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ИНСТИТУТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ**

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**ENGLISH STYLISTICS
IN PRACTICAL EXERCISES**

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Данное учебное пособие содержит в себе материалы к практическим (семинарским) занятиям по лекционному курсу «Стилистика английского языка» - упражнения для аудиторной и самостоятельной работы, работу с терминологией, проверочные тесты.

Пособие предназначено для студентов и преподавателей языковых и педагогических отделений, а также всех, кто интересуется вопросами современной стилистики.

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ПРЕДИСЛОВИЕ

Курс «Стилистика английского языка» знакомит студентов с основными теоретическими понятиями стилистики современного английского языка, учит выявлять языковые художественные средства и, таким образом, помогает выработать навыки самостоятельного стилистического анализа англоязычного текста. Также курс расширяет лингвистический кругозор учащихся и способствует развитию навыков владения английским языком. Теоретическая основа курса требует тщательного закрепления на языковом материале практических упражнений, чему и способствует данное учебное пособие.

Представленные упражнения и задания для семинаров разработаны с учетом логики теоретического курса и выстроены в соответствии с ним. Для удобства работы с теоретической частью курса, в пособии даны планы лекционных занятий.

Семинарское занятие учитывает и включает в себя следующие аспекты:

- работа с терминологическим аппаратом темы;
- распознавание художественных средств на речевых и литературных примерах;
- поиск особенностей, сходств и различий между различными художественными средствами;
- закрепление и проверка понимания пройденного материала.

Практический курс состоит из следующих основных разделов:

- Общие вопросы стилистики;
- Стилистическое разнообразие лексики английского языка;
- Функциональные стили;
- Выразительные средства и стилистические приемы;
- Фонетические выразительные средства и стилистические приемы;
- Лексические выразительные средства и стилистические приемы;
- Синтаксические выразительные средства и стилистические приемы;

- Графические выразительные средства и стилистические приемы.

Последнее практическое занятие полностью посвящено проверке усвоения материала, и его можно использовать (частично или полностью) в качестве заданий к зачету или экзамену.

В конце учебного пособия дан список необходимой литературы.

PART 1
Lecture plans

Lecture 1
General problems of Stylistics

1. History of stylistics. The establishing of stylistics as a branch of linguistics.
2. The term “Stylistics” and its meaning. Definitions given by different scholars.
3. Types of stylistics: Stylistics of language vs stylistics of speech.
4. Levels of stylistics: phonetic stylistics, lexical stylistics, syntactic stylistics, grammatical stylistics, graphical stylistics.
5. Levels of information: denotative and connotative meaning. Emotional, evaluative, expressive, stylistic component of connotative meaning.
6. Approaches to text analysis: intentional stylistics, effective stylistics, practical criticism.
7. Basic notions of stylistics: style, norm, stylistics context, expressive means, stylistic device, image.
8. Methods of stylistics: the method of semantic – stylistic analysis (stylistic analysis), comparative method, the method of stylistic experiment.
9. Expressive means and stylistic devices. Classification. Difference between EM and SD.

Lecture 2
Stylistic differentiation of English vocabulary

1. Three styles of English vocabulary
2. Neutral style
3. Literary-style words: terms, archaisms, historicisms, poetical words, neologisms, barbarisms, foreign loans.
4. Colloquial-style words: colloquialisms, slang, jargonisms, vulgarisms, dialectisms.

Lecture 3
Functional styles

1. The history of development of functional styles.
2. The idea of functional styles. I. Galerin's definition.
3. The belle-lettres style: poetry, emotive prose, drama.
4. Publicistic style: oratory and speeches, essays, articles.
5. Newspaper style: brief news items, headlines, advertisements and announcements, editorials.
6. Scientific prose style.
7. The style of official documents.

Lecture 4
Phonetic expressive means and stylistic devices

1. Artistic effect of phonetic stylistics.
2. Onomatopoeia.
3. Alliteration.
4. Assonance.
5. Euphony.
6. Rhyme. Types of rhyme.
7. Rhythm.

Lecture 5
Lexical expressive means and stylistic devices

1. Classification of lexical expressive means and stylistic devices according to the word's meaning.
2. Simile
3. Metaphor
4. Metonymy
5. Synecdoche

Lecture 6

Lexical expressive means and stylistic devices

1. Personification
2. Antonomasia
3. Phraseological unit (idiom)
4. Epithet
5. Hyperbole
6. Litotes
7. Irony
8. Oxymoron
9. Pun
10. Zeugma
11. Paradox
12. Euphemism
13. Periphrasis
14. Allusion

Lecture 7

Syntactic expressive means and stylistic devices

1. A sentence. Types of changes in a sentence.
2. Inversion
3. Detachment
4. Parenthesis
5. Ellipsis
6. Nominative sentence
7. Parallelism
8. Different types of repetition: Anaphora, Epiphora, Anadiplosis
9. Enumeration

Lecture 8

Syntactic expressive means and stylistic devices

1. Antithesis
2. Aposiopesis
3. Apokoinu
4. Gradation (climax)
5. Rhetorical question
6. Suspense

Lecture 9

Graphical expressive means and stylistic devices

1. Peculiarities of written communication. Stylistic use of graphics.
2. Graphon
3. Change of type, capital letters
4. Punctuation, absence of punctuation marks
5. Graphic imagery. Pattern poetry.

PART 2
Practical exercises
Seminar 1

- *History of Stylistics*
- *Levels of Stylistics*
- *Denotative and connotative meaning*
- *Basic notions of stylistics*
- *Stylistic differentiation of the English vocabulary*

Ex. 1. Look through Lecture 1 and choose one of the variants with the correct answer (a, b, c).

1. Stylistics doesn't have its own language units.
 - a) True
 - b) False

2. The earliest attempts to cover some of the issues of Stylistics were made by:
 - a) H. Spencer
 - b) A. Potebnya
 - c) Aristotle

3. The founder of modern Stylistics, who singled it out as a separate branch of linguistics, was
 - a) M. Lomonosov
 - b) Ch. Bally
 - c) H. Steinthal

4. Whose concept singled Stylistics out within Russian Stylistics?
 - a) V. Vinogradov
 - b) A. Potebnya
 - c) M. Lomonosov

5. The term “Stylistics” was first used in the works of

- a) V. Vinogradov
- b) A. Potebnya
- c) M. Lomonosov

6. The word “style” originally meant

- a) A pencil
- b) A writing device
- c) The manner of writing

Ex .2. Match the level of stylistics and the scope of its field of study.

a) Phonetic stylistics	1. Studies expressive value of the written form of a word
b) Lexical stylistics	2. Studies expressive value of parts of speech
c) Grammatical stylistics (Stylistic morphology)	3. Studies stylistic potential of sounds and their combinations, intonation, rhythm etc.
d) Syntactical stylistics	4. Studies the use and effect of stylistic devices within the whole text.
e) Graphical stylistics	5. Studies stylistic potential of words, their primary and transferred meaning.
f) Literary analysis of a text	6. Studies expressive value and changes within the sentence structure.

Ex. 3. Complete the table by matching the term and its meaning:

a) Denotative meaning	1. The element of meaning that expresses feelings and emotions experiences by people for the object/ person/ action denoted by the word.
b) Connotative meaning	2. The element which makes the meaning sound more emphatic. Is based on transference of meaning or intensification.

c) Emotional component of connotative meaning	3. The element of meaning which refers a word to a definite situation of communication.
d) Evaluative component of connotative meaning	4. The main meaning of the word, does not include the feelings and ideas connected with this word.
e) Expressive component of connotative meaning	5. The element of meaning which expresses positive or negative attitude towards something denoted by the word.
f) Stylistic component of connotative meaning	6. The meaning of the word that expresses feeling and emotions caused by the phenomena denoted by the word.

Ex. 4. Which term is given under the following definitions? Choose from style, stylistic device, expressive means, norm, stylistic concept, imagery.

1. The invariant of the phonetic, morphological, lexical and syntactical patterns circulating in language-in-action at a given period of time.
2. Units on different language levels marked by connotative meaning. Can be phonetic, lexical, morphological, syntactical etc.
3. Collective characteristics of artistic expression which reflect general outlook of a person. Could be individual or functional.
4. Conscious and intentional intensification of typical structural / semantic property promoted to a generalized status.
5. Descriptive language used in literature to evoke mental pictures or sensory experiences. May refer to any meaningful unit and be expressed through different senses.

6. A stretch of a text interrupted by an unexpected element that results in a stylistic device. Can be realized within one sentence (microcontext), a paragraph (macrocontext) or the whole literary work (megacontext).

Ex. 5. Complete the table by matching the term and its meaning:

a) Colloquialism	1. Specialized set of terms used in certain industry. People outside this industry might not understand it.
b) Slang	2. Usage of informal and conversational language in literature.
c) Neologism	3. Words of foreign origin which have come into the language but preserved their “foreign” spelling and pronunciation.
d) Jargon	4. Rough swear words which are traditionally forbidden to use.
e) Vulgarism	5. Words which are no longer in common use. Might be used in literature to produce stylistic effect.
f) Dialectism	6. Informal words which are not part of standard vocabulary. Used by a limited group of people.
g) Archaism	7. Language peculiar to people who live in a certain territory.
h) Barbarism	8. Newly created words or expressions.

Look at the following sentences and decide which of the groups above the words in bold belong to (colloquialism, slang, neologism etc.):

1. Know from **whence** you came.
2. “This time Kate didn’t hesitate pressing send and watched her mail vanish from the out-box into **cyberspace**.”

3. Nobody **flunked** the exam.
4. The **suspect** is headed west on Route 10. All available **units**, respond.
5. I'll be **goddamned** if I let this stop me.
6. "She had said **Au revoir**, not good-bye!"
7. **Watcha** doing over there?
8. Why are you so **salty**? I said I would share if I win the lottery.

Ex. 6. Listed below are ten pairs of words that evoke negative or positive feelings. For each pair, place a plus sign after the word that conveys a more favorable attitude and a minus sign after the word that carries a less favorable attitude. Use a dictionary if necessary:

- refreshing – chilly
- plain – natural
- clever – sly
- cackle – giggle
- snob – cultured
- cop – officer
- skinny – slender
- statesman – politician
- smile – smirk
- domineering – assertive

Ex. 7. Find stylistically marked and neutral words among the following groups. Specify their style (neutral, literary, colloquial) and sub-style (archaism, term, neologism, barbarism, colloquialism, slang etc.). Use a dictionary if necessary.

Currency – money – dough

To talk – to converse – to chat

To chow down – to eat – to dine

To start – to commence – to kick off

Insane – nuts – mentally ill

Spouse – hubby – husband

To leave – to withdraw – to shoot off

Geezer – senior citizen – old man

Mushy – emotional – sentimental

Ex. 8. Put the words given into one of the columns – “denotation”, “positive connotation” or “negative connotation”. The first one was done for you.

1. gaze, look steadily, stare

Denotation	Positive Connotation	Negative Connotation
look steadily	gaze	Stare

2. fragrance, odor, a smell sensed by the olfactory nerve

3. brainwash, persuade, influence one way or another

4. delayed, not on time, tardy

5. somewhat interested, nosy, curious

6. lazily, without haste, leisurely

7. ask of someone, demand, request

8. gathering, a large group, mob

9. slim, skinny, less than average build

10. discuss with others, debate, argue

Complete the second part of the table with the missing forms of the words. Use a dictionary if necessary:

	Denotation	Positive connotation	Negative connotation
11.	watch	observe	
12.		youthful	immature
13.	not having a care		irresponsible
14.	not commonly found	unique	
15.	find		snoop
16.	inexpensive	fairly priced	
17.	having an opportunity to be alone		isolation
18.		assertive	pushy
19.	giving much		extravagance

Ex. 9. Work with a dictionary if necessary. Analyze denotative and connotative meaning of the following groups of words. Analyze the evaluative component of these words. Do they have positive or negative connotation?

Group 1: Thin, slim, lanky, skinny, gaunt, slender

Group 2: Aggressive, assertive, domineering, dynamic, pushy, forceful

Group 3: Shrewd, egghead, bright, clever, brilliant, cunning, smart, intelligent, brainy

Ex. 10. In each of the following sentences, the italicized word has a fairly neutral connotation. For each word in italics, list two synonyms (words with similar denotations): one with a negative connotation and the other with a positive connotation.

1. I recognized the familiar *smell* of my roommate's cooking.
2. Scrapple is an *inexpensive* meal.
3. Kevin's interest in model cars has turned into a *hobby*.
4. Uncle Henry lives in a *hut* deep in the woods.
5. Phileas Fogg was an *adventurous* traveler.
6. We stopped for lunch at a *diner* in West Virginia.
7. My parents are committed *conservationists*.
8. My *old* laptop has finally died.
9. In a quiet and *stealthy* way, Bartleby moved into the lawyer's chambers.
10. The teacher was mildly intimidated by Merdine's *assertive* behavior.

Ex. 11. Practice shifting your viewpoint so that you can describe the same object both favorably and unfavorably. You can do this by first using words with a positive connotation and then switching to words with a negative connotation. Choose three of the descriptions below. Write a short description that is favorable and a short description that is unfavorable.

For example, you might describe a banana as either sweetly ripe or mushy, depending on the desired connotation.

Describe a wet street after the rain.

Describe a college or professional football game.

Characterize a challenging high school class.

Describe a hamburger made in a fast-food restaurant.

Describe a group of three or four teen-age girls walking down the street together.

Describe a new regulation for student parking on campus.

Describe a recent movie or television program.

Seminar 2

Functional styles

- *Belle-lettres style*
 - a. *Poetry*
 - b. *Emotive prose*
 - c. *Drama*
- *Publicistic style*
 - a. *Oratory and speeches*
 - b. *Essays*
 - c. *Articles*
- *Newspaper style*
 - a. *Brief news items*
 - b. *Headlines*
 - c. *Advertisements and announcements*
 - d. *Editorials*
- *Scientific prose style*
- *Style of official documents*

Ex. 1. Look at the functions of 5 styles mentioned above. Which style (belle-lettres style, publicistic style, newspaper style, scientific prose style, style of official documents) does each function belong to?

1. To share information;
2. To state the conditions for communication between two parties;
3. To give artistic representation of life from author's point of view;
4. To exert impact on a reader/ listener, convincing him that the speaker's (writer's, author's) point of view is the only right one.

5. To prove a hypothesis, find relations between phenomena.

Ex. 2. Complete the gaps in the text about the history of developing of Functional styles.

English language is the result of integration of 3 dialects – of _____, Saxons and _____. The first written sources are dated back with the _____ century. English language went through the long period of development, when it _____ with other languages. But the core of the newly forming English language was based on the _____ dialect. English as a language developed rapidly from the XV-XVI centuries, and the invention of _____ in 1476 played a great role in it. As a result, norms of _____ and literary language began to merge and resulted in forming styles of speech (which are also called “_____”). Functional styles emerged in the XIXth century, when English language began to _____ to the styles of speech.

Ex. 3. Look at the following characteristic features of the sub-styles. Which sub-style does each characteristic belong to? Choose between poetry, emotive prose, drama, oratory and speeches, articles, brief news items, headlines, advertisements and announcements, editorials.

1. Uses nominative and elliptical sentences, questions in forms of statements.
2. Gives interpretation of news, appeals to reader’s mind and feelings.
3. Is divided into classified and non-classified.
4. Uses rhyme and rhythm, as well as artistic imagery.
5. Doesn’t give comments or attitude, only states the fact.
6. Uses stage directions and author’s remarks.
7. Uses direct address to the audience and colloquial vocabulary.
8. Uses a combination of written and spoken varieties of a language, imagery.
9. Uses neologisms, rare and bookish words, set expressions.

Ex. 3. Look at the following extract from literature, periodicals and other sources. What functional style and sub-style (acc. To I. Galperin's classification) do the following extracts belong to? Explain your choice. What typical features of each style did you notice? Where can you find such texts?

1) The hottest day of the summer so far was drawing to a close and a drowsy silence lay over the large, square houses of Privet Drive. Cars that were usually gleaming stood dusty in their drives and lawns that were once emerald green lay parched and yellowing -for the use of hosepipes had been banned due to drought. Deprived of their usual car-washing and lawn- mowing pursuits, the inhabitants of Privet Drive had retreated into the shade of their cool houses, windows thrown wide in the hope of tempting in a nonexistent breeze. The only person left outdoors was a teenage boy who was lying flat on his back in a flowerbed outside number four.

He was a skinny, black-haired, bespectacled boy who had the pinched, slightly unhealthy look of someone who has grown a lot in a short space of time. His jeans were torn and dirty, his T- shirt baggy and faded, and the soles of his trainers were peeling away from the uppers. Harry Potter's appearance did not endear him to the neighbours, who were the sort of people who thought scruffiness ought to be punishable by law, but as he had hidden himself behind a large hydrangea bush this evening he was quite invisible to passers-by. In fact, the only way he would be spotted was if his Uncle Vernon or Aunt Petunia stuck their heads out of the living-room window and looked straight down into the flowerbed below.

On the whole, Harry thought he was to be congratulated on his idea of hiding here. He was not, perhaps, very comfortable lying on the hot, hard earth but, on the other hand, nobody was glaring at him, grinding their teeth so loudly that he could not hear the news, or shooting nasty questions at him, as had happened every time he had tried sitting down in the living room to watch television with his aunt and

uncle. Almost as though this thought had fluttered through the open window, Vernon Dursley, Harry's uncle, suddenly spoke.

'Glad to see the boy's stopped trying to butt in. Where is he, anyway?'

'I don't know,' said Aunt Petunia, unconcerned. 'Not in the house.'

2) Thank you all. Chief Justice Rehnquist, President Carter, President Bush, President Clinton, distinguished guests and my fellow citizens. The peaceful transfer of authority is rare in history, yet common in our country. With a simple oath, we affirm old traditions and make new beginnings. As I begin, I thank President Clinton for his service to our nation. And I thank Vice President Gore for a contest conducted with spirit and ended with grace.

I am honored and humbled to stand here, where so many of America's leaders have come before me, and so many will follow.

We have a place, all of us, in a long story, a story we continue, but whose end we will not see. It is the story of a new world that became a friend and liberator of the old. The story of a slave-holding society that became a servant of freedom. The story of a power that went into the world to protect but not possess, to defend but not to conquer. It is the American story, a story of flawed and fallible people, united across the generations by grand and enduring ideals.

The grandest of these ideals is an unfolding American promise: that everyone belongs, that everyone deserves a chance, that no insignificant person was ever born. Americans are called to enact this promise in our lives and in our laws. And though our nation has sometimes halted, and sometimes delayed, we must follow no other course.

3) Dear Sirs,

I have recently read *The Subversive Stitch* written by Rozsika Parker and found it very impressive. I would also be interested in reading Parker's book *Old Mistresses*.

However, I could not find the book anywhere in Finland. I am presently studying Textile Design at the University of Art and Design in Helsinki. This book would be very useful for my study project in textile history. Would it be possible to receive a copy of the book (ISBN 0-7043-3883-1)? If not, could you please tell me how I could go about getting a copy for my project?

Thank you for your help and I look forward to hearing from you soon.

Yours faithfully,
Anna Suomalainen

4) On Wednesday, Israel offered to pull back to the margins of Nablus and permit the Palestinian Authority free rein to move against militants there, Israeli officials said. But Palestinian officials apparently rejected that offer in a rare joint security meeting with Israelis on Wednesday night.

Palestinian officials have repeatedly demanded that Israel withdraw from all Palestinian-controlled territory.

On Dec. 5, one Palestinian was killed when Hamas supporters rioted here after the Palestinian Authority attempted to place the founder and spiritual leader of the group, Sheik Ahmed Yassin, under house arrest. Sheik Yassin, who is a paraplegic, ultimately agreed to a voluntary house arrest.

In his speech Sunday, Mr. Arafat declared that he would “allow only one authority” in Palestinian territory — his own. Since then, Palestinian officials said, more than 30 offices of Hamas in the Gaza Strip have been closed.

In red paint, policemen have scrawled, “Closed by order of the Palestinian Authority.” In one case, someone had added to the official message these words: “and the Israeli authority.”

5) For all its ups and downs in the studio, Pearl Jam is a potent live band, so much so that many of the group’s concerts have been recorded and turned into bootleg albums, something the band has allowed since 1995, when it first began letting fans bring small recording devices to concerts.

In an unprecedented move last September, and perhaps to deter sales of over-priced bootlegs, the group released 25 double-disc live albums, one from each stop of its 2000 European tour.

Now the quintet is putting out authorized two-CD sets of every concert from its 2000 North American tour, beginning with 23 that correspond with the first leg of that jaunt. (The remaining 24, from the second leg, come out on March 27.) It's overkill, for sure, but like much of what gets offered for sale these days, the main value is in the dazzling array of choices. Did you go see the Tampa show? Now you can shell out some dough and take home a two-disc souvenir! Want to hear PJ cover The Who's "Baba O'Riley" or Neil Young's "Rockin' in the Free World"? Make sure you buy the CD from the right concert, or you'll be hurtin'.

6) Iraqi Official Says Female Inmate to Be Released

By EDWARD WONG 9:27 AM ET

An official with the Justice Ministry today said a female scientist being held prisoner will be freed on bail, as a militant group claimed it beheaded an American hostage.

7) For sociolinguists the whole notion of linguistic prescriptivism is anathema. For them, colloquial, vernacular usage, far from being something to be eliminated, is the main focus of interest. Variation in language, instead of being an accidental, dysfunctional element which impedes efficient communication, and which should be suppressed, is crucial to the effective functioning of a language. Three features of language variation are taken as axiomatic:

(1) Variability is inherent in language and central to its social role. Without it we would be incapable of communicating all manner of nuances in our everyday use of language, in particular, vital information about our personal identity (along the social axis of variation) and about our relationship with the addressee (along the stylistic axis).

(2) There are no natural breaks between language varieties, no pure homogeneous styles and dialects, no neat word boxes, only gradations along social and stylistic continua. These fluid categories are susceptible to quantificational analysis.

(3) Language variation is emphatically not “free”. In other words, it is not randomly occurring or linguistically redundant and cannot be idealized away from the linguist’s central concern. In fact, it correlates in a complex but nevertheless structured way with factors outside language, speaker variables like age, sex, social class, etc., and situational variables like the degree of formality, the relationship with the addressee and the like. However, these non-linguistic correlates need to be analyzed rigorously and not left to the impressionism of traditional social stereotypes.

8) In order to obtain a Boolean algebra, it is not necessary to consider all subsets of a set. A collection T of the subsets of a set H is said to be an algebra of sets, if the addition can be always carried out in it, if H itself belongs to T and for a set A its complementary set $-A = H - A$ belongs to T as well; i.e. if the following conditions are satisfied:

1. $H \in T$.
2. $A \in T, B \in T$ implies $A + B \in T$.
3. $A \in T$ implies $-A \in T$.

The collection of all subsets of a set H is said to be a complete algebra of sets. A complete algebra of sets is always a Boolean algebra. Indeed, it is easy to see that the validity of $AB \in T$ follows from $A \in T$ and $B \in T$ by the conditions 1, 2 and 3, since $AB = -(-A + B)$. the above 14 axioms are evidently fulfilled.

9) FADE IN:

Through the window of a moving vehicle, we see a series of small, middle-class houses. This could be any suburban street in America.

INT. CITY BUS – DAY

A boy is seated near the back of a moving bus. This is TODD BOWDEN, 15, as All-American as they come. He stares out at the other passengers indifferently. Then something catches his eye.

EXT. RESIDENTIAL STREET – SANTO DONATO – DAY

TITLE: SANTO DONATO, CA FEBRUARY 1984

Todd pedals his bike down a quiet street and pulls up to an unassuming bungalow set far back on its lot. This is the kind of house one would hardly notice driving through the peaceful suburban community of Santo Donato. Todd gets off his bike and heads up the front steps. On the way, he bends down to pick up the L.A. Times.

Two signs, in laminated plastic, are secured neatly above the door bell. The first reads: “ARTHUR DENKER”. The second reads: “NO SOLICITORS, NO PEDDLERS, NO SALESMEN”.

Todd RINGS the bell. Nothing. He looks at his watch. It is twelve past ten. He RINGS again, this time longer. Still nothing. Finally, Todd leans on the tiny button, staring at his watch as he does so. After more than a minute of SOLID RINGING, a voice is heard from within.

DUSSANDER (O.S.)

All right. All right. I’m coming. Let it go!

Todd lets go as a chain behind the heavy door starts to rattle. Then it opens. An old man stands behind the screen. He is KURT DUSSANDER, a.k.a. Arthur Denker. Mid-seventies. Standing there in his bathrobe and slippers, a cigarette smashed in his mouth, he looks like a cross between Boris Karloff and Albert Einstein. Dussander stares at Todd, who tries to speak, but suddenly cannot.

DUSSANDER

(continuing)

A boy. I don’t need anything, boy. Can’t you read? I thought all American boys could read. Don’t be a nuisance, now. Good day.

The door begins to close. Todd waits till the last moment before speaking.

TODD

Don't forget your paper, Mr. Dussander.

The door stops. Dussander opens it slowly. He unlatches the screen and slips his fingers around the paper. Todd does not let go.

DUSSANDER

Give me my newspaper.

TODD

Sure thing, Mr. Dussander.

DR. JAFFE

Uh, but you have no actual medical training?

ERIN

(off)

No. I have kids. Learned a lot right there. I've seen nurses give my son a throat culture. I mean what is it – you stick a giant Q-tip down their throat and wait. Or a urine analysis, with that dipstick that tells you whether or not the white count is high...

DR. JAFFE

Yes, I understand.

ERIN

(off)

And, I mean, I'm great with people. Of course, you'd have to observe me to know for sure, but trust me on that one. I'm extremely fast learner. I mean, you show me what to do in a lab once, and I've got it down.

10) The Six-Quart Basket

The six-quart basket

one side gone

half the handle torn off

sits in the centre of the lawn

and slowly fills up

with the white fruits of the snow

Raymond Souster

11) Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow – this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

12) Marine Parks

The issue of whether we should allow marine parks to stay open has been widely debated in our community recently. It is an important issue because it concerns fundamental moral and economic questions about the way we use our native wildlife. A variety of different arguments have been put forward about this issue. This essay will consider arguments for having marine parks and point to some of the problems with these views. It will then put forward reasons for the introduction of laws which prohibit these unnecessary and cruel institutions.

It has been argued that dolphin parks provide the only opportunity for much of the public to see marine mammals (Smith, 1992). Most Australians, so this argument goes, live in cities and never get to see these animals. It is claimed that marine parks allow the average Australian to appreciate our marine wildlife. However, as Smith states, dolphins, whales and seals can be viewed in the wild at a number of places on the Australian coast. In fact, there are more places where they can be seen in the wild than places where they can be seen in captivity. Moreover, most Australians would have to travel less to get to these locations than they would to get to the marine parks on the Gold Coast. In addition, places where there are wild marine mammals do not charge an exorbitant entry fee – they are free.

Dr Alison Lane, the director of the Cairns Marine Science Institute, contends that we need marine parks for scientific research (The Age, 19.2.93). She argues that much of our knowledge of marine mammals comes from studies which were undertaken at marine parks. The knowledge which is obtained at marine parks, so this argument goes, can be useful for planning for the conservation of marine mammal species. However, as Jones (1991) explains, park research is only useful for understanding captive animals and is not useful for learning about animals in the wild. Dolphin and whale biology changes in marine park conditions. Their diets are different, they have significantly lower life spans and they are more prone to disease. In addition, marine mammals in dolphin parks are trained and this means that their patterns of social behaviour are changed. Therefore research undertaken at marine parks is generally not reliable.

It is the contention of the Marine Park Owners Association that marine parks attract a lot of foreign tourists (The Sun-Herald 12.4.93). This position goes on to assert that these tourists spend a lot of money, increasing our foreign exchange earnings and assisting our national balance of payments. However, foreign tourists would still come to Australia if the parks were closed down. Indeed, surveys of overseas tourists show that they come here for a variety of other reasons and not to visit places like Seaworld (The Age, Good Weekend 16.8.93). Tourists come here to see our native wildlife in its natural environment and not to see it in cages and

cement pools. They can see animals in those conditions in their own countries Furthermore, we should be promoting our beautiful natural environment to tourists and not the ugly concrete marine park venues.

Dolphin parks are unnecessary and cruel. The dolphins and whales in these parks are kept in very small, cramped ponds, whereas in the wild they are used to roaming long distances across the seas. Furthermore, the concrete walls of the pools interfere with the animals' sonar systems of communication. In addition, keeping them in pools is a terrible restriction of the freedom of fellow creatures who may have very high levels of intelligence and a sophisticated language ability. Moreover, there are many documented cases of marine mammals helping humans who are in danger at sea or helping fisherman with their work.

In conclusion, these parks should be closed, or at the very least, no new animals should be captured for marine parks in the future. Our society is no longer prepared to tolerate unnecessary cruelty to animals for science and entertainment. If we continue with our past crimes against these creatures we will be remembered as cruel and inhuman by the generations of the future.

13) NON DISCLOSURE AGREEMENT

This agreement, having an effective date of

_____ (Effective date)

is made and entered into by and between

TwinHan Technology Co., Ltd.

13F-6, No. 79, Sec. 1, Hsin-Tai Wu Rd., Hsi-Chih 221, Taipei Hsien, R.O.C.

(hereinafter TwinHan)

and

Company:

Address:

(hereinafter “ ”)

PREAMBLE

TwinHan and _____ (hereinafter “the Parties”) agree to the following terms and conditions to cover the disclosure and receipt of Confidential Information described below:

1. The confidential information disclosed under this Agreement (“Confidential Information”) by the Parties is described as follows:

TwinHan Confidential Information:

The software, drivers and circuit of DST Card, including, without limitation, computer programs, technical drawings, know-how, formula, processes, ideas, inventions (whether patent or not), product development plans, forecasts, strategies and information.

2. The Party receiving Confidential Information (hereinafter “Recipient”) from the other party (hereinafter “Discloser”) will use such Confidential Information only for the following purpose: Co-operation for implementation and marketing of on TwinHan’s DST Card.

- 14) House Ethics Panel Says DeLay Tried to Trade Favor for a Vote
Dozens Killed in U.S. Offensive in Iraq
Another Comeback Victory, Another Division Title for Yankees
A Widely Used Arthritis Drug Is Withdrawn
Standing Firm for 90 Minutes
Bush Sees a Safer America, While Kerry Sees a ‘Colossal Error’
On Television: Candidates Most Telling When They Aren’t Talking
Hurricane in Miami
Clinton Raises His Eyebrows
U.S. – Russian TV Exchanges

- 15) To Tahiti without Leaving your Couch
Road-ready Offers. 2005 A4 1,8T Quatro. \$349 month / 42 months. Call for details on extraordinary Audi offers.

16) MUCH of the work done on interpersonal communication in the last twenty years, whether under the heading of Discourse Analysis (for example, Coulthard 1985) or within the area of post-Gricean pragmatic treatment of cooperation in any of its aspects, (for instance, Sperber and Wilson 1986), proceeds on the assumption that there is a sincere Hearer (or Reader) who genuinely tries to interpret what an equally sincere Speaker (or Writer) means when he or she says (or writes) something in a specific context. Some authorities in the field (such as Tannen 1981) seem to assume that this approach to an understanding of how communication functions corresponds fairly closely to what actually happens in real life, whereas others (perhaps Grice 1975) simply use the assumption as a hypothesis, basis or norm on, or around, which to construct a theory to explain both genuine, innocent, cooperation and its opposite.

Ex. 4. Look at these extracts which refer to belle- lettres style. Find general and particular characteristics of the belle-lettres style and its sub-styles.

1. Nature's first green is gold,

Her hardest hue to hold.

Her early leaf's a flower;

But only so an hour.

Then leaf subsides to leaf.

So Eden sank to grief,

So dawn goes down to day.

Nothing gold can stay.

(Nothing Gold Can Stay by R. Frost)

2. Covent Garden at 11.15 p.m. Torrents of heavy summer rain. Cab whistles blowing frantically in all directions. Pedestrians running for shelter into the market and under the portico of St. Paul's Church, where there are already several people, among them a lady and her daughter in evening dress. They are all peering out gloomily at the rain, except one man with his back turned to the rest, who seems wholly preoccupied with a notebook in which he is writing busily.

The church clock strikes the first quarter.

THE DAUGHTER [in the space between the central pillars, close to the one on her left] I'm getting chilled to the bone. What can Freddy be doing all this time? He's been gone twenty minutes.

THE MOTHER [on her daughter's right] Not so long. But he ought to have got us a cab by this.

A BYSTANDER [on the lady's right] He won't get no cab not until half-past eleven, missus, when they come back after dropping their theatre fares.

THE MOTHER. But we must have a cab. We can't stand here until half-past eleven. It's too bad.

THE BYSTANDER. Well, it ain't my fault, missus.

THE DAUGHTER. If Freddy had a bit of gumption, he would have got one at the theatre door.

THE MOTHER. What could he have done, poor boy?

THE DAUGHTER. Other people got cabs. Why couldn't he?

Freddy rushes in out of the rain from the Southampton Street side, and comes between them closing a dripping umbrella. He is a young man of twenty, in evening dress, very wet around the ankles.

(Pygmalion by B. Shaw)

3. Master William Horner came to our village to school when he was about eighteen years old: tall, lank, straight-sided, and straight-haired, with a mouth of the most puckered and solemn kind. His figure and movements were those of a puppet cut out of shingle and jerked by a string; and his address corresponded very well with his appearance. Never did that prim mouth give way before a laugh. A faint and misty smile was the widest departure from its propriety, and this unaccustomed disturbance made wrinkles in the flat, skinny cheeks like those in the surface of a lake, after the intrusion of a stone. Master Horner knew well what belonged to the pedagogical character, and that facial solemnity stood high on the list of indispensable qualifications. He had made up his mind before he left his father's house how he would look during the term. He had not planned any smiles (knowing that he must "board round"), and it was not for ordinary occurrences to alter his arrangements; so that when he was betrayed into a relaxation of the muscles, it was "in such a sort" as if he was putting his bread and butter in jeopardy.

(The Schoolmaster's Progress by Caroline M. S. Kirkland)

4. Morning-room in Algernon's flat in Half-Moon Street. The room is luxuriously and artistically furnished. The sound of a piano is heard in the adjoining room.

[Lane is arranging afternoon tea on the table, and after the music has ceased, Algernon enters.]

ALGERNON. Did you hear what I was playing, Lane?

LANE. I didn't think it polite to listen, sir.

ALGERNON. I'm sorry for that, for your sake. I don't play accurately—any one can play accurately—but I play with wonderful expression. As far as the piano is concerned, sentiment is my forte. I keep science for Life.

LANE. Yes, sir.

ALGERNON. And, speaking of the science of Life, have you got the cucumber sandwiches cut for Lady Bracknell?

LANE. Yes, sir. [Hands them on a salver.]

ALGERNON. [Inspects them, takes two, and sits down on the sofa.] Oh! . . . by the way, Lane, I see from your book that on Thursday night, when Lord Shoreman and Mr. Worthing were dining with me, eight bottles of champagne are entered as having been consumed.

(The Importance of Being Earnest by O. Wilde)

5. “They certainly are nice people,” I assented to my wife’s observation, using the colloquial phrase with a consciousness that it was anything but “nice” English, “and I’ll bet that their three children are better brought up than most of——”

“Two children,” corrected my wife.

“Three, he told me.”

“My dear, she said there were two.”

“He said three.”

“You’ve simply forgotten. I’m sure she told me they had only two—a boy and a girl.”

“Well, I didn’t enter into particulars.”

“No, dear, and you couldn’t have understood him. Two children.”

“All right,” I said; but I did not think it was all right. As a nearsighted man learns by enforced observation to recognize persons at a distance when the face is not

visible to the normal eye, so the man with a bad memory learns, almost unconsciously, to listen carefully and report accurately. My memory is bad; but I had not had time to forget that Mr. Brewster Brede had told me that afternoon that he had three children, at present left in the care of his mother-in-law, while he and Mrs. Brede took their summer vacation.

(The Nice People by Henry C. Bunner)

6. I walk through the long schoolroom questioning;

A kind old nun in a white hood replies;

The children learn to cipher and to sing,

To study reading-books and history,

To cut and sew, be neat in everything

In the best modern way—the children's eyes

In momentary wonder stare upon

A sixty-year-old smiling public man.

(Among School Children by W. B. Yeats)

Ex. 5. Look at the following extracts from famous public speeches. Define the general characteristics of the Publicistic style and specific characteristics of oratory and speeches. Decide who might have given these speeches (choose from the list below).

Queen Elizabeth I

Mother Teresa

Vladimir Lenin

Nelson Mandela

Winston Churchill

Abraham Lincoln

Mahatma Gandhi

a) “Above all, My Lord, we want equal political rights, because without them our disabilities will be permanent. I know this sounds revolutionary to the whites in this country, because the majority of voters will be Africans. This makes the white man fear democracy.

But this fear cannot be allowed to stand in the way of the only solution which will guarantee racial harmony and freedom for all. It is not true that the enfranchisement of all will result in racial domination. Political division, based on colour, is entirely artificial and, when it disappears, so will the domination of one colour group by another...”

b) “My loving people,

We have been persuaded by some that are careful of our safety, to take heed how we commit our selves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust my faithful and loving people.

Let tyrants fear. I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust.”

c) “Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman’s two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said “the judgments of the Lord are true and righteous altogether.”

d) “We shall either free India or die in the attempt; we shall not live to see the perpetuation of our slavery. Every true Congressman or woman will join the struggle with an inflexible determination not to remain alive to see the country in bondage and slavery. Let that be your pledge. Keep jails out of your

consideration. If the Government keep me free, I will not put on the Government the strain of maintaining a large number of prisoners at a time, when it is in trouble. Let every man and woman live every moment of his or her life hereafter in the consciousness that he or she eats or lives for achieving freedom and will die, if need be, to attain that goal...”

- e) “It may sound incredible, especially to Swiss comrades, but it is nevertheless true that in Russia, also, not only bloody tsarism, not only the capitalists, but also a section of the so-called or ex-Socialists say that Russia is fighting a “war of defence,” that Russia is only fighting against German invasion. The whole world knows, however, that for decades tsarism has been oppressing more than a hundred million people belonging to other nationalities in Russia...”
- f) “What General Weygand called the Battle of France is over. I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilization. Upon it depends our own British life, and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us...”
- g) “There is so much suffering, so much hatred, so much misery, and we with our prayer, with our sacrifice are beginning at home. Love begins at home, and it is not how much we do, but how much love we put in the action that we do. It is to God Almighty—how much we do it does not matter, because He is infinite, but how much love we put in that action. How much we do to Him in the person that we are serving.”

Ex. 6. Look at these examples - which of them is an academic and which is a literary essay? What are the key features of each type of essays?

1.

Over recent years, more and more people have been attending university and arguments have persisted as to whether students should pay for this privilege not.

Although there are convincing arguments on both sides, I strongly believe that it should be free.

One argument put forward in favour of charging students is that education is becoming more expensive to fund as universities grow in size. Consequently, making students pay may maintain standards and ensure the quality of the teaching. In addition, it is argued that most students benefit from university in terms of higher paid jobs, so it is fair that they pay for at least some of the cost, especially given that the majority of students attending university are from the middle classes. Last but not least, in many countries, there is a shortage of people to do manual jobs such as plumbing and carpentry, so making university more expensive may encourage people to take up these jobs.

However, there are a number of arguments in favour of making university education free for all. Firstly, it will encourage more people to attend and this will benefit society. This is because it will lead to a more productive and educated workforce. Research has generally shown that those countries that have a better educated population via university have higher levels of innovation and productivity. In addition, there is the issue of equality of opportunity. If all students are required to pay, those on a low income may be dissuaded from attending, thus making it unfair. The reason for this is that they will likely not be able to secure financial support from their family so they will be concerned about the debts they will incur in the future.

In conclusion, I am of opinion that all education should remain equally available to all regardless of income. This is not only fair, but will also ensure that countries can prosper and develop into the future with a well-educated workforce.

2.

From a very early age, perhaps the age of five or six, I knew that when I grew up I should be a writer. Between the ages of about seventeen and twenty-four I tried to abandon this idea, but I did so with the consciousness that I was outraging my true nature and that sooner or later I should have to settle down and write books.

I was the middle child of three, but there was a gap of five years on either side, and I barely saw my father before I was eight. For this and other reasons I was somewhat lonely, and I soon developed disagreeable mannerisms which made me unpopular throughout my schooldays. I had the lonely child's habit of making up stories and holding conversations with imaginary persons, and I think from the very start my literary ambitions were mixed up with the feeling of being isolated and undervalued. I knew that I had a facility with words and a power of facing unpleasant facts, and I felt that this created a sort of private world in which I could get my own back for my failure in everyday life. Nevertheless the volume of serious—i.e. seriously intended—writing which I produced all through my childhood and boyhood would not amount to half a dozen pages. I wrote my first poem at the age of four or five, my mother taking it down to dictation. I cannot remember anything about it except that it was about a tiger and the tiger had 'chair-like teeth'—a good enough phrase, but I fancy the poem was a plagiarism of Blake's 'Tiger, Tiger'. At eleven, when the war of 1914-18 broke out, I wrote a patriotic poem which was printed in the local newspaper, as was another, two years later, on the death of Kitchener. From time to time, when I was a bit older, I wrote bad and usually unfinished 'nature poems' in the Georgian style. I also attempted a short story which was a ghastly failure. That was the total of the would-be serious work that I actually set down on paper during all those years...

(G. Orwell, Why I write, 1946)

Ex. 7. Read the following examples of newspaper style. Classify them into: Brief news items, headlines, advertisements and announcements, editorials. Explain your choice.

- a) House Ethics Panel Says DeLay Tried to Trade Favor for a Vote
- Dozens Killed in U.S. Offensive in Iraq
- Another Comeback Victory, Another Division Title for Yankees
- A Widely Used Arthritis Drug Is Withdrawn
- Bush Sees a Safer America, While Kerry Sees a 'Colossal Error'

On Television: Candidates Most Telling When They Aren't Talking Hurricane in Miami

b) The Dangers of the Selfie, Sept. 20, 2015.

All too frequently, common sense takes a holiday with a cellphone in hand.

According to the National Safety Council, an estimated 1.6 million accidents occur annually as distracted drivers text. The University of North Texas Health Science Center has determined 16,141 deaths occurred as a result of texting while driving.

Those are frightening statistics for anyone on the road who could become the victim of such wanton negligence.

But the dangers in the digital divide don't stop there. In this Age of Internet Narcissism, dozens of deaths annually have been attributed to selfies – self-portraits using cellphones often taken in unusual circumstances.

A North Carolina driver was killed when she crashed into a truck while posting a selfie of herself singing Pharrell Williams' "Happy." A pilot in Colorado lost control of his Cessna 150, killing himself and his passenger. A Puerto Rican musician died while taking a selfie on a motorcycle. A Polish couple crossed a safety barrier and fell off a cliff in Portugal while taking a selfie as their children watched.

Several instances of "death by selfie" occurred while the photographer inadvertently pulled the trigger of a loaded gun in the other hand.

Selfie sticks also figure in the carnage. One person was killed when he was struck by lightning. Another died after climbing atop a train when his selfie stick touched a high-voltage wire.

Russia announced a public campaign against selfies in dangerous situations after 10 reported deaths and 100 injuries this year. An official stated, "We would like to remind the citizens that the chase for 'likes' in social networks can lead to the road of death."

In Denver, officials closed a public park in late August after incidents involving individuals taking selfies with bears. That echoed an action at Banff National Park in Alberta, Canada, where a “bear bulletin” was issued to dissuade tourists from taking selfies with the animals alongside the road.

Earlier in the summer, rangers in Yellowstone National Park in Wyoming felt compelled to distribute pamphlets with an image of a man being gored and flung into the air by a bison. The animals, they noted, are “wild, unpredictable, and dangerous.” They also weigh 3,500 pounds and have been clocked at 30 mph. Three aborted Yellowstone selfies with bison could have added a new meaning to “photo bomb.”

A 43-year-old Mississippi woman and her daughter were within 6 yards of a bison for their photo op when nature reared its ugly head. According to a park service statement, “They heard the bison’s footsteps moving toward them and started to run, but the bison caught the mother on the right side, lifted her up and tossed her with its head.”

She suffered only minor injuries. Other selfie-related incidents involved a 16-year-old Taiwanese girl and a 62-year-old Australian man being gored by bison.

In San Diego — in an extraordinarily stupid and expensive instance of a selfie — a man picked up a rattlesnake from the brush for his photo documentation. The snake gashed his arm. It took the anti-venom stock at two hospitals to save him. The bill was \$153,161.25, including \$83,341.25 for pharmacy costs.

While squirrels on the Wartburg College campus are legendary for their friendliness, a selfie with the rodents can pose a risk.

A Maine teenager in Florida to check out a college campus saw a squirrel sitting on a handrail in a park and took a selfie. The flash from the cellphone scared the squirrel, which climbed under his shirt and hung onto his back.

“I threw myself on the ground, and that scared him off,” said Brian Genest, whose mother captured the incident on Instagram.

An estimated one million selfies are taken daily. Time Magazine has even ranked the Top Selfie Spots in the world — Makati City and Pasig, the Philippines at No. 1, followed by Manhattan, Miami and Orange County, Calif.

Obviously, the vast majority of selfies aren't hazardous to health — until the obsession becomes too adventurous. While the list of selfie-related accidents may seem stranger than fiction, the tragedy is that basic precautions to maintain life and limb were ignored in pursuit of a photo.

c) VOLUNTEERS WANTED

Join us in making a difference in the lives of animals! We need passionate and caring volunteers to help at our local animal shelter.

Requirements: No experience is necessary, just a love for animals and a desire to help.

Contact: Interested candidates can send their details to +123456789 to get involved.

d) Four children survive in Amazon jungle for 40 days. 12th June

An uplifting story has popped up in our news feeds. Four children who were missing and feared dead after a plane crash a month ago have been found alive and well. The siblings, aged 13, nine, four and a one-year-old baby, were on a plane that crashed in the Amazon jungle in Colombia on May the first. The children's mother, the pilot and co-pilot perished in the crash. Before the plane disappeared, the pilot issued a mayday alert, citing engine failure. Moments later, it disappeared from radar screens. The children had been missing for 40 days when members of Colombia's military found them. A news agency said people from the Hitoto indigenous group in the jungle aided the soldiers' search.

Colombia's President Gustavo Petro said news of the children's discovery was "a joy for the whole country" and a "magical day". He added: "They were alone. They themselves accomplished an example of total survival

which will remain in history. These children are today the children of peace and the children of Colombia." Colombia's Civil Aviation Authority issued a statement regarding how the children survived. It believes the siblings escaped the wreckage and trudged through the jungle in search of help. The children belong to the Hitoto group. Their knowledge of what is edible in the jungle and their experience of the terrain probably gave them a better chance of survival.

e) Bring People Back to the River, Des Moines Register, April 26, 2016.

A Register staffer watched last week as kids played soccer along the banks of the Des Moines River, near the Rotary Riverwalk Playground. They ran up and down the bank as the ball rolled to the water's edge.

Later, the staffer captured the orange ball bobbling below the Center Street Dam, caught in the rolling water. The children were gone.

All that the dam claimed this time was a ball. It hasn't always turned out so well. Since 1900, 12 people have been killed at the Center Street Dam. Three more have died downstream at the Scott Avenue Dam. Other people were rescued or survived close calls.

Rarely do we have the chance to improve safety at the same time we can provide opportunities for recreation and development. Removing or altering the low-head dams would open a rush of possibilities.

The Des Moines Area Metropolitan Planning Organization has unveiled illustrations showing what the river could look like without the dams. All of the ideas maintain existing water levels above the Center Street Dam to support upstream recreation and water treatment.

The drawings (which are anything but set-in-stone plans) show exciting ideas and attractions. They show different channel options – a lazy river vs. a more challenging whitewater course, for example – and conditions along the river's edge that vary from wild and natural to groomed lawns

and concrete landings. But the most important thing the drawings show may not be immediately obvious: the tiny dots representing people.

They show people tubing through rapids. And people paddling through gentle drops.

And people walking across boulders to cast a line. And people launching a motor boat from new access points. And people dining at outdoor cafes and food trucks near the riverbanks. And people flying kites and watching eagles. And people gathering at amphitheaters, picnic spots and walkways along the water.

People are drawn toward the water. Over the last 25 years, Des Moines civic and business leaders have done wonders – creating new parks, trails and other attractions – to open the river to people, instead of closing it off as it was for decades.

But the work is incomplete. The two dams create a no-man's land in the heart of downtown, along the Principal Riverwalk. Sure, the falling water below the Women of Achievement Bridge makes a pretty picture. But imagine the photos and videos of people riding rapids under the same bridge and the attention that would create.

Dams across Iowa once produced power, and removing them is stirring up a different type of energy. Manchester, Charles City, and Elkader removed dams to create whitewater parks, which have attracted tourists who want to ride the rapids.

But they've also created community gathering places as locals watch the excitement.

Des Moines could see similar results, but not multiplied. It won't be cheap. The Manchester Whitewater Park cost \$2.5 million, and removing the two Des Moines dams and making other changes would cost five or 10 times that.

Before we get hung up on the cost, however, let's explore the visions for the river. This process requires people. Get involved and provide input.

Let's imagine the possibilities – particularly the priceless opportunity for people to enjoy the river safely.

f) Mega Millions' Tuesday jackpot could be a record-breaking \$1.55 billion

August 5, 2023 7:39 AM ET

By Don Clyde

The Mega Millions jackpot could hit a new record for next Tuesday's drawing after no one hit all six winning numbers on Friday night.

According to Mega Millions, the grand prize could hit an estimated \$1.55 billion, which would beat the previous record of \$1.537 billion won by one person in South Carolina in 2018.

Friday night's jackpot was already a whopping \$1.35 billion, but has grown steadily after 31 consecutive draws without a winner. The last time someone won the jackpot was on April 18.

The expected payout for a lump sum, if someone wins on Tuesday, would be about \$757 million.

The odds of winning the Mega Millions are slim — just about 1 in 302.6 million.

The new Mega Millions jackpot would be the third-largest in U.S. lottery history if it hits the estimated \$1.55 billion: One person won a \$2.04 billion Powerball jackpot in California in November 2022, while three winners split a \$1.585 billion Powerball grand prize in January 2016.

g) Attention! Class 10 Students and Parents

Experienced and qualified tutors providing tuition classes for Class 10 students in all subjects. Special focus on Mathematics and Science. Limited seats are available. Contact +123456789 to enrol.

h) Men Walk On Moon

Stay At Home

Kennedy Is Killed By Sniper As He Rides In Car In Dallas; Johnson Sworn In On Plane

Titanic Sinks Four Hours After Hitting Iceberg

Greatest Crash in Wall Street's History

Mandela Goes Free Today

Ex. 8. In the following samples of scientific prose style find its distinctive features:

- *Logical sequence of utterances with the use of connectives,*
- *Use of specific terms,*
- *Use of quotations and references,*
- *Impersonality.*

1. For sociolinguists the whole notion of linguistic prescriptivism is anathema. For them, colloquial, vernacular usage, far from being something to be eliminated, is the main focus of interest. Variation in language, instead of being an accidental, dysfunctional element which impedes efficient communication, and which should be suppressed, is crucial to the effective functioning of a language. Three features of language variation are taken as axiomatic:

(1) Variability is inherent in language and central to its social role. Without it we would be incapable of communicating all manner of nuances in our every-day use of language, in particular, vital information about our personal identity (along the social axis of variation) and about our relationship with the addressee (along the stylistic axis).

(2) There are no natural breaks between language varieties, no pure homogeneous styles and dialects, no neat word boxes, only gradations along

social and stylistic continua. These fluid categories are susceptible to quantificational analysis.

(3) Language variation is emphatically not “free”. In other words, it is not randomly occurring or linguistically redundant and cannot be idealized away from the linguist’s central concern. In fact, it correlates in a complex but nevertheless structured way with factors outside language, speaker variables like age, sex, social class, etc., and situational variables like the degree of formality, the relationship with the addressee and the like. However, these non-linguistic correlates need to be analyzed rigorously and not left to the impressionism of traditional social stereotypes.

2. In order to obtain a Boolean algebra, it is not necessary to consider all subsets of a set. A collection T of the subsets of a set H is said to be an algebra of sets, if the addition can be always carried out in it, if H itself belongs to T and for a set A its complementary set $-A = H - A$ belongs to T as well; i.e. if the following conditions are satisfied:

1. $H \in T$.
2. $A \in T, B \in T$ implies $A + B \in T$.
3. $A \in T$ implies $-A \in T$.

The collection of all subjects of a set H is said to be a complete algebra of sets. A complete algebra of sets is always a Boolean algebra. Indeed, it is easy to see that the validity of $AB \in T$ follows from $A \in T$ and $B \in T$ by the conditions 1, 2 and 3, since $AB = -(-A + B)$. the above 14 axioms are evidently fulfilled.

3. MUCH of the work done on interpersonal communication in the last twenty years, whether under the heading of Discourse Analysis (for example, Coulthard 1985) or within the area of post-Gricean pragmatic treatment of cooperation in any of its aspects, (for instance, Sperber and Wilson 1986), proceeds on the assumption that there is a sincere Hearer (or Reader) who

genuinely tries to interpret what an equally sincere Speaker (or Writer) means when he or she says (or writes) something in a specific context. Some authorities in the field (such as Tannen 1981) seem to assume that this approach to an understanding of how communication functions corresponds fairly closely to what actually happens in real life, whereas others (perhaps Grice 1975) simply use the assumption as a hypothesis, basis or norm on, or around, which to construct a theory to explain both genuine, innocent, cooperation and its opposite.

Ex. 9. Look at the following examples of the style of official documents and find its distinctive features:

- *Use of abbreviations, conventional symbols, contractions,*
- *Use of words in their logical dictionary meaning,*
- *Absence of emotiveness,*
- *Compositional patterns typical for the style.*

What kind of official document is it? What is the purpose of it?

1. Dear Sirs,

I have recently read *The Subversive Stitch* written by Rozsika Parker and found it very impressive. I would also be interested in reading Parker's book *Old Mistresses*.

However, I could not find the book anywhere in Finland. I am presently studying Textile Design at the University of Art and Design in Helsinki. This book would be very useful for my study project in textile history. Would it be possible to receive a copy of the book (ISBN 0-7043-3883-1)? If not, could you please tell me how I could go about getting a copy for my project?

Thank you for your help and I look forward to hearing from you soon.

Yours faithfully,

2.

NON DISCLOSURE AGREEMENT

This agreement, having an effective date of

_____ (Effective date)

is made and entered into by and between

TwinHan Technology Co., Ltd.

13F-6, No. 79, Sec. 1, Hsin-Tai Wu Rd., Hsi-Chih 221, Taipei Hsien, R.O.C.

(hereinafter TwinHan)

and

Company:

Address:

(hereinafter “ ”)

PREAMBLE

TwinHan and _____ (hereinafter “the Parties”) agree to the following terms and conditions to cover the disclosure and receipt of Confidential Information described below:

The confidential information disclosed under this Agreement (“Confidential Information”) by the Parties is described as follows:

TwinHan Confidential Information:

The software, drivers and circuit of DST Card, including, without limitation, computer programs, technical drawings, know-how, formula, processes, ideas, inventions (whether patent or not), product development plans, forecasts, strategies and information.

The Party receiving Confidential Information (hereinafter “Recipient”) from

the other party (hereinafter “Discloser”) will use such Confidential Information only for the following purpose: Co-operation for implementation and marketing of on TwinHan’s DST Card.

3. CHARTER OF THE UNITED NATIONS

We the People of the United Nations Determined

TO SAVE succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

TO REAFFIRM faith in fundamental rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

TO ESTABLISH conditions under which justice and respect for obligations arising from treaties and other sources of international law can be maintained, and

TO PROMOTE social progress and better standards of life in larger freedom,

And For These Ends

TO PRACTICE tolerance and live together in peace with one another as good neighbours, and

TO UNITE our strength to maintain international peace and security, and

TO ENSURE, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

TO EMPLOY international machinery for the promotion of the economic and social advancement of all peoples,

Have Resolved to Combine Our Efforts to Accomplish These Aims.

Ex. 10. Which style are these phrases and sentences taken from?

- Drill adapter,
- bank-administered trust fund,

- curve analyzer,
- to kick the bucket,
- the darkness was so thick you could cut it with a knife,
- Say, boy-ain't that a piece of work?
- Iraqis Launch Urban Fightback in Baghdad,
- information Minister Mohammed Saeed al-Sahaf told reporters,
- To register the exhibition participation a preliminary application should be filed as a standard fax-coupon from the invitation by the ORGANIZER, or as the filled in application form in the Internet on the ORGANIZER's server, or as a letter printed on the organization letterhead;
- this approach is essentially correct, this view markedly advances our understanding of...,
- this scheme is broadly consistent with physiological evidence,
- I am basically in disagreement with this view.
- This perception unfortunately ignores the diversity of the phenomena.
- The principle can be stated more briefly still.

Ex. 11. Change the following sentences into newspaper headlines. Remember to follow stylistic peculiarities of this sub-style (grammar, vocabulary etc.).

The Russian Athlete is Winning a Prize.

Houses are Smashed by the Hurricane.

Minister is Leaving his Job.

The Policeman was killed.

The Committee Discussed the Effect of Price Control.

Ex. 12. Below you will find two descriptions of one and the same phenomenon the basic difference between them being the fact that the first one is an entry from Britannica, the other – a literary interpretation of almost the same data. Read them both and say which of the two texts makes a more interesting reading. Why?

A. Earth, the third planet in distance outward from the Sun. It is the only planetary body in the solar system that has conditions suitable for life, at least as known to modern science. Basic planetary data. The mean distance of the Earth from the Sun is about 49,573,000 km (92,960,000 miles). The planet orbits the Sun at a speed of 29.8 km (18.5 miles) per second, making one complete revolution in 365.25 days. As it revolves around the Sun, the Earth spins on its axis and rotates completely once every 23 hours 56 minutes 4 seconds. The fifth largest planet of the solar system, the Earth has an equatorial circumference of 40,076 km (24,902 miles), an equatorial radius of 6,378 km (3,963 miles), a polar radius of 6,357 km (3,950 miles), and a mean radius of 6,371 km (3,960 miles). The planet's total surface area is roughly 509,600,000 square km (197,000,000 square miles), of which about 29 percent, or 148,000,000 square km (57,000,000 square miles), is land. The balance of the surface is covered by the oceans and smaller seas. The Earth has a mass of 5.976×10^{27} grams (or roughly 6×10^{21} metric tons) and a mean density of 5.517 grams per cubic cm (0.2 pound per cubic inch). The Earth has a single natural satellite, the Moon. The latter orbits the planet at a mean distance of slightly more than 384,400 km (238,870 miles). **Hydrosphere** The Earth is the only planet known to have liquid water. Together with ice, the liquid water constitutes the hydrosphere. Seawater makes up more than 98 percent of the total mass of the hydrosphere and covers about 71 percent of the Earth's surface. Significantly, seawater constituted the environment of the earliest terrestrial life forms. The rest of the hydrosphere consists of fresh water, occurring principally in lakes, streams (including rivers), and glaciers.

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B. Far out in the uncharted backwaters of the unfashionable end of the western spiral arm of the Galaxy lies a small unregarded yellow sun. Orbiting this at a distance of roughly ninety-two million miles is an utterly insignificant little blue green planet whose apedescended life forms are so amazingly primitive that they still

think digital watches are a pretty neat idea. This planet has – or rather had – a problem, which was this: most of the people on it were unhappy for pretty much of the time. Many solutions were suggested for this problem, but most of these were largely concerned with the movements of small green pieces of paper, which is odd because on the whole it wasn't the small green pieces of paper that were unhappy. And so the problem remained; lots of the people were mean, and most of them were miserable, even the ones with digital watches. Many were increasingly of the opinion that they'd all made a big mistake in coming down from the trees in the first place. And some said that even the trees had been a bad move, and that no one should ever have left the oceans. And then, one Thursday, nearly two thousand years after one man had been nailed to a tree for saying how great it would be to be nice to people for a change, one girl sitting on her own in a small cafe in Rickmansworth suddenly realized what it was that had been going wrong all this time, and she finally knew how the world could be made a good and happy place. This time it was right, it would work, and no one would have to get nailed to anything. Sadly, however, before she could get to a phone to tell anyone about it, a terribly stupid catastrophe occurred, and the idea was lost forever.

From "The Hitch Hiker's Guide to the Galaxy" By Douglas Adams

Skim the texts and find all differences in the factual information. Which variant is nearer the truth and more informative? Why? Which information is more likely to be remembered? Why?

Seminar 3

Phonetic stylistic devices

- *Onomatopoeia.*
- *Alliteration.*
- *Assonance.*
- *Euphony.*
- *Rhyme. Types of rhyme.*
- *Rhythm. Types of rhythm.*

Ex. 1. Among the six definitions choose the one that is most suitable for each term:

Onomatopoeia

Alliteration

Assonance

Euphony

Rhyme

Rhythm

1. A harmonious combination of sounds and words that is pleasant to listen to. Can be created in many different ways, such as pleasant sounds or employing other literary devices.
2. The term is derived from the Greek word. It is a literary device that demonstrates the long and short patterns through stressed and unstressed syllables, particularly in verse form.
3. A word that phonetically mimics or resembles the sound of the thing it describes. For example, the words we use to describe the sounds of animals or nature.

4. The repetition of a vowel sound or diphthong in non-rhyming words. It is a common literary technique used in English poetry and prose.
5. A popular literary device in which the repetition of the same or similar sounds occurs in two or more words, usually at the end of lines in poems or songs.
6. The repetition of the same sounds (usually consonants) at the beginning of words that are in close proximity to each other.

Ex. 2. Define the right stylistic device (onomatopoeia, alliteration, assonance, euphony, rhyme and rhythm) among the following examples:

1. It's raining, it's pouring; the old man is snoring.
2. She sells seashells by the seashore.
3. "How they clang, and clash, and roar!" (Edgar Allan Poe)
4. Never stop doing best till you reach the top if you want to find hope.
5. Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
6. "Once upon a midnight dreary, while I pondered, weak and weary." (Edgar Allan Poe).

Ex. 3. Which animals produce these noises, marked by onomatopoeic words?

Meow, moo, neigh, tweet, oink, baa, cock-a-doodle-doo, cluck, chirp, hee-haw, quack/ honk, woof, hoot, croak / ribbit, roar, hiss, squeak.

Ex. 4. Here are most common examples of onomatopoeia in English. Try to guess their meaning, then check with a dictionary.

Machine noises—honk, beep, vroom, clang, zap, hum, jingle, ping, ring.

Impact sounds – boom, crash, whack, thump, bang, knock, splash.

Sounds of voice - shush, giggle, growl, whine, murmur, whisper, hiss.

Nature sounds - splash, drip, spray, whoosh, buzz, rustle.

Ex. 5. Look at the following examples of alliteration in English. What sound is being alliterated? Guess the meaning of these expressions, then check with the dictionary.

- rocky road
- big business
- kissing cousins
- jumping jacks
- no nonsense
- tough talk
- quick question
- money matters
- picture perfect
- high heaven

Ex. 6. Find 5 examples of alliteration in this poem by H. W. Longfellow:

My Lost Youth

I remember the gleams and glooms that dart

Across the school-boy's brain;

The song and the silence in the heart,

That in part are prophecies, and in part

Are longings wild and vain.

And the voice of that fitful song

Sings on, and is never still:

“A boy’s will is the wind’s will,

And the thoughts of youth are long, long thoughts.

Ex. 7. Many common tongue twisters contain alliteration. Find the example of a tongue-twister in English with alliteration.

Ex. 8. Look at these extracts from famous speeches. They all contain the examples of alliteration. Which sound is repeated in each extract?

- a) “We, the people, declare today that the most evident of truths — that all of us are created equal — is the star that guides us still; just as it guided our forebears through Seneca Falls, and Selma, and Stonewall” — Barack Obama, Inaugural Address.
- b) “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” — Martin Luther King, Jr., I Have a Dream speech.
- c) “Four score and seven years ago our fathers brought forth on this continent a new nation...” — Abraham Lincoln, Gettysburg Address.

Ex. 9. Say if these examples contain alliteration or assonance:

1. This little light of mine, I’m going to let it shine.
2. “Oh, give me a home where the buffalo roam.”
3. Money matters.
4. “Whisper words of wisdom, let it be.”
5. “They paved paradise and put up a parking lot.”
6. “The rain in Spain stays mainly in the plain.”

Ex. 10. Look back at Lecture 5 and say what consonants are called “harmonious”. What other sounds produce pleasing effect? Look at these examples of poetry and say what helps the authors provide the atmosphere of the poem. Find the cases of euphony.

1. The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

“Stopping by Woods on a Snowy Evening” by Robert Frost

2. Success is counted sweetest

By those who ne’er succeed.

To comprehend a nectar

Requires sorest need.

Not one of all the purple host

Who took the flag to-day

Can tell the definition,

So clear, of victory,

As he, defeated, dying,

On whose forbidden ear

The distant strains of triumph

Break, agonized and clear!

“Success” By Emily Dickinson

Ex. 11. Look at the poem “Hope is the thing with feathers” by Emily Dickinson. What types of rhyme does she use? What type of rhythm is used in the poem?

Hope is the thing with feathers

That perches in the soul,

And sings the tune without the words,
And never stops at all,
And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.
I've heard it in the chilliest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.

Ex. 12. Name the variety of rhymes used by Christopher Marlowe in his poem "The Passionate Shepherd to His Love". What rhythmic scheme is used in this extract and what effect does it achieve? Find the example of an eye rhyme.

Come live with me and be my love,
And we will all the pleasures prove,
That valleys, groves, hills, and fields,
Woods, or steepy mountain yields.
And we will sit upon the rocks,
Seeing the shepherds feed their flocks,
By shallow rivers to whose falls
Melodious birds sing madrigals.
And I will make thee beds of roses
And a thousand fragrant posies,
A cap of flowers, and a kirtle
Embroidered all with leaves of myrtle...

Ex. 13. Read the extract from the poem "The Raven" by Edgar Allan Poe.

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore —
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
“’Tis some visitor,” I muttered, “tapping at my chamber door —
 Only this and nothing more.”

Ah, distinctly I remember it was in the bleak December;
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow; - vainly I had sought to borrow
From my books surcease of sorrow — sorrow for the lost Lenore —
For the rare and radiant maiden whom the angels name Lenore —
 Nameless *here* for evermore.

And the silken, sad, uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
 So that now, to still the beating of my heart, I stood repeating
 “’Tis some visitor entreating entrance at my chamber door —
Some late visitor entreating entrance at my chamber door; —
 This it is and nothing more.”

Find the example of alliteration in the first stanza (line). What mood does it set?

Find other examples of onomatopoeia, alliteration, assonance.

Can we say that the poem contains euphony?

Comment on rhyme and rhythm in the poem.

What atmosphere is created by different expressive means?

Describe your own feelings after reading the poem.

Seminar 4

Lexical stylistic devices

- *Simile*
- *Metaphor*
- *Metonymy*

Ex. 1. Among the three definitions choose the one that is most suitable for each term: Simile / Metaphor / Metonymy

- a) A figure of speech that replaces the name of a thing with the name of something else with which it is closely associated with.
- b) A figure of speech that makes an implicit, implied or hidden comparison between two things that are unrelated but share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics.
- c) A figure of speech that makes a comparison, showing similarities between two different things; draws resemblance with the help of the words “like” or “as”, is a direct comparison.

Ex. 2. Define the right stylistic device (simile, metaphor, metonymy) among the following examples:

- a) England decides to keep check on immigration.
- b) ROMEO: But, soft! What light through yonder window breaks? It is the east, and Juliet is the sun. (“Romeo and Juliet” by William Shakespeare)
- c) The skies of his future began to darken.
- d) The water well was as dry as a bone.
- e) MARCELLUS: Something is rotten in the state of Denmark. (“Hamlet” by W. Shakespeare)

f) “I wandered lonely as a cloud that floats on high o’er vales and hills.” (“Daffodils” by W. Wordsworth).

Ex. 3. Identify a metaphor or metonymy in the following sentences, explain what they mean:

1. There were roses in her cheeks.
2. I enjoy reading Kafka.
3. The headlines leaped noisily before my eyes.
4. The Yankees won the last match.
5. The ship plows the sea.
6. The New York Times announced the round of a competition.

Ex. 4. Identify a simile or a metaphor in the following sentences, explain what they mean and what characteristic was used as the basis for the device:

Example: Our soldiers are as brave as lions. Simile (“as brave as” is used).

Common characteristic – bravery.

1. He was a busy bee.
2. She was as pretty as a picture.
3. Katie swims like a dolphin.
4. The woman sang like a bird.
5. The wind was a wolf howling in the dark.
6. The alarm clock is my siren, warning me of a new day.
7. The small boy jumped around and played like a monkey at the doctor’s office.

8. An ocean of garbage is taking over the garage—it's time for a yard sale!
9. The United States is a melting-pot.
10. The house was lit up like a Christmas tree.
11. Jan dove into the water as quickly and as effortlessly as a seal.
12. The voice of the principal over the intercom was as loud as thunder and startled all of the children.
13. This blanket is a soft bag of feathers.

Ex. 5. Guess how to continue each of these similes. Then check with the dictionary. Explain the meaning of each simile.

1. My mother doesn't like me to go out with him because he is as wily as a _____.

- (A) wolf
- (B) wizard
- (C) fox
- (D) lily

2. The child was as hungry as a _____. He ate up a full bowl of rice in minutes.

- (A) Dog
- (B) Wolf
- (C) Fox
- (D) Pig

3. This bus is as slow as a _____. We may not be able to reach there on time.

(A) bear

(B) clock

(C) tortoise

(D) snake

4. She exercises regularly and keeps herself as fit as a _____.

(A) flower

(B) fiddle

(C) fish

(D) falcon

5. The boxer was fighting like a _____ and overpowered his opponent.

(A) tiger

(B) gorilla

(C) snake

(D) wolf

6. His punches were as _____ as lightning and caught his opponent by surprise.

(A) sharp

(B) dazzling

(C) brilliant

(D) quick

7. My laptop has been repaired and now it works like a _____

A) a clock.

B) a charm.

C) a machine.

D) a dog.

8. No, you don't need a bigger size, this suit fits you like _____

A) a glove.

B) a hat.

C) a tie.

D) nothing else.

9. When my grandfather loses his glasses he becomes as blind as _____

A) a chicken.

B) a mole.

C) a rabbit.

D) a bat.

10. We didn't like the film, it was boring like _____

A) a grammar book.

B) reading a love story.

C) watching paint dry.

D) playing chess.

Ex. 6. Below are sentences that contain similes and metaphors. Underline the two words in each sentence that are being compared.

1. John slept like a log.
2. Mary was as sweet as pie.
3. George is lightning as he runs the race.
4. Gwen sings like a lark.
5. Mark's voice is velvet.

Ex. 7. These pairs of sentences show phrasal verbs which can be used in both literal and metaphorical ways. Explain the two meanings and the connection between them.

1. a. I stepped in a puddle of water and my feet are soaking now.
 b. She stepped in to stop the argument from becoming more serious.
2. a. This programme is rubbish. I wish you'd switch off the TV.
 b. The lecture was so boring that I switched off.
3. a. There's a hole in my bag. I think my pen must have dropped out.
 b. He dropped out of college and became a mechanic.
4. a. We tied the boxes down on the roof of the car.
 b. Mark dreams of traveling but he feels tied down by his family and work.

Ex. 8. Work out the meanings of the phrasal verbs in the following context.

- a. What are you driving at? I wish you would say exactly what you mean.

- b. The teacher did all she could to drum the vocabulary into her pupils before the exam.
- c. The old education system used to cream off the best pupils and teach them in separate schools.
- d. The noise of the children's music completely drowned out the television.

Ex. 9. Each line below is from a song. Underlined is a word that is being used as either a metaphor or a simile; decide which it is, and explain why.

- 1) Love is like oxygen: you get too much, it gets you high; not enough and you're gonna' die. (from the song "Love Is Like Oxygen", by Sweet)
- 2) I say love, it is a flower, and you its only seed. (from the song "The Rose" by Bette Midler)
- 3) Television, the drug of the nation... (from the song of the same name, by The Disposable Heroes of Hiphoprisy)
- 4) Remember when you're talkin' to the man upstairs, that just because he doesn't answer doesn't mean he don't care (from the song "Unanswered Prayers", 'y Garth Brooks')
- 5) See how they run - like pigs from a gun... (from the song "I Am The Walrus", by The Beatles)
- 6) Have you come here to play Jesus, to the lepers in your head? (from the song "One", by U2)

Ex. 10. Check your knowledge of simile, metaphor and metonymy:

1. In which of the following sentences is the word "suits" an example of metonymy?

- A. The CEOs of the two companies were both wearing finely tailored suits.
- B. The suits from upstairs are in a big meeting.
- C. Hearts, aces, and clubs are three of the suits in card decks.

2. Consider the following excerpt from A Midsummer Night’s Dream by William Shakespeare:

And as imagination bodies forth

The forms of things unknown, the poet’s pen

Turns them to shapes and gives to airy nothing

A local habitation and a name.

Which of the following words is an example of metonymy?

- A. Things unknown
- B. Poet’s pen
- C. Airy nothing
- D. A local habitation

6. Why is the following excerpt from Robert Frost’s “After Apple Picking” a metaphor example?

...there may be two or three

Apples I didn’t pick upon some bough.

But I am done with apple-picking now.

Essence of winter sleep is on the night,

The scent of apples; I am drowsing off.

I have had too much

Of apple-picking; I am overtired

Of the great harvest I myself desired.

A. The speaker in the poem is thinking of the apples that have gone to waste and wishing that he had picked those apples as well.

B. The speaker in the poem is comparing the work of apple picking to life itself and feeling that, at the end of his life, he is ready to rest/pass away rather than keep working.

C. The speaker in the poem wishes he had more energy for apple picking.

4. Which of the following lines from Shakespeare’s “Sonnet 18” contains a metaphor?

A. “Shall I compare thee to a summer’s day?”

B. “But thy eternal summer shall not fade”

C. “So long as men can breathe or eyes can see”

5. Which of the following excerpts from Colum McCann’s Let the Great World Spin contains a simile?

A.

There are moments we return to, now and always. Family is like water – it has a memory of what it once filled, always trying to get back to the original stream.

B.

Some people think love is the end of the road, and if you’re lucky enough to find it, you stay there. Other people say it just becomes a cliff you drive off...

C.

Try to describe the taste of a peach. Try to describe it. Feel the rush of sweetness...

6. Does the following excerpt from Shakespeare’s Macbeth contain a simile, a metaphor, or both?

LADY MACBETH: Look like th’ innocent flower, / But be the serpent under ‘t.

A. Simile

I. Metaphor.

C. Both

Seminar 5

Lexical expressive means and stylistic devices

- *Personification*
- *Synecdoche*
- *Antonomasia*

Ex. 1. Among the three definitions choose the one that is most suitable for each term:

Personification

Synecdoche

Antonomasia

1. A literary term in which a descriptive phrase replaces a person's name. Comes from a Greek phrase "to name differently".
2. A figure of speech in which a thing, an idea or an animal is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings.
3. A literary device in which a part of something represents the whole or it may use a whole to represent a part (a type of metonymy). May also use larger groups to refer to smaller groups or vice versa. It may also call a thing by the name of the material it is made of or it may refer to a thing in a container or packing by the name of that container or packing.

Ex. 2. Define the right stylistic device (*Personification, synecdoche, antonomasia*) among the following examples:

1. "He's such a good guy. I enjoy his company so much! I just hope he's Mr. Right."

2. "His eye met hers as she sat there paler and whiter than anyone in the vast ocean of anxious faces about her." ("The Lady or the Tiger?" by Frank R. Stockton)

3. The car sputtered and coughed before starting.

4. 'You can pay by plastic if that's more convenient', the shop assistant said.

5. When death comes

like the hungry bear in autumn;

when death comes and takes all the bright coins from his purse

to buy me, and snaps the purse shut...

I want to step through the door full of curiosity, wondering:

what is it going to be like, that cottage of darkness?

(“When Death Comes” by Mary Oliver)

6. "I beheld the wretch—the miserable monster whom I had created" ("Frankenstein" by Mary Shelley).

Ex. 3. Analyze the following cases of antonomasia. State the type of meaning employed and implied; indicate what additional information is created by the use of antonomasia; pay attention to the morphological and semantic characteristics of common nouns used as proper names:

1. "Her mother is perfectly unbearable. Never met such a Gorgon."(O. Wilde)

2. Cats and canaries had added to the already stale house an entirely new dimension of defeat. As I stepped down, an evil-looking Tom slid by us into the house. (W. Golding)

3. Kate kept him because she knew he would do anything in the world if he were paid to do it or was afraid not to do it. She had no illusions about him. In her business Joes were necessary. (J. Steinbeck)

4. In the moon-landing year what choice is there for Mr. and Mrs. Average-the programme against poverty or the ambitious NASA project? (Morning Star)

5. We sat down at a table with two girls in yellow and three men, each one introduced to us as Mr. Mumble. (Sc. Fitzgerald).

Ex 4. In each blank space below, an expression of personification is omitted. Choose from the list of words below the expression which would complete each sentence most vividly. Give appropriate Russian translation of the sentence.

1. A long line of cars _____ about the delay at the bridge.
2. The melting candles _____ on the polished table.
3. In the center of town was a cathedral _____ the other roofs.
4. Tall sunflower stalks began to swing _____ in the breeze.
5. The cabin had no damage except a broken window which a spider _____.
6. Shadows of the vine _____ on the bedroom wall.
7. Five violets _____ on the rim of the vase.
8. Brightly _____ maples stood _____ along the driveway.
9. In the hayloft the mice squeaked and _____.
10. As the earth shook, our house _____.
11. Sandpipers _____ the edge of the beach with millions of tiny stitches.
12. The ranger watched helplessly as _____ of flame _____ one tall tree after another.
13. A huge limb of the oak broke off, leaving a gap which dripped sap _____.
14. As the storm approached _____ leaves _____ at my screen door for protection.
15. The _____ of the aged apple tree _____ under the weight of its fruit.
16. _____ clouds of smoke rose from the chimneys of the _____ village.

baked	red tongues	shed their wax tears
their golden heads	looking down upon	gnarled arms
uniformed	had tried to mend	shoulder to shoulder
frightened	demanded	like a bleeding wound
begged	embroidered	chinned themselves
began to groan and tremble	sleepy	sagged
danced and curtsyed	lazy	complained

Ex. 5. Pick out any examples of synecdoche in the following statements. Explain your choice.

1. England lost the Ashes in 1997.
2. In the estuary there appeared a fleet of fifty sail.
3. The Church has declared that abortion is a sin.
4. Fifty head of cattle were sold at auction yesterday.
5. "You won't find any jokers in this pack."
6. Everton scored in extra time to win the Cup.

Ex. 6. Read the paragraph and underline all examples of personification:

Our house is an old friend of ours. Although he creaks and groans with every gust of wind, he never fails to protect us from the elements. He wraps his arms of bricks and mortar around us and keeps us safe. He's always been a good friend to us and we would never leave him.

Ex. 7. Finish the sentences below with examples of personification. Remember to choose a word that would normally be a characteristic or an action of a human. The first one has been done for you.

1. The snow whispered as it fell to the ground.
2. The printer _____ out the copies that I printed.
3. The floor _____ as the elephant walked across it.
4. The car _____ as the key was turned.
5. The alarm clock _____ that it was time to get up.
6. The stars _____ at us from the night sky.
7. The chocolate cake was _____ my name.
8. The old refrigerator _____ a sad tune as it ran.

Ex. 8. Choose the right answer for each question:

1. Which of these lines from Shakespeare’s Sonnet 18 contains personification?

- A. Shall I compare thee to a summer’s day?
- B. Nor shall death brag thou wander’st in his shade...
- C. So long as men can breathe, or eyes can see...

2. Which of the parts of this excerpt from Mary Oliver’s “Wild Geese” make it an example of personification?

Whoever you are, no matter how lonely, the world offers itself to your imagination.

- A. Whoever you are
- B. No matter how lonely
- C. The world offers itself
- D. To your imagination

3. Is the following excerpt from Shakespeare's Hamlet an example of synecdoche or of metonymy?

Let not the royal bed of Denmark be
A couch for luxury and damnèd incest.

- A. Metonymy
- B. Synecdoche
- C. Both
- D. Neither

7. Consider the following excerpt from The Great Gatsby by F. Scott Fitzgerald:

I graduated from New Haven in 1915, just a quarter of a century after my father, and a little later I participated in that delayed Teutonic migration known as the Great War. I enjoyed the counter-raid so thoroughly that I came back restless. Instead of being the warm centre of the world, the Middle West now seemed like the ragged edge of the universe—so I decided to go East and learn the bond business.

Which of the following terms acts as an example of synecdoche for the Great War?

- A. Delayed Teutonic migration
- B. Counter-raid
- C. Bond business

5. Which of the two examples is the case of antonomasia?

Imagine that you have a friend who is a fantastic chef, and you want to say hello.

- a) “Oh, look! Sam’s arrived!”
- b) “Oh, look! The great chef has arrived!”

Consider that you have a grumpy teacher:

- a) “Mr. Grumps doesn’t want to listen to anyone, and definitely doesn’t want to help anyone.”
- b) “He’s grumpy, boring, doesn’t want to listen to anyone, and definitely doesn’t want to help anyone.”

Two women discussing men:

- a) “He’s such a good guy. I enjoy his company so much! I just hope he’s the right guy for me.”
- b) “He’s such a good guy. I enjoy his company so much! I just hope he’s Mr. Right.”

Seminar 6

Lexical expressive means and stylistic devices

- *Epithet*
- *Litotes*
- *Hyperbole*

Ex. 1. Among the three definitions choose the one that is most suitable for each term (epithet, litotes, hyperbole):

1. A figure of speech, which involves an exaggeration of ideas for the sake of emphasis.
2. A descriptive literary device that describes a place, a thing or a person in such a way that it helps in making the characteristics of a person, thing or place more prominent than they actually are. Also, it is known as a by-name or descriptive title.
3. A figure of speech which employs an understatement by using double negatives or, in other words, positive statement is expressed by negating its opposite expressions.

Ex. 2. Define the right stylistic device (Epithet, litotes, hyperbole) among the following examples:

1. You are not doing badly at all.
2. I'll love you, dear, I'll love you
Till China and Africa meet,
And the river jumps over the mountain
And the salmon sing in the street.

W. H. Auden "As I Walked Out One Evening"

3. "I am not unaware how the productions of the Grub Street brotherhood have of late years fallen under many prejudices." (Jonathan Swift, "A Tale of a Tub").
4. Ivan IV, the Terrible
5. King Harald inherited the titles of his father Halfdan the Black and swore an oath not to cut or comb his hair until he had become sole king of Norway. He was called Harald Tangle-hair and became known as Fair-hair after unifying Norway. ("Egil's Saga" by Snorri Sturluson).
6. My grandmother is as old as the hills.

Ex. 3. Read these examples from literary works and find the cases of epithets, hyperbole and litotes, as well as other stylistic devices. What stylistic effect is achieved by this use?

1. TRUE! — nervous — very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses — not destroyed — not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily — how calmly I can tell you the whole story. ("The Tell-Tale Heart" by E. A. Poe).
2. "Radagast the Brown!" laughed Saruman, and he no longer concealed his scorn. "Radagast the Bird-Tamer! Radagast the Simple! Radagast the Fool! Yet he had just the wit to play the part that I set him. For you have come, and that was all the purpose of my message. And here you will stay, Gandalf the Grey, and rest from journeys. For I am Saruman the Wise, Saruman Ring-Maker, Saruman of Many Colours!" ("The Fellowship of the Ring" by J.R.R. Tolkien).
3. "Indeed, it is not uncommon for slaves even to fall out and quarrel among themselves about the relative goodness of their masters, each contending for the superior goodness of his own over that of the others." ("Narrative of the Life of Frederick Douglass; An American Slave" by F. Douglas).

4. It wasn't safe to come out of the shelter until noon the next day. When the Americans and their guards did come out, the sky was black with smoke. The sun was an angry little pinhead. Dresden was like the moon now, nothing but minerals. The stones were hot. Everybody else in the neighborhood was dead. ("Slaughterhouse-Five" by K. Vonnegut).
5. Not improbably, it was to this latter class of men that Mr. Dimmesdale, by many of his traits of character, naturally belonged. ("The Scarlet Letter" by N. Hawthorne).
6. That arrow hit too close to the mark. "I learned from the White Bull and Barristan the Bold," Jaime snapped. "I learned from Ser Arthur Dayne, the Sword of the Morning, who could have slain all five of you with his left hand..." ("A Storm of Swords" by G.R.R. Martin).
7. "What time the gray-fly winds her sultry horn, Blind mouths! that scarce themselves know how to hold A sheep-hook, or have learned aught else the least That to the faithful herdman's art belongs!" ("In Lycidas" by J. Milton)
8. "Well now, one winter it was so cold that all the geese flew backward and all the fish moved south and even the snow turned blue. Late at night, it got so frigid that all spoken words froze solid afore they could be heard. People had to wait until sunup to find out what folks were talking about the night before." (American folklore, Paul Bunyan's stories).
9. "A figure lean or corpulent, tall or short, though deviating from beauty, may still have a certain union of the various parts, which may contribute to make them on the whole not displeasing". (J. Reynolds).

Ex. 4. Decide which of the following sentences contains epithets:

1. He doesn't intend ever to see Brewer again, that flower-pot city. (J. Updike)
2. It was a friendly-good-bye sort of bow, not a servant's bow.... (M. Puzo)
3. ... whispered the spinster aunt with true spinster-aunt-like envy. (Ch. Dickens)

4. In the cold, gray, street-washing, milk-delivering, shutters-coming-off-the-shops early morning, the midnight train from Paris arrived in Strasbourg. (E. Hemingway)
5. Little plump women, toy dogs in the street, candy houses in lemon sunshine. (J. Updike)
6. Where the devil was heaven? Was it up? Down? There was no up or down in a finite but expanding universe in which even the vast, burning, dazzling, majestic sun was in a state of progressive decay that would eventually destroy the earth too. (J. Heller)
7. The poodle-cut girl behind the counter is in his Youth Group (J. Updike)

Ex. 5. Discuss the structure and semantics of epithets in the following examples.

Define the type and function of epithets:

1. Across the ditch Doll was having an entirely different reaction. With all his heart and soul, furiously, jealously, vindictively, he was hoping Queen would not win. (J. Jones)
2. During the past few weeks she had become most sharply conscious of the smiling interest of Hauptwanger. His straight lithe body - his quick, aggressive manner - his assertive, seeking eyes. (Th. Dreiser)
3. He's a proud, haughty, consequential, turned-nosed peacock. (Ch. Dickens)
4. Harrison - a fine, muscular, sun-bronzed, gentle-eyed, patrician-nosed, steak-fed, Oilman-Schooled, soft-spoken, well-tailored aristocrat was an out-and-out leaflet-writing revolutionary at the time. (J. Barth)
5. Her painful shoes slipped off. (J. Updike)
6. She was a faded white rabbit of a woman. (A. Cronin)
7. And she still has that look, that don't-you-touch-me look, that women who-were beautiful carry with them to the grave. (J. Barth)
8. Ten-thirty is a dark hour in a town where respectable doors are locked at nine. (T. Capote)
9. He loved the afterswim salt-and-sunshine smell of her hair. (J. Barth)

10. I was to secretly record, with the help of a powerful long-range movie-camera lens, the walking-along-the-Battery-in-the-sunshine meeting between Ken and Jerry. (D. Uhnak)

11. "Thief!" Pilon shouted. "Dirty pig of an untrue friend!" (J. Steinbeck)

Ex. 6. In the following examples concentrate on cases of hyperbole and litotes. Pay attention to their originality or stateness, to other stylistic devices promoting their effect, to exact words containing the foregrounded emotive meaning:

1. I was scared to death when he entered the room. (J. Salinger)

2. Newspapers are the organs of individual men who have jockeyed themselves to be party leaders, in countries where a new party is born every hour over a glass of beer in the nearest cafe. (J. Reed)

3. I was violently sympathetic, as usual. (J. Baldwin)

4. Four loudspeakers attached to the flagpole emitted a shattering roar of what Benjamin could hardly call music, as if it were played by a collection of brass bands, a few hundred fire engines, a thousand blacksmiths' hammers and the amplified reproduction of a force-twelve wind. (A. Saxton)

5. The car which picked me up on that particular guilty evening was a Cadillac limousine about seventy-three blocks long. (J. Baldwin)

6. Her family is one aunt about a thousand years old. (Sc. Fitzgerald)

7. She was a giant of a woman. Her bulging figure was encased in a green crepe dress and her feet overflowed in red shoes. She carried a mammoth red pocketbook that bulged throughout as if it were stuffed with rocks. (Fl. O'Connor)

8. She was very much upset by the catastrophe that had befallen the Bishops, but it was exciting, and she was tickled to death to have someone fresh to whom she could tell all about it. (S. Maugham)

9. Babbitt's preparations for leaving the office to its feeble self during the hour and a half of his lunch-period were somewhat less elaborate than the plans for a general European War. (S. Maugham)

10. The little woman, for she was of pocket size, crossed her hands solemnly on her middle. (J. Galsworthy)
11. We danced on the handkerchief-big space between the speakeasy tables. (R. Warren)
12. She wore a pink hat, the size of a button. (J. Reed)
13. She was a sparrow of a woman. (Ph. Larkin)
14. And if either of us should lean toward the other, even a fraction of an inch, the balance would be upset. (O. Wilde)
15. About a very small man in the Navy: this new sailor stood five feet nothing in sea boots. (Th. Pynchon)
16. She busted herself in her midget kitchen. (T. Capote)
17. The rain had thickened, fish could have swum through the air. (T. Capote)

Ex. 7. Explain what these examples of hyperbole mean. If possible, give their Russian equivalents.

1. I was so hungry I could eat a horse.
2. The fish was almost as tall as me!
3. She jumped so high she could touch the sky!
4. Tim was so tired he slept for a year!
5. The spider was bigger than my face!
6. The man was so big, he had to use a tree for a toothpick.
7. The dirty dishes were stacked to the ceiling.
8. Susan was so mad, steam came out of her ears!
9. I have not seen him for an eternity.
10. Lisa is as skinny as a toothpick.
11. I have a ton of work to do.
12. It is going to take me a billion years to finish my work!
13. If I do not get that job, I will die!
14. He is so old he was born when dinosaurs walked on earth.

15. My sister never stops talking.
16. My dog is fatter than an elephant.
17. These shoes are killing my feet!
18. Mom cooked enough food to feed an army.
19. They waited there for a century.

Ex.8. Rewrite each sentence to make it either hyperbolic or understated (your choice). Change words, phrases, or punctuation as needed.

Sample: The gardens at Winterthur are beautiful.

Revision: The gardens at Winterthur are the most beautiful things I've ever seen.

1. I enjoy playing basketball.
2. Dave's sand castle was big.
3. Dennis was thrilled when the Steelers won the Super Bowl.
4. The Marquez family seems to have a lot of money.
5. Jessica isn't getting enough sleep; she fell asleep at the lunch table today.
6. When Amy wore her alligator shoes, she attracted attention.
7. For me, cleaning house is an unpleasant activity.

Ex. 9. Choose the right answer about epithets, hyperboles and litotes.

1. Which of the following is not an example of epithet?

- A. Michael Jackson, the King of Pop
- B. Harry Potter, the Boy Who Lived
- C. Prince William, the Duke of Cambridge

2. Which of the following statements is the best epithet definition?

- A. A witty remark.
- B. A glorified nickname.

C. A short quotation at the beginning of a book.

3. Which of the following excerpts from Shakespeare's Macbeth contains examples of hyperbole?

A. MACBETH:

Will all great Neptune's ocean wash this blood
Clean from my hand? No. This my hand will rather
The multitudinous seas incarnadine,
Making the green one red.

B. Is this a dagger which I see before me,
The handle toward my hand?

C. WITCH:

By the pricking of my thumbs,
Something wicked this way comes.

4. What is the meaning of the hyperbole in the following sentence?

My mom is going to kill me!

- A. This person's mom intends to hurt him or her badly.
- B. This person's mom is planning to kill him or her.
- C. This person has angered his or her mom and is afraid of her response.
- D. This person is afraid for his or her life.

5. Which of the following excerpts from Beowulf contains an example of litotes?

A. Mid the battle-gear saw he a blade triumphant,
old-sword of Eotens, with edge of proof,
warriors' heirloom, weapon unmatched.

B. By the wall then went he; his weapon raised
high by its hilts the Hygelac-thane,
angry and eager. That edge was not useless
to the warrior now..

C. Old men together,
hoary-haired, of the hero spake;
the warrior would not, they weened, again,
proud of conquest, come to seek
their mighty master.

6. True or false:

George Orwell thought that his sentence, “A not unblack dog was chasing a not unsmall rabbit across a not ungreen field,” was an example of well-written English.

- A. True
- B. False

Seminar 7

Lexical expressive means and stylistic devices

- *Irony*
- *Oxymoron*
- *Pun*
- *Zeugma*
- *Paradox*

Ex. 1. Among the five definitions choose the one that is most suitable for each term:

1. A play on words which usually hinges on a word with more than one meaning or the substitution of a homonym that changes the meaning of the sentence for humorous or rhetorical effect.
2. A statement that appears to be self-contradictory or silly but may include a latent truth. It is also used to illustrate an opinion or statement contrary to accepted traditional ideas. It is often used to make a reader think over an idea in innovative way.
3. A figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words. It may also be a situation that may end up in quite a different way than what is generally anticipated. In simple words, it is a difference between the appearance and the reality.
4. A figure of speech in which two opposite ideas are joined to create an effect. The common combination consists of an adjective preceded by a noun with contrasting meanings, e.g. “cruel kindness” or “living death”.

5. A figure of speech in which a word, usually a verb or an adjective, applies to more than one noun, blending together grammatically and logically different ideas.

Ex. 2. Match the example given with the stylistic device: oxymoron, pun, irony, zeugma, paradox. Pay attention to the words in bold.

1. The movie seemed to be awfully good .	a) zeugma
2. He lost his briefcase , then his job , then his mind .	b) Pun
3. The more you look , the less you see .	c) Irony
4. Fish are smart because they live in a school .	d) oxymoron
5. Britain's biggest dog was named Tiny .	e) paradox

Ex. 3. Identify the following stylistic devices: oxymoron, pun, irony, zeugma, paradox.

1. “Miss Bolo [...] went straight home, in a flood of tears and a sedan-chair.”
(Ch. Dickens, “The Pickwick Papers”)

2. The tallest building in town is the library — it has thousands of stories!

3. “Water, water, everywhere,
And all the boards did shrink;
Water, water, everywhere,
Nor any drop to drink.”

(S. Coleridge, “The Rime of the Ancient Mariner”)

4. The farmers in the valley grew potatoes, peanuts, and bored.

5. My room is an organized mess, or controlled chaos, if you will. Same difference.

6. CECILY: To be natural is such a very difficult pose to keep up. (O. Wilde, “The Importance of Being Earnest”).

7. "I always told you, Gwendolen, my name was Ernest, didn't I? Well, it is Ernest after all. I mean it naturally is Ernest." (O. Wilde, "The Importance of Being Earnest").
8. "It's a step forward although there was no progress." – President Hosni Mubarak of Egypt
9. Your enemy's friend is your enemy.
10. The butter is as soft as a marble piece.

Ex. 4. In the following sentences pay attention to the structure and semantics of oxymoron. Which expression within each sentence contains a contradictory idea?

1. He caught a ride home to the crowded loneliness of the barracks. (J. Jones)
2. Sprinting towards the elevator he felt amazed at his own cowardly courage. (G. Markey)
3. They were a bloody miserable lot - the miserablest lot of men I ever saw. But they were good to me. Bloody good. (J. Steinbeck)
4. Well might he perceive the hanging of her hair in fairest quantity in locks, some curled and some as if it were forgotten, with such a careless care and an art so hiding art that it seemed she would lay them for a pattern. (Ph. Sidney)
5. There were some bookcases of superbly unreadable books. (E. Waugh)
6. Absorbed as we were in the pleasures of travel - and I in my modest pride at being the only examinee to cause a commotion - we were over the old Bridge. (W. Golding)
7. Harriet turned back across the dim garden. The lightless light looked down from the night sky. (I. Murdoch)
8. Sara was a menace and a tonic, my best enemy; Rozzie was a disease, my worst friend. (J. Gary.)
9. It was an open secret that Ray had been ripping his father-in-law off. (D. Uhnak)

10. A neon sign reads "Welcome to Reno - the biggest little town in the world."
(A. Miller)
11. Huck Finn and Holden Caulfield are Good Bad Boys of American literature.
(G. H. Vallins)
12. Haven't we here the young middle-aged woman who cannot quite compete with the paid models in the fashion magazine but who yet catches our eye? (J. Hawkes)
13. He was sure the whites could detect his adoring hatred of them. (R. Wright)
14. You have got two beautiful bad examples for parents. (Sc. Fitzgerald)
15. He opened up a wooden garage. The doors creaked. The garage was full of nothing. (R. Chandler)
16. She was a damned nice woman, too. (E. Hemingway)
17. A very likeable young man with a pleasantly ugly face. (A. Cronin)

Ex. 5. Explain how you understand the following paradoxes:

1. You can save money by spending it.
2. I'm nobody.
3. What a pity that youth must be wasted on the young.
4. I can resist anything but temptation.
5. It's amazing how sometimes people are so eager to give you an answer to a question that you may not even have...
6. Has it occurred to you that when discussing hobbies and interests, phrases such as "to kill time" and "to past time" have evaporated from our speech, leaving us with only "to find time" and "to manage time"...
7. Don't go near the water until you've learned to swim.
8. The man who wrote such a stupid sentence cannot write at all.
9. If you get this message, call me; if you don't, then don't worry about it.
10. If a person says about himself that he always lies, is that the truth or a lie?

Ex. 6. Below is a collection of paradoxes and oxymorons. Identify each by writing paradox or oxymoron.

- 1) It's a definite maybe that Talia will come to the party.
- 2) I must be cruel to be kind.
- 3) There was a deafening silence in the stadium.
- 4) Robin Hood was an honest thief.
- 5) No one goes to that store because it is too crowded.
- 6) She was busy doing nothing.

Ex. 7. Choose what type of irony is used (dramatic, situational, verbal) in the following text. Explain your choice:

When Mr. Goodenwell saw his baby boy Vince for the first time, he swore that he'd do anything to protect the little guy. This was easy at first, when all Vince did was lie in a pillow and drink milk. But as little Vince grew bigger, he started walking. And once he started walking, he got into everything. He was becoming a serious threat to himself when Mr. Goodenwell, making good on his vow to protect his son, went to the store and bought \$150 worth of equipment to childproof his home. He put covers on the outlets, bumpers on the table corners, and a sliding lock on the toilet lid. But right as Mr. Goodenwell was adjusting the covers on the door knobs, Vince pulled the cap off an outlet and choked on it. Mr. Goodenwell found him just in time.

Ex. 8. Study the followings examples of verbal irony. Explain how ironic effect is achieved.

1. She turned with the sweet smile of an alligator. (J. Steinbeck)
2. When the war broke out, she took down the signed photograph of the Kaiser and, with some solemnity, hung it in the men-servants' lavatory: it was her own combative action. (I. Murdoch)

3. From her earliest infancy Gertrude was brought up by her aunt. Her aunt had carefully instructed her to Christian principles. She had also taught her Mohammedanism, to make sure. (S. Leacock)
4. She's a charming middle-aged lady with a face like a bucket of mud and if she has washed her hair since Coolidge's second term. I'll eat my spare tire, rim and all. (R. Chandler)
5. With all the expressiveness of a stone Welsh stared at him another twenty seconds apparently hoping to see him gag. (R. Chandler)
6. Apart from splits based on politics, racial, religious and ethnic backgrounds and specific personality differences, we're just one cohesive team. (D. Uhnak)
7. I had been admitted as a partner in the firm of Andrews and Bishop, and throughout 1927 and 1928 I enriched myself and the firm at the rate of perhaps forty dollars a month. (J. Barth)
8. But every Englishman is born with a certain miraculous power that makes him master of the world. As the great champion of freedom and national independence he conquers and annexes half the world and calls it Colonization. (B. Shaw)

Ex. 9. For each pun below, underline the word or words that create the pun. Explain the two meanings.

1. It's pointless to write with a broken pencil
2. It's hard to beat a boiled egg for breakfast.
3. A burglar at a construction site fell into the concrete mixer. He became a hardened criminal.
4. Growing up we were too poor to pay attention.
5. Why can't a bicycle stand on its own? It's two tired.
6. He was a great doctor until he lost patients.
7. Elizabeth was fired from her job at the hamburger stand for putting her hair in a bun.
8. A fish with no eyes is called a fsh.

Ex. 10. Explain the meaning of the following puns:

1. Math teachers have lots of problems.
2. I used to work at an orange juice factory, but I was canned.
3. A backwards poet write inverse.
4. The thief who stole the calendar got 12 months.
5. Time flies like an arrow. Fruit flies like a banana.
6. Why did the turkey cross the road? To prove he wasn't chicken!
7. I used to be twins. My mother has a picture of me when I was two.
8. How do celebrities stay cool? They have lots of fans!

Ex. 11. Find the cases of zeugma in the following literary extracts, explain the use of the stylistic device.

1. I sometimes dream of a larger and more populous house... where you can see so necessary a thing, as a barrel or a ladder, so convenient a thing as a cupboard, and hear the pot boil, and pay your respects to the fire that cooks your dinner, and the oven that bakes your bread, and the necessary furniture and utensils are the chief ornaments; where the washing is not put out, nor the fire, nor the mistress, and perhaps you are sometimes requested to move from off the trap-door, when the cook would descend into the cellar, and so learn whether the ground is solid or hollow beneath you without stamping. (“Walden” by Henry David Thoreau).
2. The new boy took two broad coppers out of his pocket and held them out with derision. Tom struck them to the ground. In an instant both boys were rolling and tumbling in the dirt, gripped together like cats; and for the space of a minute they tugged and tore at each other’s hair and clothes, punched and scratched each other’s nose, and covered themselves with dust and glory. (“The Adventures of Tom Sawyer” by Mark Twain).

3. Now Galadriel rose from the grass, and taking a cup from one of her maidens she filled it with white mead and gave it to Celeborn.

“Now it is time to drink the cup of farewell,” she said. “Drink, Lord of the Galadhrim! And let not your heart be sad, though night must follow noon, and already our evening draweth nigh.”

The she brought the cup to each of the Company, and bade them drink and farewell.

(“The Fellowship of the Ring” by J.R.R. Tolkien)

Ex. 12. Consider these examples of zeugma. Explain what word serves as the basis for it.

1. When I address Fred I never have to raise either my voice or my hopes.
2. I finally told Ross, late in the summer, that I was losing weight, my grip, and possibly my mind.
3. You took my hand and breath away.
4. PEACE. Live in it or rest in it. (bumper sticker)
5. He held a high rank and an old notepad.
6. His boat and his dreams sank.
7. I am leaving for greener pastures and 10 days.
8. First the door locked, then his jaw.
9. Mr. Pickwick took his hat and his leave.
10. He milked the situation and the cow.

Seminar 8

Lexical syntactic devices

- *Euphemism*
- *Periphrasis*
- *Allusion*
- *Phraseological unit*
- *Tautology*

Ex. 1. Match the right definition with the term: euphemism, periphrasis, allusion, phraseological unit, tautology.

1. Talking about something in different words, using more words than necessary.
2. A brief reference to a person, literary character, thing, event, book etc. The reader is presumably familiar with the source of it.
3. A word or a phrase that substitutes some offensive or indecent word / expression.
4. Widely used expression with figurative meaning, which cannot be defined from its components.
5. The use of different words to say the same thing twice, in the same statement. The synonyms for redundancy.

Ex. 2. Among the following examples find: euphemisms, periphrasis, allusion, phraseological unit, tautology.

1. If I'm not home by midnight, my car might turn into a pumpkin.
2. Yesterday I saw a million-colored bow.
3. It was a free gift that cost nothing at all.
4. Sandra seems to be between jobs.
5. So, it's your exam tomorrow. Break a leg!
6. "If I pass during some **nocturnal blackness**, mothy and warm,
When the hedgehog travels furtively over the lawn..." (T. Hardy)

7. “While I nodded, nearly napping, suddenly there came a tapping,

As of some one **gently rapping, rapping at my chamber door.**” (E. A. Poe)

8. “Well, this would interest you. It wouldn’t take up much of your time and you might pick up a nice bit of money. It happens to be a rather confidential sort of thing.”

“**I’ve got my hands full,**” I said. “I’m much obliged but I couldn’t take on any more work.” (F. S. Fitzgerald)

9. The morning wind forever blows, the poem of creation is uninterrupted; but few are the ears that hear it. **Olympus** is but the outside of the earth everywhere. (H. D. Thoreau)

10. ‘Under the impression,’ said Mr. Micawber, ‘that your **peregrinations in this metropolis** have not as yet been extensive, and that you might have some difficulty in **penetrating the arcana of the Modern Babylon** in the direction of the City Road,—in short,’ said Mr. Micawber, in another burst of confidence, ‘that you might lose yourself—I shall be happy to call this evening, and **install you in the knowledge of the nearest way.**’ (Ch. Dickens).

Ex. 3. Can you guess the meaning of the following euphemisms? Check with the dictionary.

1. We have a **differently-abled man** working as security.

2. We got to know that the family was **on the streets**, and so we are trying to help them in every way possible.

3. Shankar belongs to a **well-to-do family**.

4. The company has been facing **negative cash flow** for the past few years.

5. Devan’s grandmother seems to be enjoying her **golden years** happily and peacefully.

6. Rory was planning to go over to her parents’ house to break the news of the **bun in the oven**.

7. The company had to **let go** 50 employees.
8. Our teacher, Joseph has **left us for his heavenly abode** today morning.
9. Several rebels **were wiped out** in the forces' action in self-defense.
10. These concerts were organized for **physically challenged people**.

Ex. 4. Do these sentences belong to euphemisms or periphrasis?

1. They had money to buy only a **pre-owned** smartphone.
2. The **bright and shining orb in the sky**.
3. "I'm sorry, **I'm running a little behind**. I'll be there in 5 minutes."
4. Could you speak a bit loudly? The boy is **hearing impaired**.
5. We were on a safari and saw the **king of the jungle**.
6. I'm not coming to the cinema today, I'm **a bit under the weather**.
7. The new students were all speaking **the language of Racine**.
8. Please repeat the task for John. He is somewhat of a **late bloomer**.

Ex. 5. Try to guess what the authors meant by these periphrasis examples.

1. Sleep the sleep that knows not breaking. (W. Scott)
2. That orb'd maiden with white fire laden. (P. B. Shelley)
3. Then felt I like some watcher of the skies. (J. Keats)
4. Wandering near her secret bower. (Th. Gray)
5. For the time being it has been found necessary to make a readjustment of rations. (G. Orwell)

Now match the examples above with the explanation:

- a. the Moon
- b. to eat less
- c. a nest

- d. an astronomer.
- e. Death

Ex. 6. What are the sources of allusions below? What stylistic function do they perform? (a simile, a metaphor, etc.)

1. Chocolate cake is my Achilles heel.
2. He's a cool guy. But he becomes a lovesick Romeo every time he's around her.
3. We got a new Einstein in school today.
4. She's a good swimmer, but she's no Ariel.
5. Why are you always such a Scrooge? It doesn't cost much, and it'll be fun.
6. I didn't have any bus fare, but fortunately some good Samaritan helped me out!
7. I guess that's just my cross to bear.
8. Cupid's arrows only work if you have a heart.
9. You don't have to carry the weight of the world on your shoulders.
10. If only I could click my heels to get there!
11. In the forest, everything was like the Garden of Eden.
12. Are you still waiting for your prince charming?
13. Sometimes my cat is Dr. Jekyll and other times he is Mr. Hyde.
14. Be careful of the kind of friends you keep; some will invite you with Judas kiss.
15. Since you joined the gym you look like Hercules.

Ex. 7. Guess what that phraseological units in the form of proverbs mean. Then check with the dictionary. Can you think of their Russian equivalents?

1. You can catch more flies with honey than you can with vinegar.
2. You can lead a horse to water, but you can't make him drink.
3. You can't make an omelet without breaking some eggs.
4. Those who live in glass houses shouldn't throw stones.

5. Out of the frying pan and into the fire.
6. Shape up or ship out.
7. Once bitten, twice shy.
8. Make hay while the sun shines.
9. The pot calling the kettle black.
10. When it rains it pours.
11. Birds of a feather flock together.
12. Once in a blue moon.

Ex. 8. Match the following phraseological units with their explanations.

1. Let the cat out of the bag.	a) Don't take it too seriously.
2. Rain on someone's parade.	b) Doing something poorly in order to save time or money.
3. Once in a blue moon.	c) Don't give up.
4. Take it with a grain of salt.	d) To do something pointless.
5. Cutting corners.	e) Give away a secret.
6. Hang in there.	f) It's not complicated.
7. It's not rocket science.	g) Rarely
8. Go on a wild goose chase.	h) Move on, this subject is over.
9. Play devil's advocate.	i) To spoil something
10. The elephant in the room.	j) To argue the opposite, just for the sake of argument.
11. Don't beat a dead horse.	k) It's too late.
12. That ship has sailed.	l) The big issue, the problem people are avoiding.

Use one of the units to describe the situation to your choice.

Ex. 9. Correct the following sentences containing tautology.

1. The undecideds could go one way or another.
2. Our nation must come together to unite.
3. It's deja vu all over again.
4. She always over exaggerates.
5. In Rome, we saw dilapidated ruins.
6. The weather was hot and it was scorching.
7. She always arrived on time and punctual.
8. We watched a wonderful evening sunset.
9. Do you remember the PIN number of your card?
10. He's adequate enough to understand the situation.
11. We set a new hot water heater.
12. In my opinion, I think it's wrong.

Ex. 10. Look at these literary extract and find euphemism, periphrasis, allusion, phraseological unit and tautology among them.

1. ...To die, to sleep;

To sleep, perchance to dream—ay, there's the rub:

For in that sleep of death what dreams may come...

(Hamlet, by W. Shakespeare)

2. The viewless couriers of the air... (Shakespeare).

3. HORATIO: A mote it is to trouble the mind's eye.

In the most high and palmy state of Rome,

A little ere the mightiest Julius fell,

The graves stood tenantless and the sheeted dead

Did squeak and gibber in the Roman streets”

(Hamlet, by W. Shakespeare)

4. The Ministry of Truth, which concerned itself with news, entertainment, education, and the fine arts. The Ministry of Peace, which concerned itself with war. The Ministry of Love, which maintained law and order. And the Ministry of Plenty, which was responsible for economic affairs. Their names, in *Newspeak*: Minitrue, Minipax, Miniluv, and Miniplenty. (1984, by G. Orwell).

5. "This is the way the world ends,

This is the way the world ends,

This is the way the word ends,

Not with a bang but a whimper." (The Hollow men, by T.S. Eliot)

6. Her mind is set on it. (W. Faulkner)

7. I understand you are poor, and wish to earn money by nursing the little boy..., who has been so prematurely deprived of what can never be replaced. (Ch. Dickens)

8. The morning wind forever blows, the poem of creation is uninterrupted; but few are the ears that hear it. Olympus is but the outside of the earth everywhere. (Walden, by H. D. Thoreau)

9. Newcomers to the school district assumed Mrs. Walker was a widow. Her mother herself never mentioned it. She still powdered her nose after cooking and before eating she still put on lipstick before coming downstairs to make breakfast. So they called it keeping house for a reason, Marilyn thought. Sometimes it did run away. (Everything I Never Told You, by Celeste Ng).

10. Where the present time have latched itself on my tremulous stay.
(Afterwards, by Th. Hardy).

Seminar 9

Syntactic stylistic means

- *Inversion*
- *Detachment*
- *Parenthesis*
- *Ellipsis*
- *Nominative sentence*

Ex. 1. Match the right definition with the term: Inversion, Parenthesis, Detachment, Nominative sentence, Ellipsis.

1. Omission of a word or series of words, comes from the Greek word, which means “omission” or “falling short.”
2. A nonverbal sentence (i.e. a sentence without a verb).
3. Reversal of the syntactically correct order of subjects, verbs, and objects in a sentence.
4. A stylistic device that comes from a Greek word, meaning to place or alongside. Is marked by round and square brackets or by commas, dashes, little lines and brackets.
5. A stylistic device based on singling out a secondary member of the sentence with the help of punctuation (intonation).

Ex. 2. Find the following syntactic stylistic devices (Inversion, Parenthesis, Detachment, Nominative sentence, Ellipsis) in the sentences below:

1. Talent Mr. Micawber has; capital Mr. Micawber has not.
2. You went to the restaurant. And...?
3. Sir Pitt came in first, very much flushed, and rather unsteady in his gait.

4. Marie (8 years-old) is a little girl who goes to school with my brother.
5. London. Fog everywhere. Implacable November weather.

Ex. 3. Consider the following literary examples from literary works and find inversion, parenthesis, detachment, nominative sentences, ellipsis in them.

1. Nothing - nothing! Just the scent of camphor... The little old house! A mausoleum! (J. Galsworthy).
2. Awfully jolly letters she wrote! (A. Christie)
3. Awfully jolly letters, she wrote! (A. Christie)
4. Billy's grandma, for your information, happens to be ill in bed (K. Waterhouse).
5. "When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow. When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury. His left arm was somewhat shorter than his right ... he couldn't have cared less, so long as he could pass and punt." (H. Lee).
6. On the other hand - Stop! Not so Fast! –for could a man even think of such a solution... (Th. Dreiser).
7. "Sir Pitt came in first, very much flushed, and rather unsteady in his gait" (W. Thackeray).
8. A fellowship, a professorship, he felt capable of anything and saw himself - but what was she looking at? At a man pasting a bill. The vast flapping sheet flattened itself out, and each shove of the brush revealed fresh legs, hoops, horses, glistening reds and blues, beautifully smooth, until half the wall was covered with the advertisement of a circus; a hundred horsemen, twenty performing seals, lions, tigers ... Craning forwards, for she was short-sighted, she read it out ... "will visit this town," she read. (V. Woolf)
9. Women are not made for attack. Wait they must. (W. Faulkner).
10. A remarkable woman - a dangerous woman. No waiting - no preparation. This afternoon - this very afternoon - with him here as witness... (A. Christie).

Ex. 4. Find cases of syntactic stylistic devices (inversion, detachment, parenthesis, ellipsis, nominative sentence) in the following literary extracts:

1. In manner, close and dry. In voice, husky and low. In face, watchful behind a blind. (Ch. Dickens)
2. Malay Camp. A row of streets crossing another row of streets. Mostly narrow streets. Mostly dirty streets. Mostly dark streets. (P. Abrahams)
3. His forehead was narrow, his face wide, his head large, and his nose all on one side. (Ch. Dickens)
4. A solemn silence: Mr. Pickwick humorous, the old lady serious, the fat gentleman cautious and Mr. Miller timorous. (Ch. Dickens)
5. He, and the falling light and dying fire, the time-worn room, the solitude, the wasted life, and gloom, were all in fellowship. Ashes, and dust, and ruin! (Ch. Dickens).
6. She merely looked at him, weakly. The wonder of him! The beauty of love! Her desire toward him! (Th. Dreiser)
7. H. The waves, how are the waves?
C.: The waves? Lead.
H.: And the sun?
C.: Zero.
H.: But it should be sinking. Look again.
C.: Damn the sun.
H.: Is it night already then?
C: No.
H.: Then what is it?
C: Grey! Grey! GREY!
H.: Grey! Did I hear you say grey?
C.: Light black. From pole to pole. (S. Beckett.)
8. I'm a horse doctor, animal man. Do some farming, too. Near Tulip, Texas. (T. Capote)

9. "I'll go, Doll! I'll go!" This from Bead, large eyes larger than usual behind his hornrimmed glasses. (J. Jones)
10. "People liked to be with her. And —" She paused again, "– and she was crazy about you." (R. Warren)
11. "Well, they'll get a chance now to show-" (Hastily): "I don't mean – But let's forget that." (O'Neil)

Ex. 5. Look at the sentences with inversion. Try to guess what they look like with direct word order (Subjects – Verb – Object):

Example: That we don't know. – We don't know that.

1. An excellent decision she made there.
2. How amazing this is.
3. Shocked, I was.
4. Looking a bit tired now, Federer.
5. Wonderful is the way I feel.

Make these sentences sound more poetic by using inversion.

Example: I was so happy – So happy I was.

6. The bus was stuck in traffic.
7. The cat sat on a mat.
8. I saw her the other day.
9. John visited his friends.
10. We met him at the seaside.

Ex. 6. Use ellipsis to avoid unnecessary information and make these sentences sound more natural. The general meaning of the sentences should not change.

Example: After school I went to her house, which was a few blocks away, and then came home. – After school I went to her house ... and then came home.

1. We went to the city, shopped, ate lunch and arrived home after midnight.
2. She said, "I like apples, oranges and bananas because they are all fruits."
3. She opened the door, took off her shoes, came into the room, and saw a cake!
4. I know I saw my keys somewhere, I looked for them everywhere, but couldn't find them.
5. I never thought his could happen to me, just the idea never came to my mind.

Ex. 7. Read these extracts from literary works. Find syntactic stylistic devices used by the writers. What is the purpose of using each device by the author?

- a) His life had been confused and disordered since then, but if he could once return to a certain starting place and go over it all slowly, he could find out what that thing was . . .

. . . One autumn night, five years before, they had been walking down the street when the leaves were falling, they came to a place where there were no trees and the sidewalk was white with moonlight.
(F. S. Fitzgerald, "The Great Gatsby")

- b) Harris always does know a place round the corner where you can get something brilliant in the drinking line. I believe that if you met Harris up in Paradise (supposing such a thing likely), he would immediately greet you with: "So glad you've come, old fellow; I've found a nice place round the corner here, where you can get some really first-class nectar." (Jerome K. Jerome, "Three Men in a Boat")

- c) Whose woods these are I think I know.

His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

(Robert Frost, "Stopping by Woods on a Snowy Evening")

- d) ‘It was—simply amazing,’ she repeated abstractedly. ‘But I swore I wouldn’t tell it and here I am tantalizing you.’ She yawned gracefully in my face. ‘Please come and see me . . . Phone book . . . Under the name of Mrs. Sigourney Howard . . . My aunt . . .’ She was hurrying off as she talked—her brown hand waved a jaunty salute as she melted into her party at the door. (F.S. Fitzgerald, “The Great Gatsby”)
- e) “And he walked slowly past again, along the river – an evening of clear, quiet beauty, all harmony and comfort, except within his heart.” (J. Galsworthy, “In Chancery”)
- f) “Beauty and the Beast...Loneliness...Old Grocery House...Brook’n Bridge....”

Then I was lying half asleep in the cold lower level of the Pennsylvania Station, staring at the Morning Tribune, and waiting for the four o’clock train. (F. S. Fitzgerald, “The Great Gatsby”)

Ex. 8. Check your knowledge of syntactic stylistic devices. Choose the best answer, A, B or C.

1. Does this sentence contain inversion?

He was very talented, capital he had not.

- A) Yes
B) No

2. Which sentence contains the example of detachment?

- a) He was crazy about her, in the beginning.
b) In the beginning, crazy he was about her.

- A) Sentence a)
B) Sentence b)
C) Both sentences
D) None of the sentences

3. Does the following sentence contain

- a) Detachment
- b) Parenthesis?

Paul, on the other hand, is considered extremely trustworthy.

4. Which of the sentences does NOT contain the example of ellipsis?

- a) I hadn't noticed it, but my son had.
- b) We watch TV after we have dinner.
- c) Some people give up sugar completely, but I didn't want to.

5. Does the following sentence contain the example of

- a) Ellipsis
- b) Inversion
- c) Nominative sentence?

Late April and horribly great problems.

Seminar 10

Syntactic stylistic means

- *Parallelism*
- *Anaphora*
- *Epiphora*
- *Anadiplosis*

Ex. 1. Match the right definition with the term: parallelism, anaphora, epiphora, anadiplosis.

1. a stylistic device in which a word or a phrase is repeated at the end of successive clauses.
2. the use of components in a sentence that are grammatically the same; or similar in their construction, sound, meaning or meter.
3. a stylistic device in which a word or a phrase is repeated at the beginning of successive clauses.
4. the last word of one clause or sentence is repeated as the first word of the following clause or sentence.

Ex. 2. Find the cases of parallelism, anaphora, epiphora and anadiplosis in the following examples:

1. “They call for you: The general who became **a slave; the slave** who became a **gladiator; the gladiator** who defied an Emperor. Striking story.” (“Gladiator”, 2000 film)
2. “Hourly joys be still upon **you!** Juno sings her blessings on **you**... Scarcity and want shall shun **you**, Ceres’ blessing so is on **you**.” (W. Shakespeare, “The Tempest”)

3. “We make a living by what we get, we make a life by what we give.”—Winston Churchill.
4. “My life is my purpose. My life is my goal. My life is my inspiration.”
5. “Fie, fie, thou shamest **thy shape, thy love, thy wit,**
Which, like a userer, abound’st in all,
And uses none in that true sense indeed
Which should bedeck **thy shape, thy love, thy wit.**”
(William Shakespeare, “Romeo and Juliet”).
6. “Five years have passed;
Five summers, with the length of
Five long winters! And again I hear these waters...”
(William Wordsworth, “Tintern Abbey”)
7. JOHN OF GAUNT:
This royal throne of kings, this sceptered isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise,
This fortress built by Nature for herself
Against infection and the hand of war,
This happy breed of men, this little world,
This precious stone set in the silver sea,
Which serves it in the office of a wall,
Or as a moat defensive to a house,
Against the envy of less happier lands,
This blessed plot, this earth, this realm, this England...
(W. Shakespeare, “Richard II”)
8. The mountains look on Marathon— And Marathon looks on the sea; And musing there an hour alone, I dreamed that Greece might still be free; For standing on the Persians’ grave, I could not deem myself a slave. (Lord Byron , “The Isles of Greece”).

Ex. 3. Which words / phrases are the examples of anaphora in the following passages?

1. “We came, we saw, we conquered.” (Julius Caesar)
2. “It’s not the size of the dog in the fight; it’s the size of the fight in the dog.” (Mark Twain)
3. “Indifference elicits no response. Indifference is not a response. Indifference is not a beginning; it is an end. And, therefore, indifference is always the friend of the enemy, for it benefits the aggressor—never his victim, whose pain is magnified when he or she feels forgotten.” (Elie Wiesel)
4. Now let us fight to fulfil that promise! Let us fight to free the world – to do away with national barriers – to do away with greed, with hate and intolerance. Let us fight for a world of reason, a world where science and progress will lead to all men’s happiness. (Charlie Chaplin)

Ex. 4. Look at the following excerpts from famous public speeches. Find the examples of epiphora in them. Are there any other syntactic devices epiphora is combined with?

1. Our brothers and sisters in Asia, who were colonized by the Europeans, our brothers and sisters in Africa, who were colonized by the Europeans, and in Latin America, the peasants, who were colonized by the Europeans, have been involved in a struggle since 1945 to get the colonialists, or the colonizing powers, the Europeans, off their land, out of their country. (Malcolm X, “The Black Revolution,” 1963).
2. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. (Martin Luther King Jr., “I Have a Dream,” 1963).

3. For the pain, suffering and hurt of these stolen generations, their descendants and for their families left behind, we say sorry. To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry. And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.[...]

To the stolen generations, I say the following: as Prime Minister of Australia, I am sorry. On behalf of the government of Australia, I am sorry. On behalf of the parliament of Australia, I am sorry. (Kevin Rudd, “Indigenous Australian Stolen Generation,” 2008).

Ex. 5. In the following literary excerpts find the cases of anadiplosis. Why do you think the writers used this type of repetition? What other stylistic devices can you find?

17. What I present here is what I remember of the letter, and what I remember of the letter I remember verbatim (including that awful French).

(V. Nabokov)

18. I will arise and go now, and go to Innisfree...

And I will have some peace there, for peace comes dropping slow. (W. B. Yeats)

19. My conscience hath a thousand several tongues,

And every tongue brings in several a tale

And every tale condemns me for a villain. (W. Shakespeare)

20. For Lycidas is dead, dead ere his prime,

Young Lycidas and hath not left his peer. (J. Milton)

21. He retained his virtues amidst all his – misfortunes – misfortunes which no prudence could foresee or prevent. (F. Bacon)

Ex. 6. Look at the following excerpts from famous speeches, prose and quotations. Find the examples of parallelism in them.

1. Not everything that is faced can be changed; but nothing can be changed until it is faced. (James Baldwin)
2. ... and that government of the people, by the people, for the people shall not perish from the earth. (Abraham Lincoln)
3. It is easier for a father to have children than for children to have a real father. (Pope John XXIII)
4. Be who you are and say what you feel, because those who mind don't matter, and those who matter don't mind. (Bernard M. Baruch)
5. Follow love and it will flee; flee love and it will follow. (proverb)
6. To err is Human, to forgive, divine. (Alexander Pope)

Ex. 7. Read the following sentences below that have problems with parallelism. How would you correct the problem?

1. The Biology class and the class about history are my favorites.
2. Working two jobs and to get enough sleep are difficult to accomplish.
3. Her dress was beautiful, and it cost a lot.
4. His feet were tired and they swelled after a long day on the job.
5. Alexander Graham Bell was the man who invented the telephone and he invented the phonograph, too.
6. My sister is hoping to finish her degree quick and easily.

Ex. 8. Choose the best answer to each question.

1. Choose the correct parallelism definition:

- A. Starting every sentence with the same word or group of words.
- B. Juxtaposing contrasting images to show their difference.
- C. Repeating words and/or forms to create a pattern.

2. Which of the following Mongolian proverbs is a parallelism example?

- A. You can't put two saddles on the same horse.
- B. It is easier to catch an escaped horse than to take back an escaped word.
- C. Even foul water will put out a fire.

3. Which of the following excerpts from Walt Whitman's "Song of Myself" contains parallelism?

- A. I celebrate myself, and sing myself,
And what I assume you shall assume,
For every atom belonging to me as good belongs to you.
- B. Leaving me baskets cover'd with white towels swelling the
house with their plenty,
Shall I postpone my acceptation and realization and scream
at my eyes,
- C. Backward I see in my own days where I sweated through fog
with linguists and contenders,
I have no mockings or arguments, I witness and wait.

4. Which of the following excerpts from Walt Whitman's "Song of Myself" contains anaphora?

- A. I celebrate myself, and sing myself,
And what I assume you shall assume,
For every atom belonging to me as good belongs to you.
- B. Twenty-eight young men bathe by the shore,
Twenty-eight young men and all so friendly;
Twenty-eight years of womanly life and all so lonesome.
- C. The city sleeps and the country sleeps,
The living sleep for their time, the dead sleep for their time.

11. Which words are an example of anaphora in this quote from Martin Luther King Jr.'s I Have a Dream speech?

Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

- A. Slums and ghettos
- B. Mississippi...Alabama...South Carolina...Georgia...Louisiana
- C. Go back to

12. Which of the following stanzas from Walt Whitman's poem "Song of Myself" contains an example of epiphora?

- A. I celebrate myself, and sing myself,
And what I assume you shall assume,
For every atom belonging to me as good belongs to you.
- B. I loafe and invite my soul,
I lean and loafe at my ease observing a spear of summer grass.
- C. Have you reckon'd a thousand acres much? have you reckon'd
the Earth much?
Have you practis'd so long to learn to read?
Have you felt so proud to get at the meaning of poems?

13. Which of the following quotes from William Shakespeare's Romeo and Juliet does not contain an example of anadiplosis?

- A. ROMEO: But soft! What light through yonder window breaks?
It is the east, and Juliet is the sun.
Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief,
That thou, her maid, art far more fair than she.
Be not her maid since she is envious.

B. JULIET: O Romeo, Romeo! Wherefore art thou Romeo?
Deny thy father and refuse thy name.
Or, if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.

C. JULIET: Where I have learned me to repent the sin
Of disobedient opposition
To you and your behests, and am enjoined
By holy Lawrence to fall prostrate here
To beg your pardon. (falls to her knees)
Pardon, I beseech you!
Henceforward I am ever ruled by you.

Seminar 11

Syntactic stylistic devices

- *Gradation (climax)*
- *Anti-climax*
- *Enumeration*
- *Suspense*

Ex. 1. Match the following definitions to the terms: gradation (climax), anti-climax, enumeration, suspense.

1. An ascending series of words in which intensity or significance increases step by step.
2. A stylistic device in which its components are given one by one, so that they produce a chain. The elements may be semantically different.
3. Withholding information and revealing it slowly creating a sense of uncertainty about what will happen next.
4. A stylistic device when one weaker element is added to one or more stronger elements. Or an ascending gradation, which ends up with a disappointing or trifling element.

Ex. 2. Among the following examples find the stylistic devices from ex. 1.

1. At the store, I bought salt, pepper, flour, sugar, baking soda, and cinnamon.
2. Wheat was born, grew, split, ripened, harvested.
3. I know you have met a lot of people – the Head of the School, the Academic coordinator, the Supervisor, The Head of the Department, and me.

4. The door creaks open. Could it be a monster or just a friend coming to say hello?
5. Ana was around the world and arrived in the country, in the state, in the city, in the neighborhood.
6. Famine, despair, cold, thirst and heat had done
 Their work on them by turns, and thinn'd them too... (Byron)
7. Will Frodo throw one ring into the fires of Mordor before it corrupts his little hobbit heart? (J. Tolkien)
8. Deep and wide, horrid, dark and tall. (Byron).

Ex. 3. Look at the following examples of enumeration. Do they use semantically similar or different words? In what way are these examples similar to gradation or anti-climax?

1. For some reason I started to fear trucks, cars, motorcycles, even bicycles. Everything that could transport me terrified me.
2. Go, walk along the beach, along the boardwalk, through the streets of the town, through the grandmother's house, through the room from when I was a child, through the life that I remember and that is the life that really remains for me.
3. I never stopped counting the seconds, appreciating the minutes, valuing the hours and yearning for the days. He was alive, it was what was worth the most.
4. The fisherman dreamed of whales, killer whales, sharks, dolphins, swordfish, dorado and sardines, all in a magical and giant net that supported them.
5. The mechanic was meticulous, but different, he used everything to repair the car ... cans, screwdrivers, wires, water pipes, clothespins, even strawberry ice cream ... that was total madness.

6. The street was of everything that can be, it was white, black, high, low, deserted, hyper populated, it was of cats, of dogs, cloudy, sunny, of men, of women, violent and quiet, it was the center of my people ... yes, it was everything possible.

7. The child was very excited, there, in the ice cream parlor, there was a world of chocolate, vanilla, tangerine, lemon, mango, strawberry, kiwi, apple, pear, grape ... every possible flavor, every joy.

8. He was someone attentive, he liked video games, singing, going fishing with his friends, and studying geography, in short, he was a very well-rounded young man.

Ex. 4. Look at the following examples and say whether they belong to gradation (climax) or anti-climax. What type of gradation is used (logical, emotional, quantitative)?

1. Janet Spence's parlour-maid was ugly on purpose..., malignantly, criminally ugly. (A. Huxley).

2. She rose - she sprung - she clung to his embrace. (G. Byron).

3. My gentle Reader, I perceive,
How patiently you've waited,
And now I fear that you expect
Some tale will be related.
O Reader! had you in your mind
Such stores as silent thought can bring,
O gentle Reader! you would find
A tale in every thing.
What more I have to say is short,

And you must kindly take it:

It is no tale; but, should you think,

Perhaps a tale you'll make it. (W. Wordsworth)

4. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable Rights of Life, Liberty and the pursuit of Happiness. (M. L. King).

5. In a moment, the whole company was on their feet. That somebody was assassinated by somebody vindicating a difference of opinion was the likeliest occurrence. Everybody looked to see somebody fall, but only saw a man and a woman standing staring at each other... (Ch. Dickens)

6. Little by little, bit by bit, and day by day, and 'year by year the baron got the worst of some disputed question. (Ch. Dickens)

7. He has seen the ravages of war, he has known natural catastrophes, he has been to singles bars. (W. Allen)

8. Mrs. Martin: "Oh well, today I witnessed something extraordinary. Something really incredible ... In the street, near a café, I saw a man, properly dressed, about fifty years old, or not even that, who ... you'll say that I'm making it up ... He was tying his shoelace which had come undone". (E. Ionesco)

9. 'Oh, poor Mr. Jones,' mourned Mrs. Smith, 'Did you hear what happened to him? He tripped at the top of the stairs, fell down the whole flight, banged his head, and died'. 'Died?' said Mrs. Robinson, shocked. 'Died!' repeated Mrs. Smith with emphasis. 'Broke his glasses, too.' (I. Azimov).

10. Beauty is but a vain and doubtful good;

A shining gloss that fadeth suddenly;

A flower that dies when first it gins to bud;

A brittle glass that's broken presently:

A doubtful good, a gloss, a glass, a flower,

Lost, faded, broken, dead within an hour. (W. Shakespeare)

Ex. 5. Match the following types of suspense and their definitions:

1. Narrative Suspense	a) It occurs when the reader doesn't know what's going to happen between two characters. This might be related to the nature of their relationship.
2. Short-term Suspense	b) This type of suspense is commonly associated with the term. It is used in mystery novels and thrillers and encourages the reader to continue on with the novel to find out what happens next.
3. Romantic/Comedic Suspense	c) It occurs when the reader knows that something awful is going to happen but they aren't exactly sure what that is or when it's going to strike. This could be a jump-scare in a horror movie.
4. Mysterious Suspense	d) It is also known as long-term suspense, it refers to the tension that builds from the first page until after the climax. With this type of suspense, the writer poses a question or creates a mystery of some kind. If it is well-written, then readers won't be able to put the book or story down.
5. Horror Suspense	e) This type of suspense that for a single scene or a brief moment and is then relieved. This might make the story's individual parts more interesting. It could occur when two characters meet and the reader isn't sure what they'll think of one another.

Ex. 6. Match the description of suspense and the book title.

1. The narrator is tormented by the sound of a beating heart and the fear of being caught. The tension builds as the story progresses, creating a sense of suspense and dread.	a. A. Christie, <i>And Then There Were None</i> .
2. The creature's pursuit of revenge against its creator creates a sense of suspense as the reader wonders what will happen next.	b. W. Shakespeare, <i>Othello</i> .
3. The characters are trapped on an island and one by one, they are murdered. The reader is left guessing who the killer is, creating a sense of suspense.	c. J.K. Rowling, <i>Harry Potter and the Goblet of Fire</i> .
4. The main character is forced to participate in the dangerous Triwizard Tournament, and the reader is left wondering if he will survive.	d. E. A. Poe, <i>The Tell-Tale Heart</i> .
5. The villain tries to convince the main character that his wife has been unfaithful to him, thus trying to destroy his life and career. The suspense is built as the audience worries about the main character and what he's going to do.	e. S. Meyer, <i>Twilight</i> .
6. A girl falls in love with a mysterious and handsome boy, who	f. M. Shelley, <i>Frankenstein</i> .

<p>turns out to be a vampire. Suspense is built on the anxiety whether the vampire will be able to control his bloodlust towards his girlfriend and the constant state of danger.</p>	
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Seminar 12

Syntactic stylistic devices

- *Antithesis*
- *Aposiopesis*
- *Apokoinou*
- *Rhetorical question*

Ex. 1. Match the following definitions to the terms: antithesis, aposiopesis, apokoinou, rhetorical question.

1. A syntactic stylistic device, in which a sentence is purposefully left incomplete or cut off.
2. A question asked merely for effect, doesn't need an answer.
3. Juxtaposing contrasting or opposing ideas.
4. A syntactic construction in which an omission of a connective word leads to blending of the main and subordinate clauses.

Ex. 2. Among the following examples find the seven stylistic devices from ex. 1.

1. I don't blame you, but...
2. To err is human, to forgive is divine.
3. Why is this happening to me?
4. This is the sword killed him.
5. Better to reign in Hell than serve in Heaven. (J. Milton)
6. Gatsby believed in the green light, the orgastic future that year by year recedes before us. It eluded us then, but that's no matter – tomorrow we will run faster, stretch out our arms farther.... And then one fine morning –

So we beat on, boats against the current, borne back ceaselessly into the past. (F. S. Fitzgerald).

7. There was a farmer had a dog. (Children's song)

8. Will no one tell me what she sings? (W. Wordsworth)

Ex. 3. Find words that create opposition in these examples on antithesis.

1. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. (M. L. King)

2. To be or not to be, that is the question:

Whether 'tis nobler in the mind to suffer

The slings and arrows of outrageous fortune

Or to take arms against a sea of troubles,

And by opposing end them... (W. Shakespeare)

3. In my beginning is my end. In succession

Houses rise and fall, crumble, are extended,

Are removed, destroyed, restored, or in their place

Is an open field, or a factory, or a by-pass.

Old stone to new building, old timber to new fires... (T. S. Eliot)

4. We must all learn to live together as brothers—or we will all perish together as fools. (M. L. King)

5. Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take: but as for me, give me liberty or give me death. (P. Henry)

6. The proper function of man is to live, not to exist. I shall not waste my days in trying to prolong (J. London)
7. Float like a butterfly, sting like a bee. (M. Ali)
8. Love is an ideal thing, marriage a real thing. (Goethe)
9. Patience is bitter, but it has a sweet fruit. (Aristotle)
10. Folks who have no vices have very few virtues. (A. Lincoln)

Ex. 4. Find the cases of aposiopesis in the following examples. What is the author trying to express through it? What type of aposiopesis is being used (emotive, calculative, audience respecting, transition or emphatic)?

1. I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I—

I took the one less traveled by,

And that has made all the difference. (R. Frost)

2. I'm so angry, I could – I could--!

3. And, in conclusion... Well, enough of that. Let's move on to the next point.

4. On tonight's newscast, we will begin to discover what happens when two animals become unlikely friends... More on this story on The Evening News at 8.

5. After the suspect... Well, you've read the court documents. After the heinous crime was completed, the suspect fled the scene.

6. "O judgment! thou art fled to brutish beasts,

And men have lost their reason. Bear with me,

My heart is in the coffin there with Caesar,

And I must pause till it come back to me..." (W. Shakespeare).

7. Good intentions but...

8. If you continue your intemperate way of living, in six months' time...

Ex. 5. Study these examples of apokoinou. What would a sentence be like without it?

1. I'm the first one saw her.

2. There was no breeze came through the door.

3. I bring him news will raise his dropping spirits.

4. It was I was a father to you.

5. He's the one makes the noise at night.

6. He would show these bums who it was kept them, fed.

7. It was Sponge told Bruce who was in the car.

8. I didn't transfer. I was transferred. It was Houston did it because I spoke my piece.

9. There's no one enjoys good food more than he does.

10. You'd be surprised at the times we do get our man – sometimes after several years. It's patience does it – patience and never letting up.

Ex. 6. Look at these examples of rhetorical questions. What answers do they contain?

1. What's in a name? That which we call a rose

By any other name would smell as sweet. (W. Shakespeare, Romeo and Juliet)

2. Am I a coward? Who calls me a villain? – (W. Shakespeare, Hamlet)
3. O Wind. If winter comes, can spring be far behind? (P. B. Shelley)
4. Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? (G. Orwell)
5. How many roads must a man walk down, before you call him a man? (B. Dylan)
6. Marriage is a wonderful institution, but who would want to live in an institution? (H. L. Mencken)
7. Isn't it a bit unnerving that doctors call what they do 'practice'? (G. Carlin)
8. What happens to a dream deferred?
Does it dry up
Like a raisin in the sun? (L. Hughes)
9. What made you think of love and tears
And birth and death and pain? (H. P. Stewart)
10. Are we a nation that tolerates the hypocrisy of a system where workers who pick our fruit and make our beds never have a chance to get right with the law? Are we a nation that accepts the cruelty of ripping children from their parents' arms? Or are we a nation that values families, and works to keep them together? (B. Obama)
11. Who shall say I am not
the happy genius of my household? (W. C. Williams)
11. Here was a Caesar! when comes such another? (W. Shakespeare, Julius Ceasar).

Seminar 13

Graphical expressive means and stylistic devices

- *Graphon*
- *Change of type, capital letters*
- *Punctuation*
- *Graphic imagery (Pattern poetry)*

Ex. 1. Match the right definition with the term: graphon, change of type, punctuation, graphic imagery.

1. Stylistic use of a period, comma, colon, semicolon, dash, hyphen, brackets, quotation marks, exclamation and question marks.
2. Intentional violation of the graphical shape of a word (or word combination) used to reflect its authentic pronunciation, to recreate the individual and social peculiarities of the speaker, the atmosphere of the communication act.
3. The author uses capital letters, italics or bold type to single out certain words in his text.
4. Stylistically dividing the text into paragraphs or the poem into verses so that it has a certain shape, which usually reflects the main idea.

Ex. 2. Decide which of graphical expressive means and stylistic devices is used in each example. Choose between graphon, change of type/capital letters, punctuation, graphic imagery.

1. “You mean *you*’d like it best.” Little Jon considered.
“No, *they* would, to please me.” (“Awakening”, by J. Galsworthy)
2. LAVINIA – (startled – agitatedly)

“Father? No! ... Yes! He does – something about his face – that must be why I’ve had the strange feeling I’ve known him before ... Oh! I won’t believe it! You must be mistaken, Seth! ...”

(“Mourning Becomes Electra”, by E. O’Neil)

3. Lord, who createdst man in wealth and store,
Though foolishly he lost the same,

Decaying more and more,

Till he became

Most poore:

With thee

O let me rise

As larks, harmoniously,

And sing this day thy victories:

Then shall the fall further the flight in me. (“Easter wings”, by G. Herbert)

4. Whattaya doin’?
5. “The City is termite territory: thousands of heads-down workers serving an unacknowledged queen, a fear motor buried deep in the heart of the place.”
 (“Lights Out for the Territory”, by I. Sinclair)
6. Is that my wife? I see it is, from your fyce ... I want the truth – I must **’ave** it! ... If that’s **’er** fyce there, then that’s **’er** body in the gallery... What gyme **’as** she been plyin’? You gotta tell me before I go **aht** (=out) of here
 (“The White Monkey” by J. Galsworthy).
7. If way to the Better there be, it exacts a full look at the Worst. (Th. Hardy)
8. Kiddies and grown-ups too-oo-oo
We haven’t enough to do-oo-oo. (R. Kipling)

Ex. 3. What stylistic effect is achieved by the use of graphon in the following extracts?

- a) “It don’t take no nerve to do somepin when there ain’t nothing else you can do. We ain’t gonna die out. People is goin’ on – changin’ a little may be – but goin’ right on.” (J. Steinbeck)
- b) You know dat one-laigged nigger dat b’longs to old Misto Bradish? Well he sot up a bank, en say anybody dat put in a dollar would git fo’ dollars mo’ at en’ er de year... (M. Twain)
- c) **Th**quire!... Your **th**ervant! **Thith ith** a bad pieth of bithnith, thith ith... (Ch. Dickens).
- d) “De old Foolosopher, like Hickey calls yuh, ain’t yuh?” (E. O’Neil)

Ex. 4. Analyze the use of punctuation in the following examples. What stylistic effect is achieved?

1. ESTRAGON:

“I remember the maps of the Holy Land. Coloured they were. Very pretty. The Dead Sea was pale blue. The very look of it made me thirsty.” (S. Beckett, “Waiting for Godot”)

- 2. “...a quarter after what an unearthly hour I suppose they’re just getting up in China now combing out their pigtails for the day well soon have the nuns ringing the angelus they’ve nobody coming in to spoil their sleep except an odd priest or two for his night office or the alarm clock next door at cock shout clattering the brain out of itself let me see if I can doze off 1 2 3 4 5 what kind of flowers are those they invented like the stars the wallpaper in Lombard street was much nicer the apron he gave me was like that something only I only wore it twice better lower this lamp and try again so that I can get up early...” (J. Joyce, “Ulysses”)
- 3. “Marley was dead: to begin with.” (Ch. Dickens, “A Christmas Carol”).
- 4. “My God the cigar what would your mother say if she found a blister on her mantel just in time too look here Quentin we’re about to do something we’ll

both regret I like you liked you as soon as I saw you I says he must be ...”
(W. Faulkner, “The Sound and the Fury”)

5. “All good books are alike in that they are truer than if they had really happened and after you are finished reading one you will feel that all that happened to you and afterwards it all belongs to you: the good and the bad, the ecstasy, the remorse and sorrow, the people and the places and how the weather was. If you can get so that you can give that to people, then you are a writer.” (E. Hemingway)

6. “Between the idea
And the reality
Between the motion
And the act
Falls the Shadow”
(T.S. Eliot, “The Hollow Men”)

Ex. 5. Comment on the use of change of type and capital letters in the following examples. What stylistic effect do you think the writer wanted to achieve?

1. “Then I’ll wait until things calm down, And then, I don’t know, I’ll think of something, You could resolve the matter right now, How, You could phone her parents ...” (José Saramago)

2. “If I should ever die, God forbid, let this be my epitaph:
THE ONLY PROOF HE NEEDED
FOR THE EXISTENCE OF GOD
WAS MUSIC”

(K. Vonnegut)

3. “Big Brother is Watching You.”

(G. Orwell)

4. “Every time you come in yelling that God damn “Rise and Shine!” “Rise and Shine!” I say to myself, “How lucky dead people are!” (T. Williams).

5. “Do not waste your time on Social Questions. What is the matter with the poor is Poverty what is the matter with the rich is Uselessness.” (G. B. Shaw)

6. “The Americans are all mystified about why the English make such a big thing out of tea because most Americans HAVE NEVER HAD A GOOD CUP OF TEA. That’s why they don’t understand.” (D. Adams)

Ex. 6. Read the following poem “Sonnet in the shape of a Potted Christmas Tree” by G. Starbuck.

*
O
fury-
bedecked!
O glitter-torn!
Let the wild wind erect
bonbonbonanzas; junipers affect
frostyfreeze turbans; iciclestuff adorn
all cuckolded creation in a madcap crown of horn!
It’s a new day; no scapegrace of a sect
tidying up the ashtrays playing Daughter-in-Law Elect;
bells! Bibelots! Popsicle cigars! Shatter the glassware! A son born
now
now
while ox and ass and infant lie
together as poor creatures will
and tears of her exertion still
cling in the spent girl’s eye
and a great firework in the sky
drifts to the western hill.

How do the “shape” and the contents of the poem correspond? How does the author achieve stylistic effect?

Ex. 7. Choose the best answer to each question (a, b, c or d).

1. The main unit on a graphical level is
 - a. A phoneme
 - b. A grapheme
 - c. A word

2. Which of the following does NOT refer to stylistic use of graphics?
 - a. Writing a text in a different type
 - b. Using tables and graphs
 - c. Using sounds that imitate animal noises
 - d. Using capital letters

3. A railway timetable is the examples of
 - a. A written genre without a spoken analogue
 - b. A spoken genre without a written form

4. The functions of graphon are (mark all possible variants):
 - a. To show speaker’s accent
 - b. To reflect hidden meaning in speaker’s words
 - c. To show speaker’s irregularities in speech
 - d. To reflect the atmosphere of communication

5. Change of type can NOT reflect:
 - a. Expressing emotions
 - b. Speaking in a loud voice
 - c. Individual pronunciation

6. When a common name is written with a capital letter, it shows (mark all possible answers):
 - a. The importance of this word
 - b. Elevated mood
 - c. Irony
 - d. Irritation

7. Stylistic use of punctuation does NOT include:
 - a. The use of dash, hyphen, suspension marks to express embarrassment
 - b. The use of exclamation mark in non-exclamatory sentences
 - c. The use of quotation marks with stylistic purposes
 - d. The use of a question mark in questions

8. Pattern poetry is
 - a. Diving a text into paragraphs
 - b. Dividing a poem into verses
 - c. Writing a poem and drawing a “picture” of it

9. The sad story of a mouse from L. Carroll’s “Alice’s adventures...” is the example of:
 - a. Graphic imagery
 - b. Pattern poetry
 - c. Absence of punctuation marks

10. Graphics is one of the levels of a language
 - a. True
 - b. False

Seminar 14

Stylistic devices: revision

Ex. 1. Test your knowledge of important stylistic terms and concepts. Choose the best suitable answer:

1. Figures of speech and stylistic devices mean exactly what they say:
 - a) True
 - b) False
2. A stylistic device has to be interpreted by the listener or speaker:
 - a) True
 - b) False
3. Two stylistic devices that involve comparisons are
 - a) Simile and metonymy
 - b) Metonymy and metaphor
 - c) Personification and hyperbole
 - d) Simile and metaphor
4. The figure of speech in which the author makes an obvious exaggeration for emphasis or to create some other specific effect is
 - a) Simile
 - b) Metaphor
 - c) Hyperbole
 - d) Metonymy
5. The words like and as typically appear in a
 - a) Simile
 - b) Metaphor
 - c) Personification
 - d) Metonymy

6. When a closely related term or symbol is substituted for what it represents, or some concrete term is used for a more abstract idea, the figure of speech is referred to as a

- a) Metaphor
- b) Hyperbole
- c) Personification
- d) Metonymy

7. Two types of irony are

- a) alliteration and assonance.
- b) assonance and litotes.
- c) verbal and situational.
- d) onomatopoeia and synecdoche.

8. What is the figure of speech in which nonhuman or nonliving things are spoken about as if they were human?

- a) Metaphor
- b) Hyperbole
- c) Personification
- d) Metonymy

9. In irony, words mean the opposite of what they appear to be saying or an occurrence is contrary to what is expected or intended.

- a) True
- b) False

10. The first step in interpreting a simile or metaphor is to

- a) determine the two things that are being compared.
- b) decide the important way in which two things might be alike.
- c) reason out the author's intended meaning.
- d) none of the above

11. Words like "boom", "click", "croak", "moo", "ha-ha" refer to:

- a) euphony
- b) alliteration

c) onomatopoeia

12. Is the following line from *Romeo and Juliet* an example of alliteration or assonance?

“For men so old as we to keep the peace.”

a) Alliteration

b) Assonance

13. In which of the following works of literature might you expect to find a euphony example? (more than 1 answer is possible)

a) A love poem

b) A battle scene

c) A lullaby

14. The scheme ABAB is the example of:

a) couplet

b) cross rhyme

c) ring rhyme

15. The line from Shakespeare’s “Sonnet 130”

My mistress’ eyes are nothing like the sun.

is the example of:

a) Iamb

b) Trochee

c) Spondee

16. Which of the following words, when following the word “partial,” create an oxymoron?

a) Silence

b) Success

c) Cease-fire

d) All of the above

17. “Glad to meat you” is the example of

a) homophonic pun

b) homographic pun

- c) homonymic pun
 - d) compound pun
18. Which sentences is the example of zeugma?
- a) She wanted a new car, and she wanted a bath.
 - b) The storm sank my boat and my dreams.
 - c) He didn't go to the dance, he went to the football game.
19. Which of the following Oscar Wilde statements is a paradox?
- a) I have the simplest tastes. I am always satisfied with the best.
 - b) All bad poetry springs from genuine feeling.
 - c) I can resist everything except temptation.
20. Which sentence is the example of inversion?
- a) Little did they know about me.
 - b) Have you ever been abroad?
 - c) Look, you friends are coming!
21. The aim of detachment is to
- a) to make the sentence sound more dynamic
 - b) to make the sentence sound more informal
 - c) to make some words or phrases sound more prominent
22. Parentheses in a sentence can be expressed by
- a) dashes, commas and brackets
 - b) commas and exclamation marks
 - c) brackets and quotation marks
23. Ellipsis is a typical marker of
- a) official documents
 - b) colloquial speech
 - c) belle-lettres style
24. Choose the example of nominative sentence:
- a) It is my favourite colour.
 - b) She talked to her brother on the phone.
 - c) Lockdown for three more weeks.

25. Which sentence is NOT the example of parallelism?

- a) A penny saved is a penny earned.
- b) She likes reading and to go to dance classes.
- c) Easy come, easy go.

26. Which sentence is the example of anaphora?

- a) So many places, so little time.
- b) “The United States will never start a war. We do not want a war. We do not now expect a war.”
- c) All I desire is before me; before me lies the future.

27. Choose the example of epiphora:

- a) I know what I like and I like what I know.
- b) Every day, every night, in every way, I am getting better and better.
- c) Kate was there, Mick was there, Mrs Harley was there – and none of them could explain what they saw.

28. Choose the example of anadiplosis:

- a) BASSANIO: Sweet Portia,
If you did know to whom I gave the ring,
If you did know for whom I gave the ring,
And would conceive for what I gave the ring,
And how unwillingly I left the ring
When naught would be accepted but the ring,
You would abate the strength of your displeasure.

(The Merchant of Venice by William Shakespeare)

- b) You better watch out,
You better not cry,
You better not pout
I’m telling you why

(“Santa Claus Is Comin’ to Town” lyrics by Haven Gillespie)

- c) I balanced all, brought all to mind,
The years to come seemed waste of breath,

A waste of breath the years behind

In balance with this life, this death.

(“An Irish Airman Foresees His Death” by W. B. Yeats)

29. Which is NOT the function of graphon?

- a) bring peaceful and pleasant feelings in a piece of writing
- b) supply information about the speaker’s background
- c) indicate irregularities of pronunciation
- d) add individuality to the character’s speech

30. Which expressive means or stylistic devices might graphically express speaking in a loud voice?

- a) absence of punctuation marks
- b) capital letters
- c) absence of quotation marks
- d) pattern poetry

Ex. 2. Find all possible stylistic devices in the following examples:

1. The sky looked like black velvet.
2. She was thrilled to bits when she heard the news.
3. ‘Sit still!’ she hissed.
4. He is not unaware of his wife’s foolishness.
5. Those people are the salt of the earth.
6. Help! Help! HELP!
7. Polly's prancing pony performed perfectly.
8. Hollywood has released a new sci-fi movie recently.
9. She is something of a cheerful pessimist.
10. My alarm clock yells at me to get out of bed every morning.
11. She worked her fingers to the bone.
12. The White House released a statement last week.
13. “A joke is an extremely serious issue.”

14. Jimmy was sent to a correctional facility.
15. Um...I'm not sure that's true.
16. Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eves run... (J. Keats, "To Autumn")
17. Mary told me she won the race (liar).
18. An elephant's opinion carries a lot of weight.
19. Tomorrow will come the decision.
20. "It was a lovely city, a beautiful city, a fair city"
21. He's such a scrooge.
22. The eye of heaven shines too hot today.
23. We got a new Einstein in school today.
24. That's one small step for a man, one giant leap for mankind. (N. Armstrong)
25. The boy buzzed around as busy as a bee.
26. It was a free gift that cost nothing at all.
27. "All animals are equal, but some are more equal than others" (G. Orwell)
28. We're having the Johnsons, and a nice risotto, for dinner.
29. We live by Faith; but Faith is not the slave
Of text and Legend. Reason's voice and God's,
Nature's and Duty's, never are at odds.

(J. G. Whittier, "Requirement")
30. Morning. April. Problems.
31. At the store, I bought salt, pepper, flour, sugar, baking soda, and cinnamon.
32. The water well was as dry as a bone.
33. The petal was on the flower. The flower was on the stem. The stem was in the grass.
34. - Hi, how are you?
- Not bad.
35. He lost his job, his car and his handkerchief.

36. He asked for her hand in marriage.
37. It's raining cats and dogs.
38. He was a bald, vast-bearded man with a distinctly saturnine cast to his face.
39. Who wouldn't want to be a millionaire?
40. I gotta lotta things to buy.

Ex. 3. Check your knowledge of functional styles. Choose the best answer:

1. Which style's aim is to influence public opinion?
 - a) Belle-lettres style
 - b) Publicistic style
 - c) Scientific prose style
2. Which style uses vivid imagery and words in more than one dictionary meaning?
 - a) Style of official documents
 - b) Scientific prose style
 - c) Belle-lettres style
3. Which style's aim is to inform the reader, using terms, political vocabulary, cliches and abbreviations?
 - a) Newspaper style
 - b) Style of official documents
 - c) Belle-lettres style
4. Which feature is NOT typical for scientific prose style?
 - a) Use of references
 - b) Use of elliptical sentences
 - c) Use of impersonal sentences
5. Which style contains the following characteristics: use of words in their logical dictionary meaning, use of abbreviations and contractions, absence of emotiveness?
 - a) Publicistic style
 - b) Newspaper style

- c) Style of official documents
6. Which sub-style is based on rhythm and rhyme?
 - a) Emotive prose
 - b) Drama
 - c) Poetry
 7. Which sub-style is based on dialogue and almost completely excludes author's speech?
 - a) drama
 - b) essay
 - c) brief news item
 8. Which sub-style aims at informing the reader about a product or a service?
 - a) Headline
 - b) Advertisement
 - c) Essay
 9. Which sub-style's characteristics are: direct address to the audience, emotional words and contracted forms?
 - a) Poetry
 - b) Oratory and speeches
 - c) Article
 10. Which sub-style accepts omission of certain words (grammar forms) and use of elliptical sentences?
 - a) Brief news items
 - b) Editorial
 - c) Headlines

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