

Assignment 5

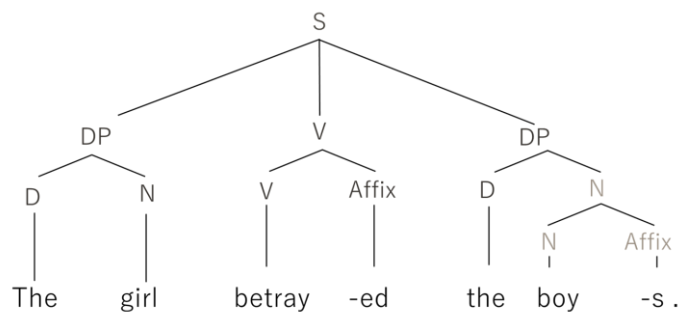
Review of Midterm & Class 9

Review of the midterm:

Exercise 1. Using the coordination test, which of the following bracketed segment can be confirmed as a constituent? Choose all correct items.

- A) What explains [it is] the theory.
- B) The boy [ran in] the street.
- C) The [boy ran in] the street.
- D) [The boy ran in] the street.
- E) [The boy ran in the] street.
- F) The girl saw [a dog walking in the park].
- G) The girl [saw a dog walking in the park].
- H) [The girl saw] a dog, and she was surprised.

Exercise 2. Consider the tree below. Which statement is appropriate for this tree diagram?



- A) Since "S" consists of the subject *the girl*, the verb *betrayed*, and the object *the boys*, there is no mistake in the analysis at least in this regard.
- B) The sequence *The girl betrayed* must form a constituent, so this tree diagram is incorrect.
- C) *Betrayed* is a single word and cannot be further divided, so the analysis of this tree diagram is incorrect in that the diagram mistakenly analyzes it as consisting of two elements.
- D) The phrase *the boys* forms a constituent, so analyzing it as a DP is acceptable.
- E) The image schema of *the girl* is unrelated to the image schema of *betray*, so this tree diagram is incorrect because it represents these two as eventually converging into a single super-schema.
- F) Metaphorical thinking, a human cognitive activity, is reflected in the diagram.
- G) Metonymic thinking, a human cognitive activity, is reflected in the diagram.

Exercise 3. Which of the following statements best illustrates the concept of an image schema discussed in cognitive linguistics?

- A) The word “freedom” is difficult to define because it has many meanings.
- B) “Teacher” and “student” have a relational meaning based on social roles.
- C) The preposition “into” evokes a spatial experience of movement from outside to inside.
- D) The word “land” in actually refers to the same entity as the word “ground.”
- E) We sometimes use an expression like “Hey, the spaghetti left” to mean that the guest who ate the spaghetti left.
- F) It is a process responsible for metonymic extension.

Exercise 4. What is the primary goal of formal semantics?

- A) To account for the logical truth conditions of propositions in symbolic logic
- B) To analyze the structure and rules governing word formation in different languages
- C) To explain the compositionality observed in natural language.
- D) To describe how speakers mentally conceptualize meaning through embodied experience
- E) To examine how hierarchical sentence structures are generated by universal grammar
- F) To model how meaning shifts based on context, speaker intention, and conceptual proximity

Class 9

Exercise 5. Can Statement B be derived from Statement A from the perspective of propositional logic?

- (1) Statement A: It is raining outside and it is cold.
Statement B: It is raining outside.
- (2) Statement A: Aki is a brave man.
Statement B: Aki is brave.
- (3) Statement A: Her brother met Aki the other day.
Statement B: She has a brother.
- (4) Statement A: It was the kids who broke the window.
Statement B: Someone broke the window.

Exercise 6. Determining the truth value of the following statement is problematic. Explain why.

The king of France was born in Paris.

Model Answers

Ex. 1 F and G.

Ex. 2 D

Ex. 3 C

Ex. 4 C

Ex. 5

(1) Yes

(2) No

(3) No

(4) NO

Ex. 6 The definite article *the* is a presupposition trigger that, in this case, requires the prior context to include the information that there is a king in France. However, since it is common knowledge that France abolished the monarchy as a result of the French Revolution, this presupposition conflicts with the context. Because the presupposition is not satisfied, we cannot evaluate the truth value of the at-issue content of the sentence.