4.1. Speaker’s Meaning

What do interlocutors do to enable effective conversation?
→ They follow the COOPERATIVE PRINCIPLE (Grice 1975).

What does the cooperative principle say?
→ “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.”

NOTE: Though phrased as a prescriptive command, the principle is intended as a description of how people normally behave in conversation.

SQ1. What does the cooperative principle consists of?
→ 4 categories; i.e. GRICEAN MAXIMS of:

Answer about each of (a)-(c):
(1) What is the indirect speech act it performs?
(2) Which one of Gricean maxim(s) is flouted

a. [in response to: Koohii demo nomi ni ikanai?]
   Aa, ima kara kurasu na n da.
   (1) rejection
   (2) Maxim of Relation

b. Gohan no ato sugu ne-tara, ushi ni naru yo!
   (1) command (not to sleep right after a meal)
   (2) Maxim of Quality

c. [a mother to a child whose hands are dirty]
   Maa kiree na o-tete!
   ‘What clean hands you have!’
   (1) sarcasm
   (2) Maxim of Quality

SQ2. (1) What type of speech do (227) and (228) represent?
(2) What is the speaker’s intention in these sentences?

Additional example:
[a host to a guest] Nanimo arimasen ga, doozo.

In order to carry out a conversation successfully, is it necessary for interlocuters to be familiar with sociocultural norms?
→ Yes!
4.2. The Nature of Information

4.2.1. Wa and Ga

NOTE: “#”: infelicitous (=inappropriate, though grammatical)

Wa and ga have 2 functions each (Kuno 1973):
  wa: (1) theme (or topic); (2) contrast (usually accented)
  ga: (1) exhaustive listing; (2) neutral description

The following rules are useful to remember.

**TOPIC-wa + COMMENT.** e.g. Ken WA kinao kita yo.
  new info.  shared info.

**SUBJECT-ga + PREDICATE.** e.g. Ken GA kinao kita yo.
  (1) new info.  shared info.  (i.e. ga for ‘exhaustive listing’)
  (2) The whole sentence represents new info.
    (i.e. ga for ‘neutral description’)

SQ3. In (229), is ojiisan marked by wa in the second sentence
because it’s been mentioned in the previous sentence?  
  → Yes.

In (230) and (231), why are kono ringo and Tanaka sensei
marked by wa when they are brought up for the first time?
  → When the speaker uses demonstratives (e.g. kono), s/he
    expects that the hearer can surmise from the context what
    s/he is referring to.

When the speaker uses proper nouns (e.g. Tanaka sensei),
  s/he expects that the hearer knows the referent.

NOTE: There are 2 types of TOPIC CONSTRUCTION
  sentences; i.e. X-wa Y-ga Z.

(1) Base-generated
  a. Hana-wa sakura-ga ii.
     ‘As for flowers, cherry blossoms are the best.’
  b. Watashi-wa onaka-ga suita.
  c. Kumi-wa tensisu-ga joozu da.
    [X ≠ argument of Z; Y = argument (subject) of Z]

(2) Derived
  d. A: Hana-wa doo shita?  ‘What did you do about flowers?’
     B: Hana-wa Mari-ga katta.
       (Mari-ga hana-o katta.)
       ‘As for flowers, Mari bought them.’
       [X = arguments (object) of Z; Y = argument (subject) of Z]

Is sentence (232) a base-generated or derived topic sentence?
  How about (233)?
  → (232): __________________;  (233): __________________

What is a ‘GENERIC NP’?
  → An NP that refers to a general class whose members share a
    common attribute; e.g. Nihonjin, inu, hana, senshin-koku
    ‘advanced country’.

  e.g. Kujira-wa honyuu doobutsu da.  ‘Whales are mammals.’

How can the first NPs in (234) and (235) be marked by wa
  without overt prior mention?
  → ___________________________

Why can’t the first NPs in (236) and (237) be marked by wa?
  → ___________________________
What function do the instances of wa serve in (238) and (239)?

→

What does (240) illustrate?

→

4.2.2. Interaction with syntax and morphology

(241)-(243), p. 409 を見る！

What does Downing (1993) say about the placement of ‘quantifiers’ in a sentence?

(1) The floating structure tends to be used when the number information is NEW, and the prenominal structure is used regardless of whether the information status.

(2) The prenominal structure tends to be used when the number information is SPECIFIC; otherwise, the floating structure.

(244)-(247), p. 410 を見る！

4.3. Relevance of contextual information

What does a ‘gap-less relative clause’ mean?

→

(254)-(255), pp. 412-413 を見る！

SQ5. Why is the interpretation (256a) preferred to (256b)?

Because it’s more likely that katee-kyooshi ‘tutor’ is someone who helps a child with a H.S. entrance exam preparation, rather than someone who has to take a H.S. entrance exam him/herself.

(257)-(258), p. 413 を見る！

Contextual (=pragmatic) information can sometimes give preferences as to whether and/or where a gap is located in a relative clause, leading to a preferred interpretation of the sentence.
Why are (261) and (262) infelicitous?
→ Because there is no detectable evidence that an agent carried out the action.

6. Why does the following sentence sound much more natural than (262) and (265)?
   Onigiri-ga nigите-аr-u.
   ‘Rice balls have been made (and they’re still there).’

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Exercises