

THE DISCURSIVE FUNCTION OF *DO*-SUPPORT IN POSITIVE CLAUSES

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ABSTRACT. *This paper reports a corpus-based analysis of the discursive function of the auxiliary do in positive clauses. One of the basic principles of corpus analysis is that the meaning of a word or a structure is contextual. Since do occurs in the context of negation and repetition it has been analysed by focusing on the pragmatic function of these linguistic phenomena. The items that collocate with do-support and the contexts where it occurs reveal that it is a linguistic device used to express simultaneously contrastive emphasis and involvement. Emphatic do reveals the user's involvement when denying an implicit or explicit negative proposition. It strengthens the force of acts that involve contrast or opposition: denials, contradictions, corrections.*

KEYWORDS. *Corpus analysis, do-support, discursive function, negation.*

RESUMEN. *Este artículo presenta un estudio, basado en el análisis de un corpus, de la función discursiva del auxiliar do en oraciones positivas. Uno de los principios básicos del análisis de corpus es que el significado de una palabra o estructura es contextual. Dado que do aparece en el contexto de la negación y de la repetición se ha analizado partiendo de la función pragmática de estos aspectos lingüísticos. Las palabras que co-ocurren con do y los contextos donde aparece muestran que este auxiliar se usa para expresar simultáneamente énfasis contrastivo y carga emotiva. Do revela la actitud del hablante al negar una proposición negativa implícita o explícita. Enfatiza la fuerza de actos que implican contraste u oposición: negativas, contradicciones, correcciones.*

PALABRAS CLAVE. *Análisis de corpus, do soporte, función discursiva, negación.*

1. INTRODUCTION

In this paper we will examine the discourse function of the auxiliary *do* (do, does, did) in sentences like:

- (1) I don't watch El Dorado but I *do* like soaps.

Most grammars of English devote little attention to the function of the auxiliary *do* in front of the base form of the verb; they merely point out that it is used to express emphasis (Leech and Svartvik 1975; Bolinger 1977; Sinclair 1990). Focusing on the operator is a way to achieve emphasis. The support operator *do* is used to bear the nuclear stress when the finite verb phrase is in the simple present or past tense, and therefore no other operator is needed.

Quirk *et al.* (1985) consider that focus on the operator can be used for contrastive emphasis or for emotive emphasis. When it has a contrastive meaning, emphatic *do*, as any other operator which is focused on, signals a contrast with a preceding negative meaning, and, therefore is used to “deny a negative which has been stated or implied” (Quirk *et al.* 1985: 1371). Quirk *et al.* illustrate the contrastive meaning of operators with the following examples:

- (2) a. Why haven't you had a bath? I HAVE had a bath.
 b. But I DO think you are a good cook (i.e. even if you imagine I don't).

Quirk *et al.* point out that not all operator focusing is contrastive, and although emphatic *do* often has a contrastive meaning this is not always the case. Sometimes it is used purely for emotive force. The following examples are used by Quirk *et al.* to illustrate the emotive meaning of *do*, as opposed to its contrastive meaning:

- (3) a. You DO look pale this morning.
 b. I did TELL you.

However, if we consider these examples out of context we cannot really say that examples (3a) and (3b) do not express contrast. In fact, “you DO look pale this morning” seems to suggest the speaker’s surprise because the addressee does not usually look so pale. As Ossleton (1983: 471) remarks, sometimes “the sole device for alerting the reader to some intended contrast” is the *do* construction. Similarly, a context where we would expect to find “I did tell you” is when the speaker wants to emphasise that the telling (or warning) really took place, although the listener did not follow the advice. When considering the use of *do* for emotive emphasis Quirk *et al.* point out that the use of emphasisers such as *really*, *certainly* or *indeed* can add to the intensification. But these intensifiers in fact emphasise that something is the case and thus suggest a contrast with a previous negative.

Celce-Murcia and Larsen-Freeman (1983) also devote some attention to the emphatic use of the operator *do*. Drawing on Frank (1972) they list five meanings that at least *do* may have: 1. Emphasis of an affirmative sentence, e.g. “I certainly do hope they win the game”; 2. Emphasis of a verb used in collocation with frequency adverbs (e.g. *never*, *rarely*, *seldom*, *often*, *always*), e.g. “The guests we were waiting for never did arrive”; 3. Affirmative emphasis of something which has been unknown or in doubt, e.g. “I’m relieved to know that he does like beef Strogonoff”; 4. Contradiction of a negative statement, e.g. “My teacher claims that I didn’t turn in my term paper, but I did turn it

in”; 5. Strong concession, e.g. “Even though I dislike most non-classical music I do find myself fascinated by Dixieland jazz”.

The distinction between these five meanings is, however, unclear. It is difficult to see the difference between (1) -emphasis of a sentence- and (2) -emphasis of a verb. And in fact in (5) *do* is used to emphasise a verb in the same way as in (2). If we examine the examples more closely we can see that they all have something in common: the meaning of contrast. The use of *do* suggests that the opposite situation was expected, supposed, envisaged or considered as a possible alternative. In (4) *do* denies a previous negative, in (2) and (5) *do* introduces a counterexpectation, the sentence in (3) could be followed by “I was afraid that he didn’t”, and that in (1) could be followed by “even if you think I don’t”.

The consideration that *do* in positive clauses has a contrastive meaning is in agreement with Hirtle’s (1997) accurate description of the meaning of *do*. He remarks that in situations involving interrogatives, negatives, contrast, comparison and the like a double alternative is offered, although only one can be realised. This explains the use of *do* in these contexts. As Hirtle (1997: 136) puts it, “to capture this dual possibility the speaker represents the event by means of the infinitive as virtual, as open to either alternative. *DO* as always provides a stretch of duration for situating (a moment of) the virtual event in a time-sphere of the indicative”. The positive clause where the *do*-support occurs “expresses the positive alternative evoked by the infinitive” (*ibid.*).

I propose here an analysis of the use of emphatic *do* in discourse from a pragmatic perspective, taking into account notions such as shared knowledge and presupposition. I intend to show that emphatic *do* is always used for contrastive purposes, and to reveal the contexts where contrast is expressed or stressed with this element. Assuming that the collocates of a word are part of its meaning (Firth 1957), I discuss how the items which collocate with emphatic *do* indicate clearly its contrastive meaning, and analyse the patterns of use of “I do/did+ infinitive”, “you do/did+ infinitive”, “he/she does/did+ infinitive”, “it does/did+ infinitive”.

2. SOME PRAGMATIC CONCEPTS

Two concepts of basic importance for this research are negation and repetition. Before proceeding to the analysis of *do*, I will consider briefly how these concepts should be understood within the pragmatic framework adopted in this study.

Approaching negation from a pragmatic perspective, Tottie (1991: 20) makes a distinction between explicit and implicit denials, which is useful to account for the use of *do* in discourse. Explicit denials “deny a proposition which has been explicitly asserted” and implicit denials deny “something which might merely have been expected, or which can be contextually inferred but which has not been asserted by anyone” (Tottie 1991: 20).

The same distinction can be used to account for the use of emphatic *do*. In “My teacher claims that I didn’t turn in my term paper, but I did turn it in” “did turn” denies a previous negative explicitly asserted. In “I’m relieved to know that he does like beef Strogonoff” “does like” denies a negative proposition which could be expected. Thus, the clause is in fact an implicit denial with an affirmative form. As we can see in (4), the concept of explicit denial relies heavily on repetition (“didn’t turn in”- “did turn in”).

An important function of repetition in discourse is to introduce something new connecting it to what is being repeated (Hoey 1991: 52). This view of repetition as a framework for new information is based on Winter’s (1974) notion of *systematic repetition and significant replacement*. For Winter the function of repetition is to “focus upon *replacement* or change within the repetitive structure” (Winter 1986: 92), in such a way that what is presented as new is interpreted in the context of what is repeated. The same point is made by Tannen (1989: 51): “Repeating the frame foregrounds and intensifies the part repeated, and also foregrounds and intensifies the part that is different”. Thus, repetition is used to focus on contrast. In example (4) above, what is new in the repeated sentence is the absence of “not”, and that is what is focused on.

Tannen regards repetition as a feature of involvement in discourse and relates it to the interactive nature of conversational interaction. For her, “conversation is not a matter of two (or more) people alternately taking the role of speaker and listener, but rather that both speaking and listening include elements and traces of the other (...). Speaking entails simultaneously projecting the act of listening: in Bakhtin’s sense, all language use is dialogic” (Tannen 1989: 12). Tannen observes that repetition evidences a speaker’s attitude. It contributes to the rheme and to the point of the discourse, that is, it is “evaluative”. She also points out that repetition is used at the level of interaction to accomplish social goals, such as persuading the listener, getting the floor, linking one’s ideas to those of the prior speaker; that is, it establishes a relationship between participants.

At this point, it is worth going back to the distinction that Quirk *et al.* (1985) make between the use of *do* for contrastive and for emotive emphasis. When repetition is used for emphasis (i.e. its contrastive function), it expresses some kind of involvement on the part of the speaker. In fact, in Quirk *et al.*’s example of contrastive emphasis, emotion and involvement also play an important part:

(2a’) Why haven’t you had a bath? I HAVE had a bath.

The data of this study shows that when emphatic *do* occurs in concessive clauses, repetition is almost always used. Thus, it is difficult to disentangle the emotive from the contrastive function. Thus, we will not make this distinction here, but rather analyse how and for which purpose emphatic *do* is used.

3. METHOD

Given that corpus linguistics provides for identification and analysis of phraseological patterns of language, this study makes use of corpus analysis in order to

discover if there are verbs which tend to occur in the pattern “*do+verb*”, and to explain the reason for their frequent occurrence in this pattern. The statistical significance of the observed frequency of co-occurrence is presented here in terms of t-score¹.

At the time, the corpus used for this study, the Bank of English corpus at COBUILD², had a size of 300 million words and consisted of texts representing different genres and registers: British spoken discourse, radio broadcast, American, Australian and British newspapers, magazines, ephemera, American and British books. This made it possible to see whether emphatic *do* is more frequent in written or spoken discourse.

4. RESULTS

There are 64,198 occurrences of emphatic *do* in the corpus: 66.96% of the occurrences (42,987) are present forms (*doldoes*) and 33.04 % (21,211) are past forms.

The following table shows the occurrences of *do*-support (*do*, *does*, *did*) as an emphatic element. It accounts for all the occurrences of *do*, *does* or *did* preceding the infinitive:

	Number of occurrences per million
British spoken	544.9/million
National public radio	284.2/million
British books	241.6/million
American books	193.3/million
British magazines	192.8/million
Today	163.5/million
British ephemera	160.7/million
BBC	160.1/million
The Independent	157.6/million
The Guardian	152.8/million
New Scientist	147.8/million
The Times	135.2/million
The Economist	116.5/million
Australian newspapers	110.4/million
American newspapers	92.0/million
American ephemera	83.6/million

Table 1. *Occurrences of emphatic do in the corpus*

The table reveals that the use of emphatic *do* is more frequent in spoken discourse than in written discourse. This is in agreement with the fact that emphatic *do* indicates the writer’s involvement, since spoken discourse is characterised by involvement (Chafe

1985). The table also shows that emphatic *do* is more frequently used in colloquial discourse and that there is a slightly higher tendency to use it in British English than in American English.

The following table shows the 50 lexical items which collocate most strongly with emphatic *do* (in terms of t-score).

<i>item</i>	<i>t-score</i>	<i>item</i>	<i>t-score</i>	<i>item</i>	<i>t-score</i>
I	31.522873	make	12.060253	although	8.709425
but	26.516901	say	11.284495	look	8.567626
it	21.632201	some	10.884509	mean	8.525804
that	20.685535	feel	10.798439	see	8.138924
if	20.589826	want	10.792981	tell	8.049550
you	19.870409	need	10.489452	lot	7.947118
they	18.160815	when	10.449696	manage	7.832526
we	17.996142	believe	10.089847	tend	7.810947
get	16.893389	however	9.815638	remember	7.800550
seem	14.974340	take	9.708638	try	7.771899
he	14.445234	happen	9.555232	hope	7.761130
know	14.090563	find	9.389684	though	7.505034
really	13.626713	people	9.073929	give	7.388330
think	13.408496	me	9.024843	things	7.354496
what	13.318163	exist	8.781483	like	7.272339
go	12.996581	she	8.729455	understand	7.018403
do	12.151162	come	8.723363		

Table 2. *Collocates of emphatic do*

The table shows that the most frequent subject is first person, specially first person singular. Since there is a clear difference in the statistical significance of the collocation of emphatic *do* with the different personal pronouns (e.g. while the t-score of the association between *I* and emphatic *do* is 31.522873, that of the association between *you* and emphatic *do* is 19.870409), I have decided to study the use of emphatic *do* with first person, second person and third person singular pronouns separately. I expect to find some differences, given that with the use of “*I do+infinitive*” the speaker emphasises his/her own acts, with the use of “*you do+infinitive*” the speaker emphasises the acts of the other participant in the interaction, and with the use of “*he/she do+infinitive*” the speaker emphasises his/her own report of somebody else’s acts.

The items that collocate with emphatic *do* show that it is used to express a contrastive meaning. As Erades (1975: 163) observes, the contrast or opposition expressed by *do* can be of various types: “true vs. false, actual vs. potential, apparent vs. real, indubitable vs. questionable, conditional vs. absolute, negative vs. positive or affirmative, present vs. past or future, and many more of the like, impossible to

enumerate exhaustively". Emphatic *do* collocates very frequently with conjunctions with a concessive meaning as we can see in Table 2: *but* (t-score: 26.516901), *however* (t-score: 9.815638), *although* (t-score: 8.709425), *though* (t-score: 7.505034). This indicates that the main use of emphatic *do* is to emphasise concession.

(4) I understood the procedure for recruitment and *at no stage did I assume* that I should be offered the permanent post. <p> *However, I did feel* that unless there were truly exceptional grounds for discarding my application I could expect to be shortlisted.

This contrastive meaning also accounts for the frequent occurrence of emphatic *do* in conditional sentences (t-score of *if*: 20.589826). Conditional sentences always imply an alternative, and, thus, a contrast. With the use of *do* the idea of contrast inherent in conditionals is emphasised and the positive option is focused on and affirmed.

(5) ... and arthritis and am having continuous treatment from a doctor for these complaints. *If I do decide* to move out, am I entitled to any assistance such as unemployment benefits?

(6) The Olympic Council of Asia is awaiting replies from the thirty-eight member countries to a telex asking whether they favour *excluding* Iraq from the Games. This follows reports that a number of Arab countries are considering a *boycott if Iraq does participate*.

In example (5) "if I do decide" contrasts with "if I don't decide", an alternative that is in the participants' mind. In example (6) the emphasis in "if Iraq does participate" indicates that the other alternative is expected.

Significantly enough, emphatic *do* occurs quite frequently in sentences introduced by the conditional-concessive conjunction *even if*, emphasising in this way that the possibility introduced by "*do+verb*" is unlikely and unexpected:

(7) From April it will be increasingly *difficult* to obtain state sickness benefits. *Even if you do qualify*, most people won't receive anywhere near the income they get while working.

Sometimes the sentence where emphatic *do* occurs is preceded by a hedge such as *I mean, I think, I suppose, I know, you know, I say*. The co-occurrence with these hedges is in part due to the fact that both this kind of hedges and emphatic *do* occur most frequently in spoken discourse. Additionally, these hedges can be used to diminish the assertive force that the use of emphatic *do* conveys.

(8) She didn't return until late on Sunday evening. I was in bed, but I think I asked her if she'd had a good time. *To be honest, I suppose I did feel* a bit of resentment about the weekend. I can't think why women would want to go away together in a gang like that.

To be honest is a discourse marker used to admit a failure or disagreement. In (8) the speaker is emphasising his failure to react in the expected way.

Emphatic *do* co-occurs very frequently with other linguistic elements used to emphasise the reality and actualisation of a situation establishing a contrast with a virtual one, such as emphasisers (e.g. *really, certainly, actually, genuinely, indeed, truly*) or cleft sentences. Emphasising adverbs can occur in front of or after emphatic *do*.

(9) This was made up of an almost uncontrollable tirade from some quarters about *how no one should leave their child in the care of another* in the first place. And a much more considered - verging on the apologetic - response from mothers *who do indeed leave their babies in the care of others*.

(10) The tourists *did actually bowl one more over than they were obliged to do* and will lose no sleep over a few boos.

(11) The MP *didn't know* of the mayor of the fastest-growing region in Australia, but she certainly *did know* about Kerry Smith.

Do also collocates strongly with *never*, to convey counter-expectation.

(12) Austrian dialects are for speaking on Sunday mornings while lying in bed with a plateful of Viennese pastries. I *never did manage* to pronounce that Austrian w-b properly, and in the end I gave up.

(13) Do you think you'll be able to find the thief?" asked Bob. "Odds are we won't." The deputy looked discouraged. "A lot of thefts *never do get solved*, you know."

As Table 2 shows emphatic *do* collocates significantly with *what* (t-score: 13.318163) and *when* (t-score: 10.449696). This reflects the fact that *do* occurs very often in sentences beginning with *what* or *when* to emphasise both the contrastive meaning and the speaker's involvement, as the following examples show:

(14) *You don't need green fingers* to fill your home with lush leaves and graceful blooms and *you don't have to read* every gardening book on the library shelf. *What you do need to know*, however, is what sort of plants would suit the conditions in your home.

(15) I tell him I'm hurt because he doesn't take an interest in how...I'm...feeling after a day at the office, he says. "How am I supposed to know how you feel if *you don't...tell ...me*." But *when I do tell him* I've had a rough day, he says I shouldn't burden him by emoting all over the place.

(16) And since Mr Mitterrand is generally seen as a cold fish, it is all the more impressive when *he does show his feelings*.

When *do* occurs in *when-clauses* it stresses the contrast with a previous negative or with a previous opposite statement, implying that something happens very rarely but it still happens. There is a contrast between expected non-occurrence and occurrence. For instance, in example (15) the implication is "Although I don't tell him very often, I do tell him sometimes". The speaker's involvement is clear.

4.1. *I do/did*

The following is a list of the 50 verbs which most significantly collocate with “*I do*” in terms of t-score:

think, know, believe, feel, hope, like, remember, get, want, love, mean, find, wish, enjoy, understand, agree, see, say, go, try, miss, need, wonder, appreciate, mean, worry, take, care, tend, expect, use, look, recall, regret, hate, apologise, accept, admit, object, recognise, ask, mind, notice, thank, beg, come, admire, resent, confess, sympathise.

The list above shows that with the first person *do* is most frequently used to emphasise two types of verbs: verbs referring to mental processes of cognition (e.g. *think, know, believe, remember, realise, prefer*) or affection (e.g. *hope, feel, like, love, wish, want, hate, appreciate*) and verbs referring to verbal processes which imply high involvement and affection (e.g. *thank, beg, apologise*) or which have a concessive feature (e.g. *admit*).

The contexts where “*I do+verb*” occurs show the contrastive nature of this structure. “*I do+verb*” collocates strongly with concessive verbs and conjunctions, especially *but* (t-score: 34.39). It also collocates with expressions such as *I disagree, I confess*.

(17) ...had an instinctive mistrust of people who were not interested in objects, because he saw in this characteristic a proof of unparalleled dryness of soul. I'm not sure I would go that far, though *I confess I do feel* ill at ease with people who are stonily indifferent to decor.

As pointed out above emphatic *do* occurs very frequently within other emphatic structures, such as cleft sentences. When the subject is *I*, emphatic *do* occurs very often in the structure “(the) one/only thing *I do+verb+ is*”.

(18) I have an apartment in Paris (...), a job I love in a city whose quality of life I love. Financially, I'm much better off than I would be in the UK. *One thing I do miss* is the English sense of humour and the wonderful eccentricity.

(19) *I do not eat* a special diet to keep my hair shiny. *The only thing I do take* is wheat and yeast tablets daily to purify the blood.

In example (18) the hearer could assume that the speaker does not miss anything, and “*I do miss*” denies this assumption. In (19) “*I do take*” somehow corrects “*I do not eat*”. The speaker is admitting that in fact there is something special in the diet. If “*do*” is not used, the sentence beginning with “*The only thing*” is not seen as a denial of the previous one (i.e. as an admission that “*I do not eat a special diet*” is not wholly true).

(19') *I do not eat* a special diet to keep my hair shiny. *The only thing I take* is wheat and yeast tablets daily to purify the blood.

The clause where “*I do*” occurs is frequently preceded by a negative clause (e.g. 20) or by a clause which implies a negative meaning (e.g. 21). This is almost always the

case when the clause where “I *do*” occurs begins with a concessive conjunction. Sometimes the preceding sentence does not incorporate a negative element, but the meaning is negative.

(20) He once said to me in quite an angry voice, “*I am not a good man, but I do know about goodness*”.

(21)... been very sheltered and protected. After five months travelling I’m *much more* confident. But *I do feel* apprehensive about not knowing anyone at Cambridge.

In both examples “do” is used to deny an implicit negative proposition. In (20) the speaker denies the assumption that the listener could derive from the negative: “I’m not a good man, so I don’t know about goodness”. In (21) the statement “I’m much more confident” could lead the hearer to assume that the speaker can deal successfully with any situation.

The clause where “I *do*” occurs is connected to the preceding text in various ways involving different types of repetition:

1. The *do*-clause³ can deny or correct a negative explicitly stated. It may deny the whole previous clause.

(22) When it comes to immigration, Asians are treated like nothing, told *you don’t exist*. Well, *I do exist*, and so my kids.

(23) Why the fuck I decided to buy the place, *I don’t know*. Well, *I do know*, it was my ex-wife’s dream.

In (22) the *do*-clause denies what somebody else has said and in this way it is used to contradict a previous speaker. In (23) “I don’t know” is not in fact used to express lack of knowledge, but to indicate the speaker’s attitude, his regret at having bought the place. The following “I do know” is used so that the hearer can realise that “I don’t know” is not used in its true value. It is interesting to point out that “I *do*+verb” is sometimes preceded by *well*, a particle which is used to modify or correct something that has just been said, as in the examples above. It is also frequently preceded by *I mean*, an expression used to explain something more clearly, or to correct or justify something that you have said. In (24) below, the meaning that the speaker intends to express with *train* in “I really don’t train” and “I do train” is different. In the first case, *train* is used to mean “train everyday, as sportingmen are supposed to do”. In “I do train”, the meaning is “I do some training”.

(24) Grant hasn’t done any special training in the build up to the nationals. I know this is going to sound awful but *I really don’t train*. I mean, *I do train* every Saturday with Ian Portingale, National Australian Surfing Association representative, and during the school holidays I surf all day long, but that’s about it.

Emphatic *do* may occur before a verb which has been previously denied, in a clause which includes synonyms of words occurring in the preceding clause.

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(25) ... perfectly happily married? *I don't think* marriage is ever *easy*, or ever perfectly happy, but *I do think* the framework of marriage was *easier* for us...

(26) *I don't believe* in the *Devil* but *I do believe* in the power of *evil*.

The verb preceded by *do* may be semantically related to a verb which has been denied in the previous clause.

(27) *I can't recall* his name, but *I do know* that it was Russian.

(28) My big weakness is wines: since I don't drink them *I don't offer* them, but *I do serve* the best vodka in town - and plenty of it, too.

2. The *do*-clause denies a negative which can be inferred from the context, but which is not explicitly stated. The *do*-clause denies a possible negative assumption that the hearer could derive from the speaker's words, as we can see in the following examples:

(29) *This isn't my church* but *I do know* what happens here and so just stack the chairs up put them against the wall...

(30) It's not that I ever expected to earn a fortune- I don't. *And I do get satisfaction* out of making a correct diagnosis in the middle of the night.

(31)...but certainly I'm for the abolishment of war and arms and I think that's the strongest message in the show. It's real hard to say whether I identify with the hippy culture or not because *I do like the luxuries* of life-good wine, clothes, holidays.

In (30) the speaker is a doctor complaining about the fact that he gets very little money when he has to visit a patient at night. His complaint may lead the hearer to think that he became a doctor to earn a fortune and that he would rather stay in bed than visit a patient at night. The first assumption is denied by the negative ("it is not that...") and the second assumption is denied by the *do*-clause. In example (31) "I do like the luxuries" shows that this is not what would be expected of a hippy.

"I do know" is also frequently used to anticipate an objection, and thus, to answer to that objection. The answer to the objection is frequently introduced by *but*:

(32) Our Working Mother of the Year Award draws masses of attention from the media - and a certain amount of cynicism and criticism, too. *Yes, I do know* that all mothers work, regardless of whether they have a paid job outside the home. But my view is that, for as long as mothers with careers continue to shoulder most of the responsibility of bringing up children and doing the housework (...) I'll continue to wave the flag for working mums.

The fact that emphatic *do* denies presuppositions or expectations accounts for its frequent occurrence in answers beginning with *yes*. It occurs usually in sentences which are the answer to questions where a negative answer is expected, as the example below shows:

(33) *But does she actually mean* what she writes? "*Yes, I do mean* everything I say. I'd never make things up - life's too short for that".

In (33) the way the question is posed indicates that the person who asks thinks that a negative is probable. The emphatic *do* denies this belief.

4.2. *You do/did*

The following is a list of the 50 verbs which most significantly collocate with “you *do*” in terms of t-score:

get, need, know, want, go, find, see, decide, feel, say, make, use, think, look, come, take, understand, try, realize, tend, seem, ask, remember, give, like, do, tell, buy, manage, let, lose, keep, wonder, believe, love, talk, realise, meet, choose, pay, work, become, put, start, notice, eat, opt, perceive, owe, warn.

When *you* is the subject of the verb preceded by emphatic *do*, the pronoun is very frequently used to refer to people in general; the use of emphatic “you *do*” is very similar to that of emphatic “I *do*”: the speaker denies an assumption that could be derived from his/her words, correcting something he/she has previously said.

(34) *Sure*, the move from Florida sun to the rainswept Highlands *may be a bit tricky* at first. But *you do get used* to it.

You may also refer to the other participant in the interaction. In this case the speaker emphasises verbs with a *you* subject mainly for the following reasons:

1. To show involvement and ask the hearer to confirm something or to remind him/her of his/her previous actions.

(35) As the click of the cabinet reactivated the lock she turned to me and said, “*You did say* that everything I told you was confidential, didn’t you, Miss Pyke?”

(36) Noora stared at her grandfather in amazement as the words sank in. It had never crossed her mind that one day all this might be hers. Seeing her blank expression, Sir Richard looked puzzled. “*You did know* your mother had no brothers or sisters, didn’t you?”

As can be seen in the examples above the use of emphatic *do* with this function is closely associated to the use of tag questions, which supports the statement that “you *do*” is used to ask for confirmation. With this function emphatic *do* occurs very frequently in the past with verbs like *tell*, *say*. Emphasising the interlocutor’s actions can also serve to justify one’s own actions:

(37) I enclose some more - *you did say* you would like the next instalment, I did not mean to inflict them on you indefinitely, if you get fed up, please say.

2. To contradict the addresser by denying his/her previous negative.

(38) In particular, he was asked whether he had been involved with the “flower girl”. Mr Warren *denied this* at the time. Mr Ferguson said: “Was it true that you did not know anything about a flower girl in Romford?” (...). Mr Warren, who is

married with children, admitted: "It was untrue". Mr Ferguson continued: "In fact, *you do know and you did know* a girl in Romford who was involved in the running of a flower business".

- (39) - *We don't say* Revolution is a damned good magazine go out and buy it.
- That is what *you did say*.
- No *we did not*.
- I'm sorry you did.

4.3. *He/ she does/did*

The following is a list of the 50 verbs which most significantly collocate with "he/she *do*" in terms of t-score:

say, get, know, go, make, want, come, admit, take, seem, look, tell, manage, give, try, find, need, believe, see, feel, do, win, ask, leave, write, speak, talk, think, love, appear, keep, understand, remember, decide, play, concede, become, enjoy, suggest, tend, agree, turn, acknowledge, mention, accept, confide, foresee, warn, confess, possess.

The use of *do* after a third person pronoun usually has the function of contradicting somebody, as the examples below show. It very frequently occurs with reporting verbs and in collocation with concessive conjunctions to reveal some kind of opposition to something the subject has said. Emphatic *do* tends to be used to reveal a contradiction between the speaker's words and his/her actions.

(40) While *he denies* any personal animus against Jews, *he does say* he objects to Israeli policies toward the Palestinians.

(41) Ms Robinson says she recalls shaking the child *but could not remember hitting* him on the day of the fatal attack, although *she did admit to striking* him on at least one previous occasion.

The reporting verbs that occur in the structure "he/she *do+verb*" are usually verbs which involve some degree of concession.

Emphatic *do* can also be used with a third person subject to limit the scope of a previous negative and to express counter-expectation.

(42) Mrs Gascoigne *never listened* to anything said to her. "Why did you have a paddling pool when you have such a nice swimming pool?" he asked. *This time she did listen*.

Or to deny a negative belief that the speaker assumes the hearer has.

(43) Hadn't they done everything in their power to help women? Had they not employed women, promoted women (...)? *Such men do exist*. Yes they do. I have met them.

4.4. *It does/did*

The following is a list of the 50 verbs which most significantly collocate with “it *do*” in terms of t-score:

seem, mean, make, happen, take, give, look, help, appear, get, provide, come, go, become, show, work, contain, require, tend, affect, suggest, say, sound, exist, need, offer, include, tell, depend, indicate, serve, produce, feel, occur, worry, involve, convey, demonstrate, vary, bother, represent, cause, pay, run, annoy, underline, frighten, creep, illustrate, imply.

This list reveals that the verbs most frequently preceded by emphatic *do* belong to two groups: mental verbs expressing affection, mainly with a negative value (e.g. *annoy, bother, frighten*), relational verbs, especially those expressing a causal relationship (e.g. *mean, imply, involve*) and evidentials, that is, verbs which express the speaker’s degree of commitment to a proposition (e.g. *seem, appear, look*).

Emphatic *do* with the subject *it* is used mainly for the following purposes:

1. To modify or correct a negative.

(44) ... are the logical result of design- by-committee. *This does not mean* a desk-top computer has to look like a camel, *but it does mean* that it is likely to be smooth, overtly practical and rather dull.

2. With evidentials it is used to emphasise a belief, which may go against other people’s belief, and correct a denial in a tentative way.

(45) Tactical voting in by-elections *is not new but it does seem to be* more extensive now than in the past.

3. To anticipate objections.

(46) ... making it back before the end of your shift, a bike is the obvious way to get around, even if *it does seem* like something out of the 19th century.

5. DISCUSSION

In this paper, we have seen that contrastive and emotive emphasis are not two different functions of emphatic *do*. Rather, we could say that the use of this linguistic element always implies a contrast, concession or correction with regard to something that has been previously said or is supposed to be known, expected or assumed by the speaker. Emphatic *do* collocates strongly with concessive conjunctions and connectors and with verbs and structures with a concessive meaning. At the same time, emphatic *do* also has an emotive meaning, since the emphasis of contrast by means of *do* always seems to convey the speaker’s involvement and is used to produce an emotive effect. The fact that emphatic *do* occurs significantly more often in spoken discourse, a kind of discourse characterised by involvement, is a clear evidence of this emotive meaning. All

the examples above show that the expression of contrast and involvement are in fact two inseparable aspects of the meaning of emphatic *do*. Even with verbs of speech which inherently imply involvement (e.g. *object, recommend*), the use of *do* adds the meaning of contrast to the emotive meaning, as the example below shows:

(48) The media have a mania about rugby union, and *I do object* to the attention given to these players before they have proved themselves in league.

“I do object” is opposed to a presupposed “I don’t object”.

Since we have examined the function of *do* with the different personal singular pronouns separately, it is now time to unify the results and to provide a summary of the different discursive functions of emphatic *do*. Emphatic *do* is used mainly to realise two types of denials:

1. To deny or correct a previous denial explicitly stated.
2. To deny or correct a negative proposition that the speaker regards as possibly presupposed, expected or assumed by the listener.

These denials may have different functions, among others:

1. To reject, correct, counter or modify something previously said or something that the speaker assumes to be in the listener’s mind.
2. To contradict what somebody else has said.
3. To anticipate objections.
4. To clarify and specify the illocutionary force or a specific meaning among the range of meanings of the previous clause (e.g. 23-24).

NOTES

1. Clear (1993: 281) defines t-score as a measure which indicates “the confidence with which we can claim that there is some association between two items”.
2. I am grateful to COBUILD for their permission to use the Bank of English. All the examples in the paper have been taken from this corpus.
3. We will use the term “*do*-clause” to refer to the clause where emphatic *do* occurs.

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