CAS LX 522
Syntax I

Week 11. Interim summary and some things to do in class.

Walking through a derivation

• What does every student want me to be reading?
• Read: Agent, Theme
• Want: Agent, Proposition
• Agents go in SpecVP, objects (Theme and Proposition) are sister to their verb at DS.

What does every student want me to be reading?
• To start with, figure out the skeleton.
• There are two clauses, every student wants (something) and me to be reading what.
• The top clause has a +Q, +WH C, since it is a wh-question.

What does every student want me to be reading?
• Are all the θ-roles assigned?
• reading:
  – Agent: me
  – Theme: what
• want:
  – Experiencer: Bill
  – Proposition: TP
• It’s a good DS.
What does every student want me to be reading?

- Now, we move things around in order to have a satisfactory SS.
- All DPs need Case.
- Every SpecTP needs to be filled.
- Matrix [+Q] C needs T to move up to it.

What does every student want me to be reading?

- Case: So far, only one DP has Case, what.
- Reading is an active transitive verb, it assigns accusative Case to its sister.
- Moving up the tree, me needs Case, and SpecTP needs to be filled. Both problems can be solved by moving me to SpecTP.

What does every student want me to be reading?

- Every student gets nominative Case from the finite T.
- What’s left?
  - Matrix [+Q] C needs to have T move to it.
- The only [wh] element we have is what, which we’ll need to move into SpecCP.
What does every student want me to be reading?

- What moves up to SpecCP.

- Now:
  - Every DP got Case (along the way).
  - All SpecTPs are filled.
  - T moved to [+Q] C.
  - SpecCP has a [WH] element.

- This is a good SS.

What does every student want me to be reading?

- Now, the derivation splits.

- This (the SS) is the “pronunciation focus” of the derivation.

- First let’s head off toward PF.

- The only problem with pronouncing this structure is that we have a “stranded affix”—the present tense suffix is in C, and cannot attach to a verb.

- So, we have to insert do to support the stranded affix.

- This is the pronounced form of the sentence: What does every student want me to be reading?

What does every student want me to be reading?

- We’re not done yet...

- At SS, the derivation splits, one set of steps leads to PF. This is where do-support (and also affix lowering) happens.

- But we also must compute the meaning, the logical form (LF).

- So we need to return to SS and consider the LF branch.

What does every student want me to be reading?

- We have a quantifier, every student, and all quantifiers need to move out of TP before we have a valid LF. (Quantifiers need to leave a trace to serve as a variable)

- So every student needs to adjoin to TP.
What does every student want me to be reading?

- The quantifier is not moving very far, but it is now no longer contained in TP. (TP does not dominate DP.)
- The requirements on LF are now met, this is a valid LF.
- What is the $x$ such that for every student $y$, $y$ wants me to be reading $x$?

Some others $Op_i$ that we might want $PRO_{sub}$ to do $t_i$

- What is likely to be served at Thanksgiving?
- Who should not expect to eat every drumstick?
- Most students know where to go.