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**Přenesené významy v citátech slavných osobností**

BAKALÁŘSKÁ PRÁCE

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*Specializace v pedagogice, obor Anglický jazyk se zaměřením na vzdělávání*

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**Transferred Meanings in Quotes by Famous  
People**

Undergraduate Thesis

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Prohlašuji, že jsem diplomovou práci vypracoval samostatně  
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# ABSTRACT

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Transferred Meanings in Quotes by Famous People

Supervisor: PhDr. Naděžda Stašková, PhD.

This thesis deals with the transfer of meaning, as well as other figures of speech found in famous quotes. Its aim is to study the frequency in which the quotes occur and the effect to which the meaning are subjected to during translation from English into Czech language.

The thesis is divided into theoretical and practical part. The theoretical part provides necessary knowledge, which is then applied in the practical part. The analysis takes each of the 80 quotes by itself and comments on the figures of speech present in it. The commentary also provides basic information concerning the author or relevant background information. The most common figures used are allusion and asyndeton, due to their commonality in everyday speech. Among the frequently used figures are also metaphor and metonymy. The figure of speech of oxymoron is often used to give comedic effect to the quotes.

The analysis also found out that during translation the meanings largely remain the same. The most affected meanings are those that utilize linguistic properties in order to function, such as pun or malapropism.

**Key words:** quotes, transferred meaning, metaphor, metonymy, synecdoche, figures of speech

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## INTRODUCTION

This undergraduate thesis focuses on describing various transferred meanings, for example metaphor or metonymy, as they are used in quotes uttered by public figures.

I chose this particular topic for two reasons. For one, transferred meanings, as well as other figures of speech, are used daily in conversation. Every person uses them whenever they want to emphasise a point, make a witty response, shorten a particular utterance, amuse other people or in plethora of other situations. In other words, they are ever-present. The other reason is similar, but concerns famous quotes. Such quotes can be encountered almost as frequently as transferred meanings. Most often, people adopt these quotes to use as their personal mottos or use them to provide motivation for themselves, or others. This can be exemplified, rather unfortunately, in the quote popularised by the Italian dictator Benito Mussolini *“It is better to live one day as a lion than one hundred years as a sheep”*.

While some areas of linguistic studies can be perceived by someone as not so much interesting, transferred meanings provide a good example of particular language’s ability to entertain the person studying it. They show how you can play with the language and explain how much fun can be made with it.

This thesis is divided into two main parts, theoretical and practical. The first part describes the necessary theoretical knowledge needed to understand transferred meanings and use them correctly in everyday speech. The practical part starts with a short chapter on methods used in the research, and then it analyses individual examples and describes the relation between the two aforementioned components of this thesis, transferred meanings and quotes.

At the end, a chapter called “Conclusion” provides a comprehensive summary of the findings from this work. Summary in Czech is also provided at the very end of this thesis.

## 1 THEORETICAL PART

### 1.1 LEXICOLOGY

In his „Basics of Lexicology“, Radek Vogel says that lexicology is a semantic or a morphological study of the linguistic stock of a language. According to him, this study mainly concerns the content, meaning and the usage of individual forms (Vogel, 2007). This work combines both general lexicology, in studying transferred meanings and figures of speech themselves, and special lexicology, when focusing specifically on the English or Czech languages.

Lexicology itself approaches the study of language in two distinct ways, synchronic and diachronic. Synchronic deals with the study of vocabulary at a certain point in time, while diachronic documents the changes and development of vocabulary over the course of time (Lipka, 1992).

Rather than each word being studied separately, lexicology focuses on general rules and regularities, especially when dealing with relations between elements. As such, lexicology studies structures, not only words by themselves (Lipka, 1992).

### 1.2 SEMANTICS

This thesis mainly makes use of the linguistic field of semantics. *“Semantics is the study of the “toolkit” for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings”* (Griffiths, 2006, p. 1). In other words, semantics concerns itself with the meaning of words and relations such as, for example, homonymy, between them. It provides people with the knowledge necessary to be able to build meaningful sentences and lays the groundwork for syntax, which concerns itself with the structure of these sentences.

### 1.3 SIGNS

Another thing to consider, when dealing with the meaning of words is the phenomenon of signification. Signification is the process of creating and interpreting signs, which are symbols that stand for another (Saeed, 2009). This process, along with its different approaches, dictates how a person perceives individual words.

Ferdinand de Saussure was the first linguist to recognize a language as a structured system of signs (Lipka, 1992). Another approach to signs was developed by linguists Charles Kay Ogden and Ivor Armstrong Richards in their 1923 book "The Meaning of Meaning", which is called a "*Semiotic Triangle*", "Triangle of Signification" or "Referential Triangle" (Lipka, 1992). Lipka (1992) also talks about Karl Bühler's theory published in his book "Sprachtheorie" (1934). The main idea behind this theory is viewing signs as tools which connect speakers and addressees (Lipka, 1992).

When talking about signs in general, it is also important to distinguish between three other terms: **icon**, **symbol** and **index**.

The term "icon" is understood as a relation between a sign and the object it represents. For example the relation between the sign "portrait" and the real-life picture of a person (Saeed, 2009). A verbal example, based on the definition would be, for instance, onomatopoeic words, which are formed to represent an existing sound. The word "vroom" serves as an example of an onomatopoeic word, as it is formed for the purpose of imitating the sound a car engine makes.

Index defines the relation between a sign and a certain concept, in the way described by Ferdinand Saussure. An example of this would be the relation between the signs "smoke" and "fire", since people most often associate smoke with fire (Saeed, 2009). A verbal variant of this example could take the form of the following sentence: "*There's smoke coming from the barn.*" The hearer would assume that the barn is on fire, based on their knowledge of smoke being a product of fire.

Lastly, symbol denotes the conventional relation between a sign and a concept. Symbols are highly flexible, since some signs can represent other concept in certain languages and cultures. A very common example of symbols is the colour black, which represents mourning, or insignia, in the form of stripes, wedges and stars to represent certain

military ranks. A specific verbal example of this phenomenon would be the common phrase *"She is feeling blue."* In this case the colour blue is used as a sign to represent a concept. This expression is commonly used in everyday speech. However, most standard words share no direct relation to the object they represent, with the exception of metaphors, metonymies, compounds, derivations, interjections and onomatopoeias, and thus can also be used as an example of a symbol.

### 1.3.1 SAUSSURE'S APPROACH

*"Sign and system are mutually conditioning, since a sign only derives its value from within the system on the basis of its relation to other signs"*(Lipka, 1992, p. 41). In this theory linguistic signs are further divided into two parts, **concept** and **phonic image**. A concept is a given notion that is evoked simultaneously with the phonic image of a certain sign. It should be stressed however, that a sign does not link a thing to a certain name, but rather a mental concept to a phonic image (Lipka, 1992). An example of this division is as follows:

"Oak" – a linguistic sign

"Oak" - the phonic image, sometimes called a signifier

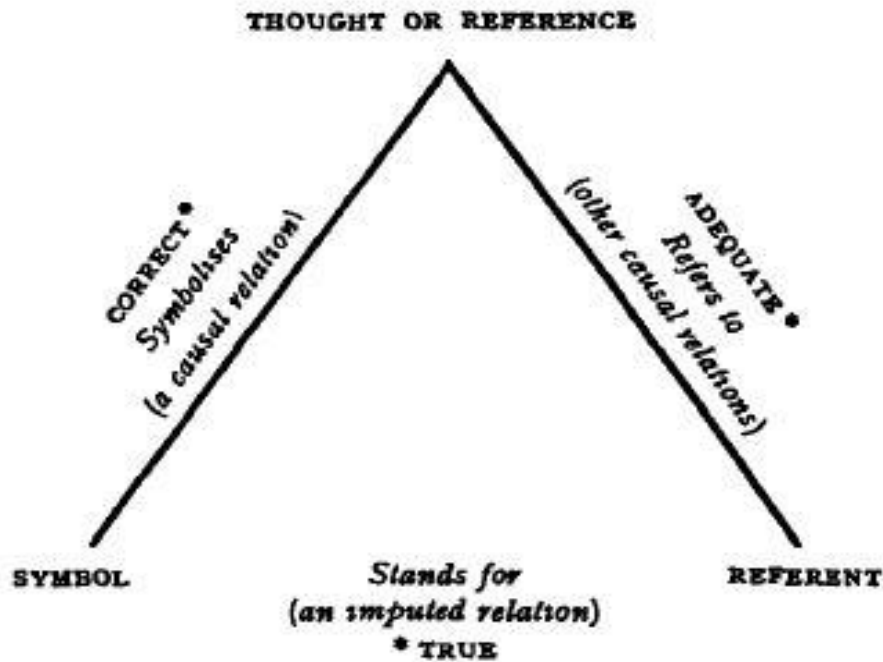
A concept, sometimes called a signified, is the representation which people associate with given word. In this case it is the image of a tree.

Saussure also identifies the arbitrariness of a sign. According to him, the two sides do not necessarily share a connection and any connections that people form between them are a product of a particular language system (Lipka, 1992).

### 1.3.2 SEMIOTIC TRIANGLE

The “Semiotic Triangle” consists of three parts. A symbol, a thought, a referent and the relations between them (Ogden & Richards, 1923).

Picture 1: The Semiotic Triangle



“Symbol” can be, in other words, described as a sign or a term. “Referent” is the real world object and “thought” is the individual human’s internal interpretation of the knowledge.

Example:

Symbol – “Car”

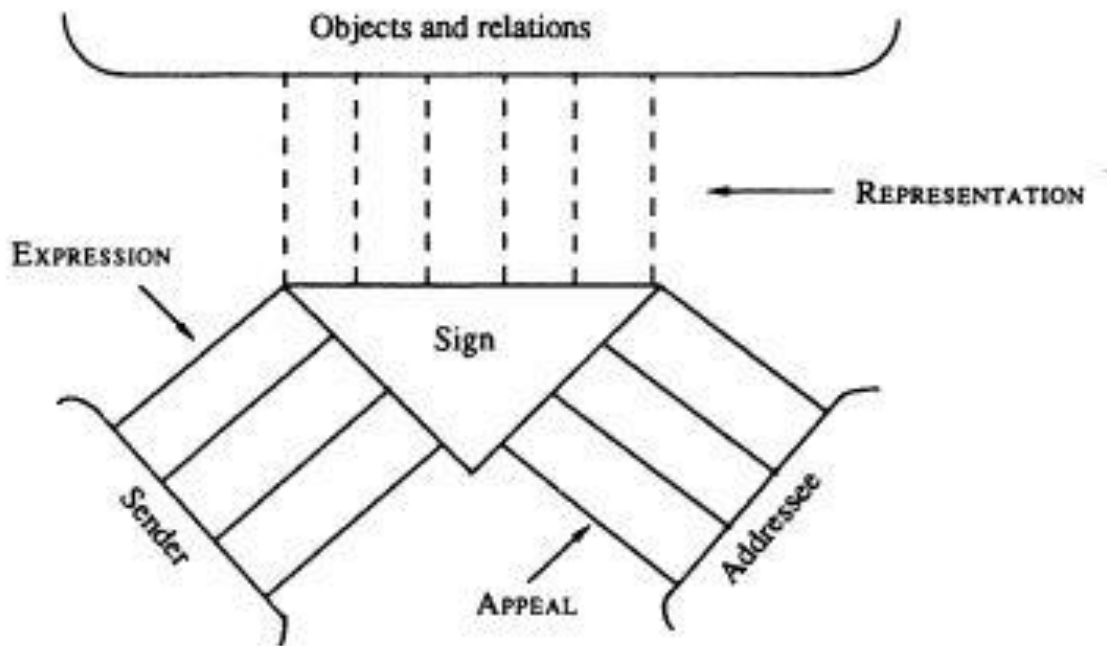
Referent – “A vehicle that moves using an engine which propels wheels”

Thought – “Green Toyota Pickup”

### 1.3.3 BÜHLER'S THEORY

Also known as the “Organon model”, this theory talks about a sign as link between hearer and speaker, while also representing an object or a relation. The relation between the sign and the three distinct qualities, are called “expression”, “appeal” and “representation” (Lipka, 1992).

Picture 2: The Organon Model



The quality of “expression”, otherwise known as a “symptom” is the manner in which the speaker addresses the hearer. It describes what the speaker wants to accomplish with the given sign.

The quality of “appeal”, sometimes referred to as a “signal” represents the subjective way in which the hearer receives the sign.

Representation, also known as a “symbol” is the real world meaning of the given sign.

## 1.4 SENSE RELATIONS

Kriedler (1998) states that lexemes have meanings that depend on *“what other lexemes they are associated with in these utterances. The meaning that a lexeme has because of these relationships is the sense of that lexeme* (Kriedler, 1998, p. 46).

We can distinguish between two types of sense relations, syntagmatic and paradigmatic. Paradigmatic relation concerns words that can fill the same space, regardless of similarity of meaning (Kriedler, 1998). While syntagmatic relations, are defined as: *“the mutual association of two or more words in a sequence (not necessarily right next to one another) so that the meaning of each is affected by the other“* (Kriedler, 1998).

### 1.4.1 PARADIGMATIC RELATIONS

Paradigmatic relation exists between those two words, which are impossible, or at least very difficult, for us to picture next to one another in a sentence (Cruse, 2000). However, these words can replace one another.

#### 1.4.1.1 Synonymy

Peprník (2006) defines synonymy as a *“words or phrases which have the same or nearly the same meaning as another word or phrase”* (Peprník, 2006, p. 26). Therefore individual synonyms are clear examples of paradigmatic relation between words, as they can replace one another easily.

Examples:

The word “cars” in the sentence “Cars are amazing” can be replaced with a number of words like “automobiles” or “trucks”.

The word “home” in the sentence “Our home is quite spacious” can be replaced with other words, such as “house”, “residence” or “apartment”.

#### 1.4.1.2 Antonymy

Antonymy is the opposite of synonymy, as it refers to words with opposite meanings. Precisely, it refers to the binary opposition between words (Murphy, 2003). Murphy (2003) even calls it the *“archetypical lexical semantic relation”*, because it is clearly evident in natural language (Murphy, 2003, p. 169).

Examples:



“This road is long.” -> “This road is longer than that one.” This is the type of antonym, which Murphy (2003) categorizes among “**gradable contraries**”. The gradable nature of the second word creates a relation of oppositeness between itself and the previous word (Murphy, 2003).

“How fast is he?” -> “How slow is he?” This is an example of “**polar antonymy**” (Murphy, 2003). This relation consists of two opposite words, one of which can be used in a “*how*” question. In this case, the first example is a genuine question, while the other example shows the person’s subjective feeling and does not seek a genuine answer.

“The car works.” -> “The car does not work.” “**Complementary antonyms**” are two, mutually exclusive, extreme opposites (Murphy, 2003). In other words, if one is true, then the other one must be false.

“He is his son.” -> “He is his father.” Murphy (2003) categorizes this case as a “**converse opposite**”. These antonymous words are each other’s linguistic equivalents. Both describe the same two-sided relations, but from different angles (Murphy, 2003).

“France is west of Poland.” -> “Poland is east of France.” Similar to the previous example, “**directional opposites**”, as Murphy (2003) puts it, are words in directional opposition when contrasted with a certain fact. Another example of directional opposition would be the words come/go (Murphy, 2003).

“He was killed.” -> “He was resurrected.” “**Restitutives**” are closely related to directional opposites. They are distinguished by the fact that they involve a return to the previous state (Murphy, 2003).

#### 1.4.1.3 Hyponymy

Yule (2010) talks about hyponymy as “*the meaning of one word is included in the meaning of another*”, and explains that hyponymy describes the hierarchical relationship between words (Yule, 2010).

When talking about hyponymy, we most often distinguish between **superordinate** and **subordinate** words. Superordinates are words with broader meaning which encapsulate subordinate terms, which have narrower meaning (Yule, 2010). Superordinate words, in turn, become subordinate to another word higher on the hierarchical scale.

Superordinate and subordinate words are also called **hypernyms** and **hyponyms** respectively.

When two words share the same hypernym, they are called **co-hyponyms** (Yule, 2010).

Examples:

Mustang -> Horse -> Animal – In this example “mustang is a hyponym and “horse” is a hypernym, since mustangs are a particular breed of horses. But “horse” is a hyponym when compared with “animal”, because horses are not the only animals in existence.

“Toyota” -> “Car>”; “Rolls-Royce” -> “Car” – Both “Toyota” and “Rolls-Royce” are hyponyms and since they are both brands of cars and thus share a hypernym “car”, when contrasted with each other, they are co-hyponyms.

#### **1.4.2 SYNTAGMATIC RELATIONS**

Syntagmatic relations are described in Cruse’s (2000) book „Meaning in Language: an Introduction to Semantics and Pragmatics“, as follows. *“It is an obvious fact that some combinations of words 'go together' naturally, and it is easy to imagine a situation in which they could function as part of a discourse“*(Cruse, 2000, p. 219).

A clear example of syntagmatic relations are collocations (Bartsch, 2004).

##### **1.4.2.1 COLLOCATION**

Collocation is a relation between words that tend to occur next to one another and this frequent occurrence is engrained in the minds of people that speak the language in question (Yule, 2010).

Examples:

“Make a choice” – The combination of the verb “make” and a singular noun “a choice”. It describes having to decide on one option from several other options.

“Dead end” – The adjective “dead” and the noun “end” describe a situation that has no solution.

“Hammer” -> “Nail” – An example of two nouns commonly associated with each other. The association comes from their frequent appearance together.

### 1.4.2.2 IDIOMS

The book *Idioms: Processing, Structure and Interpretation* (Cacciari & Tabossi, 1993) shows two possible definitions of idioms. These definitions are “language of a people or country” and “Form of expression peculiar to a country” (Cacciari & Tabossi, 1993, p. 11). Idioms take form of set expressions of phrases and are distinguished by figurative use of language.

Examples:

“John should just bite the bullet and get it over with.” – The idiom “bite the bullet” refers to a need to embrace an unpleasant reality due to its inevitability.

“Just do it. It’s not rocket science.” – The figurative nature of idioms is clearly illustrated by this example. The idiom “It’s not rocket science” addresses the lower difficulty of something. The term “rocket science” is used based on the common knowledge about the great difficulty of this scientific field, thus creating a relation between the two.

### 1.4.2.3 PROVERBS

Despite the difficulty of providing a definition of proverbs, an example can be found in the book “Proverbs: A Handbook” by Wolfgang Meider. This detailed definition says the following: “A *proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation*” (Meider, 2004, p. 19).

Examples:

„All that glitters is not gold“ – This popular proverb, originating in Shakespeare’s „*Merchant of Venice*“, comments on the fact, that things should not be taken at face value. Something with good exterior is not necessarily good.

“A bird in hand is worth two in a bush” – This proverb teaches people that there is greater value in things they already possess, than things they hope to possess in the future.

## 1.5 MEANING

When discussing the meaning of words, it is necessary to distinguish, among other, between meaning lexical and grammatical (Cruse, 2000). Lexical meaning best represented by lexemes, which have semantic relations outside of language. Grammatical

meaning is exemplified by function words. These words have no semantic relation outside the language and only add grammatical meaning to utterances (Kriedler, 1998).

Lexemes, often called content words, have a meaning, which refers to something outside of language. They include, for example, nouns, adjectives and adverbs.

Function words have the sole purpose of helping to build a certain utterance. Examples of them include conjunctions and prepositions.

A broader distinction of meaning is between meanings conceptual and associative (Yule, 2010). Conceptual meaning covers the basic elements of the meaning of a word. Only the extralinguistic reality truly represented by a certain word is included in its conceptual meaning. Dictionaries mainly show the conceptual meaning of a word (Yule, 2010). Yule (2010) also provides us with an example. The conceptual meaning of the word “needle” can include things, such as, “thin”, “sharp” or “steel” (Yule, 2010).

Associative meaning includes the associations and connotations linked to a certain word. It excludes the basic elements, which are included in conceptual meaning. This meaning can vary from person to person, as each individual can have different meanings associated with different words. Associative meaning is interesting to use stylistically, as it can evoke connections outside the basic word. However, conceptual meaning is more important in its use in semantic analysis (Yule, 2010). An example of associative meaning, which also shows the difference between associative and conceptual meanings, would be the word “needle” again, but this time with the meanings “blood”, “drugs”, “knitting” and, thanks to a popular metaphor, “haystack” (Yule, 2010).

Lipka (1992) talks about a third type of meaning, which he calls thematic. Thematic meaning mainly concerns itself with larger sentence structures, unlike the previously mentioned types, which focus on single lexemes (Lipka, 1992). To explain, Lipka (1992) provides us with an example:

“My father owns the Rolls-Royce” – “The Rolls-Royce belongs to my father”

These two sentences have the same conceptual and associative meaning, they differ in the thematic meaning.

It can also be conveyed by intonation or stress, in order to point to a specific part of a sentence.

Further dividing the topic of meaning is the distinction between closed-set and open-set units (Cruse, 2000). Closed-set units need to be able to combine with a wide range of other elements, without creating any sort of anomaly. As such, their meaning needs to be flexible or broad (Cruse, 2000). Open-set units do not need to combine with other elements. This means that they most often carry the semantic content of utterances (Cruse, 2000).

## 1.6 TRANSFER OF MEANING

Transfer of meaning is a practice of changing the meaning of two words, based on a degree of similarity between their two denotations (Peprník, 2006).

The three best-known transfer of meaning types are metaphor, metonymy and synecdoche. Besides those, a specific transfer of meaning happens in figures of speech, which are mentioned below (Peprník, 2006).

### 1.6.1 METAPHOR

Metaphor is described as a transfer of meaning on the basis of exterior features. These exterior features include, among others, shape, function, colour, location and extent (Peprník, 2006), although metaphor can be identified based on almost any common feature between two objects.

Examples:

*The computers here are from the Stone Age.* - This metaphor is based on age. The computers are very old and Stone Age happened a very long time ago.

*His teeth are snow white.* - This metaphor is based on colour of the two objects (snow is white and very clean teeth are also white).

*The legs of the dining table are broken.* – The third example shows us a metaphor based on location (legs of a table, legs of a body, both are the lowest part of their respective wholes), function (both are used to be stood upon by their wholes) and shape (both are long and slim).

### 1.6.2 METONYMY

Griffiths (2006) talks about metonymy as “*a person or object being referred to using as the vehicle a word whose literal denotation is somehow pertinently related*” (Griffiths,

2006, p. 85). Peprník expands on this definition by dividing metonymy into six different subgroups. Transfer of activity, condition, quality, material, product and place (Peprník, 2006).

Examples:

*The pen is mightier than the sword.* – In this famous saying, “pen” refers to written words (which are written with a pen) and “sword” refers to military force (swords are a very well-known weapons used by soldiers). As such, it can be considered a transfer of product or quality.

*He was reading Shakespeare.* – This refers to the person reading a book by the author William Shakespeare. Since the book was written by him, it is referred to by his name. It is a transfer of product, as the book is Shakespeare’s product.

*The White House passed a new law yesterday.* – American government is referred to by the well known residence of American president, the White House. It is a clear metonymy, based on the transfer of place.

### 1.6.3 SYNECDOCHE

Peprník (2006) defines synecdoche as “*a figure of speech in which a part is used to mean the whole*” (Peprník, 2006, p. 54).

Examples:

*The grey beard was angry today.* – “Grey beard” refers to old men as a whole. The phrase refers to a single part of their body, but is used to represent the whole group, because it is most often associated with this group of people.

*The Russian won the war.* – This type of synecdoche could be seen quite often in the Czech language, particularly in colloquial speech by older generations. In this case, the word “Russian” means a “person from Russia”, but is used to refer to the entire country of Russia.

*The English had thirty three sails present at the battle of Trafalgar.* – This sentence presents us with two examples of a synecdoche. Firstly, the word “English”, while describing the population of England, refers to the entire United Kingdom. Secondly, “sails” means “ships”, since the sail of a ship is its most recognizable single part.

## 1.7 OTHER FIGURES OF SPEECH

Simply defined by Quinn (2010) as *“an intended deviation from the ordinary usage”* (Quinn, 2010, p. 6). Figures of speech listed here are yet another example of the flexibility of a language. They describe various interesting phenomena, which can happen in a sentence, without the speaker even realizing, he had just used a figure of speech. A clear example of such figure of speech, and one that ties into the topic of this thesis, is the famous saying *“I know that I know nothing”*, which is attributed to the Ancient Greek philosopher Socrates. This is an example of a figure of speech called *“oxymoron”*, or in other words, mutually exclusive statements. Following is an alphabetical list of currently used figures of speech.

### 1.7.1 ALLEGORY

Differing from metaphors in that allegories are longer stories, while metaphors are shorter transferred meanings, they both compare things to each other. Allegories are used to explain larger, abstract, ideas and make them more understandable (Preminger & Brogan, 1993)

Example:

Allegory can hardly be explained in a short example, because they are longer stories. George Orwell’s *“Animal Farm”* is perhaps the most well-known allegory. Orwell uses the setting of a farm with animals to illustrate the issues of social classes and ideologies. But by using such a familiar setting, he makes the overall idea of the story more easily accessible.

### 1.7.2 ALLITERATION

Alliteration can be described as *“a repetition of the sound of an initial consonant or consonant cluster in stressed syllables close enough to each other for the ear to be affected”* (Preminger & Brogan, 1993, p. 36).

Example:

*“Best Buy”*

*“Krispy Kreme”*

*“Dunkin’ Donuts”*

Due to the pleasant rhyming sound, alliterations are often used when naming new businesses, in order to have a catchier name. This is evidenced by these examples of popular American shops.

### 1.7.3 ALLUSION

Allusion is a figure of speech that appears in a text, when the author chooses to convey certain information by using a reference to a preceding or contemporary source. The source can be both textual or extra textual (Preminger & Brogan, 1993).

Example:

“John was such a scrooge.”

In this example, the author states that John is greedy. But the author chooses to convey this information in such a way that references the character Ebenezer Scrooge from Charles Dickens' novel *“A Christmas Carol.”*

### 1.7.4 AMBIGUITY

The act purposefully creating an utterance that has more than one ways, in which the recipient can interpret it. The multiple ways of interpretation have to be possible within the context of the text, in which the utterance occurs (Preminger & Brogan, 1993).

Example:

“Jane met her friend wearing a new hat.”

This example illustrates ambiguity in that it can be interpreted as “Jane met her friend, while she was wearing a new hat”, or “Jane met her friend, who was wearing a new hat”.

### 1.7.5 ANAPHORA

This figure of speech appears when a word or a phrase is repeated at the beginning of successive sentences or clauses (Quinn, 2010). This gives the utterance a nice rhythm and as such it is often used in popular quotes.

Example:

„I'm sick and tired of you letting me down. I'm sick and tired of you making me mad. And I'm sick and tired of you doing such silly things! “

This example showcases anaphora with the repetition of the phrase „I'm sick and tired of you“.



### 1.7.6 ANTICLIMAX

A sentence listing two or more facts, which are gradually of lesser importance than the one stated prior, is a figure of speech called Anticlimax (Preminger & Brogan, 1993). It is related to the commonly used adjective “anticlimactic” due to the disappointing way the events turn out.

Example:

*“Here thou, great Anna, whom three realms obey. Dost sometimes counsel take, and sometimes tea.”*

An excerpt from poem “The Rape of the Lock” by Alexander Pope provides an example of anticlimax by listing qualities and ending with the least significant one.

### 1.7.7 ANTITHESIS

Closely related to oxymoron, antithesis is the process of saying one thing in two different, contrastive, ways. Antithesis also negates any feeling of arbitrariness that might arise when using the repetition of two items (Quinn, 2010).

Example:

*“All things were made by Him, and without Him was not anything made that was made”*

Quinn (2010) also provides this example, which is taken from the Bible, to illustrate antithesis.

### 1.7.8 APOSTROPHE

Apostrophe *“denotes direct, vocative addresses to beings that may not be actually or factually present”* (Alm-Arvius, 2003, p. 130)

Example:

*“O, Romeo, Romeo, wherefore art thou, Romeo?”*

Apostrophe is illustrated in the excerpt from Shakespeare’s *“Romeo and Juliet”*, where Juliet addresses Romeo, who is not present in the conversation.

### 1.7.9 ARCHAISM

Preminger & Brogan (1993) define archaism as *“deliberate use of old, old-fashioned, or obsolete words, esp. in poetry, in order to evoke the mood of an earlier time”* (Preminger & Brogan, 1993, p. 94).

Example:

“John was full of vim and vigor”

Archaism is represented by the word “vim”. This word used to mean “energy” or “enthusiasm”. It is nowadays solely used in conjunction with the word “vigor”.

#### **1.7.10 ASYNDETON**

The Princeton Encyclopedia of Poetry and Poetics defines asyndeton as an “*omission of conjunction between phrases or clauses*” (Preminger & Brogan, 1993, p. 105). Another way of describing this occurrence is referring to the utterance as “unconnected”. This figure is often used in poetic writing, because omission of conjunction between phrases or clauses dramatizes the feeling the reader takes away from the text.

Example:

“I knew what I had to do, so I did it. They did not approve.”

The omission of “but” from the beginning of the second sentence adds more tension to this utterance and gives the feeling of greater tension between the characters.

#### **1.7.11 CLIMAX**

Direct opposite to the earlier described anticlimax. This figure of speech describes the listing of facts in series, in order of ascending importance, which leads to a summative or cumulative conclusion (Preminger & Brogan, 1993).

Example:

“He was proud to serve his family, his country, and his God.”

This example illustrates climax by listing items from the least important, to the most important.

#### **1.7.12 ELIPSIS**

Also called “omission”, this figure of speech is closely related to asyndeton. Where asyndeton omits conjunction between clauses, ellipsis happens when any kind of word is omitted, but the sentence can still be understood (Preminger & Brogan, 1993).

Example:

“We scored ten points. They scored only two.”

The word “points” is omitted, but it does not prevent the reader from understanding the meaning of this utterance.

### **1.7.13 EPISTROPHE**

Epistrophe is the figure of speech, in which the final word or a phrase is repeated in several sentences or clauses (Quinn, 2010). This way, it is very similar to anaphora, the difference being the placement of the repeated part of text.

Example:

“When they attacked our borders, we stood together. When they sacked our cities, we stood together. It was our darkest hour, and we stood together.”

Epistrophe is illustrated by the repetition of the phrase “we stood together” across all three sentences.

### **1.7.14 EPIZEUXIS**

Epizeuxis is a figure of speech made to emphasise something in a text very strongly. It achieves such a strong emphasis by an immediate repetition of a single word or a phrase, with no other words in between them (Quinn, 2010).

Example:

“I will not do it. Never, never, never.”

By repeating the word “never” three times, the strongest form of emphasis is achieved.

### **1.7.15 EUPHEMISM**

The practice of replacing a harsh or offensive word with a mild substitute in order to reduce the negative impact with the audience is called euphemism (Preminger & Brogan, 1993).

Example:

“It is so sad that Mary’s son is mentally challenged.”

In this example, the phrase “mentally challenged” is used as a euphemistic substitute for a word which would more accurately describe the mental state of the child in question. The more accurate, although harsher term would be “retarded”.

**1.7.16 HYPERBOLE**

Hyperbole concerns itself with purposeful, bold exaggeration in text in order to signify the importance of something (Preminger & Brogan, 1993). The exaggeration is very often taken to the extreme and literal interpretation would be impossible, making the hyperbole metaphorical (Alm-Arvius, 2003).

Example:

“I had to wait an eternity for you.”

This is an example of metaphorical hyperbole, because it is impossible to wait an eternity. Rather, the word “eternity” is used to signify very long time.

**1.7.17 IRONY**

The action of conveying a meaning of a sentence by using words with contrasting meaning. This contrast tells the audience the meaning, which was intended by the speaker. Irony is often used for comedic. When used to mock, or express a level of contempt, it creates the phenomenon known as “sarcasm” (Preminger & Brogan, 1993).

Example:

“John is a pilot and he is afraid of heights.”

This example shows irony by talking about a pilot, whose job it to fly planes and, by extension, spend most of his time in the air. But the sentence then states that he is afraid of heights, which is in contrast to his job and illustrating irony.

**1.7.18 LITOTES**

This figure of speech uses an understatement to confirm the contrary meaning of the utterance (Preminger & Brogan, 1993). It is often confused with meiosis, since both of them use understatements to achieve their respective goals.

Example:

“He was not a bad person.”

This example showcases litotes by using the phrase “not a bad person”. It understates the intended outcome. The sentence could be changed into “He was a good person.” This change would not alter its meaning.

**1.7.19 MALAPROPISM**

Malapropism is the act of deliberately, or unknowingly, substituting words for similar sounding ones (Royce, 2011). Malapropisms, especially when used deliberately, are intended to cause a comedic effect. They occur often in everyday speech when people make simple mistakes and confuse two words.

Example:

„Birds of a father flock together“

This widely used proverb illustrates malapropism by confusing the words „feather“ and „father“.

**1.7.20 MEIOSIS**

Similarly to litotes, this figure of speech employs an understatement. It does so in order to lessen the importance of a particular part of text. It is often used as a derogatory term. Meiosis can also be considered as a superordinate to litotes (Preminger & Brogan, 1993).

Example:

*“I fear I am not in my perfect mind...”*

This closing line of one stanza in Shakespeare’s *“King Lear”* provides an example of meiosis. By this point in the tragedy, the king succumbs to madness. To illustrate the fact, he uses an understatement “I am not in my perfect mind”.

**1.7.21 ONOMATOPOEIA**

Onomatopoeia is the figure of speech which includes words that are created to describe specific sounds. Onomatopoeia achieves this by imitating the sound of the sounds they represent (Preminger & Brogan, 1993). Words created to represent certain sounds this way are called “onomatopoeic words”.

Example:

“Her bold statement gave rise to a wave of murmur from the audience.”

In this example, the figure of speech is represented by the word “murmur”. “Murmur” is an onomatopoeic word created to imitate the unintelligible, but audible, chatter coming from a group of people.

**1.7.22 OXYMORON**

Unlike irony, oxymoron is not used to express a meaning with the usage of contrasting words. Rather, oxymoron is a combination of contrasting words or expressions, which results in a paradoxical meaning (Alm-Arvius, 2003). It is often used to express a metaphorical connection.

Example:

“Act naturally”

This common expression is an oxymoron, as it puts together two words, which stand in opposition to one another. In a basic sense, the word “act” implies that a person must create some kind of artificial behaviour. On the other hand, “naturally”, implies something that is not created by the person.

**1.7.23 PARABLE**

Often addressed by the synonymic “parabola”, parable is a figure of speech constructed by expanding a metaphorical meaning, especially with the usage of external metaphors. The figure is often used for the story to provide a moral lesson at the end (Alm-Arvius, 2003).

Example:

Perhaps the most famous example of a parable is the short story “*The Boy Who Cried Wolf*”. In it, a boy repeatedly calls for his fellow villagers about a wolf, because it brings him joy. This leads to none of the villagers believing him, when he sees an actual wolf. This story serves to provide a moral lesson, which can be interpreted as “Do not lie”, to the readers.

**1.7.24 PARALIPSIS**

The figure of speech by which the speaker emphasizes an idea by pretending to say nothing of it even while giving it a full expression” (Preminger & Brogan, 1993, p. 877). In this figure of speech, the omission of significant ideas is used to communicate the overall meaning.

Example:

“It is not necessary for me to tell you, how important the event is to me.”

Paralipsis is illustrated in this example. The speaker pretends that something is not important. But he proceeds to state the importance of the event regardless.

### 1.7.25 PERSONIFICATION

Personification is the process of assigning human-like qualities to a nonhuman entity (Alm-Arvius, 2003). It is very common in poetry and has been used there at least since the works of the Ancient Greek author Homer (Preminger & Brogan, 1993).

Example:

“The storm’s shouting could be heard miles away.”

In this case “shouting” refers to the thunders, which occur during a storm. A storm is a non-living weather phenomenon and cannot produce a shout.

### 1.7.26 POLYSYNDETON

Similarly to asyndeton, which is the omission of conjunctions, the figure of speech called polysyndeton is recognized. Polysyndeton is the repetition of conjunctions between phrases or clauses. One of the most common conjunctions, which are subject to polysyndeton is “and” (Preminger & Brogan, 1993).

Example:

*“As mine own face. If there be cords or knives,  
Poison, or fire, or suffocating streams,”*

This excerpt from Shakespeare’s “*Othello*” evidences that the use of polysyndeton is very common in works of poetry. In this case, the conjunction “or” to list multiple ways of dying.

### 1.7.27 PUN

Puns are games, which can be played with the language for comedic effect. Puns are accomplished by replacing a word or a phrase within a sentence. They rely on context giving significance to both meanings, to function properly. In order to achieve the desired effect, they make use of other linguistic phenomena, such as homonymy or metonymy. (Preminger & Brogan, 1993).

Example:

“I tried eating a clock once. It was very time consuming.”

Pun is illustrated in the second sentence of this example. Saying that something is “time consuming” is a commonly used expression, which describes a longer passage of time. But here, the word “time” is a metonymy, and stands for “clock”. And thus it gives significance to the second meaning of the expression.

### **1.7.28 RHYME**

Often used synonymously with poetry, rhyming is the repetition of sounds. It is achieved either by using similarly sounding words, or by repeating the word itself. The most common place to find examples of rhymes is at the ends of verses in works of poetry (Preminger & Brogan, 1993).

Example:

*“I love to hear her speak, yet well I know*

*That music hath a far more pleasing sound;*

*I grant I never saw a goddess go;*

*My mistress, when she walks, treads the ground:”*

A part of one stanza, from Shakespeare’s Sonnet 130, clearly shows rhyming at the ends of first and third, and second and fourth lines.

### **1.7.29 SIMILE**

Simile is used for comparison of one thing to another. While the words are different in meaning, there is implied a metaphorical relation between them (Alm-Arvius, 2003).

Example:

“Jack was as brave as a lion.”

In this example, simile is shown in the comparison of the words “brave” and “lion”. These words share a relation because lions are often metaphorically associated with bravery. This means that, in the example, Jack is very brave, when compared to a lion.

### **1.7.30 SPOONERISM**

This figure of speech regards the deliberate interchanging of initial letters between two words (Preminger & Brogan, 1993). If a spoonerism is to be created correctly, both the initial form of the expression and the altered form must be grammatically correct. It is not necessary for the altered meaning to be semantically correct.



Example:

“Is the dean busy?” → “Is the bean dizzy?”

Spoonerism is exemplified here, when the two final words in the second expression exchange the initial letters with the corresponding words in the first sentence. This creates the expression “bean dizzy” which, while grammatically accurate, is nonsensical, because beans are non-living, and thus cannot feel dizziness.

### **1.7.31 TMESIS**

The insertion of a word inside another word or a phrase is traditionally called a tmesis (Preminger & Brogan, 1993). Nowadays, the definition that the term tmesis contains “*all the cases where two morphemes or syntagms that grammatical usage ties together strictly are separated by the insertion of additional elements*” can be encountered (Preminger & Brogan, 1993, p. 1292).

Example:

“Abso-freaking-lutely”

Shown in this example is tmesis, which was created by inserting the word “freaking” into the word “absolutely”. This was done in order to add intensity to the normal proclamation “absolutely”.

### **1.7.32 ZEUGMA**

Zeugma is the omission of a verb. After the verb is omitted, another verb is left to govern two or more clauses, which links them together under it. The clauses in question are usually parallel to one another (Quinn, 2010).

Example:

*“Time lends them power, time means, to meet.”*

This excerpt from Shakespeare’s “*Romeo and Juliet*” provides us with an example of zeugma. Here, time lends both the power and the means. So one verb is omitted, which leaves both the items to be linked to a single verb.

## 1.8 CONCLUSION

The theoretical part of the thesis is followed by the analytical part. The above theoretical information forms a basis upon which the analysis will be conducted. Theoretical information has been presented to explain any potential linguistic phenomena, such as, the meaning of the quotes and the relations in used figures of speech, comprehension of which is important for the reader to get through the analysis more easily.

## 2 PRACTICAL PART

### 2.1 ANALYSIS METHODOLOGY

The analytical part is divided into two sections. The first, and longer, section analyses quotes in English, while the second part aims to study the change of figures of speech, which can occur when translating quotes into Czech. The quotes found in the second part are based on those from the first part, as to provide accurate comparison of the two languages. Apart from the analysis itself, the practical part provides the quote with a commentary containing basic information about the author or relevant historical knowledge.

The practical part contains 80 quotes in English and 15 quotes translated into the Czech language. The first number was chosen to appropriately fulfil the requirements of this thesis.

Before the second part of the analysis began, a preliminary analysis was conducted, which aimed to select a suitable number of quotes to be used in the second part. This preliminary analysis found that most figures remain unchanged, so the low number was chosen only to include interesting figures and avoid repetition of the commentary provided.

The quotes selected for analysis are not restricted to a certain time period, particular geographical location or a specific language. However, they must be unambiguously attributed to a single person. That person must be a public figure, must hold a degree of public notoriety, or their existence must be common knowledge. Another criterion, which the quotes must pass, is that they need to be clearly recorded and have an accepted translation into the English language, if they belong to a foreign person. Quotes, whose unclear or disputed recording can affect the figures of speech present, are not included in the analysis.

In the analytical part, quotes are alphabetically sorted, according to the first letter of the author's surname, and numbered, to allow for easier orientation.

## 2.2 ENGLISH QUOTES

### 1) **“It would be superfluous for me to point out to you Lordship that this is war”**

Charles Francis Adams

This quote comes from a dispatch the US ambassador to the United Kingdom, Charles Francis Adams, sent to the British Foreign Secretary, Earl Russell, in 1863. The quote is an example of the figure of speech known as **paralipsis**. Adams says that it is not necessary for him to mention something, but immediately proceeds to mention the fact.

### 2) **“Float like a butterfly, sting like a bee”** – Muhammad Ali

This quote from the famous American boxer and activist, Muhammad Ali, contains two instances of comparison. Ali compares floating and a butterfly, and stinging and a bee. Both of the actions are associated with the words they are likened to. This makes the quote an example of **simile**.

### 3) **“Hanging is too good for a man who makes puns, he should be drawn and quoted”** – Fred Allen

The American comedian Fred Allen, who was perhaps one of the greatest American radio-based entertainers, uses **malapropism** in his quotes about puns. He substitutes the word “quoted” for the similar sounding “quartered”. The standard expression “drawn and quartered” refers to a widespread form of executing prisoners.

### 4) **“A boo is a lot louder than a cheer”** – Lance Armstrong

Lance Armstrong was a professional cyclist who won the famed race “Tour de France” seven times. However, these winnings were annulled after his doping scandal. This quote by him features an example of **onomatopoeia**. The word “boo” is an onomatopoeic word used to describe the sound that displeased people make towards someone.

5) **“That’s one small step for a man, a giant leap for humanity”** – Neil Armstrong

This famous quote was uttered when the first human walked on the Moon. Neil Armstrong uses **antithesis**. Armstrong talks about a single movement, but describes it in two ways, which are in contrast to one another. Firstly as a small step, secondly as a giant leap. Also, the omission of “but” between the clauses is an example of **asyndeton**.

6) **“I found Rome of clay. I leave it to you of marble”** – Augustus

These are the last words, which the first emperor of the Roman Empire uttered to his subjects. In this quote, Augustus uses **metaphor** to refer to the state of the Roman Empire at the beginning and at the end of his rule. The word “clay” is used to represent a state of low quality or mediocrity. “Marble” is used to refer to a state of high quality.

7) **“There is only one way to avoid criticism: do nothing, say nothing and be nothing”** – Aristotle

A quote by the famous Ancient Greek philosopher Aristotle, whose writing touched on many subjects, ranging from sciences to poetry, and who has been called the “Father of Western philosophy”, uses the figure of speech known as **epistrophe**. The figure can be found in the repetition of the word “nothing” in three consecutive instances in the latter part of the quote.

8) **“Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend”** – Francis Bacon

This quote originated with the English philosopher Francis Bacon. Bacon is often considered the father of the philosophical field of empiricism. In this quote, he provides us with an example of **zeugma**. Bacon uses the quote to list things that influence people but uses only a single verb. The verb “make”, at the beginning of the quote, is thus left to govern over the rest of the quote.

- 9) **“There is Jackson standing like a stone wall. Let us determine to die here, and we will conquer”** – Bernard Elliot Bee

Bernard Elliot Bee was a brigadier general in the Confederate Army during The American Civil War. This quote, originating in the battle of Bull Run, would give rise to a nickname, which would become synonymous with the name of another Confederate officer, Thomas Jonathan Jackson. This quote employs two different figures of speech.

The first figure is **simile**, which comes from Bee speaking about Jackson as a “stone wall”. This way, he implies that Jackson will undoubtedly hold the line against the Union troops so that his soldiers can safely regroup.

The second figure used is **synecdoche**. When speaking of Jackson, a single person, Bee references the whole brigade under Jackson’s command. Calling an entire group of soldiers by the name of their commander was a common practice of the time.

- 10) **“Music is like a dream. One that I cannot hear”** – Ludwig van Beethoven

This famous German composer uses two figures of speech in this quote. Firstly, he uses **simile** to compare music to a dream. He does so based on the fact, that they both can evoke mental images in people.

Secondly, he uses **allusion** in the second sentence. It makes sense that a person cannot hear a dream. However, the hearer needs contextual knowledge to understand that Beethoven is referencing his deafness.

- 11) **“Texas has a lot of electrical votes”** – Yogi Berra

This quote comes from the professional American baseball player, Yogi Berra. In it, Berra references the American presidential voting system, in which citizens vote to gain representatives in the Electoral College. It is then up to these representatives to actually elect a candidate to the position of president. Berra uses **malapropism** when he replaces the word “electoral”, with the similar sounding “electrical”.

12) **“Animal’s eyes have the power to speak a great language”** – Martin Buber

This quote comes from the influential Austrian Jewish philosopher, Martin Buber. In his quote, Buber expresses the beauty of looking in animal’s eyes, and to do so, he uses a **personification**. Speaking a great language is a quality solely associated with humans. Personification is used when Buber gives this quality to animal’s eyes.

13) **“In years gone by, there were in every community men and women who spoke the language of duty and morality and loyalty and obligation”** – William F. Buckley

**Polysyndeton** is used in this quote by the American lawyer William Frank Buckley. The figure of speech is found in the repetition of the conjunction “and” in the latter part of the quote, between the words “duty”, “morality”, “loyalty” and “obligation”.

14) **“This is Preservation Month. I appreciate preservation. It’s what you do when you run for president. You gotta preserve”** “George W. Bush

The former president of the United States of America uttered this quote during a Perseverance Month. This refers to an occasional American tradition of devoting a month to a human virtue to inspire people. When George W. Bush mistakenly said “Preservation” instead of “Perseverance” he used the figure of speech known as **malapropism**. This is the case for all three instances of the substituted word in the quote, i. e. “Preservation”, “preservation” and “preserve”. While similarly sounding, the words differ in meaning, with preservation meaning “maintaining an original state” and perseverance meaning “maintaining ones course of action in face of difficulties”.

15) **“I came, I saw, I conquered”** – Julius Caesar

This quote by the Ancient Roman general and emperor is very widely known and used. Caesar used it in a report to the Roman senate, in which he talked about a swift victory in a battle. **Anaphora**, one of the two figures present, is used here with the repetition of the pronoun “I”.

The second figure is **asyndeton**. This figure is found in the omission the conjunction “and” after the first and second clauses.

16) **“If your parents never had children, chances are you won’t either”** – Dick Cavett

Dick Cavett, the author of this quote, was a former American talk show host. In this quote, he demonstrates **antithesis**. By saying that your parent never had any children, the hearer is given the information that there is no one to have any children after them. The quote follows with “chances are you won’t either”, which gives the contrasting information by speaking about somebody who might not have children, ignoring the fact, that their parents did not have children. The first part of the quote also conveys the same information as the other one, since people know that you cannot have children, if your parents did not have children.

17) **“Study history, study history. In the history lies all the secrets of statecraft”** – Winston Churchill

Winston Churchill, the British politician who is widely known as the prime minister who led Britain during the Second World War, authored many well-known quotes. In this one, he uses **anaphora** by repeating “study history” in the beginning of the quote

Since the repetition is used to give greater importance to the conveyed meaning, it also functions as **epizeuxis**.

18) **“We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills;”** – Winston Churchill

This small excerpt from Winston Churchill’s famous speech, which he presented to the House of Commons during the Second World War became, along with the whole speech, a significant and well-known moment of the time. Even in this short excerpt the reader can find two figures of speech.

The first one is **anaphora**, which is present with the repetition of the phrase “we shall fight”, which is present at the beginning of all clauses of the excerpt.

The second figure of speech is **asyndeton**. This figure comes from the omission of the conjunction “and” between the all the items listed in the excerpt.



- 19) **“Bolshevism is a ghoulish descending from a pile of skulls. It is not a policy, it is a disease. It is not a creed, it is a pestilence”** – Winston Churchill

This quote by Winston Churchill illustrates the figure of **metaphor**. There are three instances of this figure in this quote, but they are all based on the same relation. Churchill wanted to express his disdain for bolshevism. And so, he used the metaphors “ghoul descending from a pile of skulls”, “disease” and “pestilence” to compare bolshevism to, based on the ideology’s bad nature.

- 20) **“I am prepared to meet my Maker. Whether my Maker is prepared for the great ordeal of meeting me is another matter”** – Winston Churchill

This is another quote from the British Prime Minister, Winston Churchill. It contains an example of the commonly used figure called **euphemism**. Churchill is talking about his own death, when he says that he is prepared to “meet my Maker”. To “meet one’s Maker” is a commonly used euphemism for dying.

- 21) **“Please sit down, because having produced nine million award shows, I know the producer’s up there saying “Hurry say thanks fast””** – Dick Clark

This quote comes from the American producer and actor Dick Clark’s Emmy award acceptance speech. It illustrates a perfect example of **hyperbole**, when Clark refers to his “nine million award shows”. This number is highly exaggerated. The hyperbole here is used to refer to his significant number of award shows, but amplify the number for a comedic effect.

- 22) **“I don’t believe in astrology. I’m Sagittarius and we’re skeptical”** – Arthur C. Clarke

This quote comes from the famous British science fiction writer, Arthur C. Clarke. He is perhaps best known for his work on the 1968 movie “*2001: A Space Odyssey*”, which is widely regarded as one of the best science fiction movies of all time. His quote aims to achieve comedic effect by the usage of **irony**. He begins the quote by stating that he does not believe in astrology, but proceeds to immediately contradict this by stating his Zodiac sign and an attribute which astrology often bestows upon said sign. This contradiction reveals the fact, that he wanted the quote to say that he believes in astrology.

- 23) **“I’ve always wanted to go to Switzerland to see what the army does with those wee red knives”** – Billy Connolly

William Connolly is a Scottish comedian and musician. His Scottish origin is hinted at by the usage of the word “wee”, which is a Scottish adjective meaning the word “little”. In this quote he uses **allusion** when he uses the expression “wee red knives”, along with the word “Switzerland”. He refers to the world famous Swiss army knives. A hearer of this quote needs to display a degree of common knowledge, in order to be able to imagine the small red pocket knives, which the author alluded to.

- 24) **“My definition of an intellectual is someone who can listen to the William Tell Overture without thinking of the Lone Ranger”** - Billy Connolly

This quote also comes from the Scottish actor Billy Connolly. In it, he talks about the famous William Tell Overture composed by Gioachino Rossini. He uses **allusion** when he mentions the “*Lone Ranger*”, which is a popular American western franchise, which exists as a radio show, television series and several movies. This franchise prominently features *William Tell Overture* as part of its soundtrack. With his allusion, Connolly hints at the fact that, due to its usage in the franchise, many people are not able to recognize the *William Tell Overture* as a standalone piece of classical music. To understand this quote, the reader needs the knowledge of the classical piece’s usage in the franchise.

- 25) **“When I was a kid my parents moved a lot. But I always found them”** – Rodney Dangerfield

Rodney Dangerfield was a stage name of the well-known American stand-up comedian and actor. With this quote, he illustrates the figure of speech known as **pun**. The phrase “my parents moved a lot” would be most often associated with moving, as in “to a different house” or “changing homes”, but Dangerfield defeats this association by continuing with “I always found them”. This changes the meaning of the first sentence to the literal meaning of the verb “to move”.

- 26) **“And we’re going to South Dakota and Oregon and Washington and Michigan and then we’re going to Washington, D.C. to take back the White House”** – Howard Dean

This quote by the American author and politician Howard Dean contains two different figures of speech.

The first one is **polysyndeton**, which occurs with the repetition of the conjunction “and” throughout the quote.

The second figure of speech present is **metonymy**. Dean says that they are going to take back the White House. The White House is the seat of the president of the United States of America and is commonly used as a representation for the office of president, because of a common association between the two.

- 27) **“Life is like riding a bicycle. To keep your balance, you must keep moving”** – Albert Einstein

Albert Einstein uses a **simile** in this quote, when comparing life to a bicycle ride. He then proceeds to explain this simile by stating “to keep your balance, you must keep moving”. According to him, this fact applies to both the compared things, and thus forming a relation, upon which they can be likened to one another.

- 28) **“The only thing that interferes with my learning is my education”** – Albert Einstein

Another quote by Albert Einstein, this one uses the figure of **oxymoron**. Einstein says that education “interferes with my learning”. These two stand in opposition to one another, because education is not commonly recognized as something that hinders learning.

- 29) **“I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones”** – Albert Einstein

This famous quote from Albert Einstein is unique, whether intentionally or not, for combining two figures of speech. Those are **allusion** and **allegory**.

Allusion comes from the fact that Einstein references the rapid development of military technology, mainly nuclear weapons, by superpowers of his time and the

mutual destruction a war with these weapons would bring. He references this destruction, and the following technological and social decline, by mentioning that World War IV will be fought with “sticks and stones”.

Allegory is present in the latter part of this quote, which reads “World War IV will be fought with sticks and stones. Einstein takes the extremely complicated issue of the decline of human society and technology, and addresses it by using an easily comprehensible situation.

30) **“All religions, arts and sciences are branches of the same tree”** – Albert Einstein

This is another quote which comes from the famous scientist Albert Einstein. Einstein uses a **metaphor** to compare “religions, arts and sciences” to branches of a tree. The comparison is created on the mutual relation that, as well as branches to a tree, these three items Einstein listed are all connected to one another.

31) **“Animals are such agreeable friends – they ask no questions; they pass no criticism”** – George Eliot

George Eliot was the pen name of the famous Victorian era writer, Marry Ann Evans. This quote by Evans illustrates the figure of speech of **personification**. Asking questions and passing criticisms are strictly human actions, but Evans attributes them to animals.

There is also an example of **asyndeton** to be found in this quote. This figure is present in the omission of “and” between the final two clauses.

32) **“Early to bed and early to rise makes man healthy, wealthy and wise”** – Benjamin Franklin

Benjamin Franklin was an American writer, inventor and diplomat, but perhaps most importantly he was one of the Founding Fathers, a group of men who played a big part in the American declaration of independence. In this quote, Franklin used **rhyme**, with the words “early, early, rise” and their rhyming counterparts “healthy, wealthy, wise”.

33) **“A fox should not be the jury at goose’s trial”** – Thomas Fuller

Thomas Fuller was an English historian and author, with his best-known work being *“The history of the Worthies of England”*. Fuller provides an example of a very interesting quote, as it contains three separate figures of speech.

First one of those is **personification**, which comes into effect when he talks about the fox acting as jury and the goose’s trial. Both of those things are only present in the lives of humans, but through personification, Fuller lends them to animals.

The second one is **allusion**. Although common, the knowledge that foxes are predatory animals who often find geese as their prey is needed to fully understand this quote.

Lastly, the entire quote is used to give the reader a moral lesson. This makes it an example of **parable**.

34) **“Nonviolence is the weapon of the strong”** – Mahatma Gandhi

His real name is Mohandas Karamchand Gandhi, although he is better known by the honorific title “Mahatma”. This former Indian lawyer achieved worldwide fame for leading the Indian people in their struggle for independence. He did so by employing non-violent methods during his revolution. In this quote, Gandhi uses **oxymoron** when putting together “nonviolence” and “strong”. Nonviolence is not a trait which is normally associated with strength.

35) **“There will be boots on the ground if there’s to be any hope of success in this strategy”** – Robert M. Gates

Robert M. Gates was an American Secretary of Defense. In this quote he makes use of **metonymy** when he utters the well-known expression “boots on the ground”. The expression is based on indirect relation, which occurs with both parts of the expression, the word “boots” and the phrase “on the ground”. The word “boots” is used to represent soldiers and the phrase “on the ground” is used for the deployment of the soldiers to a foreign country.

- 36) **“I am a man who belongs to nobody and who belongs to everybody”** – Charles de Gaulle

Charles de Gaulle was an influential military officer, politician and later French president. He is nowadays regarded as one of the greatest French leaders in history. In this quote, he provides us with an example of an **antithesis**. In two clauses, he states that he belongs to nobody, which he follows in the second clause by stating that he belongs to everybody, thus creating direct contrast between the two.

- 37) **“On a normal day we value heroism because it is uncommon. On September 11<sup>th</sup> we valued heroism because it was everywhere”** – Nancy Gibbs

This quote from the American author and political commentator Nancy Gibbs illustrates **allusion**. The quote is comprehensible without any outside knowledge, but to understand its meaning, one must know about the events which occurred in the United States on September 11<sup>th</sup> 2001.

The quote also contains an example of **antithesis**. Gibbs refers to heroism in two ways. Firstly as uncommon and secondly as very common, which puts the two sentences in opposition.

- 38) **“Conscience is a man’s compass”** – Vincent van Gogh

Vincent van Gogh was a Dutch painter. He acquired international fame for his vast collection of paintings similar artworks. Because of his achievements, he is considered one of the most influential figures of modern-day art. In this quote he uses **metaphor** to compare conscience to a compass. This comparison is based on their mutual function of showing direction. Compass is used to show geographical direction and conscience guides people in their decisions. This metaphor is also used in the popular expression “moral compass”.

- 39) **“Let’s face it: the teeth are getting more and more British every day. I look in the mirror and see Austin powers staring at me”** – Hugh Grant

This quote comes from the popular British actor Hugh Grant. It illustrates two figures, **metaphor** and **allusion**.

The metaphor happens with the mention of “teeth are getting more and more British”. Grant calling his teeth “British” is based on the widespread stereotype that British people have bad teeth.

The allusion with the mention of Austin Powers. Austin Powers is a popular movie character. Played by Mike Myers, this British spy is famous for his bad dental hygiene and the resulting state of his teeth. The hearer’s knowledge is required once more for this quote to have the intended effect.

40) **“A lurking pun is the worst pun, one the offender has been waiting to spring on you”** – Terri Guillemets

Terri Guillemets is an American author and linguist. In this utterance, she talks about puns and makes use of a **pun** to add greater significance to her point. She begins the quote by talking about a “lurking pun” and finishes it by mentioning “to spring on you”. The expression “spring on somebody” is used to describe the action of taking somebody by surprise or unexpectedly attacking somebody. This action is very often associated with lurking.

41) **“When I hear somebody sigh “Life is hard”, I am always tempted to ask, “Compared to what?””** – Sidney Harris

This quote comes from the popular American cartoonist Sidney Harris. It provides an example of **apostrophe**. The figure of speech comes from “Compared to what?”, which is a final part of this quote. This is a direct question aimed at a recipient not present during the retelling of this quote.

42) **“I like Kit-Kat unless I am with four or more people”** – Mitch Hedberg

The American stand-up comedian Mitch Hedberg used the figure of **allusion** in this quote. The quote does not make much sense, if the hearer is not familiar with the cookie brand Kit-Kat. If the hearer possesses the required knowledge however, he knows that the cookie takes the form of four connected bars, thus making it difficult to share between more than four people.

43) **“Lions don’t lose sleep over the opinions of sheep”** – Vernon Howard

This very popular quote dates back to the Ancient Rome, and it has been used by many different people. In this thesis, it is mentioned in the form, in which it was recorded as being said by American philosopher and author, Vernon Howard. There are two examples of **metaphor**. In both instances, people are compared to animals based on similarities in character traits. Some people are compared to lions, because of their bravery and perceived higher position among others. And others are compared to sheep, due to their tendency to follow others and not stand out.

An example of **personification** can also be found here, when sheep are given the ability to form opinions. A quality which is normally found in people.

44) **“Life is a flower of which love is the honey”** – Victor Hugo

This famous French novelist, author of both “Les Misérables” and “The Hunchback of Notre-Dame” compares life to a flower and love to honey. This provides us with two examples of **metaphor**. Both words are likened, within the sentence, to other words based on a perceived similar characteristic.

45) **“Better to build a bridge than a wall”** – Elton John

Elton John is a famous British singer and songwriter. While this quote is correct when used with the literal meanings of the words “bridge” and “wall”, Elton John used the two words as **metonymy**. When saying “build a bridge”, the implied meaning is “connect people”, and “wall” stands for “separating people”.

46) **“There is no Negro problem. There is no Southern problem. There is no Northern problem. There is only an American problem”** – Lyndon B. Johnson

This quote is an excerpt from Lyndon B. Johnson’s famous “*We shall overcome*” speech. The 36<sup>th</sup> president of the United States of America uses the figure of speech of **epistrophe**. This figure is found in the repetition of the final word of each sentence of the quote, which is the word “problem”.

47) **“I have a dream, that one day little black boys and girls will be holding hands with little white boys and girls”** – Martin Luther King



This quote is taken from the famous “I have a Dream” speech by the well-known American civil rights activist. Two figures of speech can be observed here. Firstly, King uses **synecdoche** by mentioning “little black boys and girls” and “little white boys and girls”. The phrases make sense when used with their literal meanings, but they can be used to represent all the black and white people, respectively. Secondly, the entire quote functions as **allegory**. King uses the familiar image of children holding hands to address the racial problems in America in the 1960’s.

Although not visible in this quote alone, the phrase “I have a dream” is repeated multiple times throughout the speech. This would make it an example of **anaphora**.

48) **“Uneasy lies the head that craves the crown”** – Howard Koch

In this quote, the American screenwriter and playwright Howard Koch illustrates an example of **metonymy**. The word “crown” is used to represent a position of power, or the title of a king. The crown is used in this way because it is the item most commonly associated with kings.

49) **“It is sobering to think that Mozart was when he had already been dead a year”** – Tom Lehrer

Tom Lehrer, an American musician and songwriter used **allusion** when talking about the accomplishments of the Austrian composer, Wolfgang Amadeus Mozart. The allusion in this quote requires the hearer to have knowledge of Mozart’s career and death, to fully understand that Lehrer uses this quote to praise the composer.

50) **“I have a mood poisoning. Must be something I hate”** – Marilyn Manson

This quote comes from the popular American singer Marilyn Manson, who leads the industrial metal band of the same name. In this quote, two instances of **malapropism** can be found. First, Manson says he has a “mood poisoning”. The word “mood” is used as a substitute for the similar sounding “food”. In the second case, he substitutes “hate” for the word “ate”. Both “food poisoning” and “Must be something I ate” are commonly used expressions.

51) **“Love the life you live, live the life you love”** – Bob Marley

A quote by the Jamaican singer Bob Marley, who is widely considered a founder of the musical genre known as “reggae”, is a clear example of **alliteration**. The repetition of the letter L in both sets of words “Love, life, live” is used to give a rhythm to the saying.

This quote also contains an omitted conjunction “and”, which proves the presence of the figure of speech known as **asyndeton**.

52) **“Publishing a volume of verse is like dropping a rose petal down the Grand Canyon and waiting for the echo”** – Don Marquis

This quote comes from the American poet Don Marquis. In it, he uses the figure of speech known as **simile**. He uses it to compare publishing a volume of a verse to dropping a rose petal down the Grand Canyon. These two things are compared based on their mutual relation of pointlessness. The true meaning of this quote is that one cannot expect results from publishing a single volume of verse.

Next to the simile, there is also the figure of speech known as **parable**. The metaphorical likeness is expanded to provide the reader with a moral lesson of futility of such a small actions.

53) **“Revolutions are the locomotives of history”** – Karl Marx

The German author, philosopher, economist and political theorist, perhaps best known for his political work, *“The Communist Manifesto”*, in which he touched on the struggles of different social classes and the problems of capitalism, used **metaphor** in this particular quote. He compares revolutions and locomotives based on the fact, that they both move something forward. Locomotives move the entire train along the railway and revolutions move the human society.

54) **“You’re FAT – And don’t try to sugarcoat it, because you’ll just eat that, too”** –

Philip C. McGraw

Philip Calvin McGraw is the real name of an American author and vastly popular TV show host, who goes by the much better known stage name, Dr. Phil. In this quote, Dr. Phil talks about sugarcoating the term “fat”. Sugarcoating is a common

expression used to describe saying something euphemistically. But Dr. Phil uses the words literal meaning, which is “coat something in sugar”. He uses the word as a **pun**, when he suggests that this practice makes fat people eat anything.

- 55) **“I love them. Love them. I think the more positive approach you have to smoking the less harmful it is”** – Sienna Miller

The figure of speech known as **epizeuxis** is demonstrated in this quote by the British-American actress Sienna Miller. The figure of speech is created with the repetition of “love them” at the beginning of the quote. This repetition lends more significance to the meaning of this, rather nonsensical, quote.

- 56) **“Imperfection is beauty, madness is genius and it’s better to be absolutely ridiculous than absolutely boring”** – Marilyn Monroe

Marilyn Monroe, the famous American actress and singer, uses two figures of speech in this quote. With the omission of “and” between the first two clauses, she uses **asyndeton**. And the direct comparison of contradictory terms in “Imperfection is beauty” and “madness is genius” is an example of **oxymoron**.

- 57) **“Hyperbole was to Johnson what oxygen is to life”** – Bill Moyers

American political commentator and Press Secretary at the White House, Bill Moyers, uses this quote to describe the common usage of hyperbole by the president he served under, Lyndon B. Johnson. To do so, he utilizes a **hyperbole** of his own. He equates the frequent usage of hyperbole by the president to oxygen, which is essential for life, thus overstating the frequency with which hyperbole was used.

- 58) **“The advice I would give to someone is to not take anyone’s advice”** – Eddie Murphy

A quote by the well-known American actor Eddie Murphy gives an example of **oxymoron**. The speaker contradicts himself by talking about giving an advice, which is not to take advice from anyone. This makes the quote contradictory, because if someone were to take this advice, they would immediately break the rule suggested by it.

59) **“It’s hard to be an artist, it’s hard to be anything, it’s hard to be”** – Bill Murray

This quote from the popular American actor Bill Murray is another one that combines two figures of speech. The first one of those is **anaphora**. This figure comes from the repetition of “It’s hard to be” throughout the quote.

The second figure is **climax**. Murray lists three things and does so in order of ascending importance. He starts at the least important “artist” and makes his way to “be”, referencing life itself.

60) **“My iPhone has two million times the storage of the 1969 Apollo 11 computer. They went to the moon. I throw birds at pig houses”** – Bill Murray

Another quote from the popular American actor, this one also employs two figures of speech. The first figure used is **hyperbole**. This figure comes from Murray mentioning that his phone has “two million times the storage of 1969 Apollo 11”. The difference between the two items is large, but this number is exaggerated to signify its importance.

The second figure is **allusion**. Knowledge of contemporary sources is needed when he references “throwing birds at pig houses”. Knowledge of this will reveal to the hearer that Murray references the popular mobile game “*Angry Birds*”.

61) **“America without Her soldiers is like a God without His angels”** – Claudia Pemberton

This quote comes from the contemporary American author Claudia Pemberton. Pemberton uses **simile** to compare American soldiers to God’s angels. This comparison is based on the fact that soldiers in America are generally held in high regard and are seen as very important. This forms a relation between them and angels, who are also seen as essential to the existence of Heaven.

Upon further inspection it is also visible that the malapropism is used as another figure of speech, **pun**. This is shown in the usage of the phrase “mood poisoning” and the word “hate”, which express negative feelings, and which are placed in this commonly used expression.

62) **“I’d like to live as a poor man – only with lots of money”** – Pablo Picasso

The world famous Spanish painter and sculptor Pablo Picasso, who is considered among the greatest artists of the 20<sup>th</sup> century, illustrates the figure of speech known as **oxymoron** in this quote. He says he would like to live as a “poor man”, but immediately contradicts this by adding “with lots of money”. Having lots of money is the direct opposition to the meaning of the word “poor”.

63) **“Don’t fire until you see the whites of their eyes”** – William Prescott

This quote was uttered by a colonel of the American colonial forces, William Prescott, during the battle of Bunker Hill in 1775. This quote originally took the form of a command to his troops. Due to the technological restraints and tactical doctrine of the time, muskets were fired in volleys at close range. This explains the used figure of speech, **hyperbole**. The command told the American soldiers to wait until the advancing British forces were very close before opening fire. The hyperbole here is created when Prescott purposefully exaggerates the distance at which should his soldiers open fire.

64) **“Do what you can with what you have, where you are”** – Theodore Roosevelt

A quote by the 26<sup>th</sup> U.S. president makes use of the figure of speech known as **asyndeton**. The conjunction “and” is left out before the final clause. In this example, asyndeton is used to emphasize a point, which lends the quote a degree of dramatic tension.

65) **“Today you are you. That is truer than true. There is no one alive that is you-er than you”** – Dr. Seuss

The popular American children’s book author and illustrator Dr. Seuss uses **rhyme** to lend his quote a nice rhythm and to achieve a degree of comedic effect, which should allow the quote to entertain people, rather than just conveying its meaning. There are three instances of rhyming. The first one with the repetition of “you”, the second one uses the words “truer” and the word “you” with the suffix “er” and lastly, the words “true – you”.

66) **“Today was good, today was fun, tomorrow will be another one”** – Dr. Seuss

Another quote from Dr. Seuss which again employs **rhyme**. This frequent usage of rhymes is not surprising considering his career of a children’s book author. The rhyme can be found in the words “fun – one”.

However this quote is interesting because it combines two figures of speech. In addition to rhyme, it also contains an example of **anaphora**. This figure comes from the repetition of the word “today” in the first two clauses.

67) **“Left hand, right hand, it doesn’t matter. I’m amphibious”** – Charles Shackleford

Charles Shackleford was an American professional basketball player. In this quote by him, an example of **malapropism** can be found. Shackleford describes his ability to use both hands with the same level of proficiency, but substitutes the word “ambidextrous” for the similar “amphibious”.

68) **“Three cheers for our queer old dean”** – William Archibald Spooner

William Archibald Spooner was an English linguist, who is credited with the creation of the figure of speech known as **spoonerism**. This quote, which comes from his toast to the Queen of Great Britain, Victoria, demonstrates the figure perfectly. A comedic effect is achieved by switching the initial sounds of the words “queer” for “dear” and “dean” for “queen”. With the sounds switched, the quote would read: “Three cheers for our dear old queen”.

69) **“The only true wisdom is in knowing you know nothing”** – Socrates

Socrates, the famous Ancient Greek philosopher, provided the world with perhaps the most well-known example of **oxymoron**, in uttering this quote. He says, that when trying to achieve true wisdom one must know, a person must know, that they know nothing. However, if they truly know nothing, then they cannot be aware of the fact. This contrast prevents them from attaining true wisdom.

70) **“I don’t approve of political jokes. I’ve seen too many of them get elected”** – Jon Stewart

This quote comes from the popular American comedian, writer and producer Jon Stewart. The figure of speech known as **pun** is illustrated here, when Stewart talks

about “political jokes, as in “jokes about politics”, but the quote relies on the context from the latter part to reveal the true meaning. The context reveals that he meant “politicians, who are a joke”. Stewart uses the common expression of calling someone a joke, which means that someone is not to be taken seriously.

71) **“C makes it easy to shoot yourself in the foot. C++ makes it harder, but when you do it, it blows away your whole leg”** – Bjarne Stroustrup

Bjarne Stroustrup is an accomplished Danish computer scientist who gained international fame for creating the C++ programming language. It is in the quote about his creation that he uses the figure of **allusion**. The quote would make little sense to people not familiar with the two programming languages mentioned. But people with the required knowledge understand that this quote refers to C being easier to use, but C++ having more in-depth features.

72) **“Our life is frittered away by detail... simplify, simplify”** – Henry David Thoreau

This quote by the American poet and philosopher Henry David Thoreau contains an example of **epizeuxis**, when it immediately repeats the word “simplify”. This way, the repeated word takes on a greater importance.

73) **“Being a writer is 1% inspiration, 50% perspiration and 49% explaining you’re not a millionaire like J. K. Rowling”** – Gabrielle Tozer

The author and journalist Gabrielle Tozer used **allusion**, when talking about being a writer. The figure of speech is found at the end of the quote, in “you’re not a millionaire like J. K. Rowling”. The example counts on the hearer knowing of J. K. Rowling’s writing career and her financial situation for the intended effect.

74) **“The Marine Corps are the Navy’s police force and as long as I am president that is what it will remain. They have a propaganda machine that is almost equal to Stalin’s”** – Harry S. Truman

This quote uttered by the 33<sup>rd</sup> president of the United States of America provides us with an example of **synecdoche**. When Truman speaks of “Stalin’s propaganda” he uses the one, most widely known, member of the Soviet Union’s government to represent the government as a whole.

75) **“I guess I’m gonna fade into Bolivian”** – Mike Tyson

This quote by the famous American boxer Mike Tyson clearly demonstrates a case of **malapropism**. Here, the malapropism was created as a result of a mistake on part of the speaker. The word “Bolivian” replaces the word “oblivion”, a part of a commonly used expression “fade into oblivion”, which could be translated as “be forgotten” or “lose importance”.

76) **“This is the war to end all wars”** – Woodrow Wilson

Woodrow Wilson was the 28<sup>th</sup> president of the United States of America. This quote, from 1917, addresses the significance of the First World War. It was a common belief at the time that the First World War would indeed be so destructive, that nations would refrain from participating in any other wars.

However, the quote would soon gain an ironic meaning. The **irony** comes from the fact that First World War is said to “end all wars”, but nations on Earth continued to wage wars against each other even after it ended.

77) **“And your very flesh shall be a great poem”** – Walt Whitman

In this quote, the American poet and journalist Walt Whitman, uses the figure of speech known as **synecdoche**. The quote contains two instances of using a smaller part to represent a larger entity. He uses the phrase “your very flesh” to represent the entire human being and the phrase “great poem” to represent works of art in general.

78) **“Winning is not always the barometer of getting better”** – Tiger Woods

The famous American golfer Tiger Woods provides us with yet another example of **metaphor** with this quote. He talks about measuring how someone can get better. To express this measure, he chose the word “barometer”, a device which is used to measure atmospheric pressure.

79) **“There is nothing more uncommon than common sense”** – Frank Lloyd Wright

Frank Lloyd Wright was a well-known American architect, writer and educator. When uttering this quote, he used the figure of speech known as **oxymoron** to illustrate his point. The word “uncommon” stands in direct contrast to “common”.



The expression itself expresses the commonness of the character trait among people.

80) **“A mind is like a parachute. It does not work, when it is closed”** – Frank Zappa

In this quote by the American musician and composer Frank Zappa we can see an example of **simile**. Zappa likens a mind to a parachute, referencing both the need of a parachute to be open, in order to work, and the common idiom “to have an open mind”. The idiom itself means “to thoroughly consider all options before making a decision”.

The first part of the analysis is concluded here. The quotes listed serve as the basis, from which the quotes in the second part have been selected.

## 2.3 TRANSLATED QUOTES

- 1) **“Hanging is too good for a man who makes puns, he should be drawn and quoted”** – Fred Allen

**“Oběšení je až příliš dobré pro někoho, kdo dělá slovní hříčky, měl by být rozčtvrcen”**

The meaning of the original quote is entirely lost in the Czech translation. While the original version made use of malapropism, which occurred in the word “quoted”, the Czech version prefers to use the unaltered word, “quartered”. This allows the Czech version to translate the entire “drawn and quartered” as “rozčtvrcen”. This translation removes the malapropism, and the comedic effect that came with it, but allows the quote to remain usable, as the literal translation “natažen a citován” would make to quote nonsensical.

- 2) **“There is only one way to avoid criticism: do nothing, say nothing and be nothing”** – Aristotle

**“Existuje pouze jeden způsob, jak se vyhnout kritice: nedělat nic, neříkat nic, nebýt nic”**

The English version of Aristotle’s quote contains epistrophe. This figure of speech is maintained in the Czech translation. The word “nothing”, translated as “nic” is also repeated in the latter part of the quote.

- 3) **“Texas has a lot of electrical votes”** – Yogi Berra

**“Texas má mnoho elektrických hlasů”**

In this case, the malapropism found in the original quote does carry over between the languages. The intended word, “electoral”, is commonly translated as “voličský” or “volitelský”. But it also can be translated as “elektorální”. This word is similar to the Czech translation of the substitute word, “elektrický”.

- 4) **“I came, I saw, I conquered”** – Julius Caesar

**“Přišel jsem, viděl jsem, zvítězil jsem”**

The original quote contains anaphora with the multiple repetition of “I”. This figure is not carried over to the Czech translation, but is replaced by epistrophe. Due to the word order of the Czech language, the translated personal pronoun is placed at the end of each clause.

Asyndeton from the original remains in the translated version, as the translated version also contains the omission of a conjunction between the clauses.

- 5) **“I’ve always wanted to go to Switzerland to see what the army does with those wee red knives”** – Billy Connolly

**“Vždycky jsem se chtěl podívat do Švýcarska abych viděl, co jejich armáda dělá s těmi malými červenými nožíky”**

This quote keeps the allusion throughout the translation, which is thanks to the international fame of Swiss Army Knives. However, the Scottish adjective “wee” is replaced by the common Czech “malý”, which causes the quote to lose the word that hinted on the owner’s origin.

- 6) **“When I was a kid my parents moved a lot. But I always found them”** – Rodney Dangerfield

**“Když jsem byl malý, rodiče se často stěhovali. Ale vždycky jsem je našel”**

The Czech translation removes the pun from this Dangerfield’s quote. The Czech language clearly distinguishes between the two meanings of “to move”, with which the quote operates, and so prevents the pun from achieving its intended goal. The comedic effect that came with it is lessened, but not completely absent. The Czech translation implies that Dangerfield’s parents always abandoned their child when changing homes, and he was forced to find them on his own.

- 7) **“Life is like riding a bicycle. To keep your balance, you must keep moving”** – Albert Einstein

**“Život je jako jízda na kole. Abyste udrželi rovnováhu, musíte se hýbat”**

Simile is an example of figure which is not easily influenced by a translation from one language to another. That is why it is maintained throughout the translation and works in the Czech version.

- 8) **“Early to bed and early to rise makes man healthy, wealthy and wise”** – Benjamin Franklin

**“Brzy spát, zavčas vztávat, to je cesta ke zdraví a moudrosti”**

The translated version differs substantially from the English quote. The word “wealthy” is completely omitted from the translation. The rhyme, which was present in the original version, is not found in the translation due to the differences in words, which made up the rhyme in the original.

But the Czech translation adds the figure of speech known as asyndeton. The conjunction “a” is omitted at the beginning of the quote, between “Brzy spat” and “zavčas vztávat”.

- 9) **“Conscience is a man’s compass”** – Vincent van Gogh

**“Svědění je lidský kompas”**

The translation does not affect the figure of speech found in the original version. The metaphor of referring to conscience as a “compass” is maintained even in the Czech language. The popular English metaphorical expression “moral compass”, which is referenced in the original, exists in the Czech language as the literal translation, “morální kompas”.

- 10) **“I have a mood poisoning. Must be something I hate”** – Marilyn Manson

**“Mám otravu nálady. Asi to bude něčím, co nesnáším”**

Both figures of speech present in the original, pun and malapropism, are not carried over to the Czech version. The malapropism is lost because of the

translation of the needed words as “nálada” and “nesnáším”. Since the words are not malapropisms in the Czech language, they are unable to work as a pun.

11) **“Love the life you live, live the life you love”** – Bob Marley

**“Miluj život, který žiješ. Žij život, který miluješ”**

The alliteration found in the original quote is carried over to the translated version. However, the English version contains alliteration on six occasions, and the Czech version contains it in only four. The word “love” is translated as “miluj/miluješ”, thus decreasing the number of alliterating sounds present.

The original quote also contains asyndeton. This figure is not carried over, because the accepted Czech translation separates the quote into two sentences, eliminating the need for a conjunction between them.

12) **“You’re FAT – And don’t try to sugarcoat it, because you’ll just eat that, too”** –

Philip C. McGraw

**“Jste tlustá – A nepokoušejte se to lakovat na růžovo, protože byste to taky snědla”**

The pun found in the original quote works because of the dual meaning of the word “sugarcoat”. However, those meanings are each translated differently. The idiomatic meaning could be translated as “lakovat na růžovo”, while the literal meaning as “pocukrovat”. Because of these issues, the figure of speech is lost when translating the quote and the Czech version has lost its meaning.

13) **“Today you are you. That is truer than true. There is no one alive that is you-er than you”** – Dr. Seuss

**“Dnes jsi sám sebou. To je více, než pravda. Na světě není nikdo, kdo by byl víc tebou, nežli ty sám”**

The original figure of speech is not present in the translated version. The translation of the words, which constituted the rhyme in the original, do not rhyme in the Czech language. This means that the quote loses the rhythm it gained thanks to the rhyme.

14) **“There is nothing more uncommon than common sense”** – Frank Lloyd Wright

**“Není nic vzácnějšího, než selský rozum”**

The Czech translation increases the difficulty of analysing this quote. In English, oxymoron is easily spotted. In Czech however, “common sense” is translated as “selský rozum”, which makes removes the immediate contrast between the words “common” and “uncommon”. But the figure of speech remains, as “selský rozum” is in the same position in the Czech language, as “common sense” is in the English language.

15) **“A mind is like a parachute. It does not work, when it is closed”** – Frank Zappa

**“Mysl je jako padák. Nefunguje, když je zavřená”**

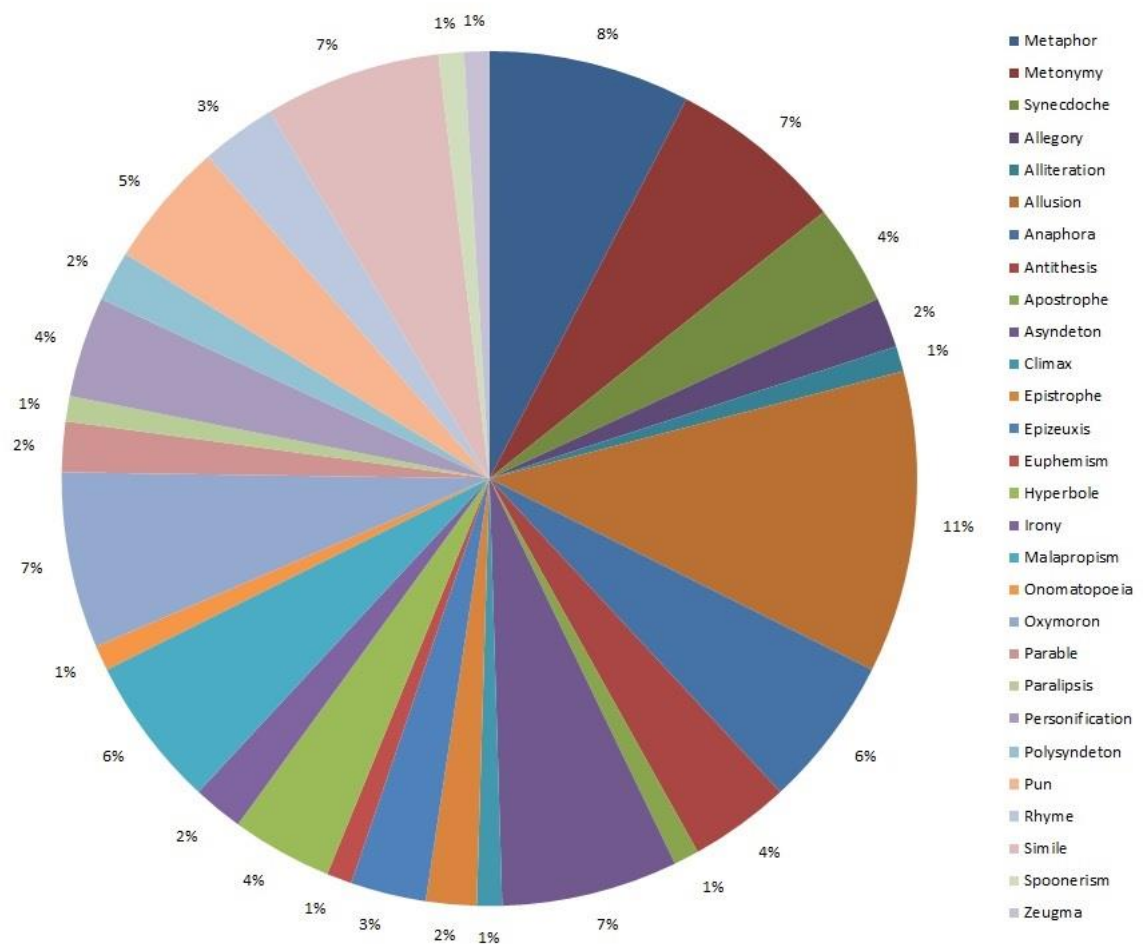
This quote, which contains a simile in the original, translates easily into the Czech language. This means, that the figure of speech is maintained through the translation. However, the quote loses some dramatic effect, since the expression “zavřená mysl” is not as common in Czech, as “closed mind” in in English. In the Czech language, a more common term for this is “nebýt otevřen”.

The second part of the analysis concludes here. The results are found, along with the first part, in the following section.

## 2.4 RESULTS

The figures of speech found in the analysis are gathered here and put into a chart, in order to summarize the frequency of their usage. The chart itself is then commented on. Also found here are the results of the second part, the translation between Czech and English.

Picture 3: Percentage of figures found



The 80 quotes, present in the analysis, contain 105 individual instances of the 28 figures found. Of those figures, the most commonly used one is allusion with 12 instances, which is 11% of the total number. The second most common figure is metaphor, with 8 instances and 8%. Metonymy, asyndeton, simile and oxymoron, all of which have 7 representatives, are in the third place with 7%. They are followed by anaphora and malapropism with 6, which is 6% of the total. The fifth most common figure is pun. This figure is represented 5 times and accounts for 5% of the total number of figures. Pun is

followed by synecdoche, antithesis, hyperbole and personification followed, each with 4 instances. Each of them accounts for 4% of the total number. Epizeuxis and rhyme are in the seventh place with 3 instances each and 3%. 2 instances and 2% are found with the figures of allegory, epistrophe, irony, parable and polysyndeton. Only 1 instance is found with the figures known as alliteration, apostrophe, climax, euphemism, onomatopoeia, paralipsis, spoonerism and zeugma. These figures account for 1% of the total number each. All percentages are rounded to the nearest even number.

Quotes are recorded utterances from people and are translated quite literally unlike, for example, idioms, which are set expressions with established equivalents in different languages. As such, the figures of speech found in them mostly remain unaffected. The most commonly affected figures are pun and rhyme, which use the lexical properties of English words, in order to function. These properties are lost in the translation, thus getting rid of the figures. Other figures, for example malapropism, can be affected by the translation, although to a lesser extent.



## CONCLUSION

This thesis aims to provide an insight as to what figures of speech commonly occur in quotes. More precisely, it analyses established quotes by well-known people, so that they do not have differences in their various recordings.

The theoretical part provides the knowledge necessary, in order to be able to properly understand the analysed quotes, as well as a wide range of figures of speech, which can occur in the analysis. This knowledge is then applied to the analysis.

The practical part contains 80 quotes in English. The quotes are accompanied by the actual analysis of the figures of speech found in them, and basic information about the author or relevant historical background. This part is followed by 15 quotes translated into the Czech language.

Of the 105 figures of speech found in the first part of the analysis, the most common was allusion (conveying information by referencing another source). This can be attributed to the fact, that allusion is very common in everyday speech, thus it is also very common in quotes. An example of this is the quote „Music is like a dream. One that i cannot hear“ by Ludwig van Beethoven. This shows that allusion can be found in common speech and does not need to purposefully formed, unlike other figures, such as metaphor. Another frequently used figure in everyday speech is asyndeton (ommission of conjunctions), which is confirmed by it's second highest ranking. This is exemplified by the quote „Animals are such agreeable friends – they ask no questions; they pass no criticism“ by George Eliot. This quote shows the commonality of asyndeton because of the human tendency to omit conjunctions when listing things. Metaphor (transfer of meaning based on exterior function) and metonymy (transfer of meaning based on literal denotation) are also used frequently. But seeing as they are broader terms, some instances are more likely to be attributed to more specific figures. This phenomenon is illustrated in the quote by William Prescott „Don't fire until you see the whites of their eyes“. This quote can easily be said to contain a metaphor, but is in reality a hyperbole (purposeful exaggeration). This is an example of the closeness, which can result in metaphor or metonymy occurring fewer times. Oxymoron (contradictory words in a phrase) also has the second highest number of instances in the analysis. This figure is commonly used to give the quotes a comedic

effect. „The advice I would give to someone is not to take anyone’s advice“ by Eddie Murphy is a quote which showcases the usage of oxymoron. The author is aware of the contradictory nature of his quote but uses oxymoron anyways to lend comedic effect to his quote.

The second part of the analysis, which deals with translated quotes, found that figures of speech are most often maintained throughout the translation. This is the reason for the lower number of quotes listed in the second part of the analysis. Some figures, such as pun (replacement of a contextual word), rhyme (repetition of sounds) and malapropism (substitution of a similar word), are affected. That is due to their dependence on lexical properties, rather than extra-linguistic realities. An example of the loss of figure of speech is the quote „I have mood poisoning. Must be something I hate“ by Marilyn Manson, which translates into Czech as „Mám otravu nálady. Asi to bude něčím co nesnáším“. In its original form, the quote contains both malapropism and pun. The malapropism is found in the words „mood“ and „hate“, which substitute words „food“ and „ate“. The pun is created by inserting these words into the commonly used phrases, which convey a negative meaning, „I have food poisoning“ and „Must be something I ate“. The loss of the malapropism is caused by the way the words are translated into Czech („mood“ – „nálada“, „hate“ – „nenávidím“). The pun is lost because of the absence of the common negative phrases in the Czech language.

Other figures, which rely on extra-linguistic realities, such as allusion, are maintained. This is exemplified by the quote „On a normal day we value heroism because it is uncommon. On September 11<sup>th</sup> we valued heroism because it was everywhere“ by Nancy Gibbs. The knowledge of the events which occurred on September 11<sup>th</sup> 2001 are universal and thus the figure of speech is maintained.

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**LIST OF PICTURES**

Picture 1: The Semiotic Triangle (Ogden & Richards, 1923), p. 7

Picture 2: The Organon Model (Lipka, 1992), p. 8

Picture 3: Percentage of figures found, p. 56

## SUMMARY IN CZECH

Tato práce zkoumá přenášení významu a výskyt slovních figur v citátech slavných osobností. Je rozdělena do dvou částí, teoretické a praktické.

Teoretická část prezentuje znalosti potřebné k pochopení všech procesů, ke kterým dochází při analýze, a seznam nejčastěji využívaných slovních figur, které se mohou v analýze vyskytnout.

Praktická část se věnuje rozboru 80 citátů, a každý citát kromě analýzy doprovází i základní informace o autorovi či relevantní historické informace. Kritéria pro výběr citátů jsou, aby byl citát jednoznačně zaznamenán, a aby byl jednoznačně připsán známé osobě.

Mezi nejpoužívanější figury se řadí aluze a asyndeton, díky jejich obvyklému výskytu v běžné mluvě. Velmi používané jsou taky metafory a metonymie. Další z často používaných je slovní figura oxymoron, která je používána za účelem dodání humorného efektu.

Dále se v praktické nachází 15 příkladů přenášení slovních figur při překladu citátů mezi angličtinou a češtinou. Přeložené citáty si většinou slovní figury ponechávají. Slovní figury, které se v překladu ztrácejí jsou ty, které využívají určité lingvistické vlastnosti, například malapropismus nebo rým.