Unit 4 (a)
Mood–Residue
Clause-as-exchange

*Grammar* presentation given on 21.xi.2017

Robert Spence
Angewandte Sprachwissenschaft
Universität des Saarlandes
The learning goals for today’s session are:

1. To understand how the grammatical system of ‘Satzmodus’ expresses the nature of the individual moves in a dialogue (Statement, Question, Offer, Suggestion, Command).
2. To analyse the Mood–Residue structure of clauses.
3. To understand the function of the Subject and the Finite.
4. To practise paradigms of different moods and tenses (WORKSHEET–IN CLASS):
   - http://www.spence.saar.de/courses/grammar/unit04a/paradigms.pdf
5. To learn to recognize negative imperatives (“Don’t you step on my blue suede shoes!”)
6. To understand how Mood Tags work in English (WORKSHEET–Q3–[PRE-CLASS HOMEWORK]; + SLIDE SHOW):
   - http://www.spence.saar.de/courses/grammar/unit04a/moodtags.pdf
7. To prepare for the class on ‘Satzmodus’ next week (WORKSHEET–Q4a–HOMEWORK BEFORE NEXT LESSON)
The learning goals for today’s session are:

1. To understand how the grammatical system of mood (‘Satzmodus’) expresses the speech function of the individual moves in a dialogue (Statement, Question, Offer, Suggestion, Command).

The nature of dialogue
The Mood element
Other elements of Mood structure
Mood as system; further options
Polarity and Modality
Absence of elements of the modal structure
Clause as Subject
Acknowledgements
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7. To prepare for the class on MODALITY next week (WORKSHEET–Q4a–HOMEWORK BEFORE NEXT LESSON)
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**Speech Function versus Mood (1)**

The semantic system network for SPEECH FUNCTION:

```
 ROLE IN EXCHANGE
  giving
  demanding

 COMMODITY EXCHANGED
  goods-and-services

 COMMODITY EXCHANGED
  information
```

is equivalent to (and can be re-written as):

```
 ROLE IN EXCHANGE
  giving (Offer)
  demanding (Command)

 ROLE IN EXCHANGE
  giving (Statement)
  demanding (Question)
```

is equivalent to (and can be re-written as):

```
 ROLE IN EXCHANGE
  giving (Offer)
  demanding (Command)

 ROLE IN EXCHANGE
  giving (Statement)
  demanding (Question)
```
Speech Function versus Mood (2)

Compare the semantic system network for speech function:

- Commodity exchanged
- Goods-and-services
- Role in exchange
- Information
- Role in exchange
- Giving (Offer)
- Demanding (Command)
- Giving (Statement)
- Demanding (Question)

With the grammatical system network for mood:

- Mood type
- Imperative ("do it!")
- Indicative
- Indicative type
- Declarative ("they did it.")
- Interrogative ("did they do it?") (etc.)

There is no special grammatical category for offers. Offers can be expressed in many different ways: "Shall I do it?" / "I'll do it!" / "Here!" / etc.
Fig. 4-2  The semantic system of SPEECH FUNCTION
### Speech Function versus Mood (4)

<table>
<thead>
<tr>
<th></th>
<th>Initiation [A/B]</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Expected [C]</strong></td>
<td><strong>Discretionary [D]</strong></td>
</tr>
<tr>
<td>Give [M]</td>
<td>Goods &amp; Services [X]</td>
<td><strong>Offer</strong>&lt;br&gt;shall I give you this teapot?</td>
</tr>
<tr>
<td>Demand [N]</td>
<td></td>
<td><strong>Command</strong>&lt;br&gt;give me that teapot!</td>
</tr>
<tr>
<td>Give [M]</td>
<td>Information [Y]</td>
<td><strong>Statement</strong>&lt;br&gt;he’s giving her the teapot</td>
</tr>
<tr>
<td>Demand [N]</td>
<td></td>
<td><strong>Question</strong>&lt;br&gt;what is he giving her?</td>
</tr>
</tbody>
</table>
Subject and Finite

Fig. 4-3  Subject and Finite
Meaning of the Finite

The Finite element makes the proposition finite:

• circumscribes the proposition.

• brings the proposition down to earth, so that it can be argued about

• gives the proposition a point of reference in the here-and-now:
  1. by reference to the time of speaking: PRIMARY TENSE (the old man was crossing the road)
  2. by reference to the judgement of the speaker: MODALITY (it can’t be true).
### Examples of Finite

<table>
<thead>
<tr>
<th>Temporal operators:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>past</td>
<td>present</td>
</tr>
<tr>
<td>positive</td>
<td>did, was, had, used to</td>
<td>does, is, have</td>
</tr>
<tr>
<td>negative</td>
<td>didn’t, wasn’t, hadn’t, didn’t + used to</td>
<td>doesn’t, isn’t, hasn’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modal operators:</th>
<th>low</th>
<th>median</th>
<th>high</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive</td>
<td>can, may, could, might, (dare)</td>
<td>will, would, should, is/was to</td>
<td>must, ought to, need, has/had to</td>
</tr>
<tr>
<td>negative</td>
<td>needn’t, doesn’t/didn’t + need to, have to</td>
<td>won’t, wouldn’t, shouldn’t, (isn’t/wasn’t to)</td>
<td>mustn’t, oughtn’t to, can’t, couldn’t, (mayn’t, mightn’t, hasn’t/hadn’t to)</td>
</tr>
</tbody>
</table>
Meaning of the Subject

“The Subject supplies the rest of what it takes to form a proposition: namely, something by reference to which the proposition can be affirmed or denied.”

“It is perhaps easier to see this principle of responsibility in a proposal (a ‘goods-&-services’ clause), where the Subject specifies the one that is actually responsible for realizing (i.e. in this case, for carrying out) the offer or command. For example, in *I’ll open the gate, shall I?* (offer) the opening depends on me; in *Stop shouting, you over there!* (command) it is for you to desist or otherwise.”
## Examples of Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Finite</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>the duke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>my aunt</td>
<td>has</td>
<td></td>
</tr>
<tr>
<td>that teapot</td>
<td>has</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clause as Subject</th>
<th>Finite</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>given my aunt that teapot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>been given that teapot by the duke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>been given my aunt by the duke</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mood tag</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>has't</td>
<td>he</td>
</tr>
<tr>
<td>hasn't</td>
<td>she</td>
</tr>
<tr>
<td>hasn't</td>
<td>it</td>
</tr>
</tbody>
</table>

### Fig. 4-6 Variation of Subject in declarative clauses
The structure of the Residue

The Residue contains one Predicator, either one or two Complements, and any number of Adjuncts (typically no more than seven):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mood</th>
<th>Predicator</th>
<th>Complement</th>
<th>Adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sister Susie</td>
<td>'s</td>
<td>sewing</td>
<td>shirts</td>
<td>for soldiers</td>
</tr>
<tr>
<td>Finite</td>
<td></td>
<td>Predicator</td>
<td>Complement</td>
<td>Adjunct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Residue</td>
<td></td>
</tr>
</tbody>
</table>

Fig. 4-7 Structure of the Residue
What can bear “modal responsibility”? 

HOWNEVER:

AND: (in a cinema queue:) “Look at all these people we’ve been come-in-after by!”
Ageing rock stars, etc.:
Brian Johnson, the lead singer of the rock band AC/DC, was losing his hearing. So he was replaced by Axl Rose of Guns ’n’ Roses—who at his first concert as lead singer of AC/DC had to sing sitting in a chair, because of a broken leg!

Subsequently, Axl will probably sing normally, fortunately.
circumstantial: *normally*
modal: Mood: *probably*
modal: Comment: *fortunately*
conjunctive: *subsequently*
Further options in the MOOD system

If you’re interested in exploring the English mood system further, ask me for more material.
**Polarity**

**Polarity** is the system of ‘yes’ and ‘no’.
Your Worksheet contains examples of unmarked and marked positive, and unmarked and marked negative forms. In formal written English, it is impossible to distinguish between unmarked negative and marked negative. Traditional formal grammars therefore recognize only the ‘marked positive’, sometimes labelling it the ‘Emphatic Mood’.
Polarity in imperative clauses

4.4.3 Imperatives

The imperative has a different system of PERSON from the indicative. Since the imperative is the mood for exchanging goods-&-services, its Subject is ‘you’ or ‘me’ or ‘you and me’. If we take the ‘second person’, ‘you’, as the base form, an imperative clause displays the following paradigm:

<table>
<thead>
<tr>
<th></th>
<th>Unmarked for person or polarity</th>
<th>Marked for person</th>
<th>Marked for polarity</th>
</tr>
</thead>
<tbody>
<tr>
<td>positive</td>
<td>look</td>
<td>YOU look</td>
<td>DO look</td>
</tr>
<tr>
<td>negative</td>
<td>DON’T look</td>
<td>DON’T YOU look</td>
<td>DO NOT look</td>
</tr>
</tbody>
</table>

The capitalized forms indicate salience: these syllables must be rhythmically prominent (they may be, but are not necessarily, tonically prominent). Thus there is a contrast between the imperative // you / look //, with you as Ictus, and the typical declarative // _ you / look //, with you as Remiss and usually phonetically reduced. (Where two are shown capitalized, at least one is salient.)
The system of \textit{Modality} spans the space between the two poles of positive and negative:

\textit{He likes Mozart.}
\textit{He certainly likes Mozart.}
\textit{He probably likes Mozart.}
\textit{He possibly likes Mozart.}
\textit{He possibly doesn’t like Mozart.}
\textit{He probably doesn’t like Mozart.}
\textit{He certainly doesn’t like Mozart.}
\textit{He doesn’t like Mozart.}

This will be the topic for next week.
Ellipsis of (part or all of) the Residue

(a) (Will you join the dance?)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Finite</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>might</td>
<td>do</td>
</tr>
<tr>
<td></td>
<td>Finite</td>
<td>Predicator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residue</td>
</tr>
<tr>
<td>I</td>
<td>won’t</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finite</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mood</td>
</tr>
</tbody>
</table>

(b) (Who killed Cock Robin?)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(said the sparrow)</td>
</tr>
<tr>
<td></td>
<td>Adjunct</td>
</tr>
</tbody>
</table>

Fig. 4-26  (a) Substitution and ellipsis of the Residue (yes/no response); (b) Ellipsis of other presupposed elements (WH- response)
Ellipsis of (part or all of) the Mood

For any clause, there is one choice of Subject that is ‘unmarked’—that is assumed, in the absence of evidence to the contrary. In a giving clause (offer or statement), the unmarked Subject is ‘I’; while in a demanding clause (question or command), the unmarked Subject is ‘you’.

(a) Carry your bag? (‘Shall I . . .?’)
— Would you? Thanks.
(b) Met Fred on the way here. (‘I . . .’)
— Did you? Where?
(c) Seen Fred? (‘have you . . .?’)
— No, I haven’t.
(d) Play us a tune. (‘Will you . . .?’)
— Shall I? Alright.
Embedded clause as Subject

Each of the following three clauses has, as its Subject, an *embedded* clause:

- To argue with the captain # was asking for trouble.
- Ignoring the problem # won’t make it go away.
- That all this wealth might some day be hers # had simply never occurred to her.

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<th>Complement</th>
</tr>
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<td>asking for trouble</td>
</tr>
<tr>
<td>Mood</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residue</td>
</tr>
<tr>
<td>nominal group: clause as Head</td>
<td>verbal group</td>
<td>nominal group: clause as Head</td>
</tr>
</tbody>
</table>

*Fig. 4-27* Embedded clause as Subject
Acknowledgements