

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Державний заклад

**«Південноукраїнський державний педагогічний університет
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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ПРАКТИЧНИХ ЗАНЯТЬ
ТА САМОСТІЙНОЇ РОБОТИ
З ДИСЦИПЛІНИ «СТИЛІСТИКА (ОСНОВНА ІНОЗЕМНА МОВА)»**

для здобувачів першого (бакалаврського) рівня вищої освіти

за спеціальністю 014 Середня освіта. Мова і література (англійська)

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Методичні рекомендації до практичних занять та самостійної роботи з дисципліни «Стилістика (основна іноземна мова)» (для здобувачів першого (бакалаврського) рівня вищої освіти за спец. 014 Середня освіта. Мова і література (англійська)). Університет Ушинського. Одеса, 2020. 121 с.

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Методичні рекомендації призначені для аудиторної та самостійної роботи з дисципліни «Стилістика (основна іноземна мова)» здобувачів вищої освіти першого (бакалаврського) рівня спеціальності 014 Середня освіта. Мова і література (англійська). Рекомендації містять загальні вказівки щодо підготовки до практичних занять, наведено плани практичних занять, рекомендації до самостійної роботи, тести для самоконтролю та питання для самоперевірки, запропоновано завдання для індивідуальної роботи, наведено питання для складання екзамену з орієнтовним прикладом відповіді, список рекомендованої літератури, критерії оцінювання.

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ПОЯСНЮВАЛЬНА ЗАПИСКА

Метою викладання навчальної дисципліни «Стилістика (основна іноземна мова)» ознайомити студентів з сучасними уявленнями про стилістичні ресурси та функціонально-стильову систему англійської мови, а також поглибити розуміння здобувачів вищої освіти щодо багатства та різноманітності стилістичних засобів в англійській мові, сприяти оволодінню здобувачами стилістичними нормами англійської мови, навчити їх впізнавати, аналізувати та інтерпретувати стилістичні явища, бачити взаємозв'язок усіх виразних засобів та стилістичних прийомів, які використовуються авторами художніх творів, розглядати художній текст у єдності форми та ідейного змісту.

Очікувані програмні результати навчання:

ПРН 5. Володіння нормативно та узуально коректною мовою на рівні, що наближається до рівня носіїв мови в умовах взаємодії іноземної та рідної мов та двох національних культур.

ПРН 6. Володіння чотирма видами мовленнєвої діяльності (говоріння, письмо, читання, аудіювання англійською мовою) на основі ґрунтовних знань етно- та соціопсихологічних особливостей англійськомовного соціуму.

ПРН 7. Володіння іноземною мовою як засобом навчання, об'єктом навчання та інструментом педагогічного спілкування.

ПРН 21. Уміння аналізувати й інтерпретувати художні тексти різних періодів літературного розвитку і різних жанрів; уміння розуміти авторську позицію та способи її вираження; використовувати здобуті знання в нових навчальних та життєвих ситуаціях.

Очікувані результати навчання дисципліни:

Унаслідок вивчення навчальної дисципліни здобувач вищої освіти має

знати: стилістичні ресурси та стилістичні мовленнєві факти англійської мови, її національно-специфічні стилістичні риси; виразні засоби й стилістичні прийоми різних мовних рівнів; основні функціональні стилі, їх характеристики; особливості використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування;

вміти: дотримуватися стилістичних норм англійської мови у будівництві цілісних, зв'язних і логічних дискурсів різних функціональних стилів; здійснювати всі види мовленнєвої діяльності з урахуванням національно-специфічних стилістичних рис англійської мови; оцінювати стилістичний потенціал мовних одиниць усіх рівнів мовної системи, аналізувати та пояснювати особливості їх вживання на всіх рівнях у різних функціональних стилях; аналізувати та інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови.

Унаслідок досягнення результатів навчання здобувачі вищої освіти у контекст змісту навчальної дисципліни мають опанувати такі **компетентності:**

Інтегральна компетентність: здатність розв'язувати складні задачі та проблеми у професійній діяльності або у процесі навчання, на основі глибокого переосмислення наявних та створення нових цілісних знань.

Загальні компетентності:

ЗК 1. Гнучкість мислення (здатність до гнучкого способу мислення, який надає можливість розуміти проблеми й задачі, зокрема у галузі стилістики, та використовувати потрібну інформацію й методологію для їх обґрунтованого та/або нестандартного вирішення відповідно до умов діяльності).

ЗК 3. Дослідницькі навички (здатність до наукового мислення, аналізу наукової літератури; володіння уміннями і способами дослідницької діяльності для здобуття будь-якої наукової і фактичної інформації зі стилістики англійської мови).

Фахові (предметні) компетентності спеціальності:

ФК 1. Іншомовна комунікативна компетентність (наявність лінгвістичної, мовленнєвої, лінгвосоціокультурної, дискурсивної компетенцій з англійської мови на рівні С1: *лінгвістична* (здатність застосовувати знання про мову, її розвиток, будову та функціонування під час

аналізу мовних фактів, зокрема ідентифікувати та аналізувати виразні засоби й стилістичні прийоми різних мовних рівнів); *мовленнєва* (здатність до успішного здійснення всіх видів мовленнєвої діяльності з дотриманням стилістичних норм); *лінгвосоціокультурна* (здатність особистості розуміти й використовувати мовні та мовленнєві засоби іншомовного спілкування з національно-культурною специфікою, відповідно до контексту, ситуації та стилю спілкування); *дискурсивна* (здатність до побудування цілісних, зв'язних і логічних дискурсів різних функціональних стилів (наукового, офіційно-ділового, публіцистичного, художнього, розмовно-побутового), здійснюючи вибір адекватних мовних засобів).

ФК 2. Літературознавча компетентність (здатність інтерпретації художніх творів та аналізу літературної творчості англійськомовних письменників, здатність до критичного переосмислення й інтерпретації різних за тематикою і жанровою природою англійськомовних художніх творів).

ФК 4. Науково-теоретична компетентність (здатність оперувати категоріальним апаратом стилістики, цілеспрямовано застосувати науково-теоретичних знання зі стилістики в освітній та дослідницькій діяльності).

Міждисциплінарні зв'язки: вивчення дисципліни «Стилiстика (основна iноземна мова)» пов'язано з дисциплiнами фахової пiдготовки бакалавра «Лексикологiя (основна iноземна мова)», «Iсторiя англiйської мови», «Теоретична фонетика (основна iноземна мова)», «Теоретична граматика (основна iноземна мова)», «Вступ до мовознавства», «Iсторiя зарубiжної лiтератури», i, ширше, з цiлою низкою лiнгвiстичних i фiлологiчних наук.

**ПАМ'ЯТКА ДЛЯ ЗДОБУВАЧІВ
рекомендації щодо підготовки до практичних занять**

1. Готуючись до відповіді на теоретичні запитання за планом практичного заняття, уважно вивчіть конспект лекції. Перевірте повноту вашого конспекту за підручником зі стилістики англійської мови. Виділіть ключові поняття та терміни. Обов'язково випишіть значення і транскрипцію термінів. Перевірте своє розуміння ключових понять та термінів за конспектом лекції та підручником.

2. Складіть план вашої відповіді. Напишіть стислий конспект відповіді за складеним планом, не користуючись конспектом лекції. Це надасть вам змогу відчувати, наскільки впевнено ви володієте теоретичною інформацією.

3. Ваша відповідь не повинна займати більше 5 хвилин. Це потребує від вас уміння відділяти суттєву інформацію від другорядної. Виклад матеріалу повинен бути лаконічним, але не забувайте про необхідність ілюструвати теоретичні положення *власними прикладами зі складеної вами картотеки*.

4. Коректна за змістом, ваша відповідь має бути коректною й за формою. Не забувайте, що вам належить викладати інформацію в науковому стилі. Пам'ятайте про логіку вашого виступу. Ваша відповідь має наближатися за стилем до виступу на науковій конференції або захисту студентської випускної роботи. Це передбачає, по-перше, визначення кожного терміну. По-друге, ви не повинні обмежуватись однією точкою зору на ту або іншу наукову проблему. Викладаючи погляди науковців, не забувайте навести повне ім'я вченого. Потретьє, при характеристиці декількох типів чи видів певного явища, наприклад, метафори, спочатку перелічіть всі типи, тільки потім давайте характеристику окремим типам.

5. Нарешті, намагайтеся сформулювати власну точку зору щодо тієї або іншої проблеми лінгвостилістики. Ваша точка зору може співпадати або не співпадати з точкою зору лектора або автора прочитаної наукової праці. Головне, щоб ви прагнули до самостійного мислення і вміли аргументувати своє бачення проблеми.

6. При виконанні практичних завдань перш за все переконайтеся в тому, що аналізований уривок або речення є зрозумілим для вас. Якщо необхідно зверніться до словника. При необхідності зверніться до ширшого контексту – всього твору, характеристики творчості автора. Перегляньте текст відповідної лекції та розділ підручника, уважно перечитайте приклади. Це надасть вам напрям, експресивні засоби якого саме мовного рівня шукати. Визначивши тип виділеного експресивного засобу, зазначте його вид. Крім типології експресивних засобів, зверніть увагу на стилістичну маркованість лексики, наявність розмовних або книжкових слів, поетизмів, архаїзмів, професіоналізмів. Не забувайте характеризувати функцію експресивного засобу – яке змістове навантаження він несе в тексті, які конотативні значення виражає, засобом створення якої характеристики або настрою виступає. В останньому не бійтеся помилитись, ви маєте право на власне читацьке сприйняття, але ваші висновки мають бути обґрунтованими.

Наприклад:

“Woss that on your 'ead?” said Stan abruptly. (J. K. Rowling)

At the level of phonetic description, of interest is substitution and dropping of consonants, which are rendered in writing by intentional violation of spelling – graphon. The graphon “ss” replaces the letters “t” and “s” in the personage’s discourse, “h” is dropped at beginning of word “head”. This stylistic device serves for speech characterisation, it shows that the character speaks Cockney English.

She was a young and unbeautiful woman. (T. Howard)

At the level of morphemic description, the author brings into analyzed text the extension of the

morphemic valency, which results in the formation of new word – “unbeautiful”. This occasional word is used for creation of additional information and designation of ironical evaluation of a person.

His mind was a dark labyrinth, intricate and convoluted, with a Minotaur of some kind crouching at the core. (J. S. Hill)

The extract under consideration is the original sustained metaphor used by the author to describe the character, to show that there was something frightening in him. This metaphor is based on the functional similarity of human’s mind and the labyrinth. The use of simple associated epithet “dark” is aimed at creating the atmosphere of gloom and danger. The stylistic effect is reinforced by two associated epithets “intricate” and “convoluted”, which are detached to attract the reader’s attention. The affected atmosphere is further sustained by allusion “Minotaur”, which adds to the stylistic effect, as in Greek mythology, the Minotaur was the creature with a bull’s head and a man’s body, confined in the Labyrinth, who devoured human flesh.

He followed Anna like a shadow: like a long, persistent, unswerving black shadow he went after the girl. (D. H. Lawrence)

The emphatic effect of the above given sentence is achieved by intentional violation of phraseological unit “to follow somebody like a shadow”. The author uses insertion, putting in a chain of metaphoric epithets “long, persistent, unswerving black” to intensify the meaning of phraseological unit, and lexical substitution “went after”. The use of this stylistic device is complicated by the use of inversion when repeating the same phraseological unit, that also creates effect of gradation.

MODULE 1 GENERALITIES OF STYLISTICS

CONTENT MODULE 1 STYLISTICS AS A LINGUISTIC DISCIPLINE, ITS MAIN NOTIONS

1. STYLISTICS AS A LINGUISTIC DISCIPLINE, ITS BASIC NOTIONS

Objectives:

1. To understand the object, aims and tasks of Stylistics as a science.
2. To realise the place of Stylistics among other linguistic branches.
3. To distinguish the notions *style, stylistic device, expressive means, individual style of a writer, norm, context, image*.
4. To clear out what is understood by *the stylistic analysis of the text*.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What is understood by the notion “style”? Dwell upon different interpretations of style.
2. What is stylistics? What tasks does stylistics deal with? Name the object of stylistics.
3. Speak on the place of Stylistics among other linguistic disciplines. Name the types of stylistic research and branches of stylistics. Dwell upon the connection of stylistics with other branches of linguistics.
4. Give a definition of the notion “a stylistic device”? Provide examples. What is understood by “expressive means”? Provide examples. How do the notions of expressive means and stylistic devices correlate?
5. Give a review of the classifications of stylistic devices (in the English language) in the works of Ukrainian/Russian linguists. Compare the classifications suggested in the works of Ukrainian/Russian and English linguists.
6. What is “an individual style of a writer”? What is the norm of the standard literary language? Comment on the correlation of style, norm and function in the language.
7. What do we mean by “stylistic analysis of the text”? How many levels for stylistic analysis can you name? Why are these levels analyzed?
8. Comment on the notion of context. Name the types of context. What is understood by “the notion of image”?

Be ready to present your report on the topic:

Modern approaches to the stylistic analysis of the text.

RECOMMENDED LITERATURE

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2. STYLISTICS AS A LINGUISTIC DISCIPLINE, ITS BASIC NOTIONS: TYPES OF NARRATION

Objectives:

1. To identify and analyse types of narration in English texts in all variety of their types.
2. To identify and analyse narrative compositional forms in English texts.

QUESTIONS AND TASKS

1. Name the types of narration which you know. Comment on the difference between the author's narrative proper and the entrusted narrative. Name the forms of entrusted narrative you know and describe their differences.
2. What is "characters' speech"? Name the forms of characters' speech you know and describe each in detail.
3. Name the narrative compositional forms you know. Characterize them. Which compositional forms are considered dynamic, which are supposed static? Ground your point of view.
4. Discuss correlations existing between the type of narration, compositional form and the language of the discourse.

Do the following tasks.

1. Find examples of various types of narration and narrative compositional forms. Pay attention to language means used in each one. State their functions.

1. There was Manderley, our Manderley, secretive and silent as it had always been, the grey stone shining in the moonlight of my dream, the mullioned windows reflecting the green lawns and the terrace. Time could not wreck the perfect symmetry of those walls, nor the site itself, a jewel in the hollow of a hand. The terrace sloped to the lawns, and the lawns stretched to the sea, and turning I could see the sheet of silver placid under the moon, like a lake undisturbed by wind or storm. No waves would come to ruffle this dream water, and no bulk of cloud, wind-driven from the west, obscure the clarity of this pale sky. I turned again to the house, and though it stood inviolate, untouched, as though we ourselves had left but yesterday, I saw that the garden had obeyed the jungle law, even as the woods had done. The rhododendrons stood fifty feet high, twisted and entwined with bracken, and they had entered into alien marriage with a host of nameless shrubs, poor, bastard things that clung about their roots as though conscious of their spurious origin. A lilac had mated with a copper beech, and to bind them yet more closely to one another the malevolent ivy, always an enemy to grace, had thrown her tendrils about the pair and made them prisoners. Ivy held prior place in this lost garden, the long strands crept across the lawns, and soon would encroach upon the house itself. (D. du Maurier)

2. Harry tried to recall what he had been dreaming about before he had awoken. It had seemed so real... There had been two people he knew and one he didn't ...He concentrated hard, frowning, trying to remember... The dim picture of a darkened room came to him... There had been a snake on a hearth rug... a small man called Peter, nicknamed Wormtail... and a cold, high voice... the voice of Lord Voldemort. Harry felt as though an ice cube had slipped down into his stomach at the very thought... (J. K. Rowling)

3. He frowned, and, tearing the paper in two, went across the room and flung the pieces away. How ugly it all was! And how horribly real ugliness made things! He felt a little annoyed with Lord Henry for having sent him the report. And it was certainly stupid of him to have marked it with red pencil. Victor might have read it. The man knew more than enough English for that. Perhaps he had read it, and had begun to suspect something. And, yet, what did it matter? What had Dorian Gray to do with Sibyl Vane's death? There was nothing to fear. Dorian Gray had not killed her. (O. Wilde)

4. The sun rose thinly from the sea and the old man could see the other boats, low on the water and well in toward the shore, spread out across the current. Then the sun was brighter and the glare came on the water and then, as it rose clear, the flat sea sent it back at his eyes so that it hurt sharply

and he rowed without looking into it. He looked down into the water and watched the lines that went straight down into the dark of the water. He kept them straighter than anyone did, so that at each level in the darkness of the stream there would be a bait waiting exactly where he wished it to be for any fish that swam there. Others let them drift with the current and sometimes they were at sixty fathoms when the fishermen thought they were at a hundred.

But, he thought, I keep them with precision. Only I have no luck any more. But who knows? Maybe today. Every day is a new day. It is better to be lucky. But I would rather be exact. Then when luck comes you are ready.

The sun was two hours higher now and it did not hurt his eyes so much to look into the east. There were only three boats in sight now and they showed very low and far inshore.

All my life the early sun has hurt my eyes, he thought. Yet they are still good. In the evening I can look straight into it without getting the blackness. It has more force in the evening too. But in the morning it is painful.

Just then he saw a man-of-war bird with his long black wings circling in the sky ahead of him. He made a quick drop, slanting down on his back-swept wings, and then circled again. (E. Hemingway)

5. What she [Mabel] had thought that evening when, sitting over the teacups, Mrs. Dalloway's invitation came, was that, of course, she could not be fashionable. It was absurd to pretend it even – fashion meant cut, meant style, meant thirty guineas at least – but why not be original? Why not be herself, anyhow? And, getting up, she had taken that old fashion book of her mother's, a Paris fashion book of the time of the Empire, and had thought how much prettier, more dignified, and more womanly they were then, and so set herself – oh, it was foolish – trying to be like them, pluming herself in fact, upon being modest and old-fashioned, and very charming, giving herself up, no doubt about it, to an orgy of self-love, which deserved to be chastised, and so rigged herself out like this. (V. Wolf)

6. Mr. Hutton came to a pause in front of a small oblong mirror. Stooping a little to get a full view of his face, he passed a white, well-manicured finger over his moustache. It was as curly, as freshly auburn as it had been twenty years ago. His hair still retained its colour, and there was no sign of baldness yet – only a certain elevation of the brow. "Shakespearean," thought Mr. Hutton, with a smile, as he surveyed the smooth and polished expanse of his forehead

Others abide our question, thou art free.... Footsteps in the sea ... Majesty ... Shakespeare, thou shouldst be living at this hour. No, that was Milton, wasn't it? Milton, the Lady of Christ's. There was no lady about him. He was what the women, would call a manly man. That was why they liked him –for the curly auburn moustache and the discreet redolence of tobacco. Mr. Hutton smiled again; he enjoyed making fun of himself. Lady of Christ's? No, no. He was the Christ of Ladies. Very pretty, very pretty. The Christ of Ladies. Mr. Hutton wished there were somebody he could tell the joke to. Poor, dear Janet wouldn't appreciate it, alas? (A. Huxley)

7. Suddenly his eye fell on the screen that he had placed in front of the portrait, and he started.

"Too cold for Monsieur?" asked his valet, putting an omelette on the table. "I shut the window?"

Dorian shook his head. "I am not cold," he murmured.

Was it all true? Had the portrait really changed? Or had it been simply his own imagination that had made him see a look of evil where there had been a look of joy? Surely a painted canvas could not alter? The thing was absurd. It would serve as a tale to tell Basil some day. It would make him smile. (O. Wilde)

8. Marion continues to affect an air of non-observance – studied and severe: though the cavalier coming forward, is at that moment the sole subject of her thoughts.

Her reflections will disclose the character of these thoughts; and enable us to obtain an insight into the relations existing between these two splendid equestrians, whom chance, or design, has brought together upon the lonely forest road.

"If he should speak to me," soliloquises the lady, "what shall I say to him? What can I? He must know it is not accident that has brought me hither – and now so often. If I thought he knew the truth, I should die of shame!

“I wish him to speak; and yet I fear it. Ah! there need be no fear. He will not. How many times has he passed me without a word! And yet his glances – do they not tell me that he would – Oh! –this etiquette of our high life – that without shame strangers may not be civil to one another!

“Would I were a peasant – and he the same – only handsome as he is now! ’Tis cruel, to be thus constrained by silly social custom! My sex, too, against me. I dare not speak first. Even in *his* eyes it would undo me!

“He is going to pass me as before? Is there no way by which this painful reticence may be removed?”

The fair equestrian appeared to ponder on some plan – only half-formed and half-resolved, as her muttered reflections indicated.

“Dare I do it? What would my proud father say, if he were to know? Even gentle cousin Lora would chide me? A stranger whose name I only know, and that’s all. Perhaps *not a gentleman?* Oh–yes–yes–yes! He cannot be other. He may not be a lord of the land – but he is *lord of my poor heart!* I cannot restrain myself from soliciting him – even if it bring shame and repentance. I shall do it – I shall do it!”

The speech betrayed a determination. To do what?

The act itself, following close upon the words, answered the question. With a quick jerk the lady dislodged the kestrel from its perch, tossing the bird to the neck of her palfrey – where it clung, clutching the snow-white mane. Then drawing off her glove, a *white gauntlet*, she dropped it negligently by her side – permitting it to slide down the skirt of her riding-dress. It fell into the middle of the road. (T. Mayne Reid)

II. Provide an extract from a work by an English-language writer featuring argumentation. Characterise its function and linguistic peculiarities.

III. Study the following passages and dwell on various ways of presenting the characters’ speech. What language means mark the shift to represented speech? What types of represented speech are employed here? What effect do they produce?

1. “But what if you have no home to go to?” Mrs. Carlton’s words were spoken calmly as if she was speaking of the breakfast menu, but the words chilled Jan because between her and such homelessness there was only Doreen and Bart. Her heart swelled at the awareness of her dependence upon them. What if Doreen got married and went away? What if Bart fell out of love in the strain of waiting, the anxiety and expense; if the burden of the obligation he’d taken on so willingly became too heavy? What if she became for him one day, not the Jan he had fallen in love with, but the Janet Blakeley whose only reality was the red line on the chart above her bed and a shadowy picture on an X-ray. (D. Cusack)

2. But one day she lost her not very well-controlled temper and let the Winterbournes have it. George Augustus was a sneak and a cad and a liar! He wasn’t ‘rich’! He was ‘pore as a church mouse’! Him and his airs, pretending to her father he was a rich gentleman with a Profession, when he didn’t earn a penny and got married on the 200 pounds his father gave him! She wouldn’t have married him, she wouldn’t if he hadn’t come smarming round with his presents and his drives and pretending she would be a lady! And she wished she was dead, she did! And she wished she’d never set eyes on them! (R. Aldington)

3. They made her lie on sofas and were solicitous that she should cover her feet. They reasoned with her about the clothes she wore. Those silk stockings that were so thin you could see through them; and what did she wear next to her skin? Aunt Carrie would not have been surprised to learn that she wore nothing but a chemise. (W. S. Maugham)

4. I had coffee out on the terrasse with the team manager of one of the big bicycle manufacturers. He said it had been a very pleasant race, and would have been worth watching if Bottechia had not abandoned it at Pamplona. The dust had been bad, but in Spain the roads were better than in France. Bicycle road-racing was the only sport in the world, he said. Had I ever followed the Tour de France? Only in the papers. The Tour de France was the greatest sporting event in the world.

Following and organizing the road races had made him know France. Few people know France. All spring and all summer and all fall he spent on the road with bicycle road-racers. Look at the number of motor-cars now that followed the riders from town to town in a road race. It was a rich country and more *sportif* every year. It would be the most *sportif* country in the world. It was bicycle road-racing did it. That and football. He knew France. *La France Sportive*. He knew road-racing. We had a cognac. After all, though, it wasn't bad to get back to Paris. There is only one Paname. In all the world, that is. Paris is the town the most *sportif* in the world. [...] I would see him there some time. I certainly would. We would drink another *fine* together. We certainly would. They started at six o'clock less a quarter in the morning. Would I be up for the depart? I would certainly try to. Would I like him to call me? It was very interesting. I would leave a call at the desk. He would not mind calling me. I could not let him take the trouble. I would leave a call at the desk. We said goodbye until the next morning. (E. Hemingway)

5. The others then joined her, and expressed their admiration of his figure; but Elizabeth heard not a word, and, wholly engrossed by her own feelings, followed them in silence. She was overpowered by shame and vexation. Her coming there was the most unfortunate, the most ill-judged thing in the world! How strange must it appear to him! In what a disgraceful light might it not strike so vain a man! It might seem as if she had purposely thrown herself in his way again! Oh! why did she come? or, why did he thus come a day before he was expected? Had they been only ten minutes sooner, they should have been beyond the reach of his discrimination; for it was plain that he was that moment arrived – that moment alighted from his horse or his carriage. She blushed again and again over the perverseness of the meeting. And his behaviour, so strikingly altered, - what could it mean? That he should even speak to her was amazing! – but to speak with such civility, to inquire after her family! Never in her life had she seen his manners so little dignified, never had he spoken with such gentleness as on this unexpected meeting. What a contrast did it offer to his last address in Rosings Park, when he put his letter into her hand! She knew not what to think, or how to account for it. (J. Austen)

IV. Classify the following examples of represented speech into represented inner and represented uttered speech. Name lexical and grammatical phenomena characterising represented inner speech.

1. In spite of her deeply-rooted dislike, she could not be insensible to the compliment of such a man's affection, and though her intentions did not vary for an instant, she was at first sorry for the pain he was to receive; till, roused to resentment by his subsequent language, she lost all compassion in anger. She tried, however, to compose herself to answer him with patience, when he should have done. He concluded with representing to her the strength of that attachment which, in spite of all his endeavours, he had found impossible to conquer; and with expressing his hope that it would now be rewarded by her acceptance of his hand. As he said this, she could easily see that he had no doubt of a favourable answer. He spoke of apprehension and anxiety, but his countenance expressed real security. (J. Austen)

2. Otilie should have been the happiest girl in Port-au-Prince. As Baby said to her, look at all the things that can be put to your credit: you have a lovely light color, even almost blue eyes, and such a pretty, sweet face – there is no girl on the road with steadier customers, every one of them ready to buy you all the beer you can drink. (T. Capote)

3. He held the cigarette in his mouth, tasting it, feeling its roundness, for a long time before he lit it. Then with a sigh, feeling, well, I've earned it, he lit the cigarette. (I. Shaw)

4. Yes, he must be an artist. Miss Martha took the picture back to her room. How gentle and kindly his eyes shone behind his spectacles! What a broad brow he had! To be able to judge perspective at a glance – and to live on stale bread! But genius often has to struggle before it is recognized. What a thing it would be for art and perspective if genius were backed by two thousand dollars in bank, a bakery, and a sympathetic heart to – But these were day-dreams, Miss Martha. (O. Henry)

5. He stood at the sideboard in a white waistcoat with large gold and onyx buttons, watching his valet screw the necks of three champagne bottles deeper into ice-pails. Between the points of his stand-up collar, which--though it hurt him to move – he would on no account have had altered, the

pale flesh of his under chin remained immovable. His eyes roved from bottle to bottle. He was debating, and he argued like this: Jolyon drinks a glass, perhaps two, he's so careful of himself. James, he can't take his wine nowadays. Nicholas – Fanny and he would swill water he shouldn't wonder! Soames didn't count; these young nephews – Soames was thirty-one – couldn't drink! But Bosinney? (J. Galsworthy)

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3. STYLISTIC DIFFERENTIATION OF THE ENGLISH VOCABULARY (PART 1)

Objectives:

1. To realise stylistic classification of vocabulary as a system.
2. To define the principles of stylistic differentiation of the national English vocabulary.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. Give an outline of the stylistic differentiation of the national English vocabulary: neutral, literary, colloquial layers of words. What are the areas of their overlapping?
2. Comment on different approaches to the stylistic classification of the English vocabulary.
3. Where are literary words used? What are the main kinds of literary words? Give a brief description of each group. Provide examples.
4. Describe colloquial layer of vocabulary, its stratification. Illustrate your answer with examples.
5. If there is the difference between slangisms and colloquialisms? Comment on difference and similarity between slangisms-vulgarisms-jargonisms.

Do the following tasks.

I. Define the stylistic value of each of the following words.

1. Physician, doc, doctor.
2. To chow down, to eat, to dine.
3. To start, to commence, to begin.
4. Money, currency, needful, dough, dubs.
5. Disposition, chat, intercourse.
6. To leave, to abandon, to kick.
7. Lodgings, apartment, flat, digs.
8. Mushy, emotional, sentimental
9. Eclipse, darkening.
10. Alluring, beautiful, drop-dead.

II. State the type and function of literary words in the following examples. Look up any words you do not know in your dictionary.

1. The youngsters were milling about in the sky half a mile away, emitting joyful shrieks and shouts of welcome. The wind tossed Rod an intelligible phrase or two.
“Rejoice, my children! Tis Lady Gwen!”
“Hast thou, then, come at last to be mother to our coven, Gwendylon?”
“Thy beauty hath but waxed, sweet Gwendylon! How dost thou?”
“Not yet robbing cradles, Randal . . .” (C. Stasheff)
2. Then a greybeard cleared us out, then the skipper laughed;
“Boys, the wheel has gone to Hell – rig the winches aft!
Yoke the kicking rudder-head – get her under way!”
So we steered her, pully-haul, out across the Bay! (R. Kipling)
3. On such an afternoon some score of members of the High Court of Chancery bar ought to be – as here they are – mistily engaged in one of the ten thousand stages of an endless cause, tripping one another up on slippery precedents, groping knee-deep in technicalities, running their goat-hair and horse-hair warded heads against walls of words and making a pretence of equity with serious faces, as players might. On such an afternoon the various solicitors in the cause, some two or three of whom have inherited it from their fathers, who made a fortune by it, ought to be – as are they not? – ranged in a line, in a long matted well (but you might look in vain for truth at the bottom of it) between the registrar’s red table and the silk gowns, with bills, cross-bills, answers, rejoinders,

injunctions, affidavits, issues, references to masters, masters' reports, mountains of costly nonsense, piled before them. (Ch. Dickens)

4. One of these seats was at present occupied by Cedric the Saxon, who, though but in rank a thane, or, as the Normans called him, a Franklin, felt, at the delay of his evening meal, an irritable impatience, which might have become an alderman, whether of ancient or of modern times. (W. Scott)

5. "Well, yeah. But only the ulna, which goes from the little finger of the wrist up to the elbow. Not the radius as well, luckily. The radius will act as a natural splint." (D. Francis)

6. "Clipsby," he shouted, "off to the Moat House, and send all other laggards the same gate. Bowyer will give you jack and salet. We must ride before curfew". (R. L. Stevenson)

7. Even so he was crowded until navigating the room was a difficult task. He could not open the door without first closing the closet door, and vice versa. It was impossible for him anywhere to traverse the room in a straight line. To go from the door to the head of the bed was a zigzag course that he was never quite able to traverse without collisions. Having settled the difficulty of the conflicting doors, he had to steer sharply to the right to avoid the kitchen. Next he sheered to the left, to escape the foot of the bed; but this sheer, if too generous, brought him against the corner of the table. (J. London)

8. "Oh, thou art a warlock." The boy nodded sagely. "A warlock, and a most puissant one. Did you not come in a falling star?" (C. Stasheff)

III. State the type of colloquial words in the following examples. Explain in each case why you consider the word a) common colloquialism, b) slangism, c) jargonism or d) dialectism. Look up any words you do not know in your dictionary.

1. "What's the matter?" demanded Oliver.

"Hush!" replied the Dodger. "Do you see that old cove at the book-stall?"

"The old gentleman over the way?" said Oliver. "Yes, I see him."

"He'll do," said the Dodger

"A prime plant," observed Master Charley Bates. (Ch. Dickens)

2. "Sorry, old iron." Rod kept his arms across the horse's back; his legs felt a trifle wobbly. "I was on my way to reset you when I got clobbered." (C. Stasheff)

3. I think country gets dumped on across the board by the Grammys. (T. Keith)

4. Higgins [suddenly]: By George, yes: it all comes back to me! [They stare at him]. Covent Garden! [Lamentably] What a damned thing! (B. Shaw)

5. Business must be bad if Lonergan is sending you after the small fry. (H. Robbins)

6. The Chicken himself attributed this punishment to his having had the misfortune to get into Chancery early in the proceedings, when he was severely fibbed by the Larkey one, and heavily grassed. But it appeared from the published records of that great contest that the Larkey Boy had had it all his own way from the beginning, and that the Chicken had been tapped, and bunged, and had received pepper, and had been made groggy, and had come up piping, and had endured a complication of similar strange inconveniences, until he had been gone into and finished. (Ch. Dickens)

7. That was when they went – and stayed – out, dragging their kids with them until everything closed up at two in the morning. (H. Robbins)

8. "I say no harm of you, Master Richard," returned the peasant. "Y' are a lad; but when ye come to a man's inches, ye will find ye have an empty pocket. I say no more: the saints help Sir Daniel's neighbours, and the Blessed Maid protect his wards!" (R. L. Stevenson)

IV. Read the extracts taken from "Othello" by W. Shakespeare.

a) Analyse the vocabulary of the extract. Pay attention to the underlined words. Provide modern equivalents for the underlined words.

ROD:

Tush, never tell me! I take it much unkindly
That thou, Iago, who hast had my purse
As if the strings were thine, shouldst know of this.

IAGO:

'Sblood, but you will not hear me.
If ever I did dream of such a matter,
Abhor me.

ROD:

Thou told'st me thou didst hold him in thy hate.

IAGO:

Despise me, if I do not. Three great ones of the city,
In personal suit to make me his lieutenant,
Offcapp'd to him; and, by the faith of man,
I know my price, I am worth no worse a place.
But he, as loving his own pride and purposes,
Evades them with a bombast circumstance
Horribly stuff'd with epithets of war,
And, in conclusion,
Nonsuits my mediators; for, "Certes," says he,
"I have already chosen my officer."

And what was he?

Forsooth, a great arithmetician,
One Michael Cassio, a Florentine
A fellow almost damn'd in a fair wife
That never set a squadron in the field,
Nor the division of a battle knows
More than a spinster; unless the bookish theoretic,
Where in the toga'd consuls can propose
As masterly as he; mere prattle without practice,
Is all his soldiership. But he, sir, had the election;
And I, — of whom his eyes had seen the proof
At Rhodes, at Cyprus, and on other grounds
Christian and heathen, — must be belee'd and calm'd
By debtor and creditor. This countercaster,
He, in good time, must his lieutenant be,
And I — God bless the mark! — his Moorship's ancient.

b) Analyse the vocabulary of the extract given below and provide neutral or colloquial variants for the underlined words.

FIRST GENTLEMAN:

Nothing at all. It is a highwrought flood;
I cannot, 'twixt the heaven and the main,
Descry a sail.

MONTANO:

Methinks the wind hath spoke aloud at land;
A fuller blast ne'er shook our battlements:
If it hath ruffian'd so upon the sea,
What ribs of oak, when mountains melt on them,
Can hold the mortise? What shall we hear of this?

SECOND GENTLEMAN:

A segregation of the Turkish fleet: For do
but stand upon the foaming shore,

The chidden billow seems to pelt the clouds;
The windshaked surge, with high and monstrous mane,
Seems to cast water on the burning bear,
And quench the guards of the everfixed pole:
I never did like molestation view
On the enchafed flood.

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4. STYLISTIC DIFFERENTIATION OF THE ENGLISH VOCABULARY (PART 2)

Objectives:

1. To realise stylistic classification of vocabulary as a system.
2. To define the principles of stylistic differentiation of the national English vocabulary.

QUESTIONS AND TASKS

Be ready to present your report on the topic:

Colloquial vocabulary in the modern British/American literature: stylistic aspect (on the basis of the short story of your choice)

Do the following tasks.

1. Read the text below, examine it and give the stylistic analysis of the text (in written form).

1. Identify the functional style and genre of the text.
2. Speak on the types of narration and compositional speech forms used in the text.
3. Give a brief summary of the text (2-3 sentences).
4. Characterise the vocabulary of the text. Study the usage of different layers of the vocabulary in the text and analyze their convergence and stylistic relevance. How does the choice of words influence perception of the information?
5. State the theme of the text analysed. What is the relevance of the concluding sentences to your mind?

SECOND BEST by D. H. LAWRENCE

"Oh, I'm tired!" Frances exclaimed petulantly, and in the same instant she dropped down on the turf, near the hedge-bottom. Anne stood a moment surprised, then, accustomed to the vagaries of her beloved Frances, said:

"Well, and aren't you always likely to be tired, after travelling that blessed long way from Liverpool yesterday?" and she plumped down beside her sister. Anne was a wise young body of fourteen, very buxom, brimming with common sense. Frances was much older, about twenty-three, and whimsical, spasmodic. She was the beauty and the clever child of the family. She plucked the goose-grass buttons from her dress in a nervous, desperate fashion. Her beautiful profile, looped above with black hair, warm with the dusky-and-scarlet complexion of a pear, was calm as a mask, her thin brown hand plucked nervously.

"It's not the journey," she said, objecting to Anne's obtuseness. Anne looked inquiringly at her darling. The young girl, in her self-confident, practical way, proceeded to reckon up this whimsical creature. But suddenly she found herself full in the eyes of Frances; felt two dark, hectic eyes flaring challenge at her, and she shrank away. Frances was peculiar for these great, exposed looks, which disconcerted people by their violence and their suddenness.

"What's a matter, poor old duck?" asked Anne, as she folded the slight, wilful form of her sister in her arms. Frances laughed shakily, and nestled down for comfort on the budding breasts of the strong girl.

"Oh, I'm only a bit tired," she murmured, on the point of tears.

"Well, of course you are, what do you expect?" soothed Anne. It was a joke to Frances that Anne should play elder, almost mother to her. But then, Anne was in her unvexed teens; men were like big dogs to her: while Frances, at twenty-three, suffered a good deal.

The country was intensely morning-still. On the common everything shone beside its shadow, and the hillside gave off heat in silence. The brown turf seemed in a low state of combustion, the leaves of the oaks were scorched brown. Among the blackish foliage in the distance shone the small red and orange of the village.

The willows in the brook-course at the foot of the common suddenly shook with a dazzling effect like diamonds. It was a puff of wind. Anne resumed her normal position. She spread her knees, and put in her lap a handful of hazel nuts, whity-green leafy things, whose one cheek was tanned between brown and pink. These she began to crack and eat. Frances, with bowed head, mused bitterly.

"Eh, you know Tom Smedley?" began the young girl, as she pulled a tight kernel out of its shell.

"I suppose so," replied Frances sarcastically.

"Well, he gave me a wild rabbit what he'd caught, to keep with my tame one--and it's living."

"That's a good thing," said Frances, very detached and ironic.

"Well, it is! He reckoned he'd take me to Ollerton Feast, but he never did. Look here, he took a servant from the rectory; I saw him."

"So he ought," said Frances.

"No, he oughtn't! and I told him so. And I told him I should tell you--an' I have done."

Click and snap went a nut between her teeth. She sorted out the kernel, and chewed complacently.

"It doesn't make much difference," said Frances.

"Well, 'appen it doesn't; but I was mad with him all the same."

"Why?"

"Because I was; he's no right to go with a servant."

"He's a perfect right," persisted Frances, very just and cold.

"No, he hasn't, when he'd said he'd take me."

Frances burst into a laugh of amusement and relief.

"Oh, no; I'd forgot that," she said, adding, "And what did he say when you promised to tell me?"

"He laughed and said, 'he won't fret her fat over that.'"

"And she won't," sniffed Frances.

There was silence. The common, with its sere, blonde-headed thistles, its heaps of silent bramble, its brown-husked gorse in the glare of sunshine, seemed visionary. Across the brook began the immense pattern of agriculture, white chequering of barley stubble, brown squares of wheat, khaki patches of pasture, red stripes of fallow, with the woodland and the tiny village dark like ornaments, leading away to the distance, right to the hills, where the check-pattern grew smaller and smaller, till, in the blackish haze of heat, far off, only the tiny white squares of barley stubble showed distinct.

"Eh, I say, here's a rabbit hole!" cried Anne suddenly. "Should we watch if one comes out? You won't have to fidget, you know."

The two girls sat perfectly still. Frances watched certain objects in her surroundings: they had a peculiar, unfriendly look about them: the weight of greenish elderberries on their purpling stalks; the twinkling of the yellowing crab-apples that clustered high up in the hedge, against the sky: the exhausted, limp leaves of the primroses lying flat in the hedge-bottom: all looked strange to her. Then her eyes caught a movement. A mole was moving silently over the warm, red soil, nosing, shuffling hither and thither, flat, and dark as a shadow, shifting about, and as suddenly brisk, and as silent, like a very ghost of joie de vivre. Frances started, from habit was about to call on Anne to kill the little pest. But, today, her lethargy of unhappiness was too much for her. She watched the little brute paddling, snuffing, touching things to discover them, running in blindness, delighted to ecstasy by the sunlight and the hot, strange things that caressed its belly and its nose. She felt a keen pity for the little creature.

"Eh, our Fran, look there! It's a mole."

Anne was on her feet, standing watching the dark, unconscious beast. Frances frowned with anxiety.

"It doesn't run off, does it?" said the young girl softly. Then she stealthily approached the creature. The mole paddled fumblingly away. In an instant Anne put her foot upon it, not too

heavily. Frances could see the struggling, swimming movement of the little pink hands of the brute, the twisting and twitching of its pointed nose, as it wrestled under the sole of the boot.

"It does wriggle!" said the bonny girl, knitting her brows in a frown at the eerie sensation. Then she bent down to look at her trap. Frances could now see, beyond the edge of the boot-sole, the heaving of the velvet shoulders, the pitiful turning of the sightless face, the frantic rowing of the flat, pink hands.

"Kill the thing," she said, turning away her face.

"Oh – I'm not," laughed Anne, shrinking. "You can, if you like."

"I don't like," said Frances, with quiet intensity.

After several dabbling attempts, Anne succeeded in picking up the little animal by the scruff of its neck. It threw back its head, flung its long blind snout from side to side, the mouth open in a peculiar oblong, with tiny pinkish teeth at the edge. The blind, frantic mouth gaped and writhed. The body, heavy and clumsy, hung scarcely moving.

"Isn't it a snappy little thing," observed Anne twisting to avoid the teeth.

"What are you going to do with it?" asked Frances sharply.

"It's got to be killed – look at the damage they do. I s'll take it home and let dadda or somebody kill it. I'm not going to let it go."

She swaddled the creature clumsily in her pocket-handkerchief and sat down beside her sister. There was an interval of silence, during which Anne combated the efforts of the mole.

"You've not had much to say about Jimmy this time. Did you see him often in Liverpool?" Anne asked suddenly.

"Once or twice," replied Frances, giving no sign of how the question troubled her.

"And aren't you sweet on him any more, then?"

"I should think I'm not, seeing that he's engaged."

"Engaged? Jimmy Barrass! Well, of all things! I never thought he'd get engaged."

"Why not, he's as much right as anybody else?" snapped Frances.

Anne was fumbling with the mole.

"Appen so," she said at length; "but I never thought Jimmy would, though."

"Why not?" snapped Frances.

"I don't know – this blessed mole, it'll not keep still!--who's he got engaged to?"

"How should I know?"

"I thought you'd ask him; you've known him long enough. I s'd think he thought he'd get engaged now he's a Doctor of Chemistry."

Frances laughed in spite of herself.

"What's that got to do with it?" she asked.

"I'm sure it's got a lot. He'll want to feel somebody now, so he's got engaged. Hey, stop it; go in!"

But at this juncture the mole almost succeeded in wriggling clear. It wrestled and twisted frantically, waved its pointed blind head, its mouth standing open like a little shaft, its big, wrinkled hands spread out.

"Go in with you!" urged Anne, poking the little creature with her forefinger, trying to get it back into the handkerchief. Suddenly the mouth turned like a spark on her finger.

"Oh!" she cried, "he's bit me."

She dropped him to the floor. Dazed, the blind creature fumbled round. Frances felt like shrieking. She expected him to dart away in a flash, like a mouse, and there he remained groping; she wanted to cry to him to be gone. Anne, in a sudden decision of wrath, caught up her sister's walking-cane. With one blow the mole was dead. Frances was startled and shocked. One moment the little wretch was fussing in the heat, and the next it lay like a little bag, inert and black--not a struggle, scarce a quiver.

"It is dead!" Frances said breathlessly. Anne took her finger from her mouth, looked at the tiny pinpricks, and said:

"Yes, he is, and I'm glad. They're vicious little nuisances, moles are."

With which her wrath vanished. She picked up the dead animal.

"Hasn't it got a beautiful skin," she mused, stroking the fur with her forefinger, then with her cheek.

"Mind," said Frances sharply. "You'll have the blood on your skirt!"

One ruby drop of blood hung on the small snout, ready to fall. Anne shook it off on to some harebells. Frances suddenly became calm; in that moment, grown-up.

"I suppose they have to be killed," she said, and a certain rather dreary indifference succeeded to her grief. The twinkling crab-apples, the glitter of brilliant willows now seemed to her trifling, scarcely worth the notice. Something had died in her, so that things lost their poignancy. She was calm, indifference overlying her quiet sadness. Rising, she walked down to the brook course.

"Here, wait for me," cried Anne, coming tumbling after.

Frances stood on the bridge, looking at the red mud trodden into pockets by the feet of cattle. There was not a drain of water left, but everything smelled green, succulent. Why did she care so little for Anne, who was so fond of her? she asked herself. Why did she care so little for anyone? She did not know, but she felt a rather stubborn pride in her isolation and indifference.

They entered a field where stooks of barley stood in rows, the straight, blonde tresses of the corn streaming on to the ground. The stubble was bleached by the intense summer, so that the expanse glared white. The next field was sweet and soft with a second crop of seeds; thin, straggling clover whose little pink knobs rested prettily in the dark green. The scent was faint and sickly. The girls came up in single file, Frances leading.

Near the gate a young man was mowing with the scythe some fodder for the afternoon feed of the cattle. As he saw the girls he left off working and waited in an aimless kind of way. Frances was dressed in white muslin, and she walked with dignity, detached and forgetful. Her lack of agitation, her simple, unheeding advance made him nervous. She had loved the far-off Jimmy for five years, having had in return his half-measures. This man only affected her slightly.

Tom was of medium stature, energetic in build. His smooth, fair-skinned face was burned red, not brown, by the sun, and this ruddiness enhanced his appearance of good humour and easiness. Being a year older than Frances, he would have courted her long ago had she been so inclined. As it was, he had gone his uneventful way amiably, chatting with many a girl, but remaining unattached, free of trouble for the most part. Frances was a rare, delicate kind of being, whom he realized with a queer and delicious stimulation in his veins. She gave him a slight sense of suffocation. Somehow, this morning, she affected him more than usual. She was dressed in white. He, however, being matter-of-fact in his mind, did not realize. His feeling had never become conscious, purposive.

Frances knew what she was about. Tom was ready to love her as soon as she would show him. Now that she could not have Jimmy, she did not poignantly care. Still, she would have something. If she could not have the best--Jimmy, whom she knew to be something of a snob--she would have the second best, Tom. She advanced rather indifferently.

"You are back, then!" said Tom. She marked the touch of uncertainty in his voice.

"No," she laughed, "I'm still in Liverpool," and the undertone of intimacy made him burn.

"This isn't you, then?" he asked.

Her heart leapt up in approval. She looked in his eyes, and for a second was with him.

"Why, what do you think?" she laughed.

He lifted his hat from his head with a distracted little gesture. She liked him, his quaint ways, his humour, his ignorance, and his slow masculinity.

"Here, look here, Tom Smedley," broke in Anne.

"A mouidiwarp! Did you find it dead?" he asked.

"No, it bit me," said Anne.

"Oh, aye! An' that got your rag out, did it?"

"No, it didn't!" Anne scolded sharply. "Such language!"

"Oh, what's up wi' it?"

"I can't bear you to talk broad."

"Can't you?"

He glanced at Frances.

"It isn't nice," Frances said. She did not care, really. The vulgar speech jarred on her as a rule; Jimmy was a gentleman. But Tom's manner of speech did not matter to her.

"I like you to talk nicely," she added.

"Do you," he replied, tilting his hat, stirred.

"And generally you do, you know," she smiled.

"I s'll have to have a try," he said, rather tensely gallant.

"What?" she asked brightly.

"To talk nice to you," he said. Frances coloured furiously, bent her head for a moment, then laughed gaily, as if she liked this clumsy hint.

"Eh now, you mind what you're saying," cried Anne, giving the young man an admonitory pat.

"You wouldn't have to give yon mole many knocks like that," he teased, relieved to get on safe ground, rubbing his arm.

"No indeed, it died in one blow," said Frances, with a flippancy that was hateful to her.

"You're not so good at knockin' 'em?" he said, turning to her.

"I don't know, if I'm cross," she said decisively.

"No?" he replied, with alert attentiveness.

"I could," she added, harder, "if it was necessary."

He was slow to feel her difference.

"And don't you consider it is necessary?" he asked, with misgiving.

"W-ell is it?" she said, looking at him steadily, coldly.

"I reckon it is," he replied, looking away, but standing stubborn.

She laughed quickly.

"But it isn't necessary for me," she said, with slight contempt.

"Yes, that's quite true," he answered.

She laughed in a shaky fashion.

"I know it is," she said; and there was an awkward pause.

"Why, would you like me to kill moles then?" she asked tentatively, after a while.

"They do us a lot of damage," he said, standing firm on his own ground, angered.

"Well, I'll see the next time I come across one," she promised, defiantly. Their eyes met, and she sank before him, her pride troubled. He felt uneasy and triumphant and baffled, as if fate had gripped him. She smiled as she departed.

"Well," said Anne, as the sisters went through the wheat stubble; "I don't know what you two's been jawing about, I'm sure."

"Don't you?" laughed Frances significantly.

"No, I don't. But, at any rate, Tom Smedley's a good deal better to my thinking than Jimmy, so there – and nicer."

"Perhaps he is," said Frances coldly.

And the next day, after a secret, persistent hunt, she found another mole playing in the heat. She killed it, and in the evening, when Tom came to the gate to smoke his pipe after supper, she took him the dead creature.

"Here you are then!" she said.

"Did you catch it?" he replied, taking the velvet corpse into his fingers and examining it minutely. This was to hide his trepidation.

"Did you think I couldn't?" she asked, her face very near his.

"Nay, I didn't know."

She laughed in his face, a strange little laugh that caught her breath, all agitation, and tears, and recklessness of desire. He looked frightened and upset. She put her hand to his arm.

"Shall you go out wi' me?" he asked, in a difficult, troubled tone.

She turned her face away, with a shaky laugh. The blood came up in him, strong, overmastering. He resisted it. But it drove him down, and he was carried away. Seeing the winsome, frail nape of her neck, fierce love came upon him for her, and tenderness.

"We s'll 'ave to tell your mother," he said. And he stood, suffering, resisting his passion for her.

"Yes," she replied, in a dead voice. But there was a thrill of pleasure in this death.

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CONTENT MODULE 2
EXPRESSIVE MEANS AND STYLISTIC DEVICES

5. PHONO-GRAPHICAL LEVEL (PART 1)

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse the SDs and EMs of the phono-graphical level.
3. To comment upon functional roles of SDs and EMs of the level analysed in speech, literary works and other texts.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. Enumerate the stylistic devices and expressive means of the phono-graphical level. What are the purely phonetic stylistic devices? What are the purely graphic stylistic devices and expressive means?
2. What is understood by “onomatopoeia”? Name the variants of onomatopoeia, characterize them. Give your examples.
3. What types of deliberate repetition of phonemes do you know? What is the purpose of their usage? Give examples.
4. What is “graphon”? Comment on the types and functions of graphon. Illustrate your answer with examples.
5. Name the purely graphical means that are used to convey the intensity of the stress, emphasizing and thus foregrounding the stressed words. Give examples. What are the purposes of the usage of different kinds of print in the text? Give examples. What is achieved by the graphic imagery? Find in the Internet examples of graphic imagery.

Do the following tasks:

I. Analyse the following examples and name the cases of onomatopoeia in the following sentences. What is the purpose of their usage?

1. He made the hobbit scramble on his shoulders as best he could with his tied hands, and then off they all went at a run, with a clink-clink of chains, and many a stumble, since they had no hands to steady themselves with. (J. R. R. Tolkien)
2. Whenever the moon and the stars are set,
Whenever the wind is high,
All night long in the dark and wet
A man goes riding by. (R. S. Stevenson)
3. A few feet away from it, they broke into a run and – CRASH. (J. K. Rowling)
4. He saw nothing and heard nothing but he could feel his heart pounding and then he heard the clack on stone and the leaping, dropping clicks of a small rock falling. (E. Hemingway)
5. “I!” said Aragog, clicking angrily. “I was not born in the castle. I come from a distant land.” (J. K. Rowling)
6. Now there came a glimmer of a red light before them. The goblins began to sing, or croak, keeping time with the flap of their flat feet on the stone, and shaking their prisoners as well.

Clap! Snap! the black crack!
Grip, grab! Pinch, nab!
And down down to Goblin-town
You go, my lad!

Clash, crash! Crush, smash!

Swish, smack! Whip crack!
Batter and beat! Yammer and bleat!
Work, work! Nor dare to shirk,
While Goblins quaff, and Goblins laugh,
Round and round far underground
Below, my lad!

*Hammer and tongs! Knocker and gongs!
Pound, pound, far underground!
Ho, ho! my lad!*

(J. R. R. Tolkien)

7. Then with enormous, shattering rumble, sludge-puff, sludge-puff, the train came into the station.
(A. Saxton)

8. “The hippopotamus, or river horse, is one of the largest of the quadrupeds to be found in the continent of Africa ...” he droned, as though lecturing a class.

“Yes, yes ... fantastic beast. Truly one of nature’s wonders,” said Kralfesky, looking desperately for escape.

“When you shoot a hippopotamus or river horse,” droned Colonel Ribbendane, oblivious to interruption,” as I have had the good fortune to do, you aim between the eyes and the ears, thus ensuring that the bullet penetrates the brain.”

“Yes, yes,” Kralfesky agreed, hypnotised by the Colonel’s protuberant blue eyes.

“Bang!” said the colonel, so suddenly and loudly that Kralfesky nearly dropped his plate. “You hit him between the eyes ... Splash! Crunch! ... straight into the brain, d’you see?”

“Yes, yes,” said Kralfesky, swallowing and going white.

“Splosh!” said the colonel, driving the point home. “Blow his brain out in a fountain.”

9. The tallest pines,

Though rooted deep as high, and sturdiest oaks
Bowed their stiff necks, loaded with stormy blasts,
Or torn up sheer. (J. Milton)

10. The fair breeze blew, the white foam flew,

The furrow followed free;
We were the first that ever burst
Into that silent sea. (S. T. Coleridge)

II. Indicate the causes and effects of the following cases of alliteration and assonance. Prove your choice.

1. New whipped cream: No mixing or measuring. No beating or bothering. (Advertisement)

2. An Austrian army awfully arrayed,
Boldly by battery besieged Belgrade. (A. A. Watts)

3. The rain in Spain falls mainly on the plain. (Tongue twister)

4. Sense of sin is sense of waste. (E. Waugh)

5. Who knows why the cold wind blows
Or where it goes, or what it knows.
It only flows in passionate throes
Until it finally slows and settles in repose. (K. Roper)

6. He laughs best who laughs last. (Proverb)

7. Ann and Andy’s anniversary is in April. (Tongue twister)

8. Water, water, every where,
And all the boards did shrink;
Water, water, every where,
Nor any drop to drink. (S. T. Coleridge)

III. Name the graphical means that are used in the given passages. Define the purpose of their usage.

1. Shaking off from my spirit what *must* have been a dream, I scanned more narrowly the real aspect of the building. (E. A. Poe)

2. “STOP! STOP!” he yelled, whacking the dashboard and the windshield, but they were still plummeting, the ground flying up toward them...

“WATCH OUT FOR THAT TREE!” Harry bellowed, lunging for the steering wheel, but too

late – CRUNCH. (J. K. Rowling)

3. “Well, I’ve made up my mind, anyway. I want to see mountains again, Gandalf, *mountains*, and then find somewhere where I can *rest*. In peace and quiet, without a lot of relatives prying around, and a string of confounded visitors hanging on the bell. I might find somewhere where I can finish my book.” (J. R. R. Tolkien)

4. I prayed for the city to be cleared of people, for the gift of being alone – a-l-o-n-e: which is the one New York prayer ... (J. D. Salinger)

5. “Thirdly and finally, he said, I wish to make an ANNOUNCEMENT”. He spoke this last word so loudly and suddenly that everyone sat up who still could. “I regret to announce that – though, as I said, eleventy-one years is far too short a time to spend among you – this is the END. I am going. I am leaving NOW. GOOD-BYE!” (J. R. R. Tolkien)

6. On the wrinkled face of the hills

I see my shortening shadow
as my sun creeps towards the west hills
gently, gently, gently
like afternoon’s flame l

o
w
e
r
i
n
g

to ash in the evening. (Ushie)

7. “MUUUUUUM!” howled Dudley, tripping over his feet as he dashed back toward the house. “MUUUUM! He's doing you know what!” (J. K. Rowling)

8. Piglet, sitting in the running Kanga’s pocket, substituting the kidnapped Roo, thinks:

this shall take
“If is I never to
flying really it.” (A. Milne)

9. “I meant “please”!” said Harry quickly. “I didn't mean–”

“WHAT HAVE I TOLD YOU,” thundered his uncle, spraying spit over the table, “ABOUT SAYING THE “M” WORD IN OUR HOUSE?”

“But I –”

“HOW DARE YOU THREATEN DUDLEY!” roared Uncle Vernon, pounding the table with his fist.

“I just –”

“I WARNED YOU! I WILL NOT TOLERATE MENTION OF YOUR ABNORMALITY UNDER THIS ROOF!” (J. K. Rowling)

10. *Doom, doom* rolled the drum-beats, growing louder and louder, *doom, doom*. (J. R. R. Tolkien)

IV. Analyse the following extract from “The Gold-Bug” by E. A. Poe. Think of the causes originating graphon (age, a physical defect of speech, lack of education, the influence of dialectal norms, intoxication, carelessness in speech, etc.). Give a detailed analysis.

“Well, Jup,” said I, “what is the matter now? – how is your master?”

“Why, to speak de troof, massa, him not so berry well as mought be.”

“Not well! I am trully sorry to hear it. What does he complain of?”

“Dar! dat's it! – him neber plain of notin – but him berry sick for all dat.”

“Very sick, Jupiter! – why didn't you say so at once? Is he confined to bed?”

“No, dat he aint! – he aint find nowhar – dat's just whar de shoe pinch – my mind is got to be berry hebby bout poor Massa Will.”

“Jupiter, I should like to understand what it is you are talking about. You say your master is sick. Hasn't he told you what ails him?”

“Why, massa, taint worf while for to git mad about de matter – Massa Will say noffin at all aint de matter wid him – but den what make him go about looking dis here way, wid he head down and he soldiers up, and as white as a gose? And den he keep a syphon all de time –”

V. On the basis of the poetic/fiction text comment on stylistic value of punctuation in the English literature.

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6. PHONO-GRAPHICAL LEVEL (PART 2)

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse means of versification of the English language.
3. To clear out stylistic value of punctuation.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What are main concepts of versification?
2. What is understood by “the metre of the verse”? Give the definitions of the six types of the metrical feet: trochee, iambus, dactyl, amphibrach, anapest, spondee. Comment on deviations in metre.
3. Give the definition of the notion “rhyme”. Comment on rhyme division in the English poetry. What English verse forms do you know? Do you consider rhyme or meter more essential to English versification?
4. Dwell upon rhythm in English poetry and prose.

Do the following tasks:

1. Define the type of rhyme, instrumentation means (onomatopoeia, alliteration and assonance) and graphical means. Describe the stylistic effect achieved. Look at the sample of the analysis from Ogden Nash's verse.

Poem	Commentary
<p><i>Farewell, farewell, you old rhinoceros, I'll stare at something less prepoterous.</i></p>	<p><i>The analyzed fragment is the perfect, forced rhyme. In the analysed passage, stylistically of interest is a case of alliteration (repeated “f”, “s”) - and assonance (repeated [eə] is used). It is aimed at imparting a melodic effect to the verse, thus making it sound agitative.</i></p>

1. From folk that sat on the terrace and drew out the even long
Sudden crowings of laughter, monotonous drone of song;
The quiet passage of souls over his head in the trees;
And from all around the haven the crumbling thunder of seas. (R. L. Stevenson)
2. 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.” (E. A. Poe)
3. No longer mourn for me when I am dead
Than you shall hear the surly sullen bell
Give warning to the world, that I am fled
From this vile world with vilest worms to dwell. (W. Shakespeare)
4. I walked beside the evening sea
And dreamed a dream that could not be;
The waves that plunged along the shore
Said only: "Dreamer, dream no more!" (G. W. Curtis)

5. Leaves

Murmuring by myriads in the shimmering trees

Lives

Wakening with wonder in Pyrenees.

Birds

Cheerily chirping in the early day.

Bards

Singing of summer scything thro' the hay. (W. Owen)

II. Analyse the metrical patterns of the poems given below.

1. Count number of syllables (mind that monosyllabic adjectives, verbs, nouns and sometimes personal pronouns are usually stressed)

2. Focus on polysyllabic words

✓ define stressed syllables in polysyllabic words

✓ write the pattern above these words

✓ try to fill the pattern in the rest of the line

3. Define the pattern → kind of metre/metrical feet → metre → anapest

*Twas the night before Christmas, when **all** through the **house***

*Not a **creature** was **stirring**, not **even** a **mouse**; (C. C. Moore)*

1. Dreadful gleams,

Dismal screams.

Fires that glow,

Shrieks of woe,

Sullen moans,

Hollow groans. (A. Pope)

2. With ravished ears

The monarch hears,

Assumes the God,

Affects to nod,

And seems to shake the spheres. (J. Dryden)

3. I am monarch of all I survey,

My right there is none to dispute;

From the centre all round to the sea

I am lord of the bird and the brute. (W. Cowper)

4. Merrily, merrily – shall I live now

Under the blossom that hangs on the bough. (W. Shakespeare)

5. Autumn is wearing her bright golden crown

For this morning she's coming to visit our town

And wind, her best friend, will be joining her too.

Will they have a nice day and just what will they do? (Josie Whitehead)

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7. MORPHOLOGICAL LEVEL

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse the morphemic foregrounding.
3. To clear out significance of the parts of speech for organisation of utterances and texts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What are the main cases of morphemic foregrounding? Explain the purposes of the usage of morphemic repetition in poetry and in prose. Illustrate your answer with examples.
2. Comment on the stylistic power of the noun.
3. What is the stylistic power of the verb based on?
4. What do you know about the stylistic power of the article?
5. What is the stylistic power of the pronoun?
6. Comment on the stylistic power of the adjective. Illustrate your answer with examples.

Do the following tasks:

1. Name the language media of the morphological level that give additional information (logical, emotive, expressive) in the sentence. Comment their stylistic effect.

1. It makes me sick, the blindness, deadness, out-of-dateness, stodginess, and yes, the sheer jealous malice of the great bulk of England (J. Fowles)
2. There was one, however, who *did* smile. That was a fair-haired, fair-skinned girl, who stood upon one of the carretas, by the side of which the victor had placed himself. (T. Mayne Reid)
3. "We've got a treat today, you know," said the nurse, "water-cress sandwiches for tea. We love water-cress, don't we?" (D. du Maurier)
4. Poor Wickham! there is such an expression of goodness in his countenance! such an openness and gentleness in his manner! (J. Austen)
5. She did not encourage him to stay, but never did she discourage him. (S. Lewis)
6. "Amazing woman, that Mrs. Danvers," said Giles, turning to me, "don't you think so?" (D. du Maurier)
7. How humiliating is this discovery! – Yet, how just a humiliation! (J. Austen).
8. "You, Sir," said Snawley, addressing the terrified Smike, "are an unnatural, ungrateful, unloveable boy." (Ch. Dickens)
9. I saw her disfigured and discoloured face and heard her strangely altered voice. (Ch. Bronte)
10. Life is not really lived by these who automatically follow their daily routine like robots without seeing much, hearing much, feeling much, or understanding much of what goes on around them. (O. A. Sohn)
11. The "poblanas" are the pretty girls of the place; but, pretty or plain, all the girls are out to-day in their best and gayest apparel. Some wear *enaguas* of blue – others of scarlet – others of purple; and many of them tastefully flounced at the bottoms with a trimming of narrow lace. They wear the embroidered chemisette, with its snow-white frills, and the blueish *reboso*, gracefully arranged, so as to conceal neck, bosom, arms, and, in some cases of coquetry, even the face! Ere night this jealous garment will have lost half its prudery. (T. Mayne Reid)
11. The yells and yammering, croaking, jibbering and jabbering; howls, growls and curses; shrieking and skriking, that followed were beyond description. (J. R. R. Tolkien)
12. The doctor walks in. "How are we doing this morning, Mr. Dieke?" he says. (C. Bushnell)
13. "Me? I didn't see no knife. Lady, I didn't see nothin'." (S. Sheldon)
14. He seemed prosperous, extremely married and unromantic. (S. Lewis)

15. Across the brook began the immense pattern of agriculture, white chequering of barley stubble, brown squares of wheat, khaki patches of pasture, red stripes of fallow, with the woodland and the tiny village dark like ornaments, leading away to the distance, right to the hills, where the check-pattern grew smaller and smaller, till, in the blackish haze of heat, far off, only the tiny white squares of barley stubble showed distinct. (D. H. Lawrence)

16. When it is considered that the brute selected is one of the strongest, swiftest, and fiercest of his kind, and that no weapon – not even the lazo – is allowed, it will be admitted this is a matter of no easy accomplishment. (T. Mayne Reid)

II. Analyse the morphemic structure and the purpose of creating the occasional words in the parody poem "The Manlet" by L. Carrol. Mind that your analysis must be logical and cohesive.

THE MANLET

In statue the manlet was dwarfish –
No big burly Blunderbore he;
And he wearily gazed on the crawfish
His wifelet had dressed for his tea.

"Now reach me, sweet Atom, my gunlet,
And hurl the old shoelet for luck.
Let me hie to the bank of the runlet,
And shoot thee a Duck!"...

On he speeds, never wasting a wordlet,
Though thoughtlets cling, closely as wax,
To the spot where the beautiful birdlet
So quietly quacks...
Where the Grublet is sought by the Froglet,
Where the Frog is persued by the Duck;
Where the Ducklet is chased by the doglet –
So runs the world's Luck!

III. Write out from any book/books you are reading/you read examples which illustrate the cases of the stylistic use of the parts of speech (articles, nouns, pronouns, verbs, adjectives, adverbs) and comment on their stylistic effect.

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8. LEXICAL LEVEL (Part 1)

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse the SDs and EMs of the lexical level.
3. To comment upon functional roles of SDs and EMs of the lexical level in speech, literary works and other texts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. Give the definition of the notion "tropes". Is there a difference between tropes and figures of speech?
2. What is "a word meaning"? What types of lexical meaning do you know? Dwell on each of them, providing your own examples.
3. What is understood by "metaphor"? Give a detailed description of the device. What types of metaphor do you know? Illustrate your answer with examples.
4. Comment on variants of metaphor: zoosemy and personification. What is "allegory"? Provide examples.
5. What is understood by "metonymy"? Explain the difference between metaphor and metonymy. What types of metonymy do you know? Illustrate your answer with examples.
6. What is "synecdoche"? What types of synecdoche do you know? Provide examples.

Do the following tasks:

I. Analyse the cases of using metaphor and metonymy, comment on their role and functions in the headlines of English newspapers.

1. Mother Ukraine now sees more abortions than babies born. (The Times)
2. Sharon's heir nails together a Cabinet. (The Times)
3. Coca-Cola excludes itself from American education. (The Times)
4. Texas "lucks out" as Rita fails to unleash full fury. (The Sunday Times-World)
5. Mint Road may bark, not bite. (Daily News & Analysis – Money)
6. America looks to UK in pay protest. (The Times)

II. Name the stylistic devices of the lexical level used in the sentences given below and define their stylistic functions.

1. Laughter played around his lips. (Ch. Dickens).
2. The camp, the pulpit and the law for rich man's sons are free. (P. B. Shelly).
3. Richard combed his fingers through his thick hair as his mind lifted out of the fog of despair, coming into focus upon seeing the vine. (T. Goodkind)
4. The bleak mansions across the town ravine opened baleful dragon eyes. Soon, in the morning avenues below, two old women would glide their electric Green Machine, waving at all the dogs. "Mr. Tridden, run to the carbarn!" Soon, scattering hot blue sparks above it, the town trolley would sail the rivering brick streets. (R. Bradbury)
5. It was autumn – late autumn – that loveliest season of the American year, when the wild woods appeal painted, and Nature seems to repose after her annual toil – when all her creatures, having feasted at the full banquet she has so lavishly laid out for them, appear content and happy. (T. Mayne Reid)
6. They walked alone, two continents of experience and feeling, unable to communicate. (W. S. Gilbert).
7. Life is hard, and *Nature* takes sometimes a terrible delight in torturing *her* children. (W. S. Maugham)

8. At the top of a squatty, three-story brick Sue and Johnsy had their studio. (O. Henry)
9. At midnight I went on deck, and to my mate's great surprise put the ship round on the other tack. His terrible whiskers flitted round me in silent criticism. (J. Conrad)
10. In the bravery of light gloves, buff waistcoats, feathers and frocks, the family were present, even Aunt Ann, who now but seldom left the corner of her brother Timothy's green drawing-room, where, under the aegis of a plume of dyed pampas grass in a light blue vase, she sat all day reading and knitting, surrounded by the effigies of three generations of Forsytes. (J. Galsworthy)
11. But, reasoned they, so long as we hold the mother and sister as hostages, he will not leave them. He will still continue to lurk around the settlement, and, if not now, some time shall the fox be caught and destroyed. (T. Mayne Reid)
12. I knew them all, or knew what they did for a living: timber, flour, textiles, insurance. Timber and flour were standing at the counter discussing the cost of labour. Textiles at a table in the opposite side of the room was complaining about his garage bills. Insurance was listening waiting his turn. (J. Brain)

III. Read the following passage. Pick out the metaphors describing nature. What connotations do the words "triumphed" and "crowded" have? What emotional response do they evoke? Analyse the stylistic functions of metaphors used.

No smoke came from the chimney, and the little lattice windows gaped forlorn. Then, like all dreamers, I was possessed of a sudden with supernatural powers and passed like a spirit through the barrier before me. The drive wound away in front of me, twisting and turning as it had always done, but as I advanced I was aware that a change had come upon it; it was narrow and unkempt, not the drive that we had known. At first I was puzzled and did not understand, and it was only when I bent my head to avoid the low swinging branch of a tree that I realized what had happened. Nature had come into her own again and, little by little, in her stealthy, insidious way had encroached upon the drive with long, tenacious fingers. The woods, always a menace even in the past, had triumphed in the end. They crowded, dark and uncontrolled, to the borders of the drive. The beeches with white, naked limbs leant close to one another, their branches intermingled in a strange embrace, making a vault above my head like the archway of a church. And there were other trees as well, trees that I did not recognize, squat oaks and tortured elms that straggled cheek by jowl with the beeches, and had thrust themselves out of the quiet earth, along with monster shrubs and plants, none of which I remembered. (D. du Maurier)

V. Make a list of a) common metaphors and b) common metonymy which are used almost by everyone in daily life.

VI. Make a list of a) metaphors and b) metonymy that exist as idioms.

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9. LEXICAL LEVEL (Part 2)

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse the SDs and EMs of the lexical level.
3. To comment upon functional roles of SDs and EMs of the lexical level in speech, literary works and other texts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What is "zeugma"? Name the variation of zeugma. Illustrate your answer with examples. What is meant by pun? Give examples. Explain the difference between pun and zeugma.
2. What other variations of the play on words do you know? Provide examples.
3. What are the main characteristics of hyperbole? Explain how hyperbole and understatement correlate to each other. If there is a difference between the meiosis and the understatement?
4. Give definition to the notion "oxymoron". Name its types and stylistic functions. Give examples.
5. What is understood by "irony"? Explain the difference between irony and humour. How is the bitter irony called? What types of irony do you know? Give examples.

Do the following tasks:

I. Analyse the given samples and pick out a) zeugma, b) pun. Define their stylistic functions.

1. More sun and air for your sun and heir. (Advertisement)
2. Miss Martha was forty, her bank-book showed a credit of two thousand dollars, and she possessed two false teeth and a sympathetic heart. Many people have married whose chances to do so were much inferior to Miss Marth's. (O. Henry)
3. It cost me ten thousand lire and a lie to extract the forwarding address of Lady Abbloo from one of the assistants behind the concierge's desk. (I. Shaw)
4. He was alternately cudgelling his brains and his donkey when, passing the workhouse, his eyes encountered the bill on the gate. (Ch. Dickens)
5. Lord Goring: My dear farther, only people who look dull ever get into the House of Commons, and only people who are dull ever succeed there. (O. Wilde)
6. Medora took heart, a cheap hall bedroom, and two art lessons a week from professor Angeline. (O. Henry).
7. Can the Ethiopian change his skin, or the leopard its spots? – Yes, the leopard changes its spots, whenever it goes from one spot to another. (Joke)
8. She went home, in a flood of tears and a sedan chair. (Ch. Dickens)

II. Give your own sentences with play on words. Use such words as spirit, engaged, lost, go, find.

III. Point out hyperbole and understatement and comment on their originality or stateness.

1. I wish I had known it was your birthday, Lady Windermere, I would have covered the whole street in front of your house with flowers for you to walk. (O. Wilde)
2. He proceeded very slowly and cautiously, an inch at a time. (J. London)
3. He never bothered about having an office. The whole town was his office, and when ever he wanted to sit down, he would go up to the eighth floor of Cory Building and sit in M. Peter's office. (W. Saroyan)
4. I have to have this operation. It isn't very serious. I have this tiny little tumor on the brain. (J. D. Salinger)
5. BANG!!!??? Piglet lay there wondering what had happened. At first, he thought the whole world had blown up; and then he thought that perhaps only the Forest part of it had; and then he thought

that only he had, and he was now alone or somewhere on the Moon and would never see Christopher Robin or Pooh, or Eeyore again. (A. Milne)

6. Kitty dared not breath. He made no further sound, no beginning of a gesture, but his eyes, those dark, cold eyes of his (seeing now what mysteries?) stared at the whitewashed wall. (W. S. Maugham)

7. I would do anything in the world to ensure Gwendolen's happiness. (O. Wilde)

8. Señor Gomez del Monte, the owner of countless flocks and broad acres in the valley; and there are others of his class with their señoras and señoritas. (T. Mayne Reid)

9. Now I am old and strong, strong, strong. My armour is like tenfold shields, my teeth are swords, my claws spears, the shock of my tail a thunderbolt, my wings a hurricane, and my breath death! (J. R. R. Tolkien)

10. Everything he touched turned to money, and at the age of fourteen he had over six hundred dollars in the Valley Bank, money he had made by himself. He was born to sell things. (W. Saroyan)

IV. Name the stylistic devices of lexical level used in the sentences given below and define their stylistic functions.

1. There are some enterprises in which a careful disorderliness is the true method. (H. Melville)

2. All the perfumes of Arabia will not sweeten this little hand. (W. Shakespeare)

3. Since we needs must first have met

I have seen thee, high and low,

Thirty years or more, and yet

'Twas a face I did not know;

Thou hast now, go where I may,

Fifty greetings in a day. (W. Wordsworth)

4. If the country doesn't go to the dogs or the Radicals, we shall have you Prime Minister some day (O. Wilde).

5. I like a smuggler. He is the only honest thief. (Ch. Lamb)

6. After a while and a cake he crept nervously to the door of the parlour. (J. R. R. Tolkien)

7. I was helpless. I did not know what in the world to do. I was quaking from head to foot, and could have hung my hat on my eyes, they stuck out so far. (M. Twain)

8. Sprinting towards the elevator he felt amazed at his own cowardly courage (G. Markey)

9. Did you hit a woman with a child? – No, sir, I hit her with a brick. (Th. Smith)

10. The King blamed himself for not having sooner taken the decisive step, of convincing his kind and good kinsman by such a mark of confidence as he was now bestowing, that the angry passages which had occurred betwixt them were nothing in his remembrance, when weighed against the kindness which received him when an exile from France, and under the displeasure of the King his father. He spoke of the Good Duke of Burgundy, as Philip the father of Duke Charles was currently called, and remembered a thousand instances of his paternal kindness. (W. Scott)

V. Analyse the examples of irony given in the following excerpts. Comment on its types and functions.

1. "He is as fine a fellow," said Mr. Bennet, as soon as they were out of the house, "as ever I saw. He simpers, and smirks, and makes love to us all. I am prodigiously proud of him. I defy even Sir William Lucas himself, to produce a more valuable son-in-law." (J. Austen)

2. But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. (M. Twain)

3. Lord Goring: I adore political parties. They are the only place left to us where people do not talk politics. (O. Wilde)

4. What a noble illustration of the tender laws of this favored country! – They let the paupers go to sleep. (Ch. Dickens)

5. When a Forsyte was engaged, married, or born, the Forsytes were present; when a Forsyte died – but no Forsyte had as yet died; they did not die; death being contrary to their principles, they took precautions against it, the instinctive precautions of highly vitalized persons who resent encroachments on their property. (J. Galsworthy)
6. Oh, I love London Society! I think it has immensely improved. It is entirely composed now of beautiful idiots and brilliant lunatics. Just what Society should be. (O. Wilde)

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10. LEXICAL LEVEL (Part 3)

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse the SDs and EMs of the lexical level.
3. To comment upon functional roles of SDs and EMs of the lexical level in speech, literary works and other texts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What do we understand by "epithet"? What are the principles of their classification? What types of epithets do you know? Illustrate your answer with examples.
2. Compare the classifications of epithets suggested in the works of Ukrainian/Russian and English linguists. Present your answer in the form of the table.
3. What is "antonomasia"? What types of antonomasia do you know? Provide examples. Explain the difference between allegory and antonomasia.

Do the following tasks:

I. Classify the following epithets according to their semantic and structural standpoints.

- 1) smiling eyes; 2) a cold and unprofitable face; 3) sun-hungry bananas; 4) a pompously majestic female; 5) the devil of a woman; 6) friendly-but-honest look; 7) Eastern orange-phosphate-and-massage-cream professors; 8) a ghost-like face; 9) a heart-burning desire; 10) shutters-coming-off-the-shops early morning; 11) a crystal stream; 12) cat-and-dog life; 13) a biting remark; 14) a hellish dull empty room; 15) a wrath-bearing tree; 16) a moon-like face.

II. State which of the attributes represent epithets.

1. Buck lived at a big house in the sun-kissed Santa Clara Valley. (J. London)
2. And now tell me, what makes you leave you brilliant Vienna for our gloomy London. (O. Wilde)
3. The dress she wore was like none he had ever seen: almost white, cut square at the neck, interrupted only by a small, tan leather waist pouch. (T. Goodkind)
4. And there was always Broadway – glistening, opulent, wily, varying, desirable Broadway – growing upon one like an opium habit. (O. Henry)
5. Night came on, and a full moon rose high over the trees into the sky, lighting the land till it lay bathed in ghostly day. (J. London)
6. Outside, the late afternoon sun slanted down in the yard, throwing into gleaming brightness the dogwood trees that were solid masses of white blossoms against the background of new green. (M. Mitchell)
7. Another quite different creature, pointed-nosed, sharp-eyed, gazed back at him. (A. Norton)
8. In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort. (J. R. R. Tolkien)
9. If she had long lost the blue-eyed, flower-like charm, the cool slim purity of face and form, the apple-blossom colouring, which had so swiftly and so oddly affected Ashurst twenty-six years ago, she was still at forty-three a comely and faithful companion, whose cheeks were faintly mottled, and whose grey-blue eyes had acquired a certain fullness. (J. Galsworthy)
10. A mite of a little woman with blood thinned by California zephyrs was hardly fair game for the red-fisted, short-breathed old duffer. (O. Henry)
11. In that pleasant district of merry England which is watered by the river Don, there extended in ancient times a large forest, covering the greater part of the beautiful hills and valleys which lie between Sheffield and the pleasant town of Doncaster. (W. Scott)

12. Aunt Juley stayed in her room, prostrated by the blow. Her face, discoloured by tears, was divided into compartments by the little ridges of pouting flesh which had swollen with emotion. It was impossible to conceive of life without Ann, who had lived with her for seventy-three years, broken only by the short interregnum of her married life, which seemed now so unreal. At fixed intervals she went to her drawer, and took from beneath the lavender bags a fresh pocket-handkerchief. Her warm heart could not bear the thought that Ann was lying there so cold. (J. Galsworthy)

III. Analyse the following cases of antonomasia in the given sentences. Define its types.

1. Bachelor №2: Mr. Marvelous, sixty-five, says he's sixty. Square jaw, silver hair, bright blue eyes, athletic – all parts work on demand. (C. Bushnell)
2. Decker thumbed through Yalom's passport – pages of stamped entries back into the States, Yalom's residing country. Then there were many other pages of foreign ink – Canada, Mexico, countries of Western and Eastern Europe including Russia, entries from the Far East, Latin America, and Africa. Lots from Africa – Egypt, South Africa, Kenya, Namibia, Liberia, Angola, Sudan, Ethiopia, Zaire, plus a host of other countries Decker didn't know existed. . . . Marge said, Yalom was quite the Phileas Fogg. (F. Kellerman)
3. The rest of the party had been something of a blur, although not because of drink. I never drank much. But the names had been flung at me in such quick succession, Senator So-and-So, Congressman This, Congressman That, His Excellency, The Ambassador of What Country, Mr. Blank, ... Mrs. Whoever ... (I. Shaw)
4. When I eventually met Mr. Right I had no idea that his first name was Always. (R. Rudner)
5. Maybe you two deserve each other. Mr. and Mrs. Perfect. Mr. Honest. Mr. Pure, who had no idea how Simon was multiplying his business by millions. Just how naive are you, Sam? (D. Steel)

IV. Read the text below, examine it and give the stylistic analysis of the extract (in written form).

1. Identify the functional style and genre of the text.
2. Say whether the extract contains description, narrative proper or argumentation. In what tone is the extract written?
3. Name and explain the effect of the lexical stylistic devices used to hold the reader's attention throughout the text. Speak on their appropriateness.
6. Characterise the vocabulary of the text. How does the choice of words influence perception of the information?
4. Define the theme and the idea of the extract.

THREE MEN IN A BOAT
by JEROME K. JEROME
(From Chapter II)

George and I were for camping out. We said it would be so wild and free, so patriarchal like.

Slowly the golden memory of the dead sun fades from the hearts of the cold, sad clouds. Silent, like sorrowing children, the birds have ceased their song, and only the moorhen's plaintive cry and the harsh croak of the corncrake stirs the awed hush around the couch of waters, where the dying day breathes out her last.

From the dim woods on either bank, Night's ghostly army, the grey shadows, creep out with noiseless tread to chase away the lingering rearguard of the light, and pass, with noiseless, unseen feet, above the waving river-grass, and through the sighing rushes; and Night, upon her sombre throne, folds her black wings above the darkening world, and, from her phantom palace, lit by the pale stars, reigns in stillness.

Then we run our little boat into some quiet nook, and the tent is pitched, and the frugal supper cooked and eaten. Then the big pipes are filled and lighted, and the pleasant chat goes round in musical undertone; while, in the pauses of our talk, the river, playing round the boat, prattles strange

old tales and secrets, sings low the old child's song that it has sung so many thousand years – will sing so many thousand years to come, before its voice grows harsh and old – a song that we, who have learnt to love its changing face, who have so often nestled on its yielding bosom, think, somehow, we understand, though we could not tell you in mere words the story that we listen to. And we sit there, by its margin, while the moon, who loves it too, stoops down to kiss it with a sister's kiss, and throws her silver arms around it clingingly; and we watch it as it flows, ever singing, ever whispering, out to meet its king, the sea – till our voices die away in silence, and the pipes go out – till we, common-place, everyday young men enough, feel strangely full of thoughts, half sad, half sweet, and do not care or want to speak – till we laugh, and, rising, knock the ashes from our burnt-out pipes, and say “Good-night,” and, lulled by the lapping water and the rustling trees, we fall asleep beneath the great, still stars, and dream that the world is young again – young and sweet as she used to be ere the centuries of fret and care had furrowed her fair face, ere her children's sins and follies had made old her loving heart – sweet as she was in those bygone days when, a new-made mother, she nursed us, her children, upon her own deep breast – ere the wiles of painted civilization had lured us away from her fond arms, and the poisoned sneers of artificiality had made us ashamed of the simple life we led with her, and the simple, stately home where mankind was born so many thousands years ago.

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11. LEXICAL LEVEL (Part 4)

Objectives:

1. To distinguish the notions *allusion*, *clichés*, *violation of phraseological unit*, *epigram*, *quotation*, *proverb*.
2. To realise the place of set expressions in the literary and other registers of language.
3. To identify set expression and analyse the aim of their usage.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What is "allusion"? What is the purpose of using allusions in the speech? Dwell upon the use of allusion in convergence.
2. Explain the grounds of analysing set expression in the field of Stylistics. How are set-expressions divided? What is understood by "clichés"? Give examples. In what style are clichés used more often? If there a difference between clichés and phraseological units?
3. Comment on the notion "violation of phraseological unit". Dwell upon the ways of achieving this violation. Illustrate your answer with examples.
4. Give the definition to the notion "proverb". What are typical features of the proverbs? What is the purpose of learning the English proverbs, in your opinion? What do we understand by sayings? Provide examples.
5. How can we define "quotation"? Give examples. When do people need to use quotations? Explain the difference between quotations and aphorisms. What is understood by "allusive quotation"?
6. What is meant by epigram? Give examples. Is there the difference between quotations and epigrams?

Do the following tasks:

I. Point out and explain stylistic effect of allusions used in literary works. Specify the source.

1. The girls watched mesmerised as Kate wiped the make-up off her face. And Kate watched them in the mirror. Maisie, tall now, with pale translucent skin, narrow limbs, and an aureole of reddish fair hair, an Arthur Rackham girl. Alison, even taller, a Nefertiti head and an easy athletic grace. The puma and the butterfly. (M. O'Brien)
2. So, by some mysterious transference, the children's birthday party has turned into a battleground of social ambitions, ripe for the attention of a contemporary Jane Austen. No one considers the embarrassment of the mother who can't afford to keep up, or the danger of turning our children into spoilt little brats. Or is it merely a harmless indulgence in parental pride? After all, today's Mrs Bennets aren't trying to marry off their five-year-olds, they just want the fun of dressing them up and clucking over them. (*The Independent*)
3. There was every temporal reason for leaving: it would be entering again into a world which he had only quitted in a passion for isolation, induced by a fit of Achillean moodiness after an imagined slight. (T. Hardy)
4. She also became more and more irascible and violent, something of a terror in the neighbourhood; and visitors had to keep a safe distance. Her eruptions were vesuvian. (A. Brink)
5. And with a sudden motion she shook her gauzy covering from her, and stood forth in her low kirtle and her snaky zone, in her glorious radiant beauty and her imperial grace, rising from her wrappings, as it were, like Venus from the wave, or Calatea from her marble. (H. Rider Haggard)
6. Mr. Crimsworth ... frequented no place of worship, and owned no God but Mammon. (Ch. Bronte)
7. He smiled on me in quite a superior sort of way – such a smile as would have become the face of Malvolio. (B. Stoker)

8. Mrs. Overend had recently got rid of her black-and-orange striped divans, cushions and sofas. In their place were curiously cut slabs, polygons, and three-legged manifestations of Daisy Overend's personality, done in El Greco's colours. (M. Spark)

9. Therefore, she looked even younger than he was, almost like a very young girl; and the effect of this was to make Ellis, who was so much shorter than she, look older than he was, and more corrupt. They became an odd and unprecedented beauty and the beast. (J. Baldwin)

10. They stayed very late, all except Mrs. Max, who left directly dinner was over. I watched as she was driven away, sitting up very straight in the back of one of the black limousines, a ravaged Nefertiti. (J. Banville)

II. Arrange the following word-combinations into 3 groups: a) clichés, b) epigrams, c) proverbs. Prove your choice. Define the source of the word-combinations given below.

1. A friend in need is a friend indeed. 2. Birds of a feather flock together. 3. Men always want to be a woman's first love; women like to be a man's last romance. 4. Integral part. 5. In the days of old, men made manners, manners now make men. 6. It never rains but it pours. 7. Accidents will happen in the best regulated families. 8. Overwhelming majority. 9. A God that can be understood is no God. 10. Pillars of society. 11. All work and no play makes Jack a dull boy. 12. Crucial problem. 13. Wit is educated insolence. 14. Peaceable settlement. 15. Nothing so needs reforming as other people's habits.

III. Analyse the cases of violation of phraseological unit. Name the type of the violation. Comment on its stylistic effect.

1. A man is known by the paper he pays for. (J. Shedd)

2. Well, every rotten apple in the basket is an enemy to the rest of the apples. (F. Hurst)

3. Being in for a penny, I am ready, as the saying is, to be in for a pound. (Ch. Dickens)

4. Vicky: Take the plunge, my darling – we're alone in the swimming bath.

Simon: Would you consider divorcing me? (N. Coward)

5. I cursed myself again. There is no fool like a young fool – my old man used to say. And, as usual, my father was right. (H. Robbins)

6. Familiarity may breed a large contempt for death. (J. Conroy)

7. I won't have Ralph upset. After all, after all," she grinned, "a husband in the hand is worth two in the bush." (C. P. Snow)

8. "Though that's the blind leading the blind, if you ask me," I overheard Miss Cameron say to Nanny. (S. Howatch)

9. I agree with you that complete frankness, however painful it may be for me, is the best policy, in this desperate situation to which James's folly and jealousy have reduced us. (A. Conan Doyle)

10. If Jones had lost I doubt whether he could have paid, but fortune even in the 20th century does sometimes favour the brave. (Gr. Green)

IV. Comment on peculiar use of set expressions in the following samples.

1. "An apple a day keeps the doctor away," he enlightened Mrs. Babbit for quite the first time in fourteen hours. "That's so." "An apple is nature's best regulator." (S. Lewis)

2. She's physically and vocally limber, and revels in her femme-fatale look. (R. Dyer)

3. "Ignore his lying tongue," Ras shouted. "Hang him up to teach the black people a lesson, and there be no more traitors. No more Uncle Toms. Hang him up there with them blahsted dummies!" (R. Ellison)

4. To see a world in a grain of sand,
And a heaven in a wild flower,
Hold infinity in the palm of your hand,
And eternity in an hour. (W. Blake)

5. You have to accept the crochets of an author of great parts. Homer sometimes nods and Shakespeare can write passages of empty rhetoric. (W. S. Maugham)

6. Ay, and I fancy I've baited the hook right. Our little Delilah will bring our Samson. (A. Hope)
7. Lord Henry went out to the garden and found Dorian Gray burying his face in the great cool lilac-blossoms, feverishly drinking in their perfume as if it had been wine. He came close to him and put his hand upon his shoulder. "You are quite right to do that," he murmured. "Nothing can cure the soul but the senses, just as nothing can cure the senses but the soul." (O. Wilde)
8. Nymph? Goddess? Vampire? Yes, she was all of these and none of them. She was, like every woman, everything that the mind of a man ... wished to imagine. (L. Durrell)
9. Morton, my dear friend, my love to you ... This is a mingling that repays one for much disappointment and vexation. Let us be marry ... It is a poor heart that never rejoices; and our hearts are not poor. (Ch. Dickens)
10. I well remember, among others, the treatise of the noble Italian, Coelius Secundus Curio, "De Amplitudine Beati Regni Dei"; St. Austin's great work, the "City of God"; and Tertullian's "De Carne Christi", in which the paradoxical sentence "Mortuus est Dei filius; credible est quia ineptum est: et sepultus resurrexit; certum est quia impossibile est," occupied my undivided time, for many weeks of laborious and fruitless investigation. (E. A. Poe)

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12. LEXICAL LEVEL (Part 5)

Objectives:

1. To identify and analyse the SDs and EMs of the lexical level.
2. To comment upon functional roles of SDs and EMs of the lexical level in speech, literary works and other texts.
3. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Be ready to present your report on the topic:

Linguistic means of creating humorous/ironical effect in the British/American literature (on the basis of the short story of your choice)

Do the following tasks:

I. Read the text below, examine it and give the stylistic analysis of the extract (in written form).

1. Identify the functional style and genre of the text.
2. Say whether the extract contains description or narrative proper.
3. Name and explain the effect of the lexical stylistic devices used to hold the reader's attention throughout the text. Speak on their appropriateness.
4. Characterise the vocabulary of the text. How does the choice of words influence perception of the information?
5. In what tone is the extract written?

A CHRISTMAS CAROL by CHARLES DICKENS (Extract)

Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often 'came down' handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, 'My dear Scrooge, how are you? When will you come to see me?' No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, 'No eye at all is better than an evil eye, dark master!'

But what did Scrooge care! It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call 'nuts' to Scrooge.

Once upon a time -- of all the good days in the year, on Christmas Eve -- old Scrooge sat busy in his counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping

their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already -- it had not been light all day -- and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.

The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed.

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13. SYNTACTICAL LEVEL (Part 1)

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse the SDs and EMs of the syntactical level.
3. To comment upon functional roles of SDs and EMs of the syntactical level in speech, literary works and other texts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What are the figures of speech? Explain the difference between figures of speech and tropes.
2. Comment on stylistic effect of particular use of colloquial constructions (rhetorical question, ellipsis, aposiopesis). Provide examples.
3. Dwell upon the stylistic relevance of question-in-the-narrative. Give examples.
4. What is understood by "stylistic inversion"? Name its types and models. Give examples.
5. Comment on stylistic potential of word order (detachment, suspense). Provide examples.
6. What is "enumeration"? Name its functions. Provide examples.

Do the following tasks:

I. Pick out syntactical stylistic devices, classify them and define their stylistic functions.

1. Mr. Sherlock Holmes, who was usually very late in the mornings, save upon those not infrequent occasions when he was up all night, was seated at the breakfast table. (A. Conan Doyle)
2. Down jumped the driver, and out got Mr. Pickwick. (Ch. Dickens)
3. Even Quidditch – in Harry's opinion, the best sport in the world – couldn't distract him at the moment. (J. K. Rowling)
4. As he moved toward me, I had started backing away from him. I tried to do it casually, but he had noticed.
 "Well... it's... you are a demon."
 "Yeah. So?"
 "Um... well, demons are supposed to be..."
 "Hey, relax, kid. I don't bite. Look, I'm an old buddy of Garkin's." (R. Asprin)
5. Pitcher, confidential clerk in the office of Harvey Maxwell, broker, allowed a look of mild interest and surprise to visit his usually expressionless countenance when his employer briskly entered at half past nine in company with his young lady stenographer. (O. Henry)
6. "Interesting, though elementary," said he as he returned to his favourite corner of the settee. (A. Conan Doyle)
7. As the canoe drew near, gulls, terns, gannets, albatrosses, cormorants, auklets, petrels, wild ducks and even wild gees came out, full of curiosity to examine the stranger. (H. Lofting)
8. It was autumn – late autumn – that loveliest season of the American year, when the wild woods appeal painted, and Nature seems to repose after her annual toil – when all her creatures, having feasted at the full banquet she has so lavishly laid out for them, appear content and happy. (T. Mayne Reid)

II. Analyse the given samples which illustrate the cases of inversion. Name the type.

1. Slowly, the room emptied as people drifted off to bed. (J. K. Rowling)
2. On they went. Gandalf was quite right: they began to hear goblin noises and horrible cries far behind in the passages they had come through. (J. R. R. Tolkien)
3. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy. (O. Henry)

4. To Leoncia was it given to see an ocean separate her and Francis. To Henry was it given to see the Queen and Francis married by so strange a ceremony, that scarcely did he realise, until at the close, that it was a wedding taking place. (J. London)
5. Over the green squares of the fields and the low curve of a wood there rose in the distance a grey, melancholy hill, with a strange jagged summit, dim and vague in the distance, like some fantastic landscape in a dream. (A. Conan Doyle)
6. On and on, now east now west, wound the poor thread that once had been our drive. (D. du Maurier)
7. Out came the chase – in went the horses – on sprang the boys – in got the travellers. (Ch. Dickens)

III. Find cases of detachment in the following sentences. Why do you think the author separated them? What implication do they carry?

1. But my vocal cords lived their own life, wild and free. (R. Heinlein)
2. “You could have woken me up,” said Ron, crossly. (J. K. Rowling)
3. The music floating down the stairwell was an old Irish jig, and it was salted with laughter, buoyant and youthful. (C. Stasheff)
4. It was just such a stick as the old-fashioned family practitioner used to carry – dignified, solid, and reassuring. (A. Conan Doyle)
5. I have seen old Flint in the corner there, behind you; as plain as print, I have seen him. (R. L. Stevenson)
6. These must have been written on a midsummer's eve in a crescent moon, a long while ago. (J. R. R. Tolkien)
7. “Only a bob’s worth, Tommy,” cried the driver, sulkily, for the information of his friend the waterman, as the cab drove the fare. (Ch. Dickens)
8. He paused on the threshold, possessed of a distinct feeling that he didn’t belong. He felt like the chaperon at a high school prom – a necessary evil. (C. Stasheff)

IV. Read the given extract. Pick out syntactical stylistic devices, classify them and comment on their stylistic effect.

She was rather glad when Roger Patton cut in on her and suggested that they sit out a while.
 “Well,” he inquired, blinking cheerily, “how’s Carmen from the South?”
 “Mighty fine. How’s – how’s Dangerous Dan McGrew? Sorry, but he’s the only Northerner I know much about.”
 He seemed to enjoy that.
 “Of course,” he confessed, “as a professor of literature I’m not supposed to have read Dangerous Dan McGrew.”
 “Are you a native?”
 “No, I’m a Philadelphian. Imported from Harvard to teach French. But I’ve been here ten years.”
 “Nine years, three hundred and sixty-four days longer than me.”
 “Like it here?”
 “Uh-huh. Sure do!”
 “Really?”
 “Well, why not? Don’t I look as if I were havin’ a good time?”
 “I saw you look out the window a minute ago – and shiver.”
 “Just my imagination,” laughed Sally Carrol. “I’m used to havin’ everythin’ quiet outside, an’ sometimes I look out an’ see a flurry of snow, an’ it’s just as if somethin’ dead was movin’.”
 He nodded appreciatively.
 “Ever been North before?”
 “Spent two Julys in Asheville, North Carolina.”
 “Nice-looking crowd, aren’t they?” suggested Patton, indicating the swirling floor.
 Sally Carrol started. This had been Harry’s remark.

“Sure are! They’re – canine.”

“What?”

She flushed.

“I’m sorry; that sounded worse than I meant it. You see I always think of people as feline or canine, irrespective of sex.”

“Which are you?”

“I’m feline. So are you. So are most Southern men an’ most of these girls here.”

“What’s Harry?”

“Harry’s canine distinctly. All the men I’ve met tonight seem to be canine.”

“What does “canine” imply? A certain conscious masculinity as opposed to subtlety?”

“Reckon so. I never analyzed it – only I just look at people an’ say “canine” or “feline” right off. It’s right absurd, I guess.”

“Not at all. I’m interested. I used to have a theory about these people. I think they’re freezing up.”

“What?”

“I think they’re growing like Swedes – Ibsenesque, you know. Very gradually getting gloomy and melancholy. It’s these long winters. Ever read any Ibsen?”

She shook her head. (“The Ice Palace” by F. Scott Fitzgerald)

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14. SYNTACTICAL LEVEL (Part 2)

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse the SDs and EMs of the syntactical level.
3. To comment upon functional roles of SDs and EMs of the syntactical level in speech, literary works and other texts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What patterns of stylistic repetition do you know? Comment on each pattern, name its stylistic power. Provide examples.
2. What constructions are called parallel? What is meant by "chiasmus" and what are its types? Illustrate your answer with examples.
3. What is understood by "tautology"? Provide examples.
4. Comment on various types of connection and their stylistic relevance (polysyndeton, asyndeton and attachment). Explain the difference between asyndeton and apokoinu construction.

Do the following tasks:

I. Comment on the kind of repetition used in the following examples.

1. We shall soon before the break of day start on our long journey, a journey from which some of us, or perhaps all of us (except our friend and counsellor, the ingenious wizard Gandalf) may never return. (J. R. R. Tolkien)
2. Choose! Oh, my love, choose! (O. Wilde)
3. The general who became a slave. The slave who became a gladiator. The gladiator who defied an emperor. Striking story! (Commodus in the movie *Gladiator*)
4. "Sweetest Rosita! I love you, – one kiss, fairest, – one kiss!" and before she could escape from his arms, which had already encircled her, he had imprinted a kiss upon her lips! (T. Mayne Reid)
5. There is nothing wrong with America that cannot be cured by what is right with America. (B. Clinton)
6. The mountains look on Marathon –
And Marathon looks on the sea... (G. G. Byron)
7. We saw the bruised children of these fathers clump onto our school bus, we saw the abandoned children huddle in the pews at church, we saw the stunned and battered mothers begging for help at our doors. (Sc. R. Sanders)
8. This royal throne of kings, this scepter'd isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise,
This fortress built by Nature for herself... (Ch. Dickens)
9. He was living in a sort of double nightmare – the nightmare of the War and the nightmare of his own life. Each seemed inextricably interwoven. His personal life became intolerable because of the War, and the War became intolerable because of his own life. The strain imposed on him – or which he imposed on himself – must have been terrific. (R. Aldington)
10. Not a mountain to be seen! Far as the eye can reach, and a thousand miles farther, not a mountain. (T. Mayne Reid)

II. Pick out syntactical stylistic devices, classify them and define their stylistic functions.

1. On the Exchange there were hurricanes and landslides and snowstorms and glaciers and volcanoes, and those elemental disturbances were reproduced in miniature in the broker's offices. (O. Henry)

2. One of the few redeeming facets of instructors, I thought, is that occasionally they can be fooled. It was true when my mother taught me to read, it was true when my father tried to teach me to be a farmer, and it's true now when I'm learning magic. (R. Asprin)
3. Often when Miss Martha sat down to her chops and light rolls and jam and tea she would sigh, and wish that the gentle-mannered artist might share her tasty meal instead of eating his dry crust in that draughty attic. (O. Henry)
4. Down jumped the driver, and out got Mr. Pickwick. (Ch. Dickens)
5. He rushed and put on the kettle, and put out another cup and saucer and an extra cake or two, and ran to the door. (J. R. R. Tolkien)
6. All the married men live like bachelors, and all the bachelors like married men. (O. Wilde)
7. Sometimes Miss Vogel wasn't quite as available to baby-sit, walk dogs, listen to problems, arrange flowers. (M. Binchy)
8. Conventionality is not morality. Self-righteousness is not religion. To attack the first is not to assail the last. To pluck the mask from the face of the Pharisee, is not to lift an impious hand to the Crown of Thorns. (Ch. Bronte)
9. He kept on buying stale bread. Never a cake, never a pie, never one of her delicious Sally Lunns. (O. Henry)
10. Bad men live that they may eat and drink, whereas good men eat and drink that they may live. (Socrates)
11. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. (O. Henry)
12. But as soon as the Mariner, who was a man of infinite-resource-and-sagacity, found himself truly inside the Whale's warm, dark, inside cupboards, he stumped and he jumped and he thumped and he bumped, and he pranced and he danced, and he banged and he clanged, and he hit and he bit, and he leaped and he creeped, and he prowled and he howled, and he hopped and he dropped, and he cried and he sighed, and he crawled and he bawled, and he stepped and he lepped, and he danced hornpipes where he shouldn't, and the Whale felt most unhappy indeed. (R. Kipling)

III. Analyse the following extract from "Oliver Twist" by Ch. Dickens (in written form) and find syntactical stylistic devices. Why are they so appropriate in this very fragment? What effect is achieved by the repetitions of the phrase "stop thief"? What stylistic device defines the tonality of the fragment? Why?

"Stop thief! Stop thief!" There is a magic in the sound. The tradesman leaves his counter, and the carman his waggon; the butcher throws down his tray; the baker his basket; the milkman his pail; the errand-boy his parcels; the school-boy his marbles; the paviour his pick-axe; the child his battledore. Away they run, pell-mell, helter-skelter, slap-dash: tearing, yelling, screaming, knocking down the passengers as they turn the corners, rousing up the dogs, and astonishing the fowls: and streets, squares, and courts, re-echo with the sound.

"Stop thief! Stop thief!" The cry is taken up by a hundred voices, and the crowd accumulate at every turning. Away they fly, splashing through the mud, and rattling along the pavements: up go the windows, out run the people, onward bear the mob, a whole audience desert Punch in the very thickest of the plot, and, joining the rushing throng, swell the shout, and lend fresh vigour to the cry, "Stop thief! Stop thief!"

"Stop thief! Stop thief!" There is a passion for hunting something deeply implanted in the human breast. One wretched breathless child, panting with exhaustion; terror in his looks; agony in his eyes; large drops of perspiration streaming down his face; strains every nerve to make head upon his pursuers; and as they follow on his track, and gain upon him every instant, they hail his decreasing strength with still louder shouts, and whoop and scream with joy. "Stop thief!" Ay, stop him for God's sake, were it only in mercy!

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15. SYNTACTICAL LEVEL (Part 3)

Objectives:

1. To identify and analyse the SDs and EMs of the syntactical level.
2. To comment upon functional roles of SDs and EMs of the syntactical level in speech, literary works and other texts.
3. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Be ready to present your report on the topic:

Integration of the stylistic devices and expressive means at the text level (on the basis of the short story of your choice)

Do the following tasks:

1. Read the text below, examine it and give the stylistic analysis of the extract (in written form).
 1. Identify the functional style and genre of the text.
 2. Speak on the types of narration and compositional speech forms used in the text.
 3. Name the stylistic devices used to hold the reader's attention throughout the text. Speak on their appropriateness. Pay special attention to the stylistic effect of syntactical stylistic devices.
 4. Characterise the vocabulary of the text. How does the choice of words influence perception of the information?
 5. Analyse how the author's voice is revealed in the text.

THE CAT THAT WALKED BY HIMSELF

by R. KIPLING

(Extract)

Next day the Cat waited to see if any other Wild thing would go up to the Cave, but no one moved in the Wet Wild Woods, so the Cat walked there by himself; and he saw the Woman milking the Cow, and he saw the light of the fire in the Cave, and he smelt the smell of the warm white milk.

Cat said, "O my Enemy and Wife of my Enemy, where did Wild Cow go?" The Woman laughed and said, "Wild Thing out of the Wild Woods, go back to the Woods again, for I have braided up my hair, and I have put away the magic blade-bone, and we have no more need of either friends or servants in our Cave."

Cat said, "I am not a friend, and I am not a servant. I am the Cat who walks by himself, and I wish to come into your cave." Woman said, "Then why did you not come with First Friend on the first night?"

Cat grew very angry and said, "Has Wild Dog told tales of me?" Then the Woman laughed and said, "You are the Cat who walks by himself, and all places are alike to you. You are neither a friend nor a servant. You have said it yourself. Go away and walk by yourself in all places alike."

Then Cat pretended to be sorry and said, "Must I never come into the Cave? Must I never sit by the warm fire? Must I never drink the warm white milk? You are very wise and very beautiful. You should not be cruel even to a Cat." Woman said, "I knew I was wise, but I did not know I was beautiful. So I will make a bargain with you. If ever I say one word in your praise you may come into the Cave."

"And if you say two words in my praise?" said the Cat.

"I never shall," said the Woman, "but if I say two words in your praise, you may sit by the fire in the Cave."

"And if you say three words?" said the Cat. "I never shall," said the Woman, "but if I say three words in your praise, you may drink the warm white milk three times a day for always and always

and always.” Then the Cat arched his back and said, “Now let the Curtain at the mouth of the Cave, and the Fire at the back of the Cave, and the Milk-pots that stand beside the Fire, remember what my Enemy and the Wife of my Enemy has said.” And he went away through the Wet Wild Woods waving his wild tail and walking by his wild lone.

That night when the Man and the Horse and the Dog came home from hunting, the Woman did not tell them of the bargain that she had made with the Cat, because she was afraid that they might not like it.

Cat went far and far away and hid himself in the Wet Wild Woods by his wild lone for a long time till the Woman forgot all about him. Only the Bat – the little upside-down Bat – that hung inside the Cave, knew where Cat hid; and every evening Bat would fly to Cat with news of what was happening.

One evening Bat said, “There is a Baby in the Cave. He is new and pink and fat and small, and the Woman is very fond of him.” “Ah,” said the Cat, listening, “but what is the Baby fond of?”

“He is fond of things that are soft and tickle,” said the Bat. “He is fond of warm things to hold in his arms when he goes to sleep. He is fond of being played with. He is fond of all those things.” “Ah,” said the Cat, listening, “then my time has come.”

Next night Cat walked through the Wet Wild Woods and hid very near the Cave till morning-time, and Man and Dog and Horse went hunting. The Woman was busy cooking that morning, and the Baby cried and interrupted. So she carried him outside the Cave and gave him a handful of pebbles to play with. But still the Baby cried.

Then the Cat put out his paddy paw and patted the Baby on the cheek, and it cooed; and the Cat rubbed against its fat knees and tickled it under its fat chin with his tail. And the Baby laughed; and the Woman heard him and smiled.

Then the Bat – the little upside-down bat – that hung in the mouth of the Cave said, “O my Hostess and Wife of my Host and Mother of my Host’s Son, a Wild Thing from the Wild Woods is most beautifully playing with your Baby.”

“A blessing on that Wild Thing whoever he may be,” said the Woman, straightening her back, “for I was a busy woman this morning and he has done me a service.” That very minute and second, Best Beloved, the dried horse-skin Curtain that was stretched tail-down at the mouth of the Cave fell down – whoosh! – because it remembered the bargain she had made with the Cat, and when the Woman went to pick it up – lo and behold! – the Cat was sitting quite comfy inside the Cave.

“O my Enemy and Wife of my Enemy and Mother of my Enemy,” said the Cat, “it is I: for you have spoken a word in my praise, and now I can sit within the Cave for always and always and always. But still I am the Cat who walks by himself, and all places are alike to me.”

The Woman was very angry, and shut her lips tight and took up her spinning-wheel and began to spin. But the Baby cried because the Cat had gone away, and the Woman could not hush it, for it struggled and kicked and grew black in the face.

“O my Enemy and Wife of my Enemy and Mother of my Enemy,” said the Cat, “take a strand of the wire that you are spinning and tie it to your spinning-whorl and drag it along the floor, and I will show you a magic that shall make your Baby laugh as loudly as he is now crying.”

“I will do so,” said the Woman, “because I am at my wits’ end; but I will not thank you for it.” She tied the thread to the little clay spindle whorl and drew it across the floor, and the Cat ran after it and patted it with his paws and rolled head over heels, and tossed it backward over his shoulder and chased it between his hind-legs and pretended to lose it, and pounced down upon it again, till the Baby laughed as loudly as it had been crying, and scrambled after the Cat and frolicked all over the Cave till it grew tired and settled down to sleep with the Cat in its arms.

“Now,” said the Cat, “I will sing the Baby a song that shall keep him asleep for an hour.” And he began to purr, loud and low, low and loud, till the Baby fell fast asleep. The Woman smiled as she looked down upon the two of them and said, “That was wonderfully done. No question but you are very clever, O Cat.” That very minute and second, Best Beloved, the smoke of the fire at the back of the Cave came down in clouds from the roof – puff! – because it remembered the bargain

she had made with the Cat, and when it had cleared away – lo and behold! – the Cat was sitting quite comfy close to the fire.

“O my Enemy and Wife of my Enemy and Mother of My Enemy,” said the Cat, “it is I, for you have spoken a second word in my praise, and now I can sit by the warm fire at the back of the Cave for always and always and always. But still I am the Cat who walks by himself, and all places are alike to me.”

Then the Woman was very very angry, and let down her hair and put more wood on the fire and brought out the broad blade-bone of the shoulder of mutton and began to make a Magic that should prevent her from saying a third word in praise of the Cat. It was not a Singing Magic, Best Beloved, it was a Still Magic; and by and by the Cave grew so still that a little wee-wee mouse crept out of a corner and ran across the floor.

“O my Enemy and Wife of my Enemy and Mother of my Enemy,” said the Cat, “is that little mouse part of your magic?”

“Ouh! Chee! No indeed!” said the Woman, and she dropped the blade-bone and jumped upon the footstool in front of the fire and braided up her hair very quick for fear that the mouse should run up it.

“Ah,” said the Cat, watching, “then the mouse will do me no harm if I eat it?”

“No,” said the Woman, braiding up her hair, “eat it quickly and I will ever be grateful to you.”

Cat made one jump and caught the little mouse, and the Woman said, “A hundred thanks. Even the First Friend is not quick enough to catch little mice as you have done. You must be very wise.” That very moment and second, O Best Beloved, the Milk-pot that stood by the fire cracked in two pieces – ffft – because it remembered the bargain she had made with the Cat, and when the Woman jumped down from the footstool – lo and behold! – the Cat was lapping up the warm white milk that lay in one of the broken pieces.

“O my Enemy and Wife of my Enemy and Mother of my Enemy,” said the Cat, “it is I; for you have spoken three words in my praise, and now I can drink the warm white milk three times a day for always and always and always. But still I am the Cat who walks by himself, and all places are alike to me.”

Then the Woman laughed and set the Cat a bowl of the warm white milk and said, “O Cat, you are as clever as a man, but remember that your bargain was not made with the Man or the Dog, and I do not know what they will do when they come home.”

“What is that to me?” said the Cat. “If I have my place in the Cave by the fire and my warm white milk three times a day I do not care what the Man or the Dog can do.”

That evening when the Man and the Dog came into the Cave, the Woman told them all the story of the bargain while the Cat sat by the fire and smiled. Then the Man said, “Yes, but he has not made a bargain with me or with all proper Men after me.” Then he took off his two leather boots and he took up his little stone axe (that makes three) and he fetched a piece of wood and a hatchet (that is five altogether), and he set them out in a row and he said, “Now we will make our bargain. If you do not catch mice when you are in the Cave for always and always and always, I will throw these five things at you whenever I see you, and so shall all proper Men do after me.”

“Ah,” said the Woman, listening, “this is a very clever Cat, but he is not so clever as my Man.”

The Cat counted the five things (and they looked very knobby) and he said, “I will catch mice when I am in the Cave for always and always and always; but still I am the Cat who walks by himself, and all places are alike to me.”

“Not when I am near,” said the Man. “If you had not said that last I would have put all these things away for always and always and always; but I am now going to throw my two boots and my little stone axe (that makes three) at you whenever I meet you. And so shall all proper Men do after me!”

Then the Dog said, “Wait a minute. He has not made a bargain with me or with all proper Dogs after me.” And he showed his teeth and said, “If you are not kind to the Baby while I am in the Cave for always and always and always, I will hunt you till I catch you, and when I catch you I will bite you. And so shall all proper Dogs do after me.”

“Ah,” said the Woman, listening, “this is a very clever Cat, but he is not so clever as the Dog.”

Cat counted the Dog’s teeth (and they looked very pointed) and he said, “I will be kind to the Baby while I am in the Cave, as long as he does not pull my tail too hard, for always and always and always. But still I am the Cat that walks by himself, and all places are alike to me.”

“Not when I am near,” said the Dog. “If you had not said that last I would have shut my mouth for always and always and always; but now I am going to hunt you up a tree whenever I meet you. And so shall all proper Dogs do after me.”

Then the Man threw his two boots and his little stone axe (that makes three) at the Cat, and the Cat ran out of the Cave and the Dog chased him up a tree; and from that day to this, Best Beloved, three proper Men out of five will always throw things at a Cat whenever they meet him, and all proper Dogs will chase him up a tree. But the Cat keeps his side of the bargain too. He will kill mice and he will be kind to Babies when he is in the house, just as long as they do not pull his tail too hard. But when he has done that, and between times, and when the moon gets up and night comes, he is the Cat that walks by himself, and all places are alike to him. Then he goes out to the Wet Wild Woods or up the Wet Wild Trees or on the Wet Wild Roofs, waving his wild tail and walking by his wild lone.

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16. LEXICO-SYNTACTICAL LEVEL (Part 1)

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse the SDs and EMs of the lexico-syntactical level.
3. To comment upon functional roles of SDs and EMs of the lexico-syntactical level in speech, literary works and other texts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. Enumerate the stylistic devices of the lexico-syntactical level. What is their stylistic relevance?
2. What is "climax"? Name its types and stylistic functions of climax. Provide examples. What is paradox? Is every paradox expressed by a climax? Name the lexico-syntactical SD opposite to climax. Give examples.
3. What is understood by antithesis? Give the detailed description of the device.
4. Comment on litotes and their stylistic power in the English language. What are most frequently used structures of litotes and its stylistic functions?
5. What is meant by simile? Comment on its semantic structure and stylistic functions. What types of simile do you know? What words are used as connectives in similes? Illustrate your answer with examples. Explain the difference between simile and comparison. Give examples.

Do the following tasks:

1. Pick out lexico-syntactical stylistic devices, classify them and define their stylistic functions.

1. "I'll crawl, Sam," he gasped. So foot by foot, like small grey insects, they crept up the slope. They came to the path and found that it was broad, paved with broken rubble and beaten ash. (J. R. R. Tolkien)
2. Not that I loved Caesar less, but that I loved Rome more. (W. Shakespeare)
3. I would rather be ashes than dust! I would rather that my spark should burn out in a brilliant blaze than it should be stifled by dryrot. I would rather be a superb meteor, every atom of me in magnificent glow, than a sleepy and permanent planet. The proper function of man is to live, not to exist. I shall not waste my days in trying to prolong them. I shall *use* my time. (J. London)
4. I love you – love you as I have never loved any living thing. From the moment I met you I loved you, loved you blindly, adoringly, madly! (O. Wilde)
5. In moments of crisis I size up the situation in a flash, set my teeth, contract my muscles, take a firm grip on myself and, without a tremor, always do the wrong thing. (G. B. Shaw)
6. My only love sprung from my only hate. (Ch. Dickens)
7. On both sides of her along the walls she felt things creeping, damp souls that haunted this palace, this town, this North. (F. S. Fitzgerald)
8. Curious thing, plain women are always jealous of their husbands, beautiful women never are! (O. Wilde)
9. This war-like speech, received with many a cheer,
Had filled them with desire of fame, and beer! (G. G. Byron)
10. I am not unmindful of the fact that I owe you ten dollars. (J. O'Hara)
11. The holy passion of Friendship is of so sweet and steady and loyal and enduring a nature that it will last through a whole lifetime, if not asked to lend money. (M. Twain)
12. It is as if a hand of ice were laid upon one's heart. It is as if one's heart were beating itself to death in some empty hollow. (O. Wilde)
13. He was no gentle lamb, and the part of second fiddle would never do for the high-pitched dominance of his nature. (J. London)

14. It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way. (Ch. Dickens)

II. Point out the devices of a) climax and b) anticlimax. Comment on their stylistic effect.

1. First girls, don't smoke – that is, don't smoke to excess. ... I never smoke to excess – that is, I smoke in moderation, only one cigar at a time. (M. Twain)
2. There was he – Vizcarra himself – the despot – the despoiler – the violator of a sister's innocence and honour – there was he within six feet of the avenging brother – six feet from the muzzle of his ready rifle, and still ignorant of the terrible situation! (T. Mayne Reid)
3. A man so various, that he seemed to be
Not one, but all mankind's epitome;
Who in the course of one revolving moon
Was lawyer, statesman, fiddler, and buffoon. (J. Dryden)
4. As Caesar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honour him; but as he was ambitious, I slew him. (W. Shakespeare)
5. Here, thou great Anna, whom three realms obey,
Dost sometimes counsel take – and sometimes tea. (A. Pope)
6. One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield. (A. Tennyson)
7. There was no wind to blow him nearer to the tree, so there he stayed. He could see the honey, he could smell the honey, but he couldn't quite reach the honey. (A. Milne)
8. Out jumped the goblins, big goblins, great ugly-looking goblins, lots of goblins, before you could say rocks and blocks. (J. R. R. Tolkien)

III. Find cases of litotes in the following sentences. Prove your choice. Comment on their stylistic effect.

1. I am not unaware how the productions of the Grub Street brotherhood have of late years fallen under many prejudices. (J. Swift)
2. Kirsten said not without dignity: "Too much talking is unwise." (A. Christie)
3. It isn't very serious. I have this tiny tumor in my brain. (J. D. Salinger)
4. She was not without realization already that this thing was impossible, so far as she was concerned. (T. Dreiser)
5. It was not unnatural if Gilbert felt a certain embarrassment. (W. S. Maugham)
6. She couldn't help remembering those last terrible days in India. Not that she isn't very happy now, of course... (J. B. Priestley)

IV. Analyse the given samples and pick out a) simile, b) comparison. Comment on stylistic effect of the simile.

1. Errors, like straws, upon the surface flow.
He that would search for pearls must dive below. (J. Dryden)
2. Being a mother-in-law is almost as painful as being a mother. (Ch. Morley)
3. It was indeed as though ice was flooding his body. (J. K. Rowling)
4. All women become like their mothers. (O. Wilde)
5. A stream, like a silver serpent, bisects the valley – not running in a straight course, but in luxuriant windings, as though it loved to tarry in the midst of that bright scene. (T. Mayne Reid)
6. My love is as a fever, longing still
For that which longer nurseth the disease... (W. Shakespeare)
7. It was unthinkable that in a few short hours he should look like another man; he hardly looked

like a man at all; he looked like death. (W. S. Maugham)

8. Twenty years of romance make a woman look like a ruin; but twenty years of marriage make her something like a public building. (O. Wilde)

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17. LEXICO-SYNTACTICAL LEVEL (Part 2)

Objectives:

1. To define basic notions of the level analysed.
2. To identify and analyse the SDs and EMs of the lexico-syntactical level.
3. To comment upon functional roles of SDs and EMs of the lexico-syntactical level in speech, literary works and other texts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Be ready to present your report on the topic:

Integration of the stylistic devices and expressive means at the text level (on the basis of the short story of your choice)

Consider your answers to the following questions:

1. What lexico-syntactical stylistic device is called periphrases? Name its types, stylistic functions. Provide examples. What is meant by euphemism? What groups of euphemisms do you know? Give examples.
2. Comment on the difference between simile and metaphor. Illustrate your answer with examples. What is "a comparative idiom"? What are their peculiar features? Give examples.

Do the following tasks:

I. Analyse the given samples which illustrate the cases of periphrasis. Name the type. Explain the main stylistic functions of periphrasis in the following passages.

1. France, less favoured on the whole as to matters spiritual than her sister of the shield and trident, rolled with exceeding smoothness down hill, making paper money and spending it. (Ch. Dickens)
2. She was still fat; the destroyer of her figure sat at the head of the table. (A. Bennet)
3. "And did Saint Julian... send your Majesty this long-legged importation from Scotland in answer to your prayers?" (W. Scott)
4. Danger – so indispensable in bringing out the fundamental quality of any society, group, or individual – was what the Forsytes scented; the premonition of danger put a burnish on their armour. (J. Galsworthy)
5. I understand you are poor, and wish to earn money by nursing the little boy, my son, who has been so prematurely deprived of what can never be replaced. (Ch. Dickens)
6. "Well, it is the weakness, then," said the doctor. "I will do all that science, so far as it may filter through my efforts, can accomplish. But whenever my patient begins to count the carriages in her funeral procession I subtract 50 per cent from the curative power of medicines." (O. Henry)
7. The habit of attending exclusively to his own wants and interests, had converted him into one of the most selfish animals in the world. (W. Scott)
8. Ethereal minstrel! pilgrim of the sky!
Dost thou despise the earth, where cares abound?
Or, while the wings aspire, are heart and eye
Both with thy nest upon the dewy ground? —
Thy nest, which thou canst drop into at will,
Those quivering wings composed, that music still! (W. Wordsworth)

II. Find the euphemistic substitutes for the given words:

God	Lavatory
Drunk	Liar
Mad	Devil
Police	A stupid person

III. State which of the comparative structures represent a) metaphors and b) similes. Evaluate their effectiveness.

1. It was Buck, a live hurricane of fury, hurling himself upon them in a frenzy to destroy. (J. London)
2. Sap drooled down the wounded bark, and dry limbs slumped, making it look as if the tree were trying to voice a moan into the cool, damp morning air. (T. Goodkind)
3. But my heart is a lonely hunter that hunts on a lonely hill. (W. Sharp)
4. It seemed to her strangely that his soul was a fluttering moth and its wings were heavy with hatred. (W. S. Maugham)
5. Dear Agatha and I are so much interested in Australia. Agatha has found it on the map. What a curious shape it is! Just like a large packing case. (O. Wilde)
6. He laid aside the axe, and the waves of silence that had parted before him as he made his careless way to the heart of the forest, flowed back as with a sigh. (R. Mais)
7. He was like a cock who thought the sun had risen to hear him crow. (G. Eliot)
8. She stood straight and still, her arms at her side. Her eyebrows had the graceful arch of a raptor's wings in flight. Her green eyes came unafraid to his. (T. Goodkind)

IV. Continue the same image, creating sustained similes.

1. Like a moral lighthouse in the midst of a dark and troubled sea ...
2. An attack of peculiar virulence and malevolence ...
3. Like a yellow silken scarf the thick fog hangs ...
4. He was a tall, dark, saturnine youth, sparing of speech ...
5. Animated by noble pride ...
6. It cuts like knives, this air so chill ...
7. Dim opalescence of the moon ...
8. Like echoes from an antenatal dream ...

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18. LEXICO-SYNTACTICAL LEVEL (Part 3)

Objectives:

1. To identify and analyse the SDs and EMs of the lexico-syntactical level.
2. To comment upon functional roles of SDs and EMs of the lexico-syntactical level in speech, literary works and other texts.
3. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

I. Read the text below, examine it and give the stylistic analysis of the text.

1. Identify the functional style and genre of the text.
2. Speak on the types of narration and compositional speech forms used in the text.
3. Name the stylistic devices used to hold the reader's attention throughout the text. Speak on their appropriateness. Pay special attention to the stylistic effect of stylistic devices of lexico-syntactical level.
4. Characterise the vocabulary of the text. Study the usage of different layers of the vocabulary in the text and analyse their convergence and stylistic relevance.
5. Define the theme disclosed in the text.

THE GREEN DOOR

by O. Henry
(Abridged)

Rudolf Steiner was a true adventurer. Few were the evenings on which he did not go forth from his hall bedchamber in search of the unexpected and the egregious. The most interesting thing in life seemed to him to be what might lie just around the next corner. Sometimes his willingness to tempt fate led him into strange paths. Twice he had spent the night in a station-house; again and again he had found himself the dupe of ingenious and mercenary tricksters; his watch and money had been the price of one flattering allurements. But with undiminished ardour he picked up every glove cast before him into the merry lists of adventure.

One evening Rudolf was strolling along a crosstown street in the older central part of the city. Two streams of people filled the sidewalks – the home-hurrying, and that restless contingent that abandons home for the specious welcome of the thousand-candle-power ~table d'hote~.

The young adventurer was of pleasing presence, and moved serenely and watchfully. By daylight he was a salesman in a piano store. He wore his tie drawn through a topaz ring instead of fastened with a stick pin; and once he had written to the editor of a magazine that "Junie's Love Test" by Miss Libbey, had been the book that had most influenced his life.

During his walk a violent chattering of teeth in a glass case on the sidewalk seemed at first to draw his attention (with a qualm), to a restaurant before which it was set; but a second glance revealed the electric letters of a dentist's sign high above the next door. A giant negro, fantastically dressed in a red embroidered coat, yellow trousers and a military cap, discreetly distributed cards to those of the passing crowd who consented to take them.

This mode of dentistic advertising was a common sight to Rudolf. Usually he passed the dispenser of the dentist's cards without reducing his store; but tonight the African slipped one into his hand so deftly that he retained it there smiling a little at the successful feat.

When he had travelled a few yards further he glanced at the card indifferently. Surprised, he turned it over and looked again with interest. One side of the card was blank; on the other was written in ink three words, "The Green Door." And then Rudolf saw, three steps in front of him, a man throw down the card the negro had given him as he passed. Rudolf picked it up. It was printed with the dentist's name and address and the usual schedule of "plate work" and "bridge work" and specious promises of "painless" operations.

The adventurous piano salesman halted at the corner and considered. Then he crossed the street, walked down a block, recrossed and joined the upward current of people again. Without seeming to notice the negro as he passed the second time, he carelessly took the card that was handed him. Ten steps away he inspected it. In the same handwriting that appeared on the first card "The Green Door" was inscribed upon it. Three or four cards were tossed to the pavement by pedestrians both following and leading him. These fell blank side up. Rudolf turned them over. Every one bore the printed legend of the dental "parlours."

Rarely did the arch sprite Adventure need to beckon twice to Rudolf Steiner, his true follower. But twice it had been done, and the quest was on.

Rudolf walked slowly back to where the giant negro stood by the case of rattling teeth. This time as he passed he received no card. In spite of his gaudy and ridiculous garb, the Ethiopian displayed a natural barbaric dignity as he stood, offering the cards suavely to some, allowing others to pass unmolested. Every half minute he chanted a harsh, unintelligible phrase akin to the jabber of car conductors and grand opera. And not only did he withhold a card this time, but it seemed to Rudolf that he received from the shining and massive black countenance a look of cold, almost contemptuous disdain.

The look stung the adventurer. He read in it a silent accusation that he had been found wanting. Whatever the mysterious written words on the cards might mean, the black had selected him twice from the throng for their recipient; and now seemed to have condemned him as deficient in the wit and spirit to engage the enigma.

Standing aside from the rush, the young man made a rapid estimate of the building in which he conceived that his adventure must lie. Five stories high it rose. A small restaurant occupied the basement.

The first floor, now closed, seemed to house millinery or furs. The second floor, by the winking electric letters, was the dentist's. Above this a polyglot babel of signs struggled to indicate the abodes of palmists, dressmakers, musicians and doctors. Still higher up draped curtains and milk bottles white on the window sills proclaimed the regions of domesticity.

After concluding his survey Rudolf walked briskly up the high flight of stone steps into the house. Up two flights of the carpeted stairway he continued; and at its top paused. The hallway there was dimly lighted by two pale jets of gas one – far to his right, the other nearer, to his left. He looked toward the nearer light and saw, within its wan halo, a green door. For one moment he hesitated; then he seemed to see the contumelious sneer of the African juggler of cards; and then he walked straight to the green door and knocked against it.

Moments like those that passed before his knock was answered measure the quick breath of true adventure. What might not be behind those green panels! Gamesters at play; cunning rogues baiting their traps with subtle skill; beauty in love with courage, and thus planning to be sought by it; danger, death, love, disappointment, ridicule – any of these might respond to that temerarious rap.

A faint rustle was heard inside, and the door slowly opened. A girl not yet twenty stood there, white-faced and tottering. She loosed the knob and swayed weakly, groping with one hand. Rudolf caught her and laid her on a faded couch that stood against the wall. He closed the door and took a swift glance around the room by the light of a flickering gas jet. Neat, but extreme poverty was the story that he read.

The girl lay still, as if in a faint. Rudolf looked around the room excitedly for a barrel. People must be rolled upon a barrel who – no, no; that was for drowned persons. He began to fan her with his hat. That was successful, for he struck her nose with the brim of his derby and she opened her eyes. And then the young man saw that hers, indeed, was the one missing face from his heart's gallery of intimate portraits. The frank, grey eyes, the little nose, turning pertly outward; the chestnut hair, curling like the tendrils of a pea vine, seemed the right end and reward of all his wonderful adventures. But the face was woefully thin and pale.

The girl looked at him calmly, and then smiled.

"Fainted, didn't I?" she asked, weakly. "Well, who wouldn't? You try going without anything to eat for three days and see!"

“Himmel!” exclaimed Rudolf, jumping up. “Wait till I come back.”

He dashed out the green door and down the stairs. In twenty minutes he was back again, kicking at the door with his toe for her to open it. With both arms he hugged an array of wares from the grocery and the restaurant. On the table he laid them – bread and butter, cold meats, cakes, pies, pickles, oysters, a roasted chicken, a bottle of milk and one of redhot tea.

“This is ridiculous,” said Rudolf, blusteringly, “to go without eating. You must quit making election bets of this kind. Supper is ready.” He helped her to a chair at the table and asked: “Is there a cup for the tea?” “On the shelf by the window,” she answered. When he turned again with the cup he saw her, with eyes shining rapturously, beginning upon a huge Dill pickle that she had rooted out from the paper bags with a woman's unerring instinct. He took it from her, laughingly, and poured the cup full of milk. “Drink that first” he ordered, “and then you shall have some tea, and then a chicken wing. If you are very good you shall have a pickle tomorrow. And now, if you'll allow me to be your guest we'll have supper.”

He drew up the other chair. The tea brightened the girl's eyes and brought back some of her colour. She began to eat with a sort of dainty ferocity like some starved wild animal. She seemed to regard the young man's presence and the aid he had rendered her as a natural thing – not as though she undervalued the conventions; but as one whose great stress gave her the right to put aside the artificial for the human. But gradually, with the return of strength and comfort, came also a sense of the little conventions that belong; and she began to tell him her little story. It was one of a thousand such as the city yawns at every day – the shop girl's story of insufficient wages, further reduced by “fines” that go to swell the store's profits; of time lost through illness; and then of lost positions, lost hope, and the knock of the adventurer upon the green door.

But to Rudolf the history sounded as big as the Iliad or the crisis in “Junie's Love Test.”

“To think of you going through all that,” he exclaimed.

“It was something fierce,” said the girl, solemnly. “And you have no relatives or friends in the city?” “None whatever.” “I am all alone in the world, too,” said Rudolf, after a pause. “I am glad of that,” said the girl, promptly; and somehow it pleased the young man to hear that she approved of his bereft condition.

Very suddenly her eyelids dropped and she sighed deeply. “I'm awfully sleepy,” she said, “and I feel so good.”

Then Rudolf rose and took his hat. “I'll say good-night. A long night's sleep will be fine for you.”

He held out his hand, and she took it and said “good-night.” But her eyes asked a question so eloquently, so frankly and pathetically that he answered it with words.

“Oh, I'm coming back tomorrow to see how you are getting along. You can't get rid of me so easily.”

Then, at the door, as though the way of his coming had been so much less important than the fact that he had come, she asked: “How did you come to knock at my door?”

He looked at her for a moment, remembering the cards, and felt a sudden jealous pain. What if they had fallen into other hands as adventurous as his? Quickly he decided that she must never know the truth. He would never let her know that he was aware of the strange expedient to which she had been driven by her great distress.

“One of our piano tuners lives in this house,” he said. “I knocked at your door by mistake.”

The last thing he saw in the room before the green door closed was her smile.

At the head of the stairway he paused and looked curiously about him. And then he went along the hallway to its other end; and, coming back, ascended to the floor above and continued his puzzled explorations. Every door that he found in the house was painted green.

Wondering, he descended to the sidewalk. The fantastic African was still there. Rudolf confronted him with his two cards in his hand.

“Will you tell me why you gave me these cards and what they mean?” he asked.

In a broad, good-natured grin the negro exhibited a splendid advertisement of his master's profession.

“Dar it is, boss,” he said, pointing down the street. “But I 'spect you is a little late for de fust act.”

Looking the way he pointed Rudolf saw above the entrance to a theatre the blazing electric sign of its new play, “The Green Door.”

“I’m informed dat it’s a fust-rate show, sah,” said the negro. “De agent what represents it pussented me with a dollar, sah, to distribute a few of his cards along with de doctah’s. May I offer you one of de doctah’s cards, sah?”

At the corner of the block in which he lived Rudolf stopped for a glass of beer and a cigar. When he had come out with his lighted weed he buttoned his coat, pushed back his hat and said, stoutly, to the lamp post on the corner:

“All the same, I believe it was the hand of Fate that doped out the way for me to find her.”

Which conclusion, under the circumstances, certainly admits Rudolf Steiner to the ranks of the true followers of Romance and Adventure.

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BE READY TO WRITE THE TEST ON MODULE 1 (45 MIN.)

MODULE 2 FUNCTIONAL STYLES

CONTENT MODULE 3 FUNCTIONAL STYLES OF THE MODERN ENGLISH LANGUAGE

19. TYPOLOGY OF FUNCTIONAL STYLES IN MODERN ENGLISH. BELLES-LETTRES FUNCTIONAL STYLE (Part 1)

Objectives:

1. To define the notion «functional style».
2. To identify functional styles of the English language and analyse their peculiarities.
3. To choose units of different functional styles in accordance with appropriate linguistic contexts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What is “a functional style”? Give definitions of foreign and Ukrainian scientists.
2. Dwell upon the different approaches to the classification of functional styles. What are functional styles of contemporary English according to I. Galperin?
3. Comment on the problem of the Colloquial Style.
4. What are common features of all functional styles? Dwell upon the interconnection of functional styles.
5. Comment on the flexibility of style boundaries.

Do the following task:

Identify the functional style in each of the texts given below, name the substyles presented and analyse their peculiarities in the following examples.

1.

Property Subject to Restriction. The real property subject to this Restriction is legally described in Exhibit A, attached hereto and incorporated herein by reference. Reference herein to a “Unit” or “Units”, shall mean and refer to the inclusionary dwelling units shown on Exhibit B, which are improvements located on the real property described in Exhibit A. This Restriction shall be binding upon Developer, and its successors and assigns, and shall be deemed to run with each Unit, as a benefit and a burden for the entire term of this Restriction, unless released or terminated earlier as provided herein.

2.

Italy's parliament approves reforms

Italy's lower chamber of parliament has approved a package of economic reforms demanded by the European Union, paving the way for Premier Silvio Berlusconi to resign and a new government to take over in a bid to stave off a worsening debt crisis.

The Chamber of Deputies passed the measures on Saturday, a day after the Senate cleared them.

Mr. Berlusconi has promised to resign once the legislation passed, and a final Cabinet meeting is now due to take place. Mr Berlusconi was expected to tender his resignation to President Giorgio Napolitano soon after.

Italy is under intense market pressure to quickly put in place an effective new government to replace him, one that can push through more painful reforms to cut debt and spur growth. (The Guardian)

3.

Soames took out a sheet of "Iseum" Club notepaper. Standing at the table, he inscribed the opening words of a codicil with his stylographic pen, and looked round at George. The words came with a hoarse relish.

"My three screws to young Val Dartie, because he's the only Forsyte that knows a horse from a donkey." A throaty chuckle sounded ghastly in the ears of Soames. "What have you said?"

Soames read: "I hereby leave my three racehorses to my kinsman, Valerius Dartie, of Wansdon, Sussex, because he has special knowledge of horses."

Again the throaty chuckle. "You're a dry file, Soames. Go on. To Milly Moyle, of 12, Claremont Grove, twelve thousand pounds, free of legacy duty."

Soames paused on the verge of a whistle.

The woman in the next room!

The japing in George's eyes had turned to brooding gloom.

"It's a lot of money," Soames could not help saying.

George made a faint choleric sound.

"Write it down, or I'll leave her the lot."

Soames wrote. "Is that all?"

"Yes. Read it!" (J. Galsworthy)

4.

Scientists Making Efforts to Track Mythical Narwhals

The long and spiraling tusk that grows from the center of the narwhal's forehead has helped make that animal the subject of sailors' lore and earned it the nickname "unicorn of the sea." That nickname may be even more fitting given the narwhal's almost mythical elusiveness. For a long time, very little has been known about the medium-sized whale that calls the inhospitable waters of the Arctic home.

Now efforts are underway to find out more. In August, scientists working for WWF-Canada captured nine of the 3,500-pound whales and fitted them with instruments to track their locations. The devices, which are about the size of a Blackberry, are attached to a radio transmitter that emits signals when the narwhals surface. So far, 7 of the 9 transmitters are still functional, and they are allowing scientists to track the whales' paths as they make their way out of Tremblay Sound and into the Baffin Bay.

The hope is that information gleaned from this small sample will provide more information about the estimated 50,000-80,000 narwhals alive today and will allow government and environmental agencies to better protect them. WWF is posting the locations on a map that can be viewed on their site. (National Geographic)

5.

ADMINISTRATIVE ASSISTANT – MSU Extension Ag & Natural Resources – Requires a bachelor's degree in accounting, one year of experience in account ledger maintenance including records management, general ledger accounting, spreadsheet software, and word processing software. Experience in budget development/management, financial analysis and staff coordination is desired. To apply for this position, visit our web site at jobs.msu.edu, or visit us at 1407 S. Harrison, Room 110 Nisbet, East Lansing, MI. Refer to posting #3045. Closing date is 6/3/05. MSU is an affirmative action/equal opportunity employer.

6.

Antidote and Emergency Treatment:

Immediate first aid: Ensure that adequate decontamination has been carried out. If patient is not breathing, start artificial respiration, preferably with a demand-valve resuscitator, bag-valve-mask device, or pocket mask, as trained. Perform CPR as necessary. Immediately flush contaminated eyes with gently flowing water. Do not induce vomiting. If vomiting occurs, lean patient forward or

place on left side (head-down position, if possible) to maintain an open airway and prevent aspiration. Keep patient quiet and maintain normal body temperature. Obtain medical attention. (P. L. Curran, B. Clements, A. C. Bronstein)

7.

I have bad news for you, for all of our fellow citizens, and people who love peace all over the world, and that is that Martin Luther King was shot and killed tonight. Martin Luther King dedicated his life to love and to justice for his fellow human beings, and he died because of that effort.

In this difficult day, in this difficult time for the United States, it is perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black – considering the evidence there evidently is that there were white people who were responsible – you can be filled with bitterness, with hatred, and a desire for revenge. We can move in that direction as a country, in great polarization – black people amongst black, white people amongst white, filled with hatred toward one another.

Or we can make an effort, as Martin Luther King did, to understand and to comprehend, and to replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand with compassion and love.

For those of you who are black and are tempted to be filled with hatred and distrust at the injustice of such an act, against all white people, I can only say that I feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man. But we have to make an effort in the United States, we have to make an effort to understand, to go beyond these rather difficult times.

My favorite poet was Aeschylus. He wrote: “In our sleep, pain which cannot forget falls drop by drop upon the heart until, in our own despair, against our will, comes wisdom through the awful grace of God.” What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness; but love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or they be black.

So I shall ask you tonight to return home, to say a prayer for the family of Martin Luther King, that’s true, but more importantly to say a prayer for our own country, which all of us love--a prayer for understanding and that compassion of which I spoke.

We can do well in this country. We will have difficult times; we’ve had difficult times in the past; we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; it is not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings who abide in our land. Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world.

Let us dedicate ourselves to that, and say a prayer for our country and for our people. (R. F. Kennedy)

8.

AN INDIAN BAZAAR

The shops in an Indian bazaar are, as a rule, of the simplest nature. Upon a low platform the trader spreads his wares, squats beside them, and waits for customers. Let us stroll along a row of shops and see what they have for sale. The first shop has a crowd of customers, or it is a confectioner’s. The confectioner spreads his wares on tiers of shelves. He sells sweets covered with silver-leaf, candy flavoured with spices, and many kinds of a sweet *laddu*, made of sugar and curded milk.

The crowds are stranger than the shops. Here you may see Hindus, Parsees. Burmese, Singhalese, Arabs, Jews, Turks, Chinese, Japanese and a score of other nationalities. Amid the

throng of many colours move white people from every land of Europe, and the babel of tongues is as astonishing as the mingling of costumes.

Here is struck at once the note of colour which enlivens every street scene in India. The people wear robes of every shade, and turbans or caps of every hue – black, white, red, green, yellow, purple, pink, every colour of the rainbow – and a hundred shades of every colour meet and mingle as the crowds flow to and fro. (Adapted from *Peeps at India*)

9.

Tracy Johnson and Scott McKinney

Tracy Ann Johnson, the daughter of Susan A. Johnson and William R. Johnson of Pittsburgh, was married Saturday evening to Scott William McKinney, a son of Carol McKinney and James C. McKinney of Minneapolis. The Rev. Dr. Edward Thompson, a Presbyterian minister, performed the ceremony at the First Presbyterian Church in Naples, Fla.

The couple, both 32, met at Northwestern University, from which each received an M.B.A.

Mrs. McKinney is a senior manager of a membership rewards program at American Express in New York. She graduated cum laude from Washington and Lee University. Her father is the chairman and chief executive of the H. J. Heinz Company, the food producer, in Pittsburgh.

Mr. McKinney works in New York as an associate specializing in retail investment banking for Barclay's, the British bank. He graduated summa cum laude from Boston University. His father retired as the owner and chief executive of Juhl Brokerage, a food concern in Minneapolis. (The Guardian)

10.

Of course you have faced the dilemma: it is announced, they all smirk and rise. If they are *ultra*, they remove their hats and look ecstatic; then they look at you. What shall you do? *Noblesse oblige*; you cannot be boorish, or ungracious; and too, after all it is your country and you *do* love its ideals if not all of its realities. Now, then, I have thought of a way out: Arise, gracefully remove your hat, and tilt your head. Then sing as follows, powerfully and with deep unction. They'll hardly note the little changes and their feelings and your conscience will thus be saved. (W. E. B. Du Bois)

11.

Iranian woman arrested for 'cycling without hijab'

Unnamed cyclist in Najafabad detained for breaking Islamic law on veils for women

A young woman has been arrested in central Iran for “insulting the Islamic hijab”, state media said on Tuesday, after a video appeared to show her cycling without a veil.

“A person who had recently violated norms and insulted the Islamic veil in this region has been arrested,” Mojtaba Raei, the governor of Najafabad, told the IRNA news agency.

A short video shot with a mobile phone was circulated on Monday on social media networks showing a bare-headed woman cycling in front of a mosque.

The long-haired woman, whose head was pixellated, appeared to raise her right arm in the air from time to time as she rode the bike.

IRNA said the video of the woman “riding her bike without a veil in the main square” and “in front of a big mosque” provoked protests from residents and clerics in Najafabad.

Under Islamic law in force in Iran since its 1979 revolution, women must wear a hijab that covers the head and neck and that conceals their hair.

But many women have pushed the boundaries over the past two decades by allowing their veils to slide back and reveal more hair, especially in Tehran and other major cities.

“Her motive for committing this action is being investigated,” the governor of Najafabad said, without disclosing the detained woman's identity.

“The residents of this city are holding a protest rally today [after] the unprecedented violation of norms,” he added. (The Guardian)

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20. TYPOLOGY OF FUNCTIONAL STYLES IN MODERN ENGLISH. BELLES-LETTRES FUNCTIONAL STYLE (Part 2)

Objectives:

1. To identify the belles-lettres functional style and its substyles.
2. To analyse the substyle of emotive prose and comment on its peculiarities.
3. To choose units of different functional styles in accordance with appropriate linguistic contexts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What is the aesthetic-cognitive function of the belles-lettres style? Name the substyles of the belles-lettres functional style according to I. Galperin and V. Kuharenko.
2. Comment on the linguistic features of the belles-lettres style.
3. Comment on the peculiarities of the emotive prose as a substyle of the belles-lettres functional style. What do you about the current general trends of emotive prose?

Do the following task:

1. Read the extract below, examine it and give the stylistic analysis of the text (in written form). Mind the points suggested after the text.

HARRY POTTER AND THE ORDER OF THE PHOENIX by J. K. ROWLING (From chapter 38: The Second War Begins)

HE WHO MUST NOT BE NAMED RETURNS

“In a brief statement on Friday night, Minister for Magic Cornelius Fudge confirmed that He Who Must Not Be Named has returned to this country and is once more active.”

“It is with great regret that I must confirm that the wizard styling himself Lord – well, you know who I mean – is alive and among us again,” said Fudge, looking tired and flustered as he addressed reporters. “It is with almost equal regret that we report the mass revolt of the Dementors of Azkaban, who have shown themselves averse to continuing in the Ministry’s employ. We believe the Dementors are currently taking direction from Lord – Thingy.”

“We urge the magical population to remain vigilant. The Ministry is currently publishing guides to elementary home and personal defence which will be delivered free to all wizarding homes within the coming month.”

“The Minister’s statement was met with dismay and alarm from the wizarding community, which as recently as last Wednesday was receiving Ministry assurances that there was “no truth whatsoever in these persistent rumours that You-Know-Who is operating amongst us once more”.

“Details of the events that led to the Ministry turnaround are still hazy, though it is believed that He Who Must Not Be Named and a select band of followers (known as Death Eaters) gained entry to the Ministry of Magic itself on Thursday evening.

“Albus Dumbledore, newly reinstated Headmaster of Hogwarts School of Witchcraft and Wizardry, reinstated member of the International Confederation of Wizards and reinstated Chief Warlock of the Wizengamot, has so far been unavailable for comment. He has insisted over the past year that You-Know-Who is not dead, as was widely hoped and believed, but is recruiting followers once more for afresh attempt to seize power. Meanwhile, the ‘Boy Who Lived’” –

“There you are, Harry, I knew they'd drag you into it somehow,” said Hermione, looking over the top of the paper at him.

They were in the hospital wing. Harry was sitting on the end of Ron's bed and they were both

listening to Hermione read the front page of the Sunday Prophet. Ginny, whose ankle had been mended in a trice by Madam Pomfrey, was curled up at the foot of Hermione's bed; Neville, whose nose had likewise been returned to its normal size and shape, was in a chair between the two beds; and Luna, who had dropped in to visit, clutching the latest edition of The Quibbler, was reading the magazine upside-down and apparently not taking in a word Hermione was saying.

"He's the "boy who lived" again now, though, isn't he?" said Ron darkly. "Not such a deluded show-off any more, eh?"

He helped himself to a handful of Chocolate Frogs from the immense pile on his bedside cabinet, threw a few to Harry, Ginny and Neville and ripped off the wrapper of his own with his teeth. There were still deep welts on his forearms where the brain's tentacles had wrapped around him. According to Madam Pomfrey, thoughts could leave deeper scarring than almost anything else, though since she had started applying copious amounts of Dr Ubbly's Oblivious Unction there seemed to have been some improvement.

"Yes, they're very complimentary about you now, Harry," said Hermione, scanning down the article. "Alone voice of truth ... perceived as unbalanced, yet never wavered in his story...forced to bear ridicule and slander ..." Hmmm," she said, frowning, "I notice they don't mention the fact that it was them doing all the ridiculing and slandering in the Prophet ..."

She winced slightly and put a hand to her ribs. The curse Dolohov had used on her, though less effective than it would have been had he been able to say the incantation aloud, had nevertheless caused, in Madam Pomfrey's words, "quite enough damage to be going on with". Hermione was having to take ten different types of potion every day, was improving greatly, and was already bored with the hospital wing.

"You-Know-Who's Last Attempt to Take Over, pages two to four, What the Ministry Should Have Told Us, page five, Why Nobody Listened to Albus Dumbledore, pages six to eight, Exclusive Interview with Harry Potter, page nine ...Well," said Hermione, folding up the newspaper and throwing it aside, "it's certainly given them lots to write about. And that interview with Harry isn't exclusive, it's the one that was in The Quibbler months ago ..."

"Daddy sold it to them," said Luna vaguely, turning a page of The Quibbler. "He got a very good price for it, too, so we're going to go on an expedition to Sweden this summer to see if we can catch a Crumple-Horned Snorkack."

Hermione seemed to struggle with herself for a moment, then said, "That sounds lovely"

Ginny caught Harry's eye and looked away quickly, grinning.

"So, anyway," said Hermione, sitting up a little straighter and wincing again, "what's going on in school?"

"Well, Flitwick's got rid of Fred and George's swamp," said Ginny, "he did it in about three seconds. But he left a tiny patch under the window and he's roped it off"

"Why?" said Hermione, looking startled.

"Oh, he just says it was a really good bit of magic," said Ginny, shrugging.

"I think he left it as a monument to Fred and George," said Ron, through a mouthful of chocolate. "They sent me all these, you know," he told Harry, pointing at the small mountain of Frogs beside him. "Must be doing all right out of that joke shop, eh?"

Hermione looked rather disapproving and asked, "So has all the trouble stopped now Dumbledore's back?"

"Yes," said Neville, "everything's settled right back to normal."

"I's'pose Filch is happy, is he?" asked Ron, propping a Chocolate Frog Card featuring Dumbledore against his water jug.

"Not at all," said Ginny "He's really, really miserable, actually ..." She lowered her voice to a whisper. "He keeps saying Umbridge was the best thing that ever happened to Hogwarts ..."

All six of them looked around. Professor Umbridge was lying in a bed opposite them, gazing up at the ceiling. Dumbledore had strode alone into the Forest to rescue her from the centaurs; how he had done it – how he had emerged from the trees supporting Professor Umbridge without so much as a scratch on him – nobody knew, and Umbridge was certainly not telling. Since she had returned

to the castle she had not, as far as any of them knew, uttered a single word. Nobody really knew what was wrong with her, either. Her usually neat mousy hair was very untidy and there were still bits of twigs and leaves in it, but otherwise she seemed to be quite unscathed.

“Madam Pomfrey says she’s just in shock,” whispered Hermione.

“Sulking, more like,” said Ginny

“Yeah, she shows signs of life if you do this,” said Ron, and with his tongue he made soft clip-clopping noises. Umbridge sat bolt upright, looking around wildly.

“Anything wrong, Professor?” called Madam Pomfrey, poking her head around her office door.

“No ... no ...” said Umbridge, sinking back into her pillows. “No, I must have been dreaming ...”

Hermione and Ginny muffled their laughter in the bedclothes.

“Speaking of centaurs,” said Hermione, when she had recovered a little, “who’s Divination teacher now? Is Firenze staying?”

“He’s got to,” said Harry, “the other centaurs won’t take him back, will they?”

“It looks like he and Trelawney are both going to teach,” said Ginny

“Bet Dumbledore wishes he could’ve got rid of Trelawney for good,” said Ron, now munching on his fourteenth Frog. “Mind you, the whole subject’s useless if you ask me, Firenze isn’t a lot better ...”

“How can you say that?” Hermione demanded. “After we’ve just found out that there are real prophecies?”

Harry’s heart began to race. He had not told Ron, Hermione or anyone else what the prophecy had contained. Neville had told them it had smashed while Harry was pulling him up the steps in the Death Room and Harry had not yet corrected this impression. He was not ready to see their expressions when he told them that he must be either murderer or victim, there was no other way ...

“It is a pity it broke,” said Hermione quietly, shaking her head.

“Yeah, it is,” said Ron. “Still, at least You-Know-Who never found out what was in it either – where are you going?” he added, looking both surprised and disappointed as Harry stood up.

“Er – Hagrid’s,” said Harry. “You know, he just got back and I promised I’d go down and see him and tell him how you two are.”

“Oh, all right then,” said Ron grumpily, looking out of the dormitory window at the patch of bright blue sky beyond. “Wish we could come.”

“Say hello to him fir us!” called Hermione, as Harry proceeded down the ward. “And ask him what’s happening about ... about his little friend!”

Harry gave a wave of his hand to show he had heard and understood as he left the dormitory.

1. Identify the functional style of the text. Name, its subtype.
2. Give a brief summary of the contents (1-3 sentences).
3. Speak on the text structure (types of narration and compositional speech forms used in the text).
4. Speak about the tone. Does the author treat his material objectively or subjectively? Can the author’s opinion be heard in the text? What are the author’s feelings towards his character? Does the author put it into words?
5. Define the atmosphere of the text under analysis.
6. Characterise the vocabulary of the text. Study the usage of different layers of the vocabulary in the text and analyse their convergence and stylistic relevance.
7. Name the stylistic devices used to hold the reader’s attention throughout the text. Speak on their appropriateness in this style.
8. Speak about the syntax. What clauses prevail – subordinate or independent ones? Speak about the sentence length. (Short sentences may create the atmosphere of tension, emphasize the aimlessness of the protagonist’s existence; long sentences may show the slow development of the action).
9. Make a general conclusion of the analysed text. Mention the most important artistic means used by the author to make the idea of the text manifest.

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21. TYPOLOGY OF FUNCTIONAL STYLES IN MODERN ENGLISH. BELLES-LETTRES FUNCTIONAL STYLE (Part 3)

Objectives:

1. To identify the belles-lettres functional style and its substyles.
2. To analyse the substyles of poetry and drama and comment on their peculiarities.
3. To choose units of different functional styles in accordance with appropriate linguistic contexts.
4. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. Dwell upon the language of poetry and its peculiarities. What do you know about form and meaning in poetry?
2. Comment on the language of the drama and its peculiarities. What do you know about the current general trends of the English drama language?

Be ready to present your report on the topic:

Metrical patterns in the modern British/American poetry (on the basis of the poet of your choice)

Do the following tasks:

I. Read the verse "The Starlight Night" by Gerard Manley Hopkins, examine it and give the stylistic analysis of the poem. Use the points given below.

Look at the stars! look, look up at the skies!
O look at all the fire-folk sitting in the air!
The bright boroughs, the circle-citadels there!
Down in dim woods the diamond delves! the elves'-eyes!
The grey lawns cold where gold, where quickgold lies!
Wind-beat whitebeam! airy abeles set on a flare!
Flake-doves sent floating forth at a farmyard scare!
Ah well! it is all a purchase, all is a prize.

Buy then! bid then! – What? – Prayer, patience, alms, vows.
Look, look: a May-mess, like on orchard boughs!
Look! March-bloom, like on mealed-with-yellow shallows!
These are indeed the barn; withindoors house
The shocks. This piece-bright paling shuts the spouse
Christ home, Christ and his mother and all his hallows.

1. Name the author and the title of the poem. Give a brief account of the author's biography.
2. Identify the functional style and sub-style of the piece.
3. Comment on the subject-matter of the poem.
4. Analyse the rhyme and rhythm of the poem.
5. Comment on the images and symbols presented in the poem.
6. Is there any conflict described in the poem?
7. Speak about the tone of the piece of poetry.
8. What is the general atmosphere of the poem?
9. Define the mood that prevails in the poem under analysis. Does positive or negative word connotation prevail?
10. Name the stylistic devices used by the author and their stylistic function.

11. Characterise the vocabulary of the piece of poetry.
12. Comment on the role of punctuation marks in a poem.
13. Sum up your impressions of the poem and speak of its message. Explain how the form of image presentation helps to perceive the author's attitude and philosophic consideration.

II. Read the following extract from "Pygmalion" by B. Shaw and give the stylistic analysis of the text. Pay attention to the role of author's remarks for author's message understanding.

Liza [darkly]: My aunt died of influenza: so they said.

Mrs. Eynsfordhill [clicks her tongue sympathetically]!!!

Liza [in the same tragic tone]: But it's my belief they done the old woman in.

Mrs. Higgins [puzzled]: Done her in?

Liza: Y-e-e-e-es, Lord love you! Why should she die of influenza? She come through diphtheria right enough the year before. I saw her with my own eyes. Fairly blue with it, she was. They all thought she was dead; but my father he kept ladling gin down her throat til she came to so sudden that she bit the bowl off the spoon.

Mrs. Eynsfordhill [startled]: Dear me!

Liza [piling up the indictment]: What call would a woman with that strength in her have to die of influenza? What become of her new straw hat that should have come to me? Somebody pinched it; and what I say is, them as pinched it done her in.

Mrs. Eynsfordhill: What does doing her in mean?

Higgins [hastily]: Oh, that's the new small talk. To do a person in means to kill them.

Mrs. Eynsfordhill [to Eliza, horrified]: You surely don't believe that your aunt was killed?

Liza: Do I not! Them she lived with would have killed her for a hat-pin, let alone a hat.

Mrs. Eynsfordhill: But it can't have been right for your father to pour spirits down her throat like that. It might have killed her.

Liza: Not her. Gin was mother's milk to her. Besides, he'd poured so much down his own throat that he knew the good of it.

Mrs. Eynsfordhill: Do you mean that he drank?

Liza: Drank! My word! Something chronic.

Mrs. Eynsfordhill: How dreadful for you!

Liza: Not a bit. It never did him no harm what I could see. But then he did not keep it up regular. [Cheerfully] On the burst, as you might say, from time to time. And always more agreeable when he had a drop in. When he was out of work, my mother used to give him fourpence and tell him to go out and not come back until he'd drunk himself cheerful and loving-like. There's lots of women has to make their husbands drunk to make them fit to live with. [Now quite at her ease] You see, it's like this. If a man has a bit of a conscience, it always takes him when he's sober; and then it makes him low-spirited. A drop of booze just takes that off and makes him happy...

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22. TYPOLOGY OF FUNCTIONAL STYLES IN MODERN ENGLISH. BELLES-LETTRES FUNCTIONAL STYLE (Part 4)

Objectives:

1. To identify the belles-lettres functional style and its substyles.
2. To clear out individual character of the belles-lettres style.
3. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What do you know about the individual style? Does it enter the main classification of styles? What style is it included into?
2. Expand on the author's individual style as representation of his language picture of the world.

Be ready to present your report on the topic:

Individual style of a British/American writer/poet of your choice.

Do the following task:

1. Read the extract below, examine it and give the stylistic analysis of the text (in written form). Mind the points suggested after the text.

HEARTS OF THREE

by J. London
(Extract)

And on the divan, among the pillows, clad in a softly-shimmering robe of some material no one of them had seen before, reclined a sleeping woman. Only her breast softly rose and softly fell to her breathing. No Lost Soul was she, of the inbred and degenerate mixture of Carib and Spaniard. On her head was a tiara of beaten gold and sparkling gems so large that almost it seemed a crown.

Before her, on the floor, were two tripods of gold the one containing smouldering fire, the other, vastly larger, a golden bowl fully a fathom in diameter. Between the tripods, resting with outstretched paws like the Sphinx, with unblinking eyes and without a quiver, a great dog, snow-white of coat and resembling a Russian wolf-hound, sted-fastly regarded the intruders.

"She looks like a lady, and seems like a queen, and certainly dreams to the queen's taste," Henry whispered, and earned a scowl from the Sun Priest.

Leoncia was breathless, but Torres shuddered and crossed himself, and said: "This I have never heard of the Valley of Lost Souls. This woman who sleeps is a Spanish lady. She is of the pure Spanish blood. She is Castilian. I am as certain, as that I stand here, that her eyes are blue. And yet that pallor!"

Again he shuddered. "It is an unearthly sleep. It is as if she tampered with drugs, and had long tampered with drugs"

"The very thing!" Francis broke in with excited whispers. "The Lady Who Dreams drug dreams. They must keep her here doped up as a sort of super-priestess or super-oracle. That's all right, old priest," he broke off to say in Spanish. "If we wake her up, what of it? We have been brought here to meet her, and, I hope, awake."

The Lady stirred, as if the whispering had penetrated her profound of sleep, and, for the first time, the dog moved, turning his head toward her so that her down-dropping hand rested on his neck caressingly. The priest was imperative, now, in his scowls and gestured commands for silence. And in absolute silence they stood and watched the awakening of the oracle.

Slowly she drew herself half upright, paused, and recaressed the happy wolf hound, whose cruel fangs were exposed in a formidable, long-jawed laugh of joy. Awesome the situation was to them,

yet more awesome it became to them when she turned her eyes full upon them for the first time. Never had they seen such eyes, in which smouldered the world and all the worlds. Half way did Leoncia cross herself, while Torres, swept away by his own awe, completed his own crossing of himself and with moving lips of silence enunciated his favorite prayer to the Virgin. Even Francis and Henry looked, and could not take their gaze away from the twin wells of blue that seemed almost dark in the shade of the long black eyelashes.

"A blue-eyed brunette," Francis managed to whisper.

But such eyes! Bound they were, rather than long. And yet they were not round. Square they might have been, had they not been more round than square. Such shape had they that they were as if blocked off in the artist's swift and sketchy way of establishing circles out of the sums of angles. The long, dark lashes veiled them and perpetuated the illusion of their darkness. Yet was there no surprise nor startlement in them at first sight of her visitors. Dreamily incurious were they, yet were they languidly certain of comprehension of what they beheld. Still further, to awe those who so beheld, her eyes betrayed a complicated totality of paradoxical alivenesses. Pain trembled its quivering anguish perpetually impending. Sensitiveness moistly hinted of itself like a spring rain-shower on the distant sea-horizon or a dew-fall of a mountain morning. Pain ever pain resided in the midst of languorous slumberousness. The fire of immeasurable courage threatened to glint into the electric spark of action and fortitude. Deep slumber, like a palpitant, tapestried background, seemed ever ready to obliterate all in sleep. And over all, through all, permeating all, brooded ageless wisdom'. This was accentuated by cheeks slightly hollowed, hinting of asceticism. Upon them was a flush, either hectic or of the paint-box.

When she stood up, she showed herself to be slender and fragile as a fairy. Tiny were her bones, not too generously flesh-covered; yet the lines of her were not thin. Had either Henry or Francis registered his impression aloud, he would have proclaimed her the roundest thin woman he had ever seen.

1. Identify the functional style of the text. Name, its substyle.
2. Give a brief summary of the contents (1-3 sentences).
3. Speak on the text structure (types of narration and compositional speech forms used in the text).
4. Define the atmosphere of the text under analysis.
5. Characterise the vocabulary of the text. Study the usage of different layers of the vocabulary in the text and analyse their convergence and stylistic relevance.
6. Name the stylistic devices used to hold the reader's attention throughout the text. Speak on their appropriateness in this style.
7. Speak about the syntax. What clauses prevail – subordinate or independent ones? Speak about the sentence length. (Short sentences may create the atmosphere of tension, emphasize the aimlessness of the protagonist's existence; long sentences may show the slow development of the action). Describe the sentence structure favoured by the author and comment upon the effect it produces. Give examples from the text.
8. Make a general conclusion of the analysed text. Mention the most important artistic means used by the author to make the idea of the text manifest. Comment on the peculiarities of author's individual style. Express your opinion if the writer has succeeded in arousing the reader's interest?

RECOMMENDED LITERATURE

1. Арнольд И. В. Стилистика современного английского языка (стилистика декодирования). 2-е изд., перераб. Ленинград : Просвещение, 1981. 295 с.
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23. OFFICIAL STYLE. SCIENTIFIC STYLE (Part 1)

Objectives:

1. To identify the official functional style and its substyles.
2. To analyse the substyles of the official functional style and comment on their peculiarities.
3. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. Comment on the communicative aim the official style. What are the functions of the official style? Dwell upon distinctive linguistic features of the official functional style. In what respect are texts of this substyle in English different from those in Ukrainian? What are the substyles (variants) of the official style?
2. Dwell upon the main characteristic features of business letters.
3. Comment on the distinctive features of legal documents and diplomatic documents.
4. Dwell upon the main characteristic features of military documents.

Consider your answers to the following questions:

1. Define in the text in what substyle of the official style the following word-combinations, constructions or text fragments can be met.

1. Having regard to Convention 169 of the International Labour Organization of 26 June 1989 concerning Indigenous and Tribal Peoples in Independent Countries ...
2. It is agreed that in the event of vessel's cargo or part thereof being forwarded to original destination by other vessel, vessels or conveyances, rights and liabilities in general average shall not be affected by such forwarding, it being the intention to place the parties concerned as nearly as possible in the same position in this respect as they would have been in the absence of such forwarding.
3. Thank you for your May 14 payment, check #2389 for \$450. Unfortunately, it was returned by your bank because of insufficient funds.
4. I am cognizant of the regulations of (trade association) that govern the display of said trademark and the manner of conducting business, and I agree to abide by such regulations at all times.
5. I look forward to talking with you. Thank you for your continued business.
6. Please send price information for 12 double rooms, meals and meeting room with overhead, screen and flip chart to my attention at the above address. I would also appreciate any information you have on tourist attractions in Chicago.
7. No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.
8. Request made of CofS by Senator Black, New Hampshire, and referred to this Office for preparation of signature of CofS, seeks information on operation of DA Civilian Awards Program together with list of Department of the Army General Staff employees who have received awards. Attached letter (Inc1 1) outlines Awards Program and is accompanied by list of departmental employees who have received awards during period Jan 44 through Apr 48.
9. Thank you for your payment of \$333.41. Your current balance is \$4,330 — your credit limit. A payment of \$300 is due March 6. We appreciate your attention to your account status with us. Your patronage is important to our company
10. In addition to the terms defined elsewhere herein, the following terms shall have the meanings set forth below for the purposes hereof ...
11. Please quote us assuming delivery FOB Southampton stating details of shipping commission and any further charges.
12. A note verbale to a foreign ambassador, head of the foreign ministry, or diplomatic mission ...

13. Governments and their relevant national authorities should be encouraged to do everything possible to facilitate ship crew changes, notwithstanding any restrictions that may continue to apply in response to the pandemic.

14. The United States welcomes efforts to intensify our bilateral partnership and promote international cooperation on nuclear safety and nonproliferation.

II. Read the article “The Stylistic Artistry of the Declaration of Independence” by Stephen E. Lucas (<https://www.archives.gov/founding-docs/stylistic-artistry-of-the-declaration>). What are structural, linguistic and stylistic peculiarities of the Declaration of Independence?

III. What substyle of official documents is this fragment from the US Constitution (<https://www.archives.gov/founding-docs/constitution-transcript>) a sample of? Read the text below, examine it and give the stylistic analysis of the text (in written form).

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

....

Article III.

Section. 1.

The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office.

Section. 2.

The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority;—to all Cases affecting Ambassadors, other public Ministers and Consuls;—to all Cases of admiralty and maritime Jurisdiction;—to Controversies to which the United States shall be a Party;—to Controversies between two or more States;— between a State and Citizens of another State,— between Citizens of different States,—between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.

In all Cases affecting Ambassadors, other public Ministers and Consuls, and those in which a State shall be Party, the supreme Court shall have original Jurisdiction. In all the other Cases before mentioned, the supreme Court shall have appellate Jurisdiction, both as to Law and Fact, with such Exceptions, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section. 3.

Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

IV. Write a letter of about twelve lines to the Railway authorities complaining about a consignment received in a damaged condition by a firm of which you are the manager. Pay attention to the stylistic peculiarities of the official style.

RECOMMENDED LITERATURE

1. Арнольд И. В. Стилистика современного английского языка (стилистика декодирования). 2-е изд., перераб. Ленинград : Просвещение, 1981. 295 с.
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24. OFFICIAL STYLE. SCIENTIFIC STYLE (Part 2)

Objectives:

1. To identify the scientific functional style and its substyles.
2. To analyse the substyles of the scientific functional style and comment on their peculiarities.
3. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What is the main aim of the scientific functional style? Name its functions. Dwell upon its peculiarities and main characteristics.
2. Dwell upon distinctive linguistic features of the scientific functional style. Scientific texts are characterised by a number of structures. What do you think they are?
3. Enumerate the substyles of the scientific style. What is the difference between them? What are the types of texts belonging to the scientific style? How are the scientific texts differentiated according to function-content-form?

Be ready to present your report on the following topic:

Parallelism as a peculiar feature of the scientific functional style.

Do the following tasks:

1. Read the text "Peer/Self Assessment and Student Learning" by Abdou Ndoeye on <https://files.eric.ed.gov/fulltext/EJ1146193.pdf>. What FS and substyle does it belong to? What communicative function is performed in this text? Make a list of the phrases which are used to introduce statement of the problem area, reasoning, examples, references to other sources, explanation of the information provided in tables and figures, conclusions. Analyse the text (in written form). Use the points for analysis given below.

1. Identify the functional style and sub-style of the text under analysis.
2. Identify the type of the text analysed (scientific article, review, annotation, abstract, review, thesis, synopsis, scientific report, etc.).
3. Identify the text according to function-content-form.
4. Give a brief summary of the contents (1-3 sentences).
5. Analyse the theme/subject of the text.
6. Analyse the structure of the text. Explain and support by the text your idea as to its structural parts considering the following: the title, introduction, literature outline, main body, conclusions, references.
7. Characterise the linguistic peculiarities of the text on the graphical (bullet points, spacing, print changes), morphological, lexical, syntactical levels.
8. Make a general conclusion of the analysed text.

RECOMMENDED LITERATURE

1. Арнольд И. В. Стилистика современного английского языка (стилистика декодирования). 2-е изд., перераб. Ленинград : Просвещение, 1981. 295 с.
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10. Soshalskaya E. G., Prokhorova V. I. Stylistic analysis. Moscow : Higher School, 1997. 94 p.

25. PUBLICISTIC STYLE. NEWSPAPER STYLE (Part 1)

Objectives:

1. To identify the publicistic functional style and its substyles.
2. To analyse the substyles of the publicistic functional style and comment on their peculiarities.
3. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What is the general aim of the publicistic style? Name its functions. Dwell upon the main features of the publicistic style. Enumerate the substyles of the publicistic functional style.
2. What do you know about the Oratorical sub-style? Describe typical spheres of its usage. Dwell upon the stylistic devices and linguistic means employed in the Oratorical sub-style.
3. Why are the journalistic articles referred to the publicistic functional style? What are their characteristic language features?
4. Dwell upon the essay as the substyle of the Publicistic style. Comment the most characteristic language features of the essay on the material of O. Wilde's and Neil Gaiman's essay samples.

<https://www.wilde-online.info/art-and-the-handicraftsman.html>

https://www.neilgaiman.com/Cool_Stuff/Essays/Essays_By_Neil/Where_do_you_get_your_ideas%253F

Do the following task:

I. Read the following text, examine it and give the stylistic analysis of the text. Use the points for analysis given below.

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it--all sought to avert it. While the inaugural [sic] address was being delivered from this place, devoted altogether to *saving* the Union without war, insurgent agents were in the city seeking to *destroy* it without war--seeking to dissole [sic] the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would *make* war rather than let the nation survive; and the other would *accept* war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the *cause* of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could

not be answered; that of neither has been answered fully. The Almighty has his own purposes. "Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh!" If we shall suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope--fervently do we pray--that this mighty scourge of war may speedily pass away. Yet, if God wills that it continues, until all the wealth piled by the bond-man'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"

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan--to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations. (A. Lincoln, Washington, D.C. March 4, 1865)

1. Identify the functional style and sub-style of the text under analysis.
2. Give a brief summary of the contents (1-2 sentences).
3. Analyse the structure of the text. Explain and support by the text your idea as to its structural parts considering the following: the introduction, the body and the conclusion; the shifts in the subtopics throughout the speech; the flow of ideas, the emphasis on some of them and how it influences the structure.
4. Speak about the tonality created.
5. Characterise the vocabulary of the speech. Study the usage of different layers of the vocabulary in the text and analyze their convergence and stylistic relevance.
6. Analyse the text as to the stylistic devices and expressive means employed to make it more vivid and persuasive. Comment on the ideas they express and the pragmatic effect they produce (lexico-syntactical and syntactical SDs particular). What SDs are favoured by the speaker? In your opinion, does he abuse them? Does he use emotional or logical appeal more?
7. Speak about the syntax. What clauses prevail – subordinate or independent ones? Speak about the sentence length. What the sentence structure is favoured by the author? Comment upon the effect it produces.
8. Comment on the tension created in the text – is it constant, increasing, decreasing, or fluctuating?
9. Make a general conclusion of the analysed text. Comment on the techniques used by the speaker to pass his message.

RECOMMENDED LITERATURE

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26. PUBLICISTIC STYLE. NEWSPAPER STYLE (Part 2)

Objectives:

1. To identify the newspaper functional style and its substyles.
2. To analyse the substyles of the newspaper functional style and comment on their peculiarities.
3. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Consider your answers to the following questions:

1. What is the general aim of the newspaper style? What are its functions? Dwell upon the main linguistic features of the newspaper style. Enumerate the substyles of the newspaper functional style.
2. Dwell upon the main linguistic features of the headlines in the British/American press. Illustrate with vivid examples.
3. Comment on the most characteristic language features of brief news items. Which major characteristics does the editorial have?
4. Dwell upon the characteristic language features of the advertisements and announcements in the British/American press. Do you consider these texts essential for modern newspapers?

Do the following tasks:

I. Comment on the language and stylistic peculiarities of the given headlines. What will the stories under these newspaper headlines probably be about? Find interesting examples of the newspaper headlines in the British/American press to illustrate the use of the stylistic devices.

Example:

Cymbals Clash

The sample analyzed is terse and laconic. It is a bright example of using play on words – pun – in the headline. “Clash” is a verb often used to describe the sound that the musical instrument, cymbals, make. In newspaper headlines this word usually means conflict. Its aim is to attract the reader’s attention and give him the opportunity to evaluate the contents of the article.

The story will probably be about some problem in orchestra involving cymbalists.

1. **Spywear to die for**
2. **Britain and France to seek stronger defence ties**
3. **Slinky, soft and subtly sexy: get some velvet**
4. **The Wind in Spain Stays Mainly on the Plain: What Spain’s Energy Dilemma Should Teach Us**
5. **Revealed: how elderly paid price of protecting NHS from Covid**
6. **Parents back head over ‘offensive word’**
7. **Storm Gloria brings ‘biggest waves recorded’ with warnings for ‘nasty’ floods**
8. **Blood moon shock: Super wolf blood moon smashed by METEORITE**

II. Identify the substyle of the texts that follow and give the stylistic analysis of each text.

1. *The Telegraph, a British newspaper*

Mr W.F. Angell-James and Miss K.S. Heath

The engagement is announced between William, younger son of the late Mr Henry Angell-James, of Berwick House, Shropshire, and of Mrs Edwina Angell-James, of London, and Cassidy, daughter of Mr and Mrs Michael Heath, of Florida, USA.

2. *The Independent, a British newspaper*

Europe

Belgium's ex-King Albert finally receives daughter Delphine

The long-running royal scandal that has riveted Belgium and damaged those involved reached a new milestone when former King Albert II reunited with the daughter he fathered out of wedlock over half a century ago

The long-running royal scandal that has riveted Belgium and damaged those involved has achieved a new milestone after former King Albert II reunited with the daughter he fathered out of wedlock more than half a century ago — and stubbornly refused to recognize.

Capping a momentous few weeks, the ex-king and his wife Queen Paola received the former Delphine Boel at their residence, the 18th Century Belvedere Castle outside Brussels. Boel, a 52-year-old artist, last month won recognition as Her Royal Highness Princess Delphine following a bitter two-decade paternity fight.

“After the tumult, the suffering and the hurt, it is time for forgiveness, healing and reconciliation,” the three said in a joint statement issued by the Royal Palace on Tuesday, two days after the meeting.

“Together, we decided to take this new path. It will require patience and effort, but we are determined,” they said.

In September a Belgian court ruled in Princess Delphine’s favor and officially recognized her as the daughter of King Albert II, something the aging monarch had fought tooth and nail to avoid ever since paternity rumors became public in 1998.

Princess Delphine is an artist known for her quirky, sometimes outrageous, statues that could even have references to her royal father. Albert II, 86, was king until 2013.

The gathering Sunday was soon followed by a reportedly warm meeting with her half-brother, the reigning King Philippe, at the royal palace.

Rumors about Albert and Princess Delphine’s mother, the aristocratic wife of a wealthy industrialist, had been around for years but Albert long refused to recognize her.

Princess Delphine said going to court was all about getting family recognition and the love of a father who had for too long cold-shouldered her and fought her in court. She said it made her life “most painful.”

Sunday's photo of the encounter showed the three in front of a fireplace with cookies, untouched, on the table. All three sat apart and their smiles were restrained, yet it was a watershed moment for Belgium's royal house.

“During our encounter at the Belvedere Castle, each of us, with empathy and in serenity, was able to express their feelings and experiences,” the statement said. “A new chapter had opened, rich in emotions, peace of mind, understanding and hope.”

3. *The Guardian, a British newspaper*

The Guardian view on trustbusting Google: change is needed

Tech giants are not playing according to economic rules set by the market, but by rules they largely set themselves. That won't wash.

When the US Department of Justice filed a complaint against Google last week it triggered the most significant antitrust case since the federal authorities sued Microsoft in the 1990s. Today's trustbusters argue that Google's search and advertising dominance goes well beyond consumer preference and into consumer abuse by forcing people to use its services and bending them to its data collection practices.

This is a new era for big tech, one inaugurated by the US Congress report earlier this month that looked at Amazon, Apple, Facebook and Google. The 16-month investigation said it had found in Silicon Valley “the kinds of monopolies [last seen] in the era of oil barons and railroad tycoons”. This language deliberately recalls two American presidents, and cousins, Theodore Roosevelt and Franklin D Roosevelt, who are remembered, perhaps too generously, for standing up to big business and saving America from plutocracy. At the heart of Congress’s analysis is that tech giants are not playing according to economic rules set by the market, but by rules they largely set themselves. This allows corporations to appropriate excess profits through privileged access to user data.

Google went public in 2004. By 2020 it controlled about 90% of global web searches. On the face of it, Google looks like the biggest unregulated monopoly in the history of American business. The DOJ seems to be thinking along these lines. It accuses Google of using its clout to block would-be rivals. The case centres on Google’s exclusive deals that make its search engine so ubiquitous it is a verb. Business does not get much bigger than this: Google pays up to \$12bn a year to be the default search engine on iPhones and iPads, about a fifth of Apple’s income. Non-Apple phone makers have little choice but to opt for Google’s Android operating system which installs its search engine for a cut of advertising revenue.

With rivals unable to gather as much browsing data and therefore compete with Google’s search results, the DOJ claims the company has an iron grip on web ad revenue. Alphabet, the parent company of Google, made \$34bn in profit last year, almost all of it from online advertising. Consumer harm is conventionally measured by prices. A standard defence is that Google’s users are the product and advertisers are its customers, so who is being hurt? The company says people don’t have to use its search engine but they choose to

Even if Democrats win the White House, the public anger at big tech means the Google case is unlikely to be withdrawn. It could rumble on for years. The company might be broken up eventually. The European commission has found Google guilty of antitrust violations three times from 2017-19, resulting in fines of €8.25bn. But lawmakers and watchdogs are too often dazzled by Silicon Valley. Mathew Lawrence of the Common Wealth thinktank points out, in a forthcoming report, that UK regulators are more bark than bite. He says there was tough talking when Amazon proposed taking a stake in the UK’s Deliveroo platform. But the deal was cleared with barely a squeak. The US is signalling, for now, a tougher approach. Change is needed because technology has become power. That power must ultimately work for the public rather than just the shareholders of platform monopolies.

4. *The Telegraph, a British newspaper*

Mr W. Johnstone and Miss H. Underwood

The marriage took place on Saturday, Sept 5, 2020, between William Johnstone, of Bettws, Monmouthshire, and Hersey Underwood, of Heytesbury, Wiltshire. A service of blessing will take place in July 2021.

RECOMMENDED LITERATURE

1. Арнольд И. В. Стилистика современного английского языка (стилистика декодирования). 2-е изд., перераб. Ленинград : Просвещение, 1981. 295 с.
2. Єфімов Л. П. Стилистика англійської мови : підручник. Вінниця : Нова книга, 2004. 240 с.
3. Жуковська В. В. Основи теорії та практики стилістики англійської мови : навчальний посібник. Житомир : Вид-во ЖДУ ім. І. Франка, 2010. 240 с.
4. Кухаренко В. А. Практикум з стилістики англійської мови : підруч. для студ. ф-ту інозем. мов вищ. навч. закладів освіти. Вінниця : Нова книга, 2003. 160 с.

5. Мороховский А. Н. Избранные труды : монография. Киев : Изд. центр КНЛУ, 2011. 590 с.
6. Шаховский В. И. Стилистика английского языка : учебное пособие. Москва : ЛКИ, 2008. 208 с.
7. Galperin I. R. Stylistics. Moscow : Higher School, 1977. 335 p.
8. Soshalskaya E. G., Prokhorova V. I. Stylistic analysis. Moscow : Higher School, 1997. 94 p.

27. PUBLICISTIC STYLE. NEWSPAPER STYLE (Part 3)

Objectives:

1. To analyse the publicistic and the newspaper functional styles, their substyles and comment on their peculiarities.
2. To develop students' critical viewpoint upon stylistic peculiarities of language use.

QUESTIONS AND TASKS

Be ready to present your report on the one of the following topics:

Political euphemisms in the publicistic functional style.

Stylistic devices and expressive means in the newspaper headlines (on the material of the British/American press).

Stylistic peculiarities of the newspaper articles of the ... subject matter (the subject matter can be chosen by a student – Sport, Culture, Lifestyle, etc.).

BE READY TO WRITE THE TEST ON MODULE 2 (45 MIN.)

ІНДИВІДУАЛЬНА РОБОТА

Індивідуальна робота (ІНДЗ) з дисципліни «Стилістика (основна іноземна мова)» передбачає підготовку доповіді у супроводі презентації у системі Power Point за однією із запропонованих тем.

Бали, отримані за виконання індивідуальної роботи, входять до складу суми балів, що здобувач отримує за опанування відповідним модулем.

MODULE 1. GENERALITIES OF STYLISTICS	
Content module 1. Stylistics as a linguistic discipline, its main notions	
1	Modern approaches to the stylistic analysis of the text
2	Colloquial vocabulary in the modern British/American literature: stylistic aspect (on the basis of the short story of your choice)
Content module 2. Expressive means and stylistic devices	
3	Linguistic means of creating humorous/ironical effect in the British/American literature (on the basis of the short story of student's choice)
4	Integration of the stylistic devices and expressive means at the text level (on the basis of the short story of student's choice)
MODULE 2. FUNCTIONAL STYLES	
Content module 3. Functional styles of the modern English language	
1	Metrical patterns in the modern British/American poetry (on the basis of the poet of student's choice)
2	Individual style of a British/American writer/poet of student's choice.
3	Parallelism as a peculiar feature of the scientific functional style.
4	Political euphemisms in the publicistic functional style.
5	Stylistic devices and expressive means in the newspaper headlines (on the material of the British/American press).
6	Stylistic peculiarities of the newspaper articles of the ... subject matter (the subject matter can be chosen by a student – Sport, Culture, Lifestyle, etc.).

САМОСТІЙНА РОБОТА

Самостійна робота з дисципліни «Стилістика (основна іноземна мова)» передбачає підготовку до аудиторних занять, виконання завдань з навчальної дисципліни протягом семестру, роботу над окремими темами відповідно до робочої програми дисципліни, підготовку до модульних контрольних робіт, підготовку до складання іспиту.

До завдань для самостійної роботи над окремими темами включено завдання пошуково-аналітичного та творчого характеру.

Бали, отримані за виконання різних видів самостійної роботи, входять до складу суми балів, що здобувач отримує за опанування відповідним змістовим модулем.

Тема	Вид/форма	Форма контролю
MODULE 1. GENERALITIES OF STYLISTICS		
Content module 1. Stylistics as a linguistic discipline, its main notions		
Stylistics as a linguistic discipline, its basic notions	1. Preparation for practical classes 2. Read the articles by I. Gaidenko “Typology of compositional speech forms in Charlotte Bingham’s novels ‘The White marriage’” and “Compositional speech form ‘narration’ and its representation in the novels by Charlotte Bingham” on http://olj.onua.edu.ua/index.php/olj/article/download/670/357/ https://pa.journal.kspu.edu/index.php/pa/article/download/574/571 Answer the following questions: What types of compositional speech forms are favoured by the writer? Comment on their role in formation of communicative-pragmatic value in text. What are the lexico-grammatical and stylistic means used by Ch. Bingham in the a) narrative, b) descriptive text fragments?	усне опитування
Stylistic differentiation of the English vocabulary	1. Preparation for practical classes 2. Choose something or somebody to describe (a situation, your relatives or friends, a new dress). Describe it at first using literary vocabulary, then using colloquial vocabulary.	усне опитування
Content module 2. Expressive means and stylistic devices		
Phono-Graphical level	1. Preparation for practical classes 2. Listen to Sara Kay’s slam poetry “Tooth Brush to the Bicycle Tire” on https://www.youtube.com/watch?v=BIAQENsqcuM . Make a slam poem of your own.	усне опитування
Morphological level	Preparation for practical classes	усне опитування
Lexical level	1. Preparation for practical classes 2. Write down a story “The adventure of a stylistic device”. As the protagonist in your story you can choose metaphor, metonymy, epithet, pun or zeugma.	усне опитування
Syntactical level	1. Preparation for practical classes 2. Find examples of effective parallelism in speeches of contemporary politicians and evaluate its stylistic power.	усне опитування
Lexico-Syntactical level	1. Preparation for practical classes 2. Complete the following similes. Give Ukrainian equivalents. Comment on national semantic and stylistic peculiarities. As black as ...	усне опитування

	<p>As bright as ... As changeable as ... As clear as ... As dull as ... As red as ... As safe as ... As sick as ... As sure as ... As true as as a cricket ... as a daisy ... as an eel ... as a wolf ... as a fox ... as a kitten ... as a lamb ... as a lark ... as an mule ... as a peacock</p>	
MODULE 2. FUNCTIONAL STYLES		
Content module 3. Functional styles of the modern English language		
<p>Typology of functional styles in Modern English. Belles-lettres functional style</p>	<p>1. Preparation for practical classes 2. Read the poem “The Owl and the Pussycat” by Edward Lear and turn it into a fairy-tale. Pay special attention to peculiarities of nonsense poetry and Lear’s specific humour. Compare the two texts. Comment on changes of diction. Does the transferred text contain rhythm? If yes, what is it created by?</p> <p style="text-align: center;"> The Owl and the Pussy-cat went to sea In a beautiful pea-green boat, They took some honey and plenty of money, Wrapped up in a five-pound note. The Owl looked up to the stars above, And sang to a small guitar, “O lovely Pussy, O Pussy my love, What a beautiful Pussy you are, You are, You are! What a beautiful Pussy you are!”</p> <p style="text-align: center;"> Pussy said to the Owl, “You elegant fowl! How charmingly sweet you sing! O let us be married! Too long we have tarried: But what shall we do for a ring?” They sailed away, for a year and a day, To the land where the Bong-Tree grows And there in a wood a Piggy-wig stood With a ring at the end of his nose, His nose, His nose, With a ring at the end of his nose.</p>	<p>усне опитування</p>

	<p>“Dear Pig, are you willing to sell for one shilling Your ring?” Said the Piggy, “I will.” So they took it away, and were married next day By the Turkey who lives on the hill. They dined on mince, and slices of quince, Which they ate with a runcible spoon; And hand in hand, on the edge of the sand, They danced by the light of the moon, The moon, The moon, They danced by the light of the moon.</p>	
Official style. Scientific style	1. Preparation for practical classes 2. Dwell upon the peculiarities of the scientific functional style in the English scientific texts in linguistics and education.	усне опитування
Publicistic style. Newspaper style	1. Preparation for practical classes 2. Imagine that you are the President of the University. You are to greet your new students. Make the speech of welcome. Mind linguistic peculiarities of the oratorical substyle.	усне опитування

Здобувачеві рекомендується перевіряти рівень власної підготовки за допомогою тестів для самоконтролю.

MODULE 1. GENERALITIES OF STYLISTICS

Content module 1. Stylistics as a linguistic discipline, its main notions

Test for self-control 1. Stylistics as a linguistic discipline, its basic notions. Stylistic differentiation of the English vocabulary

1. Match the notion with its definition.

- | | |
|---------------------|--|
| 1) norm | (a) are those linguistic forms and properties that have the potential to make the utterance emphatic or expressive. |
| 2) stylistic device | (b) is a unique combination of language units, expressive means, stylistic devices peculiar to a given writer, which makes that writer's works or even utterances easily recognizable. |
| 3) Stylistics | (c) is the invariant of the phonetic, morphological, lexical and syntactical patterns circulating in language-in-action at a given period of time. |
| 4) individual style | (d) is a conscious and intentional intensification of some typical structural and/or semantic property of a language unit promoted to a generalized status and thus becoming a generative model. |
| 5) expressive means | (e) is a system of co-ordinated, interrelated and inter-conditioned language means intended to fulfil a specific function of communication and aiming at a definite effect. |

2. Define what level the following expressive means belong to.

(a) pauses, (b) diminutive suffixes, (c) logical stress, (d) intensifiers, (e) drawling, (f) nonce words

1. Phonetic –
2. Morphological –
3. Lexical –

3. Choose the groups of words which make up literary vocabulary.

- (a) common literary words; terms; poetic words; archaic words; barbarisms and foreign words; literary coinages.
- (b) terms; poetic words; archaic words; barbarisms and foreign words; literary coinages.
- (c) common literary words; terms; poetic words; historical words; barbarisms and foreign words; literary coinages.
- (d) common literary words; professionalisms; poetic words; archaic words; barbarisms and foreign words; literary coinages.

4. Name the groups of words which make up colloquial layer of vocabulary.

5. Find the word which is bookish in style.

- (a) darkness
- (b) harmony
- (c) foolish

(d) glad

6. Find the word which is colloquial in style.

- (a) parent
- (b) father
- (c) dad
- (d) ancestor

7. Find a non-literary word (slangism).

- (a) wife
- (b) sister
- (c) missus
- (d) mother

8. Find a non-literary word (professionalism).

- (a) a shop
- (b) a store
- (c) a lab
- (d) a bam

9. Find a non-literary word (vulgarism).

- (a) bad
- (b) awful
- (c) negative
- (d) bloody

10. Name the group the words in italics belong to: “*Sayst thou?*” answered the Prince; “then *thou canst* hit the white *thyself*, I’ll warrant.”

- (a) vulgarism
- (b) neologism
- (c) archaism
- (d) jargonism

Content module 2. Expressive means and stylistic devices

Test for self-control 2. Phono-Graphical level. Morphological level

1. Divide the given stylistic devices into sound instrumentory and means of verification.

(a) rhythm, (b) alliteration, (c) rhyme , (d) assonance, (e) onomatopoeia

- 1) Sound instrumentory
- 2) Means of verification

2. The intentional violation of the graphical shape of a word (or word combination) used to reflect its authentic pronunciation is called ...

- (a) alliteration
- (b) print
- (c) onomatopoeia
- (d) graphon

3. ... is a regular alteration of similar or equal units of speech.

- (a) rhythm
- (b) assonance
- (c) rhyme

(d) morphemic repetition

4. Morphemic foregrounding is meant ...

- (a) to add logical, emotive and expressive connotation
- (b) to convey the atmosphere of authentic live communication
- (c) to show the loudness of the voice

5. Phonetic stylistic devices are used for the purpose of ...

- (a) producing a certain acoustic effect
- (b) giving emphasis to the utterance and arousing emotions in the reader or the listener
- (c) imitating movement, behaviour
- (d) producing a certain acoustic effect, giving emphasis to the utterance and arousing emotions in the reader or the listener

6. Name the examples of onomatopoeia.

- (a) If I'm two minutes late, he starts shouting at me.
- (b) The blades of the propeller whirred noisily.
- (c) Now they are chanting that they want their money back.
- (d) The baby is fond of splashing in the bath.

7. Identify the examples of alliteration.

- (a) Seven slick slimey snakes slowly sliding southward.
- (b) Children should be seen and not heard.
- (c) Fresh French fried fly fritters.
- (d) Beggars can't be choosers.

8. Identify the examples of assonance.

- (a) The pain from the man's sorrow is eating his heart out.
- (b) Freezy breeze made these three trees freeze.
- (c) Absence makes the heart grow fonder.
- (d) My dame hath a lame tame crane, my dame hath a crane that is lame.

9. Name the SD used in the following example: "Dat's more dan I know, and debbil take me if I don't blieve 'tis more dan he know, too".

- (a) extension of the morphemic valency
- (b) graphon
- (c) root repetition
- (d) alliteration

10. Identify the example of extension of the morphemic valency.

- (a) That was masterly. Or, should one say, mistressly.
- (b) Among the blackish foliage in the distance shone the small red and orange of the village.
- (c) Oh? I see? You suffer from wakefulness.
- (d) The man's attitude was the devil take the hindmost and he never helped his friends when they needed help.

Test for self-control 3. Lexical level

1. Match the notion with its definition.

- 1) metonymy (a) is a combination of two words in which the meanings of the two words clash,
- 2) nonsense being opposite in sense.
- of non- (b) denotes a transference of names based on the associated likeness between two
- sequence objects.

- 3) epithet (c) rests on the extension of syntactical valency and results in joining two semantically disconnected clauses into one sentence.
- 4) metaphor (d) denotes a transference of meaning which is based on contiguity of notions.
- 5) oxymoron (e) is a SD based on the interplay of emotive and logical meaning in an attributive word, phrase or even sentence, used to characterise an object and pointing out to the reader and frequently imposing on him.

2. The restoring the literal original meaning of the word, which lost some of its semantic independence and strength in a phraseological unit or cliché is called ...

- (a) verbal irony
- (b) pun
- (c) semantically false chain
- (d) violation of phraseological unit

3. Name the particular SD, which is observed in cases when a personal name stands for something connected with the bearer of that name.

- (a) metaphorical antonomasia
- (b) synecdoche
- (c) metonymic antonomasia
- (d) metonymy

4. What is the SD in which the meaning that a speaker implies differs sharply from the meaning that is ostensibly expressed. Thus, one thing is said and the opposite is implied?

- (a) semantically false chain
- (b) nonsense of non-sequence
- (c) violation of phraseological unit
- (d) irony

5. Name the particular SD, which is defined as “a SD in which emphasis is achieved through intentional underestimation”.

- (a) hyperbole
- (b) oxymoron
- (c) metaphor
- (d) understatement

6. Identify the example of metaphor.

- (a) Nonetheless, the threat was as sharp as a blade.
- (b) He combed his fingers through his thick hair as his mind lifted out of the fog of despair, coming into focus upon seeing the vine.
- (c) Another quite different creature, pointed-nosed, sharp-eyed, gazed back at hi
- (d) She was a faded white rabbit of a woman.

7. Name the particular SD used in the given example: “My wishes raced through the house high hay//And nothing I cared, at my sky blue trades . . .”

- (a) simile
- (b) irony
- (c) metonymy
- (d) metaphor

8. Name the particular SD used in the given example: “England has two eyes, Oxford and Cambridge. They are the two eyes of England, and two intellectual eyes”.

- (a) oxymoron

- (b) hyperbole
- (c) antonomasia
- (d) metonymy

9. Find the example of synecdoche.

- (a) The town was stormed after a long siege.
- (b) He felt as though he must find a sympathetic intelligent ear.
- (c) I'll never hold out my hand to him.

10. Define the lexical SD used in the given example: "He made his way through the perfume and conversation".

- (a) pun
- (b) violation of phraseological unit
- (c) zeugma
- (d) metaphor

11. Name the kind of set expression, which is defined as "an indirect reference, by word or phrase, to a historical, literary, mythological, biblical fact or to a fact of everyday life made in the course of speaking or writing".

- (a) allusion
- (b) saying
- (c) quotation
- (d) epigram

12. A short, witty statement in verse or prose which may be complimentary satiric or aphoristic and the author of which is known is called

- (a) quotation
- (b) epigram
- (c) proverb
- (d) cliché

13. Name the set expression, which is defined as "a kind of stable word combination which has become familiar, has won general recognition and which by its iteration has been accepted as a unit of the language".

- (a) epigram
- (b) allusion
- (c) cliché
- (d) quotation

14. Name the set expression, which is defined as "a repetition of a phrase or statement from a book, speech and the like used by way of authority, illustration, proof or as a basis for further speculation on the matter in hand".

- (a) quotation
- (b) allusion
- (c) cliché
- (d) epigram

15. Quotations are used as a stylistic device in the

- (a) belles-lettres style
- (b) publicistic style
- (c) scientific style
- (d) any style

16. Match the allusions with the notions they typify.

- | | |
|-------------|---------------------------------|
| 1) Aeolian | (a) betrayal, cunning, weakness |
| 2) Capulet | (b) rebellion and disobedience |
| 3) Moriarty | (c) music |
| 4) Bounty | (d) criminals |
| 5) Delilah | (e) anger |

17. Group the set expressions according to their connotation.

(a) with flying colours, (b) to look down in the mouth, (c) to rub smb up the wrong way, (d) to blow one's top, (e) to waste one's breath, (f) like a hog in the armour, (g) a pig in clover, (h) to put new heart into smb, (i) to be in one's element, (j) a dab hand

- 1) Positive
- 2) Negative

18. Define the set expression used in the given example: "If this doesn't turn out to be a suicide, I am a monkey's uncle".

- (a) proverb
(b) allusion
(c) cliché
(d) epigram

19. Group separately the set expressions containing metaphor and metonymy.

(a) a dog in the manger, (b) all ears, (c) queer fish, (d) to count noses, (e) an old hand, (f) walking dictionary, (g) blue coat, (h) to be on the razor edge, (i) blue bonnet, (j) a cat has nine lives

- 1) Containing metaphor
- 2) Containing metonymy

20. Match the clichés with the proper explanation.

- | | |
|-----------------------------------|---|
| 1) coup de grace | (a) an extra advantage or additional benefit |
| 2) hand in glove | (b) the central point of a dispute |
| 3) the bone of contention | (c) on very intimate terms; allies |
| 4) a slippery slope | (d) a finishing stroke |
| 5) the frosting/icing on the cake | (e) a dangerous path or situation leading to disaster |

Test for self-control 4. Syntactical level

1. Name the type of repetition.

- [...a,a....b,b....c, c....] _____
- [a,a,a,] _____
- [a...., a....] _____
- [...a,a] _____
- [a...a] _____
- [...a,...a...,a...] _____
- [...a, a....] _____

2. Name the particular SD, which is defined as "a SD based on singling out a secondary member of the sentence with the help of punctuation (intonation)".

- (a) inversion
(b) detachment
(c) suspense
(d) chiasmus

3. The peculiar interrogative construction which semantically remains a statement is called a
- parallel construction
 - question-in-the-narrative
 - inversion
 - rhetorical question
4. Name the particular SD, which is defined as “a compositional device which consists in arranging the matter of a communication in such a way that the less important, descriptive, subordinate parts are amassed at the beginning, the main idea being withheld till the end of the sentence”.
- inversion
 - apokoinu construction
 - detachment
 - suspense
5. The syntactical SD in which the second part of the utterance is separated from the first one by a full stop though their semantic and grammatical ties remain very strong is called
- suspense
 - gap-sentence link
 - apokoinu construction
 - aposiopesis
6. Define the syntactical SD used in the given example: “So large was the stream that already the water was about their ankles”.
- parallel construction
 - apokoinu construction
 - inversion
 - suspense
7. Identify the example of detachment.
- Rod nodded, slowly.
 - He, whose blood of heart and life was nearest at stake in the issue, was the first to act.
 - Up they all jumped.
 - I know all about it, my friend.
8. Find the example of chiasmus.
- Better the devil you know than the devil you don't.
 - Poets utter great and wise things which they do not themselves understand
 - She always glances up and glances down and doesn't know where to look, but looks all the prettier
 - I kissed my girl, my girl kissed me.
9. Identify the example of suspense.
- For less than a minute, but for nearly a minute, no word was uttered, no thought was betrayed by a restless movement.
 - In came Mr. Brown, Mr. Smith went out.
 - She was crazy about, in the beginning.
 - He, whose blood of heart and life was nearest at stake in the issue, was the first to act.
10. Define the syntactical SDs used in the given example: “Here died my mother. Herein was I born. But it is mere idleness to say that I had not lived before – that the soul has no previous existence”.
- suspense

- (b) inversion
- (c) parallel construction
- (d) polysyndeton

Test for self-control 5. Lexico-Syntactical level

1. Match the notion with its definition.

- | | |
|---------------|--|
| | (a) is a figure of inequality realised in decreasing significance, importance or emotional tension of narration. |
| 1) climax | (b) is a two-component structure in which two negations are joined to give a possessive evaluation. |
| 2) simile | (c) is a semantically complicated parallel construction, in which each next word combination (clause, sentence) is logically more important or emotionally stronger and more explicit. |
| 3) litotes | (d) is an imaginative comparison of two unlike objects belonging to two different classes on the grounds of similarity of some quality. |
| 4) anticlimax | |

2. The SD which is aimed to stress the heterogeneity of the described phenomenon, to show that the latter is a dialectical unity of two (or more) opposing features is called

- (a) simile
- (b) periphrasis
- (c) metaphor
- (d) antithesis

3. Name the SD, which is defined as “a SD which denotes the use of a longer phrasing in place of a possible shorter and plainer form of expression.”.

- (a) simile
- (b) periphrasis
- (c) metaphor
- (d) litotes

4. Choose the SD which is based on an evident increase in the volume of the corresponding concepts.

- (a) logical climax
- (b) quantitative climax
- (c) anticlimax
- (d) emotional climax

5. A structure of three components (the tenor, the vehicle, the uniting formal element) is presented in a SD called

- (a) litotes
- (b) periphrasis
- (c) metaphor
- (d) simile

6. The concrete stylistic function of this device is to show the relative importance of things as seen by the author, or to impress upon the reader the significance of the things described by suggested comparison, or to depict phenomena dynamically.

- (a) climax
- (b) periphrasis
- (c) metaphor
- (d) antithesis

7. Define the lexico-syntactical SD used in the given example: “He was pleased when the child began to adventure across floors on hands and knees; he was gratified, when she managed the trick of balancing herself on two legs; he was delighted when she first said 'ta-ta'; and he was rejoiced when she recognized him and smiled at him”.

- (a) antithesis
- (b) periphrasis
- (c) climax
- (d) anticlimax

8. Define the lexico-syntactical SD used in the given example: “Papa, love. I am a mother. I have a child who will soon call Walter by the name by which I call you”.

- (a) anticlimax
- (b) periphrasis
- (c) litotes
- (d) antithesis

9. Define the lexico-syntactical SD used in the given example: “She was absolutely sure that he would help her, and not without reason”.

- (a) antithesis
- (b) litotes
- (c) anticlimax
- (d) periphrasis

10. Match the periphrases with the notion they represent.

- | | |
|----------------------------------|-----------------------------|
| 1) a terminological inexactitude | (a) a fatalist |
| 2) soft gold | (b) a woman |
| 3) a man who believes in fate | (c) a lie |
| 4) a daughter of Eve | (d) furs |
| 5) a knight of fortune | (e) a mercenary, adventurer |

MODULE 2. FUNCTIONAL STYLES

Content module 3. Functional styles of the modern English language

Test for self-control 6. Functional Styles

1. The functional style is

- (a) a special social differentiation of speech
- (b) a patterned variety of literary text characterized by the greater or lesser typification of its constituents, supra-phrasal units, in which the choice and arrangement of interdependent and interwoven language media are calculated to secure the purport of the communication
- (c) the form of communication which depends on the situation in which the communication is maintained
- (d) a patterned variety of literary text, in which the choice and arrangement of interdependent and interwoven language media are calculated to secure the purport of the communication

2. The belles-lettres functional style includes the following substyles

- (a) poetry, emotive prose, drama
- (b) the oratory, essays, poetry, emotive prose, drama
- (c) essays, poetry, prose, drama
- (d) poetry, emotive prose, drama, essay

3. The aim of the functional style of scientific prose is

- (a) to prove a hypothesis, to create new concepts

- (b) to inform the reader
- (c) to disclose the internal laws of existence, development, relations between different phenomena
- (d) to prove a hypothesis, to create new concepts, to disclose the internal laws of existence, development, relations between different phenomena

4. A literary composition of moderate length on philosophical, social, aesthetic or literary subjects characterized by personality in the treatment of the theme and naturalness of expression is called ...

- (a) essay
- (b) short story
- (c) drama
- (d) novel

5. The scientific style is characterized by

- (a) the use of terms specific to a certain branch of science; sentence pattern of 3 types; the use of quotations, references and foot-notes; the impersonality
- (b) conventionality; unemotiveness; encoded character; a general syntactical mode of combining several pronouncements into one sentence
- (c) the use of terms specific to a certain branch of science; the use of quotations, references and foot-notes; the impersonality; conventionality; unemotiveness
- (d) the logical sequence of utterances with clear indication of their interrelation and interdependence; the use of terms specific to a certain branch of science; sentence pattern of 3 types: postulatory, argumentative, and formulative; the use of quotations, references and foot-notes; the impersonality

6. The external differentiating features of the substyle of poetry are

- (a) rhythm and rhyme
- (b) metre and line
- (c) rhythm, rhyme, metre
- (d) images

7. Name the functional style, which is characterized as the most conservative one and preserves cast-iron forms of structuring and uses syntactical constructions and words long known as archaic and not observed anywhere else.

- (a) style of official documents
- (b) scientific style
- (c) publicistic style
- (d) newspaper style

8. The oratorical style of language is the oral subdivision of the

- (a) newspaper style
- (b) publicistic style
- (c) scientific style
- (d) belles-lettres style

9. The style of official documents is represented by the following substyles

- (a) business documents
- (b) legal documents, diplomatic documents, business documents
- (c) business documents, legal documents, diplomatic documents, military documents
- (d) legal documents

10. Name the functional style, which is famous for its explicit pragmatic function of persuasion directed at influencing the reader and shaping his views, in accordance with the argumentation of the author.

- (a) publicistic style
- (b) newspaper style
- (c) scientific style
- (d) belles-lettres style

KEYS

Test for self-control 1	<p>1. 1- c 2-d 3-e 4-d 5-a 2. 1) a, b, e 2) d, f 3) e 3. a 4. slang, jargonisms, professionalisms, dialectisms, vulgarisms, colloquial coinages. 5. b 8. d 6. c 9. d 7. c 10. c</p>
Test for self-control 2	<p>1. 1) b, d, e 2) a, c 6. b, d 2. d 7. a, c 3. a 8. b, d 4. a 9. b 5. d 10. a</p>
Test for self-control 3	<p>1. 1-d 2-c 3-e 4-b 5-a 6. b 2. d 7. d 3. c 8. c 4. d 9. b 5. d 10. c</p> <p>11. a 12. b 13. c 14. a 15. a 16. 1-c 2-e 3-d 4-b 5- a 17. 1) a, d, h, i 2) b, c, e, f, g, j 18. c 19. 1) a, f, h, j, c 2) b, d, e, g, i 20. 1) d 2) c 3) b 4) e 5) a</p>
Test for self-control 4	<p>1. Chain, successive, anaphora, epiphora, framing, ordinary, catch. 2. b 7. a 3. b 8. d 4. d 9. d 5. b 10. b 6. c</p>
Test for self-control 5	<p>1. 1-c 2-d 3-b 4-a 6. a 2. d 7. c 3. b 8. b 4. b 9. b 5. d 10. 1-c 2-d 3-a 4-b 5-e</p>
Test for self-control 6	<p>1. a 6. a 2. a 7. a 3. d 8. b 4. a 9. c 5. d 10. a</p>

ПИТАННЯ ДЛЯ САМОКОНТРОЛЮ

При підготовці до контрольних робіт та екзамену здобувачеві рекомендується перевірити рівень власної підготовки за допомогою питань для самоконтролю.

MODULE 1. GENERALITIES OF STYLISTICS

Content module 1. Stylistics as a linguistic discipline, its main notions

Stylistics as a linguistic discipline, its basic notions

1. What are the two interdependent tasks of stylistics?
2. What is the main target of literary stylistics?
3. Which notions predetermine investigating functional styles?
4. Which general language problems is investigating stylistic devices and expressive means involved with?
5. What is called a stylistic device? What are expressive means?
6. What do we mean by stylistic analysis of the text?
7. What do know about correlation of style, norm and function in the language?
8. What is understood by “the notion of image”?

Stylistic differentiation of the English vocabulary

1. What determines the choice of stylistically marked words in each particular situation?
2. In what situation are informal words used? Where are formal words used?
3. What is the difference between colloquialisms and slang? What are their common features?
4. What are the main features of dialect words?
5. What is the principal difference between barbarisms and foreign words proper?
6. What are the principal characteristics of archaic words?
7. What is the difference between a term and a professionalism?
8. What kinds of words are grouped the term ‘standard English vocabulary’?

Content module 2. Expressive means and stylistic devices

Phono-graphical level

1. What is the difference between rhythm and rhyme?
2. What is the difference between rhyme and metre?
3. What is understood by onomatopoeia? What variants of onomatopoeia exist?
4. What devices are used mainly in poetry? Give their definitions.
5. What are the purely phonetic stylistic devices?
6. What are the purely graphic stylistic devices?
7. What are the purposes of the usage of different print in the text?
8. What information can the reader get by means of graphon?

Morphological level

1. What are the main cases of morphemic foregrounding?
2. What are the functions of morphemic repetition?
3. How are morphemes foregrounded in occasional words?
4. What is the stylistic power of the verb based on?
5. What is the stylistic power of the article based on?
6. What is the stylistic power of the noun based on?
7. What is the stylistic power of the pronoun based on?
8. What is the stylistic power of the adjective based on?

Lexical level

1. What are tropes? Enumerate them.
2. What is understood by the figurative meaning of the word?
2. What stylistic device deals with the speaking names? Name its stylistic functions.
3. What is the difference between metaphor and metonymy?
4. Name variants of metaphor and give their definitions.
5. Metonymy can be based on ...
6. How can one distinguish between zeugma and pun?
7. What are the main characteristics of hyperbole?
8. Are all the adjectives in the text considered epithets?
9. Name structural types of epithets. Give examples.
10. Why are there comparatively few trite oxymorons and where are they mainly used?
11. What are allusions based on? What is the purpose of using allusion in the speech?
12. What types of violation of phraseological unity do you know? Give examples.
13. What is meant by epigrams? Where are they used?
14. What are proverbs? What is the difference between proverbs and epigrams?
15. What is understood by “allusive quotation”?

Syntactical level

1. What is understood by “figures of speech”? Enumerate them.
2. What syntactical stylistic device deals with the questions that don't require an answer?
3. What is the difference between an ellipsis and incomplete sentence?
4. What are the characteristic features of the aposiopesis? What is another name of this device?
5. How is parenthesis connected with detachment?
6. What units of language can be repeated? Which of them are called pure repetition? And which of them are called syntactical repetition?
7. What is the repetition divided according to its structure? Give examples.
8. What is the difference between asyndeton and polysyndeton?
9. Name the types of stylistic inversion and give examples to each type.
10. Name the stylistic functions of suspense.

Lexico-syntactical level

1. What lexico-syntactical stylistic devices do you know?
2. In what way does the structure of an emotive climax differ from that of other types?
3. What can you say about the negative form of the climax?
4. What is an anticlimax?
5. What do you know about antithesis? Why is it viewed separately from parallel constructions?
6. What is the difference between simile and comparison? Give examples. Which of them is based on logical comparison and which – on the figurative?
7. What words are used as connectives in similes? Give examples.
8. What is the most common analogy simile is based on?
9. What lexico-syntactical stylistic device is called circumlocution? How is it classified?
10. What is meant by euphemistic periphrases?

MODULE 2. FUNCTIONAL STYLES

Content module 3. Functional styles of the modern English language

1. What are the appearance and existence of FS connected with?
2. What are specific vocabulary features of the newspaper style?
3. What are the indispensable linguistic features of the publicistic style?
4. What is the most obvious purpose of oratory?
5. Which typical features of the spoken variety of speech are present in the oratorical sub-style?

6. What are the most characteristic language features of the essay?
7. What is the most obvious linguistic feature of the style of scientific prose?
8. What is the communicative aim of the style of official documents?
9. What are the syntactical features of business letters?
10. Which major characteristics does official military language have?
11. How are the scientific texts differentiated according to function-content-form?
12. What do you know about form in poetry?
13. Name the functions of the scientific functional style.
14. Comment on the linguistic features of the belles-lettres style.
15. Enumerate the substyles of the scientific style.

Підсумковий контроль з дисципліни «Стилістика (основна іноземна мова)» проводиться у формі екзамену. У білет включено два завдання, перше з яких спрямовано на перевірку теоретичних знань, друге – на контроль практичних навичок і вмінь лінгвостилістичного аналізу.

Теоретичні питання до екзамену

1. Stylistics as a branch of general linguistics. Types of stylistic research and branches of stylistics.
2. Stylistic analysis of the text and its aims. Levels for stylistic analysis.
3. The notion of the stylistic device and the notion of expressive means (morphological expressive means, word-building expressive means, lexical expressive means, syntactical expressive means).
4. Phono-graphical stylistic devices and expressive means, their stylistic relevance: instrumentation means (alliteration, assonance, onomatopoeia) and versification means (rhythm, rhyme), graphon, hyphenation, multiplication, print, graphic imagery.
5. Metrical feet in the English language.
6. Stylistic potential of the parts of speech: the noun and its stylistic potential, the pronoun and its stylistic functions.
7. Stylistic potential of the parts of speech: the verb and its stylistic properties.
8. Stylistic potential of the parts of speech: the article and its stylistic potential, the stylistic power of the adjective.
9. Lexical stylistic devices: metaphor (its types, functions) and its variants (personification, zoosemy), hyperbole.
10. Lexical stylistic devices: metonymy (its types and functions) and synecdoche as its variant, antonomasia, oxymoron.
11. Lexical stylistic devices: epithet and its types, irony, play on words (zeugma, pun, violation of phraseological units).
12. Syntactical stylistic devices: particular use of colloquial constructions (rhetorical question, ellipsis, aposiopesis), stylistic potential of word order (stylistic inversion, its types and models, detachment, suspense).
13. Syntactical stylistic devices: syntactical repetition and its types, parallelism, chiasmus as the variant of parallelism, tautology, enumeration, types of connection (polysyndeton, asyndeton, attachment).
14. Lexico-syntactical stylistic devices: climax, anticlimax, antithesis.
15. Lexico-syntactical stylistic devices: simile, periphrases, litotes.
16. Stylistic differentiation of the English vocabulary.
17. Peculiar use of cliché, proverbs and saying, epigrams, quotations and allusions in the text.
18. The notion of functional style. Functional styles of the English language: general characteristic.
19. Distinctive linguistic features of the scientific functional style.
20. Distinctive linguistic features of the style of official documents.
21. Distinctive linguistic features of the publicistic functional style.
22. Distinctive linguistic features of the belles-lettres functional style.
23. Distinctive linguistic features of the newspaper functional style.
24. Types of narration and narrative compositional forms.
25. The notion of the style and the individual style. The notion of the language norm. Correlation of style, norm and function in the language.
26. Types of lexical meanings.

Здобувач має пояснити базові поняття, розкрити зміст та значимість конкретного стилістичного явища, навести його дефініції та критерії класифікації, прокоментувати стилістичні функції з наведенням прикладів, що ілюструють це явище, розкрити критерії стилістичної класифікації словникового складу англійської мови, детально охарактеризувати певний функціональний стиль.

Практичне завдання передбачає стилістичний аналіз уривку тексту. Для аналізу пропонуються уривки текстів різної функціонально-стильової і жанрової приналежності. Здобувач має зробити всебічний стилістичний аналіз уривку тексту, що надається.

Орієнтовний зразок відповіді на практичне запитання

Deep down here by the dark water lived old Gollum, a small slimy creature. I don't know where he came from, nor who or what he was. He was Gollum — as dark as darkness, except for two big round pale eyes in his thin face. He had a little boat, and he rowed about quite quietly on the lake; for lake it was, wide and deep and deadly cold. He paddled it with large feet dangling over the side, but never a ripple did he make. He was looking out of his pale lamp-like eyes for blind fish, which he grabbed with his long fingers as quick as thinking. (J. R. R. Tolkien)

The extract belongs to the belles-lettres functional style? The substyle of emotive prose. It is a sample of character's description. The author introduces one of the personages, Gollum. The narration begins with complete inversion, thus creating the atmosphere of fairy-tale and adding relevance to the indication of the place of action – the cave, the stylistic effect is reinforced by use of epithet “dark”. This atmosphere is consistently maintained all through the passage with the help of partial inversion “for lake it was” used in convergence with detached epithets “wide, deep, deadly cold” and polysyndeton “and ... and ...” and further by complete inversion “never a ripple did he make”.

Describing Gollum, the author brings into play a number of various stylistic devices: the detached epithets “small slimy” is introduced to characterize him as a part of the place where this creature is living. This image is further sustained by similies “as dark as darkness”, “as quick as thinking” epithets “pale” “lamp-like” and root repetition “quite quietly”. Anaphoric repetition “he” serves for rhythmic organization of the text.

КРИТЕРІЇ ОЦІНЮВАННЯ

Критерії оцінювання за різними видами роботи

Вид роботи	Бали	Критерії
Практичні заняття	0 балів	Відповідь відсутня або не розкриває сутності питання
	1 бал	Неповна відповідь
	2 бали	Повна відповідь
Самостійна робота	1 бал	Неповна відповідь. Здобувач знає окремі факти, що стосуються навчального матеріалу; самостійно та за допомогою викладача може виконувати частину практичних завдань; практичні завдання містять помилки.
	2 бали	Повна відповідь. Здобувач самостійно працює з інформацією у відповідності до поставлених завдань; систематизує та узагальнює навчальний матеріал; самостійно користується додатковими джерелами інформації; без похибок виконує та аналізує практичні завдання.
Індивідуальне навчально-дослідне завдання (доповідь у супроводі презентації в системі Power Point)	0 балів	Завдання не виконане або представлений матеріал не розкриває сутності проблеми
	1 бал	Тема доповіді зовсім не розкрита. Мовлення не досить виразне; допускаються 4 мовленнєвих недоліки; допущено 4-5 граматичних помилок; мовленні 4-5 фонетичних помилок. Самокорекція відсутня. Темп мовлення уповільнений.
	2 бали	Проблема розглядається поверхово. Мовлення характеризується лексико-граматичною правильністю, але допущено 2-3 мовленнєвих недоліки, допущено 2-3 граматичні помилки, 2-3 фонетичні помилки. Самокорекція відсутня. Темп мовлення уповільнений.
	3 бали	Тема доповіді викладена досить повно, але є певні недоліки у логіці викладу. Мовлення характеризується лексико-граматичною правильністю, виразністю та самокорекцією, допущено 1-2 мовленнєві недоліки, допущено 2 не грубі граматичні помилки (вживання артикля або прийменника). Темп мовлення природній.
	4 бали	Проблема, яка в ній розглядається, викладена повно, послідовно, логічно. Мовлення характеризується лексико-граматичною правильністю, виразністю та самокорекцією, допущено один мовленнєвий недолік, допущено 1-2 не грубі граматичні помилки (вживання артикля або прийменника). Темп мовлення природній.
Контрольна модульна робота	0 балів	Сума балів за виконання завдань 0-29
	1 бал	Сума балів за виконання завдань 30-33
	2 бали	Сума балів за виконання завдань 34-38
	3 бали	Сума балів за виконання завдань 39-42
	4 бали	Сума балів за виконання завдань 43-47
	5 балів	Сума балів за виконання завдань 48-50

Критерії оцінювання підсумкового контролю (екзамен)

Бали	Критерії
0 балів	Відповіді на запитання відсутні.
1-5 балів	<p>Відповіді на запитання неповні, невпевнені, не має власного судження, відношення, оцінки. Теоретичні положення не проілюстровано відповідними прикладами. Здобувач має труднощі з представленням власного судження, відношення, оцінки.</p> <p>Здобувач вищої освіти має епізодичні уявлення про стилістичні ресурси та стилістичні мовленнєві факти англійської мови, її поодинокі національно-специфічні стилістичні риси; поодинокі виразні засоби й стилістичні прийоми різних мовних рівнів; розрізняє основні функціональні стилі, але може навести лише поодинокі характеристики; майже не усвідомлює особливості використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування; практично не виявляє розуміння у оцінюванні стилістичного потенціалу мовних одиниць різних рівнів мовної системи, виявляє часткові вміння аналізу та пояснення особливостей їх вживання, при цьому лише на деяких рівнях у деяких функціональних стилях; лише епізодично вміє аналізувати і інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови, при цьому потребує суттєвої допомоги.</p>
6-10 балів	<p>Відповіді на запитання формальні, книжкові, у відповіді наявні порушення логіки і послідовності викладу матеріалу, теоретичні питання не завжди підкріплюються прикладами. Здобувач має труднощі з представленням власного судження, відношення, оцінки. Здобувач демонструє відсутність логічності у викладенні інформації.</p> <p>Здобувач вищої освіти має уявлення про стилістичні ресурси та стилістичні мовленнєві факти англійської мови, її окремі національно-специфічні стилістичні риси; деякі виразні засоби й стилістичні прийоми різних мовних рівнів; розрізняє основні функціональні стилі, знає деякі їх характеристики; майже не усвідомлює особливості використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування; у цілому дотримується стилістичних норм англійської мови у будівництві цілісних, зв'язних дискурсів різних функціональних стилів; у цілому вміє оцінювати стилістичний потенціал мовних одиниць усіх рівнів мовної системи, але потребує зовнішньої допомоги, але має значні ускладнення щодо аналізу та пояснення особливостей їх вживання; вміє фрагментарно аналізувати і інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови, при цьому потребує допомоги викладача.</p>
11-15 балів	<p>Відповіді на запитання загалом правильні, проте наявні помилки у визначеннях. Теоретичні положення проілюстровано відповідними прикладами, але тими що надані викладачем. Здобувач демонструє логічність викладення інформації, встановлення причинно-слідчих зв'язків при зовнішній допомозі, висловлює власне судження, відношення, оцінки непереконливо, або при допомозі зовні.</p> <p>Здобувач вищої освіти на достатньому рівні знає стилістичні ресурси та стилістичні мовленнєві факти англійської мови, її національно-специфічні стилістичні риси; виразні засоби й стилістичні прийоми різних мовних рівнів; розрізняє основні функціональні стилі, знає їх характеристики;</p>

	<p>усвідомлює особливості використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування; дотримується стилістичних норм англійської мови у будівництві цілісних, зв'язних і логічних дискурсів різних функціональних стилів; вміє оцінювати стилістичний потенціал мовних одиниць усіх рівнів мовної системи, аналізувати та пояснювати особливості їх вживання на всіх рівнях у різних функціональних стилях, але потребує зовнішньої допомоги; вміє аналізувати та інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови, при цьому робить не більше двох помилок при визначенні типу й функції вжитих автором аналізованого тексту експресивних засобів і стилістичних прийомів, відокремлюючи більшу частку експресивних засобів тексту.</p>
16-20 балів	<p>Відповіді на запитання повні, обґрунтовані, логічно побудовані. Теоретичні положення проілюстровані відповідними власними прикладами. Здобувач демонструє логічність викладення інформації, встановлення причинно-слідчих зв'язків, наявність власного судження, відношення, оцінки.</p> <p>Здобувач вищої освіти знає стилістичні ресурси та стилістичні мовленнєві факти англійської мови, її національно-специфічні стилістичні риси; виразні засоби й стилістичні прийоми різних мовних рівнів; розрізняє основні функціональні стилі, знає їх характеристики; усвідомлює особливості використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування; дотримується стилістичних норм англійської мови у будівництві цілісних, зв'язних і логічних дискурсів різних функціональних стилів; вміє оцінювати стилістичний потенціал мовних одиниць усіх рівнів мовної системи, аналізувати та пояснювати особливості їх вживання на всіх рівнях у різних функціональних стилях; вміє творчо аналізувати та інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови, при цьому коректно визначає тип і функцію вжитих автором аналізованого тексту експресивних засобів і стилістичних прийомів.</p>

Критерії оцінювання за всіма видами контролю

Сума балів	Критерії оцінки
Відмінно (90-100 А)	<p>Здобувач вищої освіти має грунтовні знання про стилістичні ресурси та стилістичні мовленнєві факти англійської мови, її національно-специфічні стилістичні риси; виразні засоби й стилістичні прийоми різних мовних рівнів; основні функціональні стилі, їх характеристики; особливості використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування. Усні відповіді повні, логічні й обґрунтовані.</p> <p>На високому рівні вміє дотримуватися стилістичних норм англійської мови у будівництві цілісних, зв'язних і логічних дискурсів різних функціональних стилів; здійснювати всі види мовленнєвої діяльності з урахуванням національно-специфічних стилістичних рис англійської мови; оцінювати стилістичний потенціал мовних одиниць усіх рівнів мовної системи, аналізувати та пояснювати особливості їх вживання на всіх рівнях у різних функціональних стилях; творчо аналізувати та інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови.</p>

<p>Добре (82-89 B)</p>	<p>Здобувач вищої освіти має достатні знання про стилістичні ресурси та стилістичні мовленнєві факти англійської мови, її національно-специфічні стилістичні риси; виразні засоби й стилістичні прийоми різних мовних рівнів; основні функціональні стилі, їх характеристики; особливості використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування. Усні відповіді повні, логічні, натомість не завжди обґрунтовані.</p> <p>На достатньому рівні володіє вміннями дотримуватися стилістичних норм англійської мови у будівництві цілісних, зв'язних і логічних дискурсів різних функціональних стилів; вміє здійснювати всі види мовленнєвої діяльності з урахуванням національно-специфічних стилістичних рис англійської мови, проте наявні незначні помилки; вміє оцінювати стилістичний потенціал мовних одиниць усіх рівнів мовної системи, аналізувати та пояснювати особливості їх вживання на всіх рівнях у різних функціональних стилях, але припускається незначних помилок при поясненні; вміє аналізувати та інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови, але допускає незначні неточності у формулюваннях та при аналізі.</p>
<p>Добре (74-81 C)</p>	<p>Здобувач вищої освіти має знання про стилістичні ресурси та стилістичні мовленнєві факти англійської мови, її національно-специфічні стилістичні риси, виразні засоби й стилістичні прийоми різних мовних рівнів, основні функціональні стилі, їх характеристики, але припускається деяких огріхів у визначеннях, не може навести власних прикладів; визначення особливостей використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування викликає певні труднощі. Усні відповіді повні, логічні, натомість не завжди обґрунтовані.</p> <p>На середньому рівні володіє вміннями дотримуватися стилістичних норм англійської мови у будівництві цілісних, зв'язних і логічних дискурсів різних функціональних стилів, при цьому наявні негрубі помилки; вміє здійснювати всі види мовленнєвої діяльності з урахуванням національно-специфічних стилістичних рис англійської мови, проте наявні негрубі помилки; не завжди може оцінювати стилістичний потенціал мовних одиниць усіх рівнів мовної системи, допускає негрубі помилки та деякі неточності у формулюваннях та при аналізі та поясненні особливостей їх вживання на всіх рівнях у різних функціональних стилях; припускається негрубих помилок та деяких неточностей у формулюваннях та при аналізі і інтерпретації текстів різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови.</p>
<p>Задовільно (64-73 D)</p>	<p>Здобувач вищої освіти має недостатні знання про стилістичні ресурси та стилістичні мовленнєві факти англійської мови, деякі її національно-специфічні стилістичні риси, виразні засоби й стилістичні прийоми деяких мовних рівнів, основні функціональні стилі, їх основні характеристики, при цьому припускається суттєвих помилок у визначеннях, формулюваннях, не може навести прикладів; плутається щодо особливостей використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування. Усні відповіді не повні, здобувач вищої освіти ускладнюється в їх обґрунтуванні.</p> <p>На задовільному рівні володіє вміннями дотримуватися стилістичних норм англійської мови у будівництві цілісних, зв'язних і логічних дискурсів різних функціональних стилів, при цьому наявні суттєві помилки; у цілому вміє</p>

	<p>здійснювати всі види мовленнєвої діяльності з урахуванням національно-специфічних стилістичних рис англійської мови, проте наявні грубі помилки; має труднощі у оцінюванні стилістичного потенціалу мовних одиниць різних рівнів мовної системи, допускає помилки, значні труднощі викликає аналіз та пояснення особливостей їх вживання на всіх рівнях у різних функціональних стилях; вміє фрагментарно аналізувати і інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови, при цьому потребує допомоги викладача.</p>
<p>Задовільно (60-63 E)</p>	<p>Здобувач вищої освіти має недостатні знання про стилістичні ресурси та стилістичні мовленнєві факти англійської мови, її поодинокі національно-специфічні стилістичні риси, деякі виразні засоби й стилістичні прийоми різних мовних рівнів, основні функціональні стилі, деякі їх характеристики, припускається грубих помилок у визначеннях, формулюваннях, не може навести прикладів; плутається щодо особливостей використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування. Усні відповіді не повні, не обґрунтовані.</p> <p>На низькому рівні володіє вміннями дотримуватися стилістичних норм англійської мови у будівництві цілісних, зв'язних і логічних дискурсів різних функціональних стилів, при цьому наявні грубі помилки; має значні труднощі у здійсненні мовленнєвої діяльності з урахуванням національно-специфічних стилістичних рис англійської мови, при цьому припускається грубих помилок; практично не виявляє розуміння у оцінюванні стилістичного потенціалу мовних одиниць різних рівнів мовної системи, виявляє часткові вміння аналізу та пояснення особливостей їх вживання, при цьому лише на деяких рівнях у деяких функціональних стилях; лише епізодично вміє аналізувати і інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови, при цьому потребує суттєвої допомоги.</p>
<p>Незадовільно (35-59 FX)</p>	<p>Здобувач вищої освіти має фрагментарні знання про стилістичні ресурси та стилістичні мовленнєві факти англійської мови, виразні засоби й стилістичні прийоми різних мовних рівнів, основні функціональні стилі, їх характеристики, не знає національно-специфічні стилістичні риси англійської мови, не розуміє і не усвідомлює особливості використання стилістичних засобів відповідно до мети, умов і цільової настанови спілкування. Здобувач відповідає тільки частково на окремі питання; відповідь містить неправильне висвітлення питань, допускає неправильні посилення на факти та їх тлумачення. Усні відповіді часткові, не обґрунтовані.</p> <p>Здобувач вищої освіти майже не вміє дотримуватися стилістичних норм англійської мови у будівництві цілісних, зв'язних і логічних дискурсів різних функціональних стилів; здійснювати мовленнєву діяльність з урахуванням національно-специфічних стилістичних рис англійської мови; не володіє вміннями оцінювати стилістичний потенціал мовних одиниць різних рівнів мовної системи, майже не може аналізувати та коментувати особливості їх вживання; не вміє аналізувати і інтерпретувати тексти різної функціонально-стильової і жанрової приналежності на основі знання лінгвостилістичної системи англійської мови.</p>

РЕКОМЕНДОВАНА ЛІТЕРАТУРА

Основна література

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з дисципліни
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для здобувачів першого (бакалаврського) рівня вищої освіти
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