CAS LX 522
Syntax I

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

The Y model
- We’ve covered most of the components—let’s walk slowly through a derivation to illustrate everything we’ve got up to this point.
- What does every student want me to be reading?

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.

DS
- 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: How does me get Case?
- Nonfinite T (to) does not assign Case to its specifier.
- However, me is governed by want. Want assigns accusative Case to me.

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.

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?

- T moves up to C.
- What’s left?
  - 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.

- Is this a good SS?

What does every student want me to be reading?
- Sentences like this one actually led to a fairly significant shift in how people thought about Subjacency.

- For our purposes, a close enough approximation is to thinking of TP as a bounding node only if dominated by a CP.

- It’s still TP that’s the barrier to movement, but only if there’s a CP above it—having a V above it like in this sentence makes it “transparent”.

What does every student want me to be reading?
- 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.

What does every student want me to be reading?
- Well, that’s weird.

- It sounds like a good sentence, but it shouldn’t be, should it?

- It looks like it should be a Subjacency violation. And know there’s no CP in there, because me is getting Case from want, so they have to be close together.

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.

What does every student want me to be reading?
- 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.

Some others $Op_1$ 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.