

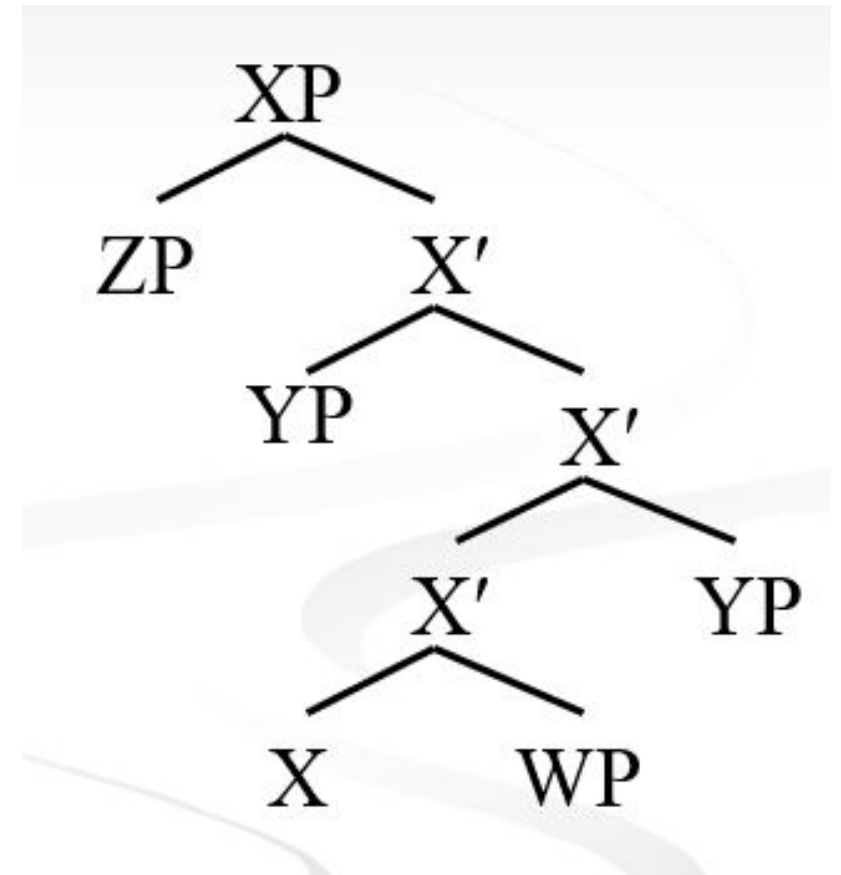
# LIN 311 Syntax Recitation

Mar. 29, 2019

# X-bar theory: specifier, adjunct, complement

- which node represents adjunct?
- which node represents complement?
- which node represents specifier?

Any tests for determine whether x is  
a complement or an adjunct?



# Theta relations and theta roles

- Name some roles that an argument plays wrt to a predicate.
  - Why the following sentences are ungrammatical?
  - Would X-bar theory predict the ungrammaticality?
- (1) \*Rosemary likes.
  - (2) \*Jenny smiled the breadbox.
  - (3) \*Tracy gave the cat.

- Provide the theta grid for the verb in (1)
- (1) Jason put the books on the table.

<u>Source / Agent</u> DP	Theme DP	Goal PP
i	j	k

# Auxiliary verbs

T is where we see modals like *should*, *would*, *might*, *shall*, ...

T is also where we seem to see *auxiliary verbs*, namely *have* and *be*.

(1) I **am** (not) hungry.

(2) She **has** (not) eaten.

Q: Why do we call them ***auxiliary verbs***?

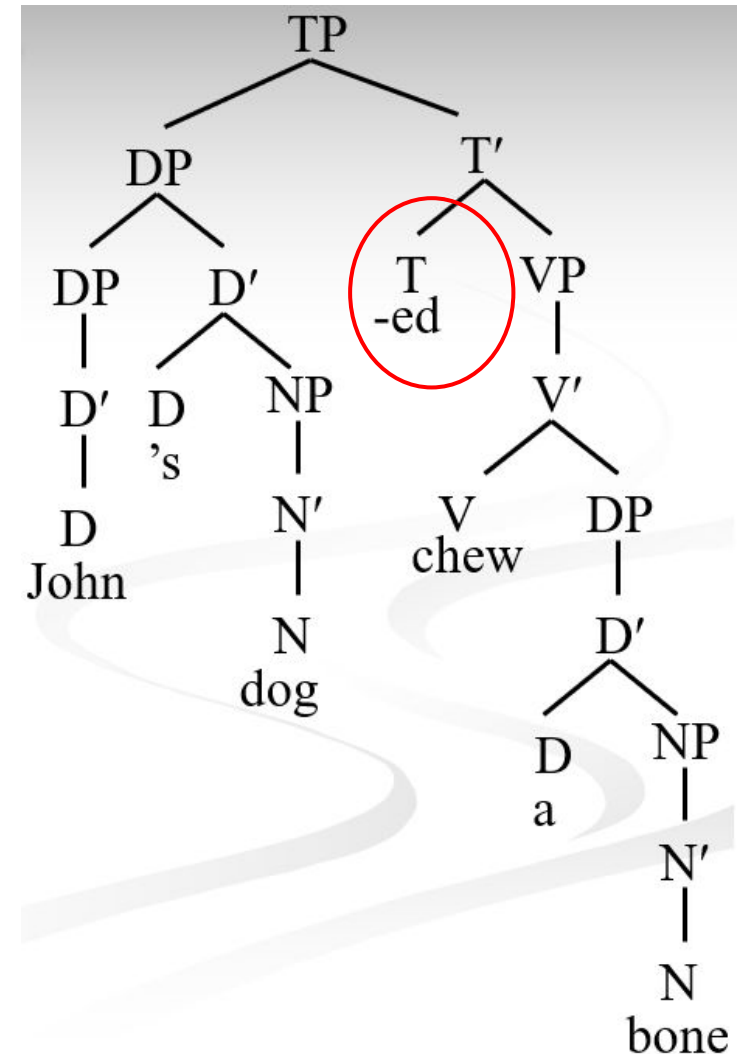
Q: Why do linguists argue that they should be placed on the T node?

Identify whether the inflected forms of the verbs *do*, *have* and *be* in the following sentences are main verbs or auxiliaries.

- a) I am a student of linguistics.
- b) I am running for office.
- c) I have a bowl of peanuts in my office.
- d) I have eaten a bowl of peanuts.
- e) I do not have a bowl of peanuts.
- f) I did everything that you asked me to.

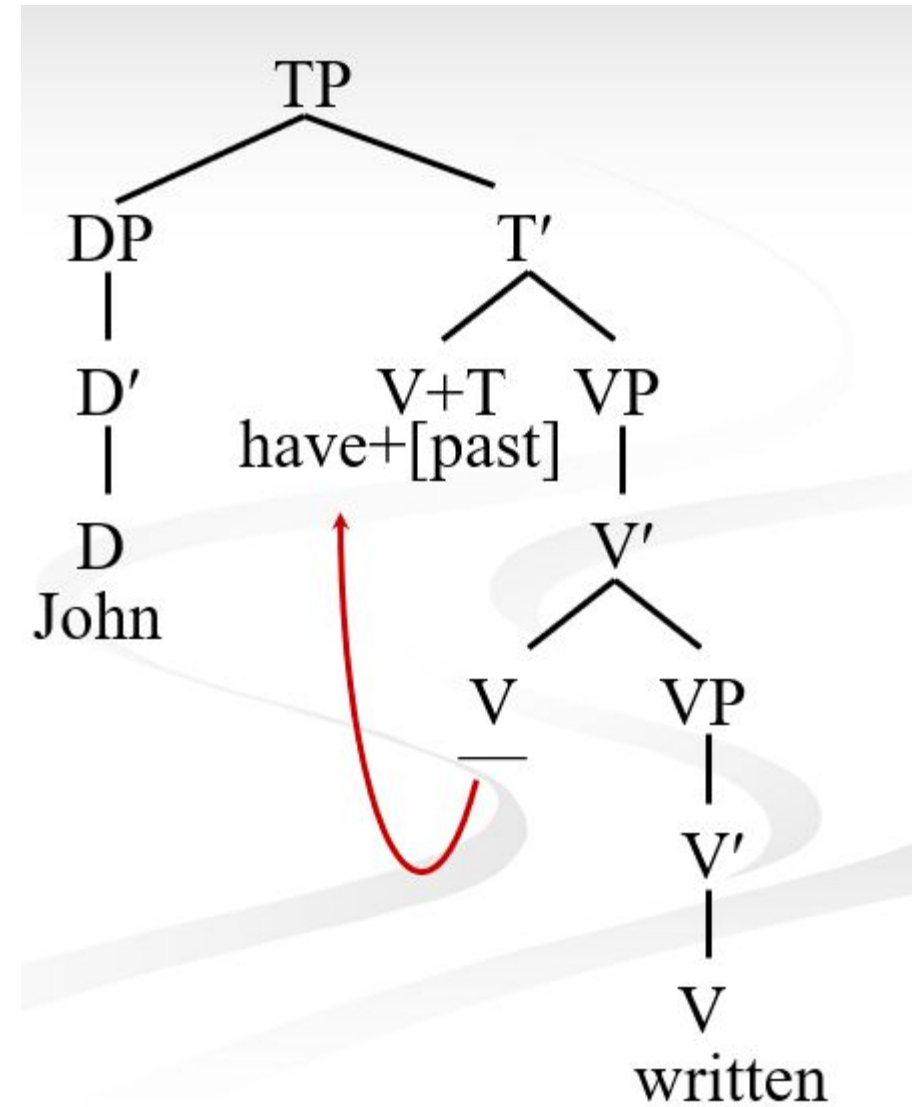
Q: If we put tense markers on T,  
how can we get the right word order?

(1) John's dog chew<sup>ed</sup> a bone.



# V to T movement

John had written.





# Draw trees

(1) The cat was leaving.

(2) John has eaten the tuna.

(3) Mary does not like cats.

