

# Reine Adverben der Art und Weise

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## 1 Einleitung

*Adverbs: Quality adverb* vs *Quantitative* (time, place, degree) oder *Logical* (even, only) adverbs.

- (1) a. Appropriately, Carol handled Jay's lawsuit (since she was his best friend).  
b. Carol handled Jay's lawsuit appropriately (doing everything as it should be done).
- (2) a. Absent-mindedly, Pat swam out to the island (forgetting that she had a dentist appointment at 4).  
b. Pat swam out to the island absent-mindedly (not even noticing the \$100 bills floating on the surface).
- (3) a. Louisa rudely answered Patricia.  
b. Louisa answered Patricia rudely.

Clausal reading used for extended grouping:

- Subject-Oriented Adverbs
  - Agent-Oriented Adverbs
  - Mental-Attitude Adverbs
    - \* State
    - \* Intentional
- Speaker-Oriented Predicationals
  - Speech-Act Adverbs
  - Epistemic
  - Evaluative

- Exocomparative adverbs

- (4) a. Foolishly, the Senator has been talking to reporters.  
b. The Senator has been talking foolishly to reporters.
- (5) a. Louise cleverly had opened the vent (so that the poison gas would be pulled from the room).  
b. Louise had opened the vent cleverly (with chewing gum and an old pool cue).
- (6) a. Aggressively, KMC had bought out six companies.  
b. KMC had bought them out aggressively.
- (7) a. Graciously, Phillip took her aside (to prevent her from feeling isolated).  
b. Phillip took her aside graciously (with a few well-chosen words).
- (8) a. Delightedly, Chris did not budge while the new robot cooked his supper.  
b. To say the least, Chris did not speak delightedly after the defeat.
- (9) a. The calmly had left the room.  
b. She had left the room calmly.
- (10) a. Bitterly, Elsa spoke about her former partner.  
b. Elsa spoke bitterly about her former partner.
- (11) a. Mindy has reluctantly been going to accounting classes.  
b. Mindy has been going to accounting classes reluctantly.
- (12) a. Willingly, the sailors sang a few of the chanteys.  
b. The sailors sang a few of the chantey willingly (and a few others begrudgingly).

**Contrast to PMA**

- (13) a. \*Loudly, you must blow the trumpet.  
b. You must blow the trumpet loudly.
- (14) a. \*The sun brightly had been shining that morning.  
b. The sun had been shining brightly that morning.
- (15) a. \*Everything smoothly was running.  
b. Everything was running smoothly.

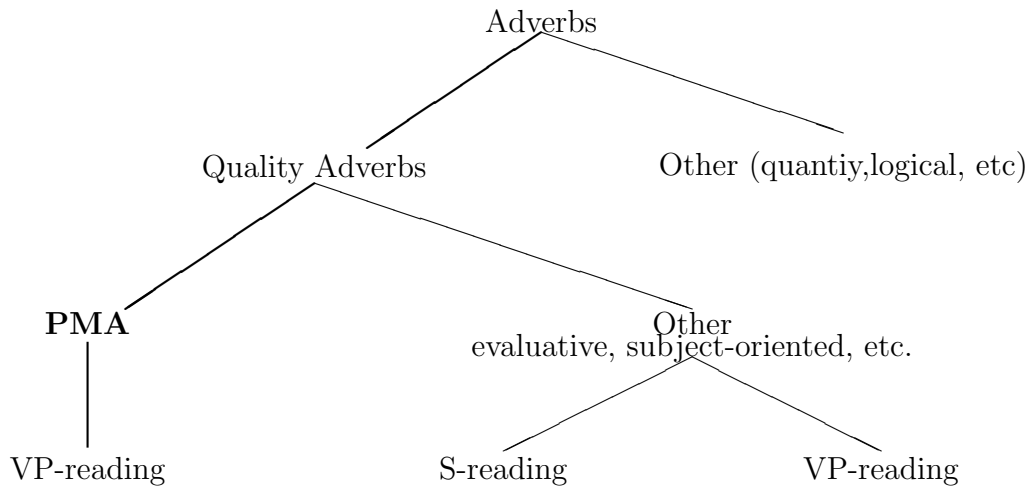


Figure 1: The subgrouping of adverbs

## 2 Die Ableitungsrichtung

- different lexical classes of x-predicates predict specific ranges of non-manner adverbial uses of these predicates ([Geuder, 2000, 36])
- the manner adverb reading can be derived by rule (The 'manner rule' of [Ernst, 1984, Ernst, 2000])

## 3 PMA wirklich rein?

*Mod*<sub>0</sub> in [Bartsch, 1972]: *schnell, langsam, laut, leise, etc*

### 3.1 Temporale Lesarten: Quickly and slowly

- (16) a. John quickly lifted his arm.  
 b. John lifted his arm quickly.  
 (= (47)a/b on p. 93 in [Cinque, 1999])  
 a' John was quick in lifting his arm.  
 b' John lifted his arm in a quick way.  
 = (47) on page 93 of [Cinque, 1999]
- (17) a. Lynn quickly raced down the hallway.  
 b. Lynn raced down the hallway quickly.

- (18) a. Er muß langsam das Geschirr abspülen.  
 b. Er muß das Geschirr langsam abspülen.(=11a/b in [Pittner, 2000])
- (19) a. kuài diǎnr chī!  
 quickly point eat  
*Quickly, start eating!*  
 b. chī kuài diǎnr!  
 eat quickly point  
*Eat faster!*
- (20) a. He quickly ran away.  
 b. He ran away quickly.  
 (=85)a/b on p. 103 in [Cinque, 1999])
- (21) a. \*He fast ran away.  
 b. He ran away fast.  
 (=86)a/b in [Cinque, 1999])

Manner-reading scheint primär zu sein, die temporale Lesart eine Derivation.

### 3.2 Subject Oriented

- (22) a. \*She woodenly ignored them.  
 b. She was speaking woodenly.
- (23) a. She gracelessly had ignored them.  
 b. She was speaking gracelessly.
- (24) a. Kim quietly had gone home to think it over.  
 b. Kim sang quietly.

## 4 Alternation in allen PMA

- (25) a. The prisoner proclaimed his innocence loudly.  
 i.He woke up all the other prisoners.  
 # ii. He really believed that he had been framed.  
 b. The prisoner loudly proclaimed his innocence.  
 # i.He woke up all the other prisoners.  
 ii. He really believed that he had been framed.

Peterson's restriction analysis ([Peterson, 1997]):

- (26) a. The men who were tired ate strawberries.  
 b. The men, who were tired, ate strawberries.  
 c. The tired men ate strawberries. = (a) or (b)

- (27) a. The Titanic('s) sinking rapidly caused great loss of life.=  
 i. The Titanic's sinking being rapid caused great loss of life. ('restrictive')  
 ii. The Titanic's sinking, which was rapid, caused great loss of life.  
 b. The Titanic('s) sinking quietly caused great loss of life.=  
 i. # The Titanic's sinking being quiet caused great loss of life. ('restrictive')  
 ii. The Titanic's sinking, which was quiet, caused great loss of life.

Aber:

- Kohärenz
  - Deakzentuierung
  - Referenz auf das einfache Ereignis möglich
  - modifizierte Entität bleibt gleich
  - Manner-reading auch nach syntaktischen Standardtests
  - Kontrast zu *quietly* in (24)
- (28) a. #He did not proclaim his innocence loudly.(He was not making much noise, that is, it was not loud.)/\*Loudly, he did not keep quiet about his innocence.(\*Sentence except adverb negated.)  
 b. Absentmindedly/Stupidly/juristically, he did not keep . . . .
- (29) a. \*Kim loudly had gone home to think it over.  
 b. Kim sang loudly.

## 5 Schlußfolgerungen und Fragen

- PMA existieren als Klasse
- einige Adverben, die man intuitiv auch zu den PMA zählen würde, zeigen eine 'clausal' Lesart
- Die formale Behandlung dieser Fälle ist nicht parallel zu den anderen Adverb-Lesart Alternationen zu machen
  - Sind beide Lesarten schon lexikalisch markiert?
  - Kann die 'clausal' Lesart durch Reinterpretationsprozesse erklärt werden?

FINIS

## Literatur

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