
**SCHOOL** (teacher, student, events such as an oral exam, certificate distribution, or graduation)

**SPORT** (sportsmen, venues, types of sports such as American football, or fencing, style, rules)

**THEATRE** (actors, play such as a drama, or an opera, audience)

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**HIDDEN CAMERA RECORDING** (figures, checked person)

**ABUSE OF POWER** (exclusion as racism, sexism, frivolous legislation; rewriting the past)

**POLITICAL INTERDEPENDENCE OF THE OPPORTION PARTY** (to high treason (BD) independent from the content

**POLITICAL SOLUTION IS PUTTING THE PROBLEM AIDE**

**POVERTY (TD) IS AN INCOMPATIBLE BEHAVIOR (DS)**

**FACIAL EXPRESSIONS (TD)**

**DESCRIPTION OF SOCIAL BEHAVIOR** (TD)

**LACK OF THE FEATURES OF NMP**

**Showing the characteristic features of the NPM (based on image schemas, hyperboles, ironies)**

**LEAVING THE PARLIAMENT**

**RIGHT-WING IDEOLOGY (TD)**

**STRICT-FAither MODEL, SFM**

**METAPHORIC SCENARIOS**

**SARCASTIC, IRONIC**

**Figure 4 Marabu, Népszabadság, October 2006**

**Fig. 5 Marabu, Népszabadság, May 2012**

**Fig. 6 Marabu, Népszabadság, May 2014**

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**Methodology**

Modified protocol of the multimodal analysis (Pérez-Sobrino, 2017):

1. Identify the overall message of the political cartoon, and the occurring moral frame.
2. Specify the metaphoric scenario by identifying target and source domains, elaborate the conceptual metaphor through mappings between the two domains.
3. Specify the metaphoric process especially those that are related to the Parliament.
4. Extend the investigation to the relationship of the figurative processes within a political cartoon.
5. Review the communicative purpose of the cartoon regarding the morality (Ahmed-Kaerheim, 2019).

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**Process (TD)**

**Political solution is putting the problem aside**

**Scenes**

**Political parties**

**Politics and citizens**

**Politicians and citizens**

**Verbal text**

**Visual image**

**Content of the cartoon**

**Verbal labels**

**Political parties**

**Political solution is putting the problem aside**

**European politicians (TD)**

**Figurative Thought and Language 21, 1, 23-38.**

**The occurring moral frame.**

**Metaphor and Symbol 21, 1, 23-38.**

**And the occurring moral frame.**

**Metaphor and Symbol 21, 1, 23-38.**

**The occurring moral frame.**

**Metaphor and Symbol 21, 1, 23-38.**

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**Main results**

1. Metaphor as a cognitive tool was more preferred in the period of transition and occurred within the cognitive model in which the POLITICS IS A HORIZONTAL DISCOURSE.
2. Ironical, humorous political scenes were often used as cognitive tools in the 2000s and those appeared with the cognitive model in which the POLITICS IS A VERTICAL DISCOURSE.