Types of opposites: verb pairs

Instructions

Answer simple multiple choice questions about English word pairs.

1. Many word pairs represent opposing meanings and can be thought of as points on opposing sides of a semantic dimension. Sometimes it is easy to identify the dimension of opposition, for example, tall and short represent opposing points in the dimension of height. In other instances it is less easy to characterize this dimension, for example for farm–factory. Answer multiple choice questions about words and help us better understand opposites. Your input is much appreciated.

2. Please return/skip HIT if you do not know the meaning of any of the target words.

3. Attempt HITs only if you are a native speaker of English, or very fluent in English.

4. Certain "check questions will be used to make sure the annotation is responsible and reasonable. Assignments that fail these tests will be rejected.

5. Your responses are confidential. Any publications based on these responses will not include your specific responses, but rather aggregate information from many individuals. We will not ask any information that can be used to identify who you are.

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devolving x **recuperating**
Q1. Which set of words is most related to the word pair devolving:recuperating? (required)
- ⭕ meet, gather, strip, pull
- ⭕ upgrade, advance, recover, task
- ⭕ condition, stipulate, provide, providing
- ⭕ overturn, reverse, void, sustain

Q2. Do devolving and recuperating have some contrast in meaning? (required)
- ⭕ yes
- ⭕ no

For example, up-down, lukewarm-cold, teacher-student, attack-defend, all have at least some degree of contrast in meaning. On the other hand, clown-down, chilly-cold, teacher-doctor, and attack-rush

DO NOT have contrasting meanings.

Q3. Some contrasting words are paired together so often that given one we naturally think of the other. If one of the words in such a pair were replaced with another word of almost the same meaning, it would sound odd to us. Are devolving:recuperating such a pair? (required)

○ **yes**

○ **no**

Examples for "yes": tall–short, attack–defend, honest–dishonest, happy–sad. Examples for "no": tall–stocky, attack–protect, honest–liar, happy–morbid.

Q4. Complete this sentence with one word or a short phrase: devolving and recuperating are both types of .... (required)

[   ]

For example, yellow and red are both colors. If there is no reasonable response to this question, then type in "none".

Q5. Do devolving and recuperating represent two ends or extremes? (required)

○ **yes**

○ **no**

Examples for "yes": top–bottom, basement–attic, always–never, all–none, start–finish. Examples for "no": hot–cold (boiling refers to more warmth than hot and freezing refers to less warmth than cold), teacher–student (there is no such thing as more or less teacher and more or less student), always–sometimes (never is fewer times than sometimes), honest–dishonest (if one is dishonest, another person may be even more dishonest).

Q6. If you were told that something is happening "devolving", would you assume it is not happening "recuperating", and vice versa? In other words, would it be unusual for something to be happening both "devolving" and "recuperating"? (required)

○ **yes**

○ **no**

Examples for "yes": quickly-slowly, carefully-sleepily, happily-morosely. Examples for "no": quickly-happily, carefully-vigilantly, sadly-morosely.

Q7. If you were told that someone or something is "devolving", would you assume it is not "recuperating", and vice versa? In other words, would it be unusual for someone or something to be both "devolving" and "recuperating"? (required)

○ **yes**

○ **no**

Examples for "yes": rising–falling, moving–staying, sleeping-watching. Examples for "no": rising–ascending, moving-running, sleeping-snoring.

Q8. If something could possibly either be devolving or recuperating, is it necessary that it must be either devolving or recuperating? In other words, is it true that there is no third

possibility, except perhaps under highly unusual circumstances? (required)

○ yes

○ no

Example for "yes": staying-going, living-dieing, voting-abstaining. Examples for "no": entering-exiting (one can do neither and just stay), liking-disliking (one can neither like nor dislike someone or something), ascending-descending, eating-drinking.

Q9. In an explanation of devolving, would it be natural to see the word recuperating, and in an explanation of recuperating, would it be natural to see the word devolving? (required)

○ yes

○ no

Example for "yes": giving-receiving (when one gives, somebody receives), teaching-learning (when one teaches, somebody learns). Examples for "no": car-clown, teaching-speaking (it will be unusual to see teacher in an explanation of speaking).

Q10. In a typical situation, do the sequence of actions devolving and then recuperating bring someone or something back to the original state, AND do the sequence of actions recuperating and devolving also bring someone or something back to the original state? (required)

○ yes, both ways: the transition back to the initial state makes much sense in both sequences.

○ yes, but only one way: the transition back to the original state makes much more sense one way, that the other way.

○ none of the above

Example for "yes, both ways": enter–exit, dress–undress, tie–untie, appear–disappear, widen–narrow. Examples for "yes, but only one way": live–die, create–destroy, damage–repair, kill–resurrect, stop–resume. Examples for "none of the above": teach–learn, leave–exit, attack–defend (attacking and then defending does not bring one back to the original state).

Comments.

optional

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entangling x **disentangling**

Q1. Which set of words is most related to the word pair entangling:disentangling? (required)

○ **raise, lift, lifting, upgrade**

○ **condition, stipulate, provide, providing**

○ **comb, mat, snarl, mesh**

○ **witch, hex, glamour, charm**

Q2. Do entangling and disentangling have some contrast in meaning? (required)

○ yes

○ no

For example, up–down, lukewarm–cold, teacher–student, attack–defend, all have at least some degree of contrast in meaning. On the other hand, clown–down, chilly–cold, teacher–doctor, and attack–rush DO NOT have contrasting meanings.

Q3. Some contrasting words are paired together so often that given one we naturally think of the other. If one of the words in such a pair were replaced with another word of almost the same meaning, it would sound odd to us. Are entangling:disentangling such a pair? (required)

○ yes

○ no

Examples for "yes": tall–short, attack–defend, honest–dishonest, happy–sad. Examples for "no": tall–stocky, attack–protect, honest–liar, happy–morbid.

Q4. Complete this sentence with one word or a short phrase: entangling and disentangling are both types of .... (required)

[   ]

For example, yellow and red are both colors. If there is no reasonable response to this question, then type in "none".

Q5. Do entangling and disentangling represent two ends or extremes? (required)

○ yes

○ no

Examples for "yes": top–bottom, basement–attic, always–never, all–none, start–finish. Examples for "no": hot–cold (boiling refers to more warmth than hot and freezing refers to less warmth than cold), teacher–student (there is no such thing as more or less teacher and more or less student), always–sometimes (never is fewer times than sometimes), honest–dishonest (if one is dishonest, another person may be even more dishonest).

Q6. If you were told that something is happening "entangling", would you assume it is not happening "disentangling", and vice versa? In other words, would it be unusual for something to be happening both "entangling" and "disentangling"? (required)

○ yes

○ no

Examples for "yes": quickly-slowly, carefully-sleepily, happily-morosely. Examples for "no": quickly-happily, carefully-vigilantly, sadly-morosely.

Q7. If you were told that someone or something is "entangling", would you assume it is not "disentangling", and vice versa? In other words, would it be unusual for someone or something to be both "entangling" and "disentangling"? (required)

○ yes

○ no

Examples for "yes": rising-falling, moving-staying, sleeping-watching. Examples for "no": rising-ascending, moving-running, sleeping-snoring.

Q8. If something could possibly either be entangling or disentangling, is it necessary that it must be either entangling or disentangling? In other words, is it true that there is no third possibility, except perhaps under highly unusual circumstances? (required)

○ yes

○ no

Example for "yes": staying-going, living-dieing, voting-abstaining. Examples for "no": entering-exiting (one can do neither and just stay), liking-disliking (one can neither like nor dislike someone or something), ascending-descending, eating-drinking.

Q9. In an explanation of entangling, would it be natural to see the word disentangling, and in an explanation of disentangling, would it be natural to see the word entangling? (required)

○ yes

○ no

Example for "yes": giving-receiving (when one gives, somebody receives), teaching-learning (when one teaches, somebody learns). Examples for "no": car-clown, teaching-speaking (it will be unusual to see teacher in an explanation of speaking).

Q10. In a typical situation, do the sequence of actions entangling and then disentangling bring someone or something back to the original state, AND do the sequence of actions disentangling and entangling also bring someone or something back to the original state? (required)

○ yes, both ways: the transition back to the initial state makes much sense in both sequences.

○ yes, but only one way: the transition back to the original state makes much more sense one way, that the other way.

○ none of the above

Example for "yes, both ways": enter–exit, dress–undress, tie–untie, appear–disappear, widen–narrow. Examples for "yes, but only one way": live–die, create–destroy, damage–repair, kill–resurrect, stop–resume. Examples for "none of the above": teach–learn, leave–exit, attack–defend (attacking and then defending does not bring one back to the original state).

Comments.

| optional |

disabling x enabling

Q1. Which set of words is most related to the word pair disabling:enabling? (required)

○ hold, cut, range, point

○ expand, enlarge, contract, cut

○ damage, ready, soften, weaken

○ acknowledge, close, exclude, permitted

Q2. Do disabling and enabling have some contrast in meaning? (required)

○ yes

○ no

For example, up–down, lukewarm–cold, teacher–student, attack–defend, all have at least some degree of contrast in meaning. On the other hand, clown–down, chilly–cold, teacher–doctor, and attack–rush DO NOT have contrasting meanings.

Q3. Some contrasting words are paired together so often that given one we naturally think of the other. If one of the words in such a pair were replaced with another word of almost the same meaning, it would sound odd to us. Are disabling:enabling such a pair? (required)

○ yes

○ no

Examples for "yes": tall–short, attack–defend, honest–dishonest, happy–sad. Examples for "no": tall–stocky, attack–protect, honest–liar, happy–morbid.

Q4. Complete this sentence with one word or a short phrase: disabling and enabling are both types of .... (required)

[   ]

For example, yellow and red are both colors. If there is no reasonable response to this question, then type in "none".

Q5. Do disabling and enabling represent two ends or extremes? (required)

○ yes

○ no

Examples for "yes": top–bottom, basement–attic, always–never, all–none, start–finish. Examples for "no": hot–cold (boiling refers to more warmth than hot and freezing refers to less warmth than cold), teacher–student (there is no such thing as more or less teacher and more or less student), always–sometimes (never is fewer times than sometimes), honest–dishonest (if one is dishonest, another person may be even more dishonest).

Q6. If you were told that something is happening "disabling", would you assume it is not happening "enabling", and vice versa? In other words, would it be unusual for something to be happening both "disabling" and "enabling"? (required)

○ yes

○ no

Examples for "yes": quickly-slowly, carefully-sleepily, happily-morosely. Examples for "no": quickly-happily, carefully-vigilantly, sadly-morosely.

Q7. If you were told that someone or something is "disabling", would you assume it is not "enabling", and vice versa? In other words, would it be unusual for someone or something to be both "disabling" and "enabling"? (required)

○ yes

○ no

Examples for "yes": rising–falling, moving–staying, sleeping-watching. Examples for "no": rising–ascending, moving-running, sleeping-snoring.

Q8. If something could possibly either be disabling or enabling, is it necessary that it must be either disabling or enabling? In other words, is it true that there is no third possibility, except perhaps under highly unusual circumstances? (required)

○ yes
○ no

Example for "yes": staying-going, living-dieing, voting-abstaining. Examples for "no": entering-exiting (one can do neither and just stay), liking-disliking (one can neither like nor dislike someone or something), ascending-descending, eating-drinking.

Q9. In an explanation of disabling, would it be natural to see the word enabling, and in an explanation of enabling, would it be natural to see the word disabling? (required)

○ yes
○ no

Example for "yes": giving-receiving (when one gives, somebody receives), teaching-learning (when one teaches, somebody learns). Examples for "no": car-clown, teaching-speaking (it will be unusual to see teacher in an explanation of speaking).

Q10. In a typical situation, do the sequence of actions disabling and then enabling bring someone or something back to the original state, AND do the sequence of actions enabling and disabling also bring someone or something back to the original state? (required)

○ yes, both ways: the transition back to the initial state makes much sense in both sequences.
○ yes, but only one way: the transition back to the original state makes much more sense one way, that the other way.
○ none of the above

Example for "yes, both ways": enter–exit, dress–undress, tie–untie, appear–disappear, widen–narrow. Examples for "yes, but only one way": live–die, create–destroy, damage–repair, kill–resurrect, stop–resume. Examples for "none of the above": teach–learn, leave–exit, attack–defend (attacking and then defending does not bring one back to the original state).

Comments.

| optional |

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disposing x **unfitting**

Q1. Which set of words is most related to the word pair disposing:unfitting? (required)

○ void, confirm, substantiate, sustain
○ amplify, magnify, overstate, overdo
○ position, set, place, lay

○ **keep, retain, proceed, remain**

Q2. Do disposing and unfitting have some contrast in meaning? (required)

○ **yes**

○ **no**

For example, up–down, lukewarm–cold, teacher–student, attack–defend, all have at least some degree of contrast in meaning. On the other hand, clown–down, chilly–cold, teacher–doctor, and attack–rush DO NOT have contrasting meanings.

Q3. Some contrasting words are paired together so often that given one we naturally think of the other. If one of the words in such a pair were replaced with another word of almost the same meaning, it would sound odd to us. Are disposing:unfitting such a pair? (required)

○ **yes**

○ **no**

Examples for "yes": tall–short, attack–defend, honest–dishonest, happy–sad. Examples for "no": tall–stocky, attack–protect, honest–liar, happy–morbid.

Q4. Complete this sentence with one word or a short phrase: disposing and unfitting are both types of .... (required)

[   ]

For example, yellow and red are both colors. If there is no reasonable response to this question, then type in "none".

Q5. Do disposing and unfitting represent two ends or extremes? (required)

○ **yes**

○ **no**

Examples for "yes": top–bottom, basement–attic, always–never, all–none, start–finish. Examples for "no": hot–cold (boiling refers to more warmth than hot and freezing refers to less warmth than cold), teacher–student (there is no such thing as more or less teacher and more or less student), always–sometimes (never is fewer times than sometimes), honest–dishonest (if one is dishonest, another person may be even more dishonest).

Q6. If you were told that something is happening "disposing", would you assume it is not happening "unfitting", and vice versa? In other words, would it be unusual for something to be happening both "disposing" and "unfitting"? (required)

○ **yes**

○ **no**

Examples for "yes": quickly-slowly, carefully-sleepily, happily-morosely. Examples for "no": quickly-happily, carefully-vigilantly, sadly-morosely.

Q7. If you were told that someone or something is "disposing", would you assume it is not "unfitting", and vice versa? In other words, would it be unusual for someone or something to be both "disposing" and "unfitting"? (required)

○ yes

○ no

Examples for "yes": rising–falling, moving–staying, sleeping-watching. Examples for "no": rising–ascending, moving-running, sleeping-snoring.

Q8. If something could possibly either be disposing or unfitting, is it necessary that it must be either disposing or unfitting? In other words, is it true that there is no third possibility, except perhaps under highly unusual circumstances? (required)

○ yes

○ no

Example for "yes": staying-going, living-dieing, voting-abstaining. Examples for "no": entering-exiting (one can do neither and just stay), liking-disliking (one can neither like nor dislike someone or something), ascending-descending, eating-drinking.

Q9. In an explanation of disposing, would it be natural to see the word unfitting, and in an explanation of unfitting, would it be natural to see the word disposing? (required)

○ yes

○ no

Example for "yes": giving-receiving (when one gives, somebody receives), teaching-learning (when one teaches, somebody learns). Examples for "no": car-clown, teaching-speaking (it will be unusual to see teacher in an explanation of speaking).

Q10. In a typical situation, do the sequence of actions disposing and then unfitting bring someone or something back to the original state, AND do the sequence of actions unfitting and disposing also bring someone or something back to the original state? (required)

○ yes, both ways: the transition back to the initial state makes much sense in both sequences.

○ yes, but only one way: the transition back to the original state makes much more sense one way, that the other way.

○ none of the above

Example for "yes, both ways": enter–exit, dress–undress, tie–untie, appear–disappear, widen–narrow. Examples for "yes, but only one way": live–die, create–destroy, damage–repair, kill–resurrect, stop–resume. Examples for "none of the above": teach–learn, leave–exit, attack–defend (attacking and then defending does not bring one back to the original state).

Comments.

| optional |

[Test validation]

(Test if required elements raise errors when they aren't filled in properly.)

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