Guide to how to use the book in a course

The book consists of three main parts: (1) cognitive aspects of time, (2) an introduction to the main technical tool, the event calculus, and (3) applications to tense, aspect and nominalization. The first part motivates the technical constructions of the second part, but is otherwise fairly concise. Philosophical debates on the nature of time unfortunately had to be left out altogether, and the voluminous psychological literature could not be done full justice. Lastly, we did not have the opportunity to discuss in any detail approaches to temporal discourse as found in cognitive linguistics, for which see for instance Vyvyan Evans, *The Structure of Time*, John Benjamins 2004. Some formal material relating to the discussion of event structures by Walker, Kamp and Thomason can be found under the link 'Additional material'.

The second part contains all the technnical material necessary for an understanding of the applications in the third part. There is quite a lot of it however, so an indication of what is necessary for which purpose may be useful. Chapter 4 on the event calculus is the heart of the book, and must be mastered before moving on to applications. Readers who have never seen logic programming would do well to study the appendix before tackling Chapter 4. Equipped with knowledge of Chapter 4, Chapters 7 (on *Aktionsart*, 8 (on English tenses) and the first part of 10 (on the English perfects) can be understood. Chapter 9, on French past tenses, provides considerable detail concerning the computational side of tense, and for this mastery of Chapter 5 is essential. The same holds for that part of Chapter 10 which is concerned with the progressive, and Chapter 11, which studies the particular form of recomputation known as coercion.

Chapter 12 on nominalization uses only very basic facts about the event calculus itself (the primitive predicates and the two forms of events, representing perfect and imperfect nominals), but it makes heavy use of the coding machinery and truth theory introduced in Chapter 6.

The book is intended for a course for MA or MSc students (or beginning graduate students), in linguistics, logic, philosophy or cognitive science. If the course covers a full semester, one can treat Chapters 1–5, 7–11 in considerable detail, although for some students an additional effort for mastering the logical background will be required. In any case it is very useful to have practical sessions in which students learn to translate pieces of discourse into the event calculus, and to compute with the resulting logic programs. In Amsterdam, the course is enlivened with discussions of children's acquisition of tense and aspect (see the link 'Additional material' for some of this literature). This is done because we believe many experiments in this area are based on shaky theories. Students are encouraged to formulate hypotheses about tense/aspect acquisition on the basis of the book, and to design and perform an experiment testing their hypothesis. The link 'Example of essays' gives an idea about what students are able to do in this area.