

Ministry of Education and Science of Ukraine
V. N. Karazin Kharkiv National University

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**A PRACTICAL COURSE IN
ENGLISH WRITTEN COMMUNICATION**

Instruction and Training Manual
for the students of the School of Foreign Languages

Electronic resource

Kharkiv – 2025

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This manual is designed for students of V. N. Karazin Kharkiv National University studying English as their major or their second foreign language (B1+ and B2 levels). It aims to build students' academic and professional writing competencies in the English language.

The manual offers an overview of rhetorical principles, genre-specific writing strategies, and best practices for professional communication. It introduces learners to essential writing genres including business correspondence, email communication, memos and reports, cover letters, CVs, academic essays, and other academic writing genres, as well as modern creative digital genres such as marketing, social media, and blogs.

In addition to genre-focused instruction, the manual also emphasizes the development of stylistic awareness, critical thinking, and digital literacy. Each unit contains discussion prompts, sample texts, and practice tasks. This manual aligns with the Strategic objectives and solutions until 2030 of V. N. Karazin Kharkiv National University, supporting its focus on students' professional career development.

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CONTENTS

Section 1. Business Correspondence	5
Unit 1. Introduction to the rhetoric of written communication.....	5
Unit 2. Communication channels and business emails	13
Unit 3. Rhetorical modes. Business memos and reports.....	21
Unit 4. Cover emails and written self-presentation.....	27
Unit 5. CV/Resume. Motivation letters.....	35
Section 2. Academic Writing	43
Unit 6. Academic writing: An overview.	43
Unit 7. Argumentative essay	50
Unit 8. Literature review and referencing	58
Unit 9. Research and project proposals. Pitching	65
Section 3. Digital Content Writing	72
Unit 10. Copywriting and content writing	72
Unit 11. Content writing: Blogs	80
Unit 12. Writing for social media	86
Unit 13. Script writing.....	93
Unit 14. Transcreation as a creative writing process	98
Unit 15. Creative writing.....	103

FOREWORD

The ability to write clearly and effectively in English is a core competence for students preparing for careers in today's diverse and dynamic communication environments. As academic and professional contexts become increasingly multilingual and digital, students need to understand how different types of writing function across media and audiences.

This manual, *A Practical Course in English Written Communication*, supports the elective course "Introduction to English Written Communication". It reflects the course's objectives and structure, offering a content and language integrated approach (CLIL) that builds both general English proficiency and specialized linguistic competencies in written communication.

Each unit introduces students to a specific genre or rhetorical concept, using authentic examples and interactive tasks. The manual is organized into three sections: Business Correspondence, Academic Writing, and Digital Content Writing. Each section builds students' competence in key genres, such as emails, reports, CVs, academic essays, proposals, and digital texts like blogs, scripts, and social media posts. Together, they offer a practical and integrated pathway for developing written communication skills needed for studying and working in modern digitalized environments.

The textbook is especially relevant for students in linguistics, social sciences, education, media, and public communication, but the strategies it teaches are applicable across disciplines and professional fields. By focusing on real-world writing practices and working on both digital literacy and ethical communication, this manual aims to help students find their voice and write with confidence and accuracy. The emphasis is placed on developing genre awareness, structural clarity, stylistic precision, and rhetorical effectiveness, while also encouraging collaboration, reflection, and peer feedback.

The structure of the manual fully corresponds to the working program of the elective class "Introduction to English Written Communication" designed according to the educational and professional program for the first (bachelor) level of higher education in the subject area of B11 Philology at the Department of English Philology and Teaching Methodology of the School of Foreign Languages at V. N. Karazin Kharkiv National University.

Section 1. Business Correspondence

Unit 1. Introduction to the rhetoric of written communication

TASK 1. Warm-up discussion.

- Have you ever written a formal letter or email? What challenges did you face?
- What makes a written or spoken message effective?
- What would be some examples of *ineffective* communication for you?
- Why is effective communication essential in professional contexts?

TASK 2. Read the text; pay attention to the essential vocabulary as you read.

Useful vocabulary

rhetoric – риторика	persuasion – переконання
oratory – ораторське мистецтво	to refrain from – утримуватись від
spoken – усний	to get across (<i>a message, an idea, a point</i>) –
written – письмовий	переконливо довести
art – мистецтво	communication – спілкування, комунікація
craft – ремесло	manipulative – маніпулятивний

What is rhetoric?

The word “**rhetoric**” comes from Latin “*rhetorica*,” which comes from the Greek “*rhetorikos*,” which means “**oratory**.” Aristotle was the Ancient Greek philosopher who had an enormous influence on the development of rhetoric as the **art** of persuasion. Here is how the philosopher defined rhetoric—“the faculty of observing in any given case the available means of persuasion.” (from *Rhetoric* by Aristotle, 350 BCE). Rhetoric is hence the **craft** of **persuasion** through **communication**.

In the Ancient Greece with its democratic system and in the Republican Rome, public speaking played an important role in the community’s life as a political instrument. In those times, rhetoric mainly applied to the **spoken** argumentation. However, its principles are now broadly applied to any forms of communication. Another definition of rhetoric, a modern one, is the following, “Rhetoric is systematic thought about how to move the audience to act or move it to **refrain from** acting.” (Kochin, 2015, p. 7). A text can be persuasive in that it appeals to people’s emotions and logic to inform or prompt them to act. It may be a political speech persuading people to vote for the candidate, or it may be a **written** note to colleagues in the office to ask

them to respect the deadlines for the project—the essence of being persuasive is **getting the point across** and making communication effective to achieve a certain result.

Professional communication is naturally purpose-driven, meaning that it usually has clear objectives. Whether it's convincing a client to sign a contract, explaining a complex idea to a non-specialist, or motivating a team to meet a deadline, the aim is not just to inform, but to achieve a specific outcome. This is why understanding rhetorical tools—such as how to build credibility (*ethos*), appeal to logic (*logos*), stir emotions (*pathos*), or take advantage of the right moment (*kairos*)—is essential in professional contexts. Good communicators choose their words, tone, and structure carefully, depending on who their audience is and what they want them to think, feel, or do.

Compare: persuasion vs. manipulation

- **Persuasive** means able to persuade somebody to do or believe something (e.g. *persuasive arguments, to be persuasive*).
- **Manipulative** means showing skill at influencing somebody or forcing somebody to do what you want, often in an unfair way.

TASK 3. Answer the questions.

1. Why did rhetoric originate in the Ancient Greece?
2. Can only politicians benefit from the knowledge of rhetoric?
3. Do you think professional communication is more often persuasive than personal communication?
4. What makes communication ethical or not? Can you give examples?
5. What spheres are most prone to use rhetoric unethically?

TASK 4. Read and reflect.

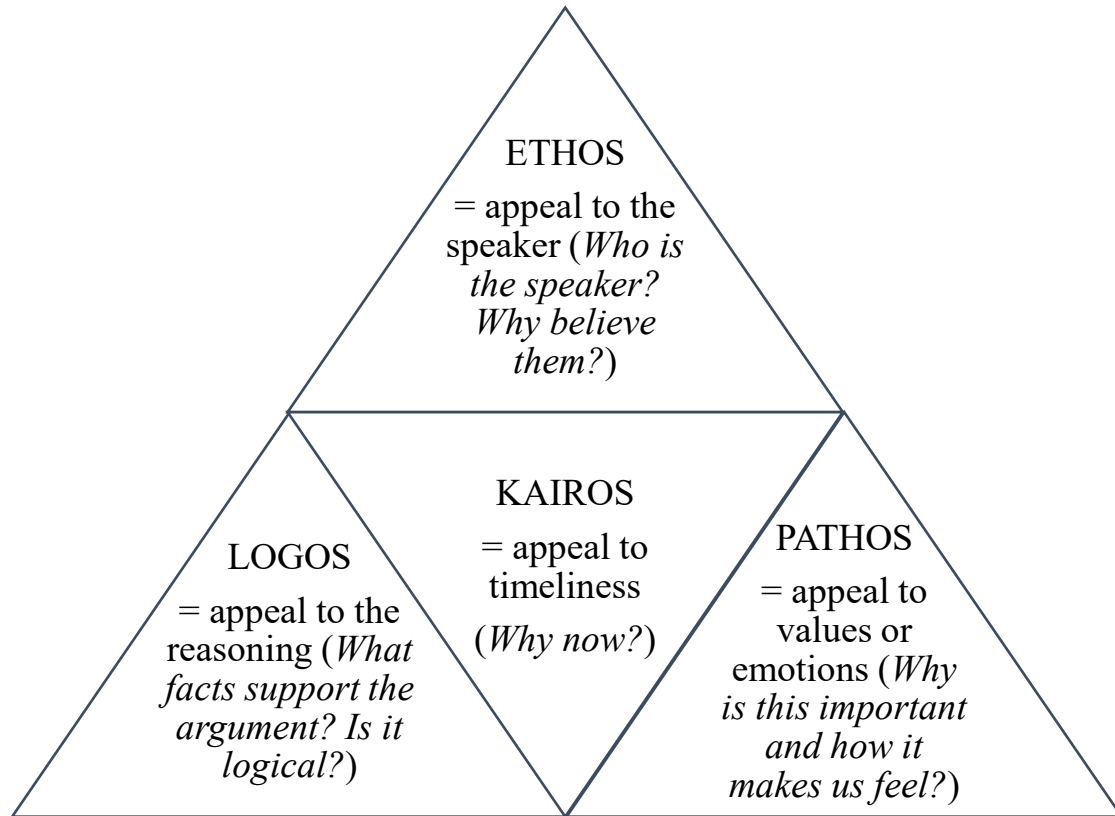
The significance of rhetoric lies in its rules governing the effective use of language to get what you need from an interaction: to persuade, to be clear, to get your point across, to defend your opinion, to resolve a conflict, to promote your perspective on things, etc.

You need to communicate effectively in your everyday life as well as in your professional environment. What is also important is that your knowledge of rhetoric also helps you to recognize the techniques used to persuade you into believing or doing something.

Come up with the examples of the situations where you would use your knowledge of rhetoric:

- 1) for everyday informal,
- 2) educational, and
- 3) professional contexts.

TASK 5. Read the text and try to come up with common examples of the appeals.
The rhetorical triangle lists three main appeals (types of argument) in rhetoric: **Ethos**, **Pathos**, and **Logos** (the fourth element, **Kairos**, was added to the classical triangle later)



TASK 6. Group the numbered passages into the Ethos, Pathos, Logos, and Kairos appeals. Do you think they sometimes overlap?

It's Time to Change How We Work

(1) Dr. Elena Morales, a top expert on work and the economy, says we're reaching a turning point. "People are tired, stressed, and ready for something better," she explains. Her research shows that burnout and unhappiness at work are growing fast.

(2) You don't need to look at studies to see it. Talk to someone like Lisa, a single mum trying to work from home while caring for her kids and her sick mother. Or Marcus, who quit a good job because it was hurting his mental health. Their stories are real—and they're not alone.

(3) According to a recent survey, nearly 60% of workers say they feel emotionally disconnected from their jobs. Productivity is down, and stress-related sick days are going up. These numbers show the problem is widespread.

(4) Right now, we have a chance to make real changes. The pandemic showed us that flexible work is possible. New tools and ideas are already here. But we need to act now, before things go back to the old ways.

(5) This is the moment to speak up, to try new paths, and to build a better way of working—for everyone.

TASK 7. Work in groups. Go to the BBC website (<https://www.bbc.com/>) and find 3 examples for each of the appeals (Ethos, Logos, Pathos, Kairos).

TASK 8. Read the definitions of style, tone, diction, and voice.

Style is the choice (of words and phrasing); unlike correctness, where there is the correct choice(s) and wrong ones, style depends on the context and the writer's aims.

- ✓ **Tone** is the writer's attitude to what is written.
- ✓ **Diction** is the choice of words.
- ✓ **Voice** is the writer's identity present in the text.

TASK 9. Compare the two messages. How are they different in terms of style? More specifically, in terms of tone, diction, and voice? Which one is more formal? Reflect on what defines the level of formality of a text.

A	B
<i>If that guy doesn't send me the report in five minutes, I swear I'm letting him go TODAY. I've warned him six times—six!—and he still completely ignores his manager.</i>	<i>Dear Jeremy, Should you fail to submit the required report as soon as possible, I will have to submit a request to HR to terminate your employment at this company due to systematic underperformance. After six prior warnings, your apparent disregard for directives raises serious concerns. Best, Andy</i>

Saying “somethings” vs saying “sweet nothings”

The level of formality can be defined as the level of the expected politeness and neutral tone, as well as conventional politeness forms. Metaphorically, it can be put as the balance between saying “somethings”, that is making claims and presenting demands, and saying (sweet) “nothings”, that is being polite and sustaining human relations (Kochin, 2015, p. 7). “The material of rhetoric is in things, as Quintilian teaches us, not

in words. Not that Quintilian himself has this insight constantly in view: ‘A speech consists of that which is signified and that which signifies, that is to say *things and words* [*rebus et verbis*].’” (Kochin, 2015, p. 80-81).

Is the “thing” same in the two messages from the previous task? What is different?

TASK 10. Study the Clarity Checklist and use it to define which sentence is clearer in each pair; indicate the rule from the checklist that the other sentence violates.

Clarity Checklist

1. Open your sentences with known information
2. Use clear subjects to name the characters
3. Prefer verbs to gerunds for actions
4. Avoid long introductory phrases and clauses
5. Be reasonably concise: cut repeated words and obvious things (redundancies)
6. Prefer affirmative sentences to negative ones
7. Don’t tack more than one subordinate clause onto another
8. Avoid unnecessary passive voice
9. Keep the sentences under 25 words
10. Avoid repetition of words and constructions (unless intentional)

☒ A: Before finalizing the budget and completing the financial analysis, the team gathered additional data. - *Avoid long introductory phrases*

☒ B: The team gathered additional data before finalizing the budget and completing the financial analysis.

☐ A: The team completed the project on time.

☐ B: The project was completed on time by the team.

☐ A: The financial report highlights the company’s record profits this quarter.

☐ B: Record profits this quarter were highlighted in the company’s financial report.

☐ A: The committee analyzed the proposal before approving it.

☐ B: The committee’s analyzing of the proposal preceded its approval.

☐ A: The report contains important and relevant information that can be helpful.

☐ B: The report contains important information.

- ☐ A: The study revealed important results that were significant for understanding the issue more deeply.
- ☐ B: The study revealed significant results that help to understand the issue.

- ☐ A: The manager announced a new work-from-home policy.
- ☐ B: The announcement of a new work-from-home policy was made by the manager.

- ☐ A: The system works better when all components are updated.
- ☐ B: The system does not work well unless all components are updated.

- ☐ A: The client approved the proposal that included additional data, which was added by our research team.
- ☐ B: The client approved the proposal with the additional research data.

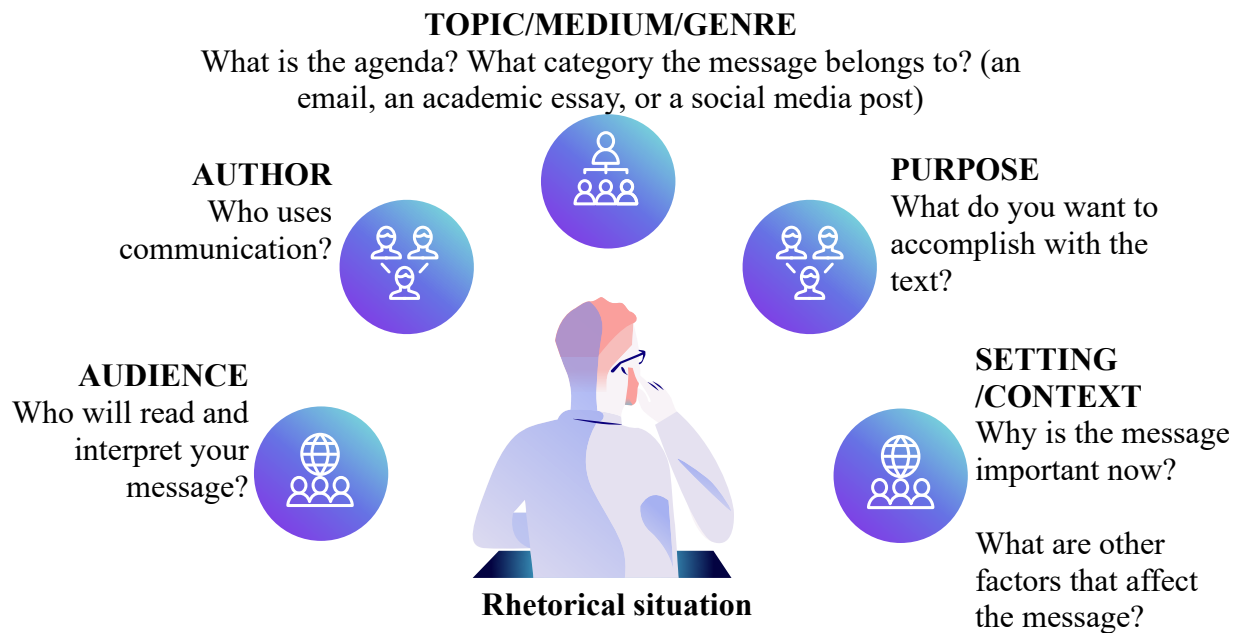
- ☐ A: The new policy aims to improve employee productivity through flexible hours.
- ☐ B: The new policy, which was implemented to enhance productivity among employees by allowing flexible work hours, aims to improve overall efficiency.

TASK 11. Let’s consider diction and style. Sort the words and phrases from the box into formal, casual, and slang registers by finding the synonyms.

Formal Diction	Casual Diction	Slang (Very Informal)
are not angry	aren't mad	ain't ticked
	don't get it	
		I'm outta here
this is not acceptable		
	you're wrong	
has an obligation		
	stay cool	
		ain't happening
	need help?	

<i>chill out</i>	<i>do not understand</i>	<i>you're off your rocker</i>	<i>I'm leaving</i>	<i>gotta do it</i>
<i>this isn't okay</i>	<i>don't have a clue</i>	<i>would you like assistance?</i>	<i>need a hand?</i>	
<i>is not permitted</i>	<i>you are mistaken</i>	<i>I am going to leave</i>	<i>has to do it</i>	
<i>isn't allowed</i>	<i>this ain't cool</i>	<i>please remain calm</i>		

TASK 12. Study the components of the *rhetorical situation*.



TASK 13. Analyze the rhetorical situation for the following texts. Define their You can spot the rhetoric appeals as well.

(A) Winter is the most challenging season for stray animals. The ongoing war has left even more animals stranded on the streets, while shelters are already overcrowded. However, volunteers are tirelessly finding ways to care for every animal in need. One effective solution is to provide huts for stray animals. We have already received requests from volunteers for 37 insulated huts. The cost of producing these shelters amounts to 208,500 hryvnias. Support this vital initiative — your donations save lives during these difficult times.

(from <https://uanimals.org/en/zbir/shelters-for-homeless-animals/>)

(B) The main purpose of the University's educational activity is to ensure higher and postgraduate education and to meet other educational needs of degree seekers and other persons who study; to train highly qualified, nationally and internationally competitive professionals for scientific and educational institutions, public and administrative bodies, enterprises, public or private, at all levels of higher education, in all fields of education (according to international and domestic classifications of education); to promote national, cultural and universal human values.

(from <https://karazin.ua/en/osvita/organizatciia-navchalnogo-protcesu/>)

(C) Our company pays special attention to the traditions and builds on the recipes developed by our predecessors. Customers tell us that the ice cream we offer today is even better than it used to be. Because we have supplemented the traditions with modern technologies and have long met international quality standards such as ISO 9001. FSSC 22000, IFS Food.

(from <https://www.khladoprom.com/en/>)

KEY TAKE-AWAY POINTS

- ☑ Rhetoric is the craft of persuasion through communication.
- ☑ Knowledge of the principles of rhetoric helps to make communication effective.
- ☑ Professional (e.g. business or academic) communication is purpose-driven and often requires persuasion.
- ☑ Rhetorical situation includes audience, purpose, genre, exigency, and context.
- ☑ The components of style are tone, diction, and voice.

RESOURCES TO EXPLORE

Kochin, M. S. (2015). *Five chapters on rhetoric: character, action, things, nothing, and art*. Penn State Press.

Mulford, M. (2023). *How we use rhetoric in everyday life*. University of Central Florida.
<https://www.ucf.edu/news/how-we-use-rhetoric-in-everyday-life/>

Williams, J. M., & Bizup, J. (2016). *Lessons in clarity and grace*. Pearson.

Unit 2. Communication channels and business emails

TASK 1. Warm-up discussion.

- Have you ever written a formal email in English? How is a formal email different from an informal email or message?
- What do you think about when you hear the phrase “emailing etiquette”?
- Do you think it is fine to email you professor at 9 pm? At 11 pm? On Sunday?
- If you suddenly have inspiration for the group project at 1 am, is it a good idea to drop your suggestions to the group chat?

TASK 2. Read the text; pay attention to the essential vocabulary as you read.

Useful Vocabulary

inbox – вхідні електронні листи	to outpace – випереджати
staff – персонал	cross-generational – міжпоколінний
staffer – співробітник	in the workplace – на робочому місці
efficiency – ефективність	a work email account – робочий обліковий
collaborative – спільний	запис електронної пошти

Gen Z killing email in favor of instant messaging: ‘They’re 25, they don’t care’

By Brooke Kato

Don’t get too attached to your work **inbox** — Gen Z is trying to delete it forever. The CEO of Wipro, an IT firm that employs about 260,000 people around the world, admits that 10% of his workers don’t check their email even once a month. Thierry Delaporte claims he’s using Instagram and LinkedIn to communicate with his Gen Z **staffers** because it “works better” in a world where **efficiency** is key.

A 2020 survey from Bajarin’s company, a consumer tech research firm, found that Google Docs, Zoom and iMessage are more frequently used for **collaborative** communication among those younger than 30 — far **outpacing** email.

The push toward quick communication may be **cross-generational**. Farhad Divecha, the 40-something owner and managing director of marketing agency AccuraCast, told the Guardian even he “rarely” turns to email if something requires speed. “I tend to send a [Microsoft] Teams message, or even WhatsApp if it’s really urgent,” he said recently. “I might send an email with details, but over the past three to five years I’ve learned that email’s just not good enough if you want something done quickly.”

Despite efforts to banish email **in the workplace**, its usage is still widespread. According to Statista, the number of emails sent per year has steadily increased — albeit little by little. An estimated 333.2 billion emails were sent last year.

The Guardian rounded up a handful of Gen Z employees who claimed they would “never” use social media to communicate with colleagues. Many said they are assigned **a work email account** that they check regularly.

“Like any professional environment, my workplace uses email,” a 25-year-old programmer named Owen told the outlet. “Were I asked to check something like Instagram at work, I would expect some kind of wrongdoing was taking place.”

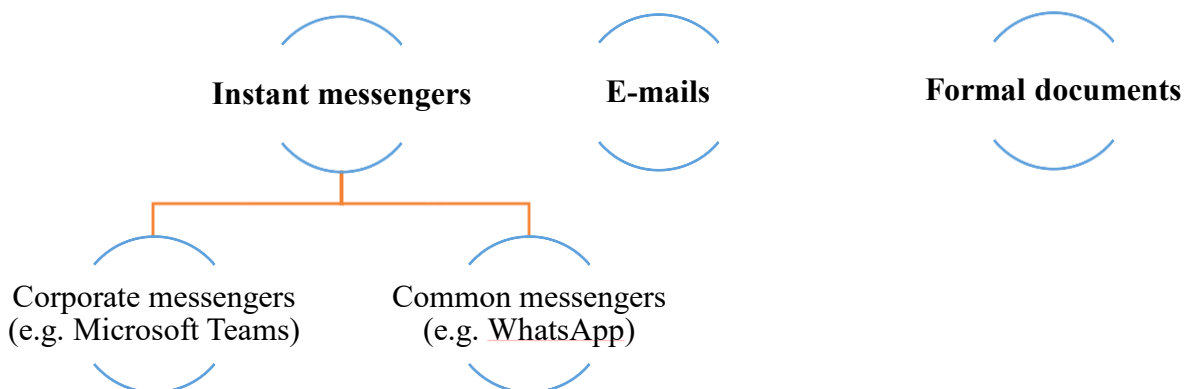
Excerpted from <https://nypost.com/2023/01/20/gen-z-killing-email-in-favor-of-instant-messaging-theyre-25-they-dont-care/>

TASK 3. Discuss the text.

1. Does the author say that email will become obsolete soon?
2. Do you agree that younger people prefer social media to email even in semi-official (professional or academic) contexts?
3. What are the advantages of email use?
4. Would you prefer to use email or messengers to communicate with your teachers at university or with your coworkers at work? Why?
5. What digital communication tools were mentioned in the text? Do you know them?

TASK 4. Read and reflect.

Channels for Written Professional (Organizational) Communication



Choosing an effective communication channel is crucial to get across your message.

Factors to take into account when deciding on how to contact a person: face-to-face or via a video call, via email, via an instant message (e.g. Slack or Microsoft Teams), or via a personal text or call (e.g. WhatsApp):

- ☒ urgency of your issue (instant messages are seen quicker than emails)
- ☒ formality of your request/issue (if the topic is formal or informal)
- ☒ complexity of your issue (also, how many attachments you have, etc.)
- ☒ need to properly document communication (for reference or proof)
- ☒ your relationship with the person (a peer or an authority)
- ☒ confidentiality and sensitivity of your message
- ☒ number of communicants (one person or a group)
- ☒ *individual preferences or context (e.g., the war in Ukraine that pushed people to rely on messengers immensely)

TASK 5. Read the scenarios below and decide which communication tool is most appropriate:

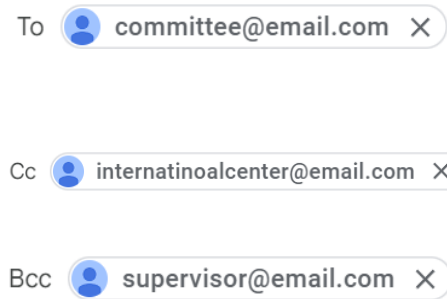
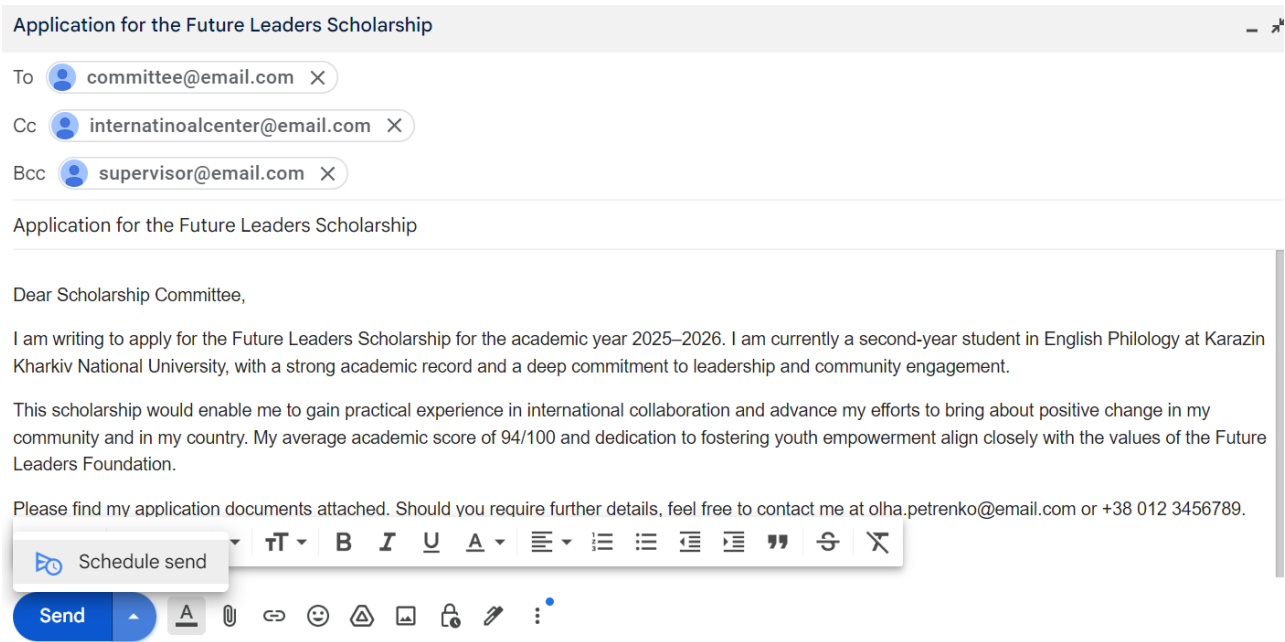
1. video call
2. email
3. instant message (e.g. Slack, Microsoft Teams)
4. personal text (e.g. WhatsApp)

Scenario 1	
You want to let a groupmate know you'll be five minutes late to an Alma Mater rehearsal.	
Scenario 2	
Your group has a complex issue to discuss about a joint project. You need to ensure everyone clearly understands their task.	
Scenario 3	
You need to inform your boss about your colleague's misbehavior and you would prefer to document it.	
Scenario 4	
You need to request an urgent signature from you professor, who is probably working from home today.	

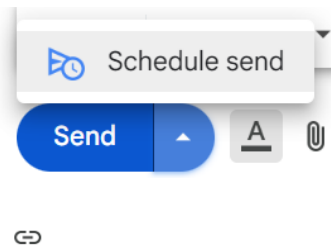
TASK 6. Let's check our understanding of a pressing urgency. Make up a sensible explanation *to text a lecturer / professor / colleague / boss at 8 pm? At 10 pm on Saturday? At 11 pm? To call them on weekend?*

TASK 7. Have a look at the Gmail interface and match the elements in the table with their functions.

Part A.



Application for the Future Leaders Scholarship



- c) a) Means “Carbon Copy” and is used for people who need to be informed but are not directly involved.
- b) Helps to set a specific date and time for your email to be sent automatically.
- c) *Used for the primary recipients who are directly involved and expected to reply to the email.*
- d) Inserts a clickable hyperlink to direct recipients to a webpage or document.
- e) Means “Blind Carbon Copy” and is used for recipients who need to be informed discreetly, without other recipients knowing they’ve received the email.
- f) The subject line that summarizes the purpose of your email.

Part B.

my community and in my country. My average academic score of 94/100 and dedication to fostering youth empowerment align closely with the values of the Future Leaders Foundation.

Please find my application documents attached. Should you require further details, feel free to contact me at olha.petrenko@email.com or +38 012 3456789.

Thank you for your time and consideration.

Yours sincerely,
Olha Petrenko

Well received with thanks. Thank you for your email. Your application is approved.

↩ Reply ⏪ Reply to all ➡ Forward 😊

↩ Reply

a) Send your reply to the sender and all other recipients included in the email.

⏪ Reply to all

b) Share the email with someone else by sending it to a new recipient.

➡ Forward

c) Reply only to the sender of the email. The Cc-ed people will not get your message.

TASK 8. Below are five scenarios. Decide whether who should be added to, Cc, or Bcc. Explain your choice.

Scenario 1: You're sending a completed assignment to your professor and your project group. Only your professor needs to respond, but your group should stay informed and know that you have sent the joint assignment to the teacher. _____

Scenario 2: You're organizing an event and sending an invitation to a large group of students from other universities. You don't want everyone to see who else was invited. _____

Scenario 3: You're reporting a problem with Moodle to the IT team but you want your teacher to be informed that you have messaged them as you promised. _____

Scenario 4: You're emailing your groupmates asking them which task of your joint project they want to work on – you need to stay coordinated. _____

TASK 9. Decide if these tips for writing emails are TRUE or FALSE. Discuss.

1. Always fill in the subject line – **TRUE**
2. Send emails at any time, even outside the working hours
3. Use Reply All if you want your reply to be confidential between you and the sender
4. Distinguish between Reply and Reply All buttons
5. Be aware of the e-mail checking culture

TASK 10. Study the recommended structure for professional e-mails.

Composition of formal and semi-formal emails requires the following key elements:

1. greeting
2. introduction/purpose
3. details
4. *suggested solution
5. sign-off

*For effective communication via email, try to include **a suggested solution** whenever possible instead of leaving it on a description of the problem. It is always a good idea to **re-state clearly what exactly you expect from your addressee** for this exchange to be productive and effective for both of you. e.g. *What exactly is your question? What are you asking your addressee to do? Do you expect them to reply and provide information, hop on a Zoom meeting to discuss it further, actually do something, or just be aware of something.*

TASK 11. Read the sample email and find the structural elements.

To: newtalent@corporatedomain.com

Subject: Inquiry About the Speechwriting Training and Student Discounts

Dear New Talent Team,

I hope this email finds you well. I am writing to inquire about the speechwriting training that your company offers. Eight students from my Linguistics class at Karazin Kharkiv National University are interested in attending, and we would like to get some additional information.

Could you provide details on whether enrollment is possible for 8 participants for the upcoming training session in March and if there are any discounts available for students? Additionally, we would appreciate it if you could let us know if you offer any free events or workshops for students that could help us prepare for the training.

We would be grateful for your guidance on these matters and hope to proceed with the enrollment soon.

Thank you for your time, and I look forward to hearing from you.

Best regards,

[Your Name]

TASK 12. Consider the style recommendations for professional emails.

	Formal	Semi-formal	Informal
Slang	Avoid	Avoid	Yes
Colloquialisms	Avoid	Perhaps	Yes
Idioms	Avoid	Perhaps	Yes
Abbreviations / Contractions	Avoid	Perhaps	Yes
Very polite language	Yes	Perhaps	Avoid

More at <https://ted-ielts.com/semi-formal-letter/>

TASK 13. Sort the phrases according to their level of formality.

I am writing to inform you... Just wanted to let you know... Take care,

I regret to inform you... Unfortunately, I have to let you know...

Yours Sincerely Kind regards, Cheers Best, Sincerely,

Formal	Semi-formal	Informal
<i>Dear Mrs Smith,</i>	<i>Dear Susan,</i>	<i>Hi / Hello Susan,</i>
	<i>I'm writing to let you know...</i>	
		<i>Sorry, but I have to tell you...</i>
	<i>Warm regards,</i>	
<i>Yours faithfully,</i>		
		<i>Catch you later,</i>

How to navigate email sign-offs

- If unsure, stick to the safest options – *Best*, *Best regards*, *Regards* – unless you feel confident to get creative.
- Note that people usually sign their emails the way they prefer to be addressed; when replying to an email, you can address them with the name they signed off their email with.

TASK 14 (PRACTICE). Choose one topic and write a formal or semi-formal email, following the structure and style recommendations covered in this unit.

- **Option 1:** Write an email to your teacher requesting a letter of recommendation for an academic exchange scholarship or asking for an extension on an assignment.
- **Option 2:** Write an email to the speaker that you saw at Career Fair event and decided to ask about internship opportunities at their company.

KEY TAKE-AWAY POINTS

- ☑ Channels for written professional (organizational) communication include instant messages (corporate or private messengers), emails, and official documents.
- ☑ One should consider the communicative situation and purpose when deciding on the channel to get through the message.
- ☑ E-mailing etiquette involves sending emails within working hours, selecting proper greeting and sign-off phrases, using the Reply and Reply All, as well as Cc and Bcc buttons correctly, filling in the topic, and being clear and specific in your emails.
- ☑ Composition of formal and semi-formal emails requires the following key elements: greeting, introduction/purpose, details, suggested solution, sign-off.
- ☑ Style of formal and semi-formal emails relies on standard phrases and cliches and generally neutral tone.

RESOURCES TO EXPLORE

- Honey, M. (2019). *How to pick the most effective communication channels at work*. Slack Blog. <https://slack.com/blog/collaboration/pick-communication-channels-at-work>
- Language Matters. (n.d.). *Key phrases for emails*. https://languagemattersuk.com/wp-content/uploads/2020/08/LM_Business-English_Email-Phrases.pdf
- Kramer, L. (2023). *The 10 Best and 10 Worst Ways to End an Email*. <https://www.grammarly.com/blog/how-to-end-an-email/>

Unit 3. Rhetorical modes. Business memos and reports

TASK 1. Warm-up discussion.

- Can you think of a recent text you've read that told a story?
- Can you think of a recent text you've read that had descriptions?
- How do you understand the word “argumentation”?
- How would you explain the difference between a story and an argument to a younger student?

TASK 2. Read about the rhetorical modes and come with examples for each

Useful Vocabulary

narration – нарація	rhetorical modes – риторичні модуси
description – опис	text-types – типи тексту
exposition – експозиція	discourse types – типи дискурсу
argumentation – аргументація	genre – жанр

Rhetorical modes are strategies used in writing or speaking to achieve a specific purpose, such as informing, persuading, or entertaining. Common modes include **narration, description, exposition, and argumentation**.

The **narrative** tells a story (chronologically organized row of events that are interconnected or have cause-and-effect relations).

The **descriptive** mode provides details on something, such as on an object, place, or character, and provides a static representation.

The **expository** writing aims to explain, give information, educate the audience on the subject. Its sub-modes are classification, evaluation, process, definition, comparison/contrast, and cause/effect.

The **argumentative** (or **persuasive**) rhetorical mode presupposes showing the merits of a certain point or item against the others, prompting the reader to make a certain choice or aiming to convince them of something (Pantuso et al., 2021, Ch. 3.7).

Similarly, in the classical model by Seymour Chatman, there were three **text-types: Narrative, Argument, and Description** (Chatman, 1990). Now, they referred to rather as **discourse types**. These terms are usually used to analyze the type of a certain fragment of the text, not the whole text (for example, you can start your report with narration and then continue with description etc).

However, **rhetorical modes** are sometimes used to define the general point, the gist of a written piece, making it rather narrative, or rather argumentative or persuasive,

such as an argumentative essay. In turn, the term “**genre**” refers to a specific conventionalized use of language, often in a stable communicative situation, such as a business memo or a report.

TASK 3. Discuss the text.

1. What is the main purpose of rhetorical modes according to the text?
2. How does the narrative mode differ from the descriptive mode?
3. What are some sub-modes of expository writing mentioned in the text?
4. Why might a writer combine different rhetorical modes within the same text?
Give an example.
5. What is the difference between a rhetorical mode, text mode, and genre? Which of them replies to the stable, conventional format of communication? Which can change from fragment to fragment in the same text and combine?

TASK 4. What rhetorical modes do you think dominate in the following genres? What secondary rhetorical modes are possible for them as well?

anecdote	news article	user guide	autobiography	critical review
political brochure	yoghurt label	traveling blog post	novel	

TASK 5. Read about the genre of *business memos*.

A *memo*, short for *memorandum*, is a concise form of written communication commonly used within organizations to communicate important information, often updates or instructions, to employees or colleagues. Memos are an essential brick to ensuring efficient internal communication.

Memos can be short and they can be longer, but **normally under a page**.

Memos may range **from formal to semi-formal** by style. They allow for a certain degree of friendliness and cheering up but should not be too familiar.

Sometimes, in Ukrainian context, these types of communications are not called memos but updates or announcements, but any organization (particularly, its managers) has this genre of internal communication in their inventory.

TASK 6. Discuss the text.

- How would you translate “memo” into Ukrainian?
- Can you think of a situation in your student life when you had or would have to write a piece similar to a memo? To whom would it be addressed? What would be the subject? Would you make it formal or informal?

TASK 7. Look at the structure of the memo and identify these structural elements in the real-life example of a memo below.

The classical structure of a memo

Heading

Date:

To:

From:

Subject:

Purpose

Context

Discussion

Action

Attachments

MEMO

TO: All staff, XYZ Company

FROM: Weslie Writer, HR Manager, XYZ Company

DATE: November 27, 2019

SUBJECT: Time Cards for 11/17–11/30 due TODAY

This is a reminder that, due the shortened holiday week, employee time cards are due *today* rather than Friday. All employees will be out of the office on Thursday and Friday, which means that payroll for the pay period 11/17–11/30 must be processed today.

Time cards must be submitted by 4:30 pm in order to be reflected on your paystubs for this pay cycle. If you do not submit your time card by this time, then your hours for this pay period will be reflected on your next paycheck. Please direct any questions or concerns to the HR department.

from <https://www.boisestate.edu/writingcenter/memo-guide/>

TASK 8. Study the suggested steps for planning and drafting a memo.

1. Identify the target audience

Think about the individuals or groups who will be receiving and acting upon the information you include in the memo. How many details do they actually need? How many details do they want? How do you want them to feel about the information? (How) Are you planning to get feedback? What do they already know?

2. Select information to be included

You do not want to overload the colleagues with unnecessary information. However, you want to be clear and logical. Evaluate what claims need justification and what requirements are self-evident.

3. Adjust the tone

Accommodate the tone of your writing (warm, official, neutral etc.) to the context. Take into account the general communication tone in a given group, your relationship with the target audience, and the subject matter of the memo.

TASK 9. Discuss the rhetoric of memos.

1. What rhetorical concepts will help you to write an effective memo?
2. What are the common appeals you can find in a memo that make it persuasive?
3. In your opinion, what are the key components of rhetorical situation that define an effective memo?
4. How can one make a memo ineffective?

TASK 10. Read the general overview of the *report* as a written genre.

The *report* is normally more formal and serves primarily to share information on something that has been done by you, your team, or your organization, what it implies, and what are your conclusions.

Typically, a report will present findings, analysis, or recommendations based on experience, research, or observations. Reports follow a *structured format*, including an introduction, body with detailed information, and a conclusion or summary.

Reports are written in academic settings and in industry and government. They are designed to be *objective*. The main principles to adhere when writing a report are *clarity*, *objectivity*, and *accuracy*.

Remember about your *target audience* who will read the report and include the *relevant context* to make it clear for all of them. Report should not be inflated by a large introduction, but some background can and should be given in it. Use *headings and subheadings* to organize information; also, treat numbers and precise data attentively.

The typical report is written in a *neutral* tone and uses only facts to be persuasive.

Kinds of reports

- Informal reports (a lab report, a team performance report)
- Formal reports (a project report)
- Reports integrated with other genres (memos, e-mails e.g.)

Typical structure of a report:

WHAT was done (the subject matter, the problem that needed solution)

HOW was it done (the procedure, specific steps)

RESULTS

CONCLUSIONS

RECOMMENDATIONS

TASK 11. Take a look at the fragment of a report below. Does it follow all the recommendations for reports you read about in the previous task?

Narrative Report for High School Activities

Introduction

This report provides a detailed overview of high school activities conducted over the academic year. It evaluates the scope, participation, impact, and overall success of these activities, offering insights for future planning and improvement.

Summary of Activities

1. List of Key Activities

Activity Name	Date	Number of Participants	Category
Annual Science Symposium	2023-03-12	180	Academic
Inter-High Sports Meet	2023-04-18	220	Sports
Drama and Arts Festival	2023-05-08	150	Arts & Culture
Environmental Campaign	2023-09-25	300	Community Service
Technology Expo	2023-10-10	170	Technology

2. Participation Overview

[Bar Graph showing student participation in each activity]

from <https://www.examples.com/business/report/narrative-report-for-school-activities.html>

TASK 12. Discuss the rhetoric of reports.

1. What are the key components of rhetorical situation that define an effective report?
2. What rhetorical appeals can be found in a typical report?
3. In your opinion, what are the main structural elements of the report?

TASK 13 (PRACTICE). Choose one topic and write a memo or a report, using the structure and logic of these genres covered in this unit.

Option 1: Write a memo addressing your course mates in which you remind fellow students about an upcoming meeting or deadline or give them information about student cards that you received at the dean's office.

Option 2: Write a semi-formal report on your academic and extracurricular activities in the previous semester.

KEY TAKE-AWAY POINTS

- ☑ There are four rhetorical modes: narration, description, exposition, and persuasion. In linguistics, they are often called text-types or discourse types (narrative-argument-description).
- ☑ Genre refers to a specific conventional use of language, often in a stable communicative situation (e.g. a business letter).
- ☑ Memo is a concise form of written communication commonly used within organizations to communicate important information.
- ☑ Reports serve to share objective and structured information on something that has been done and what are your conclusions.

RESOURCES TO EXPLORE

Chatman, S. B. (1990). *Coming to terms: The rhetoric of narrative in fiction and film*. Cornell University Press.

Pantuso, T., LeMire, S., & Anders, K. (2021). *Informed Arguments: A Guide to Writing and Research*. Texas A&M University.

<https://pressbooks.library.tamu.edu/informedarguments/>

Purdue OWL. (n.d.). Purposes and Types of Report Formats.

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_engineering/handbook_on_report_formats/purposes_and_types.html

Unit 4. Cover emails and written self-presentation

TASK 1. Warm-up discussion.

- Do you think it is acceptable to use ChatGPT or other generative AI tools in your professional correspondence (and eventually in your work tasks)?
- Does it raise any ethical concerns?
- Is AI rather an instrument or a source?
- Would you use AI to write an email applying for a scholarship, internship, or job?

TASK 2. Read the text; pay attention to the essential vocabulary as you read

Useful Vocabulary

applicant – заявник, кандидат	authenticity – автентичність, справжність
application – заявка	genuine – справжній
candidate rankings – рейтинги	relevant – доречний
кандидатів на посаду	consistency – послідовність
disembodied – безтілесний	accuracy – точність
churn out – штампувати	generic – загальний, типовий

Should you get an AI to write your application? Does LinkedIn matter? Recruitment experts explain how to get hired.

In an age of ChatGPT, come across as human. “On some level, you do need to be robotic,” says Mills, “because **applicant** tracking systems are based on algorithms. The higher up your CV certain keywords are, and the more frequently they are mentioned, the more likely you are to be at the top of the **candidate rankings**. But you’ve also got to be careful not to be some **disembodied** kind of chatbot. I read some very fluent CVs but when you look closer, you think, where is the person in this?”

Sarah Juillet, director of postgraduate careers and professional development at Bayes Business School, says: “I think AI has definitely got a place for grammar checks, optimising keywords and formatting suggestions. What is really important is that you don’t just use AI. There can be a tendency for people to upload a job description and their CV, and ask AI to **churn out** something, which on the face of it looks fine, but it’s very easy to see that there is no **authenticity** behind it.”

Do a cover letter – even when not asked for one. “It is a really good idea to do a cover letter,” says Mills. “Recruiters love it, and even when I tell people that, most still won’t write one. If you’ve done a cover letter, they know you are **genuinely** interested.

It shows that you have gone the extra mile. You are showing your energy and enthusiasm.” The premise of any cover letter, Mills explains, is outlining why you are a great match for the job and your most **relevant** skills and experience in five bullet points. “It doesn’t need to be huge, but it is a fantastic opportunity to show you have put some thought into the application.”

Embrace LinkedIn – and ensure it matches your CV. Love it or loathe it, “you have to have it”, says Mills. “This is where employers will look for people with the skills they want. If you send an **application** or a CV, they are still going to look at your LinkedIn profile as verification to make sure there is **consistency**, or to see if there is any additional information on there.”

But be aware of LinkedIn AI. Beware of what is and is not authentic on LinkedIn, says Fennell. “LinkedIn is increasingly filled with AI-generated content, often presented as genuine career advice. While these posts can seem insightful or inspiring, they often lack depth, context and, most importantly, **accuracy**. Job seekers need to be cautious.” At its worst, he says, these tools “can spread misinformation, leading job hunters to adopt poor strategies that hurt their prospects – such as using over **generic** CV templates or following outdated interview tips”. Always seek out advice from reputable sources.

Abridged from <https://www.theguardian.com/lifeandstyle/2025/jan/20/perfect-cv-acing-interview-experts-23-ways-job-of-your-dreams>

TASK 3. Discuss the text.

1. What are the risks of using AI to write your job or scholarship application for you? What kind of impression can it produce according to the text?
2. What are the acceptable ways to use AI in your application so that it helps you without erasing your own voice?
3. In what ways does LinkedIn serve as a “professional window space,” according to the text, and how can job seekers make the most of it?
4. Do you have to always write a cover letter, even if not asked to?
5. Do you agree with the concern that a lot of AI-generated content online often lacks depth and accuracy? Have you come across any examples of this problem?

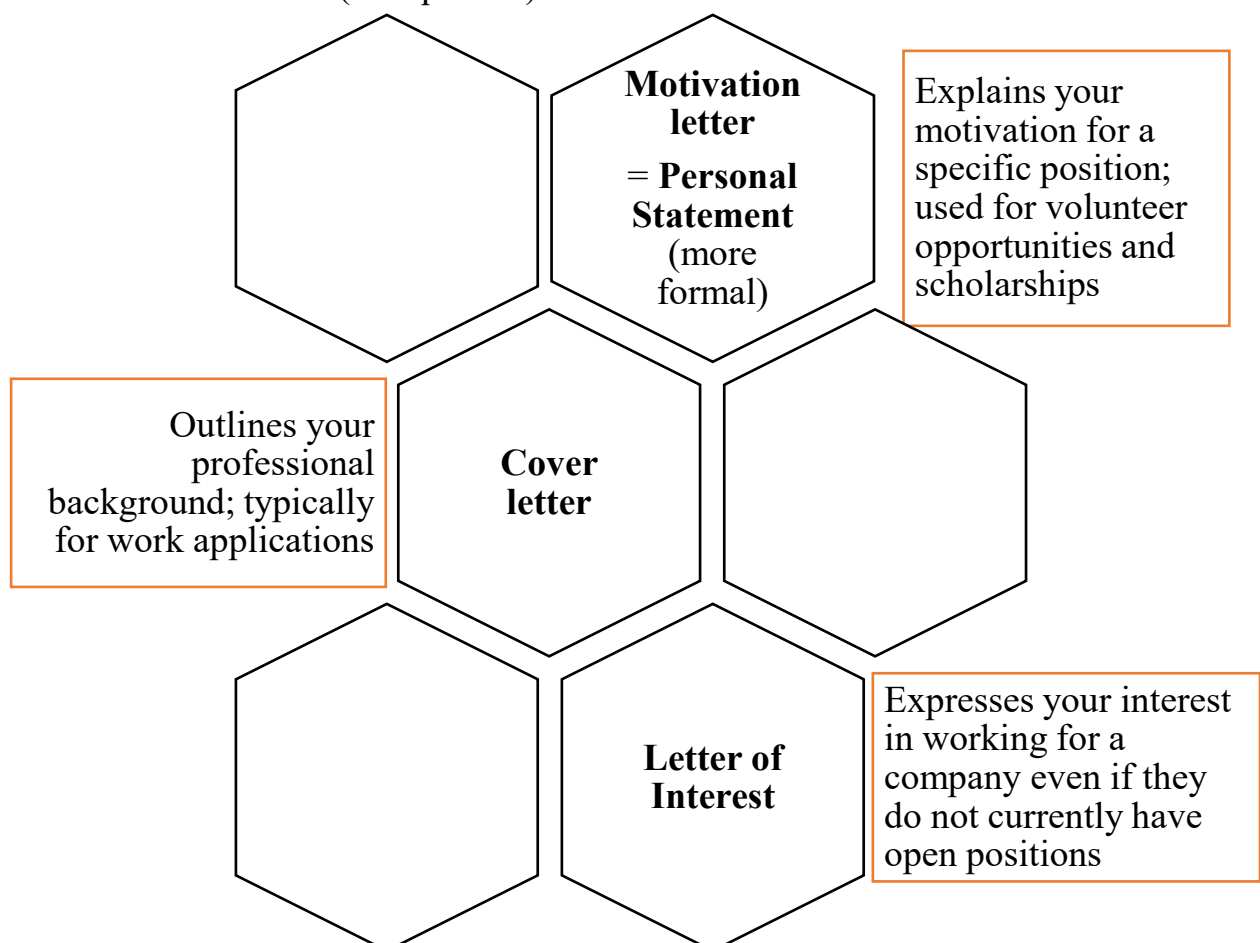
Note that trusting AI to draft your letters or edit your writing may save a lot of time, but beware – it can erase your voice from the text, make it standard, or make it excessive. Unlike you, it cannot analyze the rhetorical situation!

TASK 4. Look at the list and tick the tasks for which you believe we can use various AI tools without compromising the quality of writing. Discuss to what extent you would trust AI with each task.

- ☐ Checking spelling
- ☐ Assisting in editing, pointing to ways to improve the text
- ☐ Simplifying research
- ☐ Crafting highly personalized cover letters or motivational statements
- ☐ Summarizing longer texts that you need for your research
- ☐ Planning and cutting tasks into step-by-step roadmaps
- ☐ Evaluating ethical implications in professional or academic writing
- ☐ Generating creative ideas or brainstorming solutions
- ☐ Suggesting synonyms or vocabulary variations
- ☐ Developing persuasive arguments for proposals
- ☐ Writing introductory paragraphs or conclusions for reports

TASK 5. Read about the *cover letter*.

Cover letter – a letter that you send in reply to a job posting to apply and attach your CV and motivation letter (if requested).



When applying for an in-house position (and sometimes for a freelance position too) you will be asked to provide a **CV/resume** and, often, to attach a **motivation letter**. When sending these items, you will want to write a **cover letter** as well. As a job seeker, if you are contacting the recruiter by e-mail with a cover letter, you will first want to introduce yourself, highlight your qualifications, and express interest in a specific job or company.

Writing a cover letter: Technical things to consider

1. Make sure your e-mail is not lost – put in a relevant topic line (*Translator Application, Freelance Editor Application, Office Manager Application – role + Application is a fine choice*)
2. Send it within office hours (remember about an option to set the time for a letter to be sent automatically)
3. Do not forget to attach the files you mention (e.g., your CV and motivation letter)

Recommendations for writing cover letters

Maintain clear and coherent structure

Make the point of your letter (application) clear in the first sentence by mentioning the specific role. Make sure you write about education, work experience, other projects etc in separate blocs, or you can talk about your relevant skills in separate blocs, but do not juggle the information.

Do your “homework”

Spend some sensible time researching the company, their culture, communication strategy, the roles available, the recruitment process, the onboarding process, departments, and the position hierarchy.

Set the right tone and use appropriate style

Normally, make it a formal or a semi-formal letter (see the overall tone of the company’s communication and job posting). Be persuasive, never deflect, avoid weak claims (I might, you could consider – no!), but allow yourself to be enthusiastic about the opportunity; keep it positive. The bottom line is Authenticity and Confidence.

Relevance

Only include relevant qualifications. If you want to show off some project that is not directly relevant, explain how it makes you a stronger candidate. Do not lie! But select, highlight, and group information strategically.

“Focus it on the future”

Do not only talk about your background, share your career growth plans and your vision of your professional development.

TASK 6. Analyze the sample of a cover letter and tell if (and how exactly) it follows the recommendations from the previous exercise.

Dear Camden,

I am writing to express my interest in the English teaching position at West Fargo Public Schools. With over 10 years of experience in the field and a proven track record of success, I am confident in my ability to make a valuable contribution to your team.

Throughout my career as an English teacher, I have consistently exceeded expectations and achieved numerous quantifiable successes. In my most recent role at Novorésumé Middle School, I was able to increase student test scores by 20% by implementing a rigorous and interactive curriculum that emphasizes on critical thinking and analysis, and received a 100% passing rate on the state English Language Arts exam.

Additionally, I have been recognized for my excellence in teaching by receiving awards such as “Teacher of the Year” and “Exemplary Educator” from the school district and the state department of education. I have also presented on best practices in teaching English at several professional development conferences, and have been invited as a guest speaker in several schools across the state.

In addition to my professional achievements, I am known for my ability to create a positive and engaging learning environment for students. I have a proven track record of building strong relationships with students, parents, and colleagues, and have received numerous positive reviews and referrals from past students. I am able to create a safe and inclusive classroom where students feel comfortable expressing themselves and taking risks in learning. I also have experience in providing individual and small group instruction, as well as creating and delivering lesson plans, and utilizing different teaching methods to cater to the needs of diverse students.

I am excited about the opportunity to bring my skills and experience to your team at West Fargo Public Schools and am confident that my dedication and hard work will help drive the success of the school. I am committed to continuing my professional development and staying current with the latest trends and techniques in teaching English.

Thank you for considering my application. I look forward to the opportunity to further discuss my qualifications and how they align with the needs of XYZ High School.

Sincerely,
Dante Grant

From <https://novoresume.com/career-blog/cover-letter-examples>

TASK 7. Fill in the gaps the sample cover letter, observing the logic of this genre and the recommendations.

Dear ABC Scholarship Committee / Professor's Name,

I am _____ to apply for the ABC Scholarship, which would allow me to study abroad for a semester. As a student of English Philology at Karazin Kharkiv National University, I am eager to _____ by _____.

My academic background includes _____, where I developed skills in _____. A particular area of interest for me is _____.

_____, which I have explored through _____.

Studying abroad would provide the opportunity to _____, which aligns with my _____.

This scholarship would not only support my studies but also allow me to _____. I am committed to _____, making me an ideal candidate for this opportunity.

Thank you for your time and consideration. I look forward to the possibility of contributing to and learning from the host university's academic community.

Best regards,

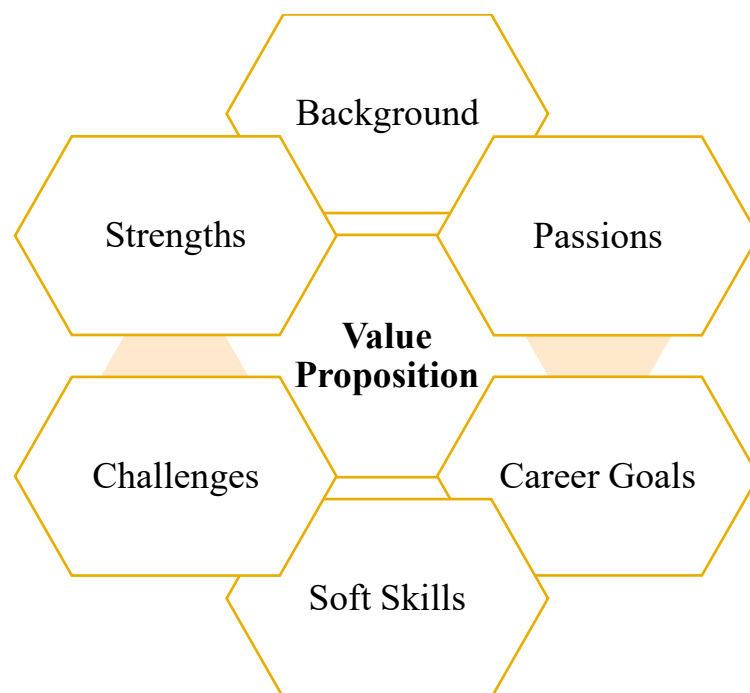
[Your Name]

TASK 8. Analyze the letter you produced by filling the gaps in the previous exercise. Can you think of the ways to further improve it?

1. Which word choices will make the letter more persuasive?
2. How can you make it more personal and less generic?
3. What other details could you add to make it stronger?

TASK 9. Self-presentation and personal branding recommendations.

Your personal brand is everything that shapes how people view you, including your friends, colleagues, professors, and future employers; it includes your professional identity, your interests and career plans. It equals **your unique value proposition**.



Personal Branding Tips for Students

1. Create and fully complete your LinkedIn profile; update it regularly with your achievements, important milestones, or interests to ensure consistency.
2. Think of your personal brand as of your “where-I-want-to-see-myself-in-5-years” image or the “fake it till you make it” principle.
3. Embrace the power of storytelling (people love narratives!).
4. Keep separate your private social media channels and channels dedicated to your personal brand.
5. Engage with fellow students, alumni, professors, and professionals in your industry – networking is the key!

TASK 10. Ask yourself these questions to find out how you could use storytelling for your personal brand.

- How would you describe the professional story you want others to remember about you? What key moments would you highlight?
- Imagine you're telling your education journey as a story. What “plot twist” or turning point could make it stand out?
- How could storytelling be used creatively to make your resume or LinkedIn profile more engaging?

TASK 11. Read the definitions of hard skills and soft skills. Then fill in the table with the hard and soft skills you believe you already have and the ones you would like to master in future or work on them.

Hard skills are your professional qualifications obtained through education and training, while **soft skills** (or people skills) are socially and interpersonally relevant traits and abilities (can be trained too).

“Hard skills” that are my strengths	“Soft skills” that are my strengths
“Hard skills” I would like to get	“Soft skills” I would like to get

TASK 12 (PRACTICE). Practice writing a cover letter.

Using the structure and recommendations for a cover letter you learnt in this unit, draft a cover letter (at least 2 paragraphs) to accompany your CV in an application as a volunteer translator for an international event (or another professionally-related opportunity of your choice).

KEY TAKE-AWAY POINTS

- ☑ ChatGPT and other content generating AI tools are instruments useful to specialists who already know how to produce quality content, and risks of over-relying on these tools are quite serious.
- ☑ Cover letters are sent when applying for a job and serve to outline your professional background; they accompany the CV and motivation letter you send to the recruitment manager
- ☑ Motivation letters are mainly written to apply for a scholarship, they are similar to cover letters but invite more information on your motivation and aspirations
- ☑ Letters of interest serve to express your interest in working for a company even if they do not have a position for you to apply at the moment
- ☑ When writing a cover letter, pay attention to researching the role/opportunity, structuring the letter, maintaining an authentic and confident tone, and proofreading technical details
- ☑ Starts building your personal brand as a student to be more successful in your professional sphere.

RESOURCES TO EXPLORE

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<https://medium.com/the-mission/how-students-can-build-their-personal-brand-while-in-university-50303e21c1e0>

Monarath, H. (2022). What's the point of a personal brand?

<https://hbr.org/2022/02/whats-the-point-of-a-personal-brand>

Unit 5. CV/Resume. Motivation letters

TASK 1. Warm-up discussion.

- Have you ever needed to present yourself to apply for a degree program or for a job? Was it easy?
- Did you follow some ready-made templates or were you creative? How did it feel?
- What do you think would help you develop self-presentation skills?
- Do you have a CV or have you ever needed one?

TASK 2. Read about the difference between a CV and a resume.

Useful Vocabulary

demise – занепад, кінець	a disservice – ведмежа послуга
misleading – оманливий, неточний	tangible – реальний, відчутний
to quantify – визначати кількісно	to accomplish – досягати, виконувати
to tailor – адаптувати, підігнати	a no-brainer – очевидна річ

The CV is alive and well – so make yours count

“The **demise** of the CV is often overstated,” says Reed. And while platforms such as LinkedIn or video CVs or social media accounts are relevant in some sectors, it is still important to make your CV as polished as possible. “I think of it as potentially a life-changing document,” says Reed.

Always be honest

“Tailor your CV depending on the role,” says Reed. “If you are applying for a sales job, emphasise your sales experience.” But it is crucial not to be **misleading**. “We check CVs on behalf of our clients: 40% of the CVs have errors in them.”

Be specific about your skills and experience

Just saying you have good communication skills won’t cut it. “You have to give specific examples, such as: ‘I presented at this conference or team meeting or to the board.’” Use words such as “spearheaded, optimised, innovated”, says Juillet, and then **quantify** them: it doesn’t have to be numeric, as long as it shows the impact.

Taylor your CV to different jobs

If you are sending the same CV out to different jobs, you’re already at the bottom of the pack. If a job advert states that they are looking for communication skills, initiative and teamwork, then make sure you have those three as section headings on your CV and then describe what you have done in relation to those skills. If you are lazy and just

include those keywords occasionally on your CV, you are **doing yourself a massive disservice**.

Think carefully about language choices

“Active verbs are good, such as delivered, led, built, accomplished,” says Reed. “I always advise people to avoid clichés such as they are ‘seeking a new challenge’ – that never really rings true. Juillet also warns against using empty clichés such as “team player” and “results driven”; employers will think: “We’ll be the judge of that.” If you want to make such claims, “you have to demonstrate those things”, says Juillet.

Avoid adjectives

Anyone can describe themselves as passionate and determined. Be sure you can prove it. Use verbs to describe the steps you took to achieve **tangible** results. Who did you persuade? How did you overcome obstacles? What did you accomplish at the end of different projects?

Check spelling and grammar

It should be a **no-brainer** but “ensure there are no spelling or grammar errors.” A polished CV reflects attention to detail.

Don’t fake your hobbies

Reed likes it when people mention their outside interest, but stresses the importance of being truthful. “Make sure that it is genuinely a hobby. Don’t fake it and get caught out.”

When you get the job after lying on your resume.



Abridged from <https://www.theguardian.com/lifeandstyle/2025/jan/20/perfect-cv-acing-interview-experts-23-ways-job-of-your-dreams>

TASK 3. Discuss the text.

1. Why do you think the CV is still considered a “life-changing document” despite the rise of social media and video resumes?
2. Why do employers dislike phrases like “results-driven” or “team player”?
3. What would make a CV stand out to you if you were an employer?
4. Why is tailoring a CV for different jobs more effective than sending the same one everywhere?
5. Do you think including hobbies on a CV adds value, or is it unnecessary? Why?
6. What are some challenges people might face when trying to give concrete examples instead of vague claims about their skills?

TASK 4. Read about the ways in which the English terms *CV* and *resume* are used.

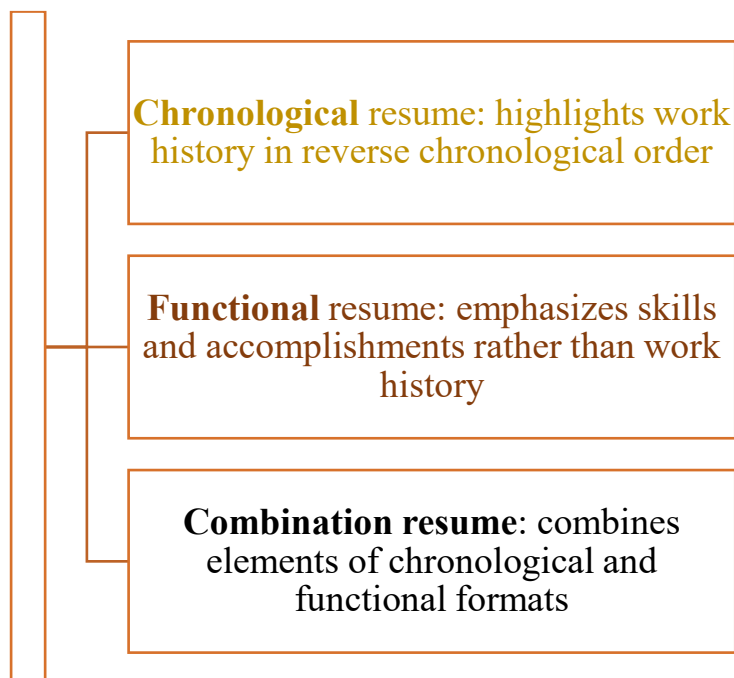
Resume is a brief (normally one-page) document consisting of a few standard sections (normally, education/training, work experience, skills).

CV (curriculum vitae – Latin for “the course of your life”) includes everything from a job applicant's career (such as previous roles and responsibilities in those roles), their background and training, completed courses etc.

However, they are **often used as synonyms** (in Europe, you will likely hear only “CV” though they expect a brief document).

Note: Start your CV as a student and update the file regularly in a few languages. As a student who has little experience yet, you will want to highlight your education or volunteering activities, mentioning your strengths, interests, and background; and including a summary. When you finally need it, which happens sooner than you expect, you will already have a good draft to work with.

TASK 5. Compare the existing types of CV/Resume.



What are the benefits of each type?

Which one would you choose as a student with less practical experience in your sphere?

What type do you think is the most common one?

TASK 6. Have a look at a CV sample.

1. What are its structural components?
2. Is it a chronological, functional, or combination resume?
3. Is it clear? organized? efficient? creative?
4. Is its visual design good enough?



Zayn Khan

Former Army Private with 3+ years of experience as an Arabic Translator in Iraq. Fluent Spanish speaker with experience in a hospital setting translating medical documents for patients and staff. Passionate about helping others and seeking a position with an NGO.

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 linkedin.com/in/zaynkhan
 facebook.com/zaynkhan

SKILLS

Arabic Expert

Spanish Expert

SDL Trados Studio

Detail-Oriented

Organized

Dependable

Research Skills

Copyediting

Writing

EDUCATION

University of Virginia

Charlottesville, VA
2008 – 2011
B.A. in Arabic Studies
GPA: 3.9/4.0

AWARDS

Honorable Discharge
2015

Achievement Medal, Security
2014

WORK EXPERIENCE

Translator and Copyeditor, Rockefeller Publishing

Richmond, VA • January 2019 – Present

- Translated 17 children's books into Spanish
- Identified 3 Spanish manuscripts that became Amazon Best Sellers
- Negotiated for fair and equitable publishing and copyright contracts on behalf of Spanish speaking authors
- Copyedited 2 full length novels a week, 15% faster than average
- Liaised between artists and authors regarding book covers
- Caught 93% of translation errors from junior publishers, saving the company \$200,000 in reprints

Spanish Translator, Greenfield Hospital

Charlottesville, VA • January 2016 – December 2018

- Attended patient-doctor meetings and acted as an official translator between parties to mediate discussion
- Converted written materials, such as doctor's notes and patient forms, from Spanish to English and vice versa
- Completed referrals to specialized mental health and substance abuse treatment provision on patients' behalf
- Assisted patients in filling out medical forms and documentation, ensuring utmost privacy and confidentiality
- Explained medical terminology and procedures to Spanish-speaking patients in a calm, compassionate, and professional manner

Linguist and Arabic Analyst, US Army

Abu Ghraib, Iraq • January 2012 – December 2015

- Ensured translation accuracy and performed in-depth cultural consideration on critical communications within the Middle Eastern region
- Oversaw 3 junior linguists' transcribed and translated materials to guarantee clear and accurate content
- Collaborated with a team of 6 linguists to maintain a database of translated Arabic source material
- Conducted open source research, translation, and interpretation of more than 20 Arabic foreign documents on a weekly basis
- Served as an Intelligence Surveillance and Reconnaissance (ISR) Arabic Analyst to interpret and translate passages difficult to understand due to the complex nature of various Arabic dialects, including Iraqi, Syrian, Lebanese, and Egyptian

TASK 7. Prepare for creating your CV.

Things to include on a CV

Full name
 Your job title, or the name of the position you're applying for
 Contact information
 Resume summary or objective
 Work experience (in reverse chronological order)
 Education (academic qualifications are listed in reverse chronological order)
 Relevant skills
 Languages and proficiency
 Relevant certifications and interests (if any)

Tips for building your CV

- Consider how it will be read, or rather processed. Make it easy to navigate and include clear sections.
- Detail professional experience, including job title, company name, location, and dates of employment. Use action verbs and quantifiable achievements to describe job responsibilities
- Include technical skills, language proficiency, and soft skills such as communication and leadership. Organize skills into categories (e.g., technical skills, interpersonal skills)
- Avoid overly fancy templates as they are not processing-friendly. Use a “clean” layout. Structure and arrange the info in a way that would allow easy entering into the HR data system. A good choice is to make it print-friendly as well.
- Choose an appropriate font and font size. Maintain consistency in formatting (e.g., bullet points, margins). Keep it relevant to the target position.
- Customize the resume for each job application. Research the company and position to identify keywords and highlight relevant experiences and skills.

TASK 8. Questions to think about and discuss.

1. How can your age (and lack of experience) be a benefit? How can you present it as a benefit?
2. What should you consider doing to put on your CV before you graduate or start applying for positions?

Should you include a photo on your CV?
I have heard it may be a faux pas...

There's lots of confusion around CV photos. Because of strict anti-discrimination and labor laws (especially in the UK, Ireland, and the US), some employers do not want people to include their photos with their applications. Other employers (often in Ukraine and generally in Europe) might believe that a photo helps them get to know the candidate.

TASK 9. Read about *motivation letters*.

Purposes of the motivation letter

- To express interest, motivation, and qualifications for a specific opportunity
- To add “human touch” to your resume
- To allow the recruiter to get to know you a bit before they even select you for an interview

Note: Do not use the one and the same generic motivation letter for each application either in business or in academic (applying for scholarships) context. Customize it as much as you can (or care!) every time you apply for an opening.

Structure of the motivation letter

Introduction: grab the reader's attention with a compelling and unique opening sentence, express enthusiasm and state the purpose of the letter;

Body paragraphs:

- highlight relevant experiences, skills, and achievements;
- allow yourself some narrative;
- structure the paragraphs around experience/skills/achievements to help make sense of your CV;
- provide specific examples to support your qualifications;
- clearly link your experiences to the requirements or vision of the company or program;
- address any gaps or weaknesses in your CV to explain them;
- include more information on your plans and career or academic goals;

Conclusion: reiterate interest and key points; express gratitude for the opportunity; include a call to action by stating your availability for an interview

Also, keep it reasonably concise; when editing, ask yourself if you are not repeating yourself across paragraphs.

Common mistakes to avoid in motivation letters

- ☒ Using generic language or over relying on templates and phrase banks that erase your individuality
- ☒ Lack of balance between personal motivations vs. dryly stated qualifications
- ☒ Neglecting to proofread and edit
- ☒ Using exactly the same motivation letter to each application
- ☒ Lack of research on the organization or program to customize the content accordingly

Note: To get a scholarship or a job, you will send out a lot of CVs and motivation letters, that's the process. But if you do it in a low-quality mode, this work will not pay off. If you put in more effort, your chances are higher.

TASK 10. Reflect on these questions applying the rhetoric terms to the genre of motivation letter.

1. Who is the intended audience of a motivation or cover letter? How might that affect the style and content of the letter?
2. What is the purpose of a motivation letter? How does this purpose shape its rhetorical strategy?
3. How does the context (a specific job, institution, or field) influence what is included or emphasized?
4. What are the roles of rhetorical appeals (logos, ethos, pathos) in writing a persuasive and effective motivation letter? Give examples.
5. How does the writer's choice of verbs (e.g., "implemented," "created," "led") affect the tone and persuasiveness?

TASK 11 (PRACTICE). Practice writing a motivation letter or creating your CV.

Option 1: Write a motivation letter to apply for an academic scholarship or a job of your choice (for more fun, find a real one!). Apply the principles and tips you learnt in this unit. Structure your letter to present you in the most advantageous light, highlight your strengths and education, focus it on your professional aspirations, and try to include some quantified achievements (for example, in your studies or other activities).

Option 2: Create your CV (a real one, with real information about you). You will then update it regularly as you study and gain some professional experience. You can use templates to help you design it or start by creating a LinkedIn account and generating your CV automatically (for details, consult the Digital Tools Library (Section 1)).

KEY TAKE-AWAY POINTS

- ☑ The CV is still relevant despite social media – treat it as a life-changing document.
- ☑ Tailor your CV to each role. Don't send the same one everywhere.
- ☑ Use keywords from the job description — many CVs are first filtered by software.
- ☑ Don't lie or exaggerate — employers do follow up; however, highlight the real achievements strategically and do not humble yourself unnecessarily.
- ☑ Be specific and prove your skills with examples; use active verbs; avoid clichés and meaningless adjectives; and use clear structure and formatting in your CV to make it more employer-friendly.
- ☑ Motivation letter is a personalized companion to your CV that allows you to express your enthusiasm, personality, and fit for the role or program.
- ☑ Motivation letter isn't a summary — it's your chance to show why you care and why you match, as well as to apply your storytelling and personal branding skills (especially in academic motivation letters that typically allows for more creativity than the ones written to get a job).

RESOURCES TO EXPLORE

CV vs Resume - 5+ Key Differences in 2024. (2023). NovoResume.

<https://novoresume.com/career-blog/cv-vs-resume-what-is-the-difference>

Nonye, J. (2023). How to build a stand-out CV at university.

<https://www.topuniversities.com/student-info/student-stories/how-build-stand-out-cv-university>

Section 2. Academic Writing

Unit 6. Academic writing: An overview.

TASK 1. Warm-up discussion.

- What academic genres do you know?
- Why do you think academic writing has strict rules?
- Why do some spheres of communication have more standard formats than others?
- In Ukrainian education system, do students focus more on arguing their point in written assignments or retelling/summarizing knowledge?
- How does this compare to academic traditions of English-speaking countries?

TASK 2. Read the text; pay attention to the essential vocabulary as you read.

Useful Vocabulary

academic writing – академічне письмо	to sharpen your thinking process –
critical thinking skills – навички критичного мислення	удосконалювати процес мислення
time-consuming assignment – завдання, що потребує багато часу	to train a capacity – розвивати здатність
reasoning – міркування	to consider evidence – аналізувати докази
to reason – міркувати	to appreciate detail – цінувати деталі
to arrange your thoughts – упорядковувати свої думки	synthesis – синтез
	to assert your opinions – відстоювати свої погляди

What is academic writing and why is it important?

Academic writing has become an increasingly important part of education as parents and educators realize the value of **critical thinking skills**.

First, what is academic writing? Most students see writing as something they just have to do because a teacher says so, and it becomes a painful and **time-consuming assignment**. Our mission is to end this kind of thinking.

Simply put, academic writing is teaching students how to write essays. That sounds pretty simple, but there is a lot more to it than that. Essay writing is the process of sharing complex ideas, thoughts, or opinions. Academic writing demands writers become clear in their explanations and **reasoning**, direct in their communication, and most importantly, able to make readers understand their topic and thesis.

But why should students learn academic writing? Because writing is thinking. Learning how to write strong essays is important not just for getting good grades. It is

important because it is about taking your own **thoughts** and then **arranging** them so they are logical and make sense, first to yourself, and then to your readers.

In other words, good thoughts equal good writing. If your thoughts are unclear or not solid or lack structure, they will be poor writing and others will not understand nor agree. Most writers start at a place where their writing isn't particularly good, but by practicing writing skills, they learn how to become better writers, which means they become better thinkers. Practicing writing is like **sharpening your thinking process** – the more you do it and the better you become at it, the more others will listen to you.

Critical thinking and **reasoning** skills are also improved by academic writing. The ability to move from one idea to the next and to understand the connection seems straightforward, but it is surprising how few people ever actually **train this capacity**. Learning to write, however, teaches students how **to reason**. In other words, writing teaches students “structured thinking”.

Furthermore, writing teaches students how to analyze, or what experts call “critical thinking”. Students learn to ask, “does what I am saying make sense?” and “is what I am reading true?”. They learn to **consider evidence**, **appreciate detail** and nuance, and ultimately develop the capacity for making up their own minds about things. We think this is the entire purpose of education.

In addition, academic writing is a **synthesis** of all other language skills. You need strong grammar. You need an academic vocabulary. You need to be able to listen to and comprehend instructions, and you need to be able to speak up to ask questions and **assert your opinions**. And most importantly, you need to have read an awful lot.

Finally, writing teaches students how to do research. The fact is, students don't know the answer to most of the questions they are asked to answer in writing assignments. This means they need to go find out. The fancy name for “going to find out” is “research”.

By doing research, students come to understand their writing topics on a deeper level than most people ever consider. Whether they are writing about a scientific, cultural, or literary topic, by doing the research they learn not only what they need to get a good grade, but they also come to understand that there is a tremendous amount to learn about pretty much every topic.

Abridged from <https://englist.com/en/what-is-academic-writing/>

TASK 3. Discuss the text.

1. What is the primary purpose of academic writing, according to the article?

2. Why does the article suggest that academic writing is more than just an assignment from a teacher?
3. How does the process of writing essays contribute to the development of critical thinking skills?
4. What does the article mean by “structured thinking,” and how is it developed through writing?
5. What is the ultimate purpose of education as described in the article, and how does academic writing help achieve it?

TASK 4. Fill in the blanks with the appropriate words from the box.

<i>academic</i>	<i>research</i>	<i>critical</i>	<i>structuring</i>	<i>thoughts</i>
-----------------	-----------------	-----------------	--------------------	-----------------

Academic writing is important because it helps students organize their _____ and communicate them clearly. The process of writing essays helps students become better at _____ their arguments logically. When writing essays, students often need to conduct _____, which deepens their understanding of the topic. By practicing, students develop both their writing and their _____ thinking, which enables them to assess the truth of what they are reading and writing. As a result, _____ writing is much more than just an assignment; it is a tool for learning and expressing complex ideas.

TASK 5. Read the statements below and determine if they are true or false based on the text.

- ☐ Academic writing is primarily about memorizing information for exams.
- ☐ Good writing is based on clear and logical thinking.
- ☐ The article suggests that research is usually unnecessary for academic writing.
- ☐ Writing essays does not focus on grammar or other linguistic skills.
- ☐ Academic writing helps students become better thinkers.
- ☐ The ability to move from one idea to the next is not related to reasoning skills.

TASK 6. Read about the characteristics of academic writing. Which of them do you think is the most important?

1. Focused, Clear, and Logical

Writers must stay on topic. Academic writing needs to focus on a specific subject, with ideas clearly connected to form a coherent argument. Readers should understand not only the words but how they come together logically.

2. *Convincing and Interesting*

Academic writing should be logical and convincing, making readers believe the author's point. Even though academia may seem stylistically dry, the writing must engage and hold the reader's attention, making it worth reading.

3. *Based on Evidence*

Academic writing must be true. Claims should be supported by evidence, and arguments must be based on facts, not fabrication or fiction.

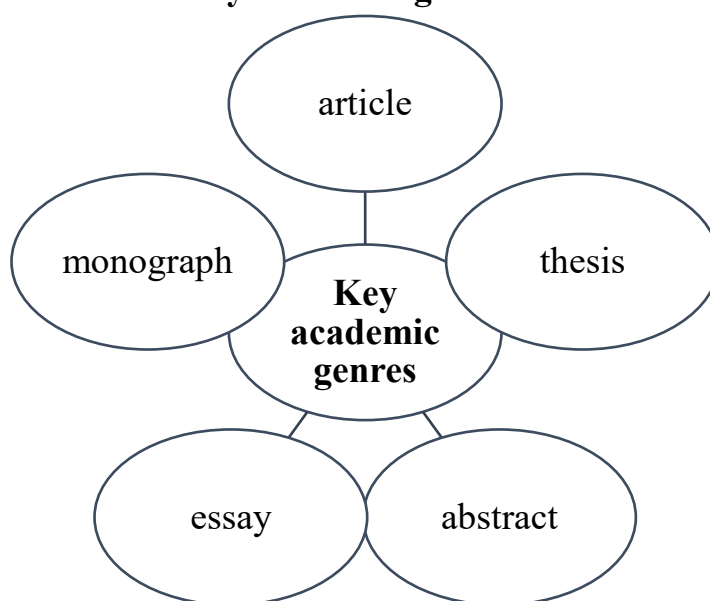
TASK 7. Below are several statements. Some are true, and some are false. Read them carefully and practice your online fact-checking skills when deciding whether each statement is real or fabricated.

1. "The human brain is capable of generating enough electrical power to light a 25-watt bulb." _____
2. "Sharks are older than trees, having existed for over 400 million years, while the first trees appeared around 350 million years ago." _____
3. "From an evolutionary perspective, humans are more related to octopus than to a horse." _____
4. "Recent studies show that the color red increases human appetite, which is why fast food chains often use red in their logos." _____
5. "Socrates was executed by drinking hemlock, a poisonous plant, for corrupting the youth of Athens with his ideas." _____
6. "Studies have shown that people are more likely to remember the first and last items in a list, a phenomenon known as the 'primacy and recency effect.'" _____
7. "It is scientifically proven that humans only use 10% of their brains." _____
8. "The Eiffel Tower can grow by up to 6 inches during the summer due to the expansion of metal from heat." _____
9. "Albert Einstein was awarded the Nobel Prize for his theory of relativity." _____
10. "The shortest war in history lasted only 38 minutes between the British Empire and the Sultanate of Zanzibar." _____

Reflection:

- Was it easy to fact-check? How much time does it take? What was the main challenge?
- How did you decide what sources can be trusted online? What sources did you trust more on the internet?
- Were there facts that were neither true nor false because of the inaccurate phrasing?

TASK 8. Read about the key academic genres.



In these standard scholarly genres, written communication mainly serves to convey information, arguments, and research findings.

A **monograph** is a detailed study or scholarly book written on a specific topic.

A **research article** is a short-form publication in scholarly journals presenting original research, reviews, or theoretical discussions.

An **abstract** is a summary of the contribution that you submit when you intend to present at a conference.

A **thesis** is a formal academic paper presenting the author's research findings and submitted to obtain a graduate or postgraduate degree.

An **essay** is a short, structured piece of writing that presents the author's argument on a particular topic based on analysis, research, or personal reflection.

Academic discourse is guided by specific efficiency principles (structure and logic, vocabulary, style, referencing) that allows to communicate complex information.

TASK 9. Sort the academic genres (monograph, research article, abstract, thesis, essay) by length and by how typical they are for students:

1. From *longest* to *shortest*: _____
2. From those students mainly *write* to those they mainly *read*: _____

TASK 10. What are the key rhetorical terms that guide the academic written communication? Analyze the intended audience, the purpose of writing academic texts, and the persuasive appeal that plays the most important role in making academic writing persuasive.

TASK 11. Study the stylistic recommendations for academic writing.

7 C's of academic writing

- **Clarity.** Writing should be clear and easy to understand. Use simple and precise language, avoid jargon, and explain complex concepts.
- **Conciseness.** Get to the point and avoid unnecessary wordiness. Eliminate redundant or repetitive phrases.
- **Coherence.** Organize your writing in a logical and orderly manner. Ensure that there is a clear flow of ideas from one paragraph to the next. Use transitional phrases and sentences.
- **Completeness.** Provide all the necessary information for readers to fully understand the topic. Avoid leaving readers with unanswered questions.
- **Concreteness.** Use specific examples, evidence, and details to support your arguments or claims. Avoid vague or abstract statements.
- **Correctness.** Ensure that your writing is grammatically and syntactically correct. Proofread for spelling, punctuation, and grammar errors.
- **Courtesy.** Maintain a respectful and professional tone in your writing. Avoid using offensive or biased language, and be mindful of cultural differences and sensitivities.

Source: <https://www.saskoer.ca/rcm200/chapter/polishing-the-report/>

TASK 12. Translate the 7 C's of academic writing into Ukrainian. Can you think of a catchy way to use the words starting with the same letter as in English or to abbreviate the resulting list?

TASK 13 (PRACTICE). Using Google Scholar, a database for academic works, find an article, abstract, or monograph in English.

To search for it, use the keywords of a topic that interests you (possible suggestions: *Harry Potter*, *AI in education*, *online learning*, *benefits of exercising regularly*, *stress-reducing strategies*).

Read the source and in a paragraph or two, reflect on its 1) style and vocabulary; 2) structure; and 3) reasoning.

KEY TAKE-AWAY POINTS

- ☑ Academic writing does not only teach you to write clearly and logically but also to think clearly and logically, connecting the ideas and analyzing them critically.

- ☑ Academic writing assignments at university do not aim to make all students become researchers, but aim to improve your thinking process and reasoning skills that will be useful in all professional spheres.
- ☑ Academic communication mainly serves to convey information, arguments, and research findings.
- ☑ Its basic concepts are structure and logic, vocabulary, style, and referencing.
- ☑ Key genres of academic writing genres are the monograph, article, abstract, thesis, and essay.
- ☑ 7 C's of academic (as well as professional) writing are clarity, conciseness, coherence, concreteness, completeness, correctness, and courtesy.

RESOURCES TO EXPLORE

Duke University Writing Studio. (n.d.). Academic style guide.

<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/academic-style-guide.original.pdf>

Gagich, M. & Zickel, E. (2018). A guide to rhetoric, genre, and success in first-year writing. MSL Academic Endeavors. <https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/front-matter/creative-commons-licensing/>

Paperpile. (n.d.). Google Scholar: The ultimate guide. <https://paperpile.com/g/google-scholar-guide/>

Unit 7. Argumentative essay

TASK 1. Warm-up discussion.

- Have you ever written an essay in English? In Ukrainian?
- Were you taught about the structure of the essay at school? What structural elements of an essay do you remember?
- Have you even seen essay submission as a requirement for foreign exchange or degree programs?
- What international English certificates require an essay?
- Which skills can you develop writing essays?

TASK 2. Read the text; pay attention to the essential vocabulary as you read.

Useful Vocabulary

argumentative essay – аргументоване есе	oscillation – коливання
argument – аргументована позиція	idiosyncratic – своєрідний, неординарний
evidence – докази	blending – змішування, поєднання
reasoning – міркування, обґрунтування	assessment – оцінювання
counterarguments – контраргументи	recall – пригадування
defend an argument – відстоювати думку	

An **argumentative essay** is a form of academic writing where authors present a clear **argument** supported by **evidence**, **reasoning**, and **counterarguments**.

Its structure is a pillar of Anglo-Saxon academic writing tradition that is taught to students in English 101 and is required throughout their academic path. It is a logical model that is not just about how you write but about how you think and how you create and **defend an argument**.

The essay has its origins in experiment, tracing its roots back to figures like Francis Bacon and Michel de Montaigne (Murphy, 2020). Bacon suggested that the essay “leaves us in a constant **oscillation** between realism and idealism, between the common and the **idiosyncratic**, between, as Bacon suggested, experience, literary study, and experience” (Murphy, 2020, p. 96). This evolution of the essay genre, from personal reflection to academic argumentation, demonstrates its dynamic nature, **blending** personal insight with more formal intellectual exercises.

The essay is closely connected to the history of higher education in English-speaking countries. Before 1791, **assessment** in British education was primarily oral,

relying on face-to-face questioning where students demonstrated their knowledge in dialogue with tutors or examiners. This method emphasized rhetorical skill and **immediate recall**. However, in 1791, the University of Cambridge is credited with introducing the first unseen written examinations in Britain—tests where students were given questions during the exam itself. This shift marked a turning point in educational assessment, gradually leading to the dominance of written forms of academic expression. Among these, the essay emerged as a particularly important genre.

It was well suited to the values of independent thought, structured argumentation, and clarity of expression that underpin the Anglo-Saxon educational tradition. Unlike oral exams, essays gave students the space to develop and organize their reasoning—skill that remains central to academic writing today.

Different types of essays

Expository - An essay that presents information and explains ideas

Descriptive - An essay describing actual people, places, or things

Narrative - An essay that tells a story with great attention to ideas

Persuasive - An essay which attempts to persuade the reader that a particular point of view is correct

Argumentative essay – An essay that investigates a topic, presents evidence, and establishes a position on the topic.

Some well-known examples of the different types of essays:

- Expository – [“I’m an environmental journalist, but I never write about overpopulation” by David Roberts](#)
- Descriptive (with compare-and-contrast) – [“Once More to the Lake” by E.B. White](#)
- Narrative – [“Shooting an Elephant” by George Orwell](#)
- Persuasive – [“In Praise of Idleness” by Bertrand Russell](#)

TASK 3. Discuss the text.

1. What is the role of evidence and reasoning in an argumentative essay, according to the text?
2. How does the historical shift from oral assessment to written examinations in 1791 help explain the emergence of the essay as a central academic form?
3. In what ways does the essay combine personal insight and formal academic discourse, according to Murphy's interpretation of Bacon's view?
4. What values of the Anglo-Saxon educational tradition are reflected in the use of the essay? How might these differ from educational values in other academic traditions you know?
5. How has the evolution of the essay as a genre shaped students' roles and responsibilities in higher education?
6. Reflect on your own experience: how has writing essays helped (or not helped) you develop academic or critical thinking skills?

TASK 4. Study the *argumentative essay* structure (it is also often called “five-paragraph essay”).

An introduction:

- 1a. A hook (optionally)
- 1b. The context of the issue, statement of the problem
- 1c. A clear thesis statement (a claim that summarizes your argument and the support for it)

Paragraphs (usually at least three):

- 2a. Topic sentence
- 2b. Evidence
- 2c. Concluding remark
3. Conclusion
 - 3a. Thesis statement revised/rephrased
 - 3b. Broader implications

TASK 5. Read the sample essay and find the structural elements from the previous exercise as you read: highlight them in the essays or fill in the table.

An introduction:	
1a. A hook	
1b. Context / statement of the problem	
1c. A thesis statement	

2. Paragraphs:	
2a. Topic sentences	
2b. Evidence	
2c. Concluding remark	
3. Conclusion	
3a. Thesis statement revised/rephrased	
3b. Broader implications	

Health Benefits of Exercising Regularly

Everywhere people turn—websites, magazines, and infomercials—advice for improving health bombards them. Much of this advice is commercially motivated by those eager to sell questionable supplements and diet gimmicks. However, some of it, especially that advocating a regular exercise program, merits serious attention. Such a program, if it consists of at least thirty minutes three times a week and if a person's physician approves it, provides numerous benefits. Regular exercise releases tension, improves muscle tone, and increases stamina.

One of exercise's most immediate benefits is the release of tension. Tension builds in the body because of an over-accumulation of adrenaline produced by stress, anxiety, or fear. Doctors agree that exercising for thirty minutes releases tension. After tension is released, petty irritations and frustrations should be less troubling. Planned physical exercise, therefore, can reduce, or at least control, stress.

Improved muscle tone is a second benefit of regular exercise. Although not as immediately apparent as a better disposition, improvement does come. About a month after starting a regular exercise program, increased strength can be observed not only in one's muscles but also in one's posture. Continued exercise will continue to increase strength. In fact, the increase in muscle tone from regular exercise is a cumulative benefit.

In addition to lowered stress and increased physical strength, exercise produces stamina. A stronger, less stressed body is more capable of withstanding normal fatigue than a tense, weak one. A worker who exercises regularly should be able to complete a forty-hour week and still retain enough energy for non-work activities. Similarly, a student who exercises regularly is in better shape, literally and figuratively, for pushing through during the busiest time of the semester. Improved endurance is one of the most important benefits of a regular exercise program.

Easy solutions to the goals of fitness saturate the media. However, acquiring the benefits of fitness is not easy. Nonetheless, the rewards are fully worth the effort of an established exercise program. Regular physical activity can make a person feel more relaxed, stronger, and have greater stamina for unusual as well as routine activities. Regular exercise helps!

Adapted from http://faculty.southwest.tn.edu/jfriedlander/sample_5-paragraph_theme.htm

TASK 6. Study the essay writing guide to prepare to outlining your own essay.

Essay Writing Guide

1. Structure: Introduction and a thesis statement

In the intro, you start with a **hook** (optionally), give a general **overview of the problem**, and present the **thesis** at the beginning and then to develop it. No suspense for academic writing! Forget about the approach (sometimes learned intuitively at school) of leading to the final claim and only announcing it towards the end. “Lay your cards on the table” in the beginning in the **thesis statement** that is provided at the end of the introduction.

Use this checklist to evaluate your **thesis statement**:

- ☒ Clearly states the main argument or position
- ☒ Is specific and uses precise language
- ☒ Is debatable, not just a statement of fact
- ☒ Provides a roadmap for the essay’s argument
- ☒ Avoids first-person phrasing (e.g., “I think,” “In my opinion”)
- ☒ Fits logically within the introduction

2. Paragraphing

A paragraph is a collection of related sentences dealing with a single topic. Good paragraphing helps your readers to follow your thoughts. The basic rule of thumb with paragraphing is to **keep one idea to one paragraph**. If you begin to transition into a new idea, it belongs in a new paragraph. A paragraph should start with a **topic sentence** that indicates way what idea or thesis the paragraph is going to deal with.

3. Conclusion

Start your conclusion by restating the thesis statement in the first sentence. Then, make general overview of the problem, and provide food for further thinking (you can now allow yourself some generalization of the point that you have been narrowing down in the introduction).

Note: One useful resource for academic writing is [Purdue OWL \(Online Writing Lab\)](#) – save the link for future use!

TASK 7. Read the introduction paragraphs below and underline the thesis statement. If the thesis is unclear, rewrite it at the end of the introduction.

Paragraph A: Climate change is one of the most pressing issues of our time. Rising global temperatures, extreme weather events, and environmental degradation threaten human societies and ecosystems alike. While some argue that economic concerns should take priority, addressing climate change must be the primary objective because of its long-term consequences on health, safety, and economic stability.

Paragraph B: Many people enjoy reading fiction, but some question its real-world value. Literature is not merely a form of entertainment; it fosters critical thinking, enhances empathy, and provides insights into human nature. Therefore, studying literature should be an essential component of education.

TASK 8. Below are three weak thesis statements. Rewrite each one to make it clear, argumentative, and specific.

- 1. Technology is important in today’s world. _____
- 2. There are both good and bad aspects to social media. _____
- 3. People should try to be healthier. _____

TASK 9. Evaluate the following thesis statements using the criteria of clarity, specificity, and strength of argument. Rank them from 1 (weakest) to 5 (strongest) and explain your reasoning.

a. The internet has changed the way we communicate, but it has also led to new challenges in maintaining personal privacy.	
b. Education is important.	
c. School uniforms should be mandatory because they reduce socioeconomic differences, enhance school identity, and improve student discipline.	
d. Many people believe in ghosts, but not scientists.	
e. Climate change is a problem.	

TASK 10. Read the paragraph below and underline the topic sentence. Does it effectively reflect the main idea of the paragraph?

People often think multitasking makes them more productive, but research shows the opposite. Studies indicate that switching between tasks reduces efficiency and increases errors. For example, a Stanford University study found that heavy multitaskers performed worse on cognitive tests than those who focused on one task at a time. Furthermore, constant task-switching leads to increased mental fatigue, making it harder to complete tasks effectively.

TASK 11. Below are two paragraphs with sentences in the wrong order. Correct the order so that the logic is clear and effective.

A.

	Studies show that students who engage in physical activity perform better academically.
	As a result, many schools have started incorporating more physical education programs into their curricula.
1	Regular exercise has been linked to improved memory and cognitive function.
	Additionally, physical activity helps reduce stress and anxiety, contributing to overall student well-being.

B.

	The increasing availability of charging stations is making EVs more convenient than ever.
	As a result, EVs are becoming more affordable and accessible to the general public.
	Despite this challenge, technological advancements are steadily lowering battery costs.
1	Many people believe that electric vehicles (EVs) are the future of transportation.
	However, one of the biggest challenges is the cost of EV batteries, which remains high.

TASK 12. Given the topic sentence below, write a full paragraph with at least three supporting details and a concluding sentence.

Topic Sentence: Social media platforms play a significant role in shaping public opinion. _____

TASK 13 (PRACTICE). Choose one topic and write an outline for a five-paragraph argumentative essay using the structure you have studied in this unit. Write at least one full sentence in each line of the table.

Topics:

- Should university education be free for all students?
- Does artificial intelligence do more harm than good?
- Is the main conflict in the *Harry Potter* series a social metaphor?
- Can a linguist hate reading fiction?
- Is language important for the national identity?
- Has Ukrainian mentality changed over the war?

Topic/title: _____

Thesis statement:	
Main idea for Paragraph 1:	
Evidence for Paragraph 1:	
Main idea for Paragraph 2:	
Evidence for Paragraph 2:	
Main idea for Paragraph 3:	
Evidence for Paragraph 3:	
Conclusion notes:	

KEY TAKE-AWAY POINTS

- ☒ We learn essay writing because it helps you to understand and maintain of the argumentative logic and because it is regarded as an essential skill by many universities worldwide.
- ☒ An argumentative essay makes a claim about a topic and justifies this claim with specific evidence.
- ☒ A five-paragraph (argumentative) essay consists of an introduction with a thesis statement, at least 3 paragraphs, and a conclusion.
- ☒ A thesis statement is the main point that you essay defends that is summarized in one sentence at the end of the introduction. Its arguments are structured in a similar order as your paragraphs will unfold.
- ☒ The key paragraphing rules is “one paragraph — one claim.” Every paragraph starts with a topic sentence that summarizes it. Good paragraphing skills are essential not only for essays but for nearly any kind of writing.
- ☒ The conclusion of the five-paragraph essay should restate the thesis and make a general summary of your argument.

RESOURCES TO EXPLORE

Donald, A. (2018). Is the ‘time of the assessed essay’ over? University of Sussex blog.
<https://blogs.sussex.ac.uk/business-school-teaching/2018/11/14/is-the-time-of-the-assessed-essay-over/>

Murphy, K. (2020). Of sticks and stones: The essay, experience, and experiment. In T. Karshan and K. Murphy (Eds.), *On essays: Montaigne to the present* (pp. 78-96). Oxford.

Purdue OWL (Online Writing Lab). (n.d.). Essay Writing.
https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/index.html

Unit 8. Literature review and referencing

TASK 1. Warm-up discussion.

- What do you think “literature” means in an academic context?
- If you were researching a topic, where would you look for information?
- Have you ever read multiple sources on the same topic? How did you decide which one was more reliable?
- Why do researchers read what others have written before starting their own study?
- What do you think makes a source “good” or “bad” for academic writing?
- Have you ever had to summarize information from multiple sources? How did you approach this task?

TASK 2. Read the text; pay attention to the essential vocabulary as you read.

Useful Vocabulary

peer-reviewed – рецензований	theoretical framework – теоретична база
scholarly – науковий	analysis – аналіз
literature review – огляд літератури	synthesis – синтез
comprehensive – ґрунтовний	coherent – зв’язний

Peer-reviewed journal articles, theses and dissertations, conference papers and other **scholarly** publications include a **literature review**, while it can also be an independent task at university. The literature review is an important part of the research process that helps you:

- fully understand your topic;
- develop your own research ideas;
- demonstrate your knowledge.

Purposes of literature review are to provide a **comprehensive** overview of existing literature on a topic, identify gaps, and establish the **theoretical framework** and context for a study. It can be a document or a section of a document that collects key sources on a topic and discusses those sources in conversation with each other.

A literature review is a critical *analysis* and *synthesis* of the existing research and scholarly articles on a particular topic or research question. **Synthesis** is the process of combining different ideas or information from various sources to create a new, **coherent** whole. **Analysis** consists in examining, interpreting, and evaluating information or data to understand it.

TASK 3. Discuss the text.

1. What types of academic documents usually include a literature review?
2. Can a literature review be a stand-alone task at university? Explain.
3. Do you think that «реферат», commonly used as an academic assignment in Ukraine, is essentially a literature review? Have you ever written one?
4. What are the main purposes of a literature review?
5. What does it mean when sources are “in conversation with each other” in a literature review?
6. What is the difference between synthesis and analysis in the context of a literature review?

TASK 4. Read the literature review paragraph and answer the questions.

- What is the function of each section in the example literature review paragraph?
- How does the evidence from the literature support the main argument?
- What is the role of student analysis in a literature review? Why can't a literature review just be a summary of sources?
- Why do you think multiple sources are cited? How does this support synthesis rather than just summarization?

Regular physical activity has a strong positive effect on mental well-being and emotional balance.

→ *The topic sentence of the paragraph*

According to Smith et al. (2017), exercise helps reduce symptoms of anxiety and depression by releasing endorphins and improving sleep quality.

→ *First piece of evidence from the literature*

This is supported by Lee and Carter (2019), who found that people who engage in at least 30 minutes of exercise daily have higher life satisfaction and lower stress levels.

→ *Second piece of evidence from the literature*

These findings suggest that exercise not only benefits physical health but also plays a crucial role in maintaining a healthy state of mind. Engaging in regular workouts can help individuals cope with daily challenges and improve overall mood.

→ *Student analysis*

For these reasons, exercise should be seen as an essential strategy for promoting mental well-being and preventing emotional disorders.

→ *Concluding statement*

TASK 5. Below, the sentences from a literature review paragraph are mixed up. Rearrange them into a logical order following the structure in the image.

	A study by Smith and Lee (2019) shows that students who receive personalized feedback improve their writing skills faster than those who only receive general comments.
	These findings suggest that detailed feedback can help students become more independent writers by allowing them to reflect on specific areas of improvement.
1	Research on academic writing highlights the importance of feedback in developing students' writing abilities.
	Similarly, Brown (2021) found that targeted feedback helps students understand complex grammar structures more effectively.
	Effectively tailored feedback hence plays a crucial role in helping students improve their writing skills.

TASK 6. Read about referencing and plagiarism; translate the terms.

What is referencing (and plagiarism)?

Referencing plays a key role in academic writing. Simply put, it means mentioning the sources from which you took information or ideas. **References** give credit to the original authors and give your readers enough details to trace the materials you relied on. A researcher needs to include **citations** when they use **direct quotes** from a source as well as when they paraphrase the ideas taken from another writer's work.

Plagiarism refers to using someone else's work without proper recognition. It can be intentional, but more often it results from incorrect or careless referencing. Plagiarism is considered a serious offence in academic world and can lead to disciplinary consequences such as receiving a failing grade, being asked to rewrite the assignment, or even suspension from the course or institution. In order to avoid unintentional plagiarism, one needs to know how to **reference the sources** correctly.

TASK 7. Read the statements below and determine if they are true or false based on the text.

- ☐ Referencing means mentioning the sources you used in your writing.
- ☐ You only need to reference if you use direct quotes.
- ☐ One purpose of referencing is to allow readers to find the original sources.
- ☐ Plagiarism only happens when someone copies on purpose.
- ☐ Careless referencing can lead to plagiarism.

- ☐ Plagiarism is not considered a serious problem in universities.
- ☐ Students who plagiarize may be required to redo their assignments.

TASK 8. Study the guide on to write your literature review.

Step 1. Identify the question

Unless you haven't been given a research question to work on, you will need to choose it on your own. Think about what interests you, and then read up on this question to precisely identify the problem you want to research.

Step 2. Develop your research question

A research question needs to be specific and clear. It will not help you write an effective review if it is too general or vague. To narrow down your topic, use these questions:

Who: Are you interested in a specific group of people?

Where: Can your topic be narrowed down to a geographic location?

When: Does your topic concern a specific time period?

Why: Why are you interested in this topic?

How: What kinds of information do you need? Primary sources, statistics?

Step 3. Search the literature

You can use the literature recommended by your professor, or look for additional articles and monographs in online databases using keywords based on your topic. You can search in GoogleScholar, ResearchGate, and other open databases, as well as the ones available through your university's library. **Evaluate** the sources by asking these questions: *Is it relevant for my topic? Is it up-to-date? Is it scientific and reliable?* Also, use **citation chaining**, the process by which you use one good information source to look at its list of References for additional useful resources.

Step 4. Critically analyze and evaluate

Take notes on the articles as you read them and identify any themes or concepts that may apply to your research question.

Step 5. Synthesize

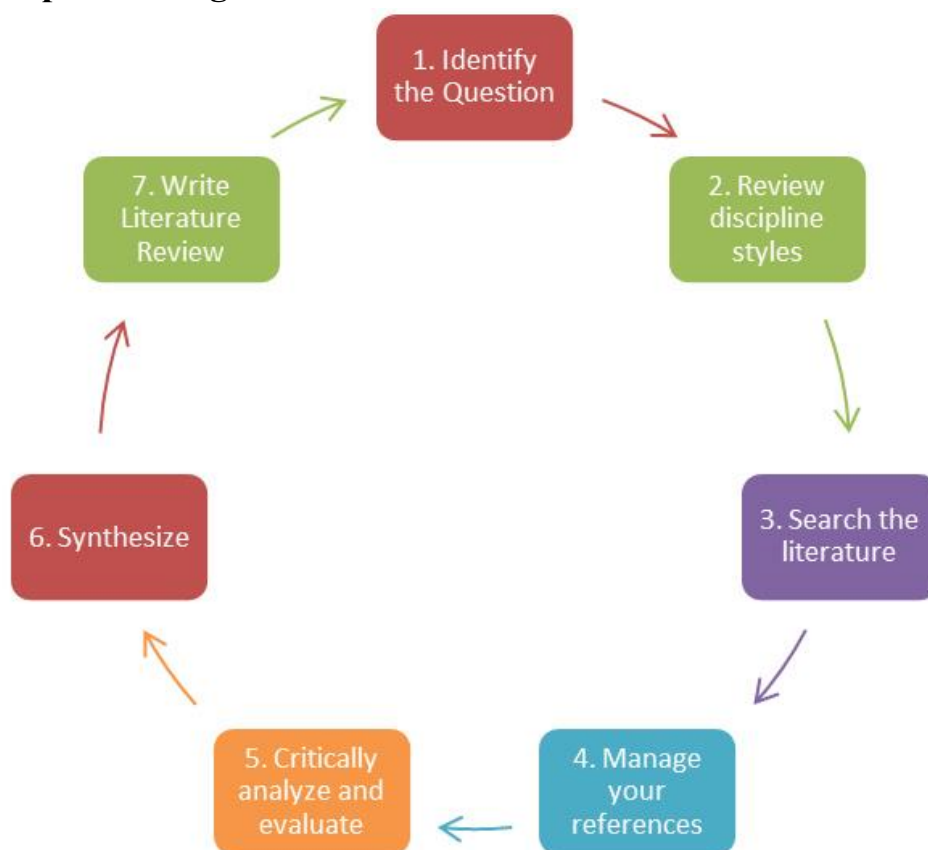
Read your sources carefully and sort them by themes or categories. Make notes on their main points, and work out similar opinions, approaches, or conclusions. Describe how the sources' perspectives differ or agree.

Step 6. Draft your literature review

Bring your previous notes and the results of your synthesis into a coherent expository/narrative piece of writing.

Source : <https://researchguides.uoregon.edu/litreview/synthesize>

TASK 9. Look at the graph below and try to remember what it is recommended to do at each step of writing a literature review.



Graphic from Literature Review (2009) by Machi and McEvoy.

TASK 10. Study the information about main citation guides.

Remember to cite your sources using the required **citation styles**. Citation styles are rules for how to mention the sources from which you got your information in academic writing. They tell you how to write the author's name, the date, the title, and where the source was published. The rules are different for citing different types of sources, such as articles, monographs, and conference abstracts.

The most used citation styles include:

APA 6	MLA 9	ДСТУ
American Psychological Association (APA)	Modern Language Association (MLA)	ДСТУ (Державний стандарт України) 8302:2015
widely used in social sciences such as	commonly used in literature, languages, and cultural studies	used in Ukraine across various disciplines

psychology, sociology, and education		
In-text citation: (Smith, 2020)	In-text citation: (Smith 123)	In text citation: [2, с. 28] OR [Іванченко, 2018, с. 28]
An entry for an article: Shevchenko, I. (2022). American social media on the Russia-Ukraine war. <i>Cognition, Communication, Discourse</i> , 25, 65-79.	An entry for an article: Shevchenko, Iryna. "American Social Media on the Russia-Ukraine War." <i>Cognition, Communication, Discourse</i> , vol. 25, 2022, pp. 65-79.	An entry for an article: Шевченко, І.С. Концепти комунікативної поведінки та дискурс. <i>Вісник ХНУ імені В.Н. Каразіна</i> . 2013. Вип. 76. С.15-20.

TASK 11. Match each citation entry or in-text citation with the correct style: APA, MLA, or ДСТУ.

1. Scholars argue that identity formation online is shaped by both anonymity and exposure (Brown 77).	a) APA citation entry
2. Новітні технології формують нову модель взаємодії між вчителем і учнем [Іванченко, 2018, с. 45].	b) APA in-text citation
3. Kovalchuk, T. (2020). Digital Culture in Education. Kyiv: Nova Shkola.	c) MLA citation entry
4. Іваненко І.І. Цифрові практики в освіті: теорія і методика. К. : Академія, 2018. 180 с.	d) MLA in-text citation
5. Digital tools are reshaping learning environments in secondary schools (Kovalchuk, 2020, p. 115). – b	e) ДСТУ citation entry
6. Brown, Hannah. Understanding Digital Identity. Oxford UP, 2021.	f) ДСТУ in-text citation

TASK 12 (PRACTICE). Using your outline completed for the previous unit, write a five-paragraph essay (at least 300 words). You will also need to find and include 2 relevant citations as evidence for your claims.

Remember that you need to both mention the citations in the text (in-text citations) and give the full information at the end of your essay, using one of the citation styles.

Essay checklist:

- ☐ does my introduction have a thesis statement?
- ☐ do my paragraphs have topic sentences?

- ☐ does my conclusion restate the thesis?
- ☐ have I included 2 relevant citations?
- ☐ have I mentioned the citations in the text?
- ☐ have I provided full information about these sources at the end?
- ☐ is my essay at least 300 words?

KEY TAKE-AWAY POINTS

- ☑ A literature review is a document or a section of a document that presents a critical analysis and synthesis of the existing research and scholarly articles on a particular topic or research question.
- ☑ Synthesis refers to the process of combining different ideas to create a new whole, while analysis means breaking down information into parts to understand it.
- ☑ Effective literature reviews go beyond summarizing, requiring the writer to compare and contrast sources, identify relationships between them, and show how they are “in conversation” with each other.
- ☑ Referencing correctly is crucial to avoid plagiarism and maintain academic integrity.
- ☑ Citation styles such as APA, MLA, and MCTV have specific rules that must be followed to properly credit sources used.

RESOURCES TO EXPLORE

Harvard University. (n.d.). How to avoid plagiarism.

<https://usingsources.fas.harvard.edu/how-avoid-plagiarism-0>

Otago Polytechnic. (n.d.). Writing a literature review.

<https://online.op.ac.nz/assets/Student-Hub-Learning-Support/47c7317d64/Writing-a-literature-review.pdf>

ResearchLEAP. (n.d.). Understanding citation styles: MLA, APA, and Chicago Manual of Style demystified. <https://researchleap.com/understanding-citation-styles-mla-apa-and-chicago-manual-of-style-demystified/>

Unit 9. Research and project proposals. Pitching

TASK 1. Warm-up discussion.

- Have you ever had to propose an idea in writing or speech? What was the context?
- Do you think it's harder to convince someone in writing or face-to-face?
- What makes a written proposal effective?
- What makes someone believe in your ideas?

TASK 2. Read the text; pay attention to the essential vocabulary as you read

Useful Vocabulary

research proposal – дослідницька пропозиція

project proposal – проектна пропозиція

business proposal – комерційна пропозиція

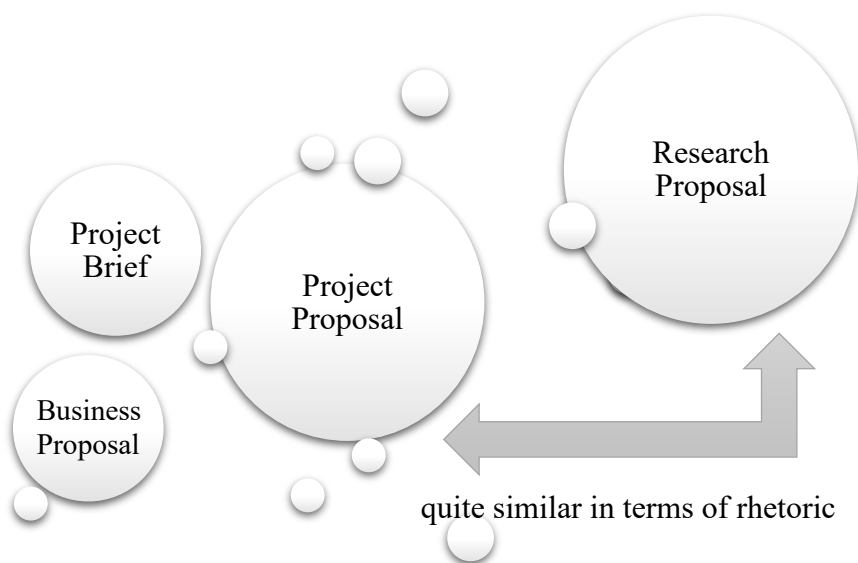
research grants – дослідницькі гранти

study – дослідження

methodology – методичні засади

theoretical framework – теоретичні підвалини

expected outcomes – очікувані результати



A **research proposal** is a formal document outlining a proposed study's objectives, methodology, theoretical framework, and expected outcomes. A research proposal serves as a guide for your research plan, helping you get organized and feel confident in the path forward you choose to take.

Students need research proposals for:

- applying for research grants
 - applying for PhD programs
- and

- developing project management skills (planning project details, timelines, and resources)
- gaining experience in writing formal requests

A **project proposal** is a formal document that outlines a project's objectives, methodology, timeline, and budget. It serves to explain the project to the stakeholders and convince them of its significance.

Proposals may be considered to be a form of *persuasive* writing. In *The Call to Write*, John Trimbur said, “Proposals put forth plans of action and seek to persuade readers that those plans should be implemented.” In short, research proposal and project proposal mean to tell the reader what you are going to do if you get the money/resource that is offered. The committee or other stakeholders will consider proposals and select most promising ones.

TASK 3. After reading the text, discuss the questions.

1. What are the main components of a research proposal?
2. Why do students need to write research proposals?
3. What is the purpose of a project proposal?
4. How are research proposals and project proposals similar?
5. Why can proposals be considered a form of persuasive writing?

TASK 4. How do you understand the quotes? Do you think they only apply to fiction writing? Discuss.

“This is how you do it: you sit down at the keyboard and you put one word after another until it’s done. It’s that easy, and that hard.” - Neil Gaiman

"Never use a long word where a short one will do." - George Orwell

TASK 5. Read the sample proposal.

Investigating the Impact of a Fiction Translation Club on Schoolchildren’s Motivation to Learn English

Introduction

Learning English as a foreign language can be challenging for schoolchildren, and motivation plays a key role in their success. One possible way to increase motivation is through engaging activities, such as a fiction translation club. This study aims to explore whether participating in a fiction translation club enhances schoolchildren’s enthusiasm and motivation to learn English.

Research Objectives

The main objectives of this research are:

- To determine if participation in a fiction translation club increases students' interest in learning English.
- To examine whether translation activities improve students' vocabulary and reading comprehension.

Methodology

- **Participants:** The study will involve schoolchildren aged 10-15 who are learning English as a foreign language.
- **Data Collection:** We will use surveys, interviews, and classroom observations to assess students' motivation levels before and after participating in the translation club.
- **Procedure:** The fiction translation club will run for three months. Students will work in groups to translate short English stories into their native language. They will discuss vocabulary, grammar, and meaning while working together. At the end of the study, we will compare motivation levels and language improvements.

Expected Outcomes

We expect that students who take part in the fiction translation club will show increased motivation to learn English. They may also develop a better understanding of vocabulary and grammar. The study will provide insights into how engaging, creative activities can support language learning.

Conclusion

This research will help educators understand whether fiction translation clubs can be an effective tool to motivate schoolchildren to learn English. If successful, it could be recommended as a supplementary learning activity in schools.

Keywords: motivation, fiction translation, schoolchildren, English learning, language acquisition

TASK 6. Discuss the structure and logic of the sample proposal.

1. Does the introduction clearly explain the purpose of the project?
2. Are the research objectives specific?
3. Is it clear what exactly the authors plan to do? What additional information could make it clearer?
4. Is the connection between the fiction translation club and motivation to learn English logically explained?
5. Is the conclusion convincing?
6. Does the overall structure of the proposal make it easy to follow?

TASK 7. Read the tips for writing an effective proposal. How is it different from other academic and business writing genres that you know?

- Make your project's goals realistic
- Be organized and logical (outline, clear headings, short paragraphs, diagrams, bullet points will help you)
- Deliver information in a most clear and explicit way
- Keep it brief, but tell enough
- Sell your idea on paper (build a proper case)
- Edit and proofread it yourself, but also enlist help
- Make sure it is about the project, not about you
- Focus on the action (what you will do and what it will achieve)

The style of a proposal should be professional tone, but should not be too dry and bureaucratic. It is recommended to aim at a plain (non-literary) style, but with some appeal to emotion (pathos) in that you can mention the values and needs.

TASK 8. Looking at the tips for writing effective proposals, do you think the sample proposal could be improved? Would you be interested in it if you were responsible for education projects funding? How could you make it stronger? More specific? More measurable? Clearer?

TASK 9. Let's consider another important persuasive genre in academic and business contexts – project pitching. Read about it and compare its rhetoric to the written project proposal's persuasive strategy.

The Elevator Pitch: Structure and Tips

An **elevator pitch** is a concise, oral proposal, used to persuade the audience in a short amount of time—often less than one minute.

1. **Introduce yourself and provide your qualifications.** Making a good impression is key.
2. **Grab the attention.** Include a good story, relevant quotes or epigrams, startling statistics, personal anecdotes, and rhetorical questions that engage the audience's participation or imagination
3. **Summarize and describe your idea in a single sentence.** Sometimes this summary might include a memorable slogan or motto.



- 4. **Include three compelling reasons why the audience might be interested.** To come up with such reasons, remember to think about your audience’s needs, wants, and values.
- 5. **Mention how your idea is special or unique.** You needs to clearly outline you value proposition, or why your idea or project deserves attention over other similar ones.
- 6. **End with a memorable statement about yourself.** Like in most persuasive genres, you need a strong ending that will stay with your audience.

TASK 10. Below is a scrambled elevator pitch. Reorder the sentences so they follow the correct structure.

	My research investigates how social factors like gender, ethnicity, and setting influence the way people adapt their language in everyday life.
	What sets my research apart is its real-world application: I work directly with Ukrainian communities abroad and use actual conversational data to show how language reflects and reinforces social and cultural structures.
1	Hi, I’m Alex, an undergraduate student specializing in sociolinguistics, where language meets society.
	This matters because language isn’t just communication—it’s identity, opportunity, and power.
	I’m not just studying language—I’m trying to change how we listen. And I’d love to bring that mission to your team.

Do you think this pitch is effective? Does it follow all the tips from the previous exercise? How could you further improve it?

TASK 11. Read about another kind of a pitch, the self-presentation talk. Consider its rhetorical features and compare it to a project pitch: how is it similar and how is it different from it?

A **self-presentation pitch** is a short speech where you talk about yourself clearly and confidently. It helps people understand who you are, what you do, and what makes you special. You need a pitch for **conferences, job interviews, meetings**, or any time you want to make a good impression quickly. It shows that you are prepared and professional. Having a strong pitch can help you get opportunities and build connections. A student can include their **name, background, education, skills,**

achievements, hobbies, and goals on a self-presentation pitch, depending on the specific **networking event** and context.

TASK 12. Create a self-presentation pitch for a student networking event (e.g. conference). Then, pair up with a classmate and present your pitches.

Provide constructive feedback using these questions:

- Did the pitch grab your attention?
- Was the main idea clear?
- Did it include strong reasons and a unique angle?
- How could it be improved?

TASK 13 (PRACTICE). Create an elevator pitch.

Imagine that you are waiting in a line in the coffee shop and suddenly see the president of the association that gives the students funding for their projects (research and community development) waiting in the same line. You can talk to the President while only for 1 minute while their coffee is being made.

Pitch your project now or there will be no other chance!

Choose one of the following topics for your pitch that you present to people who decide on funding for education.

- The importance of studying linguistics.
- How artificial intelligence needs linguistic specialists.
- How higher education is still necessary in Ukraine.
- How university library needs more books in English.
- *Another idea you would like to explore.*

Write a pitch using the six key steps. Be sure to include:

An engaging introduction	
A clear summary of your idea.	
Three compelling reasons for the audience to care.	
A unique angle or special aspect of your idea.	
A memorable conclusion.	

KEY TAKE-AWAY POINTS

- ☑ A research proposal and a business proposal are both genres of persuasive writing that aim to prove the promising outcomes of your project to get some resource (investment/funding/client).
- ☑ A research proposal is a formal academic document outlining a proposed study's objectives, methodology, theoretical framework, and expected outcomes.
- ☑ A project proposal is a formal business document that outlines a project's objectives, methodology, timeline, and budget.
- ☑ Learning how to write the research proposals helps in applying for scholarships as well as developing project management skills applicable in professional life beyond academia.
- ☑ An elevator pitch is a concise, oral proposal, used to persuade the audience in a short amount of time

RESOURCES TO EXPLORE

- Bettes, S. (n.d.). Proposals. Adapted from: Technical Writing by Allison Gross, Annamarie Hamlin, Billy Merck, Chris Rubio, Jodi Naas, Megan Savage and Michele DiSilva. <https://pressbooks.calstate.edu/navigating/chapter/chapter-9/>
- Handal, M. (2019). How To Write A Good Proposal: Proposal Writing Basics. <https://www.helpverybodyeveryday.com/proposal-development/4095-how-to-write-a-good-proposal>
- Kent State University (n.d.). Elevator Pitch. <https://www.kent.edu/career/your-one-minute-elevator-pitch>

Section 3. Digital Content Writing

Unit 10. Copywriting and content writing

TASK 1. Warm-up discussion.

- From your experience as a customer, what do you know about content marketing? Have you ever clicked on an ad or post because of how it was written? What caught your attention? What brands or companies do you think have effective content marketing? Why?
- What do you think each of these roles (copywriter, content writer, translator, editor, publishing editor, proofreader, SMM specialist, SEO specialist) does in content marketing? Which of these roles interests you the most? Why?
- What skills do you think are essential for a copywriter? What role does AI play in content marketing today?

TASK 2. Read the text; pay attention to the essential vocabulary as you read

Useful Vocabulary

hard skills – спеціалізовані навички	career environment – кар'єрне середовище
transferable skills – гнучкі навички	a better communicator – той, хто ефективніше спілкується
humanities – гуманітарні науки	linguistic training – лінгвістична підготовка
relevant – доречний/відповідний	
branding – брендинг	
marketing – маркетинг	

Career opportunities for linguists

"What kind of career can I have with a degree in linguistics?" is a question that students often ask. While there are definitely **hard/technical skills** specific to the domain of linguistics that you will acquire in your studies, there are also many general, **transferable skills** that you will also gain, which can be used in a wide range of professions. Linguistics has connections to the hard sciences, social sciences, and **humanities**, so a degree in linguistics is versatile and broadly applicable, and positions you well for employment in the rapidly changing **career environment** of today.

Your knowledge about how languages work (how speakers acquire and use language) as well as specific technical skills used in linguistic research are **relevant** for many professions. More broadly speaking, linguistics coursework and research requires

you to develop analytical reasoning and critical thinking skills and the ability to express complex ideas clearly and accurately. A deep understanding of the different aspects of human language can make you **a better communicator** in general, both in interpersonal situations and in writing.

Fields where you can apply your **linguistic training** include:

- industry (e.g., speech recognition, text-to-speech synthesis, artificial intelligence, natural language processing, and computer-mediated language learning);
- advertising, branding, and marketing;
- editing, publishing, and technical writing;
- translating and interpreting;
- linguistic consulting.

Content marketing is a large career market for linguistics graduates. It involves the development and distribution of relevant, useful content—blogs, newsletters, white papers, social media posts, emails, videos, and the like—to current and potential customers.

Adapted from <https://www.linguistics.uga.edu/career-opportunities-linguists>

TASK 3. After reading the text, discuss the questions.

1. What are the two main types of skills that a linguistics student gains? How is a degree in linguistics described in terms of career opportunities? What are some general skills that linguistics coursework helps develop?
2. Which industries can require linguistic training? Name at least three.
3. Why do you think linguistics is relevant to branding and marketing?
4. Would you consider a career in content marketing as a linguist? Why or why not?
5. Which of the listed career paths interests you the most? Explain your choice.
6. Can you think of another field where linguistic skills might be valuable?

TASK 4. Match each content production role with 2-3 linguistics-related skills that are most relevant for this role. Also mark which skills you think are hard (technical) skills and which are soft skills.

Skills:

- a) Rich vocabulary
- b) Strong writing skills
- c) Clarity and accuracy of expression
- d) Attention to language details
- e) Understanding of styles

- f) Attention to the context
- g) Editing skills
- h) Knowledge of syntax and grammar
- i) Digital literacy skills
- j) Analytical reasoning
- k) Problem-solving
- l) Foreign languages proficiency
- m) Understanding of audience
- n) Mastery of expressive language
- o) Understanding of communication strategies
- p) Research
- q) Information synthesis

Content production roles	Tasks	Key skills
Copywriter	Writes persuasive and engaging content for ads, websites, and blogs.	
Editor	Reviews and improves written content for clarity and correctness.	
SEO Specialist	Optimizes content for search engines using keywords and data analysis.	
Social Media Manager (SMM Specialist)	Plans and creates content for social media platforms.	
Technical Writer	Writes clear and structured manuals, reports, and guides.	
Translator & Localizer	Adapts content to different languages and cultural contexts.	<i>l, i, h, d, e, a</i>
Linguistic Consultant	Advises on effective communication, language use, and branding.	

Which skills appear in all roles? What does it mean? What is the basis of your linguistic qualification?

TASK 5. Match each skill with a suggested way to train and improve it during your linguistics studies.

- a) Research and analytical thinking
- b) Writing and editing skills
- c) Verbal communication and persuasion

- d) Multilingual ability and translation skills
- e) Understanding audience engagement
- f) Digital content creation

Start a blog or contribute to a student magazine	b
Participate in debates or public speaking events	
Analyze linguistic data using corpus tools	
Take additional trainings in content marketing or publishing	
Practice translating short texts or subtitles	
Create and manage professionally-inspired social media accounts	

TASK 6. Read the definitions of main content marketing genres.

Social media content – digital content created for platforms such as Twitter, LinkedIn, or Instagram, designed to engage audiences, promote brand identity, and build online communities.

Press release – an official written statement distributed to media outlets to announce newsworthy developments, such as product launches, company milestones, new hires, started campaigns, or crisis responses.

White paper – a detailed report on a particular issue, product, or service, often used to inform and influence stakeholders.

Op-Ed (Opinion Editorial) – a persuasive article written by an organization or representative, published in a media outlet to express opinions, influence public perception, or position the organization as a thought leader.

Newsletter – a regularly distributed publication aimed at keeping stakeholders informed about an organization's activities, achievements, and future plans.

Blog posts – informative, engaging texts that address pain points, offer solutions, and showcase industry expertise.

Infographics – visual representations of complex data and concepts to enhance understanding and shareability.

Videos – multimodal products that tell stories, demonstrate products, and connect with your audience on a deeper level.

Podcasts – audios that allow to share valuable insights and thought leadership through audio content.

Scripts (in script writing) – structured and engaging scenarios for various types of multimedia content, such as videos, podcasts, advertisements, and social media reels.

Interactive content – games, surveys, polls and other kinds of digital content that requires the user's actions to interact with it.

TASK 7. Sort the content types from the most informative to the most persuasive.

- Most informative →
-
- ...
- Most persuasive →

TASK 8. Sort the content types from longest to shortest in terms of typical length.

- Shortest → Social media content, . . .
- ...
- Longest → White paper, . . .

TASK 9. Match each content type with its primary purpose. Some types may have overlapping functions, but choose the most accurate match.

1. Social media content → a) Educates b) Engages c) Sells d) All of the above
2. Press release → a) Announces news b) Shares opinions c) Tells a story d) Sells a product
3. White paper → a) Persuades b) Provides detailed analysis c) Entertains d) Promotes a brand
4. Op-Ed → a) Expresses an opinion b) Summarizes research c) Provides breaking news d) Teaches a skill
5. Newsletter → a) Builds relationships b) Reports events c) Shares opinions d) Entertains
6. Blog posts → a) Educates b) Promotes c) Engages d) All of the above
7. Infographics → a) Tells a story b) Simplifies complex data c) Promotes a brand d) Creates debate
8. Videos → a) Connects emotionally b) Delivers complex analysis c) Provides quick news d) None of the above
9. Podcasts → a) Shares insights b) Sells a product c) Announces company changes d) Provides statistics
10. Scripts → a) Structures multimedia content b) Summarizes reports c) Promotes a brand d) Teaches language

TASK 10. Identify the content types that best fit the descriptions below.

- The most **persuasive** content type →
- The most **informative** content type →
- The most **visually engaging** content type →

- The most **interactive** content type →
- The most **credible and newsworthy** content type →

TASK 11. Instructions: Choose three content types that interest you the most and best align with your dream career. For each, describe:

1. **Why you like it**
2. **What skills you would need to create it**
3. **Where you could practice making this type of content**

Task:

1. **Content type:**
 - Why I like it:
 - Skills needed:
 - How I can practice:
2. **Content type:**
 - Why I like it:
 - Skills needed:
 - How I can practice:
3. **Content type:**
 - Why I like it:
 - Skills needed:
 - How I can practice:

TASK 12. Read about SEO optimization.

SEO Optimization: The Power of Keywords

Search Engine Optimization (SEO) is the process of improving a website's visibility on search engines like Google. One of the most important aspects of SEO is **keyword optimization**, which involves researching, selecting, and strategically using relevant words and phrases that users search for online.

Effective keyword optimization includes:

1. **Keyword research** – Finding words and phrases that are frequently searched by the target audience.
2. **Keyword placement** – Using keywords naturally in key parts of a webpage, such as titles, headings, meta descriptions, and throughout the content.
3. **Keyword density** – Maintaining a balance; overusing keywords (known as keyword stuffing) can lead to penalties from search engines.

4. **Long-tail keywords** – Targeting specific, longer search phrases (e.g., "best content marketing strategies for small businesses") to attract highly relevant traffic.

Ethical SEO means using keywords in a way that enhances readability and provides value to users. Some websites attempt to manipulate rankings with black hat SEO techniques, such as hiding keywords in white text, stuffing them unnaturally, or using misleading search terms. Search engines penalize such tactics, making ethical keyword optimization essential for sustainable online success.

TASK 13. Answer the questions on keyword optimization.

1. Think of a product or service you like. How do you search for it online? What keywords would you use to help it rank higher in search results?
2. What is keyword optimization, and why is it important for SEO?
3. What is keyword stuffing, and why should it be avoided?
4. Why is ethical keyword optimization important for both businesses and users?

TASK 14 (PRACTICE). Try your hand at keyword optimization.

Here's a mock list of keywords for the website of our School of Foreign Languages.

kharkiv national university

national university of kharkiv

english philology kharkiv

translation diploma Kharkiv

Try and write a short (100 words) keyword-optimized marketing piece (any genre: it may be a social media post, news post, blog, press release) for one of its platforms (website, social media). Possible topics: description of studies, news, student perceptions, etc.

KEY TAKE-AWAY POINTS

- ☑ Marketing content writing and production is one of the career paths available to the graduates of the School of Foreign Languages.
- ☑ The content market is diverse, creativity-driven, and demanding in terms of digital skills. It features multimodal components and a wide range of genres. Ideally, students who want to work in content industry should start developing their writing portfolio during their studies.

- ☑ SEO, or Search Engine Optimization, is a process of optimizing a website or online content to improve its visibility and ranking on search engine results pages (SERPs).
- ☑ The competencies that linguistics students develop in their studies, such as language proficiency, writing and research skills, attention to detail, and the ability to use relevant keywords naturally (target vocabulary) are the essence of a SEO specialist qualification.

RESOURCES TO EXPLORE

The Beginner's Guide to SEO. (n.d.) <https://moz.com/beginners-guide-to-seo>

What are the best ways for a linguistics professional to transition to digital marketing? (n.d.) LinkedIn. <https://www.linkedin.com/advice/0/what-best-ways-linguistics-professional-transition-xs3we>

Whitney, M. (2017). “Panda vs Penguin: A Beginner’s Guide to Two Major Google Algorithm Updates.” <https://www.mainstreethost.com/blog/panda-penguin-guide-google-algorithm/>

Unit 11. Content writing: Blogs

TASK 1. Warm-up discussion.

- How often do you read blogs posts?
- What kind of topics do you find most interesting?
- When you try to remember a blog post you have recently read, would it be rather a personal blog or a company blog?
- How do you think blogging has changed over time? What new trends have emerged?
- Have you ever written a blog post?

TASK 2. Read the text; pay attention to the essential vocabulary as you read.

Useful Vocabulary

conversation – розмова

informative – інформативний

engaging – захоплюючий

updated – оновлюється

addresses pain points – вирішує проблеми

deliver value – надавати цінність

spark discussions – провокувати дискусії

social networking hubs – соціальні мережі

Blogs are everywhere—whether you’re searching for travel tips, tech reviews, or that one life-changing banana bread recipe. But what makes a blog post stand out in the endless sea of online content? A great blog is a **conversation**, a story, and, most importantly, a connection between the writer and the reader.

At its core, a blog post is an **informative, engaging**, and regularly **updated** piece of content that **addresses pain points**, offers solutions, and showcases industry expertise. Blogs don’t just sit there like static webpages; they live, evolve, and interact with readers. They form communities, **spark discussions**, and serve as **social networking hubs** where everyday authors share their insights and experiences.

A well-structured blog post follows a familiar yet flexible pattern:

Introduction – The hook. This is where you grab attention with a personal anecdote, a thought-provoking question, or a surprising fact. Readers should immediately know why they should care about your post.

Body – The main event. This is where you **deliver value**—whether it's expert tips or step-by-step guides. Breaking the content into sections with subheadings improves clarity and readability.

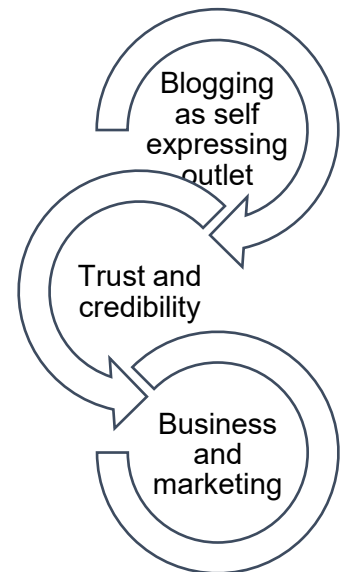
Call to Action (CTA) – What do you want the reader to do next? Subscribe? Comment? Share? A strong CTA guides engagement and keeps the conversation going.

Visuals – because nobody likes a wall of text. Well-placed images, infographics, or videos enhance the reading experience and make the content more digestible.

Unlike traditional articles, blog posts are typically conversational and informal. They invite the reader in, making them feel like they're chatting with a friend rather than reading a corporate report. Because of this, blogs are a powerful tool for personal branding, marketing, and knowledge sharing.

The Evolution of Blogging (1993–2024)

1993 – Blogging officially begins.
 1994 – Justin Hall starts personal blogging.
 1998 – Open Diary, the first blogging platform, launches.
 1999 – Blogger and LiveJournal debut.
 2003 – WordPress and TypePad are created; Google acquires Blogger and launches AdSense.
 2004 – Blog becomes the dictionary's Word of the Year.
 2005 – Video blogging (vlogging) emerges with YouTube.
 2007 – Microblogging gains popularity.
 2012 – Medium is launched as a free blogging platform.
 2016 – WordPress introduces the .blog domain extension.
 2024 – The U.S. surpasses 31.7 million bloggers.

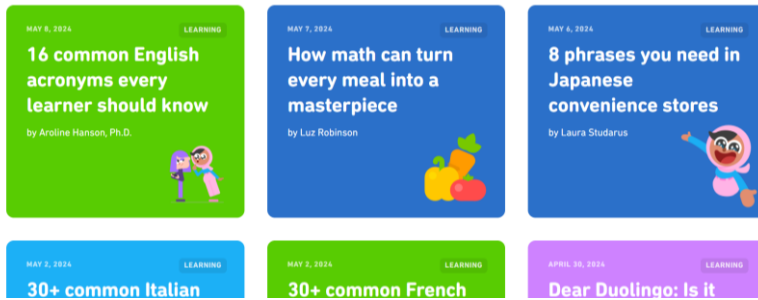


TASK 3. Answer the questions.

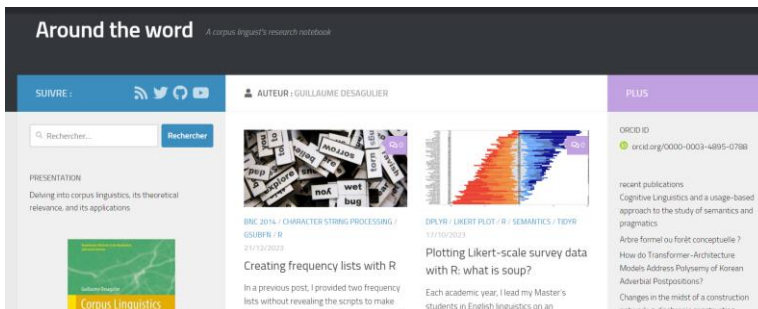
1. What are the main characteristics of a blog post?
2. How is a blog different from a traditional article?
3. What does “conversational” mean about the tone of blog posts?
4. What is a Call to Action (CTA), and why is it essential for corporate blogs?
5. How did blogging change over time?

TASK 4. Compare the two examples of blogs.

Which one advertises a product and which introduces a personal brand of a specialist? What are other objectives these blogs achieve? Are they informative? Persuasive? Narrative? Conversational? Discuss.



1. <https://blog.duolingo.com/>



2. <https://corpling.hypotheses.org/author/corpling>

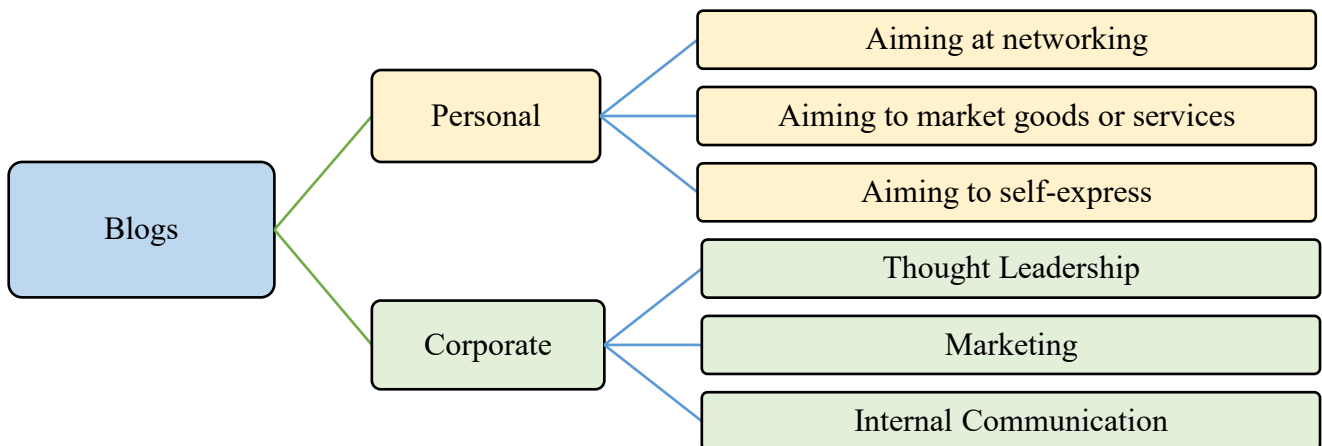
TASK 5. Decide whether the statements are true or false based on the text:

1. Blogs are usually written in a formal, academic tone. F
2. A Call to Action (CTA) encourages readers to engage with the content. ____
3. Blogs should avoid using visuals to maintain a professional look. ____
4. A good blog post should feel like a conversation between the writer and the reader. ____
5. The main purpose of a blog is to provide information while keeping the reader engaged. ____
6. Blogs can be used for personal branding and marketing. ____

TASK 6. Below is a dull introduction to a blog post. Rewrite it using a question, surprising fact, or anecdote to grab the reader's attention and make it more engaging.

"Today, we will talk about why learning a second language is useful. Many people think languages are difficult, but they can be useful for travel, work, and studies."

TASK 7. Have a look at the kinds of blogs that exist today. How did they emerge? Which ones were popular first, and which ones followed? Why? How do you understand "thought leadership"?



Blogs topics include but are not limited to Sports, Food, Finance, Writing, Cars, Music, Games, Movies, Books, Fitness, Parenting/Mom, Travel, Fashion, Lifestyle, DIY, Politics, Pets, etc.

TASK 8. Fill in the blanks with the words from the list and try to come up with their definitions.

evergreen content	Call-to-Action (CTA)	scannability
SEO (Search Engine Optimization)	clickbait	

1. A good blog post has high _____, meaning readers can skim it easily.
2. Many websites use _____ to attract attention, often with exaggerated headlines that may not fully reflect the content.
3. _____ refers to content that remains relevant and useful over a long period, attracting continuous traffic.
4. A _____ is a prompt encouraging users to take a specific action, like signing up or making a purchase.
5. _____ is the process of optimizing a website so that it ranks higher in search engine results pages.

TASK 9. Below are jumbled sections of a blog post (title, introduction, body paragraphs, CTA) – find them and arrange them in logical order.

	Another tip is to establish a routine. Having set work hours and breaks helps maintain productivity throughout the day.
1	5 Tips to Boost Your Productivity While Working from Home

	Ready to improve your productivity? Start implementing these tips today and see the results for yourself!
	One of the most important things to do when working from home is to create a dedicated workspace. This helps to separate your work life from your personal life and reduces distractions.
	Working from home has become more common than ever, but it comes with its own set of challenges. Whether you're working remotely full-time or just a few days a week, staying productive can be tough. In this post, we'll share five actionable tips to help you work more efficiently from home.

TASK 10. Let's reflect on the rhetoric and style of a blog post. How can you make your text scannable? Conversational? Engaging? What kinds of texts on the Internet do you find interesting to read yourself? What factors does your interest depend on?

TASK 11 (PRACTICE). Write an introductory post for your own blog.

Create an engaging introductory post (150 words) for your blog. Choose any topic you could potentially start a blog on (language learning, linguistics, cooking, sports, books, gaming, fashion, makeup etc.).

An introductory post is your chance to introduce yourself to your future readers and set the tone for your blog's theme and style.

Make sure your blog post includes the following:

- Add a catchy blog title or tagline
- A greeting and self-introduction
- Who are you? (name, background, interests)
- Why are you starting this blog?
- The purpose of your blog
- What topics will you write about?
- Who is your intended audience?

Choose a style (friendly, informative, humorous, etc.) that fits your topic and audience. Use clear and natural language. Write as if you're speaking to a real person.

Optionally, include a photo or image that represents you or your blog theme.

KEY TAKE-AWAY POINTS

- ☑ Blog posts are informative, engaging texts that address specific audience pain points, offer practical solutions, and showcase industry expertise. They are a key

tool for building trust, demonstrating authority, and driving traffic to your website or service.

- ☑ Blogs should be well-structured and easy to scan. Using short paragraphs, bullet points, and clear subheadings helps readers quickly find the information they need, increasing readability.
- ☑ Hooks, subheadings, and calls to action (CTAs) are essential for effective blog writing.
- ☑ Blog posts are generally more conversational and accessible than formal articles. They use a friendly, human tone that invites engagement while still maintaining clarity and professionalism.

RESOURCES TO EXPLORE

- Dyer, K. (2017). The benefits of blogging for student life. *Modern Campus*. <https://sapro.moderncampus.com/blog/why-blog-the-benefits-of-blogging-for-student-life>
- Prologger*. (2012). 8 reasons why students should blog. <https://prologger.com/8-reasons-why-students-should-start-a-blog/>
- Shahid, M., Ahmad, B., & Khan, M. R. (2024). English language learners as digital content creators: An exploration of social networking on the perceived development of language skills. *Computer-Assisted Language Learning Electronic Journal*, 25(1), 46-63. <https://callej.org/index.php/journal/article/view/94>

Unit 12. Writing for social media

TASK 1. Warm-up discussion.

- Which social media platform do you use most, and why?
- Can you think of a situation when social media changed your opinion?
- How would you define “social media” in one sentence?
- What types of posts do you usually like, share, or comment on?
- Do you think language on social media is different? How?

TASK 2. Read the text and answer the questions.

Useful Vocabulary

scholarly – науковий	discourse – дискурс
application – застосунок, додаток	to blend – перемішувати
digital networking – цифрові зв’язки	identities – ідентичності
encompasses – охоплює	digital pastime – цифрове дозвілля
dynamic marketplaces – динамічні ринки	evolve – розвиватися, еволюціонувати

Social media, love it or hate it, is everywhere. According to a **scholarly** definition, social media refers to “any **application** or technology through which users participate in, create, and share media resources and practices with other users by means of **digital networking**” (Reinhardt, 2019, p. 3). It **encompasses** a wide range of platforms, including Facebook, Instagram, Twitter, and TikTok, which serve as **dynamic marketplaces** for content. Users engage with these platforms to feel connected, stay informed, and be entertained.

Discourse on social media is often fast-paced, informal, and multimodal, **blending** text, images, and emojis to convey meaning in ways that differ from traditional communication. Social media has also become a communication tool for corporations for engaging with the public, allowing organizations “to contribute to the creation and maintenance of both their **identities** and their reputations” (Huang-Horowitz & Freberg, 2016). Social media is more than a **digital pastime**; it is a powerful tool that shapes language, identity, and public engagement. As it continues to **evolve**, so too does its impact on how individuals and organizations communicate in the modern world.

TASK 3. Answer the questions.

1. According to Reinhardt (2019), what is the definition of social media? Is it different from everyday understanding?

2. What are some examples of platforms that fall under the category of social media?
3. How is discourse on social media described in terms of its pace, formality, and mode?
4. According to the text, what are the three main reasons people use social media?
5. What role does social media play for corporations, according to the text?
6. In your opinion, how has social media changed the way you or people you know communicate on a daily basis? Can you give specific examples?
7. Do you think the fast-paced and informal nature of social media discourse has a positive or negative effect on language and communication skills? Why?

TASK 4. Reflect on how social media shapes identities.



Source: <https://archive.thetab.com/uk/2020/01/24/the-20-best-memes-of-the-dolly-parton-challenge-140136>

1. How do you understand this meme? What fact about social media does it use to create the humorous effect?
2. Do you also present yourself differently on social media (e.g., on Instagram, LinkedIn, TikTok, or Facebook)? Why do you think that happens?
3. Which platform do you feel shows the “real” you the most?
4. How do different platforms (e.g., professional vs. casual) influence the kind of photos, posts, or language you use?
5. Is it possible to have one consistent identity across all social media? Should you even try?
6. Have you ever felt pressure to change how you present yourself online to get more likes, followers, or approval?

TASK 5. Read the tips for writing for social media.

How to Write Effective Social Media Posts?

What's the ideal online platform to reach your target audience? Undoubtedly, it's social media, where your audience is right now! Effective social media writing requires clear planning, understanding your readers, and using the right CTAs. From hashtags to catchy headlines, every element matters. Every post represents your brand voice. Here's a checklist to get it right.

Write for your followers. The goal is to connect with the audience, so show followers they'll gain something by engaging with your posts. Shift from "we" to "you," and focus on their needs.

Speak the platform's language. Your content must match the platform. LinkedIn calls for a semi-formal tone, while Instagram welcomes casual, playful language. Tailor your content accordingly: use trending topics, add images/videos, and use emojis carefully.

Draft clickable posts. You want people to click, share, and get curious. Tips: don't reveal everything, use cliff-hangers, add persuasive CTAs.

Prompt readers to engage. Good posts start conversations. Use calls to action that encourage readers to comment, click, or follow.

Tell a story. Storytelling boosts engagement and makes your brand more relatable. Share moments from your journey or team.

Make it catchy and clear. Avoid jargon. Your posts should be simple and skimmable.

Finally, stay true to your voice and skip trends that don't fit. Edit carefully, avoid typos, and keep content relevant. Consistency builds trust.

Adapted from "6 Tips to Write Social Media Posts in 2025" by Writtenly Hub at <https://www.writtenlyhub.com/whub-knowledge-base/tips-to-write-social-media-posts/>

TASK 6. Match each term (A-I) with its correct definition (1-9). Write the letter of the word next to the correct number and then come up with Ukrainian translations.

A. Hashtag xeuumez

B. CTAs _____

C. Catchy _____

D. Headline _____

E. Brand voice _____

F. Emojis _____

G. Cliff-hangers _____

H. Click _____

I. Skimmable _____

1. A storytelling technique that ends with suspense, making people want to know what happens next	
2. Something that grabs attention quickly and is easy to remember	
3. A way of tagging content using the # symbol to make it more searchable and visible	A
4. Easy to read quickly, with clear organization and structure	
5. Short titles or phrases designed to attract readers and summarize content	
6. Small digital images or icons used to express emotions or ideas online	
7. A phrase, word, or sentence used to encourage the reader to take action (e.g., “Buy now,” “Read more”)	
8. The unique personality or tone a brand uses in its communication	
9. To press on a link, button, or item on a screen using a mouse or finger	

TASK 7. Discuss and compare user expectations across different platforms.

Choose two popular social media platforms (e.g., Instagram vs. LinkedIn, or TikTok vs. Facebook). Research what typical audiences expect on each: are they looking for information, entertainment, or connection? Then fill in a table comparing audience needs and post types for both platforms.

Platform	Audience goal	Tone and style	Example post type

TASK 8. Read about the feedback loop. Then work in pairs and try to retell the text remembering as much as you can.

A feedback loop in social media is the continuous cycle of user interactions influencing content creators and platform algorithms, which in turn shapes future content. When users like, comment, share, or react to a post, it signals to both the creator and the platform that the content is engaging. AI tracks: time spent on posts (the longer you look, the more similar content you’ll get) and interaction type (comments and shares carry more weight than likes). This impacts what gets prioritized in feeds, what type of content gets produced next, and how social media experiences evolve over time.

Essentially, it’s the reason you keep seeing more of what you engage with — whether it’s funny memes, cat videos, or conspiracy theories.

Feedback loops don't just determine what content you see — they also shape content strategy, advertising, and user behavior. The ways users interact with content drive algorithm decisions, and more engagement means more visibility. Then, creators adjust content based on audience reactions. In turn, platforms keep feeding users similar content to maximize screen time. And, finally, businesses tweak ads and social posts based on user response.

Fun fact: Ever wondered why you keep seeing posts about that one weird hobby you googled once? That's the feedback loop at work.

Feedback loop is not good or bad, it is the way social media algorithms shape content. Its positive effects may include the following: helping creators and businesses tailor content to audience interests, improving user experience by showing relevant content, and encouraging brand engagement and interaction. Negative effects include the creation of the so-called "echo chambers", limiting users' exposure to diverse viewpoints, reinforcing addiction-like scrolling habits, and promoting misinformation and sensational content (clickbait headlines and "rage-bait" content).

Adapted from <https://www.kontentino.com/social-media-urban-dictionary/feedback-loop/>

TASK 9. Discuss the questions.

1. In your own words, what is a feedback loop on social media?
2. How do user interactions (like, share, comment) influence what appears in the feed?
3. Name two positive and two negative effects of feedback loops.
4. Why do brands pay attention to feedback loops when planning their posts or ads?
5. How does AI "watch" what you do online, even without you actively liking or commenting?
6. Have you personally experienced a feedback loop (e.g., seeing lots of similar posts after engaging with one topic)?

TASK 10. Look at the examples of the posts. How do they invite users to interact? Would you interact with this post? How effective do you think this strategy is?

Facebook status:

🌟 "Tell us: What's your dream vacation destination? 🌍 Drop an emoji and comment below!" ✈️ 🏖️ 🌲

TikTok caption:

🎵 "Duet this if you know the lyrics! 🎤💥 Let's see who's a real fan. #musicchallenge #duetme"

LinkedIn post:

 “What’s the best career advice you’ve ever received? Share it in the comments – let’s inspire each other!”

Twitter/X tweet:

 “Hot take: Pineapple belongs on pizza. Fight me.   Agree or disagree? Reply below!”

More examples at <https://glowtify.com/18-interactive-posts-ideas-to-boost-engagement-on-social-media/>

TASK 11. Let’s discuss some ethical questions that arise with regards to social media.

1. Is it ethical for platforms to use algorithms that are designed to maximize user screen time, even if it affects mental health?
2. When influencers promote products without clearly stating they are paid, is that deception or just good marketing?
3. Do users have a moral responsibility to fact-check information before sharing it? Why or why not?
4. Is it ethical for brands to intentionally create "viral outrage" posts just to increase engagement?
5. Are echo chambers (where users only see views similar to their own) an ethical failure of platform design or just a natural human behavior?
6. Should algorithms be transparent, or would that make platforms too easy to manipulate?

TASK 12 (PRACTICE). Write a post for your department’s or faculty’s social media. You can choose any topic that is likely to appear on university’s social media. Make sure to include at least one creative way to increase user interaction!

KEY TAKE-AWAY POINTS

- ☒ Social media refers to any application or technology through which users create and share media resources by means of digital networking.
- ☒ Users go to social media platforms for 3 reasons: to feel connected, stay informed, and be entertained.
- ☒ Social media serves as a powerful tool in shaping ideologies and identities. Therefore, when using social media for marketing, one should consider the ethical principles.

- ☑ Main ethical principles for social media marketing are transparency and honesty, respect for privacy, authenticity and integrity, responsibility and social impact, engagement and dialogue, and diversity and inclusion.
- ☑ Successful writing for social media posts requires understanding brand standards, maintaining consistency between text and multimodal content, creating shareable and engaging posts, aiming to create value for the audience, and continuing learning.

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Unit 13. Script writing

TASK 1. Warm-up discussion.

- Have you ever written a script or planned what to say before recording a video?
- Why do you think some videos go viral while others are ignored? Does scriptwriting play a role?
- Which careers today might benefit from scriptwriting skills besides filmmaking?

TASK 2. Read the text; pay attention to the essential vocabulary as you read

Useful Vocabulary

media landscape – медіаландшафт	narrative coherence – послідовність
scriptwriting – написання сценаріїв	оповіді
emotional resonance – емоційний відгук	deliver value – приносити користь
content overload – перевантаження контентом	e-learning – онлайн-навчання
	instructional – навчальний, освітній

In today's rapidly evolving **media landscape**, **scriptwriting** is no longer a niche skill limited to filmmakers and playwrights. It is now a fundamental competence in media production, marketing, education, and even personal branding. Whether you are producing a podcast, launching a YouTube channel, creating content for TikTok, or preparing a business presentation, scriptwriting provides the foundation for structured, purposeful, and **emotionally resonant** communication.

Why is scriptwriting more relevant than ever? We live in an age of **content overload**. Thousands of hours of video are uploaded to platforms like YouTube and TikTok every minute. Viewers have short attention spans and can easily scroll past dull or unstructured content. A well-written script helps content creators capture attention within the first few seconds, maintain **narrative coherence**, and prompt interaction through likes, comments, and shares.

Social media platforms have transformed how content is consumed. With features like Reels, Stories, Shorts, and Lives, creators need to **deliver value** in 30-90 seconds. Writing short, impactful scripts for these formats demands precision, creativity, and a clear message.

Furthermore, companies and entrepreneurs now communicate directly with their audiences through video pitches, explainer videos, and social media campaigns.

Finally, in education, particularly **e-learning** which often relies on **instructional** videos, scriptwriting is vital to ensure lessons are logically structured and accessible and engaging to students.

TASK 3. Discuss the text.

1. Why is scriptwriting considered essential in modern media? List three jobs where scriptwriting plays a crucial role.
2. How does scriptwriting help content creators stand out in a time of content overload?
3. What challenges do short-form video formats like Reels and Shorts present to scriptwriters?
4. How are businesses using scriptwriting in their communication strategies?
5. What role does scriptwriting play in e-learning and educational content?

TASK 4. Read the definitions of the script types. Which of them are longer and which are shorter? Do you need different or similar skills to write these different types of scripts?

- Screenplays: used for films; include dialogues, character actions, and scene descriptions.
- Television scripts: structured for episodic content with act breaks and scene transitions.
- Commercial scripts: short, persuasive scripts aimed at promoting products or services.
- Explainer videos: simplify complex topics; often used in educational or corporate settings.
- Social media scripts: concise and engaging scripts for social media platforms.

TASK 5. Read the sample script.

[Introduction]

Visual: Animated graphics showing brain activity during different sleep stages.

Voiceover:

“During sleep, our brains cycle through various stages, including REM and non-REM sleep, each playing a crucial role in memory consolidation and overall well-being.”

[Segment 2: Benefits of Quality Sleep]

Visual: Montage of people engaging in daily activities—studying, exercising, socializing.

Voiceover:

“Adequate sleep enhances cognitive functions, boosts mood, and strengthens the immune system, enabling us to perform at our best.”

[Segment 3: Tips for Better Sleep]

Visual: Host demonstrating sleep hygiene practices—setting a consistent bedtime, reducing screen time, creating a restful environment.

On-Camera Host:

“To improve your sleep quality, consider establishing a regular sleep schedule, limiting exposure to screens before bedtime, and creating a comfortable sleep environment.”

[Closing Scene]

Visual: Host back in the bedroom setting, preparing to sleep.

On-Camera Host:

“Understanding the science of sleep empowers us to make choices that enhance our health and daily performance. Subscribe to our channel to learn daily tips for better sleeping!”

TASK 6. Analyze the script from the previous task by answering the questions.

1. What elements are included in this script?
2. Do you think it makes it easy to create a video following this script?
3. What if we tried to start creating a video without writing the script first?
4. Is this script efficient? Engaging? What would you change in it if you were to produce this video?
5. What is the approximate length of the video planned?
6. How much time do you think it takes to write a script for a 5-minute video? A 20-minutes one?

TASK 7. Watch the video and try to imagine what the video’s script should look like. Write it in a similar format to the sample script you just analyzed.

Studying in Germany: What international students should know – available at https://www.youtube.com/watch?v=nROxnWBhrv0&ab_channel=DWEuromaxx

TASK 8. Reflect on your experience writing the script “in reverse”, from an existing video.

1. What were the main challenges you faced while writing a script based on an existing video?
2. How were the video’s structure (visuals, narration, pacing) organized? Did they vary? Were there any monotonous fragments or was the video dynamic?

3. What did this task teach you about the relationship between written scripts and final video content?
4. How might this experience help you when planning your own original video scripts in the future?

TASK 9. Read the tips for crafting an effective script. Which ones do you think are most important for different platforms, such as Instagram? YouTube? Other platforms?

- Identify the purpose of your content.
- Know your audience and tailor your message to resonate with your target demographic.
- Outline the structure (the beginning, middle, and end).
- Focus on clarity, tone, and pacing.
- Revise and edit for coherence.
- Incorporate visual and audio elements.

TASK 10. Explore the AI opportunities for video creation. AI tools can help you to create high-quality videos without cameras, studios, or editing software. These tools can automatically generate video content from long-form text, blog posts, or even just bullet points. Go to these two platforms and have a look at their functions: Synthesia or Pictory.ai.

Would these platforms help in producing the video you scripted in the previous exercise? Would you still need a script?

TASK 11 (PRACTICE). Write a script for your own 2-minute video.

Be creative and include video, music, voiceover, or other effects. You can choose any topic for your video, such as talking about a language-learning habit, introducing your department, your hobby, etc.

Optionally, also try to create this video either filming and editing it manually or using AI tools. Write a short (5 sentences) explanation of how you created it. Some useful AI tools for creating a video are Pictory.ai and Synthesia.io, but you can explore this fast-pacing market yourself as well.

KEY TAKE-AWAY POINTS

- ☑ Scriptwriting is an essential skill across all modern media — from TikTok and YouTube to business presentations and educational content.
- ☑ A well-written script organizes ideas, sets a consistent tone, and adds emotional or humorous elements that resonate with the audience.
- ☑ Social media posts, explainer videos, screenplays, and commercials each demand a tailored structure, pacing, and tone.

- ☑ AI video tools like Pictory.ai and Synthesia offer quick content creation, but a clear, engaging script is still required to guide the AI.
- ☑ Storyboarding and segment planning (e.g., intro, value segment, CTA) are crucial pre-production tools that help translate the script into a well-structured video.
- ☑ Practice in scripting develops transferable communication skills, such as clarity, persuasion, creativity, and audience awareness—highly valuable in many career paths, including marketing, education, journalism, and tech.

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Unit 14. Transcreation as a creative writing process

TASK 1. Warm-up discussion.

- What kinds of texts do you think require more creativity when translated?
- Have you heard about localization and transcreation?
- Can you think of examples where humor, puns, or cultural references were hard to translate?
- Have you ever encountered a translated advertisement or slogan that sounded strange in your language?
- What skills are important when adapting marketing or social media content for other cultures?

TASK 2. Read the text; pay attention to the essential vocabulary as you read.

Useful Vocabulary

transcreation – трансреа́кція	word play – гра слів
localization – локалізація	to fall flat – не мати успіху
local conventions – місцеві норми	to reframe – переформулювати
cultural references – культурні відсилки	engaging – принадний
to evoke (a feeling) – викликати	lateral thinking – творче мислення
pun – каламбур	linguistic constraints – мовні обмеження

What is transcreation and how is it different from translation and localization?

In global communication, words often travel across cultures. But not all messages can simply be translated word-for-word. This is where **transcreation** comes in.

Transcreation is a blend of *translation* and *creation*. It is the process of adapting a message from one language to another while maintaining its intent, style, tone, and emotional impact. This goes beyond localization, which adapts texts to suit **local conventions** (date formats, currencies, **cultural references**) but often sticks closely to the source.

In contrast, transcreation allows for full rewriting where needed. The message might be radically changed in structure and wording, but it must still **evoke** the same feeling and effect as the original. Transcreation is common in the content sphere, in marketing and advertising, but also for other kinds of creative content.

For example, a humorous text containing **puns** and **word play** that work in English may **fall flat** in Ukrainian unless it is entirely **reframed** using culturally appropriate humor.

Transcreation is a creative writing process because it requires a unique blend of linguistic, cultural, and copywriting skills. The transcreator must:

- understand both the meaning and feeling of the original
- know the target audience deeply
- adapt idioms, humor, and cultural symbols
- rewrite the message in an **engaging** and natural voice
- be loyal to the brand voice and tone

Like any creative writing, transcreation demands originality. It requires **lateral thinking**, an understanding of **linguistic constraints**, and rhetorical awareness. A transcreator is both a writer and a cultural mediator.

TASK 3. Discuss the text.

1. How does transcreation differ from translation and localization?
2. What makes a transcreator different from a translator?
3. Why might literal translation not work for marketing or entertainment content?
4. In what ways is transcreation similar to creative writing?
5. Can you think of content types where transcreation would not be necessary?

TASK 4. Fill in the blanks with the appropriate words from the box.

adaptation	creative writing	resonate	rewrite	cultural awareness
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Transcreation requires cultural _____, so the writer can understand how a message might be received. Sometimes the original text must be _____ completely to match humor, rhythm or idioms. The goal is always for the message to _____ with the target audience, and this may involve extensive _____. In transcreation, it is acceptable to change the structure and words completely with the aim to ensure the text produces the same effect as the source. This makes transcreation similar to _____.

TASK 5. Decide if the statements below are True or False.

1. Transcreation is mostly used for legal documents. (___)
2. Localization and transcreation are exactly the same process. (___)
3. A slogan that works in one culture might need complete rewriting to work in another language and culture. (___)
4. Transcreation is usually done by machine translation software. (___)

TASK 6. Identify the key skills for successful transcreation.

Which of these do you think are most important, and why?

- Excellent command of source and target languages
- Creative copywriting skills
- Cultural sensitivity and awareness
- Online research skills
- Understanding of visual communication

TASK 7. Rewrite real advertising slogans creatively for a Ukrainian audience in a way that preserves the intent, emotional tone, and impact. Think about culture, humor, and idioms.

1. Finger lickin' good. (KFC)
2. Because you're worth it. (L'Oréal)
3. Melts in your mouth, not in your hands. (M&Ms)
4. Choosy moms choose Jif. (Jif Peanut Butter)
5. Reassuringly expensive. (Stella Artois)
6. Netflix is a joke. (Netflix)

TASK 8. You are working for a creative agency. Your client wants to launch the following content in a different culture. In pairs or in groups, decide how you would adapt it and translate the slogans and the texts. Be ready to explain your choices.

Challenge 1 – a new iced coffee drink, originally in the UK:

Slogan: *“Sips of summer in every swirl.”*

Text: *Cold brew with a splash of coconut milk – your daily chill just got an upgrade.*

Forget British drizzle – this is sunshine in a cup. Swirl it, sip it, snap it.

Target audience: Ukrainian teenagers

Potential cultural issues: “British drizzle” and Instagram lingo like “snap it” may not land the same way.

Challenge 2 – a fashion collaboration originally launched in the US

Slogan: *“From brunch to boardroom – own every moment.”*

Text: *Tailored timelessness. Meet the collab that does coffee runs and client pitches. Because power dressing should never be boring.*

Target: Ukrainian urban professionals (20–35)

Potential cultural issues: Vocabulary like “brunch”, “timelessness” and “coffee runs” may not map easily. Tone combines casual and aspirational registers.

Challenge 3 – a new plant-based burger (originally produced in the US)

Slogan: *“Tastes like freedom. Chews like beef.”*

Text: *Bite into the all-American classic — now 100% guilt-free. No moo, no mess, no meat sweats. Summer BBQs just got woke.*

Target: Ukrainian Gen Z (15–25)

Potential cultural issues: References to “freedom,” “all-American classic,” “BBQ,” and “meat sweats” are deeply American. “Woke” and “moo” wordplay may be unfamiliar, misunderstood, or politically loaded in Ukraine.

Challenge 4 – a vintage clothing app originally launched in the UK

Slogan: *“Thrift it like it’s hot.”*

Text: *Channel your inner Camden queen with pre-loved drip from every decade. From Spice Girls realness to 90s grunge, we’ve got you covered. Swipe right on history — one outfit at a time.*

Target: Ukrainian fashion-conscious teens and young adults

Potential cultural issues: The slogan is a pun on the song “Drop It Like It’s Hot” and might not resonate. “Camden,” “drip,” “Spice Girls,” and “swipe right” are all culturally rooted.

TASK 9. Reflect on your own experience.

Have you ever had to adapt a text for a different audience? How did you approach it?

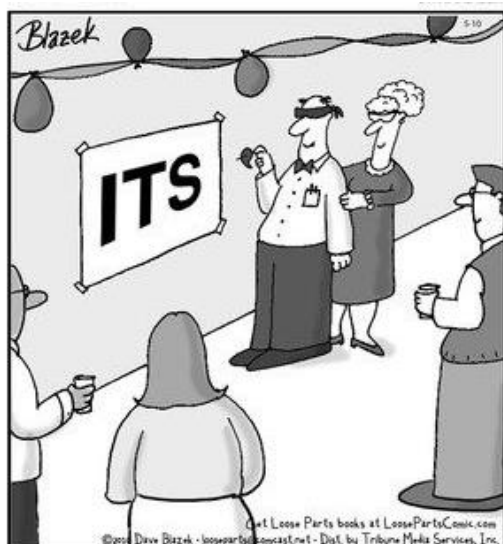
What would you do differently now that you’ve learned about transcreation?

Have you even encountered an odd advertisement or slogan that was badly translated?

Do you think departing from the original and rewriting it creatively would be helpful?

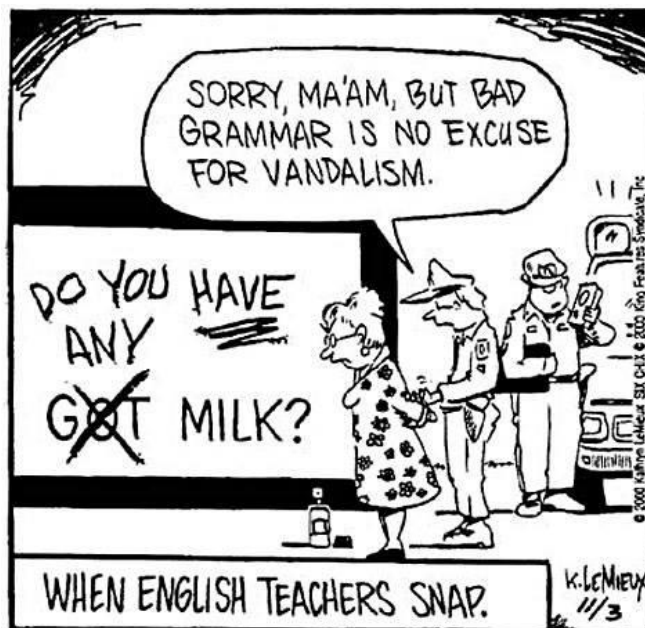
TASK 10. Try to recreate these comics in Ukrainian so that they are clear to the general Ukrainian audience.

1. Answer these questions to guide you through the process:
2. What is funny in the pictures?
3. How is the humorous effect produced?
4. How much cultural context do you need to understand them in English?
5. How can you translate it using the Ukrainian reality and context but keeping the initial message and effect?



The games get pretty crazy
at English teachers' parties.

A.



B.

TASK 11 (PRACTICE). Practice transcreation independently.

Option 1: Find a Ukrainian joke, meme, or advertisement poster and localize it for the US, Western European, or Asian audience.

Option 2: Do the opposite and localize a foreign joke, meme, or advertisement for Ukrainian audience.

Add a short commentary (2-4 sentences) on which culturally- or language-specific elements you needed to change to maintain the message and the effect.

KEY TAKEAWAY POINTS

- ☑ Transcreation goes beyond translation and localization — it involves reimagining messages to preserve the original's emotional tone and cultural resonance.
- ☑ Transcreation requires cultural awareness, creative thinking, and rhetorical sensitivity.
- ☑ Idioms, humor, references, and social norms often need to be replaced with locally meaningful equivalents, not just translated.

RESOURCES TO EXPLORE

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Unit 15. Creative writing

TASK 1. Warm-up discussion.

- Have you ever written a story, poem, or any kind of creative text in English or Ukrainian?
- What comes to mind when you hear “creative writing”?
- How is creative writing different from academic or journalistic writing?
- Why do you think people write creatively?
- Do you think creative writing is a useful skill in non-literary professions? Why or why not?
- Would you read AI-generated poetry or novels? What about textbooks?

TASK 2. Read the text. While reading, highlight or underline key vocabulary.

Useful Vocabulary

creative writing – творче письмо	memoir – мемуари
imaginative – образний, з ознаками творчої уяви	sensory detail – сенсорна деталь
fiction – художня література	imagery – образність
nonfiction – нон-фікшн	freewriting – вільне письмо

What Is Creative Writing?

Creative writing refers to original compositions that express ideas, emotions, or stories using **imaginative** and often literary techniques. Unlike academic or technical writing, it focuses on narrative, style, and emotion. It includes not only **fiction** (such as short stories, novels, and fantasy) but also **nonfiction** forms like **memoirs**, autobiographical essays, and personal reflections.

One major principle in creative writing is “Show, don’t tell.” This means writers aim to create scenes and experiences using **sensory detail** and action rather than explanation. Instead of saying “She was sad,” you might write “She stared at the cold cup of tea until the steam disappeared.”

Creative writing often uses **imagery**—language that appeals to the senses—to help readers visualize settings, feel emotions, and connect with characters. Imagery isn’t just decorative; it moves the plot forward and deepens the theme.

Whether crafting flash fiction for a contest, writing a personal essay for a blog, or submitting poetry to a magazine, creative writers learn to blend form, feeling, and

craft. Many students begin with exercises such as **freewriting**—writing continuously for a set time without editing—to unlock imagination and voice.

The benefits of creative writing:

- Enhances your writing abilities and sharpens critical thinking
- Provides a space to freely express your thoughts and feelings
- You have complete control over what you create
- Enables you to produce something uniquely your own
- Offers a way to speak out when you feel unheard
- Can be a therapeutic and healing activity

TASK 3. Discuss the text.

1. How is creative writing defined in the text?
2. How is creative writing broader than fiction writing? Which genres are included in creative writing?
3. What is the function of imagery and sensory detail?
4. What does “show, don’t tell” mean in your own words? Can you give an example?
5. What do you think are the main benefits of practicing creative writing—even for people who don’t want to be authors?

TASK 4. Match each type of creative writing with a short description.

1. Flash fiction - B
 2. Personal essay
 3. Poetry
 4. Memoir
 5. Scriptwriting
 6. Fantasy fiction
-
- A. a form of rhythmic, image-rich language; can be freeform or structured (like a sonnet)
 - B. a very short story, usually under 1,000 words
 - C. a narrative about a real personal experience
 - D. imaginative story set in a fictional world with magic or mythical elements
 - E. autobiographical nonfiction focusing on key moments in life
 - F. dialogues and scenes written for plays, films, or TV

Which genre would you most like to try writing in? Why?

TASK 5. Explore “Show, Don’t Tell.” Read the following sentences and say which ones show, and which ones tell.

- a) She clenched her fists, her face turning red as she stared at the broken vase.
- b) He felt sad and frustrated.
- c) Rain slid down his coat as he stood motionless at the bus stop.
- d) It was a cold and gloomy day.
- e) She was really angry about the broken vase.

TASK 6. Rewrite the “tell” sentences using “show” techniques.

Example:

TELL: He was nervous.

SHOW: His fingers drummed on the desk, and he kept checking his watch.

She was angry at her sister but still loved her. → _____

It was a beautiful warm day. → _____

These two young people were really in love. → _____

Tips: use actions, physical sensations, dialogue, and setting to show emotions.

TASK 7. Read the short paragraph below. Then underline all sensory verbs (see, hear, taste, smell, feel) and highlight examples of imagery. How does imagery contribute to the mood?

The wind scraped against the windowpane like claws. From the kitchen, she could smell something burning—maybe the toast again. She heard the pop of the toaster and felt a cold chill on her arms. Wrapping the blanket tighter, she looked outside. The sky was dark and heavy, the colour of a big storm cloud.

TASK 8. Freewriting experiment: read about freewriting and try it yourself.

Freewriting is a writing technique introduced by Peter Elbow in 1973 (however, Dorothea Brande mentioned a similar method in her popular *Becoming a Writer* published in 1934). Freewriting involves writing in full sentences and paragraphs without pausing or editing. The goal is to let ideas flow freely without worrying about correctness. This method boosts creativity by preventing self-censorship and helps second-language learners build fluency in writing.

Let’s try it now! Time: 5 minutes. The only rule is don’t stop writing. Don’t edit or overthink, just keep writing and do not self-censorship – you will keep those notes private. As a prompt to start, you can use, “Today, I feel . . .”

Reflect:

1. What did you write about? Did you expect to write about this?
2. How did it feel to write without stopping or editing?
3. What surprised you about what came out?
4. Did any images, words, or ideas stand out to you as worth exploring further?
5. Was there a moment where you got stuck? What did you do?
6. If you could turn this freewriting into something more structured, what direction might you take?

TASK 9. Explore writing contests and opportunities.

Did you know that there are international writing competitions for:

- Flash fiction (under 500–1000 words)
- Creative nonfiction and personal essays
- Poetry
- Short scripts

Research in groups and find one free or student-friendly writing contest online.

TASK 10. Explore the flash fiction genre.

Flash fiction is a brief fictional narrative that still offers character and plot development.

3 characteristics of flash fiction:

- Brevity
- Complete plot
- Surprise

Below are four plot prompts. Choose one and write a one-paragraph story opening (5–7 sentences) using vivid imagery.

A character wakes up and everything they touch turns invisible.

A teenager finds a message from their future self in a notebook.

A houseplant begins to speak... but only to one person.

A group of strangers receives the same strange dream.

Before writing, brainstorm: What can be seen, smelled, heard? Where is the story set? What emotion should the setting create?

TASK 11 (PRACTICE). Choose ONE of the prompts below and write a short piece (250–300 words).

“The door had never been there before.”

“Every year on my birthday, I disappear for a day.”

“She only wrote in blue ink. Until the day she didn’t.”

You may write a short story, a dramatic monologue, or a creative nonfiction reflection. Use sensory details, vivid verbs, and show, don’t tell. You will share your piece for peer feedback.

KEY TAKE-AWAY POINTS

- ☑ Creative writing uses imagination and emotion to express ideas in a personal, engaging, and often artistic way—unlike academic or journalistic writing which prioritizes facts and structure.
- ☑ “Show, don’t tell” is a core technique in creative writing.
- ☑ Imagery and sensory verbs help readers feel immersed in the setting and mood.
- ☑ Creative writing spans many genres beyond just fiction.
- ☑ Freewriting is a powerful warm-up exercise to unlock creativity, reduce perfectionism, and discover unexpected ideas. It’s about flow, not correctness.
- ☑ Practicing creative writing develops transferable skills such as empathy, observation, self-expression, and audience awareness—useful in both literary and non-literary professions.

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Електронне навчальне видання комбінованого використання
Можна використовувати в локальному та мережному режимі

Ніколаєнко Валерія Олегівна

ОСНОВИ АНГЛОМОВНОЇ ПИСЬМОВОЇ КОМУНІКАЦІЇ

Навчально-методичний посібник
для студентів факультету іноземних мов

(Англ., укр. мовами)

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