

## Session 2: Some Key Concepts

### Analysing Evans and Green “What it means to know a language”

*For some of the answers to the questions and tasks below, you may need to refer to [Evans’ Glossary](#)*

1. Without using the examples in the text, illustrate the relationship between a **concept** and a **form-meaning pairing** (**symbolic assembly**). Can you see a problem with this model as beyond concrete entities?
2. If we use language to **encoding** and **transmission** of ideas, in what way is one of those **symbolic** and the other **interactive**?
3. What is the relationship between **concept**, **meaning**, **mental image**, **percept** and **projected reality**? (A diagram might prove useful.)
4. Can you come up with examples how through language we create or refer to pre-existing scenes, contexts, genres of language use and interactions. Characterise the nature of **contexts** (or give examples) and how is the notion of **chunks** (mentioned last week, but not in the text) a useful approach to idiomatic meaning but not really important for literal meaning?
5. **Construction** is at work on the grammatical / syntactic level. Can you give an illustration where it plays a role?
6. What is a **conceptual domain**?
7. What is **descriptive adequacy**, which two elements does a (cognitive) linguist need consider to arrive at a linguistic insight, and how is its validity of that insight supported?
8. How do the notions of **open-class** and **closed-class** elements figure in Evans and Green’s understanding of “subsystems”. In view of the points made by Geeraerts’ assessment of context (*decontextualisation* of generative linguistics and *recontextualisation* of cognitive linguistics), how compatible or “joined-up” is this notion by Evans and Green’s.