

Linguistics 30Q. 4/8/05.

1. For M 11 April: Read the MWDEU entry on **split infinitive**.

Come to class with a list of technical terms the MWDEU uses in this entry; do not overlook the term *modify*. Try to figure out what the text means by them. Be prepared to discuss problems you have in understanding them.

2. For M 11 and W 13 April. What do examples like the following suggest about the syntax of the infinitival marker *to*?

- a. They told me to leave, but I didn't want to.
- b. I don't intend to, as you might put it, jump the shark.
- c. I decided to leave home and seek my fortune in the big city.

Be prepared to discuss the following examples (and ones like them). What would the alternatives be to the constructions illustrated here?

- d. J... says that he expects the staff size to more than double within two years.
- e. ... Indeed, fuel cells have the potential to up to double the efficiency of cars and power generators while significantly reducing air pollution.
- f. ... Over the years, two to be exact, AMD has managed to over double the speed of the Athlon core from 650MHz to 1400MHz!
- g. Someone named William Parsons called last night to considerately check on the state of my Spring Fever...
- h. I intend to not say a word.
- i. "Are you going to not do something just because a *boy* doesn't want you to?" asks Tiffany.

3. For F 15 April, to turn in as written homework:

- a. Turn in ten fortuitously collected examples of "split infinitives" and ten of infinitives that could have been "split" but weren't. Briefly explain why these are of interest.

- b. Pick one of the types of "split infinitives" in d-i above and use a search engine (like Google) to investigate the difference between "split" examples and their alternatives. In a brief essay, write up how you went about your data search, describe any problems you had in collecting the data and interpreting the numbers, and say what you would conclude from your investigation.

V + X + NP types

- | | | |
|----|--------------------------------------------------|-----------------------------------------------|
| 1. | climbed + up + the hill
traveled + to + Paris | V + PP: [P + NP] |
| 2. | gave + up + candy
tossed + up + the ball | V: [V + Prt] + NP |
| 3. | adhered + to + my shoe | [like type 1, but V+P is semantically a unit] |

Distinguishing types 1/3 from type 2:

- a. Semantic facts (i.e., X is directional; V + X is a semantic unit; existence of V + X , without an object NP, with same meaning as in V + X +NP) not very helpful.
- b. “Particle movement”: V + NP + X as an alternative to V + X + NP:
type 2: I gave candy up. I tossed the ball up.
type 1: *I climbed the hill up. *I traveled Paris to.
type 3: *The mud adhered my shoe to.
- c. P + NP functioning as unit: “movement” in wh-questions (with “fronted” P):
type 1: Up which hill did I climb?
type 3: To what did the mud adhere?
type 2: *Up what did I give?
- d. P + NP functioning as unit: focus elements *even, only, not (only)...but, both...and (also)*:
type 1: I climbed only up the hill, not (up) the larger mountain behind it.
type 3: The mud adhered only to my shoe, not (to) my legs as well.
type 2: *I gave only up candy, not (up) soft drinks as well.
- e. P + NP functioning as unit: adverbs can intervene between V and PP, but not between V and its object NP:
type 1: I climbed quickly up the hill. I traveled soon to Paris.
type 3: The mud adhered immediately to my shoe.
type 2: *I gave quickly up candy.
- f. P + NP functioning as unit: answers to wh-questions:
type 1: What did you climb up? The hill./Up the hill.
type 3: What did the mud adhere to? My shoe./To my shoe.
type 2: What did you give up? Candy./*Up candy.