Immediacy and Adj Raising (or P→Ø?)

Where do red-colored fleet-footed crow from?

sore at heart — sound in body — cleverness

10.21.75

cf. ? What color is it red in? That was red in color & this is yellow in it

X's color is red ⟹ (have/be) red color ⟹ be red in color

(?have a/be of) pancreatic origin ⟹ be pancreatic in origin

have [fast] feet ⟹ be [fast] of foot

[feet] [feet]

His age is 10 years ⟹ He is ten years of age

⇓?

old

Her width is 24" ⟹ She is 24" [in width ⇓ wide]

He is Swedish in [ancestry ⇓ -ish]

by P→Ø? Or what.

Maybe this is the route to adverbs

It's length is extreme ⟹ *It is extreme in length

⇓ P→Ø?

It is extreme long

It is extremely long

Immediacy and Adj Raising
(or $P \to \emptyset$?)

10.27.75

His width is two feet ⟹ (Factoring)

He is two feet in width ⟹ ($P \to \emptyset$?)

He is two feet wide

a two-foot wide man

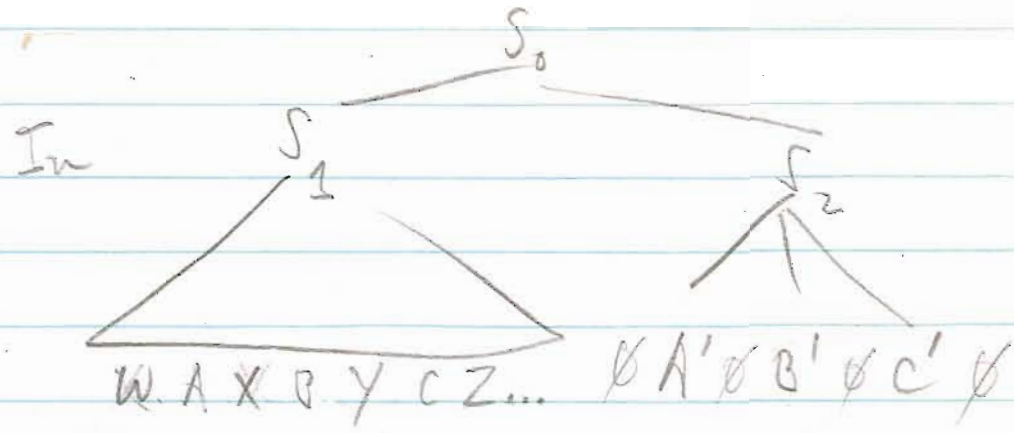
Why this?

Where does this one come from

He has a { width of two feet / two feet wide } — Chomsky — cf. *How many feet does he have a width of

Nicking, Trailers, + Left-Right

10.20.75.



S_2 may be inserted in any valid niche in S_1, as long as the order X ... X' is preserved.

(1) Mike may have been talking to her about it yesterday,

and they too.

(2) ... and to him

(3) ... and they to him

generalization: X ... X' behaves like Anaphor Proform

There Insertion and the cycle

10.20.75.

Is this bad because of choosing a dummy? Since There Insertion can patatively apply

Like with after Passive, to get (1),

*Hank got framed on by it

(1) There is a fire believed to be in the forest

[Why is this so lousy?]

Why can't we keep applying it?

Hank believed there to be a man guarding us

↓ Pass

There was believed to be a man guarding us

* ↓ TI

* There was there believed to be a man guarding us

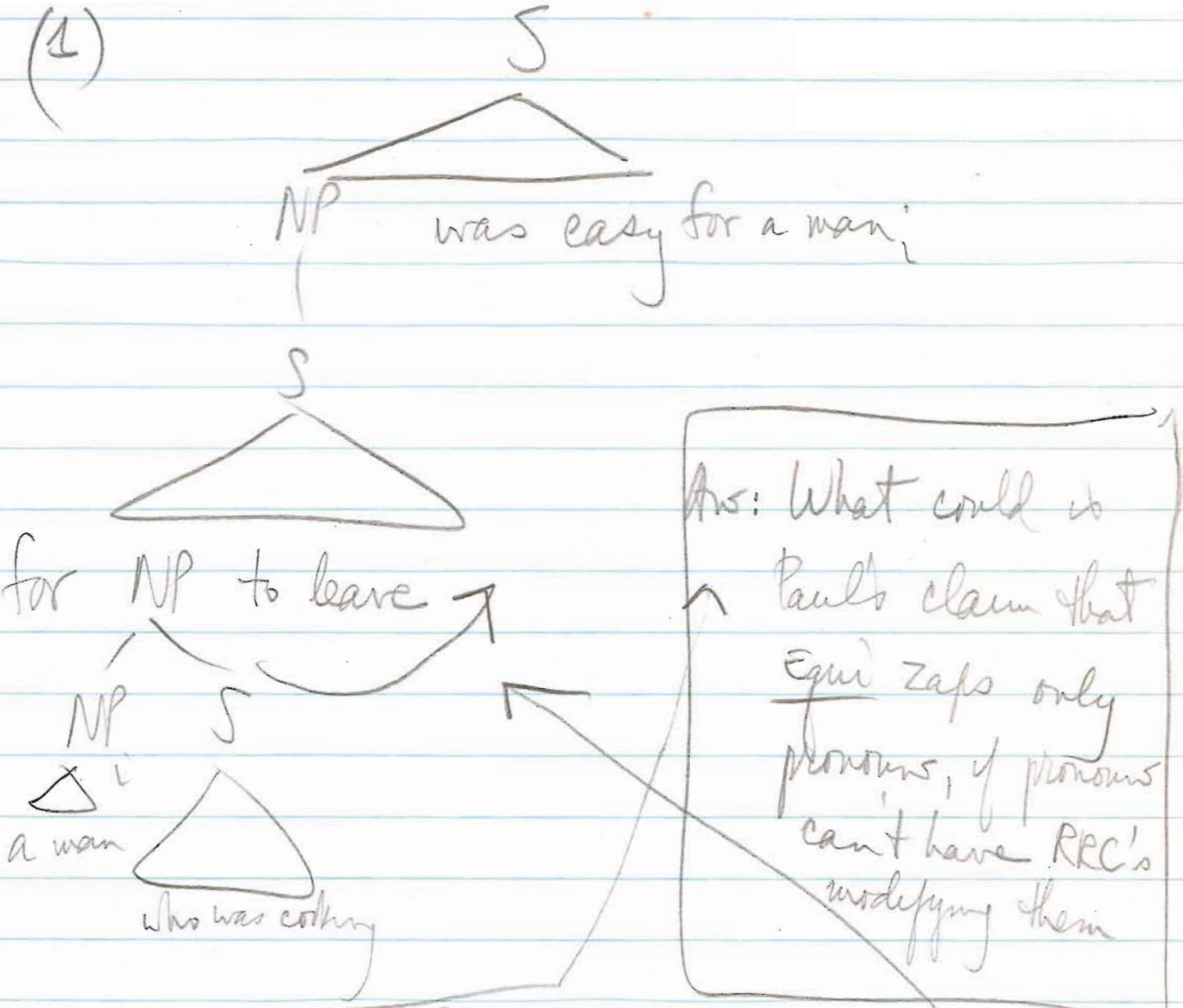
Extraposition from NP and the cycle

~~+ Equi~~

10.20.75.

To these structures

(1)



Ans: What could be Paul's claim that Equi zaps only pronouns, if pronouns can't have RRC's modifying them

if Extraposition from NP applies here)

Equi zaps this, and we get

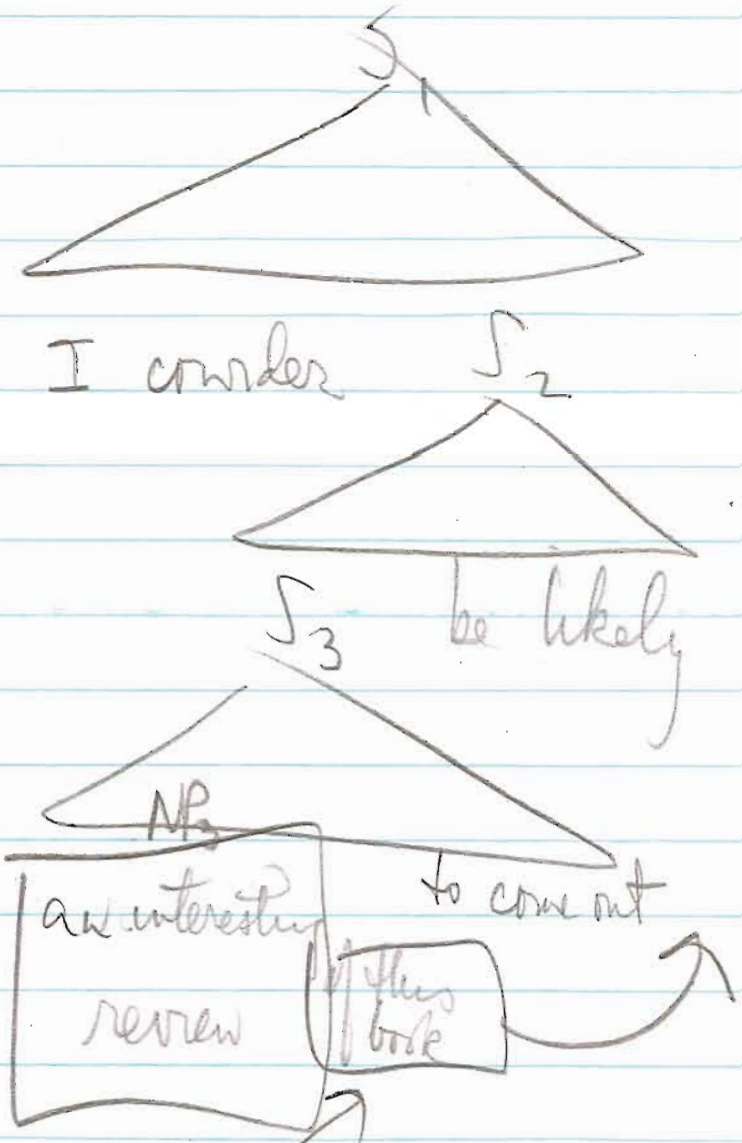
(2) *To leave who was cooking was hard for a man.

Q: And what, pray, stops this ↑?

10.20.75

What stops this?

(1)



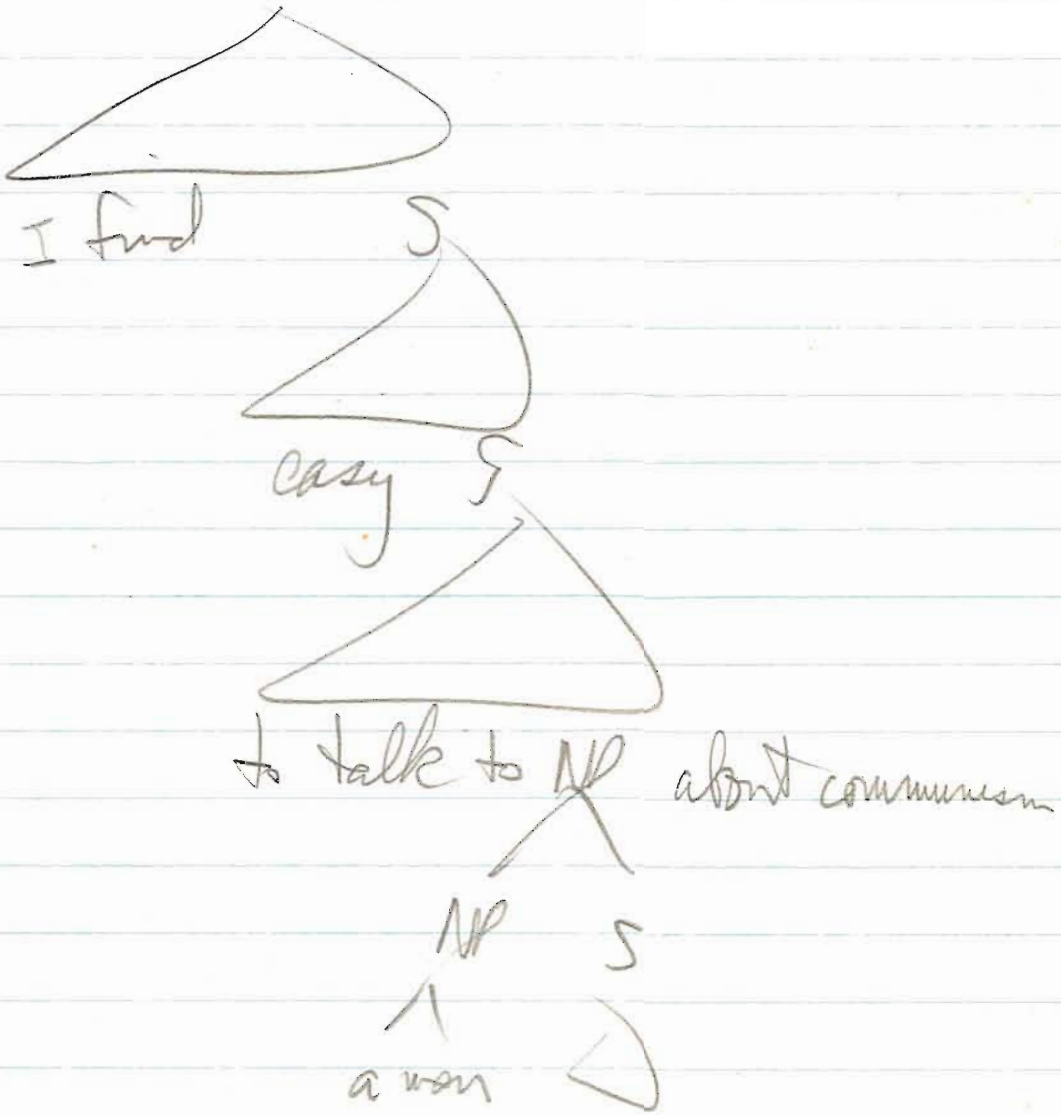
If this gets swung rightwards on S_3, what stops NP_3 from raising to S_2, to S_1, to be → ∅ then NP shift, giving

(2)* I consider ~~_~~ likely to come out ~~that book~~ an interesting ~~review~~

Extraposition from NP & the cycle

12.30.75

The same stuff applies here



* I find, easy to talk to about communism who lived in China, → a man S

Trailing conjuncts and constituents

10.17.75

Sharing obeys island constraints

He took { a / *Ann's } picture of Tom, and of Jerry.

This shows up in

He took { a / *Ann's } picture out of Tom, and of Jerry.

cf. also

* He mixed rum and Coke yesterday, and gin

[from: ... and he mixed gin and Coke]

Preposition Deletion in Relative Clauses

10.16.75.

Only "the same" P can undergo this rule:

$$W - \left[NP - \left[\left[[P\text{-}wh\ NP]\ X \right]_S \text{ and } \left[\left[P\text{-}wh\ NP \right] - Y - \right]_S^n \right]_S \right] Z$$

OPT. ⇒

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	0	0	9	10

Condition: $3 = 7$

9. The man by whom I was arrested and *(by whom) Ted stood

The box in which the cheese is hidden and *(in which) I am interested

10.16.75.

The boy to whom I gave the book and { ? wrote a letter / *tossed the onions }

Complement types

10.8.75.

Is it true that

$$\Diamond \exists \underset{j}{V} NP\ S \supset \Diamond \underset{j}{V}\ NP$$

bribe
motivate
help
command
force

No: compel
ask [But maybe this is from ask X of Y]
make
allow
permit
let
get
have

Factoring and across the board

10.11.75

Who wanted (*pictures of Rome and) stories about what?

So Factoring won't pierce coordinate structures.

We'd expect it to, though, if it worked across-the-board. But I don't think it can.

Who wanted { * pictures of what, and stories about what,
pictures of, and stories about what
? pictures of what, and stories about what, } ?

Maybe not too bad — but the interpretation would be that $\langle x, \langle y, z \rangle \rangle$ are needed as answers, not $\langle x, y, z \rangle$.

I wonder,
There is Who wanted whose daughters and whose sons to wed?
the most natural answers would be like this, I think.

Fake subjects and Inversions

10.7.75

? Under the bed is { nicer than is / ?? as hot as is } under the table

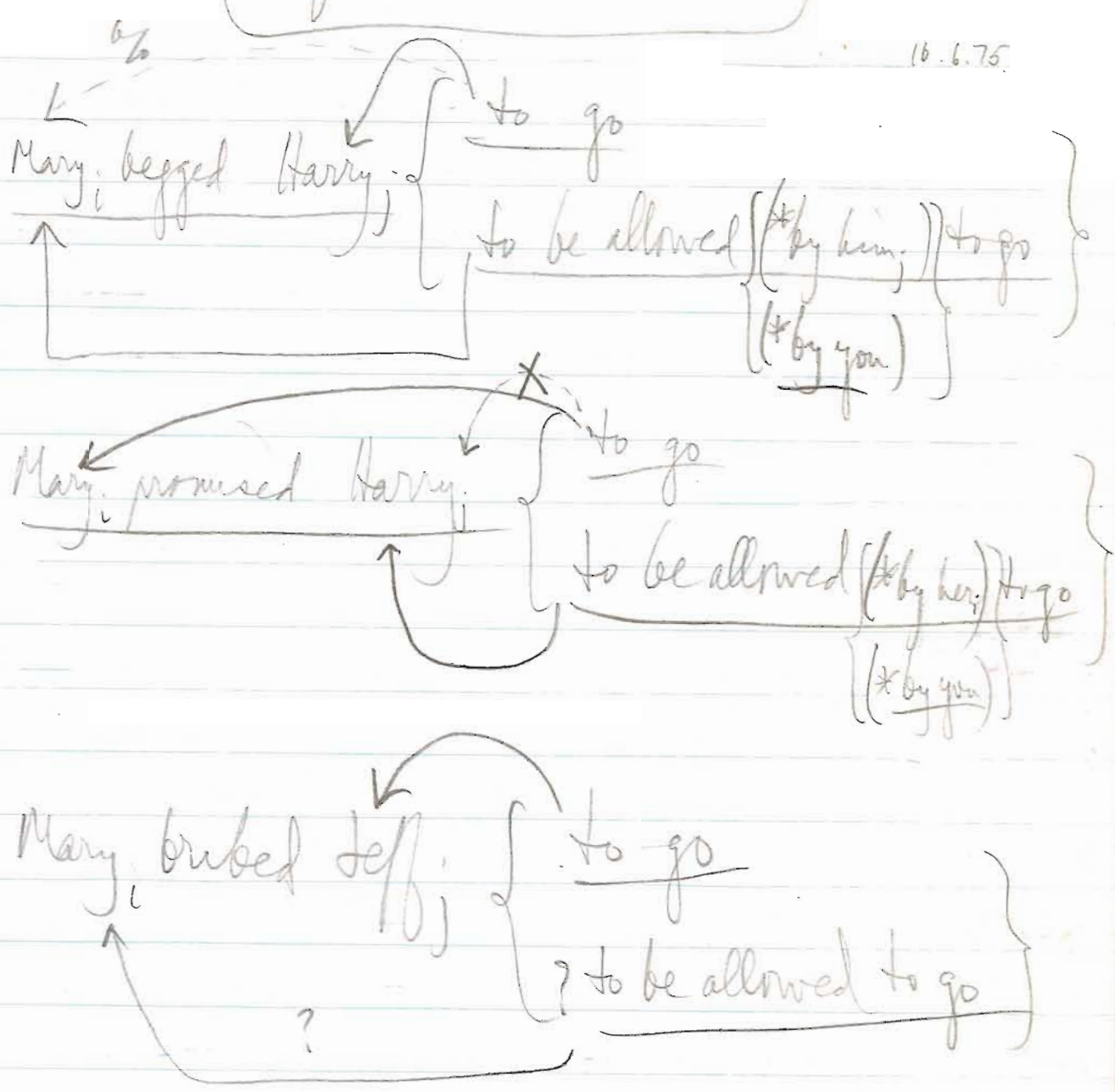
More important is this fact than { that fact / *that fact is / ? is that fact }

Hanging on the wall were more pictures than

{ there were lying on the table / were lying on the table / *lying on the table were / ?? lying on the table }

Equi + be allowed to

16.6.75



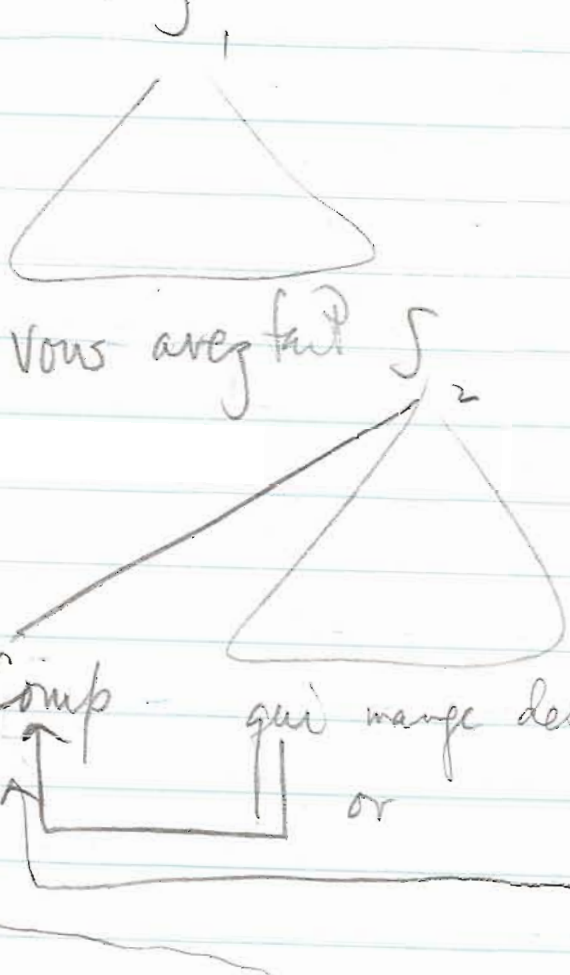
Causatives and trace theory

10.1.75.

How do we know that there's an à before qui in

À qui avez vous fait manger des pommes ?

or Qu'est-ce que vous avez fait manger à Jeanne ?



S_2: ØF ←

S_1: a. Clause union

b. Mark transitive subjects w/ à

[How can this be done when the old subject is in Comp?
We must leave t by this to get à here. ∴ S_2 must be qui t manger des pommes. To put à on qui, this rule must be

10.1.75.

faire Comp NP V NP

1 2 3 4 ⇒

1 à#2 3 4

[This is impossible by the insertion constraint]

Also, then there has to be a rule that says [NP_i à t_i X]

1 2 3 4 ⇒

2#1 0 3 4

This seems hopeless, so the only way out is to reject the 2-clause analysis of causatives.

Fronting rules and Number Agreement

9.29.75

Facts from Mark Baltin's squib

Very important seem to be these asymmetries

Me:

* Kindest of all these to be Mr. Piper

[so the rule must be cyclic]

Me: In the sea seem to have been rather large marbles

Propertylessness of S
+ nowhereness

9.29.75

From conversation with Erich

The sentencier,

1. The less / __ be + Locative
2. the less / as for __
3. the less / That was __
4. the less / What X was __

Erich points out that ∃ squish here:
if ◊ /-be Loc, then
◊ /- take place Loc,
but not vice versa

↑
In the non-cleft reading
(cf. Roger Higgins)

Query: which allow more sentenciness: /__ be Loc or /__ be Time?

a. */b.*	John fishing for sharks	was { a. outside / b. at 4 o'clock }
a. */b.**	John's fishing for sharks	
a. ??/b.*	The fishing for sharks	
a OK/b ??	The shark-fishing	
a*/b ?*	John's refusal of aid	
a OK/b OK	The explosion	

The Dislocations + epithets

9.29.75.

John, I'm going to fire that bastard now.

I'm going to fire John now, that bastard.

That shit can epithetize a clause

Supporting herself without bagels, that shit was hard for Ann.

NB: ∄ *Swimming nude is fun, that shit.

But: That shit is obvious — that S.

Double comparison and Perlmutter-Ross S's

9.27.75.

A man was reading and { a woman was / There was a woman / *I saw a woman } {very tickled / who were similar}

C. 9.25.75

//s

A smarter man was reading and { there was a taller woman / a taller woman / writing / *I was tickling a taller woman }

than we had ever seen before

NB also

Vergnaud's ~~fact~~ (cited by Arey, p. 253) that the two determiners here must both be definite or both be indefinite.

Development of subject-object order

9.26.75.

Mimi Sinclair's talk: in S's like fille pousser garçon or garçon pousse fille [or NNV, VNN versions of these],

Normal kids

1) Both NP's are agents
2) Both NP's are patients
3) NP_1 V NP_2 is recognized as NP_1 = agent

Inner agent

4, 4 mo 4) V NP_1 NP_2 & NP_2 NP_1 V: NP_1 are interpreted as agent

Outer agent

5, 4 mo 5) V NP_1 NP_2 & NP_2 NP_1 V: NP_2 is agent

6 → 6) Sorted out

Kids with IQ's of 75 do the same, but it takes them longer, and fewer get through to stage 6.

Kids with IQ's of 50 do the same, but even less than these kids.

Dysphasic kids — who haven't spoken tell there're 3, seem to do all these things together, or to give

Trailing RC's and parallelism

9.25.75

A man escaped and { * we caught a woman / a woman was caught }

who were similar.

But: A man was singing and { a woman was humming / there was a woman humming }

who were similar

There was a man singing and { ? a woman was humming / there was a woman humming }

who were similar

I was { watching a man / looking at a man } yesterday, and you were

1 1

{ ? watching / ? looking at / watching / looking at } a woman the day before, who were similar

wh/th S's

9.25.75

Thoughts while reading Avery's thesis [p. 106–109]

With wh ... th ... S's, the

th-word must be initial

where he lives, { there { will I / I will } build my house
                  { * I'll build my house there }

NB: □∃
stress

But not here If S_1 { then (1) S_2 / * S_2 then }

?? a story about that I will print

//'s

... and { therewith I end my story
        { * I end my story therewith }

Whatever you buy, {
  that will be given to Herb
  that I will give to Herb
  ? I will give that to Herb
  I will give ? * Herb that / ? Herb that
  * Herb I will give that to
  it is that that I will give to Herb
  * it is Herb that I will give that to
}

So the further front it is, the better

the first, other + two sentences

9.25.76.

It's one thing to say that { Tom and Mary / ?Tom and Mary } are { similar / *erudite }
1 1

It's another (thing) to say that { Tom and Jane / Bill and Mary } are
1 1

{ similar / erudite }

//o

Nobody said that Ned and he were { similar / *erudite }

NP* and PP deletability

9.22.75.

equivalent (to X)

*like
distinct
co similar
is different
differs
?contrasts
*resembles
*embraced
*merged
*collided

Fred

dependent ?(on Y)
separate ?(from Y)
equal* (to Z)

NB: only PP can delete

In general, PP are less necessary with A than with V.

I
- contrasted Fred *(with Jack)
- distinguished Harry *(from Janet)
- blended the milk ?*(with the peanut butter)
- equated the variable *(with the problem)

So when we have two related S's, with these structures,

S_1: X [NP_a and NP_b]$_{NP*}$ Y

S_2: X NP_a ... ? NP_b Y

- *I mixed milk
- *Milk was mixed
- So it's not superpc. Subj.

the PP is more deletable when NP_a is a subject than when it is an object.

Raising the subject of *seem*

9.19.75.

Geoff Pullum:

+ And × (?) (1) * I believe it to seem that S

Me: //s

(2) I believe Tom to seem tired *(?? to most observers)

NB also: (3)? I believe it to have seemed to many that S.

And there can't be any structural reason for *(1), because of

(4) a. He made it seem that S
but

b. You would have { it seem that John likes fish / John seem to like fish }

Aphasia

9.17.75.

Geschwind's talk:

Work by Gl{o / u?}ings, in Vienna

1. Left-handers can get aphasias from damage to either hemisphere; right-handers almost never get aphasia from right hemisphere injuries.

Left-hand aphasia is not as classically described — Broca vs. Wernicke

2. Left-handers recover more quickly from left hemisphere injuries

there are no mammals except man which have physical

3. ∄ evidence of cerebral dominance in any other mammals — the only other evidence for dominance is from bird song.

asymmetries in the brain.

4. Broca's aphasia: missing small change + endings — possessives, past tenses, etc.
   slow, effortful
   often can sing melodies effortlessly.

Conclusion: ∃ 2 special purpose programs for control of the same vocal tract.

Wernicke's aphasia: all grammar present, but words are wrong, one or thing are used excessively

knife → bife

nickel → Argentinian rifle

lots of circumlocutions, can't understand spoken speech

∃ Neologisms: rodent, etc.

(Aphasia)

9.17.75

4. Geschwind: ∃ aphasias which have everything correct but phonology

5. Geschwind: ∃ digital parts in the brain — cells are like analog computers.

6. Conduction aphasia: fluent, but ∃ trouble repeating words. (and numbers)

Can say long words ok, but

He was here? is hard, and

Was he here? is harder.

No ifs, ands, or buts is hard

Says "three fourths" when asked to say "three quarters"

7. Alexia: everything fine except for comprehension of written material.

[However, some can read numbers]
{but not Roman numbers!}

Geschwind had a patient who could not name colors, but who perceived them perfectly.

[all had heard first] 9.17.75.

8. Geschwind: in all cases of deaf people, if speech is impaired, so is sign language.

9. Geschwind: ∃ aphasics who can do eye movements, trunk positions [stand like a boxer], but can't make a fist, salute, punch from this position etc.

10. ∃ patients who get epileptic seizures only when they
   a. read [watching TV, dots, etc., fine]
   b. write words
   c. speak [not hum, whistle]
   d. read Hebrew [a language which was learned in the temple]
   e. hear "Stardust" played not understood – merely
   f. hear a particular radio announcer in Madison, Wisconsin

11. ∃ patients who can't understand, but repeat perfectly, can finish "roses are red, ..."

[and when they repeat, they correct grammatical errors.]

Das Leben ist... → Das Leben ist gut

Der Leben ist... → Der Leben ist ein guter Mann

Aphasia

9.17.75

12. ∃ some who write OK w/ right hand, can't with left hand.

Can calculate with right hand, not with left.

13. Epileptic seizures in the right hemisphere can have speech — in left, ∃ language arrest.

14. Recovery rate among children w/ left lesions is 100%

15. Syndrome of Gilles de la Tourette : coprolalia

16. Geschwind: all aphasic speakers are aphasic writers ‖ NB

1. ∃ pure alexia
2. ∃ aphasia of reading + writing
3. ∃ pure word deafness [only w/ intact Wernicke's area]
4. ∃ patients with only comprehension difficulties.

17. ∃ patients who can write only their name.

Negation in German

9.12.75.

Ich habe ihn nicht gesehen.

Ich bin nicht { im Haus / krank }.

Ich sehe ihn nicht.

Ich legte das Buch auf den Tisch nicht.

Tag Formation

9.10.75.

Fact from Ken:

* He hasn't any money, does he?

This seems to argue that (Neg Pl / Tag f)

Why Deletion w/ not

9.10.75.

Problem for Tom + Terry (except)

somebody not { in the room / *happy } coupled

Maybe this is connected to this?

*Not happy people drink

Selection and Noun Freedom

9.2.75

Hypothesis: Any language with a selectional restriction for a class of concepts must have a noun which denotes that class.

$\exists$ devein$_V$ $\supset$ $\exists$ prawn$_N$

$\exists$ spell$_V$ $\supset$ $\exists$ word$_N$

What about melt, such as ⟨solid⟩ —

We have the word solid$_N$, but I bet not all languages do.

If the hypothesis is correct, it would imply that the set of possible verbs of a language is a function of its set of nouns.

There appear to be no dependencies of the opposite kind — that is, no noun is such that it can only exist in a language in case some verb also exists.

Hence, nouns are free.

From conversation w/ Safiida Mechri (from Tunisia) + Paul Larudee

voir constructions

p. 3.1

1. We can't say that

If ◊ voir X Inf, then ◊ voir X

because je vois les mathématiques *(s'étendre aux domaines nouveaux)

2. We can't say that voir X Inf is the source of voir X qui V because if

je vois { ce fait devenir / ce fait qui devient } de plus en plus important

3. We can't say that Jean entrer or Jean qui entre aren't constituents because if

Ce que je vois est { ? Jean entrer / ?? Jean qui entre }