**MOCK EXAM**

**I Critically analyse the discourse of the following texts/extracts:**

1. If you are a politician in Arizona, people who run across the border are illegal aliens, unless they are employing these same people to tend to their children or flower gardens, then they are known as undocumented workers.

*Microanalysis: the use of the euphemism “undocumented workers”*

*Macroanalysis: the euphemism “undocumented workers” is used along with the metaphor “illegal aliens” to refer to the same people (immigrants), by the same people (politicians), which suggests manipulative naming depending on the circumstances/purpose.*

2. (Extract from a news article) In the past it was at times fashionable to refer to the French as “cheese-eating surrender monkeys” for their lack of enthusiasm in supporting America. Now president Obama is the new surrender monkey on the block after a series of indecisive actions in Syria.

*Microanalysis: the use of the conceptual metaphor PEOPLE ARE ANIMALS or, narrower, PEOPLE ARE MONKEYS*

*Macroanalysis: the chosen source target, the animal – monkey, bears very negative connotations, which makes the metaphor problematic as it projects those negative connotations on the people concerned. A further problem might be racial motivation behind the choice of the metaphor.*

3. (Conclusion of a study) The existence of degradation products may imply that contaminating proteins appear to be present.

*Microanalysis: the use of hedging devices: may, appear*

*Macroanalysis: the hedging devices used mitigate responsibility for the results and actually make the results inconclusive. The study with such a vague conclusion, i.e. such an inconclusive result, bears little scientific value.*

4. (Interview with the president of Nigeria) PRESIDENT: I have served as President of Nigeria have opened my eyes to the vast potentials of this office as a potent instrument for the transformation of our country... I could end the long queues and price fluctuations in our petrol stations.... I discovered that by insisting that the right things be done, we could begin a turnaround in our power sector by involving the private sector in power generation and distribution improved... I have put in place new gas policies and very soon... In the last few months, I embarked on monumental projects in our road infrastructure to end the carnage on our federal highways. I began several projects to make our water resources available for drinking and farming. I targeted our educational system to return quality and competitiveness to them. I re-addressed our drive for self-sufficiency in food production. I have taken bold steps to confront our security situation...

*Microanalysis: the frequent use of the first person singular pronoun – I*

*Macronalaysis: the subject I is overused for self-promotion and positive self-presentation, as well as projecting excessive authority. It may suggest self-centredness.*

5. At a congress over the weekend of the governing Fidesz party, Laszlo Kover, an Orban loyalist and the speaker of the Hungarian Parliament, thundered against multiculturalism as “some kind of experiment” to turn Europe into a “territory for rootless barbarian hordes.”

*Microanalysis: the use of the conceptual metaphor: IMMIGRANTS ARE ROOTLESS BARBARIAN HORDES or, narrower, IMMIGRANTS ARE BARBARIANS.*

*Macroanalysis: the source target, barbarians, bears very negative connotations which are thus projected onto the immigrants.*

**II Analyse the discourse of the following text:**

THE STUDENT MAGAZINE

**OVERCOMING EXAM ANXIETY**

***How to relieve exam anxiety – tips by John Smith***

When anxiety affects exam performance, for lots of good heads among you, it has become a problem. Luckily, there may be certain things which students suffering from it can do. To begin with, they should get a good night's sleep the day before the test to be taken. If they do so, they will be able to concentrate and perform well in the exam. If not, this will cause more stress and anxiety. The second possible solution is to change their poor study habits. If they start to study one day before the exam, this will cause worry and stress, ideas will be difficult to digest, and, consequently, students will underperform. However, if they change such routines instead of spending their time unwisely, this will give them confidence before and during the exam. Another potential fix is to think positive. When they think positive, they will get rid of all their fears and worries and things will start to look up. For example, visualising themselves as a student who has a high mark before the exam might make them feel better. In summary, getting a good night's sleep, changing their bad study habits and thinking positive seem to be effective solutions to deal with exam anxiety.

GENRE: magazine article

REGISTER:

FIELD: giving advice on how to reduce exam anxiety

 TENOR: participants: journalist / readers, social distance: medium, formality scale: neutral to formal

 MODE: written

TEXT PATTERN: problem-solution

SIGNAL WORDS: problem, (suffering), solution, fix

PATTERN ELEMENTS: situation + problem, solution + evaluation

COHESION:

 GRAMMAR COHESION:

 REFERENCE: anxiety: it,

 students: they (x7), their (x2), themselves

 not getting a good nights sleep: this

 studying one day before the exam: this

 changing the routines: this

 student: who

 SUBSTITUTION: do so, (if) not

 ELLIPSIS: students (who are) suffering; the test (which is) to be taken

 CONJUNCTIONS: when (x2), if (x3), and (x4)

 LEXICAL COHESION:

 REPETITION: anxiety (x5), exam (x8), student(s) (x4), perform/ performance/ underperform, solution(s) (x2), stress (x2), worry(-ies) (x2), a good night's sleep (x2), study habits (x2), think(ing) positive (x3), cause (x2), change(ing) (x3)

 SYNONYMS: soluton-fix, exam-test, habits-routines, anxiety-stress-worry-fears, possible-potential, poor-bad

 ANTONYMS: perform well-underperform, anxiety-confidence, problem-solution/fix, well-bad/poor,

 TAXONOMY: solutions to exam anxiety:

 getting a good night's sleep / changing bad study habits / thinking positive

 COLLOCATIONS: relieve anxiety, affect performance, good heads, suffer from anxiety, get a good night's sleep, take a test, perform well, study habits, digest ideas, change routine, spend time unwisely, give confidence, get rid of, look up, high mark, think positive, effective solution, deal with

DISCOURSE MARKERS: luckily, to begin with, consequently, however, for example, in summary

CONCEPTUAL METAPHORS: IDEAS ARE FOOD (digest ideas), TIME IS MONEY (spend time unwisely), HAPPY IS UP (look up), GOOD IS UP (high mark)

CONCEPTUAL METONYMY: PART FOR THE WHOLE (good heads)

EUPHEMISMS: underperform

HEDGING: may, might, seem