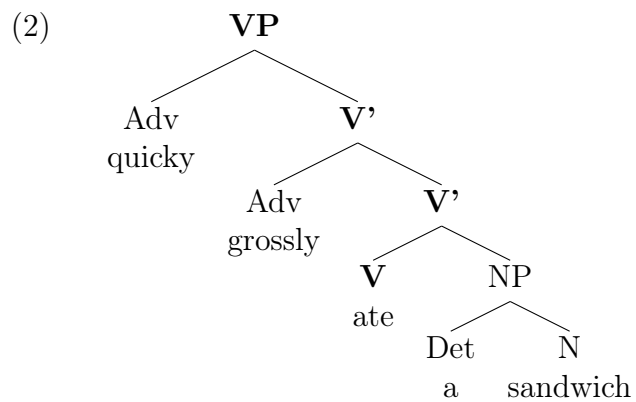
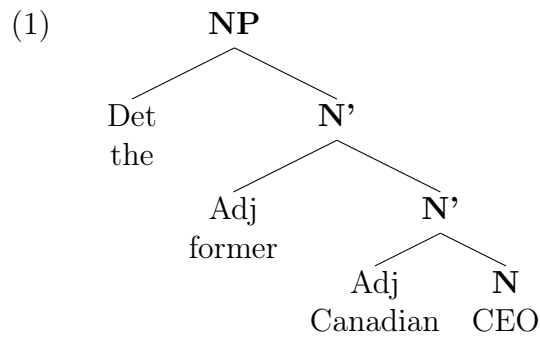


# Handout 7: Even more syntax

November 3-8, 2016

## 1 When do we have a N' or V' level?



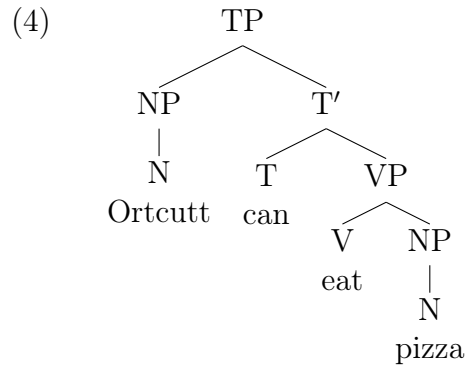
Recall:

- **complement:** sister to a head
- **adjunct:** sister to a bar level

What about (3)?

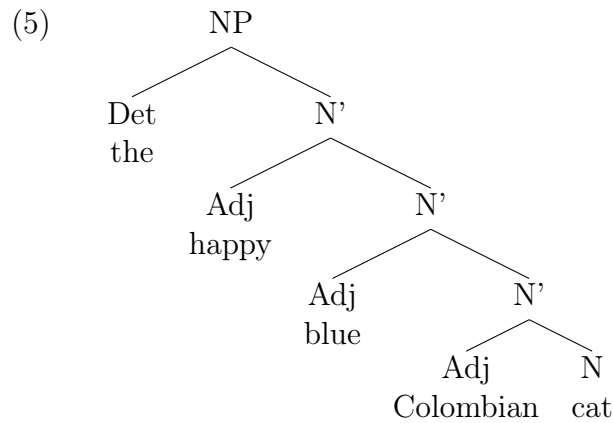
- (3) The wild destruction of the palace after dark saddened Marcus.

Now, recall our structure for Sentences (**TP**'s):



What is *Ortcutt*? An adjunct? A complement?

Let's also think about NP's:



Is *the* an adjunct? A complement?

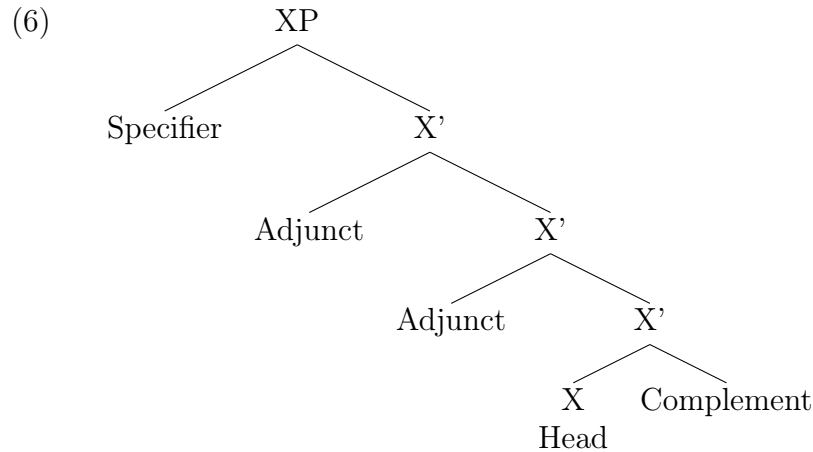
**Specifier:** takes **X'**, and produces an **XP**

All phrases (XP's) have a 'slot' for a specifier

All XP's have the structure in (6)

**This is universal!**

Languages differ in *ordering* but not *structure*



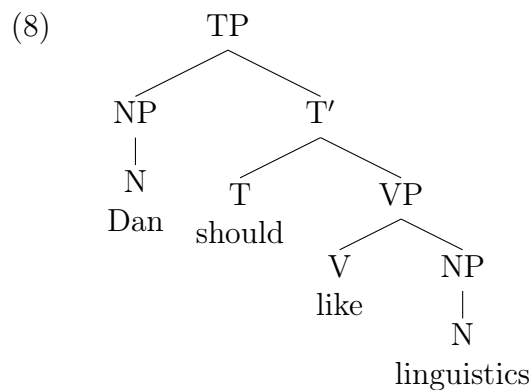
Any of these positions can potentially be empty, except the head. Let's draw these sentences:

- (7)
- a. Pretty sandwiches will rot quickly.
  - b. The sandwich rotted.
  - c. Sandwiches rot.

Note: What's a specifier of a VP?

## 2 Embedded clauses

So far, we've only been looking at monoclausal matrix clauses. (monoclausal = one clause; matrix = not embedded)

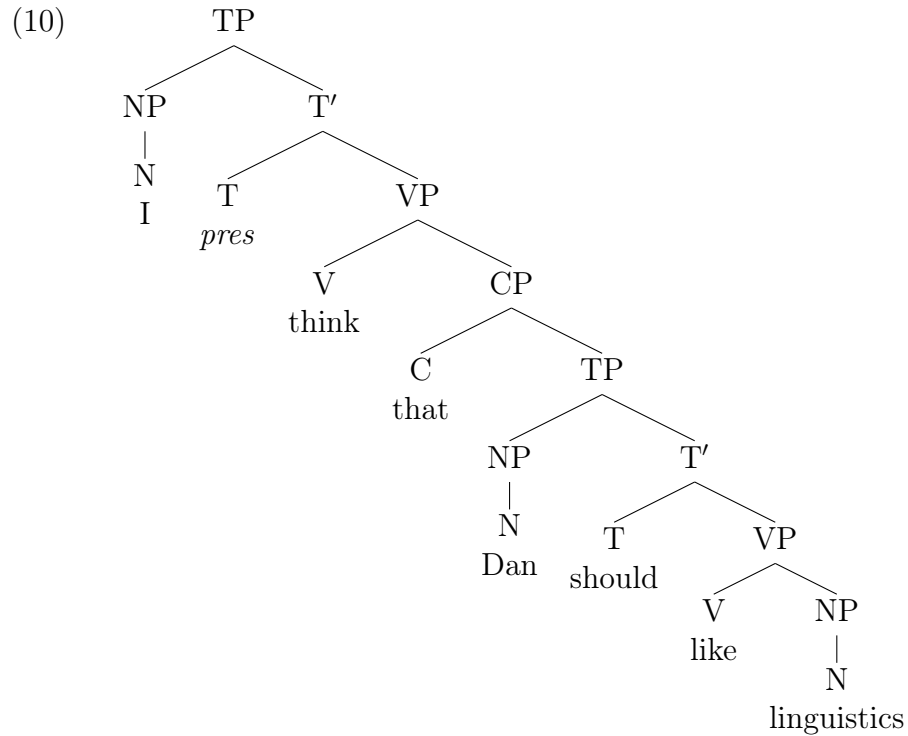


What is happening in the following sentences?

- (9)
- a. Laura thinks that Dan should like linguistics.
  - b. Laura wonders whether Dan likes linguistics.

- What are *that* and *whether*?
- What do they form a constituent with? How can you tell?

We have a new projection above TP: C(omplementizer)P!



Let's try...

(11) Kaeli wonders whether Laura asked if Dan likes linguistics.

### 3 Yes/no questions

We now have a new tool in our toolkit: C/CP. Let's see if this can help us understand yes/no questions.

- (12) a. The princess will kiss the frog.  
 b. Will the princess kiss the frog?

- (13) a. Mary could devour the cookies by noon.  
 b. Could Mary devour the cookies by noon?

General statement about how to form yes/no questions:

A reminder: T lowers to V in English when it is a bound morpheme. Some nice evidence for this comes from the position of adverbs:

- (14) a. Stephanie quickly finished her exam.  
b. \*Stephanie finished quickly her exam.
- (15) a. Chaos anxiously paces the room.  
b. \*Chaos paces anxiously the room.

What's happening in the following examples?

- (16) a. The princess kissed the frog.  
b. Did the princess kiss the frog?
- (17) a. Mary devours the cookies at noon every day.  
b. Does Mary devour the cookies at noon every day?
- (18) a. The cat napped.  
b. Did the cat nap?

When there is no modal, yes/no questions are formed by:

There is something special about *be*:

- First, let's look at *be* on its own:

- (19) a. Dan is happy.  
b. Dan is reading a book.

- Now, for yes/no questions:

- (20) a. Is Dan happy?  
b. Is Dan reading a book?

- And note...

- (21) a. \*Did Dan be happy?  
b. \*Did Dan be reading a book?

What's going on here? What does *be* do that's different from other verbs?

Summary of what we've found so far:

- Yes/no questions are formed by raising T to C.

(22) Will Dan like linguistics?

- If T is a bound morpheme, then when T raises to C, *do* gets inserted to save the day.

(23) Did Dan like linguistics?

- When T raises to C, this stops T from lowering to V, so V does not have tense on it.
- The verb *be* is special: it raises from V to T.

(24) Dan is quickly reading the textbook.

- Thus, when T raises to C for a yes/no question, it can bring *be* along.

(25) Is Dan quickly reading the textbook?

## 4 French

Let's take a look at French. At first, French looks just like English.

(26) a. Janella mangeait une pomme.  
 Janella ate an apple  
 'Janella ate an apple.'

b. Luisa peut aider Eduardo.  
 Luisa can help Eduardo  
 'Luisa can help Eduardo.'

- But what does (27) tell us about verbs in French?

(27) a. Stephanie finit rapidement ses examens.  
 Stephanie finishes quickly her exams  
 'Stephanie quickly finishes her exams.'

b. \*Stephanie rapidement finit ses examens.  
 Stephanie quickly finishes her exams

c. Madelyn peut encore chanter l' hymne national.  
 Madelyn can still sing the hymn national  
 'Madelyn can still sing the national anthem.'

d. \*Madelyn encore peut chanter l' hymne national.  
 Madelyn still can sing the hymn national

- If V always raises to T in French, then what do we expect in yes/no questions? Is this borne out?

- (28) a. Mangeait-elle une pomme?  
ate-she an apple  
'Did she eat an apple?'
- b. Peut-elle aider Eduardo?  
can-she help Eduardo  
'Can she help Eduardo?'

## 5 Wh-questions

So we've seen lots of "head movement": V to T, T to C, T lowering to V

What about movement of phrases?

- (29) a. What should Dan read?  
b. Who will Philipp see?  
c. When will Philipp see Britta?
- (30) a. What did Dan read?  
b. Who does Philipp see?  
c. When did Philipp see Britta?
- (31) a. What is Dan reading?  
b. When is Dan leaving?  
c. Why is Dan unhappy?