Worksheet\_2 a): Identify the stylistic means and name its function

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|  | Example | Means | General Function | Function Here |
| 1 | “The Wind Cries Mary”  (Jimmy Hendrix) |  |  |  |
| 2 | “She was as busy as a bee”  (idiom) |  |  |  |
| 3 | “Where would I be without you?” |  |  |  |
| 4 | “They were short of money, so they took in a paying guest.” |  |  |  |
| 5 | “My mobile is at least a hundred years old.” |  |  |  |
| 6 | “I came, I saw, I conquered”  (Julius Caesar) |  |  |  |
| 7 | “You broke my heart” |  |  |  |
| 8 | “Betty Botter bought a bit of butter;/  ‘But,’ she said, “this butter’s bitter! …’”  (Nursery rhyme) |  |  |  |
| 9 | “All the world's a stage,/ And all the men and women merely players …”  (William Shakespeare, *As You Like It*) |  |  |  |
| 10 | “And all the king’s horses, and all the king’s men/ Couldn’t get Humpty together again”  (Nursery rhyme) |  |  |  |

Worksheet\_2 b): Identify the stylistic means and name its function – key

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|  | Example | Means | General Function | Function Here |
| 1 | “The Wind Cries Mary”  (Jimmy Hendrix) | personi-fication | to create a vivid description of the appearance and perception of inanimate objects | *to emphasize that even the wind* *seems to* *speak the name of the woman* |
| 2 | “She was as busy as a bee”  (idiom) | simile | to create a vivid image/impression of something or someone | *to point out that the person referred to is particularly busy* |
| 3 | “Where would I be without you?” | rhetorical question | to involve the reader, assuming that he / she agrees | *to convince the addressed person of his/her importance for the speaker* |
| 4 | “They were short of money, so they took in a paying guest.” | oxymoron | to make something unpleasant sound better/less negative | *to make the idea that they took in a lodger sound less obvious* |
| 5 | “My mobile is at least a hundred years old.” | exaggeration | to illustrate the effect of sth.; sometimes to make fun of sth./sb. | *to state – in a slightly funny way – that the mobile is considered to be very old* |
| 6 | “I came, I saw, I conquered.”  (Julius Caesar) | climax | to dramatize the presentation | *to underline the achievement and determination of the speaker* |
| 7 | “You broke my heart.” | metaphor | to create a vivid image of something | *to point out how much one person has (emotionally) hurt the other one* |
| 8 | “Betty Botter bought a bit of butter;/  ‘But,’ she said, “this butter’s bitter! …’”  (Tongue Twister) | alliteration | to give the statement a musical character | *to make it hard to pronounce and therefore funny and challenging to try and say it* |
| 9 | “All the world’s a stage,/ And all the men and women merely players ….”  (William Shakespeare, *As You Like It*) | metaphor | to create a vivid image of something | *to underline the idea that people are performers in life* |
| 10 | “And all the King’s horses,/ and all the King’s men/ Couldn’t get Humpty together again”  (Nursery rhyme) | enumeration | to show the weight/the importance of an aspect | *to show the impossibility of putting Humpty back together* |