Thus, *got* originates as the head of V of VP (with *the teacher* as its subject and *a present* as its complement) , then *got* raises up to adjoin to the strong causative light verb ∅ heading vp. The subject *they* would accordingly originate in spec-vp, where it is assigned the θ-role AGENT by the causative light verb ∅. Then, *they* would raise to spec-IP to check its strong nominative case-feature.

The VP shell analysis also provides an interesting solution to the problems posed by the so-called **object-control predicates**, as shown in (17) (i) and (ii).

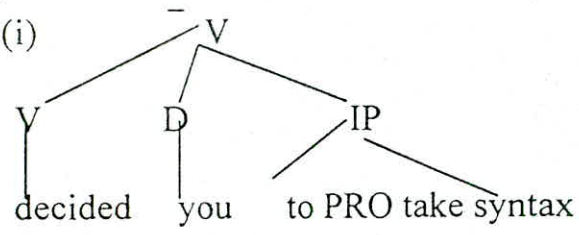
17.

(i) What decided you to take syntax?
(ii) [What] decided [you] [to PRO take syntax] ?
(iii) He decided to PRO take syntax.

It may be assumed that since PRO here is controlled by the object *you* , then the verb *decide* in this use functions as an **object-control predicate.** This means that it has two complements (i.e. the pronoun *you* and the infinitive *to take syntax),* leading to the traditional assumption that "complements are sisters to the verb which θ-marks them" , (208) as shown in (18).

18.

(i)



But the trenary-branching , as in (18), is incompatible with the core assumption of this theory , which maintains that the merger