1. Sinhala (based on problem 7.1 from Carnie 2002). In Sinhala (spoken in Sri Lanka), verbs can appear in two different forms, which we will call form A and form B. Some sentences in Sinhala are provided below. Your tasks are as follows:

- **Part 1.** For each sentence, list the \( \theta \)-roles the verb assigns (both the type of \( \theta \)-role and the argument). I have done the first one for you as a model. Notice that these are paired examples. Read the sentences first, and compare the \( \text{(a)} \) examples to the corresponding \( \text{(b)} \) examples. The \( \text{(a)} \) examples contain a verb in form A, and the \( \text{(b)} \) examples contain the same verb in form B. The \( \theta \)-roles you use should be drawn from the following list: Agent, Theme, Experiencer, Goal.

- **Part 2.** Look at the places where the suffix \(-tə\) appears. What is the generalization? (Two sentences at most, one should suffice.) That is, what kind of noun does the suffix \(-tə\) appear on? As you answer this, don’t forget that this problem is about \( \theta \)-roles, and you just did Part 1.

- **Part 3.** Compare sentences with form A verbs with the sentences with form B verbs. Succinctly, what is the difference between them in terms of the \( \theta \)-roles they assign?

- **Part 4.** Sentence (7) is not paired with anything; you are only given the one with form B of the verb. Given what you now know about Sinhala, what do you think the corresponding sentence with form A of the verb (and without the \(-tə\) suffix on the subject) would mean?

1a) Mamə kawi kīənəwa.
   I poetry tell-A
   ‘I recite poetry.’

1b) Maṭə kawi kīəwenəwa.
   I poetry tell-B
   ‘I started reciting poetry (despite myself).’

2a) Lamea kataawə ahanəwa.
   child story hear-A
   ‘The child listens to the story.’

2b) Lameaṭa kataawə æhenəwa.
   child story hear-B
   ‘The child hears the story.’

3a) Mamə naṭənəwa.
   I dance-A
   ‘I dance.’

3b) Maṭə naṭənəwa.
   I dance-B
   ‘I dance (I can’t help but do so).’

4a) Mamə untə bāninəwa.
   I them scold-A
   ‘I deliberately scold them.’

4b) Maṭə untə bænenəwa.
   I them scold-B
   ‘I experienced scolding them.’

5a) Hæmə irida ma mamə koləmbə yanəwa.
   every Sunday EMPH I Columbo go-A
   ‘Every Sunday I deliberately go to Colombo.’

5b) Hæmə irida ma maṭə koləmbə yæwenəwa.
   every Sunday EMPH I Columbo go-B
   ‘Every Sunday I experience going to Colombo.’

6a) Malli nitəɾəmə aŋənəwa.
   brother always cries-A
   ‘Brother always cries.’

6b) Malliṭə nitəɾəmə æŋənəwaa.
   brother always cries-B
   ‘Brother always bursts out crying without control.’
7) Apiṭa pansəla peenəwa.
   we temple see-B
   ‘We saw the temple.’

II. Trees. Suppose that you pulled out the following items from your lexicon. I’ve given you the pronunciation for the verb and the preposition.

   \[
   \begin{array}{l}
   \text{called:} \quad [V, uN, uP, \text{past}] \\
   \text{for:} \quad [P, uN] \\
   \text{[N, acc, 3, masc, sg]} \\
   \text{[N, acc, 2, pl]} \\
   \end{array}
   \]

1) Using Merge and/or Adjoin, assemble these into an interpretable structure. Show the structure after each application of Merge or Adjoin, crossing out uninterpretable features as they are checked. You will draw four trees, the last being the biggest one. Note: There are a few different ways you could do this, but the way you provide must satisfy this condition: The word with the [nom] feature must be a specifier. I’ve done one for you, so you can see what it looks like (but note that this wasn’t the only first step you could have taken).

   Step 1.
   \[
   \begin{array}{c}
   \text{PP} \\
   \text{[P, uN]} \\
   \text{for} \\
   \text{[N, acc, 2, pl]} \\
   \end{array}
   \quad \text{Merge P and N}
   \]

2) What is the sentence you just drew a tree for?

3) What other sentence could you have made with these same lexical items (again, with the condition that the word with [nom] be in a specifier position)?

4) In the last tree you drew, what two nodes are complements?

III. Trees again. Follow instructions (1) and (2) for problem II above (not (3) and (4)), but for the following items instead. Hint: It’s harder to think of an appropriate verb for this one. If you do not want to rely on your intuitions, glance at the handout and use the verb from there. For this tree, just as before: The word with the [nom] feature must be a specifier.

   \[
   \begin{array}{l}
   \text{[N, acc, 1, sg]} \\
   \text{[V, uN, uP]} \\
   \text{[N, nom, 3, pl]} \\
   \text{[P, uN]} \\
   \end{array}
   \]