UNIVERSITETET
I OSLO

 Institutt for litteratur, områdestudium og europeiske språk

**HJEMMEEKSAMEN**

**2010/HØST**

**2 sider**

**ENG4157 – Semantics and Pragmatics**

**Eksamen varer i 3 dager 13.–16. des. 2010**

**Submit your paper in Fronter (blyant.uio.no) no later than 16 December 2010, at 12.00 noon.**

Oppgavene skal besvares på engelsk.

**Answer TWO of the questions below. Write 2,000–2,500 words for each answer.**

1. a) How can we describe the relationships between the words in bold below? In your answer you should define and use terms for semantic relationships and terms to do with different definitions of a “word”. (The examples are taken from the BNC.)

b) Does it make sense to ask for the antonym of “lock”. Give reasons for your answer.

1. He eyed the door, expecting the handle to turn or a key to rattle in the **lock**.
2. He turned and let his eyes **lock** with the laird's, the minister's, and the factor's, each one in turn, while they stared back and tried to look perfectly blank.
3. Maurice lets the man out, and Shirley **locks** the door.
4. Marilyn Thompson tossed her head and a **lock** of hair drifted from the elaborate structure.
5. A protracted guerrilla war in Panama, with back-street snipings on Christmas Eve and exploding Canal **locks** on Christmas Day, is something else altogether.
6. I had one of his wrists in my hand and he ended up on his feet with me behind him, his arm in a nice painful **lock** and my mouth by his ear.
7. All **locks** on external doors are candidates for rust.
8. At Pontypool Park, when the teams drew 7–7, Dean Oswald, the Pontypool No 8, was sent off, and there were claims that Kevin Moseley, the Newport **lock**, had been assaulted by a fan.
9. He'd never once forgotten to **lock** **up** the hens when she'd asked him.
10. Their gazes **locked** for a second and then Flemyng followed his wife up the road towards their disfigured house among the birch trees.
11. Put any valuables out of sight, preferably in a strong **locker** with a secure **padlock**.
12. How would Grice, on the one hand, and the relevance theorists, on the other, account for the implicatures arising from B’s utterances below? Discuss the similarities and differences between the two theories. Do you think one of the theories accounts for the implicatures in a better way than the other? Give reasons for your opinion.
13. A: How was the theatre performance you went to yesterday?

B: They had very interesting stage props, and the lighting was good.

1. A: You look awful in that sweater!

B: Thank you! That was just what I needed to hear right now!

1. A: Did you get Gorm’s report?

B: I found a piece of paper on my desk covered with black squiggles.

1. a) Discuss the shortcomings of propositional logic in accounting for the meaning of the expressions *and*, *or* and *if* in the examples below. (The examples are taken from the BNC.)
2. But then Miss Kenton is an intelligent woman **and** she will have already realized these things.
3. Wexford switched off the light **and** for a moment the room seemed very dark.
4. But I suppose I must keep my mouth shut **or** I will be in trouble.
5. If someone has been out of active business life for two **or** three years, his contacts and awareness of up-to-date affairs may have changed.
6. He was always so full of life, **if** you know what I mean.

b) What is the relationships between the sentences below, and how does propositional logic define these relationships?

1. My dog ate my homework.

 I have a dog.

1. My uncle gave me a car.

 My uncle gave me a vehicle.

1. Pat borrowed three pounds from Sam.

 Sam lent three pounds to Pat.

c) Discuss why a pragmatic account of presupposition might be preferable to a truth conditional one. In your discussion, you should use the example of presupposition above. Feel free to supply additional examples of your own.

**Explanation: For an explanation of the mark obtained: contact the responsible teacher of the course no later than 1 week after the exam results have been published in StudentWeb. Remember to include your name and candidate number. The examiner will then decide whether to give a written explanation or call you in for an interview.**