1 English Predicates

Key:

<table>
<thead>
<tr>
<th>S</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Object</td>
</tr>
<tr>
<td>C</td>
<td>Control</td>
</tr>
<tr>
<td>R</td>
<td>Raising</td>
</tr>
</tbody>
</table>

For example, SOR = Subject(to)-Object Raising.

1.1 SSR: likely, seem

Funny subjects

(1)  a. It is likely to be raining

  seems

  b. There is likely to be an earthquake

  seems

  c. The cat is likely to be out of the bag

  seems

  d. The shit is likely to have hit the fan.

  seems

Idiom chunks: take advantage of, give/pay heed to, make headway, give/pay homage to, take (no) note of, keep tabs on, the chips are down, take umbrage at, pay attention to, the cat got X’s tongue

Extraposition

(2) It is likely that John will leave.

  seems

1.2 SC: eager, ready

Funny subjects
(3) a. * Heed is eager to be paid his warning.
   tries
b. * Advantage is eager to be taken of his ignorance.
   tries
c. * Note is eager to be taken of his misbehavior.
   tries
d. * Umbrage is eager to have been taken at his remark.
   tries

(4) * It is eager that John will leave.
   tries

1.3 SOR: want, expect, believe
Funny subjects

(5) a. They wanted tabs to/have been kept on him.
   expected
   believed
b. They wanted homage to be/have been paid to her.
   expected
   believed
c. They wanted the chips to be down by then.
   expected
   believed
d. They wanted headway to be/have been made.
   expected
   believed

No reliable equivalent of extraposition test in when potential controller is the object.

(6) a. * They expected it that John was/would be leaving. [SOR]
b. * They persuaded it that John was leaving. [SC]
c. They hated it that John was leaving. [idiosynractic]

However, when it’s subject, we’re back in business:

(7) a. It was expected that John was/would be leaving. [SOR]
b. * It was persuaded that John was leaving. [SC]
c. * It was hated that John was leaving. [idiosynractic]

1.4 OC: persuaded, forced, told
Funny subjects

(8) a. * They persuaded tabs to/have been kept on him.
   forced
told
b. * They persuaded homage to be/have been paid to her.
   forced
told
c. * They persuaded the chips to be down by then.
   forced
told
d. * They persuaded headway to be/have been made.
   forced
told

(9) * It was persuaded that John was/would be leaving.
   forced
told

2 Some notes on there

Cautionary notes:
Watch out for this common error, using (10) as evidence that ready is a raising predicate.

(10) There is a man ready to sing.

(10) would be evidence of raising, IF there started out in D-structure as subject of the embedded clause [ t to sing], but it doesn’t.
Rather (10) is related to (11):

(11) A man is ready [PRO to sing].

The understood subject of sing is a man, so the downstairs clause is a man to sing and there is no funny subject. Then some kind of funny movement happens:

(12) There is [AP a man [PRO ready to sing.]]

So what is going on here is something irrelevant to the raising/control issue.
Similarly

(13) There is a cruiser afloat in the bay.

is related to

(14) A cruiser is afloat in the bay.

So this there-insertion is something adjectives can trigger.
Another example with a control adjective:
(15)  a. A man is eager to sing.
    b. There is a man eager to sing.

Once again: NOT evidence of raising!
The kind of example people are trying for when they produce (10):

(16)  * There is ready [ t to be a man].

This time there starts out in the embedded clause in Spec TP for the right kind of verb be, and the result is ungrammatical, as we’d expect, since ready is a control adjective!

Notice how few verbs there can actually appear with in simple clauses:

(17)  a. There was a sudden din in the courtyard.
    b. There arose a sudden din in the courtyard.
    c. There appeared in their lives an oppressive mischance.
    d. There remains a strong respect for the leadership.
    e. * There flew into the courtyard 7 birds.
    f. * There turned brown 3 apples.

So one of those few good there verbs needs to be the nonfinite verb of the embedded clause in your there examples when testing for control or raising, as in correct.
3 Trees

Subject to Object Raising

(18) CP
    
    C
    ∅
    DP
    Jean

    T

    VP

    [- PST]

    V'

    V
    want
    Bill

    CP
    C
    ∅
    DP_i

    T

    T

    VP

    to

    V'

    V
    do
    DP

    N
    the

    N

    macarena
Subject Control

(19) 

\[ \text{be}_a + [- \text{PST}] \]

\[ \text{eager} \]

\[ \text{Robert} \]

\[ \text{Robert} \text{ to} \text{ do his homework} \]
Subject raising

(20) CP
   \[\ \]
   C
   \[\ \]
   TP
   \[\ \]
   DP\[i\]
   \[\ \]
   jean
   \[\ \]
   T
   \[\ \]
   VP
   \[\ \]
   [- PST]
   \[\ \]
   V
   \[\ \]
   CP
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Susan [- PST] VP

beg VP

PRO to VP

let VP

her VP

sing in the concert
Susan

\[ beg + [- \textit{PST}] \]

\[ \text{allow} + \text{en}_a \]

\[ \text{to sing in the concert} \]