

Lingua Inglese 2A

A particular type of verbs and Speech act theory

Plan of the day

- Warm-up: A particular type of verbs
- Speech act theory
- A fill-in-the-blanks.

EXTRA-CLASS WORK: Read Cutting, section A4 (pp.23-33)
Extra-class work: Cutting, Activity, on Text B (p. 94), IGNORE the part about the movie script; on Text C (p.95)[in your portfolio]

Survey & Course registration

Please, make certain that you complete this survey

<https://goo.gl/forms/VL0p0km2gaYS9La02>

What is the problem with cohesion in these sentences?

- ❑ During the summer, my sister and I milked the cows, but now that school has started, my father milks the cows in the morning, and us at night.
- ❑ Mrs McAllister watched as the giant airplane taxied out of the gate. Then like some wild beast she pointed her nose down the runway and screamed terrifically into the sky.
- ❑ Mr Yoshiko said the donkey owners should clearly state why they want to keep the animals. “If they cannot give good reasons why they need the donkeys, then they will be shot.”
- ❑ Please place your garbage in this barrel. It will be here weekends for use.
- ❑ Recent visitors were Jonathan Goldings and their in-laws the Brett Packards, from Lake Placid, NY. Brett had his tonsils removed in Centerville. It was a pleasant surprise to have them for supper.

A particular type of verbs 0

I ask a question.

I do ask a question.

Do I ask a question?

I do not ask a question.

A particular type of verbs 1

This vid consists **of** just two lines.

In the first line, the first actress, Rose, asks a question, which you will read.

In the second line, the second actress, Dorothy, answers **R**ose's question with a humorous pun.



Try to grasp **the** second actress's answer.
Jot it down on your worksheet.

clip

A particular type of verbs 2

I ask a question.

I do **ask** a question.

Do I **ask** a question?

I do not **ask** a question.

Rose: **Can** I **ask** a dumb question?

Dorothy: _____

Let's break down the humor of this skit.

clip

A particular type of verbs 2

I ask a question.

I do **ask** a question.

Do I **ask** a question?

I do not **ask** a question.

Rose: **Can** I **ask** a dumb question?

Dorothy: Better than anyone I know!

Let's break down the humor of this skit.

clip

<http://www.youtube.com/watch?v=9--u5ULLnIA&NR=1>

Two contrasting meanings 1

Rose: **Can** I **ask** a dumb question?


```
graph TD; A["Rose: Can I ask a dumb question?"] --> B["What is the meaning/function of 'can' in Rose's intention?"]; B --> C["What should Dorothy's answer be according to this meaning?"]; A --> D["Empty light blue box"]; style D fill:#add8e6,stroke:#000,stroke-width:1px
```

What is the meaning/function of “can” in Rose’s intention?


What should Dorothy’s answer be according to this meaning?

Two contrasting meanings 2

Rose: **Can** I **ask** a dumb question?



Rose: Do I have permission to ask a dumb question?



Dorothy: Of course!
Go ahead! There's no such thing as a dumb question.

Two contrasting meanings 3

Rose: **Can** I **ask** a dumb question?

Do I have permission to ask a dumb question?

Dorothy: Of course! Go ahead! There's no such thing as a dumb question.

What is the meaning/function of "can" for this humorous answer?

Dorothy: Better than anyone I know!

Two contrasting meanings 4

Rose: **Can** I **ask** a dumb question?



Do I have permission to ask a dumb question?



Dorothy: Of course! Go ahead! There's no such thing as a dumb question.

Am I able (how good am I) to ask a dumb question?



Dorothy: Better than anyone I know!

So, what are the two meanings of “can”?

Two contrasting meanings 4

Rose: **Can** I **ask** a dumb question?



Do I have permission to ask a dumb question?



Dorothy: Of course!
Go ahead! There's no such thing as a dumb question.

Am I able (how good am I) to ask a dumb question?



Dorothy: Better than anyone I know!

PERMISSION

ABILITY

In-class activity



- Start a worksheet. Use the back of the Frost poem.
- It **MUST** be a small notebook size sheet (A5)
- On top of the page, write:
 - LAST NAME & first name (BLOCK LETTERS, please)
 - ID#
 - today's date
 - NO

SIGNATURE

Rossi Mario 20358962 14-3-2019

What other ONE-word verbs
like *can* or *do* fit in the blank
below?

I ask a dumb question.

I **do** **ask** a dumb question.

I **can** **ask** a dumb question.

I **ask** a dumb question.

For SUBMISSION

The basic, “core” modals

	<i>can</i>	
	could	
I	may	ask a dumb question
	might	
	shall	
	should	
	will	
	would	
	must	

Speech Acts

John L Austin (1962). *How to do things with words*

Many [all?] utterances are equivalent to actions

Locution - locutionary act

What is said, **namely**, the actual words of the message

Illocution - illocutionary force

What the speaker means to convey, **that is**, what the speaker is doing.

Perlocution - perlocutionary effect

What is done by uttering the words, **i.e.** hearer's reaction to the speaker's message

Locution

Locution - locutionary act
What is said, **namely**, the actual words of the message

“Jones is a disreputable businessman.”

“We the jury find the defendant to be guilty.”

“Will you pay for my tuition?”

“I will take you to Disneyland for your birthday.”

“I’m thrilled that you will be going to law school.”

Examples taken from:

<http://grammar.ucsd.edu/courses/lign105/student-powerpoint/Speech%20act%20theory.pdf>

In-class activity: Not for submission
Make certain that you can take it off
from your notebook and file it in your
portfolio

- Start a worksheet.
- It **MUST** be a small notebook size sheet (A5)
- On top of the page, write:
 - LAST NAME & first name (BLOCK LETTERS, please)
 - today's date

Rossi Mario

11-3-2018

Illocution

NOT for
submission

Illocution - illocutionary force

What the speaker means to convey, **that is**, what the speaker is doing.

What is the illocutionary macro-class of the following utterances?

- (a) "Jones is a disreputable businessman."
- (b) "We the jury find the defendant to be guilty."
- (c) "Will you pay for my tuition?"
- (d) "I will take you to Disneyland for your birthday."
- (e) "I'm thrilled that you will be going to law school."

A question like this will be among those of the test. Write down each sentence and state what type of illocutionary force it holds (look them up **in the Cutting book** pages 16-17). Explain what specific illocutionary act they perform (see the examples **in Cutting's definition**). See the example below.

Example

“Jones is a disreputable businessman.”

Representative: it **describes** a person. Present indicative with an attribute of the subject, which is the person described.

Perlocution

NOT for
submission

**Perlocution - perlocutionary
effect**

What is done by uttering the words, **i.e.** hearer's reaction to the speaker's message

What is the perlocutionary effect of the following utterances?

- (a) "Jones is a disreputable businessman."**
- (b) "We the jury find the defendant to be guilty."**
- (c) "Will you pay for my tuition?"**
- (d) "I will take you to Disneyland for your birthday."**
- (e) "I'm thrilled that you will be going to law school."**

A question like this will be among those of the test.
Write down each sentence and state what perlocutionary act they perform.
See the example below.

Example

“Jones is a disreputable businessman.”

→ Hearer now knows something about Jones. → Hearer now can avoid Jones.

Speech act analysis 1

Consider the two lines in the last skit we saw from *The Golden Girls*:

Rose: **Can I ask a dumb question?**

Dorothy: **Better than anyone I know!**

Provided that the locutionary act is clear, what are illocutionary and perlocutionary acts performed by the two speakers?

Can you translate it into Italian? Why and/or how?

**NOT for
submission**

Explicit vs. implicit Declaration

Explicit performatives are performative utterances that contain a performative verb that makes the kind of act being performed explicit.

I promise to come to your talk tomorrow afternoon.

Implicit performatives are performative utterances in which there is no such verb.

I'll come to your talk tomorrow afternoon.

Explicit vs. implicit speech acts

Representatives

- Explicit: “I {claim, assert} that it is raining outside.”
- Implicit: “It is raining outside.”

Commissives

- Explicit: “I {promise, vow} that I will repay the money I borrowed.”
- Implicit: “I will repay the money I borrowed.”

Directives

- Explicit: “I {demand, order} you to leave town immediately.”
- Implicit: “Leave town immediately!”

Declarations

- Explicit: “We find the defendant is not guilty.”
- Implicit: “Not guilty!”

Speech act analysis 3

Consider the utterance below:

“And that is enough for today”

Who is more likely to state this and in what situation?

What are illocutionary and perlocutionary acts?

**NOT for
submission**

Speech act analysis 3

Consider the utterance below:

“And that is enough for today”

Who is more likely to state this and in what situation?

What are illocutionary and perlocutionary acts?

Illocutionary act: the speaker intends to communicate that class is over

Perlocutionary act: students make preparations to quit the room

What if one of you states the same utterance now?

Felicity conditions

They are the conditions which must be fulfilled for a speech act to be **satisfactorily performed or realized**.

Searle - general condition:

the hearer must hear and understand the language;
the speaker must not be pretending or play acting;

Austin -

the **context** and **roles of participants** must be recognised by all parties;
the **action** must be carried out completely;
the **persons** must have the right **intentions**;

Conditions

- the person performing the speech act has to **have authority** to do so – only certain people are authorised to perform certain speech acts;
- the speech act has to be performed in the **appropriate manner** (sometimes this involves respecting precise wording), this can also include the demeanour/behaviour
- **sincerity conditions** have to be present: the speech act must be performed in a sincere manner: verbs such as promise, vow, or guarantee are only valid if they are uttered sincerely.

Indirect speech acts

to communicate a different meaning from the apparent surface meaning;

[Luke stands up and moves across the room]

Roby: *It's getting a bit cold in here.*

[Luke closes the window]

Transactional vs. Interactional

- **Transactional:** language serves in the expression of content and the transmission of factual information.
- **Interactional** is that function involved in expressing social relations and personal attitudes, showing solidarity and maintaining social cohesion

On our next meeting make certain that you have on you:

- (a) The lyrics of the song and
- (b) The sentences I will upload on the dept's website

About modals

- Let's consider the conditional sentences in this song
- START A WORK-SHEET (name, last name, st. ID#, date) and number 1 to 15 lines, **as follows**

1) _____

2) _____

3) _____

.....

15) _____

Fill in the numbered blanks in the captions

Full

Fill-in-the-blanks