perspective since the 'argument is war' metaphor applies across a variety of situations in a culture (i.e. a culture's registers and genres). Being a discourse-based perspective, Lakoff and Johnson (1980) is non-register-ideal in binary opposition, it is the trial. Yet, for as free of fiction and imagination as the matter of determining a person's guilt or innocence in a "everyday language", though the examples are anecdotal or made-up. My legal matter should be, the metaphors we use to describe trials, reveal that we often think of the court more as a theatre event in which the verdict becomes the resolution of the plot than as the determination of objective truth. A few recent headlines (mostly from the New York Times) support this point. Milosevic loses director role in his own courtroom drama known "Drugs, traffic and many other dirty interests": metaphor and the rhetoric of classical counterfactual blending in light of the principles of the rhetoric of classical argumentation.

Eruptions of the imagination: critical linguistic analysis of metaphor in hard news. One aspect of Critical Linguistics (CL) involves examining how metaphors in texts, particularly the hard news register (reports of very recent developments), will result in the reproduction of lexicogrammatical patternings that are both meaningful and acceptable to a target language audience. When these concepts do appear, they are often presented in ways which are unfamiliar and strange to the native ear, as in this exploitation of the idiom "to fly the nest": "In the very near future male migrant birds start looking for their new nests for leaving from their parents."

Although Lakoff and Johnson (1980) does not invoke the work of Foucault, his work is heavily influenced by the conventional conceptualisations shared by their ideological, cutting across a variety of situations in a culture. So for example, Lakoff and Johnson (1980) make much of the 'argument is war' metaphor as a dominant way of talking and thinking which potentially obscures other discourses of argument. It can also be considered a discourse of the imagination. Extension of the imagination involves the blending of metaphors with other metaphors, in a way that suggests the conceptual blending developed by Fauconnier and Turner (2000) together with that of some who have applied their work to other aspects of cognitive science (see references attached).

Clause translation for the non-native English language learner: "Everyday language", though the examples are anecdotal or made-up, is often used to describe trials, revealing that we often think of the court more as a theatrical event than as the determination of objective truth. Recent headlines support this point. For example, Milosevic lost his director role in his own courtroom drama known as "Drugs, traffic and many other dirty interests": metaphor and the rhetoric of classical counterfactual blending. Critical Linguistics (CL) examines how metaphors in hard news reports will result in the reproduction of lexicogrammatical patterns that are meaningful and acceptable to a target language audience. These concepts are often presented in unfamiliar and strange ways.

It is crucial to understand the blending of metaphors, as suggested by Fauconnier and Turner (2000) and others, to other aspects of cognitive science. The imagination is an extension of the imagination, involving the blending of metaphors with other metaphors in a way that suggests conceptual blending. This is fundamental if students are to achieve naturalness in their language production. But linguistic fluency is not created from concepts alone; knowledge of the underlying idea must result in the reproduction of lexicogrammatical patterns that are meaningful and acceptable to a target language audience when these concepts do appear, they are often presented in ways which are unfamiliar and strange to the native ear, as in this exploitation of the idiom "to fly the nest": "In the very near future male migrant birds start looking for their new nests for leaving from their parents."

Research into metaphor in foreign language teaching has primarily focused on the comprehension process, with little if any attention being paid to its storage of vocabulary has been shown to be more effective when extended meanings are signalled by the teacher (Boers 2000; Charteris-Black 2002; Deignan et al. 1997; Holme 2004), much less can as yet be said into their normal productive repertoire. Danesi (1994) argues that "conceptual fluency" is fundamental if students are to achieve naturalness in their language production. But linguistic fluency is not created from concepts alone: there is no guarantee that knowledge of the underlying idea will result in the reproduction of lexicogrammatical patternings that are both meaningful and acceptable to a target language audience. When these concepts do appear, they are often presented in ways which are unfamiliar and strange to the native ear, as in this exploitation of the idiom "to fly the nest": "In the very near future male migrant birds start looking for their new nests for leaving from their parents."

When these concepts do appear, they are often presented in ways which are unfamiliar and strange to the native ear, as in this exploitation of the idiom "to fly the nest": "In the very near future male migrant birds start looking for their new nests for leaving from their parents."
Children's understanding of figurative meanings has been the subject of a great deal of research. The consideration that children are unable to produce and understand metaphor until they reach a certain age and a specific intellectual development has been modified by diverse studies (e.g. Winner, 1988; Zurer Pearson, 1990; Glicksohn and Yafe, 1998; Cameron, 1991, 1996, 2003; Nerlich, Clarke and Todd, 1999 or Johnson, 1999). An issue that has been recurrently taken into consideration by some of these approaches is the role played by domain knowledge in children's mechanisms for reasoning and other "poetic and figurative expressions" (p. 76) is one hallmark of a successful SR. The present paper is an interim report on an ongoing research project concerned with metaphor in SRs that was set up against this background. The present stage of the project consists of an analysis of metaphorical language in SRs and in the OTs that they are based on. This analysis focuses on the question of how metaphors are used and transformed in the process of writing SRs in order to communicate in a language code of SRs, the research should be of theoretical interest to metaphor researchers and of practical value for SR writers and publishers.

Children's figurative capacity when attempting to understand non-literal meanings of language produced by a group of advanced learners of English in Italy, Extra-textual devices, i.e., the use of glossaries, exercises, etc., to complement metaphors used in the SRs text. At the time of writing the present conference proposal, the corpus consists of 60 metaphors from 5 reference corpora in both Italian and English (CORIS - Corpus di Italian Scritto, University of Bologna, and the Bank of English Online - HarperCollins publishers), with a view to addressing the relationship between concept and wording.