Syntax 3

last time, we started drawing trees for sentences…

N
she

     T   VP
     will

          V   NP
          tickle

                 D   N
                 the   *child*

last time, we started drawing trees for sentences…
…and I said, "first let's Merge T with the VP…"

N   T
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        T   VP
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last time, we started drawing trees for sentences…
    …and I said, "first let's Merge T with the VP…
        …and then Merge N(P) with the result"

```
              TP

NP                    T'
she
       T                    VP
       will
              V                    NP
              tickle
                      D            N
                      the          child
```

last time, we started drawing trees for sentences…

    …and I said, "first let's Merge T with the VP…

        …and then Merge N(P) with the result"

and people said, "wait, why not do it in the other order?"

TP

NP   T'   N
she   *she*

    T   VP   T   VP
    will   *will*

      V   NP   V   NP
      tickle   *tickle*

        D   N   D   N
        the   *child*   *the*   *child*
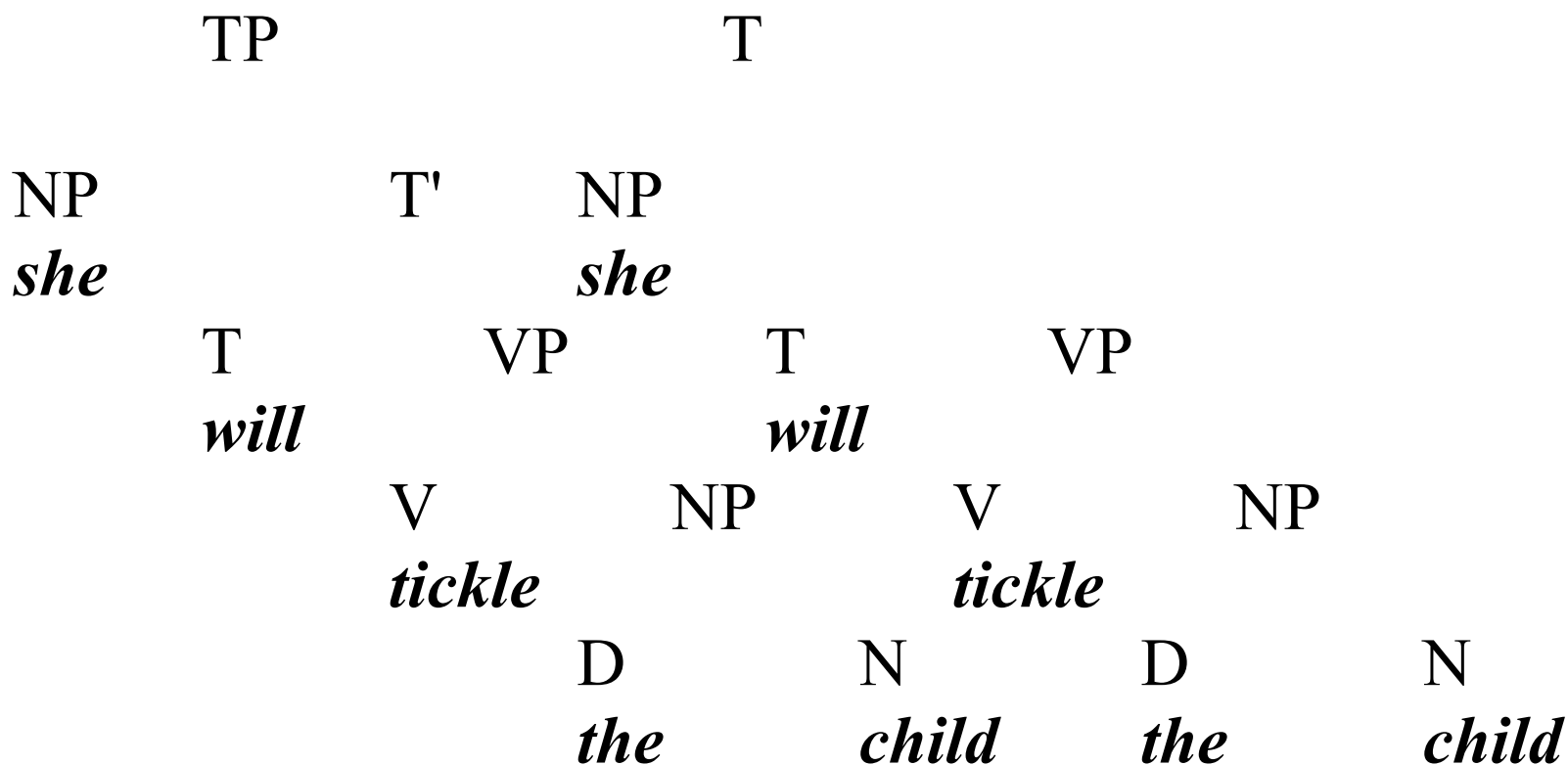
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```
        TP                    T

NP              T'     NP
she                    she
        T       VP         T           VP
        will                   will
            V       NP       V           NP
            tickle               tickle
                D       N       D           N
                the     child   the         child
```
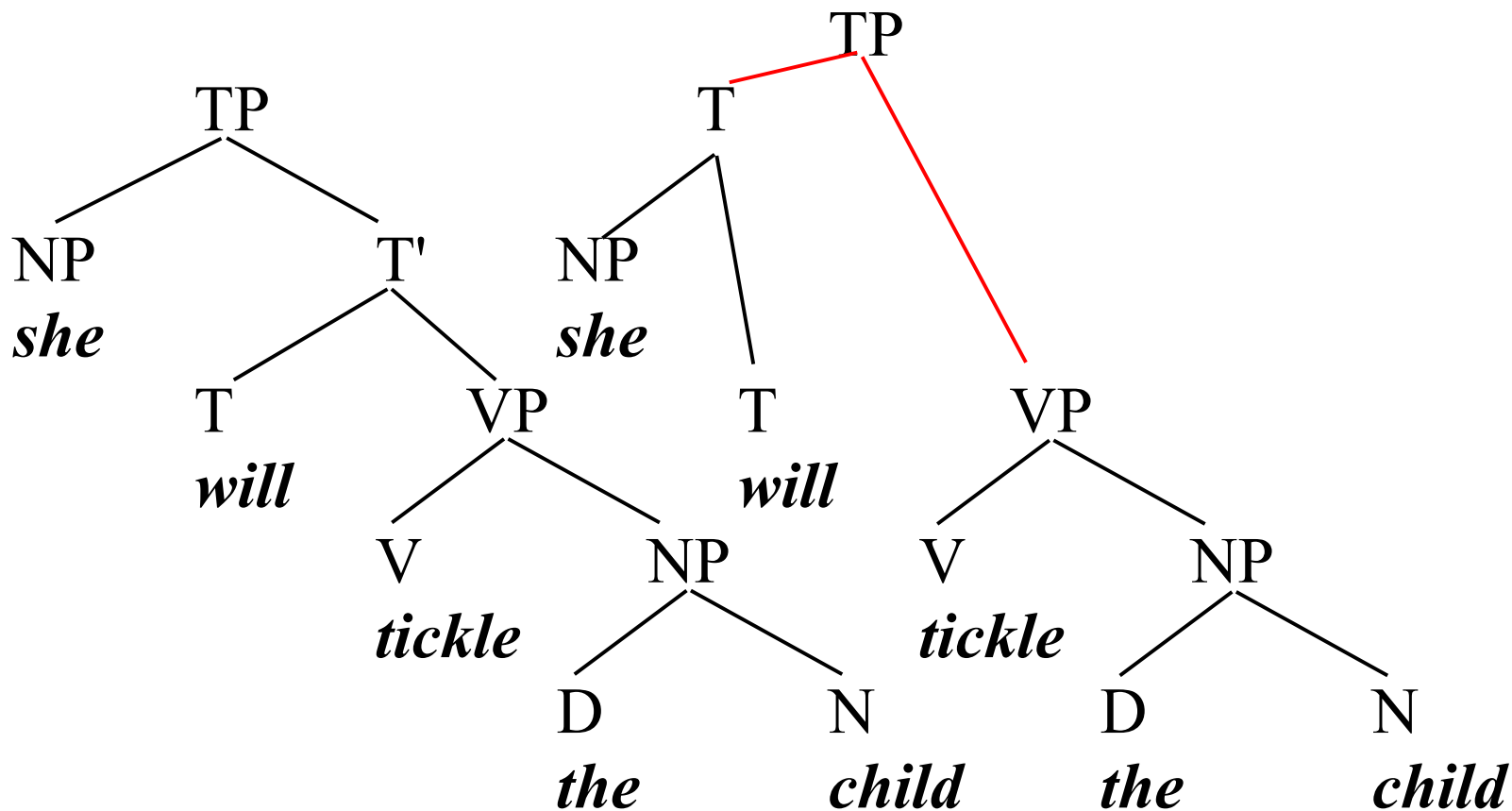
last time, we started drawing trees for sentences…
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some data:

She would recognize **Mary**

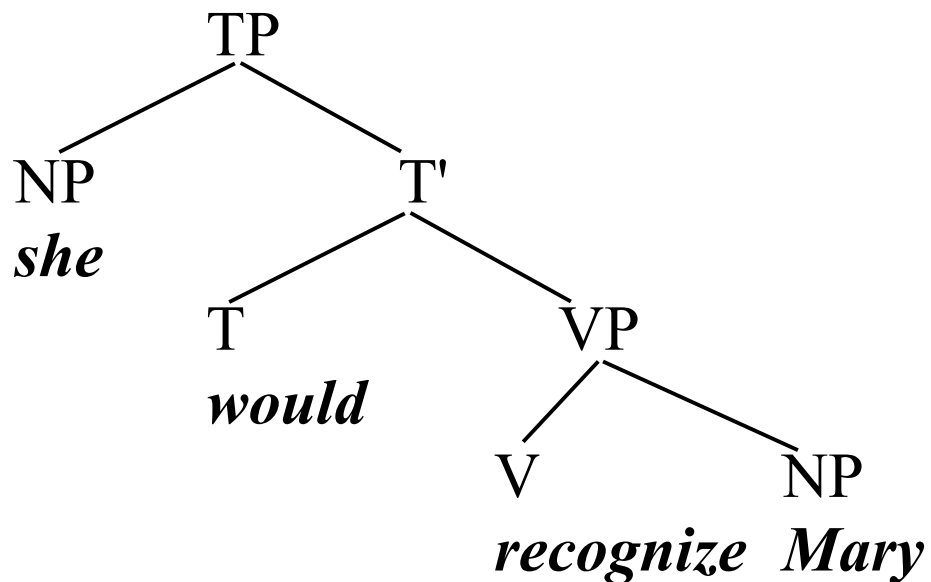Anyone who knows **her** would recognize **Mary**

some data:

She would recognize **Mary**
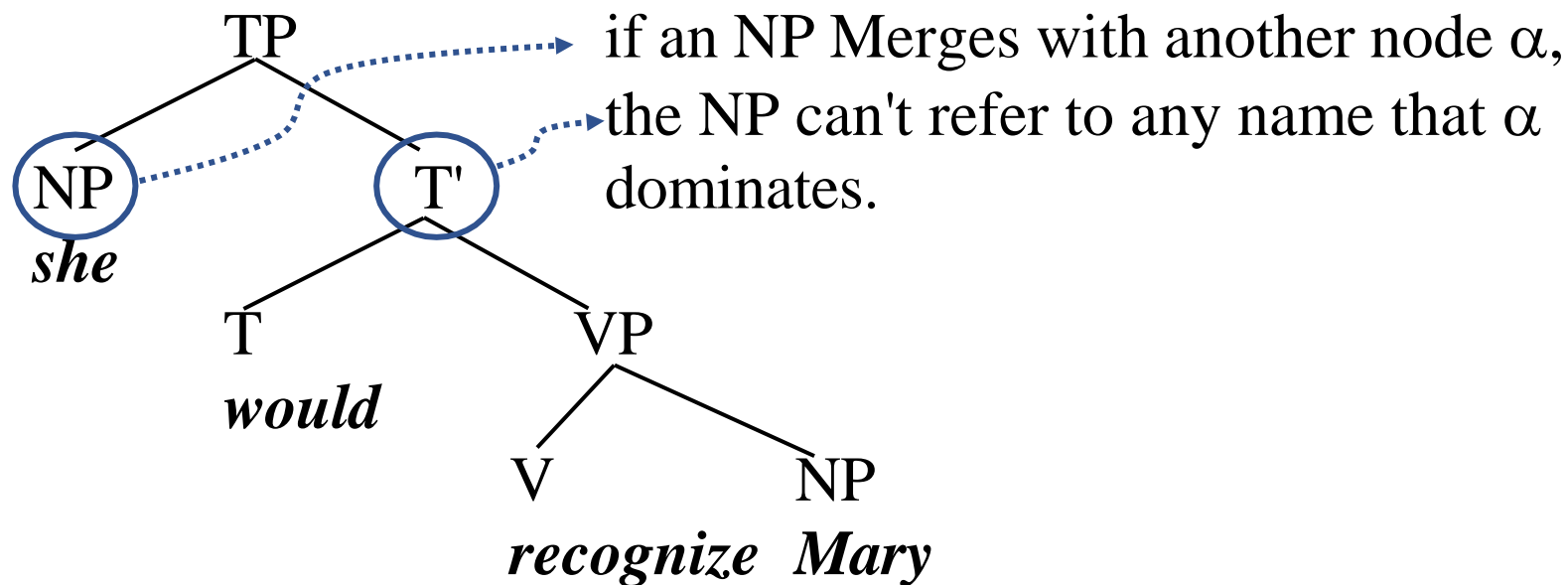(*she* ≠ *Mary*)

Anyone who knows **her** would recognize **Mary**
(*she* can be *Mary*)

some data:

     She would recognize **Mary**
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     Anyone who knows **her** would recognize **Mary**
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```
                TP
              /    \
            NP       T'
            she     /  \
                   T    VP
                 would /   \
                      V     NP
                 recognize  Mary
```
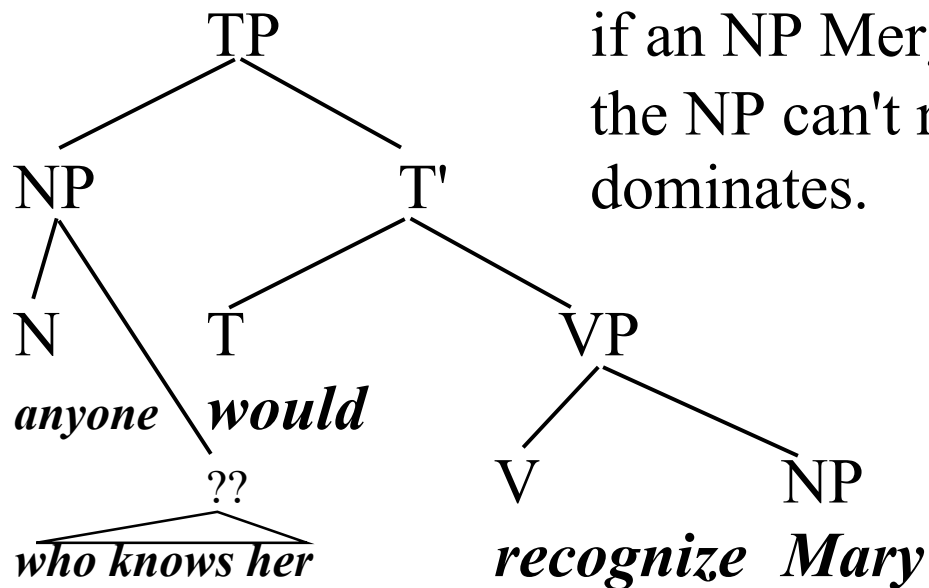
some data:

She would recognize **Mary**
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if an NP Merges with another node α, the NP can't refer to any name that α dominates.

some data:

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dominates.

```
              TP
          /        \
        NP           T'
       /  \        /    \
      N    T      VP
   anyone  would /    \
         ??     V        NP
      who knows her  recognize  Mary
```

some data:

She would recognize **Mary**
(*she ≠ Mary*)

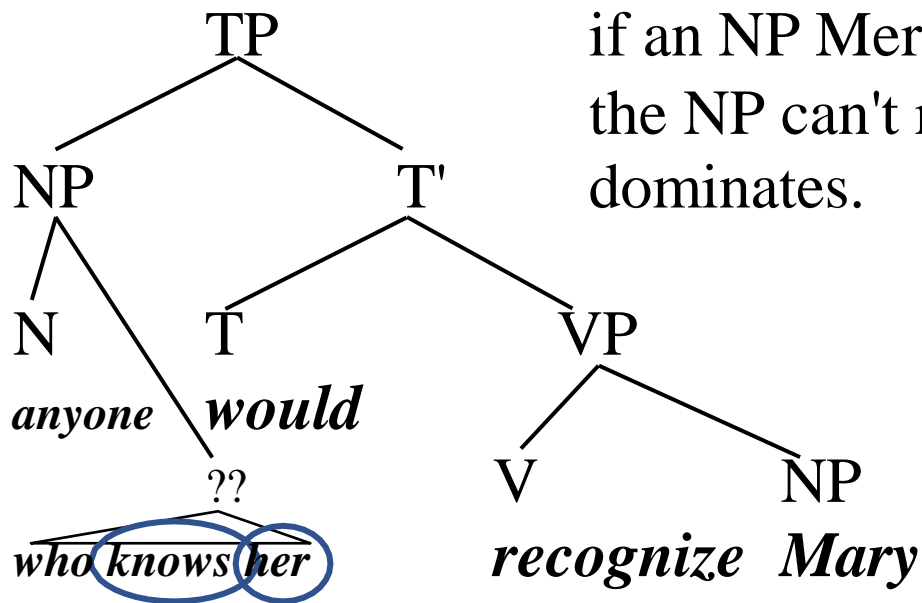Anyone who knows **her** would recognize **Mary**
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if an NP Merges with another node α,
the NP can't refer to anything that α
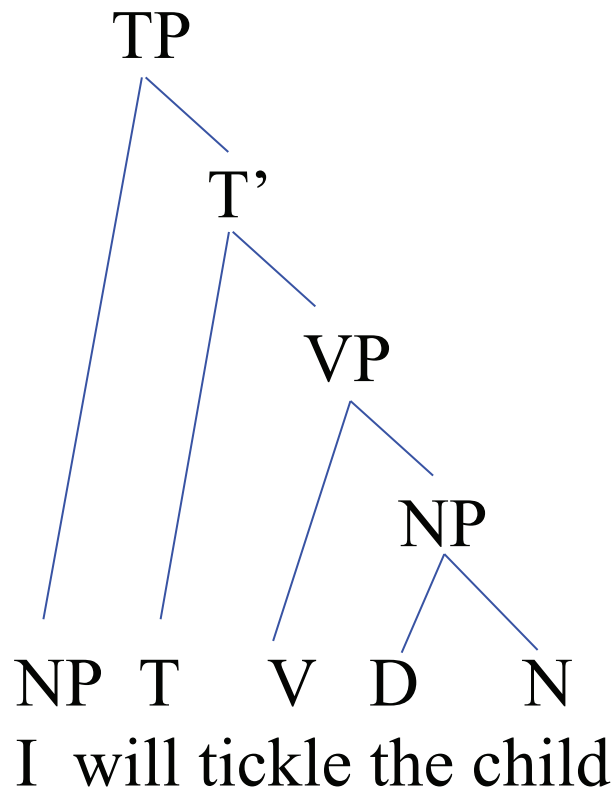dominates.

The alternative way of drawing trees wouldn't let us use this explanation:

here, the NP *she* isn't Merged with a node that dominates *Mary*.

TP

T'

NP   T

she   *would*

VP

V   NP

recognize *Mary*

terminology break:

TP

    T'

      VP

        NP

NP T   V   D   N
I will tickle the child
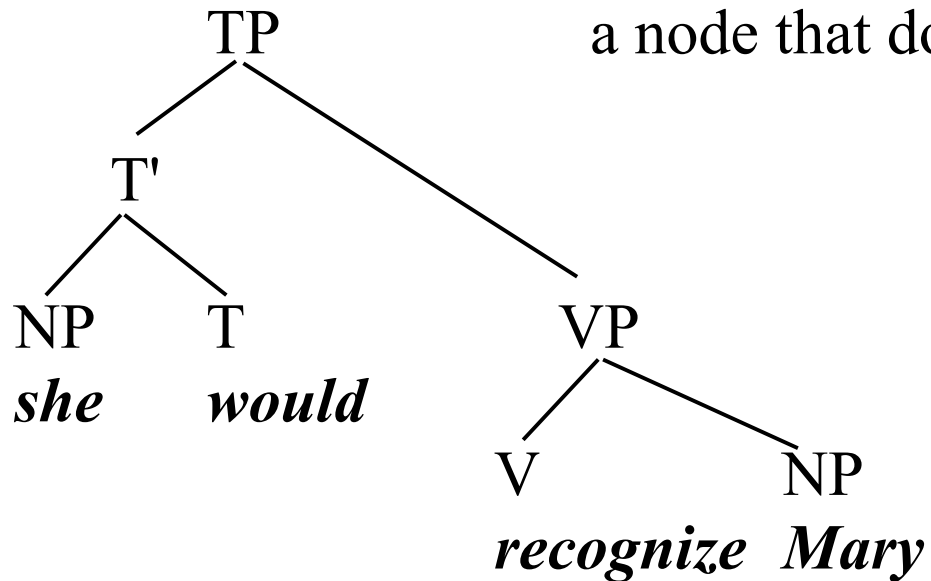
- T and VP are **sisters**
- VP is the **mother** of V and NP.
- VP **immediately dominates** V and NP.
- VP **dominates** V, NP, D, and N.
- α is a **constituent** if all and only the words in α are dominated by a single node.

Are we missing something?

The ants **thrived.**
The anteater **arrived.**
The anteater **devoured** the ants.
Mary **slapped** the anteater.

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*The ants **thrived** the ant-farm.
*The anteater **arrived** the anthill.
*The anteater **devoured.**
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→ classic observation: some verbs are transitive, others intransitive.

Are we missing something?

The ants **thrived.**   The anteater **put** the ants
The anteater **arrived.**   onto a plate.
The anteater **devoured** the ants.
Mary **slapped** the anteater.

*The ants **thrived** the ant-farm.   *The anteater **put** the ants.
*The anteater **arrived** the anthill. *The anteater **put**
*The anteater **devoured.**   onto a plate.
*Mary **slapped.**

➔ ~~classic~~ observation: some verbs are transitive, others
intransitive…
        …and some require not only an object but also a PP.

Are we missing something?

Yes. <u>Selection</u>: verbs *select for* things they want in their VP.

Parallel to observations in morphology like "***-able*** needs to combine with a verb." Verbs specify what they need to undergo Merge with.

"put"
- pronounced "put"
- means "cause to be in a place"
- selects for an NP and a PP

We can actually be a little more specific about how selection works…

We all **depend** *on* the sun.
                    * from/at/near/by…

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and there are imaginable kinds of selection that you never get:

She put them **(right/directly) under** the tree.
She glorphed them ***(right/directly) under** the tree.

→ there is no *glorph*: you can have a verb that selects for a PP with a certain kind of head (e.g., *depend*), but not a verb that selects for a PP with a certain kind of modifier (like 'right' or 'directly').

→ a head can select for a phrase,
   and selection can place restrictions on the head of the
   selected phrase (Chomsky 1965)

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Once we recognize this, we can start using it as a way to
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I think **that** I have won the lottery
I wonder **whether** I have won the lottery

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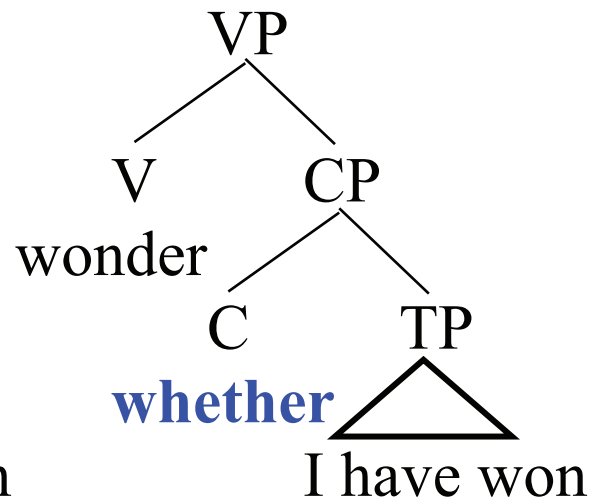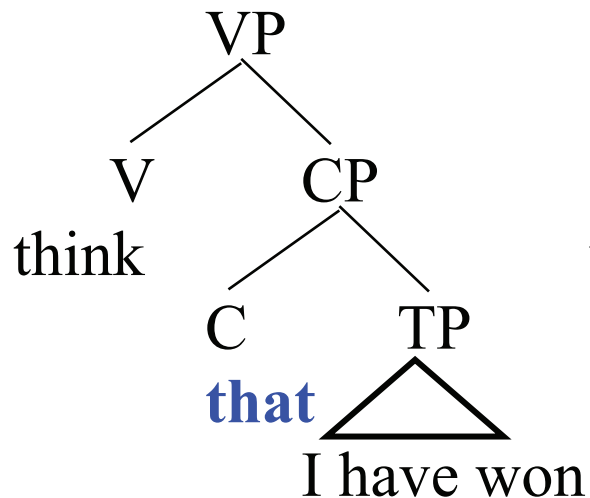
I think **that** I have won the lottery
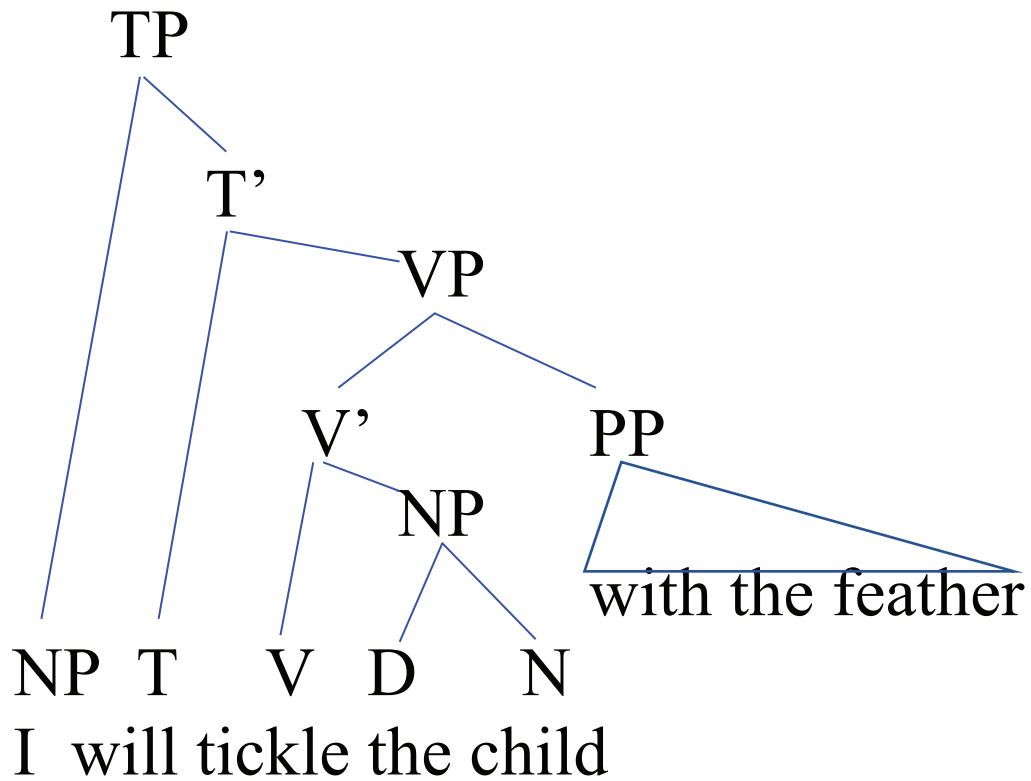I wonder **whether** I have won the lottery
*I think **whether** I have won the lottery
*I wonder **that** I have won the lottery
    complementizers (C)

So is that it? Are we done with syntax?

TP

T'

VP

V'   PP

NP

with the feather

NP T   V   D   N
I will tickle the child

So is that it? Are we done with syntax?

TP
  T'
    VP
    V'
     PP
     NP
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NP T   V D   N
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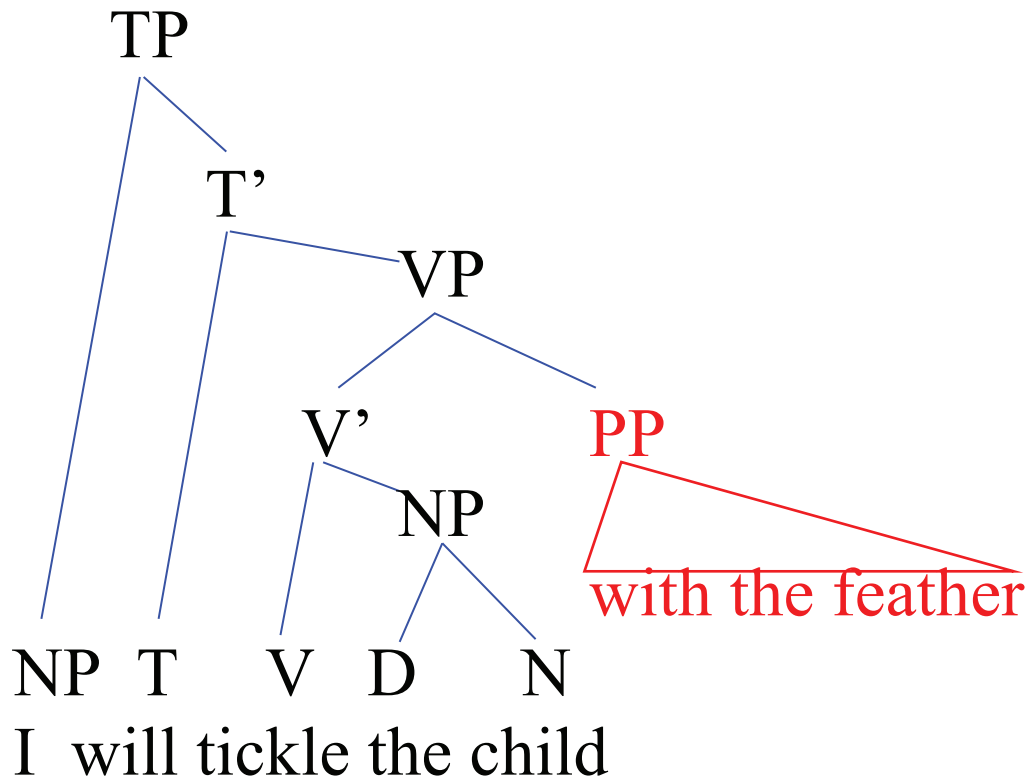
Doesn't seem right to say that 'child' or 'tickle' *selects* 'with a feather':

- you can do anything with a feather
- anybody and anything (not just a child) can be 'with a feather'

I will tickle the child **with this feather**
I will devour the child **with this feather**
I will write a novel **with this feather**
I will thrive **with this feather**

Doesn't seem right to say that 'child' or 'tickle' *selects* 'with a feather' (as opposed to "the child", which is selected):

- you can do anything with a feather
- not every verb can be followed by "the child"

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I will tickle **the child** **with a feather**

      argument   **adjunct**

arguments versus adjuncts

• arguments are 'picky' about which heads they can combine with; adjuncts aren't ('with a feather' can modify anything, unlike 'the child')

• but there are optional arguments:

I wrote (a novel)
I danced (a hornpipe)
I ate (an apple)
…

arguments versus adjuncts

I decided on the boat.

arguments versus adjuncts

I decided on the boat.

    → "I made my decision (about something) while on the boat"
    → "I chose the boat"

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Is *on the boat* an argument or an adjunct?

arguments versus adjuncts

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      argument   **adjunct**

Is *on the boat* an argument or an adjunct?   **Yes.**

arguments versus adjuncts

I decided on the boat.

→ "I made my decision (about something) while on the boat"
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argument   **adjunct**

Is *on the boat* an argument or an adjunct?   **Yes.**

I decided **on the boat on the plane**.

How many things can this mean?
(please ignore boats that are on planes…)

arguments versus adjuncts

I decided on the boat.

→ "I made my decision (about something) while on the boat"
→ "I chose the boat"

argument   **adjunct**

Is *on the boat* an argument or an adjunct?   **Yes.**

I decided **on the boat** **on the plane**.
*I decided **on the boat** **on the plane**.

arguments versus adjuncts

• arguments are 'picky' about which heads they can combine with; adjuncts aren't ('with a feather' can modify anything, unlike 'the child')

• If a head has both an argument and an adjunct, the argument is closer to the head.