

HG2002: Solutions to Tutorial 5

Situations

Francis Bond <bond@ieee.org>

1. Are the following verbs **stative** or **dynamic**? What are the tests that you have used in order to decide if they are stative or otherwise?

- **stative:** *own, possess, know, last, ?lack*
- **dynamic:** *comprise, imitate, resemble, seize, think, lose*

Tests: can it take progressive? can you use it in imperative?

2. Some verbs may describe **telic** (bounded) or **atelic** (unbounded) processes, depending on the form of their complements. Below is a list of verb phrases. For each one, decide if it is telic or atelic, then see if you can change this value by altering the verb's complement.

- **telic:** *rig an election, ripen, walk to the station*
ate two oranges, swim a mile
- **atelic:** *ate oranges, swim*
rig elections, walk toward the station

Tests: does it combine with *in 10 minutes/ for 10 minutes*

3. Modal verbs can be used to convey **epistemic** or **deontic** modality. In the following sentences, discuss what the modal verbs tell us about the speaker's attitude.

- (1) *This could be our bus now.*
E: maybe it is, I can't see clearly
D: if we paid the deposit
- (2) *They would be very happy to meet you.*
E: if you took the time to meet them
- (3) *You must be the bride's father.*
E: I think it is the case that you are the bride's father
D: I need an actor to play this role, you do it!
- (4) *The bus should be here soon.*
E: I think it will be here soon
D: It is due, it has an obligation to be here
- (5) *It might rain this afternoon.*
E: It is possible that it will rain this afternoon
- (6) *I will study hard.*
E: tomorrow, I am gonna study hard
D: I intend to study hard

4. These sentences be used to convey **epistemic** or **deontic** modality. Explain the difference between the two readings, then translate the sentences into a language of your choice, and see if the ambiguity remains.

(7) *You must be very tactful.*

D: From what I've heard it is the case that you are very tactful

E: You have an obligation to be very tactful

(8) *You will not leave this room early.*

D: My belief is that you will remain in this room until the appointed time

E: I am telling you to remain in this room until the appointed time

(9) *We should be home before five.*

D: Given the circumstances, I expect that we will be home by five

E: We are under an obligation to be home by five

(10) *Students may do their homework in groups.*

D: It might be the case that students will do their homework in groups

E: Students have permission to do their homework in groups

5. Although English does not mark **evidentiality** grammatically, it can be expressed in other ways. Consider the following situation: *S "Kim bit Sandy"*. How could you express the following situations:

(11) You think *S* is true, but have no evidence

I think Kim bit Sandy

(12) You saw *S* occur

I saw Kim bite Sandy

(13) You saw a bite mark on Sandy, matching Kim's dental work

I deduce Kim bit Sandy from the bitemark

キムがサンディを噛たようだ

(14) Someone told you *S*

I heard that Kim bit Sandy

キムがサンディを噛たそうだ

(15) You are Sandy, and you experienced *S*

Kim bit me

Are any of these expressed grammatically in a language that you speak?

6. Some verbs allow the form of the verb in an embedded *that*-clause to be subjunctive (shown as subjunctive form).

(16) Kim proposes that the meeting be recorded.

(17) *Kim thinks that the meeting be recorded.

Which of the following verbs may take the subjunctive (show with examples):

require, urge, remember, command, report, suggested, insist, deny, promise

- **subjunctive:** *require, urge, command, suggested, insist*
 - Kim *requires* that the meeting *be*/^{is} recorded
 - Kim *suggested* that the meeting *be* recorded “that the meeting should be recorded in the future”
- **no subjunctive:** *remember, report, suggested, deny, promise*
 - Kim *remembers* that the meeting *was*/^{is} recorded
 - Kim *suggested* that the meeting *is*/*was* recorded “that the meeting has been recorded already”

Isn't it amazing that we have this stored in our brain somehow!