






Pragmatic uses of compliment speech-act verbs

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Abstract

Performative refers to a type of action that is performed under the sentence having been uttered. Knowing a language entails understanding how to construct correct sentences and how to use those sentences to construct appropriate utterances. As a result, they frequently employ a variety of linguistic forms. An utterance is, however, only a performative utterance if the conditions necessary to make it an act prevail. Knowledge of a language does not simply imply an understanding of the rules that generate an infinite number of sentences; it also entails an understanding of the context and socio-cultural rules that govern the use of sentences to generate appropriate utterances. Most utterances are performative utterances that can be preceded by performative verbs. Furthermore, there are different types of utterances; explicit and implicit Performatives. Performative verbs have a particular significance; they determine the illocutionary force of an utterance. The present study aims at investigating Iraqi English Foreign Language learners' performance in analysing performative verbs. Compliment act has been chosen as the study favourite to represent learners' mastery in pragmatic proficiency as well as their communicative ability. To achieve these aims, the study finds that EFL learners face many difficulties in recognizing performative verbs to perform correct speech acts. They were also influenced by their own social norms.

Keywords: pragmatic; compliment speech; speech-act; performative verbs; verbs

1. Introduction

Formal semantics, much of the work that has been done based on the view that sentences are used to make descriptive statements. This view has led Austin (1962) and Searle (1969 & 1989) to abandon the traditional approach of meaning and they believed that semantics should be reduced to pragmatics by following an approach in which language meaning is discussed as a component of actions that are in turn performed by performative action.

According to Leech (1983), both Austin (1962) and Searle (1969) adopt the illocutionary verb fallacy in order to reconcile their theories with the performative fallacy.

The original idea in Austin's "the performative sentences which are different from constative sentences which could be evaluated as true or false. Traditionally, performatives were not to be considered true or false; rather, they were to be considered felicitous and infelicitous. Austin (1962: 3) states that any act of naming and apologizing that performed by the speaker is an infelicitous performative as an:

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- I name this -ship Queen Elizabeth.
- I apologize to Ali.

Austin concludes that almost all sentences are performative in the manner that they constitute a mode of action rather than merely expressing an opinion about a word. Additionally, all regular sentences, whether or not they contain performative verbs, contain both a doing and a saying element. Austin distinguishes locutionary, illocutionary, and perlocutionary acts (Ibid: 94). (See Sadock, 2004: 20).

2. Literature Review

2.1. Performative Utterances

Performative utterances are not subjected to the same true/false conditions as constative sentences, as they do not describe or report anything (Austin, 1962: 133).

Austin assures that performative utterances can be happy or unhappy, as in the following

-I apologize to

Austin (ibid: 133) established that:

- 1_ The performative should be engaged in some activity and
- 2_ The performative is either happy or unhappy.

2.2. Description of Performative Sentences

In performative sentences, the person who utters them is engaged in some kind of action at the time of utterance: Austin (1962: 6) defines performative sentences as having the following characteristics:

- _ They are sentences that fall under the grammatical category of declaration.
- _ They are grammatically singular present indicative active in the first person singular.
- _ They are sentences that do not describe, report, or observe anything, and thus cannot be classified as 'true' or 'false'.

2.3. The Function of Performatives

Performative sentences are those whereby the speaker can perform actions. According to Austin (1962: 22), the function of performative |sentences is not to describe a state of fact, but they are used to perform certain actions with certain circumstances. Austin assures it in the following fact by saying:

-The performative utterance can never be true or false: it serves a distinct purpose; it is used to carry out an action” For example:

- 1 -I chisten this ship Pitanc.
- 2 -I promise I will be there on time.

These sentences do not state things, but they do things. They perform the actions that they seem to be merely describing.

2.4. The Pragmatics of Performatives

According to structural conventional linguists, sentences fall into three categories:

- 1- Declarative sentence, Ali reads a story.

2- Integrative sentence, Are you serving?

3- Imperative sentence. Open the door! (Langacker, 1972 cited in Lailly, 2005: 12). Austin (1962: 1) divides declarative sentences into performative and constative types based on their meaning. The expression of a sentence that is used to do something is referred to as 'performative'; the usual verb with the noun 'action' that indicates the utterance's expression is to perform or to perform an action in addition to doing something. A performative sentence demonstrates an action taken by the speaker and expresses the action taken at the time. For example, in the sentence 'I express my gratitude to Ali,' the speaker both expresses and accomplishes the action 'express' (Kridalaksana, 1984:84 cited in Austin, 1962).

Thus, "a performative sentence is one that carries out the action and is not evaluated as true or false, but as felicitous or infelicitous" (Austin, 1962), for example:

- I apologize for coming late.
- I give and bequeath my watch to my brother
- I pronounce you husband and wife.

Numerous characteristics are shared by the examples above:

- 1- They all contain a specific subset of performative verbs,
- 2- Include a specific action that is uttered in a particular context,
- 3- The context can include a physical location (e.g., a manageable, ceremonial setting, Will-writing).
- 4- The context should 'include physical objects (a ship), and
- 5- Institutional identities (ibid: 2001.)

2.5. *The Classification of Performatives*

Performative sentences are classified by the types of actions that can be performed while speaking. According to this view Austin (1962: 150-163) classified the illocutionary acts into the following:

1 -Verdictives – are used to make judgments or assessments, such as ranking, grading, calling, defining, and analyzing.

"-I state that the defendant is guilty".

2 -Exercitives – are used to convey advice, caution, and hope.

"-I hope you agree with this decision".

3 -Comissives – a term that is used to refer to individuals who were appointed.

"-I promise to see you".

4 -Expositives – is a term that is used to describe something.

"-I explain to you that he is not guilty".

5 -Behabitives – is used to refer to social attitudes, as a result of someone receiving a good or bad thing.

"-I congratulate you on your success".

On the other hand, Searle (1979: 57-61) presented the following taxonomy of performatives:

1- "Representatives: which bind the speaker to the truth of the stated proposition (advocating, concluding, etc.)?"

2- Directives – "These are the speaker's attempts to compel the addressee to act (request, question)"?

3 -Commissives – "which obligate the speaker to take some future action (promising, threatening, or offering)"?

4 -"Expressive - characterized by the expression of a psychological state (thanking, apologizing, welcoming, congratulating").

5- "Declarations – which alter the institutional state of affairs immediately and frequently rely on elaborate extra-linguistic institution" (see Yule, 1996: 53-54).

According to Searle (1969: 30), declarations are distinct from other types of actions because they are performed by an authorized person. According to Leech, this declaration corresponds to performative sentences (1983). For instance, "when naming a ship (I name the ship), making a vow (I vow), or sentencing a criminal (I sentence you to death), among other situations."

Declarations demonstrate unique characteristics:

1 -Someone with particular authority makes the declaration.

2 -The declaration is not based on the idea of politeness (Ibid).

While Thomas's classification of performatives is different from Austin and Searle which can be illustrated in the following:

2.6. *Explicit vs. Implicit Performatives*

Austin (1962) establishes a distinction between Eps and IPS. An EP clause comprises an EP verb, which serves as a signal for a certain speech act. The speech act that is being delivered is precise and unambiguous. For example:

I warn you to stand away from the bull (Explicit)

"While the IPS indicates the speech act through grammatical mood, modal verbs, intonation, tone of voice, adverbs, and connectives that follow the utterance." For example:

Stand away from the bull. (Implicit) Danger! (Implicit)

Look out! (Implicit) (Austin, 1962: 73-81)

According to Allan (1994), verbs play a significant role in identifying the illocutionary point of an utterance in order to distinguish the characteristics of Eps and non-performatives. For example, pledge, acknowledge, counsel, apologize, request, assert, approve, baptize, bet, charge, claim, command, congratulate, proclaim, order, forgive, and debate. These verbs in order to use them explicitly, particularly in English language, must be in the present tense; usually in the simple aspect, but it is possible either to be progressive. A speaker may use one of the following expressions that make the form of an utterance EP. For example, in saying:

"I promise/am promising to accompany you"

They are regarded as performative utterances, while below are some examples that might be the opposite case of point;

"I promised/ have promised to accompany you (Explicit)"

They are not regarded as performative utterances, because they are in the past tense. Thomas (1997) asserts that an EP enables the speaker to disentangle any chance of misunderstanding of the power behind a speech. Consider the following instances from Thomas:

1 -We would like to remind you that all library books must be returned by June 9th.

2 -This is a reminder that all library books are due back on June 6th and 9th .

3 -You are reminded that all library materials are due back by June 9th.

4 -All library materials must be returned by June 9th (Thomas, 1997). We can see those utterances in (1), (2), (3) and (4) all perform the same speech act. That of reminding borrowers to return their books by the 9th June. But whereas utterance (1) deals with an EP to express the act of reminding, other examples do so using different kinds of IPS. As Austin's assert there are no broad distinctions in meaning between EP and IP.

Primary performatives, or (IPS), lack a pronoun but presuppose the presence of one (Thomas, 1997). Thus, we arrive to the conclusion that all utterances comprise some form of speech act. In some situations, the type of speech act is indicated directly by a PV, but in others, it is indicated more implicitly.

2.7. Conditions of Performative Sentences

Austin (1962: 12) asserts that in order to execute an act, performative statements must have the following:

- It is important to say specific words.
- Conditions must be suitable,
- Other physical or mental activities should accompany the speaker's speech of the precise words that result in the accomplishment of the act.

2.7.1. Felicity Conditions

There are a number of necessary conditions for the happy functioning of a performative:

1- To include the utterance of certain "words by certain individuals under certain situations, there must be a recognized conversational method with a specific consequence, and those persons must be appropriate for the invocation of the particular procedure requested".

2- The procedure must be executed by all participants both correctly and completely. This procedure is designed for use by persons having certain thoughts or feelings, and the participants must intend to conduct themselves actually (Austin, 1962: 14-15).

It should be noted that failure to meet any of these prerequisites will result in an unpleasant performative sentence.

Searle (1979: 61) indicates that felicity criteria are not just a means for utterances to function as components of their illocutionary forces.

- "The uttering of the statement carries out the act named by the verbs that implies something more than just saying some words".

So that, Austin (Ibid: 12) tries to describe performative in a number of expressions, such as 'performative utterance' performative sentence) or 'performative'. Austin (Ibid: 6-7) clarifies these words as follows:

"The name is derived, of course, from 'perform', the usual verb with the noun 'action': it indicates that the issuing of the sentence is the performing of an action-it is not normally thought of as just saying something."

2.8. Compliment Acts

Compliments are favorable evaluations that frequently occur in ordinary conversational interactions between equal or superior status interlocutors. A compliment can be used to initiate a discussion or to facilitate conversational engagement by enhancing the interlocutors' bonds of solidarity. Individuals frequently congratulate others on their physical appearance (e.g., clothing, hair), assets, talent, or accomplishments. "In terms of cultural differences, Spanish-speaking men (mostly Mexicans) rarely compliment one another on their beauty, but American men do so more frequently than American ladies. Cross-cultural variations in compliment replies have also piqued the interest of speech act researchers, as some cultures prefer to avoid self-praise or to concur with the complimented".

Complimenting someone may be a novel or challenging job that "evaluates the abilities of a non-native speaker whose social values and conventions differ from those of the target culture. Scherer and Giles (1979, 157) identify instances in which sociocultural rules in the native language diverge from those in the foreign language. Transferring learners' cultural norms to the target culture of the FL frequently results in misunderstanding or offense, resulting in the breakdown of communication".

A compliment is frequently used to preserve social peace and engagement. It can be used to soften a criticism or request and to convey praise and admiration (Wolfson, 1983: 86).

Herbert (1986, 76) believes that compliments are a means of building friendships that result in the formation of bonds of solidarity. He illustrates how compliments are used to bargain with the addressee's solidarity. "Additionally, it is a beneficial social technique in that it serves as a catalyst for conversation and facilitates subsequent meaningful social engagement. Failure to provide praise may even be interpreted as a sign of disapproval, and the improper use of compliments can result in embarrassment and even offense".

According to Holmes (1988, 416), "a compliment's primary function is effective and social rather than referential or informative. In any culture, a compliment must express approval of something that both parties, speakers and addressees, regard positively, and it must be valued by the indicated culture. Thus, the manner in which individuals complement one another differ according to culture".

2.9. Compliment Formulas

Wolfson and Manes (1981, 117-21) "state that the speech act of compliments has highly structure formulas with rather simple linguistic structures. They provide a firm comprehensive description of the formulas of compliment in the English language. They find that a limited range of syntactic formulas accounts for the majority of their corpus falling into one of the following nine syntactic formulas":

- 1- "Noun phrase + (is/look) + (really) + adjective (PP)"
 - "Your blues is really beautiful"
 - "Your hair looks great!"
- 2- "I+ (really) + (like/love) + noun phrase."
 - _"I really like your dress."
- 3- "Pronoun + is + fa/really} + (adjective) + noun phrase."
 - "That's a really nice rug"
 - "That's a great looking car."
- 4- "You + verb + {a/really} +adjectives + noun phrase."
 - "You really did good job"
- 5- "You + verb + {noun phrase/really} + adverb (PP)"
 - "You really handled that situation well."

6- "You have + a (adjective) + noun phrase!"

- "You have such beautiful hair!"

7- "What + (a/adjective) + noun phrase!"

- "What a lovely baby you have!"

8- Adjective + (noun phrase)!"

- "nice game!"

9- "Isn't + noun phrase + adjective!"

- "Isn't your ring beautiful!"

The top three syntactic formulas accounted for some 85 percent of all compliments, with the first formula weighing in hefty 53.6 percent. Wolfson and Manes's nine syntactic formulae give a helpful, though not exhaustive, a summary of the pragmatic. Despite the relative ease of the complement form on a language level, the act of complimenting is not easy. Additionally, they discover that the majority of English compliments contain one of five frequent adjectives: lovely, good, gorgeous, attractive, or wonderful, as well as two verbs: like and love (ibid, 120).

3. Method

3.1. Introduction

This study plays a vital role in assessing the Iraqi EFL learner's performance. The purpose of this study is to demonstrate that, in cross-cultural communication, Iraqi EFL speakers must pay special attention to target language sociolinguistic norms in addition to structure and discourse rules in order to fulfill linguistic accuracy and fluency requirements.

This study is designed to investigate Iraqi EFL learners' written efficiency (to use implicit PV) as a part of the performance, in pragmatic communicative ability.

Hudson et al., (1992, 1995) model of performance assessment to pragmatic ability is adopted to build a test based on an actual context and real-life situations. The test assesses compliment act as a sample represents primary or IPV. The rationale behind this selection because it is widely used in daily communications of any speaker. Moreover, this speech act is the empirically-explored speech act in the cross-cultural or interlanguage pragmatics literature, and as a result, can easily handle to evaluate Iraqi EFL learners' compliments.

Searle develops the compliment act and strategies. Austin presents an explanation of expressive performative and states that expressive are a very mixed group, and have to do with attitudes and social behaviour.

According to Wolfson and Manes who mention the compliment formulas (see 2.11) these illustrate how the situations in this questionnaire are made.

3.1.1. Participants

The study enrolled (100 students) who were Iraqi EFL learners enrolled at Tikrit university's fourth-stage English department. Only (50) of those pupils responded to the questionnaire, while the remainder did not. Male and female participants are included, and they come from many areas of Iraq and social classes .

3.1.2. Instrument

This study collected data from students using a single research tool, a questionnaire. The questionnaire is used as the main tool to know how students use compliment acts to express their

opinion about something nice. According to Nunan (1992, p. 231), a questionnaire is a data collecting tool that is typically in written form and consists of open and/or closed questions as well as other probes that need a response from participants. In this study, the questionnaire is designed in multiple choice items containing eighteen items. Each item describes a circumstance and demands a complement act in one of the conceivable combinations of power, distance, and imposition. It demands students to read eighteen descriptions of events and then choose one of three responses to each situation. Additionally, the use of this exam serves to establish the test's impartiality.

3.2. Data Collection

According to the instrument selected for data collection from students, a questionnaire, the revision is done in addition to adding some elements for assuring that the items are clear. After correcting all items by supervisor and making the final revision before giving it to students. In general, the questionnaire took two weeks to be distributed and collected online through Google form. The time allocated for completing the questionnaire was roughly 10 minutes. Then, the obtained data were analysed through utilizing SPSS, and via running a descriptive statistics and independent samples T-test.

3.3. Data Analysis Procedure

According to prior research and studies on performative verbs complement actions, the researchers utilized statistical analysis to analyze the data. SPSS (Statistical Package for the Social Sciences) was used to summarize and analyze the data in this study. Thus, a descriptive statistical analysis approach was utilized to analyze the data from the students' questionnaires in order to determine the percentages and frequencies of students who employed praise actions. Additionally, SPSS program calculates the internal consistency reliability value.

4. Results

4.1. Findings and Discussions

Findings represent the percentages of the responses given by the students in the following table shows the percentage of this questionnaire.

Table 1. Questionnaire Percentage

<i>Situations</i>	<i>A</i>	<i>B</i>	<i>C</i>
<i>Situation1</i>	26%	46%	28%
<i>Situation2</i>	20%	28%	25%
<i>Situation 3</i>	36%	34%	30%
<i>Situation 4</i>	26%	40%	34%
<i>Situation 5</i>	28%	36%	36%
<i>Situation 6</i>	30%	26%	44%
<i>Situation 7</i>	30%	34%	36%
<i>Situation 8</i>	32%	46%	22%
<i>Situation 9</i>	36%	34%	30%
<i>Situation 10</i>	40%	34%	26%
<i>Situation 11</i>	18%	52%	30%

<i>Situation 12</i>	28%	46%	26%
<i>Situation 13</i>	30%	32%	38%
<i>Situation 14</i>	38%	36%	26%
<i>Situation 15</i>	22%	40%	38%
<i>Situation 16</i>	40%	26%	34%
<i>Situation 17</i>	36%	34%	30%
<i>Situation 18</i>	28%	48%	24%

From this table 1, we know that there is a variation in percentage according to the responses collected from students, which shows us that they lack the knowledge to use the compliment acts appropriately.

The findings of the study show that Iraqi EFL learners do not produce compliments similar to those of native speakers.

Therefore, this suggests that it is not enough to build learners' linguistic competence but it might be necessary also to develop their performance. The study also shows that the situations are different according to the response of the student to a kind of performative speech act. Each act is represented by different compliments depending on the aspect of power, imposition and distance. Among the groups of the students, the study shows that group B is dominant among the others. Thus, group B responds according to the compliment speech act more than A and C.

5. Conclusion

Based on Austin, Searle, Leech and Thomas interpretations of performatives in pragmatics. Their system of categories and subcategories, the categorization of illocutionary actions, has long been a favorite hobby of people seeking to conduct a comprehensive examination of the things that may be accomplished with words to create performative sentences.

By these aspects of pragmatic performative sentences, the types of actions can be understood and performed by everyone in speaking in any situation. English PVs have a pivotal role in learning a foreign language because they show a certain level of interactive communication which, in itself, is an important basis in a new approach to language teaching.

An implicit PVs should be acquired by the learner of a foreign language in order to master that language because they may help him using them in real situations. Iraqi EFL learner's unsatisfactory result at performance assessment due to the fact that the PV in relation to pragmatics competence are poorly taught during their academic study. To help our students achieve optimal pragmatic success instructors need to make students aware of speech acts within specific PV sets and the accompanying linguistic features that are necessary to produce appropriate and well received compliments.

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Appendix (A)

English Performative Verbs / Compliment Acts

Compliment/something nice that says to praise someone.

The questionnaire attached to this research is intended to provide data about Iraqi EFL learners' performance in analysing primary performative verbs, which is a certain area in speech act theory that is related to pragmatics. The compliment act serves as the sample of the study to elicit learners' performance among topics like appearance, act, character-ability, possession, while the settings around are institutions and family.

Performance tests will at least initially be defined here as; tests that are designed to elicit performances of the specific language behaviours that the testers wish to assess. Therefore, the test in

the questionnaire estimates students' performance in takes the form of multiple-choice discourse completion test, to issue compliment acts. When deciding which factors to include in the tests, relative power, social distance, and degree of imposition were chosen. The intended task is involving M. Students of the English Department at the College of Education, University of Tikrit

Situation 1: The father is a businessman. He has an interview in business affairs, on a studio. He is talking about the “global links” subject with a local TV. The interview has concluded. What would you say to express your admiration for him? You:

- (a) “Great!”
- (b) “You did good job”
- (c) “You are really a big star of businesses”

Situation 2: You are at your friend's (20 years old) house, helping him to study literature. Ali has just returned from his cousin birthday party. He is dressed impeccably. What would you say to express your admiration for his appearance? You:

- (a) “Good, pretty Ali more than you think you are”.
- (b) “I was amazed when I came across to you.”
- (c) “Wow, Ali you look really great.”

Situation 3: Noor (university student) is at the English department library to select some books and articles for her graduation research. After she has finished what would you say to compliment choices? You:

- (a) “I really appreciate the topics you have chosen.”
- (b) “You chose lots of books with charming illustrations.”
- (c) “These excellent books bring the department the use of English as no others do.”

Situation 4: Jack is a goalkeeper at the university football team. The team is playing a football game in the universities champion competition. Jack is preventing the opposing side from scoring any goals, and the game has just concluded. What would you say to express your admiration for his contribution to football play? You:

- (a) “I would like to say; that's very sporting of you!”
- (b) “I'm sure you are the best.”
- (c) “Actually, everyone should admire to you!”

Situation 5: You are in Mr. George's house. While you are having tea in a hall, Peter brings to you his first novel written by him. After you read it. What would you say to compliment his style in writing? You:

- (a) “You will be really a famous writer in the future “.
- (b) “It's amazing.”
- (c) “It is a successful beginning.”

Situation 6: You are a student in the English department and you have a conversation lecture and you must present a subject for your classmate. The class has just ended.

You made a good presentation in the class. What would your classmate say to compliment you on it? The classmate:

- (a) “I'm delighted to see that.”
- (b) “Not only you are an elegant, but you are intelligent too.”

(c) “I really enjoyed hearing you.”

Situation 7: Mr. Richard moves to a new office, so he selects all his office furniture by himself. What would you say to express your admiration for his decision and fresh design? You:

- (a) “I’m surprised really; you are always amazing me.”
- (b) “Wow what a beautiful colours.”
- (c) “Good, you really choose comfortable furniture.”

Situation 8: You visit Tony's residence to assist him with his grammar homework. You'll note that he appears to be quite content. He informs you that he received "A" on his most recent grammar exams. What would you say to express your admiration for his performance? You:

- (a) “I do not think that there is one get better!”
- (b) “You are smart hard working-student.”
- (c) “I guessed you will take ‘A’.”

Situation 9: while you are on your way to home, before you arrive you notice that your neighbour buys a new car. What would you say to compliment him on it?

You:

- (a) “This is cool”
- (b) “You have really an attractive car.”
- (c) “That’s good to transfer for you.”

Situation 10: You are at home, Mr. Thomson (76 years old, the grandfather) is repairing his old watch, and you are looking at him admiringly. While he has just finished fixing it. What would you say to compliment him on it? You:

- (a) “Not anyone can do this. You are the best.”
- (b) “Save your money and your time”
- (c) “I wish I could learn watch repairing.”

Situation 11: Sandy (18 years old, the daughter) goes with her mother Mrs. Steven, (46 years old) shopping and buying some jewellery when they returned home; you see that Sandy is wearing a new medallion. What would you say to compliment her on it? You:

- (a) “Sandy has a rich family!”
- (b) “I think it is wonderful, pretty so much.”
- (c) “Oh, God, you look much younger!”

Situation 12: Mary (26 years old, the daughter) is an English lecturer at university. She has to give an important presentation in class today, so she is wearing her best outfit. Before she leaves the house, what would Mrs. Steven, (the mother) say to compliment her appearance? Mrs. Steven:

- (a) “Excellent, an elegant dress.”
- (b) “You are looking very pretty today.”
- (c) “Oh, that too sweet.”

Situation 13: Rosa (22years old engaged) has a meeting with her fiancé at Merdien restaurant today, so she is wearing her beautiful dress. Before she leaves, what would you say to compliment him on her appearance? You:

- (a) “You dressed smartly today!”

(b) “Oh, that too perfect.”

(c) “You look very nice!”

Situation 14: you are a student in the English department in the fourth class. You handed back the research papers to your supervisor after you complete them in its time. As you prepare to depart, what would your supervisor say to commend you on your performance? The supervisor:

(a) “Very good, you are a quick learner.”

(b) “I really value your work.”

(c) “That’s good.”

Situation 15: You and sally will go to the salon to make a new style in your appearance. After going to the hair salon, what would sally say to compliment you on your new haircut? Sally:

(a) “You have a really fantastic hair.”

(b) “The new hairstyle really suits you.”

(c) “You look unusual today!”

Situation 16: Merry goes to her sister’s room, she finds her about to finish a drawing, she wants to make it a surprise for her family, but her sister insists to see the drawing before the others, what would her sister say to compliment in her drawing? Merry:

(A) ”You are really a brilliant painter.”

(b) “From where you buy such a good colours.”

(c) “We have highly artist person.”

Situation 17: You have never been to museums. You get a chance to go on a picnic with your colleagues to Baghdad museum, you get back home, what would you say to compliment on the picnic?? You:

(a) “What a very historical place”

(b) “How I spent years without seeing such a place”

(c) “It was a wonderful picnic!”

Situation 18: You are at your uncle’s home. You've just completed a meal prepared by his wife. What would you say to express your appreciation for the dinner she prepared? You:

(a) “Hmmm, how come!”

(b) “Delicious.”

(c) “Very tasty, how could you do it?”