LNGT 0250
Morphology and Syntax

Lecture #24
May 12th, 2016

Announcements

• We made it! YES!

• Any questions on Assignment 6.

Let’s do some word play

• What do you call a fake noodle?

• Play with morphology!

Comment on the picture!

Word play
Thoughts?

The syntax of ‘like’

Modern English Lesson by Eric Perlin

The word “said” is now considered outdated and officially archaic. In modern English, the proper phrase is “was like.”

Examples of the Three Voices in Writing

1. Active Voice
   “You ate six donuts.”

2. Passive Voice
   “Six donuts were eaten by you.”

3. Passive-Aggressive Voice
   “You ate six donuts and I didn’t get any. Don’t worry, it’s cool. I can see donuts are very important to you.”

You’ve been garden-pathed one final time!

Fill in the blank!

The past, the present, and the future walked into a bar. It was ________.

Tense!

The past, the present, and the future walked into a bar. It was tense.
The real definition of ambiguity!

Today’s agenda

- Class photo.
- Course response forms.
- The wanna contraction puzzle.
- Passives, applicatives and causatives (data from Tallerman 2011).
- Data analysis
- Syntactic islands!

Wanna contraction

- Let’s try this pair:
  - Which student do you want to meet?
  - Which student do you want to do the homework?

Derivation of an English wh-question

What, have you seen $t_i$? (where $t_i$ stands for trace)

subject aux inversion:
means Aux is in C

Wh-word precedes C –
therefore it is in specifier of CP

Revisiting the wanna contraction puzzle

- Who do you want to kiss?
  - Who do you wanna kiss? 😊

- Who do you want to kiss the kitten?
  - *Who do you wanna kiss the kitten? 😞
Revisiting the wanna contraction puzzle

Who, do you want to kiss t_i?

*Who, do you want t_i to kiss the kitten?

Parameters of cross-linguistic variation

- **Head-directionality parameter**: gives us English-type SVO vs. Japanese-type SOV.
- **Verb movement parameter**: gives us English vs. French.
- **Subject placement + verb movement parameters**: give us VSO languages such as Welsh/Irish/Tagalog.
- **Subject side parameter**: gives us English vs. Malagasy.
- **V2 parameter**: gives us German/Dutch/Scandinavian.

Parameters of cross-linguistic variation

- **The null subject parameter**: gives us Spanish/Italian/Arabic vs. English/French.
- **The wh-parameter**: gives us wh-fronting languages such as English/Edo vs. wh-in-situ languages such as Japanese/Chinese/Egyptian Arabic.

Baker’s parameter hierarchy (partial version)

Passives

- **Passives**:  
  - Promotion of object to subject;  
  - demotion of subject to an oblique or null;  
  - change in verbal morphology.

English passives

1. a. Kim took some great photos with that old camera.  
   b. Some great photos were taken (by Kim) with that old camera.

2. a. We stole that Ming vase yesterday.  
   b. That Ming vase was stolen (by us) yesterday.

3. a. Three cups of tea have revived the nurse.  
   b. The nurse has been revived (by three cups of tea).
Passives in German and Welsh

(4) a. Der Apfel wird vom Friseur geschnitten. (German)
   'The apple was cut by the hairdresser.'
   b. Der Apfel wurde vom Friseur geschnitten.
   'The apple was cut by the hairdresser.'

(5) a. Cyfylli y sefydlia i eglu. (Welsh)
   'The situation was explained by the lecturer.'
   b. Cafodd y sefydlia ei eglu (gan yr darthpyd).
   'The situation was explained by the lecturer (literally, “the situation got to be explained by the lecturer’).'

German again: The impersonal passive

(11) a. Die Leute tanzen.
   'The people dance.'
   b. Es wurde getanzt.
   'There was dancing.'
   (Literally, ‘it became danced.’)

Applicatives

- Applicatives:
  - Promotion of indirect object.
  - Demotion of direct object.
  - Change in verbal morphology in some languages.

Applicatives in English

(26) a. My brother sold his bike to Sue.
   b. My brother sold Sue his bike.

(27) a. I baked a cake for Kim.
   b. I baked Kim a cake.

Applicatives in Chamorro, Japanese, and Gilbertese

(8) a. Si Juan na-Filipino si Jose.
   'J. Filipino followed Jose.'
   b. D-an Isabel si Jose as Juan.
   'Isabel followed Jose by Juan.'

(7) a. Bidu ya salaana o tabeta.
   'The cat ate the fish.'
   b. Salama ta nebo ta tabeta.
   'The fish was eaten by the cat.'

(6) a. E kunata-te te nasa te moo.
   'The chicken killed the snake.'
   b. E kunata-ak te nasa te moo.
   'It killed the snake by the chicken.'

Applicatives in Indonesian and Chichewa

(29) a. Merika men-bawa [daging inu] [lepada dij]. (Indonesian)
   'They brought the meat to him.'
   b. Merika men-bawa kum [dia] [daging inu].
   'They brought the meat to him.'

(28) a. Nkhani z-i-re-ka ndi musapha kwa nkhambwe. (Chichewa)
   'The zebras handed the trap to the fence.'
   b. Nkhani z-i-re-ka kum ndi musapha.
   'The zebras handed the trap to the fence.'
French does not dative-shift!

(33) a. Marie a donné un cadeau à Pierre. (French)
    Marie has given a present to Pierre.

    "Marie has given a present to Pierre."

b. *Marie a donné Pierre un cadeau.
    Marie has given Pierre a present.
    (#Marie has given Pierre a present.)

Causatives

- Causatives:
  - Introduction of a new subject (the causer).
  - Demotion of original subject to object or oblique.
  - Changes in verbal morphology or use of a causative verb.

English causatives

(35) a. The students left.
    b. We made/let the students leave.

(36) a. The students read the book.
    b. We had the students read the book.

French causatives

(38) a. Jean a lu ce livre. (French)
    Jean has read this book.

    "Jean has read this book."

b. Nous avons fait lire ce livre à Jean
    we have lett. make READ this book to Jean
    "We made Jean read this book."

Causatives in Chichewa and Turkish

(41) a. Mtsako u-na-gw-a
    waterpot So-INT-fall-ASP
    "The waterpot fell.

b. Mtsako a-na-gw-ema-a
    mtsako girl
    So-INT-Of/Fall-CAN-ASP
    waterpot
    "The girl made the waterpot fall.

(42) a. Müdür mektub-a imzala-dı
    director now letter-ACC sign-INST
    "The director signed the letter.

b. Dışçısı maktub-u maktə-b imzala-t-tu
    dentist now letter-ACC director-SIG-INST sign-CAN-INST
    "The dentist made the director sign the letter.

Data analysis

- Colorado (Ecuador).
- Trique of Copala (Mexico).
One final puzzle

(i) When did the boy say he hurt himself?
(ii) When did the boy say how he hurt himself?

Constraints on the syntax of wh-questions: Introducing islands

Constraints on wh-movement

• Due to the recursive nature of syntactic structure, the distance between the wh-phrase and its original position in the D-structure could be, in principle, unbounded:
  - Who did John meet t?
  - Who did you say that John met t?
  - Who does Mary believe that you said that John met t?
  - etc.

Syntactic islands

• In certain structures, however, wh-movement is simply impossible. The substructures out of which wh-movement is blocked are called syntactic islands.
  * Complex DPs are islands for movement:
    *Which book did Mary talk to [DP the author [CP who wrote t]]?*
    *Which famous actor do you believe [DP the rumor [CP that Mary met t]]?*

Islands

• Adverbiacl clauses introduced by without, after, before, etc., are also islands (called adjunct islands):
  *Who did Mary leave the party [CP before meeting t]?*

• Coordinate structures are also islands:
  *Who did you see [DP Mary and t]?*

• Also, embedded CPs introduced by a wh-word act as islands for wh-movement (called wh-islands):
  *Who do you wonder [CP what t bought t]?*

Islands

• Island effects also indicate that movement should be ‘local,’ as we have seen before with regard to head movement and wh-movement in multiple wh-questions.
Revisiting our final puzzle

(i) When did the boy say he hurt himself?
(ii) When did the boy say how he hurt himself?

Revisiting our final puzzle

When, did the boy say $t_i$ he hurt himself?
When, did the boy say he hurt himself $t_i$?

When, did the boy say $t_i$, how he hurt himself?
*When, did the boy say [how he hurt himself $t_i$]?

† Wh-island

References

• The data on these slides for passives, applicatives, and causatives are taken from Tallerman 2011.

Thanks everyone!