

Zadanie dot. metafory wygląda tak:

Working in groups, prepare a PowerPoint presentation explaining the workings of the mechanism of conceptual metaphor. Your discussion in the presentation should be based on a set of examples. You may select examples to discuss from the following:

➤ Examples in sets (a) and (b) below

(a) *Their love seems to be in full bloom now*

Water your relation with Mary with a little bit of tenderness, care, and romanticism and it'll start blossoming again

If you don't cultivate your relationship, it'll soon wither

Their love is getting overgrown with egoism

vs.

(b) *Love for Mary is still smoldering inside him*

He's getting consumed by the flame of love

With these cold cruel words she extinguished the fire of his love within a single moment

The moment she first looked into his eyes when they first met was the initial spark that ignited the flames of love in him

➤ Video 3 vs. video 4

<https://youtu.be/xZ0aksbiiXw>

<https://youtu.be/rvXwL2Nwqxg>

➤ Two selected contrasting cancer metaphors from the Metaphor Menu ([separate file](#))

➤ You may also look for your own examples

In your discussion:

- provide a definition of the mechanism of conceptual metaphor
- name the source domain and the target domain in the metaphors under consideration
- identify a few most important mappings between entities in the source domain and their counterparts in the target domain
- discuss the most important metaphorical entailments of each metaphor under consideration (examples of how the understanding of an aspect of the source domain shapes the understanding of the corresponding aspect of the target domain); pay attention to how the logic of the selected source domain contributes to highlighting particular aspects of the target domain and hiding its other aspects

W tym zadaniu studenci mogą sobie wybrać, jakimi danymi zajmą się w swojej prezentacji. Mogą to być dane językowe, np. odzwierciedlające dwie różne metafory miłości w konwencjonalnych wyrażeniach języka angielskiego, mogą to być wyrażenia językowe (najczęściej nieskonwencjonalizowane) odzwierciedlające różne metaforyczne sposoby rozumienia doświadczenia życia z chorobą onkologiczną, dwie różne metafory multimodalne odzwierciedlające dwa różne metaforyczne sposoby pojmowania procesu leczenia choroby onkologicznej w dwóch krótkich filmikach, czy wreszcie dane znalezione i wybrane samodzielnie przez studentów. To zadanie wykonywane jest w grupach.