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Рецензент И.А.Гаврилова

Стилистика английского языка: планы семинаров, основные понятия и практические задания для студентов, обучающихся по программе «Переводчик в сфере профессиональной коммуникации» /составитель Е.Е.Щелканова; под ред. Т.В. Тархановой. – Челябинск: Издательский центр ЮУрГУ, 2013. – 34 с.

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Предложенные для изучения темы отражают наиболее значимые аспекты учебной дисциплины. Студенту предлагаются планы семинарских занятий, ключевые понятия, вопросы для обсуждения, практические задания и список литературы. Может использоваться как для аудиторной, так и для самостоятельной работы студентов.

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SEMINAR 1

SUBJECT MATTER OF STYLISTICS AND STYLISTIC CLASSIFICATION OF THE ENGLISH VOCABULARY

Basic Terms

Archaisms – words, which are no longer in use in present day English

Barbarisms – words of foreign origin, not assimilated into the English language

Dialectisms – words, the use of which is confined to a definite locality

Historisms – words denoting historical phenomena which no longer exist

Individual neologisms (nonce words) – spontaneous and elusive coinages

Jargonisms – words with coded meaning, used by definite social groups

Neologisms – words, specially coined according to the productive models of word-building

Norm – the invariant of phonetic, lexical, grammatical patterns, circulating in speech at a given period of time

Poetic words – words, which evoke emotive meaning and colour the utterance with a certain loftiness

Professionalisms – words, used in a definite trade, profession by people, connected by common interests

Slang – everything that is below the standard usage of present day English

Stylistics – branch of general linguistics, investigating the inventory of special language means, which secure the desirable effect of the utterance, and certain types of texts, characterized by peculiar choice and arrangement of language means

Stylistic phonetics – embraces all the phenomena of sound arrangement in prose and verse

Stylistic morphology – describes stylistic potentialities of different grammatical categories and classes of words

Stylistic lexicology – studies stylistic functions of words, connotative and contextual meanings, stylistic potentiality of phraseology and word-building patterns

Stylistic syntax – studies expressive potentiality of word order, different types of sentence structures and syntactic ties, investigates syntactic expressive means and specific features of paragraphs and supra-phrasal units

Terms – usually monosemantic words, used in a definite branch of science

Vulgarisms – swear and obscene words and expressions

Items for Discussion

1. The subject matter of stylistics and its main problems:
 - 1) What does stylistics investigate?

- 2) Can stylistics be considered a “level discipline”?
 - 3) What does stylistic phonetics (stylistic morphology, stylistic lexicology, stylistic syntax) study?
 - 4) How is style defined?
 - 5) What is understood by norm?
2. Stylistic characteristics of the English vocabulary:
- 1) How can the English vocabulary be classified?
 - 2) What are the main aspects of the literary, neutral and colloquial layers of the English vocabulary?
 - 3) What words are grouped under the term standard English vocabulary?
 - 4) What are the distinguishing features of common literary and common colloquial words?
3. Special literary vocabulary:
- 1) What is the difference between common literary and special literary words?
 - 2) Where are terms used?
 - 3) What is the difference between archaisms, historicisms and poetisms?
 - 4) What are the typical features of barbarisms?
 - 5) What are the two types of neologisms?
4. Special colloquial vocabulary:
- 1) What is the difference between common colloquial and special colloquial vocabulary?
 - 2) What is understood by slang?
 - 3) What jargons can you name? What is the typical feature of each jargon?
 - 4) Is there a difference between jargonisms and professionalisms?
 - 5) How are vulgarisms defined?
 - 6) Where are dialectisms used?

Tasks and Exercises

1. Point out stylistic differences within the groups of synonyms.

face – visage – mug – deadpan

nose – snout – beak – nasal cavity

I think – I gather – I presume – I take it – I guess – methinks

boy – youth – lad – young male person – youngster – teenager

nonsense – absurdity – rot – trash

Silence please! – Stop talking! – Shut up!

breathe in – inhale – gasp

you are – thou art

2. State the type and function of obsolete words.

- 1) "Thou art the Man!" cried Jabes, after a solemn pause, leaning over his cushion. "Seventy times seven times didst thou gapingly contort thy visage—seventy times

seven did I take council with my soul — Lo! This is human weakness: this also may be absolved! The first of the seventy-first is come. Brethren—execute upon him the judgement written. Such honour have all His saints!" (E. Bronte)

2) He kept looking at the fantastic green of the jungle and then at the orange-brown earth, febrile and pulsing as though the rain were cutting wounds into it. Ridges flinched before the power of it. The Lord giveth and He taketh away, Ridges thought solemnly. (N. Mailer)

3) If manners maketh man, then manner and grooming maketh poodle. (J. Steinbeck)

4) He had at his back a satchel, which seemed to contain a few necessaries, a hawking gauntlet on his left hand, though he carried no bird, and in his right hand a stout hunter's pole." (W. Scott)

5) My heart leaps up when I behold

A rainbow in the sky (W. Wordsworth)

6) Whilom in Albion's isle there dwelt a youth,

Who ne in virtue's ways did take delight:

But spent his days in riot most uncouth

And vex'd with mirth the drowsy ear of Night. (Byron)

7) "He of the iron garment," said Daigety, entering, "is bounden unto you, MacEagh, and this noble lord shall be bounden also." (W. Scott)

3. Explain and give the present-day equivalents of the following outdated English words.

apothecary damsel poesy whither

4. Give the English equivalents, state the origin and stylistic purpose of barbarisms.

1) She caught herself criticizing his belief that, since his joke about trying to keep her out of the poorhouse had once been accepted as admirable humor, it should continue to be his daily *bon mot*. (S. Lewis)

2) Then, of course, there ought to be one or two outsiders—just to give the thing a *bona fide* appearance. I and Eileen could see to that—young people, uncritical, and with no idea of politics. (A Christie)

3) "Tyree, you got half of the profits!" Dr. Bruce shouted. "You're my *de facto* partner." "What that *de facto* mean, Doc?..." "Papa, it means you a partner in fact and in law," Fishbelly told him. "(R Wright)

4) And now the roof had fallen in on him. The first shock was over, the dust had settled and he could now see that his whole life was *kaput*. (J. Braine)

5. Identify nonce-words and define the pattern of their creation.

1) She was a young and unbeautiful woman. (I. Shaw)

2) I'll disown you, I'll disinherit you, I'll unget you! and damn me, if ever I call you back again! (R. Sheridan)

3) She was . . . waiting for something to happen. Or for everything to unhappen. (T. Howard)

4) She was . . . doing duty of her waitresshood. (T. Howard)

5) His youngness and singlemindedness were obvious enough. (J.D. Salinger.)

6) You are becoming tireder and tireder. (E. Hemingway)

- 7) So: I'm not just talented. I'm geniused. (Sh. Delaney)
- 8) To think that I should have lived to be good-morninged by Belladonna Took's son. (A. Tolkien)
- 9) David, in his new grown-upness, had already a sort of authority. (I. Murdoch)

6. Indicate slang words in the following examples.

- 1) Bejees, if you think you can play me for an easy mark, you've come to the wrong house. No one ever played Harry Hope for a sucker! (E. O'Neill)
- 2) A cove couldn't be too careful. (D. Cusack)
- 3) I've often thought you'd make a corking good actress. (Th. Dreiser)
- 4) I steered him into a side street where it was dark and propped him against a wall and gave him a frisk. (E. O'Neill)
- 5) "George," she said, "you're a rotten liar. . . The part about the peace of Europe is all bosh." (A. Christie)
- 6) All these medical bastards should go through the ops they put other people through. Then they wouldn't talk so much bloody nonsense or be so damnably unutterably smug. (D. Cusack)
- 7) Don't wanna sleep, Don't wanna die, just wanna go a-travelin through the pastures of the sky. (T. Capote)

7. Make this conversation more informal by changing some of the words. Use the words from the list.

quid, bike, tube, cab, phone, Mum, Dad, fridge, place

- Annie, can you lend me five pounds?
- What for?
- Well, I have to go and visit my mother and father, and my bicycle's not working, so I'll have to take a taxi.
- Can't you telephone them and say you can't come?
- Well, I could, except I want to go because they always have lots of food, and the refrigerator at our flat is empty, as usual.
- Can't you go by Underground?
- Erm...
- Anyway, the answer's no.

8. Paraphrase the sentences to show the different usage of the verb TO DO.

- 1) Have you done your homework?
- 2) I have to do a sum.
- 3) Will you please do your room?
- 4) Who does the cooking in your family?
- 5) Go and do your teeth!
- 6) I like the way you do your hair.
- 7) They do fish very well in this restaurant.
- 8) What subjects do you do at the University?
- 9) This car can do 80 miles an hour.
- 10) What do you do for a living?
- 11) That won't do.
- 12) If you say it again, I'll do you!

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SEMINAR 2

GRAPHICAL AND PHONETIC STYLISTIC DEVICES

Basic Terms

Alliteration – repetition of similar sounds in close succession, aiming at imparting a melodic effect to the utterance

Assonance – variant of alliteration, repetition of the same or similar vowels only

Euphony – pleasing, favourable arrangement of sounds, aiming at producing an artistic effect

Graphon – graphical fixation of phonetic peculiarities of pronunciation with the violation of the accepted spelling.

Onomatopoeia – combination of speech sounds, which aims at imitating sounds, produced in nature

Rhyme – repetition of identical or similar terminal sounds, chaining two or more lines of a poem.

Rhythm – deliberate arrangement of speech into regularly recurring units intended to be grasped as a definite periodicity

Items for Discussion

1. The notion of stylistic devices:

- 1) What terms are used to denote particular means by which utterances are foregrounded?
- 2) What is stylistic device (SD)?

- 3) What is the difference between the original (genuine) and the hackneyed (trite) SD?
 - 4) How are stylistic devices classified on different levels?
2. Graphical stylistic devices:
- 1) What do graphical stylistic devices deal with?
 - 2) What is graphon?
 - 3) What types and functions of graphon do you know?
 - 4) What is achieved by the graphical changes of writing?
3. Phonetic stylistic devices:
- 1) What do phonetic stylistic devices deal with?
 - 2) What is onomatopoeia?
 - 3) What are two varieties of onomatopoeia?
 - 4) What is alliteration?
 - 5) What is rhythm?
 - 6) What oppositions does rhythm in language demand?
 - 7) What is rhyme?
 - 8) What types of rhyme are distinguished?

Tasks and Exercises

1. Indicate the effect of the following cases of alliteration.

- 1) Both were flushed, fluttered and rumped, by the late scuffle. (Ch.Dickens)
- 2) His wife was shrill, languid, handsome and horrible. (Sc.Fitzgerald)
- 3) He swallowed the hint with a gulp and a gasp and a grin. (R.Kipling)
- 4) You lean, long, lanky lath of a lousy bastard.... (S.O'Casey)
- 5) "Luscious, languid and lustful, isn't she?" "Those are not the correct epithets. She is – or rather was – surly, lustrous and sadistic." (E.Waugh)
- 6) The moan of doves in immemorial elms,
And murmuring of innumerable bees... (A.Tennyson)

2. Certain combinations of letters have particular sound associations in English.

Read the following words, say what they are associated with for you.

Groan, grumble, clang, clank, splash, sprinkle, whistle, whip, trickle, drizzle.

3. State the function of the onomatopoeia.

- 1)The Italian trio tut-tutted their tongues at me. (T.Capote)
- 2)"Sh-sh."
"But I am whispering." This continual shushing annoyed him. (A.Huxley)
- 3)Then with an enormous, shattering rumble, sludge-puff, sludge-puff, the train came into the station. (A.Saxton)
- 4) Streaked by a quarter moon, the Mediterranean shushed gently into the beach. (I.Shaw)
- 5) Dreadful young creatures- squealing and squawking. (D.Carter)

4. Guess the meanings of the underlined words from their sounds.

- 1) The child sploshed through the puddles.
- 2) If you have a sore throat, try gargling with some salt water.
- 3) I couldn't concentrate on the play because of the rustle of sweet papers behind me.
- 4) Speak up. Don't mumble.
- 5) Those stairs always creak.
- 6) He whacked the ball into the air.

5. Think of the causes originating the following examples of graphon (young age, defect of speech, lack of education, affectation, carelessness, etc).

- 1) He began to render the famous tune "I lost my heart in an English garden, Just where the roses of England grow" with much feeling: "Ah-ee last mah-ee hawrt een ahn Angleesh gawrden, Jost whahr thah rawzaz ahv Angland grow." (H. Caine)
- 2) She mimicked a lisp: "I don't weally know wevver I'm a good girl. The last thing he'll do would be to be mixed with a howid woman". (J. Braine)
- 3) He spoke with the flat ugly "a" and withered "r" of Boston Irish, and Levi looked up at him and mimicked "All right, I'll give the caaads a break and staaat playing." (N. Mailer)
- 4) I allus remember me man sayin' to me when I passed me scholarship- "You break one o' my winders an' I'll skin ye alive" (St. Barstow)
- 5) My daddy's coming tomorrow on a nairplane. (J.D. Salinger)
- 6) 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)

- 7) He missed our father very much. He was s-l-a-i-n in North Africa. (J.D. Salinger)
- 8) We'll teach the children to look at things. Don't let the world pass you by, I shall tell them. For the sun, I shall say, open your eyes for that laaaarge sun. (A. Wesker)
- 9) Now listen, Ed, stop that, now. I'm desperate, / *am desperate*, Ed, do you hear? (Th. Dreiser)
- 10) "ALL our troubles are over, old girl," he said fondly. "We can put a bit by now for a rainy day." (S. Maugham)

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SEMINAR 3 LEXICAL STYLISTIC DEVICES

Basic Terms

Antonomasia –SD, in which a proper name is used instead of a common noun or vice versa

Epithet –attributive characterization of a person, thing or phenomenon, when the emotive meaning of the word is foregrounded to suppress the denotational meaning

Euphemism – word or phrase used to replace an unpleasant word or expression by a conventionally more acceptable one

Hyperbole – deliberate exaggeration of the feature, essential to the object or phenomenon

Irony – SD, in which the contextual evaluative meaning of a word is directly opposite to its dictionary meaning

Metaphor – SD, in which the name of one object is applied to another object, basing on the similarity of two objects

Metonymy – SD, in which the name of one object is used instead of another object, basing on the contiguity of two objects

Oxymoron –combination of two words, in which their meanings clash, being quite opposite

Periphrasis –use of a longer phrasing instead of a shorter and plainer form

Personification – SD, which endows a thing or a phenomenon with features peculiar of a human being

Pun – play upon words

Simile – stylistic comparison, based on the analogy between two things, which possess some features in common, otherwise being entirely different

Synecdoche – type of metonymy, based on quantitative relations

Understatement (meiosis) – hyperbole, directed in the opposite way

Zeugma – SD, consisting of one main element and a number of adjuncts, representing semantically different word classes, differing in the type and degree of cohesion with the main element

Items for Discussion

1. Types of meaning:
 - 1) What are different types of lexical meaning?
 - 2) What principle is taken for the basis of classifying lexical SD?
 - 3) What lexical SDs are based on the principle of interaction of primary and contextual meanings, primary and derivative meanings, logical and emotive, logical and nominative?

2. Metaphor, metonymy, irony:
 - 1) What is metaphor?
 - 2) What is a prolonged metaphor?
 - 3) What is metonymy?
 - 4) What are the types of relations metonymy is based on?
 - 5) What is irony?
 - 6) What is the difference between irony and humour?

3. Zeugma, pun:
 - 1) What is zeugma?
 - 2) What texts is zeugma generally used in?
 - 3) What is pun?
 - 4) Where are puns often used?
 - 5) What is the difference between pun and zeugma?

4. Epithet, oxymoron:
 - 1) What is epithet?
 - 2) How are epithets classified?
 - 3) What parts of speech are predominantly used as epithets and why?
 - 4) What is oxymoron?
 - 5) What is the most typical type of oxymoron?

5. Antonomasia:
 - 1) What is antonomasia?
 - 2) Why is antonomasia associated with metonymy?
 - 3) Do you remember any speaking names from the books you have read?

6. Simile, periphrasis, euphemism, hyperbole:
 - 1) What is simile?
 - 2) What is the difference between simile and metaphor?
 - 3) What is periphrasis?
 - 4) What is logical/ figurative periphrasis?
 - 5) What is euphemism?
 - 6) What spheres are especially affected by euphemistic circumlocution?
 - 7) What is hyperbole?
 - 8) What is the difference between hyperbole and understatement?

Tasks and Exercises

1. Analyze the cases of metaphor from the point of view of its semantics, expressiveness and syntactic function.

- 1) The clock had struck, time was bleeding away. (A.Huxley)
- 2) There had been no rain in the night, and now all the trees were curtseying to a fresh wind... (A.Huxley)
- 3) Every hour in every day she could wound his pride. (Ch.Dickens)
- 4) In the spaces between houses the wind caught her. It stung, it gnawed at nose and ears and aching cheeks, and she hastened from shelter to shelter... (S.Lewis)
- 5) It being his habit not to jump, or leap, or make an upward spring at anything in life, but to crawl at everything. (Ch.Dickens)
- 6) It was a ladylike yawn, a closed-mouth yawn, but you couldn't miss it; her nostril-wings gave her away. (J.D.Salinger)
- 7) The artistic center of Galloway is Kirkcudbright, where the painters form a scattered constellation, whose nucleus is in the High street, and whose outer stars twinkle in remote hillside cottages, radiating brightness as far as gatehouse of Fleet. (D.Sayers)
- 8) He smelled the ever-beautiful smell of coffee imprisoned in the can. (J. Steinbeck)
- 9) The laugh in her eyes died out... (M. Spillane)
- 10) And the skirts! What a sight were those skirts! They were nothing but vast decorated pyramids; on the summit of each was stuck the upper half of a princess. (A. Bennett)

2. State the type of relations in the following examples of metonymy.

- 1) She saw around her, clustered about the white tables, multitudes of violently red lips, powdered cheeks, cold, hard eyes, self-possessed arrogant faces, and insolent bosoms. (A.Bennett)
- 2) Scepter and crown must tumble down.
And in the dust be equal made
With the poor crooked scythe and spade. (J.Shirley)
- 3) The praise was enthusiastic enough to have delighted any common writer who earns his living by his pen. (S.Maugham)
- 4) He made his way through the perfume and conversation. (I.Shaw)
- 5) She was a sunny, happy sort of creature. Too fond of the bottle. (A.Christie)
- 6) There you are at your tricks again. The rest of them do earn their bread; you live on my charity. (E.Bronte)
- 7) It must not be supposed that stout women of a certain age never seek to seduce the eye and trouble the meditations of man by other than moral charms. (A.Bennett)
- 8) He was interested in everybody. His mind was alert, and people asked him to dinner not for old times' sake, but because he was worth his salt. (S.Maugham)
- 9) It was easier to assume a character without having to tell too many lies and you brought a fresh eye and mind to the job. (J.B.Priestley)

3. Analyze the following cases of irony.

- 1) Contentedly Sam Clark drove off, in the heavy traffic of three Fords and the Minniemashie House Free Bus. (S.Lewis)
- 2) Stoney smiled the sweet smile of an alligator. (J. Steinbeck)
- 3) Apart from splits based on politics, racial, religious and ethnic backgrounds and specific personality differences, we're just one cohesive team. (D.Uhnak)
- 4) But every Englishman is born with a certain miraculous power that makes him master of the world. As the great champion of freedom and national independence he conquers and annexes half the world and calls it Colonization. (B.Shaw)
- 5) All this blood and fire business tonight was probably part of the graft to get the Socialists chucked out and leave honest businessmen safe to make their fortunes out of murder. (L.Charteris)

4. Complete the sentences making them sound ironical.

- 1) "It's so nice to be here," he said, looking ...
- 2) "That's all I could do for you," said the doctor when ...
- 3) There was a hearty greeting of ... "Feel at home!"
- 4) This noble young woman desperately needs ...
- 5) "What a nice creature!" exclaimed a scientist ...

5. Analyze the following zeugmas.

- 1) Mr. Stiggins... took his hat and his leave. (Ch.Dickens)
- 2) Disco was working in all his shore dignity and a pair of beautiful carpet slippers. (R.Kipling)
- 3) Mr. Trundle was in high feather and spirits... All the girls were in tears and white muslin. (Ch.Dickens)
- 4) She put on a white frock that suited the sunny riverside and her. (S.Maugham)
- 5) "Have you been seeing any spirits?" inquired the old gentleman. "Or taking any?" added Bob Allen. (Ch.Dickens)
- 6) "Sally," said Mr. Bentley in a voice almost as low as his intentions, "let's go out to the kitchen." (Th.Smith)

6. Define the type and the structure of the following epithets.

- 1) "Can you tell me what time that game starts today?" The girl gave him a lipsticky smile? (J.D.Salinger)
- 2) He's a proud, haughty, consequential, turned-nosed peacock. (Ch. Dickens)
- 3) "Thief!" Pilon shouted. "Dirty pig of an untrue friend!" (J. Steinbeck)
- 4) In the cold, gray, street-washing, milk-delivering, shutters-coming-off-the-shops early morning, the midnight train from Paris arrived at Strasbourg. (E. Hemingway)
- 5) ... a lock of hair fell over her eye and she pushed it back with a tired, end-of-the-day gesture. (J.Braine)
- 6) She gave Mrs. Silsburn a you-know-how-men-are look. (J.D.Salinger)
- 7) He loved the afterswim salt-and-sunshine smell of her hair (J.Barth)
- 8) And he watched her eagerly, sadly, bitterly, ecstatically, as she walked lightly from him. (Th.Dreiser)
- 9) "A nasty, ungrateful, pig-headed, brutish, obstinate, sneaking dog," exclaimed Mrs. Squeers. (Ch.Dickens)
- 10) Her painful shoes slipped off. (J.Updike)

11) She was a faded white rabbit of a woman. (A. Cronin)

7. Define the type and the structure of the following oxymorons.

1) They looked courteous curses at me. (J. Steinbeck.)

2) Their bitter-sweet union did not last long. (A.Cronin)

3) It was an open secret that Ray had been ripping his father-in-law off. (D.Uhnak)

4) He was certain the whites could easily detect his adoring hatred of them. (R.Wright)

5) He opened up a wooden garage. The doors creaked. The garage was full of nothing. (R.Chandler)

6) She was a damned nice woman, too. (E.Hemingway)

7) A neon sign which reads “Welcome to Reno - the biggest little town in the world.” (A.Miller)

8) A very likeable young man with a pleasantly ugly face. (A.Cronin)

9) He’d behaved pretty lousily to Jan. (D.Cusack)

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

8. Analyze the following examples of antonomasia.

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

2) “I was forgetting that you had such a reputation as Sherlock.” (D.Sayers)

3) Every Caesar has his Brutus. (O.Henry)

4) Lady Teazle: Oh! I am quite undone! What will become of me? Now, Mr. Logic – Oh! Mercy, sir, he’s on the stairs. (R.Sheridan)

5) Lucy: So, my dear Simplicity let me give you a little respite... (R.Sheridan)

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

7) The next speaker was a tall gloomy man, sir Something Somebody. (J.B.Priestley)

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

9. Classify the following into traditional and original similes.

1) The grin made his large teeth resemble a dazzling miniature piano keyboard in the green light. (J.Jones)

2) I left her laughing. The sound was like a hen having hiccups. (R.Chandler)

3) She was obstinate as a mule, always had been, from a child. (J.Galsworthy)

4) “Funny how ideas come,” he said afterwards, “Like a flash of lightning.” (S.Maugham)

5) She has always been as live as a bird. (R.Chandler)

6) You could have knocked me down with a feather when he said all those things to me. I felt just like Balaam when his ass broke into light conversation. (S.Maugham)

7) He has a tongue like a sword and a pen like a dagger. (H.Caine)

8) H.G. Wells reminded her of the rice paddies in her native California. Acres and acres of shiny water but never more than two inches deep. (A.Huxley)

10. Match the columns to make similes.

As blind	as a berry
thin	an ox
heavy	a bee
black	gold
quick	a bone
good	a post
bold	a flash
cool	a hatter
brown	a night
strong	a bat
busy	a rake
dry	lead
deaf	brass
mad	cucumber

11. The following examples of similes contain identical parts. Fill in the gaps in with the appropriate word.

- 1) I feel great now. I ... like a log.
- 2) No! It's as easy as... off a log.
- 3) After eating that bad cheese I was as sick as a
- 4) I knew she had deceived me. I felt as sick as a
- 5) The old man's hair was as white as
- 6) Her face suddenly went as white as a

12. Distribute the following periphrases into original and traditional.

- 1) His arm about her, he led her in and bawled, "Ladies and worser halves, the bride!" (S.Lewis)
- 2) I was earning enough money to keep body and soul together. (S.Maugham)
- 3) In the left corner, built out into the room, is the toilet with the sign "This is it" on the door. (E.O'Neill)
- 4) I am thinking an unmentionable thing about your mother. (I.Shaw)
- 5) Jean nodded without turning and slid between two buses so that two drivers simultaneously used the same qualitative word. (J.Galsworthy)
- 6) "Did you ever see anything in Mr. Pickwick's manner and conduct towards the opposite sex to induce you to believe... (Ch.Dickens)
- 7) I participated in that delayed Teutonic migration known as the Great War. (Sc.Fitzgerald)
- 8) The hospital was crowded with the surgically interesting products of the fighting in Africa. (I.Shaw)
- 9) His face was red, the back of his neck overflowed his collar, and there had recently been published a second edition of his chin. (P.G.Wodehouse)
- 10) She was still fat; the destroyer of her figure sat at the head of the table. (A.Bennet)

13. Differentiate between the traditional and the original hyperboles.

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

- 2) There were about twenty people at the party, most of whom I hadn't met before. The girls were dressed to kill. (J.Braine)
- 3) She was very much upset by the catastrophe that had befallen the Bishops, but it was exciting, and she was tickled to death to have someone fresh to whom she could tell all about it. (S.Maugham)
- 4) Tom was conducted through a maze of rooms and labyrinths of passages. (Ch.Dickens)
- 5) I hope, Cecily, I shall not offend you if I state quite frankly and openly that you seem to me to be in every way the visible personification of absolute perfection. (O.Wilde)

14. Compare hyperbole and understatement.

- 1) They were under a great shadowy train shed with passenger cars all about and the train moving at a snail pace. (Th.Dreiser)
- 2) Calpurina was all angles and bones; her hand was as wide as a bed slat and twice as hard. (H.Lee)
- 3) She would recollect and for a fraction of a fraction of a second she would think "Oh yes, I remember," and build up an explanation on the recollection. (J.O'Hara)
- 4) Her eyes were open, but only just. "Don't move the tiniest part of an inch." (J.D.Salinger)
- 5) He'll go to sleep, my God he should, eight martins before dinner and enough wine to wash an elephant. (T.Capote)
- 6) The little woman, for she was of pocket size, crossed her hands solemnly on her middle. (J.Galsworthy)

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SEMINAR 3 SYNTACTICAL STYLISTIC DEVICES

Basic Terms

Antithesis – SD, based on relative opposition, arising out of the context through the expansion of objectively contrasting parts

Aposiopesis – sudden intentional break in the narration or a dialogue, based upon the aesthetic function of incomplete representation

Asyndeton – deliberate avoidance of connectives, where they are generally expected to be according to the norms of literary language

Chiasmus – SD, based on the repetition of the syntactical pattern, but it has cross order of words or phrases

Climax (gradation) – arrangement of sentences which is combined with gradual increase in the degree of some quality, in quantity, or emotional colouring

Detachment – SD, when one of the parts of the sentence is placed so that it seems formally independent of the word it logically refers to

Ellipses – intentional omission of one or both principle members of the sentence from the utterance

Inversion – violation of the direct (subject-predicate-object) word order

Litotes – SD, which presupposes double negation, weakening the expressed idea

Parallel constructions – SD, based on the identical or similar syntactical structures in sentences or parts of the sentence in close succession

Polysyndeton – insisted repetition of a connective between words, phrases or clauses

Repetition – SD, based on the repeated occurrence of one and the same word or word group

Rhetorical question – statement expressed in the form of an interrogative sentence

Suspense (retardation) – deliberate delay in the completion of the expressed thought framed in one sentence

Items for Discussion

1. Compositional patterns of syntactical arrangement:
 - 1) What are four groups of syntactical SD according to I.R. Galperin?
 - 2) What is the difference between stylistic and grammatical inversion?
 - 3) What are the main patterns of stylistic inversion?
 - 4) What is a detached construction?
 - 5) What is a parallel construction?
 - 6) What is chiasmus?

- 7) What is repetition?
 - 8) What are the main compositional patterns of repetition?
 - 9) What is suspense?
 - 10) Why is suspense always framed within one sentence?
 - 11) What is climax?
 - 12) What are the ways in which an increase in significance may be maintained in climax?
 - 13) What is antithesis?
2. Particular ways of combining parts of the utterance:
 - 1) What is asyndeton?
 - 2) What is polysyndeton?
 - 3) What is the essence of disintegrating function characteristic of polysyndeton?
 3. Particular use of colloquial constructions:
 - 1) What is ellipsis?
 - 2) What is the difference between ellipsis used in colloquial speech and literary speech?
 - 3) What is aposiopesis?
 - 4) What ready-made incomplete sentences may illustrate aposiopesis?
 3. Stylistic use of structural meaning:
 - 1) What is a rhetorical question?
 - 2) Where are rhetorical questions most often used?
 - 3) What is litotes?
 - 4) What is the structure of litotes?

Tasks and Exercises

1. Analyze the following cases of inversion.

- 1) Out came the chaise – in went the horses – on sprung the boys – in got the travelers. (Ch.Dickens)
- 2) Women are not made for attack. Wait they must. (J.Conrad)
- 3) How little had I realized that, for me, life was only then beginning. (A.Christie)
- 4) Then he said: “You think it’s so? She was mixed up in this lousy business?” (J.Baldwin)
- 5) The cloud-like rocks, the rock-like clouds
Dissolved in glory float,
And midway of the radiant flood,
Hangs silently the boat. (Longfellow)
- 6) Terribly cold it certainly was. (O.Wilde)

2. Classify the following detached members according to their syntactical function.

- 1) Each of them carried a notebook, in which whenever the great man spoke, he desperately scribbled. Straight from the horse's mouth. (A.Huxley)
- 2) She narrowed her eyes a trifle at me and said I looked exactly like Celia Briganza's boy. Around the mouth. (J.D.Salinger)
- 3) She was crazy about you. In the beginning. (R.P.Warren)
- 4) Despiere had been nearly killed, ingloriously, in a jeep accident. (I.Shaw)
- 5) I have to beg you for money. Daily! (S.Lewis)
- 7) A hawk, serene, flows in the narrowing circles above. (A.Miller)

3. Analyze the following cases of parallel constructions.

- 1) When you are right you cannot be too radical; when you are wrong, you cannot be too conservative. (Martin Luther King, Jr.)
- 2) New roads; new ruts. (G. K. Chesterton)
- 3) Immature poets imitate; mature poets steal. (T.S. Eliot)
- 4) O well for the fisherman's boy,
That he shouts with his sister at play!
O well for the sailor lad,
That he sings in his boat on the bay! (Alfred Lord Tennyson)

4. Analyze the following cases of chiasmus.

- 1) I know the world and the world knows me. (Ch.Dickens)
- 2) There are so many sons who won't have anything to do with their fathers, and so many fathers who won't speak to their sons. (O.Wilde)
- 3) I looked at the gun, and the gun looked at me. (R.Chandler)
- 4) In the days of old men made the manners;
Manners now make men. (G.G.Byron)
- 5) Well! Richard said that he would work his fingers to the bone for Ada, and Ada said that she would work her fingers to the bone for Richard. (Ch.Dickens.)

5. Classify the following cases of repetition.

- 1) Obviously- this is a streptococcal infection. Obviously. (W.Deeping)
- 2) I am exactly the man to be placed in a superior position in such a case as that. I am above the rest of mankind, in such a case as that. I can act with philosophy in such a case as that. (Ch.Dickens)
- 3) I wake up and I'm alone, and I walk round Warley and I'm alone, and I talk with people and I'm alone and I look at his face what I'm home and it's dead. (J.Braine)
- 4) He ran away from the battle. He was an ordinary human being that didn't want to kill or be killed, so he ran away from the battle. (St.Heym)
- 5) Failure meant poverty, poverty meant squalor, squalor led in the final stages to the smells and stagnation of B. Inn Alley. (D du Maurier)

6. Analyze the manner in which the following cases of suspense are organized.

- 1) "...The day on which I take the happiest and best step of my life – the day on which I shall be a man more exulting and more enviable than any other man in the world – the day on which I give Bleak House its little mistress – shall be next month, then," said my guardian. (Ch.Dickens)

2) "If you had any part – I don't say what – in this attack," pursued the boy, "or if you know anything about it – I don't say how much – or if you know who did it – I go no closer – you did an injury to me that's never to be forgiven." (Ch.Dickens)

7. Classify the following cases of climax.

1) It was a mistake...a blunder...lunacy... (W.Deeping)

2) "Of course it's important. Incredibly, urgently, desperately important." (D.Sayers)

3) For that one instant there was no one else in the room, in the house, in the world, besides themselves. (M.Wilson)

4) You know – after so many kisses and promises, the lie given to her dreams, her words...the lie given to kisses – hours, days, weeks, months of unspeakable bliss... (Th.Dreiser)

5) I am a bad man, a wicked man, but she is worse. She is really bad, she is badness. She is Evil. She not only is evil, but she is Evil. (J.O'Hara)

6) They looked at hundreds of houses; they climbed thousands of stairs, they inspected innumerable kitchens. (S.Maugham)

8. Give morphological and syntactical characteristics of the following cases of antithesis.

1) Don't use big words. They mean so little. (O.Wilde)

2) He ordered a bottle of the worst possible port wine at the highest possible price. (Ch.Dickens)

3) In marriage the upkeep of woman is often the downfall of man. (S.Evans.)

4) Art is long, life is short. (B.Shaw)

5) It is safer to be married to the man you can be happy with than to the man you cannot be happy without. (Y.Esar)

9. Analyze examples of asyndeton and polysyndeton.

1) "He was a bag of bones, a floppy doll, a broken stick, a maniac." (J. Kerouac)

2) Speed up the film, Montag, quick. Click, Pic, Look, Eye, Now, Flick, Here, There, Swift, Pace, Up, Down, In, Out, Why, How, Who, What, Where, Eh? Uh! Bang! Smack! Wallop, Bing, Bong, Boom! (R. Bradbury)

3) I have found the warm caves in the woods, filled them with skillets, carvings, shelves, closets, silks, innumerable goods. (An. Sexton)

4) In some ways, he was this town at its best-strong, hard-driving, working feverishly, pushing, building, driven by ambitions so big they seemed Texas-boastful. (M. Royko)

5) It is respectable to have no illusions – and safe – and profitable – and dull. (J. Conrad)

6) He pulled the blue plastic tarp off him and folded it and carried it out to the grocery cart and packed it and came back with their plates and some cornmeal cakes in a plastic bag and a plastic bottle of syrup. (C. McCarthy)

7) I don't care a fig for his sense of justice – I don't care a fig for the wretchedness of London; and if I were young, and beautiful, and clever, and brilliant, and of a noble position, like you, I should care still less. (H. James)

8) Most motor-cars are conglomerations (this is a long word for bundles) of steel and

wire and rubber and plastic, and electricity and oil and petrol and water, and the toffee papers you pushed down the crack in the back seat last Sunday. (I. Fleming)

10. Indicate the omitted member in the following examples of ellipses.

1) His forehead was narrow, his face wide, his head large, and his nose all on one side. (Ch.Dickens)

2) "I have noticed something about it in the papers. Heard you mention it once or twice, now I come to think of it." (B.Shaw)

3) "Very windy, isn't it?" said Strachan, when the silence had lasted some time. (D.Sayers)

4) Youth is full of pleasance,
Age is full of care;
Youth like summer morn,
Age like winter weather. (Shakespeare)

11. Suggest the implied meaning of the aposiopesis.

1) My God! If the police come – find me here – (J.Galsworthy)

2) All quiet on Howth now. The distant hills seem. Where we. The rhododendrons. I am a fool perhaps. (J.Joyce)

3) "He was shouting out that he'd come back, that his mother had better have the money ready for him. Or else! That is what he said: "Or else!" It was a threat." (A.Christie).

4) She looked perplexed for a moment, and then said, not fiercely, but still loud enough for the furniture to hear: "Well, I lay if I get hold of you I'll—" She did not finish, for by this time she was bending down and punching under the bed with the broom . . . (M.Twain)

12. Study the examples of rhetorical questions.

1) Marriage is a wonderful institution, but who would want to live in an institution? (H. L. Mencken)

2) If practice makes perfect, and no one's perfect, then why practice? (Billy Corgan)

3) Must I argue the wrongfulness of slavery? Is that a question for republicans? Is it to be settled by the rules of logic and argumentation, as a matter beset with great difficulty, involving a doubtful application of the principle of justice, hard to understand? (F. Douglass)

4) "Aren't you glad you use Dial?
Don't you wish everybody did?" (advertisement for soap)

13. Analyze the structure, the semantics and the functions of litotes.

1) "To be a good actress, she must always work for the truth in what she's playing," the man said in a voice not empty of self-love. (N.Mailer)

2) It was not unnatural if Gilbert felt a certain embarrassment. (E.Waugh)

3) The idea was not totally erroneous. The thought did not displease me. (I.Murdoch)

4) He had all the confidence in the world, and not without reason. (J.O'Hara)

5) We made a difference. We made the city stronger, we made the city freer, and we left her in good hands. All in all, not bad, not bad at all. (R. Reagan)

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SEMINAR 5 FUNCTIONAL STYLES

Basic Terms

Style – totality of the ways of using, selecting and combining language means

Functional style – a system of interrelated language means, intended to fulfill a special function of communication and aiming at a definite effect

Items for Discussion

1. Functional styles and their classification:
 - 1) What is understood by functional style?
 - 2) What are different classifications of functional styles?
2. The publicist style (oratory, essay):
 - 1) What is publicist style characterized by?
 - 2) What typical features can be distinguished in the oratorical style?
 - 3) What are the most obvious characteristics of the essay?
3. The newspaper style (brief news, headline, advertisement):
 - 1) What are the style forming factors of Brief News Items?

- 2) What are the peculiarities of Brief News Items on the level of vocabulary (syntax)?
 - 3) What is the purpose of editorials?
 - 4) What are the peculiarities of editorials?
 - 5) What can be expressed in a headline?
 - 6) What are the peculiarities of headlines on the level of vocabulary (syntax)?
 - 7) What is the function of a headline?
 - 8) What are the two types of advertisements? What is the difference between them?
4. The style of official documents (business, legal, diplomatic documents):
- 1) What are the substyles of the official style?
 - 2) What is the communicative aim of the official style?
 - 3) What are the peculiarities of the official style on the level of vocabulary (syntax)?
 - 4) What are the typical features of official style?
5. The style of scientific prose:
- 1) What is the aim of the style of scientific prose?
 - 2) Where is the style of scientific prose used?
 - 3) What are the style forming factors?
 - 4) What are the peculiarities of the style of scientific prose on the level of vocabulary (morphology, syntax)?
 - 5) Where can the elements of the style of scientific prose be used?

Tasks and Exercises

1. Analyze the peculiarities of the scientific style.

Effects of Social Support on Cardiovascular and Cortisol Reactivity during Passive and Active Behavioral Challenge

Einar B. Thorsteinsson, Senior Lecturer, University of New England, Australia,

Jack E. James, Professor, National University of Ireland, Galway, Ireland,

M. Elizabeth Douglas, Executive Research Manager, Monash University,

Mary M. Omodei, Senior Lecturer, La Trobe University,

Abstract

The effects of social support on cardiovascular and cortisol reactivity during stressful situations were examined. Sixty healthy male and female participants were randomly allocated to support, no-support, or alone

conditions. In the active challenge, participants had higher diastolic blood pressure in the support than the alone condition. In the passive challenge, the support condition reduced systolic and diastolic blood pressure reactivity compared with no support, and heart rate compared with the alone condition. The active and passive challenges elicited “mixed” and vascular hemodynamic profile, respectively. The results partly support the health benefits of support through reduced reactivity in stressful situations.

Evidence shows that social support may be an important determinant of human health, as measured by a wide variety of indices of mortality, morbidity, and psychological well being (Kamarck, 1992; Orth-Gomér & Johnson, 1987; Uchino, Cacioppo, & Kiecolt-Glaser, 1996). Several reviews have reported social support to be inversely related to total mortality (Eriksen, 1994; Schwarzer & Leppin, 1989), total morbidity (Schwarzer & Leppin, 1989; Smith, Fernengel, Holcroft, Gerald, & Marien, 1994), cardiovascular mortality (Krantz & McCeney, 2002), cardiovascular morbidity (Krantz & McCeney, 2002; Orth-Gomér, 1994), changes in cardiovascular reactivity (Thorsteinsson & James, 1999), and health outcome (Hogan, Linden, & Najarian, 2002).

It is important to understand how social support may influence health so that effects can be optimized. Despite the evidence for the health benefits of social support, there is still limited knowledge about underlying physiological mechanisms (Orth-Gomér, 2000). Cardiovascular reactivity has been suggested as a potential mediator of the benefits of social support on health, and experimental studies have been conducted (e.g., Hilmert, Christenfeld, & Kulik, 2002; Kamarck, Manuck, & Jennings, 1990; León, Nouwen, & Sheffield, 2007; Lepore, Allen, & Evans, 1993; Thorsteinsson, James, & Gregg, 1998). Additionally, more recent studies have highlighted the importance of examining cardiac output (CO) and total peripheral resistance (TPR) as part of the hemodynamic profile (Howard, Hughes, & James, 2011; Hughes, Howard, James, & Higgins, 2011). Much of this work derives from the "reactivity" hypothesis which states that excessive cardiovascular response to episodic psychological stress contributes to the development of hypertension and cardiovascular disease (Krantz et al., 1991; Krantz & Manuck, 1984; Lepore, 1998; Manuck, Kasprovicz, & Muldoon, 1990; Obrist, 1981). Participants in experimental studies have generally performed “active” laboratory challenges (e.g., public speaking, mental arithmetic), but rarely “passive” challenges (e.g., viewing an aversive film, cold pressor test), while receiving either supportive verbal or silent supportive gestures as compared with experiencing a neutral (no-support) silent presence of a confederate. Generally, heart rate (HR) and blood pressure (BP) reactivity are monitored (see Lepore, 1998; Thorsteinsson & James, 1999), but findings have been mixed (Thorsteinsson & James, 1999). The trend has been for support to reduce HR and BP, but effect sizes have varied from small to large, and some studies have reported that support increased HR (for a meta-analytic review see Thorsteinsson & James, 1999). These findings suggest that the effects of social support manipulations are dependent on several factors such as type of challenge, type of support, and the relationship between the participant and the support provider.

The lack of consistent findings for the effects of support on cardiovascular reactivity suggests the need for more detailed assessment (e.g., León et al., 2007). In particular, the same change in BP in two individuals may be caused by two very different patterns of increases and decreases in CO and TPR, referred to as “hemodynamic profile” (Gregg, Matyas, & James, 2002; James & Gregg, 2004). Blood pressure increases characterized by increased CO without a compensating decrease in TPR may increase the risk of damage to the heart and blood vessel cell lining due to shear stress, while change in hemodynamic profile characterized by increased TPR without a compensating decrease in CO may reduce the elasticity of blood vessels (Gregg et al., 2002). Hemodynamic profile (i.e., mixed and vascular) has been linked to ambulatory pulse pressure in young healthy males, a risk factor for cardiovascular disease (Gregg, Matyas, & James, 2005). Hemodynamic profile may also help explain the link between caffeine consumption and cardiovascular disease (James & Gregg, 2004). As such, both types of responses arguably increase the risk of cardiovascular disease. Social support has been reported to not only affect cardiovascular indices but also *total* mortality and morbidity, suggesting underlying variables additional to cardiovascular ones. One such variable might be the hypothalamuspituitary-adrenal (HPA) axis stress-response (Kirschbaum, Klauer, Filipp, & Hellhammer, 1995; Krantz & Manuck, 1984; Thorsteinsson et al., 1998). Cortisol levels may play a significant role in this support-health relationship by regulating a host of stress-related processes, including cardiovascular function (Krantz & Manuck, 1984; Kuhn, 1989), immune function, inflammation, and metabolic homeostasis (Munck, Guyre, & Holbrook, 1984; Parker, 1991). To date, only three studies have examined the effects of social support on cortisol reactivity. Kirschbaum et al. (1995) reported attenuating effects for support for male but not for female participants.

The present study aimed to improve understanding of the support-health relationship by extending the examination of potential underlying factors of this relationship to include hemodynamic profile and cortisol for active and passive challenges and BP during passive challenges. The present study made several predictions. First, the support condition would reduce HR, systolic (SBP) and diastolic (DBP) blood pressure reactivity compared with an alone and a no-support condition for both active and passive challenges. Second, BP reactivity would have different characteristics (as indicated by hemodynamic profile) in the support condition compared to the no-support and alone conditions. Third, the support condition would reduce cortisol reactivity compared with an alone and a no-support condition for both active and passive challenges.

2. Analyze the peculiarities of the newspaper style.

IMF 'has confidence' in Christine Lagarde

The International Monetary Fund (IMF) has said it continues to have "confidence" in its managing director Christine Lagarde.

28 March 2013

An IMF spokesman said the fund's board backed Ms Lagarde despite a French inquiry into alleged abuses of power. The probe relates to her time as French finance

minister and her involvement in the payment of compensation to businessman Bernard Tapie. Ms Lagarde, who took over as IMF chief in 2011, denies any wrongdoing. Her Paris apartment was searched by police investigators last week.

"The executive board has been briefed on this matter, including recently, and continues to express its confidence in the managing director's ability to effectively carry out her duties," said IMF spokesman Gerry Rice at a press conference on Thursday.

Ms Lagarde was involved in a dispute between French businessman Bernard Tapie and the bank Credit Lyonnais in 2007. She referred the case to an arbitration panel, after which Mr Tapie switched his support to Nicholas Sarkozy, then leader of Ms Lagarde's UMP party, in the presidential election campaign. Mr Tapie was later awarded 400m euros (£340m) in damages by that panel - a decision approved by Ms Lagarde. Ms Lagarde has yet to be placed under formal investigation in the case and has denied any wrongdoing. However, the case comes at a difficult time for the IMF. Ms Lagarde replaced its disgraced former chief Dominique Strauss-Kahn less than two years ago. The organisation is also deeply involved in managing the continuing eurozone crisis, including the bailout of Cyprus.

3. Analyze the peculiarities of the official style.

a) Letter of the Cargo Receivers in Reply to Their Request for Fractional Layer Discharging of Oil.

Messrs. M. Worthington & Co., Ltd., Oil Importers, c/o Messrs. Williams & Co.; Ship Agents, 17 Fenchinch Street, London, E.. C , England

Dear Sirs,

Re: 9500 tons of Edible Oil under B/L Nos.: 2732, 3734, 4657 m/t
Gorky ar'd 16.07

In connection with your request to start discharging the above cargo first by pumping out bottom layer 1'—2' deep into barges and then to go on with pumping the rest of the cargo into shore tanks I wish to point out the following.

As per clause of the Bill of Lading "Weight, quantity and quality unknown to me" the carrier is not responsible for the quantity and quality of the goods, but it is our duty to deliver the cargo in the same good order and conditions as loaded, it means that we are to deliver the cargo in accordance with the measurements taken after loading and in conformity with the samples taken from each tank on completion of loading.

Therefore if you insist upon such a fractional layer discharging of this cargo, I would kindly ask you to send your representative to take joint samples and measurements of each tank, on the understanding that duplicate samples, jointly taken and sealed, will be kept aboard our ship for further reference. The figures, obtained from; these measurements and analyses will enable you to give

us clean receipts for the cargo in question, after which we shall immediately start discharging the cargo in full compliance, with our instructions.

It is, of course, understood, that, inasmuch as such discharging is not in strict compliance with established practice, you will bear all the responsibility, as well as the expenses and/or consequences arising therefrom, which please confirm.

Yours faithfully

C I. Shilov

b) Electronics Maintenance Contract Number: EJ 1245

Date of registering the contract: 25th April 2011

This maintenance service contract has been prepared as on this date of 14th of April 2011 between Wires & Cables Limited termed as the electrician and Mr. Jack Loo termed as the customer.

As per the contract Wires & Cables Limited has to maintain all the electronic equipments, electrical connections and circuits at the residential address of Jack Loo located at:

41 Rock Ford Road,
New Finland, Los Angeles 5214

There are few terms and conditions that both the parties have to agree to:

1. The contract expires on 13th of April 2013. After the contract expires, renewal of the contract is at the discretion of both the parties.
2. The electrician will be paid a fee of \$200 per visit. He has to make at least one visit every month. In case he fails to make a visit, he has to make an extra visit next month.

In acceptance to the above terms and conditions, both the parties have put their signature below:

Signature of the electrician:

Jason West

(On behalf of Wires & Cables Limited)

Signature of the customer:

Jack Loo

5. Analyze the peculiarities of publicist style.

a) Friends and Fellow Citizens...

During the contest of opinion through which we have passed, the animation of discussion and of exertions has sometimes worn an aspect which might impose on strangers unused to think freely and to speak and to write what they think; but this being now decided by the voice of the nation, announced according to the rules of the constitution, all will, of course, arrange themselves under the will of the law, and

untie in common efforts for the common good. All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will, to be rightful, must be reasonable; that the minority possess their equal rights, which equal laws must protect, and to violate which would be oppression. Let us, then, fellow citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. And let us reflect that having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we countenance a political intolerance as despotic, as wicked, and capable of as bitter and bloody persecutions. During the throes and convulsions of the ancient world, during the agonizing spasms of infuriated man, seeking through blood and slaughter his long-lost liberty, it was not wonderful that the agitation of the billows should reach even this distant and peaceful shore; that this should be more felt and feared by some and less by others; that this should divide opinions as to measures of safety. But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all republicans- we are all federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it. I know, indeed, that some honest men fear that a republican government cannot be strong; that this government is not strong enough. But would the honest patriot, in the full tide of successful experiment, abandon a government which has so far kept us free and firm, on the theoretic and visionary fear that this government, the world's best hope, may by possibility want energy to preserve itself? I trust not. I believe this. On the contrary, the strongest government on earth. I believe it is the only one where every man, at the call of the laws, would fly to the standard of the law, and would meet invasions of the public order as his own personal concern. Sometimes it is said that man cannot be trusted with the government of himself. Can he, then, be trusted with the government of others? Or have we found angels in the forms of kings to govern him? Let history answer this question.

b) I Have a Dream

by Martin Luther King, Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an

exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of *now*. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. *Now* is the time to make real the promises of democracy. *Now* is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. *Now* is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. *Now* is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. 1963 is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

6. Newspaper headlines use a lot of distinctive vocabulary. Study the table and translate the headlines given below.

newspaper word	meaning	newspaper word	meaning
aid	help	move	step towards a desired end
axe	cut, remove	ordeal	painful experience
back	support	oust	push out, remove
bar	exclude, forbid	plea	request
bid	attempt	pledge	promise
blast	explosion	ploy	clever activity
blaze	fire	probe	investigation
boost	incentive, encourage	quit	leave, resign
clash	dispute	strife	conflict
curb	restraint, limit	vow	promise
cut	reduction	wed	marry
drama	tense situation	go-ahead	approval
drive	campaign, effort	hit	affect badly

Move To Create New Jobs
 Go-ahead For Water Cubs
 Woman Quits After Job Ordeal
 Poll Probes Spending Habbits
 Bid To Oust PM
 Prince Vows To Back Family
 Mortgages Cut As Bank Rates Fall Again
 New Tennis Clash
 Royal Family Quits
 Price Curbs Boost Exports
 Women Barred From Jobs

Recommended Literature:

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