

Language & Culture

CERCLL WORKSHOP

2012

Jim Lantolf, CALPER

Penn State University

Jan 26, 2012

Outline of Workshop

- 1. Understanding Culture
- 2. (Re)conceptualizing language-culture interface
- 3. Metaphors—what are they
 - How to recognize them
 - Why they matter
 - What they tell us about culture
 - What they tell us about mind
 - Cross-cultural comparisons
- 4. Pedagogy and conceptual proficiency

What is this thing called CULTURE?

- Culture is a way of life
- Culture is traditions and customs
- Culture is the behavior of a group
- Culture comprises the main features of a society
- Culture is the knowledge one must learn to belong to a society
- Culture is practice and information
- Culture creates meaning
- Cultures are variable and diverse

What is this “thing” called Culture?

- *Culture* is the system of meanings shared by groups of people as encoded in their language, music, arts, and other expressive and **representational forms and systems**. (Danesi 2009)
- It is an organized way of shaping the natural world—to make it human
 - Artificial and intentionally crafted
 - Collective activity
 - Imbues us with power that no one individual has
 - Constrains behavior and psychology
 - More influential and efficient than natural evolution
 - Representational forms & systems
 - Governments, laws, education, leisure, economy

Distinguished Language Proficiency

ACTFL

Shows strong sensitivity to **social and cultural** references and aesthetic norms by **processing language from within the cultural framework.**

ILR

Use the language fluently and accurately on all levels normally pertinent to professional needs. Organizes discourse well, using appropriate rhetorical speech devices, **native cultural references, and understanding.**

ACTFL: Standards for Foreign Language Learning: Preparing for the 21st Century

- Through the study of other languages, students gain a knowledge and understanding of the cultures (italics in original) that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

The Encirclement

- Saussure was forced to work with speech, as the observable manifestation of the norm he was after. This required, however, that speech be sanitized, which meant abstracting it from human activity and ‘the realm of history’ (Crowley 1996: 18) and with that the realm of culture as well.

Impact of Language – Culture Segregation

- Think of language as only what exists inside of its circle and think of culture as what lies outside of its circle. We are then left with a language/culture dichotomy.
- Language instruction understood as something apart from the **learning, teaching, and assessment of culture.**

The Encirclement

- Saussure: ‘language presupposes the exclusion of everything that is outside its organism or system – in a word, of everything known as “external linguistics”’ (Saussure 1959: 22).
- External linguistics addresses those aspects of language ‘that we think of when we begin the study of speech’ including features emanating from the influence of culture on language (Saussure 1959: 4).

Isolating Language & Culture

- F. de Saussure (Founder of Modern Linguistics)



Impact of the Circle

- The circle compelled us to think of language as only what exists inside its boundaries. What lies outside is something other than language, e.g., **culture**. We are then left with the language/culture dichotomy -- **language learning, teaching, and assessment** have been understood as something apart from the learning, teaching, and assessment of culture.
- Language is inside the circle and culture is outside the circle.

Impact of the Circle

Language

Linguistics

Culture

Anthropology

Thought

Psychology

Language Fetishized

- Saussure assigned autonomous existence to an artifact that was produced by human activity and in so doing alienated human agents “both from the product of their activity and from their own creative powers” (Bakhurst 1991: 193).
- Spanish doesn't allow X
- English requires Y
- Chinese prefers Z

Learning a Second Language

□ Learning inside-the-wall

- Make a few minimum frame changes, and you're ready to communicate (Agar 1994).
 - Conceptually L1 = L2
- Inside the wall most aspects of language are perceptual, indexical, iconic, or denotative
- FL learners rely on word definitions because the **experience in which concepts emerge** are not open to this group (Kecskes & Papp 2000).
 - – Fork = *Gabel, tenedor, forchetta*, etc.

What about L2 Pedagogy ?

- Within-the-circle: Linguistic Proficiency
 - Grammar, phonology, lexicon (a code)
 - Express pre-existing thought
 - Ultimate attainment = control of lexico-grammatical properties of new language
 - discourse, pragmatics, identities ??

Culture inside the circle

- Body of knowledge about history, geography, literature of TL speakers
- Subordinate to language
- Removed from experience of learners
- Provided content to be assessed in curriculum
 - (from Scarino 2010)

Agar (1994): *Linguaculture*

- *Linguaculture* is intended to establish the '*necessary*' tie between language and culture' so that whenever we hear language or culture used as individual terms we will 'wonder about the missing half.'
- It entails 'basic assumptions about what is *significant* in the world at large' (Agar 1994: 71). These basic assumptions are the theory of, and action on, reality = culture.
- Whorf: 'studying language and studying culture *were the same thing*' (Agar 1994: 71).

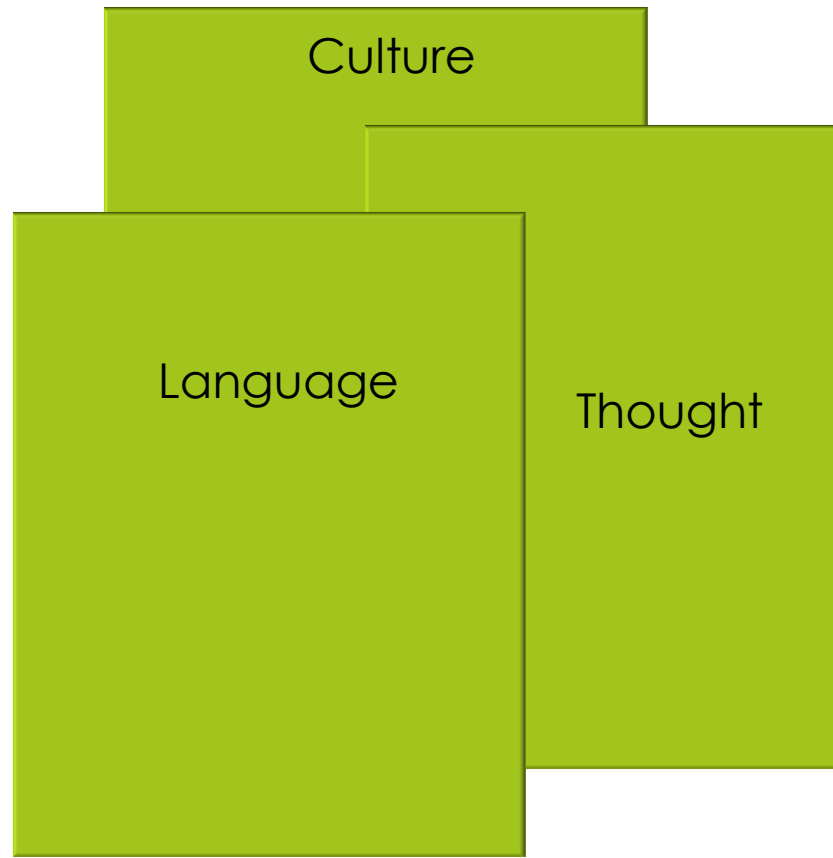
Whorfianism

- Whorf: *lingua*[culture] ‘shapes *consciousness*, shapes ways of seeing and acting, ways of thinking and feeling’ (Agar 1994: 71). It comprises not just forms but ‘meaningful forms’ (Lucy and Wertsch 1987: 73).
- These forms organize reality by classifying things and events together ‘which are in many ways quite different’ and thus suggest to their users ‘associations which are not *necessarily* entailed by experience’ (Lucy and Wertsch 1987: 73).

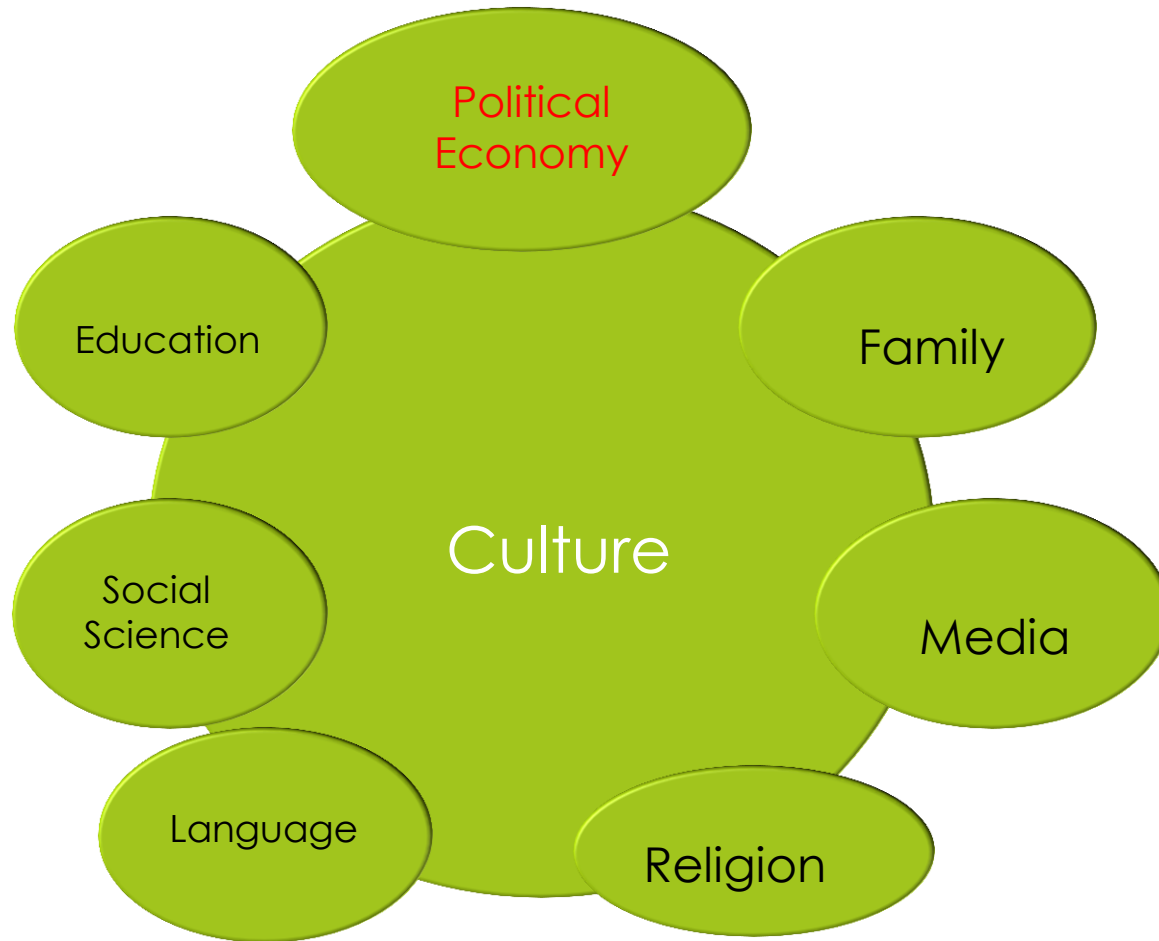
Relativity

- Agar: Whorf is not arguing for **linguistic determinism**, but for **linguistic relativity**.
- Languaculture does not imprison its users behind impenetrable perceptual walls
- It lays down ‘comfortable ruts of perception,’ that people generally stay in because they know them and ‘function quickly and efficiently within them’ (Agar 1994: 71).
- Possible to move across ruts; but, not easy.

Reconceptualizing Things



Culture as a Dialectical System (Ratner 2011)

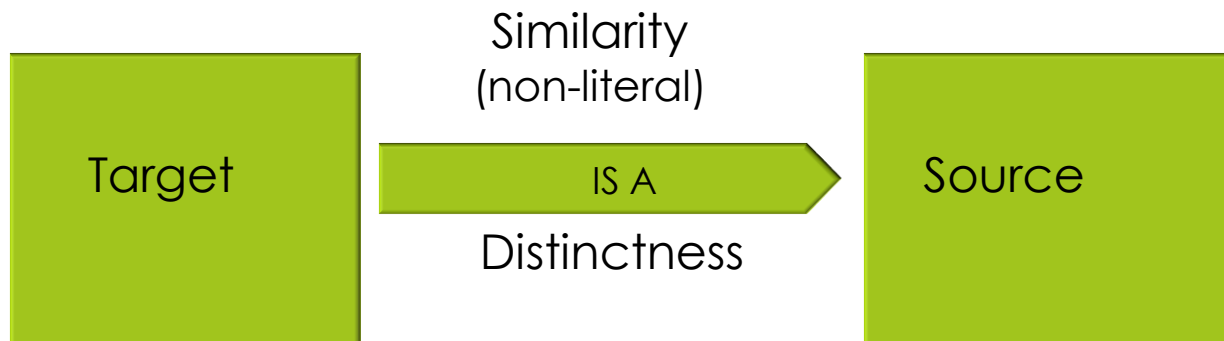


Importance of Figurative Language

- Few commercial L2 courses which teach metaphor as anything other than the basis of colorful idiomatic phrases.
- Metaphor still felt by some to be largely literary and thus recondite, obscure, and difficult
 - metaphor reflects an advanced use by a minority of speakers and there is little justification for exposing most learners to it
 - few proficiency tests for skills connected with recognizing or using metaphor and what **cannot be easily tested** tends not to be taught
- Metaphor is involved in virtually every area of language that learners need to use, understand or learn
 - May help their learning of words and expressions which native speakers may not actively process metaphorically
 - (Littlemore & Low 2006)

Conceptual Metaphor

- Construction of conceptual metaphor
 - A IS B
 - A = **Target domain** (concept to be experienced, explained, thought about)
 - B = **Source domain** (concrete embodied experience that is the vehicle through which TD is understood, thought about, explained)
 - Metaphors are created when specific properties of SD are **mapped onto** the TD.



Conceptual Metaphor Theory

- **Conceptual Metaphor:** ability to think abstractly and higher-order reasoning is related to our direct embodied experiences of the world (Littlemore 2009).
- Example: moving through time is experienced as moving through physical space.
 - MOVEMENT THROUGH TIME IS MOVEMENT THROUGH PHYSICAL SPACE
 - Time flies, moving forward, we're coming up on a new semester, a new semester is fast approaching
 - UNDERSTANDING IS SEEING
 - I don't see this at all, I see what you mean
 - LOVE IS A JOURNEY
 - Our relationship is progressing, we're off the path, we're spinning our wheels
- CONCEPTUAL METAPHORS ARE COGNITIVE STRUCTURES

CMT

- Conceptual metaphors studied through language reveal much about the mind and its contents (Kövecses 2005: 160)
- The study of other modalities (e.g., visual, sonic, olfactory, taste, etc.) can reveal aspects of metaphorical thinking that are not so readily available in the verbal modality alone.
- Different ways of metaphor manifestations invoke different aspects of conceptual metaphor (Forceville 2008: 475)

Further Examples of Conceptual Metaphors

- ARGUMENT IS WAR
- ANGER IS HEATED LIQUID
 - ANGER IS A PRESSURIZED CONTAINER
- LIFE IS A JOURNEY
- THEORIES ARE BUILDINGS
- MORE IS UP
- LESS IS DOWN
- TIME IS A MOVING OBJECT
- TIME PASSING IS A MOVING OBSERVER
- PEOPLE ARE ANIMALS

CONCEPTUAL & LINGUISTIC METAPHORS (Littlemore 2009)

CONCEPTUAL METAPHOR: ARGUMENT IS WAR

LINGUISTIC METAPHOR: John attacked his friend with a barrage of four-letter words.

Draw together incongruous domains

Draw together incongruous words

Structures deeply embedded in the subconscious of a speech community

Surface level linguistic features

Constitute a structured system for abstract thinking

Used to make a point or perform a particular function

Does use of a linguistic metaphor mean that the user is thinking conceptually?

John verbally attacked his friend for the comment. (Is the speaker thinking of argument is war?) If not then what role does Conceptual Metaphor play in thinking?

Universal Metaphors (Kövecses 2005)

- Based on premise that particular human embodied experiences are universal and therefore unaffected by culture.
 - Emotions
 - HAPPY IS UP
 - He is in high spirits
 - *Ta hen gao-xing*
 - *Ez a film deldobott* (This film gave me a high)
 - HAPPINESS IS FLUID IN A CONTAINER
 - I couldn't contain my happiness
 - *Tulcsordult a szive a boldogsagtol* (His heart overflowed with joy)
 - ANGRY PERSON IS A PRESSURIZED CONTAINER (English, Hungarian, Chinese, Japanese, Zulu, Wolof)
 - He blew his top

Universal Metaphors (Kövecses 2005)

□ Event Structure Metaphor

- STATES ARE LOCATIONS: They are in love
- CHANGES ARE MOVEMENTS: He went crazy
- CAUSES ARE FORCES: The goal sent the crowd into a frenzy
- PURPOSES ARE DESTINATIONS: He finally reached his goal
- DIFFICULTIES ARE IMPEDIMENTS: Let's get around this problem
- MEANS ARE PATHS: She went from fat to thin through an intensive exercise program.

□ Physical-Object self

- BODY CONTROL IS FORCED MOVEMENT OF AN OBJECT: I dragged myself out of bed this morning
- CAUSING THE SELF TO ACT IS THE FORCED MOVEMENT OF AN OBJECT: He pushed himself to the point of exhaustion
- SELF-CONTROL IS OBJECT POSSESSION: She lost herself in dancing. He was gripped by fear.

KEY Issues in Cross-cultural Work

- How figurative meanings are expressed by means of one or several conceptual metaphors in different languages (patterns of different, same, same, same)
- Whether abstract meaning can be expressed literally at all—NOT LIKELY
- What the subtle details of the differences in linguistic expression of the same conceptual metaphor are (ELABORATION, CONVENTIONAL, SPECIFICITY, SCOPE—number of target domains to which a source domain can apply. This is also the case for linguistic expressions. *In Spanish, HEAT can be source for ARGUMENT and EMOTION but PRESSURE cannot be a target for HEAT, while it can in English.*
- How cultural contexts in which conceptual metaphors are embedded influence the linguistic expression of these metaphors. (E.g. Hungarian is more fatalistic about LIFE IS JOURNEY OR LOVE IS JOURNEY than Anglo culture)

CROSS-CULTURAL VARIATION (Kövesces 2005)

- Variation
 - **Scope of source**: same source conceptualizes different targets
 - BUILDING
 - THEORIES, RELATIONSHIPS, CAREERS, COMPANY, ECONOMIC SYSTEM, LIFE (English, Portuguese, Japanese)
 - RELATIONSHIPS (not in Tunisian Arabic)
 - EDUCATING CHILDREN IS BUILDING: What you build in a year may fall in a day (Arabic)
 - Not in English, Japanese, Portuguese
 - IMAGINING IS BUILDING: I spent the day building and imagining (Arabic)
 - Not in English, Japanese, Portuguese
 - POLITICS IS SPORT (US, CHINA)
 - FOOTBALL, BASEBALL (US)
 - TABLE TENNIS, SOCCER, VOLLYBALL (CHINA)

CROSS-CULTURAL VARIATION (Kövesces 2005)

■ Range of Target

■ HAPPINESS

- FLOWERS IN THE HEART (Chinese, not English)

- BEING OFF THE GROUND (English, not Chinese)

■ FUTURE

- FRONT (English, not Aymara, Maori, Chinese)

■ PAST

- BACK (English, Not Aymara, Maori, Chinese)

■ LIFE

- STRUGGLE, GAME, JOURNEY, PRECIOUS POSSESSION (English, Hungarian)

- A STRING (HMONG)

CROSS-CULTURAL VARIATION (Kövesces 2005)

▣ **Preference:** similar source but different frequency of use in culture

▣ LIFE (target)

▣ US

▣ PRECIOUS POSSESSION

▣ GAME

▣ JOURNEY

▣ CONTAINER

▣ GAMBLE

▣ COMPROMISE

▣ EXPERIMENT

▣ TEST

▣ WAR

▣ PLAY

HUNGARIAN

STRUGGLE/WAR

COMPROMISE

JOURNEY

GIFT

POSSIBILITY

PUZZLE

LABYRINTH

GAME

FREEDOM

CHALLENGE

CROSS-CULTURAL VARIATION (Kövesces 2005)

- **Mappings:** the implicatures within the metaphor
 - LIFE IS A JOURNEY
 - Travelers > people leading a life (He's without direction in life)
 - Destinations > purpose of life (I'm where I want to be in life)
 - Obstacles along the way > difficulties in life (We ran into a roadblock)
 - Different paths to destination > different means to achieve purpose (I'm at a crossroads in my life)
 - Locations along the way > stages in life (He's having a mid-life crisis)

CROSS-CULTURAL VARIATION (Kövesces 2005)

- **Entailments:** two languacultures have same CM but source domain in one case gives rise to different entailments from the other case
 - HEAD IS THE FRONT OR TOP OF SOMETHING
 - Head of a team, top of the class
 - *Head of a boat ? OK in Chinese (nose)
 - *Head of a brush ? OK in Chinese (tip)
 - A MOUTH IS AN OPENING
 - Mouth of a river, mouth of a jar
 - *Mouth of a road ? OK in Chinese (intersection)
 - HEART IS SEAT OF EMOTIONS
 - Broken heart, heavy heart, light hearted
 - *Carry heart ? OK Chinese (worry)
 - *Open heart ? OK Chinese (happy)
 - *Concentrate heart ? OK Chinese (concentrate one's mind)

Universality with Variation (Littlemore 2009)

□ Entailments

□ ANGER IS FIRE

- English: he is really hot
- Zulu: he is really hot
- Zulu: she poured water on him (cool down his anger)
- English: she doused his passion/enthusiasm
- (entailment of extinguishing anger with water applies to Zulu but not to English; in English extinguishing entailment applies to passion and enthusiasm)

□ ANGER IS NATURAL FORCE

- English: A wave of anger washed over him
- Zulu entailment > The sky became dark with thunderclouds (his anger was increasing).

English – Spanish (Soriano-Salinas 2003)

- ANGER IS HEATED LIQUID IN A CONTAINER
 - Mappings
 - EFFECT OF ANGER ON PERSON IS STEAM PRODUCTION +English - Spanish
 - He's all steamed up
 - He let off steam
 - EFFECT OF ANGER ON PERSON IS BEING FRIED
 - -English +Spanish
 - *Me tienes frito* (I'm fed up with you)
 - EFFECT OF ANGER ON PERSON IS STEWING
 - +English -Spanish
 - I can see that he is stewing
 - *Está super cocido* (sexually aroused)
 - EFFECT OF ANGER ON PERSON IS BOILING/BURNING
 - +English +Spanish
 - He is smoldering/doing a slow boil/seething/simmering
 - *Estaba hirviendo a fuego lento* (simmering)

English -- Spanish

□ EFFECT OF ANGER ON PERSON IS AN EXPLOSION

□ + English +Spanish

- He blew a gasket
- She erupted
- That really set me off
- I blew a fuse
- *Pedro tiene poca mecha* (Peter has a short fuse)
- *Estoy a punto de estallar* (I'm about to explode)

□ INCREASE IN INTENSITY OF ANGER IS RISE OF FLUID

□ + English + Spanish

- We got a rise out of him; her anger kept building up inside of her;
- I was in a towering rage
- *Estoy hasta las narices* (I'm up to my nostrils); *Estoy hasta los pelos* (up to my hair)
 - NB: In Spanish anger doesn't really rise; but it can *crecer* (grow) or *augmentar* (increase)

English -- Spanish

▣ ANGER IS A NATURAL FORCE

▣ +English

+ Spanish

- ▣ He stormed into the room
- ▣ He was like dealing with a hurricane
- ▣ *Se arrebató y nos dió de voces* (He was blown away [by anger] and started to shout angrily at us)
- ▣ *Le dió una ventolera y empezó a insultarnos* (A strong wind [of anger] came over him and he started insulting us)

▣ ANGER IS A DEVIL

▣ -English

+Spanish

- ▣ *Se lo llevaron los demonios* (he was taken away by the devils [got very angry])
- ▣ *Tener un genio endemoniado* (to have a character possessed by the devils [a ferocious temper])
- ▣ *Ponerse hecho un demonio* (to turn into a devil [throw a tantrum])

English -- Spanish

- CHANGE OF STATE IS CAUSED MOTION INTO A CONTAINER
 - + English - Spanish
 - His behavior **sent** me into a fury
 - She **went** crazy
 - The news **threw** him into a terrible rage
 - He **flew** into a rage
 - *Se puso furiosa* (She put herself furious)
 - *Se enfureció* (She became angry)

Causes of Variation (Kövecses 2005)

- Two major causes that work jointly
 - I Differences in Experience
 - II Cognitive Preference/Style
- Experience
 - **Awareness of context**
 - *Physical world*
 - *Social Context*
 - Power relations
 - Social pressure
 - *Communicative Situation* (audience, medium, topic, setting)
 - Topic: Cowboys corral Buffaloes, Air Force torpedoes Navy
 - Setting: HEALTH as source domain varies by season (more winter than summer in Northern Hemisphere > ECONOMY IS HEALTH)

Causes of Variation (Kövecses 2005)

□ Differential Concerns & Interests

□ *Social*

- Why do Americans use so many sports/game metaphors?
- DEPRESSION IS A CAPTOR (Trapped, break out, free)
- Why don't sad people use CAPTOR for this emotion?

□ *Personal*

- People often take source domains from their profession—teachers, athletes, scientists

□ Differential Cognitive Preferences/Styles

□ **People experience their bodies differently as related to TDs**

- Anglo: ANGER IS HEAT
- Chinese: ANGER IS (PRESSURIZED) GAS
- NB: HEAT was not always the SD for Anglo ANGER. It changes over the course of history. PRESSURE was a major SD until 1300, then shift to HEAT—HEAT > PRESSURE > HEAT

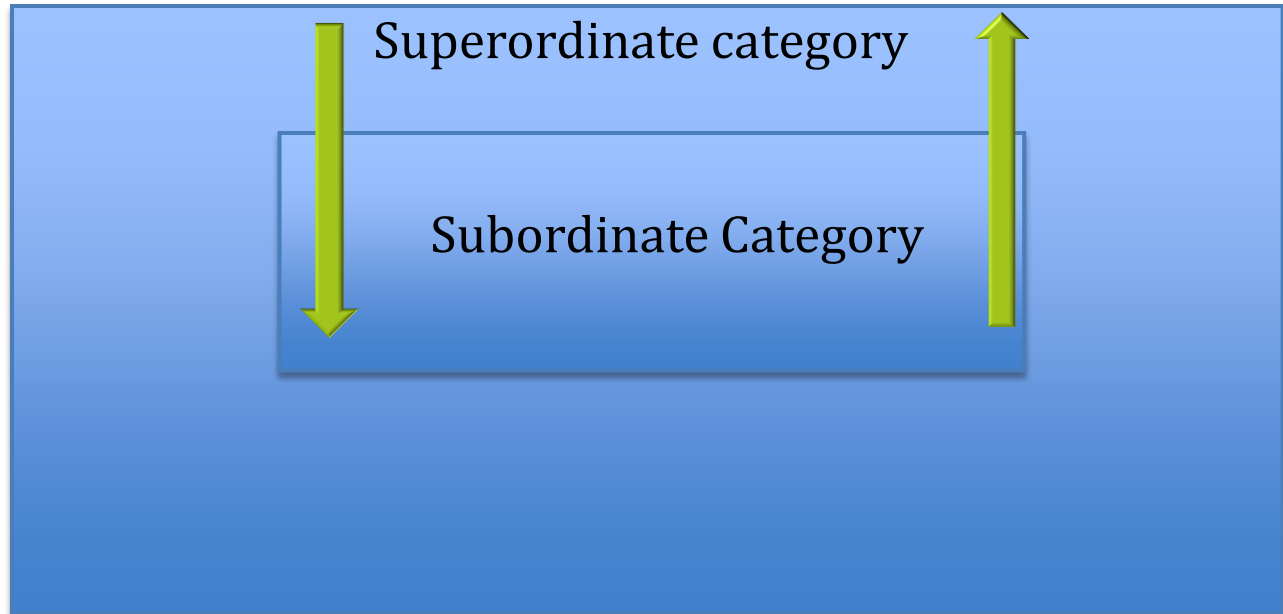
Metaphor and Practice

- What are the practical consequences of the following NA English metaphors ?:
 - ADDICTION (DRUG, ALCOHOL) IS A DISEASE
 - EDUCATION IS WORK
 - EDUCATION IS PLAY
 - TEACHING IS ENTERTAINMENT
 - POLITICS IS WAR
 - TIME IS MOVEMENT THROUGH SPACE
 - **TIME IS MONEY**

Multimodal Metaphors

- TV ad on welcoming people to a hotel:
 - Roll out the red carpet for you
 - Accompanied by visual of red carpet rolling out)
 - Hotel chain (note the metaphor here !)
 - Red Carpet Inns
- Lantolf & Bobrova's (in press) study of Beer Commercials in US and Ukraine
 - HAPPINESS IS DRINKING BEER
 - Who is shown drinking beer
 - US: Young professional men who prefer beer to meeting young women
 - UK: Male friends, work colleagues, patriots
- Components of multimodality: language, visual, sounds (musical, animal, nature [waves, wind])

Metonymy = Stands For (in same domain)



- (See word documents for English and Chinese)

Conceptual Proficiency

- *Conceptual Proficiency* = know how the target language reflects or encodes its concepts on the basis of metaphorical structuring and other cognitive mechanisms. Conceptual knowledge also serves as a basis for grammatical and communicative knowledge. (Kecskes & Papp 2000)
- In NL this knowledge is transmitted through language, representations (movies, TV novels, newspapers), participation in cultural activities (meals, restaurants, religious ceremonies, politics, market place, etc.)

Is L2 Conceptual Competence Attainable?

- Successful communication will depend on several aspects
 - extent to which the L1 and L2 cultures share similar conceptual systems
 - extent to which the L2 speaker has knowledge of the relevant L2 conceptual system
 - extent to which the metaphoric meaning is motivated by experience common to the two cultures

Teaching Conceptual Proficiency

- The traditional focus on literal meaning in the L2 classroom would appear to be unnecessary, **if not misguided**. Level of L2 proficiency appears not to be a barrier to metaphoric communication. Exposure to metaphors in the course of L2 instruction would allow students to apply their metaphORIZING capacity and would aid in their learning of connotations and acceptable extensions of L2 vocabulary items.
- Danesi (1986; Danesi & D'Alfonso, 1989) has argued that figurative language should be the **primary focus** of L2 learning.
 - (Johnson 1996)

Teaching Conceptual Proficiency

- Main problem in **intercultural contact** can be traced to a clash between conceptual systems. Successful communication in IC involves the ability to express oneself in the L2 while utilizing the CS2, rather than relying on the CS1 (Danesi & Rocci 2009)
- **Conceptual Fluency**: ability to navigate source domains in the SL during discourse programming. Taking part in real discourse requires ability to **recognize metaphors, access source domains, and to metaphorize.**

Teaching Conceptual Proficiency

- Research on intercultural dialogue, especially in classroom situations (Danesi 2003) suggests that interlocutors show virtually no traces of conceptual fluency, even after several years of study, especially in the area of metaphorical language use. The reason for this is not that they are incapable of learning the conceptual metaphors of their second language (or koine, as the case may be), but rather that they have never been exposed to them in systematic ways.
- (from Danesi & Rocci 2009)

Pedagogy & Figurative Language (Lazar 2003)

- Use the following body parts to describe common objects that we encounter in everyday life
 - Eye, nose, mouth, heart, hand, ear, foot, neck, leg, elbow, arm
- Respond to the following questions:
 - How is the head of a company the same as the head of a school?
 - How is the foot of the mountain the same as the foot of the stairs?
 - Where exactly is a hotel which is in the heart of the city?
 - What is the mouth of a cave? The mouth of a river?
 - What is the nose of a plane?
 - Consider which feature(s) of each body-part is relevant to the entity described.
- What has a mouth but cannot speak?
- What has four legs, one head and a foot?
- What has four legs and one back, but can't walk?

Pedagogy & Figurative Language

- Write a definition for ingredient and recipe as they are used in cooking.
- Imagine you are the writer of an advice column for a magazine. Complete the sentences below with your advice. Compare these with another student:
 - The recipe for success in a new job is ...
 - The main ingredient in good relationships with other people is ...
 -is a recipe for disaster if you are trying to keep fit.
 - One of the most important ingredients in living without too much stress is ...

Pedagogy & Figurative Language

- 1. Particular tastes are associated with certain feelings and qualities.
 - Discuss the associations given in the following chart. Do you think they are the same or different in the language you are studying? Consult a dictionary, a corpus, or an expert speaker of that language to see if the words are used the same way in the language.

sweet	bitter	sour
Attractive Kind Gentle	Angry Full of hatred Disappointed	Bad-tempered Unpleasant Unfriendly

Pedagogy & Figurative Language

- 2. For each item circle the appropriate response and then decide whether the term can be used the same way in the language you are studying; if not, find an equivalent way of expressing the English meaning
 - Which one of these cannot be described as SWEET
 - A) smile B) old lady C) argument D) kitten E) little boy F) baby
 - Which one of these cannot be described as BITTER
 - A) argument B) memory C) friendship D) experience E) enemy
 - Which one of these cannot be described as SOUR
 - A) a facial expression B) baby
 - Which of these cannot be described as TURNING/GOING SOUR
 - A) friendship B) contract C) relationship D) marriage

Pedagogy & Figurative Language

- Use the following adjectives that describe feelings to complete the sentences given below. Then give the equivalent adjectives in the language you are studying. Finally, give the equivalent (or look it up, if you don't know it) of the bolded items in each sentence.
 - **Angry, depressed, disappointed, excited, frightened, furious, happy, shocked, sympathetic, upset**
- 1. If something **hits you hard**, it affects you very badly, and makes you feel very upset or ...
- 2. If something **touches you**, then you feel ... and grateful because somebody has been kind to you.
- 3. If something is a **massive blow** to you, it is an event that makes you very ..., upset or shocked.
- 4. If something is a **slap in the face**, it makes you ... or shocked because it shows that somebody does not respect you even after you have tried to help the.
- 5. If somebody **makes you blood boil**, it makes you ...
- 6. If somebody is **lukewarm** towards you, then they are not very interested in or not very ... about something.
- 7. If you are **down**, you feel ...
- 8. If something **sends a chill down your spine** it makes you feel very...

Pedagogy and Figurative Language

- ❑ Which of the following words can be used as verbs: **brake, chain, clockwork, cog, grinder hammer, pump, tools** ?
- ❑ What are the equivalent words in the language you are studying?
- ❑ Can the words have a non-literal meaning ? What about in the language you are studying?
- ❑ How would the following newspaper headline be expressed in the language you are studying?
 - ❑ WORKER BLOWS WHISTLE ON CORRUPT HEAD OF CHAIN STORE
- ❑ Which words are used figuratively in the headline?
- ❑ Search headlines in the newspapers of the language you are studying and indicate which words are used figuratively
 - ❑ Express the English equivalent of each headline you select

Teaching Activities (Deignan et al 1997)

- What is special about the words in bold type in this newspaper article?
- **CHANCELLOR WARNS TORIES OF PAINFUL PUBLIC SPENDING CUTS**
- By Philip Webster, Political Editor *The Times*, 4 October 1993
- Kenneth Clarke yesterday gave an outspoken warning to the Conservative party and the country that he will **unveil painful spending cuts next month. The Chancellor said in an unusual** disclosure that there was '**blood all over the floor**' in **the cabinet** committee considering what he called the toughest public spending round since 1979. As cabinet ministers rallied behind John Major on the eve of the Conservative conference to **kill off any lingering** suggestion of a leadership challenge, Mr Clarke sought to pre-empt critics such as Norman Lamont, who have launched a week-long campaign for spending **cuts rather than tax increases.**

Teaching Activities (Deignan et al 1997)

- One more aspect of Hong Kong's financial success is the flowering of architecture, art, and culture.
- Many young people, my daughter included, worked hard, joined school bands, teams, and clubs.
- Last week their labor bore fruit, and most achieved good exam results.
- Massage isn't a long-term cure for stress because it doesn't get to the root of the problem.
- As her career blossomed, she kept her personal and professional lives totally separated.
- The new chairman has taken the company back to its American roots. I had planted the seeds of doubt in their minds.
- *What do the plant words mean in these sentences? Use a dictionary to check your answers.*
- *Can you use any words for plants in your language with these meanings?*
- *Are words for plants used with any other meanings in your first language?*

Teaching Activities (Deignan et al 1997)

- Many different verbs are used to talk about increases and decreases in things such as prices, inflation, and unemployment. Underline them in the following sentences:
- Share prices also plunged for the second day running.
- His support has plunged closer to ten per cent.
- The birth rate is currently soaring.
- His popularity has soared.
- Car sales have plummeted.
- World exports of coffee have slumped.
- *Check these words in your dictionary and find the part of the entry which describes their literal (physical) meaning. Compare this to the meaning the word has in the above sentences.*
- *Is the increase or decrease described by each of these words fast or slow?*
- *Are there words which are used in a similar way in your first language?*

Teaching Activities (Deignan et al 1997)

- The words on the left can all be used to talk about moving water. They can also be used to talk about some of the things in the column on the right.
- a. Try to match words from each column to form English expressions; for example, *a stream of traffic*.
- b. You can use some of these water words to suggest that you have a positive or a negative view of something. Which do you think might be negative? Which might be positive?

- | | |
|-----------|-----------|
| □ flood | cars |
| □ flow | refugees |
| □ torrent | abuse |
| □ wave | memories |
| □ stream | laughter |
| □ trickle | criticism |
| □ ripple | traffic |
| □ deluge | customers |

Teaching Activity (Danesi 2008)

- Write L2 sentences using color terms in non-literal ways (bianco, nero, rosso, verde, azzurro, marrone, giallo, rosa, viola, arancione)
 - NS—**bianco**: light, purity, clean, snow, candor, color, bride, milk, soul, virginity, cold
 - NNS—snow, milk, health, virginity, bride, ice, friendship, soul, heroism

- Engage students in learning activity: provide information on target domain of EMOTIONS:
 - PSYCHOLOGICAL STATES ARE COLORS, SOCIAL STATES ARE COLORS, POLITICAL IDEOLOGIES ARE COLORS
 - Giallo dalla rabbia* (yellow with anger)– red with rage
 - fare un marrone* (make a brown) – make a big mistake
 - al verde* (to the green) – financially broke
 - umore nero* (black mood) – dark mood (funk)
 - notte bianca* (white night) – sleepless night

Teaching Activity (Danesi 2008)

- Fill in the blanks with appropriate color terms
 - *Anche tu sei di umore _____ (nero) ?*
 - (Are you in a dour mood too?)
 - *Sono quasi sempre al _____ (verde) e faccio una vita _____(grigia)*
 - (I'm always broke and live a dull life)
 - *Lui mi fa diventare _____(giallo) dalla rabbia !*
 - (He makes me very angry)
- Write a brief paragraph describing envy in Italian using descriptive languages, such as colors. (Teachers analyzes text for number of metaphors uses and the meanings they express)

Teaching Figurative Language

- Danesi (2003): translate into Italian
 - Jack is a real cool cat. He never blows his stack and hardly ever flies off the handle. What's more, he knows how to get away with things. Of course, he is getting on, too. His hair is pepper and salt, but he knows how to make up for lost time by taking it easy. He gets up early, works out, and turns in early.
- Teacher analyzes text for metaphorical language.

Sensitivity to Metonymic Thinking (Holme 2004)

- Ask students to close eyes and listen to text:
- *She went into a room. There was some old furniture and a fire burning. A cat lay purring on the carpet.*
 - Ask students to listen again, and note down all nouns, starting with the most comprehensive category
 - Working in pairs, students should describe what the first noun names—how the room looked, what was in it, where it was situated. They should detail the furniture and describe the kind of fire and the cat.
 - The students then should write out the expanded description
- Purpose: use of metonymy to communicate more elaborate and detailed scene than we have time or inclination to describe (what is the basic metonymy at work here?)

How to analyze texts for metaphors (Danesi 2008)

- **Productivity Index (PI)**: Number of source domains used to deliver a given concept. E.g. in 200 texts, 89 different source domains used for the same concept. The $PI = 89$.
 - NB: some source domains are used more frequently than others. This is likely a matter of style, or it could be a **true index** of productivity within the target domain
- **Relative Productivity Index (RPI)**: Quotient resulting from comparison of two PIs that gives an indication of the representational salience of a concept in a culture. It does not mean that one concept is more important than another, but that there are fewer ways of conceptualizing it in everyday life.
- IDEAS vs. LOVE: IDEAS = 89 SDs, LOVE = 36 SDs
 - $RPI = 89/36 > 2.47$ (IDEAS has more than 2 times SDs than LOVE)

Cross-cultural comparison of metaphors in texts

- The PI reveals the Conceptual Productivity (CP) of a metaphor. CP can be compared cross-culturally
- E.g. Italian uses similar, though not identical source domains as English for IDEAS, but there is not identity in how frequently each source domain is used in each culture. Both use IDEAS ARE PLANTS (That idea has many ramifications) but Italian uses IDEAS ARE FERTILITY more than English (*Quella politica è veramente arida* “That policy is truly arid”) and IDEAS ARE WEATHER (*Piovono nove idee in quell’università* “New ideas are raining on the university)
 - Italian used 123 SDs for IDEAS in 200 texts generating an RPI compared to English of $123/89 = 1.38$.
 - Italian used 99 SDs for LOVE generating an RPI of $99/36 = 2.75$ compared to English.
 - NB: This difference predicted errors generated by English learners of Italian: 3xs more for LOVE (65) than for IDEAS (24)

Cross-cultural comparison of metaphor texts

- **Source Domain Productivity (SDP):** comparative measure of vehicles used in SDs
 - Italian IDEAS ARE SEEING=29 vs. English=25
 - Italian IDEAS ARE MOVING THINGS=12 vs. English=5
 - SDP SEEING = $29/25$ (1.16)
 - SDP MOVING THINGS = $12/5$ (2.4)

Meanings and Metaphors

Activities to practise figurative language

Gillian Lazar

 CAMBRIDGE
UNIVERSITY PRESS

Suggested level

Advanced

Aims

- to explore and critically analyse some examples of metaphorical language in advertisements
- to raise awareness of visual metaphors in advertisements
- to practise reading, speaking and writing

Word list

Useful words for the activities:
alloy, cell, central locking, complexion, diplomat, egg box, expertise, feature, newcomer, to aspire, to cast off, to inspire, lined, a fresh start, under somebody's wing

Preparation

Photocopy one set of the Student Pages for each student in the class. Bring in dictionaries.

In class

- Divide the class into pairs or groups of four.
- Explain to students that they will be analysing some recent advertisements in English, in particular to see the use of metaphors. All the advertisements appeared in quality British newspapers and magazines. Hand out the chart on page 108 for the students to fill in, and explain what the headings and questions at the top of each column mean. Explain to students that some of the advertisements have quite technical vocabulary. They should aim to write down only those words or phrases they really need to understand in the second column of the chart. They can use dictionaries.
- Hand out the photocopies of the advertisements, and ask students to study them and fill in the chart. Set a time limit.
- Monitor the groups unobtrusively, and help with vocabulary where necessary. You may also need to supply some cultural information (see the Notes).
- When students have completed the task, get the whole class to discuss their ideas.
- Encourage students to compare the two car advertisements. What different kinds of customers are they aiming to attract?

Possible answers:

- A** What is the advertisement for? Volkswagen cars in general, but the VW Passat specifically.
Metaphor: VW cars, especially the seven-seater Passat, are like an egg box for carrying seven eggs.
Qualities: VW cars are safe, and protect passengers like an egg box protects its eggs. They are also very good value, as you get seven eggs in the box rather than the usual six.
Market: Families. People wanting a strong car that is good value. Well-off people who can afford a new car.
- B** What is the advertisement for? Teaching as a profession.
Metaphor: A teacher is a manager, an actor and a diplomat.
Qualities: To be a teacher you need the qualities of a manager (organisational ability and leadership), an actor (the ability to perform) and a diplomat (excellent social skills).
Market: People who want to change jobs, have a lot of different skills and enjoy a challenge.
- C** What is the advertisement for? The Peugeot 306.
Metaphor: The Peugeot 306 is a 'toy' for grown-ups.
Qualities: The car is fun to drive.
Market: Well-off people who enjoy life.

- D** What is the advertisement for? A skin cream.
Metaphor: Your skin will be as new and fresh as a newly hatched chick.
Qualities: The cream will make your skin look younger.
Market: Older women who want to look younger.

Notes

- Figurative language is a common feature in advertisements. Metaphors and similes in advertisements create unexpected comparisons between a product and something apparently unconnected to it. The product thus 'acquires' the particular positive qualities of the object to which it is being compared. The figurative meanings in advertisements can be linguistic or visual.
- The TTA (Teacher Training Agency) is a government agency that recruits teachers.
- In the UK eggs are packed in boxes of 6 or 12.
- In the Peugeot advertisement the photo shows a children's 'activity centre', popular with toddlers. Some of the language in the advertisement is usually applied to the description of a child's toy (e.g. 'battery included', 'For ages 17 and over', etc.), so here it has a humorous, playful effect.

Extension activities

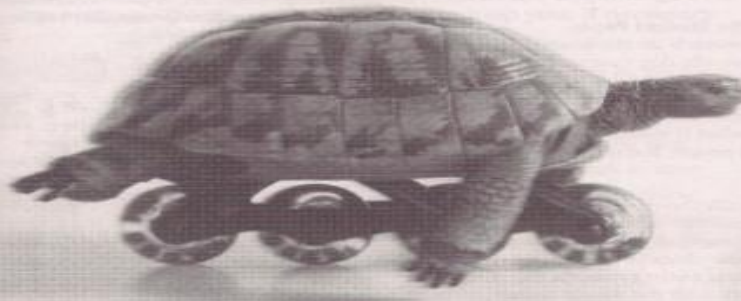
Project work page 128
Inventing advertisements page 128

	<i>What is being sold?</i>	<i>What do they mean?</i>	<i>What metaphor is used to describe the product being advertised?</i>	<i>What qualities are suggested by this metaphor?</i>	<i>Who is the advertisement designed to appeal to?</i>	<i>Would the advertisement work in your country? If not, why not?</i>
A						
B						
C						
D						

Marketing your metaphors

Advertising

15



The sensor electronics and technical innovations in the Bosch Maxx iT deliver faster washing times across all programmes with no loss of performance.

The new
Bosch Maxx iT
washes up to
40% faster.



BOSCH

Excellence comes as standard

www.boschmaxxit.co.uk
Brochure line 0870 727 0440

D

How have your savings grown?



PROSPERITY
LIVING PLAN



With
Scottish Friendly
you could have
enjoyed **11.1%** p.a.
growth

Scottish
Friendly

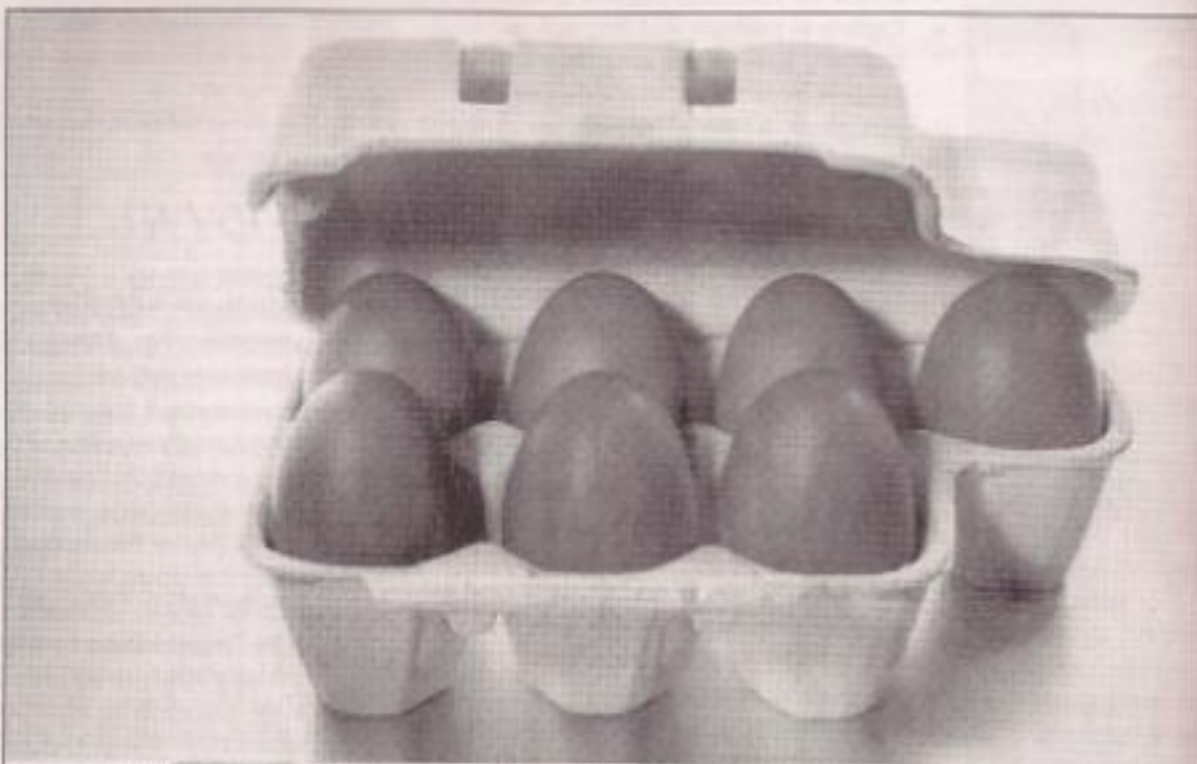
E

29

Persuasion Advertising

Read these advertisements and then complete the chart.

A



At Volkswagen we appreciate the importance of good value. That's why from now on most Volkswagens will come with many extra features at no extra cost. On the Passat for example, climatic air-conditioning and remote central locking with an alarm will be fitted as standard on all models. While SE models and above will also come with alloy wheels and a CD player. For more details of all the additional features across the Volkswagen range phone 0800 333 666.

More Volkswagen for your money.

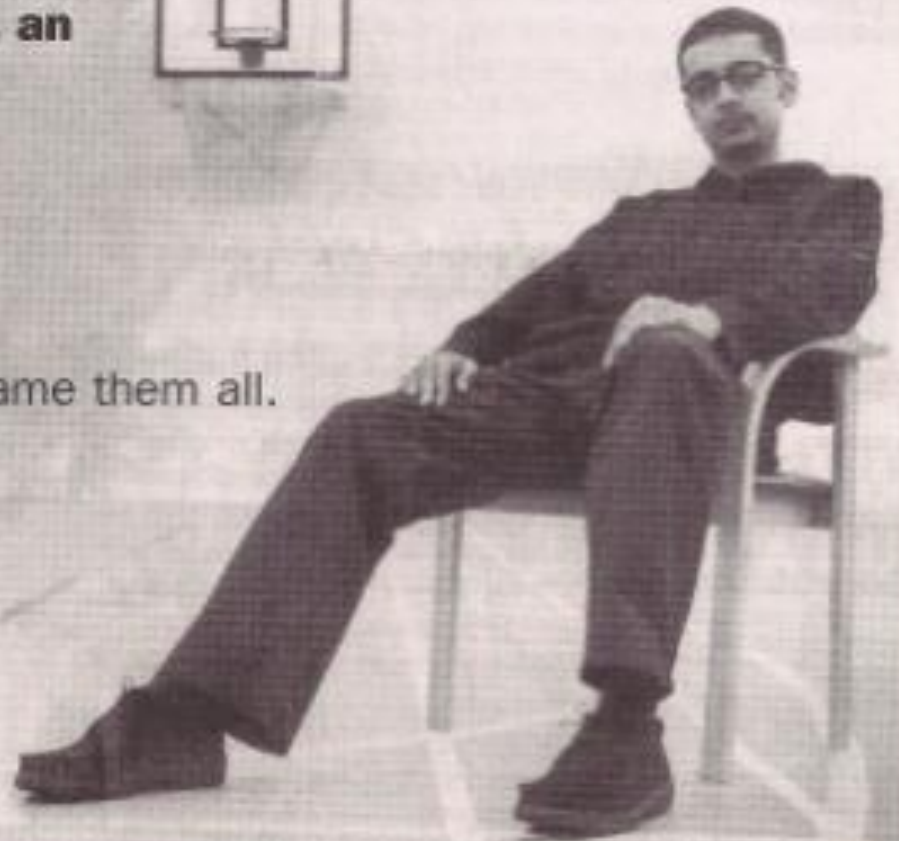


B

I couldn't decide between becoming a manager, an actor or a diplomat.



So I became them all.



The best teachers are learners. People who enjoy developing expertise in a wide range of areas: stretching themselves professionally and personally. More importantly, they acquire skills that don't just bring out the best in themselves, but in hundreds of others as well. If you aspire to inspire, complete the coupon below or call 01245 454 454.

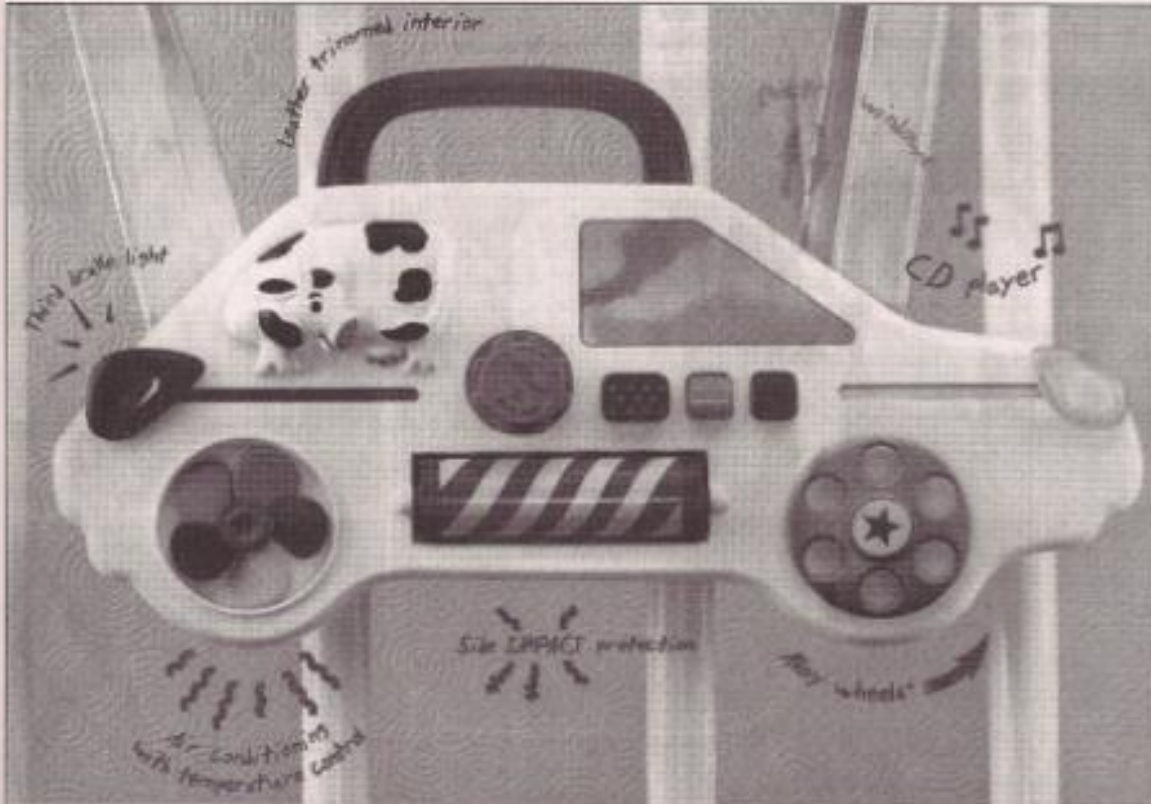


www.teach-tta.gov.uk/teach

No one forgets a good teacher

Persuasion Advertising

C



PEUGEOT 306

Activity Centre. Now from only £30,995* www.

Keep grown-ups entertained for hours with this magical 306 Mondrian! It's full of fun surprises including ABS, driver and passenger front and side airbags, central locking, 1 year's 0% finance², 3 years of warranty¹ and 2 year service intervals². Available in 2.0 HDi turbo-diesel, plus 1.4, 1.6 or 1.8 16 valve petrol engines. Battery included. For ages 17 years and over. Call us on 0345 06 06 06 or visit www.peugeot.co.uk



PEUGEOT

D



A bright new beginning

Consider it a fresh start.

Introducing Total Turnaround Visible Skin Renewer, a big break for complexions everywhere.

This next-generation de-aging expert instantly reveals clearer, brighter, livelier skin.

Then keeps skin at its best: softer, smoother, more even-toned.

Does it by casting off cells past their prime. Nurturing stronger, newer, healthier-looking skin to the surface.

The result?

Under its wing, skin looks fresh and visibly less lined. Is better able to resist environmental assault.

This talented newcomer was simply born to succeed.

See why.

Clinique.

Allergy Tested. 100% Fragrance Free.

www.clinique.com

Scan 8.jpeg

23 Facing up to it
Parts of the body

TEACHER'S NOTES

Suggested level
Advanced

Aims
to increase students' awareness of words for parts of the body and how they are used figuratively in English

Word list
backbone (of an organisation), body, head (of a college/department), mother tongue, skeleton (staff/service), sharp/silver tongue, to face the music, to head (an organisation), not to be able to stomach something, to shoulder something, cold-hearted, half-hearted, light-hearted, spineless, warm-hearted, with teeth

Preparation
Photocopy one set of the Student Pages for each student in the class.
Bring in dictionaries for 2.

In class

1a

- Ask students in pairs to speculate about the context for the cartoon.
- Each pair reports their idea to the whole class.

1b

- Ask students to read the text quickly for gist.
- Discuss with the whole class whether any of the ideas in 1a were correct or not.

1c

- Ask students to do this activity individually.
- When doing feedback, note down all the 'body' words on the board.

1d

- Ask students to do this in pairs or groups.
- During whole-class feedback, encourage the students to make the connection between the literal and metaphorical meanings of the words. For example, the metaphorical meaning of *spineless* comes from the idea that a person's spine supports the body.
- Point out any important collocations for the vocabulary (see the Notes).

2

- Divide students into pairs or groups, and ask them to try to find the answers to the questions as quickly as possible. They can use dictionaries. The first team to find all the answers should shout out 'bingo'.
- Once one team has shouted 'bingo', go over the answers with the whole class, with each team getting two points for each 'body' phrase correctly explained. The team with the most points is the winner.

3

- Check that students are clear about the meaning of *metaphorically*.
- Give students a few minutes to think about their own language. You could write the following headings on the board to help them: Part of the body in English, Part of the body in your own language, Metaphorical uses.
- During discussion with the whole class, encourage any cross-cultural comparisons.

4

- Students can work either individually or in small groups on this activity. If you are short of time, it can be done as homework.
- Once it has been completed, organise students into bigger groups and ask them to read each other's completed versions, before deciding on which versions were the most original and the most plausible.

5

- Ask students to discuss the riddles in groups before supplying the correct answers.

Suggested answer

1 Desperate shortage of nurses: A new advisory body has been set up to investigate the shortage of nurses. It is headed by Laurie Bennett, a former nurse. He said recently: 'Let's face it – the whole system of health care is close to collapse. A skeleton staff has had to shoulder an extremely heavy workload. This is totally unacceptable, as hospitals are the backbone of the health service, and should be properly supported. If the government cannot stomach paying nurses properly, they should stop pretending to be in favour of a decent health service. We shouldn't be half-hearted about it! We want better pay for nurses, subsidised housing and flexible working hours.'

2 a a match b a river c a saw d a clock e a shoe

Notes

- Common collocations are: governing body, student body, independent body, to shoulder the burden of the responsibility of.
- The verb form is frequently used with backbone, e.g. 'The clothing industry forms the backbone of the economy.'
- See Unit 2 The heart of the matter (page 8) for more figurative language connected with parts of the body.

Revision activity
Matching collocations page 127

Facing up to it

Parts of the body

23

1a Look at this cartoon from the Longthorpe College student newspaper. What is it referring to? Discuss your ideas.



1b Read this article from the same newspaper which appeared two weeks later. Discuss whether any of your ideas in 1a were correct.

FACING THE MUSIC

Patricia Norton, head of the Longthorpe College of Physical Training, was last night facing a possible two-year jail sentence for embezzlement. The college, which trains fitness instructors, sports coaches and PE teachers, yesterday fired Ms Norton, aged 42.

Over the last two years Ms Norton had claimed that government spending cuts had made it necessary to lay off 20% of the staff. The governing body, on Ms Norton's recommendation, fired 30 lecturers, who for years had formed the backbone of the college. A skeleton staff attempted to continue teaching, but they found that the strain of shouldering the responsibilities was intolerable.

They claimed that they were constantly in fear of Ms Norton's 'sharp tongue' and her 'cold-hearted contempt for students'. Last month they all resigned, and it seemed that the college might have to close. Then yesterday came the shocking news that Ms Norton was to be prosecuted for embezzling thousands of pounds, and the governing body announced that she had been fired.

Warren Gates, who heads the student union, said last night: 'There is huge relief that Ms Norton has finally gone. But she worked with other members of the governing body, who have shown themselves to be utterly spineless. They just agreed with whatever she wanted. We cannot stomach the fact that they still control the college, and we call on all of them to resign. We want a new governing body - this time, one with teeth!'

1c Read the article again, and underline all the words and phrases connected with the body.

1d Answer the questions about the words or phrases used in the article.

Which word ...

- a is an adjective that means 'lacking courage and determination'?
- b comes from the part of the body on which people can carry heavy weights, and so is often used to describe 'carrying' a burden or responsibility?
- c is a noun used to refer to the person in charge of a particular organisation?
- d is a noun used with an adjective to describe a person's way of expressing their opinions and feelings about other people?
- e is the noun used for the part of the body that is in the back and is used metaphorically to describe something that is the strongest part of an organisation?
- f is an adjective that means 'lacking in sympathy'?
- g is a noun used to describe a group of people who have joined together?
- h is a noun used for the part of the body which supports everything else and is used metaphorically to mean something reduced to the bare essentials?

Which phrase ...

- i includes the part of the body with which you bite, and so refers metaphorically to an organisation that works properly because it is powerful and effective?
- j includes the part of the body that can make you feel sick and which is used in the negative to show that you find it hard to accept something?

Facing up to it

Parts of the body

2 Answer these questions.

- a What's the difference between a **silver tongue**, a **sharp tongue** and a **mother tongue**?

.....

- b What do a **skeleton staff** and a **skeleton service** have in common?

.....

- c What are you if you are: **light-hearted**, **cold-hearted**, **warm-hearted** or **half-hearted**?

.....

3 Think about the words for parts of the body in your own language. Are any of them used metaphorically, either on their own or in phrases? If so, are they used in the same way as in English?

4 Complete this newspaper article. Use your imagination.

..... (Write a headline here?)

A new advisory body has been set up to

..... It is headed by

..... He said recently, 'Let's face it – the whole system

.....' A skeleton staff has had to shoulder

..... This is totally unacceptable, as

is/are the backbone of the and should

If the government cannot stomach they should

We shouldn't be half-hearted about it! We want

.....

.....

.....

.....

5 What are the answers to these riddles?

- a What has a head but cannot think?

- b What has a bed but never sleeps,
 And has a mouth yet never eats?

- c What has teeth but cannot eat?

- d What has a face, but no mouth?

- e What has a tongue that never talks,
 Has no legs but always walks?

-

-

-

-

-

-

Do you know any similar riddles to tell the other students in the class?

Suggested level

Mid-intermediate

Aims

- to explore metaphorical associations for different parts of buildings
- to introduce and practise common expressions, verbs and nouns and their collocates connected with buildings

Word list

wall of silence, to build (a career/life), to close the door on something, to demolish (an argument/idea), to feel at home, to go through the roof, to open doors for somebody, foundation for something, in ruins, without foundation

Preparation

Photocopy one set of the Student Pages for each student in the class.

In class

1a

- Give students time to think about the questions individually, before moving on to either group or whole-class discussion.

1b

- Ask students to read the text individually and to note down any unfamiliar words or phrases.
- Encourage pairs or groups of students to help each other with unfamiliar vocabulary before you check it as a whole class.
- Discuss the questions with the class, encouraging any cross-cultural comparisons, i.e. different cultures may make different interpretations of these symbols in dreams.

1c

- Ask students to read the dreams, underlining any vocabulary connected with buildings.
- Check that students are familiar with the literal meanings of these words.

a foundations **b** door **c** house, bricks
d house, demolish **e** house, walls **f** shop, in ruins

1d

- Read the first dream with the whole class. Encourage students to use their imagination to interpret it.
- Explain that this activity has no right answers and is a matter of interpretation.
- Ask students to do b)–f) in pairs or groups.

Suggested answers:

- a** You feel very insecure and threatened by a situation involving other people.
b You are afraid of being rejected a family member.
c A project you are working on is making you very anxious, as you just can't seem to get started on it.
d You feel that part of your relationship with your old friend is threatened in some way, and that you and your friend need to work together to save it.
e You fear that your friend is excluding you from something important, and won't communicate with you.
f You are worried about losing something that is very familiar to you.

1e

- Encourage students to use their imaginations to complete this activity. Once again, there are no right answers.

2a

- Do one or two examples with students, encouraging them to guess the meaning of any unfamiliar words or expressions.
- When doing feedback, encourage students to explain why they joined the sentences in the way they did, as this will lead into 2b.

b w c v d u e x
k t w g i h k l w j v

2b

- Encourage students to refer back to 2a when guessing the word meanings here.
- They may also want to draw on some of the figurative associations discussed in 1d.

b You meet a wall of silence when people will not tell you what you want to know.
g Prices which go through the roof increase very quickly.

2c

- In a multilingual class, put any students of the same language in a group to brainstorm ideas. Then form new groups of students, this time with speakers of different languages, to discuss the question.
- In a monolingual class, give students time to think and then discuss the question with the whole class.

3a and 3b

- Ask students to cover all the questions except the first one with a sheet of paper. Read this question aloud, and ask the students to jot down their ideas for this question in note form. (They can work individually or in pairs.)
- Repeat the procedure until all the questions have been answered.
- Ask students to tell each other their stories in small groups, using their notes as a stimulus.
- Students can write their stories for homework.

Revision activities

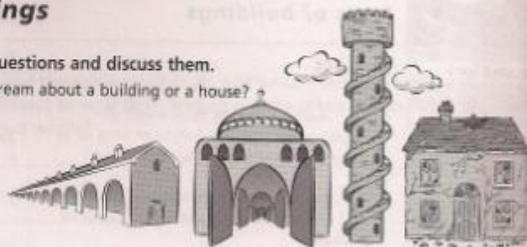
Poster presentations page 127
Crossword page 129

Opening doors

Parts of buildings

1a Think about these questions and discuss them.

Have you ever had a dream about a building or a house?
What happened in it?
How did you feel?



1b Read this text.

Many people believe that our dreams contain personal and sometimes hidden messages. You can learn to interpret your dreams in order to discover more about yourself and your psychological motivation. This can be done by understanding common symbols that appear in dreams, such as:

Buildings These may represent the personality of the dreamer. In many cases, dreams about exploring a building are encouraging us to explore our own personalities. You may dream that you are exploring a building you know well, in which there are many unfamiliar rooms. This dream could mean that you are ready to develop in some way.

Home Dreaming of home is connected with a sense of emotional and financial security. A common dream is of returning to a house that you knew well in the past. Your feelings about the house in the dream may suggest something about how you feel about your past experiences.

A door This may represent how well you communicate your feelings or your thoughts. If a door in your dream is shut, it may mean you are not communicating with somebody.

Walls These support a building. If they are unsafe or falling down, maybe it is because you are not feeling very secure.

(adapted from *The Complete Book of Dreams* by Julia and Derek Parker, Dorling Kindersley)

Do you think the ideas about the meanings of dreams in the text are true? If so, why? If not, why not?

1c Read these dreams. Underline any words connected with buildings.

- You are at a party. Suddenly the foundations of the building you are in start to crack.
- You knock on the door of a house belonging to a member of your family. He or she opens the door, and then slams it in your face.
- You are trying to build a toy house out of bricks. The bricks keep disappearing and you can't find them.
- You decide to visit the house of an old friend. But when you arrive, you find a group of workers getting ready to demolish it. You and your friend shout at them, and they go away.
- You travel to a friend's house to ask them an important question. But when you arrive, you discover that the house is surrounded by very tall, brick walls.
- You have visited a particular shop very often. In your dream, you visit the shop again, but this time the building is in ruins.

1d What do the dreams mean? Discuss your ideas.

1e Think of another part of a house or a building. If it was in a dream, what could it be a symbol of?



Opening doors

Parts of buildings

13

2a Make logical sentences by matching the beginnings a)–j) with the endings i)–x).

- | | |
|--|---|
| a Your promotion will really open doors for you | i so she felt quite at home having to travel for her new job. |
| b You cannot believe what those scientists say | ii and people cannot afford to buy new clothes. |
| c When the detective talked to the family about the accident | iii by showing that the facts were all wrong. |
| d Prices have suddenly gone through the roof | iv and give you lots of new opportunities. |
| e All new students have to do the Basic Skills Course | v and is trying hard to build a new career for herself. |
| f It was very sad that Bill's accident | vi he was met by a wall of silence. |
| g She has always enjoyed living in other countries | vii as their theories are without foundation. |
| h After the war the economy was in ruins | viii closed the door on his career in athletics. |
| i He completely demolished my argument | ix and the government needed to rebuild it. |
| j She is very hardworking and ambitious | x which provides the foundation for all their studies. |

a b c d e f g h i j

2b Check you have understood the meaning of the sentences in 2a by studying the following statements. Two of them are *not* true. Correct them.

- a If something that somebody says or writes is **without foundation**, then it cannot be proved to be true.
- b You meet a **wall of silence** when people will tell you what you want to know.
- c You can **demolish** an idea or a theory with facts.
- d The **foundation** for an idea, plan or project is the basis for it.
- e We can describe a career, an economy or a person's life as being **in ruins** when it has failed completely.
- f If you **build** a relationship or a career, you start it and try to make it develop.
- g Prices which **go through the roof** increase slowly.
- h If you feel **at home** in a particular situation or with a particular person, you are comfortable and relaxed.
- i If something **opens doors for somebody**, it gives them an opportunity to do something they have never done before.
- j If something **closes the door on something**, then it makes it impossible.

2c Think about your own language. Are there any words or phrases similar to those in 2b? If so, which one(s)? What do they mean?

Final Comment

- ▣ Teachers will have to become more conversant with **current theories of language**, in the same way that they have had to consider various other theories of learning in the past (Danesi 2008)

CALPER Metaphor Project

- Develop Materials for Promoting Conceptual Proficiency in the L2 Classroom: **Chinese, Korean, Russian, Spanish**
 - 1. Contrastive Dictionaries for English x Chinese, Korean, Russian, Spanish
 - 2. Teacher's Guide to understanding and teaching metaphor
 - 3. Pedagogical materials for teaching metaphor in each of the four languages