

Raising

Chapter 12, Sections 12.1-12.3

Where We Are & Where We're Going

- In the last two lectures, we saw three kinds of “dummy” NPs (which?)
- Today we'll turn to Chapter 12: two types of verbs that share subjects with their complements
- We will use non-referential NPs as crucial tests to distinguish the two types of verbs

Raising

- “Raising” is a term used for a class of verbs that share an argument (usually a subject) with one of their complements
- We saw one verb whose complement can be a VP that has the same subject as the verb itself. Namely?
- We will now see that many verbs have this property.
- Next time, we’ll see a class of verbs that exhibit a different kind of subject sharing with their complements.

What Makes This Topic Different

- The phenomena we have looked at so far (agreement, binding, imperatives, passives, existentials, extraposition) are easy to pick out on the basis of their form alone.
- In Chapter 12, we look at constructions with the general form NP-V-(NP)-*to*-VP. It turns out that they divide into two kinds, differing in both syntactic and semantic properties.

The Idea: Semantics

A man seemed to be present

A man tried to be present

- both have the form NP-V-*to*-VP, but...
- *seem* (a “raising verb”) is semantically a one-place predicate, expressing a property of a situation
- *try* (a “control verb”) is two-place, expressing a relation between an agent and a situation

The Idea: Syntax

There seemed to be a man present

**There tried to be a man present*

- both implement subject-sharing
- *seem* is OK with a dummy subject, but not *try*
 - *try* needs to assign a semantic role to its subject
 - *seem* does not
- This semantic difference has syntactic effects

Object raising and control

Sam expected a man to be present

Sam expected there to be a man present

Sam persuaded a man to be present

**Sam persuaded there to be a man present*

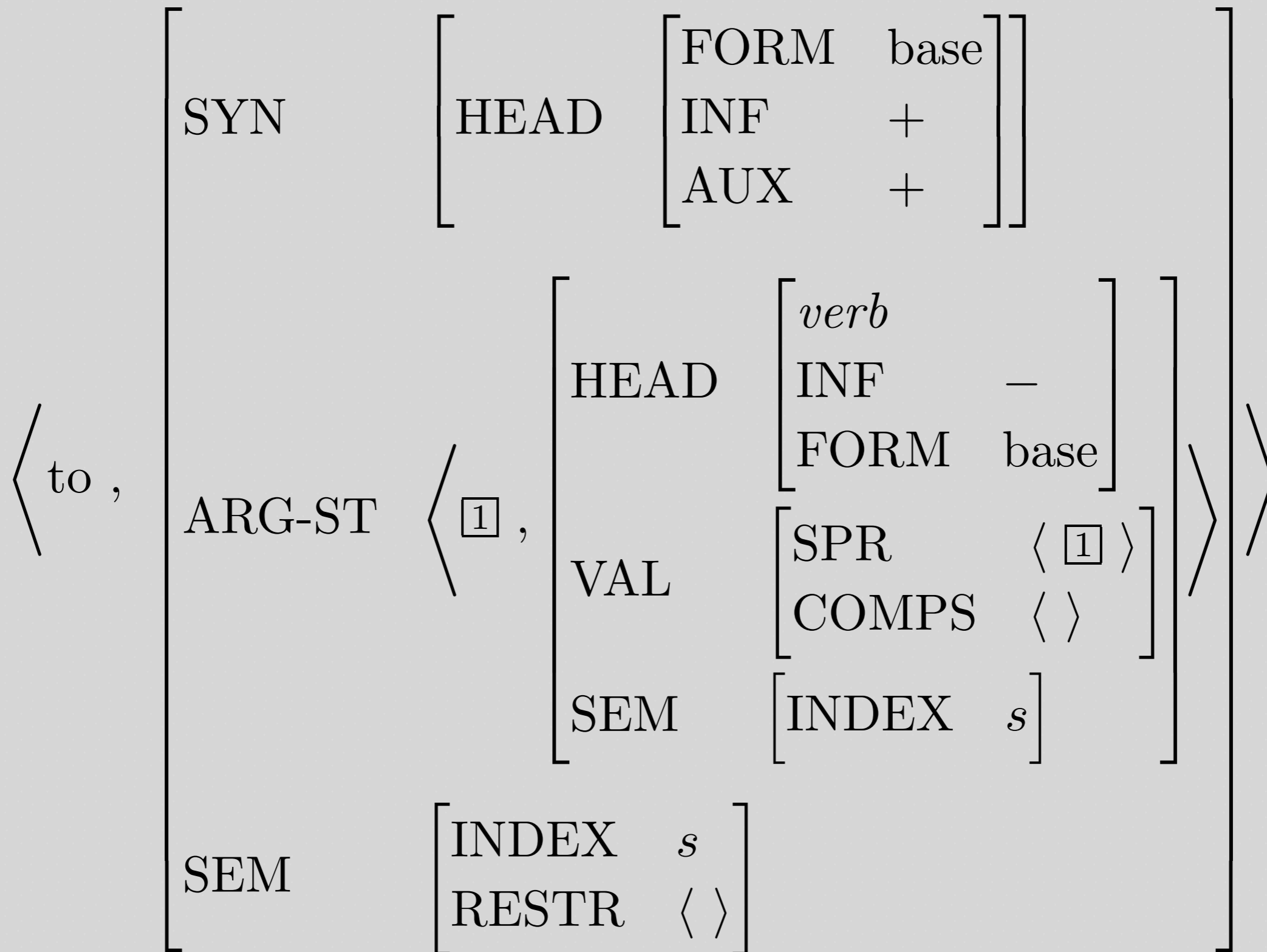
You can guess where we're going with this...

but first some mechanics.

The Status of Infinitival *to*

- It's not obvious what part of speech to assign to *to*.
- It's not the same as the preposition *to*:
 - The preposition marks goal arguments or directions, but the infinitival marker is semantically empty
 - Prepositions don't take VP complements
- We call it an auxiliary verb, because this will make our analysis of auxiliaries a little simpler.

The Lexical Entry for Infinitival *to*

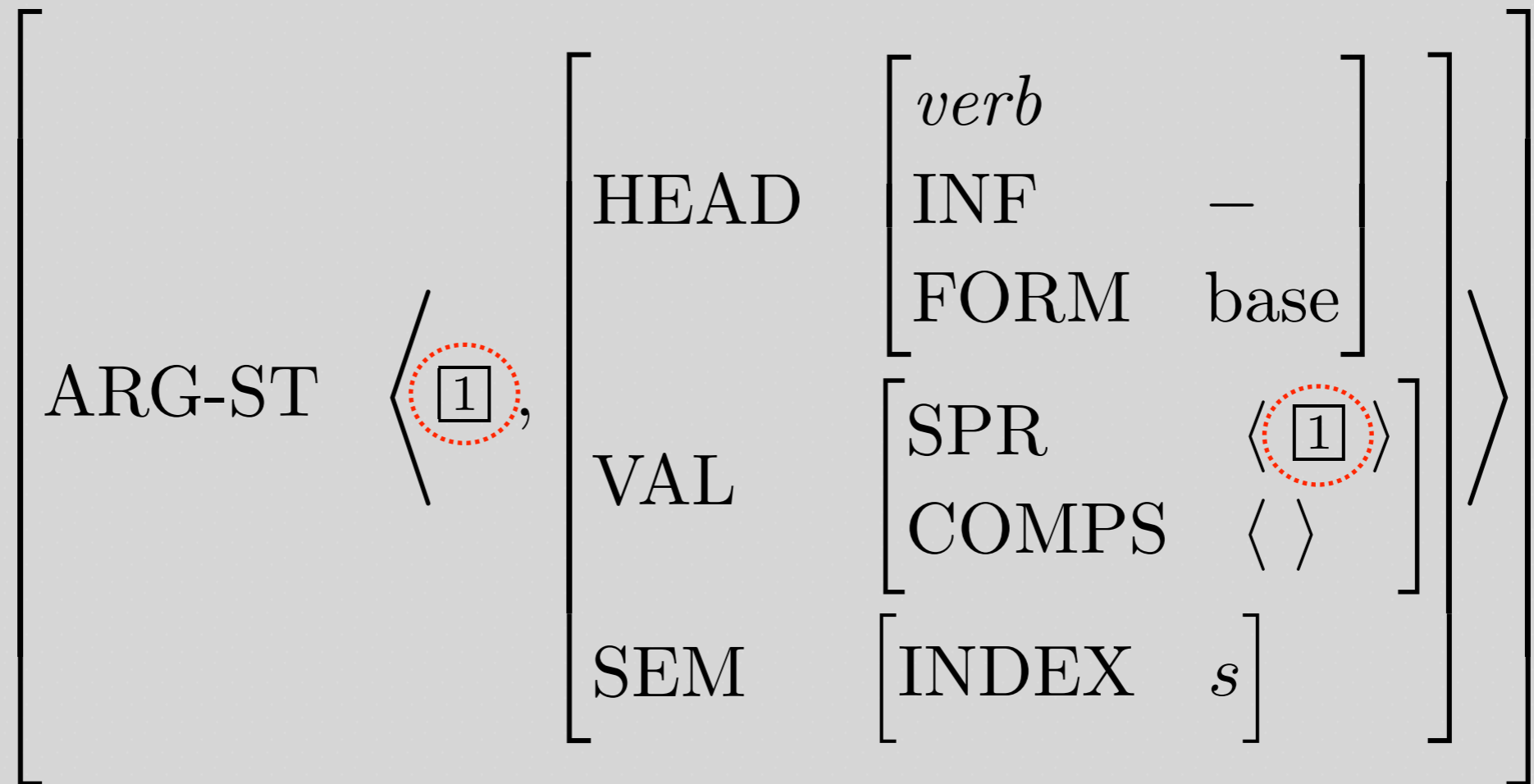


The Syntax of Infinitival *to*

$$\left[\text{SYN} \left[\text{HEAD} \left[\begin{array}{ll} \text{FORM} & \text{base} \\ \text{INF} & + \\ \text{AUX} & + \end{array} \right] \right] \right]$$

- This makes it a verb, because AUX is declared on *verb*
- [INF +] uniquely identifies the infinitival *to*
- Verbs select complements with different combinations of FORM and INF values, e.g.
 - complements of *condescend* are [FORM base] and [INF +]
 - complements of *should* are [FORM base] and [INF –]
 - complements of *help* are [FORM base]
- The meaning of [AUX +] becomes clear in Chapter 13.

The Argument Structure



- What kind of constituent is the second argument?
- The tagging of the first argument and the SPR of the second argument is exactly like *be*.

Dummies and *continue*

- Some examples:

There continue to be seats available.

It continues to matter that we lost.

Advantage continues to be taken of the innocent.

**It continues to be seats available.*

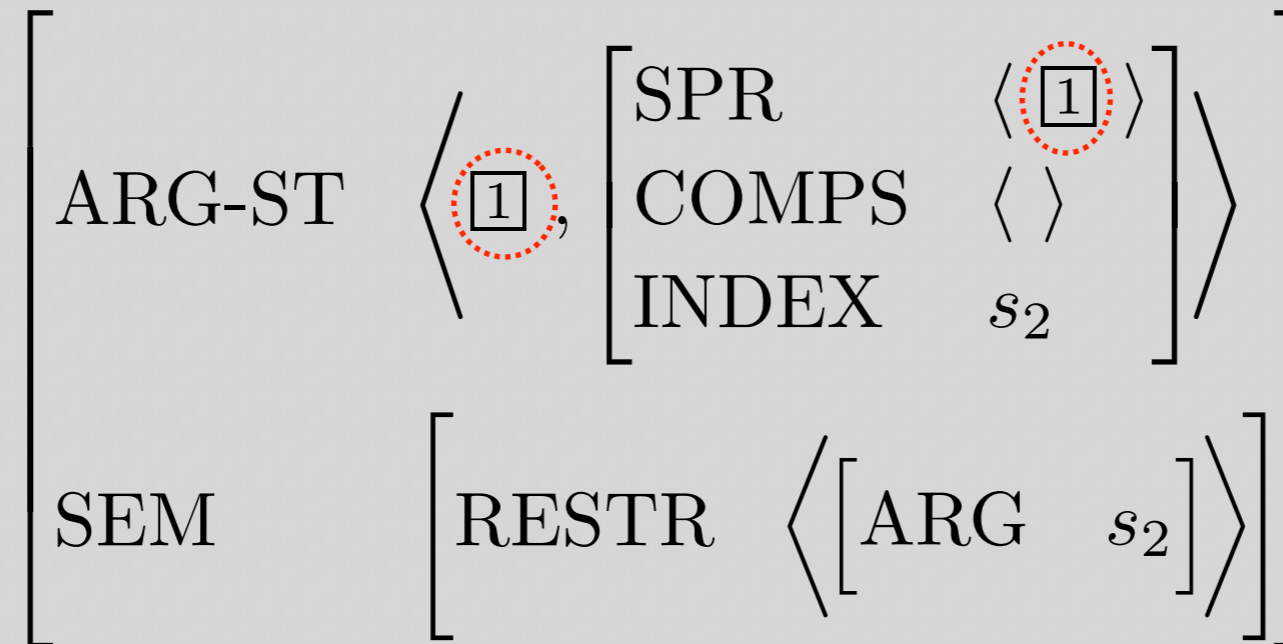
**There continues to matter that we lost.*

**Advantage continues to be kept of the innocent.*

- What generalization summarizes these facts?
- Answer: Non-referential NPs can appear as the subject of *continue* just in case they could be the subject of the complement of *continue*.

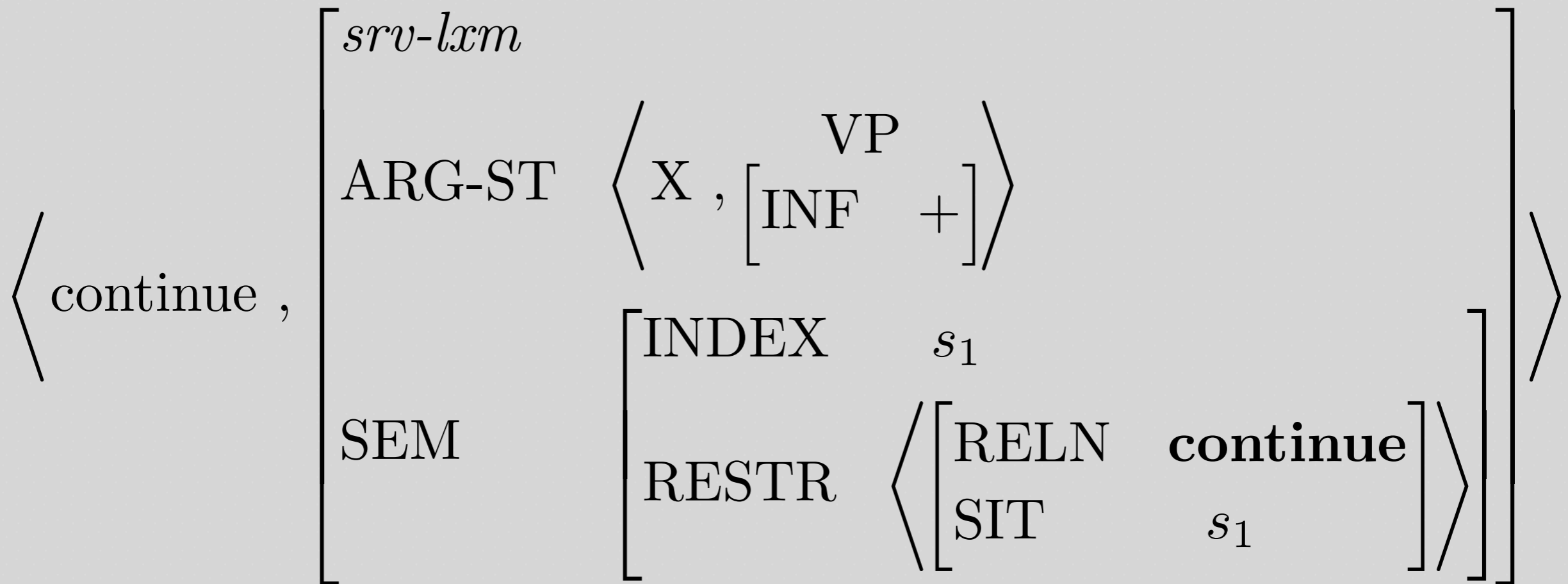
A New Type, for Verbs like *continue*

Subject-Raising Verb Lexeme (srv-lxm):



- Notes on the ARG-ST constraints
 - The subject sharing is just like for *be* and *to*: the subject of *continue* is also the subject of its complement
 - *continue* imposes no other constraints on its subject
- Note on the SEM constraint
 - The index of the complement must be an argument of the predication introduced by the verb

The Lexical Entry for *continue*

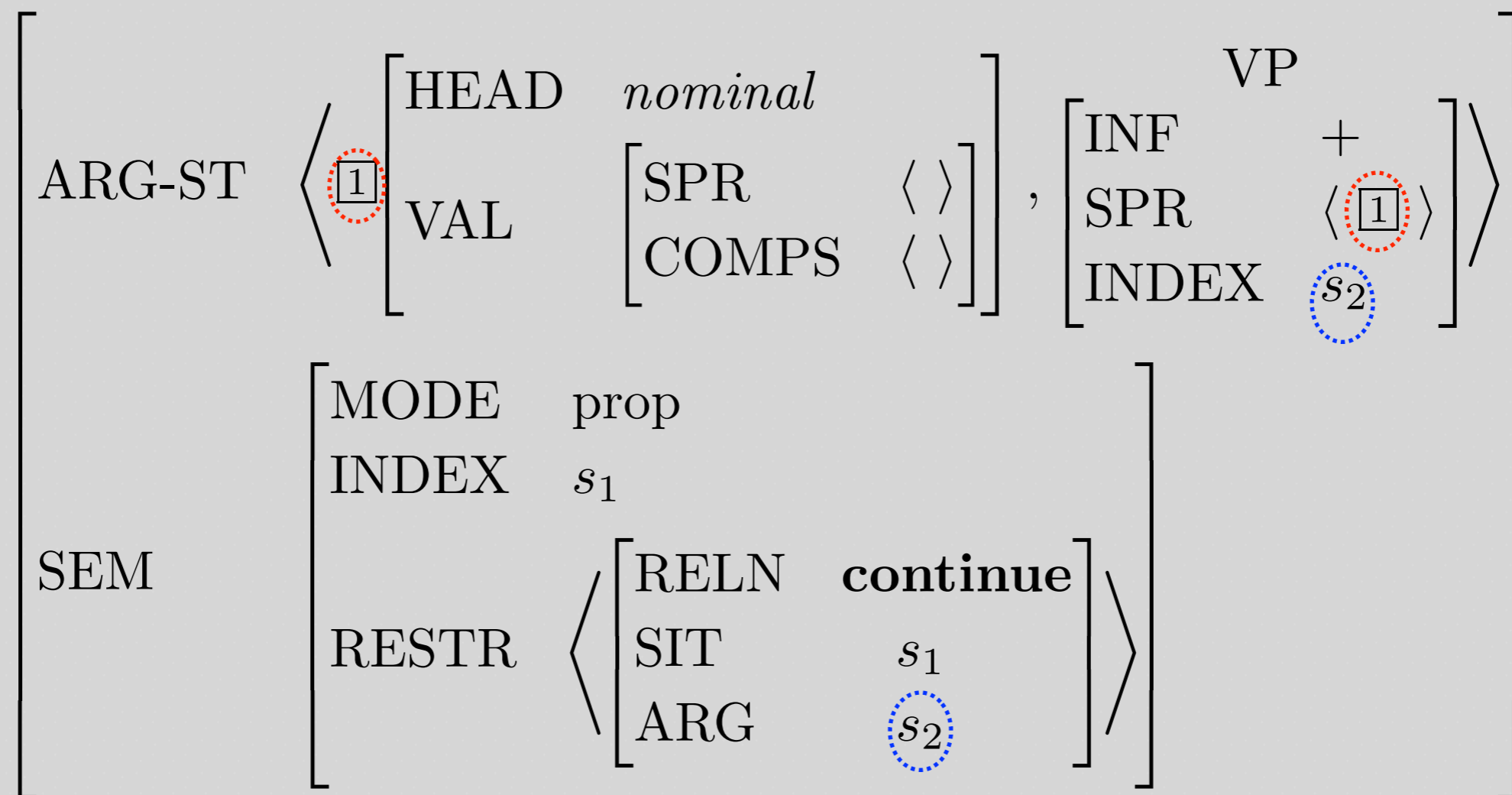


Entry for *continue*, with Inherited Information

<i>srv-lxm</i>			
SYN	HEAD	$\left[\begin{array}{l} \text{verb} \\ \text{PRED} \quad - \\ \text{INF} \quad - \\ \text{AGR} \quad \boxed{2} \end{array} \right]$	
	VAL	$\left[\text{SPR} \quad \langle [\text{AGR} \quad \boxed{2}] \rangle \right]$	
ARG-ST	$\langle \boxed{1} \left[\begin{array}{l} \text{HEAD} \quad \textit{nominal} \\ \text{VAL} \quad \left[\begin{array}{l} \text{SPR} \quad \langle \rangle \\ \text{COMPS} \quad \langle \rangle \end{array} \right] \end{array} \right] \rangle$	$, \left[\begin{array}{l} \text{INF} \quad \text{VP} \quad + \\ \text{SPR} \quad \langle \boxed{1} \rangle \\ \text{INDEX} \quad s_2 \end{array} \right]$	$\rangle \rangle$
SEM	$\left[\begin{array}{l} \text{MODE} \quad \textit{prop} \\ \text{INDEX} \quad s_1 \\ \text{RESTR} \quad \left\langle \left[\begin{array}{l} \text{RELN} \quad \mathbf{continue} \\ \text{SIT} \quad s_1 \\ \text{ARG} \quad s_2 \end{array} \right] \right\rangle \end{array} \right]$		

Key Property of Subject-Raising Verbs

The subject plays no semantic role in the predication introduced by the SRV itself. Its semantic role (if any) is only in the predication introduced in the complement.



Hence, constraints on the subjects of SRVs are imposed by their complements

- SRVs take dummy subjects when and only when their complements do.
- SRVs take idiom chunk subjects when and only when their complements do.
- Passivizing the complement of an SRV doesn't change the truth conditions of the whole sentence:

Skeptics continue to question your hypothesis ~

Your hypothesis continues to be questioned by skeptics

SRVs and Clausal Subjects

- What does our analysis predict about whether SRVs take clausal subjects?
- Answer: An SRV can take a clausal subject if and only if the VP in its complement could take a clausal subject.
- Examples to test this?

That Sam won continues to amaze me.

**That Sam won continues to smile.*

- So the prediction appears to be correct.

Next time, we'll...

- Look at superficially similar examples like *Pat tries to avoid conflict* and see that they behave quite differently.
- Present a formal analysis of the difference.
- Compare our analysis of the difference with the traditional transformational one.