# Reverse Classroom: Questions to Chapter 5

## General Questions

* Why do cognitive semanticists rely upon evidence from other disciplines?
* How does cognitive semantics support multilinguals? Or, how do they explain that multilinguals may connect a cognitive concept to a multitude of symbols in different languages?
* How does our encyclopaedic knowledge contribute to our understanding of what an interlocutor means?
* To what extent do cognitive semantics and cognitive approaches complement each other?
* How do Evans & Green argue that meaning construction is conceptualisation?

## Specific questions

* Why is *conceptual structure* embodied? What is the role of *containment* and *image schema* in this?
* To what extent are *semantic structure* and *conceptual structure* not identical with each other?
* What are the three types of *mappings operation* and how do they differ from each other?
* What is a *blended space*, and how can *Conceptual Blending Theory* be explained?
* What is an *image schema* and how does it support the *metaphorical projection*?
* What does *projection mapping* have to do with this?
* How may the *experiential correlation* support a metaphor?
* What were/are the main assumptions of the former approaches to semantics, ‘Formal Semantics’ and ‘Relevance Theory’?
* How is the concept of *Pragmatic function mapping* (p. 167) applied in (15) “The ham sandwich has wandering hands”? In other words, how does a shared frame of experience allow someone to understand this metonymy?
* How can *polysemy* (p. 169 f.) be explained when the conceptual categories do not seem to have any relation at all, as for example with the lexical item *fan*?