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Минский государственный лингвистический университет

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**ЛИНГВОСТИЛИСТИЧЕСКИЙ АНАЛИЗ ТЕКСТА**  
**STYLISTIC AND LINGUISTIC TEXT ANALYSIS**

*Рекомендовано учебно-методическим объединением  
по лингвистическому образованию в качестве пособия для студентов  
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В пособии рассматриваются основы лингвостилистического анализа текстов публицистического и научного стилей. Каждый из шести разделов содержит теоретическую и практическую части. Также представлены разделы с итоговыми тестами и дополнительными текстами, которые могут быть использованы как для аудиторной, так и для самостоятельной работы.

Адресуется студентам специальности 1-02 03 08 «Иностранный язык (английский)», а также всем, кто интересуется вопросами стилистики текста.

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## Contents

UNIT 1. Functional Styles and Their Peculiarities .....	5
UNIT 2. Language Registers and Bias-free Language .....	12
2.1. Language Registers .....	12
2.2. Bias-free Language .....	13
UNIT 3. Brief Outline of Some Stylistic Devices and SQR4.....	17
3.1. Stylistic Devices.....	17
3.2. SQR4 .....	20
UNIT 4. Publicistic Style: Essays .....	23
4.1. Narrative Essay .....	23
4.2. Descriptive Essay .....	26
4.3. Expository Essay .....	30
4.4. Argumentative Essay .....	33
UNIT 5. Publicistic Style: Journalism (The Press) .....	38
5.1. Editorial.....	38
5.2. Feature Article.....	41
UNIT 6. Scientific (Academic) Style .....	45
6.1. Scientific Proper Writing .....	45
6.2. Popular Scientific Writing .....	50
UNIT 7. Analysis Template .....	54
UNIT 8. Tests and Crosswords .....	59
UNIT 9. Texts for Analysis.....	68
References .....	83

## UNIT 1. FUNCTIONAL STYLES AND THEIR PECULIARITIES

### Why Study Functional Styles?

We live in a world full of texts. Have you noticed though that all of them have a different effect on us? Imagine you are choosing a body lotion as a gift for a friend or for yourself. You take a bottle and read:

Nourished and deeply moisturized skin is not as far away as you think. We know how hard it can be to find a lotion that gives dry skin the deep moisture it needs, but our Essentially Enriched Body lotion is different. Infused with our Deep Moisture Serum and 2x the Almond Oil, the rich formula nourishes dry skin after just one application while locking in moisture for up to 48 hours.

Then another:

Our Cream Oil Shea Butter Body Lotion Nourishing Lotion deeply moisturises and softens your skin thanks to its rich blend of nourishing cream with shea butter. Its comforting shea butter and warm vanilla fragrance leaves you feeling balanced.

Our Cream Oil Shea Butter Body Lotion Nourishing Lotion is suitable for all skin types. For the best results, use this moisturising lotion as part of your daily skin care routine.

And one more:

Your skin certainly deserves a little sympathy if it's feeling chapped or dry, so don't delay in smoothing on this delicious vanilla-banana cream. Made with cocoa butter, almond oil and organic bananas to moisturize skin, making it softer and more flexible, this formula also has loads of vanilla for its gorgeous creamy scent and its skin-soothing properties.

Which to choose?

These are examples of how companies make use of language to persuade customers to buy their products.

For every occasion in our lives there are different types of texts: a novel, a recipe, a love letter, an obituary, a user manual, etc.

It is no secret that in different situations we act differently, and this includes our verbal behavior. Trying to follow cultural and societal norms we choose this or that word, decide on an appropriate form of addressing somebody, and even alter our punctuation.

By knowing which different types of writing exist you will start to recognize them in everything you read, which will help you understand the meaning of the text you read and why they were written. And who knows, maybe you will even choose “copy-writing” as your profession!

### **A Little bit of Theory**

You might hear someone say “*She’s got a great sense of style*” or “*That’s not my style*”. There are also *communication styles* and *architectural styles*, *lifestyle* and *free-style*. The word has so many meanings that Collins dictionary provides 14 definitions of “style”.

Style in language though can be defined as “distinctive linguistic expression”<sup>1</sup> or “the way of using (the choice) of language means in particular utterances both according to their specific goal, form and situation and to the speaker’s (or writer’s) individual orientation”<sup>2</sup>.

Functional styles are based on the communicative functions of the language. The Soviet and the Czech functional schools of stylistics are famous for their active involvement in developing the notion of “functional style”. Ilya R. Galperin distinguishes 5 styles:

- 1) belles-lettres style (poetry, emotive prose, the drama);
- 2) publicistic style (oratory and speeches; the essay; articles);
- 3) newspapers (brief news items; headlines; adverts; the editorial);
- 4) scientific Prose;
- 5) official documents.

Irina V. Arnold singles out 4 styles:

- 1) poetic style;
- 2) scientific style;
- 3) newspaper style;
- 4) colloquial style.

Taking into account both classifications we propose the following classification of the written varieties of the language:

- 1) belles-lettres style;
- 2) publicistic style;
- 3) scientific (academic) style;
- 4) business (official) style.

Every type of writing has its own goal. An author uses one to tell a story, while using another to express her/his opinion or to try to persuade a reader.

### **Theme and Message**

Every text has a theme and a message. Theme is a general principle. Message is a specific example of that theme in action (e.g. if the theme of the article is war, the possible message might be that “war brings economic problems, loss of life and suffering”).

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<sup>1</sup> Verdonk, P. *Stylistics* / P. Verdonk. – Oxford : OUP, 2002. – P. 3.

<sup>2</sup> Vachek, J. *Dictionary of the Prague School of Linguistics* / Vachek J. – John Benjamins Publishing, 2003. – P. 151.

1. Belles-lettres style (the term comes from French *fine/beautiful writing*) is found in artistic literary works and is divided into:

- poetry;
- prose;
- drama.

2. Publicistic style appears in the press (newspapers, magazines) and essays which are addressed to a broad audience and devoted to important social or political events, and public problems of a cultural or moral character. Here we differentiate:

- journalistic writing;
- essay writing.

*Journalist writing* is the style of writing used to report news stories in newspapers, television broadcasts, on radio and on the Internet. The most obvious types of journalist writing are:

- reports;
- feature articles;
- editorials.

*Essay writing* is a specific discussion or debate on a topic from a specific point of view. We single out four main types of essays. They are:

- narrative essay;
- descriptive essay;
- expository essay;
- argumentative essay.

Further on in Unit 2 we will look in detail at the peculiarities of essays in order to understand them and to learn how to write any type of essay on your own.

3. Scientific (scholarly, academic) style is a technical form of writing that is designed to communicate scholarly information to other academics:

- scientific proper;
- popular scientific;

In our Guide we will concentrate on Publicistic and Scholarly types of writing, leaving to the side the belles-lettres style and the style of official documents.

## TASKS

### I. Read the passages and define to what styles they belong.

1. Bilateral symmetry of physical traits is thought to reflect an individual's phenotypic quality, especially their ability to resist environmental perturbations during development. Therefore, facial symmetry may signal the ability of an individual to cope with the challenges of their environment. Studies concerning the

relationship between symmetry and attractiveness lead to the conclusion that preferences for symmetric faces may have some adaptive value. We hypothesized that if symmetry is indeed indicative of an individual's overall quality, faces high in symmetry should receive higher ratings of attractiveness and health, but also be perceived as demonstrating certain positive personality attributes.

\* \* \*

2. Let me begin by thanking you for your past contributions to our Little League baseball team. Your sponsorship aided in the purchase of ten full uniforms and several pieces of baseball equipment for last year's season.

Next month, our company is planning an employee appreciation pancake breakfast honoring retired employees for their past years of service and present employees for their loyalty and dedication in spite of the current difficult economic conditions.

We would like to place an order with your company for 25 pounds of pancake mix and five gallons of maple syrup. We hope you will be able to provide these products in the bulk quantities we require. As you are a committed corporate sponsor and long-time associate, we hope that you will be able to join us for breakfast on December 12, 2016.

\* \* \*

3. While enjoying a month of fine weather at the sea-coast, I was thrown into the company of a most fascinating creature: a real goddess in my eyes, as long as she took no notice of me. I 'never told my love' vocally; still, if looks have language, the merest idiot might have guessed I was over head and ears: she understood me at last, and looked a return – the sweetest of all imaginable looks. And what did I do? I confess it with shame – shrunk icily into myself, like a snail; at every glance retired colder and farther; till finally the poor innocent was led to doubt her own senses, and, overwhelmed with confusion at her supposed mistake, persuaded her mamma to decamp.

\* \* \*

4. This device is not designed for persons (including children) with limited physical, sensory or mental capabilities or who lack the required experience and/or knowledge, unless they are supervised by a person responsible for their safety or have received instructions from them about how the device should be used. Children should be supervised to ensure that they do not play with the device. Despite safety devices, every machine poses numerous hazards if incorrectly used.

\* \* \*

5. It was many and many a year ago,  
In a kingdom by the sea,  
That a maiden there lived whom you may know



By the name of Annabel Lee;  
And this maiden she lived with no other thought  
Than to love and be loved by me.

## **II. Correct the factual/logical mistakes.**

1. Newspaper style is based on the communicative functions of language.
2. Scholarly writing is found in an artistic literary work.
3. Instructions and user manuals belong to the publicistic style.
4. In different situations humans' verbal behavior remains the same.
5. Dramas are not usually performed in the theatre.

## **III. Do you want to know what type of writer you are? Do this funny test to find it out. Answer the questions, choosing A, B or C.**

1. Which best describes your writing process?  
A. I brainstorm to find an article topic, create an outline, write, and revise;  
B. I always start with a topic in mind, but I usually have to rein myself in;  
C. Process? What process? I go wherever inspiration takes me!
2. Which best describes your style?  
A. Straightforward, clear, minimalist;  
B. Literary, expressive, poetic;  
C. Stream of consciousness.
3. Why would people like your writing?  
A. It's well organized, easy to understand, and educational;  
B. I'm a great storyteller;  
C. My sparkling personality, of course.
4. What do you usually read?  
A. News and industry publications;  
B. Everything! Fiction, nonfiction, and industry news;  
C. Mostly fiction.
5. Which do you prefer to include in your articles?  
A. Timely industry examples and research;  
B. A personal story;  
C. Witty pop-culture references.
6. What's your grammar philosophy? (Yes, you can have one)  
A. I'm a stickler for grammar;  
B. Meh. I could take it or leave it;  
C. I love knowing the rules because it makes it easier to break them.

7. Is it OK to swear or make jokes in your articles?
- A. No. I like to appear professional;
  - B. Jokes? Yes. Swearing? No;
  - C. Hell yeah!

## Results

**Count the amount of A's, B's and C's in your answers.**

**• If you answered mostly A's, you're a Model Citizen.**

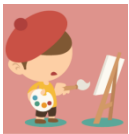


**Model Citizens** are a natural fit for the education, health, legal, and science industries because their writing tends to be organized, researched, timely, and accurate.

Model Citizens often find themselves in leadership roles and have the ability to identify important new trends. Occasionally, Model Citizens' writing may be too dry or slim in personal experiences because they worry about sacrificing professionalism or credibility. However, Model Citizens shouldn't be afraid to make a joke or tell a story — especially when they're trying to reach entrepreneurs, marketers, or Millennials.

🕒 The term *Millennials* generally refers to the generation of people born between the early 1980s and the early 2000s. Perhaps the most commonly used birth range for this group is 1982–2000. The Millennial Generation is also known as Generation Y, because it comes after Generation X — those born between the early 1960s and the 1980s.

**• If you answered mostly B's, you're a Storyteller.**



**Storytellers** have a natural talent for relating to their audience on a personal level by sharing their experiences. Their writing tends to be empathetic, colorful, and entertaining, which makes their content memorable.

They thrive in publications that allow them to write free form and dive into the narrative. Storytellers may occasionally struggle to provide unique advice for their audience and organize their thoughts. However, once they gain the confidence to impart the wisdom from their experiences, they create some of the best content out there.

**• If you answered mostly C's, you're a Nonconformist.**



**Nonconformists** favor an improvisational style of writing and have a very distinct voice that shines through their prose. They have a rich inner thought life, so writing comes naturally. With their natural inclination

toward humor and sarcasm, they relate well to Millennials and tech enthusiasts. Nonconformists sometimes run into trouble when they lose sight of the audience they're writing for, wander away from their main idea, or allow their cynicism to get the best of them. If they're writing for an academic audience, they may have trouble toning down their writing. However, writing an outline and teaming up with a strong editor can help these rebels organize their thoughts into reader-friendly pieces their audience will enjoy.

- **If it's a draw between B's and C's, you're an Entertainer.**



Entertainers, like Storytellers, have a natural ability to connect with their audience by sharing (and often exaggerating) their personal experiences. They're naturally funny and don't take themselves too seriously.

Entertainers like to draw inspiration from pop culture and relate well to a variety of audiences, especially entrepreneurs and young people. Entertainers may struggle with restrictions and need some coaching to craft concise, well-organized articles. However, with a good editor and a little planning beforehand, they can create compelling original content that resonates with any audience.

## UNIT 2. LANGUAGE REGISTERS AND BIAS-FREE LANGUAGE

### 2.1. Language Register

The language register determines the vocabulary, structure, and some grammar in your writing. The three most common language registers in writing are:

- Neutral
- Formal
- Informal

**Neutral** style is characterized by the absence of stylistic coloring and by the possibility of being used in any communicative situation.

**Formal** (bookish, non-casual) style embraces scientific/academic, official, publicistic (newspaper), oratorical, and poetic styles.

**Formal English** uses more complex vocabulary than everyday speech. For example, it uses many “bigger” words that aren’t normally used in conversation. Examples are multi-syllabic words such as *compensate*, *ascend* and *interrogate*. It also prefers one-part verbs (e.g., *establish*) instead of simpler, phrasal verbs (e.g., *set up*). Slang and colloquial vocabulary are avoided. When formal English is used in writing, sentences tend to be long and complex, and grammar rules are followed strictly. It tends to be impersonal (or neutral), often using impersonal pronouns like *it* and passive verbs. Contracted and abbreviated forms of words are usually avoided.

**Informal** (colloquial, casual, non-formal) style serves situations of spontaneous everyday communication.

**Informal English** uses many short words (e.g., *fire*, *climb* and *ask*), much colloquial vocabulary (e.g., *stuff*, *a lot of*, *thing* and *sort of*) and multi-part verbs (e.g., *set up* instead of *establish*). Informal English is also more relaxed about grammar rules than formal English, using simpler grammatical structures and loosely-connected sentences and phrases.

#### Rules of the formal language register.

Table

1. Do not use contractions.	<ul style="list-style-type: none"><li>• <i>cannot</i> instead of <i>can't</i></li><li>• <i>have not</i> instead of <i>haven't</i></li></ul>
2. Spell out numbers less than twenty.	<ul style="list-style-type: none"><li>• nineteen</li><li>• twenty-two</li><li>• seventy-eight</li><li>• six</li></ul>
3. Write using the third person point of view. In formal writing, we usually do not use first person or second person.	<p><del>You can purchase a car for under \$10,000.</del></p> <p>A car can be purchased for under \$10,000.</p>

4. Avoid using slang, idioms, exaggeration (hyperbole) and clichés	Examples of slang: <del>awesome/cool, okay/ok, check it out, in a nutshell</del> . Common clichés: <del>too much of a good thing, moment of truth, Time is money</del> .
5. Do not start sentences with words like <i>and, so, but, also</i> .	Here are some good transition words and phrases to use in formal writing: • <i>nevertheless</i> • <i>however</i> • <i>additionally</i> • <i>although</i> • <i>in addition</i> • <i>as a result of</i>
6. Avoid phrasal verbs.	Informal: <i>The patient got over his illness.</i> Formal: <i>The patient recovered from his illness.</i> Informal: <i>The results of the study were mixed up.</i> Formal: <i>The results of the study were confused.</i>

## 2.2. Bias-free Language

In our contemporary and sometimes complex world it is worth being careful to avoid needless offence when communicating with others. Bias-free language presupposes that in our speech or writing we avoid from stereotypes and unnecessary generalizations about people based on their gender, age, race, abilities, etc.

Observe the following rules given in the table below.

Table

RULE	EXAMPLE
GENDER	
Avoid using masculine pronouns when the gender of the person is unknown, or when you talk about a person in general.	AVOID: <i>Each consultant has to submit <del>his</del> project proposal before the next team meeting.</i>
	BETTER: <i>Each consultant has to submit his or her project proposal before the next team meeting. Or All consultants have to submit their project proposals before the next team meeting.</i>
When a word has the suffix – <i>man</i> or – <i>woman</i> , check to see if it reflects the gender of the person described. Use more neutral alternatives when gender is not important to the idea you are getting across.	USE: <i>businessperson, executive, manager, business owner, retailer.</i> INSTEAD OF: <del><i>businessman</i></del> .
	USE: <i>police officer or law enforcement officer.</i> INSTEAD OF: <del><i>policeman</i></del> .
	USE: <i>homemaker.</i> INSTEAD OF: <del><i>housewife</i></del> .

RACE AND ETHNICITY	
Avoid identifying people by race or ethnic group unless it is relevant.	<p>AVOID: <i>Maria Duran, a Hispanic professor of Physics, has been promoted to associate professor.</i></p> <p>BETTER: <i>Maria Duran, a professor of physics, has been promoted to associate professor.</i></p>
Avoid words, images or situations that reinforce stereotypes and that imply all people of a particular race or ethnic group are the same.	<p>AVOID: <i>Unsurprisingly, the Asian American students did best in the math contest.</i></p> <p>BETTER: <i>The Asian-American students did best in the math contest.</i></p>
When unsure about how to refer to a group of people, ask the representatives of that group how they prefer to be referred to.	<p>People whose ancestors originally populated North America may want to be identified with specific communities, such as Winnebago or Chippewa. Alternatively, use “Native American” rather than “Indian.”</p>
DISABILITY	
Put people first, not their disability: avoid the implication that the person as a whole is disabled.	<p>USE: 1) <i>people with disabilities</i>; 2) <i>people diagnosed with schizophrenia</i>. INSTEAD OF: 1) <del><i>the disabled</i></del>, 2) <del><i>the schizophrenics</i></del>.</p>
The APA (American Psychological Association) Manual of Style recommends using emotionally neutral expressions when describing people with disabilities:	<p>USE: 1) a person with AIDS; 2) <i>a person with emphysema</i>. INSTEAD OF: 1) <del><i>an AIDS victim</i></del>; 2) <del><i>a person suffering from emphysema</i></del>.</p>

## TASKS

### I. Choose the right answer.

1. Which phrase is an informal request for information?

- A. I would really appreciate it if you could send me a copy by email attachment;  
B. Send it to me immediately by attachment;  
C. Can you send me a copy by email attachment, please?

2. Which phrase expresses formal enthusiasm?

- A. You're so lucky;  
B. That's fantastic! Well done!;  
C. I would just like to say how pleased I am for you.

3. Which phrase expresses thanks in an informal way?
  - A. Words cannot describe how grateful we are for your help during our difficult time;
  - B. I would like to express my sincerest gratitude;
  - C. Thanks a lot. This was very kind of you.
4. Which phrase is for giving instructions in a formal way?
  - A. Now make a plan;
  - B. First you need to make a plan;
  - C. The first step would be to make a plan.
5. Which phrase is an informal apology?
  - A. I would just like to apologize for forgetting your birthday;
  - B. I'm really sorry I forgot your birthday;
  - C. Look, I just forgot, okay.
6. Which phrase is a formal suggestion?
  - A. I recommend having lunch in this Chinese restaurant;
  - B. We are having lunch in this Chinese restaurant;
  - C. Let's have lunch in this Chinese restaurant!
7. Which phrase is for expressing a preference in a formal way?
  - A. I would rather not do that;
  - B. I don't want to do that;
  - C. I'm not doing that.

**II. Distribute the following words between the columns and match up the synonyms:** *try, beverage, buy, terminate, endeavor, think, abominate, food, purchase, end comestibles, hate, fee, penurious, a drink, cogitate, emoluments, poor.*

Formal	Informal
commence	start
...	...

**III. Define the following sentences as formal or informal, and explain your choice.**

1. They've been arguing all day.
2. Many different outcomes were planned for the party.
3. This whole blogging thing is getting kind of old.
4. I appreciate you bringing this matter to my attention.
5. I have a lot of experience in this area.

#### IV. Take a quiz.

1. What is wrong with the following sentence?

*Each student needs to submit his project by the end of this week.*

- A. It has faulty parallelism;
- B. It uses gender biased language;
- C. It lacks pronoun agreement.

2. Which of the following is preferred?

- A. The mailman usually comes around noon to pick up packages;
- B. The postman usually comes around noon to pick up packages;
- C. The mail carrier usually comes around noon to pick up packages.

3. The following sentences are free of bias:

*The CBS News program has very knowledgeable weathermen. Their weathercast is always detailed and accurate.*

- A. True;
- B. False.

4. When you don't know how to refer to people of a specific ethnic group, it is always best to ask members of that group what their preference is.

- A. True;
- B. False.

5. Which of the following is preferred?

- A. A friend of mine is a diabetic;
- B. A friend of mine has diabetes;
- C. A friend of mine suffers from diabetes.



## UNIT 3. BRIEF OUTLINE OF SOME STYLISTIC DEVICES AND SQR4

### 3.1. Stylistic Devices

A figure of speech (also called *stylistic device* or *rhetorical device* or *trope*) is the use of figurative language, via a word, phrase or image, for artistic effect. Here is a list of some of the most important figures of speech, sorted according to language level.

#### Phonetic stylistic devices

**Onomatopoeia** – a combination of speech-sounds which aims at imitating sounds produced in nature (wind, sea, thunder, etc.), by objects (machines, tools, etc.), by people (sighing, laughter, etc.) and by animals.

- *cuckoo, oink, ticktock, tweet tweet.*

**Alliteration** – a stylistic device in which a number of words with the same first consonant occur close together in a series.

- *Lazy lizards are lying like lumps in the leaves.*

#### Lexical expressive means

**Metaphor** (from the Greek language: meaning “transfer”) – a figure of speech that compares two or more things without using *like* or *as*. In the simplest case, this takes the form: X – is – Y.

- *All the world is a stage // And all the men and women are merely players.*
- *The leaves fell sorrowfully.* Here is a metaphor embodied in an adverb.
- *In the beams that streamed through the open window the dust danced and was golden* (O. Wilde). Here the movement of dust particles reminds the author a dance.

🌀 NB: Metaphors which possess an extreme degree of unexpectedness are called genuine (e.g. *The leaves fell sorrowfully*), and those which often appear in texts and are sometimes fixed in dictionaries, the meaning of which are easily defined, are trite or dead (e.g. *a ray of hope, floods of tears*).

**Simile** – a direct comparison.

- *Your heart is like an ocean.*
- *My heart is like an open highway.*

🌀 NB: One should distinguish between ordinary comparison and simile. Cf.: *The girl seems to be as clever as her mother* (ordinary comparison) – *The girl like a moth was attracted by bright light* (simile).

In English there are also hackneyed similes which depict the analogy between various qualities of a human being and animals that are supposed to have the same quality, e.g.:

- *sly as a fox*;
- *busy as a bee*;
- *industrious as an ant*;
- *blind as a bat*;
- *faithful as a dog*;
- *to work like a horse*.

**Metonymy** is a figure of speech in which an object or concept is not called by its own name, but by the name of something intimately associated with that object or concept. Metonymy can be used in a number of associations, for example:

- **PART FOR THE WHOLE** (is known as is synecdoche): *I've got a new set of wheels* (= a car).
- **OBJECT USED FOR USER**: *The buses are on strike* (= bus drivers).
- **CONTAINER FOR THE CONTAINED**: *He ate the whole plate* (= the food which was on the plate).
- **ARTIST FOR HER/HIS WORK**: *I have a Picasso at home* (= a picture by Picasso).

☞ NB: *Metaphor* is based on similarity whereas *metonymy* expresses simple contiguous (or neighboring) relationships between objects, such as a part and the whole, a cause and its effect, and so on.

**Hyperbole** – is an exaggeration of a statement, a deliberate overstatement.

- *If I've told you once, I've told you a thousand times*.
- *It's a rare bird that can fly to the middle of the Dnieper* (N. Gogol).
- *He was so tall that I was not sure he had a face* (O. Henry).

**Epithet** – is a descriptive literary device that describes a place, an object, or a person in a way that helps to make its characteristics more prominent than they actually are.

- *Soft and drunken laughter*;
- *heart-burning smile*;
- *wild wind*.

☞ NB: One should distinguish an epithet as a subjectively evaluative adjective from a descriptive adjective that logically attributes some qualities to the object, e.g., *green meadows* (descriptive adjective) – *unrestful meadows* (epithet).

**Pun** – a kind of wordplay.

• *You can tune a guitar, but you can't tuna fish. Unless of course, you play bass* (Douglas Adams). The phrase uses the homophonic qualities of “*tune a*” and “*tuna*”, as well as the homographic pun on “*bass*”, in which ambiguity is reached through the identical spellings but different pronunciation of “*bass*”, a string instrument, and a kind of fish.

**Euphemism** – replacing strong or offensive words or combinations of words with lighter equivalents.

- *Visually challenged* (= blind)
- *to meet one's maker* (= to die)

**Zeugma** – applying a word to a few other words in the sentence in order to give different meaning.

- *Give neither counsel nor salt till you are asked for it.*
- *She opened the door and her heart.*

**Oxymoron** – a figure of speech that combines incompatible or contradictory terms.

- *Deafening silence*
- *living dead*
- *sweet sorrow*
- *nice rascal*
- *pleasantly ugly face*

### Syntactical Expressive Means

**Rhetorical question** – a question without expectation of an answer. In other words, the question is no longer a question but a statement expressed in the form of an interrogative sentence.

- *Why not?*
- *Are you kidding me?*
- *Have I not suffered things to be forgiven?* (Byron)

**Inversion** – when one reverses (inverts) the normal word order of a structure, most commonly the subject-verb word order. Inverted word order, or inversion, is one of the forms known as emphatic constructions.

- *A good generous prayer it was* (Mark Twain)
- *Rude am I in my speech...* (Shakespeare)
- *In went Mr. Pickwick* (Dickens)

**Parallel Construction** – identical, or similar, syntactical structure in two or more sentences or parts of a sentence in close succession.

• *There were ... real silver spoons to stir the tea with, and real china cups to drink it out of, and plates of the same to hold the cakes and toast in.* (Dickens)

**Polysyndeton** is the stylistic device of connecting sentences, or phrases, or syntagms, or words by using connectives (mostly conjunctions and prepositions) before each component part.

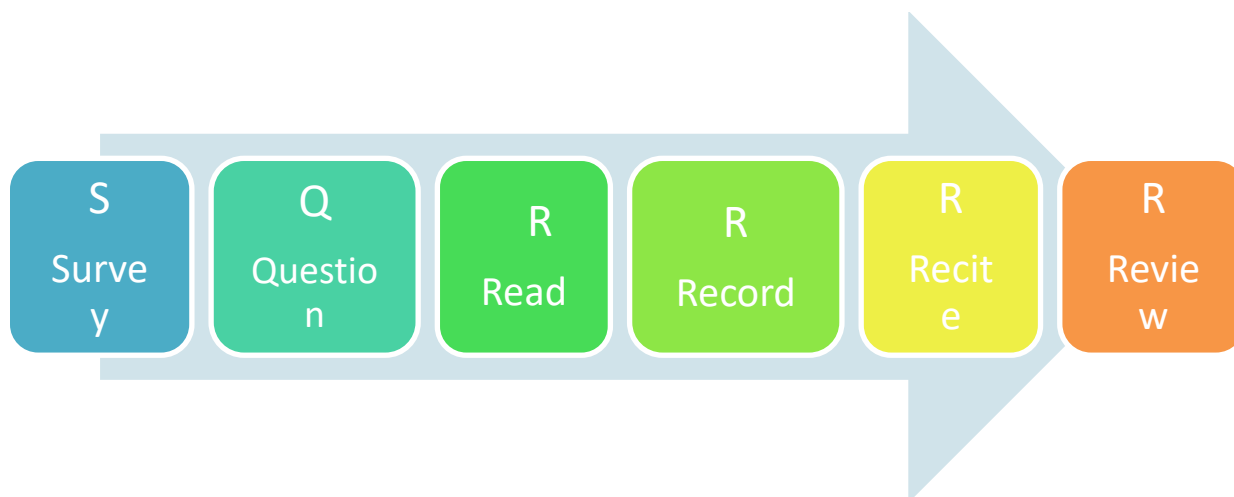
• *The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect* (Dickens).

### 3.2. SQ4R

Given that in this course you are supposed to read and analyze a number of texts, we propose that you study a method that will help you to read texts more effectively.

SQ4R is a study and reading strategy, considered to be an effective strategy to help extract information from texts. The SQ4R study method came about in the 1930s but wasn't popularized until the mid-1940s.

The purpose is to help you define the main ideas in the text by looking for headings, engaging you by encouraging you to make predictions, to question the text, and to review it. It can improve comprehension and understanding of the material studied.



#### **“S” stands for survey.**

Survey the chapter. Read the title, the introduction, headings and subheadings and marginal notes. Look at visual materials: charts, graphs, maps, diagrams, pictures. Skim over terminology or information in special print, such as italics or bold. Read the end-of-chapter materials: conclusion, summary, or review questions.

#### **“Q” stands for question.**

Write questions. Turn each heading or subheading into a question: use some of the following: Which? When? What? Why? Where? How?

### **“R” stands for read.**

Read carefully and thoroughly. Read one paragraph at a time. Stop and think about what you have read. Look for answers to your questions and write these down in your own words. Make sure you understand the paragraph before moving on to the next one.

### **“R” stands for record.**

After reading each paragraph, take notes of what you feel is important – information you will need to study, memorize, learn, and use. This provides a condensed form of the information you are expected to know and keeps you actively involved in the learning process. Writing offers another way for you to hold the information in working memory and encode it for your long-term memory. The following are just some examples of methods of recording information:

Annotations

Comparison Charts

Hierarchies

Marginal Notes

Visual Mappings

Outlines

### **“R” stands for recite.**

Before moving on to the next paragraph, recite out loud the information written in your notes. Reciting material retrains your mind to concentrate and learn as you read. Reciting encodes the information for memory and creates important retrieval cues.

### **“R” stands for review.**

The review includes skimming over the headings and subheadings again, reciting the important ideas under each heading and subheading, and answering all the questions. Personalize the information by asking yourself additional questions. How can this information be used? How does the lecture from this class fit in with this information? Review is crucial as most people forget 80 percent of what they have read within two weeks. Students who review frequently perform much better in tests.

## **TASKS**

### **1. Match the stylistic devices with their types.**

1. If I do not eat my daily papaya, I will surely die.
2. The road was a ribbon of moonlight.
3. The wise fool is burning my taco.
4. Up went the bacon strips.
5. Purple puppies like playing on the playground.

- A. Inversion
- B. Hyperbole
- C. Alliteration
- D. Metaphor
- E. Oxymoron

**2. Translate the following sentences paying attention to trite metaphors and whether or not they match with Russian counterparts.**

A. I saw on the table some clocks covered in dust with a **clock face** missing its **hands**.

B. He said that he woke up in the middle of the night. There was a woman standing at the **foot of the bed**.

C. My brother was **boiling mad**.

D. От этого пострадают остальные страны региона, ибо все мы **в одной лодке**.

E. Я слышала, как он говорил на **ломаном** датском.

F. **У подножия гор** сверкало льдом большое круглое озеро.

G. Хотелось узнать, почему отец столь внезапно пропал и может ли это исчезновение **пролить свет** на темные стороны его жизни.

H. Желание Анны сбылось: «за» проголосовало менее двух десятков, против оказался **лес рук**.

I. В конце концов он посоветовался с другом, у которого были **золотые руки**.

## UNIT 4. PUBLICISTIC STYLE: ESSAYS

The word “essay” is derived from a French word *essai* or *essayer* which mean ‘trial’. An essay is a piece of non-fiction writing that discusses a specific topic.

### 4.1. Narrative Essay

Simply put, a narrative essay tells a story based on real events. It has a plot (a chain of events that happened to characters). It is more personal and more casual than other types of essays. Usually it is told chronologically and has a certain goal of sharing that experience. The narrator in the essay mostly coincides with the main character.

Near the start of a narrative essay the reader can recognize the aim of the author, and at the end of the essay can she/he finds out whether this was achieved and what the outcome of the story was. It is not rare for a narrative essay to have a moral, which also appears closer to the end of the text, from which the reader discovers why this story is important and what lesson the author learnt from it.

A good narrative essay presents some transformation which the character (the narrator) has undergone.

🌀 NB: watch the pronunciation – narrative essay [ˈnærətɪv ˈeseɪ].

Very often in order to understand how something works, it is worth trying to do that thing on your own. In other words, to see how the text is made or was created by an author it is useful to walk in her/his shoes and write a text by yourself.

### HOW to Write a Narrative Essay

1. Before getting down to the process of writing, first **choose a topic**. Write about things that have a meaning to you. If you are writing about topics that you do not care about, it will be almost impossible to create an engaging and high-quality story and the writing process itself may bore you.

2. **Make a draft**. Put down key ideas and plan out events.

3. **Write the first draft**.

4. **Revise your essay**. Check it for grammar and accidental plagiarism; rewrite sentences that sound clumsy.

Here are some more tips on how to write a narrative essay.

Table

WHAT and WHERE	HOW	WHY
First paragraph: introduction.	1. The first sentence must be catchy; it should start with a strong hook. 2. Set the scene. 3. Define your goal.	1. To draw the readers' attention. 2. To give an idea of the context. 3. To explain the point of your narration.

Second, third... paragraphs: body.	1. Describe what happened chronologically. 2. Use details. 3. Use stylistic devices to make your text sound more vivid.	1. To lead the reader. 2. To create verisimilitude and encourage the reader to believe you. 3. To create certain mood and atmosphere.
Final paragraph: conclusion.	1. Restate your goal. 2. Mention a possible moral.	1. To remind the reader about your point. 2. To demonstrate to the reader what lesson you've learnt from your story.

Let us examine what a **hook** for an essay can be, in other words, how you can start your essay to catch the reader's attention. Here are some tips:

1. Start with a quote:

- from literature (e.g. *As Hamlet said "I have to be cruel just to be kind"*).
- from a famous person (e.g. *"There is only one way to avoid criticism: do nothing, say nothing, and be nothing." Aristotle was probably right*).

2. Start with an anecdote. Remember that unlike in Russian where anecdote means "a joke", in English it means "a short amusing or interesting story about a real incident or person", and can be translated as «забавный случай, случай из жизни» (e.g. *Goethe once wrote a very long letter to one of his friends. At the end he added a postscript: "I am very sorry for sending you such a long letter but I did not find enough time to write a shorter one"*).

3. Start with a question (e.g. *Have you ever thought what it is like to be a cat?*).

4. Start with a shocking statement (e.g. *Nothing you learn in the first seventeen years of your life means a thing. This was crystal clear the day I turned eighteen*).

5. Start with an interesting fact (e.g. *Every cell in the human body is replaced over the course of about seven years. That means that not one part of me from that April day ten years ago is still with me today*).

6. Start with statistics (e.g. *25 % of anorexia and bulimia sufferers are men, so why did I feel so alone?*).

Let us look at an example of the narrative essay.

### **Learning to Sail**

They say we learn all our lives. Sometimes, it is easier to learn from your own or someone else's experience. For example, while a new job can bring us a lot of new knowledge, an old one allows improving skills you already have. Thus, most people stick to their old jobs. It is rather hard for an adult person to learn something entirely new. For this reason, I find myself lucky that I decided to



enlarge the scope of my skills. It was three years ago. I had a paid leave and had nothing to do. The point is that I like to travel on my vacations, but that year I had no opportunity to do so. Besides, all my friends had to work, so I was on my own. I felt extremely bored. As far as sitting in front of my laptop the whole time was not an option, I started to search for some new experiences.

Eventually, I found out about Sailing Association that gave an opportunity to sail like a professional to everyone. At first, it made me feel somewhat skeptical, but I still decided to give it a shot. I remember when I first came on board, the boat lurched. Surprisingly, I didn't feel scared. I got eager to find out what should I do to control it. I felt so excited given that I had never done anything connected with sailing before. None of my friends or relatives ever sailed. That is why I did not know a thing about boats. I really could not see the difference between a mainsail and a jib. It took me quite a while to memorize everything, and I sincerely appreciate that my instructor was patient with me.

The day I first sailed on my own was unforgettable. Before we took off that morning, I was nervous to the extreme. My thoughts swung from 'I can do everything!' to 'Why on Earth I decided I should do it?' However, the moment had come, and all the stress went away. After all, this is what the ocean does. It takes all your worries and fears away. It gives you freedom from whoever you are onshore and reveals your new venturesome self. I felt the rush of excitement I had never experienced in a lifetime. I was accompanied by the instructor, of course, but I was entirely responsible for every maneuver. I did make a couple of trivial mistakes, but I still was very proud of myself.

Peculiarly enough, something that started as a mere fancy has turned out to be the biggest passion in my life. If I had an opportunity to go back to that summer, I would do the same thing over and over again. Today, I am a certified sailing enthusiast, and I am looking forward to becoming an instructor myself next year.

Every new skill we get is something that forms our individuality. We surely should deepen the knowledge and skills we already have. Besides, we have to try something new because, sometimes, it can change our entire lives. This is what happened to me when I started sailing and I keep thanking the Universe for this chance.

<https://theessayclub.com/narrative-essay-examples/>

## TASKS

1. Read the essay and demonstrate that it is of the narrative essay type.
2. What hook does the author use?
3. How would you define the language register of the story?
4. Using expressions from the text, translate the following sentences.

venturous	to give it a shot	lurch
scope	enthusiast	rush of

А. К смелым прогнозам Хокинга стоит добавить и его столь же смелые убеждения – знаменитый ученый верил в существование инопланетян и параллельных вселенных.

В. Машина резко вильнула влево.

С. Сегодня к экзамену я не готов, но чем черт не шутит.

Д. Будущая конвенция должна иметь как можно более широкую сферу применения.

Е. В порыве эмоций дирижер сломал свою палочку.

Ф. Я никогда не ела суши, но я рискну.

Г. Она не большой любитель пончиков.

**5. Read aloud the following passage from the text and translate it into Russian/Belarusian in a written form.**

Eventually, I found out about Sailing Association that gave an opportunity to sail like a professional to everyone. At first, it made me feel somewhat skeptical, but I still decided to give it a shot. I remember when I first came on board, the boat lurched. Surprisingly, I didn't feel scared. I got eager to find out what should I do to control it. I felt so excited given that I had never done anything connected with sailing before. None of my friends or relatives ever sailed. That is why I did not know a thing about boats. I really could not see the difference between a mainsail and a jib. It took me quite a while to memorize everything, and I sincerely appreciate that my instructor was patient with me.

**6. Write a short practice narrative essay. You may choose a topic from the following or choose your own.**

- Things I could tell my younger self.
- Things I do to relieve stress.
- A time when I realized that I was wrong about other people.
- Funny episodes based on a misunderstanding or other issues.
- Episodes that changed my opinion about other people.

#### 4.2. Descriptive Essay

Descriptive essays depict the traits and characteristics of people, objects, events, and feelings in detail. The author should know the object of her/his description very well in order to create a genuine text that would capture a reader. In the description type of essay the author *shows* rather than *tells*.

Here are some **tips** for writing a descriptive essay:

1. Avoid too many irrelevant details. These slow down your writing and bog down your readers.

2. Avoid clichés. Phrases like “*packed like sardines*” are overused. Be creative.

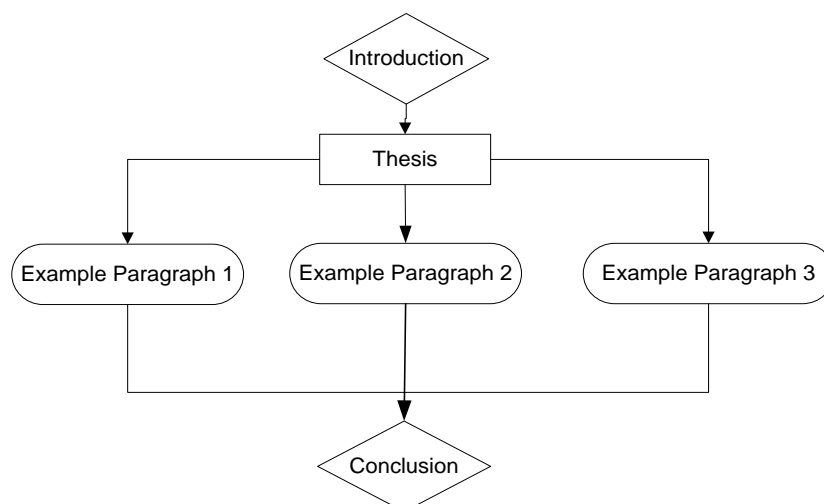
3. When describing something, use all five senses: sight, taste, touch, hearing, and smell. This helps to create more vivid imagery.

VISUAL PREDICATES	KINAESTHETIC PREDICATES	AUDITORY PREDICATES
see	felt	heard
view	grasp	silence
clear	hard	listens
Illuminate	rough	resonates
showed	shape	tunes
appeared	turn over	deaf

OLFACTORY PREDICATES	GUSTATORY PREDICATES
smell	tasted
fragrant	bitter
stench	sour
sniff	flavor
odorous	ate
stank	acerbic

4. Show instead of telling. E.g. when describing a friend who is neat and tidy you might write “*on the desk there was a dust-free computer monitor and stacks of papers with corners precisely aligned, each stack sitting exactly three thumb-widths from the edge of the desk*”, instead of writing “*he was a neat person*”.

5. Remember that the essay should have an introduction, body and conclusion.



Let us look at an example of the descriptive essay.

## **Moving North Became the Dream Come True**

As a child, I always enjoyed spending time up north at our cabin. It was a place where you could go and get away from the busy life in the city and enjoy doing things that you might not be able to do back home. While we didn't get to go there as often as I would have liked, we always tried to go at least a couple of times during the summer when my grandfather would get his vacation from work. There was so much to do and see up north. Even though things have changed now, I won't forget all of the memories that I have from when I was a child.

Every morning I awoke to the sounds of cars rushing down the street in an attempt to make it to work on time. The hustle and bustle of city life was all around me. No one ever took the time to sit back, relax and just enjoy the outdoors. Most of the time that was because it is hard to relax and enjoy the outdoors when everything is so loud all around you. Going up north made everything different.

At night, it was so quiet you could have literally heard a pin drop. The animals rustled through the leaves as they gathered food or chased each other up a tree. It was a sight that was far unlike anything I could have ever imagined back home. With it being so calm and serene, you could sit outside in your camping chair for hours just listening and watching nature in its truest form.

Living in the city means dealing with the pollution from cars, factories and anything else that might be coming through the area. Thousands of people hit the streets every day to get to work. The air was thicker. When you went outside to take in a breath of fresh air, you smelled smog, sewage and any number of other contaminants. It was a foul smell that you didn't want to breathe in, but you got used to it after living in it for so long.

The first time we went up north I noticed a difference in the way the air smelled. I took in a deep breath of air and noticed how clean it smelled. I couldn't help myself. I wanted to breathe in more and more to keep taking it all in. How could the air possibly smell this good? I felt my lungs clearing from all the contaminants and stale air back home. I never wanted to let go of this feeling of freshness.

Back home, you didn't really walk places much. The environment wasn't exactly the safest for anyone to walk the streets. Up north, things were different. We walked everywhere we went and took in everything around us along the way. I got to enjoy being a kid and playing outside or walking down the street to the local store. The stress of the world back home was gone. I didn't worry that some crazy person was hiding in the woods waiting to attack because I knew that wasn't the way things were up north. I felt safe and at peace.

Even though I can't relieve the memories I have of being in our cabin today, I did make the decision to move up north and raise my family here. Now, they get to enjoy the fresh air, relaxed atmosphere and laid-back setting that is normal for people living up north. Those experiences as a child opened my eyes to something far better beyond the city that I get to cherish every day with my family.

## TASKS

1. Read the essay and demonstrate that it is descriptive.
2. How would you define the language register of the story?
3. Give examples of sensory images used in the text.
4. Using expressions from the text, translate the following sentences.

sewage	hustle and bustle	foul
laid-back	serene	cherish

- A. Как может кому-то нравится суматоха местного рынка?  
B. Беззаботная жизнь была ему не по карману.  
C. Он лелеял надежду, что его книга будет успешной.  
D. Интересно, что придает воде неприятный запах.  
E. Развитие канализационной системы отстает от развития системы водоснабжения.  
F. Она казалась умиротворенной.

**5. Read aloud the following passage from the text and translate it into Russian/Belarusian in a written form.**

Living in the city means dealing with the pollution from cars, factories and anything else that might be coming through the area. Thousands of people hit the streets every day to get to work. The air was thicker. When you went outside to take in a breath of fresh air, you smelled smog, sewage and any number of other contaminants. It was a foul smell that you didn't want to breathe in, but you got used to it after living in it for so long. The first time we went up north I noticed a difference in the way the air smelled. I took in a deep breath of air and noticed how clean it smelled. I couldn't help myself. I wanted to breathe in more and more to keep taking it all in. How could the air possibly smell this good? I felt my lungs clearing from all the contaminants and stale air back home. I never wanted to let go of this feeling of freshness.

**6. Write a short practice narrative essay. You may choose a topic from the following or choose your own.**

- How do you imagine your perfect partner? Include the description of his/her appearance and character.
- Describe doing something for the first time.
- Describe holiday traditions in your family.
- Describe your first experience of cooking.
- Describe a person who made a great contribution to history.
- Can a dress make a person?

### 4.3. Expository Essay

Expository writing, or exposition, is a type of discourse used to describe, explain, define, inform, or clarify. It literally means ‘to expose’. This type of essay is often used to examine a particular topic or subject, to analyze it and then interpret the analysis of something such as a piece of literature, an artwork, an event or a trend. Expository writing does not include the author’s opinions, but focuses on accepted facts about a topic, including statistics or other evidence. Expository essays address the intended audience with an explanation, rather than an opinion.

It is important to start the expository essay with a strong first sentence, with an opening that will introduce readers to the topic and the point that the author will address. The thesis statement (or sentence) expresses a main idea that is neither too broad nor too specific to be developed effectively.

**Example:** Let’s imagine that the author wants to describe how the use of digital devices affects children’s development. What are the pros and cons of digital devices being used by young children?

*Weak thesis:* Too much time spent on a digital device is bad for children.

*Strong thesis:* Although electronic devices can provide educational content, parents should regulate the amount of time children spend on digital platforms, as they can inhibit social interaction, shorten attention spans, and cause unhealthy sleeping habits.

To support your topic you should provide plenty of facts, details, examples, and explanations, and you must do so in an organized and logical manner. The following elements can help you if you include them in your essay:

- Anecdotes
- Comparisons
- Quotations
- Statistics
- Descriptive details
- Definitions
- Charts and graphs

📌 **NB:** Do not confuse the English word *anecdote* with the Russian word *анекдот*. Unlike the Russian word, it means a short but true, often funny story, about an event, usually involving a particular person.

#### **Hints for expository essay writing**

- No subjectivity. An expository essay is based on facts.
- The wording needs to be precise. Each sentence needs to have value.
- As with any other type of essay, an expository essay has an introduction, a body and a conclusion.

Let us look at the following example of an expository essay.

## **Current Trends and Issues that Affect Today's Aged Population**

In a world where everything seems to be achieved by the youthful and vigorous, aging has become a challenge. Late adulthood, old age, and eventual death are inevitable for everyone, yet the subject, irrespective of its inescapability, can be found difficult to discuss or understand. This discussion makes an attempt to view these three life events or milestones, to show how one's circumstances and attitudes can affect the ways in which the family and society handle them.

In her book *Development Through the Lifespan*, Laura E. Berk (2009) demonstrates through case histories, interviews and anecdotes that although growing old occurs everywhere to everyone, they are not handled in the same way by all. There are marked cultural, societal and personal differences in the ways different adults, the two genders, and families treat aging. The biological and psychological changes that accompany the onset of late adulthood, which include forgetfulness, fatigue, detachment, and helplessness as well as the pain and discomfort of rheumatism, cardiac and respiratory conditions, all contribute to issues that confront people (Berk 608). Acceptance of change, especially when it seems sudden and irrefutable, is seen to be extremely difficult by some, and yet others handle the same conditions with agreeableness and resistance. The reasons for this difference in the ability for some to accept changes in themselves or their relatives better than others are not always clear (Berk 610).

One negative life change in aging women is a loss of self-esteem when they are no longer able to care for loved ones because of failing health. When men retire, they feel a sense of loss of identity if they associate the character with occupation (Berk 611). Psychological well-being in both men and women can be restored through social support. Society provides this through a number of organizations, associations, religious groups, and cultural establishments. It is found, however, that for social support to provide well-being for elders, it needs to be accompanied by a sense of control. Sometimes, Berk asserts, a trade-off can be made between life aspects older people can control and those they cannot, in order to feel in charge of their own lives. For example, stamina can be reserved for enjoyable occupations such as dancing or bowling by leaving shopping and housework to helpers and carers.

The sense of one's mortality is not as remote in old age as before, and as one's friends begin to pass away, approaching death can depress or alarm some old people. Although it is easy to agree with the author of this book when she states that death is necessary for the life of any species to ensure its survival, humans do not always find it easy to accept. Death, dying and bereavement is strong life milestones sustained by cultural attitudes, outlooks, and customs. Modern society seems to be more distanced from the reality of death than earlier generations,

simply because people no longer die at home as often they used to (Berk 642). In addition, when people are depressed or in pain, they are more likely to suffer from death anxiety, which can be accompanied by a reluctance to discuss it with others, which could bring about the relief of the condition.

When a loved one passes away, older people are likely to be worse affected than others, because the event emphasizes their mortality and transience. Their grief is made more personal by becoming a presage of what is inevitable. In some cultures and religions, what Berk terms 'symbolic immortality' that comes from belief in an everlasting soul, helps older people to regard life as worthwhile and enjoy their ability to pass on wisdom and skills to the next generation, even if their life is necessarily finite. This sense of worth avoids anxiety about death becoming extreme or debilitating (Berk 643).

Coping with aging, approaching death, dying and bereavement are not easy for anyone, but for the elderly, they can seem a defeating part of life. To avoid this becoming problematic or pathological, a feeling of self- and societal-worth must be emphasized in the lives of all elderly people. In this way, they can approach the twilight of their lives with optimism, grace, and dignity.

<https://www.bartleby.com/essay/Current-Trends-and-Issues-That-Affect-Todays-P3V8E2LK6ZZS>.

## TASKS

1. Read the essay and demonstrate that it is expository.
2. How would you define the language register of the story?
3. Using expressions from the text, translate the following sentences.

milestones	to handle	anecdote	onset	fatigue
irrefutable	to assert	stamina		
debilitating	a trade-off	the twilight of		

1. Вирус, истощающий его организм, был обнаружен вовремя.
2. В тексте утверждается, что нужно исследовать два явления.
3. В вопросах безопасности компромисса быть не может.
4. Среди нас есть люди, которые знают, как обращаться с деньгами.
5. В это сложно поверить, однако доказательства неопровержимы.
6. Она любила рассказывать всякие забавные истории, которые происходили на работе.
7. Необходимо различать физическую и умственную усталость.
8. Такие события – важные этапы (вехи) на нашем пути к взрослению.
9. Особенно полезны упражнения на тренировку выносливости.
10. Наступление зимы, по-видимому, задерживалось.
11. Какие качества особенно ценятся людьми на закате жизни?



**4. Read aloud the following passage from the text and translate it into Russian/Belarusian in a written form.**

One negative life change in aging women is a loss of self-esteem when they are no longer able to care for loved ones because of failing health. When men retire, they feel a sense of loss of identity if they associate the character with occupation (Berk 611). Psychological well-being in both men and women can be restored through social support. Society provides this through a number of organizations, associations, religious groups, and cultural establishments. It is found, however, that for social support to provide well-being for elders, it needs to be accompanied by a sense of control. Sometimes, Berk asserts, a trade-off can be made between life aspects older people can control and those they cannot, in order to feel in charge of their own lives. For example, stamina can be reserved for enjoyable occupations such as dancing or bowling by leaving shopping and housework to helpers and carers.

**5. Write a short expository essay. You may choose a topic from the following or pick your own.**

- Why are libraries becoming less popular?
- The generation of consumers. How to be a wise consumer?
- The change of communication in the Era of Technology.
- What symbolizes your culture?
- The major reasons for divorces in the USA and Belarus (or choose any other countries).

*4.4. Argumentative Essay*

An argumentative essay is a form of text in which the writer attempts to convince her/his audience that her/his argument is valid. An argumentative essay contains a combination of facts and the writer's personal ideas. An argumentative essay is biased and subjective, although the writer has to be aware of opposing views on the subject. This type of essay appeals to logic and reasoning.

Detailed research allows the author to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with evidence.

**Main Difference – Argumentative vs Expository Essay**

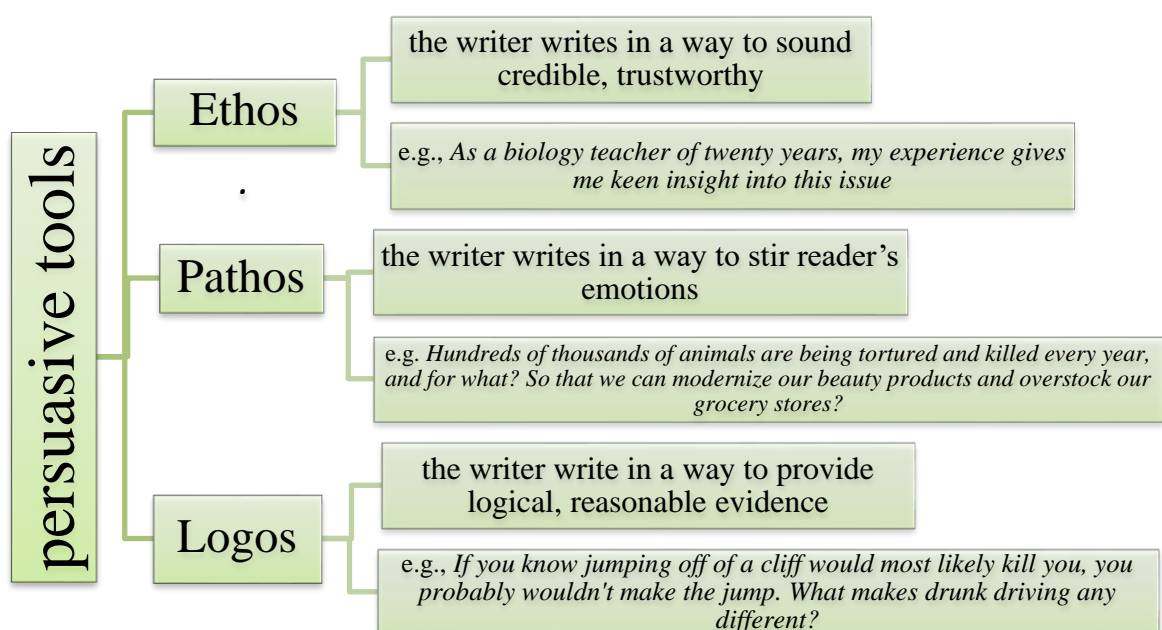
The argumentative essay and the expository both deal with facts and information. The main difference between argumentative essays and expository essays is that the **argumentative essay** is a genre of writing that attempts to **convince the reader** to accept writer's point of view while the **expository essay** is a genre of writing that **provides information** and explanations in a straightforward manner to the readers.

Argumentative	Expository
Chooses a position for or against something	Explores many angles of a topic in a neutral way
May be written in first person	Is usually written in third person
Thesis statement presents the writer's argument	Thesis statement presents the writer's topic
Is subjective	Is objective

### Tips for writing an argumentative essay.

- Ⓢ Avoid topics that do not interest or inspire you.
- Ⓢ Avoid unreliable sources such as Wikipedia.
- Ⓢ Skip topics that people tend to agree on.
- Ⓢ State the arguments proposed by the opposing side.
- Ⓢ In the conclusion do not forget to call for action (e.g. *Everyone should do everything possible to stop animal testing*).

To persuade a reader authors may use several strategies. According to Aristotle there are three major tools of persuasion: ethos, pathos and logos. Look at the diagram below for detail.



These tools are used in the following **persuasive strategies**.

1. Appeal to authority (quoting a respected person or research results);
2. Appeal to emotions (making people feel happy, sad, or angry can help the argument);
3. Appeal to reason (facts, numbers, information, and logic can be very convincing);
4. Appeal to trust (if people believe and trust in you, you are more likely to persuade them);
5. Common people (people may trust you more/empathize with you more if you appear to be an “average Joe”);
6. Positive motivation (promises rewards if the speaker’s message is accepted);
7. Negative motivation (promises negative consequences if a speaker’s message is rejected).

Read the following example of an argumentative essay.

### **Does Freedom of Speech Give People the Right to Use Hate Speech?**

“What is freedom of expression? Without the freedom to offend, it ceases to exist” Salman Rushdie. The quote perfectly sums up the never-ending debate about freedom of speech and hate speech. It is a well-known fact that freedom of speech and expression belongs to the group of fundamental human rights of every person on this planet. Lately, we are witnessing the rising concerns about hate speech, is it protected by this basic human right or freedom of speech should have some limitations? Given the fact that every individual is allowed to express thoughts and beliefs, banning the negative comments would, in fact, deny his or her basic rights i.e. freedom of speech.

Freedom of speech reinforces all other human rights, thus allowing society to develop and progress at a constant rate. The ability to state our opinion and speak freely is pivotal for any change in society. Throughout the history, society evolved thanks to the individuals, great thinkers, brave leaders, who were not scared to express their beliefs. Back in time, those beliefs that were contrary to the typical “mindset” would be considered as hate, hatred towards their way of life, culture, and tradition. The most reputable professors, experts, and campaigners only confirm that free speech has always been used to fight for change, for better times.

Besides reinforcement of other human rights, free speech is also essential due to the ability to hear others and be heard at the same time. We need to hear other people’s views as well as offer them our own opinions. Unfortunately, one of the fastest-growing problems of our society is that people rarely listen to others and acknowledge their takes on certain topics if they don’t agree with them. We should feel comfortable exchanging ideas and thoughts with those who have opposing views. Experts agree that way there would be less “hate speech” circling around.

We hear or read the term “hate speech” a lot, especially now with the easy internet access and a multitude of social media websites to join. It comes as no wonder why insulting comments and expressing negative ideas are considered a threat to the humanity. A lot of people are anti-Semitic, anti-Muslim, anti-gay

marriage, and so on. Those who assume hate speech is not a freedom of speech, primarily, focus on the expression of a negative attitude towards certain people and ideas. However, if we start banning people from expressing their beliefs, then what comes next? After one thing, there always comes another and, eventually, the humankind would live in fear of saying anything. The reality is that the society has become oversensitive; everything one does not agree with is considered insulting and branded as hate.

Finally, freedom of speech is the most important human right that every individual has the right to exercise. This freedom comes with the ability to express one's opinion, regardless of its nature, good or bad. What our society needs today is not limitations of free speech, but making efforts to establish dialogues between people with conflicting beliefs. Listening and being heard will go a long way; that way we could build bridges instead of burning them.

[https://au.edusson.com/bundles/asterfreelance/\\_layout/files/AuEdussonCom/Argumentative Essay.pdf](https://au.edusson.com/bundles/asterfreelance/_layout/files/AuEdussonCom/Argumentative Essay.pdf)

### TASKS

1. Read the essay and demonstrate that it is argumentative.
2. How would you define the language register of the story?
3. Using expressions from the text, translate the following sentences.

pivotal	to brand	insulting	mindset
evolve	to ban	to offend	to cease

- A. Я пыталась притвориться, что меня не обидели его слова.
- B. Их попросили остановить военные действия.
- C. Предстоящий год станет для компании решающим.
- D. Некоторые кафе превратились в центры искусства и культуры.
- E. Кажется, что в этой деревне взгляды на жизнь, как в Средневековье.
- F. Любой, кто говорит плохо о своей стране, получает клеймо предателя.
- G. Жителям острова запрещено ловить рыбу в своих водах.
- H. Ваши слова звучат как оскорбление.

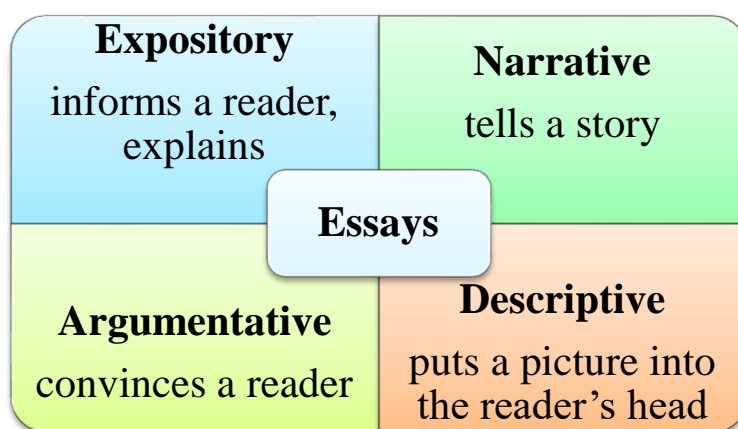
#### 4. Read aloud the following passage from the text and translate it into Russian/Belarusian in a written form.

Freedom of speech reinforces all other human rights, thus allowing society to develop and progress at a constant rate. The ability to state our opinion and speak freely is pivotal for any change in society. Throughout the history, society evolved thanks to the individuals, great thinkers, brave leaders, who were not scared to express their beliefs. Back in time, those beliefs that were contrary to the typical "mindset" would be considered as hate, hatred towards their way of life, culture, and tradition. The most reputable professors, experts, and campaigners only confirm that free speech has always been used to fight for change, for better times.

**5. Write a short argumentative essay (500–700 words). You may choose a topic from the following or pick your own.**

- Young people must have a right to choose when it comes to military.
- Which second languages are worth studying today?
- Are online friends more effective than imaginary ones?
- Is censorship of the internet necessary?
- Vivisection: animal testing in today's world.
- Cross-cultural marriages add up to racial tolerance.
- Can you succeed in life working in the field of art?

Thus far, we have studied four types of essays. Here is a brief outline of the types of essays.



## UNIT 5. PUBLICISTIC STYLE: JOURNALISM (THE PRESS)

Journalism helps to explain the events that impact our lives and is developed in a number of forms and styles. Each journalistic form and style uses different techniques and writes for different purposes and audiences. The core of the journalistic style is the newswriting style. There are several types of journalism: investigative, news, reviews, columns, editorial, and feature writing. We will linger on two: editorials and feature articles.

### *5.1. Editorial*

An editorial is a newspaper article that tends to contain and explain the author's ideas. This piece of writing can be on any topic, but usually deals with social issues. As in a research paper, the author has to provide enough credible evidence to support her/his opinion.

The subject matter of an editorial commonly concerns a current issue. Unlike other parts of a news publication an editorial is meant to be subjective, somewhat insightful, and often includes persuasive writing techniques. Publishers utilize the editorial section of their publications as a forum to express their views and to influence the opinions of the readership.

An editorial must contain both the description of a problem and the possible solutions to it. Editorials are meant to influence public opinion, promote critical thinking, and sometimes cause people to take action on an issue. In essence, an editorial is an opinionated news story.

☞ NB: Possible Russian translations of “Editorial” are “редакторская колонка”, “от редактора”, “предисловие редактора”.

### **Editorial Structure**

Regardless of the point of view or length of the editorial, there is a preferred structure.

1. **Introduction:** The topic is stated up front, its history is explained, and it is affirmed why it is relevant and who is affected by it.

2. **Body:** Some other reasons are provided in support of the author's position. Counter-arguments and opinions are acknowledged. Relevant facts and statistics are presented and ethical or moral reasons for the stand are included. An example of how to approach the situation for the best outcome is proposed.

3. **Conclusion:** An emotional or passionate statement is made regarding why the author's opinion or proposed solution is better than others. The stance is clearly restated.

### **Difference between Editorial and Column.**

An editorial is written by the Chief Editor or under her/his guidelines or by the editorial board or publisher on an issue. It basically reflects views and opinions of the newspaper. You rarely see the name of the writer in an editorial in a newspaper.

A column is written by a columnist who is not associated with newspaper. She/he expresses her/his own views and opinions. Columns are signed by the author.

Read the following example of an editorial.

### **Reality T.V. Creates an Alternate Reality**

Imagine, you're cooking dinner with your partner when all of a sudden the clock starts ticking down. Your children start gasping with anticipation. Will you finish in time and who will create the most delicious side dish ever tasted? While this may seem slightly exciting and mildly entertaining, is this reality? Television shows categorized as 'reality' would have us believe so. Reality television boasts real people tackling challenges or just everyday life, no gimmicks. But, is that true? Of course it's not! There are still editors, crews, and production schedules. The popularity of reality television has given society an image of the real world that isn't remotely real. At this point in time, we've all been warned on the dangers of media use especially pertaining to violence and other unacceptable behaviors. Studies by Dr. Bryan Gibson of Central Michigan University show excessive viewing of reality shows with relational aggression can actually cause people to be more aggressive in their actual lives. While it might seem like mindless entertainment, research repeatedly shows that watching these 'real life' shows where people treat others in horrible ways for money or fame actually affects brain chemistry. As if causing real life aggression weren't bad enough, reality television also contributes to skewed societal views on what kinds of behavior are acceptable. The mere fact that our society is so obsessed with reality television as a form of entertainment proves this point. Why do we find it entertaining to watch people demean, bully, or physically attack others? Why is watching someone else's sexual exploits or narcissism a widely accepted form of entertainment?

Imagine following your best friend around a bar from first flirtation with a stranger all the way to her actual bedroom, only to have her dive under blankets after killing the lights. Sound creepy? Sounds like many reality T.V. scenes. This kind of 'peeping Tom' behavior wouldn't be tolerated in the real world, so why should it be tolerated on reality television? Perhaps the most disturbing impact of these shows is the notion that anyone can and should become a celebrity for any reason. While we can all agree people should be applauded for worthy accomplishments, has society's standard of a worthy accomplishment been dumbed down? Thanks to reality T.V. the answer is a resounding 'yes!' Society's

obsession with fame has spiraled out of control thanks to today's media outlets. There are people famous for literally just being rich alongside those garnering fame for injuring themselves. Are these people deserving of our collective attention and praise? There is an argument that not all reality shows are bad. Some of the profession-based competition shows actually focus on real skills and acknowledge talent. However, even these shows rely on extreme behaviors to attain the highest level of ratings. Some might also say that reality television simply holds a mirror up to the viewer. The problem with this argument is that much of what we see on T.V. is edited for time or theme. Reality stars are often filmed for hours at a time, but we only see about a half an hour of footage. In a world where anyone and everyone can film themselves or be filmed for the world to watch, it's time society takes a stand on whether or not we want to watch it. Despite the catchy name, reality television is far from real. You have to ask yourself, do these shows really sum up what I believe about my fellow man or woman? Hopefully, the collective response is a quick 'no.' If you agree with these statements, it's time to take action. If there is no one to watch this alternate reality television, it will eventually die.

<https://cf.ltkcdn.net/freelance-writing/files/3358-Reality-T.V.-Creates-An-Alternate-Reality.pdf>

## TASKS

1. Read the text and demonstrate that it exhibits the characteristics of an editorial.
2. What persuasive techniques are used by the author in this text?
3. Does the author call for any action?
4. **Using expressions from the text, translate the following sentences.**

side dish	gimmick	skewed	peeping Tom
resounding	to kill the light	to garner (2)	

- A. Ее ответом было однозначное «нет».
- B. На них обрушился шквал критики за то, что они рекламируют алкоголь.
- C. Лондон пообещал «вырубить свет в Кремле».
- D. Думаю, я знаю, кто у нас тут любопытная Варвара.
- E. Наши азиатские партнеры имеют искаженные представления о реальной экономической ситуации в стране.
- F. Это похоже на рекламную уловку для бедных и необразованных покупателей.
- G. На гарнир подали картофель.
- H. Ученые провели это исследование, чтобы привлечь внимание к проблеме ожирения.



**5. Read aloud the following passage from the text and translate it into Russian/Belarusian in a written form.**

Society's obsession with fame has spiraled out of control thanks to today's media outlets. There are people famous for literally just being rich alongside those garnering fame for injuring themselves. Are these people deserving of our collective attention and praise? There is an argument that not all reality shows are bad. Some of the profession-based competition shows actually focus on real skills and acknowledge talent. However, even these shows rely on extreme behaviors to attain the highest level of ratings. Some might also say that reality television simply holds a mirror up to the viewer. The problem with this argument is that much of what we see on T.V. is edited for time or theme. Reality stars are often filmed for hours at a time, but we only see about a half an hour of footage. In a world where anyone and everyone can film themselves or be filmed for the world to watch, it's time society takes a stand on whether or not we want to watch it.

**6. Write a short editorial (400-600 words). You may choose a topic from the following or pick your own.**

- Is humanity getting more violent?
- Is euthanasia immoral?
- Do people complain too much?
- Is there such a thing as an Instagram addict?
- Pros and cons of organic farming.
- Pros and cons of capital punishment.

*5.2. Feature Article*

A feature article is the main story in a newspaper or in a magazine and focuses on a special/particular event, place or person in great detail.

- It involves the reader emotionally.
- Features do not become dated as quickly as news stories. A good feature article is often still interesting to read a year after it was written.
- It has similarities to fiction because it tells a story.

Like other articles, the feature has a basic structure. The shape depends on the style of the magazine but most feature articles have three acts, just like a story or an essay: a headline, an introduction, then a main body and a conclusion.

Structure is very important when telling a story, especially for a feature article; it is what holds the piece together clearly. Without structure, the article can fall apart and leave readers confused and disinterested.

Read the following example of a feature article from the *Financial Times*.

## **Frieze LA's Bettina Korek: 'We're translating art to a broader audience'**

by Melanie Gerlis

The new fair's executive director on the challenges and opportunities of taking the art event to California

Bettina Korek, executive director of Frieze Los Angeles, is on a mission to democratise the art market. "One of my favourite things about this city is that it is flat and friendly," she says, speaking to me via Skype. "We have to extend that to the fair by thinking from the perspective of people who are not familiar with the commercial scene."

It would be a tall order for anyone, particularly someone who hasn't run a major-league art fair before, but Korek is well placed to try.

Raised in LA, she cut her teeth in the art world working in the prints and drawings department at the Los Angeles County Museum of Art (LACMA) between 2003 and 2005. She says that working under Kevin Salatino, now at the Art Institute of Chicago, taught her how to share a love of the creative arts with people who were new to the scene. "I've been lucky to have relationships with people who defy the idea of the art world as a closed-off place." It's a spirit she's put into her business, ForYourArt, founded in 2006, which now helps get artists' projects off the ground, as well as providing information on the art scene in town. "Translating it all to a broader audience is part of what we're doing," she says.

Ahead of her fair's first outing, which will take place at Paramount Pictures Studios, it certainly seems a different beast to others on the circuit, including those under the Frieze brand elsewhere in the world. For a start, it is very small, with only 70 exhibitors in the main commercial tent; Korek describes it as a "manageable size". (Frieze's London fair comprised more than 160 exhibitors in its contemporary tent alone in October – plus 130 in Frieze Masters – while its New York edition in May numbered nearly 200.)

Within the LA tent, all won't be perfectly democratic, of course – the bigger hitters can afford the biggest booths, and the nature of an invitational fair (for which galleries don't apply but are selected via a committee that includes other gallerists) begs questions, since the selection criteria are unknown.

But 10 of LA's younger, grassroots galleries will have a presence at the front of the tent in subsidised spaces that have been placed to share footfall with larger galleries such as Gagosian and Lisson.

Plus, there is plenty of art on view outside the tent. Visitors could quite easily stick to the bars and restaurants in the fair's "backlot" area at Paramount, surrounded by specially commissioned projects, creative-minded outlets and other non-profit community groups, including the Women's Center for Creative Work network. Visitors can buy separate tickets that exclude the gallery part of the fair altogether.

Korek acknowledges that the point, for galleries, is still to make sales. To this end, she is also attempting to break down some of the art market's more off-putting barriers: there will be an unofficial guide to fair-going that will include price ranges of the works on view, for instance. Having myself spent many years trying to prise prices out of reluctant gallerists at fairs, I suggest this could be an uphill struggle. She seems surprised. "Everyone has been receptive to sharing information" she says. I push my point. "It's just another layer of information," she adds, untroubled.

In fact when we speak, just ahead of the fair, she seems comfortably laid-back throughout. The only difficulty she will admit is that working on London time, since Frieze is headquartered there, "takes some adjustment!"

Korek may be wide-eyed and positive, but she is certainly not naive. The city's big gallerists are full of praise. The dealer David Kordansky, who is on the fair's selection committee, describes her as "magical, engaged, brilliant".

She is also very plugged in to the art world, and has helped pull together an impressive "host committee" of supporters for the fair's launch, something she describes as her first priority. These include LA heavyweights – LACMA director Michael Govan, and the private museum owners Eli and Edythe Broad and Maurice Marciano – as well as international collectors and high-profile cultural figures. Some Hollywood glamour comes from the actress Salma Hayek Pinault, married to the son of Christie's owner François Pinault, and the actor and art collector Tobey Maguire. Tennis player Serena Williams – reportedly a client of Frieze's majority owner, the sports, fashion and entertainment agent Endeavor – is also on board.

For a small fair, it seems too big to fail. But others have failed in the elusive City of Angels. A planned edition of the Paris fair Fiac in Los Angeles never got off the ground, and the Paris Photo Los Angeles fair, also owned by Reed Exhibitions, closed after three editions at the same site in Paramount Pictures Studios that will house Frieze LA. The Art Platform Los Angeles and Paramount Ranch fairs have also been and gone.

Korek is, of course, optimistic that the right ingredients are now in place. "We are a city full of creative people, and Frieze is the best gateway," she says. The Paramount backdrop boosts her confidence. "Remember, it's a fantasy factory, where people come to make the impossible possible."

<https://www.ft.com/content/b55c1ec4-2627-11e9-b20d-5376ca5216eb>

## TASKS

### 1. Read the text and demonstrate that it is a feature article.

- What is the purpose of the article? What is the writer trying to say? What is the writer's intention?
- What techniques have been employed? (heading, layout, pictures?)
- Side stories – are there any 'extra' stories included in the article?
- Language – what style of writing has the writer adopted?
- What effect does the article have on the reader?

**2. Using expressions from the text, translate the following sentences.**

grassroots	to boost confidence	elusive
to defy	cut one's teeth in	a tall order

A. Поддержка родителей повысила ее уверенность в своем выборе.

В. Он совсем не понимал рядовых служащих своей компании, что и привело к конфликту.

С. Почему ты решил проигнорировать наш план?

D. Она делала первые шаги в психотерапии.

E. Только сильным духом удастся исполнить свою несбыточную мечту.

F. Выбрать подходящую медицинскую страховку – задача не из легких.

**3. Read aloud the following passage from the text and translate it into Russian/Belarusian in a written form.**

Raised in LA, she cut her teeth in the art world working in the prints and drawings department at the Los Angeles County Museum of Art (LACMA) between 2003 and 2005. She says that working under Kevin Salatino, now at the Art Institute of Chicago, taught her how to share a love of the creative arts with people who were new to the scene. "I've been lucky to have relationships with people who defy the idea of the art world as a closed-off place." It's a spirit she's put into her business, ForYourArt, founded in 2006, which now helps get artists' projects off the ground, as well as providing information on the art scene in town. "Translating it all to a broader audience is part of what we're doing," she says.

**4. Write a short feature article (500-700 words). You may choose a topic from the following or pick your own.**

- Long distance romances – how difficult is it to keep them alive?
- Unusual hobbies/jobs/pets.
- Single-parent families.
- Procrastination – everybody does it.
- Pros and cons of genetically-modified crops.

## UNIT 6. SCIENTIFIC (ACADEMIC) STYLE

### 6.1. Scientific Proper Writing

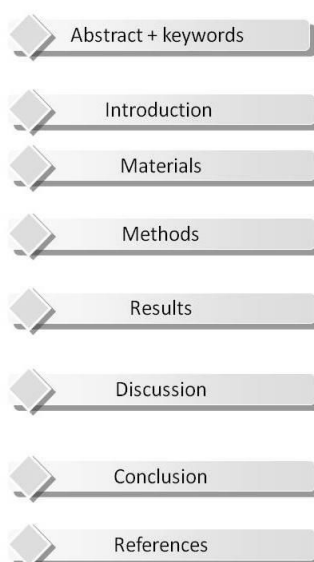
Scholarly texts are written by academics for other scholars or students majoring in the relevant disciplines, not for laypeople. Thus, the aim of scholarly writing is to appeal to the intellect of the reader. The scholars' purpose is to express themselves logically, clearly and precisely, providing evidence and arguments to inform and convince the reader.

☞ Such texts are characterized by the following **peculiarities**:

- a) on the graphical level – block letters, bold type, italics, spacing out; etc.;
- b) on the lexical level – literary/erudite words (*perennially*, *albeit*), terms, abstract nouns formed from verbs (*perception*, *clarification*);
- c) on the textual level – special layout of the texts, including introduction, the main part and conclusion; the use of headings and subheadings to indicate many ideas and subpoints; careful linking of paragraphs with the help of connectors, frequently in the form of adverbs (*however*, *firstly*, *secondly*);
- d) the impersonal character of such texts is achieved with the help of passive constructions and sentences with an anticipatory 'it': *It is worthy to note that...*;
- e) scholarly writing includes careful citation of sources and the presence of a bibliography or reference list.

#### ☞ **Structure**

There are several main sections to any scientific paper:



• **Abstract** (or summary) – a general overview of what the study is about and what conclusions have been reached. Usually this is up to 250 words long. It also includes **keywords**, i.e. ideas and topics that define what the content of the text is about.

• **Introduction** – sets the stage for the project, convincing readers that the research project is important and relevant. This serves many roles: to introduce a general area of research; to describe key elements; to show how this work fits into previous work in this area.

• **Materials** – describes the materials, measures, equipment, or stimuli used in the experiment. This may include testing instruments, technical equipment, books, images, or other materials used in the course of research.

• **Methods** – the methods section explains how the researchers conduct the experiment. This is very important for analyzing a study. If the scientists didn't undertake the experiment in a way that generates reliable data, the study should not be considered valid, or correct.

• **Results** – this section is about piecing together a coherent story of discovery that communicates to readers what new information the project brought to the scientific world.

• **Discussion** – describes each of the findings with their broader implications, and how they can be generalized to derive the conclusion stated in the introduction.

• **Conclusion** – the final paragraph in the research paper where the thesis is restated and the main points of evidence are summarized for the reader.

• **References** (bibliography) – a list of the sources cited in the text.

Read a sample of scholarly writing.

### **Running on Empty:**

#### **The Effects of Food Deprivation on Concentration and Perseverance**

by Thomas Delancy and Adam Solberg

#### **Abstract**

This study examined the effects of short-term food deprivation on two cognitive abilities – concentration and perseverance. Undergraduate students (N=51) were tested on both a concentration task and a perseverance task after one of three levels of food deprivation: none, 12 hours, or 24 hours. We predicted that food deprivation would impair both concentration scores and perseverance time. Food deprivation had no significant effect on concentration scores, which is consistent with recent research on the effects of food deprivation (Green et al., 1995; Green et al., 1997). However, participants in the 12-hour deprivation group spent significantly less time on the perseverance task than those in both the control and 24-hour deprivation groups, suggesting that short-term deprivation may affect some aspects of cognition and not others.

**Keywords:** food deprivation, cognitive abilities, perseverance, concentration.

Many things interrupt people's ability to focus on a task: distractions, headaches, noisy environments, and even psychological disorders. To some extent, people can control the environmental factors that make it difficult to focus. However, what about internal factors, such as an empty stomach? Can people increase their ability to focus simply by eating regularly? One theory that prompted research on how food intake affects the average person was the glucostatic theory. Several researchers in the 1940s and 1950s suggested that the brain regulates food

intake in order to maintain a blood-glucose set point. The idea was that people become hungry when their blood-glucose levels drop significantly below their set point and that they become satisfied after eating, when their blood-glucose levels return to that set point. This theory seemed logical because glucose is the brain's primary fuel (Pinel, 2000). Since that time, research has focused mainly on how nutrition affects cognition.

The relatively sparse research on food deprivation has left room for further research. First, much of the research has focused either on chronic starvation at one end of the continuum or on missing a single meal at the other end (Green et al., 1995). Second, some of the findings have been contradictory. According to some researchers, most of the results so far indicate that cognitive function is not affected significantly by short-term fasting (Green et al., 1995, p. 246). However, this conclusion seems premature due to the relative lack of research on cognitive functions such as concentration and perseverance. To date, no study has tested perseverance, despite its importance in cognitive functioning.

Therefore, the current study helps us understand how short-term food deprivation affects concentration and perseverance with a difficult task.

## **Method**

### *Participants*

Participants included 51 undergraduate-student volunteers (32 females, 19 males). Potential participants were excluded if they were dieting, menstruating, or taking special medication. Those who were struggling with or had struggled with an eating disorder were excluded, as were potential participants addicted to nicotine or caffeine.

### *Materials*

Concentration speed and accuracy were measured using an online numbers-matching test that consisted of 26 lines of 25 numbers each. In 6 minutes, participants were required to find pairs of numbers in each line that added up to 10. Perseverance scores were calculated as the number of minutes that a participant spent on the puzzle task before giving up.

### *Procedure*

At an initial meeting, participants gave informed consent. Two days after the initial meeting, participants were informed of their group assignment and its condition and reminded that, if they were in a food-deprived group, they should not eat anything after 10 a.m. the next day. Participants from the control group were tested at 7:30 p.m. in a designated computer lab on the day the deprivation started. Those in the 12-hour group were tested at 10 p.m. on that same day. Those in the 24-hour group were tested at 10:40 a.m. on the following day. At their assigned time, participants arrived at a computer lab for testing. Each participant was given written testing instructions, which were also read aloud.

## **Results**

We predicted that participants in the 24-hour deprivation group would perform worse on the concentration test and the perseverance task than those in the 12-hour group, who in turn would perform worse than those in the control group. Unexpectedly, food deprivation had no significant effect on concentration scores. Overall, we found support for our hypothesis that 12 hours of food deprivation would significantly impair perseverance when compared to no deprivation. Unexpectedly, 24 hours of food deprivation did not significantly affect perseverance relative to the control group. Also unexpectedly, food deprivation did not significantly affect concentration scores.

## **Discussion**

The purpose of this study was to test how different levels of food deprivation affect concentration on and perseverance with difficult tasks. We predicted that the longer people had been deprived of food, the lower they would score on the concentration task, and the less time they would spend on the perseverance task. In this study, those deprived of food did give up more quickly on the puzzle, but only in the 12-hour group. Thus, the hypothesis was partially supported for the perseverance task. However, concentration was found to be unaffected by food deprivation, and thus the hypothesis was not supported for that task.

The findings of this study are consistent with those of Green et al. (1995), where short-term food deprivation did not affect some aspects of cognition, including attentional focus. Taken together, these findings suggest that concentration is not significantly impaired by short-term food deprivation. The findings on perseverance, however, are not as easily explained.

## **Conclusion**

In conclusion, the results of this study provide some fascinating insights into the cognitive and physiological effects of skipping meals. Contrary to what we predicted, a person may indeed be very capable of concentrating after not eating for many hours. On the other hand, if one is taking a long test or working long hours at a tedious task that requires perseverance, one may be hindered by not eating for a short time, as shown by the 12-hour group's performance on the perseverance task. Many people – students, working mothers, and those interested in fasting, to mention a few – have to deal with short-term food deprivation, intentional or unintentional. This research and other research to follow will contribute to knowledge of the disadvantages – and possible advantages – of skipping meals. The mixed results of this study suggest that we have much more to learn about short-term food deprivation.

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<http://www.thewritesource.com/apa/apa.pdf>

## TASKS

**1. Read the text and demonstrate that it is a scientific research paper.**

**2. Using expressions from the text, translate the following sentences.**

tedious	perseverance	distraction	to hinder
to intake	sparse	consistent	
premature	fasting	impair	

A. Для тысяч людей, вынужденных покидать свои дома из-за поднятия уровня реки Миссисипи, жизнь превратилась в утомительное ожидание.

B. Кажется, что их оптимизм преждевременный.

C. Плохая скорость Интернета сдерживает развитие бизнеса и социальную мобильность.

D. На самом деле голодание (воздержание от пищи) – часть нашей философии.

E. Сейчас необходимо проявить мудрость и настойчивость.

F. Редкие волосы – проблема, с которой сталкиваются как мужчины, так и женщины.

G. Тебе необходимо снизить прием (потребление) соли.

H. Если спать в душной комнате, это может ухудшить качество сна.

I. Он включил сигнализацию как отвлекающий маневр, затем спрятался в раздевалке охраны.

J. Мы должны обеспечивать последовательную политическую и материальную поддержку операциям Организации Объединенных Наций по поддержанию мира.

**3. Read aloud the following passage from the text and translate it into Russian/Belarusian in a written form.**

In conclusion, the results of this study provide some fascinating insights into the cognitive and physiological effects of skipping meals. Contrary to what we predicted, a person may indeed be very capable of concentrating after not eating for many hours. On the other hand, if one is taking a long test or working long hours at a tedious task that requires perseverance, one may be hindered by not eating for a short time, as shown by the 12-hour group's performance on the perseverance task. Many people – students, working mothers, and those interested in fasting, to mention a few – have to deal with short-term food deprivation, intentional or unintentional. This research and other research to follow will contribute to knowledge of the disadvantages – and possible advantages – of skipping meals. The mixed results of this study suggest that we have much more to learn about short-term food deprivation.

**4. State which field of science the following terms belong to and explain what they mean.**

- a) amniote, biome, bacteria, cell.
- b) antibiotic, autoimmunity, syringe.
- c) beneficiary, bond price, Gross Domestic Product.
- d) balustrade, chalet, Doric order, eclecticism.
- e) felony, motive, corpus delicti, alibi.
- f) eccentricity, equinox, black hole, light-year, Milky Way.

**5. Write a short research paper (500-700 words). You may choose a topic from the following or pick up your own.**

- Where did slang originate from?
- How does a brain injury affect language?
- How was the alphabet created?
- Early aspects of reading and writing for the blind
- The ways in which bilingualism is beneficial?

### 6.2. Popular Scientific Writing

Popular scientific articles are texts about a scientific subject matter, often in a non-technical manner for an audience of non-scientists. They thus disseminate scientific knowledge among those who are not scholars or students, but are interested in the topic.

Popular science articles are easy to understand and enjoyable to read. They use as few technical terms as possible, and avoid excessively long sentences with numerous subordinate clauses. In a popular science article, the various parts of the article are integrated.

The ways to make a science subject livelier:

• **Concrete example**

The *concrete example* is a specific example which is used to illustrate a more general phenomenon. Starting with something concrete, the writer can then go on to argue his/her claims at a more general and abstract level. The evolution of the eye can, for instance, serve as an example to explain Darwin's theory of evolution.

• **Metaphor**

*Metaphor* or *analogy* relates to something ordinary that is already familiar to the reader. Drawing a parallel with well-known subjects/objects, the metaphor makes new concepts easier to grasp, e.g.: *Rain forests are the lungs of the Earth.*

• **Thought experiment**

One strategy is to perform a *thought experiment* where different premises are given, e.g.: *Imagine there is no oxygen in the atmosphere...*

• **Title**

The title must be short and catchy (maybe even ironic or funny), e.g. *Birds of a feather – do they always flock together? What has 24 eyes but no brain?*

Read the following example of a popular science text.

## **Reading this headline might make you yawn. Here's why.**

By Kendra Pierre-Louis

If you want to keep someone from yawning, telling them not to isn't particularly effective, according to a study released today in the journal *Current Biology*. The researchers sought to better understand why so many of us yawn in response to others doing so, a phenomenon known as contagious yawning. Humans aren't the only animals to participate in this odd practice. Monkeys, chimpanzees, and even dogs will often yawn if they see – or even hear – someone else doing it.

To suss out why, researchers exposed a group of 36 adults to the ultimate contagion: videos of people yawning. In an incredibly meta experiment, the study participants were recorded watching video recordings of people yawning, to see how often they themselves yawned. The participants were shown the video in alternate blocks, where they were either told to yawn whenever the urge struck or instructed to avoid it at all costs.

According to lead author Stephen Jackson, a neuropsychology researcher at the University Nottingham, the team figured that people would be able to restrain themselves – at least to some extent. But being told not to yawn didn't actually make subjects yawn any less frequently. The instructions changed people's perceived need to yawn, and the way the yawns were expressed – people told not to yawn tended to stifle them. But the overall number of yawns remained constant. This suggests that contagious yawning isn't wholly within our control.

While each subject yawned roughly the same number of times no matter their instructions, there was some variability between subjects: some people yawned more than others. To understand why this variability exists, the researchers exposed patients to the yawning video yet again, with the same split instructions. But this time they attached each subject to a Transcranial Magnetic Stimulation (TMS) device, a machine that uses magnetic waves to measure what's known as motor cortical excitability.

Motor cortical excitability is a measure of how easily neurons fire – how quickly the cells send signals across the brain – and prompt us into actions like yawning. Some people have brains that are very excitable: if the brains were playing baseball, they'd already be on third base ready to run home. Other people have brains that are less excitable, resting comfortably in the dugout until they're told it's time to get at bat. It turns out that people with more excitable motor cortexes tend to yawn more frequently.

It makes sense that having a more impulsive brain would make something instinctive and involuntary happen more easily, even if it's still not totally clear why we have the contagious impulse in the first place. But Jackson thinks that the implications go far beyond learning how not to yawn when you're in a dull meeting. That's because evidence suggests that the same part of the brain responsible for our involuntary yawning is also involved in some nervous system disorders like Tourette's, where people make involuntary, repetitive movements or unintentional sounds collectively known as tics.

“There are a lot of similarities between what happens in Tourette’s syndrome and contagious yawning,” says Jackson. “Many individuals with Tourette’s will say that they find themselves ticking without any sort of awareness, and that’s similar to what we see with yawning. Some people find themselves yawning with no awareness that they are about to do so. Also, ticks in people with Tourette’s syndrome are contagious. So, when you get lots of people with Tourette’s syndrome together, they often report that they catch each other’s ticks. They find themselves copying someone else’s ticks without their awareness.”

Jackson thinks that in the long run, gaining better insight into why we yawn – and how these electrical signals give rise to involuntary behaviors – might help us develop new treatments to tackle disorders like Tourette’s, Attention Deficit and Hyperactivity Disorder, and perhaps even schizophrenia.

<https://www.popsci.com/why-we-yawn>

## TASKS

**1. Read the text and demonstrate that it is a popular science paper.**

**2. Using expressions from the text, translate the following sentences**

to tackle	contagious	to suss out	excitable
the urge	at all costs	to stifle	
to restrain	give rise	awareness	

A. Первый шаг на пути к изменениям – осознанность. Второй – принятие.

B. Собаки на этой стадии могут стать очень возбудимыми.

C. Зло подобно заразной болезни, которая передается от человека к человеку.

D. Главы стран встретились на прошлой неделе, чтобы разрешить разногласия касательно финансового кризиса.

E. Понадобилось шесть полицейских, чтобы урезонить его.

F. Нужно избежать войны любой ценой.

G. Шпионы в качестве торговцев все время навещали эту страну, чтобы разузнать ситуацию изнутри.

H. Даже не знаю, как мне удалось подавить свой гнев.

I. Джек чувствовал непреодолимое желание рассказать обо всем Джейн.

J. Международная поддержка послужила поводом для улучшения настроений в компании.

**3. Correct the grammar mistakes.**

1. This data shows a significant decrease in the level of oxygen.

2. Less final orbits were observed after field gravity stabilization.

3. Hopkins et al. (2008) has shown support for this conclusion through work with the human liver.

4. Neither she faltered nor she hesitated when questioned under oath.
5. He was accused with stealing.
6. The key for winemaking is fermentation which is a process that occurs naturally within grapes as long as the skin of the grapes has been broken.
7. Since the middle of the 20th century, the United States is the biggest economic power in the Western Hemisphere with a formidable industrial base and strong technology and service sectors.
8. When grapes are crushed a certain type of yeast that covers their skin consumes the fructose and glucose sugars finding inside the fruit and creates alcohol.
9. A winemaker's job is not as simple as just crush the grapes because in addition to alcohol fermentation creates hydrogen sulfide which is a compound known for its rotten-egg like odor.
10. The amount of exercise a person needs per week to maintain a healthy weight is debate by fitness experts and health professionals.

**4. Read aloud the following passage from the text and translate it into Russian/Belarusian in a written form.**

If you want to keep someone from yawning, telling them not to isn't particularly effective, according to a study released today in the journal *Current Biology*. The researchers sought to better understand why so many of us yawn in response to others doing so, a phenomenon known as contagious yawning. Humans aren't the only animals to participate in this odd practice. Monkeys, chimpanzees, and even dogs will often yawn if they see – or even hear – someone else doing it.

**5. Write a short popular science paper (500-700 words). You may choose a topic from the following or pick your own.**

- Noise pollution: How much is too much noise?
- Nonverbal communication: Body language, and why it matters (in dating, the workplace, social circles).
- Wind energy: Is it really that cheap?
- Workaholics: Does working more actually reduce productivity? Is a 40-hour workweek too much?

## UNIT 7. ANALYSIS TEMPLATE

Plan and Questionnaire	
Type of Writing	<p>Is it a descriptive (narrative, argumentative) essay, a piece of popular scientific prose or a piece of scholarly writing (written by scholars for scholars)?</p> <p>What is the purpose of the article (text). Note that many articles may have multiple purposes (e.g. to entertain and persuade).</p> <ul style="list-style-type: none"> <li>• to entertain • to inform • to persuade • to instruct</li> <li>• to examine / explore an issue • to describe / report</li> </ul>
The Subject Matter	<p>What is the text about (short summary, 4–5 sentences)?</p> <p>What is its central theme?</p> <ul style="list-style-type: none"> <li>– the text deals with...</li> <li>– the author discussed the following problems...</li> <li>– the author points out / ~ believes...</li> <li>– the theme of the article [text] is...</li> <li>– the main problems are...</li> </ul> <p>What is the message of the text?</p> <p>NB: Theme is a general principle. Message is a specific example of that theme in action (e.g. if the theme of the article is justice, the possible message can be “justice is worth having, even if you must pursue it at the risk of your own life.”).</p>
The Structure of the Text	<p>Consider:</p> <p>1) the introduction:</p> <ul style="list-style-type: none"> <li>– the introduction of the article entails the central themes of the article...</li> <li>– the author uses a question (quote / humorous story / fact / personal story) in the introduction to make use of the element of curiosity (to inspire readers / to catch reader’s attention / to hook the reader)...</li> </ul> <p>2) the main part (the body):</p> <ul style="list-style-type: none"> <li>– the author provides valuable information to support her / his main thesis stated in the introduction / to build up credibility</li> <li>– the author uses facts and figures to back up her / his opinions to make the article more persuasive</li> </ul> <p>3) the conclusion:</p> <ul style="list-style-type: none"> <li>– the author arrives at the conclusion that / ~ concludes that...</li> </ul> <p>4) What is the role of the title?</p> <ul style="list-style-type: none"> <li>– the title conveys the author’s message</li> <li>– the title serves a means of cohesion</li> <li>– the title defines the character of the text</li> <li>– the title focuses on a feature within the text</li> <li>– the title serves as means of foreshadowing</li> </ul>

Chain of Reasoning	<p>What techniques does the author use to achieve his/her aim? Possible techniques or strategies: exemplification, narration, description, process, cause and effect, comparison and contrast, classification, definition, argumentation.</p> <ul style="list-style-type: none"> <li>– the validity of the argument provided by the author is beyond question</li> <li>– the writer uses many pieces of credible evidence (sufficient arguments / details / examples) to support her / his claims</li> <li>– the author includes figures / dates / statistical data / quotations / references to demonstrate her / his attitude... to convey the idea of...</li> </ul>
Language Style	<p>Is the language of the text formal, informal or neutral? Are there any stylistic means of expression at different language levels? [see Unit 2 and Unit 3 for revision].</p>
Conclusion. Final Evaluation of the Text	<p>Do you agree or disagree with the article's stance? What did you find interesting, puzzling or informative about the article?</p> <ul style="list-style-type: none"> <li>– The text under analysis is persuasive / clear / informative / exciting / well-written / directed at the appropriate audience / meets the purpose / well researched / reaches appropriate conclusions.</li> </ul>

## TASK

1. Read the text below and analyze it according to the template. Following this, you can find the exemplary analysis of this text (below) and compare it to your own.

### Cleaning: The Final Feminist Frontier

by Jessica Grose, 2013

Why men still don't do their share of the dirty work.

When it comes to housecleaning, my basically modern, egalitarian marriage starts looking more like the backdrop to an Updike short story. My husband and I both work. We split midnight baby feedings. My husband would tell you that he does his fair share of the housework, but if pressed, he will admit that he's never cleaned the bathroom, that I do the dishes nine times out of ten, and that he barely knows how the washer and dryer work in the apartment we've lived in for over eight months. Sure, he changes the light bulbs and assembles the Ikea furniture, but he's never scrubbed a toilet in the six years we've lived together.

This is not just our issue. According to the U.S. Bureau of Labor Statistics, about 55 percent of American mothers employed full time do some housework on an average day, while only 18 percent of employed fathers do. Even if you control for the fact that moms with full-time jobs tend to work fewer hours than dads with full time jobs (as studies have), working women with children are still doing a week and a half more of “second shift” work each year than their male partners<sup>1</sup>.

Even in the famously gender-neutral Sweden, women do 45 minutes more housework a day than their male partners. To be fair, men do far more cleaning now than they did in the Eisenhower era. But when you look at the advances women have made in getting men to share other domestics tasks – childcare, cooking – cleaning is still very much women’s work.

Considering the strides that have been made in getting men to share the labor in other traditionally female domestic areas, why has cleaning remained the final frontier?

At its most basic, a reason why a lot of men don’t want to clean is obvious: it’s not fun. The rewards of the other two traditionally female household tasks – childcare and cooking – are palpable. Your kid’s smile, a delicious meal. But not so with cleaning. Drew Magary, a columnist and the author of the forthcoming parenting memoir *Someone Could Get Hurt*, says that men will never take the initiative and clean without being asked “because it sucks.”

According to a 2008 study from the University of New Hampshire, only about 2 percent of commercials featuring men showed them doing domestic tasks. Even Tide, which has recently featured a stay-at-home dad in a few commercials, uses ads that emphasize the dad part rather than the cleaning part. This aspect of cultural messaging is a self-perpetuating tautology: The vast majority of detergent purchasers are women, and so marketers feature more women in the ads.

A women’s desire for a clean home has deeper origins than just marketing. I suspect that women are more driven to keep a clean house because they know they – before their male partners – will be judged for having a dirty one.

When I lived with two female roommates, I was much more of a slob. But when I got married, the dust bunnies hopping across our floor started seeming like a personal affront.

With all these obstacles to real gender parity of chores, what’s a working woman to do?

Jenny Anderson, the co-author of *It’s Not You, It’s the Dishes*, proposes to apply economic theory to household tasks. A lot of women shoo their husbands away from cleaning because they know the men will do a sub-par job of scrubbing the sink. Anderson says you should divide up tasks according to the economic theory of comparative advantage. Let’s say a woman is twice as good as her husband at doing the laundry, but only 20 percent better than her husband at doing the dishes. In that couple, the husband should always do the dishes. What’s more, he’ll get better at it through repetition.

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<sup>1</sup> “Second Shift” was a term popularized by sociologist Arlie Hochschild in her book, *The Second Shift*, to refer to the extra child care and housekeeping working women do after they get home from the office (the first shift).



Another solution is for women to lower their filth thresholds. But it's harder to stomach this fix once you have children as it would not be very good hygiene modeling for kids.

One last suggestion comes from Magary, who so emphatically declared that cleaning sucks: make cleaning more fun. "We like gadgets and stuff," Magary explains. "If there was some new electronic hovering Apple product that cleaned the bathroom, I'd try it." Are you listening out there in Cupertino? You have a huge, untapped market on your hands for toilet-scrubbing iPods. I bet my husband would buy one.

It is an abridged version of the text. The full version can be found: here <https://newrepublic.com/article/112693/112693>.

### **Exemplary Analysis**

1. The text under analysis, 'Cleaning: The Final Feminist Frontier' by Jessica Grose, belongs to the argumentative type of essay, with the author attempting to convince her audience that her argument is valid, providing a combination of facts and personal opinions. The aim of the text is to provide information about and explore the issue of housework in family life and how it is shared by partners.

2. Jessica Grose argues that while in recent times men have started to take on more of the childcare and cooking within families, the labor of cleaning still falls unfairly and predominantly to women. Grose begins building her credibility using personal experience and reputable sources, citing convincing facts and statistics, and successfully employing emotional appeals. The theme of the text is gender parity between partners in domestic chores and the message of the text is that men are still not actively sharing cleaning duties. There are various reasons for this but the result is the same, namely that women have to fulfil the most unpleasant and the dirtiest part of household chores.

3. The text is structured into three parts. In the introduction the author uses a personal story to hook the reader. In the body of the text the author provides valuable information to support her main thesis, as stated in the introduction. In the conclusion the author shifts to using humor and sarcasm so as not to sound too serious and instructional, and perhaps not to frighten away the male readership. The role of the title is to convey the topic of the text and to catch the reader's attention.

4. To achieve her aim the author uses various techniques and strategies: exemplification (she gives evidence from her personal experience of family life), comparison (she compares her attitude to cleaning before and after marriage). The writer uses pieces of credible evidence to support her claims. She includes statistical data from the U.S. Bureau of Labor Statistics and the results of the research from the University of New Hampshire. The author quotes Drew Magary,

a columnist and the author of the forthcoming parenting memoir *Someone Could Get Hurt* and Jenny Anderson, the co-author of *It's Not You, It's the Dishes* to support her ideas.

5. The language of the text is semi-formal, sometimes becoming informal to add irony and appeal to a broader audience with some emotionally charged words and phrases such as: to scrub the toilet, cleaning sucks, shoo away, etc. At the same time you can find terms typical of the economic and social sphere such as second shift, employed full time, economic theory of comparative advantage. The author uses stylistic devices at different language levels, amongst them simile (like a backdrop to an Updike short story); metaphor (to lower filth threshold); epithets (delicious meal, self-perpetuating tautology); onomatopoeia (to shoo); alliteration (Final Feminist Frontier); and rhetorical question (Are you listening out there in Cupertino)?

6. In conclusion, I would like to mention that the text under analysis is persuasive and informative. Readers can recognise that the problem of gender equality in sharing cleaning duties exists in both author's marriage and throughout the world/society, and I agree with the author that there are a number of reasons for this gender disparity of chores.

## UNIT 8. TESTS AND CROSSWORDS

### TEST 1

#### I. Define the stylistic device in the sentence.

1. The wind was blowing so hard, the sun was scared to come out.
  - epithet;
  - simile;
  - oxymoron;
  - metaphor.
2. The teacher is like an angry lion when she is mad.
  - zeugma;
  - simile;
  - metaphor;
  - oxymoron.
3. The boy believed black birds bite.
  - personification;
  - simile;
  - alliteration;
  - personification.
4. The men were jumping like a pack of frantic grizzly bears.
  - simile;
  - alliteration;
  - metaphor.
5. The sky is a rainbow of colors.
  - simile;
  - alliteration;
  - metaphor.

#### II. Match the terms with their definitions:

zeugma	onomatopoeia
metaphor	oxymoron

– A figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance.

– The formation of a word, as cuckoo or boom, by imitation of a sound made by or associated with its referent.

- A figure of speech in which a pair of opposite or contradictory terms are used together for emphasis.
- A figure of speech in which two or more parts of a sentence are joined with a single common verb or noun.

### III. Define the trope.

1. And then I heard her soft laughter.
2. England decides to keep a check on immigration.
3. She opened the door and her heart.
4. How many times do I have to tell you not to yell in the house?
5. A pessimist's blood type is always B-negative.

### IV. Match the terms and their definitions.



1. This is a technical form of writing aiming to communicate scientific information to other scientists.
2. This relates a specific example of the relevant theme in action.
3. This tells a story based on real events.
4. This is addressed to a broad audience and devoted to important social or political events, or public problems of a cultural or moral character.
5. This is a literary device in which a writer hints at what is to come later in the story.

## TEST 2

### I. Name the stylistic device in the sentence.

1. He hammered so hard, the earth began to shake.
  - ☐ personification;
  - ☐ simile;
  - ☐ hyperbole;
  - ☐ metaphor.
2. Doubting, dreaming dreams no mortals ever dared to dream before (E. A. Poe).
  - ☐ alliteration;
  - ☐ simile;
  - ☐ hyperbole;
  - ☐ metaphor.
3. There are a zillion stars in the sky tonight.
  - ☐ alliteration;
  - ☐ simile;
  - ☐ hyperbole;
  - ☐ metaphor.
4. The grass is an ocean of flowers.
  - ☐ alliteration;
  - ☐ simile;
  - ☐ hyperbole;
  - ☐ metaphor.

### II. Match the terms with their definitions.

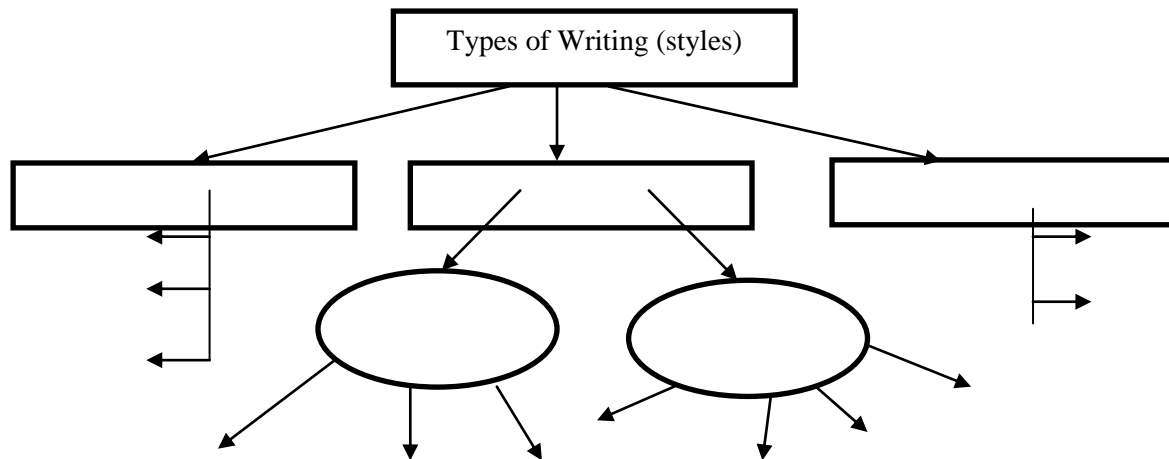
hyperbole	synecdoche
metonymy	simile

- A figure of speech which uses an extravagant or exaggerated statement to express strong feelings.
- A figure of speech in which one thing is explicitly compared to another using “like” or “as”.
- A figure of speech in which part of something is used to refer to the whole thing.
- A figure of speech used in rhetoric in which a thing or concept is not called by its own name, but by the name of something intimately associated with that thing or concept.

### III. Define the trope.

1. Suddenly the room filled with a deafening silence.
2. The plates danced on the shelves during the earthquake.
3. Where do you find giant snails? On the ends of giants' fingers.
4. The pen is mightier than the sword.

### IV. Fill in the table.



### TEST 3

1. What is the most typical structure of a research paper?
  - a) introduction, supporting paragraphs, conclusion, and appendices;
  - b) abstract, introduction, materials and methods section, results section, discussion, references, and appendices;
  - c) contents, executive summary, introduction, body of the research paper, conclusion, recommendations, appendices, and bibliography.
  
2. Analyzing one's audience is important because knowing who the readers are determines...
  - a) the amount of background information to provide;
  - b) the level of detail to give;
  - c) the type of language to choose;
  - d) all of the above.
  
3. Introductions should engage readers with the subject of a composition. Identify a POOR strategy for engaging readers.
  - a) tell a brief story;
  - b) start with a dictionary definition;
  - c) raise a question that needs a solution;
  - d) provide startling statistics.
  
4. The primary purpose of an abstract is to...
  - a) discuss the findings of a research paper or report;
  - b) introduce the methodology used in research;
  - c) provide a brief, comprehensive summary of a research paper or report;
  - d) stress the importance of the subject.
  
5. What is a thesis statement?
  - a) It is the central idea of a written assignment;
  - b) It is the summary of what will be covered in a written assignment.
  
6. A thesis statement is usually found...
  - a) in the introduction;
  - b) in the middle of the essay;
  - c) in the conclusion;
  - d) none of the above. It depends on the subject discussed.
  
7. A well-written paragraph...
  - a) has unity, coherence, and adequate development;
  - b) has transitions that link this paragraph with the rest of composition;
  - c) both A and B.

8. Which of the following transitional expressions helps to contrast ideas?

- a) *besides*;
- b) *as a matter of fact*;
- c) *on the one hand / on the other hand*;
- d) *as a general rule*.

9. What should NOT be included in a conclusion?

- a) a short summary of the main idea;
- b) a call to action;
- c) a proposed solution to the problem;
- d) a new idea relevant to the subject discussed.

10. Which of the following is preferred?

- a) chairman;
- b) chairperson.

11. Formal writing style affects

- a) the choice of vocabulary;
- b) the use of contractions;
- c) the use of pronouns;
- d) the use of standard English;
- e) all of the above.

12. Plagiarism involves taking ideas from another author and presenting them as your own without giving proper credit to the author.

- a) true;
- b) false.

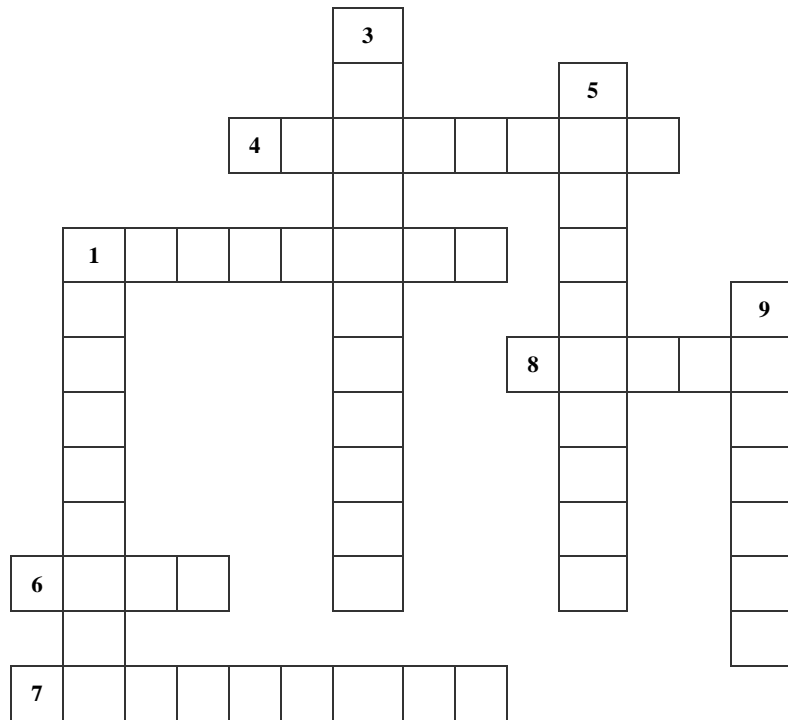
13. Monotonous tone can be avoided by

- a) varying sentence types;
- b) beginning sentences in different ways;
- c) varying sentence length;
- d) all of the above.

Compilation from <https://www.niu.edu/writingtutorial/organization/quizzes/OrganizationSelfTest.htm>.



## Crossword No. 1



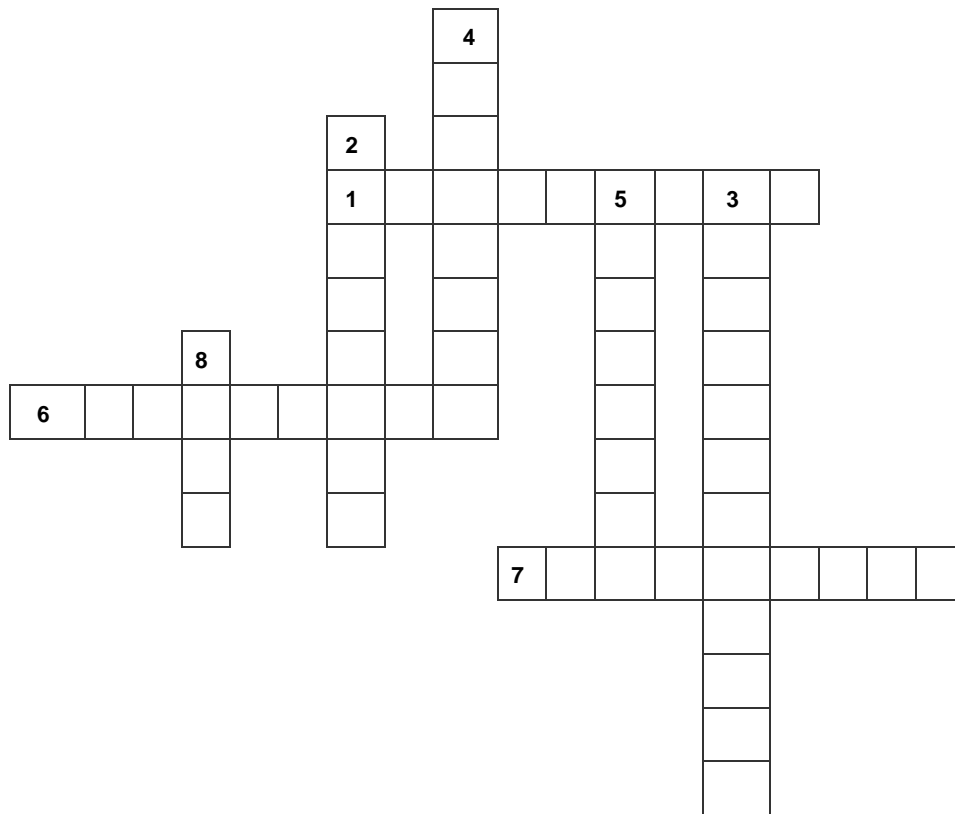
### *Down:*

1. The part of the sensory system used for smelling; synonym for *smell* verbs.
3. This type of essay depicts the traits and characteristics of people, objects, events, and feelings in detail.
5. Synonym for scholarly writing.
9. The main story in a newspaper or in a magazine; focuses on a special event, place or person in great detail.

### *Across:*

1. A combination of contradictory or incongruous words (such as *cruel kindness*).
4. A general overview of what the study was about and what conclusions were found.
6. An initial element of the essay which the help of which the author can catch the reader's attention.
7. The use of exaggeration as a rhetorical device or figure of speech.
8. The fact that the way of speaking/writing depends on the circumstances, and the person (or people) whom you are addressing.

## Crossword No. 2



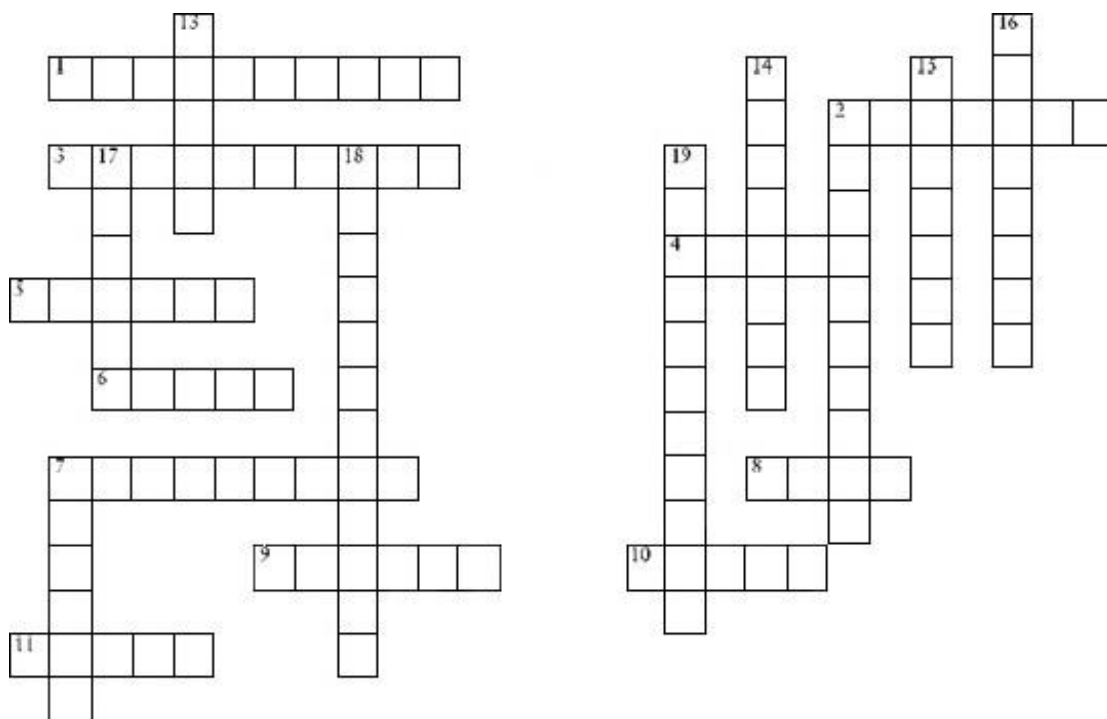
### *Down:*

2. Important words/concepts found in a research, article or thesis.
3. The conspicuous repetition of identical initial consonant sounds in successive or closely associated syllables within a group of words.
4. These verbs or words relate to the process of hearing.
5. It can be formal, informal and neutral.
8. The central part of the essay (or text), where the argument is fully developed.

### *Across:*

1. A publicistic piece which is meant to be biased, somewhat insightful, and often includes persuasive writing techniques.
6. Synonym to scientific.
7. This type of essay tells a story based on real events.

### Crossword No. 3



#### *Across:*

1. Names of books should be u \_\_\_\_.
2. Try to have \_\_\_\_ in the length and form of your sentences.
3. This mark is used to make a word possessive.
4. This mark is used to separate items in a series.
5. This mark is used to divide a word at the end of a line.
6. Sentences that run together without punctuation are \_\_\_\_ sentences.
7. The four basic forms of a verb are its \_\_\_\_ parts.
8. The subject and \_\_\_\_ must agree.
9. An overused expression is a \_\_\_\_
10. A repetitious, overwritten sentence is \_\_\_\_
11. This mark is used to mean “as follows.”

#### *Down:*

2. Substitute lively \_\_\_\_ for boring, “tired” words.
7. This is used after an abbreviation.
13. Verb \_\_\_\_ must be consistent.
14. A sentence \_\_\_\_ is an incomplete thought.
15. *I*, *she*, and *he* are examples of this part of speech.
16. This ends an interrogative sentence: a \_\_\_\_ mark.
17. Capitalize \_\_\_\_ nouns and adjectives.
18. Careful \_\_\_\_ will improve your written work.
19. This mark is used to show excitement: an \_\_\_\_ point.

Source of Crossword No. 3: Lobb, N. Find the Error. Proofreading Activities / N. Lobb. – Walch Publishing, 1998. – P. 75.

## UNIT 9. TEXTS FOR ANALYSIS

For further practice, read the following texts and define what type of writing they belong to. Provide evidence to back up your conclusion and provide an analysis of the text according to the template given in Unit 7.

### TEXT 1

#### **Single Parent Struggle**

For many years, children growing up in a single parent family have been viewed as different. Being raised by only one parent seems impossible to many yet over the decades it has become more prevalent. In today's society many children have grown up to become emotionally stable and successful whether they had one or two parents to show them the rocky path that life bestows upon all human beings. The problem lies in the difference of children raised by single parents versus children raised by both a mother and a father. Does a child need both parents? Does a young boy need a father figure around? Does the government provide help for single parents? What role do step-parents and step-siblings play? With much speculation, this topic has become a very intriguing argument. What people must understand is that properly raising a child does not rely on the structure of a family but should be more focused on the process or values that are taught to these children as they learn to mature. Children of single parents can be just as progressive with emotional, social and behavioral skills as those with two parents.

People claim that the only way for children to gain full emotional and behavioral skills is to be raised by both a mother and a father. When a topic such as this one has a broad amount of variables it is impossible to simply link these problems to only having one parent. In the article, "Single-parent families cause juvenile crime", author Robert L. Maginnis states, "Children from single-parent families are more likely to have behavior problems because they tend to lack economic security and adequate time with parents". The simple statement that raw criminals are products of single-parent adolescence is absurd. What this writer must understand is that it can be extremely difficult for one parent to raise a child by themselves for many reasons. A single-parent must work full time to be able to afford to provide for themselves and their child. They must also be able to still have time to offer an exuberant amount of emotional time for the well-being of their child. However, even though this may seem impossible, it can be done.

As this subject continues to be looked down on people must realize that single parents are becoming more common in today's world. Since 1995 the American family structure for children ages fourteen to eighteen consists of forty-two percent living in a first marriage family with both parents, twenty-two percent living in a second marriage step-family, twenty-one percent living in a single parent, divorced or separated family, six percent living in a single parent never married family and three percent living in a single parent widowed family. This is an extremely scary statistic considering that fifty-eight percent of children in America are living in a single parent family. This is a chilling percentage because it shows how little

faith is put into a relationship before actually deciding to have children. Unfortunately not all single-parents take the time to perform the vital tasks needed to raise their children. Parents who think they would never be able to provide emotional stability for their children by themselves should have taken the time to think this through before deciding to become parents. Accidents may happen once in a while but in most cases adults know what is at stake when planning to have a child. Plain and simple, if you're not ready, than don't do it. If you do decide to have this child and you love this child, then you can be a good parent. There are many ways to enhance the well-being of your child if you simply apply yourselves as parents.

Magginnis later states that, "Boys who do not have fathers as male role models suffer especially". While it is extremely important for a male child to have his father around, there are other ways of teaching a young boy the lessons he needs to become a man. I know from personal experience that what the author of this article is trying to convey is wrong. I never had my father around while growing up and I did in fact have many positive male role models. My Grandfather was always there to help guide me as I slowly blossomed into a young man. Anytime my mother had to work to support us, my grandparents, aunts, uncles and cousins would step up and provide the time and attention I needed. Therefore, I had the best support group I could have had as a young man. Being a child with a single mother had its benefits. Although I came to find how hard it really was for her to always meet the needs of her child, she did the best job that she possibly could and gave me the knowledge that I needed to become a successful man without the guidance of my father.

I did however have the experience of dealing with a step-parent. Today, twenty-five percent of all American children will spend at least some time of their growing-up years in a stepfamily. This seems fine for single parents because they feel like they can start over in a new relationship and receive help from their spouse both emotionally and financially. A step-parent can cause confusion and emotional stress on the child since they have just had to adjust to only one parent and now have to adjust to a new parental figure stepping into the family role. Another factor of bringing a step-parent into a single family's life is new step-siblings to get along with. It might not be justified for a step-parent to punish their step-child like they would their own flesh and blood. As long as both parents have an understanding that their family comes first and that it is important to communicate between themselves and with the children, a step-family could survive.

Children who are raised with both a mother and a father have more attention from both parents therefore they get the emotional time they need to progress in life. This could be true but not in all circumstances. It would not be beneficial at all to grow up in a two parent family who did nothing but argue and put each other down. Naturally, a child who sees this from a very young age until they are ready to be out on their own would only follow in the footsteps of all that they have ever known. Children who are raised by one parent who devotes their time and emotion into their child would benefit much more than a child who has both parents showing them that fighting and arguing is acceptable.

Not all families are lucky enough to have a healthy structure. It is important for society and government aids to notice these structural differences and take action. There should be government funded programs to help assist single-parent families with childcare and finances for parents who must work and still have time for their children.

Whether it's a mother and a father, a single mother, or a single father, children need guidance. They will only become a product of what they are taught from a young age and these children are deeply affected emotionally by the amount of love and compassion that is put into raising them. Whichever family structure is implied it must be one of respect and strong moral values that they can someday pass on to their family.

<https://www.coursehero.com/file/p6fjsvb/Another-factor-of-bringing-a-step-parent-into-a-single-familys-life-is-new-step/>

## TEXT 2

### **If I Could Go Back in Time**

One of the most popular topics in the history of science-fiction has been the idea of time travel. In literature and cinema, this topic has been exploited uncountable times. We know and love such works as H. G. Wells' "Time Machine"; H. P. Lovecraft's "The Shadow Out of Time"; Bradbury's "A Sound of Thunder"; King's "The Langoliers"; as well as numerous films and TV shows: "Back to the Future," "Butterfly Effect," and "Timecop." These, as well as many others are dedicated mostly to one question: how can an individual affect or even change his or her entire life in the present by making even slight corrections in his or her own past? In my opinion, this is one of the most common, natural, and essential questions.

When I was a child, I often dreamed about a special pocket device that would allow me to "save" certain moments of my life, so that in case I failed to do something, I could always "load" my life from a checkpoint, already possessing a certain level of experience – exactly how they do it in video games. I imagined the things I could do if I had such power: jumping from skyscrapers without a parachute (and "loading" in the last second); traveling across savannas, jungles, and deserts; racing and performing other risky occupations. I especially liked to think about saving people from desperate and dangerous situations when others could not help; I guess every boy dreams of being a superhero, and I was no exception.

As I grew older, my life experience gradually became more diverse. In many situations, I had no idea how to act properly, what decisions to make, what path to follow; naturally, I made mistakes. While many of my actions back then turned out for the good in the future, some mistakes provided for many painful moments for me and people around me. Mistakes are inevitable, but they allow us to learn, develop ourselves, and motivate us to change for the better – and still sometimes I would like to leap into a time machine, go back a couple of years ago, and make corrections.

Would I try to make other people act in a different way? I think no. I would rather warn myself about the awaiting consequences of my most reckless decisions. I would talk to a long-haired teen holding his first cigarette and tell him: “Don’t do that – years will pass until you finally manage to quit.” Or: “Man, don’t go there – you don’t need to see what is going on in that place tonight.” “Whoa! Don’t drive so fast, pal!” Perhaps, one of the most important warnings would be: “Don’t push her away now – you could be happy together.” So many warnings I would give to myself that sometimes I think: was it really me who did this and that?

Having a time machine is an amazingly attractive idea. It seems having one would make life so much easier! Perhaps, it is true. But what I think more often now is that living without this aggregate teaches us responsibility. This is perhaps the most important responsibility: about oneself, about important people to us, about one’s own life, which is the only one we have. And besides, our mistakes make us what we are today. Today I am a person leading a healthy, active lifestyle; I care about my friends and family; I think about my share of responsibility in everything that is going on in my life; I try to live each day at the maximum in order to regret nothing.

If I could go back in time, I would try to make my future better. This is what our parents always try to do when we are children. But you know what? I am glad that no time machine has been invented.

<https://academichelp.net/samples/academics/essays/narrative/back-in-time.html>

### TEXT 3

#### **In Poland, the Limits of Solidarity**

Jan. 22, 2019

The murder of Pawel Adamowicz, the mayor of Gdansk, revealed “absolutely horrifying” political polarization.

According to the official accounts, the 27-year-old man who fatally attacked the mayor of the Polish port city of Gdansk at a charity event on Jan. 13 was deranged, violent and recently released from prison.

What the terrified thousands who witnessed the stabbing, and the many thousands who turned out for Mayor Pawel Adamowicz’s funeral on Saturday experienced, was not simply the act of a crazed lone wolf. It was a consequence of the hatred and malice that have spread through Poland under the ultraconservative, nationalist and increasingly authoritarian Law and Justice Party. It is a fear not limited to Poland.

Since taking power in 2015, the party, led by Jaroslaw Kaczynski, has actively curtailed the independence of the judiciary and the news media to promote its right-wing, anti-European Union, anti-immigrant agenda. One result has been a polarization that one Polish political scientist described as “absolutely horrifying,” broadly separating liberal cities like Warsaw and Gdansk from the conservative countryside and generating a climate of vicious hatred across the land.

The governing party has tried to distance itself from the attack on Mr. Adamowicz, noting that the killer, identified so far only as Stefan W., was not known to be affiliated with any political movement, and that he was driven by his own demons. After stabbing Mr. Adamowicz several times, he seized a microphone and declared that he was seeking revenge against the opposition Civic Platform – a party to which Mr. Adamowicz previously belonged – for his imprisonment and “torture.”

Yet it is disingenuous to suggest that there could be no connection between the propagation of hate speech and the killing. However unhinged, Stefan W. chose his target and his venue with care. Mayor Adamowicz was known throughout Europe as a critic of the Warsaw government and as a champion of tolerance and the rights of gay people, immigrants and women. For that he was viciously painted by the far right as immoral and a threat to the nation; in 2017, he was among several liberal politicians issued a mock “political death certificate” by a nationalist youth group. The knifing attack, moreover, took place at the culmination of the annual Great Orchestra of Christmas, a nationwide festival that raises money for hospitals but has been the object of a smear campaign in the nationalist press as a leftist movement.

Hatred and malice are a powerful and long-lasting poisonous combination when deliberately spread by extremists and populists, and they become doubly dangerous in the troubled minds of the likes of Stefan W. For a moment, Mr. Adamowicz’s death seemed to bring Poland to its senses. Lech Walesa, the hero of the Gdansk anti-Communist movement of the 1980s, attended the funeral, along with leaders of the European Union. The state television network, TVP, toned down its usual vitriol, and a special team of prosecutors was set up to investigate hate crimes.

But the lull is not likely to last, at least so long as unscrupulous ideologues and populists maliciously exploit the lowest instincts of their citizens for political advantage.

<https://www.nytimes.com/2019/01/22/opinion/gdansk-mayor-murder.html>

#### TEXT 4

### **Kenzo Takada – the journey from ‘Jungle Jap’ to Kenzo**

by Grace Cook

A new biography traces the designer’s extraordinary 30-year career at the fore of fashion

“I was once told that it was impossible for a Japanese man to work in the fashion industry in Paris,” says the designer Kenzo Takada from his home in the French capital. “Men weren’t allowed into design schools. Being creative was not accepted in Japanese society in the 1950s. And more than anything, my parents opposed the idea of me working in fashion.”



To say that Takada defied expectations is something of an understatement. In 1970, he founded the fashion house Kenzo – one of the most important brands to emerge from Paris in the 1970s and today owned by French conglomerate LVMH. He was an early disrupter: presenting Spring collections in spring, in a see-now-buy-now retail format 45 years before the model was more widely adopted; and staging ready-to-wear shows during couture season, in his shop, before the concept of ready-to-wear – begun in 1973 – even existed.

“By the end of the 1970s, Kenzo was considered the number one selling brand worldwide,” says Takada, now 79, of the whirlwind days of his early career. That career is now being celebrated in the biography, *Kenzo Takada*, written and curated by his friend Kazuko Masui and her daughter Chihiro. The book was conceived in 1999 as a published collection of sketches, and took on a more ambitious format after Kazuko’s death, when Chihiro assumed the project. Twenty years later, it recalls the 30 years Takada spent at the brand. Kenzo, which is now under the direction of Carol Lim and Humberto Leon, will turn 50 next year.

Kenzo’s beginnings were inauspicious. When Takada arrived in Paris in 1965, having travelled from Tokyo via Hong Kong, Saigon and Mumbai, he was disappointed by what he found. “Paris was dark, cold and not at all what it looked like in the magazines,” he says. In the early days, he sold sketches to couture houses for 25 francs a piece. In 1970, he opened a tiny boutique at 43 Galerie Vivienne and launched his brand under its first name, *Jungle Jap*. “I wanted to blend the two things I loved – the jungle and Japan,” he says of the brand name. Cash strapped, he painted the walls himself. “When I started, I had Henri Rousseau’s 1910 painting *The Dream* in mind,” he says of the brand’s lush floral aesthetic. “It took off.”

The response was immediate. “*Elle* magazine put it on the cover, and straight away there was high demand.” With no factory partnerships or fabric wholesalers to call on, every garment was hand-sewn by Takada and his team. “I had no money, so I went to buy fabrics at *Marché St Pierre* in Paris and used textiles brought over from Japan and we sewed them together.”

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The bold, unusual patterns were a major factor in Takada's early success. "Floral patterns were widely used within kimonos and textiles, and there has always been a strong presence of nature in Japanese art," he says. His use of cotton was also a factor: a fabric rarely used in high fashion at the time, it allowed Takada to play with bigger proportions and silhouettes. The clothes – puffed sleeved poets' blouses, pleated harem trousers and flowy kimonos – were unrestrictive, youthful and in short supply. "I did not think specifically about see-now-buy-now," he says. "It was just logical for me to show Spring in spring."

The brand became Kenzo after a fashion show in New York, in 1976 (the American market considered Jungle Jap too pejorative), and his shows became extravaganzas. In 1977, he staged one at Studio 54; Grace Jones sang and Jerry Hall modelled. At another, held in a circus tent in Zurich, Takada rode on the back of an elephant.

Kenzo's trajectory continued to soar: in 1983, Takada introduced the men's collection, a home collection debuted in 1987, followed by fragrances in 1988. The LVMH buyout came in 1993. "At the end of the 1980s and early 1990s, a few of my close friends passed away, including my business associate and partner in life, Xavier," says Takada. "I decided to sell the company for various reasons... It was becoming more commercial. Fashion was changing, the pace was changing."

Takada remained at the house until 1999. It has now been two decades since he retired. "I feel relieved," he says. "It was heartbreaking to finish the book after Kazuko died. But it's a memoir of my achievements in the industry. I'm proud of it." Brimming with sketches, show images and photographs from his personal archive, the biography has allowed Takada to relive every moment. Not that he could ever really forget. Much like the elephants.

## TEXT 5

### **What we know about diet soda's connection to heart disease, stroke, and early death**

By Claire Maldarelli

People who drank two or more artificially-sweetened drinks per day might be at a higher risk.

Since the introduction of Diet Coke in 1982, artificially sweetened drinks have become increasingly ubiquitous in the American diet. In fact, according to a 2018 consumer survey, more than half of all Americans age 18 to 49 drank at least one Diet Coke at some point in the past four weeks. So it's hardly surprising that epidemiologists are studying the effects the zero-calorie sweeteners have on our health. The most recent study, published this week in the journal *Stroke*, drew conclusions that sound worrying: in postmenopausal women, drinking two or more of these beverages a day were linked to an earlier risk of stroke, heart disease, and early death.

The study collected diet and health information from more than 80,000 women between the ages of 50 and 79 as part of the Women's Health Initiative, a longitudinal health study created in 1991 by the National Institutes of Health. The authors looked specifically for a connection between the consumption of diet sodas and other artificially sweetened beverages (like Snapple, Vitamin Water, or Crystal Light) and stroke, heart disease, and overall mortality.

First things first: the authors did take confounding factors into account. That means the conclusions are after considering the characteristics we already know influence a person's chances of having a stroke or heart disease, like smoking, poor nutrition, hypertension, diabetes status, and age. Once those elements were controlled for, the authors found that women who consumed two or more artificially sweetened beverages each day were 31 percent more likely to have a stroke, 29 percent more likely to have heart disease, and 16 percent more likely for premature death than the women who either drank one artificially sweetened beverage per week or less.

However, the authors caution that neither this study, nor ones like it, prove that drinking diet soda causes these diseases. "The most important thing with all prospective studies like this is that you can't establish causality. Perhaps people who drink diet soda have some other characteristic that is related to stroke that we don't yet know about," says Sylvia Wassertheil-Smoller, the study's senior author and an epidemiologist at the Albert Einstein College of Medicine in New York.

This isn't the first study to look into the connections between artificial sweeteners and long-term health consequences. In a study published in 2017, also in the journal *Stroke*, people who consumed diet sodas every day were three times more likely to have a stroke or develop dementia when compared to people who consumed the drinks once a week or less. And, crucially, a recent meta analysis published last month in the *British Medical Journal*, which looked at data from

35 observational studies (like the two mentioned in Stroke) and 21 controlled studies, researchers found no statistically significant connection between artificial sweeteners and cardiovascular disease, kidney disease, cancer, or cognition.

Wassertheil-Smoller says sporadic diet soda drinkers should not be particularly concerned. “We didn’t begin to see this relationship until people got up to drinking diet soda daily or more than two times a day.” Further, she said, the study questionnaire only asked the participants if they drank two or more drinks per day – not a specific number – so it could be that those at highest risk are drinking far more than two drinks per day. “[Diet soda] warrants continued study and investigation,” says Wassertheil-Smoller.

Research has been done to try to determine how artificial sweeteners affect the body, including many recent studies, mostly in mice, on how the sweeteners affect the composition of bacteria in the gut, which play a role in our health. Other factors might be at play, too. Wassertheil-Smoller says identifying potential genetic factors, for example, could reveal new mechanisms.

The science on the connection between diet sodas and weight loss is also unclear. Studies done on that connection are inconclusive, though some suggest that consuming artificial sugar tricks your brain into craving more sugar.

Her biggest piece of advice for people concerned about potential detrimental effects of drinking diet soda: “Almost nothing you do, with the exception of extreme things like bungee jumping, will be a serious detriment to your health if you do it occasionally.”

<https://www.popsoci.com/diet-sodas-stroke-dementia-heart-disease-risk-study>

## TEXT 6

### **What it means to be a friend**

This life is quite lonely. Most times we are brought into it alone – unless we were born a twin – we spend a lot of life alone, and then we die alone, usually. It is not so sad and depressing as it is just a plain, inevitable reality – a fact of life. But this fact causes people to search for ways to connect, to interact, with other people. Of course, people in families also form strong relationships with one another, but friends are people we bring into our life because of a mutual affection that is devoid of sexual motivation and familial relations. People have to be careful, though, because some people are toxic to be around. They can be detrimental to various aspects of another’s life. Nonetheless, there are three ways to tell if a friend is a genuinely kind and caring friend – and not just a stranger using you as a patch to their own loneliness.

Friends challenge each other to be better people – and better at any and everything. They want the best for you, and you want the same for them. The key to any good friendship is not only camaraderie or having similarities and common likes and hobbies and activities, but having support and encouragement, which is needed to create growth and self-improvement. After all, we don’t have friends

because we expect them to make our lives worse. The opposite is true. People need others to add something extra to their lives, most times for comfort. People genuinely reach their optimal self with the help of other people. A friend, a true friend, challenges you to pursue your dreams, to take calculated risks, to do new and exciting things that will benefit you or help you grow as a person. Friendships are rooted in gentle pushes toward a better self.

Good friendships also have a strong support system, as support is a pillar holding up any relationship. A good friend is generally always supportive in that they are there to catch you when you fall, and they give you wind with which to spread your wings. A good friend is supposed to encourage you even if they don't agree with your objectives or motivations. They are supposed to have your back and defend you because they authentically care about what happens to you. When things go bad, they are there to help carry the burden. It helps emotionally, and it also matters because some things in life are much too hard to bear on one's own – such as an unplanned pregnancy, a lost job, a failed important project, or the passing of a loved one. A good friend always shares in their friend's pain – as well as their joy.

Lastly, a good friendship always keeps one focused on the important things in life – such as making sure they don't take life, or themselves, too seriously. A good friendship is like the comic relief of life: it's there to make everything else – all the serious stuff – not seem so bad. A good friendship also serves as a much-needed distraction from all the intense stuff people experience in life, stuff that will only make people unhappy and in a constant state of sadness. But a good friendship helps you forget about your problems, to help you be more in the moment – in every moment.

In all, there is no perfect recipe for the perfect friendship. But a good friend is sometimes all we need in life. We need people for more than just as a way to combat loneliness. Friends help us become the people we want to be, to live the lives we want to live. People add meaning and purpose to our life. They help ease the burdens of love and life. A good friend – and any good relationship – is as strong as the mutual affection and respect and history between people. Science shows how badly we need people in our lives and how bad for our health solitude can be. It shortens a person's life. Most cultures place social interaction as the highest priority and those that do generally live the longest, disability-free lives in the world.

<https://www.essaymasters.co.uk/essay-on-friendship>

## TEXT 7

### **The Weekend Market**

Many tourists I have met have told me that one place they have to go is the weekend market. This market is huge and has everything from bags, souvenirs and handicrafts to many kinds of animals, many kinds of plants and it also has a variety of local food. In other words, the weekend market is a great place for shopping and experiencing the local culture.

The market is located near the city's main bus station so people come from all over the country to buy and sell goods. Moreover, it is also near a sky train station and a subway station which makes it very convenient for city people, especially young people who don't have cars. The market is very large and full of hundreds of small shops and stalls. Consequently, it can be confusing to get around. However, if you get lost, it is a good idea to look for the clock tower which is right in the middle of the market. It will help you find your way.

When I walk into the market early on a Sunday morning there are people and cars and motorcycles everywhere. You have to be careful where you walk. Many people are bringing their goods to sell in big bags on carts and trolleys. In fact, you might even have to jump out of the sellers' way as they charge along the narrow walkways with their goods. In addition to the sellers, tourists and locals are pouring in looking for something to eat or ready to start shopping. As time goes by, the market gets more and more crowded and you have to start squeezing past people to keep moving.

As you walk through the market you will experience many sensations. For example, there are many smells, scents and aromas. One moment you will be smelling the aromas of stir-fried cooking dishes from a small restaurant and the next you smell the scents of orchids and other flowers as you pass through the cooler and more relaxing garden section. Furthermore, walking deeper into the market, your eyes will have trouble recording so many products with their many colors, designs and sizes. After a while you may feel dizzy and look for a quiet place to have a rest and a refreshing drink. Fortunately, there are many small cafes and drink stalls selling fresh coconut juice, orange juice or iced water.

To sum up, a day at the weekend market is both a day of shopping and a unique experience for your senses. It is a kind of magical journey that is great as a first experience for tourists and an escape from daily life for locals. Moreover, while it is usually hot and crowded, the atmosphere is friendly and good-natured.

<https://educheer.com/essays/the-weekend-market/>

## TEXT 8

### Reduplication in Tibetan

by Ralf Vollmann

**Abstract.** Reduplication in Tibetan is a mainly lexical operation, but there are also some inflectional functions (intensity of action, distributive, numeral formation). Additionally, lexical – not 'lexicalized' – reduplication plays a much bigger role in Tibetan grammar than is generally assumed. It forms part of the wide range of possibilities of endo – and exocentric compounding and clipping of words; i.e., reduplication, just like all other compounds and derivatives, always remains open to subtractive operations as part of further morphological treatment of the word. This can be exemplified with the comparative of a reduplicative adjective: *nyang nyung* 'few' – *nyung ba* 'fewer'.

**Keywords.** Tibetan, morphology, reduplication, word formation, clipping.

## **1. Introduction**

Reduplication is usually defined as a morphological process which repeats the morphological base entirely or only partially (cf. Haspelmath 2002 : 274), e.g. Indonesian *kanak kanak* ‘children’ (full reduplication). Nonetheless, reduplication is often a word formation device which makes it also a lexical phenomenon, often (but not always) leading to lexicalized forms, e.g. Tibetan *chung chung* ‘small’ (lexicalized), as opposed to *snying pa snyingpa* ‘very old’ (relative). It will be shown that reduplication in Tibetan is neither merely a lexical phenomenon nor unrelated to these repetitive constructions. On the other hand, reduplication will be compared to other morphological devices for word formation in Tibetan which are equally difficult to separate from grammatical operations, such as various forms of exocentric compounding.

## **2. Formal types of reduplication in Tibetan**

Reduplication in Tibetan has been described so far extensively in Uray 1954 (Written Tibetan, WT), but also in Vittrant & Robin 2007 (Modern Tibetan, MT), and partly in Vollmann 2001a, 2006a, Vollmann & Wagner 2006 (both WT and MT); it is also mentioned in various other publications, such as Volkart 2003 (as a word formation type), or Zeisler (2004: 315). As will be shown later, lexical reduplication plays an important and interesting role.

The most frequent form of reduplication in Tibetan are those of stems and words, whereby originally (and in WT), only stems were reduplicated, e.g. *thib thib* ‘very dark’ < *thib* ‘dark’.

Most reduplicated forms in Tibetan are lexical reduplications. Other types of reduplication are variants of stem-based reduplication or treat words in a syllabic way. Contrary to these rare forms, repetitive patterns play a larger role in Tibetan (see 7.); these patterns often involve the repetition of semantic elements with changing grammatical elements (particles), both inflectional and derivative. A very specific type of reduplication is found in cardinal number formation (cf. Vollmann & Wagner 2006); all numerals based on 30, 40, and so forth contain a dissimilative reduplicated form (the ‘numerical connector particle’, ‘NCP’, Vollmann & Wagner 2006)<sup>2</sup> of the decadic base, cf. (9).

## **3. Full vs. partial reduplication**

Except for cardinal number formation, all Tibetan examples seem to be full reduplications; cf. *chung chung* ‘small’, from WT *chung* ‘(be) small’, *thung thung* ‘short’, from WT *thung* ‘(be) short’; the base forms appear in other words, such as *che chung* ‘size’ (lit. ‘big-small’) and *gos thung* ‘shirt’ (lit. ‘short clothes’). Tibetan also knows a number of echo words; many of these are vowel changing echo words, such as *yam yom byed* ‘waver, flicker’, *rgan rgon* ‘old man + woman’ (from *rgan po* ‘old’). Finally, reduplication occurs in a number of onomatopoeic words and exclamations (A *tsa tsa* ‘ouch’, *hu ru ru* ‘a sound’).

## **4. Semantics of reduplication**

Vittrant & Robin (2007: 82) conclude on their data (see also below) that for nouns and verb bases, the most frequent meaning of reduplication is “quantifying” (“de type quantifiant”), namely plurality of things or events, while for adjectival and adverbial bases, it has a “qualifying” meaning, namely intensive meaning.

The distinction of parts of speech in Tibetan is not always clear. Since, due to typological characteristics, word formation does not necessarily lead to impenetrable lexicon entries (cf. Vollmann 2006a), one could say that parts of speech distinctions are not stored lexically, but are added by morphological operations (word formation and inflection) and actual syntactic use.

The absence of reduplicated lexical verb forms in Tibetan has to do with two factors; firstly, all word formation, including reduplication, leads to nouns (and adjectives), while only noun incorporation forms new verbs; simple verbs are a closed class of approximately (slightly more than) 1200 forms. Secondly, verb reduplication, although rarely (or never) mentioned in the grammars, is not lexical, but grammatical

## **5. Conclusions**

Reduplication and repetition is a frequent pattern in Tibetan. Firstly, we find a few examples of inflectional reduplication in verbs with aspectual meanings, as well as elative and intensive formation with adjectives.

First, there exists a clear semantic motivation for many lexical reduplications, a fact which has already been described for other languages as well, cf. Bikol (Austronesian) (Mattes 2007), Arabic (Procházka 1995), Salish (Hess 1966), Portuguese (Kroll 1991). Then, by and large, there is only full reduplication of roots (stems), or monosyllabic morphemes, 'word' being a somewhat fluid category in Tibetan. Finally, Tibetan belongs to a language type in which lexical processes such as word formation play a role in grammar (polysynthesis; cf. Bauer 2002 [1988]: 167; cf.; cf. Chinese, or Lehman 1973a,b for Burmese). To conclude, reduplication is not a 'marginal' or 'extragrammatical' morphological operation (cf. Dressier 2000), but it is one of various word formation processes which help to create words and phrases, mostly with a meaning of plurality, distributivity, quantity, intensity, or few other derived meanings.

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The text is given in a shortened version, for the full version, please, visit [http://unipub.uni-graz.at/download/pdf/1289112?name=Vollmann%20Ralf%20Reduplication% 20 in% 20Tibetan](http://unipub.uni-graz.at/download/pdf/1289112?name=Vollmann%20Ralf%20Reduplication%20in%20Tibetan)



## SOME KEYS

### UNIT 1. Keys to Task 1

1. Scientific style: Facial symmetry and judgements of attractiveness, health and personality by B. Finka, N. Neave, J. T. Manning, K. Grammer.
2. Official letter.
3. Belles-lettres style, prose: Wuthering Heights by E. Bronte.
4. User manual.
5. Belles-lettres style, poetry: Annabel Lee by E. A. Poe.

### UNIT 2. Keys to Task IV (quiz): 1 – B, 2 – C, 3 – B, 4 – A, 5 – B

### UNIT 3. Keys to Task 2

- a) циферблат часов и стрелки часов
- b) у изножья кровати
- c) закипать от злости
- d) in the same (in one) boat
- e) broken Danish
- f) at the bottom of the hill / at the foot of the mountain
- g) to throw light on
- h) the sea of hands raised
- i) gifted (skillful) hands / clever pair of hands

### UNIT 6 (6.2). Keys to Task 3

- 1) These data show
- 2) Fewer
- 3) have shown
- 4) She neither faltered nor hesitated ...
- 5) accused of
- 6) The key to
- 7) the United States has been
- 8) found inside
- 9) crushing the grapes
- 10) is debated

UNIT 8. Keys to Test 3: 1 – b, 2 – d, 3 – b, 4 – c, 5 – a, 6 – a, 7 – c, 8 – c, 9 – d, 10 – b, 11 – e, 12 – a, 13 – d

### UNIT 8. Keys to Crosswords

#### Crossword No. 1

Down:

- 1) olfactory
- 3) descriptive
- 5) scientific
- 9) feature

Across:

- 1) oxymoron
- 4) abstract
- 6) hook
- 7) hyperbole
- 8) style

#### Crossword No. 2

Down:

- 2) keywords
- 3) alliteration
- 4) auditory
- 5) register
- 8) body

Across:

- 1) editorial
- 6) scholarly
- 7) narrative

#### Crossword No. 3

Across:

- 1) underlined
- 2) variety
- 3) apostrophe
- 4) comma
- 5) hyphen
- 6) run-on
- 7) principal
- 8) verb
- 9) cliché
- 10) wordy
- 11) colon

Down:

- 2) vocabulary
- 7) period
- 13) tense
- 14) fragment
- 15) pronoun
- 16) question
- 17) proper
- 18) proofreading
- 19) exclamation

### UNIT 9. Keys to the Texts for Analysis

Text 1. *Single Parent Struggle* – an argumentative essay

Text 2. *Time Travel* – a narrative essay

Text 3. *In Poland, the Limits of Solidarity* – an editorial

Text 4. *Kenzo Takada* – a feature article

Text 5. – *What we know about diet soda's connection to heart disease, stroke, and early death* – a popular science article

Text 6. – *What it means to be a friend* – an expository essay

Text 7. – *The Weekend Market* – a descriptive essay

Text 8. – *Reduplication in Tibetan* – a scientific article

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## Internet resources

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2. <https://awelu.srv.lu.se/genres-and-text-types/writing-in-academic-genres/popular-science-writing/>
3. [https://academicaffairs.ucsd.edu/\\_files/aps/adeo/Article\\_Guide\\_to\\_Bias-Free\\_Communications.pdf](https://academicaffairs.ucsd.edu/_files/aps/adeo/Article_Guide_to_Bias-Free_Communications.pdf)

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