ℹ Exam information

University of Oslo
Department of Literature, Area Studies and European Languages
Home examination
Autumn 2019

ENG4157 – Semantics and Pragmatics

Your paper must be submitted in Inspera by 11.00 a.m. on the submission day. Your paper must contain the following information:

- Candidate number (4 digits, which you find at StudentWeb), NOT your name
- Course code and course name
- Semester and year

Please use Cambria or Times New Roman, 12 pt., 1.5 line spacing in the body of the text.
All pages must be numbered.

Before submitting your paper, you must be sure that you are familiar with the University's rules regarding proper citing of sources (click here to see them).

For more information on submitting assignments and home exams in Inspera, click here.

You are asked to answer TWO questions:
ONE of the questions in Part I, and **ONE** of the questions in Part II.
Write 2,000–2,500 words for each answer. Pass marks are required on both answers.

ℹ Papers to consult

The paper that you need for Part I, question 2 is here:

Glanzberg, M. (2008). Metaphor and lexical semantics. The Baltic International Yearbook of Cognition

The papers that you need to consult for Part II are here:

Brown, P., & Levinson, S. C. (2006). Politeness- some universals in language usage. In A. Jaworski &
Grice-Logic and Conversation
Searle, J. R. (1975). Indirect speech acts.
Wilson, D., & Carston, R. (2007). A unitary approach to lexical pragmatics.

1 Questions

You are asked to answer TWO questions:
ONE of the questions in Part I, and **ONE** of the questions in Part II.
Write 2,000–2,500 words for each answer. Pass marks are required on both answers.

The file format must be pdf.

Part I

1. a) Define entailment.

b) Define the following lexical semantic relations, giving an example of each:

i. binary antonyms

ii. gradable antonyms

iii. reverses

iv. converses

v. hyponyms

vi hypernyms

vii taxonomic 'sisters'

c) Which semantic relations from (**b**) are there in each set of examples below, and what entailments are there in each set?

i. a) The arrow hit the target.
b) The arrow didn't miss the target.

ii. a) The conference is in March.
b) The conference isn't in July.

iii. a) Alma runs quickly.
b) Alma doesn't run slowly.

iv. a) In the picture, Mary is on Hiro's right.
b) In the picture, Hiro is on Mary's left.

v. a) John inherited a piano.
b) John inherited an item or items of furniture.
c) John inherited a piano stool.

OR:

2. a) Define the following situation types, illustrating each with examples: *state*, *activity*, *accomplishment*, *semelfactive*, *achievement*

b) Set out linguistic tests for i) stativity; and ii) telicity, illustrating with examples, and discussing any difficulties to be aware of in applying them.

c) Summarise the claims that Glanzberg (2008, pp. 28–32) makes about the situation types of English *blush* and Italian *arrossire*, explaining the evidence that he gives for his claims.

OR:

3. a) Translate the following into propositional logic, analysing in as much detail as possible, and giving a key for each one. Explain any problems that you have.

i) Erica is going to the party unless it rains.
ii) Frank wants a bicycle and a game for Christmas and he will get both.
iii) While Harry is on a diet, he eats cakes and biscuits.
iv) Emily goes to the university by car, or by bicycle and train.

b) Translate the following sentences into predicate logic, analysing in as much detail as possible, and giving a key for each one.

i) Giuseppe is smart and interesting.
ii) Janice is a linguist.
iii) A shark is a fish.
iv) Ian owns an expensive phone.

Part II

1. a) Set out Gricean accounts of hyperbole and metaphor in terms of Grice's Cooperative Principle and Maxims (Grice, 1975), explaining which maxim or maxims would be central to the explanations.

b) Describe the alternative relevance-theoretic account of hyperbole and metaphor provided by Wilson and Carston (2007). You should both set out the essentials of the account, and explain what are the major differences between this account and Grice's accounts of hyperbole and metaphor.

OR:

2. a) Explain the distinction between *illocutionary force* and *perlocutionary effects.*

b) What is an *indirect speech act* (Searle, 1975)? Discuss the following examples in your answer, giving evidence that the speech act that they would normally be used to perform is indeed indirect:

i) I would appreciate it if you would get off my foot.
ii) Could you be a little more quiet?

c) What is the relation between indirect speech acts (Searle, 1975) and Brown and Levinson's Politeness Theory?

References

Brown, P. & Levinson, S. C. (1999). Politeness: Some Universals in Language Usage. In A. Jaworski & N. Coupland (Eds.), *The Discourse Reader* (pp. 321–335). London: Routledge.

Glanzberg, M. (2008). Metaphor and lexical semantics. *The Baltic International Yearbook of Cognition, Logic and Communication*, 3, 1–47.

Grice, P. (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), *Syntax & Semantics 3: Speech Acts* (pp. 41-58). New York: Academic Press.

Searle, J. R. (1975). Indirect speech acts. In P. Cole & J. L. Morgan (Eds.), *Speech Acts* (pp. 59- 82). New York ; London: Academic Press.

Wilson, D., & Carston, R. (2007). A unitary approach to lexical pragmatics: Relevance, inference and ad hoc concepts. In N. Burton-Roberts (Ed.), *Pragmatics* (pp. 230-259). Basingstoke: Palgrave Macmillan.

Upload your answers as a file here

Følgende filtyper er tillatt: **.pdf**   Maksimal filstørrelse er **1 GB**.

📂   Velg fil for opplasting

Maks poeng: 0