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Metaphorical and Metonymical Analysis of Speeches of Queen Elizabeth II.

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ANOTACE

Tato práce se bude v prvé řadě zabývat rozdíly mezi doslovnými a figurativními pojmy. Poté bude hlavním zaměřením rozdělení metafory a metonymie jako dva nejpodstatnější stylistické prostředky na základě několika studií provedených experty v oboru lingvistiky. Dokument dále zahrnuje základní vysvětlení konceptů veřejného proslovu. Praktická část bude poté čerpat z těchto poznatků za účelem zmapování metafory a metonymie v proslovech královny Alžběty II. Detailnější analýza proběhne za účelem lingvistické analýzy založené na teoretické části a zjištění úmyslu použití metafory a metonymie v kontextu.

Klíčová slova: Figurativní jazyk, Metafora, Metonymie, Přirovnání, Synekdocha, Doména, Věřejný proslov, Sémantika, Pragmatika, Stylistický prostředek

ANNOTATION

This work will primarily deal with the differences between the literal and figurative terms. After that the main focus will be to divide metaphor and metonymy as two of the most essential figures of speech based on several studies conducted by experts in the field of linguistics. The document also covers basic explanation of the concepts of public speaking. The practical part will then be focused on these findings in order to map metaphor and metonymy in the speeches of Queen Elizabeth II. A more detailed analysis will be conducted in order to demonstrate linguistic analysis and to determine the intention of the use of metaphor and metonymy in the context.

Key Words: Figurative Language, Metaphor, Metonymy, Simile, Synecdoche, Domain, Public Speaking, Semantics, Pragmatics, Figure of Speech

TABLE OF CONTENTS

O. INTRODUCTION

"The greatest thing by far is to have a command of metaphor. This alone cannot be imparted by another; it is the mark of genius, for to make good metaphors implies an eye for resemblances."

Aristotle (330 BC)

This paper will be focused on words and expressions in terms of their meaning and linguistic structure. Every word can be described semantically because some words may have different meanings or a semantic value depending on the structure of the sentence. Therefore, words may be interpreted in different ways and denote various meanings and connotations.

First part of the research in this document will be aimed at the theoretical intelligence of semantics. At the beginning the first focus will be the difference between literal and non-literal meaning of words. For better understanding it will be also mentioned how to interchange the two meanings and how to create them. Next, the most important step is to discuss more closely two terms where the study of semantics plays a vital role. They are Metaphor and Metonymy. The aim will be to see what they are, how they are created and briefly mention where these two terms can be applied. A greater attention will be focused on the metaphorical expressions and the conceptual theory of metaphorical mappings. This theory will be then applied in the practical part of this thesis. Simile and synecdoche will be studied as well along with metaphor and metonymy in their respective subsequent chapters. Simile is a closely related figure of speech to metaphor and synecdoche is related to metonymy. Final part is a brief summary of public speaking. The interest in the final step will be to define public speaking and make clear points what is the purpose of a public speech, its effects on the audience and the use of figurative language in the speech.

This leads to the analysis of transcribed speeches of Queen Elizabeth II., in the second part of this work. The practical part analyzes individual elements with main focus on the metaphors and metonyms in the text. Analyzing figurative devices is done mainly from the point of linguistics, context where it is necessary and to attempt to provide an interpretation of non-literal meanings. Each of the four figures of speech, i.e. Metaphor, Simile, Metonymy and Synecdoche will be analyzed separately. The main focus is on metaphor and metonymy, therefore these two figures will be discussed in greater detail and each will feature subsequent categories in order to provide an economic and systematic analysis of the excerpts. The purpose of the analysis is to demonstrate the importance of figurative language on ordinary and extraordinary occasions with respect to the area of public speaking and to demonstrate the linguistic theory on individual examples.

1. LITERAL VS NON-LITERAL MEANING

Most people are aware that if someone says *Jane's eyes nearly popped out of her head,* a ***literal*** truth has not been expressed, Jane's eyes were not, as a matter of fact, on the point of being projected from her head; the message is rather that Jane was very surprised. (Cruse 2000, p. 199)

The main step to define more complicated terms in the linguistic study of semantics is to tackle the basic principles of forming a meaning. Two main areas can be divided as literal and non-literal meaning. Corresponding sciences to the meaning of the words that are said and to the context in which they are used are fields of semantics and pragmatics.

'Semantics deals with the literal meaning of words and sentences as determined by the rules of the language, while pragmatics deals with what the users of the language mean by their utterances of words and sentences.' (Recanati 2004, p. 3).

Here Recanati (2004, p. 3) defines two fields of linguistic studies which are necessary to understand basic differences between a literal and non-literal meaning of words. He states that semantics is the field which focuses on the meaning which has already been established. Whereas pragmatics defines the meaning based on what the words represent in context and different interpretations that could be made of them.

Creation of meaning is achieved by forming sentences out of words but one word or a set of words can have different interpretations. Therefore, it is important to use appropriate elements in order to convey an appropriate meaning. For example, a British rhetorical figurative expression "*Another String to (one's) Bow*" is well established and those who use this expression automatically link its meaning to 'having a new skill' or 'having a backup'. If taken literally without the context of a known idiomatic expression it could be understood as an archer's bow or a musical instrument in the shape of a bow with strings attached. That is why the context is the main aspect which distinguishes a meaning literal from non-literal. Semantic classification is also briefly described by Bauer (1983 p. 140) where he describes how contemporary dictionaries list terms in a fashion that helps understand the meaning by additionally presenting close synonyms and sometimes even hyponyms without further context.

Recanati (2004, p. 6) continues to explain another interpretation of meaning which he labels as minimalist due to its concise understanding. With this interpretation he draws a close connection concerning the two meanings. He defines the main differences to be the sentence meaning and what is actually being said.

Recanati (2004) further implicates that both sentence meaning and what is said establish the *literal meaning* in the sentence. Additionally, the *non-literal* meaning based on Recanati's (2004) exposition is founded on what the speaker means and the context in which an utterance is situated.

The contributors to the literal meaning are in fact the words and utterances used and the understanding of what is being said together. Therefore the main process which creates the literal sense of meaning is the connection of the two donors. Furthermore, Kittay (1987, p. 96) expresses that it is possible to dispute the true range of the field of semantics only by actual extend of contextual features which are present. Based on this, Kittay (1987) states that in order for a meaning to be considered *literal* and could then be studied by as a semantic unit is required to exist *context-free.* Moreover, Halley (2005, p. 181) testifies to Kittay's (1987) and Recanati's (2004) claims that studies of semantics concentrate on the meaning in words, phrases or symbols which can be clearly identified without further need for extra context. Halley affirms that meaning is literal because the meaning can be clearly stated when combining *what is said* with the *sentence meaning.* Therefore a literal understanding of a word or sentence is *context-free* and does not need different interpretation as both Halley (2005) and Recannati (2004) describe the difference further. This creates a vital point which institutes that the whole unit being analyzed by the field of semantics would not be in need of any additional contextual elements to complete its meaning. That is, to stand alone freely and possess an appropriate meaning on its own. Halley (2005) has also defined *literal* meaning as:

"(…) one in which the original words are converted without interpretation. So, the familiar French phrase *ça va* has literal translation *'that goes'* but in fact is synonymous with 'OK.' Similarly, a literal sense of words may differ from an allegorical or metaphorical one. Homer's immortal phrase "the wine-dark sea" makes no literal sense, but forms an evocative metaphoric statement." (Halley 2005, p. 134)

In his studies Recanati (2004, p. 75) describes that the need for a *non-literal* expressions only arises when *something special* is or can be observed by the language users. This uniqueness can be true with the intention to put a certain subjective affliction to the description of a subject or its qualities. Non-literal meaning utilizes descriptive form of language. Non-literal meaning which otherwise should make *"no literal sense"* is mostly present in idiomatic, allegorical or metaphorical use of language. This is why the field of pragmatics is studying the contextual dependability. From what Recanati (2004) stated it can be implied that the field of pragmatics focuses more on the sender-receiver relation than the generally classified language units. That is because non-literal meaning needs to be evaluated from the point of view of the user and what this user actually meant.

The intent and usage of non-literal meaning is known as figurative language and is often exposed to individual interpretations. Linguistic terms which are used in order to create figurative language and therefore *non-literal* meaning are referred to as individual Figures of Speech. Halley (2005, p. 104) Defines figures of speech as devices which are used in the language in order to change the impact of what is being said or written. He then gives an example how a metaphor, as a figure of speech, can produce a *picture* or *sensation* in words. In this manner Halley (2005) states that these devices have the ability to *heighten* or *lower* an impression of given expressions. Wren and Martin (2008, p. 333-334) Reaffirm the claims by Halley (2005) when they describe figures of speech as a certain type of withdrawal or retirement from the ordinary expression of reality. In this manner any ideas and issues can be reproduced in a "greater effect." These are the reasons which make the use of figurative language ideal for imaginative description in literary and rhetoric arts.

When dealing with meanings, there is often a need to switch between expressions with a literal meaning to a non-literal meaning. This is achieved by application of figurative language and its devices such as metaphor, simile, metonymy and synecdoche. On the other hand when there is a need to re-write a non-literal language to a literal one there has to be a certain transformation. In order to transform an expression from its non-literal meaning to a literal and concrete one an adoption of linguistic operations such as paraphrasing, condensation or occasionally even omission is required. Wren and Martin (2008, p. 407) are illustrating this transformation on an example: "His courage in battle might without exaggeration be called lion-like." Which then can be altered into, "He was very brave in battle." Wren and Martin (2008, p. 407) define this process as condensation or remodeling and further state that it is possible to omit simple repetitions and different examples and illustrations. They continue to further identify the method also as "compression of wordy sentences" or as a way to modify phrases into words. Wren and Martin (2008, p. 464) continue to mention that the biggest issue of applying figurative language can be an ambiguity of an idea or attribute and further suggest that certain figures of speech might as well be removed completely. It is safer to avoid any of these figures when there is a need to create an exact understanding of reality without the need to heighten or lower the connotation of the subject. They state that it is possible to give the literal meaning instead, similarly to the previous example. Wren and Martin (2008) use an example sentence: "Much have I travelled in the realms of gold" which could be perceived as equivocal and instead, based on the context, converted into "I have read widely in classical literature."

The main areas where non-literal formulations are most prominent are poems, epics, novels and any area of writing where the author is allowed and encouraged to use their creativity. Non-literal expressions have been used across centuries and different civilization in various works of art, with the most prominent representation in drama and poetry. And the main fields that use the literal terminology are professional and academic reports, presentations, manuals and correspondence. In these areas the need to convey the meaning as accurately as possible with exact specifications far outweighs the need to heighten or lower the impact of its meaning.

2. METAPHOR VS METONYMY

This chapter will turn the attention to the matters of understanding two main parts of this research. As mentioned in chapter 1, both metaphor and metonymy are part of an area of figurative language. These two figures of speech are often used in every-day lives and seldom appear in professional or academic fields. Even though they both denote a presence of figurative language it does not need to be that way in all cases. That is why this chapter will look at their basic differences and similarities and further delve into more details in the following chapters dedicated to each one.

First aim is to summarly understand the basic etymology of these two figures. Oakton (2013, p. 22) states that in Greek the word metaphor is meant to denote a *transfer* between two meanings, a process of carrying one meaning over to another. In both Latin and Greek the entire word metaphor stands for a phrase '*to carry over.*' For etymology of metonymy, Halley (2005) provides a direct translation from the ancient Greek language where *metonymia* stands for "changing in name" which is also confirmed by Wren and Martin (2008, p. 337)

To proceed with distinction in meaning of the two tropes Lakoff (1980) sets the main differences for metaphor and metonymy by stating that:

Metaphor and. metonymy are different kinds of processes. Metaphor is principally a way of conceiving of one thing in terms of another, and its primary function is understanding. Metonymy, on the other hand, has primarily a referential function, that is, it allows us to use one entity to stand for another. (Lakoff 1980, p. 36)

Lakoff (1980, p. 37) theorizes that both metonymy and metaphor function in the same or very similar manner. He continues to describe this manner as a way which allows to identify and highlight certain traits and aspects which are essential for description of the subject. According to Lakoff (1980) the basic difference would then be that metaphor is a device used for deeper comprehension of a subject while utilizing standards of a different subject and metonymy can then be used as a device for substitution and reference.

Furthermore, during his studies (Halley, 2005, p. 138) has defined metaphor as a specific figure of speech in which essential information, ideas and notions are conveyed through the means of imaginative association. He then provides examples, "wine-dark sea" and "rosy-fingered dawn" from the Iliad and Odyssey.

This difference is further described by Cruse (2000) and Wren and Martin (2008) by drawing clear distinctions of what are metaphor and metonymy based on. Cruse (2000) states:

A succinct statement of the difference between the two tropes was suggested by Jakobson and Halle (1956), who said that metaphor was based on resemblance, whereas metonymy was based on 'contiguity', which we can gloss without too much distortion as "association".
(Cruse 2000, p. 211)

Wren and Martin (2008, p. 333-334) confirm Cruse's (2000) statement when they divide figures of speech into categories where Wren and Martin (2008) classify each of figures of speech by the grounds on which these figures are founded. This list of figures of speech shows that *metaphor* much like simile and personification is based on "Resemblance" whereas *metonymy* and synecdoche are based on "Association." This fundamental difference is also supported by Haser (2005, p. 14-15) in her research on the core elements of metaphor and metonymy. The means of resemblance are present because the metaphor changes the point of view which is used to describe a subject by resembling the subject in a figurative representation. Using metaphor for such depiction is often used to highlight subject's properties and/or to draw close attention to these properties in a more impactful way and colorful connotation.

Cruse (2000, p 211) further speaks of an "analogical model" which is involved in creation of metaphors. According to his research this analogy is drawn between two "conceptual domains." (Conceptual theory will be studied in greater detail in chapters 3. and 3.1). For example, 'The idea will need time to take root.' One conceptual domain can be philosophy or long-term strategy planning and the second domain could be agriculture or simply gardening. In this example, the 'idea' might be represented as somewhat a new perception or a concept in early stages of development. The metaphor borrows meaning of establishment, foundation and creation from agriculture and applies the essential concept of a new twig, seed or a plant 'taking root' over an unspecified period of time. Such use of metaphor evokes the notion of a brand new thought which might need further explanation or deeper conviction to fully utilize its potential. In a similar light, 'Thorny issue' involves a domain of a problematic-matter solving and a domain of agriculture. The metaphor applies property of 'thorns' which are difficult to handle and require special treatment or handling and an 'issue' representing a concern which needs to be addressed.

As for the second trope, Cruse (2000, p. 211) explains that metonymy is retained inside a single or an "actual" domain where it draws from association between two components. He also mentions that due to the fact that metonymy functions within only single domain there is no need for complicated restructuring. This is also confirmed by Barcelona (2003, p. 32) where he states that even though a precise definition of metonymy is hardly agreed on by modern experts in its entirety, there is still the general consent which states that metonymy is made up of mappings within only one experiential domain at a time. This could also be described as utilizing lexical substitution in order to create a figurative term which is normally not connected directly with the subject but, through the means of association, can be. Association leads to a new meaning when using already established words by connecting the meaning of those words with new interpretations. For example, the word 'summit' means the very top of *something*, but almost always refers to the top of a mountain. However, this term has become widely used since the 2nd half of the 20th Century to denote a meeting of highest executives of a state, a country or a union. In this case the association within a single domain is created by comparing the very top of a mountain as the highest point of the mountain and the executives who are an embodiment of the highest possible point in the leadership of their nations. Similarly, 'the press' denotes an association between a physical item of the printing press which was used to create and copy writings and an occupation of a modern-day journalist.

In every-day life the use of metaphor and metonymy is in most cases restricted to newspaper articles, books, movies or television programs due to the fact that during the day the majority of occupational fields require transmission of information, thoughts and ideas directly and without any possible unnecessary misinterpretations.

3. METAPHOR

Following subchapter proceeds to the definition of metaphor, its similarity to closely related figure of speech simile, potential problems of applying the metaphor and finally looks at specific categories that will be needed for the analytic part in this document.

The previous points described by Cruse (2000) and Lakoff (1980) stating a need for two different domains for application of metaphor are essential features which distinguish metaphor from metonymy. This fact is also confirmed by Barcelona (2003, p. 32) and Kövecses (2010, p. 33) where they state that metaphorical recordings show the need for two diverse "superordinate" conceptual domains for both the "SOURCE" domain and the "TARGET" domain.

Barcelona (2003, p. 32) further proceeds to define the term experiential or conceptual domain by saying that it is possible to summarize experiential domains as specifically tailored amounts of information and intelligence combined with "knowledge and experience" of reality. Such domains would then provide basis for linguistic studies concerning the background and meaning. Barcelona (2003) also mentions that these domains have specific "boundaries" which are established by sensible and traditional classification. This concept of experiential domains is supported by Haser (2005, p. 14) in her research as well. There she follows a study done by Lakoff (1993) concerning experientialist domains and different uses for such domains in figurative language and specifically two tropes; metaphor and metonymy.

3.1 CONCEPTUAL THEORY OF METAPHORS

Cruse (2000, p. 202) considers Aristotle's perception of metaphor. He states that Aristotle understood the meaning to be a transfer of "one expression to another expression." Aristotle viewed metaphor and its meaning to represent the literal and actual meaning of a different expression. Theoretically, this can mean that a metaphorical expression can be used to describe one subject figuratively while the same expression can be used literally for a different subject. As previously studied by Cruse (2000), Lakoff (1980), Barcelona (2003), Wren and Martin (2008) and Haser (2005) metaphor requires two experiential or conceptual domains which are then connected through the means of *resemblance*. The transfer of meaning that Aristotle understood metaphor to be was therefore happening between two experiential domains. One domain was the literal or SOURCE domain where the concept was taken from and used as a comparative in connection with the TARGET domain achieving resemblance of traits and attributes.

For example, the sentence: *He was the bear mauling his prey in the field.* This expression can be taken as a metaphorical one if it were to describe a medieval foot-soldier on the battlefield carrying a war-hammer battling his foes. The notion that PEOPLE ARE ANIMALS can be observed here. In such context the SOURCE domain would be animals and the TARGET domain people. This would likely portray the soldier as a strong muscular fearsome and lethal warrior. At the same time the exact same expression can be used literally to describe an actual bear that is already known to the forest guard who were observing the bear for a longer period of time.

Kövecses (2010, p. 37) elaborates further on specific division of the metaphorical expressions according to cognitive functions and overall cognitive seeing and experiencing the world. He states that metaphors can be divided based on the cognitive function they perform.

Kövecses (2010) and Lakoff (1980) both divide metaphors into three main conceptual types of metaphor, those are: Structural, Orientational and Ontological. This type of division is most effective for the analytical part of this document. Each type has a clearly distinct rules and thus will provide more specific analysis of individual metaphorical expressions.

3.1.1 STRUCTURAL METAPHORS

In these metaphors the primary function is to enable the speakers to understand. Therefore the primary goal is comprehension. Kövecses (2010, p. 37) and Lakoff (1980, p. 62) describe that structural metaphors are utilizing the basic principles of conceptual mappings which allow understanding of the TARGET domain by means of the SOURCE domain structure.

Lakoff (1980, p. 62-63) then continues to explain that structural metaphors correlate systematically within our own knowledge and experience of the world. An example, ARGUMENT IS WAR is presented. Here Lakoff (1980) presents how rational argument is grounded in the experience of physical conflict which is more broadly known due to its nature and correlates with rational argument in tactics of intimidation, threat, invoking authority, insult, belittling, challenging authority, etc. Lakoff (1980, p. 64-65) explains that ARGUMENT and WAR correlate on very similar level due to the cultural society we live in and that even a person who has never been in a physical conflict or an open war would still use similar if not the same tactics while arguing. Even the simplest of the terms to WIN or to LOSE an argument are already structural metaphors as this correlates with the metaphorical notion ARGUMENT IS WAR.

Kövecses (2010, p. 38) explains similar aspects on the metaphorical notion TIME IS MOTION. He then gives two points of view on this where from one side it can be seen that time passing is motion of an object.

- Thanksgiving is _coming up_ on us.

- Time is _flying by_.

Here the notion of time can be observed as a moving object, thus the source domain can be identified as a machine and the target domain is time. This enables time to be analyzed as an object in order to better understand how time works. Time is being compared to an object like a car or an airplane which is an object whose qualities and capabilities are already known.

The other side is defined as: time passing is observer's motion over landscape.

- His stay in Russia *extended* over many years.

- He *passed* the time happily.

In the second view time correlates with the actions of the observer. In particular, time reflects a fixed position or a location and the observer is moving over landscape according to time, thus creating a metaphorical expression about time which is easier to comprehend because the nature of a person moving over landscape is known to everyone.

Kövecses (2010, p. 38) finishes by mentioning that without these metaphors the notion of time could be more difficult to understand and that this is how most of linguistic metaphors apply the structure of SOURCE domain into TARGET domain for better and more relatable comprehension of concepts like time.

3.1.2 ORIENTATIONAL METAPHORS

Another of these categories is Orientational Metaphors. According to Lakoff (1980, p. 15) and Kövecses (2010, p. 40) orientational metaphors are comparing an entire cluster of concepts to one another. These expressions are characterized as orientational because they are concerned with spatial orientation such as up-down, in-out, front-back, on-off, deep-shallow, central-peripheral. These orientations are based on how our physical bodies react in the actual environment in which they are situated. Spatial metaphors are based on the knowledge of physical world interactions and polar opposite reactions with other physical objects including the humans. For example:

HAPPY IS UP; SAD IS DOWN
- My spirits *rose*. X My spirits *sank*;
- I am feeling *up*. X He is really *low* these days.

Happiness, joy and emotional stability are UP while the negative and unpleasant effects are DOWN.

HEALTH IS UP; SICKNESS IS DOWN
- He's in *top* shape. X He came *down* with the flu;
- Lazarus *rose* from the dead. X He *dropped* dead.

Physical fitness, good health and being alive is UP and sickness and death is DOWN.

MORE IS UP; LESS IS DOWN

- My income _rose_ last year. X His income _fell_ last year.

- Keep your voice _down_, please. The number of errors he made is incredibly _low_.

This is purely based on the physical reality. When there is an addition to an already existing amount the total amount will increase. Therefore an increase is UP while a decrease is DOWN.

Kövecses (2010, p. 40) also mentions that another view to regard orientational metaphors is through, _whole, center, link, balance, in, goal, and front_ perspectives which are all generally viewed as positive and their negatively seen opposites, _not whole, periphery, no link, imbalance, out, no goal, and back._

Both Lakoff (1980, p. 17) and Kövecses (2010, p. 40) agree that while the spatial orientation is not arbitrary and may widely vary from one culture to another they note that upward motion tends to be connected with a positive effect on health, evaluation, status, power, control, rational thoughts and general well-being while the downward movement tends to be linked with the opposite and undesirable side.

3.1.3 ONTOLOGICAL METAPHORS

Another category in conceptual theory is represented by Ontological Metaphors. These are also described by Barcelona (2003, p. 3), Lakoff (1980, p. 26) and Kövecses (2010, p. 38-39) as Entity and Substance metaphors. Ontological metaphors are used in order for our experiences to gain qualities which can be counted, organized, categorized and then to discuss and identify them. Lakoff (1980, p. 26) debates that with ontological metaphors we need to create a synthetic representation in the physical world in order to grasp the essence of abstract ideas. This is similar to the orientational metaphors because they are used to create certain actual and physical boundaries for the metaphorical expressions as well. Kövecses (2010, p. 38) develops on the same subject stating that ontological metaphors are especially important for description of experiences which are vague, abstract or inadequately studied. Lakoff (1980, p 25) states that ontological metaphors are mainly a reflection of the knowledge of our own bodies and physical world which is then applied to abstract concepts of emotions, states, events, activities and experiences as substances or entities. For this purpose Kövecses (2010, p. 39) uses the example of the human mind. He says that even though we do not necessarily know or can explicitly define the mind it is still referred to as an object.

Lakoff (1980, p. 28) expands on the example of a human mind and provides more elaboration.

Here the mind is referred to as an object, that object can be a MACHINE or a BRITTLE OBJECT. Lakoff (1980, p 29) demonstrates this on example sentences.

He *broke* down. (THE MIND IS A MACHINE)

The concept of human mind is compared to a physical machine in order to demonstrate the status of the human mind. The machine can be broken, fixed, destroyed or renewed. Source domain of MACHINE is applied to the target domain of MIND

He *cracked* up. (THE MIND IS A BRITTLE OBJECT)

In this case, human mind is given qualities of a brittle object which can crack into pieces or be destroyed completely. This allows understanding of that particular mind. Here the source is a BRITLE OBJECT and the target is the MIND.

Both Lakoff (1980) and Kövecses (2010) agree that ontological metaphors are very closely related to Personification. Therefore, many abstract ideas are conveyed through the means of metaphorical personification and are given human-like qualities. This allows for more detailed study of experiences and events in order to identify certain aspects, quantify them and understand them.

Lakoff (1980, p. 27) is demonstrating that experience of rising prices can be metaphorically identified as the word INFLATION which in turn is viewed as an ENTITY.

Inflation is *lowering* our standard of living.

Inflation is *hacking* us into a corner.

Inflation is *eating* up our profits.

Here inflation is presented as an entity. It is given qualities and abilities like *eating* or *hacking* which are used to define inflation in a relation to a human being. The source is either ENTITY in general or it can be PERSON because this creates certain degree of relatability which brings understanding.

Kövecses (2010, p. 39) considers words such as inflation to not have anything to do with humans and they are not even related to them, but through metaphorical expressions those words are given human-like qualities. He says, "Personification makes use of one of the best source domains we have—ourselves."

3.1.4 EXTENSION

Another metaphorical aspect is metaphorical extension which occurs when there is an extension of the metaphorical meaning among regular and literal words. These words are described by Gasser (2006) in their use of metaphorical extension in order to adopt and denote a new meaning. He gives examples of the most commonly used words with metaphorical extension in ordinary life such as 'a mouse' or 'a bug.' Gasser (2006) explains that absorbing the meaning of common nouns by means of resemblance creates a new meaning denoting their use in computer science. For example, a computer mouse is a device which resembles an actual mouse because of its size and shape. This resemblance is not of a part of the device but of a whole and cannot be interchanged because otherwise the resemblance could be mistaken for synecdoche which will be discussed later in this document. This sort of extension is connected with previous research on experientialist domains where Gasser (2006) states the similarity between "a mouse" and a pointing device is drawn from one domain of the physical resemblance of an actual mouse and used in a domain of technical pointing devices.

Deeper on the subject of metaphorical extensions reacts Plag (2003) where in his studies he alludes a different way to extend the meaning of regular words by using lexical elements, for instance by suffixation. Applying an appropriate suffix is possible in order to create an extended metaphorical meaning. In his document Plag (2003) studies multiple metaphorical extensions based on multiple suffixations in greater detail. Due to the extent of this work there will not be enough space to inspect all of them. However, in order to illustrate his work, Plag (2003, p. 110-111) studies a "syllabic variant –cy" as suffixation which bears a metaphorical extension. He then gives an example of a word "presidency" which can refer to an agency, institution and establishment. Another example of this behavior can be seen in the word 'Infancy.' This word denotes the state of being an infant or the earliest period of a person's life.

The same word could also be used to describe the earliest stages of development. Again, by means of resemblance the expression is 'transferred' or 'turned' from the original meaning, as mentioned in chapter 2, relating to being a child and is used to denote similar state of development for a different subject, for instance a business-company establishing its position on the market.

3.1.5 MIXED METAPHOR

The final point of interest in basic understanding the applications of metaphor is a concept known as *Mixed Metaphor*. As Wren and Martin (2008, p. 334) describe that this feature occurs in the field of linguistics only rarely as it is classified as a rhetorical *error*. They also expressively declare that a metaphors are not to be mixed. It is an error because theoretically a mixed metaphor would either contradict itself, would be redundant or simply would be illogical in its application. Mixed metaphor is usually composed out of at least two metaphors where the two or more metaphors are used to describe the same object. To consider the theory of experiential domains described by Cruse (2000) and also supported by Barcelona (2003) in the previous chapters, the mixed metaphor would then be based on at least three different experiential domains. Wren and Martin (2008, p. 335) continue by clarifying that an object is not to be acknowledged or resembled by two or more diverse objects in one utterance or a sentence.

Using a mixed metaphor is not the most effective way to describe an object. That is why the mixed metaphor should be avoided for the sake of clarity. The only possible and appropriate departure from the rule of its prohibition is its deliberate use. An appropriate example of deliberate use of mixed metaphor could be a satire, sarcasm and mockery of the subject or even the concept of metaphor itself.

In his work, Halley (2005, p. 140) identifies mixed metaphor as a "deliberate" or an "accidental" approach to the structuring of metaphorical expressions. As, for instance, it happens in one of the episodes of a television series where the purpose of the following utterance is not to convey the meaning exactly but merely abstractly, utilizing multiple metaphors, hence a mixed metaphor, in one sentence serves as a satire on the excessive use of vague metaphorical expressions which fail to describe individual acts specifically.

"If we can hit that bull's-eye then the rest of the dominoes will fall like a house of cards... Checkmate." (Futurama: When Aliens Attack (#2.3)".1999. Futurama character Captain Zapp Brannigan)

In this bizarre example of a mixed metaphor a total of four standard metaphors could be observed. The utterance starts with three metaphorical expressions which are then compared through a simile to the final metaphor.

The example could be analyzed as a strategy or a plan. The sentence starts with a metaphor "(to) hit that bull's-eye" which denotes the main achievement. Then, another metaphor is used to denote a consequence of the first metaphor by addressing a group of events or persons as "the rest of the dominoes" and at the same time applying another metaphor expanding the previous one by stating that these "dominoes will fall." This consequence of 'falling dominoes' is then compared to the "house of cards" using a simile through a syntactic connecting element 'like.' Finally, the magnitude of an action which is compared to the 'house of cards' is then through metaphorical resemblance linked to a final move on a chessboard "Checkmate" denoting finality.

3.2 SIMILE

Simile - Figure of speech in which one thing is described by comparing it with something quite different. The phrase usually incorporates 'as' or 'like' as in, "your eyes are like pools" or "cool as a mountain stream." (Halley 2005, p. 185)

Simile is a concept which is closely related to the metaphor. Halley (2005) also summarily mentions the Latin origins of the term *similis* which directly translates into "like." It is easy to mistake it for its metaphorical counterpart especially because simile is a "direct metaphor" as Herrmann (2013, p. 68) indicates and further describes importance of simile in fields such as pedagogy due to the easily understandable comparison for instruction and teaching purposes. This is also described in further detail by comparing simile to metaphor by Wren and Martin (2008, p. 334) who are describing a metaphor as an "implied simile" which confirms study by Herrmann (2013) done from the opposite end of the spectrum where simile is defined as a "direct metaphor." Further, Wren and Martin (2008) state that metaphor does not compare one thing to another directly as simile does. Consequently, they speak of simile as a device which is used to state how one object can be exactly like another object or that one acts or behaves like the other. Wren and Martin (2008) also declare that a simile takes this comparison for granted and that it continues to understand both objects as if they were one. They apply simile on the following example, "He fought like a lion." This is an example of a Simile. In order to compare this simile to the concepts of metaphor, the simile is "compressed" and restructured into, "He was a lion in the fight." Wren and Martin (2008, p. 334) stress the importance of possible interchangeability between metaphor and simile. Because a metaphor can be "expanded" into a simile and a simile can be "compressed" into a metaphor. It is important to remember that it is always possible to create a simile out of a metaphor and vice versa. By expanding and adding appropriate syntactic elements we can turn the metaphor into a simile and back into the metaphor by compressing the simile.

Simile is an effective way to create analogies for better explanation of a subject. For purposes of mapping a simile there is one crucial element which ensures the distinction from metaphor. Wren and Martin (2008, p. 334) state that simile is essentially a direct contrast between two objects and the distinction from metaphor lies in the use of connecting words, e.g. *'like' 'so' 'as' 'than.'* These are the necessary words which directly indicate comparison and therefore simile.

4. METONYMY

Metonym - A word used with a new or additional sense, as a 'summit' now describes a meeting between heads of state as well as the top of a mountain or as in the transferal of the meaning of 'a domestic' from a household servant to a violent dispute between family members. (Halley 2005, p. 138)

Metonymy can be distinguished from its rhetorical counterpart by the way it is used in the text. As mentioned in chapter 2, metonymy is based on association. The association is figurative and is used to change the name of the subject. Metonymy changes the name in order to create a new meaning for the same word. Barcelona (2003, p. 32-33) studies metonymy in the same depth as he did metaphor in the previous chapter. He defines metonymy as recordings of concepts, ideas and abstract thoughts from one rational "domain onto another domain." Barcelona (2003) states that this is so because there is a need for the main object to have "mental access" to the original foundation. This is also confirmed by Cruse (2000, p. 211) in his studies on figurative devices and their experiential domains.

An example could be a headline from a news-paper article: '*The Parliament proposed a new amendment to the law of public waste disposal in order to comply with the new regulations set by the European Union.*' In this sentence '*the Parliament*' and '*the European Union*' are both metonymical expressions. Both of these terms are based on association because these institutions are not buildings marked '*Parliament*' and '*EU*' which wrote and proposed these laws and regulations. Metonymy is used in order to reference the staff and individual members of each as a whole. This is only because associating each and all members with their corresponding institute becomes more concise while retaining the same essential information. And both of these concepts are part of only one single domain. There, European Parliament would be the domain and the members of the parliament would be a part of that same domain which draws the association from this domain. In his work Barcelona (2003, p. 13) agrees with this fact that metonymy as well as metaphor is based on mapping systems and states that metonymy is an effective form of highlighting and emphasizing. But stresses the importance of the need to remain within a single experiential domain.

Metonymy does not create a completely new word or an expression, rather metonymy serves to link one meaning with another word or expression which already exists. Cruse (200, p. 213) points to the fact that the use of metonymy is more frequent especially due to the form which transforms expressions into shorter sentences or even simple words. Therefore, creating a form more "*economic*" in effort in order to convey information. As opposed to metaphor, metonymy can be observed more frequently in daily-lives. This is mainly because of this convenience. It is easier to say the European Union or even shorter the EU rather than refer to the members of European council every time. Similarly a negative experience in a restaurant can be described as the restaurant's fault that the food was not prepared properly. This is how metonymy uses figurative language to implicate the staff members of the restaurant by applying substitution to achieve full effects of metonymy.

Arata (2005 p. 58) stresses the fact that crucial point of establishing metonymy in ancient Greece were ancient Greek gods and divinities. These entities would serve as the direct and utmost representation of certain abilities, traits and skills which were commonly associated with their names. Arata (2005) mentions that even though using names of divine beings in this manner would signify attributes associated with them it is almost never done vice versa.

Wren and Martin (2008, p. 337) specify on examples that when using metonymy an item is labeled by something which would be *associated* with it by the majority of people. They also state that a "sign" for an item or a person which "symbolizes" them can be used in metonymy. Association often uses a specific item or its quality which is represented by different items or qualities all within one domain. An example of this is mentioned by Wren and Martin (2008), an expression '*red-coats.*' Which symbolizes British soldiers for their use of coats donned with red colors. The British uniforms of the soldiers in the past were mainly of the red color with details of white and blue and therefore the term 'red-coats' signifies both main concepts which were associated with British soldiers, for example during the Colonial period.

4.1 SYNECDOCHE

Synecdoche – Figure of speech in which the whole of an idea is taken for the part, or vice versa. An example is: "England defeats Australia" in, say, a cricket match. (…) the statement is a synecdoche because it contracts the description of English and Australian cricket teams to the point of asserting the entirety of each nation was pitched one against the other on this sporting occasion. (Halley 2005, p. 190)

Just as metaphor shares certain similarities with simile, metonymy has its own parallel. This parallel is Synecdoche. Halley (2005) also provides the origins of synecdoche from Greek where "sun" stands for "together" and "ekdechestai" means "to receive." Lakoff (1980, p. 36) classifies synecdoche as a *special case of metonymy* which usually has its own position among the rhetorical devices used to convey figurative or non-literal meaning. It is similar to metonymy because synecdoche just like metonymy is defined by means of *association* as mentioned in chapter 2.

When studying synecdoche it is important to consider the differences with metonymy. Wren and Martin (2008, p. 338) state that most important feature of synecdoche is its association of a part of the subject with the whole or vice versa. And what makes it different from metonymy is the fact that the part used for the association process needs to be an *integral part* of the same subject. Which means that the subject as a whole cannot exist without this part.

Lakoff (1980, p. 37) further states that synecdoche is tied to the concept "*The Part for The Whole*". An example of synecdoche where the whole represents a part could be the word 'politics' which can represent campaigns, laws, contracts or individual politicians. Synecdoche can also use the *Part for The Whole* notion in order to use an integral part to denote the whole of a subject as Lakoff (1980) has mentioned. For example, in order to refer to a vehicle by means of synecdoche the term 'wheels' can be used. Wheels are one part of a vehicle denoting the whole but wheels are also an *integral part* of the vehicle without which the vehicle could not be properly defined as a functioning vehicle, therefore this terms is a synecdoche.

Synecdoche can be observed every day frequently and usually serves as means for generalization as with '*Government*', '*police*'. Informal examples could then be '*boots*' for newly arrived recruits at a military boot camp or '*suits*' for businessmen or informally implicating federal agents in the US.

5. PUBLIC SPEAKING

Communication, both spoken and written, is always addressed to an audience, a set of listeners or readers you are intending to convey information to or have some effect upon. (Pittsburgh, 2007)

Public speaking is a rhetorical art of presenting a specific set of information to different audiences in order to achieve goals of the speaker. Wrench (2011, p. 8) tells us in their collective studies that an effective speech requires knowing exactly who the speech is intended for, being constantly fully aware of the objectives the speech should achieve and carefully choosing which components would make the audience feel engaged and invested.

Another reason can be to appease the audience and make the words of the speaker relatable and understandable. Some of these components can in fact be figures of speech like metaphor and metonymy.

The only problem which Cruse (1986, p. 42) stresses is that if for example, a metaphorical expression is used too often and repeatedly denotes the same meaning it loses its qualities of surprise and commitment in the way the crowd is engaged in the speech. These features are further affirmed in an article on *Public Speaking* where Pittsburgh (2007) informs on three main areas which are crucial points for every public speech. These areas are, "*Audience, Occasion and Purpose.*"

One aspect of the audience can vary mainly because the speaker might want to address a specific type of audience but has to be aware of the minor part of the audience which will also hear the speech. Pittsburgh (2007) illustrates this on an example of a speaker in a classroom where the ultimate goal of the speaker is to respect and achieve the standards set by the professor while having to address the rest of the classroom. The second important feature of the audience which needs to be considered are the demographic differences as: intellect, finances, age, ethnical and many more qualities that differentiate audiences.

The occasion also represents *the reason* why a speech is being delivered. This is why the audiences have gathered and they expect a certain outcome based on the occasion. Pittsburgh (2007) describes the need for different "modes" so that the speaker is able to effectively address the audience whether the occasion is ranging from formal to informal, light to heavy or encouraging to grieving and so on.

Final and most important aspect of an effective public speech as provided by Pittsburgh (2007) is the *purpose* of a speech. Wrench (2011, p. 10-12) states that types of purpose for a speech can be divided into three main categories. Those are, "Informative, Persuasive and Entertaining speaking." Pittsburgh (2007) considers the main purposes of a speech to be only Informative and Persuasive. However, both sources present the idea that there is no "absolute line" between speaking informatively and/or persuasively. Instead they agree on the facts that informative speech aims to explain and inform about an issue or an information and persuasive speech is targeting "minds and beliefs" of the audience and appeals to the listeners to adopt new ideas and question the old ones and vice versa.

6. ANALYSIS OF THE TEXTS

The main focus of the practical part in this work will be to use the theoretical research in order to effectively analyze the use of metaphor and metonymy in selected speeches by Queen Elizabeth II. These figures of speech will then be considered mainly from the point of linguistic studies and examinations discussed in the theoretical part. Due to the extent of this work specific context, function and the area of public speaking will be commented only where necessary.

The appendix of this work comprises random examples of figurative language in selected speeches given by the Queen Elizabeth II throughout the history. This list of examples is the main focus of the analysis. These instances are classified into separate categories and subcategories already on the attached list in order to provide systematic accessibility.

First category contains the examples of metaphorical expressions. There is a total of 84 metaphorical expressions, which are based on resemblance used in all of the studied transcripts this number equals to 59% of all 143 cases of figurative language. Out of which there is 77 metaphors which constitute 54% and 7 cases of simile, i.e. 5%. Metaphorical expressions with its closely related figure of speech simile compose the majority of all instances of figurative language in the chosen transcripts. The second half of the appendix contains metonymical expressions detected in the texts. There is a total of 59 metonymical expressions, i.e. 41% which are based on association. Out of which 56 samples are examples of metonymy, this number equals to 39% of all cases. And 3 excerpts are classified as synecdoche, i.e. 2% which is also categorized as a special case of metonymy based on "part-to-whole" relationship. The number of metonymical expressions is lower compared to the metaphorical one by 18%, i.e. 25 instances.
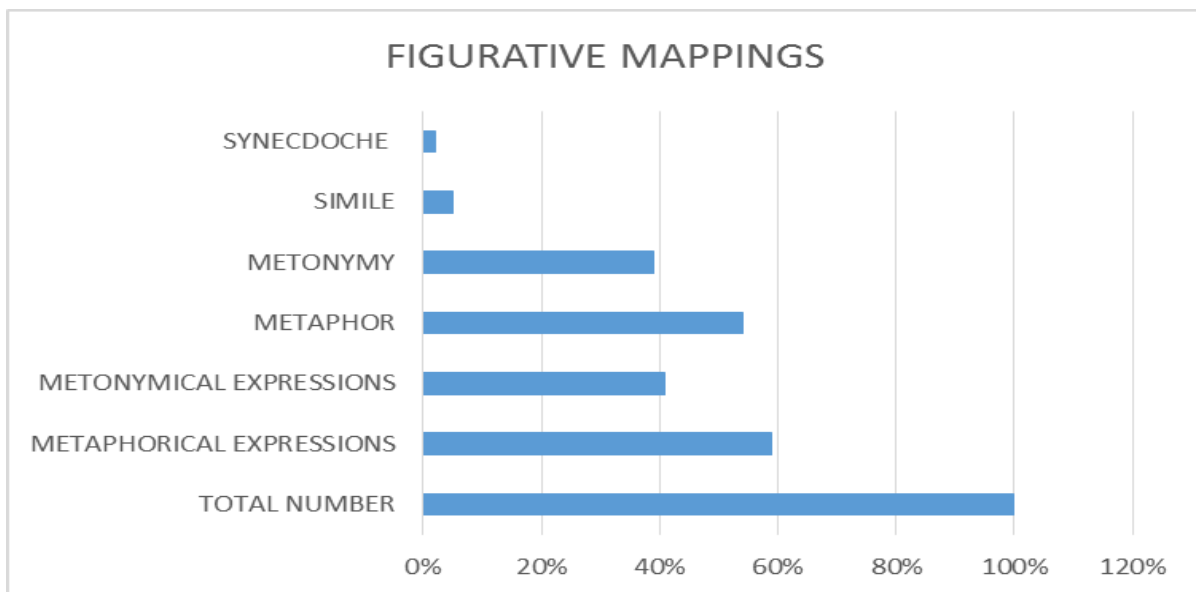
The analysis is structured into 4 core categories which are focused on detailed study of individual tropes mainly from the point of linguistics which were studied in the theoretical part. Each segment will comprise examples from the list attached as appendix to this document.

6.1 METAPHOR

Metaphors are a figurative device which is based on resemblance between one object from a SOURCE domain and another object in the TARGET domain as discussed in the chapters 2, and 3. This chapter comprises the total of 77 metaphors. All of these were separated into specific categories and the individual metaphors share very little or not enough common features to be united into a grouping. Analysis will be conducted starting with the Orientational metaphors and will continue through Ontological metaphors, where the main categories are dealing with Emotions and finally move to Structural metaphors. Separate studies will be made for cases which are similar and share common features with each of the categories as well. Due to the extent of this work each category will be studied only summarily in order to continue with the analysis.

The following graph shows the total number of all occurrences of conceptual metaphors. The total number of instances is 77. The table illustrates the organization of the metaphorical expressions into three main categories, those are Orientational, Ontological and Structural. Total number for each of the main categories are, 12 orientational, i.e. 16% of all metaphors, 35 ontological, which constitute 39% and 30 structural metaphors representing 45% of excerpts.
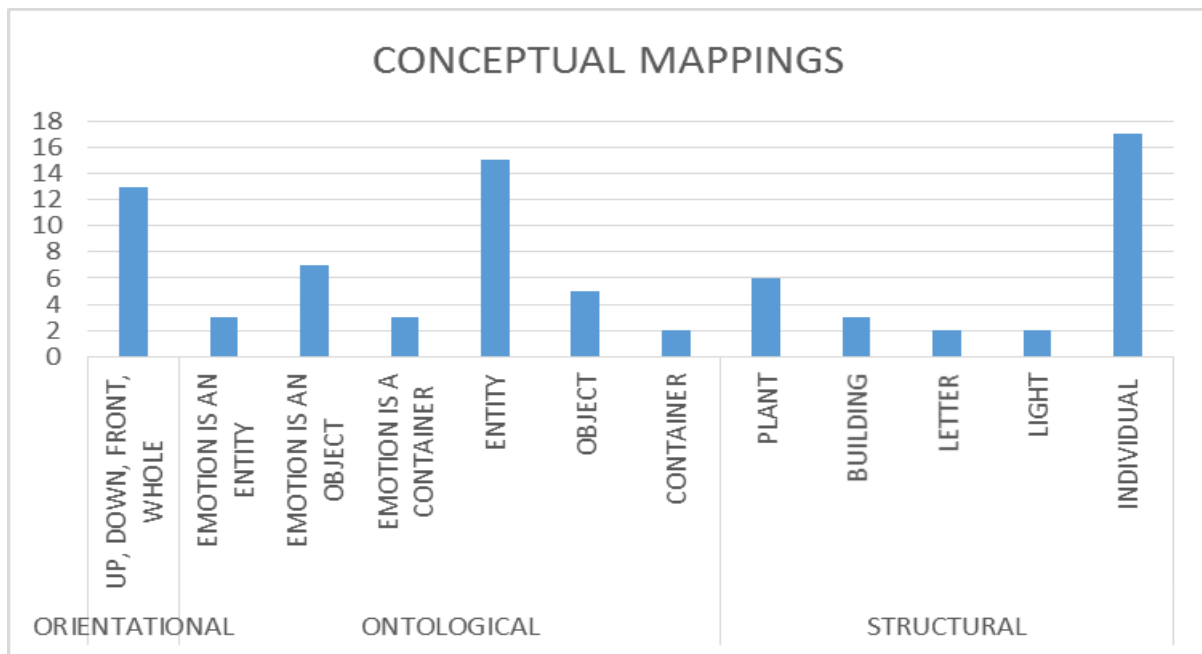
Each of the main categories is divided further into more specific sub-categories in order to structurally organize the analysis of individual cases. This allows for a study of specific aspects of multiple metaphorical expressions in individual subcategories and list multiple examples relating to the same aspect. The chart further states these sub-groupings and lists the numbers for each of them. Orientational metaphors are not divided any further because they do not comprise a large number and there will be sufficient space for their analysis. Ontological metaphors are first divided based on the studies of human emotions. The Queen utilizes a small degree of metaphors to describe the human affection. Those can be divided into 3 groups where 3 instances are based on ENTITY, 7 based on OBJECT and 3 more based on CONTAINER. The remaining three groups are based on the same principles but are not used to define any emotions and those cases can be separated into 15 based on ENTITY, 5 on OBJECT and remaining 2 on CONTAINER. Lastly, the structural metaphors can be divided into four separate groupings. The largest group was drawing resemblance from the domain of PLANTS containing 6 instances and resemblance of BUILDING which accounts for 3 excerpts. Next two subcategories are utilizing domains of LIGHT and LETTER, each comprising 2 representatives. Unfortunately there is a large number of expressions which could not be grouped with others because of their unique metaphorical resemblance this is due to the fact the. For this reason notable metaphors will be selected for individual analysis.

6.1.1 ORIENTATIONAL METAPHORS

These expressions are used for polar description of a subject which can be similar to what complementary antonyms do. The metaphors only possess two qualities in such system, those can be up or down, far or near, in or out, front or back, etc. Each of them is assigned positive or negative notion respectively. In this manner we can have a look at the instances from the transcripts.

1. *There have been ups and downs…* [1]

This example possesses both of the qualities at the same time. In this sentence the Queen described the situation after the Second World War has ended. Here the spatial orientation is in the expression *ups and downs*. Ups representing the times which were regarded as generally positive and Downs as negative ones. Here the spatial orientation correlates with the established notion of UP IS GOOD and DOWN IS BAD.

2. *But if we can sometimes lift our eyes from our own problems, and focus on those of others* [2]

UP can also represent the good moral standings and character. That is because the notion of upward motion is connected with positive outcome, this can be seen in the example [2]. Here, *lifting*

is this motion and it is addressed to the people at the Queen's Christmas speech. The notion is that lifting one's eyes from one's trouble will allow them to focus on other people instead. In such case the notion UP IS GOOD.

The established notions of UP being positive and DOWN being negative may not be true in some cases. In the excerpt [3] this is clearly demonstrated.

3.   *…we shall be able to take some of the burden off the shoulders of our elders* [3]

The Queen uses the expression to *take off burden*. The downward movement in this scenario is a positive effect and represents the young people adopting the responsibilities of their predecessors. This may also be seen as a morally good and the right thing to do. Another way to utilize the spatial orientation can be to denote responsibility and power. This does not bear the aspects of polar status which is similar to complementary antonyms but still has a wide area of use. For example.

4. *It often falls to the Prime Minister, and the Government of the day to be the bearer of the messages sent from people to Sovereign.* [4]

5. *…men and women into whose hands Australians choose to place legislative and executive responsibility.* [5]

In these examples the downward movement can be observed. Here, the notion DOWN is in both cases connected with RESPONSIBILITY. As can be noted in extract [4] *it often falls*. The falling is a straightforward illustration of a downward motion. This metaphor of a certain responsibility is always connected with a person or a group of persons and is used to denote a degree of accountability or to display the power they possess. The extract [5] is featuring this in *placing into hands* metaphor. Placing is generally connected with a downward gesture as well. Here it is the RESPONSIBILITY and POWER that is being placed into people's hands. It may be connected in this sense from the idea of giving power from an authority to the successor. Therefore, the power "falls" onto the newly elected or chosen person or a group of persons.

The majority of cases the Queen used were connected with positive aspect of UP IS GOOD. Examples of this are:

6. *…I have been uplifted and sustained by the knowledge…*[6]

7. *…the growing opportunities presented by the opening up of China towards a market economy.* [9]

8. *…and because we have tried to stand up for what we believe to be right.* [11]

In all of these extracts the upward movement represents positive and GOOD impacts. The state of being *uplifted* [6] denotes a positive state and an overall status of adopting a grateful attitude toward the knowledge which is presented as the main cause of this. The excerpt [9] presents two instances of this effect. First one is *growing opportunities* this is an increase of certain amount in this case it represents UP IS GOOD because there is more business opportunities. At the same time expression *opening up* is a representative of the same effect. Here, the UP IS GOOD is toward an open attitude adopted by the Chinese market economy. In this case opening up is a metaphor for increasing the capacity and potential total amount. The third example [11] illustrates the motion of *standing up*. This can be also used literally but in the combination of standing up for the right thing it draws resemblance from the motion of standing straight up in order to represent devotion. Again, UP IS GOOD in this example and it is also combined with the idea that upward movement is connected with the correct moral attitude.

9. *He who has never failed to _reach_ perfection has a right to be the harshest critic.* [7]

This example is featuring an upward motion and a certain level of skill. Here, the expression is *reach perfection* [7], where UP is connected with an amount or a level. Reaching perfection would be considered an impossible or at the very least very subjective degree or a level, therefore the perfection is portrayed as an item which needs to be reached. And so it can be concluded that UP IS MORE.

Orientational metaphors do not only comprise of UP or DOWN movements and even though the Queen does tend to make more frequent use of upward and downward movement, there can still be found couple of instances which are not of either orientation.

10. *We must continue to _move forward_ in a partnership which remains comprehensive, strategic and productive.* [8]

Another example is presented in *move forward* [8]. The motion is FRONT and it is considered to be within a partnership. This can be described as FRONT IS GOOD. Moving forward denotes a particular change and progress as to the opposite moving backwards would strongly indicate an amount of undoing and be seen as BAD.

11. *To accomplish that we must give nothing less than the _whole_ of ourselves.* [12]

Here, the polarity of outcome is divided between WHOLE and NOT WHOLE orientations.

The metaphor *give the whole of ourselves* [12] embodies the principle of full focus and complete devotion. This is recognized as a GOOD attitude because it is more effective toward the outcome rather than being distracted and not giving the whole of ourselves. Therefore it can be viewed that WHOLE IS GOOD.

12. *If we all go forward together with an unwavering faith, a high courage, and a quiet heart, we shall be able to make of this ancient commonwealth,* [10]

In this example it is possible to observe a total of three motions. First one is *go forward* [10] motion which predicts a positive attitude and progress in general. Here, the FRONT IS GOOD is further supported by the *unwavering faith* attribute. Second upward motion is represented in *high courage* [10] where UP IS GOOD can be seen because it can be replaced by bravery which is a positive attribute. Opposite of this would be cowardice or even bravado which are both regarded as negative. And the third motion is illustrated by *quiet heart* [10]. This last movement is connected with calming down one's thoughts or slowing down one's heartbeat. Either way this expression represents the notion DOWN IS GOOD because being calm is understood as effective problem solving as oppose to being agitated which is perceived negatively.

6.1.2 ONTOLOGICAL METAPHORS

Ontological metaphors are metaphorical expressions used to give abstract ideas more substantial basis for a study. This way experiences, states, events, emotions and thoughts are projected as either an entity, a substance or a container. The result is a more comprehensible terminology which can be analyzed using the linguistic fields and theories. Because human emotions are very abstract ideas they provide a lot of information for ontological analysis. Due to the large number of ontological metaphors and the extent of this work each category comprises couple examples of ontological expressions which are not dealing with emotions as well.

Emotions can be portrayed as an ENTITY in order to receive a metaphorical expression. This can be done by representing emotions as an entity which is connected with those specific feelings or the feelings are given abilities of a sentient being. This is presented in three excerpts.

13. *My heart goes out to those whose lives have been blighted by war, terrorism, famine, natural disaster or economic hardship.* [13]

14. *I take this opportunity to mention the strength I draw from my own family.* [14]

15. *Once again I was overwhelmed by the loyalty and enthusiasm of my Canadian people.* [15]

In the first example the Queen utilizes the human _heart_ [13] as the source of emotions. The heart in this case is demonstrating the compassion that Queen is sharing with the people affected by maladies. The ability of the heart as an entity to go out to people is a metaphorical expression of the Queen's empathy for her people. In another example, it is possible to observe emotions like _strength_ [14] being drawn out. This is not the physical strength of muscles but the emotional strength of mind. Here the strength being drawn out is like an entity which is being drawn out of a place. And the third excerpt is featuring emotions of _loyalty and enthusiasm_ [15]. In this expression, emotions are illustrated as entities which have the power to overwhelm other entities. Even though the Queen was not physically overwhelmed by anyone it is a resemblance of the way she felt.

It is not only emotions which can be interpreted through concepts of ENTITY. Excerpts from transcripts also include examples such as:

16. _I believe that we should be aware of events which, in the old days, might have passed us by._ [31]

17. _These 25 years have seen much change for Britain._ [37]

Here, the _events_ [31] are conceptualized as an entity. In such way it is possible to understand time and events as they are given abilities of an entity in order to _pass us by_. In this sense the events would be illustrated as people who have walked by without us paying enough attention to them. And in similar way the time is an entity in the following example [37] where it is given ability to see through eye-like organs. This way, the concept of time is more comprehensible and allows to be seen from a personal point of view. It allows us to see an abstract idea like time as an entity or even a human being that is watching the _change for Britain_.

Another way of understanding ontological metaphors and their use is by comparing emotions to an OBJECT of physical properties. The most frequent object in such sense is the human heart:

18. _...'Yet what I can I give him - give my heart'._ [16]

19. _I can give you my heart and my devotion to these old islands and to all the peoples of our brotherhood of nations._ [22]

The heart is taken as a physical item due to the fact that it is being bestowed as an object. It may illustrate devotion, faithfulness and determination. Devotion cannot be given to a person physically, instead it draws resemblance from the human heart as an essential part of any sentient being. Similarly to the example in [22] the heart is being given as a token of devotion and

commitment. An emotion cannot be committed quite plainly as a physical item or a human being. Therefore by committing one's heart as an object toward a future goal the Queen demonstrates how strongly she feels about her relationship toward her people.

20. *I welcome these two countries with all my heart.* [21]

Final example is similar to the previous in terms of commitment but the main physical aspect of an object is indicated by the sentence itself. The Queen is welcoming people *with* her heart. This way the heart is presented as an object which would exist separately from the Queen's own existence. Metaphorically the heart is an object used to denote sincerity and devotion. Other emotions were connected with the human thoughts and willpower.

21. *...kind people who have sent me messages of good will.* [17]

22. *Our thoughts are also with Diana's family...* [18]

23. *...to offer my best wishes to all those who will be giving their service to the nation...* [20]

In example [17] emotions of joy are represented by the *messages of good will*. Here, the good will is pointing toward a positive emotions, whether it were joy, satisfaction or happiness. Either way, they are physical objects due to their portrayal as messages of positive emotions. Similarly, another expression is featuring the idea of *thoughts* [18] being physical objects as they are also portrayed to exist with the family separately. And the third instance is showing *best wishes* [20] as an offering to people. These can be condolences and feelings of empathy. In many of these and the previous occurrences the structure of the sentence itself can aid to reveal abstract ideas as objects by using words like: *with, offer* and *give*.

24. *...as they seek to heal their sorrow...* [19]

This last example is demonstrating how *sorrow* [29] can be seen as an object or an entity. In this sense *healing* an emotions is compared to healing a wound. This wound is connected with sorrow as they are both seen as negative aspects of life but by comparing a wound to suffering we create an effective resemblance. It is because not everyone has experienced sorrow but everyone has experienced a physical wound. Even though the experiences of sorrow and wound can be different for everyone in scale they provide a very effective way of comprehension of an abstract emotion.\

The transcripts also provide examples of metaphors which are not dealing with emotions. For instance:

25. *The earliest free settlers brought their ideals of a democratic society with them, and*

succeeding generations of Australians have <u>inherited</u> those principles and <u>put</u> <u>them</u> <u>to</u> <u>work</u> in what we know as the parliamentary system. [41]

26. *...we paid tribute to those who have shaped the United Kingdom's <u>past</u> and <u>future</u> as a maritime nation...*[42]

In the first example the Queen utilizes a metaphorical expression by comparing abstract *<u>ideals</u> <u>of</u> <u>a</u> <u>democratic</u> society* [41] to ordinary objects which the settlers may have brought with them. In fact, the structure of the sentence also allows for a suggestion that the ideals were items on two occasions. The settlers were traveling *<u>with</u>* these *<u>ideals</u>* all along and could have been part of their inventory and the future generations have *<u>inherited</u>* and *<u>put</u> <u>them</u> <u>to</u> <u>work</u>* as objects or tools. Similarly, in the following example the Queen uses UK's *<u>past</u> and <u>future</u>* [42] as an object as well. Here the history itself is portrayed as an object which *<u>have</u> <u>been</u> <u>shaped</u>* by other people in their time of service.

Abstract ideas such as emotions can also be associated with CONTAINERS. These metaphors can be connected with buildings and places. In general, anything which can hold any volume can be a container. For instance:

27. *...my sister and I have been <u>taken</u> <u>to</u> <u>the</u> <u>heart</u> of their people and made to feel that we are just as much at home here as if we had lived among them all our lives.* [23]

28. *I say <u>from</u> my <u>heart</u>...* [24]

29. *We both have a special <u>place</u> <u>in</u> <u>our</u> <u>hearts</u> for our children.* [25]

All of these expressions are drawing resemblance between emotions which are represented by the human heart and the qualities of a container. In the first example, being *<u>taken to the heart</u>* [23] may represent a building or a place. As people would be taken from one place to another. In this case this place is the heart which is the illustration of the human emotions. This can show the kindness of the people that the Queen was staying and traveling with. Second example [24] is featuring a heart as a container where words originate from. The heart resembles a place which the Queen was speaking from in emotional terms. The heart in both cases signify kindness and sincerity. The third example is even specifically mentioning a *<u>place in our hearts</u>* [25]. This can resemble a room inside of a building. In this case, the place is referred to as a heart because it is supposed to show positive attitude, joy, kindness and care.

Finally an example of a metaphorical expression utilizing a CONTAINER as a conceptual domain which is not concerned with emotions is:

30. *At Christmas our <u>thoughts</u> are always <u>full</u> of our homes and our families.* [46]

Here, the idea of *<u>thoughts</u>* is representing a container for memories. The sentence structure also helps to identify this relation by the attribute of completeness. When an object has a capacity to be *<u>full</u>* or *empty* it can also serve as a container. Therefore the relations of THOUGHT IS A CONTAINER is plausible.

6.1.3 STRUCTURAL METAPHORS

Structural metaphors are using a literal structure of a subject to resemble a different subject in terms of another. This is a similar process to the ontological metaphors but structural metaphors are not limited to abstract ideas only and they can utilize structures of any other subject. Which means that structural metaphors are created based on many more variable source domains and not only centered on an entity, object, substance or a container.

In the studied transcripts the majority of structural metaphors were based on unique source domains but a small number of recurring metaphorical expressions was found as well. Such metaphors were most frequently based on PLANT, BUILDING, LETTER and LIGHT.

Expressions utilizing a source domain PLANT are applying the principles of a growing plant in areas such as politics, economy or people.

31. *….and now has one of the <u>fastest</u>-<u>growing</u> <u>economies</u> in the developed world.* [48]

32. *We welcome the <u>growing</u> opportunities presented by the opening up of China towards a market economy.* [49]

33. *….The economy in your charge, and which you inherited, is soundly <u>based</u> and <u>growing</u>.* [53]

In all of these examples the concept of ECONOMY is illustrated by the main source domain of PLANT. [48] *<u>Fastest-growing economies</u>*; [49] *<u>growing opportunities</u>*; [53] *<u>soundly based and growing</u>*. These all undoubtedly share the resemblance of a PLANT which has been planted and now is growing. Even the pace of the growth is mentioned. Such comparisons happen mainly due to the fact that when a flower or a tree is planted the main goal is for it to grow and become stable and self-sufficient and these are all very similar goals which people are determined to achieve in economy as well.

34. *… but there has also <u>sprung</u> from our island home a theme of social and political thought…*[50]

Here the domain of a plant is projected upon the domain of politics by expressing the *theme of social and <u>political thought – has sprung</u>.* Again, the political movement and ideology has been planted as a seed and now it has sprung and it can be seen by anyone. Therefore we can say that POLITICS IS A PLANT as well.

35. *… to relieve and remove the <u>blight</u> of hunger, poverty and <u>disease</u>…*[52]

In this excerpt, the hardships of the people can be also compared to a plant because *<u>blight and disease</u>* are also maladies which affect plants of any kind. Under such notion it can also be argued that a plant can be deprived of its nutrients therefore the *hunger* and *poverty* can also be extended toward the domain of plants. This may constitute that PEOPLE ARE PLANTS.

Another frequently used domain for structural metaphors was BUILDING and terms of NATION, POLITICS and KNOWLEDGE were described through this notion.

36. *Parliamentary democracy is a compelling ideal, but it is a <u>fragile</u> <u>institution</u>.* [55]

The system of democratic government is described as a *fragile institution*. This can be similar to banking institutions or any organization. Institution is mostly defined as a building which would be the main office. Also *<u>ideals</u>* can *<u>crumble</u>* just like a building would. From this example POLITICS can then be described through the notion of a BUILDING.

37. *On this broad <u>foundation</u> let us set out to <u>build</u> a truer knowledge of ourselves and our fellowmen…* [56]

This excerpt carries two features which are both from the domain of a BUILDING. Words *<u>foundation</u>* and *to <u>build</u>* immediately evoke the concept of a construction. Therefore the whole concept of creating broader KNOWLEDGE is resembled in the creation of a new building.

Another instances of recurring structural metaphors are based on LETTER and LIGHT.

38. *…It is a tough, even brutal, system but at least the <u>message is a clear one for all to read</u>.* [57]

Here, the voice of public opinion is being transferred to the concept of a LETTER. This is mainly because the direct electoral system is the most effective way to receive the opinion of the general public on matters constituting politics. And the Queen mentions that this *<u>message</u>* is a *<u>clear one for all to read</u>*. This means that PUBLIC OPINION can be portrayed through the domain of LETTER.

39. *But their spirit and their meaning <u>shine</u> through the ages never, perhaps, more <u>brightly</u> than now.* [59]

The Queen used this metaphor when talking about the tradition and legacy. In this excerpt, traditions are presented as LIGHT. *<u>Their</u> <u>meaning</u> <u>shine</u>*, is used to comprehend the extent of these old customs and the fact that they *shine* is used to metaphorically project these traditions into contemporary world and also to demonstrate their importance on that day. Therefore we can identify TRADITIONS as LIGHT.

40. *For I know that, despite the huge constitutional difference between a hereditary monarchy and an elected government, in reality the <u>gulf</u> <u>is</u> <u>not</u> so <u>wide</u>.* [63]

Here, the differences in types of governments are presented as *the <u>gulf</u>*. The gulf is used to denote the gap between the two political arrangements. This way the Queen defines the target domain of DIFFERENCES through the metaphorical structuring of LAND in order to illustrate the proximity of the two political variants.

41. *Prince Philip had served in the Royal Navy in the Far East, while I was <u>grappling</u>, in the ATS, with the complexities of the combustion engine and learning to drive an ambulance with care.* [73]

42. *Now we are able to work together and in the international community to <u>tackle</u> problems of environmental protection and sustainable development.* [75]

In both cases the Queen utilizes the source domain of sporting events, namely wrestling. In the excerpt [73] the word *<u>grappling</u>* is used to draw resemblance between a wrestling technique and the difficulty of learning about engines. Therefore, the LEARNING IS A SPORT. The example [75] features *<u>tackling</u>* which implicitly compares solving problems as *tackling* an opponent. Thus it can defined as SOLVING IS A SPORT.

Due to the extent of this work, more instances of structural metaphorical expressions that have been found in the transcripts are included in the APPENDIX where they have been summarily identified. These expressions are not recurring and bear little to no similar features in order to present them in an organized manner.

6.2 SIMILE

This category deals with similes which are different from metaphors by the degree of explicitness of the comparison they create. Similes are formed by a direct comparison. Most significant tools for producing a simile are lexical units *like* and *as* which are used as conjunctions in order to develop comparison.

The Queen used only 8 instances of simile in the studied transcripts, which is a very small number compared to the major category of metaphors used in the rest of her speeches. Out of the excerpts 7 were formed by a conjunction *as* and only 1 by *like*. This may be because the Queen favors formal language over informal and similes can create undesirably intrusive comparisons because they are very explicit. Examples include:

43. to living principles, *as sacred to the Crown and Monarchy as to its many Parliaments* [78]

44. *constant attention by a good nurse may be just as important as a major operation by a surgeon.* [79]

45. *When people in fifty-three years from now look back on us, they will doubtless view many of our practices as old-fashioned.* [80]

46. *The trouble is caused by unthinking people who carelessly throw away ageless ideals as if they were old and outworn machinery.* [84]

In the example [78] the Queen directly compares the importance of the constitution and the respect for Constitutional Monarchy by both the Monarchy and Parliaments throughout the Commonwealth. Similarly, the instance [79] associates the significance of an essential surgery and an attentive nurse. Example [80] concerns the manner of things and compares traditions and the legal system to customs which are considered outdated and no longer fitting. The Queen compares the contemporary world to the one fifty years in the future, thus creates a direct comparison. And in the final example [84] the Queen relates values and principles of a democratic nation to the mechanical equipment and machines which are no longer working at their best efficiency. The Queen was using this simile in order to explain the thoughts of the people who do not value and

oppose the democratic institution of Commonwealth of that time.

47. *We belong, all of us, to the British Commonwealth and Empire, that immense union of nations, with their homes set in all the four corners of the earth. <u>Like</u> our own families, it can be a great power for good - a force which I believe can be of immeasurable benefit to all humanity.* [82]

The only direct comparison utilizing the conjunction <u>*like*</u> is the example [82]. Here, the Queen relates the meaning of family to the notion of Imperial family which is represented by the British Commonwealth. She compares the united strength of individual families to the strength of the united Empire.

The main use of metaphorical expressions like metaphors and similes in public speaking is for listeners to comprehend the subject that is being discussed or the subject they are directly involved in. Metaphorical expressions like metaphors themselves and their closely related figure simile create an easy-to-understand metaphorical bridge between what is being said and how is it being said. The Queen uses metaphors far more frequently than similes and a little more frequently than metonymical expressions.

6.3 METONYMY

Second main category in the analysis of the Queen's transcribed speeches are Metonyms. There is a total number of 57 occurrences of metonymy. Metonyms are distinguished from metaphors by the means of Association described by Cruse (2000, p. 211) which is the key element studied in chapters 2, and 4. Similarly to the metaphorical expressions and due to the large number of metonymical expressions, instances of metonymy can be divided into 8 subcategories based on the domain of their association. Not all of these domains were described in the literature used for the theoretical part. This is due to the analogical model which can be utilized for recognition of individual domains because the possibilities for metonymy are nearly endless.

Some of the remaining examples which cannot be grouped with others will be summarily analyzed separately. The 8 main subcategories which share similar features are: NATION, PEOPLE, TECHNOLOGY, ORGANIZATION, LEADERSHIP, TIME, GOALS and PERSPECTIVE. The numbers for each subcategory, including the remaining individual examples are illustrated by the following chart.

METONYMICAL MAPPINGS
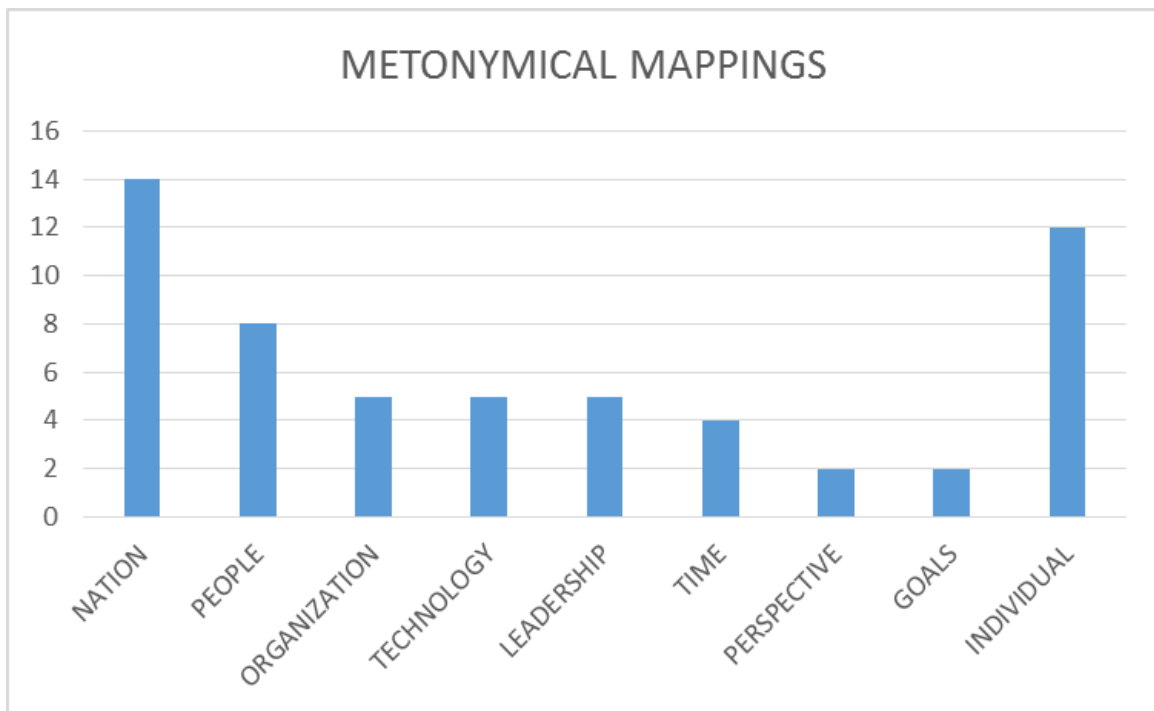
From the chart it is apparent that the most numerous group is NATION with 14 instances, where the association is based on the entire country of people. Then PEOPLE with 8 cases and ORGANIZATION, TECHNOLOGY and LEADERSHIP with 5 occurrences each. TIME with 4 and GOALS and PERSPECTIVE with 2 examples. The remaining metonyms remain isolated and appear only once throughout all the transcripts, those account for 12 instances.

6.3.1 NATION

First subcategory is based on the fact that the Queen often mentions countries as a whole unit while referring to all of the people, therefore the NATION. This category is the largest one particularly because the Queen talks to the people of Commonwealth and other countries. Therefore in order to address the people she utilizes the metonymical association as described by both Cruse (2000, p. 211) and Wren and Martin (2008, p. 333-334) and replaces the individual people by the name of the country instead. Examples include:

48. *… to show <u>modern Australia</u> to the world, an Australia that is culturally diverse and dynamic, intellectually vibrant, economically strong, with a real sense of community and with a natural instinct for hospitality.* [85]

49. *… <u>Britain</u> had just <u>endured</u> six years of war, emerging battered but victorious.* [89]

50. *Today the <u>United States remains our</u> most important <u>ally</u> and our two nations contribute to the security and prosperity of our peoples, and of the world, through shared national interests.* [96]

In these examples the Queen uses the name of the country to represent the whole of a nation. The instance [85] <u>*modern Australia*</u> is to represent the new generation of people and the modern way of living. In [89] <u>*Britain endured*</u> is used to demonstrate the victory and courage of the people not Britain as a piece of land. Similarly <u>*United States remains our ally*</u> in excerpt [96] is meant to represent the relations between the people in charge of both countries in order to represent the whole of a country. This is how majority of the metonyms associated with NATION were used, but the Queen used following two examples in a slightly different manner:

51. *I declare before you all that my whole life whether it be long or short shall be devoted to your service and the service of our great <u>imperial family</u> to which we all belong.* [92]

52. *It is unfortunate that there are so many troubles facing the <u>world</u> today,* [97]

In both of these examples the metonymical expression is used to represent people and nations. The Queen used a more expressive terms in example [92] where the metonym <u>*imperial family*</u> is used to represent the entire Commonwealth of that period and all the nations and the people who belong there. In the excerpt [97] <u>*the world*</u> is used to denote all of the nations around the world and all of the people. Here the whole is used to represent parts. Where the whole is <u>*the world*</u> and the parts are the nations and countries implied.

6.3.2 PEOPLE

In this subcategory expressions are used in order to represent a certain group of people. The association is always with a particular group of people. This association can be through attributes or aspects which are generally connected with them similarly to what Arata (2005 p. 58) mentioned about Greek gods and attributes associated with them. Examples are:

53. *....these among other things have helped to revive an awareness of historic national identities in <u>these Islands</u>.* [99]

54. *To use an expression more common <u>north of the Border</u>, this is a real 'gathering of the clans'.* [103]

In the first example [99] the Queen refers to the people specifically by <u>*these Islands*</u>. These are the people which live in the Islands and are part of the whole group which is the nation or the country. But the Queen needs to refer to the specific grouping of people and therefore <u>*these Islands*</u>

is used to refer to the identities of those people that live there which is very similar to the following instance [103]. There, the terminology *north of the Border* is illustrating where the specific type of people are situated and through the basic knowledge listeners can arrive at an understanding of who these people are.

55. *We need the kind of courage that can withstand the subtle corruption of the cynics so that we can show the world that we are not afraid of the future.* [101]

Here, the Queen uses *the world* as the people. In this sentence the metonymy is referential mainly to the *cynics* which are mentioned in the same sentence. But it can also denote the world in order to represent all the other people who would doubt the courage the Queen spoke of.

56. *The hospitality of the City of London is famous around the world, but nowhere is it more appreciated than among the members of my family.* [102]

In the last example the Queen uses the *City of London* to represent the people which were hospitable and *famous* for it around the world. The association is drawn between the representatives of the city who provide the hospitality and the entirety of the city. The specific people are part of the city but the city would exist even if those people were not there, therefore the metonymy is based on PEOPLE.

6.3.3 ORGANIZATION

Examples in this category are based on the association between the official institutions and their similarities to how an organization and its people work in general. The Queen uses this association mainly in connection to governments.

57. *It often falls to the Prime Minister, and the Government of the day, to be the bearer of the messages sent from people to Sovereign.* [107]

Here, the *Government of the day* is representing the group of people which are in charge during that period. The government is referred to as an organization which is in control of informing the ruler of the messages from the people. Government is a whole which represents a part, in this particular sentence it can be the Prime Minister himself or herself or it can be the specific people who are responsible for delivering these messages.

58. *This year Ghana and Malaya joined our <u>brotherhood</u>. Both these countries are now entirely self-governing.* [110]

59. *Instead, the <u>United Nations</u> has grown and prospered by responding and adapting to these shifts.* [108]

In the example [110] the Queen is using the association of a <u>*brotherhood*</u> and the Commonwealth. The brotherhood would be a group of people which share the same interests, goals and loyalty. In this sense the brotherhood is the Commonwealth and the people which are part of the brotherhood are the nations and countries under the ultimate rule of the British monarch. And similarly the <u>*United Nations*</u> in example [108] is treated as an organization which has attracted more people and these people represent countries and nations. And it can also be an illustrations of people who have received more experience by *adapting*.

6.3.4 TECHNOLOGY

Technology was also a good subject for metonymical expression as the Queen grew up without such extensive reliance on modern technology. This provides an opportunity to create different associations between technology and terms which are similar in meaning. For Instance:

60. *How to take advantage of the <u>new life</u> without losing the best of the <u>old</u>.* [112]

Here the Queen associates the advancements in technology to the <u>*new*</u> and <u>*old life*</u>. She describes the opportunities which are now possible through the means of new technology of that time and she associates them with the idea of a new life and the old life. The Queen wants to take the *advantages* of this new technology but does not wish to completely discard the previous ones which have served well to that point. The Queen in her more recent speeches also mentions the internet as following examples:

61. *Information technology and the <u>dot-com world</u> are changing our lives, our work and the way we interact within and between countries - and will do so increasingly in the future.* [114]

62. *We have indeed become a <u>global village</u>. It is no longer possible to plead ignorance about what is going on in far-off parts of the world.* [116]

In both of these examples the internet is portrayed through a different association. In the example [114] the clear illustration of the World Wide Web is in the expression <u>*dot-com world*</u>. This can be seen as an association between a truly international network and the actual world as a planet

connected by bodies of water and continents. Similar case is in the excerpt [116] where the Queen associates the globalization in the form of news-reporting capabilities as a *global village*. This creates the picture which presents the concept of a village, which is by definition: a small group of houses in a rural area, and situates this concept globally across the planet.

6.3.5 LEADERSHIP

In this category the expressions used by the Queen are associated with a form of leadership or representatives of the highest executive power. The most common feature for such a role is the association between the human head and a leader. For instance:

63. *I address you today as Queen of sixteen United Nations Member States and as Head of the Commonwealth of 54 countries.* [117]

64. *As Head of the Commonwealth may I pay tribute…* [120]

Both of these excerpts are featuring the *Head* as the Queen herself. She portrays herself in this way to demonstrate her leadership and authority. The head is often connected with the highest cognitive function. Therefore, as the head is in charge of the human body so is the Queen in the charge of her people.

65. *…but with a new faith in the old and splendid beliefs given us by our forefathers, and the strength to venture beyond the safeties of the past,* [121]

In this instance the Queen refers to the leadership and to the previous monarchs as forefathers. The association is created between the way a father raises his child and a leader responsible for the future of their people.

6.3.6 TIME

Metonymy can also be used to represent time, either by referring to the future or the past. In the following examples the Queen uses expressions which are associated with the passing of time. For instance

66. *but the living strength and majesty of the Commonwealth and Empire; of societies old and new; of lands and races different in history and origins but all, by God's Will, united in spirit and in aim.* [123]

The Queen uses the expression *of societies old and new* in order to refer to the past and future monarchs, leaders and their people. Association is created between TIME and the previous

generation of people. TIME is compared to the passing of these generations of people. Therefore, the TIME is associated with the lifespan of one generation to another. Similarly in the following example, the lifespan is an indication of this.

67. *Australia has also enhanced its reputation as an active and responsible partner in world affairs half of this country's life* [124]

Here, the term *half of this country's life* is also an indication of a certain amount of TIME. The *country's life* can be translated into the history of the country. And the history is associated with the passing of TIME which is illustrated by the *country's life*.

6.3.7 GOALS

The Queen also used two instances of a metonymical expression in order to refer to GOALS or achievements. In both of the following examples the main goals were associated with the human heart. For example:

68. *In your inaugural address, you spoke to the American people of the values that lay at the heart of your nation's success*[125]

In this illustration the human *heart* represents the main purpose and the GOAL which these *values* are attempting to achieve. The association is created between the human heart and the values which are important for achieving *success* as heart and spirit are important to reach personal objectives. Therefore, the heart is representing the main aims and GOALS which needed to be achieved first in order to reach the success. Similar process is observed in the second excerpt:

69. *...law abiding and prosperous for which men and women have striven so long and which is the heart's desire of every nation here represented.* [126]

As before, the main GOAL of *every nation* is associated with the *heart's desire*. This is also supported by the sentence structure where the *heart's desire* is presented as an objective which people strive toward. Therefore the heart's desire is closely connected with GOALS and achievements.

6.3.8 PERSPECTIVE

And finally the Queen also utilized two expressions which illustrate the same perspective on subject matter. Both of these instances share the same features of association:

70. *but we are encouraged that in most respects our two countries see these problems in the same light* [127]

71. *I am sure that you will see our difficulties, in the light that I see them, as the great opportunity for you and me.* [128]

The Queen uses the expression *light* in both examples [127] and [128] in order to illustrate the similar PERSPECTIVE on the issues discussed. Light demonstrates the way opinions are projected. The association is created between the word *light* and the way matters are discussed and which side the people support. Opposite of the *same light* would be different light which would demonstrate different or even completely opposite opinions.

6.3.9 INDIVIDUAL

This last category comprises excerpts which do not share any similarities among each other and thus cannot be grouped and analyzed collectively. Due to the extent of the work there is not enough space to analyze every utterance, but among the most prominent and notable expression which were used by the Queen are:

72. *Mr. President, I firmly believe that the strength of our links and many shared interests will continue to ensure that when the United States and the United Kingdom stand together,* [129]

The word *links* is associated with the relations between the countries leadership. This idea associates the pledge of two or more countries to uphold a certain relationship and the links made out of physical alloys. Links are similar to bonds which is where this connection is originating.

73. *It gives expression, as I pray it always will, to living principles, as sacred to the Crown and Monarchy as to its many Parliaments and Peoples.* [133]

Here, the *living principles* are based on association with the constitution which needs to be upheld by the ruler, the Parliament and the people. The concept of *living* can be attributed to the fact that the constitution can be revised and changed accordingly to the benefit of the entire nation.

74. *For us, a Royal Family, however, the message is often harder to read, obscured as it can be by deference, rhetoric or the conflicting currents of public opinion.* [137]

The expression *conflicting currents* is used in order to represent the opposition to the

discussed issue, at that time these currents were concerned with the election of a new Prime Minister. Association is drawn between the currents of water which are in opposite flow of the river and the two options of the people whether to vote for a candidate or not.

75. *More than ten thousand men and women can take great pride in the parts they have played in the creation of this symbol of Australian unity and democracy.* [140]

In the final example the association is created between an organized work of a group of people and an organized performance in a theater or a movie. Expression *the parts they played* is connected with both the work that has been done and an artistic performance. Similar to this expression is also *roles they play* which can be used in both types of context as well.

6.4 SYNECDOCHE

Synecdoche is a special type of metonymy. This figure of speech features *The Part for The Whole* notion which was studied by Lakoff (1980, p. 37) and discussed in the chapter 4.1. The main difference is in the fact that synecdoche is utilizing a crucial part which is essential to the properly functional existence of a subject in order to represent the whole of the subject.

76. *That same spirit was also in evidence from the moment the Olympic flame arrived on these shores.* [141]

The synecdoche in this sentence is represented by the *Olympic flame*. Olympic flame is an object essential to the Olympic games, without it, the Olympic games would not be taking place. The Olympic flame in this sentence is used to represent the flame bearer who arrived. Similarly the Olympic flame could not have been brought to the Olympic games without the flame bearer and the person who brought it could not be titled a flame bearer without the torch itself, therefore a Synecdoche is created.

77. *It is fitting, therefore, and a great pleasure for me, to offer my best wishes to all those who will be giving their service to the nation within these walls, and to declare open the new Parliament House of the Commonwealth of Australia.* [142]

In this excerpt, the synecdoche *within these walls* is representing the newly constructed Parliament building in Australia. The expression is used to display a workplace for the members of parliament who will be working there. This synecdoche is relying on the fact that *walls* constitute an integral part of a building and without the *walls* the building could not exist or be perceived as a

finished construction. Therefore, an integral part is representing the whole.

78. *Australia's leadership* *in helping the people of East Timor has won wide acclaim.* [143]

The final excerpt is featuring a synecdoche where the whole is representing an essential part. The instance, *Australia's leadership* is used to denote the actions of a person who is in charge of the whole country or its representative, which in this case is the Prime Minister of Australia. Therefore if we consider Australia's system of government then the *Australia's leadership* would not exist without the Prime Minister and he or she would not exist if Australia did not require the type of leadership set by their Constitution and therefore the Australia could not exist. Thus a synecdoche is created on the basis of set principles rather than an actual physical existence.

7. CONCLUSION

Conclusion will comment on the figurative language discussed in the theoretical part and the analysis concerning metaphorical and metonymical expressions used by the Queen Elizabeth II in her speeches throughout history and on varying occasions.

The aim of this thesis was to analyze the use of figurative language in the area of public speaking. The main goal was to concentrate on the metaphorical and metonymical expressions which Queen Elizabeth II applied in her speeches. In the analytical part, the main focus was to analyze metaphors and metonyms specifically from the linguistic perspective and to consider the context where it was necessary in order to demonstrate possible applications of figurative language in a speech that is both effective and economical. First of all, the difference between literal and non-literal meaning was established in the beginning. The most prominent authors which were dealing with the matters of defining the differences were Cruse (2000) and Recanati (2004). Secondly, after it was established that non-literal meaning is manifested in the figurative language, the two main figures of speech were introduced. Discussion summarily dealt with the etymological origins of Metaphor and Metonymy. Oakton (2013) and Halley (2005) contribute by clearly stating the translation from Greek language for both figures. In the following chapter the metaphor was defined as a figure of speech. The definition was created based on the literature published by Cruse (2000), Lakoff (1980), Kövecses (2010) and Barcelona (2003) in order to provide basic premise of what this figure of speech represents and how it is used. Next, the definition of conceptual theory for mapping metaphors was introduced. The individual categories for each of the main types of metaphors were explained through the literature by Lakoff (1980) and Kövecses (2010). This theory includes: Orientational metaphors, Ontological metaphors and Structural metaphors. In the subchapter for metaphor, definition of simile was incorporated as well. Simile was defined as a figure of speech closely related to metaphor and distinguished from it by the degree of explicitness involved. Next, the metonymy as the second essential figure of speech for the analysis was introduced. Most of the information regarding the definition of metonymy was contributed by Barcelona (2003) and Cruse (2000). Metonymy is based on association and thus creates the change of words. Similarly to metaphor, metonymy shares similarity with synecdoche which was defined in the following subchapter. Synecdoche was described by Lakoff (1980) as a special type of metonymy because of the "*The Part for The Whole*" principal where an essential part is used to denote the whole of a subject. And finally, the area of Public Speaking was briefly introduced and the main purposes for a public speech were mentioned in order to demonstrate that context can play a crucial role in interpreting metaphorical and metonymical language.

In the analysis, the main goal was to attempt to expose the motivation behind each expression and to demonstrate the importance of figurative language in ordinary life. For the analysis, a total of 143 instances was taken from the transcribed speeches of the Queen Elizabeth II.

Total number of metaphorical expressions was 77 i.e. 54% of all figures of speech detected. These were structured into 3 main categories, i.e. Orientational, Ontological and Structural metaphors. Orientational metaphors were analyzed together because they only comprise 12 metaphors i.e. 16% of all metaphors. This is a small number compared to 35 ontological and 30 structural metaphors which constitute 45% and 39% respectively. The most numerous type of mapping in orientational metaphors was UP IS GOOD, this is illustrated by a positive effect which is represented by a spatial upward movement. For the category of ontological metaphors, expressions were structured into groupings based on the conceptual theory of mapping metaphors. Therefore, subcategories ENTITY, OBJECT and CONTAINER were created. The Queen often used expressions concerned with human emotions and empathy. Due to the large number of structural metaphors, expressions which were utilizing similar structures were organized as separate categories and notable individual instances were mentioned at the end. As a similar figure of speech to metaphor, simile was commented on in the next. There were only 7 cases of simile found, i.e. 5% of all figures. Next, the metonymical expressions identified in the texts were analyzed and commented on. There was a total of 56 cases of metonymy, i.e. 39% of all figures of speech. Finally, the excerpts of synecdoche were commented on. There were only 3 cases of synecdoche, i.e. 2% of terms detected in the transcripts.

It can be without a doubt concluded that Metaphorical and Metonymical expressions can be very effective tools in relaying complex information. This can be due to the figurative aspect of the language to which every listener can project their own images and therefore allowing the large congregations of listeners to understand one concept through individual imagination. The main idea should always be clearly defined specifically in official documents but in order to deliver effective and economical speech these expressions are encouraged in order to captivate the minds and hearts of the people and to motivate them and allow them to relate to one another. The conclusion points out that the most frequent device in the figurative language is a metaphor. Metaphors can be applied to all concepts of life which makes them ideal for description and relatability. In some cases, the figurative language was observed as arbitrary when expressions tend to repeat often. This may offer the opportunity to use an old idea as a precedent to the new concept through the means of metaphorical language. Arbitrariness can also defeat the very purpose of metaphorical terminology as well. This is why metaphorical expressions can be similar but should mainly be original.

8. RESUMÉ

Tato bakalářská práce se zaobírá metaforickými a metonymickými výrazy spolu se stylistickými prostředky přirovnání a synekdocha v oblasti veřejného řečnického projevu. Za tímto účelem byly prostudovány záznamy veřejných projevů královny Alžběty II. a jejich přepsané formy zpřístupněné na britských internetových mediálních stránkách a dále také na internetových stránkách zveřejňujících záznamy o aktivitách celé královské rodiny Velké Británie. Ve vybraných projevech bylo nalezeno celkem 143 jednotlivých příkladů řečnických literárních prostředků. Teorie se nejrozsáhleji soustředí na definici metafory a metonymie za účelem detailní lingvistického rozboru v praktické části. Jedním z ústředních pilířů této práce je konceptuální teorie, která se soustředí na efektivní zmapování jednotlivých metaforických výrazů a předkládá je jako součást každodenního života. Touto teorií se nejintenzivněji zaobírají americký kognitivní lingvista Lakoff (1980) a maďarský lingvista Kövecses (2010). Praktická část se soustředí na lingvistickou analýzu vybraných příkladů za využití konceptuální teorie metafor a analýzu metonymie, která byla rozebírána na základě literatury v teoretické části. Cílem práce bylo nalézt řečnické literární prostředky a analyzovat je z pohledu lingvistiky s přihlédnutím ke kontextu daného projevu za účelem poukázání na neustálou přítomnost obrazné řeči v každodenním životě a její efektivní využití ve veřejném projevu.

Jako první bod teorie byly studovány rozdíly mezi doslovným významem slov a výrazů s nedoslovným nebo obrazným významem. V této části byla krátce a obecně představena oblast sémantiky a pragmatiky, aby byl demonstrován rozdíl mezi významem ustáleným a významem, který vyplývá z kontextu. Hlavní přínos do této části teorie přinesl francouzský analytický filozof Recanati (2004), který popisuje sémantiku a pragmatika a studuje důvody pro existenci významu doslovného a obrazných interpretací. Jako nedílná součást rozdílů mezi těmito dvěma významy jsou také uvedeny různé lingvistické prostředky, kterými je možné docílit proměny jednoho mínění v druhé a naopak. Tyto metody jsou dále demonstrovány na příkladech poskytnutých odbornou literaturou. Na závěr jsou zmíněny oblasti, kde je možné pozorovat výskyt obou typů interpretací v běžném životě i s ohledem k historickému vývoji jazyka.

Dále se teoretická část zaměřila obecně na metaforu a metonymii a na rozdíly mezi nimi. Tato část nejprve stručně pojala etymologii obou stylistických prostředků, která vysvětluje původ významu z Řeckých slov. Metafora i metonymie jsou zde popsány nejlépe za pomoci odborné literatury od lingvistů Lakoff (1980) a Cruse (2000). Nejprve je popsán základní rozdíl procesů, kterými jsou oba stylistické pojmy vytvářeny. Metafora se v principu liší tím, že při jejím použití se jeden daný výraz popisuje za pomoci podmínek druhého výrazu a tímto způsobem vzniká obrazné

porovnávání daného subjektu. Hlavním účelem metaforického výrazu je porozumění danému předmětu. Díky porovnávání předmětu, který není jasně definován, nebo který může být interpretován odlišnými způsoby, a předmětu, který je již znám svými vlastnostmi nebo schopnostmi, dochází k lepšímu pochopení na základě obrazné podobnosti. Metonymie na druhé straně primárně využívá proces odkazování. Tímto způsobem je možné využít již ustálené slovo nebo výraz a použít jej za účelem popsání určité vlastnosti nebo podstaty daného jevu. Rozdělení dále pokračuje definicí základu pro metaforu a metonymii. Metafora byla definována jako princip založený na „podobnosti" (resemblance), také označované jako „vnější podobnost". Metonymie je v tomto ohledu definována jako prostředek, který je založen na „spojitosti" (association). Na závěr této kapitoly byl obecně shrnut běžný výskyt obou prostředků v každodenním životě.

Následně byla metafora studována v samostatné kapitole teoretické části, kde byla představena konceptuální teorie metafor. Teorií zabývajících se metaforou existuje více, ale s ohledem na rozsah této práce byla zvolena pouze jedna. Tato teorie je podporována předními autory pro kognitivní lingvistiku Cruse (2000), Lakoff (1980) a Kövecses (2010). Tato kapitola a náležité podkapitoly popisují základní principy konceptuální teorie metafor a její přístup k dělení metafor na několik druhů. V jednotlivých podkapitolách jsou tyto druhy metafor popisovány s větším zaměřením na odbornou literaturu. Další podkapitolu tvoří metaforické „rozšíření" (extension), které vzniká, když nově vytvořený předmět získá metaforické pojmenování na základě podobnosti s již existujícím objektem. Příkladem jsou moderní technologie, kde na základě podobnosti se skutečnou myší vzniká termín počítačová myš a tento termín je přijat a nadále jej nejde nahradit jiným termínem, který by měl identický význam. Následující podkapitola popisuje „smíšenou metaforu" (mixed metaphor). Tato smíšená metafora je charakterizována jako prostředek, který vzniká nejčastěji z nedopatření nebo nesprávného použití metaforického výrazu a pouze velmi zřídka je možno identifikovat smíšenou metaforu jako prostředek užitý úmyslně. Smíšenou metaforu je možné brát jako úmyslnou pouze v případech, kdy je prokazatelně ustanovená satira nebo ironie vzhledem k popisovanému předmětu nebo ke konceptu metafory samotné. Přirovnání bylo shrnuto na závěr kapitoly týkající se metafory. Vzhledem k podobnostem mezi metaforou a přirovnáním byly rozdíly mezi dvěma prostředky identifikovány. Přirovnání se liší od metafory v úrovni zřetelnosti mezi jednotlivými podobenstvími. Přirovnání bylo definováno jako explicitní podobenství, oproti metafoře, u které se jedná o podobenství implicitní. Zároveň se u přirovnání využívá částice „jako" (like; as), na jejímž základě se podobenství stává přímé, neboli explicitní.

Konceptuální teorie metafor byla vybrána jakožto jedna z nejznámějších teorií v oboru

kognitivní lingvistiky za účelem systematické analýzy nashromážděných jevů z vybraných proslovů. Tato teorie se zakládá na principu přejímání aspektů ze zdrojové domény (source) jednoho předmětu nebo kontextu za účelem strukturované projekce daných aspektů do domény cílové (target). Konceptuální teorie se využívá zejména pro zjednodušení abstraktních konceptů za pomoci konkrétních jevů. Abstraktní jevy tímto získávají vlastnosti nebo schopnosti skutečných nebo fyzických předmětů. Obecně platí, že zdrojová doména využívá více konkrétních konceptů a cílová doména převážně abstraktních konceptů. Na základě této teorie byl souhrn metaforických výrazů rozčleněn na tři typy metafor, které umožní systematickou analýzu v praktické části. V teoretické části jsou jednotlivé typy metafor začleněny do podkategorií a detailně studovány v souladu s odbornou literaturou publikovanou autory Lakoff (1980) a Kövecses (2010).

Metafory jsou na základě konceptuální teorie rozděleny na strukturální metafory, orientační metafory a ontologické metafory. Strukturální metafory jsou založeny na struktuře jiných jevů nebo předmětů a tuto strukturu poté aplikují na jiné jevy nebo předměty. Jedná se například o metaforu MYSL JE STROJ (mind is a machine), která podává celkový koncept komplikované lidské mysli v termínech stroje. V takovém případě by se podobenství rozbité mysli dalo interpretovat jako neschopnost člověka operovat v běžném prostředí. Orientační metafory se zabývají prostorovým vnímáním fyzicky reálného světa. Určité směrové orientace jsou obecně spojovány s pozitivním nebo negativním efektem. Obecně tedy platí, že pozitivní efekty jsou spojovány s prostorovou orientací směrem nahoru, a naopak negativní efekty jsou často spojovány se směrem dolů. Tento úkaz nemusí platit vždy, což bylo také v praktické části demonstrováno na příkladech. Třetím typem jsou ontologické metafory, které jsou aplikovány na koncepty, které jsou méně známé nebo se nedají dostatečně popsat z pohledu reálného světa. Tyto koncepty zahrnují například lidské emoce nebo ekonomické ukazatele. Na ontologické metafory je často nahlíženo jako na personifikaci, protože ontologické metafory využívají naší vlastní zkušenosti s fyzickými předměty a ty poté aplikují na abstraktní jevy a připisují jim jejich kvality a schopnosti. Základními fyzickými pojmy jsou entita, objekt a kontejner. Vzhledem k tomu, že jsou nám známy například fyzické vlastnosti a dovednosti entity, dokážeme si tedy lépe představit zkušenosti, události nebo jiné abstraktní jevy.

Dále byla popsána metonymie z hlediska lingvistických definic spolu s aplikací a tvořením v běžné i literární oblasti. Základní princip spojitosti byl demonstrován na několika příkladech, na kterých bylo poukázáno na metonymii jako efektivní prostředek pro zdůraznění a vyznačení zamýšleného významu. Synekdocha byla zahrnuta jako podkapitola pro metonymii, jelikož synekdocha je založená na principu podobném metonymii. Rozdíl mezi těmito dvěma prostředky spočívá v tom, že synekdocha využívá jednu část celku za účelem popisu celého předmětu podobně

jako metonymie, ale synekdocha využívá právě tu část, která je nedílnou složkou daného celku.

Na závěr byl krátce uveden veřejný projev jako řečnická disciplína. V této části byly shrnuty základní prvky řečnického projevu s ohledem na záměr a kontext daného proslovu. Tato kapitola uvádí jako nejdůležitější část proslovu cíl, za kterým je projev podáván. Tři hlavní záměry pro veřejný proslov jsou: informativní, přesvědčovací nebo zábavný.

Pro analytickou část bylo nashromážděno 143 případů řečnických literárních prostředků vyskytujících se ve vybraných projevech královny Alžběty II. Jednotlivé extrakty byly zorganizovány do 4 hlavních skupin: metafora, přirovnání, metonymie a synekdocha. Hlavní kapitoly metafory a metonymie dále obsahují rozdělení do odpovídajících podkapitol. U metafory se jedná o rozdělení v souladu s konceptuální teorií a u metonymie se jedná o rozdělení do jednotlivých podskupin podle četnosti opakování spojitostí, na kterých jsou metonymické výrazy založeny. Metafora byla rozdělena na orientační, ontologické a strukturální metafory. Metonymie byla rozdělena celkem na 9 částí v ohledu na často se opakující spojitosti. Přirovnání a synekdocha byly analyzovány zvlášť vzhledem k nízkému počtu nalezených případu pro oba prostředky.

Největší počet analyzovaných prostředků se týkal metafor, kterých se v daných proslovech našlo 77, to je 54 % ze všech nalezených stylistických prostředků. Vysoké množství metafor oproti ostatním prostředkům je možné vysvětlit jejich univerzálností a jejich příležitostí ke kreativitě. Počet případů přirovnání bylo nalezeno 7, což tvoří 5 % z celkového množství. Královna ve svých projevech používá pouze velmi málo přirovnání a s ohledem k počtu metafor je zřejmé, že preferuje implicitní přirovnávání předmětů. Metonymických výrazů se našlo celkem 56, což zastává 39 % případů. Metonymie byl druhý nejčastější stylistický prostředek, který královna používala. Synekdocha se vyskytla pouze ve 3 případech, to tvoří pouhá 2 % z celkového počtu. Vzhledem ke speciálnímu kritériu, kterému definice synekdochy podléhá, se tento prostředek vyskytuje pouze ve velmi malém množství případů ve formálních projevech.

V analýze byly nalezeny metaforické výrazy, které odpovídají konceptuální teorii metafor. Tu tvořilo 12 orientačních metafor, 35 ontologických metafor a 30 strukturálních metafor. Metonymické výrazy byly zastoupeny celkem 9 dílčími kategoriemi, z toho byly nejčetnější výrazy ve spojitosti s NÁRODEM, LIDMI a ORGANIZACÍ. Analýza úspěšně demonstrovala skutečnost, že stylistické prostředky jsou důležitou součástí mluveného projevu a dokáží efektivně a zřetelně zprostředkovat implicitní význam. Zároveň analýza poukázala na přítomnost metaforických a metonymických výrazů ve formálním stylu a mluveném projevu určeném velkému množství populace.

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10. APPENDICES

CORPUS OF EXPRESSIONS

METAPHOR

ORIENTATIONAL METAPHORS

[1] *There have been ups and downs, but anyone who can remember what things were like after those six long years of war, appreciates what immense changes have been achieved since then.*
- UP IS GOOD, DOWN IS BAD

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenJubileespeech4June2002.aspx

[2] *Such talents and indomitable spirit are not given to all of us. But if we can sometimes lift our eyes from our own problems, and focus on those of others, it will be at least a step in the right direction, and Christmas is a good time to take it.as we approach a new year*
- UP IS GOOD

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1992.aspx

[3] *Now that we are coming to manhood and womanhood it is surely a great joy to us all to think that we shall be able to take some of the burden off the shoulders of our elders who have fought and worked and suffered to protect our childhood.*
- DOWN IS GOOD

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbirthdayspeech21April1947.aspx

https://www.royal.uk/state-banquet-president-peoples-republic-china-8-november-2005

[4] *It often falls to the Prime Minister, and the Government of the day, to be the bearer of the messages sent from people to Sovereign.*
- RESPONSIBILITY IS DOWN

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[5] *This new Parliament House will become the work place for the men and women into whose hands Australians choose to place legislative and executive responsibility.*
- RESPONSIBILTY IS DOWN

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx

[6] *Throughout this memorable day I have been uplifted and sustained by the knowledge that your thoughts and prayers were with me.*
- UP IS GOOD

http://www.emersonkent.com/speeches/coronation_speech_elizabeth_ii.htm

[7] *He who has never failed to reach perfection has a right to be the harshest critic.*
- UP IS MORE

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Annushorribilisspeech24November1992.aspx

[8] *We must continue to move forward in a partnership which remains comprehensive, strategic and productive.*
  - FRONT IS GOOD

https://www.royal.uk/state-banquet-president-peoples-republic-china-8-november-2005

[9] *We welcome the growing opportunities presented by the opening up of China towards a market economy.*
  - UP IS GOOD

https://www.royal.uk/state-banquet-president-peoples-republic-china-8-november-2005

[10] *If we all go forward together with an unwavering faith, a high courage, and a quiet heart, we shall be able to make of this ancient commonwealth,*
  - FRONT IS GOOD (*go forward*)
  - UP IS GOOD (*high courage*)
  - DOWN IS GOOD (*quiet heart*)

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbirthdayspeech21April1947.aspx

[11] *...largely because we have always tried to do our best to be honest and kindly and because we have tried to stand up for what we believe to be right.*
  - UP IS GOOD

https://www.royal.uk/christmas-broadcast-1957

[12] *To accomplish that we must give nothing less than the whole of ourselves.*
  - WHOLE IS GOOD

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbirthdayspeech21April1947.aspx

EMOTION IS AN ENTITY

[13] *My heart goes out to those whose lives have been blighted by war, terrorism, famine, natural disaster or economic hardship.*
http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1992.aspx

[14] *I take this opportunity to mention the strength I draw from my own family.*
http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenJubileespeech4June2002.aspx

[15] *Once again I was overwhelmed by the loyalty and enthusiasm of my Canadian people.*
http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1957.aspx

EMOTION IS AN OBJECT

[16] *I would bring a lamb; if I were a wise man, I would do my part'. The carol gives the answer 'Yet what I can I give him - give my heart'.*
http://www.telegraph.co.uk/news/uknews/queen-elizabeth-II/9765734/Queens-Christmas-Day-speech-in-full.html

[17] *Let me begin by saying 'thank you' to all the thousands of kind people who have sent me messages of good will.*
http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbirthdayspeech21April1947.aspx

[18] *Our thoughts are also with Diana's family and the families of those who died with her.*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Death ofDianaPrincessofWales5September1997.aspx

[19] *I know that they too have drawn strength from what has happened since last weekend, as they seek to heal their sorrow and then to face the future without a loved one.*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Death ofDianaPrincessofWales5September1997.aspx

[20] *It is fitting, therefore, and a great pleasure for me, to offer my best wishes to all those who will be giving their service to the nation within these walls, and to declare open the new Parliament House of the Commonwealth of Australia.*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Austra liabicentenaryspeech9May1988.aspx

[21] *and I welcome these two countries with all my heart.*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadca sts/ChristmasBroadcast1957.aspx

[22] *I can give you my heart and my devotion to these old islands and to all the peoples of our brotherhood of nations*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadca sts/ChristmasBroadcast1957.aspx

EMOTION IS A CONTAINER

[23] *Everywhere I have travelled in these lovely lands of South Africa and Rhodesia my parents, my sister and I have been taken to the heart of their people and made to feel that we are just as much at home here as if we had lived among them all our lives.*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbi rthdayspeech21April1947.aspx

[24] *I say from my heart*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadca sts/ChristmasBroadcast1952.aspx

[25] *We both have a special place in our hearts for our children.*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Golde nJubileespeech4June2002.aspx

ENTITY

[26] *I know that the fairness and decency for which this country is rightly renowned will mean that continued efforts are made to ensure that this prosperity touches all Australians.*

- PROSPERITY IS AN ENTITY

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Sydne yOperaHousespeech20March2000.aspx

[27] *The Commonwealth has always been a global network and is being given new relevance as the communications revolution touches us all.*

- REVOLUTION IS AN ENTITY

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Sydne yOperaHousespeech20March2000.aspx

[28] *Of course, we do not know what was going through the mind of Captain Phillip when he stepped ashore at Sydney Cove, but I am sure he could never have imagined such an event as this,*

or the scene before us today.
- THOUGHTS ARE ENTITIES

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx

[29] *It (government) has provided the fabric of good order in society and has been the guardian of the liberties of individual citizens.*
- GOVERNMENT IS AN ENTITY

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SilverJubileeaddresstoParliament4May1977.aspx

[30] *I have behind me not only the splendid traditions and the annals of more than a thousand years but the living strength and majesty of the Commonwealth and Empire*
- ORGANIZATION IS AN ENTITY

http://www.emersonkent.com/speeches/coronation_speech_elizabeth_ii.htm

[31] *I believe that we should be aware of events which, in the old days, might have passed us by.*
- EVENTS ARE ENTITIES

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1993.aspx

[32] *On this broad foundation let us set out to build a truer knowledge of ourselves and our fellowmen, to work for tolerance and understanding among the nations and to use the tremendous forces of science and learning for the betterment of man's lot upon this earth.*
- IDEAS ARE ENTITIES

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1952.aspx

[33] *Since then and since I first stepped ashore here in Sydney in February 1954 I have felt part of this rugged, honest, creative land.*
- LAND IS AN ENTITY

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

[34] *Distance is well-known to lend enchantment, even to the less attractive views.*
- PROXIMITY IS AN ENTITIY

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Annushorribilisspeech24November1992.aspx

[35] *But we are all part of the same fabric of our national society and that scrutiny, by one part of another, can be just as effective if it is made with a touch of gentleness, good humour and understanding.*
- POLITICS IS AN ENTITY

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Annushorribilisspeech24November1992.aspx

[36] *The completion of this splendid building has put the finishing touch to Walter Burley Griffin's grand design chosen by the Australian Government seventy-six years ago.*
- CONSTRUCTION IS AN ENTITY

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx

TIME IS AN ENTITY
[37] *These 25 years have seen much change for Britain.*
http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SilverJ

ubileeaddresstoParliament4May1977.aspx

[38] *This is a happy day for me, but it is also one which brings serious thoughts, thoughts of life looming ahead with all its challenges and with all its opportunity.*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbirthdayspeech21April1947.aspx

[39] *This year has seen significant progress made towards solving some of the world's most difficult problems - the Middle East, for instance, the democratic future of South Africa and, most recently, Northern Ireland.*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1993.aspx

[40] *It will be a time of justified celebration, but I hope it will also be a time of pause and quiet reflection.*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

OBJECTS

[41] *The earliest free settlers brought their ideals of a democratic society with them, and succeeding generations of Australians have inherited those principles and put them to work in what we know as the parliamentary system.*
  - IDEAS ARE OBJECTS – (*brought*, *put them to work*)

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx

[42] *Prince Philip and I were joined by our family on the River Thames as we paid tribute to those who have shaped the United Kingdom's past and future as a maritime nation, and welcomed a wonderful array of craft, large and small, from across the Commonwealth.*
  - HISTORY IS AN OBJECT

http://www.telegraph.co.uk/news/uknews/queen-elizabeth-II/9765734/Queens-Christmas-Day-speech-in-full.html

[43] *I am thinking especially of the Servicemen and women, and the aid workers with them, trying to keep the peace in countries riven by strife, and to bring food to the weak and innocent victims.*
  - COUNTRIES ARE OBJECTS

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1992.aspx

[44] *We must not be daunted by the anxieties and hardships that the war has left behind for every nation of our commonwealth.*
  - EMOTIONS ARE OBJECTS

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbirthdayspeech21April1947.aspx

[45] *Prince Philip and I have over the years deeply appreciated the warmth and generosity shown to us by Australians in every corner of the world. Your welcome today has been no exception.* [48]
  - COUNTRY IS AN ANGULAR OBJECT

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

CONTAINER

[46] *At Christmas our thoughts are always full of our homes and our families.*
   - MIND IS A CONTAINER

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1952.aspx

[47] *The Charter of the United Nations was framed with a view to giving expression to these great purposes and so forming a fitting memorial to the men and women whose toil and sacrifices turned those ideas into articles of faith for the nations of today.*
   - DOCUMENT IS A CONTAINER

http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_1957.htm

PLANT

[48] *Financial crisis that afflicted so many of its neighbours and now has one of the fastest-growing economies in the developed world.*
   - ECONOMY IS A PLANT

https://www.royal.uk/sydney-opera-house-speech

[49] We welcome the growing opportunities presented by the opening up of China towards a market economy.
   - ECONOMY IS A PLANT

https://www.royal.uk/state-banquet-president-peoples-republic-china-8-november-2005

[50] *I have been speaking of the vast regions and varied peoples to whom I owe my duty but there has also sprung from our island home a theme of social and political thought which constitutes our message to the world and through the changing generations has found acceptance both within and far beyond my Realms.*

   - POLITICS IS A PLANT

http://www.emersonkent.com/speeches/coronation_speech_elizabeth_ii.htm

[51] *China's growth brings with it difficult challenges for you and your government, but also great opportunities.*
   - ECONOMY IS A PLANT

https://www.royal.uk/state-banquet-president-peoples-republic-china-8-november-2005

[52] *to promote international peace, security and justice; to relieve and remove the blight of hunger, poverty and disease; and to protect the rights and liberties of every citizen.*
   - PEOPLE ARE PLANTS

http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_2010.htm

[53] *Today, Prime Minister, we accept your generous hospitality in a very different Britain. The Cold War is over and our country is at peace. The economy in your charge, and which you inherited, is soundly based and growing.*
   - ECONOMY IS A PLANT

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

BUILDING

[54] *I can think of no better way to begin this two-week visit this morning than at the Sydney Opera House, recognised and acknowledged everywhere as a symbol of Australia's determination to make its mark in the world as such a lively, distinctive and innovative nation.*
   - NATION IS A BUILDING

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Sydne yOperaHousespeech20March2000.aspx

[55] *Parliamentary democracy is a compelling ideal, but it is a fragile institution.*
- POLITICS IS A BUILDING

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Austra liabicentenaryspeech9May1988.aspx

[56] *On this broad foundation let us set out to build a truer knowledge of ourselves and our fellowmen, to work for tolerance and understanding among the nations and to use the tremendous forces of science and learning for the betterment of man's lot upon this earth.*
- KNOWLEDGE IS A BUILDING

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadca sts/ChristmasBroadcast1952.aspx

PUBLIC OPINION IS A LETTER

[57] *That consent, or the lack of it, is expressed for you, Prime Minister, through the ballot box. It is a tough, even brutal, system but at least the message is a clear one for all to read.*
http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Golde nWeddingspeech20November1997.aspx

[58] *For us, a Royal Family, however, the message is often harder to read, obscured as it can be by deference, rhetoric or the conflicting currents of public opinion.*
http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Golde nWeddingspeech20November1997.aspx

TRADITION IS A LIGHT

[59] *But their spirit and their meaning shine through the ages never, perhaps, more brightly than now.*
http://www.emersonkent.com/speeches/coronation_speech_elizabeth_ii.htm
[60] *As I said at the time, I respect and accept the outcome of the referendum. In the light of the result last November, I shall continue faithfully to serve as Queen of Australia under the Constitution to the very best of my ability, as I have tried to do for these past forty-eight years.*
http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Sydne yOperaHousespeech20March2000.aspx

OTHER

[61] *As you say Prime Minister, since I came to the throne in 1952, ten Prime Ministers have served the British people and have come to see me each week at Buckingham Palace.*
- POWER IS THRONE

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Golde nWeddingspeech20November1997.aspx

[62] *Ten Prime Ministers have served the British people and have come to see me each week at Buckingham Palace.*
- POWER IS SERVITUDE

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Golde nWeddingspeech20November1997.aspx

[63] *For I know that, despite the huge constitutional difference between a hereditary monarchy and an elected government, in reality the gulf is not so wide.*
- DIFFERENCES ARE A LAND

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[64] *But we are all part of the same fabric of our national society and that scrutiny, by one part of another, can be just as effective if it is made with a touch of gentleness, good humour and understanding.*
- PEOPLE ARE A SUBSTANCE

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Annushorribilisspeech24November1992.aspx

[65] *We have forged new links with other countries and in joining the European Economic Communities we have taken what is perhaps one of the most significant decisions during my reign.*
- RELATIONS ARE METALS

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SilverJubileeaddresstoParliament4May1977.aspx

[66] *He is someone who doesn't take easily to compliments but he has, quite simply, been my strength and stay all these years, and I, and his whole family, and this and many other countries, owe him a debt greater than he would ever claim, or we shall ever know.*
- SUPPORT IS MONEY

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[67] *Thank you also for inviting representatives of so many organisations with which I and my family have special connections, in some cases stretching back over several generations.*
- BACK IS PAST

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Annushorribilisspeech24November1992.aspx

[68] *The ceremonies you have seen today are ancient, and some of their origins are veiled in the mists of the past.*
- HISTORY IS A FOG

http://www.emersonkent.com/speeches/coronation_speech_elizabeth_ii.htm

[69] *It has perhaps always been the case that the waging of peace is the hardest form of leadership of all.*
- POLITICS IS WAR

http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_2010.htm

[70] *My father, and my grandfather before him, worked all their lives to unite our peoples ever more closely, and to maintain its ideals which were so near to their hearts. I shall strive to carry on their work.*
- IMPORTANCE IS PROXIMITY

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1952.aspx

[71] *Australia has weathered the Asian financial crisis that afflicted so many of its neighbours and now has one of the fastest-growing economies in the developed world.*
- ECONOMY IS WEATHER

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

[72] *This extraordinary run of national success says much about the Australian character.*
- SUCCESS IS A SPORT – RACE (*run*)

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

[73] *Prince Philip had served in the Royal Navy in the Far East, while I was grappling, in the ATS, with the complexities of the combustion engine and learning to drive an ambulance with care.*
-   LEARNING IS A SPORT - WRESTLING

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[74] *It matters to all of us what kind of country China's people will build, what role they will play in the world of the twenty-first century, and how this will be perceived by others.*
-   RELATIONS ARE A GAME

https://www.royal.uk/state-banquet-president-peoples-republic-china-8-november-2005

[75] *Now we are able to work together and in the international community to tackle problems of environmental protection and sustainable development.*
-   SOLUTIONS ARE A SPORT - WRESTLING (*tackle*)

https://www.royal.uk/state-banquet-president-peoples-republic-china-8-november-2005

[76] *Prince Philip and I have been overwhelmed by the crowds waiting for us and deeply moved by the warmth of their welcome.*
-   EMOTION IS A FORCE

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenJubileespeech4June2002.aspx

[77] *Commitment to parliamentary democracy lies at the heart of this nation's maturity, tolerance and humanity.*
-   EMOTION IS A PLACE

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx

SIMILE

[78] to living principles, *as sacred to the Crown and Monarchy as to its many Parliaments*
-   *AS SACRED*

http://www.emersonkent.com/speeches/coronation_speech_elizabeth_ii.htm

[79] *Constant attention by a good nurse may be just as important as a major operation by a surgeon.*
-   *AS IMPORTANT*

http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_2010.htm

[80] When people in fifty-three years from now look back on us, they will doubtless view many of our practices as old-fashioned.
-   *AS*

http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_2010.htm

[81] *as your Queen and as a grandmother*
-   *AS*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/DeathofDianaPrincessofWales5September1997.aspx

[82] *We belong, all of us, to the British Commonwealth and Empire, that immense union of nations, with their homes set in all the four corners of the earth. Like our own families, it can be a great power for good - a force which I believe can be of immeasurable benefit to all humanity.*
-   *LIKE*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1952.aspx

[83] *The earliest free settlers brought their ideals of a democratic society with them, and succeeding generations of Australians have inherited those principles and put them to work in what we know as the parliamentary system.*

   - *KNOW AS*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx

[84] *The trouble is caused by unthinking people who carelessly throw away ageless ideals as if they were old and outworn machinery.*

   - *AS IF*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/Queen's%20Christmas%20Broadcasts%20listing/ChristmasBroadcast1957.aspx

METONYMY

NATION

[85] *The Games will also present an even greater challenge and opportunity - to show modern Australia to the world, an Australia that is culturally diverse and dynamic, intellectually vibrant, economically strong, with a real sense of community and with a natural instinct for hospitality.*

   - *NATION*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[86] *When Prince Philip and I were married on this day fifty years ago, Britain had just endured six years of war, emerging battered but victorious.*

   - *NATION, PEOPLE*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[87] *We would never have heard someone speak from the Moon: never have watched England win the World Cup or Red Rum three Grand Nationals.*

   - *NATION, PEOPLE*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[88] *And talking of the future, I believe that there is an air of confidence in this country of ours just now. I pray that we, people, Government and Royal Family, for we are one, can prove it to be justified and that Britain will enter the next millennium, glad, confident and a truly United Kingdom.*

   - *NATION, PEOPLE*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[89] *Britain had just endured six years of war, emerging battered but victorious.*

   - *NATION*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[90] *Australia has always been a country on the move and will go on being so - it is not for nothing*

that the anthem is 'Advance Australia Fair'.

- *NATION*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

[91] *Australia has weathered the Asian financial crisis that afflicted so many of its neighbours and now has one of the fastest-growing economies in the developed world.*

- *NATION AND NEIGHBOURING NATIONS*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

[92] *I declare before you all that my whole life whether it be long or short shall be devoted to your service and the service of our great imperial family to which we all belong.*

- *NATIONS COMMONWEALTH*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbirthdayspeech21April1947.aspx

[93] *I can think of no better way to begin this two-week visit this morning than at the Sydney Opera House, recognised and acknowledged everywhere as a symbol of Australia's determination to make its mark in the world as such a lively, distinctive and innovative nation.*

- *NATION*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

[94] *Each Christmas, at this time, my beloved father broadcast a message to his people in all parts of the world. To-day I am doing this to you, who are now my people.*

- *NATION*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1952.aspx

[95] *Most of you have read in the history books the proud saying of William Pitt that England had saved herself by her exertions and would save Europe by her example.*

- *NATION*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbirthdayspeech21April1947.aspx

[96] *Today the United States remains our most important ally and our two nations contribute to the security and prosperity of our peoples, and of the world, through shared national interests.*

- *NATION*

[97] *It is unfortunate that there are so many troubles facing the world today,*

- *NATIONS*

https://www.royal.uk/queens-speech-us-state-banquet-24-may-2011

[98] *I also rather doubt that the founding fathers of the Australian Federation could have foreseen that their work would be crowned by such a confident expression of Australia's faith in parliamentary democracy.*

- *NATION WIN-ELECT*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx

PEOPLE

[99] *Metropolitan Government is too remote from the lives of ordinary men and women, these*

among other things have helped to revive an awareness of historic national identities in these Islands.

- *PEOPLE*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SilverJubileeaddresstoParliament4May1977.aspx

[100] *At this critical moment in our history we will certainly lose the trust and respect of the world if we just abandon those fundamental principles which guided the men and women who built the greatness of this country and Commonwealth.*

- *PEOPLE*

[101] *We need the kind of courage that can withstand the subtle corruption of the cynics so that we can show the world that we are not afraid of the future.*

- *PEOPLE*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1957.aspx

[102] *The hospitality of the City of London is famous around the world, but nowhere is it more appreciated than among the members of my family.*

- *PEOPLE*

[103] *To use an expression more common north of the Border, this is a real 'gathering of the clans'.*

- *PEOPLE*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Annushorribilisspeech24November1992.aspx

[104] *Not everyone has been able to benefit from the growth of wealth and prosperity but it has not been for lack of political will.*

- *PEOPLE*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenJubileespeech4June2002.aspx

[105] *The enthusiasm which greeted the Diamond Jubilee was, of course, especially memorable for me and my family.*

- *PEOPLE*

http://www.telegraph.co.uk/news/uknews/queen-elizabeth-II/9765734/Queens-Christmas-Day-speech-in-full.html

[106] *Families and loved ones of those who fought in it knew little of the horrors of the trenches,*

- *PEOPLE; LOSSES*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1993.aspx

ORGANIZATION

[107] *It often falls to the Prime Minister, and the Government of the day, to be the bearer of the messages sent from people to Sovereign.*

- *ORGANIZATION*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[108] *Instead, the United Nations has grown and prospered by responding and adapting to these shifts.*

- *ORGANIZATION*

[109] *Since I addressed you last, the Commonwealth, too, has grown vigorously to become a group of nations representing nearly two billion people.*
- *ORGANIZATION*

http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_2010.htm

[110] *This year Ghana and Malaya joined our brotherhood. Both these countries are now entirely self-governing.*
- *ORGANIZATION*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1957.aspx

[111] *This Assembly was born of the endeavors of countless men and women from different nations who, over the centuries, have pursued the aims of the preservation of peace between nations*
- *ORGANIZATION*

http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_1957.htm

TECHNOLOGY

[112] *How to take advantage of the new life without losing the best of the old.*
- *TECH*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1957.aspx

[113] *but I have been conscious too of the millions of others who have shared in it by means of wireless or television in their homes.*
- *TECH*

http://www.emersonkent.com/speeches/coronation_speech_elizabeth_ii.htm

[114] *Information technology and the dot-com world are changing our lives, our work and the way we interact within and between countries - and will do so increasingly in the future.*
- *TECH*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

[115] *Information technology and the dot-com world are changing our lives, our work and the way we interact within and between countries - and will do so increasingly in the future.*
- *TECH*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

[116] *We have indeed become a global village. It is no longer possible to plead ignorance about what is going on in far-off parts of the world.*
- *TECH WORLD GLOBALIZATION*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1993.aspx

LEADERSHIP

[117] *I address you today as Queen of sixteen United Nations Member States and as Head of the Commonwealth of 54 countries.*
- *LEADER*

[118] *The aims and values which inspired the United Nations Charter endure*
- *LEADERS*

http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_2010.htm
[119] *In each country I was welcomed as Head of the Commonwealth and as your representative.*
- *LEADER*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1957.aspx
[120] *As Head of the Commonwealth may I pay tribute to the energetic role which Australia continues to play in that organisation.*
- *LEADER*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx
[121] *Many grave problems and difficulties confront us all, but with a new faith in the old and splendid beliefs given us by our forefathers, and the strength to venture beyond the safeties of the past,*
- *LEADERS MONARCHS*

http://www.royal.gov.uk/ImagesandBroadcasts/TheQueensChristmasBroadcasts/ChristmasBroadcasts/ChristmasBroadcast1952.aspx

TIME
[122] *I have behind me not only the splendid traditions and the annals of more than a thousand years but the living strength and majesty of the Commonwealth and Empire*
- *PAST*

[123] *but the living strength and majesty of the Commonwealth and Empire; of societies old and new; of lands and races different in history and origins but all, by God's Will, united in spirit and in aim.*
- *PAST AND FUTURE LEADERS MONARCH*

http://www.emersonkent.com/speeches/coronation_speech_elizabeth_ii.htm
[124] *Australia has also enhanced its reputation as an active and responsible partner in world affairs.half of this country's life*
- *PAST*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx

GOALS
[125] *But our relationship goes far beyond our military and diplomatic ties. In your inaugural address, you spoke to the American people of the values that lay at the heart of your nation＇s success*
- *GOAL*

https://www.royal.uk/queens-speech-us-state-banquet-24-may-2011
[126] *the United Nations will the more confidently achieve the goal of a world at peace, law abiding and prosperous for which men and women have striven so long and which is the heart's desire of every nation here represented.*
- *GOAL*

http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_1957.htm

PERSPECTIVE

[127] *but we are encouraged that in most respects our two countries see these problems in the same light*
   -   *PERSPECTIVE*
https://www.royal.uk/queens-speech-us-state-banquet-24-may-2011
[128] *I am sure that you will see our difficulties, in the light that I see them, as the great opportunity for you and me.*
   -   *PERSPECTIVE*
http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/21stbirthdayspeech21April1947.aspx

INDIVIDUAL

[129] *Mr President, I firmly believe that the strength of our links and many shared interests will continue to ensure that when the United States and the United Kingdom stand together,*
   -   *RELATIONS*
https://www.royal.uk/queens-speech-us-state-banquet-24-may-2011
[130] *I can only say that I am deeply impressed by the speed and skill with which this site has been transformed into such an impressive and functional home for the national Parliament.* [19]
   -   BULDING
http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx
[131] *I have been aware all the time that my peoples, spread far and wide throughout every continent and ocean in the world,*
   -   *DISTANCE*
[132] *by God's Will, united in spirit and in aim*
   -   *INTENTIONS*
[133] *It gives expression, as I pray it always will, to living principles, as sacred to the Crown and Monarchy as to its many Parliaments and Peoples.*
   -   *THE CONSTITUTION*
http://www.emersonkent.com/speeches/coronation_speech_elizabeth_ii.htm
[134] *It gives its whole-hearted support to the significant contributions to the peace and stability of the world made by the United Nations and its agencies*
   -   *DEVOTION*
http://www.emersonkent.com/speeches/address_to_the_un_general_assembly_elizabeth_2010.htm
[135] *I am quite convinced that these local celebrations have helped to remind people of the value of such neighborhood events in building a genuine community spirit.*
   -   *UNITY*
http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenJubileespeech4June2002.aspx
[136] *It is a tough, even brutal, system but at least the message is a clear one for all to read.*
   -   *RESULTS*
[137] *For us, a Royal Family, however, the message is often harder to read, obscured as it can be by deference, rhetoric or the conflicting currents of public opinion.*

- *OPPOSITION*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/GoldenWeddingspeech20November1997.aspx

[138] *This sort of questioning can also act, and it should do so, as an effective engine for change.*
- *TOOL UTILITY*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Annushorribilisspeech24November1992.aspx

[139] *After eighty-seven years of Federation, a permanent home has been provided for Parliament, which is both the living expression of that Federation and the embodiment of the democratic principles of freedom, equality and justice.*
- *LAW LEGISLATURE*

[140] *More than ten thousand men and women can take great pride in the parts they have played in the creation of this symbol of Australian unity and democracy.*
- *WORK*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx

SYNECDOCHE

[141] *That same spirit was also in evidence from the moment the Olympic flame arrived on these shores.*
- *GAMES, PERSON*

http://www.telegraph.co.uk/news/uknews/queen-elizabeth-II/9765734/Queens-Christmas-Day-speech-in-full.html

[142] *It is fitting, therefore, and a great pleasure for me, to offer my best wishes to all those who will be giving their service to the nation within these walls, and to declare open the new Parliament House of the Commonwealth of Australia.*
- *BUILDING*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/Australiabicentenaryspeech9May1988.aspx

[143] *Australia's leadership in helping the people of East Timor has won wide acclaim.*
- *PRIME MINISTER*

http://www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/SydneyOperaHousespeech20March2000.aspx