

A-movement

24.951, Fall 2003, Sep 19

Due Date: Sep 26

- (1) Given (a,b), explain the contrast between (c) and (d). Ideally, your explanation should invoke a single lexical difference between *likely* and *unlikely*.
- a. It is likely/unlikely that my cousin hates Baroque music.
 - b. It is unlikely/*likely for my cousin to hate Baroque music.
 - c. My cousin is likely to hate Baroque music.
 - d. * My cousin is unlikely to hate Baroque music.
- (2) Read carefully fn. 3 in Baltin's article. Baltin suggests that indirect objects (of double object verbs) fail to undergo passivization and *wh*-movement. He notes a problem with *resemble*, which resists the former (Baltin's (i)) but not the latter (unmentioned, but probably assumed by Baltin):
- a. Who does she resemble?

Towards the end of the footnote, Baltin suggests a solution to this problem. Discuss and evaluate this solution (i.e., provide examples to (dis)confirm it).

Baltin also mentions the double object verbs *teach* and *feed*, whose indirect objects *can* passivize and *wh*-move. Can you think of any reason for the contrast between these verbs and verbs like *write/buy*? Hint: Crosslinguistic comparisons can be useful here.

(3) Kuno (1976) argued that Japanese has Raising-to-Object (RtO) on the basis of pairs like (a,b) (COP=copula, COMP=complementizer):

a. John-ga (orokanimo) Bill-ga (*orokanimo) tensai-da-to omot-teiru.
John-NOM (stupidly) Bill-NOM (*stupidly) genius-COP-COMP think-PROG
'Stupidly, John thinks that Bill is a genius'

b. John-ga Bill-o orokanimo tensai-da-to omot-teiru.
John-NOM Bill-ACC stupidly genius-COP-COMP think-PROG
'Stupidly, John thinks that Bill is a genius'

- i) How can we test whether RtO in Japanese, when applicable, is obligatory or optional?
- ii) Baltin points out a contradiction that arises from the conjunction of the data in his (71), (80)-(83) and (88)-(90). State what the problem is (in his view). Is it really a contradiction? How do the Japanese data bear on this issue? Can you think of a consistent way to handle the English data? (there could be several ways).

(4) At the end of the class, we observed an asymmetry between conditions B and C in A-reconstruction contexts. Do the facts of condition B (unmentioned by Lebeaux) create any problem for Lebeaux's late insertion analysis? Explain why.