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I. (15%)

(Sinclair 1991) noted several essential features that capture the *idiomaticity* of language. The following features are further referred to as *collocation, colligation,* and *semantic preference,* respectively.

(1) Many uses of words and phrases attract other words in collocation (e.g., *pleasant journey, hard work*). (5%)
(2) Many uses of words and phrases show a tendency to co-occur with certain grammatical choices (e.g., *enjoy* is followed by nouns or nominalized phrases). (5%)
(3) Many uses of words and phrases show a tendency to occur in a certain semantic environment (e.g., *happen* is mostly associated with unpleasant things such as in 'A terrible car accident happened last night'). (5%)

Please provide one more example for each of the three features based on your English knowledge.

II. (35%)

The notion of 'politeness' in pragmatics refer to the linguistic choices that are made that give people space and show a friendly attitude to them. In order to enter into social relationships, we have to acknowledge an awareness of the *face,* the public self-image, of the people that we address. Brown and Levinson (1987) argued that it is a cross-culture characteristic that speakers should take account of others feelings and avoid Face Threatening Acts (FTAs). "When FTAs are unavoidable, speakers can redress the threat with *negative politeness* that respects the hearer's negative face, the need to be independent, have freedom of action, and not be imposed on by others. Or they can redress the FTAs with *positive politeness*, which attends the positive face, the need to be accepted and liked by others, treated as a member of the group, and to know one's wants are shared by others." (quoted from Cutting, 2008)

Following is an exchange of text message on a mobile phone adapted from (Cutting, 2008):

Robert:	Hi, any chance of getting a copy of XP today at some point? Rob.
Lisa:	You are my first wrong number text message.
Robert:	Why? Who are you? Not pete i assume?
Lisa:	No. Do you mean Smith?
Robert:	Yes.
Lisa:	I'm Mary's mum.
Robert:	I'm Robert, petes mums partner. Sorry to bother you:)))
Lisa:	How funny! OK – now tell me what a copy of XP is. *[message sent twice]*
Robert:	Do you want the answer twice??:)) XP is an operating system for the computer. Just like windows 2000 but better and more secure.
Lisa:	I wish I hadn't asked. How did you get my number? Can I put this conversation into a book on linguistics I'm writing?
Robert:	It's the number ive had for peter for a while. Not had call to use it till now. You must have his old phone or sim card. Yes, feel free to use it:))
Lisa:	Thanks. This is not his phone or card.
Robert:	Do you have the number he uses now? Sorry to hear about their split.
Robert:	Sorry again. I really don't know where i got your number from.
Lisa:	09990 111 333. Have a nice day!

見背面

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Robert:	Thanks. And you.

Sources:
1. Cutting, J. 2008. *Pragmatics and Discourse: A resource book for students.* Routledge.
2. Sinclair, J.M. 1991. *Corpus, Concordance, Collocation.* Oxford: Oxford University.

Questions:

II-1. In this text message, which predominates – positive politeness or negative politeness? Why? (17.5%)

II-2. In what way might texting communication differ from formal written communication, in terms of politeness? What are the variables that might influence these differences? (17.5%)

III. (50%)

Classical categorization first appears in the context of Western philosophy in the work of Plato, who introduces the approach of grouping objects based on their similar properties. This approach was further systematized by Aristotle by analyzing the differences between classes and objects. The classical Aristotelian view claims that categories are discrete entities characterized by a set of properties which are shared by their members. In analytic philosophy, these properties are assumed to establish the conditions which are both necessary and sufficient in order to capture meaning.

In recent research of frame-theory, linguists, cognitive scientists and philosophers have collaborated more and more to contribute to a unified understanding of conceptual categorization. As welcome as this interdisciplinary collaboration is, disciplinary boundaries have generated the appearance of disjoint research devoted to the discussion of concepts and categorization.

For instance, there has been intense debate about whether people use processes of comparison as opposed to categorization (or class-inclusion) in understanding simile and/or metaphor. This comparison/categorization debate is basically about how similes such as "Businesses are like dictatorships" and corresponding metaphors such as "Businesses are dictatorships" are interpreted by people who try to understand them. The first term ("businesses" here) is the target and the second is the source.

There is however a particular conjecture about the Debate: What has been revealed by psychological experiments within the Debate is not whether comparison or categorization is involved in understanding. Rather, there are differences between positions on various other processing dimensions that cut across the distinction between comparison and categorization. These dimensions include:

1. the extent of difference between how the source and the target contribute to our understanding process,

2. the extent to which the source/target relationship is itself important information for understanding the conveyed. In other words, the relationship is not merely a stepping stone to illuminating the target, and

3. the amount of care taken to establish the source/target relationship.

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Movement along the dimensions is possible both within and between particular theories of simile/metaphor understanding. Within a theory, the understanding process could vary along the dimensions depending on the particular target and the source, the sentence form (simile form or metaphor form as above), and context. When it comes to between theories, for a given target and a given source, a given form and a given context, different theories can propose different positions on the dimensions.

Positioning on the dimensions can account for many salient experimental results in the Debate, irrespective of whether comparison or categorization is involved. Hence, instead of trying to explain results directly in terms of comparison and categorization, it would be more fruitful to explain them in terms of the above dimensions. Particular comparison- and/or categorization-based theories might then be devised to provide the requisite positioning along the dimensions. But the suspicion is that it will always be possible to find some comparison theory and some categorization theory that provide it.

Sources: The above article is adapted from the following
1. *Wikipedia (https://en.wikipedia.org/wiki/Categorization)*
2. *International workshop at the HHU Düsseldorf* (2013)
3. *Metaphor and Simile: Reframing the Comparison versus Categorization Debate*
   A technical report by John Barnden (2012). *Cognitive Science Research Paper CSRP-12-01*, School of Computer Science, University of Birmingham, UK.

Questions:
III-1. What does categorization aim to uncover within a given linguistic system? Please provide a brief answer to this question. (10%)

III-2. Would the distinction and the theoretical assumptions about comparison and categorization make possible human understanding of metaphor and simile? Argue briefly for your position. (10%)

III-3. How would categorization, in your opinion, be of interest to the theories of mind? To argue for your point, please write a self-contained, coherent and well-argued mini essay of no more than 250 words. (30%)

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