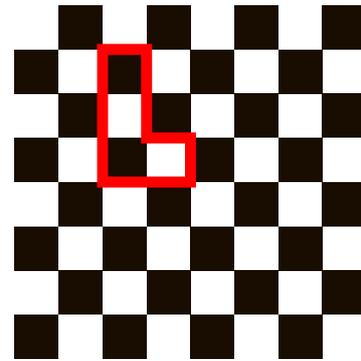
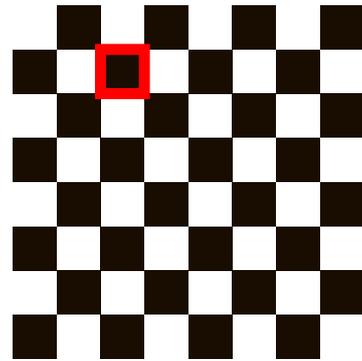
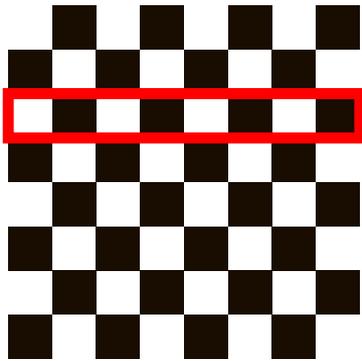
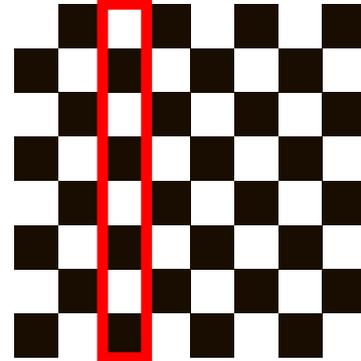
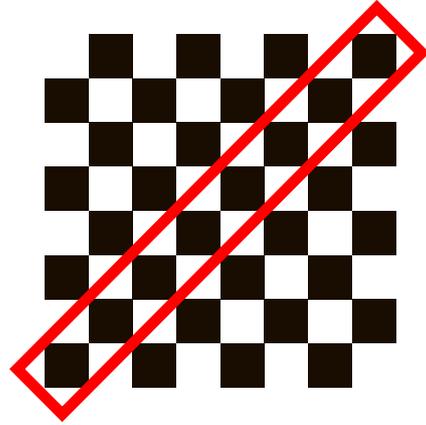
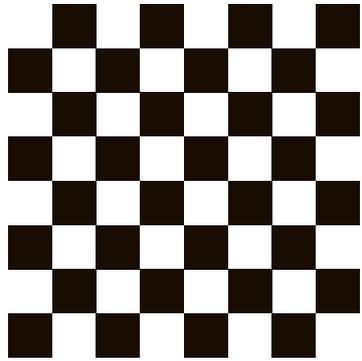


Language & Cognition – lecture 3

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_{tr} resemble foxes_{lm}.*
 - *Foxes_{tr} resemble dogs_{lm}.*

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_{tr} **under** the table_{lm}.*

(2) *They got_{tr} married **in** July_{lm}.*

But: *John is_{tr} **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_{tr}*

But: *a sheep_{tr} **similar** to a dog_{lm}*

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_{tr}.*

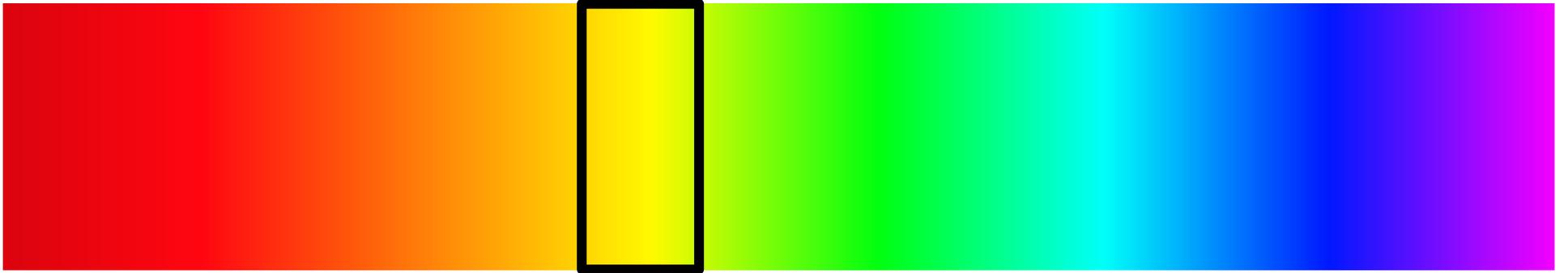
(5) *The boy works_{tr} **hard**.*

(6) *The boy is **hopelessly** [in love]_{tr}.*

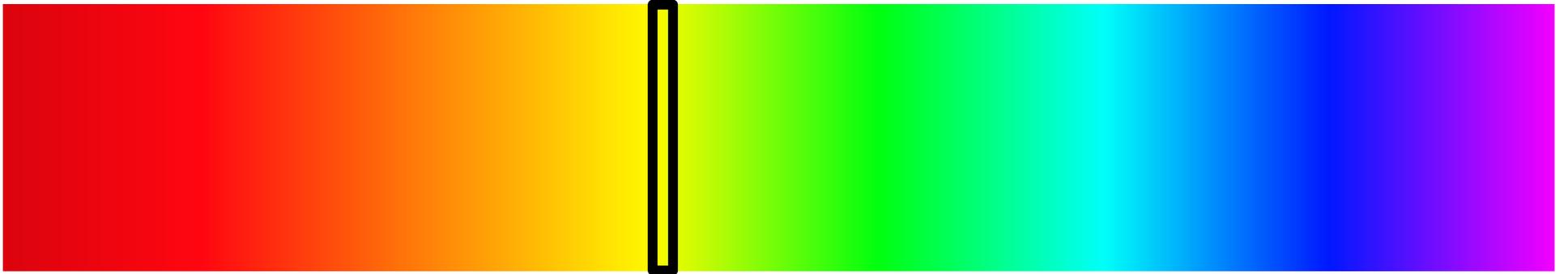
Yellow

- (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**.*

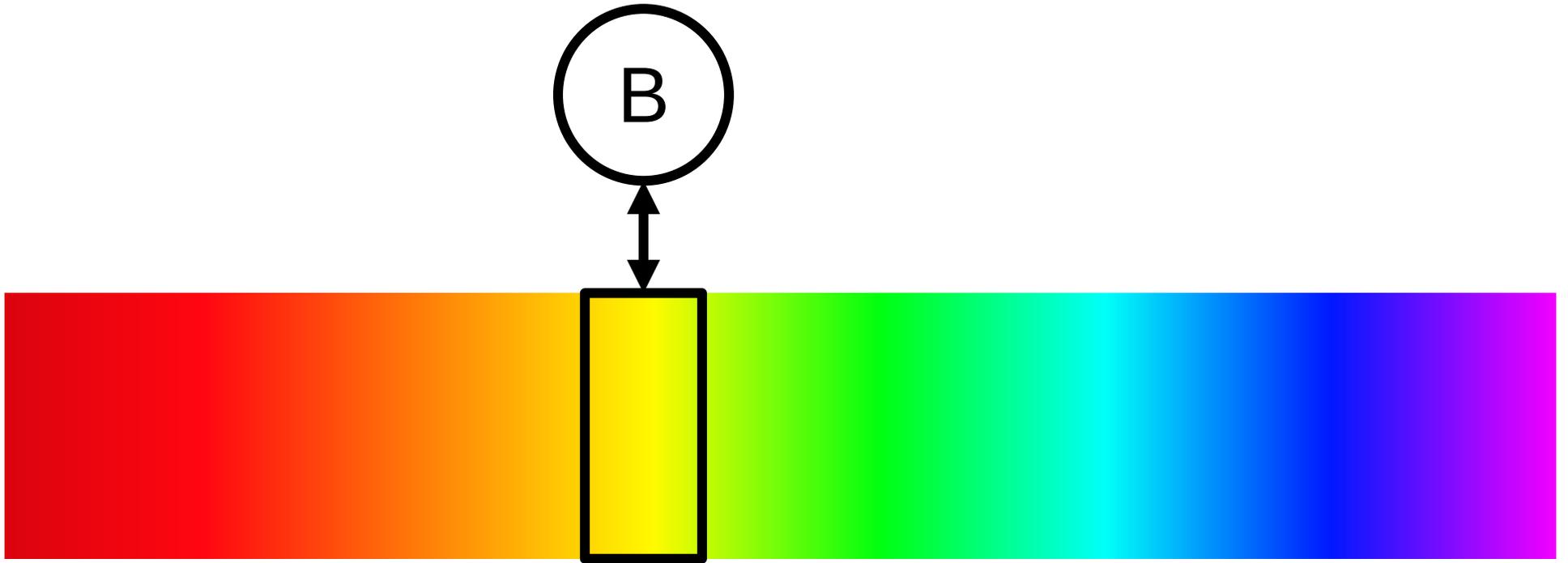
(7) Yellow is a nice color.



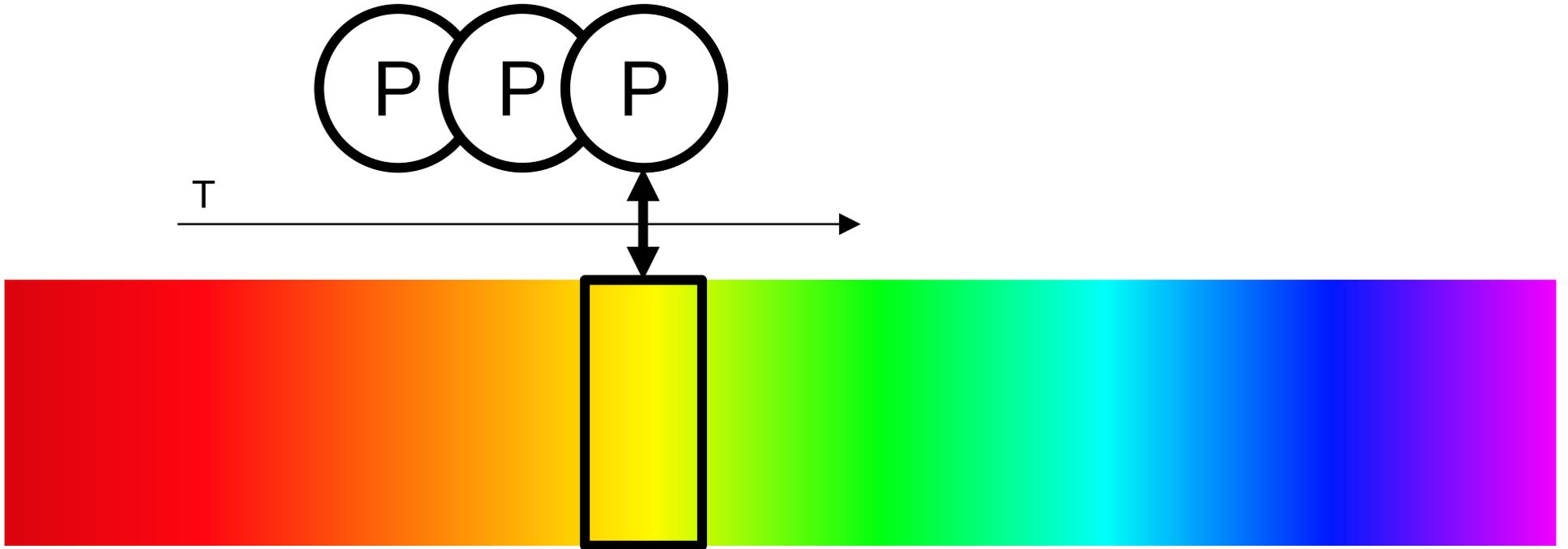
(8) This *yellow* would look good in our kitchen.



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

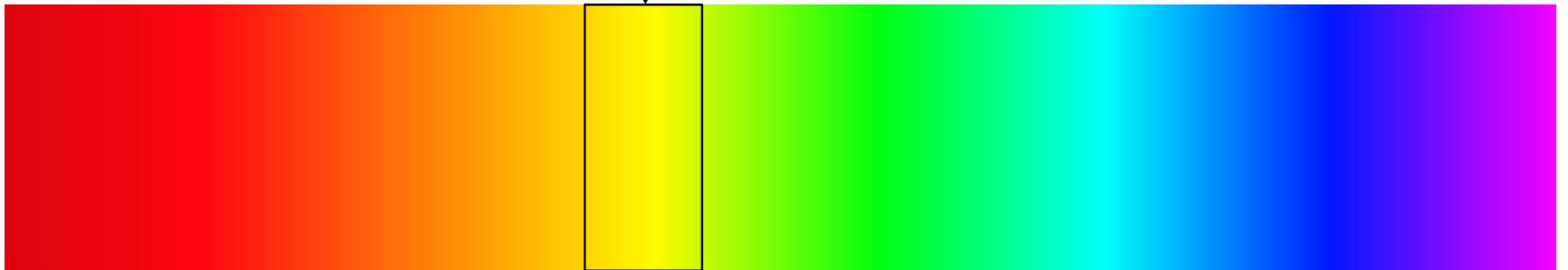
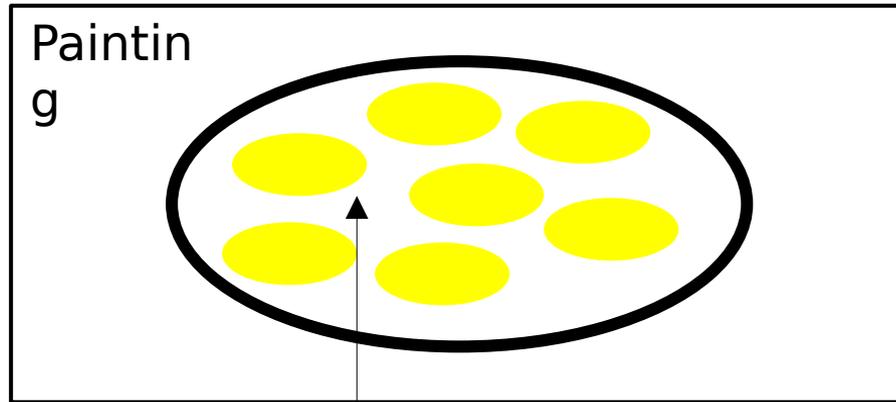


*(10) Gradually the paper **yellowed**.*

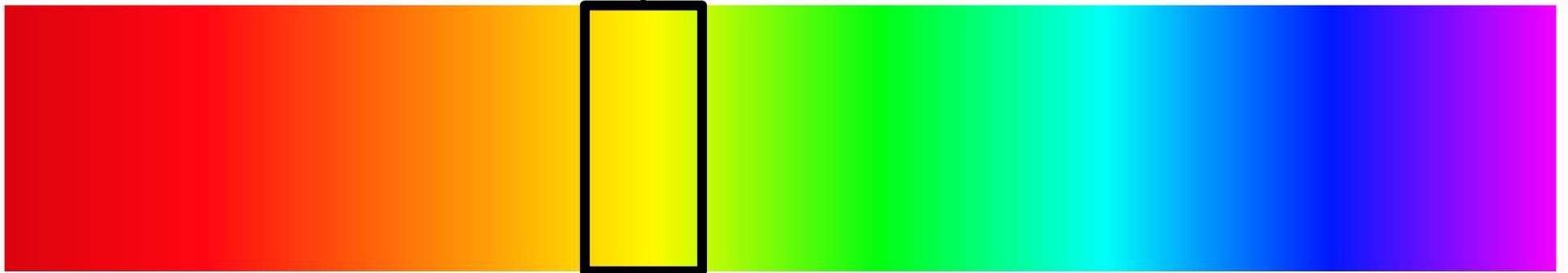
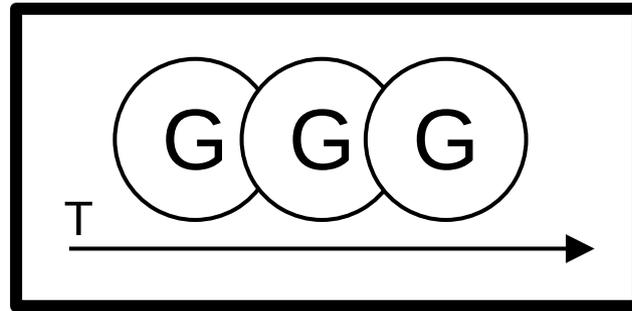


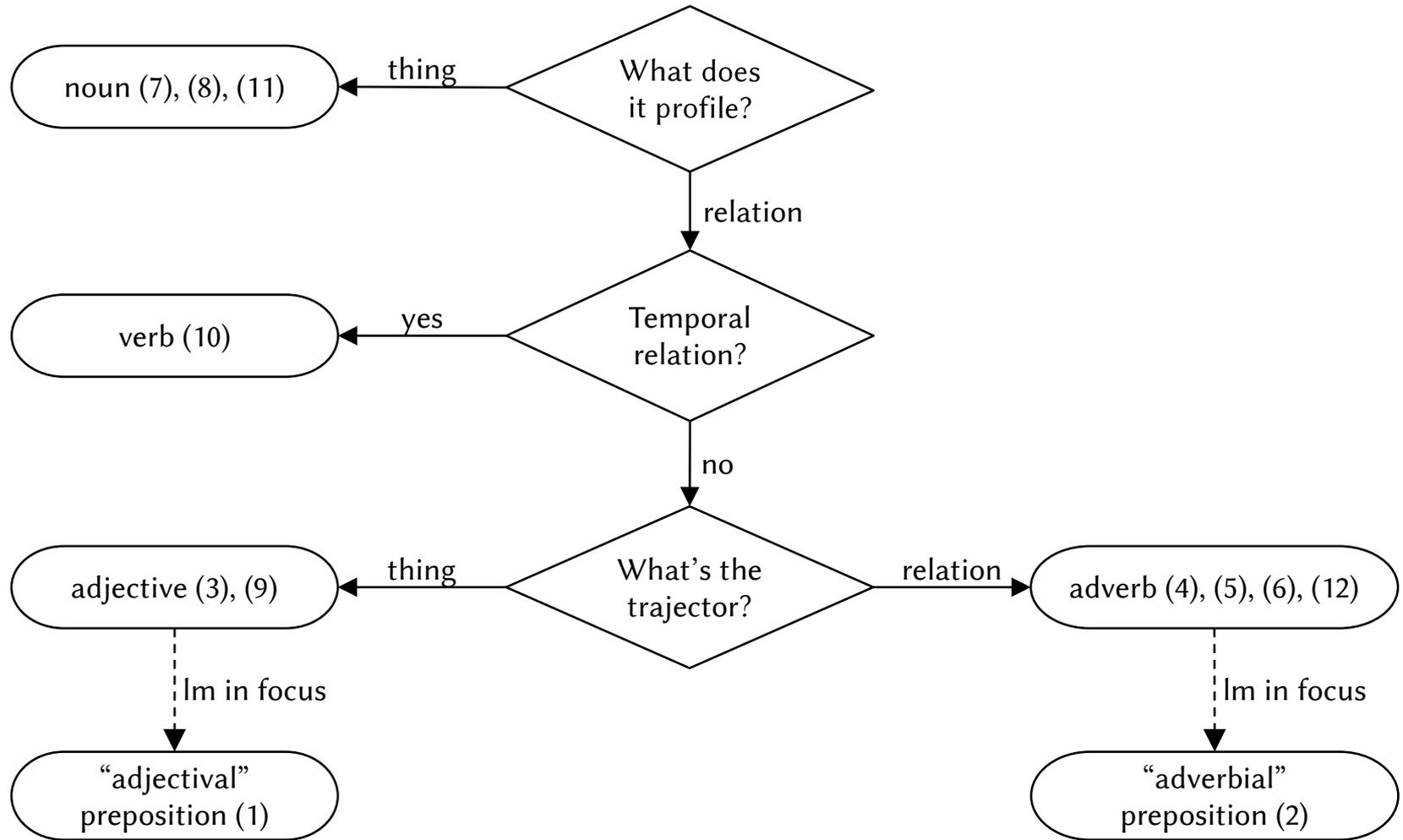


*(11) There's a lot of **yellow** in this painting.*



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





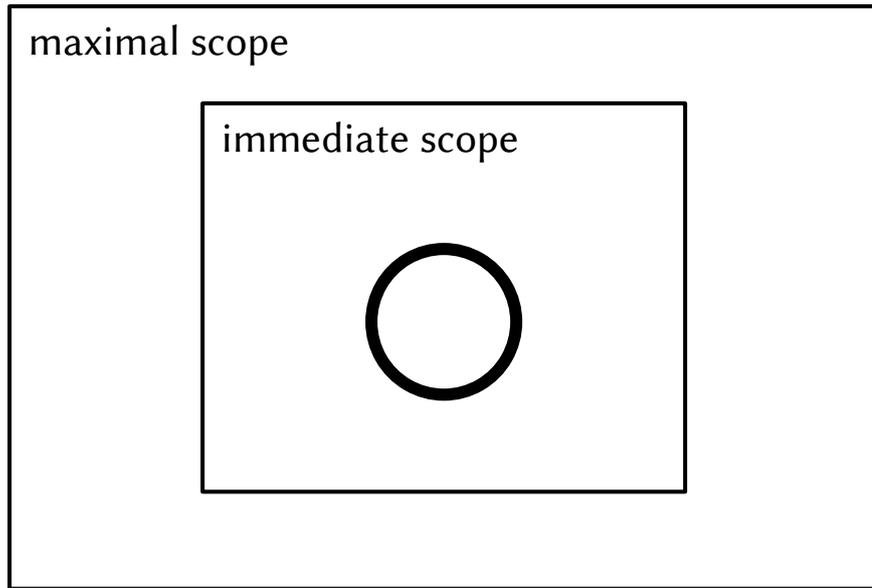
Prototypical masses

- unbounded – The boundaries are outside the immediate scope of conception.
- homogeneous – Masses are the same throughout.
- contractible – Every portion of a mass is a valid instances of the mass.
- expansible – Adding portion of mass results in the same mass.

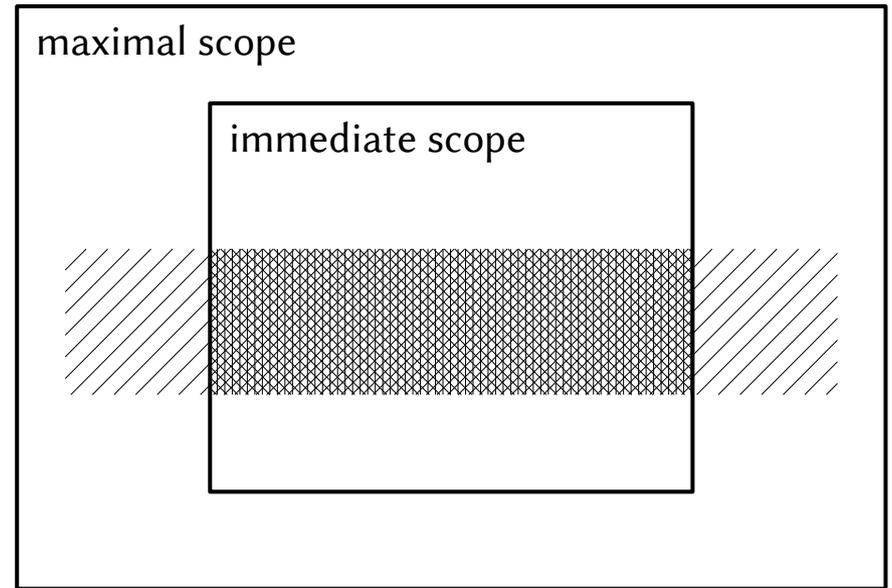
Prototypical count objects

- bounded – The boundaries are inside the immediate scope of conception.
- heterogeneous – Objects are **not** the same throughout.
- non-contractible – Portions of count objects are **not** the same as the objects.
- replicable – Count objects can be replicated; after adding another object one has a plural amount of objects.

Bounded vs. unbounded construal



bounded object (e.g. *diamond*)

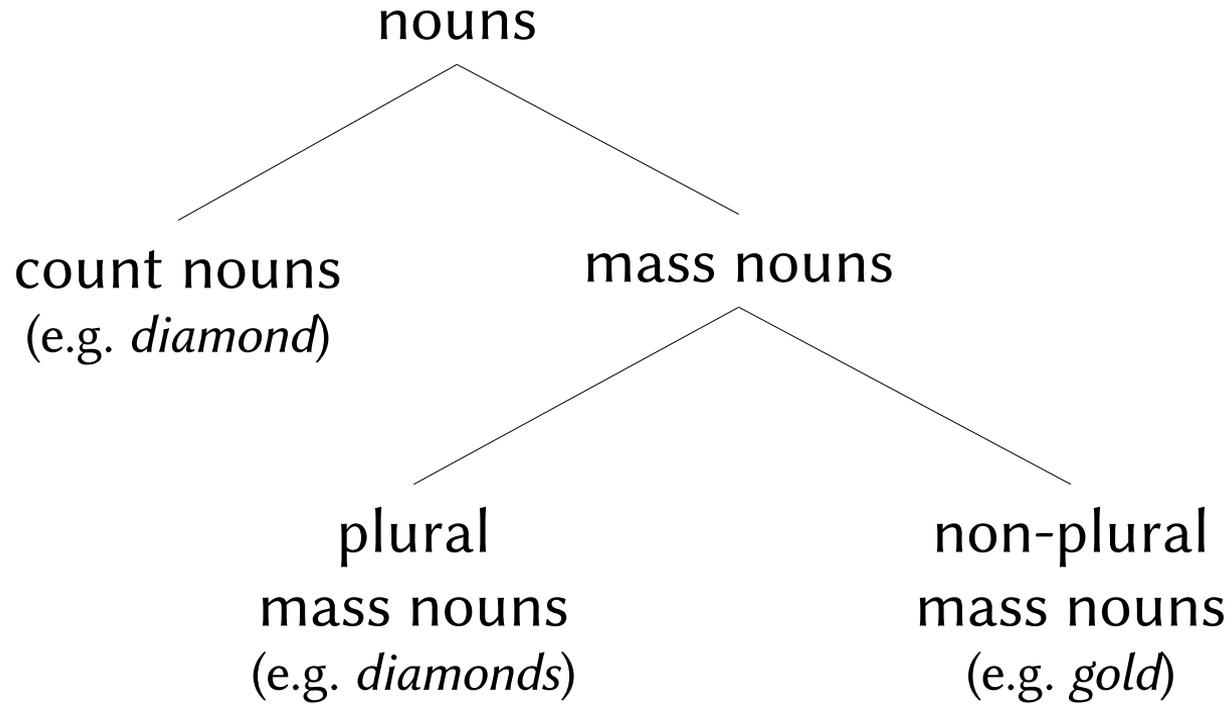


unbounded mass (e.g. *gold*)

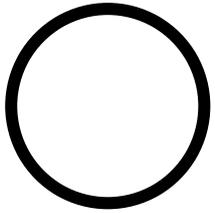
Bounded vs. unbounded water



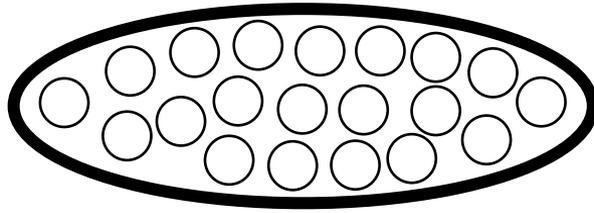
Types of nouns



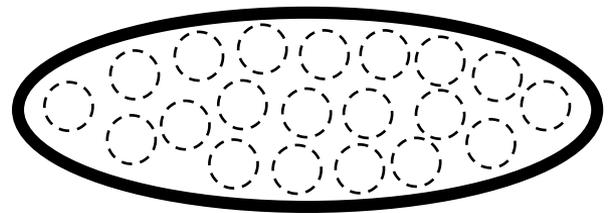
Construal behind nouns



count
noun
(e.g. *diamond*)



plural
mass noun
(e.g. *diamonds*)



non-plural
mass noun
(e.g. *gold*)

Count vs. mass nouns

Count and mass nouns display different grammatical behavior:

(1)(a) *They're looking for* {** diamond / gold / diamonds*}.

(b) *a* {*diamond / * gold / * diamonds*}

(c) *most* {** diamond / gold / diamonds*}

(d) *all* {** diamond / gold / diamonds*}

Plural vs. non-plural mass nouns

Plural and non-plural masses display different grammatical behavior:

- (2) (a) *those diamonds* vs. *that gold*
- (b) *these diamonds* vs. *this gold*
- (c) *many diamonds* vs. *much gold*
- (d) *few diamonds* vs. *little gold*
- (e) *several diamonds* vs. **several gold*
- (f) *numerous diamonds* vs. **numerous gold*

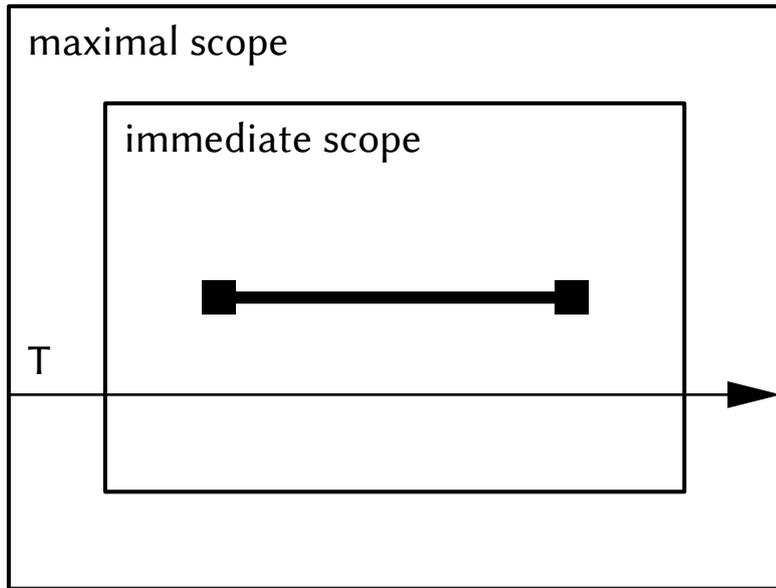
Non-standard construals

- (3) (a) *I want two lemonades and **a water**.*
- (b) *After a cat got in the way of our SUV, there was **cat** all over the driveway.*
- (c) *By mashing a dozen potatoes, you get enough **potato** for this recipe.*
- (d) *You need **a lot of lake** for a speedboat race.*
- (e) *There **is rats** chewing up the kitchen.*

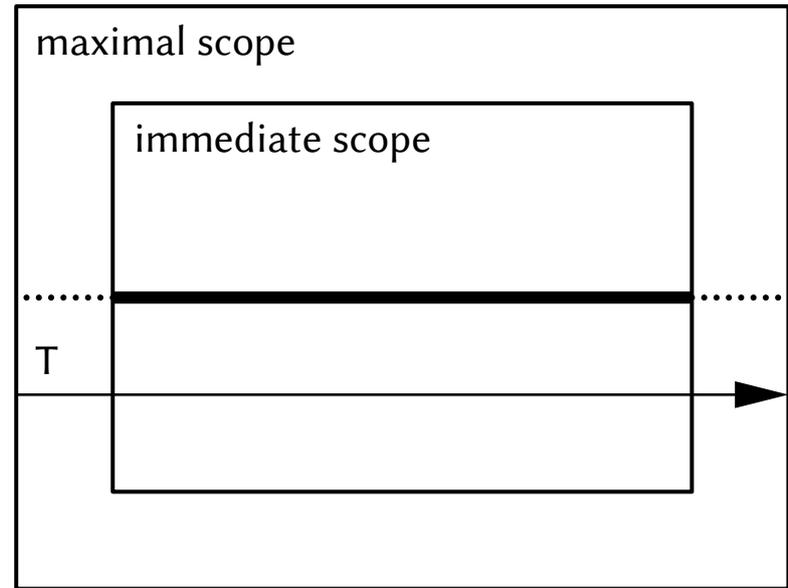
Perfective vs. imperfective verbs

- Prototypical perfective verbs profile processes bounded in time; the relations are heterogeneous over time.
 - Examples: *fall, eat, kick, die, learn, cook, disappear*
- Prototypical imperfective verbs profile processes unbounded in time; the relations are homogeneous over time.
 - Examples: *be, have, know, doubt, like, live, resemble*

Perfective vs. imperfective construal



perfective construal
(e.g. *learn*)



imperfective construal
(e.g. *know*)

Simple vs. continuous aspects

Perfective verbs sound natural in the continuous aspects;
imperfective verbs sound natural in simple aspects.

(4) (a) ?? *He learns the poem.*

(a') *He is learning the poem.*

(b) *He knows the poem.*

(b') ??? *He is knowing the poem.*

Alternative construals

- (5) (a) *She is covering* the hole with a picture.
(a') A picture *covers* the hole.
(b) *We are connecting* the wires.
(b') A tunnel *connects* the two buildings.
(c) *She is swimming* right now.
(c') She *swims* well.
(d) *I like* the new album by Sleaford Mods.
(d') *I'm liking* the new album by Sleaford Mods so far.

References

- Langacker, Ronald W. 2013. *Essentials of Cognitive Grammar*. Oxford-New York: Oxford University Press.
 - Sections 4.2-4.3, 5
- Langacker, Ronald W. 2008. *Cognitive Grammar. A Basic Introduction*. New York: Oxford University Press.
 - Sections 4.2-4.3, 5