## All, most, and some: A case study in scalar implicature

**Observation #1:** uttering any of the *most*-sentences in (1a)–(3a) will typically convey the corresponding *not...all*-sentence in (1b)–(3b).

- a. Betty ate <u>most</u> of the cookies.
   b. Betty did<u>n't</u> eat <u>all</u> of the cookies.
- (2) a. <u>Most</u> of the students did well on the homework.b. <u>Not all</u> of the students did well on the homework.
- (3) a. I gave <u>most</u> of my books to Don.b. I did<u>n't</u> give <u>all</u> of my books to Don.

**Question:** how does this happen? Two options to consider:

**Option #1:** the literal meaning of the *not...all*-sentence is part of, or "contained" in, the literal meaning of the *most*-sentence.

• literal meaning of *most of the* Xs = 'a majority of the Xs, but not all of the Xs'

Entailment as a tool for investigating the literal meaning of a sentence: if the literal meaning of (1a) "contains" the literal meaning of (1b), then (1a) should entail (1b), and likewise for (2) and (3).

- a. Betty ate most of the cookies. In fact, she ate all of them. <u>non-deniability</u>: (4a) is not contradictory, so (1a) <u>does not</u> entail (1b)
  - b. Betty ate most of the cookies. But she didn't eat all of them. <u>redundancy</u>: (4b) is not redundant, so (1a) <u>does not</u> entail (1b)

**Conclusion:** the literal meaning of the *not...all*-sentence is <u>not</u> part of the literal meaning of the *most*-sentence.

• literal meaning of *most of the* Xs = 'a majority of the Xs, <del>but not all of the Xs</del>' = 'a majority of the Xs'

**Option #2:** the *not...all*-sentence forms part of what the speaker ordinarily intends to convey when s/he utters the *most*-sentence.

Recall our earlier distinction between literal meaning and speaker meaning:

- **literal meaning (domain of semantics):** information about the world that a sentence conveys through the conventional meanings of its words alone
- **speaker meaning (domain of pragmatics):** information about the world that a speaker intends to convey by uttering a particular sentence, and which often contains much more than just the literal meaning of that sentence

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Conversational implicatures belong to speaker meaning, not literal meaning: they are not entailments of what the speaker uttered, but they are nonetheless part of the message that the speaker intends to communicate.

(5) **Pete:** Should we stop in for a drink? **Nora:** I have to be at work by 7am tomorrow.

Implicature of Nora's response: I don't want to stop for a drink.

**Question:** does the utterance of a *most*-sentence conversationally implicate its corresponding *not...all*-sentence?

If it does, then we should be able to demonstrate the following:

- the *not...all*-sentence is not an entailment of the *most*-sentence (see (4))
- a competent hearer can construct a plausible chain of reasoning that leads from the literal meaning of the *most*-sentence, along with the speaker's presumed cooperativity, to the *not...all*-sentence (conversational implicatures must be **calculable**)

**Observation #2:** an *all*-sentence (no *not*) entails its corresponding *most*-sentence, but not vice versa. (The *all*-sentence **asymmetrically entails** the *most*-sentence.)

- (6) a. Betty ate all of the cookies.b. Betty ate most of the cookies.
- a. #Betty ate all of the cookies. But, she didn't eat most of them. <u>non-deniability</u>: (7a) is contradictory, so (6a) <u>does</u> entail (6b)
  - b. #Betty ate all of the cookies. In fact, she ate most of them. <u>redundancy</u>: (7b) is redundant, so (6a) <u>does</u> entail (6b)
- (8) a. Betty ate most of the cookies. But, she didn't eat all of them. <u>non-deniability</u>: (8a) is not contradictory, so (6b) <u>does not</u> entail (6a)
  - b. Betty ate most of the cookies. In fact, she ate all of them. <u>redundancy</u>: (8b) is not redundant, so (6b) <u>does not</u> entail (6a)

**Claim:** Observation #1 is true because Observation #2 is true.

**Observation #3:** if one sentence asymmetrically entails another sentence, then the first one provides more information than the second one does.

- *A* entails *B*: *A* contains all of the information that *B* does
- *B* does not entail *A*: *B* does not contain all of the information that *A* does, i.e., some of the information that A conveys is not also conveyed by *B*

Observation #3 is an important one, and so it is worth looking at other examples that illustrate the same point. In (9) and (10), the (a)-sentence asymmetrically entails the (b)-sentence, and the (a)-sentence clearly provides more information:

- (9) a. Mabel ate oatmeal for breakfast this morning.(9) b. Mabel ate breakfast this morning.
- (10) a. Roger and Joan left the hotel.
  - b. Roger left the hotel.

**Question:** why would a cooperative speaker choose to utter *Betty ate most of the cookies* instead of the more informative sentence *Betty ate all of the cookies*?

**Answer:** the speaker needs to balance the competing demands of two maxims.

- **Quantity:** provide as much information as you can...
- **Quality:** ...but don't utter something that you know or believe to be false.
- cooperative speaker will provide as much <u>truthful</u> information as s/he can
- since the speaker did not utter the more informative *all*-sentence, s/he must not believe that the *all*-sentence is true: otherwise, the maxim of Quantity would demand that s/he utter the *all*-sentence instead!
- so, the speaker's utterance of *Betty ate <u>most</u> of the cookies* implicates the denial of *Betty ate <u>all</u> of the cookies*, in other words, *Betty did<u>n't</u> eat <u>all</u> of the cookies*

Knowledge that the hearer must possess in order to calculate the implicature:

- knowledge of literal meaning: *all* asymmetrically entails *most*
- knowledge of the conversational maxims: cooperative speakers will try to obey both Quantity and Quality as best they can

Recall our distinction between two types of implicatures:

- **particularized conversational implicature:** one that depends on special features of the conversation, or specific facts/assumptions about the world
- **generalized conversational implicature:** one that arises "by default"— does not depend on any special features of the conversation, or specific facts/assumptions about the world

**Moral of the story:** some generalized conversational implicatures are so widespread that we feel as though they <u>must</u> belong to the literal meanings of sentences. But, once we investigate linguistic meaning more precisely, we see that our everyday beliefs about our language may well be incorrect!

**Question:** what about *some*?

- (11) a. Betty ate all of the cookies.
  - b. Betty ate most of the cookies.
  - c. Betty ate some of the cookies.

**Observation** #4: an *all*-sentence asymmetrically entails its corresponding *some*-sentence, as does a *most*-sentence.

(At-home exercise: use the entailment tests to prove this!)

**Question:** given what we just learned about *most*, what do we expect an utterance of (12) to implicate?

(12) Betty ate some of the cookies.

Implicature: Betty didn't eat all of the cookies. Implicature: Betty didn't eat most of the cookies.

**Observation #5:** a sentence containing *some* conversationally implicates the denials of the corresponding sentences containing *most* or *all*.

(**At-home exercise:** check that the reasoning described on pg. 3 of the handout can also be applied here in order to calculate the implicatures of (12).)

**Linguistic scale**: a sequence of related terms ordered according to the informativity relationships that they give rise to.

some < most < all
\_\_\_\_\_stronger\_\_\_\_>
(more info.)

- a sentence containing a stronger member of the scale asymmetrically entails/is more informative than any corresponding sentence containing a weaker member
- a sentence containing a weaker member of the scale conversationally implicates the denial of any corresponding sentence containing a stronger member of the scale (these are the **scalar implicatures** of the sentence containing the weaker member)

(See pgs. 45-46 of your Birner reading on conversational implicature, as well as pgs. 14-15 of your Kearns textbook, for more examples of linguistic scales.)