

Name:.....

SECTION I: KEY CONCEPTS

(25 MARKS)

- A. Matching Key Term (15 marks)  
*Match the words/phrases in the box below with their appropriate definitions or descriptions. Note that there are more words or phrases than the definitions/descriptions. Write your answers (A, B, C...) in the answer boxes provided in this section.*

A. Entailments	G. Text	M. Declaratives
B. Coventional Implicatures	H. Hedges	N. Commissives
C. Conversational Implicatures	I. Coherence	O. Discourse
D. Presupposition(s)	J. Cohesion	P. Locutionary Acts
E. Performative Hypothesis	K. Speech Act(s)	Q. Maxims
F. Directives	L. Speech Event(s)	S. Performative Verbs

1. Circumstances surrounding an utterance or utterances which are functional units known as *speech acts*
2. What a speaker assumes to be the case when uttering (or saying) a particular utterance
3. A type of speech acts that when performed the speaker commits him/herself to doing something in the future, such as a promise or a threat
4. A text's unified whole that is achieved by way of linking together the meanings of utterances or propositions within that text
5. The basic literal meaning of the utterance which is conveyed by the particular words and structures which the utterance contains (as long as that utterance is meaningful)
6. A relation between a pair of propositions such that the truth of the second proposition necessarily (or logically) follows from the truth of the first
7. Speech acts that changes the state of affairs in the world
8. Linking or connection between elements of a text; this linking or connection can be achieved by way of, for instance, references, lexical relations and/or conjunctions
9. Words or phrases (or even sentences) used by the speaker to express his or her consciousness of the requirements set by conversation maxims, thus committing to no violation of the maxims in his/her utterance
10. Speech act that has the function of getting the listener to do something, such as a suggestion, a request, or a command
11. A set of utterances which constitute any recognizable speech event, e.g. a conversation, a joke, a sermon, an interview
12. Implications which can be deduced from the form of an utterance, on the basis of certain co-operative maxims which govern the efficiency and normal acceptability of conversations
13. A piece of language, written or spoken, of whatever length that forms a unified whole
14. A claim that every sentence (or utterance) performs either explicitly or implicitly an act (or a speech act)
15. General principles (of conversation) which are thought to underlie the efficient use of language and which together identify a general co-operative principle

Write your answers here.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
L	B	N	I	P	A	M	J	H	F	O	C	G	E	Q

B. Passage completion

(10 marks)

Read the following excerpt and fill in each blank with each of the words or phrases in the box below. There are MORE WORDS OR PHRASES THAN the blanks. Write your answers (A, B, C...) in the answer boxes provided in this section.

A. either	B. entailment	C. entails	D. formal
E. functions	F. holds	G. material implication	
H. relation	I. semantic	J. terms	K. informal
L. both			

Entailment is a term derived from (1) ..... logic and now often used as part of the study of semantics. All the other essential (2) ..... relations like equivalence and contradiction can be defined in terms of (3) .....

Crystal (1998: 136) defines it as "a term refers to a (4) ..... between a pair of sentences such that the truth of the second sentence necessarily follows from the truth of the first, e.g. *I can see a dog* entails '*I can see an animal*'. One cannot (5) ..... assert the first and deny the second".

Lyons (1977: 85) points out that entailment is "a relation that (6) ..... between P and Q where P and Q are variables standing for propositions such that if the truth of Q necessarily follows from the truth of P (and the falsity of Q necessarily follows from the falsity of P), then P (7) ..... Q". Thus, Lyons treats entailment from a logical point of view. For instance, the sentence *John is a bachelor* entails three other sentences as follows:

- 1 a. John is unmarried.
- b. John is male.
- c. John is adult.

The relations between such words as *bachelor* and *unmarried*, *male*, *adult* can be handled in truth-conditional (8) ..... (Kempson, 1977: 38). The truth conditions in *John is a bachelor* are included in the conditions for *John is unmarried*, *John is male* and *John is adult*.

It should be clear from this example that entailment here is not being used in the sense of (9) ....., which does not necessarily correspond exactly to the use of anything found in natural language, it is valid because of the truth (10) ..... assigned to it. We have here strict implication which involves truth in all possible worlds. Hence, to say that *John is a bachelor* entails '*John is unmarried*' is to say that in all possible worlds, if the first is true, the second is true (Palmer, 1988: 203).

Write your answers here.

1	2	3	4	5	6	7	8	9	10
D	I	B	H	L	F	C	J	G	E

SECTION II: COMPREHENSION QUESTIONS

(35 MARKS)

Based on the concept learnt in the course, briefly answer the following questions. Provide examples where necessary.

1. There are three related acts in every speech act. What are they? How do they differ from one another? (6 marks)

Austin described three characteristics, or acts, of statements that begin with the building blocks of words and end with the effects those words have on an audience.

Locutionary acts: "roughly equivalent to uttering a certain sentence with a certain 'meaning' in the traditional sense."

Illocutionary acts: "such as informing, ordering, warning, etc., i.e. utterances which have a certain (conventional) force."

Perlocutionary acts: “what we bring about or achieve by saying something, such as convincing, persuading, deterring or surprising”.

Austin focused on illocutionary acts, maintaining that here we might find the “force” of a statement and demonstrate its performative nature.

For example, to say “Don’t run with scissors” has the force of a warning when spoken in a certain context.

This utterance may also be stated in an explicitly performative way, e.g., “I warn you, don’t run with scissors.”

This statement is neither true nor false. It creates a warning. By hearing the statement, and understanding it as a warning, the hearer is warned, which is not to say that s/he must or will act in any particular way regarding the warning.

2. What are felicity conditions? Describe the felicity conditions of the following speech act: (8 marks)

If you ever do this again, I’ll give you severe punishment.

In order to “do things with words”, certain things must be true of the context in which speech acts are uttered. In other words, a sentence must not only be **grammatical** to be correctly performed, it must also be **felicitous**. There are generally considered to be five types of felicity conditions:

**General condition**, basic conditions for communication to be possible at all (e.g., for two speakers to communicate with each other they must be in the situation to exchange some information, share the same conventional way of exchanging the message and the like.

**General Condition of the utterance above is both parties must be able to understand English, and here or see each other message.**

**Content condition**, some illocutions can only be achieved with an appropriate propositional content. For instance, I can only promise what is in the future and under my control; or, at least, I cannot promise to do anything that it is obvious to myself and my promisee that I cannot do. So too, I can only apologize for what is in some sense under my control and already the case. For this reason, promising to make it the case that the sun did not rise yesterday is not possible; neither can I apologize for the truth of Snell’s Law. (In light of our discussion above of semantics for non-indicative contents, this condition could be recast in terms of imperatival, interrogative, and propositional content conditions.)

**Content Condition of the utterance above is that the speaker is certain that he or she will be able to take some action if the listener keeps doing what is warned not to be done again.**

**Preparatory conditions**, such as that the person performing the speech act has the authority to do so, that the participants are in the correct state to have that act performed on them, and so on -- the marriage performed by an utterance like (I) cannot happen unless the participants are of age, and not already married, and unless the person who says the words has the authority to marry people.

**Preparatory Condition of the utterance is that the speaker of the utterance will authorize him or herself to take the action warned in the utterance.**

**Sincerity conditions** refer to the feelings that you have to perform the speech act sincerely.

**Sincerity condition in this utterance is that the speaker is not joking about what is being said.**

*Essential conditions* refers to what the speech act counts as.

*Essential condition of the utterance above is that whenever the listener does the action against the warning again, the speaker will make sure that whatever said in the utterance will happen. He or she is committed to give sever punishment.*

3. What are the three main types of reference? Explain each one briefly with examples.

(6 marks)

#### Homophora

Homophora relates to a generic phrase that obtains a specific meaning through knowledge of its context; a specific example of homophora can variably be a "homophor" or a "homophoric reference".

For example, the meaning of the phrase "the Queen" may be determined by the country in which it is spoken. Because there are many Queens throughout the world, the location of the speaker provides the extra information that allows an individual Queen to be identified.

#### Endophora

When linguistic items refer to other linguistic items *within* the same text.

Three smaller types

- Anaphora
- Cataphora
- Esphora

"To illustrate anaphora and cataphora here are two examples taken from a business meeting interaction. In the example below, proper noun 'Colin' is then followed by 'he' and 'him,' giving anaphoric reference:

Joan: but it's up to Colin if he doesn't do it!

#### Exophora

Exophoric reference is defined as referring outside of the text, so not as part of the co-text but instead as part of the broader, external context.

E.g.: "Human beings are the only creatures on earth that allow their children to come back home."  
(Bill Cosby)

4. Study the following examples and explain the level of success of the communication using Grice's Maxims.

(8 marks)

- (1) "Excuse me, do you know what time it is?" "Yes"
- (2) "How many surrealists does it takes to screw in a light bulb?" "Fish"
- (3) "Do you believe in clubs for young men?" "Only when kindness fails."
- (4) "Why did the Vice President fly to Panama?" "A person can fly?"

- (1) Not successful. Maxim of quantity is flouted.
- (2) Not successful. Maxim of relation is flouted.
- (3) Not successful. Maxim of manner is flouted.
- (4) Not successful. Maxim of quality is flouted.

5. Why do you think Chapter 3 can be of benefits for teachers of English? (3 marks)

Useful for teaching reading and speaking. (Then choose either a reading or writing skill to illustrate by some of the components of the chapter)

6. Why do you think Chapter 4 can be of benefits for teachers of English? (4 marks)

Useful for teaching reading and writing. (Then choose either a reading or writing skill to illustrate by some of the components of the chapter)

### SECTION III: READING

(20 MARKS)

- A. You are going to read a magazine article. Six paragraphs have been removed from the extract. Choose from paragraphs (A-G) the one which fits each gap (1-6). There is one extra paragraph which you do not need to use. Write your answers in the boxes provided.

#### *Mind your languages*

Thousands of the world's languages are dying, taking to the grave not just words but records of civilizations and cultures that we may never come to fully know or understand. It is a loss of which few people are aware, yet it will affect us all. Linguists have calculated that of the 6,000 languages currently spoken worldwide most will disappear over the next hundred years. As many as 1,000 languages have died in the past 400 years. Conversely, the handful of major international languages are forging ahead.

(1) \_\_\_\_\_.

But the vast majority of the world never had need of phrases in Heiltsuk (a Native Indian language from the Canadian Pacific coast of British Columbia which is now dead). Nor will most people be interested in learning any of the 800 languages spoken on the island of New Guinea or the 2,400 spoken by Native American Indians (many of which are threatened), but their deaths are robbing us of the knowledge needed to write many chapters of history.

(2) \_\_\_\_\_.

Documenting a threatened language can be difficult and dangerous, requiring consummate diplomacy with tribes, some of which may be meeting outsiders for the first time and may well be wary about why these strangers need so much information about their language. 'Some peoples are extremely proud of their language while others are sceptical of the "white man" believing he now wants to rob them of their language as well,' says Kortlandt.

(3) \_\_\_\_\_.

'There are about 200 Tibeto-Burman languages, only about ten of which have been properly described,' says Kortlandt. 'We now have fourteen PhD students describing different, unknown languages. The problem is it can take years to document a language. We are generally happy when we have a corpus of texts which we can read and understand with the help of a reliable grammar and dictionary provided by a competent linguist, preferably including texts of some particular interest,' says Kortlandt.

(4) \_\_\_\_\_.

To non-linguists it must seem an odd issue to get worked up about. Why waste so much time saving languages spoken by so few and not concentrate on the languages of the future that most of us speak? Why look back instead of forward? 'Would you ask a biologist looking for disappearing species the same question?' Kortlandt asks. 'Or an astronomer looking for distant galaxies? Why should languages, the mouthpiece of threatened

cultures, be less interesting than unknown species or galaxies? Language is the defining characteristic of the human species. These people say things to each other which are very different from the things we say, and think very different thoughts, which are often incomprehensible to us.'

(5) \_\_\_\_\_.

Take, for example, the vast potential for modern medicine that lies within tropical rainforests. For centuries forest tribes have known about the healing properties of certain plants, but it is only recently that the outside world has discovered that the rainforests and coral reefs hold potential cures for some of the world's major diseases. All this knowledge could be lost if the tribes and their languages die out without being documented.

(6) \_\_\_\_\_.

Kortlandt is blunt about why some languages have suffered. 'If we look back to the history of the Empire,' he says, 'for social, economic and political reasons, a majority never has an interest in preserving the culture of a minority.'

### Paragraphs

- A. Frederik Kortlandt, Professor of Comparative Linguistics at Leiden University in Holland, has a mission to document as many of the remaining endangered languages as he can. He leads a band of language experts trekking to some of the most inaccessible parts of the earth to save such threatened languages.
- B. This is one of the factors worrying Paul Qereti, a linguist in Fiji in the South Pacific. There are hundreds of known remedies in Fiji's forests. The guava leaf relieves diarrhoea, the udi tree eases sore throats, and hibiscus leaf tea is used by expectant mothers. There are possibly scores more yet to be discovered. We will only be able to find them and benefit from their properties through one or more of the 300 languages and dialects spoken on the Fijian islands. If the languages die, so too will the medicinal knowledge of naturally occurring tonics, rubs and potions. Science could be left wondering what we might have found. English is now spoken by almost everyone in Fiji and Qereti is teaching Fijians how to speak their own disappearing native languages and dialects.
- C. In September this year, like-minds met in Kathmandu for a conference on how to save some Himalayan languages spoken by just a handful of people. A great number of languages in the greater Himalayan region are endangered or have already reached the point of no return.
- D. As Kortlandt stresses, 'If you want to understand the human species, you have to take the full range of human thought into consideration. Language is the binding force of culture, and the disappearance of a language means the disappearance of culture. It is not only the words that disappear, but also knowledge about many things.'
- E. Kortlandt knows a language is disappearing when the younger generation does not use it any more. When a language is spoken by fewer than forty people, he calculates that it will die out. Every now and then language researchers get lucky. Kamassian, a southern Samoyed language spoken in the Upper Yenisey region of Russia, was supposed to have died out, until two old women who still spoke it turned up at a conference in Tallinn, Estonia in the early 1970s.
- F. According to the Atlas of Languages, Chinese is now spoken by 1,000 million people and English by 350 million. Spanish, spoken by 250 million people, is fast overtaking French as the first foreign language choice of British schoolchildren.
- G. Kortlandt is one of several linguists who have sounded the alarm that humankind is on the brink of losing over fifty percent of its languages within the next generation or two. This loss may be unavoidable in most

cases, says one authority, 'but at the very least, we can record as much as we can of these endangered languages before they die out altogether. Such an undertaking would naturally require support from international organizations, not to mention funding.'

Write your answer here.

1	2	3	4	5	6
F	A	C	E	D	B

**B.** Based on the following passage, answer the questions that follow. Write your answers (A, B, C, or D) in the answer boxes provided in this section.

### ***Bad Language***

Researchers who study the evolution of language and the psychology of swearing say that cursing is a human universal. Every language or dialect ever studied, living or dead, spoken by millions or by a small tribe, turns out to have its share of forbidden speech. Young children will memorize the illicit inventory long before they can grasp its sense and writers have always constructed their art on its spine.

Other investigators have determined that hearing a curse elicits a literal rise out of people. When electrodermal wires are placed on people's arms and fingertips to study their skin conductance patterns, and the subjects then hear a few obscenities spoken clearly and firmly, participants show signs of instant arousal. Their skin conductance patterns spike, the hairs on their arms rise, their pulse quickens, and their breathing becomes shallow.

Interestingly, said Kate Burridge, a professor of linguistics at Monash University in Melbourne, Australia, a similar reaction occurs among university students and others who pride themselves on being educated, when they listen to bad grammar or slang expressions that they regard as irritating or illiterate. 'People can feel very passionate about language,' she said, 'as though it were a cherished artefact that must be protected at all costs against the depravities of barbarians and lexical aliens.'

7. Which two aspects of swearing are the main focus of the first two paragraphs?  
A. people learning how to do it and people disapproving of it  
B. people being shocked by it and people getting used to it  
C. people being caused to do it and people refusing to do it  
D. people doing it and people witnessing others doing it
8. The Australian professor refers to people who \_\_\_\_\_.  
A. are extremely intolerant of the incorrect use of language  
B. regard other kinds of bad language as even worse than swearing  
C. are aware that their attitude to the correct use of language is unrealistic  
D. feel their view of bad language is shared by the majority

### ***Can Animals Talk?***

The idea that animals have all-but-human mental lives and powers of communication has become fashionable. Since the 1970s, as animal behaviorists have trained apes to make requests by using gestures or symbols, and acousticians have detected that whales and elephants make subsonic calls, suspicions have arisen that animals have more to say than humans realized.

However, Dr. Stephen R. Anderson, a Yale professor of linguistics and psychology, warns against considering any of these behaviors 'language'. Animals may learn to memorize symbols or sounds, he says, but this does not match the complexity of spoken or deaf sign language. 'Chimps do, after a lot of training, learn 200 or more signs. But they seem to top out after a few years. Kids' vocabularies just

go on expanding.' Children also perceive that sounds can be joined to form words into sentences, he says, whereas it is not clear that animals do.

Dr. Emily Sue Savage-Rumbaugh, who has worked with apes for 25 years, disagrees with Dr. Anderson. Some bonobos she works with, she says, have been talked to by humans since birth. By pointing to the right symbols, Kanzi, the best among the bonobos, can form sentences like 'Sue chase Kanzi' and 'Kanzi chase Sue', or can hear the English words 'Get the tomato that is in the microwave' and fetch the tomato.

Linguists have been accused of moving the standard on their definition of language even higher, so it can never be met. They will always deny that animals can talk, Dr Savage-Rumbaugh argues, 'because it doesn't fit comfortably with their view of the universe.' Dr. Anderson RL replies that he has 'no desire to deny speech even to the cockroach', but he doesn't think non-humans have the potential.

9. The debate described in the text centers on \_\_\_\_\_.  
A. how much training animals need to be given in order to acquire language  
B. whether certain animals can acquire language but others can't  
**C. what can genuinely be considered to be language**  
D. whether evidence of animal use of language is truthful or not
10. Dr. Anderson says that his views on the subject \_\_\_\_\_.  
A. have changed as a result of his work  
**B. are not prejudiced**  
C. are likely to cause controversy  
D. have relevance to the teaching of language.

This is the end of the test.