1 A bit of fieldwork

The class 1 handout called ‘Overview of topics’ briefly reviews some of the phenomena we will address in this course. First, look it over again, thinking in particular about the topics and the examples that are relevant to them. Second, find a naturally occurring example that is relevant to one of the topics, and provide (i) the example and its source, (ii) its associated topic, and (iii) a couple of sentences explaining why the example is relevant to the topic.

Note Your example can come from anywhere — printed material, television, the Web, radio, overheard conversations … anywhere humans use language. If you get it from somewhere private (e.g., Facebook, a conversation), please change any identifying information.

2 Entailment

For the sentence pairs in (1) and (2), does the (b) sentence entail the (a) sentence? If it does, give an informal argument in favor of that judgment (1–2 sentences). If it doesn’t, describe a counter-exemplifying situation.

(1) a. At most three students danced.
   b. At most three Swedish students danced.

(2) a. At most three students danced.
   b. At most three students waltzed.

3 The pseudo-adjective *pseudo-*

The prefix *pseudo-* is not genuinely an adjective syntactically, but it is a semantic modifier of nouns, so we can ask how it fits into Partee’s typology of adjective meanings. For each of the meaning classes *intersective, subsective, non-subsective,* and *privative,* consider whether *pseudo-* belongs in that class. If it doesn’t, provide a brief (1–2 sentence) argument for that conclusion, with at least one example from English. If it does, summarize your evidence in support of that conclusion (1–2 sentences).
4 A challenge for Cresswell’s principle? [2 points]

Suppose someone claimed that sentence $A$ and sentence $B$ were true in exactly the same situations but nonetheless had different meanings.

i. What, if anything, does Cresswell’s “Most Certain Principle” say about this claim? (1–2 sentence response.)

ii. What does the ‘Converse Cresswell’ Principle (given on page 1 of the handout ‘Partee 1995: Towards a compositional theory’) say about this claim? (1–2 sentence response.)

5 Scalar adjective experimental predictions [2 points]

On the theory developed by Syrett et al., what is the expected pattern of behavior (for children and adults) for the prompt ‘Hand me the long one’ in an experimental condition in which the subject is presented with two sticks, one longer than the other but neither long in any absolute sense? (2–3 sentence response.)

6 The puzzle of $\textit{full}$ [3 points]

The adjective $\textit{full}$ was treated differently by children and adults in experiment 1 of Syrett et al. First, what is this difference? (2–3 sentence response.) Second, they offer three possible explanations for the difference. What are those explanations, and what is their assessment of them? (4–5 sentence response.)