Chapter 3 : structure

* structure : from pragmatical and syntactic perspective is the way in which words are put together to form phrases and sentences.

→ In English Language we usually build a structure by process called/known as (Merging) → means to put together As we Merge words together → we get phrases.

Ex:1) Smart student
H C
↳ Adjective phrase (because the phrase begin with Adjective).

2) out of Control.
H ↳ prepositional phrase (because it begins with preposition)

3) Bird singing
H C
↳ Noun phrase

4) The fast one
H C
↳ preposition phrase.

5) play tennis
H C
↳ verbial phrase.

6) Must be that
H C
↳ IP (auxiliary).

7) to go there
H C
↳ I (inflection).

↳ so we have words coming together, and as these words coming together → they form phrases.

* usually the first word of the phrase determines the kind of phrase that we are dealing with.

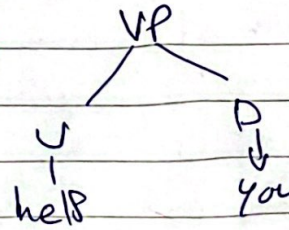
sense these words determines the name of the phrase
↳ we called them (Heads)
+ usually follows the head is the complement
→ In syntax, we have determ (projection)
projection → is an (expansion) of the Head word
↳ ex. smart student → is a projection of smart.
↳ it includes everything after it.

"Out of control".
↳ (expansion of out).

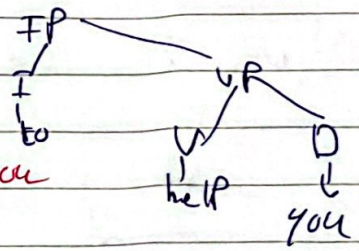
+ projection → is a (reflection) of the Head word.
so whatever follows the Head is called projection.

Parsing → analyzing constituents in the phrase into their categories.

Page 61 :) what are you trying to do?
Help you → verbial phrase
↳ verb. ↳ determiner →

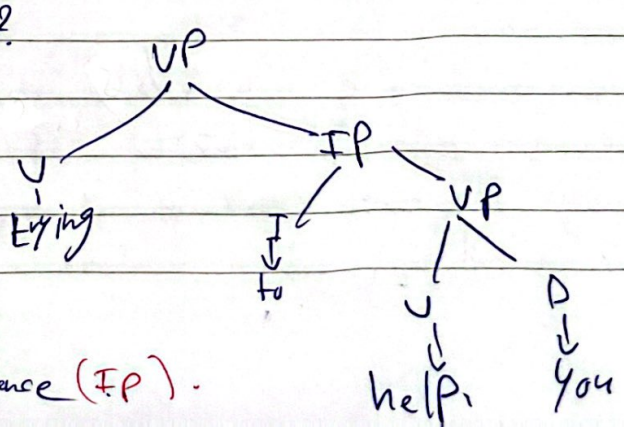


6) what's your main aim?
To help you.
↳ IP



↳ we merge help you with "to" → to help you

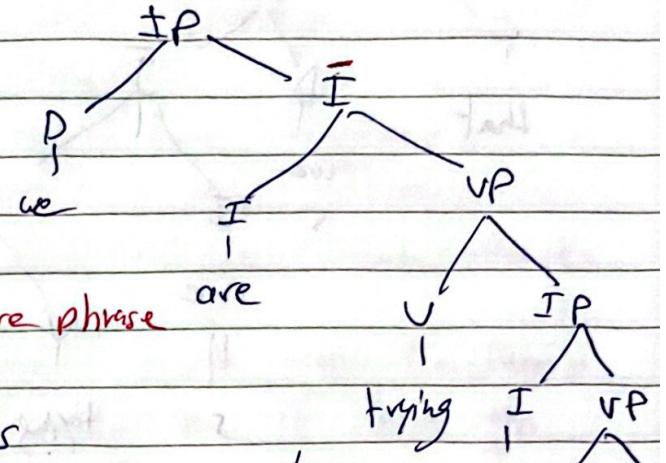
6) what are you doing?
trying to help you
↳ verbial phrase



{ * chomsky doesn't differentiate between a phrase and a sentence
so every thing is a phrase = sentence (IP). }

12) what are doing?
we are trying to help you.
↓D

I → Need



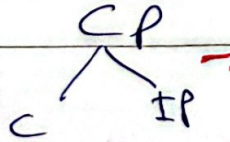
13) what are you doing?
*Are trying to help you
↳ incorrect/ungramatical
because it's impossible to have phrase beginning with an auxiliary.
→ chomsky analyzises full sentence as an (IP). and All sentace in the English langage to is (IP) → I → require (subject)

* All constituents in any phrases in English Langage help had 3 ategorical functions:
1) specifier (s)
2) Head (H)
3) complemant (c)
→ s → H → C

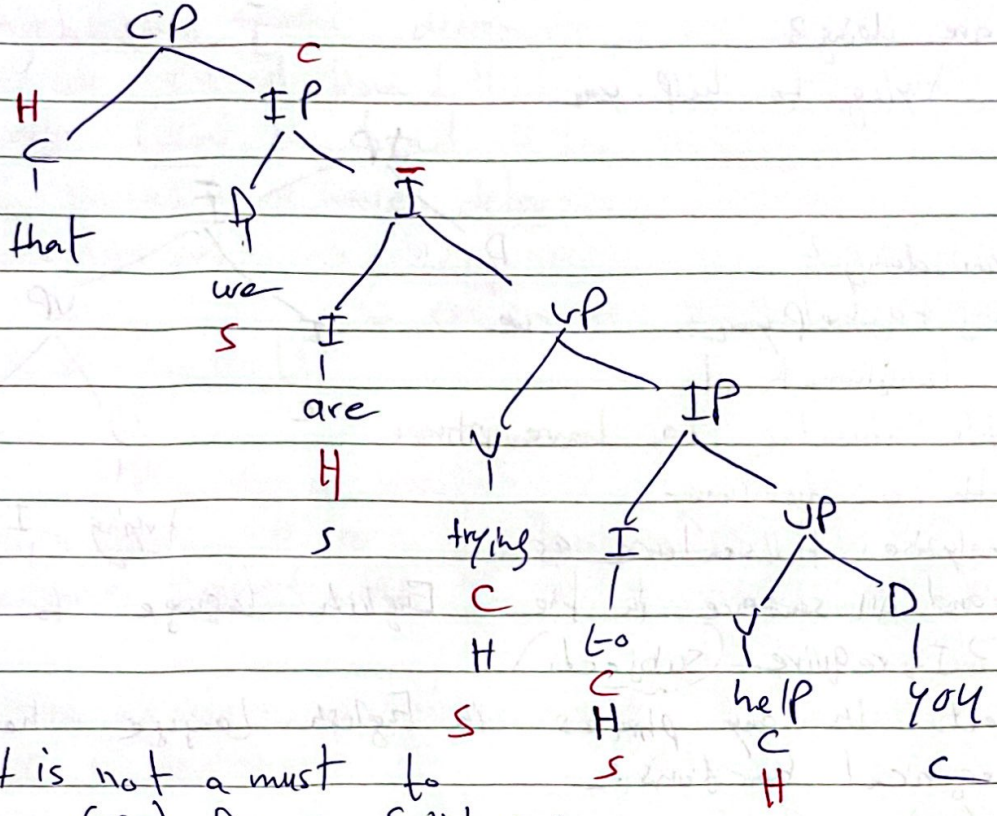
→ when we have a complete phrase → it must have Specifier

15) what are you saying?
That we are trying to help you.
↓ complemdizer (cp)
→ Some heads need a specifier, but some heads don't need specifier like (That) → doesn't need/require specifire.
So not every sentence require a specifire

* every sentence in the English Langage is a cp phrase
↳ and to be complete → needs (subject)



→ it's a basic structure of all english sentence.



* it is not a must to have (CP) for any English sentence.

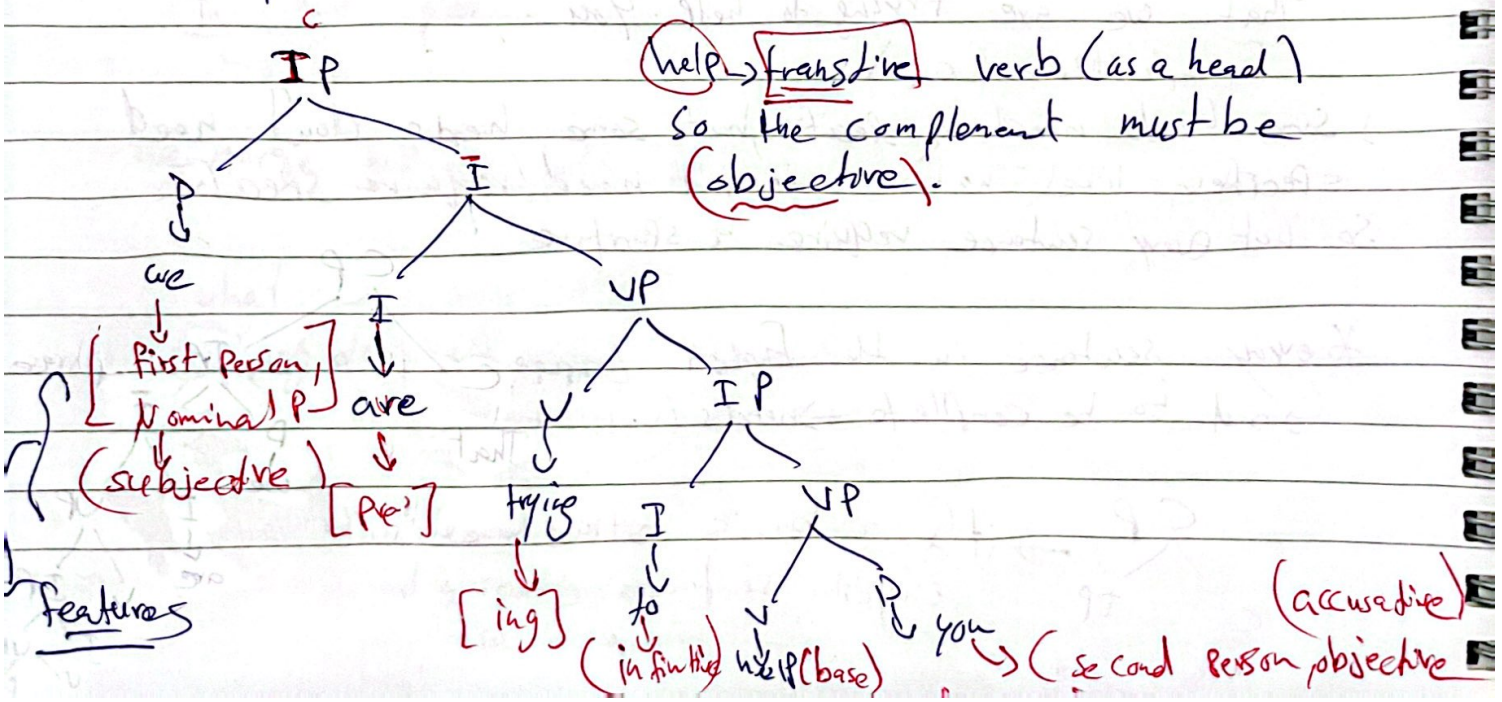
→ words in the English → have 3 functions: ① specifier, ② Head, ③ complement

Head → to begin with phrase

specifier → precede Head

complement → follows the head

* Not every sentence requires (that) → structure dependence.



help → transitive verb (as a head)
So the complement must be (objective).

↑ Parts

* Categorial constituents structure:
↳ every structure in the English language has constituents to. and every constituent has a certain Category.
* every word → belong to certain Category.
The fact that every category → must have (features).
* Feature Cheaking theory ⟨ match / converge → correct
crash / mismatch → incorrect.

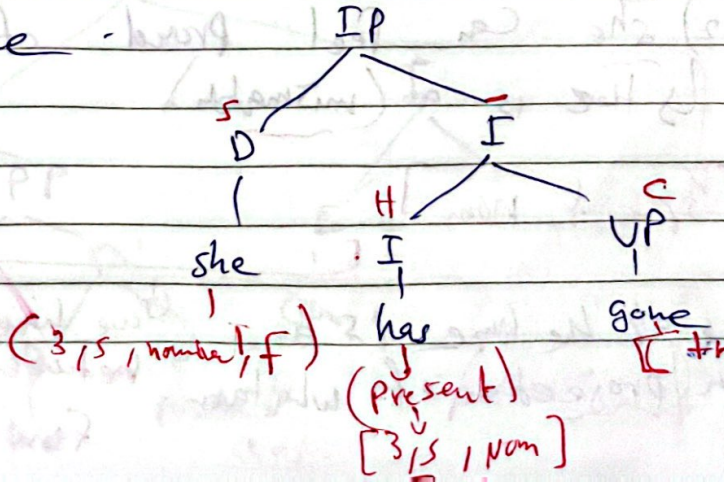
↓

In the structure of any phrase there are features that need to be cheaked → to see if they go with each other (compatible)
Examples - when I see → we are ✓ (They are compatible
we is → (They are not compatible / not accaptable)

So In the feature cheaking theory ↳ we have cheak (2 points) to see if these different features are compatible or not.

* $\bar{I}$ = I bar → the auxiliary that is attached to all verbs. ↳ (part of the verb).
according to chomsky all sentences in the Eglish language are actually are reflection of verbs.
All sentence in the Eglish are (IP) and the (IP) must have subject

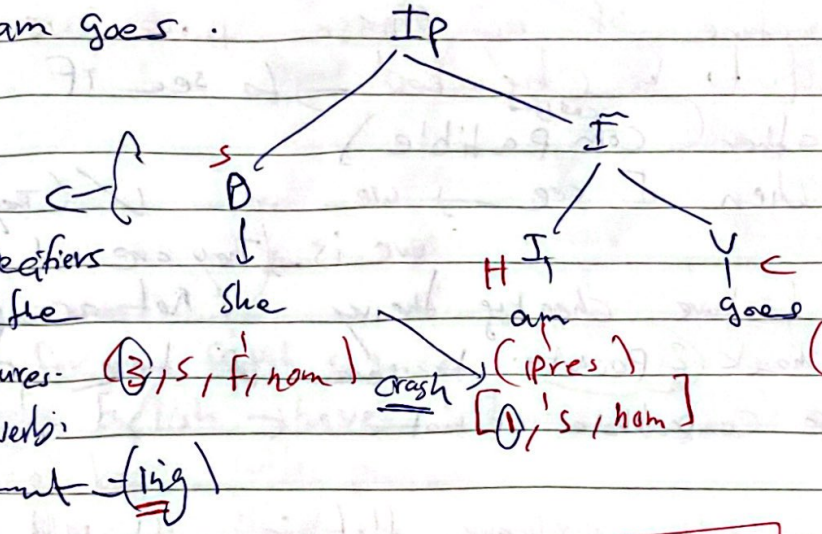
* page 71:
1a) She has gone.



*According to the feature checking theory: chomsky believes that all words in the English have 2 structural representations/levels:
1) Logical Form (LF) → Grammar of the phrase ← match/Converge / crash/mismatch
2) phonetic form (PF) → phonology. (Spoken form).

↳ so according to chomky we usually have 2 levels, if the words match with each other (compatible) → we have match

she am goes.



we need to look at specifiers features and the complement features.
→ am as a verb:
↳ he complement (ing)

Note: words in any structure/phrase imposed (put) restrictions (limitations, rules) on other words within the same structure.

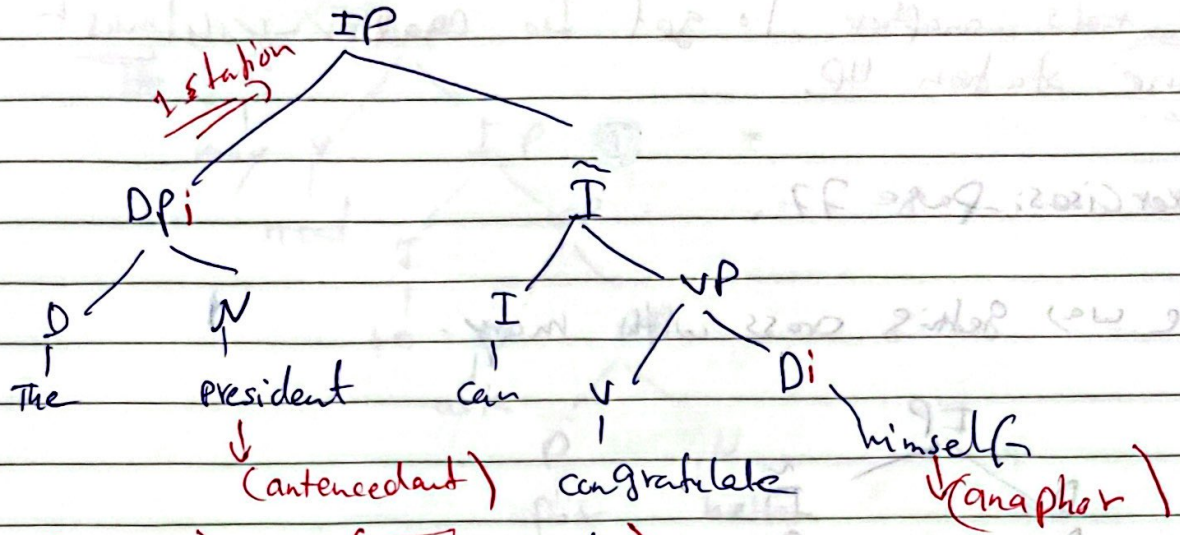
* Reflexive Pronouns: - any pronoun with self, selves → himself

↳ Examples: 1) he can't feel proud of himself ✓
2) she can feel proud of himself. ✗ incorrect
↳ there is a (mismatch.
[3, s, f, nom]
(3, s, M).
↳ we have crash between masculine and femine.

The Head is all the time i's a reflection (projection) of whatever follows.

page 75: - a) The president can congratulate himself.

↳ Determiner (nominal phrase).



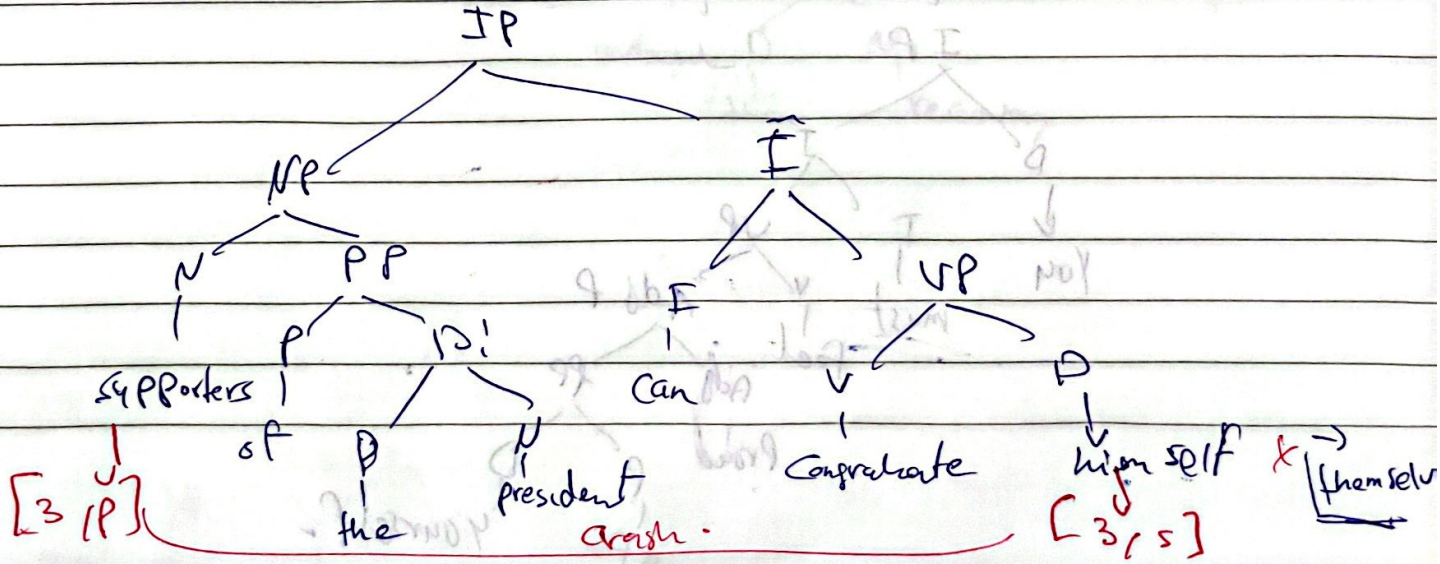
we have (anaphor) and (antecedent) → before.

the pronoun in a certain structure that goes back to something that has been mentioned before

(control)

* Theory in Chonsky analysis in Grammar → C-Command condition or binding. → when word controls another word then we (coming, connect) have C-command condition or binding.
(the president C-commands → himself).

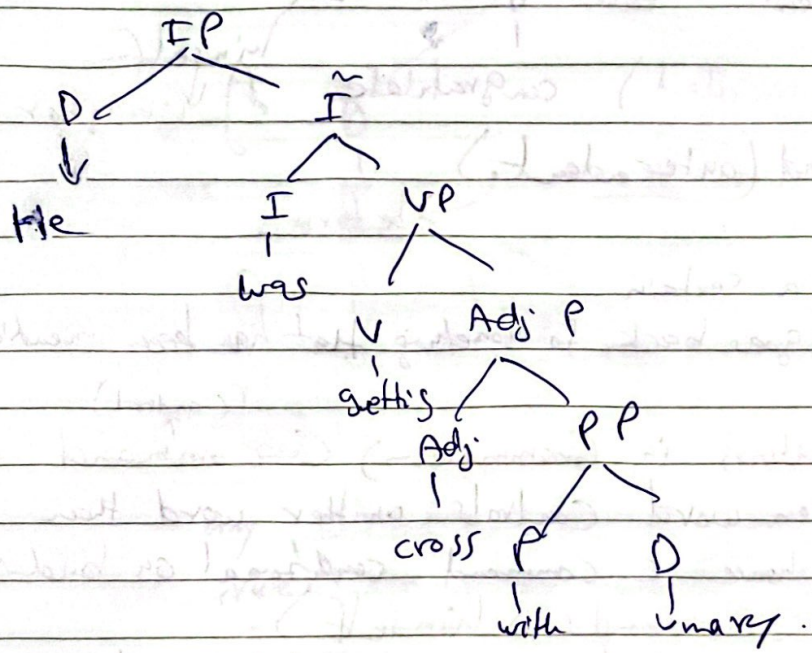
b) Supporters of the president can congratulate himself.



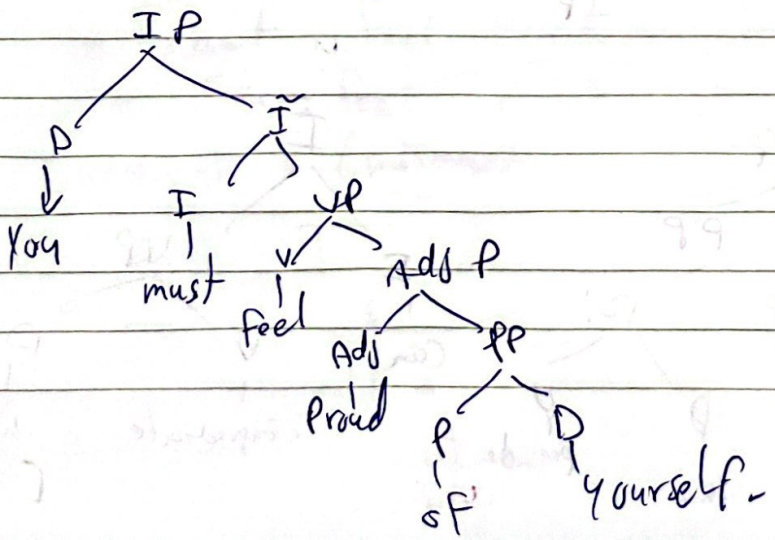
*Chomsky believes that to find out if there is a match in surface or the phrase that have Reflexive pronoun
↳ when we draw tree d. → the antecedent which controls anaphor to get the anaphor →~~you~~ must move one station up.

Exercises: page 77.

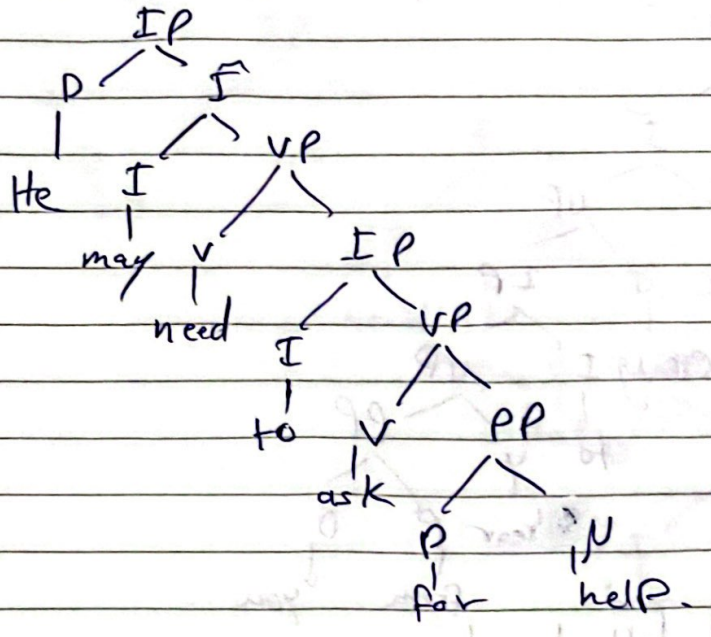
1) He was getting cross with mary.



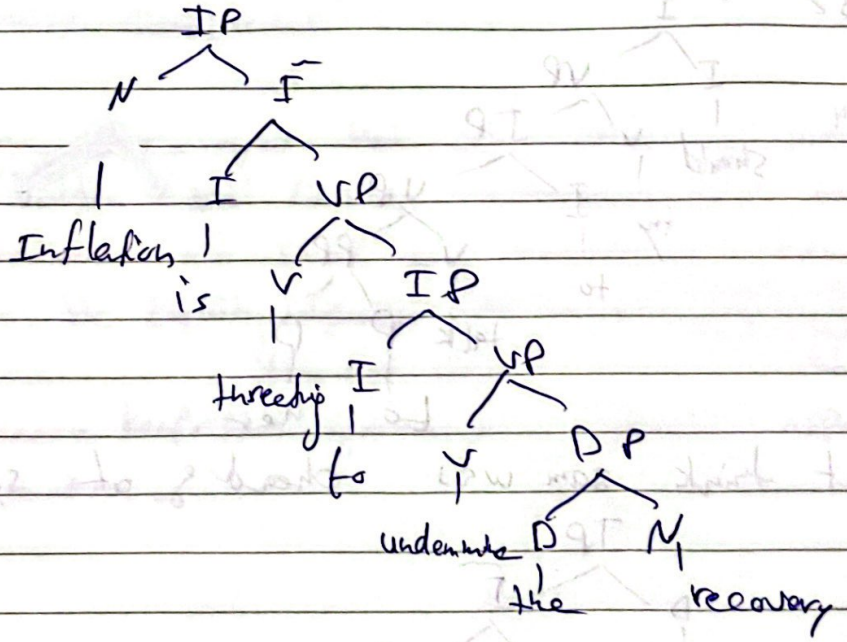
2) You must feel proud of yourself.



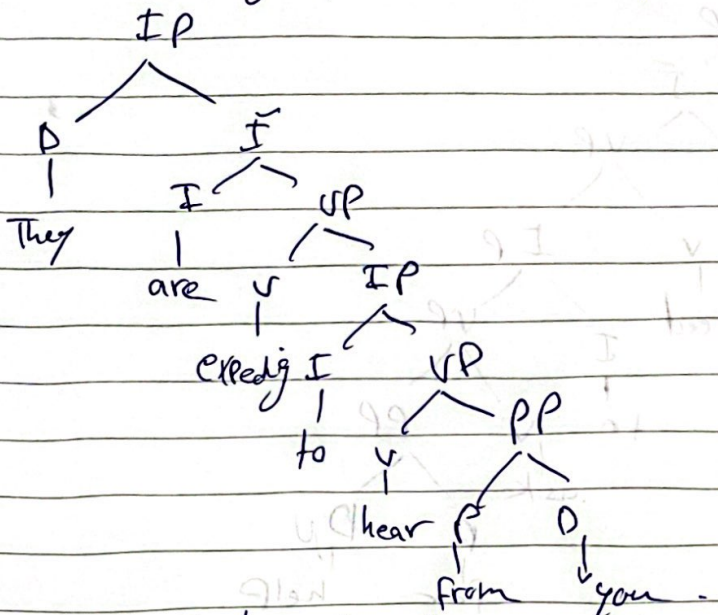
3) He may need to ask for help.



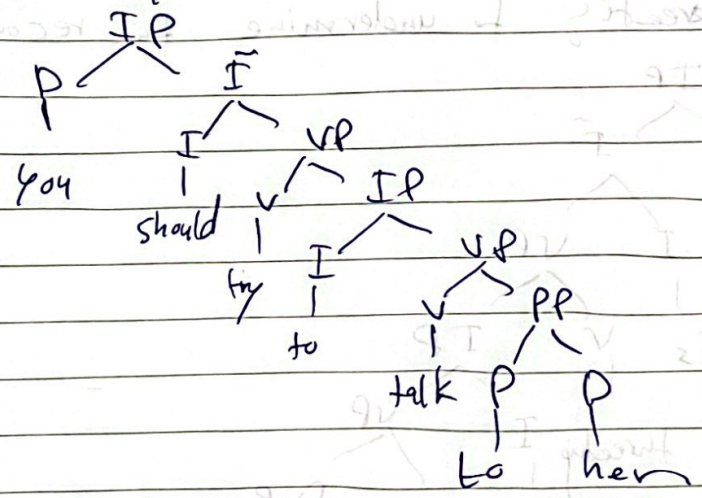
4) Inflation is threatening to undermine the recovery.



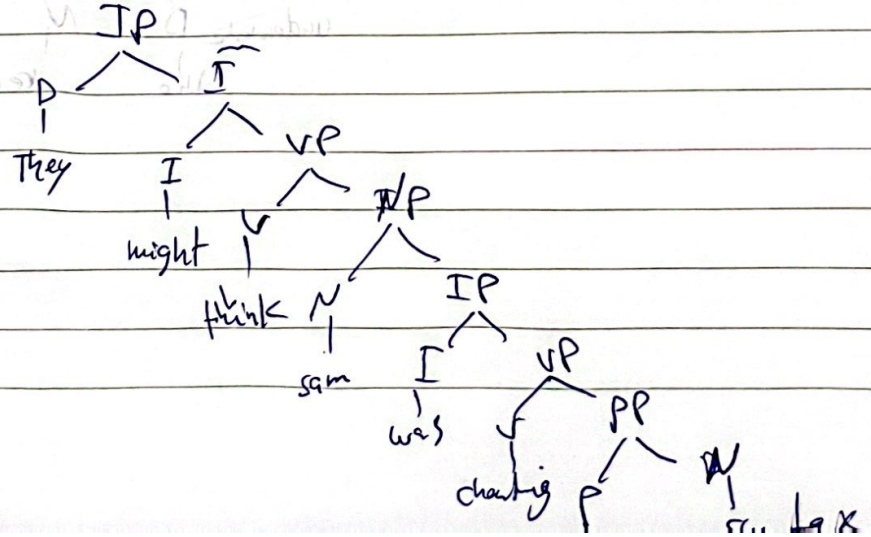
5) They are expecting to hear from you.



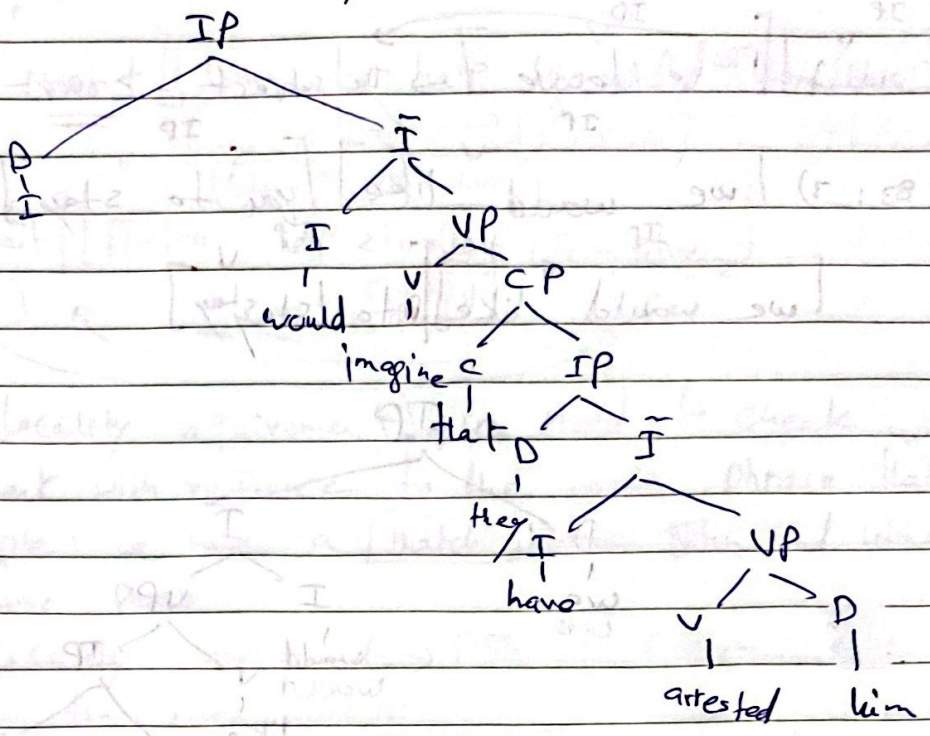
6) You should try to talk to her



7) they might think sam was cheating at syntax



8_ I would imagine that they have arrested him



Chapter 4: Empty Categories

* Empty Category a categories that don't have any pronunciation, they are usually hidden / Null / Zero categories → but they keep their syntactic features and sometimes morphological features.

Categories in the English language can be
- Covert → hidden / Null / Zero
- Overt → any category that is heard or written, spoken

↳ Non-Null subject

So Empty Category keep their grammatical / syntactic aspects.

* Syntactic aspects:
1. Subject
2. Auxiliary
3. To infinitive
4. Determiner

→ Null Subject usually refers to as PRO.

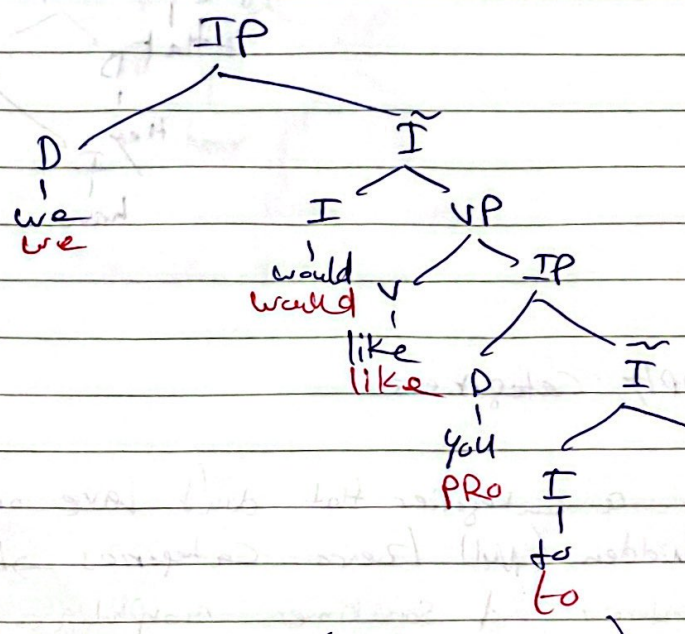
* Important fact: In the English language every verb must have a Subject and that subject either Covert or overt and this Subject is refer to as PRO.

Ex: [S I want] [IP you to leave] → Infinitive phrase.

[S I want] [IP PRO to leave] → The subject is covert / Null / zero

Page 83: 3) [S we would like] [IP you to stay]

[S we would like] [IP PRO to stay]



*we need (evidence) that we have (Null subjects) → grammatical / syntactic evidence

[1] Implict vs Explicit subject

(hidden (Null)) (covert)

page 83: [S I am sorry] [IP PRO to have kept] [IP (non-finite) S you waiting]

↳ implict subject

* PRO exists in (Infinitive phrases).

[S I am sorry] [IP (finite) S I have kept] [IP S you waiting]

↳ explicit. sub

↳ changing the covert to overt

implicit → explicit

[2] Reflexive pronoun → A principle in chomsky's philosophy (locality requirement)

↳ Ex: [They want] [John to help himself / ~~themselves~~.]
[3, S, M] ⟶ [3, S, M] ~~[3, P]~~
(subjective objective)

[They want] [PRO to help ~~himself~~ / themselves]
[3, P, Nom] ← match → ~~[3, S, M]~~ [3, P]

→ According to (locality requirement) → we need to check whatever we need to check with reference to the same phrase that we have the first Example: we have a (match) between John and himself from within same phrase.

* According to locality requirment → PRO is C-commanded by the main subject of the whole phrase.
↳ so in second example: They c-commands PRO → themselves is a reflection of (they).

John → subjective objective (case) → John is an object to the verb want and John is a subject to the verb help.

Another Example: I want (PRO) to help myself.
↳ PRO as a category has a empty null case

[3] Predicate nominals.

Ex: [They want] [their son to become a millionaire / *millionaires]
[3, P, M] match [3, S] [3, P]
Predicate nominal.

[They want] [PRO to become a millionaire / millionaires].
[3, P] [3, P] ← match [3, S] [3, P]

PRO is c-commanded by they → PRO must have the same features as features of they.

When we study null subjects → we should take care to the kind of verb we have in the sentence → we go to the verb before the Infinitive phrase (IP)

we have 2 kinds of verb.

Control
① take PRO as it's complement.
② Expletive Passive.
③ accept Adv insertion

ECM → expected Case marker →
① takes an objective subject as a complement.
② doesn't take Passive.
③ doesn't take Adverb insertion.

p87
ii) Ex: [They had decided [PRO to postpone the meeting]]
IP IP
(control verb)
↳ I was decided to postpone the meeting.

we have 2 basic tests to decide the verb.
* The control verb is the verb that takes PRO as it's complement.
↳ and it can be changed into the (passive) and it's kept grammatical.

1) Expletive passive
2) Adverb inseration (Put Adverb).

12) [People genuinely believed [him to be innocent.]]
↳ objective subjective.
↳ * If was genuiely believed him to be innocent → ungrammatical because the passive verb doesn't take an object →

13) He tried hard Proto convince him → grammatical
↳ Control verb
↳ Adverb.

14) *She believed sincerely / clearly him to be innocent → ungramatical
↳ objective Subjective

Note: Adverb insertion has to be between the control verb and to infinitive and between ECM verb and the objective subjective.

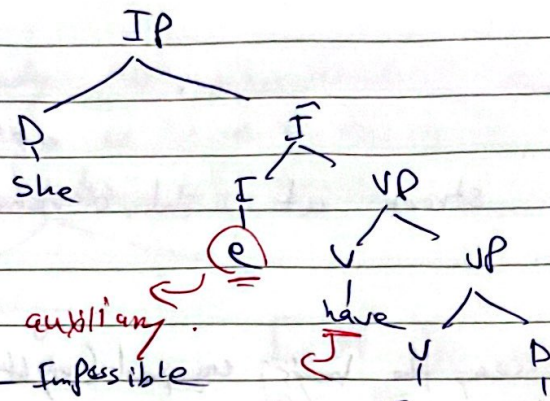
* Semantic evidence :-

1) S walking on the street at night, darkness filled the Place

2) S swimming in the sea, the sun was bright and hot

→ semanticly the sentences are incorrect because (the subject in the sentence should be capable to do action),
Grammaticly the sentences are Correct.
→ so darkness doesn't walk (can't do the action → walking)
The sun doesn't swim. (can't do the action → swimming)
So the sentence is correct if the subject Capable to do this action.
→ walking on the street at night, the old women noticed the ...
Swimming in the sea, the boys enjoyed the hot water.
→ semanticly and grammaticly — capable of swimming →
the sentences are correct.

[2] The Null auxilliary : refers to an auxiliary verb that is implied but not explicity stated in a sentence.
page 88: 15) He [Could] have seen her or [She have seen him]
→ the sentence grammaticly is correct because we have conjunction (or) → we have ellipsis auxiliary
ellipsis auxiliary.
→ ellipical process: when we delete some constituents from a certain phrase but the grammatical and semantic aspects of that Phrase remain correct.
In elliptical process we (must) have a Conjunction like or, and, but
So we can write or say → (He could have seen her or She could have seen him. مرفوض ...)
But when the sentence stands by it self → She have seen him.
→ this sentense incorrect because we don't have conjunction and there's no subject verb aggrement



ellips; is auxiliary.

why is have impossible to be the auxilary ?

because we dont have subject verb agreement

1- you have studied English. → Negate → you haven't studied English.

main verb.

overt auxilliary

2- she is studying English → she isn't studying English.

main verb.

does study → deep structure.

3- she studies English → she doesn't study English.

main verb.

did study

4- we studied English → we didn't study English

main verb

In this context we have a Null auxiliary

do study.

5- The study English → they dont study English.

main verb.

* for student whose a beginner with English → and english isn't really good
↳ he would ask where has does come from ? / what's this
didn't you talk about ?

Central Point of Null auxilliary

* The Null auxillary is usually found in (Auxilliariless finite verbs)

→ on the surface level → I cant see does → (studies, studied, study.)

we have Null/hidden/covert auxiliary did do.

An auxiliary with no Phonetic aspect.

we need (evidence) that we have in all auxilliary tests

↓

1) first evidence → Negation.

When we negate a sentence if it had auxilliary → the auxiliary carries directly the negative, but if we have an auxiliary less finite verb → it's my job to extract (takout) this (do) for example

* The process through which we extract (we know the auxilliary)

↳ called (Percolation = attraction) is a grammatical process or attraction through which certain grammatical features and constituents are taken out from one constituent and attached to another constituent higher in the tree digram structure.

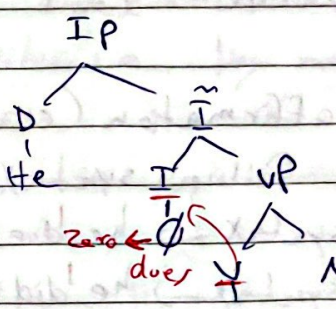
Ex: 1) He is failing syntax

does hate

2) He hates syntax.

did fail

3) He failed syntax



* so Percolation is a process in which is a certain feature (3 Persons) comes to be attached to another constituent (I) and it's usually occupies a higher level in the structure

→ All the time percolation we extract to do (to percolate = to move the grammatical feature which is 3Person singular, s percolates from hates, it's usually attached to another category which is higher (does)

→ my job as a teacher to tell one student that hates actually consists of 2 parts does hate.

So Negating an auxilliary less finite verb such as hates, failed becomes easy as we extract → get to know the helping verb that attached to it

In percolation it's the same auxilliary that we extract one operation for all their operations

Yes/No question.

[2] Second evidence/test i.e. question formation → when we form a question → moved the auxiliary before the subject.

Ex: He is failing syntax. → Is he failing syntax?
He hates syntax → Does he hate syntax?
He faild syntax → Did he fail syntax?
They love syntax → Do They love syntax?

[3] Tag Questions.

He is failing syntax → isn't he?
He hates syntax → doesn't he?
He faild syntax → didn't he?
They love syntax → don't they?

[4] Emphatic affirmation (emphasis sentences)

Ex: He is failing syntax → stress the auxiliary
He hates syntax → he does hates syntax
He faild syntax → he did fail syntax.

[5] Inversion.

He is failing syntax, and so are his friends.
He hates syntax, and so does his sister.
He failed syntax, and so did my brother.
They love syntax, and so do I
does Jack

* The Auxilliary less finite verb all the time has a hidden auxilliary and that hidden auxilliary is verb to do (do, does, did.)

* very important test/evidance that we need to work on.

↳ [6] Cliticization = cliticize (verb) → to get attached to 2 separate pecies become one because one of them attaches/cliticizes itself to another category.

(have — cliticization)

* Examples of cliticization: (attaching one constituent to another)

1) He is my brother → He's my brother (is which is a separate category from he, (he) → determiner and is an Inflectional. So He's become 1 piece.

2) I am teaching English. → I'm teaching English.

3) They will be here soon → They'll come here soon.

4) she would like to come → she'd like to come

↓ we have (cliticization)

* There's a very important condition for clitization → they must be (Adjacency condition) → Adjacent mean next to

Example: Jordan is adjacent to Palestine.

→ Adjacency condition is important for clitization to occur.

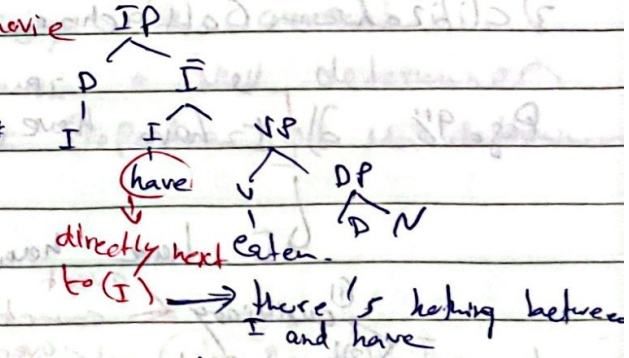
It means for 2 constituents to cliticize: they must be directly next to each other.

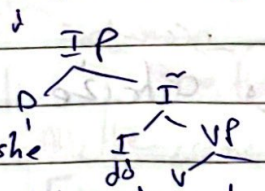
Ex: 1) I have eaten my lunch → I've eaten my lunch.

2) she has seen that movie → she's seen that movie

3) I have two brothers → I've two brothers *

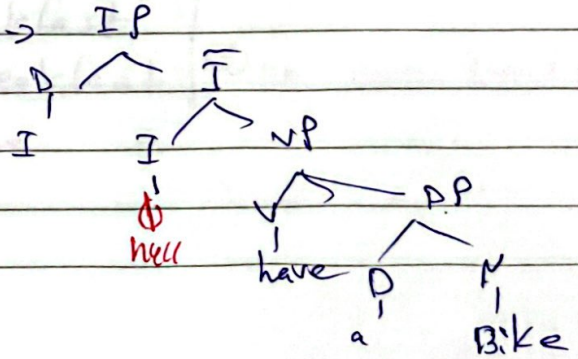
4) she has a nav car → she's a nav car *





wrong ↓ can't be cliticized because there's No auxiliary. So between "I" and "have" → there is a constituent "do" → this "do" prevents clitization because there's no Adjacency condition.

* I have a bike →



[3] Null to infinitive.

In the English, verbs can be followed by < overt to infinitive → I want to leave / covert to infinitive

→ we have certain verbs that don't take "to infinitive" after them, they take infinitive without "to", such as: let, make, verbs of senses, help < with to / without to

example: my father/parents let me | smoke. (to covert)

They made me ^to cry.

(verb of sense) I (saw) her ^to dance

I helped my friend ^to clean the office

→ The fact that "to" is not exist in these sentences → doesn't mean that is not there (covert).

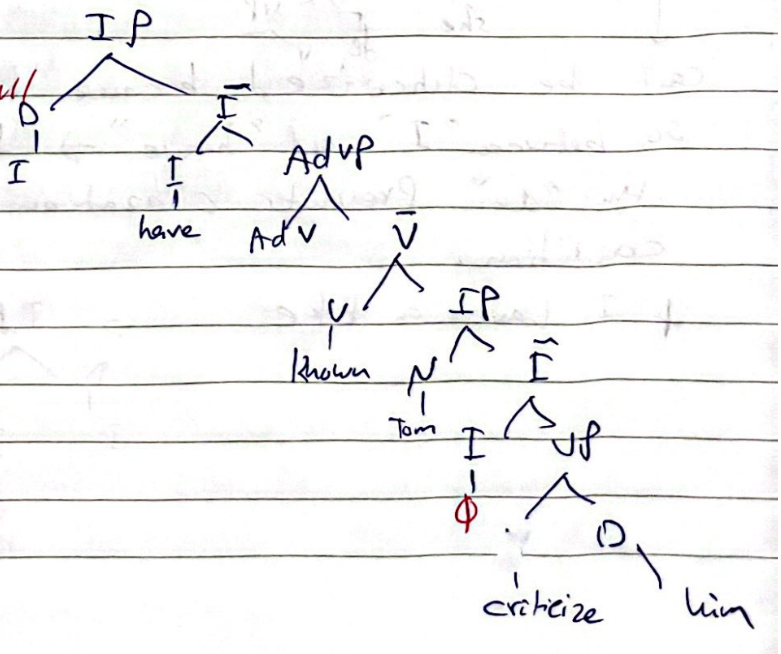
→ we need evidences:

1) The verbs itself → let, make, verbs of sense, help. (Kind of verb).
2) The Base form → I want to go.
3) clitization (attachment).

Page 94 a) [I have never known] [^to Tom criticize him.] (verb of sense)

↳ I have never known Tom (to) criticize him. → covert

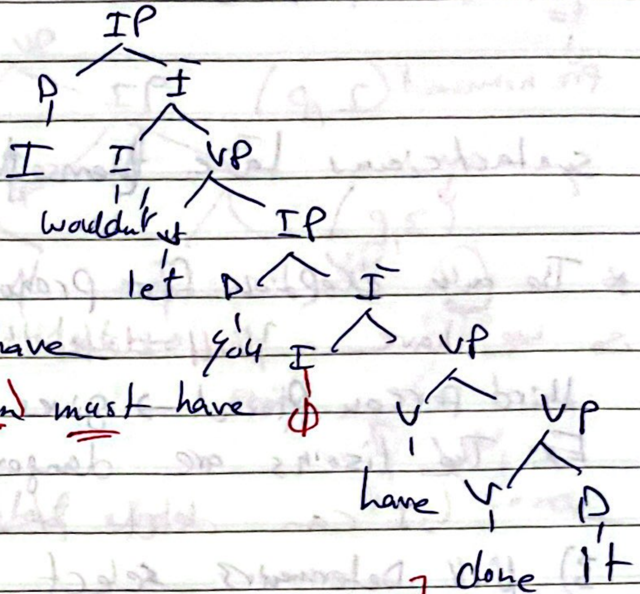
verb → I < ① auxiliary < overt / covert / Null ; ② to infinitive < overt / covert / Null



to (covert).

[I wouldn't let] [you] have done it.]
→ objective

You've done it*, can't be cliticize → not accepta-
because we have the verb "let" and let → give "to".
and "to" prevent cliticization



④ Null Determiner
we have Proper Nouns: Mary, London.
Common Nouns: boys, schools
↓ (they don't have specific name)
* There's a theory → every verb must have an "I" → Inflectional, and every common (noun) must have a determiner.
overt / covert / Null

IP IP
Ex: [we don't Expect] [[ ]students to enjoy the course].
(the (covert D) above the empty bracket; noun under "students")
→ we need (evidence) that we have a Null determiner
1) Quantifications and the semantic Properties of Null determiner
we have 2 kinds
existential. / genetic (general).
All, the, some, few, several.

Page 96: Eggs are fattening / Bacon is fattening. / Lions are dangerous → genetic (in general). we don't refer back to certain kind of lions → we refer back to all kinds of lions.

I had eggs for breakfast
I had bacon for breakfast. → we have quandity → (existential)
↓ much, some, the

properties.

2) Null determiner have Person → (third Person Plural).

we syntacticians take ourselves seriously.
Pre nominal
(1, P)

you syntacticians take yourself seriously.
↓
Pre nominal (2, P)

syntacticians take themselves seriously.
↓
(3, P)

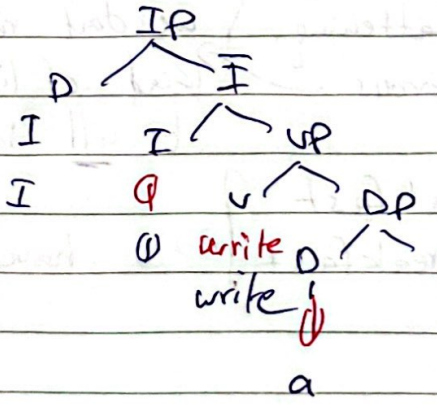
* The only exeption for pronouns to be Pre determiners (you, we)
so we have a Null determiner only when we have (3 person plural)
third person Plural → gives me the ability to delete the determiner
Ex: The lions are dangerous animal.
↳ I can delet it → 3 Person Plural (Lions).

3) Null Determeir select their complements.

Ex: I write / poems → (3, P, countable) → I can delete the (D)

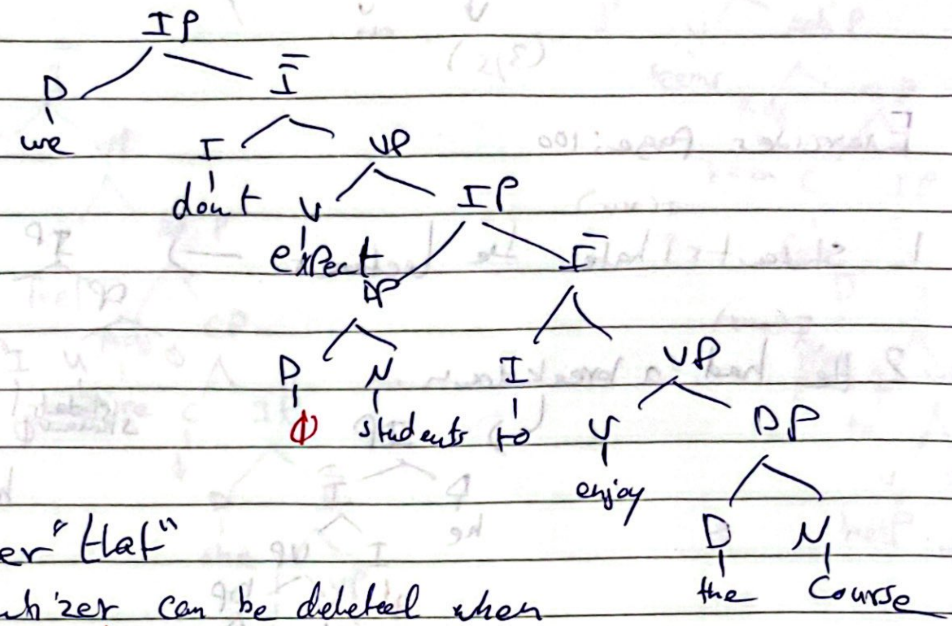
I write / Poetry → (3, non-countable = singular) → I have ability to delete D

I write / Poem → (3, S, Countable) → be care when we have 3 person singular Countable → must have determiner



Page 98: bare nominal are DPs headed by a null determiner
means zero like → boys, poems don't have D

DP hypothesis → all nouns must have a determiner (D)



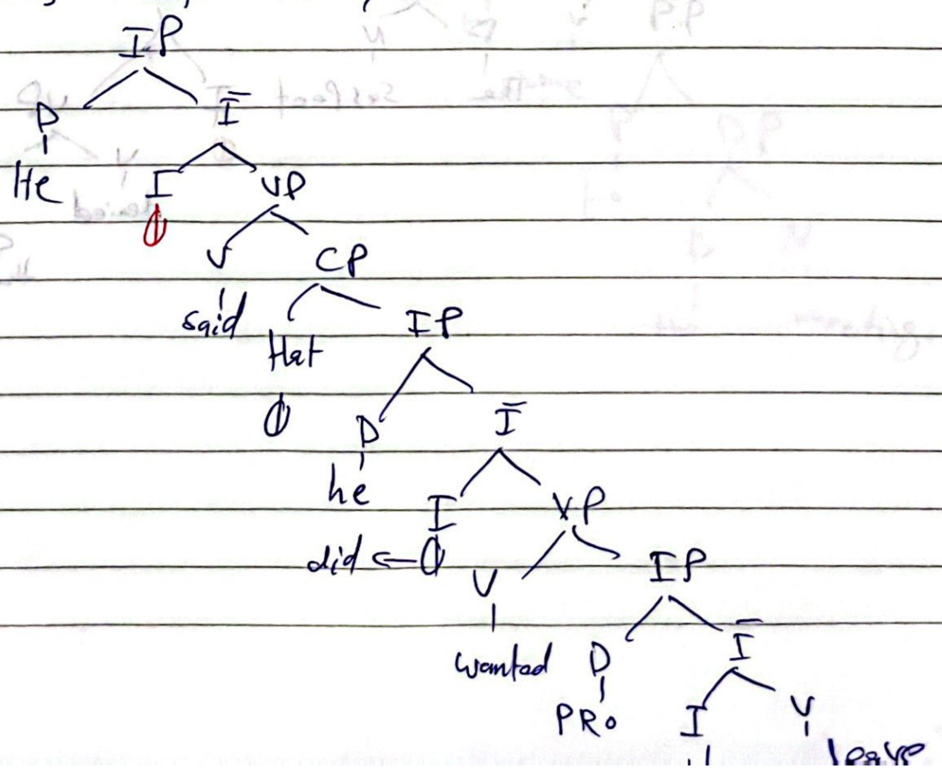
5) Null Complementizer "that"

"that" as a complementizer can be deleted when followed by (full sentence).

1) He, did said that he, did wanted PRO to leave.

2) He said he wants to leave.
subjective — full sentence.

→ usually complementizers are followed by a full sentence



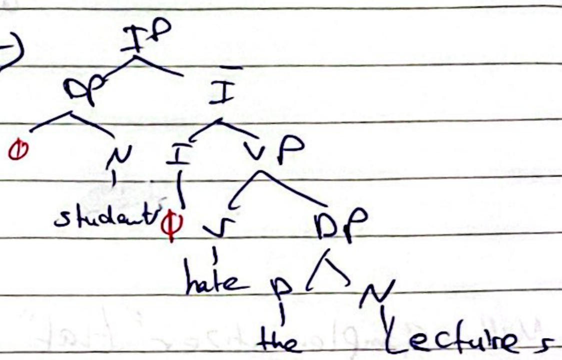
[6] Null prepositions:-

Ex: I will see you Wendsday.

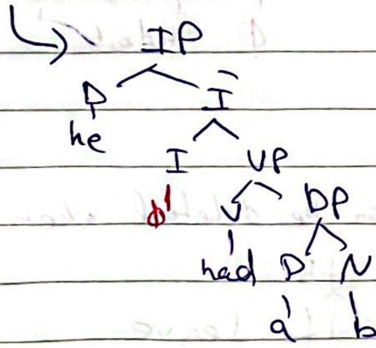
we have a class | Monday
(3,s) on.

Exercises page: 100

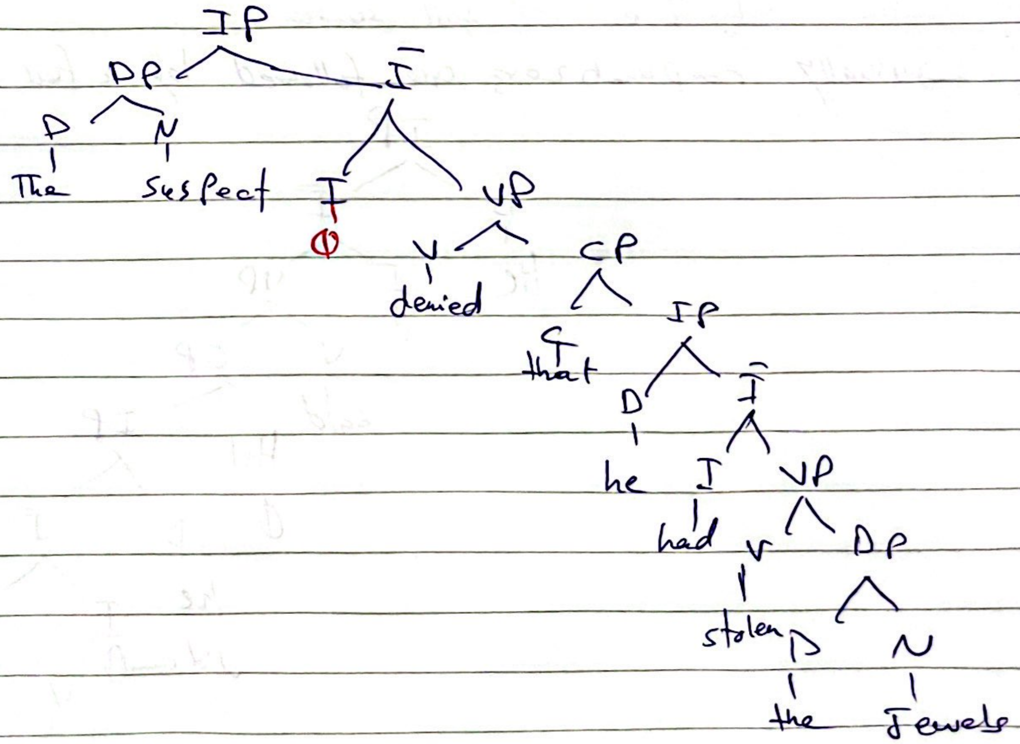
1- Students I(aux) hate the lectures. →



2- He I(aux) had a breakdown.

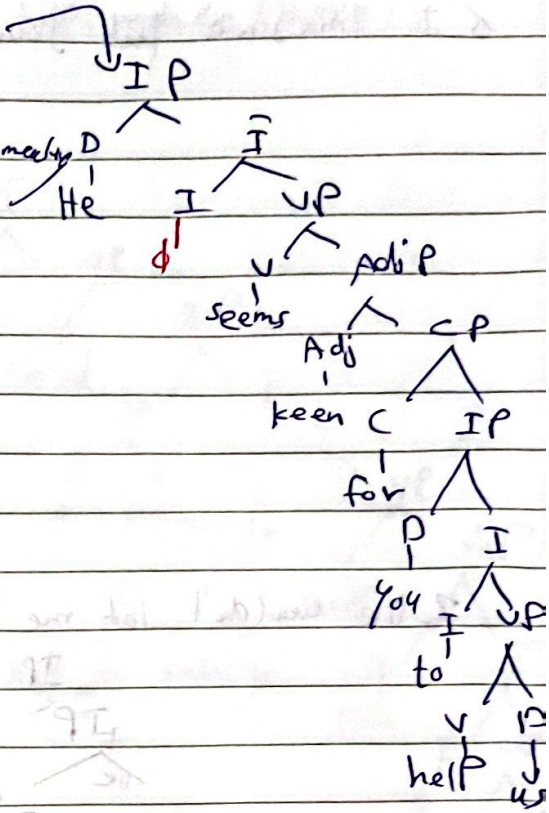


3- The suspect denied that he had stolen the jewels.

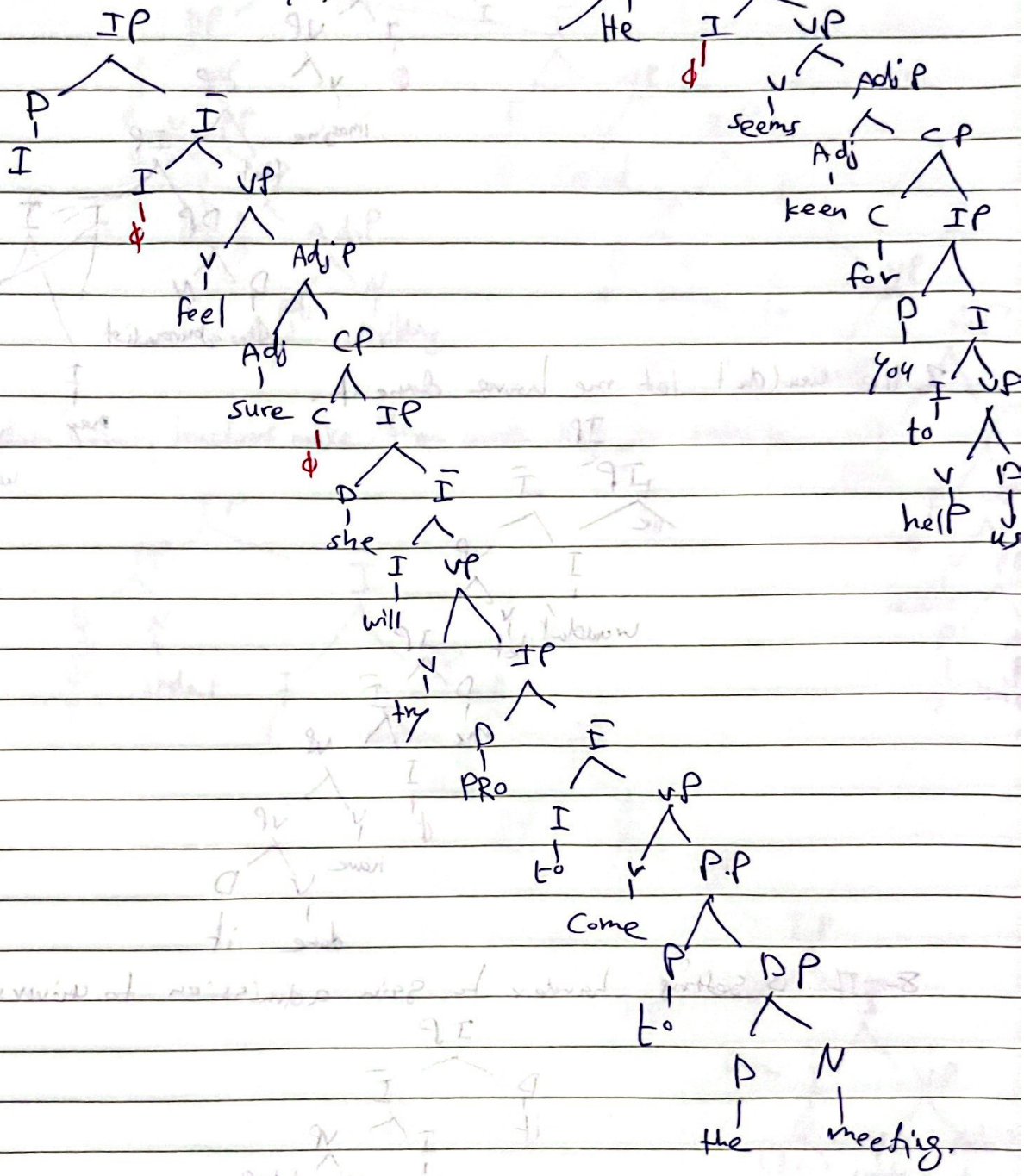


I (aux)

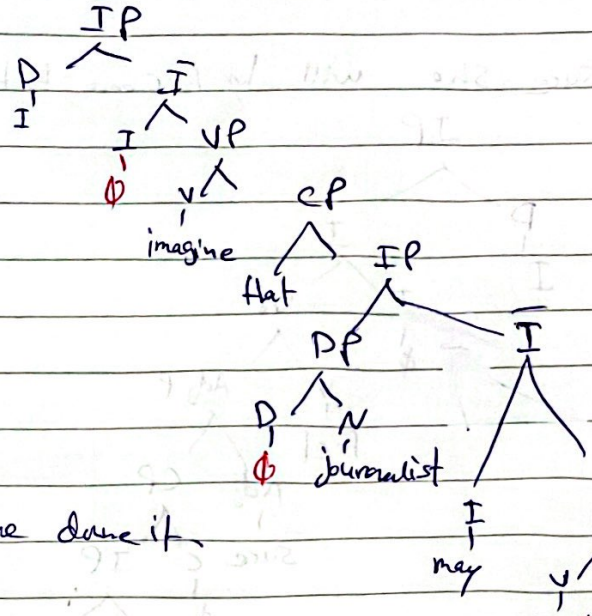
4_ He seems keen for you to help us.



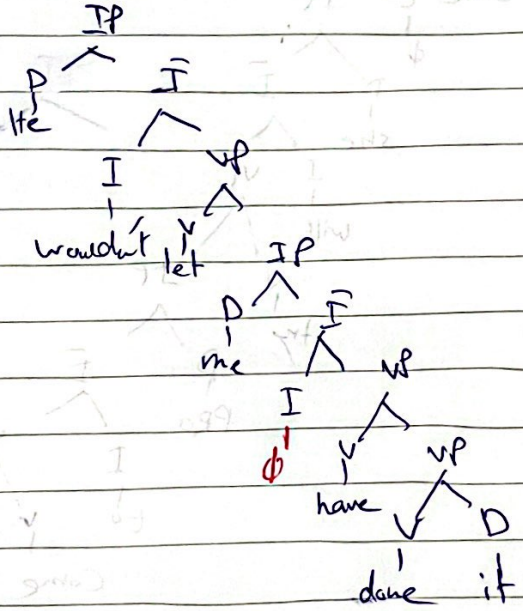
5_ I feel sure she will try to come to the meeting.



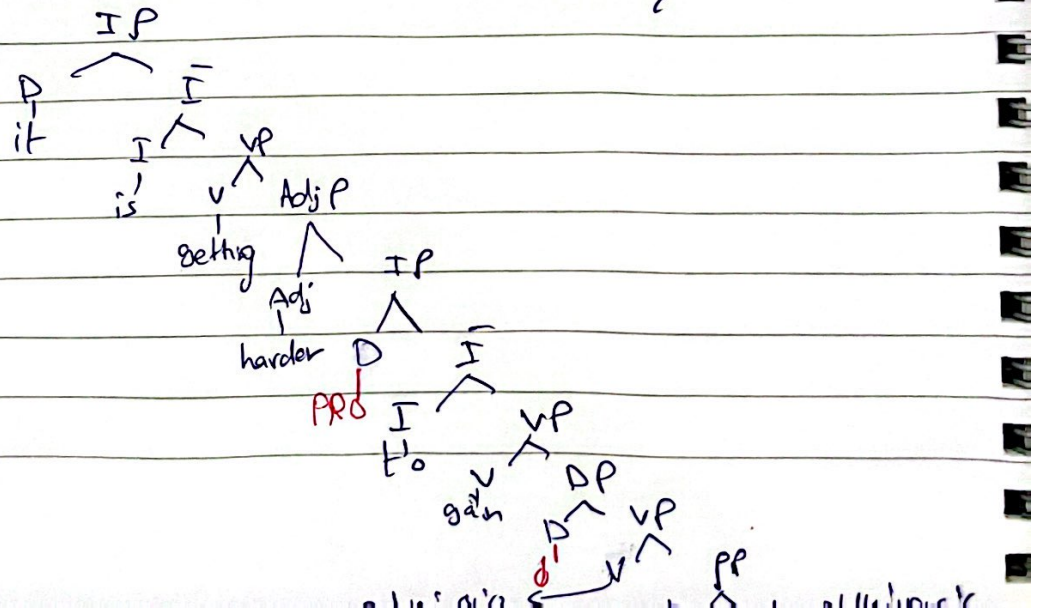
6- I imagine that journalists may want him to talk about Corruption



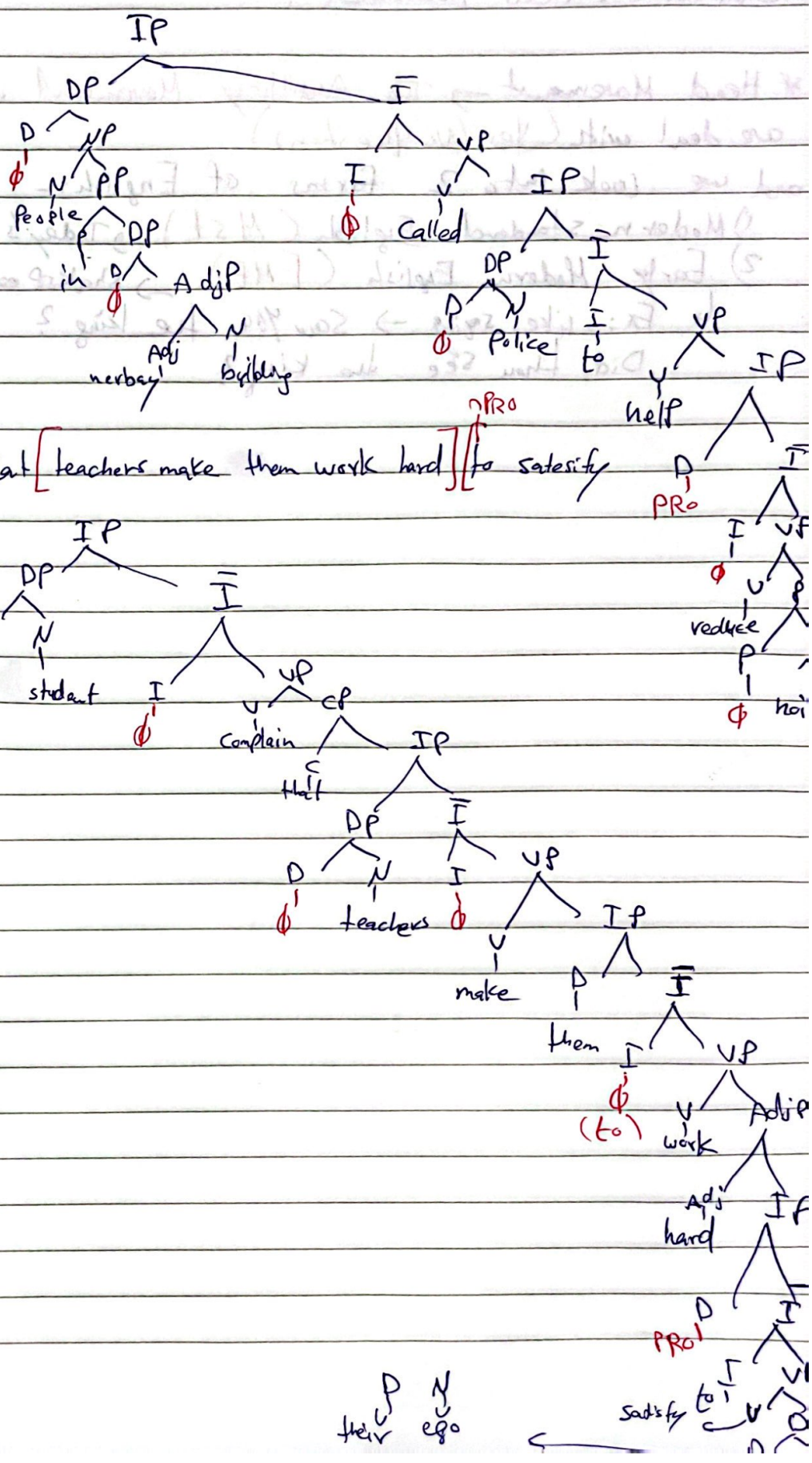
7- He wouldn't let me have done it.



8- It is getting harder to gain admission to university.



[People in nerbay buildings] called [the police to help reduce noise].



[Student complain] that [teachers make them work hard] [to satisfy their ego]