

**THE ROLE OF SEMANTIC RELATIONS IN THE CREATION  
OF METONYMIC MAPPINGS**  
Olga Isabel Díez Velasco

In this paper I argue that the set of semantic relations put forward for the construction of propositional meaning by Ruiz de Mendoza (1996) can also be used to define the kinds of relationship that are established between the source and target domains of metonymies. Furthermore, we contend that it is possible to develop a typology of metonymic mappings which is based on this relational system and offer a programmatic classification of metonymy according to this criterion. Finally, we observe that the relationship between metonymic mappings and semantic relations is also useful in dealing effectively with polysemy. Thus, all the different senses of many words can be related by calling upon metonymies which exploit/different relations.

**Key words:** metonymy, polysemy, semantic network, relational arch, reversibility.

**PRESENT DAY ENGLISH EXISTENTIAL  
THERE-CONSTRUCTIONS AND THEIR PRAGMATICS.  
TOWARDS AN INTEGRATED CATEGORISATION**  
Ana E. Martínez Insua

This paper presents the pragmatics of *there*-constructions (henceforth TCs) as its main object of analysis. It seeks to provide the labels for a possible classification of TCs according to their communicative roles in their contexts of occurrence. A basic distinction is made between *prospective* and *retrospective* functions of TCs, whose most basic function is seen as helping on the informational progress and

development of the text. A total of ten labels are here proposed for as many pragmatic roles. Although it is not definitive or fully developed, but open to reformulation and further research, the typology proposed may be the basis for an effective methodology. It is hoped that it deals with an aspect of TCs that seems to have received less attention than deserved.

**Key words:** *There*-construction, communicative function, prospective, retrospective, context.

#### THE DIRECTIVE-COMMISSIVE CONTINUUM

Lorena Pérez Hernández

Traditional and contemporary accounts of speech acts (Searle 1969, 1979; Wierzbicka 1987) display a great deal of variation regarding the categorization of the acts of threatening, inviting, and offering as either directive or commissive. Given that these three illocutionary types include both directive and commissive features, some speech act theorists, like Bach and Harnish (1979) and Harnier (1979), have postulated the existence of a borderline category of directive-commissive acts, whose members are equally directive and commissive. My aim in this paper is twofold. First, I provide arguments supporting the claim that, in contrast to Bach and Harnish's and Harnier's predictions, the illocutionary force of threats, invitations, and offers is not directive and commissive in equal proportions. Second, I argue that it is not necessary to posit the existence of a new *ad hoc* category of directive-commissive speech acts. In the light of cognitive linguistics and prototype theory, the three illocutionary types under consideration can be accommodated as just borderline cases which occupy different intermediate positions along the continuum between the superordinate categories of directive and commissive illocutions.

**Key words:** Speech acts, directive acts, commissive acts, cognitivism linguistics, prototype theory.

#### EXTENDED THEMATIC PROGRESSION

Pablo Ortega Gil

In recent years, linguistics has increasingly focused its interest on the realm of texts, trying to find in them links of a similar nature to those working in sentences. An important contribution in this respect was that of Daneš (1974), who used the term "Thematic progression" to refer to the "choice and ordering of utterance themes" in a given passage. However, in my opinion, thematic progression only

indicates the connections between the different textual segments without clarifying their nature. This article wishes to provide thematic progression with the necessary means to identify the relations established in a text, and for that purpose I will use both its cohesive resources (Halliday and Hasan 1976) and its semantic relations (Alcaraz 1982). The network we obtain is shown graphically with the help of an extended notation system.

**Key words:** Theme, rheme, thematic progression, cohesive resources, semantic relations.

#### EFICACIA DEL WORD ASSOCIATION TEST Y DEL PATHFINDER PARA MEDIR EL APRENDIZAJE LEXICO DEL INGLÉS COMO LENGUA EXTRANJERA

María Jesús Sánchez

En el presente artículo se pretende descubrir mediante la utilización del diseño Preprueba-Postprueba si los métodos *Word Association Test (WAT)* y *Pathfinder* (Schvaneveldt *et al.* 1985; Schvaneveldt 1990) tienen capacidad para medir el conocimiento léxico del inglés como idioma extranjero. Se propusieron dos tipos diferentes de tareas. En una de ellas los sujetos tuvieron que escribir términos relacionados semanticamente. En la otra los sujetos tenían que emitir un juicio sobre la relación entre pares de palabras. La primera prueba se evaluó con un sistema de puntuación; la segunda con el algoritmo *Pathfinder*. Los resultados obtenidos confirman que ambos métodos pueden utilizarse en la evaluación del conocimiento léxico.

**Palabras clave:** Test de asociación de palabras (*Word Association Test*), *Pathfinder*, inglés, idioma extranjero, aprendizaje.

#### FROM YOUTH TO AGE THROUGH OLD ENGLISH POETRY (WITH OLD NORSE PARALLELS)

Jordi Sánchez Martí

It has been argued that the most pre-eminent age of man among the Anglo-Saxons was *senectus*. This view is based on the fact that many contemporary texts emphasize the wisdom associated with age while ignoring the physical deterioration that it involves. This article examines the representation of this problem in Old English poetry, and incorporates Old Norse literature to supplement the limited evidence of the former. First, I assess the importance that the Anglo-Saxons granted to wisdom, and then analyze the two paths that youths

could follow to become wise: the association with a sage man, and the experience of the world. My analysis produces a very specific result: from the written evidence of Old English it can be concluded that the Anglo-Saxons regarded the intermediate stage between youth and age as the *perfecta aetas*. In this age a sufficient degree of intellectual maturity has been achieved, while the symptoms of decrepitude and senility are not yet manifest.

**Key words:** Age, wisdom, Old English, Old Norse, Anglo-Saxons.



Notes for contributors