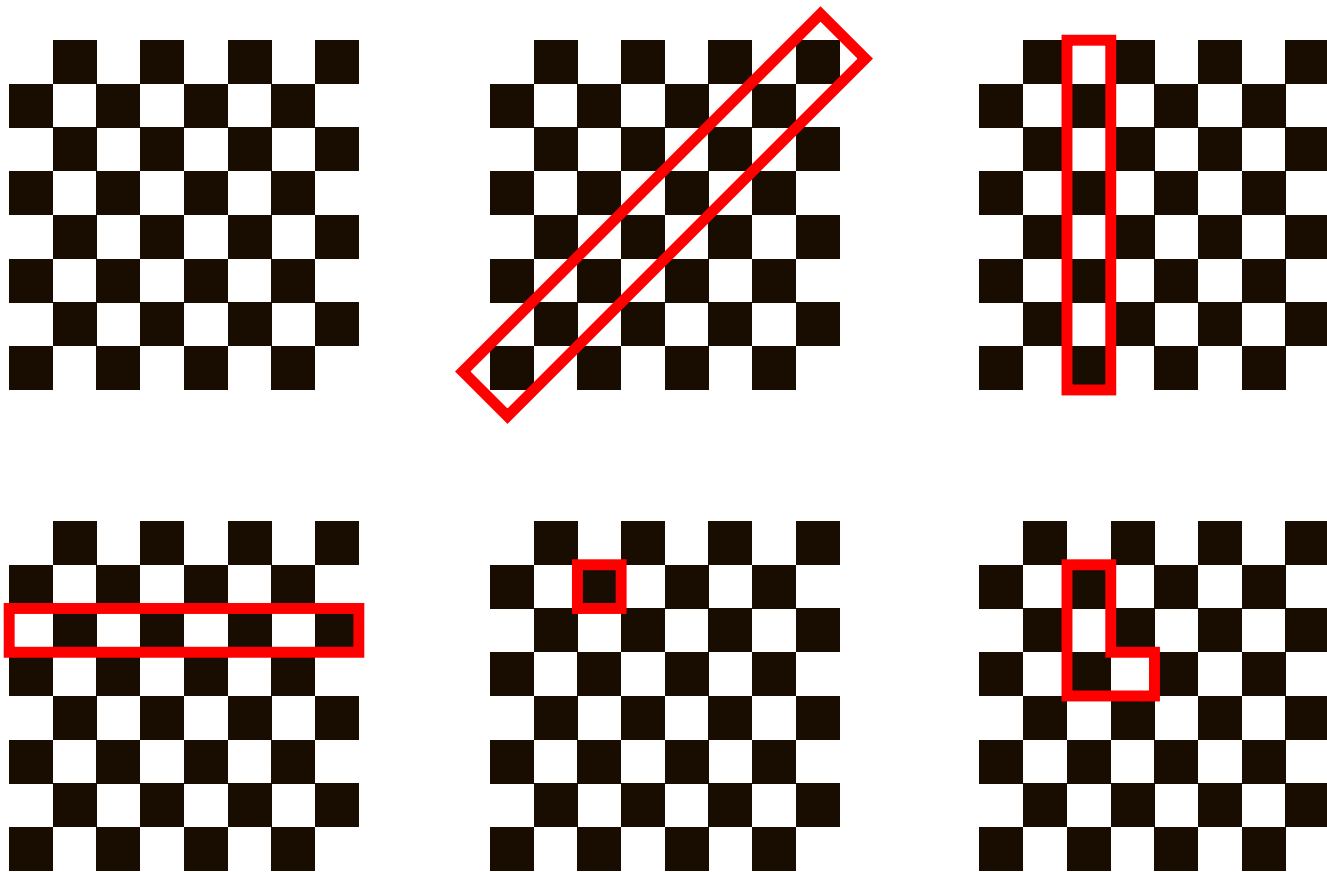


# Morphosyntax & semantics – lecture 3

## Grammatical classes

# Mental grouping



# Trajector and landmark

- The trajector is the more prominent participant of a relation.
- The landmark is the less prominent participant.
  - *Dogs<sub>tr</sub> resemble foxes<sub>lm</sub>.*
  - *Foxes<sub>tr</sub> resemble dogs<sub>lm</sub>.*

# Profiles of major grammatical classes

- Nouns profile things (i.e. regions in domains).
- Verbs profile processes (i.e. temporal relations, where the development through time is important).
- Adjectives, adverbs, and prepositions profile atemporal relations (where the development through time is not important).

## Atemporal relations: prepositions

- The landmark is a thing; trajector is a thing or a relation. Typically both the trajector and the landmark are in focus (i.e. mentioned explicitly in the expression).

(1) *The mouse<sub>tr</sub> **under** the table<sub>lm</sub>.*

(2) *They got<sub>tr</sub> married **in** July<sub>lm</sub>.*

But: *John is<sub>tr</sub> **around**.*

## Atemporal relations: adjectives

- The trajector is a thing; the landmark is typically not in focus (i.e. it is typically not mentioned explicitly in the expression).

(3) *a **wild** sheep<sub>tr</sub>*

But: *a sheep<sub>tr</sub> **similar** to a dog<sub>lm</sub>*

## Atemporal relations: adverbs

- The trajector is a relation; the landmark is typically not in focus (it is typically not mentioned explicitly in the expression).

(4) *The boy is **extremely** handsome<sub>tr</sub>.*

(5) *The boy works<sub>tr</sub> **hard**.*

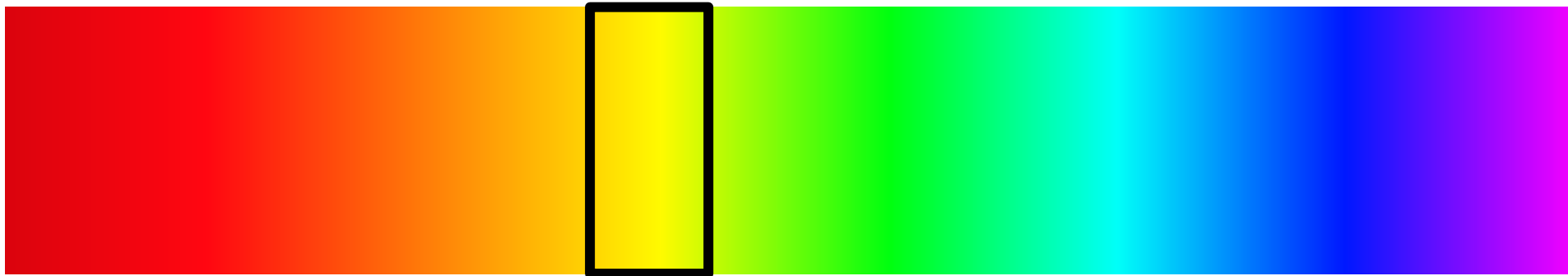
(6) *The boy is **hopelessly** [in love]<sub>tr</sub>.*

# *Yellow*

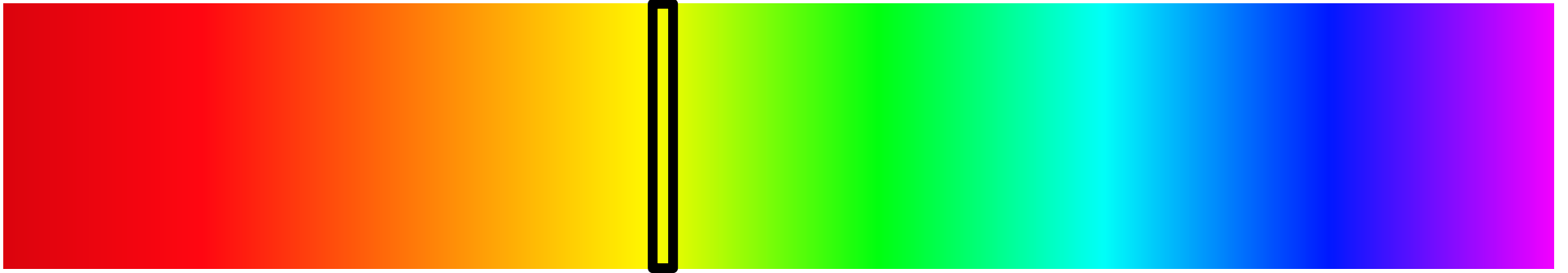
- (7) Yellow is a nice color.*
- (8) This yellow would look good in our kitchen.*
- (9) The ball is yellow.*
- (10) Gradually the paper yellowed.*
- (11) There's a lot of yellow in this painting.*
- (12) The gold shone yellow.*



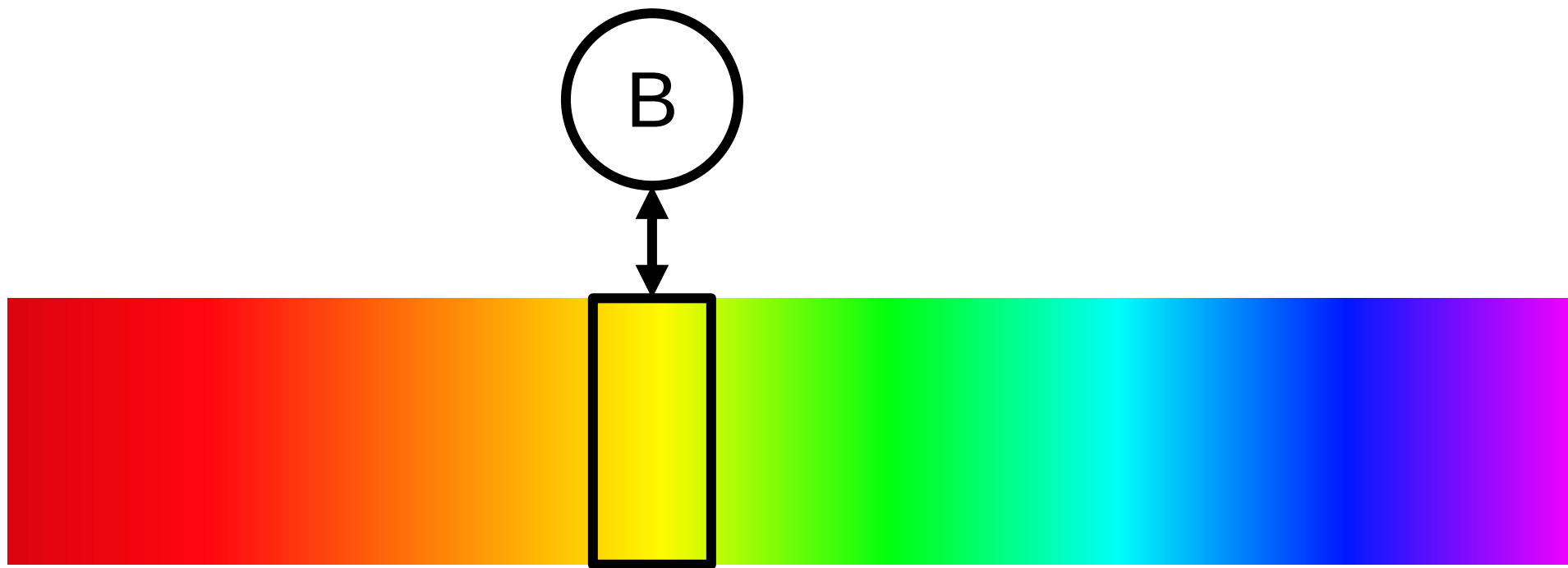
*(7) Yellow is a nice color.*



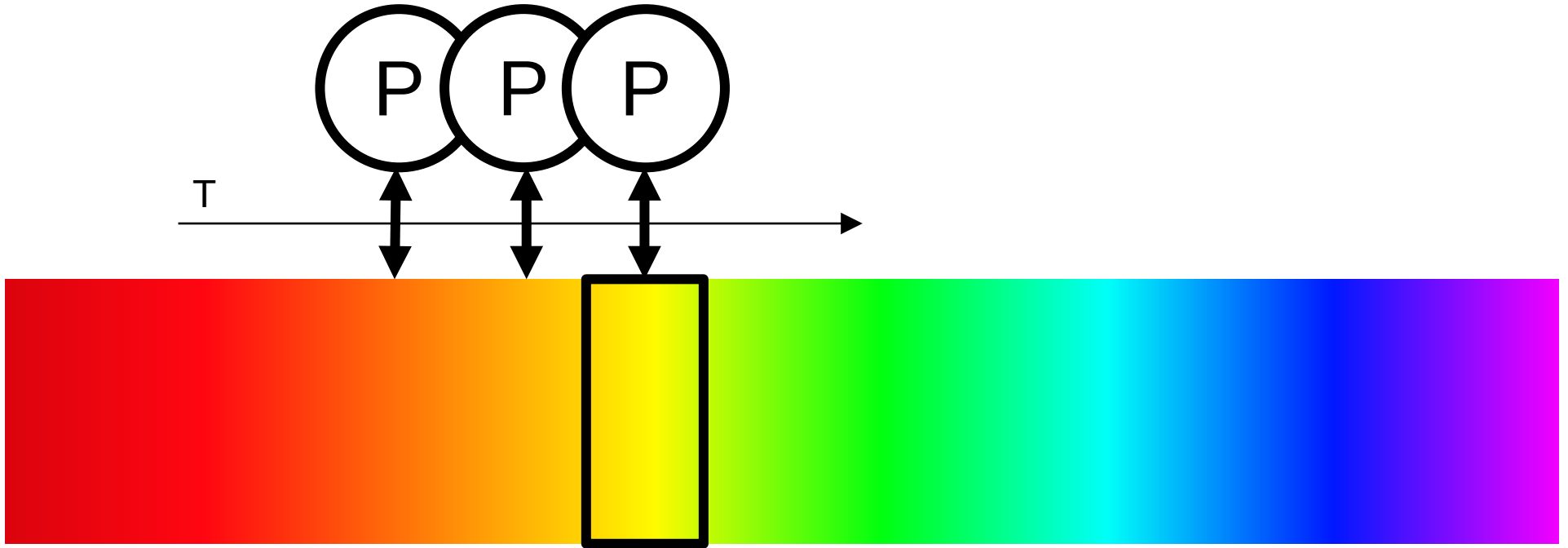
(8) This ***yellow*** would look good in our kitchen.



*(9) The ball is **yellow**.*

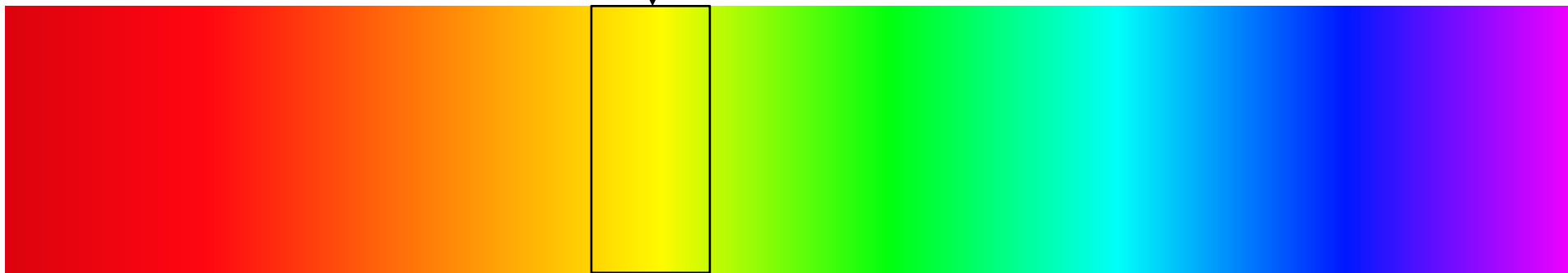
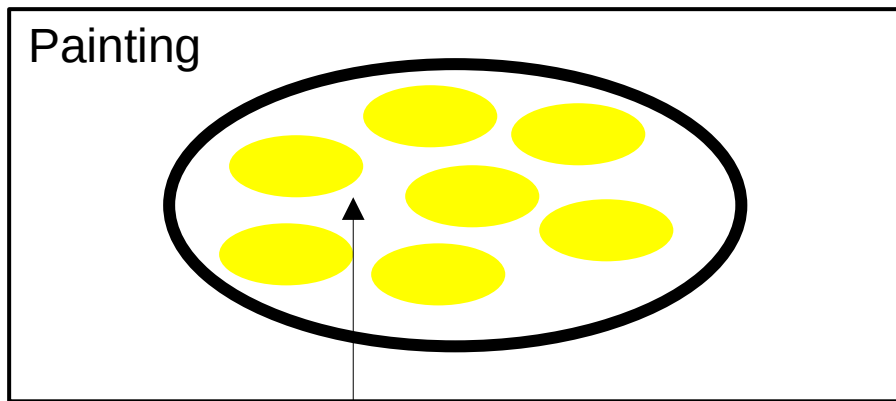


*(10) Gradually the paper **yellowed**.*

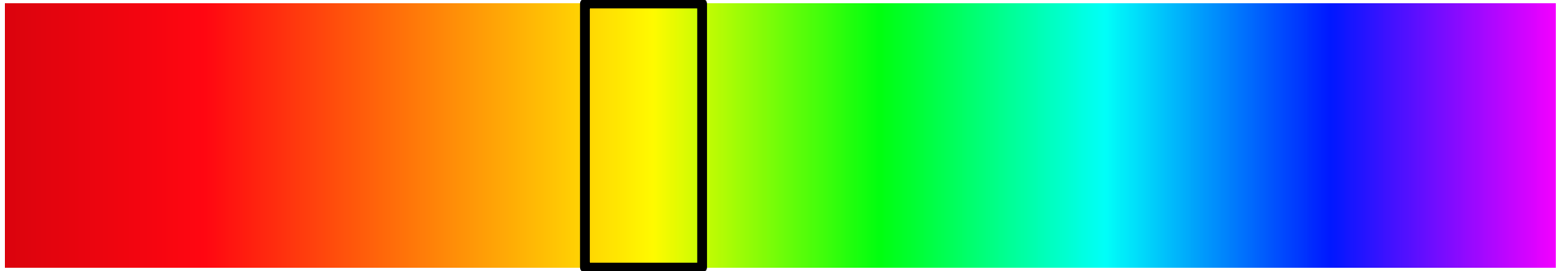
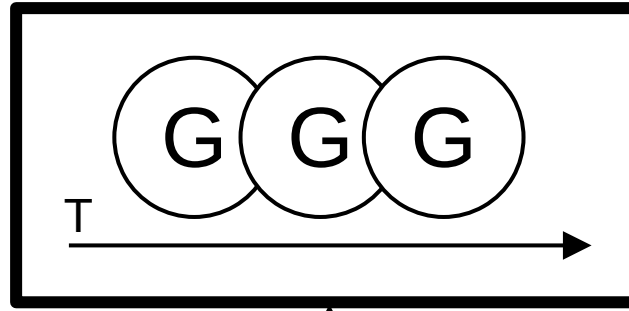


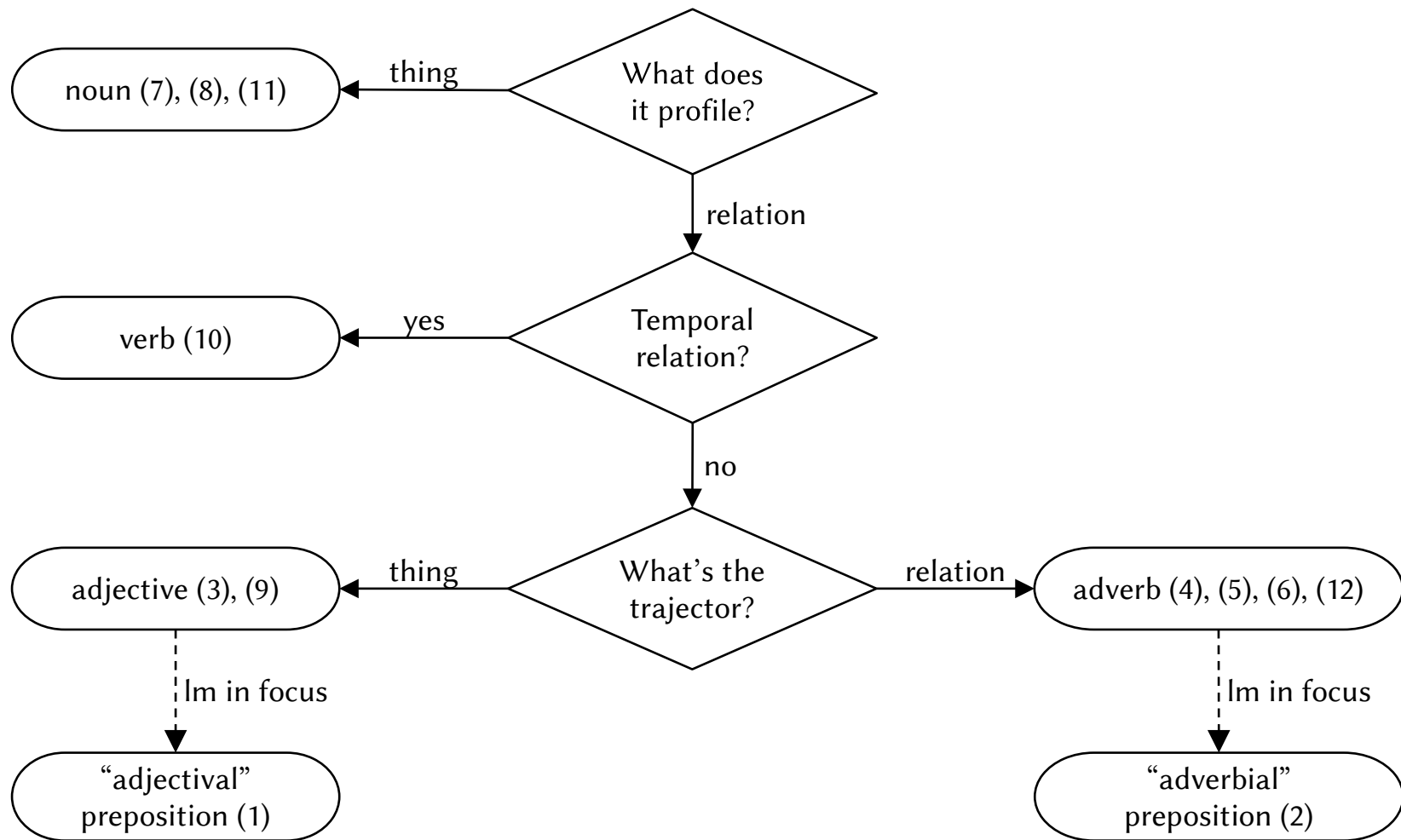


(11) *There's a lot of **yellow** in this painting.*



*(12) The gold shone **yellow**.*







## Bonus slide – Polish numerals

- Why *dwie **butelki***<sub>nom</sub> but *pięć **butelek***<sub>gen</sub>?
- In the past numerals for 1-4 were adjectival, so they formed Adj+N constructions, like in (13). Numerals for >5 were nouns, so they formed N+N constructions, like in (14).

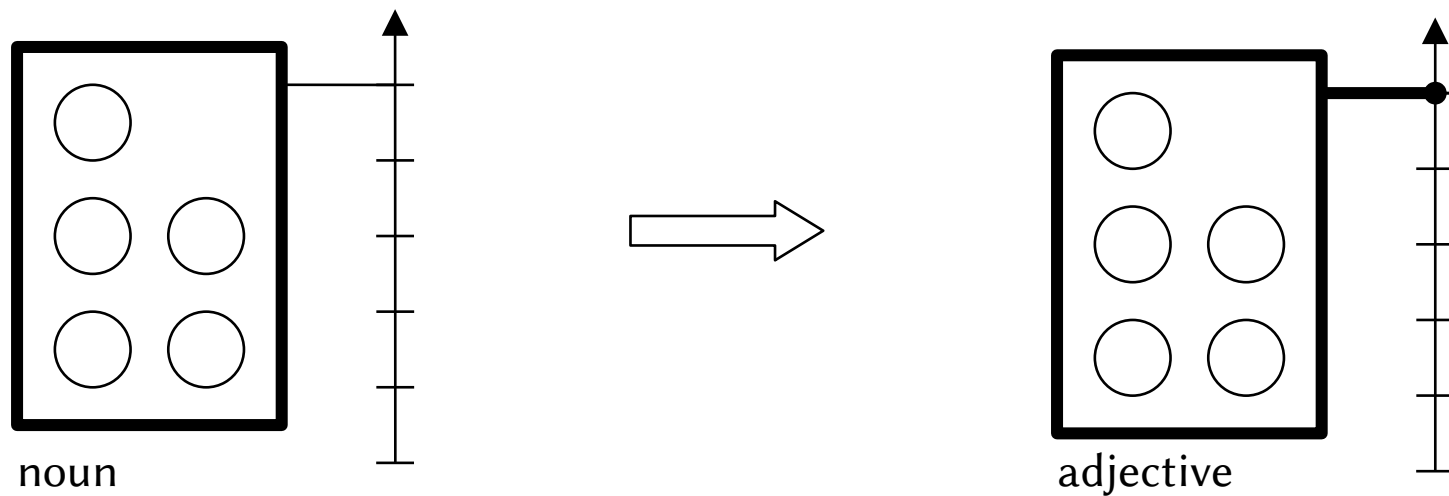
(13) (a) *dwie **butelki***

(b) *zielone **butelki***

(14) (a) *pięć **butelek***

(b) *tuzin **butelek***

# Construal in *pięć*



# References

- Langacker, Ronald W. 2013. *Essentials of Cognitive Grammar*. Oxford-New York: Oxford University Press.
  - Sections 4.2-4.3
- Langacker, Ronald W. 2008. *Cognitive Grammar. A Basic Introduction*. New York: Oxford University Press.
  - Sections 4.2-4.3