# Exploration Exercises (Evans and Green Chapter 14)

(based on their suggested activities)

## 14.1 Defining a cognitive approach to grammar

Make a list of the key assumptions and characteristics of the cognitive approach to grammar. Now write a definition of this approach in no more than twenty words.

## 14.2 Morphemes and words

Identify the bound and free morphemes based on the discussion in 14.3.2. Which ones belong into the open-class, which ones in the closed class subsystems?

(1) The loony linguists have drunk the whisky.

(2) This young puppy of yours could eat the sausage.

(3) A knight errant unexpectedly fell of his horse.

## 14.3 Word classes

Determine the word class for the lexical items in the following sentence.

(4) These friendly gestures which our neighbours have been making for a week now  
 have unexpectedly taken on a horribly sinister meaning

## 14.4 Phrases

In (5) to (8) isolate the individual *phrases* identify the *heads*. Did you encounter any problems?

(5) Jenny is a linguist.

(6) Jenny is annoyed with James.

(7) James gave Jenny a piece of his mind.

(8) Waiting for James’ arrival, Jenny got extremely upset.

## 14.5 Grammatical functions

What are the grammatical functions of the elements in (5) to (8)? Also present some ideas about case and agreement in these example sentences.

(Note: In order to reveal ‘case’ it helps to substitute pronouns for nouns and names)

## 14.6 The meaning of grammar

Talmy distinguishes lexical and grammatical subsystems. To explore his approach identify the closed-class vs the open-class elements; also try to find the semantic representation of their meaning.

(9) The visitor has stolen Jenny’s watch from her bedside table.

## 14.7 Schema-instance relations

Based on 14.4.3 (schema-instance relations between symbolic units). Using fig. 14.8, show in a diagram how the schema-instance relationship works for the following lists of symbolic units

(10) man, boy, woman, girl, human

(11) human, adult, child, woman, man, girl, boy

Comment on similarities and differences between the two diagrams?