

Seminar 6. Cognitive Semantics

<i>Questions for discussion</i>	<i>Recommended reading</i>
1. Comment on the following statement: «Cognitive semantics is an approach not a theory». Do you agree?	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 153–157.
2. Dwell upon four guiding principles of Cognitive Semantics.	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 156–163.
3. Which phenomena are investigated within cognitive semantics?	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 163–170.
4. Define ‘semantic frame’. What for does Charles Fillmore adopt the terms ‘figure’ and ‘ground’ from Gestalt psychology?	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 222–228.
5. How is <i>frame</i> defined in Cognitive psychology? What are the basic components of frames? Give examples.	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 222–225.
6. What consequences arise from adopting a frame-based model of encyclopaedic knowledge?	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 229–230.
7. What is a domain? Give examples of basic domains according to Langacker. Explain in what way Langacker’s theory of domains complements Fillmore’s theory of Frame Semantics?	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 230–232.
8. Disclose the principles of categorization posited by Prototype theory.	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 255–269.
9. Using examples, prove that category members exhibit family resemblance relations	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 265–267.
10. Summarize the key aspects of Conceptual Metaphor Theory.	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 296–304.
11. What are the main assumptions of Mental Spaces Theory?	Evans, Vyvyan & Green, Melanie (2006). Cognitive linguistics: an introduction. Edinburgh University Press. pp. 371–382.

12. What is the principal difference between image schemas, domains, frames and mental spaces according to Zoltán Kövecses?

Kövecses, Zoltán (2020). *Extended Conceptual Metaphor Theory*. Cambridge University Press. pp. 51–56.

13. What are the constitutive processes of Conceptual Blending Theory?

Evans, Vyvyan & Green, Melanie (2006). *Cognitive linguistics: an introduction*. Edinburgh University Press. pp. 400–415.

Practical tasks

Task 1: Consider the examples below. Can you think of a reason why states like these might be lexicalised using *on* rather than *in*? What does this reveal about the relationship between experience and conceptual structure?

1. The guard is *on* duty.
2. The blouse is *on* sale.
3. We're *on* red alert.

Task 2: Read about the FrameNet website

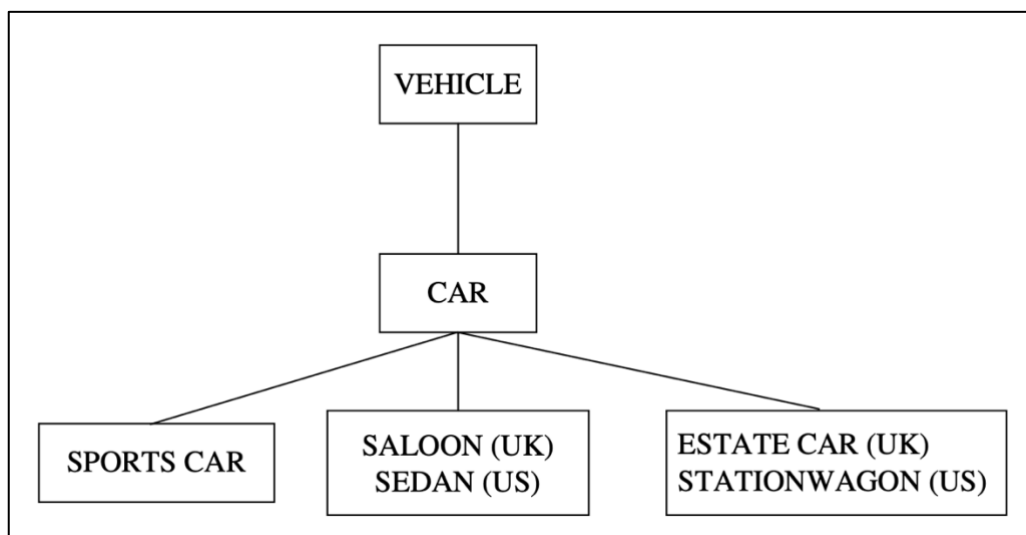
[\[https://framenet.icsi.berkeley.edu/fndrupal/WhatIsFrameNet\]](https://framenet.icsi.berkeley.edu/fndrupal/WhatIsFrameNet).

Systematize the basic ideas of the project.

Task 3: Identify the frames associated with the following lexical items:

- (a) Saturday (b) breakfast (c) widow (d) celibacy (e) (to) lend

Task 4: Try Rosch's experiments for yourself. List as many attributes as you can for each level of the following taxonomy. What do your findings show?



Task 5. Watch the video “**The Origin of Ideas**” by Mark Turner

[\[https://www.youtube.com/watch?v=Zv_Vu-eaZu0\]](https://www.youtube.com/watch?v=Zv_Vu-eaZu0). Write an essay (300 words), describing how blending can help you solve things and come up with new ideas?