i # Instructions

ENG2157 SEMANTICS AND PRAGMATICS
WRITTEN EXAMINATION

December 6 at 1:30 PM (4 hours)

You are allowed to use one English-English dictionary.
The questions must be answered in English.

The examination consists of three - 3 - parts. All parts must be answered.

Answer Part I, ONE question from Part II, and ONE question from Part III.

What you write will be stored automatically every 15 seconds. You may, at any time, switch back and forth between exam modules in order to check what you have done in each; however, the modules are numbered and you must do each module as a separate unit.
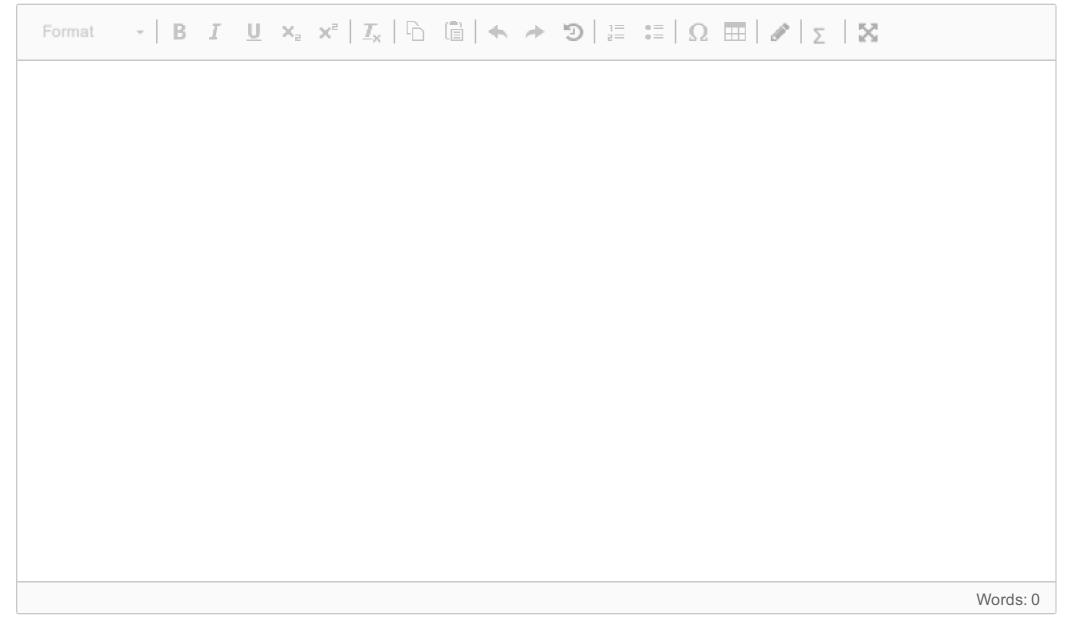
Break a leg!

1 # Part I

Part I (20%)

Give a short account of ANY THREE of the following topics. Give English examples to illustrate your account.

        a. polysemy vs. vagueness

        b. achievements vs. semelfactives

        c. locution, illocution and perlocution

        d. The Sapir-Whorf hypothesis

        e. entailment vs. implicature

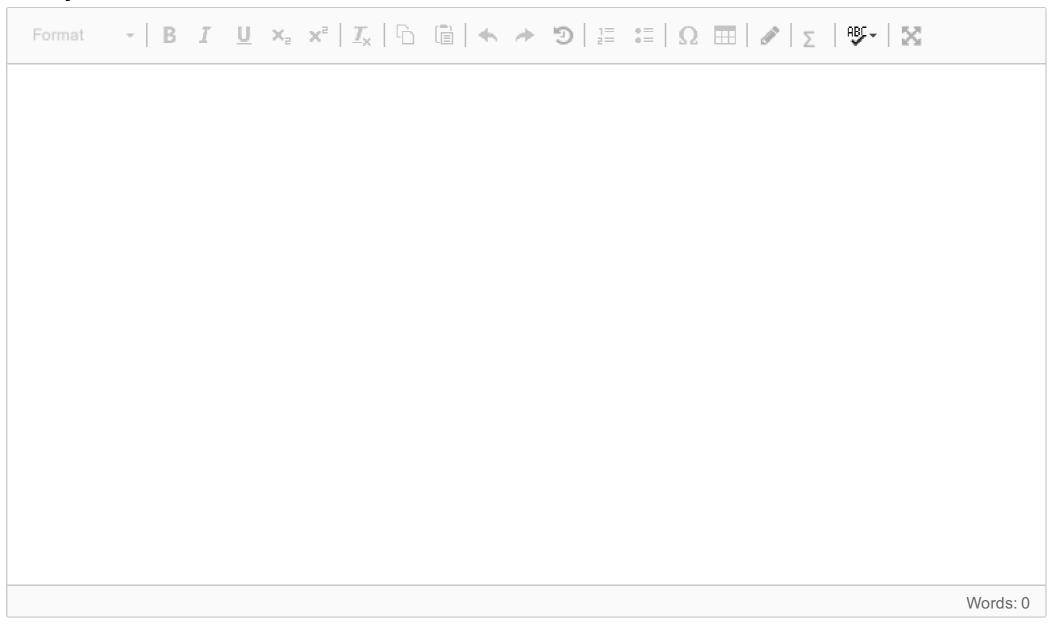   f. the reference of pronouns

Fill in your answer here

| Format   ▾ | **B** | *I* | <u>U</u> | x₂ | x² | Ix | ⧉ | ⧉ | ↰ | ↱ | ꩜ | ≟ | ≔ | Ω | ⊞ | ✎ | Σ | ⛶ |

Words: 0

Maximum marks: 0

2 # Part II

Find the assignments in the attched file.

Fill in your answer here

| Format ▾ | B | I | U | x₂ | x² | Iₓ | ⎘ ⎗ | ↰ ↱ ⟳ | ≟ ≔ | Ω ⊞ | ✎ Σ | ᴬᴮꟲ▾ | ⤢ |

Words: 0

Maximum marks: 0

3 # Part III

Find the assignments in the attched file.

Fill in your answer here

| Format ▾ | B | I | U | x₂ | x² | Iₓ | ⎘ ⎗ | ↰ ↱ ⟳ | ≟ ≔ | Ω ⊞ | ✎ Σ | ᴬᴮꟲ▾ | ⤢ |

Words: 0

Maximum marks: 0

Part II (40%)

EITHER

1. (answer both a. and b.)
a) How do lexicographers distinguish between different kinds of word meaning and meaning relations? Account for your answer with reference to the following words (at least): *plot, mine, sweet*.
b) What is meant by linguistic under-determinacy? Explain how the following examples illustrate it:

   i)   Move the small table over here.
   ii)   He is just treading water!

OR

2. Discuss the relationships between the words in **bold** in the examples below. Group the examples you consider similar or identical in sense. Take care to define the terms you use and give reasons for your classifications. Include a discussion of why we need to be more specific in linguistics about what we mean by a "word". Finally, discuss whether it makes sense to ask for the antonym or synonym of *fly*.

   i)   The disease is carried by a black **fly** which breeds in the rivers.
   ii)   He wouldn't hurt a **fly**.
   iii)   Who would want to **fly** in a jet with us?
   iv)   He's one who knows how to make time **fly**.
   v)   He's **flown** from Los Angeles to New York.
   vi)   I was determined to land a **fly** over that trout's nose.
   vii)   "Well, - got ta **fly** – see you later!"
   viii)   You had better not **fly** in the face of the committee.
   ix)   You can't run for President with your **fly** open!
   x)   Oh, I wouldn't like to be a **fly** on the wall when you tell her the latest!
   xi)   The blouse has short, dolman sleeves, a **fly** front fastening and a mock pocket flap on the left breast.
   xii)   Our gateways are so convenient you literally **fly** through customs and immigration.
   xiii)   Whack, whack, whack, she used to go and clouds of dust would **fly** all about. It used to make me and Annie sneeze.
   xiv)   It takes only minutes to create an eye-catching **flyer.**

Part III (40%)

EITHER

3) (answer both a.and b.)

a) Give a brief account of the Relevance theorists' response to Grice's concept of 'What is said'. Demonstrate with an example of your own.

b) Give an account of how the Relevance theoretic approach differs from Grice's approach to the interpretation of metaphor and hyperbole. You may use the examples below to illustrate your points, but you are free to supply your own examples.

        (1) Life is a rollercoaster.

        (2) My grammar teacher is older than the hills.

OR

4. (answer both a. and b.)

a) Give an account of Grice's theory of conversational implicature, and show how Grice's maxims may be applied to the examples below. Consider to what extent the maxims can be unequivocally applied in each case.

i)   [To a neighbour playing loud music]: I can't hear myself think!

ii)   A: Quite a big house you've got!
       B: Four kids, you know.

iii)   John: What did you have to eat?
       Mary: Something masquerading as chicken tikka masala.

iv)   Teenager: I'm going out.
       Parent: Where are you going?
       Teenager: Out.

b) What are the implicatures of the question "How old are you?" in each of the three examples below?
Give an account of how implicatures can be calculated.

v)   [A young boy is talking to a colleague of his mother]
      Boy: It's my birthday today.
      Colleague: Many happy returns. How old are you?
      Boy: I'm five.

vi)   [Father to son]
      Father: How old are you, George?
      Son: I'm eighteen, Father.
      Father, I know how old you are, you fool!

vii) [A psychiatrist is talking to a woman patient]
      A: What do you do?
      B: I'm a nurse, but my husband won't let me work.
      A: How old are you?
      B: I'm thirty-nine.