LSA 112

Introduction to Syntax
“Relation-changing operations”

Ida Toivonen

July 8, 2019
Homework 2

- The thematic roles of “love”
- Instruments – arguments or adjuncts?
- What modifies what? Attach the modifier to the right phrase!
Homework 2: Ivatan

- VSO word order
Word orders

S
  /\  \\
NP  VP
 /\  \\
SUBJECT  PREDICATE

S
  /\  \\
VP  NP
 /\  \\
PREDICATE  SUBJECT
Word orders

SVO:

SOV:

Relation shifts (Ida Toivonen)
Word orders

VOS:

```
S
  VP
    V
      NP
        OBJECT

NP
  SUBJECT```

OVS:

```
S
  VP
    V
      NP
        SUBJECT

NP
  V
    OBJECT```

Relation shifts (Ida Toivonen)
Homework 2: Ivatan

- Ivatan: VSO word order
- Perhaps Ivatan doesn’t have a VP? There are some languages that don’t display evidence for VP, sometimes that’s taken as a defining characteristic of non-configurational languages.
Word orders

- In some languages, all tensed elements seem to appear in the same position, whether they are auxiliaries or lexical verbs.
- That gives us the "Aux" position as a potential host for verbs.
- Perhaps "Aux" projects a phrase, like V, N, A, P and Adv do (VP, NP, AP, AP, and AdvP)?
- We could call it AuxP, but it is typically called TP (Tense Phrase) or IP (Inflectional Phrase).
Word orders

TP

NP  T  VP

SUBJECT  V  NP

OBJECT
Tense Phrase (TP)

```
TP
  NP
    Gabriela
  T
    is
  VP
    V
      trading
    NP
      stocks
```
Word orders

But what about a sentence like *Is Gabriela trading stocks?*

Note that subject-aux inversion does not occur in subordinate clauses: *Marlo asked whether Gabriela is trading stocks.*
Complementizer Phrase (CP)

\[
\begin{array}{c}
\text{VP} \\
\text{V} \\
\ldots \\
\text{C} \\
\text{whether} \\
\text{TP} \\
\text{NP} \\
\text{T} \\
\text{is} \\
\text{Gabriela} \\
\text{VP} \\
\text{V} \\
\text{trading} \\
\text{NP} \\
\text{stocks}
\end{array}
\]
Complementizer Phrase (CP)

Word orders

Relation shifts (Ida Toivonen)

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Functional projections

- VP, NP, AP, PP, AdvP: lexical projections
- CP, IP/TP: functional projections
- Scholars have proposed lots of functional projections.
“Verbal spine”

- V, T, and C are potential hosts for verbal elements.
- The structure for Ivatan?
Passives, applicatives, etc.

- The same/similar verb, but differences in grammatical functions
- “Relation-changing operations”
- We want to capture the fact that structures are systematically and predictably related.
- However, not everybody would assume that one structure is derived from the other.
Passive

1. The crow destroyed the pie.
2. The pie was destroyed by the crow.

(1) and (2) are similar in meaning: they include some form of the verb destroy, the agent is *the crow* and the patient is *the pie*.

However, in (1), *the crow* is the subject and in (2) *the pie* (the patient) is the subject.
Passive: Japanese

1. Sensei ga John o sikat-ta.
   teacher subj John obj scold-PAST
   ‘The teacher scolded John.’

2. John ga sensei ni sikar-are-ta.
   John subj teacher by scold-PASSIVE-PAST
   ‘John was scolded by the teacher.’

From Tallerman (2005)
Passive: Mandarin Chinese

1. Zhù làoshī píyè-le wǒ-de kǎo-shì.
   Zhu professor mark ASPECT my test
   ‘Professor Zhu marked my test.’

2. Wǒ-de kǎo-shì bèi Zhù làoshī píyè-le
   my test by Zhu professor mark ASPECT
   ‘My test was marked by Professor Zhu.’

- From Perlmutter and Postal (1983)
A definition of passive from Tallerman (2005):
“A construction which changes the grammatical relations of core arguments in the following way: the original subject of an active sentence is demoted or deleted, and the object of the verb is promoted to the grammatical relation of subject.”
Prepositional passive

- prepositional passive, pseudo-passive
- similar to regular passive, except the passive subject corresponds to a *prepositional* object

1. Jocelyn believes in fairies.
2. What does Jocelyn believe in?
Impersonal passive

- similar to passive, except no argument is promoted to subject position
- can apply to intransitives

**Swedish:**

1. Dom dansar mycket på kryssningsbåtarna.
   it/there dance.ACTIVE much on cruise.boats.DEF
   ‘They dance a lot on the cruise boats.’

2. Det dansas mycket på kryssningsbåtarna.
   it/there dance.PASSIVE much on cruise.boats.DEF
   ‘There is a lot of dancing on the cruise boats.’

- Example (2) from www.
Impersonal passive

**Welsh:**

1. Can-odd y côr neithiwr.
   sing-PAST the choir last.night
   ‘The choir sang last night.’

2. Can-wyd (gan y côr) neithiwr.
   sing-PAST:PASSIVE (by the choir) last.night
   ‘There was singing (by the choir) last night.’
Impersonal passive

1. They claim that Carmela is a good cook.
2. It is claimed that Carmela is a good cook.
Expletive subjects in English

1. expletive subjects, dummy subjects, pleonastic subjects
2. It is true that Carmela is a good cook. (expletive it)
3. There are a lot of good cooks in this restaurants. (expletive there)
4. It is over there. (no expletives in this sentence)
Applicatives

Definition from Tallerman (2005):
“A construction which creates two objects, a primary and a secondary object, from an NP-PP construction.”
Applicatives

1. Miranda sent a letter to Fares.
2. Miranda sent Fares a letter.

1. Miranda kicked the ball to me.
2. Miranda kicked me the ball.

1. Miranda built a tree house for Fares
2. Miranda built Fares a tree house.
Applicatives: Chichewa

   zebras(10) SUBJ(10)-PAST-hand-ASP trap to fox
   ‘The zebras handed the trap to the fox.’

   zebras(10) SUBJ(10)-PAST-APPL-hand-ASP fox trap
   ‘The zebras handed the fox the trap.’

Examples from Kroeger (2004)
Applicatives: Chichewa

1. Fisi a-na-dul-a chingwe ndi mpeni.
   hyena(1) SUBJ(1)-PAST-cut-ASP rope with knife
   ‘The hyena cut the rope with a knife.’

2. Fisi a-na-dul–ir-a mpeni chingwe.
   hyena(1) SUBJ(1)-PAST-cut-APPL-ASP knife rope
   ‘The hyena cut the rope with a knife.’

Examples from Kroeger (2004)
Causatives

1. The kids washed the windows.
2. We made the kids wash the windows.
Causatives

Causative

Definition from Tallerman (2005):
“A verb denoting a meaning such as to ‘cause’ or ‘make’ someone do something. May be represented by a lexical verb or via verbal morphology. A causative agent is added to the verb’s argument structure.”
Causatives: Chichewa

   children SM-PAST-laugh-FV
   ‘The children laughed.’

2. Búluzi a-na-sék-ets-a āna.
   lizard SM-PAST-OM-laugh-CAUS-FV children
   ‘The lizard made the children laugh.’

- FV = final vowel
Causatives: Turkish

1. Hasan öl-dü
   Hasan die-PAST
   ‘Hasan died.’

   Mehmet Hasan die-CAUS-PAST
   ‘Mehmet caused Hasan to die, Mehmet killed Hasam.’

Example from Kroeger (2004), who cites Aissen 1974
Causatives: Chamorro

1. \( \text{In=taitai esti.na lebblu.} \)
   \( 1\text{pl.EX=} \text{read this book} \)
   ‘We read this book.’

2. \( \text{Ha=na’-taitai häm i ma’estru ni esti.na lebblu.} \)
   \( 3\text{sg=} \text{CAUS-read 1pl.EX.ABS the teacher OBJ2 this book} \)
   ‘The teacher made us read this book.’

Example from Kroeger (2004), who cites Gibson & Rapposo, 1986
Suggestions for readings

All readings are optional, I won’t assume you’re doing them. However, the assignments are probably easier to do and you will get more out of this class if you do some reading.

- For all topics: you can simply follow along in any introductory syntax textbook.
- A very good reading for passives is Perlmutter and Postal (1983)
- On the argument-adjunct distinction: see the references in Needham and Toivonen (2011)
- On raising and control (for Thursday): introductory: Davies and Dubinsky (2004, Ch. 1) more advanced: Bresnan (1982a)


