

Západočeská univerzita v Plzni

**Fakulta pedagogická
Katedra anglického jazyka**

**Bakalářská práce
ANALÝZA ANGLICKÉ ROZKAZOVACÍ VĚTY Z HLEDISKA
VĚTNÉ MODALITY – TEORIE A ROZBOR**

Kristýna Hrbáčková

Plzeň 2020

University of West Bohemia

**Faculty of Education
Department of English**

Bachelor Thesis

**THE ANALYSIS OF AN ENGLISH IMPERATIVE SENTENCE FROM
THE POINT OF VIEW OF THE SENTENCE MODALITY- THEORY
AND PRACTICE**

Kristýna Hrbáčková

Plzeň 2020

ZÁPADOČESKÁ UNIVERZITA V PLZNI

Fakulta pedagogická
Akademický rok: 2018/2019

ZADÁNÍ BAKALÁŘSKÉ PRÁCE (projektu, uměleckého díla, uměleckého výkonu)

Jméno a příjmení: **Kristýna HRBÁČKOVÁ**
Osobní číslo: **P17B0405P**
Studijní program: **B7507 Specializace v pedagogice**
Studijní obor: **Anglický jazyk se zaměřením na vzdělávání**
Téma práce: **Analýza anglické rozkazovací věty z hlediska větné modality
- teorie a praxe**
Zadávající katedra: **Katedra anglického jazyka**

Zásady pro vypracování

1. Samostatný výběr a prostudování literatury zabývající se daným tématem
2. Formulování otázek vlastního výzkumu
3. Vypracování teoretické základny, která slouží jako východisko pro formulování určitých předpokladů a pro následnou analýzu daného jazykového jevu
4. Excerpce příkladů zkoumaného jevu z děl současné anglicky psané literatury
5. Analýza excerpovaných příkladů daného jazykového jevu
6. Porovnání výsledků analýzy příkladů a vyvození závěrů



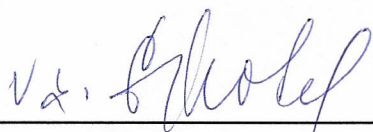
Rozsah bakalářské práce: **30 – 50 normostran**
Rozsah grafických prací:
Forma zpracování bakalářské práce: **tištěná**
Jazyk zpracování: **Angličtina**

Seznam doporučené literatury:

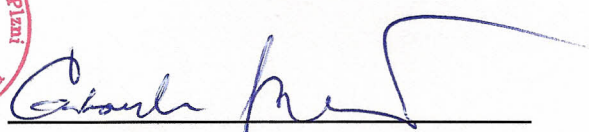
- Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., 2000: Longman Grammar of Spoken and Written English. Longman, London
Dušková, L. a kol., 1994: Mluvnice současné angličtiny na pozadí češtiny, Praha: Academia
Dušková, L., 1999: Studies in the English language, Part I,II, Praha: Karolinum
Eastwood, J., 1994: Oxford Guide to English Grammar, Oxford: Oxford University Press
Greenbaum, S., Quirk, R., Leech, G., Svartvik, J., 1985: A Comprehensive Grammar of the English Language. London: Longman
Huddleston, R., Pullum, G. K. et al, 2002: Cambridge Grammar of the English Language. University Press, Cambridge
Mathesius, V., 1975: A Functional Analysis of Present Day English on a General Linguistic Basis. Praha: Academia
Yule, G., 1985: The Study of Language, Cambridge: Cambridge University Press
Austin, J., 1962: How to do things with words. London: Oxford University Press

Vedoucí bakalářské práce: **PhDr. Mgr. Jarmila Petrlíková, Ph.D.**
Katedra anglického jazyka

Datum zadání bakalářské práce: **23. května 2019**
Termín odevzdání bakalářské práce: **30. června 2020**



RNDr. Miroslav Randa, Ph.D.
děkan



Mgr. Gabriela Klečková, Ph.D.
vedoucí katedry

Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 27. dubna 2020

.....
Kristýna Hrbáčková

ACKNOWLEDGMENTS

I would like to thank to my supervisor PhDr. Jarmila Petrlíková, Ph.D. for her leading, advice, time, and her helpfulness and prompt reactions even in the time of distance learning.

ABSTRACT

Hrbáčková, Kristýna. University of West Bohemia. April, 2020. The Analysis of an English Imperative Sentence from the Point of View of the Sentence Modality – Theory and Practice. Supervisor: PhDr. Jarmila Petrlíková, Ph.D

The thesis deals with an English imperative sentence, both in terms of form and function. The whole piece of work consists of four main chapters – the introduction, the theoretical background, the analysis, and the conclusions. The chapter comprising the theory contains component subchapters considering the occurrence of a subject and question tags in imperative structures, the form of an imperative verb phrase, as well as the *let*-imperatives perceived as the first-person plural inclusive, including both the speaker and the addressee of the utterance. The conclusion of the first part of the theory is dedicated to the positive and negative imperatives made up of the auxiliary verb *do*. The second part of the theory resides not only in the detailed description of the illocutionary forces of an imperative sentence but also in the definition of the basic terms from the field of pragmatics that are pivotal for proper clarification of this subchapter. One subchapter is also concerned with the 'Special types of imperatives' covering, for example, verbless directives, comprising no verb phrase at all. Another section of this thesis deals with the analysis of the 205 imperative clauses implemented in the form of commentary at each excerpt. The form and the communicative function of individual imperatives are being researched. The results arising from the analysis support the claim, as stated in the theoretical background, that an English imperative sentence is typically associated with the second-person covert subject. An overt subject appears only very rarely, and an addressee is specified in the form of a vocative in the case of 23 excerpts. In terms of the communicative function of an English imperative sentence, the secondary communicative function prevails over the primary. The secondary communicative function is expressed by the overwhelming majority of analysed imperatives, more accurately by 85% of all clauses. The most frequent is the secondary communicative function expressing a challenge, an instruction, a suggestion, and a piece of advice. All results arising from the analysis are expressed by a percentage and a number as well and are put down in chart form.

Keywords: English imperative sentence, covert and overt subject, primary and secondary communicative function, pragmatics, speech act, illocutionary force of an imperative clause, analysis of individual imperative clauses

TABLE OF CONTENTS

1	INTRODUCTION	1
2	THEORETICAL BACKGROUND	2
2.1	Sentence and Sentence types concerning different discourse functions	2
2.1.1	The definition of the term ‘Sentence’	2
2.1.2	Sentence types with respect to different discourse functions	3
2.2	The structure of an English imperative sentence	4
2.2.1	Characteristic structural features of English imperative sentence	4
2.2.2	English imperative sentence with covert subject	5
2.2.3	English imperative sentence with overt subject	5
2.2.4	Question tags and imperative sentences	8
2.2.5	Verb in an English imperative sentence	9
2.2.6	Imperative constructions with <i>let</i>	10
2.2.7	Positive and negative imperatives with the auxiliary verb <i>do</i>	11
2.3	The function of an English imperative sentence	12
2.3.1	Pragmatics, the speech acts in general	12
2.3.2	Direct and indirect speech acts	15
2.3.3	Illocutionary forces of imperatives, the use of imperatives	16
2.4	Special types of imperatives	19
3	ANALYSIS	21
3.1	The Method of the Analysis	21
3.2	The Analysis of Individual Excerpts	22
3.3	The Results of the Analysis and the Commentary	49
4	CONCLUSIONS	54

1 INTRODUCTION

The thesis is concerned with the topic called *'The Analysis of an English Imperative Sentence from the Point of View of the Sentence Modality – Theory and Practice'*. I have chosen this topic because I am interested in English grammar. I have enjoyed all the English grammar lessons, especially the sentence analysis in English syntax seminars, in the course of my studies at the faculty. The two research questions which are to be answered in the *Conclusion* chapter are as follows: *What is the percentage proportion regarding the occurrence of the vocatives in imperative structures?;* and *Does the primary communicative function of the imperative clauses prevail, within the analysis, over the secondary communicative function?* In the range of nineteen pages, the issue of the form and function of an English imperative sentence will be discussed in detail. The first part of the theoretical background deals with the brief definition of the pivotal term 'sentence', subsequently also with the description of the four major sentence types and the four discourse functions characteristically associated with them. After this elemental theory, the subchapters concerned with the structure of an English imperative sentence ensue. They are discussing the occurrence of a subject and question tags in an imperative sentence, the form of an imperative verb phrase, the qualities of the so-called *let*-imperatives, and the conclusion forms the detail description of the positive and negative imperative structures. The third part of the theoretical background focuses on the function of an English imperative sentence. First of all, the terms 'pragmatics' and 'speech act' have to be defined to clarify this issue properly. Afterward, within the next subchapter, the differences between direct and indirect speech acts are explained. As crucial, I perceive the subchapter delineating the illocutionary forces of imperative clauses, which is essential in the sense of answering the second research question as given above. The theoretical part of the thesis is concluded by the subchapter called *'Special types of imperatives'* containing, for example, the clarification of the 'verbless directives'. The practice follows the theory – the section that includes the method of the analysis (the process of working with individual examples), the detailed analysis of 205 imperative structures, and, in conclusion, the results arising from the analysis demonstrated in chart form as well. The actual analysis of individual excerpts contains a comment providing information about the structure and function of each imperative. In the *Conclusion* chapter, all results obtained from the analysis are summarized, and the two research questions, which are specified here, in the *Introduction* chapter, are answered. The whole piece of work ends with the summary written in Czech.

2 THEORETICAL BACKGROUND

2.1 Sentence and Sentence types concerning different discourse functions

2.1.1 The definition of the term 'Sentence'

Before the introduction of the four major sentence types as such, the thesis will marginally deal with the term 'sentence'. This expression is pivotal and will frequently appear in the course of this paper. According to Dušková (1994), "a sentence is a basic unit of speech, whose definition varies concerning a different point of view" (p. 309). Firstly, in terms of content, a sentence is understood as "an expression of an idea by means of words" (Dušková, 1994, p. 309). Secondly, from the grammatical point of view, a sentence is identified as "a structure that is organized by prescribed rules peculiar to a particular language" (Dušková, 1994, p. 309). Thirdly, from the phonetic and phonological standpoint, a sentence is interpreted as "a stretch of speech with a full intonation" (Dušková, 1994, p. 309). And besides, fourthly, from the communicative point of view, a sentence is considered as a grammatical unit. Nevertheless, it is crucial to make the clear distinction between a sentence, an abstract structure, and an utterance, the actual realization of a sentence in a particular speech act (Dušková, 1994, p. 309).

This statement was also supported by Mathesius (1975), who defined a sentence as "the basic element of the communicative process in which naming units are brought into mutual relations" (p. 79).

In conclusion, what remains unmentioned is the definition of a sentence from the functional point of view. Dušková (1994) explained that a sentence (concerning its function) takes the standpoint towards a certain extralinguistic reality. This definition of a sentence is essential for further research dealing with the imperative sentence in terms of sentential modality (p. 309).

Mathesius (1975) also characterized a sentence as "an elementary communicative utterance through which the speaker reacts to some reality or several items of the reality in a manner that appears to be formally customary and subjectively complete" (p. 79). In order to understand this rather exhaustive definition correctly, it is necessary to clarify a few terms. The noun phrase 'an elementary utterance' is used in this context to describe a simple

sentence and so to distinguish it from more extensive utterances comprising two or more sentences. The adjective 'customary' might be understood as 'conventional' and evokes that each language follows its fixed sentence patterns. Until an utterance does not take the form prevalent in the given language, the utterance cannot be considered a sentence (Mathesius, 1975, pp. 79-80).

2.1.2 Sentence types with respect to different discourse functions

Firstly, it is relevant to point out two basic terms resulting from the title of this subchapter – 'syntactic' and 'semantic category'. Urbanová (1991) explained that the term 'syntactic category' expresses "the type of sentence expressing modality, namely declarative, interrogative, imperative and exclamatory sentences" (p. 135). On the contrary, the expression 'semantic category' determines "the meaning carried by the sentence, namely statement, inquiry, directive (jussive) and exclamation" (Urbanová, 1991, p. 135).

As indicated in the previous chapter, simple sentences comprise of a single independent clause. These simple sentences might be divided into four major syntactic types, which are discerned by their grammatical form involving the word order as well. The four main sentence types are declaratives, interrogatives, which might be further divided into *yes-no* interrogatives and *wh*-interrogatives, imperatives, and exclamatives. In the case of declarative sentence type, the subject precedes the finite verb phrase; as for interrogatives, the word order is inverted thus the finite verb phrase precedes the subject; in exclamatory sentence types, the verb follows the subject, and the initial position takes the phrase introduced by *what* or *how* (Greenbaum, Quirk, Leech, and Svartvik, 1985, p. 803). A rather unique sentence type form the imperatives, "which normally have no overt grammatical subject, and whose verb has the base form: Give Tom a digital watch for his birthday." (Greenbaum et al., 1985, p. 803). Nevertheless, the clause patterns of imperative sentences demonstrate the same word order and range of sentence elements as declarative sentences (Greenbaum, Quirk, Leech, and Svartvik, 1990, p. 241).

Biber, Johansson, Leech, Conrad and, Finegan (1999) also pointed out that "there is a broad correspondence between four basic speech-acts functions and four principal structural types of independent clauses, marked by the order of subject and verb phrase, and/or by the use of a *wh*-word" (p. 202). These 'speech-acts functions' related to the four

syntactic types are intended to inform, elicit, direct, or to express. They also specify the four functional types - a statement, a question, a command, or a request, and an exclamation (Biber et al., 1999, p. 202).

Greenbaum et al. (1990) advised referring to these 'functional types' as to the already mentioned 'discourse functions'. The summarizing term 'directives' that covers commands as well as requests has also appeared (p. 231).

According to Downing & Locke (2006), the term 'command', as suggested by Biber et al. (1999), is currently usable merely in the context of "great inequality and power such as the military" (p. 177). In comparison with Greenbaum et al. (1990), Downing and Locke (2006) suggested that the designation 'directives' involves not only commands and requests, but also prohibitions, orders, and instructions (p. 177). These distinct illocutionary forces of imperatives will be in detail researched further in the work.

Nevertheless, Greenbaum et al. (1985) noted that even though the "direct association between syntactic class and semantic class is the norm, the two do not always match (for example, *I'd love a cup of tea.*)" (p. 804). The structure used as an instance is called the declarative question. From the syntactic point of view, it takes the form of a declarative sentence, but semantically it is a question (Greenbaum et al., 1985, p. 804).

2.2 The structure of an English imperative sentence

2.2.1 Characteristic structural features of English imperative sentence

- generally has covert second-person subject (Greenbaum et al., 1990, p. 241)
Open the window. (Huddleston & Pullum, 2002, p. 924)
- the verb of an imperative sentence takes the plain form (Huddleston & Pullum, 2002, p. 857)
Nobody say a word! (Downing & Locke, 2006, p.193)
- supportive *do* is used in "verbal negation, emphatic polarity, and code even in combination with *be*" (Huddleston & Pullum, 2002, p. 857)
Don't be silly. (Greenbaum et al., 1990, p. 243)

Do be careful. (Huddleston & Pullum, 2002, p. 929)

2.2.2 English imperative sentence with covert subject

In this chapter, the thesis will concern with imperative sentences in which the subject is not explicitly expressed (the subject is covert/implicit). The subject can be formally omitted only in imperative structures because they are characteristically used “in contexts where the addressee is apparent” (Biber et al., 1999, p. 219). From the current situation, it is obvious that the addressee is *you*, the person I am talking to. The second-person subject (singular or plural), the addressee, is proved by the occurrence of a reflexive pronoun (for example, *yourself* in the singular or *yourselves* in the plural), a question tag (for instance, *will you?*), or by a vocative (such as; *you, you guys*) (Downing & Locke, 2006, p.192). Greenbaum et al. (1990) also included the occurrence of the emphatic possessive *your own* (for example, *Use your own comb.*) (p. 242).

According to Dušková (1999), “imperative sentences of the form *Use block letters* cannot be regarded as subjectless, but rather represent a sentence type with unexpressed subject, comparable to Czech sentences with a pronominal subject that is left out but nevertheless clearly indicated by the verbal ending: *Půjdu. Pojd’.*” (p. 176).

Since the imperatives relate to an immediate situation or a situation in the distant future, they are irreconcilable with time adverbials referring to a period in the past and with adverbials expressing habitual reference (for instance, *Come yesterday; Usually drive your car.*). The same applies to comment disjuncts (for example, *Unfortunately, pay your rent now.*) (Greenbaum et al., 1985, p. 828).

2.2.3 English imperative sentence with overt subject

As mentioned in the previous subchapter, imperative sentences are generally or rather prototypically associated with the lack of subject. However, that does not entail that it is a rule. An imperative sentence can also have an overt subject (an explicitly expressed one) (Huddleston & Pullum, 2002, pp. 925-926).

Biber et al. (1999) illustrated that “the addressee in imperative clauses is sometimes specified in the form of a subject or, more commonly, as a vocative (for example, *You go home and go to sleep.*; *Melissa, take those things away.*)” (p. 219). The purpose of adding a subject or a vocative might be to make the command sound less abrupt, to make the command sound more abrupt, or merely to single out one person out of the group, the addressee (Biber et al., 1999, p. 220). Huddleston & Pullum (2002) moreover reported that the overt subject might take the form of a second-person or even a third-person pronoun (for example, *Somebody get me a screwdriver.*) (p. 925). But first, the thesis will focus on the second-person overt subject.

According to Greenbaum et al. (1985), there is a type of imperative sentence in which the stressed subject *you* is explicitly expressed. On the one hand, the subjective *you* might be noncontrastive and admonitory (for instance, *You be quiet!*; *You mind your own business, and leave this to me!*; *You show me what to do.*; *You take the book.*) (p. 828). Noncontrastive *you* regularly expresses strong irritation or only insistence, but it may be used to persuasion as well (for example, *I know you can do it if you try hard enough.*; *You show me what you can do.*) In the sentence used as a second example, the noncontrastive subjective *you* conveys kind of encouragement (Greenbaum et al., 1985, p. 828). This assertion also supported Huddleston & Pullum (2002), who argued that the attachment of noncontrastive *you* has an emotive effect and that it “very often contributes to a somewhat impatient, irritated, aggressive, or hectoring effect but also that it can have very much the opposite effect of soothing reassurance, encouragement, support” (p. 926). Nevertheless, whether an emotional impact is of the first or the second kind will naturally depend on the tone of our voice, the content, and the given context as well (Huddleston & Pullum, 2002, p. 926).

On the other hand, the subjective *you* might also be contrastive. Therefore, we can use the subjective *you* when there is a contrast with some other person (for instance, *I’ll wait here. You go round the back.*)” (Eastwood, 1994, p. 23). Greenbaum et al. (1990) noted that by using the contrastive *you*, we single out one person or one set of persons (such as, *Don’t tell me to be quiet. You be quiet!*). The identity of the people to whom the message is directed is clarified by a vocative or by a gesture such as pointing (p. 828).

According to Greenbaum et al. (1985), it is also possible for an imperative sentence to have a third-person subject (for example, *Somebody open this door.*; *Parents with children go to the front.*; *Nobody move.*) (p. 829). Huddleston & Pullum (2002) also added that the

most presumable third-person subjects of imperatives are the compound determinatives (such as, *someone; nobody; everybody*) standing alone or with dependents (for example, *Everybody over here stay still.*), other fused determiner-head structures containing *of you* as a complement (for instance, *Some/One of you give me a hand with this trunk.*), and also bare plurals (for instance, *Gentlemen lift the seat.*) (p. 926).

Biber et al. (1999) claimed that the addressee in imperative sentences might be particularized by a subject or a vocative, which is more common (for example, *You go home and go to sleep.; Melissa, take those things away.*). In the first example, we can observe that the personal pronoun *you*, functioning as a subject generally, takes in the affirmative sentence the pre-verbal position (p. 219-220). Compared to that, the proper noun *Melissa* functions as a vocative that is much less fixed in its position. It may take an initial, medial, or even final position in the sentence (for instance, *John, dinner's ready.; And that, my friends, concludes my speech.; My back is aching, Doctor.*) As vocatives may act names (for example, *David; Mr. Johnson*); standard appellatives, usually without modification including terms of family members (such as, *mother; uncle*), titles of respect (for instance, *madam; sir; my Lord*) and markers of status (such as *Prime Minister; professor*); general nouns, often used in more specialized senses (for instance, *ladies and gentlemen; man; mate*); and nominal clauses (for example, *Whoever said that, come out here.*) The personal pronoun *you* can also form a vocative, but it is considered strongly impolite (for instance, *You, why haven't you finished yet?*). Equally, an indefinite pronoun (for example, *Get me a pen, somebody.*) might sound abrupt (Greenbaum et al., 1990, pp. 222-223).

A vocative is commonly a noun phrase, which denotes one or more addressees, and which acts as a call or as an address. In the function of a call, a vocative captures the addressee/s attention, and in the function of an address, a vocative expresses “the speaker’s relationship or attitude to the person or persons addressed (for instance, *And that, my friends, concludes my speech.; My back is aching, doctor.*)” (Greenbaum et al., 1990, p. 222).

Nevertheless, it is not always clear and unequivocal whether the noun phrase functions as a vocative or as an imperative subject. Greenbaum et al. (1990) suggested calling this phenomenon “the blurring of subject and vocative” (p. 242). Except for the distinction concerning the position of the word in the sentence as such, there is another difference in terms of intonation. When a vocative takes the initial position, then it forms a separate, characteristically fall-rise, tone unit. However, a subject, by contrast, maintains the ordinary

word stress. It is also possible for a vocative and an imperative subject to cooccur in one sentence (for example, *John, you listen to me!*). The simple noun phrase “John” used in the example functions in the sentence as a vocative and the personal pronoun “you” as an imperative subject (Greenbaum et al., 1999, p. 242).

2.2.4 Question tags and imperative sentences

There is a possibility for an imperative sentence to be modified by the addition of various question tags as well. The subject is, in the case of question tags, usually *you*, but other subjects might also occur (for example, *Hand me a knife, won't somebody?*; *Save us a seat, can one of you?*) (Greenbaum et al., 1985, p. 813).

According to Eastwood (1994), after an imperative might be attached forms of question tags such as, *will you? won't you? would you? can you? can't you? could you?* (p. 22). Nevertheless, Biber et al. (1999) argued that the question tag attached to an imperative sentence generally takes the form *will you?* (for instance, *Give them a message from me, will you?*). Moreover, they pointed out the occurrence of *shall we?* (for example, *Let's try that, shall we?*). This instance implies that *shall we?* “occurs especially in suggestions opening with *let's*, the first-person plural imperatives” (p. 210).

According to Greenbaum et al. (1985), “negative imperatives are seldom followed by tags, and the only operators that seem possible are the positive auxiliaries *will* and *can* with a falling tone on the tag” (for example, *Don't make a noise, will you? /can you?*) (p. 831).

Concerning the function of adding a question tag to an imperative sentence, a question tag features as an intensifier, which softens or heightens the insistence of the imperative. On the one hand, *will you?* and *could you?* express a high level of optionality and willingness. On the other hand, *can't you?* conveys impatience, low level of optionality, and also questions the addressee's visible incapacity to carry out something. There is also a particular rule for the use of question tags, and so, “the more optional the act appears to be, the more polite is the request” (Downing & Locke, 2006, p. 207). As for the intonation, the rising tone is characteristically polite and persuasive and falling, in contrast, more urgent and insistent (Downing & Locke, 2006, p. 207).

2.2.5 Verb in an English imperative sentence

As already mentioned above, imperative sentences characteristically contain a verb in the base form. Imperative sentences are distinctively used to urge the addressee to carry out or not to carry out something straight after an utterance (Biber et al., 1999, p. 219). Therefore, any tense specification is not required, and modal auxiliaries are not acceptable (for instance, *can be careful; are (being) careful*) (Downing & Locke, 2006, p. 193). As for the aspect of a verb in the imperative, the progressive form is infrequent, and the perfect form is even more uncommon (such as, *Start the book and have finished it before you go to bed.; Be listening to this station the same time tomorrow night.*) (Greenbaum et al., 1999, p. 241).

According to Huddleston & Pullum (2002), the imperative verbs in the passive voice are relatively rare. This statement “reflects the fact that in declaratives whose predicate assigns and agentive role to one of the arguments concerned is aligned with the subject of the active, not the passive” (Huddleston & Pullum, 2002, p. 932). Passive forms of the verb *be* occur mainly within negative imperative sentences (for example, *Don't be bullied into singing.*). In affirmative imperative sentences are even less frequent (for instance, *Be guided by what I say.*) (Greenbaum et al., 1999, p. 241).

In some cases, it is not entirely apparent at first sight whether the sentence is in the imperative or the declarative mood. The plain forms of the imperative verbs with second-person subjects are almost always indistinguishable from the plain present tense forms of declarative verbs (Huddleston & Pullum, 2005, p. 170). This phenomenon is called “ambiguity between imperative and declarative” (Huddleston & Pullum, 2002, p. 925). There are only two exceptions when the imperative verb-form differs from the present tense declarative verb-form, and so the phenomenon mentioned above cannot be observed. The first is that the only verb with a second-person subject, where the base form and the present tense form are not identical, is the verb *to be* (for example, *You are more tolerant.; Be more tolerant.*) (Huddleston & Pullum, 2005, p. 170). The second exception concerns the verbs with a third-person subject. Imperative and declarative verbs “will in the singular always have overtly distinct verb-forms, but in the plural again only with *be*” (such as, *Somebody gives me the screwdriver.; Somebody give me the screwdriver.*) (Huddleston & Pullum, 2002, p. 926).

Greenbaum et al. (1985) argued that “imperatives are restricted to verbs used dynamically, hence the incongruity of *Be old*” (p. 827). Huddleston & Pullum (2002) demonstrated the statement on the sentences used as examples (such as, *Apply for Australian citizenship.*; *Be Australian.*; *Want some more coffee.*) (p. 932).

2.2.6 Imperative constructions with *let*

As it is explained above in the paper, most of all imperative sentences contain a second-person subject, explicitly expressed or not, or a third-person subject. Nevertheless, there exists also an imperative sentence perceived as the first-person plural, which is realized by the particular use of the verb *let* (for example, *Let's get our ball back.*). The first-person plural *let*-imperative distinguishes from the ordinary lexical verb *let* meaning “allow” (such as, *They let us have our ball back.*) (Huddleston & Pullum, 2005, p. 170). The reason is that the particular use of *let* “has been bleached of this meaning and serves as a marker of this special type of imperative construction” (Huddleston & Pullum, 2002, p. 924). Huddleston & Pullum (2002) also advanced to call these constructions as the “first-person inclusive *let*-imperatives” (for example, *Let's go with her.*) (p. 934).

Except for the first-person inclusive *let*-imperatives and the verb *let* used in non-imperatives, it is possible to use this verb as an ordinary imperative as well (for instance, *Let her go with you.*). The significant difference between the first-person inclusive *let*-imperatives and the ordinary imperatives is in the occurrence of a subject. As opposed to the ordinary imperatives, the first-person inclusive imperatives are not enabled to have a subject. Another difference is that in first-person inclusive *let*-imperatives, “*us* can be contracted to ‘s whereas in ordinary imperatives, as indeed in all non-imperatives, it can’t” (Huddleston & Pullum, 2002, p. 934). The pronoun *us* is nearly always contracted because the unreduced form is considered very formal and old-fashioned (Eastwood, 1994, p. 23). However, with the unreduced form can one encounter during church services (for example, *Let us pray.*) (Downing & Locke, 2006, p. 194). In first-person plural imperatives, the pronoun *us*, functioning as an object, always includes the addressee(s) and the speaker oneself as well. That is why Huddleston & Pullum (2002) proposed to call these imperatives as the “inclusives” (p. 934). *Let's* followed by the base form of a verb expresses a suggestion or, more precisely, it “suggests an action by the speaker and the hearer” (Eastwood, 1994, p.

23). Nevertheless, *Let's* is used as “a disguised order given by speakers in authority (for instance, *Let's have some silence now!*)” (Downing & Locke, 2006, p. 194).

Apart from the first-person inclusive *let*-imperatives, Huddleston & Pullum (2002) specified the group of open *let*-imperatives as well (p. 936). These distinctive *let*-imperatives, which are paraphrasable with the modal verb *should*, are not intended to direct the addressee(s) or to allow or permit something. Open *let*-imperatives use the speakers when they think of no particular addressee(s) to whose the utterance is directed. For example, the sentence *Let the prisoners be brought in* directs the speaker not so precisely to the correctional officers who are to bring the prisoners in, as opposed to the sentence *Bring the prisoners in*, which is aimed apparently at a particular person(s) (Huddleston & Pullum, 2002, p. 937).

Nevertheless, there is “no positive grammatical property that sets such clauses apart as a distinct construction, and alternative analysis, therefore, would be to group them grammatically with ordinary imperatives, treating the difference as a matter of meaning and use rather than form” (Huddleston & Pullum, 2002, p. 937).

2.2.7 Positive and negative imperatives with the auxiliary verb *do*

As already described above, imperatives can be accompanied by the auxiliary verb *do* (for example, *Do ring Cathy if you feel like it.*). On the grounds of the addition of *do*, the affirmative imperative sounds more urgent and insistent, or “it can be used to add a politely persuasive force to an offer, suggestion or invitation” (for instance, “*Please do come over,*” *she invited.*) (Biber et al., 1999, p. 220). The auxiliary *do* precedes a verb in the base form and carries a nuclear tone commonly. It intensifies the positive meaning of the clause. However, it is crucial to clarify that the positive auxiliary *do* can be added to an imperative only on the condition that the subject is covert or together with *let's* (such as, *Do let's go for a walk.*). *Do*, as well as negative *don't* and inclusive *let's*, functions as “an introductory imperative marker” (Greenbaum et al., 1999, p. 243). *Do* and *don't* “are not acting as dummy operators, and so they can be used with *be*” (for example, *Do be quiet.; Don't be silly.*) (Greenbaum et al., 1999, p. 243).

As for not affirmative imperatives, they are comprised of the negative auxiliary *do not/ don't*, which precedes the base form of a verb (Eastwood, 1994, p. 21). The uncontracted

form *do not* is perceived more formally, but “it is of somewhat doubtful acceptability” in specific constructions (for example, *Don't you tell her! /?*) (Huddleston & Pullum, 2002, p. 929). The sentence used as an example is ambiguous between the imperative and the interrogative sentence type. In order to distinguish these two sentence types accurately, it is essential to mention that “the imperative differs from the interrogative in that the subject cannot come between *do* and *not*” (Huddleston & Pullum, 2002, p. 929). Therefore, the construction such as *Do you not tell her?* can be analysed only as an interrogative (Huddleston & Pullum, 2002, p. 929). Negative imperatives might be associated either with verbal negation (for example, *Don't say anything that could compromise you.*) or with non-verbal negation, which is realized through the incorporation of some other constituent (such as, *Say nothing that could compromise you.*). Imperatives with verbal negation are allowed to have an overt subject, which stands before or, more frequently, after *don't* (for instance, *You don't be so cheeky.; Don't you be so cheeky.*) (Huddleston & Pullum, 2002, p. 928). Nevertheless, “with *you* the subject-first order is strongly disfavoured, whereas with other, especially longer subjects, the subject-first order tends to be preferred” (Huddleston & Pullum, 2002, p. 928).

According to Greenbaum et al. (1985), *don't* is used informally to negate *let*-imperatives (such as, *Don't let me disturb you.*). In British English, the auxiliary *don't* precedes *let's*, but in American English, the order is inverted (for example, *Don't let's say anything about it.; Let's don't say anything about it.*) (p. 831). Still, “variants occur, especially with *let's*, where *not* is inserted after the pronoun” (for instance, *Let's not say anything about it.*) (Greenbaum et al., 1999, p. 243).

2.3 The function of an English imperative sentence

2.3.1 Pragmatics, the speech acts in general

First of all, it is pivotal to clarify the term ‘pragmatics’ briefly in order to explain the issue of the function of an English imperative sentence adequately. According to Yule (2010), pragmatics is “the study of invisible meaning” of utterances (p. 128). As it is apparent from this definition, the term ‘utterance’ is used instead of the phrase ‘sentence’. A concise explanation of the designation ‘utterance’ is provided in the first chapter by Dušková (1994). Still, Downing & Locke (2006) provided even more detailed definition, and so that “sentence

is a grammatical object, but when it gets used in context what we have is an utterance, and the meaning of an utterance depends on what it is being used to do – what kind of speech act is being performed” (p. 197). Pragmatics studies the ‘real’ meaning of particular utterances even when it is not explicitly expressed (said or written) and, therefore, it reveals the speaker’s “communicative intentions” (Yule, 2010, p. 127). However, to expose the real meaning of an utterance and, as a result, to communicate successfully, the speakers (or writers) must be aware of a considerable amount of “shared assumptions and expectations”, and also of the actual context in which the utterance occurs (Yule, 2010, p. 128). As ‘assumptions’ and ‘expectations’ might be termed the “pre-existing knowledge of what would be a likely message as we work toward a reasonable interpretation of what the producer of the sign intended to convey” (Yule, 2010, p. 129).

Another relevant term associated with pragmatics is ‘speech act’. Yule (2010) defined a speech act as “the action performed by a speaker with an utterance” (p. 133). While performing a speech act, at the same moment, a particular utterance is being uttered. It is called ‘locutionary act’ (Greenbaum et al., 1985, p. 804). Locutionary act is one of the three acts that can be distinguished within the overall term ‘speech act’. The second is named ‘illocutionary act’, and the third ‘perlocutionary act’ (Austin, 1962, p. 102). Austin (1962) claimed that “first, we perform a locutionary act, which is roughly equivalent to uttering a certain sentence with certain sense and reference, which again is roughly equivalent to ‘meaning’ in the traditional sense; second, we said that we also perform illocutionary acts such as informing, ordering, warning, undertaking, &c., i.e. utterances which have a certain (conventional force); thirdly, we may also perform perlocutionary acts: what we bring about or achieve by saying something, such as convincing, persuading, deterring, and even, say, surprising or misleading” (p. 108). In simple terms, the designation ‘illocutionary act’ stands for the intention which has the speaker in mind while communicating. Equally, the term ‘illocutionary force’ describes the intended impact of an illocutionary act on the listener (Greenbaum et al., 1985, p. 804). Downing & Locke (2006) defined the illocutionary force of an utterance as “speaker’s ‘intended meaning’ at that particular point in the discourse” (p. 178). According to Huddleston & Pullum (2002), the perlocutionary act is the final effect of a particular utterance on the listener, the addressee. For example, *Sit down* has the illocutionary force of a directive, hence, the ‘perlocutionary effect’ will be commonly that the addressee will sit down (p. 860). Illocutionary force usually corresponds with the “particular perlocutionary effect which the speaker is aiming to achieve” (Huddleston &

Pullum, 2002, p. 860). Nevertheless, the fact that the perlocutionary effect characteristically associated with the illocutionary force is not accomplished, does not ordinarily free an utterance of its illocutionary force. Thus, for instance, a directive is a directive (even after its common perlocutionary effect is achieved or not) and compliance or, on the contrary, the failure in compliance, does not change it (Huddleston & Pullum, 2002, p. 860).

In some cases, some sort of ambiguity between the illocutionary forces of an utterance is noticeable. For example, *I promise to return the key tomorrow* can have the illocutionary force of a statement and also of a promise. Nevertheless, the illocutionary force of making a promise is more significant. For this reason, the illocutionary force of a promise is considered to be the primary and the illocutionary force of a statement to be the secondary force. To sum up, an utterance can fall into more illocutionary categories at once because they are not reciprocally exclusive such as the sentence types (Huddleston & Pullum, 2002, p. 859).

The verb *promise* in *I promise to return the key tomorrow* functions as 'performative verb', or, as reported by Huddleston & Pullum (2002), it falls into the class of 'illocutionary verbs' (p. 859). These specific verbs "denote illocutionary acts" (Huddleston & Pullum, 2002, p. 859). They are used performatively to execute the realization of the illocutionary act which the verb denotes. Other verbs used performatively are, for instance, *advise*, *apologise*, *command*, *suggest*, or *ask* (Huddleston & Pullum, 2002, p. 860). According to Downing & Locke (2006), the declarative sentence type is singular among sentence types "in its ability to carry out certain acts by naming them" (p. 197). Downing & Locke (2006) proposed to call them 'explicit performatives' and mentioned that declaratives with performative verbs do not express truth value at all since it is irrelevant to inquire if they are truthful or not (p. 198). Nevertheless, compared to explicit performatives, Downing & Locke (2006) mentioned also the existence of so-called 'hedged performatives', which are in simple terms modalised performatives (for example, *I must beg you not to tell anyone about this.; I can offer you beer, whisky, gin, coke...*) (p. 198). These modalised forms are considered more polite as they evade implying power and status marking (Downing & Locke, 2006, p. 198).

2.3.2 Direct and indirect speech acts

Illocutionary acts characteristically correspond with individual semantic classes of sentence types, for instance, an inquiry with questions. However, again, it does not involve that it is a rule since “semantic and pragmatic classes are not always directly associated, any more than semantic classes and syntactic types” (Greenbaum et al., 1985, p. 805). Sentences belonging to one semantic class may, therefore, express an illocutionary act characteristically corresponding with sentences belonging to a different semantic class (Greenbaum et al., 1985, p. 805). According to Downing & Locke (2006), in the case that a sentence type is utilized to perform the speech act characteristically associated with it, then it is called “direct speech act” (p. 178). For instance, a declarative sentence type maintains the illocutionary force of a statement, also it can be said that one performs the illocutionary act of making a statement (Downing & Locke, 2006, p. 178). Downing & Locke (2006) used the phrase ‘speech act’, but in this sense, it is merely a synonym to the term ‘discourse function’ advanced by Greenbaum et al. (1985). To demonstrate the concept of the term ‘direct speech act’ on an example, it is relevant to conceive the situation “when we don’t know something, and we ask someone to provide the information, we usually produce a direct speech act such as *Can you ride a bicycle?*” (Yule, 2010, p. 134). In this case, the response would be concerned with the ability of the addressee to ride a bicycle.

Nevertheless, an illocutionary force is frequently expressed indirectly (Huddleston & Pullum, 2002, p. 62). Downing & Locke (2006) claimed that each sentence type is allowed to perform various speech acts, but when a sentence type maintains the illocutionary force not characteristically associated with it, then it is considered to be an ‘indirect speech act’ (p. 178). For example, by uttering *Can you pass the salt?*, the speaker is not asking a real question concerning the addressee’s capability of handing the salt. The interrogative sentence type is used to perform a request, the function that is not typically associated with interrogative sentence type. Thus, this utterance conveys an indirect speech act (Yule, 2010, p. 134). When the addressee responds simply with *yes* or *no*, then the person “is acting as if the utterance was a direct speech act instead of an indirect speech act used as a request” (Yule, 2010, p. 134). According to Huddleston & Pullum (2002), especially regarding directives, speech acts used directly are, in many situations, viewed not so polite as the speech acts conveyed indirectly (p. 62).

When a person makes a statement, ask a question, or, for instance, issue a command, then various speech acts are produced (Huddleston & Pullum, 2002, p. 61). As already clarified above in the thesis, the four major sentence types correspond with the four, for them characteristic, discourse functions, and so with a statement, a question, a directive and, an exclamation functioning as primary communicative functions (Greenbaum et al., 1985, pp. 803-804). Downing & Locke (2006) suggested calling the sentence types “the grammatical categories” and their functions as “semantic-pragmatic categories” (p. 178). However, according to Greenbaum et al. (1985), it is possible to make a more detailed distinction of these four rather general functions. For example, a statement might be employed to make, for example, an assertion, a prediction, or an apology (p. 804). A Statement functions as primary communicative function and an assertion, a prediction, and an apology as secondary communicative functions – they are “pragmatic categories that indicate how the semantic classes of sentences are used in actual utterances” (Greenbaum et al., 1985, p. 804). Huddleston & Pullum (2002) entitled these various kinds of secondary communicative functions the “specific illocutionary categories”, which might be viewed as only special types of the overall general categories (p. 858). For instance, *Bring the water to boil* can be uttered with the illocutionary force of an order, request, advice, or even an instruction. Nevertheless, they all fall into the broader category of a directive (Huddleston & Pullum, 2002, p. 859). The secondary communicative functions of imperatives will be further discussed later in the paper.

2.3.3 Illocutionary forces of imperatives, the use of imperatives

As it was mentioned in the previous chapter, each syntactic type is characteristically associated with a particular semantic class. For purposes of the paper, it is crucial to keep in mind that the imperative sentence type typically corresponds with the illocutionary force of a directive in the sense of issuing a direct order, command, or, a prohibition when it takes the negative form. The designation ‘directive’ is considered quite a broad term since it covers an order as well as a request, instruction, advice, permission, and others (Downing & Locke, 2006, p. 177). Huddleston & Pullum (2002) argued that “the traditional grammars tend to use the term ‘command’, but this is far too narrow and specific for our purposes if understood in its everyday sense” (p. 853). For this reason, it was specified above that the imperative sentence type typically corresponds with the illocutionary force of a direct command, or a

prohibition (such as, Get out of my way!; Don't move!) (Huddleston & Pullum, 2002, p. 929). The term 'direct command' is used because, as already mentioned as well, commands as such might, according to Eastwood (1994), "sound abrupt" (p. 21). Therefore, they are commonly conveyed indirectly as requests expressed by another sentence type rather than directly, which are widely avoided (Downing & Locke, 2006, p. 205). When "the directive force is overlaid onto the interrogative, such directives are more polite precisely because as interrogatives they appear to give the addressee the option of refusing" (Downing & Locke, 2006, p. 208). The designation 'directive' in the definition is meant as a command, not a directive in its general meaning, including, for example, an invitation or a piece of advice as well. The utterance *Do you mind closing the door?* would be considered to be an indirect request in contrast to a direct request *Please, close the door.* Huddleston & Pullum (2002) reported that by using the illocutionary force of a request, the speaker is only asking for something, not telling the listener what to do and, therefore, compliance is not required (p. 930). According to Greenbaum et al. (1985), a request might also be expressed by the declarative sentence type as well (for instance, *I wonder whether you would mind shutting the door.*) (p. 832). *Please* can be added to an imperative sentence with the illocutionary force of a request to "convey greater overt politeness" (for example, *Please eat up your dinner*) (Greenbaum et al., 1985, p. 832). Nevertheless, Downing & Locke (2006) reported that "strong impositions that invoke power and status are not socially acceptable in English in many everyday situations, even when accompanied by *please*" (p. 205). Even when it is considered to be safer to use the illocutionary force of a request in general, it is possible to use a direct command in an informal conversation between equal people (for instance, *Give me a hand with these bags.*) (Eastwood, 1994, p. 21). A command (or an order, which is basically a synonym) functions as primary communicative function of the imperative sentence. The other illocutionary forces, which are not characteristically associated with the imperative sentence type, such as an instruction, advice, or an invitation, are considered the secondary communicative functions.

To sum it up, imperative sentence type is used for a significant number of illocutionary acts (Huddleston & Pullum, 2005, p. 171), and even though the illocutionary force characteristically associated with imperative sentences is considered to be the one of issuing a command, the imperative sentences are used more often in English "for less mandatory purposes" (Downing & Locke, 2006, p. 205). Greenbaum et al. (1985) claimed that "it is not, however, always possible to make precise distinctions because the

illocutionary force depends on the relative authority of speaker and hearer and on the relative benefits of the action to each” (p. 831). The situational context and tone of voice are determinative in many cases as well (Huddleston & Pullum, 2005, p. 171). Downing & Locke (2006) argued moreover that another pivotal factor concerns the given optionality of compliance of an imperative. As for a command, for example, no optionality is given at all, but in the case of a request, it is the other way around (pp. 205-206). The term ‘compliance’ stands for “obeying orders, acceding to requests, following advice, or simply doing what one is given permission to do” (Huddleston & Pullum, 2002, p. 929). It is also important to mention that the illocutionary forces of an imperative differ in diverse degrees of necessity in compliance. Thus, for instance, by command, in opposite to an invitation, or only an acceptance, compliance is required (Huddleston & Pullum, 2002, p. 929). Nevertheless, all illocutionary forces of an imperative have one fundamental characteristic in common – they all urge compliance (Huddleston & Pullum, 2002, p. 929).

To recapitulate, imperatives, according to Greenbaum et al. (1985), can possess the illocutionary force of an order or a command (for example, *Make your bed at once.*); a prohibition (such as, *Don't touch.*); a request (for instance, *Shut the door, please.*); a plea (for example, *Help!*); an advice or recommendation (for instance, *Take an aspirin for your headache.*; *Lock the door before you go to bed.*); a warning (such as, *Be careful!*); a suggestion (for example, *Let's have a party.*); an instruction (for instance, *Take the first street on the left.*); an invitation (such as, *Come in and sit down.*); an offer (for example, *Have a cigarette.*); a granting permission (such as, *Help yourself.*); a good wish (for instance, *Have a good time.*); an imprecation (for example, *Go to hell!*); an incredulous rejection (such as, *Oh, come now.*), and a self-deliberation (for example, *Let me see now.*) (pp. 831-832). Downing & Locke (2006) termed the illocutionary force of an ‘incredulous rejection’, as called it Greenbaum et al. (1985), as ‘disbelief’ and added an example, *Don't tell me you've passed!* (p. 211). It is also essential to specify that for issuing a command, “I generally need institutionalised authority to tell you to do something” (Huddleston & Pullum, 2002, p. 930). In contradistinction to Greenbaum et al. (1985), Huddleston & Pullum (2002) mentioned moreover the illocutionary force of acceptance (such as, *Well, tell her if you want to – it's all the same to me.*), which is the feeblest illocutionary force of an imperative. In the case of acceptance, the speaker does not sincerely wish compliance, but the person has no relative authority or power over the listener and, therefore, cannot avert it (p. 931). Regarding the instructions or, more precisely, ‘instructional imperatives’, as it was termed by Greenbaum

et al. (1985), they are frequently used in written language and are usually abbreviated when occurring in manuals, recipes, and others (for example, *Cook to golden brown.*) (p. 832).

2.4 Special types of imperatives

According to Greenbaum et al. (1985), “imperative clauses joined by *and* or *or* to a following clause may have a conditional implication” (p. 832). The two clauses stand in coordination – the first element in the structure is the imperative clause and the second clause expresses the consequence arising from compliance of the imperative, or more precisely said, the condition that is conveyed indirectly in the imperative clause. The overall interpretation of the construction is dependent on the fact whether the consequence is welcomed, considered to be desirable, or not (for example, *Invite one without the other and there'll be trouble.*; *Help me this once and I'll never ask you again.*). The consequence in the first example, the trouble, is definitely undesirable. Therefore, the imperative clause will not be regarded as a directive. However, in the second example, the consequence is welcomed, thus, the imperative maintains the illocutionary force of a request (Huddleston & Pullum, 2005, pp. 171-172). Nevertheless, other illocutionary forces may occur as well - the illocutionary force of a promise (for instance, *Finish your homework and I'll give you some ice cream.*), of a threat (such as, *Make a move and I'll shoot.*), and the illocutionary force of a warning (for example, *Don't eat so much or you'll be sorry.*) (Greenbaum et al., 1985, p. 832). In the last instance, the conjunction *or* is used instead of *and*. In contrast to *and*, the conjunction *or* typically comes after a negative imperative clause, which is apparent from the previous example. The coordinating conjunction *or*, therefore, may indicate that the condition is negative and “the implication can be paraphrased by the negative conditional clause (for example, *If you don't give me some money I'll shoot.*)” (Greenbaum et al., 1985, p. 933).

Other special types of imperatives are, as called by Huddleston & Pullum (2002), “non-finite and verbless directives”, which frequently occur in written notices since they are very brief (for example, *Smoking prohibited.*; *No smoking.*) (p. 942). The non-finite directives take the abbreviated forms of performative verbs in the passive voice characteristically (such as, *Smoking is prohibited.*) (Huddleston & Pullum, 2002, p. 942). Verbless directives are very resolute and require prompt compliance (for instance, *Head up!*; *Out of my way!*; *All aboard!*). They are usually used in a military environment (such as, *Eyes*

right!). Verbless directives may take the form of a noun phrase as well (for example, *No talking!*) (Huddleston & Pullum, 2002, p. 945). Greenbaum et al. (1985) termed these directives “nonsentences”, and reported that they are commonly used in speech, predominantly in an informal setting (such as, *Attention!*; *Your turn.*; *My hat, please!*) (pp. 849-850). Similarly, directives may also be expressed by adverbials, which might possess the illocutionary force of a command, and usually, “the verb of motion is implied (for instance, *Forward!*; *Left!*) (Greenbaum et al., 1985, pp. 842-843).

3 ANALYSIS

3.1 The Method of the Analysis

This chapter is concerned with the description of the linguistic material itself, the method of operation with the excerpts, and with the aspects and viewpoints applied in the analysis. For the actual analysis, two works of contemporary British and Norwegian fiction were chosen. The first work is *'The Thirst'*, a well-known crime novel among readers, written by Norwegian novelist Jo Nesbø in 2017. The second material is a fantasy novel written by British author J. K. Rowling in 1997 - *'Harry Potter and the Philosopher's Stone'*. There are numerous imperative clauses of diverse forms and with various communicative functions in both publications. These qualities made both novels mentioned the suitable sources of imperative structures for the actual analysis in the thesis. After the material was selected, the analysis of individual excerpts followed.

First of all, the form of the imperative structure was researched. In terms of form, it is possible to determine the second-person covert or, on the contrary, an overt subject of the clause, as well as to identify the addressee (if specified, for example, in the form of a vocative, in the utterance). In the case of negative and *let*-imperatives, it can be specified moreover whether or not it takes the contracted, more frequently used, form. Subsequently, from the functional point of view, it is considered whether the given imperative is used in the utterance to express the primary or, on the contrary, the secondary communicative function. As the primary communicative function of an imperative sentence acts a direct command or a prohibition when it takes the negative form. By contrast, the individual types of the secondary communicative function are a far more numerous group, including, for instance, an invitation, an offer, a request, an instruction, or a suggestion (especially by the inclusive *let*-imperatives).

3.2 The Analysis of Individual Excerpts

(1) *'No one, ' he lied, and touched her cheek. 'Go back to sleep'* (Nesbø, 2017, p. 2). – covert subject *you*; the addressee is, according to the personal pronoun in the objective case, *her*, a woman; the secondary communicative function expressing a challenge

(2) *'So tell me, Elise, what do you want from life? '* (Nesbø, 2017, p. 6) – covert subject, the addressee is identified in the form of the vocative – *Elise*; the secondary communicative function expressing an inquiry

(3) *'Like I said, there's a lot of strange people out there. But don't worry, you're pretty safe'* (Nesbø, 2017, p. 7). – covert subject *you*, which is, however, explicitly confirmed further in the utterance in the form of the personal pronoun *you* in *'you're pretty safe'*; negative imperative in its reduced form; the secondary communicative function expressing an assurance

(4, 5) *'If one of the three of us - ' Mehmet hurried to look away when Geir pointed to him. '- was going to get murdered tonight, the likelihood of it being you is one in eight. No, [1] hang on, you have to divide it by... ' She stood up. 'I hope you figure it out. [2] Have a good life! '* (Nesbø, 2017, p. 8) – [1] covert subject *you*, the addressee is made apparent by the personal pronoun *you* in *'you have to divide it by...'*; the secondary communicative function expressing a challenge; [2] covert subject referring to *you*, which is made apparent in the previous sentence; the secondary communicative function expressing a good wish with a little irony

(6) *'That covers the repayment and the interest, down to the last krone, ' Mehmet said, 'But feel free to count it'* (Nesbø, 2017, p. 15). – covert subject *you*; the secondary communicative function expressing an invitation

(7, 8) ' [1] *Talk to the neighbours,* ' *Bratt said.* ' [2] *Start with the floor below. We're especially interested in anything they heard or saw yesterday and last last night*' (Nesbø, 2017, p. 19). – [1] covert subject *you*; the secondary communicative function expressing a challenge; [2] covert subject *you*; the secondary communicative function expressing a challenge

(9, 10) ' [1] *Go and* [2] *make a start,* *Berntsen,* ' *Katrine said. She took his shuffling feet to be a passive protest at being ordered about by a younger, female boss* (Nesbø, 2017, p. 19). – [1], [2] covert subject, but the addressee is specified in the form of the vocative – *Berntsen*; the primary communicative function expressing a direct command (according to the perlocutionary verb '*to order*', which appears in the next sentence); the two imperatives are joined by the coordinate conjunction *and*

(11, 12, 13) '*Shame we haven't got time to talk right now, Wyller, but we've got a murder to investigate. [1] Go with Berntsen, and [2] listen and [3] learn*' (Nesbø, 2017, p. 20). – [1], [2], [3] covert subject, the addressee is identified in the form of the vocative – *Wyller* – in the previous sentence; the secondary communicative function expressing an instruction; the imperatives are joined by the coordinate conjunction *and*

(14) '*Let's hope so,* ' *Katrine said* (Nesbø, 2017, p. 25). – first-person plural inclusive *let-*imperative expressed by the contracted form *let's*; the secondary communicative function expressing a suggestion

(15) '*No more people in here now!* ' *she called* (Nesbø, 2017, p. 27). – verbless directive; the primary communicative function expressing a direct command, which is accentuated by the exclamation mark as well

(16) '*Come with me*' (Nesbø, 2017, p. 28). – covert subject *you*; the secondary communicative function expressing a challenge

(17) *'Don't deny it, ' she said in a muffled voice* (Nesbø, 2017, p. 35). – covert subject *you*; negative imperative in its reduced form; the secondary communicative function expressing a warning

(18) *'Come. ' He stood up without letting go of her hand and pulled her over to the window* (Nesbø, 2017, p. 36). – covert subject, the addressee is identified in the form of the personal pronoun in the objective case – *her* – in the next sentence; the secondary communicative function expressing a challenge

(19) *Truls sow a brief look of panic in Wyller's eyes. 'No, no, that's not what I meant...I...don't write that, please'* (Nesbø, 2017, p. 37). – covert subject *you*, the addressee is, according to the previous sentence, the person with whom the speaker is talking called *Wyller*; negative imperative in its reduced form; the secondary communicative function expressing a request in the negative form, the politeness of the utterance is conveyed by the adverb *please*

(20) *'Welcome to the game. We play tough but fair. And if we can, we help each other out. Isn't that right, Berntsen? '* (Nesbø, 2017, p. 38) – covert subject *you*; the secondary communicative function expressing a welcome

(21) *'I won't bother repeating the question of whether you've identified a suspect, your boss can deal with that one, but let me just ask more generally about the investigation'* (Nesbø, 2017, p. 38). – covert subject *you*, which is confirmed previously in the utterance in the form of the personal pronoun *you* and the possessive pronoun *your*; the ordinary imperative *let* meaning *'allow'* is followed by the personal pronoun in the objective case – *me* – functioning as object; the secondary communicative function expressing a request for a permission

(22) *'Catch the murderer, ' he had replied* (Nesbø, 2017, p. 42). – covert subject *you*; the imperative verb is followed by direct object *'murderer'*; the primary communicative function expressing a direct command

(23) *'Bloody hell, ' Skarre said. 'Talk about luck'* (Nesbø, 2017, p. 44). – covert subject *you*; the secondary communicative function expressing a recommendation, a piece of advice

(24) *'Enough of that! ' Katrine said* (Nesbø, 2017, p. 45). – verbless directive; the primary communicative function expressing a direct command, which is accentuated by the exclamation mark at the end of the imperative clause

(25) *'She was found murdered this morning. Tell us about the man. What were they doing here? '* (Nesbø, 2017, p. 53) – covert subject *you*; the imperative verb is followed by indirect object *'us'*; the secondary communicative function expressing an inquiry

(26) *'See attached list of licensed premises visited by the undersigned at the times specified. None of the staff reported having seen Elise Hermansen on the evening of the murder'* (Nesbø, 2017, p. 55). – covert subject *you*; the secondary communicative function expressing an instruction

(27) *'We've got a guy who says he was with Elise Hermansen last night. ' 'Put him through'* (Nesbø, 2017, p. 55). – covert subject *you* in plural (according to the personal pronoun *we* in the previous sentence); the personal pronoun in the objective case *him* functions as object of the clause; the primary communicative function expressing a direct command

(28) *'You change the sheets while I take a shower, ' she said* (Nesbø, 2017, p. 59). – overt subject *you*; contrastive *you* singling out one person – the addressee; the secondary communicative function expressing an instruction

(29) *'Let's just say that all you need to know about my job is that I have to be up early tomorrow, so shall we...?' She nodded towards the door* (Nesbø, 2017, p. 59). – first-person plural inclusive *let*-imperative in the contracted form *let's*; the secondary communicative function expressing a suggestion

(30) *'Get los-' she began, but the 't' at the end vanished in a shortness of breath* (Nesbø, 2017, p. 61). – covert subject *you*; the secondary communicative function expressing rudeness

(31) *'Try that on someone else...' Katrine had to take a deep breath before buttoning her trousers* (Nesbø, 2017, p. 62). – covert subject *you*; the secondary communicative function expressing a suggestion

(32) *Fru Syvertsen gave him a wide smile. Nodded as if she understood. 'Have a good day, Harry'* (Nesbø, 2017, p. 72). – covert subject, the addressee is specified in the form of the vocative – *Harry*; the secondary communicative function expressing a good wish

(33) *'Don't start with my name, please, you know it makes me nervous'* (Nesbø, 2017, p. 73). – covert subject *you*, which is, however, explicitly confirmed further in the utterance by the personal pronoun *you* in *'you know it makes me nervous'*; negative imperative in its reduced form; the secondary communicative function expressing a polite request in the negative form accompanied by the adverb *please* as well

(34) *'Don't try to wriggle out of it, Harry'* (Nesbø, 2017, p. 74). – covert subject, the addressee is identified in the form of the vocative – *Harry*; negative imperative in its contracted form; the secondary communicative function expressing a warning

(35) *'Just answer, dar-oh, tarnation! ' Harry laughed* (Nesbø, 2017, p. 76). – covert subject *you*; the primary communicative function expressing a direct command, which is accentuated by the exclamation mark at the end of the imperative clause

(36) *'Wipe that grin off your face, Harry. So what you're actually saying is that you'd be an adulterous bastard if it wasn't so much bother? '* (Nesbø, 2017, p. 76) – covert subject, the addressee is explicitly expressed in the form of the vocative – *Harry*; the secondary communicative function expressing annoyance

(37) *'Maybe not, but let's not forget that I... what's the word? Hate you'* (Nesbø, 2017, p. 82). – first-person plural inclusive *let*-imperative in its contracted and negative form expressed by the negative particle *not*; the secondary communicative function expressing a suggestion

(38, 39) *'If you want to stake the boy's future on the fact that I'm bluffing,[1] go ahead, Harry. It's just this one case. [2] Solve it for me, and all the rest will disappear. You can have until this afternoon to give me your answer'* (Nesbø, 2017, p. 82). – [1] the two clauses stand in conditional relationship; covert subject, the addressee is identified in the form of the vocative – *Harry*; the secondary communicative function expressing a challenge; [2] there is conditional implication as well, the imperative clause *'Solve it for me'* is connected to the following declarative clause by the conjunction *and*; the second clause *'and all the rest will disappear'* expresses the consequence which will come after compliance of the imperative; covert subject, the addressee is specified in the form of the vocative – *Harry* – in the previous sentence; the secondary communicative function – the condition expressing an offer

(40) *'A vampire does at least have some basis in zoology and fiction. According to Smith and a few other psychologists around the world, a vampirist is someone who takes pleasure from drinking blood. Read this...'* (Nesbø, 2017, p. 85). – covert subject *you*; the secondary communicative function expressing a challenge

(41, 42) '*[1] Give Rakel my love, and [2] tell her I'll magic those headaches away. Harry?*' (Nesbø, 2017, p. 85) - [1] covert subject, the addressee is closer specified in the form of the vocative '*Harry?*'; the secondary communicative function expressing a request; [2] covert subject, for the identification of the addressee applies the same as it is by the first imperative; the secondary communicative function expressing a request; the two imperative clauses are joined by the coordinate conjunction *and*

(43) '*Better to call back, Hole, we've got enough to think about*' (Nesbø, 2017, p. 86). – covert subject, the addressee is, however, specified in the form of the vocative – *Hole*; the secondary communicative function expressing a piece of advice

(44) '*Tell me, what do you make of this picture?*' (Nesbø, 2017, p. 91) – covert subject *you*, which is confirmed in the form of the personal pronoun *you* in '*what do you make of this picture?*'; the imperative verb is followed by indirect object '*me*'; the secondary communicative function expressing an inquiry

(45) '*Let's go a bit deeper,*' *Smith said* (Nesbø, 2017, p. 94). – first-person plural inclusive *let*-imperative in its contracted form; the secondary communicative function expressing a suggestion

(46) '*I like you, Katrine. But let me give you a piece of advice*' (Nesbø, 2017, p. 99). - covert subject, the addressee is identified in the form of the vocative in the previous sentence – *Katrine*; the ordinary imperative *let* meaning '*allow*' is followed by the personal pronoun in the objective case – *me* – functioning as object; the secondary communicative function expressing a suggestion

(47, 48, 49) '*[1] Go ahead. And [2] do as I say. [3] Tell the media that this case is the most difficult you've had*' (Nesbø, 2017, p. 99). - [1] covert subject *you*; the secondary communicative function expressing an instruction; [2] covert subject *you*; the secondary communicative function expressing an instruction; [3] covert subject *you*, which is

confirmed in the form of the personal pronoun *you* in '*you've had*'; the secondary communicative function expressing an instruction

(50, 51) '*OK. [1] Remember, if the case is presented as difficult, the glory will be all the greater when we solve it. And we won't be lying, because we haven't actually got anything, have we? Besides, the media love a big, horrifying mystery. [2] See it as a win-win situation, Bratt*' (Nesbø, 2017, pp. 99-100). – [1] covert subject *you*; the secondary communicative function expressing a piece of advice; [2] covert subject, but the addressee is closer identified in the form of the vocative – *Bratt*; the secondary communicative function expressing a piece of advice, or a recommendation

(52) '*Out with it!*' (Nesbø, 2017, p. 103) – verbless directive; the secondary communicative function expressing an urgent challenge, which is accentuated by the exclamation mark at the end of the imperative clause

(53) '*Look... she said she was allergic to cats, and I said I've got a cat*' (Nesbø, 2017, p. 103). – covert subject *you*; the secondary communicative function drawing attention of the addressee

(54) '*Come on, ' she said, and buttoned her red coat over her red blouse*' (Nesbø, 2017, p. 109). – covert subject *you*; the secondary communicative function expressing a challenge

(55) '*Yes, ' he said. 'That's it. Sleep well. ' She unlocked the front door*' (Nesbø, 2017, p. 110). – covert subject *you*, the addressee is obviously a man (according to the previous utterance '*Yes, ' he said. ')*, in which the personal pronoun *he* occurs; the secondary communicative function expressing a good wish

(56) *'Sit yourself down in the living room, ' she called back* (Nesbø, 2017, p. 112). – covert subject *you*, which is confirmed in the form of the reflexive pronoun *yourself*; the secondary communicative function expressing an invitation

(57, 58) *' [1] Come in and [2] close the door behind you'* (Nesbø, 2017, p. 116). – [1] covert subject *you*; the secondary communicative function expressing an invitation; [2] covert subject *you*, which is confirmed by the personal pronoun *you* in *'behind you'*; the secondary communicative function expressing a challenge

(59) *'Stay with me'* (Nesbø, 2017, p. 121). – covert subject *you*; the secondary communicative function expressing a request

(60) *'Don't ask me why. ' she smiled* (Nesbø, 2017, p. 122). – covert subject *you*; negative imperative in its reduced form; the secondary communicative function expressing a request, which takes the negative contracted form

(61) *'Leave it on'* (Nesbø, 2017, p. 122). – covert subject *you*; the secondary communicative function expressing a piece of advice

(62) *'Throw it on the bed, ' he whispered, averting his eyes from the screen* (Nesbø, 2017, p. 123). – covert subject *you*; the secondary communicative function expressing an instruction – the location adverbial *'on the bed'* expresses where the addressee should throw it (*'it'* functions as direct object of the clause)

(63) *'Let him through, ' she called to the young uniformed officer who was blocking his way* (Nesbø, 2017, p. 124). – covert subject *you*; the addressee is, according to the further utterance, *'the young uniformed officer'*; the ordinary imperative *let* meaning *'allow'* is followed by the personal pronoun in the objective case – *him* – functioning as direct object; the primary communicative function expressing a direct command

(64) *'I see what you're getting at, Harry, but it is the same perpetrator, Katrine said. 'Come and see'* (Nesbø, 2017, p. 125). – covert subject *you*, the addressee is closer specified in the form of the vocative – *Harry* – in the previous sentence; there is a conditional relationship between the coordinate clauses in *'Come and see'*, it can be paraphrased as *'Come, and you will see'* - the declarative clause conveys the consequence which will come after compliance of the imperative; the two imperatives are joined by the coordinate conjunction *and*; the secondary communicative function – the condition expressing an invitation

(65) *'Forget what you've seen on television, serial killers aren't robots with the same software who follow the same pattern of behaviour, they're as diverse and unpredictable as everyone else'* (Nesbø, 2017, p. 134). – covert subject *you*, which is, however, overtly confirmed in the form of the personal pronoun *you* in *'you've seen'*; the secondary communicative function expressing a piece of advice, a recommendation

(66) *'Carry on, Detective Inspector Bratt'* (Nesbø, 2017, p. 135). – covert subject *you*, the addressee is identified in the form of the vocative marking a status – *Detective Inspector Bratt*; the secondary communicative function expressing a challenge to carry on reading a report

(67) *'Look around you! It's Saturday night, and half the women you can see wandering about are on their way to meet a man they don't know, a prince they hope will change their lives'* (Nesbø, 2017, P. 135). – covert subject *you*, which is confirmed further in the utterance in the form of the personal pronoun *you* in *'around you'* and *'you can see'*; the secondary communicative function expressing a challenge, which is accentuated by the exclamation mark at the end of the imperative clause

(68) *'So, tell me, do you actually agree with Bellman? '* (Nesbø, 2017, p. 136) – covert subject *you*, which is confirmed in the form of the personal pronoun *you* in *'do you'* further in the utterance; the secondary communicative function expressing an inquiry

(69) *'Look. It's a full moon'* (Nesbø, 2017, p. 137). – covert subject *you*; the secondary communicative function expressing a challenge to look in some direction

(70) *'Don't mention it. I'm actually surprised that you come out here for so little'* (Nesbø, 2017, p. 139). – covert subject *you*, which is confirmed further in the utterance in the form of the personal pronoun *you* in *'you come'*; negative imperative in its contracted form; the secondary communicative function expressing a request in the negative form

(71) *'Both. Tell me about yourself, Penelope. What do you like?'* (Nesbø, 2017, p. 141) – covert subject, which is, however, confirmed further in the utterance in the form of the reflexive pronoun *yourself* and the personal pronoun *you* in *'What do you like?'*; the addressee is moreover identified in the form of the vocative – *Penelope* – as well; the secondary communicative function expressing an inquiry

(72, 73) *They had barely been there twenty minutes, but according to her friends, that was the third, and most important, rule on Tinder: [1] Don't play games, [2] leave if you don't click* (Nesbø, 2017, p. 142). – there is no direct speech at all; [1] covert subject *you*; negative imperative in its reduced form; the primary communicative function expressing a prohibition; [2] covert subject *you*, which is confirmed in the form of the personal pronoun *you* in *'if you'*; there is a conditional relationship – *'If you don't click, then leave'*; the secondary communicative function – the condition expressing a direct command

(74) *'Run, Cinderella'* (Nesbø, 2017, p. 142). – covert subject *you*, the addressee is closer specified in the form of the vocative – *Cinderella*; the secondary communicative function expressing a challenge

(75) *'Harry, you've only just got home, and already you're climbing the walls. Look at what it's doing to you'* (Nesbø, 2017, p. 145). – covert subject *you*, which is, however, confirmed

further in the utterance in the form of the personal pronoun *you*; the addressee is identified in the form of the vocative – *Harry* – mentioned in the previous sentence; the secondary communicative function expressing a challenge

(76, 77) [1] *Come out and* [2] *play!* (Nesbø, 2017, p. 146) – there is no direct speech; [1] covert subject *you*; the secondary communicative function expressing a challenge; [2] covert subject *you*; the secondary communicative function expressing a challenge, which is made more urgent by the exclamation mark at the end of the utterance; the two imperatives are joined by the coordinate conjunction *and*

(78) '*Look at the traffic. Nine hundred per minute now*' (Nesbø, 2017, p. 148). – covert subject *you*; the secondary communicative function expressing a challenge to look at the traffic

(79) '*Sell Tinder shares now!*' (Nesbø, 2017, p. 149) – covert subject *you*; the secondary communicative function expressing a piece of advice, urgency of the action is accentuated by the exclamation mark at the end of the utterance

(80) '*Call me if anything happens*' (Nesbø, 2017, p. 151). – covert subject *you*; there is a conditional implication - 'If anything happens, then call me'; the secondary communicative function – the condition expressing a challenge

(81, 82, 83, 84) '*[1] Let's go. Truls pointed to the male officer. [2] You come with me, and [3] bring a torch. he nodded to the woman. [4] You stay here*' (Nesbø, 2017, p. 152). – [1] first-person plural inclusive *let*-imperative in its contracted form *let's*; the secondary communicative function expressing a suggestion; [2] overt subject *you*, contrastive *you* singling out one person; the primary communicative function expressing a direct command; [3] overt subject *you*, which is expressed in the previous imperative structure, applies to this imperative as well; the primary communicative function expressing a direct command; the

two imperative clauses are joined by the coordinate conjunction *and*; [4] overt subject *you*, contrastive *you*; the primary communicative function expressing a direct command

(85) '*OK. Open the door*' (Nesbø, 2017, p. 152). – covert subject *you*; the secondary communicative function expressing a challenge

(86) '*You go first with the torch*' (Nesbø, 2017, p. 152). – overt subject *you*, noncontrastive *you* – the speaker claims some authority over the addressee (the superior gives an order to the subordinate); the primary communicative function expressing a direct command

(87, 88) '*[1] Just be grateful you're not here on your own, Truls whispered. [2] Come on*' (Nesbø, 2017, p. 153). – [1] covert subject *you*, which is, however, confirmed further in the utterance in the form of the personal pronoun *you* in '*you're not*'; the secondary communicative function expressing a piece of advice, a recommendation; [2] covert subject *you*; the secondary communicative function expressing a challenge

(89) '*Shine the torch upward, she said*' (Nesbø, 2017, p. 156). – covert subject *you*; the secondary communicative function expressing an instruction – the direction adverbial '*upward*' expresses where the addressee should shine the torch ('*the torch*' functions as direct object of the clause)

(90) '*Look what he's done*' (Nesbø, 2017, p. 157). – covert subject *you*; the secondary communicative function expressing a challenge

(91) '*Please, don't come any closer, Truls said*' (Nesbø, 2017, p. 157). – covert subject *you*; negative imperative in its contracted form; the secondary communicative function expressing a polite request, the politeness of the clause is conveyed by the adverb *please*

(92) *He raised his voice: 'I said, don't come any closer!'* (Nesbø, 2017, p. 158) – covert subject *you*; negative imperative in its reduced form; the primary communicative function expressing a prohibition, which is accentuated by the exclamation mark at the end of the utterance

(93) *'Take care not to stab those heels through the floor,' Bjorn said quietly* (Nesbø, 2017, p. 257). – covert subject *you*; the secondary communicative function expressing a warning

(94, 95) *'[1] Grab something to eat and [2] get some sleep. You've got college tomorrow'* (Nesbø, 2017, p. 257). – [1] covert subject *you*, the addressee is explicitly expressed in the next sentence in the form of the personal pronoun *you*; the secondary communicative function expressing a piece of advice; [2] covert subject *you*, for the addressee applies the same as in the case of the first imperative; the secondary communicative function expressing a piece of advice

(96, 97) *'I know. [1] Go now, and [2] come back tomorrow after college. I'll be here first thing in the morning'* (Nesbø, 2017, p. 258). – [1] covert subject *you*; the secondary communicative function expressing a challenge; [2] covert subject *you*; the secondary communicative function expressing a challenge

(98) *'Let's hear what you think you know,' Truls said, and sat down without asking* (Nesbø, 2017, p. 288). – first-person plural inclusive *let-imperative* in its contracted form *let's*; the secondary communicative function expressing a suggestion

(99) *'Check the list. Mona Daa called me'* (Nesbø, 2017, p. 290). – covert subject *you*; the secondary communicative function expressing a challenge

(100, 101) *'[1] Don't make me regret it. [2] Out with it'* (Nesbø, 2017, p. 422). – [1] covert subject *you*; negative imperative in its reduced form; the secondary communicative function

expressing a warning; [2] verbless directive; the secondary communicative function expressing a challenge

(102) *'Make sure the coffee doesn't boil'* (Nesbø, 2017, p. 422). – covert subject *you*; the secondary communicative function expressing an instruction

(103) *'If you're so ambitious, a couple of years in a sheriff's office shouldn't scare you. Take a left here'* (Nesbø, 2017, p. 424). – covert subject *you*, which is confirmed twice in the previous sentence in the form of the personal pronoun *you*; the secondary communicative function expressing a direction

(104) *'Use skis, Hole'* (Nesbø, 2017, p. 428). – covert subject, the addressee is identified in the form of the vocative – *Hole*; the secondary communicative function expressing a piece of advice

(105) *'Mm. Indicate left instead'* (Nesbø, 2017, p. 428). – covert subject *you*; the secondary communicative function expressing a challenge

(106) *'Don't mention it'* (Nesbø, 2017, p. 429). – covert subject *you*; negative imperative in its contracted form; the secondary communicative function expressing a request in the negative form

(107) *'Agreed, it would be difficult to get a search warrant on those grounds. So let's drive to Grini'* (Nesbø, 2017, p. 430). – first-person plural inclusive *let*-imperative in its contracted form *let's*; the secondary communicative function expressing a suggestion

(108, 109) *' [1] Go and [2] make dinner, it might take a while with Smith'* (Nesbø, 2017, p. 430). – [1] covert subject *you*; the secondary communicative function expressing a

challenge; [2] covert subject *you*; the secondary communicative function expressing a challenge; the two imperatives are joined by the coordinate conjunction *and*

(110) '*You can't see any light in that window from the gate. Come with me, I want to show you something*' (Nesbø, 2017, p. 432). – covert subject *you*, which is confirmed overtly further in the utterance in the form of the personal pronoun *you*; the secondary communicative function expressing a challenge

(111) '*Take this,* ' *Harry said, pulling off his black woolly hat with its embroidered skull and crossbones and the name 'St. Pauli' underneath* (Nesbø, 2017, p. 437). – covert subject *you*; the secondary communicative function expressing an offer

(112, 113) '*Artur, have you got the crowbar? [1] Come on, [2] let's get this over with*' (Nesbø, 2017, p. 439). – [1] covert subject, the addressee is specified in the previous sentence in the form of the vocative – *Artur*; the secondary communicative function expressing an encouragement; [2] first-person plural inclusive *let*-imperative in its contracted form *let's*; the secondary communicative function expressing a suggestion

(114) '*Come up here!* ' (Nesbø, 2017, p. 442) – covert subject *you*; the secondary communicative function expressing a challenge, which is accentuated and made urgent by the exclamation mark at the end of the utterance

(115) '*Wait here,* ' *Harry said* (Nesbø, 2017, p. 443). – covert subject *you*; the primary communicative function expressing a direct command

(116) '*Go outside*' (Nesbø, 2017, p. 444). – covert subject *you*; the secondary communicative function expressing a challenge

(117) *He turned quickly and called towards the stairs: 'Look out for the water p-' 'Ow!' a muffled voice exclaimed* (Nesbø, 2017, p. 446). – covert subject *you*; the secondary communicative function expressing a warning

(118) *'Think about it, Smith. How likely is it that in your conversations with Lenny Hell about morbid jealousy you mentioned that you had other patients who fantasised about murder?' (Nesbø, 2017, p. 447)* – covert subject, the addressee is closer identified in the form of the vocative – *Smith*; the secondary communicative function expressing a challenge

(119, 120, 121) *' [1] Go home to your family, [2] eat Sunday dinner and [3] forget this for a while'* (Nesbø, 2017, p. 447). – [1], [2], [3] covert subject *you*, which is explicitly confirmed in the form of the possessive pronoun *your*; the secondary communicative function expressing a piece of advice

(122) *'Keep it, ' Harry said* (Nesbø, 2017, p. 447). – covert subject *you*; the secondary communicative function expressing an offer

(123, 124) *' [1] Stop going on about it and [2] shut up, Gunnar'* (Nesbø, 2017, p. 448). – [1] covert subject, the addressee is, however, specified in the form of the vocative – *Gunnar* - in the final position; the primary communicative function expressing a direct command; [2] covert subject, the addressee is, as already mentioned, identified in the form of the vocative; the secondary communicative function expressing rudeness; the two imperatives are joined by the coordinate conjunction *and*

(125) *'Good. Go on'* (Nesbø, 2017, p. 449). – covert subject *you*; the secondary communicative function expressing a challenge

(126, 127, 128, 129, 130, 131, 132) *' [1] Bring the girl and I'll make sure she disappears. [2] Drive to map reference 60.148083, 10.777245, it's a desolate stretch of road with a very*

little traffic at night. [3] Be there at 01.00 tonight, [4] stop at the sign saying Hadeland 1 km. [5] Walk exactly one hundred meters straight into the forest to your right, [6] lay her down by the big burnt tree, and [7] leave' (Nesbø, 2017, p. 450). – [1] covert subject *you*; a conditional implication, the imperative clause is connected to the following declarative clause by the conjunction *and* – the declarative clause conveys the consequence which will come after compliance of the imperative; the secondary communicative function – the condition expressing an offer; [2] covert subject *you*; the secondary communicative function expressing an instruction; [3] covert subject *you*; the secondary communicative function expressing an instruction; [4] covert subject *you*; the secondary communicative function expressing an instruction; [5] covert subject *you*, which is confirmed further in the utterance in the form of the possessive pronoun *your*; the secondary communicative function expressing an instruction; [6] covert subject *you*; the secondary communicative function expressing an instruction; [7] covert subject *you*; the secondary communicative function expressing an instruction

(133) *'Hm. Let me know if you find anything else'* (Nesbø, 2017, p. 450). – covert subject *you*, which is confirmed in the form of the personal pronoun *you*; the ordinary imperative *let* is followed by the personal pronoun in the objective case, *me*, functioning as object; there is a conditional implication 'If you find anything, then let me know.'; the secondary communicative function expressing a challenge

(134) *'So what we should do, then? 'Look for fresh information, ' Harry said* (Nesbø, 2017, p. 454). – covert subject *you*; the secondary communicative function expressing an instruction

(135) *'Or put what you already know together in a different way'* (Nesbø, 2017, p. 454). – covert subject *you*, which is explicitly confirmed in the form of the personal pronoun *you* in '*what you already know*'; the secondary communicative function expressing an instruction

(136) *'OK, let's think about it. So Hallstein looked in? ' Harry pointed at the St. Pauli hat that had been pulled down over a glass next to the Galatasaray banner* (Nesbø, 2017, p.

461). – first-person plural inclusive *let*-imperative in its contracted form *let's*; the secondary communicative function expressing a suggestion

(137) '*Call Tresko*' (Nesbø, 2017, p. 462). – covert subject *you*; the secondary communicative function expressing a challenge

(138) '*So ask Katrine Bratt to call him in questioning*' (Nesbø, 2017, p. 476). – covert subject *you*; the secondary communicative function expressing a suggestion

(139) '*Just let me remind you, as a lawyer, that an informal confession to you, one to one, has zero value*' (Nesbø, 2017, p. 477). – covert subject *you*, which is explicitly confirmed further in the utterance in the form of the personal pronoun *you*; the ordinary imperative *let*, meaning '*allow*'; the secondary communicative function expressing a request for permission

(140, 141) '*Good morning, Oleg. [1] Come in, [2] have a seat*' (Nesbø, 2017, p. 481). – [1] covert subject, the addressee is closer specified in the form of the vocative – *Oleg* – in the previous sentence; the secondary communicative function expressing an invitation; [2] covert subject *you*, for the specification of the addressee applies the same as in the case of the first imperative; the secondary communicative function expressing an offer

(142) '*Turn left up ahead,* ' *Steffens said from the back seat* (Nesbø, 2017, p. 513). – covert subject *you*; the secondary communicative function expressing a direction

(143) '*And it's time I found a drink of my own. Get rid of it, please*' (Nesbø, 2017, p. 536). – covert subject *you*; the secondary communicative function expressing a polite request, the politeness of the clause is conveyed by the adverb *please*

(144, 145, 146) '*[1] Up! [2] Get up! [3] Now!*' *Harry woke with a start* (Rowling, 2014, p. 20). – [1] verbless directive, the primary communicative function expressing a direct command; [2] covert subject *you*; the primary communicative function expressing a direct command; [3] verbless directive; the primary communicative function expressing a direct command; the orders are accentuated by the exclamation mark at the end of each imperative

(147) '*Comb your hair!*' *he barked, by way of a morning greeting* (Rowling, 2014, p. 21). – covert subject *you*, which is confirmed in the form of the possessive pronoun *your*; the primary communicative function expressing a direct command, which is accentuated by the exclamation mark at the end of the imperative clause

(148) '*Do it again,*' *Dudley ordered* (Rowling, 2014, p. 28). – covert subject *you*; the performative verb *to order* determines the primary communicative function of the imperative; the primary communicative function expressing a direct command

(149) '*Hurry up, boy!*' *shouted Uncle Vernon from the kitchen* (Rowling, 2014, p. 37). – covert subject *you*, the addressee is identified in the form of the vocative – *boy*; the secondary communicative function expressing an urgent challenge, which is accentuated by the exclamation mark at the end of the imperative clause

(150) '*Let me see it!*' *demanded Dudley* (Rowling, 2014, p. 38). – covert subject *you*; the ordinary imperative *let* meaning '*allow*' is followed by the personal pronoun in the objective case – *me* – functioning as object; the performative verb '*to demand*'; the primary communicative function expressing a demand, which is made more urgent by the exclamation mark at the end of the imperative clause

(151) '*Go to your cupboard – I mean, your bedroom,*' *he wheezed at Harry* (Rowling, 2014, p. 41). – covert subject *you*, which is overtly confirmed in the form of the possessive pronoun *your* in '*your cupboard*' and '*your bedroom*'; the secondary communicative function expressing a challenge

(152) *'Scuse me, but is one of you Mr Harry Potter? Only I got about an 'undred of these at the front desk'* (Rowling, 2014, p. 45). – covert subject *you* in plural, which is explicitly confirmed in the form of the personal pronoun *you* in *'one of you'*; the secondary communicative function expressing an excuse

(153, 154) *' [1] Stop! ' he commanded. [2] 'Stop right there, sir! I forbid you to tell the boy anything!'* (Rowling, 2014, p. 54) – [1] covert subject *you*; the performative verb *'to command'*; the primary communicative function expressing a direct command; [2] covert subject *you*, the addressee is identified in the form of the vocative marking the title of respect – *sir*; the primary communicative function expressing a direct command, which is accentuated by the exclamation mark at the end of the imperative clause; *'I forbid you to tell the boy anything!'* is the directive conveyed indirectly by the declarative sentence type

(155) *'Be grateful if yeh didn't mention that ter anyone at Hogwarts, ' he said* (Rowling, 2014, p. 64). – covert subject *you*, which is explicitly confirmed further in the utterance in the form of the personal pronoun *you* (*'yeh'* in the utterance); the secondary communicative function expressing a recommendation, a piece of advice

(156) *'Don't do that'* (Rowling, 2014, p. 67). – covert subject *you*; negative imperative in its reduced form; the primary communicative function expressing a prohibition

(157) *'Welcome back, Mr Potter, welcome back'* (Rowling, 2014, p. 74). – covert subject, the addressee is, however, specified in the form of the vocative – *Mr Potter*; the secondary communicative function expressing a welcome

(158) *'Stand back, ' said Griphook importantly* (Rowling, 2014, p. 81). – covert subject *you*; the secondary communicative function expressing a challenge

(159, 160, 161, 162) ' [1] *C'mon*, [2] *follow me – any more firs'- years?* [3] *Mind yer step, now!* [4] *Firs'- years follow me!* ' (Rowling, 2014, p. 118) – [1] covert subject *you*; the secondary communicative function expressing a challenge; [2] covert subject *you*; the secondary communicative function expressing a challenge; [3] covert subject *you*, which is made apparent by the possessive pronoun *your* ('*yer*' in the utterance); the secondary communicative function expressing a warning; [4] overt third-person plural subject '*Firs'- years*'; the secondary communicative function expressing a challenge

(163) '*Please wait quietly*' (Rowling, 2014, p. 122). – covert subject *you*; the secondary communicative function expressing a polite request, the politeness of the clause is conveyed by the adverb *please*

(164, 165) ' [1] *Forgive and* [2] *forget, I say, we ought to give him a second chance*' (Rowling, 2014, p. 123). – [1], [2] covert subject *you* in plural; the addressees are '*we*', also including the speaker; the secondary communicative function expressing a suggestion; the two imperatives are joined by the coordinate conjunction *and*

(166) '*Get off, Scabbers! He's chewing my sheets*' (Rowling, 2014, p. 139). – covert subject, the addressee is identified in the form of the vocative – *Scabbers*; the secondary communicative function expressing rudeness

(167) '*Let's try again. Potter, where would you look if I told you to find me a bezoar?*' (Rowling, 2014, p. 147) – first-person plural inclusive *let*-imperative in the contracted form *let's*; the secondary communicative function expressing a suggestion

(168) '*Sit down,*' *he snapped at Hermione* (Rowling, 2014, p. 147). – covert subject *you*, the addressee of the utterance is *Hermione*; the secondary communicative function expressing a challenge

(169) *'Make yourself at home, ' said Hagrid, letting go of Fang, who bounded straight at Ron and started licking his ears* (Rowling, 2014, p. 150). – covert subject *you* in plural (obvious from the broader context), which is confirmed in the form of the reflexive pronoun *yourself*; the secondary communicative function expressing an invitation

(170, 171, 172) *' [1] Keep your brooms steady, [2] rise a few feet and then [3] come straight back down by leaning forwards slightly. On my whistle – three – two - '* (Rowling, 2014, p. 157) – [1] covert subject *you* in plural, which is explicitly confirmed in the form of the possessive pronoun *your* in '*your brooms*'; the secondary communicative function expressing an instruction; [2] covert subject *you*; the secondary communicative function expressing an instruction; [3] covert subject *you*; the secondary communicative function expressing an instruction

(173) *'Come back, boy! ' she shouted, but Neville was rising straight up like a cork shot out of a bottle – twelve feet – twenty feet* (Rowling, 2014, p. 157). – covert subject, the addressee is identified in the form of the vocative – *boy*; the secondary communicative function expressing a challenge, which is made more urgent by the exclamation mark at the end of the imperative clause

(174) *'Shut up, both of you! ' said Harry sharply* (Rowling, 2014, p. 167). – covert subject *you* in plural, the addressee is closer specified in the form of the vocative – *both of you* – in the final position; the secondary communicative function expressing rudeness

(175, 176) *' [1] Let's forget it and [2] go back'* (Rowling, 2014, p. 225). – [1] first-person plural inclusive *let*-imperative in its contracted form *let's*; the secondary communicative function expressing a suggestion; [2] '*go back*' can be paraphrased as '*let's go back*' in this utterance, first-person plural inclusive *let*-imperative; the secondary communicative function expressing a suggestion

(177) '*Give it here!*' Harry yelled, but Malfoy had kept on to his broomstick and taken off (Rowling, 2014, p. 158). – covert subject *you*, the addressee is, according to further utterance, *Malfoy*; the primary communicative function expressing a direct command, which is accentuated by the exclamation mark at the end of the imperative clause

(178) '*Go away*' (Rowling, 2014, p. 166). – covert subject *you*; the secondary communicative function expressing a challenge

(179) '*Sniff around, my sweet, they might be barking in a corner*' (Rowling, 2014, p. 169). – covert subject, the addressee is specified in the form of the vocative – *my sweet*; the secondary communicative function expressing a piece of advice

(180) '*Stand back,*' Wood warned Harry (Rowling, 2014, p. 180). – covert subject *you*; the addressee is, according to the utterance, '*Harry*'; the perlocutionary verb '*to warn*'; the secondary communicative function expressing a warning

(181) '*I'm sure it is – try it on*' (Rowling, 2014, p. 216). – covert subject *you*; the secondary communicative function expressing a challenge

(182) '*It is! Look down!*' (Rowling, 2014, p. 216) – covert subject *you*; the secondary communicative function expressing a challenge

(183) '*Shut up!*' Harry whispered (Rowling, 2014, p. 251). – covert subject *you*; the secondary communicative function expressing rudeness

(184, 185) '*[1] Just let him go, Harry urged. [2] Set him free*' (Rowling, 2014, p. 253). – [1] covert subject *you*; the ordinary imperative *let* meaning '*allow*' is followed by the personal pronoun in the objective case – *him* – functioning as direct object; the secondary

communicative function expressing a plea, an urgent request; [2] covert subject *you*; the secondary communicative function expressing a plea, an urgent request

(186) *'Don't tell me what I can and can't do, Potter'* (Rowling, 2014, p. 262). – covert subject *you*, the addressee is closer identified in the form of the vocative – *Potter*; the primary communicative function expressing a prohibition

(187) *'Go to Dumbledore. That's what we should have done ages ago. If we try anything ourselves we'll be thrown out for sure'* (Rowling, 2014, p. 265). – covert subject *you*; the secondary communicative function expressing a piece of advice

(188) *'Better get the cloak, ' Ron muttered, as Lee Jordan finally left, stretching and yawning* (Rowling, 2014, p. 291). – covert subject *you*; the secondary communicative function expressing a piece of advice

(189, 190, 191) *' [1] Go on then, [2] try and [3] hit me! ' said Neville, raising his fists* (Rowling, 2014, p. 293). – [1] covert subject *you*; the secondary communicative function expressing a challenge; [2] covert subject *you*; the secondary communicative function expressing a challenge; [3] covert subject *you*; the personal pronoun in the objective case – *me* – functions as direct object; the secondary communicative function expressing a challenge

(192) *'Don't you call me an idiot! ' said Neville* (Rowling, 2014, p. 292). – overt subject *you*, noncontrastive *you* – the directive sounds abrupt on purpose; negative imperative in its reduced form; the secondary communicative function expressing a defence, a reaction to somebody else's rudeness, which is accentuated by the exclamation mark at the end of the imperative clause

(193) *'Oh, let's kick her, just this once, ' Ron whispered in Harry's ear, but Harry shook his head* (Rowling, 2014, p. 294). – first-person inclusive *let*-imperative in its contracted form *let's*; the addressee is, according to the utterance, *Harry*; the secondary communicative function expressing a suggestion

(194) *'My mistake, my mistake – I didn't see you – of course I didn't, you're invisible – forgive old Peevsie his little joke, sir'* (Rowling, 2014, p. 294). – covert subject *you*, the addressee is specified in the form of the vocative marking the title of respect – *sir*; the speaker is, according to the utterance, *Peevsie*; the secondary communicative function expressing an excuse

(195) *'Keep playing, ' Ron warned Harry as they slipped out of the cloak and crept towards the trapdoor* (Rowling, 2014, p. 298). – covert subject *you*; the addressee is obvious from the further utterance – *Harry*; the perlocutionary verb *'to warn'*; the secondary communicative function expressing a warning

(196, 197) *' [1] Go straight to the owlery and [2] send Hedwig to Dumbledore, right? '* (Rowling, 2014, p. 296) – [1], [2] covert subject *you*; the secondary communicative function expressing an instruction

(198) *'Stop moving! ' Hermione ordered them* (Rowling, 2014, p. 298). – covert subject *you* in plural (according to the possessive pronoun *'them'*); the perlocutionary verb *'to order'*; the primary communicative function expressing a direct command, which is accentuated by the exclamation mark at the end of the imperative clause

(199) *'Give me a minute'* (Rowling, 2014, p. 307). – covert subject *you*; the secondary communicative function expressing a request

(200) *'You drink that, ' said Harry* (Rowling, 2014, p. 307). – overt subject *you*, noncontrastive *you* (the speaker claims some authority over the addressee); the primary communicative function expressing a direct command

(201, 202, 203, 204, 205) *'No, [1] listen – [2] get back and get Ron – [3] grab brooms from the flying-key room, they'll get you out of the trapdoor and past Fluffy – [4] go straight to the owlery and [5] send Hedwig to Dumbledore, we need him'* (Rowling, 2014, pp. 307-308). – [1] covert subject *you*; the secondary communicative function drawing attention of the addressee; [2], [3], [4], [5] covert subject *you*, which is confirmed overtly further in the utterance in the form of the personal pronoun *you* in *'they'll get you'*; the secondary communicative function expressing an instruction

3.3 The Results of the Analysis and the Commentary

This subchapter is concerned with the results arising from the analysis of individual English imperative clauses. As was already mentioned in the method of the analysis, the 205 imperatives were being researched, both in terms of form and function. The results obtained from the analysis illustrate that an English imperative sentence is typically associated with the second-person covert subject. The covert subject occurs in 178 imperative clauses, which accounts for 87% in round numbers out of the total (for example, '*Do it again.* '; '*Take this.* '; '*Grab something to eat and get some sleep.* '; '*Just answer, dar-oh, tarnation!* '; '*Don't ask me why.* '). On the contrary, an overt subject, an explicitly expressed one, appears only seldom in the case of eight imperative structures. An overt subject takes most often the form of the personal pronoun *you*, which is in three imperative structures contrastive, and in the next three imperatives, the other way around, noncontrastive. Contrastive *you* is used in the utterances in which it is necessary to single out one person or a group of people (for instance, '*You change the sheets while I take a shower.* '; '*You come with me, and bring a torch.*' he nodded to the woman. '*You stay here.* '). Noncontrastive *you* is, compared to that, utilized in the situations when the speaker claims some authority over the listener, or when the speaker wants to express an intense irritation as well (such as, '*Don't you call me an idiot!* '; '*You go first with the torch.* '; '*You drink that.* '). However, an English imperative sentence can also have the third-person subject, which is determined merely in one imperative clause ('*Firs' - years follow me!* ').

Nevertheless, the addressee might be, apart from a subject, also specified by a vocative. Within the analysis, a vocative is joined to an imperative clause in 23 excerpts, accounting for 12% in round numbers out of the total. As vocatives may function names with a title or not (for example, *Elise*; *Harry*; *Mr Potter*; *Berntsen*; *Penelope*), titles of respect (such as, *sir*), markers of status (for instance, *Detective Inspector Bratt*), general nouns used frequently in more specialized meanings (for example, *boy*), endearments (such as, *my sweet*), or the personal pronoun *you* with some appositive elements (for instance, *both of you*).

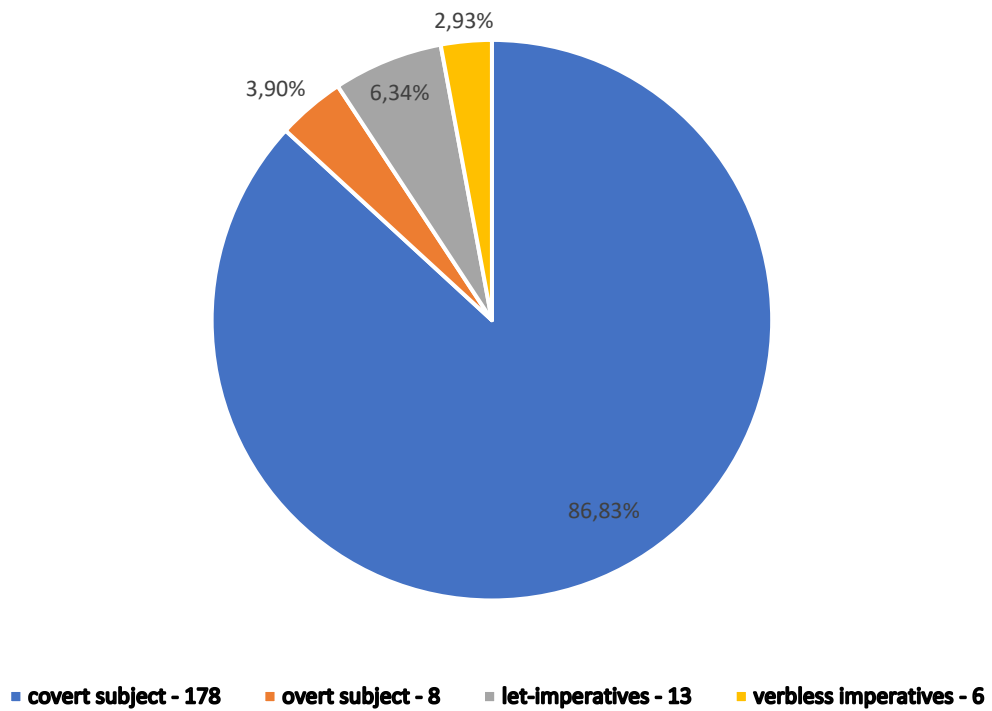
The first-person inclusive *let*-imperatives, including the addressee and the speaker as well, do not have in the analysis numerous representation as they are present only in thirteen researched clauses (such as, '*Let's go a bit deeper.* '; '*Let's go.* '; '*Let's hear what you think you know.* '; '*So let's drive to Grini.* '; '*Let's forget it and go back.* '). Concerning the so-

called 'Special types of imperatives', the occurrence of the verbless directives numbers just six excerpts, and the imperative clauses with a conditional implication even one less (for instance, *'Enough of that!'*; *'Out with it!'*; *'Now!'*; *'No more people in here now!'*; *'Bring the girl and I'll make sure she disappears.'*; *'Call me if anything happens.'*; *'Solve it for me, and all the rest will disappear.'*; *'Come and see.'*). Nonetheless, a surprising fact brings the positive imperatives made up of the auxiliary verb *do*, which do not appear at all. However, the negative imperative clauses have, in contrast to the positive imperatives, a slightly more significant number of representatives, more precisely 16 imperative clauses (for example, *'Don't deny it.'*; *'Don't start with my name, please, you know it makes me nervous.'*; *'Don't ask me why.'*; *'Don't tell me what I can and can't do, Potter.'*; *'Don't mention it.'*). As it is apparent from the examples given, the negative imperatives, as well as the *let*-imperatives, take the contracted form. The pronoun *us* in the *let*-imperatives is almost always contracted since the full form is nowadays considered very formal and old-fashioned. This claim, therefore, suggests that the imperative clauses were excerpted from the works of contemporary fiction.

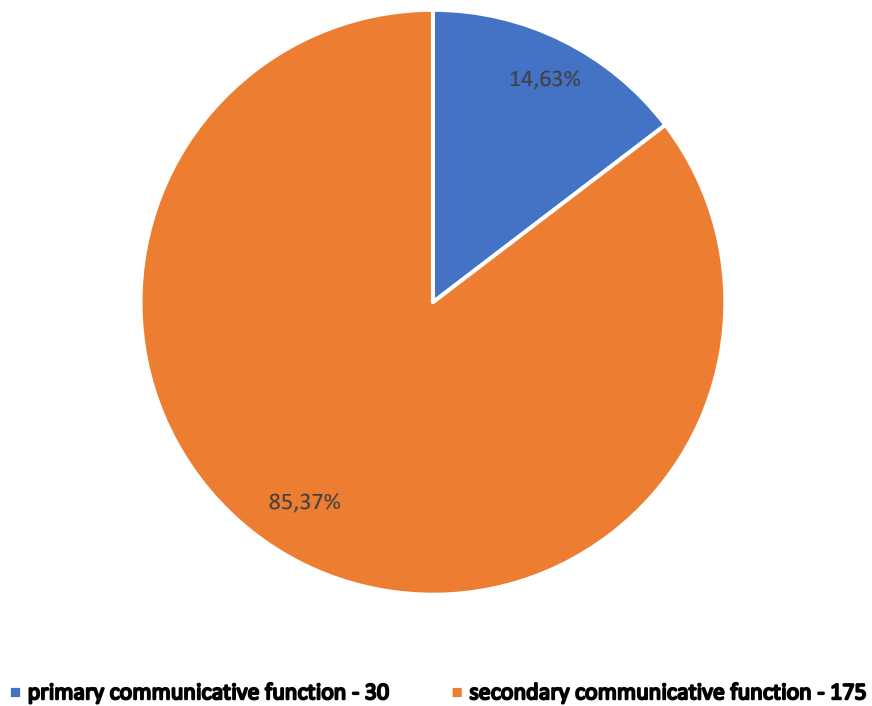
From the functional point of view, the analysis brings the following data. Within the 205 researched imperatives, the secondary communicative function prevails over the primary communicative function of an English imperative sentence. The primary communicative function is ascertained in 30 utterances, especially in the context in which the superior gives a direct command to the subordinate (such as, *'Don't do that.'*; *'You come with me, and bring a torch.'*; *'Let him through.'*; *'Catch the murderer.'*; *'Stop moving!'*). The secondary communicative function is, by contrast, expressed by 175 imperatives, which comprise the overwhelming majority of all researched clauses. The most frequent is the secondary communicative function expressing a challenge (for example, *'Read this.'*; *'Come on.'*; *'Open the door.'*; *'Go on then, try and hit me!'*; *'I'm sure it is – try it on.'*), an instruction (for instance, *'Keep your brooms steady, rise a few feet and then come straight back down by leaning forwards slightly.'*; *'Stop at the sign saying Hadeland 1 km.'*; *'Make sure the coffee doesn't boil.'*; *'Go straight to the owlery and send Hedwig to Dumbledore, right?'*), a piece of advice (such as, *'Better get the cloak.'*; *'Go home to your family, eat Sunday dinner, and forget this for a while.'*; *'Use skis, Hole.'*; *'Grab something to eat and get some sleep. Leave it on.'*), a suggestion (for instance, *'OK, let's think about it.'*; *'So ask Katrine Bratt to call him in questioning.'*; *'Let's try again.'*; *'Let's hear what you think you know.'*; *'Try that on someone else...'*), and a request (for example, *'Give me a minute.*

‘; *Get rid of it, please* ‘; *Stay with me.* ‘; *Please wait quietly.* ‘). On the contrary, the secondary communicative function expressing an assurance (*‘But don’t worry, you’re pretty safe.* ‘), a defence (*‘Don’t you call me an idiot!* ‘), an encouragement (*‘Come on, let’s get this over with.* ‘), and an annoyance (*‘Wipe that grin off your face, Harry.* ‘) was very infrequent and occurred each only once. The occurrence of other types of the secondary communicative function does not exceed the number eight. These are an inquiry (for example, *‘Tell us about the man.* ‘; *‘Tell me about yourself, Penelope.* ‘; *‘So, tell me, do you actually agree with Bellman?’* ‘), an invitation (for instance, *‘Come in’*; *‘But feel free to count it.* ‘; *‘Sit yourself down in the living room.* ‘; *‘Make yourself at home.* ‘), an expression of rudeness (such as, *‘Shut up, both of you!’*; *‘Get off, Scabbers!’*; *‘Get los- ‘ she began, but the ‘t’ at the end vanished in a shortness of breath.* ‘), a warning (for instance, *‘Look out for the water p- ‘*; *‘Don’t make me regret it.* ‘; *‘Stand back.* ‘; *‘Don’t try to wriggle out of it, Harry.* ‘; *‘Mind yer step, now!’* ‘), a condition (such as, *‘Bring the girl and I’ll make sure she disappears.* ‘; *‘Call me if anything happens.* ‘; *‘Leave if you don’t click.* ‘; *‘Come and see.* ‘; *‘If you want to stake the boy’s future on the fact that I’m bluffing, go ahead, Harry.* ‘), an offer (for example, *‘Have a seat.* ‘; *‘Take this.* ‘; *‘Keep it.* ‘), a good wish (such as, *‘Have a good day, Harry.* ‘; *‘Sleep well.* ‘; *‘Have a good life!’* ‘), a welcome (for instance, *‘Welcome back, Mr Potter.* ‘; *‘Welcome to the game.* ‘), a plea (such as, *‘Just let him go.* ‘; *‘Set him free.* ‘), an excuse (for example, *‘Scuse me, but is one of you Mr Harry Potter?’* ‘), a direction (for instance, *‘Take a left here.* ‘; *‘Turn left up ahead.* ‘), and the secondary communicative function drawing attention (such as, *‘Look...she said she was allergic to cats, and I said I’ve got a cat.* ‘; *‘No, listen –* ‘). All results arising from the analysis are expressed in percentages and digits as well and are put down in chart form (See the next page).

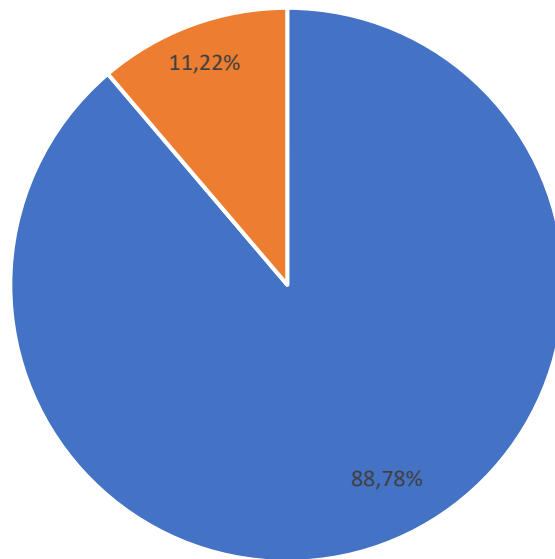
The occurrence of covert and overt subject, let-imperatives, and verbless imperatives



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

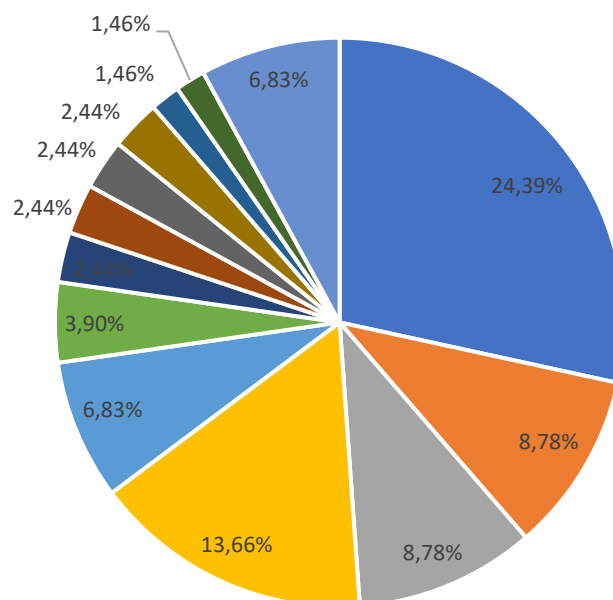


The occurrence of a vocative in English imperative clauses



■ imperatives with no vocative - 182 ■ imperatives with a vocative - 23

The occurrence of individual kinds of the secondary communicative function



■ challenge - 50 ■ suggestion - 18 ■ advice - 18 ■ instruction - 28
 ■ request - 14 ■ warning - 8 ■ condition - 5 ■ inquiry - 5
 ■ invitation - 5 ■ expression of rudeness - 5 ■ good wish - 3 ■ offer - 3
 ■ others - 14

4 CONCLUSIONS

The thesis deals with the issue of an English imperative sentence, both in terms of form and function. As was stated in the theoretical part of the paper, an English imperative sentence generally has the second-person covert subject, and the imperative verb takes the plain form. Nevertheless, the claim that the imperative sentences are prototypically associated with the lack of a subject does not entail that it is always a rule. An English imperative sentence may have an explicitly expressed subject, an overt subject, as well, or an addressee can be closer specified in the form of a vocative. However, some other types of imperatives, such as the first-person inclusive *let*-imperatives, involving both the speaker and the addressee of the utterance, or the verbless imperatives, containing no verb phrase at all, exist too. Regarding the communicative function of an English imperative clause, it is chosen between the primary and secondary communicative function. As the primary communicative function of an English imperative sentence is considered a direct command or a prohibition when it takes the negative form. By way of contrast, there is a significant amount of various types of the secondary communicative function such as a request, an invitation, a suggestion, or an offer.

The results arising from the analysis of the 205 imperative structures also support the claim, as stated above, that an English imperative sentence is typically associated with the second-person covert subject. To be more specific, the second-person covert subject is determined in 178 imperatives, which accounts for approximately 87% in round numbers out of the total. An overt subject appears, within the analysis, only very rarely, and an addressee is specified in the form of a vocative merely in the case of 23 excerpts, accounting approximately for 11% of all researched imperatives. Vocatives take mainly the form of noun phrases, more precisely, of names denoting the addressees of individual utterances (for example, *Harry, Bratt*). Nonetheless, as vocatives may act, for example, titles of respect (for instance, *sir*) or markers of status (such as, *Detective Inspector Bratt*) as well. The first-person inclusive *let*-imperatives, as well as the verbless, and negative imperatives comprised of the auxiliary *do* did not have a significant representation, as the occurrence of none of those types of imperatives exceed the number sixteen. However, a surprising result is that the positive imperatives do not emerge in the analysis at all.

In terms of the communicative function of an English imperative sentence, the secondary communicative function, which occurs in the case of 175 imperative clauses,

prevails over the primary communicative function. Therefore, it is apparent that the secondary communicative function is expressed by the overwhelming majority of researched imperatives, more accurately by 85% in round numbers out of the total. The most frequent is the secondary communicative function expressing a challenge, an instruction, a suggestion, and a piece of advice. On the contrary, the secondary communicative function expressing an assurance, a defence, an encouragement, and an annoyance appeared each merely once.

As the reason why the primary communicative function does not predominate, I consider the extensive range of types of the secondary communicative function, which proves that an English imperative sentence is used not only for issuing a direct command or a prohibition. This sentence type has its utilization in many utterances in many diverse situations in everyday life, such as for inviting or warning someone. To determine the communicative function of an imperative clause was not always an easy task. In many cases, I had to decide, especially in terms of the individual types of the secondary communicative function, between two, or even more, alternatives. The situational context of the utterance was decisive and helped me many times to choose the right option.

In conclusion, I would like to suggest an idea for further research dealing with an English imperative sentence. It would certainly be interesting to research in detail the individual types of the secondary communicative function or to research the ratio of the primary and secondary communicative function of an English imperative sentence in a larger number of researched imperatives excerpted from the contemporary works of various genres.

REFERENCES

- Austin, J. L. (1975). *How to do things with words* (Vol. 88). Oxford: Oxford university press.
- Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of written and spoken English*. Harlow: Longman.
- Downing, A., & Locke, P. (2006). *English grammar: A university course* (2nd ed.). Abingdon: Routledge.
- Dušková, L. (1994). *Mluvnice současné angličtiny na pozadí češtiny*. Praha: Academia.
- Dušková, L. (1999). *Studies in the English Language II*. Praha: Karolinum.
- Eastwood, J. (1994). *Oxford guide to English grammar*. Oxford: Oxford University Press.
- Greenbaum, S., Leech, G., Quirk, R., Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. London: Longman.
- Greenbaum, S., Leech, G., Quirk, R., Svartvik J. (1990). *A Student's Grammar of the English Language*. London: Longman.
- Huddleston, R., & Pullum, G. K. (2005). *A student's introduction to English grammar*. Cambridge: Cambridge University Press.
- Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language. Cambridge*. Cambridge: University Press.
- Mathesius, V. (1975). *A Functional Analysis of Present Day English on a General Linguistic Basis*. Praha: Academia.
- Nesbø, J. (2017). *The Thirst*. London: Harvill Secker.
- Rowling, J. K. (2014). *Harry Potter and the Philosopher's Stone*. London: Bloomsbury Publishing.
- Urbanová, L. (1991). On discourse functions in the English language of conversation. *Brno Studies in English*, 19, 135.
- Yule, G. (2010). *The Study of Language* (4th ed.). Cambridge: Cambridge University Press

SUMMARY

Tato práce se zabývá problematikou anglické rozkazovací věty, a to jak z hlediska formy, tak z hlediska funkce tohoto větného typu. Kompozici tvoří čtyři hlavní kapitoly – úvod, teoretická část, analýza jednotlivých rozkazovacích vět a závěr. Kapitola zahrnující teorii celého tématu obsahuje dále dílčí podkapitoly, které zkoumají výskyt podmětu a tázacích dovětků v rozkazovacích strukturách, dále formu slovesné fráze a v neposlední řadě také rozkazovací věty se zvláštním užitím slovesa *let* vnímané jako první osoba množného čísla, které zahrnují jak mluvčího, tak i adresáta rozmluvy. Závěr první části teorie je věnován kladným a záporným rozkazovacím větám tvořených pomocným slovesem *do*. Druhá část teorie spočívá nejen v detailním výkladu o ilokučních silách rozkazovací věty a jejím užití jako takovém, nýbrž také ve vymezení základních pojmů z oblasti pragmatiky, které jsou stěžejní pro náležité objasnění této podkapitoly. Jedna stručná podkapitola se navíc zabývá i takzvanými “speciálními typy rozkazovacích vět”, kam jsou řazeny například imperativy neobsahující slovesnou frázi.

Další součástí této práce je rozbor 205 rozkazovacích vět realizovaný v podobě komentáře u každého výňatku. Zkoumána je forma a komunikační funkce jednotlivých imperativů. Výsledky vyplývající z analýzy podporují tvrzení, jak je uvedeno v teoretické části, že v anglických rozkazovacích větách se typicky vyskytuje podmět nevyjádřený. Podmět vyjádřený se objevuje jen velmi zřídka. Naopak adresát byl blíže specifikován formou vokativu v případě 23 rozkazovacích vět. Z hlediska komunikační funkce rozkazovací věty převládá u analyzovaných imperativů funkce sekundární, která byla vyjádřena drtivou většinou imperativů, přesněji tedy 85% všech zkoumaných vět. Největší zastoupení pak měla sekundární komunikační funkce vyjadřující výzvu, instrukci (pokyn) a radu. Veškeré výsledky vyplývající z analýzy jsou zaznamenány procentuálně i číslem formou grafu.