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Spring 2022 - LING120B-1 - LOCCIONI

**Question 1**

Answer saved

Points out of 4.00

Consider (1):

(1) Jesse decided to help his friend.I wanted to investigate whether *swear* is a subject control verb or a raising to subject verb.

With that purpose, I ran some tests:

- a. Jesse decided to help him.
- b. Jesse decided that he would help his friend.
- c. Jesse decided to do so.
- d.\*There decided to help his friend.

and I concluded that *decide* is a control verb in (1).Which of these tests provide positive evidence for my conclusion that *decide* is a control verb and not a raising to subject verb?

- ☐ (a)
- ☒ (b)
- ☐ (c)
- ☐ (d)

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**Question 2**

Answer saved

Points out of 4.00

Consider (2):

(2) Burt appears to be winning the race.I wanted to investigate whether *appear* is a control verb or a raising to subject verb.

With that purpose, I ran some tests:

- a. The cat appears to be out of the bag (idiomatic reading available)
- b. It appear that Burt is winning the race.
- c. It appears to be raining.
- d. He appears to be winning the race.

and I concluded that *appear* is a raising to subject verb.Which of these tests provide positive evidence for my conclusion that *appear* is a raising to subject verb?

- ☒ (a)
- ☒ (b)
- ☒ (c)
- ☐ (d)

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**Due:** Wednesday, 06/01 at 8am

Answer the questions in the spaces provided on the question sheets.

**Name:** Charles Zhang

**Section:** ☒ 1A ☐ 1B ☐ 1C ☐ 1D

**Q1-2** should be completed directly on CCLE. The rest of the homework should be turned in in person at the beginning of class. Please (i) use this form and (ii) staple your work. Do not fold the corner over as a replacement for a staple!

Before turning in the homework, make sure to check the following boxes!

- ☐ I included the [+q], [+wh] features when relevant.
- ☐ I included indices in controlled structures.
- ☐ I drew arrows and traces showing movement.
- ☐ I drew trees to have a better understanding of the underlying structure even when I was not asked to turn them in.
- ☐ I reached out for help when I did not understand a question.

**Question 1: This question is on CCLE**

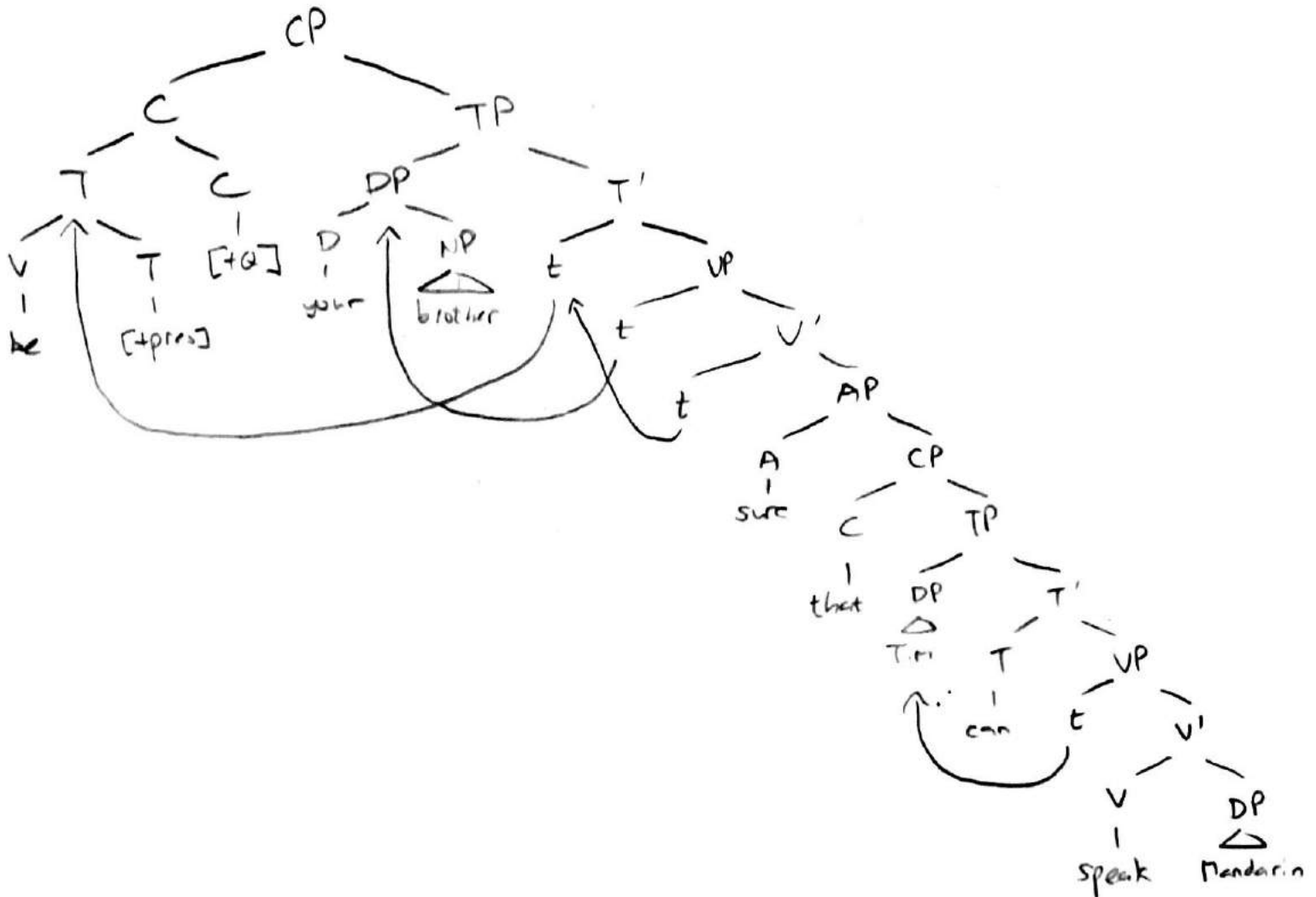
(4 points)

**Question 2: This question is on CCLE**

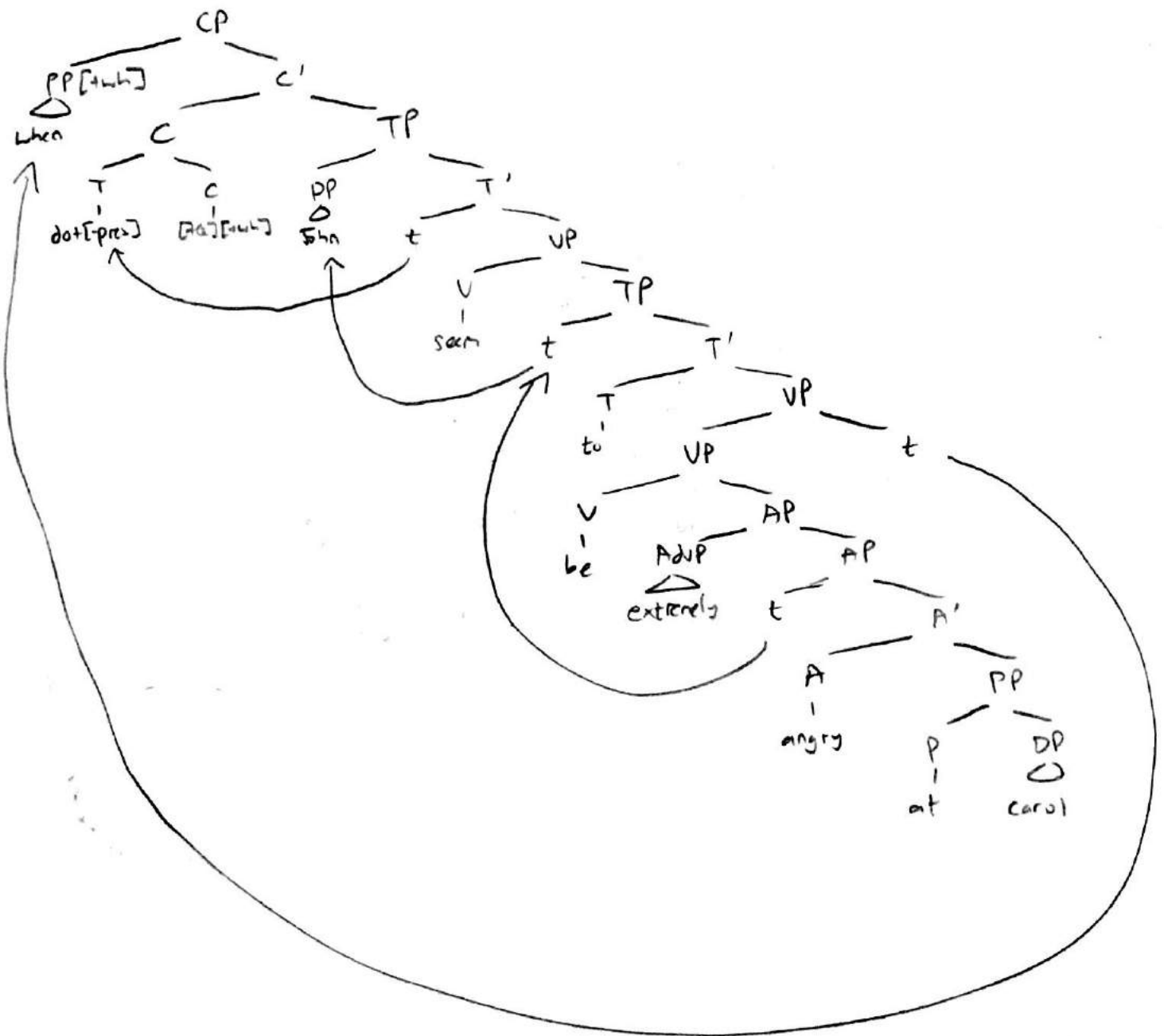
(4 points)

(40 points)

(a) (7 points) Is your brother sure that Tim can speak Mandarin?

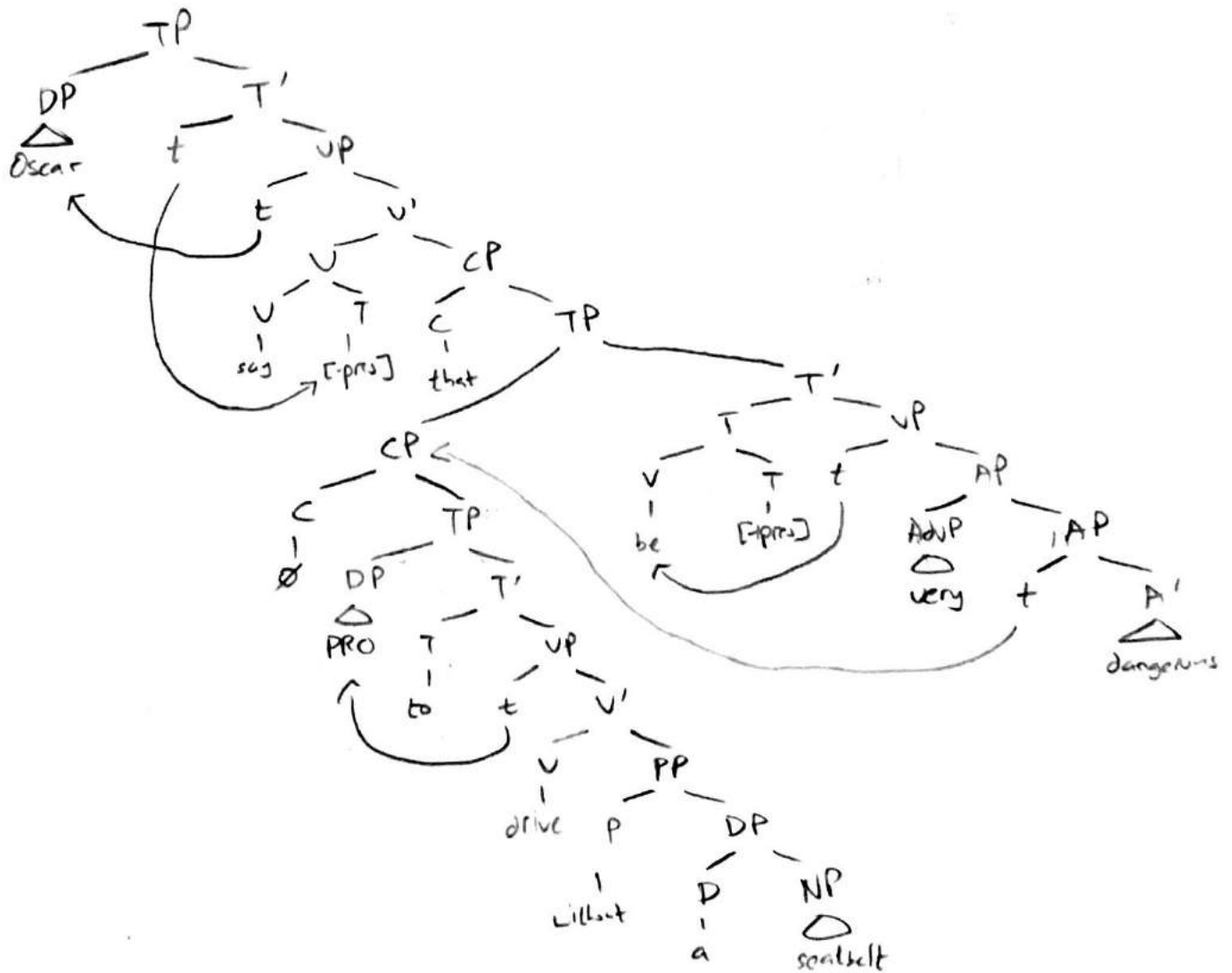


(b) (9 points) When did John seem to be extremely angry at Carol?





(d) (12 points) Oscar said that to drive without a seatbelt is very dangerous.



**Question 4: Back to Binding Theory**

(6 points)

Consider the following sentences where the verb *promise* takes two complements. In (1a) for example, the first complement is *Nico*, whereas the second one is *to help her/herself*.

- (1) a. Alec promised Nico<sub>i</sub> to help her<sub>i</sub>/\*herself<sub>i</sub>.  
b. Alec<sub>i</sub> promised Nico to control himself<sub>i</sub>/\*him<sub>i</sub>.

Your job is to explain how Binding Theory is able to account for the data in (1). You should clearly state (i) why an anaphor can be used in (1b) to refer to Alec but not in (1a) to refer to Nico and (ii) why the pronoun can be used in (1a) to refer to Nico but not in (1b) to refer to Alec.

**Side Note** Some native speakers do not like these sentences and they would rather say *Alec promised Nico that he would control himself* or they would leave out the first complement (*Alec promised to control himself*). For some other speakers the sentences in (1) are fully acceptable. This question is based on the grammar of this latter group of speakers. That is, we are going to assume that the sentences in (1) are fully grammatical.

In both a) and b), PRO refers to Alec. We know this because in a.)

Alec is doing the helping and in b) Alec is doing the controlling. As a result, the DD of the anaphors/pronouns are [PRO to help/control her/herself/himself/him].

In a) PRO and her/herself do not corefer, therefore, PRO does not bind her/herself. As a result, Principle A would be violated, preventing "herself" from being grammatical. In b) PRO binds himself/him in its DD, therefore Principle B would be violated, preventing "him" from being grammatical.