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**THE FORM AND FUNCTION OF AN ENGLISH
IMPERATIVE SENTENCE WITH RESPECT TO
THE MINOR COMMUNICATIVE FUNCTION**

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ABSTRACT

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This work brings a brief overview of the form and function of the English imperative sentence. First, the theoretical background describes its basic form which consists of the covert second person subject and the base form of a verb; subsequently, there are also mentioned other varieties of possible expressing of the subject, imperatives with the auxiliary verb *let*, creation of the negative form and possibilities of emphasizing of the whole sentence. Then, there are a few words of pragmatics and of the limitation of the primary and secondary communicative function. Finally, this work points out some differences between the use of the English and the Czech imperative sentence.

The work does not contain only the theoretical information but there is also a large analysis which transfers the phenomena explained in the theoretical part of this work into praxis. The results of the analysis confirm that the most frequent form of the English imperative sentence is a covert subject and a verb in its base form. On the other hand, the primary communicative function is not the most common one in the terms of frequency. Its occurrence is lower than 20% in all the examined sentences. The secondary communicative function has, furthermore, a large spectrum of possible varieties and the highest representation of them have a request, polite request, advice, challenge and suggestion. These results are noted down in four diagrams and are expressed by both the exact number and the percentage.

Keywords: English imperative sentence, covert or overt subject, vocative, negative form, the possibility of emphasizing, pragmatics, sentence, primary or secondary communicative function and its further specification, analysis

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1 INTRODUCTION

This piece of work deals with the form and function of the English imperative sentence. I have chosen this topic because I am interested in the use of the English imperative sentence. This type of sentence is not so often used as the declarative and the interrogative ones. Therefore, there seem to be not so many sources and materials about it and it is not explored so much.

Beside the theoretical background, the work contains the analysis of 233 examples of the English imperative sentences. From the results of this analysis, there will be explored which form is the most widely used one; if it is really the form containing a covert subject and the base form of the verb, or if it is mostly used any other one; possibly, the frequency of presence of a vocative. The communicative function is the other subject of the research. Does the primary communicative function meet expectations that a command or a prohibition are the basic communicative functions of the English imperative sentence; and will the majority of the examined sentences express it?

Finally, there is a brief description of the following chapters. The chapter *Theoretical background* deals with the basic information about the English imperative sentence. First, it discusses its form. There are considered its base form, possibilities of expressing of the subject, the possibility to emphasize the whole sentence and its negative form. The other part of this chapter is concerned with the communicative function of the English imperative sentence. It starts with the essential information about the pragmatics and a sentence as a general term; then, it deals with the imperative itself. Its two communicative functions are distinguished: primary and secondary. The secondary communicative function is further specified. After all, there is mentioned the comparison of the English imperative sentence with the Czech one.

The third chapter regards *the methods of the research*. There is discussed which materials for the research are chosen and what will be exactly analyzed. The chapter four is *the analysis* of the chosen 233 examples itself. This chapter contains also the results of the research in four diagrams. The chapter five brings *the conclusions* of the whole research and the possibilities for the further research. The whole piece of work is ended with the *Summary* written in the Czech language.

2 THEORETICAL BACKGROUND

2.1 The Form of the English Imperative Sentence

2.1.1 The subject of the English imperative sentence

There are several forms of the imperative sentences in the English language. The most common and, at the same time, the basic form “consists simply of a verb phrase, with no overt subject preceding it” (Baker, 1989, p. 398); for example, Sit down. Although there is no overt subject, the imperative sentence is a dyadic sentence. The verb of a particular verb phrase is used in its base form and does not reflect tense, number and modality. This is the main difference between the declarative and imperative sentence. However, this is the only one because there are the same clause patterns and the extent and organization of individual clause elements in both types of sentences (Quirk, Greenbaum, 1990, p. 241).

Unlike Czech, as mentioned, there is no distinction between singular and plural in English (number distinction). Therefore, Dušková (2006) states that there is no distinction between using the imperative sentence in the singular second person (in Czech *tykáni*; for example, Zavolej!) and in the plural second person – the polite form (in Czech *vykání*; for example, Zavolejte!) (p. 245). For both these types, there is the same example in English; Call! The Czech language uses for this specification the appropriate verbal ending (Tárnyiková, 1985, p. 47).

Another type of the form of the English imperative sentence is the overt subject *you*. This kind of subject is typical for life dialogues. The speaker, using this second person overt subject, wants to involve the addressee (Dušková, 2006, p. 329) or if there are more persons present, “a second person subject can be added, usually for purposes of contrast with another person (for example, You sit down and I’ll stand.)” (Downing, Locke, 1992, p. 192). This *you* is always stressed and thanks to the stress in the communication, the imperative sentence is distinguishable from the declarative one. Furthermore, Quirk and Greenbaum (1990) differentiate two types of this overt subject *you*: noncontrastive and admonitory. Admonitory *you* “expresses strong irritation or merely insistence (for instance, ‘You ‘take the book.). On the other hand, noncontrastive *you* may be persuasive (for instance, I know you can do it if you try hard enough. ‘You ‘show me what you can do.)” (p. 242).

The second person subject can be expressed in a few other ways. Both Downing, Locke (1992) and Quirk, Greenbaum (1990) add that, beside the overt subject *you*, there are three possibilities to explicit the subject: the possessive, emphatic, intensifying phrase *(of) your own* (for example, Use your own comb.), the pronoun *yourself* in singular (for example, Help yourself!) and *yourselves* in plural (for example, Enjoy yourselves!), and a tag question (Downing, Locke, 1992, pp. 194,195; Quirk, Greenbaum, 1990, p. 242). The tag question follows an imperative sentence and consists of a modal auxiliary verb and the personal pronoun *you*. The modal auxiliary in a positive sentence can be either positive or negative “*will, won’t, would, can, can’t, could* accompanied, according to the meaning to be conveyed and the modal chosen, by either rising or falling intonation. Rising intonation is typically polite and persuasive (such as, Check this for me, will you?), falling intonation more insistent (such as, Keep quiet, can’t you?)“ (Downing, Locke, 1992, p. 204). In a negative sentence, the form of the modal auxiliary is always the positive *will you* what has the falling intonation; such as, Don’t be late, will you? (p. 205).

Third type of a possible form of the English imperative sentence is the use of a third person subject; for example, somebody, everybody, nobody. According to Downing and Locke (1992), this kind of subject is used when the speaker wants an unspecified person of a group to accomplish the act; for example, somebody, someone; or a certain whole group of people to accomplish the act; for example, everybody. The concord of a third person with the verb is missing, i.e. the verb following the third person subject has no –s ending; for instance, Somebody say something (pp. 197-8).

Next type of the imperative sentence is the structure with an overt first person subject in plural. For this case, it is necessary to use the verb *let* in the initial position. This is followed by the pronoun “we“ in its objective case; i.e. *us*, and a base form of a verb; for illustration, Let us go. The verb *let* cannot be understood in its lexical meaning *allow* or *permit*, but it functions as an auxiliary verb in this construction (Dušková, 2006, p. 245). In addition, the form *let us* is used only on a highly formal occasions; in common conversation, there is applied the reduced form *let’s*. If the speaker uses this type of expression, there are included both the speaker and the addressee/s to carry out a particular action (Downing, Locke, 1992, pp. 196-7).

There is one more possible type of the English imperative sentence which is built with the verb *let*. This form contains the third person subject and the auxiliary verb *let* is followed by a personal pronoun in its objective case or by a noun phrase which can consist of the name/s of person/s who shall execute the act. The difference between this case and

the previous one (let's) is that in this case, the speaker involves neither himself nor the addressee/s to execute the act but the act shall be executed either by a single person (if there is a noun phrase in singular; for example, Let Arnold get the tickets; or a personal pronoun in singular; such as, Let him just try.) or by a group of people (if there is the personal pronoun *them*; Let them just try; or a noun phrase in plural; such as, Let Bill and Arnold get the tickets.) that does not have to be presented in the moment of speaking. On the other hand, the speaker can involve only himself to carry out the action when he uses the construction *let me* attended by a base form of a verb (Downing, Locke, 1992, p. 197).

Finally, there is one more opportunity how to denote the person whom the imperative sentence is addressed – a vocative. In terms of Quirk and Greenbaum (1990):

A vocative is usually a noun phrase, denoting the one or more persons to whom the sentence is addressed. It is either a call, drawing the attention of the person or persons addressed, singling them out from others in hearing, or an address, expressing the speaker's relationship or attitude to the person or persons addressed (p. 222).

But there is a difference because a vocative cannot be understood as a subject. In contrast to the subject which has a specified, obligatory position in a sentence structure; a vocative can stand in the initial, medial or final position that is why it is an optional element. Besides, there is a distinction of the tone. Namely, a subject is considered as a part of the imperative clause structure and, therefore, the tone is the same as the rest of the whole sentence (Downing, Locke, 1992, p. 196). On the contrary, vocative has a separate tone unit. The intonation of the vocative depends on the previous division into a call and address: if the vocative is considered as a call, the intonation is either rise or fall-rise and, if it is considered as an address, the intonation is rise (Quirk, Greenbaum, 1990, p. 222).

2.1.2 The role of the auxiliary verb *do* in the English imperative sentence

The major role of the auxiliary verb *do* in the English imperative sentence is to intensify or emphasize the whole expression, making it more persuasive or insistent. Rayevska (1976) states that it is a colourful emphatic form, encouraging if the intonation pattern is a drop between level tones, exasperated if there is tone movement on the last syllable (p. 109). "This use of *do* applies only when a subject is absent or when *let's* is

present (Quirk, Greenbaum, 1990, p. 243). The intensifier *do* stands always in the initial position. It functions as a finite element of a sentence. “The Finite is rarely realised by other auxiliaries but *do*, ... *be* and *get* are occasionally used in the imperative followed by a present participle (for example, Be waiting outside when I leave the office!) or past participle (Get dressed!) with dynamic meaning (Downing, Locke, 1992, p. 194).

Rayevska (1976) forms the other roles of the verb *do*. These are substitution or representation. The difference between these two terms is that substitution is used to avoid repetition of the expression which has been already said, it has a character of the anaphoric reference; for instance, “Then I shall take steps to make you“ – “Do.“ (Galsworthy); and representation is used if there is only a particular fraction of a syntactic unit let out and the others remain; for instance, “His hands clutched each other; he saw her eyes, fixed on them, and kept them still. ‘Fleur, don’t’ (Galsworthy)” (pp. 217-219).

2.1.2.1 Negation of the English imperative sentence

To negate the English imperative sentence, it is used the form *do not* or its abbreviation *don’t*. This form always stands in the initial position of a sentence and is followed by the base form of a verb. If there is an imperative sentence with an overt subject, the unreduced form may not be used. In other words, this structure consists of “*don’t* followed by an overt or understood subject followed by a bare-stem verb phrase” (Baker, 1989, p. 399). Furthermore, all the assertive elements (such as, somebody, something) of a sentence have to be changed into the non-assertive ones (such as, anybody, anything) or negative ones (such as, nobody, nothing) and, besides, the English sentence may generally contain only a single negative element; for example, affirmative form with assertive elements: “Somebody say something” (Downing, Locke, 1992, p. 197); negative form containing *don’t* and non-assertive elements: “Don’t anyone say anything” (p. 197); and negative form containing a negative and a non-assertive element: “Nobody say anything” (p. 197).

Similarly, there are particular rules for the negation of the imperative structure with *let*. Baker (1989) explains that if there is the first person plural imperative, there are two opportunities of how to negate it; first, it is used the particle *not* following the form *let’s* and, at the same time, preceding the base form of a verb; for instance, Let’s not be careless (p. 400); or second, the negation of the *let’s*-form is the same as the negation of the basic form of the imperative sentence, that is the using of *don’t* in the initial position. In addition, in this case, there is a distinction between British and American English.

British English uses the form *don't* preceding the *let's*-form; for illustration, Don't let's say anything about it; but American English uses it vice versa; for illustration, Let's don't say anything about it (Quirk, Greenbaum, 1990, p. 243).

The last rule for the negation of the structure with *let* is the overt subject but the first person plural. According to Downing and Locke (1992), “*let* imperatives are negated by adding the particle *not* or another negative word after the Subject”; an example of that, Let me not get caught in a traffic jam! Let nothing more be said about the matter (pp. 197-8).

2.1.3 Special types of forms expressed by the imperative modality

There are also forms expressed by the imperative modality which do not have the imperative sentence structure. These types are formed by Rayevska (1976). First of them are “subjunctive forms in wish-sentences, calls, toasts, etc. [for example] Success attend you!” (p. 173). Subjunctive mood is not common in the English language and is often replaced by the indicative mood or a modal verb (Dušková, 2006, p. 248). Therefore, as the next type, Rayevska (1976) speaks about a modal phrase; for example, “He shall come with no delay” (p. 174); and Tárnyiková (1985) mentions a WH-imperative, a form of an interrogative sentence containing a modal verb and expressing a softened command; for example, “Will/Would you pass me the salt?” (p. 48). The other possibility is the use of the indicative mood; such as in the following example, “‘You are not coming’, said Wilson. (Hemingway)” (Rayevska, 1976, p. 173). More specifically, “You are not coming = Don't come = Don't you come” (p. 173). The last alternative is the use of a single noun or a noun-phrase, or, similarly, a single adverb or an adverb-phrase. If a sentence contains only a single word (a noun or an adverb), then, it is talked about a one-member sentence; for instance, “Fire!” (p. 186) or, “Silence!” (p. 174).

2.2 Function of the English Imperative Sentence

2.2.1 Pragmatics and a sentence

A term pragmatic linguistics denotes all the branches which do not deal with the language system *langue* any more but which deal with *parole*, a language performance. In addition, Hoffmannová (1997) claims that pragmatics is a study of the relationship of a language and a context (pp. 96-7). Under the term context is understood “the knowledge of the universe we share as members of a certain community, living in a particular part of the world, and sharing in our memory our life experience” (Tárnyiková, 1985, p. 10). There are other factors which determine the pragmatic meaning of a text/discourse. Very important factor is a situation. According to the situation, a person has to choose an appropriate way of expressing which enables him/her to communicate and to understand the connections between the utterance and the context. Furthermore, the person is a part of the situation. Another aspect is the relationship of the speaker, the addressee and the content of the discourse. Beside these factors, pragmatic linguistics deals with the aims of participants of a discourse, their strategy to realize these aims, their attitudes which influence the whole discourse and with the function of the discourse (Hoffmannová, 1997, pp. 96, 97).

Finally, S. Levinson states further extent of pragmatics. He notes that pragmatics considers deictic expressions (relative expressions which are changeable depending on a particular person, situation, place, time and context; for example, my – your, here – there), presuppositions (“assumptions which affect our use of language” (Tárnyiková, 1985, p. 12), there is said only the unknown information), connotations (the difference between what is said and what is understood), illocutionary acts and the structure of a discourse (Hoffmannová, 1997, p. 97). There is a basic part of a text, of a context and of a communication, a sentence.

A sentence can be characterized from several points of view. In fact, Dušková (2006) claims that from the point of view of the content, a sentence is a verbalized expression of an idea; from the functional point of view, a sentence is having a standpoint to some situation; in terms of grammar, a sentence is a form organized according to the rules peculiar to a particular language; and, in terms of phonetics, it is a part of an utterance which has a finished intonation (p. 309). Moreover, a sentence is an abstract unit which becomes a concrete utterance in communication. There are four basic types of sentences: a declarative sentence, an interrogative sentence, an imperative

sentence and an exclamatory sentence. Some sources mention the fifth type, an optative clause.

In the process of communication, the speaker or writer chooses one of these forms of sentences which he uses for a particular purpose. All these types/moods are basically linked with an illocutionary act; that means with the “communicative intention of the initiator of the utterance (Tárnyiková, 1985, p. 13)”; “the declarative can be used to express a statement; the interrogative a question; the imperative a directive such as a command or request; and the exclamative an exclamation” (Downing, Locke, 1992, p. 164). Furthermore, if a syntactic mood is combined with the illocutionary act typical for it, Downing and Locke (1992) call this case a direct illocution or a direct speech act. On the contrary, under the term an indirect illocutionary act, it is understood the case if a speaker uses a syntactic mood together with an illocutionary act which is not typical for it, mainly for the purpose of being more polite or tactful. To identify the meaning of the expression, there are important for example the situational context or the relationship of the speaker and the hearer (pp. 166-7).

2.2.2 Pragmatics/the communicative function of the imperative sentence in English

The primary communicative function of the English imperative sentence is to express *a command*; for example, *Hurry up!* The command is, at the same time, the basic illocutionary act combined with the imperative sentence. Downing and Locke (1992) note possible reactions of the addressee after saying a command: If a speaker uses a command, he demands the addressee to carry out a particular action. The addressee has two opportunities of response; either to undertake the action or to refuse doing the action (p. 169). Moreover, Dušková (2006) clarifies the possible answers: If the addressee shall undertake the action immediately, there is no need of response; but if the action shall be undertaken after a while, the addressee can respond *All right* or *Yes, I'll*. On the contrary, if the addressee refuses doing the action, he can say *I'm sorry, I can't* and he should mention the *cause* (p. 331). However, there is a primary function for the negative form of the imperative sentence as well. It is *a prohibition* (p. 330); for example, *Do not touch it*. The primary communicative function is unmarked.

On the other hand, there are other, not so compulsory, purposes for use of the English imperative sentence but command/prohibition. These purposes can sometimes be interpreted only thanks to the knowledge of the context and the relationship

between the speaker and the hearer (Downing, Locke, 1992, p. 198). These purposes are realized by the secondary communicative function of the English imperative sentence. This form is marked; that means, “there is always some special motivation for the use of these transposed communicative frames” (Tárnyiková, 1985, p. 42). Downing and Locke (1992) state the characteristic of use of this secondary function in the contrast to the command:

The difference between commands and other directives such as requests, invitations and advice is ... not clearly cut; it depends on such factors as the relative authority of the speaker towards the addressee and whether the addressee is given the option of complying or not with the directive: in the case of command there is no option, whereas with the request there is (p. 198).

The other factor is the point of view of the benefit; that means who profits from the action; for example, the speaker profits from a request; for instance, Give me this book; but the addressee profits from a piece of advice; for instance, Do not come late, she does not like it. The last factor is politeness. It is appropriate to make commands more socially acceptable with adding a tag question or the word *please* (pp. 193, 198); for instance, Go there alone, will you?

As mentioned, the primary function of the English imperative sentence is a command in an affirmative structure and a prohibition in the negative one. Nevertheless, the secondary function has much more alternatives. Downing and Locke (1992), again, note a big amount of them: *An injunction* is used for keeping particular rules; for example, in traffic, in parks, museums; for illustration, Do not stay in the door space. *A request* benefits the speaker; for illustration, Brew me a cup of tea, please. *Disbelief* expresses a surprise of the speaker that a particular action was/was not carried out; for illustration, Don't tell me he did not sign the contract! The next one is *a condition of threat*; for illustration, Don't write your homework and you'll not go to the cinema. Similarly, there is one more condition; that is *a condition of promise*; for illustration, Clean the living room and I'll get you a ticket for the today's performance. Furthermore, the speaker can give the addressee a piece of *advice*; such as, Don't wear this old dress for such a solemn occasion, wear rather the new one; or *warn* him; for illustration, Be careful; *offer* him something; such as, Taste this almond cake; or *suggest* him something; for illustration, Let's go to the party! The English imperative sentence can express *the urgency* of an utterance; such as, Just try to do it; or *the encouragement*; such as, Don't be afraid, it won't hurt; *considering a possible happening*; such as, Suppose they cannot hear us; or *giving the possible example*, such as, “More people read magazines than, let's say,

historical treatises” (p. 199). The speaker can tell the addressee *a good wish*, for illustration, Have a nice day. Finally, Downing and Locke mention *rejecting thanks*; for illustration, “Think nothing of it,” (p. 199) as the secondary communicative function of the English imperative sentence (pp. 198-9).

In addition, Dušková (2006) does not, on one hand, give so many examples as Downing and Locke, but, on the other hand, she states periphrastic expressions which can be helpful for identifying a particular type of the secondary function: a periphrastic expression of a request contains the verb *demand*; for a please, there are the expressions; such as, *he begged, pleaded, asked me [not] to...*; a warning can be substituted by the expression *he warned me [not] to...*; similarly, a piece of advice is substituted by the form, *he advised me to...*; the periphrastic form for an offer is *they offered me...*; and for a wish *he wished us...* The last type, she mentions, is a suggestion. Its periphrastic form is *he suggested...* Moreover, she explains that this type of the secondary function of the English imperative sentence usually occurs in the first person plural; for instance, Let’s visit our parents (pp. 330-1).

2.2.2.1 A clause of condition

The structure with a clause of condition is a special type of the English imperative sentence. According to Baker (1989), there is not discussed a simple sentence but a complex one, containing a conditional clause expressed by the imperative and followed by a declarative clause; for example, Listen to me and I’ll tell you the truth (p. 400). As mentioned, there are two possibilities of condition, a condition of a threat and a condition of promise.

Furthermore, Baker (1989) claims that it is possible to paraphrase these sentences. It is important what conjunction they contain. If a sentence contains the conjunction *and*, it is possible to paraphrase this sentence by the use of the conjunction *if*; for instance, If you listen to me, I’ll tell you the truth. Likewise, if there is the conjunction *or* in the imperative sentence; for instance, Write your homework, or you may not go to the cinema; then, this sentence is paraphrased by the use of the conjunction *unless*; for instance, Unless you write your homework, you may not go to the cinema. In conclusion, this opportunity to paraphrase the imperative sentences can be made also if there is an overt subject of the imperative (pp. 400-1).

2.2.2.2 *The difference in the use of the English and the Czech imperative sentence*

Both the English and the Czech language use the imperative sentence to give commands or prohibition, to give advice, to warn somebody, to offer something to somebody... Although these functions are identical, Dušková (2006) forms some cases for which either the one or the other language has larger extent of use. The English imperative sentence is used in manuals; that is for giving instructions; for example, in cookery-books: “Empty the contents of this packet into a saucepan and add 1 pint of cold water...” (p. 331). For these instructions, the Czech language usually uses the first person plural or the reflexive form of the verb; for example and for the contrast, “Obsah sáčku se vysype (vysypeme) do rendlíku a přidá se (přidáme) pinta studené vody...” (p. 331).

On the other hand, the Czech language uses the imperative sentence in a larger extend for expressing of a polite request; for illustration, Přines mi prosím brýle. In the English language, there is rather used the structure of the interrogative sentence with the modal auxiliary *will*; for illustration, Will you bring my glasses, please? Alternatively, there is used the conditional form to express a request even more polite. This form occurs in both languages; for illustration, Would you bring my glasses? Přinesl bys mi prosím brýle? In conclusion, there are other possibilities but *would* to express this more polite request; such as, *could*, “*would you be so kind...*” or “*may I trouble you to...*” (Dušková, 2006, p. 331).

Finally, the last difference between the Czech and the English imperative sentence is the punctuation. Dušková (2006) states that the Czech imperative sentence is finished with an exclamation but the English one ends with a full-stop. Only, if there is an imperative sentence which can be indicated as an urgent warning, it is finished with an exclamation (p. 333).

3 THE METHOD OF THE RESEARCH

This short chapter concerns about the methods of the research. First, there had to be chosen books which were serving as sources of the examples of the English imperative sentences. These selected books were written by the famous British female authors: George Eliot, Jane Austen and Emily Bronte. The choice of the literature was very important from the point of view of the language: all these three books are written in the British English that is why they do not contain any expressions peculiar to the American English. Second, the imperative sentences from the three texts were extracted; and, third, the individual sentences were analyzed from the several points of view.

Initially, the form of a sentence is discussed. There is focused on the explicitness of the subject, on the presence or absence of the auxiliary verb *let* in dependence on the subject, and on the denotation of the addressee; eventually, on the presence of an emphasizer. Finally, the communicative function of the individual imperative sentences has to be recognized. The English imperative sentence has only two communicative functions: primary and secondary. The other mentioned has to be further specified.

4 THE ANALYSIS

4.1 Analysis of the Individual Examples

In the following 233 examples, the form and function of the English imperative sentence are analyzed. With respect to the form, there is considered if there is covert or overt subject in the sentence; or if there is a vocative for the addressee to be conveyed. In the case of the overt subject, its means of realization is examined. There is also mentioned the emphasizing auxiliary verb *do* or the negative element *do not* if it occurs in the sentence. Finally, there is determined if a sentence expresses primary or secondary communicative function. The secondary communicative function has to be specified.

(1) *Search me and my dwelling: you will find nothing but three pounds five of my own savings, which William Dare knows I have had these six months* (Eliot, 1994, p. 18). – covert subject (you) which is explicitly referred to in the following sentence; secondary communicative function expressing an urgent challenge with a certain outcome

(2) *But, I say again, search me and my dwelling, for I have been nowhere else* (Eliot, 1994, p. 18). – covert subject; secondary communicative function expressing an urgent challenge

(3) “*Why, this is what I want – and just shake yourself sober and listen, will you?*” said Godfrey, savagely (Eliot, 1994, p. 34) – covert subject is made explicit by means of the reflexive pronoun *yourself* and in the tag question by *you*; primary communicative function

(4) *I want to tell you, I must hand over that rent of Fowler’s to the Squire, or else tell him I gave it to you; for he’s threatening to distrain for it, and it’ll all be out soon, whether I tell him or not* (Eliot, 1994, p. 34). – covert subject (expressed in the first clause: *you*); secondary communicative function expressing a request

(5) *So, see and get the money, and pretty quickly, will you?* (Eliot, 1994, p. 34). – covert subject *you* expressed in the tag question, the tag question expresses the formal politeness; primary communicative function

(6) *Suppose, now, you get the money yourself, and save me the trouble, eh?* (Eliot, 1994, p. 35) – covert subject which is expressed in the second clause by the personal pronoun *you* and the reflexive pronoun *yourself*; secondary communicative function expressing considering a possible happening

(7) *Don't come near me with that book, else I'll knock you down* (Eliot, 1994, p. 35). – covert subject which is expressed in the second clause by the personal pronoun *you*; secondary communicative function expressing a condition of threat

(8) *I tell you, I have no money: I can get no money. - Borrow of old Kimble* (Eliot, 1994, p. 35). – covert subject; secondary communicative function expressing a piece of advice

(9) *Well then, sell Wildfire* (Eliot, 1994, p. 35). – covert subject; secondary communicative function expressing a piece of advice

(10) *"Hold your tongue about Miss Nancy, you fool," said Godfrey, turning red, "else I'll throttle you"* (Eliot, 1994, p. 36). – covert subject is made explicit by means of the possessive pronoun *your*, the addressee is conveyed by the vocative *you fool*; secondary communicative function expressing a condition of threat

(11) *So, don't flatter yourself that your secrecy's worth any price you choose to ask* (Eliot, 1994, p. 36). – covert subject is made explicit by means of the reflexive pronoun *yourself*, the possessive pronoun *your* in the dependent clause and of the personal pronoun *you* in the other dependant clause; secondary communicative function expressing a reproof

(12) *"Confound you, hold your tongue!" said Godfrey impetuously* (Eliot, 1994, p. 39). – overt subject *you* and it is explicitly referred to by the possessive pronoun *your*; primary communicative function

(13) *And, take care to keep sober to-morrow, else you'll get pitched on your head coming home, and Wildfire might be the worse for it* (Eliot, 1994, p. 39). – covert subject in the first clause, overt subject *you* in the second clause and, at the same time, it is made explicit by means of the possessive pronoun *your*; secondary communicative function expressing a condition of a threat

(14) *"Make your tender heart easy," said Dunstan, opening the door* (Eliot, 1994, p. 39).

– covert subject *you* which is referred to explicitly by the possessive pronoun *your*;

secondary communicative function expressing a piece of advice

(15) *Let any man bet me ten pound as I shall see Cliff's Holiday, and I'll go and stand by myself* (Eliot, 1994, p. 67). – overt subject expressed by the noun phrase *any man*, the form contains the auxiliary verb *let*; secondary communicative function expressing a suggestion

(16) *I should like to hear any man stand up and say I want to bet unfair. Come now, Master Lundy, I should like to hear you say it* (Eliot, 1994, p. 67). – covert subject, the addressee is conveyed by the vocative *Master Lundy* and is denoted in the last clause with the personal pronoun *you*; secondary communicative function expressing a challenge

(17) *"Lay hold on him, Jem Rodney," said the landlord, the idea of a ghost subsiding; "he's off his head, I doubt. He's wet through"* (Eliot, 1994, p. 69). – covert subject, the addressee is conveyed by the vocative *Jem Rodney*; primary communicative function

(18) *"Come and lay hold on him yourself, Mr Snell, if you've a mind," said Jam, rather sullenly* (Eliot, 1994, p. 70). – covert subject which is made explicit by means of the reflexive pronoun *yourself* and, at the same time, the addressee is conveyed by the vocative *Mr Snell*; secondary communicative function expressing a refusal

(19) *"If it was you stole my money," said Silas, clasping his hands entreatingly, and rising his voice to a cry, "give it me back, - and I won't meddle with you"* (Eliot, 1994, p. 70). – covert subject *you* which is expressed in the first and the last clause; secondary communicative function expressing a request with a condition of promise

(20) *You are as wet as a drowned rat. Sit down and dry yourself, and speak straight forward* (Eliot, 1994, p. 70). – covert subject which is made explicit by means of the reflexive pronoun *yourself*; secondary communicative function expressing a challenge

(21) *"Ay, ay, make him sit down," said several voices at once, well pleased that the reality of ghosts remained still an open question* (Eliot, 1994, p. 70). – covert subject; primary communicative function

(22, 23) “[1] *Hold your tongue, Jem, and* [2] *let’s hear what he’s got to say,*” said the landlord (Eliot, 1994, p. 71). – [1] covert subject is made explicit by means of the possessive pronoun *your* and, at the same time, the addressee is conveyed by the vocative *Jem*; primary communicative function; [2] first person plural subject expressed by the reduced form of the auxiliary *let* and the personal pronoun *we* in its objective case, i.e. *us*, that is *let’s*; secondary communicative function expressing a suggestion

(24) “*Let us see how the night is, though,*” said the landlord, who also considered himself personally concerned in this proposition (Eliot, 1994, p. 73). – the first person plural subject expressed by its unreduced form *let us*; secondary communicative function expressing a suggestion

(25, 26) “*Did he wear ear-rings?*” Mr Crackenthorp wished to know, having some acquaintance with foreign customs. “*Well – [1] stay – [2] let me see,*” said Mr Snell. Like a docile clairvoyante, who would really not make a mistake if she could help it (Eliot, 1994, p. 77). – [1] covert subject; primary communicative function; [2] covert second person subject; the personal pronoun *I* in its objective case *me* functions as an agent for the full verb *see* (the speaker shall carry out the action); secondary communicative function expressing a suggestion

(27) *Home? no. What has happened? Be quick* (Eliot, 1994, p. 80). – covert subject; primary communicative function

(28) *Ring the bell for my ale, will you?* (Eliot, 1994, p. 85). – covert subject *you* expressed in the tag question; secondary communicative function expressing a polite request

(29, 30) *Where’s Dunsey, then? What do you stand talking there for? [1] Go and fetch Dunsey, as I tell you, and [2] let him give account of what he wanted the money for, and what he’s done with it. He shall repent it* (Eliot, 1994, p. 87). – [1] covert subject *you* expressed in the following clause; primary communicative function; [2] overt third person subject *he* in its objective case *him*; primary communicative function

(31) *“And what must you be letting him have my money for? Answer me that,” said the Squire, attacking Godfrey again, since Dunsey was not within reach* (Eliot, 1994, p. 87). – covert subject *you* which is expressed in the preceding interrogative sentence; secondary communicative function expressing an urgent request

(32, 33) *“[1] Confound it sir, don’t stay arguing, [2] but go and order my horse,” said the Squire, taking up a pipe* (Eliot, 1994, p. 90). – [1] covert subject, the addressee is conveyed by the vocative *sir*; secondary communicative function expressing a piece of advice; [2] covert subject; secondary communicative function expressing a request

(34) *Go out and tell Winthrop not to go to Cox’s, but wait for me* (Eliot, 1994, p. 90). – covert subject; secondary communicative function expressing a request

(35) *And tell ‘em to get my horse saddled* (Eliot, 1994, p. 90). – covert subject; secondary communicative function expressing a request

(36) *And stop: look out and get that hack o’ Dunsey’s sold, and hand me the money, will you?* (Eliot, 1994, p. 90). – covert subject *you* expressed in the tag question; secondary communicative function expressing a polite request

(37) *Let him turn ostler, and keep himself. He shan’t hang on me any more* (Eliot, 1994, p. 90). – covert third person subject *he* in its objective case *him* and indirectly by the reflexive pronoun *himself*; primary communicative function

(38) *Come, Aaron, stan’up and sing the carril to Master Marner, come* (Eliot, 1994, p. 103). – covert subject, the addressee is conveyed by the vocative *Aaron*; secondary communicative function expressing a challenge

(39, 40) *[1] Stan’ up, when mother tells you, [2] and let me hold the cake till you’ve done* (Eliot, 1994, p. 103). – [1] covert subject *you* which is explicitly referred to in the following dependant clause; primary communicative function; [2] covert subject, the personal pronoun *I* in its objective case *me* functions as an object and, at the same time, as an agent for the full verb *hold*; secondary communicative function expressing an offer

(41) ... *and you'll excuse me being that free with you, Master Marner, for I wish you well – I do. Make your bow, Aaron* (Eliot, 1994, p. 105). – covert subject is made explicit by means of the possessive pronoun *your*, the addressee is, at the same time, conveyed by the vocative *Aaron*; primary communicative function

(42) *Hold your tongue and don't worry me* (Eliot, 1994, p. 108). – covert subject *you* is made explicit by means of the possessive pronoun *your*; primary communicative function

(43) “*No, Priscy, don't say so. I begged and prayed of you not to let us have this silk if you'd like another better. I was willing to have your choice, you know I was,*” said Nancy, *in anxious self-vindication* (Eliot, 1994, p. 116). – covert subject, the addressee is conveyed by the vocative *Nancy*; secondary communicative function expressing a please

(44) *It's time to begin the dance, eh? Lead the way, then, and we'll all follow you* (Eliot, 1994, p. 124). – covert subject; primary communicative function

(45) *The entrance of Priscilla, bustling forward and saying, 'Dear heart alive, child, let us look at this gown,' cut off Godfrey's hopes of a quarrel* (Eliot, 1994, p. 129). – overt subject expressed by the personal pronoun *we* in its objective case *us*, the addressee is conveyed, at the same time, by the vocatives *dear heart alive* and *child*; secondary communicative function expressing a suggestion

(46) “*Found a woman in the snow – and thinks she's dead,*” he added, *speaking low to the Squire* (Eliot, 1994, p. 140). – covert subject; primary communicative function

(47, 48) [1] *Better say as little about it as possible: it will shock the ladies.* [2] *Just tell them a poor woman is ill from cold and hunger. I'll go and fetch Kimble* (Eliot, 1994, p. 140). – [1] covert subject; secondary communicative function expressing a piece of advice; [2] covert subject; secondary communicative function expressing giving instructions

(49) *Get me a pair of thick boots, Godfrey, will you?* (Eliot, 1994, p. 141). – covert subject *you* expressed in the tag question, the addressee is, at the same time, conveyed by the vocative *Godfrey*; secondary communicative function expressing a polite request

(50) *And stay, let somebody run to Winthrop's and fetch Dolly – she's the best woman to get* (Eliot, 1994, p. 141). – overt subject expressed by the third person compound pronoun *somebody*, and there is the auxiliary verb *let* in the initial position; secondary communicative function expressing a request

(51) *“O, pooh, send somebody else,” said uncle Kimble, hurrying away with Marner* (Eliot, 1994, p. 141). – covert subject; secondary communicative function expressing a repeated request

(52) *“Poor little thing!” said Godfrey. “Let me give something towards finding it [a child] clothes”* (Eliot, 1994, p. 144). – covert subject, the personal pronoun *I* in its objective case *me* functions as an object and, at the same time, as an agent for the full verb *give*, there is the full verb *let* in the initial position of the imperative sentence; secondary communicative function expressing a polite request

(53) *“But I must go back now, else mother ‘ull be in trouble as I aren’t there.”- “Bring her with you this afternoon, Aaron,” said Eppie; ...* (Eliot, 1994, p. 169). – covert subject, the addressee is conveyed by the vocative *Aaron*; secondary communicative function expressing a suggestion

(54, 55) [1] *Come, come*, [2] *let me carry your prayer-book, else you’ll be dropping it, jumping i’ that way* (Eliot, 1994, p. 169). – [1] covert subject; secondary communicative function expressing a challenge; [2] covert subject, the personal pronoun *I* in its objective case *me* functions as an object and, at the same time, as an agent for the full verb *carry*; secondary communicative function expressing considering a possible happening

(56) *“See, daddy, I can carry this quite well,” she said, going along with much energy for a few steps, but presently letting it fall* (Eliot, 1994, p. 178). – covert subject, the addressee is conveyed by the vocative *daddy*; secondary communicative function expressing a challenge

(57) *... let us go and sit down on the bank against the stile there, and have no more lifting. You might hurt yourself, child* (Eliot, 1994, p. 178). – overt first person subject expressed by the unreduced form *let us*; secondary communicative function expressing a challenge

(58) “*Let us go and meet ‘em. O the pipe! won’t you have it lit again, father?*” said Eppie, *lifting that medicinal appliance from the ground* (Eliot, 1994, p. 180). – overt first person subject expressed by the unreduced form *let us*; secondary communicative function expressing a suggestion

(59) *Dear Godfrey, don’t ask me to do what is wrong: I should never be happy again* (Eliot, 1994, p. 189). – covert subject, the addressee is conveyed by the vocative *dear Godfrey*; secondary communicative function expressing a please

(60) “*Tell her to keep away, will you?*” said Godfrey, *and when the door was closed again he exerted himself to speak more distinctly* (Eliot, 1994, p. 194). – covert subject *you* expressed in the tag question; secondary communicative function expressing a polite request

(61) “*Sit down, Nancy – there,*” he said, *pointing to a chair opposite him* (Eliot, 1994, p. 194). – covert subject, the addressee is conveyed by the vocative *Nancy*; secondary communicative function expressing an offer

(62) *Eppie, my child, speak. I won’t stand in your way* (Eliot, 1994, p. 202). – covert subject, the addressee is conveyed by the vocatives *Eppie* and *my child*; secondary communicative function expressing an urgent challenge

(63) “*Come into that little brush-shop and sit down, father – they’ll let you sit down,*” said Eppie, *always on the watch lest one of her father’s strange attacks should come on* (Eliot, 1994, p. 214). – covert subject, the addressee is conveyed by the vocative *father*; secondary communicative function expressing an offer

(64) *But consider your daughters* (Austen, 1994, p. 6). – covert subject is made explicit by means of the possessive pronoun *your*; secondary communicative function expressing a piece of advice

(65) *Only think what an establishment it would be for one of them [daughters]* (Austen, 1994, p. 6). – covert subject; secondary communicative function expressing a piece of advice

(66, 67) [1] *Don't keep caughing so, Kitty, for Heaven's sake!* [2] *Have a little compassion on my nerves. You tear them to pieces* (Austen, 1994, p. 7). – [1] covert subject, the addressee is conveyed by the vocative *Kitty*, and there is an emphazier *for Heaven's sake*; secondary communicative function expressing an urgent please; [2] covert subject; secondary communicative function expressing a please

(68) *"Come, Darcy," said he, "I must have you dance. I hate to see you standing about by yourself in this stupid manner. You had much better dance"* (Austen, 1994, p. 11). – covert subject, the addressee is conveyed by the vocative *Darcy*; secondary communicative function expressing a challenge

(69) *But there is one of her sisters sitting down just behind you, who is very pretty, and I dare say very agreeable. Do let me ask my partner to introduce you* (Austen, 1994, p. 11). – covert subject, the personal pronoun *I* in its objective case *me* functions as an object and, at the same time, as an agent for the full verb *ask*, the verb *let* functions as a full verb, there is the auxiliary verb *do* emphasizing the whole expression; secondary communicative function expressing an urgent, polite request

(70) *Remember, Eliza, that he does not know Jane's disposition as you do* (Austen, 1994, p. 19). – covert subject which is explicitly referred to in the last dependant clause, the addressee is conveyed by the vocative *Eliza*; secondary communicative function expressing a piece of advice

(71) *There is a fine old saying, which everybody here is of course familiar with – "Keep your breath to cool your porridge," – and I shall keep mine to swell my song* (Austen, 1994, p. 21). – covert subject is made explicit by means of the possessive pronoun *your*; secondary communicative function expressing a piece of advice

(72) *Well, Jane, make haste and tell us; make haste, my love* (Austen, 1994, p. 26). – covert subject, the addressee is conveyed by the vocatives *Jane* and *my love*; primary communicative function softened by the vocative *my love*

(73) *Come as soon as you can on the receipt of this* (Austen, 1994, p. 26). – covert subject *you* is made explicit by means of the adverbial of manner; primary communicative function

(74) *“Lizzy,” cried her mother, “remember where you are, and do not run in the wild manner that you are suffered to do at home”* (Austen, 1994, p. 35). – covert subject *you* which is explicitly expressed in the object which is expressed by the nominal content interrogative clause *where you are* and, at the same time, in the adjectival non-restrictive clause *you are suffered to do at home*, the addressee is conveyed by the vocative *Lizzy* too; secondary communicative function expressing an urgent please

(75, 76) [1] *Tell your sister I am delighted to hear of her improvement on the harp;* [2] *and pray let her know that I am quite in raptures with her beautiful little design for a table, and I think it infinitely superior to Miss Grantley’s* (Austen, 1994, p. 39). – [1] covert subject is made explicit by means of the possessive pronoun *your*; secondary communicative function expressing a request; [2] covert subject *you*, the verb *let* is a part of the verbal phrase *let know*, the personal pronoun *her* functions as an object; secondary communicative function expressing a polite request

(77) *“By all means,” cried Bingley; “let us hear all the particulars, not forgetting their comparative height and size; for that will have more weight in the argument, Miss Bennet, than you may be aware of”* (Austen, 1994, p. 41). – overt first person subject *we* in its objective case *us* preceded by the auxiliary verb *let*, there is the unreduced form *let us*; secondary communicative function expressing a suggestion

(78, 79) [1] *Oh! yes. – Do let the portraits of your uncle and aunt Philip be placed in the gallery at Pemberley.* [2] *Put them next to your great-uncle the judge. They are in the same profession, you know; only in different lines* (Austen, 1994, p. 43). – [1] overt third person subject expressed by the complex noun phrase, the voice of the sentence is passive (the subject is not an agent of the action, it functions as a patient), there is the emphaziser *do* at the beginning of the sentence; secondary communicative function expressing an urgent suggestion; [2] covert subject is made explicit by means of the possessive pronoun *your*; primary communicative function

(80) *No, no; stay where you are* (Austen, 1994, p. 44). – covert subject *you* which is expressed in the dependant clause; primary communicative function

(81, 82) Miss Eliza Bennet, [1] *let me persuade you to follow my example*, [2] *and take a turn about the room*. – *I assure you it is very refreshing after sitting so long in one attitude* (Austen, 1994, p. 46). – [1] covert subject *you*, the verb *let* functions as a full verb in this sentence, the personal pronoun in the objective case *me* functions as an object for the full verb *let* and, at the same time, as an agent for the verb *persuade*; secondary communicative function expresses a polite request expressing following my example; [2] covert subject; secondary communicative function expressing a piece of advice

(83, 84) *We can all plague and punish one another*. [1] *Tease him* – [2] *laugh at him*. – *Intimate as you are, you must know how it is to be done* (Austen, 1994, p. 46). – [1], [2] covert subject; primary communicative function

(85) “*Do let us have a little music*,” cried Miss Bingley, *tired of a conversation in which she had no share* (Austen, 1994, p. 48). – overt first person plural subject expressed by the unreduced form *let us*, there is the intensifier *do* in the sentence; secondary communicative function expressing an urgent suggestion

(86) *Lydia, my love, ring the bell* – *I must speak to Hill this moment* (Austen, 1994, p. 50). – covert subject, the addressee is conveyed by the vocatives *Lydia* and *my love*; secondary communicative function expressing a polite request

(87) *Very true, indeed; - and now, my dear Jane, what have you got to say in behalf of the interested people who have probably been concerned in the business?* – *Do clear them too, or we shall be obliged to think ill of somebody* (Austen, 1994, p. 69). – covert subject, there is the emphaziser *do* in the sentence; secondary communicative function expressing a condition of threat

(88) *Laugh as much as you chuse, but you will not laugh me out of my opinion* (Austen, 1994, p. 69). – covert subject *you* which is explicitly referred to in the adverbial of manner *as much as you chuse*; secondary communicative function expressing a warning

(89) *My dearest Lizzy, do but consider in what a disgraceful light it places Mr Darcy, to be treating his father's favourite in such a manner, - one whom his father had promised to provide for* (Austen, 1994, p. 69). – covert subject, the addressee is conveyed by the vocative *my dearest Lizzy*, there is the emphasizing auxiliary verb *do* at the beginning of the imperative sentence; secondary imperative function expressing an urgency

(90) *Excuse my interference: it was kindly meant* (Austen, 1994, p. 77). – covert subject; secondary communicative function expressing an excuse

(91) *For heaven's sake, madam, speak lower* (Austen, 1994, p. 81). – covert subject, the addressee is conveyed by the vocative *madam*, there is the intensifier *for heaven's sake* in the sentence; secondary communicative function expressing an urgent request

(92) *That will do extremely well, child. You have delighted us long enough. Let the other young ladies have time to exhibit* (Austen, 1994, p. 81). – overt subject expressed by the complex noun phrase *the other young ladies*, auxiliary verb *let* at the beginning of the sentence; secondary communicative function expressing a suggestion

(93) *Dear madam, do not go. I beg you will not go* (Austen, 1994, p. 84). – covert subject, the addressee is conveyed by the vocative *dear madam*, there is the unreduced form of negation *do not* which intensifies the action; secondary communicative function expressing an urgent please

(94) *Believe me, my dear Elizabeth, that your modesty, so far from doing you any disservice, rather adds to your other perfections* (Austen, 1994, p. 85). – covert subject is made explicit by means of the possessive pronoun *your* in the dependant clause, the addressee is, at the same time, conveyed by the vocative *my dear Elizabeth*; secondary communicative function expressing a piece of advice

(95, 96) *Mr Collins, you must marry, A clergyman like you must marry. – [1] Chuse properly, chuse a gentlewoman for my sake; and for your own, [2] let her be an active, useful sort of person, not brought up high, but able to make a small income go a good way. This is my advice* (Austen, 1994, p. 85). – [1] covert subject which is explicitly referred to by the phrase *for your own*, the addressee is conveyed by the vocative *Mr Collins*

in the previous sentence; secondary communicative function expressing a piece of advice (persuading advice); [2] overt third subject *her* which follows the auxiliary verb *let*; secondary communicative function expressing a piece of advice

(97) *Find such a woman as soon as you can, bring her to Hunsford, and I will visit her* (Austen, 1994, p. 85). – covert subject *you* explicitly expressed by the adverbial of time *as soon as you can*; secondary communicative function expressing a piece of advice

(98) *Allow me, by the way, to observe, my fair cousin, that I do not reckon the notice and kindness of Lady Catherine de Bourgh as among the least of the advantages in my power to offer* (Austen, 1994, p. 85). – covert subject, the addressee is conveyed by the vocative *my fair cousin*; secondary communicative function expressing a request

(99, 100, 101) [1] *You forget that I have made no answer.* [2] *Let me do it without further loss of time.* [3] *Accept my thanks for the compliment you are paying me* (Austen, 1994, p. 86). – [1] overt second person subject *you* which emphasizes the whole sentence; secondary communicative function expressing a request; [2] covert second person subject, the personal pronoun *I* in its objective case *me* functions as an object and, at the same time, as an agent for the full verb *do*; secondary communicative function expressing a polite request; [3] covert subject; secondary communicative function expressing a please

(102) *Do not consider me now as an elegant female, intending to plague you, but as a rational creature, speaking the truth from her heart* (Austen, 1994, p. 88). – covert subject, negative unreduced form *do not*; secondary communicative function expressing a request

(103) *“Pardon me for interrupting you, madam,” cried Mr Collins* (Austen 1994, p. 89). – covert subject; secondary communicative function expressing an excuse

(104, 105) [1] *Speak to Lizzy about it yourself.* [2] *Tell her that you insist upon her marrying him* (Austen, 1994, p. 90). – [1] covert subject is made explicit by means of the reflexive pronoun *yourself*; secondary communicative function expressing a refusal; [2] covert subject *you* which is referred to in the object which is expressed by

the dependant nominal content declarative clause; secondary communicative function expressing a challenge

(106) *Let her be called down. She shall hear my opinion* (Austen, 1994, p. 90). – covert subject, passive voice of the verb phrase; primary communicative function

(107) *“Come here, child,” cried her father when she appeared* (Austen, 1994, p. 90). – covert subject, the addressee is conveyed by the vocative *child*; secondary communicative function expressing a challenge

(108) *“My dear madam,” replied he, “let us be for even silent on this point”* (Austen, 1994, p. 92). – overt first person plural subject preceded by the auxiliary verb *let*; secondary communicative function expressing a suggestion

(109) *Believe her to be deceived, by all means. You have now done your duty by her, and must fret no longer* (Austen, 1994, p. 96). – covert subject; secondary communicative function expressing a piece of advice

(110, 111) *You cannot be too much on your guard. [1] Risk anything rather than her displeasure; [2] and if you find it likely to be raised by your coming to us again, which I should think exceedingly probable, stay quietly at home, and be satisfied that we shall take no offence* (Austen, 1994, p. 99). – [1] covert subject; secondary communicative function expressing a piece of advice; [2] covert subject *you* which is explicitly referred to in the clause of condition; secondary communicative function expressing a condition of threat

(112) *Believe me, my dear sir, my gratitude is warmly excited by such affectionate attention; and depend upon it you will speedily receive from me a letter of thanks for this, as for every other mark of your regard during my stay in Hertfordshire* (Austen, 1994, p. 99). – covert subject, the addressee is conveyed by the vocative *my dear sir*; secondary communicative function expressing a persuasion

(113, 114, 115) [1] *My dear, do not give way to such gloomy thoughts. [2] Let us hope for better things. [3] Let us flatter that I may be the survivor* (Austen, 1994, p. 105). – [1] covert subject, the addressee is conveyed by the vocative *my dear*; secondary

communicative function expressing a piece of advice; [2] overt first person subject preceded by the auxiliary verb *let*; secondary communicative function expressing a suggestion; [3] overt first person plural subject preceded by the auxiliary verb *let*; secondary communicative function expressing a suggestion

(116) *Let us be thankful that you preserved from a state of such insensibility* (Austen, 1994, p. 105). - overt first person subject *we* in its objective case *us* preceded by the auxiliary verb *let*; secondary communicative function expressing a suggestion

(117) *Do not be afraid of my running into any excess, of my encroaching on your privilege of universal good-will. You need not* (Austen, 1994, p. 107). – covert subject, negative form of the sentence; secondary communicative function expressing a consolation

(118) *My dear Lizzy, do not give way to such feelings as these. They will ruin your happiness* (Austen, 1994, p. 107). – covert subject, the addressee is conveyed by the vocative *my dear Lizzy*; secondary communicative function expressing a piece of advice

(119) *Consider Mr Collin's respectability, and Charlotte's prudent, steady character* (Austen, 1994, p. 107). – covert subject; secondary communicative function expressing a piece of advice

(120, 121) [1] *Remember that she is one of a large family; that as to fortune, it is the most eligible match*; [2] *and be ready to believe, for everybody's sake, that she may feel something like regard and esteem for our cousin* (Austen, 1994, p. 107). – [1] covert subject; secondary communicative function expressing a warning; [2] covert subject, there is the intensifier *for everybody's sake*; secondary communicative function expressing a warning

(122) *Yes; to the last. But if I go on, I shall displease you by saying what I think of persons you esteem. Stop me whilst you can* (Austen, 1994, p. 108). – covert subject *you* which is explicitly referred to in the following dependant clause *whilst you can*; secondary communicative function expressing an offer

(123) *Do not distress me by the idea. I am not ashamed of having been mistaken – or, at least, it is slight, it is nothing in comparison of what I should feel in thinking ill of him or his sisters* (Austen, 1994, p. 108). – covert subject; secondary communicative function expressing a request

(124) *Let me take it in the best light, in the light in which it may be understood* (Austen, 1994, p. 109). – covert second person subject, the verb *let* functions as a full verb, the personal pronoun *I* in its objective case *me* functions as an object and, at the same time, as an agent for the full verb *take*; secondary communicative function expressing a polite request

(125) *Do not involve yourself or endeavour to involve him in an affection which the want of fortune would make so very imprudent* (Austen, 1994, p. 114). – covert subject is made explicit by means of the reflexive pronoun *yourself*; primary communicative function, it is a negative structure that is why the primary communicative function expresses a prohibition

(126) *But do not imagine that he is always here so often. It is on your account that he has been so frequently invited this week* (Austen, 1994, p. 114). – covert subject; secondary communicative function expressing a warning

(127) *I am not likely to leave Kent for some time. Promise me, therefore, to come to Hudson* (Austen, 1994, p. 115). – covert subject; secondary communicative function expressing a please

(128) *Take care, Lizzy; that speech savours strongly of disappointment* (Austen, 1994, p. 121). – covert subject, the addressee is conveyed by the vocative *Lizzy*; secondary communicative function expressing a warning

(129) *Let our first effusions be less insupportable than those of the generality of travellers* (Austen, 1994, p. 122). – overt subject expressed by the complex noun phrase *our first effusions* which is preceded by the auxiliary verb *let*; secondary communicative function expressing a wish

(130) *Make haste, and come down this moment* (Austen, 1994, p. 124). – covert subject; primary communicative function

(131) *Do not make yourself uneasy, my dear cousin, about your apparel. Lady Catherine is far from requiring that elegance of dress in us which becomes herself and daughter* (Austen, 1994, p. 126). – covert second person subject which is made explicit by means of the reflexive pronoun *yourself* and the possessive pronoun *your*, the addressee is, at the same time, conveyed by the vocative *my dear cousin*; secondary communicative function expressing a piece of advice

(132) *What is that you are saying, Fitzwilliam? What is it you are talking of? What are you telling Miss Bennet? Let me hear what it is* (Austen, 1994, p. 135). – covert second person subject, there is the full verb *let* in the sentence, the personal pronoun in the objective case *me* functions as an object and, at the same time, as an agent for the full verb *hear*; secondary communicative function expressing an urgent challenge

(133) *“I am very glad to hear such a good account of her,” said Lady Catherine; “and pray tell her from me, that she cannot expect to excel if she does not practise a great deal”* (Austen, 1994, p. 135). – covert subject; secondary communicative function expressing a polite request

(134) *“Pray let me hear what you have to accuse him of,” cried Colonel Fitzwilliam. “I should like to know how he behaves among strangers”* (Austen, 1994, p. 137). – covert second person subject, the full verb *let* is followed by the personal pronoun *I* in its objective case *me* functioning as an object and, at the same time, as an agent for the full verb *hear*; secondary communicative function expressing a polite, urgent challenge

(135) *Care of him!* (Austen, 1994, p. 144). – covert subject; primary communicative function

(136) *And remember that I have not much reasons for supposing it to be Bingley* (Austen, 1994, p. 144). – covert subject; secondary communicative function expressing a warning

(137) *Forgive me for having taken up so much of your time, and accept my best wishes for your health and happiness* (Austen, 1994, p. 151). – covert second person subject is made explicit by means of the possessive pronoun *your* in both clauses; secondary communicative function expressing a please

(138) *Only let me assure you, my dear Miss Elizabeth, that I can from my heart most cordially wish you equal felicity in marriage* (Austen, 1994, p. 168). – the verb *let* functions as the full verb in this sentence and is followed by the personal pronoun *I* in its objective case *me*, the personal pronoun *me* functions, at the same time, as an agent for the full verb *assure*; secondary communicative function expressing a polite request

(139) *Look here, I have bought this bonnet* (Austen, 1994, p. 170). – covert subject; secondary communicative function expressing a challenge

(140) *Well, now let us be quite comfortable and snug, and talk and laugh all the way home* (Austen, 1994, p. 171). – first person overt subject *we* in its objective case *us* preceded by the auxiliary verb *let*; secondary communicative function expressing a suggestion

(141) *And in the first place, let us hear what has happened to you all since you went away* (Austen, 1994, p. 171). – first person overt subject *we* in its objective case *us* preceded by the auxiliary verb *let*; secondary communicative function expressing a suggestion

(142) *“His being so sure of succeeding was wrong,” said she, “and certainly ought not to have appeared; but consider how much it must increase his disappointment”* (Austen, 1994, p. 173). – covert subject; secondary communicative function expressing a challenge

(143) *“This will not do,” said Elizabeth; “you never will be able to make both of them good for anything. Take your choice, but you must be satisfied with only one”* (Austen, 1994, p. 174). – covert subject *you* which is explicitly referred to in the following independent clause; secondary communicative function expressing a piece of advice

(144) *Dear Lizzy, only consider what he must have suffered* (Austen, 1994, p. 174). – covert subject, the addressee is conveyed by the vocative *dear Lizzy*; secondary communicative function expressing an appellative challenge

(145) *Poor little Lizzy! But do not be cast down. Such squeamish youths as cannot bear to be connected with a little absurdity are not worth a regret* (Austen, 1994, p. 179). – covert subject, the addressee is conveyed by the vocative, which is expressed by the complex noun phrase *poor little Lizzy* in the previous sentence; secondary communicative function expressing an encouragement

(146, 147) [1] *Come*, [2] *let me see the list of pitiful fellows who have been kept aloof by Lydia's folly* (Austen, 1994, p. 179). – [1] covert subject; secondary communicative function expressing a challenge; [2] covert second person subject, there is the full verb *let* in the sentence; secondary communicative function expressing a request

(148) *Let us hope, therefore, that her being there may teach her her own insignificance* (Austen, 1994, p. 180). – first person overt subject expressed by the unreduced form *let us*; secondary communicative function expressing a suggestion

(149) *Let me call your maid. Is there nothing you could take to give you present relief? – A glass of wine; - shall I get you one? – You are very ill* (Austen, 1994, p. 211). – covert second person subject is made explicit by means of the possessive pronoun *your*, the personal pronoun *I* in its objective case *me* functions as an object, the verb *let* functions as a full verb; secondary communicative function expressing a polite request

(150) *Oh yes. Be so kind as to apologise for us to Miss Darcy* (Austen, 1994, p. 213). – covert subject; secondary communicative function expressing a polite request

(151) [1] *Say that urgent business calls us home immediately*. [2] *Conceal the unhappy truth as long as it is possible, - I know it cannot be long* (Austen, 1994, p. 213). – [1], [2] covert subject; secondary communicative function expressing giving instructions

(152) *“Do not give way to useless alarm,” added he; “though it is right to be prepared for the worst, there is no occasion to look on it as certain”* (Austen, 1994, p. 220). – covert subject, a negative sentence; secondary communicative function expressing a piece of advice

(153, 154, 155, 156, 157, 158) [1] *And now do, when you get to town, find them out, wherever they may be;* [2] *and if they are not married already, make them marry. And as for the wedding clothes,* [3] *do not let them wait for that,* [4] *but tell Lydia she shall have as much money as she chuses to buy them, after they are married.* [5] *And, above all things, keep Mr Bennet from fighting.* [6] *Tell him what a dreadful state I am in, - that I am frighted out of my wits – and have such tremblings, such flutterings, all over me – such spasm in my side and pains in my head, and such beatings at heart, that I can get no rest by night nor by day* (Austen, 1994, p. 220). – [1], [2], [4], [5], [6] covert subject; secondary communicative function expressing giving instructions; in the case [3] the verb *let* can function either as a full verb and the second person subject *you* is covert and the personal pronoun *them* functions as an object; or as an auxiliary verb and there is an overt third person plural subject expressed by the personal pronoun *they* in its objective case *them*; secondary communicative function expressing giving instructions

(159) *Give me further particulars* (Austen, 1994, p. 222). – covert subject; secondary communicative function expressing a request

(160) *Assistance is impossible: condolence insufferable. Let them triumph over us at a distance, and be satisfied* (Austen, 1994, p. 224). – overt third person plural subject expressed by the personal pronoun *they* in its objective case *them*, which is preceded by the auxiliary verb *let*; secondary communicative function expressing a suggestion

(161) *Be assured, my dear sir, that Mrs Collins and myself sincerely sympathize with you and all your respectable family, in your present distress, which must be of the bitterest kind, because proceeding from a cause which no time can remove* (Austen, 1994, p. 227). – covert subject *you* which is explicitly referred to in the dependant clause: in the prepositional phrase *with you* and by the possessive pronoun *your*, the addressee is conveyed by the vocative *my dear sir*; secondary communicative function expressing an assurance

(162) *Let me advise you then, my dear sir, to console yourself as much as possible, to throw off your unworthy child from your affection for ever, and leave her to reap the fruits of her own heinous offence* (Austen, 1994, p. 227). – covert second person subject, the personal pronoun *I* in its objective case *me* functions as an object and, at the same time,

as an agent for the full verb *advise*, the addressee is conveyed by the vocative *my dear sir*, the verb *let* functions as a full verb; secondary communicative function expressing a polite request

(163) *Say nothing of that* (Austen, 1994, p. 229). – covert subject, negative construction; primary communicative function expressing a prohibition

(164) *You may well warn me against such an evil. Human nature is so prone to fall into it! No, Lizzy, let me once in my life feel how much I have been to blame* (Austen, 1994, p. 229). – covert subject, the personal pronoun *I* in its objective case *me* expresses an object, the addressee is conveyed by the vocative *Lizzy*, there is the full verb *let* in the sentence; secondary communicative function expressing a request

(165) *Kitty, who took all these threats in a serious light, began to cry. “Well, well,” said he, “do not make yourself unhappy”* (Austen, 1994, p. 230). – covert subject, unreduced form of the negation *do not*; secondary communicative function expressing a warning

(166) *“Read it aloud,” said their father, “for I hardly know myself what it is about”* (Austen, 1994, p. 231). – covert subject; primary communicative function

(167) *“Oh! my dear father,” she cried, “come back and write immediately”* (Austen, 1994, p. 232). – covert subject, the addressee is conveyed by the vocative *my dear father*; primary communicative function

(168) *Consider how important every moment is in such a case* (Austen, 1994, p. 232). – covert subject; secondary communicative function expressing a challenge

(169) *“Let me write for you,” said Jane, “if you dislike the trouble yourself”* (Austen, 1994, p. 232). – covert subject is made explicit by means of the personal pronoun *you* functioning as an object, the verb *let* functions as a full verb; secondary communicative function expressing a request

(170) *Take whatever you like, and get away* (Austen, 1994, p. 234). – covert subject *you* which is explicitly referred to in the dependant clause (which expresses an object) *whatever you like*; primary communicative function

(171) *Lizzy, my dear, run down to your father, and ask him how much he will give her* (Austen, 1994, p. 234). – covert second person subject is made explicit by means of the possessive pronoun *your*, the addressee is conveyed by the vocatives *Lizzy* and *my dear*; secondary communicative function expressing a request

(172) *Stay, stay, I will go myself* (Austen, 1994, p. 234). – covert subject; primary communicative function

(173) *Ring the bell, Kitty, for Hill* (Austen, 1994, p. 234). – covert subject, the addressee is conveyed by the vocative *Kitty*; secondary communicative function expressing a request

(174) “*Only think of its being three months,*” *she cried, “since I went away!”* (Austen, 1994, p. 242). – covert second person subject; secondary communicative function expressing an urgent challenge

(175) “*If it was to be a secret,*” *said Jane, “say not another word on the subject”* (Austen, 1994, p. 245). – covert subject; primary communicative function expressing a condition

(176) *Don’t think me angry, however, for I only mean to let you know that I had not imagined such inquires to be necessary on your side* (Austen, 1994, p. 246). – covert second person subject is made explicit by means of the personal pronoun *you* in the following clause and the possessive pronoun *your* in the dependant clause, there is the negative unreduced form *don’t* in the initial position; secondary communicative function expressing an assurance

(177) *If you do not chuse to understand me, forgive my impertinence* (Austen, 1994, p. 246). – covert subject *you* which is explicitly referred to in the preceding dependant clause; secondary communicative function expressing a please

(178, 179) [1] *Come, Mr Wickham, we are brother and sister, you know.* [2] *Do not let us quarrel about the past* (Austen, 1994, p. 253). – [1] covert subject which is explicitly referred to in the last clause of this sentence, the addressee is conveyed by the vocative *Mr Wickham*; secondary communicative function expressing a challenge; [2] overt first person plural subject preceded by the auxiliary verb *let*, there the unreduced negative form *do not* at the beginning of the sentence; secondary communicative function expressing a suggestion

(180) *I saw you look at me to-day, Lizzy, when my aunt told us of the present report; and I know I appeared distressed; but don't imagine it was from any silly cause* (Austen, 1994, p. 254). – covert second person subject which is referred to in the first clause, the addressee is, at the same time, conveyed by the vocative *Lizzy*, there is the reduced negative form *don't* at the beginning of the imperative; secondary communicative function expressing an assurance

(181) *"Let me first see how he behaves," said she; "it will then be early enough for expectation"* (Austen, 1994, p. 257). – covert second person subject, the verb *let* functions as a full verb, the personal pronoun in the objective case *me* functions as an object and, at the same time, an agent of the full verb *see*; secondary communicative function expressing a polite request

(182, 183) [1] *Forgive me;* [2] *and if you persist in indifference, do not make me your confidante* (Austen, 1994, p. 264). – [1] covert subject; secondary communicative function expressing a please; [2] covert subject is made explicit by means of the possessive pronoun *your* and of the subject *you* in the preceding clause of condition, there is the negative structure of the imperative; secondary communicative function expresses a condition expressing a request

(184) *Make haste* (Austen, 1994, p. 265). – covert subject; primary communicative function

(185) *Here, Sarah, come to Miss Bennet this moment, and help her on with her gown* (Austen, 1994, p. 265). – covert subject, the addressee is conveyed by the vocative *Sarah*; secondary communicative function expressing a request

(186) *Let us sit down* (Austen, 1994, p. 274). – overt first person subject expressed by the personal pronoun *we* in its objective case *us*, the subject is preceded by the auxiliary verb *let*; secondary communicative function expressing a suggestion

(187) *Allow me to say, Lady Catherine, that the arguments with which you have supported this extraordinary application have been as frivolous as the application was ill-judged* (Austen, 1994, p. 275). – covert subject *you* which is explicitly referred to in the restrictive adjectival clause, the addressee is, at the same time, conveyed by the vocative *Lady Catherine*; secondary communicative function expressing a request

(188) *Do not imagine, Miss Bennet, that your ambition will ever be gratified* (Austen, 1994, p. 276). – covert subject is made explicit by means of the possessive pronoun *your*, the addressee is conveyed by the vocative *Miss Bennet*; secondary communicative function expressing a warning

(189) *Let me thank you again and again, in the name of all my family, for that generous compassion which induced you to take so much trouble, and bear so many mortifications, for the sake of discovering them* (Austen, 1994, p. 281). – covert second person subject is explicitly referred to by the personal pronoun *you* which functions as an object and in the restrictive adjectival clause *which induced you to take so much trouble*, there is the full verb *let* in the initial position followed by the personal pronoun *I* in its objective case *me* which functions as an object and, at the same time, as an agent of the full verb *thank*; secondary communicative function expressing a polite request

(190) *The letter, perhaps, began in bitterness; but it did not end so. The adieu is charity itself. – But think no more of the letter. The feelings of the person who wrote and the person who received it are now so widely different from what they were then, that every unpleasant circumstance attending it ought to be forgotten* (Austen, 1994, p. 284). – covert subject, there is the negative element *no more*; primary communicative function expressing a prohibition

(191) *You must learn some of my philosophy. – Think only of the past as its remembrance gives you pleasure* (Austen, 1994, p. 284). – covert subject is made explicit by means

of the personal pronoun *you*; secondary communicative function expressing a piece of advice

(192) *So do not put yourself to inconvenience* (Austen, 1994, p. 289). – covert subject is made explicit by means of the reflexive pronoun *yourself*; secondary communicative function expressing a warning

(193) *Go to your father; he wants you in the library* (Austen, 1994, p. 290). – covert second person subject which is made explicit by means of the possessive pronoun *your* and of the personal pronoun *you* functioning as an object in the following clause; primary communicative function

(194) *You do not know what he really is; then pray do not pain me by speaking of him in such terms* (Austen, 1994, p. 290). – covert second person subject *you* which is explicitly referred to in the preceding clause, a negative construction expressed by the unreduced form *do not*; secondary communicative function expressing a polite request

(195) *Oh, my dear Lizzy! pray apologise for my having disliked him so much before* (Austen, 1994, p. 292). – covert subject, the addressee is conveyed by the vocative *my dear Lizzy*; secondary communicative function expressing a polite (urgent) request

(196) *But, my dearest love, tell me what dish Mr Darcy is particularly fond of, that I may have it to-morrow* (Austen, 1994, p. 292). – covert subject, the addressee is conveyed by the vocative *my dearest love*; secondary communicative function expressing a polite request

(197) *But now suppose as much as you chuse; give a loose of your fancy, indulge your imagination in every possible flight which the subject will afford, and unless you believe me actually married, you cannot greatly err* (Austen, 1994, p. 295). – covert subject is made explicit by means of the personal pronoun *you* in the object *as much as you chuse*, of the possessive pronoun *your* and of the personal pronoun *you* in the two last clauses; secondary communicative function expressing a possible happening

(198) *Any place would do, of about three or four hundred a year: but, however, do not speak to Mr Darcy about it, if you had rather not* (Austen, 1994, p. 298). – covert subject is made explicit in the following clause of condition; primary communicative function expressing a prohibition

(199) *Joseph, take Mr. Lockwood's horse; and bring up some wine* (Bronte, 1994, p. 19). – covert subject, the addressee is conveyed by the vocative *Joseph*; secondary communicative function expressing a request

(200) *"Sit down," said the young man gruffly* (Bronte, 1994, p. 24). – covert subject; secondary communicative function expressing a challenge

(201) *"Get it ready, will you?" was the answer, uttered so savagely that I started* (Bronte, 1994, p. 26). – covert subject *you* which is expressed in the tag question; secondary communicative function expressing a polite request

(202) *Now, sir, bring forward your chair* (Bronte, 1994, p. 26). – covert subject is made explicit by means of the possessive pronoun *your*, the addressee is conveyed by the vocative *sir*; primary communicative function

(203, 204) *"[1] Hareton, drive those dozen sheep into the barn porch. They'll be covered if left in the fold all night: [2] and put and plank before them," said Heathcliff* (Bronte, 1994, p. 28). – [1] covert second person subject, the addressee is conveyed by the vocative *Hareton*; secondary communicative function expressing a request; [2] covert subject; secondary communicative function expressing giving instructions

(205) *Stop! look here, Joseph* (Bronte, 1994, p. 29). – covert subject, the addressee is conveyed by the vocative *Joseph*; primary communicative function

(206) *Do point out some landmarks by which I may know my way home: I have no more idea how to get there than you would have how to get to London* (Bronte, 1994, p. 29). – covert subject, there is the emphasizing auxiliary verb *do* in the initial position; secondary communicative function expressing an urgent request

(207) *“Take the road you come,” she answered, ensconcing herself in a chair, with a candle, and the long book open before her* (Bronte, 1994, p. 29). – covert subject which is referred to in the restrictive adjectival clause *you come*; secondary communicative function expressing a refusal

(208) *Drag him down, and crush him to atoms that the place which knows him may know him no more* (Bronte, 1994, p.35). – covert subject; primary communicative function

(209) *Let me go, if you want me to let you in!* (Bronte, 1994, p. 36). – covert subject which is referred to by the subject *you* and, at the same time, by a part of the non-finite clause expressed by the infinitive in the following clause of condition, the verb *let* functions as a full verb, the personal pronoun *me* function as an object; secondary communicative function expressing a request with a condition

(210, 211) [1] Lie down and finish out the night, since you are here; [2] but for Heaven’s sake! don’t repeat that horrid noise; nothing could excuse it, unless you were having your throat cut! (Bronte, 1994, p. 38). – [1] covert second person subject which is referred to in the following clause; primary communicative function; [2] covert second person subject which is referred to in the last clause by the subject of that clause *you* and by the possessive pronoun *your*, there is the negative reduced element *don’t* and the emphasizer *for Heaven’s sake*; secondary communicative function expressing an urgent warning

(212) *Take the candle, and go where you please* (Bronte, 1994, p. 39). – covert subject which is made explicit in the adverbial clause of place *where you please*; primary communicative function

(213) *Keep out of the yard, though, the dogs are unchained, and the house – Juno mounts sentinel there, and – nay, you can only ramble about the steps and passages* (Bronte, 1994, p. 39). – covert subject; secondary communicative function expressing a warning

(214) *Oh! my heart’s darling! hear me this time, Catherine, at least!* (Bronte, 1994, p. 39). – covert subject, the addressee is conveyed by the vocatives *my heart’s darling* and *Catherine*; secondary communicative function expressing an urgent please

(215) *There you are, at your tricks again! The rest of them do earn their bread – you live on my charity! Put your trash away, and find something to do* (Bronte, 1994, p. 40). – covert subject is made explicit by means of the possessive pronoun *your*; primary communicative function

(216) *See here, wife! I was never so beaten with anything in my life: but you must e'en take it as a gift of God; though it's as dark almost as if it came from the devil* (Bronte, 1994, p. 45). – covert subject, the addressee is conveyed by the vocative *wife*, secondary communicative function expressing a challenge

(217) *"Throw it," he replied, standing still, "and then I'll tell how you boasted that you would turn me out of doors as soon as he died, and see whether he will not turn you out directly* (Bronte, 1994, p. 47). – covert subject which is made explicit by means of the personal pronoun *you* in the following clauses; secondary communicative function expressing a condition of promise

(218) *Take my colt, gipsy, then!* (Bronte, 1994, p. 47). – covert subject, the addressee is conveyed by the vocative *gipsy*; secondary communicative function expressing an offer

(219) *Give Skulker some water, Jenny* (Bronte, 1994, p. 55). – covert subject, the addressee is conveyed by the vocative *Jenny*; secondary communicative function expressing a request

(220) *Don't be afraid, it is but a boy – yet the villain scowls so plainly in his face; would it not be a kindness to the country to hang him at once, before he shows his nature in acts as well as features?* (Bronte, 1994, p. 55). – covert second person subject; secondary communicative function expressing an encouragement

(221) *Put him in the cellar, papa. He's exactly like the son of the fortune-teller that stole my tame pheasant* (Bronte, 1994, p. 55). – covert subject, the addressee is conveyed by the vocative *papa*; secondary communicative function expressing a request

(222, 223, 224) [1] *Ellen, help Miss Catherine off with her things* – [2] *stay, dear, you will disarrange your curls* – [3] *let me untie your hat* (Bronte, 1994, p. 57). – [1] covert subject,

the addressee is conveyed by the vocative *Ellen*; secondary communicative function expressing a request; [2] covert second person subject which is explicitly referred to by the personal pronoun *you* and by the possessive pronoun *your* in the following clause, the addressee is conveyed by the vocative *dear*; primary communicative function; [3] covert subject which is made explicit by means of the possessive pronoun *your*, the verb *let* functions as a full verb, the personal pronoun *I* in its objective case *me* functions as an object and, at the same time, as an agent of the full verb *untie*; secondary communicative function expressing a polite request

(225) *Wish and learn to smooth away the surely wrinkles, to raise your lids frankly, and change the fiends to confident, innocent angels, suspecting and doubting nothing, and always seeing friends where they are not sure of foes* (Bronte, 1994, p. 60). – covert subject is made explicit by means of the possessive pronoun *your*; secondary communicative function expressing a piece of advice

(226) *Don't get the expression of a vicious cur that appears to know the kicks it gets are its desert, and yet hates all the world as well as the kicker, for what it suffers* (Bronte, 1994, 60). – covert subject, there is the reduced negative structure *don't* at the beginning of the sentence; secondary communicative function expressing a piece of advice

(227) *And now that we've done washing, and combing, and sulking –tell me whether you don't think yourself rather handsome? I'll tell you, I do* (Bronte, 1994, p. 61). – covert subject which is explicitly referred to by the personal pronoun *you* and by the reflexive pronoun *yourself* in the following nominal content dependant clause functioning as an object; secondary communicative function expressing a challenge

(228, 229) [1] *Don't make more mischief; my brother is coming:* [2] *be quiet!* (Bronte, 1994, p. 62). – [1] covert subject, there is the negative reduced element *don't* in the initial position; primary communicative function expressing a prohibition; [2] covert subject; primary communicative function

(230) *Let me alone, and I'll plan it out: while I'm thinking of that I don't feel pain* (Bronte, 1994, p. 64). – covert subject, there is the full verb *let* at the beginning of the sentence, the personal pronoun in the objective case *me* functions as an object; secondary communicative function expressing a request

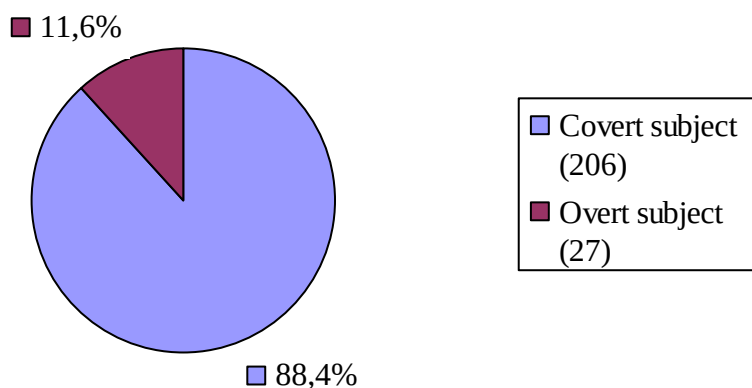
(231, 232) “[1] *Sit still, Mrs. Dean,*” *I cried,* “[2] *do sit still another half-hour!*” (Bronte, 1994, p. 64). – [1] covert subject, the addressee is conveyed by the vocative *Mrs. Dean*; primary communicative function; [2] covert subject, there is the emphasizing auxiliary verb *do* in the initial position; primary communicative function expressing an urgent command

(233) *When she came, I felt convinced we shouldn't keep her long; and now, I must tell you, the winter will probably finish her. Don't take on and fret about it too much! it can't be helped* (Bronte, 1994, p. 66). – covert second person subject, there is the negative reduced element *don't* at the beginning of the imperative sentence, this negative auxiliary verb is omitted in the second clause, it is an ellipsis; secondary communicative function expressing a piece of advice

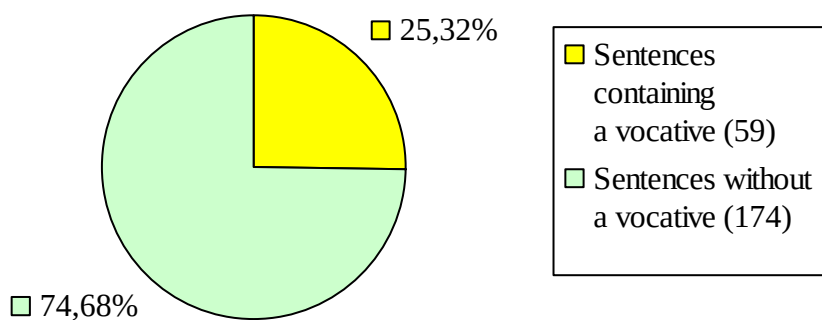
4.2 Results of the Analysis

This chapter provides the results of the analysis in a few diagrams. The first two diagrams deal with the form of the English imperative sentence; with the frequency of occurrence of covert or overt subject and with the frequency of occurrence of the vocative. The other two deal with its function; with the appearance of the primary or secondary communicative function and with the individual types of the other mentioned. A number in the brackets indicates the extent count of appearance of a particular feature.

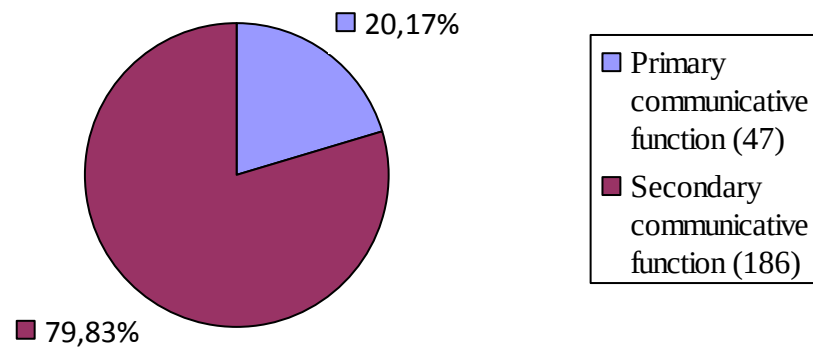
The occurrence of covert or overt subject in the English imperative sentence



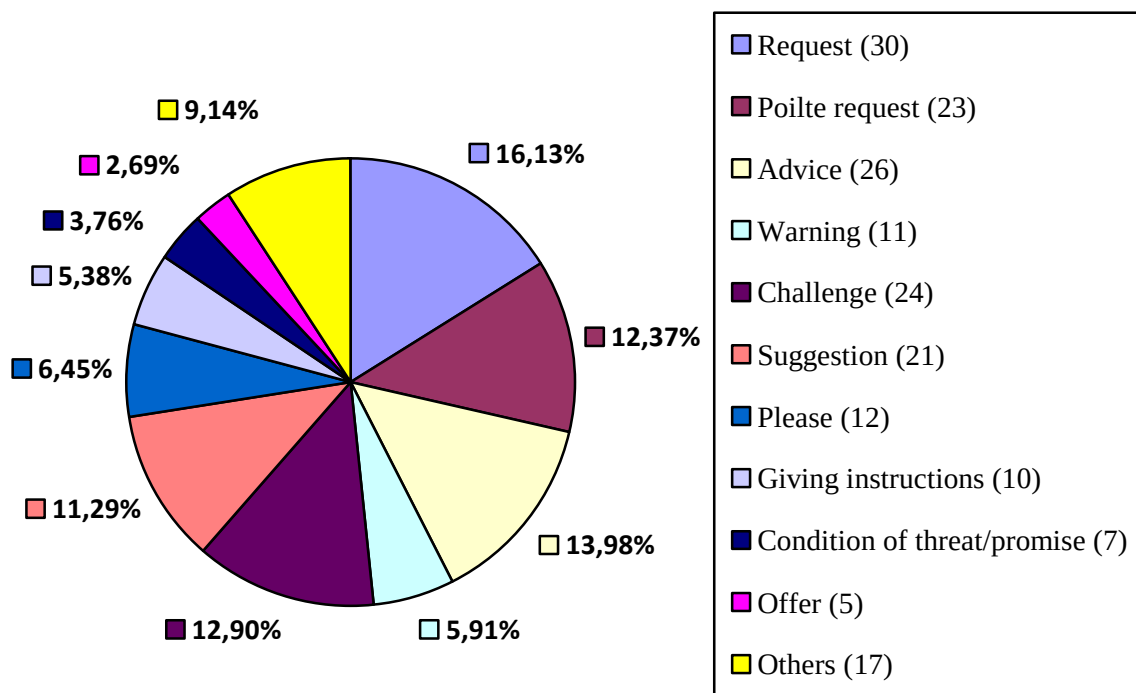
The occurrence of the vocative in the English imperative sentence



**The occurrence of the primary and secondary
communicative function in the English imperative
sentence**



**The occurrence of the individual types of the secondary communicative
function**



5 THE CONCLUSIONS

This work deals with the form and function of the English imperative sentence. As mentioned in the chapter *Theoretical background*, the basic form of the English imperative sentence consists of a covert subject and the base form of a verb. There are some exceptions which allow an overt subject; or the addressee can be also conveyed by the use of a vocative. The same limitation applies for the function of the English imperative sentence: the primary communicative function of the English imperative sentence is a command in an assertive sentence or a prohibition in a negative one; on the other hand, the English imperative sentence can also express the secondary communicative function which has to be further specified.

The analysis brings following, in some cases very surprising results. First, there is discussed the form. The analysis shows that the subject of the English imperative sentence is, on cue, mostly covert. There are only 27 examples which contain an overt subject; that means that a covert subject occurs almost in the 90% of all examined examples. Beyond the subject, there is one more possibility to denote the addressee. It is a vocative. A vocative appears in a quarter of all examples and is prevalingly expressed either by the name of the addressee or by an address which shows the relationship of the speaker and the addressee; for example, *my dear*. Finally, the appearance of the auxiliary verb *do* functioning as an intensifier is very rare. The same holds for its presence followed by the negative particle *not*; in other words, for the negative structure of a sentence.

The other point of this analysis is the communicative function of the individual English imperative sentences. This research brings the already mentioned surprising facts. The reason for that seems to be that the primary communicative function expressing a command, eventually a prohibition is the minor communicative function. It appears only in the 20% of all examined sentences. The secondary communicative function has larger extent for application. Beside its identification, it has to be further specified and the spectrum of the closer specification is very extensive. The research shows that the most frequent secondary communicative functions are a request, a polite request, a piece of advice, a suggestion and a challenge. They occur in about 13% of the examined sentences. It seems that it is not much but it is a great number among the large spectrum of this specification. The exact type of the secondary communicative function is sometimes very difficult to identify. In this case, the context can be helpful. On the contrary, not only

a single variety has to be necessary correct, it depends on the opinion and feeling of an individual person. There are only thin boarders between the individual types of the secondary communicative function.

In conclusion, there are some directions for the further research of this topic. There were chosen three books which provided the individual examples for this analysis. There could be made this analysis once more but more sources of examples will be used for it. Additionally, the results of these analyses will be compared and the comparison will show if the results are identical with this research, or there are the individual aspects represented in another numbers and percentage. Another opportunity of the further research is the comparison of these gained results with the results of the analysis of the imperative sentence of another language.

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SUMMARY IN CZECH

Tato práce pojednává o formě a funkci anglické imperativní věty. Základní formou tohoto větného typu je nevyjádřený podmět a přísudek v základním tvaru. Podmět ale nemusí být vždy nevyjádřený. Pokud chceme striktně označit adresáta, nebo ho odlišit od ostatních, můžeme použít podmět vyjádřený, který ale není v anglickém jazyce zcela běžný, nebo též oslovení, to se naopak vyskytuje velice často. Pokud chceme zahrnout do vykonání určité akce i sebe coby mluvčího, použijeme rozkazovací větu v první osobě množného čísla. V anglickém jazyce se pro takový případ používá pomocné sloveso *let*. Dalším aspektem práce je vyjádření negativní věty pomocí slovesa *do* a částice *not*, nebo jejich zkrácením na *don't*. Sloveso *do* se také používá pro zdůraznění celého výroku.

Druhá část práce se týká komunikativních funkcí imperativní věty. Jednotlivými komunikativními funkcemi a vůbec užitím jazyka v praxi se zabývá pragmatika. Ta uvádí i důležité aspekty ovlivňující komunikaci, např. vztah mezi mluvčím a adresátem; a rozděluje komunikativní funkci imperativní věty na primární a sekundární. Právě tato druhá jmenovaná musí být ještě dále upřesněna.

Práce zahrnuje i analýzu 233 příkladů imperativních vět vybraných z anglicky psané literatury. Tato analýza potvrzuje předpoklad, že její základní formou je již zmíněný nevyjádřený podmět a přísudek v infinitivním tvaru. Překvapivý je naopak výsledek zkoumání její komunikativní funkce. Primární komunikativní funkce se vyskytuje pouze v necelých 20% vybraných vět. Dominuje tedy funkce sekundární, která má i velké spektrum možných variant bližší specifikace. Mezi nimi u analyzovaných příkladů převažuje žádost, zdvořilá žádost, rada, výzva a návrh. Výsledky analýzy jsou zaneseny do čtyř grafů obsahujících jak výsledky číselné tak procentuální.