Clarification about $\theta$-assignment and checking the $\theta$-criterion:

So—is assignment of $\theta$-roles at DS or at LF? I thought the $\theta$-criterion has to apply at LF!

The best way to think of this is that $\theta$-roles are assigned to $\theta$-positions at DS. However, in some cases this will mean assigning a $\theta$-role a position occupied by a non-argument (like someone or what), which will undergo movement by LF. So: The $\theta$-criterion is checked at LF to make sure that $\theta$-roles were assigned properly.

$\theta$-assignment takes place within the VP—this is why the subject starts in SpecVP.

**Rules for placing adjuncts:**

We can adjoin to either VP or V'$—how do we choose?

A rule of thumb: Adjoin things that have $\theta$-roles (even optional ones) to V'.

Adjoin things that are more peripheral in meaning to VP.

Clarification about auxiliary verbs, VP shells:

Give auxiliary verbs *have* and *be* their own V projection with a VP complement. Assume that the base position of the subject is in the lower VP.

Treat past and passive participles (e.g., *eaten*) or gerunds (e.g., *eating*) as V.

Proper names and the DP hypothesis

Assume that arguments are DPs. So *John* has to be a DP too.

(1) DP

D

N

John

(2) I know there are two Johns in *They Might Be Giants—I only know one of them. The John I know is Linnell.*

(3) (Il) Gianni mi ha telefonato. Italian

‘(the) Gianni called me up.’
Details about the midterm (**next week!**)  

100 points total.  
Part 1: Four sentences (17 points each). For each:  
- draw DS and LF trees  
- indicate movements (and reasons for movement)  
- mark certain θ-role assignments  
- mark certain Case assignments  

Part 2: 10 true/false questions (20 points total) about a given structure (government, c-command, Case assignment, X’-theory)  

Part 3: Four ungrammatical sentences (3 points each).  
- For each: indicate what principle(s) of grammar are violated  

- You can bring the review sheet from last week and this handout.  
  (I will bring extra copies in case you forget yours)  
- We will start class with the exam (**please don’t be late!**). Once everyone has handed in the exam, we will start the discussion of binding theory. *Bring a book or something in case you finish earlier than other people.* There is no set time limit (although the test shouldn’t take the whole class period to complete).  
- Any unaccusatives will be marked as such.  

Errata (all replacements of S’ with CP and S with IP):  

(26) a. …the speech that Mary made.  
   b. …[NP the speech, [CP Op, that [IP Mary made t_i]]].  

(52) Bill heard [NP the speech, [CP which, [IP Mary made t_i]]].  

(53) Bill heard [NP the speech, [CP Op, [IP Mary made t_i]]].  

(54) a. …the speech that Mary made.  
   b. …[NP the speech, [CP Op, that [IP Mary made t_i]]].  
   c. Comp
      Op
      that

Announcements  
- MFLL is hosting a reception on Wednesday, October 25 from 3 to 4:30 PM in MFLL room 206 for students who are majoring in (or considering majoring in) linguistics or a foreign language in MFLL. Come, meet people, ask any questions you might have!  
- The deadline for pre-registration for the Boston University Conference on Language Development is approaching. It costs $25 for the whole 3-day conference, or $12/day for one-day registration (Remember: volunteers get in free.  

**LX 522 extra credit details:**  [http://www.bu.edu/linguistics/UG/course/lx522/xcred.html](http://www.bu.edu/linguistics/UG/course/lx522/xcred.html)  

**BUCLD home page:**  [http://www.bu.edu/linguistics/APPLIED/conference.html](http://www.bu.edu/linguistics/APPLIED/conference.html)

Some possible sentences to discuss:  

(4) I find this chair to be comfortable.  
(5) Fifteen sandwiches were eaten by John.  
(6) This chair seems comfortable.  
(7) This chair seems to be comfortable.  
(8) Who moved my chair?  
(9) Did somebody move my chair?  
(10) The vase appears to have broken. (*break* is unaccusative here)  

(11) *Took the exam yesterday  
(12) *John hit t  
(13) *Susan thinks [CP Louise to go ]  
(14) *His belief the president to be incompetent is unfounded.  
(15) *The teacher seems the students want to leave.