Making Requests With Modals American English

This is the first book to bring together four distinct literatures--functional linguistics, child language, narrative development, and discursive psychology. It is an outgrowth of the historical relationship between psychology and linguistics, especially the post-Wittgensteinian "turn to language." Relevant issues are situated at that interface in a way that should prove accessible to both linguists with little or no psychological knowledge and to psychologists with no linguistics background are addressed. Previously, there have been volumes on the theses of discursive psychology and social constructionism and volumes on the workings and theories of functional linguistics, but none have attempted to link the two as natural bedfellows in this way. While clearly situated within the spirit of the Berkeley school, it goes beyond it by virtue of linking functional linguistics and discursive psychology, and by doing this ontogenetically. Overall, this book is an investigation of the psycholinguistic thesis of the social construction of selfhood and the psychology of everyday life. Featuring the only book-length studies of the use of grammatical analysis as a research strategy in psychology, it integrates issues of human development and child language in a new way. It deals in careful linguistic analyses, examining the role of grammatical forms in constituting context which involves an examination of their functions that are then used to

highlight fundamental aspects of development. The linguistic analyses are treated as a testing ground for the ideas and claims made in discursive psychology. The discussion deals with many of the current issues in psychology and related disciplines, including narrative, morality, agency, and responsibility, in order to show the central role of language in human functioning. Understanding Language Testing presents an introduction to language tests and the process of test development that starts at the very beginning. Assuming no knowledge of the field, the book promotes a practical understanding of language testing using examples from a variety of languages. While grounded on solid theoretical principles, the book focuses on fostering a true understanding of the various uses of language tests and the process of test development, scoring test performance, analyzing and interpreting test results, and above all, using tests as ethically and fairly as possible so that test takers are given every opportunity to do their best, to learn as much as possible, and feel positive about their language learning. Each chapter includes a summary, suggestions for further reading, and exercises. As such this is the ideal book for both beginning students of linguistics and language education, or anyone in a related discipline looking for a first introduction to language testing.
This comparative analysis of the inter-lingual differences between English and Spanish allows instructors to comprehend and analyze the linguistic behaviors of their students and thereby help them achieve bilingualism. Intended for advanced upper-division and graduate

students intending to teach Spanish-to-English speakers, English-to- Spanish speakers, and translators of both languages. Plastic comb binding. Annotation copyrighted by Book News, Inc., Portland, OR.

Title: "Leila's And Kim's Pre-college Vocabulary in Context and Graded Grammar Exercises" This Workbook {is a valuable tool put forward for the benefit of aspiring Leila and ambitious Kim and their high school and pre-college peers who would use it to enrich their repertoire of vocabulary and review their English Grammar to help them cope with their post high school and college requirements and to satisfy their search and eagerness to using the language smoothly and with confidence. In fact, in order to respond to Leila's strong desire to learn and Kim's tremendous love of developing language proficiency, this Workbook contains a large number of Vocabulary Exercises totaling more than 200 which are intended to help enrich users by more than 3000 words of common use, most of which are part of the International Word List and carly college textbook items, in addition to the many other items used in the multiple-choice-question distractors. Similarly, there are more than 200 Grammar Exercises of 20 items each. Both the Vocabulary and the Grammar Exercises are supplied with answers at the end of each exercise to facilitate reference instead of having tables appended at the end of the book, which are not usually referred to by many users. A user of the Workbook, however, should only look at the answers once he or she has finished the exercise to compare the answers. The context sentences used in the Workbook are simple and are meant to

please Kim and thrill Leila rather than frustrate their efforts or waste their valuable time. The review exercises have not been haphazardly written, but are the result of many years of working with the likes of Leila and Kim here and abroad as well as personal involvement in program development, text and test writing, research and note-taking in order to decide the context in which an item should fit. Finally, whether the user of this Workbook is a high school student, a pre-college or university student, or a job seeker, it is certainly an excellent tool in hand and A Road to College and Career Success' only if the exercises are given the time and the effort required!

The Cambridge Advanced Learner's Dictionary gives the vital support which advanced students need, especially with the essential skills: reading, writing, listening and speaking. In the book: * 170,000 words, phrases and examples * New words: so your English stays up-to-date * Colour headwords: so you can find the word you are looking for quickly * Idiom Finder * 200 'Common Learner Error' notes show how to avoid common mistakes * 25,000 collocations show the way words work together * Colour pictures: 16 full page colour pictures On the CD-ROM: * Sound: recordings in British and American English, plus practice tools to help improve pronunciation * UNIQUE! Smart Thesaurus helps you choose the right word * QUICKfind looks up words for you while you are working or reading on screen * UNIQUE! SUPERwrite gives on screen help with grammar, spelling and collocation when you are writing * Hundreds of interactive exercises

Pragmatics of society takes a socio-cultural perspective on pragmatics and gives a broad view of how social and cultural factors influence language use. The volume covers a wide range of topics within the field of sociopragmatics. This subfield of pragmatics encompasses sociolinguistic studies that focus on how pragmatic and discourse features vary according to macro-sociological variables such as age, gender, class and region (variational pragmatics), and discourse/conversation analytical studies investigating variation according to the activity engaged in by the participants and the identities displayed as relevant in interaction. The volume also covers studies in linguistic pragmatics with a more general socio-cultural focus, including global and intercultural communication, politeness, critical discourse analysis and linguistic anthropology. Each article presents the state-of-the-art of the topic at hand, as well as new research. Requests, a speech act people frequently use to perform everyday social interactions, have attracted particular attenTION IN Politeness theories, pragmatics, and second language acquisition. This book looks at request behaviours in a significant EFL population - Chinese speaking learners of English. It will draw on recent literature, such as politeness theories and cognitive models for interlanguage pragmatics development, as well as placing special emphasis on situational context and formulaic language to provide a more fine-grained investigation. A rnage of request scenarios has been specifically designed for this project, from common service encounters to highly face-threatening situations

such as borrowing money and asking a favour of police officer. Our findings on Chinese-style pragmatic behaviours and patterns of pragmatic development will be of value to cross-cultural pragmatics researchers, TESOL professionals, and university students with an interest in this area of study.

American English Grammar introduces students to American English in detail, from parts of speech, phrases, and clauses to punctuation and explaining (and debunking) numerous "rules of correctness," integrating its discussion of Standard American grammar with thorough coverage of the past sixty years' worth of work on African American English and other ethnic and regional non-Standard varieties. The book's examples and exercises include 500 real-world sentences and longer texts, drawn from newspapers, film, song lyrics, and online media as well as from Mark Twain, Stephen King, academic texts, translations of the Bible, poetry, drama, children's literature, and transcribed conversation and TV and radio shows. Based on twenty years of classroom testing and revision, American English Grammar will serve as a classroom text or reference that teaches students how to think and talk not only about the mechanics of sentences but also about the deep and detailed soul and nuance of the most widely used language in human history.

This book examines requests for action in everyday

contexts by analyzing natural video-recorded data of
everyday interaction in British English and Polish
families. Requests for carrying out little jobs-passing
some object or fetching items from the next room
-are pervasively relevant in contexts such as
preparing and consuming food, caring for and
playing with children. Requests therefore provide a
useful window onto general qualities of human
sociality as well as on aspects of cultural diversity.
Jorg Zinken describes features of interactional
context that people across cultures might be
sensitive to in designing a request. In particular, the
other person's locally observable commitment to a
shared task emerges as a quality of context that
systematically enters into the way a speaker builds a
request. He then analyses the relationship between
diversity across the grammatical resources of
languages, and diversity in the action affordances
provided by these structures. Focusing on
grammatical structures that exist in Polish but not in
English (impersonal deontic statements, a certain
type of double imperative, and a grammaticalized
distinction between perfective and imperfective
verbal aspect), the analyses show that language-
specific turn formats can index and project social
orientations within the on-going interaction in culture-
specific ways. By examining social actions at a fine
level of grain, the book points a way toward an
understanding of cultural diversity that avoids the

pitfalls of cultural relativism. "

This volume is focused on the teaching and acquisition of language for special, professional or general purposes, as well as the needs and challenges associated with foreign language pedagogy in English for Specific Purposes (ESP) or, more generally, Language for Specific Purposes (LSP). It presents innovative methodology and technology-integrated approaches that will serve to benefit teacher development and assist language practitioners in enhancing student investment and motivation. A pragmatic tool for utilization at the local level, this collection provides an international panorama of language pedagogy that is of great use to both junior and senior researchers. It will also serve as a source of inspiration for future and seasoned language practitioners and in-service teacher educators.

The purpose of this research is to analyse the pragmatic development of language groups at different proficiency levels and to investigate the relationship between interlanguage pragmatics and grammatical competence. For this study, 36 native Spanish speaking EFL learners at different proficiency levels were asked to respond in English to 24 different situations that called for the speech acts of request and apology. Results showed three important aspects. The first finding suggested that basic adult learners possess a pragmatic knowledge

in their L1 that allows them to focus on the intended meaning and, in most cases, to assemble an utterance that conveys a pragmatic intention and satisfies the communicative demands of a social situation. The second finding revealed that there are two essential conditions to communicate a linguistic action: the knowledge of the relevant linguistic rules and the knowledge of how to use them appropriately and effectively in a specific context. The findings further suggested that advanced learners possess the grammatical knowledge to produce an illocutionary act, but they need to learn the specific L2 pragmatic conventions that enable them to know when to use these grammatical forms and under which circumstances.

The Code of Federal Regulations is the codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the Federal Government.

Music in the American Diasporic Wedding explores the complex cultural adaptations, preservations, and fusions that occur in weddings between couples and families of diverse origins. Discussing weddings as a site of negotiations between generations, traditions, and religions, the essays gathered here argue that music is the mediating force between the young and the old, ritual and entertainment, and immigrant lore and assimilation. The contributors examine such colorful integrations as klezmer-tinged Mandarin

tunes at a Jewish and Taiwanese American
wedding, a wedding services industry in Chicago's
South Asian community featuring a diversity of
wedding music options, and Puerto Rican cultural
activists dancing down the aisles of New York's St.
Cecilia's church to the thunder of drums and
maracas and rapping their marriage vows. These
essays show us what wedding music and
performance tell us about complex multiethnic
diasporic identities and remind us that how we listen
to and celebrate otherness defines who we are.
Grammar Explorer prepares students for academic
success through captivating National Geographic
content and assignments that mirror the
requirements of academic life. Going beyond clear
grammar charts and instruction, Grammar Explorer
challenges students to think critically while using
grammar in their listening, speaking, reading, and
writing. Important Notice: Media content referenced
within the product description or the product text may
not be available in the ebook version.
Making Requests by Chinese EFL LearnersJohn
Benjamins Publishing
Acquiring Pragmatics offers a comprehensive
synthesis of state-of-the-art research on the
acquisition of pragmatics. It introduces the current
topics of research in theoretical pragmatics and
explores the issues they raise for language
acquisition research and the new experimental

designs which have been developed to address
them. While each chapter covers each topic in
depth, it also places a strong emphasis on the
underlying methodological aspects of each issue,
which will help the reader to develop their own
experimental designs. Key topics covered include:
The interfaces between pragmatics and language
acquisition The social aspects of pragmatic
competence The cognitive aspects of pragmatic
competence The acquisition of pragmatics in autistic
spectrum disorders and second language acquisition
Acquiring Pragmatics is key reading for advanced
undergraduate and graduate students studying
pragmatics and language acquisition.
This volume is intended for students who desire a
practical introduction to the use of language in daily
and professional life. It may be used either as part of
a course or as an aid to independent study. Readers
will find that concepts relating to language and
discourse are highlighted in the text, explained
clearly, illuminated through examples and practice
exercises, and defined in the "Glossary/Index" at the
back of the book. Divided into two parts, this text
presents an introduction to the elements and
practice of discourse analysis in general, as well as
an introduction to the actual kinds of discourse
crucial to personal and professional life. In Part I,
examples and practice exercises are used which
make use of a variety of genres common in daily and

professional life. Genres included are advertising, biography, travel guide, news clipping, prose fiction, students' writing, telephone conversation, poetry, police-suspect interview, face-to-face conversation, war cry, political speech, medical text, legislation, textbook, discourse of the mentally disturbed, and detective fiction among others. Wherever feasible, authentic examples are used. Part II of the book applies the principles and techniques of Part I to an investigation of discourse in daily use. Chapters include discourse in education, medicine, law, the media, and literature. Not only will these be of particular interest to students planning to enter any of these professions, but will also be of general interest, since all of us encounter them in daily life. As a result, this is a very practical book.

This textbook introduces students to the ways in which techniques from corpus linguistics can be used to aid sociolinguistic research. Corpus linguistics shares with variationist sociolinguistics a quantitative approach to the study of variation or differences between populations. It may also complement qualitative traditions of enquiry such as interactional sociolinguistics.This text covers a range of different topics within sociolinguistics:*Analysing demographic variation*Comparing language use across different cultures*Examining language change over time*Studying transcripts of spoken interactions*Identifying attitudes or

discourses.Written for undergraduate and postgraduate students of sociolinguistics, or corpus linguists who wish to use corpora to study social phenomena, this textbook examines how corpora can be drawn on to investigate synchronic variation, diachronic change and the construction of discourses. It refers to several classic corpus-based studies as well as the author's own research. Original analyses of a number of corpora including the British National Corpus, the Survey of English Dialects and the Brown family of corpora are complemented by a new corpus of written British English collected around 2006 for the purposes of writing the book.Techniques of analysis like concordancing, keywords and collocations are discussed, along with corpus annotation and statistical procedures such as chi-squared tests and clustering. Paul Baker takes a critical approach to using corpora in sociolinguistics, outlining the limitations of the approach as well as its advantages. MAT000000 [BISAC]; MAT008000 [BISAC] Given the variety of ways that speakers of American English can make requests, relatively little has been discovered on why speakers choose the forms they do. Using data from the Santa Barbara Corpus of Spoken American English, this study investigates what requestive forms American speakers use as well as the contextual conditions that occur with these forms. The study identifies categories of

requestive forms, including let statements, if
statements, modal statements, need/want
statements, imperatives and modal interrogatives
and the contextual parameters that occur with them,
including social distance, social power, contingency,
entitlement, sequential positioning, among others.
These forms demonstrate patterns of sensitivity to
the contextual factors noted within this study. That is,
no one group of linguistic forms has an identical
pattern of use with another group of linguistic forms.
Besides social power, social distance, contingency
and entitlement, requestive forms demonstrate
sensitivity to contextual elements such as the degree
to which speaker and hearer cooperate on activities,
initiating new pedagogical moves, responding to
offers, maximizing cooperation when it is not
expected, interrupting an activity, and distinguishing
between primed and non-primed requests.
Implications for the results of this analysis include
applications for learners of English as well as for a
theoretical paradigm that best accounts for the data.
The study demonstrates that a static view of context
is insufficient to explain the variation of forms
speakers use in requesting and that for learners of
English, gaining pragmatic competence is not as
simple as learning a few forms such as past tense
modals or please that can be tacked onto requestive
utterances to make them 'polite'. With highimposition
requests, learners of English need to gain linguistic

flexibility, particularly in lexico-syntactic modification
within the request sequence.
This is the first edited volume dedicated specifically
to interlanguage request modification. It is a
collection of empirical studies carried out by an
international array of scholars which provides
insights for researchers, graduate students and
language teachers on patterns of interlanguage
request modification in a range of research contexts
and linguistic/cultural settings. The research in this
volume takes the reader from a consideration of
interlanguage request modification in naturally-
occurring e-mail data, through to elicited data from e-
DCT questionnaires on cyber-consultations, to the
interactive oral discourse of requests in open role-
plays. As a whole, the contributions incorporate
research with learners from a range of proficiency
levels and from diverse linguistic/cultural
backgrounds while the chapters individually examine
developmental aspects of interlanguage request
modification, requests in electronic contexts,
comparative learner/native speaker requests, and
instructional effects on mitigation. The book will
undoubtedly become an important reference for
researchers and teachers not only in the field of
pragmatics but also in second language acquisition,
language teaching, (socio-)linguistics and discourse
analysis.
Originally presented as: Thesis (D.Phil.)--University of

Giessen, 2009.

The best-selling workbook and grammar guide, revised and updated! Hailed as one of the best books around for teaching grammar, The Blue Book of Grammar and Punctuation includes easy-to-understand rules, abundant examples, dozens of reproducible exercises, and pre- and post-tests to help teach grammar to middle and high schoolers, college students, ESL students, homeschoolers, and more. This concise, entertaining workbook makes learning English grammar and usage simple and fun. This updated Twelfth Edition reflects the latest updates to English usage and grammar and features a two-color design and lay-flat binding for easy photocopying. Clear and concise, with easy-to-follow explanations, offering "just the facts" on English grammar, punctuation, and usage Fully updated to reflect the latest rules, along with quizzes and pre- and post-tests to help teach grammar Ideal for students from seventh grade through adulthood in the US and abroad For anyone who wants to understand the major rules and subtle guidelines of English grammar and usage, The Blue Book of Grammar and Punctuation offers comprehensive, straightforward instruction.

Drawing on everyday telephone and video interactions, this book surveys how English speakers use grammar to formulate responses in ordinary conversation. The authors show that speakers build their responses in a variety of ways: the responses can be longer or shorter, repetitive or not, and can be uttered with different intonational 'melodies'. Focusing on four sequence types: responses to questions ('What time are we

leaving?' - 'Seven'), responses to informings ('The May Company are sure having a big sale' - 'Are they?'), responses to assessments ('Track walking is so boring. Even with headphones' - 'It is'), and responses to requests ('Please don't tell Adeline' - 'Oh no I won't say anything'), they argue that an interactional approach holds the key to explaining why some types of utterances in English conversation seem to have something 'missing' and others seem overly wordy.

Updated and revised with more examples and expanded discussions, this second edition continues the aim of providing teachers with a solid understanding of the use and function of grammatical structures in American English. The book avoids jargon and presents essential grammatical structures clearly and concisely. Dr. DeCapua approaches grammar from a descriptive rather than a prescriptive standpoint, discussing differences between formal and informal language, and spoken and written English. The text draws examples from a wide variety of authentic materials to illustrate grammatical concepts. The many activities throughout the book engage users in exploring the different elements of grammar and in considering how these elements work together to form meaning. Users are encouraged to tap into their own, often subconscious, knowledge of grammar to consciously apply their knowledge to their own varied teaching settings. The text also emphasizes the importance of understanding grammar from the perspective of English language learners, an approach that allows teachers to better appreciate the difficulties these learners face. Specific areas of difficulties for

learners of English are highlighted throughout.
In this highly acclaimed revision, grammatical
descriptions and teaching suggestions are organized into
sections dealing with Form, Meaning, and Use. THE
GRAMMAR BOOK, Second Edition helps teachers and
future teachers grasp the linguistic system and details of
English grammar, providing more information on how
structures are used at the discourse level.
This volume encompasses a thorough examination of
the use of request strategies on two contrastive
dimensions. On the cross-cultural dimension, it
compares the use of British and American English
request strategies in naturally occurring informal
conversations. The conversational data are retrieved
from the International Corpus of English (ICE) and the
Santa Barbara Corpus of Spoken American English. On
the methodological dimension, it systematically
compares request strategies and their frequency
distributions in the conversational data to questionnaire-
based requests. Highlighting various instrument-induced
effects, the volume challenges the validity of one of the
most widely used and accepted data collection tools in
pragmatics research, the DCT. The extensive data
analysis contained in the volume includes a wide range
of linguistic variables including mitigating and
aggravating modification strategies and their interaction
with head act directness levels. While it focuses on the
first-pair part, the book also offers an analysis of request
responses from a cross-cultural perspective. The
findings of the study contribute new insights to research
on requests, politeness, variational pragmatics, and

general research methodology.
Students can becomve familiar with legal syntax and
legal vocabulary in this introduction to basic legal
information and the U.S. legal system.
A guide to proper American English word usage,
grammar, pronunciation, and style features
examples of good and bad usage from the media.
The chapters in this volume focus on how we might
understand the concept of 'unit' in human
languages. It is an analytical notion that has been
widely adopted by linguists of various theoretical and
applied orientations but has recently been critically
examined by both typologically oriented and
interactional linguistics. This volume contributes to
and extends this discussion by examining the nature
of units in actual usage in a range of genetically and
typologically unrelated languages, English, Finnish,
Indonesian, Japanese, and Mandarin, engaging with
fundamental theoretical issues. The chapters show
that categories originally created for the description
of Indo-European languages have limited usefulness
if our goal is to understand the nature of human
language in general. The authors thus question the
status of traditionally accepted linguistic units,
especially their static understanding as a priori
entities, and suggest instead that an emergent and
interactional view of both structure and function
offers a better fit with the data from the languages
examined. Originally published as special issue 43:2

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Brown and Levinson (1987) developed a universal politeness theory that posits distance, power, and task imposition together to determine politeness weightiness perception. However, their theory overlooks the importance of cultural differences in politeness behavior. Furthermore, the theory mathematically formularizes that politeness weightiness perception is determined by simply adding social distance between the speaker and the hearer with social power (status) of the hearer (addressee) and task imposition. In this book, I refine the theory by developing a formal model while accounting for cultural differences and empirically test them using survey data obtained from subjects with Korean and American cultural background. The results reveal that cultural differences do matter in a speaker's determination of politeness weightiness.

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