

## 1 Constituents

- (1) They stole a barrel of syrup from Québec.

**Part 1.** Show that *from Québec* is a constituent by creating test sentences using the topicalization and clefting tests.

**Part 2.** Show that *a barrel of syrup from Québec* is a constituent by creating test sentences using the topicalization and clefting tests.

**Part 3.** Show that *a barrel of syrup* is a constituent by creating test sentences using the topicalization and clefting tests.

- (2) Mary heard the rumor that Pat kissed Chris.

**Part 4.** Use the same kind of examples to show that *the rumor that Pat kissed Chris* is a constituent, but that *Chris* seems not to be. Give the test sentences as above and a sentence that says how you reach the conclusion about what is and isn't a constituent.

Now, of course, *of course*, *Chris* is a constituent in (2). So why is it failing the constituency tests? It turns out that the topicalization and clefting test *systematically fail* when trying to test a constituent that is inside a noun phrase (like *the rumor that Pat kissed Chris*, which is ultimately a noun phrase headed by *rumor*). In other words, something about this is incompatible with the *test* and therefore we can't trust its results.

**Part 5.** Back to Québec and syrup. The sentence in (1) is ambiguous in a couple of different ways, having to do with what it is that is *from Québec*. So, it might be that the *syrup* is from Québec, or it might be that *barrel* is from Québec (even if what's inside is, e.g., Portuguese syrup). And it might be that the *stealing* was from Québec—so they might have stolen a Italian barrel filled with Mexican syrup, but (1) could still be true if that barrel were stolen from Québec. Notice that the test sentences you create in parts 1–3 are not quite as ambiguous. Specifically, the sentences in parts 1 and 3 have to mean that the stealing was from Québec (it can't be just the barrel or just the syrup that are québécois), but the sentence in part 2 has to mean that either the syrup or the barrel is from Québec, regardless of where the stealing was from. Speculate briefly about why that might be.

## 2 Sinhala

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.<sup>1</sup>

- (3) a. Mamə kawī kiənəwa.  
I poetry tell-A  
'I recite poetry.'
- b. Maṭə kawī kiənəwa.  
I poetry tell-B  
'I started reciting poetry (despite myself).'
- (4) a. Lamea kataawə ahanəwa.  
child story hear-A  
'The child listens to the story.'
- b. Lameaṭə kataawə əhanəwa.  
child story hear-B  
'The child hears the story.'
- (5) a. Mamə naṭənəwa.  
I dance-A  
'I dance.'
- b. Maṭə naṭənəwa.  
I dance-B  
'I dance (I can't help but do so).'
- (6) a. Mamə untə baninəwa.  
I them scold-A  
'I deliberately scold them.'
- b. Maṭə untə bænenəwa.  
I them scold-B  
'I experienced scolding them.'
- (7) a. Həmə irida mə mamə koləmbə yanəwa.  
every Sunday EMPH I Columbo go-A.  
'Every Sunday I deliberately go to Columbo.'
- b. Həmə irida mə maṭə koləmbə yəennəwa.  
every Sunday EMPH I Columbo go-B.  
'Every Sunday I experience going to Columbo.'

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<sup>1</sup>Based on problem 7.1 from Carnie 2002.

- (8) a. Malli nitərəmə aṅḍəṇəwa.  
brother always cries-A  
'Brother always cries.'
- b. Malliṭə nitərəmə aṅḍəṇəwaa.  
brother always cries-B  
'Brother always bursts out crying without control.'
- (9) Aṗiṭə paṇsələ peenəwa.  
we temple see-B  
'We saw the temple.'

**Part 1.** For each sentence, list the  $\theta$ -roles the verb assigns (both the type of  $\theta$ -role and the argument the  $\theta$ -role is assigned to). I have done the first one for you below as a model. **Notice:** these are paired examples. Read the sentences first, and compare the (a) examples to the corresponding (b) examples. The (a) examples contain a verb in form A, the (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.

- (3a) Agent: mamə  
Theme: kawī

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

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

**Part 4.** Sentence (9) 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 does the corresponding sentence with form A of the verb (and without the  $-ṭə$  suffix on the subject) mean?