activity that plays a vital role in protein folding (Fischer and Aumüller, 2003). Although the peptide bonds of nascent polypeptides emerge from the ribosome in the transconformation, and the majority retains that energetically-favoured state in fully-folded proteins, there is a significant minority (~5-7% of the proteins with structures solved) of peptidyl-prolyl (Xaa-Pro) bonds that switch to the cis-conformation during folding, transport and assembly. (Pág. 4)

(...)

*TEXTO 2: GOVERNANCE: AN ANALYTICAL FRAMEWORK*

(...)

The *nodal points* constitute another key concept within the analytical framework (Hufty 2004; Chiara and Di Virgilio 2005; Hufty 2006; Cross and Freytes Frey 2007). These are the meeting points (actual or virtual) for the Social Movements and



Management of Urban Solid Waste, Argentina different logics of actors concerned, in which agreements and differences take shape about which resolutions are strategically relevant for policy implementation. Thus identification of nodal points is an important analytical aspect in studying governance processes. This requires previous exploration of actors' perspectives and interests in order to identify the central conflicts that have the potential to block, modify or reshape a policy during its implementation. Each nodal point is characterised by a central stake, in reference to which different actors concerned interact (discuss, negotiate, build agreements, fight, etc.). In light of this definition, some of the aspects that should be analysed in characterising a nodal point are: possible alliances of interests and perspectives, power asymmetries among actors, and interaction patterns. By studying these dynamic aspects, it is possible to comprehend the complexity of norms, the production process, social actors' constructions, and the definition and redefinition of the policy pursued.

(...)

Cross, C., Freytes Frey, A. (2009). "3. The Social and Ecological Dimensions of a Decentralisation Process: Participation by Social Movements in the Sustainable Management of Urban Solid Waste in Buenos Aires". En: Geiser U, Rist S, editors. (2009). *Decentralisation Meets Local Complexity: Local Struggles, State Decentralisation and Access to Natural Resources in South Asia and Latin America*. Perspectives of the Swiss National Centre of Competence in Research (NCCR) North-South, University of Bern, Vol. 4. Bern: Geographica Bernensia. Pág. 101.

*TEXTO 3: LEADERS AND FOLLOWERS: THE ROLE OF ACHIEVEMENT MOTIVES AND THEIR EFFECTS ON MOTIVATING STRATEGIES FOR ENHANCING PERFORMANCE*

AUTHORS: Patricia Ann Castelli, Ph.D.

Lawrence Technological University, USA

Frank Castronova, Ph.D.

Lawrence Technological University, USA

Jacqueline Stavros, EDM

Lawrence Technological University, USA

Jane Galloway Seiling, Ph.D.

Taos Institute, USA 21000 West Ten Mile Road Southfield, MI 48075-1058  
248.204.3066

## WHAT IS MOTIVATION?

Steers et al. noted various definitions by writers who have attempted to define the term *motivation*, a term that is derived from the Latin word for movement (*movere*). They note that Atkinson offers the definition as "the contemporary (immediate) influence on direction, vigor and persistence of action" (1964, p. 2) and Vroom offers "a process governing choice made by persons...among alternative forms of voluntary activity: (1964, p.6). According to Maddock and Fulton, "Motivation, surprisingly enough, has not been defined in a scientifically acceptable, reasonable and legitimate manner. It has not even been defined in a practical, commonsense or useful manner." According to these authors, "leadership is defined in one word: *motivation*." They suggest that motivation has not been adequately defined because it is too near to emotion "and no one wants to flirt with emotion" (1998, p. xii). Their suggestion that motivation is the "silent side of leadership" is pertinent to the tendency of researchers to describe motivation, but not to explain it. To prepare future leaders to motivate people they must understand how one is motivated.

(...)

Fuente: <<http://abwic.org/Proceedings/2007-ABW-Proceedings.pdf>> (Pág. 38)  
[Consulta: 10 de junio de 2012]

*TEXTO 4: PROGRESS IN BIOMASS AND BIOENERGY PRODUCTION*

Edited by Syed Shahid Shaukat, ISBN 978-953-307-491-7, Hard cover, 444 pages, Publisher: InTech, Published: July 27, 2011 under CC BY-NC-SA 3.0 license, in subject Energy Engineering DOI: 10.5772/972

Disponible online: <<http://www.intechopen.com/books/progress-in-biomass-and-bioenergy-production>> [Consulta: 12 de noviembre de 2012]

Alternative energy sources have become a hot topic in recent years. The supply of fossil fuel, which provides about 95 percent of total energy demand today, will eventually run out in a few decades. By contrast, biomass and biofuel have the potential to become one of the major global primary energy source along with other alternate energy sources in the years to come. A wide variety of biomass conversion options with different performance characteristics exists. The goal of this book is to provide the readers with current state of art about biomass and bioenergy production and some other environmental technologies such as Wastewater treatment, Biosorption and Bio-economics. Organized around providing recent methodology, current state of modelling and techniques of parameter estimation in gasification process are

presented at length. As such, this volume can be used by undergraduate and graduate students as a reference book and by the researchers and environmental engineers for reviewing the current state of knowledge on biomass and bioenergy production, biosorption and wastewater treatment.

## ACTIVIDADES

- 1. Leer y comparar los títulos de los textos 2 y 3. ¿En qué medida el título permite anticipar el contenido de los textos?**
- 2. ¿A quién está dirigido cada texto?**
- 3. ¿Cuál es el ámbito de producción de los cuatro textos?**
- 4. ¿A qué género pertenecen los textos?**
- 5. El segundo párrafo del texto 2 comienza así: "In light of this definition...". ¿A qué definición se refiere? Subrayarla en el texto.**
- 6. Leer la siguiente definición:**

Flowers are compressed shoots, but in place of the leaves that surround a vegetative shoot, there are four types of floral organs: sepals, petals, stamens, and carpels (which fuse to form the ovary).
- 7. ¿Cuál es la estructura de una definición? ¿Puede establecerse alguna diferencia entre las definiciones de los puntos 5) y 6)?**
- 8. En el texto 3, ¿qué es aquello que aún no se ha definido de modo práctico, con sentido común, o útil?**
- 9. ¿Cuál sería la definición más adecuada según los autores?**

10. Los autores sugieren una causa por la cual la motivación no ha sido definida adecuadamente. ¿Cuál es esa causa?

11. Leer los cuatro textos e identificar frases que expresen opiniones y frases que expresen hechos.

12. Transcribir ejemplos de los textos de frases que introducen una opinión.

13. El texto 4 contiene información de un libro disponible *online*. ¿Qué se puede anticipar de dicha información?

14. ¿Qué información sobre la publicación puede extraerse del texto?

15. Completar el siguiente cuadro:

	Texto 1	Texto 2	Texto 3	Texto 4
Origen				
Destinatario				
Indicadores de hechos				
Indicadores de opinión				
Género				

## MÁS TEXTOS: LECTURA HIPERTEXTUAL

### TEXTO 1: CLIMATOLOGY

From Wikipedia, the free encyclopedia

Jump to: navigation, search

“Climate Research” redirects here. For the journal of that name, see Climate Research (journal).

**Climatology** (from Greek κλίμα, *klima*, “place, zone”; and -λογία, *-logia*) is the study of climate, scientifically defined as weather conditions averaged over a period of time,<sup>[1]</sup> and is a branch of the atmospheric sciences. Basic knowledge of climate can be used within shorter term weather forecasting using analog techniques such as the El Niño – Southern Oscillation (ENSO), the Madden-Julian Oscillation (MJO), the North Atlantic Oscillation (NAO), the Northern Annular Mode (NAM), the Arctic oscillation (AO), the Northern Pacific (NP) Index, the Pacific Decadal Oscillation (PDO), and the Interdecadal Pacific Oscillation (IPO). Climate models are used for a variety of purposes from study of the dynamics of the weather and climate system to projections of future climate.

**Global warming** refers to the rising average temperature of Earth’s atmosphere and oceans since the late 19th century, as well as its projected continuation. Since the early 20th century, Earth’s mean surface temperature has increased by about 0.8 °C (1.4 °F), with about two-thirds of the increase occurring since 1980.<sup>[2]</sup> Warming of the climate system is unequivocal, and scientists are more than 90% certain that it is primarily caused by increasing concentrations of greenhouse gases produced by human activities such as deforestation and the burning of fossil fuels.<sup>[3][4][5][6]</sup> These findings are recognized by the national science academies of all major industrialized nations.<sup>[7][A]</sup>

Disponible online: <<http://en.wikipedia.org/wiki/Climatology>> [Consulta: 12 de noviembre de 2012]

## ACTIVIDADES

1. ¿Cuál es el origen de este texto?

2. Aquí podemos encontrar palabras o frases subrayadas. ¿Cuál es la función que cumplen? ¿Qué es un hipervínculo?

3. Leer el texto reflexionar sobre las posibilidades de lectura hipertextual.

4. ¿Cómo podría definirse un hipertexto? ¿Cuáles son sus características principales?

5. Identificar los tiempos verbales y justificar.

## CONSTRUCCIONES PASIVAS

### TEXTO 1: *FLOWER DEVELOPMENT*:

In the flower area we have had a long-standing interest in the genes that regulate organ identity in flowers. Flowers are compressed shoots, but in place of the leaves that surround a vegetative shoot, there are four types of floral organs: sepals, petals, stamens, and carpels (which fuse to form the ovary). In *Arabidopsis* flowers there are four sepals, four petals, six stamens, and two carpels. Furthermore, flowers are determinate - they stop growing when carpels form, while vegetative shoots grow without a definite stopping point. In the past we identified a set of genes, called the ABC genes, whose overlapping expression specifies the identity of the floral organs that form in different flower regions. Current work is directed to understanding how these genes come to be activated in appropriate domains, how the overall pattern of floral organs (including number as well as type) is established, and what other genes the ABC genes, which are all transcription factors, activate and repress. This work involves extensive mutageneses and studies of mutant phenotypes, molecular cloning and misexpression of genes in transgenic plants, and use of microarrays for transcription analysis.

(...)

Disponible online: <<http://www.its.caltech.edu/~plantlab/html/research.html>>  
[Consulta: 12 de noviembre de 2012]

### TEXTO 2: *INTRODUCTION*

Systems biology has emerged as a field that attempts to integrate large-scale datasets obtained from genomics, gene expression, proteomics, metabolomics, and imaging studies into a global framework to explain cellular and organismal function (75). These systems approaches integrate the biological sciences with the quantitative

approaches of applied mathematics, physics, and engineering to explicitly model biological processes computationally.

A computational model provides an explicit formulation of a hypothesis that allows one to simulate, predict, and generate visualizations of biological processes. The use of models to explain biological processes is not new to biology. In the past, however, such models have been largely conceptual schematic-based descriptions that, although they may adequately describe all relevant interactions, lack the ability to generate precise, quantitative predictions, and, furthermore, cannot predict the emergent properties of complex systems. A computational model is more adaptable and allows one to integrate the two-way interaction between geometry and cellular/molecular function over space and time and make precise, verifiable predictions. Furthermore, such models can be rigorously fit to a variety of biological data. Computational morphodynamics has emerged to explain complex temporal and spatial interactions of growth and signaling through the use of computational modeling integrated with biological imaging. (...)

Computational Morphodynamics: A Modeling Framework to Understand Plant Growth

Vijay Chickarmane, Adrienne H.K. Roeder, Paul T. Tarr, Alexandre Cunha, Cory Tobin, and Elliot M. Meyerowitz

Division of Biology, Center for Advanced Computing Research, and Center for Integrative Study of Cell Regulation, California Institute of Technology, Pasadena, California

## ACTIVIDADES

**1. En el texto 1 hay una referencia al pasado. ¿Cuál es esa referencia, y cuál es la función que esa referencia al pasado cumple para con los propósitos del texto?**

**2. Observar las siguientes oraciones extraídas del texto:**

a) In the past we identified a set of genes, called the ABC genes, (...)

b) Current work is directed to understanding how these genes come to be activated in appropriate domains (...)

- ¿Cuál es el sujeto de la oración a?
- ¿Cuál es el sujeto de la oración b?

### 3. Leer el siguiente fragmento del texto 2:

A computational morphodynamics study begins when researchers extract cell geometry and topology information to create a mechanical cellular template from a biological image. Data from genetic, biochemical, cell and molecular biology, and imaging experiments are used to infer the biochemical network that controls developmental signaling processes. The model is constructed such that the biochemical network lives inside each cell and directs interactions between those cells.

- ¿Cuándo comienza un estudio de morfodinámica?
- ¿Quién extrae la geometría de la célula y la información topológica?
- ¿Quién utiliza los datos?
- ¿Quién construye el modelo?

### 4. El sujeto es quien realiza la acción determinada por el verbo. ¿Qué ocurre en una construcción pasiva?

### 5. ¿Cuál es la estructura de una construcción pasiva? Releer ambos textos e identificar otros ejemplos.

### 6. Leer el texto 2 e identificar:

- Una explicación.
- Un argumento.
- Una hipótesis.
- Una referencia al pasado.
- Una posibilidad.

### 7. Subrayar en el texto los indicadores que les permitieron identificar los elementos del punto 6.

## ACTIVIDADES DE INTEGRACIÓN

### 1. Culture: Your Environment for People at Work

What Is Organizational Culture? By Susan M. Heathfield.

People in every workplace talk about organizational culture, that mysterious word



that characterizes a work environment. One of the key questions and assessments, when employers interview a prospective employee, explores whether the candidate is a good cultural fit. Culture is difficult to define, but you generally know when you have found an employee who appears to fit your culture. He just **feels** right.

Culture is the environment that surrounds you at work all of the time. Culture is a powerful element that shapes your work enjoyment, your work relationships, and your work processes. But, culture is something that you cannot actually see, except through its physical manifestations in your work place.

In many ways, culture is like personality. In a person, the personality is made up of the values, beliefs, underlying assumptions, interests, experiences, upbringing, and habits that create a person's behavior.

Culture is made up of **the values, beliefs, underlying assumptions, attitudes, and behaviors shared by a group of people**. Culture is the behavior that results when a group arrives at a set of –generally unspoken and unwritten– rules for working together.

An organization's culture is made up of all of the life experiences each employee brings to the organization. Culture is especially influenced by the organization's founder, executives, and other managerial staff because of their role in decision making and strategic direction.

Culture is represented in a group's:

- language,
- decision making,
- symbols,
- stories and legends, and
- daily work practices.

Something as simple as the objects chosen to grace a desk tell you a lot about how employees view and participate in your organization's culture. Your bulletin board content, the company newsletter, the interaction of employees in meetings, and the way in which people collaborate, speak volumes about your organizational culture.

Central Concepts about Culture

Professors Ken Thompson (DePaul University) and Fred Luthans (University of Nebraska) highlight the following seven characteristics of culture through my interpretive lens.

**Culture = Behavior.** Culture is a word used to describe the behaviors that represent the general operating norms in your environment. Culture is not usually defined as good or bad, although aspects of your culture likely support your progress and success and other aspects impede your progress.

A norm of accountability will help make your organization successful. A norm of spectacular customer service will sell your products and engage your employees. Tolerating poor performance or exhibiting a lack of discipline to maintain established processes and systems will impede your success.

**Culture is Learned.** People learn to perform certain behaviors through either the rewards or negative consequences that follow their behavior. When a behavior is rewarded, it is repeated and the association eventually becomes part of the culture. A simple thank you from an executive for work performed in a particular manner, molds the culture.

**Culture is Learned Through Interaction.** Employees learn culture by interacting with other employees. Most behaviors and rewards in organizations involve other employees. An applicant experiences a sense of your culture, and his or her fit within your culture, during the interview process. An initial opinion of your culture can be formed as early as the first phone call from the Human Resources department.

**Sub-cultures Form Through Rewards.** Employees have many different wants and needs. Sometimes employees value rewards that are not associated with the behaviors desired by managers for the overall company. This is often how subcultures are formed, as people get social rewards from coworkers or have their most important needs met in their departments or project teams.

Disponible online: <<http://humanresources.about.com/od/organizationalculture/a/culture.htm>> [Consulta: 12 de noviembre de 2012].

2. **Leer el texto e identificar su ámbito de producción, destinatario, lugar de publicación y estructura interna.**
3. **Buscar ejemplos de argumentos, justificando la elección.**
4. **En el mismo texto pueden verse frases en negrita y vínculos activos. ¿Por qué?**
5. **Buscar construcciones pasivas y transcribirlas. Reflexionar sobre su uso.**
6. **Relevar los tiempos verbales utilizados, reflexionando sobre sus significados.**

## 1. Public Health

We saw above how members of traditional societies relied largely on folk remedies, treatments and healing techniques which were passed down from generation to generation. Illnesses were frequently regarded in magical or religious terms and were attributed to the presence of evil spirits or 'sin'. For peasants and average town-dwellers, there was no outside authority that was concerned with their health in the way that states and public health systems are today. Health was a private matter, not a public concern.

The rise of both the nation-state and industrialization brought about drastic changes in this situation, **however**. The emergence of nation-states with defined territories produced a shift in attitudes towards local people, who were no longer simply inhabitants of the land, **but** were a population falling under the rule of a central authority. The human population was seen as a resource to be monitored and regulated as part of the process of maximizing national wealth and power.

The state began to take a heightened interest in the health of its population, as the well-being of its members affected the nation's productivity, level of prosperity, defensive capabilities and rate of growth. The study of **demography**—the size, composition and dynamics of human populations—assumed much greater importance.

The Census was introduced in order to record and monitor changes occurring in the population. Statistics of all sorts were collected and calculated: birth rates, mortality rates, average ages of marriage and child-bearing, suicide rates, life expectancy, diet, common illnesses, causes of death and so forth.

Michel Foucault (1926-1984) has made an influential contribution to our understanding of the rise of modern medicine by drawing attention to the regulation and disciplining of bodies by the state (1973). He argues that sexuality and sexual behaviour were of central importance to this process. Sex was both the way in which the population could reproduce and grow, and a potential threat to its health and well-being. Sexuality not linked to reproduction was something to be repressed and controlled. This monitoring of sexuality by the state occurred in part through the collection of data about marriage, sexual behaviour, legitimacy and illegitimacy, the use of contraception and abortions. This surveillance went hand in hand with the promotion of strong public norms about sexual morality and acceptable sexual activity. **For example**, sexual 'perversions' such as homosexuality, masturbation and sex outside marriage were all labelled and condemned (see chapter 12, 'Sexuality and Gender').

The idea of public health took shape in an attempt to eradicate '**pathologies**' from the

population –the ‘social body’. The state began to assume responsibility for improving the conditions in which the population lived. Sanitation and water systems were developed to protect against disease. Roads were paved and attention was devoted to housing. Regulations were gradually imposed on slaughterhouses and facilities for food processing. Burial practices were monitored to ensure that they did not pose a health threat to the population. A whole series of institutions, such as prisons, asylums, workhouses, schools and hospitals emerged as part of the move towards monitoring, controlling and reforming the people.

GIDDENS TEXT M/UP 28/3/06 2:02 PM Page 259 Ray's G4 Ray's G4:Users:ray:Public:Ray's Jobs:9607 - POLITY - GIDD

**2. ¿Cuál es el origen de este fragmento?**

**3. ¿Qué tiempo verbal predomina en el texto? ¿Por qué?**

**4. ¿Cómo cambia la elección de tiempos verbales cuando se menciona a Foucault? ¿Por qué?**

**5. Identificar la referencia de las siguientes frases (subrayadas en el texto):**

- We.
- Their.
- Who.
- Its.
- Its.
- Our.
- He.

**6. ¿Qué función cumplen los siguientes conectores? ¿Qué ideas unen?**

- But.
- However.
- For example.

**7. Las palabras *demography* y *pathologies* se encuentran marcadas con color en el original. ¿Por qué?**

**8. ¿Cuáles son las instituciones que nombra el autor? Dar ejemplos de otros grupos de palabras relacionadas desde lo semántico con arreglo al texto.**

**9. ¿Pueden encontrarse ejemplos de modalidad? Justificar la respuesta.**

### Leer los siguientes textos:

#### *TEXTO 1: ABSTRACT*

Recognizing achievement motive disposition is important for leaders in understanding what motivates their followers. Incorporating motivating strategies into this process with the goal of enhancing performance, however, has not been sufficiently addressed in the literature. This study provided an analysis of low and high self-attributed need for achievement and their effects on the motivation needs of followers. The findings provide recommendations on how leaders can increase followers' interest and effort to enhance performance.

**KEYWORDS:** Achievement motive, leaders, followers, motivating strategies, motivation, performance

**TYPE OF PAPER:** Journal Article

**LEAD CONTACT:** Patricia Castelli, Ph.D. Associate Professor Outcomes Assessment Coordinator College of Management Lawrence Technological University

#### *TEXTO 2: ABSTRACT*

Immunophilin is the collective name given to the cyclophilin and FK506-binding protein (FKBP) families. As the name suggests, these include the major binding proteins of certain immunosuppressive drugs: cyclophilins for the cyclic peptide cyclosporin A and FKBP for the macrolactones FK506 and rapamycin. Both families, although dissimilar in sequence, possess peptidyl-prolyl cis-trans isomerase activity in vitro and can play roles in protein folding and transport, RNA splicing and the regulation of multiprotein complexes in cells. In addition to enzymic activity, many immunophilins act as molecular chaperones. This property may be conferred by the isomerase domain and/or by additional domains. Recent years have seen a great increase in the number of known immunophilin genes in parasitic protozoa and helminths and in many cases their products have been characterized biochemically and their temporal and spatial expression patterns have been examined. Some of these genes represent novel types: one example is a *Toxoplasma gondii* gene encoding a protein with both cyclophilin and FKBP domains. Likely roles in protein folding and

oligomerisation, RNA splicing and sexual differentiation have been suggested for parasite immunophilins. In addition, unexpected roles in parasite virulence (Mip FKBP of *Trypanosoma cruzi*) and host immuno-modulation (e.g. 18-kDa cyclophilin of *Toxoplasma gondii*) have been established. Furthermore, in view of the potent antiparasitic activities of cyclosporins, macrolactones and nonimmunosuppressive derivatives of these compounds, immunophilins may mediate drug action and/or may themselves represent potential drug targets. Investigation of the mechanisms of action of these agents may lead to the design of potent and selective antimalarial and other antiparasitic drugs. This review discusses the properties of immunophilins in parasites and the 'animal model' *Caenorhabditis elegans* and relates these to our understanding of the roles of these proteins in cellular biochemistry, host-parasite interaction and the antiparasitic mechanisms of the drugs that bind to them.

Bell, A. and Monaghan, P. and Page, A.P. (2006) "Peptidyl-prolyl cistrans isomerases (immunophilins) and their roles in parasite biochemistry, host-parasite interaction and antiparasitic drug action". En: *International Journal for Parasitology*, 36 (3). pp. 261-276. ISSN 0020-7519. Disponible online: <<http://eprints.gla.ac.uk/4949/>> [Consulta: 10 de mayo de 2012].

### TEXTO 3: ABSTRACT

This paper analyses the governance dynamics involved in a decentralisation policy aiming to tackle the environmental, economic and social problems linked to waste treatment in the metropolitan area of Buenos Aires City. The 'Sin Desperdicios' programme intends to generate a 'social model' for waste management, by encouraging productive networks that include municipalities and social organisations. These networks will manage *social plants* for solid waste selection and classification. We focus on the process of negotiation related to the setting of one of these social plants. This process was led by a social movement that organised the population living near Buenos Aires' main sanitary filling. Since this particular project concerns a multiplicity of heterogeneous actors, it is of strategic significance to analyse the complex processes of interaction involved in democratic decentralisation policies.

The hypothesis we explore here is that the actual impact of these decentralisation policies depends on the outcome of the conflicts and negotiations between actors' different logics. In order to assess the consequences of such policies on livelihoods, government legitimacy and waste management, we explore the governance processes that inform their design and implementation.

To this effect, we first discuss the relationship between decentralisation and governance. Then, departing from the analytical framework of governance, we shed some light on the logic of actors' decisions and action and the social dynamics involved in this process of decentralisation.

**Keywords:** Governance; social movements; waste management; democratic decentralisation policies; sustainable environmental regulation; cardboard pickers.

The Social and Ecological Dimensions of a Decentralisation Process: Participation by Social Movements in the Sustainable Management of Urban Solid Waste in Buenos Aires

Cecilia Cross and Ada Freytes Frey

*TEXTO 4: ABSTRACT*

A growing desire to instigate global citizenship programmes in higher education has led to the development of optional structured opportunities for students to engage in prosocial activities. One of the challenges facing such programmes is to demonstrate and plan for the personal growth of those students. This article reports the dispositional, prosocial and attitudinal characteristics; knowledge and skills; and perceptions of social justice that students who undertake these activities bring to their initial participation. The findings indicate, that in comparison to a control group, the students differ significantly in a number of important ways (for example, conscientiousness, extraversion, openness; Machiavellianism, prosocial behaviour; self-esteem; skills relating to social action and tolerance and understanding and their concern regarding social problems). However, consideration should be given to the ways in which those students can be developed within a framework for social justice. Further, recruitment procedures for citizenship programmes in general should encourage the participation of a more diverse group of students than currently appears to be the case.

Attitudes global citizenship higher education service-learning social justice

Bourke, Lorna, Bamber, Philip, Lyons, Minna (2012). "Global citizens: Who are they?", En: *Education, Citizenship and Social Justice*. July 2012 7: 161-174.

*TEXTO 5: ABSTRACT*

Math Fluency Is Etiologically Distinct From Untimed Math Performance, Decoding Fluency, and Untimed Reading Performance. Evidence From a Twin Study.

The authors examined whether math fluency was independent from untimed math and from reading using 314 pairs of school-aged twins drawn from the Western Reserve Reading and Math Projects. Twins were assessed through a 90-min home visit at



approximately age 10 and were reassessed in their homes approximately 1 year later. Results suggested that the shared environment and genetics influenced the covariance among math fluency, untimed math measures, and reading measures. However, roughly two thirds of the variance in math fluency was independent from untimed math measures and reading, including reading fluency. The majority of this independent variance was the result of genetic factors that were longitudinally stable across two measurement occasions. These results suggest that math fluency, although related to other math measures, may also be a genetically distinct dimension of mathematics performance.

mathematics genetics reading

Petrill, S., Logan, J., Hart, S., Vincent, P., Thompson, L., Kovas, Y., Plomin, R. (2011). "Math Fluency Is Etiologically Distinct From Untimed Math Performance, Decoding Fluency, and Untimed Reading Performance: Evidence From a Twin Study". En: *J Learn Disabil.* July/August 2012 45: 371-381, first published on September 2, 2011.

## ACTIVIDAD 1

1. **¿Cuál es el origen de estos textos? ¿Qué similitudes/diferencias presentan?**
2. **¿Cuál es el ámbito de producción de una tesis, una tesina, un artículo de investigación, un artículo científico, una monografía?**
3. **¿Cuál sería una definición posible de artículo de investigación?**

*LEER LAS SIGUIENTES DEFINICIONES:*

Un artículo científico (a veces también llamado paper como anglicismo) es un trabajo relativamente breve destinado a la publicación en revistas especializadas. Debe estar cuidadosamente redactado para evitar cambios de tema innecesarios, para lograr expresar de un modo claro y sintético lo que se pretende comunicar, y para que incluya las citas y referencias indispensables. En muchas ocasiones los artículos científicos son síntesis de informes o tesis de mayor envergadura, que orientan los esfuerzos de quienes puedan estar interesados en consultar la obra original. A veces la palabra inglesa paper posee una acepción ligeramente más amplia, pues incluye también a las ponencias.

Fuente: <[http://es.wikipedia.org/wiki/Articulo\\_cientifico](http://es.wikipedia.org/wiki/Articulo_cientifico)> [Consulta: 12 de noviembre de 2012].

1. **¿Cuál es la importancia del resumen (abstract) del artículo de investigación?**

2. **¿Qué función cumplen las palabras clave?**

3. **El resumen y el artículo presentan una estructura en particular. Releer los ejemplos propuestos e intentar establecer una organización posible.**

**Hay dos tipos de resúmenes:**

1. Descriptivos:

1.1. Contienen y comunican el contenido del artículo.

1.2. Contienen el propósito, el método y el enfoque.

1.3. Son cortos.

1.4. Introducen el tema del artículo, el lector debe leerlo para conocer los resultados y las conclusiones.

2. Informativos:

2.1. Contienen y comunican el contenido del artículo.

2.2. Contienen el propósito, el método, el enfoque, los resultados, las conclusiones, y las recomendaciones.

2.3. Pueden ser cortos o no.

2.4. Enfatizan los puntos principales de la investigación, el lector decide si leerlo o no.

El **resumen**, dependiendo del tipo del que se trate, contiene las siguientes partes:

1. Estado de la cuestión/contexto: dado un problema de investigación, se determina la importancia de ese problema y el lugar desde el cual se focalizará la investigación. El trabajo es significativo si es original, si no existe una solución al problema de investigación planteado, y cuál sería el impacto si el trabajo resultare exitoso.

2. Problema/propósito: ¿cuál es el problema a resolver? ¿Qué enfoque se utilizará?

3. Metodología: ¿cómo se abordará el trabajo? ¿Cuál será el alcance de la investigación?

4. Resultados: los resultados se expresan de forma precisa, sin argumentos.

5. Conclusión: implicancias del trabajo.

## ACTIVIDAD 2

**1. Releer los cuatro textos, señalar de qué tipo de resumen se trata e identificar las partes que los componen.**

Texto	Tipo	Partes

**2. Las partes suelen estar introducidas por medio de determinados indicadores, que pueden ser verbos, sustantivos, o conectores. ¿Cuáles son los indicadores que les permitieron identificar cada parte? Marcarlos en los textos y completar el cuadro anterior.**

## ALGUNAS BREVES CONCLUSIONES

Las actividades que hemos presentado en este libro fueron pensadas para involucrarnos como lectores estudiando el modo en el que las ideas se organizan y expresan en el ámbito académico. A través de la resolución de dichas actividades aspiramos a que nuestros alumnos puedan pensar los textos reflexionando sobre la relación entre los diferentes géneros y los propósitos comunicativos. Esta propuesta queda abierta a un largo camino de trabajo y estudio de artículos de investigación, uno de los géneros cuya publicación es, casi exclusivamente, en el idioma inglés, y que retomaremos en los próximos niveles.

Nos hemos centrado casi exclusivamente en las necesidades de los alumnos de nuestra universidad, tenemos como objetivo el logro de sus aprendizajes e intentamos, también, acortar distancias, en este caso, las de la lengua. Nos queda, aún, bastante por recorrer.

GABRIELA ANSELMO



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¿Por qué inglés? En este libro no tenemos respuestas sino una propuesta de trabajo en conjunto. Pensemos el lenguaje como aquello fundamental en nuestro mundo compartido, complejo y cada vez más globalizado: a través del lenguaje interactuamos, nombramos, construimos realidades y también intentamos transformarlas. En estas páginas abordamos los géneros discursivos propios de las diferentes áreas de estudio de los alumnos de nuestra universidad, tratando de acortar las distancias que los idiomas suponen, asumiendo que para que exista un texto no es suficiente que alguien lo escriba, es fundamental que haya un lector que perciba el sentido de eso que, de otro modo, no sería otra cosa que marcas sobre un papel.



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