

MODALS AND THEIR FUNCTIONS IN CONVERSATION

Group the examples given below
around the meanings they express in communication.

	OFFER	

	REQUEST	

	ADVICE	

1. I could book the tickets for you.
2. Will you post the order for me?
3. It could be a branch brushing against the glass.
4. They may be watching you, waiting for a slip.
5. Do you mind waiting another five minutes?
6. Shall I shut the window?
7. Can you make me a copy of that?
8. You'd better hurry up.
9. There should no problems.
10. You should contact them at once.
11. Can I help you with the dishes?
12. That ought not to be too difficult.
13. Could you tell me the way to the station?
14. Mum, you shouldn't worry so much.
15. He can't be that crazy.
16. You must be Jim Brown.
17. Would you please leave the room?
18. I can give them a lift.
19. If I remember right, they should arrive by dinner time.
20. That will be the doctor.
21. Would you like a drink?
22. I wonder if you could babysit for us tonight.
23. I don't think he ought to retire.
24. You must follow a healthy diet, darling.
25. Can the man be drunk?

Match the FUNCTION and the sentence.

- A.**
- 1. *giving permission*
 - 2. *asking for permission*
 - 3. *talking about permission*
 - 4. *request*
 - 5. *prohibition*
- May I ask you a private question, please?*
You can't cross the street here.
Customers are not allowed to park here.
Customers may not park here.
They may use this phone now.
You may consult the scheme now.
Could I help you?
Could I have another helping, please?
Are you allowed to smoke here?
You can leave now.

- B.**
- 6. *offer*
 - 7. *suggestion*
 - 8. *surprise*
 - 9. *disbelief*
 - 10. *reproach*
- They can't be quarrelling, it's just loud music.*
Men might be more considerate.
I could wash up today.
Can it be raining? It's February, isn't it?
They could do at least something about the house.
Could it have been Peter? He didn't leave a message.
They couldn't have fired him, could they?
You might have caught a cold again! So careless!
Couldn't we try another shop?
Could I carry the books for you?
You, children, might keep quiet when grown-ups are talking.

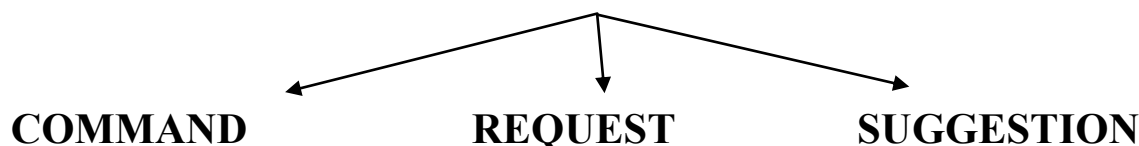


- C.**
- 11. *warning of danger*
 - 12. *recollecting a danger*
 - 13. *remembering a lost ability*
 - 14. *talking about single past achievements*
 - 15. *stating facts*
- They might have fired him.*
It can get very hot in May.
We may not persuade him to retire.
I could draw a line without a ruler when I could see better.
Men can be cunning.
They could do a lot about the house when they were younger.
If you go on like this, you may get a 2.
They were able to catch him after all.
You might have caught a cold when you got wet in April.

DIRECTIVE SPEECH ACTS

*Imperatives (Do/Don't do it) are **not the only form** of stimulus. There are a lot of variants the choice of which depends on what exactly you want to say and how you want to achieve the result. There are commands, requests, suggestions, offers, invitations and so on.*

TYPES



<p>You want the listener to obey and you would prefer him or her to understand that obedience is obligatory.</p>	<p>You want the listener to do something for you, but you have no right to insist, so you just show how much you need it.</p>	<p>You've got an idea and it's up to the listener to do or not to do what is mentioned.</p>
<p><u>Stop</u> it!</p>	<p><u>Would</u> you help me put up the screen?</p>	<p><u>Why not</u> use the sponge?</p>

*When choosing a **command**, a **request**, or a **suggestion**, the speaker is supposed to **analyze the situation** and to decide on **the best way**. When you direct somebody's actions, you should know:*

- A. whether you have the right to direct his or her actions, whether **you're really leading**;*
- B. whether **the action is obligatory** for the **listener** and you want to show it to the listener;*
- C. **who benefits** by the action.*

In order to use these three types of stimulus correctly you should see the difference between them quite well. What characterizes each type of stimulus?

	Command	Request	Suggestion
A. The <u>speaker</u> is leading			
B. The <u>action</u> is obligatory			
C1. The <u>speaker</u> benefits by the action			
C2. The <u>listener</u> benefits by the action			

Would you like to speak in class **the way English teachers do**? The first thing to do is to **avoid imperatives** and to remember that **direct commands are not typical** of the **English** culture.

Compare the results of the research concerning **the use of commands, requests, and suggestions at the lessons in British schools.**

Commands	Requests	Suggestions
50%	20%	30%

COMMANDS, REQUESTS, SUGGESTIONS IN CLASS

Spot and underline suggestions among the structures.

1. Would you fetch the key and unlock the classroom? 2. I'd like you to do the exercise in writing. 3. Let's go though your homework first. 4. You'd better not touch the lever. 5. Won't it be nice to see some slides now?

6. Do you mind opening the window for a while? It's too stuffy here, isn't it? 7. Everybody ought to do exercise 3 now. 8. How about switching off the light and drawing the curtains back? 9. I wonder if you could put up the screen for me? 10. It's important for you to read aloud.

11. Would you like me to explain the rule again? 12. I wish you would keep from daydreaming in class. 13. We may as well listen to the text once more. 14. Shall we have a rest now? 15. Why talk back?

16. Shall I spell the word now? 17. You mustn't be late for classes. 18. We could put it off till the next lesson. 19. You ought to practice reading aloud. 20. Could I have another chair?

21. You ought to have been more attentive in class. 22. Can I do the first sentence for you? 23. You may not leave the class now. 24. Could I ask you a question, please? 25. Why don't we see some more slides?

Vary the structure of the following utterances in order to make them sound like requests. The following elements may turn out to be useful: Will you ... Would you ... May I ... Can I ... Could I ...

1. Fetch me a chair. 2. Pull down the screen. 3. Switch off the light. 4. Clean the board. 5. Shut the books. 6. Stop daydreaming. 7. Say it again. 8. Spot the mistake. 9. Revise everything. 10. Hold on a minute.

SPEECH ACTS AND LANGUAGE MEANS



React to the situations, using commands, requests or suggestions.

Vary the structure.

1. Ученица слишком низко согнулись над столом. **Suggestion**
2. Ученику не сидится на месте. **Command**
3. Советуются, списывают, шелестят страницами учебника. **Command**
4. Контрольная подходит к концу. **Command**
5. Урок подходит к концу. **Command**
6. Экран висит криво, шторы до конца не закрыты. **Suggestion**
7. Заголовок на доске (или в контрольной) без заглавных букв. **Suggestion**
8. Ученик заслоняет то, что написано на доске. **Request**
9. Картинку из зарубежного журнала о жизни молодежи все время задерживают. **Suggestion**
10. Ученик не стер смешную рожицу в правом нижнем углу, а уже начинает писать на доске. **Suggestion**
11. Ученик помогает вам повесить экран, а не получается. **Suggestion**
12. В сочинении нет никаких знаков препинания, а сочинение в целом хорошее. **Suggestion**
13. Ученик забыл подписать тест, торопился сдать его. **Command**
14. Очень живой второклассник никак не может не вертеться. **Suggestion**
15. Ученица плохо ответила у доски, очень расстроена. Отпустите ее на место. **Suggestion**
16. Ученик за последним столом который раз списывает. **Command**
17. В классе необычное происшествие, и о доске забыли. **Suggestion**
18. Сегодня первый раз с проектором работает новый ученик. Изображение расплывается. **Suggestion**
19. Трудный тест заканчивается, никому не хочется сдавать тетради, многие боятся, что написали все плохо. **Request**
20. Перед контрольной неплохо было бы все повторить дома, но вы знаете, как перегружены ученики. **Suggestion**