

# Afranaph Questionnaire on Clausal Complementation

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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            èsííngàngá    ómwèèné  
Yòháná a-i-sííng-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.

A1a) The press has claimed that the president demanded an apology.

- b) The secretary claimed to know the answer.
- c) Spies claimed Bill to know the answer. (\* or ?\* in English)

A2a) The reporters say that the president will claim his rights.

- b) Orlando said to go to the store.
- c) Orlando said for us to go to the store.
- d) Orlando said that we [should] go to the store.

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

A3a) The president confessed that he had seen the ceremony.

- b) The president admitted that he had heard the speech.
- c) We will say that Alice confessed her sins.

A4a) The baboons believe that the rocks prevent predators from attacking the young.

- b) The birds expect that the thorns will stop bigger birds from eating their young.
- c) The scientists consider snakes to be beneficial.
- d) The dog suspects that the cat wants its toy.
- e) The boss understood that Bill was capable of doing the work.
- f) The student saw that the answer would require math skills.
- g) The students know that their teacher keeps a record of their absences.
- h) The newspapers have revealed that the president knew the actress.

A5a) Ruth asked the servants to make the children eat.

- b) Ruth has asked the servants how to stop the water from boiling too long.
- c) Ruth asked the servants when they would warn the tourists about the weather.
- d) Ruth is asking that the boys say a few words at the ceremony.

A6a) Ruth will tell the women to make the children eat.

- b) Ruth has told the women how to stop the water from boiling too long.
- c) Ruth is telling the women when she would warn the tourists about the weather.

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

A7a) Orlando persuaded the boys that Bill liked the book.

b) Orlando persuaded the boys to watch the ceremony.

A8a) We promised the boys that we would yell at the donkeys.

b) We promised the boys to yell at the donkeys.

A9a) The boys demanded that we watch them playing.

b) The boys demanded to watch us playing.

A10a) The boss requires that we wear these shirts.

b) The boss requires us to wear these shirts.

A11a) Our wives prefer that we stop smoking.

b) Our wives would prefer for us to continue smoking.

c) Our wives would prefer to keep smoking.

A12a) We will hope that the nurses will let the boys eat.

b) We hoped for Mary to be the winner.

c) We hope to see Mary win.

A13a) We want that our son be the winner. (?? in English)

b) We want the visitors to let their children play.

c) We want to show our goods to the visitors.

d) John wants to meet at three o'clock.

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

A14a) We will show the visitors that the baboons fear the hyenas.

b) The visitors were shown that the baboons do not like the hyenas.

A15a) We will prove to the visitors that the baboons are worried about the hyenas.

b) 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.

b) It has been suggested (to me) that the prisoner is guilty.

A17a) The giraffe tried to reach the treetops.

b) Mary tried for her son to clean his room. (\* in English)

c) Mary tried to get her son to clean his room.

A18a) The baboon failed/neglected to feed her child.

b) The machine managed to predict the right answer.

c) The prisoners need to convince the guards to give them more food.

d) The leaders decided to attack the enemy.

e) The house needs to be clean before the guests come.

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

g) We plan to succeed in making money for company.

A19a) The elephant seemed to like to go to the cornfield.

- b) A bird appears to have eaten the seeds.
- c) The birds are likely to want more seeds.
- d) The boys ought to feed the cattle.
- e) The rain is certain to ruin the crops.
- f) The rain began to ruin the crops.
- g) Our neighbor turned out to be a famous writer.  
(I.e., we learned of his fame sometime after we had met him)

A20a) John was certain that the lights were out.

- b) It will appear that the defendant is guilty. (Even if he is not)
- c) It is likely that the boys will go fishing.
- d) It is probable that the boys will go fishing. (I.e., it is more likely than not)
- e) It is true that the south is warmer.
- f) It is good that Mary is the winner.
- g) It is clear that the boys made the children eat the plantains.
- h) I am happy that everyone will know the truth.

A21a) We resisted washing the car.

- b) The children have finished washing the car.
- c) We discussed teaching a course together.
- d) The neighbors avoided talking to the police.

A22a) Alice guessed that the children would know the answer.

- b) Alice guessed when the children would show the book to the teacher.
- c) Alice guessed what the children knew.

A23a) The boys knew that Alice would know the answer.

- b) The boys knew when Alice would tell the story to the president.
- c) Alice knew which answers the children would be able to guess.

A24a) I saw that Mary was bleeding.

- b) I saw the rock roll(ing) down the hill..
- c) The rock was seen rolling down the hill.

A25a) I hear that students are happier when their homework is interesting.

- b) I heard water drip(ping) from the faucet.
- c) 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)

A26a) I felt that Mary should have apologized.

- b) I felt my muscles relax(ing).
- c) 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) The news that John was guilty was surprising.

- b) The knowledge that he had made Mary uncomfortable bothered him.
- c) The scientists had to accept the fact their prediction was wrong.
- d) Mary's announcement that she was pregnant was the reason that John was late.
- e) The claim that no one knew about the scandal is difficult to believe.
- f) The only reason to do this properly is so that we can avoid a lawsuit.
- g) John was the one who proposed the plan to rob the bank.
- h) John rewarded the man who Bill saw.

A28a) The soldiers are afraid that the president will be ashamed of them.

- b) The soldiers are afraid to admit that they ran.

A29a) Cleopatra regrets that she trusted Caesar.

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

A30a) The cat liked (it) that his master always gave him treats to eat.

- b) The cat liked to eat treats.
- c) The cat likes (for) his master to pet him.

A31a) We fear that the police do not regret their mistake.

- b) Refugees fear to speak to the press. (\* in English)

A32a) We are ashamed that we did not help the children to leave.

- b) The businessman was ashamed to talk to his customers.

A33a) We are embarrassed that our president went fishing when the war began.

- b) We are embarrassed to ask for a favor.

A34a) The fans rejoiced that their team was successful.

- b) The team celebrated their team being successful.

A35a) The authorities were surprised that the new law was popular.

- b) That the new law was popular was surprising.
- c) It was surprising (to us) that the new law was popular.

A36a) That the judge remembered the death sentences was upsetting (to us).

- b) It was upsetting (to us) that the judge remembered the death sentences.
- c) It is upsetting to see poverty.

A37a) Cats are hard to train.

- b) It is hard to train cats.
- c) It is hard for us to train cats.
- d) Cats are hard for us to train.

A38a) This person is worth talking to.

- b) It is worth talking to this person.

A39a) Paul was probably able to do this.

- b) Paul is probably capable of reading this.
- c) Paul is proud of being able to do this.

A40a) The judge denied that anyone had committed a crime.

- b) The judge denied anyone to commit a crime. (\* in English)
- c) It was denied that anyone had committed a crime.

A41a) The prosecutor doubted that the prisoner had any money.

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

A42a) You remembered that I hate to eat fish.

- b) The girls remembered to get the cows ready.
- c) The men remember crossing the river when it was flooded.
- d) The dog remembered what we taught him.
- e) The girls will remember what to feed the cows

A43a) I imagined that I could do anything.

- b) I imagined to be a millionaire. (\* in English).
- c) I imagined winning the lottery.
- d) I can imagine what they will ask me to do.

A44a) John reminded the students that they should read chapter 2.

- b) John reminded the students to read chapter 2.
- c) John reminded to read chapter 2. (\* in English)
- d) The students were reminded that they should read chapter 2.
- e) The students were reminded to read chapter 2.

A45a) The students read that the scout was unwilling to leave the camp.

- b) Mary wrote that she would not consider leaving the school.
- c) The old man mumbled that the water tasted bad, but no one understood him.
- d) The child whined that no one liked him, but we thought that he was just tired.

A46a) The conductor yelled to us that we were in danger, but we knew the train was not coming.

- b) The guide yelled that we would have to leave, but no one seemed to hear what he said.
- c) The conductor yelled to us to get off the tracks, but we were not ready to leave.
- d) The conductor yelled to get off the tracks, but we didn't realize that he was yelling at us.

A47a) The weatherman warned us that it would rain, but we doubted that he was right.

- b) The weatherman warned that it would rain, but we assured fans that it would be sunny.
- c) The doctor warned us to avoid the sun.
- d) The doctor warned to avoid the sun.

A48a) That everyone was guilty was upsetting

- b) To eat meat would be upsetting.

- b) For important leaders to eat meat would upset the vegetarians.
- c) To eat meat would upset the vegetarians.
- d) That the president leave early is important.
- e) That the president has already left is important.

A49a) That the messenger arrive early is necessary.

- b) It is necessary that the messenger arrive early.
- c) It is necessary for the messenger to arrive early.
- d) It is necessary to arrive early.
- e) 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.

A50a) We prevented the teacher from yelling at the children.

- b) We allowed the guards to search the prisoners for weapons.
- c) We forced the guards to warn the prisoners about inspections.
- d) We permitted that inspection take place early in the morning. (?? For some in English).

A51a) We advised John to speak to a therapist.

- b) We advised John that he (should) speak to a therapist.

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

A52a) Elsa stopped talking to Martin.

- b) Elsa stopped Martin from talking to Julia.
- c) Elsa stopped to talk to Martin.

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.

- d) Elsa continued talking to Bill.
- e) Elsa continued to talk to Bill.
- f) Elsa kept talking to Bill.
- g) Elsa kept Bill happy.
- h) Elsa kept Bill to be happy (\* for English speakers if Bill is the one who is happy)
- i) Elsa kept Bill eating vegetables. (?? For many English speakers where Bill is the eater)
- j) Elsa kept Bill 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.

A53a) It is known that melons are claimed to be fruits.

- b) It is claimed that melons are fruits.

- c) It is believed that the rain will continue to cause flooding.
- d) it is expected that the tourists will complain to the authorities.

A54a) That the inspection take place at 3 o'clock was required by the officers

- b) That precautions would be necessary was expected.
- c) That the prisoner was guilty of more than one crime was never revealed (to the judge).
- d) That the protestors would be arrested was never told to us.
- e) We were never told that the protestors would be arrested.

A55a) John was forced to eat the soup.

- b) John was advised to avoid the soup.
- c) John was expected to eat the soup.
- d) John was prevented from eating the soup.
- e) John was understood to be angry about the new law.

A56a) John was seen eating the soup.

- b) John was seen to eat the soup. (\*for English speakers)
- c) John 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) We were promised to leave (\*for most English speakers).

- b) We were promised to be allowed to leave. (OK for most English speakers)
- c) The boys were promised that we would be upset at the donkeys.

A58a) The servants were asked to make the children eat.

- b) The servants will be asked when to stop the water from boiling too long.
- c) The servants have been asked when they will warn the tourists about the weather.

A59a) The women will be told to make the children eat.

- b) The women have been told when to stop the water from boiling too long.
- c) The women are told when they should warn the tourists about the weather.

A60a) The boys were persuaded that Bill liked the book.

- b) The boys were persuaded to watch the ceremony.

A61a) Those remarks suggest to me that he is worried about our proposal.

- b) It has been shown that the students are capable of doing this problem.
- c) It has been proved that the students are happier when the homework is interesting.