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24.910 Topics in Linguistic Theory: Propositional Attitudes  
Spring 2009

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## Raising and Control

Ingredients of analysis (as presented in Carnie text):

- **Theta-roles / Theta Criterion:**  
Requirement that predicates have exactly the right number of semantic arguments in the same clause (at D-structure)
- **Abstract Case:**  
Requirement that NPs be in (or move to) one of a few specified positions:
  - Specifier of finite T [for nominative case]
  - Complement to V [for accusative case]
 [Other possibilities are not relevant for control / raising]
- **EPP (“Extended Projection Principle”):**  
Requirement that sentences have a subject

### Four cases:

- Subject-to-subject raising
- Subject-to-object raising
- Subject control
- Object control

### 1.1. Subject-to-subject raising

(1) John is likely to leave.

- theta-grid for *(be) likely*:

proposition
j

- theta-grid for *leave*:

<u>Agent</u>
i

- D-structure:

(2) [ \_\_\_<sub>spec</sub> is likely [John to leave]<sub>TP2</sub> ]<sub>TP1</sub>

- Theta-role of *is likely* is assigned to *John to leave* is in TP1
- Theta-role of *leave* is assigned to *John*  
→ Theta Criterion is satisfied
- BUT: *John* is in the specifier of the non-finite TP2 → can’t get case
- AND: the EPP is not satisfied (the sentence has no subject)

- *John* moves to Spec TP1 at S-structure:

(3) [ John<sub>i</sub> is likely [ \_t<sub>i</sub>\_ to leave]<sub>TP2</sub> ]<sub>TP1</sub>

- *John* gets nominative case from the finite T in TP1
- EPP is satisfied (since *John* is the subject)

### 1.2. Subject-to-Object Raising [a.k.a. ECM]

(4) I want Jean to dance.

- theta-grid for *dance*:

<u>Agent</u>
j

- theta-grid for *want*:

<u>experiencer</u>	proposition
i	k

- D-structure:

(5) [ I want \_\_\_(complement of VP) [Jean to dance]<sub>TP2</sub> ]<sub>TP1</sub>

- Theta-role of *dance* is assigned to *Jean* in TP2
- Theta roles of *want* are assigned to *I* and *Jean to dance* in TP1  
→ Theta criterion is satisfied
- *I* gets nominative case in the spec of TP1
- EPP is satisfied by *I*
- BUT: *Jean* has no case

- *Jean* moves to the complement of V at S-structure:

(6) [ I want Jean<sub>j</sub> [ \_t<sub>j</sub>\_ to dance]<sub>TP2</sub> ]<sub>TP1</sub>

- *Jean* gets accusative case as complement of *want*

### 1.3. Subject Control

(7) Jean is reluctant to leave.

- theta-grid for *leave*:

<u>Agent</u>
j

- theta-grid for (*is*) *reluctant*:

<u>experiencer</u>	proposition
i	k

## ➤ D-structure:

(8) [ Jean is reluctant [PRO<sub>j</sub> to leave]<sub>TP2</sub> ]<sub>TP1</sub>

- Theta-role of *leave* is assigned to PRO in TP2
- Theta-roles of *is reluctant* are assigned to *Jean* and *PRO to leave* in TP1  
→ Theta-criterion is satisfied
- *Jean* gets nominative case in spec of TP1
- PRO doesn't need case (by stipulation)
- EPP is satisfied by *Jean*

## ➤ [no movement triggered]

**1.4. Object Control**

(9) Jean persuaded Robert to leave.

➤ Theta-grid for *persuade*:

<u>Agent</u>	theme	proposition
i	m	k

➤ theta-grid for *leave*:

<u>Agent</u>
i

## ➤ D-structure:

(10) [ Jean persuaded Robert [PRO<sub>j</sub> to leave]<sub>TP2</sub> ]<sub>TP1</sub>

- Theta-role of *leave* is assigned to PRO in TP2
- Theta roles of *persuade* are assigned to *Jean*, *Robert*, and *PRO to leave* in TP1  
→ Theta-criterion is satisfied
- *Jean* gets nominative case in spec of TP1
- *Robert* gets nominative case as complement of V in TP1
- PRO doesn't need case

## ➤ [no movement triggered]

**2. Tests for Raising vs. Control****2.1. Subject-to-subject raising**

## ➤ Allows idiomatic readings:

(11) The shit is likely to hit the fan.

## ➤ Allows extraposition:

(12) It is likely that Jean will be mad.

## **2.2. Subject-to-object raising**

- Allows idiomatic readings:

(13) Sue wants the shit to hit the fan.

## **2.3. Subject control**

- Does not allow idiomatic readings:

(14) # The shit wants to hit the fan.

(15) # The shit is reluctant to hit the fan.

- Does not allow extraposition:

(16) \* It is reluctant that Sue will be mad.

## **2.4. Object control**

- Does not allow idiomatic readings:

(17) # Sue persuaded the shit to hit the fan.

## **3. Exercises (in-class)**

- Problem 1 (p. 277)
- Problem 2 (trees and derivations)