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Mood, Modality,
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17 - Mood, Modality and Voice

Nick Riches

Newcastle University

compiled on March 11, 2019

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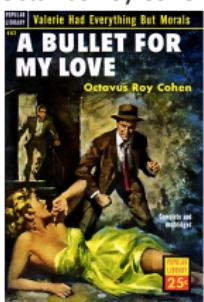
Exclamative mood

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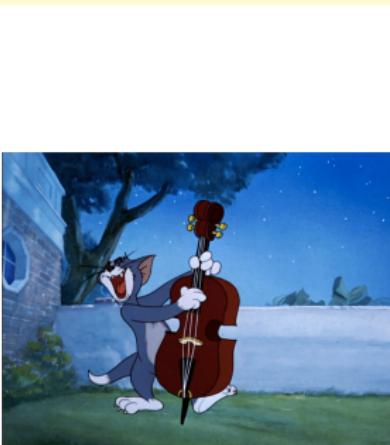
Is you is, or is you ain't my baby?



Octavus Roy Cohen



Lewis Jordan



Tom and Jerry

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Is you is, or is you ain't my baby?

1. Non-standard agreement morphology (*you is...*)
2. Non-standard form of negated copula (*ain't*)
3. Movement without deletion (see later)

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All phenomena which can be used to manipulate the proposition expressed by a sentence.

Mood and **modality** are devices whereby speakers express their attitude to what they are saying.

Voice is a means of foregrounding (or “topicalising”) particular arguments

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In English “moods” are typically aligned with Speech Acts;

DECLARATIVE MOOD

(1) She s. is v. late for work Od .

(2) The cat s. ate v. the fish Od .

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INTERROGATIVE MOOD

(3) Who do you work for ?

(4) Why are you being so mean ?

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IMPERATIVE MOOD

(5) Don't do that !

(6) Go away !

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EXCLAMATIVE MOOD

(7) What a terrible film !

(8) Boy was it awful !

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In most discourses, most sentences will be in the declarative mood.

Displays canonical word order (S + V + complement)

(9) She S is V late for work Comp = Cs

(10) The cat S ate V the fish Comp = Od

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2 processes

1. Wh-movement
2. Inversion of Auxiliary or Copula

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Is the Q about the Subject?

YES

Replace Subject
with Wh-expression

Move questioned constituent to front and
replace with 'wh' expression

Does sentence contain an Aux. or Cop.?

YES

Move Aux. or Cop.
before subject

NO

Use 'do' support

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1. X ate the fish

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1. **X** ate the fish
2. Who ate the fish ?

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1. The cat ate X

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1. The cat ate X

2. What the cat ate t ?

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1. The cat ate X

2. What the cat ate t ?

3. What did the cat ate eat t ?

Do-support

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1. The cat ate X

2. What the cat ate t ?

3. What did the cat ate eat t ?

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What did the cat t eat t ?

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CAPTAIN AUXILIARY VERB

The Auxiliary Code of Honour



I do solemnly promise...

- (1) To take over **tense**-marking duties where necessary
- (2) To take over **negation**-marking duties where necessary
- (3) To take over **question**-marking duties where necessary

For the higher purpose of creating grammatical sentences

Your obedient helper

Captain Auxiliary Verb

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1. He has given the book to X

2. Who he has given the book to t ?

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1. He has given the book to X

Who he has given the book to t ?

2.

Who has he t given the book to t ?

3.

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Correct the following questions. Why are they wrong?

1. Would you like what to eat?
2. Who did eat all of the pies?
3. What he's been doing lately?
4. Where he is?

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Correct the following questions. Why are they wrong?

1. What would you like **t** to eat ?

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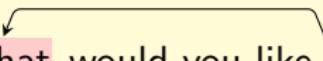
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Correct the following questions. Why are they wrong?

- 
1. What would you like **t** to eat ?
 2. Who ~~did eat~~ ate all of the pies?

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Correct the following questions. Why are they wrong?

1. What would you like *t* to eat ?

2. Who ~~did eat~~ ate all of the pies?

3. What '*s* he *t* been doing lately?

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Correct the following questions. Why are they wrong?

1. What would you like t to eat ?

2. Who ~~did eat~~ ate all of the pies?

3. What 's he t been doing lately?

4. Where is he t ?

4.

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(11)

Is you is or is you ain't my baby?

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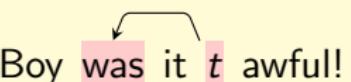
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(12) What a nice guy!

(13) Boy was it *t* awful!



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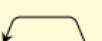
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Do exclamatives develop from interrogatives? (Goldberg, A. E., 2006)?

Can we use exclamatives to model grammatical properties of interrogatives?

Boy  t fast !

Is  fast ?  Boy  t fast !

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(14) (You) **be** quiet in the library!

(15) (You) **don't drive** so fast!

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NB unusual negative:

(16) **Don't go!**

(17) He decided **not to go** to the party

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- (18) You **must** arrive on time (DEONTIC MODALITY)
- (19) Jack **must** be running late (EPISTEMIC MODALITY)
- (20) You **shouldn't** smoke (DEONTIC MODALITY)
- (21) He **shouldn't** be long now (EPISTEMIC MODALITY)

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4 important grammatical properties

1. They don't inflect for tense
e.g. * **She musted arrive on time**
2. They don't inflect for agreement
e.g. * **She musts arrive on time**
3. They are followed by the infinitive form (without "to")
e.g. **She must arrive on time.**
4. They invert to make questions, e.g.

Should I *t* bring a packed lunch?

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Permission modals, e.g.

(22) You **may** not have some more

(23) **May** I have some more please?

Deontic modals in disguise, e.g.

You **may** have some more ⇒ It's NOT the case that you
MUSTN'T have some more

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Will has modal syntactic characteristics, e.g. no agreement
(*He wills do it*)

But rarely expresses modal meaning, e.g. *You will do it now!*

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Can is often, but not always, used as a modal verb, e.g.

- (24) You **can't** smoke here (DEONTIC MODALITY)
- (25) You **can't** be serious (EPISTEMIC MODALITY)
- (26) I can't do this homework (ABILITY =
NON-MODAL MEANING).

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Have to and *Need to* are **semi-modals**

Express modal concepts (OBLIGATION), but do not exhibit
the typical grammatical properties of modal verbs

need to, have to;

1. They inflect for tense

He had to/needed to work harder

2. They inflect for agreement

He has to/needs to work harder

3. Questions use do-support instead of inversion

Do I have to/need to work harder?

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Because they inflect for tense, they are very useful for expressing modal concepts in the past, e.g.

(27) Yesterday I **had to** get up early.

(28) *Yesterday I **musted** get up early.

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Rewrite the following sentences using modal verbs

1. It's obligatory for students to arrive on time
2. It's likely that it was the butler who committed the murder
3. It's advisable for you to avoid alcohol while on these tablets
4. Is it obligatory for Jack to wear a suit to work?
5. (Doorbell rings) That's unlikely to be Mary.
6. We were obliged to wear a uniform at my school.

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Students **have to / must arrive** on time.

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Students **have to / must arrive** on time.
2. It's likely that it was the butler who committed the
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Students **have to / must arrive** on time.
2. It's likely that it was the butler who committed the murder ⇒
The butler **can't have** committed the murder.

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Students **have to / must arrive** on time.
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The butler **can't have** committed the murder.
3. It's advisable for you to avoid alcohol while on these tablets

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Students **have to / must arrive** on time.
2. It's likely that it was the butler who committed the murder ⇒
The butler **can't have** committed the murder.
3. It's advisable for you to avoid alcohol while on these tablets ⇒
You **should avoid** alcohol while on these tablets

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3. It's advisable for you to avoid alcohol while on these tablets ⇒
You **should avoid** alcohol while on these tablets
4. Is it obligatory for Jack to wear a suit to work?

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You **should avoid** alcohol while on these tablets
4. Is it obligatory for Jack to wear a suit to work? ⇒
Does Jack have to wear a suit?
Must Jack wear a suit?

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You **should avoid** alcohol while on these tablets
4. Is it obligatory for Jack to wear a suit to work? ⇒
Does Jack have to wear a suit?
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5. (Doorbell rings) That's unlikely to be Mary.

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You **should avoid** alcohol while on these tablets
4. Is it obligatory for Jack to wear a suit to work? ⇒
Does Jack have to wear a suit?
Must Jack wear a suit?
5. (Doorbell rings) That's unlikely to be Mary. ⇒
That **can't be** Mary!

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Does Jack have to wear a suit?
Must Jack wear a suit?
5. (Doorbell rings) That's unlikely to be Mary. ⇒
That **can't be** Mary!
6. We were obliged to wear a uniform at my school.

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You **should avoid** alcohol while on these tablets
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Does Jack have to wear a suit?
Must Jack wear a suit?
5. (Doorbell rings) That's unlikely to be Mary. ⇒
That **can't be** Mary!
6. We were obliged to wear a uniform at my school. ⇒
We **had to wear** a uniform at my school.

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1. Have you watched "**The Walking Dead**"?
2. **It's** one of my favourite series.
3. **It's** about a group of survivors fighting zombies in an apocalyptic wasteland.
4. **It's** really quite gripping.
5. **It's** made by an American Channel called AMC
6. **The pilot episode** was directed by Frank Darabont, who directed the Shawshank Redemption.

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(29) The pilot was directed by F. Darabont
S Aux. be Past Participle By-phrase

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(30)

The pilot episode was directed *t* by F. Darabont

Turns a non-subject into a subject.

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(31)

Food was given *t* to all the refugees

(32)

All the refugees were given *t* food

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Passives can sometimes have two past participles in a row:

(33) She has been given an award

PRES. PERF. PASSIVE

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Subject and object complements cannot be passivised

(34)

He was elected *t* captain of the team

(35)

* Captain of the team was elected him *t*

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The ULTIMATE test for the passive!!!

The 'hedgehog test' (Frances Avery)

Can you add 'by hedgehogs'?

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- (36) Food was given to all the refugees **by hedgehogs.**
- (37) All of the food had been eaten **by hedgehogs**
- (38) *He's been working for ten hours

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Use of the passive is often criticised, and many style manuals, e.g. Strunk and White, “The Elements of Style”

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Use of the passive is often criticised, and many style manuals, e.g. Strunk and White, "The Elements of Style" It is 'dishonest' because it hides agency

(39) TEENAGER: Mum, I invited a few friends around, and unfortunately the TV was broken . . .

(40) The miners were arrested

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(39) TEENAGER: Mum, I invited a few friends around, and unfortunately the TV was broken . . .

(40) The miners were arrested

The cat was chased by the dog.

‘50 years of stupid grammar advice’, by Geoff Pullum.

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4. **It’s** really quite gripping.
5. **It’s** made by an American Channel called AMC
?? **AMC** made it
6. **The pilot episode** was directed by Frank Darabont, who directed the Shawshank Redemption.
?? **Frank Darabont**, who directed the Shawshank Redemption made the pilot episode.

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What Innocent never mentions in his writing is that the Church at the time faced more opposition than perhaps it cared to admit. Innocent didn't enjoy the security that his writing made

it seem ~~that he did~~. The goal of Henry VI had been to control Italy. The papacy did its best to prevent this by refusing to crown Henry emperor unless he promised not to ~~control~~ ^{intervene in} Italy. Henry

P.V. was obviously very interested in doing so, but died before his plans could come to fruition.

P.V. P.V. 3 Innocent was quite brilliantly using the vacancy in the emperor's throne to try to place the church back into assured power, by stepping in to control who would become pope, almost exactly what Henry IV had done in 1075.

P.V. P.V. 3 Innocent was also reluctant to mention the position in which heresy was putting the church. It was relatively easy to stomp out a few flames of nonbelievers, but lately more and more people were opposing the official viewpoint in one way or another. P.V. Cultured Innocent saw his people taken from him by the Waldensian heresy and the Albigensian, or Cathar, heresy. People began to realize that the church was corrupt, that church practices were more and more motivated by income. Heresies that were motivated by legitimate concerns were more likely to attract attention, but none of this was mentioned by Innocent in his writing on *The Punishment of Heretics* in 1198.

*Passive
Voice!*

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The passive gets a bad press!

Mood, Modality,
Voice

Nick Riches

✓ What Innocent never mentions in his writing is that the Church at the time faced more opposition than perhaps it cared to admit. Innocent didn't enjoy the security that his writing made

it seem ~~that he did~~. The goal of Henry VI had been to control Italy. The papacy did its best to prevent this by refusing to crown Henry emperor unless he promised not to ~~control~~ ^{intervene} Italy. Henry

was obviously very interested in doing so, but died before his plans could come to fruition.

Innocent was quite brilliantly using the vacancy in the emperor's throne to try to place the church back into assured power, by stepping in to control who would become pope, almost exactly what Henry IV had done in 1075.

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The passive in language-impaired populations

Mood, Modality,
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Nick Riches

Individuals with developmental/acquired language impairments have great difficulties producing the passive
(Van der Lely, 1996)



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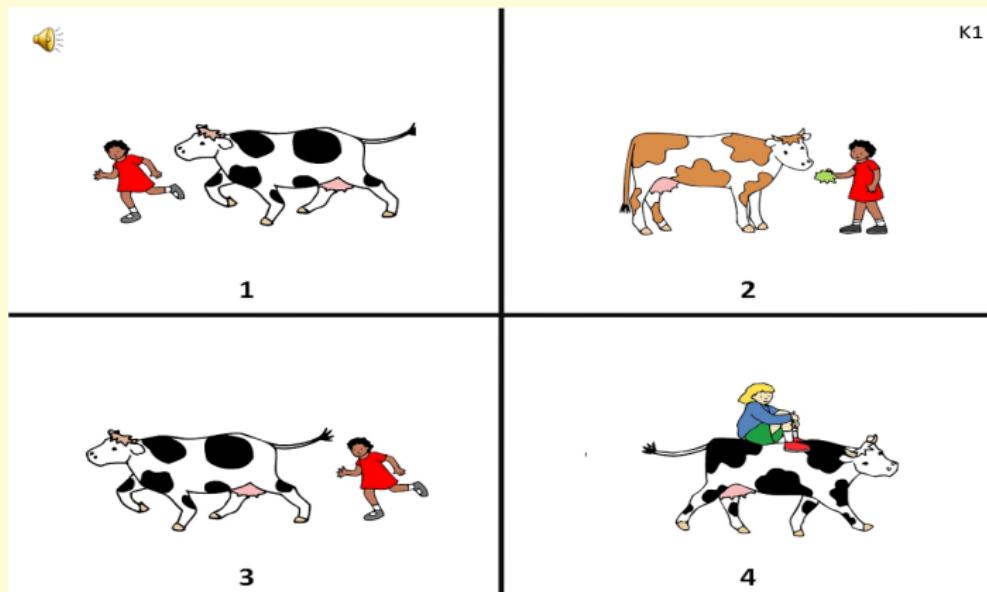
The passive in language-impaired populations

Mood, Modality,
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You will find that many assessments of both production and comprehension (e.g. CELF recalling sentences, or TROG comprehension task) employ the passive.

'The cow is chased by the girl'



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The following sentence is actually grammatical

(41) The horse raced past the barn fell

Can you create a discourse context where the sentence makes sense.

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