

Afranaph Questionnaire on Clausal Complementation

Version 1.0, January 15, 2012

Mark Baker and Ken Safir, Rutgers University

This questionnaire (which we will call the CCQ) is designed to explore the relationship between predicates and the clausal arguments they are compatible with. It is no surprise to anyone who speaks English that different verbs select different kinds of clauses that they are compatible with. Thus the verbs *want*, *demand*, *hope* and *believe* select different sorts of complements.

- X1a) John wants to eat fish
- b)*?John wants that Mary eat fish
- c)*John wants that Mary eats fish
- d) John wants for Mary to eat fish
- X2a) John demanded to eat fish
- b) John demanded that Mary eat fish
- c)*John demanded that Mary eats fish
- d)?John demanded for Mary to eat fish
- X3a) John hopes to eat fish
- b)*John hopes that Mary eat fish
- c) John hopes that Mary eats fish
- d) John hopes for Mary to eat fish
- X4a)*John believed to eat fish.

Note: Some might accept *Since he believes to be eating fish, don't tell him it's tofu*. The French counterpart of this sentence is acceptable in French.

- b)*John believes that Mary eat fish
- c) John believes that Mary eats fish
- d)*John believes for Mary to eat fish

The complement clauses illustrated in X1-4 are not all the ones that are possible in English, but even for this small set, we can see that each of the verbs illustrated is acceptable only with a different subset of the types of clausal complements. It is not fully understood why the pattern we see in X1-4 is true of English, but to understand better what is at stake for the match between verb type and clausal complement type, we propose to study the patterns that emerge in other languages, where the classes of verbs and their range of meanings are not exactly the same, and the range of clausal types that are available are not quite the same. It is our hope that a greater understanding of the empirical patterns that will emerge will make it possible to formulate a theory that predicts, for a verb of a given meaning, what clausal complements it will take from among those available in the language in question. At this writing, no general theory of this kind exists.

What we ask of you is to translate all of the model sentences provided as best you can and indicate whether the result is acceptable or not in spoken discourse according to the following scale.

- * - Not acceptable.
- ?* - Very marginally acceptable - somehow not totally unacceptable, but you would probably never say it.
- ?? - Very odd, though you might hear it or even catch yourself saying it.
- ? - Not fully acceptable, perhaps a little odd sounding, but you would not reject it.

OK - Natural in spoken discourse.

Please feel free to offer comments as to whether or not the sentence would be fully acceptable or less odd in a slightly different environment or with a slightly different complement, as in the case of X4a, which can sound much more acceptable to some with a progressive infinitive complement. Also, please do provide alternative translations for a sentence if more than one seems equally appropriate to you. It is also possible that several verbs that take clausal complements in English all have the same translation in your language. Even if that is the case, we still need the translation for each of the model sentences. Once you have gone through the questionnaire once and have identified the major complement types in your language, it would be a good idea to check through again and see if there are other pairs of verbs on this list and complement types that are also good. Also, please keep in mind that we also want translations of sentences that are unacceptable – Please don't just respond that the sentence is unacceptable without the translation. Just render the sentence as best you can, or explain to us why you find the translation difficult, e.g., if you can think of no construction in the language that is quite syntactically parallel in the language, or if no construction you can think of can represent the meaning appropriately, or if the sentence is hard to judge because there are cultural assumptions that would render the sentence bizarre, taboo, or otherwise unusual.

For each set of examples (a-x) in the CCQ that have the same main verb, try to use the same verb in your language if it is appropriate to do so, but if the verb must change in the context given in order to render the meaning, please use the verb in your language that most closely renders the translation and comment why it is necessary to do so.

At points in the CCQ, the main verb is in the passive voice. Even if you have no passive affix or construction in your language, please render the meaning as best you can for model sentences in the passive voice wherever possible, since passive voice is usually not the only factor we are testing for.

For each translated sentence we ask that you provide four lines of information. The first line should be a rendering in the practical orthography for the language if there is one, or a loose phonetic rendering if there is no practical rendering of the way the sentence is spoken or would be written down. If your language has a Latinized rendering, please use it; we are intentionally avoiding language specific orthographies, such as Amharic's. The second line is a morpheme breakdown, indicating morpheme breaks with a dash (-) and word breaks with a space. Do not use '+' for morpheme boundaries. For glosses, use our glossing conventions which are available on our site, but there should be a matching gloss for every morpheme on the morpheme breakdown line, and when a single morpheme needs more than one gloss, use a period in the gloss, e.g., SM.c1 (subject marker class one).

X5) Yòháná èsíngàngá ómwèèné
Yòháná a-ì-síng-àng-á ó-mù-èèné
Yohana SM.c1-RFM-wash-HAB-FV c1-c1-own
John washes himself.

For the morpheme breakdown and the gloss we are very much relying on your linguistic expertise in a way that we could not do if we were asking for information from a naive speaker. This is only one of the ways in which your training and linguistic judgment is crucial to what we ask of you.

The questionnaire has three parts. In the first part we will focus on eliciting the range of complement types as they match with verbs that you will translate into your language. The second part explores the internal structure of clauses, particularly of complement clauses.

In the third part, we examine some of the semantic properties of the verbs that you have used in the first part by inference tests, which are explained in that section.

Part 1A - Sentence translation

The task for all of Part 1 is to translate the elicitation sentence examples as best you can. Please be sure to comment whenever a translation must be adjusted to accommodate the way it must be said in your language.

Specify the language into which you are translating here: __ Fe’efe’e _____

The Fe’efe’e alphabet follows the prescriptions of the General Alphabet of Cameroonian Languages (GACL) (see Tadadjeu & Sadembouo 1984). Therefore, the following correspondences will be considered as represented in the following table.

Phonetic representation	Orthographic representation
ɒɒ	ɑ
ɔ	ɑ
ɛ, e	e
ɣ	gh
tʃ	c
ʃ	sh
ʔ	'
dʒ	j

The low tone is not marked. Syllabic nasals bear a mid tone.

Ok A1a) Nsienkēn fhū-ndēn má Fūngwe’ kəlōō ləhsì.

Nsienkēn fhū-ndēn má Fūngwe’ kɑ-lōō ləhsì.

Press PST1-say that president PST2-ask apology

“The press has claimed that the president demanded an apology.”

Ok b) Ntieŋɑ’ni kəlén má á zhī pɑ’ yāā.

ø-ntieŋɑ’ni kɑ-lén má á zhī pɑ’ yāā.

C1-secretary PST2-say that he know answer it

“The secretary claimed to know the answer.”

OK c) Payiinsōk kəlēn má Ndǎtu zhī pɑ’ yāā.

Pɑ-yiinsōk kɑ-lēn má Ndǎtu zhī pɑ’ yāā.

C2-spy PST2-say that Ndǎtu know

“Spies claimed Bill to know the answer. (* or ?* in English)”

Ok A2a) Pansōk lēn má Fū intē'si yi nshα'.

Pα-nsōk ø-lēn má Fū i-ntē'si yi nshα'.
C2-reporter PRS-say that president FUT0-claim his rights
“The reporters say that the president will claim his rights.”

*b) Pēnē kalén lah nḡén ndūā ntē.

Pēnē kα-lén lah nḡén ndūā ntē.
Pēnē PST2-say to go house market
“Pēnē said to go to the store.”

* c) Pēnē kalén mbí pah lah nḡén ndūā ntē.

Pēnē kα-lén mbí pah lah nḡén ndūā ntē
Pēnē PST2-say for us to go house market
“Pēnē said for us to go to the store.”

Ok d) Pēnē kalén má yáá pe' má pah ghén ndūā ntē.

Pēnē kα-lén má yáá pe' má pah ghén ndūā ntē
Pēnē PST2-say that it good that we go house market
“Pēnē said that we [should] go to the store.”

Note: (A2d) is not acceptable in English without *should*.

OK A3a) Fū kapén má ā labá síekα' ca'si.

Fū kα-pén má ā lα-bá síekα' ca'si.
President PST2-confess that he PST3-be present ceremony
“The president confessed that he had seen the ceremony.”

Ok b) Fū kapēn má a layú' yátshu lá.

Fū kα-pēn má a lα-yú' yátshu lá.
President PST2-admit that he PST2-hear speech ADV
“The president admitted that he had heard the speech.”

Ok c) Pǎh iḡdēn má Tuāni kapén nusipē' mǐ.

Pǎh i-ḡdēn má Tuāni kα-pén nusipē' mǐ
We FUT0-say that Tuāni PST2-confess sins her
“We will say that Alice confessed her sins.”

Ok A4a) Nkē nkwá' má ndoho nkōsī lah mbiāā pōō mbāā.

Nkē ø-nkwá' má ndoho ø-nkōsī lah mbiāā pα-ōō mbāā

Baboon PRS-think that rocks PRS-help to prevent C2-children their

“The baboons believe that the rocks prevent predators from attacking the young.”

Ok b) Nsāk mα mbiāā má fufα iñkōsī lah nkē máā nsāk lah mfāt pōō mbāā.

N-sāk mα-mbiāā má fufα i-nkōsī lah nkē máā n-sāk lah mfāt pα-ōō mbāā.

C4-bird be-wait that thorn FUT0-help to prevent bigger birds to eat C2-children their

“The birds expect that the thorns will stop bigger birds from eating their young.”

Ok c) Ncákngā' ñdēn má fñ ndom nū.

Ncákngā' ñdēn má fñ ndom nū.

Scientists consider that benefice on snake

“The scientists consider snakes to be beneficial.”

Ok d) Mvāā máhsī má mēngoondóm nkwe' wúsα zǐ.

Mvāā máhsī má mēngoondóm nkwe' wúsα zǐ.

dog suspect that cat want toy his

“The dog suspects that the cat wants its toy.”

Ok e) Nsá' kayú' má Lóni kαkú'sí lah mǎfá' mǎfá'.

Nsá' kα-yú' má Lóni kα-kú'sí lah mǎfá' mǎfá'.

Boss PST2-understand that Lóni PST2-be capable to work work

“The boss understood that Bill was capable of doing the work.”

Ok f) Ghǎñwǎ'ni kayí' má pǎ'te'sínu iñcāk zhínū sáhwū.

Ghǎñwǎ'ni kα-yí' má pǎ'te'sínu i-ñcāk zhínū sáhwū

Student PST1-see that answer FUT0-require knowledge maths

“The student saw that the answer would require math skills.”

? g) Ghǎñwǎ'ni lαzhī má nsiesi yāā ntíé yαα sibāsīē.

Ghǎñwǎ'ni lα-zhī má nsiesi yāā ntíé yαα sibāsīē

Student PST2-know that teacher their write their absence

“The students know that their teacher keeps a record of their absences.”

Ok h) Nsienken kapí má Fū lαzhí nga'sua.

Nsienken kα-pí má Fū lα-zhí nga'sua

Newspaper PST2-reveal that president PST2-know actress

“The newspapers have revealed that the president knew the actress.”

Ok A5a) Lómū kalén mbí pāmā' má pō ghū pα-ōō zā wúzā.

Lómū kα-lén mbí pα-mfā' má pō ghū pα-ōō zā wúzā.

Lómū PST2-ask to C2-servant that they do C2-child eat food

“Lómū asked the servants to make the children eat.”

ok b) Lómū fhūnté'sí pāmā' mbūā pá' pō ghū tā nshī lálóm nthī sasua lá.

Lómū fhū-nté'sí pα-mfā' mbūā pá' pō ghū tā nshī lálóm nthī sasua lá.

Lómū PST1-ask C2-sevant manner as they do until water NEG-boil for long ADV

“Lómū has asked the servants how to stop the water from boiling too long.

Ok c) Lómū fhānté'sí pāmfā' ntié' pō imfák zhínū pānkánjízα' ná mbāánzā lá.

Lómū fhā-nté'sí pā-mfā' ntié' pō i-mfák zhínū pā-nkáánjízα' ná mbāánzā lá.

Lómū PST1-ask C2-servant when they FUT0-draw intelligence C2-tourist on weather ADV

“Lómū asked the servants when they would warn the tourists about the weather.”

Ok d) Lómū māndēn má pōōmbā' ghě njá'nū zǎ' ca.

Lómū mā-ndēn má pā-ōōmbā' ghě njá'nū zǎ' ca'si.

Lómū PROG-asking that C2-men say few words place ceremony

“Lómū is asking that the boys say a few words at the ceremony.”

Ok A6a) Lómū iñdēn mbí mānzhiē lá má á ghě pōōnkāzā zā wúzā.

Lómū i-ñdēn mbí mā-ñnzhiē lá má á ghě pā-ōōnkāzā zā wúzā.

Lómū FUT0-tell to C2-woman the that she make C2-child eat C3-food

“Lómū will tell the women to make the children eat.”

Ok b) Lómū fhāndá'sí mānzhiē lá mbā lah nḡē nshi pá' mfi nthi sαsα.

Lómū fhā-ndá'sí mā-ñnzhiē lá mbā lah nḡē nshi pá' mfi nthi sαsα.

Lómū PST1-show C2-woman ADV how to make water not boil too long

“Lómū has told the women how to stop the water from boiling too long.”

c) Lómū māñsōk mānzhiē lá ntié' ǎ iñsōk pānjízα' nú ná mbāánzā lá.

Lómū mā-ñsōk mā-ñnzhiē lá ntié' ǎ i-ñsōk pā-njízα' nú ná mbāánzā lá

Lómū PROG-tell C1-woman the when she FUT0-warn C2-tourist thing on wheather ADV

Lómū is telling the women when she would warn the tourists about the weather.

d) Lómū told the women that one of them should say a few words at the ceremony.

Ok A7a) Pēnē kāfáá pōōmbā' má Tūko lakwé' ḡwα'ni lá.

Pēnē kā-fáá pā-ōōmbā' má Tūko lα-kwé' ḡwα'ni lá

Pēnē PST2-persuade C2-boy that Tūlo PST2-like book ADV

“Pēnē persuaded the boys that Bill liked the book.”

b) Pēnē kāpáásí pōōmbā' má pō yī ca'si.

Pēnē kā-páásí pā-ōōmbā' má pō yī ca'si

Pēnē PST2-persuade C2-boy that they see ceremony

“Pēnē persuaded the boys to watch the ceremony.”

Ok A8a) Pəh kəpén mbí pōōmbá' má pǎh iñkō' nkoō nənā.

Pəh kə-pén mbí pə-ōōmbá' má pǎh i-ñkō' nkoō nənā.

We PST2-promise to C2-boy that we FUT0-yell back donkey

“We promised the boys that we would yell at the donkeys.”

Ok b) Pōōmbá' kəpén lah ñkō' nkoō nənā.

Pə-ōōmbá' kə-pén lah ñkō' nkoō nənā

C2-boy PST-promise to yell back donkey

“We promised the boys to yell at the donkeys.”

Ok A9a) Pōōmbā' kəlén má pəh yī yāā mvak pó mǎñtām mbo'ñkhə lá.

Pə-ōōmbā' kə-lén má pəh yī yāā mvak pó mǎ-ñtām mbo'ñkhə lá

C2-boy PST2-say that we see them how them PROG-play football ADV

“The boys demanded that we watch them playing.”

OK b) Pōōmbā' katé'sí lah ñjī yōh mvak pǎh mǎñtām mbo'ñkhə lá.

Pə-ōōmbā' kə-té'sí lah ñjī yōh mvak pǎh mǎ-ñtām mbo'ñkhə lá

C2-boy PST2-ask to see us how we PROG-play football ADV

“The boys demanded to watch us playing.”

OK A10a) Nsǎ' kasí'sí má pəh sō ntúndhī bê le.

Nsǎ' kə-sí'sí má pəh sō ntúndhī bê le

Boss PST2-resuire that we wear shirts these ADV

“The boss requires that we wear these shirts.”

OK b) Nsǎ' sí'si má pəh sō ntúndhī bê le.

Nsǎ' sí'si má pəh sō ntúndhī bê le

Boss require that we wear shirts these ADV

“The boss requires us to wear these shirts.”

Ok A11a) Nzhwiē yōh ñcāk má pəh tēn lah nū ndəpə'.

N-zhwiē yōh ñcāk má pəh tēn lah nū ndəpə'.

C1-woman our prefer that we stop to drink cigarette

“Our wives prefer that we stop smoking.”

Ok b) Nzhwiē yōh iñcāk zhi mbí pǎh lah nū ndαpα' nǎh ñgén mǎ mbhi.
N-zhwiē yōh i-ñcāk zhi mbí pǎh lah nū ndαpα' nǎh ñgén mǎ mbhi
C2-woman our FUT0-look way to us to drink cigarette for go that ahead
“Our wives would prefer for us to continue smoking.”

OK c) Nzhwiē yōh iñcāk lah nū ndαpα' si' nū.
N-zhwiē yōh i-ñcāk lah nū ndαpα' si' nū.
C1-woman our FUT0-prefer for drink cigarette still drink
“Our wives would prefer to keep smoking.”

OK A12a) Pǎh imbiāā má ngá'ka' nǎā pōōmbá' zǎ wúzǎ.
Pǎh i-mbiāā má ngá'ka' nǎā pα-ōōmbá' zǎ wúzǎ.
We FUT0-wait that nurses let C2-boy eat food
“We will hope that the nurses will let the boys eat.”

OK b) Pǎh kapíāā má Siāni tōm ntūmbhi.
Pǎh ka-píāā má Siāni tōm ntūmbhi
We PST2-wait that Siāni get out first
“We hoped for Mary to be the winner.”

? c) Pǎh ñkwā'sī lah njī Siāni zǎ.
Pǎh ñkwā'sī lah njī Siāni zǎ
We hope to see Siāni win
“We hope to see Mary win.”

Ok A13a) Pǎh nkwe' má mēn yōh zǎ.
Pǎh nkwe' má mǎ-ēn yōh zǎ
We want that C2-son our win
“We want that our son be the winner. (?? in English)”

Ok b) Pǎh kwe' má pangen nǎá pōō mbāā ghá sǎα.
Pǎh kwe' má pα-ngen nǎá pα-ōō mbāā ghá sǎα
We want that C2-visitor let C2-child their make play
“We want the visitors to let their children play.”

Ok c) Pǎh kwe' lah nǎdǎ'sí yoh pǎpǎ' mbí pǎngen.
Pǎh kwe' lah nǎdǎ'sí yoh pǎpǎ' mbí pǎ-ngen
We want to show our good to C2-visitor
“We want to show our goods to the visitors.”

?d) Tǔko nǎcǎk lah nǎjǎisí nǎ nam tǎā nkǎndak.
Tǔko nǎcǎk lah nǎjǎisí nǎ nam tǎā nkǎndak
Tǔko want to meet at hour three o'clock
“John wants to meet at three o'clock.”

This sentence sounds a little bit awkward in that Tǔko is expected to meet with somebody. He cannot meet alone. That is, from the semantic point of view, he sentence is not acceptable unless pronounced or articulated by a neo-learner of the language.

Note: For (A13b) try to preserve the meaning of ‘to meet at three o'clock’ as best you can in the translation

Ok A14a) Pǎh i-nǎdǎ'sí pǎngen má nkē mǎbōh nǎ'ñǎ.
Pǎh i-nǎdǎ'sí pǎ-ngen má nkē mǎbōh nǎ'ñǎ.
We FUT0-show C2-visitor that baboon fear hyena
“We will show the visitors that the baboons fear the hyenas.”

Ok b) Pō lǎlǎ'sí pǎngen má nkē kǎ'kwé' nǎ'ñǎ.
Pō lǎ-lǎ'sí pǎ-ngen má nkē kǎ'-kwé' nǎ'ñǎ
They PST2-show C2-visitor that baboon NEG-like hyena
“The visitors were shown that the baboons do not like the hyenas.”

Ok A15a) Pǎh i-nǎdǎ'sí pǎngen má nkē mǎbōh nǎ'ñǎ.
Pǎh i-nǎdǎ'sí pǎ-ngen má nkē mǎbōh nǎ'ñǎ.
We FUT0-show C2-visitor that baboon be afraid hyena
“We will prove to the visitors that the baboons are worried about the hyenas.”

Ok b) Pō lǎsǎié pǎngēn má nǎ'ñǎ pǎ nkē.
Pō lǎ-sǎié pǎ-ngēn má nǎ'ñǎ pǎ nkē.
They PST2-prove C2-visitor that hyena hate baboon
“The visitors were proved (to) that the hyenas hate the baboons. (* in English)”

A16a)

The evidence suggests (to me) that the students are willing to work hard.

Ok b) Pō lalén mbu á má pō sī mānkóm nga'tēnā mā nehē bā.
Pō lα-lén mbu ā má pō sī mα-nkóm nga'tēnā mā nehē bα.
They PST2-suggest to me that they NEG be-accuse prisoner for nothing NEG
“It has been suggested (to me) that the prisoner is guilty.”

OK A17a) Ngóámāntē' kαŋā lah nkwēn ncó'thē.

Ngóámāntē' kα-ŋā lah nkwēn ncó'thē.

Giraffe PST2-try to reach treetops

“The giraffe tried to reach the treetops.”

* b) Siāni kαŋāá mbí mēn I lah n̄sōh ntámndūā i.

Siāni kα-ŋāá mbí mα-ēn i lah n̄sōh ntámndūā i

Siāni PST2-try for C1-son her to clean room his

“Mary tried for her son to clean his room. (* in English).”

Ok c) Siāni kαŋā lah n̄gū mēn i sōh ntámndūā i.

Siāni kα-ŋā lah n̄gū mα-ēn i sōh ntámndūā i

Siāni PST2-try to make C2-son her clean room his

“Mary tried to get her son to clean his room.”

Ok A18a) Nkē kα si kú'sí lah n̄tī mén i.

Nkē kα-si -kú'sí lah n̄tī mα-én i

Baboon PST2-NEG-be able to feed C1-child her

“The baboon failed/neglected to feed her child.”

OK b) Mαshij kαŋā lah n̄hā mbe' pα'.

Mαshij kα-ŋā lah n̄hā mbe' pα'.

Machine PST2-try to give good answer

“The machine managed to predict the right answer.”

Ok c) Patēnā ghā lah n̄sōk pambīāā má pō cwī' yāā wúzā.

Pα-tēnā ghā lah n̄sōk pα-mbīāā má pō cwī' yāā wúzā

C2-prisoner need to convince C2-guard that they add their food

“The prisoners need to convince the guards to give them more food.”

Ok d) Pankómbhi káláh fɛɑ' lah n̄kám pāpē.

Pɑ-nkómbhi kɑ-láh fɛɑ' lah n̄kám pāpē.

C2-leader PST2-take measure to attack ennemy

“The leaders decided to attack the enemy.”

Ok e) Yáá n̄cāk má pō yóó mbē tá pangen sá'.

Yáá n̄cāk má pō yóó mbē tá pangen sá'.

It need that they clean house before prisoner come

“The house needs to be clean before the guests come.”

Ok f) Pǎh imbā mɑ n̄āā nā yāā lah lo ntie' yi pangēn imbā mɑnshua nzā njǎhnam lá.

Pǎh imbā mɑ n̄āā nā yāā lah lo ntie' yi pangēn imbā mɑnshua nzā njǎhnam lá.

We will prepare to leave when the guests have eaten dinner.

Ok g) Pǎh m̄má' kwa' lah n̄cak nkāā ná zǎ'mfɑ'.

Pǎh m̄-má' kwa' lah n̄cak nkāā ná zǎ'mfɑ'

We PROG-throw though to look for money for company

“We plan to succeed in making money for company.”

?A19a) Ns̄ kɑfōh pɑ' pō kwě' lah ngén kǒngofāt lá.

N-s̄ kɑ-fōh pɑ' pō kwě' lah ngén kǒngofāt lá.

C6-elephant PST2-seem as they like to go cornfield ADV

“The elephant seemed to like to go to the cornfield.”

Ok b) Sák m̄fōh pɑ' fh̄-m̄fāt nzhwiazu lá.

Sák m̄fōh pɑ' fh̄-m̄fāt nzhwiazu lá

Bird appear as PST1-eat seeds ADV

“A bird appears to have eaten the seeds.”

Ok c) Nsák mɑñdách pɑ' zhwie nzhiazū yāt ndǒm pó lá.

N-sák mɑ-ñdách pɑ' zhwie nzhiazū yāt ndǒm pó lá

C6-bird be-look as hungry seeds again on them ADV

“The birds are likely to want more seeds.”

Ok d) Pōōmbā' lá gh̄ lah n̄cī n̄.

Pα-ōōmbā' lǎ ghǎ lah n̄cī n̄
C2-boy ADV ought to feed cattle
“The boys ought to feed the cattle.”

?* e) Mbǎk zhí ndindē má ǎ i-m̄bōp n̄α.
Mbǎk zhí ndindē má ǎ i-m̄bōp n̄α
rain know really that it FUT0-ruin crops
“The rain is certain to ruin the crops.”

Ok f) Mbak kǎtó' lah m̄bōp n̄α.
Mbak kǎtó' lah m̄bōp n̄α.
rain PST2-begin ruin crop
“The rain began to ruin the crops.”

Ok g) Ngǎ'nkǎmndēā yōh kǎzhíé tǎ' sh̄αyǎ' n̄tie ηwǎ'ni.
Ngǎ'nkǎmndēā yōh kǎzhíé tǎ' sh̄αyǎ' n̄tieηwǎ'ni
Neighbor our PST2-become one famous writer
“Our neighbor turned out to be a famous writer.”
Although the sentence is correct, the meaning of the sentence in Fe'efe'e does not convey the exact meaning as indicated in the brackets below. In order to have exactly the meaning as indicated in the brackets, we would have the translation in (g').

Ok g) Pǎh kǎyú' má Ngǎ'nkǎmndēā yōh kǎzhíé tǎ' sh̄αyǎ' n̄tieηwǎ'ni.
Pǎh kǎ-yú' má Ngǎ'nkǎmndēā yōh kǎ-zhíé tǎ' sh̄αyǎ' n̄tieηwǎ'ni.
We PST2-hear that neighbour our PST2-become one famous writer
“Our neighbor turned out to be a famous writer.”

(I.e., we learned of his fame sometime after we had met him)

Ok A20a) Tǔko lǎzhí ndíndē má pō cwēh mōh.
Tǔko lǎ-zhí ndíndē má pō cwēh mōh
Tǔko PST2-know really that they cut light
“John was certain that the lights were out.”

OK b) Pō injīi má m̄bōsī có nca'.
Pō i-ñjīi má m̄bōsī có nca'
They FUT0-appear that defendant fall palaver

“It will appear that the defendant is guilty. (Even if he is not)”

Ok c) Yáá mǎmfōh pǎ' pōōmbá' ingén nǚ' mbie lá.

Yáá mǎ-mfōh pǎ' pǎ-ōōmbá' i-ngén nǚ' mbie lá.

It be-look like as C2-boy FUT0-go catch fish ADV

“It is likely that the boys will go fishing.”

OK d) Mǒ'ntie' mǎ pōōmbá' iṅgén lǚ' mbie.

Mǒ'ntie' mǎ pǎ-ōōmbá' i-ṅgén lǚ' mbie

Be probable that C2-boy FUT0-go catch fish

“It is probable that the boys will go fishing. (I.e., it is more likely than not).”

Ok e) Yáá ndíndē mǎ njamndak ndōm nshǎ́ yimó' zǎ'.

Yáá ndíndē mǎ njamndak ndōm nshǎ́ yimó' zǎ'

It is true that south hot more other place

“It is true that the south is warmer.” (This requires the taking into account of the context or the reader to be able to catch what the south is compared to.)”

Ok f) Yáá pe' mǎ Siāni zǎ.

Yáá pe' mǎ Siāni zǎ.

It good that Siāni win

“It is good that Mary is the winner.”

OK g) Yáá lēh mǎ pōōmbá' mǎngǔ tā pōōnkhǎ́ zǎ kwele'.

Yáá lēh mǎ pǎ-ōōmbá' mǎ ngǔ tā pōōnkhǎ́ zǎ kwele'

It clear that C2-boy AUX make that C2-child eat plantain

“It is clear that the boys made the children eat the plantains.”

OK h) Nthá á lōh mǎ ca'si mvak nkweepǔ iṅzhī ndíndē lá.

Nthá á lōh mǎ ca'si mvak nkweepǔ i-ṅzhī ndíndē lá

Mind mine full with happiness because everyone FUT0-know truth ADV

“I am happy that everyone will know the truth.”

OK A21a) Pǎh kǎkē lah ṅsōh ndǎ'.

Pαh ka-kē lah n̄sōh ø-ndā'

We PST2resist to wash C3-car

“We resisted washing the car.”

Ok b) Pōōnkhāā mēh lah n̄sōh ndā'.

Pα-ōōnkhāā mēh lah n̄sōh ndā'.

C2-child P0-finish to wash car

“The children have finished washing the car.”

Ok c) Pǎh kafák nū ná lah nkwē nsíésī tǎ' nsiesi.

Pǎh ka-fák nū ná lah nkwē nsíésī tǎ' nsiesi

We PST2-discuss thing on for together teach one course

“We discussed teaching a course together.”

Ok d) Pānkāmdūā kapē nā yαα lah n̄gǎ nū mbí pα ηwátlǎ' sīshαα'.

Pānkāmdūā ka-pē nā yαα lah n̄gǎ nū mbí pαηwátlǎ'.

Neighbour PST2-avoid body their to speak thing to C2-police

“The neighbors avoided talking to the police.”

Ok A22a) Hána' kazhí nū pū' má pōōnkhāā i-nzhī pǎ' yāā.

Hána' ka-zhí nū pū' má pα-ōōnkhāā i-nzhī pǎ' yāā

Hána' PST2-know thing paquet that C2-child FUT0-know answer it

“Hána' guessed that the children would know the answer.”

Ok b) Hána' kamáhsí tα nzhī ntié' pōōnkhāā i-ndá'sí ηwα'ni mbí nsiesi lá.

Hána' ka-máhsí tα nzhī ntié' pα-ōōnkhāā i-ndá'sí ηwα'ni mbí nsiesi lá

Hána' PST2-think until know when C2-child FUT0-show book to teacher ADV

“Hána' guessed when the children would show the book to the teacher.”

Ok c) Hána' kamáhsí tα nzhī má pōōnkhāā zhí.

Hána' ka-máhsí tα nzhī má pα-ōōnkhāā zhí.

Hána' PST2-think until know that C2-child know

“Hána' guessed what the children knew.”

Ok A23a) Pōōmbā' kazhí má Hána' i-nzhī pǎ' yāā.

Pα-ōōmbā' ka-zhí má Hána' i-nzhī pǎ' yāā.

C2-boy PST2-know that Hána' FUT0-know answer it
“The boys knew that Alice would know the answer.”

OK b) Pōōmbā' kαzhí ntie' Hána' iñsōk nũ mbí Fē lá.

Pα-ōōmbā' kα-zhí ntie' Hána' i-ñsōk nũ mbí Fē lá.

C2-boy PST2-know when Hána' FUT0-tell story to president ADV

“The boys knew when Alice would tell the story to the president.”

OK c) Hána' lαzhī pα' yi pōōnkħā lα bā kámēhsi lá.

Hána' lα-zhí pα' yi pα-ōōnkħā lα bā ká-mēhsi lá.

Hána' PST2-know answer that C2-child would be PST2-think ADV

“Alice knew which answers the children would be able to guess.”

OK A24a) N kayíí má nsī māñtōm ndóm Siāni.

N kα-yíí má nsī mā-ñtōm ndóm Siāni

I PST2-see that blood be-come out on Siāni

“I saw that Mary was bleeding.”

Ok b) N kayíí loh mā yáá māñfī' ndom kwē'.

N kα-yíí loh mā yáá mā-ñfī' ndom kwē'.

I PST2-see rock which it be-roll on hill

“I saw the rock roll(ing) down the hill.”

OK c) Pō kayíí loh mā yáá māñfī' ndom kwē'.

Pō kα-yíí loh mā yáá mā-ñfī' ndom kwē'.

they PST2-see rock which it be-roll on hill

“The rock was seen rolling down the hill.”

OK A25a) Ngǎ yú' má ghǎ'ñwα'ní ñcá'sī ntie' yi mfα' máá ñtōk yāā lá.

Ngǎ yú' má ghǎ'ñwα'ní ñcá'sī yē ntie' mfα' máá ñtōk yāā lá.

I hear that students be-happy much when homework their be interesting them ADV

“I hear that students are happier when their homework is interesting.”

Ok b) N kayú' mā shí mñshū ná pōm.

N kα-yú' mā shí mñ-shū ná pōm

I PST2-hear be-water PROG-drip on faucet

“I heard water drip(ping) from the faucet.”

* c) Nshi mə pō ləyú’ məñshē ná pōm.

Nshi mə pō lə-yú’ məñshē ná pōm

Water be they PST2-hear PROG-drip on faucet

“The water was heard dripping from the faucet.”

(The example is ? for many English speakers, but with just *drip*, it is * for most, but many accept it with *to drip*. If there are variations of this kind in your language, please add commentary and illustrative examples)

OK A26a) Yáá məñnák nā a má yáá ñcā mā Siāni lōō ləhsi.

Yáá məñnák nā a má yáá ñcā má Siāni lōō ləhsi

It PROG-walk on me that it search that Siāni ask for pardon

“I felt that Mary should have apologized.”

Ok b) N kəyū’ mə ñcək mā mə nshīé’sī.

N kə-yū’ mə ñcək mā mə nshīé’sī.

I PST2-hear that muscles mine are relax

“I felt my muscles relax(ing).”

Ok c) Njam tō pō lə-sō ndōm nga’ghōō lá, ñcək mǐ ləshíé’sī.

Njam tō pō lə-sō ndōm nga’ghōō lá, ñcək mǐ lə-shíé’sī

After injection they PST2-inject on patient ADV, muscles his PST2-relax

“After the injection, the patient’s muscles were felt relaxing.”

Note: (A26c) is ? for many English speakers, but with just *relax*, it is * for most, but many accept it with *to relax*. If there are variations of this kind in your language, please add commentary and illustrative examples)

?*A27a) Cwe’ má Tūko kəcō nca’ kəshé pə.

Cwe’ má Tūko kə-cō nca’ kə-shé pə

News that Tūko PST2-fall palaver PST2-surpass people

“The news that John was guilty was surprising.”

OK b) Lah zhī má a kəghé Siāni yū’ sipe’ kəghátsī ī.

Lah zhī má a kα-ghá Siāni yū' sipe' kα-ghätsī ī
To know that he PST2-make Siāni hear bad PST2-bother him
“The knowledge that he had made Mary uncomfortable bothered him.”

OK c) Pāncákngǎ' ghě lah mbēn má nu pō lαpʰ lá lα si bā ndīndē.
Pāncákngǎ' ghě lah mbēn má nu pō lα-pʰ lá lα-si-bā ndīndē
Scientists have to accept that thing they PST2-reveal then PST2-NEG-be true
“The scientists had to accept the fact their prediction was wrong.”

Ok d) Mvak pō lasie má Siāni zǎ mā lαghē Tūko sǎ' cōh.
Mvak pō lα-sie má Siāni zǎ mā lα-ghē Tūko sǎ' cōh
As they PST2-announce that Siāni pregnant which PST2-make Tūko come late
“Mary’s announcement that she was pregnant was the reason that John was late.”

Ok e) Yáá ghə' lah mbēn mvak pō lālēn má sǎwen kα'zhinū ná shǎnu lá.
Yáá ghə' lah mbēn mvak pō lα-lēn má sǎwen kα'zhinū ná shǎnu lá.
It difficult to believe as they PST2-say that nobody NEG knowledge on scandal ADV
“The claim that no one knew about the scandal is difficult to believe.”

Ok f) Ndə' wū pǎ' yāā ghē wen ghě yāā le pəpe' lá má lah mbōh nca'.
Ndə' wū pǎ' yāā ghē wen ghě yāā le pəpe' lá má lah mbōh nca'.
Only think which it do someone do it ADV properly ADV is to avoid lawsuit
“The only reason to do this properly is so that we can avoid a lawsuit.”

OK g) Tūko mā lānīαα mbúá lah mbēā' ndēā lah ndó' nkāā.
Tūko mā lα-nīαα mbúá lah mbēā' ndēā lah ndó' nkāā.
Tūko who PST2-arrange manner to brake room for keep money
“Tūko was the one who proposed the plan to rob the bank.”

OK h) Tūko kalīi mbā' Énga' kayīi lá.
Tūko kα-līi mbā' Énga' kα-yīi lá.
Tūko PST2-see man Énga' PST2-see ADV
“John rewarded the man who Bill saw.”

OK A28a) Ndúá'ngāā mǎmbōh má túfhū yāā iñkō fūngwe'.

Ndúá'ngāā mǎ-mbōh má túfhū yāā i-ñkō fūngwe'

Soldier are-afraid that shame their FUT0-feel president

“The soldiers are afraid that the president will be ashamed of them.”

Ok b) Ndúá'ngāā mǎmbōh lah mbēn mā pō kakhūā.

Ndúá'ngāā mǎ-mbōh lah mbēn má pō kǎ-khūā

Soldiers are-afraid to accept that they PST2-run

“The soldiers are afraid to admit that they ran.”

OK A29a) Cleopatra mǎncēh mvak a kǎkō ntá' Ceasar lá.

Cleopatra mǎ-ncēh mvak a kǎ-kō ntá' Ceasar lá.

Cleopatra be-rerget reason he PST2-take position Ceasar ADV

“Cleopatra regrets that she trusted Caesar.”

OK b) Cleopatra kacēh mvak a kǎ-sōk Caesar ncāncā nken lá.

Cleopatra kǎ-cēh mvak a kǎsōk Caesar ncāncā nken lá.

Cleopatra PST2-regret how he PST2-tell Caesar bad news ADV

“Cleopatra regretted to tell Caesar the bad news. (?? for many English speakers).”

OK A30a) Mēngōōndóm ñkwé' má ndi i bāñhā ī si' mbé' zū lah ñzā.

Mēngōōndóm ñkwé' má ndi i bā-ñhā ī si' mbé' zū lah ñzā

Cat like that master his ASP-give him same good things to eat

“The cat liked (it) that his master always gave him treats to eat.”

OK b) Mēngōōndóm ñkwé' lah ñzā mbě' zu.

Mēngōōndóm ñkwé' lah ñzā mbě' zu

Cat like to eat good things

“The cat liked to eat treats.”

OK c) Mēngōōndóm kwé' má ndi i kō'si ī.

Mēngōōndóm kwe' má ndi i kō'si ī.

Cat like that master his pet him

“The cat likes (for) his master to pet him.”

Ok A31a) Pōh maṁbōh má mǝ' ntié' paŋwátlá' la-pēn nhē māā.
 Pōh maṁbōh má mǝ'ntié' pa-ŋwátlá' la-pēn nhē māā.
 We be-afraid that perhaps c2-police NEG-accept mistake their
 “We fear that the police do not regret their mistake.”

Ok b) Paŋkhaalǎ' maṁbōh lah ntūā nshu pí pá-ŋken.
 Pa-nkhaalǎ' ma-ṁbōh lah ntūā nshu pí pá-ŋken
 c2-refugee be-afraid to pause mouth with c2-press
 “Refugees fear to speak to the press. (* in English)”

Ok A32a) Túfhū maṁkō yōh mvak pah ka si kōsī pōōŋkhūā lah nshūā lá.
 Túfhū ma-ṁkō yōh mvak pah ka-si-kōsī pa-ōōŋkhūā lah nshūā lá.
 Shame be-feel us reason we PST2-NEG-help c2-child to leave ADV
 “We are ashamed that we did not help the children to leave.”

Ok b) Túfhū la-kó ntâ'ntē lah ŋgō nū mbí paŋjwénzu zǐ.
 Túfhū la-kó ntâ'ntē lah ŋgō nū mbí pa-ŋjwénzu zǐ.
 Shame PST2-fell businessman to speak thing to c2-customer his
 “The businessman was ashamed to talk to his customers.”

OK A33a) Yáá maṁgátsī yōh mvak fə yōh la-ghēn zǐ lǔ' mbie ntié' nco latō' lá.
 Yáá maṁgátsī yōh mvak fə yōh la-ghēn zǐ lǔ' mbie ntié' nco la-tō' lá
 It be-embarrass us reason president our PST2-go him fish fish when war PST2-begin ADV
 “We are embarrassed that our president went fishing when the war began.”

OK b) Yáá maṁgátsī yōh lah má' mbō.
 Yáá ma-ṁgátsī yōh lah má' ø-mbō.
 It be-embarrass us to throw c4-hands
 “We are embarrassed to ask for a favor.”

OK A34a) Páŋkómbhi la-cá'sī mvak kə yāā la-zap lá.
 Pá-ŋkómbhi la-cá'sī mvak kə yāā la-zap lá.
 c2-fan PST2-rejoice reason team their PST2-beat ADV
 “The fans rejoiced that their team was successful.”

Ok b) Kā lá lácá'si lāghā ca'si mvak pō lāzap lá.
Kā lá lā-cá'si mvak pō lā-zap lá.
Team ADV PST2-celebrate reason they PST2-beat ADV
“The team celebrated their team being successful.”

Ok A35a) Yāā lāshúá pānsā' mvak nshuá' fi lāzhiē nzā lá.
Yāā lā-shúá pā-nsā' mvak nshuá' fi lā-zhiē nzā lá
It PST2-surprise c2-authorithy reason law new PST2-spread outside ADV
“The authorities were surprised that the new law was popular.”

Ok b) Mvak nshuá' fi lāzhiē nzā lá lāshūá pā.
Mvak nshuá' fi lā-zhiē nzā lá lā-shūá pā.
reason law new PST2-spread outside ADV PST2-surprise people
“That the new law was popular was surprising.”

Ok c) Yāā lāshúá yōh mvak nshuá' fi lāzhiē nzā lá.
Yāā lā-shúá yōh mvak nshuá' fi lā-zhiē nzā lá
It PST2-surprise us reason law new PST2-spread outside ADV
“It was surprising (to us) that the new law was popular.”

OK A36a) Yāā lāvá'si yōh mvak ndá'nca' lācōmsi nshuá' wáhā wūā lá.
Yāā lāvá'si yōh mvak ndá'nca' lā-cōmsi nshuá' wáhā wūā lá.
It PST2-upset us reason judge PST2-remember law simplify death ADV
“That the judge remembered the death sentences was upsetting (to us).”

OK b) Yāā lǎ' kuá' shúánǎ mbí pāh mvak ndá'nca' lācōmsi nshuá' wáhā wūā lá.
Yāā lǎ' kuá' shúánǎ mbí pāh mvak ndá'nca' lācōmsi nshuá' wáhā wūā lá
It be really upset to us reason judge PST2-remember law simplify death ADV
“It was upsetting (to us) that the judge remembered the death sentences.”

OK c) Yáá mǎvā'si wen tǎ' lah njīi pōk.
Yáá mǎvā'si wen tǎ' lah njīi pōk.
It upset someone much to see poverty
“It is upsetting to see poverty.”

Ok A37a) Pōōngoōndōm ntěn lah nsiésī.

pōōngoōndōm ntěn lah nsiésī

cats hard to train

“Cats are hard to train.”

Ok b) Yáá ntěn lah nsiésī mēngoōndōm.

Yáá ntěn lah nsiésī pōōngoōndōm

It hard to train cats

“It is hard to train cats.”

Ok c) Yáá ntěn mbí pǎh lah nsiésī mēngoōndōm.

Yáá ntěn mbí pǎh lah nsiésī pōōngōóndōm

It hard for us to train cats

“It is hard for us to train cats.”

?* d) pōōngoōndōm ntěn mbí pǎh lah nsiésī.

pōōngōóndōm ntěn mbí pǎh lah nsiésī

cats hard for us to train

“Cats are hard for us to train.”

*A38a) wen bê le pě' lah ñgē nǔ mbí.

wen bê le pě' lah ñgē nǔ mbí

person this ADV worth to talk thing to

“This person is worth talking to.”

Ok b) Yáá pě' lah ñgē nǔ mbí wen bî li.

Yáá pě' lah ñgē nǔ mbí wen bî li

It good to talk thing to person that ADV

“It is worth talking to this person.”

Ok A39a) Mǒ'ntie' mə Lā'ko lǎkū' lah ngǎ yāā le.

Mǒ'ntie' mə Lā'ko lǎ-kū' lah ngǎ yāā le.

Perhaps that Lā'ko PST2-be able to do it ADV

“Paul was probably able to do this.”

Ok b) Mǒ'tie' mǎ Tǔko kǔ'si lah cēh yāā le.

Mǒ'tie' mǎ Tǔko kǔ'si lah cēh yāā le

Perhaps that Tǔko be able to read it ADV

“Paul is probably capable of reading this.”

Ok c) Tǔko mǎntūā mvak ǎ kǔ'si lah ngū yāā le lá.

Tǔko mǎ-ntūā mvak ǎ kǔ'si lah ngū yāā le lá

Tǔko be-proud reason he be able to do it ADV ADV

“Paul is proud of being able to do this.”

Ok A40a) Ndǎ'nca' kǎ si pēn má wen kǎzhí wěn.

Ndǎ'nca' kǎ-si-pēn má wen kǎ-zhí wěn

Judge PST2-NEG-accept that person PST2-kill person

“The judge denied that anyone had committed a crime.”

Ok b) Ndǎ'nca' kǎkē wen lah nīzhī wen.

Ndǎ'nca' kǎ-kē wen lah nīzhī wen

Judge PST2-deny person to kill person

“The judge denied anyone to commit a crime. (* in English).”

OK c) Pō lǎ si pēn má wen lǎzhī wen.

Pō lǎ-si-pēn má wen lǎ-zhī wen

They PST2-NEG-accept that person PST2-kill person

“It was denied that anyone had committed a crime.”

OK A41a) Yāā lǎkwén tū nīkōntā' mǎtōm má ngǎ'téna lǎ' mǎ á ghū nkāā lá.

Yāā lǎ-kwén tū nīkōntā' mǎtōm má ngǎ'téna lǎ'-mǎ á ghū nkāā lá.

It PST2-arrive head prosecutor be-get out that prisoner PST3-have he have money ADV

The prosecutor doubted that the prisoner had any money.

* b) The prosecutor doubted the prisoner to have any money. (* in English)

OK A42a) O lácómsī má ngǎ pē lah m̄fāt mbie.

O lα-cómsī má ngǎ pē lah m̄fāt mbie
You PST2-remember that I hate to eat fish
“You remembered that I hate to eat fish.”

Ok b) Pōōpǎnzwiē lácómsī lah nīāāsī nənǎʔ.

Pα-ōōpǎnzwiē lα-cómsī lah nīāāsī nənǎʔ.
c2-women PST2-remember to arrange cows
“The girls remembered to get the cows ready.”

Ok c) Pαmbāʔ cōmsī lah n̄dát nshi ntiēʔ yāā lǎʔ mα yáá tōm n̄dāh kō lá.

Pα-mbāʔ cōmsī lah n̄dát nshi ntiēʔ yāā lǎʔ mα yáá tōm n̄dāh kō lá
C2-men remember to cross river when it was that it get out take field ADV
“The men remember crossing the river when it was flooded.”

OK d) Mvǎā lácómsī má pǎh lasiesī ī.

Mvǎā lα-cómsī má pǎh lα-siesī ī
Dog PST2-remember that we PST2-teach him
“The dog remembered what we taught him.”

OK e) Poōpǎnzhwīé īncómsī wú lah n̄cīī nənǎʔ.

Pα-ōōpǎnzhwīé ī-ncómsī wú lah n̄cīī nənǎʔ.
C2-girl FUT0-remember thing to feed cow
“The girls will remember what to feed the cows.”

Ok A43a) N kǎkwáʔsí má mǎʔ n̄ gǎ tǎʔ wū.

N kα-kwáʔsí má mǎʔ n̄ gǎ tǎʔ wū
I PST2-thing that perhaps I do one thing
“I imagined that I could do anything.”

Ok b) Ngα kwásī lah bā ngaʔ nshūʔnshūʔ nkαα.

Ngα kwásī lah bā ngaʔ nshūʔnshūʔ nkαα.
I thing to be proprietor bunch and buch money
“I imagined to be a millionaire. (* in English).”

Ok c) N dɔyíí nj̄m̄ mɔ ngǎ zǎ ntǔ'ntǔ'.

N dɔ-yíí nj̄m̄ mɔ ngǎ zǎ ntǔ'ntǔ'.

I PST2-see dream that I win lottery

“I imagined winning the lottery.”

Ok d) Pǎ' n kwā' wū pó iñté'sī ā lah ñḡm̄ lǎ.

Pǎ' n kwā' wū pó i-ñté'sī ā lah ñḡm̄ lǎ.

Can I imagine thing they FUT0-ask me to do ADV

“I can imagine what they will ask me to do.”

Ok A44a) Tũko kacōmsī mbī ghǎ'ñwǎ'ni má pó ghě lah ñcēh kam ntimbhi pǎá.

Tũko kɔ-cōmsī mbī ghǎ'ñwǎ'ni má pó ghě lah ñcēh kam ntimbhi pǎá.

Tũko PST-remind to students that they should to read chapter number two

“Tũko reminded the students that they should read chapter 2.”

Ok b) Tũko kacómsī mbí ghǎ'ñwǎ'ni má pō cēh kam ntimbhi pǎá.

Tũko kɔ-cómsī mbí ghǎ'ñwǎ'ni má pō cēh kam ntimbhi pǎá

Tũko PST2-remember to students that they read chapter number two

“Tũko reminded the students to read chapter 2.”

Ok c) Tũko kacómsī lah ñcēh kam ntimbhi pǎá.

Tũko kɔ-cómsī lah ñcēh kam ntimbhi pǎá.

Tũko PST2-remind to read chapter number two

“John reminded to read chapter 2.” (* in English)

OK d) Pō lacōmsī mbi pɔ ghǎ'ñwǎ'ni má yāā ñcāk má pō cēh kam nthimbhi pǎá.

Pō lɔ-cōmsī mbi pɔ-ghǎ'ñwǎ'ni má yāā ñcāk má pō cēh kam nthimbhi pǎá

They PST2-remind to c2-student that it search that they read chapter number two

“The students were reminded that they should read chapter 2.”

e) Pō lacōmsī mbi pɔ ghǎ'ñwǎ'ni má yāā ñcāk má pō cēh kam nthimbhi pǎá.

Pō lɔ-cōmsī mbi pɔ-ghǎ'ñwǎ'ni má yāā ñcāk má pō cēh kam nthimbhi pǎá

They PST2-remind to c2-student that it search that they read chapter number two

“The students were reminded to read chapter 2.”

OK A45a) Ghǎŋwǎ'ni kacēh má pōmǎnjwe' ka si bā maŋkwé' lah ntōm sí.
Ghǎŋwǎ'ni ka-cēh má pōmǎnjwe' ka-si-bā ma-ŋkwé' lah ntōm sí.
Students PST2-read that c2-scout PST2-NEG-be be-like to get out camp
“The students read that the scout was unwilling to leave the camp.”

Ok b) Siāni katīē má mó' ǎ la tōm ŋwǎ'ni.
Siāni ka-tīē má mó' ǎ la-tōm ŋwǎ'ni
Siāni PST2-write that perhaps he NEG-leave school
“Mary wrote that she would not consider leaving the school.”

Ok c) Mvĕn mbā' kaǧhǎsi má nshi kabá ma ŋdám mbēh, ndǎ'má sǎwen ka si yū' ī.
Mvĕn mbā' ka-ǧhǎsi má nshi ka-bá ma-ŋdám mbēh, ndǎ'má sǎwen ka-si-yū' ī
Old man PST2-mumble that water PST2-be ASP-smell bad but no one PST2-NEG-hear him
“The old man mumbled that the water tasted bad, but no one understood him.”

OK d) Mōō kabá maŋjǎ' nthē má sǎwen ka' kwé' ī, tā' pǎh ka'kwá' má a kǎ' maṗṗūā.
Mōō ka-bá ma-ŋjǎ' nthē má sǎwen ka'-kwé' ī, tā' pǎh ka'-kwá' má a ka-bá mā á pṗṗūā
Child PST2-be ASP-pain mind that no one NEG-like him, but we PST2-think that he NEG that he tire
“The child whined that no one liked him, but we thought that he was just tired.”

OK A46a) Mfāk ndǎ' lalén mbí pǎh má pǎh kúá lá, ndǎ'má pǎh zhī má mašing la si bā maŋsǎ'.
Mfāk ndǎ' la-lén mbí pǎh má pǎh kúá lá, ndǎ'má pǎh ø-zhī má mašing la-si-bā ma-ŋsǎ'
Driver car PST2-tell us we that we die ADV but we P0-know that train PST2-NEG-be PROG-come
“The conductor yelled to us that we were in danger, but we knew the train was not coming.”

Ok b) Nsienzhi lalēn má yáá pe' má pah shǎā, ndǎ'má sǎwen la si ghē pá' a yú' lá.
Nsienzhi la-lēn má yáá pe' má pah shǎā, ndǎ'má sǎwen la-si-ghē pá' a yú' lá
Guide PST2-say that it good that we leave, but no one PST2-NEG-make as he hear ADV
“The guide yelled that we would have to leave, but no one seemed to hear what he said.”

Ok c) Mfak ndǎ' lalén mbí pah má pah ló nzhi, ndǎ'má pah la si bāma pǎh tén ŋdósīē.
Mfak ndǎ' lalén mbí pah má pah ló nzhi, ndǎ'má pah la-si- bā-ma pǎh tén ŋdósīē
driver car PST2-say to us that we get off track, but we PST2-NEG-be we ready raise up
“The conductor yelled to us to get off the tracks, but we were not ready to leave.”

OK d) Mfak ndē' lācwī mbí pāh má pāh ló nzhi, ndā'má pāh lā si zhī má á mā cwī mā mbí pāh.
 Mfak ndē' lā-cwī mbí pāh má pāh ló nzhi, ndā'má pāh lā-si-zhī
 driver car PST2-yell to us that we get off tracks, but we PST2-NEG-know
 má á mā-ñcwī mā mbí pāh
 that he PROG-yell that to us
 “The conductor yelled to get off the tracks, but we didn't realize that he was yelling at us.”

OK A47a) Njīlēnnzā lāshūá' pō zā pāh má mó' mbak lō, tǎ' pāh lā si pēn mbí ī.
 Njīlēnnzā lā-shūá' pō zāh pāh má mó' mbak lō, tǎ' pāh lā-si-pēn mbí ī
 Weatherman PST2-shake hand eyes our that perhaps rain fall, but we PST2-NEG-accept to him
 “The weatherman warned us that it would rain, but we doubted that he was right.”

OK b) Njīlēnnzā lāshūá' pō má mó' mbak lō, tǎ' pāh sī'sī mbí pāntōōnten má nām intūā.
 Njīlēnnzā lā-shūá' pō má mó' mbak lō, tǎ' pāh sī'sī mbí pā-ntōōnten má nām i-ntūā.
 Weatherman PST2-shake hand that perhaps rain fall, but we assure to c2-fan that sun FUT0-shine
 “The weatherman warned that it would rain, but we assured fans that it would be sunny.”

OK c) Nga'ka' kashūá' pō zāh pāh má pāh pē nam.
 Nga'ka' kā-shūá' pō zāh pāh má pāh pē nam.
 Doctor PST2-shake hand eye our that we avoid sun
 “The doctor warned us to avoid the sun.”

Ok d) Nga'ka' kashū' ntupō zāh pāh má pāh pē nam.
 Nga'ka' kā-shū' ntupō zāh pāh má pāh pē nam.
 doctor PST2-shake finger eye us that we avoid sun
 “The doctor warned to avoid the sun.”

*A48a) Má nkwepū lācō nca' lāshūá yōh.
 Má nkwepū lā-cō nca' lā-shūá yōh
 That everyone PST-fall palaver PST2-upset us
 “That everyone was guilty was upsetting.”

Ok b) Mó' lah m̄fāt mbāā hā ngáanga.
 Mó' lah m̄fāt mbāā hā ngáanga
 Perhaps to eat meat give upsetting

“To eat meat would be upsetting.”

? b) Lah m̄fāt mbāā mbí pα múá nsá' i-m̄vāsī pǎ-mfátvêᵅ.

Lah m̄fāt mbāā mbí pα múá nsá' i-m̄vāsī pǎ-mfátvêᵅ

To eat meat to the big leaders FUT0-upset C2-vegetarians

“For important leaders to eat meat would upset the vegetarians.”

Ok c) Lah m̄fāt mbāā i-m̄vāsī pǎ-mfátvêᵅ.

Lah m̄fāt mbāā i-m̄vāsī pǎ-mfátvêᵅ

To eat meat FUT0-upset C2-vegetarians

“To eat meat would upset the vegetarians.”

??d) Má Fǎ shᵅα wα' yáá pe'.

Má Fǎ shᵅα wα' yáá pe'.

That president leave early it good

“That the president leaves early is important.”

?? e) Má f̄ yá' shᵅα yáá pe'.

Má f̄ yá' shᵅα yáá pe'

That president already leave it good

“That the president has already left is important.”

*A49a) Má shᵅαkuā inkwēn wα' yáá pe'.

Má shᵅαkuā i-nkwēn wα' yáá pe'

That messenger FUT0-arrive early it good

“That the messenger arrives early is necessary.”

OK b) Yáá pè' má shᵅαkuā kwēn wα'.

Yáá pè' má shᵅαkuā kwēn wα'.

It good that messenger arrive early

“It is necessary that the messenger arrive early.”

OK c) Yáá pe' mbí shᵅαkuā lah n̄kwēn wα'.

Yáá pe' mbí shᵅαkuā lah n̄kwēn wα'

It good to messenger to arrive early

“It is necessary for the messenger to arrive early.”

OK d) Yáá pe' lah ñkwēn wá'.

Yáá pe' lah ñkwēn wá'.

It good to arrive early

“It is necessary to arrive early.”

OK e) Nsá'cámłá' kalén má mǒ' yāā pe' mbí mbawālā lah shǎā.

Nsá'cámłá' ká-lén má mǒ' yāā pe' mbí mbawālā lah shǎā.

Governor PST2-say that perhaps it good to everybody to leave

“The governor stated that it would be necessary for everyone to leave.”

Please substitute ‘be necessary’ with what corresponds in your language to ‘be important’ and report the results.

OK A50a) Pǎh kákē nsiesi lah njuā pōñkhǎā.

Pǎh ká-kē nsiesi lah njuā ndǒm pǎ-ōñkhǎā.

We PST2-prevent teacher to yell at C2-children

“We prevented the teacher from yelling at the children.”

Ok b) Pǎh kapén má pǎmbiāā tá' patēnā ná nǔ ngāā.

Pǎh ká-pén má pǎ-mbiāā tá' pǎ-tēnā ná nǔ ngāā

We PST2-accept that C2-guard search C2-prisoner for thing weapon

We allowed the guards to search the prisoners for weapons.

Ok c) Pǎh kǎkwát pǎmbiāā má pō shǎ' pó zǎh patēnā ná lah ntá' yāā.

Pǎh kǎ-kwát pǎ-mbiāā má pō shǎ' pó zǎh pǎ-tēnā ná lah ntá' yāā

We PST2-force c2-guard that they shake hand eye C2-prisoner on to inspect them

“We forced the guards to warn the prisoners about inspections.”

Ok d) Pǎh kapén má lah ntá' pǎ bǎ thǎ' mfǎhznā.

Pǎh ká-pén má lah ntá' pǎ bǎ thǎ' mfǎhznā

We PST2-allow that to inspect people be early morning

“We permitted that inspection take place early in the morning.” (?? For some in English).

Ok A51a) Pəh kətəh Tũko má á ghě nũ mbí nga'ka'.

Pəh kə-təh Tũko má á ghě nũ mbí nga'ka'

We PST2-advise Tũko that he speak thing to therapist

“We advised John to speak to a therapist.”

OK b) Pəh kətəh Tũko má yáá ncāk má á ghě nũ mbí nga'ka'.

Pəh kə-təh Tũko má yáá ncāk má á ghě nũ mbí nga'ka'.

We PST2-advise Tũko that it search that he speak thing to therapist

“We advised John that he (should) speak to a therapist.”

Note: (51b) is marginal without *should* in English for some speakers.

Ok A52a) Púáni kətén lah nġə nũ mbí Émo.

Púáni kə-tén lah nġə nũ mbí Émo

Púáni PST2-stop to talk thing to Émo

“Púáni stopped talking to Émo.”

Ok b) Púáni kəkē Émo lah nġə nũ mbí SÍalġə'.

Púáni kə-kē Émo lah nġə nũ mbí SÍalġə'.

Púáni PST2-stop Émo to talk thing to SÍalġə'

“Elsa stopped Martin from talking to Julia.”

Ok c) Púáni kətén lah nġə nũ mbí Émo. (only first meaning possible)

Púáni kə-tén lah nġə nũ mbí Émo

Púáni PST2-stop to talk thing to Émo

“Púáni stopped to talk to Émo.”

Note: A52c is * for English speakers if it means ‘Elsa stopped talking to Martin’, but it also has an acceptable meaning, ‘Elsa stopped in order to talk to Martin.’ For A52c, we are interested in whether or not the first reading is possible, but if the second reading is possible for the same translation, please let us know.

Ok d) Púáni kəghě nũ mbí Émo si' ghě.

Púáni kə-ghě nũ mbí Émo si' ghě.

Púáni PST2-talk thing to Émo still talk

“Púáni continued talking to Émo.”

Ok e) Púáni kaghě nŭ mbí Émo si' ghě. (same as above)

Púáni kα-ghě nŭ mbí Émo si' ghě.

Púáni PST2-talk thing to Émo still talk

“Púáni continued to talk to Émo.”

OK f) Púáni kaghě nŭ mbí Émo si' ghě. (same as above)

Púáni kα-ghě nŭ mbí Émo si' ghě.

Púáni PST2-talk thing to Émo still talk

“Púáni kept talking to Émo.”

OK g) Púáni kagh̃ nu pē' Émo .

Púáni kα-gh̃ nu pē' Émo

Púáni PST2-make thing good Émo

“Púáni kept Émo happy.”

Ok h) Púáni kagh̃ nu pē' Émo (same as above)

Púáni kα-gh̃ nu pē' Émo

Púáni PST2-make thing good Émo

“Púáni kept Émo to be happy.”

Elsa kept Bill to be happy (* for English speakers if Bill is the one who is happy)

Ok i) Púáni kagh̃ Émo fāt njαα si' fāt. (with the idea idea of forcing him behind)

Púáni kα-gh̃ Émo fāt njαα si' fāt

Púáni PST2-make Émo eat vegetables still eat

“Púáni kept Émo happy.”

“Elsa kept Bill eating vegetables. (?? For many English speakers where Bill is the eater)

Ok j) Púáni kakē Émo lah m̃fāt njαα. refuse

Púáni kα-kē Émo lah m̃fāt njαα

Púáni PST2-refuse Émo to eat vegetables

“Púáni kept Émo from eating vegetables.”

Note: The same verb in English, *keep*, allows both the maintenance of Bill eating vegetables, as in (A52i) and the prevention of him from doing so in (A52j). If your language uses different verbs for these

meanings, just make sure your translations are clear, and alert us to what the meaning differences are.

Ok A53a) Pó zhī má pǒ'ndāk má ntó thē.

Pó zhī má pǒ'ndāk má ntó thē.

They know that melons be kernel tree

“It is known that melons are claimed to be fruits.”

Ok b) Pó ñdēn má pǒ'ndāk má ntó thē.

Pó ñdēn má pǒ'ndāk má ntó thē.

They claim that melons be kernel tree

“It is claimed that melons are fruits.”

Ok c) Pó ñkwá' má mbāk iñtōm ñáh ko sí' tōm.

Pó ñkwá' má mbāk i-ñtōm ñáh ko sí' tōm.

They thing that rain FUT0-get out overwhelm farm still get out

“It is believed that the rain will continue to cause flooding.”

Ok d) Pó mañbīāā má pañjíz' pōsī pē mbí pansā'.

Pó ma-ñbīāā má pa-ñjíz' pōsī pē mbí pa-nsā'

They be-wait that c2-tourist complain people to c2-authority

“It is expected that the tourists will complain to the authorities.”

?A54a) Má lah ntó' pē lǎ' ná nam tāā lá pañwátlǎ' mā lǎ te'si.

Má lah ntó' pē lǎ' ná nam tāā lá pa-ñwátlǎ' mā lǎ-te'si.

That to inspect people PST3 at hour three ADV c2-officer be PST2-ask

“That the inspection take place at 3 o'clock was required by the officers.”

* b) Má mó' pēnā pē' lá mañbīāā.

Má mó' pēnā pē' lǎ' ma-ñbīāā

That perhaps precaution good PST3 be-expect

“That precautions would be necessary was expected.”

?? c) Má nga'tēnā labá mā ā zhí nǔ tanjē ná nu pō lakom mī lá lǎ si bā ma pō sōk ndǎ'ncá'.

Má nga'tēnā lǎ-bá mā ā zhí nǔ tanjē ná nu pō lǎ-kom mī lá lǎ-si-bā

That prisoner PST2-be that he know thing many on thing they PST2-accuse him ADV PST2-NEG-be

mα pō sōk ndá'ncá'.

that they tell judge

“That the prisoner was guilty of more than one crime was never revealed (to the judge).”

? d) Má yáá labá mα pá' pō ghōō pαmvánka' pō lα si lǎ' n̄sōk yōh.

Má yáá lα-bá mα pá' pō ghōō pα-mvǎ'nka' pō lα-si-lǎ'-n̄sōk yōh.

That it PST2-be that as they arrest c2-demonstrators they PST2-NEG-never-tell us

“That the protestors would be arrested was never told to us.”

Ok e) Pō lα si lǎ'n̄sōk yōh má mó' pō ghōō pαmvǎ'nka'.

Pō lα-si lǎ'-n̄sōk yōh má mó' pō ghōō pα-mvǎ'nka'

They PST2-NEG-tell us that perhaps they arrest c2-demonstrator

“We were never told that the protestors would be arrested.”

Ok A55a) Pō lαkwāt Tũko má á nū nǎ'.

Pō lα-kwāt Tũko má á nū nǎ'

They PST2-force Tũko that he drink soup

“Tũko was forced to eat the soup.”

Ok b) Pō lαtǎh Tũko má ā pō nǎ' lǎ.

Pō lα-tǎh Tũko má ā pō nǎ' lǎ

They PST2-advise Tũko that he be careful soup ADV

“Tũko was advised to avoid the soup.”

Ok c) Pō lǎ' mαmbiǎǎ má Tũko nū nǎ'.

Pō lǎ' mα-ĩmbiǎǎ má Tũko nū nǎ'.

They PST3-be-wait that Tũko drink soup

“Tũko was expected to eat the soup.”

Ok d) Pō lαkē Tũko lah nū nǎ'.

Pō lα-kē Tũko lah nū nǎ'

They PST2-prevent Tũko to drink soup

“Tũko was prevented from eating the soup.”

Ok e) Pō layú' yá'nthǎ Tũko ná nshuǎ' fĩ.

Pō lα-yú' yá'nthā Tũko ná nshæ' fī
They PST2-hear angry Tũko on law new
“Tũko was understood to be angry about the new law.”

Ok A56a) Pō lαyíí Tũko má ā mæñnū nǎ'.
Pō lα-yíí Tũko má ā mæ-ñnū nǎ'.
They PST2-see Tũko that he PROG-drink soup
“Tũko was seen eating the soup.”

Ok b) Pō lαyíí Tũko má á nū nǎ'.
Pō lα-yíí Tũko má á nū nǎ'.
They PST2-see Tũko that he drink soup
“Tũko was seen to eat the soup.” (*for English speakers)

* c) Pō lαyííí Tũko lah bā mǎnnū nǎ'.
Pō lα-yííí Tũko lah bā mæ-ñnū nǎ'.
They PST2-see Tũko to be PROG-drink soup
“Tũko was seen to have been eating the soup” (? or ?? for many English speakers).

Note: Some English speakers accept A56c on the interpretation that the missing agent has seen a ‘John eating soup’ event, but most who accept (A56c) do so on the assumption that John may not have been eating soup, e.g., either John was actually pretending to eat soup or those who thought they saw him eating soup did not in fact see what they thought they saw. If A56 is acceptable to you, please comment on what it means.

*A57a) Pō lαpēn mbī pαh lah nshēā.
Pō lαpēn mbí pαh lah nshēā
They PST2-promise to us to leave
“We were promised to leave.” (*for most English speakers).

Ok b) Pō lαpén mbī pαh má pō i-mbēn má pαh shēā.
Pō lα-pén mbí pαh má pō i-mbēn má pαh shēā.
They PST2-promise to us that they FUT0-accept that we leave
“We were promised to be allowed to leave.” (OK for most English speakers)

Ok c) Pō lāpén mbī pōōmbā' má mó' yāā vā'sī yōh lah n̄kō' nənα'.
 Pō lα-pén mbī pα-ōōmbā' má mó' yāā vā'sī yōh lah n̄kō' nənα'.
 They PST2-praise to c2-boy that perhaps it disturb us to climb donkeys
 “The boys were promised that we would be upset at the donkeys.”

Ok A58a) Pō lālén mbí pαñházū má pō ghē pōōnkhūā zā wúzā.
 Pō lα-lén mbí pα-ñházū má pō ghē pα-ōōnkhūā zā wúzā
 They PST2-tell to c2-servant that they do c2-boy eat food
 “The servants were asked to make the children eat.”

ok b) Pō iñté'sí mbí pαñházū ntié' lah n̄gē nshi tēn lah n̄dōm nthi s̄s̄s̄α.
 Pō i-ñté'sí mbí pα-ñházū ntié' lah n̄gē nshi tēn lah n̄dóm nthi s̄s̄s̄α
 Hey FUT0-ask to c2-sevant when to make water stop to boil too long
 “The servants will be asked when to stop the water from boiling too long.”

Ok c) Pō labā ñté'sí pαñházū ntié' pō iñfāk zhínū pαnjííz̄ ná mbáánzā lá.
 Pō lα-bā ñté'sí pα-ñházū ntié' pō i-ñfāk zhínū pα-njííz̄ ná mbáánzā lá
 They PST2-be ask c2-servant when they FUT0-draw intelligence c2-tourist on weather then
 “The servants have been asked when they will warn the tourists about the weather.”

Ok A59a) Pō iñsōk p̄ñzhwīē lah n̄gē pōōnkhūā zā wúzā.
 Pō i-ñsōk pα-ñzhwīē lah n̄gē pα-ōōnkhūā zā wúzā
 They FUT0-tell c2-woman to do c2-boy eat food
 “The women will be told to make the children eat.”

Ok b) Pō lasók p̄ñzhwīē ntié' lah n̄gē nshi tēn lah n̄dóm nthi s̄s̄s̄α.
 Pō lα-sók pα-ñzhwīē ntié' lah n̄gē nshi tēn lah n̄dóm nthi s̄s̄s̄α.
 They PST2-tell c2-woman when to make water stop to boil too long
 “The women have been told when to stop the water from boiling too long.”

Ok c) Pō mañsōk p̄ñzhwīē ntié' pá' pō fāk zhínū pαnjííz̄ ná mbáánzā.
 Pō ma-ñsōk pα-ñzhwīē ntié' pá' pō fāk zhínū pα-njííz̄ ná mbáánzā.
 The be-tell c2-woman when should they draw intelligence c2-turist on wheather
 “The women are told when they should warn the tourists about the weather.”

Ok A60a) Pō lasók pōōmbā' má Émo lakwé' ηwα'ni lá.
Pō λα-sók πα-ōōmbā' má Émo λα-kwé' ηwα'ni lá
They PST2-tell c2-boy that Émo PST2-like book ADV
“The boys were persuaded that Bill liked the book.”

Ok b) Pō lapāāsī pōōmbā' má pō yīi ca'si.
Pō λα-pāāsī πα-ōōmbā' má pō yīi ca'si.
They PST2-persuade c2-boy that they see ceremony
“The boys were persuaded to watch the ceremony.”

OK A61a) Wū pō layīi lalá'sí mbú ā má yōh wū pǎh lén lá vā'sī ī.
Wū pō λα-yīi λα-lá'sí mbú ā má yōh wū pǎh lén lá λα-vā'sī ī.
Thing they PST2-see PST2-show to me that our thing we say ADV PST2-disturb him
“Those remarks suggest to me that he is worried about our proposal.”

OK b) Pō lalá'sí má ghǎ'ηwα'ni μα πό ku'sí lah nǎdǎ' nu lá.
Pō λα-lá'sí má ghǎ'ηwα'ni μα πό ku'sí lah nǎdǎ' nu lá.
They PST2-show that students be they capable of solve thing ADV
“It has been shown that the students are capable of doing this problem.”

OK c) Pō lalá'sī má nǔ mǎbē' ghǎ'ηwα'ni yō ntiē' mǎ' matōh yāā lá.
Pō λα-lá'sī má nǔ mǎbē' ghǎ'ηwα'ni yō ntiē' mǎ' μα-tōh yāā lá
They PST2-show that thing good students much when work is tie them ADV
“It has been proved that the students are happier when the homework is interesting.”