

# CONTENTS

|                                                                                                                                                |     |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Preface</b> .....                                                                                                                           | 5   |
| <b>Who is who: functional pressure of the dynamic-semantic tracks</b> .....                                                                    | 7   |
| <i>Martin Adam</i>                                                                                                                             |     |
| <b>Politeness strategies in institutional speech acts</b> .....                                                                                | 15  |
| <i>Olga Dontcheva-Navratilova</i>                                                                                                              |     |
| <b>Category membership of morphological causatives: The view from L2</b> .....                                                                 | 29  |
| <i>Christoph Haase</i>                                                                                                                         |     |
| <b>Some remarks on the aspectual manifestation in English with respect to Czech</b> ....                                                       | 45  |
| <i>Jana Hejtmánková</i>                                                                                                                        |     |
| <b>Linking devices in English academic prose</b> .....                                                                                         | 53  |
| <i>Irena Hůlková</i>                                                                                                                           |     |
| <b>Conversation analysis of openings and closings in Internet Relay Chat</b> .....                                                             | 61  |
| <i>Šárka Kašičková</i>                                                                                                                         |     |
| <b>Absolutes</b> .....                                                                                                                         | 73  |
| <i>Markéta Malá</i>                                                                                                                            |     |
| <b>Background knowledge in interpretation of discourse</b> .....                                                                               | 85  |
| <i>Gabriela Miššiková</i>                                                                                                                      |     |
| <b>I-oriented comment clauses as response elicitors in spoken English</b> .....                                                                | 99  |
| <i>Renata Povolná</i>                                                                                                                          |     |
| <b>Teaching English syntax through communicative methods</b> .....                                                                             | 113 |
| <i>Zuzana Sedláčková</i>                                                                                                                       |     |
| <b>Some methodological remarks on current trends in linguistic research</b> .....                                                              | 119 |
| <i>Ludmila Urbanová</i>                                                                                                                        |     |
| <b>Disentangling lexical hierarchies</b> .....                                                                                                 | 125 |
| <i>Radek Vogel</i>                                                                                                                             |     |
| <b>The reliability of temporal adverbials as trigger words for learning the English present perfect: <i>already, always, and for</i></b> ..... | 137 |
| <i>Katrin Voigt</i>                                                                                                                            |     |
| <b>List of contributors</b> .....                                                                                                              | 150 |