Chapter 6 : syntax

Syntax :- The study of the arrangement of words in sentence, clauses and phrases and the study of formation of sentences & the organization of words to create phrases and sentences. and How we built sentences according to the rules !.

Examples :- 1- songs young sings my beautiful friend. ✗
↳ ill formed. → it has a meaning.

2- my beautiful young friend sings songs. ✓
↳ well formed. → the arrangement of words is meaningful.

3- my young friend sings beautiful songs.

* In syntax, we all the time refer back to the term phrases, so Insted using Noun → NP
V → VP, P → PP.

* Transformation Generative Grammar (TGG) or (GG) :-

Genrative Grammar: Type of Grammar which describes language as having a limited number of rules and out of these rules, we can create / Genrate, Produce an endless number of Sentences.

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* Deep and surface structure :-

surface structure : is what we actually see hear.
↳ (The versions of sentences that are seen or heard.

deep structure :- structures contain the basic units of meaning of sentence

Examples : Charlie broke the window → active
The window was broken by Charlie → Passive
↳ so if we look at the surface structure of two sentences, we say the first sentence begins with Charlie and the second sentence begins with window (when we see them of the surface level they look different but deep → they are the same)

Example : John killed marry → active sentence
marry killed John. → Passive.
↳ In the surface level they are the same but in reality the meaning is differant.

* note :- The English language, some sentences may appear to have on the surface level like two different structures but deep they have one meaning and on the otherhand we may have sentences that look on the surface level as having same structure but on the deep they have different meaning.

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* Structural ambiguity:-

ambiguity → means inclarity / unclear / vague.
Structural ambiguity: is a lingustics situation in which we have a sentence on the surface level it is one sentence but on the deep level it has more than one sentence.

*Another defintion of structural ambiguity: is the potential of multiple interpretations for a piece of written or spoken language because of the way words or phrases are organized.

Examples:- 1- Annie bumbed into a man with an umbrella.
↳ on the surface level we have only one senten but it can possibly have two deep meanings
the first meaning → Annie bumbed into a man with her umbrella or Annie bumbed into a man who has an umbrella.

2- I once shot an elephant in my pajames
↳ on the surface level we have 1 meaning but on deep we have 2 meanings.
The first one → the hunter/man shot where is not wearing jeans and a shirt b.t he was wearing his pajamas or he shot the elephant while the elephant was in the pajamas themselfs.

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3- ضربت أمي أختي وأناصحها

↳ on the surface level we have one sentence,
on the deep level we have 2 meaning.
The first meaning is my mother hit my sister and
I as wey hit my sister with my mother.
or my mother hit both (me and my sister).

4- الدجاجة جاهزة تاكل

↳ ① الدجاجة تريد الأكل أو ② الدجاجة جاهزة لكي نأكلها.

5- I saw ten boys and girls.

↳ we have 2 different meanings

1- I saw ten boys and ten girls
2- I saw ten boys and possibly a hundred girls

6- قال لنا الأستاذ يوم الاثنين يعطينا امتحان

↳ 1- In that the teacher told the students that
on monday we will have an exam.
2- The teacher told us on moday he will give us
an exam, but when we don't know.

* Recursion: means Repitation (to reapet something)
(re cur → the verb) → back formation.
Recursion: when we repeat the same rule or
structure all the time.

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Another defintion of recursion:_ the process of defining a Problem in terms of (a simpler version of) itself.

Examples: if I say phrases are all the time → Prepostional phrases → prepositional preposion + noun phrase.

on the table
↓ ↓
P NP

in the classroom
↓ ↓
P NP.

sometimes we have Art + adj + N

this is a rule

Example: A small cat.
The big car.
my dear friend.

*we all know about english, the structure of senten is a subject + verb + object like I teach english.
→we can repeat sentences inside other sentences.

Example: marry helped George
↓ ↓ ↓
S V O

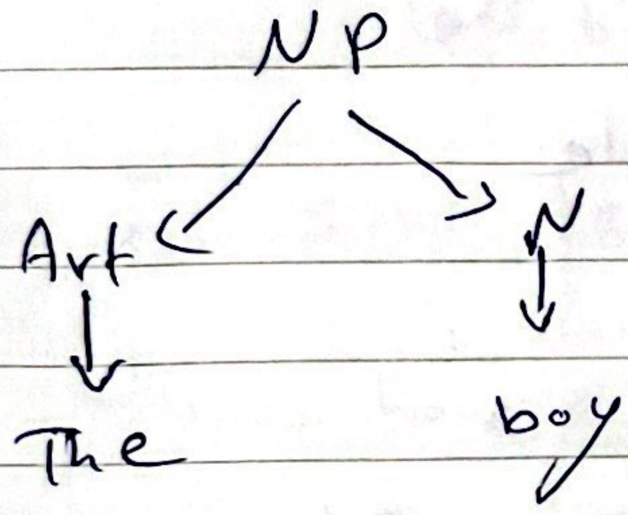
Cathy know that marry helped George
↓ ↓ ↓
S V O

but if I analize the object → mary is subje and helped is verb, George is object.

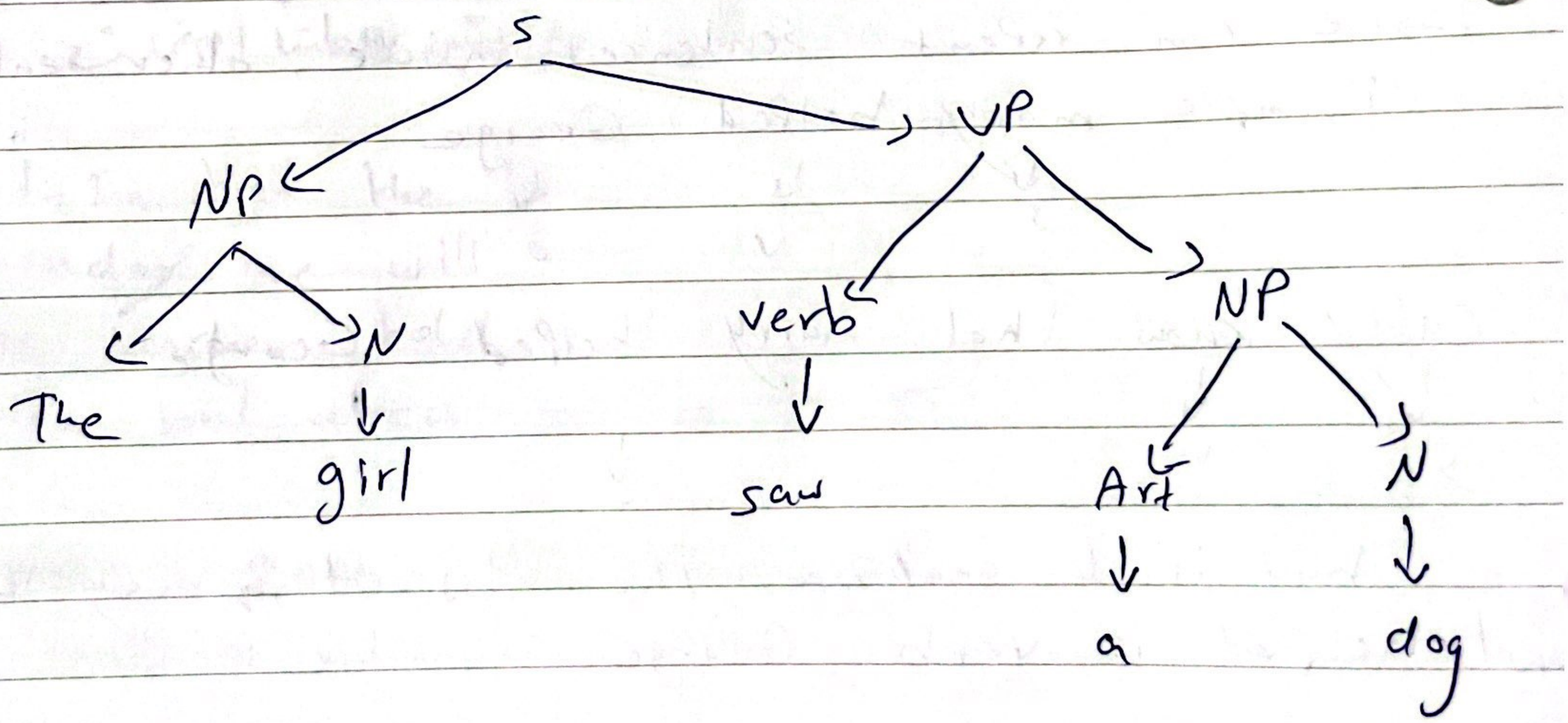
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* Tree diagrams is a hierarchical method/ways of sentences and the constituents of the sentences. and we can use the symbols introduced in Grammar (Art = article, N = Noun, NP = Noun phrase). to label parts of the tree as we try to capture the hierarchical organization of those parts.

Example: The boy → [S [NP [Art [The]] [N [boy]]]]



Example: The girl saw a dog.



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* symobls used in syntactic analysis :-

we have already encoutered some symbols that are used as abbreviations for syntactic categories.
Examples: S = sentence, NP = Noun Phrase, N = Noun Art = Article, V = verb, VP = verb phrase, PP = prepositional Phrase.

- the first in the form → It can be interpreted as "consist of" or "rewrite as". It is used in type of rule → NP → Art N.

- the second symbol is a pair of round brackets ( ) whatever occurs inside these round brackets will be treated as an optional constituent.
↳ NP → Art (adj) N.

- The Third symbol is in the form of curly brack { }. These indicate that only one of the element enclosed within the curly brackets must be selecte

NP → Art N
NP → Pro
NP → PN

NP → { Art N / Pro / PN }

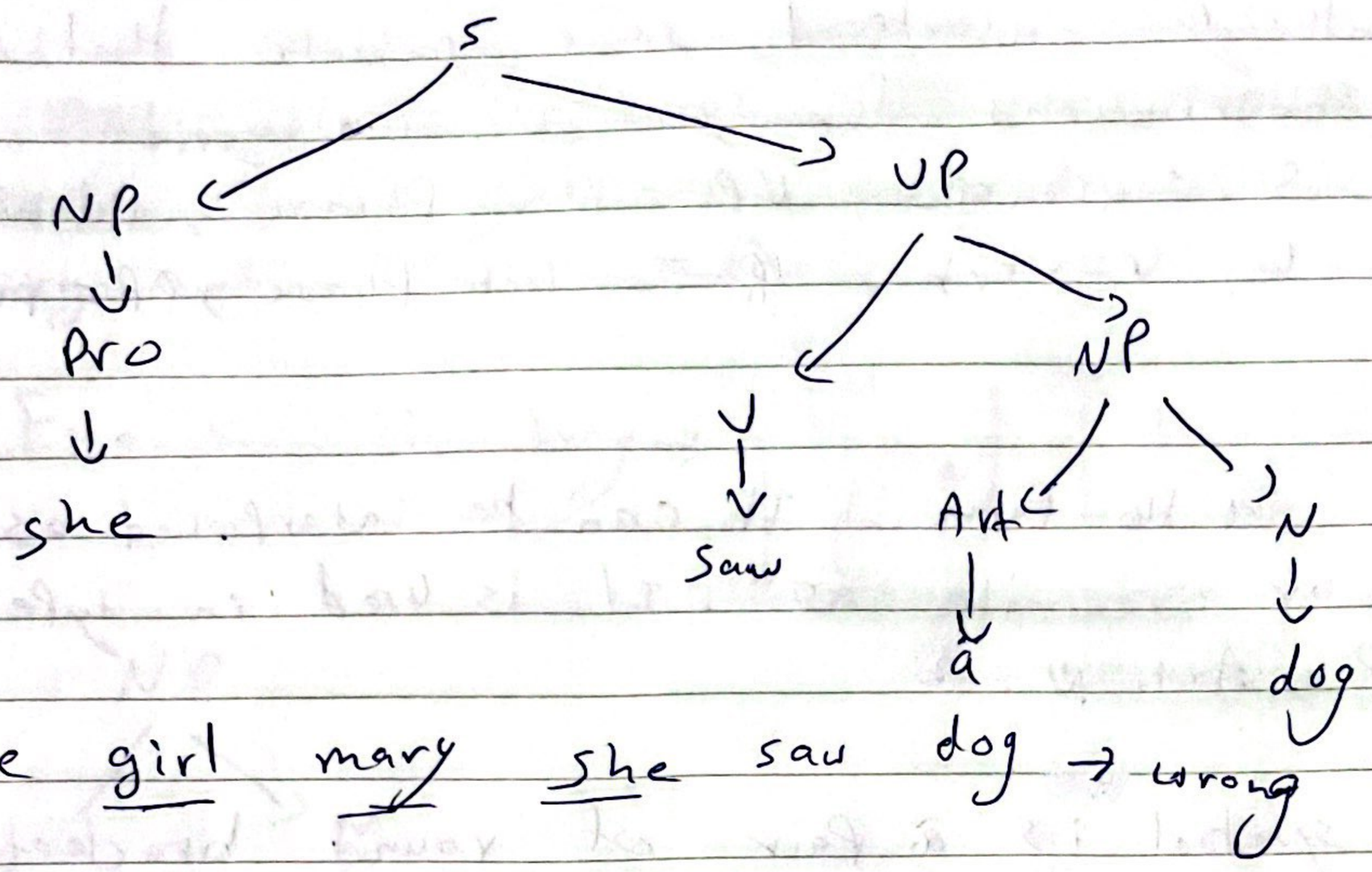
NP → { Art N , Pro, P

PN → Proper noun
Adv → adverb
Pro → Pronoun
Prep → Preposition.

*ungrammatical sentence
→ consists of/rewrite as
( ) optional constituen
{ } one and only one of these constituents must be selected

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Example: She saw a dog



The girl mary she saw dog → wrong sentence.

* phrase structure rules:-

↳ show us the sytax of different languages of the world and show us how we break down / devide sentences into their constituents / parts.

S → NP VP

NP → {Art(adj)N, Pro, PN}

VP → V NP (PP)(Adv)

↳ Example: eat the meal in the restuarnt quickly.
Sing the song in class loudly
Do your homework after school immedi ifally

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prepositional phrase (PP)

↳ Examples: _ in the ground
after him
from mary
at school.

* lexical rules: _ which words can be used when we rewrite consitituents such as N.
The first rule in the following set states that "a proper noun rewrites as marry or George. (It's a very small world)".

PN → marry, George.
N → girl, dog, boy.
Art → A, the
Pro → it, you
V → followed, helped, saw.

Example: we have NP, The noun phrase consist an Article, adjective, Noun, Proper Noun, Pronoun

* lexicon means words or vocabulary items.
so lexical rules → tell us what words to use in the phrase structure (which words to use and a words not to use when we analize

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* which one's of sentences are correct and which sentences are not correct or acceptable.

1_ A dog followed the boy. → acceptable because it follows the rules, sentence consist the noun phrase and a verb phrase.

2_ Marry help George → acceptable because the sentence consist of NP and VP.

3_ George saw the dog. → acceptable.

4_ The boy helped you → acceptable

5_ it followed marry. → acceptable.

6_ you saw it. → acceptable. because the NP can be Pr

7_ Dog Followed boy → not acceptable because dog is singular and singular noun need an article.

8_ the helped you boy. → not acceptable because Articles cannot Preced verbs and we cannot 2 NP

9_ George marry dog → not acceptable because we cannot have 2 noun phrases in the sentence

10_ Helped George the dog → not acceptable because we can't start a sentence with verb and we cannot have two noun phrases following each other

11_ You it saw → not acceptable. because we have only 1 noun phrase

12_ Marry George helped → not acceptable because we can't have 2 noun phrases following each other.

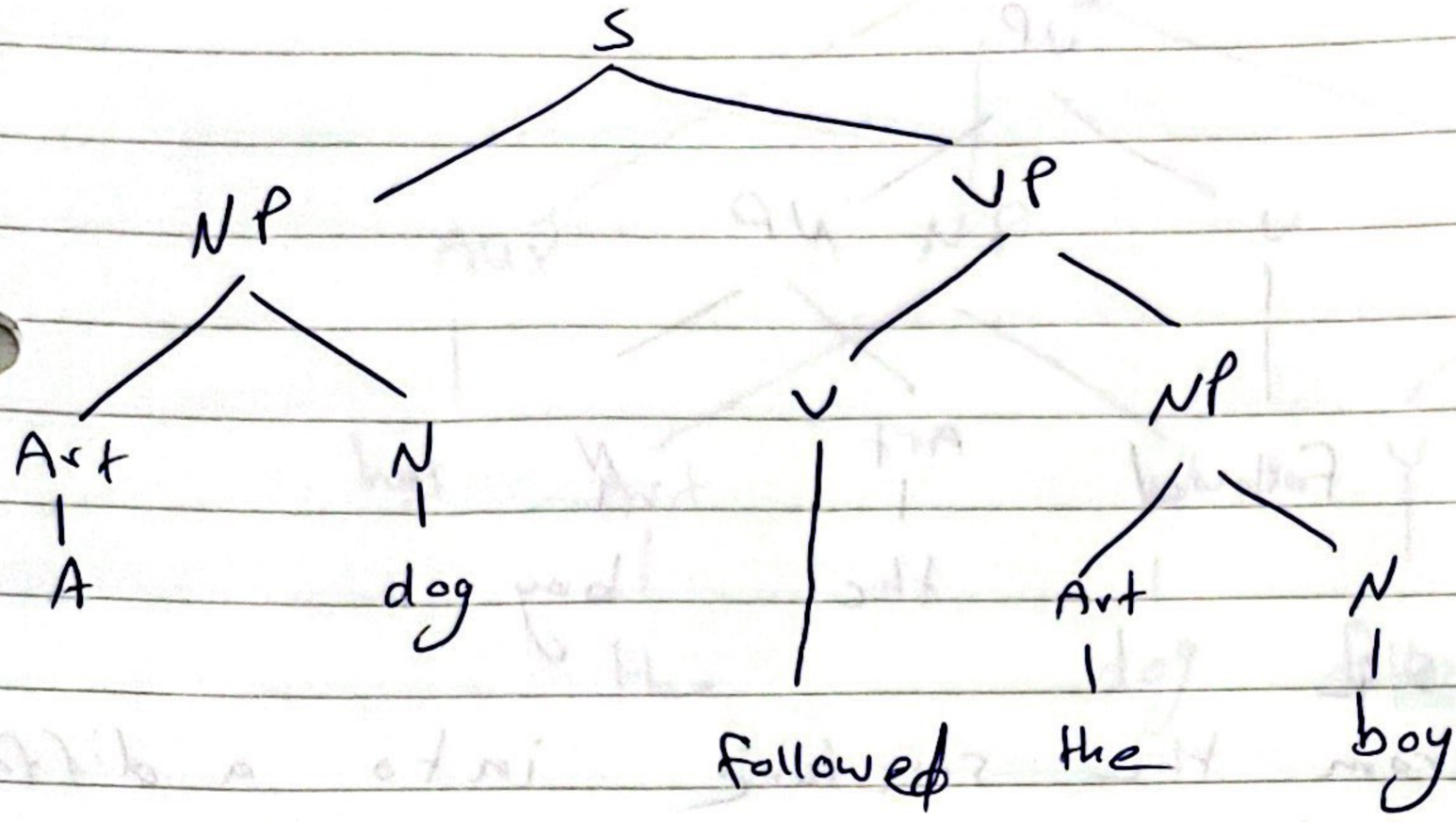
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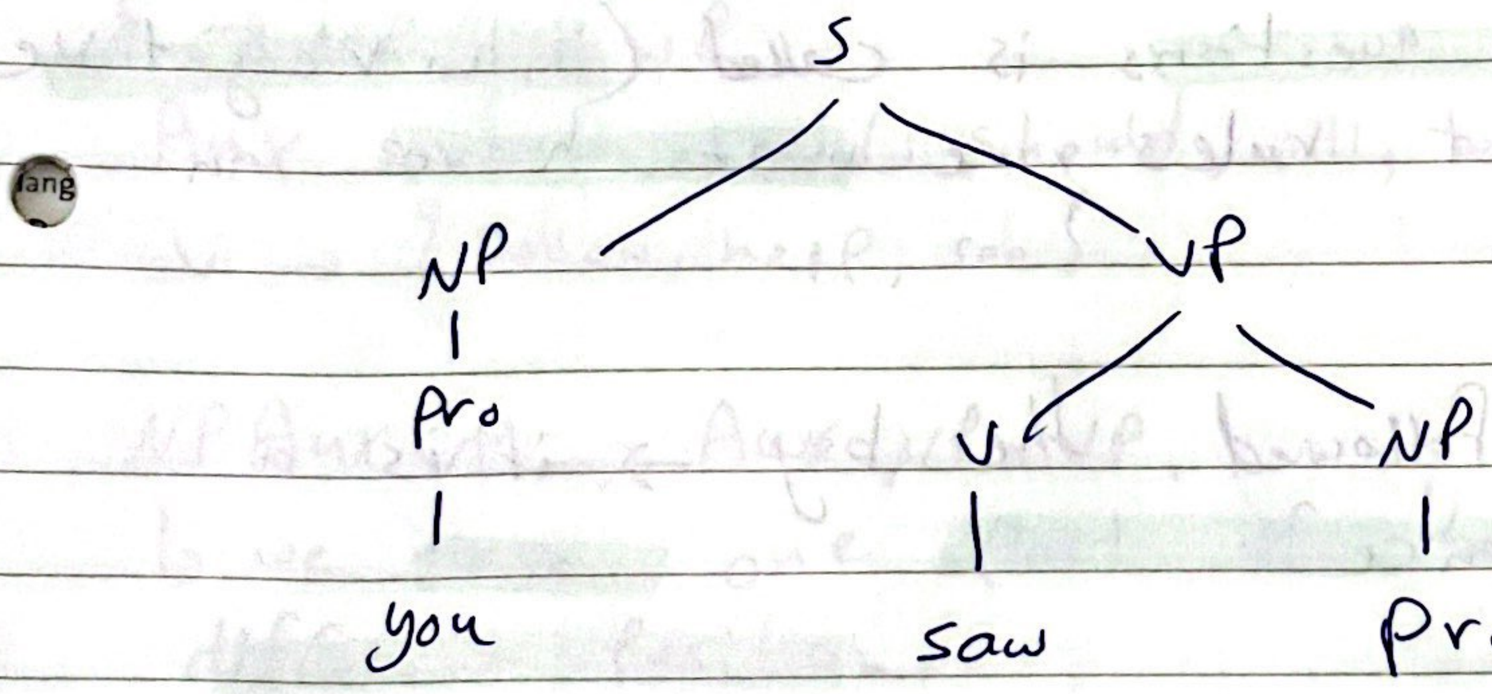
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Tree diagraming :-

1- A dog followed the boy.



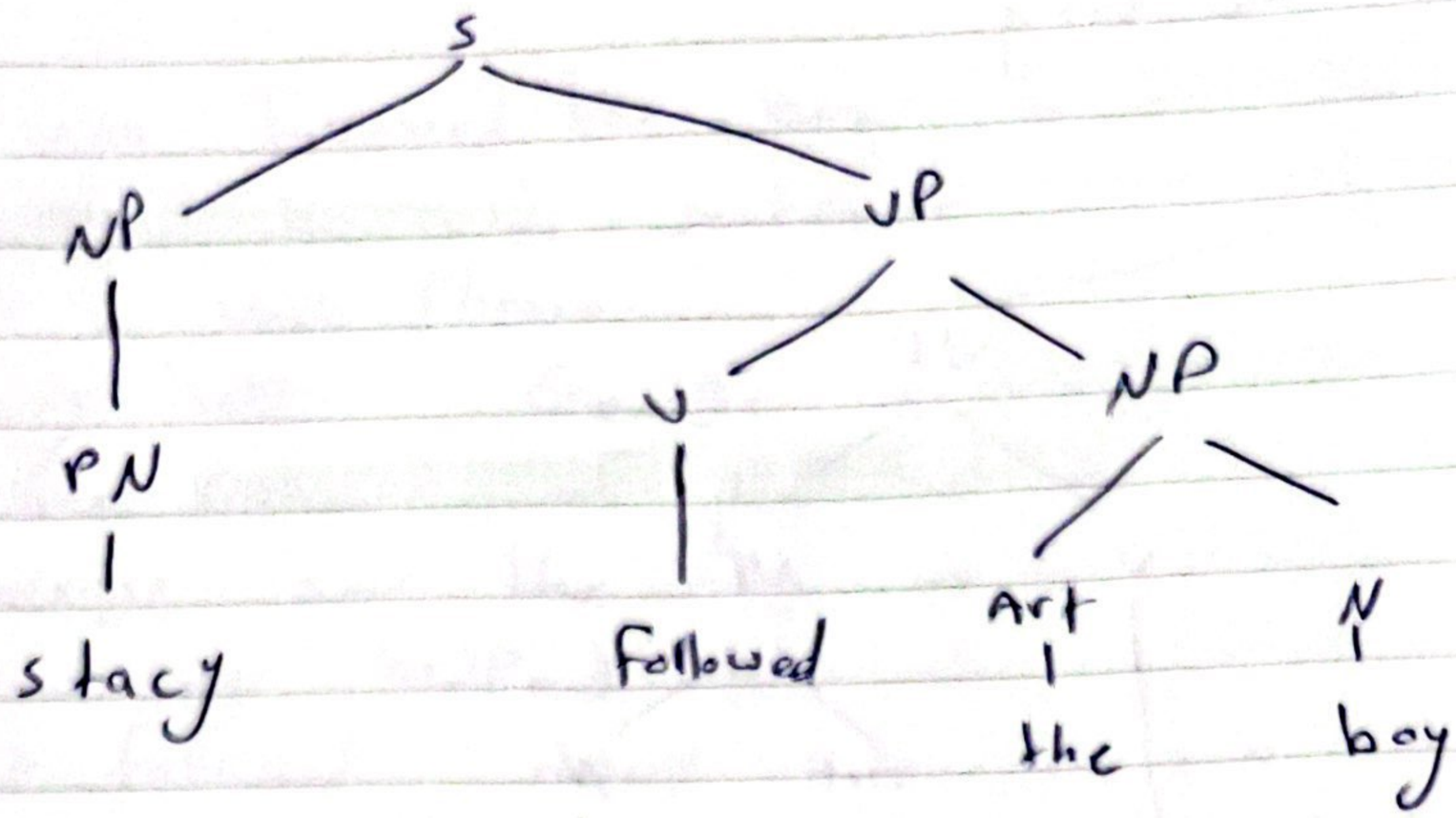
2- You saw it.



→ Noun Phrase whether as a subject or as an obje
Can be an Article+(adj)+N or PN or Pro.

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3- stacy followed the boy.

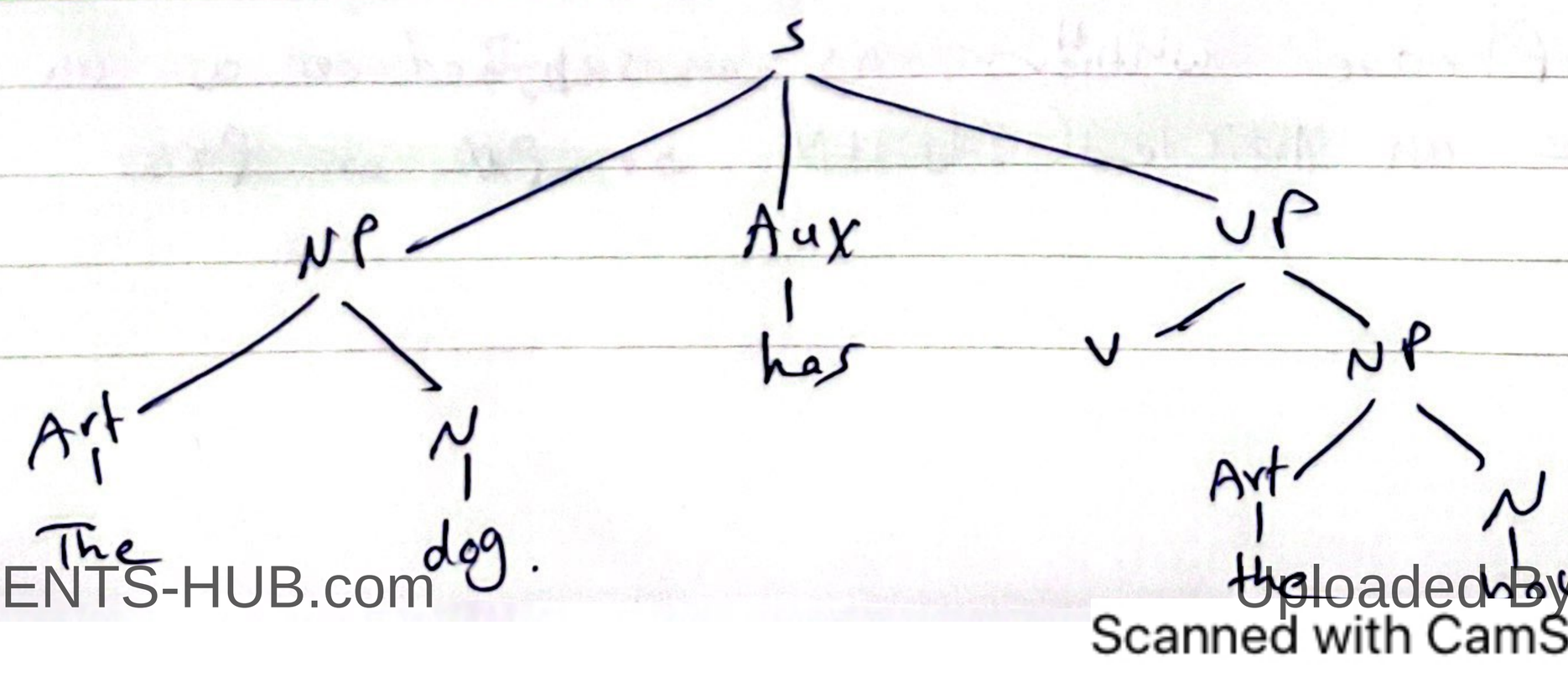


* movement rules :-
↳ move apart from the structure into a different position to create question.

any sentence in english is called the (declarative) sentence, and any questions is called (interrogative) so to apply movement rules, we must have an auxiliary.

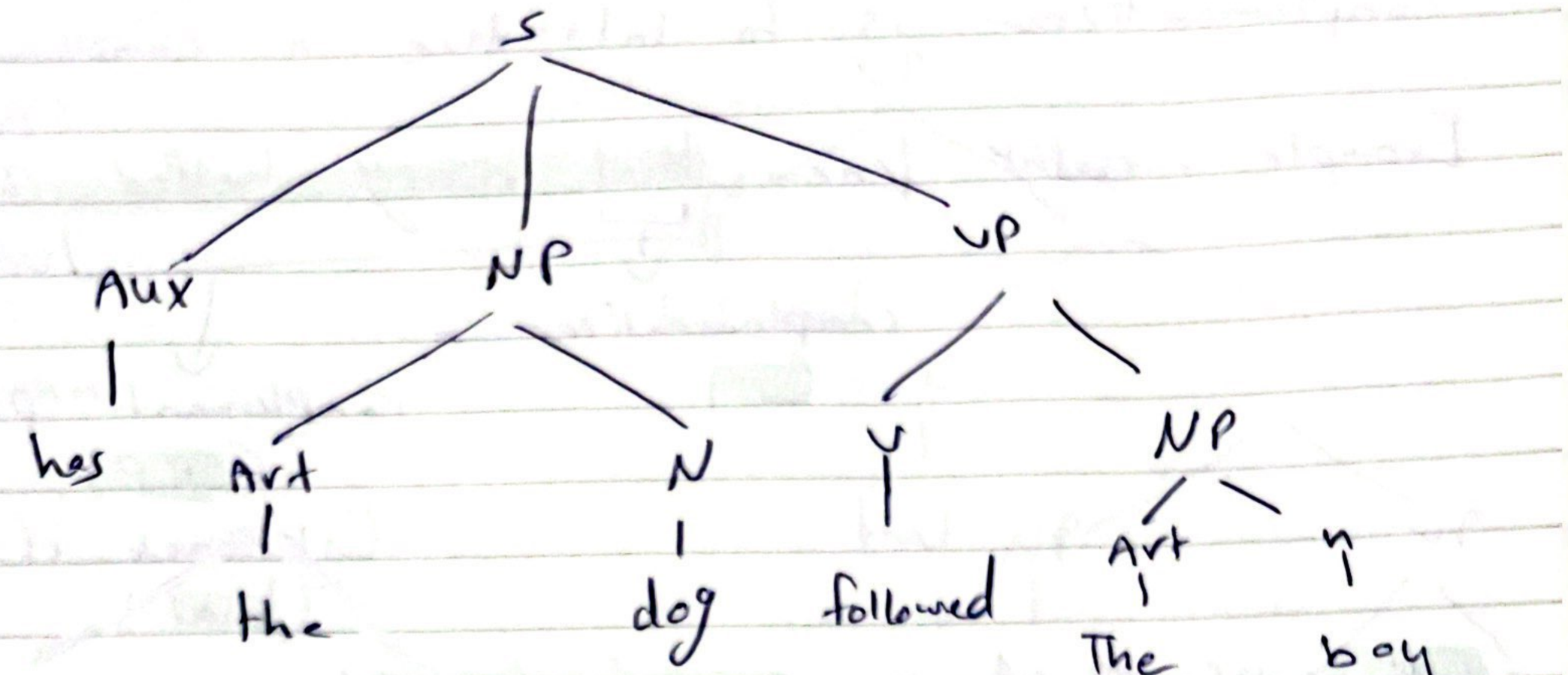
→) The dog has followed the boy → it is a declarative sentence.

↳ The sentence consist of an auxiliary and lexical verb



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2) Has the dog followed the boy? → we change the declarative sentence to interrogative.



we move the auxiliary and sometimes Auxiliary Verbs describes as (helping verbs).

S → NP Aux VP
Aux → {can, could, should, will, would}
V → {follow, help, see}.

NP Aux VP → Aux NP VP.
↳ we move one part of the structure to a different position.

* Back to recursion: _ (repeat).

↳ Example: _ A Noun phrase is a noun phrase all the time, the dog, the boy, my teacher, he, Ali, The big tree → all these are a Noun Phrase _.
sometimes we can have a sentence inside anther sente

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* Complement phrases :- a word phrase or clause that is necessary to complete the meaning of a given expressions / the role of that as a complementizer is to introduce a complemet phrase.

Example : cathy knew that marry helped George.

- that → complementizer (C).
- marry helped George → complement phrase (CP).
  - ↳ because it begins with (that).

CP → usually have C + S (NP + VP).

S → NP VP

VP → V CP.

CP → C S.

↳ so in the english language we can have a sentence inside another sentence by using (that).

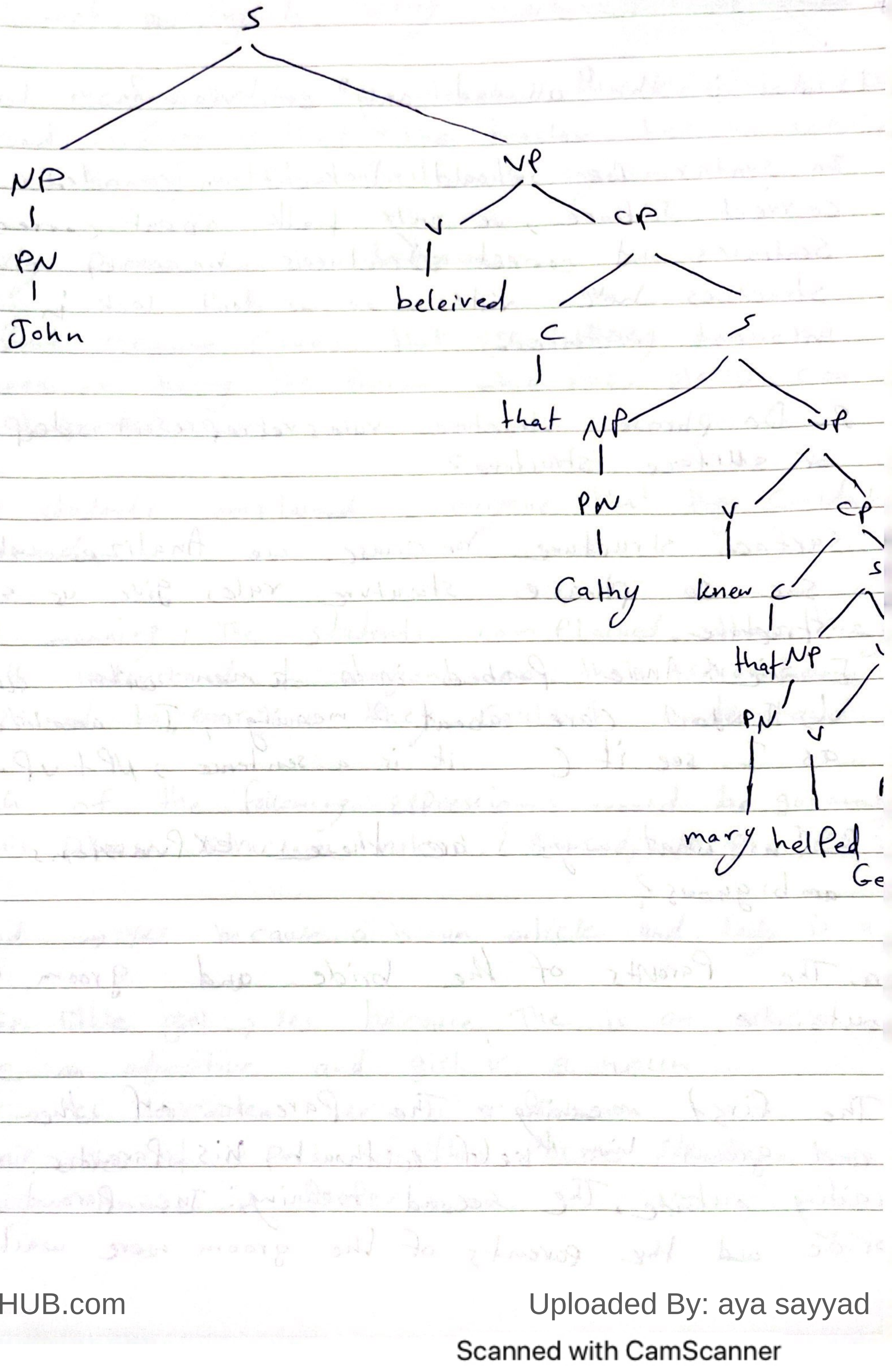
John beleived that cathy knew that marry helped George.

↳ we have 2 complement phrases and 2 complementizer

* when we have a noun phrase → we must have a noun
if we have verb phrase → we must have a verb
if we have complement phrase → we must have complementizer.

All the time → The complemantizer phrases follow the verb.

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study questions:-

1- what is the "all and only" criterion?

In syntax we should look at an consider only correct sentence, we only talk about correct sentences and correct structures because correct structures have rules. so we don't look in to incorrect sentences.

2- Do phrase structure rules represent deep structure or surface structure?

surface structure because we Analize what we see so phrase structure rules give us surface structure.
Example: Annie Pumbed into a man with an umbr...
↳ I. don't care about 2 meanings, I analize it as I see it it is a sentence → NP + VP.

3- In what ways are these expressions structurally ambiguous?

a. The Parents of the bride and groom were waiti... outside.

The first meaning: The Parent of the bride and groom him self without his Parents were waiting outside. The second meaning: The Parent of the bride and the parents of the groom were waiting outs...

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3- b. we met an English history teacher.

The first meaning is that the teacher himself is british
The second meaning is that the teacher teachs englis
history and he may not be british or english.

c. flying planes can be dangerous.

The first meaning : planes that are flying can be dangerous or being the person who flies plaens can be dangerous.

d. The students complained to everyone that they couldn't understand.

The first meaning : the students complained that the
couldn't understand to everyone or the students
complained to everyone they couldn't understand.

4- which of the following expressions would be generat
by this phrase structure rule :- {Art(adj) N, Pro, PN

a) a lad → yes because a is an article and lady is a noun.
b) The little girl → Yes because The is an article, little an adjective and girl is a noun.
c) her → Yes because her is a Pronoun.
d) Annie → Yes it is part of this phrase structure rule because Annie is Proper noun.

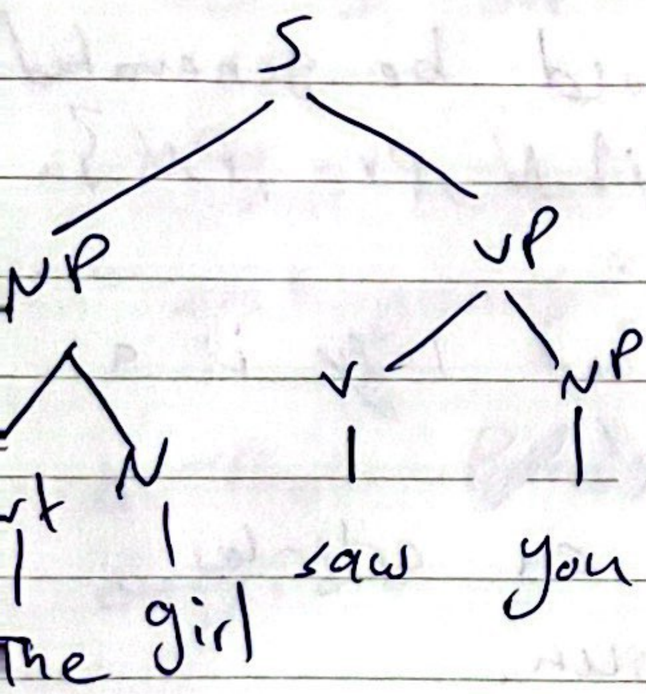
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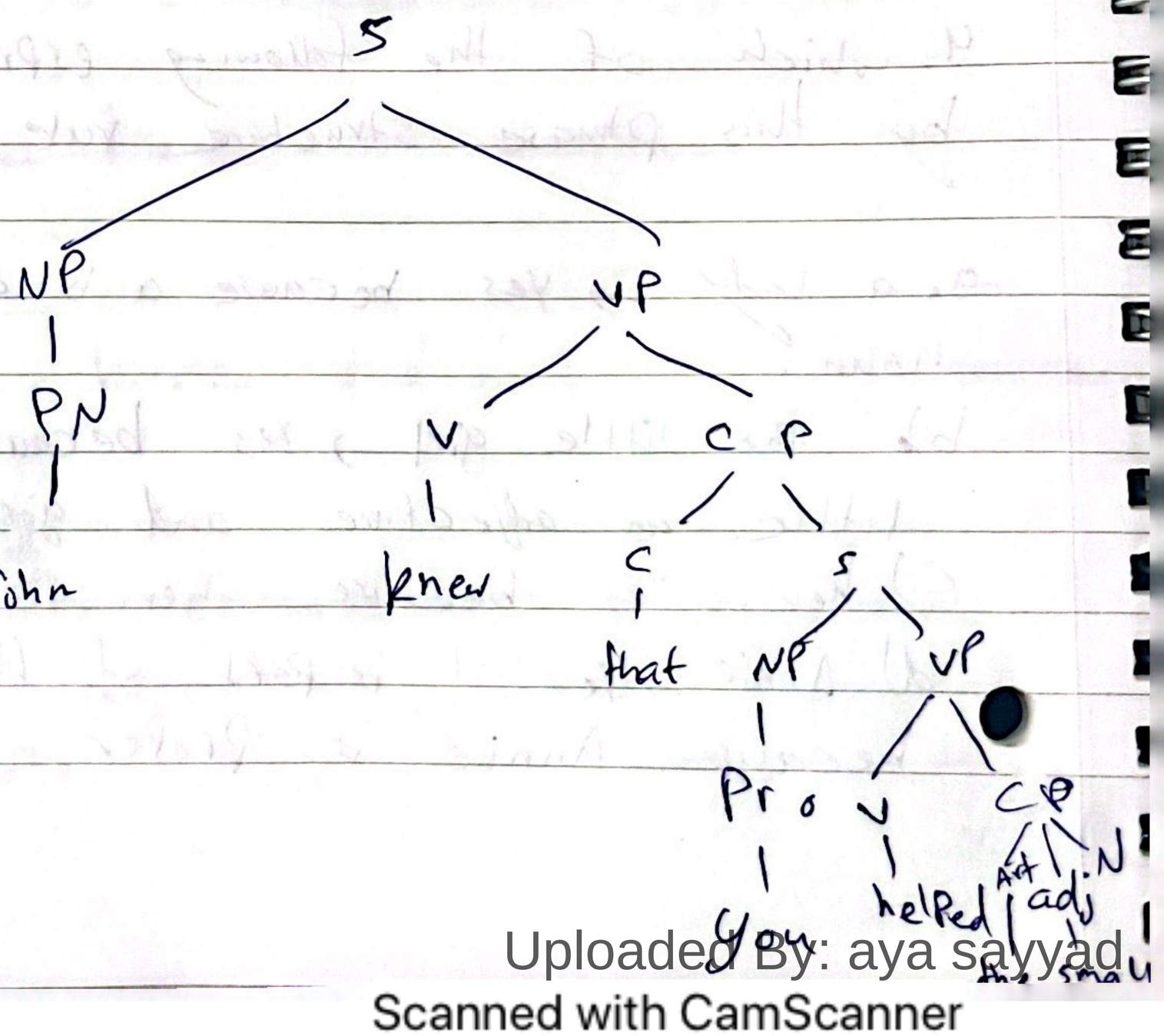
e) the widow → Yes because the an article and window is a noun.
f) she's an old man. → No because it is a complete sentence

5- which of these sentences would result from applying the rule i NP Aux VP → Aux NP VP.

a) John will follow marry. → Yes can be generated
↳ will John follow marry?
b) You knew that cathy helped the boy. → No can't be generated because it does not have an auxiliary
c) Can George see the dog? No because it is already generated
d) should you be.. e that marry saw it → it is already generated.

6- Complete the following tree diagrams





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Chapter 7 : Sem antic

Sem antic :_ is the study of meaning of words, phrases and sentences.

In semantics we usually have 2 kinds of meanings :-

1_ conceptual meaning.
2_ associative meaning.

↳ conceptual meaning :_ den o tative → the literal meaning → does not have hidden (it is the meaning as it is we don't go beyond the word.
associative meaning :_ Conno tative → that had different shade of meanings → more than one hidden meaning

Example : 1) dog → the literal meaning it is an animal. or it is an insult → we say you are a dog (when we call somebody a dog it doesn't mean an actual dog. → we go into associative meaning

2) needle → the literal meaning is something that we saw with (conceptual meaning), but the associative is drugs.

3) Jew → is a Person who believes in Judaisam (litera but as a Palestinain the word Jew means →
terrorist, occupation, zionest, killers, settlers.
↳ everything bad is associated with the word Jew

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* conceptual is the actual meaning (word) without being beyond (take the word as it is), but associative is everything that comes with the words we hear.

Example: lion → is an animal but the things are associated with lion → strength, brave, Power.

* semantic features: ± represent the basic conceptual components of meaning for any lexical item.
↳ (what make is accept or not accept a certain meaning)

Example: what are the things that are associated with water?
water → liquid, life, colorless, tastenless (features of water)

The water talked to the moon.
↳ it is semanticly acceptable? No
water: is inanimate (not alive).
talked: only humans being can talk/ animate.
moon: inanimate

* semantic features are usually characrestics that we assign to the different words that we speek as a result we eithier accept or refused. these sentence

Example: The fire write a novel,
↳ semanticly the fire is inanimate (it is destractive), it doesn't have mental ability.
write: mental ability, intellectuality, education
novel: inanimate

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1- water : + life , + liquid , - inllectual, - plant
2- moon : + star , - male , - female.
3- The hamburger ate the boy. (odd sentence).
↳ hamburger : + inanimate , + food , edible
boy : + animate , - liquid , - female.

ate (action) → chewing
→ digestioing

note : odd means → not normal or unusual.

4- The table listens to the radio. → why is it odd?
because the table is inanimate and inanimate objects don't have ears (don't have senses).
5- The horse is reading the new paper.
horse → + animate , - plant , - inllectually , - educati
6- The Teacher is writting a sentences.
↳ it is acceptable because the features teac are capable of writting and sentence are written.

* we usually decide on whether accept or reject whatever a sentence or anything by going back to semantic features of the words.

	table	horse	boy	man	girl	wom
animate	-	+	+	+	+	+
human	-	-	+	+	+	+
female	-	-	-	-	+	+
adult	-	+	-	+	-	+

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1- food / salad tastes delicious.
↳ all of them are acceptable but I want accept a stone or car because non of them can be eaten.

2- The train left at 5:00 P.m.

3- The man suffers from sickness.

* semantic roles:- a role is a part of the different words play in the sentence / or a role that the arguments (subject, object) play in a sentence

Examples:- Ali killed the lion
↳ what is the functional of Ali? agent
what is the role of ? theme

1- agent and theme i-

agent : The entity that performs an action.
Theme : the entity that affected by action.

So Ali is a agent and the lion is the theme because it is affeeted by the action of killing.

* Note: avery words in the sentance plays a role and when we talk about semantic roles we talk about only noun phrases.

Example: I Teach english. → what is a role?
↓ ↓
agent theme.

The girl open the window.
↓ ↓
agent theme.

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The boy kicked the ball.
↓ ↓
agent theme

The wind blew the ball away.
↓ ↓
agent theme

→ the theme is typically non-human but can be huma

2_ Instrument and experiencer :_ it is an entity t perform an action with.

Exampels :_ 1) I opened the door by key
↓
instrument

2) he attacked the thief with a knif
↓
instrument.

→ An instruments is a entity with which an action usually done.

3) he hunted the deer with a gun
↓ ↓ ↓
agent theme instrument.

An experiencer : it is a entity that has fe like happiness , sadness , illness (state of emotions

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Examples: 1_ They travelled by plane.
↓ ↓
agent instrument

2_ the old man ran away.
↓
agent

3_ The women feels very sad
↓ ↓
agent experiencer.

4_ we opened the box with a hammar
↓ ↓ ↓
agent theme. instrument

5_ I saw the king
↓ ↓
experiencer theme
↓
(verbs of senses) like : hear, see, ell.

6_ The sick boy took his medicine.
↓ ↓
experiencer theme.

7_ The marker is read.
↓
theme.

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3- location / source and goal :- where an entity is (usually is a position or place).

Example: I live in Jerusalem
↓
location

The cell phones are on the table.
↓
location.

* source ; it is the entity or the place where the entity (moves from).

Example: They travelled by plane from palestine to Jordan. in the middle east
↓ ↓ ↓
goal location source.

* Goal : it is a place where entity (moves to).

Example: The sick boy took his medicine in the hospital.
↓
location.

Noor gave the marker. to San in the classroom
↓ ↓ ↓ ↓
source theme goal location.

→ So Noun's in the english languege in semantics place 7 different roles, they are either agent / theme, instrament, experiencer, location, source and goa

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Example: 1) she borvowed the magazine from George
↓ ↓ ↓
agent theme source

2) she squashed the bug with the magazine.
↓ ↓ ↓
agent Theme instrument

3) she handed the magazine back to George.
↓ ↓ ↓
Agent Theme goal.

4) "Gee thanks" said George
↓
agent

Example:_ The little boy destroyed his dish which wa on the table by his spoon. Then his sad mother went from the kitchen to lanouch.

boy: Agent, dish: theme, table: location, mother: experienc
spoon: instrument, kitchen: source, lanouch: goal.

* lexical relations:_ The relationship between words, and lexical relations are used to analyze the meaning of words based on their relationship with one another

1- synonymy: words having the same or nearly the same meaning as another word in the same language

Example: big, huge, vast, gigantic, enormous → all of these are synonemes.
happy, joyful → synonymy.

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Example : little , small , tiny → synonymes
old , ancient → synonymes
This city is old or ancient
This is my old friend.
↳ I can't say this is my ancient friend , because
the semantic features → ancient ; for places and thing

So sometimes synonymes are interchangable but sometim
they are not and synonymy can be found in all parts
of speech including nouns , verbs , adjective , adverbs

Example : The party was terrible = the party was awful

2- Antonymy : _ the semantic relation that holds
between two words that can express opposite meani

Examples : 1) big vs small
beautiful vs ugly.
white vs black
true vs false.

↳ we have 3 different kinds of Antonymys :-
1) Gradable antonyms : _ are two or more words
that are opposite but there is usually some kind
of scale in doing this
↳ we use the adverb very and we can us
the comparitive like : more beautiful , ugly.

Example : Ali is bigger than John.

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2/ non-gradable : a complementary antonymy is a word pair whose meanings are opposite but not continuous. Each of these word pairs is the absolute opposite of other and they can be used independently in non-gradable words we have 2 opposite words but there opposite words cannot be used with very and cannot be used with Comparative.

Example :- Single ≠ married
boy ≠ girl
Yes ≠ No
male ≠ female.

L> we cannot say he is very boy or he is more boy than. (No scale).

3/ reversives :- are two words that have a reverse relationship. and they are dependent pairs.
or another defention : negating a words doesn't necessarily mean the opposite.

Examples :- 1) Dont fill it → I can't say empty it.

2) Don't dirty your shirt. → it doesn't mean clean it.

L> two opposite word and often they are verbs
so when we negate → doesnt mean the opposite.

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3- Hyponymy :- is happens when the meaning of one form is included in the meaning of another in some type of hierarchical relationship. it can be found in verbs, adjectives and nouns.

Example 5:- animal / dog, dog / poodle
vegetable / carrot, flower / rose, tree / banyan.
apple → the meaning of fruit is included and the meaning of plant is also included.
rose → is kind of flower and included plant
Pitbull → dog → animal → carnivorous → animate: so one of them includes all of these

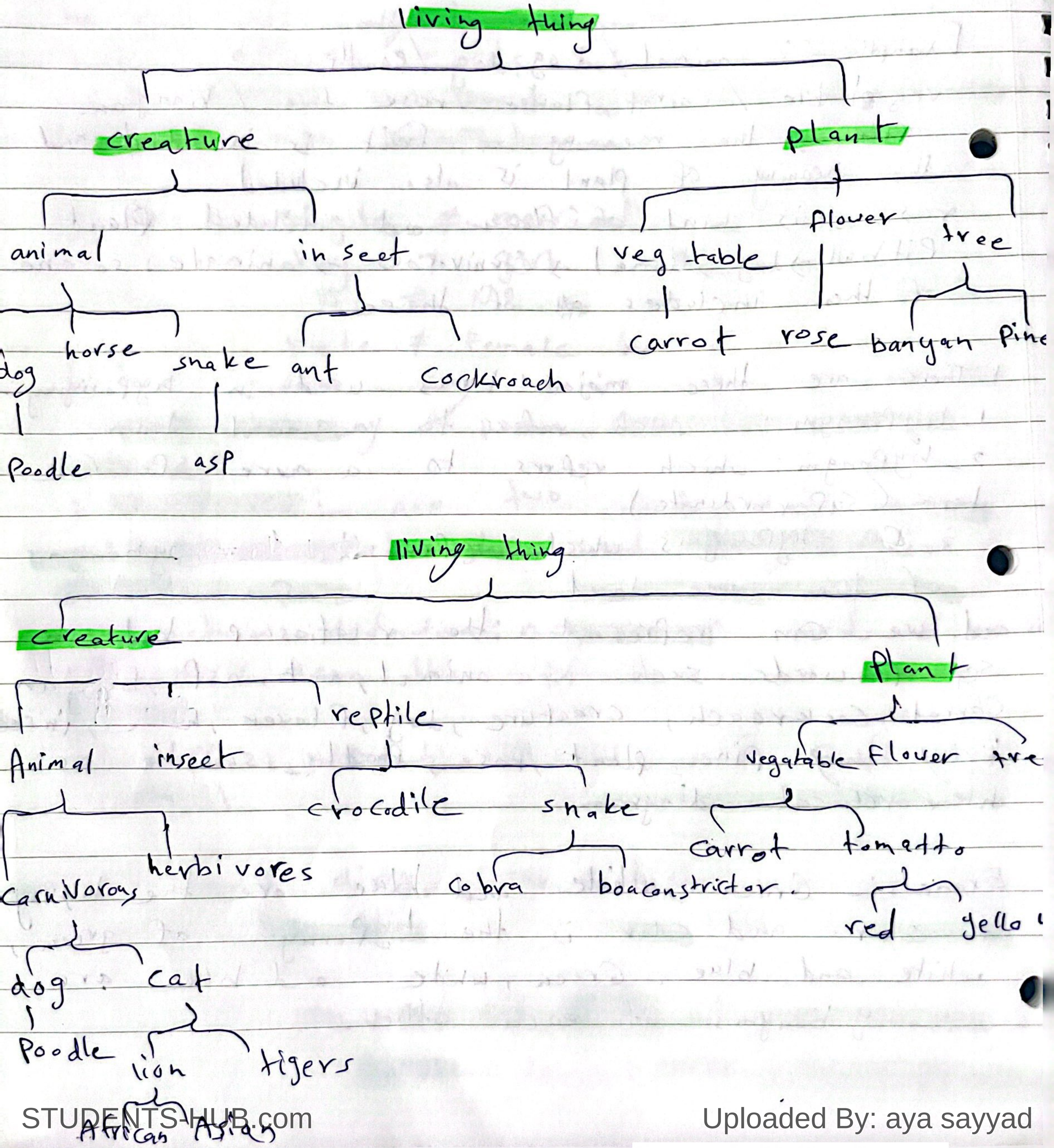
* There are three major terms used in hyponymy:
1- hypernym :- which refers to a general term.
2- hyponym: which refers to a more specific term. (superordinate)
3- co-hyponyms which refer to the hymonyms of the same level.

and we can represent the relationship between set of words such as animal, ant, asp, banyan, Carrot, Cockroach, creature, dog, flower, horse, insect, living thing, Pine, plant, rose, Poodle, snake as hierarchical diagram.

Exanels:- Green, white and blue are the hyponym of color. and color is the hypernym of green white and blue. Green, white and blue are co-hyponyms of each other.

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2- Cat, dog and horse are the hymonyms of animal. Dog is kind of animal → dog is a hyponymy of animal.



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African lion → kind of ① cats → ② Carnivorous → ③ Animal → ④ creature → ⑤ living thing.

* Superordinate :- highest class to which other items belong → refer to which specific terms.

living thing is a superordinate.
creature / plant → Co-hyponyms

creature gives me animal, insect, reptile → what is the creature of animal, insect and reptile? superordinate
Animal, insect, reptile → Co-hyponyms.
Animal for carnivours and herbivours → superordinate.
what is carnivours for dog and cat → This become superordinate.
Cat for lions and tigers → superordinate and African Asion are Co-hymonyms.
lions to African and Asian → superordinate.

4- Prototypes :- A member or set of members of a group that best represents the group as a whole is called Prototypes.
or anther defintion :- typical image / idea that comes to mind when see, read, hear a term all the time

Exampel:- 1) what is the first idea that comes to mind when we hear the word "Isreali"
by when we hear the word occupation; we think automaticlly about isreali, settler, Jewish

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2) Chair → is the Prototype of furniture.
3) Robin → is the prototype of bird.
4) when it is really hot → we automaticlly say it's hell so hell is the prototype of heat.
5) ice → is Prototype of coldness.

* different cultures have different prototypes
↳ Exampel: An Awel in arab culture is a bad omen but for west Culture is optimism

in the west for us as palestinains and Arabs : Jews are terrorists and killers and colonialist.
→ for the Jews there are the samen

sweet → is Prototype of honey.
Ali is a lion ⇒ a typical image for Kourge is a lion

5_ Homophones and homonyms :_

Homophones : when words with different spelling and meaning have the same pronounciation.
homonyms : same spelling and Pronunciation have differ meaning.

Exampels:_ write → correct } → [raIt]
right → verb

two } tu:
too }

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son, sun.
so, saw
meat, meet
buy, by
flower, flour.
bier, beer.
↳ all of these are Homophones. → same pronounciation, spelling. different meaning.

Exampels of hymonyms :-

1- Present < this time / gift.

2- bank < river side / finauicial insitution.

3- Pupile < eye part. / small student

4- spring < water sorce. / Part of the year (seoson).

5- race < competition (for speed). / Genes (People who belong to the same genet stock

6- Bat < flying animal / used for hitting the ball.

6- Polysemy :- one word that have multiple meaning in different context but these meaning is related.

Exampel:- 1) head < body function (body part that contr control. the depart ement.

2) foot < body organ which helps me stand. / mouhti an part → the mouhti a foot.

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7- word play :- manipulating words to give humorous effect it is kind of bun(Pa zzle). we use words to make people lough by playing with the words.

Exampel :) why is 6 Afraid of 7 ? because 7 ate 8.

7 8 9

eight ate

2) why doesn't keyboard sleep day and night ?
because it has two shifts.

3) why are trees often mis.aken for dogs ?
both of them have sts bark → bark of the tree.
bark ← the dog sound

8- metonymy :- is a substitution/replacement of the thing by something else which is common features

Exampel : 1) I swear to the crown → crown is a metonym for king and queen → representative-symbol relationship

we have 3 kinds of metonymy :-

1- container - contents relation :-

↳ I drank a bottle of water : I refer back to the content which "water" by mentioing the container "bottle"

Exampel :- I smook 2 packs of sigarettes → I refer back to sigarettes by using packs (The packs contain sigarettes

2- whole - part relation :- Exampel :- These are very expensive wheels. → The wheels is part of something full.

John is my eyes → refer back to part to represent the wh
very beautiful root → doesn't mean I talking abaut the root itself, I am talking about the whole howse.

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3_representative-symbol relationship:_ we use symbol to represent something else.
Exampel:_ 1) kuffiea → represent Palestinains
2) The white house is angry at the out me
Is bulldings don't have emotions, in reality the white house is a symbol that represent the Amercian goverments

4_Collocation:_ two words that all the time come togeth
Exampel:_ Salt and Peper, nail and hammer, white and blac
→ corpus linguistics:_ is a large texts that are taken from spoken and written language.

study questions:_

1_ How is the term "Prototype" used in semantic?
prototype: is a typical image that comes to mind when we see, read, hear a term all the time.

2-Using semantic features, How would you explain the oddness:
a) The television drank my water.
the television is animate because it isn't capable of drinking
b) His dog writes poetry → The dog doesn't have intellectuality or thinking and the verb write requires a subject with the feature (thuman) and the noun dog has the feature (-human

3_Identify the semantic roles of the seven noun phrases:
with her new golf cl., Anne marshell whacked the ball fro the woods to the grassy area hear the hole and she suddenly felt invincible.

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3_ Instrument :(her new golf club), agent :(Anne marshall)
theme : (The ball), source : (the woods), Goal : (the grassy area).
location : (the hole), Experiencer : (she (felt invincible)).

4_what is the basic lexical relation between each pair of words

a) damp / moist : Synonymy
b) deep / shallow : antonymy
c) furniture / table : hyponymy.
d) married / single : antonymy - non gradable
e) move / run : hyponymy.
f) Peace / Piece : homophones.

5_ which of following opposites are gradable, non-gradable, reversive?

a) absent / present : non-gradable.
b) appear / disappear : reversive.
c) fail / pass : non-gradable.
d) fair / unfair : gradable
e) fill it / empty it : reversive
f) high / low : gradable

6) Are these words best described as exemples of polysemy or metonym

a) The Pen is mighter than sword. → metonymy because the pen means knowledge and sword means power.
b) I had to park on the Shoulder of the road → Polysemy because Shoulder have 2 meaning → body organ / street curve (dangerous road).
c) Yes, I love those. I ate a whole box on sunday. → metonymy → Container contents (I don't ate the box, I ate the inside box
d) The bookstore has some new titles in linguistics → metonymy representativ whole part because the tittle part of the book
e) Computer chips created an important new technology.
Polysemy → because chips have 2 meaning → Computer chips / Can be food chips.
f) I'm going to sue your ass! → metonymy because who part of relation ass part of the body.

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