

A COMPARISON OF PAKISTANI AND TURKISH LEARNERS' COMPREHENSION OF CONVERSATIONAL IMPLICATURES IN ENGLISH

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Abstract

Conversational implicatures, as a complicated aspect of pragmatic skill, transmit meanings beyond its literal articulation and pose significant interpretive challenges for second language learners. The objective of the present study was to examine how well Turkish and Pakistani learners understood conversational implicatures in English. The study employs a categorization of conversational implicature developed by Grice (1975), Arseneault (2014), Bouton (1994), and Roever (2011). The study involved 160 undergraduate students from Pakistan and Turkey. The findings reveal that Turkish learners comparatively showed a higher level of comprehension of the conversational implicatures as observed from their use of idiosyncratic implicatures (81%) in English than the Pakistani EFL learners (67.8%). Moreover, the formulaic implicatures were proved to be more problematic than the idiosyncratic implicatures for both Pakistani (59%) and Turkish learners (76.1%). Turkish students performed better on Idiomatic (93%) and Quantity (91%) categories. However Pakistani students scored higher on Quality (73%) and Manner (73%) categories. However, both of the groups struggled with POPE-Q, Sequential, and Relevance implicatures the most. The findings are beneficial for teaching and learning the English language by establishing areas that require improvement in learners.
Keywords: *Conversational implicatures, Pragmatic comprehension, EFL learners, Implicature categories*

1. Introduction

Learning a language has been recognized to need more than just memorizing vocabulary and grammar rules; it also requires the capacity to understand and use language in a variety of circumstances (Canale & Swain, 1980). For students, learning English as a second language has been observed as going beyond fundamental language knowledge and involving understanding concepts that are indicated rather than stated directly (Taguchi, 2005). This ability, known as pragmatic competence, has been seen as especially important when interpreting conversational implicatures, where the literal phrasing and the intended meaning are not the same (Grice, 1975). It has been observed that the interpretation of these implicatures is significantly influenced by contextual cues and shared cultural knowledge (Bouton, 1994). According to Arseneault (2014), idiomatic expressions are a type of conversational implicature whose interpretation depends on pragmatic awareness and cultural knowledge. For example, the English phrase "Is the Pope Catholic?" has been misunderstood by EFL learners when taken literally, as it is viewed as a forceful confirmation of a certain fact rather than a direct question concerning religion (Roever, 2011). These insights have led to a heavy focus on the significance of understanding both what is said and what is meant.

Pakistani students have seen a multilingual setting where English is highly valued because of its colonial past and ongoing use in formal education and communication (Mahboob, 2009). Turkey is geographically located between Europe and Asia, and as a result, it has historically embraced both cultures. Teachers frequently move between these two backgrounds of culture in the pedagogical setting of teaching English, which is shaped by this geographic and cultural convergence (Özışık, Yeşilyurt, & Demiröz, 2019). These linguistic

and cultural variations have been acknowledged as possible influences on how indirect meanings in English are interpreted. Therefore, it has been expected that each group will have different difficulties in understanding suggested meanings.

EFL students have encountered conversational implicatures in both real-life and classroom contexts, where misunderstandings have been demonstrated to result in embarrassing or unpleasant circumstances. Situations where indirect phrases or sarcasm are misinterpreted have frequently left people feeling confused or frustrated. For this reason, conversational implicature training has been considered a necessary component of language education. However, it has been noted that many EFL schools place a greater emphasis on vocabulary and grammar than pragmatic skills. There have been quite limited researches that have looked into pragmatic competence in Pakistan. According to Kausar (2016), not much research has been done to assess the present state of pragmatic competence, especially in Pakistan. In order to bridge this gap, the present study drew on the classical theories to identify learner challenges and suggest methods for better teaching conversational implicatures, which will promote more meaningful and culturally relevant communication. The present study looked at how Pakistani and Turkish EFL learners interpreted conversational implicatures in order to find common problems and ascertain how linguistic and cultural backgrounds affect comprehension. The goal of comparing these two groups was to gain an understanding of how culture affects language acquisition to develop more culturally sensitive teaching methods.

2. Purpose of the Study

The current study aimed to determine how English conversational implicatures are understood by EFL students from Pakistan and Turkey. This research focused on how these two groups first understand implicatures in general and, second, how that comprehension differs. As a result, the study tried to investigate how language and culture influence how specific implicature categories are interpreted, including sequential implicature, indirect criticism, and scalar implicature. The results should enhance both the intra-pragmatics but also the Second Language Acquisition (SLA) area, particularly on the aspects that the learners fail to understand implied meanings.

3. Literature Review

Pragmatics can be defined as the study of meaning in context and how language use is influenced by social interaction (Levinson, 1983). Grice (1975) proposed the term "conversational implicature" to describe meaning that is implied rather than stated explicitly in this field. Shared information and contextual factors are used to interpret such meanings. The four maxims of the Cooperative Principle, quantity, quality, relation, and manner, control how these implicatures are interpreted (Grice, 1975). It has been suggested that effective communication, particularly while learning a second language, depends on a precise understanding of conversational implicatures. Grice's Cooperative Principle (1975) developed the idea of conversational implicature by describing communication using four conversational maxims: quality, quantity, relevance, and manner. When these maxims were purposefully broken, it was demonstrated that implicatures were created, leading listeners to infer extra meaning. Bouton (1994) objectively investigated how second language speakers understood such implicatures and demonstrated that cultural understanding was frequently necessary, as well as that unfamiliar idiomatic expressions presented unique challenges in the absence of explicit instruction. Roever (2011) further examined the impact of cultural differences on implicature interpretation and discovered that learners from more direct communication cultures may misinterpret indirect criticism in English. Arseneault (2014) emphasized how cultural schemas shape language perception and the importance of culturally sensitive teaching methods for enhancing students' pragmatic ability.

A descriptive cross-sectional study was conducted quantitatively by Behbood Mohammadzadeh et.al (2019) in Northern Cyprus. The findings revealed that the students had relatively low understanding (average success rate of 38.17%). They found the quality implicatures quite difficult, but did very well in relevance implicatures. Another similar study was conducted at an Indonesian university by Pratama et al. (2017) as a quantitative follow-up study. It used a shared taxonomy of 10 categories created by Bouton, Grice, Roever, and Arseneault to examine the difficulties second language learners encounter while comprehending conversational implicatures. 110 first-year Indonesian university students participated in the study, and they were split into three exposure groups according to how much and how little they interacted with English. Idiosyncratic implicatures were found to be easier to understand than formulaic implicatures, particularly Minimum Requirement Rules and Indirect Criticism. One more comparable study was conducted in the United Arab Emirates by Rabab'ah et al. (2024). The study concluded that the students' performance was somewhat below average. Quantity-based implicatures were the simplest to comprehend; however, implicatures on the maxim of manner were the most challenging.

There has been little focus on pragmatics in the context of Pakistan; most of the studies that has been done so far has been on particular speech actions or discourse practices rather than on understanding conversational implicatures. Aziz et al., (2018) examined pragmatic transfer in the speech act of congratulations. The study involved 120 participants, including native English speakers and Punjabi EFL learners from various socioeconomic backgrounds. The findings showed that first-language cultural norms influenced both positive and negative transfer. The study (Abbas et al., 2024) looked at the flouting of conversational maxims in political discourse. It found that there was gender-based differences in hedging and turn-taking strategies, as well as frequent violations of the maxims of manner and relation. Despite these efforts, there hasn't been much research done specifically on how Pakistani EFL learners understand and use conversational implicatures. According to Kausar (2016), pragmatic competence is still a neglected field in Pakistani applied linguistics, emphasizing the absence of such studies. In order to close this gap, the present study focuses on how Pakistani learners' linguistic and cultural backgrounds affect their comprehension of English's inferred meanings.

4. Research Questions

1. What is the difference between Pakistani and Turkish EFL learners' comprehension of various categories of conversational implicatures in English?
2. What are the most problematic categories of implicatures for both the Pakistani and Turkish EFL Learners?

5. Methodology

This descriptive research was quantitatively conducted to determine the understanding of conversational implicatures by the Pakistani and Turkish learners of English. The aim of the study was the identification of categories of implicatures and understanding their interpretation using a semi-structured questionnaire. The analysis was driven by the classical theoretical theories. Descriptive statistics analysis was adopted to analyze the results and analyze cross-cultural pragmatic competence in relation to factors that affect learning ability of implied meanings in English conversations.

5.1. Participants

The study engaged 80 undergraduate Pakistani learners from Riphah International University and 80 undergraduate Turkish learners from Istanbul Aydin University of English. The research data was collected through purposive sampling from both groups. The participants were aged between 18 and 25. It was ensured that the participants selected had an intermediate and advanced proficiency level as determined by their institutes.

5.2. Data Collection Procedures

Data were collected through a semi-self-developed, thirty-item questionnaire designed to assess participants' understanding of various conversational implicatures. The questionnaire featured multiple-choice questions in the form of short dialogues reflecting everyday communication. Each item described a context and offered possible interpretations of the implied meaning. The categories of implicatures included sequential implicatures, indirect criticism, and scalar implicatures.

5.2.1. Duration

A questionnaire was distributed to the participants. Each participant took approximately fifteen to twenty minutes to complete it. The complete process of data collection and analysis took about 6 months, mainly due to participants' physical availability from both countries. Afterwards, the gathered responses were used to review and compare the level of comprehension of conversational implicatures among Pakistani and Turkish learners.

6. Instrumentation

The following tool was employed to discover more about how students acquire and comprehend English implicatures. This examined student understanding of several categories of implicatures, or hidden meanings in conversations. A test consisting of thirty multiple-choice questions was developed. Every question contained a brief conversation and encouraged students to place themselves in the situation and select the best response regarding what it meant.

There were three questions for each of the ten implicature categories that were examined in the test:

1. **POPE-Q Implicatures:** Questions with brief, indirect responses.
2. **Sequential Implicatures:** Conversations in which sequence is important.
3. **Minimum Requirement Rule Implicatures (MRR):** When someone merely fulfills the bare minimum of obligations.
4. **Scalar Implicatures:** Phrases that contain the words "some" or "all."
5. **Indirect Critic Implicatures:** Subtle critique concealed in polite language.
6. **Idiomatic Implicatures:** Meanings that rely on certain expressions or idioms.
7. **Quantity Implicatures:** When an individual provides more or less information than is necessary.
8. **Quality Implicatures:** Situations involving either falsehood or truth
9. **Manner Implicatures:** When meaning is influenced by tone or clarity of speech.
10. **Relevance Implicatures:** When someone says anything that is either relevant or unrelated.

Each type of implicature had three questions, so there were 30 questions in total.

Table 1. Item Distribution based on Types of Implicatures

Type of implicature	Sub-type of Implicature	Number of Questions
A. Formulaic	POPE-Q Implicature	3
	Sequential Implicature	3
	Minimum Requirement Rule	3
	Scalar Implicature	3
	Indirect Critic Implicature	3
	Idiomatic Implicature	3
B. Idiosyncratic	Quantity Implicatures	3

	Quality Implicatures	3
	Manner Implicatures	3
	Relevance Implicature	3
	Total	30

Source (Pratama et al.(2017).

7. Results and Discussion

The findings from the descriptive analysis of the information collected from the Turkish and Pakistani students are shown in Table 2 and Figure 1 below.

Table 2. Frequencies and Percentages of the Implicature Comprehension Scores between Pakistani and Turkish Students

Items	Pakistani Students Score (Out of 240)	%	Turkish Students Score (Out of 240)	%
Pope-Q	100	42	132	55
Minimum Requirement	161	67	208	87
Sequential	127	53	141	59
Indirect Criticism	167	70	217	90
Scalar	125	52	176	73
Idiomatic	173	72	222	93
Quantity	172	72	218	91
Quality	176	73	199	83
Manner	176	73	217	90
Relevance	126	53	144	60

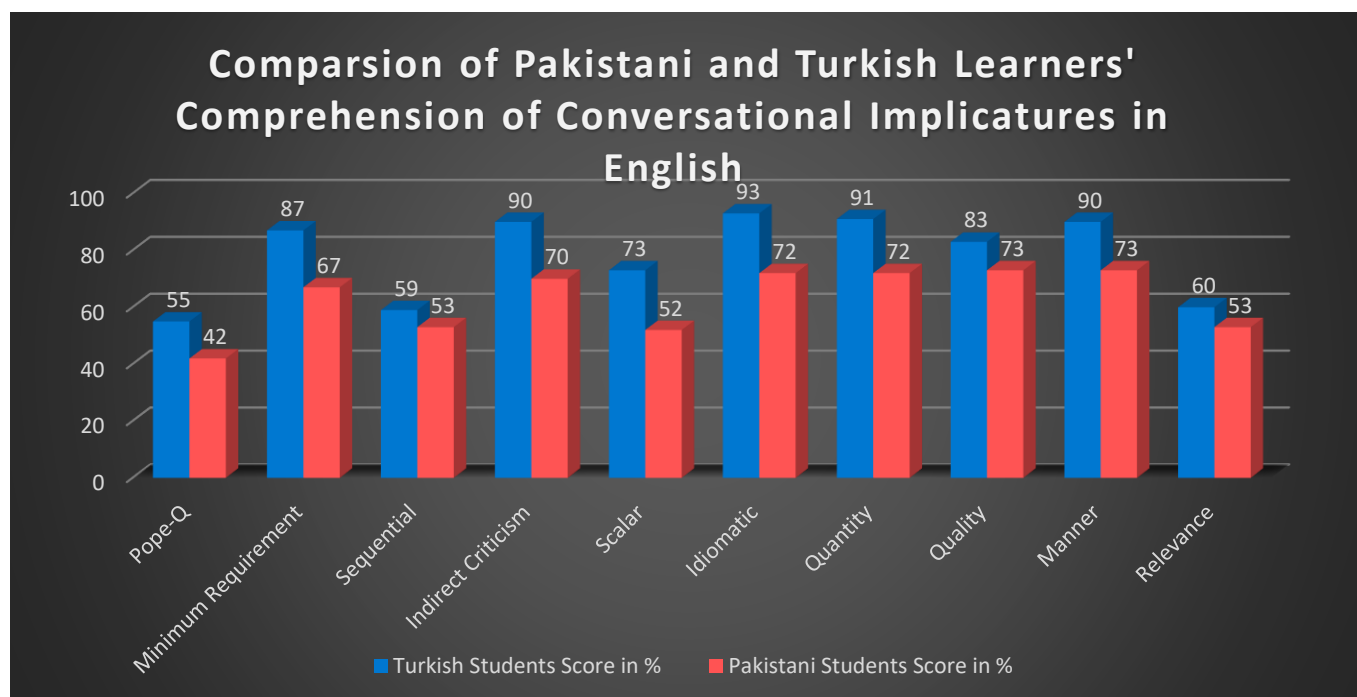


Figure1. Clustered bar chart showing Frequencies and Percentages of the implicature comprehension scores between Pakistani and Turkish students.

In the Pope-Q item, Pakistani students scored 42% whereas Turkish students scored 55%. Also, in the Minimum Requirement item, Pakistani students scored 67% and Turkish students scored 87%. In the Sequential item, Pakistani students scored 53% whereas Turkish students scored 59%. Furthermore, in the item of Indirect Criticism, Pakistani students scored 70% while Turkish students scored 90%. In the Scalar item, 52% was the score of Pakistani students, and 73% was the score of the Turkish students. Moreover, in the idiomatic item, the Pakistani students scored 72% while the Turkish students scored 93%. Pakistani students scored 72% on the Quantity Item, whereas Turkish students scored 91%. In terms of the Quality item, Pakistani students scored 73% but the Turkish students scored 83%. Also, Pakistani students scored 73% on the Manner item while the Turkish students scored 90%. Lastly, in the item of Relevance, the score of the Pakistani students was 53% whereas 60% was scored by the Turkish students.

The following table 3 summarizes the results of a One-Way ANOVA conducted to compare the implicature comprehension scores between Turkish and Pakistani students. The analysis was based on group summary statistics, including group means, sample sizes, and assumed standard deviations. The findings indicate a statistically significant difference between the two groups, as the p-value is far less than 0.05. That shows, there exists a significant level of difference between the two groups' scores.

Table 3. One-way ANOVA result showing the comparison of the implicature comprehension scores between Pakistani and Turkish students.

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F	Significance (p)
Between Groups	12,616.32	1	12,616.32	56.60	< 0.001 (Significant)
Within Groups	3,950.00	158	25.00		
Total	16,566.32	159			

In addition, Table 4, shown below, depicts the Bouton (1994) classification of formulaic and Idiosyncratic implicatures comprehension comparison between Pakistani and Turkish students. The result indicates that the students' average percentages for understanding formulaic and idiosyncratic implicatures are 67.7% and 74.04%, respectively. The average percentage of formulaic implicature comprehension and idiosyncratic implicature comprehension among Pakistani students is 59.3% and 67.8%, respectively. The average percentage of Turkish students who comprehend formulaic implicatures is 76.1%; however, the average percentage for idiosyncratic implicatures is 81%.

Table 4. Comparison of Formulaic and Idiosyncratic Implicatures Comprehension

Group	Formulaic	Idiosyncratic
All students	67.7%	74.4%
Pakistani Students	59.3%	67.8%
Turkish Students	76.1%	81%

The present study focused on the comparison of the comprehension level of conversational implicatures in English between Pakistani and Turkish EFL learners and the most difficult categories of implicatures for both groups. The statistical analysis showed that Turkish EFL learners had a comparatively higher level of comprehension of conversational implicatures in English.

The Pakistani students had scored the highest in terms of Quality and Manner implicatures, with 73% each. Whereas the Turkish students had the highest score in the idiomatic implicature with 93% and the Quantity implicature, being the second, with 91%. Moreover, Pakistani students faced the most difficulty in the Pope-Q implicature with the lowest score of 42%, Sequential and relevance implicature with the second lowest score of 53% each, and the scalar implicature with the third lowest score of 52%. However, the Turkish students faced the most difficulty in the Pope-Q implicature with the lowest score of 55%, the Sequential implicature with the second lowest score of 59% and the Relevance implicature with the third lowest score of 60%. Consequently, it can be deduced that Pope-Q, Sequential, and Relevance implicatures proved to be the most challenging for both Pakistani and Turkish students in terms of comprehension.

Pratama et al. (2017) showed that there was a significant difference between the low exposure, medium exposure and high exposure groups as the p-value calculated via One-way Anova was 0.00, far less than 0.05. Similarly, the results obtained in the present study using One-way ANOVA indicated a statistically significant difference between the Pakistani and Turkish students' scores. Furthermore, the frequency and percentage table clearly illustrate that the Turkish students scored relatively higher than the Pakistani students in all ten categories of implicatures, proving the aforementioned significant difference by ANOVA.

In the same study (Pratama et al. 2017), the percentage score of idiosyncratic was comparatively higher than the formulaic implicature, and so, formulaic implicature was considered the most challenging for the English as a second language (ESL) learner. Likewise, in the present study, the results obtained in terms of formulaic and Idiosyncratic implicatures comprehension comparison between Pakistani and Turkish students showed that both groups had higher scores in Idiosyncratic than the formulaic implicatures. Thus, it can be concluded that formulaic implicatures are more difficult for EFL learners as compared to the idiosyncratic implicatures.

Rabab'ah et al., (2024) revealed that learners' overall performance was slightly below average, with particular difficulty in implicatures that include the maxim of manner, indicating a continuous pattern of difficulty for EFL learners. Meanwhile, implicatures that employed the quantity maxim were the simplest to understand. Likewise, the present study showed an identical pattern to that of Rabab'ah et al. (2024) that manner-based implicatures were the most difficult for both Pakistani and Turkish EFL learners to understand, whereas quantity-based implicatures were among the easiest for both groups.

Similarly, Mohammadzadeh et al., (2019) found that the total success rate was only 38.17%. According to their findings, quality implicatures were the most difficult to interpret, whereas relevance implicatures were the easiest to comprehend. On the contrary, in the present study, the relevance implicature was found to be the most difficult for both Pakistani and Turkish students. However, the Quality implicature was easiest for the Pakistani students and was relatively somewhat easier for Turkish students. Hence, it can be said that different regions, due to their diverse cultures, have varying levels of implicature comprehension. So, an implicature easier for one group can be harder for the other group simultaneously.

8. Conclusion

Turkish EFL learners comparatively showed a higher level of comprehension of the Conversational implicatures in English than the Pakistani EFL learners. Moreover, the formulaic implicatures were proved to be more problematic than the idiosyncratic implicatures for both the EFL learners' groups. Turkish students performed better on Idiomatic (93%) and Quantity (91%) categories. Whereas Pakistani students scored better on Quality (73%) and

Manner (73%). However, both of the groups struggled more with POPE-Q, Sequential, and Relevance implicature categories.

9. Significance of the Study

This study is significant because it focuses on the little-studied topic of pragmatic competence, where it is shown that even highly proficient learners may struggle to understand the implied meanings necessary for successful cross-cultural communication. Findings from this study can assist teachers in formulating effective approaches to facilitate these skills, to have learners not only be linguistically proficient but also pragmatically wise. The results are limited by the small sample size, restricted geographical coverage, and reliance on a limited range of analytical tools, which may have constrained the depth and generalizability of the results. The pedagogical implications suggest that conversational implicatures need to be explicitly taught in the EFL curriculum. The study identifies a knowledge gap on how pragmatic comprehension develops in diverse cultural and educational contexts. The study recommends that future research should use mixed-method approaches, look at long-term instructional consequences, and use larger, more diverse groups of people.

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A Comparison of Pakistani and Turkish Learners' Comprehension of Conversational Implicatures in English

Name: _____

Age: _____

Level of Education: _____

Nationality: _____

Dear Participant, as part of my course, I am conducting a research study to compare Turkish and Pakistani learners' comprehension of conversational implicatures in English. Your participation is essential for completing my research, and I sincerely value your honest input. Rest assured that all of your answers will remain confidential. Thank you for your time and participation!

Instructions: Read the dialogue carefully and choose the best option considering yourself in real-life situations.

<p>1. John: Do you think it will be hot today? Arthur: Does the sun rise in the east?</p> <p>What does Arthur's response imply?</p> <p>a) He doesn't know about the weather. b) He believes it will be hot. c) He is asking for clarification.</p>	<p>5. Mike: How about we finish the report first and then go for coffee? Anna: Works for me!</p> <p>What is the sequential implicature in this conversation?</p> <p>a) Mike wants to go for coffee before working on the report. b) Mike wants to work on the report first, then go for coffee. c) Anna disagrees with the suggested order.</p>
<p>2. Suzan: Do you think Sarah enjoys swimming? Amy: Do fish live in water?</p> <p>What does Amy's response imply?</p> <p>a) She is unsure about Sarah's preferences. b) She believes Sarah absolutely enjoys swimming. c) She thinks fish live on land.</p>	<p>6. Jane: I'll study for the test and afterward, I'll call you. Tom: Sure, I'll be waiting!</p> <p>What is the sequential implicature in this conversation?</p> <p>a) Jane will call Tom before studying. b) Tom will study before calling Jane. c) Jane will call Tom after she studies.</p>
<p>3. Jack: Do you think the boss is angry? Albert: Do bears live in the woods?</p> <p>What does Albert's response imply?</p> <p>a) He believes the boss is very angry. b) He is unsure of the boss's feelings. c) He is asking about wildlife.</p>	<p>7. John: I need a hotel with at least twenty rooms for the conference. Arthur: The Grand Hotel has twenty rooms.</p> <p>a) Arthur implies that the Grand Hotel has exactly twenty rooms. b) Arthur implies that the Grand Hotel has fewer than twenty rooms. c) Arthur implies that the Grand Hotel has at least twenty rooms.</p>
<p>4. John: Let's visit the museum and then grab some lunch. Sarah: Sounds like a plan.</p> <p>a) Sarah wants to visit the museum first. b) John wants to eat lunch first. c) John suggests both activities should be done at the same time.</p>	<p>8. Sarah: I need a laptop with a minimum of 16 GB RAM for my design work. Tom: This model comes with 16 GB RAM.</p> <p>a) Tom implies that the model has more than 16 B RAM. b) Tom implies that the model has exactly 16 GB RAM. c) Tom implies that the model has less than 16 GB RAM.</p>

<p>9. Emma: I'm looking for a venue that can accommodate at least 100 guests for the wedding. Jake: The Crystal Hall can accommodate 100 guests.</p> <p>a) Jake implies that the Crystal Hall can accommodate more than 100 guests. b) Jake implies that the Crystal Hall can accommodate exactly 100 guests. c) Jake implies that the Crystal Hall can accommodate 50 guests.</p>	<p>14. Sarah: What do you think about the new restaurant? Jane: The chairs were really comfortable.</p> <p>a) Jane loved the food at the restaurant. b) Jane thought the chairs were uncomfortable. c) Jane didn't enjoy the food at the restaurant.</p>
<p>10. Alex: Did you finish the report? Jordan: Well, I started working on it.</p> <p>a) Jordan implies that the report is completed. b) Jordan implies that they haven't started the report. c) Jordan implies that they have only started but not finished the report.</p>	<p>15. Tom: How was John's presentation? Anna: He had some really nice slides.</p> <p>a) Anna was impressed by John's speaking skills. b) Anna found the content of the presentation lacking. c) Anna didn't pay attention to the presentation.</p>
<p>11. Riley: Are you coming to the party tonight? Casey: I have a lot of work to do.</p> <p>a) Casey implies that they will definitely attend the party. b) Casey implies that they might attend the party if the work is done. c) Casey implies that they are unsure about attending the party.</p>	<p>16. Tom: Are you still attending the concert even though you're sick? Lisa: I wouldn't miss it for the world!</p> <p>a) Lisa is saying she would never miss such an opportunity, no matter what. b) Lisa is telling Tom she would actually miss it because the world is in danger. c) Lisa is explaining that she doesn't care about the concert at all.</p>
<p>12. Morgan: Did you meet with the client? Taylor: I was out of the office all day.</p> <p>a) Taylor implies that they met with the client. b) Taylor implies that they were not available to meet with the client. c) Taylor implies that they will meet with the client tomorrow.</p>	<p>17. Sam: I've been working on this project for hours, and it's still not finished. Alex: Well, Rome wasn't built in a day.</p> <p>a) Alex is reminding Sam that building a city takes a long time. b) Alex is saying that hard work takes time, and Sam shouldn't expect immediate results. c) Alex means Sam should stop working because Rome is an example of wasted effort.</p>
<p>13. Mr. Smith: Did you like the movie last night? Mr. Johnson: The popcorn was great.</p> <p>a) Mr. Johnson loved the movie. b) Mr. Johnson didn't like the movie. c) Mr. Johnson was talking about the actors.</p>	<p>18. Jenny: I'm not sure if I should confront my boss about the mistake. Mark: Well, the ball's in your court now.</p> <p>a) Mark is telling Jenny that she's in a sports competition. b) Mark is saying Jenny is responsible for making the next decision. c) Mark is advising Jenny to play basketball instead of dealing with her boss.</p>

<p>19. Aman: How was the party last night? Sara: Some people showed up.</p> <p>What did Sara imply by her statement?</p> <p>a) The party was overcrowded. b) Only a few people came. c) Everyone invited attended.</p>	<p>25. Emma: Would you help me move this weekend? Liam: Well, I have been meaning to reorganize my closet and tackle some other projects around the house.</p> <p>a) Liam implies that he is not available this weekend due to other plans. b) Liam implies he will help but needs a few hours to finish his projects. c) Liam implies that moving is not a priority for him.</p>
<p>20. Javed: Did you finish reading the entire book? Anya: I read a couple of chapters.</p> <p>What did Anya imply by her statement?</p> <p>a) She read the whole book. b) She skimmed through the book. c) She only read part of the book.</p>	<p>26. Sara: Can you pick me up from the airport? Chris: I have been trying to get my car repaired for the last two weeks. It's been quite a hassle.</p> <p>a) Chris implies that he might not be able to pick Sara up due to car troubles. b) Chris implies he will pick Sara up but will be late. c) Chris implies that he will use a different mode of transportation.</p>
<p>21. Ali: Have you visited all the places on the list? Sara: I visited some of them.</p> <p>What did Sara imply by her statement?</p> <p>a) She visited all the places. b) She visited none of the places. c) She visited a few of the places.</p>	<p>27. Julia: Do you think you can join us for dinner tonight? Mark: I've been trying to get some work done, and the deadlines keep piling up.</p> <p>a) Mark implies he is unable to join for dinner due to work commitments. b) Mark implies he will join after finishing his work. c) Mark implies he prefers to work alone rather than socialize.</p>
<p>22. Mark: Did you enjoy the concert last night? Tom: Yes, it was fantastic! The band played really well.</p> <p>a) Tom is exaggerating his enjoyment of the concert. b) Tom is expressing genuine enjoyment of the concert. c) Tom is indifferent to the concert.</p>	<p>28. Mr. Lee: Have you finished the report? Ms. Smith: The office printer has been out of order.</p> <p>a) Ms. Smith implies that the report is printed but not finished. b) Ms. Smith suggests that the report is not ready because of the printer. c) Ms. Smith indicates that the report was not printed due to a printer issue.</p>
<p>23. John: I have heard this is the best pizza place in town. Mike: Yeah, if you like cardboard with sauce.</p> <p>a) Mike loves the pizza. b) Mike is neutral about the pizza. c) Mike is expressing that the pizza tastes terrible.</p>	<p>29. Dr. Harris: Where did you put the meeting agenda? Assistant: I heard the conference room was being rearranged today.</p> <p>a) The conference room is where the agenda is now located. b) The agenda might be misplaced due to the conference room rearrangement. c) The agenda was not affected by the rearrangement of the conference room.</p>
<p>24. Mark: You're the fastest runner I've ever seen. Tom: Oh yeah, that's why I always come in last.</p> <p>a) Tom is genuinely acknowledging his running skills. b) Tom is denying Mark's compliment sarcastically. c) Tom agrees with Mark's statement.</p>	<p>30. Tom: Have you seen my keys anywhere? Jerry: There were some people in the living room yesterday.</p> <p>a) Jerry implies that the keys were lost when people were in the living room. b) Jerry suggests that the keys might have been misplaced during the time people were in the living room. c) Jerry indicates that people in the living room might have taken the keys.</p>