1. Review

1.1. Drawing trees in English.

1.1.1. A simple transitive sentence.

- Theta roles are assigned by the verb to its arguments within the VP according to the projection principle and UTAH, following the theta criterion
- The subject raises to the specifier position within TP to satisfy the EPP
- Tense morphemes lower to the main verb
1.1.2. The adverb test.

- Adverbs are adjuncts, they have a fixed spot (adjoin at $V'$)
- In a language like English, the adverbs that adjoin on the left are telling
- The verb relative to the adverb tells us whether or not movement has occurred
- In English, the adverb appears before the verb is evidence that the tense morpheme lowered

1.1.3. Negation.

_not:_

- _Not_ is a Neg head, has its own NegP projection
- The tense morpheme cannot lower to the verb because _not_ is an intervening head
- _Do-support_ is triggered

_n't:_

- _N't_ is a morphological variant of _not_
- It raises and combines with the head in T
1.1.4. Auxiliaries.

Perfective *have*:

- Auxiliaries are V heads, have their own VP projection
- The auxiliary raises to T, its corresponding affix lowers to the following auxiliary or verb

1.1.5. Order of projections.
1.1.6. Questions.

\[
\begin{array}{c}
\text{CP} \\
\downarrow \text{C'} \\
\text{C} \quad \text{TP} \\
\downarrow \text{will} \\
\text{DP}_i \quad \text{T'} \\
\downarrow \text{(she)} \\
\text{T} \quad \text{VP} \\
\downarrow \text{V'} \\
\text{V} \quad \text{DP} \\
\downarrow \text{trick} \\
\text{him} \\
\end{array}
\]

- Modals and auxiliary raise from T to C

\[
\begin{array}{c}
\text{CP} \\
\downarrow \text{C'} \\
\text{C} \quad \text{TP} \\
\downarrow \text{did} \\
\text{DP}_i \quad \text{T'} \\
\downarrow \text{(she)} \\
\text{T} \quad \text{VP} \\
\downarrow \text{V'} \\
\text{V} \quad \text{DP} \\
\downarrow \text{trick} \\
\text{him} \\
\end{array}
\]

- Since main verbs cannot raise to T, do-support is triggered and the do auxiliary raises to C

1.2. Two types of movement.

**Head-to-head movement:** a head moves to another head position; can only proceed if there is no intervening head in the way

*Examples:* V-to-T movement, tense lowering, affix hopping, T-to-C movement

**Phrasal movement:** a phrase moves to a specifier position

*Example:* Subject moving to satisfy the EPP

1.3. Rules and principles.

- **Projection Principle:** Lexical information (such as theta-roles) is syntactically represented.

  **Theta Criterion:**
  
  (a) Each argument is assigned one and only one theta role.

  (b) Each theta role is assigned to one and only one argument.

  **UTAH:** Identical thematic relationships between predicates and their arguments are represented syntactically by identical structural relationships.

  - Specifier of V is interpreted as Agent/Experiencer
  
  - Complement of V is interpreted as Theme

  *Note:* Our system doesn’t follow the UTAH completely

- **Extended Projection Principle (EPP):** All clauses must have subjects. (i.e. the specifier of TP must be filled.)

  **Expletive insertion rule:** Insert an expletive pronoun into the specifier of TP. (This rule applies when there is no other subject.)
• **Do-support**: When there is no other option for supporting inflectional affixes, insert the dummy verb *do* into T.

2. Exercises

2.1. **Irish and the Theta-Criterion.** What problems do each of the following examples give for the theta criterion? (As a starting point, it may help to draw the theta grid for each verb and show what DP gets what role.)

1. *an fear a bhfaca mé é*
   - the man who saw I him
   - ‘the man who I saw’

2. *Rinceamar.*
   - dance.1PL
   - ‘We danced.’

2.2. **Welsh.** Using the very limited data from Welsh below, construct an argument that Welsh has V to T movement. Do not worry about the alternation in the form of the word for ‘dragon,’ it is irrelevant to the answer to the question.

3. *Gwelodd Siôn ddraig.*
   - saw.PAST John dragon
   - ‘John saw a dragon.’

   - do.PAST John seen dragon.GEN
   - ‘John saw a dragon.’

2.3. **English Trees.** Provide the θ-grids for the predicates and draw the trees for the following English sentences:

   (a) I have always loved peanut butter.
   (b) I do not love peanut butter.
   (c) Mike is always eating peanuts.
   (d) Do you like peanut butter?
   (e) Will you bring your spouse?

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1. This exercise is Challenge Problem Set 1 from Chapter 8 (Carnie 2007).
2. This exercise is General Problem Set 1 from Chapter 9 (Carnie 2007).
3. This exercise is based on General Problem Set 9 from Chapter 9 (Carnie 2007).