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Cognitive linguists are convinced that the nature of linguistic structures is strongly influenced by the way we experience and perceive the world and by how we conceptualize and construe these experiences and perceptions in our minds. At the same time, the study of linguistic structure and usage is credited with the potential to open windows to how our minds work. The present volume collects papers investigating linguistic phenomena that reflect the key cognitive processes of metaphor, metonymy and conceptual blending, which have proven to be highly influential in linguistic conceptualization. Theoretical and methodological issues, such as metaphor identification and the relevance of the target domain for children's understanding of metaphor, are focused on in the first section. The second and third parts are devoted to the application of the theoretical frameworks of the conceptual theory of metaphor and metonymy and the theory of conceptual blending to linguistic data. The contributions critically explore the explanatory potential of these theories, build bridges between them, link them with other approaches and notions (such as construction grammar, common ground and stance/evaluation), and uncover conceptual regularities and cognitive models that underlie and shape our language use in specific domains. The linguistic structures under consideration span the range from compounds and premodified noun phrases to constructions and texts such as jokes and political speeches. Methods applied include psycholinguistic experiments, analyses of data culled from authentic language corpora and discourse-analytical approaches.

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contemporary spoken American English in realistic contexts. 'Culture in mind' sections give insight into different aspects of English-speaking life. 'Check your progress' sections help students monitor their learning. The DVD-ROM features stimulating grammar exercises, games, video, unit tests, Workbook audio, and selected Student's Book audio. The videos feature the photostory characters and include 'Videoke,' which allows students to record and hear their voices in portions of the video dialogues.

This brand new edition of English in Mind revises and updates a course which has proven to be a perfect fit for classes the world over. Engaging content and a strong focus on grammar and vocabulary combine to make this course a hit with both teachers and students.

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American English in Mind is an integrated, four-skills course for beginner to advanced teenage learners of American English. The American English in Mind Level 1 Workbook provides language and skills practice for each Student's Book unit. The Workbook can be used both in the classroom and at home. Listening exercises utilize audio tracks found on the DVD-ROM accompanying the Student's Book.

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The English in Mind Combos offer flexibility in a contemporary English course for teenagers. Each Combo contains eight Student's Book units with the corresponding Workbook material grouped into two modules, and offers approximately 40 to 45 hours of classwork. Clear learning objectives at the beginning of each module, plus 'Check your Progress' sections at the end, help students and teachers plan learning more effectively. There are free Audio CDs/CD-ROMs combining an interactive CD-ROM and audio material. The English in Mind Combos can be used with mixed-ability classes. Combo Starter A is for complete beginners. Combos 1A and 1B are for elementary students; 1A contains a 16-page starter section to review key language. Combos Levels 2A, 2B, 3A and 3B take students from pre-intermediate to intermediate level.

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