

### Puzzle 3: general feedback

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If you are turning in Puzzle 3 for assessment on 20 April 2023, you need to make sure your revised version addresses all of the following points (in addition to any issues I may have pointed out in my personalised feedback):

1. Answer all the questions asked. The assignment instructions say: “Provide an analysis of the readings of (1) using the tools given to you in class. What is ambiguous in (1)? What sort of VP is *weigh 6kgs*? Why do *each* and *together* disambiguate?”
2. Start by providing an answer to the question of what the source of the ambiguity is. This is your main hypothesis in this puzzle. State it explicitly. Then, in the remaining of the answer, flesh the details out following points 3-7 below
3. Provide the meaning of *weigh 6 kgs* in detail:

[[**weigh 6 kgs**]]<sup>s</sup> = \_\_\_\_\_

If you think that the ambiguity of the example is due to the VP being ambiguous, then you'll have to provide two meanings for *weigh 6kgs*, one collective and one distributive.

In this step, it is crucial that you think carefully about which kinds of individuals should belong in the VP (atoms, non- atoms, both?).

4. Be explicit about the assumptions you are making (for example, regarding the syntax of the example), the meaning you assume for *the cats*, etc.
  5. Explain clearly how your hypothesis about *weigh 6kgs* links up with the meanings described for (1): explain how each reading is accounted for under your hypothesis
  6. At this point you may have encountered problems with your proposal. This is fine: discuss them in detail, explaining carefully what the problem(s) are/why they arise. You can then go on to consider better solutions. Please note you can still get full marks for this puzzle even if you don't find solutions that work as long as you provide a good, full, explicit discussion of those solutions.
  7. Finally, consider *each* and *together*: what do they do? Notice that you do not need to provide a compositional semantics for *each* or *together*—discussing their effect in prose is sufficient.
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Ideas for developing Puzzle 3 into (part of) your final assignment (submission on 9 May 2023):

1. Are there other grammatical categories, for example, adjectives, that might be ambiguous? What are they? Provide some data, and an analysis. What predictions does this analysis make? Are the predictions confirmed with the data?
2. Do transitive verbs such as *collect* or *compare* need to be provided with a new semantics in order to take into account the semantics of their objects (e.g., as in *Luisa collects stamps*, *Betsy compared the proposals*). If so, what should their semantics be? Does your proposal make further predictions?
3. If you didn't end up finding a good solution to the puzzle, you could take it up in the final assignment and argue for better solutions there. Note that to reach the word limit here you'd have to enrich the discussion with something else—e.g., linking it up with other empirical generalizations, other data, other puzzles, etc.