

## Final - Mind and Language

Sections 103, 104, and 106

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The final quiz is similar in format to your previous homeworks and quizzes. As before, you are allowed to discuss these problems in your groups, however for this final quiz we ask you to not take notes in your discussions, and do your write-ups individually. Still, please list on your assignments the group members you discussed any of these problems with.

The format of your write-ups is also similar to that of your previous assignment. **Double spaced, 12 pt. font, 1" margins, typed.** Please aim to complete the assignment in **5 pages**, however, *for sections 103, 104, and 106*, I will accept references and force dynamics diagrams on a 6th page. The assignment must be handed in on paper at the beginning of class, in person, on Thursday, 30 April. No late finals will be accepted.

I will be using the same grading rubric I've been using this semester, which I've emailed out and is available on my website: <http://linguistics.berkeley.edu/~ajurgensen/MindLangSp15.html>. You are also allowed to use resources available to you - articles we've read, books, dictionaries (suggested: Oxford Reference dictionaries <http://www.oxforddictionaries.com/>), etc. You must, however, *cite*. You can use whichever format you prefer for citing, but use it consistently throughout the assignment.

Lastly, it is not enough to simply state the right answer. You also need to explain the motivations for your answers. This can be done concisely in a sentence or two, but it needs to be done in order to receive full credit.

**Question 1:** Remember the tools we've seen to demonstrate similarity and differences in meaning, such as paraphrasing and comparing antonyms. In working, it might be helpful to analyze (a) and (b) first, and then work on (c) using what you've learned.

- Explain the sense(s) of 'leave' in the sentences. Are they the same or are they different? How can you tell?
- Explain the sense(s) of 'over' in the sentences. Are they the same or are they different? How can you tell?
- How do the meanings of 'leave' and 'over' combine? Do they each add unique information to the construction, or do they provide redundant information that is reinforced?

**Question 2:** Remember you can always look back at the article by Talmy that we read.

- For each (2a), (2b), and (2d) analyze the highest level of force dynamics you see in the sentence. For (2c) analyze two potential force dynamics interactions: one if the

person trying to overcome their fear is successful in their efforts, the other if they are not.

- For every FD interaction, identify the AGO, the ANT, the intrinsic tendency of the AGO, the stronger entity, and the resultant of the interaction.
- For each of your analyzed FD interactions, draw the appropriate FD diagram.
- If either the AGO or the ANT in the sentence is a metaphor, be sure to explain this in your prose.

**Question 3:** Remember you can always look back at the Fillmore article we read on frame semantics, and you can take a look at FrameNet, <https://framenet.icsi.berkeley.edu/fndrupal/>. No, there is no 'foot race' frame listed in FrameNet.

- Identify **at least 2** salient roles for the 'foot race' frame. You might want to identify more. Tell me if they are also core roles or not. Explain how you know they are salient, and how you know they are/aren't core. (for our purposes, your roles should be nouns, though they can be abstract)
- Identify **at least 3 relations** connecting roles. (for our purposes, these are verbs you find in the frame that tell you something about how roles in the frame relate to/interact with each other)
- Identify **at least 3 image schemas** that you see in the frame. It would be helpful to use the image schemas that are part of the relations from the frame that you already identified. Tell me what the components of the chosen image schemas are, and what roles in the scene of the frame they correspond to. **Do not make up image schemas, and do not use Trajector/Landmark, it's too simple.** Remember I have a list of IS's on my website in the "quiz 1 materials."
- Identify **at least 2 roles** from the competition frame and tell me what roles in the 'foot race' frame they bind to.

**Question 4:** Do question 3 first - it will help in your analysis of question 4.

- Find **at least 3 more examples** from articles, blog posts, etc. that use the metaphor that political elections are races. Do not make up sentences. Cite your sources.
- Analyze the metaphor of each sentence - those of the given examples, and those you found. Identify the source and target domain, telling me explicitly what metaphorical entity (something from the source domain) corresponds to which in the 'real world' (the target domain). Explain the inferences that are mapped. In other words, how do we know what we do about the entity or situation of the sentence because of our knowledge of races?

**Question 5:** Remember that you can look back at the "case of over" in WFDT or use a dictionary.

- Tell me what each "overlook" and "look over" mean. Tell me if they mean the same thing, or mean something different. Strategies to do this are trying to use them interchangeably, or comparing their paraphrases.
- Tell me which sense of 'over' each word uses.