

Semantics

Exercise 1: Identify *the semantic features* in each of the following words:

1 Child:

2 Aunt:

3 Flower

4 Bachelor:

5 Actress:

6 Beauty:

7 Drive:

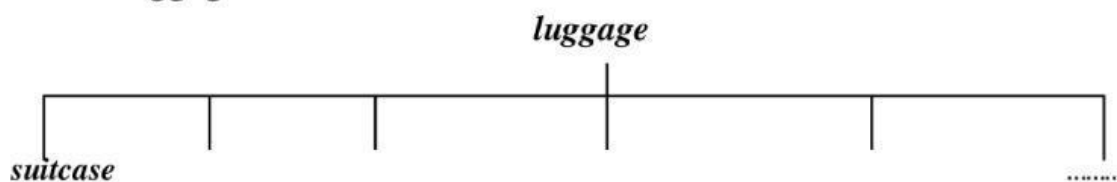
8 Rose:

9 Computer:

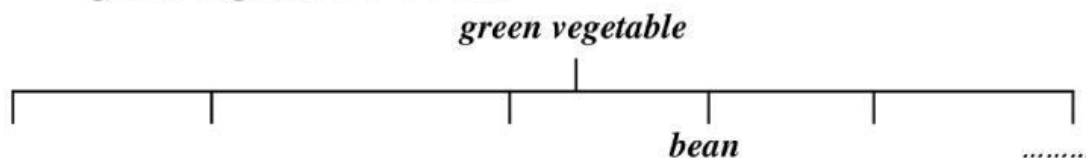
10 Pap:

Exercise 2: Draw a chart to show the relationship between *a superordinate and a hyponym*.

1. luggage and suitcase



2. green vegetable and bean



```

graph TD
    animal[animal] --- mammal[mammal]
    animal --- human[human]
    animal --- beast[animal (beast)]
    human --- child[child]
  
```

The diagram illustrates a hierarchical classification system. At the top level is the term *animal*. A horizontal line below it branches into three categories: *mammal*, *human*, and *animal (beast)*. The *human* category further branches into *child*. The terms *animal* and *child* are italicized, while *mammal* and *animal (beast)* are in plain text.

```

graph TD
    plant[plant] --- node1[ ]
    node1 --- node2[ ]
    node1 --- node3[ ]
    node1 --- node4[ ]
    node1 --- node5[ ]
    node2 --- node6[ ]
    node2 --- node7[ ]
    node2 --- node8[ ]
    node2 --- node9[ ]
    node2 --- node10[ ]
    node8 --- rose[rose]
    node10 --- ellipsis1[...]
    node9 --- ellipsis2[...]
  
```

The diagram illustrates a hierarchical structure. At the top level is the label *plant*. Below it, a horizontal line with five vertical tick marks represents a set of five children. The second child from the left is labeled *flowering plant*. Below *flowering plant*, another horizontal line with five vertical tick marks represents its children. The fourth child from the left is labeled *rose*. Ellipses (...) follow the *rose* label and the final child of the *flowering plant* level, indicating further, unspecified branches in the hierarchy.

```

graph TD
    VO[vocal organ] --> T[tongue]
    VO --> L[larynx]
    T --> TT[tongue tip]
    T --> TR[tongue root]
    L --> Ellipsis1[...]
    TR --> Ellipsis2[...]
  
```

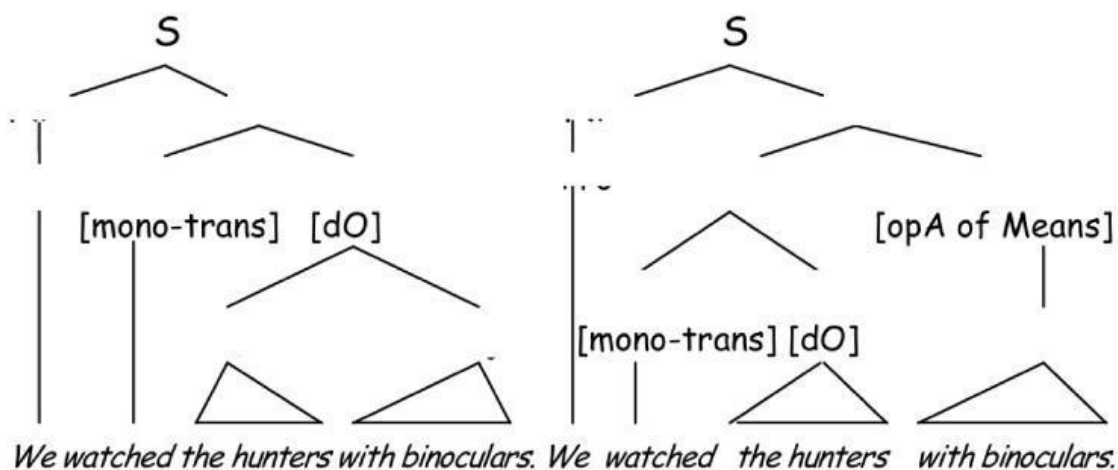
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graph TD
    furniture --> bed
    furniture --> storage
    storage --> dresser
    storage --> chest_of_drawers[chest of drawers]
    dresser --> vanity
    dresser --> table
    table --> dining_table[dining table]
    table --> dressing_table[dressing table]
  
```



1. <i>altar</i>	/ˈɔːltə(r)/	<i>alter</i>	11. <i>herd</i>	<i>heard</i>
2. <i>beech</i>		<i>beach</i>	12. <i>knight</i>	<i>night</i>
3. <i>boar</i>		<i>bore</i>	13. <i>nose</i>	<i>knows</i>
4. <i>coarse</i>		<i>course</i>	14. <i>leek</i>	<i>leak</i>
5. <i>crews</i>		<i>cruise</i>	15. <i>maid</i>	<i>made</i>
6. <i>deer</i>		<i>dear</i>	16. <i>pail</i>	<i>pale</i>
7. <i>draft</i>		<i>draught</i>	17. <i>reign</i>	<i>rain</i>
8. <i>fare</i>		<i>fair</i>	18. <i>scene</i>	<i>seen</i>
9. <i>flour</i>		<i>flower</i>	19. <i>thrown</i>	<i>throne</i>
10. <i>grate</i>		<i>great</i>	20. <i>whole</i>	<i>hole</i>

Exercise 4: Fill in the blanks to complete the tree diagram to show the **structural ambiguity** of the sentence.



Exercise 5: What is the relationship between the words in the following pairs? If the words are antonyms, specify what kind of antonyms they are. The italic words in the bracket are to clarify the meaning in question of the given words. The first one is done as an example.

1. *true* -- *false*: binary antonymy
2. *gloom* -- *darkness*: _____
3. *dark* (as in a *dark* room) -- *dark* (as in *Don't look on the dark side of things*): _____
4. *wind* (as in *The wind is blowing hard*) -- *wind* (as in *wind one's watch*): _____
5. *deny* -- *admit*: _____
6. *host* -- *guest*: _____
7. *sow* (as in *sow a field with wheat*) -- *sow* (meaning a female pig): _____
8. *pupil* (at a school) -- *pupil* (of an eye): _____
9. *cheap* -- *expensive*: _____
10. *coarse* -- *course*: _____

Exercise 6: Explain ***the lexical ambiguity*** in each of the following sentences by providing two sentences that paraphrase its two different meanings. The first one is done as an example.

1. *They were waiting at the bank.*

Meaning one: *They were waiting at the financial institution.*

Meaning two: *They were waiting at the shore of the river.*

2. *The long drill is boring.*

Meaning one: _____

Meaning two: _____

3. *When he got the clear title to the land, it was a good deed.*

Meaning one: _____

Meaning two: _____

4. *The proprietor of the fish store was the sole owner.*

Meaning one: _____

Meaning two: _____

5. *We like the ball.*

Meaning one: _____

Meaning two: _____

6. *He was knocked over by the punch.*

Meaning one: _____

Meaning two: _____

Exercise 7 : Does *polysemy* or *homonymy* contribute to *the lexical ambiguity* in each of the two given sentences.

(1) *She cannot **bear** children.*

(2) *The cat sat on the **mat**.*

Exercise 8 : Explain *the structural ambiguity* in each of the following sentences.

1. *The drunkard visitor rolled up the carpet.*
2. *Is he really that kind?*
3. *My fiancée is reserved.*
4. *I saw her slip.*
5. *I saw her duck*
6. *They are cooking bananas.*
7. *They are moving sidewalks.*
8. *John loves Richard more than Martha.*
9. *Old men and women will be served first.*
10. *The thing that bothered Bill was crouching under the table.*