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REGULATIONS ON USE**Stephen C. Levinson and Asifa Majid**

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The contents of manuals, entries therein and field-kit materials are modified from time to time, and this provides an additional motivation for keeping close contact with the Language and Cognition Department. We would welcome suggestions for changes and additions, and comments on the viability of different materials and techniques in various field situations.

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Instructions for the topological relations pictures (the BowPed Project)

(Melissa Bowerman, Eric Pederson)

1. For each picture, elicit one or more descriptions that represent what consultants feel is a natural response, in everyday speech, to the question “Where is the [object pointed at by arrow]?”.
2. Always tell the location of the object shown by the arrow, e.g.: (21) [Where is the shoe?] Answer: “It is on her foot” (Not, for example, “Someone is wearing it.”) Also, try to get the consultant to locate this object with respect to the other object shown; e.g., for the spider on the ceiling, aim for a description like “the spider is *on the ceiling*”, not “the spider is *in the house*”, even though being on the ceiling may also entail being in the house.
3. If possible, elicit alternative everyday ways of answering the “Where is...” question, for pictures where there are obvious other answers. How important it is to pursue this with individual consultants depends somewhat on how many consultants you have; if you have only one or two, it is far more important than if you have 20, where alternative responses will show up anyway.
4. Also very useful information is what you *cannot* say. E.g., suppose for some of the stimuli you elicit both *on* and *on top of*, or both *in* and *inside* (imagining for the moment that your field language were English). Do these forms have identical extensions? By questioning, you can determine that you could *not*, for instance, say “The raindrops are on top of the window” or “the fish is inside the water”, although *on* and *in*, respectively, are normal for these scenes. It’s too much to ask, for each picture, about all candidate spatial forms, but try to get a sense of this at least for close competitors.
5. For some pictures the identity of objects depicted may not be obvious.

The object shown by the arrow:

- (9) coat
- (12) butter
- (18) hole
- (23) hose
- (24) spoon
- (28) face
- (33) clothespin
- (42) belt
- (43) hose
- (45) fruit, apples
- (48) rain drops
- (53) chewing gum
- (60) fence
- (61) handle

- (67) owl
- (68) writing (“UCLA”)
- (72) writing (address)

The other object in the picture:

- (15) fence
- (19) a ring, not a plate or dish
- (25) wall
- (28) stamp
- (32) two answers: water AND bowl
- (35) leg
- (56) flagpole
- (61) cupboard door













































































































































