

Name: _____

Japanese Popular Culture

Spring 2014

Building Vocabulary through Metaphor Learning

Welcome to Japanese Popular Culture. One of the language learning goals of this course is for you to develop your vocabulary knowledge so that you are better able to understand academic discourse and to express yourselves more fluently. There are two ways we will work to build vocabulary in this course:

1. Through learning new words and expressions
2. Through extending your knowledge of words that you may already know

This booklet is designed to help you with the second of these goals. Remember that vocabulary learning does not just mean learning new words; it also means learning about the different ways that words can be used and the natural patterns that language takes. Fluent language users know about the range of meanings that words can take.

We will use this booklet regularly throughout the course, so please keep it safely in your class binder.

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Some activities adapted from: Lazar, G. (2003). Meanings and metaphors: Activities to practise figurative language. Cambridge: Cambridge University Press

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Introduction to Metaphor

A. Try to write down two meanings for the word *jewel*.

1. _____
2. _____

Many words have more than one meaning. Meanings can be **literal** or **metaphorical**. Literal means that the word is being used in its most basic sense. Metaphorical means that the meaning has been changed or extended in some way.

e.g. *The thieves stole millions of dollars-worth of jewels.* (literal)

Kyoto is a jewel of a city. (metaphorical)

When we use *jewel* as a metaphor, we say that the word *jewel* comes from the **source domain** of precious materials and describes the **target domain** of important things (in this case, a city).

B. Metaphors highlight some features of the target domain and hide others. What are some similarities and differences between jewels and cities? Write some ideas in the boxes.

Similarities between jewels and cities	Differences between jewels and cities

C. Metaphorical language often works in themes. For example, the words *treasure* and *gem* can also be used metaphorically. Use your dictionaries to write down the literal and metaphorical meanings of these words.

Treasure

1. _____
2. _____

Gem

1. _____
2. _____

- D. Complete the sentences with the words *jewel*, *treasure* and *gem*. Sometimes, different answers may be correct.
1. This photograph from my wedding is my greatest _____.
 2. Near my house, there is a _____ of a restaurant. It is cheap, the staff are really friendly and they serve large portions.
 3. Many visitors feel that Kinkaku-ji is the _____ of Kyoto.
 4. Kate is a great co-worker. She has a friendly personality and she's always smiling. She's just a _____.
 5. Because so many people love his animated movies, Hayao Miyazaki is considered a national _____ in Japan.
 6. The Beatles have a lot of famous songs, but some of their lesser known songs are real _____ too.
- E. Different languages sometimes have the same metaphorical themes. English has the metaphorical theme **PRECIOUS MATERIALS ARE VALUABLE, WONDERFUL OR BEAUTIFUL ENTITIES**. Think about your language. What are the translations for *jewel*, *treasure* and *gem*? Are these words used as metaphors in your language? Are they used in the same way?

Word	First language (L1) translation	Used as a metaphor in L1?	Used in the same way as English?
jewel			
treasure			
gem			

Metaphorical language can also change parts of speech. For example, *treasure* can become a verb and *treasured* can be an adjective.

e.g. *I like living alone because I treasure my independence.*

I made some of my most treasured friends when I was studying abroad.

- F. Discuss these questions with a partner.
1. What is a hidden *treasure* of Japanese culture?
 2. Which places are considered *jewels* of Japanese culture?
 3. What are some movies/books/songs that you think are *gems*?
 4. What is one of your *treasured* memories?
 5. What do you think the following sentence means? "He is *a rough diamond*"

Advice for building vocabulary

Collocations are natural patterns of language. Learning about collocations will help you to use language naturally.

Here are some examples of collocates for the metaphorical senses of the words *treasure*, *jewel* and *gem*.

adjective + treasure	verb + treasure	others
hidden	unearth	treasures of + place
national	preserve	
cultural	guard	
one-of-a-kind	rediscover	

adjective + jewel	verb + jewel	others
architectural	unearth	the jewel of + place
undiscovered	consider	the jewel of the + place
crowning		

adjective + gem	others
real	a gem of a + entity
little-known	
forgotten	
overlooked	
underrated	

Sources of Metaphor: Plants

- A. Vocabulary related to plants is often used metaphorically in English. Look at the pictures below and identify the labeled parts (for g, you should identify what the plant is doing). Add the words to the table below.



- B. List the core features that are important to each word's meaning.

Letter	Name	Core features
a	root	connection to earth, important for development, hidden
b		
c		
d		
e		
f		
g		
h		

- C. Try to work out the meaning of the same words in these sentences. Think about the core features of meaning that you identified in part B.

Sentence	Meaning
1. Although tempura is often thought of as a typical Japanese dish, it has its <u>roots</u> in Portuguese food that was introduced to Japan in the sixteenth century.	
2. The popularity of Japanese anime <u>stems from</u> its interesting storylines and beautiful artwork.	
3. While I was waiting for my friend, I spent half an hour <u>leafing through</u> magazines in a convenience store.	
4. Rakuten began as an online shopping service, but it has <u>branched out</u> into other areas, such as banking and travel.	
5. The government has ideas to improve the economy, but it will take a lot of hard work for their plans <u>to bear fruit</u> .	
6. Thousands of volunteers are helping to rebuild the areas affected by the 2011 earthquake, tsunami and nuclear accident. These people are <u>planting the seeds of</u> a successful future for the Tohoku region.	
7. He has been training for the marathon every day, but now that the weather is getting colder, his enthusiasm is <u>wilting</u> .	
8. She started a small restaurant ten years ago, and now it has <u>blossomed</u> into a very successful local business.	
9. Her family is originally from Tokyo, but they have <u>put down roots</u> in Miyazaki.	
10. This agreement is <u>the fruit of</u> two years of discussion between our companies.	

- D. As well as the vocabulary listed above, many other plant-related words can be used metaphorically. Pay attention to the phrases in the box below whenever you see them.

to grow	to spread	to flourish	to thrive	to sag	to bloom	to flower
to plant an idea	the shoots of recovery	a grassroots effort				

Sources of Metaphor: Movement

Movement is something we all experience, and lots of metaphors in English use movement to help us explain our world.

THE FUTURE IS IN FRONT, THE PAST IS BEHIND

We tend to think of the future as something that is ahead of us in our lives, so it is in front of us. The past is something we have already seen, so it is behind.

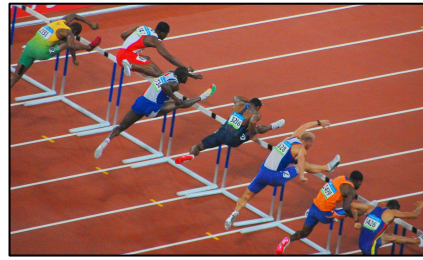
- A. Use the space in the table below to record any expressions you notice that follow this metaphorical pattern.

Past		Present		Future	
Expression	Meaning	Expression	Meaning	Expression	Meaning
looking back		at this point in time		going forward	

MOVING FORWARD IS IMPROVEMENT

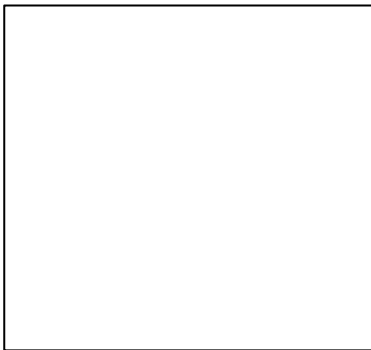
If we think of life as movement towards a goal, we can feel that moving forwards is improvement, and when things go badly, we are moving backwards. Problems in life are obstacles we have to cross.

In the image to the right, the runners are jumping over barriers in order to reach their goal. In life, our goal is to become successful, and the barriers are like problems we face in life.

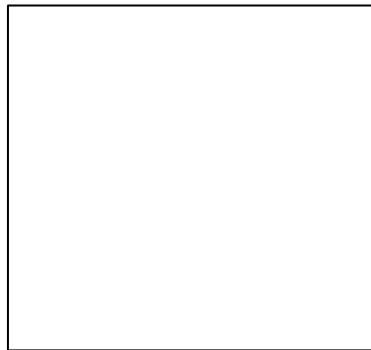


They had to overcome a lot of barriers to reach their goal.

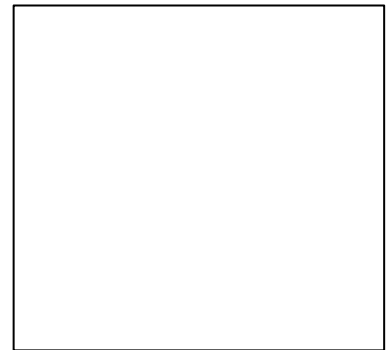
- A. Draw simple pictures to explain the sentences below. Use a dictionary to check the definitions of any difficult words.



After all our hard work, we are now on the verge of success.



Our plans are advancing well.



She joined a movement to close nuclear power plants.



These companies are the driving force of the national economy.



The market has become quite static.



She enjoyed playing the piano so much that she progressed very quickly.

- B. Use a dictionary to check unknown words, then use the phrases in the box to complete the sentences below.

break down barriers keep up held back at the forefront

lead the way slowed down moving again

1. Japan is regarded as being _____ of the animated movie business.
2. Business _____ across Japan after the 2011 Tohoku disasters.
3. There are political issues between Japan and its neighbouring countries, but cultural exchanges are helping to _____.
4. The singer lost a lot of fans after his problems with drugs, but now his career seems to be _____.
5. Japanese companies were the first to introduce hybrid cars, and they have continued to _____ in developing cleaner technologies.
6. I used to try to _____ with the latest fashion trends, but now I just wear what I want.
7. For years, youth fashion in Japan was _____ because of strict rules about school uniforms and hair colours, but now young people are experimenting a lot with their appearance.

Use this space to make notes on language you find in the course that fits the MOVING FORWARD IS IMPROVEMENT metaphor.

MOVEMENT IS FREEDOM

If we are physically free, we can move around wherever we want. People who are trapped or in prisons are denied their freedom.

Other situations in life can make us feel as though we are not free. For example, strict laws or pressure from society can prevent people acting as they would like to. Language that is used to express movement is also often used to describe our social and mental freedom.

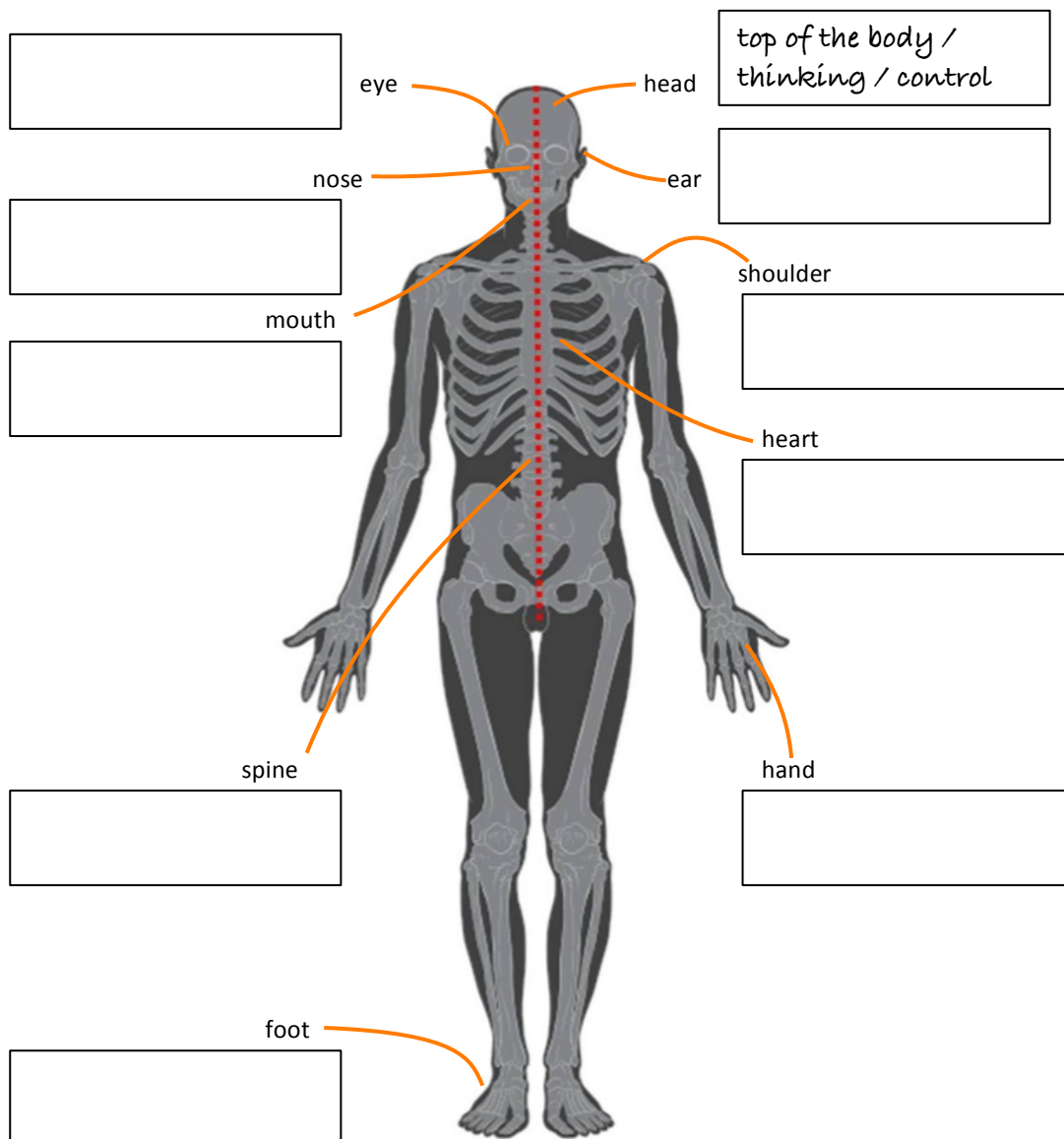
- A. Read the sentences below and talk with a partner about the meanings of the underlined words. Write down your answers.

Sentence	Meaning?
1. I enjoyed my vacation in Okinawa. It was a good <u>escape</u> for me.	
2. Some people criticise <u>freeters</u> , but I think they're just <u>free-spirited</u> individuals.	
3. She feels <u>confined</u> by her parents' strict rules.	
4. When he worked in an office, the <u>rigid</u> work schedule frustrated him, but now he is self-employed, he has much more <u>flexible</u> working hours.	
5. Reading is a great <u>release</u> from the problems of the real world.	
6. Many people are feeling <u>squeezed</u> by financial problems.	

Sources of Metaphor: The Body

Metaphors often come from sources that we are very familiar with, so it is not surprising that the human body is used in many metaphorical expressions.

- A. Look at the diagram below. Several parts of the body have been labeled. What are the important features of each body part? What do we use it for?



Adapted from: Lazar, G. (2003). Meanings and metaphors: Activities to practise figurative language (pp. 9, 82 - 83). Cambridge: Cambridge University Press

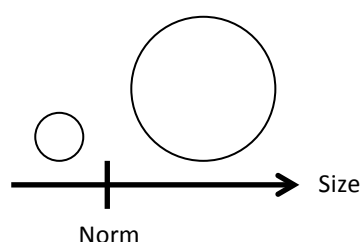
- B. Now work in small groups to identify the meaning of the underlined expressions in the sentences below. Do not use dictionaries.

Sentence	Meaning
1. 25 years after he started work, he finally became the <u>head</u> of the company.	
2. The meal cost ¥5000 <u>a head</u> .	
3. An interesting thought just <u>came into my head</u> .	
4. She <u>eyed</u> the stranger suspiciously.	
5. We are in <u>the eye of the storm</u> right now.	
6. He is a good editor because he has <u>a good eye for</u> detail.	
7. She has <u>a real ear for</u> music.	
8. Miyazaki sits at <u>the mouth of</u> the Oyodo river.	
9. She seems a little <u>down in the mouth</u> .	
10. I hate him! He's always <u>mouthing off</u> about other people.	
11. The tired hikers <u>shouldered</u> their rucksacks and began walking again.	
12. Since he became a supervisor, a lot more responsibility has <u>fallen on his shoulders</u> .	
13. The author's name is written on the <u>spine</u> of the book.	
14. He's too <u>spineless</u> to disagree with the president.	
15. The university stands in <u>the heart of</u> the city.	

Metaphorical Adjectives

In order to understand the literal or metaphorical meaning of an adjective, it is helpful to think about its **core meaning**.

Think of the words *big* and *small*. Their core meanings could be shown as in the diagram:



His new baby is really big.

Kotooshu is big.



We understand that the actual size is different in the two examples because we use our world knowledge to help us understand the language. *Big* can mean 'big for a baby' or 'big for a sumo wrestler.' The core meaning of *big* is that something has a large size relative to some norm.

As you can see, adjectives have flexible meanings. Thinking about the core meaning can also help to understand metaphorical uses of adjectives:

SIZE IS AMOUNT

e.g. *This is a big class.*

There is a big difference between living in the city and living in the country.

SIZE IS IMPORTANCE

e.g. *We have a big problem.*

How do we stop global warming? That's a big question.

A. Read the sentences below and identify the meaning of *big* in each case.

Sentence	Meaning of big?
1. The British boy band One Direction are <u>big</u> in Japan.	
2. I'm a <u>big</u> fan of Hayao Miyazaki.	
3. There has been a <u>big</u> drop in the smoking rate.	
4. Hanshin Tigers versus the Yomiuri Giants is always a <u>big</u> game.	
5. Akira Kurosawa's movies had a <u>big</u> influence on me.	

A very general metaphorical theme is **SIZE IS MORE OF AN ABSTRACT THING**.

- B. Be careful! Just because we can use *big* with one meaning, it does not always mean that *small* can be used with the opposite meaning. Read the sentences below and decide if it is possible to replace *big* with *small*.

Sentence	Can <i>big</i> be replaced with <i>small</i> ? (Y/N)
1. Rock music is <u>big</u> in Japan.	
2. They are <u>big</u> Exile fans.	
3. There has been a <u>big</u> increase in the tax rate.	
4. It is always a <u>big</u> game between those teams.	
5. The Beatles had a <u>big</u> influence on my music.	
6. I have a <u>big</u> question to ask you.	
7. This is a <u>big</u> problem.	

- C. For the pairs of adjectives below, draw a simple diagram to show their meaning. Then read the example sentences and identify the meaning of those words in context.

Diagram	Examples	Meaning?
high/low	1. Ice cream is <u>high</u> in calories.	
	2. They provide <u>high</u> quality service.	
	3. Pale skin used to be a sign of <u>high</u> status.	
	4. Are you okay? You seem in <u>low</u> spirits.	
	Notes:	

Diagram	Examples	Meaning?
dark/bright	1. He has a <u>dark</u> side to his character.	
	2. She gave me a <u>dark</u> look.	
	3. He is one of the <u>brightest</u> students.	
	4. She has a <u>bright</u> future in this company.	
	Notes:	

Diagram	Examples	Meaning?
wide/broad/narrow	1. This shop has a <u>wide</u> selection of cheeses from around the world.	
	2. The Prime Minister enjoys <u>wide</u> popularity.	
	3. There is a <u>broad</u> agreement that we should change our business plan.	
	4. He can be very <u>narrow</u> minded.	
	Notes:	

Diagram	Examples	Meaning?
deep/shallow	1. He takes <u>deep</u> pleasure in his family.	
	2. She has a surprisingly <u>deep</u> singing voice.	
	3. We had a <u>deep</u> conversation for over an hour.	
	4. The characters in this movie are so <u>shallow</u> .	
	Notes:	

Use the following tables to record examples of other metaphorical adjectives.

Diagram	Examples	Meaning?
	Notes:	

Diagram	Examples	Meaning?
	Notes:	

Diagram	Examples	Meaning?
	Notes:	

Diagram	Examples	Meaning?
	Notes:	

Diagram	Examples	Meaning?
	Notes:	

Diagram	Examples	Meaning?
	Notes:	

Metaphors for Cultures

CULTURES AND CULTURAL ENTITIES ARE LIVING THINGS

e.g. *Hip hop is one of the fastest-growing areas in both Japanese music and fashion.
Sumo is a sport that has deep-roots in Japanese culture.*

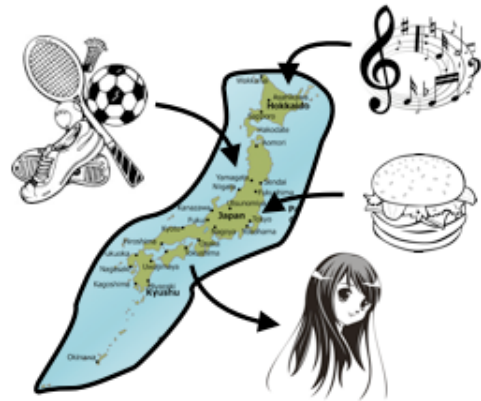
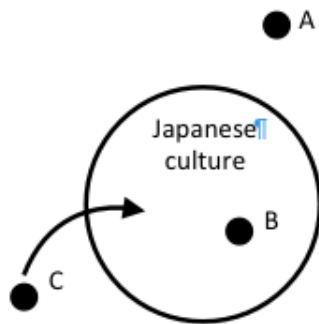
A. What are some similarities between living things and cultures?

Similarities	Differences

Use this space to make notes on language you find that fits this metaphor.

CULTURES ARE SPACES

We often think of the culture we live in as a bounded space around us.



A. Look at the diagram on the left. Make sentences to describe A, B and C.

1. A is _____ Japanese culture.

2. B is _____ Japanese culture.

3. C _____

B. Make sentences to describe the diagram on the right using the words in the box.

came into took in enter cultural export

1. _____

2. _____

3. _____

4. _____

C. Use a dictionary to check the definitions of the words in the box. Be careful to check all of the senses in the dictionary. Then discuss the questions below.

immerse transcend surround outsider

1. How long would you need to live overseas to be immersed in another culture?

What would be good activities to do in order to become immersed in the culture?

2. What is something that has transcended Japanese culture?

3. In your daily life, do you feel surrounded by any kinds of culture? Give examples.

4. How do you think your culture appears to outsiders?

-
- This image shows a full page of blank, lined paper. It features approximately 28 horizontal grey lines spaced evenly apart, typical of standard notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings present.

CULTURES ARE A MASS

A mass is something with no clear shape. It can mix with other things, and it can spread.

A. Discuss the following questions in small groups.

1. Japanese culture has absorbed many things from overseas, including...
2. (Food) _____ is a popular food in Japanese that is a mixture of different cultures. It mixes the cultures of (countries) _____ and _____.
3. (Countries) _____, _____, and _____ are three countries which have shaped Japanese culture. For example...
4. (Cultural entity) _____ first appeared in (place in Japan) _____, and then it spread to the rest of the country.

B. Use this space to make notes on language you find in the course that describes cultures as a mass.

CULTURES ARE CONSTRUCTIONS

Another way to think of a culture is as something that people have built. Here are some examples.

Japan has constructed a culture that preserves a strong national identity.

At the same time, Japanese culture is made up of an enormous amount of imported ideas, products and even festivals.

Borrowed cultural entities are often adapted to fit into the local culture, so that they can appeal to Japanese tastes.

Adapting imported cultural items so that they are 'more Japanese' is one way that Japan can maintain an undamaged traditional culture.

CULTURES HAVE MANY PARTS

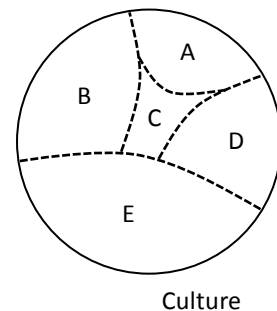
Similarly, a culture can be seen as something large that contains many parts. For example, the culture in the diagram contains parts A, B, C, D and E. These could be traditions, arts, foods, or anything else.

This is reflected in the language we use to talk about culture.

For instance, we could say...

Purikura is a part of Japanese youth culture.

Noh is a traditional drama that has a long history as an element of Japanese culture.



- A. Look at the diagram again. It is showing several entities (A, B, C, D and E) coming together to make something bigger. What are some other words that could be used instead of *part*? Think of some alternative words with a partner.
- B. Now write three sentences using these words and your own ideas about Japanese culture.

1. _____

2. _____

3. _____

CULTURES ARE POSSESSIONS

We also think of cultures as something that we possess. For example, it is very common to speak of ‘my culture’ or ‘our culture’.

A. What actions can we do with a possession that we can also do with a culture or a cultural entity?

Word	Possession	Culture
share	I shared the cake with my friends.	Many Asian countries share the custom of using chopsticks to eat.

B. Use this space to make notes on language you find in the course that describes cultures as possessions.

Metaphors for Describing Increases

MORE OF AN ABSTRACT THING IS AN INCREASE IN SIZE OR HEIGHT

Words for physical size can be used to express the amount of an abstract thing. For example, size-related vocabulary is often used to describe popularity.

Adjective and adverbs related to size are easy to use.

She has... His...	Adjective	popularity.	She is... His plan is...	Adverb	popular.
	big			hugely	
	huge			enormously	
	enormous			immensely	
	immense			massively	
	massive				
	widespread				

- A. There are many interesting verbs related to size that are used in this way.
Complete the sentences using a verb based on the pictures below.



- Hip hop music, fashion, and culture arrived in Japan in the 1980s, and it has _____ since then.
- Since its first release in 2004, the popularity of vocaloid music has _____.
- Lolita fashion originated in the 1970s in Japan, but its popularity _____ in the 1990s when some musicians began dressing this way and it became a recognised element of 'Harajuku fashion'.
- The number of aesthetic salons for men has _____ in recent years.
- Since the Shiretoko peninsula in Hokkaido became a UNESCO World Heritage Site in 2005, the tourism business there has _____.
- After a TV program reported on its health benefits, the demand for *natto* _____ in 2007. Unfortunately, the show's claims were exaggerated.

Nouns based on the same metaphors can sometimes be used. Nouns tend to appear in quite fixed phrases.

Since the 2011 Tohoku disasters, there has been an explosion in fuel prices.

The disaster also created a boom in the construction industry.

The Internet boom has created a huge number of new businesses.

(noun/adjective + boom is a common combination)

Customers who enjoy the food at a restaurant will tell their friends about it. This can lead to a snowball effect, and the restaurant can suddenly become very popular.

Metaphors for Describing Success

Success is something that we all hope to achieve, but it something that we usually have to work hard for.

ACHIEVING SUCCESS IS BREAKING SOMETHING

If we think of success as a place that we wish to reach, then the problems we have to overcome can be seen as barriers we must cross or break through.

This is similar to the MOVING FORWARD IS IMPROVEMENT metaphor (page 7).

- A. The verbs *break* and *crack* often appear in senses that describe success. Draw lines to connect these words with their common collocations. Use a dictionary if necessary.

		•	a market
		•	down a barrier
break	•	•	a record
		•	into a market
crack	•	•	a code
		•	new ground
		•	a problem

Note: There are many stronger words for breaking, but they are often used in different situations. Words that suggest completely destroying something are often used in negative situations or to refer to sporting success.

The noise of the construction site has shattered the peace in my neighbourhood.

A twisted ankle destroyed his chances of a gold medal at the Olympics.

My baseball team crushed our opponents 12-0.

More is Up and Less is Down

One very basic pattern in English uses words that express an increase or decrease in height to describe changes in the amount of an abstract notion. This is very common in other languages too, and it is so basic that we often don't think of it as a metaphor.

e.g. *The number of Japanese people who study overseas has dropped recently.*

The Japanese population rose throughout the 20th century, but then began to fall in the mid 2000s.

Verbs

- A. Categorise the verbs in the box below into three groups according to whether they refer to an increase, a decrease, or some other meaning.

go up	mount	dive	peak	tumble	collapse
escalate	plateau	leap	shoot up	soar	
plummet	surge	spiral	grow	plunge	rocket

Increase	Decrease	Other
rise	drop fall	

- B. Other vocabulary is also useful for describing trends. Categorise the following words.

decline	fluctuate	improve	recover
---------	-----------	---------	---------

Nouns

Some of the verbs you looked at in A can also be used to express the same meaning as nouns. Often the spelling is the same, but sometimes it changes.

e.g. *There has been a drop in the number of Japanese people studying overseas.*

The last few years have seen a growth in the number of people taking up yoga.

Some nouns also have verbs that they strongly collocate with.

a dive	reach a peak	take a tumble	a collapse	an escalation
hit/reach a plateau	a leap	a surge	(a) growth	

Adjectives

Many metaphorical verbs can also become adjectives with the same metaphorical meaning.

mounting	soaring	plummeting	surging
tumbling	spiralling	plunging	rocketing

C. Make sentences using any of the verbs, nouns or adjectives above to describe the following aspects of Japanese culture.

1. (rice eating) _____

2. (trust in/distrust of politicians) _____

3. (freeters) _____

4. (foreign visitors) _____

D. What do you think the underlined language in the following sentences means?

Sentence	Meaning?
1. Annual visitors to Tokyo Disneyland <u>reached an all time high</u> in 2002.	
2. The birth rate fell for a long time, and finally <u>bottomed out</u> in 2005.	
3. The value of the company's stock <u>crashed</u> after the announcement.	
4. Since her new album was released, her popularity has gone <u>sky high</u> .	
5. Although the government has been trying to improve the situation, unemployment has been <u>drifting along</u> at around 8%.	
6. Tsuyoshi Kusanagi's popularity <u>hit rock bottom</u> after he was caught dancing naked in a park in Tokyo.	

Metaphors for Passions, Interests and Emotion

People often develop strong passions for other people, their jobs, or hobbies. When this happens, we might feel that these things control our thoughts.

Different metaphors can be used to describe strong feelings such as these. In A, B, and C below, read the example sentences and try to deduce what the underlying metaphorical theme is.

STRONG EMOTIONS ARE _____

A. Read the examples and work out the metaphor.

At first, it was only our children who were interested in cycling, but later my wife and I caught the fever too.

The audience reached fever pitch when the musicians came onto the stage.

Evelyn was crazy about her grandchildren.

I don't really understand why Quentin is so fanatical about movies.

BEING INTERESTED IS _____

B. Read the examples and work out the metaphor.

How did you get into vocaloid music?

I was so absorbed in the novel I was reading that I didn't notice the phone ringing.

It isn't healthy to be too immersed in your job.

STRONG EMOTION IS _____

C. Read the examples and work out the metaphor.

I was blown away by that movie.

He made his debut last year and took the baseball world by storm.

I was moved by her ability to give people hope.

He was so carried away that he broke into tears.

He was struck by sudden shame.

Metaphors for Time

TIME IS MONEY

In the modern world, we regard time as a valuable commodity. We can see this when we put a price on units of time, such as when we are paid for working.

Since we think about time and money in a similar way, we also use a lot of the same expressions to describe them.

- A. Think of some language that is used to describe both money and time. Then write a simple sentence using the language to describe time.

[illegible]

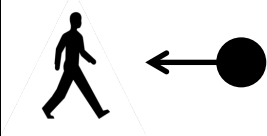
TIME IS MOVEMENT / TIME IS SPACE

We all view the world from our own perspective, so it seems natural to think of ourselves at the centre of this world.

From this point of view, it is also natural to see the future as something ahead of us and the past as something behind us. This can be seen in expressions relating time to movement.

Looking back on his earlier life, Mark remembered his graduation and wedding day, but his early childhood memories were too far in the past to remember clearly. He was successful in his business and felt that a promotion at work might come soon. He was also looking forward to retirement.

- A. Think about the movement words below and draw a simple image to show their basic meanings. Then try to write a simple sentence using the words in their time-related senses. Use the empty boxes to record any other language you notice.





Word	Image	Time-related meaning?
approach / come		The summer vacation is approaching. My children are excited about the coming holidays
pass		
creep		
fly		
ahead / behind		
forward / back		

near / far / distant		

Abstract Entities are Physical Structures

Metaphorical language often takes physical source words and applies them to abstract target concepts.

- A. In the table below, read the definitions of the physical structure words then try to answer the questions about their metaphorical usage.

	<p>A link is one of the connecting rings in a chain.</p> <p>What are some things that are <u>linked</u> to good/bad health?</p>
	<p>A base is the bottom part of something, that supports the rest of it.</p> <p>What did you <u>base</u> your decision to come to MIC <u>on</u>?</p>
	<p>Erosion is the process by which the surface of land is gradually damaged by water or wind.</p> <p>Why has people's confidence in politicians become <u>eroded</u> recently?</p>
	<p>Support is something that holds the weight of an object or building so it does not fall.</p> <p>What are some abstract things we can <u>support</u>?</p>

Abstract Forces are Physical Burdens

There are many physical forces that affect us, such as gravity, pain, or the force of the wind as it hits us.

We also experience many abstract phenomena that feel like forces to us. Some examples include responsibilities, pressure, stress, and influences we feel.

The picture on the right shows how we often perceive these phenomena as physical forces that are pressing on us. Because of this perception, we also use language related to physical entities to describe abstract forces.

Doctors carry heavy responsibilities.

- A. The table below includes verbs in the column on the left and abstract nouns in the row at the top. Check you know the meaning of these words.
- B. Use your dictionary to find which verbs collocate with the nouns.

	responsibility	duty	obligation	pressure	stress
bear					
carry					
shoulder					
handle					
accept					
take					
share					
divide					
apply					
relieve					

Adjectives of physical size, weight, or physical force also collocate with these nouns.

Similarly, because we often feel these phenomena are pressing on us, the preposition *under* is commonly used with some of these abstract nouns.

C. Read the sentences below and underline the adjectives that are used to modify the abstract nouns. Then put the adjectives into the correct category in the table at the bottom. Finally, identify the abstract nouns that collocate with *under* and add them to the table.

1. The government is facing strong pressure to change its plans.
2. The captain of a national sports team carries great responsibility.
3. Countries have a shared obligation to protect the environment.
4. Some people say that Japan is under the influence of the US.
5. The UN is using gentle pressure to stop the two countries going to war.
6. The politician apologised for his actions, saying he had been under enormous stress recently.
7. Politicians bear a heavy responsibility for helping the communities they represent.
8. Schools are under an obligation to prevent bullying.
9. Recently, there is a high demand for products from Kumamoto prefecture.
10. It is terrible to see people living in crushing poverty.
11. The national soccer team coach is under mounting pressure to resign.
12. The Prime Minister has received intense criticism recently.
13. There is growing pressure for the government to change its plans.
14. Starting my own company was a huge challenge.

Size adjectives	Weight or force adjectives	Other adjectives	Collocates with <i>under</i>