

Chapter 12, Sections 12.4-12.7

Control

Review of the Raising Facts

- Raising verbs, like *continue*, share their subject with their complement VP
- Raising verbs can take any subject compatible with the complement verb, including dummies and idiom chunks.

There continue to be bugs in my program

It continues to bother me that the Giants lost

Tabs continue to be kept on antiwar demonstrators

- Passivizing the complement of a raising verb doesn't change truth conditions.

Fans continue to adore the Stones ~

The Stones continue to be adored by fans

Review of the Raising Analysis

- Raising verbs take two arguments
 - The second is a VP introduced by *to*
 - The first is unconstrained, except that it is tagged as identical to the SPR of the second
- Semantically, raising verbs express properties of the situations introduced by their complements.
- A raising verb's first argument plays no direct role in the predication the verb introduces.

Control Verbs

- Control verbs, like *try*, appear in contexts that look just like the contexts for raising verbs:
Pat tried to stay calm looks superficially like
Pat continued to stay calm
- Control verbs also share their subjects with their complements, but in a different way.
- A control verb expresses a relation between the referent of its subject and the situation denoted by its complement.

Control Verbs Are Not Transparent

- They never take dummies or idiom chunks as subjects.

**There try to be bugs in my program*

**It tries to upset me that the Giants lost*

**Advantage tries to be taken of tourists*

- Passivizing the complement's verb changes the truth conditions.

The police tried to arrest disruptive demonstrators ≠

Disruptive demonstrators tried to be arrested by the police

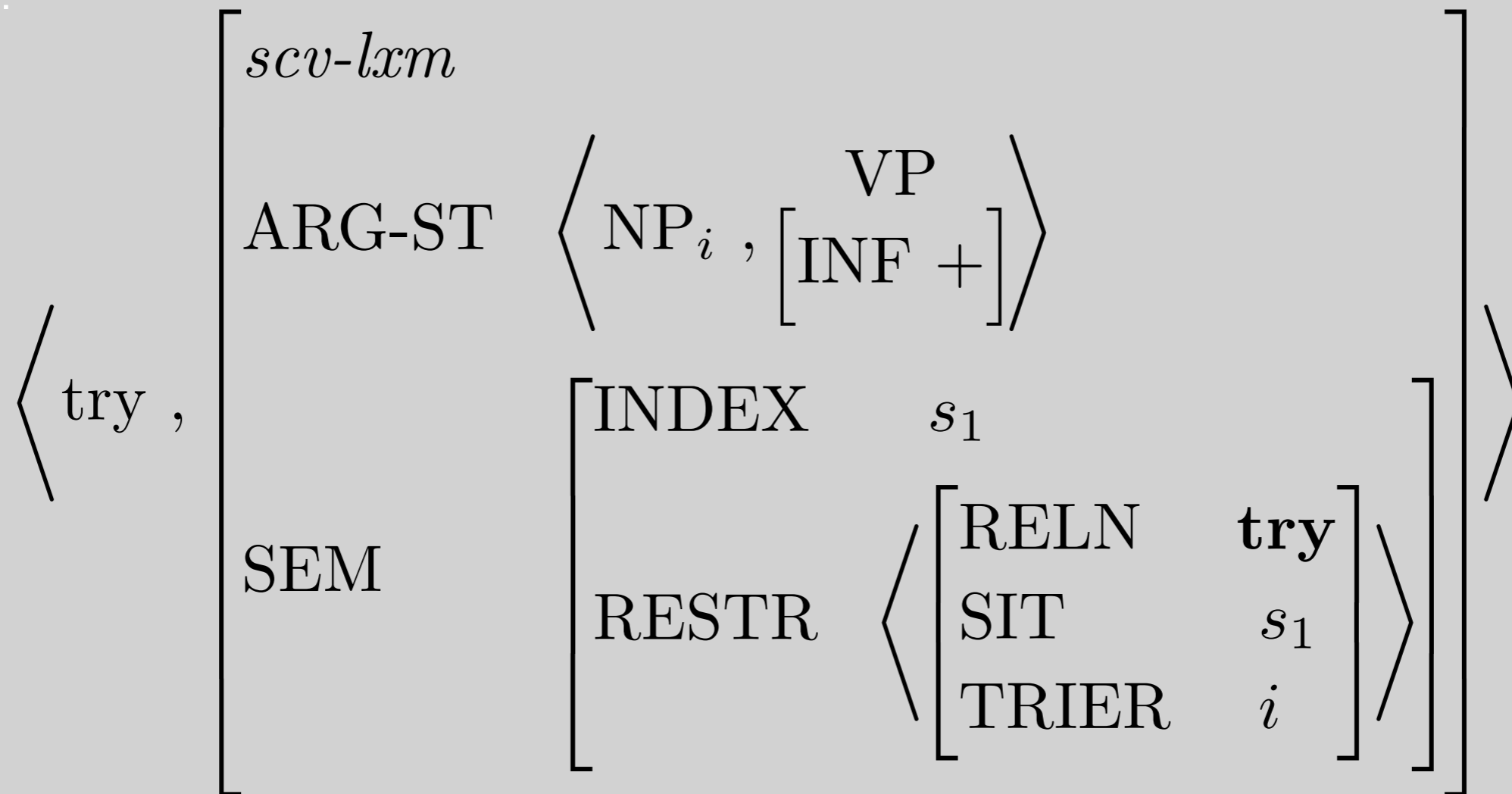
A New Type

Subject-Control Verb Lexeme (scv-lxm):

$$\left[\begin{array}{l} \text{ARG-ST} \left\langle \text{NP}_i, \left[\begin{array}{ll} \text{SPR} & \langle \text{NP}_i \rangle \\ \text{COMPS} & \langle \rangle \\ \text{INDEX} & s_2 \end{array} \right] \right\rangle \\ \text{SEM} \left[\text{RESTR} \left\langle \left[\text{ARG} \quad s_2 \right] \right\rangle \right] \end{array} \right]$$

- This differs from *srv-lxm* in that the first argument and the SPR of the second argument are coindexed, not tagged.
- This means that they only need to share INDEX values, but may differ on other features
- And the first argument -- the subject -- must have an INDEX value, so it cannot be non-referential

The lexical entry for *try*



Note that the subject (NP_i) plays a semantic role with respect to the verb, namely the “TRIER”

Entry for *try*, with Inherited Information

\langle try ,	$\left[\begin{array}{l} \text{SYN} \\ \text{ARG-ST} \\ \text{SEM} \end{array} \right.$	$\left[\begin{array}{l} \text{HEAD} \left[\begin{array}{l} \text{verb} \\ \text{PRED} \text{ ---} \\ \text{INF} \text{ ---} \\ \text{AGR} \text{ [1]} \end{array} \right] \\ \text{VAL} \left[\text{SPR} \langle [\text{AGR} \text{ [1]}] \rangle \right] \\ \text{VP} \\ \text{NP}_i, \left[\begin{array}{l} \text{INF} \text{ +} \\ \text{SPR} \langle \text{NP}_i \rangle \\ \text{SEM} \left[\text{INDEX} \ s_2 \right] \end{array} \right] \\ \text{INDEX} \ s_1 \\ \text{MODE} \ \text{prop} \\ \text{RESTR} \left\langle \left[\begin{array}{l} \text{RELN} \ \text{try} \\ \text{SIT} \ s_1 \\ \text{TRIER} \ i \\ \text{ARG} \ s_2 \end{array} \right] \right\rangle \end{array} \right.$
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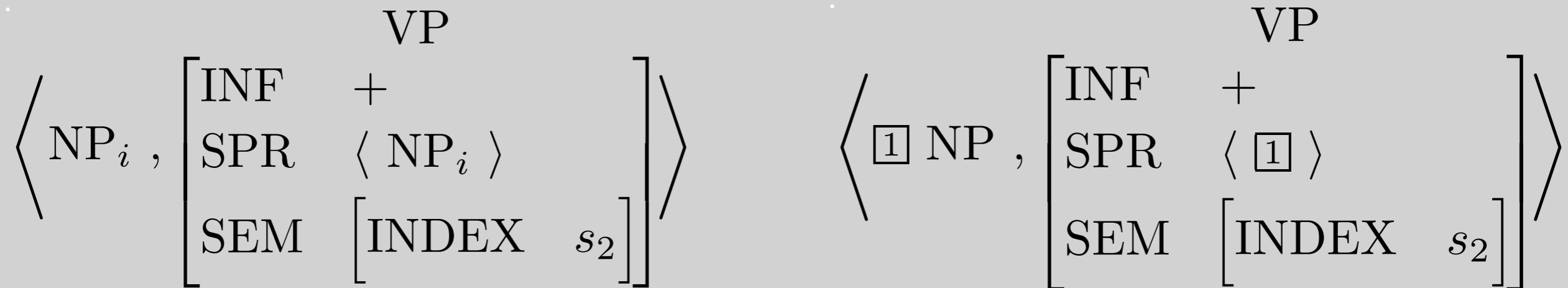
Things to Note:

- The first argument has an index
- The first argument is coindexed with the SPR of the second argument
- Both the first and second arguments play semantic roles in the ‘try’ relation
- Very little had to be stipulated in the entry for *try*

Questions

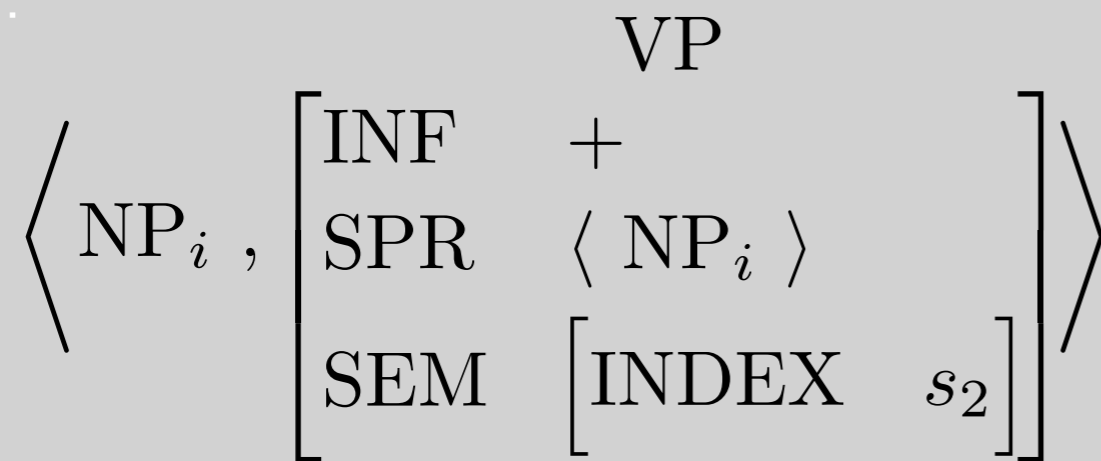
- What rules out dummies and idiom chunks as subjects of *try*?
- What accounts for the semantic non-equivalence of pairs like the following?
Reporters tried to interview the candidate
The candidate tried to be interviewed by reporters
- Why does *continue* behave differently in these respects?

The main formal difference between raising and control verbs is in ARG-ST

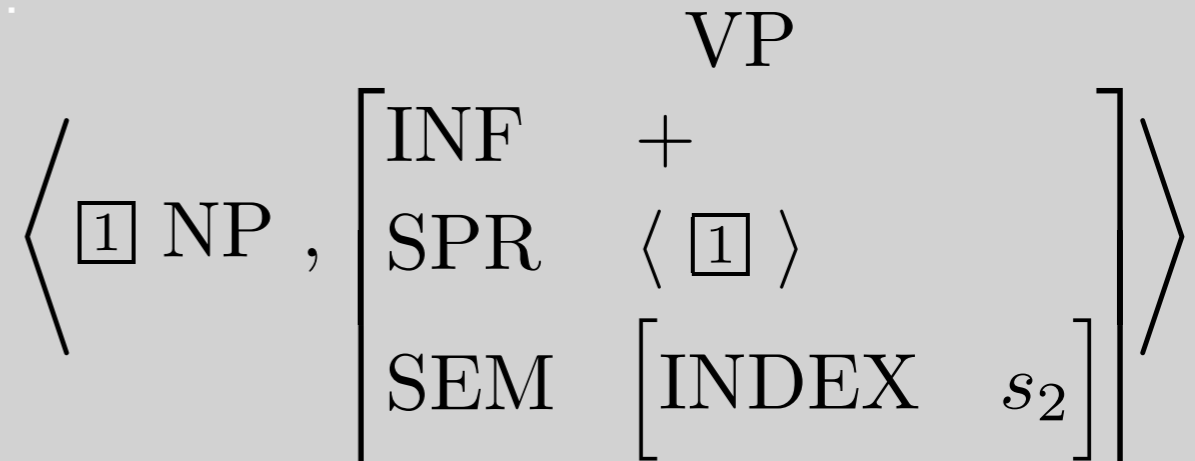


Which is which?

The main formal difference between raising and control verbs is in ARG-ST



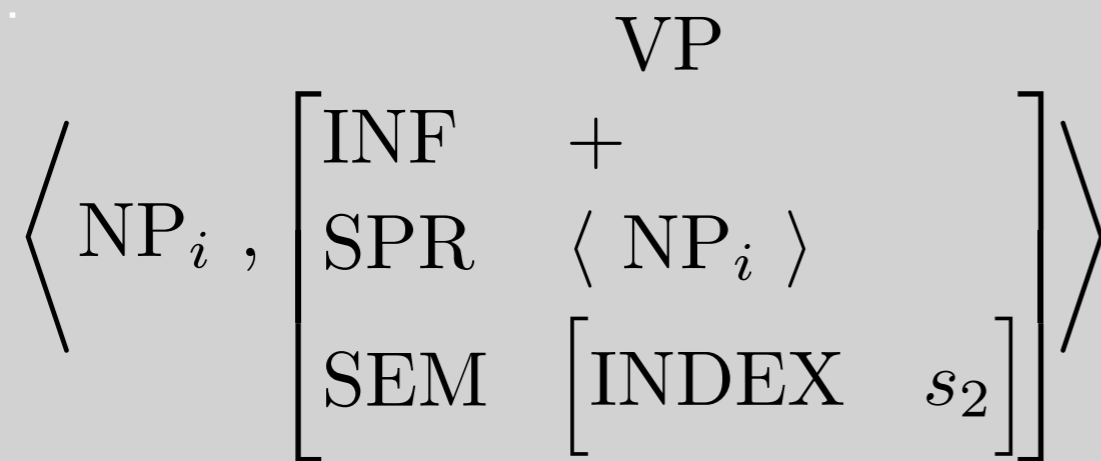
CONTROL



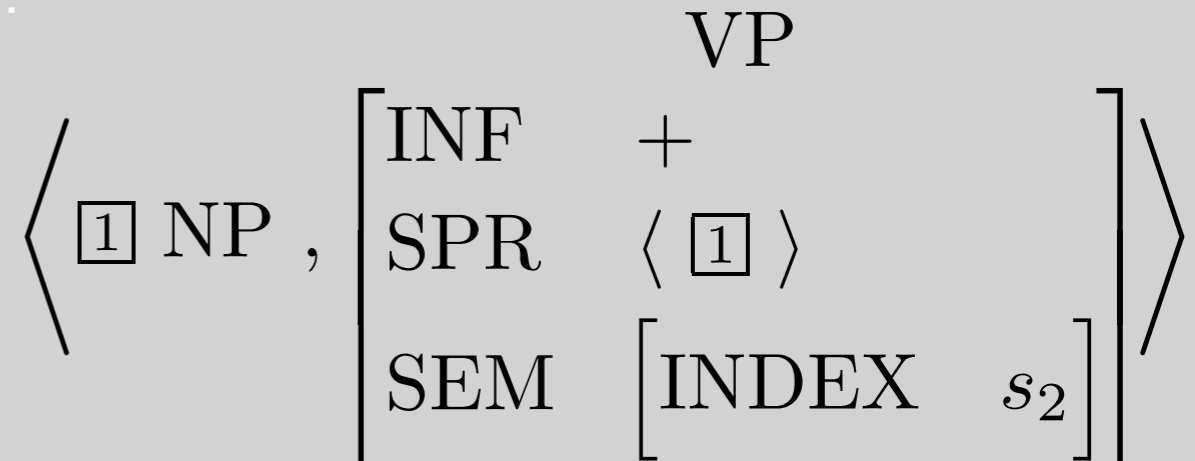
RAISING

Which is which?

The main formal difference between raising and control verbs is in ARG-ST



CONTROL



RAISING

Which is which?

Why?

Raising & Control in Transformational Grammar

- Raising



- Control

[the dogs]_i try [NP_i to bark]

- In early TG, the NP got deleted.
- In more recent TG, it's a silent pronoun.

Problems with the TG Accounts

- Details never fully worked out (e.g. where does *to* come from?)
- What blocks **The cat continued (for) the dog to bark* or **The cat tried (for) the dog to bark*?
- Failure of experimental attempts to find evidence for psychological reality of these transformations.

We make another raising/control distinction

Object-Raising Verb Lexeme (orv-lxm)

$$\left[\begin{array}{l} \text{ARG-ST} \left\langle \text{NP}, \boxed{1}, \left[\begin{array}{l} \text{SPR} \quad \langle \boxed{1} \rangle \\ \text{COMPS} \quad \langle \rangle \\ \text{INDEX} \quad s_2 \end{array} \right] \right\rangle \\ \text{SEM} \quad \left[\text{RESTR} \left\langle [\text{ARG} \quad s_2] \right\rangle \right] \end{array} \right]$$

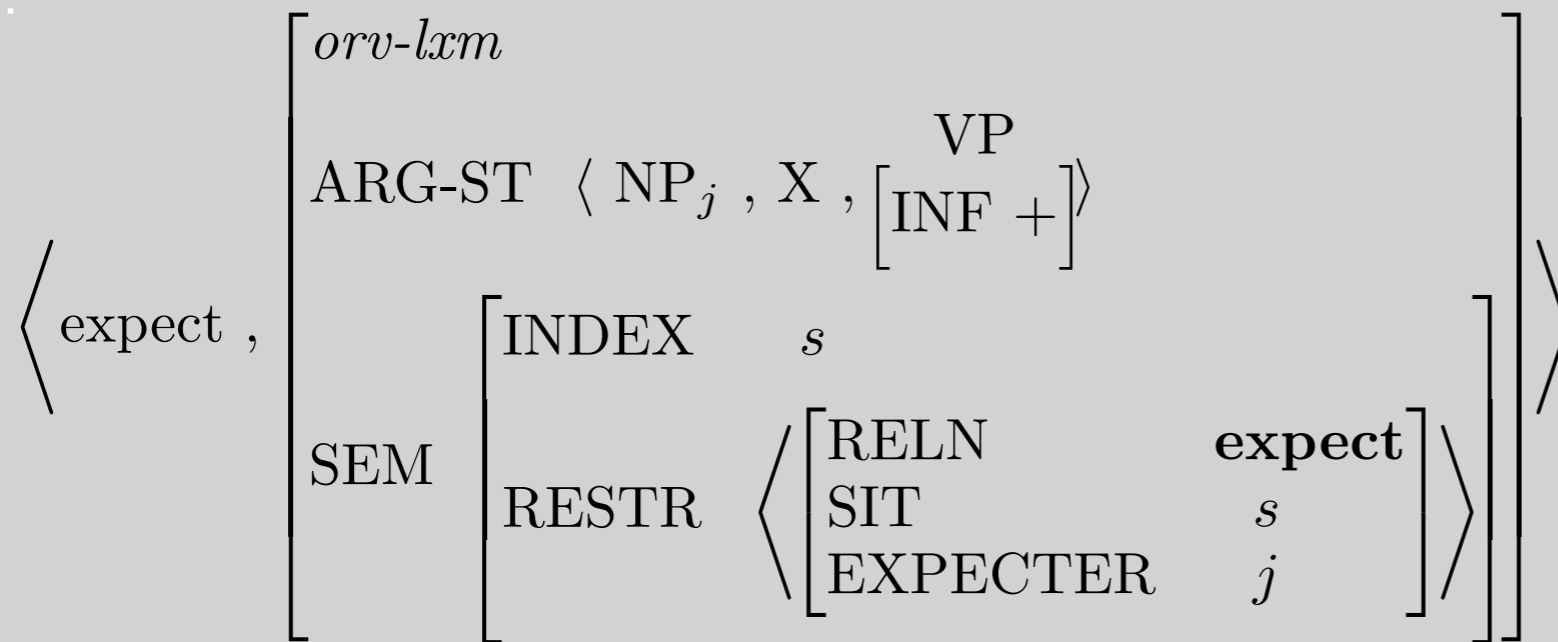
- The formal distinction is again between tagging and coindexing

Object-Control Verb Lexeme (ocv-lxm)

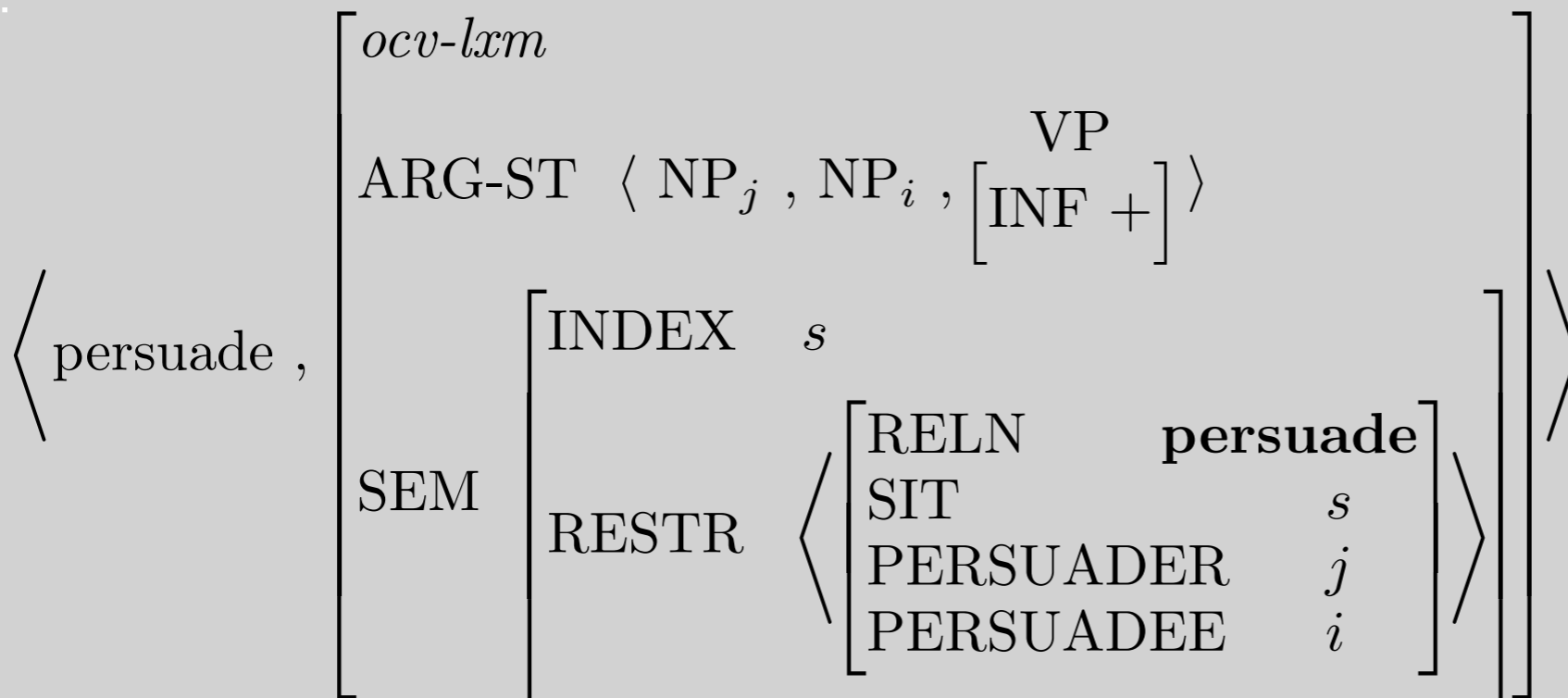
$$\left[\begin{array}{l} \text{ARG-ST} \left\langle \text{NP}, \text{NP}_i, \left[\begin{array}{l} \text{SPR} \quad \langle \text{NP}_i \rangle \\ \text{COMPS} \quad \langle \rangle \\ \text{INDEX} \quad s_2 \end{array} \right] \right\rangle \\ \text{SEM} \quad \left[\text{RESTR} \left\langle [\text{ARG} \quad s_2] \right\rangle \right] \end{array} \right]$$

- This time it's the **second** argument and the SPR of the **third** argument.

Example *orv-lxm* and *ocv-lxm* Entries



- Note that the ‘persuade’ relation has three arguments, but the ‘expect’ relation has only two



- And the object’s INDEX plays a role in the ‘persuade’ relation, but not in the ‘expect’ relation

Justifying the difference between *expect* and *persuade* (Prob. 12.4)

Construct examples of each of the following four types which show a contrast between *expect* and *persuade*:

- i. Examples with dummy *there*
- ii. Examples with dummy *it*
- iii. Examples with idiom chunks
- iv. Examples of relevant pairs of sentences containing active and passive complements. Indicate whether they are or are not paraphrases of each other.