

Grice's Theory of Implicature II

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LING 405

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Quiz #3 Review

Median score: 4.5

Mean score: 4.33

★Note that there was a .5 point curve added to everyone's grades ★

1. Based on the definition of "ram" as "adult male sheep," which of the following is true?

- 'Sheep' and 'ram' are taxonomic sisters.
- The meaning of 'ram' is a component of the meaning of 'sheep'.
- The meanings of 'adult,' 'male,' and 'sheep' are components of the meaning of 'ram'.
- 'Adult' is a hyponym of 'ram'.

2. Give hyperonym + modifier definitions for the words "hammer" and "ketchup", like we did in class on October 27th. Clearly identify what the hyperonym is, and what the modifiers are. Try to give definitions that will exclude all other hyponyms of the same hyperonym (e.g. if you were to define "mansion" with the hyperonym "house," you'd give a definition that would exclude other types of houses, like "cottages" and "hovels.")

Hammer : a type of tool [used for hitting nails]

The hyperonym is tool and the modifier is what's in the brackets.

Ketchup: a kind of condiment [made from tomatoes and vinegar]

The hyperonym is condiment and the modifier is what's in the brackets.

1. a. It is a pretty *cottage*.
 b. It is a pretty *house*.
2. a. Jessica ate *manicotti* for dinner.
 b. Jessica ate *pasta* for dinner.
3. a. Lauren wrote a *novel*.
 b. Lauren wrote a *book*.

3. In sentences 1–3 above, the (a) sentences entail the (b) sentences. Which of the following is/are also true? Check all that apply.

- ‘Cottage’ and ‘house’ are synonymous.
- ‘Cottage’ is a hyponym of ‘house.’
- ‘Manicotti’ and ‘pasta’ are cohyponyms of ‘dinner.’
- The meanings of the italicized words in the (b) sentences are part of, or contained in, the meanings of the italicized words in the (a) sentences.
- The (a) and (b) sentences mutually entail one another.

Why don't they mutually entail one another?

4. Based on the [below] chart, do any two terms appear to be synonyms? Do you consider this accurate? If not, what feature would you add to distinguish them from one another, and what would these words' values be for that feature?

	[paranormal]	[anthropomorphic]	[immortal]
<i>vampire</i>	+	+	+
<i>ghost</i>	+	∅	∅
<i>farmer</i>	-	+	-
<i>zombie</i>	+	+	-
<i>canary</i>	-	-	-

"vampire" and "zombie" are synonyms because they have a (+) value in both categories of paranormal and anthropomorphic, therefore this is not accurate. The feature I would add to distinguish them from one another is "immortal". With the "immortal" category it would be (+) for vampire, (o/) for ghost, (-) for farmer, (-) for zombie, and (-) for canary. This is accurate because it distinguishes between a vampire and a zombie. Vampires are alive and immortal and zombies are dead.



5. Consider the verbs "crumble" and "pinch." Write two sentences for each of these verbs—one causative, the other inchoative—as we did in class on Friday, 10 November. Are these sentences grammatical? Do either, both, or neither of these verbs seem to be "break" class verbs as described by Fillmore (1970)? Explain how you can tell.

Crumble

1a. The storm crumbled the tower.

1b. The tower crumbled.

The two sentences are grammatical.

Pinch

2a. She pinched the boy.

2b. The boy pinched.

Sentence (2b) is not grammatical. "Pinch" is a 'hit' class verb; hence, it does not permit alternation.

The verb "crumble", is a 'break' class verb. Sentence (1b) shows that the verb has an intransitive sense. The verb seems to exhibit polysemy between a transitive and an intransitive sense.

The girl crumbled the paper.

The paper crumbled.

Yes, these sentences are grammatical.

This verb is a "break" class verb because the inchoative sentence is grammatical. They show systematic polysemy because there is a causative sense and an inchoative sense.

The boy pinched the baby.

*The baby pinched.

No, the inchoative is ungrammatical.

This verb is not a "break" class verb, it is a "hit" class. The object can not move into subject position and still continue to be grammatical.

Inchoative sentences **do not** have objects!

Writing Assignment #4 Review

Median score: 5

Mean score: 4.45

Write down five pairs of words: 1. simple antonyms, 2. gradable antonyms, 3. reverses, 4. taxonomic sisters, and 5. a hyperonym and a hyponym. Do not use pairs that are included in the slides or in the textbook. For each pair, provide at least one type of linguistic evidence (e.g. example sentences) that supports your decision, and explain the relevance of the evidence.

Write down five pairs of words: 1. simple antonyms, 2. gradable antonyms, 3. reverses, 4. taxonomic sisters, and 5. a hyperonym and a hyponym. Do not use pairs that are included in the slides or in the textbook. For each pair, provide at least one type of linguistic evidence (e.g. example sentences) that supports your decision, and explain the relevance of the evidence.

1. Simple Antonyms

absent and *present*

- a. Molly was absent today.
- b. Molly was present today.

These two sentences are contradictory. Molly had to be either absent or present. She couldn't have been both and she couldn't have been neither. It is one or the other. This is why *absent* and *present* are simple antonyms.

True and False

- Simple Antonyms are pairs of words that are complementary which have no in between and the sentences will be contradictory.

The answer on the test was true.

The answer on the test was false.

- These sentences are contradictory because the answer must either be true or false. It can't be both and it can't be neither, which means "true" and "false" are simple antonyms.

Write down five pairs of words: 1. simple antonyms, 2. gradable antonyms, 3. reverses, 4. taxonomic sisters, and 5. a hyperonym and a hyponym. Do not use pairs that are included in the slides or in the textbook. For each pair, provide at least one type of linguistic evidence (e.g. example sentences) that supports your decision, and explain the relevance of the evidence.

Rough and Smooth

"Rough" and "smooth" are gradable antonyms because they can exhibit various levels of roughness or smoothness, allowing for intermediate states. You can have something that is very rough, moderately rough, somewhat rough or very smooth. They are contrary.

The carpet was a bit rough
The carpet felt smooth.

quiet and noisy

When one member of a pair of gradable antonyms is used in a sentence, replacing it produces a new sentence whose truth value is the opposite of the original sentence, or both sentences are false.

1. *The neighborhood is awfully quiet.*
2. *The neighborhood is awfully noisy.*

The sentences are contrary: the neighborhood can be awfully quiet, awfully noisy, or neither awfully quiet nor awfully noisy. However, it can never be both. Thus, *quiet* and *noisy* are gradable antonyms.

Write down five pairs of words: 1. simple antonyms, 2. gradable antonyms, 3. reverses, 4. taxonomic sisters, and 5. a hyperonym and a hyponym. Do not use pairs that are included in the slides or in the textbook. For each pair, provide at least one type of linguistic evidence (e.g. example sentences) that supports your decision, and explain the relevance of the evidence.

attract and repel

Reverse pairs are antonyms that denote motion in opposite directions. They are antonyms in the sense that they differ only in terms of direction.

1. *The north pole of a magnet attracts the south pole.*
2. *The north pole of a magnet repels the north pole.*

In science, repel is a term that defines two bodies pushing away from each other. Like poles of a magnet attract while unlike poles repel, the force that causes opposite poles to attract each other is opposite to the one which makes like poles repel. Thus, *attract* and *repel* are reverse pairs.

enter - exit

- “enter” and “exit” have a reverse relationship, they denote notion or change in opposite directions. If I enter a building the opposite or change would be that I exited that building.

Write down five pairs of words: 1. simple antonyms, 2. gradable antonyms, 3. reverses, 4. taxonomic sisters, and 5. a hyperonym and a hyponym. Do not use pairs that are included in the slides or in the textbook. For each pair, provide at least one type of linguistic evidence (e.g. example sentences) that supports your decision, and explain the relevance of the evidence.

canary - sparrow

- “canary” and “sparrow” are both birds. They share the same superordinate term, which makes them taxonomic sisters.

labrador and *pitbull*

- a. A labrador is a type of dog.
- b. A pitbull is a type of dog.

Labrador and *pitbull* are taxonomic sisters. This is because they involve natural kinds. Both a labrador and a pitbull are two different breeds of dogs.

Write down five pairs of words: 1. simple antonyms, 2. gradable antonyms, 3. reverses, 4. taxonomic sisters, and 5. a hyperonym and a hyponym. Do not use pairs that are included in the slides or in the textbook. For each pair, provide at least one type of linguistic evidence (e.g. example sentences) that supports your decision, and explain the relevance of the evidence.

Tulip and flower

- Hyperonym-Hyponym is when two words have a relationship where one is a general term and the other is more specific. The hyponym sentence entails the hyperonym sentence.

She smelled the tulip.

She smelled the flower.

- Tulip is the hyponym and flower is the hyperonym. Therefore, the first sentence entails the second sentence which means they are hyperonym-hyponyms.

Flower vs. Daisy

The relationship between "flower" and "daisy" is an example of a hyperonym-hyponym relationship because "flower" is the hyperonym (superordinate) representing a broader/generalized category for various types of flowers, and "daisy" is the hyponym, representing a specific type of flower within that category.

Grice!

The Cooperative Principle (Grice 1975: 45)

Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.

The Maxims of Conversation (Grice 1975: 45–46)

QUALITY: Try to make your contribution one that is true.

1. Do not say what you believe to be false.
2. Do not say that for which you lack adequate evidence.

QUANTITY:

1. Make your contribution as informative as is required (for the current purposes of the exchange).
2. Do not make your contribution more informative than is required.

RELATION (or RELEVANCE): Be relevant.

MANNER: Be perspicuous.

1. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief (avoid unnecessary prolixity).
4. Be orderly.

- What might it look like for someone to flout one of these maxims?
- Why might someone do that?

MAXIMS:

QUALITY

QUANTITY

RELATION

MANNER

I know we're just friends but
I am wildly in love with you.



She wants to express to
him that she does not love
him back.

BUT

She doesn't want to say so
directly. How can she
flout the above maxims to
get the message across?

Types of Implicatures

- What's the difference between particularized and generalized conversational implicatures?
- Generalized conversational implicatures don't depend so much on context; their implicatures are normally present, although they are still defeasible, just like with particularized conversational implicatures.

The water is warm.

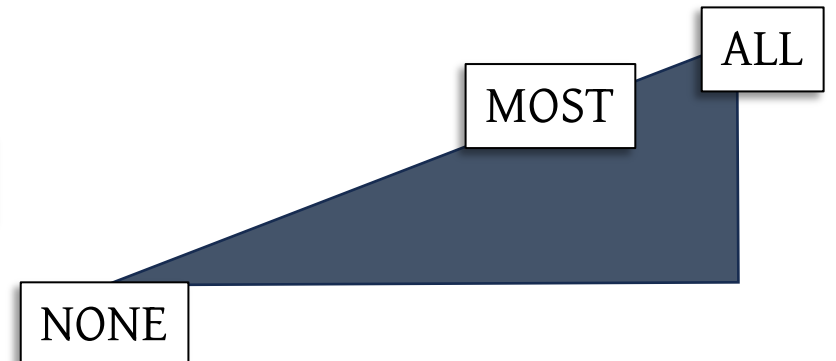
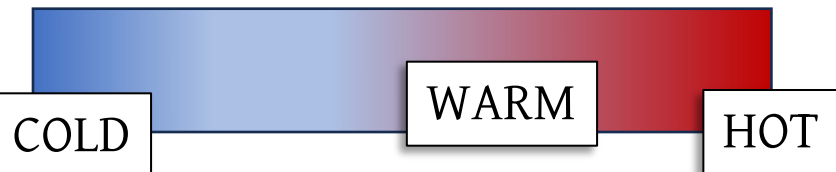
Implicature: The water is not hot.

John has most of the documents.

Implicature: John does not have all of the documents.

Warm and *most* are both “non-maximal degree modifiers.”

What are some others?



Defeasibility

- Implicatures, unlike presuppositions or entailments, are defeasible. We can circumvent them by adding more info, and this won't create a contradiction.

John has most of the documents.	In fact, he has all of them.
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~~Implicature: John does not have all of the documents.~~

John killed the wasp.	But the wasp did not die.
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Entailment: The wasp died.

**The above sentence is a contradiction.
How can something be killed but not die?**

Defeasibility

- Demonstrate that the following implicatures are defeasible.

	I broke a finger yesterday.
Implicature:	It was my finger.

	I drank some of our milk at breakfast.
Implicature:	I didn't drink all of the milk.

	That man is either Martha's brother or her boyfriend.
Implicature:	The speaker doesn't know whether the man is Martha's brother or boyfriend.

	She gave me \$5 and I bought her a bagel.
Implicature:	She gave me \$5 and <i>then</i> I bought her a bagel.

For next time...

- Quiz #2 is due by 11:59pm on Friday, 8 December. It'll be shared with you this weekend.
- Read chapter 9 in the textbook. (Actually do this!)
- Don't forget, WA#5 is due by 11:59pm tonight!