

1 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.¹

- (1) a. Mamə kawī kiənəwa.
I poetry tell-A
'I recite poetry.'
b. Maṭə kawī kiəwenəwa.
I poetry tell-B
'I started reciting poetry (despite myself).'
- (2) 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.'
- (3) a. Mamə naṭənəwa.
I dance-A
'I dance.'
b. Maṭə naṭənəwa.
I dance-B
'I dance (I can't help but do so).'
- (4) 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 yəwenəwa.
every Sunday EMPH I Columbo go-B.
'Every Sunday I experience going to Columbo.'
- (5) a. Malli nitərəmə aṇḍənəwa.
brother always cries-A
'Brother always cries.'

¹Based on problem 7.1 from Carnie 2002.

- b. Malliṭə nitərəmə æṅḍənəwaa.
 brother always cries-B
 ‘Brother always bursts out crying without control.’

- (6) Apiṭə pansələ peenəwa.
 we temple see-B
 ‘We saw the temple.’

Part 1. For each sentence, list the θ -roles the verb assigns (both the type of θ -role and the argument the θ -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 θ -roles you use should be drawn from the following list: Agent, Theme, Experiencer, Goal.

- (1a) 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 θ -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 to the sentences with form B verbs. Succinctly, what is the difference between the forms in terms of the θ -roles they assign?

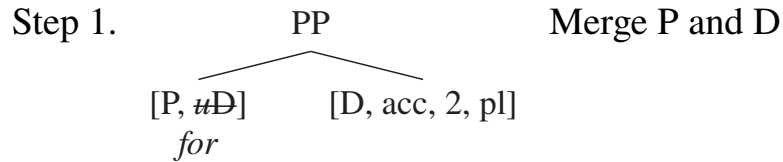
Part 4. Sentence (6) is not paired with anything; you are only given the one with form B of the verb. Given what you now know about Sinhala, what does the corresponding sentence with form A of the verb (and without the $-ṭə$ suffix on the subject) mean?

2 Trees and Merge

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

- [D, acc, 3, masc, sg]
 [D, acc, 2, pl]
called [V, uD, uD, past]
 [D, nom, 1, pl]
for [P, uD]

Part 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.)



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

Part 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)?

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

3 Trees again

Parts 1–2. Repeat parts 1–2 from the previous problem, but for the following lexical 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 for ideas. For this tree, just as before: **The word with the [nom] feature must be a specifier.**

[D, acc, 1, sg] [V, uD, uP]
 [D, nom, 3, pl] [P, uD]