



An Animated and Narrated Glossary of
Terms used in Linguistics
presents

Movement



Capturing Relationships

Consider these utterances:

1. Mary believed **the boy** **pinched** **the elephant**
2. **Who** did Mary believe pinch **the elephant**?
3. **What** did Mary believe **the boy** pinch?
4. **What** did Mary believe?

A speaker of English would have the intuition that these are variants of the same sentence.

Puzzle

How is it that we would have such intuitions?

Answer:

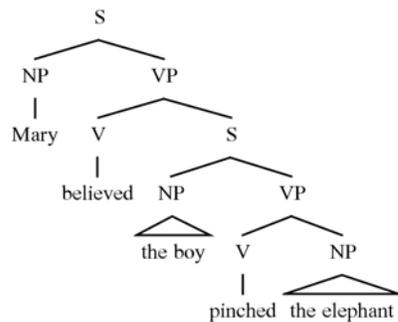
There's an underlying structure (= d-structure in Government and Binding frameworks) from which the variant surface forms are produced.

Slide 3

Basic Form

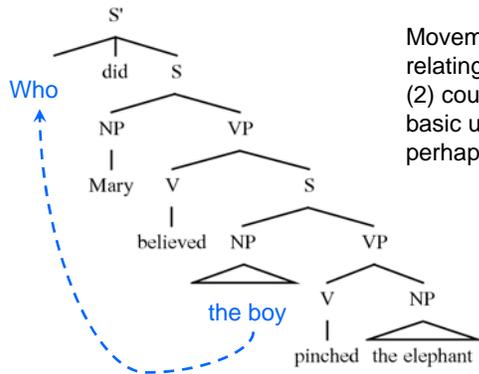
Let's assume (1) to be the *basic* form.

The constituency of (1), determined by a number of diagnostics, is given here.



Slide 4

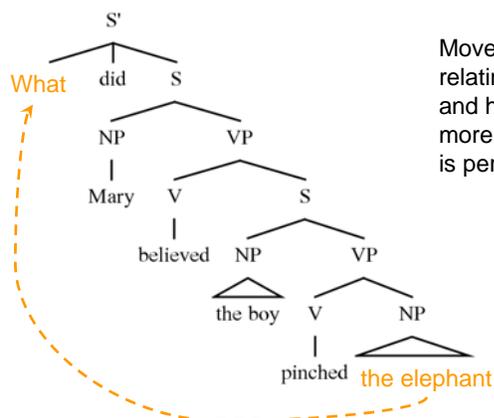
Relation by Movement



Movement here is a metaphor for relating "who" and "the boy", and how (2) could be derived from a more basic underlying structure that is perhaps similar to (1).

Slide 5

Relation by Movement

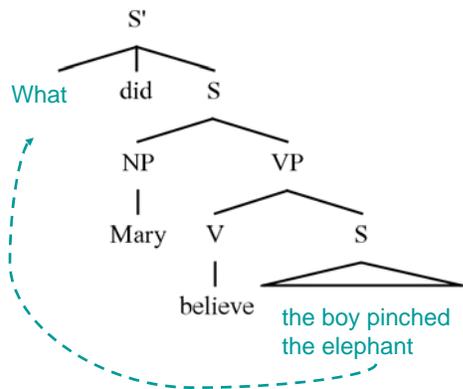


Movement again is a metaphor for relating "what" and "the elephant", and how (3) could be derived from a more basic underlying structure that is perhaps similar to (1).

Slide 6



Relation by Movement



Slide 7



More puzzles

Consider now

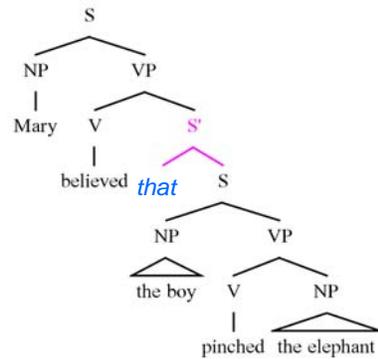
1. Mary believed the boy pinched the elephant.
3. What did Mary believe the boy pinched?
5. Mary believed that the boy pinched the elephant.
6. *What did Mary believe that the boy pinched?

If our movement story is correct, why is (6) ungrammatical?
Why couldn't "the elephant" move from (5) to form (6)?

Slide 8

Basic Form-revisited

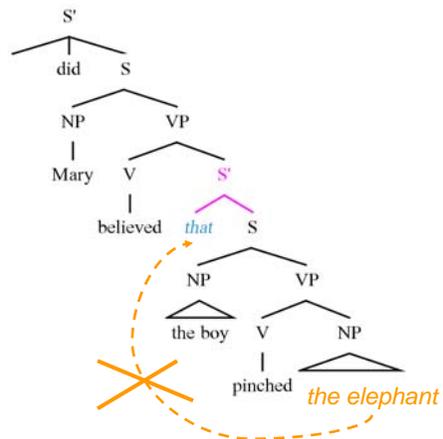
Given (5), suppose the basic form is revised to be:



Slide 9

Subjacency

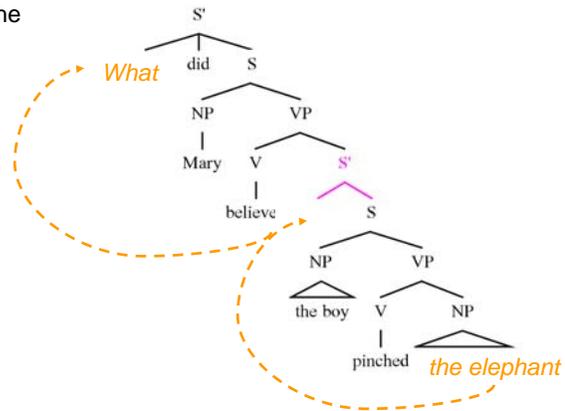
Suppose we make the requirement that movement must be made in steps, moving out of one S at a time, then:



Slide 10

Subjacency

An account for (1)-(4) would rely on the absence of *that* in the embedded S'.



Subjacency is explained in this glossary as a different entry.

Slide 11

1. Mary believed the boy pinched the elephant.
2. Who did Mary believe pinch the elephant?
3. What did Mary believe the boy pinched?
4. What did Mary believe?
5. Mary believed that the boy pinched the elephant.
6. *What did Mary believe that the boy pinched?

Items (1-6) illustrate the usefulness of *movement* in capturing the relationship between various syntactic constructions and the conditions for their grammaticality.

Slide 12



Movement

- Movement is a metaphor used in syntax to express correlation between two or more syntactic positions.
- It allows for an account of how various kinds of constructions (e.g. passive, wh-questions, raising, topicalization, etc) may be related to one another through a basic structure from which movement originates.

Slide 13



Further reading

- Baltin, Mark and Chris Collins (eds.) (2001) *The Handbook of Contemporary Syntactic Theory*. Blackwell Publishers.
- Carnie, Andrew (2002) *Syntax: A Generative Introduction*, Chapters 8-11. Blackwell Publishing.
- Fromkin, Victoria and Robert Rodman (1998) *An Introduction to Language*, 6th edition, pp.136-149. Fort Worth: Harcourt Brace College Publishers.
- Haegeman, Liliane (1995) *Introduction to Government and Binding Theory*, 2nd edition. Blackwell Publishers.
- Ouhalla, Jamal (1999) *Introducing Transformational Grammar: From Principles and Parameters to Minimalism*, 2nd edition, Chapters 4, 5 and 10. London: Edward Arnold Publishers.
- Radford, Andrew (1988) *Transformational Grammar*, Chapters 8 and 9. Cambridge University Press.
- Radford, Andrew, Martin Atkinson, David Britain, Harald Clahsen and Andrew Spencer (1999) *Linguistics: An Introduction*, Chapter 21. Cambridge University Press.

Slide 14



香港浸會大學
HONG KONG BAPTIST UNIVERSITY

The End

Wee, Lian-Hee and Winnie H.Y. Cheung (2009)
An animated and narrated glossary of terms used in Linguistics.
Hong Kong Baptist University.