

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Полтавський державний педагогічний університет
імені В.Г.Короленка
Факультет філології та журналістики
Кафедра англійської філології

Луньова Тетяна Володимирівна

**Англійська мова в
лінгвокогнітивній парадигмі**



Методичні рекомендації

для студентів

**спеціальності 7.010103 “Педагогіка і методика середньої
освіти. Мова та література (англійська, німецька)”**

Видання друге, виправлене і доповнене



Полтава

2009

УДК 811.111(072)
ББК 81.432.1р30
Л 85

Друкується за рішенням ученої ради Полтавського державного педагогічного університету імені В.Г.Короленка (протокол № _____ від “ ____ ” _____ 2009 року).

Укладач – Т.В.Луньова, кандидат філологічних наук.

Рецензенти:

Вишня Н.Г., кандидат філологічних наук, доцент, завідувач кафедри іноземних мов Полтавського державного педагогічного університету імені В.Г. Короленка;

Кравченко В.Л., кандидат філологічних наук, доцент кафедри англійської філології Полтавського державного педагогічного університету імені В.Г.Короленка;

Пашич Л.О., кандидат філологічних наук, доцент, завідувач кафедри практики англійської мови Черкаського національного університету імені Богдана Хмельницького.

Луньова Т.В. Англійська мова в лінгвокогнітивній парадигмі: Методичні рекомендації для студентів спеціальності 7.010103 “Педагогіка і методика середньої освіти. Мова та література (англійська, німецька)” / Луньова Т.В. — [2-ге вид., випр. і доп.] — Полтава : ПДПУ, 2009. — 24 с.

У методичних рекомендаціях визначені мета і завдання вивчення дисципліни “Англійська мова в лінгвокогнітивній парадигмі”, наведено вимоги до знань, якими повинні опанувати студенти, та умінь і навичок, яких студенти мають набути, визначено форми контролю та критерії оцінювання, подано методичні рекомендації до вивчення дисципліни, описано семінарські заняття, визначено завдання для самостійної роботи, надано методичні рекомендації щодо її виконання, а також запропоновано завдання для поглибленого вивчення дисципліни.

Для студентів спеціальності 7.010103 “Педагогіка і методика середньої освіти. Мова та література (англійська, німецька)”.

УДК 811.111(072)
ББК 81.432.1р30

© Луньова Т.В., 2009
© ПДПУ імені В.Г.Короленка, 2009

- 22. Metaphors in scholarly works.
- 23. Information profiles in scholarly works.
- 24. Conceptual peculiarities of English scholarly papers.
- 25. The role of metaphors in political discourse.
- 26. Metaphorical presentation of war in modern political discourse.

Practical task – to analyze given sentences in terms of conceptual metaphor.

Examples of sentences to be analysed in terms of conceptual metaphor:

He decided to go and meet his doom. She is boiling with anger.

CONTENTS



General Description of the Course	2
<i>The Goals of the Course</i>	2
<i>The Structure of the Course</i>	3
<i>Types of Education Activity</i>	3
<i>Having Completed the Course, Students Should</i>	4
<i>Forms of Assessment</i>	4
<i>Criteria of Assessment</i>	5
Recommendations	6
SEMINAR 1	8
SEMINAR 2	12
SEMINAR 3	16
SEMINAR 4	18
INDEPENDENT WORK	21
Examination	23

Recommendations:

Independent work 1. It is worth remembering that many poems/ texts of songs are not metaphoric thus the analysis in terms of conceptual metaphor should not be forced on every poem/ song.

While analyzing a poem/song that does have metaphors it is helpful to discriminate between different types of metaphors:

1) the basic ones – those of the type STATES ARE LOCATIONS or IDEAS ARE OBJECTS; in these metaphors both the source domain and the target domain are quite abstract, these metaphors are imbedded into the language itself – i.e. they are unavoidable, they do not make poetry sound new or beautiful, but they are essential for its understanding;

2) those metaphors that are more idiosyncratic, new, bear more vivid images.

Independent work 2. It is worth paying attention to the requirement that the essay should be analytical – i.e. students are expected not just list metaphors but explain their origin and trace their influence on their university life.

Independent work 3. It is worth concentrating on the metaphorical conceptualization of the following target domains: knowledge; skills; learning; teaching; teachers, learners, parents; relationships between teachers, learners, and parents; school.

**Additional Task**

Do a little research on how abstract entities are metaphorically conceptualized in English. Prepare for the presentation of the results of it.

The themes for the research:

- ୧ “English metaphors for anger”;
- ୨ “English metaphors for happiness”;
- ୩ “English metaphors for friendship”.

The Structure of the Course

The course is covered within during *one term*.

The course is finished by an **Examination**.

Types of learning	Academic Hours per Different Types of Educational Activity			
	Lectures	Seminars	Independent Work	Total academic hours
<i>Full-time students</i>	10	8	12	30
<i>Extra-mural students</i>	10	10	40	60

Types of Educational Activity

The course is covered via lectures, seminars, consultations and independent work.

Lectures are conducted in an interactive format, thus presupposing the active participation on the part of the students. That is why the students are required to revise the material of the previous lecture for each successive one, as well as to learn the key terms, to prepare their questions on the problems they did not understand or on the interpretation of a problem they disagree with, and to be ready to ask and answer questions during a lecture.

Seminars are devoted to analytical discussion of theoretical questions and the results of analyses of language material performed at home. To prepare for the seminars the students should make sure they understand all the key terms and can answer questions for self-testing.

Consultations are group and individual and are mainly devoted to the discussion of those questions that bring particular difficulties to students.

Independent work gives the students an opportunity to contemplate the modern theoretical material on their own and

to exercise their creativity in conducting the analysis of a text and writing an essay. For those who want to deepen their knowledge in modern cognitive approach to language an *additional task* for independent work is suggested.

Having Completed the Course, Students Should

know:

- ☞ the key categories, concepts and terms of cognitive linguistics;
- ☞ the theoretical foundation and practical procedures of cognitive methods of language analysis;
- ☞ the main cognitive models of language units;

be able to:

- ☞ give definitions of the key categories, concepts and terms of cognitive linguistics;
- ☞ explain how to apply cognitive methods of language analysis;
- ☞ apply the cognitive models for the explanation of the structure and peculiarities of English;
- ☞ use cognitive methods of language analysis for the study of Modern English.

Forms of Assessment

The assessment is *formal* and *content*.

The *formal assessment* will require attendance at all lectures and seminars. If a student fails to attend a class for a serious reason, she must pass the material covered at the class during an additional class.

If a student misses a class for no serious reason, she will get some additional task to do besides passing the material covered at the class.

дослідження іноземних мов і лінгвометодичні основи викладання. – Полтава, 2006. – С. 63-72.

Questions for self-testing

1. Is it possible to have “objective” science? Why?
2. In what way do metaphors find their way into science?
3. How does culture influence the research process and its results?
2. Why have metaphors been so eagerly used by politicians?
3. What is the danger of unreserved trust to metaphors in political texts?
4. How are the modern wars presented metaphorically?

INDEPENDENT WORK



1. Analyze your favourite poem/ song applying the method developed within the theory of conceptual metaphor.

<i>Full-time students</i>	<i>Extra-mural students</i>
no shorter than 20 lines	no shorter than 30 lines

2. Write an essay “The Metaphors I Have Lived By in the University”

<i>Full-time students</i>	<i>Extra-mural students</i>
500 words	1200 words

3. Analyze an article on the current education policy of the USA/ Great Britain in terms of conceptual metaphor.

Extra-mural students only

Question for practical application of the theory

Think how the theory of conceptual metaphor can be used to teach students to treat political slogans critically.

Literature

Principal

1. Lakoff G. Metaphor at War: The Metaphor System Used to Justify War in the Gulf // available on-line
2. Zhabotynska S. Author-profile in scholarly papers: Anglo-American vs. Ukrainian/Russian // Approaches to the Pragmatics of Scientific Discourse. – Peter Lang, 2001. – P. 73-89.
3. Данилюк С.С. Семантичне структурування англomовних електронних наукових текстів (на матеріалі персональних веб-сторінок лінгвістів) // Філологічні науки. Збірник наукових праць. – Суми: СумДПУ, 2008. – С. 244-249
4. Кравченко В.Л. Мовна репрезентація концепту ЄВРОПА в ероінтеграційному дискурсі // Англійська філологія: проблеми лінгвістики, літературознавства, лінгводидактики. – Полтава: Техсервіс, 2007. – С. 60-69.
5. Краткий словарь когнитивных терминов / Е.С.Кубрякова, В.З.Демьянков, Ю.Г.Панкрац, Л.Г.Лузина, под общ. ред. Е.С.Кубряковой. – М., 1996.

Supplementary

1. Васильева Е.В. Отражение взаимоотношений ИНДИВИДА и ГРУППЫ в русской языковой картине мира // Вестник Московского университета. Серия 9. Филология. – 2001. – №4. – С. 82-93.
2. Вежбицкая А. Культурно-обусловленные сценарии и их когнитивный статус // Язык и структура знания. – М.: Наука, 1990.
3. Кравченко В.Л. Концептуалізація “минуле” – “майбутнє” через опозицію “свій” – “чужий” у ероінтеграційному дискурсі // Аспекти

The *content assessment* will be implemented via the checking of:

- ☞ knowledge of the key terms,
- ☞ knowledge of the theoretical points,
- ☞ fulfilment of the practice assignment,
- ☞ participation in the discussion during the seminar,
- ☞ tests,
- ☞ fulfilment of the independent work,
- ☞ answers at the examination.

Criteria of Assessment

Assessment is based on the traditional Ukrainian system which consists of 4 grades:

“2” (unsatisfactory), “3” (satisfactory), “4” (good), and “5” (excellent)

with the following criteria are taken into account:

the answer is to the point (meets the question);

the answer demonstrates adequate understanding of the question discussed by a student;

the answer proves that the student worked to prepare for the class independently.

Seminar. The answers to the *theoretical questions* should be complete, well structured and logical. The students are supposed to demonstrate their knowledge of the key terms and understanding of the theoretical problems discussed. The students are not allowed to read from their copy-books while discussing a theoretical problem, they can only refer to it to consult the plan of the answer or to read a selected quotation. The answers should be spared of grammar or lexical or pronunciation mistakes.

Practice assignments should always be done in a written form. All the tasks are obligatory for every student.

The knowledge of the key terms and the main theoretical points of every seminar are checked at the *written*

tests. Students' answers should be concise, to the point and spared of grammar or lexical or spelling mistakes.

The task for the **Independent Work** should be done in compliance with the recommendations given below.

At the **examination** the students are supposed to demonstrate the full and deep understanding of the theoretical questions while answering them as well as provide a successful analysis the given sentences applying the methodology of the theory of conceptual metaphor.

Recommendations

ଓଧାନନାଓଧାନ

This course is theoretically dense and requires serious efforts for *comparing traditional and cognitive approaches to language*. The good *understanding of philosophical foundations of cognitive linguistics* is essential for successful application of cognitive methodology for analysis of different language units. The course presupposes good linguistic background. Thus solid knowledge of the main categories of grammar, lexicology, and stylistics is required. The students are highly recommended to *revise the information about the lexical and grammatical meanings, semantic structure of words, parts of speech, essence and structure of metaphor*.

The discussion of theoretical questions is based on the operation with concepts and terms. To prepare for such discussions students are recommended to make sure they understand both and can draw parallels between similar concepts as well as see differences between them. It is helpful to bear in mind the basic philosophical differences between the cognitive approach to language and the traditional one.

ଧାନନାଓଧାନ

Key terms: *cognitive/ conceptual metaphor, information profile.*

Points for theoretical discussion

1. Metaphors in scholarly works.
2. Information profiles in scholarly works.
3. Peculiarities of information profiles in English scholarly papers as compared with the Ukrainian ones.
4. The role of metaphors in political discourse.

Practice assignment

1. Read the article “In Search of Phraseo-Sense: Salman Rushdie’s Idiomatic Meanings” by Grzegorz Szpila and determine what conceptual metaphors and what information profiles operate in the article.

2. Read an article on the current political situation in the USA/ Great Britain and determine what conceptual metaphors are used in the text and what function they perform.

Additional task

1. Develop the list of “Do it!” and “Never do it!” as a help for a translator of the Ukrainian abstracts to scholarly papers into English.

2. Read 5-6 English abstracts in the journal *Мовознавство* and determine what kinds of information profiles operate in them.

Recommendations

While analyzing metaphors in scholarly works it is worth discriminating between metaphors that describe research (e.g. *science needs to follow the same track*) and metaphors that are used to describe the object of investigation (e.g. *black holes*).

2. Langacker R.W. Discourse in Cognitive Grammar // Cognitive linguistics. – 2001. – Vol. 12. – №12-2.
3. Schmid H.-J. English Abstract Nouns as Conceptual Shells. From Corpus to Cognition. – Berlin, N-Y.: Mouton de Gruyter, 2000.
4. Senft G. What Do We Really Know about Nominal Classification Systems? // Systems of Nominal Classification / ed. by G.Senft. – Cambridge: Cambridge University Press, 2000. – 350p. – P. 11-49.
5. Кубрякова Е.С. Части речи с когнитивной точки зрения. – М.: Институт языкознания РАН, 1997.
6. Лукин О.В. Части речи в средние века (предпосылки и контекст) // Вопросы языкознания. – 2001. – № 6. – С. 138-145.
7. Рахилина Е.В. Когнитивный анализ предметных имён: семантика и сочетаемость. – М.: Русские словари, 2000.

Questions for self-testing

1. What mental process is called profiling?
2. Why is grammar so much concerned about adequate classification of the parts of speech?
3. Why is the traditional term *parts of speech* misleading?
4. What cognitive processes are significant for the discrimination between parts of speech?

**SEMINAR 4
COGNITIVE ANALYSIS OF
OF DIFFERENT TYPES OF MODERN
DISCOURSE IN ENGLISH**



<i>Full-time students</i>	<i>Extra-mural students</i>
2 hours	2 hours

Practice assignment should always be done in written form. The students should be careful about discrimination of cognitive and linguistic levels while fulfilling their tasks.

To prepare for written tests students should revise the key terms and answer the questions for self-testing given in the plan for each seminar. The students are not required to memorize the exact wording of a definition given at a lecture, instead they are encouraged to explain terms in their own words.

SEMINAR 1
CONCEPTUAL METAPHORS IN ENGLISH

ଓଡ଼ିଆଭାଷା

<i>Full-time students</i>	<i>Extra-mural students</i>
2 hours	2 hours

ଓଡ଼ିଆଭାଷା

Key terms: *cognitive/ conceptual metaphor, domain, source domain, target domain, mapping, projection, abstract, concrete.*

Points for theoretical discussion

1. Traditional vs. cognitive approach to the study of metaphor.
2. The structure of conceptual metaphor.
3. The main features of conceptual metaphor.
4. Types of conceptual metaphor.
5. Conceptual metaphor and English phrasal verbs.

Practice assignment

1. Translate the given sentences into Ukrainian. Determine what cognitive structures underlie the following linguistic expressions in both languages.

1. His word binds him to good behaviour.
2. The court's decision binds them to pay the fine.
3. I am sure he will come.
4. He is bound by a promise.
5. You just send me to my doom.
6. Many cares and anxieties occupied his mind.
7. Courage gleamed in his eyes.
8. Amusement gleamed in their eyes.
9. Scrub your vacation plans: there is work to do.
10. I could get nothing out of him.
11. We'll never get anything out of him.
12. He was under her spell and did everything she wanted.
13. He could not break her spell.
14. He laid his powerful spell on the younger generation.
15. He kept his activities under cover.

Recommendations

While working on the problem of “parts of speech” in cognitive perspective, one should keep in mind that grammatical meaning is rooted in the conceptual structures (similar to lexical meaning) and grammatical forms are used in a language to render some conceptual information that is important to the speakers.

Question for practical application of the theory

Read about the controversy of the split infinitive in English. Reveal the cognitive foundations of the arguments for and against the use of the split infinitive in English.

Literature

Principal

1. Paradis C. Adjectives and Boundedness // Cognitive linguistics. – 2001. – Vol. 12. – №12-2. – P. 47-65.
2. Блох М.Я. Теоретическая грамматика английского языка. – М.: Высш. школа, 1983.
3. Жаботинская С.А. Когнитивные и номинативные аспекты класса числительных (на материале современного английского языка). – М.: ИЯ РАН, 1992.
4. Langacker R.W. Foundations of Cognitive Grammar. – Vol.I.: Theoretical Prerequisites. – Stanford: Stanford University Press. – 1999.
5. Zhabotyńska S.A. Shorts, Breeches, and Bloomers: Plurality in Blends // Hougaard A., Steffen N. L., eds. The Way We Think. Odense Working Papers in Language and Communication. – Odense: University of Southern Denmark, 2002. – No 23. – V. 2. – P. 127-142.

Supplementary

1. Clausner Timotey C., Croft William. Domains and image schemas // Cognitive Linguistics. – 1999. – Vol. 10. – No. 10-1. – P. 1-31.

1. Inflation is eating up our profits. 2. Cancer finally caught up with him. 3. Hold on, please (*on the phone*). 4. Our expenditures have substantially gone up. 5. Can you try to find out what is the matter with Jane? 6. I'll try to fix up a nice picnic. 7. Please take a seat and hang on and I'll be back right in a minute. 8. Julie's visit will have to be put off until the guest room is redecorated. 9. Tom was told off by his grandma for coming home late. 10. The boy tried to get out of the Saturday excursion to the botanical garden.

Additional task

Listen to the currently popular pop-song about love and identify conceptual metaphors in it.

Recommendations

While analysing doing the task it is important to *discriminate between linguistic expression* (i.e. what is said in words) *and cognitive structure* (i.e. mental entity that is invisible for the direct observation and can only be modelled through the analysis of linguistic expression). For example, in the sentence *He has been working for the local branch of the international company* the metaphoric expression (the level of language) is *the local branch of the company* in which the word *branch* is used in its transferred meaning; the conceptual metaphor that supports the understanding of the meaning of this expression is SOCIAL ORGANIZATION IS PLANT.

LITERATURE

Principal

1. Краткий словарь когнитивных терминов / Е.С.Кубрякова, В.З.Демьянков, Ю.Г.Панкрац, Л.Г.Лузина, под общ. ред. Е.С.Кубряковой. – М., 1996.
2. Теория метафоры: Сборник: Пер. с англ., фр., нем., исп., польск. яз. / Общ. ред. Н.Д.Арутюновой и М.А.Жирмунской. – М.: Прогресс, 1990.

9. Vorobyova O.P. Close Reading Techniques in the Language-Through-Literature Classroom: A Cognitive Perspective // Innovative Approaches to Teaching Foreign Languages and Cultures in the New Millennium / International Conference: Abstracts of Papers. Dnipropetrovsk, Ukraine, September 20-22, 2002. – Dnipropetrovsk: Dnipropetrovsk University of Economics and Law, 2002. – P. 18-21.

Supplementary

1. Clausner Timotey C., Croft William. Domains and image schemas // Cognitive Linguistics. – 1999. – Vol. 10. – No. 10-1. – P. 1-31.
2. Turner M. Cognitive Dimensions of Social Science. – Oxford: Oxford: University Press, 2001.
3. Кагановська О.М. Текстові концепти художньої прози: (На матеріалі французької романістики середини ХХ сторіччя). – К.: Вид. центр КНЛУ, 2002.
4. Turner M. The Literary Mind. - N-Y; Oxford: Oxford University Press, 1998.

Questions for self-testing

1. What is an explanatory power of the theory of conceptual blending?
2. Are all blends metaphoric? Why?
3. What are the examples of blending in modern life?
4. What are the main assumptions of cognitive poetics?
5. What explanatory power does cognitive poetics have?

Question for practical application of the theory

Read the story “A science fiction story” from the textbook Hartley, Bernard & Viney, Peter Streamline English. Connections. – Oxford: Oxford University Press, 1996 (Unit 12). Think what mental spaces students need to build in order to follow the story and what blend they have to create to understand the main point of the story.

Recommendations

While analysing a story in terms of conceptual metaphor, it is worth starting out with picking up metaphors that are most conspicuous; then it is worth proceeding finding out how these metaphors combine together.

While applying the theories of mental spaces and conceptual blending to text analysis, it is worth keeping in mind that different worlds in a literary text are connected with different characters (e.g. the dead ones versus the alive ones, the real ones versus the unreal ones).

Literature

Principal

1. Ирисханова О.К. О теории концептуальной интеграции // Известия АН. Серия литературы и языка, 2001, том 60, № 3. – С. 44-49.
2. Fauconnier G. Mappings in Thought and Language. – Cambridge: Cambridge University press, 1997.
3. Fauconnier G. Mental Spaces. – Cambridge: Cambridge University press, 1994.
4. Fauconnier G., Turner M. The Way We Think: Conceptual Blending and the Mind's Hidden Complexities. – New York: Basic Books, 2002.
5. Белехова Л.І. Словесний поетичний образ в історико-типологічній перспективі: лінгвокогнітивний аспект (на матеріалі американської поезії). – Херсон: Айлант, 2002.
6. Воробйова О.П. Когнітивна поетика в Потебнянській ретроспективі // Мовознавство. – 2005. – № 6. – С. 18-25.
7. Lakoff G., Turner M. More than Cool Reason. A Field Guide to Poetic Metaphor. – Chicago and London: The University of Chicago Press, 1989.
8. Vorobyova O. "The Mark on the Wall" and literary fancy: A cognitive sketch // Cognition and Literary Interpretation in Practice / Ed. by H. Veivo, B. Petterson and M. Polvinen. – Helsinki: Helsinki University Press, 2005.

3. Штерн І.Б. Вибрані топіки та лексикон сучасної лінгвістики. Енцикл. словник для фахівців з теоретич. гуманіт. дисциплін та гуманіт. інф-ки. – К.: АртЕк, 1998.
4. Lakoff G., Johnson M. Metaphors We Live By. – Chicago and London: The University of Chicago Press, 1980.

Supplementary

1. Болдырев Н.Н. Когнитивная семантика: Курс лекций по английской филологии. – Тамбов: Изд-во Тамбов. ун-та, 2000.
2. Bierwiazzonek B. A Cognitive Study of the Concept of LOVE in English. – Katowice: Wydawnictwo Uniwersytetu Śląskiego, 2002.
3. Kövecses Z. Metaphor and Emotion. Language, Culture, and Body in Human Feeling. – Cambridge: Cambridge University Press, 2000.
4. Kövecses Z. Metaphor. A Practical Introduction. – Oxford: Oxford University Press, 2002.
5. Lakoff G. The Contemporary Theory of Metaphor // Metaphor and Thought / ed. by A.Ortony – Cambridge: Cambridge University Press, 1993. – P.202-251.
6. Lakoff G. Multiple Selves. The Metaphorical Models of the Self Inherent in Our Conceptual System // http://www.ac.wvu.edu/~market/semiotic/lkof_msl.html
7. Ortony A. Metaphor, language, and thought // Metaphor and Thought / ed. by A.Ortony. – Cambridge: Cambridge University Press, 1993.
8. Raymond W., Gibbs Jr. Taking Metaphor out of Heads and Putting it into the Cultural World // Metaphor in Cognitive Linguistics: Selected papers from the fifth international cognitive linguistic conference. Amsterdam, July 1997. – Amsterdam: John Benjamins Publishing Company, 1997.

9. Tissari H. LOVEscapes. Changes in prototypical senses and cognitive metaphors since 1500. – Helsinki: Société Néophilologique, 2003.

Questions for self-testing

1. Are conceptual metaphors unidirectional or bidirectional?
2. Is it possible to avoid metaphors in everyday speech? Why?
3. Why do metaphors have power over people?
4. How do metaphors in everyday speech differ from metaphors in poetic language?
5. In what way can the theory of conceptual metaphor illuminate meanings of English phrasal verbs?
6. What is the principal difference between structural metaphors and orientation metaphors?
7. What kind of understanding is provided for the target domain by ontological metaphors?

Questions for practical application of the theory

Think about the implications of the theory of conceptual metaphor for teaching English.

SEMINAR 2 CONCEPTUAL INTEGRATION AND THE SEMANTICS OF ENGLISH TEXTS

ଓଓଓଓଓଓଓଓ

<i>Full-time students</i>	<i>Extra-mural students</i>
2 hours	4 hours

ଓଓଓଓଓ

Key terms: *mental space, domain, projection, conceptual integration/ blending, conceptual metaphor, input space, generic space, blended space, emergent structure.*

Points for theoretical discussion

1. Mental spaces theory.
2. The structure of the blend and the process of blending.
3. Blending vs. cognitive metaphor: common and different features.
4. Blending and human thought.
5. Cognitive poetics as a new approach to text analysis.

Practice assignment

1. Find out what mental spaces are connected by the concept of harmony in the following excerpt. Explain the interaction between these spaces in terms of conceptual blending:

Underwater the grunts, purrs, croaks and drums of courting fish mingle with the snapping of shrimps and the crackling of barnacles. Some whales sing duets that may last for days and show regional dialects, while others can hear calls from hundreds of kilometres away. The harmony of these underwater choirs is broken by predatory fish, which hunt by listening for their prey, and can even hear the sounds made by a swimming fish.

2. Analyse the short story “A Haunted House” by Virginia Woolf in terms of conceptual metaphor, mental spaces and conceptual blending.

Additional task

Analyse the short story “They’re made out of Meat” by Terry Bisson in terms of c conceptual blending.