Adjectives are comparatively well less studied than the lexical categories of nouns and verbs. The present volume brings together studies in the syntax and semantics of adjectives. Four of the contributions investigate the syntactic and semantic properties of adjectives in English, French, Mandarin Chinese, and Latin. The theoretical focus, however, is on the syntactic and predicative adjectives, the syntax of nominalized adjectives and the identification of adjectives as a distinct lexical category in Mandarin Chinese. A further four contributions examine different aspects in the semantics of adjectives in English, French, and Spanish, dealing with superlatives, comparatives, and aspect in adjectives. This volume will be of interest to researchers and students in syntax, formal semantics, and language typology.

A complement clause is used instead of a noun phrase: for example one can say either ‘I think [that he has studied French]’ or ‘I think that he has studied French’. Languages lacking complement clauses employ complementation strategies to achieve similar results. Detailed studies of particular languages, including Albanian, Israeli, Javanese, and Peruvian Germania, are examined. M.W. Dixon’s examination, which sets out the range of issues, and his conclusion, which ties together the evidence and the arguments.

This handbook makes available short grammatical sketches of Australian languages. Each language is written in a standard format, although guidelines provided by the editors, and includes a sample text and vocabulary text. The book is an invaluable source of data, giving students the information that is available on four languages which are on the point of extinction, and an assessment of what linguistic imperatives can be inferred from the scant material that is available on the extinct languages of Tasmania.

The future of English linguistics as envisaged by the editors of Topics in English Linguistics lies in empirical studies which integrate English linguistics into general and theoretical frameworks. English linguistics is a core area of academic study, and the editors of The Blue Book of Grammar and Punctuation, revised and updated, in which the best-selling workbook and grammar guide, is hailed as one of the best books around for teaching grammar, includes easy-to-understand rules, abundant examples, dozens of reproducible exercises, and pre- and post-tests to help teach grammar to middle and high schoolers, college students, ESL students, homeschoolers, and more. This concise, entertaining workbook makes learning English grammar and usage simple and fun. This Third Edition reflects the latest updates to English usage and grammar and features a revised design and friendly language for easy comprehension. Clear and concise, with easy-to-follow explanations, offering "just the facts" on English grammar, punctuation, and usage. Fully Updated to reflect the latest rules, the book includes guidelines and pre- and post-tests to help teach grammar ideal for students from seventh grade through adulthood in the US and abroad. For anyone who wants to understand the major rules and subtle guidelines of English grammar and usage, The Blue Book of Grammar and Punctuation offers informative, step-by-step guidance.

Within the current discussion on grammatical interfaces, the word-classes of adverb and adjective are of particular interest because they appear to be separated or joined in manifold ways at the level of word-class or syntax, or with morphological profiling, a role especially prominent. The volume includes typological studies of the common or different usage of adjectives and adverbs in Romance. Diachronic change is discussed alongside synchronic variation and the representation in grammar. The discussion turns out to be controversial, calling into question traditional assumptions such as the degree of the invaritability and the categorical status of the adverb.

This book brings together the semantics and pragmatic analysis of adjectives and adverbs. It integrates lexical and compositional semantics and provides a full account of the structural and interpretive properties of adjectives and adverbs. It will interest students in linguistics and philosophy at graduate level and above.

This book addresses fundamental issues in linguistic theory, including the relation between formal and cognitive approaches, the autonomy of syntax, and the context of universal grammar. Professor Anderson focuses on the role of context in grammar, especially the nature of context in the theory of syntax. After a historical account of modern developments in the semantics of context, he explores the notion of context, recent tendencies in the semantic theory of context, and the cognitive and logical creativity. He sheds new light on the relationship between meaning and grammar. His argument will interest linguists, philosophers, and cognitive scientists.

Brief rhyming text and pictures introduce adjectives and their uses.

This book shows that every language has different aspects in the way they describe and name color and that the one they choose to name each color is not just a random choice, but reflects something deeper about the world they live in and how they interact with it.

Where Have All the Adjectives Gone? And Other Essays In Semantics And Syntax | 404402ba7fbd2d1982ec754871d76c

such as Russian, Japanese, Korean and Lao are juxtaposed with the languages of small hunter-gatherer and slash-and-burn agriculturalist groups. All are based on fine-grained field research. The nature and typology of adjective classes are then reconsidered in the conclusion. This pioneering work shows, among other things, that the grammatical properties of the adjective class may be similar to nouns or verbs or both or neither; that some languages have two kinds of adjectives, one hard to distinguish from nouns and the other from verbs; that the adjective class can sometimes be large and open; and in other cases small and closed. The book will interest scholars and advanced students of language typology and of the syntax and semantics of adjectives. Each book in this series focuses on an aspect of language that is of current theoretical interest and for which there has not previously or recently been any full-scale cross-linguistic study. The series is for typologists, fieldworkers, and theory developers at graduate level and above. The books will be suited for use as the basis for advanced seminars and courses. The subjects of next three volumes will be serial verb constructions, complementation, and grammars in contact.

Discusses a special case of syntax-morphology mismatch that puzzles current traditional morphological theories - the case of relational adjectives in languages.

This book introduces the principles and practice of writing a comprehensive reference grammar. Several thousand distinct languages are currently spoken across the globe, each with its own grammatical system and its own selection of diverse grammatical structures. Comprehensive reference grammars offer a basis for understanding linguistic diversity and can provide a unique perspective into the structure and social and cognitive underpinnings of different languages. Alexandra Aikhenvald describes the means of collecting, analyzing, and organizing data for use in this type of grammar, and discusses the typological parameters that can be used to explore relationships with other languages. She considers how a grammar can be made to reflect and bring to the society of its speakers through background explanation and the judicious choice of examples, as well as by showing how its language, history, and culture are interrelated. She ends with a full glossary of terms and guidance for those wanting to explore a particular linguistic phenomenon or language family. The Art of Grammar is the ideal resource for students and teachers of linguistics, language studies, and indigenously oriented linguistic, cultural, and social anthropology.

Examines the various means of expressing adjectival concepts in languages of the world positing seven universal semantic types and determining their word class affiliations; languages in survey include the Dyirbal language of North Qld. Published (revised) in Studies in Language 1977, 1(1); 19-80; q.v. for annotation.

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Audioscribe eBooks with Audio combine professional narration and test highlighting for an engaging read aloud experience! Adjectives are words like hairy, scary, cool, and ordinary. Simple, rhyming text and colorful cartoon cats help children expand their vocabularies and gain an appreciation for the rhythm of language in this light-hearted book of rhyming verse. Adjectives like silly, sly, polka-dotted, fuzzy, and sparkly are printed in color, and all the words will tickle you pink!

Contributed articles presented at the conference.

Grammar comes to life in this fun series, in which entertaining sports events reinforce language arts skills.

This book is about how toddlers learn their first adjectives, such as, for example, red, big and tasty. Adjectives denote properties and enter child vocabularies later than words for objects (such as apple and tree) and actions (such as eat and run), probably due to lower frequencies in parental speech and greater conceptual complexity. Adjective acquisition has received relatively little attention in child language research. Furthermore, cross-linguistic studies of adjective learning are virtually non-existent. This book represents the first systematic analysis of how children learning typologically different languages acquire adjective form, function and meaning. The cross-linguistic comparisons undertaken in the book provide valuable insights into universal and language-specific aspects of language acquisition. For each of the languages studied in this volume, the development of adjective semantics is studied in tandem with the development of morphology by testing two hypotheses: (a) the acquisition trajectory in the domain of adjectival morphology is determined by the typological properties of the target language; (b) irrespective of the language being acquired, adjective learning is mediated by universal conceptual mechanisms such as comparison and contrast.

The Cambridge Advanced Learner's Dictionary gives the vital support which advanced students need, especially with the essential skills: reading, writing, listening and speaking. In the book: * 170,000 words, phrases and examples * New words: so your English steps up-to-date * Colour headings: so you can find the word you are looking for quickly * "Idiom Finder" 200 Common Learner Errors notes show how to avoid common mistakes * 25,000 collocations show the way words work together * Colour pictures: 16 full page colour pictures On the CD-ROM: * Sound: recordings in British and American English, plus practice tools to help improve pronunciation * UNIQUE! Smart Thesaurus helps you choose the right word * QUICKfind looks up words for you while you are working or reading on screen * UNIQUE! SUPERwrite gives on screen help with grammar, spelling and collocation when you are writing * Hundreds of interactive exercises

This collection brings together work from scholars across sociolinguistics, World Englishes and linguistic landscapes to reflect on developments and future directions in Irish English, building on the ground-breaking contributions of Jeffrey Kallen to the discipline. Taking their cues from Kallen's extensive body of work on Irish English, the 20 contributors critically examine advances in the field grounded in frameworks from variationist sociolinguistics and semantic and border studies in linguistic landscapes. Chapters cover pragmatic, cognitive sociolinguistics, anachronistic, historical and World Englishes perspectives, as well as two chapters which explore the border between Northern Ireland and the Republic of Ireland through the lens of perceptual dialectology and linguistic landscape research. Taken together, the collection showcases the significant role Kallen has played in the growth of Irish English studies as a field in its own right and the impact of this work on a new wave of researchers in the field today and beyond. This volume will be of particular interest to scholars of varieties of English, variationist sociolinguistics and linguistic landscape research.

This volume highlights current theories of the lexicon from the perspective of its use in sentence understanding. It includes work from researchers in psycholinguistic studies on sentence comprehension.

Syntax – the study of sentence structure – has been at the centre of generative linguistics from its inception and has developed rapidly and in various directions. The Cambridge Handbook of Generative Syntax provides a historical context for what is happening in the field of generative syntax today, a survey of the various generative approaches to syntactic structures available in the literature and an overview of the state of the art in the principal modules of the theory and the interfaces with semantics, phonology, information structure and sentence processing, as well as linguistic variation and language acquisition. This indispensable resource for advanced students, professional linguistic (generative and non-generative alike) and scholars in related fields of inquiry presents a comprehensive survey of the field of generative syntactic research in all its variety, written by leading experts and providing a proper sense of the range of syntactic theories calling themselves generative.

This series of HANDBOOKS OF LINGUISTICS AND COMMUNICATION SCIENCE is designed to illuminate a field which not only includes general linguistics and the study of linguistics as applied to specific languages, but also covers those more recent areas which have developed from the increasing body of research into the manifold forms of communicative action and interaction. For "classic" linguistics there appears to be a need for a review of the state of the art which will provide a reference base for the rapid advances in research undertaken from a variety of theoretical standpoints, while in the more recent branches of communication science the handbooks will give researchers both an overview and orientation. To attain these objectives, the series will aim for a standard comparable to that of the leading handbooks in other disciplines, and to this end will strive for comprehensiveness, theoretical explicitness, reliable documentation of data and findings, and up-to-date methodology. The editors, both of the series and of the individual volumes, and the individual contributors, are committed to this aim. The languages of publication are English, German, and French. The main aim of the series is to provide an appropriate account of the state of the art in the various areas of linguistics and communication science covered by each of the various handbooks; however no inflexible pre-set limits will be imposed on the scope of each volume. This conception, coupled with the necessity of allowing adequate time for each volume to be prepared with the necessary care, means that there is no set time-table for the publication of the whole series. Each volume will be a self-contained work, complete in itself. The order in which the handbooks are published does not imply any rank ordering, but is determined by the way in which the series is organized; the editor of the whole series enlisted a competent editor for each individual volume. Once the principal editor for a volume has been bound, he or she then has a completely free hand in the choice of co-editors and contributors. The editors plan each volume independently of the others, being governed only by general formal principles. The series editor only intervenes where questions of delineation between individual volumes are concerned. It is felt that this (modus operandi) is best suited to achieving the objectives of the series, namely to give a competent account of the present state of knowledge and of the perception of the problems in the area covered by each volume.

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