Chapter 4

1. Compositional semantics.

a. i, iii

b. i. the set consisting of Anna

ii. the set consisting of Paul and Benjamin

iii. the set consisting of nothing (the empty set)

c. i, iii

d. Challenge exercise.

a. Since nobody kissed Laura, the meaning of kissed contains no pairs of individuals whose second member is (the individual) Laura. Thus, Semantic Rule II determines that the meaning of kissed Laura is the set consisting of no individuals (the empty set); Semantic Rule I determines that the sentence Jack kissed Laura is true if (the individual) Jack is a member of this set, and false otherwise. Since Jack is not a member of the set containing no individuals, the semantic rules correctly determine that the sentence is false.

b. Since Jack did not kiss Laura, the meaning of kissed does not contain the pair <Jack, Laura>. Thus, Semantic Rule II determines that the meaning of kissed Laura is a set that does not contain (the individual) Jack, though it will contain other men (since others did kiss Laura). Semantic Rule I determines that the sentence Jack kissed Laura is true if (the individual) Jack is a member of this set, and false otherwise, so the semantic rules correctly determine the sentence to be false.

2. Truth (falsity) in virtue of meaning vs. truth dependent on the facts.

a. T

b. C

c. S

d. S

e. S

f. C

g. S

h. T

i. S

j. S

k. T

l. S

m. S

n. T

o. C

p. S

q. C

r. C

s. C

t. S

u. C

v. S

w. C

x. C

y. S

z. C

3. Homonyms. The pairs of words flour and flower are homonyms, i.e., they sound the same but are different words (or morphemes) since they have different meanings. Flour and flower are also spelled differently, but that is not a requirement of a homonym. The pair ground and ground in the passage are also homonyms.

4. What a speaker means. No. There are many facets of “meaning” that, while related to the meanings of words and the way they are put together (linguistic meaning), are not strictly part of this linguistic meaning. An example is the word or. Suppose that you ask your mother where your jacket is, and she responds, “It’s in the closet or hanging in the hallway.” You’ll naturally understand—the information will be conveyed—that she doesn’t know in which of these places it is. However, this isn’t strictly part of the meaning of the word or (the most likely candidate in the sentence), as we can see if we change the situation slightly. Suppose now that you’re playing a game with your sister, who has hidden your jacket, and you have to find it. You ask the same question and get the same answer; you will certainly not understand the she doesn’t know where it is (and hence this can’t be part of the linguistic meaning, since she said exactly the same words your mother did). In the first case, this “extra” information is something inferred from what your mother said and the particular context. The job of semantics is to characterize those aspects of meaning determined by the words and the way they are put together, which hold constant across all uses (for a given language community).

5. Ambiguity; paraphrases.

**Part One**

a. We laughed at the colorful ball.

i. At the colorful dance, we laughed.

ii. We found the colorful dance amusing.

iii. We found the colorful toy amusing.

b. He was knocked over by the punch.

i. He was intoxicated by the fruit drink.

ii. He was physically knocked over due to intoxication by the fruit drink.

iii. He was physically knocked over by the punch bowl.

iv. He was knocked over by a punch from someone’s fist.

v. He was impressed by the (taste) of the fruit drink.

vi. He was impressed by the physical punch someone (perhaps a boxer) gave to someone else.

c. The police were urged to stop drinking by the fifth.

i. The police were urged to quit drinking whole fifths of liquor.

ii. The police were urged to quit drinking alcohol by the fifth of the month.

iii. The police were urged to stop people from drinking whole fifths of liquor.

iv. The police were urged to stop people from drinking liquor by the fifth of the month.

d. I said I would file it on Thursday.

i. It was Thursday when I said I would put it in the file drawer.

ii. It was Thursday when I said I would file it using a rasp.

iii. I said that Thursday I would put it in the file drawer.

iv. I said that Thursday I would file it down using a rasp.

e. I cannot recommend visiting professors too highly.

i. I strongly recommend that you visit professors.

ii. I do not recommend that you visit professors.

iii. I strongly recommend professors who are visiting.

iv. I do not recommend professors who are visiting.

f. The license fee for pets owned by senior citizens who have not been altered is $1.50. (Actual notice)

i. The license fee for pets owned by unaltered senior citizens is $1.50.

ii. The license fee for unaltered pets owned by senior citizens is $1.50.

g. What looks better on a handsome man than a tux? Nothing! (Attributed to Mae West)

i. A handsome man looks better when he’s wearing a tux than when he’s wearing anything else.

ii. A handsome man looks better when he’s wearing nothing than when he’s wearing a tux.

h. Wanted: Man to take care of cow that does not smoke or drink. (Actual notice)

i. Wanted: Man who does not smoke or drink to take care of cow.

ii. Wanted: Man to take care of a nonsmoking, nondrinking cow.

i. For Sale: Several old dresses from grandmother in beautiful condition. (Actual notice)

i. For Sale: Several old dresses in beautiful condition from grandmother.

ii. For Sale: Several old dresses from grandmother, who is in beautiful condition.

j. Time flies like an arrow.

i. Time proceeds as quickly as an arrow proceeds.

ii. Measure the speed of flies in the same way that you measure the speed of an arrow.

iii. Measure the speed of flies in the same way that an arrow measures the speed of flies.

iv. Measure the speed of flies that are similar to an arrow.

v. Flies of a particular kind, namely time-flies, are fond of an arrow.

**Part Two**

a. POLICE BEGIN CAMPAIGN TO RUN DOWN JAYWALKERS

i. Police begin campaign to systemically clamp down on jaywalking.

ii. Police begin campaign to run over jaywalkers with squad cars.

b. DRUNK GETS NINE MONTHS IN VIOLIN CASE

i. Drunk sentenced to nine months for his involvement in a case about a violin.

ii. Drunk sentenced to spend nine months imprisoned in a violin case.

c. FARMER BILL DIES IN HOUSE

i. A farmer, Bill, dies in (his) house.

ii. A bill pertaining to farmers fails to be enacted by the House of Representatives.

d. STUD TIRES OUT

i. Stores are sold out of studded tires.

ii. A stud is running low on energy.

iii. Studded tires have gone out of fashion.

e. SQUAD HELPS DOG BITE VICTIM

i. A victim of a dog bite is helped by a squad.

ii. A squad helps a dog bite its victim.

f. LACK OF BRAINS HINDERS RESEARCH

i. Research on brains is compromised by lack of samples.

ii. Someone’s stupidity is hindering research.

g. MINERS REFUSE TO WORK AFTER DEATH

i. Miners strike because of someone’s death.

ii. Miners proclaim that they won’t work when dead / dead miners refuse to work.

h. EYE DROPS OFF SHELF

i. Eye drops are sold out.

ii. An eye falls off a shelf.

iii. Eye drops were withdrawn by the manufacturer.

i. JUVENILE COURT TO TRY SHOOTING DEFENDANT

i. Court that tries juveniles/court comprised of juveniles is slated to bring defendant to trial in shooting case.

ii. Court that tries juveniles/court comprised of juveniles will experiment with shooting defendant (as a punishment).

j. QUEEN MARY HAVING BOTTOM SCRAPED

i. The ship Queen Mary is having its underside cleaned of buildup.

ii. The Queen, Mary, is having her bottom scraped (!).

k. VOLUNTEERS NEEDED TO HELP TORTURE SURVIVORS

i. Volunteers are needed to help survivors of torture (with e.g. housing, employment, etc.).

ii. Volunteers are needed to help by torturing survivors (of some disaster).

l. HOMICIDE VICTIMS RARELY TALK TO POLICE

i. Victims of homicide usually did not talk to the police before their death.

ii. The deceased victims of homicide do not usually talk to the police.

6. Ambiguities.

a. He waited by the bank.

i. He waited by the financial building.

ii. He waited by the shore.

b. Is he really that kind?

i. Is he really that type?

ii. Is he really that compassionate?

c. The proprietor of the fish store was the sole owner.

i. The proprietor of the fish store owned the flatfish.

ii. The proprietor of the fish store was the only owner.

d. The long drill was boring.

i. The lengthy tool was drilling a hole.

ii. The lengthy tool was not interesting.

iii. The long exercise was dull.

iv. The long exercise (in woodworking class) was drilling a hole.

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

i. It was good of him to get the title to the land.

ii. The clear title to the land was valid.

f. It takes a good ruler to make a straight line.

i. It takes a good straightedge to make a straight line.

ii. It takes a good monarch to make a straight line.

g. He saw that gasoline can explode.

i. He watched as that can of gasoline exploded.

ii. He understood that it’s possible for gasoline to explode.

h. You should see her shop.

i. You should see the way she shops.

ii. You should see the shop that she owns.

i. Every man loves a woman.

i. For every man, there is a woman whom he loves.

ii. There is one woman who is loved by every man.

j. You get half off the cost of your hotel room if you make your own bed.

i. You get half off the cost of your room if you physically build the piece of furniture, the bed.

ii. You get half off the cost of your room if you put your sheets in order on the bed yourself.

k. “It’s his job to lose,” (said the coach about the new player).

i. He is so secure in his job that he would have to go out of his way to lose his job.

ii. It’s a requirement of the player’s job that he loses.

l. “We will change your oil in 10 minutes” (sign in front of a garage).

i. We will begin your oil change 10 minutes from now.

ii. It will take us 10 minutes to change your oil, once we start.

m. *Challenge exercise:* Bill wants to marry a Norwegian woman.

i. There is a particular woman who Bill wants to marry, who is Norwegian.

ii. Bill wants to marry a Norwegian woman, but he doesn’t have any particular one in mind. Maybe he just likes Norwegian women.

7. Idioms. Answer here will vary. Sample answers:

a. They tied the knot.

b. Go suck an egg.

c. She called him every name in the book.

d. Let’s call it a day.

e. He’s a real kick in the pants.

f. Shake a leg!

8. Etymology of idioms. Students should try to research the etymology of their idioms, but are free to speculate as well. Answers will vary. Sample answers:

a. They tied the knot. According to the webpage www.phrases.org.uk, “. . . this expression derives from the nets of knotted string which supported beds prior to the introduction of metal-sprung bedframes. The theory goes that in order to make a marriage bed, you needed to ‘tie the knot’.” However, the page goes on to say that, “there’s not a shred of evidence to support this idea.” The page points out that the association of knots with marriage could either be literal, since tying knots is actually part of some marriage ceremonies, or it could be metaphorical, in which case, “the knot is merely symbolic of a lasting unity.”

b. Go suck an egg. A blogger on the webpage www.phrases.org.uk/bulletin\_board/44/messages/45.html uses the Oxford English Dictionary (OED) to support a theory about the origin of the phrase Go suck an egg. He notes that

The OED2 . . . record[s] an obsolete term to suck the eggs of meaning “to extract the goodness of, cause to be unproductive” . . . In addition, we have the noun suck-egg, with the following senses: “a. An animal that is reputed to suck eggs, e.g., a weasel, cuckoo; fig. an avaricious person; b. A young fellow; slang. a silly person (Barre & Leland); . . . Also U.S. dial. (chiefly South and Midland), used to designate a dog regarded as the type of viciousness or worthlessness.

The blogger sums up by saying that, “All in all, these seem to add up to a sense of ‘sucking eggs’ as a dishonest, contemptible, or foolish activity.”

c. She called him every name in the book. We couldn’t find any information about this online, but it seems like it might come from the idea that there is a book full of all the bad names one might call someone, a book of insults, if you will. And that if you’re really ticked off at someone, you might just start at the beginning of that book and call the offending party every name in the book. (Also, see insults in the style of Shakespeare in the computational syntax section on pp. 503–505).

d. Let’s call it a day. Again, we couldn’t find anything definitive online. Perhaps this is related to a sports analogy where a game can be called over (ended) by an umpire or other type of referee. In analogy to an outside judge making calls regarding when the game will end, the person saying “let’s call it a day” is saying, “let’s judge some activity to be over for now, whether it is or not, and whether the day is over or not.”

e. He’s a real kick in the pants. According to www.yourdictionary.com/idioms/kick-in-the-pants-a, kick in the pants can be either a compliment meaning something exciting or an insult meaning something humiliating or a rebuff. We couldn’t find anything that spoke directly to the origin of the phrase. We can see why getting kicked in the pants, i.e., the buttocks, might be a negative thing, but it’s less obvious why it might be positive. Perhaps the positive meaning comes from getting kicked in the pants being something unexpected and surprising, that wakes you up and makes you take notice.

f. Shake a leg! This means ‘hurry up’ and according to www.phrases.org.uk/meanings/shake-a-leg.html, comes from the idea of “rous[ing] yourself from sleep and getting out of bed,” which perhaps involves shaking a leg that has “fallen asleep” as you slept.

9. Semantic properties.

a. The (a) and (b) words are male animate.

The (a) words are human.

The (b) words are nonhuman.

b. The (a) words are countable (count nouns).

The (b) words are uncountable (mass nouns).

c. The (a) words are concrete.

The (b) words are abstract.

d. The (a) and (b) words are plants.

The (a) words are trees.

The (b) words are flowers.

e. The (a) words are things that are written.

The (b) words are things to write with (writing implements).

f. The (a) and (b) words are motion verbs.

The (a) words are motions of the body (without a vehicle).

The (b) words are motions with a vehicle.

g. The (a) and (b) words are verbs of speaking.

The (a) words do not indicate manner of speaking.

The (b) words do indicate manner of speaking.

h. The (a) and (b) words are adjectives that show antonymy.

The (a) words are complementary pairs of antonyms.

The (b) words are gradable pairs of antonyms.

i. The (a) words are non-implicational adjectives (an alleged murderer is not necessarily a murderer).

The (b) words are implicational adjectives (a stupid murderer is necessarily a murderer). Note: the term implicational is not standard for this distinction. It is important only to understand what the distinction is, namely, that it follows from x is an ADJ N that x is an N for the adjectives in (b) but not necessarily for the type of adjectives in (a).

10. *Research project:* “-nym.” Answers will vary. Sample answers:

According to Wiktionary.org, -onym comes from the Ancient Greek onuma, which is the Doric dialectal form of onoma, meaning ‘name’. We see this in the common English word synonym and the not-so-common English word euonym, which was the winning word in the 1997 Scripps National Spelling Bee.

Below are a few more -nym words:

1. meronym: a part of a whole. Wheel is a meronym of bicycle.

2. pseudonym: a fictitious name. George Orwell is a pseudonym of Eric Blair.

3. anonym: one who conceals his true name.

4. mononym: a name consisting of a single word. Tati, a French actor.

5. eponym: a place, period, people, etc., named after a person: for example, spoonerism after the Reverend William A. Spooner, warden of New College, Oxford.

6. autonym: a word that describes itself. Noun is an autonym because it is a noun.

7. tautonym: a reduplicative word such as beri-beri.

8. patronym: a family name based on the name of the father, such as Richardson, son of Richard.

9. contronym: this is a synonym of autoantonym, which is a word with several meanings, one of which is defined as the opposite of one of its other meanings, like overlook, which can mean ‘to watch, inspect’ and ‘to forget’.

10. exonym: the name of a place used by foreigners when different from the native name, such as Japan for Nippon or Rome for Roma.

11. Complementary, gradable, and relational opposites.

A B C

good bad g

expensive cheap g

parent offspring r

beautiful ugly g

false true c

lessor lessee r

pass fail c

hot cold g

legal illegal c

larger smaller r

poor rich g

fast slow g

asleep awake c

husband wife r

rude polite g

12. Homonyms.

a. “naked”: bare bear

b. “base metal”: lead led

c. “worships”: prays praise preys

d. “eight bits”: byte bite bight

e. “one of five senses”: sight site cite

f. “several couples”: pairs pares pears

g. “not pretty”: plain plane

h. “purity of gold unit”: karat carrot

i. “a horse’s coiffure”: mane main Maine

j. “sets loose”: frees freeze frieze

13. Proper name puns.

a. Custer’s last stand

b. enchiladas

c. ptomaine (commonly known as food poisoning)

d. lying on the beach

e. winner takes all

f. Peter, Paul, and Mary

g. thanks for the memories

h. dressed to kill

i. dearly beloved

j. Gone with the Wind

k. anchovy pizza

l. polyester

m. grapevine

n. tie me up

o. Romancing the Stone

p. brouhaha

q. see you later

r. discotheque

s. thanks a lot

t. nincompoop

u. Viagra

v. walk this way

w. *Planet of the Apes*

x. rude awakening

y. *The Godfather*

z. serendipity

14. Thematic relations.

a t

a. Mary found a ball.

a s g

b. The children ran from the playground to the wading pool.

a t i

c. One of the men unlocked all the doors with a paper clip.

a t i

d. John melted the ice with a blowtorch.

a t

e. Helen looked for a cockroach.

e t

f. Helen saw a cockroach.

a

g. Helen screamed.

t

h. The ice melted.

i e t

i. With a telescope, the boy saw the man.

a t g

j. The farmer loaded hay onto the truck.

a t i

k. The farmer loaded the hay with a pitchfork.

t g a

l. The hay was loaded on the truck by the farmer.

e t s

m. Helen heard the music coming out of the speaker.

15. “The Jabberwocky.”

a. gyre: v. to move in a circle or spiral; n. a circular or spiral motion or form, especially a giant circular oceanic surface current.

b. mome: n. blockhead, fool.

c. jabberwocky: n. meaningless speech or writing (origin is from Jabberwocky itself).

d. whiffle: v. 1. a. of the wind: to blow unsteadily or in gusts. b. vacillate. 2. to emit or produce a light whistling or puffing sound.

e. burble: v. 1. bubble. 2. babble, prattle.

f. galumph: vi. to move with a clumsy heavy tread.

g. beamish: adj. beaming and bright with optimism, promise, or achievement.

h. chortle: vi. 1. to sing or chant exultantly. 2. to laugh or chuckle esp. in satisfaction or exultation (origin is also from Jabberwocky).

16. Performatives. Answers will vary. Samples:

a. In a game of tag, someone becomes “it” when the person who is currently “it” touches him/her and shouts, “You’re it!”

b. A person becomes a knight when the queen says, “I dub thee Sir Rodney.”

c. In Scrabble, you can challenge the validity of a word by saying, “I challenge.”

d. Two people are married when the preacher says, “I hereby pronounce you husband and wife.”

e. In card games like pinochle, the bidding is opened when the dealer says, “The bid is open.”

17. Performative utterances. The performative sentences are:

a. I testify that she met the agent.

e. I dismiss the class.

g. We promise to leave early.

i. I bequeath $1,000,000 to the IRS.

k. I swear I didn’t do it.

18. Grice’s Maxims.

a. This example is similar to the example “Can you pass the salt?” in the textbook. In this case, asking someone what cookie crumbs are doing, if answered literally, would force the responder into stating the obvious, which is exactly what the child in this dialogue does—in violation of the maxim of quantity, with humorous effect.

b. In this example, the maxim of relevance is key. When the woman says, “If cats ruled the world, everyone would sleep on a pile of fresh laundry,” she is presupposing that cats do not rule the world. This, however, surprises the cat, who then questions her presupposition. The presupposition was probably not surprising to the reader/listener, so the cat pointing it out is humorous.

19. Grice’s Maxims in the wild.

a.Answers will vary. Here are a few I found in my own home:

1. Child: “Mama, will you play with me?” Mama: “Sorry, honey, but my hands are full.” In order not to be violating the maxim of relevance, the mother is really saying, “I can’t/won’t play with you right now because my hands are full.”

2. Mama, yelling in the house: “Dinner is ready!” In order to not just be violating the maxim of quantity, in this case announcing the state of affairs for no apparent reason, the mother must mean, “Dinner is ready, so come to the table now and eat it.”

3. Wife to husband, “Did you remember it was garbage day today?” In order to not be violating the maxim of relevance, and forcing the husband to answer whether or not he remembered that the day was garbage day, the wife must really mean, “Did you take the garbage out today?”

b.The shopkeeper seems to be unwilling (or unable) to interpret intended meanings of utterances that violate Grice’s maxims. For example, Nick Charles’ statement “goodbye now” violates the maxim of quantity, since the “now” part is obvious and redundant, but this violation probably would not bother most people. The shopkeeper, though, is quite bothered and points out this violation. Likewise, when Nick Charles calls the shopkeeper “brother,” he is violating the maxim of quality, since this isn’t technically true. Charles means it metaphorically, however, but the shopkeeper again can’t or won’t interpret it that way and again points out the violation. Metaphor, in general, seems to upset the shopkeeper, who also appears to interpret “You got hold of somethin’ there” only in its literal sense.

20. Sentence interpretation.

a.  a. red

b. He shot him.

c. He stabbed him.

d. exhausted

b.a. True

b. False

c. False

d. False

e. True

f. False

g. True

21. Presuppositions.

a. We have been to the ball park before.

b. Valerie did not receive a new T-bird for Labor Day.

c. Emily had a pet turtle.

Emily’s pet turtle ran away.

d. The administration once knew that the professors support the students.

The professors support the students.

e. The World Trade Center was attacked on September 11, 2001.

f. The World Trade Center was attacked on September 11, 2001.

g. Disa has had some popcorn already.

h. Mary had at least one beer before that.

i. Somebody discovered Pluto in 1930.

j. Mary has a bed.

Mary found a cockroach in her bed.

22. Proforms. Answers will vary. Here are some examples, but there are many others.

pro-verb: did, because it can stand in for a verb, as in John swam and Sally did, too.

pro-adjective: like that seems to function as a pro-adjective but must occur after the modified noun, as in:

Person A: I want a big, beautiful house.

Person B: I want a house like that, too.

Such works similarly, but must come before the determiner, as in:

Person A: I want a big, beautiful house.

Person B: I want such a house, too.

pro-adverb: so can function as a pro-adverb, as in John usually sings beautifully, and so he sang last Sunday. That way is also a pro-adverb, as in My mother wants me to frost the cake perfectly, but I’m not sure I can do it that way.

23. Talking in code. When Alex tells Bruce “The eagle has landed,” he is violating the maxims of relevance and manner. Bruce, then, has to choose whether to interpret Alex’s comment literally as a completely irrelevant comment or realize that Alex is violating the maxim of relevance (by talking about eagles) and manner (but not saying directly and clearly what he means) intentionally, in order to be secretive. This type of talking in code works best when all parties involved have previously agreed upon the meanings of certain encoded phrases. Otherwise, even if the receiving party, like Bruce in our example, recognizes the utterance as encoded, he won’t be able to decode it!

24. Implicatures.

a. Statement: You make a better door than a window.

Situation: Someone is blocking your view.

Implicature: I want you to move out of the way.

b. Statement: It’s getting late.

Situation: You’re at a party and it’s 4 a.m.

Implicature: I’m ready to leave; let’s leave (if said to one’s friend(s)).

c. Statement: The restaurants are open until midnight.

Situation: It’s 10 o’clock and you haven’t eaten dinner.

Implicature: Let’s go eat at a restaurant.

d. Statement: If you’d diet, this wouldn’t hurt so badly.

Situation: Someone is standing on your toe.

Implicature: I want you to get off my toe.

e. Statement: I thought I saw a fan in the closet.

Situation: It’s sweltering in the room.

Implicature: Perhaps the fan could be put to use to make the room more comfortable.

f. Statement: Mr. Smith dresses neatly, is well-groomed, and is always on time to class.

Situation: The summary statement in a letter of recommendation to graduate school.

Implicature: Mr. Smith cannot be recommended highly for his academic abilities.

g. Statement: Most of the food is gone.

Situation: You arrived late at a cocktail party.

Implicature: I wish I had arrived earlier; I’d like something more to eat than what’s left.

h. Statement: John or Mary made a mistake.

Situation: You’re looking over some work done by John and Mary.

Implicature: One of the two, not the two together, is responsible for the mistake.

25. Conversational implicatures.

a. Jack: Did you make a doctor’s appointment?

Laura: Their line was busy.

Implicature: No.

b. Jack: Do you have the play tickets?

Laura: Didn’t I give them to you?

Implicature: I (Laura) don’t have the tickets.

c. Jack: Does your grandmother have a live-in boyfriend?

Laura: She’s very traditional.

Implicature: No.

d. Jack: How did you like the string quartet?

Laura: I thought the violist was swell.

Implicature: The quartet as whole wasn’t very good.

e. Laura: What are Boston’s chances of winning the World Series?

Jack: Do bowling balls float?

Implicature: Boston has no chance.

f. Laura: Do you own a cat?

Jack: I’m allergic to everything.

Implicature: No.

g. Laura: Did you mow the grass and wash the car like I told you to?

Jack: I mowed the grass.

Implicature: I (Jack) didn’t wash the car.

h. Laura: Do you want dessert?

Jack: Is the Pope Catholic?

Implicature: Absolutely yes.

26. *Negative polarity items.*

a. Answers will vary. Here are some examples:

1. Jack hasn’t been here in years. / \*Jack has been here in years.

2. Anna isn’t back yet. / \*Anna is back yet.

3. She won’t return until noon. / \*She’ll return until noon. (The until that appears in She works until 5 p.m. has a different meaning.)

4. I don’t like apricots at all / anymore / much. / \*I like apricots at all / anymore / much. (Note that some dialects have a non-NPI use of anymore meaning ‘now-a-days,’ as in Philadelphian “Shoes are expensive anymore.”)

5. Anna didn’t drink a drop / do a thing / lift a finger / bat an eye. / \*Anna drank a drop / did a thing / lifted a finger / batted an eye. (Note that these are okay with a literal meaning, but they can’t have the idiomatic sense that they have in the negated sentences.)

6. I would not mind having a beer. / \*I would mind having a beer.

7. I need / dare not have a beer. / \*I need / dare have a beer.

b. *Challenge exercise****:*** Answers will vary. The major contexts are listed below, but there are many others. The negative polarity item in each example has been underlined.

1. Yes/no questions, and embedded yes/no questions

Have you ever met anyone from Mali?

John asked / wonders / knows whether Bill has ever met anyone from Mali.

2. Adverbial clauses (often with a “hypothetical” meaning)

If anyone in this room has ever been to Paris . . .

Whenever anyone in the room goes to Paris . . .

Had anyone in this room ever been to Paris . . .

Unless anyone in this room has ever been to Paris . . .

3. Comparatives, superlatives

John is taller than anyone I’ve ever known.

John is as tall as anyone I’ve ever known.

John is the tallest man that I’ve ever known.

4. Universal determiners

Every student who has ever been to Paris . . .

Every student who has any friends . . .

27. Challenge exercise: “No baby.” Under this modified theory, Semantic Rule I determines that if the sentence no baby sleeps is true, then whatever thing the NP no baby refers to, call it Ø, must be a member of the meaning of the VP sleeps, i.e., a member of the set of individuals who sleep. Similarly, if the sentence no baby sleeps soundly is true, the thing referred to by no baby must be a member of the meaning of the VP sleeps soundly, i.e., a member of the set of individuals who sleep soundly. The set of individuals who sleep soundly are all individuals who sleep, so if the thing referred to by no baby is in the former set, it is in the latter. That is, if no baby sleeps soundly is true, then no baby sleeps is also true, under the modified theory. But in fact, precisely the opposite is the case! No baby sleeps should entail that no baby sleeps soundly (and not vice versa). One of the goals of the semantic theory is to capture the entailment relations that speakers can recognize to hold between sentences, and it fails to achieve this goal if an NP like no baby is treated as referential in the same way that the baby is. It can be shown that analogous problems arise with treating any quantified NP (some baby, every baby, etc.) as referential.

28. The meaning of words. Students may respond freely. A possible answer might refer to Grice’s Maxims and point out that sometimes we mean something different from what we are literally saying. For example, if we ask, “Can you pass me the salt?” there is nothing in the words, per se, that is asking the person to pass the salt. All that is literally being asked is whether the person is able to pass the salt. We take the question to mean, “Will you pass me the salt?” not from the words themselves, but rather from our attitudes towards them, as de Saint-Exupery states.

29. The Second Amendment of the Constitution. Answers may vary.

If the student disagrees, then it can be pointed out that the maxim of quantity means that in the minds of the writers of the amendment, the initial phrases A well regulated Militia, being necessary to the security of a free State are pertinent to the meaning of the entire amendment and place conditions of situation on the remaining the right of the People to keep and bear Arms, shall not be infringed, which is therefore not an absolute right. An extreme view might note that since there are no longer militias in the United States, the entire amendment is null and void and people have no right to bear arms whatsoever, insofar as the Constitution is concerned.

If the student agrees (in agreement with the U.S. courts), then the student may argue that the current method of defending the country with a fulltime military no longer relies on militias, and that the maxim of relevance, together with that situation, dictates that the initial phrases be ignored, and that the final part of the amendment is without conditions—that is, absolute.

30. *Challenge exercise:* Long-distance reflexives. Apparent exceptions to the rule for reflexive pronouns presented in the chapter are not limited to the examples presented here. Many languages have cases where the antecedent of a reflexive pronoun and the reflexive pronoun itself have an intervening NP. Reflexives that participate in such constructions are called “long-distance reflexives.” As long-distance reflexives occur in typologically diverse languages, linguists recognize that they should not be written off as an exception in one (or a few) languages, but rather that the theory of how pronouns and reflexives work in human language should account for these possibilities. Although such a theory is still in its infancy, what seems to be true of long-distance reflexives cross-linguistically is that they require their antecedent to be a subject and that they may occur in a restricted set of clause types (e.g., infinitival) in comparison with the regular reflexives. In many languages, long-distance reflexives are mono-morphemic, but as the English examples here show, this is not true of all long-distance reflexives.

31. *Antonyms*.

a. 1. *dis-*: *please / displease; infect / disinfect; regard / disregard*

2. *in-/im-:* e.g. *possible / impossible; probable / improbable; tractable / intractable*

b. *Flammable* and *inflammable* both mean “able to catch on fire.” Likewise, *regardless* and *irregardless* mean the same thing, for those who have *irregardless* in their dialect. (Here the *ir-* seems to be another allomorph of the *in-* discussed in question (a).)

c. Auto-antonyms are words that mean both “X” and “the opposite of X,” without the addition of any morphology. For example, *dust* can mean “put small particles on,” as in *She dusted the cake with sugar* and “remove small particles from” as in *She dusted the table*. Sometimes auto-antonyms result from language change. For example, I note that in my daughter’s dialect *literally* can mean both “literally” and “figuratively”, that is, “not literally.” And *seriously* can be used to mean both “seriously” and to mean that you’re kidding.