

a) A vague sentence is one that lacks a precise meaning. In the sentence provided, the word “human” and the rest of the sentence after it could mean various things, such as someone who is merciful, had a tough life, is understanding, caring, sacrificing, and it could mean someone who makes mistakes, etc. There are endless possible meanings for that word. Also, the phrase “ordinary people,” who is meant by that phrase? Are they the people in the lower-middle class? High-paid professionals? People in the lower income class? One meaning could be used by the speaker which would not be accepted by the public, but the public assumes that the speaker means one that is going to be accepted. In other words, the speaker could refer to a certain type of people and the listeners would think that the speaker is referring to another type.

b) Complex: *“Is your sister still as moody as she used to be?”*

This form of the question (this question particularly) requires a yes or no answer. Both answers presuppose the admission that your sister was moody. If you answer yes, you are admitting that your sister used to be moody and still is. And if you answer no, you are admitting that your sister was moody but is not so anymore. In both cases, you admitted that your sister has been moody. This question cannot be answered without making your sister look bad because she used to be moody. It is a complex question because it contains an assumption that any possible answer will confirm. This question can be used to imply that your sister used to be a moody person and it will if this question is answered – by either yes or no.

Rhetorical: *“Who would deny that all human life is precious?”*

This form of this question is that of a rhetorical question. It suggests and presupposes only one reasonable answer which is “no one would deny that all human life is precious.” This question also taps into the audience’s sympathies rather than presenting it with statements and evidence that the statement is true. This question can be used for a variety of reasons, one of which is to introduce a new law that will not benefit anyone but the government and the people would agree with it because, in this case, there is nothing that is relevant other than the preciousness of all human life and everyone would uncritically and implicitly agree.

Framing: *“Was that excellent essay really your own work?”*

The form of this question is that of a framing question. It is introduced as a way to raise the possibility that the essay was not written by the student in the absence of evidence. It suggests that the student had someone else write the essay even if there is no evidence. By asking this question, the teacher suggests that the student is of the sort who would do such a thing. The fact that there is no evidence may only show that the teacher has not found one yet. Such a question can be quoted by another student if they are running against the student the teacher said this to if they are going against each other for the class presidency, for example.

c)

- a. 2) Red herring. The first sentence is about communism and how it was presented. The rest of the argument was about religion. The change of topics was done in and after the second sentence. This argument could be improved by speaking about communism and keeping it the focus, instead of using religion to compare and contrast them in the beginning without using that analogy to help them with the argument and then changing the topic from communism to religion. The speaker took the audience unnoticeably from the topic of communism to the topic of religion.
- b. 5) Vague. Who is being referred to as the average person? Is it the middle-class person? Is it the factory worker? Is it the low-income person? Or is the average person someone else that is of different criteria? One could be meant by the speaker, and another could be meant by the listener. How is the standard of living measured? Is it by income? The expenses? The quality of food? All of them combined? What makes a higher standard of living? It could vary from one person to another. For instance, one could judge their standard of living by their income. Another could judge theirs by the food they eat, etc. This argument could be improved by using words that would point to a class instead of the “average person” and using actual metrics like income instead of a vague “standard of living.”
- c. False confidence. “Facts” about religious cults are stated in this argument and how they operate without proof/evidence. The intention here is not to lie. This argument gives the listeners ideas about how the religious cults work without proof at all. This argument could be improved by giving examples of some famous religious cults that did what the speaker told and/or give proofs or evidence that prove what the speaker said is true.