

## Chapter Two Standard Focus Figurative Language

How do we prepare students to become problem-finders, innovators, and entrepreneurs who can thrive in a global society? The Common Core charts a pathway to success, yet we know that checking off each standard one by one will not achieve the kind of results we want. This powerful book by bestselling author Nancy Sulla has the answers. She explains how teachers can bring students to deeper levels of learning by shifting from the what to the how of the CCSS. She offers seven insights that you can use to teach the standards in a more meaningful way, to bring all of your students to true understanding and application. You'll uncover how to... Incorporate ends-based teaching to ensure that the instructional focus is on the ultimate goal of each standard and not just on the basic skills; Encourage grappling with content through structured techniques such as problem-based learning, questioning, and simulations; Use cognitive progression, by understanding how the brain learns, to produce real results. Harness the power of language in all disciplines, not just in English language arts; Build executive function in the brain rather than focusing on academic function alone; Increase retention by using learning and practice activities in different ways and by differentiating instruction; and Become a true facilitator, not just a responder to students' questions. Throughout the book, you'll find a variety of practical examples from across the curriculum, as well as "Your Turn" opportunities to help you try the ideas in your own classroom. The future may not be easily defined, but it can be shaped by teachers who are right now preparing the next generation of world citizens.

Teaching students to make connections across related texts promotes engagement and improves reading comprehension and content learning. This practical guide explains how to select and teach a wide range of picture books as paired text--two books related by topic, theme, or genre--in grades K-8. The author provides mini-lessons across the content areas, along with hundreds of recommendations for paired text, each linked to specific Common Core standards for reading literature and informational texts. In a large-size format for easy photocopying, the book includes 22 reproducible graphic organizers and other useful tools. Purchasers also get access to a Web page where they can download and print the reproducible materials.

This trusted practitioner guide and course text helps K-8 teachers utilize assessment as an integral component of classroom instruction. It guides teachers step by step to recognize good reader behaviors, assess students' strengths and weaknesses, and make evidence-based instructional decisions. Formal and informal measures are discussed for evaluating specific components of literacy, with a focus on the Common Core State Standards (CCSS). Every chapter features activities for developing understanding; in-depth practice exercises are provided in several appendices. Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1/2" x 11" size. New to This Edition \*Chapter on major current initiatives: the CCSS and response to intervention. \*Extensive CCSS content woven throughout the book. \*Expanded coverage of vocabulary assessment, now in its own chapter. \*Checklists to guide the selection of high-quality published instruments.

EARLY CHILDHOOD EXPERIENCES IN LANGUAGE ARTS: EARLY LITERACY, Eleventh Edition responds to national legislation, professional standards, and public concern about the development of young children's language and foundational literacy skills by providing current research-based instructional strategies in early language development. Activities throughout emphasize the relationship between listening, speaking, reading, writing (print), and viewing in language arts areas. This text addresses the cultural and ethnic diversity of children and provides techniques and tips for adapting curricula. Theory is followed by how-to suggestions and plentiful examples of classic books and stories, poems, finger plays, flannel board and alphabet experiences, puppetry, language games, drama, and phonemic and phonetic awareness activities. Students will also learn how, as teachers, they can best interact with children to promote appropriate language development, and how they can create a print-rich environment in the classroom. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. Explains the phenomena, theoretical debates, experiments and historical development of experimental pragmatics, which investigates how utterances communicate a speaker's intended meaning.

Meaning is embodied - but it is also social. If Cognitive Linguistics is to be a complete theory of language in use, it must cover the whole spectrum from grounded cognition to discourse struggles and bullshit. This book tries to show how. Cognitive Linguistics knocked down the wall between language and the experiential content of the human mind. Frame semantics, embodiment, conceptual construal, figure-ground organization, metaphorical mapping, and mental spaces are among the results of this breakthrough, which at the same time provided cognitive science as a whole with an essential human dimension. A new phase began when Cognitive Linguistics started to see itself as part of the wider movement of 'usage-based' linguistics. Bringing about an alliance between mind and discourse, it complemented the conceptual dimension that had been dominant until then with a 'use' dimension - thereby living up to the explicit 'experiential' commitment of Cognitive Linguistics. This outward expansion is continuing: The focus on 'meaning construction', which began with the theory of blending, highlights emergent, online effects rather than underlying mappings. Cognitive Linguistics is integrating the evolutionary perspective, which links up individual and population-based features of language. The empirical obligations incurred by this expansion have led to greatly increased attention to corpus and experimental methods, especially in relation to sociolinguistic and language acquisition research. The book describes this development and goes on to discuss the foundational challenge that it creates for Cognitive Linguistics as it begins to cover issues that are also central to types of discourse analysis focusing on social processes of determination. The book argues for a synthesis based on a renewed Cognitive Linguistics, which can accommodate everything from bodily grounding to deconstructible floating signifiers in an integrated complete picture, which also covers the roles of arbitrariness and structure.

Neuropsychology of Communication Springer Science & Business Media

Bernard Bolzano (1781-1850) is increasingly recognized as one of the greatest nineteenth-century philosophers. A philosopher and mathematician of rare talent, he made ground-breaking contributions to logic, the foundations and philosophy of mathematics, metaphysics, and the philosophy of religion. Many of the larger features of later analytic philosophy (but also many of the details) first appear in his work: for example, the separation of logic from psychology, his sophisticated understanding of mathematical proof, his definition of logical consequence, his work on the semantics of natural kind terms, or his anticipations of Cantor's set theory, to name but a few. To his contemporaries, however, he was best known as an intelligent and determined advocate for reform of Church and State. Based in large part on a carefully argued utilitarian practical philosophy, he developed a program for the non-violent reform of the authoritarian institutions of the Hapsburg Empire, a program which he himself helped to set in motion through his teaching and other activities. Rarely has a philosopher had such a great impact on the political culture of his homeland. Persecuted in his lifetime by secular and ecclesiastical authorities, long ignored or misunderstood by philosophers, Bolzano's reputation has nevertheless steadily increased over the past century and a half. Much discussed and respected in Central Europe for over a century, he is finally beginning to receive the recognition he deserves in the English-speaking world. This book provides a comprehensive and detailed critical introduction to Bolzano, covering both his life and works.

In this volume, the communicative and neuropsychological correlates of daily interactions are discussed. The predominant account on explaining the construction of meaning by humans is the inter-relational perspective, that postulates an intentional convergence of meaning arising as a consequence of the active exchanges between people. The neural correlates of communication were illustrated in the light of new empirical results, considering the main topics of: a) language and language development; b) pragmatics and neuropragmatics of communication; c) neurocognition and the cognitive bases of intentions; d) nonverbal communication and emotion contribution to the communicative systems. New methodological approaches are considered, with particular attention to neuroimaging (such as PET and fMRI) and brain stimulation techniques (as MEG and TMS), as well as their application to the clinical field.

Make poetry fun for 4th grade readers with poems presented in a whole new light! Coauthored by well-known fluency expert, Timothy Rasinski, this incredible book for Grade 4 encourages students to read and perform playful, original content written in student voices that will engage both reluctant and skilled readers. The easy-to-use, standards-based lessons and purposeful activity pages help readers build fluency, comprehension, and poetry skills. Each book also includes an Audio CD that can be used to support fluency and comprehension, as well as an interactive whiteboard-compatible Teacher Resource CD that can be used to support literacy skills. 144pp. plus 2 CDs

Written in a clear, approachable, and jargon-free voice, *Moving Violations* will appeal to makers and analysts of policy, historians of science, technology, business, and the environment, and any readers interested in the history of cars and government.

Being literate in an academic discipline means more than simply being able to read and comprehend text; it means you can think, speak, and write as a historian, scientist, mathematician, or artist. Doug Buehl strips away the one-size-fits-all approach to content area literacy and presents a much-needed instructional model for disciplinary literacy, showing how to mentor middle and high school learners to become "academic insiders" who are college and career ready. This thoroughly revised second edition of *Developing Readers in the Academic Disciplines* shows how to help students adjust their thinking to comprehend a range of complex texts that fall outside their reading comfort zones. This book --a natural companion to Buehl's *Classroom Strategies for Interactive Learning*, which has been bolstering student comprehension for almost three decades--provides the following supports for teachers: Instructional tools that adapt generic literacy practices to discipline-specific variations Strategies for frontloading instruction to activate and build background knowledge New approaches for encouraging inquiry around disciplinary texts In-depth exploration of the role of argumentation in informational text Numerous examples from science, mathematics, history and social studies, English/language arts, and related arts to show you what vibrant learning looks like in various classroom settings *Developing Readers in the Academic Disciplines* introduces teachers from all disciplines to new kinds of thinking and, ultimately, teaching that helps students achieve new levels of understanding.

This first complete English translation, including over 250 full-color images, is a longitudinal cultural history of how art came to be institutionalized in the history of western representational practices.

*Thoughts and Utterances* is the first sustained investigation of two distinctions which are fundamental to all theories of utterance understanding: the semantics/pragmatics distinction and the distinction between what is explicitly communicated and what is implicitly communicated. Features the first sustained investigation of both the semantics/pragmatics distinction and the distinction between what is explicitly and implicitly communicated in speech.

*Language and Religion* offers an innovative theory of religion as a class of cultural representations, dependent on language to unify diverse capacities of the human mind. It argues that religion is widespread because it is implicit in the way the mind processes the world, as it determines what we ought to do, practically and morally, to achieve our goals. Focusing on the world religions, the book relates modern cognitive theories of language and communication to culture and its dissemination. It explains basic features of religion such as the supernatural, the normative, abstract and ideal theological concepts such as 'God', and religious feeling. It develops a linguistic theory, based on how utterances are understood, of metaphysical and moral 'mysteries' and their key role in thought and action. It shows how such concepts gain strength in the light of their successful use and, when tempered by criticism, can also have genuine authority.

Idioms represent a fascinating linguistic phenomenon that has captured the attention of many linguists for decades. This corpus-based study of idioms in Modern Standard Arabic sheds light on their intricate nature, establishes the major patterns of their linguistic behaviour, and provides explanations for these patterns. Adopting a descriptive framework, the

study addresses two main issues with regard to the discursive behaviour of idioms: the discursive functions that they perform and the ways in which they contribute to the cohesion of their texts. Examining primary data with regard to the semantic, discursive, lexical and grammatical properties of Arabic idioms, the author touches on the ubiquity of these expressions in language use, the wide range of functions they perform in discourse, the problems they often cause in domains such as foreign language learning and translation, and their typical divergence from the normal rules of grammar and semantic compositionality. Providing explanations for major linguistic phenomena, this analysis will be accessible to linguists, translators, lexicographers, translation software developers, and language teachers as well as learners.

Against the long-standing and prevalent belief that Mesopotamian Flood traditions came from very early time in Mesopotamian cultural history, this book argues that the traditions emerged relatively late in Sumerian traditions. Through a systematic examination of the relevant cuneiform sources Y. S. Chen charts the evolution of the Flood traditions.

This classroom resource addresses the instructional challenges faced by fourth to eighth grade teachers and provides research-based tools needed to improve students' reading comprehension. These classroom-tested interventions can be used with struggling readers in 5-, 10 to 15-, and 30 to 40-minute settings. Key features of this professional development resource include: responsive teaching and differentiation; the four kinds of interventions that can support students' reading; intervention tools and strategies for teachers and students; the use of focus standards to discuss key reading strategies (inferring, finding main ideas and themes, and using context to determine a word's meaning); and getting students to write about their reading.

Challenging conventional readings of literary allegorism, Borris reassesses Renaissance relations between allegory and heroic poetry.

Individual Assessment is a professional practice important to Human Resource Managers, Executives and anyone making decisions about employees. Finally, we now have a clear, practical guide with methodologically-grounded descriptions of how to successfully do it. The authors have put together a unique new book with the following key features: \*case studies and applied examples showing "how to" conduct individual assessment; \*the book provides the reader with a conceptual structure and the research and literature supporting the process; and \* it can be used as a text or supplemental text in courses on Personnel Selection, Assessment, Human Resources and Testing. This book will take Individual Assessment to an entirely new level of understanding and practice, and into a new era of professional research and activity.

Exploring the practice of writing through stylistics, Jeremy Scott draws on the work of writers and theorists to show how stylistic techniques can help writers enhance their own fiction. Negotiating the creative-critical crossover, this book helps students develop practical writing skills and a critical awareness of creative possibilities.

The analysis of metaphors constitutes an ideal point of entry into the exegesis of Biblical Hebrew poetic texts because it forces the exegete to examine the said text from a variety of perspectives. How can one discern the presence of metaphorical speech? What are the various types of metaphorical speech available to and employed by the biblical poet? How does the structure of a piece of Hebrew poetry carry its metaphorical dimensions? How did the biblical poet make use of the various types of metaphor and to what end? Can we ultimately gain access to the poet's meaning? The present study endeavours to provide at least a partial answer to these questions. In maintaining focus on the biblical text, moreover, the author hopes to anchor some of the abstractions of metaphorical theory with chosen examples taken from the so-called 'Apocalypse of Isaiah'. The Hebrew prophets constitute fertile ground in their use of metaphorical language for speaking the unspeakable, especially concerning the relationship between the people and God.

Common Core State Standards and the Speech-Language Pathologist: Standards-Based Intervention for Special Populations is a tool for the analysis of the Common Core State Standards (CCSS) and the development of interventions to meet student-specific needs. The CCSS is an education initiative in the United States that details what K-12 students should understand in English language arts and mathematics by the end of each grade. The initiative seeks to establish consistent education standards across the United States and ensure that graduating students are prepared to enter college or the workforce. As of 2015, forty-three states had adopted the CCSS. With the implementation of the CCSS, it is critical that speech-language pathologists collaborate with educators to enable the success of students with communication disorders as well as English language learners. This text offers a practical approach for application of the CCSS with a parallel analysis of children's strengths and needs to create a template for intervention. It addresses strategies to facilitate the success of students in accessing and achieving the expectations of the general curriculum, with a focus on students with communication disorders, hearing loss, vision loss, deaf-blindness, specific learning disabilities, autism, multiple disabilities, and English language learners. Key features include: Background and implications of the CCSS Chapters written by experts in the field Tools for analysis of the language expectations of the CCSS and a framework for aligning intervention (both direct and classroom-based) with the CCSS for students at elementary and secondary levels Collaboration strategies to facilitate success in the classroom Multiple case studies Common Core State Standards and the Speech-Language Pathologist is a must-have resource for any speech-language pathologist working with children, as well as their education and administration partners.

Tired of hearing about "complex text"? Bothered by the pushy messages about "challenge"? This book is for you! Unlike the many other materials on text complexity, this one focuses on specific, comprehension skills that students need in order to really engage with text. This book will help elementary school teachers equip their students with practical tools and understandings of the structures and conventions that allow them to excel, including concrete tools, passages, games, lessons, and examples to teach anaphora, connectives, paragraph structure, gathering evidence (fiction and nonfiction), and text challenge. A final chapter specifies how to stretch students in texts while attending to their stamina, executive skills, and interests.

This book shows school leaders how to redesign their instructional delivery system, both at primary and secondary level. What's more, March and Peters describe how to integrate 21st Century Skills at the very same time. This will help readers: Develop consistent and structured teaching and learning practices across content areas Ensure sustainable processes through continuous curriculum review and revision Strategically use data to monitor student performance goals Support and sustain enacted reforms through district-wide infrastructure adjustments Provide teachers with Common Core-aligned course tools, including sample curriculum maps, lessons, and specific teaching suggestions

This study applies several linguistic approaches and heuristic devices to selected narratives in the book of Samuel in order to investigate the defining features of metaphor and the way metaphor and other forms of figurative language operate in biblical narrative.

This thesis examines the computational basis of how people understand and appreciate creative uses of language. In the first half of the thesis, I describe a computational model that interprets diverse types of creative and figurative language use, such as hyperbole, irony, and metaphor. In the second half, I focus on modeling the social consequences of using language in creative ways, such as strengthening social bonds and evoking humor. Across the chapters, I describe computational models that formalize theories of language comprehension and show that these formalizations predict people's interpretations of a wide range of creative language use. Part of the goal of this thesis is to show that the interpretation of creative and social uses of language arises through many of the same rational principles that govern standard language understanding. In Chapter 2, I formalize basic principles of communication by extending the Rational Speech-Acts (RSA) framework (Frank & Goodman, 2012) with an explicit representation of speakers' communicative goals. I show that by incorporating inferences regarding which dimensions of the world the speaker wishes to address, the extended model produces appropriate interpretations for three types of figurative uses: hyperbole, verbal irony, and metaphor, suggesting that diverse figurative meanings may arise from the same principles of communication. In Chapter 3, I focus specifically on nonliteral interpretations of number words such as hyperbole and pragmatic halo. I provide a detailed account of how utterance cost, informativity, background knowledge, and communicative goals interact to produce hyperbolic and loose interpretations as well as associated affective subtexts. In Chapter 4, I explore the social consequences of figurative language use by formalizing the idea that listeners reason about common ground during communication. Through a series of simulations, I show that the extended RSA model infers a higher probability of common ground given figurative utterances than given literal ones, suggesting that figurative language may uniquely license inferences that strengthen social bonds. Finally, in Chapter 5, I use a simple model of sentence processing to derive quantitative measures of humor that are motivated by both humor theory and general theories of sentence comprehension. Taken together, this work sheds light on creative and social uses of language and advances formal approaches to language understanding, such that computational models can explain a broader range of phenomena that enrich our linguistic and social lives.

Nearly every state has independently adopted the Common Core State Standards (CCSS), making this practical guide an indispensable resource for grades 3-5 teachers and teachers-in-training. Leading authorities explain each of the English language arts (ELA) standards and vividly show how to implement them. The book is filled with grade-specific classroom vignettes, instructional strategies and activities, sample lesson plans, and discussion questions. Chapters cover the major ELA strands: reading (literature, informational texts, and foundational skills); writing; speaking and listening; and language. Issues of assessment and technology integration are also explored. An appendix includes thematic units for each grade level demonstrating ways to embed CCSS/ELA standards into content-area instruction. See also *Teaching with the Common Core Standards for English Language Arts, PreK-2*.

Early Christians interpreted the biblical theophany narratives as manifestations of Christ, yet Augustine challenged and reconfigured this view. Developing over centuries into two major exegetical strands, the transformation of theophany interpretation reveals the critical and adaptive capacity of patristic exegesis.

In *Cultural Hermeneutics*, Mario J. Valdés offers a synthesis of the hermeneutic philosophies of Miguel de Unamuno and Paul Ricoeur, a dialectical method that has formed the basis for many of Valdés' own studies in comparative literature. As Valdés explains in these insightful essays, what Unamuno and Ricoeur shared in their hermeneutic studies was a theory of interpretation in which the meaning of a work of art comes into existence through the dialectical relationship between its creator and its readers, listeners, or viewers. Contextualizing this hermeneutic concept as it appears in the works of both philosophers, *Cultural Hermeneutics* presents the basis for a profound understanding of the arts.

Narratives enable readers to vividly experience fictional and non-fictional contexts. Writers use a variety of language features to control these experiences: they direct readers in how to construct contexts, how to draw inferences and how to identify the key parts of a story. Writers can skilfully convey physical sensations, prompt emotional states, effect moral responses and even alter the readers' attitudes. *Mind, Brain and Narrative* examines the psychological and neuroscientific evidence for the mechanisms which underlie narrative comprehension. The authors explore the scientific developments which demonstrate the importance of attention, counterfactuals, depth of processing, perspective and embodiment in these processes. In so doing, this timely, interdisciplinary work provides an integrated account of the research which links psychological mechanisms of language comprehension to humanities work on narrative and style.

This book challenges common sense understandings of the unconscious effects of cinema and visual culture. It explores the castrating power of the early modern witch and the historical belief that pregnant women could manipulate and distort body image as figurative analogies for feminist theories of objectification and the male gaze. Through developing this history as an impure but lively analogy, this book serves as a provocation against the dominant imagining of objectification. It offers innovative analyses of a wide-ranging selection of films and topics including Joyce Wieland's *Water Sark* (1964) and its resonance with the works of John Cage and Stan Brakhage; the documentary *Histoires d'A* (*History of Abortion*, 1973), which contributed to the successful legalisation of abortion in France; the Hong Kong horror film *Dumplings* (Jiaozi, ?? 2004), where foetal cannibalism serves up an image of censorship; and the dual productions *The Book of Mary* (*Le livre de Marie*) and *Hail Mary* (*Je vous salue, Marie*, 1985) by Anne-Marie Miéville and Jean-Luc Godard that figure a self-reproducing virgin who hears herself while remaining a virgin, unseen.

The need for a cohesive and comprehensive curriculum that intentionally connects standards, instruction, and assessment has never been more pressing. For educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year. *Rigorous Curriculum Design* presents a carefully sequenced, hands-on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected.

Smart implementation of the Common Core State Standards requires both an overall understanding of the standards and a grasp of their implications for planning, teaching, and learning. This Quick-Start Guide provides a succinct, all-in-one look at \* The content, structure, terminology, and emphases of the Common Core standards for English language arts at the middle school level. \* The meaning of the individual standards within the four ELA strands--Reading, Writing, Speaking and Listening, and Language, with an emphasis on areas that represent the most significant changes to business as usual. \* How the standards connect across strands, domains, and grade levels to build on prior learning and prepare students for the nuanced communication and analytical work they will encounter in high school. Here, middle school ELA teachers and school leaders will find information they need to begin adapting their practices to ensure that all students master the new and challenging material contained in the standards. A practical lesson planning process to use with the Common Core, based on *Classroom Instruction That Works*, 2nd Ed., is included, along with three sample lessons. **LEARN THE ESSENTIALS OF THE COMMON CORE** The grade-level and subject-specific Quick-Start Guides in the *Understanding the Common Core Standards* series, edited by John Kendall, are designed to help school leaders and school staffs turn Common Core standards into coherent, content-rich curriculum and effective, classroom-level lessons.

Theses on any subject submitted by the academic libraries in the UK and Ireland.

Paths to College and Career Jossey-Bass and PCG Education are proud to bring the Paths to College and Career English

Language Arts (ELA) curriculum and professional development resources for grades 6–12 to educators across the country. Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require, Paths to College and Career includes daily lesson plans, guiding questions, recommended texts, scaffolding strategies and other classroom resources. Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts. At each grade level, Paths to College and Career delivers a yearlong curriculum that develops all students' ability to read closely and engage in text-based discussions, build evidence-based claims and arguments, conduct research and write from sources, and expand their academic vocabulary. Paths to College and Career's instructional resources address the needs of all learners, including students with disabilities, English language learners, and gifted and talented students. This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible, a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction, and Student Journals that give students learning tools for each module and a single place to organize and document their learning. As the creators of the Paths ELA curriculum for grades 6–12, PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes: Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train-the-trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students, providing state-of-the-art curriculum and state-of-the-art implementation.

This book was put together over the course of the past three years and is the outcome of the author's publications in the multimodal advertising rhetoric research field and projects that were undertaken with the employment of the //rhetor.dixit//(c) model. It features four chapters that span different, yet interlocking aspects of ad texts' multimodal rhetorical configuration and culminates in a practical guide for the analysis of the verbo-visual rhetorical structure of TV ad texts, based on the unique methodology of the //rhetor.dixit//(c) model on offer by //disruptiVesemiOtics//. //rhetor.dixit//: Understanding ad texts' rhetorical structure for differential figurative advantage neither seeks to cover exhaustively issues in any of the traditional fields of concern to the discipline of rhetoric (an impossible endeavor, indeed, within the contours of a single book), nor to address all issues on top of the current agenda in multimodal advertising rhetoric. Its mission is to present key facets of current research in multimodal advertising discourse, largely dispersed and spread out in multiple disciplines, including semiotics, in such a manner as to enable the reader to get to grips with the benefits that stem from employing a content analytic approach for the ongoing management of the modes of rhetorical configuration of advertising texts. The combination of an interpretivist approach with the methodical outlook yielded by content analysis affords to transform multimodal rhetorical analysis of advertising texts from a theoretical enterprise geared towards making sense of how meaning emerges through the figurative language of advertising to a systematic method for managing advertising textuality, in such a manner as to enable practitioners in marketing related disciplines (e.g., account planning, marketing research, brand management) to actively manage how brand meaning is generated through distinctive modes of rhetorical configuration. The managerial orientation of the //rhetor.dixit//(c) model is intended to enhance understanding as to how a brand's intellectual capital is configured and, moreover, to point to directions whereby what I call a brand's figurative first mover advantage and differential figurative advantages may be furnished to a brand's discourse. The systematic understanding of a brand's distinctive modes of rhetorical configuration is not just a 'nice-to-have' add-on in a metrics dashboard, but a prerequisite for managing brands as constellations of figurative elements and modes of connectivity among figurative elements, which are part and parcel of a brand's textual essence.

Interpreting Figurative Meaning explores interdisciplinary debates on the ways in which humans comprehend figurative language in everyday life.

Translating Children's Literature is an exploration of the many developmental and linguistic issues related to writing and translating for children, an audience that spans a period of enormous intellectual progress and affective change from birth to adolescence. Lathey looks at a broad range of children's literature, from prose fiction to poetry and picture books. Each of the seven chapters addresses a different aspect of translation for children, covering: · Narrative style and the challenges of translating the child's voice; · The translation of cultural markers for young readers; · Translation of the modern picture book; · Dialogue, dialect and street language in modern children's literature; · Read-aloud qualities, wordplay, onomatopoeia and the translation of children's poetry; · Retranslation, retelling and reworking; · The role of translation for children within the global publishing and translation industries. This is the first practical guide to address all aspects of translating children's literature, featuring extracts from commentaries and interviews with published translators of children's literature, as well as examples and case studies across a range of languages and texts. Each chapter includes a set of questions and exercises for students. Translating Children's Literature is essential reading for professional translators, researchers and students on courses in translation studies or children's literature.

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