

17 - Mood, Modality and Voice

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Homework

Mood, Mod, Voice

Mood

Types of mood, with examples

Mood in other languages

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(2) Interrogative Mood

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(3) Exclamative mood

(4) Imperative mood

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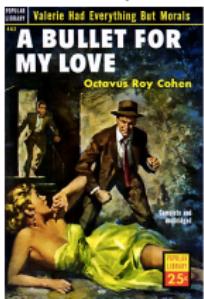
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Is you is, or is you ain't my baby?



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

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2 processes

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

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Question formation in 'wh'-questions

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. The cat ate X

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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

What did the cat t eat t ?

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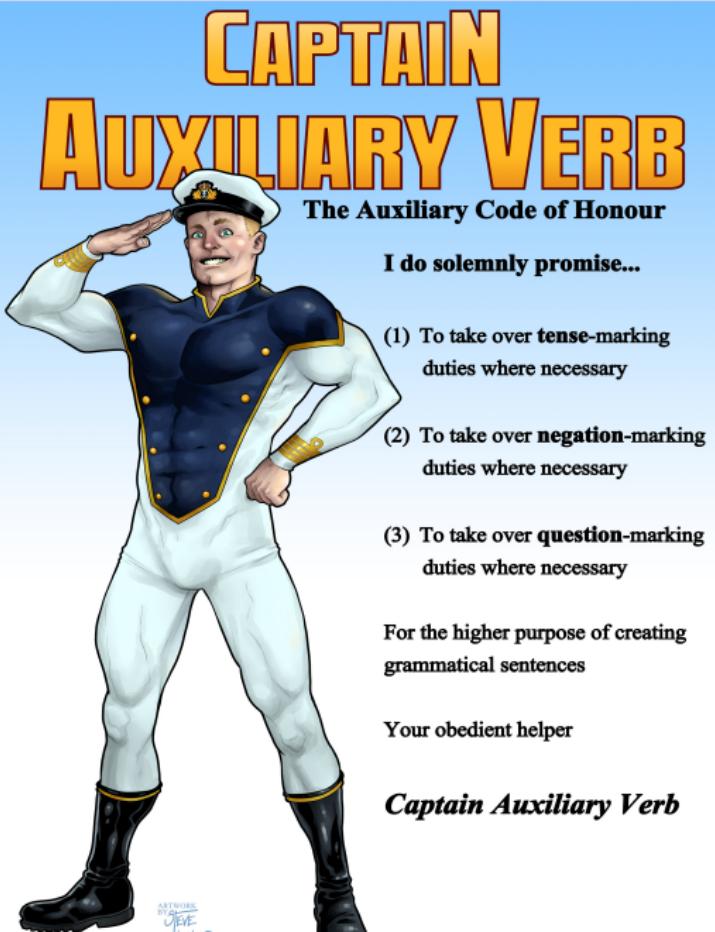
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1. He has given the book to X

Who he has given the book to t ?

2.

Who has he t given the book to t ?

3.



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(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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And yes-no questions...

(16) Did he like the dinner?

do-support

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

Was he *t* having a good time ?

Was he *t* having a good time ?

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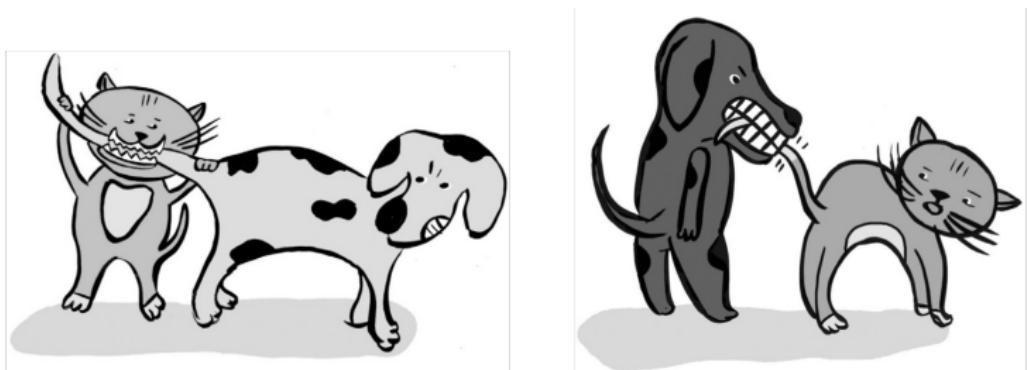
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Poor comprehension of Object questions (questions where 'wh' word refers to object) (Friedmann & Novogrodsky, 2011)

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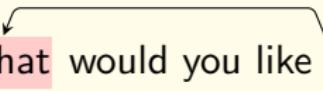
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Correct the following questions. Why are they wrong?

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

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

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(19) What a nice guy!

(20)

Boy was it *t* awful!



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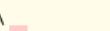
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References

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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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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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.

(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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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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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? ⇒
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Must Jack wear a suit?
5. (Doorbell rings) That's unlikely to be Mary.

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

Turns a non-subject into a subject.

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(38)

Food was given *t* to all the refugees

(39)

All the refugees were given *t* food

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Passives can sometimes have two past participles in a row:

(40) She has been given an award

PRES. PERF. PASSIVE

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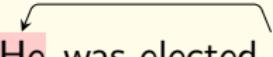
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Subject and object complements cannot be passivised

(41)  He was elected  captain of the team

(42) * Captain of the team was elected him 

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- (43) Food was given to all the refugees
- (44) All of the food had been eaten
- (45) *He's been working for ten hours

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

Active versus passive voices - the basics

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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

(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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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
?? **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.

E P.V. 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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E P.V. 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

E P.V. people were opposing the official viewpoint in one way or another. E ^{called} Innocent saw his people taken

from him by the Waldensian heresy and the Albigensian, or Cathar, heresy. People began to

E P.V. realize that the church was corrupt, that church practices were more and more motivated by

E P.V. income. Heresies that were motivated by legitimate concerns were more likely to attract attention,

E P.V. but none of this was mentioned by Innocent in his writing on *The Punishment of Heretics* in 1198.

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The passive in language-impaired populations

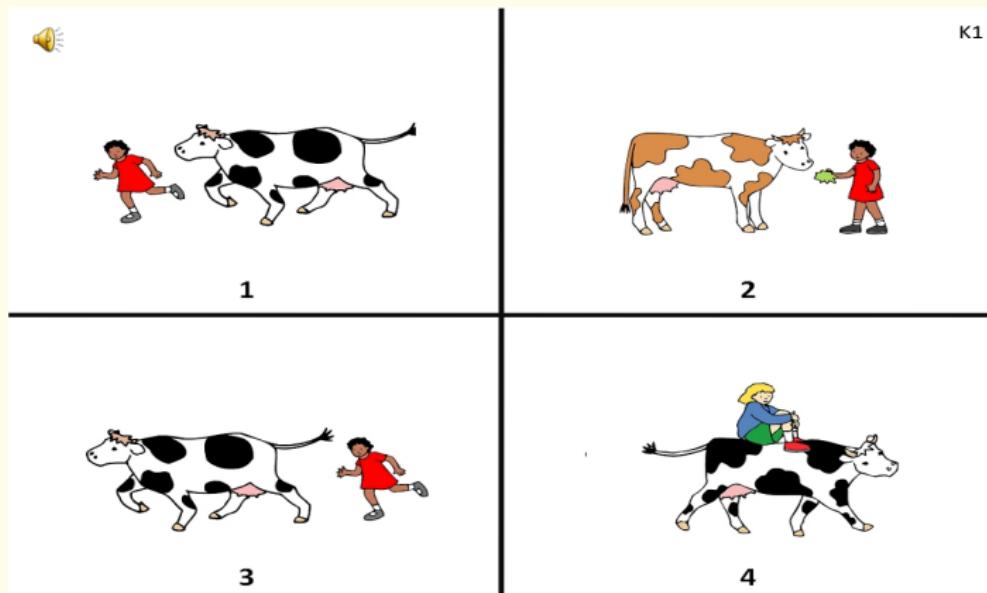
Individuals with developmental/acquired language impairments have great difficulties producing the passive
(Van der Lely, 1996)



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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