Now consider the following phrase, which lacks a modal head $T$ and contains an auxiliary Verb in its structure.

(3) Alex has submitted his paper.

If we have established that we are dealing with a head to head operation in English, we expect that aux V always moves to $T$ to fill in the head position. This is a general feature of English that is present even in declarative sentences.
In the derivation of Yes-No question for (3), a movement of Aux V to T precedes \( \text{Raise}(T_{[\text{FIN]}}, C_{[\text{Q}]}) \). After all, our Yes-No question formation is known as Sub-Aux Inversion. So, it is not surprising that Aux V ends up in \( T_{[\text{FIN}]} \).

(3a) Has Alex submitted his paper.

The movement of an Aux V to \( C_{[\text{Q}]i} \) is only possible from a head T. In other words, C must be filled in by the head of its complement, head T. We can refer to this as a head to head movement constraint imposed by our T to C raising rule.

Not all declaratives are constructed with a modal or an auxiliary to be positioned under \( T_{[\text{FIN}]} \). Phrases such as the following contain only the main verb:

(4) Alex went to the game.
(5) Sofia lost her keys.
(6) Alexia understands French.

Main verbs as lexical items do not fall under \( T_{[\text{FIN}]} \) to fulfill our T to C head to head movement. Ungrammaticality is incurred if main V is treated as a head T:

(4a)*Went Alex to the game?
(5a)*Lost Sofia her keys?
(6a)*Understands Alexia French?

Our head to head movement constraint stays consistent in the derivation of Yes-No questions. When dealing with phrases such as 4-6, Aux "do" is inserted to support our head to head
operation. More specifically, we insert aux "do" in a form that adopts the tense and number features of the main verb. The appropriate "do" auxiliaries for 4-6 are "did", "did", and "does" respectively:

(4b) Alex 'did' go to the game.
(5b) Sofia 'did' lose her keys.
(6b) Alexia 'does' understand French.

Once the position of head T[FIN] is filled as in (4b-6b), the T to C raising operation is performed to derive yes-no questions as demonstrated below:

(4c) Did Alex go to the game?

Actually, there's reason to believe that T to C movement happens first, and then do-insertion.

Let's talk about that.
(6c) Does Alexia understand French?

6. WH-Questions

In English, Wh-questions are generally formed by means of raising operation that simply says Raise (XP_{[+WH]}, Spec C_{[WH]}), which will be referred to as “Wh-Raise,” for the rest of this section. This operation means that as long as there is a [+WH] feature on a phrasal category, then that phrase should be raised to the specifier of the nearest CP, so long as the C bears the feature [EPP: WH], which says that by derivations’ end there must be, or must have been a XP_{[+WH]} in its specifier. Wh-questions can also only be well-formed after Subject Auxiliary Inversion (SAI), otherwise known as T to C Raising has applied. SAI and Wh-Raise are required in order to form Wh-questions, although there are discourse specific contexts called “echo-questions” where the WH-element remains at its deep structure position: “She went where?” However, echo questions are defined more by their semantics than their syntax, so they will be ignored for the purposes of this assignment. Wh-questions are first generated in the lexicon, where items are defined as [+WH] and are generally heads of phrases. Our current theory categorizes lexical heads that are [+WH] as follows:

Lexicon
D: which, what, who
Deg: how
P: when, where, why

Because these are defined in the lexicon as [+WH], they are generated at deep structure with this feature on them. However, we need another mechanism that transfers these features to the heads’ maximal projection in order to ensure, one, that the element that gets targeted by the