**Conversational implicatures**

Students in pairs, groups or working individually are first asked to pair up utterances in column A with ones in column B.

A: Did you break that vase? B: My cousine will visit me.

A: So, what did you think of that movie? B: The children were in a pantry this morning.

A: I heard that Tom failed all his exams. B: I’m on a diet.

A: Will you be long? B: Sure, I love to get sunburned.

A: Shall we go to the beach tomorrow? B: There's a red Focus parked over by Tom's house.

A: Would you like a dessert? B: Well, get yourself a drink.

A: Do you want to go out with me tonight? B: I know, he's a pure genius.

A: Where's Monica? Have you seen her lately? B: I liked the music.

A: Where are my chocolate biscuits? B: Well, Peter was chasing me, so I was running and I tripped over your bag and then I fell down near the table and the vase got broken.

(Note: Color-coding is not given to students before the activity. It is used as a key.)

After checking the answers the students are asked to think of circumstances in which these utterances can be used and what Speaker B wanted to express by his/her reply.

The purpose of this activity is to show the students that utterances can have different meanings than what they literally state. The students should also become aware of fact that replies which at first appear irrelevant may in fact be relevant and communicate meaning.

Also, a great video lesson that can be used in the classroom for discussing implicatures (conversational and conventional) is this one: [Implicatures - English ESL video lesson (islcollective.com)](https://en.islcollective.com/video-lessons/implicatures)