

March 24, 2020

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



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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Types of mood, with examples

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

DECLARATIVE MOOD

- (1) She s. is v. late for work cs .
- (2) The cat s. ate v. the fish od .

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Types of mood, with examples

INTERROGATIVE MOOD

- (3) Who do you work for ?
- (4) Why are you being so mean ?

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Types of mood, with examples

IMPERATIVE MOOD

- (5) Don't do that !
- (6) Go away !

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Types of mood, with examples

EXCLAMATIVE MOOD

- (7) What a terrible film !
- (8) Boy was it awful !

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Mood in other languages

e.g. Romance has a **subjunctive** mood to refer to events which are hypothetical

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(1) Declarative Mood

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) Interrogative Mood

2 processes

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

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(2) Interrogative Mood

'wh' questions begin with 'wh'-word

(11) Who is he dating?

Yes-no questions require a yes-no response

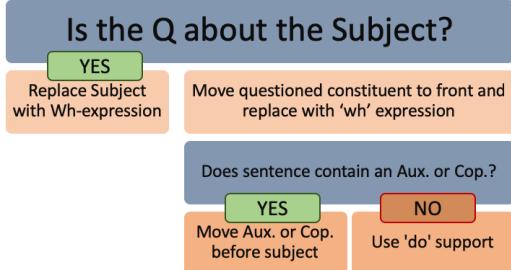
(12) Is he dating Brad?

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(2) Interrogative Mood

Question formation in 'wh'-questions



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(2) Interrogative Mood

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

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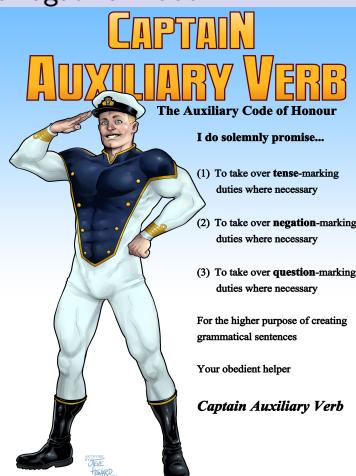
(2) Interrogative Mood

1. The cat ate X
What the cat ate t ?
2.
What did the cat ate eat t ?
3.
Do-support
What did the cat t eat t ?

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(2) Interrogative Mood



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(2) Interrogative Mood

1. He has given the book to **X**

2. Who **he has given the book to t** ?

3. Who **has he t given the book to t** ?

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(2) Interrogative Mood

(13) He escaped from jail [with a crow bar]

(14) How **he escaped from jail t**

(15) How **did he escaped from jail**
do-support

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(2) Interrogative Mood

And yes-no questions...

(16) **Did he like the dinner?**
do-support

(17) **Was he t having a good time ?**

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EXERCISE

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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EXERCISE

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* ?

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Interrogative errors in DLD

Van der Lely & Battell (2003)

1. Who Mrs Brown see?
2. What did they drank?
3. Which one did Mrs White wore a hat?

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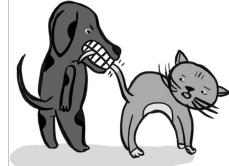
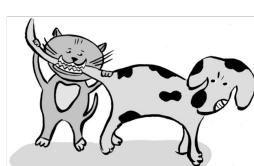
(18) Is you is or is you ain't my baby?

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Interrogative errors in DLD

Poor comprehension of Object questions (questions where 'wh' word refers to object) (Friedmann & Novogrodsky, 2011)



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Interrogatives in Autism

Children with autism exhibit delayed use of questions (spontaneous usage)

A syntactic, or a pragmatic difficulty? (Jyotishi et al. 2017)

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(3) Exclamative mood

(19) What a nice guy!

(20) Boy was it *t* awful!

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(3) Exclamative mood

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

Can we use exclamatives to model grammatical properties of interrogatives?

Boy *is* he *t* fast !

Is he *t* fast ? ⇒ Boy *is* he *t* fast !

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(4) Imperative mood

(21) (You) be quiet in the library!

(22) (You) don't drive so fast!

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(4) Imperative mood

NB unusual negative:

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

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

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The basics

Semantics: concepts of OBLIGATION ('deontic' modality) and LIKELIHOOD ('epistemic' modality)

Syntax: Often expressed using **modal auxiliary verbs**, e.g. *must*, *should*.

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The basics

- (25) You **must** arrive on time (DEONTIC MODALITY)
- (26) Jack **must** be running late (EPISTEMIC MODALITY)
- (27) You **shouldn't** smoke (DEONTIC MODALITY)
- (28) He **shouldn't** be long now (EPISTEMIC MODALITY)

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The basics

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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Getting tricky

Permission modals, e.g.

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

(30) **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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Getting tricky

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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Getting tricky

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

(31) You **can't** smoke here (DEONTIC MODALITY)

(32) You **can't** be serious (EPISTEMIC MODALITY)

(33) I can't do this homework (ABILITY = NON-MODAL MEANING).

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Getting tricky

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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Getting tricky

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

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

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

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EXERCISE

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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EXERCISE

1. It's obligatory for students to arrive on time ⇒ Students **have to** / **must** **arrive** on time.
2. It's likely that it was the butler who committed the murder ⇒ The butler **must 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
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!
6. We were obliged to wear a uniform at my school. ⇒ We **had to wear** a uniform at my school.

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Clinical relevance

Presumably language-impaired children have difficulties with syntactic characteristics of modals (e.g. negation and questions)

Papafragou (1998) argues that development of epistemic modals is linked to theory of mind ⇒ likely to be delayed in autism.

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Notes

Active versus passive voices - the basics

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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Active versus passive voices - the basics

- (36) The pilot was directed by F. Darabont
S Aux. **be** Perf. form By-phrase
THE PASSIVE VOICE

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Active versus passive voices - the basics

- (37) The pilot episode was directed **t** by F. Darabont

Turns a non-subject into a subject.

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Active versus passive voices - the basics

- (38) Food was given **t** to all the refugees

- (39) All the refugees were given **t** food

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Active versus passive voices - the basics

Passives can sometimes have two past participles in a row:

(40) She has been given an award

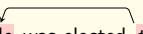
PRES. PERF. PASSIVE

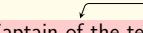
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Notes

Active versus passive voices - the basics

Subject and object complements cannot be passivised

(41)  He was elected  captain of the team

(42) *  Captain of the team was elected  him 

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Active versus passive voices - the basics

The ULTIMATE test for the passive!!!

The 'hedgehog test' (Frances Avery)

Can you add 'by hedgehogs'?

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Active versus passive voices - the basics

(43) Food was given to all the refugees **by hedgehogs**.

(44) All of the food had been eaten **by hedgehogs**

(45) *He's been working for ten hours **by hedgehogs**

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Notes

The passive gets a bad press!

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

- (46) TEENAGER: Mum, I invited a few friends around, and unfortunately the TV was broken
...
(47) The miners were arrested

The cat was chased by the dog.

'50 years of stupid grammar advice', by Geoff Pullum.

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The passive gets a bad press!

1. Have you watched "**The Walking Dead**"?
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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 Reemption made the pilot episode.

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The passive gets a bad press!

The passive voice turns a non-subject into a topic
It therefore promotes coherent discourse.

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The passive gets a bad press!

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 Italy. Henry IV was 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. 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. 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.

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The passive gets a bad press!

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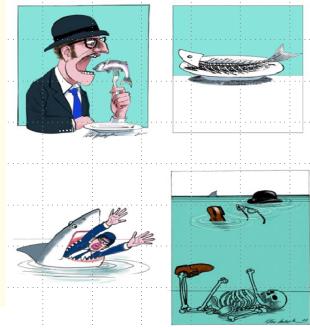
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The passive in language-impaired populations

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



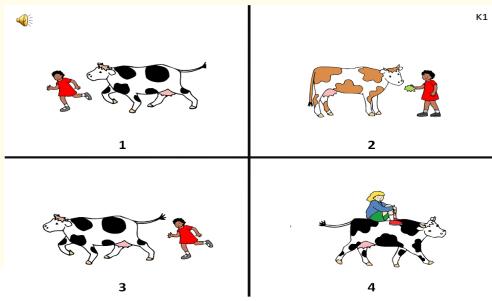
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The passive in language-impaired populations

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

(48) The horse raced past the barn fell

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

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