

Piotr Cap, Anna Ewa Wieczorek

EXPLORING PRAGMATICS:

Theory and Practice



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Introduction

Why to propose another textbook on pragmatics, one might ask. There is certainly no shortage of publications on the market, ranging from fairly general and straightforward introductions to the field (Yule 2008, Thomas 2015), to essentially scholarly handbooks that aim to account for a large variety of pragmatic phenomena, discussing theories and providing methodologies that readers can use in their own research (Allan & Jaszczolt 2012, Huang 2014, Cutting & Fordyce 2021). Even more comprehensive are multivolume reference works such as *Handbook of Pragmatics Highlights* published 2009-2011 by John Benjamins or de Gruyter's *Handbooks of Pragmatics*, published 2011-2022. These are of course just a few specimens of the massive amount of literature available in a variety of paper and electronic formats. Indeed, whether you are a student of pragmatics or a more advanced practitioner, you seem to be spoiled for choice!

Yet, our experience as researchers and teachers of pragmatics for nearly 30 years tells us that even in such a rich publishing market there is still a niche that is worth filling in. Over these years, we have been involved with teaching pragmatics at BA, MA, and PhD levels, as supervisors, tutors and lecturers, experimenting with a large variety of formats ranging from prerequisite and elective courses to lectures, seminars, and more practical classes including workshop elements. From these teaching experiences, we have learned that while students have access to many publications offering solid theoretical overviews of individual pragmatic frameworks (often the very works we recommended ourselves as supplementary readings), these resources tend to offer limited opportunities for practical engagement. Moreover, they frequently present pragmatic theories in relative isolation from one another, making it slightly counterintuitive for learners to see how different theories and approaches align, intersect or

diverge. Also, although some of the existing textbooks include discussion questions or brief exercises, our students often expressed the need for more explicit guided practice, especially when dealing with challenging philosophical aspects of classic pragmatic theories. They also sought more structured and level-appropriate activities, sometimes in the form of drills, that would help them discover and grasp key principles of categorizations for various notions and apply theoretical concepts to authentic examples of conversational and discourse data. Due to time constraints within course settings, we often found ourselves unable to explore these issues as deeply as we wished, particularly when it came to comparing different theoretical approaches or unpacking the more problematic areas of pragmatic analysis. These recurring challenges eventually convinced us of the need for a resource that would integrate theoretical *exploration* and *explanation*, with systematic, hands-on *application*.

Our publication *Exploring Pragmatics: Theory and Practice* emerges directly from this need – a desire to create a comprehensive, practice-oriented textbook for students. Our main goal was to design a resource that would not only explain and contextualize key pragmatic theories, but also help students actively engage with them through structured exercises and analytical tasks. There are also some further and more nuanced ambitions that underlie the present book. Crucially, we want it to help the readers to see the development of pragmatic theory and methods of analysis as a complex logical process, motivated, first, by often very courageous (for their time) theoretical and empirical proposals (by linguists, philosophers of language, and various other scholars in the Humanities at large), and second, by the critique and subsequent revision of these early proposals in later research. In that vein, we encourage our readers to apply their own critical thinking with regard to particular theories, models or even individual positions and claims presented in the textbook. Thus, in theoretical sections opening the chapters we often include points that can potentially inspire in-depth discussion and thus produce fresh insights and original proposals from readers. Examples come as early as the first two chapters. How come that it took scholars so many years to acknowledge the fundamental role in communication of performative, and particularly indirect, utterances? Or, how is it possible that, prior to the philosophy of Herbert Paul Grice, few people cared about what it is, exactly, that makes people understand each other, in the face of all kinds of indirectness, vagueness, and ambiguity that underlie our communication? While we duly acknowledge that we all have our mental limits and not each of us and our (student) readers is going to make another Grice, Austin, or Searle,

one of the great and truly exceptional things about studying, researching or otherwise practicing pragmatics is that, by its very nature, it does not build ivory towers for its researchers and thus virtually everyone is entitled to make a contribution. And, in fact, there is more than that – such contributions will often move it, inch-by-inch, forward.

Guided by the above goals and ambitions, our textbook aims to dissect, connect and illustrate the relationships among major frameworks, while offering ample opportunities to translate theory into meaningful practice. It provides focused practice across the core areas of pragmatics, including speech acts, implicature, presupposition, (im)politeness, and deixis, eventually connecting pragmatics with modern discourse research, such as within the family of Critical Discourse Studies. Each chapter begins with an overview of key concepts, approaches and debates within the field of pragmatics, followed by a corresponding Practice Pack that offers structured opportunities for applied learning through varied exercises and analyses. The Practice Packs progress in their complexity according to students' level of advancement. Each begins with grasp checkpoints – self-check questions designed to help readers assess their understanding of the theoretical material. In the subsequent practice sections, tasks marked with a single asterisk consist of introductory drills suitable for beginners; double-asterisk tasks provide more complex analytical practice for advanced undergraduates and MA students; and triple-asterisk tasks invite research-oriented, in-depth inquiry and argument corresponding with PhD standards. This tiered design supports gradual skill development and helps students build their confidence as they move toward increasingly sophisticated analyses of pragmatic phenomena.

The central idea behind all tasks in the book is that they encourage students not only to recognize the distinctive features of different pragmatic theories and methods but also to apply theoretical insights to authentic instances of language use. In doing so, they promote a critical and reflective stance on potential inconsistencies, overlaps or/and limitations across the particular models. To further support applied learning, many of the tasks and exercises offer opportunities for engagement with current real-world data, such as in the form of short utterances, simulated dialogues and excerpts from political, media, journalistic, institutional, advertising, coaching, mediation, and other discourses. Through these exercises, students connect theoretical understanding with authentic communicative strategies, observing and analyzing the ways in which pragmatic choices serve specific interactional and rhetorical goals.

Comprehensive answer keys at the end of the chapters make the book suitable for self-study, while more open-ended and research-oriented activities can be pursued under tutor guidance. Finally, the book offers a concluding self-assessment quiz that allows learners to consolidate both theoretical and practical knowledge gained throughout the consecutive chapters.

Of course, the present textbook cannot possibly cover all areas, theories and topics in the rapidly developing field of pragmatics. For accounts of some specific or more specialized strands of theory and / or less representative data domains, the reader might want to consult the literature mentioned at the beginning of this introduction. We have tried, however, to address all the concepts, tools and empirical foci that appear necessary to allow understanding of the field of pragmatics in its fascinating entirety, on the one hand united by the all-important social functional perspective, yet on the other continuously reaching out to further new territories. As a result, by combining theoretical discussion with systematic practice, *Exploring Pragmatics: Theory and Practice* aims to equip students with the core conceptual knowledge, analytical methods and, not least, critical skills necessary for advanced study and research in the field. It encourages careful observation, independent thinking, and reflective analysis, thus raising the awareness of how meaning, intention and context interact in human communication, and making it explicit how our knowledge of these interactions matters in the understanding and studying of different critical and urgent discourses of today. We hope that this publication will serve not only as a practical companion but also as an engaging and thought-provoking resource for all those interested in the exciting study of pragmatics.

Piotr Cap & Anna Ewa Wiczorek

Chapter 1

Speech Acts

The essence of pragmatics is function; how we make use of the power of language to gain what we want, to realize different social goals we are after in our daily lives. Some of these goals are simple and conventional, such as asking the time or apologizing when accidentally stepping on someone's shoe on a packed bus. Others can be more complex, such as convincing a person to accept our argument or persuading him or her to do what we ask. Finally, there could be institutional occasions posing constraints on who is entitled to say something to perform a given goal. For example, baptizing is performed by priests and giving sentences by judges, and there are unique, prescribed linguistic formulas associated with these acts. The difference between the above situations lies, each time, in the different kind of interplay of several factors, including the speaker and his/her addressee, their social status and mutual relation, and, notably, the character of the occasion (formal-informal, conventional-spontaneous). All these factors – and in fact more – count as *context*, the central concept for all pragmatics.

Differences in the complexity of context determining less or more conventional ways in which we communicate our social goals call for a systematic research in the relation between *language* and *function*, that is what words and grammatical tools we have at our disposal – in different contexts – to express our goals in such a way that they are correctly recognized and followed. Interestingly, such an organized research had not been attempted before the second half of the 20th century, notwithstanding the presence of apparently 'pragmatic' ideas in the writings of Charles Sanders Peirce, Charles Morris, and others. The continuing lack of interest in issues of context, function and socially motivated communication is

best evidenced in the stance of the *logical positivists* of the 1920s-1930s (Rudolf Carnap, Hans Reichenbach, Alfred J. Ayer, among others). Demonstrating a highly formal and constrained approach to language, the group claimed that unless a language unit such as sentence possesses a specific truth value (i.e., can be tested as either true or false), it is in fact meaningless and thus unworthy of any scientific consideration. Consequently, logical positivists would render as analytically useless most of the expressions produced by ordinary speakers in daily verbal interaction, let alone all literary, theological or otherwise metaphysical texts.

Austin's theory of speech acts

Fortunately for pragmatics and particularly for the theory of speech acts which we focus on in this chapter, a strong and timely reaction to logical positivism came from the school of the so-called Ordinary Language Philosophy developing at Oxford between 1945-1970, its founding father being John Langshaw Austin (1911-1960). The expose of the OLP approach to language and communication is included in Austin's posthumously published booklet *How to Do Things with Words* (1962), containing twelve lectures he delivered at Harvard University in 1955. It is this work where he develops the conception of **speech act** (originally named as *illocutionary act*), which he considers the basic unit communicating function of an utterance in the service of accomplishing a social goal. On Austin's view, speech acts reside in all utterances people produce in dialogic as well as monologic communication, indicating and expressing virtually countless functions such as requesting, promising, apologizing, ordering, or giving an opinion (see Task 2 in the practice section). At the most general level, he argues, all speech acts fall into two basic categories: **constative speech acts** (constatives) and **performative speech acts** (performatives). Examples (1) and (2) indicate, respectively, the two categories:

- (1) My name is Cristiano Ronaldo. (constative)
- (2) Could you get me a cup of coffee? (performative)

► (see Task 1)

The distinction between constative and performative acts, as illustrated above, makes for an excellent explanation of Austin's departure from the doctrine

of logical positivism. On the one hand, Austin agrees that many utterances indeed possess a specific truth value, that is can be judged as either true or false. These utterances contain speech acts which he calls constatives. The function of constative speech acts is to describe a state of affairs or make a claim about the world. Thus, the category of constatives includes acts such as expressing one's opinion, stating, reporting, or – as in the Ronaldo example – introducing oneself. All these acts can be verified as either true or false, just as the positivist approach would like to see them.

At the same time, however, Austin observes that notwithstanding the presence of utterances possessing a truth value, there are in fact many more expressions/acts for which a specific value cannot be determined. The point of such utterances is, viz. (2), *not to describe, but to perform* – to 'do things', that is instigate action, whether by the addressee, the speaker, or both. Here is where we can see the rationale for the title of Austin's pioneering work – *How to Do Things with Words*. Notably, in his lectures Austin argues that it is precisely the absence of truth value in performatives that makes them such a fascinating object to study, in fact far more productive and illuminating than any research in constative acts could be. From today's perspective we could add that equally inspiring are cases which seem hardly describable by the entire constative/performative taxonomy in the first place. How, for example, does an apparently instinctive reaction such as 'Ouch!' (when touching something hot) fit in the two classes? (see the account of Searle's research in expressive acts later in the chapter).

In his account of performative utterances, Austin goes on to suggest a rough distinction between three groups of performative acts, on the proviso that there can be further acts which do not fall into any of the groups. That said, he distinguishes between the so-called **self-referential performatives** (non-falsifiable acts such as 'I apologize', 'I plead not guilty', 'I promise', etc.), **ritual performatives** (ceremonial acts such as 'I baptize you', 'I name this ship...', 'I pronounce you man and wife', etc.), and **co-operative performatives** (acts presupposing co-operative behavior by the speaker and the addressee, such as 'I bet you', 'I challenge you', 'I dare you to...', etc.) (see Task 9). Yet perhaps the most analytically inspiring question underlying performative acts, regardless of the group, is what exactly makes them *meaningful*. While constative acts derive their meaningfulness from their ability to undergo a truth value test, performatives are clearly not fit for that test – we do not consider a request to move one's car as 'true', nor an offer to help with washing-up as 'false'. Truth and falsity are simply irrelevant categories to evaluate performative acts.

The question emerges, then, what *are* the relevant and legitimate categories to judge the logic of promises, requests, warnings, denials, apologies and other performatives. Here Austin introduces the concept of **felicity conditions** – the contextual conditions that must obtain for a given act to be logically, sensibly or (in Austin’s own parlance) ‘felicitously’ uttered. The category of felicity conditions, he argues, allows one to consider a performative act meaningful by judging it as either ‘felicitous’ or ‘infelicitous’. In other words, while constative acts are meaningful by virtue of having a truth value, what makes performatives meaningful is the ability to take a felicity test.

Though Austin’s concept of felicity conditions is in itself groundbreaking, he remains intriguingly reluctant to elaborate in detail on the kind and number of conditions determining the logic of different individual acts and their classes, such as promises, warnings or requests. What we find in *How to Do Things with Words* is a rather sketchy description of the general contextual arrangement that must be in place to make performatives work. The main elements of this arrangement are persons, circumstances and procedures or conventions addressed or involved in a given act. Crucially, a performative act is felicitous if it addresses a conventional procedure having a conventional effect, and if the persons and circumstances involved in the act are ‘appropriate’, in Austin’s words. This means, for example, that:

- a private ordering a sergeant to put on a gas mask is infelicitous (the private’s status is inappropriate);
- a Muslim husband divorcing his Muslim wife by repeating ‘I hereby divorce you’ three times is felicitous (the act presupposes a Muslim religious convention) – though the act would go wrong in the case of a Christian couple;
- a 10-year-old declaring his running for president is infelicitous (the act contravenes a legal rule);
- a person offering their friend to sell them a dog the person does not possess is infelicitous; etc. etc.

Austin’s interest in performative speech acts is further reflected in his distinction between the so-called **explicit performatives** and **primary performatives**. These two classes of performative acts can be illustrated respectively as follows:

- (3) I apologize for being late. (explicit performative)
- (4) Sorry I’m late. (primary performative)

As can be guessed from the above examples, the general difference between explicit and primary performatives lies in the degree of directness with which a given act is communicated. More specifically, explicit performatives contain in their surface structure a 'performative verb' (such as 'apologize' in example (3)), which is directly responsible for carrying out the act – the very moment of using the verb 'does' the act and simultaneously *names* it as well. Explicit performatives are further characterized by their lexico-grammatical features; they occur in the present tense and require their grammatical subjects to be marked with the first-person pronouns 'I' or 'we'. No such constraints hold for primary performatives (such as (4)), but most crucially, the primary acts lack performative verbs, which means that their function needs to be inferred from the whole utterance and the context in which it appears.

To end this necessarily brief overview of John Austin's most formative ideas, one should acknowledge, in addition to his typological proposals regarding different classes of speech acts (constative, performative, and the lower-level classes like promises or requests), his inspiring research in the constitution of the speech act as a unitary communicative category subsuming different semantic, syntactic, and pragmatic features. In his final, 12th lecture he posits that in producing *a single speech act* (be it a greeting, an apology, or an order), we in fact produce *a cluster of three acts* which have to do with both form and function of the utterance, that is:

- **a locutionary act** (the very act of saying something, in a specific syntactic as well as phonetic form);
- **an illocutionary act** (the act of applying the so-called 'illocutionary force' to realize the intention with which the act is produced);
- **a perlocutionary act** (the act of producing consequences – intended and, possibly, unintended – for the addressee upon their uptake of the utterance).

► (see Task 5)

Thus, for example, in issuing an order such as 'Stop talking!' (a primary performative, btw.), we perform a locutionary act by applying a relevant linguistic form (a sentence in exclamatory imperative), and an illocutionary act – by exerting the force of our order upon the addressee. Simultaneously, we perform a perlocutionary act, in that we assume our utterance to bring about consequences (including undesired consequences which we thereby

take responsibility for) for the addressee (and, in the long run, for further interaction between the addressee and ourselves). The specific or final effect of the perlocutionary act cannot thus be determined at the moment of speaking. Following this observation, Austin describes perlocutionary acts as ‘non-conventional’ – in contrast to illocutionary acts, which he calls ‘conventional’.

Searle’s Speech Act Theory

John Austin’s philosophy of language and his conception of speech acts must not be viewed, by his own admission, as a ready-made theory, but rather as a continually developing collection of thoughts and ideas about different questions of language use. Many of these ideas have been subsequently revisited, systematized and formalized, particularly by Austin’s student and then colleague John Rogers Searle (1932-2025). In his most seminal book publications, *Speech Acts* (1969) and *Expression and Meaning* (1979), Searle re-addresses some of the central issues in speech act research, such as felicity conditions, the taxonomy of speech acts, and the question of direct and indirect acts. Doing so, he elaborates upon Austin’s original findings, making the resulting proposals not only more comprehensive, but also more scientifically rigorous.

First of all, while not contesting the essence of the constative-performative distinction, Searle considers it insufficient to capture the richness of intentions associated with different speech acts (especially performative acts) and thus opts for a broader classification, based on specific, empirically tested criteria. Searle’s taxonomy of speech acts consists of five classes:

- **Representatives/Assertives** – expressing a judgement (‘proposition’) about something or someone and committing the speaker to the truth of that proposition, the most common acts being *asserting*, *reporting*, *describing* or *stating* (as in ‘Joe Biden was the 46th president of the United States’ or ‘A chessboard has 64 squares’);
- **Directives** – expressing the speaker’s attempt to get the addressee to do something, the most common acts being *asking*, *requesting*, *ordering* or *urging* (as in ‘Go home’ or ‘Could you lend me your pen please’);
- **Commissives** – expressing the speaker’s commitment to perform some future action, the most common acts being *promising*, *offering*, *pledging* or *threatening* (as in ‘I will gladly help you’ or ‘I will fire you if you fail on me again’);

- **Expressives** – expressing the speaker’s psychological state or reaction to a situation or a state of affairs, the most common acts being *apologizing, congratulating, thanking* or *welcoming* (as in ‘What a wonderful paper, Anna!’ or ‘I am so sorry to have let you down!’);
- **Declarations** – bringing about a formal or institutional change in the world, the most common acts being *appointing, sentencing*, (performing the act of *marrying* or (performing the act of) *christening* (as in ‘I sentence you to six months in prison’ or ‘I now pronounce you husband and wife’).

► (see Tasks 7, 8)

What criteria underlie this taxonomy? In addition to a number of Austinian categories such as illocutionary force and the psychological state of the speaker, Searle proposes a completely new category, which he calls the **direction of fit**. Drawing on the existence of a logical relation (‘fit’, in Searle’s proposal) between language (‘the word’) and reality (‘the world’), his novel category specifies that relation, defining the particular classes of speech acts in terms of the following ‘directions’ –

- word-to-world
- world-to-word
- word-to-world and world-to-world (double)
- ‘empty’ (i.e., non-existent)

– as in the diagram below:

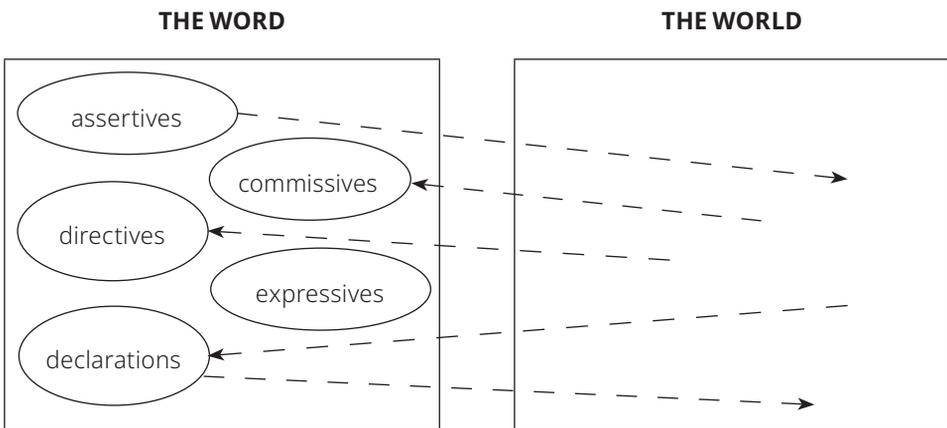


Figure 1. Direction of fit.

As can be seen from the diagram, different kinds of speech acts exhibit different directions of fit. For example, assertives exhibit the word-to-world direction, while directives demonstrate the world-to-word direction. This means that in issuing an assertion (say, 'New York is bigger than Warsaw') the speaker uses language to refer to a certain aspect of reality; in other words, he makes his utterance match 'the world'. However, when producing a directive (like 'drink this glass of water'), he does the opposite – he makes 'the world' match/fit his words (the glass will change from being full to empty as a consequence of his order). An elegant illustration of these differences can be found in Gertrude Anscombe's book titled *Intention* (1957; quoted in Searle 1979: 44):

Imagine a man gets a shopping list from his wife with the words 'beans, butter, bacon, and bread' on it and goes to a supermarket. He is followed by a detective who notes down what he takes. When both leave the shop, they have two identical lists; however these lists have different functions. The man who did the shopping is supposed to make his actions fit the list, i.e. to get the world to match the words. The purpose of the detective's list is to make the words match the world, the list has to note the actions of the shopper. If the detective goes home and realizes that the man bought pork chops instead of bacon he can erase the word 'bacon' on his list and write 'pork chops'. The shopper who comes home and is told by his wife that he bought pork chops instead of bacon cannot correct his mistake by erasing 'bacon' from the list and writing 'pork chops'.

Further comments need to be made regarding the remaining classes: commissives, expressives and declarations. Since commissives possess, intriguingly enough, the same direction of fit as directives, extra criteria must be employed to formally distinguish between the two groups of acts. The most evident is, by Searle's own admission, the criterion of agency – while in the case of directives, such as requests, it is the addressee who is to perform some future action, in commissives (for instance, offers) the obligation is placed not only *by* the speaker, but also *on* the speaker him- or herself.

In expressives, there is apparently no direction of fit as the point of expressive acts is primarily to give vent to emotions associated with a particular psychological or mental state, rather than describe or influence a state of affairs. Even saying something like 'what a great dress you have', while containing an element of description, is mainly a compliment and does not formally commit the complimenter to the 'truth' of the utterance. Finally, the class of declarations

is arguably the most mind-boggling yet at the same time the most interesting part of the taxonomy. On Searle's view, declarative acts are characterized by a 'double' direction of fit (word-to-world and world-to-word), as they work both 'prospectively' and 'retrospectively'. What does it mean?

Take the example of an institutional public event such as opening the Olympic Games, the key moment being the utterance of the words 'I declare open the Games of [name of the host city], celebrating the [number of the Olympiad] Olympiad of the modern era'. These words possess a prospective orientation; they prescribe and invite a future course of action, to be realized by different addressees: athletes, coaches, the Olympic staff, etc. In that sense, they resemble most of directive acts. But at the same time, they function retrospectively, by addressing, acknowledging, matching, or otherwise 'fitting into' conditions and arrangements established prior to their utterance. These conditions and arrangements are, like all context, a highly heterogeneous bunch, ranging from physical or infrastructural arrangements (a specific setting such as a stadium filled with spectators), to the speaker's eligibility to perform the act (being the Head of the host state), to addressee-related conditions, such as their expectations of the opening to happen. The declaration of opening the Olympic Games takes for granted the existence of all these factors, just like assertive acts presuppose the existence of the reality they judge or describe.

Following up on his taxonomy of speech acts, Searle observes that in everyday verbal interaction many acts are performed by virtue of other acts. For example, an assertion 'I am thirsty' may count as a request for water, and a statement 'I am going' may count as criticism of a theatrical performance someone decided to leave before the end. This brings us to the question of **direct** and **indirect speech acts**. In his early approach Searle notes, quite generally, that in indirect speech acts the speaker communicates to the addressee more than he actually says by way of relying on their mutually shared background (linguistic as well as non-linguistic), together with the powers of rationality and inference (i.e., the ability to calculate the correct meaning) on the part of the addressee. Later on, he formalizes this observation by proposing that the difference between direct and indirect act should be established primarily on the basis of a conventional relationship (or a lack thereof) between the function of a speech act and the grammatical form that is typically used to express that function. Tables (a) and (b) that follow illustrate, respectively, conventional matches between function and form, resulting in direct speech acts, and the absence of such matches (or, the presence of non-conventional matches), resulting in indirect speech acts:

(a) direct speech acts

	FORM	FUNCTION
'Have you eaten all the mints?'	interrogative	question
'Email me the details'	imperative	command / request
'My car needs a new battery'	declarative	statement

(b) indirect speech acts

	FORM	FUNCTION
'Could you pass me the sugar?'	interrogative	request
'A new hairdo!'	imperative	question
'This is your job'	declarative	order

► (see Tasks 3, 4)

Another factor involved in the performance of indirect speech acts is, according to Searle, the speaker's ostentatious, blatant disregard for one or more of the felicity conditions underlying the correct production of a direct act. For example, the utterance 'I promise to kill you', though possessing a relevant performative verb, violates the condition of 'benefit for the addressee' normally holding for promises; it is thus not a promise but an indirect threat (yes, apparently explicit but still formally indirect). Violations of felicity conditions can also occur as a result of misunderstanding or, notably, in humorous uses of language (when indirect acts are taken purposefully as direct and vice versa – see Task 4). To further deal with such cases, Searle undertakes another revision and typological formalization of Austin, this time in the area of felicity conditions. Calling them **condition rules**, rather than *conditions*, he develops a typology encompassing four basic categories:

- **propositional content rules**, specifying what the speech act expresses, what it is 'about';
- **preparatory condition rules**, specifying contextual requirements (especially regarding the speaker's and the addressee's volitional states) understood as the necessary pre-requisites for the speech act;
- **sincerity condition rules**, requiring that the speaker is sincere in performing the speech act;
- **essential condition rules**, requiring that both the speaker and the addressee recognize a given kind of speech act as such.

► (see Task 10)

Let us now see how these condition rules apply to a sample speech act, such as *request*:

propositional content rule	future action (X) by the addressee (A)
preparatory condition rules	(a) A is able to do X; (b) it is not obvious to both the speaker (S) and A that A will do X in the normal course of events of his own accord
sincerity condition rule	S wants A to do X
essential condition rule	the act counts for both S and A as S's attempt to get A to do X

As can be seen from this illustration, Searle’s typology of felicity condition rules is not only a neat, intellectually stimulating proposal in itself; it also goes a long way toward explaining the phenomenon of indirect communication in terms of rule violation (a crucial pre-requisite for further research in indirectness which we discuss in the next chapter). Imagine, for example, that the speaker intentionally makes a request which he or she knows the addressee is unable to carry out. This not only detracts from his utterance being a ‘request’, but in fact provides his act with a whole range of indirect interpretations, many of which will question the existence of any positive relation between the speaker and the addressee.

Later developments

Despite being over half a century old, the speech act theories of Austin and Searle remain highly influential and far more resistant to criticism and change than many other frameworks in pragmatics. Still, in the past decades there have been advances that need acknowledging. Most notably, perhaps, the growing engagement of pragmaticians with discourse analysis has produced questions about how speech acts could work above their cradle domain of single utterances. These questions have been instrumental in the evolution of the novel concept of **speech event**. Speech events denote groups, sequences or clusters of individual speech acts realizing collectively a common, general function. They are associated with **speech situations** – locative contexts of language use (such as ceremonies, classrooms, conferences, parties, etc.) involving (usually) same participants, same topics and same purpose(s) of communication (see Tasks 11, 12).

In their research in speech events, linguists such as Stephen C. Levinson, Jacob Mey, and Istvan Kecskes distinguish between ritual speech events (such as exchanging greetings, telling jokes, or asking/telling the time), occurring in conventional contexts –

- | | |
|-------------------------|---|
| (5) – What is the time? | (speech act 1: question/request) |
| – It's one PM. | (speech act 2: answer/giving information) |
| – Thank you. | (speech act 3: thanking/acknowledgment) |

– and the more complex, usually monologic speech events, comprising a set of acts building on one another to carry out a general goal. The latter appear particularly interesting to study. Imagine a professor starting his seminar with a question:

- (6) Hello, are we all here?

In saying (6), the professor performs two direct speech acts (greeting and asking), as well as an indirect act of requesting his students to reveal the names of the absentees. Is this the end of analysis? Well, the research such as Mey's or Levinson's says it is not; in fact (6) is where the really interesting considerations begin. It is namely reasonable to assume that (6) is said not only for the mere sake of greeting, asking, and requesting, as the preliminary analysis suggests. While duly expressing all these functions at the utterance level, it may and conceivably does partake in the realization of a 'bigger', more general, discourse-level intention. This intention is *to successfully begin the seminar*, making sure that everything is in place for a productive meeting. Such an interpretation might not sound terribly original in itself but it goes to show the multi-layered nature of function and intention underlying a speech act; the intention rarely stops with an individual utterance and thus the scope of inquiry must be extended accordingly.

In this extended analysis, one can observe that the professor may well need to say more than just (6) to successfully begin the seminar. For example, if the seminar group enters the classroom discussing a just-finished exam in which they participated, the professor may need a longer stretch of talk to 'set up the stage' for his own class. Then, he can choose from an infinite catalogue of utterances following up on the (6)'s target intention, to start the seminar. Some typical instances could be: 'It's getting late', 'Would you close the doors

please?', 'Now, Adam, listen up, will you?', 'Right, shall we begin?', 'And the marker is missing as usual!', 'I can't remember when we last started on time', etc. etc. Apparently a heterogeneous group, all these utterances contribute, in one way or another, to the realization of the principal function of the evolving speech event. Interestingly, they do so while containing, technically, different speech acts (assertives, directives, expressives) whose force may also be different, direct or indirect (see Task 11).

As evidenced in the works of Kecskes, studies in speech events have recently drawn a lot from cross-cultural research. This is in fact part of a bigger picture: as a result of an increase in cross-cultural studies, the field of pragmatics has taken a turn to analyze speech acts from the unique perspective of language users with special attention to societal and cultural issues, involving the relation between language, ideology, and power. Such a focus is demonstrated for instance in the research of Juliane House and Daniel Z. Kadar. Comparisons between speech acts across cultures have provided insight into sources of misunderstanding, proving that our linguistic behavior is motivated and shaped by cultural beliefs, values, and attitudes. To avoid Anglo-centric bias, scholars consider different ways to understand speech acts, re-imagining and engaging analytically in alternative ways of expressing politeness, requests, thanks, and many other social actions from different cultural perspectives.

Further reading

Anscombe (1957), Austin (1962), Bach & Harnish (1979), Harnish (2009), House & Kadar (2021), Kecskes (2010), Levinson (2017), Mey (2001), Sbisa (2007), Searle (1969, 1979), Tsohatzidis (ed.) (1999).

Practice Pack

Grasp checkpoints

- What is a speech act according to J. Austin and according to J. Searle? Are there any differences in their respective approaches?
- What is the difference between: (a) constative and performative speech acts and (b) implicit and explicit performatives? Are they clearly distinct categories? Do they cover all instances of speech acts?
- Explain locution, illocution, and perlocution. Do you think they are of equal interest to pragmatic studies?
- How can you differentiate between direct and indirect speech acts? What do you need to take into account?
- Do Austin and Searle approach the concept of felicity conditions in the same way or differently?
- What are the five classes of speech acts proposed by Searle? Explain what kinds of speech acts belong to each of them, for instance acts of warning, acts of promising, acts of apologizing, etc.
- Explain why *I am happy for you* and *We are happy for you* can be categorized as expressives, while *She is happy for you...*, *If I am happy for you...* and *We were happy for you* cannot?
- Explain the difference between a speech situation, a speech event and a speech act. Provide an example to illustrate it.

Note: If you encounter any difficulties in understanding particular concepts, please refer to the relevant theoretical sections of this textbook, which offer in-depth explanations and foundational knowledge that can facilitate deeper comprehension. If you are using it in a classroom setting, we encourage you to seek further guidance from your tutor.

Hands-on practice

Task 1:

a. * Identify whether the following utterances constitute constative or performative speech acts. Which of them are examples of speech acts that do not seem to belong to either of the two categories?

1. *The Earth revolves around the Moon.*
2. *I apologize for being late.*
3. *The sky is blue.*
4. *I pronounce you husband and wife.*
5. *Ouch!*
6. *I declare this meeting open.*
7. *You'd better clean the room or else...*
8. *The road is slippery, be careful.*
9. *I name this ship the Invincible John.*
10. *This performance is fantastic!*

b. * For the speech acts identified as performative, decide whether they can be classified as primary or explicit.

c. ** Explain why some of them cannot be categorized as either (primary or explicit).

Task 2:

* What could be the possible illocutionary forces of the following utterances? Suggest three different illocutionary forces for each speech act below.

1. *I see no dictionaries here.*
2. *The dog is by the door.*
3. *I'm getting a bit tired.*
4. *It's not going to rain; it's going to pour.*
5. *He's now in the office.*

Task 3:

* Explain whether the following speech acts are direct (DSA) or indirect (ISA). Their illocutionary forces have been specified in the parentheses.

1. *You are always right about people.* (compliment) (statement)
2. *I have no solution to this problem.* (statement) (request for help)
3. *I'm sure you will manage.* (statement) (encouragement)

- | | | |
|---|--------------|-----------|
| 4. <i>I am very sorry.</i> | (rejection) | (apology) |
| 5. <i>Do you think money grows on trees?</i> | (refusal) | (inquiry) |
| 6. <i>This is filthy beyond belief!</i> | (complaint) | (request) |
| 7. <i>What can I do for you?</i> | (inquiry) | (offer) |
| 8. <i>Don't go anywhere near the lake.</i> | (warning) | (advice) |
| 9. <i>You are making a huge mistake.</i> | (advice) | (threat) |
| 10. <i>Would you like to come over one day?</i> | (invitation) | (inquiry) |

Task 4:

Explain the source of misunderstanding in these situations (1-4). Pay attention to the illocutionary force in the underlined fragments. Does it seem the same for both speakers A and B?

*** SITUATION 1**

A: Can you pass me the remote?

B: *Of course, I can.*

A: And?

B: *And what?*

A: Pass me the remote.

B: *Sure, here you are.*

*** SITUATION 2**

A: This is my freshly baked apple pie.

B: *Yes, it is.*

A: Looks delicious, doesn't it?

B: *It sure does.*

A: Mouth-watering.

B: *I bet it is!*

A: Would you like to have a piece, then?

B: *No, thanks. I can't have any gluten.*

**** SITUATION 3**

A: *I've got this issue I don't know how to tackle...*

B: Start-ups are tricky, but I've learned a lot along the way.

A: *I know.*

B: There are a number of factors to consider.

A: *So, will you help me?*

B: *I will tell you all I know.*

**** SITUATION 4**

A: *It seems to have many cons and some pros.*

B: *I know, but it's a great opportunity. Don't you think?*

A: *It might be. It's definitely a decision to weigh really carefully.*

B: *I should. I feel I really should give it a chance.*

A: *Sure. What could possibly go wrong, right?*

B: *So, you also think that I should go for it?*

A: *No, no! Just don't do it. It will do you more harm than good.*

Task 5

**** Specify a possible illocutionary force in the following utterances and provide two possible perlocutionary effects. Think carefully about the context in each case.**

1. *I can't hear a word.*
2. *It's seven o'clock on Saturday.*
3. *Do I look fat in this dress?*
4. *This is a non-smoking zone.*
5. *These waters are treacherous.*

Task 6

List three felicity conditions for each of the following speech acts. Their illocutionary forces have been given in parentheses.

- * 1. *I find the defendant guilty as charged.* (sentencing someone)
- * 2. *I consider the conference open.* (starting a conference)
- * 3. *I name this tarantula Talula.* (naming a pet spider)
- ** 4. *Class dismissed.* (releasing someone from attending the class)
- ** 5. *We're done!* (breaking up a relationship)

Task 7

*** Which class of speech acts (as proposed by J. Searle) do the following utterances belong to?**

1. *Do you mind if I open the back door?*
2. *I resign from my position as Prime Minister.*

3. *I love you more than you may think.*
4. *They enjoy your company, immensely.*
5. *I'll tell on you!*
6. *Get me some champagne and two glasses.*
7. *I'm not sure if I left it in the office or in the car.*
8. *You are hereby expelled from school.*
9. *I'll really appreciate your thinking of me.*
10. *You'll clean your room before dinner.*

Task 8

Categorize the following illocutions according to J. Searle's typology of speech acts (assertive/representative, directive, commissive, expressive, declaration):

* a.

apologizing
 assuring
 concluding
 declaring wars
 dismissing from employment
 expressing beliefs
 giving advice
 giving factual information
 requesting
 resigning
 sharing emotions
 thanking
 threatening
 vowing
 warning

** b.

appointing
 christening
 congratulating
 describing
 expressing preferences
 forbidding
 guaranteeing
 nominating
 paying condolences
 recommending
 refusing
 reminding
 speculating
 summarizing
 volunteering

Task 9

** Which of the following performative speech acts are self-referential (SRP), ritual (RP) and co-operative performatives (CP)? Which cannot be classified as any of the three types? Why not?

1. *I plead innocent.*
2. *We named this kitten Mr. Purr.*

3. *I dare you to eat 15 hot dogs in 15 minutes.*
4. *I crown you Queen Becky I for the day.*
5. *We refuse to take up this task.*
6. *I invite you to join me on my yacht.*
7. *I will be there in good time.*
8. *We apologize for making such a fuss about it.*
9. *I absolve you from your sins.*
10. *If only I was sorry I had told them.*

Task 10

List at least four condition rules for the following speech acts.

e.g. PROMISE

- refers to the Speaker's future act,
- the Speaker believes that the Addressee wants the act to be carried out,
- the Speaker believes that they have the power and ability to do the act,
- the Speaker has a genuine intention to carry out the act,
- the act has not been done yet,
- the Addressee will benefit from the act, etc.

* a. THREAT, REQUEST

** b. REFUSAL, APOLOGY

Task 11

Analyze the following speech act sequences and identify the illocutionary force of each utterance.

EXAMPLE

- | | |
|-----------------------------------|------------------------------|
| A: <i>Do you have a watch?</i> | (inquiry - pre-request) |
| B: <i>Yes.</i> | (acknowledgement) |
| A: <i>What time is it?</i> | (request) |
| B: <i>We still have time.</i> | (assurance) |
| A: <i>I need to know exactly.</i> | (explanation - post-request) |
| B: <i>4:24.</i> | (response) |

* SITUATION 1

- | |
|--|
| A: <i>Mum, can I watch the Simpsons now?</i> |
| B: <i>So, you have cleaned up your bedroom, haven't you?</i> |

A: *No.*

B: *Then, no.*

*** SITUATION 2**

A: *Can I ask you a personal question?*

B: *You can.*

A: *Are you seeing someone at the moment?*

B: *Yes. (in fact, the person is not)*

*** SITUATION 3**

A: *You'll never guess what happened to me!*

B: *I probably won't.*

A: *It's great news!*

B: *Tell me, then.*

A: *It's a secret for now.*

**** SITUATION 4**

A: *I know quite a lot about the industry, you know.*

B: *Well, good for you. I still need to learn.*

A: *And they say I am a good teacher.*

B: *Wonderful!*

A: *Do you want me to share my experiences with you?*

B: *That would be fantastic. Will you?*

A: *No problem at all.*

**** SITUATION 5**

A: *I've known no better expert in financing!*

B: *Thank you.*

A: *And your sense of fashion is immaculate.*

B: *What do you want?*

A: *Are you busy?*

B: *Like a bee.*

A: *I see.*

B: *So?*

A: *I've never taken minutes in a meeting like that.*

B: *And?*

A: *I need your help... some tips perhaps.*

B: *Sit down.*

**** SITUATION 6**

A: *So, are you coming with us this weekend?*

B: *I would love to...*

A: *Great!*

B: *But I can't... I'm really swamped with work at the moment.*

A: *Fine.*

B: *Normally, I would stay overtime to go with you all, guys.*

A: *Sure thing.*

B: *But it's too much.*

A: *Don't bother.*

B: *Next week?*

A: *We're going this week.*

**** SITUATION 7**

A: *It seems you were right in the end.*

B: *I told you so.*

A: *This is to say I don't feel good about the whole situation.*

B: *I'm listening.*

A: *I am truly sorry.*

B: *I'm glad to hear that.*

A: *And I will never doubt your judgement again.*

B: *Good.*

**** SITUATION 8**

A: *Could you please take out the trash? It's overflowing.*

B: *I'll do it later. I'm in the middle of something.*

A: *You are always in the middle of something! It's starting to smell.*

B: *Okay, okay. I'll do it.*

A: *Right now?*

B: *Right now.*

A: *Great. Hey, do you know if there's any milk left?*

B: *Yeah, there's a carton in the fridge.*

- A: *There's a carton, indeed, but it's empty.*
- B: *Sure?*
- A: *I told you not to leave empty cartons in there, didn't I?*
- B: *I swear there was some left this morning. Sorry.*
- A: *Sure there was.*

Task 12

**** For each of the following sequences of speech acts, identify the speech events and individual speech acts in each sequence.**

SITUATION 1

SPEECH EVENT: _____

SPEECH SITUATION: at a university canteen

- A: *This statistics class is killing me. I've been thinking of dropping it... I might just do it.*
- B: *Have you tried talking to Prof. Percentile? Maybe he could point you in the right direction or recommend some resources. He's really good at explaining things.*
- A: *I have not. I just don't want to bother him after class.*
- B: *Come on, he's there to help.*
- A: *I guess...*
- B: *Well, just shoot him an email and ask for a quick meeting during his office hours.*
- A: *I'll sleep on it.*

SITUATION 2

SPEECH EVENT: _____

SPEECH SITUATION: in one's back garden

- A: *Hey, be careful climbing that tree! You may hurt yourself.*
- B: *But I almost got to the top! And I can see the whole neighborhood from here.*
- A: *I know, but the branch you're on looks like it's about to break.*
- B: *It won't. It's a strong tree.*
- A: *Come down slowly and we can find something else to climb.*

B: *But I'm almost there.*

A: *I can't see you coming down.*

B: *I can't give up now!*

A: *I won't take no for an answer. Down! Or you'll be grounded for a whole week.*

B: *It's totally worth it.*

A: *Come down at this instant.*

SITUATION 3

SPEECH EVENT: _____

SPEECH SITUATION: in the classroom _____

A: *Alright class, I promise I'll give you extra credit if you can participate actively in today's discussion.*

B: *Does that mean raising our hands and answering questions?*

A: *Exactly that! And feel free to ask questions to clarify anything you're unsure about.*

B: *Does it mean there's someone coming to observe the class?*

A: *I haven't said so, have I?*

B: *But is there?*

A: *No.*

B: *May I ask one more question before we start?*

A: *You may.*

B: *Can we reschedule the test by another week? We've talked and some concepts seem rather unclear to some of us.*

A: *Okay. Towards the end of the class discussion, I'll answer whatever questions you might have.*

B: *So, will the test be rescheduled?*

A: *No, it will not.*

SITUATION 4

SPEECH EVENT: _____

SPEECH SITUATION: in the office _____

A: *Attention everyone, there will be a fire drill conducted at 10am today.*

- B: *Do we have to evacuate the building if we know it's only a drill?*
- A: *Yes, everyone will need to exit the building calmly and follow the designated route to the assembly point.*
- B: *That may affect my meeting the deadline.*
- A: *Overtime may help you prevent that happening, Dave.*
- B: *This is inconsiderate towards those of us who really get stuff done on time.*
- A: *I'm sorry you feel that way, Dave. Other team members also have stuff to do, you know... I can't hear anyone else complaining.*
- B: *I hope this will not be reflected in my monthly evaluation.*
- A: *Your work organization skills might.*
- B: *Any more great news for today?*
- A: *I'll keep you posted.*

SITUATION 5

SPEECH EVENT: _____

SPEECH SITUATION: on the phone _____

- A: *Hey, I'm so sorry I missed your birthday party yesterday.*
- B: *No worries at all! Things happen.*
- A: *Actually, something unexpected came up.*
- B: *I see.*
- A: *Don't you want to know?*
- B: *Know what?*
- A: *What happened...*
- B: *Only if you want to tell me.*
- A: *Miss Grumpy escaped again and I had to take her down from the neighbor's roof.*
- B: *She's a cat.*
- A: *With a severe case of altitude sickness.*
- B: *And it took you all evening?*
- A: *No, but I fell down myself and twisted my ankle.*
- B: *Sorry to hear that.*
- A: *Listen, why don't we celebrate your birthday another day.*
- B: *That would be great.*

A: *I should be good to go in a week or so.*

B: *Apology accepted.*

A: *Great. Talk to you soon.*

Task 13

***** Write a short paragraph in which:**

1. as the President of a country, you announce the decision to raise taxes due to recent economic problems caused by the previous government,
2. you sensitize teachers to the problem of AI-generated schoolwork and the need to develop new assessment methods to verify the authenticity of student work,
3. you advertise your services of professional repotting home plants company,
4. you formally request a promotion following a successful completion of your one-year work evaluation,
5. you reject an applicant for the position of junior personal assistant at an office that takes on volunteer workers for a major cultural event (like a festival or a concert), citing their lack of experience and/or skills as the reason.

You can select just one task from the list provided above (tasks 1-5) or tackle several/all of them, depending on the instructions from your tutor. When crafting your texts, consider how you are going to structure them, particularly in terms of speech act sequencing. Regardless of the number of tasks you choose, envision your texts as written texts designed for in-person delivery.

Task 14

Analyze the following text fragments concentrating on the goal(s) pursued by the speaker(s). In each case below, take into account:

- who the speaker(s) is(are),
- who the intended audience is,
- the speech event and the macro goal (the main intended outcome or purpose),
- the sequence of speech acts and the micro goals (specific objectives achieved by smaller chunks of speech acts that contribute to the attainment of the macro goal),
- the reasons for and the effects of sequencing individual speech acts in such a way.

**TEXT 1: A TRANSCRIPT OF PRESIDENT JOE BIDEN'S REMARKS
FOLLOWING DONALD TRUMP'S ASSASSINATION ATTEMPT ON JULY 14,
2024**

PRESIDENT JOE BIDEN (JB), PRESS REPRESENTATIVE (P)

JB: *Thanks for coming, folks. I've been thoroughly briefed by all the agencies in the federal government as to the situation, based on what we know now. I have tried to get a hold of Donald. He's with his doctors. They – apparently, he's doing well. I plan on talking to him shortly, I hope, when I get back to the telephone.*

Look, there is no place in America for this kind of violence. It's sick. It's sick. It's one of the reasons why we have to unite this country. We cannot allow for this to be happening. We cannot be like this. We cannot condone this.

And so – and I want to thank the Secret Service and all the agencies, including the state agencies, that have been engaged in making sure that the people who – and we have more detail to come relative to the other injured – other people who may be injured in the audience. I don't have all that detail, but we'll make that available to you.

I may be able to come back a little later tonight. But we'll put out a statement if we don't – if I am not able to give – if we – if it's not convenient for you all.

But the bottom line is that the ra- – the Trump rally was a rally that he should have been able to con- – be conducted peacefully without any problem. But the idea – the idea that there's political violence or violence in America like this is just unheard of. It was just not appropriate. And we – everybody – everybody must condemn it. Everybody.

I'll keep you informed. And if I am able to speak to the – to Donald, I'll – I'll let you know that as well. But so far, it appears he's doing well. Number one.

Number two, that they're as thoroughly investigating what happened to anyone else in the audience. I have s- – we have some reports, but not final reports. And every agency in the federal government, and I'll be – and I'm going back to – to my phone to speak with the federal agencies that are being put together again to give me an updated briefing – has anything happened, have they learned anymore in the last couple hours.

So, thank you very much. And I hope I get to speak to him tonight. And I'll get to – back to you if I do. Okay?

P: *Mr. President, do you think this was an assassination attempt?*

JB: *I don't know enough to – I – I have – I have a – I have an opinion, but I don't have any facts. So, I want to make sure we have all the facts before I make some comment – any more comments.*

Thank you.

<https://eu.usatoday.com/story/news/politics/elections/2024/07/14/biden-statement-on-trump-shooting-transcript-remarks/74402018007/> (accessed July 15, 2024)

TEXT 2: A TRANSCRIBED FRAGMENT OF DONALD TRUMP'S STATEMENT FOLLOWING HIS CONVICTION IN THE 'HUSH MONEY' TRIAL DELIVERED ON JULY 3, 2024, IN THE PRESENCE OF REPORTERS IN THE LOBBY OF THE TRUMP TOWER

Thank you very much everybody. This is a case where if they can do this to me, they can do this to anyone. These are bad people. These are, in many cases, I believe, sick people. When you look at our country, what's happening where millions and millions of people are flowing in from all parts of the world, not just South America, from Africa, from Asia, from the Middle East, and they're coming in from jails and prisons and they're coming in from mental institutions and insane asylums. They're coming in from all over the world into our country, and we have a president and a group of fascists that don't want to do anything about it because they could right now today, he could stop it, but he's not. They're destroying our country. Our country's in very bad shape, and they're very much against me saying these things. [...]

Now I'm under a gag order, which nobody's ever been under. No presidential candidate's ever been under a gag order before. I'm under a gag order, nasty gag order where I've had to pay thousands of dollars in penalties and fines and was threatened with jail. Think of it, I'm the leading candidate. I'm leading Biden by a lot, and I'm leading the Republicans to the point where that's over. So I'm the leading person for president and I'm under a gag order by a man that can't put two sentences together given by a court, and they are in total conjunction with the White House and the DOJ.

Just so you understand, this is all done by Biden and his people. Maybe his people more importantly, I don't know if Biden knows too much about it because I don't know if he knows about anything, but he's nevertheless the president, so we have to use his name. And this is done by Washington and

nobody's ever seen anything like it. So we have a judge who's highly conflicted. You know what the confliction is. Nobody wants to write about it, and I'm not allowed to talk about it. If I do, he said I get put in jail. So we'll play that game a little bit longer. We won't talk about it, but you're allowed to talk about it. I hope you do, because there's never been anybody so conflicted as this.

As far as the trial itself, it was very unfair. We weren't allowed to use our election expert under any circumstances. You saw what happened to some of the witnesses that were on our side. They were literally crucified by this man who looks like an angel, but he's really a devil. He looks so nice and soft. People say, "Oh, he seems like such a nice man." No, unless you saw him in action and you saw that with a certain witness that went through hell. And when we wanted to do things, he wouldn't let him do those things. But when the government wanted something, they got everything. They got everything they wanted.

It was a rigged trial. We wanted a venue change where we could have a fair trial. We didn't get it. We wanted a judge change. We wanted a judge that wasn't conflicted, and obviously he didn't do that. Nobody's ever seen anything like it. We had a DA who was a failed DA. Crime is rampant in New York, violent crime. That's what he's really supposed to be looking at. Crime is rampant to New York.

<https://www.rev.com/blog/transcripts/donald-trump-speaks-after-hush-money-conviction>
(accessed July 15, 2024)

TEXT 3: A FRAGMENT OF A COOKING BLOG POST FROM THE LIZMOODY COOKING BLOG

My cookbook launch week is finally here, and whew, has it been a doozy! I can't believe that after two years of work, Healthier Together is finally out in the world! The book is doing well beyond my wildest expectations – we hit number one in a number of Amazon categories, and so many of you are re-making the creations. My agent actually called me this morning to say that we're this close to a huge tipping point on Amazon, so if you haven't bought your copy yet, and want to purchase it on Amazon, please please do. Apparently, when books hit this point, they show up better in search and on rankings basically forever, so it's a huge deal and I'd be eternally grateful.

To celebrate the launch, I wanted to share one of the most popular recipes in the book – the #besthealthycookies. You may have already seen the remakes on Instagram, but these refined-sugar-free, gluten-free cookies are the real deal: they use only a few simple ingredients to create a perfect cookie that's crispy on the outside and chewy in the center (just the way I like it!).

Because they've been SO popular, I decided to share the recipe with you (if you want the rest of my healthy dessert recipes, including the Salted Caramel Crack Popcorn and the Fun-Size Snickers bar, you can find them in the Healthier Together cookbook!).

I'm also running a little giveaway on Instagram – if you make the Best Healthy Cookies, tag them, well #besthealthycookies and tag me (@lizmoody) to be entered to win my FIVE favorite healthy cookbooks of the year. Yes, you heard me right – FIVE.

I can't wait to see your creations!!

<https://www.lizmoody.com/best-healthy-cookies/> (accessed July 2, 2024, hyperlinks original)

TEXT 4: A TRANSCRIPT OF A PROMOTIONAL VIDEO BY MEL ROBBINS, AN AMERICAN PODCAST HOST, MOTIVATIONAL SPEAKER AND AUTHOR, ADVERTIZING HER YEAR-LONG TRAINING PROGRAM

Hey, it's your friend, Mel. I made this video for you because you were with me at the beginning of the year for Best Year 2024. Remember this? The best year-training and workbook, and all the cool stuff that you and I talked about and how we're gonna make this one of the best years of your life?

Well, when I told you that I was gonna do whatever I could to support you back then, I meant it. That's why I'm checking in with you right now. It is April. How is your year going? I figured if it's going like my year is going, right about now, you could use a little motivation, a little push, so that's why I'm here. Because it is easy to give up or to get bored four months into the year when you're working on making it your best year yet. But you and I... not gonna let that happen. Because getting clear about what you want... that's the first step to making it the best year. But learning how to execute it like a pro... that's the next one.

So you wanna do that next step with me? I thought you might. That's why I created another free and fun thing for us to do together. It's called "Make It Happen with Mel Robbins" and it is a brand new, two-part training and guess

what it's focused on. Action and execution. Now, if you've been following me for w while, you know that I do a free training every single spring. Gotta be honest with you. I think I kinda outdid myself with this one. Cause this has two video lectures that I teach – over 2 hours of all new research-backed and premium curriculum. It's got a 25-page workbook that helps you take what you were learning deeper into your life, it's packed with science and all you gotta do to jump in and grab your spot with me is click the link below. It's not gonna be the same without you. I want you in there.

And look, if you can find your Best Year workbook, bring it along. Because then you can reflect on what you did at the beginning of the year and what your goals were. But if you have no idea what this is, no problem. We can pick it up where we left it off, because we got this sucker right here. And like always, I've made it easy.

Just click the link below to grab your spot. 5, 4, 3, 2, 1 – let's make it happen. Alrighty. Click that link. Get into "Make It Happen with Mel Robbins," and I will see you in the new program.

<https://www.melrobbins.com/makeithappen> (accessed and transcribed July 10, 2024)

TEXT 5: A VITAL TALK CONVERSATION SCRIPT FOR MEDICAL DOCTORS COMMUNICATING WITH FAMILIES OF COVID-19 PATIENTS

CLINICIAN (C), FAMILY MEMBER (FM)

C: *Hello is this Ms. McNally? I'm Dr. Back from the COVID-19 response team.*

FM: *Hi.*

C: *I understand your father has tested positive for COVID-19.*

FM: *Yes. I'm very worried. I feel guilty that he got it in a nursing home. I thought that place would be ok.*

C: *Anyone would be worried. And there is no way you could have known this would happen.*

FM: *I suppose so.*

C: *Is it ok if we talk about what COVID-19 means for your father?*

FM: *Please.*

C: *May I first ask if you are the person who makes medical decisions for him.*

FM: *Yes. I'm his surrogate whatever you call it. I have the papers.*

C: *Perfect. I like to make sure I'm talking to the right person.*

FM: *That's me.*

C: *I need to give you some background. Most people who get COVID-19 have a mild or moderate illness and don't need the hospital. The people who most often get severe pneumonia with COVID are older and have existing medical problems, like your father.*

FM: *You know, I've heard that on the news but have been afraid to think about it.*

C: *Well that's a very normal reaction. COVID has put all of us in a tough situation.*

FM: *Yes. And I know that you are so busy.*

C: *We are doing our best under the circumstances. So I hope your father has a mild case and can stay where he is. We can make sure he gets all the treatments he needs. However, if his COVID becomes severe, it will almost certainly take his life.*

FM: *I was afraid you would say that.*

C: *It's not what any family member wants to hear. Given that, if the worst-case scenario happened and he was going to die, do you think he would rather be in the hospital or be at home – I mean at his nursing home.*

FM: *Gosh. That's a big decision.*

C: *I can see that you want the best for him.*

FM: *Absolutely.*

C: *Let me put it another way. If he didn't have dementia and was as sharp as you or me. And he understood COVID-19 and what would happen if he got a severe case. If he were sitting here with us, what would he say?*

FM: *Oh he would say, enough already. I'll stay here. But I don't know.*

C: *It sounds to me like if you put on his hat, and become him, he'd say "enough already." But if you put on your hat, you'd say, "I don't know." Do I have that right?*

FM: *Yes. I'm not ready to lose him.*

C: *Tell me more.*

FM: *He's always been there for me and my kids. He's the backbone of the family. He always believed in me.*

C: *Would he believe in you now? To speak for him?*

- FM: *When you put it like that, I know the answer. I just don't like it.*
- C: *It's not the kind of decision anyone wants to make. It does sound like you two may have talked about this?*
- FM: *He told me when he was first diagnosed with dementia, back then he was just a little forgetful, nothing big. We were driving to the park to walk the dog. He turned to me and said, "Remember, when I can't do this anymore, it's time to let me go."*
- C: *Wow, thank you for telling me that.*
- FM: *I had kind of forgotten about that. It's funny – I can see him saying it to me.*
- C: *Hmm. That kind of memory is a gift. Would it be ok to honor that?*
- FM: *Now it's clear to me. Let's keep at him at his home.*

<https://www.capc.org/covid-19/covid-19-goals-care-conversation-script/> (accessed July 22, 2024)

**TEXT 6: A TRANSCRIBED FRAGMENT OF THE DEALBOOK SUMMIT
ELON MUSK INTERVIEW ON HIS APPROACH TO AI TECHNOLOGIES,
NOVEMBER 30, 2023**

- ANDREW ROSS SORKIN (AS), ELON MUSK (EM)
- AS: *I want to pivot and talk about AI for a moment. We had Jensen Huang here, who's a big fan of yours, as you know.*
- EM: *Yeah. Jensen's awesome.*
- AS: *Talked about bringing you the first box, by the way, with Ilya, interestingly enough, back in 2016, I think.*
- EM: *Yes. There's a video of Jensen and me unpacking the first AI computer at OpenAI.*
- AS: *So I'm so curious what you think of what's just happened over the past two weeks. While you were dealing with this other headline, series of headlines, there was a whole other series of headlines at OpenAI. What did you think? You founded it, co-founded it.*
- EM: *Co-founded it, yeah. Well, the whole arc of OpenAI, frankly is a little troubling, because the reason for starting OpenAI was to create a counterweight to Google and DeepMind, which at the time had two-thirds of all AI talent and basically infinite money and compute. And*

there was no counterweight. It was a unipolar world. And Larry and Paige and I used to be very close friends, and I would stay at his house, and I would talk to Larry into the late hours of the night about AI safety. And it became apparent to me that Larry did not care about AI safety. I think perhaps the thing that gave it away was when he called me a speciest for being pro-humanity, as in a racist, but for species. So I'm like, "Wait a second, what side are you on, Larry?" And then I'm like, okay, listen, this guy's calling me a speciest. He doesn't care about AI safety. We've got to have some counterpoint here because this seems like we could be, this is no good.

So OpenAI was actually started, and it was meant to be open source. I named it OpenAI after open source. It is in fact a closed source, super closed. It should be renamed super closed source for maximum profit AI. Because this is what it actually is. Fay loves irony. In fact, a friend of mine says, the way to predict outcomes is the most ironic outcome is the most... It's like his Occam's razor, the simplest explanation is most likely. And my friend Jonah's view is that the most ironic outcome is the most likely. And that's what's happened with OpenAI. It is gone from an open source foundation, a 5123, to suddenly it's like a \$90 billion for-profit corporation with closed source. So I don't know how you go from here to there.

I don't know how you get ... Is this legal? I'm like, "That's legal?"

AS: *So as you saw Sam Altman get ousted by somebody you know, Ilya, and Ilya was a friend of yours, you brought him there, your relationship with Larry Page effectively broke down over you recruiting him away, I think.*

EM: *That's correct. Larry refused to be friends with me after I recruited Ilya.*

AS: *And so here's Ilya, apparently, saying something is very wrong.*

EM: *I think we should be concerned about this because I think Ilya actually has a strong moral compass. He really sweats it over questions of what is right. And if Ilya felt strongly enough to want to fire Sam, well, I think the world should know what was that reason.*

AS: *Have you talked to him?*

EM: *I've reached out, but he doesn't want to talk to anyone.*

AS: *Have you talked to other people behind the scenes? Is this all happening?*

EM: *I've talked to a lot of people. I've not found anyone who knows why. Have you?*

AS: *I think we are all still trying to find out.*

EM: *One of two things is, either it was a serious thing and we should know what it is or it was not a serious thing and then the board should resign.*

AS: *What do you think of Sam Altman?*

EM: *I have mixed feelings about Sam. The ring of power can corrupt, and he has the ring of power. So I don't know. I think I want to know why Ilya felt so strongly as to fire Sam. This sounds like a serious thing. I don't think it was trivial. And I'm quite concerned that there's some dangerous element of AI that they've created.*

AS: *Discovered.*

EM: *Yes.*

AS: *You think they've discovered something.*

EM: *That'd be my guess.*

AS: *Where are you with your own AI efforts relative to where you think OpenAI is, where you think Google is, where you think the others are?*

EM: *On the AI front, I'm in somewhat of a quandary here because I've thought AI could be something that would change the world in a significant way since I was in college, 30 years ago. Now, the reason I didn't go build AI right from the get-go was because I was uncertain about which edge of the double-edged sword would be sharper, the good edge or the bad edge.*

So I held off on doing anything on AI, could've created, I think, a leading AI company, and OpenAI actually is that, because I was just uncertain, if you make this magic genie, what will happen, whereas I think building sustainable energy technology is much more of a single-edged sword that is single-edged good, making life multi-planetary, I think single-edged good, installing mostly single-edged good, giving people better connectivity to people that don't have connectivity or it's too expensive, I think is very much a good thing. Sonic was instrumental, by the way, in halting the Russian advance, and the Ukrainians said so. So I think, with AI, you've got the magic genie problem. You may think you want a magic genie, but once that genie's out of the bottle, it's hard to say what happens.

AS: *How far are we away from that genie being out of the bottle, do you think, or you think it's already out?*

EM: *The genie is certainly poking its head out.*

AS: *The AGI, the idea of artificial general intelligence, given what you now are working on yourself, and you know how easy or hard it is to train, to create the inferences, to create the weights, I hope I'm not getting too far in the weeds of just how this works, but those are the basics behind the software end of this.*

EM: *It's funny, all these weights, they're just basically numbers in a common separated value file, and that's our digital god, the CSP file. I found that funny, but that's literally what it is. So I think it's coming pretty fast.*

AS: *You famously have admitted to overstating how quickly things will happen, but how quickly do you think this will happen?*

EM: *If you say smarter than the smartest human at anything?*

AS: *Yep.*

EM: *It may not be then quite smarter than all humans, well, machine-augmented humans, because people have got computers and stuff. There's a higher bar, but you say it's more than any ... can write as good a novel as, say, JK Rowling, or discover new physics, or invent new technology, I would say that we're less than three years from that point.*

<https://www.rev.com/blog/transcripts/dealbook-summit-2023-elon-musk-interview-transcript> (accessed July 4, 2024)

Hands-on practice key

Task 1

a.

Constatives: 1, 3 Performatives: 2, 4, 6, 8, 9 Neither: 5, 7, 10

b.

Implicit performatives: 8 Primary (explicit) performatives: 2, 4, 6, 9

c.

Utterances 5, 7 and 10 cannot be categorized as constative speech acts since they cannot be determined as either true or false (they lack their truth-value conditions). Moreover, they do not qualify as performative speech acts since they do not produce any changes in state or execute any actions (also, explicit performative verbs are absent). Utterance 5 is a subjective reaction, utterance 7 concerns the speaker's future action(s)/intention(s) and utterance 10 represents a personal evaluation or opinion.

Task 2

Suggested answers:

- | | |
|--------------|--|
| 1. a request | (for someone to bring the dictionaries) |
| a complaint | (that someone failed to bring the dictionaries) |
| a statement | (that the speaker cannot see them anywhere nearby) |
- | | |
|----------------------|--|
| 2. a critical remark | (that someone should have walked it and failed to do so) |
| an order | (to take the dog out for a walk) |
| a statement | (about the dog's location) |

- | | | |
|----|-----------------|---|
| 3. | a refusal | (to keep listening to someone or something) |
| | a warning | (that someone is losing their patience) |
| | a request | (that someone changes the topic) |
| 4. | a warning | (for someone not to go out) |
| | an announcement | (that the weather is going to worsen) |
| | a rejection | (of an offer to water the garden plants for someone) |
| 5. | an invitation | (for an applicant to enter their prospective boss's office) |
| | advice | (that it is a good time to ask him for something) |
| | an announcement | (that he is now busy and not to be interrupted) |

Task 3

- | | | |
|-----|------------------|------------------------|
| 1. | (compliment) DSA | (statement) DSA |
| 2. | (statement) DSA | (request for help) ISA |
| 3. | (statement) DSA | (encouragement) ISA |
| 4. | (rejection) ISA | (apology) DSA |
| 5. | (refusal) ISA | (inquiry) DSA |
| 6. | (complaint) DSA | (request) ISA |
| 7. | (inquiry) DSA | (offer) ISA |
| 8. | (warning) DSA | (advice) DSA |
| 9. | (advice) ISA | (threat) ISA |
| 10. | (invitation) ISA | (inquiry) DSA |

Task 4

SITUATION 1

The misunderstanding arises from a discrepancy in how speakers A and B interpret the intended meaning, or illocutionary force, of A's underlined utterances. A intends the first underlined utterance, '*Can you pass me the remote?*', as an indirect request for the remote, while B interprets it as a direct question about their ability to do so. Similarly, A means the second underlined utterance, '*So, can you?*', to either reiterate the request made before or express frustration with B's response, while B again takes it literally as another direct inquiry about their ability. The third underlined utterance '*Pass me the remote*' is a direct request, which is correctly interpreted by B and complied with.

SITUATION 2

Here, the difficulty in understanding each other's intentions occurs as a result of a misalignment in interpreting the illocutionary force of B's utterances, which

is aimed at refusing the offer of a piece of pie. A perceives B's initial responses 'Yes, it is' and 'It sure does' as straightforward affirmations, while B intends them as subtle and indirect rejections, or pre-refusals of the implicit offer conveyed by A's descriptions of the freshly baked apple pie. B's subsequent response 'I bet it is' continues this pattern of pre-refusals in response to A's implicit offer in 'Mouth-watering'. It is only when A offers a piece of pie more explicitly, via a more common indirect act of offering ('Would you like...?') that B resorts to a direct refusal in 'No, thanks', accompanied by a post-refusal ('I can't have any gluten'), which provides an explanation.

SITUATION 3

In this instance, the misunderstanding stems from a misalignment in interpreting the illocutionary force of B's utterances. A perceives B's initial statements, 'Start-ups are tricky, but I've learned a lot along the way' and 'There are a number of factors to consider', as merely informative, i.e. providing information about their experience and challenges related to start-ups. However, B intends these utterances as indirect offers of assistance, or pre-offers. This discrepancy in interpretation prevents A from recognizing B's willingness to help. Only when A shifts from an indirect to a direct request for help and B makes a more explicit, albeit still indirect offer, does the misunderstanding dissipate.

SITUATION 4

Similar to the previous situations, the misunderstanding in this exchange arises from a misalignment in interpreting the illocutionary force of A's utterances that mark uncertainty and indirectness. A subtly conveys a negative stance towards the potential opportunity employing indirect acts of discouragement, which is a well-known pre-disapproval strategy. By expressing some reservations ('It seems to have many cons and some pros.') and emphasizing uncertainty ('It might be') as well as the need for further consideration ('It's definitely a decision to weigh carefully:'), A indirectly discourages B from pursuing the opportunity they are discussing, which continues the same pattern of pre-disapprovals via indirect speech acts. B, however, misinterprets these implicit objections as neutral evaluations or even indirect requests for further information. Consequently, A resorts to irony in 'Sure. What could possibly go wrong, right?' to convey their disapproval via an indirect speech act and avoid stating it explicitly. Faced with B's persistent pursuit of affirmation and their failure to interpret the feigned optimism, A resorts to a direct and a rather forceful disapproval ('No, no! Just don't do it.') followed by a direct act of warning, a common post-disapproval strategy.

Task 5**Suggested answers:**

1. IF: refusal (to listen to what the addressee is saying)
PE: the addressee understands the speaker does not want to continue their conversation/ the addressee stops talking
2. IF: confirmation (that the speaker wants to go out)
PE: the addressee understands that the speaker wants to go out with them/ the addressee makes a suggestion to go out together
3. IF: request for opinion (confirmation or denial)
PE: the addressee understands the speaker wants them to share their opinion/ the addressee refuses to share their opinion with the speaker
4. IF: order (that the addressee puts out their cigarette)
PE: the addressee understands they cannot smoke where they are/ the addressee extinguishes their cigarette
5. IF: warning (for the addressee to abandon their idea of swimming)
PE: the addressee understands it is dangerous to swim in these waters/ the addressee goes swimming ignoring the risk

Task 6

1. – the speaker must have the authority to sentence people (e.g. a judge)
– the defendant must have been charged with having done something
– appropriate legal steps must have been taken (e.g. arresting, charging, testifying, etc.)
2. – the speaker must have the authority to open the conference (e.g. a chair or an organizer)
– at least one participant must be present
– some arrangements must have been made prior to the opening announcement
3. – the speaker (e.g. the pet's owner) must be in possession of a spider
– the spider can't have been named before
– the speaker must have an intention to use the name referring to the spider
4. – the speaker must have the authority to dismiss the class (e.g. the teacher)
– at least one student must be present
– the class must have started
5. – the speaker and the addressee must have been in a romantic relationship
– the addressee must be present
– the speaker's intention to end the relationship must be genuine

Task 7

- | | |
|-----------------------------|-----------------------------|
| 1. commissive | 6. directive |
| 2. declarative | 7. assertive/representative |
| 3. expressive | 8. declarative |
| 4. assertive/representative | 9. assertive/representative |
| 5. commissive | 10. directive |

Task 8

a.

ASSERTIVES/REPRESENTATIVES: concluding, expressing beliefs, giving factual information

DIRECTIVES: giving advice, requesting, warning

COMMISSIVES: assuring, threatening, vowing

EXPRESSIVES: apologizing, sharing emotions, thanking

DECLARATIVES: declaring wars, dismissing from employment, resigning

b.

ASSERTIVES/REPRESENTATIVES: describing, speculating, summarizing

DIRECTIVES: forbidding, recommending, reminding

COMMISSIVES: guaranteeing, refusing, volunteering

EXPRESSIVES: congratulating, expressing preferences, paying condolences

DECLARATIVES: appointing, christening, nominating

Task 9

- | | |
|--------|--------|
| 1. SRP | 6. CP |
| 2. - | 7. - |
| 3. CP | 8. SRP |
| 4. RP | 9. RP |
| 5. SRP | 10. - |

Utterances 2, 7 and 10 cannot be categorized as self-referential, ritual or cooperative performatives as they fail to meet the criteria for performative speech acts. Performatives typically require: a) a first-person subject, b) a present tense verb, c) a declarative and non-hypothetical form, and d) fulfillment of specific and essential conditions (felicity conditions) for successful execution.

Task 10**a.**

- THREAT: – refers to the Speaker's future act,
 – the Speaker believes that the Addressee doesn't want the act to be done,
 – the Speaker believes that they have the power/ability to carry out the act,
 – the Addressee will suffer harm as a result of the act.

- REQUEST: – refers to the Addressee's future act,
 – the Speaker believes that the Addressee has the ability to do the act,
 – the Speaker wants the Addressee to carry out the act,
 – the Speaker will benefit from the act.

b.

- REFUSAL: – refers to the Speaker's not doing a future act,
 – a request must have been made before,
 – the Speaker is believed to be capable of carrying out the act,
 – the Speaker has no intention of doing the act.

- APOLOGY: – refers to the Speaker's past action,
 – the Speaker acknowledges causing harm or offence by doing the act,
 – the Speaker takes ownership of the act,
 – the act caused harm or offence to the Addressee.

Task 11**SITUATION 1**

A: request for permission

B: inquiry - pre-refusal

A: negation

B: refusal

SITUATION 2

A: request for permission

- pre-invitation

B: acceptance

A: inquiry - pre-invitation

B: pre-refusal

SITUATION 3

- A: assertion - pre-announcement
- B: acknowledgement - pre-request
for information
- A: assertion - pre-announcement
- B: request for information
- A: refusal

SITUATION 5

- A: compliment - pre-request
- B: acknowledgement
- A: compliment - pre-request
- B: request for information
- A: inquiry - pre-request
- B: assertion - pre-refusal
- A: acknowledgement
- B: request for information - pre-acceptance
- A: explanation - pre-request
- B: request for information
- A: request for help
- B: acceptance

SITUATION 7

- A: admission - pre-apology
- B: acknowledgement
- A: assertion - pre-apology
- B: pre-acceptance
- A: apology
- B: acceptance
- A: promise - post-apology
- B: acceptance

SITUATION 4

- A: assertion - pre-offer
- B: acknowledgement,
statement
- A: confirmation - pre-offer
- B: acknowledgement
- A: offer
- B: acceptance, request for
confirmation
- A: confirmation

SITUATION 6

- A: inquiry - invitation
- B: acceptance - pre-refusal
- A: acknowledgement
- B: refusal, explanation
- post-refusal
- A: acknowledgement
- B: explanation - post-refusal
- A: acknowledgement
- B: explanation - post-refusal
- A: acknowledgement
- B: inquiry - invitation
- A: refusal

SITUATION 8

- A: request, complaint
- post-request
- B: promise, explanation
- A: complaint, explanation
- post-complaint
- B: acknowledgement, promise
- A: request for confirmation
- B: confirmation
- A: acceptance, inquiry

B: assertion
 A: confirmation - pre-complaint
 B: request for confirmation
 A: complaint
 B: assertion, apology
 A: disbelief

Task 12

Suggested answers:

SITUATION 1

SPEECH EVENT: discussing a dilemma
 SPEECH SITUATION: at a university canteen
 SPEECH ACTS: A: complaint, intent (pre-request for advice), intent
 B: inquiry, advice, explanation (post-advice)
 A: negation, explanation
 B: encouragement
 A: pre-acceptance
 B: advice
 A: pre-acceptance

SITUATION 2

SPEECH EVENT: discouraging from an action
 SPEECH SITUATION: in one's back garden
 SPEECH ACTS: A: warning, explanation (post-warning)
 B: rejection, explanation (post-rejection)
 A: acknowledgement, explanation (post-warning)
 B: negation (post-rejection), explanation (post-rejection)
 A: request/instruction, suggestion
 B: rejection
 A: insistence
 B: refusal
 A: refusal, order, threat (post-order)
 B: refusal
 A: demand

SITUATION 3

SPEECH EVENT: negotiating conditions
SPEECH SITUATION: in the classroom
SPEECH ACTS: A: promise, request
B: inquiry
A: assertion, offer
B: inquiry
A: negation
B: request for confirmation
A: negation
B: request for permission
A: acceptance
B: inquiry, request
A: acknowledgement, offer (pre-refusal)
B: request
A: refusal

SITUATION 4

SPEECH EVENT: making an announcement
SPEECH SITUATION: in the office
SPEECH ACTS: A: announcement
B: inquiry
A: assertion
B: complaint
A: assertion (pre-rejection of the complaint)
B: complaint
A: acknowledgement, explanation (pre-rejection of the complaint), assertion
B: disapproval
A: threat
B: inquiry (post-disapproval)
A: promise

SITUATION 5

SPEECH EVENT:	apologizing
SPEECH SITUATION:	on the phone
SPEECH ACTS:	A: apology
	B: acceptance, assertion (post-acceptance)
	A: explanation (post-apology)
	B: acknowledgement
	A: offer of explanation (post-apology)
	B: request for clarification
	A: clarification
	B: tentative acceptance
	A: explanation (post-apology)
	B: assertion (disapproval)
	A: explanation
	B: inquiry (disapproval)
	A: explanation
	B: expression of commiseration
	A: suggestion
	B: acceptance (of the suggestion)
	A: suggestion
	B: acceptance (of the apology)
	A: acknowledgement, promise

Tasks 13-14**Tutor-assisted tasks**

Chapter 2

Implying and Inferring

The previous chapter has demonstrated that the bulk of our communication proceeds in an indirect way. In order to successfully deliver certain communicative and social goals speakers choose to imply, suggest, or make hints rather than say things directly. The list of such goals is virtually infinite, as is the number of situations and domains in which indirectness appears. A person might want to be indirect when making a request so as to minimize imposition, or when making an allegation of someone's guilt without possessing a solid proof. As evidenced by the research of Austin, Searle, and others, indirect acts differ in their complexity – some are easy to follow, and some need a thorough consideration of context to be properly 'unpacked' and understood. That said, given the amount of indirectness occurring in everyday discourse and the apparent challenge posed by the particularly complex indirect expressions, the question arises about how people handle such a communicative challenge. Simply speaking, if so much of our language is indirect and thus potentially difficult to interpret, how is it possible that we can understand each other? It is precisely this question that we focus on in the present chapter. In the following discussion, we consider answers emerging from the most prominent research in the concepts, theories and models of indirect communication.

Grice's theory of implicature

The question how people orient themselves in the meanders of indirect communication is at the center of the theory of ***conversational implicature***

proposed by the British philosopher H. Paul Grice. The main tenets of the model are presented in a fairly brief essay titled 'Logic and Conversation' (1975), while a more comprehensive discussion follows in *Studies in the Way of Words*, a full-length monograph published in 1989 shortly after the author's death. Ground-breaking at their publication time, both works have influenced virtually all the later accounts of indirectness, across such disciplines as pragmatics, general linguistics, language philosophy, philosophy of mind, and communication science, among others. The focal concept of Grice's writings, conversational implicature can be understood, at the general level, as what speakers mean in addition to or instead of what they are literally saying and on the basis of the particular context in which they make their utterances. Though Grice's original research on implicature includes indeed essentially 'conversational' data, its subsequent impact has gone way beyond, encompassing multiple cases of non-conversational indirect communication. For this reason, unless explicitly stated otherwise we will be using the terms 'implicature' and 'conversational implicature' interchangeably in this chapter.

The Cooperative Principle (CP)

The architecture of H. Paul Grice's theory of implicature involves two main conceptual and terminological pillars, the first being the so-called **Cooperative Principle (CP)**. In *Studies in the Way of Words*, Grice chooses (somewhat misfortunately, as will be shown) an imperative clause to introduce it:

Make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.
(Grice 1989: 26)

In this passage, Grice underlies an essentially *cooperative* nature of human communication – our verbal interaction is supposed/expected to proceed timely, accurately, clearly, and so on. In a conversational context, this presumption can be considered from the speaker's as well as the addressee's perspective. The former entails a prescriptivist view of the CP, on which the speaker is (or at least appears) obliged to abide by specifically defined rules of communication. The latter involves not the *speaker's obligation*, but rather the *addressee's expectation*, of the speaker's compliance with these rules. The difference between the two

perspectives is quite fundamental, giving rise to the question which of them (or maybe both?) is in fact favored by Grice. Here we get to the explanation of the phrase 'somewhat misfortunately' used above. As the Cooperative Principle is presented in the form of an imperative, many of its accounts and interpretations (including a seminal textbook by Stephen C. Levinson, 1983) tend to emphasize its speaker-focused normative value. In actuality, the reading of Grice (1975) – particularly its final passages – invites a contrary interpretation. The CP is not a normative proposal, nor a set of 'guidelines for proper speaking', so to say. It is rather an indication of assumptions that the addressee makes about how things will be said to him or her by the speaker. We will see, very soon, that this interpretation goes a long way toward understanding how, exactly, implicature arises and is processed by its conversational recipient.

In Grice (1975: 45f.), Cooperative Principle is elaborated upon in the form of four constitutive categories, referred to as ***conversational maxims***:

1. Quantity

- Make your contribution as informative as is required (for the current purposes of the exchange);
- Do not make your contribution more informative than is required.

2. Quality

Try to make your contribution one that is true, specifically:

- Do not say what you believe to be false;
- Do not say that for which you lack adequate evidence.

3. Relation

Be relevant.

4. Manner

Be perspicuous, specifically:

- Avoid obscurity of expression;
- Avoid ambiguity;
- Be brief (avoid unnecessary prolixity);
- Be orderly.

The logic of these maxims can be briefly illustrated in the following way. When taking part in a conversation, a participant (speaker) is expected, first (Quantity),

to contribute just the right amount of information for the conversation to proceed smoothly, neither 'too much' nor 'too little'. For example, a polite question such as 'Excuse me, do you know where the toilet is' will normally be answered by, say, 'It's right there on the left' or 'Sorry, I have no idea', rather than a curt 'Yes, I do' withholding the desired information. This is not to say that the 'Yes, I do' reply must necessarily be read as illogical; it might well make sense and perform a function, but not at the literal level of interpretation. Second (Quality), the speaker is expected to be truthful, so if a student is invited to the movies but cannot go because they have lots of homework, they might decline by saying simply 'I am busy' or 'I have a chapter to read', but not by 'I have about 99 books and papers to read for tomorrow'. Again, the latter response is possibly not senseless, but its potential logic cannot be determined on the literal plane. Third (Relevance), the speaker is supposed to be relevant, so a question like 'What do you think of my new hairdo' entails an explicit response (positive or negative) in line with the topic, and not an apparently irrelevant reaction such as 'I am not really into abstract art'. Fourth (Manner), the speaker is expected to be clear and perspicuous. That said, when making an accusation you are supposed to say, for instance, 'John stole the car', rather than 'It was either John or George who stole the car, but I don't believe it was George'. Of course, the latter intricate judgement is potentially interpretable, but – once again – not at the literal level.

Being conceptually part of the framework of the Cooperative Principle, conversational maxims can at the same time be considered the 'second pillar' of Grice's theory of implicature. In order to generate an implied meaning (i.e. produce an implicature), the speaker must, first, infringe on one or more of the maxims by ostentatiously flouting it (see Tasks 1, 2). The word **flout** is used deliberately here, to indicate the beginning of a process in which the speaker's aim is to imply and invite the addressee to infer the implied information, rather than simply mislead or disinform the addressee (we will discuss that option later on). The speaker's utterance is then considered by the addressee, who takes the flout as an indication of the speaker's indirectness and a kind of encouragement to abandon the literal level of interpretation and use any contextual clues to search for the 'hidden meaning'. The whole process can be illustrated by a sample dialogue between two students:

- (1) A: Have you passed the exam?
B: Do I look happy to you?

In the above, B chooses to use a question as a form of reply to a question, whereby he explicitly flouts the conversational maxim of Relevance (a 'relevant' reply would be one in a declarative) and probably also the maxim of Quantity, if we consider a simple 'yes' or 'no' to make the most economical and informative of possible responses. That said, the speaker does not appear to ideally follow the maxim of Manner, either. Still, notwithstanding these flouts, we can assume that B's utterance is not going to disqualify them as a valid partner in the conversation; quite contrarily, student A will feel intrigued and will undertake an effort to establish, first, what B really means (which seems rather easy), second, why B chose to communicate the answer the way they did (which might be a bit more difficult). Likely enough, A is going to infer that B has not passed the exam, an extra inference being for instance that they look visibly unhappy and no verbal interaction is in fact necessary to tell the reason. While in making their inference A makes use of background information (such as the knowledge that passing/failing an exam can make a person manifestly happy/sad), the inference relies, above all, on A's own *willingness to cooperate* – that is deciding to engage in the process of deciphering the hidden meaning. The belief in cooperation is also necessary at the other end of the exchange. Namely, in producing the implicature, B presumes that A will be cooperative enough to proceed with decoding it, rather than deeming B's utterance (and B themselves) irrational or illogical. The way in which Grice's model connects conversational maxims with the Cooperative Principle to form a self-consistent mechanism of implicature generation is just as conceptually impressive as elegantly concise. On the basis of (1), we could venture a simple yet essentially correct generalization: (conversational) implicatures arise as a result of flouts of conversational maxims, accompanied by the constant functioning of the Cooperative Principle involving the lasting presumption of communicative cooperation between the speaker and their addressee (see Tasks 1, 2).

In *Studies in the Way of Words*, Grice observes that it is possible to infringe upon the maxims without the intention to create an implicature. Sometimes, the speaker chooses not to follow a maxim simply to mislead the addressee, in which case we speak of **maxim violation** (see Task 3):

- (2) A: How long did you watch TV yesterday?
B: Not long, maybe for about an hour or so. [in fact, it was 3 hours
– violation of Quality]

Furthermore, it is possible to **hedge** a maxim (see Task 8). A hedge is a word or phrase used in an utterance to express uncertainty, caution, or indecisiveness about the remainder of the utterance. One can hedge each of the maxims, as in the following examples:

- (3) *I won't bore you with all the details, but it was an exciting trip.*
[Hedging Quantity. The speaker indicates that not as much, more or not as precise information is provided as possibly expected.]
- (4) *As far as I know, they're married.*
[Hedging Quality. The speaker indicates that they do not take full responsibility for the truth of their utterance.]
- (5) *This may sound like an irrelevant question, but whose car is that?*
[Hedging Relation. The speaker indicates they may be giving irrelevant information.]
- (6) *I'm not sure if it makes sense, but I think it was not accidental.*
[Hedging Manner. The speaker indicates they may be unclear, confusing or imprecise.]

While neither violating nor hedging maxims leads to indirectness effects as spectacular as can be observed in the case of flouting, there are infringements that play a major pragmatic role in specific contexts or discourse domains. For example, maxim hedges are frequently used in political discourse, where they function as disclaimers of public responsibility.

Properties of conversational implicature, and implicature cancellations

One of the greatest merits of H. Paul Grice's model is its comprehensive, in-depth account of conversational and discursive features of implicature, which makes a cornerstone contribution not only to the theory of indirectness but to discourse and communication theories in general. In 'Logic and Conversation', Grice argues that there are **five distinctive properties, or features**, that make conversational implicatures unique among other kinds/forms of indirect meaning and types of inference (Grice 1975: 50):

1. **Non-detachability.** Implicatures attach to the meaning of the utterance, and not to any concrete lexical item or sentence form chosen to express that

meaning. In other words, in specific contexts different linguistic forms can generate the same implicature, as in:

- a. 'John is an Einstein';
- b. 'John is a real mental prodigy';
- c. 'Look at John, the next Nobel Prize winner!'.

In a specific context (for instance the speaker and the addressee both know John very well, the speaker assumes an ironic tone), all the three utterances imply that John is not very smart.

2. **Context dependency.** There can be several implicatures associated with one language form, as in:

'Mike is a machine'.

Depending on context, the utterance might mean that 'Mike is a hard worker', 'Mike is very efficient', 'Mike is unemotional', and so on. Interestingly, the inferences can be both 'positive' and 'negative'.

3. **Calculability.** Implicatures have their meaning *inferred* on the basis of complex mental computation, involving *premises* such as the conventional meaning of words, the belief in CP, contextual information, and common knowledge:

A: 'Where is Bill?'

B: 'There's a yellow BMW outside Sue's house'.

In order to make *inference* of B's implicature, A needs to engage several *premises*. A needs to know, or assume, that Sue and Bill know each other (well), that Bill has/drives a yellow BMW, that BMW is a car make, and even that a person might want/need to drive a car to get to a place! (an assumption that of course none of us realizes). On top of all this, A needs to presume mutual cooperation, i.e. consider B's utterance as a valid contribution to the conversation, despite B's flouting the Relation maxim.

4. **Non-conventionality.** While understanding an implicature relies on what is said, the implicature itself is not part of what is said, it is not part of the 'dictionary' meaning of any of the words involved. For example, to understand the meaning of the expressions 1abc above, a dictionary need not define 'Einstein', etc., as 'a smart person'.

5. **Cancelability (defeasibility).** Last but not least, implicatures can be ‘canceled’. This means that a speaker ‘withdraws’ a previously built implicature, usually by providing more content or otherwise following up on their earlier contribution:

A: We’re running low on gas.

B: There’s a station round the corner. But it’s closed.

While B’s first utterance implies A and B can refuel at the station round the corner, B’s second utterance cancels the implicature.

► (see Tasks 4, 7)

Of all the properties above, cancelability may be the most consequential at discourse level, affecting various linguistic choices that people make to successfully realize their social goals in different contextual conditions (see Task 7). In particular, it creates a kind of ‘rhetorical safety’, so to say, by providing the speaker with an option to deny an earlier opinion, claim, or position, should such a position be getting problematic for the speaker in the new context. The mechanism in question can be readily observed across a broad range of discourse domains and particular situations, formal and informal. Imagine a department store advertising a clearance sale with the slogan ‘Up to 50% off!’. While the slogan *implies* substantial discounts on all merchandise, the store assumes no responsibility for such an ‘optimistic’ interpretation of the words since alternative interpretations (10%? 5%? 2%? On some items only?) *are* logically possible and can be used in defense of the slogan. Or imagine a party leader making a campaign statement in front of a group of teachers: ‘We stand for an equitable pay policy in education’. This may well sound like a pay rise promise to the most experienced teachers in the group, as their formal qualifications are the highest. Yet, younger teachers may feel the statement applies mostly to themselves – as their salaries are, literally, the lowest. All the potential meanings and functions of the statement are hidden in the ‘equitable pay policy’ phrase (the ‘trigger’ for all possible implicatures) and whichever meaning is inferred depends often upon expectations (not to say, hopes) of the interpreter. At the same time, the speaker can monitor the uptake of different meanings by different interpreters from different interest groups and deny any unwelcome interpretation by saying that it does not match what *in fact* has been meant. That said, the party leader can always provide the younger teachers with what we have called ‘more content’, in this case a follow-up clarification such as ‘our first priority will be to invest in highly qualified specialists’.

In a similar way, he or she can cancel the original implicature by revealing another 'priority' in front of another interest group.

Of course, though being widespread in public discourse, implicature cancelations need not always be so socially consequential. In actual fact, implicatures are also frequently canceled for humorous effects. The following example seems self-explanatory:

(two academics talking about a student)

(7) A: How is Tom doing at your class?

B: Well, he has a beautiful handwriting and always makes lots of notes!
Truth is, he can hardly understand them later on... .

► (see Task 7)

A phenomenon related to implicature cancelation is ***implicature suspension***. In suspending an implicature the speaker invites their addressee to make an inference, but does not commit to the truth or falsehood of that inference. At the same time, the speaker makes sure their non-committal stance does not give rise to a contradiction. We can illustrate this mechanism by slightly modifying one of the previous examples of the cancelability feature:

(8) A: We're running low on gas.

B: There's a station round the corner, but *I'm not sure if they're still in business*.

Remarkably enough, one can also generate and simultaneously suspend implicature within a single expression or phrase, that is without using an extra phrase (such as the one in the italics above) whose only function is to produce a suspension effect (see Task 6):

(9) A: Does the new manager speak Spanish?

B: *Doesn't he speak Portuguese?*

Though B's utterance in (9) may imply that the manager does not speak Spanish, its wondering tone might make A not rule out the possibility that the manager speaks both Portuguese and Spanish. Another interpretation could be that the manager *likely* speaks Portuguese and – as for Spanish – B simply does not know.

Levinson on particularized and generalized implicatures

As can be seen from the above sketch, Grice's account of (conversational) implicature is both in-depth and extensive, informing virtually all later research in issues of implying and inferring. In that research, two theoretical contributions seem particularly seminal, namely Stephen C. Levinson's (1983, 2000) study of 'generalized' and 'particularized' implicature, and Christopher Potts' (2005) model of conventional implicature and entailment.

The study of generalized and particularized implicatures (see Task 9) by Levinson can be considered a much revised version of Grice's 1975 proposal, including, apart from theory, a vast collection of fresh empirical data (Levinson 2000). Drawing upon that data, Levinson uses a number of context-related criteria to endorse and further clarify Grice's original distinction between 'generalized' and 'particularized' conversational implicature. **Generalized conversational implicature (GCI)** can be defined as a type of implicit meaning that is inferable without reference to any specific contextual information:

(10) Juan has three children.

In this example, we do not need any specific prior information to reach the GCI. By default, any speaker would tend to infer that Juan has exactly three children and no more, and as long as no additional information is provided to contradict this (for example, *Well, and he has a fourth child who was adopted 5 years ago*), the GCI is inferable by default.

In his discussion of GCIs, Levinson points to a specific kind of implicature, which he refers to as **scalar implicature**. Scalar implicature is an implicit meaning that is communicated by choosing a word which expresses one value from a scale of values. Scalar implicatures often involve terms that indicate degrees or amounts, such as 'some', 'many' or 'all', where the choice of a specific term suggests a rejection of more extreme alternatives. For example, if someone says, *Some of the cookies are gone*, they imply that not all cookies are gone, while saying *All the cookies are gone* would mean something different (see Task 9b).

In contrast to GCI, **particularized conversational implicature (PCI)** cannot be inferred without reference to contextual information:

(11) (B, who is short, does not like to go out with tall women, and A knows this)

A: Do you want Ana's telephone number so you can go out with her?

B: Ana is quite tall.

In (11), B implies he does not want A to give him Ana's telephone number to go out with her. What allows A to reach the PCI is the prior contextual knowledge that speaker B does not like tall women. If this prior context changed (for example, if B liked tall women), the inferred PCI could change, too.

The difference between particularized and generalized implicatures (Task 9) can be further illustrated by considering the following situation (see Culpeper & Haugh 2021 for details). Imagine that Michael is in a café with a friend who is eating some cake with her coffee, and he comments that the cake looks really nice. In saying that he thinks that his friend's cake looks nice, a particularized conversational implicature potentially arises (i.e. that Michael would like to try some of his friend's cake). Of course, whether this request is implied on this particular occasion depends on the relationship between Michael and his friend (including whether they are close enough for such a request to seem appropriate), whether Michael himself already has some cake at that time, and so on. It also depends, in part, on the response of Michael's friend; if she responds with something like *Would you like some?* then not only does she show that she has drawn this particularized conversational implicature, but also gives rise to a generalized conversational implicature by her saying *some cake*, which through conventionalized reasoning implies '[but] not all of it'. Such conversational examples are rarely provided by Grice himself, but they have become a crucial focus of analysis in subsequent neo-Gricean models, such as Levinson's.

Potts on conventional implicature and entailment

Finally, we must acknowledge Christopher Potts' important work on conventional implicature and entailment, two phenomena straddling the rather fuzzy boundary between semantics and pragmatics (or pragmatics and semantics, from this book's perspective). Unlike conversational implicature, **conventional implicature** arises from the use of specific items ('and', 'but', 'even', 'yet', 'therefore', among many others) and not from infringement on conversational

maxims. The coding of conventional implicature in specific words is precisely what makes it a borderline – if not mostly semantic – concept. Notwithstanding this formal characterization, Potts (2005) argues, with good reason, that there are many instances of conventional implicature that merit attention from pragmatics, particularly those which demonstrate the ‘implying potential’ of different lexical items, that is how many and what kind of implicatures they can trigger. For example, while most items are used in discourse to produce a single implicature, words such as ‘and’ or ‘but’ can generate many:

- (12) I dropped my camera **and** it broke. (implies consequence)
- (13) He is Scottish, **and** he is generous! (implies contrast, surprise)
- (14) Mary finished eating **and** left the party. (implies sequence – and, possibly, Mary’s reason for attending the party)
- (15) Bart is starving **but** he won’t stay for dinner (implies contrast and/or irrationality)
- (16) Exterior paint is very tough **but** interior paint is relatively soft. (implies comparison)

► (see Task 10)

Examples such as above reveal the basic distinctive features, or properties, of conventional implicature (see Task 5). Unlike conversational implicature, conventional implicature can be described as **detachable** (i.e. substitution of the implicature trigger with a different lexical item deletes the implicature), **non-calculable** (i.e. implicature arises from the meaning of the implicature trigger and not from context calculation), and **non-cancelable** (viz. example 12 – you cannot ‘cancel’ the consequence implicature by providing more content in a follow-up utterance).

In regard to **entailment**, the last inferential phenomenon covered in the present chapter, Potts defines it as the relationship between two utterances where the truth of one (A) requires the truth of the other (B). For example:

- (17) (A) Susan’s brother bought three horses *entails that* (B) Susan’s brother has three horses.
- (18) (A) Richard is reading a textbook *entails that* (B) Richard is reading.

In the same vein, the news that the president was assassinated entails that the president is dead, the announcement that everybody passed the exam entails that nobody failed, and so on. Being an essentially logical concept, entailment falls closer to semantics than conventional implicature, thus attracting comparatively moderate interest from discourse pragmatics, especially nowadays (see e.g. Senft 2014).

Further reading

Culpeper & Haugh (2021), Grice (1975, 1989), Levinson (1983, 2000), Potts (2005), Senft (2014)

Practice Pack

Grasp checkpoints

- What is Grice's Cooperative Principle? Do people consistently adhere to this principle when communicating?
- What are the four classes of maxims proposed by Grice? What is their purpose? What are the consequences of non-adherence to these maxims?
- Elaborate on the four classes of maxims: Quantity, Quality, Relation, and Manner.
- How does flouting maxims differ from violating maxims? Provide illustrative examples of both.
- Is it possible to flout the Cooperative Principle? Is it possible to violate it?
- What are hedges and how do they relate to conversational maxims? Offer examples of how hedges operate within each class of maxims.
- Explain the concept of suspending implicatures. How does it differ from canceling them? Provide an example.
- Discuss conventional implicatures. What are their defining characteristics?
- Discuss conversational implicatures. How are they different from conventional implicatures? What are their defining characteristics?
- Define particularized and generalized implicatures. Provide an illustrative example of each type.
- What are scalar implicatures? How can producing them be useful in everyday discourse situations? Provide examples.

Note: If you encounter any difficulties in understanding particular concepts, please refer to the relevant theoretical sections of this textbook, which offer

in-depth explanations and foundational knowledge that can facilitate deeper comprehension. If you are using it in a classroom setting, we encourage you to seek further guidance from your tutor.

Hands-on practice

Task 1:

* What is implied by the underlined utterances? Which maxims have been flouted in each case?

1. A: *Help! I have no idea how to start on this task.*
B: *It's my first and only coffee break today.*
2. A: *How was your date last night?*
B: *I picked her up, we went out to eat, we scarcely talked, we had no chemistry, I never called her again.*
3. A: *I'm going to be super rich one day.*
B: *Sure. You'll be richer than all Bill Gateses of the world.*
4. A: *Where is that kale pie you made me?*
B: *That dog has the strangest taste in food.*
5. A: *I'm thinking of buying a mountain bike.*
B: *I've never seen you walking without a good cause...*
6. A: *Do you think I look fat in these pants?*
B: *Compared to wearing nothing at all, these pants are practically slimming.*
7. A: *I have really important news! It's gonna change everything.*
B: *The discovery of penicillin changed everything.*
8. A: *So? What did you think of my new boyfriend?*
B: *He's got really good teeth. Really good.*
9. A: *You don't seem to be ready at all... You are still wearing a hair towel.*
B: *I'm all set. This is my glamorous look for the night.*
10. A: *Who's responsible for that absolute disaster in the kitchen?*
B: *It was either Mel or Robin; but it would be really hard for Robin- she's still in Paris.*

Task 2:

a. * Which maxims are flouted when the speaker:

1. provides overtly false information,
2. speaks nonsensically,
3. clearly does not provide enough information,
4. provides disordered information,
5. intentionally provides excessive amounts of information,
6. gives obviously doubtful information with no supporting evidence,
7. provides insignificant information,
8. speaks off topic,
9. expresses ideas in an ambiguous way,
10. provides vague information.

b. * Do some of Grice's maxims overlap in any of the cases above? How?

Task 3:

**** Analyze the underlined utterances to determine whether conversational maxims have been flouted or violated. Which maxims were involved in each case?**

1. A: *How did the stew turn out?*
 B: *I could make a vegan eat meat.*
 - a. IMPLICATURE: It was amazing, CONTEXT: said in an enthusiastic tone
 - b. IMPLICATURE: It wasn't that good, CONTEXT: said in a regular tone
2. A: *I loved the play last night. Did you?*
 B: *It was like watching snails racing in slow motion.*
 - a. IMPLICATURE: It was boring, CONTEXT: said with an eye roll
 - b. IMPLICATURE: It was boring, CONTEXT: said in an overtly cheerful manner
3. A: *How in the world did he spill all the wine?*
 B: *With astonishing grace.*
 - a. IMPLICATURE: He did not spill the wine, it was his wife, CONTEXT: said in an affirmative tone
 - b. IMPLICATURE: He did not spill the wine, it was his wife, CONTEXT: said in a mock feminine tone

4. A: *Do you have a phone I could use?*
 B: *I do.*
 a. IMPLICATURE: I will not let you use it, CONTEXT: said clutching the phone to B's chest
 b. IMPLICATURE: You can use it, CONTEXT: said in an affirmative tone
5. A: *Have you watered all the plants in the garden like I asked you to?*
 B: *I've been watering them forever.*
 a. IMPLICATURE: I haven't watered all of them, CONTEXT: said in a weary voice
 b. IMPLICATURE: I haven't watered all of them, CONTEXT: said in an affirmative tone
6. A: *Where have you been all day? We've been waiting for you in the living room...*
 B: *Out and about.*
 a. IMPLICATURE: I don't want to tell you, CONTEXT: said angrily
 b. IMPLICATURE: I was in my room and wanted to be alone, CONTEXT: said in a calm tone
7. A: *Do you want to go for sushi tonight?*
 B: *We have bills due.*
 a. IMPLICATURE: I want to go despite financial issues, CONTEXT: said sadly
 b. IMPLICATURE: I can't go, because I can't afford sushi at the moment, CONTEXT: said sadly
8. A: *How much did that dress cost, love?*
 B: *Less than the last one.*
 a. IMPLICATURE: It was more expensive than the last one, CONTEXT: B knows how much the last one cost
 b. IMPLICATURE: It was more expensive than the last one, CONTEXT: B does not know how much the last one cost
9. A: *How would you like to pay? Cash or card?*
 B: *I'd prefer not to pay anything.*
 a. IMPLICATURE: I'll pay by card, CONTEXT: said jokingly and reaching for a credit card
 b. IMPLICATURE: It's really expensive, CONTEXT: said in an expressionless voice

10. A: *How was Rob's party?*
 B: *Two people I know showed up.*
- a. IMPLICATURE: It was fine, as I had someone to talk to, CONTEXT: said with an unhappy expression
 - b. IMPLICATURE: I didn't enjoy it, CONTEXT: said in a pouty tone

Task 4:

**** Provide your own example of an exchange to illustrate the following features of conversational implicatures. Explain each characteristic feature.**

1. non-detachability
2. cancelability
3. calculability
4. context dependency
5. non-conventionality

Task 5:

**** Provide your own example of an exchange to illustrate the following features of conventional implicatures. Explain each characteristic feature.**

1. detachability
2. non-cancelability
3. non-calculability
4. context invariance
5. conventionality

Task 6:

*** For each of the conversations below, add an utterance that would suspend the underlined implicatures. Identify the implicatures that you have suspended.**

1. A: *What are you doing tonight?*
 B: *I've been invited to a housewarming party at a friend's place...*
2. A: *I'd love to watch a rom-com tonight, babe.*
 B: *Blade Runner it is.*
3. A: *We're running out of candy for the trick-or-treaters.*
 B: *There's a deli around the corner.*

4. A: *Do I look overdressed?*
B: *It's a formal lunch with your supervisors.*
5. A: *Why is the baby crying so much?*
B: *Babies cry.*

Task 7:

* For each of the conversations below, add an utterance that would cancel the underlined implicatures. Identify the implicatures that you have canceled.

1. A: *Is it tough being an English Philology student?*
B: *It's plain sailing.*
2. A: *Where are the kittens?*
B: *Some of them escaped again...*
3. A: *You look exhausted. What's going on?*
B: *Both the cat and the dog decided they wanted to co-sleep with us.*
4. A: *How is your summer going so far?*
B: *I've been working on this pragmatics handbook for my students for months now.*
5. A: *What are you staring at so intently?*
B: *Did you know it takes my neighbor half an hour to make sure his car doors are locked.*

Task 8:

* For each sentence listed under the Gricean Maxims below, apply an appropriate hedge. Next, identify the communicative effect the hedge has on the utterance.

1. **QUALITY**
- Vincent has developed a phobophobia, which means he's afraid of getting new phobias.*
 - They accidentally delivered his food to the wrong address next door.*
 - We're staying in and watching a movie tonight.*
2. **QUANTITY**
- Our eldest son decided he wanted a naked mole rat for his birthday.*
 - This was my experience working in customer service.*
 - She was smoking cigarettes non-stop.*

3. **RELATION**

- a. ... *I'm baking a white chocolate cherry cheesecake.*
- b. ... *Doug, my old classmate, has won the lottery and is now a millionaire.*
- c. ... *my colleagues loved the bouquet of tulips you sent me the other day.*

4. **MANNER**

- a. ... *I've misplaced the receipt for the blue kettle.*
- b. ... *the actors took the stage, delivered their lines, and then the curtain fell.*
- c. ... *if you are looking to boost your self-esteem, I know someone who can help.*

Task 9:

a. * Classify the following implicatures as either generalized or particularized:

- 1. A: *Have the professor and the assistant agreed to participate in the project?*
 B: *The assistant has.*

IMPLICATURE 1: The professor did not agree.

IMPLICATURE 2: The project is not interesting enough for the professor to get involved.

- 2. A: *How much time do we have until the party starts?*
 B: *It's possible that it has already started.*

IMPLICATURE 1: The party might have started.

IMPLICATURE 2: I don't like it that we are always late!

- 3. A: *I believe we can persuade them to change their minds.*
 B: *Oh, right, because we are Bill Gates and Elon Musk.*

IMPLICATURE 1: We are not powerful enough to persuade them.

IMPLICATURE 2: The only way to change their minds is by paying them.

- 4. A: *Hey, have you seen my PhD diploma?*
 B: *Well, the twins were just looking for some glue and glitter a while ago.*

IMPLICATURE 1: The children are adorning your diploma with glitter as we speak.

IMPLICATURE 2: I know the twins.

5. A: *Do you want to hear my Kermit the Frog impression?*

B: *John, I'm trying to enjoy our romantic date night.*

IMPLICATURE 1: Do not do the impression, because it will spoil the mood.

IMPLICATURE 2: Your impression will make me angry.

6. A: *How was your flight?*

B: *It wasn't exactly pleasant. There was a crying baby on board, you know.*

IMPLICATURE 1: Our baby was crying a lot making the flight difficult.

IMPLICATURE 2: The crying baby wasn't ours.

7. A: *Is your brother a professional in his field?*

B: *He's not unprofessional.*

IMPLICATURE 1: Do not do business with him.

IMPLICATURE 2: My brother is not professional.

8. A: *What happened to my golden-baked cod fillet?*

B: *It's called culinary foam and it's delicious.*

IMPLICATURE 1: I would like you to try the dish.

IMPLICATURE 2: The foam dish is superior to the baked dish.

9. A: *Is Frank coming?*

B: *He thinks the meeting is tomorrow.*

IMPLICATURE 1: Frank does not know that the meeting is today.

IMPLICATURE 2: We didn't want Frank to participate in the meeting.

10. A: *Have you bought the gift for Sarah's birthday?*

B: *I've bought her a better gift.*

IMPLICATURE 1: I bought her a different gift than the one we talked about.

IMPLICATURE 2: The gift I bought is better than what we planned to get her.

b. ** Analyze Task 9a for examples of scalar implicatures. Identify the implied meaning in each case and determine if scalar implicatures are generalized or particularized.

Task 10:

*** Classify the following instances of implicatures as either conversational or conventional.**

1. *Miriam was caught stealing office stationery and her supervisor dismissed her.*
 - a. Miriam was dismissed because she was caught stealing office stationery.
 - b. Miriam had an unlucky day.
 - c. You shouldn't steal your company's property, because you may get fired.

2. *Oh, they knew it was going to rain heavily but went for a trek in the mountains anyway.*
 - a. It was a bad decision to go for a trek in such weather.
 - b. It is surprising that they decided to go for a trek in such weather conditions.
 - c. They went for a trek in the mountains, which was unexpected based on the rainy weather.

3. *Everybody turned up and even her brother came punctually.*
 - a. It was unlikely that her brother would arrive punctually.
 - b. The party was a success.
 - c. It was unexpected that her brother would arrive punctually.

4. *I would have helped you if you had told me you needed a hand.*
 - a. Doing things without someone else's help leads to bad results.
 - b. My willingness to help you was hindered due to a lack of information.
 - c. You should have asked for help.

5. *We met Mr. McFussy on our holiday in Switzerland this July.*
 - a. It was a surprise to meet Mr. McFussy that far away from home.
 - b. We are not close friends with Mr. McFussy.
 - c. Mr. McFussy is a very difficult person to please.

6. *She baked some chocolate-chip cupcakes and we ate them all on the porch.*
 - a. She first baked the cupcakes and then we ate them.
 - b. It was a very pleasant afternoon.
 - c. We needed something to cheer us up.

7. *He hasn't read your contribution yet.*
 - a. He will read your contribution at a later time.

- b. He's too busy to read your contribution now.
 - c. Reading your contribution is only one of the many things he has to do.
8. *A colleague suggested I email you, but I came to talk in person.*
- a. I like deciding on my own.
 - b. Contrary to advice from a colleague, I came to talk face-to-face.
 - c. My decision was better than a colleague's suggestion.
9. *Laura is the accountant.*
- a. Laura is the accountant who can answer your questions.
 - b. Laura is the best accountant we employ.
 - c. Laura is the only accountant in the company.
10. *Mellissa and Walter are separated.*
- a. Mellissa and Walter were unhappy together.
 - b. Mellissa and Walter are separated from each other.
 - c. Mellissa and Walter are looking for new relationships.

Task 11:

**** In the following conversations, analyze the implied meaning and address the following points:**

- a. identify the macro and micro goals of both speakers involved,
- b. examine how implicatures contribute to the attainment of their goals,
- c. discuss why the speakers may have chosen to express certain meanings implicitly rather than stating them explicitly,
- d. determine whether any hedges have been employed in the conversation; if so, explain their function and the effect they have on the interaction.

SITUATION 1

A CONVERSATION BETWEEN STUDENTS

- A: *Hi, are you still down for the concert tonight? It's gonna be awesome!*
- B: *Hmm, I'd love to, but you know, we have that pragmatics test coming up... I'm not saying it's impossible for me to go, but... you know how it is...*
- A: *Come on, you can't study all the time, right? Breaks are good for your brain. Plus, it's not like the Guys are rolling through town every day.*

B: *True, true. And I'm not saying the test is everything, but still... it's a lot to cover. And honestly, I've barely even started studying.*

A: *If you think about it, the concert might actually help you chill a bit, so you'll probably focus way better tomorrow.*

B: *Maybe... But then again, skipping a few more hours of study could mess with my grade. And you know her... she's not exactly lenient with grading.*

A: *Yeah, but let's be real, how much more can you really learn tonight? We've been over implicatures and speech acts so many times already. And besides, I bet half of our group will be at the concert anyway. We might even go over some concepts during the break...*

B: *Hmm, well... I can't say I haven't thought about it. I just worry I'll fall asleep as soon as I get home and kick off my shoes.*

A: *I suppose that's possible. [pause]*

Just think about it this way: we'll still have all day tomorrow to study stuff, and you'll feel way more relaxed after tonight.

B: *You're probably right. I guess it could work out. I'll tell you what, I'll see how much I can get done this afternoon and maybe I'll meet you there later. Sounds good?*

A: *Sure! No pressure, but I'm crossing my fingers you make it.*

B: *Thanks, we'll see. Good luck with whatever you do before the show!*

SITUATION 2

A CONVERSATION BETWEEN FRIENDS

A: *So, I've been thinking about trying a vegan diet.*

B: *Oh, yeah? Vegan food can be pretty decent, I guess... sometimes.*

A: *I mean, it's not like I'm going full vegan or anything, but I've heard it might be a healthy change.*

B: *Healthy, sure, but you know... not all vegan food is a health miracle just because it's been labeled... well, vegan. You still have to steer clear of vegan junk food.*

A: *True. I guess I'd have to check out some actual recipes and maybe stick to the 'healthy' aisles when I'm grocery shopping. Maybe I'll start small? Like, with a vegan burger?*

- B: *Well, if you are really into that sort of thing... Yeah, some vegan burgers can be... alright, I guess. I tried one once. Almost tasted like a real burger.*
- A: *Yeah, I get what you mean. But for me, it's... it's more about the ethical side for me, you know? Reducing animal suffering and all that.*
- B: *Totally. But, have you thought about how hard it is to stay full without, you know, actual meat? Protein's important.*
- A: *I suppose that's true for some people, but there are plant-based proteins, like lentils and tofu. These can be pretty filling too.*
- B: *Yeah, maybe. But I don't know if I myself could survive on tofu every day. I mean, there's only so much soy you can take.*
- A: *Fair enough. Tofu's not everyone's favorite. But I've seen recipes that actually make it taste pretty good!*
- B: *Mmm-hmm. Well, when you find one that actually works, let me know.*
- A: *Very funny.*

SITUATION 3

A CONVERSATION BETWEEN A POLICE OFFICER AND A DRIVER

- A: *Good evening, sir. Do you know why I pulled you over?*
- B: *I do, officer. I assume it's because I was there... speeding a bit. Honestly, I wasn't really paying too much attention to the speedometer, to tell you the truth.*
- A: *You were going way over the limit. Your vehicle was recorded traveling at the speed of 95 kilometers per hour in a 50 zone. That's not just speeding... I'm going to have to give you a ticket.*
- B: *I understand, officer, and I am really sorry. I don't usually drive like this, but I'm on my way to the hospital. My cousin, we grew up together... he's in a really bad state. I just wanted to get there as fast as possible, you know?*
- A: *I see... Even in an emergency like this, you can't drive recklessly. And especially around here... I'm sure you are aware that there are serious consequences.*
- B: *I am, officer. I really am.*
- A: *You're looking at a significant fine and extra points on your record.*

- B: *It's just... with everything that's been going on right now, this is the last thing I need. Is there any way we could work it out? I mean, I really can't afford to lose my license right now.*
- A: *Sir, the fact is you were well over the limit, and I have to enforce the law. Driving like this puts other people...*
- B: *I hear you, but I swear, this was just an isolated situation. I've never had any issues before. I've always been a truly responsible driver all my life. I'm just trying to be with my family at this tough time.*
- A: *I do sympathize with your situation, but we both know the rules are there for a reason.*
- B: *I'm not trying to argue here, but I'm hoping you could see things differently... given the circumstances, you see.*
- A: *I'm afraid this means ten points and a fine.*
- B: *Ten points would mean I'd lose my license, officer. I just don't know how I could possibly manage without it, especially with my cousin in the hospital... and my other family responsibilities.*
- A: *If I let you go with a warning only, sir... this sends a message that speeding is okay if you've got a good reason. The law doesn't work that way.*
- B: *I see your point, but... maybe this one time... I'd make sure to be extra careful in the future. I really can't afford to...*
- A: *Wish I could help... You'll have to take it up with the court if you want to contest it. Your ticket, sir.*

Task 12:

**** Provide sample situations or utterances in which the speakers:**

- a. flout the Maxims of Relation and Quantity,
- b. violate the Maxims of Quality and Manner,
- c. cancel an implicature,
- d. suspend an implicature,
- e. use a scalar implicature,
- f. use conventional and conversational implicatures,
- g. use particularized and generalized implicatures.

Make sure that each example clearly illustrates the respective concepts.

Task 13:

***** Write a brief paragraph for the following tasks, employing implicatures and hedging devices to convey your message:**

1. express dissatisfaction with the service you received and the food you were served at a friend's restaurant without directly criticizing them, but providing some feedback on areas for improvement,
2. persuade your professor to allow you to improve your final grade acknowledging your shortcomings (you have exceeded the permitted number of absences and performed poorly on the recent end-of-term test),
3. convince your neighbor to stop smoking in their garden expressing your concern about how the second-hand smoke affects your health and well-being,
4. persuade your employer to invest in soft skills training that you are interested in, highlighting the benefits this training would bring to your role as shop assistant, a position you have held for almost six months,
5. challenge a politician's stance on stray pets by presenting alternative solutions to euthanasia (he believes they should be put down if the owner does not reclaim them within 2 months or they don't get a foster or adoptive home).

Select one or more of the tasks listed (1-5), following your tutor's instructions. When composing your texts, consider the structure of your paragraphs, particularly in terms of the balance between explicit and implicit information. Regardless of the number of tasks you undertake, imagine your texts as spoken discourse intended for face-to-face settings.

Task 14:

***** Analyze the following texts, concentrating on the speaker's goals.**

In each case, address the following aspects:

- identify the speaker(s) and, if applicable, consider the relationship between them,
- determine the intended audience,
- define the macro goal (the main intended outcome or purpose of the text),
- define the micro goals (the specific objectives achieved through smaller portions of text that contribute to the attainment of the macro goal),
- analyze how the implicatures you have found in the text contribute to the overall message,
- consider the reasons for and the effects of conveying certain information implicitly rather than explicitly.

TEXT 1: A TRANSCRIPT OF A CONVERSATION BETWEEN HARRY AND SALLY, CHARACTERS FROM THE 1989 FILM TITLED *WHEN HARRY MET SALLY*

SALLY (S), HARRY (H)

S: *What? Do I have something on my face?*

H: *You're a very attractive person.*

S: *Thank you.*

H: *Amanda never said how attractive you were.*

S: *Well maybe she doesn't think I'm attractive.*

H: *I don't think it's a matter of opinion, empirically you are attractive.*

S: *Amanda is my friend.*

H: *So?*

S: *So, you're going with her.*

H: *So?*

S: *So, you're coming on to me!*

H: *No, I wasn't. What?*

Can't a man say a woman is attractive without it being a come-on? Alright, alright, let's just say just for the sake of argument that it was a come-on. What do you want me to do about it? I take it back, ok? I take it back.

S: *You can't take it back.*

H: *Why not?*

S: *Because it's already out there.*

H: *Oh geez, what are we supposed to do, call the cops? It's already out there.*

S: *Just let it lie, ok?*

H: *Great! Let it lie. That's my policy. That's what I always say, let it lie. Wanna spend the night at a motel? See what I did? I didn't let it lie.*

S: *Harry.*

H: *I said I wouldn't, and I didn't.*

S: *Harry.*

H: *I went the other way.*
 S: *Harry.*
 H: *What?*
 S: *We are just going to be friends, ok?*
 H: *Great! Friends! It's the best thing.*

https://sfy.ru/transcript/when_harry_met_sally_1989_ts (accessed September 4, 2024)

TEXT 2: A SELECTION OF SAMPLE SCRIPTS FOR ANNOUNCING EMPLOYMENT TERMINATION

Sandra, today will be your last day at XYZ Company. As you are aware, we have a zero-tolerance policy for theft in the company and we've found unauthorized company property in your possession. Here is your COBRA notification. It outlines your ability to continue any healthcare benefits you have. [...] Please take a moment to read through it. Next, we'll need you to surrender any company property or equipment. If you have any questions later, please feel free to contact me.

<https://www.trinet.com/insights/what-to-say-when-terminating-an-employee-with-sample-scripts> (accessed August 18, 2024)

I've called this meeting with you to let you know that we'll, unfortunately, have to let you go from the company. We've raised several issues with you regarding your performance. You may remember the evaluations we did on [date and time] and [date and time]. Unfortunately, the results of our assessments showed that, although you're a diligent worker, you simply aren't able to meet our [daily/weekly/monthly goals].

Your poor performance affects the entire team because other people had to work harder in order to ensure the team meets the overall quota.

Due to that, we have decided that today will be your last day in the company. Your final paycheck will be deposited in your account within [time period]. You'll also receive an outline of the reasons for your termination from [HR rep's name].

I'd like you to know that even though things didn't work out the way we hoped, working with you has been a pleasure. You're a hard worker and I'm sure you will have a lot of success as a member of some other team.

<https://pumble.com/blog/how-to-fire-someone/> (accessed August 18, 2024)

Hello [Employee's Name], thank you for speaking with me today. I need to discuss a serious matter, so I'll get straight to the point. Unfortunately, after several discussions and attempts to address ongoing concerns regarding your performance, we have not seen the necessary improvement. We've made the decision that today will be your last day with us. This decision is final and comes after careful consideration.

We appreciate the effort you've put in during your time here, and this decision wasn't easy. Your final paycheck, including payment for any unused leave, will be processed and sent to you by [specify date]. You will also receive details about your benefits and how to handle the transition via email by [specify date].

I want to ensure that this process is as smooth as possible for you, so please let me know if there are any questions or further clarifications you might need regarding the termination process or your final compensation. Thank you again for your time with [Company Name]. We wish you the best in your future endeavors.

<https://www.housecallpro.com/resources/how-to-fire-an-employee/> (accessed August 18, 2024)

TEXT 3: TRANSCRIPTS OF THREE INSTANCES OF PUBLIC APOLOGIES BY SOCIAL MEDIA INFLUENCERS IN RESPONSE TO ONLINE BACKLASH

A: A PUBLIC APOLOGY BY JAMES CHARLES ON X (POSTED IN FEBRUARY 2017)

Okay, I'm NOT going to post a bullshit apology. I was told what to say and that's not how an apology should work. I am extremely sorry for my tweet and I feel like shit for saying it. I am traveling to Africa today with a few friends for a school trip, ironically enough, it's an educational trip because we all know very little about the country but are eager to learn. I am aware that the tweet was extremely offensive and degrading. I posted it to make fun of my friend's mistake, but did not think about what the tweet as a whole was implying. It

was never my intent to offend anyone and I am sorry. As a white cis male, I recognize my privilege and would never want to take that for granted, but I fucked up. I deleted everything before my plane took off, hoping that it would go away, which is completely the wrong way to handle problems such as this. I just landed a little while ago and am just now seeing to where this has blown up to and I don't want anyone to think I don't care or am not sorry. I could not see or say anything while in the air, I passed out and did not buy wifi. I feel awful for posting what I said. I understand why what I said was offensive and ignorant. I look forward to exploring the country and learning much more about the people and culture, because clearly I know very little and have a lot to learn.

<https://x.com/jamescharles/status/832343350850310144> (accessed November 27, 2025)

B: A PUBLIC APOLOGY BY LOGAN PAUL ON YOUTUBE (POSTED IN JANUARY 2018)

I've made a severe and continuous lapse in my judgment, and I don't expect to be forgiven... I'm simply here to apologize. So, what we came across that day in the woods was obviously unplanned, and the reactions you saw on tape were raw. They were unfiltered. None of us knew how to react... or how to feel. I should have never posted the video. I should have put the cameras down and... stopped recording what we were going through. There's a lot of things I should have done differently, but I didn't. And for that, from the bottom of my heart, I am sorry. I want to apologize to the Internet. I want to apologize to anyone who's seen the video. I want to apologize to anyone who has been affected or touched by mental illness... or depression, or suicide. But most importantly, I want to apologize to the victim, and his family. For my fans who are defending my actions, please don't. They do not deserve to be defended. The goal with my content is always to entertain, to push the boundaries, to be all-inclusive. In the world I live in, I share almost everything I do. The intent is never to be heartless, cruel... or malicious. Like I said, I've made a huge mistake. I don't expect to be forgiven. I'm just here to apologize. I'm ashamed of myself. I'm disappointed in myself. And I promise to be better. I will be better. Thank you.

<https://www.youtube.com/watch?v=QwZT7T-TXT0> (accessed and transcribed November 27, 2025)

C: EXCERPTS FROM A PUBLIC APOLOGY BY COLLEEN BALLINGER ON YOUTUBE (POSTED IN JUNE 2023)

[...] So even though I know this video won't change anyone's mind about me I still felt it was important to come on here and defend myself a little and take accountability — something I haven't done for in years you see, because I changed my behavior and I took accountability. But that's not very interesting, is it?

You don't care, oh okay, I thought you wanted me to take accountability but that's not the point of your mob mentality, is it? No, your goal is to ruin the life of the person you despise while you dramatize your lies and monetize their demise.

Sorry, I didn't realize that all of you are perfect, so please criticize me. Bring out the daggers made from your perfect past and stab me repeatedly in my bony little back. I'm sure you're disappointed in my shitty little song. I know you wanted me to say that I was 100% in the wrong. Well I'm sorry, I'm not gonna take that route of admitting to lies and rumors that you made up for clout.

A lot of people are saying some things about me that aren't quite true. It doesn't matter if it's true though just as long as it's entertaining to you, right? You guys having fun? [...]

Many years ago I used to message my fans but not in a creepy way like a lot of you are trying to suggest, it was more of a loser kind of way, but I was just trying to be besties with everybody. It's kind of like when you go to like a family gathering, you know, and there's a weird aunt there who keeps coming up to you and going like, "hey girl what's the tea?" and you're like, that's weird. That was me but in group chats with my fans. It was weird.

I've been sharing my life online for over 15 years. I've poured my heart out to you and because of that I feel like I'm talking to my friends, but in the beginning of my career I didn't really understand that maybe there should be some boundaries there.

She's (Colleen) PG-13, it says that on my website and it's always been that way and that's why you won't find my videos on the YouTube Kids app anyway. I didn't realize it was my responsibility to decide what was appropriate for every kid to see. I've always relied on parents to decide if they're comfortable with their families watching my YouTube videos or coming to my live shows.

TEXT 4: AN EXTRACT FROM THE FIRST PRESIDENTIAL DEBATE BETWEEN DONALD TRUMP AND KAMALA HARRIS ON SEPTEMBER 10, 2024 ABOUT THE CANDIDATES' STANCES ON THE WAR IN UKRAINE

DAVID MUIR (DM), DONALD TRUMP (DT), KAMALA HARRIS (KH)

DM: *And I want to turn to the war in Ukraine. We're now 2 1/2 years into this conflict. Mr. President, it has been the position of the Biden administration that we must defend Ukraine from Russia, from Vladimir Putin, to defend their sovereignty, their democracy, that it's in America's best interest to do so, arguing that if Putin wins he may be emboldened to move even further into other countries. You have said you would solve this war in 24 hours. You said so just before the break tonight. How exactly would you do that? And I want to ask you a very simple question tonight. Do you want Ukraine to win this war?*

DT: *I want the war to stop. I want to save lives that are being uselessly -- people being killed by the millions. It's the millions. It's so much worse than the numbers that you're getting, which are fake numbers. Look, we're in for 250 billion or more because they don't ask Europe, which is a much bigger beneficiary to getting this thing done than we are. They're in for \$150 billion less because Biden and you don't have the courage to ask Europe like I did with NATO. They paid billions and billions, hundreds of billions of dollars when I said either you pay up or we're not going to protect you anymore. So that may be one of the reasons they don't like me as much as they like weak people. But you take a look at what's happening. We're in for 250 to 275 billion. They're into 100 to 150. They should be forced to equalize. With that being said, I want to get the war settled. I know Zelenskyy very well and I know Putin very well. I have a good relationship. And they respect your president. Okay? They respect me. They don't respect Biden. How would you respect him? Why? For what reason? He hasn't even made a phone call in two years to Putin. Hasn't spoken to anybody. They don't even try and get it. That is a war that's dying to be settled. I will get it settled before I even become president. If I win, when I'm President-Elect, and what I'll do is I'll speak to one, I'll speak to the other, I'll get them together. That war would have never happened. And in fact when I saw Putin after I left, unfortunately left because our country has gone to hell, but after I left when I saw him building up soldiers, he did it after I left, I said oh, he must be negotiating. It must be a good strong point of negotiation. Well, it wasn't because Biden had no idea how to talk to him. He*

had no idea how to stop it. And now you have millions of people dead and it's only getting worse and it could lead to World War 3. Don't kid yourself, David. We're playing with World War 3. And we have a president that we don't even know if he's -- where is our president? We don't even know if he's a president.

DM: *And just to clarify here.*

DT: *They threw him out of a campaign like a dog. We don't even know, is he our president? But we have a president...*

DM: *Mr. President,*

DT: *...that doesn't know he's alive.*

DM: *Your time is up. Just to clarify the question, do you believe it's in the U.S. best interests for Ukraine to win this war? Yes or no?*

DT: *I think it's in the U.S. best interest to get this war finished and just get it done. All right. Negotiate a deal. Because we have to stop all of these human lives from being destroyed.*

DM: *I want to take this to Vice President Harris. I want to get your thoughts on support for Ukraine in this moment. But also, as commander in chief if elected how would you deal with Vladimir Putin and would it be any different from what we're seeing from President Biden?*

KH: *Well, first of all, it's important to remind the former president you're not running against Joe Biden, you're running against me. I believe the reason that Donald Trump says that this war would be over within 24 hours is because he would just give it up. And that's not who we are as Americans. Let's understand what happened here. I actually met with Zelenskyy a few days before Russia invaded, tried through force to change territorial boundaries to defy one of the most important international rules and norms, which is the importance of sovereignty and territorial integrity. And I met with President Zelenskyy. I shared with him American intelligence about how he could defend himself. Days later I went to NATO's eastern flank, to Poland and Romania. And through the work that I and others did we brought 50 countries together to support Ukraine in its righteous defense. And because of our support, because of the air defense, the ammunition, the artillery, the javelins, the Abrams tanks that we have provided, Ukraine stands as an independent and free country. If Donald Trump were president, Putin would be sitting in Kyiv right now. And understand what that would mean. Because Putin's agenda is not just about Ukraine. Understand why*

the European allies and our NATO allies are so thankful that you are no longer president and that we understand the importance of the greatest military alliance the world has ever known, which is NATO. And what we have done to preserve the ability of Zelenskyy and the Ukrainians to fight for their Independence. Otherwise, Putin would be sitting in Kyiv with his eyes on the rest of Europe. Starting with Poland. And why don't you tell the 800,000 Polish Americans right here in Pennsylvania how quickly you would give up for the sake of favor and what you think is a friendship with what is known to be a dictator who would eat you for lunch.

DM: *Vice President Harris, thank you. We heard from both of you on Ukraine tonight.*

<https://abcnews.go.com/Politics/harris-trump-presidential-debate-transcript/story?id=113560542> (accessed September 16, 2024)

TEXT 5: SELECTED EXCERPTS FROM A TRANSCRIPT OF GEORGE W. BUSH'S ADDRESS TO THE CONGRESS AND THE AMERICAN PEOPLE ANNOUNCING THE 'WAR ON TERROR', ON MAY 20, 2001

Tonight, we are a country awakened to danger and called to defend freedom. Our grief has turned to anger, and anger to resolution. Whether we bring our enemies to justice, or bring justice to our enemies, justice will be done. [...]

On September the 11th, enemies of freedom committed an act of war against our country. Americans have known wars -- but for the past 136 years, they have been wars on foreign soil, except for one Sunday in 1941. Americans have known the casualties of war -- but not at the center of a great city on a peaceful morning. Americans have known surprise attacks -- but never before on thousands of civilians. All of this was brought upon us in a single day -- and night fell on a different world, a world where freedom itself is under attack.

Americans have many questions tonight. Americans are asking: Who attacked our country? The evidence we have gathered all points to a collection of loosely affiliated terrorist organizations known as al Qaeda. They are the same murderers indicted for bombing American embassies in Tanzania and Kenya, and responsible for bombing the USS Cole.

Al Qaeda is to terror what the mafia is to crime. But its goal is not making money; its goal is remaking the world -- and imposing its radical beliefs on people everywhere. [...]

The enemy of America is not our many Muslim friends; it is not our many Arab friends. Our enemy is a radical network of terrorists, and every government that supports them.

Our war on terror begins with al Qaeda, but it does not end there. It will not end until every terrorist group of global reach has been found, stopped and defeated.

Americans are asking, why do they hate us? They hate what we see right here in this chamber -- a democratically elected government. Their leaders are self-appointed. They hate our freedoms -- our freedom of religion, our freedom of speech, our freedom to vote and assemble and disagree with each other. [...]

Americans are asking: How will we fight and win this war? We will direct every resource at our command -- every means of diplomacy, every tool of intelligence, every instrument of law enforcement, every financial influence, and every necessary weapon of war -- to the disruption and to the defeat of the global terror network.

This war will not be like the war against Iraq a decade ago, with a decisive liberation of territory and a swift conclusion. It will not look like the air war above Kosovo two years ago, where no ground troops were used and not a single American was lost in combat.

Our response involves far more than instant retaliation and isolated strikes. Americans should not expect one battle, but a lengthy campaign, unlike any other we have ever seen. It may include dramatic strikes, visible on TV, and covert operations, secret even in success. We will starve terrorists of funding, turn them one against another, drive them from place to place, until there is no refuge or no rest. And we will pursue nations that provide aid or safe haven to terrorism. Every nation, in every region, now has a decision to make. Either you are with us, or you are with the terrorists. (Applause.) From this day forward, any nation that continues to harbor or support terrorism will be regarded by the United States as a hostile regime.

Our nation has been put on notice: We are not immune from attack. We will take defensive measures against terrorism to protect Americans. Today, dozens of federal departments and agencies, as well as state and local

governments, have responsibilities affecting homeland security. These efforts must be coordinated at the highest level. So tonight, I announce the creation of a Cabinet-level position reporting directly to me -- the Office of Homeland Security.

<https://georgewbush-whitehouse.archives.gov/news/releases/2001/09/20010920-8.html> (accessed August 18, 2024)

TEXT 6: A TRANSCRIPT OF ROWAN ATKINSON'S COMEDY SKETCH ENTITLED *FATAL BEATINGS* DELIVERED AT THE HUNTINGTON THEATRE ON DECEMBER 12, 1991

HEADMASTER (H), PERKINS (P)

H: *Well now Mr. Perkins, it was good of you to come in. I realize that you are a busy man but I don't think this matter could be discussed over the electric telephone.*

P: *No, no absolutely headmaster. I mean, if Tommy is in some sort of trouble then I want to nip it in the bud.*

H: *Well, quite frankly, Tommy is in trouble. Recently his behavior has left a great deal to be desired.*

P: *Oh dear.*

H: *He seems to take no interest in school life WHAT-so-ever. He refuses to muck in on the sports field. And its weeks since any master has received any written work from him.*

P: *Dear me.*

H: *Quite frankly Mr. Perkins, if he wasn't dead I'd have him expelled.*

P: *I beg your pardon?*

H: *Yes! Expelled! If I wasn't making allowances for the fact that your son is dead, he's be out on his ear.*

P: *He's dead?*

H: *Yes... he's lying up in the sick bay now. Stiff as a board and bright green. And it's very typical of his current attitude.*

P: *But...*

H: *You see, the boy has no sense of moderation. One moment he's flying around like a paper kite and the next moment he's completely immovable. And beginning to smell.*

P: *Well, how did he die?!?!*

H: *Is that important?*

P: *Yes, I think so!*

H: *Well, it's all got to do with the library you see. We've had a lot of trouble recently with boys taking out library books without library cards. Your son was caught and I administered a beating, during which he died. But you'll be glad to know the ring leader was caught, so I don't think we'll be having any more trouble with library discipline. You see, the library card system...*

P: *Wait... I'm sorry.... You BEAT my son to death?*

H: *Yes, Yes. So it would seem. Please, I'm not used to being interrupted. You see, the library card system was introduced....*

P: *Well, exactly what happened?*

H: *Well, apparently the boys were just slipping into the library and TAKING the books.*

P: *No, during the beating!*

H: *Oh, that. Well, one moment he was bending over; the next he was lying down...*

P: *DEAD?!?*

H: *Ummm... deadish. Mr. Perkins, I find this rather morbid fascination with your son's death quite disturbing.*

What I am talking about is his attitude, and quite frankly I can see where he gets it from.

P: *Well, did you have to beat him to death?!?!*

H: *Well, it was perfectly obvious to me the first day here, I fear. I wondered then as I wonder now if he hadn't turned out a very different boy indeed if you had administered a few fatal beatings early on.*

P: *Are you MAD?!?!*

H: *I'm furious! In order to accommodate the funeral, I've had to cancel afternoon school on Wednesday.*

P: *This is preposterous!*

H: *Yes, it is. Or at least it would be... if it were true.*

P: *WHAT?!?!*

H: *I've been joking, Mr. Perkins. Pardon me, it's my strange academic sense of humor. I've been pulling your leg.*

H: *I wouldn't cancel afternoon school to bury that little shit!*

<https://scrapsfromtheloft.com/comedy/rowan-atkinson-live-1992-transcript/> (accessed September 4, 2024)

Hands-on practice key

Task 1

Suggested answers:

1. Implicature: *I will not help you./ Don't bother me.*
Maxim flouted: RELATION
2. Implicature: *The date was a disaster./ There will be no more dates.*
Maxim flouted: QUANTITY
3. Implicature: *I don't believe you will be rich./ Stop dreaming you will be rich.*
Maxim flouted: QUALITY
4. Implicature: *The dog ate the kale pie./ Kale pies are not tasty.*
Maxim flouted: RELATION
5. Implicature: *It's not a good idea to buy a bike./ You will not ride a bike, even if you buy it.*
Maxim flouted: MANNER
6. Implicature: *You look slimmer than usually./ You still look fat.*
Maxim flouted: QUANTITY
7. Implicature: *I do not believe it will change anything./ I'm not interested to know.*
Maxim flouted: RELATION
8. Implicature: *His good teeth is the only good thing about him./ I don't like him at all.*
Maxim flouted: MANNER

9. Implicature: *I am not ready./ I still need some time to get ready.*
 Maxim flouted: QUALITY
10. Implicature: *Mel is responsible for the mess./ It's unlikely that it's Robin's fault.*
 Maxim flouted: MANNER

Task 2

a.

1. QUALITY
2. MANNER, RELATION
3. QUANTITY
4. MANNER
5. QUANTITY, MANNER
6. QUALITY
7. RELATION
8. RELATION
9. MANNER
10. MANNER

b.

In the case of some maxims proposed by Grice (1975), there might be an overlap, particularly between the maxims of:

- Quantity and Manner as regards the length of an utterance (see example 5 from Task 2a.). This overlap can be partially explained by considering the maxim of Quantity in terms of units of information. If the addressee receives fewer than the expected number of units of information, the maxim of Quantity is flouted. Conversely, if they receive more than the expected number, the maxims of Quantity and Manner are flouted, as 'avoid unnecessary prolixity' and 'avoid over-informativeness' essentially demand conciseness and relevance.

- Relation and Manner regarding the significance of the information provided (see example 2 from Task 2a.). Distinguishing between ambiguous and/or nonsensical and irrelevant information can be challenging, as the former may often be irrelevant within a given context. Thus, if information is ambiguous and/or nonsensical, it is likely also irrelevant, and vice versa.

Task 3

Suggested answers:

- | | | |
|--------------|-------------|-------------|
| 1. RELATION | a. flouted | b. violated |
| 2. QUANTITY | a. flouted | b. flouted |
| 3. MANNER | a. violated | b. flouted |
| 4. QUANTITY | a. flouted | b. flouted |
| 5. MANNER | a. violated | b. violated |
| 6. QUALITY | a. flouted | b. violated |
| 7. RELATION | a. violated | b. flouted |
| 8. QUALITY | a. violated | b. violated |
| 9. MANNER | a. flouted | b. violated |
| 10. QUANTITY | a. violated | b. flouted |

Task 4

Suggested answers:

1. Non-detachability

EXAMPLE: *A: How was your interview? Did you get the job?*
 B: I came ten minutes late and forgot facts from my resume.
 / I didn't smash it. It smashed me.

EXPLANATION: Non-detachability is a feature indicating that different utterances can convey the same conversational implicature, as the implicature is linked to the underlying meaning rather than the specific linguistic form the speaker chooses. Consequently, altering the form of an utterance does not necessarily remove the implicature, provided that the conveyed meaning remains consistent. For instance, in the example above, stating either 'I arrived ten minutes late and forgot facts from my resume' or 'I didn't smash it. It smashed me' conveys the same message: the interview was unsuccessful, and B did not secure the job.

2. Cancelability

EXAMPLE: *A: I'm famished.*
 B: There's a vegetable tart in the oven... But it's for tomorrow's party.

EXPLANATION: Cancelability is another characteristic of conversational implicature which signifies that the implied meaning can be denied or retracted

without creating a contradictory interpretation. In the example above, the statement 'There's a vegetable tart in the oven.' implies that A is offered a portion. The subsequent remark 'But it's for tomorrow's party', however, cancels the offer, which demonstrates that the implicature 'You can have a piece of the tart' is not an inherent component of 'There's a vegetable tart in the oven' and thus can be negated without resulting in a contradiction.

3. Calculability

EXAMPLE: *A: I'm going for a run.*
 B: Water!

EXPLANATION: Calculability is a property whereby meaning can be inferred based on a number of premises, such as shared knowledge, conventional meaning, assumptions, contextual information, etc., and on the presumption that the speaker adheres to the Cooperative Principle and the Maxims of Conversation. In the aforementioned example, both A and B know that running may be physically demanding and lead to dehydration, that the conventional meaning of the term 'water' refers to a life-sustaining liquid, and that the imperative form of the utterance 'Water!' is used as an instruction, advice or recommendation, that water is essential for hydration, and that B's response is pertinent to the conversation, thereby aligning with the Maxim of Relation. These combined premises lead to the inference and the implicature of 'Take some water with you'.

4. Context dependency

EXAMPLE: *A: Is Fredrick good at making calculations?*
 B: I've never seen him use a calculator.

EXPLANATION: Context dependency is a characteristic of conversational implicature that clearly contrasts with non-detachability. While non-detachability involves different propositions to generate the same implicature, context dependency allows the same proposition to produce varying implicatures based on the context in which it is uttered. Depending on the context and B's knowledge of Frederick, B might imply that Frederick is so proficient at making calculations that he does need a calculator, or conversely, that he is incapable of performing them.

5. Non-conventionality

EXAMPLE: *A: Can you tell me the time?*
 B: It's almost half past three.

EXPLANATION: Non-conventionality is a property of conversational implicatures which signifies that in recovering the implied meaning, the addressee relies on what is said by the speaker, but the inferred meaning is not part of the meaning conveyed by the literal words. In other words, the implicature is not the conventional sense of the words used but is rather inferred from the context: A is not inquiring about B's ability to tell time but is instead requesting to be told the time. The implied meaning does not refer to the conventional meaning of 'Can you...?', which typically denotes an inquiry about someone's ability, but rather arises from the context and the conversational use of the phrase.

Task 5

Suggested answers:

1. Detachability

EXAMPLE: *Even Percy has already arrived.*

EXPLANATION: Detachability is a feature of conventional implicatures that indicates that the implied meanings are closely linked with the specific linguistic forms, i.e. words or phrases used. This is to say that these implicatures are largely independent of contextual information, unlike conversational implicatures, which can vary based on context. In the example 'Even Percy has already arrived' the word 'even' is key to conveying the implicature that Percy is perhaps the least likely person to arrive, as it suggests that his arrival is surprising or/and unexpected, which is a conventional understanding of this utterance shared by many, if not all speakers of the language.

2. Non-cancelability

EXAMPLE: *A: What happened?*
 B: Sofia dropped your new tablet and it does not work.

EXPLANATION: Non-cancelability is a property of conventional implicatures indicating that the implied meaning is inherently tied to the linguistic form of the utterance and is part of the conventional meaning of the selected words or phrases. This means that it is impossible to cancel or retract the implied meaning without changing the overall meaning conveyed by the utterance. In the example above, the utterance 'Sofia dropped it and it does not work' implies that the

damage occurred as a result of Sofia dropping it. The implication that Sofia is responsible for the tablet's damage is non-cancelable because the phrase 'Sofia dropped it' inherently conveys the sense of causation. Even if B were to add, 'But it was not her fault', the original implicature that Sofia caused the damage by dropping the item would remain intact.

3. Non-calculability

EXAMPLE: *He is a man, therefore he knows how to fix a car.*

EXPLANATION: Non-calculability is a feature of conventional implicatures that indicates the implied meaning primarily arises from the conventional meaning of the linguistic form used, rather than from general principles of communication, shared knowledge, or assumptions. In other words, the implied meaning is inherent in the language itself and does not require additional contextual information to be inferred. In the example 'He is a man, therefore he knows how to fix a car', the conventional implicature that men inherently skilled at car repair is not calculable. This non-calculable nature stems from the use of the word 'therefore', which signals a causal relationship. What is more, the implied meaning is directly linked to a conventional stereotype associated with men and their mechanical abilities. This stereotype, combined with the conventional use of 'therefore', give rise to an implicature that can be understood without any additional knowledge or assumptions.

4. Context invariance

EXAMPLE: *She finished her breakfast and got up at around 9am.*

EXPLANATION: Context invariance is a property of conventional implicature demonstrating that these implicatures are dependent on contextual information to a much lesser extent than conversational implicatures. The implied meaning of conventional implicatures is primarily derived from established linguistic and social conventions rather than specific context in which they are used. For example, in 'She finished her breakfast and got up at around 9am', the conventional implicature that she had her breakfast in bed, an implied meaning that is context-invariant, as it is directly tied to the conventional understanding of the sequence of actions: finishing breakfast followed by getting up. The use of the conjunction 'and' conveys an ordered sequence of events at the linguistic level, without the need for any additional contextual information to interpret the implied meaning.

5. Conventionality

EXAMPLE: *Some people still believe that our planet is flat.*

EXPLANATION: Conventionality is a feature of conventional implicatures which indicates that the meaning implied is recovered on the basis of the form chosen by the speaker, rather than via flouting Gricean Maxims, as it is the case with conversational implicatures. In other words, the implied meaning is inherent in the language itself and arises from the conventional sense of certain words, such as 'but', 'even', 'yet', 'therefore', etc. For example, in the utterance 'Some people still believe that our planet is flat', the implicature that the belief in a flat Earth is either outdated, or surprising, or both, is conventional. It stems from the use of the adverb 'still', which conveys the sense of persistence in spite of expectations or evidence to the contrary.

Task 6

Suggested answers:

1. IMPLICATURE TO SUSPEND: I'm going to the housewarming party.
... but I might find something better to do. OR ... unless you have something else in mind.
2. IMPLICATURE TO SUSPEND: Blade Runner is a romantic comedy.
... unless you are not in the mood. OR ... or you choose a movie tonight.
3. IMPLICATURE TO SUSPEND: We can pick more candy up there.
... if they are still open. OR ... but it's a bit late now.
4. IMPLICATURE TO SUSPEND: You are not overdressed for the occasion.
... unless everyone else decides to dress more casually. OR ... I guess you'll only learn once you're there.
5. IMPLICATURE TO SUSPEND: It's normal for all babies to cry a lot.
... unless they have parents who know how to soothe them. OR ... especially if they are born to me.

Task 7

Suggested answers:

1. IMPLICATURE TO CANCEL: It's easy to be an English Philology student.
... in a pool filled with tar and gravel. OR ... though most of us seem to be going against the wind.

2. IMPLICATURE TO CANCEL: The rest of the kittens stayed behind.
... in fact, all of them did. OR ... but they are gone now too.
3. IMPLICATURE TO CANCEL: The cat and the dog are keeping them up at night.
... so we had no choice but to move into the other bedroom and close the door. OR ... but my work is what's keeping me awake all night.
4. IMPLICATURE TO CANCEL: I've been busy working.
... and I've been on a nice, long break since early July. OR ... but I still haven't been able to get anything done yet.
5. IMPLICATURE TO CANCEL: I'm watching my neighbor checking his car doors.
... but he must be home at the moment. OR ... anyway, it's calming to watch the birds fly by like that, isn't it?

Task 8

Suggested answers:

1. QUALITY

- a. *There is some evidence to suggest that... OR... or something like that.*
- b. *It seems to us that... OR I could be wrong, but...*
- c. *To the best of my knowledge... OR I'm fairly certain that...*

2. QUANTITY

- a. *... but that's all I know for now. OR... and I think that's about it.*
- b. *I may not have all the details, but... OR Roughly...*
- c. *In short,... OR ... and I cannot tell you any more than that.*

3. RELATION

- a. *Speaking of which... OR This might be a bit off-topic, but...*
- b. *I'm not sure if it matters, but... OR Oh, and another thing...*
- c. *That reminds me... OR By the way,...*

4. MANNER

- a. *To be precise,... OR To put it more simply,...*
- b. *... if you see what I mean. OR Let me put it this way,...*
- c. *I'm not sure if it makes any sense to you, but... OR Let me clarify...*

Task 9

a.

- | | |
|----------------------------------|-------------------------------|
| 1. IMPLICATURE 1: generalized | IMPLICATURE 2: particularized |
| 2. IMPLICATURE 1: generalized | IMPLICATURE 2: particularized |
| 3. IMPLICATURE 1: particularized | IMPLICATURE 2: particularized |
| 4. IMPLICATURE 1: particularized | IMPLICATURE 2: generalized |
| 5. IMPLICATURE 1: particularized | IMPLICATURE 2: particularized |
| 6. IMPLICATURE 1: particularized | IMPLICATURE 2: generalized |
| 7. IMPLICATURE 1: particularized | IMPLICATURE 2: generalized |
| 8. IMPLICATURE 1: particularized | IMPLICATURE 2: particularized |
| 9. IMPLICATURE 1: generalized | IMPLICATURE 2: particularized |
| 10. IMPLICATURE 1: generalized | IMPLICATURE 2: generalized |

b.

Situations 2, 4, 6, 7, and 10 contain examples of scalar implicatures that imply the following:

- 2. It is probable/ not certain/ likely that the party has started.
- 4. The twins were looking for any/ craft/ a little bit of glue and glitter a minute/ thirty seconds/ ten minutes ago.
- 6. It was a nightmare/ unpleasant/ a bit unpleasant.
- 7. My brother is sometimes/ mostly/ not fully professional.
- 10. My gift is better than the one I initially wanted to buy./ My gift is better than yours./ My gift is not worse than the previous one I intended for her.

Scalar implicatures are a type of generalized implicatures because their conveyed meaning is inferred from general linguistic rules, such as the selection of weaker versus stronger terms on a scale, rather than from unique, context-specific information.

Task 10

- | | | |
|----------------------|-------------------|-------------------|
| 1. a. conventional | b. conversational | c. conversational |
| 2. a. conversational | b. conventional | c. conventional |
| 3. a. conventional | b. conversational | c. conventional |
| 4. a. conversational | b. conventional | c. conversational |
| 5. a. conversational | b. conventional | c. conventional |

- | | | | |
|-----|-------------------|-------------------|-------------------|
| 6. | a. conventional | b. conversational | c. conversational |
| 7. | a. conventional | b. conversational | c. conversational |
| 8. | a. conversational | b. conventional | c. conversational |
| 9. | a. conversational | b. conversational | c. conversational |
| 10. | a. conversational | b. conventional | c. conversational |

Tasks 11-14**Tutor-assisted tasks**

Chapter 3

Presupposition

In chapter 2, we looked at the variety of ways in which implicit meaning is encoded in linguistic expressions, whether by means of specific markers or through its inference being forced from context. We also looked, notably, at how people go about making such inferences, how they identify and use their contextual knowledge and clues to make sense of what is said, or rather implied, to them. In these considerations our chief focus was, so to say, on the addressee's side of the exchange. We concentrated on how implicit meaning arises and is taken as such by the addressee, rather than on what determines the ways and forms in which it is produced by the speaker. The latter question defines the scope of the present chapter, which we devote to the concept of *presupposition*.

Anchored in logic and in formal approaches to language and communication, **presupposition** emerges as a complex notion in pragmatics. It is usually defined in a fairly general way, as a set of assumptions about the world or background beliefs relating to an utterance whose truth is taken for granted in making that utterance. Speakers may choose to indicate linguistically the information that they take for granted in what they say (see Task 1). For example, the question 'How long did you watch television last night?' assumes (the truth of) the information that the addressee indeed watched television the previous night. Otherwise, the speaker may assume knowledge, information or facts which are crucial to producing the utterance without giving any linguistic indication of doing so. For example, a person that runs a seminar in English Linguistics will not start their first class by asking students if they can speak English; he or she will normally take it for granted and will, likely, begin the seminar *in* English.

Whether the speaker's assumptions are, or are not, explicitly indicated leads to the generally accepted (though not unproblematic) distinction between *semantic presupposition* (involving, as a rule, lexico-grammatical markers referred to as 'triggers'; see Tasks 2, 3) and *pragmatic presupposition* (involving, very often, no such explicit markers or triggers). In the following we discuss the most important characteristics and constituents of the two types. Though we cover semantic and pragmatic presupposition in separate sections, the entire discussion aims to demonstrate that both mechanisms should be considered complementary in the formation of knowledge framework that determines speakers' choices in discourse.

'Semantic' presupposition (and its pragmatic effects)

Why the quotes around the 'semantic' above? The answer will emerge in full by the end of this and the next section, but it needs noting from the start that the distinction between semantic and pragmatic presupposition is more of a matter of analytical emphasis than of specific features defining the two types. For that reason, some researchers choose to speak of semantic vs. pragmatic *models* or *accounts* of presupposition instead. This, of course, makes the respective concepts overlap, both in their generic characterization and in the kinds of phenomena they cover. In a nutshell, the term ***semantic presupposition*** is usually applied to denote cases in which presuppositions arise from the use of specific 'inducers' or 'triggers', the latter being words, phrases or other formal aspects of surface structure of the expression:

- (1) *How often* does John have migraine headaches? [the italicized phrase triggers the presupposition that John suffers from migraine headaches]

Further, the term 'semantic presupposition' is often used methodologically, to associate the analyst with a scholarly tradition drawing on classical logic and other formative works of philosophers and logicians such as Gottlob Frege, Bertrand Russell, Peter Strawson, or, more recently, Lauri Karttunen and Ruth Kempson (see *Further reading* below and the list of references at the end of the book). Such a designation is usually supposed to simultaneously distance the analyst from

later/alternative approaches, represented by Robert Stalnaker, Gerald Gazdar, Stephen C. Levinson or Lawrence Horn. Finally, the term 'semantic presupposition' is used to express a standpoint in a famous debate (inspired by Stalnaker) on *who* (or *what*) is in fact the producer of presupposition – do *words/sentences* presuppose, or do *people* presuppose? Scholars who subscribe to 'semantic' accounts of presupposition focus typically on presuppositions which can be clearly abstracted (in the form of specific phrases) from *linguistic* expressions, thus placing the issue of 'presupposition triggers' at the center of their work.

Research in presupposition triggers has produced a number of typologies of explicit, surface-level forms and regularities giving rise to presupposition. Generally, the following categories of **triggers** are recognized:

- **definite descriptions**
(e.g. '*Gordon's sister* lives in the UK' presupposes that Gordon has a sister);
- **factive verbs**
(e.g. 'Louis *regrets* that he behaved badly' presupposes that Louis behaved badly);
- **implicative verbs**
(e.g. 'Beth *managed* to open the door' presupposes that Beth tried to open the door);
- **change of state verbs**
(e.g. 'We *quit* eating chocolate' presupposes that we were chocolate eaters before);
- **iterative expressions**
(e.g. 'Please help me *again*' presupposes that you helped me before);
- **verbs of judging**
(e.g. 'Kevin *accused* Matthew of plagiarism' presupposes that (Kevin thinks) plagiarism is bad);
- **temporal clauses**
(e.g. '*As soon as* Brian failed, I knew why' presupposes that Brian failed);

- **cleft sentences**
(e.g. '*It wasn't Harry that* kissed Rosie' presupposes that someone kissed Rosie);
- **comparison and contrast clauses**
(e.g. '*Carol is a better linguist than Barbara*' presupposes that Barbara is a linguist);
- **non-restrictive relative clauses**
(e.g. '*The waiter, who had a stain on his white shirt,* seemed unsure what to do' presupposes that the waiter had a stain on his shirt);
- **counterfactual conditional clauses**
(e.g. '*If they'd paid attention to pragmatics,* they wouldn't have misread the intent' presupposes that they did not pay attention to pragmatics);
- **questions**
(e.g. 'Could you explain the reasons why you still teach pragmatics?' presupposes that there are / must be reasons why you still teach pragmatics).

► (see Tasks 3, 4)

Though inspired by semantic accounts, the above typology is also accepted by researchers declaring an essentially 'pragmatic' mindset. The main reason is that although the proposed categories involve apparently 'easy', tangible linguistic forms, the effects of the actual use of these forms in discourse are often far from unequivocal, inviting interpretations similar in their complexity to implicature recoveries (see Tasks 8-10). For example, the kind of presupposition triggered by the question 'Could you explain the reasons why you still teach pragmatics?' depends a lot upon the context in which the utterance is produced; in particular, it depends on to what extent the speaker finds the addressee's commitment to teaching pragmatics strange or inconceivable. The stronger the speaker's bewilderment, the more we speak of the 'must be' presupposition, rather than a much less absolute and more pragmatically neutral, 'are' presupposition. To the interest of 'pragmatic' accounts, such contextual considerations are not limited to utterance cases within one category of triggers; they apply also across several/all categories. This is to say that while some of the categories, such as definite

descriptions, contain triggers whose capacity to generate context-negotiable meanings is limited, other categories – like the above class of questions – include forms whose meaning-making potential is much bigger.

The semantic models of presupposition, particularly those developed by Strawson, Karttunen and Kempson, are credited with designing ‘tests’ for lexical, grammatical and syntactic forms to qualify as triggers. Three such tests are commonly recognized in literature, the Negation Test, the Conditional Test, and the Question Test (see Task 7). Here is an example of how they work:

(2) Timothy is a bachelor. [triggers the presupposition that Timothy is a male]

- **Negation Test**

Timothy is not a bachelor. [still triggers the presupposition that Timothy is a male]

- **Conditional Test**

If Timothy is a bachelor, then... [still triggers the presupposition that Timothy is a male]

- **Question Test**

Is Timothy a bachelor? [still triggers the presupposition that Timothy is a male]

As a rule, if the candidate form (such as the ‘bachelor’ designation above) can ‘survive’ all the three tests without ‘losing’ its presupposition, it qualifies as a valid ‘presupposition trigger’. Among the above tests, the Negation Test stands out as the most important as it elucidates a core conceptual difference between presupposition and implicature (see Tasks 8-10): unlike conversational implicatures, presuppositions demonstrate a so-called **constancy under negation** (see e.g. Gazdar 1979).

Pragmatic presupposition

Undoubtedly, the most significant philosophical counterpoint to the semantic approach to presupposition is due to Stalnaker (e.g. 1974). Stalnaker maintains that a pragmatic notion of presupposition is needed, so that the proper object

of philosophical and linguistic study is not (only) what words, phrases or sentences presuppose, but what people presuppose when they are speaking. According to Stalnaker, a **pragmatic presupposition** associated with a sentence is a condition that a speaker would normally expect to hold in the common ground between discourse participants when that sentence is uttered. This view places presupposition quite close to the concept of felicity conditions (see Chapter 1), in that (a), making presupposition(s) is necessary to engage in any communication and (b), wrong presuppositions may hinder or even disrupt an exchange. It also invites an extended focus on presuppositional phenomena, encouraging research in all possible ways in which presuppositions come to underlie speaker’s discourse, whether in the form of semantic triggers or – more intriguingly – as linguistically unmarked assumptions (see parts of Task 12 and Task 14).

That said, Robert Stalnaker and other advocates of pragmatic presupposition have never disqualified the output of the semantic models, such as the typology of presupposition triggers above; moreover, their work has led to a rather formally looking **typology of presuppositions** in general. Comprising six classes, the typology distinguishes between different conceptual categories and their distinctive linguistic underpinnings, acknowledging, however, at the same time that specific cases of presuppositions in each class may arise in communication without being always linguistically marked:

Presupposition class	Example	Presupposition
Existential	‘Dave’s boss is a hothead’.	Dave’s boss exists
Factive	‘I regret having done that’.	I did it
Non-Factive	‘He claimed to be a teacher’.	He was not a teacher
Lexical	‘She managed to escape’.	She attempted to escape
Structural	‘Who is coming?’	Someone is coming
Counterfactual	‘If I were not ill...’	I am ill

► (see Task 4 and Task 11)

The last point can be evidenced by the analysis of the example of **existential presupposition**. This class includes expressions that presuppose the existence of something; they suggest that a particular entity or condition is assumed to be true or present. The fact that Dave has a boss (who is a hothead) does not

always need to be marked or communicated explicitly, if there is a context that helps to form that presupposition. In proper circumstances, such a fact can be established through pure observation; for instance, the observation that there is a person in the office who keeps shouting orders at Dave, and whose domineering behavior is nonetheless quietly tolerated by Dave as well as his officemates.

Leaving the issue of the relativity of linguistic marking temporarily aside, let us briefly look at the other classes in the typology. **Factive presupposition** assumes the truthfulness or reality of the proposition expressed in the utterance. It implies that a certain statement or action is known or accepted as a fact:

- (3) The professor denies the accusations. [presupposes that there are accusations made against the professor]

Non-factive presupposition assumes, on the other hand, that a proposition is not true or not accepted as a fact. It implies that the speaker acknowledges or entertains an idea or statement without endorsing its truthfulness:

- (4) Peter thinks unicorns are real. [presupposes that Peter holds the belief in the existence of unicorns, but does not suggest that unicorns are real]
 (5) The article claims that aliens will attack the Earth. [presupposes that the article makes the claim, but does not guarantee the truthfulness of the claim]

Lexical presupposition arises from the choice of words or expressions used in the utterance. These words carry embedded presupposed information that the speaker assumes to be true:

- (6) Sarah stopped smoking. [presupposes that Sarah used to smoke in the past]
 (7) I want another cup of coffee. [presupposes the speaker has already had a cup of coffee]

Structural presupposition arises from the way(s) sentences are structured, implying certain background information. That is, it relies on the structure or grammar of a sentence, assuming the existence of certain elements and/or relationships based upon the sentence construction. Structural presupposition is thus a matter of specific linguistic constructions:

- (8) The book that I bought is interesting. [the relative clause generates the presupposition that the speaker bought a book]
- (9) Why are men and women different? [the interrogative mood construction generates the presupposition that men and women are different]

Lastly, **counterfactual presupposition** assumes that a hypothetical or contrary-to-fact situation is true for the sake of argument or discussion. It implies that the presupposed situation does not align with reality:

- (10) She would have passed the exam if she had studied. [presupposes that she did not study and therefore did not pass the exam]

Arguing for a broad conception of presupposition, the pragmatic models such as Stalnaker's or Horn's emphasize the fact that even the anchoring of many presuppositions in recurrent, explicit language forms does not guarantee their lasting presence in discourse. In particular, many presuppositions 'vanish' from utterances in the process of the so-called **projection**. The projection property of presuppositions involves the capacity of some presuppositions residing in a part of a sentence to extend their function on the whole (complex) sentence. However, not all presuppositions behave in this way, and it is often the case that embedding a simple clause presupposition in a complex sentence results in the **cancelation/neutralization** of that presupposition, or at least in its **suspension** (i.e. when the content of the presupposition is not directly negated but is still explicitly put to doubt). For instance, the phrase 'my wife' triggers the presupposition that the speaker has a wife. The first sentence below (example 11) carries that presupposition, even though the phrase occurs inside an embedded clause. In the second sentence (12), however, it does not. John might be mistaken about his belief that the speaker has a wife, or he might be deliberately trying to misinform his audience, and this has an effect on the meaning of the second sentence but not on the first one:

- (11) John thinks that **my wife** is beautiful.
- (12) John said that **my wife** is beautiful.

Thus, presupposition projections and possible suspensions/cancelations of complex sentence presuppositions depend, first of all, on the properties

of the main verbs of complex sentences, such as *think* and *say* above, and *regret* in (13-14) below:

- (13) Don will **regret** doing pragmatics. [presupposes Don is doing/will do pragmatics]
 (14) Don will **regret** doing pragmatics, if he decides to do it. [presupposition suspended]

► (see Task 5 and Task 11)

However, provision of additional content, as in (15c) below, may also suspend or even cancel a presupposition:

- (15)
 a. A: Tom is sorry for getting Becky pregnant.
 b. B: But he didn't get her pregnant.
 c. A: **He doesn't know.**

► (see Task 6 and Task 11)

Finally, Stalnaker, Horn, Gazdar, Levinson as well as other researchers arguing for a 'pragmatic' view of presupposition observe that, in actual communicative contexts, many presuppositions remain linguistically unmarked, representing a spectrum of assumptions and beliefs taken for granted yet actually responsible for how discourse participants manage the exchange. They note, further, that most instances of language use such as conversations exhibit both marked and unmarked presuppositions, though the latter are far more numerous. Let us examine this point by analyzing a made-up though apparently likely discourse situation. Imagine there is a university professor (George) who receives, during his consultation hours, a phone call urging him to come to the Rector's office. The call comes about 30 minutes before the end of the consultation hours, when the next (and last) person to see George is his Ph.D. student Betty, who has not arrived by then. Feeling uncomfortable about having to miss the appointment, George wants to leave an apology and thus instructs his officemate (Mark):

- (16) Please tell Betty the Rector wanted to see me.

In uttering (16), George makes a number of presuppositions, both marked and unmarked. The following list, though certainly incomplete, includes the ones that seem the most salient and easiest to identify:

- a) (Mark knows) there is such a person as Betty.
- b) (Mark knows) the Rector exists.
- c) Mark knows Betty is a Ph.D. student of George and what she looks like.
- d) Mark knows Betty is about to come for consultation.
- e) Mark would be happy to pass on George's message to Betty.
- f) Mark would be happy to do (e) with an intention to make George's message count as an apology.
- g) Mark would be happy to do (f) as efficiently as possible.

Clearly, all these presuppositions have different anchoring in the form of the utterance, and in its linguistic, as well as non-linguistic, embedding. It is very easy to notice that only two of them, (a) and (b), are lexically encoded (see Task 12 and Task 14), by means of definite descriptions (see the typologies of presuppositions and their triggers earlier in the chapter). The rest draw upon narrower or wider, but all of them potentially non-linguistic, contexts. Defining the contexts as 'narrower' or 'wider' has to do with the markedly different amounts of knowledge and experience that are addressed in each case. To presuppose (c), George might simply recall a previous occasion on which he introduced Betty to Mark. Alternatively, George might recall a situation in which Mark saw Betty enter the room in which George normally runs his Ph.D. seminar, at the time when the seminar begins. We must note here that these two assumptions involve knowledge that has been obtained by, respectively, linguistic and non-linguistic means. More intricacies follow as we approach presuppositions (f/g). To presuppose (f/g), George needs to invoke a whole network of beliefs involving the knowledge carved out from his office-mate's body of experience (whether linguistic or non-linguistic) and then connect that knowledge with the proposition asserted explicitly in the form of the utterance. As a result, presuppositions (f) & (g) can be described in terms of a series of expectations that progress from one to another: first, that Mark possesses all the knowledge assumed in (a)-(d), that he wants to and will be cooperative, that he is able to recognize (16) as a request to communicate an apology on George's behalf; finally, that he is able to do it as well as George believes he himself would. Interestingly, many of these expectations are only legitimate on the assumption (which counts as a presupposition in its own right) that Mark relates them to his

own experience triggered by the mention of specific lexical items in George's utterance. For instance, hearing about 'the Rector', Mark might recall his own thoughts and feelings experienced before a similar meeting he attended (for instance a belief that the meeting will be long enough to cancel any other commitments) – thus putting himself in George's shoes. Interestingly, any such considerations by Mark seem to increase the chances of his passing on George's message exactly as expected.

Examples such as (16) encourage the view of presupposition as a complex phenomenon that exhibits multiple semantic but still mostly pragmatic characteristics. As has been indicated at the outset of this chapter, semantic and pragmatic presupposition can be considered different yet essentially complementary mechanisms underlying the formation of knowledge basis that determines speakers' choices in discourse. While there are specific linguistic items associated with specific assumptions and kinds of knowledge (e.g. assumptions/knowledge of existence), the function of these items is not constrained, as hardline semantic models would have it, by the structural boundaries of a language expression such as sentence. On the contrary, their significance goes much beyond as they combine with primarily experiential premises and thus successfully contribute to a network of contextual, often non-linguistic beliefs making up the entire load of knowledge shared by the speaker and their addressee. On this view, since many instances of presupposition can only be approached with reference to (non-linguistic) context, presupposition clearly reaches out in the direction of the implicit, constituting, in a sense, a shared knowledge 'prerequisite' for communicating messages whose final destination is their inference by the addressee. Hence, in fact, the growing popularity of presupposition studies employing the apparatus of implicature (Horn 1989), the concept we discussed in the previous chapter.

Further reading

Frege (1892), Gazdar (1979), Horn (1989), Karttunen (1974, 2016), Kempson (1975), Levinson (1983), Russell (1905), Stalnaker (1974), Strawson (1952)

Practice Pack

Grasp checkpoints

- What are presuppositions? What are the three diagnostic tests that can be conducted to identify them? Explain and provide examples for each test.
- What are presupposition triggers? Give an example of an utterance that contains three different triggers. What presupposition is triggered in each case?
- Explain the nature of the projection problem in presupposition theory, including relevant examples to support your explanation.
- Enumerate and briefly define the six types of presuppositions involving triggers. Provide an example of each type.
- What is the difference between non-factive and counterfactual presupposition? Give clarifying examples of both types.
- Distinguish between factive and lexical presupposition, offering examples to illustrate both types.
- How can a speaker suspend or neutralize/cancel a presupposition? Provide an example.
- How does presupposition differ from conversational implicature? Provide a language example to illustrate your explanation. Relate your explanation to the process of meaning-making, involving the speaker, their message, and the addressee of that message.
- Are conventional implicature and semantic presupposition clearly distinct concepts? If so, what are some key differences between them?

Note: If you encounter any difficulties in understanding particular concepts, please refer to the relevant theoretical sections of this textbook, which offer in-depth explanations and foundational knowledge that can facilitate deeper comprehension. If you are using it in a classroom setting, we encourage you to seek further guidance from your tutor.

Hands-on practice

Task 1

* Analyze the following utterances, identifying the entailed and the presupposed information.

1. *We don't know where your new passport is.*
 - a. Your passport is somewhere.
 - b. It is not known where your passport is.
 - c. You have a passport.
 - d. You didn't have that passport before.
2. *At least four people came to the Blue Cheese Through Ages exhibition.*
 - a. One person came to the exhibition.
 - b. It's possible to come to the *Blue Cheese Through Ages* exhibition.
 - c. There was a blue cheese exhibition.
 - d. Four people came to the exhibition.
3. *My goldfish, Mrs. Bubbles, was devoured by my neighbor's cat.*
 - a. Mrs. Bubbles is dead.
 - b. My neighbor has a cat.
 - c. A cat ate my goldfish.
 - d. Cats are capable of devouring fish.
4. *The Emperor of Jupiter regretted attending the interstellar summit with his cousins.*
 - a. The Emperor of Jupiter was sorry that he had attended the summit.
 - b. The Emperor of Jupiter participated in the summit.
 - c. There was an interstellar summit.
 - d. Jupiter has an Emperor.

5. *Uncle Greg's wife failed to diminish the quantity of chocolate she consumed daily.*
- Uncle Greg has a wife.
 - Uncle Greg's wife tried to cut down on chocolate.
 - Uncle Greg's wife was unsuccessful in reducing her chocolate intake.
 - Uncle Greg's wife eats chocolate daily.

Task 2

*** Analyze the following utterances and identify the presuppositions generated by each of the underlined triggers.**

- Your garden looks like a bomb has gone off in it.*
- It's wonderful that she finds time to visit her elderly parents.*
- He moved house a few months before he married his partner.*
- My husband has no idea why our dog prefers fish to beef.*
- Given a chance, she could have won the dancing competition.*

Task 3

**** For each utterance 1-5, identify the triggers that give rise to presuppositions a-c.**

- Helena is glad that her daughter has graduated from the university.*
 - Helena has a daughter.
 - Helena's daughter has graduated.
 - Helena's daughter studied at the university.
- They looked at me as if I started the conversation about the results of the research.*
 - There was no conversation about the results before.
 - Research was conducted.
 - I didn't start the conversation about the results of the research.
- If you had got caught speeding without a driving license, you'd be in trouble.*
 - You were speeding.
 - You didn't get caught.
 - You didn't have a driving license.

4. *He pictures himself as the president of the company which dismissed him.*
 - a. The company exists.
 - b. He is not the president of the company.
 - c. He was fired by the company.

5. *My late uncle, Archibald Whiskerton, used to come to London for Christmas.*
 - a. My uncle has passed away.
 - b. I had an uncle.
 - c. He does not come to London for Christmas anymore.

Task 4

Classify the following triggers based on the type of presupposition they generate (given in the brackets at the end of each sentence).

* a.

1. *His PA will call me.* (He has a PA)
2. *The orphan dreamt that he was living with a foster family.* (He was not living with a foster family)
3. *What made the little boy cry was the noise the tractor made.* (Something made the little boy cry)
4. *I met him in Camilla's Garden.* (Camilla has a garden)
5. *Hercule Presuppirot found countless presupposition triggers in the witness's account of the event.* (There is a person by the name of Hercule Presuppirot)
6. *If I had known you were allergic, I wouldn't have served the all-nut cupcakes for dessert.* (I didn't know you were allergic)
7. *I need to know where you were at the time of the break-in?* (You were somewhere at the time of the break-in)
8. *The night we met that quirky lady was starry.* (There was a quirky lady)
9. *My younger sister failed her driving test again this week.* (She took the test)
10. *They had a conversation about the merge again.* (They had the conversation before)
11. *To attract the girl's attention, he pretended to be a film producer.* (He was not a film producer)
12. *I haven't managed to eat the plateful of spaghetti you made me.* (I tried to eat the plateful of spaghetti)

13. *How much white sugar have you used to make this cheesecake?* (You used white sugar to make the cheesecake)
14. *I wish it would stop snowing.* (It is snowing)
15. *Nobody is aware that the book was published over a hundred years before.* (The book was published over a hundred years before)
16. *Before having a baby, she had plenty of time on her hands.* (She had a baby)
17. *It's wonderful that you've decided to get married next year.* (You decided to get married next year)
18. *All members of the club were punctual.* (There are members in the club)
19. *Why have you lied to everybody in the company?* (You have lied to everybody)
20. *Imagine you are on a sunny meadow on a warm summer day.* (You're not on a sunny meadow)
21. *He quickly forgot agreeing to our proposal.* (He agreed to our proposal)

**** b.**

1. *The experiment confirmed that you should not approach the transmitter when it's working.* (It was assumed that you should not approach the transmitter when it's working)
2. *Vincent was moody and weepy because he'd lost his silver pocket watch.* (Vincent lost his pocket watch)
3. *Harry Potter shouldn't have followed the strange voice into the Forbidden Forrest.* (Harry followed the voice into the Forbidden Forrest)
4. *It was Melody that we have seen wearing the black hoodie at the conference.* (We've seen someone wearing a black hoodie at the conference)
5. *Provided my family knew what was planned for the day, they wouldn't have agreed to participate.* (My family didn't know what was planned)
6. *They claimed to have come from a planet far beyond our solar system.* (They didn't come from a planet far beyond our solar system)
7. *I was certain you would reveal our secret.* (You revealed our secret)
8. *Under the influence of anesthesia, I hallucinated about meeting a wizard covered in blue glitter.* (I didn't meet a blue-glittered wizard)
9. *I'd rather have been at home that night.* (I wasn't at home that night)
10. *The kitten returned to its mother meowing pitifully.* (The kitten was with its mother before)

11. *The little boy admitted devouring the entire stock of candy floss before being taken to hospital.* (The boy devoured the entire stock of candy floss)
12. *As a child, I believed household gnomes lived in my grandma's wardrobe.* (Gnomes did not live in my grandma's wardrobe)
13. *Some students of Pragmatics revised the material.* (There are students of Pragmatics)
14. *Is Bern or Zurich the capital city of Switzerland?* (One of the two cities is the capital of Switzerland)
15. *You know we'd sooner you two had never met.* (You two have met)
16. *The shamans soon discovered the magical properties of toadstool mushrooms.* (Toadstool mushrooms have magical properties)
17. *The candidates assume they have to bring all their certificates to the interview.* (It's not certain they have to bring all their certificates)
18. *The people whose family business we took over are sitting over there.* (We took over the people's family business)
19. *I wrote a letter to the King of Bora Bora.* (Bora Bora has a king)
20. *You look as if you had been living in the streets.* (You were not living in the streets)
21. *He introduced his new girlfriend to everyone at the party.* (She was not his girlfriend before)

Task 5

*** Identify the presuppositions in the following utterances and explore how they can be suspended.**

1. You should ask Nathaniel's twin brother about it.
2. We're wondering how whirlwinds can lift small farm animals into the air.
3. Few of us passed the pop quiz really well.
4. How much courage does it take to be an excellent entrepreneur?
5. The suspect confessed that he had stolen David's car.

Task 6

**** Identify the presuppositions present in the following statements and explore how they can be neutralized/canceled.**

1. Laura could have told us in advance that she was not going to the concert.

2. They suspected it was their dog that devoured the glazed turkey.
3. The editor might not accept his paper proposal.
4. I'd like to know the reason why the class was canceled.
5. If I spoke some Portuguese, I'd have won them over at the interview.

Task 7

* Analyze each of the utterances in bold (1-3) conducting the negation, question, and condition tests to decide whether options a or b, or both can be considered presuppositions.

1. ***I acted like I didn't know anything about their argument.***
 - a. I knew about their argument.
 - b. I behaved as if I didn't know about their argument.
2. ***I'm curious to know how often you FaceTime your cousin from Australia.***
 - a. I want to know how often you talk to your cousin.
 - b. You FaceTime your cousin from Australia.
3. ***I wish my best friend had said something in my defense.***
 - a. My best friend didn't say anything.
 - b. I needed defense.

Task 8

*Analyze the underlined utterances and identify whether meanings a-d represent presuppositions or implicatures.

1. A: *How was your exam in philosophy?*
B: *I've managed to pass it.*
 - a. I haven't passed it well enough.
 - b. I've taken the exam.
 - c. I tried to pass it.
 - d. The exam was really hard.
2. *I heard you scored another goal in the last week's match.*
 - a. It was a good match.
 - b. You played in a match.
 - c. You are a good player.
 - d. You scored a goal before.

3. A: *Are you coming to Tyler's fifth birthday party?*
 B: *Both my children are pretending they're ill.*
- The children don't want to go to the party.
 - They are healthy.
 - I am a parent of two children.
 - We'll be late for the party.
4. *Jason claims the woman who came along with him is just another cousin of his.*
- The woman is not his cousin.
 - A woman came along with Jason.
 - The woman is his new girlfriend.
 - Jason has falsely introduced women as his cousins before.
5. A: *What time did you leave the office last night?*
 B: *I'll be leaving once I'm done with the annual report.*
- I stayed in the office overnight.
 - I'm not done with the report.
 - The report took me longer than I expected.
 - I am in the office.

Task 9

* Analyze the underlined utterances to identify any presuppositions or implicatures they carry.

- Nobody told me about the manager's resignation last week.*
- A: *Should I do it or not?*
 B: *If you were my child, I'd advise you against it.*
- Mr. Pufferson has resumed his smoking habit.*
- A: *Have you seen my glasses?*
 B: *You are reading a book at the moment, aren't you?*
- My sister's new husband texted me last night.*

Task 10

**Analyze the following dialogues and identify two presuppositions and two implicatures in each.

1. A: *Who gave you permission to read these documents?*
B: *If anyone had told me they were confidential, I wouldn't have touched them.*
2. A: *I suppose this outfit could do for the occasion.*
B: *You've begun dressing like a homeless person.*
3. A: *Why have you been crying all day?*
B: *I put on weight and the modeling agency laid me off.*

Task 11

****Provide your own example of:**

1. a non-factive presupposition and neutralize it,
2. a presupposition that conveys agreement and implies disagreement,
3. an utterance containing both lexical and factive presupposition,
4. an utterance containing both counter-factual and structural presupposition,
5. an existential presupposition and suspend it.

Task 12

**** Analyze the following conversations for any implied meanings they contain. Address the following points:**

- a. identify the macro and micro goals of both speakers involved,
- b. examine how presuppositions and implicatures contribute to the attainment of the speakers' goals,
- c. discuss why the speakers may have chosen to express certain meanings implicitly (as presuppositions and implicatures) rather than stating them explicitly,
- d. discuss the function of any linguistically unmarked presuppositions underlying the speakers' discourse.

SITUATION 1

A CONVERSATION BETWEEN A BUSINESS COACH AND A CLIENT WHO IS SEEKING GUIDANCE ON STARTING THEIR OWN COMPANY

- A: *So, tell me... How do you see it setting you apart from the competition once you're up and running?*
- B: *I'm not sure it will, in fact. The market's already flooded with similar businesses, you know. That's why I'm not sure... that's why I'm so hesitant...*

- A: *Given that you'll be bringing something fresh and unique to the table, though, what value, do you think, your start-up offers that others do not?*
- B: *Well, I think our personalized customer service might, perhaps, be a game changer.*
- A: *Ok, great. And, as you continue to develop that service, how will it give you an edge over your competition?*
- B: *I suppose it could build stronger customer loyalty, but... what if it's not enough?*
- A: *Let's first consider customer loyalty. How do you plan to boost it to ensure your success?*
- B: *I was thinking, maybe... by connecting with customers on a more personal level... or by offering some exclusive deals to them.*
- A: *Sounds like a solid strategy. How will these deals... these exclusive deals change how customers perceive your brand?*
- B: *They might see us as more than just another business – more like a brand that truly cares.*
- A: *And as your brand becomes known for this genuine care, how do you think it will affect your market position then?*
- B: *It could definitely put us ahead of the competition. I see your point now...*

SITUATION 2

A FACE-TO-FACE CONVERSATION BETWEEN A STUDENT SEEKING HELP AND THE DEAN'S PERSONAL ASSISTANT

- A: *Hello, is this the Dean's office?*
- B: *It is. How can I help you?*
- A: *Hi, I need to see the Dean. It's about my exam...*
- B: *I'm afraid the Dean is very busy. Perhaps I can help you... or another staff member could...*
- A: *No, it's urgent. I need to talk to the Dean directly... about my failed exam in Pragmatics.*
- B: *I understand that you're concerned about your grade... Have you considered speaking with your professor? They may be able to offer some guidance.*
- A: *I have, but he won't let me retake the exam again.*

- B: *I see. Well, I'll do my best to schedule an appointment for you, but it will be difficult this week.*
- A: *Thank you so much. Please, do. It's very important.*
- B: *Perhaps your academic advisor could...*
- A: *I've already spoken to her, and she said there was nothing more she could do.*
- B: *I'll see what I can do. As I said, it may be difficult to schedule an appointment.*
- A: *I just need to explain my situation. I had a terrible headache during the exam and couldn't focus at all.*
- B: *I'm sorry to hear that, but a headache may not be a strong enough reason for a re-take.*
- A: *I've studied really hard, and I really know the material. I just couldn't concentrate that day.*
- B: *I understand...*
- A: *Please, I just need a chance to explain everything. I'm sure I can pass the exam if I get another shot.*
- B: *Right... Can you leave your contact information with me, then?*

SITUATION 3

A CONVERSATION BETWEEN A RESTAURANT WAITER AND A DINER

- A: *Good evening! Have you already seen our new chef's special, the Creamy Citrus Glazed Salmon with roasted potatoes?*
- B: *I did see that... but I'm feeling like something lighter. Perhaps something lactose-free?*
- A: *Of course. Our Herb Quinoa Salad is also a great option. I'm sure, though, that the salmon would be a real treat... And, you may want to know it's half-price today!*
- B: *I appreciate the deal, but salmon isn't really...*
- A: *Totally understandable! Sometimes, however, it might be a game-changer to try something new... I have to tell you this dish has been described in one of the reviews as one that captures the essence of the sea with a refreshing twist. Sounds delicious, doesn't it?*
- B: *It really does, but I don't want to risk any discomfort later. You know what I mean...*

A: *No worries! It's wise to prioritize your comfort. The sauce is actually vegan yoghurt-based, so it's pretty gentle.*

B: *Hmm, it does sound intriguing that way. But I think I will stick to my original plan, if it's okay.*

A: *I hear you! But... how about treating yourself to the salmon today and saving the Quinoa Salad for another visit? You'd be able to experience something extraordinary for half the price!*

B: *That's tempting, I won't lie... Maybe just a taste of the salmon, then...*

A: *Absolutely! You won't regret it.*

Task 13

***** Write a short paragraph in which:**

1. you educate your family about the dangers of deep-fake technology,
2. you correct your 5-year-old sibling's behavior by stressing the importance of keeping their toys organized,
3. you persuade a friend that meat consumption should be regulated,
4. you persuade your family not to purchase a house-cleaning robot with AI capabilities,
5. you convince your future employer that while you may lack sales experience, your persuasive abilities will make you a great shop assistant.

You can select just one task from the list above (tasks 1-5) or tackle several/all of them, depending on the instructions from your tutor. When writing your text(s), consider how you are going to structure them in terms of the information you consider common to you and your addressee. Regardless of the number of tasks you choose, envisage your texts as written texts intended for in-person delivery.

Task 14

*****Analyze the following excerpts concentrating on the discourse goals pursued by the speakers. In each case below, take into account:**

- who the speaker(s) is(are),
- who the intended audience are,
- the discourse macro goal (the main intended outcome or purpose) and the micro goals (objectives furthered by smaller chunks of discourse contributing to the attainment of the macro goal),

- any presuppositions and implicatures underlying the texts (including any unmarked presuppositions), as well as their (cumulative) effect on the conveyed messages and the attainment of the speakers' goals.

TEXT 1: A SAMPLE MEDIATION SCENARIO PROVIDED BY THE LAW SOCIETY OF NEW SOUTH WALES TO ASSIST STUDENTS IN TRAINING FOR THEIR FUTURE MEDIATION ROLES

In a minute we will be asking each of you to tell us your side of the story. This is just to make the matter clear for us as the Mediators today. It is preferable that neither of you interrupt the other. Instead you can make notes and these can be discussed later when it's your turn to have the opportunity to state your views. After all of your statements have been given, we will go back and check to see if we have your stories straight. In keeping with confidentiality all notes will be destroyed after today's mediation. Mediator Two (say name), will be noting issues and concerns that appear to come out of your statements. These will be worked through until we all come to some sort of an agreement. If either party needs to talk to us in private or we feel that a separate meeting with each of you and us would be helpful we will have private meetings. Everything said during the private meetings are also totally confidential. Having private meetings may help you to speak to us more freely which could then help us to get the discussion back on the right track. We are pleased that you agreed to come to this mediation and we hope that the problem that brings you here today will be resolved. There are no rules except; one person speaks at a time and we ask that you treat each other with respect. Is this clear to everyone? Thanks, now we'll try to help you solve this problem, without fighting or anything like that, in a friendly way. We can't take sides, or make decisions for you. We're just helping you reach an agreement. Anything said today will remain confidential. This is on a-need-to-know basis and we can't say anything to anyone else, so feel free to talk. You are all here because you want to sort out your problem. Is there anyone else that should be here?

TEXT 2: TRANSCRIPT OF A RADIO ADDRESS DELIVERED BY KING GEORGE VI, AS PORTRAYED IN THE 2010 FILM *THE KING'S SPEECH*, ANNOUNCING THE OUTBREAK OF WORLD WAR II TO THE BRITISH NATION

In this grave hour, perhaps the most fateful in our history, I send to every household of my peoples, both at home and overseas, this message, spoken with the same depth of feeling for each one of you as if I were able to cross your threshold and speak to you myself.

For the second time in the lives of most of us we are at – at war.

Over and over again we have tried to find a peaceful way out of the differences between ourselves and those who are now our enemies.

But it has been in vain.

We have been forced into a conflict. For we are called to meet the challenge of a principle which, if it were to prevail, would be fatal to any civilized order in the world. Such a principle, stripped of all disguise, is surely the mere primitive doctrine that “might is right.”

For the sake of all that we ourselves hold dear, it is unthinkable that we should refuse to meet the challenge.

It is to this high purpose that I now call my people at home and my peoples across the seas, who will make our cause their own.

I ask them to stand calm and firm and united in this time of trial.

The task will be hard. There may be dark days ahead, and war can no longer be confined to the battlefield. But we can only do the right as we see the right, and reverently commit our cause to God.

If one and all we keep resolutely faithful to it, then, with God's help, we shall prevail.

<https://www.americanrhetoric.com/MovieSpeeches/moviespeechthekingspeech.htm> (accessed August 29, 2024)

TEXT 3: SELECTED EXCERPTS FROM THE APPLE'S 2017 OFFICIAL STATEMENT ADDRESSING CUSTOMER COMPLAINTS ABOUT THE COMPANY'S DECISION TO SLOW DOWN THEIR OLDER PHONES

We've been hearing feedback from our customers about the way we handle performance for iPhones with older batteries and how we have communicated that process. We know that some of you feel Apple has let you down. We apologize. There's been a lot of misunderstanding about this issue, so we would like to clarify and let you know about some changes we're making.

First and foremost, we have never — and would never — do anything to intentionally shorten the life of any Apple product, or degrade the user experience to drive customer upgrades. Our goal has always been to create products that our customers love, and making iPhones last as long as possible is an important part of that. [...]

We've always wanted our customers to be able to use their iPhones as long as possible. We're proud that Apple products are known for their durability, and for holding their value longer than our competitors' devices.

To address our customers' concerns, to recognize their loyalty and to regain the trust of anyone who may have doubted Apple's intentions, we've decided to take the following steps:

Apple is reducing the price of an out-of-warranty iPhone battery replacement by \$50 — from \$79 to \$29 — for anyone with an iPhone 6 or later whose battery needs to be replaced, starting in late January and available worldwide through December 2018. Details will be provided soon on apple.com.

Early in 2018, we will issue an iOS software update with new features that give users more visibility into the health of their iPhone's battery, so they can see for themselves if its condition is affecting performance.

As always, our team is working on ways to make the user experience even better, including improving how we manage performance and avoid unexpected shutdowns as batteries age.

At Apple, our customers' trust means everything to us. We will never stop working to earn and maintain it. We are able to do the work we love only because of your faith and support — and we will never forget that or take it for granted.

TEXT 4: AN EXCERPT FROM A SPEECH DELIVERED BY BARACK OBAMA IN SUPPORT OF HILLARY CLINTON, A PRESIDENTIAL CANDIDATE, AT THEIR FIRST JOINT RALLY ON JULY 5, 2016

You know, Hillary mentioned how we operate on the world stage. Now, let me just say, I know the other guy talks about making America great again; America is really great. And just the other day, somebody was writing about, wow, when you look at the surveys in the world, turns out that when Obama came into office, the world didn't think we were that great, but now they think we're the greatest. They think we're the strongest. They think we're the best-positioned. We — we were in a hole before I came into office, but right now, the world — the rest of the world thinks we're pretty darn great. And by the way, you can look that up; that's a fact. That's not like just something I just made up and tweeted.

So you know, there are actually like surveys done. They polled people so you actually know what people think, you don't just assert it and it turns out that's what they think. You can look it up. Part of the reason for that is because we had an outstanding secretary of state. Part of the reason is that Hillary understood and continues to understand that just a bunch of tough talk doesn't replace the hard work of diplomacy. A bunch of phony bluster doesn't keep us safe. And she understands that we can't retreat from a world that needs American leadership. That's why she offers a smarter approach that uses every element of American power to protect our people and to protect our allies. She is and will be a stateswoman who makes us proud around the world.

She'll deploy diplomacy whenever possible, but she also knows what it — what it takes to be a commander-in-chief and I know she will never hesitate to use force when it is necessary to protect us. And she'll know how to mobilize the world around the causes that we believe in, that we know are right, and make sure other countries pull their own weight. That's strength, that's leadership and that's why Hillary Clinton has to be the next president of the United States of America.

I am with her. I am with her. You know, part of the reason why we are here is because we all share the belief that this country only lives up to its potential when every single one of us gets the chance to succeed. Black, White, Latino, Asian, Native American, young, old, rich, poor, Turkish American. Gay, straight, male, female — all of us matter. All of us share the same creed, all of us pledge allegiance to the same flag. That doesn't mean we have to agree

on everything. We all have different ideas and beliefs, and that's part of what makes America great. But I agree with Hillary that our democracy works best when there are basic bonds of trust between us, when we recognize that every voice matters. And the people who disagree with us most strongly love our country just as much as we do.

<https://time.com/4394191/barack-obama-hillary-clinton-rally-transcript/> (accessed October 22, 2024)

TEXT 5: AN EXCERPT FROM THE FIRST CAMPAIGN DEBATE BETWEEN KAMALA HARRIS AND DONALD TRUMP, HOSTED BY ABC NEWS ON SEPTEMBER 11, 2024

DAVID MUIR (DM), VICE PRESIDENT KAMALA HARRIS (KH), FORMER PRESIDENT DONALD TRUMP (DT)

DM: *We are going to get to immigration and border security during this debate. But I would like to let Vice President Harris respond on the economy here.*

KH: *Well, I would love to. Let's talk about what Donald Trump left us. Donald Trump left us the worst unemployment since the Great Depression. Donald Trump left us the worst public health epidemic in a century. Donald Trump left us the worst attack on our democracy since the Civil War. And what we have done is clean up Donald Trump's mess. What we have done and what I intend to do is build on what we know are the aspirations and the hopes of the American people. But I'm going to tell you all, in this debate tonight, you're going to hear from the same old, tired playbook, a bunch of lies, grievances and name-calling. What you're going to hear tonight is a detailed and dangerous plan called Project 2025 that the former president intends on implementing if he were elected again. I believe very strongly that the American people want a president who understands the importance of bringing us together knowing we have so much more in common than what separates us. And I pledge to you to be a president for all Americans.*

DM: *President Trump, I'll give you a minute here to respond.*

DT: *Number one, I have nothing to do, as you know and as she knows better than anyone, I have nothing to do with Project 2025. That's out there. I haven't read it. I don't want to read it, purposely. I'm not going to read*

it. This was a group of people that got together, they came up with some ideas. I guess some good, some bad. But it makes no difference. I have nothing to do -- everybody knows I'm an open book. Everybody knows what I'm going to do. Cut taxes very substantially. And create a great economy like I did before. We had the greatest economy. We got hit with a pandemic. And the pandemic was, not since 1917 where 100 million people died has there been anything like it? We did a phenomenal job with the pandemic. We handed them over a country where the economy and where the stock market was higher than it was before the pandemic came in. Nobody's ever seen anything like it. We made ventilators for the entire world. We got gowns. We got masks. We did things that nobody thought possible. And people give me credit for rebuilding the military. They give me credit for a lot of things. But not enough credit for the great job we did with the pandemic. But the only jobs they got were bounce-back jobs. These were jobs, bounce back. And it bounced back and it went to their benefit. But I was the one that created them. They know it and so does everybody else.

DM: *Vice President Harris, I'll let you respond.*

KH: *So, Donald Trump has no plan for you. And when you look at his economic plan, it's all about tax breaks for the richest people. I am offering what I describe as an opportunity economy, and the best economists in our country, if not the world, have reviewed our relative plans for the future of America. What Goldman Sachs has said is that Donald Trump's plan would make the economy worse. Mine would strengthen the economy. What the Wharton School has said is Donald Trump's plan would actually explode the deficit. Sixteen Nobel laureates have described his economic plan as something that would increase inflation and by the middle of next year would invite a recession. You just have to look at where we are and where we stand on the issues. And I'd invite you to know that Donald Trump actually has no plan for you, because he is more interested in defending himself than he is in looking out for you.*

DT: *That's just a sound bite. They gave her that to say. Look, I went to the Wharton School of Finance and many of those professors, the top professors, think my plan is a brilliant plan, it's a great plan. It's a plan that's going to bring up our worth, our value as a country. It's going to make people want to be able to go and work and create jobs and create a lot of good, solid money for our -- for our country. And just*

to finish off, she doesn't have a plan. She copied Biden's plan. And it's like four sentences, like run-Spot-run. Four sentences that are just oh, we'll try and lower taxes. She doesn't have a plan. Take a look at her plan. She doesn't have a plan.

<https://abcnews.go.com/Politics/harris-trump-presidential-debate-transcript/story?id=113560542> (accessed November 2, 2024)

TEXT 6: AN EXCERPT FROM A TEXT PROVIDING GUIDELINES FOR EMPLOYERS TO FOSTER A NEURODIVERSE WORKPLACE

Supporting neurodiversity in the workplace involves creating an inclusive environment where all employees, regardless of their neurological differences, can thrive. Here are some steps to help you support neurodiversity at work.

Step 1: Recruitment practices

Revise recruitment practices to create an inclusive and equitable hiring process that attracts a wide talent pool.

Start by using inclusive language in job postings that explicitly welcomes neurodiverse applicants, signaling that your company values diverse perspectives. Because traditional interviews may not showcase the true potential of neurodiverse individuals, consider alternative formats, such as take-home assignments or video interviews, which allow candidates to demonstrate their skills in a comfortable setting.

Additionally, providing clear instructions and expectations for the interview process helps candidates prepare and perform their best.

[...]

Step 5: Flexibility and choice

Promoting flexibility can significantly enhance productivity and job satisfaction. Consider the following approaches.

- Flexible work schedules: Allow employees to adjust their work hours to fit their personal needs and peak productivity times.*
- Remote work options: Provide opportunities for employees to work from home or locations they are comfortable working in.*
- Flexible break times: Encourage employees to take breaks when needed instead of according to a rigid schedule.*

[...]

Step 7: Support and mentorship

Providing mentorship helps cultivate a nurturing environment for employees. Here are three steps to take:

- Mentors: Pair neurodivergent employees with mentors who have received training to understand their unique needs. Mentors can provide guidance, share experiences and help the employees thrive at work.*
- Regular performance feedback: Prioritize consistent and constructive feedback, focusing on strengths and development opportunities.*
- Continuous support: Deliver ongoing support through regular check-ins and discussions about new challenges or needs that arise.*

[...]

Step 10: Leading by example

Consider actively advocating for neurodiversity, showcasing its benefits and integrating inclusive practices throughout the organization. Demonstrating inclusivity through consistent actions and policies sets a strong example for others to follow.

All in all, championing neurodiversity helps cultivate an environment where every employee feels valued.

<https://www.indeed.com/hire/c/info/supporting-neurodiversity-at-work?jstm=1731409194082&trafficTk=1icg0bhqvgc0qf66&co=US> (accessed October 29, 2024)

Hands-on practice key

Task 1

a.

- | | |
|-------------------|----------------------|
| 1. ENTAILED: b | PRESUPPOSED: a, c, d |
| 2. ENTAILED: a, d | PRESUPPOSED: b, c |
| 3. ENTAILED: a, c | PRESUPPOSED: b, d |
| 4. ENTAILED: a | PRESUPPOSED: b, c, d |
| 5. ENTAILED: c | PRESUPPOSED: a, b, d |

Task 2

- Your garden – You own a garden.
like – A bomb has not gone off in the garden.
- wonderful – She finds time to visit her parents.
visit – She does not live with her parents.
- moved – He does not live in the old place anymore.
before – He married his partner.
- My husband – I am married.
why – Our dog has a reason to prefer fish to beef.
- Given – She wasn't given a chance.
the dancing competition – There was a dancing competition.

Task 3

- | | | |
|----------------------|-----------------|------------------|
| 1. a. HER DAUGHTER | b. GLAD | c. HAS GRADUATED |
| 2. a. STARTED | b. THE RESEARCH | c. AS IF |
| 3. a. HAD GOT CAUGHT | b. IF | c. WITHOUT |
| 4. a. THE COMPANY | b. PICTURES | c. WHICH |
| 5. a. LATE | b. MY UNCLE | c. USED TO |

Task 4**a.**

EXISTENTIAL: 1, 4, 5, 8, 18

FACTIVE: 15, 16, 17, 21

NON-FACTIVE: 2, 11, 20

COUNTER-FACTUAL: 6, 14

STRUCTURAL: 3, 7, 13, 19

LEXICAL: 9, 10, 12

b.

EXISTENTIAL: 13, 19

FACTIVE: 2, 7, 11, 16

NON-FACTIVE: 6, 8, 12, 17

COUNTER-FACTUAL: 3, 5, 9, 15, 20

STRUCTURAL: 4, 14, 18

LEXICAL: 1, 10, 21

Task 5**Suggested answers:**

- PRESUPPOSITION: Nathaniel has a twin brother.
SUSPENSION: *...if he has one.*
- PRESUPPOSITION: Whirlwinds can lift small farm animals into the air.
SUSPENSION: *...provided it is at all possible.*
- PRESUPPOSITION: There was a pop quiz.
SUSPENSION: *...on condition that there was a pop quiz.*

4. PRESUPPOSITION: It takes courage to be an entrepreneur.
SUSPENSION: *...unless you don't need courage.*
5. PRESUPPOSITION: David has a car.
SUSPENSION: *Although it's possible he does not own a car.*

Task 6

Suggested answers:

1. PRESUPPOSITION: Laura did not go to the concert.
NEUTRALIZATION: *But, in fact, she was there.*
2. PRESUPPOSITION: The glazed turkey was devoured.
NEUTRALIZATION: *...yet the turkey was there on the table, intact.*
3. PRESUPPOSITION: He proposed a paper.
NEUTRALIZATION: *...because he didn't propose any.*
4. PRESUPPOSITION: The class was canceled for some reason.
NEUTRALIZATION: *...even though there was no reason to cancel it.*
5. PRESUPPOSITION: I don't speak any Portuguese.
NEUTRALIZATION: *Actually, I get by in that language.*

Task 7

1.

a. PROPOSITION: I knew about their argument.

NEGATION TEST (NT): When negated to 'I didn't act like I didn't know anything about their argument', the underlying presupposition of the speaker's knowledge of the argument remains intact, which confirms a. is a presupposition.

QUESTION TEST (QT): The interrogative form 'Did you act like you didn't know about their argument?' presupposes the speaker's awareness of the argument, regardless of the affirmative or negative response.

CONDITIONAL TEST (CT): The conditional statement 'If I acted like I didn't know about their argument...' makes the speaker's knowledge of the argument a pre-condition for the hypothetical action, therefore a. is a presupposition.

b. PROPOSITION: I behaved as if I didn't know about their argument.

NT: Negating the utterance to 'I didn't act like I didn't know anything about their argument' denies the speaker's statement 'I behaved as if I didn't know...' by

introducing a contradiction, which indicates that proposition b. does not survive negation and therefore is not a presupposition.

QT: The question 'Did you act like you didn't know about their argument?' does not presuppose the occurrence of the behavior described, simply seeking confirmation or denial of the past action.

CT: The conditional 'If I acted like I didn't know about their argument...' does not presuppose the antecedent condition (i.e. that the speaker in fact behaved in such a manner).

CONCLUSION: Proposition a. is a presupposition and proposition b. is not.

2.

a. PROPOSITION: I want to know how often you talk to your cousin.

NT: Negating the utterance to 'I'm not curious to know how often you FaceTime your cousin' denies the speaker's interest in obtaining this information.

QT: The question 'Am I curious to know how often you FaceTime your cousin?' does not presuppose the speaker's desire for this information.

CT: The conditional statement 'If I were curious to know how often you FaceTime your cousin...' does not presuppose any actual interest on the part of the speaker.

b. PROPOSITION: You FaceTime your cousin from Australia.

NT: The negated form of the utterance does not contradict the assumption that the speaker FaceTimes their cousin from Australia, indicating that the presupposition b. survives negation.

QT: The interrogative form of the utterance assumes that the speaker FaceTimes their cousin as a pre-condition.

CT: The conditional form of the utterance, 'If I were curious to know how often you FaceTime your cousin from Australia', presupposes that the speaker engages in FaceTiming their cousin.

CONCLUSION: Proposition a. is not a presupposition, while b. is.

3.

a. PROPOSITION: My best friend didn't say anything.

NT: If we negate the utterance to 'I don't wish my best friend had said anything in my defense', it does not contradict the fact that the friend did not say anything.

QT: The question 'Do I wish that my best friend had said something in my defense?' presupposes that the friend did not say anything. It merely enquires about the speaker's desire.

CT: The conditional 'If I wished that my best friend had said something in my defense...' presupposes that the friend did not say anything, indicating that proposition a. is presupposed by the utterance.

b. PROPOSITION: I needed defense.

NT: Negating the utterance does not directly contradict the assumption that the speaker needed help. Therefore, proposition b. is a presupposition, as it survives negation.

QT: The interrogative form 'Do I wish that my best friend had said something in my defense?' simply enquires about the speaker's desire, presupposing that the speaker needed defense.

CT: The conditional form of the utterance presents a hypothetical scenario based on the presupposition that the speaker required assistance.

CONCLUSION: Both propositions a. and b. are presupposed by the utterance.

Task 8

1. a. implicature b. presupposition c. presupposition d. implicature
2. a. implicature b. presupposition c. implicature d. presupposition
3. a. implicature b. presupposition c. presupposition d. implicature
4. a. presupposition b. presupposition c. implicature d. implicature
5. a. implicature b. presupposition c. implicature d. presupposition

Task 9

Suggested answers:

1. ENTAILMENT: I wasn't informed about the manager's resignation.
PRESUPPOSITION: The manager resigned last week.
IMPLICATURE: We have no manager at the moment.
2. ENTAILMENT: I would advise you not to do it, on condition that you were my child.
PRESUPPOSITION: You are not my child.
IMPLICATURE: I don't want to give you any advice at all.
3. ENTAILMENT: Mr. Pufferson is smoking again.
PRESUPPOSITION: Mr. Pufferson had a smoking habit before.
IMPLICATURE: Mr. Pufferson will never quit smoking.

4. ENTAILMENT: You are doing something now.
 PRESUPPOSITION: You have a book.
 IMPLICATURE: You are clearly wearing your glasses now.
5. ENTAILMENT: My brother-in-law messaged me.
 PRESUPPOSITION: My sister is married.
 IMPLICATURE: My sister's husband wants to borrow something from me again.

Task 10

Suggested answers:

1.

ENTAILMENTS: B wouldn't have read the documents if they were told something about them.
 Who agreed that B read the documents?

PRESUPPOSITIONS: B was allowed to read these documents by someone.
 B wasn't told that the documents were confidential.

IMPLICATURES: B shouldn't have read the documents.
 It was not B's fault that they've read something they should have.

2.

ENTAILMENTS: A supposes that this outfit is good enough for the occasion.
 A started dressing like someone.

PRESUPPOSITIONS: A is not a homeless person.
 A dressed differently before.

IMPLICATURES: The outfit is inappropriate for the occasion.
 A should change their clothes.

3.

ENTAILMENTS: B has lost their job.
 What is the reason B has been crying?

PRESUPPOSITIONS: B worked for a modeling agency.
 There's a reason why B's been crying.

IMPLICATURES: B lost their job as a consequence of gaining weight.
It's B's own fault that they have lost their job.

Task 11

Suggested answers:

1. *My parents think I study marine biology.* (the non-factive presupposition: I don't study marine biology)
My parents think I study marine biology, and I do. (the presupposition is neutralized)
2. *I want you to know that I accept every stupid decision you make.* (the utterance presupposes acceptance of a decision and implies that the speaker is against it)
3. *They have just announced that the results will be re-sent to all participants.* (the lexical presupposition – *the results have been sent before* – is triggered by *re-sent*, and the factive presupposition – *the results will be re-sent* – by *announced*)
4. *If I had been told why they are against the proposal, I'd have tried to convince them.* (the counter-factual presupposition – *I wasn't told that they are against it* – is triggered by the If-clause, and the structural presupposition – *there is a reason they are against it* – by *why*)
5. *Your gardener told me the roses had withered.* (the existential presupposition – *We have a gardener* – is triggered by the possessive pronoun *your*)
Your gardener told me the roses had withered, unless you do not have one. (the presupposition is suspended)

Tasks 12-14

Tutor-assisted tasks

Chapter 4

Linguistic Politeness and Impoliteness

In the previous chapters, we discussed concepts, theories, and linguistic as well as philosophical approaches that can be described as formative to modern pragmatics, playing a key role in the continuing development of the field. These core concepts, such as speech acts, implicature, and presupposition, are not only essential to further, more nuanced theoretical explorations; they underlie virtually all pragmatic investigations of discourse, across different domains and situational contexts. As their applications accumulate daily, new perspectives and approaches get inspired as a result, drawing from and implementing the collective output of the classical theories (particularly the ones involved with directness and indirectness in discourse) to newly designed frameworks. In the present chapter, we address the models of *linguistic politeness* and *linguistic impoliteness*, which seem arguably the most complex and elaborate, as well as the most popular theoretical follow-ups on the early pragmatic theories, revisiting the latter's assumptions and working concepts to deal with new data reflecting the continually expanding range of social interaction. Focusing on different patterns of real-life conversational exchanges in different discourse domains, the frameworks of politeness and impoliteness aim to account for how people use specific linguistic formulas to enact and maintain harmony and respect among discourse participants, or, conversely, how they disrupt that harmony to realize their pragmatic goals. The first part of the chapter discusses the theory of *linguistic politeness*, an already well-established, rich research paradigm serving as a powerful conceptual handle on massive amounts of discourse data analyzed in pragmatics in the past four decades or so.

The shorter second part turns to *linguistic impoliteness*, a significantly newer approach that follows up on the politeness framework with some novel theoretical assumptions and commitments.

Linguistic politeness

Linguistic politeness theory is most commonly associated with a seminal book by Penelope Brown and Stephen C. Levinson titled *Politeness: Some Universals in Language Usage* (1987). Though not being, chronologically, the very first attempt to present an organized account of politeness, this book is considered to offer the most comprehensive and broadest panorama of politeness phenomena to date. For this reason, we look at its main postulates right from the start, leaving temporarily aside the earlier approaches.

In its general design, Brown and Levinson's theory of politeness draws on the concept of **face**, introduced by the American sociologist Erving Goffman. In his collection of essays published in 1967 under the title *Interaction Ritual*, Goffman defines face as 'the desire for an individual to make a favorable impression on others by establishing socially acceptable attributes' (: 66). Face is established, maintained and negotiated through (primarily) linguistic communication between interlocutors, in a process resembling, in Goffman's words, 'a theatrical performance in which we are all actors' (: 67). Because of the interactional nature of face, individuals can threaten their partner's, or even their own, face performance. In order to maintain face during interactions, individuals engage in preventive and/or corrective facework to either avoid face-threats or to rebuild face following a face-threat.

Drawing on Goffman, Brown and Levinson make the 'facework' a cornerstone of their theory. They take 'face' as a complex notion that falls into two interrelated parts, or aspects, 'positive' and 'negative'. **Positive face** is understood as the desire of a person to be socially accepted, appreciated and approved of. **Negative face** is, in turn, the desire to remain independent, free from imposition, and free/able to act as one chooses (see Tasks 1, 2). According to Brown and Levinson, many speech acts that people produce in social interactions are – just as Erving Goffman suggests – inherently **Face-Threatening Acts (FTAs)**. They can threaten both positive and negative face of the speaker and the addressee; they can also threaten speaker's and addressee's face at the same time. For example, in most conversational contexts expressing disapproval threatens addressee's

positive face, ordering threatens addressee's negative face, whereas apologizing threatens speaker's positive face. In each case, the size of the threat can be determined by interlocutors upon the basis of three aspects/variables: **power**, **distance**, and **imposition**. The power variable involves the (amount of) social power possessed by each of the interlocutors. The distance variable refers to the kind and degree of social distance that holds between the interlocutors. For instance, the social distance among students at school can be described as small, while the distance between student and teacher is considered large. The imposition variable involves the kind and degree of social pressure, imposition, or difficulty associated with the production as well as performance of the action predicated in the speaker's act.

Face threat is calculated as the greatest when a huge imposition act occurs between socially distant parties that reveal much asymmetrical power characteristics – for example, when a soldier shouts an order at his army superior, or a suspiciously looking street stranger keeps demanding money to buy a pack of beer. Most conversational and discourse interactions are of course less extreme, and thus threat assessment of an act involves, typically, a significant contribution to its FTA status from one variable, and little or no contribution from another. For instance, imagine a student who wants to buy a cup of coffee from a coffee machine, but realizes they are 10 eurocents short (and the machine does not accept cards). They decide to ask their friend to lend them the money. Though asking another person for money is as such a clear instance of imposition, the latter is substantially mitigated by the lack of threat element in the accompanying factors (that is, an equal power status and close social distance between the parties).

At this point, we reach the core original postulates of Brown and Levinson's politeness theory. Working from the assumption that face threats constitute a virtually universal feature of social communication (a thesis facing some criticism in later research, notably in Eelen 2001), they posit the claim (again, a potentially controversial one) that (all) languages possess lexical and grammatical resources that make it possible to neutralize/mitigate/lessen a possible damage to face, both speaker's and addressee's, incurred as a result of these threats. The face-saving resources make up linguistic functional modules which Brown and Levinson call **politeness strategies**. These strategies are applied, in different density, in more complex pragmatic units referred to as **Face-Saving Acts (FSAs)** (see Task 3). To elucidate the relations between Face-Threatening Acts (FTAs), Face-Saving Acts (FSAs), and the latter's politeness strategies (and simultaneously to acknowledge

further problems pertaining to Brown and Levinson's model!), let us consider the following situation. Imagine there is a person (speaker, S) that boards the train, where – as on all trains – a strict no-smoking law is in force. Immediately after getting on the train, they see another person (addressee, A), smoking. S feels uncomfortable and wants A to put out their cigarette. Consider the following sample communicative options S possesses:

- (a) saying to A, 'Put your cigarette out'
- (b) saying to A, 'I am afraid you are not allowed to smoke in here'
- (c) coughing, and then saying to A, 'It seems rather smoky in here'
- (d) putting on a big smile, and then saying to A, 'I am dying for a fag too, but do put it out, there's a dear'
- (e) staying silent and doing nothing

Options (a)-(e) include: performing a Face-Threatening Act (FTA) 'bald-on-record', i.e. directly and without mitigation (a), not performing an FTA at all (e), performing a Face-Saving Act (FSA) carrying a potential threat that is mitigated by at least one politeness strategy (b), (c), (d). The FSA performed in (b) carries, in principle, one central politeness strategy, which Brown and Levinson define as 'state imposition as a general rule'. One could argue, however, that in the (b) option other strategies identified by the authors are at play too, namely 'impersonalize' and 'be conventionally indirect'. The apparent arbitrariness of such an interpretation exposes another vulnerable part of Brown and Levinson's framework (Eelen 2001), a markedly high degree of similarity between the proposed strategies. The consideration of the remaining, (c) and (d) options illustrates this serious controversy further. Both reactions involve a number of explicitly linguistic politeness strategies, including 'hinting' (c), 'asserting common ground' (d), and 'exaggerating approval' (the final phrase in (d)). However, these strategies are additionally strengthened, in their respective FSAs, by non-linguistic acts, such as coughing and smiling. The latter can again be assigned a variety of functions, for instance 'hinting', 'being optimistic' or 'intensifying interest', in a way that is no less arbitrary than the classification of the linguistic ploys. That said, a note is in order that Brown and Levinson's concept of hierarchical relations that involve the FTA/FSA pragmatic categories and their component politeness strategies, though certainly illuminative and helpful in explaining the mechanism of politeness in general conceptual terms, turns out slightly impractical at the base level of actual discourse analysis, leading to potential classificatory fuzziness.

Positive and negative face-threatening and face-saving (politeness) strategies

For the reasons above, the next part in the description of Brown and Levinson's model, their seminal **typology of politeness strategies**, needs a disclaimer; our goal is to highlight the most common and analytically useful strategies, rather than discussing the entire list proposed in the 1987 publication, or commenting on its validity. Since Brown and Levinson treat FSAs and politeness strategies as communicative options that interlocutors possess and make use of to mitigate effects of simultaneously occurring potentially threatening acts, they preface their typology with an outline of the most frequent and powerful FTAs (see Task 4). The FTAs which are most likely to **threaten addressee's positive face** – whether intentionally or unintentionally – include (among others):

- expressing disagreement or disapproval (e.g., 'I can't agree with what you're saying')
- making complaints ('You're always late to meetings')
- excluding the addressee ('We'll handle it without you')
- bluntly rejecting addressee's request ('I don't have time for this')
- using negative labels ('You're incompetent'); etc.

In turn, the most common acts **threatening addressee's negative face** include:

- ordering or commanding (e.g., 'You must leave now')
- requesting ('Can you give me your notes?')
- warning or threatening ('If you don't meet the deadline, you'll be in trouble')
- reminding ('Remember what you promised to do'); etc.

As a way to redress the apparently threatening effects of such acts or to avoid the face damage altogether, Brown and Levinson offer a long list of face-saving politeness strategies (see Tasks 5, 6). Linguistic expressions involving these strategies can be produced, on Brown and Levinson's approach, as additions accompanying the potentially harmful content or, most typically, as independent textual ploys constituting an alternative to that content. Again, there is a distinction between positive and negative acts/strategies. **Positive face-saving strategies** aim at addressee's need for acceptance, approval, inclusion, and appreciation, as well as feeling valued and respected. They include (among others):

- noticing and attending to addressee's needs, desires, wants or interests (e.g., 'Wow, that's such a great idea! I can see you've thought this through')
- exaggerating interest, approval, enthusiasm, etc. ('That's amazing! I'm so impressed!')
- avoiding disagreement, for example by hedging an opposing view ('I see your point, so maybe there's another angle we could consider')
- asserting common ground ('I'd love to leave early, too, but we really need to finish it today')
- providing reasons, justification or explanation ('Could you help with this? Your expertise would really make a difference'); etc.

Comparing the last two FSA examples with the former three, we can discern a subtle yet meaningful difference between the use of politeness formulas to accompany and mitigate an otherwise harmful expression, and using them autonomously, i.e. as an alternative to an FTA. The phrases 'I'd love to leave early, too' and 'Your expertise would really make a difference' accompany and neutralize the threatening content communicated explicitly elsewhere in the respective utterances ('we really need to finish it today', 'Could you help with this?'). At the same time, the first three FSA examples carry politeness formulas that function independently as alternatives to face-threatening acts. Consequently, they fill in the entire space of each of the three FSAs.

Negative face-saving strategies aim to respect a person's need for autonomy and freedom, by, usually, minimizing imposition triggered by the speaker's request or action. The most common strategies include:

- being indirect, hinting (e.g., 'It's a bit noisy in here, isn't it?')
- stating imposition as a general rule ('The library is a quiet space, please keep your voice down')
- impersonalizing imposition, with regard to author of the rule or action imposed ('You're not allowed to smoke in here')
- impersonalizing imposition, with regard to addressee of the rule or action imposed ('It would be great if this could get done by tomorrow')
- using nominalization ('Your assistance in this matter would be greatly appreciated')
- hedging ('I was just wondering if you might have some time later?')
- apologizing ('I'm sorry to bother you, but could I perhaps ask you a quick favor?')
- going on record as incurring debt ('I'll owe you one if you could help me out'), etc.

As can be seen from the above outline, negative politeness acts include, arguably, the largest number of discrete strategies, though this does not preclude situations in which one strategy still involves an element of another strategy, or when several strategies occur within a single act. For example, in the acts listed the FSA of apologizing ('I'm sorry to bother you, but could I perhaps ask you a quick favor?') includes a marker of hedging ('perhaps'). At the same time, the FSA 'The library is a quiet space, please keep your voice down' not only generalizes the imposed rule, but also impersonalizes it.

Brown and Levinson conclude their overview of politeness strategies by proposing four **super strategies** covering all communicative situations in which interlocutors decide to perform an FSA or, alternatively, perform an FTA, for a purpose. The super strategies (see Task 7) are presented in the grammatical form of imperative, which makes them, in a way, discursive instructions that aim to facilitate interlocutors' responses to particular situational contexts:

- (a) **Go baldly on-record** (most direct, least polite option)
- (b) **Use positive politeness**
- (c) **Use negative politeness**
- (d) **Go (indirectly) off-record** (less direct, more polite option)

We could take this list, with good reason, as a theoretical account of communicative options available to the speaker in the train situation we discussed earlier, except that the option of 'staying silent and doing nothing' is not included here. The (a) strategy, **go baldly on-record**, is typically applied in situations where clarity and efficiency are prioritized over politeness. It can also be used in informal contexts, involving close relationships between interlocutors (see Task 8), e.g.:

- (1) 'Call 911 immediately!' (an emergency situation)
- (2) 'Dude, that's sick!' (an informal situation)

The (b) strategy, **use positive politeness**, occurs in numerous settings where the speaker feels there is a need to make the interaction feel less like an imposition. Hence, the speaker appeals to the addressee's positive face by showing friendliness, solidarity, or admiration:

- (3) 'You're so good at organizing these things; could you help me with this project?'
- (4) 'Hey buddy, could you pass me that cup?'

The (c) strategy, **use negative politeness**, can occur – like positive politeness – in virtually all settings, but is particularly common in formal contexts. Here is an edited version of a note that one of this book’s authors found after s/he forgot about his/her academic appointment:

(5) ‘Dear... I’m sorry I missed you today. I wanted to discuss... I know it’s a terrible imposition, but if you had any time, Sat. pm, we could perhaps meet for a coffee? I’d be very grateful. Best wishes,...

Remarkably, there are multiple strategies at play here, such as minimizing imposition, being conventionally indirect, hedging, admitting impingement, asking forgiveness, distancing point of view, etc.

Lastly, the (d) strategy, **go (indirectly) off-record**, is adopted when there is a need for hinting, being purposefully vague or ambiguous, or being elliptical. It is often used to blur the speaker’s direct responsibility for an FTA:

(6) ‘Wow, it’s really quiet in here today. I guess everyone must be working super hard’ (implying the addressee should work harder)

Now, let us recall the context of the train situation. S, the speaker, boards a train, only to see A, the addressee, smoking a cigarette. S wants A to put it out. Figure 1 below gives a schematic outline of the situation, involving the options S has and the consecutive decisions s/he makes:

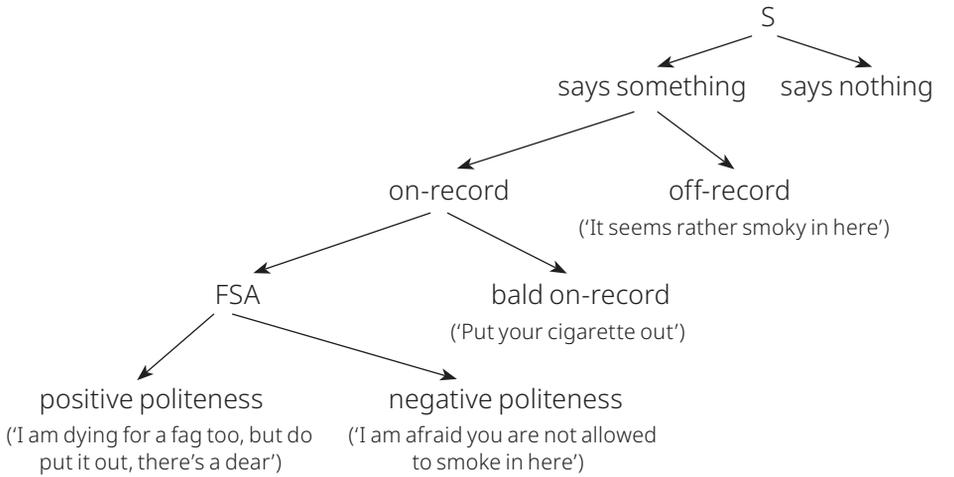


Figure 1. Politeness super strategies

Lakoff's and Leech's theories

As has been noted at the beginning of this chapter, Brown and Levinson's 1987 model, though arguably the most popular, is not the only formative approach to politeness phenomena. Just as Brown and Levinson draw in their considerations from the classical concept of face, Robin Lakoff (1973) addresses central notions in the groundbreaking research of Herbert Paul Grice (see chapter 2), to define her **Politeness Principle** and the three main rules (maxims) for cooperative i.e. 'polite' conversation which guide interaction, balance clarity, maintain social harmony and help avoid conflict (see Task 9):

- **Do not impose**, i.e. respect your addressee's autonomy and minimize imposition. This maxim involves what Lakoff calls *formal politeness*. Examples include hedges ('Could you maybe...?') and apologetic phrases ('I'm sorry to bother you, but could you...?'), among others.
- **Give options**, i.e. allow your addressee to feel they are in control of the situation. This maxim involves *informal politeness*. Examples include a variety of expressions such as 'It's up to you', 'What would you rather do', etc.
- **Make the other feel good**, i.e. aim to make interaction with your addressee more pleasant, by showing them friendliness and appreciation. Observing this maxim counts, in Robin Lakoff's words, as *intimate politeness*. There are again many expressions that can serve as examples, including 'I would appreciate your opinion' or, more emotionally, 'What would I do without you!'.

Geoffrey Leech (1983) in his *Principles of Pragmatics* also draws on Grice, proposing a model apparently more nuanced and comprehensive than Lakoff's. Leech's approach recognizes the need for **politeness maxims as a prerequisite for conversational cooperation**. The observance of politeness maxims counts as the speaker's attempt to balance his or her own needs with those of others, with a view to enacting social harmony. As such, politeness maxims naturally inscribe in Grice's Cooperative Principle, since exercising politeness often requires the speaker to break one or more of the Conversational Maxims (Quality, Quantity, Relation, Manner) to maintain social balance and harmony:

- (7) A: 'How do I look?'
 B: 'You look like a million dollars!'
 (exaggerating praise, B violates the Quality Maxim)

Leech identifies six politeness maxims, each comprising a pair of 'sub-maxims':

- **Tact Maxim**
(Minimize cost to other; maximize benefit to other)
Example: 'Could I borrow your book for a moment? I'll return it quickly'
- **Generosity Maxim**
(Minimize benefit to self; maximize cost to self)
Example: 'You relax and let me do the dishes'
- **Approbation Maxim**
(Minimize dispraise of other; maximize praise of other)
Example: 'You did a great job overall! There are just a couple of things we might tweak'
- **Modesty Maxim**
(Minimize praise of self; maximize dispraise of self)
Example: 'I've had some experience in this area, but I'm sure others have better ideas'
- **Agreement Maxim**
(Minimize disagreement between self and other; maximize agreement between self and other)
Example: 'You make a good point, but I see it slightly differently'
- **Sympathy Maxim**
(Minimize antipathy between self and other; maximize sympathy between self and other)
Example: 'I'm so sorry to hear that – how can I help?'

As could be imagined, Leech's politeness maxims (as well as Lakoff's rules) tend to intertwine with some of Brown and Levinson's politeness strategies (see Task 10). For example, Sympathy seems quite in accordance with Brown and Levinson's positive politeness strategy of attending to the addressee's wants, interests, and needs. At the same time, Agreement is obviously analogous to the positive politeness strategies of seeking agreement and avoiding disagreement. There are, in fact, more similarities and analogies between the three models (Fraser 1990).

Linguistic impoliteness

At the basic theoretical level, virtually all approaches to impoliteness constitute, in one way or another, an attempt to address and/or complement the vast body of politeness research that has amassed over the past 40 years. In particular, many approaches are fueled by some issues that the most influential models of linguistic politeness, such as Brown and Levinson's, leave unanswered. The most bothersome questions and controversies involve the positioning of the concepts of politeness and impoliteness with respect to each other. Is impoliteness the same as failed or absent politeness? If it is, there is obviously no need for developing a new or separate model outlining specific impoliteness strategies. If it is not, however, a novel and, ideally, complementary model must be designed, in order to account for linguistic phenomena and strategies absent in Brown and Levinson's approach.

Subscribing to the latter view, Jonathan Culpeper (2011) proposes what is arguably the most comprehensive and seminal **theory of impoliteness** so far. In a book titled *Impoliteness: Using Language to Cause Offence*, he legitimates the need for a self-standing theoretical model by defining impoliteness in terms of two distinctive features. The first involves the locutionary aspect of impoliteness: the act of impoliteness takes place when the speaker communicates, intentionally or unintentionally, their face attack, i.e. when their message makes explicit the aim to offend or harm the addressee's social image or self-esteem. The second involves the perlocutionary aspect: impoliteness occurs when the addressee perceives the speaker's act as intentionally face-attacking/threatening, even if the speaker did not intend to be impolite (see Task 11). These two characteristics define the relation between politeness and impoliteness, which can be generalized as follows. On the one hand, all instances of linguistic impoliteness count as absence of linguistic politeness. On the other, not all lack of politeness counts as impoliteness. The latter is to say that there are instances of language use where politeness is not observed, but with no intention to offend or cause harm.

Unlike Brown and Levinson, Culpeper demonstrates much caution in claiming universality of impoliteness acts and their component strategies. He admits that the interpretation of acts and strategies as impolite is virtually always influenced by the social context of these acts, the relationship between the interlocutors and the cultural norms underlying their interaction. Thus, consciously interrupting someone will count as impoliteness at a formal meeting but, likely, will not be considered

impolite by the interrupter's friends at a party get-together. And to make matters more complicated, a behavior such as not offering your seat to an elderly person on public transport is not only no impoliteness (since no communication of face attack occurs) but, in some cultures, might not count as an absence of politeness in the first place! For example, Japanese people tend to be sensitive about their age and many do not appreciate it if others offer them a seat in public.

Such relativities are duly acknowledged in Culpeper's 2011 book and must be kept in mind when studying his theory further. Analogously to Brown and Levinson, Culpeper puts together an extensive list of impoliteness strategies (see Task 12), distinguishing between strategies aimed to attack addressee's positive face (positive impoliteness strategies) and those aimed at their negative face (negative impoliteness strategies). Below we illustrate the strongest and most common strategies of the two types. The list of acts involving **positive impoliteness** includes strategies such as:

- excluding from a group or activity (e.g., 'Oh, we all went to the party last night – guess you didn't get the invite, huh?')
- disrespecting or ignoring achievements ('You finally got that degree? Took you long enough')
- belittling, undermining or ridiculing the other person's views ('That's the dumbest idea I've ever heard. Do you ever think before you speak?')
- withholding praise, agreement or positive feedback ([after an employee has delivered a good presentation] 'OK, next')
- interrupting, cutting someone off while they're speaking ('Yeah, yeah, I know. Let me handle it')
- insulting ('You're such an idiot. I can't believe you thought that would work'), etc.

At the same time, the most common **negative impoliteness** strategies include:

- threatening, frightening (e.g., 'If you don't shut up, I'll make you regret it')
- invading someone's space, physically (positioning oneself closer than relationship permits)
- invading someone's space, metaphorically ('What's wrong with you that you're still single?')
- imposing explicitly ('You will do this right now, whether you like it or not')
- making the other person feel uncomfortable (creating, linguistically, non-linguistically, or both, an awkward or hostile atmosphere for the other person), etc.

These and other strategies can be grouped and generalized upon, yielding five distinct *super strategies* (see Task 14), where the first three echo the respective super strategies proposed by Brown and Levinson:

- **going baldly on-record** (used when much is at stake and the speaker does not have the power to (safely) speak directly and unambiguously, as in: 'Your car is a wreck')
- **using positive impoliteness** (aimed to damage addressee's positive face, as in: 'Your car is an embarrassment to drive')
- **using negative impoliteness** (aimed to damage addressee's negative face, as in: 'Sell this wreck of a car already!')
- **using sarcasm or mock politeness** (involving the use of a cancelable implicature, as in: 'Wow, your car is a real vintage piece! I mean, it's practically an antique, isn't it?')
- **withholding politeness** (failing to act or staying silent in a situation that requires politeness)

Finally, Culpeper reconsiders Brown and Levinson's schema for face threat calculation, making its three variables (power, distance, degree of imposition) applicable to the assessment of face loss effects (see Task 13). On this extended approach, power, distance and degree of imposition can serve as conceptual points of reference in determining the way to accomplish the best possible results of one's face attack. Incidentally, revisiting Brown and Levinson's original formula of threat assessment for another possible application sheds much light on the strengths as well as limitations of Culpeper's vast research in impoliteness phenomena as a whole. Evidencing the necessity for a self-standing theoretical model of impoliteness makes certainly a major contribution, as do proposals for specific impoliteness strategies and, not least, the convincing argument for their cultural specificity. At the same time, Culpeper's theory is not free from simple reiterations of classical concepts and assumptions of established politeness theories, mainly Brown and Levinson's. However, given the pace of current research in impoliteness, by scholars such as Bousfield, Terkourafi, or Dynel (among many others), the situation is likely to change soon and we should expect a gradual departure of future impoliteness models from their formative traditions.

Further reading

Bousfield (2008), Brown & Levinson (1987), Culpeper & Haugh (2021), Dynel (2015), Eelen (2001), Fraser (1990), Goffman (1967), Lakoff (1973), Leech (1983), Terkourafi (2015)

Practice Pack

Grasp checkpoints

- What is linguistic politeness? How do factors like social distance and power relations influence the use of polite language? Give examples of the way people may adjust their language in interactions based on levels of familiarity or differences in status.
- How is the concept of *face* defined in linguistic politeness theory? How do positive and negative face differ in terms of their respective wants? What are the potential consequences when interlocutors fail to respect each other's face wants?
- What are Face-Threatening Acts (FTAs) and Face-Saving Acts (FSAs)? Provide examples of both in relation to the addressee's positive and negative face.
- Can FTAs and FSAs be directed toward the speaker's own face? If so, provide an example.
- Which type of speech act presents a greater threat to the addressee's face – direct or indirect? Justify your response and provide examples to support it.
- Identify and describe three distinct types of Face-Threatening Acts (FTAs) that threaten the addressee's positive face and three distinct types that threaten the addressee's negative face.
- Identify and describe three distinct positive face-saving strategies and three distinct negative face-saving strategies. Provide examples illustrating how each strategy helps protect the addressee's face in communication.
- What are the four politeness super strategies proposed by Brown and Levinson? Provide an explanation of each strategy and give an example.

- Do politeness strategies apply universally across all communicative contexts, or are there specific situations where they do not? If exceptions exist, what are they, and what factors contribute to them?
- Analyze Lakoff's approach to politeness, with particular emphasis on her politeness maxims. For each maxim, provide a relevant example to illustrate its use.
- How does Leech conceptualize linguistic politeness and what maxims does he propose? Provide a brief explanation of each maxim, accompanied by relevant examples illustrating how they contribute to minimizing threats to the addressee's face.
- Discuss Culpeper's conceptualization of linguistic impoliteness. Consider whether the absence of politeness strategies in communication necessarily leads to impoliteness. Why (not)?
- How do face threats differ from face attacks, and in what way(s) do speakers' intentions, cultural background, behavioral norms, and contextual factors influence the assessment of impoliteness?
- Define the concepts of positive and negative impoliteness providing an example for each. Next, identify three strategies for positive impoliteness and three strategies for negative impoliteness and provide examples.
- What are Culpeper's five super strategies for linguistic impoliteness? For each strategy, provide a brief explanation along with relevant examples.
- Can face loss be measured? Is there an established formula for its calculation? If so, explain the key factors that must be considered in the calculation and provide an example.

Note: If you encounter any difficulties in understanding particular concepts, please refer to the relevant theoretical sections of this textbook, which offer in-depth explanations and foundational knowledge that can facilitate deeper comprehension. If you are using it in a classroom setting, we encourage you to seek further guidance from your tutor.

Hands-on practice

Task 1

Analyze the following utterances and determine:

a. * if they threaten the addressee's positive or negative face. Explain why you think so.

1. *Your idea barely makes sense.*
2. *We expect you to be at the conference at 8 a.m. sharp. No excuses!*
3. *I seem to be way better qualified for this kind of a job.*
4. *I know it's only been two dates, but I love you.*
5. *Could you watch my dog for just 5 minutes?*

b. * if the speaker's positive or negative face is threatened. Explain how this occurs.

1. *Let me know if there's anything else I can do for you.*
2. *I am terrible at public speaking.*
3. *I gave you incorrect information before, my apologies.*
4. *I'll handle that customer. You don't have to worry.*
5. *Lunch is on me today.*

c. ** how both the speaker's and the addressee's faces are affected. In each case, identify which face needs are not met. Explain why the speaker might produce an utterance that threatens their own face in the examples provided below.

1. *Could you do me a favor? I don't really trust my judgement on this.*
2. *You'll have to redo it either way, so if you need help, let me know.*
3. *I feel so embarrassed for asking, but where is your office again?*
4. *I'm not an expert, so ask somebody else.*
5. *You're really not capable of doing it and, even with all my experience, neither am I.*

Task 2

a. ** Order the following utterances in terms of how polite they are within the contexts of Situation 1 and Situation 2 below. For each situation, rank the utterances from 1 (least polite) to 5 (most polite), explaining why you have ordered them this way. Consider the provided contextual

information, the relational dynamics between the interlocutors and their degree of closeness/familiarity.

SITUATION 1. The president of a company requests a hot beverage from their personal assistant:

- a. *Brew me some coffee, if you're not busy right now.*
- b. *Could you brew me a cup of coffee? Unless you're busy, of course.*
- c. *I had a sleepless night... and I need coffee now. In the largest mug there is.*
[laughs]
- d. *Coffee! And make it quick!*
- e. *I'd kill for caffeine. Would you be as kind as to bring me a small coffee to my office?*

SITUATION 2. A grandson refuses grandmother's offer of a second helping of a dish she's made:

- a. *I'm stuffed, believe me.*
- b. *Nah, nah.*
- c. *You can't be serious!*
- d. *We all know it's the most delicious lasagna, but there's a limit one must respect.*
- e. *I'd burst into pink mist.* [laughs]

b. ** Consider the same instances of speech acts as in Task 2a in different contexts: in Situation 1, the interlocutors are colleagues of equal rank, and in Situation 2, they are a customer and a waiter, with the customer refusing a dish in a restaurant setting.

Task 3

*** Revise the following utterances to make them sound less threatening and more polite by applying at least two distinct face-saving strategies. For each revision, clearly identify and explain the specific strategies you have used.**

1. *I'm not a fan of your new painting.*
2. *Leave these documents for me in room 4.44.*
3. *Your performance is unacceptable. If it doesn't improve, you're out.*
4. *We never go anywhere warm and sunny for winter holidays! I'd like to have a say for a change!*

5. *Clean up that mess in front of your door. It's bothering all the neighbors, not just us.*

Task 4

Analyze the following Face-Threatening Acts (FTAs) and determine whether they primarily threaten the addressee's positive or negative face. Classify each FTA accordingly.

*** a.**

ACCUSING	BEING NON-COOPERATIVE	BREAKING BAD NEWS
CRITICISING	DISAGREEING	DISCUSSING TABOO TOPICS
ELICITING COMMITMENT	EXCLUDING	GIVING ORDERS
IGNORING	IMPLYING OBLIGATION	IMPOSING CONDITIONS
MAKING REQUESTS	MAKING VOWS	MOCKING
PAYING COMPLIMENTS	PERSUADING	PROHIBITING
RIDICULING	WARNING	

**** b.**

ASKING QUESTIONS	BLAMING	BOASTING
COMPARING	COMPLAINING	CONTINUALLY INTERRUPTING SB'S TURN
CORRECTING	DISMISSING ACHIEVEMENTS	EXHIBITING PATRONISING BEHAVIOUR
EXPRESSING ADMIRATION	EXPRESSING DESIRE	GIVING VENT TO VIOLENT EMOTIONS
LIMITING SB'S AUTONOMY	OFFERING	MAKING PROMISES
PROVIDING ADVICE	REMINDING	QUESTIONING SB'S COMMITMENT
SETTING DEADLINES	SHOWING DISAPPROVAL	

- c. **** Which of the FTAs listed above have the potential to simultaneously threaten the addressee's positive and negative face, depending on the context?**

Task 5

Examine the following Face-Saving Acts (FSAs). For each case, determine whether the addressee's positive or negative face is being saved.

*** a.**

APOLOGIZING	ASSERTING COMMON GROUND
ASSERTING RECIPROCITY	AVOIDING DISAGREEMENT

BEING CONVENTIONALLY INDIRECT	BEING NON-COMMITTAL
BEING PESSIMISTIC	COMPLIMENTING
EMPLOYING TERMS OF ENDEARMENT	EXPRESSING GRATITUDE
GIVING OPTIONS	GOING ON RECORD AS INCURRING DEBT
INTENSIFYING INTEREST AND APPROVAL	MINIMIZING IMPOSITION
SEEKING AGREEMENT	SHOWING UNDERSTANDING
USING HEDGES	USING IMPRESONALIZATION
USING INCLUSIVE LANGUAGE	USING THIRD-PARTY REFERENCES

**** b.**

ACKNOWLEDGING SB'S EFFORT	ASKING FOR REASONS
BEING FORMAL AND POLITE	EMPLOYING JARGON
EXPRESSING REGRET FOR SB'S INCONVENIENCE	FACILITATING REFUSAL
FRAMING REQUESTS AS STANDARD OR EXPECTED	HEDGING OPPOSING VIEWS
MAKING OFFERS AND GIVING GIFTS	NOMINALIZING
PROMISING	PROVIDING JUSTIFICATION
SHOWING HESITATION	HOWING OPTIMISM
STATING FTA AS A GENERAL RULE	USING EUPHEMISMS FOR CRITICISM
USING HINTS INSTEAD OF DIRECT UTTERANCES	USING HUMOR
USING PASSIVE VOICE	USING PSEUDO-AGREEMENT

c. ** Identify which FSAs have the potential to simultaneously save the addressee's face and threaten the speaker's face.

Task 6

**** Analyze the impact of the following FSAs on the addressee's face and evaluate how these effects, in turn, influence the speaker's face. Have you observed any patterns or correlations in these interactions?**

1. *You impressed me with how you handled that unexpected issue. I could never have done it better.*
2. *You're great at explaining things; I feel silly for not understanding this earlier.*
3. *I really appreciate your feedback. I still have a lot of areas to improve.*
4. *I completely understand if you're too busy, but I thought I might ask anyway.*
5. *You're probably much better at this than I am, but could you take a look at this piece?*

Task 7

* Provide examples of FTAs that could be produced in situations 1-3 below using the following politeness super strategies:

- a. going baldly on record,
 - b. positive politeness,
 - c. negative politeness,
 - d. going off record.
1. Formulate a polite request to borrow a stranger's mobile phone for a non-emergency call.
 2. Express dissatisfaction regarding a partially frozen dish served in a restaurant setting.
 3. Decline an offer from a superior.

Task 8

* Identify types of social interactions where politeness may not be required. Explain why politeness is unnecessary in these contexts. Analyze the following utterances and categorize them based on the specific types of situations in which they occur.

1. *Call 911!*
2. *Don't tickle my feet!*
3. *Your essay lacks clarity.*
4. *You're such a silly goose, sis!*
5. *Pass the lemon slices.*
6. *Watch out!*
7. *Let's go party, girl!*
8. *Take cover, now!*
9. *Stand by for further instructions.*
10. *This report is due tomorrow.*
11. *Dude, that's sick!*

Task 9

* Apply different politeness maxims proposed by Lakoff to the following examples in order to maintain the addressee's face. Clearly identify and explain which maxim you have applied in each case.

1. Ask a friend to bring you a piece of chocolate cake as they go to the café counter for coffee.
2. Tell a colleague that their contribution to your shared project this week hasn't been sufficient.
3. As you leave the lecture hall, ask your professor to explain a concept from the lecture that you didn't fully understand.

Task 10

Analyze the following examples and identify which of Leech's maxims are employed in each case.

*** a.**

1. CRITICIZING:
You're normally a very meticulous person, so I am truly surprised by this oversight.
2. MAKING A REQUEST:
I was just wondering if you could spend a while to go through these notes with me. I'll make myself quick. I will owe you big time.
3. REJECTING A COMPLIMENT:
Oh, this old thing? I bought it second-hand more than 20 years ago. Just found it in the boxes and simply threw it on.

**** b.**

4. BREAKING BAD NEWS:
I know this must be tough for you and I'm really sorry I have to be the bearer of bad news.
5. GIVING UNSOLICITED ADVICE:
I hope you don't mind me saying this, but I'm sure we both agree that it's high time you settled down a bit. It will do you good, I'm sure.

Task 11

Analyze the following utterances and determine:

a. * if they damage the addressee's positive or negative face. Explain why you think so.

1. *Wow, you'll never be able to tie your own shoes again, will you?*

2. *You're going to finish it, whether you want it or not! Understood?*
3. *Stop talking and just do what I've told you already!*
4. *Nobody asked for your expert opinion.*
5. *Move over, young man! Do you think you deserve this seat more than an elderly disabled lady like me?*

b. * if they damage the speaker's positive or negative face. Explain how this occurs.

1. *I'm worthless at solving such problems. You do not want ME to help, believe me.*
2. *Oh, no, no... sorry. I've interrupted again. You go on. I'll wait for my turn... when you're done.*
3. *I'm such a moron for forgetting your birthday, I know.*
4. *Yeah, classic Susan and her luck! ALWAYS on the lookout for the wrong guy.*
5. *Please, don't leave. I cannot complete this project without you!*

c. ** the reasons why the speaker might produce utterances that damage their own face as seen in the examples provided in section b.

Task 12

Examine the following impoliteness strategies. For each case, determine whether the addressee's positive or negative face is being attacked.

*** a.**

ASKING INTIMATE QUESTIONS

BEING CONTEMPTUOUS

BELITTLING

DISSOCIATING FROM SB

EXCLUDING SB FROM AN ACTIVITY

INVADING SB'S PHYSICAL SPACE

NOT TREATING SB SERIOUSLY

PUTTING INDEBTEDNESS ON RECORD

USING ABUSIVE OR PROFANE LANGUAGE

USING OBSCURE OR SECRETIVE LANGUAGE

ASSOCIATING SB WITH A NEGATIVE ASPECT

BEING DISINTERESTED

CALLING SB NAMES

EMPHASIZING YOUR POWER OVER SB

FRIGHTENING

MOCKING

PERSONALIZING

SEEKING DISAGREEMENT

USING INAPPROPRIATE IDENTITY MARKERS

USING TABOO AND SWEAR WORDS

**** b.**

ALTERING RULES UNEXPECTEDLY

CONTRADICTING SB ON PURPOSE

DISCREDITING

ASSIGNING POINTLESS TASKS

CUTTING OFF SB'S ESCAPE ROUTES

DISMISSING SB'S CONTRIBUTION

EYE ROLLING

FORCING AN APOLOGY FROM SB

INTIMIDATING

MAKING SB WAIT UNNECESSARILY

REFUSING TO ACKNOWLEDGE SB'S PRESENCE

UNDERMINING

USING INFANTILIZING LANGUAGE

FEIGNING BOREDOM IN SB'S PRESENCE

FORCING COMMITMENT

INVENTING DemeanING NICKNAME FOR SB

PRETENDING NOT TO UNDERSTAND REQUESTS

REVEALING PERSONAL INFORMATION ABOUT SB

USING BODY LANGUAGE TO IMPOSE ON SB

WITHHOLDING RECOGNITION

Task 13

**** Evaluate the degree of face damage using the formula for calculating face loss, as proposed by Culpeper. In your assessment, consider the factors of power, distance, and imposition.**

1. **A student to a professor, interrupting a class:**

[rolling their eyes] *I'm honestly bored out of my mind. Why don't we move on to something we haven't been taught a hundred times before?*

2. **A shop assistant to an elderly customer:**

[raising their voice] *Can't you read the sign? We're closed until 10am!*

3. **An acquaintance to an acquaintance:**

You can easily afford to lend me \$5,000. You make way more money than I do. I'll pay you back.

Task 14

*** Provide examples of utterances that could be produced in situations 1-3 below to attack the addressee's face using the following impoliteness super strategies by Culpeper:**

- a. going baldly on record,
- b. using positive impoliteness,
- c. using negative impoliteness,
- d. using sarcasm or mock politeness,
- e. withholding politeness.

1. Complain to a manager that a colleague was selected for promotion rather than you, even though they are always late for work.
2. Assert dominance over an opposing team after your team has won an important sporting competition.
3. Express frustration in a stress-inducing situation you experienced while driving.

Task 15

***** Write a short paragraph in which you employ various politeness and/or impoliteness strategies to:**

1. express your dissatisfaction with being unjustly evaluated for a presentation that you completed on behalf of the entire team. Although all team members received an A, you were the one who carried out most of the work, as others failed to fulfill their responsibilities,
2. explain to a close friend that you feel hurt by their display of distance, indifference and disinterest towards you during a meeting with other friends,
3. draft a statement addressed to a group with opposing views, stressing the importance of respecting individual identities and explaining why respectful treatment is essential, even in the face of disagreements on identity-related issues.

You can select just one task from the list above (tasks 1-3), or tackle all of them, depending on the instructions from your tutor. When writing your text(s), consider how you are going to structure them, particularly in terms of which (im)politeness strategies and to what effect you decide to use. Regardless of the number of tasks you choose, envisage your text(s) as written text(s) designed and intended for in-person delivery.

Task 16

***** Analyze the following excerpts, concentrating on the goals pursued by the speaker(s). In each case below, consider:**

- who the speaker(s) is (are),
- who the intended audience is (are),
- the macro goals (the primary outcome or purpose intended by the speaker) and the micro goals (specific objectives achieved by smaller segments of discourse that contribute to the attainment of the macro goal),
- the politeness and impoliteness strategies employed in the texts, their impact on the speaker's (speakers') and the addressee's (addressees') positive and negative face, and how these strategies influence the attainment of the speaker's (speakers') goals.

TEXT 1: AN EXCERPT FROM THE COMMENT SECTION OF AN ONLINE FORUM (QUORA) UNDER A POST CONCERNING A PERSON'S BULLYING EXPERIENCE, POSTED IN 2024

COMMENT 1:

Just so you know I think you're a badass. Keep your head up high because all those lame good for nothing waste of a human beings were really just sad miserable people who get off on making others feel like they are less than what they really are. Keep letting those loser be your everlasting fuel for why you will never stop striving for whatever it is you need or want in life. You're a bad ass. Don't forget it -Audrina.

COMMENT 2:

How did you ever survive? I'm so sorry. We treat our pets so much better. God bless you.

COMMENT 3:

Never doubt that you are the strong one. You went through all that and came out the other side with the will and ability to find peace.

COMMENT 4:

Your life reminds me of my struggles, though you suffered worse than I. I hope your life of peace helps you heal enough to survive future struggles.

COMMENT 5:

*I **hate** bullies!*

COMMENT 6:

Your life reminds me of my struggles, though you suffered worse than I. I hope your life of peace helps you heal enough to survive future struggles.

COMMENT 7:

Are you okay now? I almost went through the same thing, my teacher bullied me in elementary school and even made the other kids bully me but the thing about me is I became popular in high school but I had maybe like 1 true friend in middle school and then in high school it was 2 of her cousins and I have been friends with the girl from high school up until now and that has been like 3 decades now.

COMMENT 8:

Cody, you are a survivor. You have meaning & purpose in this life. I hope you are able to fully heal & help someone else in the same situation. Praying for peace.

COMMENT 9:

I urge you to get therapy. It might help. Sounds like you have PTSD, you shouldn't have to continue to suffer. Good Luck

RESPONSE TO COMMENT 9:

I know I probably do, people say im a very kind person but I fly off the handle in comment sections sometimes, smug passive aggression triggers me more than anything else and you almost always encounter more online than off.

COMMENT 10:

Someday it will be like it never happened.

Lenny Cohen

"and in my own way I have tried to be free"

I sing in my head 'of the pain and scars of the past

Great post

<https://www.quora.com/What-was-your-bullying-experience?q=bullying> (accessed February 21, 2025, includes original spelling)

TEXT 2: AGE-SPECIFIC PARENTING SCRIPTS, SELECTED FROM AN ONLINE COACHING RESOURCE

For Young Children (Ages 5-8)

Hey, sweetheart. I know sometimes you like watching videos or playing games online. The internet is like a big playground, but just like on a real playground, we need to follow some rules to stay safe. If you see something that makes you feel scared or confused, or if someone asks you for your name or tries to chat with you, come tell me right away, okay?

It's also important to be kind when you're online, just like you are with your friends at school. We should never say mean things, even when we're on the computer. And remember, we should take breaks from the screen to play and have fun together.

For Pre-teens (Ages 9-12)

Let's talk about something important: social media and the internet. You're getting older, and you might use apps like Instagram, YouTube, or even chat with friends online. It's fun, but there are some things we need to be careful about.

Remember, not everything you see online is real. Some people post things that aren't true, or they only show the good parts of their life. So, if you ever feel bad because someone looks perfect online, remember they might not be showing the whole picture.

Also, your privacy is important. Don't share personal information like your full name, where you go to school, or where we live. And if anyone makes you uncomfortable or asks you to do something you're unsure about, come talk to me. We can figure it out together.

Lastly, always think before you post or comment. Be kind. Once you put something out there, it's hard to take it back.

For Teenagers (Ages 13-17)

Now that you're using social media more, it's important we talk about how to use it wisely. Social media can be great for connecting with friends, but it can also affect how we feel about ourselves.

One thing to remember is that what you post stays out there – your digital footprint. Even if you delete something, it might still be online somewhere. So always ask yourself, 'Would I be okay with everyone seeing this?' before you post anything.

Also, keep in mind that it's easy to compare yourself to others online, but most people only show their highlights. If you ever feel overwhelmed by what you see or pressured to look a certain way, I want you to talk to me. Your mental health comes first.

Another thing to consider is privacy. Be careful about who you talk to, what you share, and think twice about friend requests from people you don't know. It's easy for people to pretend to be someone they're not.

And remember, how we treat people online matters. Whether you're commenting on a friend's post or sharing something, always be respectful and kind. Social media is powerful, and we can use it for good or to bring others down.

TEXT 3: A CONVERSATION BETWEEN A MOTHER AND HER ADULT DAUGHTER, TRANSCRIBED FROM A YOUTUBE EDUCATIONAL CHANNEL TEACHING NON-VIOLENT COMMUNICATION

DAUGHTER (D), MOTHER (M)

D: *So yeah, I haven't been getting very many good cases lately. You know, that time I took off because the boys were sick... and you know, I got dropped from that one and then...*

M: *Your boss dropped you from that one because your boys were sick?*

D: *Yeah, well, you know...*

M: *Ohh.*

D: *You know, if...*

M: *You should do with that guy that... I mean, he is such an ass! I mean, I can't believe it. You really need to have a talk with him. You need to go in his office, sit him down and... and... straighten him out. I mean, he can't be treating you like that.*

D: *Yeah, yeah. I mean, he... he's not that bad. It's just, you know, it's just that...*

M: *Not that bad? He's not giving you the good cases, and you're so smart! I mean, you... you really need to tell him, you know, how to treat you. People will only treat you the way you let them treat you, right? So you need to go in and teach him.*

D: *I... you know, it's just... that's what happens in life. You know, when you're working on a case, it's got a deadline. They're not gonna stop for you. And so, if you can't come through, you know, then they drop you and that's what happened.*

M: *So, then you should get another job. I mean, you're gonna let.. How can you do that, Selena? Live in... work in an office like that?*

D: *[to the viewers] So, you know, my mom and I could go on for hours with her advice to me... but... I think that I'm going to go, you know, with what Simon's been doing, this nonviolent communication thing... Check in with myself: What do I need? I need to be heard. I just need her to hear me. Don't need her advice, so... I should check in with her and see what's going on with her.*

D: *[back in the conversation] You must be really worried about me, are you?*

M: *Yeah, I am, Sweetie. You spent so many years going to school, and now you're in this place where they're treating you badly. I mean, that's just terrible. That's just not acceptable.*

D: *That's kind of feel horrible, saying me go through something that difficult...*

M: *I can't stand that. I mean, I know how hard you're working, and then you go home to the kids... You know, it's like, do you ever get a break? I can't... And just, you know, I worry about your health, that you're being overstressed and.. not having any time to yourself. I just... And, and I just, I just... can't stand to think of people treating you unfairly and badly. Just... just breaks my heart.*

D: *Thanks for looking out for me. You really want me to be doing well and...*

M: *I want you you to be treated well by everybody in your life. I just... don't wanna see you, you know... struggling and... and being disrespected. I mean, you don't deserve that. You deserve, you know... the best.*

D: *Thanks, Mom. I appreciate it.*

M: *Yeah...*

D: *You're always looking out for me.*

M: *Yeah.*

D: *Can I tell you something real quick? Like when I talk to you, I... I realized that... what I really wanted was just to be able to talk and kind of get it off my chest... and have you hear me. And I... I don't think I'm ready for a solution or... or strategies of what I need to do next. And I'm not sure if I'm ready to... make the change at work that I need to. I... I feel like I just need to... get it off my chest with you. Would that be okay?*

M: *Yeah...*

D: *If I just talk to you, and you just kind of listen?*

M: *Yeah. Just a sounding board kind of thing.*

D: *Yeah.*

M: *So, you really don't want to fight right now?*

D: *Not really. Thank you, though.*

M: *Ohh, sure... Sure, I... I can do that.*

D: *Thanks, Mom...*

TEXT 4: A TRANSCRIPT OF GRETA THUNBERG'S SPEECH DELIVERED AT THE U.N. CLIMATE ACTION SUMMIT IN 2019

My message is that we'll be watching you.

This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on failing to act, then you would be evil. And that I refuse to believe.

The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.

Fifty percent may be acceptable to you. But those numbers do not include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tons of your CO₂ out of the air with technologies that barely exist.

So a 50% risk is simply not acceptable to us – we who have to live with the consequences.

To have a 67% chance of staying below a 1.5 degrees global temperature rise – the best odds given by the [Intergovernmental Panel on Climate Change] – the world had 420 gigatons of CO₂ left to emit back on Jan. 1st, 2018. Today that figure is already down to less than 350 gigatons.

How dare you pretend that this can be solved with just 'business as usual' and some technical solutions? With today's emissions levels, that remaining CO₂ budget will be entirely gone within less than 8 1/2 years.

There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.

You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you.

We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.

Thank you.

<https://www.npr.org/2019/09/23/763452863/transcript-greta-thunbergs-speech-at-the-u-n-climate-action-summit> (accessed March 12, 2025)

TEXT 5: EXCERPTS FROM A TRANSCRIPT OF THE OVAL OFFICE MEETING BETWEEN PRESIDENT DONALD TRUMP AND PRESIDENT VOLODYMYR ZELENSKY HELD ON 28TH FEBRUARY 2025

VICE PRESIDENT JD VANCE (JDV), PRESIDENT VOLODYMYR ZELENSKY (VZ), PRESIDENT DONALD TRUMP (DT)

JDV: *Mr. President, Mr. President, with respect. I think it's disrespectful for you to come to the Oval Office and try to litigate this in front of the American media. Right now, you guys are going around and forcing conscripts to the front lines because you have man power problems. You should be thanking the president for trying to bring an end to this conflict.*

VZ: *Have you ever been to Ukraine? You say what problems we have.*

JDV: *I have been to...*

VZ: *Come once.*

JDV: *I've actually watched and seen the stories, and I know what happens is you bring people, you bring them on a propaganda tour, Mr. President. Do you disagree that you've had problems bringing people into your military?*

VZ: *We have problems. I will answer.*

JDV: *And do you think that it's respectful to come to the Oval Office of the United States of America and attack the administration that is trying to prevent the destruction of your country?*

VZ: *A lot of questions. Let's start from the beginning.*

JDV: *Sure.*

VZ: *First of all, during the war, everybody has problems, even you. But you have nice ocean and don't feel now, but you will feel it in the future.*

DT: *You don't know that.*

VZ: *God bless, you will not have a war.*

DT: *Don't tell us what we're going to feel. We're trying to solve a problem. Don't tell us what we're going to feel.*

VZ: *I'm not telling you.*

DT: *Because you're in no position to dictate that. Remember this: You're in no position to dictate what we're going to feel. We're going to feel very good.*

VZ: *You will feel influence. I'm telling you.*

DT: *We're going to feel very good and very strong.*

VZ: *You will feel influence.*

DT: *You're right now not in a very good position. You've allowed yourself to be in a very bad position. And he happens to be right about. You're not in a good position. You don't have the cards right now. With us you start having cards.*

VZ: *I'm not playing cards. I'm very serious, Mr. President. I'm very serious. I'm the president in a war...*

DT: *You're playing cards. You're playing cards. You're gambling with the lives of millions of people. You're gambling with World War III. You're gambling with World War III. And what you're doing is very disrespectful to the country, this country, that's backed you far more than a lot of people said they should have.*

JDV: *Have you said 'thank you' once this entire meeting? No. In this entire meeting, have you said 'thank you'? You went to Pennsylvania and campaigned for the opposition in October. Offer some words of appreciation for the United States of America and the president who is trying to save your country.*

VZ: *Please. You think that if you will speak very loudly about the war, you...*

DT: *He's not speaking loudly. He's not speaking loudly. Your country is in big trouble. Wait a minute.*

VZ: *Can I answer?*

DT: *No. No. You've done a lot of talking. Your country is in big trouble.*

VZ: *I know. I know.*

DT: *You're not winning. You're not winning this. You have a damn good chance of coming out OK because of us.*

VZ: *Mr. President, we are staying in our country, staying strong, from the very beginning of the war, we've been alone, and we are thankful. I said thanks in this cabinet, and only in this cabinet.*

DT: *You haven't been alone. We gave you through this stupid president, \$350 billion. We gave you military equipment. And your men are brave. But they had to use our military. If you didn't have our military equipment...*

VZ: *You invited me...*

DT: *If you didn't have our military equipment, this war would have been over in two weeks.*

VZ: *In three days. I heard it from Putin: in three days.*

DT: *Maybe less.*

VZ: *This is something, in two weeks. Of course. Yes.*

DT: *It's going to be a very hard thing to do business like this. I tell you.*

JDV: *Just say thank you.*

VZ: *I said it a lot of times thank you to the American people.*

JDV: *Accept that there are disagreements. And let's go litigate those disagreements rather than trying to fight it out in the American media when you're wrong. We know that you're wrong.*

DT: *But you see, I think it's good for the American people to see what's going on. I think it's very important. That's why I kept this going so long. You have to be thankful.*

VZ: *I am thankful. [...]*

DT: *The problem is, I've empowered you to be a tough guy, and I don't think you'd be a tough guy without the United States. And your people are very brave.*

VZ: *Thank you.*

DT: *But you're either going to make a deal or we're out. And if we're out, you'll fight it out. I don't think it's going to be pretty, but you'll fight it out. But you don't have the cards. But once we sign that deal, you're in a much better position. But you're not acting at all thankful. And that's not a nice thing. I'll be honest. That's not a nice thing. All right. I think we've seen enough. What do you think, huh? This is going to be great television. I will say that. All right. We'll see what we can do about putting it together. Thank you.*

<https://www.nytimes.com/2025/02/28/us/politics/trump-zelensky-transcript.html#> (accessed March 3, 2025)

TEXT 6: A TRANSCRIPT OF RICKY GERVAIS 2020 GOLDEN GLOBE OPENING SPEECH

Hello and welcome to the 77th annual Golden Globe Awards, live from the Beverly Hilton Hotel here in Los Angeles. I'm Ricky Gervais, thank you.

You'll be pleased to know this is the last time I'm hosting these awards, so I don't care anymore. I'm joking. I never did. I'm joking, I never did. NBC clearly don't care either – fifth time. I mean, Kevin Heart was fired from the Oscars for some offensive tweets – hello?

Lucky for me, the Hollywood Foreign Press can barely speak English and they've no idea what Twitter is, so I got offered this gig by fax. Let's go out with a bang, let's have a laugh at your expense. Remember, they're just jokes. We're all gonna die soon and there's no sequel, so remember that.

But you all look lovely all dolled up. You came here in your limos. I came here in a limo tonight and the license plate was made by Felicity Huffman. No, shush. It's her daughter I feel sorry for. OK? That must be the most embarrassing thing that's ever happened to her. And her dad was in Wild Hogs.

Lots of big celebrities here tonight. Legends. Icons. This table alone – Al Pacino, Robert DeNiro ... Baby Yoda. Oh, that's Joe Pesci, sorry. I love you man. Don't have me whacked. But tonight isn't just about the people in front of the camera. In this room are some of the most important TV and film executives in the world. People from every background. They all have one thing in common: They're all terrified of Ronan Farrow. He's coming for ya. Talking of all you perverts, it was a big year for pedophile movies. Surviving R. Kelly, Leaving Neverland, Two Popes. Shut up. Shut up. I don't care. I don't care.

Many talented people of color were snubbed in major categories. Unfortunately, there's nothing we can do about that. Hollywood Foreign press are all very racist. Fifth time. So. We were going to do an In-Memoriam this year, but when I saw the list of people who died, it wasn't diverse enough. No, it was mostly white people and I thought, nah, not on my watch. Maybe next year. Let's see what happens.

No one cares about movies anymore. No one goes to cinema, no one really watches network TV. Everyone is watching Netflix. This show should just be me coming out, going, "Well done Netflix. You win everything. Good night." But no, we got to drag it out for three hours. You could binge-watch the entire first season of Afterlife instead of watching this show. That's a show about a man who wants to kill himself cause his wife dies of cancer and it's still more fun than this. Spoiler alert, season two is on the way so in the end he obviously didn't kill himself. Just like Jeffrey Epstein. Shut up. I know he's your friend but I don't care.

Seriously, most films are awful. Lazy. Remakes, sequels. I've heard a rumor there might be a sequel to Sophie's Choice. I mean, that would just be Meryl just going, «Well, it's gotta be this one then.» All the best actors have jumped to Netflix, HBO. And the actors who just do Hollywood movies now do fantasy-adventure nonsense. They wear masks and capes and really tight costumes. Their job isn't acting anymore. It's going to the gym twice a day and taking steroids, really. Have we got an award for most ripped junky? No point, we'd know who'd win that.

Martin Scorsese made the news for his controversial comments about the Marvel franchise. He said they're not real cinema and they remind him about theme parks. I agree. Although I don't know what he's doing hanging around theme parks. He's not big enough to go on the rides. He's tiny. The Irishman was amazing. It was amazing. It was great. Long, but amazing. It wasn't the only epic movie. Once Upon a Time in Hollywood, nearly three hours long. Leonardo DiCaprio attended the premiere and by the end his date was too old for him. Even Prince Andrew was like, "Come on, Leo, mate. You're nearly 50-something."

The world got to see James Corden as a fat pussy. He was also in the movie Cats. No one saw that movie. And the reviews, shocking. I saw one that said, "This is the worst thing to happen to cats since dogs." But Dame Judi Dench defended the film saying it was the film she was born to play because she loves nothing better than plunking herself down on the carpet, lifting her leg and licking her ass. (Coughs) Hairball. She's old-school.

It's the last time, who cares? Apple roared into the TV game with The Morning Show, a superb drama about the importance of dignity and doing the right

thing, made by a company that runs sweatshops in China. Well, you say you're woke but the companies you work for in China – unbelievable. Apple, Amazon, Disney. If ISIS started a streaming service you'd call your agent, wouldn't you?

So if you do win an award tonight, don't use it as a platform to make a political speech. You're in no position to lecture the public about anything. You know nothing about the real world. Most of you spent less time in school than Greta Thunberg.

So if you win, come up, accept your little award, thank your agent, and your God and fuck off, OK? It's already three hours long. Right, let's do the first award.

<https://www.lindaikojisblog.com/2020/1/transcript-of-ricky-gervais-2020-golden-globes-opening-speech-where-he-blasted-celebrities-video.html> (accessed December 14, 2024)

Hands-on practice key

Task 1

a.

1. **positive face:** challenges the addressee's reasoning, which may make them feel unappreciated
2. **negative face:** an instruction/order being a direct imposition, which limits the addressee's freedom of action
3. **positive face:** implies the speaker has superior qualifications, which may undermine the addressee's sense of self-worth
4. **negative face:** pressures the addressee to respond, which may be an imposition preventing the addressee from acting at their own pace
5. **negative face:** may impose an obligation on the addressee or may make them reject the speaker's request, which typically requires an explanation they need to provide

b. Suggested answers:

1. **negative face:** this polite offer is primarily a face enhancing strategy presenting the speaker as helpful; it may, however, depending on the speaker's tone, be an expression of unwilling commitment on the speaker's part
2. **positive face:** this utterance is an act of self-deprecating making the speaker look less competent or qualified, it may also be a negative face-saving strategy aiming at preventing the speaker from making a request

3. **positive face:** this admission to a mistake may undermine the speaker's reliability or trustworthiness
4. **negative:** this utterance may be simply a polite offer adding to the speaker's presentation of themselves as dependable or an act of accepting a challenging task, possibly one that is not voluntary or solicited, which depends on the context
5. **negative face:** this offer to pay for the other person puts an obligation on the speaker, which is an act of self-imposition

c. Suggested answers:

1. **FTA to the speaker's positive face:** the speaker portrays themselves as incompetent/doubting their own qualifications
FTA to the addressee's negative face: the request imposes on the addressee
REASON: the speaker makes an act of self-deprecation to appear modest/humble, and at the same time implying the addressee is more trustworthy and dependable, which might be a compliment and a politeness strategy to mitigate the request
2. **FTA to the speaker's negative face:** offering help obliges the speaker to provide the assistance offered
FTA to the addressee's negative face: the speaker's statement is an imposition on the addressee's freedom of action and autonomy
REASON: by offering help, the speaker might be trying to soften the directive speech act, thus making the FTA less threatening
3. **FTA to the speaker's positive face:** the speaker admits feeling uneasy and embarrassed for having forgotten a piece of information
FTA to the addressee's negative face: the speaker's repeated request for information imposes on the addressee's time and convenience
REASON: the speaker makes their request more polite by showing humility and admitting embarrassment for the request to mitigate the imposition
4. **FTA to the speaker's positive face:** the speaker undermines their competence/ credentials
FTA to the addressee's negative face: the speaker instructs the addressee and thus limits their freedom of action

REASON: the speaker presents themselves as less qualified to provide an explanation for why they are incapable of doing what the addressee requests of them or the speaker may want to divert the addressee from making the request presenting themselves as such

5. **FTA to the speaker's positive face:** the speaker admits their lack of ability to perform the activity, which may undermine their competence

FTA the addressee's positive face: the speaker informs the addressee bluntly about their inability to do it, which threatens their image

REASON: the speaker attempts at softening the critical remark by including themselves as equally incapable of doing the activity despite their experience, making it a shared quality and thus relating to the addressee and mitigating the threat

Task 2

Suggested answers:

SITUATION 1

The president has power over the PA and is expected to make requests (FTAs to the addressee's negative face). The relationship is professional, may be friendly, but not overly intimate.

1. d (a command with no attempts at politeness)
2. c (a command mitigated by a joke and a laugh)
3. a (the conditional 'if you are not busy' acknowledges the addressee's autonomy and mitigates the threat to their negative face)
4. b (framed as a question and using the hedge 'unless you're busy, of course', the utterance is less threatening as it offers the addressee room to decline and provides them with a potential reason to do so)
5. e (the imposition is lessened by the use of hyperbole in 'I'd kill for caffeine', the question 'Would you be as kind as to...' not only provides the addressee with an option out, but also attributes them with the quality of being kind, which attends to the addressee's positive face wants, the diminutive 'a small coffee' minimizes the imposition even further by making the request sound less demanding)

SITUATION 2

Being a senior in the family, the grandmother holds higher status, yet the relationship is close and familial. Cultural expectations when refusing food require some form of politeness, which, however, might differ in very close relationships, such as those between close relatives.

1. c (depending on the speaker's tone, it might range from a simple rejection without any form of mitigation – due to the lack of need for it in close and intimate relationships – to sounding dismissive and somewhat disrespectful)
2. b (a decisive rejection of the offer with no politeness strategies used)
3. a ('believe me' shows respect for the addressee's positive face needs providing the addressee with some reassurance, additionally, the speaker offers a reason for declining, which serves as a mitigating device)
4. d (before rejecting the offer, the speaker mitigates the threat to the addressee's positive face by offering a compliment, the joking statement 'there's a limit one must respect' implies that the speaker has already eaten enough, making the refusal more indirect and less threatening)
5. e (the use of humor mitigates the implicit refusal and helps maintain the addressee's positive face)

b. Tutor-assisted task

Task 3

Suggested answers:

1. *This painting is truly impressive. I'm not sure it's quite my taste, but I'd love to hear what inspired you.* (STRATEGIES: complimenting, showing interest, hedging – 'I'm not sure')
2. *Would you mind dropping the documents off in room 4.44? I'd really appreciate it. Thank you, Becky.*
(STRATEGIES: framing the request as a question, acknowledgement, expressing gratitude for the task in advance, first-name reference to mark familiarity)
3. *You do show some potential, I can see that, but it seems that your performance needs improvement for you to reach your full potential in this company.* (STRATEGIES: acknowledging and reassuring, hedging critical remarks – 'it

seems', expressing confidence in the addressee's ability to perform well, implying the risk of losing their job rather than posing an explicit threat)

4. *Would it be possible for us to consider a warmer and sunnier destination this year?*
(STRATEGIES: framing the complaint as a request, avoiding direct criticism, using inclusive identity marker – 'us')

5. *Hey, I just wanted to bring to your attention that some of our neighbors have mentioned noticing a few items outside your door. Do you need any help? I'm available!*

(STRATEGIES: framing the request as a friendly check-in rather than a complaint, using the markers inclusive our and they – exclusive of the speaker – to avoid direct criticism, minimizing – 'a few items', offering assistance)

Task 4

a.

FTAs to the positive face: ACCUSING, BEING NON-COOPERATIVE, BREAKING BAD NEWS, CRITICISING, DISAGREEING, DISCUSSING TABOO TOPICS, EXCLUDING, IGNORING, MOCKING, RIDICULING

FTAs to the negative face: ELICITING COMMITMENT, GIVING ORDERS, IMPLYING OBLIGATION, IMPOSING CONDITIONS, MAKING REQUESTS, MAKING VOWS, PAYING COMPLIMENTS, PERSUADING, PROHIBITING, WARNING

b.

FTAs to the positive face: BOASTING, COMPARING, COMPLAINING, CONTINUALLY INTERRUPTING SB'S TURN, CORRECTING, DISMISSING ACHIEVEMENTS, EXHIBITING PATRONISING BEHAVIOUR, GIVING VENT TO VIOLENT EMOTIONS, QUESTIONING SB'S COMMITMENT, SHOWING DISAPPROVAL

FTAs to the negative face: ASKING QUESTIONS, BLAMING, EXPRESSING ADMIRATION, EXPRESSING DESIRE, LIMITING SB'S AUTONOMY, MAKING PROMISES, OFFERING, PROVIDING ADVICE, REMINDING, SETTING DEADLINES

c. Suggested answers:

criticizing

threatens the addressee's positive face: undermines the addressee's confidence and self-image

threatens the addressee's negative face: may impose a need for improvement

accusing	threatens the addressee's positive face: suggests having done something wrong, may damage reputation threatens the addressee's negative face: may force the addressee to defend themselves
making requests	threatens the addressee's positive face: may imply a lack of initiative threatens the addressee's negative face: places an obligation on the addressee
giving orders	threatens the addressee's positive face: can make the addressee feel subordinate or weaker threatens the addressee's negative face: imposes on their freedom of action
setting deadlines	threatens the addressee's positive face: may imply a lack of trust in the addressee's time management skills threatens the addressee's negative face: restricts the addressee's autonomy
ridiculing	threatens the addressee's positive face: may undermine the addressee's confidence threatens the addressee's negative face: may impose a need to justify the addressee's actions
persuading	threatens the addressee's positive face: may suggest the addressee's current stance is flawed threatens the addressee's negative face: imposes on their autonomy and freedom

Task 5

a.

FSAs to the positive face: ASSERTING COMMON GROUND, ASSERTING RECIPROCITY, AVOIDING DISAGREEMENT, COMPLIMENTING, EMPLOYING TERMS OF ENDEARMENT, EXPRESSING GRATITUDE, INTENSIFYING INTEREST AND APPROVAL, SEEKING AGREEMENT, SHOWING UNDERSTANDING, USING INCLUSIVE LANGUAGE

FSAs to the negative face: APOLOGISING, BEING CONVENTIONALLY INDIRECT, BEING NON-COMMITTAL, BEING PESSIMISTIC, GIVING OPTIONS, GOING ON RECORD AS INCURRING DEBT, USING HEDGES, MINIMISING IMPOSITION, USING IMPERSONALIZATION, USING THIRD-PARTY REFERENCES

b.

FSAs to the positive face: ACKNOWLEDGING SB'S EFFORT, ASKING FOR REASONS, EMPLOYING JARGON, HEDGING OPPOSING VIEWS, MAKING OFFERS AND GIVING GIFTS, PROMISING, SHOWING OPTIMISM, USING EUPHEMISMS FOR CRITICISM, USING HUMOUR, USING PSEUDO-AGREEMENT

FSAs to the negative face: BEING FORMAL AND POLITE, EXPRESSING REGRET FOR SB'S INCONVENIENCE, FACILITATING REFUSAL, FRAMING THE REQUEST AS STANDARD OR EXPECTED, NOMINALIZING, PROVIDING JUSTIFICATION, SHOWING HESITATION, STATING FTA AS A GENERAL RULE, USING HINTS INSTEAD OF DIRECT UTTERANCES, USING PASSIVE VOICE

c. Suggested answers:

- | | |
|--------------------------------------|---|
| apologizing | protects the addressee's positive face: acknowledges the wrong that has been done and shows respect
threatens the speaker's positive face: by admitting guilt it lowers the speaker's status |
| expressing gratitude | protects the addressee's positive face: acknowledges the addressee's assistance
threatens the speaker's positive face: weakens the speaker's position by admitting dependence on others |
| being pessimistic | protects the addressee's negative face: weakens pressure on the addressee to perform the action and lowers the speaker's expectations of the addressee
threatens the speaker's positive face: may imply lack of self-dependence and confidence, as well as doubt in themselves |
| being non-committal | protects the addressee's negative face: mitigates or avoids imposing a decisive stance
threatens the speaker's positive face: may make the speaker seem indecisive or unconfident |
| using euphemisms | protects the addressee's positive face: makes criticism softer and less threatening
threatens the speaker's positive face: undermines the speaker's position by making it less direct and authoritative |
| employing terms of endearment | protects the addressee's positive face: expresses connection, appreciation, warmth
threatens the speaker's negative face: reduces social distance, may increase codependence |

going on record as incurring debt	protects the addressee's positive face: implies gratitude and appreciation
	threatens the speaker's negative face: creates an obligation to do an action in return, emphasizes dependence

Task 6

1. acknowledges the addressee's skill while downplaying the speaker's competence
2. praises the addressee while admitting the speaker's own lack of understanding
3. shows gratitude to the addressee while admitting the speaker's shortcomings

Utterances 1, 2 and 3 save the addressee's positive face while threatening the speaker's positive face by highlighting the speaker's humility and enhancing the addressee's sense of value and respect.

4. respects the listener's autonomy, the speaker may seem hesitant or overly deferential
5. elevates the addressee's competence while making the speaker appear less skilled

Utterances 4 and 5 save the addressee's negative face while threatening the speaker's positive face by demonstrating respect for the addressee's freedom, preferences, and autonomy, often at the expense of the speaker's own social standing, sense of pride, or confidence.

Task 7

Suggested answers:

1. a. bald on record: *Let me use your phone.*
- b. positive politeness: *Hey, you look like a cool person. Would you mind if I borrowed your phone for a quick call? I'd really appreciate it.*
- c. negative politeness: *I hate to bother you and I know this might be a big ask, but would you happen to have a phone I could borrow for a really quick call? My battery died.*
- d. off record: *Shoot, my phone is dead and I really need to make a call. I should have taken a charger with me... [sighs]*

2.
 - a. bald on record: *Bring me a properly heated dish. This one is cold.*
 - b. positive politeness: *This dish looks delicious, I admit, but it seems a little cold. Would you be as kind as to reheat it for me?*
 - c. negative politeness: *I don't want to complain, but this dish I've been served is really cold. Could you have someone warm it up for me?*
 - d. off record: *Oh, it's much cooler than I expected.*
3.
 - a. bald on record: *I'll pass on this one.*
 - b. positive politeness: *That's an amazing offer, but I won't be able to make it. I appreciate it very much, though.*
 - c. negative politeness: *Thank you for thinking of me! Unfortunately, I'm afraid that I cannot accept it this time. I'm sure someone else will be happy to do it.*
 - d. off record: *I wish my schedule wasn't as packed as it is right now.*

Task 8

Utterances 1, 6, 8:

In emergency situations, politeness is often set aside in favor of direct and effective communication, particularly when issuing orders, warnings, or strong commands. In such cases, politeness may hinder prompt action and even pose a risk.

Utterances 2, 4, 5:

In close personal relationships, a lack of politeness is sometimes preferred over formal language. This can be observed in playful bickering, affectionate teasing, or casual requests between individuals who share a strong bond. When people feel comfortable with each other, they may express themselves more directly without the need for excessive politeness.

Utterances 7, 11:

In informal social settings, such as interactions between friends or in casual gatherings, direct communication with less emphasis on politeness and formality is common. In such contexts, speakers often tacitly agree to express themselves freely, sometimes using boisterous behavior or slang.

Utterances 3, 9, 10:

In professional environments, particularly those with clear hierarchies based on power and status, direct communication can be more effective. Providing direct

feedback in educational settings, issuing military commands, or enforcing strict deadlines in corporate contexts are all examples of situations where less polite and more straightforward communication is considered standard and expected.

Task 9

Suggested answers:

1. **Give options:** *If it's no trouble, could you grab me a piece of chocolate cake when you're at the counter? But only if it's not a bother.*
2. **Make the other feel good:** *Greg, your contributions to this project have been really valuable. We need to balance things a bit this week, though. I'd appreciate it if you could take on a few more tasks this week.*
3. **Don't impose:** *Professor, that was a truly inspiring meeting. If you have a moment to spare, could you clarify one concept? It's still a bit unclear to me.*

Task 10

a.

1. **Approbation Maxim:** Minimize dispraise of other, maximize praise of other.
2. **Tact Maxim:** Minimize cost to other, maximize benefit to other.
3. **Modesty Maxim:** Minimize praise of self, maximize dispraise of self.

b.

4. **Sympathy Maxim:** Minimize antipathy between self and other, maximize sympathy between self and other.
Generosity Maxim: Minimize benefit to self, maximize cost to self.
5. **Tact Maxim:** Minimize cost to other, maximize benefit to other.
Agreement Maxim: Maximize agreement between self and other, minimize disagreement between self and other.

Task 11

a.

1. **positive face:** attacks the addressee's independence and makes them feel extremely uncomfortable, frightened and/or dependent on others

2. **negative face:** imposes a course of action on the addressee removing their ability to negotiate it
3. **negative face:** attacks the addressee's need for freedom of action asserting authority and dominance over them
4. **positive face:** undermines the addressee's value, knowledge and the right to express their opinion
5. **negative face:** demands space, disregarding the addressee's freedom of action

b.

1. **positive face:** reducing the speaker's value, admitting lack of competence
2. **negative face:** the speaker surrenders the floor allowing interruptions
3. **positive face:** self-deprecation to express humility or/and guilt and add to the apology
4. **positive face:** self-mockery, might be humorous or serve as a rationale for the bad choice made
5. **negative face:** diminishes the speaker's autonomy, self-confidence and independence

c.

The speaker may want to damage their own face to:

- avoid responsibility for the outcome of something or avoid being asked for assistance (example 1 from task b),
- avoid being seen as arrogant or someone who lacks modesty (2),
- defend themselves by mentioning a flaw before another criticizes them (3),
- establish/ maintain a social bond through self-mockery (4),
- make the addressee feel more comfortable, valued, appreciated (5)

Task 12

a.

Impoliteness to the positive face: BEING DISINTERESTED, CALLING SB NAMES, DISSOCIATING FROM SB, EXCLUDING SB FROM AN ACTIVITY, MOCKING, SEEKING DISAGREEMENT, USING ABUSIVE OR PROFANE LANGUAGE, USING INAPPROPRIATE IDENTITY MARKERS, USING OBSCURE OR SECRETIVE LANGUAGE, USING TABOO AND SWEAR WORDS

Impoliteness to the negative face: ASKING INTIMATE QUESTIONS, ASSOCIATING SB WITH A NEGATIVE ASPECT, BEING CONTEMPTUOUS, BELITTLING, EMPHASIZING YOUR POWER OVER SB, FRIGHTENING, INVADING SB'S PHYSICAL SPACE, NOT TREATING SB SERIOUSLY, PERSONALIZING, PUTTING INDEBTNESS ON RECORD

b.

Impoliteness to the positive face: CONTRADICTING SB ON PURPOSE, DISCREDITING, DISMISSING SB'S CONTRIBUTION, EYE ROLLING, FEIGNING BOREDOM IN SB'S PRESENCE, INVENTING DEMEANING NICKNAME FOR SB, REFUSING TO ACKNOWLEDGE SB'S PRESENCE, REVEALING PERSONAL INFORMATION ABOUT SB, UNDERMINING, WITHHOLDING RECOGNITION

Impoliteness to the negative face: ALTERING RULES UNEXPECTEDLY, ASSIGNING POINTLESS TASKS, CUTTING OFF SB'S ESCAPE ROUTES, FORCING AN APOLOGY FROM SB, FORCING COMMITMENT, INTIMIDATING, MAKING SB WAIT UNNECESSARILY, PRETENDING NOT TO UNDERSTAND REQUESTS, USING BODY LANGUAGE TO IMPOSE ON SB, USING INFANTILIZING LANGUAGE

Task 13

1. The student's behavior demonstrates major face damage to the professor's face.

POWER: Within the hierarchical structure of the academic environment, the student occupies a position of lower power relative to the professor, who holds institutional authority.

DISTANCE: The formal student-professor relationship, characterized by a high degree of social distance, further exacerbates this dynamic.

IMPOSITION: The student's interruption and dismissive tone constituted a substantial imposition, publicly challenging the professor's authority and disrupting the teaching process.

2. This interaction results in significant face damage to the customer's face.

DISTANCE: Despite the relatively low social distance implied by a brief interaction, established norms of customer service etiquette demand courteous behavior. The shop assistant's raised voice and abrupt reaction violate these expectations.

POWER: While customers typically possess a degree of power in service encounters, the shop assistant, in this instance, has the power to control access to the service.

IMPOSITION: The imposition is high, which also stems from the aggressive tone and the public nature of the interaction.

3. The potential for face damage in this case ranges from moderate to high.

DISTANCE: The moderate social distance between the acquaintances may indicate an established, yet not intimate friendship.

POWER: The power dynamic is balanced, as neither holds authority over the other.

IMPOSITION: The imposition of requesting a \$5,000 loan constitutes a moderate to high imposition, depending on the participants' previous interactions and shared experiences. Such a substantial financial request may place a (significant) burden on the addressee, potentially inducing feelings of pressured or even exploited. The fact that the speaker makes a reference to the addressee's income makes the imposition higher, as it is a direct statement that the speaker believes the addressee has no reason to refuse.

Task 14

Suggested answers:

1.
 - a. bald on record: *I just don't get it He shouldn't have been promoted never showing up on time...*
 - b. positive impoliteness: *Apparently, being punctual to do your job counts for nothing around here!*
 - c. negative impoliteness: *Do you have to bribe someone to get a promotion or is being always late enough? Can you explain it to me?*
 - d. sarcasm/mock politeness: *Wow, you've made a really great choice! Congratulations on your tip-notch judgement!*
 - e. withholding politeness: (remaining silent but giving a frustrated exhale)
2.
 - a. bald on record: *We totally crushed you today!*
 - b. positive impoliteness: *This was the easiest win we've had so far! You tried, though, that's something...*
 - c. negative impoliteness: *This is the moment you find a new hobby you do not suck at.*

- d. sarcasm/mock politeness: *For just a split second, we almost thought you had a chance!*
- e. withholding politeness: (ignoring the the offered hand)
- 3. a. bald on record: *You're blocking the whole lane! Get out of the way!*
- b. positive impoliteness: *Where did you get your license? A snail race?*
- c. negative impoliteness: *Get off the road, you idiot!*
- d. sarcasm/mock politeness: *Can you go any slower? Great, because I have nowhere to be!*
- e. withholding politeness: (giving the other driver a dismissive stare while passing)

Tasks 15-16

Tutor-assisted tasks

Chapter 5

Context and Deixis

Preoccupation with context is a distinctive feature of all pragmatic research, to the extent that context plays a major role in defining pragmatics as a scholarly discipline. Thus, many linguists and social scientists in general describe pragmatics as ‘a study of language in context’, ‘a study of meaning in context’, or ‘a study of context-based communication’, among others (a helpful overview of approaches that define pragmatics by reference to context is provided in e.g. Yule 1996). Indeed, context and context-related issues have taken up most of the space of our book so far. We engaged in contextual analysis for many different reasons and purposes: first of all, to determine interlocutors’ intentions and inferences, but also, and importantly, to watch the fundamental concepts of pragmatics (speech act, implicature, presupposition) work as actual research tools. In that sense, our contextual considerations have served both empirical and theoretical goals.

In this chapter, context is not our point of reference to explain other concepts; it is *the* concept to be explained, at least to the extent that its transient nature allows. We do not propose a ‘definition’ of context; rather, we explore factors and aspects of language, cognition, culture, and social life that (can) count as elements of context, facilitating the inference of linguistic and broadly semiotic meaning. Thus, we discuss different *kinds* of context (as recognized by different theories and scholars) and position them against the two dominant conceptions – of *static* and *dynamic* context. We cover the above issues in the first part of the chapter. The second part builds on the question of how much (or how little!) of our contextual knowledge and clues which we use in understanding messages could possibly be coded in fixed linguistic items and expressions, whose meaning remains stable and universal in different

situations and moments of interpretation. This central question paves the way for the discussion of *deixis*, its concept, kinds, and, crucially, its role in the design of pragmatic analysis of discourse.

Kinds, aspects and functions of context

Though different pragmatic theories put different emphasis on various kinds of **context** and how they matter in the production and interpretation of utterances, most scholars subscribe to a *holistic* conception of context. On this conception, practically all communicative factors, linguistic and non-linguistic, influence meaning, affecting every assumption that the speaker makes prior to producing an utterance, as well as every inference that the addressee makes in the process of interpretation. Thus, a holistic view of context comprises a whole catalogue of linguistic, cognitive, and social factors, involving discourse participants, their direct and less direct physical surroundings, situational setting, cultural background and, crucially, cognitive assumptions, i.e. presuppositions. In one of the most popular accounts of context and context models, Fetzer (2010) investigates the influence of these multiple factors on utterance and discourse interpretation, suggesting a distinction between the following **kinds of context** (see Task 1):

- **Linguistic context** (also known as **co-text**). It involves the surrounding text or discourse in which an utterance occurs:

(a) 'You really need to concentrate on this task. Otherwise, you will fail'.

In (a), the linguistic context of the 'Otherwise' utterance is the preceding utterance. Its key lexical element, 'concentrate', serves as a piece of advice for the addressee to avoid failing on the task.

- **Physical context**. It involves the physical environment or situation in which the utterance takes place (location, time, objects present, etc.):

(b) 'Put the coffee table by the sofa'.

In (b), the physical location of the sofa constitutes a context element that allows the addressee to perform the action as instructed.

- **Social context**. It involves social roles and the relationship between interlocutors, their status, power, the framework of social norms and expectations in which the interaction occurs, etc.:

(c) 'Hey, dude. That's insane stuff!'

In (c), the informal address, 'Hey', and the use of an in-group identity marker, 'dude' (see chapter 4), invoke the context of a close personal relationship, thus inviting the addressee to interpret the subsequent utterance in positive, rather than negative, terms.

- **Cultural context.** It involves the cultural norms and conventions that influence communication between interlocutors. Different cultures have varying norms regarding politeness, speech acts, and even the use of silence. For example, Japanese speakers often produce indirect expressions to offer help, while American speakers might be more direct (see Bazzanella 2002). At the same time, British speakers tend to be particularly careful to employ negative politeness strategies (such as using indirectness and avoiding imposition) when making requests:

(d) 'Would you mind passing the salt?'

- **Situational context.** It combines elements of physical, social, and cultural context, focusing on the immediate situation of the interaction:

(e) 'Please turn to page 17 and complete exercises 3 through 7 silently. Raise your hand if you have any questions.'

In (e), socio-cultural factors determine the strength and directness of the instruction, dictating the amount of communicative space and options assigned to the addressee ('Raise your hand if...'). The instruction acknowledges several features of the physical context, such as the book and the pages referred to in the utterance.

- **Cognitive context.** It involves the shared knowledge, attitudes, beliefs, and assumptions of interlocutors, including their intentions, as well as mental and emotional states:

(f) 'Oh, great – another email! It's just what I was waiting for!'

The interpretation of (f) as a sarcastic remark draws on shared knowledge; it must be obvious to both interlocutors that the speaker feels overwhelmed with work.

There are naturally several alternative typologies in literature, such as combining the social and cultural categories, or treating physical context

as a part of situational context (see e.g. Bublitz 2003). Each of them, however, draws on the holistic conception of context as outlined above.

Bazzanella (2002) explains, with good reason, that all types of context (and thus all context as such) can be approached as either static or dynamic entities, or variables, and that it is the latter approach that is shared by virtually all pragmaticians. While the **static view of context** sees it as an a priori, pre-existing infrastructure of resources which are there for interlocutors to determine the meaning of utterances at hand, on the **dynamic view**, context is never 'given' and interlocutors keep creating current contexts for current utterances. This means that the moment an utterance is produced, it becomes part of the resources on which the contextual interpretation of the following as well as the preceding utterances has to draw.

Imagine there is a lecturer in linguistics whose job is teaching pragmatics to students of Polish Philology at a university in Poland. Though his default language of instruction is Polish, at one class he needs to include a few examples in English. The starting context of the class (cognitive and situational) does not, however, warrant the presumption that all of his students speak or at least understand English. Therefore, in order to proceed with the class he must first have this presumption verified by the students' positive response to a preliminary question, such as 'Do all of you understand English?', or similar. Note that the updated context (following the awaited positive response) is markedly different from the initial context, including knowledge necessary to perform actions that would not have been possible under the original contextual constraints. Note, also, that this critical difference, whose impact exerts on the entire speech event of running the class, is in fact a matter of one brief question-answer exchange, which joins the arsenal of – as we called them above – 'resources' available for the interpretation of later utterances. This example goes to show how quickly – and consequentially – contextual factors and conditions can change, with literally every word, phrase and utterance that add to the flow of discourse, particularly in dialogues, polylogues, and other conversational forms. It thus endorses the pragmatic conception of context as a highly dynamic construct.

Given the dynamic nature of context, a lot of research in pragmatics has been focusing on the question whether there are any linguistic items or expressions that communicate always the same information, regardless of their situational, social, cultural, etc., embedding. In other words, if contextual conditions tend to change in the process of communication, could we still try and identify in language any elements whose meaning remains in a way resistant to these

changing conditions? In the past few decades, this question has inspired some very important research in areas such as reference and, most crucially, deixis. Most findings from this research warrant the conclusion that there are indeed features of context that can be coded in linguistic utterances by universal lexical as well as grammatical means. Such a coding takes place, for instance, when we make a **definite reference** – we select a specific word or phrase that refers, universally, to an object, entity, animal, or person whose identity is known to both us and our addressee:

(1) I bought **the book** that you recommended.

Of course, not all cases are quite as straightforward as above. Notably, in making an **indefinite reference**, we assume the referent's identity to be known to us but unknown to our addressee:

(2) I saw **a rat** in the Bull Pub's toilet.

– but in an utterance such as (2) the article trigger of the reference, though indefinite, codes the context (the sanitary condition of the Bull Pub) just as efficiently as its definite counterpart. What is more, a hypothetical alternative utterance, 'I saw **the** rat in the Bull Pub's toilet', does not offer any extra information compared to the original; it only creates bewilderment. Note that, under the circumstances, 'a rat' is cognitively equivalent to 'many/full of rats' and thus the mental representation it evokes counts as an unequivocal, final judgement, which makes it a stable feature of context defining the place. We can imagine, with good reason, that at that point the speaker's part comes to a close so far as their characterization of the Bull Pub is concerned. By contrast, should the utterance in (1) include an indefinite article ('I bought **a** book that you recommended'), the speaker might well be asked to elaborate, that is specify which one of the books recommended they decided to buy.

Reference is further instrumental in context construction in its ability to establish co-textual connections between sentences or utterances produced consecutively in text or discourse. Example 3 illustrates **anaphoric reference** (see Task 2), which consists in the use of a linguistic expression (usually a pronoun or a noun phrase) that points back to its antecedent (another expression or referent mentioned earlier in the text/discourse). Example 4 illustrates, in turn, a slightly less common **cataphoric reference** (see Task 2), which involves the use

of a linguistic item to refer forward to its postcedent (i.e., another expression or referent that appears later in the text/discourse):

- (3) John arrived late because **he** missed the bus.
 (4) If you want **some**, there's coffee in the pot.

Both anaphoric and cataphoric kinds of reference possess specific pragmatic and discourse functions. Anaphoric reference is typically applied to avoid repetition and ensure a smooth flow of discourse. The function of cataphoric reference is more specialized and involves, usually, creating ambiguity or vagueness, and thus inviting the addressee to await clarification in further discourse.

Deixis

Compared to reference and other phenomena involved with context construction, **deixis** – derived from the Greek word meaning ‘to point to’ – can be viewed as the key concept defining a pragmatic mechanism whereby utterances are provided with their fundamental features of context, such as spatial and temporal, through essentially lexico-grammatical devices. Relying on language to enact their function, deixis constitutes a sub-class of **indexicals** – an extensive category of multiple semiotic strategies of reference, including linguistic expressions as well as different non-linguistic ploys, such as gestures of pointing or eye gaze. This characterization warrants the conclusion that all deictic expressions can be considered indexicals, but not all indexicals can be considered strictly deictic. The relation between deixis and indexicals has always been slightly problematic, a good example being Charles Fillmore’s (1971) distinction between symbolic deixis (involving exclusively linguistic means) and gestural deixis (involving a pointing gesture, in addition to the head linguistic expression – as in e.g. ‘I want this and this one, but not those’). We do not engage with such classificatory issues here, taking deixis as an essentially symbolic, linguistically performed phenomenon.

Deixis counts among the most universal pragmalinguistic concepts. Deictic expressions are present in all human languages, serving the fundamental pragmatic needs of their users, such as producing speech acts, presupposing, or implying. Since the accomplishment of these needs involves setting up a relation between the words people use and the context, every language must include ‘pointers’ which indicate *who* utters the words to accomplish *what*, *when* and

where. Such indicating functions define the main categories or types of deixis: person deixis, place/space deixis, and time/temporal deixis (see Task 3). In addition to these three types, two further classes are often recognized and accounted for, social deixis and discourse deixis (see Hanks 2011 for an overview; see Task 3).

Person deixis

Person deixis identifies discourse participants and helps establish the roles they play in the situation depicted by an utterance. It is grammaticalized mostly in personal pronouns (which express the standard features of person, number and gender) and sometimes in vocatives (in proper names, titles or kinship terms – see also the discussion of social deixis below). The two types of grammaticalization are illustrated in (5) and (6), respectively:

(5) *You* can leave the room now.

(6) *Mr. Smith, you* are kindly requested to proceed to Gate 9.

Notably, utterance (5) can be accompanied by the speaker's gesture specifying which person, from among a few, is permitted to leave the room. Let us recall that in that case we speak of an indexical, rather than strictly deictic, act. If there is no accompanying gesture, but it is still possible to work out from the context which person is referred to, the use of the deictic expression *you* is defined as symbolic. The same label applies if the *you* is to refer to the part of or the whole group, but again, there is no physical indication, and the referents get worked out from the context. There are in fact more complex interpretations of *you*, if we reach beyond the example above. For instance, in 'You don't want to live in Bronx' the use of *You* is not only non-gestural but also non-symbolic, since there is no way in which a specific referent could be established from contextual considerations. In that case we speak of the use of a deictic expression in a non-deictic sense (see Tasks 6-8).

Place/space deixis

Place deixis indicates spatial locations relative to the speaker and/or other reference points. It provides spatial orientation, allowing speakers to specify and addressees to locate objects or events in physical space, as in:

(7) This is here.

vs.

(8) That is there. (see Task 4)

We can see from the above that place deixis is usually expressed by demonstratives (such as *this* or *that*) and adverbs of place (such as *here* or *there*). Deictic expressions that indicate locations close to the speaker (viz. *this*, *here*) are referred to as *proximal*, while those marking locations further away (*that*, *there*) are called *distal*. Notably, languages may differ in regard to the number of expressions indicating distance between the speaker and the referent. While English possesses only a two-member set of such markers (*this/these* vs. *that/those*), there are languages (e.g. Malagasy) with over four markers. In addition to adverbs of place and demonstrative pronouns, place deixis is also grammaticalized in *motion deictic verbs*, which specify the direction of movement (*to*, or *from* the speaker's location) encoded in the deictic phrase, as in:

(9) I am *going* home.

vs.

(10) I am *coming* home.

While the verbal form *going* in (9) expresses the movement in relation to the speaker as the main reference point, in (10) the reference point shifts onto the addressee. There are further pairs of deictic verbs (and not necessarily motion verbs) that allow a similar change of perspective, including *take* and *bring*, *teach* and *learn*, and others.

Time/temporal deixis

Time deixis involves the encoding of points and periods of time relative to the moment at which the speaker produces their utterance. It anchors events in time, helping addressees understand when actions or events occur in relation to the moment of speaking. The deictic expressions that serve this function are mostly adverbs of time (e.g. *yesterday*, *tomorrow*) and tense patterns (such

as BE+ing, as in 'is working'). In general, temporal deixis comprises three separate categories, involving specific deictic markers:

- past – the time prior to the time of the utterance – involving markers such as *yesterday* or *last week*;
- present – the time that includes the moment of utterance production – involving markers such as *now* or *at present*;
- future – the time that follows the utterance production – involving markers such as *tomorrow* or *next year*.

Despite the apparent neatness of this distinction, actual, real-life discourse often sees cases where the three temporal dimensions overlap, producing different meanings and possibilities of interpretation. This is because, as many cognitive studies demonstrate (see e.g. Hart 2018), human communication involves not only expressions of the objective historical ('dated') time, but also expressions of the so-called imaginary ('construed') time. The latter typically serve to construct flashbacks and analogies which establish various links and relations between the dimensions of past, present and future. Such patterns are often used for rhetorical reasons:

(11) '***On a September morning***, threats that had gathered for years, in secret and far away, led to murder in our country on a massive scale. Today, we must look at security in a new way, because our country is a battlefield in the first war of the 21st century' (George W. Bush, February 26, 2003)

In this quote from President Bush, the expression 'On a September morning' refers not merely to the past, invoking the tragic events of September 11, 2001. Though, technically, it includes deictic markers of a historical past time ('September morning'), it constructs them as indefinite and thus potentially extending into the present and the future. As a result, it constructs events defined by these markers (the 9/11 attacks) as potentially recurring. This pattern allows the Bush administration to instill the aura of continuing threat, justifying a prolonged presence of precautionary measures.

Social deixis

Social deixis can be considered an extension of person deixis, in the sense that it involves specific social roles of discourse participants (see Task 5). Social deixis is expressed in lexico-grammatical units such as:

- **Titles and honorifics:** Mr., Mrs., Mx., Professor, Sir, Madam, Your Honor, Your Majesty;
- **First and last names:** Anna (implies familiarity), Mr. Brown (implies distance);
- **Kin terms:** mum, ma, father, pop, brother, sis, uncle, aunt, cousin, grandmother, grandpa;
- **Terms of endearment:** darling, honey, sweetheart, sweetie, babe, sugar pie, pumpkin;
- **Social group terms:** friend, mate, colleague, neighbor, dude, bro, etc.

Indicating social relationships and hierarchies, it helps to manage discourse interactions, by establishing their levels of formality, power and politeness (see Task 4).

Discourse deixis

Constituting the most extensive category of deixis from a syntactic and textual perspective, **discourse deixis** involves the use of a lexical item within an utterance, to point to the preceding or following utterances in the same discourse situation. In using discourse deixis, the speaker manages the structure of their discourse, guiding the addressee through the conversation or text by referencing previous or future parts. The backward and forward reference is illustrated in (12) and (13), respectively, where *already* refers to an earlier stretch of discourse and *Here* anticipates an upcoming stretch:

(12) As *already* indicated, all languages possess deictics.

(13) *Here* goes my argument.

Let us note that there is no rule to how much textual distance should hold between the deictic expression and its referent; while it is reasonable to expect that the referent of *Here* will be the immediately following utterance(s), the referent of *already* is, quite obviously, not the closest preceding utterance, but rather an utterance produced (much) earlier in the unfolding discourse. This means that by using a specific number of deictic expressions, the speaker is able to control the overt connectedness of discourse and, in consequence, its comprehension by the addressee. The presence of deictic markers in discourse normally contributes to its explicitness and clarity. On the other hand, the speaker may

choose to withhold the use of deixis, to intentionally obscure their message. Not least, it is also possible to use a deictic expression for strictly rhetorical and even pragmatically coercive purposes, as has been shown in (11) above.

Deictic center

As can be seen from our considerations, deixis is organized, at least in its basic prototypical form, in an egocentric way. In the process of communication, the speaker uses some specific linguistic items to code the particular elements of external context, in relation to their own context. The speaker's location in discourse is thus recognized, in conceptual terms, as **deictic center**. Deictic center serves as the principal anchor point for interpreting the meaning of all deictic expressions present in the speaker's utterances and, consequently, the meaning of the utterances themselves. The speaker's location in deictic center and the latter's status as the convergence area for all contextual data reflecting the speaker's perspective are illustrated in Figure 1:

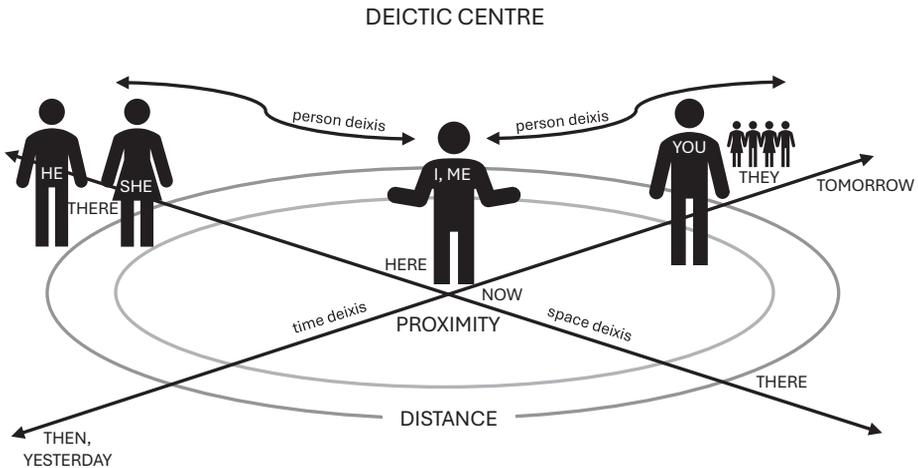


Figure 1. Deictic (discourse) space

The deictic arrangement captured in Figure 1 underlies, arguably, most of our communication. There are, however, notable cases where the speaker purposefully infringes on this typical arrangement, for rhetorical, persuasive, or even manipulative reasons. For example, while the system of deixis subsumes

a clear distinction between entities (persons, objects) located close or far away from the deictic center, the speaker may have a strategic goal in blurring the actual distance between different entities and the center. We will return to this important issue in the next chapter. Elsewhere, the speaker might consider it beneficial to perform the so-called 'deictic projection', that is exploit the inherent ambiguity of certain linguistic expressions to shift the central perspective of interpretation to the addressee. Imagine there is an author who, at 4:01 p.m. on Friday, sends an e-mail to their publisher which says, 'I will submit the manuscript on Saturday'. Given the context, we have a good reason to expect the publisher (who works until 4 p.m. and only on weekdays) to read the e-mail no earlier than Monday and, seeing no attachment containing the ms. in the mailbox, to get puzzled – did the author mean the Saturday that has just passed or the one to come? While the publisher ponders on which of the two interpretations is correct, the rhetorical comfort of denying either one stays with the author. In fact, the 'comfort' starts the moment the Friday e-mail is sent – the author can feel free to submit the manuscript on whichever of the two Saturdays, as they see fit. There is no way they can be blamed for not submitting the ms. on the first of the two Saturdays, as they can always respond they took the addressee's perspective (the 'receiving time'), and not their own (the 'speaking time'). Such examples of deictic projection fall very close to instances of implicature cancelations, showcasing interesting ways and situations where the discourse pragmatic forces of deixis and implicature can combine.

Further reading

Bazzanella (2002), Bublitz (2003), Fetzer (2010), Fillmore (1971), Hanks (2011), Hart (2017), Yule (1996)

Practice Pack

Grasp checkpoints

- Define the notion of context in pragmatics. How does it contribute to the interpretation of meaning in communication?
- Describe at least four types of context that play a role in pragmatic interpretation. Provide an example for each explanation.
- Explain the concept of reference in linguistic pragmatics. How do anaphora and cataphora function as specific types of reference? What effects do they produce?
- Define the concept of deixis and explain its relationship to indexical expressions. Support your explanation with appropriate examples.
- In what ways does deixis differ from anaphoric and cataphoric reference? Can anaphora and cataphora be classified as deictic? Justify your answer.
- Distinguish between gestural and symbolic deixis and explain how they function in communication. Provide examples to illustrate your explanation.
- How does the interpretation of deictic expressions depend on the speaker and the addressee? Discuss in what situations misunderstandings may arise.
- Name and briefly define the five major types of deictic expressions. For each type, provide an example that demonstrates its deictic function.
- Can a single deictic expression belong to more than one category of deixis? If so, provide a few examples.

- Define the concept of deictic center. How is it constructed in discourse, and what function does it serve in interpreting deictic expressions and understanding the message conveyed?
- Explain the distinction between proximal and distal deictic expressions. Provide examples that illustrate these contrasting categories.
- In what ways can deictic expressions be used in a non-deictic sense? Discuss this phenomenon providing specific examples.
- Can deixis be strategically employed in discourse to shape meaning, persuasion or social interaction? If so, how does it function in these contexts?

Note: If you encounter any difficulties in understanding particular concepts, please refer to the relevant theoretical sections of this textbook, which offer in-depth explanations and foundational knowledge that can facilitate deeper comprehension. If you are using it in a classroom setting, we encourage you to seek further guidance from your tutor.

Hands-on practice

Task 1

* Explain the significance of different types of context for interpreting utterances in the following scenarios.

SITUATION 1. Linguistic context

A: *And she didn't make it, you know.*

B: *Oh no! Did she miss the appointment?*

A: *No. She had AN INTERVIEW. And she didn't make it!*

B: *To your party last week?*

A: *No! What's with you? She didn't get the grant. THE GRANT we talked about just a minute ago!*

B: *So, she did apply for it in the end?*

A: *Clearly, she did. Were you even listening?*

B: *Sorry, I got all mixed up with the facts.*

SITUATION 2. Physical context

A: *Be a dear and pass me that item over there?*

B: *Which item? There are at least a dozen items there.*

- A: *The one on that table, right next to that guy.*
 B: *The tall one?*
 A: *No, the one behind him. The one standing a bit to the left.*
 B: *Oh, sure. You mean the notepad.*

SITUATION 3. Cultural context

- A: *We said 3 p.m.*
 B: *I know.*
 A: *It's 3:30.*
 B: *Are you mad?*
 A: *We're in Berlin.*
 B: *Sorry, next time I'll set my watch from Italian to German Standard Time.*
 A: *Please do. Now, let's hurry. Everyone's waiting for us.*

SITUATION 4. Social context

- A: *Give me the wi-fi password.*
 B: *But why? I'm not sharing it with just anyone.*
 A: *Because I am asking for it. I need it.*
 B: *So?*
 A: *So I was in labor with you for 30 hours and I pay the bills.*
 B: *You have zero sense of humor, mum.*

SITUATION 5. Cognitive context

- A: *I can't find my car keys anywhere.*
 B: *Did you check the drawer?*
 A: *I did.*
 B: *Coat pocket?*
 A: *Not there.*
 B: *The front door?*
 A: *Oh no.*
 B: *Oh yes. They've been in the lock all night long again, weren't they?*

SITUATION 6. Situational context

- A: *I can't believe she did that!*
 B: *Did what?*
 A: *Refused to settle down just like that.*
 B: *Oh, wow. So, Gary proposed as planned?*
 A: *He didn't.*

B: *I don't understand.*

A: *We were talking about our kids, she felt pressured, lost it and... she stormed out.*

B: *And?*

A: *Gary left...*

Task 2

*** Decide if the following utterances contain anaphoric or cataphoric references, or both.**

1. *Even though she experienced another episode of stage fright, Hannah stepped onto the stage. The audience had been waiting in silence, impatient to hear her words.*
2. *Before she even stepped into the classroom, Ms. Witty had already prepared the lesson plan; the teacher, who prided herself on her well-structured classes, knew that her students deserved that kind of consistency.*
3. *They always looked forward to Sunday dinners. Grandma's meals, filled with her stories and laughter, brought them together and that was something the family cherished.*
4. *He had never trusted it, the online banking app that always seemed just a little too eager to verify Matt's identity. That skepticism came after his card was once frozen without warning.*
5. *Though she didn't know it at the time, Bella had just met her new best friend, a golden retriever with far too much energy and almost no training, and the dog would go on to change her life.*

Task 3:

a. * Underline all deictic expressions in the following utterances and categorize them according to the five major types of deixis (person, space, time, discourse, and social).

1. *Come over here at this instant and look at all this mess you left in your room.*
2. *Make sure your papers are in by Tuesday at the latest, lazybones. That's final.*
3. *Look at that! This is going to cause a chemical reaction in a few seconds. That's insane, bro.*
4. *Back then, we had to wait for weeks to have our results announced like that.*
5. *The aforementioned section of that chapter builds on what everyone saw months ago.*

6. *Doctor, we came here earlier needing immediate medical attention... and we told them that... and they ignored us.*
7. *Now that you 've mentioned this, Your Highness, it does seem to be a bit odd.*
8. *The previous week was a real treadmill for him. Now he just wants to stay here and rest, but they keep calling him back there and will probably do that again in the afternoon.*

b. * Explain what each deictic expression could refer to within an imagined scenario. Why can some of these expressions be classified under more than one type of deixis?

Task 4

*** Identify the deictic expressions in each of the following utterances. Discuss how these expressions may function to perform acts of inclusion and exclusion, depending on the contextual framework in which the utterance occurs.**

1. *They hinted that we've not been invited, but you are still welcome to come.*
2. *They've decided to accept that offer, but we weren't consulted about this one either.*
3. *Welcome, class! Today we're going to do this quick pop quiz on deictic expressions.*
4. *We're all going to the club next Saturday. Wanna join us, Timmy?*
5. *Mr. Clarkson let's meet afterwards and let us explain the concept to you again, sir.*

Task 5

**** Examine the following situations in which social deictic expressions have been used. How might they influence the choice of politeness and impoliteness strategies, discussed in the previous chapter?**

SITUATION 1. Context: A conversation between a professor and a student in a university setting

- A: *Daniel, can I speak with you for a moment about your last email?*
 B: *Sure, is there something wrong?*
 A: *Not exactly, but I'd prefer if you addressed me Professor Matthews rather than Paul, especially in formal communication like email.*

- B: *I'm sorry, I thought ... since you're American and Americans are laid back, generally laid back... I could address you as Paul, like on the group chat. I never meant to be disrespectful, sir.*
- A: *I understand. In informal settings, that's fine, Dan. But when you send an official email, like the one regarding your coursework, using a formal title is expected. And, yes, it does show respect.*
- B: *I didn't realize it came across that way. I'll make sure to say Professor Matthews from now on.*
- A: *Thank you. And just so you know, it's not just for me. It's also important with other faculty members.*

SITUATION 2. Context: A conversation between an employee and an employer in an office setting

- A: *Can you send our clients the invoices we talked about by noon: the top one to Mr. Lyons and the rest of them to George's PA?*
- B: *Of course. Would you like me to copy you in, sir, or just send them directly to them?*
- A: *Copy me in and... also include Ms. Henderson. Lucy will want to see them too.*
- B: *Absolutely. I'll make sure everybody gets the versions with the updated figures.*
- A: *Good. And thank you for taking care of this, Becky. I appreciate your attention to detail.*
- B: *Thank you. It means a lot coming from you, Mr. Peterson.*

SITUATION 3. Context: A conversation between two siblings and their mother in a home setting

- A: *Hey genius, mom told you to do the dishes an hour ago. Are you just waiting for the kitchen to clean itself?*
- B: *Back off, douchebag. She also told me to rest for a bit after vacuuming, which I'm actually doing. So, stop bossing me around.*
- A: *Yeah right. You vacuumed one room and now suddenly you're dying of exhaustion? Classic Timmy. Always finding a way to skip the real work.*
- B: *Well maybe if you weren't such a suck-up to Mom, she wouldn't dump everything on me whenever you complain.*
- A: *Oh, here we go. Blame me again. You never take responsibility, you lazy brat.*
- C: *Excuse me, Mister. What did you just call your brother?*
- A: *Nothing, Mom. I just said he wasn't helping.*
- C: *You called him a brat. That's not okay. And William, I asked you to do the dishes. Rest time is over now.*

- B: *Ugh, fine. But tell your favorite child over there to stop barking orders like he runs the house.*
- A: *Maybe if you acted like a decent human being for once, I wouldn't have to!*
- C: *William Jackson Brown, enough. I don't care who started it. You're both doing the dishes. Now.*

Task 6

*** Determine whether the underlined expressions in the following sentences are used deictically or non-deictically. If they are deictic, specify the particular type of deixis involved (e.g. person, time, place, discourse, or social deixis), considering their role within the sentence.**

1. *I submitted my paper and it was then blind-reviewed.*
2. *Mom is coming over for coffee and gossip later today.*
3. *The organisers provided us with full documentation of the event.*
4. *Why don't we discuss it further today at noon?*
5. *That was so rude of him.*
6. *You're always right, my Queen.*
7. *One should realize breakfast is the most important meal of the day.*
8. *She acts like a real friend to me, sis.*
9. *He's been a king for more than 30 years.*
10. *The previous slide shows the chart.*

Task 7

**** Provide examples of the following deictic expressions used both deictically and non-deictically.**

1. you
2. they
3. this
4. honey
5. tomorrow
6. now
7. there
8. then
9. next
10. professor

Task 8

Analyze texts 1-5 below to determine whether the underlined fragments contain deictic expressions. If they do, specify whether they are used in a deictic or non-deictic sense. Fragments that do not include any deictic expressions should be clearly identified as such.

TEXT 1: ** A digital tutorial

Welcome! 1. Let's get you started.

First things first, if you haven't already, you'll need to create an account. 2. To do that, click here to register. You'll find 3. the link is in the third paragraph of the welcome text 4. on the next page.

If you're curious about our history and development, 5. our homepage contains more info, including details about 6. when the website launched in 2021.

Please be aware that some sections are still being finalized. For example, 7. this page is under construction, so some features may not be fully functional just yet. 8. We appreciate your patience as we continue to improve the site.

TEXT 2: ** An email to teammates

Dear All,

1. This is just a quick follow-up on 2. yesterday's meeting. I wanted to flag that the final figures for 3. last quarter's results are 4. now available and look fairly promising.

Also, please remember that the deadline for submitting all integration documents is 5. the morning before the merger.

Finally, let's schedule a brief check-in 6. tomorrow at noon to discuss 7. the following steps. 8. These will be especially important considering the data we reviewed on 13 May 2025.

Best,

Monica

TEXT 3: * A political speech**

1. Honorable members of the audience, we stand at a critical juncture. 2. Our nation must act now. For too long, we have witnessed the struggles of those who have endured immense hardship. 3. These people have suffered enough.

We remember the commitments they've made, the promises listed 4. in this 1994 peace agreement. We cannot, in good conscience, 5. turn our backs on those agreements.

Therefore, 6. tonight, we take a step towards fulfilling those obligations, towards building a future of lasting peace and security. Indeed, 7. it is a historic time, a moment where we reaffirm 8. our values and our principles.

TEXT 4: * A legal testimony**

Regarding 1. the events of that day, she was 2. standing right over there by her car, 3. near the entrance. 4. I saw a man coming toward me with an odd look on his face. 5. Exhibit A shows the location of the said vehicle in relation to where we were standing. I had never seen this person 6. before the incident. They were 7. standing three meters away from us, slightly 8. to the left of my field of vision.

TEXT 5: * Description of a flat**

When 1. you enter the flat, the first thing you'll notice is how the light leans in 2. from the south. The windows 3. face southwards, flooding the living space with warmth from late morning until early evening.

4. To the left of the entryway, a wide arch leads into the main room. 5. To the right, there's a modest but charming kitchen. I remember 6. standing just there, by the sink, watching rain blur the glass while breakfast simmered 7. behind me. 8. The bedroom itself faces east, so this is the room where mornings thrive.

Task 9

**** In the following conversations, analyze the manner in which deixis was employed and address the following points:**

- a. identify macro and micro goals of both speakers,
- b. examine how deictic expressions are used to contribute to the attainment of these goals,
- c. discuss the relationship between deictics and inference formation, exploring how interpretation of selected deictic expressions may influence the meaning conveyed.

SITUATION 1

A CONVERSATION BETWEEN THREE COLLEAGUES CONCERNING AN EVENT FOR WHICH ONE OF THEM SEEKS TO AVOID RESPONSIBILITY

A: *You wouldn't believe what happened yesterday at the site.*

B: *Yeah? What was it?*

A: *Well, I was just standing there, minding my own business, when suddenly they decided to move that heavy equipment.*

C: *They? Who are they?*

B: *And weren't you in charge of safety at that point?*

A: *It was the new crew, those guys from the other branch. I had told them to wait, but they just went ahead.*

B: *So, they ignored your instructions?*

A: *Exactly!*

C: *But you were the supervisor there, weren't you?*

A: *I was just there, observing... supervising...*

B: *I see.*

A: *It all happened so fast. This whole mess is their fault.*

SITUATION 2

A CONVERSATION BETWEEN THREE CO-WORKERS GOSSIPING ABOUT A MUTUAL COLLEAGUE

A: *Did you see what she wore yesterday? That odd jacket, again?*

B: *Oh, that thing! You could spot her from across the street.*

A: *I mean, come on, who dresses like that in a meeting?*

C: *Exactly! And the way she talked to Hannah...like she's running the place now.*

- A: *She's always been like that though, hasn't she?*
- C: *I've known her since high school... and yes...*
- B: *But it seems it's gotten worse since that promotion, you know...*
- A: *Yeah, this promotion was supposed to go to you, Celine.*
- B: *Poor Celine. You're just there, doing all the work, while that one takes the credit.*
- C: *And somehow she's always 'too busy' to help when things fall apart.*
- A: *Typical. But hey, not our call, right? Who are we to have a say?*

SITUATION 3

A CONVERSATION BETWEEN THREE PROFESSORS CO-WRITING A HANDBOOK FOR STUDENTS

- A: *And I still think we should start with Speech Act Theory. It really sets a solid foundation, you know. If students don't grasp what an utterance does, the rest is going to make little sense to them.*
- B: *I get your point, Professor, but honestly, implicature is just more intuitive. Students come across it all the time in everyday conversations. It might be a more compelling way to begin.*
- C: *What if we kick things off with a real-life example that uses both implicature and speech acts and then break the concepts down?*
- A: *Hmm. You know what? That might actually work. But wherever we put presupposition, we need to tread carefully... it's quite tricky, isn't it David?*
- B: *That's true. Oddly enough, sir, students tend to grasp deictic expressions pretty well, maybe because they're so concrete. We could place that chapter before presupposition, if you think it would work.*
- C: *And where does politeness theory go? I'd say it belongs after implicature. It really builds on the idea of implied meaning.*
- B: *Makes perfect sense, Professor. It does to me. I think we still need to talk about the practical tasks – should we include them at the end of each chapter... or collect them all in the final section of the book?*
- A: *Definitely chapter-by-chapter. Theory without immediate application just ends up feeling somewhat dull.*
- C: *A final section with cumulative tasks could help students pull everything together, perhaps get ready for end-of-term tests or exams. I know! Why not both? Dave?*
- B: *Brilliant, of course. So, a set of tasks per chapter and a revision section at the back?*
- A: *Fine, but only if we call that section Pragmatics in Action. That title's got a nice ring to it, don't you think?*

Task 10

***** Write a short paragraph in which you employ various types of reference and deictic expressions in the following situations in order to convey your intended meaning and achieve your communicative goals:**

1. As a team leader, address your team after announcing that some members have been laid off. Try to relate to them by showing empathy and a sense of shared experience, while also creating emotional distance from the decision by presenting it as part of a larger process.
2. As a politician, express your views on national identity and border issues. Focus on expressing exclusion toward newcomers (immigrants) and highlight both physical distance and separation, as well as differences in values and/or beliefs.
3. As an experienced teacher, reconnect with a former student who is now your peer and colleague. Shift from the earlier teacher–student relationship to one of togetherness and equality by expressing a sense of shared purpose and inclusion.
4. When discussing a breakup with a partner, highlight how emotionally distant you have become. Contrast this with the closeness you once shared to show how the sense of connection has faded away over time.

You can select just one task from the list above (tasks 1-3) or tackle all of them, depending on the instructions from your tutor. When crafting your text(s), consider how you are going to structure them, particularly in terms of which reference and deictic expressions and to what effect you decide to use. Regardless of the number of tasks you choose, envision your text(s) as designed and intended for in-person delivery.

Task 11

***** Analyze the following excerpts, concentrating on the goals pursued by the speaker(s). In each case below, consider:**

- who the speaker(s) is (are),
- who the intended audience is (are),
- the macro goal (the speaker's overall intended outcome) and the micro goals (the more local objectives that contribute to the speaker's attainment of their macro goal),

- the type of reference and deictic expressions employed in the texts, their impact on the speaker's (speakers') and the addressee's (addressees') conceptualization of the message conveyed, and how they strategically influence the attainment of the speaker's (speakers') goals.

TEXT 1: AN EXCERPT FROM BARRACK OBAMA'S SPEECH DELIVERED DURING HIS FIRST PRESIDENTIAL CAMPAIGN AFTER THE FINAL DEMOCRATIC PRIMARY IN JUNE 2008

At this defining moment for our nation, we should be proud that our party put forth one of the most talented, qualified field of individuals ever to run for this office. I have not just competed with them as rivals, I have learned from them as friends, as public servants, and as patriots who love America and are willing to work tirelessly to make this country better. They are leaders of this party, and leaders that America will turn to for years to come.

That is particularly true for the candidate who has traveled further on this journey than anyone else. Senator Hillary Clinton has made history in this campaign not just because she's a woman who has done what no woman has done before, but because she's a leader who inspires millions of Americans with her strength, her courage, and her commitment to the causes that brought us here tonight.

We've certainly had our differences over the last sixteen months. But as someone who's shared a stage with her many times, I can tell you that what gets Hillary Clinton up in the morning – even in the face of tough odds – is exactly what sent her and Bill Clinton to sign up for their first campaign in Texas all those years ago; what sent her to work at the Children's Defense Fund and made her fight for health care as First Lady; what led her to the United States Senate and fueled her barrier-breaking campaign for the presidency – an unyielding desire to improve the lives of ordinary Americans, no matter how difficult the fight may be. And you can rest assured that when we finally win the battle for universal health care in this country, she will be central to that victory. When we transform our energy policy and lift our children out of poverty, it will be because she worked to help make it happen. Our party and our country are better off because of her, and I am a better candidate for having had the honor to compete with Hillary Rodham Clinton.

There are those who say that this primary has somehow left us weaker and more divided. Well I say that because of this primary, there are millions

of Americans who have cast their ballot for the very first time. There are Independents and Republicans who understand that this election isn't just about the party in charge of Washington, it's about the need to change Washington. There are young people, and African-Americans, and Latinos, and women of all ages who have voted in numbers that have broken records and inspired a nation.

All of you chose to support a candidate you believe in deeply. But at the end of the day, we aren't the reason you came out and waited in lines that stretched block after block to make your voice heard. You didn't do that because of me or Senator Clinton or anyone else. You did it because you know in your hearts that at this moment – a moment that will define a generation – we cannot afford to keep doing what we've been doing. We owe our children a better future. We owe our country a better future. And for all those who dream of that future tonight, I say – let us begin the work together. Let us unite in common effort to chart a new course for America.

<http://www.presidentialrhetoric.com/campaign2008/obama/06.03.08.html> (accessed May 5, 2025)

TEXT 2: A BLOG POST BY RICHARD BRANSON REFLECTING ON PERCEPTIONS OF DYSLEXIA, PUBLISHED ON JULY 24, 2019

One of the biggest challenges us dyslexics face is how people perceive us from our writing and typing – especially now that we often tap away on our phones more than we talk face to face.

When I was at school I was often labelled lazy and dumb because I struggled to keep up. In the classroom, words just looked like a jumble to me on the blackboard.

More than 50 years have passed and I'm still as bad at spelling as I was at school. I'm not alone with this; many dyslexics really struggle with their spelling (it always baffles me that the word dyslexia in itself is so hard to spell – thank goodness for spellcheck).

It's fascinating how much we judge others on their ability to spell – when in reality most of the time this has little effect on our ability to do our work effectively. If you get an email that no one else will see apart from you and the recipient, does it matter that much? Being clear and concise is more important to me!

My struggles have shaped Virgin as a company – I like clear, direct communication and we have an inclusive culture that is more like a family than a business. I wouldn't have it any other way.

I received an interesting message from a friend recently highlighting all the surprising ways the lives of dyslexic people can be influenced.

She says dyslexia presents many challenges when it comes to work and studying – but also when she has tried to date. She said a survey showed that poor command of spelling and grammar is a bigger turnoff than bad sex.

I feel rather fortunate that I met my wonderful wife before the age of dating apps and had to woo her with my charm alone (somehow it worked!)

It's a shame that poor spelling could stand in the way of romance or any other positive communications. Dyslexics have so much to bring to the table – creativity, problem-solving skills, an ability to see the bigger picture. These are all great traits to have in a partner.

Perhaps it's time to be a bit more lenient with each other and tolerant of our shortcomings. We all have them, whether it's bad spelling, or forgetting to pick up our socks. We can keep working on them, and in the meantime, let's remember that kindness is the most important trait we can all practice every day.

Let's look for the things to be grateful for, and celebrate our differences – for wouldn't the world be rather boring if we were all the same?

<https://www.virgin.com/branson-family/richard-branson-blog/why-you-shouldnt-judge-me-my-spelling> (accessed July 17, 2025)

TEXT 3: AN EXCERPT FROM A TED TALK DELIVERED BY ZEYNEP TÜFEKÇİ IN SEPTEMBER 2017

So when people voice fears of artificial intelligence, very often, they invoke images of humanoid robots run amok. You know? Terminator? You know, that might be something to consider, but that's a distant threat.

Or, we fret about digital surveillance with metaphors from the past. "1984," George Orwell's "1984," it's hitting the bestseller lists again. It's a great book, but it's not the correct dystopia for the 21st century. What we need to fear most is not what artificial intelligence will do to us on its own, but

how the people in power will use artificial intelligence to control us and to manipulate us in novel, sometimes hidden, subtle and unexpected ways. Much of the technology that threatens our freedom and our dignity in the near-term future is being developed by companies in the business of capturing and selling our data and our attention to advertisers and others: Facebook, Google, Amazon, Alibaba, Tencent.

Now, artificial intelligence has started bolstering their business as well. And it may seem like artificial intelligence is just the next thing after online ads. It's not. It's a jump in category. It's a whole different world, and it has great potential. It could accelerate our understanding of many areas of study and research. But to paraphrase a famous Hollywood philosopher, "With prodigious potential comes prodigious risk."

Now let's look at a basic fact of our digital lives, online ads. Right? We kind of dismiss them. They seem crude, ineffective. We've all had the experience of being followed on the web by an ad based on something we searched or read. You know, you look up a pair of boots and for a week, those boots are following you around everywhere you go. Even after you succumb and buy them, they're still following you around. We're kind of inured to that kind of basic, cheap manipulation. We roll our eyes and we think, "You know what? These things don't work." Except, online, the digital technologies are not just ads. Now, to understand that, let's think of a physical world example. You know how, at the checkout counters at supermarkets, near the cashier, there's candy and gum at the eye level of kids? That's designed to make them whine at their parents just as the parents are about to sort of check out. Now, that's a persuasion architecture. It's not nice, but it kind of works. That's why you see it in every supermarket. Now, in the physical world, such persuasion architectures are kind of limited, because you can only put so many things by the cashier. Right? And the candy and gum, it's the same for everyone, even though it mostly works only for people who have whiny little humans beside them. In the physical world, we live with those limitations.

In the digital world, though, persuasion architectures can be built at the scale of billions and they can target, infer, understand and be deployed at individuals one by one by figuring out your weaknesses, and they can be sent to everyone's phone private screen, so it's not visible to us. And that's different. And that's just one of the basic things that artificial intelligence can do.

Now, let's take an example. Let's say you want to sell plane tickets to Vegas. Right? So in the old world, you could think of some demographics

to target based on experience and what you can guess. You might try to advertise to, oh, men between the ages of 25 and 35, or people who have a high limit on their credit card, or retired couples. Right? That's what you would do in the past.

With big data and machine learning, that's not how it works anymore. So to imagine that, think of all the data that Facebook has on you: every status update you ever typed, every Messenger conversation, every place you logged in from, all your photographs that you uploaded there. If you start typing something and change your mind and delete it, Facebook keeps those and analyzes them, too. Increasingly, it tries to match you with your offline data. It also purchases a lot of data from data brokers. It could be everything from your financial records to a good chunk of your browsing history. Right? In the US, such data is routinely collected, collated and sold. In Europe, they have tougher rules.

So what happens then is, by churning through all that data, these machine-learning algorithms -- that's why they're called learning algorithms -- they learn to understand the characteristics of people who purchased tickets to Vegas before. When they learn this from existing data, they also learn how to apply this to new people. So if they're presented with a new person, they can classify whether that person is likely to buy a ticket to Vegas or not. Fine. You're thinking, an offer to buy tickets to Vegas. I can ignore that. But the problem isn't that. The problem is, we no longer really understand how these complex algorithms work. We don't understand how they're doing this categorization. It's giant matrices, thousands of rows and columns, maybe millions of rows and columns, and not the programmers and not anybody who looks at it, even if you have all the data, understands anymore how exactly it's operating any more than you'd know what I was thinking right now if you were shown a cross section of my brain. It's like we're not programming anymore, we're growing intelligence that we don't truly understand.

And these things only work if there's an enormous amount of data, so they also encourage deep surveillance on all of us so that the machine learning algorithms can work. That's why Facebook wants to collect all the data it can about you. The algorithms work better.

TEXT 4: AN EXCERPT FROM A PRESIDENTIAL DEBATE BETWEEN KAMALA HARRIS AND DONALD TRUMP, HOSTED BY ABC NEWS ON SEPTEMBER 11, 2024

DAVID MUIR (DM), DONALD TRUMP (DT), KAMALA HARRIS (KH), LINSEY DAVIS (LD)

DM: *President Trump, thank you. I want to move on now to race and politics in this country. Mr. President, you recently said of Vice President Harris, "I didn't know she was Black until a number of years ago when she happened to turn Black. And now, she wants to be known as Black." I want to ask a bigger-picture question here tonight. Why do you believe it's appropriate to weigh in on the racial identity of your opponent?*

DT: *I don't, and I don't care. I don't care what she is. I don't care. You make a big deal out of something I couldn't care less. Whatever she wants to be is OK with me.*

DM: *But those were your words, so I'm asking –*

DT: *I don't know. I don't know. I mean, all I can say is I read where she was not Black that she put out. And I'll say that. And then I read that she was Black, and that's OK. Either one was OK with me. That's up to her. That's up to her.*

DM: *Vice President Harris, your thoughts on this?*

KH: *I think it's -- I mean, honestly, I think it's a tragedy that we have someone who wants to be president who has consistently, over the course of his career, attempted to use race to divide the American people. [...] And let's remember how Donald Trump started. He was a -- land he'd owned, land -- he owned buildings. And he was investigated because he refused to rent property to Black families. Let's remember, this is the same individual who took out a full-page ad in The New York Times calling for the execution of five young Black and Latino boys who were innocent, the Central Park Five, took out a full-page ad calling for their execution. This is the same individual who spread birther lies about the first Black president of the United States. [...]*

DM: *Vice President Harris, thank you. Linsey?*

LD: *President Trump, this is now your third time –*

DT: *This is the most divisive presidency in the history of our country. There's never been anything like it. They're destroying our country, and they*

come up with things like what she just said. Going back many, many years when a lot of people, including Mayor Bloomberg, agreed with me on the Central Park Five. They admitted, they said, they pled guilty. And I said, well, if they pled guilty -- they badly hurt a person, killed a person ultimately. And if they pled guilty, then they pled we're not guilty. But this is a person that has to stretch back years, 40, 50 years ago, because there's nothing now. [...] She is Biden. You know, she's trying to get away from Biden. "I don't know the gentleman," she says. She is Biden, the worst inflation we've ever had, a horrible economy because inflation has made it so bad, and she can't get away with that.

DM: *Mr. President, thank you. Your time is up. Linsey?*

KH: *I want to respond to that though. I want to just respond briefly. Clearly, I am not Joe Biden, and I am certainly not Donald Trump. And what I do offer is a new generation of leadership for our country, one who believes in what is possible, one who brings a sense of optimism about what we can do instead of always disparaging the American people. [...] That's the kind of conversation, I believe, David, that people really want tonight as opposed to a conversation that is constantly about belittling and name-calling. Let's turn the page and move forward.*

DM: *Vice President Harris, thank you. Let's turn to policy. Let's turn back to policy.*

LD: *President Trump, we have to move on.*

DT: *David, she has a plan to destroy our country.*

LD: *President Trump --*

DM: *Let's turn to policy, please.*

DT: *She has a plan to defund the police. She has a plan to confiscate everybody's gun.*

LD: *President Trump, we do have to move on to other issues.*

DT: *She has a plan to not allow fracking in Pennsylvania or anywhere else.*

LD: *OK.*

DM: *Thank you, Mr. President.*

DT: *That's what her plan is until just recently.*

KH: *I -- I just need to respond because --*

DM: *Linsey, go ahead. No --*

LD: *President Trump -- President Trump --*

KH: *No. The former president said something twice that I need to respond to.*

LD: *No. I'm sorry. No, I'm sorry. We're going to -- we're going to move on, Vice President Harris.*

KH: *I just need to respond one time to what he has said multiple times.*

<https://rollcall.com/factbase/trump/transcript/donald-trump-debate-first-presidential-kamala-harris-philadelphia-september-10-2024/> (accessed November 2, 2024)

TEXT 5: AN EXCERPT OF A SERIES OF MARRIAGE SEMINARS *LAUGH YOUR WAY TO A BETTER MARRIAGE* DELIVERED BY PASTOR MARK GUNGOR AND RELEASED ON DVD IN 2009

When a man discusses a particular subject, we go to that particular box. We pull that box out. We open the box, we discuss only what is in that box. All right. And then we close the box and put it away being very, very careful not to touch any other boxes. Sorry, my Catholic upbringing got in there for a minute, but I'm not a Catholic, but I went to Catholic school when I was little. I had a nun who taught on hell like she was born and raised there. I mean, I know her Yeah, but it did me good. Actually, it was a good thing. Now women's brains are very, very different from men's brains. Women's brains are made up of a big ball of wire. And everything is connected to everything: money's going to the car and the cars do your job and your kids are connected to your mother and everything's connected everything. It's like the internet superhighway. And it's all driven by energy that we call emotion. It's one of the reasons why women tend to remember everything. Because if you take an event and you connect it to an emotion, it burns in your memory and you can remember forever. The same thing happens for men it just doesn't happen very often because quite frankly, we don't care. Women tend to care about everything. She just loves it. Okay. Now men we have a box in our brain that most women are not aware of. This particular box has nothing in it. In fact, we call it the nothing box. And of all the boxes a man has in his brain the nothing box is our favorite box. If a man has a chance he'll go to his nothing box every time. That's why a man can do something seemingly completely brain dead for hours on it.

You know, like fishing. And we love it. That's why a guy can sit in front of a TV and go (stares at the screen). Of course, this drives our wives nuts, because

they'll come up and say you can't possibly be watching anything. I'm not, go away. Now we've actually measured this the University of Pennsylvania a couple of years ago did a study and discovered that men have the ability to think about absolutely nothing and still breathe. They can make it all the wires and stuff like that and much more brain activity than (nothing happens) I think he is dead. Women can't do it. They can't do it their minds never stop. And they don't understand the nothing box. And it drives them crazy. Because nothing drives a woman more crazy or makes you feel more irritated than to witness a man doing, nothing. Now one of the biggest revelations I get out of women is this whole nothing box issue. Everything starting to make sense. And I've had women say, oh it's nothing, can I go in is nothing box with him? NO. Why not? Because there is nothing. Besides you walk in there and go, you know this place can really use some pictures. Nice little table over here are some flowers. No, stop it, get out, we want nothing.

Now this handles the way men and women handle stress. Okay, when a man is stressed out, all he wants to do is run to his nothing box. This is how we unwind. The last thing we want to do when we're stressed out is talk about it. We don't want to talk about it. We just want to do nothing in that box, because it just drives her nuts. You know, a woman will see a man in that vegetative state and she'll come up and go, what's you thinking about? Nothing but nothing. That cow is on a road until you showed up. Go away. All right, because that's how we handle stress you just (go into that box). Now when a woman is stressed out, she has to talk about it. If she doesn't talk about it, her brain will literally explode. So she will start (short circuit her brain). And I know men who run from their wives when they do this. Why do you run from her? He says, cuz I don't know what to tell her. Dear God man, you don't need to tell her anything. She wants you to tell her anything. See a lot of guys, they feel obligated when you start explaining all your stress, they feel obligated to fix you.

Right? Because that's what a man does. A man only tells his troubles to another man in hopes that that man will help fix it. Okay, but she's not a man. And you try and fix her, she goes to kill you. She doesn't want your advice. She doesn't want your help shows you the shut up and listen. A couple of ladies are saying, that is right you tell him to shut up. They like that. One guy told me so mad at him. She just tell me how she feels. I said she doesn't know yet. What do you mean. That's how she figures out how she feels by connecting this wire to that wire this wire. Now, because they love each other, they offer to each other. Their answer, their solution, a man senses his wife is

stressed out. He loves the girl he offers to the girl his best and finest solution. Just quit talking about it. Just quit thinking about it. And that's when she starts reaching for the knives and stuff but she's gonna stab you if you keep it up. Okay, now, a woman she senses her husband's all stressed out. She loves him. Therefore she offers him her best and finest solution. I want you to talk to me. Go away. You don't want to talk to you. Leave him alone. He will not die. He's not a woman. I know you've got to talk it through or you are going to get twisted inside. He's not like that. Leave the boy alone.

Until he stressed out just let him go does nothing box and stay away, stay away. Okay. And it's hard for us to understand that because we think so differently from each other. Now, not only does this affect the way that we respond and stress and stuff, the way our brains are wired also affects the way that we use words. Okay, men tend to use less words than women has because the women have all the wires are trying to connect and they've got to explain each and every connection. Now they say that if a man needs to speak 10,000 words in a day, a woman needs to speak 20,000. My wife says has caused me to repeat everything we say. To which I responded, uh. [...]

Not only do we use different amounts of words, words can mean different things to men and women, for example. Now to most men, five minutes means five minutes. To a lot of women, it can be an indefinite period of time. (the men ask) Are you ready yet? (the women reply) 5 more minutes. As we discussed, men understand nothing. Women don't understand the significance of nothing. If a woman says nothing look out at some. Oh dude man, of dude man, I don't know what happened when I ask my wife. What she was upset about. When she said, what she said, when she said nothing. Get out of the house man and run now. This is not a word. It's a vocalization. It's a sigh now when a man sighs it means everything is good with life, when a woman sighs it means you are an idiot.

Now when a man says, go ahead, he's being polite. When a woman says go ahead, she's giving you the opportunity to explain whatever stupid thing it was you just did. But you need to be very careful in the explanation because it's very likely to be followed by sigh. Which will lead to an argument over nothing. And then you ain't gonna have sex again for at least five minutes. Women's brains come with lots of extra ram. So they can remember the details of everything. Men's brains come with only the minimum basic requirements to keep us breathing and eating, Okay, that's good. That's why men a lot of man that we don't hang on to lots of details, they don't stick with us, you

know, when an event happens, we just categorize that as an event. All right, whereas women, it's not just the event, there's all the details connected with an event, you'll run into this when a friend of you or your family or something will call and and you know, she just had a baby, and, and then you tell your wife, oh, so and so called they had the baby. And she'll say, Well, what was it? And he says, well, it was the baby.

What kind of baby? I don't know it's a baby, what difference does it make? How long was it? I don't know, how long? How much you weigh? I don't know, under 20 pounds. Detail, detail, detail. You know a woman account to a guy and say how was your day? And then we go to the ram and all it's there is that it was the day and and we say it was fine. And she'll say, what happened? And we go to the ram, and there's nothing there. And we panic. And we go, nothing. But women they've got all this, you know? That's why when a guy retails a story it's usually pretty much just a bottom line kind of thing. What happened?

This happened that happened, we are done. When a lot of women share what happened. They relive the event in excruciatingly painful detail. I mean, you are there. Yeah. At any given time.

<https://christianleaders.org/mod/page/view.php?id=83336> (accessed May 25, 2025)

**TEXT 6: EXCERPTS FROM THE 2025 STATE OF THE CITY ADDRESS
DELIVERED BY MICHELE WU, THE MAYOR OF BOSTON, MA, ON MARCH 20**

Good evening, Boston! Thank you to our hosts at the MGM Music Hall, and to all our interpreters tonight. Governor Healey, Congresswoman Pressley, Council President Louijeune, Chair Robinson, Mayor Janey, and all our city, state, and county officials: Your partnership makes our work possible. Thank you.

To our City workers: At a time when public servants are being dismissed and discredited, you continue to show up for our residents and remind us what good government looks like. Thank you for setting the standard every day.

To my family here tonight – my husband Conor; the best big brothers, Blaise and Cass; and baby Mira – I am so lucky; I love you so much.

And to the people of Boston: Thank you for the honor of doing this work alongside you.

Two weeks ago, I went down to D.C. because Congress had some questions about how we do things here in Boston. It might have been my voice speaking into the microphone that day, but it was 700,000 voices that gave Congress their answer: This is our city.

No one tells Boston how to take care of our own. Not kings, and not presidents who think they are kings. Boston was born facing down bullies. In D.C., during the breaks to nurse the baby, I caught up on the scene unfolding back home: Hands joined in prayer across an interfaith circle at St. Paul's; bright letters illuminated on the Old State House bricks; homemade signs held high among the crowds on City Hall Plaza: "We stand with immigrants," "You belong here," "Somos una ciudad de inmigrantes," "Boston doesn't back down."

We are a city where the Irish coffee is strong and our opinions are stronger. We may not always agree or see eye to eye, but at the end of the day, we are a family. If you come for one of us, you will get all of us. We are a city that knows our strength is each other: And we will defend the people we love with all that we've got.

When the weight of the world presses down, Boston stands up.

It is because of this community – and the work we've done together – that I was able to raise my right hand, swear an oath, and tell the nation the truth: That Boston is the greatest city on earth. [...]

Four years ago, gun violence in Boston had just hit a ten-year high. Every year since taking office, we've set new record lows. Thank you to Commissioner Michael Cox and the entire Boston Police Department.

Under your leadership, community policing has reached a new level of trust focused on safety and quality of life Downtown and across all of our neighborhoods. We recruited the largest and most diverse classes of new officers at the Academy, and set national standards for accountability and reform through the police contract: Later this year, Boston residents will be trained as civilian flaggers for the very first time, earning good pay while keeping us safe.

Four years ago, racial health disparities had deepened. Today, the Boston Public Health Commission is making progress tackling those disparities through targeted intervention on drug overdoses, infant and maternal health, and chronic disease. Thank you, Dr. Bisola Ojikutu and all our health equity partners. [...]

Four years ago, Boston had just a handful of Black-owned spaces for community to come together and connect. Since we took office, they have more than doubled: From Grace by Nia in the Seaport, Hue in Back Bay, and Park 54 in Hyde Park, to the Mix in Dorchester, and Jazz Urbane opening this summer, right around the corner from Soul & Spice in Nubian Square. Thank you to all our entrepreneurs for investing in Boston. [...]

Today, Boston is stronger, more determined, and prouder than ever to be who we are in a moment when we need each other and our nation needs Boston. So tonight, I can say that the State of our City is strong. And we have to be.

Because all over the country, people are feeling the weight of a federal administration that's attacking our sources of strength – the same people and purpose that make Boston great: Public servants and veterans; immigrants and the LGBTQ+ community; the institutions that conduct groundbreaking research and provide lifesaving care.

We are home to the nation's best hospitals, best colleges and universities, best labs and research facilities – they drive our economy, employ our residents, and make Boston America's engine of innovation. And today, they are all under attack. Boston is the target in this fight for our future because we are the cradle of democracy, pioneers of the public good, the stewards and keepers of the American Dream. We were built on the values this federal administration seeks to tear down.

But for 395 years, come high water or hell – no matter who threatens to bring it – Boston has stood up for the people we love and the country we built. And we're not stopping now.

To be a home for everyone, we must be the best city for families, and there's more work to do. [...]

Two months ago, I welcomed my daughter into this world. The truth is, it's not the world I expected or hoped for her. I want her to grow up in a country that's admired, not feared. A country stable and safe, not one that feels like it's coming apart at the seams.

I want her to grow up in the America that Paul Revere rode for; that Dr. King marched for; that my parents left home for.

It's the same America that our faith leaders at St. Paul's joined hands and prayed for and that the people of Boston have rallied and fought for, every generation for 250 years.

It's the version of America that belongs not to kings but to kin, where workers have dignity, and science is real. Where it's possible to go from living on the street to working Downtown, and eviction notices are replaced by the keys to your first home. Where energy is clean and affordable, and the best places are free for everyone; where every school has the resources and partnerships to challenge every student, and every student has space to grow and create.

The good news is: That is the America we are building in Boston.

So while this national moment isn't the one I – and so many families – had hoped for, I am grateful that my daughter gets to call this city home.

Boston is not a city that tolerates tyranny.

We are the city that leads in the storm; that stands up under pressure, together; and finds strength in each other. We will defend the people we love with all that we've got.

I couldn't ask for more in a family.

God bless our City, God bless our people, and God save whoever messes with Boston.

<https://www.boston.gov/news/mayor-michelle-wu-delivers-2025-state-city-address> (accessed April 23, 2025)

Hands-on practice key

Task 1

Suggested answers:

SITUATION 1

In this situation, linguistic context clarifies whether the phrase *she didn't make it* refers to missing an appointment, an interview, a social event or not receiving a grant (among other possibilities discussed by interlocutors A and B). References to the surrounding discourse, such as the words, phrases, and sentences that precede and follow the phrase in question, are thus crucial for interpretation. As B acquires new information from this linguistic context, their interpretation shifts from missing an appointment to not obtaining the grant that both interlocutors had discussed just a minute ago. B's confusion and initial misinterpretation stem from a failure to recall the recent mention of the grant, suggesting a momentary lapse in tracking the linguistic context.

SITUATION 2

In this exchange, the physical context plays a crucial role in interpreting the utterance *that item over there*. Without access to the physical space shared by interlocutors A and B, the meaning of deictic expressions such as *that item, over there, on that table, next to that guy, behind him, etc.*, would be impossible to understand. B's request for clarification highlights the ambiguity of these spatial references in a complex physical environment. This is exemplified by B's confusion, expressed in the remark *there are at least a dozen items there*, as multiple potential referents for *that item* exist within the shared space.

SITUATION 3

Without cultural context, understanding this exchange may pose some challenges. In this situation, the tension arises from differing cultural expectations and attitudes towards punctuality: A's emphasis on being in Berlin points to a cultural norm of strict timekeeping, which contrasts with B's more relaxed approach, where being a few minutes late is natural and socially acceptable. This contrast is highlighted by B's remark *I'll set my watch from Italian to German Standard Time*. In some cultures, punctuality is highly valued, and lateness may be perceived as disrespectful. In this case, cultural attitudes toward time also influence how A responds to B's apology.

SITUATION 4

Here, social context is key to understanding the relationship between interlocutors A and B, as well as the power dynamics involved. While the request for the Wi-Fi password might initially seem like a casual exchange between strangers or acquaintances, the use of the social deictic *mum* reframes the interaction. A's references to childbirth in *I was in labour with you for 30 hours* and to paying the bills invoke parental authority and drawing on norms concerned with obligation and hierarchy in the family. This part of exchange clearly establishes a parent-child dynamic with built-in expectations of respect and perhaps unconditional compliance. B's teasing replies, including and culminating in *You have zero sense of humour, mum*, suggest a playful resistance to these parent-child roles, indicating a fair amount of ease and familiarity.

SITUATION 5

Cognitive context (the shared knowledge, beliefs, assumptions, and inferences between speakers) is central to interpreting this exchange. When A says, *I can't find my car keys anywhere*, B does not respond with random suggestions. Instead, B draws on prior knowledge of A's habits, likely based on repeated past experiences of A misplacing or losing their keys in familiar locations. Each of B's suggestions reflects plausible inferences rooted in this shared background. The final suggestion *The front door?* is particularly revealing, as it points to a specific pattern (*again*) in A's behavior, namely leaving the keys in the lock. This would only be a reasonable guess if B had prior knowledge of A's tendency to do this. B's response *Oh yes*, following A's realization *Oh no*, further illustrates the anticipatory role of cognitive context. B's ability to foresee the outcome demonstrates how shared experience fosters understanding. A's final utterance *They've been in the lock all night long again, weren't they?* might be carrying a tone of mild exasperation, acknowledging both the recurrence of the behavior and the shared recognition of it.

SITUATION 6

Situational context is essential in this exchange for interpreting emotionally charged and initially vague utterances, such as *I can't believe she did that!*, *She felt pressured, lost it, and... she stormed out*, or *Gary left*. These statements are ambiguous without reference to the specific circumstances surrounding the conversation (both past and present). B's questions reflect an effort to situate A's remarks within the immediate experiential context, which revolves around an anticipated marriage proposal that did not take place. This situational context is constructed through shared background knowledge, ongoing dialogue, as well as familiarity with the history and relational dynamics of the couple at the center of the story. Without it, the identities of the participants being discussed and the emotional intensity of A's reactions, would remain somewhat unclear. A's clarification (*We were talking about our kids*) suggests that the woman in question may have felt overwhelmed or pressured by a discussion involving family planning or future commitments. This, in turn, could explain her emotional response and sudden departure. The final utterance *Gary left...*, which is also open to multiple interpretations: whether Gary followed his partner to explain that the meeting was or wasn't intended as a proposal, whether he was planning to propose (but changed his mind), whether he was upset with the other participants of the event mentioning children, which might have been a sensitive topic for his partner, to mention just a few. Without the full situational framing, these possibilities remain ambiguous.

Task 2

1. CATAPHORIC: *she* refers forward to *Hannah*
ANAPHORIC: *her* refers back to *Hannah*
2. CATAPHORIC: *she* refers forward to *Ms. Witty*
ANAPHORIC: *the teacher* refers back to *Ms. Witty*
ANAPHORIC: *herself* refers back to *the teacher* and *Ms. Witty*
ANAPHORIC: *her* refers back to *the teacher* and *Ms. Witty*
3. CATAPHORIC: *they* refers forward to *the family*
ANAPHORIC: *her* refers back to *Grandma*
CATAPHORIC: *them* refers forward to *the family*
ANAPHORIC: *that* refers back to *Sunday dinners*
4. CATAPHORIC: *he* refers forward to *Matt*
CATAPHORIC: *it* refers forward to *the online banking app*
ANAPHORIC: *that skepticism* refers back to *Matt's distrust*
ANAPHORIC: *his* refers back to *Matt*

5. CATAPHORIC: *she* refers forward to *Bella*
 CATAPHORIC: *it* refers forward to meeting her new best friend
 ANAPHORIC: *her (new best friend)* refers back to *Bella*
 CATAPHORIC: *her new best friend* refers forward to a *golden retriever*
 ANAPHORIC: *the dog* refers back to a *golden retriever*
 ANAPHORIC: *her (life)* refers back to *Bella*

Task 3

a.

1. *Come* (space) *over here* (space) *at this instant* (time) and look at all *this* (space) mess *you* (person) left in *your* (person) room.
2. Make sure *your* (person) papers are in *by Tuesday* (time) at the latest, *lazybones* (social). *That* (discourse)'s final.
3. Look at *that* (space)! *This* (space) is going to cause a chemical reaction *in a few seconds* (time). *That* (discourse)'s insane, *bro* (social).
4. *Back then* (time), *we* (person) had to wait for weeks to have *our* (person) results announced like *that* (discourse/space).
5. The *aforementioned* (text) section of *that* (discourse/space) chapter builds on what everyone saw months *ago* (time).
6. *Doctor* (social), *we* (person) came *here* (space) *earlier* (time) needing immediate medical attention... and *we* (person) told *them* (person) *that* (discourse)... and *they* (person) ignored *us* (person).
7. *Now* (time) that *you* (person)'ve mentioned *this* (discourse), *Your Highness* (social), it does seem to be a bit odd.
8. The *previous* (time) week was a real treadmill for *him* (person). *Now* (time) *he* (person) just wants to stay *here* (space) and rest, but *they* (person) keep calling him *back there* (space) and will probably do *that* (discourse) again *in the afternoon* (time).

b. Tutor-assisted task

Task 4

1. *They* hinted that *we*'ve not been invited, but *you* are still welcome to *come*.
 - a. **they** (person deixis) refers to a third-party group external to both the speaker and the addressee. Its use establishes a clear boundary between

- the referents of *they* and the speaker's in-group, thereby constructing social distance,
- b. **we** (person deixis) signifies a group inclusive of the speaker and others who have been excluded from the invitation. Importantly, it is exclusive of the addressee, thereby reinforcing a divide between the speaker's in-group (those that have not been invited) and the second person (*you*), who remains unaffected by the exclusion,
 - c. **you** (person deixis) refers to the addressee directly and marks them as distinct from the speaker's in-group. Its use emphasizes either the addressee's privileged or contrasting status as those who are still *welcome to come*,
 - d. **come** (spatial deixis) refers to motion toward a deictic center. In this case, the speaker does not position themselves as the anchor point for reference; instead, the deictic orientation aligns with the location or context established by *they* (the hosts), indicating an invitation from their spatial perspective.
2. *They've decided to accept that offer, but we weren't consulted about this one either.*
- a. **they** (person deixis) refers to a third-party group exclusive of both the speaker and the addressee. This pronoun designates those who hold (some) authority and decision-making power, thereby establishing social distance and marking the speaker's in-group as subordinate,
 - b. **we** (person deixis) denotes a group inclusive of the speaker and (possibly) the addressee. Its use highlights their exclusion from the decision-making process, reinforcing the division between the in-group (*we*) and the empowered out-group (*they*),
 - c. **that** (spatial or discourse deixis), in *that offer*, refers to a specific entity that is distally positioned relative to the speaker and addressee. This distance may be spatial (the object is physically further away) or discourse-related (referring to an earlier-mentioned offer), thus encoding some separation and emphasizing detachment from the offer in question,
 - d. **this** (spatial or discourse deixis), in *this one*, indicates proximity to the speaker and the addressee. Again, this proximity may be indexed in terms of physical closeness (e.g. referring to an object, e.g. a printed document, present in their immediate environment) or closeness in

discourse (e.g. a recently mentioned or salient offer), suggesting greater relevance or immediacy in the current interaction.

3. *Welcome, class! Today we're going to do this quick pop quiz on deictic expressions.*
 - a. **class** (social deixis) indexes the institutional role and collective status of the addressees within a classroom setting. Its use reinforces the formal and hierarchical positioning between the speaker (presumably a teacher) and the addressees (students),
 - b. **today** (temporal deixis) anchors the action in the immediate present and establishes a shared temporal frame between the speaker and the addressees. Also, it emphasizes the immediacy of the upcoming activity,
 - c. **we** (person deixis) is inclusive of both the speaker and the addressees as participants in the upcoming activity (i.e. taking the quiz). While it appears to foster solidarity and sharedness of this experience, the inclusion is not literal, as the speaker uses the inclusive deictic strategically only to construct common ground with the addressees,
 - d. **this** (discourse/ space deixis) refers either to a previously mentioned activity that is contextually salient within the current interaction or to a quiz that is physically proximate to the speaker

4. *We're all going to the club next Saturday. Wanna join us, Timmy?*
 - a. **we** (person deixis) functions as an exclusive reference that denoting a group that includes the speaker and other participants in the activity (*going to the club*), but explicitly excludes the addressee (Timmy). This usage constructs a boundary between the in-group and the addressee, which is softened by the following invitation, which implies group membership in this situation is negotiable,
 - b. **going** (spatial deixis) encodes a sense of movement away from the deictic center (the speaker's current location) toward a distal location (*the club*). In this context, it also frames the event as a collective action, which reinforces the notion of shared participation.
 - c. **next Saturday** (temporal deixis) anchors the proposed event in a future time relative to the moment of speaking. It establishes a shared temporal reference point between the speaker and the addressee,

- d. **us** (person deixis) refers to the same in-group indexed by we. Its use in the interrogative clause *Wanna join us...* both maintains the initial exclusion of the addressee and opens a pathway for inclusion, mediating the boundary between the in and out status.
 - e. **Timmy** (social deixis) functions as a vocative expression that indexes the addressee's social identity within the interaction. The use of the proper noun (*Timmy*), particularly in its diminutive form may signal familiarity, affection, informality, and such like, but it may also reflect lack of symmetry in status (possibly suggesting that the addressee is younger or subordinate in some other way). Thus, the speaker's authority is subtly reinforced as someone who control access to the in-group.
5. *Mr. Clarkson, let's meet afterwards and let us explain the concept to you again, sir.*
- a. **Mr. Clarkson** (social deixis) indexes the addressee's social status, in which the use of a title and surname conveys formality, respect and/or institutional hierarchy, situating the addressee as someone of authority or seniority within this context. It also anchors the utterance to a specific social role or identity (e.g., a teacher, supervisor, elder, etc.),
 - b. **us** in *let's* (person deixis), as a contracted form of *let us*, is a case of inclusive use of deixis, involving both the speaker and the addressee (*Mr. Clarkson*) in the proposed action (the meeting after the break). Its use constructs a cooperative framework and signals a polite invitation to a joint engagement,
 - c. **afterwards** (temporal deixis) situates the proposed meeting in a mutually understood, contextually defined future time frame, whose comprehension requires shared situational knowledge,
 - d. **us** in *let us* (person deixis), in contrast to *let's*, exemplifies an exclusive use of the pronoun, referring to the speaker and potentially others but excluding the addressee. It defines the group responsible for delivering the explanation, thereby establishing a division of communicative roles between the explaining in-group members and the addressee,
 - e. **you** (person deixis) directly addresses Mr. Clarkson as the recipient of the explanation. It establishes his role as the addressee and reinforces the

communicative asymmetry between the explanation-giving party (*us*) and the recipient of the explanation (*you*),

- f. **sir** (social deixis) expresses deference, politeness and/or formality. The honorific is often used in hierarchical, official or formal contexts, as it reinforces power differentials or respect-oriented positioning of the speaker in relation to the addressee.

Task 5

Tutor-assisted task

Leading questions:

SITUATION 1

- How does the shift from *Paul* to *Professor Matthews* index changes in perceived social distance and respect? What implications does it have for the level of formality that is expected in academic interactions between professors and students?
- Can you identify other instances in this conversation where the student signals deference or attempts to mitigate (or redress) the face threat posed to the professor?
- Why might the professor choose to legitimize his request with a. *especially in formal communication* or b) *in informal settings, that's fine*, rather than directly state that the student's behavior was inappropriate?
- What does the professor's use of the diminutive *Dan* instead of *Daniel* convey in this context? Might this choice act as a mitigating strategy? If so, how?
- How does the student's reference to cultural norms (*since you're American...*) serve as a face-saving repair strategy?

SITUATION 2

- What is the pragmatic significance of addressing the employer as *sir* and *Mr. Peterson*, while the employee is addressed by her first name *Becky*? How does this variation in the use of social deictics reflect participant roles and power dynamics?
- How does the contrast between the formal reference to clients (*Mr. Lyons* and *Ms. Henderson*) and the use of their first names (*George* and *Lucy*) construct boundaries between internal and external professional relationships with these participants for A and B?

- Which linguistic elements in the interaction serve to build office solidarity and rapport? Can social deixis also function as a marker of affiliation?
- Identify instances of both negative politeness (such as minimizing imposition) and positive politeness (such as affirming value and reciprocation). How do forms of address contribute to these strategies?
- In what ways does social deixis differentiate between role-based identities and interpersonal familiarity in this exchange? Provide examples and discuss the pragmatic effects of these choices.

SITUATION 3

- Can the use of teasing, name calling, explicit blame attribution, etc. among siblings be considered a norm in their communicative style rather than a violation of politeness expectations and conventions? If so, to what extent does it qualify as ritual impoliteness rather than genuine face damaging strategies?
- What examples of reciprocal impoliteness can be identified in this interaction? How do counterattacks function as a means of face defense or identity and power negotiation between family members?
- What is the effect of the mother's use of formal address forms such as *Mister* and *William Jackson Brown*? How do these instances of social deixis alter the tone of the interaction?
- What other linguistic strategies does the mother employ to assert parental control, power and hierarchical order? (Hint: Consider any shifts from indirect questioning to direct imperatives.)
- How do the siblings use social deictics to manipulate each other's and C's parental judgement of the situation? (Hint: consider invoking favoritism, shifting blame, undermining fairness and authority, etc.)

Task 6

1. NON-DEICTIC
2. DEICTIC (SOCIAL)
3. DEICTIC (PERSON)
4. DEICTIC (TIME)
5. DEICTIC (DISCOURSE – if 'that' refers to something the person referred to (has) said) or (SPACE – if it refers to something the person did, and the speaker is pointing at its result)
6. DEICTIC (SOCIAL)

7. NON-DEICTIC
8. DEICTIC (SOCIAL)
9. NON-DEICTIC
10. DEICTIC (DISCOURSE)

Task 7

Suggested answers:

1. **DEICTIC:** *You two will be presenting the results at the meeting.*
(‘you two’ refers to specific individuals identifiable in the speaker’s immediate physical or conversational context)
NON-DEICTIC: *Cacti die if you overwater them like that.* (‘you’ in this example is generic and does not refer to a specific person in the speaker’s context)
2. **DEICTIC:** *They’ve just got off the phone with Bill Williams.*
(‘they’ refers to specific individuals known to interlocutors within their shared context)
NON-DEICTIC: *I don’t think they speak Spanish in Brazil.*
(‘they’ refers to Brazilians in general rather than to a specific group implied by the context)
3. **DEICTIC:** *This doesn’t belong here – return to its proper place.*
(‘this’ refers to a specific entity in the speaker’s immediate surroundings)
NON-DEICTIC: *And I found myself in this place where everything seemed so unfamiliar.*
(‘this’ place is a general reference to a previously unidentified place, not anchored to the speaker’s physical location)
4. **DEICTIC:** *How did your day go, honey?*
(‘honey’ is used as a term of address marking the relationship between the speaker and a specific person in their social context.)
NON-DEICTIC: *Honey is really just another form of sugar.*
(‘honey’ is simply a lexical item referring to the substance)
5. **DEICTIC:** *Remember, your paper is due tomorrow.*
(‘tomorrow’ is interpreted relative to the day of speaking)
NON-DEICTIC: *Nobody can promise you a better tomorrow.*
(‘tomorrow’ metaphorically refers to future and its interpretation does not depend on the actual time of speaking)

6. **DEICTIC:** *I can't talk now. Let me call you later.*
('now' refers to time relative to the speaker's moment of speaking)
NON-DEICTIC: *Now, let's talk about our last trip to Lake Garda in Italy.*
('now' is not tied to the speaker's present, it is a discourse marker signaling transition in the conversation)
7. **DEICTIC:** *I clearly remember sitting right there at the conference table.*
('there' refers to a specific location previously shared or known to both /all interlocutors)
NON-DEICTIC: *There might be a virus on this computer.*
('there' does not point to a physical location but introduces existence)
8. **DEICTIC:** *If you are busy now, how about then, after lunch?*
('then' is interpreted relative to the current moment of speaking)
NON-DEICTIC: *My then boyfriend gifted me his mother's diamond engagement ring.*
('then' indicates a past status and is in no way tied to the moment of speaking)
9. **DEICTIC:** *Let's meet next Wednesday to talk about the details.*
('next Wednesday' is understood relative to the speaker's current point in time)
NON-DEICTIC: *He enjoys a good cup of espresso as much as the next man does.*
('the next man' is an idiomatic, non-deictic expression meaning any typical person)
10. **DEICTIC:** *Professor, I was wondering if we could go over my test together.*
('Professor' is used here as a title to address a specific person and indexes the relationship between the person referred to and the speaker)
NON-DEICTIC: *It's common for students to refer to their primary school teachers as professor.*
('professor' is used as a general title, not a deictic term pointing to a specific person)

Task 8

TEXT 1: A digital tutorial

1. DEICTIC 'us' in 'Let's' and 'you' (PERSON DEIXIS)
2. DEICTIC 'that' (DISCOURSE DEIXIS) and DEICTIC 'here' (SPACE DEIXIS)
3. NON-DEICTIC 'third'

4. DEICTIC 'next' (SPACE DEIXIS)
5. DEICTIC 'our' (PERSON DEIXIS)
6. NO DEICTIC EXPRESSIONS
7. DEICTIC 'this' (SPACE DEIXIS)
8. DEICTIC 'we' and 'your' (PERSON DEIXIS)

TEXT 2: An email to teammates

1. DEICTIC 'this' (DISCOURSE DEIXIS)
2. DEICTIC 'yesterday's' (TIME DEIXIS)
3. DEICTIC 'last' (TIME DEIXIS)
4. DEICTIC 'now' (TIME DEIXIS)
5. NON-DEICTIC 'before'
6. DEICTIC 'tomorrow' (TIME DEIXIS)
7. NON-DEICTIC 'following'
8. DEICTIC 'these' (DISCOURSE DEIXIS)

TEXT 3: A political speech

1. DEICTIC ('honorable) 'members' (of the audience) (SOCIAL DEIXIS)
2. DEICTIC 'our' (PERSON DEIXIS) and DEICTIC 'now' (TIME DEIXIS)
3. DEICTIC 'these' (DISCOURSE or SPACE DEIXIS)
4. DEICTIC 'this' (DISCOURSE or SPACE DEIXIS)
5. DEICTIC 'our' (PERSON DEIXIS) and DEICTIC 'those' (DISCOURSE DEIXIS)
6. DEICTIC 'tonight' (TIME DEIXIS), 'towards' (SPACE)
7. NO DEICTIC EXPRESSIONS
8. DEICTIC 'our' (PERSON DEIXIS)

TEXT 4: A legal testimony

1. DEICTIC 'that' (DISCOURSE DEIXIS)
2. DEICTIC 'over there' (SPACE DEIXIS) and DEICTIC her (PERSON DEIXIS)
3. NON-DEICTIC 'near'
4. DEICTIC 'coming' (SPACE DEIXIS) and DEICTIC 'I', 'me' (PERSON DEIXIS)
5. DEICTIC 'the said' (DISCOURSE DEIXIS)
6. NON-DEICTIC 'before'

7. DEICTIC 'three meters away from' (SPACE DEIXIS) and DEICTIC 'us' (PERSON DEIXIS)
8. DEICTIC 'to the left of' (SPACE DEIXIS) and DEICTIC 'my' (PERSON DEIXIS)

TEXT 5: A description of a flat

1. DEICTIC 'you' (PERSON DEIXIS) – if the pronoun refers to the reader or NON-DEICTIC – if the pronoun is used in its generic sense
2. NON-DEICTIC 'south'
3. NON-DEICTIC 'southwards'
4. DEICTIC 'to the left of' (SPACE DEIXIS) – initial interpretation depends on whether the speaker faces or has their back at the entryway, which is later clarified by the following sentence
5. DEICTIC 'to the right' (SPACE DEIXIS)
6. DEICTIC 'there' (SPACE DEIXIS)
7. DEICTIC 'behind' (SPACE DEIXIS) and DEICTIC 'me' (PERSON DEIXIS)
8. NON-DEICTIC 'east' (SPACE DEIXIS)

Tasks 9-11**Tutor-assisted tasks**

Chapter 6

Pragmatics and Discourse

We started this book with several general observations and assumptions concerning different aspects of the relation between language and function. We addressed this complex relation to establish a working concept, or definition, of pragmatics, in terms of its inherent features as well as its status in the field of linguistics (and beyond). We agreed that, at the fundamental level of understanding, the essence of pragmatics is communicative action – how people use language to gain what they want. Or, to phrase it somewhat more formally, how they perform various acts of communication to realize their direct as well as long-term goals. The objective of the consecutive discussions in chapters 1-5 has been to endorse these starting observations and assumptions from the perspective of different individual concepts of pragmatics and their individual manifestations in language. Consequently, we have presented the most common concepts and phenomena associated with pragmatics as a linguistic domain, including context, deixis, speech acts, implicature, presupposition, politeness strategies, and others. For every phenomenon, we have tried to establish its core context of occurrence and the most common lexico-grammatical forms of manifestation.

This last chapter reassumes the initial general stance, in the sense that it considers a combined value of communicative phenomena described so far under the banner of distinct pragmatic concepts, in terms of their analytical potential ‘as a pragmatic whole’ – the ability to account systematically for functional composition and properties of various and multiple instances of language. This stance means not only a complex perspective upon different pragmatic issues addressed hitherto individually, but also an essentially

multi-disciplinary approach, open to consider some other-than-linguistic facets and contributions to communicative action, such as cognitive, social, or psychological. It also entails looking at language data of a considerably larger variety and size than a single utterance or a brief stretch thereof. In other words, it entails drawing on **discourse** as the territory on which to focus and from which to select data for analysis.

From utterance to discourse and discourse pragmatics

While the word 'discourse' appears on several occasions in previous chapters, it has been used thus far in a fairly informal sense. To establish a convincing connection between 'pragmatics' and 'discourse' as analytical terms, we need a more informed idea of what really counts as discourse and how to define the latter in relation to other concepts of linguistics and linguistic pragmatics. Most traditionally, perhaps, discourse can be seen as a collection of largely spoken stretches of language above the sentence level – in opposition to phrases not exceeding the size of a sentence or mostly written sequences referred to as texts (Halliday 2000). This classical view is, however, quite incomplete; it leaves out massive amounts of language data which are explored daily and which reveal, in one way or another, essentially 'discursive' features. Let us see, then, what language manifestations and forms, and on what grounds, can be called 'discourse'.

First, discourse is defined by context, which makes conversation the most typical manifestation of discourse (Fetzer & Speyer 2012). The focus on conversation as discourse entails looking at context features such as setting, time, participants, and so on. But context is not a unitary concept and there are different levels of contextual categories, including linguistic, cognitive or social, which are addressed in discourse. Moreover, as we observed in the previous chapter, context is never 'static' or 'given'; quite conversely, interlocutors create current contexts for current utterances. This means that the moment an utterance is coined, it becomes part of resources on which interpretation of the following as well as preceding utterances has to draw. Importantly, such contributions and resources come not only from utterances understood as fully-fledged, sentence-size elements of text. Context gets updated by elements

of whatever size; as a word or phrase is uttered, the amount of contextual information exchanged between interlocutors grows. Consequently, defining discourse by context, while essentially correct, is insufficient, as it makes potentially all units of language count as context.

Thus, discourse is also defined by the mode of production, the term 'discourse' being used to denote spoken interaction rather than written text (e.g. Fetzer 2018). This designation poses, however, just as many questions as the context-based one. For example, there are genres of public communication, such as political speeches, which involve spoken performances of pre-written texts. Such genres often exhibit a genuine mix of 'textual' and 'discursive' features. In particular, many political speeches include forms of 'hidden' or 'virtual' dialogue (Cap 2021), whereby the speaker addresses, anticipates, and reacts to another person's discourse, even though the interlocutor is neither physically present nor is their voice directly present in the speaker's discourse (Wieczorek 2015). The direct statements of the 'interlocutor' are omitted, but they are still presupposed, implied, or reported in the speaker's responses to them:

- (1) We could wait and hope that Saddam does not give weapons to terrorists or develop a nuclear program to blackmail the world.
But I am convinced that is hope against all evidence. (G.W. Bush, January 28, 2003)
- (2) Some have argued that confronting the threat from Iraq could detract from the war against terror.
To the contrary, confronting the threat posed by Iraq is crucial to winning the war on terror. (G.W. Bush, January 28, 2003)

Instead of directly voicing opinion and presenting a future course of action, the speaker in (1)-(2) invites an indefinite adversary to take part in a virtual dialogue to establish what options are available. This generates rhetorical benefits, since by openly considering alternatives the speaker makes a strategic display of rationality and responsibility. In theoretical terms, the existence of cases such as above blurs a number of traditional distinctions – not only between dialogue and monologue, but – notably – also between text and discourse, making the concept of discourse apply to technically monologic and essentially text-based data. This broadens, in consequence, the empirical domain of pragmatics, as a growing number of discursive domains come under scrutiny by pragmatic tools.

Finally – and most crucially from the perspective of this discussion – discourse and discourse studies should be defined by their involvement with social situations and social action. On that view, discourse reflects and/or describes the world (situations, institutions, social structures), as well as shapes the world. On the one hand, it is used to represent, evaluate, argue, counter-argue, and legitimate or delegitimize social actions. On the other, it possesses the potential to enact social positions and thus affect and often change the existing social structures. These many faces of discourse tie almost perfectly with the stance of pragmatics as a research field. Pragmatics is often defined as an analytic *perspective*, offering a unique, functional account of different aspects of human communication (Verschueren 1999). As such, it is concerned with all facets of communicative acts, such as the speaker, their background knowledge, contextual assumptions, the linguistic constituents of an utterance, the hearer's interpretations, patterns of inferencing, and so on. All these are explored against an extensive network of social factors, preconditions, norms and expectations that govern communication, both within a culture and across cultures. Since communicative acts involve linguistic units, whose choice is dictated by language-internal rules, as well as their interpersonal, socio-cultural embedding, pragmatic studies bridge the system and the use side of language. They examine what is lexically and grammatically available for a speaker to accomplish a communicative goal, and at the same time explore the ways in which the linguistic potential is realized in a specific social context.

The perspectivist view of pragmatics reveals best several features which pragmatics, discourse, and discourse studies have in common. These include the fundamental focus on the functional dimension of language, the sensitivity to the macro (i.e., social) dimension of language, as well as the interest in linguistic choices that speakers make to carry out specific functional goals in particular social contexts. At the same time there are some differences. The analytical focus of pragmatics is still broader than the focus of discourse research, both in terms of the discourse domains and the levels of language organization which are investigated. While pragmatics is concerned quite equally with the macro dimension of discourse and the micro dimension of the lexico-grammatical features of individual utterances, the interest of discourse studies has for a long time been in primarily the macro (social) level of analysis. Pragmatics is preoccupied with the functions fulfilled by language in real contexts, and with the relationships between form and social function, however it also focuses, in the entirety of its constitutive concepts, upon the detailed study of specific instances

of language use. Given the latter orientation, the inclusion in discourse study of a global pragmatic framework comprising individual pragmatic concepts such as the ones discussed in chapters 1-5 of this textbook promises some excellent empirical results.

A case study

To support the last claim, let us apply the combined powers of the most prominent tools and concepts of pragmatics to conduct a brief discourse study of a university classroom situation. Consider the following expression:

(3) You do not take your course credits for granted.

For illustration purposes, let us assume the position of a discourse analyst who works with the following elements of context to establish the (most likely) discourse function of (3):

- a. the speaker of (3) is a professor commonly known to have lenient attitude to students;
- b. (3) is uttered during a lecture;
- c. participation in the lecture is compulsory, however the professor checks attendance only sporadically;
- d. the lecture is normally attended by about one-third of the enrolled students;
- e. the professor utters (3) immediately after three students arrive 20 minutes late for the lecture;
- f. uttering (3) involves no form of personal reference other than verbal;
- g. the situation described in e/f happens for the first time.

The job of the analyst is to use the premises in a-g to identify the speech act performed in (3), in its entire complexity, that is with regard to its locutionary (content-related), illocutionary (intention-related) as well as perlocutionary (effect-related) features (Austin 1962; see Chapter 1). This entails that they engage with questions such as what can be presupposed about the situation and the utterance, what is actually said, and what can be expected in terms of effect of the utterance. Accordingly, they aim to find out i) how content of the utterance is conveyed at lexical and structural levels, ii) what context elements are addressed and how they are indexed linguistically, iii) what effect is likely

presumed by the speaker (relative to the data in a-g) before the utterance is produced, and (iv) what effect is actually generated, given all the considerations (i-iii) involved. The analysis has thus an essentially global character, though it is incremental and forms a continuum, drawing on the consecutive inputs from the studies of deixis, presupposition, and implicature (see chapters 5, 3, 2, respectively).

The opening stage involves studying content of the utterance against the available discursive and non-discursive presumptions regarding the speaker, i.e. the professor. If the professor is known for his lenient attitude to students (the (a) premise), then such a stance seems to clash with the lexical and grammatical content of (3). This suggests to the analyst that (3) is uttered, most likely, in extraordinary circumstances or in response to an incident, such as (given the (e) premise) the late arrival of three students for the lecture. The inference in question could be treated as a case of implicature recovery (Grice 1975, see Chapter 2), even though it is made from partly non-linguistic premises. Namely, the analyst draws on a relevance clash between context-based expectations and utterance (3), taking the clash as a vehicle of extra information that explains the direct reason for the utterance.

The next task is to establish the reference of (3). This means resolving the ambiguity triggered by the 'you' marker, which may be used for general or specific reference (see Chapter 5). Here, again, the (a) premise is used for the most plausible interpretation. Since in the context of the (a) premise uttering (3) emerges as emotionally charged, the analyst is prone to assume its direct, particular reference (to the three students), rather than a less directly appealing general reference (to the whole lecture group). This interpretation is further endorsed by a temporal coincidence. As (3) constitutes an immediate response to the late arrival situation, the analyst has a reason to believe that such a sequence can possess causative meaning, which binds the speaker and the addressee in a common discourse event. Finally, the analyst considers the possible perlocutionary effect(s) of the utterance, in which task he envisions and meta-applies the professor's presumptions regarding the event, as well as applies his own presumptions, stemming from the collection of the a-g premises. This last part of the analysis might lead the analyst to describe utterance (3) as a reprimand or perhaps a warning. The speech act that emerges from the study plays thus an important controlling role, systematizing the discourse analytical contributions from the other pragmatic variables, including deixis, presupposition and implicature.

Critical Discourse Studies

The applicability of pragmatics to discourse research has risen considerably following the rapid development, in the past few decades, of **critical discourse studies (CDS)**. Critical Discourse Studies can be characterized as a 'transdisciplinary, text-analytical approach to critical social research' (Hart & Cap 2014: 1), focusing on a systematic exploration of language to reveal its key role in the workings of ideology and power in society (Wodak & Meyer 2016; Flowerdew & Richardson 2018). The concept of the 'critical' is central to this characterization, defining the specific agenda of CDS among other types of discourse research. Rather than presupposing a particular socio-political stance on the part of the analyst, leading to the essentially 'negative' nature of analysis, it indicates a politically and ideologically neutral focus on various issues of mystification, linguistic coercion, and other abuses of language per se, and the cognitive and linguistic mechanisms involved. That said, a typical critical discourse study combines, in a balanced way, the analysis of language use at the micro research level and the analysis of social situations at the macro level. Pragmatics, as will be evidenced below, functions in such a study as a 'coordinator' of empirical work that proceeds, top-down, within a given analytical model. Namely, macro findings of social theory are expressed in functional terms involving standard pragmatic concepts (speech acts, implicature, etc.), and the pragmatic concepts, imbued with the acquired social meanings, are applied to identify and systematize lexico-grammatical data at the bottom level of analysis (see the Proximization model that follows).

The growth of CDS over the first half of the 2010s has spurred interest in disciplines and areas remaining so far beyond the main scope of discourse research, including computer science (O'Halloran 2010), anthropology (Rhodes & Hart 2015), ecology, environmental research, and healthcare (Koteyko 2014), organization and business studies (Lischinsky 2018), and law (Rajah 2011), among others. Such an expansion can be understood as a response to recent advances in linguistics and other communication sciences. The nature of this response is, first of all, that such advances make it possible to address and, in many cases, offset certain criticisms raised against CDS, for example its allegedly excessive preoccupation with 'political' discourses and discourse domains. Second, modern developments in linguistics and communication sciences provide CDS with new tools to yet better capture and document the ideological potential of discourse, across many different domains. Finally, there are new,

often multimodal frameworks being developed or refined to account for newly formed genres, which CDS readily adopts and appropriates for its purposes (Giltrow & Stein 2009).

Cognitive CDS (theory)

One major development in linguistics and communication studies that CDS has incorporated almost immediately, and perhaps most successfully, is the **cognitive linguistic (CL) approach**. The CDS-CL merger has proven extremely fruitful in its contribution to both the macro (social) and micro (linguistic) focus of CDS, revealing at the same time the key status of pragmatics as a conceptual intermediary between the two dimensions. Within the CL approach to CDS, three models merit particular attention. First, there is **Critical Metaphor Analysis (CMA)**, which uses various lexico-grammatical and corpus tools to document the fundamental role that metaphor plays not only in our understanding of the socio-political world we inhabit but also in the way we argue about socio-political issues. Focusing on qualitative as well as quantitative status of metaphor in public discourse, it shows that metaphorical expressions in language cannot be treated as isolated entities but, rather, as manifestations of knowledge networks in the form of conceptual metaphors, which provide structure and coherence to our experience, including social experience (Musolff 2016).

The second cognitive approach to CDS, **Discourse Space Theory (DST)**, is more comprehensive, moving beyond metaphor to consider the ideological load of other linguistic forms in terms of the conceptual processes they invoke. Its most seminal manifesto appears in Paul Chilton's book *Analyzing Political Discourse: Theory and Practice* (2004). DST focuses on categorization, spatial representation, and deixis (see Chapter 5), which bring into effect a range of ideological discursive strategies. At the heart of DST is the presumption that people possess a mental ability to structure their cognitive experience ('looking at' the world) in terms of dichotomous representations of good and evil, right and wrong, acceptable and unacceptable, etc. (Chilton 2004, 2014). This ability is closely linked with a linguistic ability to evoke or reinforce these dichotomous representations in discourse in accordance with people's social goals. The central goal involves getting others to share a common view upon what is good-evil, right-wrong, acceptable-unacceptable, etc., and consequently, on how to secure the 'right', 'good', 'useful', 'just', against a possible intrusion of the 'wrong', 'evil', 'harmful', and so on. Thus, as we first noted in Chapter 5, communication nearly

always presupposes *distance* between the Self party (the home group of the speaker) and the Other party (the possible ‘intruder’). The ‘good’ and ‘right’ are conceptualized and subsequently lexicalized as ‘close to Self’ and the ‘wrong’ and ‘evil’ as peripheral, ‘remote to Self’. The more specific the Self party and the more consequential or broader their goals, the clearer, usually, the marking of the distance by linguistic means, such as deictic expressions (see Chapter 5).

Finally, **the Proximization approach**, proposed most comprehensively in the monograph titled *Proximization: The Pragmatics of Symbolic Distance Crossing* (Cap 2013), draws on DST to focus on a single yet crucial operation in discourse space – proximization – and the different forms of its realization (spatial, temporal, axiological) which ensure the continuity of legitimization in the changing social and political context. In its most general meaning, ‘spatial proximization’ consists in conceptualization of the Other encroaching *physically* on the Self elements in the deictic center of the discourse space. ‘Temporal proximization’ consists in conceptualization of the Self-Other conflict as imminent, momentous, historic, and therefore requiring immediate response and preventive measures. Finally, ‘axiological proximization’ constructs the conflict in *ideological* terms – between values, ideals, and ideological postures of members of the Self and Other camps.

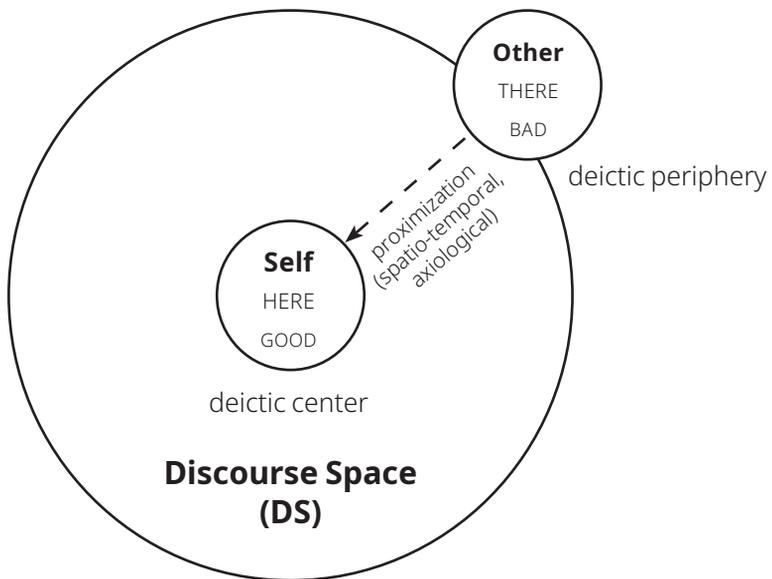


Figure 1. Discourse space in the cognitive linguistic models of CDS (cf. Figure 1 in Chapter 5).

Altogether, similar to CMA and DST, the Proximization approach considers the ideological and persuasive potential of discourse not as a property of language itself but of the underlying cognitive processes which language reflects and mobilizes. Most crucially, Proximization subsumes a dynamic conception of discourse space, involving not only the opposition between the Self and the Other (as DST and CMA have it), but also the discursively constructed movement of the Other toward the Self. It thus reveals a linguistic focus on the lexical and grammatical deictic choices that speakers make to, first, index the existing socio-political and ideological distinctions and, second, demonstrate the capacity of the Other party to erase these distinctions by forcibly colonizing the in-group's space. Because of this complex orientation, the Proximization model seems to exhibit the *pragmatic*, goal-oriented character of speakers' linguistic choices in discourse in the most explicit way. The dynamics of the Self-Other relation is shown in Fig. 1 below, which combines the conceptions of deixis and discourse space in the CMA, DST, and Proximization approaches into one complex representation (see Figure 1.)

The conception of discourse and discursive space in Figure 1 reveals the focus of the cognitive critical models on the lexical side of discourse representations. It paves the way for accounting for the Self/Other camps in terms of specific pragmalinguistic choices involving nominals and nominal phrases. Crucially, it prompts a pragmatic and lexico-grammatical account (in terms of verbal phrases) of the construed movement (proximization) of the Other toward the Self. Altogether, the research program promoted by the CMA, DST and Proximization models sets them apart from the many other contemporary theories arising from the CDS family. Most importantly, it challenges the classical (Buehler 1934, Bar-Hillel 1954, etc.) pragmatic view of deixis, on which deictic markers are considered mostly a technical necessity for the possible interpretability of a language (see Chapter 5), rather than a tool of strategic communication involving persuasion, legitimization and social coercion. Contesting the conception of deixis as a finite repository of 'deictic expressions', the CMA, DST and Proximization models take a much broader approach to deictic markers. This new approach posits that the 'conventional' deictic items (such as pronominals), which are part of bigger linguistic and discourse chunks, may be combined with some atypical indexical items (such as complex verb phrases) in those chunks (see Table 1 that follows) to produce discourse forms responding to the current contextual conditions. As a result, the 'component' deictic markers can be treated as not just formal tools for the coding of static elements of context, but as essential elements of deictic shifts and forced conceptualizations of distance. Naturally, the CMA,

DST and Proximization models differ with regard to how strongly this position is articulated and how extensively it is described. Here, DST can be considered a precursor, defining the main role of deixis in providing symbolic representation of relative distance in discourse (Chilton 2004). This account is elaborated on in the CMA and Proximization models. Most crucially, in the 2013 version of the Proximization model (Cap 2013), deictic shifts are defined in terms of set lexical items and phrases extracted from a corpus. The explanatory powers of the three approaches could thus be regarded as complementary. While DST and CMA work great in describing the basic, 'default' architecture of Discourse Space, i.e. people's established representations and worldviews, Proximization goes on to show how new worldviews can be forced upon by deictic shifts (Wieczorek 2019, 2020) and the reduction of distance between the Self and Other elements of the DS.

Cognitive CDS (analysis)

There is already quite a number of applications of the CMA, DST and Proximization approaches in literature, many involving ideologically-charged coercive and legitimization discourses. In his analysis of the Polish anti-immigration discourse, Cap (2017) works with axiological framework of the Proximization model,¹ categorizing ideological discourse choices in terms of distinct lexico-grammatical items, phrases, and discursive sequences such as depicted in Table 1:

Category	Lexico-grammatical items and phrases
1. Values of elements of the DS deictic center (<i>Self</i>)	Noun phrases (NPs) marking <i>Self</i> values
2. Values of elements on the DS periphery (<i>Other</i>)	Noun phrases (NPs) marking <i>Other</i> values
3. Linear logico-rhetorical patterns construing materialization of antagonistic values of <i>Other</i> in the form of <i>Other's</i> physical impact on <i>Self</i> : (a) <i>remote possibility</i> scenario followed by (b) <i>actual occurrence</i> scenario	Discourse sequences comprising: Opening verb phrase VP1 containing category 2 NP followed by Closing verb phrase VP2 containing an NP marking <i>Other's</i> physical impact on <i>Self</i>

Table 1. Axiological proximization framework in the Proximization model (after Cap 2013, 2017)

¹ See Cap (2013) for the other two lexico-grammatical frameworks of proximization, spatial and temporal.

The key part of the axiological framework is its third category, which accounts lexically for a conceptual transition. It marks, in lexical as well as grammatical terms, transformation of the encroachment of Other entities on Self entities, from initially remote and abstract, to close, imminent and material. This change reflects at the linguistic level in a specific sequence of verbal and nominal elements included in the category. Thus, using the third category of the axiological framework, discourse researchers can define, qualitatively and quantitatively, the core language items and formulas which make up the analyzed text and the ideological-material transformation.

In Cap (2017), the axiological proximization framework is applied to deal with anti-immigration rhetoric of the Law & Justice (L&J) party in the first two years (2015-2017) of its nearly decade-long rule in Poland. The study draws on a corpus of addresses, statements and comments by the most prominent of L&J politicians, including Jarosław Kaczyński (the L&J leader) and Beata Szydło (the Prime Minister in the L&J government, 2015-2017). The analysis involves, among others, the following examples²:

- (4) Our position has been clear from the beginning. The issue of immigration from the Middle East should be resolved where it has originated. By advancing freedom and democracy in Syria and Iraq, we help end a cycle of **dictatorship and radicalism** that **brings millions of people to misery and frustration**, and **brings danger** and, one day, **tragedy, to our home and own people**. (Beata Szydło, October 3, 2016)
- (5) To those who are happy to welcome immigrants at our doors, I have a suggestion: go and see the refugee camps in Turkey. See the gangs and the riots. See the young Muslim criminals. See the **anger, violence, and terror**. It is there and **is ready for export**. This evil might not have reached us yet, but it **is well in sight**. And there is **no-one in Brussels who can protect us when it comes**. (Jarosław Kaczyński, February 13, 2017)

Cap's (2017: 295) study acknowledges an explicit link in (4) between the social and political conditions that underlie lives of potential immigrants in their home countries ('Syria and Iraq'), and the socio-psychological effects ('misery and frustration') which may bring about disastrous consequences later on, after the

² Translation from Polish by Piotr Cap

immigrants' arrival in Poland ('one day, tragedy, to our home and our own people'). This argument helps legitimize anti-immigration stance and policies of the L&J government, by advancing the rationale for handling the immigration issue far away from Poland's borders. The argument unfolds in a linear manner, connecting the apparently remote visions with, eventually, closely happening events. At the pragmalinguistic and lexico-grammatical levels, nominal phrases are employed to indicate the Self vs. Other (ideological) opposition ('our people' vs. people living in 'dictatorship and radicalism'), and verbal phrases ('brings millions of people', 'brings danger') are used to proximize and concretize the Other's envisaged impact. Altogether, the argument and its transition from the 'remote possibility scenario' to the 'actual occurrence scenario' amount to a macro (speech) act of threat, which involves, at the lexical level, the use of two nominal chunks and two verbal ones, just as the axiological framework in Table 1 has it.

A similar arrangement emerges from (5), where transition between the two scenarios enacts an act of threat that involves a change in the modality of the text. While the opening verbal chunk (VP1, in the axiological framework) construes conditions for a possible impact ('is ready for export'), the closing chunk (VP2) construes this impact as well under way and already perceptible from the Self camp ('is well in sight'). Cap (2017: 296) illustrates the dynamics of such a two-step proximization in the following way (Figure 2):

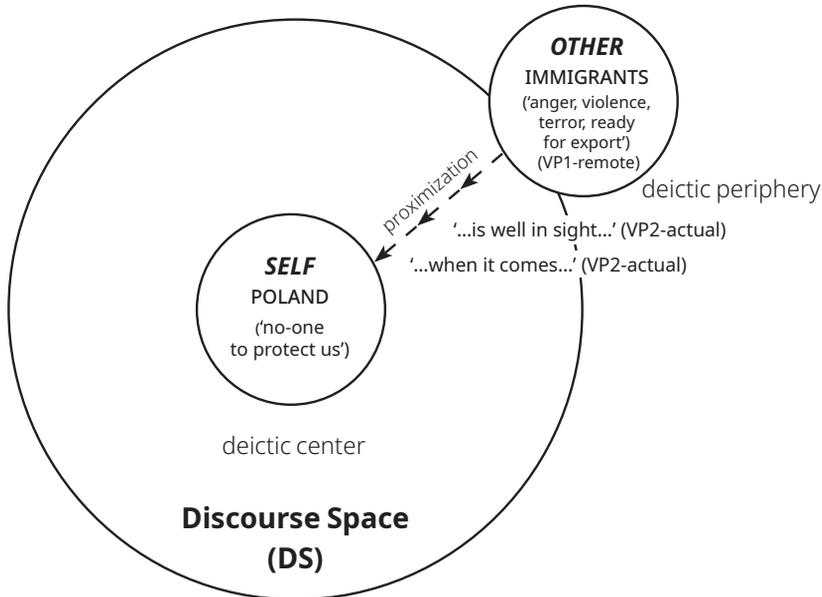


Figure 2. (#3 in original). Proximization in Discourse Space (DS) in Example (5)

Still, as Cap (2017: 296) notes, the argument in (5) reveals some differences. Specifically, the origin of the encroachment is different, in geographical and geopolitical terms. The (Muslim) immigrants are geographically closer, and they are construed as inherently evil, rather than negatively affected. The Self/Other opposition is thus more acute, the conflict more ominous ('anger, violence, and terror [are there] ready for export'), and the envisaged effects far more destructive, partly because of the characteristics of the invader, and partly because of the vulnerability of the home camp ('no-one in Brussels who can protect us when it [evil] comes'). Such a radical stance, goes Cap's (2017) analysis, could be observed in multiple speeches and statements of L&J politicians, often reinforced by examples of Western countries' negligence leading to tragic events. Kaczyński's comments in (5) come from a parliamentary debate on immigration and are a direct follow-up on a comment from another L&J MP, about identifying the perpetrator of the Nice terrorist attack (in July 2016) as a Muslim refugee. This rhetorical strategy, focused upon the apparent lack of political responsibility in the EU, complements in (5) the simple fear appeals that rest in descriptions of previous criminal acts committed by immigrants.

Conclusions on the discourse-pragmatic interface

The excerpts from Cap's (2017) research illustrate the focus of the cognitive-critical discourse models on pragmalinguistic, text-analytical explorations of discourse addressing a variety of discourse-pragmatic issues, phenomena, and forms: lexico-grammatical and (macro) speech act patterns, modality features, syntactic structures, and so on. Following this agenda, many researchers attempt to design their own domain-specific methodologies to extract, analyze and interpret different portions of quantifiable discourse data. For example, Dunmire (2011) extends the range of the Proximization model to make it account for different functions of analogies and historical flashbacks in state-level political discourse in terms of different kinds and numbers of lexical markers of temporal proximization. Within DST, Kaal (2015) works on the spatial aspect of the Self/Other categories, to express their location and relative distance in terms of frequencies of lexical forms marking the opposing entities. And in CMA, advances are made in corpus-based research of the patterning of linguistic metaphor, creating findings in

variation in metaphor use across different registers and communicative genres. The most recent empirical foci involve urgent public discourses of today such as health, environment, education, modern technology, and others. The cognitive CDS theory seems well-equipped and flexible enough to handle these challenging territories, also because of the pragmatic element present in the design of the respective models. We have just seen how in the DST and Proximization models different social, axiological and geopolitical representations of entities placed on symbolic axes extending between the conceptual extremes of Self and Other are grouped within pragmlinguistic categories, which the latter are used subsequently (viz. the axiological framework in Table 1) to identify, classify, and describe lexico-grammatical choices of the speaker.

While the work in pragmatics helps CDS in the search for attested textual data to support theoretical claims at the macro level, CDS attracts pragmatics to new empirical domains, where discourse serves to enact, negotiate, modify and/or reproduce ideology and individual as well as collective identity in accordance with socio-political goals. There, pragmatics draws from the interdisciplinarity of CDS and its tendency to look for and engage new conceptual frameworks in social research. The effect are many interdisciplinary studies bridging different disciplines and approaches at the intersection of social and political science and linguistics. The role of pragmatics in such studies is often to appropriate findings in disciplines other than linguistics to the rigid requirements of linguistic (lexical) micro-analysis. In this vein, findings in cognitive science and anthropology, the disciplines frequently addressed in CDS (and generally in discourse research), are used to build frameworks that serve as conceptual handles on a specific kind of linguistic data (Chilton 2004, 2014; Cap 2013; Dunmire 2011; Hart 2014). These frameworks, such as DST and others, can be considered as much 'discursive' as 'pragmatic', in the sense that they elucidate the functional potential of lexical and grammatical choices drawn from non-linguistic, cognitive and other domains.

Further reading

Bar-Hillel (1954), Buehler (1934), Cap (2013, 2017, 2021), Chilton (2004, 2014), Dunmire (2011), Fetzer (2018), Fetzer & Speyer (2012), Flowerdew & Richardson (2018), Giltrow & Stein (2009), Halliday (2000), Hart (2014), Hart & Cap (2014), Kaal (2015), Koteyko (2014), Lischinsky (2018), Musolff (2016), O'Halloran (2010), Rajah (2011), Rhodes & Hart (2015), Wodak & Meyer (2016), Verschueren (1999), Wiczorek (2015, 2019, 2020)

Practice Pack

Grasp checkpoints

- Define the concept of discourse. What aspects and criteria must be taken into account in defining it?
- What does it mean that discourse, at the same time, describes the world as well as shapes the world?
- Verschueren (1999) considers pragmatics an 'analytic perspective'. How can this view be described?
- What does the perspectivist view of pragmatics mean for the relation between pragmatics and discourse?
- Characterize the school of 'critical discourse studies' (CDS). What role does the notion of the 'critical' play in such a characterization?
- Name at least 4 discourse domains that CDS takes interest in.
- What are the most prominent approaches within the cognitive linguistic branch of CDS?
- Describe the concept of the Discourse Space (DS). What do its Self and Other elements subsume/symbolize?
- What kind of conceptual shift/movement is presupposed in the Proximization approach? How is such a shift/movement enacted linguistically?
- How do pragmatics and (critical) discourse studies complement each other, in terms of theory design and data search?

Note: If you encounter any difficulties in understanding particular concepts, please refer to the relevant theoretical sections of this textbook, which offer in-depth explanations and foundational knowledge that can facilitate deeper comprehension. If you are using it in a classroom setting, we encourage you to seek further guidance from your tutor.

Hands-on practice

Task 1

***** Discuss how the same core message could possibly be adapted for the different audiences listed below to achieve the same communicative goal.**

- Explaining the importance of online data privacy (audiences: children, elderly users)
- Informing the public about water restrictions caused by drought (audiences: farmers, tourists)
- Inviting individuals to participate in a clinical study (audiences: patients, volunteers, skeptical citizens)

Task 2

***** Drawing on your expertise, identify and predict the probable macro- and micro-goals that the speaker may be pursuing within each of the following data collections. Then, select several representative examples of data that correspond to the categories listed below and evaluate whether any additional micro-goals emerge that were not initially anticipated. Finally, discuss how the Proximization Model could support your analysis.**

- a set of political tweets reacting to international conflicts, examining how polarization is discursively constructed
- a series of political memes circulating during an election, exploring irony and sarcasm in the service of ideological polarization
- a compilation of clickbait headlines and thumbnails creating the aura of anxiety about the effects of inadequate healthcare and supplementation
- a collection of government press releases during a public health crisis, analyzing legitimation strategies and ideological framing of responsibility
- a selection of AI-related news articles from different sources, analyzing the discursive construction of human-machine relations

You can select just one task from the list above or tackle all of them, depending on the instructions from your tutor.

Task 3

***** Consider, in-depth, Figure 2 above. Draw a Discourse Space (DS) reflecting the argument in the texts below. Mark the strategic elements of the Space (the Self, the Other, the proximization shift) with specific**

lexico-grammatical items. Discuss with your tutor the particular proximization strategies (spatial, temporal, axiological) performed in the texts.

TEXT 1: EXCERPTS FROM GEORGE W. BUSH'S SPEECH ON THE RATIONALE FOR GOING TO WAR IN IRAQ DELIVERED ON FEBRUARY 26, 2003

We meet here during a crucial period in the history of our nation, and of the civilized world. [...] On a September morning, threats that had gathered for years, in secret and far away, led to murder in our country on a massive scale. As a result, we must look at security in a new way, because our country is a battlefield in the first war of the 21st century. [...] We learned a lesson: the dangers of our time must be confronted actively and forcefully, before we see them again in our skies and our cities. And we will not allow the flames of hatred and violence in the affairs of men. [...] The world has a clear interest in the spread of democratic values, because stable and free nations do not breed the ideologies of murder. [...] Saddam Hussein and his weapons of mass destruction are a direct threat to our people and to all free people. [...] My job is to protect the American people. When it comes to our security and freedom, we really don't need anybody's permission. [...] We've tried diplomacy for 12 years. It hasn't worked. Saddam Hussein hasn't disarmed, he's armed. Today the goal is to remove the Iraqi regime and to rid Iraq of weapons of mass destruction. [...] The liberation of millions is the fulfillment of America's founding promise. The objectives we've set in this war are worthy of America, worthy of all the acts of heroism and generosity that have come before.

https://www.americanrhetoric.com/speeches/gwbushfutureofiraq2003.htm?utm_ (accessed August 15, 2025)

TEXT 2: EXCERPTS FROM THE EDITORIAL OPENING THE SPRING 2011 EDITION OF THE NEWSLETTER OF THE BRITISH ASSOCIATION OF CANCER RESEARCH (BACR) PUBLISHED ON MARCH 15, 2011

Some say we can contain melanoma with standard chemotherapy measures. The evidence we have says we must strike it with a full force in its earliest stages. We will continue to conduct screening programmes to spot the deadly disease before it has spread throughout the body. We must be able to wipe out all the infected cells in one strike, otherwise it takes a moment before they

continue to replicate and migrate around the body. We now aim to develop a new treatment that targets the infected cells with precision, effectively destroying the engine at the heart of the disease, and doing minimal harm to healthy cells. We will inject specially-designed antibodies coated in a light-sensitive shell. The coating prevents the antibodies from causing a massive immune reaction throughout the body. Once the "cloaked" antibodies have been injected, we will shine the new strong ultraviolet light on the engine and the infected cells.

<https://www.bacr.org.uk/newsletters/bacr-01-2011-newsletter> (accessed June 13, 2014)

TEXT 3: EXCERPTS FROM THE SPEECH ON 'EMERGING SECURITY RISKS' BY THE NATO SECRETARY GENERAL ANDERS FOGH RASMUSSEN DELIVERED ON OCTOBER 1, 2009

I want to devote a little more time today discussing the security aspects of climate change, because I think the time has come for a change in our approach.

First, I think we now know enough to start moving from analysis to action. Because the trend lines from climate change are clear enough, and grim enough, that we need to begin taking active steps to deal with this global threat.

We know that there will be more extreme weather events – catastrophic storms and flooding. If anyone doubts the security implications of that, look at what happened in New Orleans in 2006.

We know sea levels will rise. Two thirds of the world's population lives near coastlines. Critical infrastructure like ports, power plants and factories are all there. If people have to move they will do so in large numbers, always into where someone else lives, and sometimes across borders.

We know there will be more droughts. According to evidence, by 2025 about 40% of the world's population will be living in countries experiencing water shortages. Again, populations will have to move. And again, the security aspects could be devastating.

If you think I'm using dramatic language, let me draw your attention to one of the worst conflicts in the world, in Darfur. One of the main causes was a long drought. Both herders and farmers lost land, including to the desert.

What happened? The nomads moved South, in search of grazing land – right to where the farmers are. Of course, a lot of other factors have contributed to what has happened – political decisions, religious differences and ethnic tensions. But climate change in Sudan has been a major contributor to this tragedy. And it will put pressure on peace in other areas as well. When it comes to climate change, the threat knows no borders.

There are more examples, but to my mind, the bottom line is clear. We may not yet know the precise effects, the exact costs or the definite dates of how climate change will affect security. But we already know enough to start taking action. This is my first point: either we start to pay now, or we will pay much more later.

You get the point. Climate change is different than any other threat we face today. The science is not yet perfect. The effects are just starting to be visible, and it's difficult to pin down what will actually change because of climate change. The timelines are not clear either. But that only makes the threat bigger. Sailors never thought the mythical North-West Passage would ever open. But it is opening. Anything's possible.

The security challenges being discussed today are big, and they are growing. They might also seem overwhelming. But I firmly believe that a lot can be done – to address the root causes, to minimize their impact, and to manage the effects when they hit.

<https://www.nato.int/en/news-and-events/events/transcripts/2009/10/01/speech> (accessed October 10, 2025)

TEXT 4: STATEMENT BY RADOSŁAW SIKORSKI, POLAND'S MINISTER OF FOREIGN AFFAIRS, REGARDING VIOLATION OF THE POLISH AIRSPACE BY RUSSIAN DRONES POSTED ON SEPTEMBER 10, 2025

Last night, Poland's airspace was breached 19 times by drones manufactured in Russia. The assessment of Polish and NATO air forces is that they did not veer off course but were deliberately targeted. The Polish air force assisted by our allies from the Netherlands, Italy and Germany shot them down. Property was damaged, but fortunately nobody was injured. As Prime Minister Donald Tusk reminded us this morning, even though NATO is not at war, Russian aggression strikes beyond Ukraine. Here, the Foreign Ministry. We took immediate action. I communicated with Secretary of State Marco Rubio, High

Representative Kaja Kallas and OSCE Chair in Office, Elina Valtonen. We thank our allies for words of solidarity and their readiness to back them with deeds. We are taking appropriate measures. First, Poland has activated NATO's Article Four, which provides for joint consultations between NATO allies, quote, whenever in the opinion of any of them, the territorial integrity, political independence or security of any of the parties is threatened. End quote. We believe Russian provocations call for further strengthening of NATO's eastern flank. Second, a representative of the embassy of the Russian Federation was summoned to the Ministry of Foreign Affairs and presented with a protest note. I am aware that Russia claims there is no evidence these were Russian drones, even suggesting a Ukrainian provocation. This was anticipated. Lies and denials are default Soviet responses. The Kremlin is again mocking President Trump's peace efforts. Third, we are countering disinformation. I call on everyone to rely on governmental sources and on information from verified media outlets. Anyone claiming that this was a Ukrainian provocation is spreading Russian propaganda. Poland, the EU and NATO will not be intimidated, and we will continue to stand by the brave people of Ukraine. It's time for the leadership of Russia to understand that the attempt to rebuild Europe's last empire is doomed to fail.

<https://www.youtube.com/watch?v=uON-JHMPL-k> (accessed and transcribed September 16, 2025)

Hands-on practice key



Tasks 1-3

Tutor-assisted tasks

Final self-assessment quiz

We have designed this section to support you in thoroughly assessing your learning process across chapters 1–6 and in considering how effectively you have integrated the key theories and concepts presented throughout this textbook. As you work through the tasks, we encourage you to rely on your own understanding rather than revisiting the chapters right away (doing so will give you a clearer sense of what you have already mastered). Once you have completed the activities, consult the answer key to check your responses. Our aim is for this section to serve not only as a means of consolidating your knowledge, but also as a helpful guide in identifying areas that may benefit from further review or reflection. We hope you find it a constructive and confidence-building part of your learning experience.

Matching Task: Match each of the following scholars with the corresponding publications and concepts provided in the table below.

1. John Austin
2. Penelope Brown & Stephen Levinson
3. Piotr Cap
4. Paul Chilton
5. Jonathan Culpeper
6. Paul Grice
7. Erving Goffman
8. Robin Lakoff
9. Geoffrey Leech
10. Andreas Musolff
11. John Searle

PUBLICATIONS	CONCEPTS
<i>Analysing Political Discourse: Theory and Practice</i> (2004)	calculating face loss
<i>Expression and Meaning</i> (1979)	the Proximization Model
<i>How to Do Things with Words</i> (1962)	Critical Metaphor Analysis
<i>Impoliteness: Using Language to Cause Offence</i> (2011)	Discourse Space Theory
<i>Interaction Ritual</i> (1967)	face
<i>Language and Woman's Place</i> (1973)	FTAs and FSAs
<i>Logic and Conversation</i> (1975)	manifestations of knowledge networks
<i>Politeness: Some Universals in Language Usage</i> (1987)	maxims of Relation and Quality
<i>Political Metaphor Analysis: Discourse and Scenarios</i> (2016)	performative and constative acts
<i>Principles of Pragmatics</i> (1983)	politeness maxims and sub-maxims
<i>Proximization: The Pragmatics of Symbolic Distance Crossing</i> (2013)	representative and commissive acts
<i>Speech Acts</i> (1969)	the Cooperative Principle
<i>Studies in the Way of Words</i> (1989)	the Politeness Principle

Multiple-Choice Task: Select one option a-d that best completes each statement or answers each question below.

- What distinguishes performative speech acts different from constative speech acts?**

 - Performatives can be true or false; constatives are not verifiable as either.
 - Constatives need to meet specific felicity conditions, which performatives do not.
 - Constatives are only used in ceremonial context; performatives are used in all other contexts.
 - Performatives do not describe a state of affairs; constatives do.
- According to Austin's classification of speech acts, which of the following utterances would be considered a constative?**

 - Grab two blueberry muffins for me!*
 - I bet he'll forget to send the report.*

- C. *My name is Watt A. Pun.*
D. *We apologize for making such a fuss about it.*
3. **Which of the following utterances is an example of an explicit performative?**
- A. *I plead guilty as charged.*
B. *I shouldn't have told on you.*
C. *I'll be happy to help out.*
D. *I am trying to apologize here.*
4. **Which of the following utterances is as an example of a ritual performative?**
- A. *I challenge you to a duel.*
B. *I apologize for missing the meeting.*
C. *I name this car The Rusty Glacier.*
D. *I think I'm insane.*
5. **What Austin means by the concept of felicity conditions is:**
- A. the contextual requirements for a performative act to be felicitous.
B. the appropriacy of an utterance in a given context.
C. the truth or falsity of a statement.
D. the psychological effect of an act on the addressee.
6. **How did John Searle contribute to John Austin's philosophy of language?**
- A. By rejecting all of Austin's ideas except performatives.
B. By systematizing and formalizing Austin's theoretical insights.
C. By proposing an entirely new theory of communication.
D. By concentrating exclusively on indirect speech acts.
7. **According to Searle's taxonomy of speech acts, which of the following is a representative act?**
- A. *I will pay you back tomorrow.*
B. *John F. Kennedy was the 35th President of the United States.*
C. *Why don't you listen to him for once?*
D. *I hereby quit.*

8. **What distinguishes directives speech acts from commissive speech acts?**
- A. Directives express emotions; commissives describe facts.
 - B. Directives place obligation on the addressee, while commissives place it on the speaker.
 - C. Directives always use imperatives, whereas commissives always use declaratives.
 - D. Directives are indirect, while commissives are direct.
9. **What characterizes declarations in Searle's taxonomy of speech acts?**
- A. They describe reality factually and exhibit a word-to-world direction of fit.
 - B. They are associated with a psychological state and have no direction of fit.
 - C. They bring about institutional changes and have a double direction of fit.
 - D. They have the same direction of fit as directives.
10. **Which of the following would Austin classify as an infelicitous performative?**
- A. A child declares they are running for president.
 - B. A judge dismisses a criminal's charges in court.
 - C. A priest baptizes a baby in church.
 - D. A tutor tells a student to be quiet.
11. **Which of the following is an indirect speech act?**
- A. *Can I eat dairy products?* (question)
 - B. *Is it okay if I have a word with you now?* (request)
 - C. *Just take a bite, please.* (request)
 - D. *Are you sure you are telling me the truth?* (question)
12. **... is the process of using contextual information to draw conclusions about the intended meaning of an utterance.**
- A. Implication
 - B. Entailment
 - C. Premise
 - D. Inference
13. **Which of the following is not one of Grice's conversational maxims?**
- A. Quantity

- B. Quality
 - C. Clarity
 - D. Relation
14. **What distinguishes flouting a maxim from violating a maxim?**
- A. Flouting maxims is overt and intentional, while violating maxims is always accidental.
 - B. Flouting invites implicature, whereas violating misleads without inviting the interlocutor to infer the hidden meaning.
 - C. Flouting concerns politeness and maintaining the interlocutors face; violating concerns impoliteness and damaging it.
 - D. Flouting applies only to some of Grice's maxims, whereas violating applies to all maxims.
15. **Which of the following is an example of hedging the Maxim of Manner?**
- A. *In short, they enjoyed the carrot cake and the balloons.*
 - B. *I'm a little hazy on the details, but I think it might have been a deliberate action.*
 - C. *A little bird told me you will soon be promoted.*
 - D. *This may be irrelevant, but he ended up buying the ridiculously expensive stay-up socks with straps.*
16. **According to Grice, which of the following are key features of conversational implicatures?**
- A. They are non-conventional and calculable.
 - B. They are conventional and cancelable.
 - C. They are non-cancelable and non-detachable.
 - D. They are non-calculable and non-conventional.
17. **What does non-detachability mean in the context of conversational implicature?**
- A. The implied meaning can be rejected or put on hold.
 - B. Implicatures rely solely on context and may shift in meaning.
 - C. Implicatures do not depend on the exact wording of the sentence.
 - D. The implied meaning remains even if the sentence is rephrased.

18. **If a speaker says, *Most of the strawberries have been eaten*, what is the scalar implicature?**
- A. You will not have a chance to eat any strawberries.
 - B. The strawberries were delicious.
 - C. Not all the strawberries are gone.
 - D. There aren't enough strawberries for you.
19. **Which of the following characterizes generalized conversational implicatures?**
- A. They always require specific contextual information.
 - B. They are triggered only by scalar terms.
 - C. They are inferable without reference to context.
 - D. They cannot be canceled.
20. **Which of the following is not a property of conventional implicatures?**
- A. Detachability
 - B. Non-cancelability
 - C. Non-calculability
 - D. Context-dependency
21. **Which of the following may trigger a conventional implicature?**
- A. Violating Grice's maxims.
 - B. Flouting Grice's maxims.
 - C. Specific lexical items like 'again', 'even', 'still', etc.
 - D. Mutual knowledge shared among speakers and background assumptions.
22. **What of the following is entailed, rather than implied, by the statement *Some of the students scored 100% in the Pragmatics exam*?**
- A. Not every student achieved 100%.
 - B. Students scored 100% in the exam.
 - C. The exam was easy.
 - D. There are some very good students who scored 100%.
23. **Presupposition is:**
- A. a conclusion drawn from contextual information and shared knowledge.
 - B. a set of assumptions about the world or background beliefs taken for granted in an utterance.

- C. a relationship in which the truth of one statement logically implies the truth of another.
 - D. the background knowledge that allows addressees to interpret what the speaker means.
24. **What distinguishes semantic presupposition from pragmatic presupposition?**
- A. Semantic presupposition involves explicit triggers; pragmatic presupposition often does not.
 - B. Pragmatic presupposition is context-dependent; semantic presupposition involves inference.
 - C. Semantic presupposition relies on lexical meaning of the words involved; pragmatic presupposition relies on shared assumptions.
 - D. Pragmatic presuppositions are always untrue and hypothetical.
25. **What is presupposed in the utterance *Tell me what time you arrived at our meeting?***
- A. Nobody knows what time the addressee arrived.
 - B. The addressee was late for the meeting.
 - C. We organized the meeting.
 - D. The addressee arrived at the meeting.
26. **The statement *It wasn't Mary who managed to finish the project before the deadline* contains:**
- A. a structural and a lexical presupposition.
 - B. an existential and a non-factive presupposition.
 - C. a counter-factual and an existential presupposition.
 - D. a structural and a non-factive presupposition.
27. **What kind of presupposition is illustrated by the sentence *If only I had been there with you?***
- A. Lexical
 - B. Structural
 - C. Non-factive
 - D. Counterfactual

28. **Which of the following sentences illustrates a non-factive presupposition?**
- A. My neighbor apologized for dumping leaves into my backyard.
 - B. Beatrice used to binge-watch this series.
 - C. He claims to be a world-famous multi-millionaire.
 - D. How bad is the situation?
29. **Which of the following is an example of a factive verb presupposition trigger?**
- A. *Stephen regrets having been late for the press conference.*
 - B. *I'd like to throw a barbecue again.*
 - C. *The little girl started walking at the age of two.*
 - D. *Marian is a more eloquent public speaker than I am.*
30. **Which of the following best explains the negation test for presuppositions?**
- A. A presupposition is valid only if its meaning changes when the sentence negated.
 - B. A presupposition is valid if it remains true regardless of whether the sentence is affirmed or negated.
 - C. A presupposition is valid only if it disappears under negation.
 - D. A presupposition is valid if it is explicitly asserted in the sentence.
31. **According to semantic models of presupposition, which of the following is not a commonly recognized test for presupposition triggers?**
- A. The negation test
 - B. The tense test
 - C. The conditional test
 - D. The question test
32. **According to Stalnaker, what should be the proper object of study in presupposition?**
- A. Primarily the words, phrases and sentences that trigger presuppositions.
 - B. Aspects other than the output of semantic models, such as the typology of triggers.
 - C. Both what sentences presuppose and what people presuppose when they are speaking.
 - D. The speaker's intentions behind utterances, rather than their assumptions.

33. **In the pragmatic view of presupposition, which of the following is most accurate?**
- A. All presuppositions are always explicitly marked in discourse.
 - B. Presuppositions represent a range of assumptions and beliefs that guide discourse management.
 - C. Semantic presuppositions are less reliable.
 - D. Marked presuppositions are always more common than unmarked ones.
34. **According to Goffman, 'face' is defined as:**
- A. a person's desire to avoid conflict and be respected.
 - B. a performance in conversation for self-entertainment.
 - C. the socially acceptable attributes a person wants others to recognize.
 - D. social rules governing polite and impolite behavior.
35. **Which of the following is an example of a face-threatening act (FTA) to the addressee's negative face?**
- A. Clearly expressing disagreement.
 - B. Telling someone to leave.
 - C. Criticizing someone's actions.
 - D. Excluding someone from an activity.
36. **The size of face threat can be assessed based on which three variables?**
- A. relevance, politeness, clarity
 - B. distance, imposition, power
 - C. distance, politeness, imposition
 - D. clarity, distance, politeness
37. **Which politeness strategy is employed in the utterance *I'm starving for the last slice of pizza too, but leave it, please, there's a guest?***
- A. positive politeness
 - B. negative politeness
 - C. bald on-record
 - D. going off-record
38. **Which of the following is an example of a negative face-saving strategy?**
- A. asserting common ground
 - B. exaggerating approval

- C. hedging
 - D. complimenting someone's idea
39. **According to Brown and Levinson, which super-strategy is the most direct and least polite option?**
- A. Use positive politeness.
 - B. Use negative politeness.
 - C. Go baldly on-record.
 - D. Go off-record.
40. **According to Leech, why are politeness maxims necessary for conversation?**
- A. They replace Grice's Cooperative Principle and conversational maxims.
 - B. They ensure truthfulness in all conversational exchanges.
 - C. They complement Grice's Cooperative Principle.
 - D. They balance the speaker's needs with those of others.
41. **Lakoff's politeness maxim Do not impose primarily involves:**
- A. intimate politeness.
 - B. formal politeness.
 - C. informal politeness.
 - D. structural politeness.
42. **What does Culpeper emphasize about the universality of impoliteness?**
- A. Impoliteness acts are universally understood across cultures.
 - B. Social context and cultural norms influence whether an act is considered impolite.
 - C. Universality applies only to positive impoliteness strategies.
 - D. All interruptions are universally regarded as impolite.
43. **Which of the following is an example of a positive impoliteness strategy?**
- A. Pretending that the addressee is not present/invisible by giving them no attention.
 - B. Threatening someone physically by blocking their passage.
 - C. Imposing explicitly on someone by forcing them to perform or avoid performing an activity.

- D. Invading someone's personal space by sitting uncomfortably close to them.
44. **Which of these is not one of Culpeper's five super-strategies of impoliteness?**
- A. Going baldly on-record.
 - B. Using positive impoliteness.
 - C. Using negative impoliteness.
 - D. Withholding communication entirely.
45. **Which of the following statements best illustrates social context in discourse interpretation?**
- A. The speaker's and addressee's shared assumptions and beliefs that make an utterance interpretable.
 - B. The relationships and relative status of the participants that shape the tone and form of communication.
 - C. The physical surroundings of the interaction, including objects and spatial relations.
 - D. The linguistic material surrounding an utterance, such as previous or following sentences.
46. **Which of the following best captures the meaning of cognitive context?**
- A. The immediate physical and temporal circumstances in which an utterance is produced.
 - B. The speaker's and addressee's shared mental representations, knowledge and assumptions that guide interpretation.
 - C. The hierarchical structure of roles and power relations between participants.
 - D. The cultural expectations and conventions that determine appropriate language use in a community.
47. **Which of the following is an example of anaphoric reference?**
- A. *John arrived late because he missed the bus.*
 - B. *I left you some on your desk. This blend of green tea contains almonds and rose petals.*
 - C. *Would you mind passing that item to me, John?*
 - D. *How wonderful! Yet another meeting that could have been an e-mail.*

48. **Cataphora:**

- A. links a word or phrase to something previously mentioned in the discourse.
- B. provides background information about the situation in which communication occurs.
- C. helps addressees interpret the speaker's intentions based on the surrounding situation.
- D. serves to anticipate a referent that will appear later in the sentence or text.

49. **The main function of deixis in language is:**

- A. to describe the grammatical structure of sentences by showing how words are related to each other.
- B. to show the hierarchical relationship between speakers and addressees in conversation.
- C. to provide context through reference to location in space and time and to participants involved.
- D. to link a word or phrase to something previously mentioned in the discourse.

50. **Which of the following best describes the relationship between deixis and indexicals?**

- A. All indexicals are deictic expressions.
- B. All deictic expressions are indexicals.
- C. Deixis and indexicals are separate concepts.
- D. Indexicals are a sub-class of deixis.

51. **Which sentence contains participant deixis?**

- A. *We'll meet again next week.*
- B. *Darling, take the dog for a walk.*
- C. *Over there, next to that fish tank.*
- D. *The previous chapter proposes a new approach.*

52. **Social deixis primarily uses:**

- A. proximal and distal demonstratives.
- B. honorifics and endearments.
- C. temporal adverbs and tense patterns.
- D. gestures and gaze.

53. **Which category of deixis involves all of the following expressions: *this, previous, next, that*?**
- A. person deixis
 - B. place deixis
 - C. social deixis
 - D. discourse deixis
54. **54. What is recognized as the deictic center?**
- A. The addressee's positioning in discourse.
 - B. The shared context of communication.
 - C. The speaker's location in discourse.
 - D. The physical environment.
55. **... is an example of deictic projection.**
- A. The speaker shifting interpretation to the addressee's perspective
 - B. The addressee mentally reconstructing the speaker's physical context based on deictic cues
 - C. Anchoring deictic expressions to a shared conversational ground rather than to an individual speaker
 - D. Emphasizing certain deictic expressions to guide the addressee's attention
56. **The traditional distinction between 'discourse' and 'texts' is the following:**
- A. Discourse is mostly concerned with written sequences of language.
 - B. Discourse is a collection of largely spoken stretches of language above the sentence level.
 - C. Texts are defined by context, while discourse is defined by social action.
 - D. Discourse refers to non-linguistic forms, while texts refer to lexicogrammatical forms.
57. **Defining discourse as based solely on context is insufficient because:**
- A. context is static and given rather than actively created.
 - B. context is rarely drawn upon by interlocutors for interpretation.
 - C. context applies only to spoken conversational discourse.
 - D. any linguistic unit can potentially contribute to context.

58. **The key feature distinguishing pragmatics from discourse studies is that pragmatics:**
- A. examines both micro and macro dimensions of language.
 - B. focuses primarily on the macro (social) level of analysis.
 - C. is unconcerned with analyzing social context.
 - D. is not involved in studying specific instances of language use.
59. **Critical Discourse Studies (CDS) is defined as:**
- A. a method of evaluating social research.
 - B. a purely micro-level text-analytical approach.
 - C. a neutral, transdisciplinary approach analyzing ideology and power in language.
 - D. a form of criticism centered on metaphor.
60. **In CDS, the term 'critical' refers to:**
- A. the analyst's presupposed socio-political stance.
 - B. a methodological focus on identifying abuses or manipulations of language.
 - C. an exclusive reliance on language use at the micro-level.
 - D. neutral exploration of mystification and linguistic coercion.
61. **Critical Metaphor Analysis (CMA) is primarily concerned with:**
- A. understanding how conceptual metaphors structure social experience.
 - B. quantitative studies that document the use of lexico-grammatical resources in argumentation.
 - C. treating metaphors as isolated linguistic entities that help individuals make sense of the world.
 - D. providing coherence and structure to metaphors expressions used to talk about social experience.
62. **Which of the following is not a cognitive approach incorporated into CDS:**
- A. Critical Metaphor Analysis
 - B. Discourse Space Theory
 - C. Critical Discourse Analysis
 - D. The Proximization Model

63. **In cognitive CDS models, the Self/Other distinction is often:**
- A. relevant only to some monologic discourse analysis.
 - B. expressed through pragmalinguistic choices such as deixis and nominals.
 - C. determined exclusively by conceptual metaphors.
 - D. based solely on paralinguistic choices.
64. **Discourse Space Theory (DST) emphasizes:**
- A. the prioritization of spatial representation and deixis at the expense of categorization.
 - B. communication that does not presuppose any distance between Self and Other.
 - C. attention to the ideological load conveyed through metaphors.
 - D. dichotomous cognitive representations, for example good vs. evil, near and far, etc.
65. **Which of the following is true about Proximization?**
- A. The Proximization Model is unrelated to either DST or CMA.
 - B. Proximization has minimal legitimization power within social or political contexts.
 - C. Proximization entails discursively constructed opposition between the Self and the Other.
 - D. The Proximization Model demonstrates the capacity of the Self to colonize the out-group space.
66. **Overall, pragmatics contributes to CDS by:**
- A. establishing connections between linguistic choices and their social meanings.
 - B. reducing the need for social theory of language.
 - C. limiting discourse analysis to micro-linguistic levels.
 - D. focusing exclusively on non-literal language usage.

Final self-assessment quiz key

Matching Task

1. John Austin:
How to Do Things with Words (1962)
performative and constative acts
2. Penelope Brown & Stephen Levinson:
Politeness: Some Universals in Language Usage (1987)
FTAs and FSAs
3. Piotr Cap:
Proximization: The Pragmatics of Symbolic Distance Crossing (2013)
The Proximization Model
4. Paul Chilton:
Analysing Political Discourse: Theory and Practice (2004)
Discourse Space Theory
5. Jonathan Culpeper:
Impoliteness: Using Language to Cause Offence (2011)
calculating face loss
6. Paul Grice:
Logic and Conversation (1975)
Studies in the Way of Words (1989)
maxims of Relation and Quality
the Cooperative Principle

7. Erving Goffman:
Interaction Ritual (1967)
face
8. Robin Lakoff:
Language and Woman's Place (1973)
the Politeness Principle
9. Geoffrey Leech:
Principles of Pragmatics (1983)
politeness maxims and sub-maxims
10. Andreas Musolff:
Political Metaphor Analysis: Discourse and Scenarios (2016)
manifestations of knowledge networks
11. John Searle:
Expression and Meaning (1979)
Speech Acts (1969)
representative and commissive acts

Multiple-Choice Task

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 1. D | 12. D | 23. B | 34. C | 45. B | 56. B |
| 2. C | 13. C | 24. A | 35. B | 46. B | 57. D |
| 3. A | 14. B | 25. D | 36. B | 47. B | 58. A |
| 4. C | 15. B | 26. A | 37. A | 48. D | 59. C |
| 5. A | 16. A | 27. D | 38. C | 49. C | 60. D |
| 6. B | 17. D | 28. C | 39. C | 50. B | 61. A |
| 7. B | 18. C | 29. A | 40. D | 51. A | 62. C |
| 8. B | 19. C | 30. B | 41. B | 52. B | 63. B |
| 9. C | 20. D | 31. D | 42. B | 53. D | 64. D |
| 10. A | 21. C | 32. C | 43. A | 54. C | 65. C |
| 11. B | 22. B | 33. B | 44. D | 55. A | 66. A |

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How do people mean more than they say? How are these extra meanings identified and understood? Comprehensive, thought-provoking and reader-friendly, this book is a practical introduction to Pragmatics, one of the most dynamic fields in the contemporary language sciences. Addressing the key notions of speech acts, implicature, presupposition, and others, it describes the ways in which 'just words' can accomplish a variety of goals in individual encounters as well as complex social interaction. The six chapters in the book work with authentic examples, from ordinary talk to institutional and political discourse, to describe and help analyze the core patterns of meaning making and interpretation. Apart from cutting-edge reading sections, they include guided activities and exercises with answer keys that provide opportunity for a successful and enjoyable self-study. The book will meet the needs of a broad academic community, including under- and post-graduate students and their teachers, as well as research practitioners seeking a resource that organizes the main concepts in Pragmatics into a practical, discourse analytical toolkit.

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