

**F. E. Yuldasheva**



# **“LEXEMES EXPRESSING POLITENESS”**

**“Leksikologiya” fani bo’yicha  
o’quv-metodik qo’llanma**

**“Durdona” nashriyoti**

**Buxoro-2022**

Mazkur o'quv-metodik qo'llanma oliy ta'limning 5120112-filologiya va tillarni o'qitish (ingliz tili) ta'lim yo'nalishi III bosqich bakalavriat talabalari uchun mo'ljallangan bo'lib, "Leksikologiya" fani ishchi dasturi asosida tayyorlangan.

Ushbu metodik qo'llanmada xushmuomalalik tushunchasi haqida batafsil ma'lumot berilgan bo'lib, xushmuomalalikni ifodalovchi Inglizcha va o'zbekcha leksemalar misollar yordamida tahlili qilingan. Shuningdek, xushmuomalalikni ifodalash usullarini turli interfaol metodlar va kontekst asosida o'rgatishga oid bir qancha mashqlar berilgan bo'lib, ular kishilar bilan suhbatga kirishish jarayonida katta ahamiyatga ega.

Mazkur metodik qo'llanmadan nafaqat bakalavriat ta'lim yo'nalishi talabalari, balki umumta'lim maktablari va akademik litsey yosh o'qituvchilari va o'quvchilari ham foydalanishlari mumkin.

**Muharrir:** **BuxDU Ingliz tilshunosligi kafedrasini mudiri, f.f.n., dotsent**  
**Z.I.Rasulov**

**Taqrizchilar:**

**N.S.Qobilova** BuxDU Ingliz tilshunosligi kafedrasini katta o'qituvchisi, PhD

**N.F.Qosimova** BuxDU Tarjimashunoslik va lingvodidaktika kafedrasini  
mudiri, PhD

Metodik qo'llanma Buxoro davlat universiteti o'quv-metodik kengashining 2022 yil 27-maydagi 10-sonli yig'ilishida muhokama qilingan va nashrga tavsiya qilingan.

Buxoro davlat universiteti  
o'quv-metodik kengash 10-sonli  
yig'ilishining bayonnomasidan

**K O' C H I R M A**

27.05.2022

Buxoro shahri

**K U N T A R T I B I:**

**I. Turli masalalar.**

Ingliz tilshunosligi kafedrasida o'qituvchisi F.E. Yuldashevaning 5120112-Filologiya va tillarni o'qitish:ingliz tili ta'lim yo'nalishi uchun "Lexemes Expressing Politeness" deb nomlangan uslubiy qo'llanma tavsiya etish.

**E S H I T I L D I:**

M.Y. Farmanova (kengash kotibasi) - Ingliz tilshunosligi kafedrasida o'qituvchisi F.E. Yuldashevaning 5120112-Filologiya va tillarni o'qitish:ingliz tili ta'lim yo'nalishi uchun "Lexemes Expressing Politeness" deb nomlangan uslubiy qo'llanmani nashrga tavsiya etishni ma'lum qildi. Uslubiy qo'llanmaga: Tarjimashunoslik va lingvodidaktika kafedrasida mudiri PhD N.F. Qosimova va Ingliz tilshunosligi kafedrasida dotsenti PhD N.S. Qobilovalar tomonidan ijobiy taqriz berilgani ta'kidlandi. Uslubiy qo'llanma muhokamasi haqidagi Xorijiy tillar fakulteti (2022-yil 29-aprel) va Ingliz tilshunosligi kafedrasida (2022-yil 27-aprel) yig'ilish qarori bilan tanishtirdi.

Yuqoridagilarni inobatga olib o'quv-metodik kengash

**Q A R O R Q I L A D I:**

1. Ingliz tilshunosligi kafedrasida o'qituvchisi F.E. Yuldashevaning 5120112-Filologiya va tillarni o'qitish:ingliz tili ta'lim yo'nalishi uchun "Lexemes Expressing Politeness" deb nomlangan uslubiy qo'llanma tavsiya etilsin.

O'quv-metodik kengash raisi

O'quv-metodik kengash kotibasi



R.G'. Jumayev

M.Y. Farmanova

## INTRODUCTION

Today, the growth and development of international cooperation in science and technology, intercultural communication features in the development of science and technology, the ability of university students to develop practical knowledge of a foreign language, as well as intellectual potential, free reading of foreign language literature requires knowledge.

This methodical manual on the subject of “Intercultural communication” prepared and designed for third year English studying students of the Foreign Languages Faculty, the purpose of which is to teach the rules of how to communicate in a polite way according to intercultural communication settings, as well as famous politeness quotes by different prominent authors are also provided in order to use them in their discourse. This manual is intended to further enrich students’ knowledge of choosing appropriate quotes and using them in communication. The main purpose of this manual is to teach students that being polite allows one to show basic human decency to others, even strangers.

Through the given quotes in the manual, students develop the politeness skills and abilities to obtain the knowledge of real and colourful communication.

This manual is designed to teach lessons on the basis of politeness skills and new pedagogical technologies. The authors would like to express their gratitude in advance to the colleagues who commented on the structure and content of this manual.

**Author**

## **C O N T E N T:**

<b>1. POLITENESS: MAKING WHAT WE SAY LESS DIRECT.....</b>	<b>5</b>
<b>2. NAMES AND TITLES: ADDRESSING PEOPLE.....</b>	<b>11</b>
<b>3. THE EXPRESSION OF POLITENESS.....</b>	<b>25</b>
<b>4. POLITENESS IN DIFFERENT CULTURES .....</b>	<b>28</b>
<b>5. TODAY'S WORD LIST.....</b>	<b>32</b>
<b>6. SYNONYMS AND ANTONYMS.....</b>	<b>45</b>
<b>7. REFERENCES.....</b>	<b>62</b>



## **POLITENESS: MAKING WHAT WE SAY LESS DIRECT**

**POLITENESS** is about keeping good relations with your listener or reader. There are two types of politeness:

- showing the listener or reader that you value and respect them.
- changing or softening what you say so as not to be too direct or forceful.

### **Politeness: showing respect**

There are many ways in which we can show that we value and respect our listener or reader. In more formal situations, we are especially careful to use certain polite phrases:

[addressing an audience]

Ladies and gentlemen, please welcome Mr Patrick Murphy ...

[a waiter in a restaurant]

May I take your plate, sir?

[a message in a thank-you card]

Thank you for your wonderful gift.

[asking a stranger for directions]

Excuse me, I'm looking for Cathedral Street.

Not: Where's Cathedral Street?

In formal contexts when we don't know people and we want to show respect, we use titles such as Mr + family name, Ms + family name, sir, madam, doctor (Dr), professor (Prof.):

[checking out at a hotel reception desk]

A:

Here's your credit card, Mr Watts. Have a safe trip.

B:

Thank you.

[at a restaurant]

Shall I take your coat, Madam?

[emailing a professor that you don't know]

Dear Prof. Kinsella ...

Not: Hi John ...

**Politeness: making what we say less direct**

When we speak and write, we usually try not to be too direct. There are a number of ways in which we can do this.

Softening words (hedges)

We can use softening words or hedges to make what we say softer.

Compare

Softer	more direct
It's kind of cold in here, isn't it? Could we close the window?	It's cold in here. Let's close the window.
Could you just turn the radio down a little, please?	Turn down the radio. (The imperative is very direct when used in requests.)
Your playing could possibly be improved. [giving someone criticism on their musical performance] You may need to spend more time working a little bit on the rhythm.	You must improve your playing. You need to spend more time working on the rhythm.

**Requests**

When we make a request, we ask someone for something, or we ask someone to do something.

**Asking for something**

There are different ways of asking for something. We usually ask for something in a polite and indirect way, for example, using can, could, would you mind if and may:

A:

Can I have the salt?

B:

Of course, here you are.

A:

Could I ask you the time, please?

B:

No problem. It's quarter past four.

A:

Would you mind if I borrowed your pen, please?

B:

Of course, here you are.

A:

May I have the bill, please? (May is more formal.)

B:

Certainly, Madam.

I need is very direct and is usually used for urgent requests:

I need a doctor.

I need the fire extinguisher. Fast!

I want is very direct and can sound impolite. We don't normally use it to make requests unless we want to be very direct:

I want to speak to the manager right now. I am not leaving here until I get my money back.

### **Asking someone to do something**

There are a number of ways of asking someone to do something in a polite and indirect way. We often use please to make our requests more polite:

Could you call a taxi for me, please?

Would you ask Rose whether she has signed the card, please?

Would you mind collecting my suit from the dry cleaner's, please?



Do you think you could come in ten minutes early tomorrow, before the presentation?

We sometimes use can you and will you to make requests but they are more informal:

Mum, can you wake me at seven o'clock?

Will you send me an email tomorrow just to remind me to book a hotel?

We need is often used in work contexts by a boss or manager to ask for something to be done in a polite way:

We need to email the contract to Peter immediately.

We need someone to go to the meeting in Paris on Wednesday. Bill can't go.

When we are not sure if someone will be able to do what we ask, we sometimes use you wouldn't ..., would you? or you couldn't ..., could you?:

You wouldn't drop this into the post office for me, would you?

You couldn't stop at a bank machine, could you?

In formal letters and formal emails, we can use the following expressions:

I would be grateful if you could send me more information about the course.

We would be most grateful if you could send someone to meet us at the airport as we do not speak Japanese.

### *“Please” and “thank you”*

*Please and thank you* are usually associated with politeness. We use them a lot in English.

### **Please**

We use **please** to make a request more polite:

Can I borrow your pen, please?

Please call our Reservations Department for more information.

Word order

We usually put please at the end of a request with could, can and would, but we can also put it at the beginning or in the middle. Please in the mid position makes the request stronger.

Compare

Could you say that again, please?	Please could you do that again?	Could you please say that again?
Would you say that again, please?	Please would you say that again?	Can we please change the subject?
This is the most common position for please in a request.	Please in front position can make the request sound stronger, like an order.	Please in mid position makes the request stronger. In this position please is often stressed.

When talking to adults, children often use please in front position to adults when making a request or asking for permission.

Compare

child to teacher] Please can I leave early today, Sir?	[employee to boss] Can I leave early today, please? Not: Please can I leave early today?
---	--

### **Please with imperatives**

We use please with the imperative form of a verb to express a polite request or order. We often find this in a classroom situation or in polite notices or written requests using the imperative. We usually put please in front position, at the beginning of the request, particularly in written requests and notices:

[in a classroom]

Please turn to page 10. (or Turn to page 10, please.)

Please note that credit cards are not accepted.

Please send your application, including details of your skills, qualifications and work achievements, to ...

In speaking, we often use please to make an order less direct:

Pass the salt, please.

We often use please to accept something politely, particularly with food and drink:

A:

What would you like to drink?

B:

Orange juice, please.

A:

I'm making a cup of tea. Would you like one?

B:

Ooh, yes, please.

A:

Do you want a lift to the station?

B:

Yes, please. That would be great.

We use please to encourage or, more strongly, to beg someone to do something:

A:

I'll give you a call if I hear anything more.

B:

Please do.

Please believe me.

But, please, don't worry about it.

We can use please on its own to express disbelief, surprise or annoyance:

A:

They took a taxi 100 metres down the road.

B:

Oh, please. I can't believe that.

Please. Just stop doing that. It's really irritating.

Please as a verb

We use please as a verb:

You can come and go as you please. (as you like)

She was very hard to please. (to make happy)



## NAMES AND TITLES: ADDRESSING PEOPLE

When we talk to someone directly, we use names and titles:

Hello, John, how are you?

Professor Sana, there's someone to see you.

When we are talking about people, we use different forms depending on our relationship with them.

We use first names only in informal situations:

A:

I saw Mel earlier today.

B:

Did you? I haven't seen her for weeks.

We use first name + family name (surname) when we are not sure if the person we are talking to knows who we're talking about:

Do you know Simon Perry?

Joy Goodfellow had to go to hospital today. I'm not sure why.

We use a title (Mr, Mrs, Ms, Dr, Prof) and the surname in more formal situations. We don't usually use the title alone, or the title and first name (although we sometimes use a job title):

Dr O'Donnell, can I ask you a question?

Not: Dr David, can I ask ...?

Could you ask Mrs Zatta to call me when she gets back?

Not: Could you ask Mrs to call me ...?

We use Mr /'mɪstə(r)/ for men. We do not usually write 'Mister' in full. We use Mrs /'mɪsɪz/ for married women.

Ms /mæz/ does not indicate if the person is married or not. Some women take on their husband's surname and the title Mrs when they get married. Some women prefer to keep their surname and use the title Ms.

In formal contexts, we sometimes use Master for boys and Miss for girls. Miss also indicates single status (not married). The use of Miss is becoming less common among younger women, and Master now sounds old-fashioned.

#### Parents and grandparents

We use mother (usually formal), mum, mam, mummy (less formal) mom (American English) to talk to a mother, and father (usually formal), dad, daddy, papa (less formal) to address a father. For a grandmother we use gran, grandma, nana, nan, and for grandfather we use grandad, grandpa, granpy, gramps, pops:

Mum, you're going to be really pleased to hear this.

I can borrow your car, can't I, Gran?

#### Terms of endearment

We use terms of endearment for people we are very close to or to whom we want to show affection or friendship. They include: darling, dear, poppet (usually to a little child), love, luvvie, sweetheart. They may combine with names:

Can you lock the car, darling?

Peter, love, could you take this to the post-box for me?

#### Groups of people

We use folks, guys, everyone/everybody, children, boys, lads, girls, ladies, gentlemen to address groups. Some of these are more formal. For example, ladies and gentlemen is more formal than folks or guys. Guys is used more and more for groups of both sexes, not just males:

OK, boys, could you all wait in the main hall, please.

Everybody, could you all hand in your evaluations as you leave, please.

Come, on guys, come and help!

#### Very polite terms of address

We use sir or madam most often in places such as shops or hotels where a service is being given. We use sir and miss to address male and female school teachers (but not teachers in higher education):

[in a shop: a shop assistant is addressing a customer]

How can I help you, madam?

[in a school classroom: a pupil is addressing the teacher]

Sir, she keeps talking all the time.

### Addressing strangers

English does not have a standard polite way of addressing strangers. For example, it is very difficult to know how to attract the attention of a stranger. Hello, sorry or excuse me are most likely to be used. Sir! Madam! are not commonly used:

Sorry, you've dropped your scarf.

Excuse me, are you a friend of Sheila's?

Job titles

We don't normally call people by the name of their job or profession. Some jobs or professions which we can use as terms of address are: doctor (medical), driver, nurse, minister, officer, waiter:

Do you think it's serious, doctor?

Now, minister, can you explain this policy to us?

Excuse me, waiter, sorry, could I have some more bread, please?

We use Dr /'dɒktə(r)] for medical doctors and people with a doctorate qualification (PhD). We use a wide range of titles for jobs. Some common ones in business management are:

Chief Executive Officer CEO /si: i:əʊ/

Managing Director MD /em 'di:/

Financial Director FD /ef di:/

Chief Technical Officer CTO /si: ti: əʊ/

Vice-President VP /vi: 'pi:/ (especially in the USA)

Chair/Chairperson/Chairman /'tʃeəməŋ/

We often use abbreviations:

Kapor was founder and CEO of Lotus.

## **HEDGES (JUST)**

We use hedges to soften what we say or write. Hedges are an important part of polite conversation. They make what we say less direct. The most common forms of hedging involve tense and aspect, modal expressions including modal verbs and adverbs, vague language such as sort of and kind of, and some verbs.

Tense and aspect

I wondered if I could have a word with you? (less direct and more polite than Could I have a word with you?)

Modal expressions

The answer could be that the trees have some sort of disease. (less direct than The answer is that ...)

Maybe we should have a word with him about it? (less direct than We should or we must have a word with him about it.)

This is possibly the best performance in the Olympics.

## **VAGUE LANGUAGE**

We use vague language to make times and quantities sound less direct and more approximate:

A:

Are you coming for dinner tomorrow night?

B:

Absolutely. What time is best for you?

A:

Any time around eight would be perfect.

It's about seven o'clock so I think we should be leaving soon. (less direct than It's seven o'clock so we should be leaving now.)

A:

What colour is your dress?

B:

It's kind of green and brown, with a few gold buttons on the front.

It's sort of difficult to say. (less direct than It's difficult to say)

Could you just post this letter for me?

Vague expressions

Vague language is very common, especially in speaking. We often add words and phrases such as about, kind of, sort of, and that kind of thing to make what we say less factual and direct:

There were about twenty people at the meeting.

It's kind of cold in here.

Did you see lions and giraffes and that kind of thing when you were in South Africa?

We generally use vague language when we don't know the name of something, or to make things sound less factual, or to talk about groups and categories.

When we don't know the name of something

We can use vague expressions when we are not sure of the name of something. These expressions include: what do you call it?, what's it called?, it's a kind of X, it's a sort of X, it's a type of X, or something, thing, stuff:

A:

Val's been in hospital for tests. Did you know that?

B:

No. What's wrong?

A:

Well, they're not sure. She's had to have that test, er, what do you call it? Where you have to go into a type of X-ray machine.

B:

A CAT scan?

A:

Yeah. She's had that done but they still don't know what's causing her headaches.

She's got a small dog, a kind of poodle, or something.

What's that stuff you use when your lips get dry?

Where's the thing for cleaning the window?



Spoken English:

In very informal speaking, we sometimes say / 'wɒtʃəmækɔ:lɪt/, /'wɒtʃəmækɔ:lɪm/, /'θɪŋəmi/, /'θɪŋəmədʒɪg/. These are informal versions of what do you call it/him/her, etc. We never write these words:

A:

Andrew's just moved in with whatyamacallhim /'wɒtʃəmækɔ:lɪm/?

B:

Barry?

A:

No, his friend from Manchester.

Making things sound less factual

Being very factual can sometimes sound too direct in speaking, and so we add vague expressions. These are called hedges: about, kind of, sort of, -ish (suffix), stuff, things:

There's sort of something I don't like about her. (more direct: There's something I don't like about her.)

It's kind of bright in here. (more direct: It's too bright in here.)

I can't meet up later. I have too much stuff to do.

I forget so many things these days.

We especially use vague expressions before numbers, quantities and times to make them sound less factual:

I'll see you at about 8 tomorrow morning for breakfast. Is that okay? (more direct: I'll see you at 8 tomorrow morning for breakfast.)

We expect to take in or around two years to complete the project. (more direct: We expect to take two years and four months to complete the project.)

We're meeting Veronica at four-ish. (more direct: We're meeting Veronica at four.)

We've been living here for more or less five years. (more direct: We've been living here for five years and three months.)

Talking about groups and categories

We use certain vague expressions to make groups or categories. We usually give examples of members of the group or category (underlined below) and then add a vague expression, e.g. necklaces, bracelets and things like that.

Common vague expressions include:

and that kind of thing and stuff like that

and that sort of thing and stuff

and that type of thing and so on

and things like that and this, that and the other

and the like

Where are all the knives and forks and that kind of thing?

I need to buy cards and wrapping paper and stuff like that.

A:

Where's Emma?

B:

She's gone to the doctor. She's been getting pains in her stomach and feeling tired and things like that.

He never eats chocolate, sweets and that type of thing.

There are so many lorries and trucks and that sort of thing passing by our house, even during the night.

We sometimes find vague category expressions in formal speaking, but we usually use different expressions, such as: and so forth, et cetera, and so on, and so on and so forth:

[from a university lecture on literature]

The book has often been looked at from a feminist perspective and so forth but I want to look at it from a political perspective today.

[from a university lecture on communication]

If you use an advertisement in the newspaper, a thirty-second ad on television et cetera et cetera, it will receive quite a wide audience but there's relatively little you can say in it. (ad = advertisement)

What are your views on the new government and the changes they have made and so forth?

We sometimes use vague category expressions in writing. The most common ones are: and so on and et cetera (which is shortened to etc.)

The new theatre will be used for big events such as opera, ballet, drama and so on.

The house is equipped with a cooker, washing machine, television, etc.

When can vague expressions be impolite?

Expressions such as stuff and whatever, whoever, whenever, whichever are sometimes used to be vague in an impolite way. These are especially impolite when they are used in a reply to a direct question asked by someone who is senior to us:

[a father to his son]

A:

What did you do at school today?

B:

Stuff. (This is not a polite reply. It can mean 'I don't want to talk to you'.)

[parent to teenage daughter]

A:

You spend too long on the phone.

B:

Whatever. (This is a very impolite response and means 'I don't care'.)

[two friends talking]

A:

We're meeting around seven at Mel's place.

B:

No, it's at six thirty.

A:

Well, whenever. (This is not as impolite, because it is between friends. A uses whenever to show that she is annoyed that she has been contradicted about the time and that it doesn't really matter whether it's six thirty or seven.)

## VERBS (FEEL)

Some verbs (such as feel, suppose, reckon) can be used to hedge personal statements, that is, to make personal statements less direct:

We feel he should let them decide whether to buy the flat. (less direct than He should let them decide ...)

I reckon that's the best answer to the problem. (less direct than That's the best answer to the problem.)

### Hedges in academic writing

We use certain types of hedging in writing, especially in academic writing, so that statements don't seem to rely simply on personal opinion.

We often use structures with it in the passive such as it is argued that and it has been agreed that:

It has been generally agreed that these new video phone technologies will transform everyday life. (a more cautious and less personal statement than I agree that ...)

### Modal verbs and modality

Modality is about a speaker's or a writer's attitude towards the world. A speaker or writer can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expressions.

Speakers often have different opinions about the same thing.

These speakers are looking at the same thing.

Modal verbs Here are the main verbs we use to express modal meanings:

Core modal verbs: can, could, may, might, will, shall, would, should, must

Semi-modals: dare, need, ought to, used to

Other verbs with modal meanings: have (got) to, be going to and be able to

Modal words and expressions

There are a number of other words and expressions in English, apart from the main modal verbs, which also express modal meanings.

Here are some examples:

modal form	example
<b>Noun</b>	There is a possibility of snow this evening.
<b>Adjective</b>	It's clear that the Prime Minister is worried about education.
<b>Adverb</b>	I'm certainly not fed up with it.

We can use certain modal verbs, especially the past forms of the modal verbs can, may, shall and will (could, might, should and would), to be more polite or less direct. We can also use other modal expressions (certainly, possibility, be likely to, be supposed to be). We often do this when we ask for something or ask someone to do something:

Might I ask if you are related to Mrs Bowdon? (rather formal and more polite/less direct than May I ask ...?)

Would you follow me, please, sir? (more polite/less direct than Will you follow me ...?)

Would you mind moving your car, please?

A:

Could you take a look at my laptop? It's taking so long to start up.

B:

Well I'll certainly take a look. Is there a possibility that it might have a virus?

A:

Well, the anti-virus is supposed to be up to date.

You are likely to feel stressed before your exam. (less direct than You will feel stressed before your exam.)

Changing tenses and verb forms

Sometimes we use a past verb form when we refer to present time, in order to be more polite or less direct. We often do this with verbs such as hope, think,

want and wonder. The verb may be in the past simple, or, for extra politeness, in the past continuous:

A:

Where's the key to the back door?

B:

I was hoping you had it. (less direct than I hope you have it.)

I thought you might want to rest for a while since it's been a long day.

I wanted to ask you a question.

I am having problems with my internet connection and I was just wondering if you could tell me how to fix it. (less direct and forceful than I have a problem with my internet connection and I wonder if you could tell me how to fix it.)

Warning:

In formal contexts, we sometimes use past forms in questions, invitations and requests in the present so as to sound more polite:

Did you want another coffee?

I thought you might like some help.

We were rather hoping that you would stay with us.

In shops and other service situations, servers often use past verb forms to be polite:

Assistant:

What was the name please?

Customer:

Perry, P-E-R-R-Y.

Assistant:

Did you need any help, madam?

Customer:

No, thanks. I'm just looking.

## IF AND POLITENESS

In speaking, we often use if followed by will, would, can or could to introduce a polite request:

If we can move on to the next point for discussion. (more polite than Can we move on ...)

If I could just say one more thing ... (more polite than Listen to me, I want to say something.)

If you will follow me, please. (more polite than Follow me, please.)

We use other expressions with if to express politeness: if you don't mind, if it's OK with you, if I may say so, if it'll help:

If you don't mind, I think I need that cup of tea.

I'll stay here, if it's OK with you.

Two-step questions

In speaking, we sometimes ask two questions rather than one so as to be less direct. The first question is an introduction for the listener and the second one asks a more specific question:

A:

Do you like sport? I mean, do you play sport?

B:

Yeah. I play basketball. I'm on the school team.

The first question introduces the topic of sport; the second one asks a more specific question about it. The listener answers the second question.

We sometimes use yes-no questions one after the other:

A:

Is this your pen?

B:

Yes, that's mine.

A:

Do you mind if I borrow it for a minute?

B:

Not at all.

This is less direct than asking Can I borrow this pen? as a question on its own.

Using names

We can make what we say more polite and less direct by using a person's name:

What's the time, John? (less direct than What's the time?)

I'm not sure I agree with you, Liam. (less direct than I'm not sure I agree with you.)

### **POLITENESS: WHAT IS IMPOLITE?**



Being direct is impolite so we need to be careful when using direct forms.

The imperative form



In most contexts, the imperative is very direct and is usually impolite when used outside of family and friends:

[in a café]

Give me a coffee.

Polite form: Could I have a coffee, please?

[asking the time]

Tell me the time.

Polite form: Would you mind telling me the time, please?

However, it is acceptable to use an imperative in warnings, offers, written requests and when giving directions or instructions:

Mind your step!

Have another coffee.

Turn left once you get past the cinema. Then take a right along a narrow road ...

To stop in an emergency, press this button.

Using titles inappropriately

We use titles before names, for example Mr Oakley, Dr Morrison:

[in a letter or email to Professor Harry Murray]

Polite form: title + family name: Dear Prof. Murray

Not: Dear Prof. Harry

Using very familiar terms of address inappropriately

When people know each other very well, for example, couples or very close friends, parents and their children, they may address each other using terms such as love, honey, darling, pet. In certain dialects, you may also hear people use these terms in shops and cafés, for example. It is impolite to use these terms in formal contexts:

[in an interview]

Where do you come from, love?

[in a restaurant] Mr Kane, pet, your table is ready.



## THE EXPRESSION OF POLITENESS

Politeness has a major place in many languages, and is remarkably pervasive in some. Yet we rarely find respect as a morphosyntactic feature, alongside gender, person, number and case. I document this imbalance, and then ask why this is what we find.

Politeness is expressed through a variety of linguistic means. Polite use of pronouns is well known, as in languages like French and Russian. Helmbrecht (2005) took a world sample of 207 languages, and found a politeness distinction in the pronoun in 64 of them. There are various names and titles which vary according to politeness requirements, from formal official titles through to nicknames. Then we find either special lexical items, or else morphological modifications of lexical items, which show respect (honorifics and humilifics). These are particularly prevalent in south-east Asia; a spectacular system is that of Javanese (Geertz 1960). And then there are various types of partial or complete avoidance: replacement of imperatives by 'softer' alternatives; avoidance of pronouns and combinations of pronouns (Heath 1991, 1998), avoidance of the name of important persons or deceased persons (see Foley 1986: 42 for examples from Papuan languages). Treis (2005) documents ballishsha in Kambaata; according to this tradition, married women avoid not only the names of their in-laws but also any word which begins with the same consonant and vowel (irrespective of vowel length). Avoidance in some language communities goes right up to avoiding talking at all to particular potential interlocutors or using special ('mother-in-law') language when doing so (Dixon 1980: 58–65).

Of the many examples of polite usage, let us take just one here: let us consider the polite imperative in the Daghestanian language Archi:  
Archi (Marina Chumakina, personal communication)

(1) kuvsaro:t    Čij                    eca-su                    gudum-mu-s  
 kavsarat.voc tea(iv)[abs.sg] pour.iv.sg.imp-hon that.one.i.sg-obl.sg-dat  
 'Kavsarat, please pour him some tea.'

Thus we have a marker -su, which is purely for politeness; it is reserved for imperatives and prohibitives.

If we turn to function, and ask how the politeness is 'allotted', we find that these systems can be worked out along three main axes, the speaker-addressee axis, the speaker-referent axis and the speaker-bystander axis (Comrie 1976); Levinson (1979: 207) adds the speaker-setting axis (see also Brown/Levinson 1987: 180–182). There may be complex conditions on the choice of particular forms. Thus Mansi (a Finno-Ugric language spoken along the Ob river in Russia, by just over 3000 people at the last census) has special forms for polite commands, which are used for addressing a specially respected or older person, when a woman addresses a man who is older than her husband, and when addressing a spirit or a bear (Rombandeeva 1973: 127). Linguists have been aware of the problems: just for Japanese we find whole books on the topic, including by O'Neil (1966), Alpatov (1973) and more recently Wetzel (2004). However, these problems of usage are not the issue here, since our focus is on morphosyntactic features.

It is worth pointing out, however, that effects of this concern for politeness are not all positive. Using plural pronouns for a single addressee can lead to confusion. Take for instance, this example from Chekhov's *Ty i Vy* (You.sg and you.pl) published in 1886. The humour is built round problems of incompatible systems of address; the questioner is an investigator, the respondent a peasant. The confusion and the humour are created by the two interlocutors – investigator and peasant – having different address systems: the investigator has plural for politeness in the second person, but does not easily address the peasant politely.

<p style="text-align: center;"><b>POSITIVE POLITENESS STRATEGIES</b></p>	<p style="text-align: center;"><b>EXAMPLE</b></p>
<p><b>Classroom management</b></p>	<ul style="list-style-type: none"> <li>-Be quiet please</li> <li>-Turn off your cell-phone</li> <li>-Stop talking please</li> </ul>
<p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>-Go on to the next page</li> <li>-Today we discuss different properties of a language test</li> <li>-Please outline the characteristics of a good multiple choice question</li> <li>-Is everything clear? Shall I go on?</li> <li>-Please read the text carefully and underline the synonyms and antonyms.</li> </ul>
<p><b>Motivation</b></p>	<ul style="list-style-type: none"> <li>-Great, good job</li> <li>-Nice presentation</li> <li>-Well done</li> <li>-That's it, keep going on</li> </ul>



## POLITENESS IN DIFFERENT CULTURES

This greater orientation to in some cultures means that use of first names is the norm, even in professional contexts in much of the English-speaking world (though this seems to still be true more in North American and Australasian universities than in UK universities). This tendency interacts with other social factors, such as the addressee age and sex. For example, younger university professors are more likely to be addressed by their first name than their older colleagues are. Moreover, many women report an asymmetry between the way that they are addressed (e.g., First Name or Mrs. + Surname • and their male peers (e.g., Title + Surname)

All languages have devices to indicate politeness and formality. Linguistic markers of status, deference, humility Posture, facial expressions, gestures, etc. Politeness is closely tied to cultural values. One must know the cultural values in order to function successfully in a society.

We must admit that the theories developed by Brown and Levinson (1987) and Leech (1983) are some of the most complete theories and inherently making sense to us. Brown and Levinson emphasize that politeness is mainly an effort of the parties involved in interaction to save their face and/or their partners' face. Additionally, Leech emphasizes that politeness is a system of respect transfer or barter. We sacrifice ourselves to elevate the degree of the person we are talking to. In return, we expect the same thing from them.

Of course, there are always rooms for criticism even to the best theories, including those theories. Critics pay attention to some of the problems that arise because of the premise of the theory. In the universal politeness theory proposed by Brown and Levinson, the theory is set on the assumptions made by western culture, especially the Anglo-Saxon one.

This causes some gaps to arise in the case of applying the theory to other cultures.

The culture of maintaining one's face is very synonymous with western culture. In Anglo-Saxon culture, it is not surprising that self-freedom and self-respect are regarded as the center of politeness mechanism. Gu (1990) states that this cannot be automatically applied to eastern cultural milieu, at least partially. The center of interaction in the eastern setting is not the face on its own. Central to the interaction of eastern culture is to put yourself carefully in the social scheme which is already available around you.

In Javanese culture, for example, every member of the community is expected to know his place in his social environment. The term 'mpan papan' can be used as an example of this case. When speaking, the Javanese must know their position in the interaction. If his attitude, especially in speaking, is not an incorrect position, the social risk is very large. This is not only a matter of a combination of Power, Distance, and Rank, but this is a social problem mapping in a specific manner. Age usually holds a fundamental factor in determining the necessity of politeness in Javanese culture.

A young CEO must know how to talk to older subordinates. Even though he has more power, Javanese culture has strict rules about how to talk to older people. Trying to fit in is more important than saving faces. There is a social dimension in every eastern communication. This continuous scanning of social positioning can be very tiring for egalitarian westerners but it is very useful as well as automatic for hierarchal easterners. Unlike Brown and Levinson who think that every single speech act or utterance contains face-threatening act, Gu (1990) tends to think that some speech acts are not face-threatening at all. In eastern context, politeness is not a failsafe but it is a working social instrument. Face threatening or not, politeness is a mechanism which must be adopted.

In a simplified form, Gu points out that western politeness is individual-based and eastern politeness is social-based. In some crucial part of this continuous effort for easterners to apply politeness is that they try to maintain their 'ingroup' status (Kong, 1999). Being an ingroup member is more important than having personal freedom. Sometimes, politeness becomes conventionalized that some easterners like Japanese

people do not have the option to leave it out. Takeku (2005) brings the example of *Yoroshiku onegaishimasu*: a phrase acting as a politeness marker which can function as a greeting, attitude expression or imposition based on various situations it may occur. It is not simple face-threatening mitigation as Brown and Levinson propose, it is a social convention to be obeyed.

The mechanism of eastern politeness easily dictates that the act of politeness is the default form of interaction. People will spend less energy to be polite than to be impolite. It is easier to be polite than to be impolite. Even further, people need extra effort to be impolite. They have to breach the social norm and they have to drain more mental resources in doing so.

Terkourafi (2005) calls politeness as an unmarked way of speaking. There is a red line connecting the dots between western and eastern politeness that both views see politeness as a rational act. Politeness in the western sense is a tool to save face and mitigate threat while politeness in eastern senses is a tool to fulfill social hierarchy and obligation.

The habit of calling first names in some western cultures cannot be easily transferred to their eastern counterparts. Honorifics are the real deal in eastern cultures. In Indonesian culture, it would be absurd to drop the word "Pak" in front of someone's name if that person is older than us. It will create ordeal for the speaker or the hearer. There would be observable inconvenience after the failure of correct addressing of older people. This inconvenience can last for long times even after the interaction is over. In the future, the perpetrator of this rule will have to face social punitive act because of this failure.

The risk is high if eastern people decide to drop those honorifics. Ide (2005) brings up a story in which her journalist friend is proposing to abolish the honorific system in the Japanese language to promote democracy and equality. The intention is to make Japanese bureaucracy and society simpler in and out. Ide states that this idea of abolishing honorifics system is laughable for Japanese people. This kind of suggestion is close to an absolute impossibility for Japanese language users. The journalist cannot fathom the laugh, while at the same time, the Japanese people

cannot properly explain why that is the case. However, from the illustration, we can grab the sense of how honorific-based politeness is valued higher than democracy. It is not necessarily that Japanese people hate democracy. It means that Japanese people see that the risk of a social breakdown caused by honorific failure is bigger than that of democracy-related failure. There is an example on a Korean drama series called "Strong Girl Do Bong-soon" which shows a scene where anger and chaos can be caused by the failure of using the correct honorifics. A CEO can come close to terminate an employee because of this case. Social punishment is quite severe if people do not fit in the frame of the culture.

The complexity of politeness in different cultures has been extensively studied in offline settings. Things would be easily interesting when the setting is aligned with cyber communication. On Facebook or Twitter, people reply to other people's status or comments by tagging the person's name or ID. Is it a must to put honorific before the tagging. What happens if you forget to put the honorific before the tagging? If some students write a comment on my Facebook and drop the title in front of my name, would I be mad? Because in reality, I would be mad if one of my students calls me Hendi or Hendi Pratama without "Pak". However, because this interaction happens online, would I be wavering this odd by considering the possibility that @hendipratama is already a neutral form of politeness in the cyber world?





## TODAY'S WORD LIST

• benefit	• entirely
• blind	• erode
• broaden	• evaporate
• burgeon	• noteworthy
• conspicuously	• recover
• deficient	• reportedly
• eloquent	• shift
• endorse	• susceptible
• enormous	• dwelling
• amenity	• element
• disperse	• elementary

### **benefit**

adv. beneficially

adj. beneficial

n. benefit

n. beneficiary

v. to be useful or helpful

syn. assist

Use of solar power will *benefit* all mankind.

It is extremely *beneficial* to prepare for a test.

### **blind**

adv. blindly

n. blindness

adj. unable to see or understand; to conceal;

showing poor judgment or understanding

syn. unaware

They were *blind* to the fact that they had little chance to succeed.

He went into the job *blindly*, with no previous experience.

### **broaden**

adv. broadly

adj. broad

n. breadth

v. to make larger or greater

syn. enlarge

Education will broaden your opportunities to land a good job.

The breadth of his knowledge is impressive.

### **burgeon**

adj. burgeoning

v. growing at a fast pace

syn. thrive

The burgeoning population of major cities is creating a demand for more services.

His talent as a pianist burgeoned at the age of 14.

### **conspicuously**

adj. conspicuous

adv. attracting attention

syn. noticeably

His name was conspicuously absent from the list of winners.

The attorneys were conspicuous for their aggressive manner in the courtroom.

## **deficient**

adv.       deficiently

n.         deficiency

adj.       not     having     enough     of     something

syn.       lacking

A diet deficient in calcium can lead to bad health.

There is a deficiency of qualified engineers in the country.

## **eloquent**

adv.       eloquently

n.         eloquence

adj.       expressing clearly, effectively, and convincingly

syn.       articulate (adj.)

Successful politicians are usually eloquent speakers.

That student's essay is eloquently written.

## **endorse**

n.         endorsement

v.         to     express     approval

syn.       support

The union **endorsed** the new contract.

The president's **endorsement** of the project guaranteed its funding.

## **enormous**

adv.       enormously

n.         enormity

adj.       very    large

syn.       tremendous

His **enormous** wealth allows him to contribute to many charities.

A diet with many fruits and vegetables is enormously beneficial to the body.

### **entirely**

adj. entire

n. entirety

adv. completely

syn. thoroughly

The economist was entirely right in his analysis.

The president released the speech in its entirety before the news conference.

### **erode**

n. erosion

v. to wear away; disappear slowly

syn. deteriorate

The senator's support is **eroding** because of his unpopular positions on the major issues.

It took millions of years of **erosion** for nature to form the Grand Canyon.

### **evaporate**

n. evaporation

v. to vanish

syn. disappear

The chances of the two sides reaching an agreement have evaporated.

The evaporation of the funds was unexplainable.

### **noteworthy**

n.           noteworthiness

adj.       deserving   positive   recognition or   attention

syn.       remarkable

The university has a noteworthy collection of ancient texts.

There was a noteworthy increase in the amount of money the school raised.

### **recover**

adj        recovered

adj.       recoverable

n.        recovery

v.        to    get   back; to    have something returned

syn.       retrieve

The NASA team was unable to recover the space capsule.

The recovered objects had not been damaged.

### **reportedly**

adj.       reported

v.        report

n.        report

adv.      to    know by   report;    unconfirmed;    supposedly

syn.       rumored

The students **reportedly** sent a representative, but she has not yet arrived.

The **reported** tornado has not been confirmed.

### **shift**

adj.       shifting

v.        shift

adj. shifty

n. a change in position or direction

syn. switch

The **shift** in the wind was helpful to the sailors.

Earthquakes are caused by **shifting** layers of earth along faults.

### **susceptible**

n. susceptibleness

adj. susceptibly

adj. to be subject to influence; capable of being affected by a person or thing

syn. vulnerable

When traveling in tropical climates, travelers are **susceptible** to malaria.

Adolescents are especially **susceptible** to the influence of their friends.

### **amenity**

n. something that makes life easier or more enjoyable

syn. convenience

She missed all the amenities of home when she went camping.

One expects many amenities at a five-star hotel.

### **disperse**

adj. dispersed

v. to cause to move in many different directions

syn. circulate

The high winds and rain dispersed the crowd.

After the hurricane, dispersed belongings cluttered the street.

### **dwelling**

n. dweller

- v. dwell  
n. where people live  
syn. house

Cavelike dwellings have been discovered throughout the world.  
City dwellers often have trouble adjusting to life in the country.

### **element**

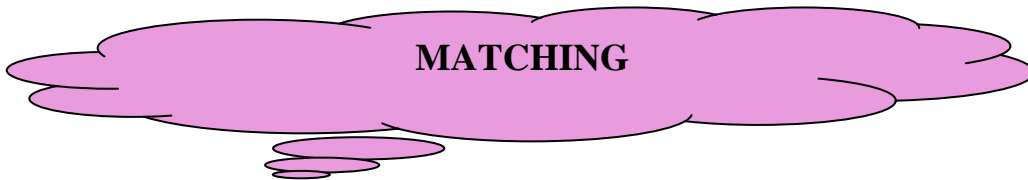
- adj. elemental  
n. element\*  
n. a part of the whole \*environment  
syn. component

City dwellers are out of their element in the country.  
Hard work and perseverance are the basic elements of success.

### **elementary**

- adj. simple in structure, easy to do  
syn. primary

The solution to the problem was actually quite elementary.  
You must take Elementary Physics before you can enroll in the advanced course.



### **Choose the synonym.**

1. benefit  
(A) prosper  
(B) demand

- (C) assist
  - (D) distinguish
2. noticeably
- (A) incessantly
  - (B) enormously
  - (C) conspicuously
  - (D) broadly
3. rumored
- (A) routinely
  - (B) purposefully
  - (C) comparatively
  - (D) reportedly
4. lacking
- (A) deficient
  - (B) unaware
  - (C) slim
  - (D) enjoyable
5. thrive
- (A) exaggerate
  - (B) burgeon
  - (C) dominate
  - (D) endorse
6. susceptible
- (A) vulnerable
  - (B) conspicuous



- (C) exaggerated
  - (D) released
7. broaden
- (A) impress
  - (B) elicit
  - (C) reveal
  - (D) enlarge
8. switch
- (A) enrich
  - (B) shift
  - (C) propose
  - (D) support
9. retrieve
- (A) recover
  - (B) deteriorate
  - (C) disperse
  - (D) relinquish
10. eloquent
- (A) articulate
  - (B) remarkable
  - (C) enduring
  - (D) conspicuous

## MULTIPLE-CHOICE TEST QUESTIONS

1. Politics are an integral aspect of modern sports. In many places, political decisions determine which sports will be encouraged, how much public support will be available to promote recreational sports, and whether or not athletes will be free to compete in certain international competitions. Bitter controversies have arisen as some political support for popular sporting events has **evaporated** in various parts of the world.

The word **evaporated** in the passage is closest in meaning to

- A burgeoned
- B intensified
- C broadened
- D disappeared

2. Rolltop desks are named after their sliding roll tops, or tambours, that cover the working surface of the upper part and can be locked. First introduced into England from France in the late eighteenth century, the rolltop desk had become a standard piece of office equipment by the end of the nineteenth century. It was mass-produced in large quantities. Shortly after this period of mass production, its popularity eroded.

The word eroded in the passage is closest in meaning to

- A recovered
- B shifted
- C intensified
- D deteriorated

3. The American architect Frank Lloyd Wright designed furniture, but its distinctive appearance defies categorization. The furniture design was entirely dependent on the design of the building; the same motifs appear in both.

He consistently favored built-in furniture because then the furniture was part of the architecture.

The word **entirely** in the passage is closest in meaning to

A slowly

B reportedly

C completely

D conspicuously

4. While the potential benefit of genetic engineering is substantial, the potential dangers may be equivalent. Improper handling could pose a health hazard to the public. For example, the introduction of cancer-causing genes into common infectious organisms like the influenza virus could be one of these dangers.

The word **benefit** in the passage is closest in meaning to

A danger

B assistance

C endorsement

D recovery

5. Jogging has been endorsed by many medical authorities as valuable exercise for the heart and for general physical conditioning. It should be conducted every other day. Other medical authorities, however, warn that fallen arches and other ailments can result from jogging. Warm-up exercises before jogging, properly designed shoes, proper jogging technique, loose clothing, and general good health are vital for safe participation in this activity.

The word **endorsed** in the passage is closest in meaning to

A reported

B supported

C criticized

D exaggerated

6. In 1900, when countries such as Russia, Italy, and Japan claimed an exclusive right to trade with China, the secret society of “Boxers” was formed to oppose this intrusion into Chinese affairs. Members of the group were reported to

have magical powers that protected them in attacks from invading foreigners. Nevertheless, more than 20,000 foreign troops eventually landed in China, successfully attacked Beijing, established their right to remain, and disbanded the Boxers.

In stating that the Boxers were **reported to** have magical powers, the author means that their magical powers

A were an established fact.

B were alleged to exist.

C had been reported as false.

D had been verified as true.

7. From 1890 to 1940, Los Angeles was the core orange-growing area. The city was inland from any potential port, but city leaders persuaded the U.S. Congress to finance a breakwater at the city of San Pedro. The territory between the two cities was annexed, and a great harbor was constructed between 1899 and 1914. As a result, Los Angeles experienced burgeoning economic growth.

The word **burgeoning** in the passage is closest in meaning to

A enduring

B hastened

C ideal

D thriving

8. Normal schools were established chiefly to train elementary-school teachers. They were commonly state-supported and offered a two-year course beyond high school. In the twentieth century, schools broadened their teacher-training requirements to at least four years. Therefore, after World War II, teacher-training institutions lengthened their programs. By the 1960s, most former normal schools had been absorbed into colleges or universities as departments or schools of education.

The word **broadened** in the passage is closest in meaning to

- A replaced
- B shifted
- C enlarged
- D advanced

9. Experiments are underway to prove the usefulness of new oil discovery technology. They will enable vast accumulations of crude oil to be recovered along both the Athabasca River in northcentral Alberta, Canada, and along the Orinoco River in eastern Venezuela. If these experiments are successful and a significant volume of crude is found, the world's petroleum supply may be extended by several decades.

The word **recovered** in the passage is closest in meaning to

- A retrieved
- B exported
- C reported
- D extracted

10. The Internet is a powerful tool available to students around the world. Thanks to its rapid growth, researching any topic is now as easy as a mouse click. It is no longer commonplace to see students using information from books in a library because the Internet is far more convenient. Students can carry an enormous amount of information in their backpacks or briefcases just by having a laptop computer with access to the worldwide web. Some people claim that digital books will soon replace physical books. Others believe that libraries will become obsolete and that scholars will turn to online sources to conduct research.

The word **enormous** in the passage is closest in meaning to

- A astounding
- B exceptional
- C advantageous
- D tremendous

## SYNONYMS AND ANTONYMS

Which of these words is closest in meaning to the word provided?

1. remote a. automatic b. distant c. savage d. mean	4. predict a. foretell b. decide c. prevent d. discover
2. detest a. argue b. hate c. discover d. reveal	5. kin a. exult b. twist c. friend d. relative
3. gracious a. pretty b. clever c. pleasant d. present	6. pensive a. oppressed b. caged c. thoughtful d. happy

### Synonym & Antonym Questions

7. banish a. exile b. hate c. fade d. clean	13. simulate a. excite b. imitate c. trick d. apelike
---	---

8. fraud a. malcontent b. argument c. imposter d. clown	14. charisma a. ghost b. force c. charm d. courage
9. saccharine a. leave b. sweet c. arid d. quit	15. apportion a. divide b. decide c. cut d. squabble
10. drag a. sleepy b. crush c. proud d. pull	16. generic a. general b. cheap c. fresh d. elderly
11. jovial a. incredulous b. merry c. revolting d. dizzy	17. qualm a. distress b. impunity c. persevere d. scruple
12. indifferent a. neutral b. unkind c. precious d. mean	18. wary a. calm b. curved c. confused d. cautious

<p>19. distort</p> <p>a. wrong</p> <p>b. evil</p> <p>c. deform</p> <p>d. harm</p>	<p>25. reverie</p> <p>a. palimpsest</p> <p>b. phantom</p> <p>c. daydream</p> <p>d. curio</p>
<p>20. sumptuous</p> <p>a. delirious</p> <p>b. gorgeous</p> <p>c. perilous</p> <p>d. luxurious</p>	<p>26. loot</p> <p>a. destruction</p> <p>b. waste</p> <p>c. spoils</p> <p>d. cavort</p>
<p>21. reel</p> <p>a. whirl</p> <p>b. fish</p> <p>c. hit</p> <p>d. mistake</p>	<p>27. loquacious</p> <p>a. talkative</p> <p>b. thirsty</p> <p>c. beautiful</p> <p>d. complicated</p>
<p>22. inscrutable</p> <p>a. difficult</p> <p>b. mysterious</p> <p>c. inflexible</p> <p>d. wary</p>	<p>28. chimera</p> <p>a. chimney</p> <p>b. protest</p> <p>c. illusion</p> <p>d. panache</p>
<p>23. appall</p> <p>a. delirious</p> <p>b. covered</p> <p>c. dismay</p>	<p>29. temerity</p> <p>a. audacity</p> <p>b. fearfulness</p> <p>c. shyness</p>



d. confuse	d. stupidity
24. upright	30. educe
a. honorable	a. demand
b. horizontal	b. elicit
c. humble	c. ideal
d. supine	d. unlawful
31. nabob	34. louche
a. bigwig	a. gauche
b. doubter	b. fine
c. frolic	c. brilliant
d. converse	d. indecent
32. pall	35. stentorian
a. light	a. violent
b. satiate	b. misbegotten
c. carry	c. loud
d. horror	d. stealthy
33. sacrosanct	
a. prayer	
b. sanctuary	
c. pious	
d. sacred	

## ANSWERS

1. b. remote means faraway, or distant
2. b. to detest means to feel intense or violent dislike, or to hate
3. c. gracious means to be pleasant or considerate in social interactions
4. a. to predict means to declare in advance or to foretell
  
5. d. kin means people with common ancestors, or relatives
6. c. pensive means moodily or dreamily thoughtful
7. a. to banish means to drive out from home or country, or to exile
8. c. a fraud is someone who is not what he or she pretends to be, or an imposter
9. b. saccharine means overly sweet
10. d. to drag is to pull, or to cause movement in a direction with applied force
11. b. jovial means good humored or merry
12. a. to be indifferent is to be marked by impartiality or to be neutral
13. b. to simulate is to assume the outward appearance of, or to imitate
14. c. charisma is magnetic charm or appeal
15. a. to apportion is to divide and share out
16. a. generic means having the characteristic of a whole group, or general
17. d. a qualm is a feeling of uneasiness about a moral issue, or a scruple
18. d. wary means to be attentive especially to danger, or to be cautious
19. c. to distort means to twist out of a normal state, or to deform
20. d. sumptuous means excessively costly, rich, or luxurious
21. a. one meaning of reel is to move round and round, or to whirl
22. b. inscrutable means not easily interpreted or understood, or mysterious
23. c. to appall is to overcome with shock, or to dismay
24. a. upright can mean either honorable or vertical; horizontal and supine are both antonyms of upright
25. c. a reverie means the state of being lost in thought, or a daydream
26. c. loot means goods seized in war, or spoils

27. a. loquacious means excessively talkative, or garrulous
28. c. a chimera is a fabrication of the mind, or an illusion
29. a. temerity means unreasonable contempt for danger or recklessness, or audacity
30. b. to educe means to develop something potential or latent; to elicit means to draw out something hidden or latent
31. a. a nabob is a person of great wealth or importance, or a bigwig
32. b. to pall can mean to deprive of pleasure in something by satiating
33. d. sacrosanct means the most sacred, or holy
34. d. louche means not reputable, or indecent
35. c. stentorian means loud and is usually used to imply a voice of great power and range

**Which of these words is most nearly the opposite of the word provided?**

<p>36. withdraw</p> <p>a. reduce</p> <p>b. need</p> <p>c. advance</p> <p>d. want</p>	<p>39. impartial</p> <p>a. hostile</p> <p>b. biased</p> <p>c. dislike</p> <p>d. worried</p>
<p>37. secret</p> <p>a. friendly</p> <p>b. covert</p> <p>c. hidden</p> <p>d. overt</p>	<p>40. luminous</p> <p>a. clear</p> <p>b. dim</p> <p>c. brittle</p> <p>d. clever</p>
<p>38. heartfelt</p> <p>a. loving</p> <p>b. insincere</p> <p>c. unhealthy</p>	<p>41. awe</p> <p>a. borrow</p> <p>b. shallow</p> <p>c. low</p>

d. humorous	d. contempt
42. pit	48. malodorous
a. group	a. acrid
b. peak	b. pungent
c. select	c. fragrant
d. marry	d. delicious
43. rotund	49. expound
a. round	a. besmirch
b. unimportant	b. confuse
c. thin	c. confine
d. dull	d. condemn
44. talent	50. pique
a. ungrateful	a. value
b. silent	b. gully
c. show	c. smooth
d. inability	d. soothe
45. common	51. abate
a. strange	a. free
b. uneasy	b. augment
c. quick	c. provoke
d. fast	d. wane
46. brazen	52. dearth
a. bashful	a. lack
b. boisterous	b. poverty

<p>c. noisy</p> <p>d. heated</p> <p>47. expect</p> <p>a. attend</p> <p>b. regret</p> <p>c. despair</p> <p>d. loathe</p> <p>54. abridge</p> <p>a. shorten</p> <p>b. extend</p> <p>c. stress</p> <p>d. easy</p> <p>55. kindle</p> <p>a. smother</p> <p>b. detest</p> <p>c. enemy</p> <p>d. discourage</p> <p>56. meager</p> <p>a. kind</p> <p>b. generous</p> <p>c. thoughtful</p> <p>d. copious</p> <p>57. philistine</p> <p>a. novice</p>	<p>c. abundance</p> <p>d. foreign</p> <p>53. peaked</p> <p>a. tired</p> <p>b. arrogant</p> <p>c. pointy</p> <p>d. ruddy</p> <p>60. irascible</p> <p>a. determined</p> <p>b. placid</p> <p>c. reasonable</p> <p>d. pliant</p> <p>61. approbate</p> <p>a. ingratitude</p> <p>b. condemn</p> <p>c. dissatisfaction</p> <p>d. master</p> <p>62. supercilious</p> <p>a. unimportant</p> <p>b. relevant</p> <p>c. serious</p> <p>d. meek</p> <p>63. improvident</p> <p>a. cautious</p>
---	--

<p>b. intellectual</p> <p>c. pious</p> <p>d. debutante</p> <p>58. zenith</p> <p>a. worst</p> <p>b. apex</p> <p>c. nadir</p> <p>d. past</p> <p>59. germane</p> <p>a. irrelevant</p> <p>b. indifferent</p> <p>c. impartial</p> <p>d. improvident</p> <p>66. quiescent</p> <p>a. lackadaisical</p> <p>b. active</p> <p>c. dull</p> <p>d. prescient</p> <p>67. sartorial</p> <p>a. cheerful</p> <p>b. sincere</p> <p>c. inelegant</p> <p>d. homespun</p> <p>68. sapient</p>	<p>b. fortunate</p> <p>c. proven</p> <p>d. intelligent</p> <p>64. demur</p> <p>a. embrace</p> <p>b. crude</p> <p>c. boisterous</p> <p>d. falter</p> <p>65. fatuous</p> <p>a. crafty</p> <p>b. frugal</p> <p>c. sensible</p> <p>d. inane</p> <p>69. matutinal</p> <p>a. paternal</p> <p>b. crepuscular</p> <p>c. maritime</p> <p>d. marsupial</p> <p>70. impecunious</p> <p>a. wealthy</p> <p>b. cautious</p> <p>c. hungry</p> <p>d. tardy</p>
---	---

a. hunched b. strong c. simple d. simian	
---	--

### ANSWERS

36. c. to withdraw means to remove or retreat; to advance is the opposite of retreat
37. d. secret means hidden or covert; overt means open to view
38. b. heartfelt means expressing genuine feeling, or sincere, so insincere is its opposite
39. b. impartial means to be without prejudice or bias, therefore biased is the opposite
40. b. luminous means radiating or reflecting light, or glowing; dim means dark or dull
41. d. awe means a sense of deep respect or veneration; contempt means a lack of respect, or disdain
42. b. a pit is a hole and a peak is the top of a hill or mountain
43. c. rotund means rounded or plump, therefore thin is the opposite
44. d. a talent is a special creative or artistic ability, therefore inability is the opposite
45. a. common means ordinary or familiar; strange means unfamiliar
46. a. brazen means to be defiant or insolent; bashful means to be shy or timid
47. c. to expect is to wait for or to look forward to; to despair is to lose all hope
48. c. malodorous means to have a bad smell; fragrant means smelling sweet or delicate
49. b. to expound means to explain; to confuse, or confound, is the opposite of expound
50. d. to pique means to excite or irritate; to soothe means to calm
51. b. to abate means to reduce in degree or intensity; to augment means to increase
52. c. dearth means an inadequate supply or lack of something; abundance means an ample quantity, or wealth

53. d. to be peaked is to appear pale or wan; to be ruddy is to have a healthy, red complexion
54. b. to abridge means to shorten and to extend means to lengthen
55. a. to kindle means to start burning or ignite; to smother means to stifle or suppress
56. d. meager means lacking in quality or quantity; copious means present in large quantity, or abundant
57. b. philistine is used disparagingly to describe a person guided by material rather than intellectual values; an intellectual is a person who engages in creative use of his or her intellect
58. a. zenith means the highest point or the apex; nadir means the lowest point
59. a. germane means to be appropriate or relevant, therefore irrelevant is the opposite
60. b. irascible means easily angered; placid means calm or serene
61. b. to approbate means to approve or sanction; to condemn means to declare wrong or to convict
62. d. supercilious means coolly or patronizingly haughty; meek means enduring injury with patience and without resentment
63. a. improvident means lacking prudent foresight, or careless; cautious means to be wary or to exercise forethought
64. a. to demur means to delay or hesitate; to embrace means to accept readily or gladly; demure means coy
65. c. fatuous means inanely foolish; sensible is its nearest opposite
66. b. quiescent means marked by inactivity or repose, therefore active is the opposite
67. a. sartorial means of or relating to tailored clothes; homespun means homemade
68. c. sapient means possessing great wisdom, or sage; one meaning of simple is deficient in intelligence
69. b. matutinal means of or relating to the morning; crepuscular means relating to or resembling twilight
70. a. impecunious means having little or no money, therefore wealthy is the opposite



**Select the word that most nearly means the word provided.**

71. modest most nearly means a. attractive b. clever c. current d. humble	74. hustle most nearly means a. dance b. hurry c. busy d. clean
72. custom most nearly means a. dessert b. habit c. ethic d. deliver	75. solemn most nearly means a. amusing b. harmful c. speech d. serious
73. prolong most nearly means a. extend b. inquire c. relax d. wait	76. imply most nearly means a. suggest b. stab c. thick d. destroy
77. ramble most nearly means a. knot b. confuse c. wander d. wonder	83. congregate most nearly means a. worship b. gather c. disturb d. hurry
78. beneficial most nearly means a. help b. advantageous c. charity	84. utter most nearly means a. express b. defer

<p>d. wise</p> <p>79. flare most nearly means</p> <p>a. judicial</p> <p>b. temper</p> <p>c. style</p> <p>d. blaze</p> <p>80. negligent most nearly means</p> <p>a. pajamas</p> <p>b. morbid</p> <p>c. careless</p> <p>d. dark</p> <p>81. aloof most nearly means</p> <p>a. above</p> <p>b. tidy</p> <p>c. clever</p> <p>d. reserved</p> <p>82. resolve most nearly means</p> <p>a. turn</p> <p>b. puzzle</p> <p>c. decide</p> <p>d. want</p>	<p>c. borrow</p> <p>d. laugh</p> <p>85. fearless most nearly means</p> <p>a. powerful</p> <p>b. cowardly</p> <p>c. brave</p> <p>d. careful</p> <p>86. negligible most nearly means</p> <p>a. insignificant</p> <p>b. arguable</p> <p>c. careless</p> <p>d. dark</p> <p>87. placid most nearly means</p> <p>a. calm</p> <p>b. lazy</p> <p>c. solemn</p> <p>d. devious</p> <p>88. rake most nearly means</p> <p>a. thin</p> <p>b. scoundrel</p> <p>c. gentleman</p> <p>d. shovel</p>
--	--

<p>89. dupe most nearly means</p> <ul style="list-style-type: none"> <li>a. rancher</li> <li>b. trick</li> <li>c. simpleton</li> <li>d. drug</li> </ul>	<p>95. fetter most nearly means</p> <ul style="list-style-type: none"> <li>a. rancid</li> <li>b. praise</li> <li>c. hamper</li> <li>d. persist</li> </ul>
<p>90. stigma most nearly means</p> <ul style="list-style-type: none"> <li>a. stain</li> <li>b. trial</li> <li>c. difficulty</li> <li>d. holiness</li> </ul>	<p>96. flagrant most nearly means</p> <ul style="list-style-type: none"> <li>a. vibrant</li> <li>b. glaring</li> <li>c. vicious</li> <li>d. pleasant</li> </ul>
<p>91. reside most nearly means</p> <ul style="list-style-type: none"> <li>a. remain</li> <li>b. home</li> <li>c. dwell</li> <li>d. sediment</li> </ul>	<p>97. mitigate most nearly means</p> <ul style="list-style-type: none"> <li>a. relieve</li> <li>b. blend</li> <li>c. defend</li> <li>d. confuse</li> </ul>
<p>92. covetous most nearly means</p> <ul style="list-style-type: none"> <li>a. quiet</li> <li>b. sneaky</li> <li>c. lurking</li> <li>d. greedy</li> </ul>	<p>98. rail most nearly means</p> <ul style="list-style-type: none"> <li>a. scold</li> <li>b. push</li> <li>c. try</li> <li>d. punish</li> </ul>
<p>93. abide most nearly means</p> <ul style="list-style-type: none"> <li>a. endure</li> <li>b. hate</li> <li>c. attendance</li> <li>d. live</li> </ul>	<p>99. meld most nearly means</p> <ul style="list-style-type: none"> <li>a. character</li> <li>b. distinction</li> <li>c. blend</li> <li>d. firmness</li> </ul>

<p>94. shrewd most nearly means</p> <ul style="list-style-type: none"> <li>a. intractable</li> <li>b. mean</li> <li>c. astute</li> <li>d. intelligent</li> </ul>	<p>100. rally most nearly means</p> <ul style="list-style-type: none"> <li>a. demonstrate</li> <li>b. muster</li> <li>c. course</li> <li>d. truly</li> </ul>
<p>101. abject most nearly means</p> <ul style="list-style-type: none"> <li>a. indigent</li> <li>b. desire</li> <li>c. despondent</li> <li>d. extreme</li> </ul>	<p>106. churlish most nearly means</p> <ul style="list-style-type: none"> <li>a. childish</li> <li>b. boorish</li> <li>c. tempestuous</li> <li>d. disorderly</li> </ul>
<p>102. bespoke most nearly means</p> <ul style="list-style-type: none"> <li>a. gentle</li> <li>b. quiet</li> <li>c. tailored</li> <li>d. handsome</li> </ul>	<p>107. antediluvian most nearly means</p> <ul style="list-style-type: none"> <li>a. antiquated</li> <li>b. parched</li> <li>c. nonsectarian</li> <li>d. nonsensical</li> </ul>
<p>103. diffident most nearly means</p> <ul style="list-style-type: none"> <li>a. apathetic</li> <li>b. shy</li> <li>c. arrogant</li> <li>d. quarrelsome</li> </ul>	<p>108. picayune most nearly means</p> <ul style="list-style-type: none"> <li>a. petty</li> <li>b. spicy</li> <li>c. paltry</li> <li>d. southern</li> </ul>
<p>104. proffer most nearly means</p> <ul style="list-style-type: none"> <li>a. mendicant</li> <li>b. wastrel</li> <li>c. predict</li> </ul>	<p>109. smite most nearly means</p> <ul style="list-style-type: none"> <li>a. flee</li> <li>b. speck</li> </ul>

d. tender	c. dirt
105. mordant most nearly means	d. strike
a. dead	110. winnow most nearly means
b. gruesome	a. carve
c. fetid	b. wind
d. caustic	c. weed
	d. carry

### ANSWERS

71. d. modest means to be free of conceit or pretension, or humble
72. b. a custom means a long-established practice, or a habit
73. a. to prolong means to lengthen in time, or to extend
74. b. to hustle means to hurry
75. d. solemn means marked by grave sobriety, or serious
76. a. to imply means to express indirectly, or to suggest
77. c. to ramble means to move aimlessly from place to place, or to wander
78. b. beneficial means causing benefit, or advantageous
79. d. flare means a fire or blaze used to signal; flair means talent or style
80. c. negligent means marked by neglect, or careless
81. d. aloof means distant in feeling, or reserved
82. c. one meaning of resolve is to decide, often to stop from doing something
83. b. to congregate means to gather in a group
84. a. to utter means to express in words
85. c. fearless means lacking fear, or brave

86. a. negligible means so small or insignificant as to deserve little attention
87. a. placid means free of disturbance, or calm
88. b. a rake is a dissolute person, or a scoundrel
89. b. to dupe means to deceive or to trick
90. a. stigma means a mark of shame or discredit, or a stain
91. c. to reside means to occupy a place as one's home, or to dwell
92. d. covetous means having an inordinate desire for wealth, or greedy
93. a. to abide means to endure without yielding, or to withstand
94. c. shrewd means marked by clever awareness, or astute
95. c. to fetter means to hamper, or to restrain
96. b. flagrant means obviously wrong or immoral; glaring means painfully obvious
97. a. mitigate means to make less severe or painful, or to relieve
98. a. to rail means to scold in harsh, abusive language
99. c. to meld means to merge or to blend
100. b. to rally means to arouse for action, or to muster
101. c. abject means cast down in spirit, or utterly hopeless; despondent means having lost all hope
102. c. bespoke means custom-made; tailored also means custom-made
103. b. diffident means shy or lacking in confidence
104. d. to proffer means to put something forward for acceptance, or to tender
105. d. mordant means biting or caustic in means or speech
106. b. churlish means resembling an ill-bred or vulgar person, or boorish

107. a. antediluvian means so ancient that it could have come before the time of the flood and Noah's ark, or antiquated

108. c. picayune means trivial or of little value; paltry means trivial or meager

109. d. smite means to strike heavily especially with the hand

110. c. to winnow means to sift or get rid of, like weed, it is often used with "out"

## REFERENCES

1. Lawrence E. Klein (1994). *Shaftesbury and the Culture of Politeness: Moral Discourse and Cultural Politics in Early Eighteenth-Century England*. Cambridge University Press. ISBN 9780521418065.
2. Klein, Lawrence (1984). "The Third Earl of Shaftesbury and the Progress of Politeness". *Eighteenth-Century Studies*. 18 (2):186–214. doi:10.2307/2738536. JSTOR 2738536.
3. "Information Britain". *Information Britain*. 2010-03-01. Retrieved 2014-08-15.
4. "Politeness and the Interpretation of the British Eighteenth Century", Lawrence E. Klein, *The Historical Journal*, Vol. 45, No. 4 (Dec., 2002), pp. 869-898.
5. Lakoff, R. (1975) *Language and Woman's Place*. New York: Harper & Row.
6. Beeching, K. (2002) *Gender, Politeness and Pragmatic Particles in French*. Amsterdam: John Benjamins Publishing Company.
7. Holmes, J. 1995 *Women Men and Language*, Longman; Mills, Gender and Politeness, Cambridge University Press, 2003
8. Matsumoto, Y. (1988) "Reexamination of the universality of Face: Politeness phenomena in Japanese". *Journal of Pragmatics* 12: 403–426.
9. Ide, S. (1989) "Formal forms and discernment: two neglected aspects of universals of linguistic politeness". *Multilingua* 8(2/3): 223–248. Further reading
10. Brown, P. and Levinson, S. (1987) *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.

11. Holmes, J. 1995 *Women Men and Politeness* London: Longman
12. Mills, S. (2003) *Gender and Politeness*, Cambridge: Cambridge University Press
13. Moumni, Hassan (2005). *Politeness in Parliamentary Discourse : A Comparative Pragmatic Study of British and Moroccan MPs' Speech Acts at Question Time*. Unpub. Ph.D. Thesis. Mohammed V University, Rabat, Morocco.
14. Watts, R.J. (2003) *Politeness*. Cambridge: Cambridge University Press. Spencer-Oatey, H. (2000) *Culturally Speaking*, Continuum.
15. Kadar, D. and M. Haugh (2013) "Understanding Politeness". Cambridge: Cambridge University Press.