# Blending

- Blending
  - Elements of two input spaces are projected into a third space, the *blend,* which contains elements of both, but is distinct from either one
  - Non-linguistic blending
    - Faces seen as combinations of parents' features
    - Unicorns, satyrs, etc.
    - Wire crossing experiences

# Blending

- Blending
  - Linguistic blending
    - Linguistic expression evokes two domains, refers to something new
    - Traditional blends
      - *Chocoholic, cranapple, Monicagate, frenemies*
      - *Brunch, motel, nectarine, smog*
    - Metaphor
      - They constructed this theory from the ground up
      - You're wasting my time

# Blending

- Blending
  - Linguistic blending
    - Grammatical/constructional blends
      1. *As far as his political views are concerned, it's best not to say anything*
      2. *As for his political views, it's best not to say anything*
      3. *As far as his political views, it's best not to say anything*

      1. *She sneezed*
      2. *She knocked the napkin off the table*
      3. *She sneezed the napkin off the table*

# Blending

- Grammatical blends
- Example:

  *What are you craving for?*

- What constructions seem to be blended in this example?

# Blending

*What are you craving for?*

- *What are you hungry for?*
- *What are you craving?*

# Blending

- Grammatical blends
- Middle voice examples
  - Subject is acted upon

1. *The piano plays beautifully*
2. *The car drives good/well*
3. *The soup eats like a meal*

# Blending

*The piano plays beautifully*

1. *She plays the piano beautifully*
2. *The piano sounds beautiful*

# Blending

- Blends can be thought of as both:
  - Unconscious, unintentional, accidental
  - Conscious, intentional, creative

# Blending

- Unconscious, unintentional, accidental
  - Non-linguistic examples
    - Wire crossing – combined motor routines
  - Linguistic examples
    - *Potentially + possibly → posstentially*
    - *Lapsi linguae*
      - *Dear old queen → Queer old dean*

# Blending

- Conscious, intentional, creative
  - Non-linguistic examples
    - Using familiar motor routine for novel task
      - Wax on/wax off
  - Linguistic examples
    - *Frenemies*
    - *She sneezed the napkin off the table*

# Blending

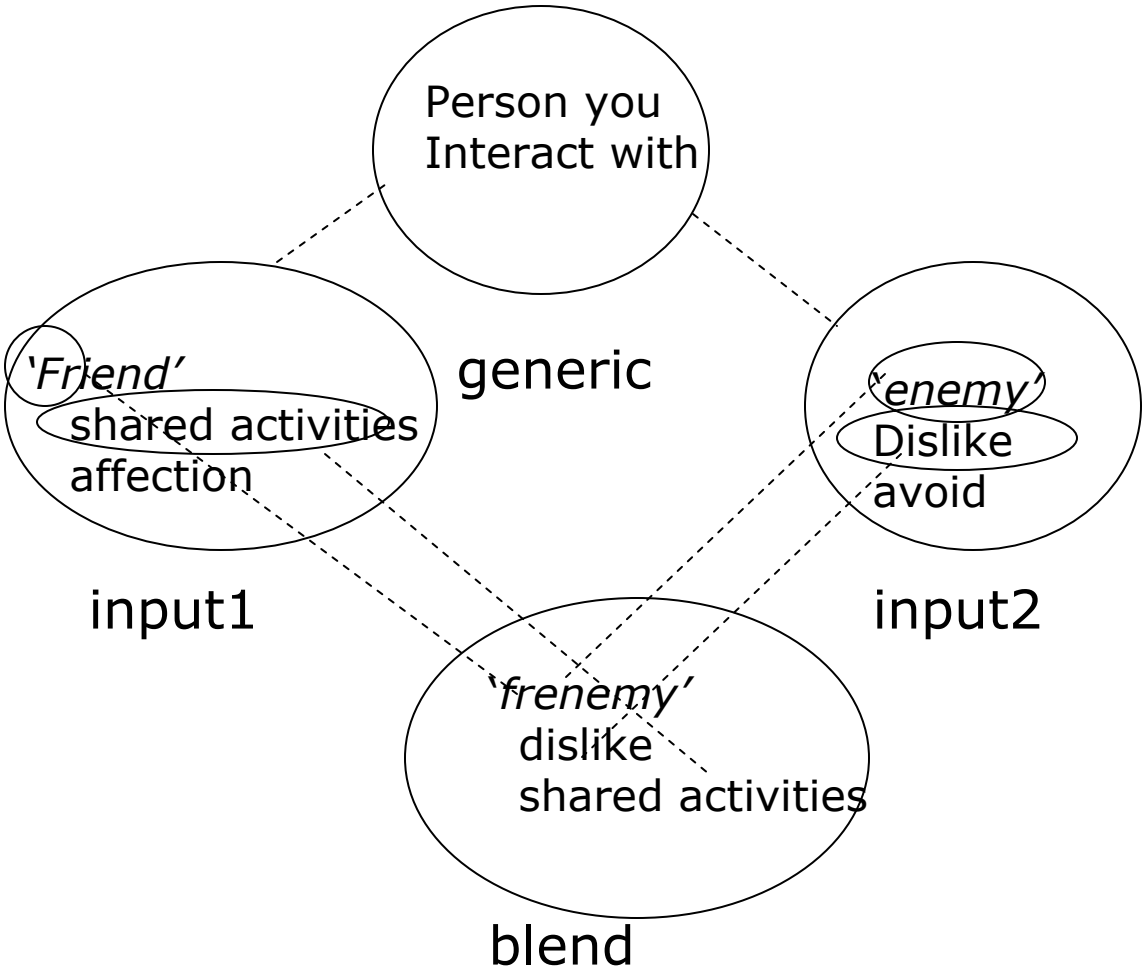
- "Blending…operates on two Input mental spaces to yield a third space, the *blend*. The blend *inherits partial structure* from the input spaces and *has emergent structure* of its own" (Fauconnier)

- Mental spaces
  - "Conceptual packets constructed as we think and talk, for purposes of local understanding and action" (Fauconnier & Turner)
  - Sets of activated neuronal assemblies
  - Mappings/interconnection between spaces corresponds to co-activation of a certain kind

# Blending

- *Input spaces* – background conceptions necessary for building up or understanding blend
- *Blended space* – a mental space which combines elements of input spaces
- *Generic space* – common ground between inputs
- *Cross-space mapping* – links between elements in the input and blended spaces

# Blending


Person you
Interact with
'Friend'
shared activities
affection
generic
'enemy'
Dislike
avoid
input1
input2
'frenemy'
dislike
shared activities
blend

# Blending

- Sources of emergent structure:
  - *Composition*: juxtaposition of inputs creates new relations.
  - *Completion*: knowledge of background frames allows composite structure to be viewed as part of a larger self-contained structure in the blend.
  - *Elaboration*: 'running the blend' using blended space to solve problems

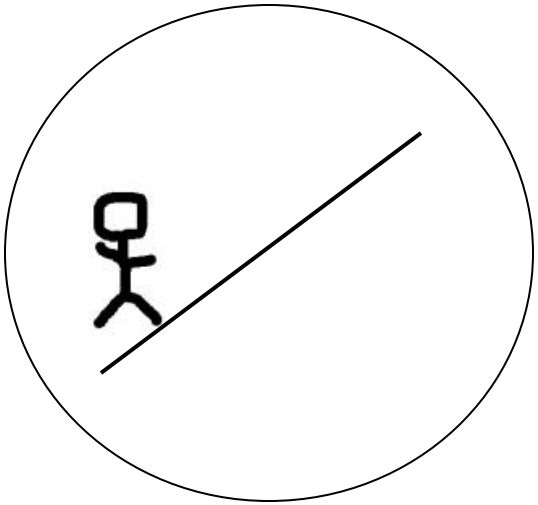
# Blending

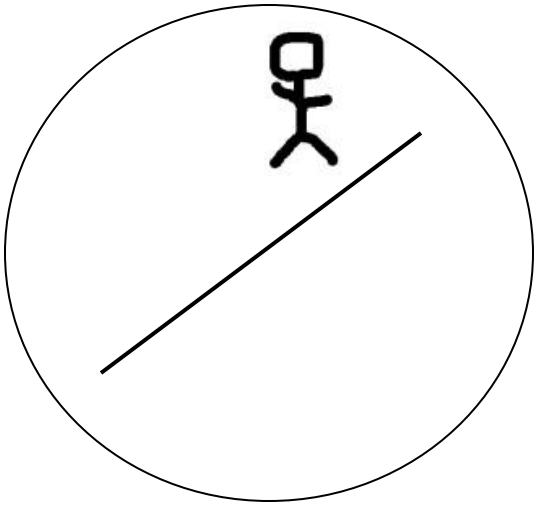
Monk Problem:

A Buddhist monk begins at dawn one day walking up a mountain, reaches the top at sunset, meditates at the top for several days until one dawn when he begins to walk back to the foot of the mountain, which he reaches at sunset. Making no assumptions about his starting or stopping or about his pace during the trips, prove that there is a place on the path which he occupies at the same hour of the day on the two separate journeys.

(Koestler 1964):

# Blending





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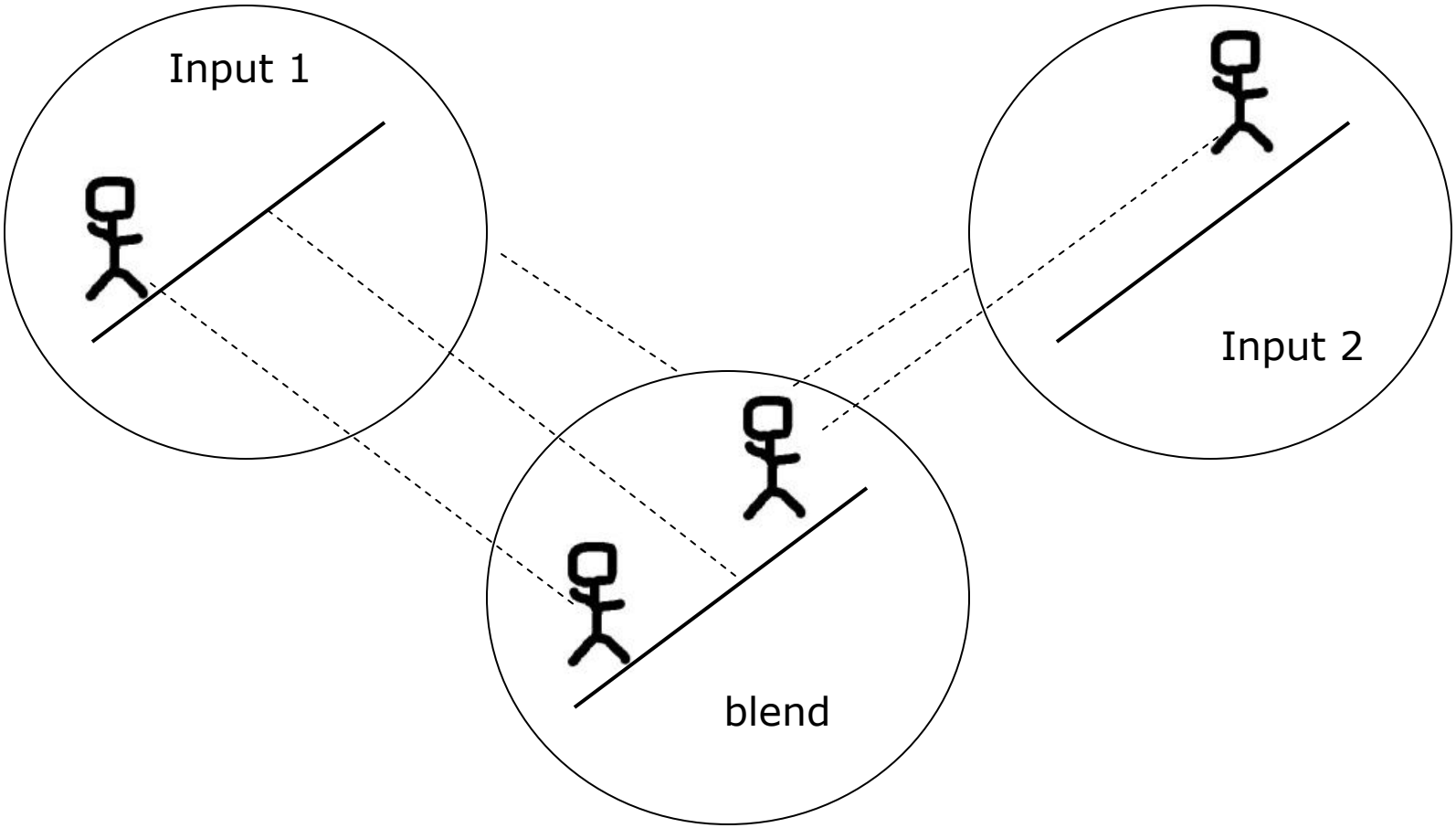


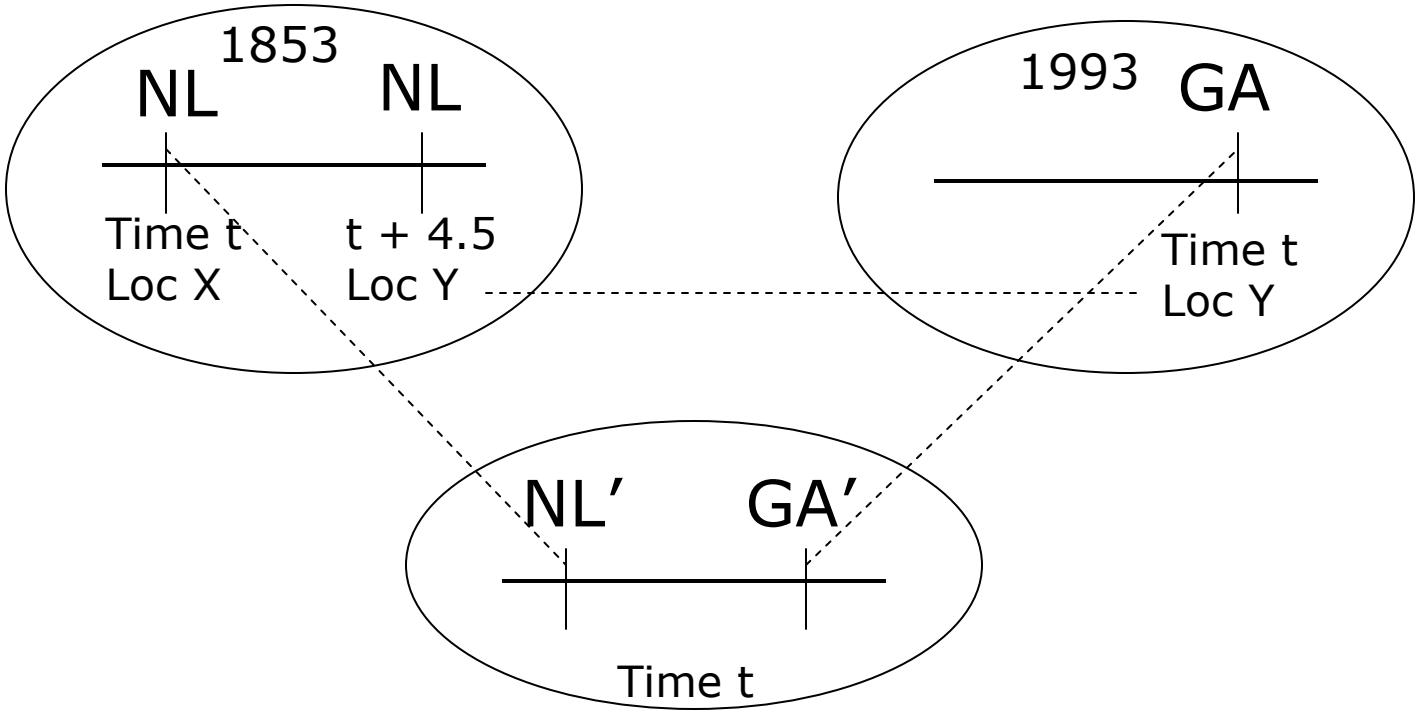
# Blending

- The boat race example:

  In 1993 a catamaran, *Great America II,* sailed from San Francisco to Boston taking the same route followed in 1853 by the clipper, *Northern Light.*

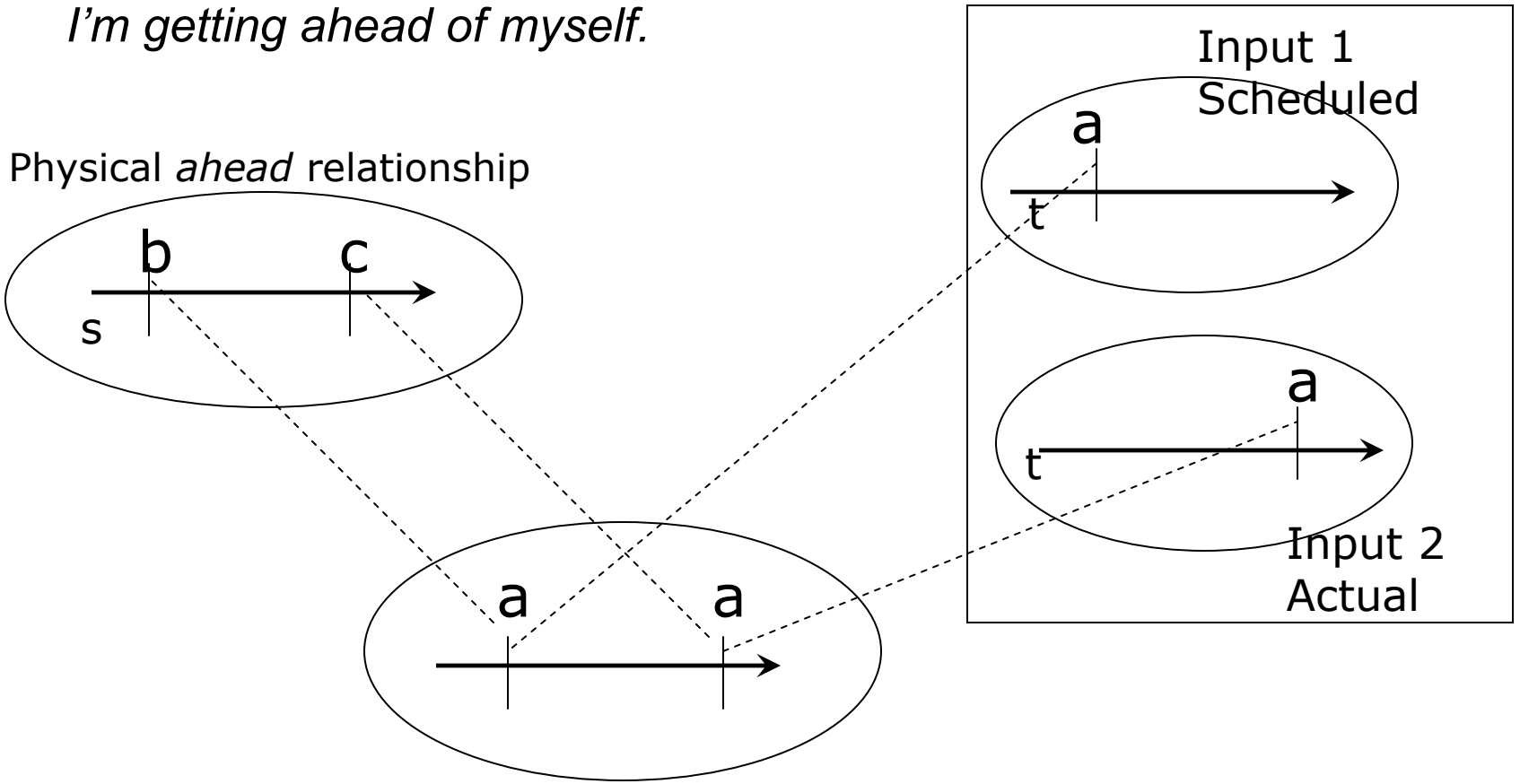
# Blending

- *At this point, Great America II is 4.5 days ahead of Northern Light.*



# Blending

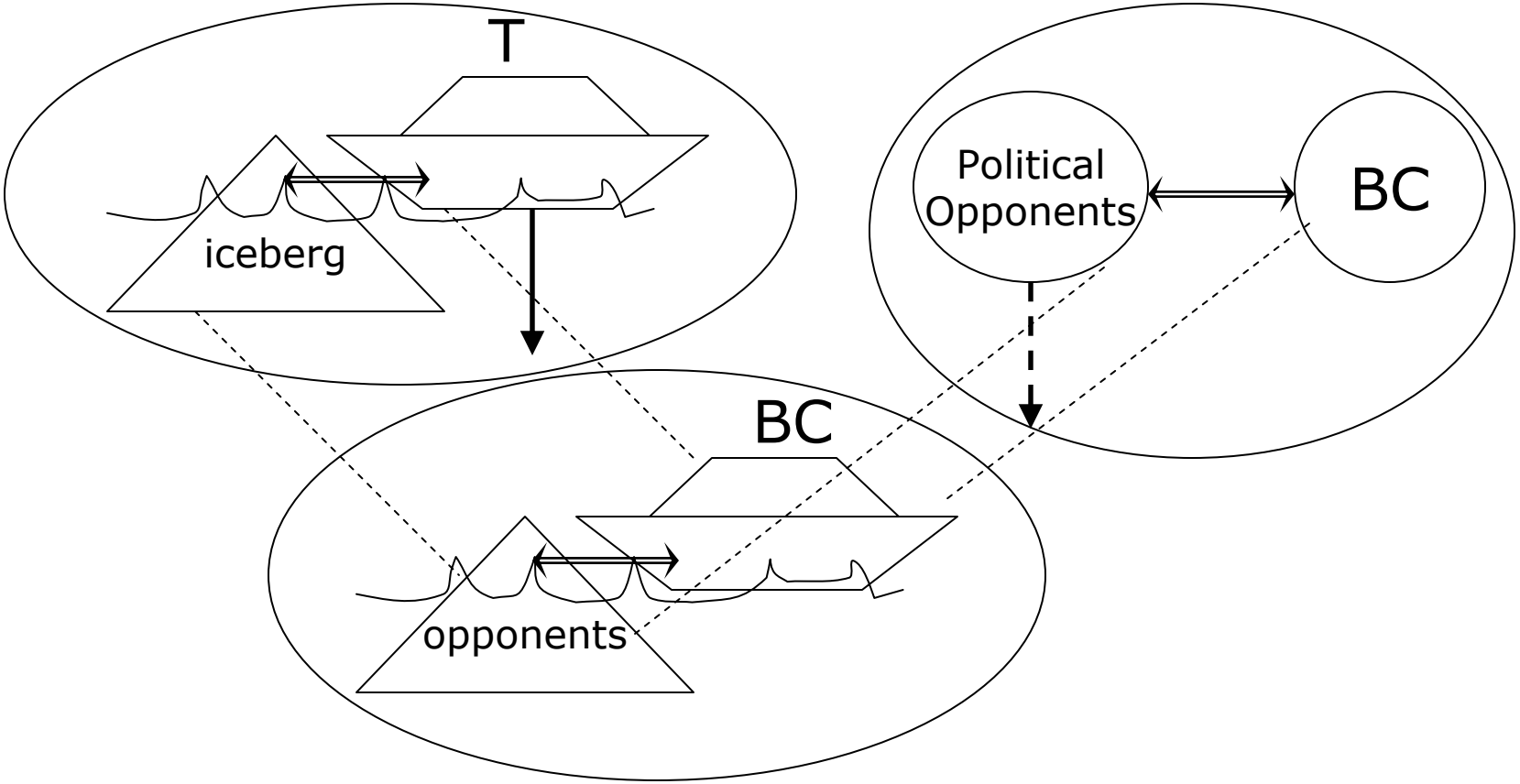
- *I'm getting ahead of myself.*




s = space, t = time

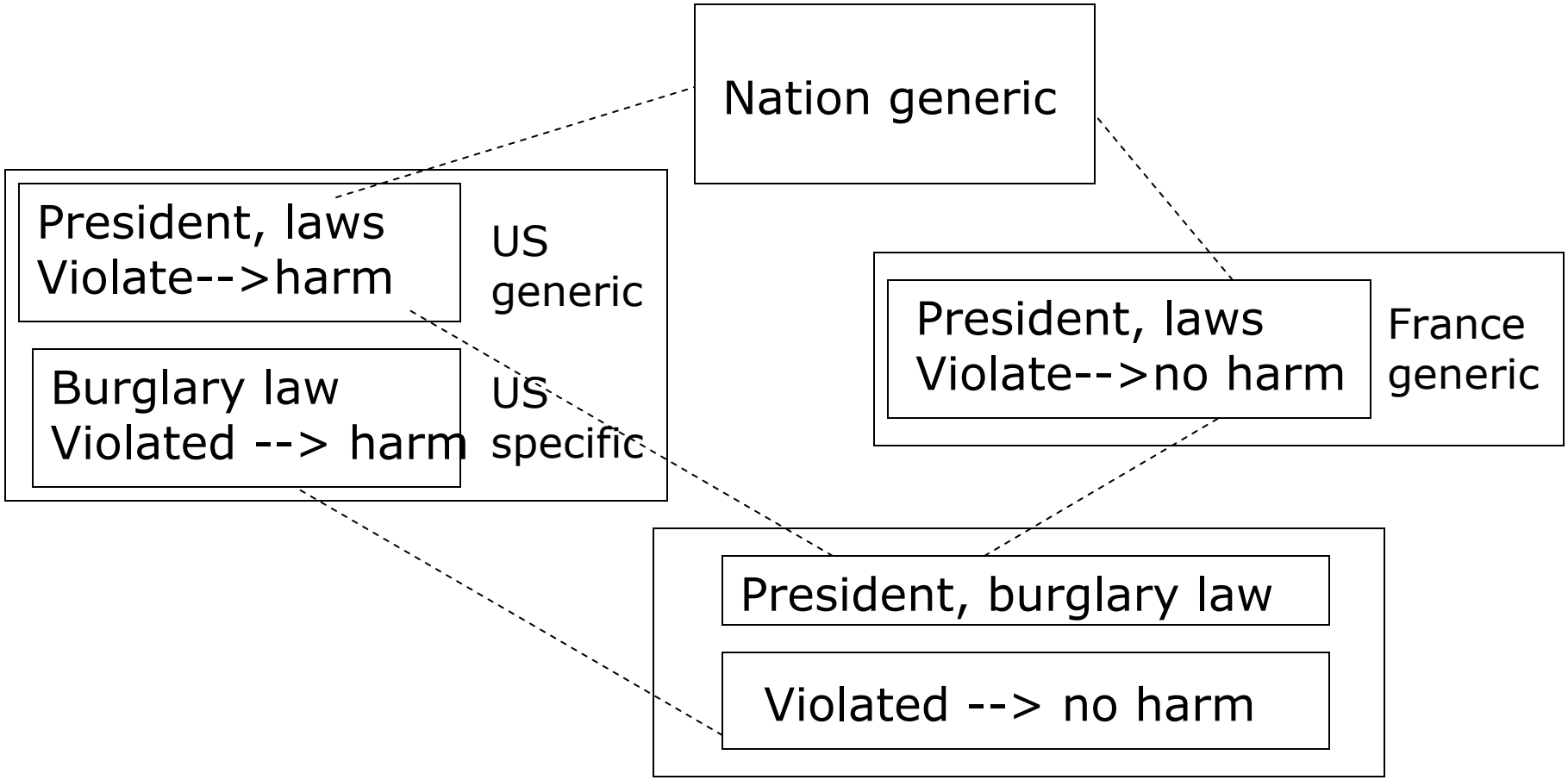
# Blending

- *If Bill Clinton were the Titanic, the iceberg would sink.*



# Blending

- *In France, Watergate would not have harmed Nixon.*



# Joey, Katie and Todd will be performing your bypass.

Before you know it, these kids will be doctors, nurses and medical technicians, possibly yours.

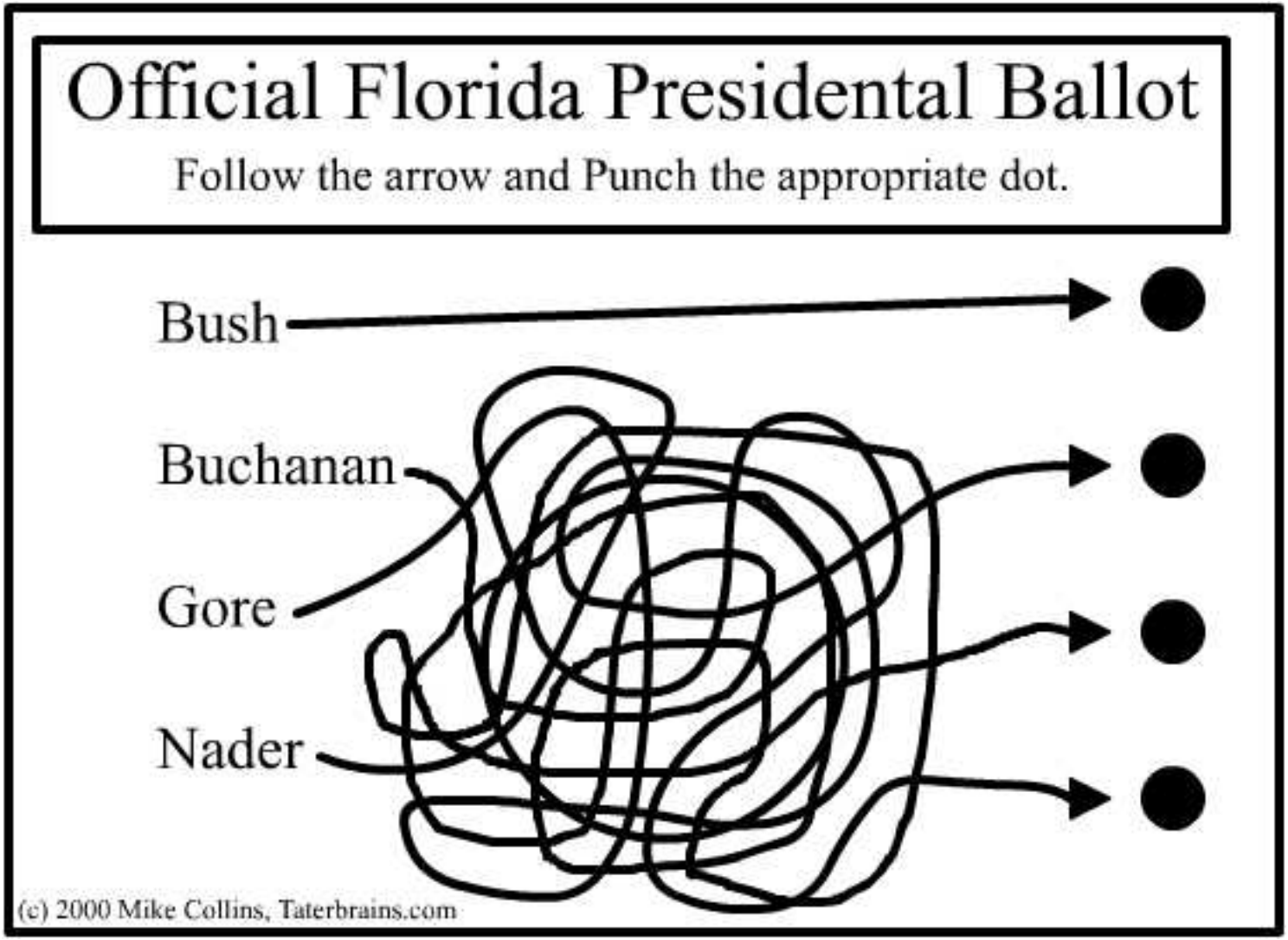
They'll need an excellent grasp of laser technology, advanced computing and molecular genetics. Unfortunately, very few American children are being prepared to master such sophisticated subjects.

If we want children who can handle tomorrow's good jobs, more kids need to take more challenging academic courses.

To find out how you can help the effort to raise standards in America's schools, please call 1-800-99-PROMISE.

If we make changes now, we can prevent a lot of pain later on.

Ad Council


Official Florida Presidental Ballot
Follow the arrow and Punch the appropriate dot.
Bush
Buchanan
Gore
Nader
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