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1. INTRODUCTION

THREE SURFACE CHANGES in English *circa* the late 18th century: • Decline of the passival:

- (Whereas a Brass Foundery is now building at Woolwich... (1)(London Gazette, 10 July 1716, quoted in OED s.v. brass)
- Acceptance of the progressive passive (replacing the passival):
 - D...like a fellow whose uttermost upper grinder is being torn ou (2)(R. Southey, letter of 9 Oct. 1795, quoted in OED s.v. be)

• Final decline of the *be*-perfect (replaced by the *have*-perfect):

(... he informs me his son is set out... (3)

(O. Goldsmith, She stoops to conquer I.i, 1773, quoted in OEL **ONE STRUCTURAL CHANGE:**

Voice and aspect, previously bundled on a single head, split into separ

Aspec (IMPERF) <Voice/Aspect PROCESS PASSIVE , RESULT Voice **PASSIVE**

FIGURE 1: The separation of Voice and Aspect

2. BEFORE THE CHANGE

VOICE AND ASPECT were on a single head (VAsp), with six featural • [RESULT] – resultative *be*-perfect

(4) *I am come as 3e bade me.*

'I have come as you asked me.'

(J. Mirk, *Festial*, a. 1415, quoted in McFadden & Alexiadou McFadden & Alexiadou (2006, 2010) argue that the *be*-perfect was By the late 18th century, the true (temporal) perfect with have occ range of verbs, and the resultative be-perfect only with unaccusative of the be- and have-perfects can be seen in the fact that they could b

He has been come over about ten days. (5)

(J. Swift, Journal to Stella, 1710–13, quoted in Rissanen 1999 • [PROCESS] – active progressive

As you are fishing, chaw a little white or brown bread... (6)

(I. Walton, The Compleat Angler, 1653–76, quoted in Rissane

RESULT – resultative passive PASSIVE

On[e] paine is lefned by an others anguifh...

(W. Shakespeare, *Romeo and Juliet*, I.ii.45, *ca*. 1591–95)

PROCESS

- passival PASSIVE

(8) Our Garden is putting in order, by a Man who bears a remarkabl (J. Austen, letter of 8 Feb. 1807, quoted in Denison 1998)

• [PASSIVE] – 'intransitive for passive'

(9) One desperate greefe cures with an others languish.

(W. Shakespeare, Romeo and Juliet, I.ii.47, quoted in Rissane The so-called intransitive-for-passive construction is simply an aspe counterpart to the passival.

– plain active

(10)I saw the man today.

(W. Shakespeare, All's Well that Ends Well V.iii.234, quoted

SYNTACTIC CHANGE AND THE CARTOGRAPHY OF SYNTACTIC STRUCTURES

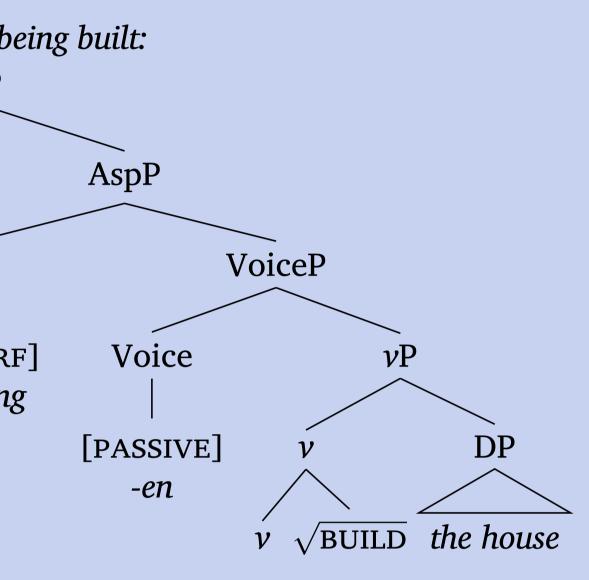
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4. THEORETICAL IM	LICA
LYSIS outlined above depends on the a	ssump
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nguage selects a subset [F] of the univer	
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tems and the selectional requirements o	f those
pological evidence for the parametric v system in Germanic.	'1ew: E
etric approach allows for a simple and us erms of the diachronic unbundling of As	
	 a. What do you read, my Lord? (W. Shakespeare, Hamlet II.ii.190, c. 6). Eubulus seems to intimate that Things (R. Steele, Spectator I, no. 49, 1711, c. What do you laugh for, Mrs. Jervis? (S. Richardson, Pamela I, p. 66, 174 at-Day English, progressive -ing is obligated bect; an eventive simple present is interscheduled, or reportive reading. 4. THEORETICAL IMP (YSIS outlined above depends on the at ages of the same language, may differ in METRIC VIEW: guage selects a subset [F] of the universe of the elements of [F] into a lexicon (Or emay project independently, or it may semantic entailments between feature ems and the selectional requirements of pological evidence for the parametric version of the germanic.

GE

rnal argument, and is thus 'outer' feature that was [PROCESS], and perfective viewpoint aspect rather

marked voice feature, [PASSIVE], ESULT].

RESSIVE PASSIVE



wn morphological exponent, -en. ecisely the same reason.

spect and Voice project separately.

er a resultative inner aspect head. **FRAST**.

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as a marker of imperfective vieweted as perfective, and receives a

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ption that different languages, or w they group features into heads.

set of features, making a one-time nsky 2000: 100).

indled with other features.

trict both their combination into se lexical items (Cowper 2005).

Bobaljik & Thráinsson (1998) on

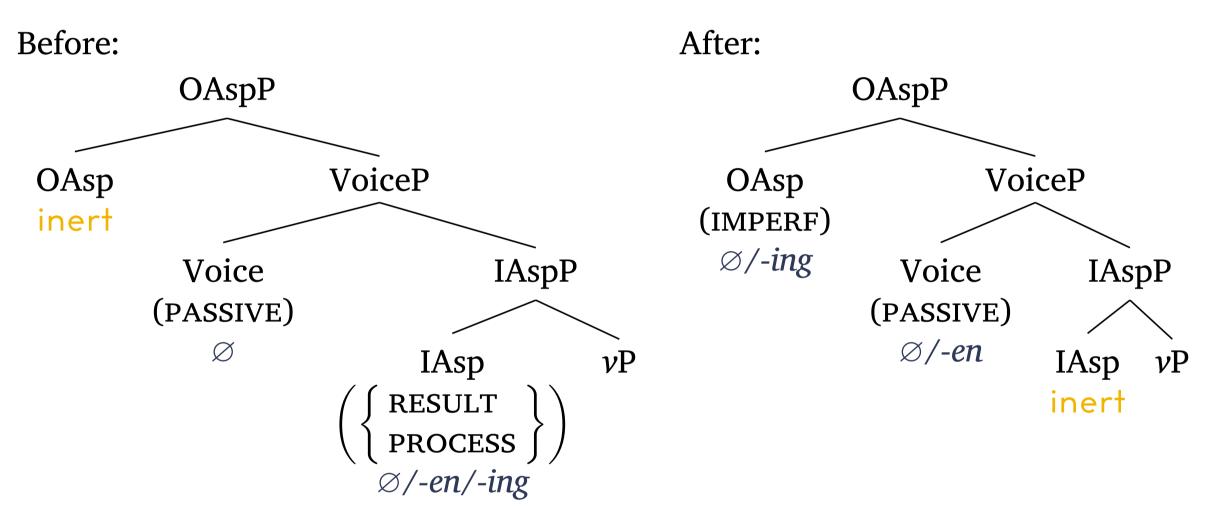
l account of the changes described and Voice.

The parametric view contrasts with...

- THE STRONG CARTOGRAPHIC VIEW:
- be pronounced at all" (Kayne 2005: 16).
- 45).
- only through movement (Cinque & Rizzi 2008: 50).

WHAT could the strong cartographic approach say about these changes in English?

- and after the change.
- mantically active and (b) how they are spelled out.



This involves several changes with no obvious connection:

- IAsp becomes semantically and morphologically inert.
- The suffix *-ing* spells out a newly active [IMPERF] feature of OAsp.

• The feature [PASSIVE], which had been morphologically null, is now realized by *-en*. **BUT**: What if "one feature — one head" is an acquisition bias that influences diachronic change, rather than an absolute principle of syntactic structure? Here's how the acquisition of functional projections might work:

- Learners like simple one-to-one correspondences between features and heads...
- ...but they require positive evidence to set up separate projections. THE NEXT QUESTION:
- posit separate Aspect and Voice projections?

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• "While it is logically possible that the absence of an overt functional element in language A corresponding to a functional element visible in language B could indicate that language A entirely lacks that functional element, there is a substantial tradition that has profitably taken the opposite position—namely that if language B visibly has some functional element, then all languages must have it, even if in some or many it fails to

• "If some language provides evidence for the existence of a particular functional head (and projection), then that head (and projection) must be present in every other language, whether the language offers overt evidence for it or not" (Cinque & Rizzi 2008:

• "ONE PROPERTY – ONE FEATURE – ONE HEAD": Featurally complex heads can arise

• Outer aspect, voice, and inner aspect would have to be three separate heads both before

• What changed, then, would not be the heads themselves, but (a) whether they are se-

FIGURE 2: A cartographic approach to the change

> What evidence in the late 18th-century English primary linguistic data led learners to

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