

Samples of Cognitive Pedagogical Grammars of English as an L2 for different L1s

A.- ENGLISH – SPANISH

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1.- “Get the idea across”

SOURCE	TARGET
Causer of motion	Communicator
Causing motion	Communicating
Object of caused-motion (moving object)	Idea
Destination of motion (receiver of the moving object)	Addressee
Receiving the moving object	Having access to the idea
Perceptually exploring the object	Understanding the idea

Single-source low-level metaphorical amalgam in She got the idea across to me

ENGLISH-SPANISH CONTRASTS FOR “GET THE IDEA ACROSS”

Sp. “Me transmitió la idea”; “Me hizo llegar la idea”

- The Spanish equivalents do not reflect well the English conceptualization. They are closer to English “He conveyed the idea to me”, which treats an idea as an object that can be moved from the sender to a receiver.
- “Get an idea across” suggests sender’s control of communication and receiver’s full understanding of the ins and outs of the message. This extra meaning arises from the use of “get” as an explicit causative, the implication that any obstacles are removed, and the

activation of (MENTAL) UNDERSTANDING IS (PHYSICALLY) EXPLORING AN OBJECT.

PEDAGOGICAL IMPLICATIONS

It is necessary to devise specific teaching strategies for figures of thought when their cognitive grounding differs between L1 and L2.

We suggest a three-step procedure intended to help students to come to terms with the (often complex) relationship between language and cognition, and with the meaning impact of such a relationship in L2 use:

- Teach the cognitive motivation in L2-
- Illustrate L2 usage on the basis of an ample selection of corpus examples
- Derive usage constraints from the L2 examples and link them up with their cognitive motivation

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

- The idiom *get across* usually means to go from one side to the other. For instance, we could “get across” the river where it was not deep. However, *in She got the idea across to me*, we find a figurative example of this idiom. It means that something has been made clear and understandable.
- Can you think of a proper translation into your native language (e.g. Spanish)? Think of the meaning of the sentence instead of its form. Here are some possible translations into Spanish: *Me transmitió la idea, Me hizo llegar la idea.*
- As already mentioned, the Spanish equivalents do not reflect well the English conceptualization. They are closer to the English version “He conveyed the idea to me”, which treats an idea as an object that can be moved from the sender to a receiver.
- This is a figurative use, because if an idea reaches someone, he can handle it and know it. That is why we say that ideas “get across” or that we “get ideas across to someone”, as if ideas could move or be moved. The emphasis is on the movement.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

Students are provided with plenty of repetitive examples of the target construction. The aim is to make them explore the use of the idiom.

Read the following sentences and produce your own examples of the figurative use of the idiom “get across” in imitation of the ones given. Point out in what way your examples parallel

the ones given below:

- I rely on the new negotiators to make sure we get that point across.
- We have used our high level contacts to get this message across.
- He tried to get his point across.
- He tried to get his argument across to them.
- She managed to get the idea across to them all.
- There is a lot you can do, and many ways to get your opinions across.
- The girl has trouble getting her idea across in Spanish.
- The little girl has trouble getting her meaning across in Spanish.
- What idea is he getting across to the customer?
- What information is he getting across to the customer?

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

A) Isolated practice will help students to produce correct examples.

1.- Here you have a number of expressions in English with the idiom “get across”. Can you translate them into Spanish?

- It is vital to get the message across.
- Unfortunately, it will not be possible to get this point across to Mary.
- There are many ways you can use to get your opinions across to them.
- I do not think that politicians get their political messages across to people.

Possible solutions:

- Es vital hacerles comprender el mensaje.
- Desafortunadamente no es posible que le llegue el mensaje a María.
- Hay muchas formas en las que les puedes hacer entender tus opiniones.
- No creo que los políticos puedan transmitir sus mensajes políticos a la gente.

What aspects of the meaning of the English examples are lost in the translation? To what extent do the Spanish examples collocate with the equivalents of “manage to” and “be able to”? Can the recipient be omitted?

2.- Can you form sentences with the idiom “get across” and the complements given below?

- Point / negotiators
- Message / public
- Seller / advantages
- Parliamentarian / electors
- Youth / opinions

Possible solutions

- I am not sure of having got my point across to the negotiators.
- The advertisement gets the message across to the public.
- The seller got the advantages of the product across to Mary
- The parliamentarian did not get the idea across to his electors.
- The youth got their opinion across.

B) Contextualize practice will help students to use the idiom in a communicative situation.

3.- Read the description of the situation and produce an expression with the idiom “get across”

- i) You have just had an important business meeting in which an important negotiation has taken place. All the participants have defended their positions and many of them have given counterarguments. However, you have succeeded in making your point clear. What would you say?

Possible solution: *I have got my point across to the participants in the meeting.*

- ii) Mary is a teacher who has struggled hard to explain an aspect of the lesson. However, she has finally succeeded in making it clear for her students.

Possible solution: *She got the idea across to the students.*

- iii) In the department store where Peter works, there is a microwave for the sales people to heat their lunch. Few people use it so Peter had problems to make the manager understand that it was necessary to get it fixed. At the end the manager accepted to fix it.

Possible solution: *Peter got his point across to the manager.*

- iv) James has been appointed to design an advertising campaign made up of a number of advertisement messages for Guerlain perfumed soap. They must share the same idea, the combination of jasmine and rose fragrances. I am sure he will be successful in communicating the message to the people.

Possible solution: *James will get the idea across to the audience.*

2.- “He beat me into silence” “He beat silence into me”

SOURCE (CAUSED MOTION)	TARGET (EFFECTUAL ACTION)
Causer of motion	Effector
Object of motion	Effectee

Source (change of location)	Target (change of state)
Source of motion	Initial state
Destination of motion	Resultant state

Single-source high-level metaphorical amalgam in He beat me into silence

Source (caused motion)	Target	Source (possession)
Causer of motion	Effector ('he')	
Causing motion	Effecting ('caused to acquire')	
Destination of motion	Effectee ('me')	New possessor of an object
Object of caused-motion (moving object)	New property ('silence')	
	Resultant state ('acquiring the new property of silence')	Gaining possession of an object
Manner of causing motion	Manner of effecting ('beating')	

Double-source high-level metaphorical complex in He beat silence into me

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

- The expression “beat X [an attribute] into someone” is based on the idea that we can make objects move across space into certain locations: *He drove the nail into the wall; The child kicked the ball into the net*. When an attribute is caused to move into a person, we think of the attribute as being part of the person: *He beat patience into John* > John has been forced to be patient.
- Can you think of a proper translation into your native language (e.g. Spanish)? Think of the meaning of the sentence instead of its form. Here are some possible translations into Spanish: *Hizo que Juan desarrollara paciencia; Forzó a Juan a que tuviera paciencia*.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

Students are provided with plenty of repetitive examples of the target construction. The aim is to make them explore the use of the expression.

Read the following sentences and produce your own examples of the figurative use of the expression “beat silence into somebody” in imitation of the ones given. Point out in what way your examples parallel the ones given below:

- Substance-abusing beat submission into me.
- He cannot beat that list of words into his head .
- I didn't want to cooperate with those crooks, but they beat submission into me .

- I want Peter to beat oblivion into Richard .
- On his vacation, he kicked the habit into the wild.
- Those economical politics push recession into Europe.
- They punched wrath into him.
- He punched a hole into your argument.
- I do not want to bring rage into the discussion.
- A sudden storm brought despair into his heart

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

A) Isolated practice will help students to produce correct examples.

1.- Fill in the gaps of the following sentences in English based on the same pattern as *beat something into someone* (the construction is XP + V+ X [an attribute] into someone). Then comment your answer.

- They. submission into the enemy. beat / slapped / kicked / explored
- Disappointment could Islamic extremism into Turkey. drive / force / push / take
- There is a need to some transparency into this Parliament. force / drive / bring / import
- I want to. some reason into them slap / introduce / put / get

Possible solutions: beat / drive-push / bring / slap-introduce

2.- Here you have a number of sentences in English based on the same pattern as *beat something into someone* (the construction is XP + V+ X [an attribute] into someone). Can you find reliable equivalents for them in Spanish?

- They beat submission into the enemy.
- Disappointment could drive Islamic extremism into Turkey.
- There is a need to bring some transparency into this Parliament.
- I want to slap some reason into them

Possible solutions:

- Sometieron al enemigo pegándole.
- La decepción podría conducir a Turquía al extremismo islámico.
- Se necesita llevar más transparencia al parlamento.
- Quiero que razonen con un bofetón.

What aspects of the meaning of the English examples are lost in the translation?

3.- Can you form sentences with the expression “beat X [an attribute] into someone” (or

another related verb) and the complements given below?

- Dictator / beat / submission
- Unemployment / drive / poverty
- Action / push / Commission
- Transparency / bring / Parliament
- Hole / punch / argument

Possible solutions

- The dictator beat submission into the parliament
- His unemployment will drive poverty into his home.
- We must push action into the Commission
- There is a need to bring some transparency into this Parliament.
- Lawyers tried to punch holes into her argument.

B) Contextualized practice will help students to use “XP+V+X [an attribute] into someone” in a communicative situation.

4.- Read the description of the situation and produce a statement with the following expressions “push X into”, “beat X into”, “bring X into”, and “drive X into”

- i) The euro crisis is deep and fundamental questions are being asked about the future of the eurozone. There is growing disillusion with the EU in Great Britain. It is young people who are most susceptible, because they suffer the most from high unemployment. What would you say?

Possible solution: *The euro crisis and unemployment push Euro-scepticism into Great Britain.*

- ii) Keep calm! Learn the correct safe combination, because you have to unlock the safe.

Tomorrow you have to turn the dial in the direction of the arrow for each number. You have to stop at the opening index mark located at the top of the dial ring. You have to relax, and then you have to dial the combination precisely without backing up.

Possible solution: *I have to beat the correct safe combination into my head.*

- iii) Iago makes Othello believe that Desdemona has been unfaithful to him with Cassio. He orchestrates a street fight. Cassio is wrongly blamed for it, and dismissed from his post by Othello. Desdemona takes up Cassio’s case with her husband, which makes him understand that they are really lovers.

Possible solution: *Iago brought jealousy into Othello .*

- iv) When you put your heart and soul into it, you enjoy what you’re doing in your work. You are engrossed to critically think about the task at hand, how to make it better, how to do it better. Professionally, you’re captivated even when you aren’t at your office, thinking about

your business and all the possible things you can achieve.

Possible solution: *You have to drive passion into your work.*

v) Salem witch trials were a series of hearings and prosecutions of people accused of witchcraft in colonial Massachusetts between February 1692 and May 1693. The trials resulted in the executions of twenty people. This episode is one of the Colonial America's most notorious cases of mass hysteria.

Possible solution: *The English governor of New England should have slapped logic into those ignorant minds.*

3.- "X never mind Y"

ENGLISH-SPANISH CONTRASTS FOR "X never mind Y"

This construction is used to emphasize that one state of affairs is, or should be, less or more likely to happen than another state of affairs. Two elements are compared in a scale of probability, where Y is less or more likely to happen than X. It indicates that X is difficult to happen, but that Y is less likely to happen than X, which is why Y is not to be regarded. It expresses in an emphatic way that a particular thing is hard (or rather impossible) to happen after mentioning something that is easier to happen.

Sp. "qué decir"; "mucho menos" (E.g. *Resultará más difícil reunirse en Bruselas o en Estrasburgo, y qué decir en ambas ciudades*).

- The Spanish equivalents do not reflect well the English conceptualization. They are closer to English "much less", which compares two elements in a scale where the second element occupies a lower place in that scale.
- X never mind Y, when it profiles a probability judgment complementary alternation meaning, it indicates that X is difficult to happen, but that Y is less likely to happen than X, which is why Y is not to be regarded. It expresses in an emphatic way that a particular thing is hard (or rather impossible) to happen after mentioning something that is easier to happen

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

- The construction *X never mind Y* usually means that what the speaker presupposes the hearer has in mind is not to be regarded, or that the listener should not think about it, because it is obvious that it is not likely to happen or because it is obvious that it always takes place (this meaning has to be parameterized in context).

- Can you think of a proper translation into your native language (e.g. Spanish)? Think of the meaning of the sentence instead of its form. Here are some possible translations into Spanish: *Y mucho menos, y qué decir, menos aún.*
- As already mentioned, the Spanish equivalents do not reflect well the English conceptualization. They are closer to the English version "*X much less Y*", which literally compares two elements in a scale where Y occupies a lower place.
- In the construction "*X never mind Y*", speakers apply the correlation cognitive operation assuming that if an element occupies a lower place in the scale is because it is not (as) important and therefore should be disregarded. That is why we say that a hearer should "never mind" about something, because it is considered un important.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

Students are provided with plenty of repetitive examples of the target construction. The aim is to make them explore the use of the configuration.

Read the following sentences and produce your own examples of the construction "*X never mind Y*" in imitation of the ones given. Point out in what way your examples parallel the ones given below:

- It will therefore become more difficult to meet in Brussels or Strasbourg, never mind in both.
- I always cry watching sad films, never mind reading their scripts.
- Double Taxation It's bad enough having to pay taxes once, never mind twice.
- With this knee I can hardly walk, never mind run.
- It is impossible to change the way Australians think about poverty, never mind extreme poverty.
- Adriá is a legend in the restaurant world, though most of humanity will never see, never mind taste, his food.
- She can't boil potatoes, never mind cook a meal.
- We have two more home games this week, but if we don't improve on Monday night we can forget the top six, never mind the top two.
- I spilled out before the driver could get his own door open, never mind mine.
- Most adults, never mind children, have a hard time staying attentive to something they are not particularly enthusiastic
- I wouldn't go out with a guy who didn't own a house, never mind marry him.
- Her parents couldn't afford electricity or indoor plumbing, never mind fancy appliances and wall hangings.

- The course was a challenge for those students who did not feel confident about their learner abilities to complete the course, never mind get them into university.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

Make emphasis on usage constraints and their connection with the cognitive motivation in STEP 1.

For example:

- 1) The elements before and after the connector must be of the same grammatical category and semantically related.
- 2) The element contained in Y must be less or more likely to happen than the element in X.

Moreover, isolated practice will help students to produce correct examples.

1.- Here you have a number of expressions in English with the construction "*X never mind Y*".

Can you translate them into Spanish?

- He didn't finish painting one wall, never mind the room!
- We don't have enough money for a beer, never mind champagne.
- It's far beyond our understanding, never mind our control.

Possible solutions:

- No terminó de pintar una pared, y mucho menos la habitación!
- No tenemos suficiente dinero para una cerveza, y menos aún para champán.
- Es tan superior que no podemos entenderlo y mucho menos controlarlo.

What aspects of the meaning of the English examples are lost in the translation?

2.- Can you form sentences with the construction "*X never mind Y*" and the complements given below?

- England / Cambridge
- Australia/Europe/Ireland
- score 1 goal/score 2 goals
- be bad at math/ be bad at English

Possible solutions

- This is the best restaurant in England, never mind in Cambridge.
- Australia is just bigger than Europe, never mind Ireland.
- Real Madrid was incapable of scoring one, never mind two goals against Barcelona.
- I am really bad at Math, never mind at English.

Contextualize practice will help students to use the construction in a communicative situation.

3.- Read the description of the situation and produce an expression with the construction "*X never mind*"

i) A friend tells you that she is planning to go to a foreign country to live and work there for 5 years. You would never do that, because you would never consider living in a foreign country. Working in a foreign country seems to you even a worse. What would you say?

Possible solution: *I would never live in a foreign country, never mind work.*

ii) You have never had a gun in your hands and therefore you have never fired one. What would you say?

Possible solution: *I have never had a gun in my hands, never mind fired one.*

iii) During the visits in the monastery you are not allowed to speak and you mustn't use your phone under any circumstances.

Possible solution: *During the visits in the monastery you can't speak, never mind use your phone.*

iv) You wish you had enough money to buy a fancy dress, but you don't have enough money to buy a shirt you need.

Possible solution: *I don't have enough money to buy a shirt, never mind a fancy dress.*

4.- "X unlike Y"

Sp. "a diferencia de"; "al contrario de"; "en contraposición con"; "en contraste con" (E.g. *A diferencia de mí, a mucha gente le gusta esta película*).

- Some of the Spanish equivalents do not reflect well the English conceptualization. They are closer to English "opposite to" or "contrasting", which are built around the idea of placing an object or idea in front of another with the purpose of comparing them according to their differences or similarities.
- *X unlike Y*, when it profiles a contraposition meaning (as part of the family of contrast constructions), it captures the main features that make one element distinct from the other, bringing them forward to the addressee to identify them. In this configuration, the elements under comparison are clearly distinguished in origin, and the construction reinforces the idea that they are not similar at all in a crucial aspect for the speaker.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

- This configuration captures the main features that make one element distinct from another, bringing them forward to the addressee to identify them. The connector *unlike* is generally followed by an explanation that reveals how X and Y are different.
- When speakers use this construction, it is because they assume that in the hearer's opinion, X and Y are the same, and use this construction to state that this is not the case, reinforcing the

idea that they are not similar at all in a crucial aspect for the speaker. Thus, the specific aspects in which they differ are emphasized.

- Can you think of a proper translation into your native language (e.g. Spanish)? Think of the meaning of the sentence instead of its form. Here are some possible translations into Spanish: *a diferencia de, al contrario que, en contraposición con, en contraste con.*
- As already mentioned, the Spanish equivalents do not reflect well the English conceptualization. They are closer to the English version “*opposite to*” or “*contrasting*”, which are built around the idea of placing an object or idea in front of another with the purpose of comparing them according to their differences or similarities.
- In the construction “*X unlike Y*”, speakers apply the echoing cognitive operation assuming that in the hearer's opinion, X and Y are the same, and use this construction to state that this is not the case (i.e., that X is not like Y).

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

Students are provided with plenty of repetitive examples of the target construction. The aim is to make them explore the use of the configuration.

Read the following sentences and produce your own examples of the construction “*X never mind Y*” in imitation of the ones given. Point out in what way your examples parallel the ones given below:

- Unlike the natural sciences, the social sciences are rightly concerned for practice
- Unlike much of Europe, England had long been a territory ruled by one dynasty
- Unlike Dalton, Mendel was not appreciated until after his death
- Tom's a rather shy child, unlike his younger brother!
- Unlike other living entities, people are not only objects of cultural preservation but also subjects.
- Hemp can also be grown with little need for pesticides, unlike cotton.
- The latter, unlike the former, had been negotiated and approved
- Unlike type 1 diabetes, gestational diabetes generally does not cause birth defects
- Unlike his father, he did not drink alcohol.
- Unlike you, I'm not a great dancer.
- She was a small, dainty child, unlike her sister who was large and had big feet.
- The village party went well, unlike the previous year when very few people came.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

Make emphasis on usage constraints and their connection with the cognitive motivation in STEP 1.

For example:

- 1) The connector *unlike* is generally followed by an explanation that reveals how X and Y are different.
- 2) In this construction both X and Y hold (compare it with the construction *X not Y*).
- 3) *X unlike Y* can only be used for creating a lexical contrast, not a propositional contrast (other constructions like *X not Y* allow both types of contrasts).

In addition, isolated practice will help students to produce correct examples.

1.- Here you have a number of expressions in English with the construction "*X unlike Y*". Can you translate them into Spanish?

- Unlike him, I really enjoy flying
- Fear feels real - unlike reality itself.
- Permanent residency status, unlike citizenship, can expire.

Possible solutions:

- Al contrario que a él, a mí me encanta viajar en avión
- El miedo parece real, en contraste a la propia realidad.
- La condición de residente permanente puede expirar, a diferencia de la nacionalidad.

What aspects of the meaning of the English examples are lost in the translation?

2.- Can you form sentences with the construction "*X unlike Y*" and the complements given below?

- England / France
- Brother /sister
- Vegans/vegetarians
- Elena/Jorge

Possible solutions

- In the middle ages, England, unlike France, became increasingly centralised, with the population of London showing a huge increase.
- Unlike my brother, my sister always teases me.
- Unlike vegetarians, who may consume eggs and dairy, vegans eat only plant-based foods
- Unlike Elena, Jorge is not superstitious

Contextualize practice will help students to use the construction in a communicative situation.

3.- Read the description of the situation and produce an expression with the construction "*X unlike Y*"

i) You are telling a friend the differences between alligators and crocodiles: alligators prefer freshwater habitats and crocodiles tend to favor more saline habitats. What would you say?

Possible solution: *Unlike alligators, crocodiles tend to favor more saline habitats.*

ii) You are comparing the famous Spanish artists Goya and Gaudi. The first rejected religion, while the second believed he was "God's architect" and designed the Sagrada Familia. What would you say?

Possible solution: *Unlike Goya, who rejected religion, Gaudi believed he was "God's architect" and designed the Sagrada Familia.*

iii) You are comparing the commercial activity of women nowadays with their activity in earlier times (now they are more active).

Possible solution: *Unlike in earlier times, women are now more commercially active.*

iv) You are comparing the peaceful rural life with the life in the city.

Possible solution: *Life in the countryside is much more peaceful, unlike in the city where there is so much traffic.*

B.- ENGLISH – BASQUE LANGUAGE

(Aneider Iza. University of La Rioja)

1.- “X let alone Y”

- Basque. “zer esanik (ere) ez (da/dago)” (ni qué decir tiene); “jakina” (es sabido); “ez dago zalantzarik” (no hay duda); “nola ez” (cómo no); “onartu behar da” (hay que admitir), etc. (E.g. *Aitak ederki hartu zuen eta seme-alabek zer esanik ez (El padre lo acogió bien y los hijos ni que decir tiene)*).
- The Basque equivalents do not reflect well the English conceptualization. They are closer to English “needless to say”, which conveys the idea that there is no need to talk about Y since Y is presupposed or already widely known to be the case.
- X let alone Y, when it profiles a probability judgment complementary alternation meaning, it can indicate that:
 - X is difficult to happen, but that Y is less likely to happen than X, which is why the speaker dissociates himself from whatever Y conveys, and thus carries a negative connotation. It expresses in an emphatic way that a particular thing is hard (or rather impossible) to happen after mentioning something that is easier to happen.
 - X is clear to happen, and if X holds, it is very likely that Y will hold too. In this case, it is so obvious that Y will take place that the speaker dissociates himself from whatever Y conveys, because it is taken for granted. It expresses in an emphatic way that a particular thing is obvious that will happen after mentioning something that takes place.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

Teach the cognitive motivation behind the construction worded in accessible terms;

e.g.:

- This construction is used to emphasize that one state of affairs is, or should be, less or more likely to happen than another state of affairs. Two elements are compared in a scale of probability, where Y is less or more likely to happen than X. It indicates that X is difficult to happen, but that Y is less likely to happen than X, which is why Y is not to be regarded. It expresses in an emphatic way that a particular thing is hard (or rather impossible) to happen

after mentioning something that is easier to happen. Metaphorically, it conveys the idea that the speaker dissociates himself from whatever Y conveys, and thus carries a negative connotation.

- The construction *X let alone Y* usually means that what the speaker presupposes the hearer has in mind is not to be regarded, or that the listener should not think about it, because it is obvious that it is not likely to happen or because it is obvious that it always takes place (this meaning has to be parameterized in context).
- Can you think of a proper translation into your native language (e.g. Basque)? Think of the meaning of the sentence instead of its form. Here are some possible translations into Basque: "zer esanik (ere) ez (da/dago)" (ni qué decir tiene); "jakina" (es sabido); "ez dago zalantzarik" (no hay duda); "nola ez" (cómo no); "onartu behar da" (hay que admitir).
- As already mentioned, the Basque equivalents do not reflect well the English conceptualization. They are closer to the English version "X needless to say Y" or "X it goes without saying that Y", which convey the idea that there is no need to talk about Y since Y is presupposed or already widely known to be the case.
- The construction compares two elements in a scale of probability where Y occupies a lower or higher place (it has to be parameterized in context).
- The construction "*X let alone Y*" is based on the metaphor EMOTIONAL DISTANCE IS PHYSICAL DISTANCE, by which we leave behind what is not dear to us. Thus, the speaker dissociates himself from whatever Y conveys figuratively putting Y aside.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

Students are provided with plenty of repetitive examples of the target construction. The aim is to make them explore the use of the configuration.

Read the following sentences and produce your own examples of the construction "*X let alone Y*" in imitation of the ones given. Point out in what way your examples parallel the ones given below

- He had never dared raise a question to his own father, let alone raise his voice!
- This man took her back to her family without any mention, let alone discussion, of the dilemma which confronted her.
- In the absence of countrywide elections a national democratic political arena could not emerge, let alone develop.
- He would never quarrel, let alone kill someone.
- Some people never even read a newspaper, let alone a book

- People have to work harder if they want to maintain, let alone improve, their standard of living.
- A couple who loves each other in December might not do so six months later, let alone after two or three years.
- On August the 12th 1991 it was feared that Brian Waites might not live, let alone play golf ever again.
- It is incredible that the 12-year-old managed to even reach the pedals, let alone drive the car.
- He can't afford beer, let alone whisky.
- But how do tell that to anyone, let alone your own father?
- Most slaves could not read or write, let alone speak English.
- The energy it takes to get out of bed, let alone leave the house, is overwhelming.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

Make emphasis on usage constraints and their connection with the cognitive motivation in STEP 1.

For example:

- 1) This configuration creates a contrast between the X and Y elements, such that the X element is not likely to happen, and the Y element, being more encompassing than X, is less likely to happen than X.
- 2) The Y element should not be taken into consideration or should be left apart from the rest of the circumstances because as X does not take place, Y cannot possibly happen.
- 3) The speaker presupposes that the hearer thinks that Y may happen. That is why he ventures to mention that X will not happen in the first place.

Moreover, isolated practice will help students to produce correct examples.

1.- Here you have a number of expressions in English with the construction "*X let alone Y*". Can you translate them into Basque?

- It was a great surprise to win the literary contest, let alone to publish the book.
- Keeping a balanced diet is very beneficial, let alone if those foods have special properties for health.
- Our dog always has its ears attentive, let alone his nose!

Possible solutions:

- Ezusteko aparta izan zen literatur lehiaketa irabaztea eta zer esanik ez liburua argitaratzea.

- Dieta orekatua mantentzea oso onuragarria da, eta zer esanik ez elikagai horiek osasun propietate bereziak badituzte.
 - Gure txakurrak belarriak beti erne ditu, eta sudurra zer esanik ez!
- What aspects of the meaning of the English examples are lost in the translation?

2.- Can you form sentences with the construction “X let alone Y” and the complements given below?

- Predict weather / next week/ in 50 year’s time
- Teenagers/ know how they want to spend the rest of their lives
- not fit into the medium size/ small size
- can't trust/ look after a dog /look after a child

Possible solutions:

- No one can predict what the weather will do next week, let alone what it will be like in 50 year’s time.
- Most teenagers don't know what they want to do next week, let alone how they want to spend the rest of their lives.
- I can't even fit into the medium size, let alone the small size
- You couldn't trust her to look after your dog, let alone your child.

Contextualize practice will help students to use the construction in a communicative situation.

3.- Read the description of the situation and produce an expression with the construction “X let alone Y”

i) You complain about having a very stressful life. You don't have time to think, and you have less time to relax. What would you say?

Possible solution: *I hardly have time to think these days, let alone relax.*

ii) You don't want to share your bedroom with Sheila, and you don't even contemplate the possibility of sharing the bathroom with her. What would you say?

Possible solution: *I don't want to share the same room with Sheila, let alone the bathroom.*

iii) After a long search you come to the conclusion that you cannot afford to rent a home in San Sebastian, and it is impossible for you to buy one. What would you say?

Possible solution: *I can't afford to rent a house in San Sebastian, let alone buy one.*

iv) It is summer. You complain about the beach being very crowded. There is no room to sit down and there is even less space to lay out a towel. What would you say?

Possible solution: *It is so crowded here in summer that there's no room to sit down, let alone lay out a towel.*

2.- “X anyway Y”

- Basque. "dena den" (de todos modos); "dena dela" (en cualquier caso); "edonola ere" (de cualquier manera); "nolanahi ere" (de cualquier manera), "hala ere" (a pesar de eso)/"hala eta guztiz ere" (así y todo). (E.g. *Euria egingo duela dirudi; dena den, aterkirik gabe kaleratuko naiz* (Parece que va a llover; de todos modos, voy a salir sin paraguas))
- The Basque equivalents do not reflect well the English conceptualization. They are closer to English "all things being equal" or "be that as it may".
- *X anyway Y* is a concessive construction related to the manner in which Y is achieved. The connector *anyway* is based on the experiential conflation between a goal and the path followed to reach that goal, as dictated by the underlying metaphor MEANS TO ACHIEVE A GOAL ARE PATHS TO REACH A DESTINATION.
- In conversation, the speaker in question considers the X element of the construction to be inferior in importance to Y. However, the speaker does not reject X entirely, because he is conscious that the situation is the opposite from the perspective of the hearer. Using a concessive construction, the speaker hopes that the hearer will agree with what he says in Y.
- It conveys the speaker's surprise, because as opposed to what X would suggest, Y happens no matter what.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

Teach the cognitive motivation behind the construction worded in accessible terms;

e.g.:

In this construction, the manner or way in which X occurs is not important, because the speaker regards the existence of Y as more important than X. The connector *anyway* is based on the experiential conflation between a goal and the path followed to reach that goal, generating the MEANS TO ACHIEVE A GOAL ARE PATHS TO REACH A DESTINATION metaphor. The idea contained in this construction is that the speaker does not care about the path to reach the given goal or destination, because he does not care about the destination itself either. By using this construction, the speaker changes the path a discourse was metaphorically taking and corrects this deviation by taking a new path that will lead him to utter the proposition in Y, his final communicative goal.

- The construction *X anyway Y* usually means that what is contained in X, although it is true, is not important, because the speaker regards the existence of Y as more important than X.
- Can you think of a proper translation into your native language (e.g. Basque)? Think of the meaning of the sentence instead of its form. Possible solutions: "dena den" (de todos modos); "dena dela" (en cualquier caso); "edonola ere" (de cualquier manera); "nolanahi ere" (de cualquier manera).

- As already mentioned, the Basque equivalents do not reflect well the English conceptualization. They are closer to the English version “X be that as it may Y” which conveys the idea that it does not matter whether the circumstances in X hold.
- The connector *anyway* is based on the experiential conflation between a goal and the path followed to reach that goal, generating the MEANS TO ACHIEVE A GOAL ARE PATHS TO REACH A DESTINATION metaphor. The speaker does not care about the path to reach the given goal or destination, changes the path his discourse was metaphorically taking and corrects this deviation by taking a new path that will lead him to utter the proposition in Y, which is regarded as more important than.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

Students are provided with plenty of repetitive examples of the target construction. The aim is to make them explore the use of the configuration.

Read the following sentences and produce your own examples of the construction “X *anyway* Y” in imitation of the ones given. Point out in what way your examples parallel the ones given below:

- It wasn't exactly a fun party, but we had fun anyway.
- The hotel looks disgusting, but I'll have to sleep there anyway.
- I'll find out, anyway, but you could save us both some time if you tell me now.
- Nobody has managed this, but we'll try it, anyway.
- She has cheated on me more than six times already, but I love her anyway.
- It is raining, but I am going to the party anyway.
- They advised me not to go to India, but I went anyway
- We hate doing homework, but we do it anyway.
- I decided to postpone the idea of doing a course, and anyway I got accepted by the Council.
- I don't think that's true. I haven't found any evidence, anyway.
- I told you, it's all right, and anyway, it was my fault.
- I asked him to stop, but he didn't anyway.
- Anyway, I have to leave now.
- Though my mother forbade me, I ate the chocolate chip cookie anyway.
- Paris is expensive, but many people would like to vacation there anyway.
- The road got worse, but they kept going anyway.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

Make emphasis on usage constraints and their connection with the cognitive motivation in STEP 1.

For example:

- 1) This configuration organises longer pieces of conversation or text. It can be used at the opening or closing of a sentence.
- 2) It connects two sentences to mean that what was said in the first sentence doesn't matter - the main point is in the second.

The content of the second sentence must be unexpected or surprising based on the content of the first. For example, we would not expect people to continue driving if the road gets worse in the previous example, or we would assume that an expensive destination would scare away tourists in the previous example.

Isolated practice will help students to produce correct examples.

1.- Here you have a number of expressions in English with the construction "*X anyway Y*". Can you translate them into Basque?

- We were alone in the house, but it wasn't very comfortable anyway.
- She didn't want to give up her course, but she did it anyway.
- Of course I don't mind taking you home - I'm going that way anyway.

Possible solutions:

- Etxean ginen bakarrik, baina ez zen oso erosoala hala ere.
- Ez zuen bere ikastaroa utzi nahi, baina hala eta guztiz ere egin zuen.
- Jakina, ez zait axola etxera eramatea. Edonola ere, haruntza noa.

What aspects of the meaning of the English examples are lost in the translation?

2.- Can you form sentences with the construction "*X anyway Y*" and the complements given below?

- to be right or wrong / different opinion
- don't like smoking / smoke every day
- go on holiday now / December is cheaper
- highly defended idea in the past / it is wrong

Possible solutions

- I don't know whether I was right or wrong. Anyway, we were not of the same opinion.
- Why do you smoke every day if you don't like it anyway?
- I'd prefer to go on holiday now, but, it is cheaper in December anyway.
- It is an idea that was highly defended in the past. Anyway, scientists have discovered that it was wrong.

Contextualize practice will help students to use the construction in a communicative situation.

3.- Read the description of the situation and produce an expression with the construction “X let alone Y”

i) Some people think that depending on the circumstances, it is ok to lie and steal but you think we should not do it. What would you say?

Possible solution: *Some people think it's ok to lie and steal. But we should not do it anyway.*

ii) You are making a list of friends to invite them to your party. You don't include María, because you don't like her very much and she will be away for the weekend. What would you say?

Possible solution: *I don't want to invite María; I don't like her very much and she will be away for the weekend anyway*

iii) You wake up very early every morning but you always get late to work. What would you say?

Possible solution: *I wake up early every morning, but I always get to work late anyway.*

iv) You don't know where a person is from, but you are certain that he is not from your country. What would you say?

Possible solution: *I don't know where he's from; he is not from this country anyway.*

3.- “X anyway Y”

- Basque. “izan ezik” (except/salvo); “besterik” (otro(s)); “kenduta” (quitanto); “-z gain” (además de); (E.g. *Hau besterik ez dut nahi (solo quiero esto)*).

- The Basque equivalents do not reflect well the English conceptualization. They are closer to English “except”, “excluding” or “no other”.

- When *X besides Y* profiles an exception meaning, it conveys that Y is the only exception that confirms that the circumstances in X are true.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

- The construction *X besides Y* usually means that the speaker presupposes that the hearer has in mind that X is completely true in all cases. The speaker corrects this presupposition by introducing the new statement in the second part of the construction followed by *besides*.
- Can you think of a proper translation into your native language (e.g. Basque)? Think of the meaning of the sentence instead of its form. Here are some possible translations into Basque: “izan ezik” (except/salvo); “besterik” (otro(s)); “kenduta” (quitanto).

- As already mentioned, the Basque equivalents do not reflect well the English conceptualization. They are closer to the English version "except", "excluding" or "no other".
- This construction expresses that Y is the only exception that confirms that the circumstances in X are true.
- While the first part of the construction (formulated in negative terms) describes a general situation or group of elements, the second part concentrates on the particular element that contradicts X.

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-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

Students are provided with plenty of repetitive examples of the target construction. The aim is to make them explore the use of the configuration.

Read the following sentences and produce your own examples of the construction "*X besides Y*" in imitation of the ones given. Point out in what way your examples parallel the ones given below:

- I have no other family besides my parents
- There's nobody home besides me and the dog.
- I haven't washed anything besides the dishes.
- Nothing besides a miracle could help them.
- No one besides Paula knows how to do this exercise.
- He doesn't want to learn any language besides English.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

Isolated practice will help students to produce correct examples.

1.- Here you have a number of expressions in English with the construction "*X besides Y*". Can you translate them into Basque?

- He can't cook anything besides cakes.
- There's no one here besides Bill and me.
- No one besides the owner could control the angry dog.

Possible solutions:

- Pastelak kenduta, ez daki ezer sukaldatzen.
- Ez dago inor hemen Bill eta ni izan ezik.
- Jabeaz gain, inork ezin zuen txakur haserrea kontrolatu.

What aspects of the meaning of the English examples are lost in the translation?

2.- Can you form sentences with the construction "*X besides Y*" and the complements given below?

- Me and my teacher / know my mark
- She has no qualities /she is beautiful
- No one/ you/ have the key
- He had no other friends / he was my friend

Possible solutions

- Nobody besides me and my teacher knows my mark.
- She has no qualities besides being beautiful.
- No one besides you has the key.
- He had no friends besides me.

Contextualize practice will help students to use the construction in a communicative situation.

3.- Read the description of the situation and produce an expression with the construction “X besides Y”

i) In Thomas' family, only he and the mother are blond What would you say?

Possible solution: Thomas is the only blond in the family, besides the mother.

ii) You are so tired that you don't feel like doing anything. The only thing you can do is watch TV. What would you say?

Possible solution: I'm capable of doing nothing besides watching TV.

iii) You go to a bar. You order a glass of wine, but the bar tender tells you they only serve beer. What do you think he would say?

Possible solution: Besides beer, we don't serve anything else to drink

iv) You have tried to teach your dog different tricks but he is only able to do one. What would you say?

Possible solution: This dog can't do anything besides this trick

4.- “X besides Y” (exception meaning)

Basque. “izan ezik” (except/salvo); “besterik” (otro(s)); “kenduta” (quitanto); “-z gain” (además de); (E.g. *Hau besterik ez dut nahi (solo quiero esto)*).

- The Basque equivalents do not reflect well the English conceptualization. They are closer to English “except”, “excluding” or “no other”.
- When *X besides Y* profiles an exception meaning, it conveys that Y is the only exception that confirms that the circumstances in X are true.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

Teach the cognitive motivation behind the construction worded in accessible terms;

e.g.:

This construction expresses that Y is the only exception that confirms that the circumstances in X are true. While the first part of the construction describes a general situation or group of elements, the second part concentrates on the particular element that contradicts X.

The exception is thus created by giving more prominence to Y.

- The construction *X besides Y* usually means that the speaker presupposes that the hearer has in mind that X is completely true in all cases. The speaker corrects this presupposition by introducing the new statement in the second part of the construction followed by *besides*.
- Can you think of a proper translation into your native language (e.g. Basque)? Think of the meaning of the sentence instead of its form. Here are some possible translations into Basque: "izan ezik" (except/salvo); "besterik" (otro(s)); "kenduta" (quitanto).
- As already mentioned, the Basque equivalents do not reflect well the English conceptualization. They are closer to the English version "except", "excluding" or "no other".
- This construction expresses that Y is the only exception that confirms that the circumstances in X are true.
- While the first part of the construction (formulated in negative terms) describes a general situation or group of elements, the second part concentrates on the particular element that contradicts X.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

Students are provided with plenty of repetitive examples of the target construction. The aim is to make them explore the use of the configuration.

Read the following sentences and produce your own examples of the construction "*X besides Y*" in imitation of the ones given. Point out in what way your examples parallel the ones given below:

- I have no other family besides my parents
- There's nobody home besides me and the dog.
- I haven't washed anything besides the dishes.
- Nothing besides a miracle could help them.
- No one besides Paula knows how to do this exercise.
- He doesn't want to learn any language besides English
- He has nothing besides his salary.
- We can't do anything besides wait.
- This woman depended on no one besides herself to survive.

- He had no one to blame for this besides himself.
- I had never seen Mark wearing anything besides jeans.
- My grandmother has never read anything besides the Bible.
- He believes there is no genius besides himself.
- Nobody wanted ice cream besides me.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

Make emphasis on usage constraints and their connection with the cognitive motivation in STEP 1.

For example:

- a) This configuration creates a contrast between the X and Y elements, such that the Y element is the only exception that confirms that the circumstances in X are true.
- b) Speakers must introduce a generic element in the construction such as *no one, nobody, nothing*, etc. in the first part of the construction. This generic element is crucial to create the exception.
- c) The first part of the construction must be formulated in negative terms (using *no, not, don't*, etc.).

In addition, isolated practice will help students to produce correct examples.

1.- Here you have a number of expressions in English with the construction "X *besides* Y". Can you translate them into Basque?

- He can't cook anything besides cakes.
- There's no one here besides Bill and me.
- No one besides the owner could control the angry dog.

Possible solutions:

- Pastelak kenduta, ez daki ezer sukaldatzen.
- Ez dago inor hemen Bill eta ni izan ezik.
- Jabeaz gain, inork ezin zuen txakur haserrea kontrolatu.

What aspects of the meaning of the English examples are lost in the translation?

2.- Can you form sentences with the construction "X *besides* Y" and the complements given below?

- Me and my teacher / know my mark
- She has no qualities /she is beautiful
- No one/ you/ have the key
- He had no other friends / he was my friend

Possible solutions

- Nobody besides me and my teacher knows my mark.
- She has no qualities besides being beautiful.
- No one besides you has the key.
- He had no friends besides me

3.- Contextualize practice will help students to use the construction in a communicative situation.

Read the description of the situation and produce an expression with the construction "X besides Y"

i) In Thomas' family, only he and the mother are blond What would you say?

Possible solution: *Thomas is the only blond in the family, besides the mother.*

ii) You are so tired that you don't feel like doing anything. The only thing you can do is watch TV. What would you say?

Possible solution: *I'm capable of doing nothing besides watching TV.*

iii) You go to a bar. You order a glass of wine, but the bar tender tells you they only serve beer. What do you think he would say?

Possible solution: *Besides beer, we don't serve anything else to drink*

iv) You have tried to teach your dog different tricks but he is only able to do one. What would you say?

Possible solution: *This dog can't do anything besides this trick.*

C.- ENGLISH- GREEK

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1.- “He is very bright”

SOURCE →	TARGET
Light emitter/source	Intelligence
Emitting light	Being intelligent
Brain	Light source

Single source? Low-level metaphorical amalgam in He is very bright.

Greek: «Έχει λαμπρό μυαλό» (éhi labró myaló); «Είναι φωστήρας» (íne fostíras)

The two Greek equivalents do not reflect the English case per se. Rather, the former one could be literally translated in English as in “He has a bright mind”, whereas the latter could be translated as “He is a genius/erudite”.

Thus, in contrast to the English example that clearly states that a person is intelligent by mapping one’s level of cleverness to a light source, the Greek examples place their focus on more specific aspects of intelligence. Namely, the first one makes a clear reference to one’s brain and their level of intelligence. The second projects not only one’s intelligence, but also the fact that this person is of leading intelligence, since the horizontality schema plays a great role in understanding the meaning of «Είναι φωστήρας» (íne fostíras).

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

Teach the cognitive motivation behind the figurative expression worded in accessible terms. For instance:

We sometimes talk about concepts like intelligence as they are objects we can grasp and understand with our senses and not abstract things that we cannot get hold of. For that reason, we tend to speak of people’s cleverness as originating/coming from a type of light

source, such as a light bulb. Also, this object is usually found up high, like our brain is in the top position of our body. So, we use a source of light that is located in a high position and that we can grasp and understand, in order to understand the meaning of intelligence.

•The adjective *bright* is usually employed to refer to places with ample light, as in “This room is so bright, it makes me feel really happy”. However, in the example “He is very bright” a figurative interpretation of *bright* is needed so that we can understand this sentence. Namely, he is very intelligent.

•In Greek, two possible translations of “He is very bright” would be: *Έχει λαμπρό μυαλό* (éhi labró myaló), *Είναι φωστήρας* (íne fostíras).

•As stated before, the Greek interpretations move closer to the English example “He has a bright mind” and “He is a genius”.

•The figuration lying behind the English example can be found in the way an abstract concept (intelligence) is understood as a concrete object (light source – bulb) via a metaphorical mapping. The emphasis is placed on the means that indicate the level of intelligence.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

Students are provided with plenty of repetitive examples of the target construction. The aim is for them to explore the use of the metaphoric expression.

Read the following sentences and produce your own examples of the figurative use of the adjective *bright* as in the ones provided. Point out in what way your examples parallel the ones given below:

- Mark is a very bright young researcher that has a lot to offer to the field of Medicine.
- Not only is Elsa very beautiful, but she is also the brightest student in her year.
- Kostas is the one with the bright ideas. George is the one with the great talent.
- Being a bright young policeman, Theodore is always the first to solve the tough cases.
- I’m so proud of my pupils this year; they are all such bright kids.
- She's not very bright but she's brighter than the rest of her classmates.
- Joanne had the bright idea of videoing her sister’s birth.
- It was a bright moment in a dark time.
- The bright child is not going to get the time or flexibility to study things that will broaden their horizons.
- But they show him as being very bright and intelligent and far from naive.

- James was not very bright at school but learnt many manual skills as a boy in his father's workshop.
- She's bright-headed, smart like a calculator!
- I've got the same problem, but after reading your post I just had a bright moment and solved it.
- Did some thinking and had a bright moment.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

Make emphasis on usage constraints and their connection with the cognitive motivation in Step 1.

For example:

- Being bright is considered as a mental capacity that exists in human reasonable beings and is a non-transferable capacity (e.g. it cannot be conceptualized in terms of some other type of ability, like in the case of *bright hand*).
- However, it is transferable as concerns the immediate product of this mental capacity, as in *bright idea*.
- An interesting aspect of the usage constraints of *bright* is the fact that other types of result of the mental capacity it represents are not supported, as for example *bright book/paper*

Isolated practice will help students to produce correct examples.

1.- Pick a number of expressions containing the adjective *bright* in English. Can you translate them in Greek?

- Mark is a very bright young researcher that has a lot to offer to the field of Medicine.
- Not only is Elsa very beautiful, but she is also the brightest student in her year.
- Kostas is the one with the bright ideas. George is the one with the great talent.
- Being a bright young policeman, Theodore is always the first to solve the tough cases.
- I'm so proud of my pupils this year; they are all such bright kids.

What aspects of the meaning of the English examples are lost in the translation?

2.- Can you form sentences with the adjective *bright* and the complements given below?

- Mark / researcher
- Kostas / ideas
- Theodore / policeman / solve tough cases

B.Contextualized practice will help students to use the idiom in a communicative situation.

3.-Read the description of the situation and produce an expression with the adjective *bright*.

- Your brother has just graduated and the President of his Department has congratulated him on being valedictorian of his year. He referred to your brother’s accomplishments and praised his being a very clever young researcher. How else could the President’s last phrase be stated?

2.- “He knocked some sense into me”

SOURCE (CAUSED) MOTION	TARGET (CAUSED) CHANGE
Causer of motion	Causer of change
Object of motion	New property

SOURCE (ACQUIRING A NEW OBJECT)	TARGET (DEVELOPING A PROPERTY)
Change of location	Change of state
Moving object & New possession	New property

Single source? High-level metaphorical amalgam in He knocked some sense into me.

Source → (caused motion)	Target	Source → (possession)
Causer of motion	Changer ('he')	
Causing motion	Changing ('caused to acquire')	

Destination of motion	Changed ('me')	New possessor of an object
Object of caused-motion (moving object)	New property (‘sense’)	
	Resultant state (‘acquiring the new property of sense’)	Gaining possession of an object
Manner of causing motion	Manner of effecting (‘knocking’)	

Double-source high-level metaphorical complex in He knocked some sense into me.

Greek: «Μου ‘βαλε μυαλό» (mu vale myalo)

The English conceptualisation of the construction in question is not reflected by the Greek instance that is closer to the English “He put some brain into me”. However, just like the English example, the Greek translation of “He knocked some sense into me” is also a cluster of metaphors. More specifically, «Μου ‘βαλε μυαλό» is described by the metaphors ACQUIRING A NEW (MENTAL) PROPERTY IS ACQUIRING A NEW OBJECT & THE HUMAN BODY IS A CONTAINER, as well as by the metonymy THE MIND STANDS FOR REASONING.

As for “He knocked some sense into me”, it is based on the caused-motion construction and its figurative use. As stated by Gómez, the particular construction “is built on the basis of transitive patterns denoting an effectual action”, namely an action “whose impact on an object results in a change of state.”

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 1

Teach the cognitive motivation behind the figurative expression worded in accessible terms:

Sometimes we talk about attributes as if they were objects that we possess, as in the case of *She has common sense* ‘She is sensible.’ Since these attributes are considered to be objects, they have the ability to move or be moved, as in *Her common sense left her*. Also, attributes that “get into” a person can – like objects – become that person’s possession and thus, affect them. For instance, *She beat some common sense into him*.

- The expression “ knock X [a property] into someone” is based on the idea that we can make objects move across space into certain locations. Literal instantiations of that view are the following: *The boy kicked the ball into the net; She drove the pot’s neck into a higher position.*
- When a property is caused to move into a person, then this property belongs/ is part of the person: *He beat sense into Mark* > Mark has been forced to become sensible.
- In Greek, a proper translation for *He beat sense into Mark* would be «Έδειρε τον Μάρκο για να τον κάνει να σκεφτεί λογικά» (édire ton marko ya na ton káni na skeftí loyiká), which is translated into English as “He beat Mark so that he would think in a sensible way.”

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 2

1.- Read the following sentences and produce your own examples of the figurative use of the expression “knock sense into somebody” in imitation of the ones given below. Point out what way your examples parallel those provided:

- I can get no sense into him nor out of him.
- For all your sakes you'll have to talk sense into her. Ask her why she does it.
- Take this, and try to talk some sense into your dad if you can.
- When we understood the situation we were more anxious than before to shake some sense into Margaret.
- As Marion tried to instill some common sense into her parents, her father was walking on the opposite direction.
- Jason is convinced he wants to get a tattoo once he turns 18, but I’m hoping we’ll be able to knock some sense into him by then.
- If you think you’re going to find success with your high school rock band, then someone needs to knock some sense into you.
- It’s useless. You cannot beat sense into her.
- She slapped some common sense into her boyfriend.
- I thought that last week’s experience would knock some sense in.
- Try and talk some sense into him before he makes the wrong decision.
- When we understood the situation we were more anxious than before to shake some sense into Margaret.
- As Marion tried to instill some common sense into her parents, her father was walking on the opposite direction.

-PEDAGOGICAL IMPLEMENTATION (TEACHING MATERIALS) FOR STEP 3

Make emphasis on usage constraints and their connection with the cognitive motivation in STEP

1:

- The new property is obtained or developed more or less by means of a forceful instigation (e.g. *beat, push, knock, slap*) as is the case of the literal caused motion.
- The figurative destination of motion is to be expressed compulsorily (**He beat silence*).
- Manner of action is conflated with (figurative) motion in the verb slot of the caused-motion construction, as happens in satellite-framed languages.
- Manner of action has to be consistent with the type of the action. Generally, more generic statements will prefer more generic verbs (*His attitude drove/ *kicked some sense into me*).

2.- Fill in the gaps of the following sentences in English based on the same pattern as *knock something into someone* (XP + V + X [a property] into someone). Then comment your answer.

- She patience into her mother.

beat/ knock/ talk/ instill

- Their attitude sense into the professor.

get/ force/ bring/ slap

- Father the nail into the wall.

knock/ kick/ force/ beat

3.- Can you find reliable equivalents for the following sentences in Greek?

- Maybe getting arrested will knock some sense into him.
- Try and talk some sense into her before she makes the wrong decision.
- I want to slap some reason into them.

Possible equivalents:

• Ίσως το γεγονός ότι συνελήφθη να τον κάνει να λογικευτεί. (ίσοs το γεγονός ότι sinelíffhi na ton káni na logikeftí) 'Maybe the fact that he got arrested will make him become sensible'

• Προσπάθησε να την εκλογικεύσεις πριν πάρει τη λάθος απόφαση. (prospáthise na tin eklogikéfsis prin pári ti láthos arófasi) 'Try to make her see reason before she makes the wrong decision'

• Θέλω να τους σφαιλιάρω μπας και λογικευτούν. (θέλο na tus sfaliaríso bas ke logikeftún) 'I want to slap them in case they get some sense'

4.- Can you form sentences with the expression “knock X [a property] into someone” (or another related verb) and the complements given below?

5.-Read the description of the situation and produce a statement with the following expressions “bring X into”, “knock X into”, “talk X into”.

- Her mother is dissatisfied with her daughter’s decision to quit college so that she can marry and is trying to persuade her not to leave her studies through **endless discussions**.
- Talking to his brother did not bring the desirable results. He is trying to calmly convince him to have the surgery, but his brother seems to **act absurdly**.
- Having no luck talking his son into accepting the scholarship grant, Jude had to find another means to make his son **see reason**.

D.- ENGLISH- CROATIAN

(Mario Brdar and Rita Brdar. University of Osijek)

Activities

1.- The following list contains names of places (towns, rivers, etc.) where some famous battles were fought. Insert them as appropriate in the sentences below.

Gettysburg	Trafalgar	Lexington	Waterloo
Hastings	Gallipoli	the Somme	El Alamein
the Alamo	the Little Bighorn	Wounded Knee	Verdun
Tobruk	Thermopylae	Okinawa	Borodino

- A) Although Horatio Nelson did not live to see what he had achieved, it was more than the defeat of the enemy's ships. After. Britain had no effective rival on the high seas.
- B) was the turning point in the Civil War, costing the Union 23,000 killed, wounded, or missing in action. The Confederates suffered some 25,000 casualties. On November 19, 1863, President Lincoln delivered his famous address during the dedication of a new national cemetery at the site of the battle.
- C) was fought between the Army of Imperial Russia and Napoléon's Grand Armée on September 7, 1812. The battle ended with a French victory, but strategic defeat. Losses were terrible on both sides, but the Russians could replace theirs. One week after the battle Napoléon occupied an undefended Moscow, hoping to impose a peace, but after four weeks was forced to retreat home with calamitous results.
- D) The importance of wasn't so much in the destruction of German military might in WW2 because, as is noted in other answers, the forces involved were not large. Yet the success of the British efforts in clearing North Africa managed to restrict Axis options and open up Allied strategic options in further prosecuting the war.

- E) Remembrance Sunday will always be a time to reflect on the horror of 100 years ago and to remember all those who have lost their lives in the name of the British people and in any war since.
- F) Even in the immediate aftermath of the attention paid to Custer's last stand has always been part of Americans' long-standing, often fractious debate among themselves about the relationship of the United States to the rest of the world, about the history of its territorial expansion and the future of its global aspirations.
- G) Lexington, with its famous "shot heard 'round the world," was the start of the American Revolutionary War, fought between Great Britain and the thirteen colonies.
- H) Few, if any, English battles rival the importance of It is celebrated in both academic and popular history as the scene of the death of the last Anglo-Saxon king of England, and as the last battle which led to the conquest of the nation. The loss of Saxon lives there and in subsequent rebellions, particularly among the land-owning class, undoubtedly facilitated the Norman settlement of England.
- I) Also known as Operation Iceberg, featured the largest amphibious assault of WWII, bigger than D-Day.
- J) Though was a small conflict compared with landmark battles of the first world war like the Somme, the battle for the narrow peninsula contains the story of the war in microcosm: the fatal bravado, the futile fighting, the error-prone assumptions made by politicians and generals, and the killing fields that decimated a generation of young men.
- K) On the afternoon of April 21 the Texas army attacked Santa Anna's camp near Lynchburg Ferry. The Mexican army was taken by surprise, and the Battle of San Jacinto was essentially over after 18 minutes. During the fighting, many of the Texas soldiers repeatedly cried "Remember.!"
- L) was one of the most savagely fought battles of World War One. The Germans fired two million shells in the opening eight-hour bombardment, and tens of millions were fired over the course of the conflict. It was also the longest battle, lasting 300 days and leaving an estimated 800,000 soldiers dead, wounded or missing. At the end of the bloodshed, France emerged as the victor, yet neither side had much to show in the way of military gains.
- M) Fought near the western frontier of Egypt between 23 October and 4 November 1942, was the climax and turning point of the North African campaign of World War Two (1939-45). The Axis army of Italy and Germany suffered a decisive defeat by the British Eighth Army.

- N) Napoléon's journey ended at Les Invalides where, earlier, he had displayed a statue of a winged lion, brought back from Venice as a war trophy in 1797. Exiled to the island of St Helena following he died there in 1821.
- O) The final sequence of events that led to began with the arrest of Big Foot, the leader of the Minneconjou Sioux band, which numbered more than 300. The War Department wanted Big Foot prisoner as he, like many other leaders, had encouraged the Ghost Dance.
- P) Although was a defeat, it showed the world what free men are capable of, inspired the other Greeks, and therefore saved Greek culture and all of western civilization.

Solutions:

- | | | | |
|---------------|-----------------------|-----------------|----------------|
| A) Trafalgar | B) Gettysurg | C) Borodino | D) Tobruk |
| E) the Somme | F) the Little Bighorn | G) Lexington | H) Hastings |
| I) Okinawa | J) Gallipoli | K) the Alamo | L) Verdun |
| M) El Alamein | N) Waterloo | O) Wounded Knee | P) Thermopylae |

2.- The following locations are famous for certain events but have become generic terms for such types of events. Match the locations with their descriptions.

Marathon

The Watergate Hotel is one of the most elegant hotels in Washington, which also houses an office complex. The US political scandal that forced President Richard Nixon to leave office in 1974 involved Republican Party members who in 1972 tried to steal information from the offices of the Democratic Party in the Watergate building in Washington, DC. Nixon said he did not know about this, but *The Washington Post* and tapes of his telephone conversations proved he did. He resigned as Congress was about to begin impeachment, and several important government officials were sent to prison for illegally trying to keep the affair secret.

Chernobyl

This is the name of a Greek town that was the site of a battle in which the heavily outnumbered Athenian army defeated the Persians in 490 BC. According to a legend, Philippides or Pheidippides, the Greek messenger, was sent from the battlefield to Athens to announce the victory, running without stopping the 42 km distance. A long-distance race was instituted in commemoration of this event.

Waterloo	This is the name of a place, probably Mount Megiddo, where according to the Bible, the battle between God and the forces of the evil at the end of the world will be fought
Watergate	This is the name of a village not far from Brussels in Belgium, where the last battle of the Napoleonic Wars took place on 18 June 1815. The British, led by the Duke of Wellington, and the Prussians defeated the French army of Napoleon. It is seen as one of the most important victories in British history and it made Wellington a national hero.
Armageddon	This is a near Ukraine's border with Belarus. On 26 April 1986, a reactor at the Chernobyl Nuclear Power Plant exploded after tests on the reactor were improperly conducted. The resulting fire sent long plumes of highly radioactive fallout into the atmosphere. The plumes drifted over large parts of Europe.

These names of locations are frequently used in a further figurative sense whereby they can refer to any event whose end effect is similar to the above. They are frequently spelt without the capital initial letter. Fill in the names of places as appropriate.

- A) And the potential for *a nuclear* remains the single largest threat to life as we know it today.
- B) After *a legal* of court hearings and judgements, the supreme court confirmed a jail sentence of six years of prison.
- C) With Theresa May potentially facing her own in the upcoming general election, the nation is crying out "Mamma Mia" at the news that the prime minister is a secret ABBA fan.
- D) No, according to almost every review of the film thus far, it's — as The Guardian headline put it — "*a* of toxic sentimentality."
- E) President Trump's firing of FBI Director, Comey, and his Russia ties have many investors fearing that this is going to be *another*.

Solutions:

- A) Armageddon B) marathon C) Waterloo D) Chernobyl
- E) Watergate

3.- Thoughts and ideas can be figuratively conceived as food. Insert the expressions below (modifying their form if necessary) as appropriate in the sentences that follow

chew over half-baked unpalatable simmer swallow
 nourish sink your teeth into sth whet nibble
 unsavoury tasty

- A) The truth is that this theory is there's no plausible connection.
- B) Your plan sounds good, but I'll have to it over.
- C) You have probably at some point pondered what would happen if you were to die suddenly – the thought crosses the mind of most of us from time to time.
- D) Try as he might, he couldn't the idea.
- E) Although not a thought, we should all consider planning for that 'worst case' scenario.
- F) They propose an exciting theory you can
- G) I had no idea what that would entail and the idea away for some seven years until I formulated it a little more clearly.
- H) Has this idea your appetite?
- I) I've got a thought for you to on today.
- J) School your mind.

Solutions:

- A) half-baked B) chew over C) unsavoury D) swallow E) palatable
- F) sink your teeth into G) simmer H) whetted I) tasty, nibble
- J) nourishes

4.- Time is often conceived of and talked about as if it were a valuable commodity or money.

Fill in the words in the list in the sentences below.

waste short of wasters spend low-dividend afford
 precious millionaire allocate running out of short have
 spare worth

- A) Google Maps now lets you add stops while navigating, which helps streamline your trip and time.
- B) Admit it, napping is a of time. Your day could be a lot different without the thirty-minute snooze at mid-day.

- C) Medical appointments are getting shorter by the year. Sometimes it feels like doctors no time to with their patients.
- D) Being of time means that teachers don't have the opportunity to contemplate decisions; rather, they act in the moment when it comes to judgements on how students learn best.
- E) What time? I'm a single mom who works full time and runs a household with two kids who, even though they are 24 and 18, still take up most of my time!
- F) She is a Millionaire because she has systematically dropped time bad habits, addictions, or what she likes to call “. activities.”
- G) The daily communal meals and evening gatherings will time *for* conversation, friendship-building, and conviviality.
- H) The Los Angeles Kings are time in their effort to make the playoffs for the seventh time in the last eight years, and they can't afford to let more points slip away when they meet the Buffalo Sabres at Staples Center on Thursday night.
- I) Not every discounted (or seemingly) discounted item is the time in line, or your money.
- J) Make sure you sufficient time to the activities that really matter.

Solutions:

- | | | | | |
|---------------------------------------|-------------|-------------------|----------|----------|
| A) saves, precious | B) waste | C) have, spend | D) short | E) spare |
| F) millionaire, wasters, low-dividend | G) afford | H) running out of | | |
| I) worth | J) allocate | | | |

5.- Metaphor is in the eye of the beholder. Look at the following fresh metaphorical expressions about life:

Life is like a box of chocolates. You never know what you're going to get.

Life is like a game, you can play it safe and be good, or you can take a chance and be great.

Life is like a Rubik's Cube. Sometimes all the squares line up and sometimes they just don't.

These expressions follow the pattern *X is like Y*, followed by the explanation why X is like Y.

These expressions can take up many things, not just life, but concepts such as success, love, wisdom, etc. Can you match the following X is Y expressions with most appropriate explanations?

a bath. (A)
 a sandwich. (B)
 a cup of tea (C)
 Life is like a multiple choice question. (D)
 a coffeese cup. (E)
 a roll of toilet paper. (F)
 a road trip. (G)
 a school. (H)

- ___ Sometimes the choices confuse you, not the question itself.
- ___ One can learn, one can graduate, one can skip a grade or stay behind.
- ___ To be filled to the brim and enjoyed with friends.
- ___ The longer you're in it, the more wrinkled you get.
- ___ The more you add to it, the better it tastes.
- ___ The closer you get to the end, the faster it goes.
- ___ It's all about how you make it.
- ___ Enjoy each day and don't carry too much baggage.

Solutions:

D H E A B F C G

6.- Can you supply Ys as appropriate in the following expressions about success?

a beautiful lover	a car	a drug	a breath of air
caviar	muscle	ladder	your own shadow

- A) You need to work on it every day.
- B) If you try to catch it, you will never succeed, ignore it and it will follow you
- C) No one has ever climbed it with their hands in pockets.
- Success is like D) It is tasty, but if you eat a lot, you may be sick.
- E) It'll leave us at any time
- F) You need to start the engine to get going.
- G) Once you achieve it, you always want more.

H). Next is more important than the last.

Solutions:

- A) muscle
- B) your own shadow
- C) a ladder
- D) caviar
- E) a beautiful lover
- F) a car
- G) a breath of air
- H) a drug

7.- Can you write your own explanations for the following metaphorical expression about friendship, health and education?

A) Friendship is like a flower.
.....

B) Friendship is like a glass ornament.
.....

C) Friendship is like a melon.
.....

D) Friendship is like a train.
.....

E) Health is like money.
.....

F) Health is like our car keys.
.....

G) Health is like your car.
.....

H) Health is like a bank account.
.....

I) Education is like a lantern.
.....

J) Education is like a garden.
.....

K) Education is like a magic carpet.
.....

L) Education is like a savings account.
.....

8.- Now make your own X is like Y metaphors about love, marriage, wealth and job. Don't forget your witty explanations.

Love is like

Marriage is like

Wealth is like

Job is like

9.- Some of the people saying the following things suffer from identity disorder. They say that they invented certain dishes or drinks, or that they were named after them. Check their stories and explain what is meant by the following eponymous names of food and drinks.

pavlova sandwich carpaccio bellini lamington nachos

- My name is Lord Lamington. I served as Governor of Queensland from 1896 to 1901. On one occasion, my cook accidentally dropped a block of sponge cake into a dish of chocolate. It was later discovered that grated coconut, sprinkled over the top, made the cakes more appealing. In fact, my guests were so impressed that they asked for the recipes for "those bloody poofy woolly biscuits", which were called after me.
- I am Anna Pavlova, a Russian ballet dancer. After my tour in Australia and New Zealand in 1926 a dish typically consisting of sliced cheese and/or meat and vegetables placed on or between slices of bread was called after me.
- My name is Ignacio "Nacho" Anaya. I first created fried corn tortilla covered in cheddar cheese in 1943. These are now referred to by my nickname.

- My name is Vittore Carpaccio, and I am a Venetian painter. In the 1930s, Giuseppe Cipriani, founder of Harry's bar in Venice invented a cocktail consisting of peach juice or purée mixed with champagne or Prosecco. The cocktail's light pink colour reminded Cipriani of the colour I used in a painting of a saint and he called the drink after me.

10.- When we talk metaphorically about a concept we can use a number of sources to get an idea about that concept that we target. In an example like *He unleashed his anger*, we talk about our feelings of anger as if they were a captive animal that is kept under control for a given period of time, but is unleashed when we can no longer control it. In other words, by joining the source concept of a CAPTIVE ANIMAL with the targeted concept of ANGER, we make use of the ANGER AS A CAPTIVE ANIMAL metaphor. Identify the underlying metaphor for the following expressions by choosing between the target and source domains (in that order) that are jumbled below:

FEAR	HAPPINESS	NUTRIENT	INSANITY	LOVE	SHAME
ORGANIZATION	PLANT	NATURAL FORCE	BURDEN	ARGUMENTS	SPORTS
SEEING	COMMODITY	UNDERSTANDING	POLITICS	ECONOMY	IDEAS
RELATIONSHIP	GUILT	BUILDINGS	FOOD	TIME	

- A) They were crazy with happiness. AS INSANITY
- B) The company is growing fast. AS A PLANT
- C) I can't digest all these facts. IDEAS AS
- D) I am starved for love.
- E) It was a stormy meeting.
- F) I am crazy about you.
- G) Fear weighed heavily on them.
- H) She constructed a coherent argument.
- I) Our economy flourished last year.
- J) The theory needs more support.
- K) I see your point.
- L) Spend your time wisely.
- M) He's a heavyweight politician.
- N) The company is growing fast.

11.- Specify the source domains in the following metaphorical expressions about human relationships and politics, respectively. You can choose from the list of domains in the previous exercises.

She was his latest *conquest*.

(LOVE IS) A WAR

- Guilt was *weighing him down*.
- She was *burning with shame*.
- They *built a strong* marriage.
- He decided to *fight for her love*.
- Their friendship is *in full flower*.
- It's a *budding* relationship.
- They *forced* the opposition out of the House.
- You *should buttress your argument* with more facts.
- The president *plays hardball*.
- There was a great deal of *haggling* over the issue.

12.- Metaphorical expressions are typically quite systematic in letting us establish a number of parallels or correspondences between the target and the source concept. Study the first table and then complete the rest, supplying the missing correspondences:

SOCIAL ORGANIZATIONS ARE PLANTS

the whole plant	→	the organization
the growth of the plant	→	the development of the organization
removing part of the plant	→	firing employees
flowering of the plant	→	the best stage, the most successful stage in the history of an organization

LIFE IS A PLAY

.....	→	a person leading life
the parts	→
.....	→	death
script	→

ANGER IS A HOT FLUID IN A CONTAINER

cause of heat	→
.....	→	body
.....	→	intensity of anger
hot fluid	→

WEBSITE IS A HOUSE

the initial screen	→
.....	→	visitors
.....	→	come in
browse	→