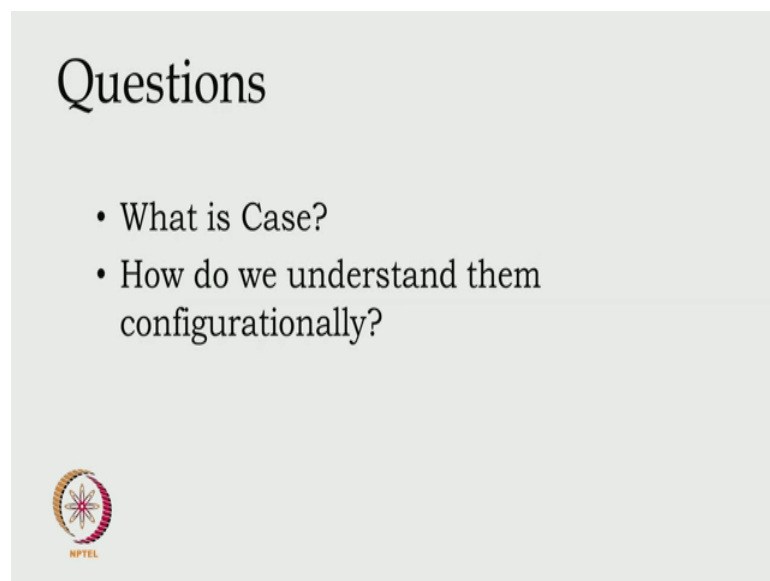


**Principles and Parameters in Natural Language**  
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**Lecture - 26**  
**Case**


We looked at thematic relations yesterday. And, now we are coming back again to structural relations and we will be looking at case.

(Refer Slide Time: 00:33)



Questions

- What is Case?
- How do we understand them configurationally?



And these are the two questions which we need to understand and what is case? And how do we understand them configurationally. If I ask you this question what is case? Have you heard this word case before? Yes, can you give couple of examples of that? In which context did you hear this term case?

Student: Institution [FL].

[FL] What is that?

Student: [FL].

[FL].

Student: (Refer Time: 01:01).

[FL] is the name of a case and [FL] is the Hindi word for case. Anything else? Anybody wants to add anything else? No. So, there are several of them case simply means that in different positions in a sentence different NP's have different cases. What are the different positions in a sentence that you have seen so far? According to grammatical relations the different positions are.

Student: Subjects.

Subjects and objects right, semantically speaking we saw yesterday agent.

Student: Themes.


Themes right: sometimes patient, sometimes experience, and several other themes. Again talking about grammatical relations a subject is supposed to have a different case and an object is supposed to have a different case and this happens through a structural relations and this is what we are going to look at, ok.

(Refer Slide Time: 02:33)

Extended Projection Principle (EPP)

- It rained
- It snowed
- It hailed
- It is likely that Bob left

• The underlined elements are called *Expletives* or *Pleonastics*. They are without Theta Roles

 Two types of *it* and *there*.

But in a give it a moment I wanted to talk to you about these sentences where we stopped yesterday and then we are going to come back to structurally relations in a moment. Remember these sentences simple ones right. Now what I want to know what I want to ask you before is did I talk to you about two types of there; two types of that and I talk to you that one is demonstrative pronoun, and the other was anybody there was another one too right.

Student: (Refer Time: 03:26).

Which was not demonstrative pronoun do you remember that much? There are two types, one is demonstrative pronoun when we say that man a, or that room, that boy these are examples of demonstrative pronoun if we are talking about that. But there are certain places where the same element that does not have the same meaning; you know at least this much right so that is a different type of that.

So, we can say there are two types of such elements, similarly there are others other elements in a language like English which has at least 2 different functions and two of them are it and there what do these two words mean? It and there they are also sort of pronoun right which and as we know about canonical definition of a pronoun, pronoun are replacing nouns right. So, in a way they are nouns, but if you look at this sentence it rained what is the meaning of the word it.

Student: (Refer Time: 04:52).

You know the sentence if someone ask, how do we say this sentence in Hindi.

Student: [FL].

Say [FL].

Student: (Refer Time: 05:10).

The same sentence right how do we say it is raining.

Student: [FL].

[FL] right how about Telugu?

Student: [FL].

Ok.

Student: (Refer Time: 05:28) is it is raining or it rain a which (Refer Time: 05:29).

Either is fine for me.

Student: (Refer Time: 05:31).

It is raining how do you say?

Student: [FL].

Ok, same sentence of Telugu can be translated this way it is raining right. Now what is the meaning of it in English in this sentence of English? All of all of you know these sentences right if someone asks you and the reason why I am spending a minute on this sentences, someone asks you how do you know; how to say the same thing in your language. If someone asks you to translate or say the same thing same thing in English, you are going to say this way it is raining or it rained or it rains right you do not have any difficulty with that. Keeping that in mind that you have no difficulty with that, if someone learning English asks you this question what is the meaning of it, how will you answer that question does it have any meaning?

We need to move; does it have any meaning and if it does what is the meaning? Am I asking a comp too complicated question am I? Asking you a simple one of the simplest questions, one can ask you in a college, one can ask you this question even on a road right. So, I do not think I am asking any intellectually challenging question I am only asking you the meaning of a simple word and I do not think English has simpler words than this it what is the meaning of this word in this sentence it.

Student: (Refer Time: 07:23).

I am not interested in noun pronouns or anything, I am only asking what is the meaning of the word it. I have a sentence I have heard this sentence somewhere it rained you know English and I do not know. I want to know what is the meaning of this word it.

Student: Happening of an event.

Is that the meaning?

Student: (Refer Time: 07:44).

Is that the meaning of the word? If someone asks you; what is the meaning of Gulab jamun, you say you get this in bigger stores and it looks red, it sweet is that the meaning of this word, that is in a way description of the word right. Now let us move what is the point. So, at least you can tell me something no.

Student: Sir (Refer Time: 08:15) should have a object (Refer Time: 08:16).

What is the object?

Student: Subject (Refer Time: 08:20) cannot be used as a sentence.

Yes.

Student: (Refer Time: 08:23) should have something some subject (Refer Time: 08:24).

It should have some subject for that right very nice.

Student: It is a complimentizer (Refer Time: 08:31).

It is the complimentizer; you have heard the word complimentizer before when I was discussing that right all right. Not everything is complimentizer right not everything is going complementizer is not going to be solution for everything very nice very nice I am.

Student: (Refer Time: 08:45) rain falls.

Right.

Student: There rain is (Refer Time: 08:49).

Yes.

Student: There fall is a verb.

Yes.

Student: So, verb fall has is a.

Sure.

Student: Subject.

Yes.

Student: But here rain in the verb (Refer Time: 09:03) should have a subject.

Right.

Student: One because it is the two complete structure.

Very nice, absolutely you are right, but that is the next step right I am not hung on this question, but I want you to understand. That if someone asks you the question what is the meaning of it right and without having 25 classes on principles and parameters, if you tell them that because the sentence needs to have a subject, the person is going to lose interest right. However, you are absolutely right. There is absolutely no problem with what you are saying. But I am trying to tell you is that the second stage. The first step and that is the very difficult step, a difficulty in the following sense to understand well what I meant by difficulty it is very difficult to say no ok.

This word does not have any meaning and this is why probably you have difficulty saying anything about it right. When I am saying look at the sentence, anything you have difficulty saying anything about it in this sentence it does it does the word it has a meaning yes. In the sentence that I just said you have difficulty saying anything about it.

Student: Sir I think it is a substitute it with any other noun phrase, it might become sort of repetitive in case in this first sentence, if you put the rain rained it becomes very repetitive. So, we need something which does not explicitly say the rain rained or something like that but something else to substitute it.

Sort of, but his answer is better you see say.

Student: What I trying to say.

I understand.

Student: It does not have any meaning, it does have meaning in this (Refer Time: 11:05).

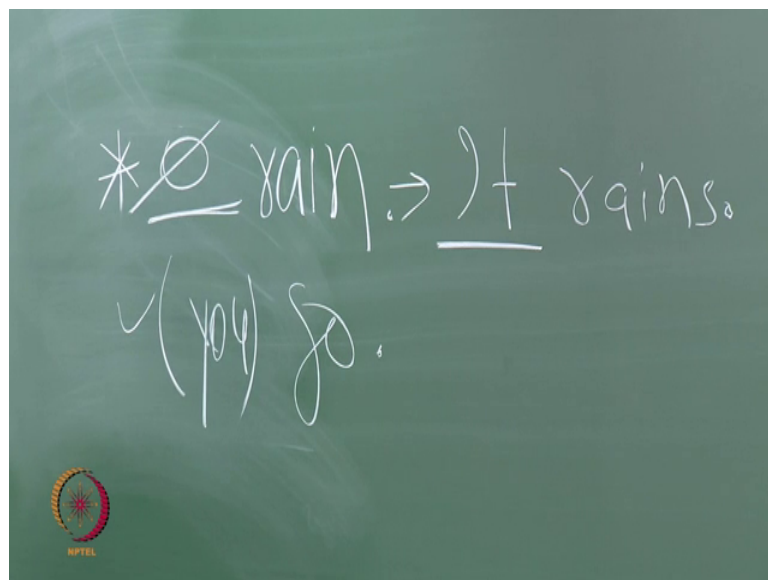
I understand what you are trying to say, but I want you to understand do you understand what he said and before that I want you to understand what I am saying. What I am saying is, this word does not have any meaning in this sentence. Why it is there and what else could have been there and what why something else could not be there are the stages later. Given the sentence this is the grammatical sentence of English, in this grammatical sentence this word does not have a meaning. Now the second stage is if it does not have a meaning what is it doing what is it doing here? It is doing exactly what he was he is trying to say, that every sentence irrespective of English Hindi, Telugu, Malayalam every

sentence must need a subject.

Now, and here comes what you are saying? It is there is no point saying rain raining right the same thing we can say by raining, but we cannot say raining and he gave you another examples very nice example when we say rain falls, it is a good sentence rain is the subject fall is the verb right it is a good it is that that say a transitive word, but let us move ahead with that that is a good sentence it has a subject it has a predicate, the sentence is seems to be all right, but when we say raining or rains does not mean much; does not mean much in the sense that, it is not a grammatical because it does not have a subject.

And remember, it is not even a sentence like go home right. Go; we can say go, can we say rain right. We are using this has a verb it is raining, but we cannot say rain; because when you say go you are telling someone when you say rain who are you talking too. You understand the point; we just cannot say rain so it is not any it is not a imperative sentence either. Therefore, it needs are subject and in certain cases, when there is it just not possible that we do not have a subject.

(Refer Slide Time: 13:30)



This sentence is not allowed in English or for that matter in any language. We know that this sentence was because we have this right this is, but this is not sentence therefore, the words do you see here in blue, it is written expletive. So, there are two elements in English both of them are listed there it and there. They in their expletive forms are used

to fulfill the requirement of a subject without any meaning. So, we say it rains it just fulfills a grammatical function supplying a subject to the sentence, making sentence grammatical without any meaning of the word it.

So, the word, in that case the sentence is, it rains or it is raining or it rained or whatever where this sentence is semantically null, semantically vacuous, semantically zero, grammatically it is a subject and it is only fulfilling the grammatical function or providing a subject that that is the point they made here. Now Sandeep about complimentisers; that was a complimentiser in the case where we saw and the name of this thing is again something like what is the name it is not a pronoun.

Student: Expletive.

Expletive or there is another term playmastics, does not matter what whatever you call it I want you to understand that this is semantically zero, which fulfills only grammatical function. Another term there has sometimes the same function, I am I have digress little bit from what we were going to do with this is an important point. Can you give me a sentence with their, where there functions as a subject of the sentence.

Student: There has been a (Refer Time: 15:52).

There has been.

Student: Class.

A class there are 20 Students here right there are 20 Students here; can we say simply are 20 students here? No we can say 20 Students are here that is fine. In that case 20 Students become subject, but we cannot say are 20 Students here, in that case we have to use a word with which is semantically 0 again to fulfill the requirement of the subject and then the sentence becomes there are 20 Students in the class and the sentence becomes good.

Again now think about the same sentence with the question that I have been asking you, what is the meaning of there in that sentence? There are 20 Students in the class what is the meaning of there? The answer is nothing; that word does not have it is meaning and therefore, semantically 0. These elements are called the word that without it is demonstrative meaning is a complimentiser.



The words there and it without their meanings are called expletives. So, complimentisers an expletives are in a language only to fulfill grammatical functions clear. Now I have put the term extended projection principal for that, I just wanted to bring in this term when subject must be present in the sentence, the principle is called extended projection principle, that is no an and by name you can see it is a principle.

So, no language is allowed to violet this thing this thing every language must follow that, which means every language must have the subject and this principle is called extended projection principle and in order to obey this kind of a principle English in such cases uses a different term, but does not leave the subject position empty. It copies the same it becomes semantically 0 and uses in this term in this place. Makes a word, copies a word there uses in a sentence in the subject position and does not leave a language like English does not leave the subject position empty.

Also keep in mind that these sentences are not like Hindi sentences or sentences from our languages where we can say [FL] understand my question? Understand my sentence when we say [FL] in this sentence of Hindi, the subject position is not really empty; what is the subject position, subject in this sentence?

Student: [FL].

[FL] therefore, not an empty subject therefore, the sentence is good and grammatical and subsequently not violating extended projection principle; that if we leave this sentence is raining or rained the subject is not a recoverable from the context or anything else from the inflection, subjects are not recoverable from inflection therefore, it needs an old subject how you manage that is the language internal problem, and language finds a way to resolve this issue and this is how it resolves clear; we understand extended projection principle go ahead.

Student: Any example of it is better than (Refer Time: 20:14).

No, but I want you to answer one more question. In the response to your question if I say no right what is the basis of me saying such an emphatic no?

Student: (Refer Time: 20:25) native speaker.

No, not just the native speaker; that that is fine because I am because I am a native

speaker I can say no. Here I want you to allow me a minute of digression again, in native speakers capacity or capability is to give you a judgment about the sentence. A native speakers capability is to identify his sentence whether a sentence belongs to Hindi or not, a native speakers capability is to give you judgment about whether a word belongs to Hindi or not for example, we use this word expletive, ask any Hindi speaker whether they know Hindi or not I am sorry whether even if they do not know even if they do not know a single word of English.

They will tell you at least that this word does not belong to Hindi am I right. So, that is the capacity of a native speaker the capacity of a native speaker does not include telling you.

Student: (Refer Time: 21:30).

Does it have any expletive you understand? Understand the question does not belong to native speakers the question is grammatically motivated and I am saying no, why I am I saying no? Because a language like Hindi; by now you have seen complete IP right by now you have seen what is I what do we call inflection and you have seen the role of inflection in a sentence.

So, when you say [FL] the subject I which is [FL] is recoverable from inflection. The inflection tells you that the subject is recoverable; that sentence can only have the subject [FL]. If a language has rich inflection system it is highly likely that the language will not have expletives. Expletives are used only when subjects are not recoverable, the it is a plane logic, of we do if we do not have rich inflection to recover subject then we need expletives. In a language like Hindi or Telugu or Malayalam why would you need an expletive? However, like I said most likely know there might be a context are to in which something may be used as expletives.

So, it will be to tall a claim to deny that right away right, but most likely it will not have an expletive like situation, alright. Expletives, extended projection, principles requirement of a subject revisited are these things clear inflection good let us move. So, along the same lines, I just wanted to repeat one more point which we have discussed time to time that.

(Refer Slide Time: 23:30)

## Autonomy of Syntax?

- Syntax is autonomous from Semantics
  - Colorless green ideas sleep furiously.
  - The building is walking slowly.
- To some extent syntax is autonomous but not all the way
  - John hits Peter.
  - John hit Peter.



John and Mary hit Peter.

And because we are talking about inflection, inflect we before this we were talking about inflection expletives and extended projection principle. In this context let me make one more point about autonomy of syntax, even yes yesterday I just we were talking about autonomy of syntax am I right. It is yesterday or maybe the day before yesterday we were talking about autonomy of syntax; in the sense that, there are there are going to be two positions.

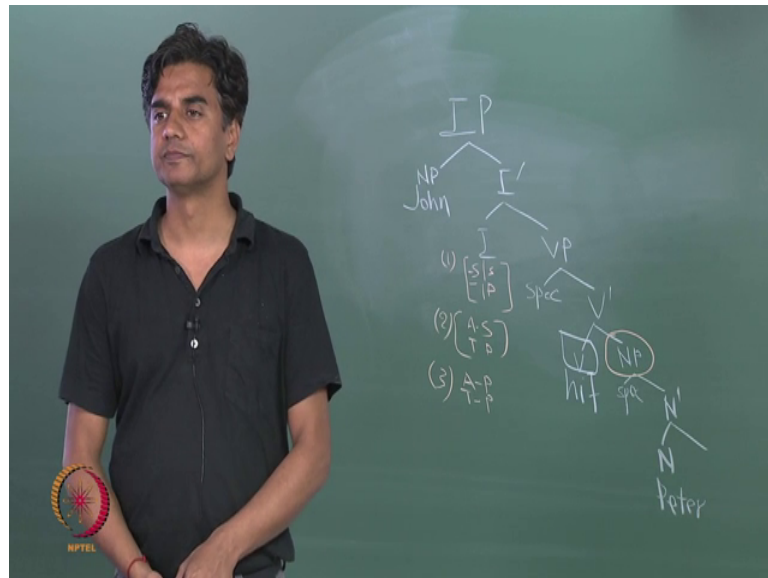
One is syntax is completely autonomous, that is there is no overlap between syntax and semantics, semantics is an independent thing and syntax is independent of semantics that is one position and we have sentences like colorless green ideas sleep furiously or the will the building is walking slowly, these are the sentences which can tell us that these sentences irrespective of the meaning are grammatically good right which tells us syntax seems to be autonomous.

However, the other position that to some extent syntax maybe autonomous so that we are not denying the first position, but it does not seem to be autonomous all the way, and that that was the position which I introduce to you yesterday when we were talking about thematic relations right. There is one I want to give you one syntactic argument in support of this second position that syntax does not seem to be completely autonomous, it is autonomous to a great extent, but not all the way.

Look at the two sentences; John hit peter and john I am sorry the first one is john hits

peter right and john hit peter and the third sentences John and Mary hit peter. Now these are pretty simple sentences can I quickly ask you to draw the structure of this very simple sentence john hit peter in terms of it is IP?

(Refer Slide Time: 25:52)



The structure will be we have an IP all right VP and we have. So, in this specifier position of the IP, we have an NP which is john right and then we have the verb hit and the it has an object which is an NP, and this object is peter. Do we have this structure everybody? I have purposely elaborated this thing the object NP for you to make to retire at one more point which is the object of this head is this entire NP.

The object of this head is entire NP not just peter, and as long as we know the whole NP is the whole peter is the whole NP we can we do not need to draw we can just write it here. But conceptually we need to understand this with clarity that the object of this head V which is hit is the entire NP not just the head of this NP. Because in such a case suppose we say john hit the monkey that was running on the road in the evening, john hit the monkey that was running on the road in the evening in this case what is the object of the verb hit?

Student: (Refer Time: 28:12).

What is the object of the verb hit?

Student: Monkey that was running.

The monkey that was running on the road in the evening, the entire chunk and what is that chunk configurationally speaking what is that chunk? An NP; it will have an n and then it will have a complement whatever rest of the things will be complement of that n alright. And that this becomes clearer only when we know that the complement of this head V is the NP not the N all right. So, that was another that was another point in this context. Now keeping this elaborating on the second point of this argument about autonomy of syntax I want to tell you I want to ask you this thing. So, if first sentence john hits peter what do I put here? In terms of agreement singular and which is s right now in terms of a second one. So, hold on hold on. So, and what is the tense here? Present tense; singular agreement present tense and then there is an there is an some kind of aspect also can I ask you the this question what is what which aspect is here; indefinite aspect right now. So, this is the sentence number 1 tell me about sentence number 2.

Student: (Refer Time: 30:14).

Singular past tense; so we have singular agreement and tenses past right all right how about third sentence John and Mary hit peter.

Student: Plural present plural.

Plural present: so agreement is plural and tense is present why not past. So, pretty simple sentence I am asking you simple question why not past?

Student: Why cannot if the both present and past.

That is what my question; no a sentence at a time cannot be both.

Student: If we tell the context you might be able to.

That is the precise point I am trying to make hold on for a moment hold on. Why not just look at the sentence and remove the context, that exact point we are trying to make remove the context and just look at the grammar of the sentence. Looking at the grammar of that I am repeating this, because that is the exact point we are trying to make. Looking at the sentence grammar of the sentence, it is difficult to say about sentence number 3 whether it is present or past understand this? In order to say that here we need to talk about it is extra sentential features that is context.

The moment we need to depend on context right context is not grammatical feature, we will have to say that syntax cannot be totally autonomous get my point. Look at the simple sentence and kinds of clarity it gives us at a conceptual level. So, one we it is a nice sentence colorless green ideas sleep furiously and we get a nice point that now syntax seems to be autonomous the sentence is still good even if it does not mean much the sentence is fine. We are not denying that point we are we are saying that to a great extent syntax seems to be autonomous of semantics syntax seems to be autonomous, but only to some extent in lot of sentences it is not very clear and as long as we have one example available we can very well make a claim that it does not seem to be completely autonomous.

We do not need to have quantitatively lot of examples to demonstrate the point that is the beauty of science that is the beauty of a theoretical point we do not need quantitatively a lot of examples, it is not a quantitative survey where 70 percent of people response; 70 percent of responses is yes and 30 percent responses is no then we take it as yes right it is not a quantitative survey. It is a theoretical point, it is the scientific investigation and any principle; let us not lose the track we are talking about principles and parameters of natural language.

A single point must be explained in order to dismiss that completely. So, if someone wants to keep just one position; position number 1 they must answer this question. And as long as this question is not answered the second point remains valid clear all right. So, that is about autonomy of syntax and once again we kind of revised our thing for IP go ahead.

Student: One language which has stricter gram grammatical rules can have come complete autonomy of syntax.

Could has should could have you are right. So, for a for example, in language like Hindi you will not get this sentence at all this kind of sentence at all sure. So, in with Hindi it is difficult to show that syntax is not autonomous, you are right absolutely right, but that does not contradict the point.

Student: But because there exist.

Exactly.

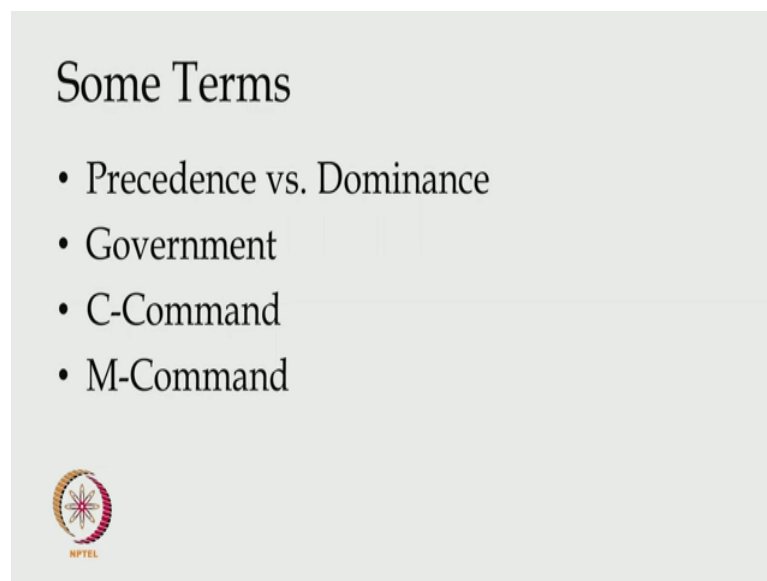
Student: One language which has.

Exactly.

Student: Which aspect such ambiguity (Refer Time: 35:11).

Which shows such a situation the point is taken care of: and see here we are also not same that because we found one point the first point is dismissed we are not saying, that we are saying that to a great extent it seems autonomous to some extent it seems autonomous all right we can give up and say to a great extent it seems autonomous, but not all the way; that is the point and that is all we want to accommodate in the principal that cannot say all the way and this thing we. When I talk to you about autonomy of syntax for the first time, we were not ready to get this take this point. It would not have made much sense at this is at that stage I am sure it is making more sense now, alright.

(Refer Slide Time: 36:04)



Now, with that we are coming to more of structural relations more we are coming to a discussion on case and with these structural relations with these terms we will talk about case. So, these are the terms we need to understand. This and these terms like precedence and dominance, government, c command and m command these are the few terms which we need to understand with respect to this structure.

Precedence, dominance are simple terms they do not have much meaning in that. Government in day to day language we understand something else with government we


need to add a specific meaning to that, what we mean by government in terms of a structure and sentence will talk about that and then c command the term means constituent command. Like in a sentence we have several constituents like NP, VP and again NP and PP these are the constituents of a sentence. So, they simply the term c command simply means constituent command ok.

And the term m command means maximal command. So, people do not use the words like constituent command or maximal command, in short people use terms like c command and m command we will elaborate on these terms as well.

(Refer Slide Time: 37:47)

**Sentence**

- [Students of physics like pizza in the evening.]
  - Subject: Students of physics
  - Predicate: like pizza in the evening
  - Verb: like
  - Object: pizza



6


Very simply let me first So, I have this sentence or good old sentence, for the purpose of a sentence, but now we will work with the sentence that we have on the board right we have just seen the sentence. So, let us look at the terms of precedence and dominance is a simple term, if I tell you that IP in this structure, dominates everything should not be difficult to understand right.



(Refer Slide Time: 38:24)

## Relations

- Dominance
  - Node A dominates node B, iff
    - A is higher up in the tree than B and
    - If there is a line tracing A to B going downward
- Precedence
  - Node A precedes node B iff:
    - A is to the left of B, and
    - A does not dominate B and B does not dominate A



IP in this structure on the board dominates everything; which means dominates everything below it and this is exactly what we say and node A dominates a node B iff and only if A is higher up in the tree than B and there is a line tracing A to B downward right thus the second condition is just restricted.

So the node A dominates node B, only if and only if A is higher up in the tree than B and there is a line tracing A to B downward. This is exactly what we were saying when we said IP dominates everything by everything what do we mean by everything? IP dominates NP I bar I VP spec, V bar V NP and likewise. NP the spec position this NP clearly does not dominate IP, but does it dominate I bar given this definition no.

So, this is how we need to understand dominance? And this term becomes important only in the sense that if we want to say in language right like subject dominates object that statement is not going to be true. So, we cannot say subject dominates objects understand this. So, we need to define the term dominance only for such regions and this way, we are not adding or deleting anything from the actual meaning of the term dominance this is.

What it means right when in general also when we say dominance, dominance only flows downwards dominance does not even flow at the equal level or upward right. That is all it means we are only re-estating the same thing configurationally. Same thing about precedence look at that any difficulty with that. And node A precedes node B, if and only

if A is to the left of B and A does not dominate B and B does not dominate A understand this. So, in that term what can we say?

Student: (Refer Time: 41:43).

This NP right precedes VP can we say that? Spec NP in the position of a spec IP precedes VP we can say that right. We can also say this NP precedes I bar therefore, this NP precedes everything else right, but the moment the more we go downward we cannot say spec of VP precedes I mean that sounds little bit ridiculous also, but just a make a point, I precedes everything else this a spec IP a spec VP precedes V NP, V and NP right and again v precedes NP likewise. So, we need to understand that these terms precedence and dominance in this term.

student: Sir let me say let me dominance allying tracing from a to b a, do not do we mean that it has to be at the top of the line or going downward for example, there is NP john and then there is a VP, I can also go from like this (Refer Time: 43:12).

Going downward.

Student: (Refer Time: 43:16) it should always (Refer Time: 43:17).

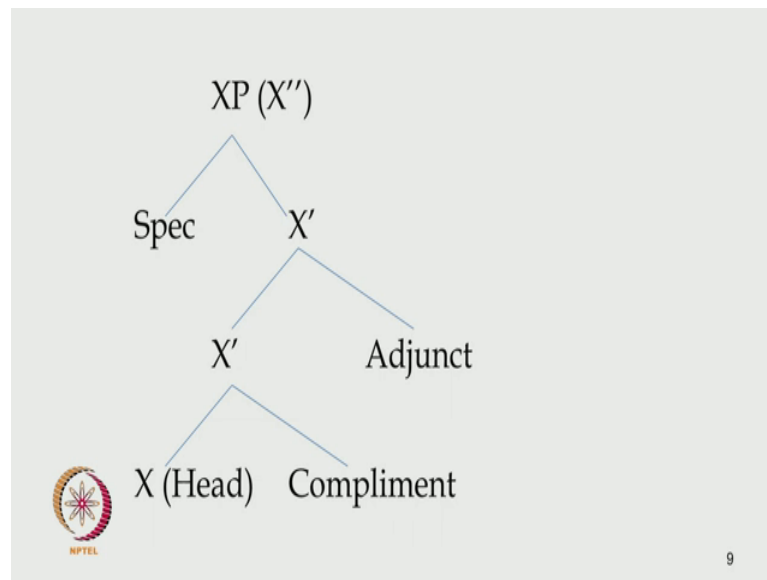
Downward yes why do we need to say that downward? The question that you have in mind just to eliminate that question. If we do not say downward then what you are saying will be allowed, then it will be allowed that this NP dominates this VP.

Student: (Refer Time: 43:43).

Because there is a line tracing of after all there is a line tracing this VP, but from this NP there is a line tracing this VP, but not downward first it has to go upward; we want to restrict that kind of a situation where spec of IP will be dominating VP we do not want to say that. IP dominates VP, I bar dominates VP not even I, I precedes VP NP precedes VP, but it does not dominate do not dominate VP.

Just to restrict these kinds of situations we are defining it this way right this is very carefully crafted definition, I mean I have not done this is. If you look at your book these definitions are there in chapter 2 or in some place. So, just to and again it is been restricted just to mean what we want it to mean that is alright.

(Refer Slide Time: 44:58)



We already have the.

Student: Sir, there is more than one branch coming from the trace then; we cannot compare the elements of branch one branch with the element of another branch right more than one branch.

Say it again please.

Student: (Refer Time: 45:22) binary tree.

We only have binary a structure, we cannot have more branches.

Student: There is a binary structure.

Yes.

Student: We cannot compare the elements of 1 branch with the other one. Suppose their non phrase has more than one element suppose there is also a adjective.

Ok.

Student: Describing the noun, then those elements cannot be compared with the elements of this branch right

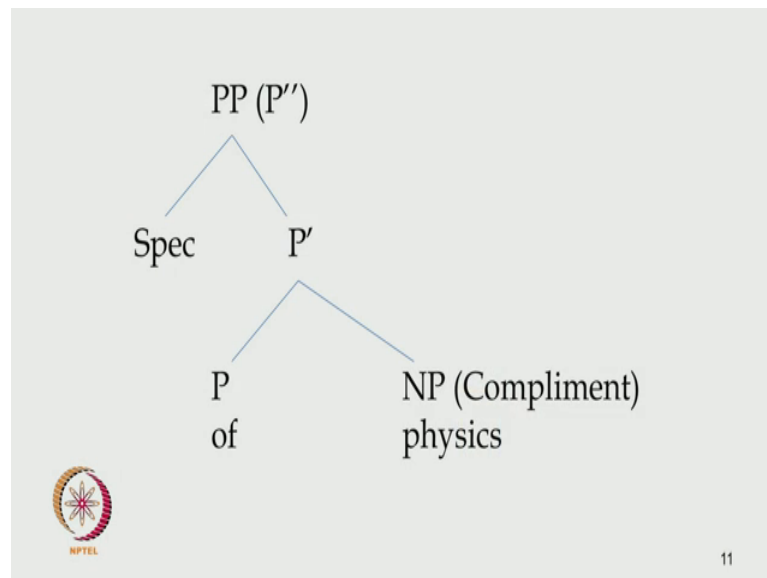
No absolutely not.

Student: (Refer Time: 45:52).

Yes, more than that I think I understand what you are saying, but to summarize that the any element in this structure we will decide whether that element precedes or follow precedes or dominates only on the basis of this and it is never going to have more than binary, but I do understand what you say even in the binary branching. What if can that 2 things be compared the question is not of comparison, the question is of whether a node dominates the other one or not and whether a node proceeds the other one or not, will can only be decided with these rest these restrictions.

These are not in a way definitions, these are restrictions added to the; we already know precedence and dominance. We are only putting some restricting condition on them, keeping the structure in mind all right.

(Refer Slide Time: 46:53)




Then we have I only had these things to show you precedence and dominance.

(Refer Slide Time: 46:56)

## Agreement Patterns

- There are two patterns of agreement.
  - Spec - Head
    - This book about linguistics
    - These books about physics
  - Head - Comp
    - choTii <sup>FS</sup>      gaaRii <sup>FS</sup>      'small car'
    - bare <sup>MP</sup>      kamare <sup>MP</sup>      'big rooms'



I need to talk to you about spec head agreement, that I want to skip for today and I will talk to you about it, when I discuss I do want to spend another 5 minutes or 5 to 10 minutes, talking to you about IP and expansion of IP. Remember we have I think we have talked to you about how we can separate the features of I features bundled under IP and have a bigger structure and then it is clear to see that there is a functional layer and there is an lexical layer. And then we get to see or the question comes up that how come the spec where does the subject go in that case and how can a subject be part of inflectional layer it should be part of a lexical layer.

And then I also talk to you that in such situation the proposal is that the subject of sub the subject of a sentence actually originates within the VP right and it was at that point where we can see with clarity, the notion of deep a structure; what does it mean when we say deep a structure. And then let us not forget that we are talking about all these things under one simple rubric which is I language understand these thing.

So, let me come back to agreement sorry spec and head agreement and why a spec and head agreement is relay important, what I mean by that this the head send, this is the specs. It is not clear here, but there are cases when we expand IP then we understand why this kind of configuration is important, why a specifier position is important to a head and how can we maximally exploit it to understand certain more nuances of natural language.