

do [it 5]

5/17/66

he at no time did what I had told him to do:  
provide the girls with blankets

parallel to:

he built what I told him to (build): a large box

---

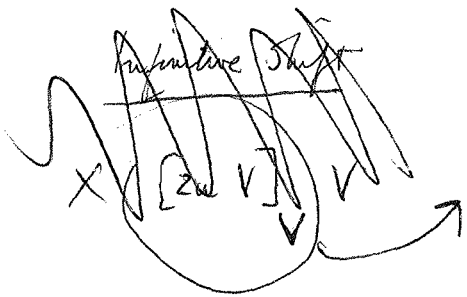
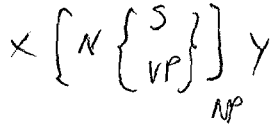
he was what no one believed he could ever be: completely  
happy

Great — proves  $\exists$  NP obj of be.

# Cycle in German

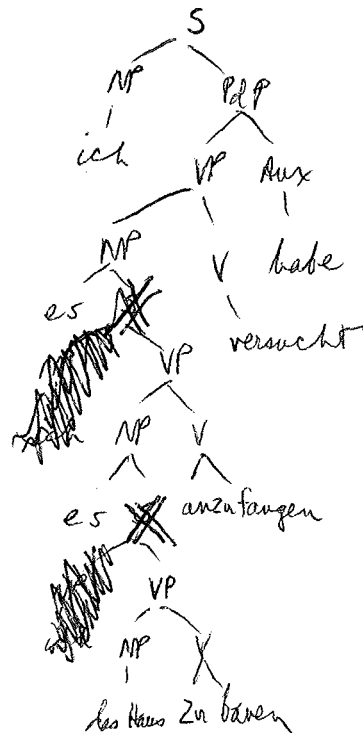
5/10/66

Extrap



es → ∅

Topicalization



Post Cycle

OBLIG  
 $es \rightarrow \emptyset / \left[ \begin{matrix} S \\ VP \end{matrix} \right]_{NP}$

Inf Shift



OBLIG if V



# Reflexives

4/28/66

## Prohibited if

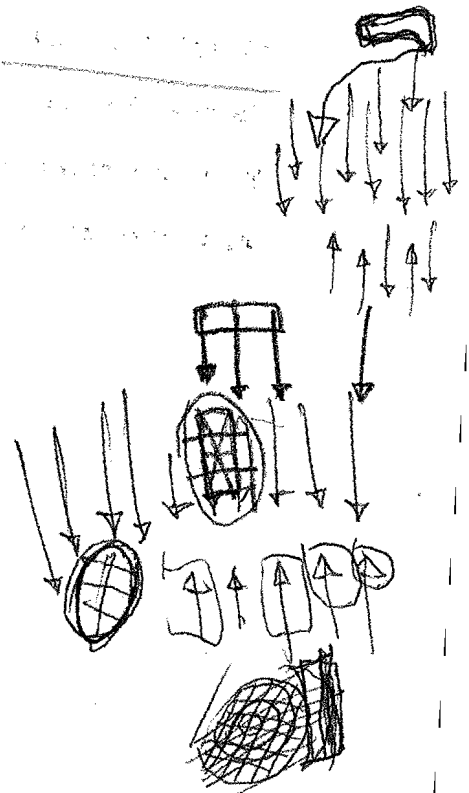
Left side

$\exists$  intervening  
NP

Right side

$\exists$  intervening  
S, or 2 VP's

Reflexivized  
Condition: NP is lower  
^



seem

4/25/66

All Adj are OK

he seems (to be) { sick }  
                                  { polite }

Only stative V

He seems { to like her  
              \* to smile ← NB  
              ∃ to smile a lot  
              { be smiling ←  
              { have smiled }

They Don't Believe Me  
Heart Day's Night  
(So Near to My Heart) where is your heart?

count on him to help us

argued with him about was {for him to leave / for me to be allowed to go}  
what I counted on was for him to help us

\* depended on

\* trusted to

approved of was [him doing it]

from  
of  
on  
at  
by  
with  
pr  
to  
about  
over

Help Help

NB \* who did you approve of washing himself?  
\* who did you count on hating your sister?  
? { whose } hating your sister did you approve of?  
\* who(m)

hoped for was (? for Tom) { to go / to be allowed to go }

V<sub>so</sub>

4/21/66

⇒

know ? assert  
 hope claim  
 fear hypothesize  
 think prove  
 believe demonstrate  
 guess report

reckon

?? figure  
assume

presume

argue

? submit

??? maintain

say

⊕

contend (so contend)  
 submit " "  
 allege " "

doubt  
 deny

⊕

mention  
 notice  
 observe

Middle Verbs

4/20/65 p.1

The door opens easily with <sup>my</sup> a key }  
 { \*the } key } ← { \*John } can easily  
 { My } key easily opens this door (for anyone) }  
 { The } }  
 { A } }  
 The door opens easily with a key (for anyone) }  
 { \*John } }  
 { anyone } }  
 Open this door with the key

Excludes V result of creation

- \* holes dig well
  - \* novels write well — compare ∃ novels read well
  - \* pictures paint well
- (only OK in the sense of put paint on the picture itself)
- compare houses paint well | reading novels  
 novels for reading  
 use these novels for reading

Middles only work on verbs whose object NPs are the entities which really do receive the action of the verb.

books {read } well, cars {handle } well, potato chips {bead }  
 {translate }  
 {drive }  
 {steer }  
 {park }

Middle Verbs

4/20/65 p.2

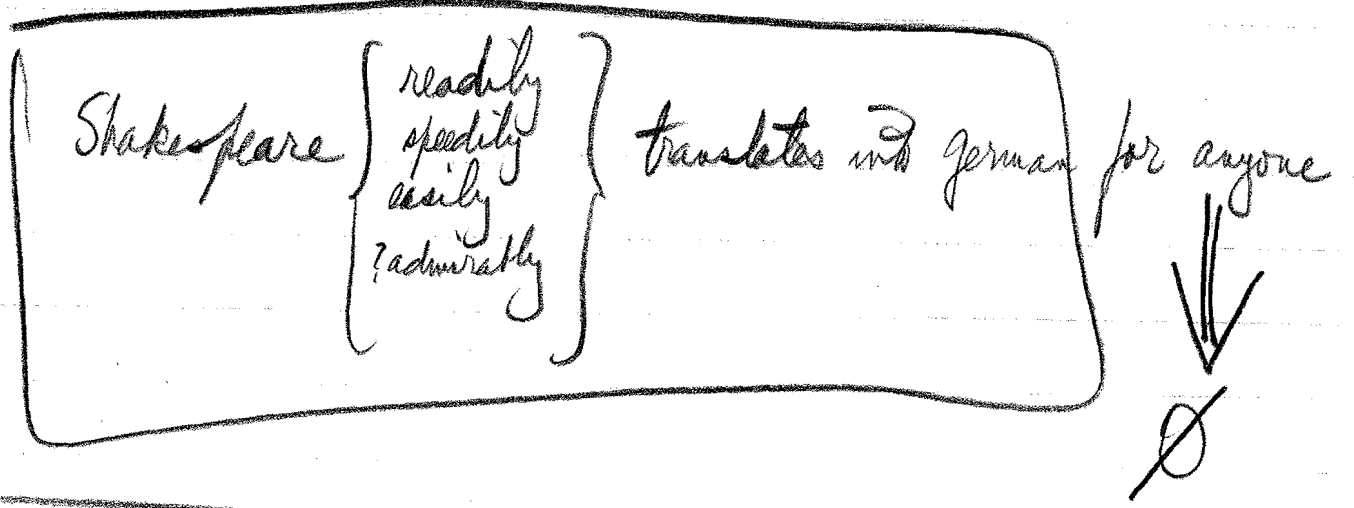
NB — these V are the ones which can take -able, -ible

Problems — unthinkable, visible, edible  
guess

How about saying that the derivation goes

{ quickly  
readily }

anyone can translate Shakespeare into German =>



Proof that can is involved

Shakespeare translates easily into any language I ever learned.

NB Anyone { can translate } Shakespeare  
{ \* translated }



promise - ask

4/13/66

I asked of him { \*to go  
to be allowed to go }  
\*to be examined

I was promised { \*to go  
to be allowed to go }  
by him \*to be examined

SAME  
SAME  
SAME  
SAME  
SAME  
SAME

I was asked by him { \*to be allowed to go  
to go }  
to be examined

SAME

I promised him { \*to be allowed to go  
to go }  
to be examined

SAME

He asked me { to go  
\*to be allowed to do my best }  
to be examined  
\*to do his best  
to be allowed to go

what I asked him for was { \*to go  
to be allowed to go }

Both ... and ...

4/11/66

Possibly an argument that Modals are V:

These cannot conjoin S:

\* Both Tom came and Bill left

but they can conjoin NP, VP, V, Adj, and V+Modal,

? Adj+Modal, ? V+Adj

NP: Both Tom and Bill left.

? VP: ? Both hate the school and respect the men who run it.

V: ? Both love and fear her.

Adj: He is both handsome and charming.

V+Modal: ? / both want to and will slap him in the face.

Adj+Modal He is both able to and must react quickly

V+Adj?: ?? He both picks up his room and is careful to brush his teeth  
{? \*and is tall

NP+Adj? ? He is both a fool and charming  
{? foolish}

Flak for Noam

4/10/65

occurrence of problems  
appearance of his hostility (his frustration appears  
in his attacks on her)

The government's fear of difficulties in the establishment  
of a policy of glorification of {itself} stowed itself  
{\*himself}

his admission of his (known) inability  
{that he} was unable  
{\*himself}

They couldn't tell us about the availability or not of good maps

by VPing

4/10/66

I beat John into reading P and I got Harry  
to do so by spanking him.

# || Structures

4/9/66

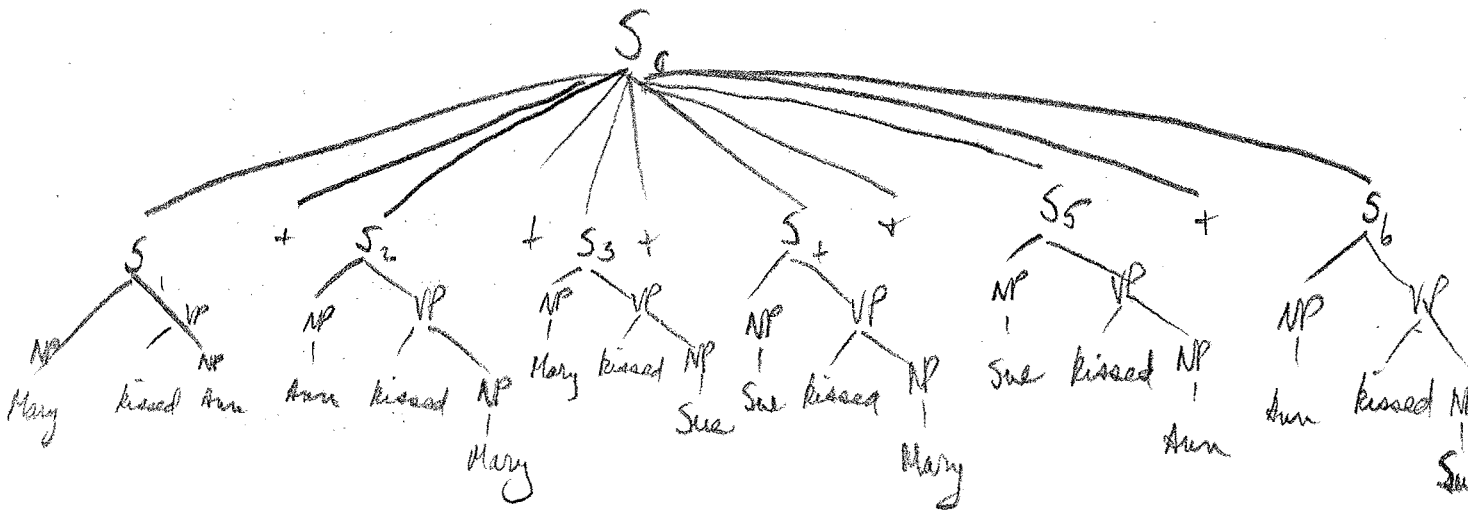
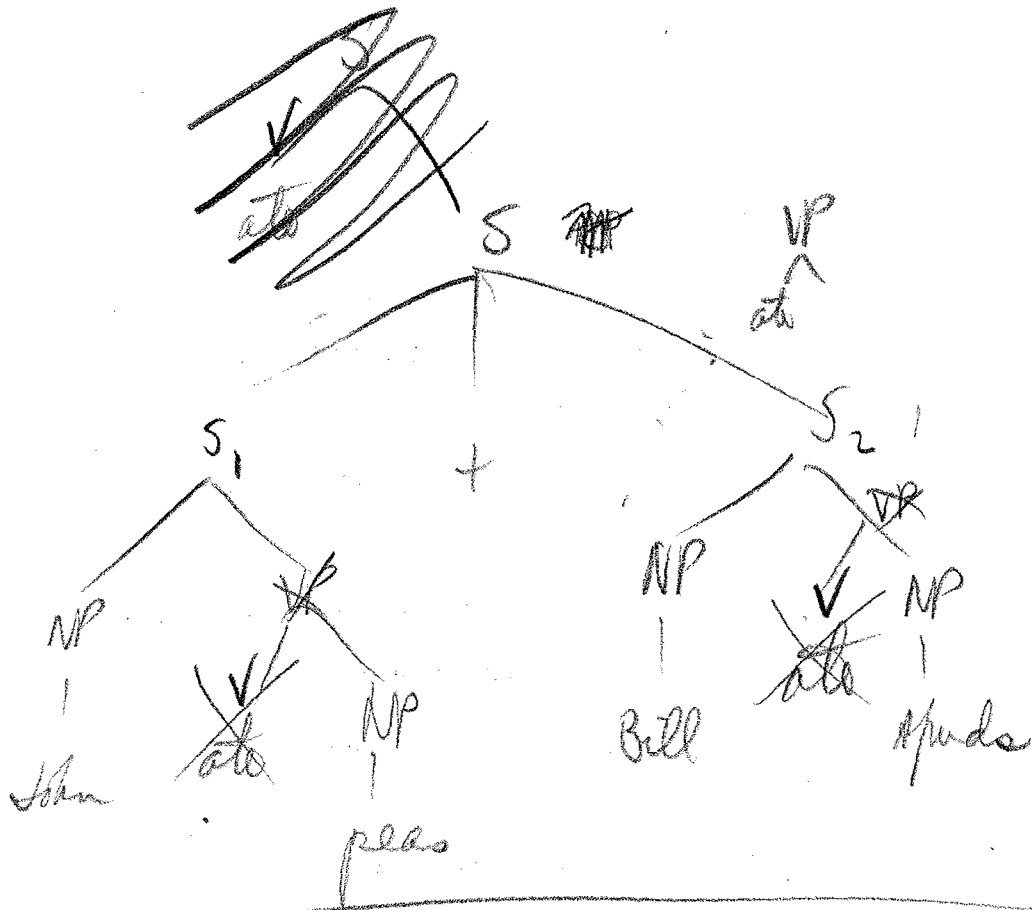
? John's acquisition of language was slow, but my child was able to do so quite rapidly

---

? John amused me with his innocence, and Bill Tom by dancing

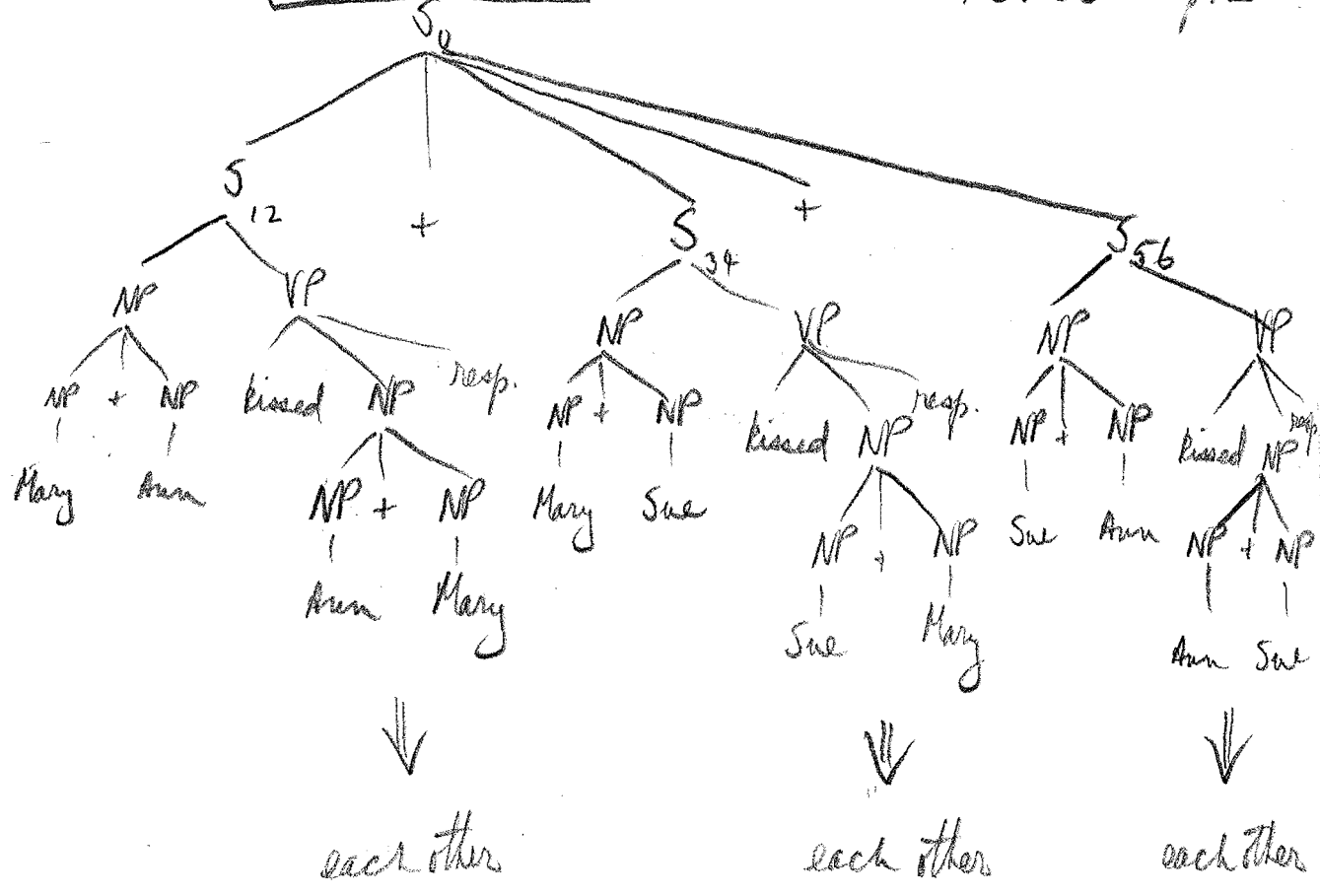
Each other + respectively

4/6/66<sup>pm</sup>



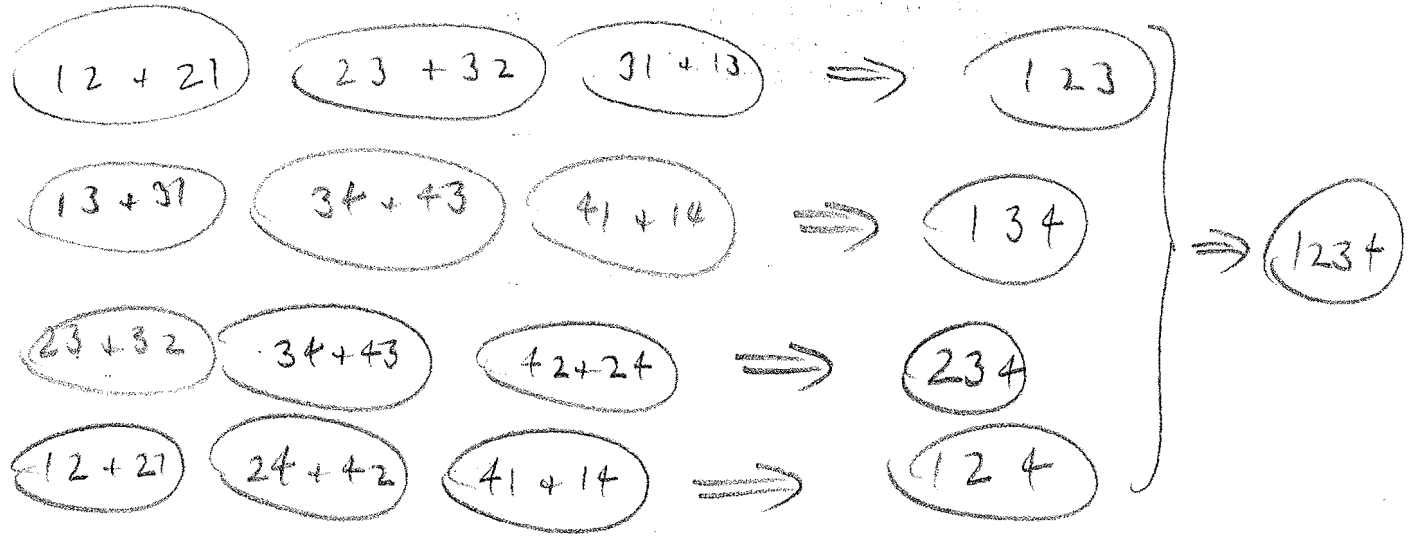
Each other

4/6/66 p.2



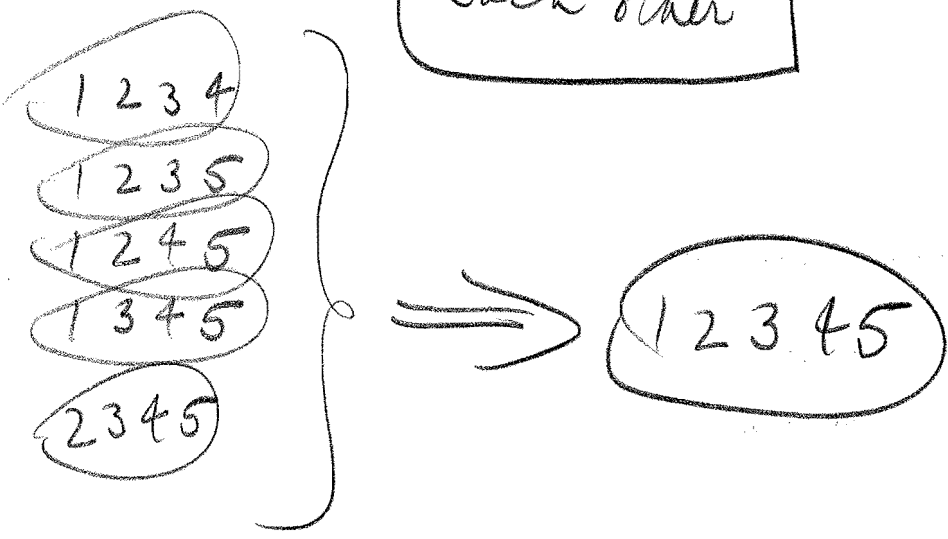
1 2	2 1	3 1	4 1
1 3	2 3	3 2	4 2
1 4	2 4	3 4	4 3

(1 2) (2 3) (3 1) ⇒ (1 2 3)

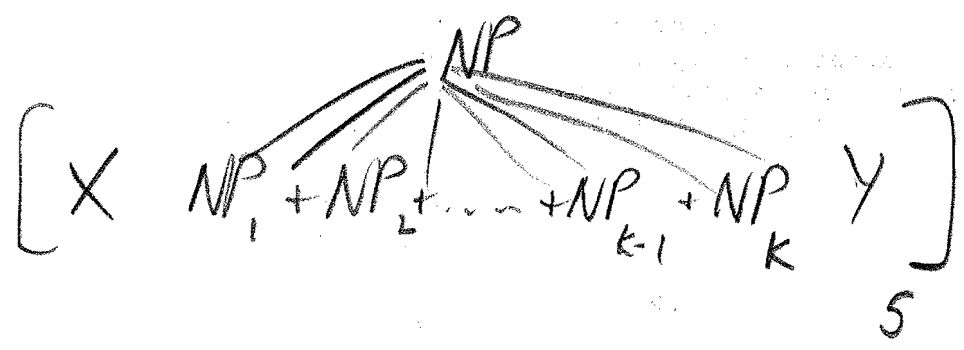
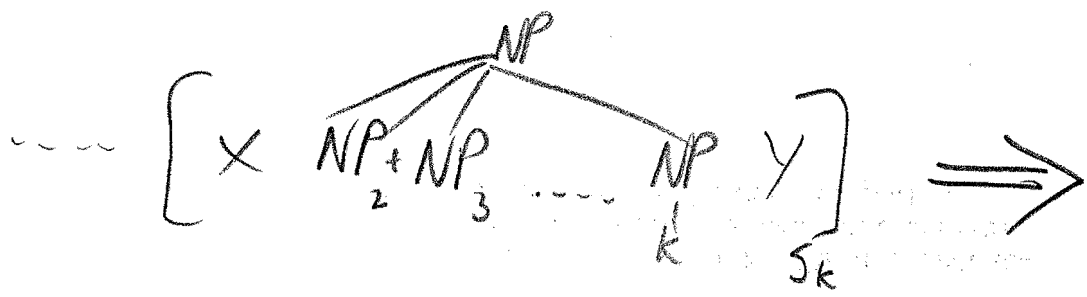
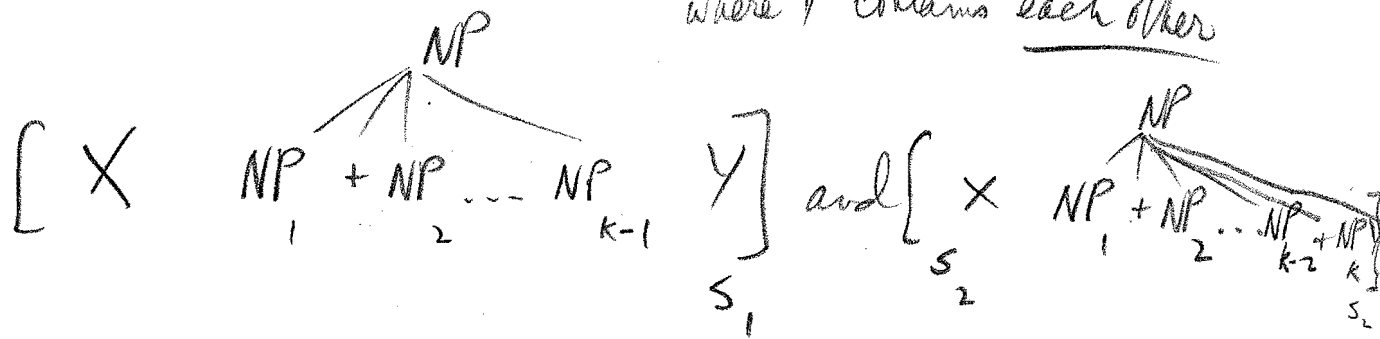


Each other

4/6/66 p.3



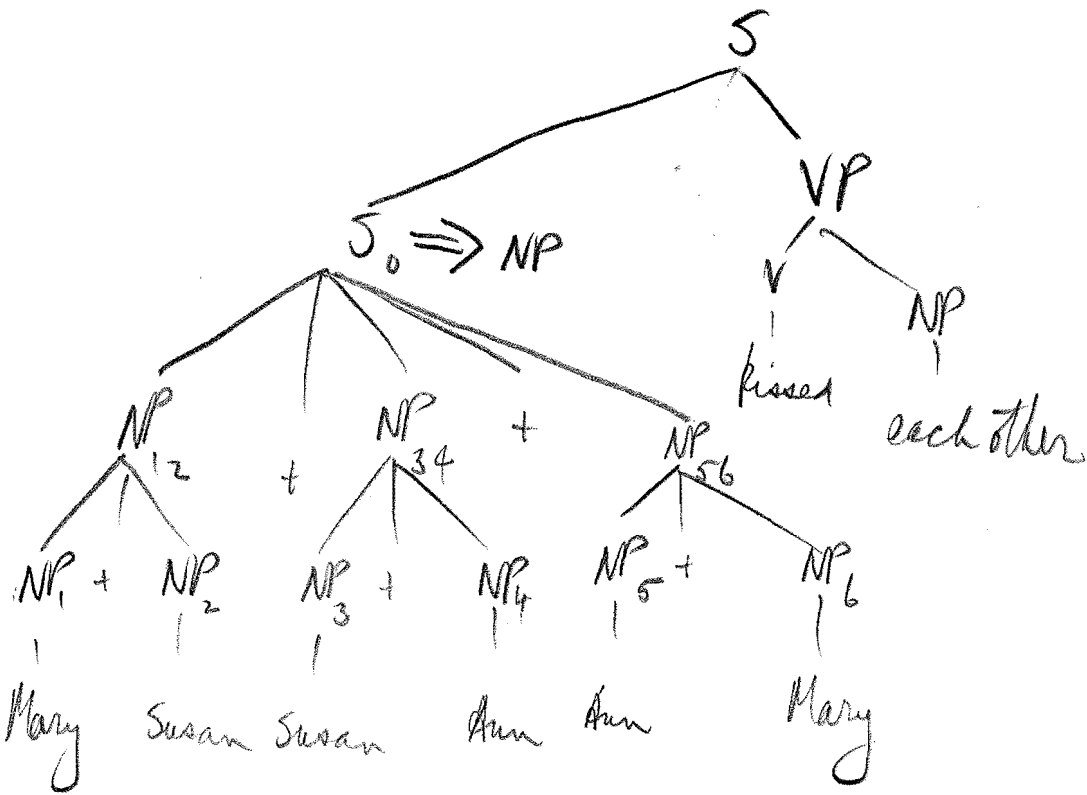
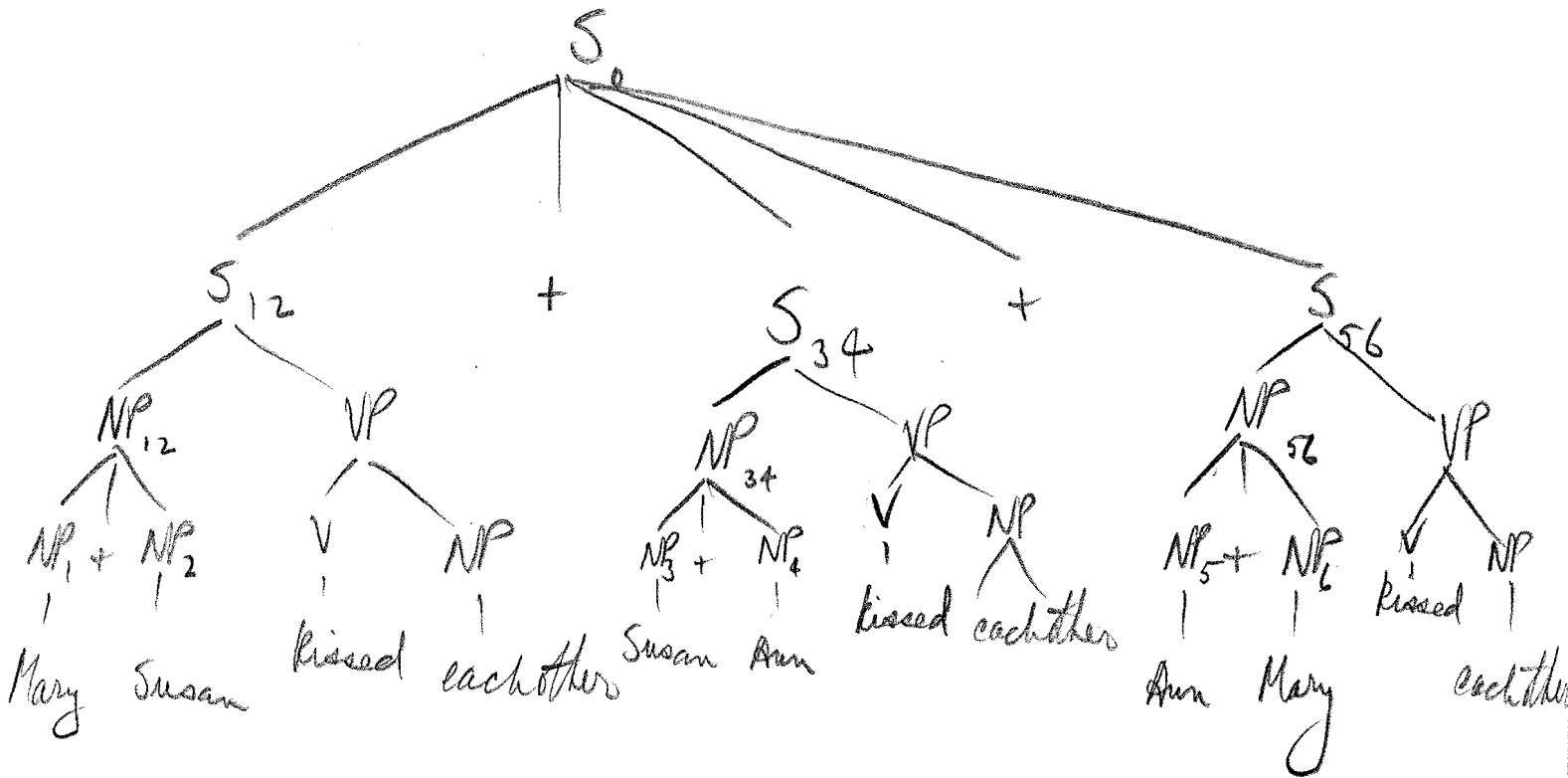
where Y contains each other





Each other + respectively

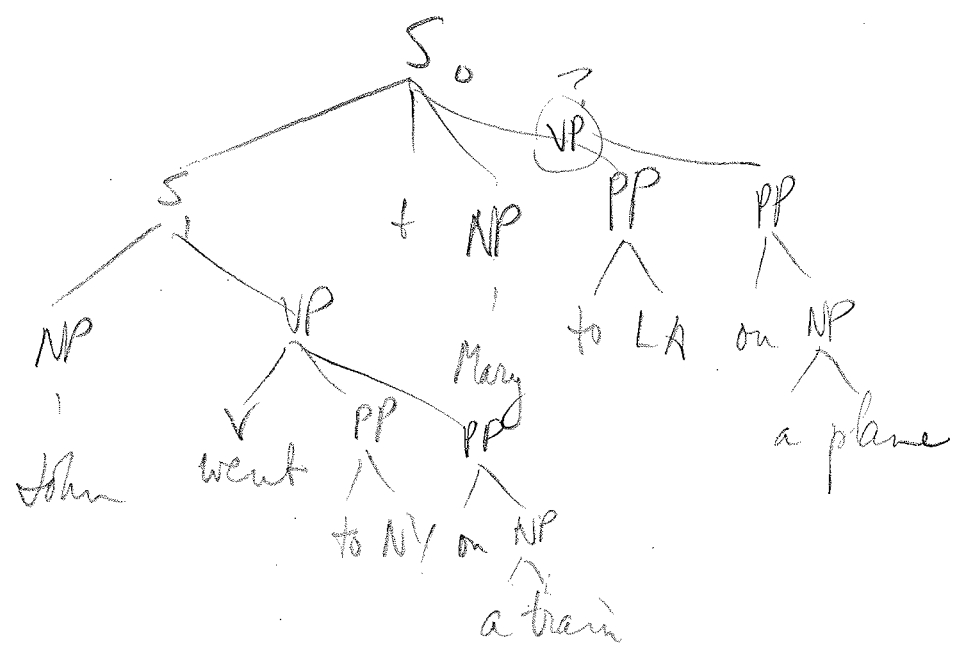
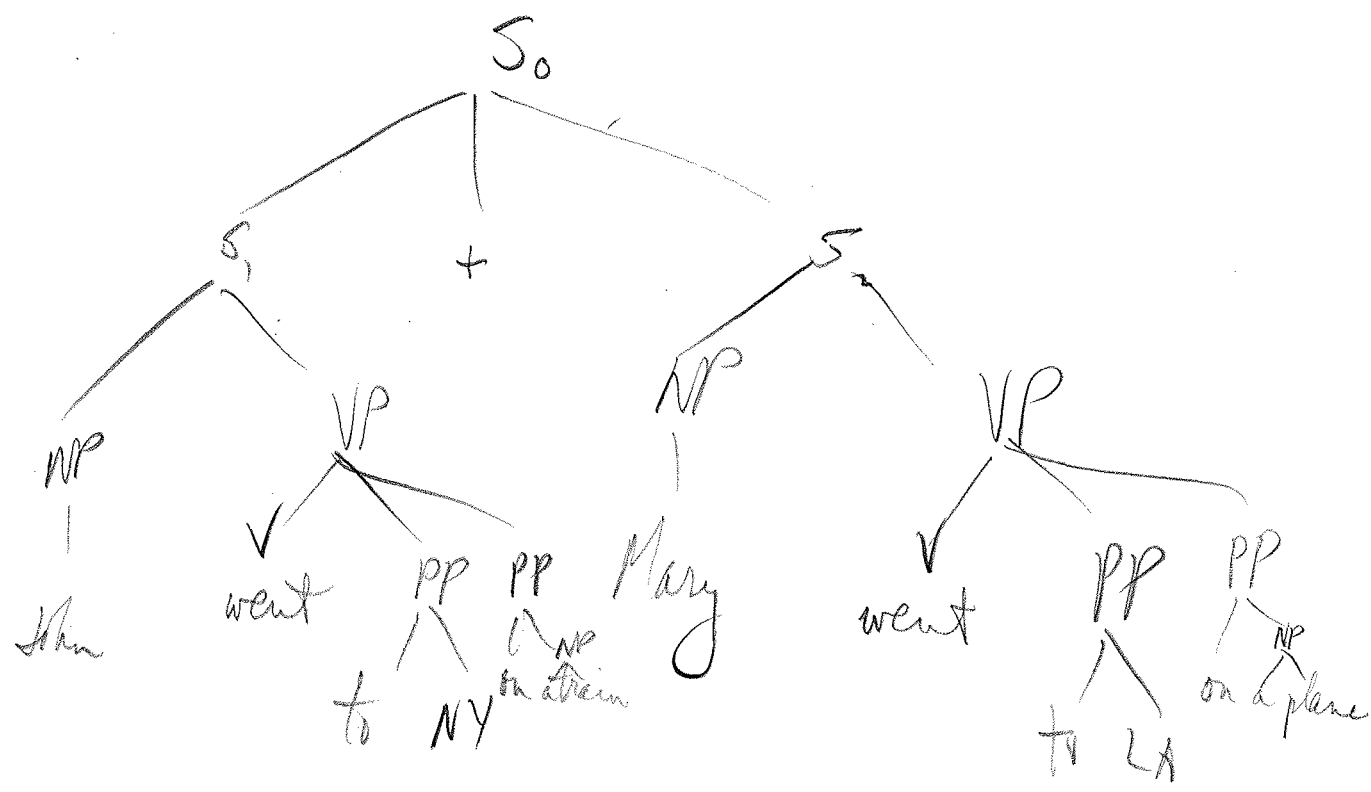
4/6/66 p.9



Delete  $(n-2)$  occurrences of each NP and you're there

Each other + respectively

4/6/66 p. 5



It looks as if  $\exists$  a deletion rule when  $\exists$  identical str — either you get deletion or respectively.

Each other + respectively

p. 6

4/6/66

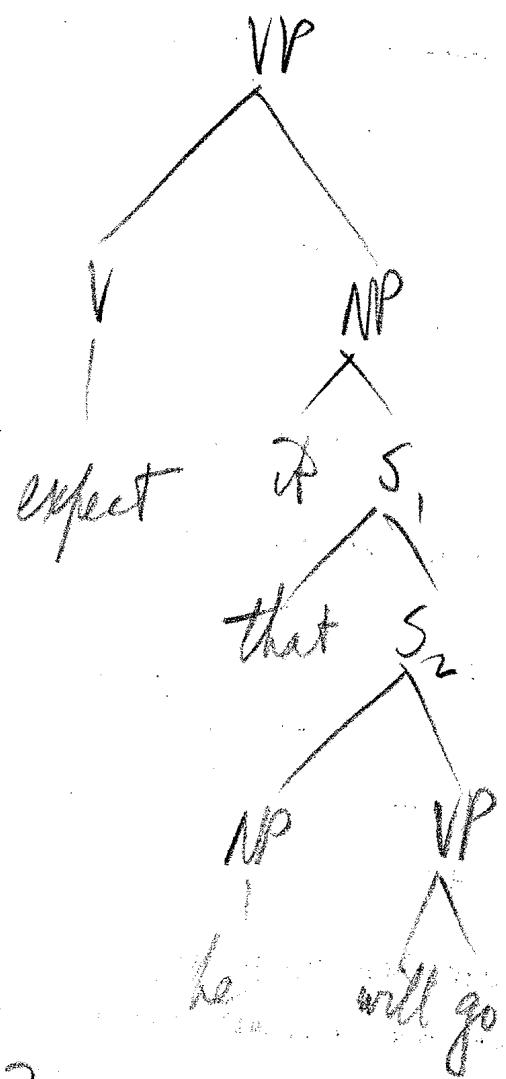
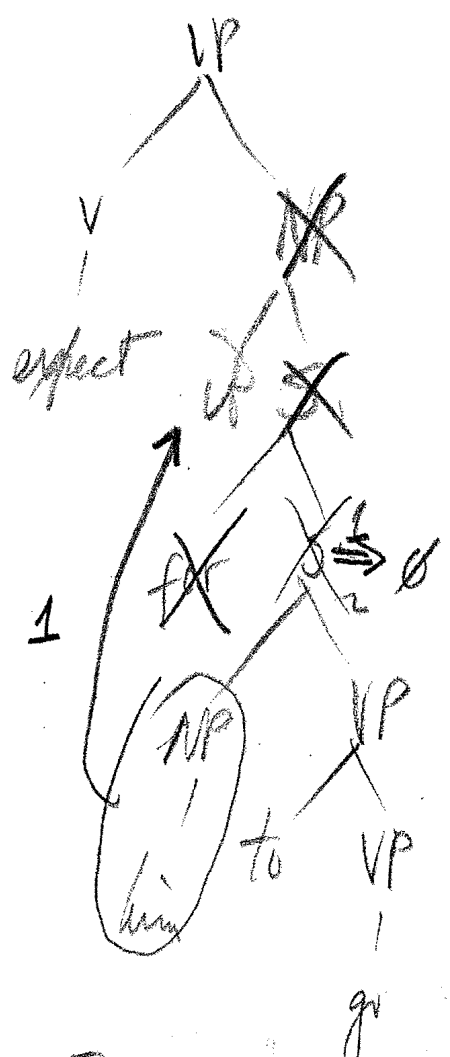
NB that the strs must be identical

(up to NP's?) E.g.,  $\neq$

\* John went to NY  $\left\{ \begin{array}{l} \text{because of the heat} \\ \text{with Sue, and} \end{array} \right.$  and Mary to LA by train  
 $\left\{ \begin{array}{l} \text{gladly} \\ \text{in haste} \end{array} \right.$

# Rule Ordering

4/8/66



0. Equi NP Deletion

- 1a. Flip
- 1b. Passive
- 1c. Pronoun Replacement

where?

Unordered?

Flip precedes Extrap because Extrap. can't work vacuously, and otherwise we couldn't get it benefited me that's

Extrapolation

- 3. for → ∅
- 3a. it Replacement for easy
- 4. it → ∅
- 5. that → ∅
- 6. Reflexive

(must follow Extrap, for → ∅, because of flatness is easy (\*for me) to be awayed by)

(4 precedes 5, otherwise, when that → ∅ the NP over [it 5] would go, thus fucking up it → ∅)

Parallel Structures

4/8/66 P.1

I ate my peas with a fork, { but John did so with a knife  
used a knife to do so  
\* and John a knife to cut the meat

⊕ \* but { John did so quietly  
John was quiet in doing so }

→ NB  
I used a fork to eat peas with, NB { \* and John with a knife  
and John did so with a knife  
NB ⊕ \* and John to eat beans with  
\* —

Use has the deep str. use NP for NP  
it's

NB ⊕ what did you use this wine for cooking beans for?  
⊕ \* " " " go to town in order to buy peas for?

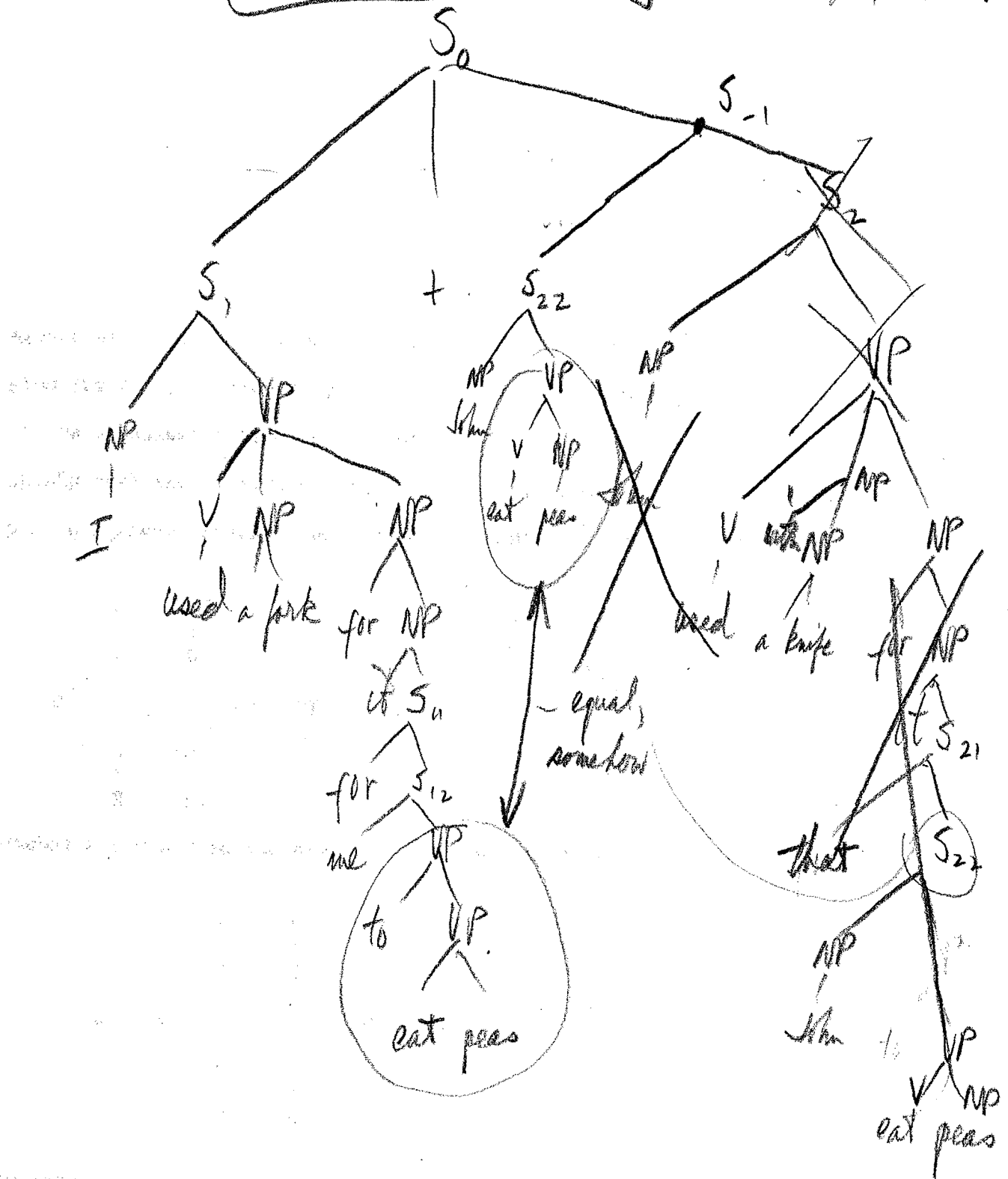
→ NB ⊕ \* but { John did so with a spoon  
John used a spoon to do so }

I drank my soup quietly, { but John did so noisily  
but John was noisy in doing so  
but John was noisy

I was quiet in drinking my soup, { and John <sup>(was)</sup> noisy (in doing so)  
but John did so noisily

# Parallel Structures

4/8/66 p.2

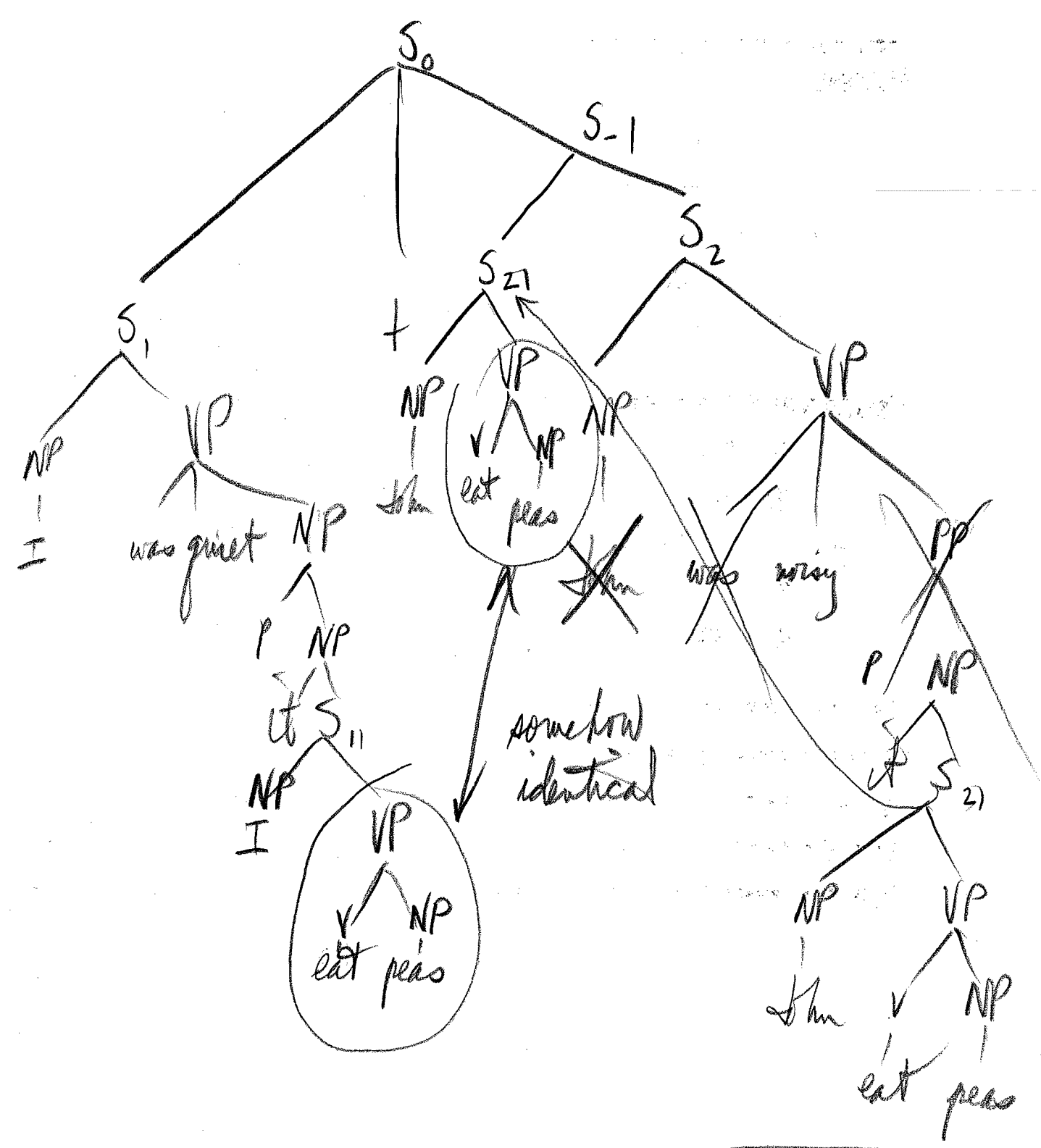


I used a fork to eat peas, and John did so with a knife

or John ate peas with a knife, and John used a fork to do so

Parallel Structures

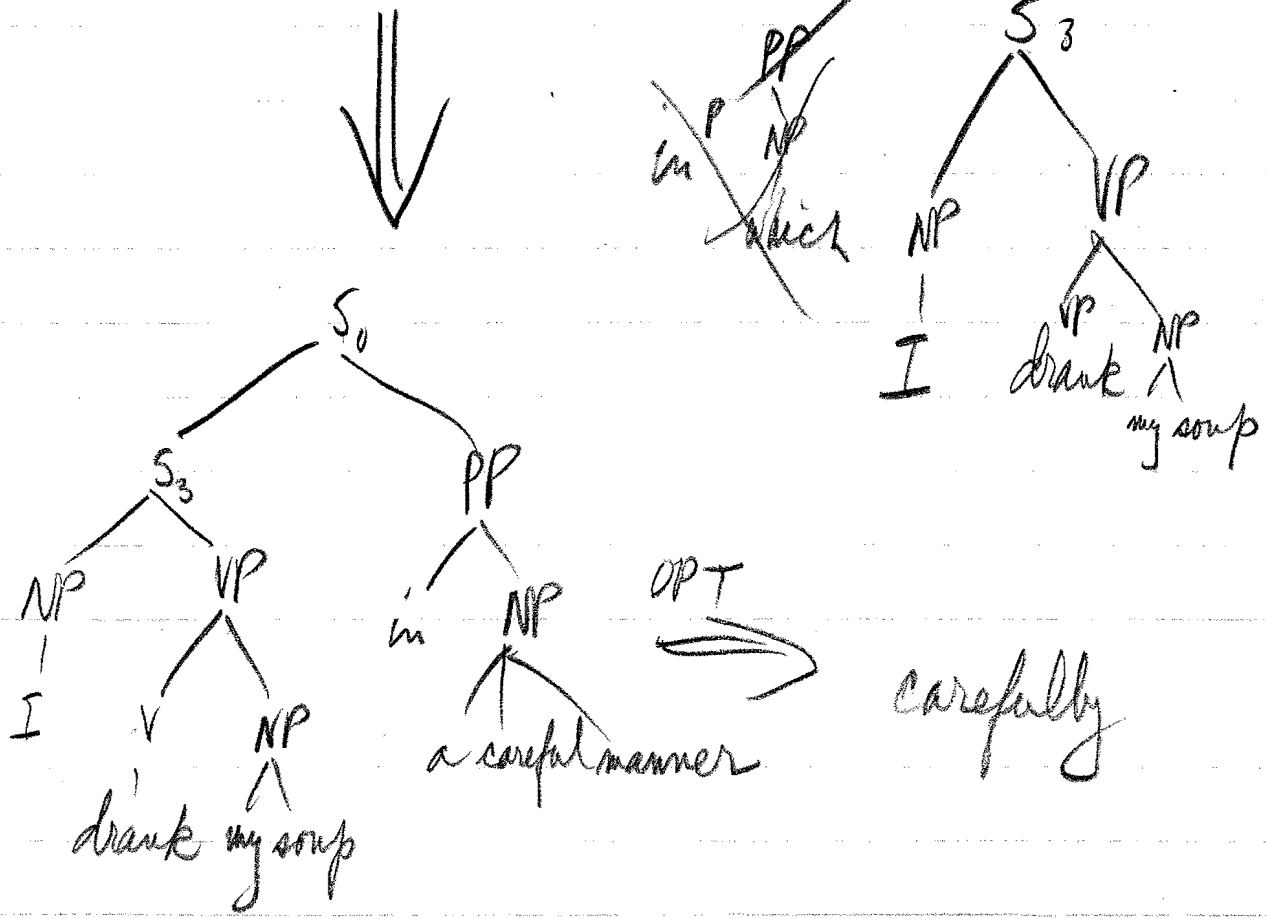
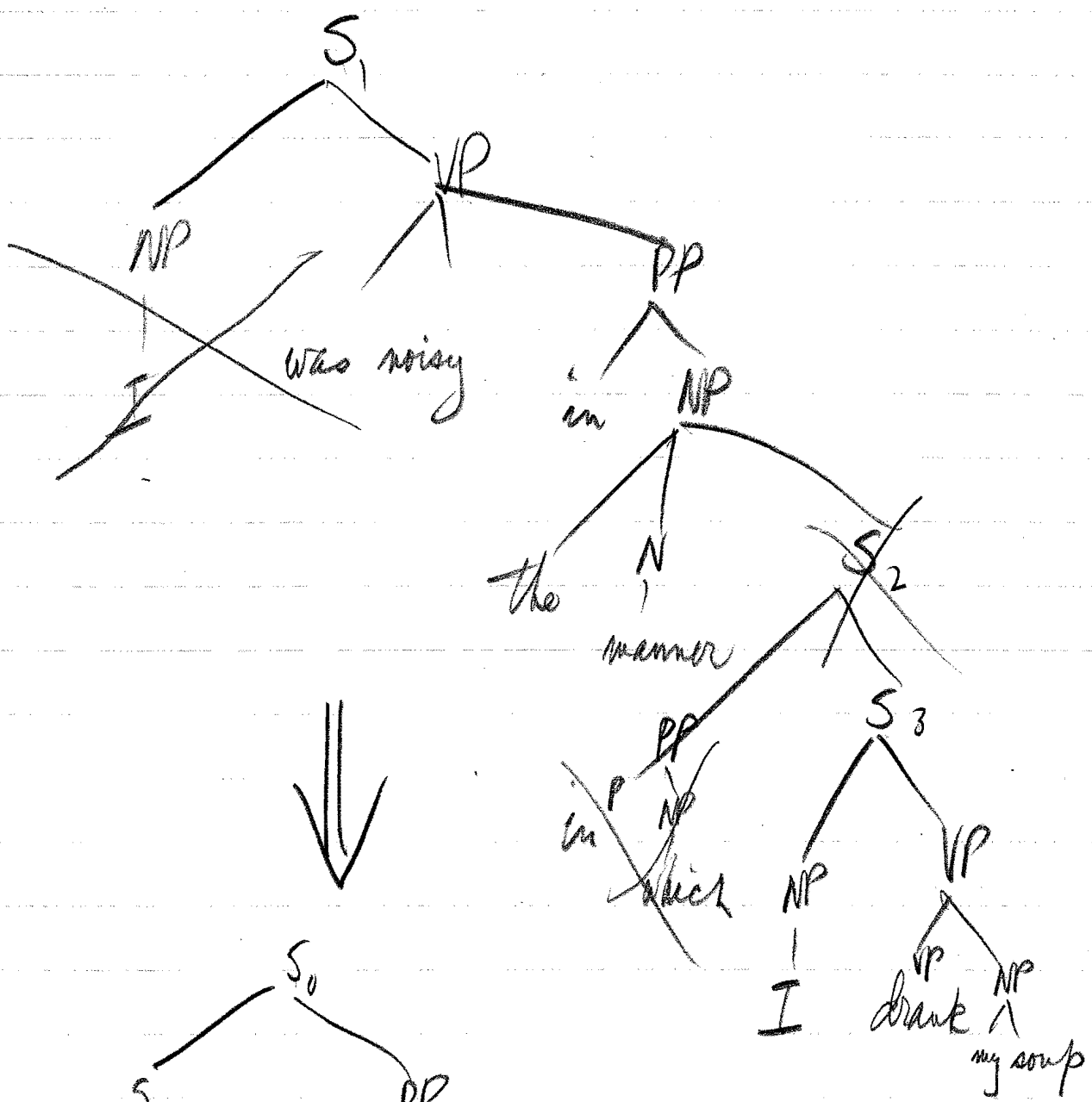
4/8/66 p.3



I was quiet in eating peas, and John did so noisily  
 John ate peas noisily, and I was quiet in doing so

D MAN

4/8/66

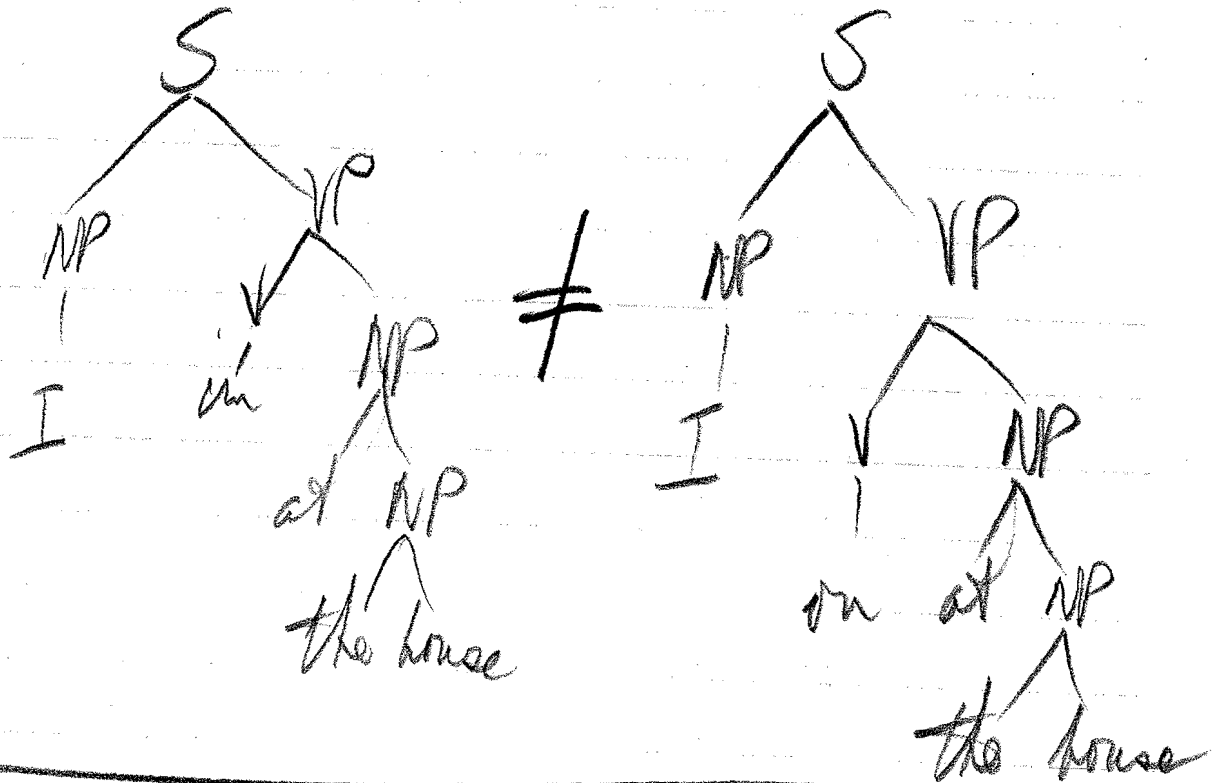




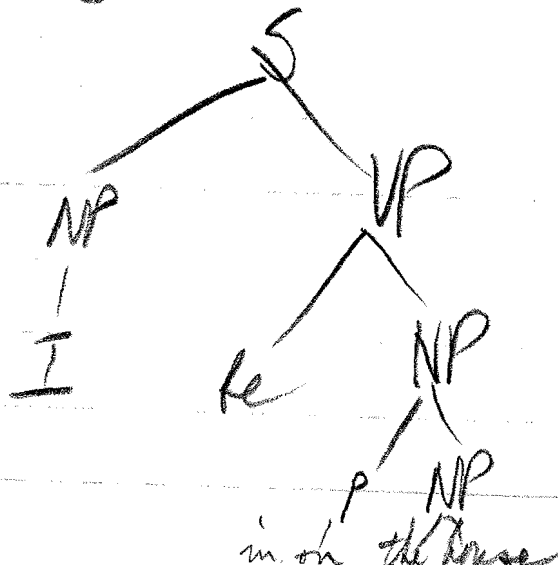
# Locatives

4/8/66

They can't work my way, because they wouldn't be sloppily identical



They would be like this



Respectively

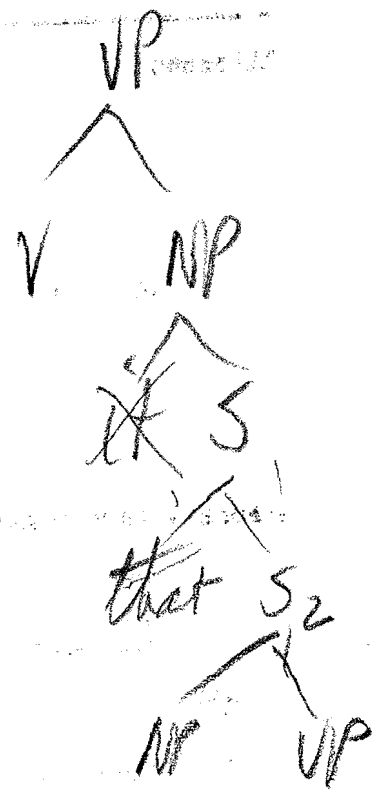
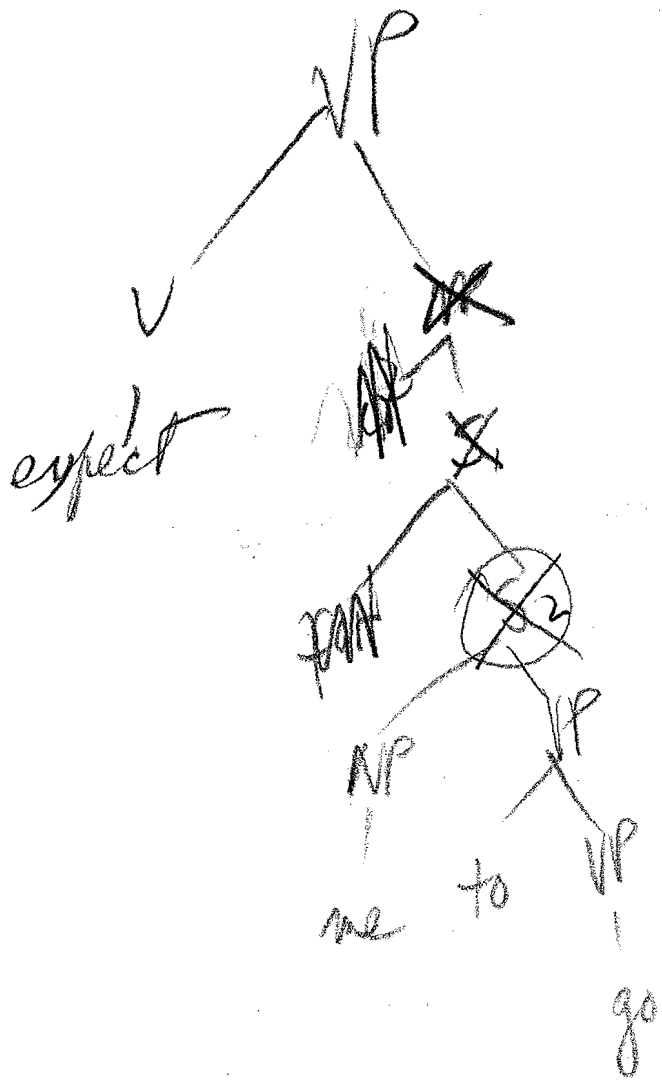
4/8/66

① \* / went, and John

② / went, and John too

Pruning

4/8/66



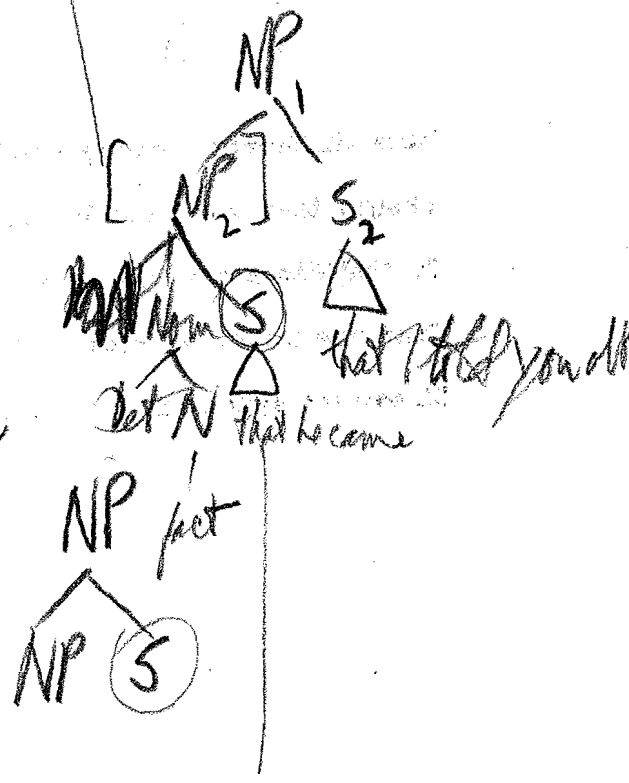
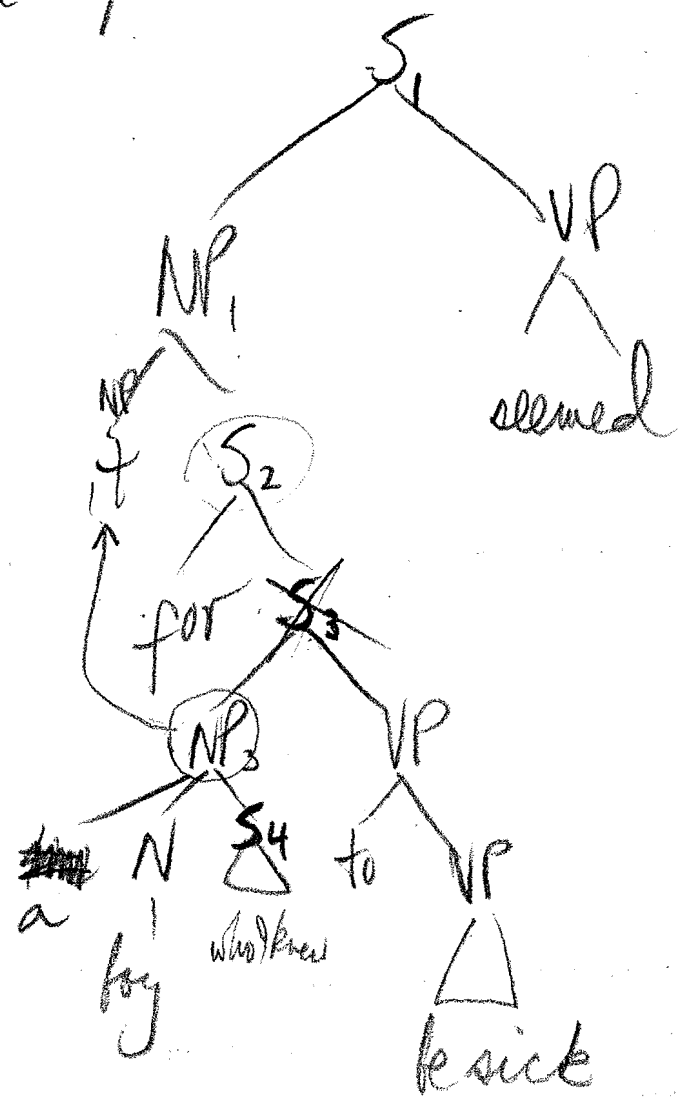
Condition:

If NP dominates only S<sub>1</sub>,  
 then if that particular node  
 winds out for an instant, bye-bye  
 NP

Extraposition

4/8/66

Poppping  
Extrap



X [Nom S] Y  
NP

Rule

X [Nom S] Y

Condition  $Y \neq S + Z$

Parallel Structure

4/7/66

John read the book { with a microscope } after Bill had done so { w/ a magnifying glass }  
 { \* on the porch } { \* on the porch }

John read the book, + Bill did so too, (w/ a glass)  
 \* did so w/ a glass too

read the book  
 John { lives } in Texas, and Bill { in } Calif  
 { is } { \* - }

\* I rode horses to NY, and Bill to Chicago  
 (except in funny way)

\* I gave cookies to the girls, <sup>on Fri</sup> and Bill, (cookies) <sup>on Tues</sup> to the boys

~~Bill gave trinkets~~

Pre-Cycle Identity Checking

4/8/66

Reasons why detection can't be  
pre-cycle

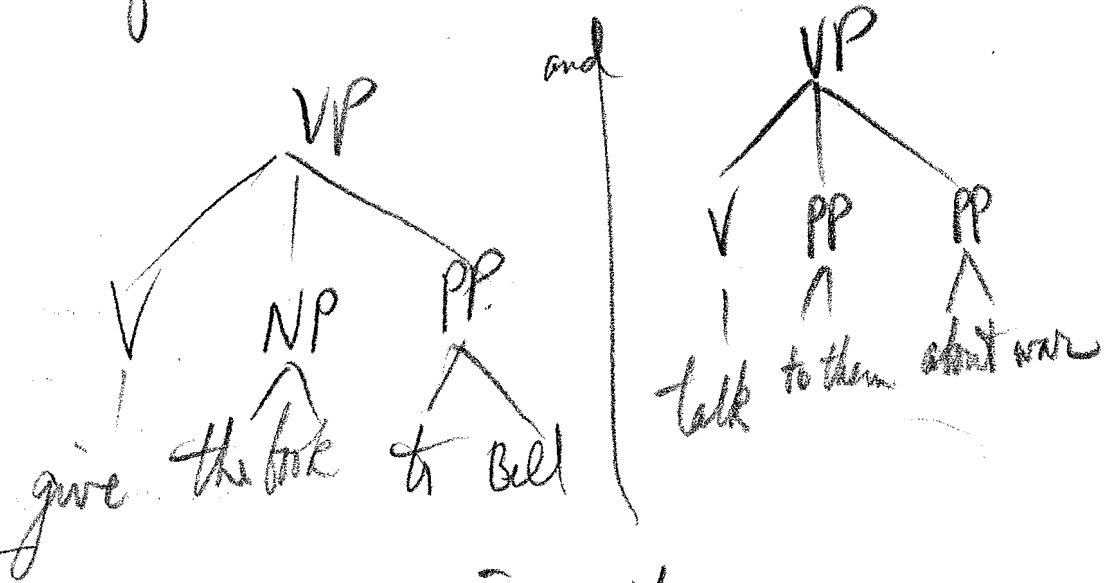
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1. The one who he saw was himself  
(any theorem)
2. Bill was arrested by Pete, and Tom by Joe
3. Tom was arrested by Joe more often than  
Bill was by Tom

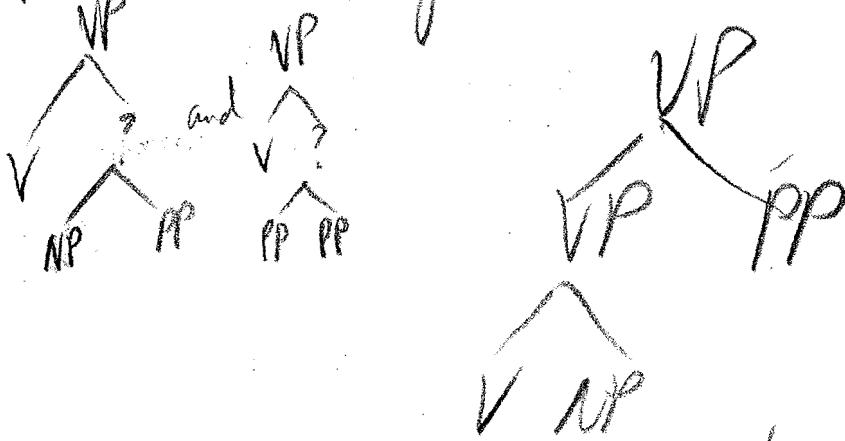
# Ind Obj Verbs

4/7/66

Proof that PS is like so



or possibly like ) / It were like this, as ANC suggests



one would derive ambiguously (+ falsely)

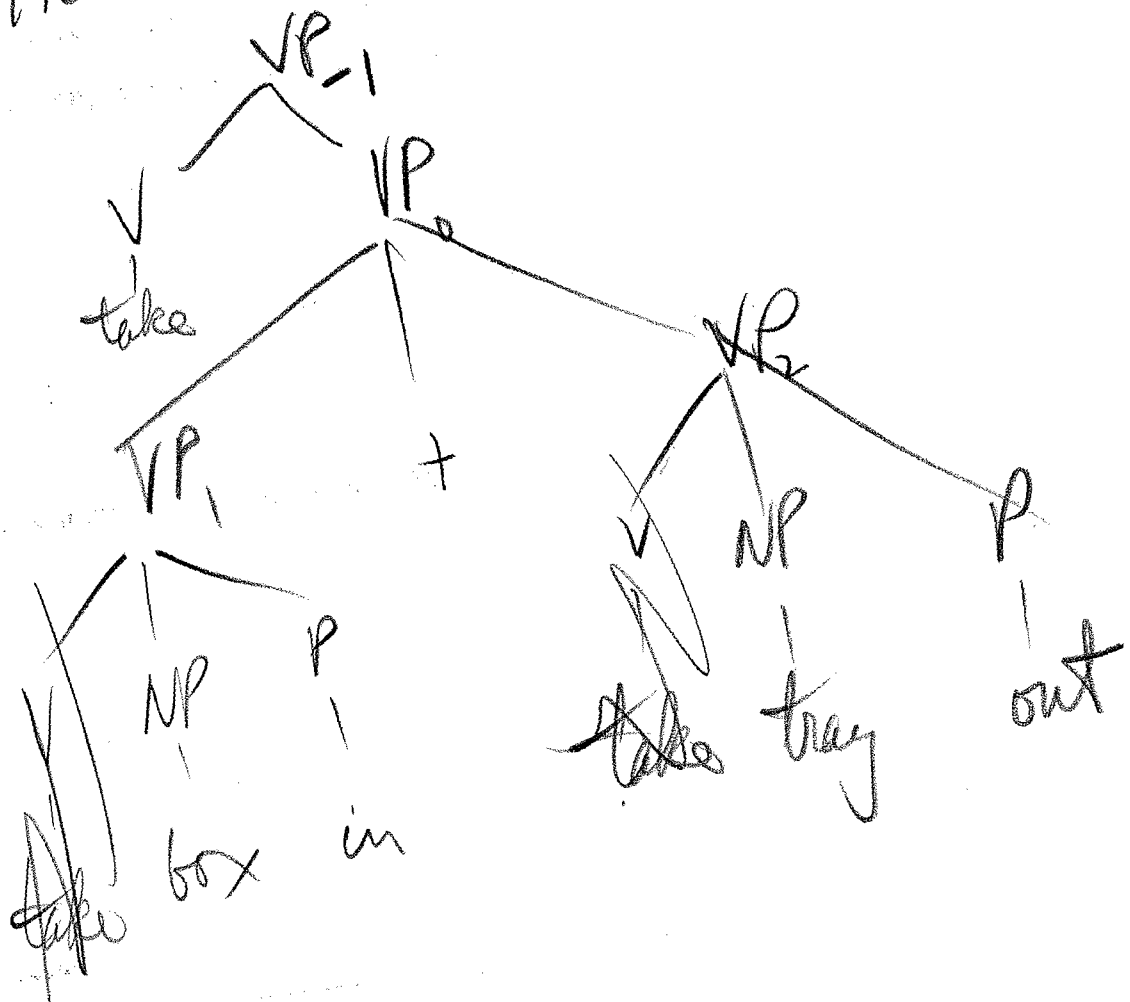
I gave cookies to the girls, + Bill & the boys.  
I talked to Bill about eating + Mary about drinking

Particles

4/7/66

Flak for ANC

He took the tray in and the box out





All or Nothing Deletion

4/7/66

Chomsky read the paper carefully, and Halle did so <sup>too</sup>  
(\*carefully)

do so must substitute for all it can

With w/ Conj Deletion

John went to NY on Friday + Bill went to LA on <sup>Thursday</sup> Friday



n

+ Bill to LA { on Thursday  
\* on Friday }

Begin

4/5/66

NB — Garcia notwithstanding, there  
are restrictions between 'begin'  
and the next V

\* John began to be dead  
" " to die

The sky began to {redden}  
{\*be red}

# \* The package began to be heavy  
but (help help)

⇒ The packages began to be heavy  
— as you

# \* I began to know the answer  
but ⇒ I began to know the answers

NB — The restriction is not just <sup>LI</sup> "stative is no good"  
because I began to believe that S, see what he means, etc.

as

3/29/66

Tom drives as everyone knows (\*the fact) (? that) his father wants  
him to (drive)

Prove that as is from a relative clause.

John drives { as } Bill doesn't  
[the way]

as ← which

3/29/66

Can't appear in a S with a V which allows Neg Attr (except in an if clause)

his { sick } as { everyone } { knows }  
 { a funk } { \* he maybe } { \* doubts }  
but { is } { well known } { \* denies }  
 { \* true } { \* interesting }  
 { \* likely }

{ in the event that } his { sick } as { everyone } { denies }  
 { a funk } { doubts } { is } { likely } { probable } { \* interesting }  
 { he maybe } { \* know }

---

he knows that you're here, as { <sup>my friends believe</sup> } { do } { all my friends }  
 from do support

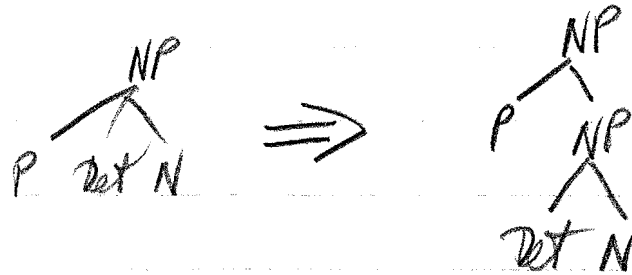
as  $\Leftarrow$  ? which

3/29/66 p. 2

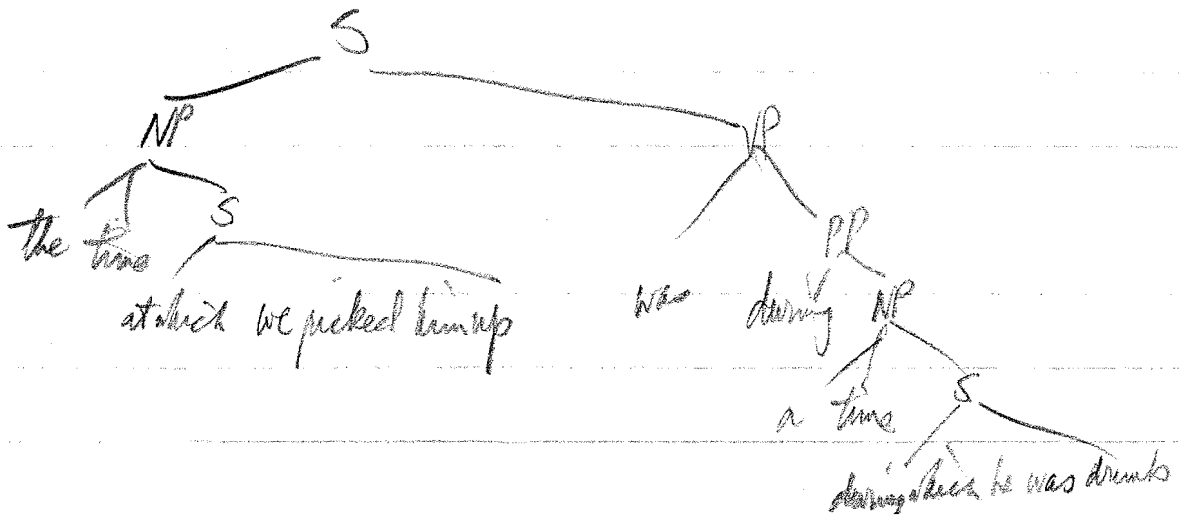
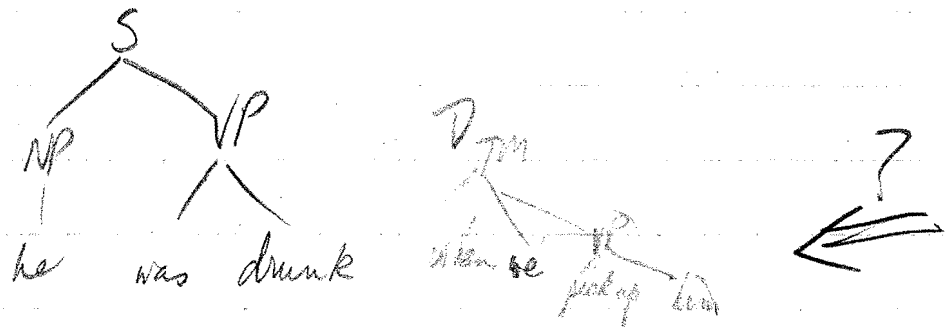
be is, as no student <sup>could</sup> <sup>can</sup> will deny, insane

Places where the elementary which jumps over its own head are necessary

- 1. Conjunction
- 2. Preposition separation



3. We picked him up drunk



DCS

p. 2

3/29/66

He died a Catholic  $\Leftarrow$  he was a Catholic at the moment  
that he died

Explains why  $\nexists$  \* he lived a Catholic,  
because  $\nexists$  \* he lived at 4 PM.

pretend?

3/29/66

I know John to

- be here
- have eaten the cookie
- \* eat the cookie
- be mad
- be surprised at this decision
- \* be surprised by Mary

Thank you ZSH

Just like pretend



be - have

{ There is } this to consider  
{ we have } " "

we have to consider this  
? it is for s.o. to consider this

W/H w/ Pred. Nom

3/26/66

cf. Naomi I learned what a <sup>sway</sup> master he was in debate  
\*the liar etc

cf.

he is something of a liar

This must be a NP, or else  
Why is it being questioned?

?

3/26/66

I believe you

\* my belief of you

my believing of you

Equi NP Del

3/26/66

(for me) To go there now would prove my guilt

(for me) to shave myself would be to admit my inadequacy  
for me

to make my way to LA would indicate that I am well  
\*you

Ambiguities not reflected in dcs

3/26/66

John doesn't beat his wife because he loves her

I saw a taller man than Bill (but here  $\exists$  case marking)  
differences

I asked when he had promised to go.

John started to try to back the car up because Tom was too weak to do so

Amnesty

3/26/66

whatever finagling with money he did succeeded

Derivational History

3/25/66

John didn't beat his wife because he loved her, which bothered me

If this is not to be ambiguous, we need not only cont. str identity, but also derivational history identity

With with (this sentence may even be out)

?? The boys + girls who wrote a book together are tall.

Cf. also John says he doesn't beat his wife because he loves her {and if so, that's puzzling} {as you probably knew}

IN FACT, ANY WHERE WHERE  $\exists$  IDENTITY,  $\square \exists$  Derivational identity

Pruning

3/25/66

John thinks like Bill (does)

who does John think like (\*does)?

John drives like { I do }  
                                  me }

? himself



by - Phrase

3/25/66

⇒ Neg in by-phrase

\* John built the house by not painting the walls  
cutting down any trees

although ∇

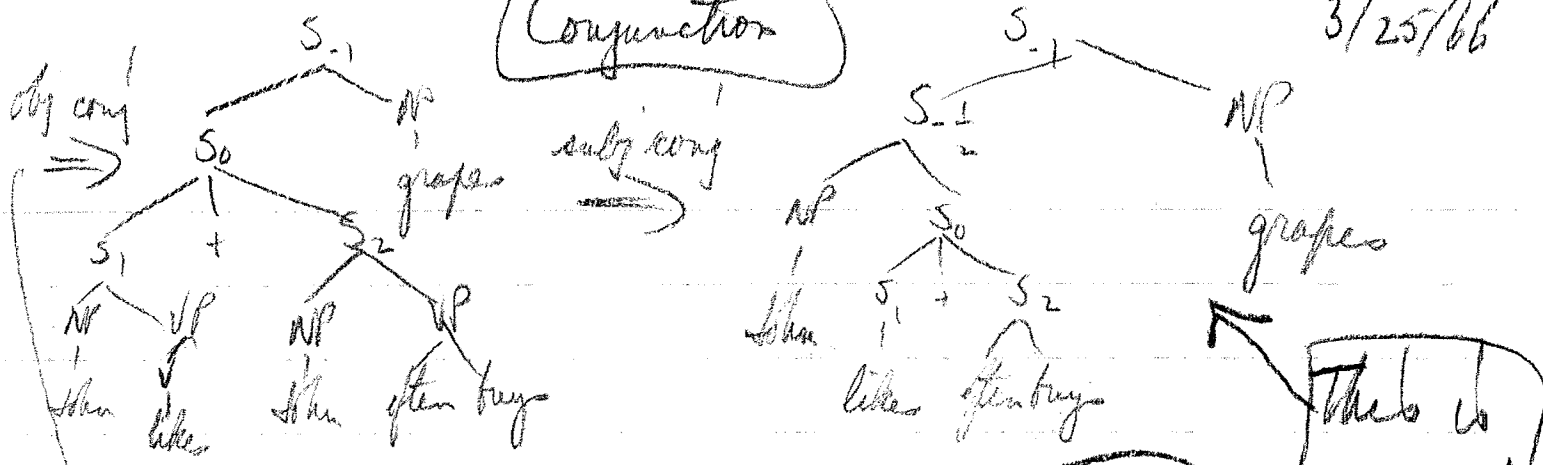
He scared me by not breathing

LOOKS LIKE ∇ a VERB  
SOMEWHERE!

Proves once more that the two by-phrases are  
different.

3/25/66

(Conjunction)

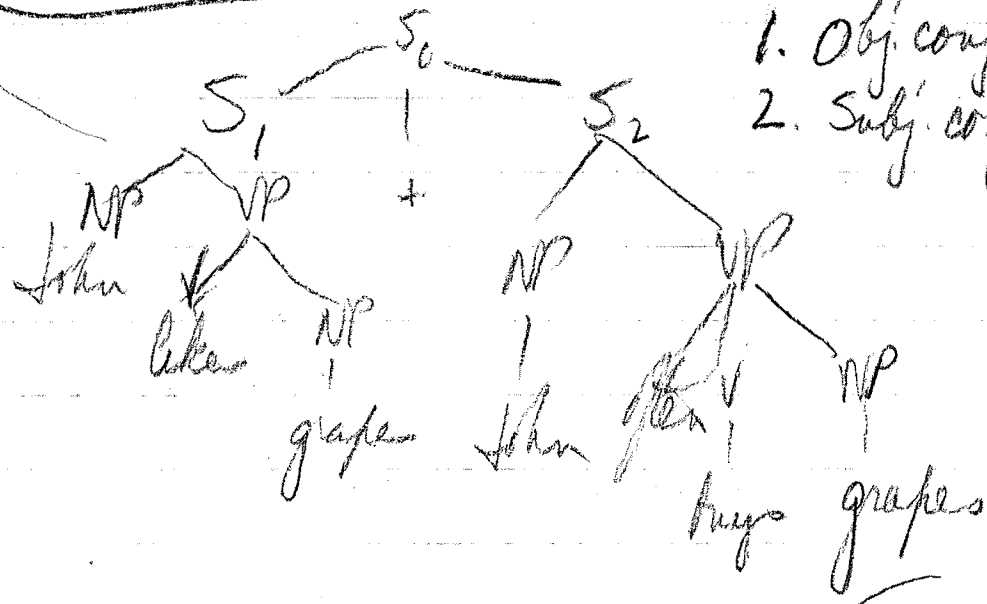


John likes, + after buys, grapes  
 John is + always has been a stub

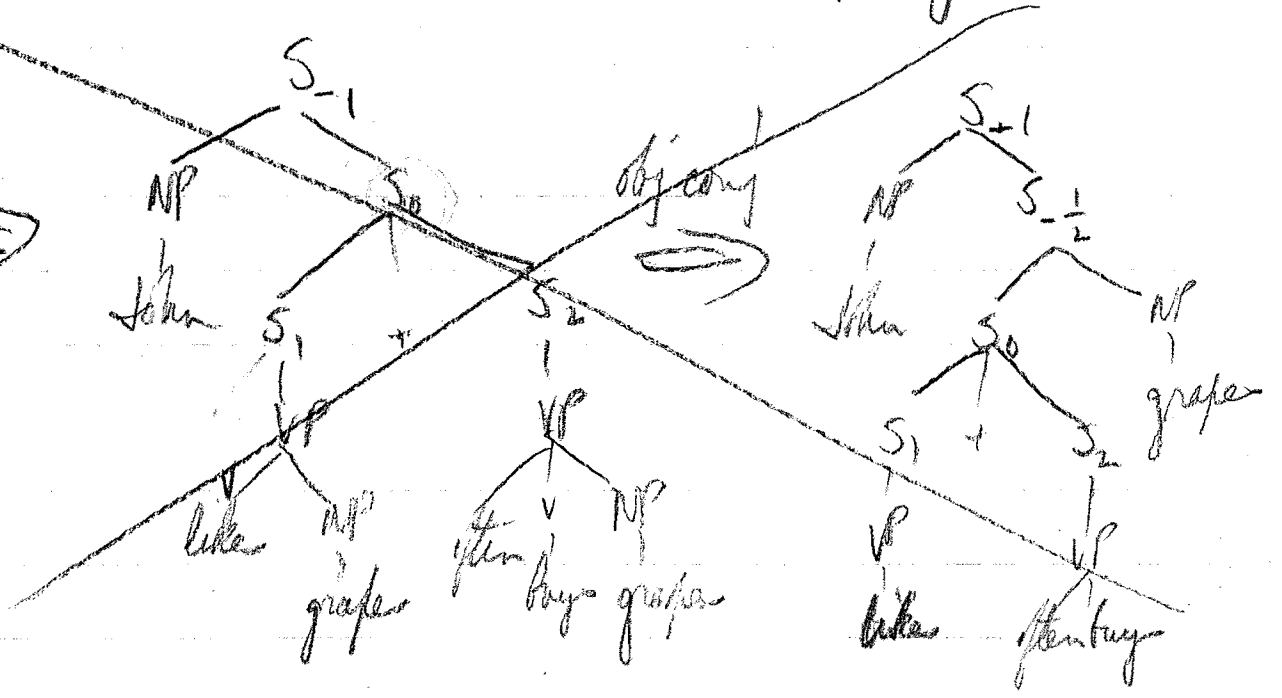
This is correct

∴ Rule Order

1. Obj. conj. reduction
2. Subj. conj. reduction



Subj conj  
 ⇒



do [A S]<sub>NP</sub>

3/18/66

If it is possible to leave quietly, { it should be done  
we should do it }

We should leave, if it's possible { for us to do it quietly  
for it to be done quietly }

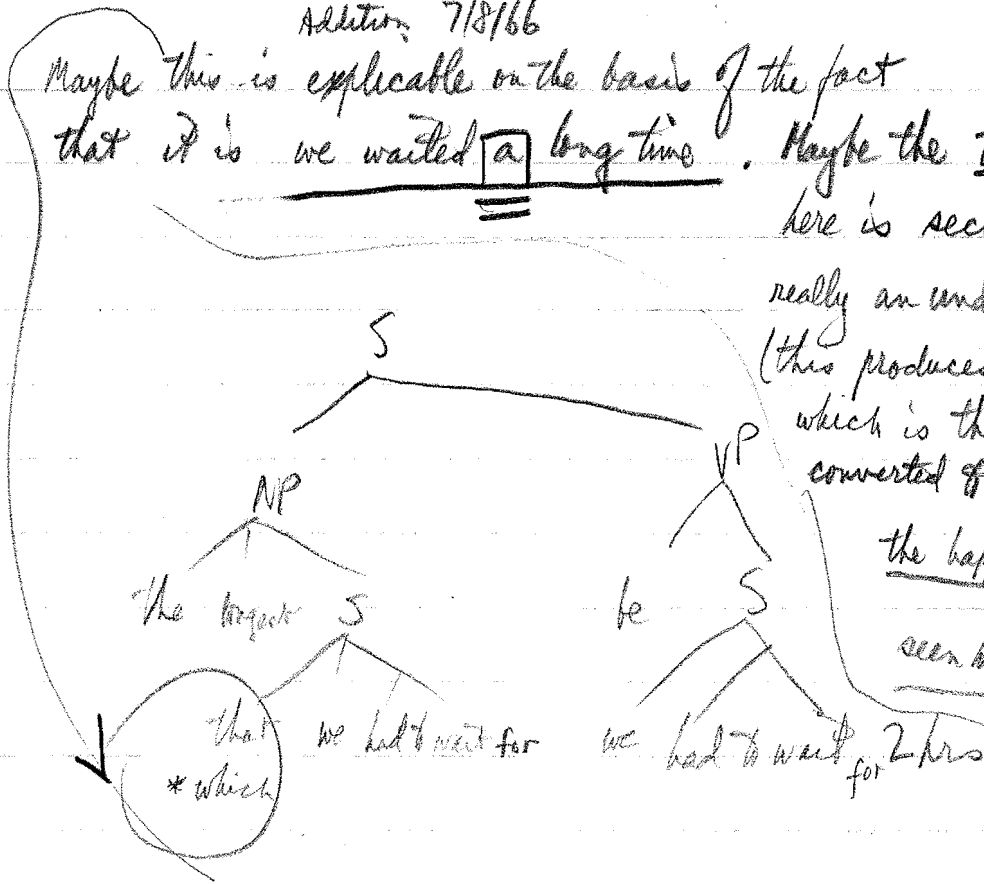
(- est)

Addition 7/8/66

Maybe this is explicable on the basis of the fact that it is we waited a long time.

3/16(?) / 66

Maybe the the here is secondary - it's really an underlying a. (this produces the that clause) which is then post-cyclically converted to the. Cf. also the happiest that I have ever seen him was last Tuesday



?

Like Cleft 5? But what about

The farthest we marched was 2 {miles / hrs}

# Cycle

3/12/66

$\Delta$  Del, Ref, etc must be stated in terms of their  
row 1, otherwise they can get processed in later cycles.

~~The man who~~

I explained  $\Delta$  5 to a man who disliked  $\Delta$  5

We don't want this  $\Delta$  deleting w/o being marked  
as a violation

# Comparatives

3/11/66

even more blind than they ~~next~~ have been

↑  
proves there was Neg

also dare

# Comparatives

p.1

3/9/66

He is beaten more now than <sup>was done last year</sup> has been done in the past.

I explained it more satisfactorily than had been done <sup>(by John)</sup> previously.

great — the passive here proves that the object of do is a NP

The way I explained it was satisf. to an extent to which

NB — one can't explain this by saying explain is transitive and it's reduced from than I had been explained previously because it also works w/ intransitives

He apologized more gracefully than (it) had ever been done previously.

Comparatives

3/9/66

This must be related to Brandy's sentences

He did nothing more than state the problem  
NP

parallel to

He ate nothing more than birdfeed  
NP

Why is this S ambiguous?



# V-V-V Restrictions?

3/8/66

I urge that it be me that he examine ] NB  
I examine him

But:

\* I examine him

\* I go to Chicago

? it be to Chicago that I go

I urge that it be me who tells him  
\* told him  
\* has told him

Only in subjects → \*\* the (? which) any book } he read be shown to me  
every  
no  
{ (the only) books }  
all

→ \* you show me any book he read

I insisted that it be this hat that he wear.

V-V-V

p. 2

3/8/66

? I want to force it to be in the yard that he kill it

\* u " " Tom who kill the chicken

---

\* I urge it to be Tom who goes

⊃ that it be Tom who goes.

here that he plant it

---

\* I urged him to be shot

⊃ that he be shot.

pretend

3/8/66

pretend excludes passives, accepts all else

pretended {  
 to hear the music  
 to go  
 to like him  
 to know the answer  
 \* that he was here. } NB  
 not to know that he was here

NB  
 to have known that  
 this problem was insolvable }  
 to believe that he was here

I pretended {  
 to be rich  
 happy  
 surprised at him  
 \* surprised by John

∃ to be forced by { the accident } to  
 \* Mary  
 sell the car

to be { \* John }  
 confused by { all the noise }

\*\* be shot by John  
 ∃ ∃ have been shot by John { yesterday } NB

Cleft 5

3/8/66

It is I who <sup>? is</sup> am going to suffer.

me who is  
\*am going to suffer.

---

the one who is going to suffer is I.  
\*am

---

I am the one who is  
\*am going to suffer.

---

help help

---

it is you who <sup>you sg.</sup> is invited

are  
↑  
you pl.

Motivation for  
my way of doing things

# Conjunction

3/8/66

\* Are you coming and where are you going to sit?

∩  
if so

# Statives + Substantives

3/8/66

I persuaded him of my belief in God  
my unwillingness  
\* carefulness

---

I questioned his sincerity  
his belief in god  
\* his noisiness  
\* his arrival

# Classes of Verbs

3/4/66

don't presuppose  
prior existence  
(all other classes do)

2 classes:  
a. dispose of {throw away, hide}  
b. meet with

## Result Verbs

do with      do to      happen to      do for

dig a hole	read a book	hit John	help John	help John
write a book	park the car	arrest John	? repeal law	heal John
compose a symphony	listen to {tape	darn sock	? gallop the horse	treat him for cancer
concoct a sentence	{symphony}	punish John	buy pictures	get him into shape
? find an answer	turn on X-mitter	gallop the horse	{* repair} car	give him an A
grow corn	? gallop the horse	beat up John	* fix	
	? beat up the boxer	baste the roast		
	throw in wastebasket	give him a D		
		kill John		
	{ fry } the meat			
	{ broil }			
	{ boil }			
	eat the cookies			
	sell the cookies			
	hide the book			

## do about

solve problem  
work on  
investigate accident  
answer { letter  
          { attract  
          { question

fill in the hole

all do for V

?

{ use } the keys  
{ find }  
solve the problem  
prove the theorem  
investigate the accident  
buy the cookies

[ Deletable Subject ]

p.1

would surprise me for him to go  
surprised me that he came  
rained a lot yesterday  
seems he drinks a lot

3/4/66

?\* possible that he's here.

left in a big hurry, didn't he?

of which car was the top crushed?

? " " " " tip of " ?



What I ate was peas.

Who gets detailed?  
A Clifflie!  
Rrr

⇒ Someone else didn't eat peas.

---

What John was was tall

\* What John was was arrested.

What I want you to be is careful.

NB — <sup>(part of the)</sup> rule contrastively stressing  
the NP on the right must be  
there anyway, because the predicate  
of cleft and pseudo-cleft S's is  
always contrastively stressed

It was Brutus who came  
The one who came was Brutus

Like

Brutus came

Instrumental

2/28/66

This knife is for you to cut with  
I use this knife to cut with  
A knife with which to cut.

This bag is for us to barf into.  
keep them in  
fuck on.

Cleft 5 + Emphatic Stress

2/17/66

how can I get this?

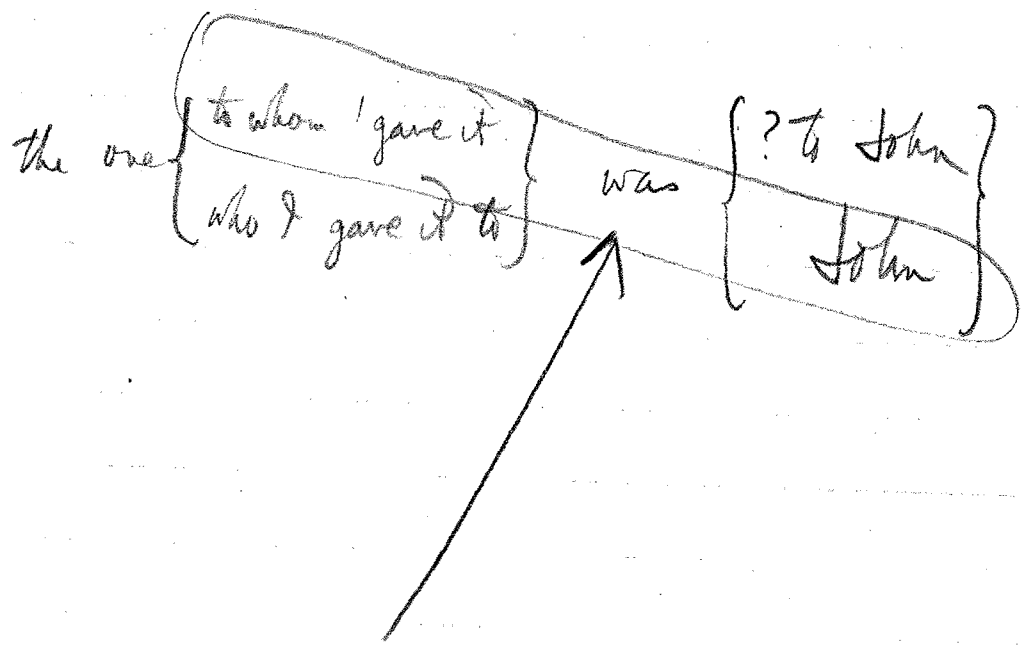
what I ate was a hot dog

---

The man whose picture I bought was John

Cleft 5

2/14/66



How can this be generated?

Amnestied from \* I gave John it

But what about

The one to whom I attributed the painting was Masaccio

This will have to come from an  
amnestied

\* I attributed Masaccio the painting

This means that all 9-10 verbs will have to be able  
to undergo IO inversion (albeit w/ later amnesties)

(Cleft 5)

2/14/66

p. 2

it was of John { that } | gave it  
? \* who(m)  
\*\* to whom

it was John { to whom | gave it }  
{ who(m) } | gave it to  
{ that }

Maybe this derives from

It was John (to whom?) gave it  
that  
OBLIF in this case.

Cleft 5

p. 3

2/14/66

Hey! How can I block

\* The man of whom I have a picture is of John

Maybe  $\exists$  rule deleting this Prep?

But it can be deleted iff it's = to this Prep  
so that we don't get B from A.

A. The place in which I put it was I put it on the platform.



B

"

"

the platform

# Amnestied Rules

∃ amnesty

what happened was that I fell down  
what I wanted was for you to go  
what I disliked was (\* it) that he went.  
what I planned was for you to go

∄ amnesty

\* what happened was for him to go  
[\* what I screamed was for me to leave]  
[\* what I hoped was for me to go]  
[\* the one who he behaved was John  
? \* what I never talked about was me.  
\* what the snow storm followed was the snow storm  
\* what I broke was { the yellow with age bat }  
the table big  
\* what I rumored was for him to have gone.  
\* what I did was know that he was here.

Help

2/10/66

what I hated was (\*it) that he left

what happened was that x

---

extrap is post-cycl ?

obey my req  
 see post by my m \*

look at NP  
 /  
 N S  
 Δ

wrt not extraction rule

I didn't believe (\*the claim) that he got there until five



Movement Transformations

2/10/66

not - extraction

I think he's not here



I don't think he's here

this rule obeys the meta-constraints

I don't believe <sup>\*</sup>(the claim) that he bought any milk.

He put the book into the box.  
\* into left field.

Transportation Rules

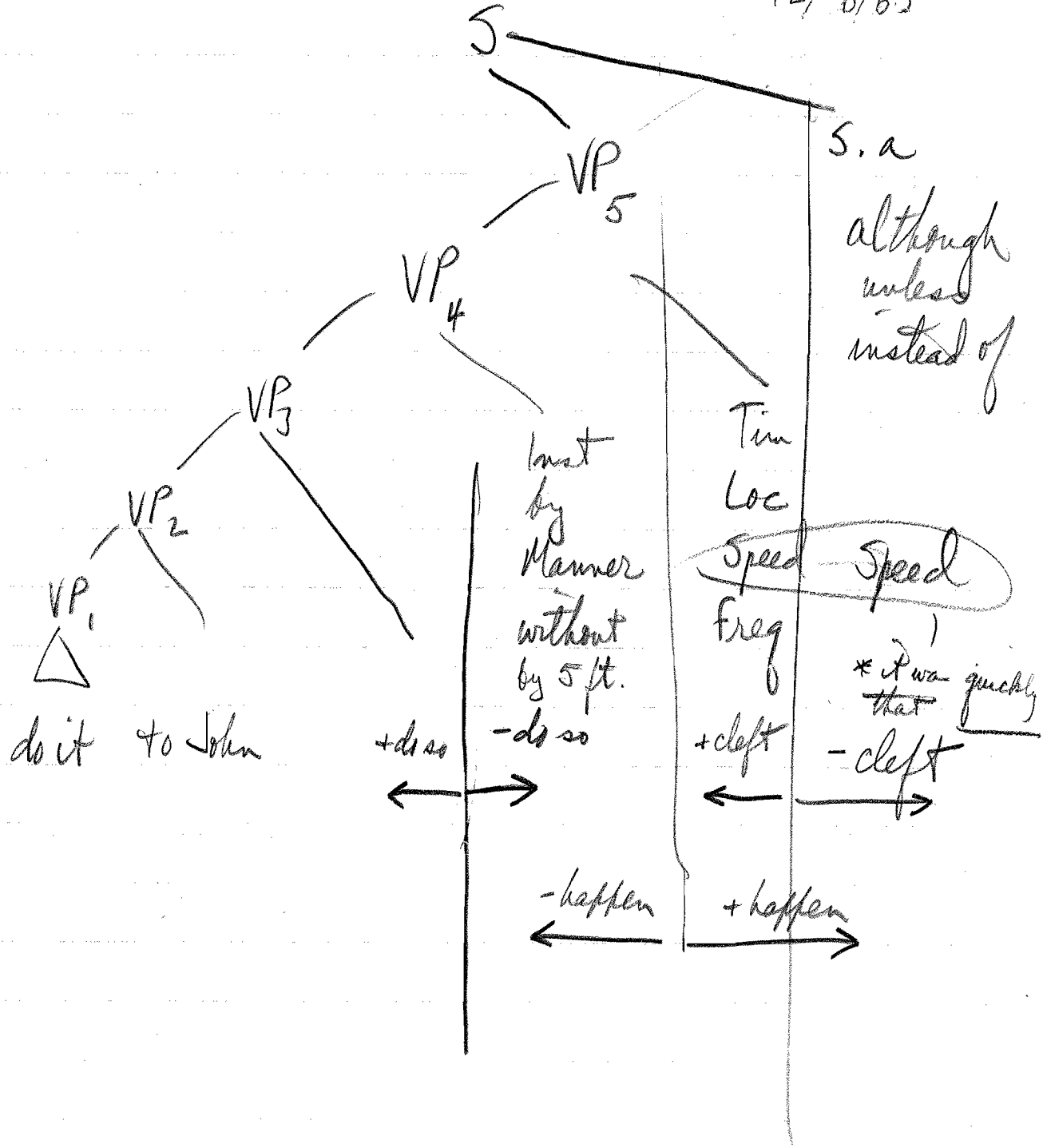
1/19/66

If John comes, (I think) I know what to do

If John comes, I believe that you would know what to do  
\* (the claim)

# Constituent Structures

12/16/65



Consider

p. 1

4/12/66

flattery is easy to be swayed by

I consider him to be a fool  
 that he is a fool  
 { he has fulfilled his obligations  
 \* he eats apples

\* it is considered that he is a fool

\* that he is a fool is considered

\* what is considered is that he is a fool.

Ron Hoffman

1/11/66

Haj

in the "epis" modals like he must have  
gone etc the time adverb belonging  
to the complement is not topicalizable!

Beautiful

he saw her yesterday.  
↓ top

yesterday, he saw her.

he (must / have seen her yesterday.  
(is known)     ~~↓ top~~

yesterday, he (must / have seen her.  
(is known)

WHY?

it argues that topicalization is inherent in  
relativization

\* she came on the day which he (must / have seen her  
(is known)

1/11/66

He's fact

a boy who you know came in  
a boy ————— came in who you know

a boy you know came in

\* a boy came in you know

Solution

1. Extrap.

2. { which  
that  
who } → ∅ / [ N — ]  
NP NP

?

1/5/65

⊕

9 won't dare

can't

? shall not

too to

1/1/66

That place is too far for us to go <sup>there</sup>  
[take him] \* to }



# Comparative

1/1/66

I have never seen a girl prettier than Sheila is

\* " " " " a prettier girl " " "

Alice is a prettier girl than Sheila is

\* " " " girl prettier than " "

Mary Bremer's fact

there

12/28/65

I want there to be no reason.

\* I defy there to be anybody there



proves that defy has an NP S object

Subjects

12/23/65

As a scientist, { I feel X  
it seems to me X  
\* it was shown by me X }

cf. the case of after

# Movement rules

12/23/65

NB — a house for me to try to build

?\* for him to believe that I built

a house " " " " me to have built

---

\* a professor for you to want to read your thesis

---

?\* a car for you to be injured by

\*\* a man for his arrest to seem unjust to

---

The restrictions here are just those  
of too Adj and ready

NB

a patient for the doctor to examine  
a doctor to examine the patient

just like ready & too Adj

# Movement T

I know how old she is }  
                                  { after she came }

The rule which moves how + <sup>Adj</sup> Adv  
to the front obeys the trinity of restrictions

(NP(1) is P NP)

12/23/65

This story is about war  
by Hemingway \* " " " by "

This picture is of a church in France  
(cf Barbara's thesis p. 44) My pictures are of myself

This lecture is on Communism.

Reflexives

12/23/65

I'm going to <sup>read</sup> tell you a story {  
 by about myself }  
 which is about myself }  
 ? by { myself }  
 \*me }

NB<sup>1</sup>

I found the book on a table {  
 before me }  
 \*myself }  
 which was before me }  
 \*myself }

NB<sup>2</sup>

This means (maybe) that reflexivization can go indefinitely far down into a NP but can't go into a VP.

But then why?

\*This door

for to = should

12/21/65

\* I screamed { for me to go  
that I should go }

NB

I screamed that I had to go  
might  
could  
would



( Sentential Relatives )

12/20/65

A crossing receiver, { which Thomas was (\* doing)  
which was what T was (? doing) }  
NB

A receiver crossing, { which T was (doing)  
(was what) }

A receiver who was crossing, { which T was (doing)  
which was what T was (doing) }

?

12/18/65

A. he was polite and kissed her AMBIG

1. he was polite in that he kissed her.

2. = B below

---

B. He was polite and he kissed her UNAMBIG

What is going on?

Objective

Subjective

Adjectival

"what is Ven Put"

aint human agent

Subj  
pickup truck  
runaway horse

lookup  
ride off  
wakeup

showoff  
dropoff

runaway (horse)  
(girl) knockout  
gadabout  
stowaway

payoff

turnover

girl is  
pick up  
handout

non-human

guitar  
fallout  
pickup

Obj  
buttondown collar  
foldup sextant  
windup toy  
hideaway bed

Objective

pushover

Place

checkout counter  
lookout tower

joinup

Events

Way

Place

workout  
tryout (\* for the team)  
breakout

makeup of the class of 69  
? lineup of football

lockup  
hideout  
lookout  
lineup  
hideaway

[ his shutdown of plant  
plant's shutdown ]

faceoff  
coverup  
blowout  
rut down  
shakedown

payoff  
blowup  
pickoff

lookup (of info)  
stickup  
(misup)  
screwup

met  
makeup (greasepaint)

DO 50

12/15/65

[ I did so ]  
VP  
(got to be) happy  
then  
there  
quickly  
cleverly  
immediately  
without crying

? \* he told me to be careful  
and I did so  
= was to a remarkable extent

(break the box) with a hammer

(pull a trick) on John

(fight against Communism) with him

(build a house)

because I was hungry  
, though I hated it  
instead of going  
for John

⊕

He told me to

NB

- \* throw the ball and I did so at her into the chute
- \* take a hat " to my father
- \* force s.o. to go " your son
- \* force him into doing something and I did so into going
- \* fight with someone " with John
- \* reside somewhere " in Boston
- \* lead them " out of the woods

VP Deletion

12/12/65 p.1

I'll shoot whoever he asks me to

I built ~~the house~~  $\exists$  the house he asked me to

$\exists$  whatever houses

$\exists$  a house

$\exists$  the kind of house

NB

She {does} what (\*else) I tell her to

{washes}

{sews}

{cooks}

← If I tell her to cook something, she cooks it.

I filled out the form { (that) } they required me to.

{which}

NB

She's cooked what I told her to

← If I told her to cook s.th., she's cooked it.

He examined a boy { I asked him to }

{ (?who) " }

{ (?who asked him to) }

the boys "

I urged her to marry him because she loved him, but she didn't want to

↑  
Anby

1. marry him
2. marry him because she loved him.

VP Deletion

12/12/65

he was {rich / arrested} but I don't want to be \*

he got arrested but I don't want to be {to}

he wanted to try to start to wash the dishes, but I didn't (want to (try to (start to (wash them))))

he has studied for the exam, but I don't want to.

Bob wanted to go but I dissuaded {him / Sheila}

Bob didn't want to go but I forced him to

Not closest VP

# times the (Adj) <sup>that X</sup> <sub>Noun</sub>

12/4/65 p. 1

This river is 2X the width that { I expected it to be. —  
I believed it was  
\* " " the claim that it was }

2X as wide as rel. cl. restrictions operating here

But this means that size is an (Adj) Noun

He's 2X the size that { I am  
I expected him to be }

He's 2X the size that Peter <sup>OBLIG</sup> ⇒ ... 2X the size of Peter  
↓ OPT  
2X Peter's size

2X the { thickness  
height  
width  
length  
...  
? shortness } that this is

We walked 2X the distance that I expected to  
he came with 2X the peg " " " "

This book is 2X the { cost  
price  
age  
weight } of that one

These students are 2X the number { of those  
(that I'd expected to come) }

He drank 2X the amount that I drank  
\* \* \* → PROOF that amount is (much) Noun ← \* \* \*

# times the (Adj) <sup>nom</sup> that X

12/4/65

These stockings are 2x the { gauge } { denser } that I'd expected them to be.

This gun is 2x the { bore } { gauge } { caliber } " "

This car { has } 2x the horsepower " { have } { \*be } { } { }

This box { is } 2x the bulk of that one  
also { has }

NB - where does this This has 2x the bulk that mine { has } { does } come from? ↑

This has as much bulk as mine has (bulk)

He is 2x the { man } { lover } { fury } { foot } { doctor } { bastard } that you are

↑  
as much a man as you are (cf. quite a man)

NB -  
\* This box is 2x the object that that one is  
\* " " " 2x as much an object as  
\* quite an object



# times the (Adj) that X  
Nom

12/4/65 p.3

Proof that this is from as Adj as

he is

just  
precisely  
exactly  
(not) quite  
[2x  
half]  
{barely  
hardly}  
scarcely  
nearly  
almost

as heavy as she is

He is

just  
precisely  
exactly  
NB - mystery?  
[\*quite] the weight that she is  
not quite  
[2x  
half]  
{barely  
hardly}  
scarcely  
the weight that I'd expected it to be

?\* almost  
? nearly

WHY?

Nearly works in Neg

These are not nearly the price of these

Markedness in Semantics

11/29/65

m

n

blind  
deaf  
mute  
barren

seeing  
hearing  
speaking

How about nearly all V?  
I want to go

# Theory - Degrees of Grammaticality

11/26/65

Proof that  $\exists$  degrees of grammaticality:

The only way to explain why some people are less choosy across the board than others is to assume there is a scale of grammaticality and that people have different thresholds on this scale.

So the output of the grammar is a set of pairs - a SD and an integer. You'll get the measure of acceptability for  $(S_j, a_i)$  speaker A by finding his zero point  $b_A$  - hopefully there will be a universal way of computing acceptability on the basis of the pair  $(a_i, b_A)$

This can be tested psycholinguistically by trying widely different constructions on a group of people - they will have to rate each S on a scale, say, of 1 - 4. We would hope to find consistently parsimonious people, and people who are consistently free.

(Relation w/ and)

11/27/65

Why is this \$

\* I mentioned that Mary likes NY and he that Bill LA

↑  
why bad?

Optatives?

11/26/65

May your wish be granted!

?  
= god may that

(cf. the sense of may meaning "permit" in)

May I come in?

Maybe like

Would that he were here!

?  
= god would

other - also

11/26/65

There was a 5 <sup>w/ both wds which</sup> I heard yesterday which sounded very redundant - something like

My other friend also came

this isn't very convincing - I can't recover the original 5

(for MP distance)

11/26/65

It's not true that MP like (for) 10 miles (per) only occurs where  $D_{DUR}$  can also occur

We got { 10 miles farther } than they did  
{ \*10 hrs longer }

The beach extends for 10 miles  
? stretches

for VPing

11/22/65

We honored him for {solving this problem}  
{being good}

He was honored by everybody for being smart

He was arrested by the police for pushing dope.  
The police arrested him for pushing dope

- 1. NP Del
- 2. Pass

because (he was forced to go by us)

Also here - but what about here?

NB: All do to V

Why?  
\* fear  
\* dread

We hate him for VPing  
like  
respect  
distrust  
admire  
honor  
love  
despise

? shoot at  
pick on  
nag  
tease  
? speak to

They arrested him for VPing  
beat  
spant  
punish  
? detain  
scold  
torture  
beribeid  
hound  
persecute  
{ yell  
stream at  
about }  
pick up

\* question

? I tore the book up for being in my way

flame

NB → I gave a book to him for being such a good boy

We bought it for you to mend the roof

We paid him for fixing the roof

I am mad at  
angry at  
furious ~~at~~ him for leaving

I am surprised at him for leaving  
amazed  
etc.





[for VPing]

11/22/65 p. 2

? We prepared the peas for putting into the soup  
(different - prepare for is a V)

? I was annoyed at him for pissing in the ashtray  
? He annoyed me by pissing in the ashtray

No The tree startled me by falling down  
\* I was startled at the tree for falling down but: ? I was annoyed at the rock for falling on me

NB - this for VPing construction requires an animate subj.

I hit him for rattling on me  
\* the rock " " " " "

I got into <sup>? jail</sup> trouble for stealing  
\* the outhouse

NB

I got a medal from him for saving his child  
he gave me a medal

? I suffered a setback for having overlooked that possibility  
undergo

(for VPing)

11/22/65

⊖

#

( was annoyed <sup>(with)</sup> at him for cheering  
pissed off  
? enraged

? pleased with him

frightened of

surprised interested in  
amazed horrified

appalled

flabbergasted

stupefied

thunderstruck

disheartened

? discouraged with  
{em}

? dismayed

the distance from X to Y is 5 miles <sup>\* farther than</sup>   
 { greater } that from Z to W.   
 (the degree to which Y is far from X)   
 { ? more } too great for us to walk   
 # { ? much }   
 ? \* so much that X

the temperature in the room is 5 degrees <sup>\* hotter</sup>   
 { ? more } than that in the bathtub.   
 (the degree to which this room is hot)   
 { higher }   
 { ? greater } ? too much for me to stand   
 # high   
 ? great

the strength of this battery is 5 volts <sup>\* stronger</sup>   
 { ? more } than that of this line.   
 { greater } too much for this line   
 great

the { length } of this table is 5 ft <sup>\* { longer }   
 { width } { higher }   
 { height } { broader }   
 { breadth } { thicker }   
 { thickness } { deeper }   
 { depth } { more }   
 { greater } than that of the box   
 \* too much ~~to~~ to fit in the car   
 ? great   
 so great that we couldn't get it   
 into the car.</sup>

of also   
 diameter   
 size   
 dimension

the weight of the car is 5 lb. <sup>\* heavier</sup>   
 { more } than that of the bus.   
 { greater } too much for you to take it with you   
 ? \* higher # high   
 so much that X   
 { great }

the age of the child was 5 yrs <sup>\* older</sup>   
 { ? higher } than my age ← NB   
 { ? greater }   
 { ? more } so high that X   
 \* much   
 { great } (of great age)

the price of the gem was 5 \$ <sup>\* more expensive</sup>   
 { more } than that of the turnip   
 { higher } (high in cost)   
 { ? greater }

the angle of the mast was 5 degrees <sup>\* greater</sup>   
 { ? higher } than that of the crane.   
 { more }   
 { ? steeper }

11/24/65

the volume of the tank was 5 cu ft. { more greater \*higher } than that of the thimble, contents were

so great \*much

the area of the clearing was 5 sq ft { ? more greater \*higher } than that of the postage stamp.

so \*much great

[ the duration of the play was 5 hrs { ? \* longer more \* greater \* higher } than that of the concert

so \*great \*much that X

NB

the frequency of her visits was 5 times/hr { ? greater \*more often \* more } than the frequency of my nocturnal emissions

NB

so ? great high that X

the speed of the car was 5 m.p.h. { ? faster more greater higher } than that of the turtle

at a high { rate speed }

so { great high } that X  
\*big  
? large

the number of applicants is 5 { ? more greater } than the number of places

so high great \*much

the amount of whisky was 5oz { ? more greater \*higher } than the amount of gin

so great \*high

capacity of this condenser 5 MF  
the ~~capacity~~ inductance of this coil is 5amps { more greater \*higher } than that of this ~~condenser~~

MP

11/24/65<sup>p.3</sup>

the strength of this thrust was 5 dynes  $\left\{ \begin{array}{l} ? \text{ more} \\ \text{greater} \\ * \text{ higher} \end{array} \right\}$  than that of the spring

the height of the plane's flight was 5 miles  $\left\{ \begin{array}{l} \text{more} \\ \text{greater} \\ * \text{ higher} \end{array} \right\}$  than the height of my jump

(cf also get close, swing wide, dive deep etc)

(MP)

11/24/65

p. 4

(far)

it is 6 miles, from NY to LA.

from NY to LA is 6 miles (far).

the distance from NY to LA is 6 miles (\*far)  
 the {great} distance from LA to NY {great} ←  
 LA is 6 miles (far) from NY

LA and NY are far {from each other}  
 {apart}

n n n n close together

but why  $\nexists$ ? \*LA is 6 miles close to NY

Dilemma: 1. Because of sentences like these, it looks as if  $\square \exists$  base forms w/ [MP Adj]<sub>AP</sub>

2. Because of sentences like

The weight of the box surprised me and

the great distance from NY to LA forced us to make a stop

it seems we will have to have Nominals basic somehow.

MP

11/26/65 p.5

It is difficult to say that the base form of

The table is 5 ft. long is

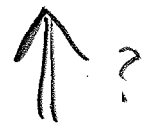
(The degree to which the table is long is 5 ft.)



The length of the table is 5 ft.

because then what is the base form of

The table is 5 ft. longer than the bed.



The length of the table is greater than the length of the bed  
by 5 ft.

Nominative Absolutes

11/22/65

having made a fool of himself at the LSA meetings, I think you will all agree that this added fact which ~~they~~ <sup>he</sup> told us about forces us to consider Joos to be an idiot

having himself cheated several times <sup>previously</sup>, the fact that he was seen in the building when the theft of <sup>the</sup> tests was discovered looks suspicious

never having been there myself, for me to give any opinion would be worthless

The 2<sup>nd</sup> + 3<sup>rd</sup> sentences above indicates that the deletion of this subject of the ~~relative~~ absolute construction doesn't work like relativization. Cf. also

Like rel  
richer than X by more  
Question  
Rel. Cl.  
cleft  
OSV  
hard  
too  
ready

Unlike rel  
pronoun  
~~say that S about X~~  
want to  
Definitization

they said about I that for him to pass would be a miracle  
\* it's raining

[the farthest that we got was 2"]  
[the happiest that Tom said he had seen]

[whether VPing]  
having

[whether getting through Yale on luck or suck]  
I think the fact that he enlisted in the Army proves conclusively that I'm right



surprise.

11/22/65

? ↗ I was annoyed at him for singing in the bath  
↘ He annoyed me by singing in the bath

---

snapping away from the punch was Clay

13. Nov. 1965

Byphrases after Comparatives.

John is taller than Mary by as much as (I thought) that you increased the height of the table.

UNTIL

11/13/65

The until clause must have a complete v  
(maybe)

? I waited until he walked

∃ " " " " " 6 miles  
to Boston  
\* from NYC

in # Unit time w/ Complete V

11/6/65

\* We drank { some  
? every  
? no  
not any  
? little  
? many } beer in 2 hrs.

We drank { the  
one } beer  
{ 2 } beers in 6 hrs  
{ several  
both }

\* I walked in 2 hrs

I walked { { 10  
a few  
several } miles  
to Rome } in 2 hrs.

\* from NY in 2 hrs  
∃ from NY to LA " "

# Completive V

11/6/65 p. 2

finished  
bathed in 20 minutes

\* walked  
\* took a walk

\* danced  
≡ did a dance

\* proposed  
≡ made a proposal

\* sang in 20 min  
≡ sang a song "

instead of

11/9/65

NB —  $\exists$  Neg in X in  
X instead of Y

\* Nobody went instead of Joe

\* I didn't leave instead of brushing my hair.

So lowbont getting instead of from  
flipping rather than

X rather than Y  $\Rightarrow$   
X instead of X

Automatically explains absence of Neg:

$\sim \exists \exists$  Neg in trans-clause

Determiners + MODAL

11/6/65

didn't have <sup>{one}</sup> any }  
no } idea that he had left  
I had { an }  
{ ? some } the \* the same ... {as} Harry did

- \* one
- \* each
- \* every
- { \* several } ideas
- { \* 3 }
- { \* all the }
- \* your
- \* another

But: from whence:?

I had { a } good idea  
{ \* the }  
I had a good idea that he's a Communist.

he has an { interesting }  
{ preposterous } idea that the world is flat.  
{ original }

Proof that  $\exists$  Imp  
in const. S's

11/6/65

$\exists$  Beware of the dog  
 $\nexists$  \* | beware of him

(actually derived from  
[Imp beware of])

---

I [warned  
ordered  
told  
commanded  
etc] him to beware of the dog



Tell Halle

11/6/65

$\check{c}$  can't be velar because

$$\nexists \begin{bmatrix} kwæ(n)\check{c} \\ t \\ h \end{bmatrix}$$

Narrative V

11/5/65

Howbout saying that 6 miles (far) is DURE?

NB — you can have either 6 miles or 6 hrs,  
not both.

We walked { (far) 3 days  
(for) 3 miles  
\* 3 miles for 3 days

Hooray!

\* We walked { long }  
{ far }.

⇒ { We didn't } walk { long }  
{ did we } { far }

We walked a long time

a great distance

NB

# a far X

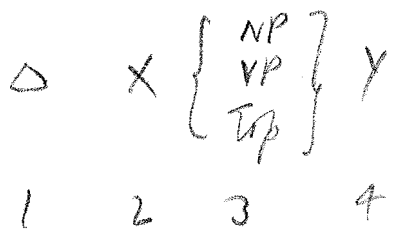
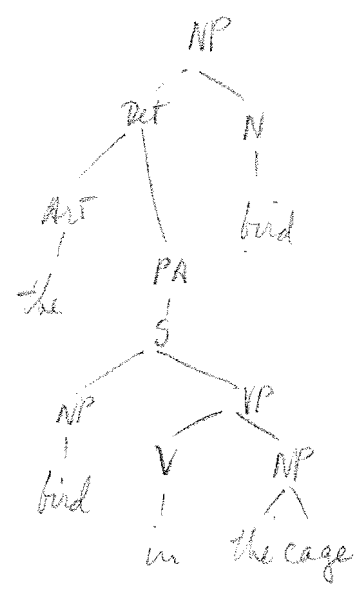
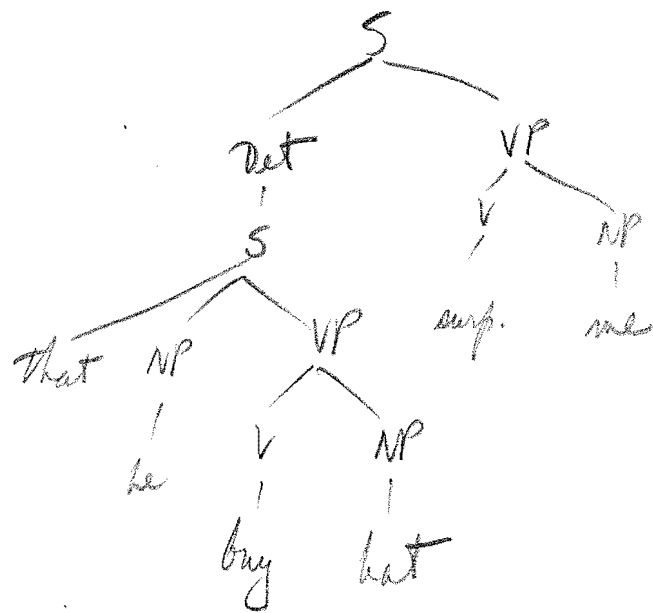
Topic

10/2/65

p. 1

10/2/65

~~realistic morph~~



1.  $\forall S_i > 3$ , then  $NP \neq S_i$  (Klima's restriction)
2.  $\forall NP_i > 3$ , then  $NP_i > Det_i$  and  $Det_i > 3$  — Box Top from the cage in they shot [the bird in the cage]
3.  $\forall [4 = X] VP$ , then  $3 = \begin{cases} NP \\ S \end{cases}$

This restriction is to block topicalization

10/2/65

It was the police that gave the gun  $\left\{ \begin{array}{l} to \\ \Phi - \end{array} \right\}$

NB  $\neq$  He's being in the box — suggests in is a -doing something V.

NB What did is  $\left\{ \begin{array}{l} \text{break it} \\ \text{burn it} \\ \text{boil it} \end{array} \right\}$  —  $\Phi$  \*What the  $\left\{ \begin{array}{l} \text{glass} \\ \text{wood} \\ \text{water} \end{array} \right\}$  did is  $\left\{ \begin{array}{l} \text{break} \\ \text{burn} \\ \text{boil} \end{array} \right\}$

$T_{middle}$  changes stativity

Alternatively, this suggests that these are really causatives

surprised

10/31/65

I was amused at (her) <sup>having taken a lecture by mistake</sup> being given a book

John(s) giving her a book

§\* — n n n n

[ you will be amused at reading this book.  
a book which you will be amused at reading

NB<sup>2</sup> : a book which I was amused at (?\* him) being given

§ at { his } buying  
      { him }

I was <sup>amused</sup> annoyed <sup>with</sup> at John for painting the box

? for being arrested

? a box which I was annoyed at I for painting

?\* a man who I was annoyed with I for being arrested by

# Modal Verbs

10/19/65

ing

to

that

have hopes of  
 (~~doubts of~~ (ferrigable) prospects) of  
 a desire for  
 objections to  
 (?) problems {with  
 intuitions about  
 a fear of  
 appearance of  
 a discussion about

have a chance  
 an opportunity  
 ? a need  
 a desire

have hopes (give up)  
 a hunch  
 an idea  
 a suspicion  
 (?) doubts  
the belief  
 a notion  
 ? a dream  
 a premonition  
 ? the expectation  
the impression  
 a feeling

take a stab at  
 take a chance at

give command  
 order  
 permission  
 leave

make progress {in  
 toward}  
 make a stab at  
 fuss over  
 plans for  
 a joke about  
 a complaint {about  
 over}  
 a speech about

make a proposal  
 attempt  
 arrangements  
 a plan  
 a promise  
 suggestion

make an announcement  
 (?) make a report  
 make a guess  
 a wish  
 request (\$ tax)  
 demand

Questions

10/20/65

{<sup>\*No</sup> Yes} he did. {<sup>\*Yes</sup> No} he didn't

Did he live here?

⊕ \* you're {right} {wrong}.

He lived here, didn't he? ↑

Yes he did. No he didn't.

Yes, you're right. No, you're wrong.

He lived here, didn't he? ↓

From Judy Sternberg

Feature Nouns

4/29/64

A  
D  
J  
E  
C  
T  
I  
V  
A

length  
width  
depth  
height  
thickness  
breadth  
\* tallness } box

general  
rank  
order  
style  
type  
kind  
shape

weight

brand/mark  
nationality  
price  
color  
size  
capacity  
voltage  
resistance  
gauge  
denier

carat diamond

rank officer

grade eggs

{ tonnage } vessel  
{ draught }

? ? time train

? number journal

class ticket { make, model, year } Plymouth

pattern sweater

consistency

flavor

vintage

bore, caliber

strength

temperature

opacity

resolution  
power

{ power  
magnification

? speed motor

species ant, genus flower

degree angle ? stitch wound  
percent destruction  
density population  
? energy electron/particle  
direction/force wind  
pH/concentration acid  
saturation solution  
period furniture  
date periodical  
handicap horse  
? translation Bible

sex dog

breed dog

edition newspaper

proportion/ratio

tensile strength

g accel.

? clan plaid

weave stitch

level analysis/pine shaft

complexity problem  
magnitude stars  
error

blend coffee

age child

tempo music

quality



Super N and Designated N

9/30/65

Same - both are non-pronominalizable

\* He disappeared in a strange way and I disappeared in it too

\* He lives in Boston and I live in it too

Different

\* he left in a way ( $\square \exists$  Rel)

He lives in Boston (Rel  $\sim \square$ )

he left in an odd way ( $\diamond \exists$  rest. rel) \* the

\* " " " " which I like (rest. rel  $\sim \square$ )

\* he left in a way, which was mysterious (app. cl  $\sim \diamond$ )

He lives in Boston, which is the state capital. (app. cl  $\diamond$ )

he left in { a / the } way which baffled me

He lives in { \* a / the } Boston which I used to love.

# Flak for Chomsky

how If rel. clauses aren't derived from Cleft 5,  
does one get sentences like

some dishes which I bought and (which) he washed broke.

---

NB  $\leadsto$  that it comes from conjoined NP

because

He gave us 5 books which I liked but (which) she hated

and  $\neq$

\* He gave us 5 books which I liked but 5 books which she hated.

↑ when there were only 5 books given in all.

(or am I wrong about this?)

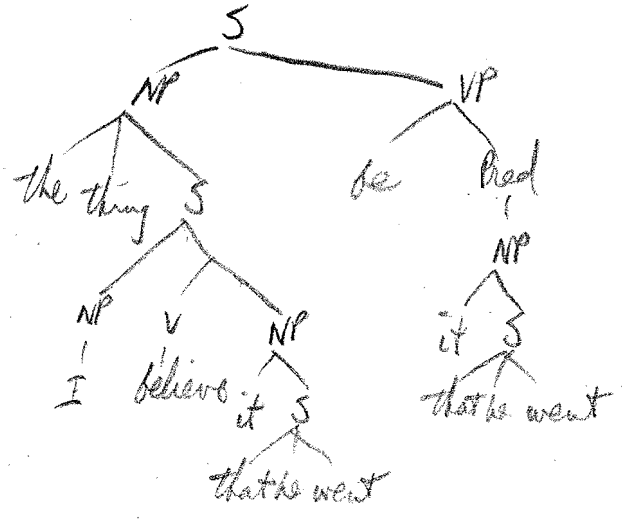
Copula Sentences

12/9/65

p. 1

{ It is my idea that S  
 my idea is that S  
 ? that S is my idea }  $\Leftarrow$  ? it is that S that I idea

{ it is my belief that S  
 my belief is that S  
 ? that S is my belief }  $\Leftarrow$



NB - \$Tms  
 { ? desire  
 proposal }  
 my { suggestion } is that he go  
 advice

my { hope  
 feeling  
 notion  
 fear  
 guess  
 ? thought  
 conviction } is that it's raining

my { plan  
 idea  
 desire  
 ? attempt  
 hope  
 proposal  
 advice  
 suggestion } is for them to go

what I believe is [it that he went]<sub>NP</sub>

?  $\Downarrow$

my belief is [it that he went]<sub>NP</sub>

$\Downarrow$  permutation

[it that he went]<sub>NP</sub> is my belief

$\Downarrow$  Extrap

It is my belief that he went

# Copula Sentences

12/9/65 p. 2

NB: □

my question is, why did he go?

?? my question is why he went.

my story is about war

\* It is my story about war

\*\* about war is my story

∴ Different construction

Sentential Relative Yards

12/12/65

He said he was fast, which he was