

## Word order

- ▶ Constituent order?
- ▶ Free vs. strict word order
- ▶ Diachronic development
  - Case vs. word order
- ▶ Word order freedom?
  - Clause external: crossing clause boundaries
  - Clause internal: within clause boundaries

## Word order

- ▶ German has clause-internal word order movement rules which do not exist in English
- ▶ German and English have a number of similar clause-internal movement rules but these are more productive in German

## Example

- ▶ *{Peter} {gab} {zu Weihnachten} {dem Bruder} {das Buch}*.
- ▶ *{Peter} {gave} {the book} {to his brother} {for Christmas}*.
- ▶ 24 possible relative orderings of the four constituents?
- ▶ Degrees of grammaticality?
- ▶ Effects of stress?

Cf. Hawkins 1986: 37 ff.

## German

- \*Dem Bruder gab zu Weihnachten das Buch Peter.
- \*Dem Bruder gab das Buch zu Weihnachten Peter.
- \*Zu Weihnachten gab dem Bruder das Buch Peter.
- \*Zu Weihnachten gab das Buch dem Bruder Peter.
- \*Zu Weihnachten gab das Buch Peter dem Bruder.
- \*Das Buch gab dem Bruder Peter zu Weihnachten.
- \*Das Buch gab dem Bruder zu Weihnachten Peter.
- \*Das Buch gab zu Weihnachten dem Bruder Peter.

## English

- ▶ \* Peter gave for Christmas (to) his brother the book.
- ▶ \* To his brother Peter gave for Christmas the book.
- ▶ \* To his brother gave the book Peter for Christmas.

## English

- i. Peter gave his brother the book for Christmas.
- ii. Peter gave for Christmas his brother the book.
- iii. Peter gave the book to his brother for Christmas.
- iv. Peter gave the book for Christmas to his brother.

- v. Peter gave for Christmas the book to his brother.
- vi. To his brother Peter gave the book for Christmas.
- vii. For Christmas Peter gave his brother the book.
- viii. For Christmas Peter gave the book to his brother.
- ix. The book Peter gave for Christmas to his brother.
- x. The book Peter gave to his brother for Christmas.

## Results

- ▶ Effect of stress?
- ▶ German examples:
  - Without stress: 8 ungrammatical sentences and 16 grammatical
  - With appropriate stress, all 24 were judged grammatical in an experiment carried out by Bierwisch (1963)
  - Varying degrees of grammaticality
- ▶ English examples:
  - Only 10 sentences judged as grammatical
  - Fixed word order replaces morphologically encoded grammatical relation
- ▶ Pragmatic consequences ?

## Pragmatic consequences

- ▶ Ambiguity of English constructions with respect to pragmatic functions
- ▶ Pragmatic differences are syntactically encoded in German
- ▶ Theme (‘old information’) and Rheme (‘new information’)
- ▶ Examples:
  - *Ich habe ein Kleid an den Kleiderhaken gehängt.*
  - *Ich habe an den Kleiderhaken ein Kleid gehängt.*
  - *I hang a dress on the clothes-hook.*

## Basic verb position

- ▶ The order of subject, verb and object plays a major role in the typological classification of languages
- ▶ Major contrast in basic sentence structure between English and German
- ▶ English basic word order: SVO
- ▶ German: complex situation with SVO in main clauses and SOV in subordinate clauses

## English: examples

- ▶ *John saw the boy (S V O)*
- ▶ *John has seen the boy (S Aux V O)*
- ▶ *I know that John saw the boy (S V O)*
- ▶ *I know that John has seen the boy (S Aux V O)*

## German: examples

- ▶ *Johann sah den Jungen.* (S V O)
- ▶ *Johann hat den Jungen gesehen.* (S Aux O V)
- ▶ *Ich weiß, dass Johann den Jungen sah.* (S O V)
- ▶ *Ich weiß, dass Johann den Jungen gesehen hat.* (S O V Aux)

- ▶ Difference between finite verb position and non-finite verb position in German
- ▶ In declarative main sentences: finite verb occupies second position, other verb forms occupy the final position („verbale Klammer“)
- ▶ In subordinate clauses, the finite verb form occupies final position, following all other verb forms

## Examples

- ▶ *Johanna hatte gestern in Leipzig ihrem Freund das Buch gegeben.*
- ▶ *..., (weil) Johanna gestern in Leipzig ihrem Freund das Buch gegeben hatte.*

## Verb-final in German

- ▶ German assumed to be a verb-final (SOV) language
- ▶ Examples with finite and non-finite verb forms
  - *..., dass Johann den Jungen sah.*
  - *Der Mann, der die Frau vor einigen Tagen besuchte. ...*
  - *Ich freue mich darauf, heute nach Hause zu fahren.*
  - *Der Versuch, im Haus einen passenden Schlüssel zu finden...*

- ▶ Fronting rule for the finite verb into second or first position in main clauses
  - *Johann sah den Jungen.*
  - *Sah Johann den Jungen?*
  - *Mein Vater ist vor einigen Tagen nach London gefahren.*
  - *Vor einigen Tagen ist mein Vater nach L. gefahren.*
  - *Abends kann ich in der Wirtschaft ein Bier trinken.*
- ▶ Non-finite verb forms in main clauses remain in final position
  - *Mein Vater ist vor einigen Tagen nach London gefahren.*
  - *Ist mein Vater vor einigen Tagen nach L. gefahren?*

## Verb-final in English

- ▶ In PDE, we do not find verb-final sentence structures
- ▶ Diachronic development
- ▶ In PDE, verb-final patterns in compounds:
  - *lion-hunter, quick-drying, ...*

## Differences in informatic structure

### ► German:

- *Ich weiß, du bist ein intelligentes Mädchen.*
- *Ich weiß, dass du ein intelligentes Mädchen bist.*
- *\*Ich bin keineswegs überzeugt, du bist ein intelligentes Mädchen.*
- *Ich bin keineswegs überzeugt, dass du ein intelligentes Mädchen bist.*

### ► Main vs. subordinate clause

## Differences in informatic structure

### ► English:

- *I know, you are an intelligent girl.*
- *\*I am by no means convinced, you are an intelligent girl.*
- *I know (that) you are an intelligent girl.*
- *I am by no means convinced (that) you are an intelligent girl.*

### ► Comma intonation

### ► Greater ambiguity in English

## German alternations

### ► The following alternations without parallel in English:

- *Schließe mir ja heute abend die Haustür.*
- *Dass du mir ja heute abend die Haustür schließt.*
- *Close the front door for me this evening.*
- *\*That you close the front door for me this evening.*

### ► In German, verb position is sufficient to indicate the subordinate status of a clause and thus to carry the associated pragmatic meaning.

## Raising structures

### ► Clause external movements

- Subject-to-subject raising
- Subject-to object raising
- Object-to-subject raising (tough movement)

## Subject-to-Subject raising

*Joan seems (Δ to be ill).*

*It seems that Joan is ill.*

► *Joan seems to be ill.*

► *The noise seems to get on her nerves.*

► *Joan happens to be ill.*

► *The noise happens to get on her nerves.*

► *Joan continued to be ill.*

► *The noise continued to get on her nerves.*

► *Joan ceased to be ill-*

► *The noise ceased to get on her nerves.*

- ▶ *Johanna scheint krank zu sein.*
- ▶ *Der Lärm scheint sie aufzuregen.*
- ▶ \**Johanna geschieht krank zu sein.*
- ▶ \* *Der Lärm geschieht sie aufzuregen.*
- ▶ \* *Johanna fuhr weiter fort krank zu sein.*



## Subject-to-subject raising: summary

- ▶ Productive in English
- ▶ Possible with a fairly large class of predicates in English
- ▶ Possible with only a few predicates in



## Subject-to-object raising

*I believe Joan ( $\Delta$  to be ill).*

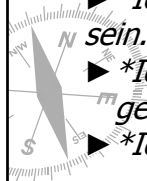


*I believe that Joan is ill.*



- ▶ *I believe Joan to be ill.*
- ▶ *I believe the farmer to have killed the cow.*
- ▶ *I understand him to be stupid.*

- ▶ \**Ich glaube Johanna krank zu sein.*
- ▶ \**Ich glaube den Bauer die Kuh getötet zu haben.*
- ▶ \**Ich verstehe ihn dumm zu sein.*



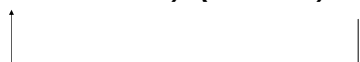
## Subject-to-object raising: summary

- ▶ Fairly productive in English
- ▶ Possible with a comparatively large class of predicates in English
- ▶ No translation equivalents in German

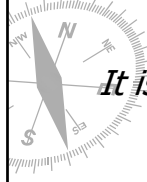


## Object-to-subject raising

*Linguistics is easy (to study  $\Delta$ )*



*It is easy to study Linguistics.*



- ▶ *He is easy to convince.*
- ▶ *Linguistics is boring to study.*
- ▶ *The boy is easy to help/ to work with.*
- ▶ *This book is easy for me to force Helena to read.*

- ▶ *Er ist leicht zu überzeugen.*
- ▶ \* *Linguistik ist langweilig zu studieren.*
- ▶ \* *Der Junge ist leicht zu helfen/ mit zu arbeiten.*
- ▶ \* *Dieses Buch ist leicht für mich Helena zu lesen zu zwingen.*

## Object-to-subject raising: summary

- ▶ Productive in English with comparatively large number of possible triggers
- ▶ In German only applicable to a limited degree
  - *leicht, einfach, schwer, schwierig, interessant*
- ▶ In English, direct objects as well as and oblique NP's can be raised
- ▶ In German, only direct objects can be raised

## Raising structures: summary

- ▶ Movements are freer in English
- ▶ All possible triggers in German constitute a subset of the possible triggers in English
- ▶ Clause-external movement is freer in English

## Relative clauses

- ▶ Group work with the Chemnitz Internet Grammar
- ▶ Problem areas?

## English vs. German

German

English

- All relative clauses are embraced by commas
- Relative pronouns: *die, der, das*
- Formal: *welche, welcher, welches*

### • Non-defining relative clauses:

1. Use of commas
2. Relative pronouns: *who/whom/which*

### • Defining relative clauses:

- No commas
1. *'That'* as relative pronoun
  2. Omission of relative pronoun
  3. Non-finite construction

## English vs. German

German

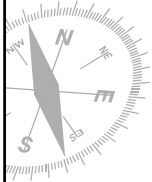
English

1. Er kauft jede Antiquität, die ihm in den Weg kommt.
2. Das Lokal, das ich meine, liegt direkt auf der anderen Seite der Brücke.
3. Die Leute, die auf den Bus warten, werden allmählich ungeduldig.

1. He buys every piece of antique furniture that comes his way.
2. The restaurant I mean is just across the bridge.
3. The people waiting for the bus are getting impatient.

# Non-finite clauses

## ► Student's presentation

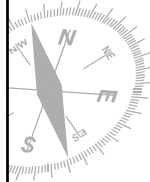


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# Contrastive linguistics and language typology

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