Network approaches to semantic structure

1 Lakoff’s full specification approach
Consider the following linguistic examples:

(1) The car drove over the mountain range.
(2) Superman flew over the mountain range.
(3) The ants crawled all over the cliff face.

a. Based on Lakoff’s analysis of *over*, as presented in Chapter 17, work out which schemas each example of *over* relates to.

Now consider the following example:

(4) The cloud moved over the city.

There are (at least) three possible interpretations of this sentence.

b. Say what the interpretations are.

b. Now give details of which schemas, in Lakoff’s terms, they might relate to.

2 More complex examples
How would Lakoff account for examples of *over* such as the following:

(1) My boss oversees my work.
(2) My boss is over me.
(3) My boss overlooked my mistake.
3 Principled Polysemy

Consider the following examples of sentences all making use of the English preposition *by*:

(1) The man is by the tree.
(2) He will arrive by 3 o’clock.
(3) Paris is beautiful by night.
(4) Day by day her condition worsened.
(5) John put his work by until later.
(6) We purchase beer by the barrel.
(7) Are you paid by the hour?
(8) She did well by her children.

a. Using the methodology of Principled Polysemy, based on Chapter 17, identify which of these examples relate to distinct senses. Give each distinct sense a name.

b. Speculate as to which of these senses, if any, amounts to the proto-scene, explain your rationale and diagram it.

c. Now use a dictionary based on historical principles, such as the *Oxford English Dictionary*, to see whether you can find any corroborating evidence for your selection of proto-scene.

4 Proto-scenes and functional elements

Consider the following examples (recall that a hash symbol signifies that a sentence is semantically anomalous):

(1) a. The lifejacket is kept under the seat.
   b. The nurse deftly slipped the pillow under the patient’s head.
   c. #The valley is far under the tallest peak.

(2) a. The water level fell below ten metres.
   b. #The nurse deftly slipped the pillow below the patient’s head.
   c. The valley is far below the tallest peak.

a. In terms of what you have learned about Principled Polysemy, propose and diagram proto-scenes for *under* and *below*.

b. In view of these proto-scenes, what would be the functional element associated with each, and in light of the divergence in the examples above?

5 A more complex example

Consider the following examples for the English preposition *through*.

(1) The tunnel runs through the mountain.
(2) The jogger runs through the mountain.
(3) The skewer is through the meat.
(4) The boy looked through the window.
(5) The ball whizzed through the hole in the net.
(6) The dog jumped through the hoop.
(7) The relationship is through.
(8) They were funded through charitable donations.

a. Provide a principled polysemy analysis of the distinct senses for *through*.
b. Diagram the proto-scene for *through*.
c. Based on the spatial examples in (1) to (3) inclusive, the functional element for *through* might be described as relating to path. In light of that, how would you account for the examples in (4) to (6) inclusive?
d. Assume that the functional element for the proto-scene for the preposition *in* relates to containment. In light of this, how would you account for examples of the following kind:

\[\begin{align*}
(9) \quad & a. \text{ The cow munched grass in the field.} \\
& b. \text{ China is in Asia.} \\
& c. \text{ The flag flapped in the wind.} \\
& d. \text{ The child couldn’t be seen in the crowd.}
\end{align*}\]

**6 Verb particle constructions**

Consider the following examples:

(1) Come on, let’s go!
(2) Come on, cheer up!
(3) Oh come on. Grow up!
(4) Rooney comes on for United in their 4–1 win.
(5) I heard the TV come on.
(6) I feel a headache coming on.

a. Based on what you learned in Chapter 17, what are the different senses for *come on*?
b. What kind of evidence can you draw on to support your claims?