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COGNITIVE METAPHOR IN FICTIONAL TEXT

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DISSERTATION PAPER

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Introduction

The dissertation paper is devoted to the problem of Cognitive Metaphor. As theory of cognitive metaphor is of special interest to the researchers, the From the end of the XXth century till the present times, cognitive linguistics has become one of the most important directions in modern linguistics. Theory of cognitive metaphor plays an important role in this study. Theory of cognitive metaphor is studied by such scientists as George Lakoff and Mark Johnson, Chudinov I. S, Ashurova D. U, Kubryakova E.C, V. Z. Demyankov and many others. The principal difference of cognitive metaphor from traditional one lies in the cognitive approach to the nature of the phenomenon. Cognitive metaphor is understood as way of thinking; as perception of the world. Cognitive metaphor is operated by domains and there exist certain prototypes that can be represented by numerous smaller types of cognitive metaphor.

The **novelty** of the research lies in the following:

- Cognitive Metaphor is regarded not only as a stylistic device, but as a way of thinking and cognition
- The main assumptions of conceptual blending an conceptual domains have been applied to conceptual analysis of cognitive metaphor
- The special features of Cognitive Metaphor in Fictional Text; Newspaper Text and Poetry have been analyzed

The **topicality** of the research is defined by the cognitive approach to Cognitive Metaphor regarded as one of the main ways of human cognition.

The **aim** of the work is to discuss the cognitive essence of metaphor, its types and utilization in different text types.

To reach the aim, the following **objectives** were set:

- To study the main problems and notions of Cognitive Linguistics and its branches
- To define the term Cognitive Metaphor and to reveal the difference between Cognitive Metaphor and traditional metaphor
- To describe types of Cognitive Metaphor
- To discuss the theory of conceptual blending and conceptual domains
- To analyze the peculiar features of Cognitive Metaphor in Fictional Text
- To describe the special features of Metaphor in Newspaper Text
- To investigate conceptual structure of cognitive metaphor in Poetry

The **object** of the research is cognitive metaphor. The object of the work is text fragments including Cognitive Metaphor. The **subject** of the investigation is the cognitive nature of metaphor and its specific features in different text types.

Methodological basis of the given dissertation paper is works of such scholars as G. Lakoff and M. Johnson, Kubryakova, V. Z. Demyankov; Chudinov and many others.

The **methods of investigation** that are used in this work are metaphorical conceptual analysis including cognitive mapping and conceptual blending.

The language materials are works of fiction by British and American writers (J. Galsworthy, E. Hemingway, O. Henry) and poets such as G. Byron, W. Wordsworth and S. Coleridge and newspapers articles.

Theoretical value of the dissertation lies in the fact that the research is done in the framework of a new modern trend- Cognitive Linguistics. The results of the research make a certain contribution in the development of Cognitive Linguistics and Theory of Cognitive Metaphor.

that it might help in the further research of this field; different definitions and typologies of cognitive metaphor suggested by different scholars were gathered in this work.

Practical value is that the results of the research can be used at the lectures and seminars in Text Linguistics, Cognitive Linguistics, and Stylistics.

The **structure** of the dissertation paper is the following: introduction, 2 chapters, conclusion, bibliography.

The introduction describes the dissertation paper, its novelty, aim and objectives, theoretical and practical value, etc.

The first chapter deals with theoretical data connected with the theory of cognitive metaphor: Cognitive Linguistics and its branches; The notion of Cognitive Metaphor; Typology of Cognitive Metaphor

The second chapter analyzes the examples of cognitive metaphor that were found in different sources: Cognitive Metaphor in Fictional Text; Cognitive Metaphor in Newspaper Text; Cognitive Metaphor in Poetry

In the conclusion the researcher summarized the main points of the dissertation paper and the results that were made.

1.1 *Cognitive Linguistics and Stylistics*

Cognitive Linguistics is a new branch of linguistics. Cognitive linguistics studies relationship between language and mind; it views the process of producing speech as a cognitive, psychological process. According to V. Z. Demyankov and E. S. Kubryakova, cognitive linguistics views language as a cognitive mechanism that plays an important role in coding and transferring knowledge. Cognition is the mental act or process by which knowledge is acquired, including perception, intuition, and reasoning; it is a cognitive process of transferring and analyzing information in mind. There are strong links between cognitive linguistics and psychology, neurophysiology and other sciences, as linguistic activity in a human's brain (such as listening, speaking, reading and writing) is connected with different areas of a brain. The basic unit for cognitive linguistics is a concept. In the process of language activity people activate their knowledge of various spheres, knowledge about the world and people, in order to make this process easier, our mind categorizes all information stored in our mind. Basic cognitive categories such as space and time, scenes and events, entities and processes, motion and location, force and causation, attention and perspective, volition and intention- are stored in our mind using some categorization mechanisms to make it easier to remember and produce this knowledge. However, language is not represented similarly in different situations. On the contrary, in each context the meaning is represented in a new way according to our cognitive resources.

Cognitive linguistics started its development in 1960s. The most prominent scientists in the field of cognitive linguistics are: Wallace Chafe, Charles Fillmore, George Lakoff, Mark Johnson, Ronald Langacker, Leonard Talmy, E. S. Kubryakova and I. S. Demyankov.

There are many trends in cognitive linguistics: cognitive grammar, cognitive stylistics, cognitive semantics, gender linguistics, ethno linguistics, cognitive phonetics.

Cognitive Grammar

The term “Cognitive Grammar” has two meanings. In wide sense Cognitive Grammar is synonymous with Cognitive Linguistics- it views language phenomena in their connection to cognitive processes such as memory, perception, attention and thinking. In narrow sense Cognitive Grammar is a direction of Cognitive Linguistics. Talmy and Langacker are the most famous researchers in the field of Cognitive Grammar. Talmy argued that grammar categories specify cognitive ones. Grammatical category of number is subdivided into “singular”, “dual”, “plural”, while cognitive category will continue this classification to: “even”, “odd”, “dozen” or “numerable”. While talking about “Cognitive Grammar” it is important to say that the term “Grammar” is used in its broad sense and it refers to the whole language system, including sound, meaning and morphosyntax. From this point of view grammar is considered to be a symbolic phenomenon (Langacker).

Cognitive Grammar does not regard language as a system of words and rules. If earlier scholars were concentrated on syntax and morphology, now they view the same language units from another point of view- more symbolic. As grammar is a part of general cognition it interacts with other cognitive mechanisms, such as memory or attention. Speakers may choose which way to express their thoughts, and it is shown by the grammar structures they use. Thus, we can say that Cognitive Grammar reflects speakers’ world-picture, knowledge and other aspects of his/her personality. As Cognitive Grammar views language as symbolic or image-based, it is closely tied to literary criticism.

There are several important notions in Cognitive Grammar that are necessary to know and understand. The first notion is *Construal*- one of the basic units in Cognitive Grammar. According to Taylor it is “the process by which a given state is structured by a language-user for purposes of its linguistic expression”. The

same phenomenon can be construed in different ways by different people. We can take an example of a star sky. Each person looking at the sky will describe it in his/her own way: it can be a group of stars or spots of light at night. Each explanation will depend purely on the speaker. One more notion is *Abstraction*. From the point of view of Cognitive Grammar, the units, grammar consists of, are derived from the actual use of language. This is done with the help of the process of abstraction. When we use some structures appear as a result of generalizations. This process is called *Abstraction*. For example, if a speaker often uses word “discover” he or she will have certain group of words, phrases, sentences that are commonly used with that word and of course each phrase or sentence will have certain meaning associated with it.

Cognitive Semantics

The first scholars who drew attention to cognitive linguistics were psycholinguists. They proved the existence of non-verbal thinking, and they argued that there is a conceptual system, existing in a human’s brain. The conceptual system consists of concepts, which constantly change and develop. They argued that the signs are created by people to transmit the most important information, but conceptual system is much bigger and only a small part of it is marked by signs. According to R. M. Frumkina Cognitive Semantics is closely connected with cognitive psychology. Cognitive Semantics studies relationships between language meanings in the way they exist in mental worlds of individuals. As opposed to traditional semantics, Cognitive Semantics tries to explain linguistic phenomena with the help of extra-linguistic factors- mostly psychological and socio-cultural. It is based on empirical data. One of the most prominent scientists dealing with Cognitive Semantics is A. Wierzbicka.

Why is it so important to study Cognitive Semantics? While studying signs we can learn conceptual system of a person or people and we can find out what was important for this or that nation at a certain period of time and what was not so important and left out. As it was mentioned above thinking process of any person is non-verbal and it is realized with the help of signs.

From the point of view of Cognitive Semantics language is a container and organizer of knowledge in the mind of a person. Language becomes a human quality. Thus, we can say that Cognitive Semantics is connected with pragmatics as two sciences have similar area of study. Cognitive Semantics divides meaning into two basic units: *meaning-construction* and *knowledge representation*.

According to the scholars meaning is conceptual, which means that it is not necessary connected with a referent in the real world. On the contrary, it may be associated with an idea or object in the mind of a speaker and can be individual. Which means, that another person would never understand that idea in this way. It is possible to say that meaning depends on personal experience of a speaker. One of the notions of Cognitive Semantics is *Extension*. Extension is the connection between cognitive domain or concepts and language unit. It is considered that there is a direct connection between a language unit and a concept (direct meaning); another additional connection is considered to be extension (indirect or extended meaning).

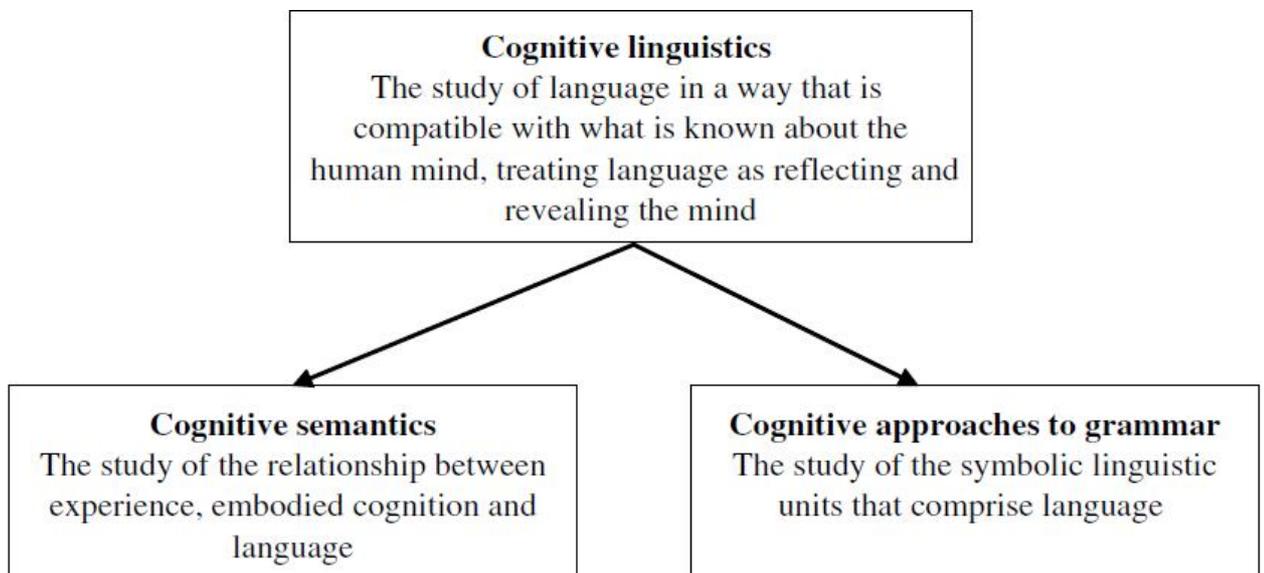
Talmy agrees with traditional view that language is divided into two systems: the grammatical and the lexical. Lexical system contains open classes of linguistic forms, such as adjectival, verbal, and nominal roots. However, grammatical system is closed one and it includes grammatical relations, grammatical categories and subcategories and syntactic structures. Sentences help speakers create cognitive representations. Lexical system helps to construct content and grammatical – structure. Our linguistic competence depends on the ability to unite distant conceptual content and conceptual structure to construct cognitive representation and to create unlimited range of cognitive representations with

limited range of lexical and grammatical forms as well. Talmy suggested the notion of “*satellite*”. It is a closed class element that is added to a verb to create “*verb complex*”. For example:

“misfire”- “*mis*” is a satellite

“start over”- “*over*” is a satellite .

One more important notion for Cognitive Semantics is **Prototype theory**, investigated by E. Rosch. She claimed that everything in the world can be categorized. And these categories have prototypical character, which means that some objects are best representations of a given category, while others are not. If we take category “Birds”, the best and most popular representatives will be: sparrow, robin. However, penguin and ostrich that are also birds will be mentioned much later, although they are also birds. The same can be observed in other categories as well.



The scheme above gives brief definition of Cognitive Linguistics, Cognitive Grammar and Cognitive Semantics and their areas of study.

Cognitive Stylistics

Cognitive stylistics is interconnected with many sciences and branches of sciences, such as Stylistics, Metaphor Theory, Cognitive Pragmatics, Cognitive

Semantics, Literary Studies, Cognitive Semiotics, Text Linguistics and even Psychology. Basically Cognitive Stylistics evolved from Cognitive Linguistics and Cognitive Psychology.

There are two terms: Cognitive Stylistics and Poetics. Some scientists consider them to be synonymous, absolutely equal in meaning. However, another group of scientists distinguishes them. They say that term “Cognitive Linguistics” is wider in its meaning than “Poetics”. They prove that Poetics is connected with poems mostly, while Cognitive Stylistics refers to any kind of texts. In this work we shall distinguish these two terms and shall use term Cognitive Stylistics. Cognitive Stylistics started to develop actively during last decades.

If we compare Traditional Stylistics and Cognitive Stylistics we may find a lot of differences between these two sciences. Traditional Stylistics mostly focuses on linguistic aspects of a text (stylistic devices, poetics details, etc.), while Cognitive Stylistics studies author’s idiolect- how he or she writes a text and how it is perceived by readers. The perception depends on the readers’ knowledge, opinions and beliefs. Cognitive Stylistics studies the influence of foregrounding on the readers’ mind; interpretations that readers make while and after reading a text. That is widely used and studied by scientists. Some parts of the text are put forward and while reading a text the readers pay special attention to these parts. Title, epigraph can serve as examples of foregrounding. Cognitive stylistics is more concerned with mental representation than with textual.

Cognitive Stylistics views literature from a completely different point of view. Let’s take an example of Peter Stockwell. He gives a short poem:

We that had loved him so, followed him, honoured him,
 Lived in his mild and magnificent eye,
 Learned his great language, caught his clear accents,
 Made him our pattern to live and to die!

And he proves that most people just read these four lines and never think deeply about their meaning, what was the author's message, they even seldom discuss what they have read or understood. Cognitive Stylistics deals exactly with these problems- how to read effectively- not superficially, but deeply and how to understand what the author wanted to say by his/her work. Cognitive Stylistics tries to give answer to the question "what do we do while reading?" as well. The subject of investigation of Cognitive Stylistics is vast- it studies not only readers and literary works- it studies the process of reading itself.

After reading those four lines each of us should have some questions such as what is the main idea, what does it mean for me, what did I understand after reading or who is the author, when and why did he or she write the story or a poem. All these questions belong to the cognitive context. Context is one of the main notions of Cognitive Stylistics. Of course it would differ for everyone and it would depend on many factors. One of the factors may be the setting. If we ask question "what do the four lines mean?" the answers will vary according to the situation. If we are at the university listening to the lecture the answer may be connected with deep understanding of the poem. However if someone tells that he or she remembered about dead cat that would sound ridiculous and inappropriate! Here we come across the relevance and appropriateness of our ideas to the context. The meaning is not stable. On the contrary it is changing phenomenon and each person who reads those four lines will add his/her own meaning to them. And each meaning will depend on the context we associate with it. We may infer that there are as many meanings as many contexts. Peter Stockwell proves this idea, saying that although saying about your cat was absolutely inappropriate during the lecture at the university it may sound quite well or symbolical at the funeral of your cat in your garden. These two notions of context and appropriateness can be applied in any area of literary studies. From this point of view our understanding of literary text does not depend on real facts of the period when it was written. As it was

already mentioned Cognitive Stylistics deals with understanding of the text: circumstances and users, knowledge and beliefs. With the help of Cognitive stylistics we can systematize our knowledge about above mentioned aspects, it shows how language is used in literature to achieve some effects.

Cognitive Stylistics deals with different problems, such as:

- The problem of cognitive style
- The problem of conceptualization of stylistic means
- Cognitive principles of text production and perception
- Cognitive basis of stylistic devices
- The theory of cognitive metaphor
- Peculiarities of an individual style (idiostyle)

Now, we shall shortly describe some of the aspects. Every piece of writing belongs to a certain style. Each style has its own stylistic means. If we take scientific text- it will be concentrated on factual information. It is impossible to give some personal examples. Scientific text is based on reasoning. However, fictional text is a combination of different forms.

One more area of study of Cognitive Stylistics is text structure. Again, every type of text has its own compositional structure. A story consists of the following parts:

title \Rightarrow exposition \Rightarrow initial collision \Rightarrow development of action ruination \Rightarrow development of action ruination \Rightarrow denouement \Rightarrow end.

If we take an application form it is quite different:

1. **Heading-** includes all data about the applicant;
2. **Text-** the request (the applicant describes his/her problem);
3. **Concluding phrase and signature.**

The next problem is cohesion of the text. Cohesion forms structure of the text. It can be achieved with the help of such stylistic devices as repetition (anaphora, epiphora, chiasm repetition, etc.), parallel construction and symbols.

The last but not least important aspect studied by Cognitive Stylistics is author's individual style (idiostyle). It has already been mentioned above.

“Individual style (idiostyle) is regarded as a complex structural unity of the means and forms of verbal expression peculiar to certain authors, and reflecting their world vision, and subjective evaluation of the described phenomena” (Ashurova). Ideostyle represents personality of the author, the way he/she thinks and creates a text.

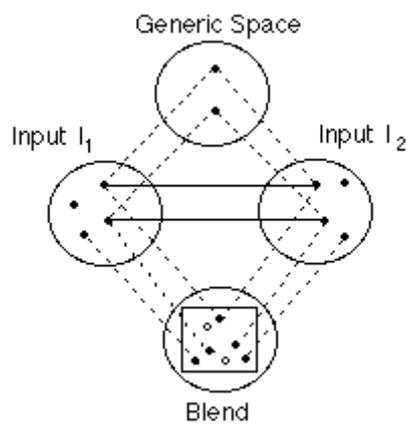
This paragraph we gave brief description of such branches of Cognitive Linguistics as Cognitive Grammar, Cognitive Semantics and Cognitive Stylistics. Their areas of study, peculiarities and main questions they deal with.

1.2 The Notion of Cognitive Metaphor

Metaphors have been studied for a long time. And since ancient times there have been many attempts to define this term. Metaphor can be defined as «*a figure of speech in which an implied comparison is made between two unlike things that actually have something in common*». There is one more definition of metaphor – “*a figure of speech in which a word or phrase is applied to an object or action that it does not literally denote in order to imply a resemblance, for example he is a lion in battle*” (Literary & Literary Critical Terms). With the development of cognitive linguistics new notions came to existence. One of new terms in Cognitive Linguistics is “Cognitive Metaphor”. The theory of Cognitive Metaphor was suggested by George Lakoff and Mark Johnson. They were the first to pay special attention to this phenomenon; they viewed cognitive metaphor from different angle. Nowadays many researchers study cognitive metaphor, its characteristics and types. Among them we may mention names of such famous scholars as M. Black, A. Richards, E. S. Kubryakova, Jose Ortega y Gasset, E. McCormack and many others. Cognitive Metaphor is one of the fundamental processes of human cognition, a specific way of conceptualizing reality based on the mental process of analogy and knowledge transfer from one conceptual field into another (Ashurova). At present cognitive metaphor is regarded not just a stylistic device, but a tool of cognition. We perceive the world around us through and with the help of cognitive metaphors. We may find support of cognitive metaphor in the analysis of texts, cultural practices and social events and even in films. Cognitive metaphors help us interpret texts, we may understand the author’s message (explicit or implicit) with the help of this device. Lakoff and Johnson claim that the whole human’s cognition is based on metaphor, which means that we compare all our knowledge about the world and represent it with the help of other more simple notions or concepts. We can perceive metaphorically almost everything: people, situations even places. The biggest effect of cognitive metaphor on human’s cognition is structuring. As it has already been mentioned,

cognitive metaphors help us understand one concept or idea in terms of another and we structure the target domain according to definite processes the same as in cognitive metaphor.

It is also crucial to mention the theory of **Conceptual blending**. It helped to make further research in the field of Cognitive Metaphor. **Conceptual blending** is also called conceptual integration. It was developed by Gilles Fauconnier and Mark Turner. This theory suggests that elements of different mental fields are mixed or “blended” and as a result it influences people’s thinking and cognition processes.



(<http://marktturner.org/blending.html>)

Let’s take an example provided by George Lakoff and Mark Johnson: **“argument is war”**. They support with different examples, such as:

Your claims are indefensible.

He attacked every weak point in my argument.

His criticisms were right on the target.

I demolished his argument.

I have never won an argument with him.

You disagree? Okay, shoot!

If you use that strategy, he will wipe you out.

He shot down all of my arguments.

These examples are common in speech although we rarely think about them as cognitive metaphors. Cognitive metaphor “*argument is war*” is a very good example to discuss. While arguing with someone we really see argument as a war: our interlocutor is our enemy; our arguments or ideas are our warriors; if our idea is strong we win the battle, if it is weak we lose the battle; if we understand that our point is incorrect or weak we give up.

However, in some cases while analyzing one idea in terms of another we highlight one aspect and hide another aspect of that idea. For example, while comparing argument to a war, we highlight the idea of contradiction or disagreement, but we forget the idea that argument is also cooperation. While arguing we spend our time, we try to express our point of view- these actions are not constituents of war, but on the contrary we show our sympathy and wish to cooperate.

According to this example we can say that cognitive metaphors help us understand some phenomena in terms of others.

Let’s take one more cognitive metaphor to prove the idea that cognitive metaphors are part of one’s cognition. Cognitive Metaphor “*time is money*” can be presented by a multitude of examples:

You are wasting my time.

This gadget will save you hours.

I don't have the time to give you.

How do you spend, your time these days?

That flat tire cost me an hour.

I've invested a lot of time in her.

You're run/ling out of time.

You need to budget your time.

Is that worth your while?

Do you have much time left?

You don't use your time profitably.

I lost a lot of time when I got sick.

Nowadays time is a valuable thing that we all need and lack. We can count time: decades, years, months, days, hours, minutes and even seconds. People get salaries according to the time they work, that is why cognitive metaphor “*time is money*” is also one of widely-spread ones. However, from the point of view of religion or philosophy it is not always so. For them money is something not worth so much effort; they see inner balance as the main essence of life. However, today’s consumerist society lives according to the idea that “time is money”.

As it was mentioned above cognitive metaphors help us understand some phenomena of our life with the help of the mechanism of analogy. In cognitive metaphor “*argument is war*” there are two general ideas, which are called **domains**: source domain and target domain. The first idea, more abstract is usually called target domain and the second, more concrete- source domain. In the given cognitive metaphor “argument” is target domain and “war” is source domain, which explains target domain. In the second example “time is money”, “time” is target domain and “money” is source domain.

Probably the most well-known example of cognitive metaphor explained by Lakoff and Johnson in their book “Metaphors we live by” is “*love is a journey*”. Target domain in this cognitive metaphor is “love” and source domain is

“*journey*”. There are numerous expressions used by people that illustrate this cognitive metaphor:

Look how far we have come.

It has been a long, bumpy road.

We can't turn back now.

We are at a crossroads.

We may have to go our separate ways.

The relationship is not going anywhere.

We are spinning our wheels.

Our relationship is off the track.

The marriage is on the rocks.

We may have to bail out of this relationship.

If we imagine that love is a journey or a travel and people who have relationship are travelers, while having relationship, many people have problems that are impediments on their way (*bumpy road, we are at a crossroads*) or they break apart (*we may have to go our separate ways; we may have to bail out of this relationship*) and at the end they may either finish their travel successfully or do not reach their destination, which means to split up.

There is another sense in the metaphor “*love is a journey*”. People can travel on highways or freeways, where the traffic is too fast and dangerous; so is a love relationship sometimes. Love can be dangerous and exciting and at the same time short, it even can be dangerous.

There is one more part of a language system, that needs to be mentioned- **idioms**. Idioms are very helpful for expression of cognitive metaphors. If any idiom is considered as non-motivated, it might be used in its direct meaning when it is studied from the point of view of cognitive metaphors. Let's take idiom ***“spinning one's wheels”*** as an example. When one hears this idiom, he or she may imagine a situation when a car is stuck, but the driver still tries to pull the car, although it is useless and there is no sense in doing this. But at the same time this idiom can be used as cognitive metaphor ***“love is a journey”***- when a couple has problems but they still try hard to save their relationship, not understanding that sometimes it is better to stop and leave it as it is. From this point of view this expression is quite explicit and understandable for the reader.

Max Black, another prominent researcher, suggested **“interaction theory”** according to which cognitive metaphor “projects a set of associated implications from a primary subject upon a secondary subject”. As a result the reader or hearer will understand the secondary object through the primary one. Black gives the following example: ***“the sky is crying”***- as tears are always associated with crying, we project it to the rain and as a result we construct a cognitive metaphor ***“sky is a person”***. He also says that we should not see the subjects as independent elements, but on the contrary, we should view them as a system of interrelated elements, that create systems and interact with each other.

Although George Lakoff and Mark Johnson were the pioneers in the field of cognitive metaphor theory there are many other prominent scholars in this field. One of them Elena Semino, criticized them, saying that the examples they suggest are artificial and are created to support their theory of cognitive metaphor not appropriate for deep and versatile analysis. As a result, Andrew Goatly created a database- *Melatitude*, for cognitive metaphors that exist in the language. Goatly in his work wants to identify how cognitive metaphors shape our behavior and thinking patterns in various aspects of life, from education to genetics. Moreover,

he proves that cognitive metaphors are created with the help of cultural experience. Melatude is a database of metaphors with direct, metaphorical and grammatical meanings and examples. Although there are already existing dictionaries of metaphors, Melatude is a different one, because it takes into account lexicographical approach as well, but not only cognitive. It consists of 6 columns that represent categories of Targets and 4 that represent categories of Sources.

The Target categories are: 1) Values, Quantities and Qualities

2) Emotions, Experiences and Relationships

3) Thinking and Speaking

4) Activity and Movement

5) Humans, Humans Senses and Society

6) Things and Substances

The Source categories are: A) Things and Substances (Objects, plants, Substances, Money, Liquid, Food)

B) Human Body, Animals and Senses

C) Activity and Movement

D) Place and Space.

Some cognitive structures are called “*natural*”. They are those concepts that are connected with natural experience, such as love, time, ideas, understanding, arguments, labor, happiness, health, control, status and morality. Although Lakoff and Johnson did not discuss cognitive metaphor in connection with culture, but it is clear that these two notions are interconnected. It is impossible to analyze cognitive metaphor separately from the cultural context. It has always been considered that anything of a big size (a living creature or inanimate object) is more important or valuable than that of a smaller size. Let’s take a proverb “*a great ship needs deep waters*”. It means that a big project, for example, will be given more opportunities and support, as it can bring more benefit. That is why we consider that “**Big**” is something good, while “**Small**” is not.

Any cognitive metaphor may have different abstract meanings, but if we talk about practical implementation of a metaphor, the meaning of a cognitive metaphor will be restricted only to pragmatic meaning.

One of the main functions of cognitive metaphors is to explain. And it is really true. Cognitive metaphors are frequently used to create an example to something less familiar with the help of more familiar notions or phenomena. With the help of cognitive metaphors we may define something new, such as complex events, different cultures, unexpected situations and emotive experiences. And Lakoff and Johnson agree with this idea. They write: “*metaphor is one of our most important tools for trying to comprehend partially what cannot be comprehended totally*”.

One more important notion that is connected with cognitive metaphor is “*metaphor cluster*”. Cluster is a group of expressions that are connected to one conceptual metaphor and are used in one text. If we take cognitive metaphor “*Time is money*”, all words and phrases, used to form this metaphor will constitute metaphor cluster: “**waste, save, hour, spend, cost an hour, invest, budget, etc.**”

Cognitive metaphors unite two seeming absolutely different ideas: they are more or less regular and conventional and at the same time they are creative and original. Cognitive metaphors are restricted to some definite examples, but we may find numerous expressions that prove this cognitive metaphor and some of them may be unique or created by the speaker during his/her speech.

1.3 Typology of Cognitive Metaphors

With the development of the study of Cognitive Metaphor, the problem of typology of Cognitive Metaphor became one of the most important. Several linguists provided their typology of cognitive metaphors.

Classification of George Lakoff and Mark Johnson is among the most famous ones. They suggest three types of Cognitive Metaphors: *structural*, *orientational* and *ontological*. Let's discuss them in more details.

1. Structural Cognitive Metaphor.

This type is sometimes called the *Conduit Metaphor*. Describing Conduit Cognitive Metaphor Lakoff and Johnson state that while speech, the speaker transfers information into the words, sends them to the interlocutor and the interlocutor removes these ideas from the words he/she hears or receives. However, sometimes it is quite difficult to distinguish Structural Cognitive Examples of Structural or Conduit Cognitive Metaphor may serve the following expressions:

I gave you that idea.

Your reasons came through to us.

It's difficult to put my ideas into words.

When you have a good idea, try to capture it immediately in words.

The meaning is right there in the words.

Don't force your meanings into the wrong words.

His words carry little meaning.

Metaphor if it is not used in some context. If we take sentence "*Please sit in the apple-juice seat*" - we shall not understand it, moreover, we shall think that there is no sense in this sentence. But if we imagine a situation that at the table there were four places and for three people there were glasses with orange juice and one seat with a glass with an apple juice, in this context we may understand the meaning of this utterance. Or, another example: if we take a phrase: "*We need*

new alternative sources of energy”, different people understand it differently. For example an Oil Company Director and representative of Green Peace Organization. So, in cognitive metaphor, and in structural especially not only the meaning is important, but also the situation, when and how it was told.

2. **Orientational Cognitive Metaphor**

This type of Cognitive Metaphor is connected with the orientation in space: left-right; good-bad; deep-shallow; in-out; front-back. This type of metaphor depends on the culture of people: for some people right is good and left is bad, but in some countries it may be different and in that situation everything connected with left will be considered good, but all concepts and phenomena of life connected with right will be bad. One of the most well-known Orientational Cognitive Metaphors is **“Happy is Up; Sad is down”**:

I'm feeling up.

That boosted my spirits.

My spirits rose.

You're in high spirits.

Thinking about her always gives me a lift.

I fell into a depression.

I'm feeling down.

I'm depressed.

My spirits sank.

He's really low these days.

And these examples describe the real situation. When a person is happy, he keeps his head high, he straightens, but whenever a person has a problem, he/she is sad and even his posture shows it: shoulders are not straight and he/she may even stoop.

One more example of Orientational Cognitive Metaphor is **“Health and Life are Up, Sickness and Death are Down”**:

He's at the peak of health.

Lazarus rose from the dead.

He's in top shape.

As to his health, he's way up there.

He's sinking fast.

He came down with the flu.

His health is declining.

He dropped dead.

Here, we may see the same situation. When a person is ill he lies in the bed, or if this person dies he also falls, healthy person is on the contrary: active and energetic.

Although sometimes we may observe Orientational Cognitive Metaphor. However, there are some other expressions that show this situation differently. Not so often, but sometimes we come across such phrases that change or widen our perception of some realia: “Happy is wide, sad is narrow”. No one looked at “happiness” from this point of view, although it also exists and there are some (but not many) expressions, which may serve as examples:

“I'm feeling expansive”.

Although in most cultures “happiness” is associated with “up”, which is more common.

Quite often cognitive metaphors widen their usage and may be used in other spheres as well. If we take physics, as an example, we may see such expression as “*high-energy particles*”- this expression is based on Cognitive Metaphor “more is up”, or another expression: “*low-level phonology*”- phonology deals with the smallest units of a language, that is why word “low” is used here.

3. Ontological Cognitive Metaphor

In Ontological Cognitive Metaphors we view one thing in terms of another: “*life is a game*”, or

“Inflation is an essence”:

Inflation is lowering our standard of living.

If there's much more inflation, we'll never survive.

We need to combat inflation.

Inflation is backing us into a corner.

Inflation is taking its toll at the checkout counter and the gas pump.

Buying land is the best way of dealing with inflation.

Inflation makes me sick.

All these expressions compare “inflation” an inanimate phenomena to some living creature that “**lowers, backs, makes sick**”.

There are also some more examples of Ontological Cognitive Metaphor, such a “**Life is Theatre**”, “**Life is a Journey**” or “**Life is a Plant**”.

Other scientists also provide their classification of Cognitive Metaphors. Kubryakova in her Dictionary of Cognitive Terms gives six types of Cognitive metaphors. Some of them are similar to those of Lakoff and Johnson; however, others are new and have different interpretation.

1. **Structural Cognitive Metaphors**- they are formed by transferring some parts of an object or phenomena to others.
2. **Ontological Cognitive Metaphors**-categorize some abstract things in more concrete by making borders in the space.
3. **Conduit Cognitive Metaphor**– views communication as a process of movement of senses (meaning fills words and then transported by channel that unites the speakers)
4. **Orientalional Cognitive Metaphors**- mostly connected with space orientation (up-down, central-peripheral, etc.)
5. **Container Cognitive Metaphor**- it can be describes as follows, words are seen as containers and meaning is that what fills these containers.
6. **Blockbuilding Cognitive Metaphor**- it represents some big speech utterances as a group of smaller ones.

There are also some more classifications of Cognitive Metaphors. Some researchers categorize Cognitive Metaphors according to the sphere of the source domain, for example, there are:

1. *Military*
2. *Vegetative*
3. *Physiological*
4. *Criminal*
5. *Sports*
6. *Zoological*

Let's take a look at some examples of these metaphors:

1. *Cold war, informational war, war with drugs;*
2. *To sow the seeds of dissension, to inculcate habits of work; the extortionate budget;*
3. *At the president's back, to face the problems of the youth; to digest new information;*
4. *Political swindler; political killers*
5. *To come to the finish line; move of the knight;*
6. *Sharks of business; Communism bacilli; socialist parrots;*

Chudinov also suggested one more type of cognitive metaphor, which is *political*. He claims that it should be stated separately because politics is a crucial part of our life. Every time a country embarks on a new stage or changes its leader the perception of the whole nation changes as well. He provides several examples, in which a political party is compared to a human body:

Nobody's a more visible face of the opposition than Sen. Ted Cruz, tea party star and potential presidential candidate.

In another example that he gives, Chudinov uses sense organs. He points that a tooth can be compared to a hardness and nose to the ability to acquire new information.

Chudinov points out that Cognitive Metaphors describe our life at some moments. They may show or even warn people about the social situation and some negative aspects of life at this or that moment. People have always valued money. But in the twentieth and twenty first century people started to value time as well, although before people around the world were relaxed and easy-going. But it became a part of life, people started to compare time to money and some time later, this expression became a part of humans' cognition, now most people unite these notions and it reflects present state. And we can say that this Cognitive Metaphor helped people to adapt to new way of living and perceiving of the reality.

Another scholar, Maslova found out that there are some stable metaphors, such as:

World is theatre;

World is a book;

World is a temple;

Love is fire;

Time is water;

Human is a plant

She claimed that these Cognitive Metaphors are the most stable in all languages and cultures.

Conclusions to Chapter I

The focus of this dissertation paper is Cognitive Metaphors its types and its representation in different text types. In the first paragraph of the dissertation paper the main trends of Cognitive Linguistics have been discussed: Cognitive Grammar, Cognitive Semantics, Cognitive Stylistics.

Cognitive Linguistics is a new branch of linguistics. On the other hand it is connected with grammar and stylistics, Text Linguistics, Cognitive stylistics, Cognitive semantics, and many others. On the other hand it is connected with such interdisciplinary subjects as linguophychology, culture studies and gender linguistics. Cognitive Linguistics views language as a cognitive mechanism, as a means of storing conceptual information. The main unit of Cognitive Linguistics is concept regarded as a complex of the associations arising in mental area of a speaker and verbalized in language with the help of lexical means. Cognitive Grammar is one of the directions of Cognitive Linguistics. It studies grammatical forms and categories from the point of view of their conceptual meaning. Cognitive Grammar is referred to the whole language system and includes sounds, meaning and morphosyntax. The next trend to be discussed is Cognitive Semantics. It studies conceptual meaning of linguistics units, conceptual systems of language, the notion of concept, conceptual domains, the notion of conceptual integrity and cognitive metaphor. The focus of Cognitive Stylistics is to study the connection between language meaning and how it operates in metal worlds of a person. Cognitive Stylistics unlike traditional, studies the author's idiolect i. e. cognitive style- how the author writes and how the readers perceive it. Cognitive Stylistics studies the following problems: the problem of cognitive style, the problem of conceptualization of stylistic means, cognitive principles of text production and perception, cognitive basis of stylistic devices.

The second paragraph of the dissertation paper is devoted to the discussion of the notion of Cognitive Metaphor. Traditionally metaphor is understood as «*a*

figure of speech in which an implied comparison is made between two unlike things that actually have something in common». However, in Cognitive Linguistics this term acquired another meaning. Cognitive Metaphor is understood as “a tool of cognition”; mechanism that helps to comprehend the world around us. It helps us to understand text or discourse. The main effect of Cognitive Metaphor on language is that it helps to structure the knowledge in the mind. Cognitive Metaphor consists of two domains: **target** and **source**. Target domain is usually more abstract than source. Source domain illustrates the target domain and makes it more understandable for the reader or listener. One more notion that is discussed in this chapter in Conceptual Blending Theory. According to this theory parts, elements of different conceptual fields are subconsciously “blended” and this creates new meanings to concepts.

The last paragraph of the first chapter discusses typology of cognitive metaphor. There are different types of metaphors. The one suggested by Lakoff and Johnson has three types: In Structural Cognitive Metaphor target sphere is a model for comprehension of domain sphere. Orientational Cognitive Metaphor is connected with the orientation in space: left-right; good-bad; deep-shallow; in-out; front-back. Ontological Cognitive Metaphors views one thing in terms of another. E. S. Kubryakova distinguishes the following types of Cognitive Metaphor: *Structural Cognitive Metaphors, Ontological Cognitive Metaphors, Conduit Cognitive Metaphor, Orientational Cognitive Metaphors*. Russian scientist Chudinov I. S. gave his typology: *Military, Vegetative, Physiological, Criminal, Sports, Zoological*.

2.1 Cognitive Metaphor in Fictional Text

In fictional text a great role plays conceptual information as it conveys the main idea of the story or expresses the author's attitude towards the events happening. As it was discussed in previous chapter, a text may contain 3 types of concepts: mirco, marco and super. A micro-concept is represented in **John Galsworthy's** short story "**The Careful Man**". The main hero of the story is a MP (Member of Parliament). However, he does not take an active part in debates and discussions of laws. On the contrary, he quietly sits and observes people arguing, trying to prove their points of view. He never supports either of the sides. He represents **POLITICS like a SEESAW**. Two opposing parties are on two sides and they never or very seldom keep balance: when one side is up, another is down. It is really true in life as well! If Whigs are in power, it means that Tories form opposition and vice versa. The man in the story- the careful man tries to achieve and keep the balance, by sitting in the middle. However, it is impossible, because one must have his/her own creeds and advance them.

There is only one phrase in the whole story that leads the reader to the comparison of politics and seesaw:

*His leaders on both sides had learned from long experience the daintiness of his digestion; how very sensitive it was to motion; how, if jolted, it revolted; and so they did not try too hard to jolt it now, for they naturally hated to be **cast into the air**.*

While making the analysis of the concepts it is clear that there are some more resembling features:

Analysis of dictionary definitions:

Politics

1. the activities associated with the governance of a country or area, especially the **debate** between parties having power
2. the **complex** or **aggregate** of relationships of people in society, especially those relationships involving **authority** or **power**
3. any activity concerned with the acquisition of power, gaining one's own ends, etc
4. the practice or profession of conducting political affairs.
5. the **art** or **science** concerned with winning and holding **control** over a government
6. political activities characterized by artful and often **dishonest** practices

Analysis of associations to the concept:

Authoritative	Lying	Evil	Dirty	Honest	Outer	Global
Colonial	Progressive	False	Developing	Violent	Unstable	
Hesitating	Vicious	Stepped	Hurling			

Analysis of proverbs, sayings and quotations:

1. The ballot is stronger than the bullet. Abraham Lincoln.- powerful
2. We hang the petty thieves and appoint the great ones to public office. Aesop.- unjust
3. When I was a boy I was told that anybody could become President; I'm beginning to believe it. ~Clarence Darrow-
4. Truth is not determined by majority vote. ~Doug Gwyn- unfair
5. The more you read and observe about this Politics thing, you got to admit that each party is worse than the other.
6. "Politics is war without bloodshed while war is politics with bloodshed." - Mao Tse-Tung
7. Although he's regularly asked to do so, God does not take sides in American politics. George J. Mitchell

8. “Politics is a pendulum whose swings between anarchy and tyranny are fueled by perpetually rejuvenated illusions.” Albert Einstein quotes

Analysis of dictionary definitions:

Seesaw

1. a plank **balanced** in the middle so that two people seated on the ends can ride **up** and **down** by pushing on the ground with their feet
2. an **up-and-down** or **back-and-forth** movement
3. a situation characterized by **rapid, repeated changes** from one state or condition to another
4. an alternating **up-and-down** or **backward-and-forward** motion or movement;
5. a contest or struggle in which now one side now the other has the lead

Analysis of associations of the concept:

Children	Giant	Funny	Huge	Old	Ponderous	
Creaking	Raking	Sprawling	Lithe	Swift	Fro	Wide
Round	Around	Inward	Noiseless	Inwards		Nimble
Downward	Upward	Massy	Frenzied	Suspended		Timed
Hurling	Lust					

Analysis of proverbs, sayings and quotations:

1. “What you lose on the SWINGS you gain on the roundabouts.”
2. Worry is like a rocking chair it swings you **back** and **forth** and it takes you nowhere.
(African Proverb)

The analysis of dictionary definitions, associative and contextual links of the source domain “SEESAW” made it possible to list the following conceptual features of the cognitive metaphor “POLITICS-SEESAW”: balanced, up/down back-and-forth, childish, funny, violent, unstable, dirty.

Macroconcept does not represent the whole text; however, it plays an important role in perceiving the conceptual information of the text.

An example of a macro-concept can be found in stories by **Somerset Maugham**. The story is called **“Honolulu”**. It tells us about life and customs of people in Hawaii, how it differs from life of Europeans. However, there is one more idea that definitely supports super-concept, but at the same time leads the reader to a little bit another direction. Love is usually represented as a positive feeling- people accomplish feats, change for better and even die for love. However, not always love brings people happiness and joy. Somerset Maugham in story “Honolulu” shows another side of love: **“LOVE is DEATH”**. The story is simple. We might find numerous other works with the same idea. A man- the captain of a ship and a girl- local resident love each other. But, the captain’s assistant also loves the girl. However, the girl refused him and the insulted young man decided to revenge to the captain. As he was a local resident as well he put an evil curse on him. Captain was ill, he could hardly move, but when the girl told him that it was curse he laughed at her beard. The girl decided to save him and also cursed the young assistant. He died and a few days later the captain got over his mystical illness. The story is sad, but we can clearly see the connection between love and killing of a person. The assistant wanted to kill the captain because he loved the girl, and the girl killed the assistant because she loved the captain. Nevertheless, there is another question: “Was it a real love?”, because later the girl ran away with another man. The answer to this question is “Yes”, it was a real love at least from the side of the young assistant. We do not know what could have happened if he did not die or if the girl did not escape, but for that moment they really loved each other.

Although these two concepts seem absolutely incomparable, there are some similar points.

Analysis of dictionary definitions gave the following results:

Death

1. the action or fact of dying or being killed; the **end** of the life of a person or organism
2. a **damaging** or **destructive** state of affairs
3. a permanent cessation of all vital functions : the end of life
4. the act of dying; the end of life; the **total** and **permanent** cessation of all the vital functions of an organism

Analysis of associations of the concept:

Sick	Dishonored	Premature	Condolent	Pestilent	Malefactor
Sad, Mournful	Punishable	Painless	Accidental	Instantaneous	
Avenging	Lamented	Imminent	Tragical	Shameful	Ghastly
Agonizing	Impending	Cruel	Inglorious	Starving	
Expiatory	Condemning		Revengeful	Bewailing	
Untimely	Loving	Scared	Final	Dark	Heavenly
Suffering	Free	Depressed	Farewell	Dangerous	Sacrificial
Inevitable	Mysterious	Traitorous	Sudden	Vain	the death of a
martyr	War	Evil	Poisonous	Threatening	Afterlife
Reviving					

Analysis of proverbs, sayings and quotations:

1. Life is a dream walking, death is going home.
2. Poor or rich, death makes us all equal.
3. God grants an easy death only to the just.
4. Death is not a period but a comma in the story of life.- Afterlife
5. Know one knows whether death, which people fear to be the greatest evil, may not be the greatest good. Plato
6. “To the well-organized mind, death is but the next great adventure.” — J.K. Rowling, Harry Potter and the Sorcerer's Stone

7. “I do not fear death. I had been dead for billions and billions of years before I was born, and had not suffered the slightest inconvenience from it.” — Mark Twain-
8. As soon as man is born he begins to die.
9. Death is a remedy for all ills.
10. Death keeps no calendar.- everlasting
11. Graves are of all sizes.- everlasting
12. Death is never an end or an obstacle but at most the beginning of new steps.
13. The day which we fear as our last is but the birthday of eternity. Lucius Annaeus Seneca
14. Three things come into the house uninvited: debts, age, and death.- eternal
15. Death is deaf and will hear no denial.
16. Death is God's broom.
17. Death is a black camel that lies down at every door. Sooner or later you must ride the camel. Arab Proverb- inevitable
18. Death is the grand leveler.- equal
19. Death always comes too early or too late.- eternal

Analysis of dictionary definitions:

Love

1. a **strong feeling** of affection
2. a great interest and **pleasure** in something
3. an intense emotion of **affection, warmth, fondness**, and **regard** towards a person or thing
4. a **deep, tender, ineffable** feeling of affection and solicitude toward a person, such as that arising from kinship, recognition of attractive qualities, or a sense of underlying oneness
5. a strong **predilection** or **enthusiasm**
6. the object of **attachment, devotion**, or **admiration**
7. a profoundly **tender, passionate affection** for another person

Analysis of associations of the concept:

Loving Tender Affection Passionate Devoted Adoration
 Passion Yearning Hate Jealous Longing Fondness
 Sorrow Everlasting Happy Ardour Platonic Constancy
 Blessed Maternal Meek Courtship Faithful Wooing Unselfish
 Filial Undying Cherished Inmost Sweet Adorable
 Conjugal Unconditional Ardent Parental Tender Passionate
 Inordinate Idolize Esteem Mad Enamoured Wed
 Idealize Dote Respect Hate Venerate Dearly Ardently
 Evermore Sincerely Pain death warmth happiness life trust beauty suffering
 Faith Self-sacrifice Dream Unhappy Secret Undivided
 Endless Romantic Worrying Selfish Scandalous
 Insidious Sad Ruin Blossom Revive Mutual
 Constant Mercenary

Analysis of proverbs, sayings and quotations:

1. Either you are motivated by love, or you are a slave to pleasure and pain.
 2. The one who loves you will also make you weep. Argentine proverb
 3. There is no love like the first love.
 4. It's love that makes the world go round! - powerful
 5. You call it madness, but I call it love.
 6. Perhaps you do not understand me because you do not love me.- understanding
 7. Love is the art of making exceptions. Anonymous- forgiving
 8. There is no difference between a wise man and a fool when they fall in love.
- Jean Paul F. Richter
9. Paradise is always where love dwells. Oscar Wilde
 10. Who, being loved, is poor?- rich
 11. An old man in love is like a flower in winter. Chinese proverb- fragile

12. “Being deeply loved by someone gives you strength, while loving someone deeply gives you courage.” — Lao Tzu
13. Love is that condition in which the happiness of another person is essential to your own.” — Robert A. Heinlein, Stranger in a Strange Land- unselfish
14. Falling in love consists merely in uncorking the imagination and bottling the common sense.- crazy
15. True love never lives happily ever after - true love has no ending.- endless
16. Where there is great love there are always miracles.- wonderful
17. Love makes a man both blind and deaf. Arabian proverb
18. To love and to be wise are two different things.- mad
19. All is fair in love and war.-
20. Love is never without jealousy.

On the basis of the study of dictionary definitions, proverbs and associative dictionaries it is possible to figure out cognitive metaphor “LOVE-DEATH” which has the following features: permanent, sad, tragical, eternal, suffering, sacrificial, everlasting, painful, suffering.

The second story where we can find a macro-concept is “**Trimmed lamp**” by **O. Henry**. It is a story of two simple girls, who work and have their dreams. One lives her life as it is: she irons clothes and this is her job, she has a young man, who likes her and does everything for her. The second girl works in an expensive department store. Every day she sees rich women and men and she wants to be just like them. She has a few clothes but they are similar to those, which her famous customers wear and she wants to get married, but not to a worker on a factory. No! She wants to get married to one of those men, who enter the store and buy different luxurious things. But, she is not alone. All girls who work there have the same grandiose plans. To do this they share their experience and give advice to each other. They see marriage as a hunting and future husband as a prey. They have their own ways to attract the men and if or

when they finally get married it means that the hunting was successful. When finally rich young men asked her for a date she refused, giving reasons that he even did not have a million of dollars and she needs more prosperous men. She is sure that another man will definitely see and fall in love with her because she knows how to attract them with magnetic looks, attractive smile and high society manners. Just like an animal can be caught into a trap, a man will fall in love with her. Here, the author stressed the life of simple people and their dreams, sometimes impossible and even harmful- life will pass but they stay at loose ends. And the author continues this idea, showing that the girl changed her mind and found herself a usual but dependable guy.

In this text we may see the comparison of a marriage to hunting:

*The meeting may lack the dignity of the deliberative bodies of man; but it has all the importance of the occasion on which Eve and her first daughter first put their heads together to make Adam understand his proper place in the household. It is **Woman's Conference for Common Defense and Exchange of Strategical Theories of Attack and Repulse** upon and against the World, which is a Stage, and Man, its Audience who Persists in Throwing Bouquets Thereupon.*

During this council of war they pass **weapons** one to another, and exchange **strategies** that each has devised and formulated out of the **tactics** of life.

*She bivouacked on the trail of the great unknown “**catch**”, eating her dry bread and tightening her belt day by day. . On her face was the faint, soldierly, sweet, grim smile of the preordained **man-hunter**. The store was her **forest**; and many times she raised her **rifle** at game that seemed broad-antlered and big; but always some deep unerring instinct--perhaps of the **huntress**, perhaps of the woman--made her hold her fire and take up the trail again.*

Analysis of dictionary definitions:

Hunting

1. the activity of **hunting** wild animals or game
2. the activity of **searching** for something
3. the **pursuit** and **killing** or capture of game and wild animals, regarded as a **sport**
4. the act of conducting a **search** for something

Analysis of associations to the concept:

Mad Impatient Great Fortunate Unfortunate Dangerous
 Labour Lucky Unlucky Risky Illegal Wonderful

Analysis of proverbs, sayings and quotations:

1. Hunting is not a sport. In a sport, both sides should know they're in the game.
Paul Rodriguez
2. He that hunts others must run himself.-
3. When the mantis hunts the locust, he forgets the shrike that's hunting him.
4. There is a **passion** for hunting something deeply implanted in the human breast.

Analysis of dictionary definitions:

Marriage

1. the formal **union** of a man and a woman, typically as recognized by law, by which they become husband and wife
2. a **close** or **intimate** union, relationship, etc
3. the state of being **united** to a person of the opposite sex as husband or wife in a consensual and contractual relationship recognized by law
4. the state, condition, or relationship of being married
5. a **close** union

Analysis of associations of the concept:

real modern pompous cancelled holy anniversary happy support
 loving duty unhappy misalliance profitable recurring unreal
 forthcoming firm stable ideal respectable trustworthy
 understanding pro forma marriage forced early terrible decent
 short-lived childless holly unstable uneasy short secret
 desired awful

Analysis of proverbs, sayings and quotations:

1. What a **happy** and **holy** fashion it is that those who love one another should rest on the same pillow. ~Nathaniel Hawthorne
2. The bonds of matrimony are like any other bonds - they **mature slowly**.
~Peter De Vries
3. Success in marriage does not come merely through finding the right mate, but through being the **right mate**. ~Barnett R. Brickner
4. *"A successful marriage requires falling in love many times, always with the same person."* -**Mignon McLaughlin**
5. *"Being in a long marriage is a little bit like that nice cup of coffee every morning - I might have it every day, but I still **enjoy** it."* -**Stephen Gaines**
6. A long marriage is two people trying to dance a duet and two solos at the same time. ~Anne Taylor Fleming - interaction
7. A man in love is incomplete until he has married. Then he's finished.
8. Wife is young man's mistress; companion for middle age; and old man's nurse.
9. Age and wedlock tame even a wildest man.

As a result it is possible to reveal the following conceptual features of the cognitive metaphor "MARRIAGE-HUNTING": searching, fortunate, unfortunate, passionate, happy, unhappy, uneasy, awful, successful.

Super-concept represents the main idea of the text, story or novel. It covers the whole text and can coincide with the title of the story. A short story by **Ernest Hemingway** “**A Cat under the Rain**” can be taken to illustrate this type of concept. It is a story of a woman who is travelling around Europe with her husband. Once, they were staying in a hotel in Italy. The weather was bad- it was raining heavily. Suddenly she saw a kitten outside. It was a small, dirty and miserable cat, but the woman liked it very much. She told her husband about it, but he did not pay much attention to her words. Suddenly a maid knocked on the door and gave the woman a cat, saying that it was a gift from the owner of the hotel. Nevertheless the woman was disappointed- the cat was big, fat and it was clear that it was kept at home. Through the image of the “kitten” the author wanted to show the condition of the woman- she was as helpless and miserable as the kitten. Her husband did not understand her and could not give her what she wanted. And through that woman Hemingway wanted to show all lonely people and their condition.

In the story the reader may trace the connection between the woman and the cat. Below, we shall analyze two concepts: “**WOMAN**” and “**KITTEN**” and try to find out if there is any connection between them. The analysis consists of the following parts: analyzing dictionary definitions; analyzing associations to the concept and analyzing proverbs, sayings and quotations. Before analyzing the concept it is reasonable to analyze the dictionary definition of the word.

Analysis of dictionary definitions gives the following results:

Woman:

1. an adult human female
2. a man considered as having supposed female characteristics, such as meekness or timidity
3. distinctively feminine nature

Analysis of associations of the concept:

Unmarried Buxom Young Old Womanly Handsome
 Aged Fat Working Childless Virtuous Fashionable
 Married Shapely Unattractive Poor Ageless
 Shameless Unhappy Shy Pale Simple Businesslike
 Interesting Awful Loving Honest Brave Experienced
 Insidious Strict Serious Crying Helpless Caring Loved
 Careful Evil Tall The only Charming Weak
 Lonely Rude Fatal Trustworthy Elegant Curious
 Beautiful Attractive Wise Jealous Tender Stubborn Graceful
 Pretty Defenceless

Analyzing of proverbs, sayings and quotations:

1. “You educate a man; you educate a man. You educate a woman; you educate a generation.
2. Behind every successful man is a woman.
3. Men build houses; women build homes.
4. Nature has given women so much power that the law has very wisely given them little. ~Samuel Johnson
5. Every woman beautiful till she speaks. ~Zimbabwean Proverb- **talkative**
6. A shy woman is worth a city, a shy man is worth a goat. ~Kurdish Proverb
7. Instruct a man, you instruct an individual. Instruct a woman, you instruct a nation. ~Moroccan Proverb
8. Women get the last word in every argument. Anything a man says after that is the beginning of a new argument.- **quarrelsome**
9. The wind changes every day; a woman changes every second. ~Spanish Proverb- **changeable**
10. A woman’s polite devotion is her greatest beauty.
11. A patient woman can roast an ox with a lantern. ~Chinese Proverb
12. No mirror ever reflected an ugly woman.- **beautiful**

13. Where the devil can't go himself, he sends an old woman. ~German Proverb- **evil**
14. Wait for a month before you praise a horse, and for a year before you praise a woman.
~Czech Proverb- **unreliable**
15. A jealous woman will set a whole house on fire. ~Latin Proverb

The analysis of the concept of cat has the following results:

Analysis of dictionary definitions:

Kitten

1. A **young** cat
2. young **domestic** cat
3. an **immature** or young individual of various other small mammals

Analysis of associations of the concept: (Poor+Kitten)

Helpless, homeless, tiny, pitiful, affectionate, small, wet, infirm, humiliated, miserable, depressed, unhappy, homeless, weak, amusing, playful, stray, frantic, curious, inquisitive, soft, warm, irresistible, cute, intrepid.

Analysis of proverbs, sayings and quotations:

1. The mice will never play with the kittens.- **helpless**
2. Rats do not play tricks with kittens.- **helpless**
3. He bawls like a calf because he is as **weak** as a kitten.
4. There is no more **intrepid** explorer than a kitten.
5. It is impossible to keep a straight face in the presence of one or more kittens.-
cute
6. A kitten is the most **irresistible** comedian in the world.
7. "What feeling is so nice as a child's hand in yours? So **small**, so **soft** and **warm**, like a kitten huddling in the shelter of your clasp"
8. An ordinary kitten will ask more questions than any five year old.-
inquisitive
9. In the image of the lion made the kittens are **small** and **curious**.

10. “Confront a child, a puppy, and a kitten with a sudden danger; the child will turn instinctively for assistance, the puppy will grovel in abject submission, the kitten will brace its tiny body for a **frantic** resistance”
11. Never pick up a **stray** kitten . . . unless you've already made up your mind to be owned by it.
12. The **playful** kitten, with its pretty little tigerish gambols, is infinitely more **amusing** than half the people one is obliged to live with in the world.
13. Rats make havoc in the kitchen when the cat's a kitten.- **weak**

As the analysis shows the concepts “kitten” and “woman” can be compared as they have many coinciding features, such as: helpless, defenseless, weak, lonely, tender, cute, miserable, curious.

The second short story that will be analyzed in this work is “Money” by John Galsworthy. It shows life of a man- he is quite old, he lived a long life and he is very rich. He made money when he was young and he still does business. But he is always worried: at nights he does not sleep- he thinks, all night long he thinks if his investments are safe, if his bank does not fail. Money was his religion. He went to church, but there he thought not about god, but about his money. Money that was the only precious thing in his world. This is cognitive metaphor “**MONEY is GOD**”. He taught his children the same. However, when they grew up they realized that talking about money in society was a sign of bad manners and they changed the way they talked about it. Instead of saying that something was expensive, they said that it was not worth their attention. The old man had a grandson. He was the only “rival” to money. He adored his grandson and spent much time with him. However, money interfered in this part of his life as well. He had a game with the boy- they built a bank and kept money there. There was also a dog that “kept” the bank. Of course it was not so much money, just for a game. One cold March morning he was found dead I his bed. Doctors said that he died because of a fear. Something or someone scare him to death.

This was fear of losing all his money, it killed him. This text comprises a cognitive metaphor which consists of two domains: source domain “God” and target domain “Money”.

There are several parts of the story where the author himself shows this connection:

There was nothing in such sermons, therefore, that could quarrel with **his own religion**, for he did not hear them; and even had he heard them, they would not have quarrelled, his own creed of **money being but the natural modern form of a religion** that his fathers had interpreted as the laying-up of treasure in the life to come.

Still less had any one remarked the deep and silent process by which there passed from him to them the simple elements of **faith**.

His children, subtly, and under cover of the manner of a generation which did not mention money in so many words, **had sucked in their father's firm religious instinct**, his quiet knowledge of the value of the individual life, his steady and **unconscious worship** of the means of keeping it alive.

His **religious feeling about money** did not make him selfish, or niggardly in any way — it merely urged him to preserve himself — not to take risks that he could reasonably avoid, either in his mode of life, his work, or in the propagation of his children.

Here is the analysis of the concept “God”

Analysis of dictionary definitions:

1. in Christianity and other monotheistic religions) the creator and ruler of the universe and source of all moral authority; the **supreme** being
2. (in certain other religions) a **superhuman** being or spirit worshipped as having power over nature or human fortunes; a deity

3. an image, animal, or other object worshipped as **divine** or symbolizing a god
4. used as a conventional personification of **fate**
5. a greatly **admired** or **influential** person
6. a thing accorded the **supreme importance** appropriate to a god
7. the sole Supreme Being, **eternal, spiritual, and transcendent**, who is the Creator and ruler of all and is infinite in all attributes
8. a being conceived as the **perfect, omnipotent, omniscient** originator and ruler of the universe
9. the **supreme** or ultimate reality: as the Being perfect in **power, wisdom, and goodness** who is worshipped as creator and ruler of the universe
10. the Supreme Being, understood as **Life, Truth, love, Mind, Soul, Spirit,**

Principle

Analysis of associations of the concept:

Omnipotent	Honoured	Worshipped	Blessed	One	Everlasting	
Eternal	Redemptive	Almighty	Merciful	Omniscient	Divine	
Glorified	Sinless	Heavenly	Spiritual	Meek	Obedient	
Wise	True	Celestial	Bounty	Faithful	Graceful	Eternal
Pure	Holy	Effulgent	Forgiving	Celestial	Sacrificial	
Beneficent	Deathless	Sacred	Almighty	Piously	Devout	
Reverent	Charitable					

Analysis of proverbs, sayings and quotations:

1. Ask the Lord to bless your plans, and you will be successful in carrying them out.
2. Even the prayers of an ant reach to Heaven. - **Fair**
3. God hears all living beings. - **Fair**
4. God is always on the side of the big battalions.
5. Man proposes, God disposes. - **Almighty**
6. Human beings can make any plans they want, but it's God that decides their success or failure.

7. Poor men go to heaven as soon as rich.
8. God makes no distinction between people with money and people without money.
9. The king speaks with divine authority; his decisions are always right.
10. Trust in Allah, but tie your camel.
11. God and fairies can be wrong as well. (Chinese Proverb)
12. The believer is happy; the doubter is wise. (Hungarian proverb)
13. Pray God, but carry on swimming towards the bank. (Russian Proverb)-
14. If God were not forgiving, heaven would be empty.
15. If you make money your god, it will plague you like the devil. Henry

Fielding

Analysis of the concept “Money”:

Analysis of dictionary definitions:

1. a current medium of exchange in the form of coins and banknotes; coins and banknotes collectively
2. the assets, property, and resources owned by someone or something; **wealth**
3. a **wealthy** person, family, or group
4. persons or interests possessing or controlling **great wealth**
5. a position of **wealth**

Analysis of associations of the concept:

Evil happy dirty powerful free angry rubbish problematic
 greedy avid slave traitorous need indebted fake cursed sinful foul
 scant wasteful generous timeless wealthy successful corrupted dead
 lying poor rich broke to be a cheapskate stingy donating

Analysis of proverbs, sayings and quotations:

1. It is better-much better—to have wisdom and knowledge than gold and silver.
2. Money is power.
3. It is better to be born lucky than rich.

4. A rich man is either a scoundrel or the heir of a scoundrel.
5. Money is the root of all evil.
6. Money is a good servant, but a bad master.
7. He who pays the piper calls the tune.- power
8. A good name is better than riches.
9. The best things in life are free.
10. The rich knows not who is his friend.
11. Beggars can't be choosers.
12. A light purse makes a heavy heart; a heavy purse makes a light heart.
13. "With money in your pocket, you are wise and you are handsome and you sing well too." Yiddish Proverb
14. "A fool may earn money, but it takes a wise man to keep it." Scotland
15. A kindhearted woman gains respect, but ruthless men gain only wealth.
16. Money is only a tool. It will take you wherever you wish, but it will not replace you as the driver. Ayn Rand
17. Money is welcome though it come in a dirty clout.
18. When money speaks, the truth keeps silent.- power
19. Money isn't everything--but it's a long way ahead of what comes next. - Edmund Stockdale
20. It is better to have a little, honestly earned, than to have a large income, dishonestly gained.
21. All things are obedient to money.
22. When it is a question of money, everybody is of the same religion. Voltaire
23. Money is the wise man's religion. Euripides

The result of the analysis proves the existence of cognitive metaphor and reveals the following conceptual features: powerful, generous, timeless, wise, honest, worshipped, almighty, eternal, admired, influential.

2.2 Cognitive Metaphor in Newspaper Text

Cognitive metaphor can be also used in the newspaper text. The history of newspapers can be traced back to the 17th century; however, only in the 19th century it gained its own linguistic features. Yet, not all information found in newspapers can be considered as example of newspaper style, as there are poems, puzzles and scientific reviews as well, that do not belong to it. *Thus, English newspaper style may be defined as a system of inter-related lexical, phraseological and grammatical means which is perceived by the community as a separate linguistic unity that serves the purpose of informing and instructing the reader.* (Galperin I.R.) The aim of any newspaper article is to inform; nevertheless, there are some more functions of newspapers, one of which is to evaluate. One of the main issues in newspaper articles is the topic of politics. It takes the biggest part of news articles and space in a newspaper.

The style of newspaper articles is not homogeneous; a reader may find samples of many different writing styles, according to the type and aim of the article: hard news stories, columns, editorial page, features, advertisements, etc.

Below are given the main characteristics of the newspaper style:

- political words and expressions, clichés, colloquial words, slang, professionalisms
- a large proportion of dates and personal names of countries, territories, institutions, individuals
- space ordering
- abbreviations
- neologisms

Besides, there are many stylistically colored words, interrogative sentences, elliptical constructions, direct speech and stylistic devices

It testifies to the fact that newspaper text is not deprived of imagery. It means that cognitive metaphors can be found in newspaper text too. Recently a new term “*political cognitive metaphor*” has been introduced. Our aim is to show special functions of political metaphor, which can be regarded as a cognitive metaphor as well, as it has prototypical character. The linguistic material we have found could be divided into 3 image-schemas: elections are compared with battle/war; sport and hunting.

ELECTIONS-BATTLE/WAR

The conceptual domain of “**BATTLE**” includes: **unequal, fierce, victorious, great, decisive, forthcoming, aggressive, formidable, ideological, merciless, dirty, stubborn, just**. In the examples provided below we can see that conceptual features of source domain “**BATTLE**” have been transferred to the target domain “**BATTLE**”.

1. *Democratic participation in **battleground states** appears to have matched or surpassed that of 2008.*
2. *Romney and vice-presidential candidate Paul Ryan spent election day flying across the country, thanking volunteers and “**leaving it all on the field**”, as they said.*
3. *Barack Obama’s victory was more than a defeat of Mitt Romney. Obama also vanquished prejudice, **winner-take-all economics**, and attacks on the safety net.*
4. *On Election Day, Barack Obama was home in Chicago on his way back to the White House—and the Romney campaign was R.I.P., lurching its **last ditch** way back to Pennsylvania and Ohio.*
5. *The President didn’t **maneuver** to accommodate this; he confronted it with a most full-throated populist campaign of any Democratic nominee in decades.*
6. *And he never arraigned the **forces** on the other side—or explicitly asked the defining question: *who’s on your side?**

7. *His appeal in the final days of his last campaign echoed FDR's denunciation of the economic Royalists—and Al Gore's pledge to **fight** "for the people—not the powerful"—a mantra he regrets shying away from in the autumn of 2000.*
8. *Nor is the defeat of a brazen, unprecedented campaign of lies—which the Romney **strategists** presumed would work in an ad-heavy, journalistically fractured universe.*
9. *Amid the **fusillade** of lies, two in particular backfired.*
10. *But in the 2012 outcome we can also see an array of other losers—pundits who put ideology ahead of reality; **partisan pollsters** who seemed to play fast and loose with numbers; billionaires who wasted their bile and their dollars on not so—Super PACs; traffickers in **race-baiting** and purveyors of prejudice.*
11. *Move On and Organizing for America (OFA), not to mention ACORN (or whatever it calls itself now) and a host of other groups just never went home: they **dug in to win**, maintaining field offices and staff without a break.*
12. *And moreover, at some point, if you keep ignoring a development of such magnitude while the other side keeps using it against you, your **outdated tactics** start making you look like the Polish Cavalry being mowed down by German tanks.*
13. *"We went into the evening confident we had **a good path to victory**," said one senior adviser.*
14. *Actually, Romney always **had an uphill battle**: the economy narrowly favored President Obama's re-election*
15. *Obama **scored a resounding electoral college win** on Tuesday night - despite predictions of one of the tightest finishes in history.*
16. *He promised 'the best is yet to come' and said the **fierce battle** with Romney had made him a better president, vowing: 'I will return to the White House more determined and inspired than ever.'*
17. *In the **battle for the Senate**, Democrats won seats currently held by Republicans in Indiana and Massachusetts.*

18. *Polls were still open in much of the country as the two **rivals** began claiming the spoils of a brawl of an election in a year in which the struggling economy put a crimp in the middle class dreams of millions.*

19. *His goal was to minimize any losses, or possibly even **gain ground**, no matter Romney's fate.*

20. *President Barack Obama has been re-elected to a second term, defeating Republican **challenger** Mitt Romney.*

21. *Mr Obama prevailed despite lingering dissatisfaction with the economy and a **hard-fought challenge** by Mr Romney.*

22. *He's absolutely right — on **both fronts**.*

23. *Republicans were on course for the same in the House, making it likely that Speaker John Boehner of Ohio, Obama's partner in unsuccessful deficit talks, would reclaim his seat at the **bargaining table**.*

Now we will analyze some of the expressions.

*Move On and Organizing for America (OFA), not to mention ACORN (or whatever it calls itself now) and a host of other groups just never went home: they **dug in to win**, maintaining field offices and staff without a break.*

Dig in to win- the phrase “to dig in” is derived from military sphere and means “to create (a defensive position) by digging foxholes, trenches, etc”.

However, in this sentence it has figurative meaning, representing to candidates for presidency as two leaders of opposing parties. Their supporters (field offices and staff) are soldiers and officers and the elections and pre-election campaigns are battlefields.

As it is seen from the examples above, the word “**battle**” is very often used in the articles about elections and one more phrase derived from this word is “**battleground states**”.

*Democratic participation in **battleground states** appears to have matched or surpassed that of 2008.*

Battleground state- this phrase was originated from the Civil War in the USA, when South and North fought with each other. Nowadays the meaning of this expression switched from military to political sphere and means "important but not defined state (in which the result of presidential elections is unclear till the last moment as the main candidates have almost equal rights)". This phrase has synonym "swing state". Although their origin is different nowadays they mean the same. Moreover, there are two more expressions that worth being mentioned; they are "red state" and "blue state". The colours represent two political parties Democratic and Republican accordingly. So, the state strongly supporting Democrats will be called "red state" and state that favours Republicans- "blue state". And the rest of the states, where no one of the candidates could gain the majority, are traditionally called "battleground states".

one more expression that is Romney and vice-presidential candidate Paul Ryan spent election day flying across the country, thanking volunteers and **"leaving it all on the field"**, as they said.

The next expression that will be analyzed in this work is: "Romney and vice-presidential candidate Paul Ryan spent election day flying across the country, thanking volunteers and "leaving it all on the field", as they said".

"Leaving it all on the field"- origin of this phrase goes back to the Middle Ages and numerous internecine wars between rich landlords. The battles were very cruel and fierce, neither side wanted to give up. They fought till the last blood drop and left all their strength on the battlefield. However, there are some variants of this phrase, such as "leave everything in the ring/arena/stadium". In this case although the meaning of both phrases is similar, they belong to different cognitive metaphors, as the latter represents politics as sports. And, analyzing this sentence we can infer that it should belong to the cognitive metaphor "ELECTIONS-BATTLE", as it does not say about competition with Barack Obama, but about efforts made by Romney and Ryan to win the elections.

ELECTIONS -SPORT:

The study of associative links of the domain “SPORT” revealed the following conceptual features of the source domain: **venturesome, illegal, victorious, aggressive, dangerous, professional, opposing, and emulative.**

1. *But to date, what we've seen is the president out campaigning to the American people, **doing rallies** around the country, flying around the country and berating Republicans.,” he said.*
2. *Obama’s **defeat** in the first let Romney into the **race**, but never reshaped a fundamental structure that accorded the President many more **roads** to an electoral vote majority—and back to 1600 Pennsylvania Avenue.*
3. *The folks at the top in this country, they don’t need another **champion** in Washington. They’ve got lobbyists. They’ve got PACs ... But [the] people who need a **champion** are the Americans whose letters I read every night.”*
4. *It may also have relegated Chris Christie to the list of **also-rans**.*
5. *It’s always easy to dump on the loser, but the truth is, Romney ran a solid campaign – despite all the Monday morning **quarterbacking** you are now hearing – and got beaten.*
6. *Third, let’s just say it: Obama **knocked it out of the park**.*
7. *Pennsylvania, Wisconsin, to a lesser degree Michigan and Minnesota should have been **in play**.*
8. *Those assumptions drove their campaign strategy: their internal polling showed them leading in key states, so they decided to make a play for a broad victory: go to places like Pennsylvania while also **playing it safe** in the last two weeks.*
9. *Seen to many as a **game changer** throughout the election, social media made Tuesday a historic night in more ways than one.*
10. *Now Mitt Romney finds himself the **underdog** in an ugly, grueling contest with President Obama.*

One expression that is particularly interesting for analyzing is: "**It's always easy to dump on the loser, but the truth is, Romney ran a solid campaign - despite all the Monday morning quarterbacking you are now hearing - and got beaten**". The verb "to quarterback" is taken from American football and it means "a player stationed behind the centre who directs a team's offensive play". In other words we can say that to quarterback is to lead a team. In the given example this meaning is preserved, but certainly it has shifted from football to politics. As Romney is a candidate for president, he is the leader of his political party and his election campaign and he directs or **quarterbacks** all steps that are made by his staff. However, in this example there is continuation of this idea- "**and got beaten**"-which means he lost the "game" and the elections.

American newspapers use many expressions from American football and baseball in their articles as these types of sport are **popular with** them; a vivid example can be the following sentence:

Third, let's just say it: Obama knocked it out of the park. **To knock it out of the park** can be defined as "to do something exceptionally well". It should be mentioned that this idiom is still considered to be slang expression that makes this sentence even more expressive. However, this meaning is transferred and its origin lies in baseball. Its original meaning is to hit a ball so strong that it can fly away from the field or the stadium where the game is held. In the article this expression used exactly in this meaning- Obama's campaign was perfect, he was very strong as a candidate and it is no surprise that he won the elections.

Although in newspaper articles dedicated to elections all attention is usually paid to the candidates, sometimes it can be transferred to other people or things. Let us analyze the following example to illustrate this idea:

Seen to many as a game changer throughout the election, social media made Tuesday a historic night in more ways than one.

The phrase “game changer” is a cognitive metaphor based on the image of “Sport”, but it concentrates on an important part of modern world- social media.

But what is "social media?" Dictionary defines it as follows: “**Social media (medium in singular) includes the various online technology tools that enable people to communicate easily via the internet to share information and resources. Social media can include text, audio, video, images, podcasts, and other multimedia communications**". So, from the definition above it is clear that power of controlling people's minds moved from newspapers and journals to internet websites and social networks that can provide and exchange news in much quicker time. In the sentence social media is represented as game changer. There several definitions of this expression but we shall take the one provided by Oxford Dictionary. It defines this expression as "a person, an idea or an event that completely changes the way a situation develops". **So, social media is represented here as a power that can influence significantly the process and result of the elections.**

The last group of expressions that will be analyzed in this work is cognitive metaphor "ELECTIONS –“HUNTING”. “HUNTING” can be: lucky/unlucky, venturesome, grasping, yearly, tiresome, cruel, unfair, illegal, dangerous, hard and hopeless. There are not so many expressions of this type, but all of them brightly illustrate this metaphor.

1. *The Romney campaign decided a Donald Trump endorsement was **worth chasing**, because it would translate to support from the base.*
2. *In describing the **ground game**, the official told of a conversation he had with a top field director on Monday.*
3. *Immigrant-bashing lost—and the GOP has to reexamine the **party’s game plan** if not its conscience or permanently face an impossible climb back to the White House.*
4. *From the beginning, campaign manager Jim Messina had promised a totally*

different, metric-driven kind of campaign in which politics was the goal but political instincts might not be the means.

The Romney campaign decided a Donald Trump endorsement was worth chasing because it would translate to support from the base.

In this sentence the whole situation and all participants can be described via analogue with hunting. Donald Trump is the reach because he is rich and he can aid Romney in his campaign not only financially/but by his authority and respect among the public. Romney and his staff are hunters as they are in need of Trump's wealth and authority and the way Romney's team "chases" him is the process of hunting- they may guarantee him strong support in case Romney wins. If they manage to interest Trump and he agrees to support them; so, the hunt is successful.

This part of the dissertation was devoted to the investigation and analysis of political cognitive metaphor. This type of metaphor is widely used in newspaper articles and assumes multifarious forms. However, the main image-schemas of cognitive metaphors are ELECTIONS-BATTLE/WAR, ELECTIONS –SPORT and ELECTIONS –HUNTING.

2.3 Cognitive Metaphor in Poetry

One of the basic types of cognitive metaphor in poetry is considered to be the concept of “TIME”. Time is a basic unit not only in cognitive linguistics, but in philosophy, literature and aesthetics as well. People’s understanding of time is changing. Human beings cannot exist out of time and space. Real time is described as one-dimensional, irreversible, unidirectional (from present to past), extensive and one-time. Not less important is the notion of “artistic time”. The problem of artistic time is of great importance to linguists, art and literary critics. Potebnya distinguished **real** and **artistic** time. He mentioned historical changeability of artistic time. According to Galperin text functions of time are different. As he points out, past time is more understandable for the readers than the future. Present time is the most widespread. It shows some real phenomena, values that are universal. Artistic time is defined as follows- “form of objective, aesthetic reality; special type of knowledge of the world.

Artistic time unlike real time has its own, unique characteristics. The author may vary the time. He can make it go fast or slow, it can flow non-stop or it can be broken by some other events, time can be consecutive or inconsequent. Time can show past, present or future in one text. Artistic time is subjective as it completely depends on the author and his ideas. According to the author’s idea, time can “run”, “stop” or “flash”. For example, time can shrink or elongate. So sometimes, one minute can last for hours and vice versa years can fly by in a second. In the fictional text, time is a part of the narration. Time can be “closed”, in this case, the narration is not connected with any event (with actual, historical time and events). “Open” time does not separate narration from the actual events that happened or happen simultaneously. Sometimes time can stop- the author starts thinking about the results of some situations and as there is no action, there is no time. In some situations time is quickened. It is often used in epilogues. All events that might have taken long time are described in brief and it creates the conclusion. Time has

different characteristics according to the genre (poetry and fictional text). Time and history are tied. For some authors these ties are strong and the narration is closely connected with real historical events, for others they are loosely connected and historical events are mentioned only if it is necessary. However, if there are no events, there is no time. In descriptions (of people or places) or in philosophical reflections there are no actions, thus, no time.

Poetry is considered to be highly metaphorical in its nature. The peculiar feature of metaphor used in Poetry is that it can be expressed by different parts of speech. This Cognitive Metaphor is analyzed in close relationship with the concept of "TIME"

Examples of Cognitive Metaphor TIME-HUMAN BEING

Represented by nouns:

1. *Could Love for ever
Run like a river,
And Time's endeavour
Be tried in vain*
2. *Oh, Time the Beautifier of the Dead,
Adorner of the ruin- Comforter
And only Healer when the heart hath bled-
Time! The Corrector where our judgements err,
The test of truth, love- sole Philosopher,
For all beside are sophists...
Time, the Avenger! Unto thee I lift
My hands, and eyes, and heart, and crave of thee a gift.*
3. *But what is time? What outward glory? neither*
4. *And proudly steer through time's eventful tide;
Still may thy blooming sons thy name revere,*
5. *Retrace their progress through the lapse of time,*

Cognitive Metaphor represented by verbs:

1. *Laura was blooming still, had made the best
Of Time, and Time return'd the compliment,
And treated her genteelly, so that, 'drest*
2. *Milton appeal'd to the Avenger, Time,*
3. *Time cannot teach forgetfulness*
4. *Time steals along, and Death uprears the dart;*
5. *---Ill suits the road with one in haste; but we
Played with our time; and, as we strolled along,
To the memorial majesty of Time*
6. *Till Time crops the leaves with unmerciful knife,*
7. *Or prunes them for ever, in Love's last adieu!
Thus did the hapless parent mourn,
Till Time, which soothes severest woe,
Had bade serenity return
And made the tear-drop cease to flow.*
8. *When all my soul was given to thee;
Hours that may never be forgot,
Till Time unnerves our vital powers,
And thou and I shall cease to be.*
9. *Rather at once our time devour*
10. *Ah, none! - a father's tears will cease to flow,
Time will assuage an infant brother's woe;*
11. *Years have not seen, Time shall not see

The hour that tears my soul from thee*
12. *Time taught him a deep answer- when she loved*
13. *Time may have somewhat tamed them, --- not for ever;*
14. *The wound that time can never heal.*

Cognitive Metaphor represented by adjectives:

1. *As might appear to the eye of fleeting time,
A deathless spirit. Thou also, man! hast wrought,*
2. *I left Bethgelert's huts at couching-time,
And westward took my way, to see the sun
Keen ridicule; the majesty proclaims
Of Institutes and Laws, hallowed by time;*
3. *Cased in the unfeeling armour of old time*
4. *Devouring Time, blunt thou the lion's paws,*

5. *Sad havoc Time must with my memory make.*
6. *But lack of tidings from another clime
Had lent a flagging wing to weary Time.*
7. *And this same impulse would, in tempting time,
Mislead his spirit equally in crime;*
8. *Thy scanty breathing-time is portioned out
Not idly.--Hadst thou been of Indian birth,*
9. *Thus much I've dare; if my incondite lay
Hath wrong'd these righteous times, let others say;*

The analysis of the given examples shows that the main type of Cognitive Metaphor used in Poetry is TIME-HUMAN BEING (subdivided into three types expressed by nouns, adjectives and verbs).

“TIME” as well as human being may have positive and negative qualities:

weary, hallowed, devouring, tempting, sad, havoc, righteous

Time can be “**weary**”- tired just like a human being:

But lack of tidings from another clime

*Had lent a flagging wing to **weary Time**.*

They see, they recognise, yet almost deem

The present dubious, or the past a dream.

In this line time is shown as an old, tired man. In this extract Byron wanted to say that life without news undermines a man and here Time that “*lacks tidings*” has also become weak and tired.

TIME is described as noun:

Avenger, Beautifier, Comforter, Corrector, Healer, sole Philosopher

In these examples **TIME** is represented as a real, existing person, who can revenge, heal the wounds and listen to problems and console. Byron is trying to say that when time passes, we look back and see different events or situations in a new light. Time is the healer of the wounds- sooner or later we forget about pain, betrayal

and failures. “**Time heals**”, “**time is the best healer**” - these expressions are often used not only in English culture, but in any other as well, which shows that this is universal metaphor. “**Avenger**”- as it is said “**time will sort everything out in the end**”. Life is often unfair, innocent people may suffer. However, although it may take years and even decades, the truth comes out. Time itself will revenge for all offences and injustices. “**Corrector**”- time flows and it is impossible to stop it. We make many mistakes in our lives and it is **Time** that corrects our mistakes.

In other examples **Time** is represented in verbs. Such characteristic as “**to heal**” has already been analyzed above. However, there are many others.

Where shall they turn to mourn thee less?

When cease to hear thy cherish'd name?

Time cannot teach forgetfulness

While Grief's full heart is fed by Fame.

In this example, TIME is seen as a teacher or someone who can teach people. It is quite clear that only a human being can teach and here we can see personification of the TIME. Time itself is a teacher. Experience teaches us in our lives, but experience comes with time. Time can also “**return**” and “**treat**”:

Laura was blooming still, had made the best

*Of Time, and **Time return'd** the compliment,*

*And **treated** her genteelly, so that, 'drest*

Time just like a man can return all good and bad things that were made by people. This idea has a lot in common with the comparison of **TIME** as **Avenger**. Time can take vengeance on somebody for bad deeds and vice versa, it can “**return the compliment**”, “**treat genteelly**”.

Time can “**assuage**”:

Ah, none!—a father's tears will cease to flow,

Time will assuage an infant brother's woe;

To all, save one, is consolation known,

While solitary friendship sighs alone.

Here, again it is necessary to point out similarity between verbs “**to heal**” and “**to assuage**” as both mean “to relieve or alleviate”. From these two lines it is possible to infer that Byron is writing about death of a young man. And only time can assuage, can diminish the pain of the death.

So, the analysis of the given examples has shown that the conceptual features of the source domain HUMAN BEING are ascribed to the target domain TIME. According to the dictionaries the following conceptual features of HUMAN BEING were revealed:

HUMAN BEING is- free, powerful, great, the only, wise, dangerous, honest/dishonest, gallant, decisive, boring, experienced, featured, lasting, kind, happy, lawless, lost, estimable, irretrievable, powerful, empty, tiring, greedy, valiant, unprincipled, inexorable, young, covetous, weary, hallowed, armed, devouring, desperate, tempting, sad, influential, havoc, righteous.

HUMAN BEING can- do, come, pass by, answer, stop, know, see, disappear, call, leave, return, grab, look for, unnerve, laugh, kill, run, laugh, approach, repeat, fly, run, lose, tame, wait, help, change, stop, stretch, assuage, heal, hold, prove, approach, stand still, die, find, measure, find, capture, tempt, steal.

HUMAN BEING is a – avenger, fighter, creator, artist, dictator, beautifier, mover, healer, announcer, enemy, hunter, predator, eater, comforter, historian, philosopher, servant, teacher, criminal, leader, corrector, monster, ruler, observer, builder, healer.

At the final stage of our analysis we compared associative links of HUMAN BEING and compared with concrete examples and by means of inference have

revealed the conceptual features of Cognitive Metaphor TIME-HUMAN BEING: beautiful, powerful, great, wise, honest/dishonest, featured, lasting, kind, lawless, estimable, irretrievable, tiring, valiant, unprincipled, inexorable, covetous, weary, hallowed, armed, devouring, desperate, tempting, influential, havoc, righteous, avenging, healing.

Conclusions to Chapter II

The second chapter of the dissertation paper analyzes Cognitive Metaphor in different text types: Fictional, Newspaper texts and Poetry. The analysis of Cognitive Metaphor in Fictional text is aimed to reveal the role of Cognitive Metaphor in conveying micro, macro and super-concepts of the literary text. Micro-concept is verbalized within a sentence. It represents a part of conceptual information related to the conceptual information of the whole text. The analysis of source and target domains of Cognitive Metaphor “POLITICS-SEESAW” and its cognitive mapping, expressing the micro-concept of the text in a short story by Galsworthy “A Careful Man” makes it possible to reveal the following conceptual features ascribed to the target domain POLITICS: balanced, up/down, back-and-forth, childish, funny, violent, unstable, dirty. Macro-concept helps the reader to understand the information that is kept in the text; however, it is not the main idea of the text (it is represented by super-concept). Macro-concept is found in the following short stories: O. Henry “Trimmed Lamp”- **MARRIAGE- HUNTING** and S. Maugham “Honolulu”- **LOVE- DEATH**. The result of componential analysis makes it possible to reveal the following conceptual features: **“MARRIAGE- HUNTING”**- searching, fortunate, unfortunate, passionate, happy, unhappy, uneasy, awful, successful. **“LOVE- DEATH”**- permanent, sad, tragical, eternal, suffering, sacrificial, everlasting, painful, suffering. Super-concept is found in works of E. Hemingway and J. Galsworthy. Usually it completely coincides with the title of the story. In the short story of Hemingway “Cat under the Rain” the following cognitive metaphor was found: **WOMAN-KITTEN**. The study of the material was supported by the analysis of definitions of the concepts, associative dictionaries and proverbs and sayings. The result of the study revealed the following conceptual features of Cognitive Metaphor **“WOMAN-KITTEN”**: helpless, defenseless, weak, lonely, tender, cute, miserable, curious. In the story by John Galsworthy “Money” the following cognitive metaphor **“MONEY-GOD”** was identified, which has the following conceptual features:

powerful, generous, timeless, wise, honest, worshipped, almighty, eternal, admired, influential.

The second paragraph was dedicated to the analysis of Cognitive Metaphor in newspaper text. The aim of the research was the analysis of “Elections” and cognitive metaphors that might be found. The result of the investigation revealed three image-schemas: **ELECTIONS-BATTLE**, **ELECTIONS-SPORT** and **ELECTIONS-HUNTING**. “**BATTLE**” includes the following conceptual features that were found in the newspaper articles about elections: unequal, fierce, victorious, great, decisive, forthcoming, aggressive, formidable, ideological, merciless, dirty, stubborn, just. (*Democratic participation in **battleground states** appears to have matched or surpassed that of 2008*).

*Barack Obama’s victory was more than a defeat of Mitt Romney. Obama also vanquished prejudice, **winner-take-all economics**, and attacks on the safety net.)*

The concept “**SPORT**” has such conceptual features like: venturesome, illegal, victorious, aggressive, dangerous, professional, opposing, and emulative. These conceptual features are found in several articles describing elections in the USA: (*Obama’s **defeat** in the first let Romney into the **race**, but never reshaped a fundamental structure that accorded the President many more roads to an electoral vote majority—and back to 1600 Pennsylvania Avenue. The folks at the top in this country, they don’t need another **champion** in Washington. They’ve got lobbyists. They’ve got PACs ... But [the] people who need a **champion** are the Americans whose letters I read every night.*). The third image-schema **ELECTIONS-HUNTING** gives another representation of this Cognitive Metaphor. **HUNTING** is described as: lucky/unlucky, venturesome, grasping, yearly, tiresome, cruel, unfair, illegal, dangerous, hard and hopeless. (*The Romney campaign decided a Donald Trump endorsement was **worth chasing**, because it would translate to support from the base. In describing the **ground game**, the official told of a conversation he had with a top field director on Monday.*)

The third paragraph studied Cognitive Metaphor in Poetry. Works of Byron, Coleridge and Wordsworth were analyzed. As a result of the study, Cognitive Metaphor **TIME-HUMAN BEING** was discovered. It was divided into three subtypes according to the part of speech it was represented: noun, verb or adjective. The analysis of the poems gave the following results: as a noun TIME is avenger, beautifier, comforter, corrector, healer, philosopher. (*Oh, Time the Beautifier of the Dead, Adorner of the ruin- Comforter*) As verb it has the following conceptual features that can be ascribed to HUMAN BEING: return treat heal teach assuage (*Laura was blooming still, had made the best Of Time, and Time return'd the compliment, And treated her genteelly, so that, 'drest*). The last group is found in adjectives. It has such features like: weary, hallowed, devouring, tempting, sad, havoc, righteous (*But lack of tidings from another clime, Had lent a flagging wing to weary Time.*)

Summary

The dissertation paper is devoted to the problem of Cognitive Metaphor in Fictional Text. It consists of introduction, two chapters, conclusion and list of used literature. In introduction the aim, topicality, novelty, methods of investigation and value have been described. The topicality of the dissertation lies in the fact that cognitive approach to the analysis of metaphor is used. The novelty is proved by the following: Cognitive Metaphor is considered to be not only a stylistic device, but a way of thinking and cognition.

The first chapter- theoretical- deals with the study of such notions as Cognitive Linguistics and its trends (Cognitive Grammar, Cognitive Semantics, Cognitive Stylistics). It is known that Cognitive Linguistics emerged in the second half of the XXth century. It was a completely new approach to language study. Cognitive Linguistics views language as a cognitive mechanism. It studies relationship between language and mental processes, human experience and knowledge. Language is considered to be a mechanism which stores, transfers and represents knowledge. Cognitive Grammar studies grammatical forms and categories from the point of view of their conceptual meaning. Cognitive Semantics studies conceptual meaning of linguistics units, conceptual systems of language, the notion of concept, conceptual domains, the notion of conceptual integrity and cognitive metaphor. Cognitive Stylistics studies: the problem of cognitive style, the problem of conceptualization of stylistic means, cognitive principles of text production and perception, the theory of cognitive metaphor.

The first chapter defines the term Cognitive Metaphor in comparison with traditional metaphor. The theory of Cognitive Metaphor is relatively new. It differs from traditional metaphor in many aspects. So, if traditional metaphor is understood just as a figure of speech, Cognitive Metaphor is a tool that helps us perceive the world around us; it is a way of conceptualizing reality based on transfer from one conceptual field into another. Cognitive Metaphor is studied as

reflection in language of images existing in mind. Via Cognitive Metaphors we transfer the knowledge of one domain -source domain- to an absolutely new and unknown field (target domain). Any Cognitive Metaphor consists of two domains- Source and Target. Features of Source domain (already known, concrete) are ascribed to the Target, as it is more abstract and probably less known. It can be proved by the fact that cognitive metaphor helps people in the process of categorization of knowledge in our mind. Cognitive Metaphors have a prototypical character, which means it is possible to outline a model of Cognitive Metaphor that might have different representations in language. Moreover, Cognitive Metaphors help generate new meanings. The analysis of Cognitive Metaphor is based on the theory of Conceptual Blending. It is possible to say that the result of conceptual blending is Cognitive Metaphor. Conceptual blending is a cognitive operation of meaning construction that involves integration of two or more conceptual domains into one “blended” mental space.

One more objective of this chapter is to study various types of Cognitive Metaphor provided by researchers. There are different approaches in defining types of Cognitive Metaphor. The most famous are the ones suggested by G. Lakoff and M. Johnson, E. S. Kubryakova and I. S. Chudinov. The one suggested by Lakoff and Johnson has three types: Structural Cognitive Metaphor views target sphere as a model for acquiring domain sphere. Orientational Cognitive Metaphor deals with the orientation in space: up-down; left-right; good-bad; front-back. Ontological Cognitive Metaphors views one thing in terms of another. E. S. Kubryakova distinguishes four types of Cognitive Metaphor that partly coincide with Lakoff and Johnson’s types. They are: *Structural Cognitive Metaphors*, *Ontological Cognitive Metaphors*, *Conduit Cognitive Metaphor*, *Orientational Cognitive Metaphors*. Russian scientist Chudinov I. S. has another approach in this field. He suggests the following types of Cognitive Metaphor: *Military*, *Vegetative*, *Physiological*, *Criminal*, *Sports*, *Zoological*.

The second chapter of the dissertation paper is connected with the analysis of Cognitive Metaphor in different texts, such as Fictional, Newspaper texts and Poetry. For this purpose, fictional texts, newspaper articles and poems were carefully analyzed and the role of Cognitive Metaphors was discussed. The results show peculiarities of Cognitive Metaphor in each type of text. It is based on the Theory of Conceptual Domains and Conceptual Blending. The analysis of Cognitive Metaphor is done with the help of such methods as componential analysis and Cognitive Mapping.

Fictional texts are analyzed from the angle of conceptual information which is subdivided into micro, macro and super-concepts. Accordingly Cognitive Metaphor is subdivided into 3 subtypes conveying micro, macro and super-concepts. In fictional text the aim of Cognitive Metaphor is to represent conceptual information, help understand the writer's conceptual world picture. For micro-concept a short story by John Galsworthy "A Careful Man" was analyzed, it is represented by Cognitive Metaphor POLITICS-SEESAW. As result of the analysis the following conceptual features of source domain SEESAW were ascribed to the target domain POLITICS: *balanced, up/down, back-and-forth, childish, funny, violent, unstable, dirty*. Macro-concepts are revealed in short stories by Somerset Maugham (Honolulu) and O Henry (The Trimmed Lamp). In the story Honolulu Cognitive Metaphor LOVE-DEATH has been analyzed. The results showed that the following conceptual features of DEATH coincide with the concept of LOVE: *permanent, sad, tragical, eternal, suffering, sacrificial, everlasting, painful, suffering*. The Trimmed Lamp has the following Cognitive Metaphor "MARRIAGE-HUNTING". The conceptual features of source domain HUNTING are attributed to the target domain MARRIAGE: *searching, fortunate, unfortunate, passionate, happy, unhappy, uneasy, awful, successful*. Super-concept is found in a short story by John Galsworthy "Money". It is represented in the Cognitive Metaphor MONEY-GOD. It has the following conceptual features: *powerful, generous, timeless, wise, honest,*

worshipped, almighty, eternal, admired, influential. The second story is “Cat under the Rain” by Hemingway. Cognitive Metaphor WOMAN-KITTEN has the following conceptual features: *helpless, defenseless, weak, lonely, tender, cute, miserable, curious.*

The second chapter analyzes Cognitive Metaphor in Newspaper Text. Cognitive Metaphor used in newspaper text is characterized by its specific features. It is used to describe and evaluate political events, political parties, political figures, etc. for our analysis we have chosen the sphere of elections. Inasmuch as this is a very important political event in political life of any country. Cognitive Metaphor in describing elections are mainly presented by three types reflecting the following image-schemas: ELECTION-WAR; ELECTION-SPORT, ELECTION-HUNTING. In the first image-schema- ELECTION-WAR, the following features of the source domain WAR are ascribed to the target domain ELECTION: *unequal, fierce, victorious, great, decisive, forthcoming, aggressive, formidable, ideological, merciless, dirty, stubborn, just.* The second image-schema ELECTION-SPORT has the following results. Conceptual features of SPORT are attributed to the target domain ELECTION: *venturesome, illegal, victorious, aggressive, dangerous, professional, opposing, and emulative.* In the third image-schema ELECTION-HUNTING, the conceptual features of target domain HUNTING are ascribed to the source domain ELECTION: *lucky/unlucky, venturesome, grasping, yearly, tiresome, cruel, unfair, illegal, dangerous, hard and hopeless.* The study of Cognitive Metaphor in Newspaper Text was focused on Political Metaphor and the result of the analysis shows that Political Metaphor creates a certain attitude (positive or negative) towards any political unit (political party or elections).

Cognitive Metaphors used in Poetry are characterized by high emotional tension, expressiveness and subjective evaluative attitude. For our research we have chosen Cognitive Metaphors depicting the category of TIME. As it is known

the category of TIME is one of the main categories defining the humans' existence. In the literary text the notion of Artistic Time should be introduced. Artistic Time is a form of aesthetic reality presenting a specific time of the world knowledge. The analysis of language material made it possible to reveal the main type of Cognitive Metaphor depicting TIME: TIME-HUMAN BEING. The conceptual blending of two domains reveals the transference of the conceptual features attributed to HUMAN BEING- which serves as the source domain to the target TIME. From this perspective TIME is presented as a real person who can: teach, cure and wound, steal, tempt, capture, help, prove, change, fly, love, kill, run, insult, hurt, unnerve, assuage, see. This model of Cognitive Metaphor is verbalized in a great multitude of concrete metaphors used in a Poetical text. They are verbalized with the help of nouns, adjectives and verbs. In analysis of Poetical metaphor we used the method of componential analysis and cognitive mapping, which helped reveal the most essential cognitive features: *beautiful, powerful, great, wise, honest/dishonest, featured, lasting, kind, lawless, estimable, irretrievable, tiring, valiant, unprincipled, inexorable, covetous, weary, hallowed, armed, devouring, desperate, tempting, influential, havoc, righteous, avenging, healing.*

In conclusion it should be stressed that the problem of Cognitive Metaphor is a central problem both of Cognitive Linguistics and Cognitive Stylistics. And it can be defined as one of the fundamental processes of human cognition, a specific way of conceptualizing reality based on the mental process of analogy and knowledge transfer from one conceptual field into another.

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