Homework #1: Logical Form and Covert Movement (due on 2/13)

1. Describe the interaction between variable binding and scope suggested by the facts below. Try to be as explicit as you can in the description of the facts (more explicit than we have been). What might account for the observed facts? What are possible ramifications: for the theory of scope, the syntax of adjuncts, etc? Can you think of various additional questions and of manipulations of the data that could be relevant?

   (1)   a. A girl danced with \[\text{every boy}\] before he left the party.
        \((\exists > \forall; \forall > \exists)\)
   b. \([\text{A girl}]\) danced with every boy before she left the party.
        \((\exists > \forall; ? ? \forall > \exists)\)

   (2)   a. A guard is standing on every building.
        \((\# \exists > \forall; \forall > \exists)\)
   b. \(#[\text{A guard}]\) was standing on every building when he saw the presidents motorcade go by.

   If you disagree with the judgments, explain how. But also try to account for the data as it is reported. You might want to construct a short survey. If you find variation in judgments, what might be the source of the variation?

2. What might we conclude from the following about possible interactions between Condition A of the binding theory and (putative) covert \(wh\)-movement? Be explicit about your assumptions concerning Condition A and the nature of covert movement. Can you think of potential predictions for languages like Bulgarian with overt multiple \(wh\)-movement?

   (3)   a. Mary knows which picture of herself John is looking at?
   b. * Mary knows John is looking at a picture of herself?
   c. * Mary knows which man was looking at which picture of herself?

   (4)   a. Who thinks Mary was looking at \text{which picture of himself}?
   b. * Who thinks Mary was looking at a picture of himself?

   (5)   a. Which boy thinks Mary wants him to buy \text{which picture of herself}?
   b. * Which boy thinks Mary wants him to buy a picture of herself?

   The following, (3), is something we want you to think about, but not to hand in …

3. Try to come up with other cases besides those discussed in class where mvt. might have consequences for scope. Does it always have the same consequences? What might be the ramifications of your observations?