

SNT1

English Syntax (Bc.)

HANDOUTS for the seminars
Examples and Exercises
(non-edited)



Ludmila Veselovská

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INTRODUCTION

Working with this text

This collection of handouts has been written to assist students of English in their work in the seminars in English Syntax in the **B.A. programme of English philology**.

This text, however, is in no way intended to replace any textbook specified in a course description, nor does the amount of material cover all of what students need to read for their exams. Instead, it provides **handouts for the seminars** with many schemes and examples commented on and discussed in the class. Without a commentary some of them may be difficult to understand, so the students are strongly encouraged to make their own notes and remarks during the classes. Enough space is given between the paragraphs and on the margins so that such additions are possible. Some students may still have problems with English **terminology** and structuring their study - this text should also provide them with the main terms used, and the sections basically follow a pattern that can be used in preparing for English grammar exams, though not all topics are covered to the same extent and some require more individual reading.

Apart from handouts, the following text also contains a number of **exercises**. The function of the exercises is twofold. First, they introduce some new aspects or problems of the proposed analyses not mentioned in detail during the lectures. Second, they allow students to test their understanding of the topics under discussion. For some suggested problems, naturally, there is no generally agreed solution and the exercise provides more data for discussion of alternatives than simple minded tests of knowledge.

The author apologises for the errors and misspellings which remain in the text due to the fact that the handouts are adopted for each semester course and it is not economical to make some more detailed editing. It is a working material, a collection of handouts and the form does not attempt perfection.

Reading for the seminar

The topics discussed in the seminar are in more detail covered in the monograph available in the university/department library (and can be bought in the shop in the library)

Veselovská, Ludmila. 2019. *Form and Functions in English Grammar*. Olomouc: Palacký University. ISBN 978-80-244-5486-3 (print), 978-80-244-5490-0 (online). DOI: 10.5507/ff.19.24454863. 360 pages.

1 REVISION (MORPHO-SYNTAX)

Categories, Pronouns (BT), Taxonomy of Verbs (subcategorization, NICE)

1.1 Categorial Heads and Phrases

Revise the formal criteria for categorial classification: **morphology and syntax**

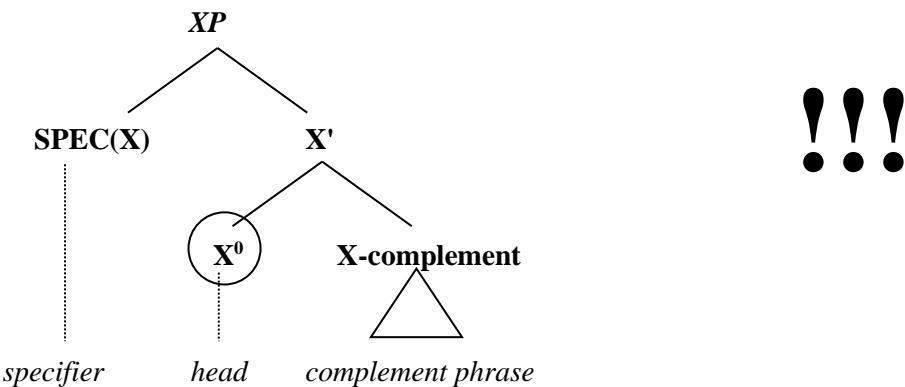
(1) a. *Those new governments are not going to accept such a solution.*
b. *These new government funds can be used for the students support..*

1.1.1.1 Syntactic criteria

for establishing the category of an item are based on its **distribution**, i.e. **co-occurrence** restrictions.

(2) a. $N:$ *book, friend, water, courage, fact, trip*
b. $NP:$ *[NP that new book], [NP a friend of mine], [NP some water to drink]*
c. $V, [_ NP]:$ *to publish [NP that new book], to see [NP a friend of mine]*
d. $P, [_ NP]:$ *about [NP the new book], with [NP some water to drink]*

(3)



(4) a. $X=N:$ *boy* $[NP \text{ that little } \underline{\text{boy}} \text{ of hers }]$ $*[NP \text{ little } \underline{\text{boy}} \text{ of hers }]$
b. $X=A:$ *small* $[AP \text{ much } \underline{\text{smaller}} \text{ than Theo }]$ $*[AP \text{ much } \underline{\text{smaller}} \text{ than }]$
c. $X=V:$ *find* $[VP \text{ to never } \underline{\text{find}} \text{ the article }]$ $*[VP \text{ to never } \underline{\text{find}} \text{ }]$
d. $X=P:$ *toward* $[PP \text{ right } \underline{\text{toward}} \text{ a door }]$ $*[PP \text{ right } \underline{\text{toward}} \text{ }]$

Heads: Every lexical category (N, A, V, P) can be a **head** of a more complex structure = a **phrase**.

Head is the element which labels the phrase (is visible externally)

Complement : a right hand sister of the head – the closest (post)-modifier

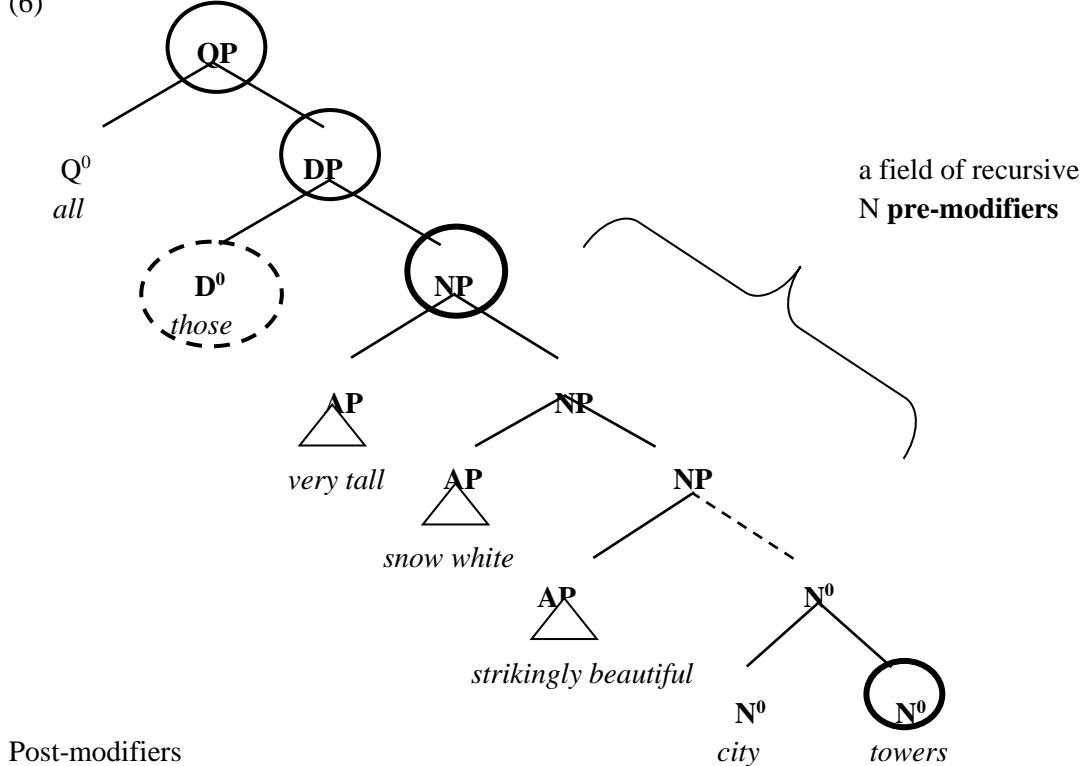
Specifier : pre-/post-modifier, sometimes called an adjunct.

(5) *EXERCISE* =====

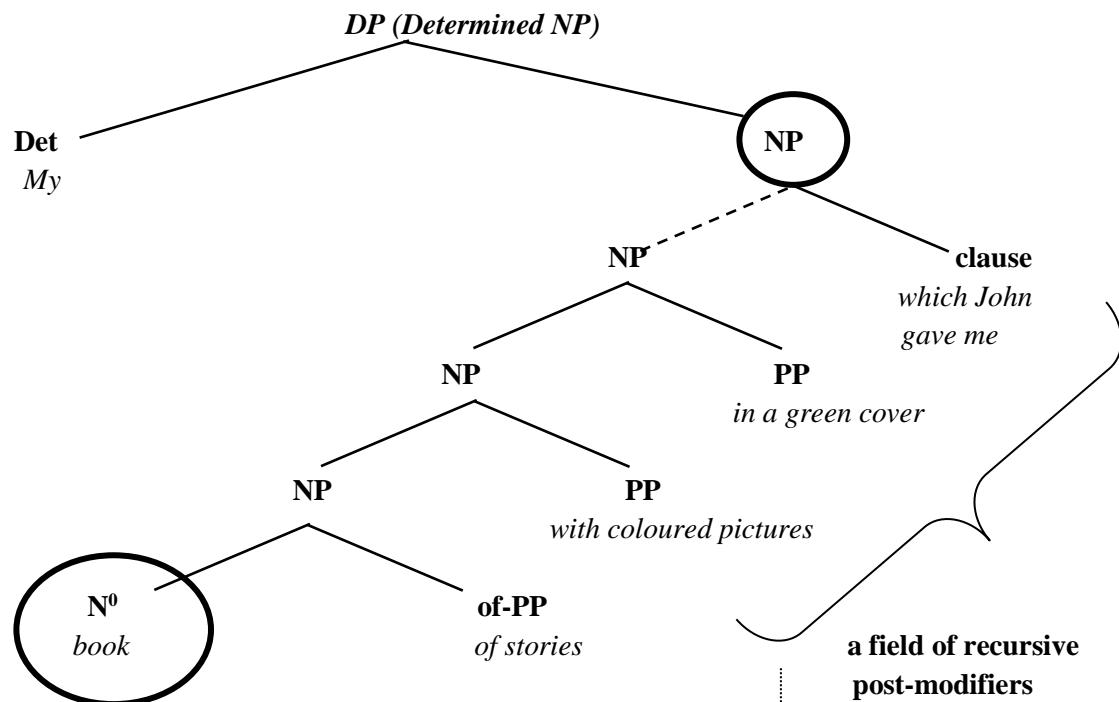
- Which kind of morphological typologies you know?*
- What is the nature of language typology distinguishing a **Head Initial** vs. **Head final languages**?*
- Compare the position of the HEAD in a phrase and in a word. Recall **The Right Hand Head Rule**).*

1.1.1.2 Determined and Quantified NP

(6)



(7)

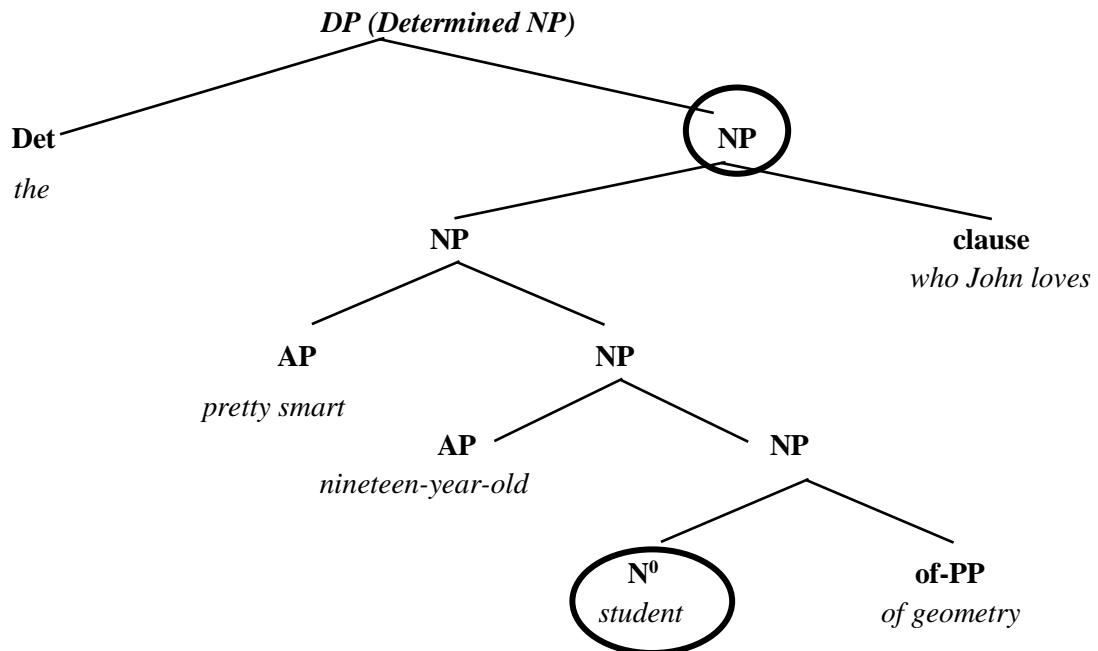


(8) EXERCISE =====

- Construct more examples for the above structures.
- Which parts are obligatory/ optional? ... unique / recursive? ...fixed / free ordering?
- What is the position of a pronoun in the DP structure?

Determined and pre- and post-modified complex NP

(9)



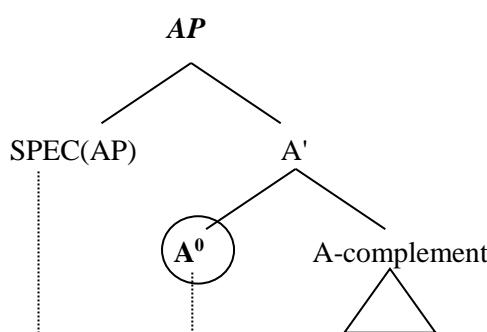
1.1.1.3 The Category of Modifiers (A/AP)

	+ER	+NESS		* +ER	* +NESS
a.	<i>friendly</i>	$\rightarrow friendlier$	$\rightarrow friendliness$	a'.	<i>worldly</i>
b.	<i>early</i>	$\rightarrow earlier$	$\rightarrow earliness$	b'.	<i>nearly</i>
c.	<i>lovely</i>	$\rightarrow lovelier$	$\rightarrow loveliness$	c'.	<i>madly</i>
d.	<i>ugly</i>	$\rightarrow uglier$	$\rightarrow ugliness$	d'.	<i>clearly</i>
			BUT		
				$\rightarrow ?worldlier$	$\rightarrow wordliness$
				$\rightarrow *nearlier$	$\rightarrow *nearliness$
				$\rightarrow *madlier$	$\rightarrow *madlinessd.$

(i) The Double Inflection Ban // (ii) Word Template

1.1.1.4 Adjectival phrases

(10)



- a. *He is extremely proud [PP of their achievements]*
- b. *It is thirty-metres further [PP to the finish line]*
- c. *It is much more interesting [PP than anything else]*

(11) a. *I have some extremely EAGER co-workers.*
 b. *Elisabeth jumped over a two-metre WIDE ditch.* (metre can't be plural here)
 c. *Elisabeth jumped over the DEEP AND DANGEROUS ditch.*

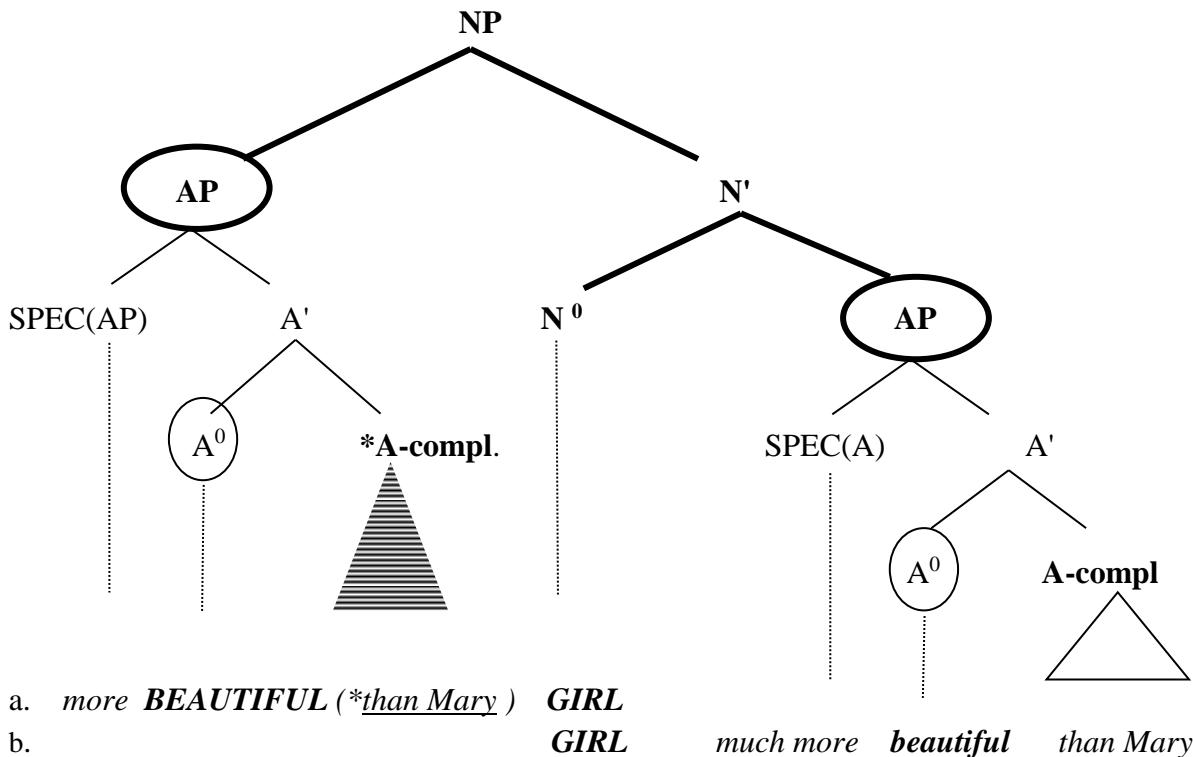
(12) a. * *Mary is a SCARED of monsters child.*
 b. * *Did she turn out to be a LOYAL to her husband woman?*
 c. * *I have some EAGER to please the boss co-workers.*

(13) a. * *I know an employee extremely EAGER.*
 b. *Elisabeth jumped over a ditch two-metres WIDE.* (metres has plural form)
 c. ? *Elisabeth jumped over a ditch DEEP AND DANGEROUS.* (ok in narratives)
 b. *She turned out to be a woman LOYAL to her husband.*
 c. *David met a man very FOND of English literature.*
 d. *I know some employees extremely EAGER to please the boss.*
 e. *I saw a girl as BEAUTIFUL as Mary / more BEAUTIFUL than Mary.*

(14) *I saw a more beautiful girl than Mary.* **Dissociated APs**

(15) **EXERCISE** ======
 State which APs precede / follow the N head.

The structure of pre-/post-nominal APs:



(16) **EXERCISE** ======
 Construct more examples for the above structures in English and in your native language.

1.2 The Binding Theory

The Binding Theory

Deixis: interpretation related to the context / speech act

(17) a. *He said: "I will stay here till tomorrow."*
b. *He said that he would stay there till the next day.*

Deictic adverbs, pronouns, articles...

Discuss (a) the distinction between articles and demonstratives
(b) the discourse bound interpretation of personal pronouns

(18) (i) *I met a boy.* (ii) *I realised that I know the boy.*
Potkal jsem nějakého kluka. *Uvědomil jsem si, že toho chlapce znám.*

Deixis with PRONOUNS, co-reference, indices.

Anaphors have antecedents. Distinct kinds of anaphors (pragmatic vs. syntactic) have distinct kinds of antecedents (non-local vs. local).

The BINDING THEORY, from Chomsky (1981, chapter 3):

Principle A: **Syntactic anaphors** (reflexives/reciprocals) must be bound (have an hierarchically higher antecedent) in the local domain (the same clause), often in the position of Subject/Agent.

Principle B: **Pronominals** (pragmatic anaphors) must be free (have no antecedent) in the local domain (a simple clause).
NOTE: They usually have an antecedent in the context (linguistic or extra-linguistic) but *not* in the same clause.

Principle C: **R-expressions** have no formal/structural antecedent, they are always free.

(19) a. *They killed John and Bill.* b. *John and Bill killed them.*
c. *They killed themselves.* d. *They spoke about themselves.*
e. *The two friends saw each other.* f. *Both of us saw one another.*

(20) a. *John and Mary introduced them.* ≠ John, ≠ Mary
b. *John and Mary introduced themselves/ each other/ one another.*
c. *Představili se* (=představili každý sám sebe). No reciprocal pronoun in Czech.
d. *Představili se* (=představili se(be) navzájem).

1.2.1.1 Some distinctions between Czech and English

FORM: Czech reflexives are simple (*se/si*), English reflexives are complex (*my+self*, *your+self*, *them+selves*.. they agree with the antecedent)

REPERTORY: Czech does not have reciprocals (*each other*) but it has a possessive anaphor (*svůj*)

The distinctions in the **domain** of binding.

‘**Long distance**’ **anaphors** with possessives and infinitives (V+V_{INF})

(21) a. *The professor_P spoke about Chomsky_C and he_{P/C} made the student_S reread his_{C/P/S} article.*
b. *Profesor_P mlouvil o Chomském_C a nutil (on_P) studenta_S číst svůj_{*C/P/S} článek.*
c. *John_J saw Peter_P kissing his_{J/P} wife.*
d. *Jan_J viděl Petru_P líbat svou_{J/P} /jeho_{J/P} ženu.*

Compared with some languages (e.g. Czech) Objects in English are not strictly subject oriented (objects can bind anaphors as well):

(22) a. *John_J described Mary_M to himself_J /herself_M.*
b. *John_J and Mary_M described Bill_B and Ann_A to each other_{J+M/B+A}.*
c. *Jan popsal Marušku jenom sobě_{J/*M}.*
d. *Jan popsal Marušku svému_{J/*M} kamarádovi.*
e. *Jan_J a Marie_M si_{J+M/*B+A} představili Billu_B a Annu_A.*
f. *Jan_J a Marie_M představili Billu_B a Annu_A sobě navzájem_{J+M/B+A}.*

1.2.1.2 (Pseudo-) Reflexive Verbs, Emphatic pronouns

An argument of a transitive Verb/Preposition (replacing an NP):

(23) a. * *John blamed/ described.* These verbs require n Object.
b. *John blamed/ described the girl / her / himself.*
c. * *They think too much about.* The preposition requires an Object.
d. *They think too much about that girl / us / each other.*

As part of a complex Verb:

reflexive Verbs (obligatory object) and **semi-reflexive** Verbs (optional object):

(24) a. * *She always prides.* a'. *Behave now!*
b. *She always prides herself on X.* b'. *Behave yourself now!*
c. * *She always prides him on X.* c'. * *Behave him now!*

Some **obligatorily reflexive verbs**: *absent, gorge, make at home, perjure*:

(25) a. *The guest gorged herself/*her children/*Ø on the cake.*
b. *She always makes herself/*her husband/*Ø at home here.*

As Emphatic Pronouns. These double another NP, but have no separate semantic role.

They Obey Principle A.

(26) a. *The President **himself** apologized to us.*
*The President apologized to us **himself**.*
b. *Sám prezident se nám omluvil.*
c. *Myslf, I wouldn't take any notice.*
d. *(Já) sám bych si ani nevšiml...*

(27) a. *The mayor ran her campaign herself.*
 b. **Bill praised the woman himself who ran her own campaign.*

(28) *Jan to dělal sám.* a. *John did it himself.* (= personally)
 b. *John did it alone.* (= without another person)

(29) *EXERCISE* ======
 Mark the co-reference. Fill in the missing indexes for the Pronoun and its antecedent.

- a. *Tobias_k saw him .*
- b. *When Bill_B and Jessica_J arrived, Tim_T and Monica_M kissed each other .*
- c. *Martin_M sent Bill_B his picture / a picture of himself .*
- d. *Monica was speaking to Mary , while looking at herself_i in the mirror.*
- e. *John_i promised Peter_k to shave himself .*
- f. *John_i made Peter_k shave himself .*

(30) *EXERCISE* ======
 Given the semantic frame = semantic roles = valency of the Verb help (Agent, Patient), explain which element expresses which role. Fill in the indices.

- a. *The tenants themselves helped them/ one another .*
- b. *The tenants had to help themselves/ one another .*
- c. *The landlord himself had to help the tenants help each other/ themselves.*

(31) *EXERCISE* ======
 Do English imperatives and Czech clauses with 'null subjects' simply lack subject NPs (i.e. they are "bare VPs"), or do they have structural NP subjects that are unpronounced? Argue from data in both languages that show how Principle A of the Binding Theory resolves this question.

- a. *Don't praise yourself/ *you / your family/ them/ *themselves too openly.*
- b. *Watch yourself/ *you / your child/ her/ *herself when she goes down the steps.*
- c. *Sleduj sebe/ *tebe/ tvé dítě/ji, když schází ze schodů.*

(32) *EXERCISE* ======
 Explain how A Principle of the BT explains the suggested interpretation.
 Consider the semantic frame of the relevant Verbs.

- a. *Mary_M said to John_J that hex had to cook for himself_{X/J/*M} / her_{H/M/*J} / him_{*X/J/*M} / *herself.*
- b. *Mary_M persuaded John_J to cook for himself/ *him_J/ her_M/ *herself_M regularly.*
- c. *Mary_M promised John_M to cook for *himself/ him_J/ *her_M/ herself_M regularly.*

1.3 Classification of English Verbs

Taxonomy of verbs is based on their

a) **SUBCATEGORIZATION** (s-selection and c-selection): e.g. *help*: V, <Agent, Patient>, [-NP]

b) **POSITION IN THE PREDICATE STRUCTURE**.

(33) a. *John helped Mary with her home assignment.*
 b. *Mary will be visiting his grandma next week.*
 c. *The film will have been being produced for two years next month.*

1.3.1.1 The 5-slot MORPHOLOGICAL TEMPLATE

(34)	S	Modal	Perfect	Progressive	Passive	Lexical	O
a	<i>Josephine</i>					<i>takes</i>	<i>John</i>
b	<i>Josephine</i>	<i>will/can</i>				<i>take</i>	<i>John</i>
c	<i>Josephine</i>			<i>is</i>		<i>taking</i>	<i>John</i>
d	<i>Josephine</i>		<i>has</i>			<i>taken</i>	<i>John</i>
e	<i>John</i>				<i>was</i>	<i>taken</i>	
f	<i>John</i>			<i>is</i>	<i>being</i>	<i>taken</i>	
g	<i>John</i>	<i>will/can</i>	<i>have</i>	<i>been</i>	<i>being</i>	<i>taken</i>	

1.3.1.2 A two slot SYNTACTIC predicate

(35)

functional verb =
 grammatical verb =
 operator [Ω]

non-operator / non-initial Aux / lexical VERB

a. *John will/ must (not) have been being introduced to the guests by the host.*
 b. *Josephine had (not) introduced John to the guests.*
 c. *Josephine --- introduced John to the guests.... etc.*

(36) **EXERCISE** =====

What is the usage of (a) morphological (5-slot) template of the English predicate and

(b) the syntactic 2-slot model.

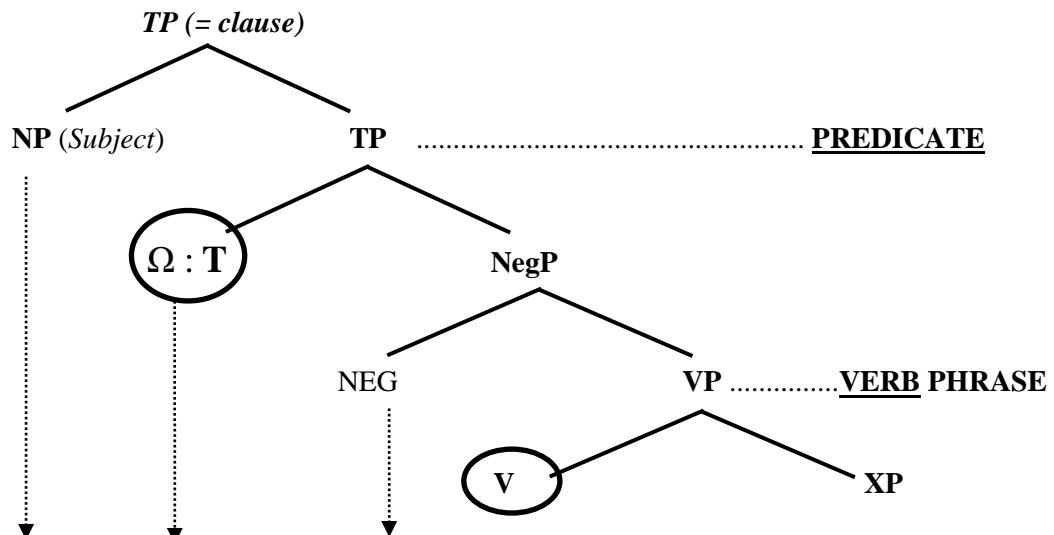
(37)		semantics	phonetics	morphology	subcategorization	N.I.C.E.
lexical	VERBS	semantic roles assigned	no reduction	T, Asp, Voice, Inf etc.	any including VP	a) * <i>n't</i> b) *inversion c) *coda d) emph. DO
non-lexical (grammatical)	AUXILIARIES <i>be, do, have</i>	no semantic roles	present of <i>be, have</i> reduce	see V (substitution)	V_{ing} , V_{en} , $V_{\text{bare-INF}}$	a) <i>+n't</i> b) inversion c) coda d) *emph. DO
	MODALS <i>can, may, must, will...</i> <i>NPI: dare/need</i>	"secondary " semantic roles	only <i>will, would</i> reduce	no inflection	$V_{\text{bare-INF}}$	

(38) **EXERCISE** =====

Which verbal element is in the position of V (Verb) and which in T? Use the N.I.C.E. properties.

- a. Susan will not help water the garden.
- b. Some teenagers have read not a single book.
- c. You have to get more sensible.
- d. Mary has got to read the book now.
- e. Mary reads a lot.
- f. All my friends arrived on time.
- g. Not one person's asked for my help .

(39)



Subject	Ω / T	(Neg)	Verb	V-complementation
a.				
b.				
c.				
d.				
e.				
f.				
g.				

(40) EXERCISE =====

Write down the precise subcategorization of the verbs have in the following examples. (Try to make a question tag first, to see the N.I.C.E. properties.)

a. He <u>has</u> two friends in Prague.	b. He <u>had</u> a lot of fun with Jill.
c. He <u>had</u> written several letters by then.	d. He <u>had</u> to go home.
e. He <u>has</u> got several books.	f. I <u>had</u> my car repaired.

(41) EXERCISE =====

“Marginal” Modals: Which classification you would use for the **need/dare** nbelow.

a. She <i>need/dare</i> not see a doctor.	= a'. She <i>does not need/dare</i> to see one.
b. <i>Needn't/Daren't</i> she see a doctor?	= b' Doesn't she <i>need/dare</i> to see one?
c. <i>Dare</i> she (not) see a doctor?	= c' Does she (not) <i>dare</i> to see one?
d. *She <i>need/dare</i> come home late.	≈ d' She <i>needs/dares</i> to come home late.

(42) EXERCISE =====

Explain the ungrammaticality (referring to the correct classification based on position in the structure)

a. * <i>Needn't</i> she to see a doctor?	b. * <i>John</i> <i>hasn't</i> to go home immediately.
c. * <i>Had</i> you a quick look at this book?	d. * <i>Have</i> you to write a letter to Julie again?
e. * <i>Do</i> you have written a letter to Wilma?	f. * <i>John</i> <i>had not</i> a good time in London.
g. * <i>For</i> him to haven't written yet worries me.	h. * <i>Mary</i> <i>doesn't</i> have got any money.
i. * <i>Dares</i> she (not) see a doctor?	j. * <i>Have</i> you your car repaired already?
k. * <i>She</i> now <i>needs</i> see a doctor. ¹	l. ?? <i>She</i> <i>dares</i> not to see one.

(43) EXERCISE =====

Consider the examples of the **be of Obligation** below which test:

- i. the form of its negation and question formation,
- ii. the ability to appear in every Tense/Aspect,
- iii. the ability to appear as infinitive.

a. I am (not) to leave before six o'clock.	a.' He is (not) to leave before six o'clock.
b. I was (n't/not) to leave before six.	b.' They were (n't/not) to leave before six.
c. To be to leave before six a.m. is irritating.	c.' Were they (not) to leave before six?
d. *He will be to leave before six o'clock.	d.' *They had been to leave before six o'clock.

(44) EXERCISE =====

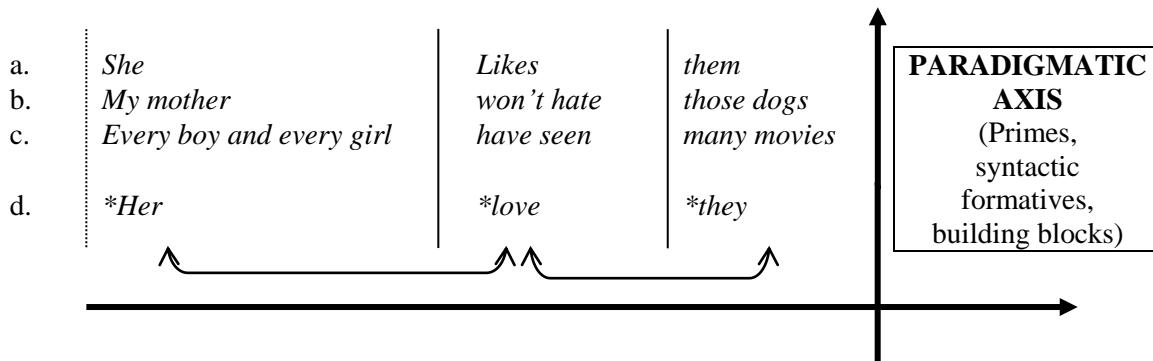
Consider the role of “meaning” in the taxonomy of verbal elements (Lex/Aux/Mod). Give examples which show that the interpretation is NOT the main criterion. Which of the above excercises can be used as arguments?

¹ ?? a marked mixed version) Which Vs select a bare-inf?

2 CLAUSES, CONSTITUENTS AND FUNCTIONS

(1) a. **Parts of Speech - Categories**
 b. **Syntactic Functions - Sentence members**

PARADIGMS
SYNTAGMA



(2) a. *a woman* (independent expression)
 b. *a sister* (assumes/requires the existence of a brother or sister)
 c. *a widow* (assumes marriage and the death of the partner)

similarly:

c. *Noun* (the property of the expression itself)
 d. *Subject* (the expression when related to predicate)

Functions = syntagmas have usually two members (one higher/superordinate) = relational terms.

(3) A constituent in a clause can thus be classified both independently and in a relation:

a. **part of speech (phrase)** (independent classification of the element itself).
 b. **sentence member** (in relation to its syntagmatic partner).
 c. semantic / thematic role (in relation to the Verbal action)

(4) **Our Mary** arrived late. *Our Mary* is a. an **NP**
 b. a **Subject** of *arrived late*
 c. an **A1: Agent** of *arrive*

2.1 Models of Predication (Clause Structure)

Sentence: ... a pronounced or written idea... It says something about something...
 = general, pre-theoretical notion. Must be formalized and made more specific.

(5) **Taxonomy of Sentences**

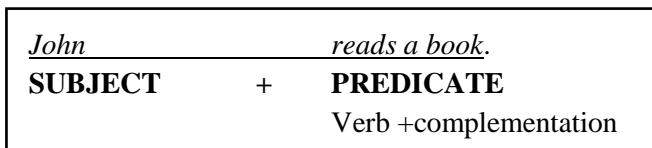
- i. **SIMPLE** (=clause)
- ii. **NON-SIMPLE**
 - a. **COMPLEX** = one main + 1-x subordinate clause(s)
 - b. **COMPOUND** = more than one main + no subordinate
 - c. **COMPLEX COMPOUND**
 = more than one main + some subordinated clause(s)
- iii. **SEMI-CLAUSE** = infinitive or participle Predicate

(6) **Clause:** definable structure (semantic or formal)

- a. **semantic** notion of the (kind of) *predication* relation
- b. **formal** means to express the two main parts of the sentence and the relation(s) between them (e.g. it consists of Subject and Predicate)..

2.1.1.1 Relation between Subject and Predicate

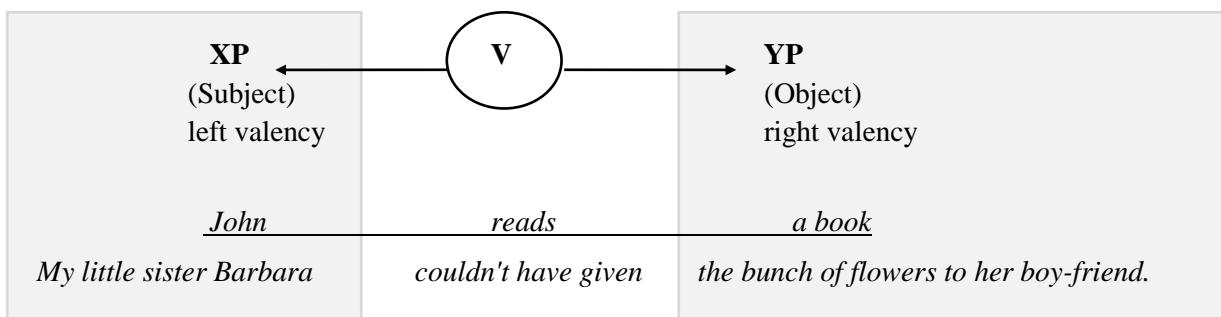
(7) **Subject and Predicate as equal members.** (A traditional view.)



PREDICATION =

the relation between the SUBJECT and the PREDICATE

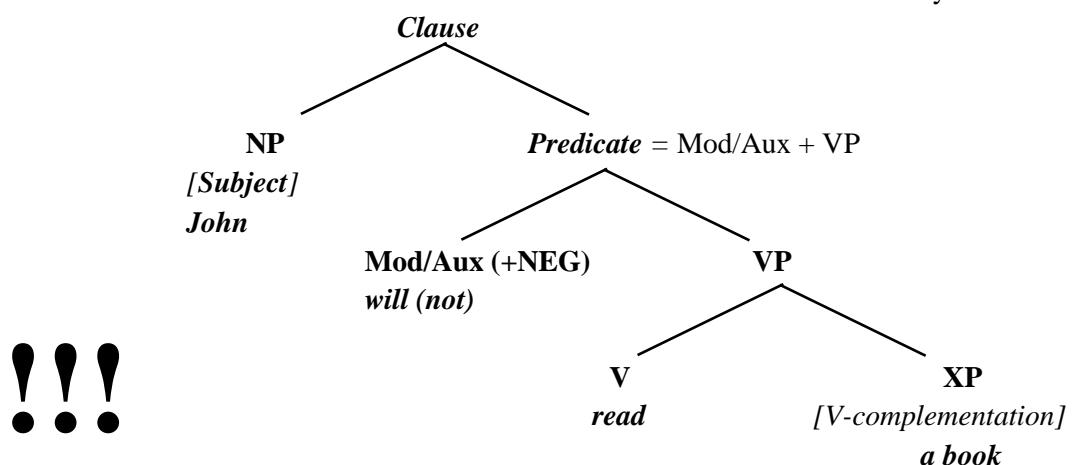
(8) **Verb as the main member** of the structure. Typical for all kinds of **valency** models.



(9) **Immediate Constituent Analysis**

Structuralist model. The scheme/tree is able to capture

- a. categorial labels
- b. syntactic relations

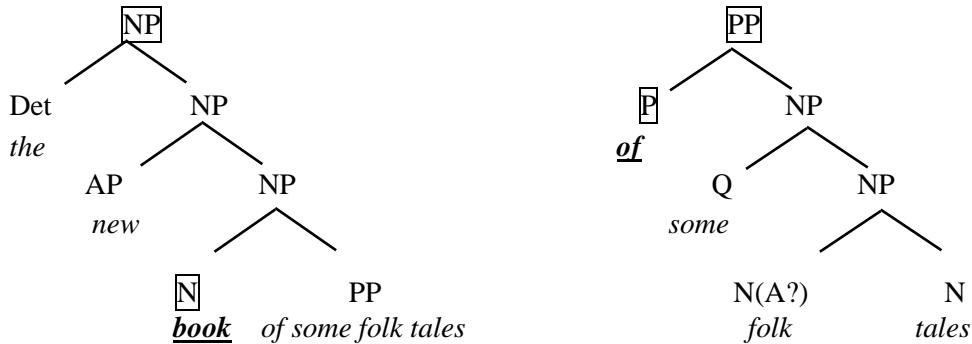


Structural definition of the main sentence functions (in terms of their position in the structure)

- structural **OBJECT** = V-complement 'V sister'
- Structural **SUBJECT** = SPEC of T = SPEC of the operator/Mod/Aux

Immediate constituent analysis captures also the fact that the clause consists of more complex units (**phrases**) which can be further divided into smaller units. The tree can be therefore expanded to the level of individual words (**heads**).

(10) a. *the new book of some folk tales*
b. [NP *the new book* [PP *of* [NP *some folk tales*]]]



(11) **Linear notation** (for practical purposes):

English sentence:	SUBJ	Aux/Mod (NEG)	V	+ YP
	John	does	(not)	read
		will		
		can		
		Ø/-s		

2.2 Other sentence members - grammatical functions (= grammatical relations)

(12) **Syntagmatic relations:**

a. Subject	(related to <u>Predicate</u>)	<i>John arrived late.</i>
b. Predicate	(related to <u>Subject</u>)	<i>Bill slept late.</i>
c. Object	(related to <u>Verb</u> or <u>Preposition</u>)	<i>see/Mary/ about Mary</i>
d. Adverbial	(related to <u>Verb</u> or <u>Verb Phrase</u>)	<i>arrive late/in the afternoon</i>
e. Attribute	(related to <u>Noun</u>)	<i>big house, brother of mine</i>
f. Subject Complement	(related to both <u>Verb</u> and <u>Noun</u>)	<i>John looked so tired.</i>
g. Object Complement	(related to both <u>Verb</u> and <u>Noun</u>)	<i>Mary found Bill asleep.</i>

The structure can be analysed at distinct levels of complexity

(13) *John lives in his father's house.*

- in his father's house:* PP, adverbial of place related to the verb *lives*
- his father's house:* NP, object of the preposition *in*
- father's:* NP, attribute to *house*
- John** [VP *lives* [PP *in* [NP *his father's* [N *house*]]]].

(14) **The ternary relation of Subject/Object Complements (=secondary predicates)**

a. <i>Mary painted the door.</i>	- <i>door</i> is an object of <i>painted</i> .
b. <i>Mary repainted the green door.</i>	- <i>green</i> is an attribute of <i>door</i> .
c. <i>Mary painted the door green.</i>	- <i>green</i> is a complement of <i>painted</i> <u>and</u> <i>door</i> .
d. <i>My tired brother collapsed.</i>	- <i>tired</i> is an attribute of <i>brother</i> .
e. <i>My brother looked tired.</i>	- <i>tired</i> is a complement of <i>brother</i> <u>and</u> <i>looked</i>

(15) **EXERCISE** =====

*Explain what it means that syntagmas (sentence functions/memebers) are labels used for **binary relational terms**. Is there any exceptions from the binary characteristics?*

(16) **EXERCISE** =====

*Give two distinct examples of structural relations which can be signaled by English **overt agreement** (configurational morphology). Name explicitly both memebers of the syntagma.*

(17) **EXERCISE** =====

Describe in structural terms (e.g. you have to use terms like "sister of N/NP", "merges with the head," etc...) two distinct trees / structures, which explain the two available interpretations for the following ambiguous phrase. (Providing only their interpretations is not an answer.)

(i) *DP: the brother of the man who arrived yesterday*

(18) **EXERCISE** =====

*Explain the term "**Bracketing Paradox**" explaining the two available interpretations for the following ambiguous phrases. (Providing their interpretations is not an answer.) In your explanation say explicitly what is the scope of the modifier *new* and relative clause *I love so much*. Use the term **head** and mark the relevant heads by making it bold/underlined or capitalized.*

(i) *NP : new hospital building*

(ii) *DP: the house of my brother I love so much*

(19) **EXERCISE** =====

(a) *Give a very brief description of at least 4 kind of sentence functions (**grammatical relations**). Be maximally brief about interpretation and concentrate on structural description (mutual positions in the structure) of the two memebers of the syntagma.*

Be sure you state explicitly which category is the other memeber of the function

(b) *can any of the grammatical relations be analysed as potentially ternary? Which one? Show it.*

(20) **EXERCISE** =====

For the underlined constituent state its (i) category, (ii) semantic role, and (iii) sentence function.

Recall that (ii) and (iii) are relational terms.

- (a) My sister arrived late.
- (b) John made Mary to introduce herself.

(21) EXERCISE =====

- (a) What does **valency** mean in discussing clausal structure?
- (b) How is it related to the notion of **heads**?
- (c) How are **Subjects** and **Objects** defined in the valency framework?

(22) EXERCISE =====

(a) State the signals of formal **hierarchy** inside syntactic structure - give examples of the hierarchical relations between

- (i) **Q** and **Noun** and
- (ii) **Preposition** and its complement.

(b) Name some theoretical assumptions about the hierarchy between the **Subjects** and **Predicate**. You can refer back to your answer in (a).

(23) EXERCISE =====

Discuss and demonstrate the concept of **adjacency** with respect to the English morphological pronominal Object Case. Is it the same with all kinds of pronouns? Use also an example of preposition stranding to make your point.

(24) EXERCISE =====

(a) Very briefly explain the term **SCOPE** of the modifier. Refer to the interpretation as well as to the structural position ... using examples of the modifiers **very** and **black** in the following (i)

(i) a **very** big **black** German dog

(b) what is special on the example (ii)? Concentrate on the scope of the modifier **English**

(ii) **English** history teacher

(25) EXERCISE =====

Explain the term **SCOPE** referring to (a) syntactic structure (tree) and (b) interpretation. Illustrate the scope phenomenon using the examples of a verbal adverb and a sentential adverb. Talking about the structure, try to use the terms "sister" or "c-command"

2.3 Constituency Tests

What is it "constituent"?

(26) *A constituent is a word or a sequence of words that behaves as a single unit of a larger hierarchical structure ("tree"), e.g. of a clause.*



The constituent structure of a clause is identified using **constituency tests** which manipulate some part of a sentence (a word or a sequence of words), and the result of this manipulation is that we can make conclusions about the structure. The tests are thus **empirical but yet formal diagnostics** to identify the constituent structure of sentences.

(27) 1. Topicalization (fronting)

2. Clefting and Pseudo-clefting
3. Pro-form substitution (replacement)
4. Ellipsis (fragments, question test)
5. Omission (deletion)
6. Coordination
7. Inflectional morphology



2.3.1.1 Topicalization (fronting) of constituents

Topicalization is a simple movement operation. It involves changing the position of the tested sequence, i.e. moving it to the front of the sentence. It tests for NP, PP and some clauses.

(28) a. *Mary sends her brother **those magazines** on his birthday.*
b. ***Those magazines** Mary sends her brother on his birthday.*
c. ****Her brother those magazines** Mary sends on his birthday.*
d. ****Those magazines on his birthday** Mary sends her brother.*

(29) a. *The teacher arrived **from the station** late.*
b. ***From the station** the teacher arrived late.*
c. ****From the station late** the teacher arrived.*

(30) a. *He is going to attend another course **to improve his English**.*
b. ***To improve his English**, he is going to attend another course.*
c. ****Improve his English**, he is going to attend another course to.*

2.3.1.2 Clefting and Pseudo-clefting of constituents

Clefting involves placing a sequence of words (an assumed constituent) inside the structure beginning with **It is/was... X... that...** In English it is a test for NP or PP, but not other XPs.

(31) a. *She bought a pair of gloves of embroidered silk.*
b. *It was **a pair of gloves of embroidered silk** that she bought.*
c. ** It was **a pair of gloves** that she bought of embroidered silk. (Only part of NP)*

(32) a. *She grows vegetables just outside (the back door).*
 b. *Just outside (the back door) she grows vegetables.*
 c. ***Outside the back door she grows vegetables just.** (Only part of PP)

(33) a. *Jim seemed upset about the exam.*
 a. ***It was upset about the exam that Jim seemed.** (Cleft doesn't test for AP)

Pseudo-clefting (also **postposing**) involves inserting a tested sequence of words answering a question clause into a *focus position after the copula*. This pattern tests for all types of XP.

(34) NP: a. *She bought a pair of gloves with silk embroidery.*
 b. *What she bought was a pair of gloves with silk embroidery.*
 c. **A pair of gloves with silk embroidery is what she bought.**

(35) AP: a. *What John was/ How John felt was upset about the exam.*
 b. **Upset about the exam was what John was / how John felt.**

(36) VP: a. *My son will fix my car for me.*
 b. *What my son will do for me is fix my car.*
 c. *What my son will do is fix my car for me.*

(the adverb PP is outside the small VP)

(the adverb PP is inside the small VP)

Both cleaving and pseudo-clefting involve a change in interpretation dependent on stress. The moved constituents become stressed (focused).

2.3.1.3 Pro-form substitution (replacement)

Replacing the assumed constituent with a so called **pro-form** is called **substitution**. Different kinds of constituents (phrases) have different kinds of pro-forms.

(37) a. *I don't know the man who is sleeping in the car.*
 b. ***I don't know him who is sleeping in the car.**
 c. **I don't know him.**

Variety of Pro-forms

(38) *The little boy was already running in the city's only park at 8 o'clock.*

a. <i>[NP He] was already running in the city's only park at 8 o'clock.</i>	NP
b. <i>She wonders if the little boy [VP did so].</i>	VP
c. <i>The little boy was running [PP there] at 8 o'clock.</i>	PP
d. <i>The little boy was running in [NP our] only park at 8 o'clock.</i>	NP
e. <i>The little boy was running in the city's only park [PP then].</i>	PP
f. <i>[AP Such] a boy was running in the city's only park at 8 o'clock.</i>	AP
g. <i>And [NP he] is [VP doing so] ([PP there]) ([PP now]).</i>	VP, PP, PP

(39) a. *We all thought [Clause **you had left**].* The pro-form for a clause (TP) is *so*.
 b. *We all thought [Clause **so**].*

2.3.1.4 Ellipsis (sentence fragments, question answering test)

An ellipsis can test the ability of an assumed constituent to stand alone, e.g. as a short reply to a question. The test is usually used to test the constituency of a VP (Verb Phrase). *How* is a test for omitted **VPs, PPs, and certain clauses**.

(40) a. *Isn't your project due next week? What will you do tomorrow?*
 b. *Work on my project (until supper).*
 c. *?? Work on, of course. ??May work on it.*

(41) a. *How do you expect Bill to spend the weekend?*
 b. *At the golf course. Sitting in front of the TV. He will shop for new clothes.*
 c. **The cinema festival. *His girlfriend for new clothes.*

2.3.1.5 Omission (deletion) of constituents

Some constituents, especially locative or temporal adverbials (i.e. PPs) can be omitted without making the clause ungrammatical. Such omission often signals that the omitted unit is a constituent. The test is not always reliable, since sometimes more than one constituent is omitted.

(42) a. *Fred rarely relaxes in the evening on his couch.*
 b. *Fred rarely relaxes on his couch/in the evening.*
 c. *Fred rarely relaxes.*

(43) a. *Mary can cover 100 metres in 30 seconds, but Bill can't [vp Ø].*
 b. **Mary can cover 100 metres in 30 seconds, but Bill can't cover.*

(44) a. *Bill goes **to the doctor** often, but Sam goes [pp Ø] rarely.*
 b. **Bill goes to the doctor often, and so does Sam go to.*

2.3.1.6 Coordination of like constituents

The coordination test is based on the assumption that only similar units can be coordinated, i.e., joined by means of a coordinator such as *and*, *or* or (*but*) *not*. The test can be used to argue about which category is involved, as well. Note that gerunds are NPs, while infinitives are not.

(45) a. *He started out [writing poems and playing the violin].*
 b. **He started out writing poems and in the theatre.*
 c. *She enjoys [short plays] and [writing poems/ *to write poems].*
 d. *The good smells made me [hungry] and [ready to eat/ * start to cook dinner].*
 e. **His father makes him angry and play the piano.*

2.3.1.7 Morphology characteristic of types of constituents

In a language with a rich agreement system, a constituent can be signalled with inflection. The test can be used especially for NP or PP constituents.

(46) a. Ta ošklivá[_N liška] honila našeho milého králička. *find the NPs!*
b. Koupila jsem nějakých patnáct velkých [_N broskví].
c. Takových jsem jich viděl na ulici opilých aspoň pět. *(Whom did I see?)*

(47) EXERCISE =====

Are the underlined groups of words constituents? Apply several constituent tests.

- a. The mayor sent the messenger out the back door.
- b. The mayor sent out the message to her assistants.
- c. She found some children very unhappy.
- d. She found some very unhappy children.
- e. The new procedure already seems so unfair.

(48) EXERCISE =====

Comment on the constituent structure of the following examples, and give data from constituency tests to prove your points.

- a. They killed [the man] [with a gun].
- b. They killed [the man with a gun].

- c. How did they kill the man? - [PP With a gun.]
- d. Who(m) did they kill? - [NP The man [PP with a gun.]]

(49) EXERCISE =====

(a) *Some constituency tests test for phrasal status more reliable than others. Give names and examples of three tests which are good diagnostic for NP. In your examples, use the bold part in the following sentence.*

- (i) Our new colleague will meet [NP **my sister Mary**] tomorrow.
- (b) Use one of your constituent tests to prove that the possessive **my** is a part of the NP **my sister Mary**.

(50) EXERCISE =====

As diagnostics for constituency (phrasal category status), what is the difference between clefting and pseudo-clefting tests? Demonstrate both to show the difference with examples of minimally contrasting grammaticality

(51) EXERCISE =====

Explain the ungrammaticality of the following sentences.

In your explanation give the categorial status of the omitted part of the sentence (which phrase is omitted?) and compare it with the categorial characteristics of the **pro-form** in bold (which phrase can the pro-form replace?).

- (i) *Mary put her clothes in drawers and you should put **there** too.
- (ii) *She has a drink at lunchtime, and I like one at **then** too.
- (iii) *She often takes some wine with lunch, but she doesn't **so** on work days.

(52) EXERCISE =====

Using a constituency test, explain the ungrammaticality of the following:

- (i) *He started out **writing lyrics** and a DJ in night clubs.
- (ii) *The good smells made me **hungry** and start to cook dinner.
- (iii) * Her father's attitude makes her **angry** and go out drinking.

What are the constituent labels and sentence functions of the underlined phrases?

(53) EXERCISE =====

How can c-selection be used as a constituency test? Show it in determining the phrasal types of the underlined constituents in the examples below.

- (i) This park **looks safe to walk in.**
- (ii) He **has reason to be afraid.**
- (iii) He **has** written his essay already.

As a part of your answer give the **c-selection frame** of the bold verbal forms. Be carefull about their categorial label!

(54) EXERCISE =====

In which way does co-reference signal a structural hierarchy (relationship)? Comment on the anaphors below (referring to the Principle of a Binding Theory).

- (i) John loves only himself.
- (ii) * Himself loves only John.
- (iii) Those pictures of himself, John really hates.

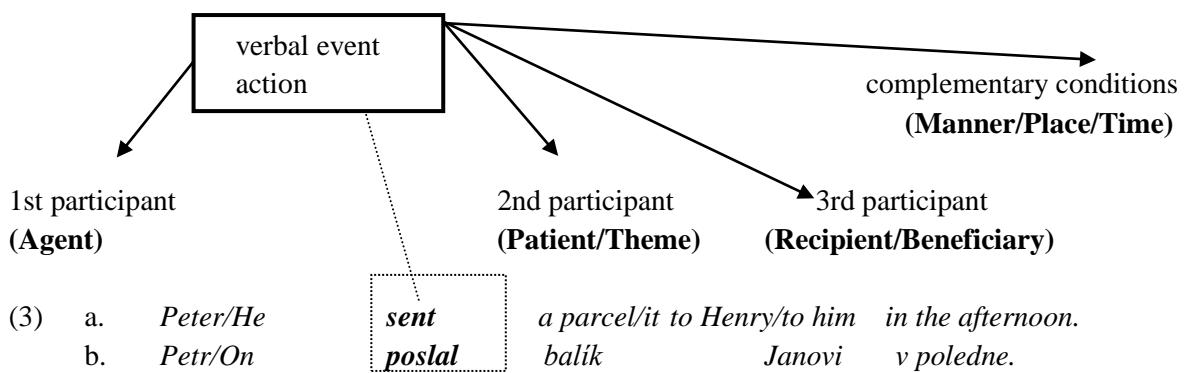
3 SUBCATEGORISATION

(1) VP: V + V-complementation : obligatory vs. optional

a. <i>Jane sent a parcel to her mother.</i>	g. <i>Wilhelm often swims.</i>
b. <i>Jane sent a parcel.</i>	h. <i>Wilhelm often swims to the bridge.</i>
c. <i>*Jane sent.</i>	i. <i>Wilhelm swims to the bridge every day.</i>
d. <i>Bill handed the box to me.</i>	j. <i>*John relied.</i>
e. <i>*Bill handed the box right away.</i>	k. <i>*John relied his brother.</i>
f. <i>*Bill handed to me right away.</i>	l. <i>John relied on his brother.</i>

3.1 Lexical items: Subcategorization

(2) REVISION: Valency of the Verb: (Participants/Arguments of the Verb)



Verbal subcategorization states the (form of) complementation required by the Verbs.

(a) in terms of semantic roles (<>)
 (b) in terms of complements ([])

(4) Semantic subcategorization

of the Verb *hit*:

s-selection

hit: <Agent, Patient>

For its full interpretation
 the activity **hit** requires two
 Arguments (with the semantic
 roles of **Agent** and **Patient**).

(5) Formal/Syntactic subcategorization

of the Verb *hit*:

c-selection

hit: V, [- NP]

The lexical item **hit** is a Verb
 and it must be complemented by
 a nominal element (NP, Object),
 which canonically follows it.

If an XP (like an indirect object or other type of PP) is selected by a verb but is optional, it is put within parentheses in the subcategorization:

(6) *send*: $V, [- NP (PP)]$

Relations between the **meaning** (semantic role) and the **form** of a constituent is subject to both universal and language-specific rules.

(7) *Petr/On* (in (3) above)

i. Semantic role	→ Agent
ii. Sentence function	→ Subject
> Formal properties of the sentence member	→ Nominative/pre-Verbal, etc.

The **semantic roles** determined by specific lexical Verbs are derived from "the verbal meaning" and they form a hierarchy. The **sentence functions** (sentence members/ grammatical relations) also form a hierarchy. The two hierarchies (semantic and grammatical) are related/ matched, which results in the semantic interpretation of the grammatical functions.

3.2 Semantic and Formal Hierarchies

(8) **THE FORM AND THE MEANING**

Canonic Formal Realization of the Semantic Roles (with **active** Verb)

Semantic hierarchy (Arguments: Semantic Roles)		Formal hierarchy (Sentence Functions/Members)	
a. Agent	↑ A 1	SF 1	↑ = or ≠ Subject
b. Patient/Theme	↑ A 2	SF 2	↑ = or ≠ Direct Object
c. Recipient/Beneficiary	↑ A 3	SF 3?	↑ = or ≠ Indirect Object / PP
d. Direction/Manner/etc.	↑ A 4	SF 4?	↑ = or ≠ PP / Adv

The two hierarchies cannot be unified into one, because the relation between them depends on many factors (e.g. the form of the verb) and can be language/speaker specific (especially with Verbs with non-typical semantic roles).

The formal hierarchy is language-specific *and* the semantic hierarchy varies with specific lexical items and can be to some extent modified by the speaker's analysis of the event:

(9) *Mary liked the play* vs. *The play pleased Mary*; *buy* vs. *sell*, *borrow* vs. *lend*, etc.

(10) The influence of the **verbal form** (active vs. passive Verb)

- Emma wrote many letters to Bill.*
- Many letters were written to Bill (by her/Emma).*
- Bill was written many letters (by her/Emma).*

Language-specific modifications of any (untypical) semantic hierarchy.

For the verb 'like,' who is (the active) Agent, or is there one?

Who is (the affected) Patient? Theme? Discuss the distinction with your semantic teacher.

(11) a. *I like John.* ...English chooses Recipient *I* for the top semantic role.
 b. *Jan se mi libí.* ...Czech chooses Patient *Jan* for the top semantic role.

(12) The knowledge of a language includes:

- a. the knowledge of the formal hierarchy of the sentence functions/ members
and
- b. the properties of specific lexical and grammatical items including their semantic hierarchies.

Information in the lexicon about **each lexical item** includes:



(13) *LEXICAL ITEM*

- a. **semantic** definition (what does the word mean, e.g. *borrow* = 'obtain temporarily...')
- b. **phonetic** information (how does it sound, e.g. *borrow* = ['borəu])

c. syntactic information	<ul style="list-style-type: none"> i.) which category is it (e.g. <i>borrow</i> is a Verb) ii.) subcategorization (<i>borrow</i> requires an Object NP)
---------------------------------	---

(14) *EXERCISE* =====

Explain the acceptability judgments for the following examples:

- a. ?? *He killed a stone.*
- b. ?? *He assassinated the rabbit.*
- c. ?? *The stone murdered a rabbit.*
- d. * *That old book gave Mary to Bill.*
- e. * *I put some books for Bill.*
- f. * *You can rely at him.*
- g. **Mary told John about each other.*
- h. *He located/ ??targeted some deer asleep. /He located/ targeted some deer in the forest.*
- i. **He was shooting deer hungry./He was shooting deer in the forest.*

3.2.1.1 English Verbs with respect to their syntactic subcategorization

(15) **Subcategorization of English Verbs** (+traditional, functional-structuralist approach). The selected **XP** are underlined, and the unselected adverbials are not.

a) **Modals and Auxiliaries** (unique subcategorization)

Subcategorization*		Example	Traditional term
Mod, [- VP]	1.	<i>The boy <u>can</u> come to the party.</i>	Modal
Aux/V, [- NP]	2.	<i>Joe <u>was</u> a student.</i>	Copula
Aux/V, [- AP]	3.	<i>Joe <u>is</u> <u>being</u> very silly.</i>	Linking Verb
Aux/V, [- PP]	4.	<i>Joe <u>must</u> <u>be</u> at home.</i>	<Location>

b) Verbs (Lexical Verbs)

V, [--]	5.	<i>The tramp laughed for five minutes.</i>	Intransitive Verb
V, [--NP]	6.	<i>Mary found <u>a diary</u>.</i>	Monotransitive Verb
V, [-- AP]	7.	<i>He seemed <u>less tired than before</u>.</i>	Linking Verb
V, [-- PP]	8.	<i>The tramp leaned <u>towards the girl</u>.</i>	Verb of Movement
V, [-- VP]	9.	<i>Harry kept <u>whistling at her</u>.</i>	Temporal Aspect Verb
V, [-- (NP) NP]	10.	<i>He read <u>the girl an interesting story</u>.</i>	Ditransitive Verb ²
V, [-- (NP) (PP)]	11.	<i>He was writing <u>a letter to Joe</u>.</i>	<Patient, Recipient>
V, [-- NP PP]	12.	<i>Joe put <u>a book on the shelf</u>.</i>	<Patient, Location>
V, [-- NP NP]	13.	<i>He called <u>her a clever girl</u> again.</i>	tran. V + Object Complement
V, [-- NP (VP)]	14.	<i>Susan saw <u>the car hit the tree</u>.</i>	Perception/ Causative Verbs
V, [--NP AP]	15.	<i>The music made <u>me sad about him</u>.</i>	tran. V + Secondary Predicate

Notice that - all the verbal Complements are defined as **phrases**,
- some Vs have semi-clause VP Complements, as above in (1), (9), (14).
- many Complements alternate with a **semiclause** (to-infinitive or -ing form verb) or a **finite clause**, as in the following:

(16) a. *I **started/finished/wanted** to write another paper.*
b. *I **love/hate** to constantly write / constantly writing these papers.*
c. *I **convinced/forced** Benjamin to write the paper.*
d. *He **said** that Mary would come in time.*
e. *He **asked** whether Mary would come in time.*

3.3 Complements (vs. Adjuncts)

The contrasted terms **complements** vs. **adjuncts** are approximately the same as the traditional terms **objects** vs. **adverbials**. However, for nalytic English, the more syntactic definition is more appropriate. The distinctions can be illustrated on both semantic and formal level. The terms, however, are primarily **syntactic**.

A. Lexical & semantic 'closeness':

Complements are semantically related to a verbal action (they are direct participants in the event, often necessary), while Adjuncts are more like additional background information.

(17) a. *write a letter / * a tree/ *some courage to / *at/ *onto your friend.*
b. *kill a man / * a stone/ *a picture (on the beach in January)*
c. *wrote/ describe somebody/ something (for fun/ for no reason)*
d. *to rely on/ *for/ *with/ *onto nuclear weapons (in peacetime)*



² There are only a few English Verbs which allow only the selection [+NP,NP]: e.g. *allow, forgive, envy*. Those which allow both [+NP,NP] and [+NP,PP] are sometimes called true ditransitives.

B. Formal obligatoriness (selection by a verb or class of verbs)

- OBLIGATORY complementation of a Verb is called **Complement(s)**.
- OPTIONAL complementation **inherent to the action** is also called **Complement(s)**.
- Inessential OPTIONAL complementation of a Verb is called **Adjunct**.

(18) a. *Mary must send a letter to Henry on Monday.*
b. *Mary must send a letter on Monday.*
c. **Mary must send to Henry on Monday.*
d. **Mary must send.*

C. Constituency Test (distinguishes Complements including optional ones from Adjuncts)

The pro-form for VPs of activity in English is *do so/ do it*. These are VPs that refer back to minimally complete VPs, not partial ones. So they cannot be followed by a Complement.

(19) Possible continuations of (28)a-b):

- a. *... and Bill must do so (on Tuesday) as well.*
- b. *... *and Bill must do so to Henry's sister.*

This test seems to show that directional PPs with motion verbs (P of direction + accusative case in Czech) are complements, whether obligatory (*put*) or optional (*spill*):

(20) a. *One guy put his letters onto the table, and then the other did so (*by the desk).*
b. *Adam spilled his drink on the computer, and Emma also did so (*on the floor).*

D. The Number of Complements and Adjuncts:

Complements of a given type are unique, while Adjuncts of a type can occur multiply.
(Co-ordination does not count as a multiple occurrence!)

(21) a. **read [a book] [a journal]*
b. **read [to Harry] [to my sister]*
c. *read [a book] [at home] [in the kitchen] [in Olomouc] [yesterday] [for two hours]*

E. Distribution. In the neutral word-order:

Complements immediately follow the Verb in English. Adjuncts are more peripheral.

(22) a. *Emily will visit [Rome] [(on) Tuesday]*
b. **Emily will visit [on Tuesday] [Rome]*
c. *Hillary wrote [a letter] [in January] [at home]*
d. *Hilary wrote [a letter] [at home] [in January].*
e. **Hillary wrote [at home] [a letter] [in January]*
f. *speak [of Linguistics] [with friends] [on the train]*
g. **speak [on the train][of Linguistics][with friends]*

(23) EXERCISE =====

i. Underline the Verbs and Predicates in the following sentences. Mark their left and right borders. ii. How many elements does each 'Predicate/Verb' have? iii. Which part of the complex tends to carry grammatical categories of the Verb (Tense, Aspect, Agreement), and which is the locus of 'lexical meaning'? Define both in terms of right/left side and w.r.t. the categorial status of the relevant element.

- a. *Mary reads novels.*
- b. *Johanna might run away with the sailor.*
- c. *Mr. Todd had been shaving the customers with real enthusiasm.*
- d. *Jane was allowed to look at those pictures.*
- e. *My parents are not looking forward to his arrival.*
- f. *Didn't he take courage, at last?*

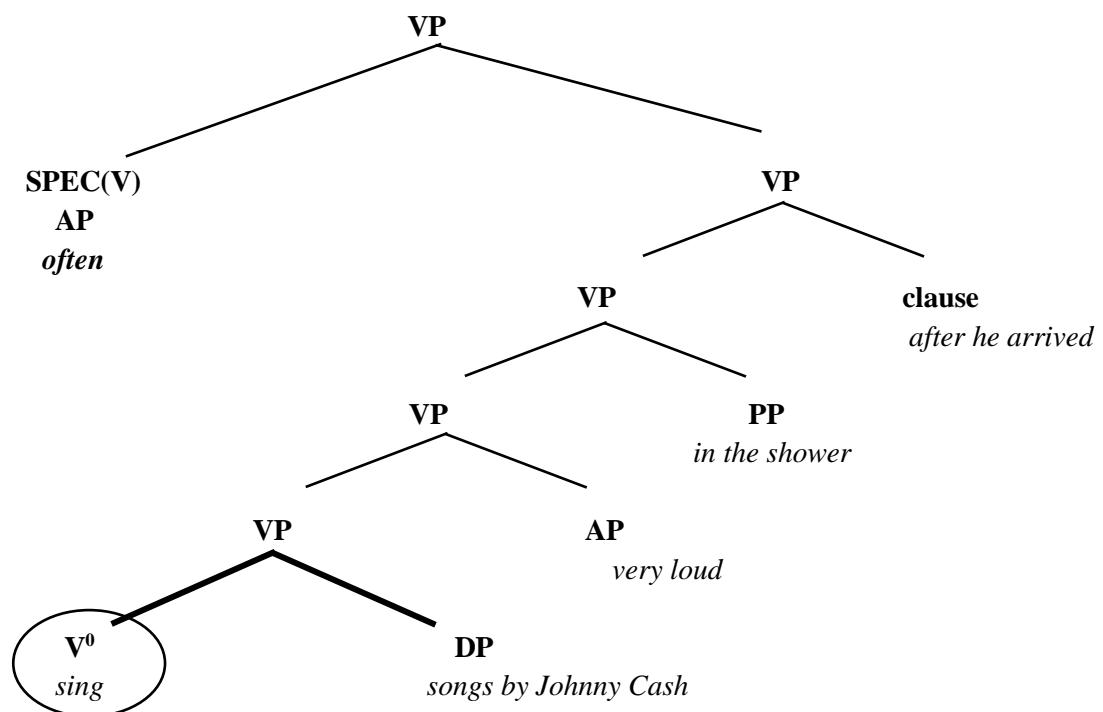
(24) EXERCISE =====

Subcategorizations of some Verbs look 'similar'. Relevant examples are repeated below. Find and discuss the distinctions among the bold constituents.

a. <i>V, [_NP PP]</i>	<ul style="list-style-type: none"> i. <i>He wrote a letter [<u>PP</u> to Benjamin].</i> ii. <i>He handed a letter [<u>PP</u> to Emma].</i> iii. <i>Benjamin put the book [<u>PP</u> on the shelf].</i>
b. <i>V, [_NP NP]</i>	<ul style="list-style-type: none"> iv. <i>He told a girl [<u>NP</u> an interesting story].</i> v. <i>Benjamin gave Emma [<u>NP</u> a nice present].</i> vi. <i>He called Emma [<u>NP</u> a clever girl].</i>

3.4 Adjuncts: Verbal and Sentential Adverbs ('Scope')

(25) VP projection



3.4.1.1 The SCOPE of an Adverb(ial)

Adverbials modify some other constituent in the clause. They "take scope" over it.

The scope = c-command (sisterhood)

- i. the verbal action: the scope is the VP.
- ii. the whole proposition (= the clause). These are "sentence adverbs."
- iii. the truth of the proposition, i.e. the YES/NO polarity.
- iv. some sentence member (= phrase within the clause).

(26) a. *He does not speak naturally.* -- *Naturally, he can speak English*
 b. *He will not perhaps speak.* -- *Perhaps, he speaks English.*
 c. *Frankly, she never attended the meeting.*
 d. *Those guys actually stole my book.*
 e. *The flood waters reached nearly into the station.*
 f. *We consider that family desperately poor.*

(27) Complementation(s) based on syntactic criteria:

- a. **COMPLEMENTS** are closest to the Verb, they are internal the minimal VP.
 - i. *The students [VP read books] for pleasure.*
 - ii. *I want to [VP speak to Jill] in private.*
- b. **ADJUNCTS** are joined inside VP (they are external w.r.t. V + Complement).
 - i. *The students [VP read books every day].*
 - ii. *I want to [VP speak to Jill on the bus].*
- c. **DISJUNCTS** take scope over the whole sentence/proposition.
 - i. *Naturally, he will help you.*
 - ii. *Of course, he is extremely polite.*

! ! !
- d. **CONJUNCTS** are not related to VP, they modify (= take scope over) some other sentence member.
 - i. *He did it [_{AdvP} very well].*
 - ii. *He seems [_{AP} desperately poor].*

3.4.1.2 Bottom up derivation: VP - Predicate - Clause

(28) *Of course, he will never speak English well in the classroom.* speak <Agent, Patient>, V, [-DP]

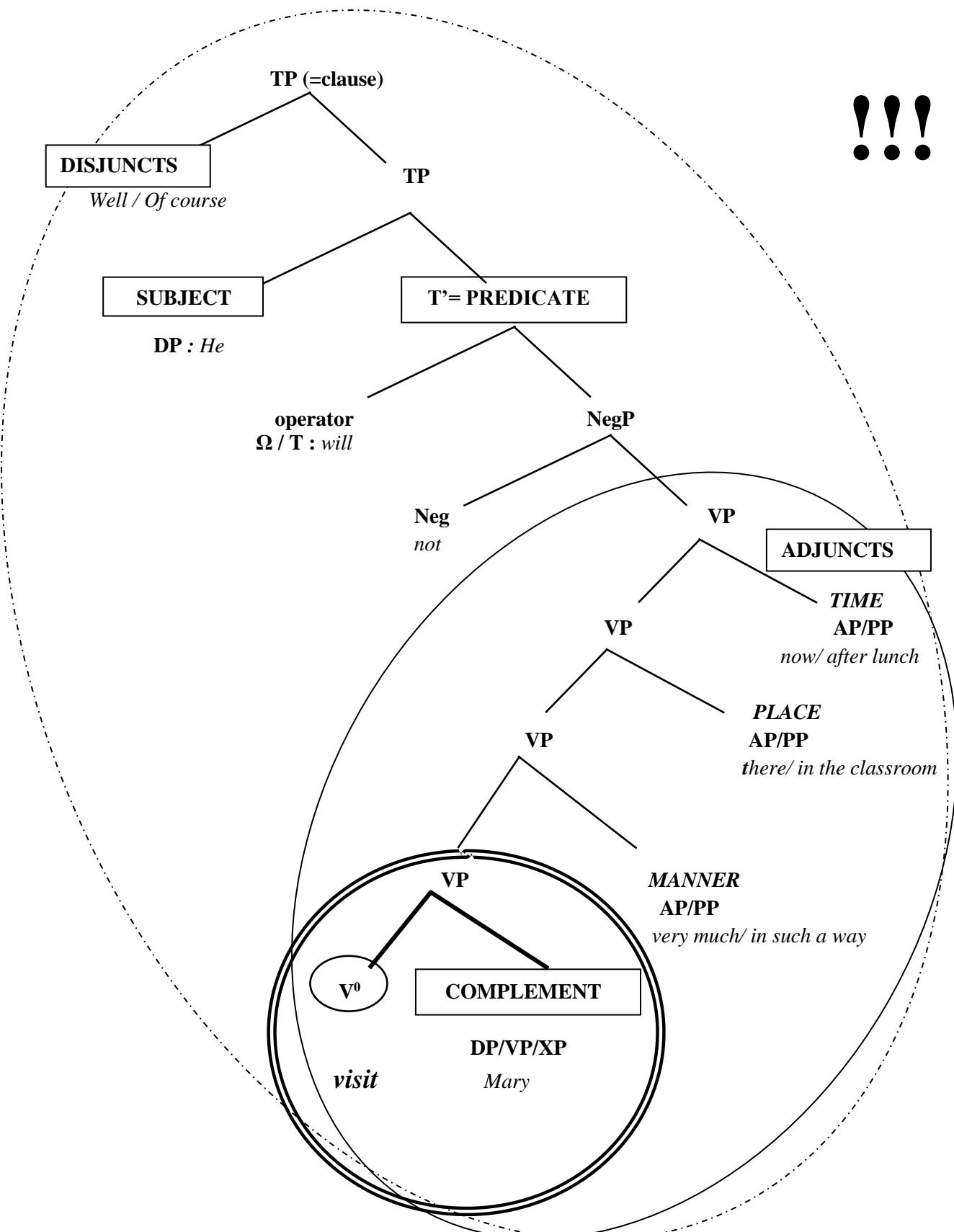
- a. *speak + English* → minimal VP
- b. *[speak English] well* → VP
- c. *[speak English well] in the classroom* → large VP
- d. *never [speak English well in the classroom]* → polarity + VP

- e. *will [never speak English well in the classroom]* → TP: predicate
- f. *he [will never speak English well in the classroom]* → TP: clause
- g. *of course [he will never speak English well in the classroom]* → clause

(29) Clause structure

Well, *He will not visit Mary in such a way*

VISIT : *V, [-NP/VP]*



(30) EXERCISE =====

Compare the following **TAXONOMIES OF VERBAL ELEMENTS**:

- a. Semantic
- b. Finite vs. Infinite (Morphological Taxonomy)
- c. Lexical vs. Non-lexical (Modal/Auxiliary) – N.I.C.E.
- d. Subcategorization (c-selection, s-selection)



(31) EXERCISE =====

(a) State and illustrate with examples at least two **distinctions** between Czech and English **Structural Objects** (=V- complements).

(b) After stating the distinction, provide also at least one **similarity**.

Give examples!

(32) EXERCISE =====

Discuss (and illustrate!) at least three distinctions between V-complements and V-adjuncts. In (i) below there is a complex NP headed with *book* followed by three PPs.

(i) A book of animal stories with colored pictures in a hard cover

(a) First, copy the example (i) and use the [PP brackets to indicate the three PPs.

(b) Demonstrate that the first PP is a complement of the Noun *book*, while the other PPs are adjuncts. State explicitly how your test confirms the structural distinction between complements and adjuncts.

(33) EXERCISE =====

Subcategorization: Explain the terms *c-selection* and *s-selection*. Illustrate these concepts referring to the verbs introduce, speak, sleep, rain. Use the correct formalizations (bracketing)!

(34) EXERCISE =====

Give the subcategorization (both *s-* and *c-selection*) of the verbs give and put. Assuming they both are ditransitive, what are the distinctions in selection between them? Name at least three distinctions and demonstrate them.

(35) EXERCISE =====

Using the concept of the **verbal event participants** (detailed semantic roles), state the similarities and distinctions among the verbs *kill* / *murder* / *assassinate*. Your discussion should explain the deviant characteristics of the following sentences.

- (i) ?? *The man killed the house.*
- (ii) ?? *The man murdered the fly.*
- (iii) ?? *The man assassinated a little rabbit.*

(36) EXERCISE =====

What is the **syntactic relation (function)** between the DPs the picture and the superordinated head in the following sentences? Don't forget to explicitly mention the other member of the syntagma!

- (i) I am showing [_{DP} the picture].
- (ii) [_{DP} the picture] is going to hang on the wall.
- (iii) John is looking at [_{DP} the picture].

(37) EXERCISE =====

Discuss and illustrate the presence/absence of the Object Case -m morpheme in the examples below. Compare (1) with (2) and (3) with (4).

1. Only * he/ him loves Mary.	3. Only * he/ him Mary loves
2. Who/ * Whom loves Mary?	4. <u>Who/ %Whom</u> does Mary love so much?

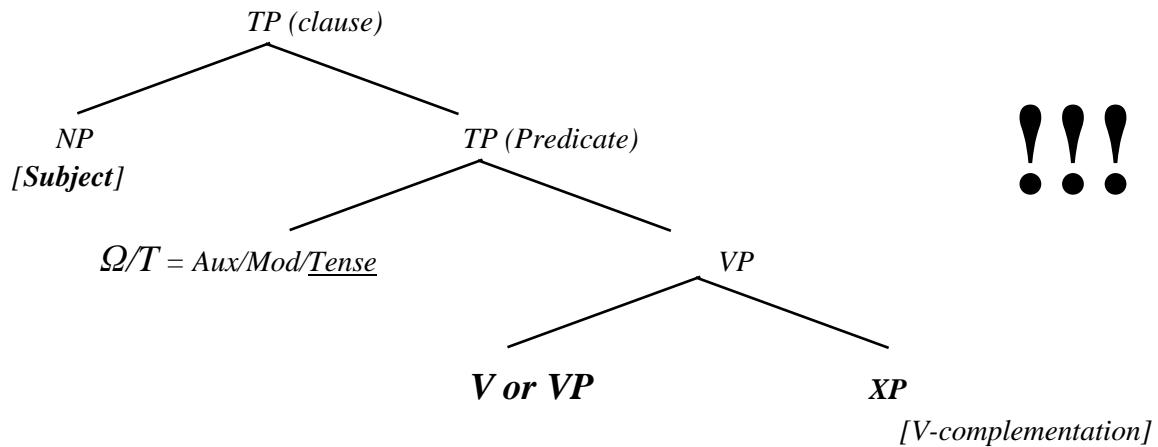
(38) EXERCISE =====

In the following tree find the relations of

- a) sisterhood,
- b) SPEC,
- c) c-command

What is the structural label (position)

- (i) **P**redicate,
- (ii) **O**bject,
- (iii) **S**ubject?



4 OBJECTS

(1) a) *Semantics* of complements/objects,
b) **Morphology** of complements/objects,
c) **Syntax** of complements/objects.

4.1 Terminological distinction between Complements and Objects

Characteristics of Object (1) meaning/interpretation = semantic roles
(2) form = grammatical properties a. **MORPHOLOGY**
b. **SYNTAX**

Compare the distinction between the ways a language signals a grammatical function:

- in Czech it is mainly the Case (i.e. morphology),
- in English it is the word order (constituent order w.r.t. the Predicate).

(2) *In Czech, a-b mean the same.* *In English, a'-b' are completely different:*

a. *Anna ukázala své děti nové sousedce.* (a') *Ann showed the new neighbour her kids.*
Jan viděl Marušku. *Mary saw John.*

b. *Anna ukázala nové sousedce své děti.* (b') *Ann showed her kids the new neighbour.*
Marušku viděl Jan. *John saw Mary.*

What shall we call the underlined constituents? Can "Objects of Verbs" have Prepositions?

(3) a. *Hrabala zahradu hráběmi.* a'/b.' *She raked the garden with a rake.*
b. *Hrabala zahradu s hráběmi.* c.' *He brought a flower to his mother.*
c. *Přinesl kyticu mamince.* d.' *He brought a flower for his mother.*
d. *Přinesl kyticu pro maminku.* e.' *She was looking for the picture.*
e. *Hledala obrázek.* f.' *She was looking at the picture.*
f. *Dívala se na obrázek.* g.' *She was singing for the audience.*
g. *Zpívala pro publikum.* h.' *He gave it to Paul.*
h. *Dal to Pavlovi.*

Many Czech "Objects of Verbs" have Prepositions in English.

(4) Traditional, mostly **morphology**-based (Latin based) terminology:

OBJECT(s) vs. ADVERBIALS



(5) Modern, mostly **syntax**-based (English based) terminology:

COMPLEMENT vs. ADJUNCT(s)

4.2 Semantic Roles of Objects

The most **general** semantic role related to the function of Object is Patient/Affected Object.

The term is **very vague** and depends on the verb. With more precise definition, there are many many roles for Objects. (Agentive, Possession, Instrument, Location).

(6) a. Affected Object	<i>He overturned THE CHAIR.</i>
b. Patient	<i>The mob killed JOHN BROWN.</i>
c. Theme	<i>John gave/sent Peter A BOOK.</i>
d. Cause	<i>I love JOHN.</i>
e. Result of the action	<i>He wrote A BOOK.</i>
f. Locative	<i>John climbed MOUNT EVEREST.</i>
g. Agentive	<i>The room dances TWENTY COUPLES easily.</i>
h. Possession	<i>We (have) got MANY LETTERS.</i>
i. Instrument	<i>They threw STONES.</i>

(7) *Bonnie runs THE RACE / A MILE / A SHOP.*

4.3 Morphological Properties of Objects

Morphological CASE: Object Case ('Accusative') is a structural Case, assigned by a Case assigner (V or P) to an adjoined NP.English:

(8) a. <i>Mary loves Adam. --> She loves *he/ him</i>	
b. <i>Adam loves Mary. --> He loves *she/ her.</i>	personal pronouns
c. <i>Who/Whom does she love?</i>	interrogatives
d. <i>the man who/whom she loves.</i>	relative pronouns
e. <i>Mary loves herself/*sheself.</i>	reflexive pronouns

(9) **Object Case** after Verbs and after Prepositions

a. <i>I saw/introduced/met him/her/them.</i>	Object of the Verb
b. <i>We were talking about/with him/her/them.</i>	'Object' of Preposition

Recall that Case in English requires Adjacency with the Case assignemt.

c. <i>John loves whom?</i>	<i>Who/?m does John love?</i>
d. <i>I saw *they/them</i>	<i>*He/Him I hate most! (Topicalization)</i>

(10) **EXERCISE** =====

State/explain, which Case marking is obligatory in English and which is optional.

- a. *Who/*whom wants to go first?*
- b. *Who/%whom do you like most?*
- c. *About whom/%who are you talking all the evening?*
- d. *Who/%whom are you talking about all the evening?*
- e. **Who/whose sister did Benjamin marry?*

4.4 Syntactic Definition of Objects (≈ V-Complement)

(A) The category related to Object function is **Noun, i.e. NP** (and its varieties) and clause (semiclauses).

(B) **Distribution:**

Object **immediately follows** the Verb. But there is standard position of Objects: **initial**

- in WH questions (followed by Aux/Mod)
- in relative clauses, when Object is a relative pronoun (followed by Subject)
- in Topicalization structures (followed by Subject)

(11) a. Whom did he love most? OBJ - Mod/Aux - SUBJ -
b. What do you want?

c. (This is the men) who Mary loves most. OBJ - SUBJ - Mod/Aux - V
d. Syntax I hate.

(12) *Object (=structural Object, = V-complement)*

The canonical / standard / unmarked 'syntactic/structural Object' (≈V-complements)

(i) semantic role	→ A2, i.e. Patient/Affected Object/Theme/Goal... (wide variety!!!)
(ii) a. morphology	→ Object Case / ACC (if visible)
b. syntax	→ Immediately follows V (but also initial) → usually NP (+ its proforms. Also PP, VP, clause) → Structural Object can be passivized

(13) *English/Czech Definition of 'syntactic/structural' Object*

a. The direct Object in English is defined above all **syntactically** = Object is the nominal complex which immediately follows the Verb, i.e. it is the POSITION (= constituent order) that defines the structural Object.

b. The direct Object in Czech is defined above all **morphologically** = It depends on CASE marking (direct Object is in Accusative).

4.4.1.1 *Clausal Objects: Nominal content clauses in the function of Object*

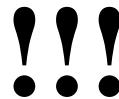
In the following examples, underline the Verbs and discuss the form of their complements/Objects. Notice the existing **restrictions on the form (Tense?)** of the object clause.

a. <i>He thinks (that) I am not at home on Sundays.</i>	<i>think: V, [_that clause]</i>
b. <i>Mary asks whether she can go to the cinema every day.</i>	<i>ask: V, [_wh clause]</i>
e. <i>I prefer to type my articles myself..</i>	<i>prefer: V, [_V_{to-inf}]</i>
f. <i>He stopped smoking cigars.</i>	<i>prefer: V, [_V_{ing}]</i>
c. <i>He says he doesn't mind.</i>	
d. <i>He explained he would not be able to come.</i>	indirect speech
g. <i>He said he would help me if he arrived soon</i>	conditional if
g. <i>We would appreciate (it) if you (would?) leave.</i>	

(14) EXERCISE =====

Find structural Objects in the following sentences. Justify your choice, i.e. show that the Objects have the properties of structural Object.

- a. *Emily saw me.*
- b. *All the people have the right to freedom.*
- c. *Whom did you invite for dinner.*
- d. *My brother really loves watching Friends.*
- e. *I cannot say what Julie bought.*
- f. *I cannot say that Julie buys many things.*
- g. *Julie wrote Bill a letter.*
- h. *Julie wrote a letter to Bill.*
- i. *Those new rules I cannot understand.*
- j. *Adam likes to read novels by Jane Austen.*



(15) EXERCISE =====

Explain the order of the constituents in the following sentences referring to the **Heavy constituent shift** (=the 'heavy' (=complex, long) constituents tend to be peripheral).

- a. *Peter gave the book to Julie, not to her brother William.*
- b. *Peter gave only the book his father brought from Chicago to Julie.*
- c. *Peter gave Julie the book his father brought from Chicago.*
- d. *Peter gave Julie not her brother William the book.*

(16) EXERCISE =====

In the following examples, underline the Verbs and discuss the category / constituent of the Objects. Mark the left border bracket with a categorial label as in (a).

- a. *He loves [NP the most beautiful girl with long hair].*
- b. *He loves Julie/her.*
- c. *They shaved themselves/each other.*
- d. *I don't like playing cards.*
- e. *He buys what he wants.*
- f. *Which of those handsome boys does Julie love most?*
- g. *How many new black coats do you want to buy?*
- h. *Only huge spiders with black hairs I hate more than syntax.*

(17) EXERCISE =====

State and demonstrate in data the (i) semantic, (ii) morphological, (iii) syntactic characteristics of a **structural object (V-complement) in English**.

(b) briefly (!) compare English with Czech (your native language) - you have to mention at least 1 similarity and 1 distinction.

- i.
- ii.

(18) EXERCISE =====

Explain and demonstrate the structural distinction between an Object : i.e. V-complement, and an Object Complement (Secondary Predicate) - i.e. explain the distinction and give examples of (i) a V-complement, and (ii) the Object Complement.

i.

ii.

(19) EXERCISE =====

Describe and demonstrate the way a structural Object (V-Complement) is targeted in (i) Topicalization, (ii) Wh Questions of Objects, (iii) Passivization structures.

i.

ii.

iii.

(20) EXERCISE =====

Give at least 3 distinct examples of short clauses with V-Complements expressed by three distinct constituents other than DP/NP/QP.

i.

ii.

iii.

(21) EXERCISE =====

What is the typical semantic role of structural objects (V-complements)? Explain and demonstrate some examples of the close semantic relation between the lexical verb and its structural object.

(22) EXERCISE =====

*Mark the ungrammatical examples below * and explain the reason for the ungrammaticality.*

Find a descriptively adequate generalization for the distribution of verbal particles.

a. *Joe gave back the book to Elisabeth.*

a.' *Joe gave back Elisabeth the book.*

b. *Joe gave the book back to Elisabeth.*

b.' *Joe gave Elisabeth back the book.*

c. *Joe gave the book to Elisabeth back.*

c.' *Joe gave Elisabeth the book back.*

d. *I sent away him the car.*

d.' *I sent away the car to him.*

e. *I sent him away the car.*

e.' *I sent the car away to him.*

f. *I sent him the car away.*

f.' *I sent the car to him away.*

A NOTE concerning terminology:

the term "COMPLEMENT" is very ambiguous.

Be sure you distinguish the following three meanings as in A - B - C below:

A. a general term "complement / complementation" which would translate to Czech as "doplňení" (např. *doplňení slovesa*) and is meant very vaguely as any complementation of something, e.g. of a Verb. Some examples of complementations are in A (A) below - they are objects, adverbials or so... In theoretical grammar we do not use it **as a term** at all.

(i) *Bill sent [little Peter] [to Prague] [yesterday afternoon].*

3 (vague, general) complements (complementations, Cz.: *doplňení*) of the V.

B. "Complement" which is **syntactic position / function** denoting a right-hand sister of a head.

There can be N-complements (*towers of the city*), A-complements (*proud of himself*), P-complements (*with John*) and V-complements (*look at Mary*)

V-complement is described in the preceding sections and can be best translated to Czech as "syntaktický předmět" or "komplement." This one can be compared to the traditional concept of "předmět". Complements, however, can be of any category (NP, PP, AP, clauses, etc.)

(ii) *He gave [a letter] to little John.*

The Estonians cannot rely [on weapons] any more.

'a letter' / 'on weapons' are V-complements: i.e. the unique, obligatory, right-hand sisters of the Verbs.

C. Trenary syntactic function "Subject/Object Complement" which would translate to Czech as "doplňek" and has nothing to do with the (A) and (B) above. It represents syntactic functions defined by their **ternary** relation: between a **verb**, some **NP** and another **NP**.. Because of the trenary relation, this function is often called a *secondary predicate*..

When the NP is a subject, we get a Subject Complement - illustrated below:.

(iii). *He went back from prison [a better men]*

He became / is [a teacher].

When the NP is an object, we get an Object Complement - illustrated below:

(iv) *Peter painted [the door] [green].*

They elected [Mary] [a chairwoman].

= 'the door' / 'Mary' - complement (Cz.: *komplement*): a unique, obligatory, adjacent constituent.

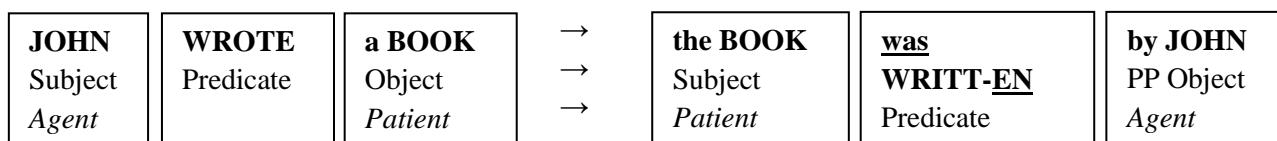
= 'green' - 'a chairwoman' - Subject Complement (Cz.: *doplňek*): related to the verb and to the NP (object: *the door*).

5 PASSIVIZATION

Passivization is a process typical for structural (direct) Objects. Elements which can passivize are syntactic/structural Objects of the Verb (in English they can also follow the Preposition).

(1) a. *Benjamin wrote/saw/bought/discussed some books.*
b. → *The books were written/seen/bought/discussed by Benjamin.*
c. *Our family was looking forward to Mary.*
d. → *Mary was looked forward to by our family.*

(2) **The Process of Passivization:** what happens?



a. the Verb changed its form (*wrote* → *was written*, morpheme *be+en*).
b. Agent and Patient are distributed in a distinct way, they acquire distinct sentence functions. Patient becomes Subject and Agent an adjunct (by phrase) i.e. optional

5.1 Function (Pragmatics/Usage) of Passivization

Results of passivization: semantic/pragmatic + formal. Passivization changes the formal realization of the semantic valency (especially the external top semantic role of Agent).

It results in (a) topicalizing the **Patient** (making it a Theme)
and either (b) focusing the **Agent** (making it Rheme)
OR (c) demoting the **Agent**. demoting (deagentization)

5.1.1.1 Demoting the Subject/Agent of the active Verb = Deagentization

(3) *The book was written.* i. Patient becomes Subject/= a nondynamic Topic/Theme,
ii. Predicate can become clause final/= a dynamic Rheme
iii. Agent disappears

(4) Agent is
i. general a. *It is believed. It can't be explained.*
ii. author b. *As has been stated before...This was studied in detail.*
iii. hidden c. *The team was beaten...The house was searched.*
iv. none d. *The city is situated...The two forms are distributed equally.*

In Czech, Subjects can be partially demoted by dropping.

(5) a. *Petr/on napsal knihu. → Napsal knihu. → ? Kniha byla napsána.*
b. *Kniha byla napsána na zeleném papíře/skvěle/v 15. století.*

5.1.1.2 Focusing the Agent which becomes 'by-' Adjunct

(6) *The book was written by Peter.*

- i. **Patient** becomes Subject/=Topic=Theme,
- ii. Predicate remains neutral
- iii. **Agent** is clause final/=Focus-Rheme

The realization of the Subject of the active sentence depends also on its semantic role. True Agents are canonically realized with the Preposition *by*.

(7) a. *The phenomenon was first demonstrated by John.*

- b. *I was impressed by his discipline.*
- c. *The metal was flattened by the machine.*
- d. *The door was opened by/with a key.*

(8) a. *John opened the door with a key.*

- b. *The key opens the door easily.*

(9) Inanimate Subjects can
have also other Prepositions.

- a. *Sculpture interests her.*
→ *She is interested in/by sculpture.*
- b. *His attitude surprises me.*
→ *I am surprised at his attitude.*
- c. *This prospect delights us.*
→ *We are delighted at the prospect.*
- d. *It worries me.*
→ *I am worried about it.*



In Czech, Subject can be rhematized by the change of word order - passivisation is marked.

(10) a. *House provedl operaci.*
b. *Operaci provedl House.*
c. *?Operace byla provedena Housem.*

- a.' *House did the operation.*
- b.' **The operation did House.*
- c.' *The operation was done by House.*

d. *Pacient nepřežil, přestože operace byla provedena těmi opravdu nejlepšími chirurgy našeho oddělení za účasti geniálního doktora House a jeho tří ambiciózních asistentů.*

(11) EXERCISE =====

In the following couples of sentences find elements expressing:

sentence functions (i.e. Subject - V - Object) and semantic roles (i.e. Agent - Verb - Patient)

- a. *Everybody loved Emily.* → *Emily was loved (by everybody).*
- b. *The hunter killed a stag.* → *The stag was killed (by a hunter).*
- c. *Mary feeds her dog.* → *The dog is fed (by Mary).*

(12) EXERCISE =====

Discuss the underlined constituent in terms of its:

- i. semantic role (w.r.t. the verb), ii. sentence function,
- iii. sentence dynamism, i.e. Topic/Theme and Focus/Rheme.
- a. Petr Novák postavil dům. b. Peter built a new house last year.
- c. Ten dům postavil Petr Novák. d. The new house was built by Peter last year.
- e. Ten dům postavil Petr Novák. f. Peter built a house last year.
- g. The house was built by Peter last year.
- h. Všichni musejí dokončit své referáty do konce prosince.
- i. Referáty musejí být dokončeny do konce prosince.
- j. Everybody must finish their papers by the end of December.
- k. The papers must be finished by the end of December.

5.2 Restrictions on passivization

Passivization is a very productive, general and universal transformation, still, not all V-Objects can be passivized. The reasons are both categorial and semantic.

5.2.1.1 Categorial incompatibility

Passivization targets Objects, and those are canonically **NPs**. Some other constituents resist passivization.

(13) *Reflexive pronouns/*Infinitives/?Gerunds/?Clauses

- a. He excused himself. → *He was excused by himself.
- b. They hate each other. → *They are hated by each other.
- c. Children love to read. → *To read is loved.
- d. He admitted reading it. → ? Reading it was admitted.
- e. He suggested/shouted/whispered that such a case exists.
→ ??That such a case exists was suggested/shouted/whispered.
→ It was suggested/shouted/whispered that such a case exists. (expletive *it* + clausal associate)

5.2.1.2 Semantic Restrictions on passives: have, transitive copulas and the *by*-phrase

Some semantic factors can disallow the passivization completely, though it is not very clear which, how and why. (Object, to passivize, 'requires to be affected' by the transitive Verb).

(14) some Verbs meaning '**possession**' do not passivize, but not all (and not always)

- a. Bill possesses a book. → The book is possessed by Bill.
- b. Bill has a book. → *The book is had by Bill. ("transitive Copula")
- c. Bill got a book. → *The book was got by Bill. (get = was given?)

BUT d. There was nothing to be had.
e. There was nothing to be got.

(15) *Petr dal knihu Pavlovi* → ?? *Kniha byla dána Petrovi*. - BUT → *Komu není shůry dáno...*

(16) other 'transitive **Copulas**': *to cost* = the price is..., *to measure* = the measure is... etc.

- a. *The book costs 5 crowns.* → **5 crowns was cost (by the book)*
- b. *The bridge measures 1 mile.* → **1 mile was measured by the bridge.*

Agentive by-phrase: The *by*-phrase is always OK with Agents, appears also with the semantic role Theme + Agent or Goal, but the *by*-phrase cannot be a pure semantic role of Theme.

(17) **Agent** (= active participant) vs. **Theme** role

- a. *A dog crossed the road.* → *The road was crossed by a dog.*
- b. *The fire crossed the road.* → *The road was crossed (*by the fire).*
- c. *He received a good education.* → *A good education was received (*by him).*
- d. *He suffered a heavy blow.* → *A heavy blow was suffered (*by him).*

5.3 A Remark about Semantic notions of Action versus State

There is a high level of similarity between the passive participle (a Verb following the Aux *be*) and an adjective derived from V (which can follow the Copula *be*). In Czech the distinction can usually be seen in morphology *-n/ny*.

(18) a. *Don Corleone nechal zavraždit rozhodujícího svědka.* ... Verb

b. *Rozhodující svědek byl zavražděn /zavražděný.* ... Verb / Adjective

c. *Zavražděný/*Zavražděn svědek nemohl vypovídat.* ... Adjective /* Verb

d. *Dům byl postaven/-ný z cihel minulý rok firmou Svanska.*

e. *Petr je už unaven/-ný.*

In English, the passive participle morpheme *-ed* is similar/ identical to the derivational morpheme *-ed*, which creates derived adjectives. Both forms can appear after the Verb *be* and can be mistaken and the term thus seems categorially 'fuzzy'. Notice distinctions between the two.

(19) **The distinction between adjectival passive (=Verb) and adjectives (=Copula + APs):**

Verbal passive is characterized by:

- a. activity reading
(i.e. can be perceived as progressive)
- b. ability to contain *by*- phrase
- c. active counterpart

Adjective is characterized by :

- a.' stative reading
(when progressive, then temporary)
- b.' no *by*-phrase
- c.' concrete modification
- d.' gradability

(20) **Process vs. temporary state**

The scale from state to activity is gradual and some forms, if bare, remain ambiguous.

- a. *The house is being built.* process (=V)
- b. *John is being silly /tired.* temporary state (=Adj)

(21) **Marked non-stative** (*be/get* Auxiliary)

a. <i>We are being served.</i>	a.' <i>We got served.</i>
b. <i>She is being blamed.</i>	b.' <i>She got blamed.</i>
c. <i>The matter is being attended to.</i>	
d. <i>Such things are being noticed.</i>	d.' <i>Such things get noticed.</i>
	e.' <i>She never got caught.</i>
	f.' <i>It doesn't get solved by being talked about.</i>

(22) **Modification, *by*-phrase**

- a. *This chicken was kill-ed by Harriet.*
- b. *This chicken is freshly kill-ed (*by Harriet).*
- c. *A freshly kill-ed (*by Harriet) chicken (*by Harriet).*

(23) **Gradability**

- a. *I am very/rather/more tired/exhausted/surprised/irritated.*
- b. *This is very/rather/more unexpected/unjustified/clear-cut/widespread.*
- c. *The car is *very/*rather/*more repaired.*

(24) **EXERCISE** =====

Compare the expressions *Peter* in the following sentences wrt its semantic role, sentence function. .

- a. *I haven't introduced Peter.*
- b. *I was not introduced by Peter.*
- c. *Peter I haven't introduced.*
- d. *Peter is said to have been introduced already.*

5.4 Comparing Czech and English Passives

The process of passivization in English and Czech is formally the same, though some distinctions w.r.t. **frequency and usage** were already mentioned on page 37. More distinctions are provided here.

5.4.1.1 The Double Object Structures

Following the definition (13) on page 33 VCzech and English Objects are not the same.

(25) a. *Petr dal Marii_{DAT} knihu_{ACC}.* **CASE** (ACC) is crucial for Czech Object.

b. *Petr dal knihu_{ACC} Marii_{DAT}.* **POSITION** counts most for English Object.

c. *Peter gave [NP a book] to Mary.*

d. *Peter gave [NP Mary] a book.*

IT IS NOT correct to say that “the dative NP in English can be passivized”.

English double Object structures are complex phenomena and remain theoretically challenging, but they *cannot* be explained by their Czech translation.

- i. English has no Dative morphology, (not all English speakers speak Czech).
- ii. not all Czech Datives can passivize in English (*Chce se mi spát*).

Moreover

I. Not all English 'double Objects' have the alternation [NP, PP] → [NP, NP] . The so called 'datives' with Preposition to are most likely, however some for 'datives' are also possible.

(26) a. *Carolyn baked that cake **for** my children.* ... NP, **for** PP
 b. *Carolyn baked **my children** that cake.* ... NP, NP

II. Most of the structures which allow alternation, [NP, NP] vs. [NP, PP] have also 2 passive structures, but not all. The Preposition *to/for* seems to make the distinction.

(27) a. *They gave a book **to** me.* → *A book was given me.*
 b. *They gave **me** a book.* → *I was given a book.*
 c. *They bought a hat **for** me.* → *A hat was bought for me.*
 d. *They bought **me** a hat.* → **I was bought a hat.*

Some 'direct Object' passive structures are also marginally acceptable without the Preposition *to*.

(28) a. *They offered a woman the job.* → *A woman was offered the job.*
 b. *They offered the job **to** a woman.* → *?The job was offered a woman.*
 c. *They fixed the guests a lunch.* → *The guests were finally fixed a lunch.*
 d. *They fixed a lunch **to** the guests.* → *?A lunch was finally fixed the guests.*

5.4.1.2 Passivization with Verbal Complexes (Restructuralization)

Direct Object in English is the NP immediately at **the right edge of the Verb**.

(29) Subject - Aux, "**Verb**" + Object NP

(30) a. *I look at John.* a'. *Dívám se na Jana.*
 b. *I look forward to John.* b'. *Těším se na Jana.*
 c. *I look for John.* c'. *Hledám Jana.*

(31) EXERCISE =====

In the following sentences underline the lexical Verb.

a. *Jessica writes articles for the newspaper.*
 b. *William will be helping you tomorrow.*
 c. *Mary was not allowed to speak about her problems.*
 d. *His brother is looking for a girlfriend.*
 e. *Marilyn will take advantage of her father's money.*
 f. *He was looking at the picture.*
 g. *I have been looking forward to your visit.*
 h. *He sleeps in his bed.*

5.4.1.3 *Preposition stranding (“Phrasal Verbs”)*

(32) a. *Pohlédl na* obrázek_{ACC}. b. *He looked at* the picture

(33) c. (On) <i>pohlédl</i>	<i>na</i>	<i>obrázek_{ACC}</i>
<i>He</i>	<i>at</i>	<i>the picture</i>
VERB	+	PREPOSITION + NOUN PHRASE

In a sentence the Verb is often followed by a selected PP, i.e. a PP is a complement of the V. In English, the selected PP can separate the P from its NP (i.e. *itz* can strand the P). Czech can never divide a PP.

(34)	(<i>On</i>) <i>He</i>	<i>pohlédl</i> <i>looked</i> VERB	+	<i>na</i> <i>at</i> PREPOSITION	<i>obrázek.</i> <i>the picture.</i> PHRASE
------	----------------------------	---	---	---------------------------------------	--

Assuming the selected Prepositions (particles) can count as a kind of complex Predicate, (phrasal Verbs) the nominal structure following such a P is Object = can be **passivized** and **questioned** as NP.
The so called “phrasal Verbs” are idioms, not (exocentric) compounds.

(35)	(<i>On</i>)	<i>pohlédl</i>	<i>na</i>	<i>obrázek.</i>
	<i>He</i>	<i>looked</i>	<i>at</i>	<i>the picture.</i>
		VERB	PREPOSITION	NOUN PHRASE

(36) Contexts for Preposition **stranding**: i. WH questions and ii. passivization.

(a) *Mary is looking at [those flowers] very carefully.*

(b) **What is she looking at?** (% At what is she looking?)
(c) **Those flowers were looked at** very carefully.



Which P can be stranded?

Not all [V+P] combinations can be 'restructured' in English, i.e. not all Ps can be stranded.

The P is selected by the V, e.g. *look*: V, [+P] (P=at/for/forward) i.e. the PP is a complement of the V.

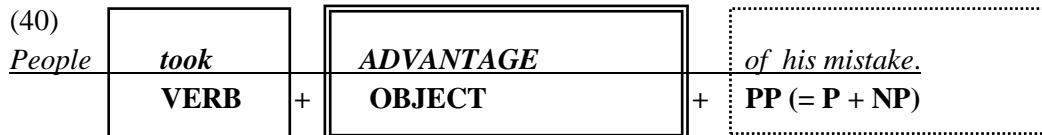
(37) a. *Who were you looking for?* ??*For whom were you looking?*
b. *Who were you looking at?* *At whom were you looking?*

(38) a. *You were looking at the picture with Adam.*
b. **Who were you looking at the picture with?*
c. *With whom were you looking at the picture?*

5.4.1.4 Verbo-nominal phrases : complex Predicates

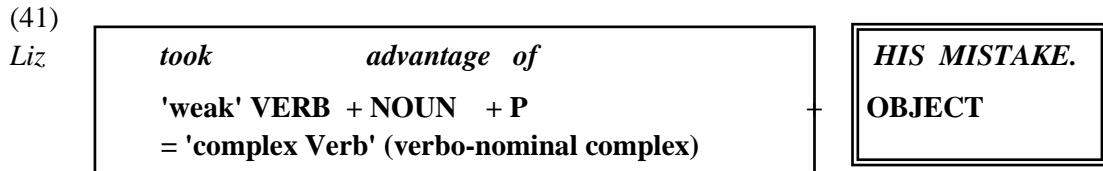
In English, also some [weak Verb+Noun] combinations *can be* perceived as one unit: They are semantically opaque expressions, i.e. they create a "semantic unit" and they are also formally unified.

(39) a. take advantage [*PP of something*
b. put an end [*PP to something*



'advantage' follows the Verb *take*, therefore it is its Object and can be passivized.

→ PASS ***ADVANTAGE was taken of his mistake.***



'his mistakes' follows the complex Verb *take an advantage of*, therefore it is its Object

→ PASS ***His mistake was taken advantage of***

We can prove this structural ambiguity using the existence of

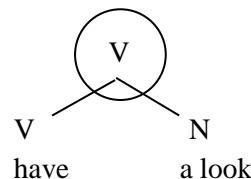
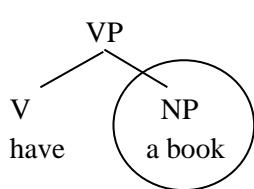
- two passive structures and also
- two **WH questions for Object.**

(42) a. ***What can be taken of his mistake?*** - ***An advantage.***
b. ***What can we take an advantage of?*** - ***His mistakes.***

5.4.1.5 V + N Compounds / Idioms

Distinguish Verb+Object phrases = V + NP

V+N idioms/ compounds. = inseparable



(43) a. *I had a book.* a. ' *I had a walk / a nap.*
b. *They took my money.* b. ' *They took trouble / a walk / courage / place..*
c. *He made his homework.* c. ' *He made a mistake / a bet.*

Compare the properties of the Verb + Noun (Phrase, idiom?) complex w.r.t. two properties:

- questioning** and ii. **passivization** of the N(P),

(44) **WH question on Object :** *He took a book/a nap/courage.*

- What did he take?
 - a. - *A book.*
 - b. - *% A nap.*
 - c. - **A courage.*

(45) → **Passivization**

- a. → *The book was taken (by Benjamin).*
- b. → *% The nap was taken (by Benjamin).*
- c. → **A courage was taken (by Benjamin).*

(46) Idioms are developing - can be ambiguous

- a. *take a book* always V + NP Object
- b. *take a nap* % marginal [V+NP] compound
- c. *take courage* only [V+NP] compound

(47) *SUMMARY - Comparing Czech and English passives*

Czech has less passives, because:

i) no need to rhematize the subject using passivization (postverbal subjects are available in CZ)
The book was written by Hemingway. vs. ?? *Kniha byla napsána Hemingwayem.*

ii) many ways to “drop” overt subject (CZ is a pro-drop language)
The book was written. vs. *Napsali knihu.*

iii) only ACC passivizes (irrespective the word order)
I gave a book to Mary / I gave Mary a book. vs. *Dal jsem Marii knihu.*

iv) no preposition stranding
John was looked at by his mates. vs. **Jan byl díván se na...*
What are you looking at. vs. **Co se díváš na?*

v) no verbo-nominal complexes
The advantage was taken of John / John was taken advantage of. vs. ???



(48) *EXERCISE =====*

Passivize the underlined 'Objects' and watch what happens with the capitalized Prepositions. What are their Objects? Can you passivize them? What is the verb in Czech? is it the same in (a/c) and (b/d)?

a. *He blamed [the teacher]/[FOR his failure].*

→ PASS:

b. *He blamed [his failure]/[ON his teacher].*

→ PASS:

c. *Adam entrusted [a task] [TO Mary].*

→ PASS:

d. *Adam entrusted [Mary] [WITH this task].*

→ PASS:

(49) EXERCISE =====

Find and underline the Objects in the following examples. Passivize it.

a. *Henry sang a song to Mary.* → PASS:

a.' *Jindřich zpíval písničku Marii.* → PASS:

b. *Henry sang Mary a song.* → PASS:

b.' *Jindřich zpíval Marii písničku.* → PASS:

c. *Jude sent a parcel to her brother.* → PASS:

c.' *Jitka poslala balík svému bratrovi.* → PASS:

d. *Jude sent her brother a parcel.* → PASS:

d.' *Jitka poslala svému bratrovi balík.* → PASS:

(50) EXERCISE =====

Make passive structures from the active sentences below and describe changes w.r.t. a. semantic roles, b. grammatical functions, c. pragmatic roles. Mention also possible reanalysis and comment on possible Verbo-nominal complexes.

a. *The boy gave that article to Mary.* → PASS:

b. *The boy gave Mary the article.* → PASS:

c. *The terrorist attack put an end to the hope of a better future.*

→ PASS:

→ PASS:

d. *Theodore sent the paper to his teacher.* → PASS:

e. *Theodore sent his teacher the paper.* → PASS:

f. *Mary looked forward to Bill.* → PASS:

g. *James slept in that bed.* → PASS:

(51) EXERCISE =====

Compare the following examples and answer the following questions:

- i. How does passivization influence the distribution of Semantic roles of the Verb?
- ii. What is the function of passivization w.r.t. the sentence dynamism?
- iii. List some distinctions between English and Czech which can be related to the distinct definition of the concept of the 'structural object/ complement'.
 - i. a. *William gave the bunch of flowers to his mother.*
 - b. → *The bunch of flowers was given to his mother.*
 - c. → *His mother was given a bunch of flowers.*
 - ii. a. *Emma wrote the book very well.*
 - b. → *The book was written very well.*
 - c. → *The book writes very well.*

(52) EXERCISE =====

Explain the morphological distinction in the Czech examples. What about the English counterpart? Can we ever distinguish the two forms by some visible signal in English, too?

- (i) *Ty husy byly zabyty / zabité včera večer.*
- (ii) *The geese were/got killed yesterday evening.*

(53) EXERCISE =====

Why is (i) ungrammatical and (ii) OK? Does the process of passivization apply the same way in English and in Czech? What are the attested distinctions?

- (i) **Petr byl darován knihu.*
Peter_{NOM} was given a book_{ACC}
- (ii) “*Peter was given a book.*”

- (i) **Maruška byla poslána balík.*
Mary_{NOM} was sent parcel_{ACC}
- (ii) *Mary was sent a parcel.*

EXERCISE =====

Explain the term Verbo-nominal complex referring to the (un)grammaticality of the following examples. How do the structures behave in the context of Wh-questions? Show with data.

- (i) *A big book was taken by Julian.*
- (ii) ?? *A long nap was taken by Julian.*
- (iii) * *Courage was taken by Julian.*
- (iv) * *I would love to take a new book and to take a long nap.*

(54) EXERCISE =====

Compare the method of **rhematization of Agent** in English and Czech. Show more than one method in both languages and discuss any differences using contrasting examples (some should be * or ?).

If you do not speak Czech, use examples in your native language (gloss briefly the non-Czech examples!)

(55) EXERCISE =====

Give at least two formal reasons why Czech uses passives less than English. Demonstrate the difference with contrastive examples. If you do not speak Czech, give examples of standard rhematization/demoting of Agents in your native language - and compare them with English.

5.5 Mediopassive

Similarity of the 'reflexive passive' (Cz) and 'mediopassive' (En): Active form (no passive morpheme: be+V-en), but the distribution of semantic roles is the similar to passive
Subject = Patient and Agent is zero (*full deagentization!*).

(56) a. *Dveře byly zavřeny.* a' *Dveře se zavřely.*

b. *The door was closed.* b' *The door closed.*

(57) general/ individual characteristics, modal possibility

a. <i>The clothes wash easily.</i>	= <i>It is easy to wash the clothes.</i>
b. <i>That is easy to believe.</i>	= <i>It is easy to believe a thing like that.</i>
c. <i>He counts among the best.</i>	= <i>He is/can be counted among the best.</i>
d. <i>The text sings to the tune.</i>	= <i>The text is/can be sung to the tune.</i>
e. <i>The dress buttons down the back.</i>	= <i>The dress is/can be buttoned.</i>
f. <i>The lid shuts.</i>	= <i>The lid can be shut.</i>
g. <i>The door locks.</i>	= <i>The door can be locked.</i>
h. <i>His poem does not translate well.</i>	= <i>His poem cannot be translated well.</i>

6 SUBJECT

Subject is a main sentence member (sentence function). It can be defined w.r.t. its

(1) a. *semantics* (interpretation) and
b. **form** i. morphology and
ii. syntax (=distribution, special operations).

6.1 Semantic Roles of Subjects

Semantic vs. Syntactic Subcategorization

(2) hit: $V, <\underline{\text{Agent}}, \text{Patient}>$

'hit' is a VERB and its semantic selection contains $A1=Agent$ and $A2=Patient$.

In syntax, 'hit' must be complemented by a nominal element (Object), which canonically follows the verb.

The **syntactic** subcategorization **V**, [- NP] refers to the right hand complementation only. The form of Subjects depends on the type of the clause, not on the Verb. Syntactically V does not need a Subject.

(3) a. *[VP To read letters] is irritating.*
b. *I do not like [VP to go home soon].*

The function of Subject standardly realizes the (highest) semantic role of Agent (A1)

(4) a. *Mary heard George to hit the window with stones.*
 b. *MARY heard GEORGE/the WIND hit the WINDOW (with STONES).*
 Experiencer **Agent** /**Force** **Patient/Goal** (Instrument)

Consider the need of conscious activity for the notion of **Agent**.

Non-active (passive) Agent is often called **Experiencer**, unconscious Agent is a **Force**.

BUT: Are all Subjects Agents? - No, in Subject position also non-Agent can appear.

(5) a. *JOHN* [*Agent*] opened the door.
b. *MARY* [*Experiencer*] can hear the noise.
c. *The HURRICANE* [*Force*] took away many roofs in the neighbourhood.
d. *THE KEY* [*Instrument*] opened the door.
e. *THE DOOR* [*Patient*] opened/broke.

Are all Agents Subjects? - No, Agents can be realized as non-Subjects.

(6) *The letter was written by Bill.*

Is the role of the Subject the same in different languages?

- No, especially with Verbs with ambiguous arguments, the realization varies.

(7) a. *Peter really likes the book.*
b. *Petrovi se ta kniha opravdu libí.*

Do all Subjects have some/any meaning/Semantic role?

- No, some Subjects are purely formal (expletives).

(8) a. *Prší. / ?? To prší. / ?? Ono prší.*
b. *It rains. / *Rains.*

(9) a. *It is raining/ snowing.* weather Verbs (NO Agent)
b. *It is late.*
c. *It seems that John arrived late.*
d. *It is outrageous that nobody helped you.* linking/ anticipatory it
e. *It is easy for me to go.*

Conclusion: The examples above showed that Subject is a formal concept *not* directly related to the interpretation. Subject is a necessary part of each sentence, although

i. the semantic role of the function of Subject can vary cross-language,
ii. the semantic role is neither necessary nor sufficient for the function of Subject.

6.2 Morphological Properties of Subjects

CASE: Subjects are in Nominative (Subject Case)

AGREEMENT: The finite predicate agrees with the structural subject - the predicate reflects the relevant features of the subject nominal phrase.

What is the **visibility / relevance** of morphology in English?

(10) *EXERCISE* =====

Underline the Subjects. If there is an ambiguity, choose the most salient candidate. State precisely which formal criteria you used to make your choice.

a. *Chlapci viděli muže.* b. *Vlky honili muži.*
c. *Ženy viděla děvčata.* d. *Káčata honila husy.*
e. *Dívky viděly ženy.* f. *IBM koupil Apple.*

The formal characteristics (**morphologic and syntactic**) are similar in both Czech and English, but the hierarchy between them is distinct

Czech	1. Case/Agreement	English	1. Word order
	2. Word order		2. Case/Agreement

English: a. - **CASE-MARKING (with personal pronouns):**
special/distinguishable/regular/frequent/obligatory form
b. - **AGREEMENT (of the Verb-PRES and its Subject-3sg)**

6.2.1.1 Marked Subject Case in English (Nominitive)

BUT: **Nominative**/Subject Case in English is highly marked. It **requires adjacency with finite predicate**, i.e. it does not appear in separation and in coordinated structures.

(11) a. *Who did it? - Me.*
b. *William and him are good students.*
c. *It was I/me that Mary brought the present.*
d. *Nobody but he/him can help you.*

In non-2nd person imperatives and with infinitives the Nominative does not appear at all.

There is **LET particle + object case**

(12) a. *Let's go home, shall we?* ... *Let us go home, will you?*
b. *Let me help you, shall I?* ... *Let me help you, will you?*

English Agents/Subjects? in nominal - infinitive constructions:

(13) a. *For him to go home seems very complex.*
b. *After his/*he/*him saying goodbye, I left.*
c. *His reading of the article is really irritating.*

6.2.1.2 Subject – Predicate Agreement

(14) *EXERCISE* =====

Mark the acceptability of the agreement. Consider the criteria you apply. Give some similar examples in English.

a. *Shromáždění studenti stáli / stálo...* a.' *Shromáždění studentů stáli / stálo...*
b. *Čtyři studenti šli / šlo...* b.' *Pět/mnoho studentů šli / šlo...*
c. *Do školy šel/ šla/ šli Petr a Marie.* c.' *Petr a Marie šel/ šla/ šli do školy.*
d. *To je / jsem já.* d.' *Bud' ty anebo já budu / budeš /budeme*
e. *Děti jsou naše radost.* e.' *Čas jsou peníze.*
f. *Vy jste se vrátila pozdě.* f.' *Někdo mu to už konečně dejte!*

Also **AGREEMENT** in Person/Number can be idiosyncratic.

The distinction between the so called 'semantic' vs. 'formal' agreement appears

a. with **Copula**, when Subject and nominal Predicate have distinct features
b. when Subject NP is '**complex**': is coordinated, contains quantifier, of-phrase, etc.
(the head of the Subject is not unambiguous).

(15) a. *What we need most is/are sufficient funds.*
b. *Two years is a long time to wait.*
c. *Bread and butter is a nice breakfast.*
d. *A large number of students are granted scholarships.*

- d. *Either you or he is mistaken.*
- f. *Either he or you are mistaken.*
- g. *A book or flowers are a good present.*
- h. *Flowers or a book is a good present.*
- i. *The police is~~are~~ looking for the criminal.*

6.2.1.3 Pro-Drop Languages

Languages with rich verbal inflection for Agreement (Czech but not English) can leave the position of the Subject empty. A Subject 'pronoun' is dropped and the Subject is realized only as a bound morpheme on the Predicate. Czech is a **pro-drop language**, English is not.

(16)	<ul style="list-style-type: none"> a. <i>Odešel jsem. (=1sgM)</i> b. <i>Pomáhali nám celý den. (=3pl)</i> c. <i>Prší. (=3sgN)</i> d. <i>Pomoz si sám! (=2sg)</i> 	<ul style="list-style-type: none"> a.' <i>I left.</i> b.' <i>They were helping...</i> c.' <i>It rains.</i> d.' <i>Help yourself, will you!</i>
------	--	--

Realization of the grammaticalized feature in the form of a free or a bound morpheme. Synthetic languages prefer the bound form, analytic the free one. In some cases the bound and free form co-occur.

(17)	<ul style="list-style-type: none"> a. <i>Nicer</i> <i>more beautiful</i> b. <i>vykládat</i> <i>to talk</i> c. <i>(my) chodíme</i> <i>we go / he reads</i> 	<table border="0"> <tr> <td style="vertical-align: top;">.....</td> <td style="vertical-align: top;">-er</td> <td style="vertical-align: top; text-align: center;">/</td> <td style="vertical-align: top;">free</td> </tr> <tr> <td style="vertical-align: top;">.....</td> <td style="vertical-align: top;">-t</td> <td style="vertical-align: top; text-align: center;">/</td> <td style="vertical-align: top;">to</td> </tr> <tr> <td style="vertical-align: top;">.....</td> <td style="vertical-align: top;">-me</td> <td style="vertical-align: top; text-align: center;">/</td> <td style="vertical-align: top;">we</td> </tr> </table>	-er	/	free	-t	/	to	-me	/	we
.....	-er	/	free											
.....	-t	/	to											
.....	-me	/	we											

Unmarked forms: Zero morphemes (interpreted zero)

- (18) Find the agreement morpheme.
 - a.. *Já jsem šla. Ty jsi šla. Ona šla. On šel.*
 - b. *Já bych šla. Ty bys šla. Ona by šla. On by šel.*
- (19) What is the distinction (in form and in interpretation) between:
 - a. *Chodíme do školy*
 - b. *My chodíme do školy.*

There are only few contexts in English with no overt Subject.

(20)	<ul style="list-style-type: none"> a. Imperative: <i>Open the window, will you? Help yourself!</i> BUT: <i>Let's go, shall we?</i> b. Idiosyncratic: <i>Thank you.</i> c. Diary style: <i>Came back soon. Made a dinner and watched TV....</i>
------	--

6.3 Pragmatic Roles of Subjects (related to linearity)

Recall the pragmatic Aspects of discourse which are related to the distinction between "old" and "new" information and to the speaker's emphasis or stress. All of those can be expressed with a constituent-order (i.e. linearity) and also specific sentence functions. E.g. given that the position of Subject is usually clause initial, it follows that Subjects have a strong tendency to be the 'Topic/Theme' of the proposition.

(21) Discourse order, sentence dynamism, Functional Sentence Perspective

THEME / OLD / TOPIC →→ VERB →→ RHEME / NEW / FOCUS

SUBJECT

VERB

OBJECT

In English (because its constituent-order is grammaticalized) the correlation between pragmatic factors and word-order is not as strong as in Czech, but it still exists.

(22) WH questions ask for the Rheme/Focus. ... *WHO saw Mary?*

a. <i><u>John</u> saw <u>Mary</u>.</i>	a.' ?? <i><u>Jan</u> viděl <u>Marii</u>.</i>
b. = * <i>Mary saw <u>John</u>.</i>	b.' <i>Marii viděl <u>Jan</u>.</i>
c. = <i>Mary was seen by John.</i>	c.' <i>Marie byla viděna (??Janem).</i>

There is a preference in all languages to identify Subject with the Agent and the Topic but this tendency is weaker in English than in Czech. There is also a strong tendency to repeat parallel structures, when Subjects "tend" to remain Subjects unless marked otherwise.

(24) *Peter saw Paul and he_(=PETER) greeted him_(=PAUL).*

(25) **EXERCISE** =====

Write down the syntactic and semantic subcategorization of the following Verbs.

a. *believe*
b. *read*
c. *give*
d. *say*
e. *tell*
f. *bear*
g. *appear*

(26) **EXERCISE** =====

Which semantic roles do Subjects in the following sentences have?

<i>a.</i>	<i>Jude wrote a letter to Bill.</i>	<i>e.</i>	<i>The key opened the door.</i>
<i>b.</i>	<i>Hannah was hit by Susan/the stone.</i>	<i>f.</i>	<i>The stone hit the roof.</i>
<i>c.</i>	<i>The enemy was destroyed.</i>	<i>g.</i>	<i>Benjamin heard the thunder.</i>
<i>d.</i>	<i>The book sells well.</i>	<i>h.</i>	<i>Debora was given a bunch of roses.</i>

(27) EXERCISE =====

a) Which semantic role(s) are **canonically** related to the position of clausal Subject? Name some frequent alternatives and provide examples.

b) Is some of those roles always present with Subjects? Give examples!

(28) EXERCISE =====

Give 3 examples of a non-canonical semantic role of the position of clausal Subject – one of which is **NO** semantic role at all. Provide full clauses containing such Subjects.

(29) EXERCISE =====

(a) What is the **subject-predicate agreement** morpheme in English – provide its distribution (with respect to all parts of analytic finite predicate) and pronunciation (give a simple and general rule for pronunciation covering all the examples.)

(b) Are Auxiliaries and Modals regular with respect to the subject - predicate agreement morphology? If not, what is special about them?

(30) EXERCISE =====

(a) What does the term **pro-drop** mean?

(b) Give examples of the free/bound morphological realizations of the Subjects in a pro-drop language.

(c) Show that English is **not** a pro drop language even in the context of no available interpretation of the Agent and/or full agreement (e.g. with weather Verbs).

(31) EXERCISE =====

Find the morphemes realizing the Subject:

a. Moc jste mi nepomohla!	b. Stmívá se.
c. Thank you ever so much!	d. Let's go!
e. Open the window, I beg you!	f. Went back. Met Jessica.

(32) EXERCISE =====

What is the Subject/Object in the following sentences? Give arguments for your claim. Explain the ungrammatical example.

a. Let us go home, shall we.	c. Let's go home, shall we.
b. Let us go home, will you.	d. *Let's go home, will you.

(33) EXERCISE =====

Divide into morphemes. Define which part of the predicate agrees with the Subject

a. I am reading a book.	b. John has been reading an article.
c. Mary reads many articles.	d. He will help you.

(34) EXERCISE =====

(35) Explain the term *Pro-drop Language (Null Subject Language)*

Consider who is a preferred Subject of the second coordinate.

a. Bill uderil Johna a pak odešel. (On)	on =
b. Bill uderil Johna a on/ten pak odešel.	on/ten =
c. Bill hit John and then ??/ he left.	(he) =
d. Bill hit John and then HE left.	HE =

EXERCISE =====

Provide and explain three distinct contrasting examples which show that the **Subject form** of a pronoun (Subject Case) is the unmarked form in Czech but it is not unmarked in English (if you do not speak Czech, compare your native language with English).

I.e. give examples of structures which have Nominative in Czech and do not have Subject case in English.... and explain the lack of the Subject case in English.

(36) EXERCISE =====

(a) In which kind of sentences does English have a canonical null subject? Give arguments showing that the Subject in those clauses is present although phonetically unrealized.

(b) Comment on the distinction between the following examples:

- i. Help yourself / *oneself!
- ii. To kill * yourself / oneself is a sin.

(37) EXERCISE =====

Explain the (co-)relation between **Subject and Topic** (= discourse/pragmatic Theme). Compare their correlation in English and Czech. Give contrasting examples (if you do not speak Czech, compare your native language to English). Use the proper format in non-English examples – include glosses (and translation)!

(38) EXERCISE =====

For the underlined constituent state its (i) category, (ii) semantic role, and (iii) function.

Recall that (ii) and (iii) are relational terms.

- a. My niece was introduced to Charles III.
- b. He is running to the park.
- c. People say that John wrote a book.
- d. He is running to the park.
- e. John is said to write a book..
- f. What are you looking at?
- g. This author seems to write one novel a year.
- h. My brother is believed to have been introduced by John to Mary yesterday.

7 SYNTACTIC PROPERTIES OF ENGLISH SUBJECTS

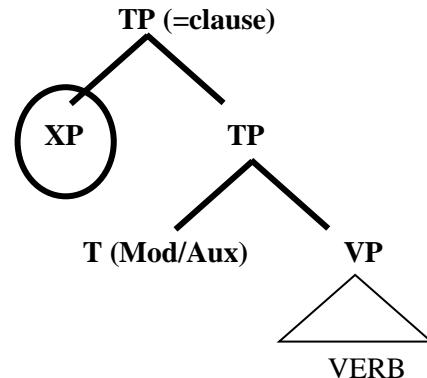
LINEARITY: Distribution, word order.

Projection of the operator: TP

Subject: SPEC(T)

Subject: sister to predicate (TP)

Which constituent (phrase!) can be the XP in the scheme?



Subject is a formal concept defined inside a clause structure *not* directly related to interpretation.
The position is “SPEC TP” which need NOT be initial!

Subject's a **position** is defined by its **relation** to the **predicate**. (operator: Mod/Aux, not a Verb!)

(1) **Subject position** in main sentence patterns w.r.t. other sentence members:

a. <i>Yesterday William did not go to school.</i>	AdvP SUBJ - Mod/Aux - V...
b. <i>In the afternoon Mary cannot work.</i>	PP SUBJ - Mod/Aux - V...
c. <i>To Mary he will never give it.</i>	PP SUBJ - Mod/Aux - V...
d. <i>William Peter does not like at all!</i>	NP SUBJ - Mod/Aux - V...
e. <i>Never will Theo do it!</i>	NEG Mod/Aux - SUBJ - V ...
f. <i>If only Lillian did not tell him!</i>	Foc Mod/Aux - SUBJ - V ...
g. <i>Will Bonnie see his grandma tomorrow?</i>	Mod/Aux - SUBJ - V...
h. <i>How many cars does Bill Gates have?</i>	WH Mod/Aux - SUBJ - V ...
i. <i>Who will help me?</i>	WH _{SUBJ} Mod/Aux - V ...

(2) *Constituents in the position of the subject are prototypically*

- a. **NPs** or their substitutes (pronouns). They can be also
- b. **VPs** (infinitives, gerunds) or
- c. finite **clauses** (with or without expletive *it*)

(3)

- a. *My older brother (who lives in Prague) is at home.*
- b. *Adam / He / One never knows.*
- c. *Putting it off won't make it any easier.*
- d. *To leave so early would be impolite.*
- e. *It's a pleasure to write for your journal.*
- f. *Whoever stole my purse didn't get much.*
- g. *That the ship was wrecked was feared.*
- h. *It is feared that the ship was wrecked.*
- i. *It is not determined WHO should be sent.*

(4) Summary

The canonical / standard / unmarked 'Subject'

(1) semantic roles → A1, i.e. Agent (some variety including none)



(2) i. morphology → Subject Case / NOM (if visible)
→ Agreement on Predicate (3sg.Pres)

ii. **syntax** → NP (+ its proforms. Also PP, VP, clause)

→ Immediately precedes the Predicate,

- a. Syntactic Subjects invert with the first Mod/Aux in questions.
- b. Short answers repeat pronominalized Subject.
- c. Question tags repeat pronominalized Subject.
- d. Syntactic anaphors take Subject/Agent for their antecedents.

7.1 Dissociated Subject (Expletives **there** and **it**)

English sentence must have an overt Subject. Assuming that we can define Subject w.r.t. its

i. meaning, ii. morphology and iii. position, in some sentences there seem to be more candidates for the role of Subject, one of which is expletive. A. Linking *it*

B. Existential structures *there is/there are...*

A. Linking *it*

Subject has two parts

(5) a. *It seemed obvious that Mary left, didn't it.*
b. *Did it seem obvious that Mary left?*
c. *That Mary left seemed obvious.*
d. *It seemed obvious.*

(6) a. *It was not the best idea to go home*, wasn't *it*.
b. *Was it the best idea to go home?*
c. *To go to the cinema* was not the best idea.
d. *It was not the best idea.*

(7) **Linking *it* (expletive) + associate Subject (semi-)clause**

- i. the associate (semi-)clause follows the clause containing the expletive *it*
- ii. the expletive *it* is able to stay without the associate (in a salient context).

SUBJECT_{FORMAL} - the rest of the clause] [**SUBJECT_{Semantic/MORPHOLOGICAL}**
expletive associate

B. Existential structures

Translate to English - respect the Theme - Rheme distribution:

(8) a. *Kniha leží na stole.*
b. *Na stole leží kniha.*

(9) a. ***There is a book*** on the table, isn't there?
b. *Is there a book on the table?*
c. **There is two books on the table.* violates Subject-Verb agreement
d. * *There are the books on the table.* the associate **must be indefinite**
e. * *There is on the table.* the associate is obligatory

The expletive *there* serves as a syntactic Subject (i.e. takes the structural position of the subject), while the associate NP is a morphological and semantic subject (i.e. it controls the verbal agreement and provides the semantic content.)



(10) Expletive *there* + associate Subject

- the associate (=indefinite NP) is in the same clause as the expletive *there*
- the expletive *there* is not able to stay without the associate

SUBJECT_{FORMAL} - Vcopula - SUBJECT_{Semantic/MORPHOLOGICAL}	- LOCATION
expletive	associate

7.1.1.1 Locatives / Directional structures

The existential structures (See above in section 7.1.) developed from the locative/directional structures. (Old English had a relatively free constituent order).

(11) **Locative PPs** a. *In the house can be found a famous painting.*
b. *In the house is hanging a famous painting.*

(12) **Directional PPs** a. *Into the house ran Jessica.*
b. *Up came the number.*

7.1.1.2 Dissociation of the form and interpretation: raising structures

In English distribution (=the position) is the main signal of Subjecthood. The semantic role of Subject (Agent) is not a necessary condition. Consider the following

(13) (ono) *Zdá se, že Petr je unavený.* → *Petr se zdá být unavený.*
It (=0) seems that Peter is tired. → *Peter seems --- to be tired.*

Raising to Subject: some argument (Agent or Patient) of infinitive rises to the position of the formal Subject of a **finite (agentless) Verb or 'impersonal' structures.**

(14) **Peter** seems to be reading a book. **Peter** is i. Subject of *seem*
ii. Agent of *read*

Consider the semantic roles of IT and JOHN and notice, how far can 'Raising' go.

(15) a. *It seems that John left home.*
b. *?? (That) John left home seems.*
c. *John seems to be at home.*

(16) a. *It is impossible for John to come.*
b. *For John to come is impossible*
c. *John is impossible to come.*

(17) a. *It seems that John was beaten.* → *John seems to have been beaten.*
b. *It is easy for them to please John.* → *John is easy to please.*

COMPARING ENGLISH AND CZECH SUBJECTS

Czech

- a. Pro-drop language (Subjects can be expressed by a verbal morphology).
- b. The preferred Subject is the element carrying the Agent semantic role, i.e. Agents have a strong tendency to become and remain Subjects.

English a. Not a pro-drop language (Subjects must be overt free morphemes).
b. The semantic role is often ignored and Subject is often purely syntactic.

(18) a. *The door closed.* b. *Dveře se zavřely.*
c. *Bonnie seems to read the book.* d. *Zdá se, že Jan čte knihu.*

(19) **EXERCISE** =====

Discuss what is the Subject of the following sentences. Following the table (4) on page 57 give all possible semantic, morphological (Case, agreement) and syntactic (word order and syntactic processes) reasons for your analysis. If necessary, use substitution.

- a. *She is watching TV.*
- b. *My little brother will read the letter soon.*
- c. *Can your sister help you?*
- d. *The last letter has been written this morning.*
- e. *Is it finished already?*
- f. *What has little William said?*
- g. *When did our parents arrive?*
- h. *Who knows everything?*
- i. *Which of them helped you?*
- j. *What has been said at the lecture?*
- k. *Peter is silly.*
- l. *It/This is me.*
- m. *It is possible to leave.*
- n. *To leave is difficult.*
- o. *The point is that we are leaving.*
- p. *That we need it is obvious.*

7.1.1.3 Universal and cross-language correlations

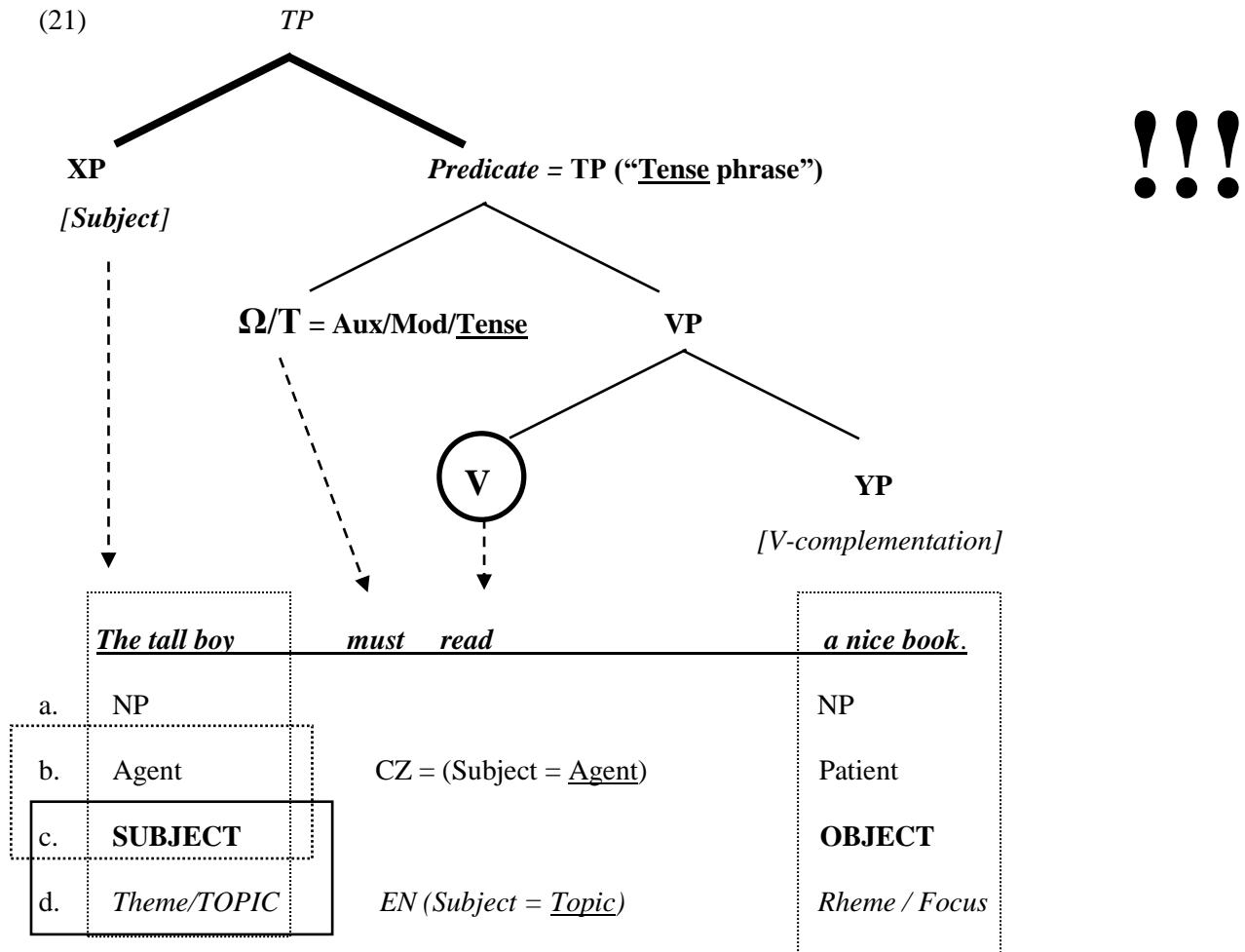
Each constituent in a sentence can be defined w.r.t. several criteria:

(20)

- a. **Categorial** label of the constituent (NP, AP, VP, etc. - part of speech);
- b. **Semantic Role** (Agent, Patient, Goal, Beneficiary, Instrument, etc);
- c. **Syntactic** (sentence) **Function** (Subject, Object, Attribute, Adjunct, etc);
- d. **Pragmatic** (discourse) **Role** (Theme/Topic, Rheme/Focus).

The tree below demonstrates a universal correlation which tends to be realized in a language specific way - languages prefer some correlations to others.

(21)



7.1.1.4 Clausal Subjects: Nominal content clauses in the function of Subject

(22)

- a. *IT is verz nteresting WHAT you say.*
- b. *(*It/*That) What you say, is interesting.*
- c. *TO je zajímavé, CO říkáš.*
- d. *(To,) Co říkáš, je zajímavé.*

ENG: expletive / place-holder *it*

CZ: Topic/Focus particle

(23) *Heavy Constituent Shift*

a. *That John arrived late is a new normal.* b. *It is a new standard that John arrives late.*
 c. *To understand John is not easy.* d. *It is easy to understand John.*

(24) a. *To be or not to be is a question.*
 b. *To read is easier than to write.*

(25) *EXERCISE =====*

Using the above concepts describe the underlined expressions.

a. <u>Mary</u> was working on her paper.	b. <u>The paper</u> has been written by <u>Emma</u> .
c. <u>To fly</u> is better than to drive.	c. It is impossible for <u>his sister</u> to get there.
d. <u>She</u> seems to know everything.	e. <u>People</u> say that John has arrived.
f. People say that <u>John</u> was seen by <u>Mary</u> .	g. <u>John</u> is said to arrive late.
h. <u>My brother</u> is easy to please.	i. <u>Reading</u> is said to be easy.

(26) *EXERCISE =====*

Discuss the specific properties of the Subjects in the following sentences.

In which constructions the standard semantic role (Agent) does not correlate with the function (Subject)?

English 'subject'	
a. <i>Open the window!</i>	Imperative
b. <i>Thank you very much.</i>	Ellipsis
c. <i>Came late and watched TV.</i>	Diary style
d. <i>It became dark.</i>	Weather verbs
e. <i>My brother/He was awarded a prize.</i> <i>Your journal is a pleasure to write for.</i>	Passivization
f. <i>This book reads well.</i>	Mediopassive
g. <i>It is a pleasure to write for you.</i>	Expletive/Linking it
h. <i>There is a book on the table.</i>	Existential structures
i. <i>Here comes the bus</i> <i>Under the hill is a small village..</i>	Locative constructions
j. <i>Henry/He is sure to come.</i> <i>Henry/He seems to be introduced.</i>	Raising to Subject
k. <i>I saw him do it.</i>	Raising to Object

Providee Czech formal equivalents of the structures in (26). Some of them will be ungrammatical. Explain the distinction between the two languages referring to specific characteristics of their structural Subjects.

(27) EXERCISE =====

i. Discuss the Semantic Role and Syntactic function of the underlined constituents (which verb is it related to?). Notice the format of the predicate (active/passive, finite/infinite).
ii. Think of similar structure and illustrate possible derivations.

a. People say that John loves Mary.
b. People say that Mary is loved by John.
c. It is said that that John loves Mary.
d. It is said that Mary is loved by John.
e. John is said to love Mary.
f. Mary is said to be loved by John.

(28) EXERCISE =====

Find the elements which express the semantic roles of the underlined Verbs. Are they expressed in a standard way? Explain the term raising to Subject.

a. People say that Mary has a new boyfriend.
→ i. It is said that Mary has a new boyfriend.
→ ii. Mary is said to have a new boyfriend.

b. I believe that William has read the novel himself.
→ i. I believe him to have read the novel himself.
→ ii. William is believed to have read the novel himself.

c. It appears that they sold out the book.
→ i. It appears that the book has been sold out.
→ ii. The book appears to be sold out.

d. It is easy to catch a cold in autumn. → Some cold is always easy to catch.
e. It is impossible for me to bear Theodore. → Theodore is impossible to bear.

(29) EXERCISE =====

Draw trees for the following clauses. Define the positions of Subjects and of the Objects.

John will help you.. I saw Mary in the classroom. We have to help Mary's friends.

(30) EXERCISE =====

Describe and demonstrate **two syntactic** processes which can be used as diagnostics to find a clausal **Subject** in English. The question asks you to name and show the processes in which the element in the position of **Subject** is targeted (used/manipulated)

For the demonstration use the following examples.

(a) This book reads well.

(b) There is a book on the table.

(31) EXERCISE =====

Demonstrate three examples -

(a) an example of a clause in which the highest semantic role of the predicate is NOT realised in the position of **Subject**, and

.....
(b) an example of a clause in which the highest semantic role of the predicate is NOT realised at all, and

.....
(c) an example of a clause in which the predicate has NO semantic role at all.

(32) EXERCISE =====

(a) Describe and demonstrate that a lexically realized overt **Subject** in English is a necessary part of the clausal structure – i.e. show that **Subject** position must be occupied even in cases when there is no interpretation available for such a subject.

(b) Are there any structures at all in English which have no (or zero) Subjects? If yes, give examples of the structures which are productive and regular!

(33) EXERCISE =====

What is the relation between the **Focus (=Rheme)** and semantic role of **Agent** and the function of **Subject** in English and in Czech? Describe and illustrate with examples. If you do not speak Czech, compare your native language to English.

(34) EXERCISE =====

Compare Nominative Case in Czech (or your native language) with Subject Case in English. Concentrate on productivity and distribution. Be sure you provide and demonstrate at least (i) one similarity and (b) one distinction.

(35) EXERCISE =====

Using the following examples, explain the concept of pro-drop language

a. Pečlivě uklidíme svůj pokoj.	b. Neudělala jsem to / Já jsem to neudělala.
c. *Am at home alone.	d. Help yourself.
e. *Am not at home.	f. Open the window.

If your language is not Czech and not pro-drop, describe the phenomena using only English examples.

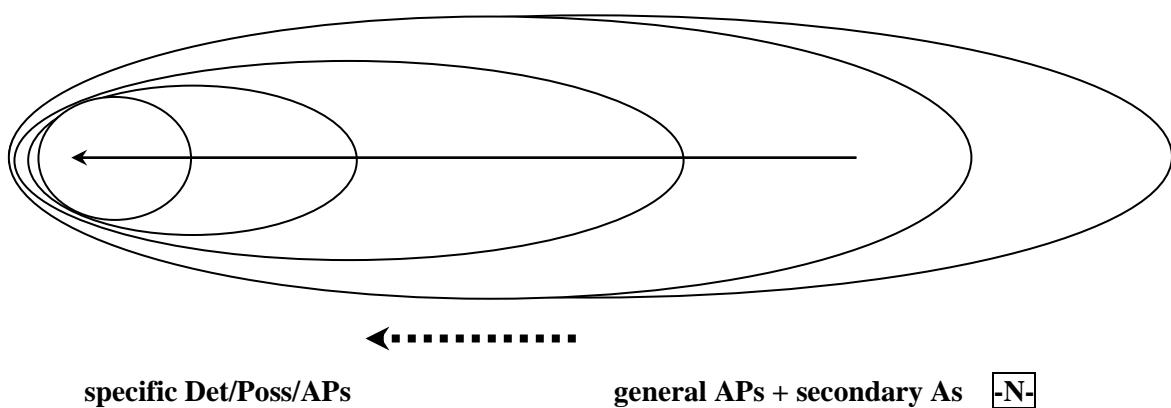
8 ATTRIBUTE

Revise the structure of NP from the seminar on Morphosyntax!!!

(1) NOUN PHRASE ==> Head Noun + its Modification
e.g. *some very interesting German journals about geography*

For the NP structure consider the structures in (10),(12) and (13) on page 4.

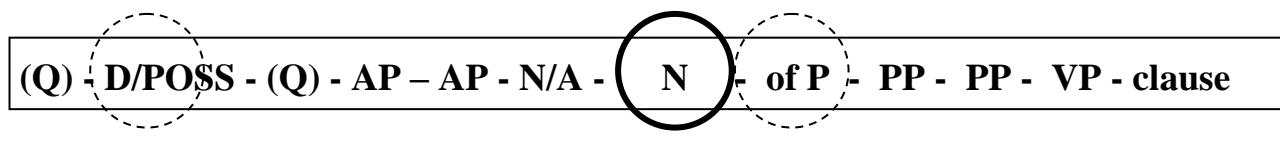
(2) **The order of modifiers** (the SCOPE)



The **scope** of AP covers all elements within NP which are c-commanded (≈ are their sisters) by the AP itself. The initial modifiers are the most specific.

(3) a. *the [big black dog]*

b. *the big [black dog]*



determination field - modification field

8.1 Prenominal Attributes

(4) **DETERMINERS**

- a. *a/the book*
- b. **that some book*
taková nějaká kniha
- c. *each/every/any/some/no man*
- d. *which/what man*

(5) **POSSESSIVE NPs**

- a. *(*a/the)our Peter's book*
- b. *(a/the) bird's nest*
- c. **the dress's colour*
- d. *[_{NP} my older brother's] book*

(6) AP PREMODIFIERS

- e. *[NP **the earth's**] gravity*
- a. *a [AP **very large**] [AP **dark green**] book*
- b. ***true** gentlemen*
- c. *a **great** **Italian** painter*
- d. *a **Spanish** student*

(7) 'DERIVED/SECONDARY ADJECTIVES'

(morphological Nouns (in productive compounds))

- a. *exercise book*
- b. *steel wire*
- c. *corrosion immunity*
- d. *the UEFA Cup*
- e. *three act play*
**three acts play*
- f. *heat-resistant glass lamp shades*

(8) ADVERBS

- a. *the **then** president*
- b. *the **down** train*

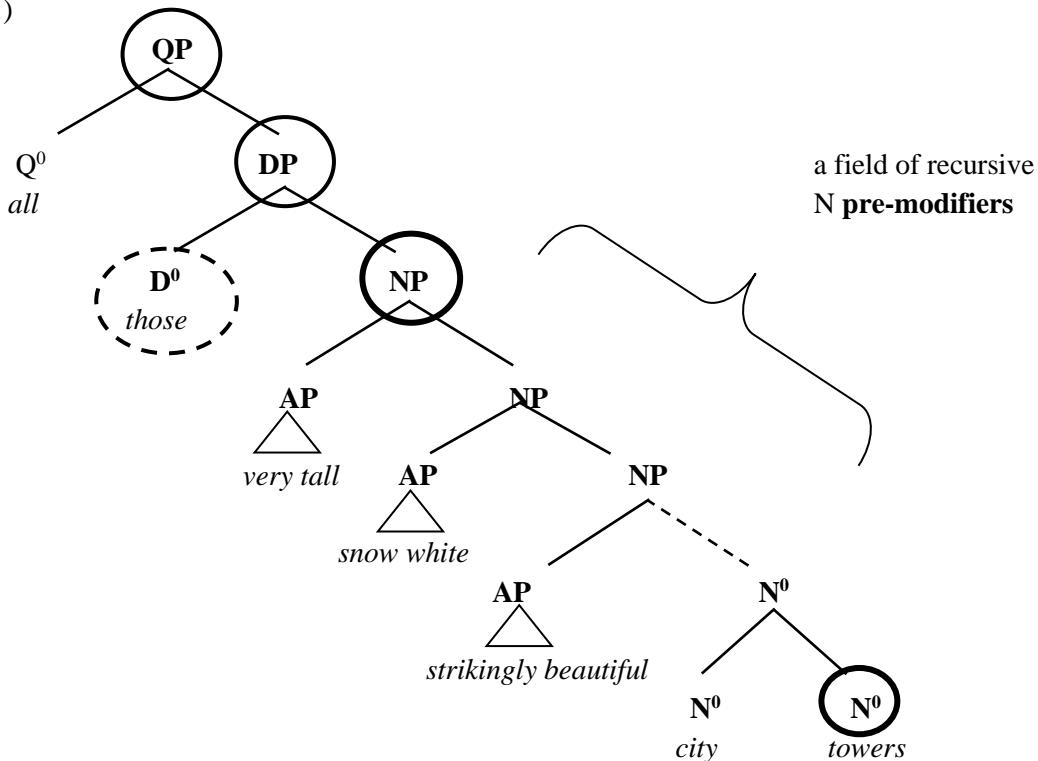
(9) PARTICIPLES

- a. *a **forgotten** artist*
- b. *an **entertaining** person*

(10) QUOTATIONAL COMPOUNDS

- a. *a **take-me-as-I-am** smile*
- b. *an **after-dinner** cigar*

(11)



(12) EXERCISE =====

What is 'bracketing paradox'? Draw the trees - above and below - reflecting the scope.

a. the local government policy

b. the new hospital building

Discuss the properties of the underlined elements. What is their category?

Adjective premodifier? N+N compound? Give reasons for each analysis.

(13) EXERCISE =====

Based on the following examples discuss the differences between English and Czech in the field of pre-/post-modifiers/attributes. Give more examples concentrating on number , obligatoriness , position/order of specific kinds of attributes.

a. <i>The book</i>	a.'	<i>*Blue book</i>
b. <i>The blue book</i>	b.'	<i>*Blue the book</i>
c. <i>The book of his</i>	c.'	<i>*The his book</i>
d. <i>The three boys</i>	d.'	<i>*Three the boys</i>
e. <i>All the three boys</i>	e.'	<i>*The all three boys</i>
f. <i>Those nice intelligent energetic boys</i>	f.'	<i>?Those nice energetic intelligent boys</i>
g. <i>famous Italian actor</i>	g.'	<i>?Italian famous actor</i>
h. <i>city towers</i>	h.'	<i>down town</i>
i. <i>new hospital building</i>	i.'	<i>English history teacher</i>
j. <i>a book of stories in green cover</i>	j.'	<i>* a book in green cover of stories</i>

8.2 Postnominal Attributes

(14) EXERCISE =====

Make a tree above the examples (a) and (b)

a. *more BEAUTIFUL (*than Mary) GIRL*

b. *GIRL much more beautiful than Mary*

(15) POSTNOMINAL ADJECTIVES

- a. Romance A's *Princess Royal, court martial, attorney general*
- b. idiosyncratic A's *syntax proper*
- c. A's follow pronouns *something [AP very interesting]*
- d. complex (postmodified) A's *man [AP taller than me]*

8.2.1.1 *Post-nominal PPs*

(16) *unique adjacent of-PP (postnominal Genitive*

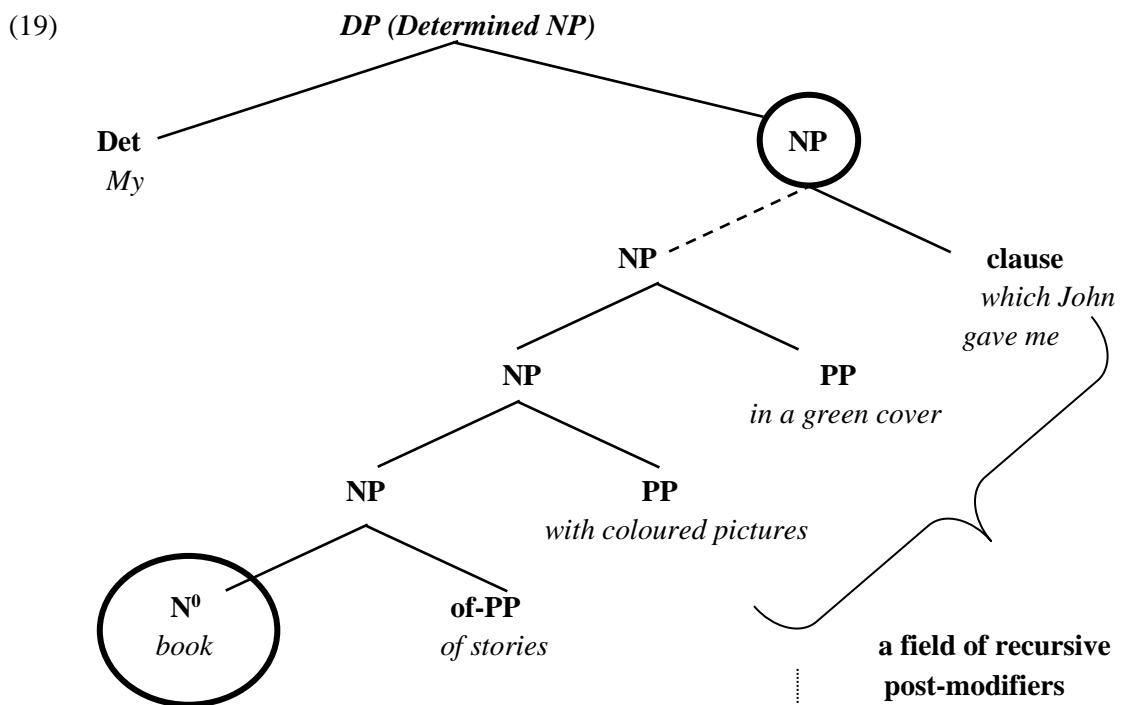
- a. *the book* [*PP of my brother*]
- b. *a man* [*PP of courage*]
- c. *a pair* [*PP of trousers*]
- d. *a great variety of opinions*

(17) *Recursive PPs*

- a. *a way to school*
- b. *a girl with a blue scarf*
- c. *a story about animals*

Word order in the postnominal field

(18) a. **the description of the city of Mary;* d. **obrázek domečku Honzíka*
b. **the pleasures of cigars of my father,* e. **nákup cigaret mého tatínka*
c. *the idea of the story of the writer* f. **popularita povídek Hemingwaye*



The order in the postnominal field : of-P: unique, adjacent
other postmodifiers: according to their complexity / size

(21) **EXERCISE** =====

What is the Czech equivalent of the English phrase. Is it the same constituent? Is its position identical?

ii. what is the Czech equivalent of English PP postmodifiers. Is their distribution similar to the distribution of English PP post-modifiers?

8.3 The semantic Relation between the Noun and Its Attributes

(22) a. APs/PPs: **Modification** (specification, generalization, characterization, etc.)
b. D / Q: and also **Determination, quantification** (Determiners)

ALSO c. GEN: (=POSS, of-PP) Semantic/ **Argument** role (includes Possession)

(23) a. *Caesar destroyed the city.* verbal 'valency'
b. *Caesar's destruction of the city.* nominal counterpart.

(24) Ambiguity: *Caesar's destruction. / City's destruction.*

The combination of more co-occurring modifiers (especially possessives and *of*-phrases), can, however, restrict the interpretation.

(25) a. *Mary's picture of Renoir* b. *Maruščin obrázek Renoira*

Discuss the interpretation of the attributes

(26) a. *Their attack, the attack of wild tribes*
b. *Benjamin's house, the house of my grandma*

(27) a. *a red rose, an intelligent student,*
b. *a house with a red roof*

Argument roles vs. generic modification

(28) a. *Poslouchali Mariinu / Shakespearovu báseň.*
b. *Poslouchali mariánskou / Shakespearovskou báseň*

8.3.1.1 (Semi-)Clausal attributes: Relative clauses

(30) **INFINITIVES**

a. *a promise to help*
b. *a man to talk to*

(31) **-ING FORMS**

a. *the book lying on the table*
b. *the man reading newspaper*

(32) **CLAUSES**

a. *the book which you gave me*
b. *a warning that nobody should enter*

Most relative clauses immediately follow its **head** (=the NP that they modify).

(33) a. *Znám ženu, která to umí.*
*I know a woman **who** can do it.* b. *Znám ženu, kterou miluje Jan.*
*I know a woman **whom** John loves.*

(34) . *I know a woman* [Human, ACC] , ***who_{NOM}***/**whom_{ACC}* (=the woman _{NOM}) wears scarves.

a. animate/human

b. NOM

Wh pronouns: OBJ Case assignment under ADJACENCY

(35) a. *I know the man **who/ ??whom** you met yesterday.*
b. *I know the man **who/ ??whom** everyone says they like.*

c. *Let's not rely on your cousin, to find whom/ ***who** might be difficult.*
d. *I know the man with whom/ ??**who** you were talking.*
e. *I know the man **who/ *whom** you were talking with.*

Omitting the Relative Pronoun

(36) a. *I know the man* [_{RC} whom/ that/ Ø you invited for dinner].
b. *The book* [_{RC} which/ that/ Ø you put on the table] disappeared.

(37) *three contexts where the omitting of a relative pronoun is prohibited*

a. **subject Wh** *Here is the man [RC who/which (always) arrived as last].*
* *Here is the man [RC Ø (always) arrived as last]*

b. **after P** *Show me the man [RC AT whom she was looking].*
**Show me the man [RC AT that/Ø she was looking].*
Show me the man [RC who(m)/ that/ Ø she was looking AT].

c. **POSS whose**. *Show me the man [RC whose sister you love].*
**Show me the man [RC that/Ø sister you love].*

(38) **Subordinate clauses of Grading (Manner):**

Adverbial clauses of Manner can be also related to Adjective or Adverb (grading, degree, comparison, etc) are also parts of the NP.

- a. *My sister is **more** intelligent **THAN YOU THINK**..*
- b. *John seems **so** quick **THAT NOBODY COULD CATCH HIM**..*
- c. *Thomas Cook **as far AS NOBODY HAD EXPECTED**.*



8.3.1.2 *Relative clauses: restrictive, non-restrictive, pseudo-relatives*

A restrictive clause introduces information that is necessary to the meaning of the sentence. A nonrestrictive clause can be removed without changing the meaning. Restrictive clauses require no punctuation; nonrestrictive clauses are usually separated from the independent clause with commas.

(39) **Restrictive RC:**

- a. *The woman who lives across the street watches my cat when I go on vacation.*
- b. *The person whom I called today was my high school teacher.*
- c. *The car that hit the cat was red and yellow.*
- d. *The school whose Writing Center we are visiting is really impressive.*

(40) **Non-restrictive RCs:**

- a. *Ms. Johnson, who is very beautiful, is a smart teacher.*
- b. *The plumber, whom I called this morning, is already here!*
- c. *The car, which I was driving in my senior year, caught fire on I35 in Missouri.*
- d. *The car, whose driver jumped out before the accident, was completely destroyed.*

(41) **Pseudorelative *which***

- a. *He did it, which irritated me.*
- b. *Mary speaks Portuguese, which is not generally known.*

Consider the relative vs. pseudorelative interpretation.

(42) *Emily bought a new car which made Mary envious.*

(43) *EXERCISE* =====

Circle the most salient interpretation(s) of the bold modifier. (Poss = possessor). Underline a possible one, cross the unlikely...

a.	Támhle visí ten Jaruščin obrázek.	Poss / Agent / Patient
b.	Támhle visí obraz Jarušky .	Poss / Agent / Patient
c.	Támhle visí Petrův obraz Jarušky .	Petr: Poss / Agent / Patient Maruška: Poss / Agent / Patient
d.	Támhle visí obraz Jarušky Novákové .	Poss / Agent / Patient

(44) **EXERCISE** =====

Compare the characteristics of the underlined Attributes. Consider their

- i. ***distribution*** (i.e. their position w.r.t. the head N and other pre-/post-modifiers)
- ii. ***uniqueness*** (How many of such elements can modify one head N?),
- iii. ***complexity*** (Are the Attributes Ns, NPs or PPs?),
- iv. ***semantics*** (Is the range of possible forms restricted to some meaning only?).

- a. (*that) John's party
- b. that John party
- c. that party of John('s)
- d. city's life
- e. the city life
- f. the life of the city

(45) **EXERCISE** =====

State and justify the categories of the underlined elements. Try to give as many as possible

(46) **EXERCISE** =====

*State the three main syntactic functions of **adjectival AP**.*

Describe the structures and give illustrative examples (in your examples underline the AP)

- (i)
- (ii)
- (iii)

(47) EXERCISE =====

Referring to the tree below, explain the restriction on the structure of APs in the non-attribute AP functions. Give more relevant examples (also the ungrammatical ones)

<i>i.</i>	<i>Nominal Predicate after Copula:</i>	<i>e.g. [NP The <u>tree</u>] is [AP tall]]</i>
<i>ii.</i>	<i>Subject Complement</i>	<i>e.g. The <u>tree</u> became [AP tall]]</i>
<i>iii.</i>	<i>Object Complement</i>	<i>e.g. They made the tree [AP tall]]</i>

(48) EXERCISE =====

Referring to the classification of the morpheme *-ly*, (demonstrated in (iii)) explain the (un)grammaticality of the following examples. Use linguistic terminology to **explain** what this paradigm indicates for the categorial nature of Adjectives and Adverbs.

- (i) *He was singing lovely / lovelier,*
- (ii) *He was shouting madly / *madlier*
- (iii) *lovely/mad(*ly) person*

(49) EXERCISE =====

- (a) Describe and demonstrate the form and interpretation of the categorial morphology (i.e. inflection) of adjectives in English.
- (b) Do adverbs have some similar morphological characteristics? Demonstrate it.
- (c) Does it say something about the categorial nature of adjectives and adverbs in English (and in Czech)?

(50) EXERCISE =====

- (a) Referring to the classification of the morpheme *-ly*, explain why (ii) is wrong and (i) is OK. Use linguistic terminology to explain the distinction between the morphemes.

(i) *friendly – friendliness* (ii) *clearly - *clearliness*

- (b) What does this paradigm prove for the categorical nature of adjectives and adverbs?

(51) EXERCISE =====

- a) Explain (and demonstrate) the importance of **inflection** for categorical classification.
- b) Which morphological features (and which morphology) do **Adjectives and Adverbs** share? Discuss and illustrate with both derivation and inflection.
- c) Recalling your answer on (a) - does the morphology of adjectives and adverbs you described in (b) say something about their categorial classification?

(52) EXERCISE =====

- a) Why do linguists want to combine Adjectives and Adverbs within one larger category? Give at least 3 **formal reasons** – i.e. morphological and syntactic (co-occurrence and distribution). Explain the term “modifier”.

- (i)
- (ii)
- (iii)

- b) Why does the Czech tradition distinguish the two kinds of modifiers? Is this reasoning relevant for English?

(53) **EXERCISE** =====

Give examples of four **complex APs** (be sure you use both Adjectival and Adverbial APs !!)

- (a) containing at least two categorially distinct premodification, and
- (b) containing at least two categorically distinct complements.

In all your examples underline the AP and in the (b) examples put the A complement in brackets, with categorical labels after the initial bracket in subscript (e.g. [_{DP} ...]).

(i) (ii)

(iii) (iv)

(54) **EXERCISE** =====

Give examples of four categorically distinct **A complements** (i.e. of constituents which postmodify the category A). Use the four APs in four short sentences (in predicative function). In the sentences put the APs in bold and the A complement put in (broken) brackets with categorical label after the initial bracket in subscript (e.g. [_{DP} ...])

(i)

(ii)

(iii)

(iv)

(55) **EXERCISE** =====

Make (or describe using structural terms like “sister of” or “SPEC of”... or use a bracketed formalism) simple syntactic trees for the APs headed by **intelligent** and **taller**.

(56) EXERCISE =====

Which kind of structure represents a prenominal *adjectival AP*? Are there some structural restrictions on their complexity? Describe and demonstrate at least three types in both English and your native language (non-Czech examples must be glossed).

(i)

(ii)

(iii)

(57) EXERCISE =====

(a) Which kind of structure represents a **predicate AP**? Describe and illustrate its phrasal nature with at least 3 examples using three distinct forms of the English (semi)Copula.

(i)

(ii)

(iii)

(b) Are there some structural restrictions on the **complexity** of the predicate AP similar to those which exist with respect to the prenominal modifiers? (In other words: can predicate AP have premodifiers and complements?) Demonstrate it. Ideally you refer back to your examples used for the (a) part of this question.

(58) EXERCISE =====

What is the **position of standard** (=not exceptional) **attributive APs**? Are they located in front of Nouns or after the N? Briefly describe the structures and demonstrate the phenomena using typical examples of APs containing the head A=happy or good. If the position is obligatory, make sure you also show contrasting examples with * !!!

(i)

(ii)

(59) EXERCISE =====

Describe the structures in which the *adjectival attribute must appear after the head N in Czech (or your native language)*. Demonstrate using typical examples of APs containing the head A=happy or good. If the position is obligatory, make sure you also show contrasting examples with *! (Be careful with the format of non-English example!)

(i)

(ii)

(60) EXERCISE =====

(a) Providing standard **productive patterns in English**, demonstrate the position of (i) a bare adjectival AP, (ii) a premodified adjectival AP and (iii) a postmodified adjectival AP in the attribute function – i.e. inside a complex NP.

(i)

(ii)

(iii)

(b) Are the orders **obligatory or optional**? Prove it providing some * examples.

(i)

(ii)

(iii)

(61) EXERCISE =====

Discuss the correlation between uniqueness / recursivity and fixed / free word order.

Give examples from both the pre- / and post-nominal fields.

a. Which **pre-nominal attributes are unique - recursive**?

b. Which **post-nominal attributes are unique - recursive**?

c. Does the uniqueness/recursivness correlate with fixed / free position?

d. Does the uniqueness/recursivness correlate with grammaticality status of the constituent?

9 NEGATION

See also: H&P (2002) pp. 785-850, QGLS (2004) pp. 775-799; Biber et al. (2002, 239) Dušková (1994) pp. 336-348; H&P (2005) pp. 149-158; G & Q (1991) pp. 223-230.

9.1 Kinds of Negation

The following classification is based on the (i) grammaticalisation and (ii) scope of negation.

9.1.1.1 OPPOSITES - Semantic Negation

Opposites (=pairs of words which are distinct in at least one feature) are part of each natural language. The phenomenon possibly reflects some psychological property of a human brain (the ability to see the facts as contrastive or in binary opposition). Opposites are not a part of grammatical system.

(1)	a. <i>good</i>	vs.	<i>bad</i>	b. <i>day</i>	vs.	<i>night</i>
	c. <i>friend</i>	vs.	<i>enemy</i>	d. <i>mother</i>	vs.	<i>father</i>

9.1.1.2 Partial Negation (Lexical, phrasal)

The first stage of grammaticalization of negation. Some specialized grammatical morpheme (affix) is used to negate a unit

- a. a **word** (e.g. *un-*, *in-*, *dis-*, *-less*, *-free*)
- b. a **phrase** (*not*)

a) Lexical negation



(2)	a. <i>im+possible</i> , <i>un+easy</i> , <i>dis+proportionate</i> , <i>non+sense</i> <i>coffein+free</i> , <i>speech+less</i>	
	b. <i>It is il-logical.</i>	(not a negative clause, X = Y)

Scales of positive – grammatical negation – opposite

(3)	a. <i>true – untrue -- false</i>
	b. <i>easy – uneasy – difficult</i>

b) Phrasal Negation

The particle *not* or the preposition *without* negates the whole phrase (usually some sentence member)

(4)	a. <i>He prepared the dinner in the living room, not in the kitchen.</i>
	b. <i>Mary, not her little sister, will drive the car today.</i>
	c. <i>I want to read novels not to study vocabulary.</i>

(5)	a. <i>I can do it without anybody at all.</i>
	b. <i>John will be able to come without any help from you.</i>

9.2 Sentence negation

The negated phrase can be also the VP. To negate the whole clause, however, we must negate the sentence modality (the Predicate, operator). Distinguish:

(6) *V(P) neg vs. clausal neg*

- a. *Budu nenávidět. Zítra odpoledne hodlám [VP nepracovat. Eva se mohla [VP nedívat.*
- b. *Nebudu milovat. Zítra odpoledne [TP nehodlám pracovat. Eva se [TP nemohla dívat.*

CLAUSAL NEGATION (propositional, 'grammatical') negates the clause, i.e. the whole proposition. Neg is added to the T / operator / first Mod/Aux.

Combining several NEGs: Multiple negation:

Partial (lexical and phrasal) negation can combine with the clausal negation.

- (7)
 - a. *It is impossible.* (positive clause)
 - b. *It is not possible.* (negative clause)
 - c. *It is not impossible.* (negative clause (positive meaning))
- (8)
 - a. *I was allowed not to come.* (positive clause)
 - b. *I was not allowed to come.* (negative clause)
 - c. *I was not allowed not to come.* (negative clause (positive meaning))
- (9) Scalar reading of lexical negation vs. opposites.
 - a. *It is true. It is not true.* ≠ *It is false.*
 - b. *It is easy. It is not easy.* ≠ *It is difficult.*
 - c. *He is tall. He is not tall.* ≠ *He is short.*
 - d. *She is beautiful. She is not beautiful.* ≠ *She is ugly.*
- (10) **INTENSIFICATION:** *... at all, no X whatever, not one ...*
 - a. *He is not big at all.*
 - b. *I have no money whatever.*
 - c. *Norbert has not a single friend.* **NPI : negative polarity item**

Negation covers = takes scope over the sister constituent of the NEG morpheme.

(11) **EXERCISE** =====

- i. *Find "negation" (if there is any) - what is its scope? (which kind of NEG is it?)*
- ii. *Which of the following sentences are positive/negative? Why?*
- iii. *Translate the sentences to English and try to keep the same kind of negative element.*

a. *Je schopný.*

b. *Je neschopný.*

c. *Není neschopný.*

d. *Mám hodně přátele.*

e. *Mám hodně ne nejlepších přátele.*

f. *Nemám hodně přátele.*

g. *Nemám hodně nepřátele*

h. *Nemám v Praze žádné přátele.*

i. *Nemám v Praze ani jednoho kamaráda.*

9.3 The form and number of negative operators

A negative sentence can contain more negative operators (constituents denoting empty sets). In fact any sentence member can be a negative operator. Compare the following examples.

(12) a. *Peter did not give the book to Mary.*
 b. *Peter did not give any/*no-thing to Mary.*
 c. *Peter did not give any/*no-thing to any/*no-body.*
 d. *No-body gave any/*no-thing to any/*no-body.*

- **Czech: Negative Concord (Agreement) not 'Multiple' negation**
- **English: Unique negation**

(13) *SUBJ, ADV, OBJ, OBJ, V*

a. *Petr včera Marušce tu knihu ne-dal.*
 b. *Ni-kdo včera Marušce tu knihu ne-dal.*
 c. *Ni-kdo ni-kdy Marušce tu knihu ne-dal.*
 d. *Ni-kdo ni-kdy ni-komu tu knihu ne-dal.*
 e. *Ni-kdo ni-kdy ni-komu ni-c ne-dal.*

(14) NEGATIVE/POSITIVE QUANTIFIERS

[± NEG/polarity] + [HUMAN] / [+LOCALITY] etc.
no-, not any- / some- + -body/-thing/-where/-time/-how...

(15) EXERCISE =====

What is the polarity of ANY-

English			Czech		
SOME			NĚ-		
ANY		body / thing / where			kdo / c(o) / kde/(-koli)
NO			NI-		

(16) EXERCISE =====

Compare the interpretation of the polarity element any-/some- and state the interpretative rule for ANY- (positive / negative / free choice).

a. *I can give you anything.* a.' *I can give you something.*
 b. *I cannot give you anything.* b.' *I cannot give you something.*
 c. *Can you give me anything?* c.' *Can you give me something?*

9.4 The Choice of the Unique NEG in English

How is the +/- NEG morphologically realised?: [-]: **n't / 0**; [+]: **0 / do**

(17) a. *John won't give you anything at all.* $\Omega + \text{not} / n't$
 b. *Nobody [0] will give you anything at all* 0 NEG operator in Ω
 c. *John [0] helped you a lot.* zero morpheme Ω ?
 d. *John did help you a lot..* emphatic 'do'

(18) a. *Adam and Mary do not have any friends* a'. *Adam and Mary have no friends.*
 b. *Adam will never come.* b'. *Adam won't ever come.*
 c. *Nobody has any friends.* c'. **Anybody has no friends.*

As early as possible / as short as possible. **Negative polarity items any MUST be in the SCOPE of negation** (also ever, at all, etc.).

9.5 Position of Negation in English (revision)

(19) Negative particle (+negative/short Adverbs) follows **the first Aux/Mod**

<i>David</i>	<i>can</i>	<i>-N'T</i>	<i>- - - read</i>
	<i>will</i>	<i>NOT</i>	phonologically empty [-NEG][DECL][-EMPH]
	<i>might</i>	<i>never</i>	becomes <u>lexicalized</u>
	<i>is (-ing)</i>	<i>just</i>	to 'provide DO-support'
	<i>'DOES'</i>		for the [NEG] or [INTER] or focused [+positive]
SUBJECT	Mod/Aux	NEG	- - - VERB

The importance of the POSITION, the **first** phonetically present Mod/Aux. This element precedes the particle *not* (bound morpheme *-n't*). (The only exception is the Copula/lexical Verb *be*.)

Interrogative clauses: **Inversion**: Recall which element (how many of them) inverts with a Subject?

(20) a. *David won't be reading.* a'. *David will not be reading.*
 b. *Won't David be reading?* b'. **Will not David be reading?*
 c. *David doesn't read.* c'. *David does not read.*
 d. *Doesn't David read?* d'. **Does not David read?*

The position of NEG is in the operator - this is the starting point for the NEGF scope. The scope can "raise" there from the object/adjunct position, but its scope will not cover constituents above the operator.

(21) a. *I know nobody.*
 b. *I will go nowhere.*
 c. **No-body did not give.*
 d. *Peter I hate most.* - BUT **Anybody I don't hate.*
A lot of fun I did not have. - BUT - **Any fun I did not have.*



9.6 NOT vs. NEVER

The distinctions between *not* and *never* can be stated as a distinction between a grammatical morpheme (*not*) and lexical morpheme (*never*: Adverb: major open class category).

A. Sentence function (and interpretation)

(22) a. *He will not arrive tomorrow.* (*tomorrow* = Adverbial of time)
b. ?? *He will never arrive tomorrow.* (2 Adverbials of time?)

Sentences like above appear only in colloquial language (defensive style).

B. Position (=after (the first?) Mod/Aux)

(23) a. *He will not / won't be reading.* (= VP negation)
b. **He will be not reading.*
c. *He will never be reading.*
b. *He will be never reading.*

C. DO-support (and position)

(24) a. *He does not / doesn't read.*
b. **He not / n't reads.*
c. **He does never read.*
c.' ? *He never does read.* (pragmatically special)
b. *He never reads.*

D. Question formation (Inversion in front of the Subject)

(25) a. *Does HE not read?*
b. **Does not HE read?*
c. **Does HE n't read?*
d. *Doesn't HE read?*
e. *Does HE never read?*
f. **Does never HE read?*

Recall that b/f are similar, in both cases the structure is ungrammatical because more than one "word" is inverted with Subject. (**Does often he read such books?*)

E. Fronting (Topicalization, WH questions)

(26) a. *To Mary Josephine never has written.*
b. *The letter Joe did not receive.*
c. *Yesterday William did not arrive.*
d. *When did Barbara arrive?* (inversion)

(27) a. *Never will he read.*
b. ? *Never he will read.*
c. **Not will he read.*
d. **Not he will read.*

F. Usage in Separation

(28) *Will he read?* a. - *Never!*
b. - **Not. / *N't. / No.*

G. Interfering inflection

(29) a. **He do not read-s / stop-(p)ed.*
 b. *He never reads / stopped.*

The categorial status of English ***never***, ***not*** and ***-n't*** can be expressed in the terms of **grammaticalization**.

grammatical elements	lexical elements
<u>bound morpheme</u> - particle -	<u>free morpheme</u>
<i>n't</i>	<i>not</i>
	<i>never</i>

(30) EXERCISE =====

Which kind of negation can you find in the following examples? Discuss the STYLE!

<i>a. The product is not faultless.</i>	<i>d. He doesn't like doing nothing.</i>
<i>b. Nobody has never got into trouble.</i>	<i>e. I don't know nobody.</i>
<i>c. Nobody ain't at home.</i>	<i>f. I never did it yesterday.</i>

(31) **EXERCISE** =====

Translate into Czech and discuss the distinctions concerning negation.

- a. *There is no question of Harry's decoration not being earned.*
- b. *You cannot say 'it was nothing'; it can't have been nothing.*
- c. *She hardly saw anything.*
- d. *Anyway, you can't do just nothing.*
- e. *He went there not because of Mary.*
- f. *He didn't go there because of Mary.*

(32) **EXERCISE** =====

Translate the sentences. Which is partial and which are clausal negations? Can you prove it?

a. *It is impossible, isn't it?* b. *He feels better with nobody, doesn't he?*
d. *Mary likes no work, doesn't she?* e. *Mary likes no work, does she?*

(33) **EXERCISE** =====

Referring to the distribution of adverbials, explain the ungrammatical examples.

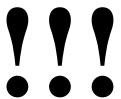
<i>a.</i>	<i>Joe will never do it.</i>	-	<i>*Joe will in the afternoon do it.</i>
<i>b.</i>	<i>Joe will do it in the afternoon.</i>	-	<i>* Joe will do it never.</i>
<i>c.</i>	<i>Never will he help me.</i>	-	<i>*In the afternoon will he help me.</i>
<i>d.</i>	<i>In the afternoon John will help me.</i>	-	<i>* never John will help me.</i>

9.6.1.1 Tests for Polarity (in English)

Formal signals of clausal negation.

(34) a. interpretation of *any-*

- b. the presence of related polarity item(s): **NPI** (*not, even, at all*)
- c. **question tag** (*neither tag / either* conjoining)
- d. **inversion** when neg. adverb is fronted. Consider the following examples.



(35) a. *John will (not) marry anybody.*
 b. *He didn't show any mercy, neither was he sorry for what he has done.*
He will never accept your help, and his sister will never accept it either.
She did not give him anything at all, not even on his birthday.
 c. *John married an Italian, didn't he /*did he?*
 d. *Never will he help me.*

(36) Some English polarity items

Both NEG and Q	only NEG: NPI	Only Q	Never NEG
<i>any, any-</i>	<i>a single N (US)</i>		
<i>yet, ever, long</i>	<i>either</i>	<i>whether, how</i>	<i>already, too</i>
<i>need, dare</i>			
<i>at all (UK)</i>	<i>?at all (US)</i>		<i>sort of, kind of</i>
<i>give a damn</i> <i>move an inch</i>	<i>lift a finger,</i> <i>spend a penny/ red cent,</i>	<i>what the hell</i>	

(37) a. *Mary did not see a single friend / anybody on her trip.*
 b. **Mary saw a single friend/ anybody on her trip.*
 c. *Did Mary see *a single friend/✓ anybody on her trip?*

Consider the tests in your native tongue.

CZ: Question tags are *not* a reliable diagnostics and the Czech *vůbec* ('at all') is *not* NPI.

Signals of neg in CZ: (i) **obligatory *ne* + V,**
 (ii) *ne-/ni-/coli* prefix is significant,
 (iii) NPI: *žádný, ani...*

(38) a. *Maruška nehnula ani prstem.* a. *Maruška nehnula ničím.*
 b. **Maruška hnula ani / žádným prstem.* b. **Maruška hnula ničím.*
 c. **Hnula Maruška ani / žádným prstem?* c. **Hnula Maruška ničím?*

(39) **EXERCISE** =====

Explain the (un)grammaticality of the following examples.

- a. **He knows everything at all.*
- b. *% Did you drink at all at the party?*
- c. **Did you have a single drink at the party? (US)*
- d. ** He doesn't know anything neither.*
- e. ** Did you drink either at the party?*
- f. ** He knows everything either.*
- g. ** He doesn't understand it still.*
- h. ** Did you yet go to the party?*
- i. ** He yet remembers everything.*

9.7 The Scope of Negation

SCOPE: = The domain in which the polarity item *any* gets negative interpretation.

In English it is usually a simple clause. i.e. Negation is clause bound

(40) *Complex/compound sentences*

- a. *Bonnie cannot see anything* [when *anything* covers his eyes.] = free choice / * negative
- b. *Though we did not ask anybody* [*any* people can come.] = free choice / * negative
- c. *I did not bring anything but* [*you* can take *any* of those.] = free choice / * negative

9.7.1.1 *Shortening the scope of NEG*

(41) a. *Nebavím se s nikým. / s **kýmkoliv.*** ??? *How can we limit the scope*
 b. *I do not talk to anybody.* (to get a **free choice** reading ?)

(42) a. *He will not choose just anything.* (=free choice reading!)
b. *Mary cannot invite just anybody.* (=free choice reading!)

a barrier to the scope

9.7.1.2 *Enlarging the scope of NEG (NEG-Transportation/Transfer)*

(43) a. *I think he will not come at all.*
b. *I do not think he will come at all.*

(44)	a.	<i>I think</i>	<i>he is NOT here.</i>
	b.	<i>I do NOT think</i>	<i>he is here.</i>

NEG Transportation: The shift/move of NEG from the embedded clause to the main clause, the interpretation does not change in a. and b., but formally, **the scope of the negation covers both main and subordinate clauses** in (b).

(45) a. *I think // that Mary will NOT help any-body/*some-body /*no-body at all.*

b. I do NOT think [[that Mary will help **any**-body/***some**- body /***no**- body **at all**.

- a. the main clause is positive. The second/subordinate is negative, as signalled by NOT, the negative interpretation of *any-body* and the presence of '*at all*'
- b. the main clause is (formally!!!) negative (particle **not**). The second/subordinate clause does not contain any negative particle, but the interpretation of *any-body* and '*at all*' signal its negative polarity. The **scope is thus enlarged** into both clauses.

(46) EXERCISE =====

Discuss the process of **NEG-transportation** (concentrate on the signals of polarity\)

- a. I assume that Henry will **NOT** write **any-thing**/***some-thing**/***no-thing at all**.
- b. I do **NOT** assume that Henry will write **any-thing**/***some-thing**/***no-thing at all**.
- c. I believe that Mary will not say anything at all to anybody.
- d. I do not believe that Mary will say anything at all to anybody.

Write Czech equivalents of the above sentences and check the scope of negation. Underline the elements which show the polarity of the Czech sentences. Is the process of NEG transportation the same in Czech as in English? (If you do not speak Czech, use your native language).

- a.
- b.
- c.
- d.

Czech can do NEG-transportation. However, compared with English,



9.7.1.3 Negative Adverbs / Partial Negation

Apart from negative Adverb **never**, which creates "full" clausal negation, there are Adverbs in English, which constitute so called "partial" clausal negation: e.g.

(47) *hardly, scarcely, barely, rarely, seldom, little, few...*

The term 'partial' concerns their interpretation, not their formal polarity.

Compare the positive vs. negative patterns represented by 'often' and 'never':

(48)	a. <i>He <u>often</u> knows anything *at all.</i>	... positive pattern
	b. <i>He <u>never</u> knows anything / *nothing / at all.</i>	... negative pattern
	c. <i>He knows <u>hardly/barely</u> anything / *nothing / at all.</i>	... negative pattern
(49)	a. <i>He <u>often</u> knows all, doesn't he / *does he.</i>	... positive pattern
	b. <i>He <u>never</u> knows, does he / *doesn't he.</i>	... negative pattern
	c. <i>He knows <u>hardly/barely</u> all, does he/ *does he?</i>	... negative pattern
(50)	a. <i><u>Often</u> I will help you. / *<u>Often</u> will I help you.</i>	... positive pattern
	b. <i>*<u>Never</u> I will help you. / <u>Never</u> will I help you.</i>	... negative pattern.
	c. <i>*<u>Hardly</u> I will help you. / <u>Hardly</u> will I help you.</i>	... negative pattern

Write Czech equivalents of the above sentences using **často/ nikdy/ stěží** and using some Czech NPI (ani, žádný...). Then fill the comparison below the examples.

(51) a.
b.
c.



Czech has partially NEG adverbs, e.g. **stěží**, which are semantically equivalents to the English ones. However, compared with English,

9.7.1.4 *Clausal vs. Phrasal NEG: Inversion signals a clausal Neg*

Clausal negation in English can result also from structures with negated Object or Adverbial, though esp. the latter structures remain often ambiguous between i. the clausal and ii. partial negation.

(52) a. *I have no friends.* = *I do not have any friend.*
b. *I will do it in no time.* = **AMBIGUOUS:** interpreted depending on the assumed scope.
i. *I will not ever do it.* ... clausal negation
ii. *I will do it [in short time].* ... partial negation

Inversion signals a clausal NEG. No inversion signals a phrasal NEG scope only.

(53) a. *[In no time] Mary will come.* (=she comes soon = in no time) partial (NP) NEG
b. *[In no time] will Mary come.* (=she never comes=she will not come ever) clausal NEG

(54) **EXERCISE** =====

Translate (or paraphrase) the following sentences. Notice that (a/b) are ambiguous, while (c-f) are not. Referring to the discussion in this section, explain the distinction in terms of partial vs. clausal negation.

a. *They are ready for no job.*
b. *For no job are they ready.*
c. *For no job they are ready.*
d. *The food tastes well with no salt.*
e. *With no salt the food tastes well.*
f. *With no salt does the food taste well.*
d. *I love Mary in no dress.*
e. *In no dress I love Mary.*
f. *In no dress do I love Mary.*

Clausal NEG changes the Entailment

Consider the distinction of positive vs. negative predicated on entailment (set-subset)

- i. subset entail set - upward entailment.
- ii. set entails subset - downward entailment.

(55)	a.	<i>I am eating pork.</i>	= (entails)	<i>I am eating meat.</i>	↗
	b.	<i>I am eating meat</i>	≠ (does not entail)	<i>I am eating pork.</i>	
	a.	<i>I am not eating pork.</i>	≠ (does not entail)	<i>I am not eating meat.</i>	↘
	b.	<i>I am not eating meat</i>	= (entails)	<i>I am not eating pork.</i>	

(56) EXERCISE =====

- a) Demonstrate the distinct **scope** of English negative morphemes **un-**, **not** and **n't**.
- b) assuming that the scope is defined structurally - "a sister of Neg" - explain the ungrammaticality of the example below
 - (i) *Anybody did not arrive.

(57) EXERCISE =====

What is the distinction between **multiple** negation and negative **concord**? Describe and use different examples which clearly show each type. You can you mention also the black English?

(58) EXERCISE =====

Describe the position of English NEG (in particular the morpheme *-n't*) with respect to the Subject and the parts of finite predicate. Make a schematic tree (or describe and use bracketed example) with the Subject: John, and the V: sleep. Recall that English predicate can have a verb plus 4 Modal/Auxiliaries, So be precise!

(59) EXERCISE =====

What does the term **NPI (Negative polarity Item)** mean? Explain the term.
Illustrate the phenomena using English examples (show at least one example distinct from any-) and one example in your native language. Recall that to prove that some expression is NPI you have to make at least one * example!

(60) EXERCISE =====

- (a) Describe and demonstrate 3 tests which signal that the NEG polarity of an English clause .

.....
.....
.....

- (b) what are the tests in your native language?

(61) EXERCISE =====

(a) Describe and demonstrate the process of NEG transportation.

.....
.....

(b) Is the NEG transportation possible in Czech, too? Demonstrate whether it is formally / semantically equivalent to English.

.....
.....

(62) EXERCISE =====

Both examples below contain a partially negative adverb and the NPI element. Why is the Czech example in (i)/(iii) *, while the English close equivalent is OK?

(i) *Jana si **stěží** koupí ani jednu knihu.

(ii) “Jane will **hardly** buy a single book (at all).”

(i) *Nemyslím, že si koupí ani jednu knihu. (= Nemyslím, že si koupí jakoukoliv knihu)

(ii) I don't think she will buy a (single) book at all.

(63) EXERCISE =====

(a) Describe the **formal polarity** (negative/positive) of the English **adverb hardly**. Give at least 3 arguments to support your claim with examples.

.....
.....
.....

(b) Why do linguists call adverbs like **hardly** "partial negative"? Do you know some more English adverbs which behave like **hardly**? Show them.

.....
.....
.....

10 ENGLISH SENTENCE STRUCTURE

The sentence patterns depend on

- a) the **SUBCATEGORIZATION** of V (the **right** part following the **predicate** = lexical V)
plus optional adjuncts
- b) on **MODALITY** (the **left** part, preceding V
plus optional adjuncts and disjuncts



(1) Will John often not GO to the cinema tonight?

Naturally John will not often go to the cinema next month.

The **RIGHT** part of the clause contains (a) selected (subcategorized, obligatory) complementation
(b) optional adjuncts (AdvP or PP)

(2) *Subcategorization (c-selection): **obligatory** complementation of the lexical Verbs
(+ any VP **can** include optional recursive adverbials)*

c-selection categorial VP	example of the VP (projection of the lexical Verb)	sentence pattern (obligatory parts) (with functions)
V, [--]	-(to)- LAUGH [_{AP} <i>happily</i>] [_{PP} <i>for five minutes</i>].	[1] S V (Adverbial) (Adverbial)
V, [--NP]	-(to)- FIND [_{NP} <i>a diary</i>] [_{PP} <i>at home</i>] [_{AP} <i>now</i>].	[2] S V O (Adverbial) (Adverbial)
V, [-- AP]	-(to)- SEEM [_{AP} <i>less tired than before</i>].	[3] S Cop Sec. pred.
V, [-- PP]	-(to)- LEAN [_{PP} <i>towards the girl</i>].	[4] S V A
V, [-- VP]	-(to)- KEEP [_{VP} <i>whistling at her</i>].	[5] S V Sec.pred.
V, [-- (NP) NP]	-(to)- READ [_{NP} <i>the girl</i>] [_{NP} <i>an interesting story</i>].	[6] S V O _i O _d
V, [-- (NP) (PP)]	-(to)- WRITE [_{NP} <i>a letter</i>] [_{PP} <i>to Joe</i>].	[7] S V O _d O _i
V, [-- NP PP]	-(to)- PUT [_{NP} <i>a book</i>] [_{PP} <i>on the shelf</i>].	[8] S V O A
V, [-- NP NP]	-(to)- CALL [_{NP} <i>her</i>] [_{NP} <i>a clever girl</i>] <i>again</i> .	[9] S V O Sec.pred.
V, [-- NP (VP)]	-(to)- SEE [_{NP} <i>the car</i>] [_{VP} <i>hit the tree</i>].	[10] S V O Sec.pred.
V, [--NP AP]	-(to)- MAKE [_{NP} <i>me</i>] [_{AP} <i>sad about him</i>].	[11] S V O Sec.pred.

10.1 Modality

Narrow Modality reflects the speaker/writer's attitude to conveyed information, such as probability, ability, volition, permission, obligation, etc. Expressed with **Modals**, **Adverbials**, complex sentences, etc.

(3) a. **deontic modality**: *ability (can), permission (may), volition (will), duty/obligation (must), etc.*
b. **epistemic** modality (attitude and validity of the information): *perhaps, maybe, etc.* as well as the modals in (a) when they indicate only the likelihood of a clause being true:

(4) a. *I am sure John need not arrive at all.*
 b. *Of course, Ellen may be home, but she need not be; she could also be at work, I believe*
 c. *I hope Bill will be allowed to come but it must not be announced in advance.*

(5) **EXERCISE** =====

The following list of frequently used epistemic modals has the form of a **Scale of tentativeness**. Make sentences with each modal and then replace it with some alternative way of expressing modality.

WILL	<i>no doubt, high degree of confidence</i>
WOULD	<i>no doubt, assuming certain conditions</i>
SHOULD	<i>reasonable expectation, some confidence</i>
CAN	<i>possibility</i>
COULD	<i>probability, some doubt</i>
MAY	<i>more doubt, tentativeness</i>

10.1.1.1 Broad (Intentional) Modality (Functions and Forms of the English sentences)

Broad or Intentional Modality is realised/ encoded (in English) in the formal clausal pattern.

(6) a. *to convey information (= declarative sentence)*
 b. *to require information (= interrogative sentence)*
 c. *to make a command (= imperative sentence)*
 d. *to wish something (= desiderative sentence)*

(7) *Functional and formal classification of clauses:*

	COMMUNICATIVE FUNCTION (speaker's INTENTION - USE)	FORMAL STRUCTURE (STANDARDISED FORM)
I.	STATEMENTS	DECLARATIVES
	a. affirmative	a. affirmative
	b. negative	b. negative
II.	QUESTIONS	INTERROGATIVES
1.	a. positive question	a. positive
	b. negative question	b. negative
2.	a. i. polar question	a. i. polar question
	ii. question-tags	ii. question-tags
	b. WH-question	b. WH-question
3.	a. direct question	a. direct question
	b. indirect question	b. indirect question
	- true vs. rhetorical question	
4.	- echo-question	- true vs. echo-question
III.	ORDERS (APPELLATIVE)	IMPERATIVES
1	a. 2nd/singular	a. 2nd/singular

	b. other persons	b. periphrastic
2	a. direct order	a. direct question
	b. indirect order	b. indirect
IV.	EXCLAMATIONS	EXCLAMATIONS
1.		special structures
V.	OPTATIVES	WISH-CLAUSES

The distinction between **form** and **use/ function**

(8) a. *PRIMARY FUNCTION* of a given form
 b. *SECONDARY FUNCTION* of a given form (often rather conventionalized)
 c. 'Special' = **PRAGMATIC FACTORS** (require wider context)

10.1.1.2 Word order patterns

Consider the main English sentence patterns w.r.t. the **linear order of the relevant constituents** (using meaningful labels). In some grammars, M–P–T refers to the order Manner–Place–Time.

Unfortunately, after the sunset the girl could not see her brother well in front of the house.

(9) a) ~~S – V – O – M – P – T~~ (*This formula does not reflect the clausal patterns in detail.*)
 b) S – ~~Mod/Aux – Neg – V~~ – O – M – P – T
 c) NP – Mod/Aux – Neg – V – AP – PP – PP

10.2 Deriving the sentence patterns (Transformations)

Distribute the words/ phrases/ units (=constituents). Consider also **the size** of the elements.

(10) *Henry will sleep tonight.*
 (11) *The boy is reading a novel.*
 (12) *That curiously beautiful girl has walked around our school every day this week.*
 (13) *He can put the book on its place as soon as Mary tells him where it should be.*

	S	M/A	"VP"	
	(Subject)	(Modal/ Aux.)	'Verb'	V-complementation
(10)				
(11)				
(12)				
(13)				

10.2.1.1 Negation

(14) *Henry will not sleep tonight.*

(15) *The boy is not reading a novel.*
 (16) *That curiously beautiful girl has not walked around our school every day this week.*

10.2.1.2 Polar Questions

(17) *Will Henry sleep tonight?*
 (18) *Is the boy reading a novel?*
 (19) *Has that curiously beautiful girl walked around our school every day this week?*
 (20) *Henry will be sleeping well.*
 (21) *The new boy will look for you tomorrow.*
 (22) *She may have been having a shower for more than an hour.*

fronting in questions ← position of NOT

	S	M/A	'V -VP'	
	(Subject)	(Modal/ Aux.)	Verb'	V-complementation
(20)				
(21)				
(22)				

Analytic Predicates in English

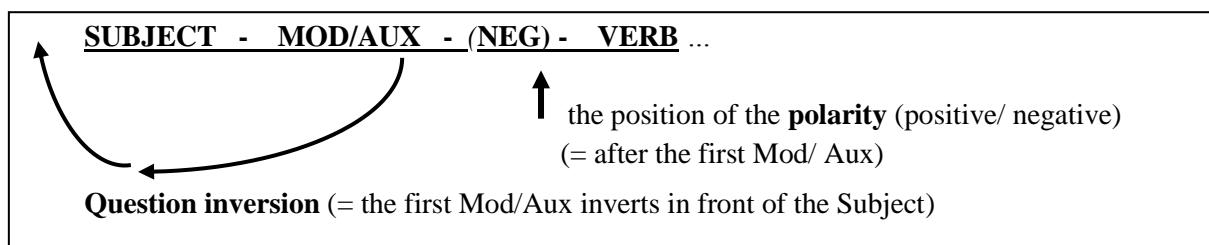
The above data illustrate what is called an **analytic Predicate** = a Predicate which can be divided into several parts. Such a Predicate is characteristic of Modern English.

The English word order expressed as **S-V-O** is *not* able to capture with clarity either the position of negation or the nature of question inversion.

10.2.1.3 Other uses of the structure S-M/A-V-(O)

The **word/ constituent order in English** has a grammatical function. We must state the order of constituents in a clause correctly to be able to discuss the main types of sentences, i.e. properly state the position of negation, the inversion process and also other processes.

(23) Constituent order in English



'SVO' does **not** mean, that "*the first word is a Subject.*" There are many things which can precede.

(24) a. **With no job Robin would (*ever) be happy...**

- b. *With no job in which country would Robin feel happy?*
- c. *Last week with whom did he go to the conference?*

Remember:

- i) there can be several topicalized constituents in front of the Subject,
- ii) a SUBJECT can be very complex (it is an NP, not N!),
- iii) **MOD/AUX is one word,**
- iv) a Verb can be complex (contain other Auxiliaries), and
- v) V-complementation varies according to the Verb.

a. Question tags

- (25) *Sunday morning Henry will sleep, won't he?*
- (26) *Whoever Mary talked to at school is not at home, is he?*
- (27) *That curiously beautiful girl often walks around our school, doesn't she?*

Question tags are formed with

b. Short answers

- (28) *Will Henry sleep late Sunday morning?* - Yes, he will. /?Yes, Henry will.
- (29) *Does that beautiful girl talk a lot?* - Yes, she does. /*Yes, she talks.
- (30) *Is the boy Mary talked to at home?* - No, he is not. /*No, the boy not.

Short Yes/No answers are formed with

c. Questions of surprise

- (31) *Henry will sleep all afternoon.* - Will he? /*Will Henry?
- (32) *The girl walked around our school again!* - Did she? /*Walked she?
- (33) *The boy you talked to is never at home!* - Isn't he? /*He not at home?

Questions of surprise are formed with

10.2.1.4 Negative questions

In formulating the “rule” for question inversion in English in (23), negative questions show the importance of the **size** of the inverting element. Consider the following examples and explain the ungrammaticality. (Underline the inverting element. How many words invert?)

- (34) a. *Henry won't arrive soon.* - *Won't Henry arrive soon?*
 b. *Henry will not arrive soon.* - *Will Henry not arrive soon?*
 c. *That girl is never reading novels.* - *Is that girl never reading novels?*
 d. *That girl is often reading novels* - *Is that girl often reading novels?*

- (35) a. *Henry will often arrive* - * *Will often Henry arrive?*
 b. *Henry will never arrive* - * *Will never Henry arrive?*
 c. *Henry will not arrive.* - * *Will not Henry arrive?*

10.3 WH questions

What is the constituent order in the WH question in English? Compare the a. examples in (36)/(37) with the b. examples and try to generalize about the changes.

(36) a. *Lucy will read your book tomorrow.*
b. *Intelligent students can learn a lot of exciting facts at school every day.*

(37) a. *Whose book will Lucy read?*
b. *What else can intelligent students learn at school every day?*

		S	M/A	"V-VP"
(36) a				
(36) b				
(37) a				
(37) b				

(38) The main characteristics of the WH question are a) question inversion,
b) a fronted WH element or a phrase.

The characteristics of the WH element

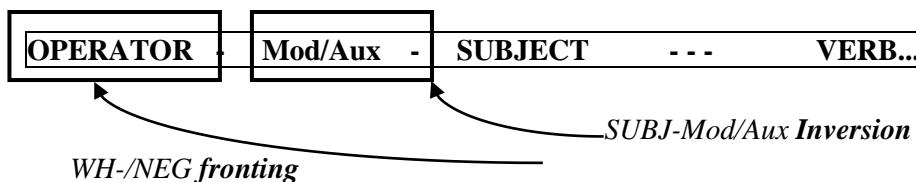
Consider which part of the declarative sentence is questioned in WH questions.

- How complex is the initial element?
- Which structures do not exhibit the inversion?

(39) *What can intelligent students learn at school every day?*
(40) *Which facts can intelligent students learn at school?*
(41) *How many exciting facts can intelligent students learn in a day?*
(42) *Where can intelligent students learn a lot of exciting facts?*
(43) *When can intelligent students learn a lot of exciting facts?*
(44) *Which students learn a lot of exciting facts at school every day?*

There are some other structures which suggest that the fronting of some constituent is a more general phenomenon. Consider the similarity of the following examples

Fronted operators (adverbial question operators, negative constituents, and some operators with special reference) can trigger the same inversion.



(45) **When/ Where (in the world)/ How (on earth) will** Henry find that novel?
(46) **Never will** Henry read that novel. **Not one person did** she help.
(47) **Only once did** she help me. **And so did** her husband.

10.4 Indirect WH questions and Echo questions

Compare the following structures with the "standard" in (36)/ (37),
i.e. concentrating on a. the presence of **inversion**, b. the position of the **WH element**.

Indirect WH questions. This is the term for “*embedded questions*.”

- (48) *He told us which facts intelligent students should learn at school every day.*
- (49) *He wonders whether intelligent students can learn a lot of exciting facts at school.*
- (50) *What intelligent students should learn at school every day is an intriguing question.*

Echo questions

- (51) *Intelligent students can learn what at school every day?*
- (52) *Intelligent students learn a lot of exciting facts every day where?*
- (53) NOTICE: *Who can learn lot of exciting facts at school every day?*

10.5 Imperatives (Covert Subjects)

The structural formula **S – M/A – V – (O)** suggests that Subject is a necessary part of the English clause. Sometimes, however, it is not overt. Consider the following examples of imperatives and look for the signals of the presence of a Subject. (Make similar examples to prove this claim.)

- (54) a. *Open the window! Open the window, you! *Open the window, her!*
- b. *(You sob), don't do that!*
- c. *Help yourself to some strudel!*
- d. *Help him please, will you!*
- e. *Let's go, shall we?*

(55) Indirect commands/ requests

- a. *I asked Mary to open the window.*
- b. *I ordered him to go outside.*

(56) EXERCISE =====

What is the distinction between (a) and (b) in the following example? First translate the (a) and (b) examples into Czech. Then state the function of the pronominal 'us'. In the end explain the ungrammaticality of (d).

- a. *Let us go, shall we?* "us" is
- b. *Let us go, will you?* "us" is

- c. *Let's go, shall we?*
- d. **Let's go, will you?*

(57) EXERCISE =====

Discuss the following structures using the term of "movement".

- a) *Is John playing computer games every day?*
- b) *Yesterday afternoon I will help you with your homework.*
- c) *What is John doing at home?*
- d) *Those big bags of food I cannot carry for sure!*
- e) *Never will I give you so much money!*

10.6 Subordinate clauses

see also Dušková (1994) pp. 588-647; or ; <https://mluvniceanglictiny.cz/>

10.6.1.1 Classification of Subordinate Clauses

Consider the **sentence functions** of the bold elements.

(1) A B C D E
a. EVELYN made a fantastic PROPOSAL to the committee yesterday.
b. EVELÝNA podala fantastický NÁVRH předsednictvu včera.

Two kinds of Classification of subordinate clauses (plus many mixed types)

I. **Functional**: According to the **sentence member** the clauses replace/realize. .

- A. Subject → Subordinate **Subject** Clause
- B. Attribute → **Relative**/Attributive Clause
- B. Object → Subordinate **Object** Clause
- C. (Prepositional) Object → Subordinate (Prepositional) **Object** Clause
- D. Adverbial → Subordinate **Adverbial** Clause

(2) a. **WHO(EVER) WANTED** gave a proposal to the committee yesterday.
KDO CHTĚL, podal návrh předsednictvu.

b. Evelyn gave the proposal **which was fantastic** to the committee yesterday.
Evelýna podala včera komisi návrh, **který byl fantastický**.

c. Evelyn gave them **WHAT THEY WANTED**.
Evelýna jim podala, **CO CHTĚLI**.

d. Evelyn gave a proposal **to who(ever) she wanted**.
Evelýna podala návrh, **komu chtěla**.

e. Evelyn gave a proposal to the committee **after she introduced herself**.
Evelýna podala návrh předsednictvu, **jakmile se představila**.

II. **Categorial:** According to the **part of speech** which typically occurs in the same function.

(ii). A. Subject → Noun → Nominal Content Clause
 B. Object → Noun → Nominal Content Clause
 C. (Prep.) Object → Noun → Nominal Content Clause
 D. Adverbial → Adverb → Adverbial Clause

Three black exclamation marks arranged in a horizontal row, with one additional exclamation mark centered below the row.

(3) a) **NOMINAL** content clause ('replace main/obligatory **NP** sentential members')
b) **ADVERBIAL** clause ('replace Adverbials')
c) **ATTRIBUTIVE** (content) and **RELATIVE** clauses ('replace Attributes')

10.6.1.2 More about Nominal Content Clauses

Used in the function of a nominal phrase (Subject, Object, Complements, etc.).

Connected with the main clause with a connecting element: **O**, **THAT**, **WH-ELEMENT**

(4) a. *He's told us jokes.* = Object / Noun
b. *He's told us **THAT** he couldn't come.* = Object / Nominal Content Clause
c. *This story is interesting.* = Subject / Noun
d. ***WHAT** you say is interesting.* = Subject / Nominal Content Clause

10.6.1.3 Resumptive element ('opěrný výraz')

(5) a. *IT is interesting **WHAT** you say.*
b. *(*It/*That) What you say, is interesting.*
c. *TO je zajímavé, CO říkáš.*
d. *(To,) Co říkáš, je zajímavé.*
e. *He was interested in (*it/*that) what he needed.*
f. *Zajímalо ho jen to, co potřeboval.*
g. *(Ten) Kdo šetří, (ten) má za tří.*
h. *(To) O čem nevíš, (to) tě nebolí.*

10.6.1.4 Tense/Mood (and other characteristics) of the Subordinate Clause

(6) a. **Indirect speech** *He said he **would** do it when he **came**.*
*Řekl, že to **udělá**, až **přijede**.*
b. **Indirect question:** *He asked if/ whether **she would** come.*

10.6.1.5 Classification of Adverbial Clauses

(7) **Place:** a. *I found my notebook **WHERE** I LEFT IT.*
b. ***WHEREVER** WE CAME, we meet with friendliness.*

(8) **Time :** a. *I'll give it to you, **AS SOON AS** I (*WILL) FINISH.*
b. ***WHEN** (I AM) ON HOLIDAY I (will) dismiss all work.*

(9) **Manner** (and condition): There exist many kinds of Adverbials of 'Manner', e.g. **cause, reason, purpose, result, condition, concession...** Include also **conditional clauses**.

a. *His voice broke **AS IF** HE WERE GOING TO CRY.*
b. *There is no light here **SO THAT** WE COULD WORK.*
c. *We had to go there **BECAUSE** WE WERE ASKED TO.*
d. *I am not going to go there **IN CASE** YOU DON'T COME.*
e. *He will do it, **IF** YOU ASK HIM.*
f. ***IF** YOU ASKED HIM, he **would** do it.*
g. *(AL)THOUGH THE WEATHER IS FANTASTIC we will have to stay at home.*
h. ***SINCE** SHE DID NOT ANSWER we can do it our way.*

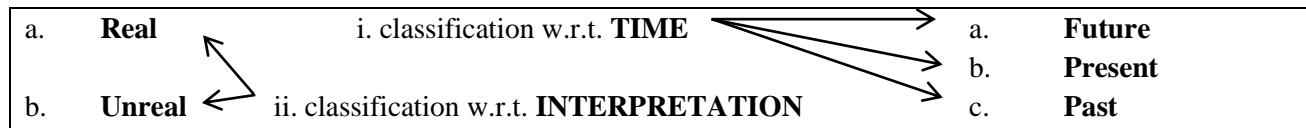


(10) **Manner (Grading):** Adverbial clauses of Manner can be also related to Adjective or Adverb (grading, degree, comparison, etc).

- a. *Mary is **more** lazy **THAN** ANYBODY CAN IMAGINE.*
- b. *He was **so** stupid **THAT** I COULD NOT BELIEVE IT.*
- c. *The airplane got **as** high **AS** NOBODY HAD EXPECTED.*

!! ! !

10.6.1.6 Conditional Clauses



(11) **REAL:** no conditional (no FUT after if)

- a. FUT *If I can, I will help you.* *Jestli budu moci, pomohu ti.*
- b. PRES *If it rains he is at home.* *Jestli prší, je doma.*
- c. PAST *If it rained he took an umbrella.* *Jestli pršelo, vzal si deštník.*

(12) **UNREAL:** conditional

- a. no unreal in future
- b. *If it rained he would be at home* *Kdyby pršelo (ted) byl by doma (ted).*
- c. *If it had rained he would have taken an umbrella.* coll.: *Kdyby pršelo (včera) vzal by si (tehdy) deštník.*
= Kdyby bylo bývalo pršelo, byl by si vzal deštník.

(13) *Mixed patterns*

- a. PAST-PRE *If it had rained (yesterday), the container would be full of water (now).*
Kdyby včera bývalo pršelo, byl by kontejner plný vody. (nepršelo - není)
- b. *If it rained (last week) the container is full of water (now).*
Jestli včera pršelo, kontejner je plný vody. (možné to je...)

(14) **EXERCISE** =====

(Change the underlined constituents into (semi-) clauses. How would you classify them?)

- a. *Mary arrived yesterday.*
- b. *The man reading newspaper is my brother Tom.*
- c. *I like Josephine.*
- d. *Joe is not interested in sports.*
- e. *Don't say that!*
- f. *He is taller than Mary.*

(15) EXERCISE =====

State the kind of embedded clause and the sentence member in the main clause which is related to it. (what is the *syntagma*?). Try to replace the subordinate clause by a non-clausal constituent.

- [1] **WHEREVER WE** said something, we meet with hostile response.
- [2] *I'll let you know, AS SOON AS I (*WILL) ARRIVE.*
- [3] **WHEN (I AM) ON VACCINATION I** (will) try not to do any work at all.
- [4] *She behaved AS IF SHE KNEW NOTHING ABOUT IT..*
- [5] *There is no money left SO THAT WE COULD BUY IT.*
- [6] *We had to come back soon BECAUSE WE HAVE TO ARRIVE IN TIME..*
- [7] *I am not moving it IN CASE YOU DON'T DO YOUR PART OF WORK*
- [8] *John sat down WHERE I TOLD HIM.*
- [9] *Mary will help you, IF YOU PAY HER ENOUGH..*
- [10] *IF YOU PAID HER ENOUGH, she would help you..*
- [11] *(AL)THOUGH THE WEATHER IS BAD we will not stay in the hotel.*
- [12] *SINCE THEY DID NOT ARRIVE we have plenty of space to put our stuff.*
- [13] *He is more clever THAN WE THOUGHT.*
- [14] *He gave us so much money THAT WE COULD BUY ANYTHING.*
- [15] *The bullet got as high AS NOBODY HAD EXPECTED.*
- [16] *Bill spoke so quickly that we could not follow him..*
- [17] *I'll give it to whoever I like.*
- [18] *That you will not be able to finish was clear to all of us..*
- [19] *Bill borrowed more money than he will be able to pay back.*

(16) EXERCISE =====

- a. a nominal content clause in the function of Subject (with and without the linking it)

-
- b. a nominal content clause in the function of Object

-
- c. a nominal content clause in the function of Object of Preposition

-
- d. a nominal content clause in the function of Predicate

-
- e. an Adverbial clauses in the function of Time adv. and adv. of Place

-
- f. an Adverbial clause in the function of Grading

(17) EXERCISE =====

Explain, when it is **advantageous** to use of the sentence scheme SVOMPT and then discuss its **disadvantages**. Give at least 3 reasons why it is not correct as a generalized scheme of English clauses. In which situation it is usefull to use some other scheme? Which one?

(i)
(ii)
(iii)

(18) EXERCISE =====

English analytic predicate. Give two good reasons for why (especially in English) we need to divide the position of the predicate into separate syntactic heads/ projections.

NOTE: the N.I.C.E. characteristics may counts as one reason only. So apart from explaining how N.I.C.E confirms the analyticity of the predicate, be sure you give some other reason(s), too!

(19) EXERCISE =====

In which contexts do we expect the T/Q head to be fronted in front of the Subject position (the so called **inversion**)? Describe and demonstrate this behavior with at least two distinct examples.

(20) EXERCISE =====

(a) Describe and illustrate **two** main word-order characteristics of English direct Wh Questions. To demonstrate your description, use examples o

f
(i) a direct Wh question for V-complement/Object
(ii) a direct Wh question for Subject.

(b) Then use the same examples to describe and demonstrate the form of the Indirect Wh Question.

(i)
(ii)

(c) Referring to your examples, state the distinction between the direct and indirect Wh questions.

(21) EXERCISE =====

(a) What does the **pre-verbal** part of a simple clause depend on? What decides about which constituents (phrases) and in which order will appear in front of the lexical Verb? Describe and demonstrate with data.

(b) What does the **post-verbal** part of the declarative clause depend on? What decides about which constituents (phrases) will appear after the lexical Verb? Describe and demonstrate with data.

(22) EXERCISE =====

(a) What is the relation between the utterance functions (**pragmatic** usage) and sentence patterns (**formal** realization)? Describe and illustrate some standard/primary correlations, but mention also standard secondary usages.

(b) Mention the form and function of the “rhetorical question”.

(23) EXERCISE =====

Which kind of relative clause are the following (punctuation is omitted)

- a. Children who hate chocolate are uncommon.
- b. They live in a house whose roof is full of holes.
- c. An elephant is an animal that lives in hot countries.
- d. Let's go to a country where the sun always shines.
- e. The reason why I came here today is not important.

(24) EXERCISE =====

(a) Using the following example in (i). explain the distinction between the restrictive and non-restrictive relative clauses.

(i) I have two friends (,) who live in Prague.

(b) Give example of a pseudorelative clause.

(25) EXERCISE =====

Explain the term “**modality**” and illustrate some instances of it. There is more than one modality... be sure you mention several types

(26) EXERCISE =====

Explain, when it is **advantageous** to use of the sentence scheme SVOMPT and then discuss its **disadvantages**. Give at least 3 reasons why it is not correct as a generalized scheme of English clauses. In which situation it is useful to use some other scheme? Which one?

(27) EXERCISE =====

English analytic predicate. Give two good reasons for why (especially in English) we need to divide the position of the predicate into separate syntactic heads/ projections.

NOTE: the N.I.C.E. characteristics may counts as one reason only. So apart from explaining how N.I.C.E confirms the analyticity of the predicate, be sure you give some other reason(s), too!

(28) EXERCISE =====

In which contexts do we expect the T/Q head to be fronted in front of the Subject position (the so called **inversion**)? Describe and demonstrate this behavior with at least two distinct examples.

(29) EXERCISE =====

Give examples of English nominal content clauses in the functions of Subject and Object. What is the role of the expletive/linking it in these clauses? Explain the contrast between Czech and English

- (i) Petr opakuje to, co Marie říká.
- (ii) * Peter repeats it what Mary says.

(30) EXERCISE =====

Describe and demonstrate at least two kinds of English complex sentences where the **Tense of the subordinate predicate** is influenced

by form of the matrix clause predicate and
by the selected complementizer(s).

State the **rule** for this phenomenon and mention some frequent exceptions (if they exist).

(31) EXERCISE =====

There are subordinate clauses which do not tolerate a future morpheme **will**. Give the names of these structures and illustrate the principle(s) using at least two distinct kinds of such sentences.

- (i)
- (ii)
- (iii)

(32) EXERCISE =====

Explain the distinction in Tense(s) in the following Czech example and its English formal equivalent. Use **linguistic terminology**.

- (i) Petr řekl, že on bude pomáhat Anně, až (ona) **bude**_{FUT} připravená.
- (ii) Peter said that he would help Ann when she **was**_{PAST} ready.

(33) EXERCISE =====

(a) Give examples of two **complex sentences** - one with a *Subject* and one with an *Object* expressed with a (semi-)clause. (Each example should have one (semi-)clause). Give the classification of the subordinate (semi-)clause.

(b) Can any of the (semi-)clause in (a) co-occur together with the the linking it? – Say which one and show both!

(34) EXERCISE =====

(a) What decides about the morphological features of the **relative pronoun** in English? Which features are relevant and morphologically marked? Give some example(s)

(b) Comment of the optionality of the morphology in (i). Notice that the expression **man** in the main clause is NOT in object case.

- (i) The man - who(m) Mary loved most - arrived on Monday.

11 EXAMS

The course is followed by the written exam GRFZ (2 credits) and State Exams in English language.

11.1.1.1 *GRFZ TEST*

The test is written in Moodle system. Students are required to come personally and write it at school. There are **27 open questions** in the test. Some more complex than others, each for 5 points. The test will be opened at a given time and you can write it for 120 min. **After 120 minutes the test closes !!!**

The test covers the topics and contents of the Bc seminars in English Grammar, i.e. AMOR, AMOS, and SNT1. If you did not attend some of the seminars, learn the topics from the recommended reading materials, e.g. the monograph Veselovská (2019) which covers the same topics in more detail – for GRFZ look at Chapters 1-26. For more advanced and complementary literature consult STAG or Moodle (the relevant courses).

For the exam, students must **sign up in STAG** in a standard way (i.e. in advance). The tests for different dates will cover the same study material but the questions will be different.

Evaluation will appear in STAG within few days (probably 48 hours). From a maximum 135 points you have to get **at least 60**

A:135-100, B:99-90, C:89-80, D:79-70, E:69-60, F:<60.

11.1.1.2 *SZAJ1 - Bc. State exam in Grammar (Morpho+Syntax)*

Each of the following topics is reformulated into several more specific questions. Each of the questions contains also a text for general syntactic analysis. **The reading is the same as for the exam GRFZ.**

- 1 Language TYPOLOGY - morphological/genetic typology - classify/compare English and Czech.
Taxonomy of Morphemes - according to (i) meaning, (ii) position, etc.
- 2 PARTS OF SPEECH - Criteria for classification (grammatical vs. lexical categories).
- 3 NOUN: Morphology of Nouns (Case, Animacy/Gender, Countability/Number, Determination). The structure of an English NP and its sentence functions.
- 4 MODIFIERs: English AP modifiers (Adj./Adv.), their semantics, morphology and sentence functions (incl. distribution).
- 5 VERB: Morphology of Verbs (Tense, Aspects, Mood). Classification of Verbs according to (i) subcategorization and (ii) N.I.C.E. properties of Modals and Auxs,
- 6 Sentence functions (sentence members) - their nature and taxonomy. Subjects in English - prototypical characteristics and standard deviations in English.
- 7 English PRONOUNS - taxonomy. Pragmatic and syntactic anaphors. Binding.
- 8 Verbal (clausal) projection: Complement vs. Adjunct vs. Disjunct. Objects in English. Passivisation - its format and functions (compare Czech and English).
- 9 The function and form of sentences. Main clause patterns in English: declarative, interrogative etc.
- 10 Complex sentence. Taxonomy of subordinate clauses. Relative clauses, WH clauses.

Written version of the state exam:**45 min quiz in Moodle**

- a) text analysis - complex sentence analysis into individual clauses and sentence members - open question
- b) theoretical question from Morphology and Morphosyntax

Spoken version**EXAMPLES OF THE QUESTIONS**
=====**3C**

Text: *I can see that there's a book on your table, but it isn't the one we were talking about. One other book is on the floor, and each shelf also has some books on it. That book of mine had a green cover.*

a. Sentence analysis

Find all the subjects in the first sentence above. What is the theme/ topic and the rheme/ focus of the existential clause? Discuss specific properties of the expletive subject and what its function is. Compare English existential clauses with their Czech equivalents (provide examples).

b. Theoretical question

Discuss the determiners that occur with the underlined nouns. Discuss properties of this category of English NPs in contrast to Czech, providing additional examples to support your proposed differences.

=====**8E**

Text : *Our economy resembles a battered warship during the current COVID-19 situation. Although the pandemic has cost our country thousands of lives, we now luckily have a little hope that the number of the newly infected is declining. We need to remain vigilant, though, and continue observing the suggested preventive measures.*

a. Sentence analysis

Analyze the sentences in the text above. Find the main and subordinate clauses and provide their category. Find all the phrasal complements and indicate their governing verbs.

b. Theoretical question

Can all post-verbal complements be passivized? What are some of the restrictions on passivization in English? Think about categorial incompatibility and semantics. Use the verbs from the text above to help you and add some examples of your own.

Clause structure

Well, *He will not visit Mary in such a way*

VISIT : *V, [-NP/VP]*

