

Foundations of Linguistics

MSc Language Science and Technology

Syntax II

Annemarie Verkerk

Overview: Morphology and syntax

Date	Topic	Reading	Assignments
25.10.23	Introduction		
30.10.23	Morphology I: Word formation	Haspelmath & Sims (2010) Chapter 1&2&3	
02.11.23	Morphology II: Inflection & Derivation; Hierarchical structure	Haspelmath & Sims (2010) Chapter 5 & 7 (if you have time, read Chapter 6 too)	Morphology assignment handed out
06.11.23	Syntax I: Word classes	Tallerman (2014) Chapter 1&2&3	Morphology assignment due
08.11.23	Syntax II: Heads, dependents, and beyond	Tallerman (2014) Chapter 4&5	Syntax assignment handed out
13.11.23	Syntax III: Grammatical relations	Tallerman (2014) Chapter 6	
15.11.23	Syntax IV: tba	tba	Syntax assignment due

Discussion of Morphology Assignment

Question 1: Complete the table:

* bound root also found in *announce*, *enounce*, *pronounce*, *renounce*, *denounce*

	number of morphemes	root	derivational?	inflectional?
only	2	one	-ly	
unpacked	3	pack	-un	-ed
bookshops	3	book, shop	compound	-s
healthier	3	health	-y	-er
disappearing	3	appear	dis-	-ing
coldest	2	cold		-est
pinkish	2	pink	-ish	
mispronounces	4	-nounce*	pro-, mis-	-s
uglification	4	ugly	-ify, -ate, -ion	
reenergizabilities	6	energy	-ize, -able, re-, -ity	-s

Discussion of Morphology Assignment

Question 2: Which morphological processes are at work in the following?

- | | |
|--|--------------------------------------|
| a. drink > drank | base modification |
| b. un- + rely + -able > unreliable | affixation
(concatenative morph.) |
| c. wind + shield > windshield | compounding |
| d. good > better | suppletion / allomorphy |
| e. a construct (N) > to construct (V) | conversion |
| f. refrigerator > fridge | clipping |
| g. The soldiers pledged their allegiance to <u>the Crown</u> . | conversion
(from verb to crown) |

Discussion of Morphology Assignment

Question 3:

Discussion of Morphology Assignment

Question 4: Draw (all possible) tree diagrams for the following words:

a. **impossible**

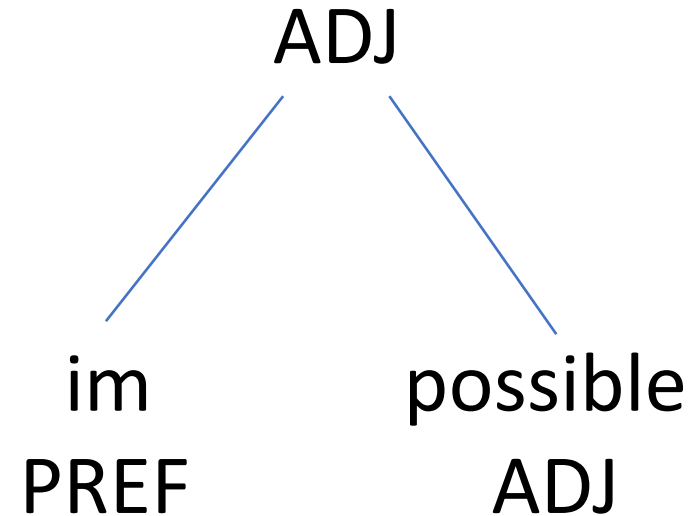
c. activity

d. unzippable

b. unfriendly

e. unfriended

(as in, "Lisa unfriended me.")



Discussion of Morphology Assignment

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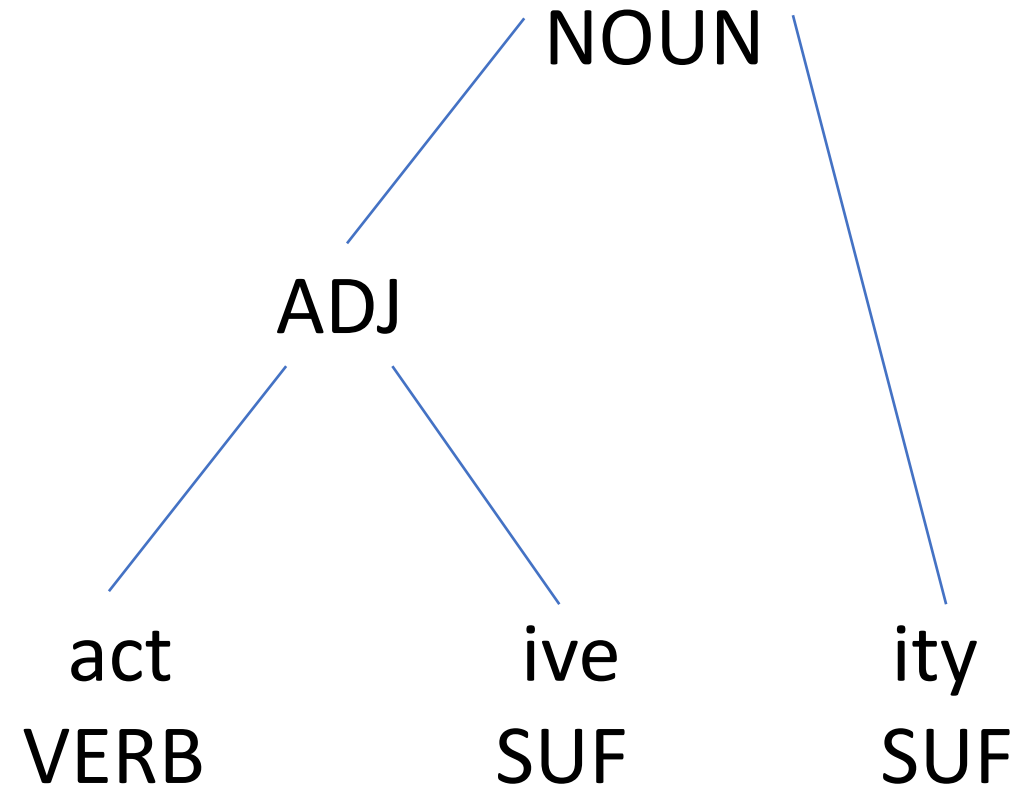
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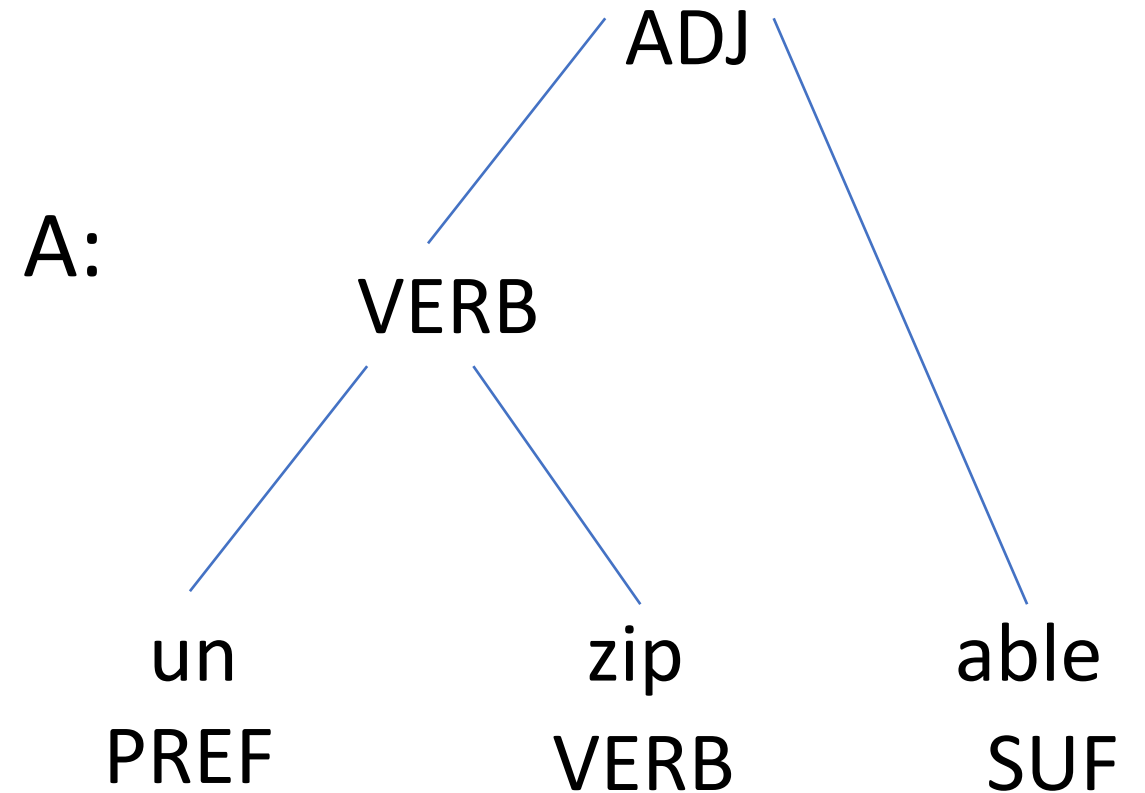
c. activity

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Discussion of Morphology Assignment

Question 4: Draw (all possible) tree diagrams for the following words:

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c. activity

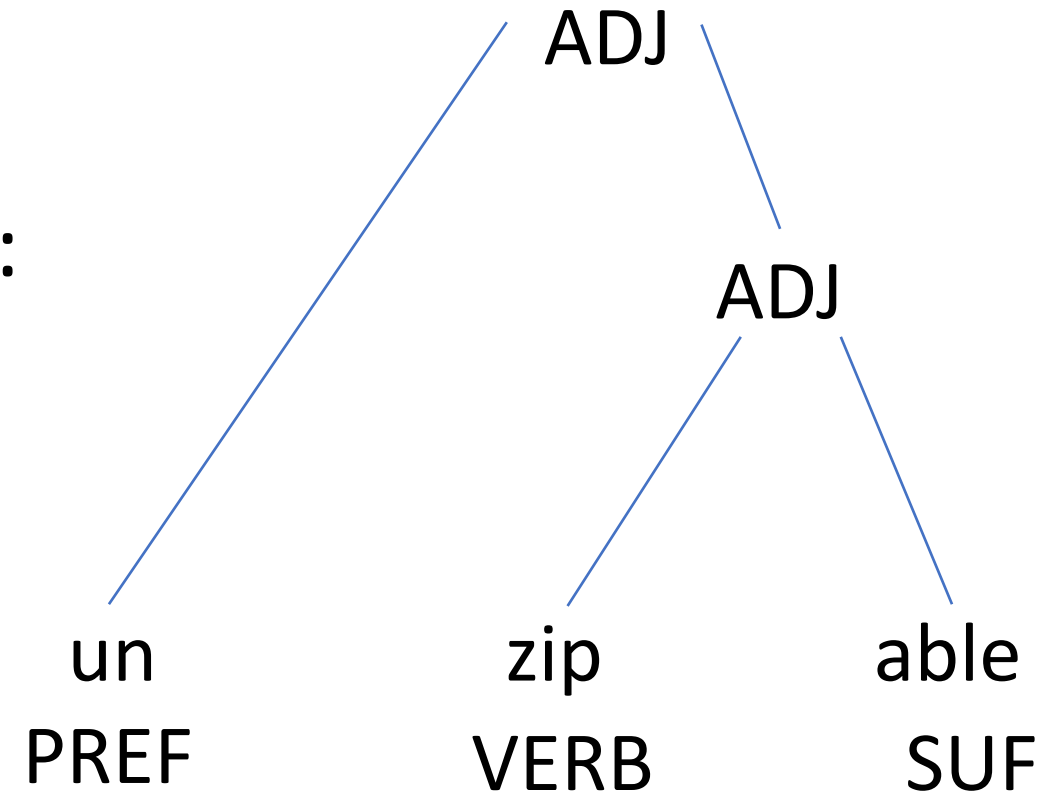
d. **unzippable**

b. unfriendly

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(as in, "Lisa unfriended me.")

B:



Discussion of Morphology Assignment

Question 4: Draw (all possible) tree diagrams for the following words:

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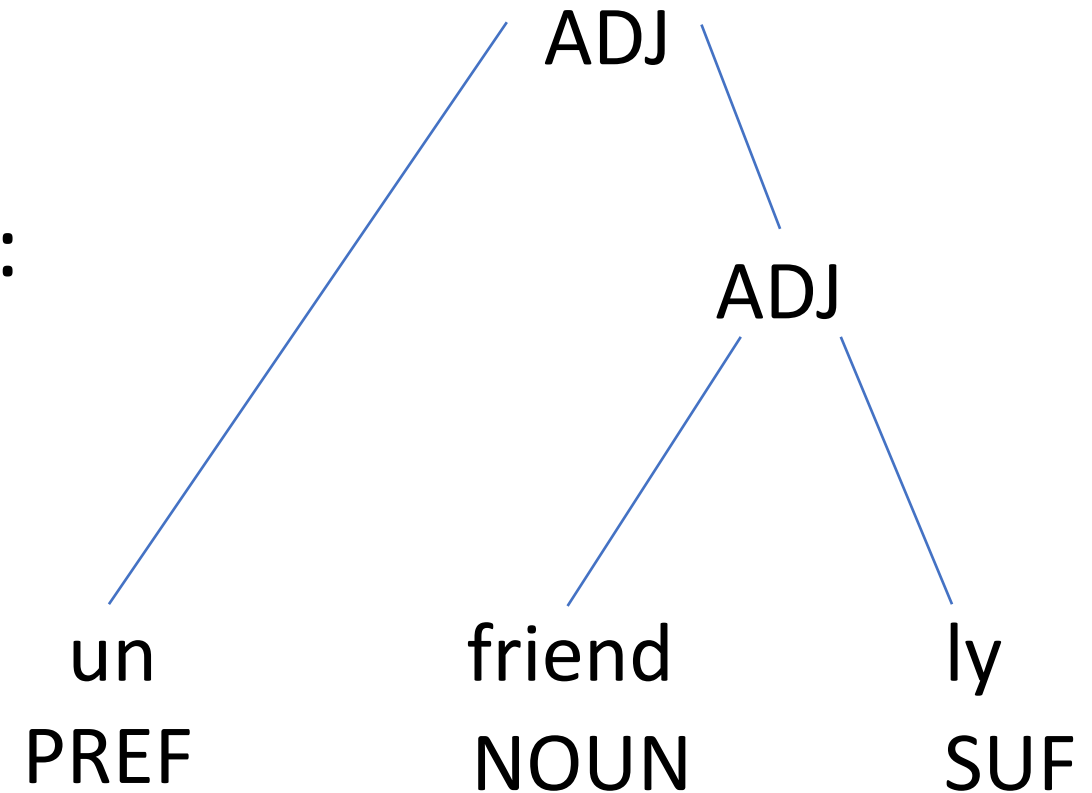
d. unzippable

b. **unfriendly**

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(as in, "Lisa unfriended me.")

B:



Discussion of Morphology Assignment

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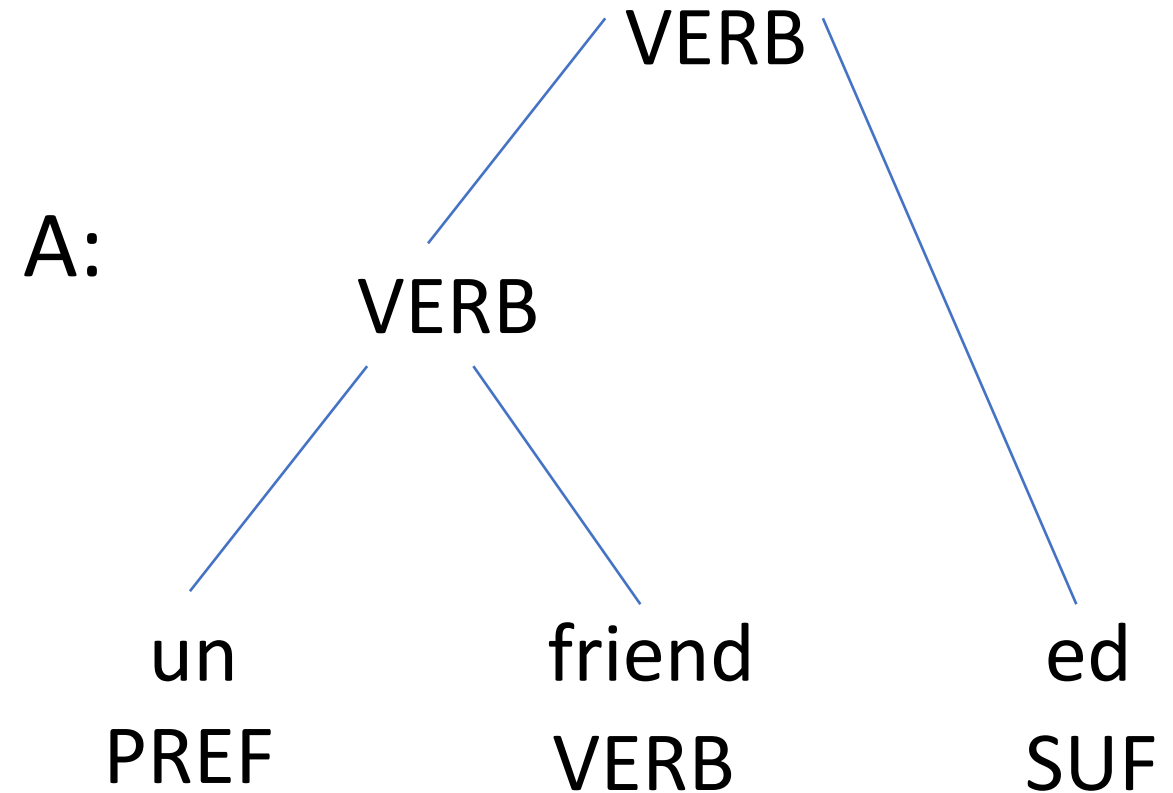
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(as in, "Lisa unfriended me.")



REVIEW

Simple clauses

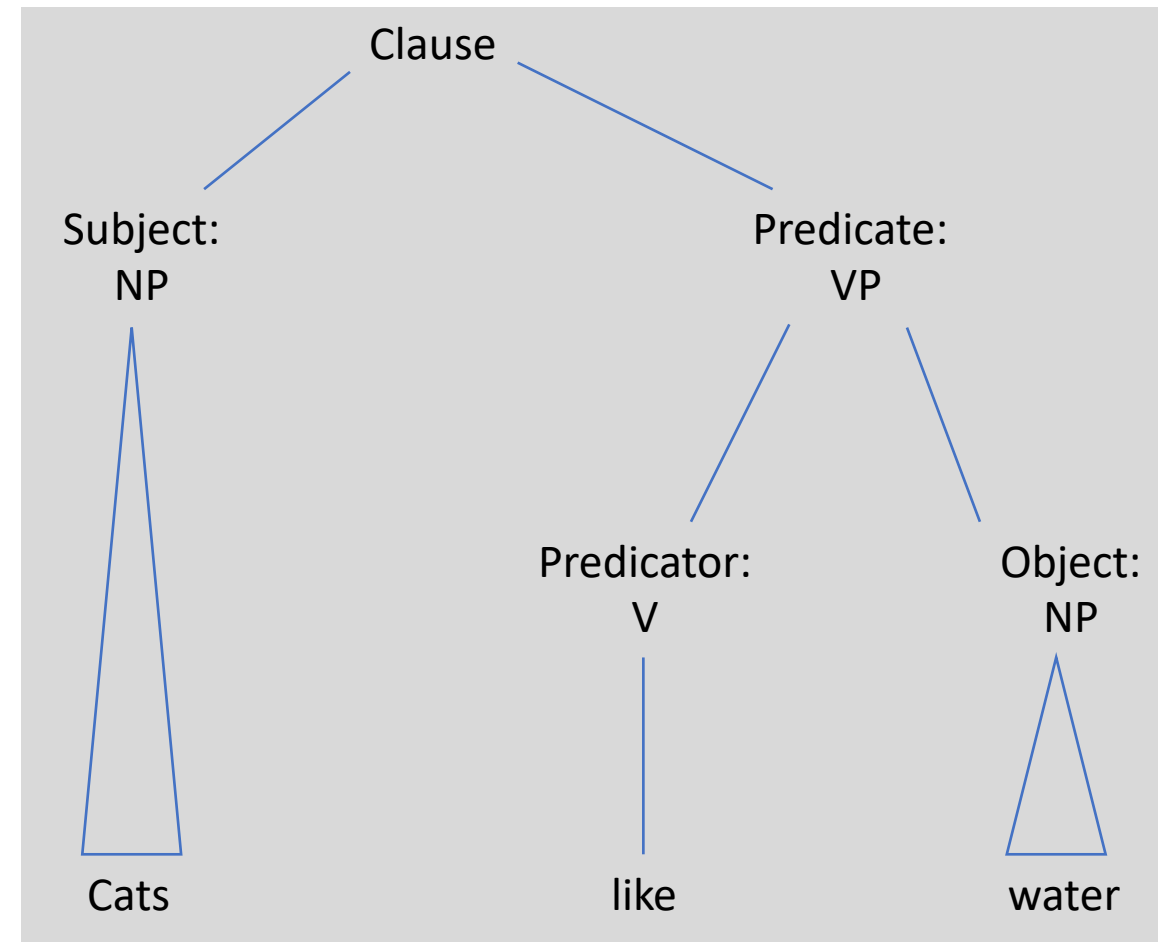
Clause: grammatical constituent that contains a subject and a predicate (exactly one predicate), one level down from sentence

Predicate: expresses an event/action/process/situation/state...

Subject: ... that is initiated/experienced by somebody or something.

Contrast:

Complex clause: “The girl kept shouting yesterday [that she hated her mother]”



“Cats like water”

Simple clauses

Finiteness: ONLY finite verbs are allowed to be the only verb in an simple (independent clause); vice versa, a clause has exactly one finite verb.

*Larry waited/*waiting;*

*Larry waited/*Larry waited brought*

The finite verb can be an **auxiliary** or a **main (lexical)** verb:

*Larry waited/**is** waiting*

AUXILIARY

*My sister brings/**will** bring my nephew over*

Auxiliaries are used to convey tense, aspect, mood, voice, or the polarity of the verb with which they are associated.

Simple clauses - summary

- A normal simple sentence in English has one (and only one) finite element, which may be an auxiliary or a main verb.
- The finite element always occurs first in the sequence of auxiliaries/verbs.
- All other auxiliary and verbal elements in the clause are therefore non-finite.
- The main verb always follows any sequence of auxiliaries.
 - *Jo [might have been enjoying] the play, I [couldn't say].*
- English have and be occur both as main verbs and as auxiliaries.
 - *Jo is a teacher; Jo has a car.*
- Auxiliary *have* + past participle of verb gives the perfect aspect, e.g. *has written, has played.*
- Auxiliary *be* + *-ing* form of verb gives the progressive aspect, e.g. *is writing, is playing.*

REVIEW

Simple clauses

non-finite verbs

- [12]
- i If the verb is a primary form, the clause is finite.
 - ii If the verb is a gerund-participle or a past participle, the clause is non-finite.
 - iii If the verb is a plain form, the clause may be finite or non-finite; specifically:
 - a. Imperative and subjunctive clauses are finite.
 - b. Infinitival clauses are non-finite.

That gives us a partial fit between finiteness and verb inflection that looks like this:

[13]

VERB-FORM	CONSTRUCTION	EXAMPLE	FINITENESS
i PRIMARY FORMS		<i>She <u>brings</u> her own food.</i>	FINITE
ii	IMPERATIVE:	<i><u>Bring</u> your own food.</i>	
iii PLAIN FORM	SUBJUNCTIVE:	<i>We insist [<i>that she <u>bring</u> her own food</i>].</i>	
iv	INFINITIVAL:	<i>It's rare [<i>for her to <u>bring</u> her own food</i>].</i>	NON-FINITE
v GERUND-PARTICIPLE		<i>She regrets [<u>bringing</u> her own food].</i>	
vi PAST PARTICIPLE		<i>This is the food [<u>brought</u> by my sister].</i>	

primary forms: ←

preterite *walked*
3rd SG PRS *walks*
plain present *walk*

Recognizing non-finite verbs in English

– Infinitives:

- Distributional: after modal auxiliaries (*Lee can _; Sally must _*);
- Distributional: after the infinitival marker *to* (*Lisa wants to work*);
- Morphosyntactical: do not allow finite forms (*Lisa wants to *works*);

– Participles:

- Morphosyntactical: *-ing* participle; *-ing* suffix.
- Distributional: *-ing* participle; after finite *be* (*Parker was drinking all night*);
- Also appears on its own; not all words ending in *-ing* are participles;
- Morphosyntactical: past participle; *-ed/- (e)n* suffix
- Distributional: past participle; after finite *have* (*Parker had drunken all night*);

Review

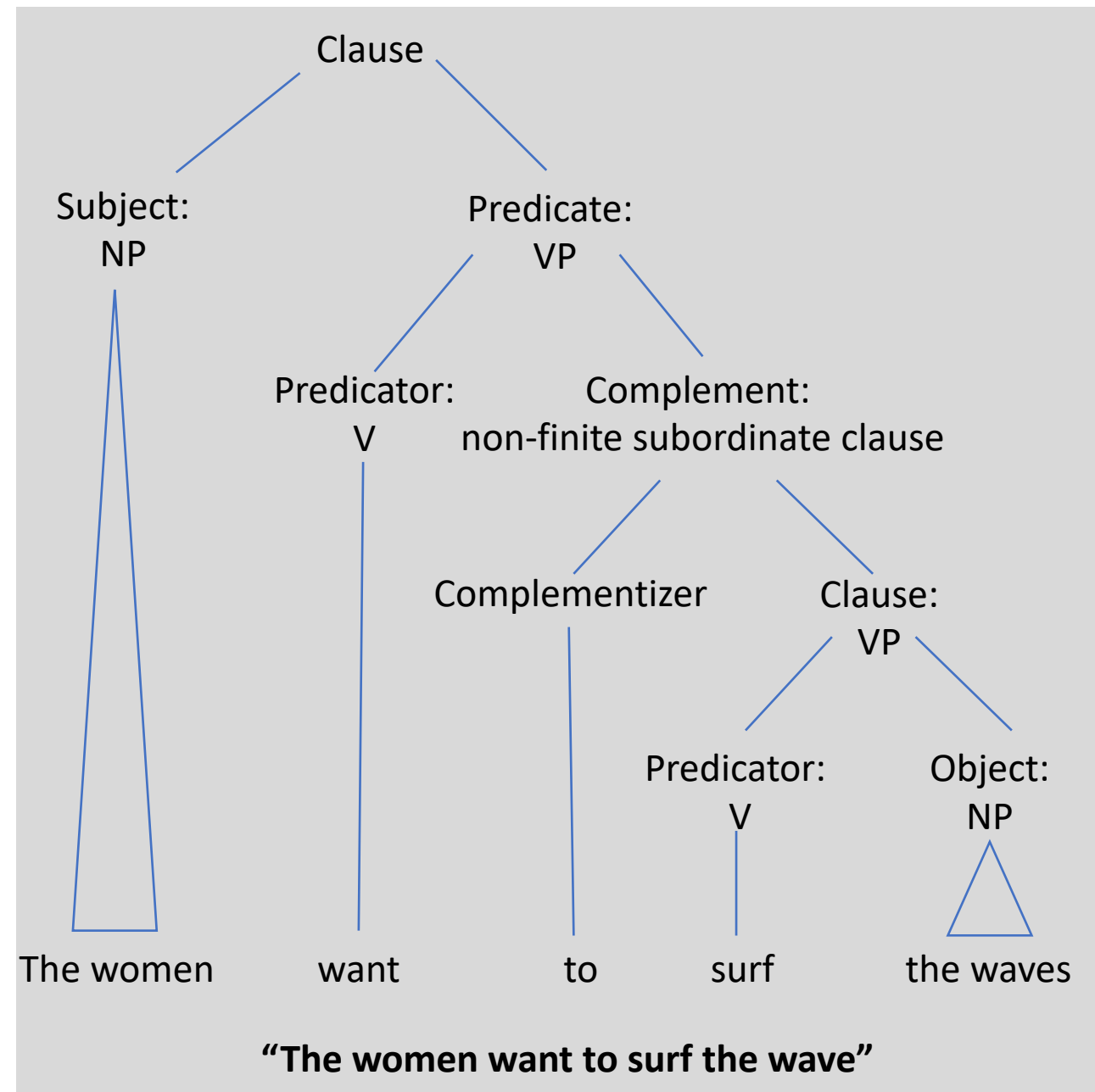
? Classify the underlined clauses below as finite or non-finite. ?

1. Everyone arrested at the demonstration has now been released.
2. It is essential that he complete the course.
3. I think they may not have read the instructions.
4. Having been through a similar experience myself, I sympathise.
5. I'd advise you not to take it too seriously.
6. Hurry up, or we'll be late.

Complex clauses

subordinate clauses:

- can be non-finite or finite
- often introduced by complementizers (*that, whether, if*)
- sometimes have no overt subject
- **matrix clause:** the entire sentence, headed by the finite VP;
- **subordinate clause:** is **embedded** in the matrix clause;
- **root clause:** the verb in the highest matrix clause.



REVIEW

Clause

“The women expect to find books that do not have scribbles in them”

The women expect [to find books [that do not have scribbles in them]]

Subject:

NP

Predicate:

VP

Predicator:

V

Complement:

non-finite subordinate clause

Complementizer

Clause:

VP

Predicator:

V

Object:

NP

Head:

N

Modifier:

finite subordinate clause

Relative
pronoun

Clause:

VP

Predicator:

V

Object:

NP

relative clause

The women

expect

to

find

books

that

have

blue covers

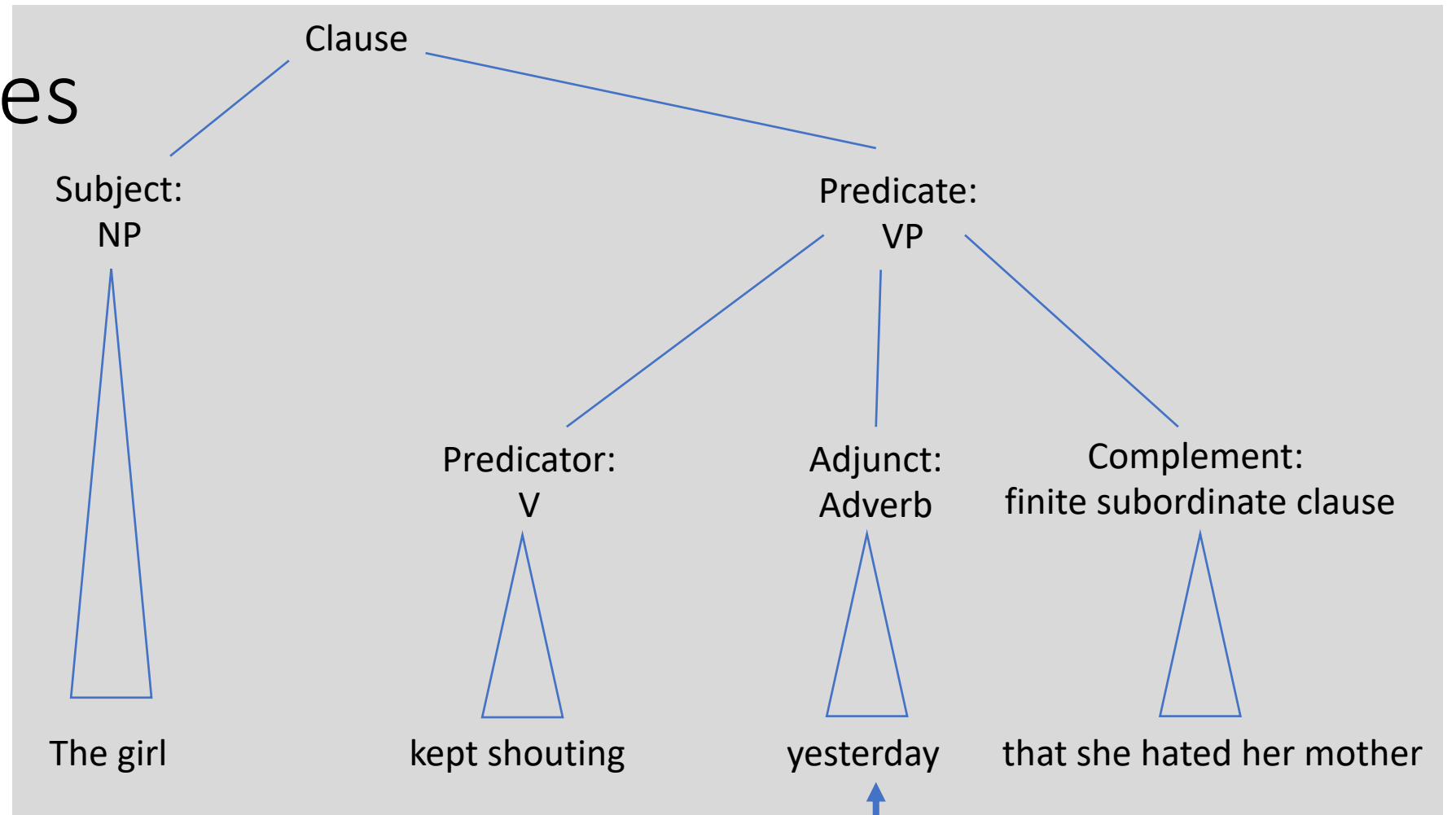
REVIEW

Complex clauses

Complement:

‘completes’ the verb,
objects are complements
but so can be entire
clauses

Adjunct: optional
modifying phrases at the
level of the predicate or
clause



‘The girl kept shouting yesterday that she hated her mother’

...all the time, the whole day, at the top of her voice, angrily, etc. etc.

Huddleston & Pullum (2005: 65)

Tallerman (2014: 89ff)

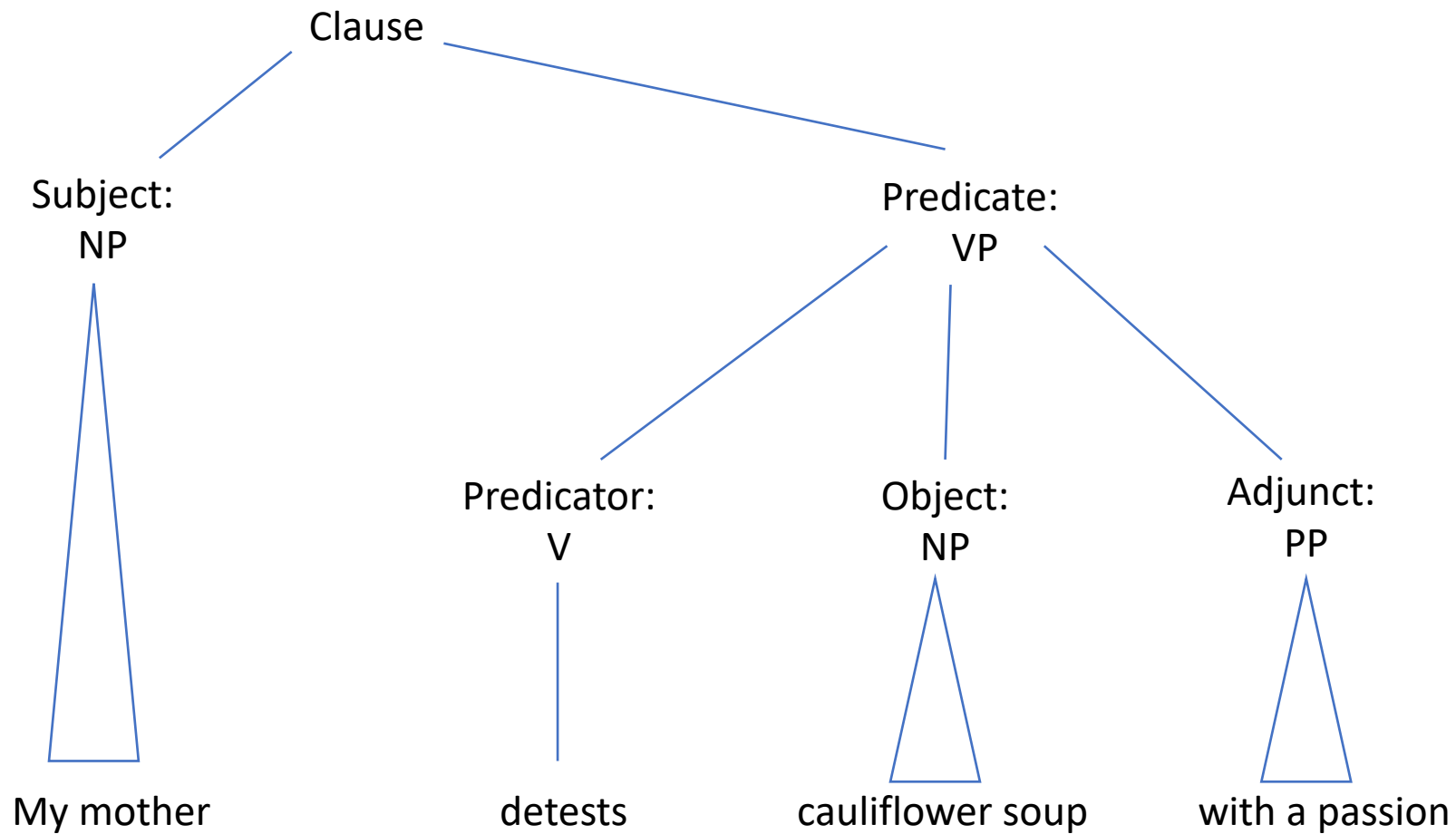
Complex clauses - identification

1. Focus on verbs and VPs: one main verb = one clause;
2. Locate any complementizers (*while, since, because, although, if, when, so that, as such, before, after, until, as long as, as soon as, by the time that, once, inasmuch as, ...*);
3. Main clauses (Tallerman's root clauses) may have special properties, such as related to word order; in English:
 - a. Only main clauses in English have subject/auxiliary inversion;
 - b. Only main clauses in English can have tag questions;
4. Distinguish between complements and adjuncts
 - a. complements are closer to the head positionally (*Lisa wants Robin to read the book thoroughly* / **Lisa wants thoroughly Robin to read the book*);
 - b. adjuncts are „stackable“ and „replaceable “ (*Lisa wants Robin to read the book [on the shelf] [with the red cover] [thoroughly/with a passion/regardless/tomorrow/last week] .*)

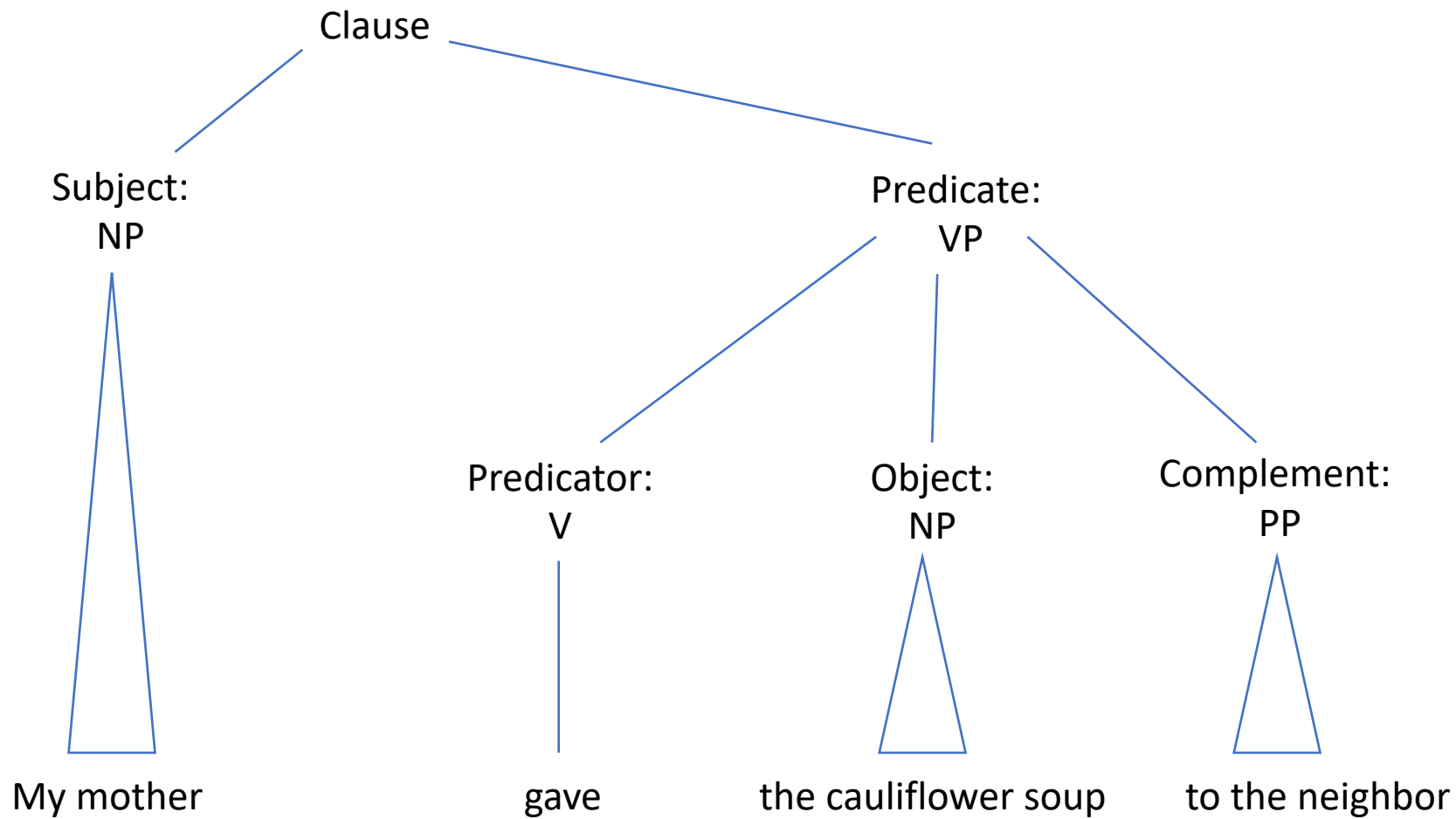
Review

?Identify objects, subordinate clauses and adjuncts in these sentences using brackets:?

1. My mother detests cauliflower soup with a passion.
2. My mother gave the cauliflower soup to the neighbor.
3. She told the neighbor that she hates cauliflower soup very much.
4. Luckily, the neighbor does like to eat cauliflower soup.



“My mother detests cauliflower soup with a passion”



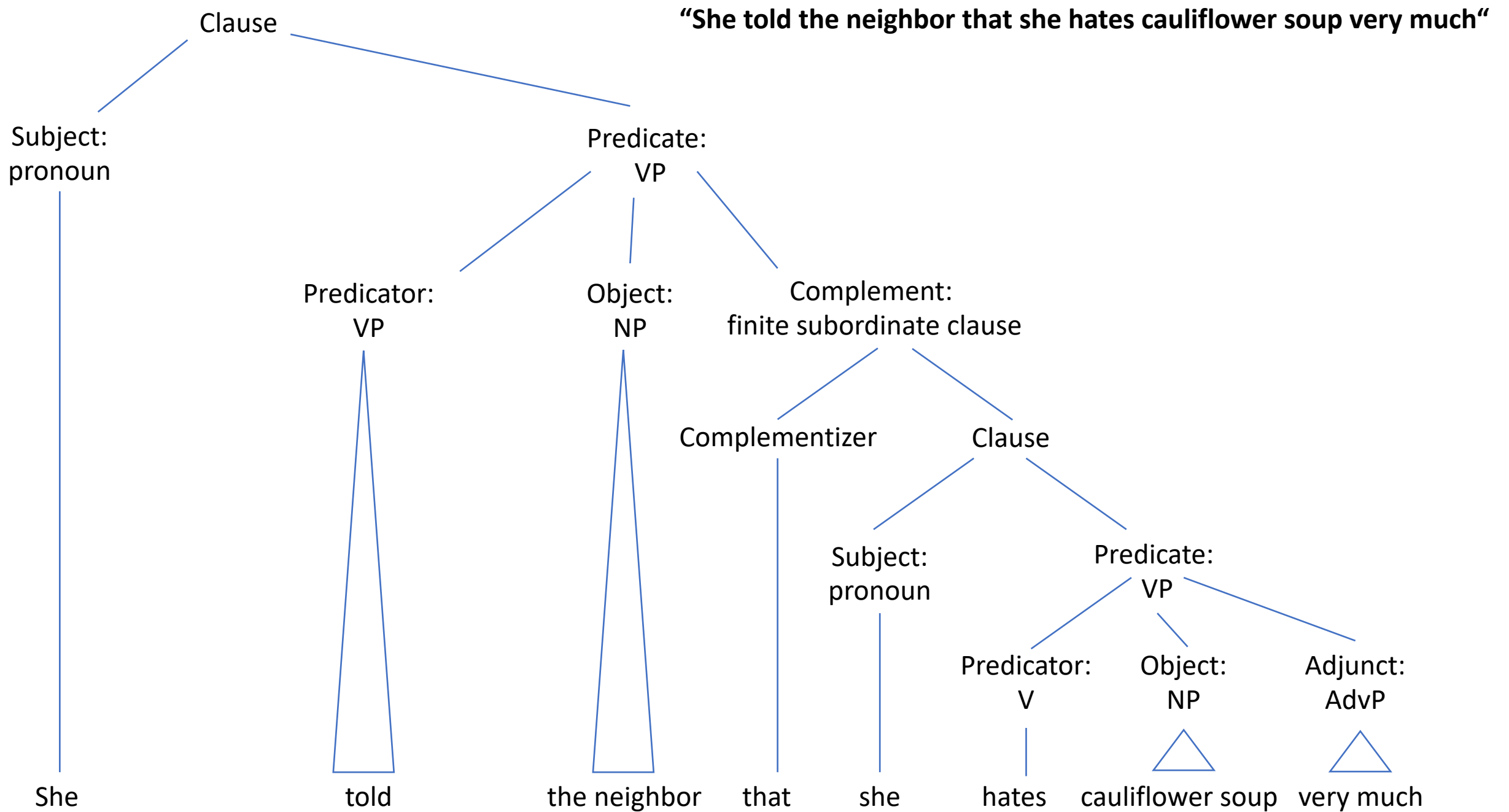
“My mother gave the cauliflower soup to the neighbor”

direct vs. indirect object

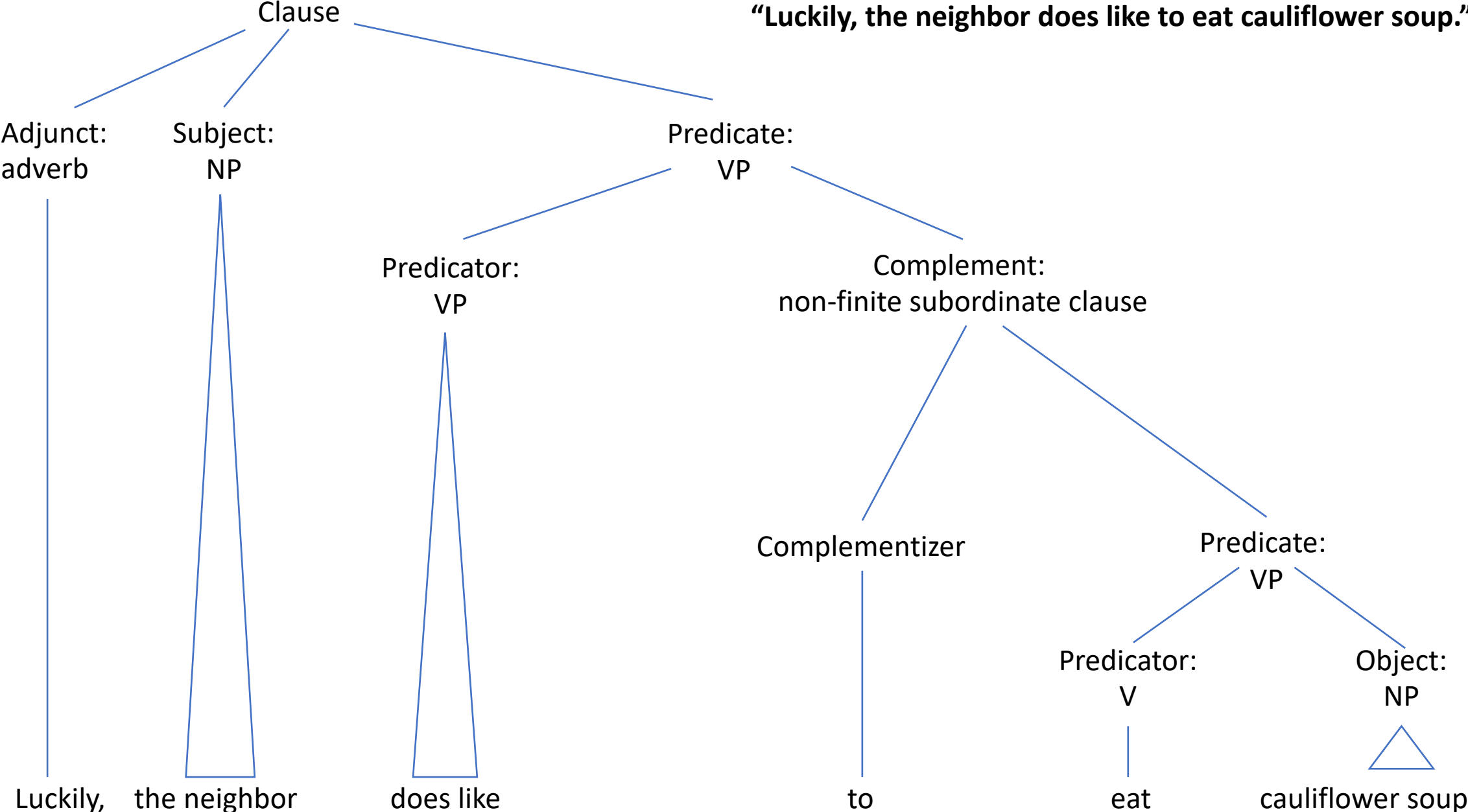
Sue gave Max the photo

Eric bought his kids some shoes

Subject Indirect Object Direct Object



“Luckily, the neighbor does like to eat cauliflower soup.”



Finite subordinate clauses

Relative clause: *They weren't among the people [who had been invited].*

Comperative clause: *More people came than [had been invited].*

Content clause: *I don't think [that these people had been invited].*

Declarative

He says [that Liz is in Paris]. (Liz is in Paris.)

Closed interrogative

I wonder [whether she is ill]. (Is she ill?)

Open interrogative

Tell me [what you want]. (What do you want?)

Exclamative

Tell her [what a bargain it is]. (What a bargain it is!)

Non-finite subordinate clausal complements

Four types:

to-infinitival Liz wants [to write a novel].

bare infinitival I want you to help [clean up the garage].

gerund-participial I remember [telling you about her visit].

past-participial I could have you [dismissed on the spot].

Functions of non-finite clauses

subject:	<u>To turn back now</u> would be a mistake.
extraposed subject:	It would be a mistake <u>to turn back now</u> .
object:	I find <u>talking to Max</u> rather stressful.
extraposed object:	We considered it sensible <u>to take legal advice</u> .
adjunct in clause:	I go to the gym <u>to keep fit</u>
compl. of preposition:	I go to the gym [in order <u>to keep fit</u>].
complement of noun:	It provides [an opportunity <u>to broaden the mind</u>]
complement of adjective:	He was [anxious <u>to make a good impression</u>].
indirect complement:	He's still [too young <u>to be left alone</u>].
modifier in NP:	We found [a big box <u>to keep the CDs in</u>].

The structure of phrases

Head vs. dependent

Head: “the most important word in the phrase, first because it bears the crucial semantic information: it determines the meaning of the entire phrase.”

1. The word class of the head determines the word class of the entire phrase

lovely [eyes]_N / [twinkled]_V brightly / quite [nice]_{ADJ} / rather [wonderfully]_{ADV} / [under]_P the stairs

2. Only the head has the same distribution as the entire phrase
3. The head can't normally be omitted (although this is also the case for many dependents)

Clause structure: A **clause** consists of a **subject** (a noun phrase (**NP**) headed by a noun) and a **predicate**, a predicate is often a verb phrase (**VP**) containing a verbal head.

The structure of phrases

Head vs. dependent

Head: “the most important word in the phrase, first because it bears the crucial semantic information: it determines the meaning of the entire phrase.”

Dependent: can be complements or modifiers;

1. heads select dependents of a particular word class
2. dependent shows agreement with the head in terms of gender (and other gr. cat.)

Grammatical gender marking in Akoose (Hedinger 2008: 16-17)

<i>aw-ɪ</i>	<i>mw-aad</i>	<i>a-'so</i>	<i>aw-e'</i>	<i>a-nsog</i>
CL1-his	CL1-wife	CL1-first	CL1-which	CL1-PST.fat
'his first wife, who was fat'				

3. heads govern the case of their dependents

Sally saw him / **Sally saw he* / *She saw John* / **Her saw John*, etc. etc.

The structure of phrases

Complement vs. modifier (adjunct)

complement: obligatory dependent phrase of a particular word class

modifier: optional dependent phrase or word belonging to a particular word class

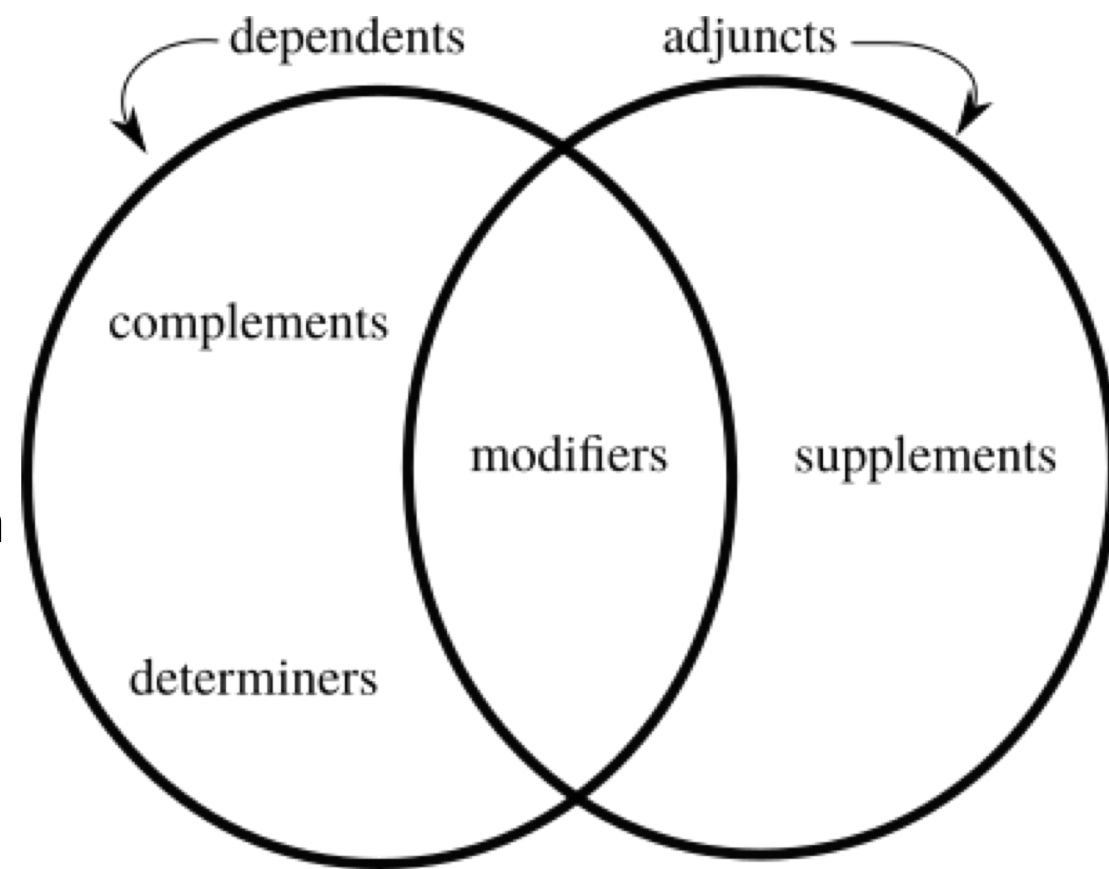
Complement vs. modifier (adjunct):

He kept **her letters** **for years**

(*He kept for years/He kept her letters)

She gives us [**useful** advice **on financial matters**]

(She gives us advice *of financial matters, She has a keen interest in math)

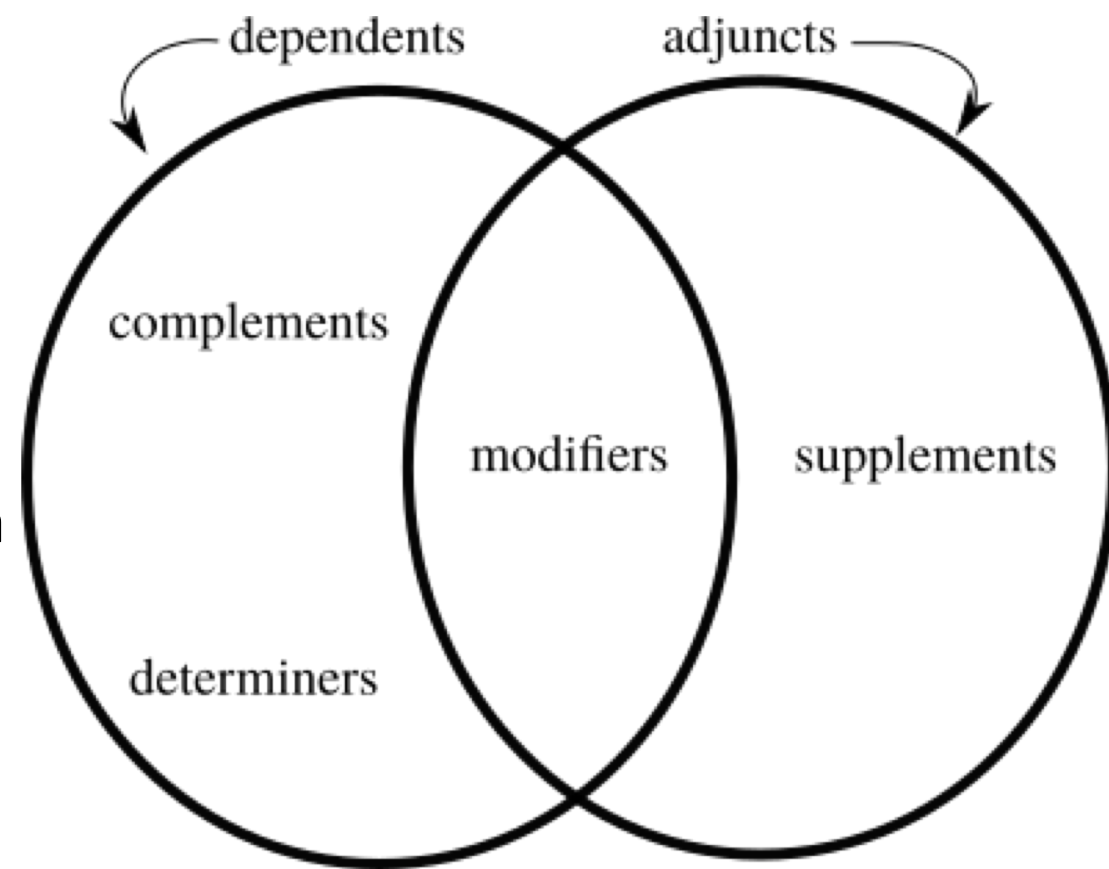


The structure of phrases

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dependent – complement:

dependent – determiner:

adjunct/dependent – modifier:

adjunct – supplement:

needless to say I keep [a check]^{OBJ}

[some]_{DET} things you just can't refuse

thinking [in a bad way]_{PP}

looking at you sideways – [party on tilt]_{NP}

see Tallerman (2014: 120-124) on
the complements that head words
can take

Types of phrases

NP: noun phrase: a phrase headed by a noun

the island, my mother's golf ball, the incredible Mr Whiskers, the boy who hated school, a pink hairband, My father is [a great teacher], her decision to stay onboard

VP: verb phrase: a phrase headed by a verb

Lilly [detests her cousin], The bomb [blew her leg off], Lucy [put the mushrooms into her basket], This mushroom [smells of chicken]

AP: adjective phrase: a phrase headed by an adjective

the [incredibly cross] president, the window [that was opaque], Martin is [wonderful], Her singing was [so beautiful]

PP: preposition phrase: a phrase headed by a preposition

Marcel stood guard [by the door], Trump is keen [on golf], the day [before yesterday], Bowie sings [about the man [on the moon]], the blanket [with a hole in it]

AdvP: adverb phrase: a phrase headed by an adverb

We [quite often] have tea together, I found his advice [very useful], The shoes are [almost completely] watertight, He screamed [completely uncontrollably] when he found out about the kidnap, etc.

Review

Complements vs. adjuncts

1. “Adjuncts are always optional phrases. They have a fairly loose relationship with the head that they modify. Complements are often obligatory phrases, particularly the complements to verbs and prepositions.”
2. Heads may be modified by multiple adjuncts, complements are strictly selected for by their head (we can test this by replacing potential heads with other heads).
3. Complements and adjuncts have a variety of word classes
4. Adjunct PPs come with a range of heads (*above, beyond, upto*, etc.) while the head preposition in complement PPs is typically selected for by the verb (*pick up, run down, put back, take over, lay aside, catch up*, etc.)

Review

? Use the licensing criterion to determine whether the ten underlined expressions in the examples below are complements or adjuncts. In the case of complements, cite three verbs that license such a complement, and three that do not. (There are ten expressions in all; for reference, they're labelled with small roman numeral subscripts.) ?

They suddenly_[i] ran to the gate_[ii].

I wonder if he'll be safe_[iii] all the time.

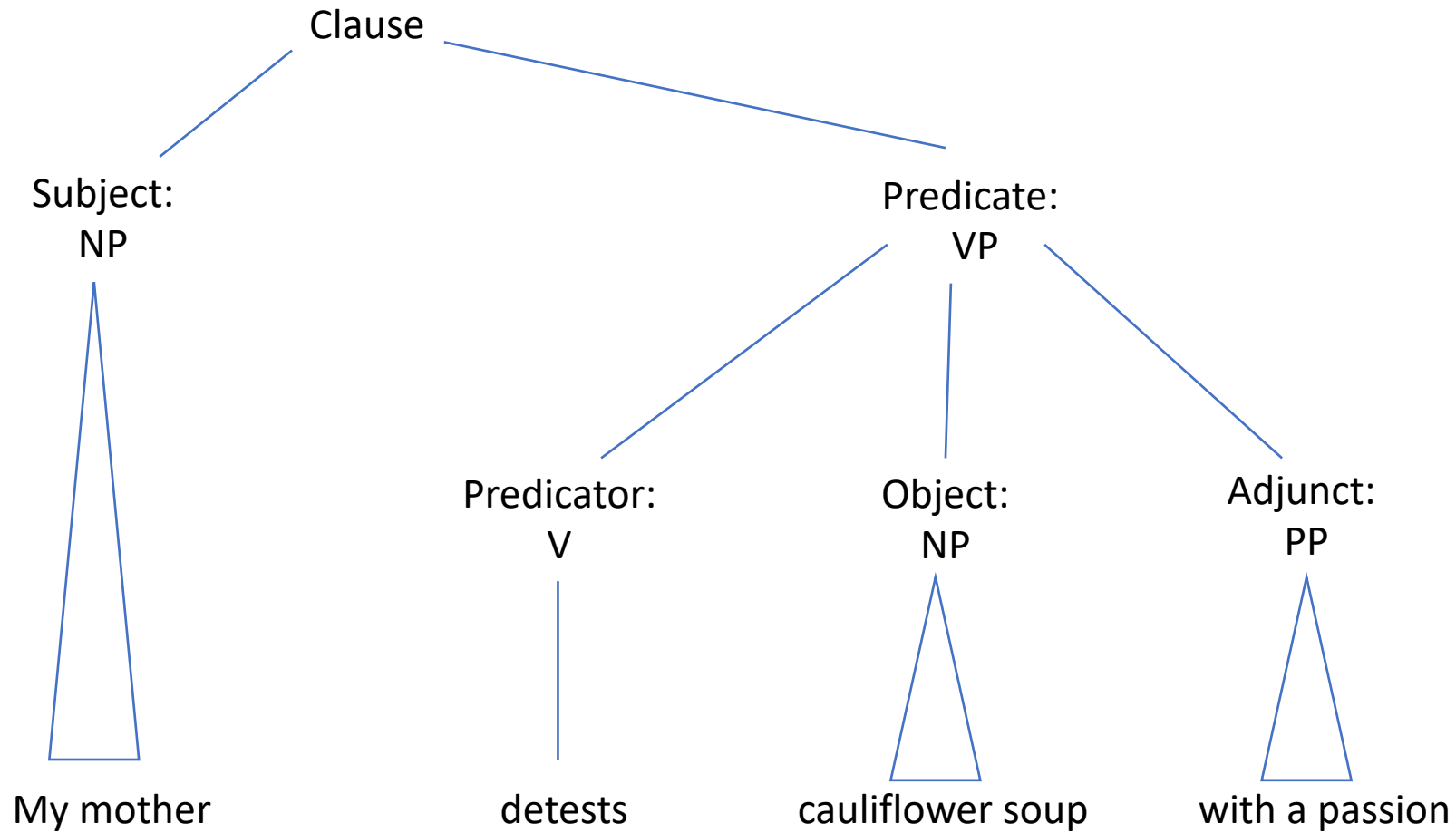
I'm keeping the dog_[iv], whatever you say_[v].

You'd better put the cat_[vi] out_[vii] now.

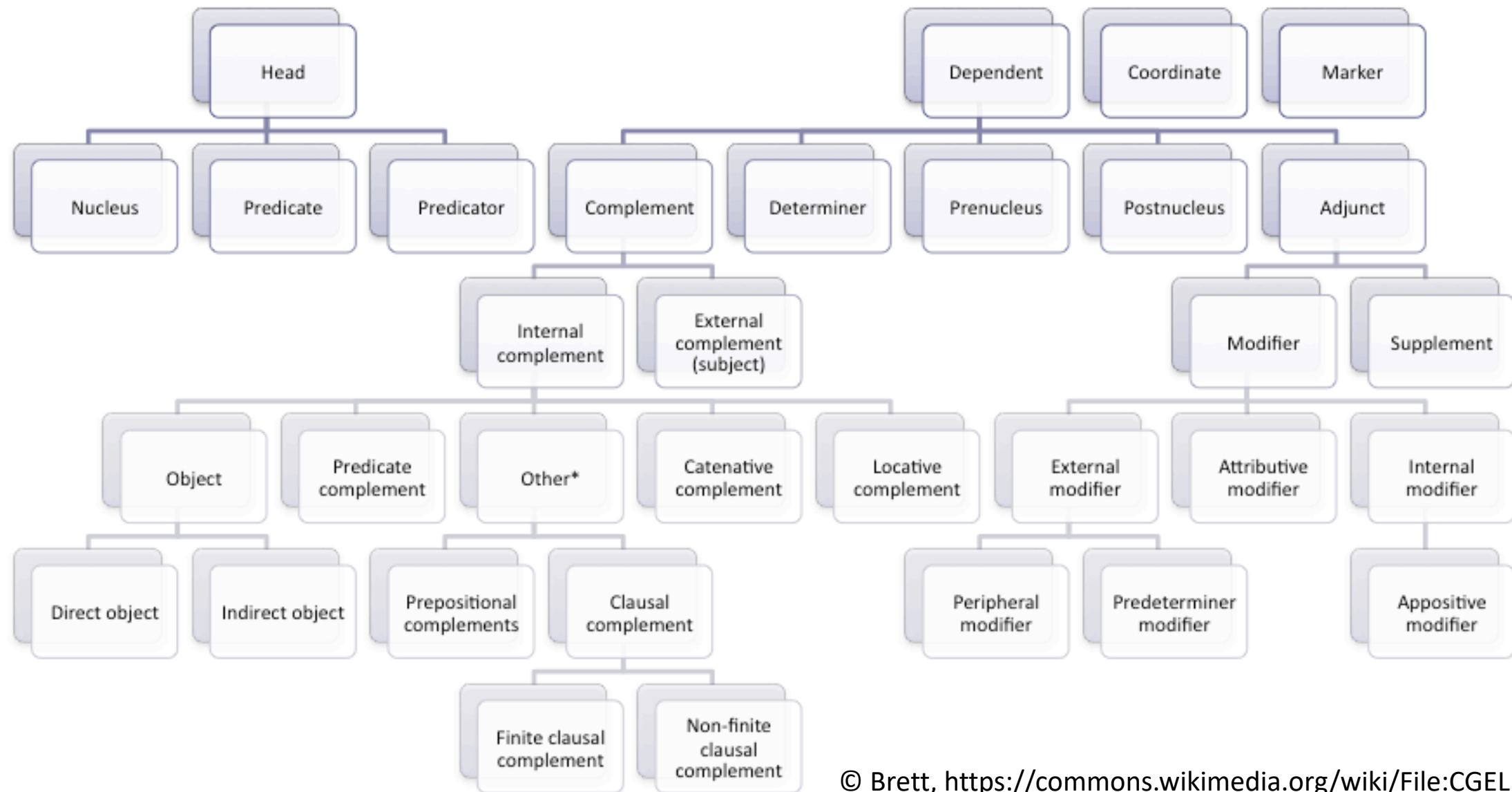
It's always been easy for you_[viii], hasn't it?

They swam in the sea_[ix], even though it was raining_[x].

Syntactic function vs. Syntactic category (Word class/Phrase type)

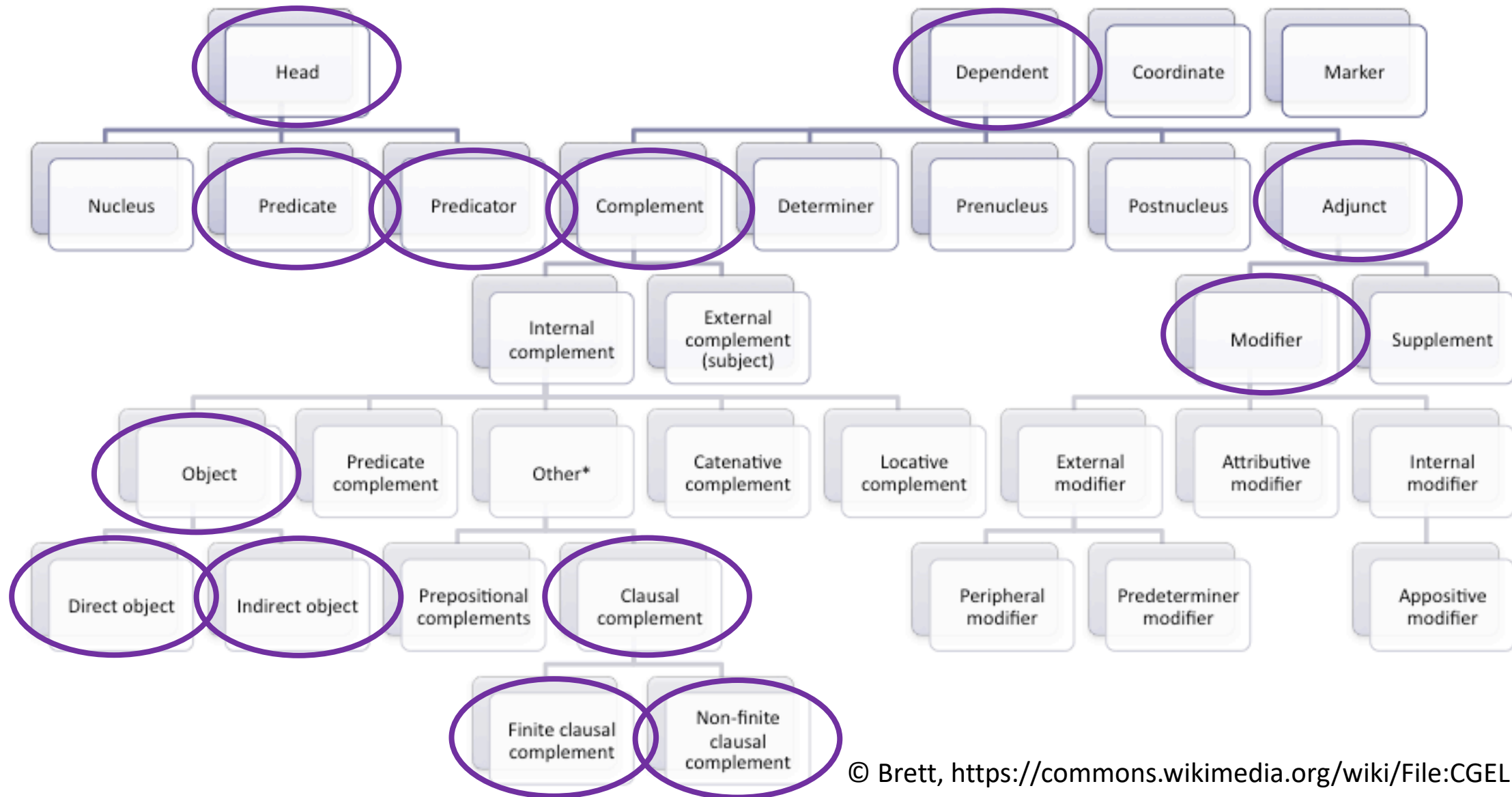


Functions in *The Cambridge Grammar of the English Language*



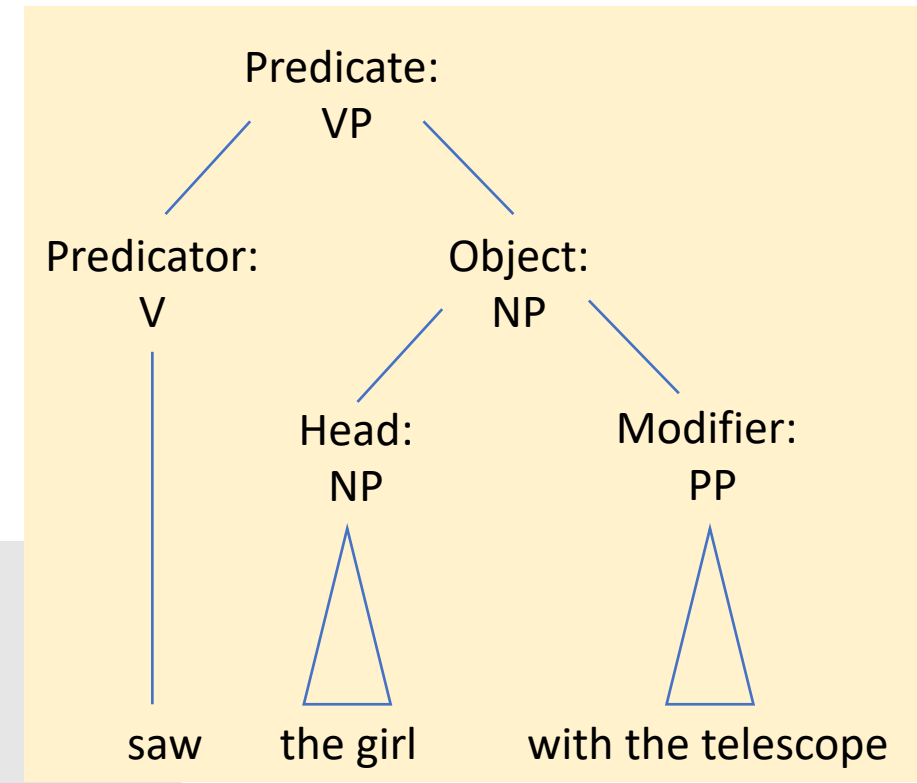
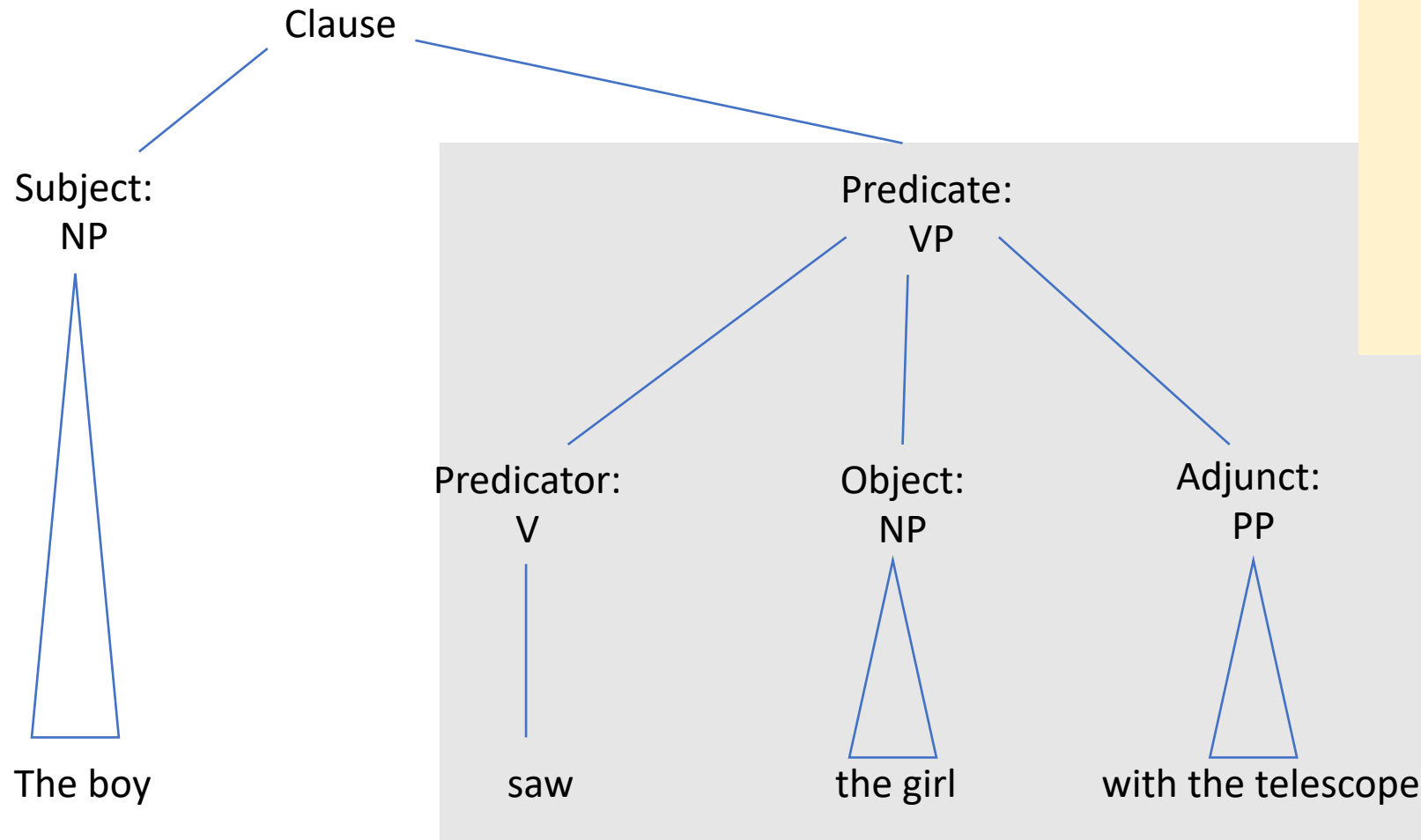
Functions in *The Cambridge Grammar of the English Language*

Review: ? Please define the following grammatical functions, top-down, left-to-right, A-Z ?



Constituency

Structural ambiguity



Constituency tests

1. The sentence fragment test

White office cleaners are asking for more detergent

< Which cleaners are asking for more detergent? > *White office cleaners.*

< What are white office cleaners asking for? > *More detergent / *asking for more detergent*

2. The echo question test

To turn back now would be a mistake

< What would be a mistake? > *to turn back now *would*

3. The cleft test

Joan seemed very happy to me > *[Very happy] is how she seemed to me*

[Very happy to me] is how she seemed

4. Pronoun substitution

White office cleaners are asking for more detergent > *They are asking for...*

5. *do* replacement for VPs

Jessy [worked hard to make a good first impression]

... and Kim did so too

Phrasal verbs & prepositional verbs

prepositional verbs: take a PP complement where the particular preposition is specified by the head of the larger construction

We came across some errors > *We came some errors across

I'm counting on your help > *I'm counting your help on

Lucy abided by Hillary's decision > *Lucy abided Hillary's decision by

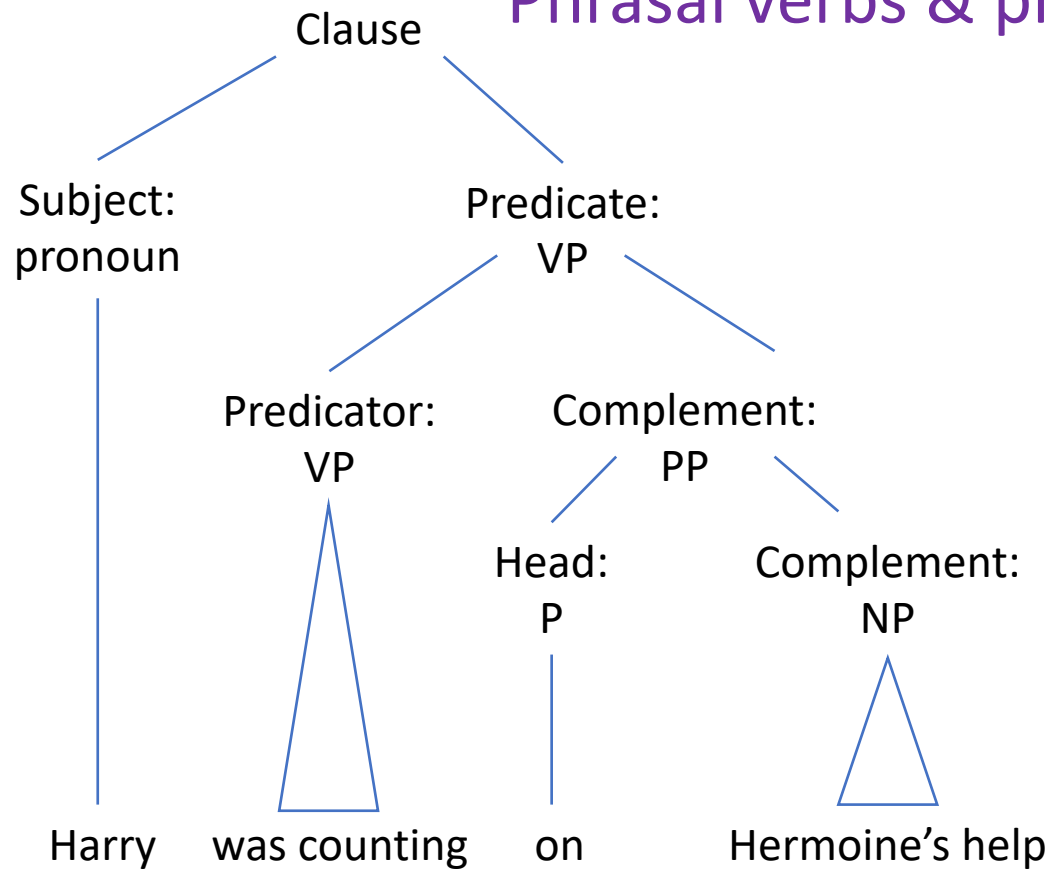
phrasal verbs (verb + particle in H&P 2005): transitive verbs where the preposition may be placed after the object NP

She took the suitcase down / She took down the suitcase

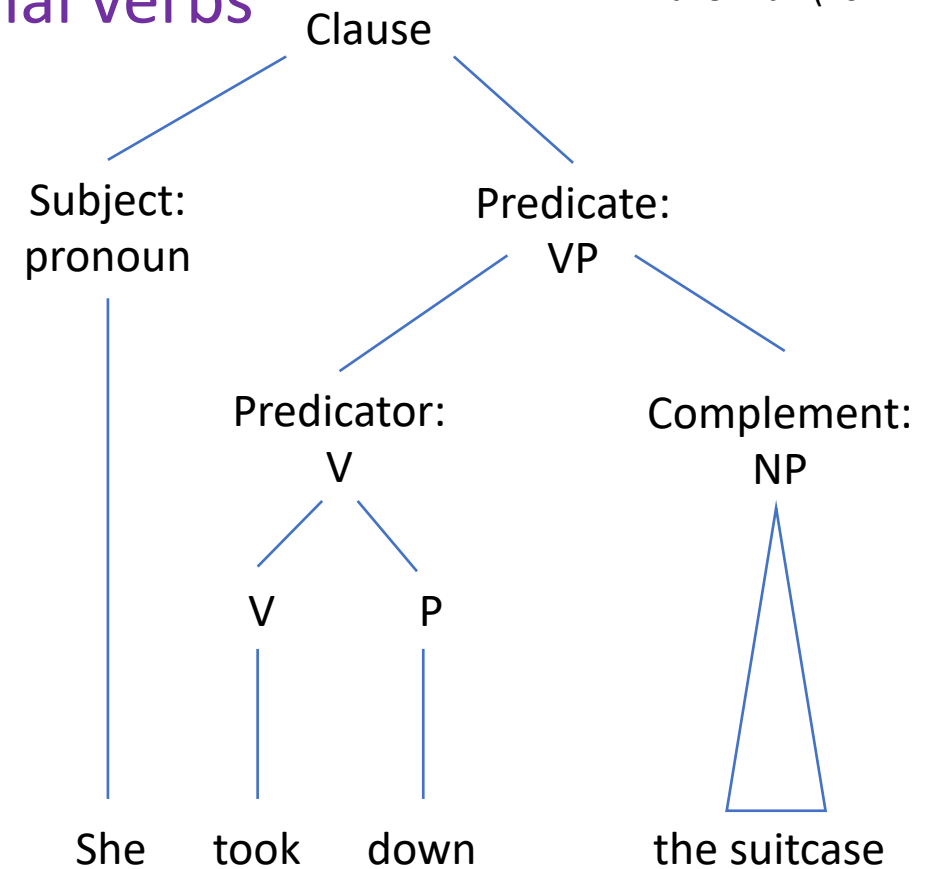
I asked you to put the garbage out 100 times / ...put out the garbage

Xander turned on the television / Xander turned the television on

Phrasal verbs & prepositional verbs



"Harry was counting on Hermione's help"
prepositional verb



"She took down the suitcase"
phrasal verb

Sentence fragment constituency test

What exactly did Harry reply on? Oh, [PP **on Hermione's help**] of course!

Cleft

It was [PP **on Hermione's help**] that Harry usually relied.

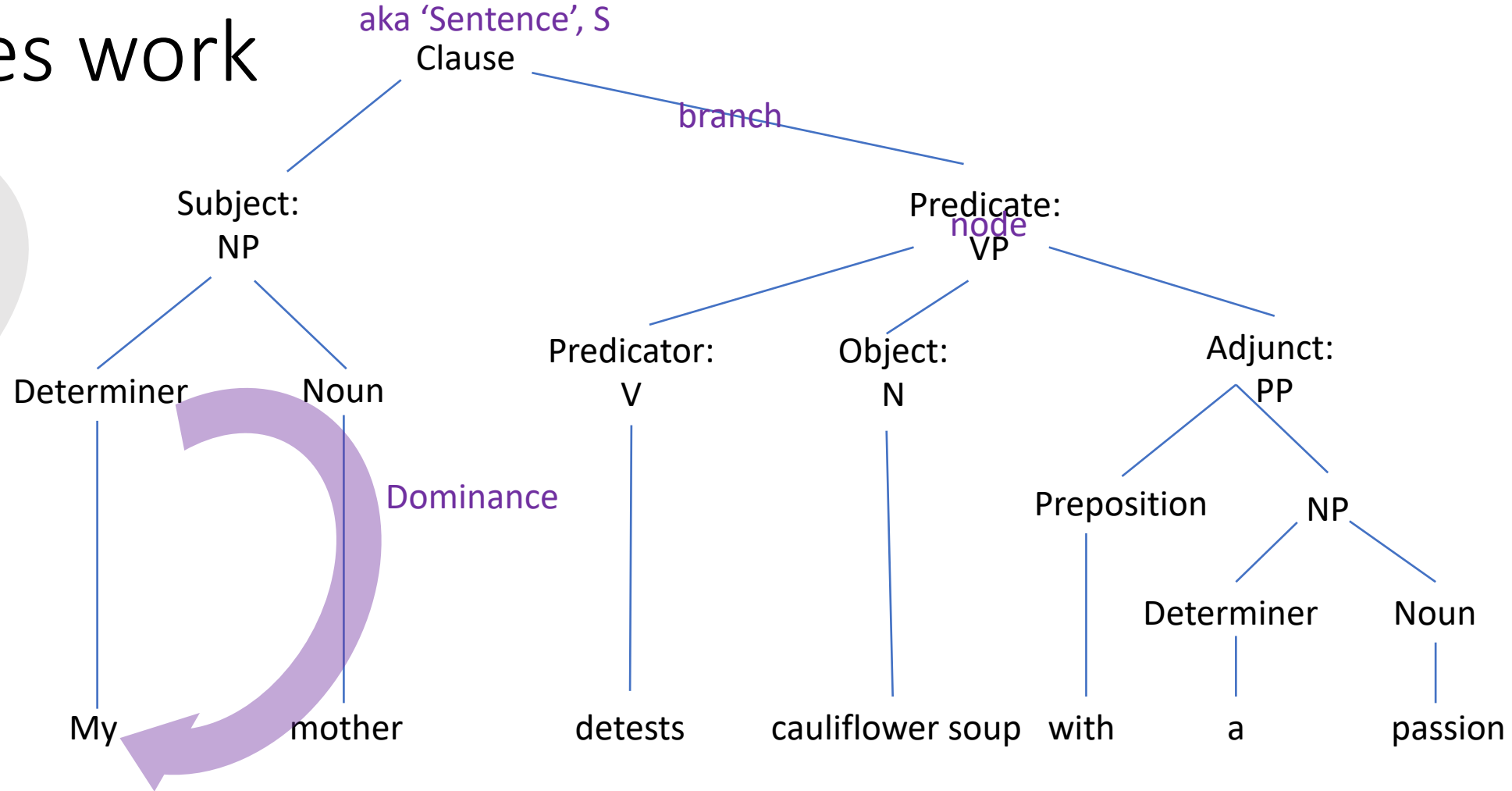
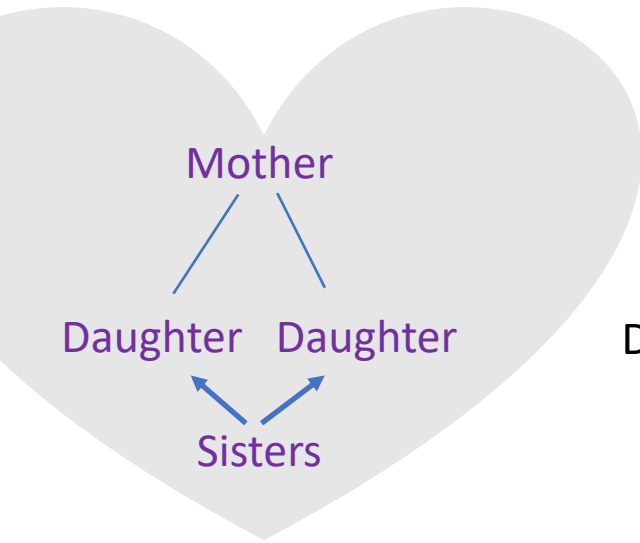
Sentence fragment constituency test

What exactly did she take down? * Oh, [PP **down the suitcase**].

Cleft

It was *[PP **down the suitcase**] that she took.

How trees work

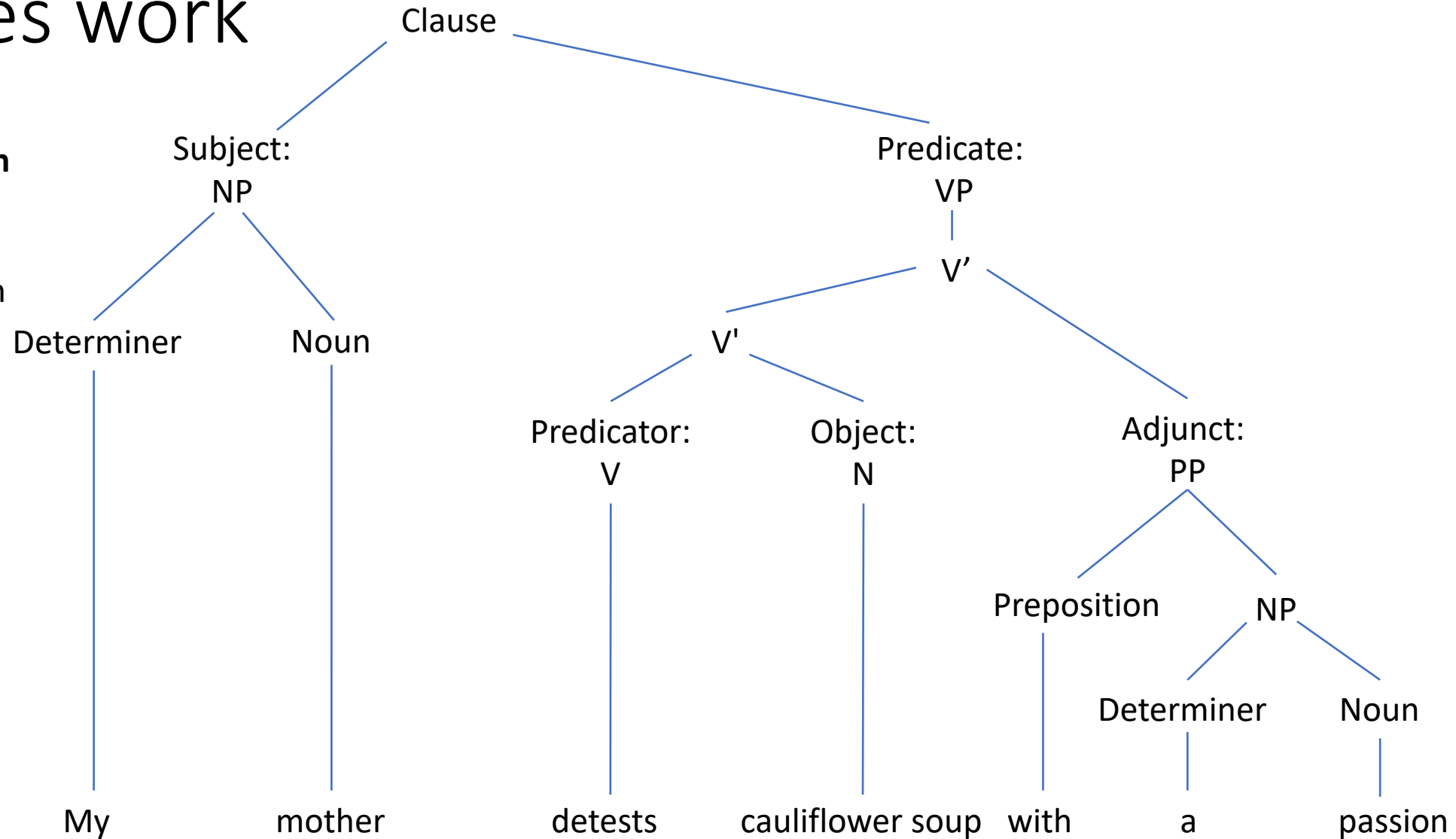


“My mother detests cauliflower soup with a passion”

How trees work

Definition of a constituent in a tree diagram

A set of elements forms a constituent in a tree diagram if and only if there is a single node that dominates just these elements, and no other items.



Review

? Determine constituents in the following sentence using the sentence fragment test, the echo question test, the cleft test, pronoun substitution, and do replacement for VPs. ?

„Using tests for constituent structure, Lesley’s brother argued that various sentences which superficially appeared to be similar in fact have different structures.“

Overview: Morphology and syntax

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