LIN6049 Advanced semantics: puzzles in meaning

2024-2025 Luisa Martí

Week 2

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#Is the book interesting?

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- (1) [Context description: Jess tells me she has read three books in the last week. I say:]#Is the book interesting?
- (2) [Context description: the school provided parents with two different links to sign up their children for the trip:] #Use the link to sign up
- (3) [Context description: several students came to Fred's office hours. I know that. I say:]
 - #The student who came to Fred's office hours asked some questions about the assignment.

(4) A student came to Fred's office hours. **The student** asked some questions about the assignment.

- (4) A student came to Fred's office hours. **The student** asked some questions about the assignment.
- (5) A student came to Fred's office hours. The student asked some questions about the assignment. The student/she was one of many students to come to Fred's office hours today with questions about the assignment. I guess his assignment instructions were unclear

- (4) A student came to Fred's office hours. The student asked some questions about the assignment.
- (6) Two students came to Fred's office hours today. #The student asked some questions about the assignment

Two <u>uses</u> of *the*:

- (1) The student who came to Fred's office hours asked some questions about the assignment
- (4) A student came to Fred's office hours. The student asked some questions about the assignment.

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How can this use of *the* be described?

In this use, the noun phrase with *the* picks up an individual (a student) that was previously introduced in the discourse (in the preceding sentence), by *a* (*a student*)

- (4) A student came to Fred's office hours. The student asked some questions about the assignment.
- (6) Two students came to Fred's office hours today. #The student asked some questions about the assignment

The student imposes a uniqueness requirement in this use: only one student can have been introduced previously in the discourse

- (4) A student came to Fred's office hours. **The student** asked some questions about the assignment.
- (5) A student came to Fred's office hours. The student asked some questions about the assignment. The student was one of many students to come to Fred's office hours today with questions about the assignment. I guess his assignment instructions were unclear

There can have been other students who came to Fred's office hours, as long as they are not previously mentioned

(3) [Context description: several students came to Fred's office hours. I know that. I say:]

#The student who came to Fred's office hours asked some questions about the assignment.

In this other use, there can't have been other students who came to Fred's office hours

Two <u>uses</u> of *the*:

Weak or non-anaphoric: referent is unique in the non-linguistic context

Strong or anaphoric: referent is unique in the linguistic context/in the discourse

More examples of weak or non-anaphoric *the*:

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(7) I attended a speech by the Prime Minister

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- (8) Never look at **the sun** during a solar eclipse

More examples of weak or non-anaphoric *the*:

- (7) I attended a speech by the Prime Minister
- (8) Never look at **the sun** during a solar eclipse
- (9) The mayor visited a hospital
- (10) Elsa went to **the corner shop** to buy drinks

Some questions:

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Do definite articles/determiners in other languages also have weak and strong uses?

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What do the answers to these questions suggest about whether English has more than one *the*?

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What do the answers to these questions suggest about whether English has more than one *the*?

Not:

languages that have two or more forms of the definite article depending on gender, number, case

(e.g., Spanish el - la - los - las)

Fering a vs. di (Fering: West Germanic, Germany)

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(11) Ik skal deel tu **a kuupmaan**.

I must down to DEF grocer

'I have to go down to the grocer.'

Fering a vs. di (Fering: West Germanic, Germany)

- (11) Ik skal deel tu a kuupmaan.I must down to DEF grocer'I have to go down to the grocer.'
- (12) Ik skal deel tu #di kuupmaan.I must down to DEF grocer'I have to go down to the grocer.'

all Fering examples from Ebert (1971)

Fering a vs. di

```
(13) Oki hee an hingst keeft. #A hingst
Oki has a horse bought DEF horse
haaltet.
limps
```

'Oki has bought a horse. The horse limps.'

Fering a vs. di

```
(14) Oki hee an hingst keeft. Di hingstOki has a horse bought DEF horse haaltet.limps
```

'Oki has bought a horse. The horse limps.'

Fering a vs. di

	Masc sg	FEM SG	NEUTER SG	PLURAL
weak article	а	at	at	а
strong article	di	det	det	dön

(Ebert 1971)

Fering a vs. di

```
(15) Peetje hee jister an kü slaachtet.

Peetje has yesterday a cow slaughtered

Jo saai, det kü wiar äi sünj

one says DEF<sub>S</sub> cow was not healthy

'Peetje slaughtered a cow yesterday. One says the cow was not healthy'
```

Fering a vs. di

(16) [In a situation with just one dog]

A hünj hee tuswark

DEF_W dog has tooth.ache

'The dog has a toothache'

Fering a vs. di

```
(17) A köning kaam to bischük

DEF<sub>W</sub> king came to visit

'The king came for a visit'
```

Other Germanic dialects that also have two definite articles that behave in this way

e.g., Cologne dialect, Bavarian, Austro-Bavarian, Viennese...

...but also, actually, standard German

Prepositions and definite articles sometimes contract in standard German:

```
vom: von ('by') + dem ('the')
```

im: *in* ('in') + *dem* ('the')

zum: *zu* ('to') + *dem* ('the')

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zum: *zu* ('to') + *dem* ('the')

But there is more to it than that. The meaning of, e.g., *vom* and *von dem* is different

Standard German

```
(18) Der Empfang wurde vom Bürgermeister

DEF reception was by.DEF mayor eröffnet opened
```

'The reception was opened by the mayor'

(all standard German data from Schwarz 2009)

```
Standard German
```

```
(19) Der Empfang wurde #von dem Bürgermeister

DEF reception was by DEF mayor eröffnet opened
```

'The reception was opened by the mayor'

(all standard German data from Schwarz 2009)

Standard German

(20) Armstrong flog als erster **zum Mond**Armstrong flew as first.one to.DEF moon
'Armstrong was the first one to fly to the moon'

Standard German

(21) Armstrong flog als erster #**zu dem Mond**Armstrong flew as first.one to DEF moon
'Armstrong was the first one to fly to the moon'

Standard German

```
(22) Das Buch, das du suchst, steht im
```

DEF book that you look.for stands in.DEF

Glassschrank

glass.cabinet

'The book that you are looking for is in the glass cabinet'

Standard German

```
(23) Das Buch, das du suchst, steht #in dem DEF book that you look.for stands in DEF
```

Glassschrank

glass.cabinet

'The book that you are looking for is in the glass cabinet'

Standard German

(24) In der N	lew Yorke	Biblioth	nek	gibt	es	ein	Buch	über	
in DEF N	New York	library		exists	it	a	book	about	
Topinam	bur.	Neulich	n war	ich	dort	und	habe	#im	Buch
topinam	bour	recentl	ywas	I	there	and	have	in.DEF	book
nach	einer	Antwor	t	auf	die	Frage	gesucl	ht,	ob
for	a	answei	r	to	DEF	questio	n searcl	ned	whether
man	Topina	mbur	grillen	kann					
one	topinar	nbour	grill	can					

^{&#}x27;In the New York public library there is a book about topinambour. Recently I was there and searched in the book for an answer to the question of whether one can grill topinambour.'

Standard German

(25)	In der Nev	v Yorker	Biblioth	ek	gibt	es	ein	Buch	über	
	in DEF Nev	w York	library		exists	it	а	book	about	
•	Topinambu	r.	Neulich	war	ich	dort	und	habe	in dem	Buch
	topinambo	ur	recently	was		there	and	have	in DEF	book
	nach	einer	Antwort		auf	die	Frage	gesuch	t,	ob
	for	а	answer		to	DEF	question	n search	ed	whether
	man	Topinan	nbur	grillen	kann					
	one	topinam	bour	grill	can					

^{&#}x27;In the New York public library there is a book about topinambour. Recently I was there and searched in the book for an answer to the question of whether one can grill topinambour.'

Standard German

When contraction of P with the definite article is available...

...contracted definite article: weak

...uncontracted definite article: strong

Standard German

When contraction of P with the definite article is available...

...contracted definite article: weak

...uncontracted definite article: strong

So, standard German has the two definite articles, but the difference only shows up in certain environments (where contraction with P is in principle possible)

Standard German

	Masc sg	FEM SG	NEUTER SG	PLURAL
nominative	der	die	das	die
accusative	den	die	das	die
dative	dem	der	dem	den
genitive	des	der	des	der

So:

- standard German has two definite articles
- one can tell the difference only in cases where contraction with a preposition is in principle possible
- in addition, the two articles inflect for gender, number and case

Other languages that also distinguish weak from strong definiteness:

Akan (Niger-Congo, Ghana)
Mauritian Creole (French-based creole, Mauritius)
Hidatsa (Siouan, North and South Dakota, USA)
Mangarayi (Australia)

. . .

• English the is sometimes weak and sometimes strong

- English the is sometimes weak and sometimes strong
- the has two uses

- English *the* is sometimes weak and sometimes strong
- the has two uses
- we could say the is ambiguous

- English the is sometimes weak and sometimes strong
- the has two uses
- we could say the is ambiguous
- what Fering or German do with two different forms of the definite article, English does with one form

To do this week

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Puzzle 1, which can be found in the week 2 folder on QM+
If submitting for feedback, submit next week
If submitting for assessment, submit on 28 April
See syllabus for more information

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Obligatory and optional readings for this week can also be found in the week 2 folder. All references for data and ideas this week can be found in the obligatory reading, Schwarz (2019)