Afranaph Questionnaire on Clausal Complementation
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Speculations

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 Latinate 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) Yohana esiing-ang District omwene
   Yohana a-i-siing-ang-á ó-mú-čènè
   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. 

https://docs.google.com/forms/d/e/1FAIpQLSeNgLZ-NorcIytSfhWJuouULfNeZwpcDSlof148JgRtC9_KbA/viewform?usp=form_confirm

The part in blue, are comments.

CONS in the gloss stands for consecutive marker. This marker is used to show that a sequence of verbs have the same TAM marker in a construction.

Example: Kofi re- kɔ fie a- kɔ da.

Kofi Prog- go home CONS- go sleep

‘Kofi is going home to sleep.’

This shows that there is progressive on the instance of go too.

CD in the gloss is the clausal final determiner in Akan.

**Part 1A - Sentence translation indulge**

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. Volition

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

Nsemtwerefo no kyere se na omanpanyin se ohia akyewpa.

Nsemtwerefo no kyere se omanpanyin se o- hia akyewpa.

Press DEF claim COMP president say 3rd.sg- need apology

‘The press claims that the president demanded an apology.’

b) The secretary claimed to know the answer.

Na atweretwerfo no se onim anoyie no.

Na atweretwerfo no kyere se no o- nim anoyie no

PST secretary DEF claim COMP DEF 3rd.sg- know answer DEF

‘The secretary claimed to know the answer.’

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

Kofi kyere se Ama nim anoyie no.

Kofi kyere se Ama nim anoyie no.

Kofi claim COMP Ama know answer DEF

‘Kofi claims Bill knows the answer.’

There are no to-infinitive clauses in Akan; all complements clauses are finites.

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

Nsemyearefo no se Omanpanyin no bepri ne asedeε

Nsemyearefo no se omanpanyin no be pre ne asedeε

Press/reporters DEF say president DEF FUT. struggle 3rd.sg.POSS right

‘The reporters say that the president will claim his rights.’

b) Orlando said to go to the store.

Kofi se yɛŋkɔ dwamu ho.

Kofi se ye- n- kɔ dwamu ho
Kofi say 3rd.pl-IMP- go market there
‘Kofi said/ says we should go to the store.’

c) Orlando said for us to go to the store.
Kofi se yenkɔ dwamu ho.
Kofi se ye- n- kɔ dwamu ho
Kofi say 3rd.pl-IMP- go market there
‘Kofi said/ says we should go to the store.’

d) Orlando said that we [should] go to the store.
Kofi se yenkɔ dwamu ho.
Kofi se ye- n- kɔ dwamu ho
Kofi say 3rd.pl-IMP- go market there
‘Kofi said/ says we should go to the store.’

OR
Kofi se ebugs ye-kɔ dwamu ho.
Kofi se e- wo se ye- kɔ dwamu ho
Kofi say 3rd.sg.- be.located COMP 3rd.pl- go market there
‘Kofi said/ says we should go to the store.’

Both translations have a modal interpretation though only the second one has an overt modal.

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

A3a) The president confessed that he had seen the ceremony.
Omanpanyin no paemu kaa se w’ahu dwamudie no.
President DEF break -in say -PST COMP 3rd.sg.- Perf- see -PST ceremony DEF
‘The president confessed that he had seen the ceremony.’

b) The president admitted that he had heard the speech.
Omanpanyin no gye tu -u -mu se ɔ- a- te asem no.
President DEF collect take-PST- in COMP 3rd.sg.- Perf- hear talk DEF
‘The president admitted that he had heard the speech.’

c) We will say that Alice confessed her sins.
Yebeka se Afia paemu ka ne bone.
Ye- be- ka se Afia paemu ka -a ne bone.
3rd.pl- FUT- say COMP Afia open.in say -Pst 3rd.sg.POSS sin
‘ We will say that Afia confessed her sins.’

A4a) The baboons believe that the rocks prevent predators from attacking the young.
Nkwakuo no gyedi se abotan no bɔ won mma ho ban firi mmoa bone ho.
The baboons believe that the rocks prevent bad animals from attacking their children.

b) The birds expect that the thorns will stop bigger birds from eating their young.

The birds are expecting that the thorns will stop bigger birds from eating their children.

c) The scientists consider snakes to be beneficial.

The scientists consider snakes to be beneficial.

d) The dog suspects that the cat wants its toy.

The dog has taken it that the cat wants its toy.

e) The boss understood that Bill was capable of doing the work.

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

f) The student saw that the answer would require math skills.

The student saw that the answer would require wisdom about math.

g) The students know that their teacher keeps a record of their absences.

The students know that their teacher keep record for their attendance.
h) The newspapers have revealed that the president knew the actress.

The newspapers have revealed that the president knew the actress.

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

Ama ma a nkoo no ma a mmofra no didi.  
Ama kakyere n- koa no ma -a m- mofra no didi- i.  
Ama tell PL- servant DEF give- PST PL- child DEF eat - PST  
‘Ama asked the servants to make the children eat.’
(There is a verb *bisa* ‘ask’ but it is the wrong to use it here, it is only used in questions.)

b) Ruth has asked the servants how to stop the water from boiling too long.

Ama abisa nkoo no nea ɔbeyɛ amma n su no anhoro ankyɛ.  
Ama abisa nkoo no nea ɔ- be -ye a- ma nsuo no  
Ama Perf- ask pl.servant DEF what 3rd sg- FUT - do CONS - for water DEF  
ɛ- re- n- horo ankyɛ  
3rd sg- PROG - NEG - boil long.  
‘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

Ama bisaa nkoo no mmere ɛwɛsε ɛwɛbɛ ahohɔɛ no kɔkɔ fa ewiɛm nsakaeɛ no ho.  
Ama bisɛ -a nkoo no mmere ɛ- wɔ- se  wɔ- bɔ  
Ama ask – PST pl.servant DEF time 3rd sg - be.located. COMP 2nd pl - play  
ahohɔɛ no kɔkɔ fa ewiɛm nsakaeɛ no ho  
pl.visitor DEF warn about sky change DEF POST.  
‘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.  

Ama pɛ se mmarima no ka nsem kakra bi wɔ dwamudie no ase.  
Ama pɛ se mmarima no ka nsem kakra bi wɔ dwamudie no ase.  
Ama want COMP pl-boy DEF say words small INDEF be.located ceremony DEF under  
‘Ama is asking that the boys say a few words at the ceremony.’

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

Ama bɛka kyerɛ mmaa no se wɔɛ hye mmofra no na wɔn didi.  
Ama bɛka a- kyerɛ mm - maa no se wɔɛ hye mmofra  
Ama FUT- say Perf-show PL- woman DEF COMP for PL.child  
no na wɔn didi.  
DET then 3rd .pl eat.  
‘Ama will tell the women to make the children eat.’

b) Ruth has told the women how to stop the water from boiling too long.
‘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.
‘Ama reka akyerɛɛ mmaa no mmere a ɛwɔ se wɔbɛɛ ahooho no kɔkɔ ewiem nsakaeɛ no ho.
Ama PROG- say CONS- show pl.woman DET time REL. 3rd.sg- have COMP
wɔ- bɔ ahooho no kɔkɔ fa ewiem nsakaeɛ no ho
2nd.pl- play pl.visitor DEF warn about sky change DEF POST.

d) Ruth told the women that one of them should say a few words at the ceremony.
‘Ama ka kyerɛɛ mmaa no se ɛwɔ se ɛmмо mu baako nka nsem kakra wɔ dwamudie no ase.
Ama ka kyerɛɛ mmaa no se ɛ- wɔ se wɔn mu baako
Ama tell show –PST pl.woman DEF COMP 3rd.sg- have COMP 3rd.pl inside one
n- ka nsem kakra bi wɔ dwamudie no ase.
IMP- say pl.word small INDEF be.located ceremony DEF body.
‘Ama 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.
‘Kofi persuade –PST pl.boy DEF COMP Kwadwo be.happy book DEF POST
‘Kofi persuaded the boys that Kwadwo liked the book.’

b) Orlando persuaded the boys to watch the ceremony.
‘Kofi persuade –PST pl.boy DEF CAUS -PST 2nd.pl- watch -PST ceremony DEF
‘Kofi persuaded the boys to watch the ceremony.’
(The Akan translation has a negative connotation not associated with the English)

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

b) We promised the boys to yell at the donkeys.
‘We promised the boys that we would yell at the donkeys.’
A9a) The boys demanded that we watch them playing.

Mmarima no hyɛ yen se yenɛwɛ wɔn agorodie.
pl.boy DEF force 1st.pl.OBJ COMP 1st.pl- watch 3rd.pl playing
‘The boys demanded that we watch them playing.’

b) The boys demanded to watch us playing.

Mmerante no hyɛ yen se ɔmмо behwe yen se yedi agoro.
Pl.boy DEF force 1st.pl.OBJ COMP 3rd.pl.OBJ FUT- look 1st.pl COMP
ye- di agoro
1st.pl-play game
The boys demanded to watch us play a game.

A10a) The boss requires that we wear these shirts.

Adwumamu panyin no pe se yεhye saa ntaadeε wie.
Work - elder DEF want COMP 1st.pl.- wear this cloth this
The boss wants sthat we wear these shirts.

b) The boss requires us to wear these shirts.

Adwumamu panyin no pe se yεhye saa ntaadeε wie.
Adwumamu panyin no pe se ye- hyε saa ntaadeε wie.
Work - elder DEF want COMP 1st.pl.- wear this cloth this
The boss wants sthat we wear these shirts.

A11a) Our wives prefer that we stop smoking.

Yɛn yerenom nyaa ye a anka y’agyea cigarette nom.
Yɛn yere- nom be- nя anka ye a- gyae cigarette nom.
1st.pl. wife- PL  FUT- get CONTF 1st.pl. CONS-stop cigarette drinking
Our wives prefer that we stop smoking.

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

Yɛn yerenom ani begye ho se ye betoa cigarette nom so.
Yɛn yere- nom ani be- gye ho se ye be- toa
1st.pl.POSS wife- pl eye FUT-collect body COMP 1st.pl. FUT-continue cigarette nom so.
cigarette drinking on
‘Our wives would prefer for us to continue smoking.’
c) Our wives would prefer to keep smoking.

"Our wives would prefer to keep smoking."
c) We want to show our goods to the visitors.
   ‘We want to show our goods to the visitors.’

   Yɛ- pɛ se ye- de yen nneema no kyere aho ho no.
1st pl- want COMP 1st.pl- take 1st.pl.poss things DEF show PL.visitor DEF

   ‘We want to show our goods to the visitors.’

   1st pl- FUT- show pl.visitor DEF COMP pl.baboon DEF stomach burn
   2nd pl- for hyena DEF

   ‘We will show the visitors that the baboons fear the hyenas.’

   (This yen is an impersonal pronoun and it is used in passive sentences)

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

   (Prove and show in this context are translated with the same verb)

   b) The visitors were proved (to) that the hyenas hate the baboons. (* in English)
   ‘We showed the visitors that the hyenas hate the baboons.’

   A16a) The evidence suggests (to me) that the students are willing to work hard.
Nnyinaso no nyinaa kyere sɛ asukuufɔ no pɛ sɛ wɔyere wɔn ho sua adee yie. Nnyinaso no nyinaa kyere sɛ asukuufɔ no pɛ sɛ wɔ- yere Evidence DEF all show COMP pl.student DEF want COMP 2nd pl.- force wɔn ho sua adee yie. 2nd pl. self help learn thing well

‘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.
Yɛsusu ho akyere *(me) sɛ mneduafo no di fo. Yɛ- susu ho a- kyere *(me) sɛ mneduafo no di fo. IMP- suggest self Perf- show (1st sg) COMP prisoner DEF eat loss
‘ It has been suggested (to me) that the prisoner is guilty.’

A17a) The giraffe tried to reach the treetops.
ɛkнтenten no bɔ ne ho mmuden sɛ ɔbeduro dua no soro. ɛkнтenten no bɔ ne ho mmuden sɛ ɔ- be- duro ndua no soro. giraffe DEF play 1st sg.Poss self try COMP 3rd sg MOD reach PL.tree DEF top
The giraffe tried to reach the top of the trees.

b) Mary tried for her son to clean his room. (* in English)
Nana bɔɔ ne ho mm 판단 maa ne bɔ no asiesie ne dan mu. Nana bɔɔ -ɔ ne- ho mm 판단 ma -a ne bɔ Nana play -PST 1st sg.Poss self try CAUS -PST 1st sg.Poss child no asiesie ne dan mu DEF clean 1st sg.Poss room in
‘Nana tried hard for his son to clean his room.’
I do not know if this is grammatical in English.

c) Mary tried to get her son to clean his room.
Nana bɔɔ ne ho mm 판단 sɛ ɔbema ne bɔ no asiesie ne dan mu. Nana bɔɔ -ɔ ne- ho mm 판단 sɛ ɔ- be- ma ne bɔ Nana play -PST 1st sg.Poss self try COMP 3rd sg.-FUT.-CAUS 1st sg.Poss child no a- siesie ne dan mu DEF CONS- clean 1st sg.Poss room in
‘Mary tried to get her son to clean his room.’

A18a) The baboon failed/neglected to feed her child.
Kwaku no amma ne ba no aduane. Kwaku no a- m- ma ne ba no aduane. Baboon DEF Perf-NEG- give 1st sg.Poss child DEF food
‘The baboon failed/neglected/ didn’t feed her child.’

b) The machine managed to predict the right answer.
Afidee no tumi kyarɛ nyianɔ no papa no. Afidee no tumi kyarɛ -ɛ nyianɔ no papa no. Machine DET be.able show -PST answer DEF right DEF
‘The machine managed to predict the right answer.’

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

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

‘The prisoners need to convince the guards to give them more food.’

d) The leaders decided to attack the enemy.

The leaders decided to attack the enemy.

‘The leaders decided to attack the enemy.’

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

The house needs to be clean before the guests come.

‘The house needs to be clean before the guests come.’

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

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

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

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

We plan to succeed in making money for the company.

‘We plan to succeed in making money for the company.’

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

The elephant seemed to like to go to the cornfield.

‘The elephant seemed to like to go to the cornfield.’
b) A bird appears to have eaten the seeds.

Asɛ anomaa bi adi yen amma no.
Asɛ anomaa bi a- di yen amma no.
it.seem/appear bird INDEF Perf.- eat 3rd.pl PL.seed DEF

‘It appears a bird has eaten the seeds.’

c) The birds are likely to want more seeds.

ɛbɛtumĭ aba sɛ nnomaa no pɛ amma no.
ɛ- bɛ- tumi a- ba sɛ nnomaa no san
3rd.sg- FUT.- be.able CONS- come COMP PL.bird DEF again
pɛ amma no bio.
Want PL.seed DEF again

‘The birds are likely to want more seeds.’

d) The boys ought to feed the cattle.

ɛwɔ sɛ mmerantee ma nnatwie no aduane.
ɛ- wɔ sɛ mmerantee no ma nnatwie no aduane
3rd.sg- have COMP PL.boy DEF give PL.cow DEF food

The boys ought/ need/ have to feed the cattle.

e) The rain is certain to ruin the crops.

Nsuo no bɛtɛ asɛ nnobae no ampa.
Nsuo no bɛ- tɛ a- sɛ nnobae no ampa
water DEF FUT.- fall CONS-destroy/ruin pl.crop DEF true

‘The rain is certain to ruin the crops.’

f) The rain began to ruin the crops.

Nsuo fi asɛ sɛ nnobae no.
Nsuo fi aseɛ sɛ nnobae no
water start under destroy/ruin pl.crop DEF

‘The rain began to ruin the crops.’

g) Our neighbor turned out to be a famous writer.

Yebehehunu sɛ afipamfoɔ no mu baako ye okunini wɔ atwere mu.
Ye- be- hunu -u sɛ afipamfoɔ no mu baako ye okunini wɔ atwere 1st.pl-come-see -PST COMP neighbor DEF in one COP famous be.located writing in

‘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.

Kofi nim sɛ kanea no adum ampa.
Kofi nim sɛ kanea no a- dum ampa.
Kofi know COMP light DEF Perf.- off true

‘Kofi was certain that the lights were out./Kofi truly knows that the lights are out.’
b) It will appear that the defendant is guilty. (Even if he is not)
   ɛbɛma aye sɛ aberantie no di fɔ.
   ɛ- be- ma a- ye sɛ aberantie no di fɔ.
   3rd.sg. FUT. make Perf- do COMP man DEF eat failure.
   ‘It will appear that the man is guilty’

c) It is likely that the boys will go fishing.
   ɛbetumimetumiammo mamarima no bekpo.
   ɛ- be- tumi a- ba sɛ mamarima no be- kɔ po
   3rd.sg. FUT.- be.able CONS- come COMP PL.boy DEF FUT.-fo sea
   ‘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)
   Mmerante no betumimakɔ po.
   Mmerante no be- tumi a- kɔ po.
   Pl.boy DEF FUT- be.able CONS.- go sea
   ‘It is probable that the boys will go fishing.’

e) It is true that the south is warmer.
   Nokware ne sɛ anafo ho eyɛ hyi kyen atifi.
   Nokware ne sɛ anafo ho eyɛ hyi kyen atifi.
   Truth COP COMP south there. 3rd.sg. COP hot more.than north
   ‘It is true that the south is warmer than the North.’
   OR
   Nokware ne sɛ anafo ho eyɛ hyi.
   Nokware ne sɛ anafo ho eyɛ hyi.
   Truth COP COMP south there. 3rd.sg. COP hot
   ‘It is true that the south is warm.’

f) It is good that Mary is the winner.
   eyɛ sɛ Ama na edì nkunim no.
   ɛ- ye sɛ Ama na e- di nkunim no.
   3rd.sg. be.good COMP Ama FOC. 3rd.sg. eat win DET
   ‘It is good that Ama won.’

g) It is clear that the boys made the children eat the plantains.
   eyɛ pefɛe sɛ mmarima no maa mmofra no dii bɔɔdeɛ.
   ɛ- ye pefɛe sɛ mmarima no ma -a mmofra no di -i bɔɔdeɛ
   3rd.sg. do clear COMP PL.boy DEF CAUS-PST PL.child DEF eat -PST plantain
   ‘It is clear that the boys made the children eat the plantains.’

h) I am happy that everyone will know the truth.
   eyɛ mede sɛ obi a rebehu nkware no.
   ɛ- ye me- de sɛ obi a rebe- hu nkware no.
   3rd.sg -do 1st.sg- sweet COMP everyone IMM.FUT.- see truth DEF
   ‘I am happy that everyone will know the truth.’
We resisted washing the car.

The children have finished washing the car.

We discussed teaching a course together.

The neighbors avoided talking to the police.

Alice guessed that the children would know the answer.

Alice guessed when the children would show the book to the teacher.

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

Na mmarima nim sɛ Yaa behu mmuaɛ no.
Na mmarima nim sɛ Yaa be- hu mmuaɛ no.
PST PL.boy know COMP Yaa FUT.- see answer DEF
‘The boys knew that Alice would know the answer.’

b) The boys knew when Alice would tell the story to the president.

Na mmarima nim mmere Yaa beka asem no akyere omanpanyin no.
Na mmarima nim mmere Yaa be- ka asem no a- kyere omanpanyin no.
PST PL.boy know time Yaa FUT.- say story DEF CONS- show president DEF
‘The boys knew when Alice would tell the story to the president.’

c) Alice knew which answers the children would be able to guess.

Na Yaa nim anoyie a mmofra no betumi abɔ wɔn tirim aka.
Na Yaa nim anoyie a mmofra no be- tumi a- bo wɔn
PST Yaa know answer REL PL.child DEF FUT.- be.able CONS-play 2nd.pl.POSS
tirim a- ka.
head CONS- say
‘Yaw knew which answers the children would be able to guess.’

A24a) I saw that Mary was bleeding.

Mehuu sɛ mmogya retu Ama.
Me- hu -u sɛ mmogya re- tu Ama
1st.sg- see -PST COMP blood PROG- flow Ama
‘I saw that Mary was bleeding.’

b) I saw the rock roll(ing) down the hill.

Mehuu sɛ ɔbotan no sane bepɔ no.
Me- hu -u sɛ ɔbotan no sane bepɔ no.
1st.sg- see –PST COMP rock DEF descend hill DEF
‘I saw the rock roll(ing) down the hill.’

c) The rock was seen rolling down the hill.

Ye- hu -u sɛ ɔbotan no sane bepɔ no.
3rd.pl- see –PST COMP rock DEF descend hill DEF
‘The rock was seen rolling down the hill.’

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

M’ate sɛ sukuufɔ anigye sɛ wɔn adesua a wɔde ba fie no no ye anika a.
Me a- te sɛ sukuufɔ anigye sɛ wɔn adesua a
1st.sg- Perf. hear COMP PL.student be.happy COMP 2nd.pl learning REL.
wɔ- de ba fei no ye anika .
2nd.pl- take come home DEF COP. interesting
‘I heard that students are happier when their homework is interesting.’

b) I heard water drip(ping) from the faucet.
   Metee sɛ nsuɔ resɔsɔ fri pipe no mu.
   Me- te -ɛ sɛ nsuɔ re- sosɔ fri pipe no mu.
   1st.sg- hear -PST COMP water PROG-drip from pipe DEF in
   ‘Water was heard dripping from the faucet.’

c) The water was heard dripping from the faucet.
   Yeete sɛ nsuɔ resɔsɔ fri pipe no mu.
   Ye-e sɛ nsuɔ re- sosɔ fri pipe no mu.
   3rd.pl- hear -PST COMP water PROG-drip from pipe DEF in
   ‘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.
   M’adwene ne sɛ anka ɛwɔ sɛ Ama pa akyew.
   Me adwene ne sɛ anka e- wɔ sɛ Ama pa akyew.
   1st.sg mind COP COMP CONTF. 3rd.sg- be.located COMP Ama remove hat.
   ‘I felt/ think that Ama should have apologized.’

b) I felt my muscles relax(ing).
   Metɛɛ sɛ me pomu adwo me.
   Me- te -ɛ sɛ me pomu a- dwo me.
   1st.sg- feel -PST COMP 1st.sg muscle Perf- relax 1st.sg.
   ‘I felt my muscles relax(ing).’

c) After the injection, the patient’s muscles were felt relaxing.
   Panee no akyiri no, afei oyarefoɛ no pomu hyɛɛ asee dwodwoo no.
   Panee no akyiri no, afei oyarefoɛ no pomu hyɛɛ -ɛ asee dwodwoo no.
   Injection DEF back CD now sick.person DEF muscle start -PST under relax CD
   ‘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.
   Na Amanebo sɛ Kofi di fo no ye nwanwa.
   Na Amanebo sɛ Kofi di fo no ye nwanwa.
   Pst news COMP Kofi eat guilty DEF COP surprise
   ‘The news that John was guilty was surprising.’
b) The knowledge that he had made Mary uncomfortable bothered him.

\[\text{It bothers him that he was the reason why Ama was uncomfortable.}\]

c) The scientists had to accept the fact their prediction was wrong.

\[\text{The scientists had to accept the fact their prediction was wrong.}\]

d) Mary’s announcement that she was pregnant was the reason that John was late.

\[\text{Ama’s announcement that she was pregnant was the reason Kwame was late.}\]

e) The claim that no one knew about the scandal is difficult to believe.

\[\text{It is difficult for me to believe that no one knew about the scandal.}\]

f) The only reason to do this properly is so that we can avoid a lawsuit.

\[\text{The reason why we have to do this well is to avoid a lawsuit/litigation’}\]

OR

\[\text{The reason why we have to do this well is to avoid a lawsuit/litigation’}\]
‘He have to do this well so we avoid a lawsuit/litigation’

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.

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.
cat DEF be.happy -PST POST COMP PST everyday 3rd.sg .POSS owner ma no 2- di treats.
Allow DEF 3rd.sg- eat treats
‘The cat liked that his master always gave him treats to eat.

b) The cat liked to eat treats.
Na ókra no pè se 3- di treats.
Na ókra no pè se 3- di treats PST cat DEF like COMP 3rd.sg- eat treat
‘The cat liked to eat treats.’

c) The cat likes (for) his master to pet him.
ókra no pè se ne wura de ne nsa fefa ne ho.
ókra no pè se ne wura de ne nsa fefa cat DEF like COMP 3rd.sg .POSS owner take 3rd.sg .POSS hand touch ne ho 3rd.sg .POSS self
‘The cat likes (for) his master to pet him.’

A31a) We fear that the police do not regret their mistake.
Nea yesuro ne se ebia na apoosifo no nu wən ho.
Nea ye- suro ne se ebia na apoosifo no nu -u wən ho. what 1st.pl- fear COP COMP maybe PST pl.police DEF regret -PST 2nd.pl.POSS self
‘We fear that the police do not regret their mistake.’

b) Refugees fear to speak to the press. (* in English)
Atukọtenafo no suro se wən ne n’semtwerefo no kasa.
Atukọtenafọ no suro se wən ne n’semtwerefo no kasa. pl.refuge DEF be.afraid COMP 2nd.pl. with pl.reporter DEF talk
‘b) Refugees fear to speak to the press. (* in English)’

A32a) We are ashamed that we did not help the children to leave.
Ya ni awu se yen ammọa mmofra no ama wən andwane.
Ye an a- wu se yen a- m- moa mmofra no 1st.pl.POSS eye Perf- die COMP 1st.pl - Perf- NEG- help Pl.children DEF a- ma wə a- n- dwane CONS- allow/let 2nd.pl CONS- IMP run
‘We are ashamed that we did not help the children to leave/run away.’

b) The businessman was ashamed to talk to his customers.
Na ọdwdini no aniawu se ẹne n’adetefọ ọ no bekasa.
Na ọdwdini no aniawu se ẹ- ne no adetefọ PST marketperson DEF be.ashame COMP 3rd.sg-CONJ 3rd.sg.POSS customer be- kasa.
FUT.- talk
‘The businessman was ashamed to talk to his customers.’
A33a) We are embarrassed that our president went fishing when the war began.

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

b) We are embarrassed to ask for a favor.

We are embarrassed to ask for help.

A34a) The fans rejoiced that their team was successful.

The fans rejoiced that their team was successful.

b) The team celebrated their team being successful.

The team celebrated their team being successful.

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

The authorities were surprised that the new law was popular.

b) That the new law was popular was surprising.

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).

A36b) It was upsetting (to us) that the judge remembered the death sentences.

A36c) It is upsetting to see poverty.

A37a) Cats are hard to train.

A37b) It is hard to train cats.

A37c) It is hard for us to train cats.

A37d) Cats are hard for us to train.
Nкраа nтити یر den ma yen.
PL.cat training COP hard for 3rd.pl
‘Cats are hard for us to train.’

A38a) This person is worth talking to.
эхia setError yekasa saa nipa yi ho.
э- hia se ye- kasa saa nipa yi ho
3rd.sg.- need COMP 1st.pl.- talk this person this body
‘This person is worth talking to.’

b) It is worth talking to this person.
Nfaso beba se yebekasa saa nipa yi ho.
Importance FUT.- come top COMP 1st.pl.- FUT- talk this person this body
‘It is worth talking to this person.’

A39a) Paul was probably able to do this.
эbэтумi abæ Yaw tumi یر-е wei.
э- be- tumi a- ba se Yaw tumi ye-е wei.
3rd.sg.- FUT.- be.able CONS- come COMP Yaw be.able do -PST this
‘Yaw was probably able to do this.’

b) Paul is probably capable of reading this.
эbэтумi abæ Yaw betumi akane wei.
э- be- tumi a- ba se Yaw be- tumi a- kane wei.
3rd.sg.- FUT.- be.able CONS- come COMP Yaw FUT.- be.able CONS- read this
‘Paul is probably capable of reading this.’

c) Paul is proud of being able to do this.
эye Yaw ahohoahoa se өtумi аye wei.
э- ye Yaw ahohoahoa se ө- atumи a- ye wei.
3rd sg.- do Yaw proud COMP 3rd.sg- Perf be.able CONS- do this
‘Paul is proud of being able to do this.’

A40a) The judge denied that anyone had committed a crime.
Nтэмуафоо no dii ntoro se өbia nnye bone ye.
Nтэмуафоо no di -i ntoro se өbia n- nye bone.
Judge DET eat -PST lie COMP everyone NEG- do bad
‘The judge denied that anyone had committed a crime.’

b) The judge denied anyone to commit a crime. (* in English)
Nтэмуафоо no тваа биара ntoro se өnnye bone.
Nтэмуафоо no тва -а биара ntoro se ө- n- ye bone.
Judge DEF cut -PST everyone lie COMP 3rd.sg- NEG do bad
‘The judge denied that he had done committed a crime.’
OR

\[\text{Ntembuafọ no amma kwan se obiara enye bone.}\]
\[\text{Ntembuafọ no a- m- ma kwan se obiara ε- n- ye bone.}\]
\[\text{Judge DEF Perf- NEG- allow way COMP everyone 3^{rd}.sg- IMP.- do bad}\]

‘The judge did not allow anyone to commit a crime.’

c) It was denied that anyone had committed a crime.
\[\text{Ye- di ntoro se obia nnye bone.}\]
\[\text{1^{st}.pl.- eat lie COMPL everyone NEG- do bad}\]

‘It was denied that anyone had committed a crime.’

A41a) The prosecutor doubted that the prisoner had any money.
\[\text{Otemuafo anye anni se ededuafo no wc sika.}\]
\[\text{Otemuafo a- n- nye a- n- ni se ededuafo no wc sika.}\]
\[\text{prosecutor PST-NEG- collect CONS- NEG- eat COMP prisoner DEF have money}\]

‘The prosecutor doubted that the prisoner had any money.’

b) The prosecutor doubted the prisoner to have any money. (* in English)
\[\text{Otemuafo anye anni se ededuafo no wc sika.}\]
\[\text{Otemuafo a- n- nye a- n- ni se ededuafo no wc sika.}\]
\[\text{prosecutor PST-NEG- collect CONS- NEG- eat COMP prisoner DEF have money}\]

‘The prosecutor doubted that the prisoner had any money.’

A42a) You remembered that I hate to eat fish.
\[\text{Wokaee se mekyiri nsuo mu nam.}\]
\[\text{Wo- kae -e se me- kyiri nsuo mu nam.}\]
\[\text{2^{nd}.pl.- remember –PST COMP 1^{st}.sg- hate water in fish}\]

‘You remembered that I hate to eat fish.’

b) The girls remembered to get the cows ready.
\[\text{Mmaayiwa no kaa se wobeseisei nnatwi no ho.}\]
\[\text{Mmaayiwa no ka -a se wo- be- seisei nnatwi no ho.}\]
\[\text{pl. girl DEF say -PST COMP 3^{rd}.pl.- FUT.- get.ready pl.cow DEF body}\]

‘The girls remembered to get the cows ready.’

c) The men remember crossing the river when it was flooded.
\[\text{Mmerante no kae se na watwaas nsuo no mmere a } \varepsilon \text{yire ye no.}\]
\[\text{Mmerante no kae se na wɔ- twaa nsuo no mmere pl.man DEF remember COMP PST 3^{rd}.pl.- cross water DEF time}\]
\[\text{a } \varepsilon- \text{yire- ye no.}\]
\[\text{REL. 3^{rd}.sg.- flood –PST CM.}\]
‘The men remember crossing the river when it was flooded.’

d) The dog remembered what we taught him.
Kraman no kae nea yɛkyere no no.
Dog DEF remember -PST thing 1st.pl.- show 3rd.sg CM
‘The dog remembered what we taught him.’

e) The girls will remember what to feed the cows
Mmaayiwa no be- kae nea ɛ- wɛ se wɔ- de ma nantwi no.
pl.girl DEF FUT.- remember thing 3rd.sg- be.located COMP 3rd.pl.- take give
cow DEF
‘The girls will remember what to feed the cows’

A43a) I imagined that I could do anything.
Mesusu sɛ metumi aye biribiara
Me- susu sɛ me- be- tumi a- ye biribiara
1st.sg- imagine COMP 1st.sg- FUT- be.able CONS- do everything
‘I imagined that I could do anything.’

b) I imagined to be a millionaire. (* in English).
Mesusu sɛ mewɔ sika.
Me- susu sɛ me- wɔ sika
1st.sg- imagine COMP 1st.sg- have money
‘I imagined that I am millionaire.’

c) I imagined winning the lottery.
Mehuu meho sɛ meredi lotto no.
Me- hu -u me- ho se me- re- di lotto no
1st.sg- see -PST 1st.sg- self COMP 1st.sg- PROG- eat lotto DEF
‘I imagined winning the lottery.’

d) I can imagine what they will ask me to do.
Metumi ahu nea wɔbebisa me se me nye.
Me- be- tumi a- hu nea wɔ- be- bisa me
1st.sg- FUT- be.able CONS- see what 2nd.pl.- FUT- ask 1st.sg
se me ye.
COMP 1st.sg do
‘I can imagine what they will ask me to do.’

A44a) John reminded the students that they should read chapter 2.
Kofi kae sukuufo no se ɛwɔ se wo kane efa etɛso mmienu.
Kofi kae -e sukuufo no se ɛ- wɔ se wɔ- kane
Kofi remind –PST PL.student DEF COMP 3rd.sg- be.located COMP 3rd.pl. read
Kofi reminded the students that they should read chapter 2.

b) John reminded the students to read chapter 2.

Kofi reminded the students to read chapter 2.

Kofi kae sukufon no se e wo kane efa e tso so mmieni.
Kofi remind -PST PL.student DEF COMP 3rd.sg- be.located COMP 3rd.pl. read efa e tso so mmieni.
chapter 3rd.sg- fall top two

‘John reminded the students to read chapter 2.’

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

Kofi *reminded/remembered to read chapter 2.

d) The students were reminded that they should read chapter 2.

The students were reminded that they should read chapter 2.

Ye kaee sukufon no se e wo kane efa e tso so mmieni.
Ye- kae -e sukufon no se e- wo se wo- kane 1st.pl- remind -PST PL.student DEF COMP 3rd.sg- be.located COMP 3rd.pl. read efa e- tso so mmieni.
chapter 3rd.sg- fall top two

‘The students were reminded that they should read chapter 2.’

e) The students were reminded to read chapter 2.

The students were reminded to read chapter 2.

Ye kaee sukufon no se e wo se wo kane efa e tso so mmieni.
Ye- kae -e sukufon no se e- wo se wo- kane 1st.pl- remind -PST PL.student DEF COMP 3rd.sg- be.located COMP 3rd.pl. read efa e- tso so mmieni.
chapter 3rd.sg- fall top two

‘The students were reminded to read chapter 2.’

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

The students read that the man was unwilling/didn’t want to leave the camp.

I cannot find a translation for scout so I replaced it with man.
b) Mary wrote that she would not consider leaving the school.
   Mary write -PST COMPL 3rd.sg- NEG- think body  even COMP 3rd.sg- FUT- leave school there.
   ‘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.
   Old.man DEF say -PST be.located 3rd.sg.Poss throat in   COMP  water DEF n- ye- dɛ nanso obiara a- n- te ne ase.
   ‘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.
   but PST 3rd.pl.- think COMP be.tired FOC. 3rd.sg.- be.tired
   ‘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.
   Conductor DEF yell -PST in   COMP problem bad 3rd.sg- Prog- FUT- happen yen nso na ye- nim se ketek  no m- maa ye.
   3rd.pl.obj but PST 3rd.pl.- know COMPL train DEF NEG- come PST
   ‘The conductor yelled that something bad was going to happen to us, but we knew the train was not coming.’
   (Mate is an English word but has been nativised in Akan to mean conductor, there is no other way to refer to a conductor.)

b) The guide yelled that we would have to leave, but no one seemed to hear what he said.
   ʒhwɛsɔ no tiee mu se ɛwɔ se ɣɛkɔ, nanso ase obiara ante nea əkaa ye no.
   ʒhwɛsɔ no tiee -e mu se e- wɔ se ye- kɔ nanso guide DEF yell -PST in COMP 3rd.sg- be.located COMP 3rd.pl.- go but
   ase obiara a- n- te nea ɔ- kaa ye no. it.seem/appear everybody Perf.- NEG- hear thing 3rd.sg- say PST CM
   ‘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.
   *Mate no tietiee mu kyere yen se yeﬁiri ketekede no so, nanso na yen mpe se yebekeletal
A47a) The weatherman warned us that it would rain, but we doubted that he was right.

b) The doctor warned us to avoid the sun.

c) The doctor warned us not to go into the sun.

d) The conductor yelled to get off the tracks, but we didn’t realize that he was yelling at us.

b) The doctor 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 conductor yelled to get off the tracks, but we didn’t realize that he was yelling at us.

‘The conductor yelled to get off the tracks, but we were not ready to leave.’

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

‘The doctor warned us not to go into the sun.’
A48a) That everyone was guilty was upsetting.

That everyone is/was guilty is/was upsetting.

b) To eat meat would be upsetting.

To eat meat would be upsetting.

b) For important leaders to eat meat would upset the vegetarians.

For important leaders to eat meat would upset the vegetarians.

c) To eat meat would upset the vegetarians.

To eat meat would upset the vegetarians.

d) That the president leave early is important.

That the president leave early is important.

e) That the president has already left is important.

That the president has already left is important.

A49a) That the messenger arrivé early is necessary.

That the messenger arrive early is necessary.
b) It is necessary that the messenger arrive early.
   'It is necessary that the messenger to arrive early.'

c) It is necessary for the messenger to arrive early.
   'It is necessary for the messenger to arrive early.'

d) It is necessary to arrive early.
   'It is necessary/important to arrive early.'

OR
   'It is necessary to arrive early.'

e) The governor stated that it would be necessary for everyone 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.
(Be necessary and be important are the same word in Akan.)

A50a) We prevented the teacher from yelling at the children.
   “We did not allow the teachers to yell at the children.”

b) We allowed the guards to search the prisoners for weapons.
“We allowed the guards to search the prisoners for weapons.”

c) We forced the guards to warn the prisoners about inspections.

‘We forced the guards to warn the prisoners about inspections.’

d) We permitted that inspection take place early in the morning.

‘We permitted that inspection take place early in the morning.’

A51a) We advised John to speak to a therapist.

‘We advised John that he speak to a therapist.’

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

‘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.

‘Akua stopped talking to Kwadwo’

b) Elsa stopped Martin from talking to Julia.

‘Akua force Kwadwo stop talk again’
‘Akua stopped Kwadwo from talking to Yaw.’

c) Elsa stopped to talk to Martin.
   Akua gyina kasa Kwadwo ho. (only has the second reading)
   Akua gyina kasa Kwadwo ho.
   Akua stop talk Kwadwo body
   ‘Akua stopped to talk to Kwadwo.’

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.
   Akua kɔɔ so ne Kwadwo kasa yɛ.
   Akua kɔ -ɔ so ne Kwadwo kasa yɛ.
   Akua go –PST on CONJ Kwadwo talk PST
   ‘Elsa continued talking to Bill.’

e) Elsa continued to talk to Bill.
   Akua kɔɔ so ne Kwadwo kasa yɛ.
   Akua kɔ -ɔ so ne Kwadwo kasa yɛ.
   Akua go –PST on CONJ Kwadwo talk PST
   ‘Elsa continued to talk to Bill.’

f) Elsa kept talking to Bill.
   Akua kɔɔ so ne Kwadwo kasa yɛ.
   Akua kɔ -ɔ so ne Kwadwo kasa yɛ.
   Akua go -PST on CONJ Kwadwo talk PST
   ‘Elsa kept talking to Bill.’

g) Elsa kept Bill happy.
   Akua maa Kwadwo anigyee yɛ.
   Akua ma -a Kwadwo anigyee yɛ.
   Akua causative -PST Kwadwo be.happy PST
   ‘Elsa kept Bill happy.’

h) Elsa kept Bill to be happy (* for English speakers if Bill is the one who is happy)
   Ama gye Kofi maa n’anigyee yɛ. (Kofi is the one who is happy)
   Ama gye -e Kofi ma -a ne anigyee yɛ.
   Ama take -PST Kofi causative -PST 3rd.sg be.happy PST
   ‘Ama took/kept Kofi and that made Kofi happy’
   (The pronouns could refer to both the subject and the object thus the sentence has both interpretations.)
i) Elsa kept Bill eating vegetables. (?? For many English speakers where Bill is the eater)
   Akua kɔɔ so maa Kwadwo dii atɔsɔdeɛ.
   Akua kɔɔ so ma -a Kwadwo di -i atɔsɔdeɛ.
   Akua go –PST on causative -PST Kwadwo eat –PST vegetable
   ‘Ama continued to make Kwadwo eat vegetables.’

j) Elsa kept Bill from eating vegetables.
   Akua sii Kwadwo kwan sɛ di atɔsɔdeɛ.
   Akua prevent –PST Kwadwo way Compl 3rd.sg.- FUT- eat vegetable
   ‘Ama kept/prevented Kwadwo 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.
   Yɛni m sɛ yɛ-ka sɛ ankaa ye aduaba.
   Yɛ- nim sɛ ye- ka sɛ ankaa ye aduaba
   1st.pl- know COMP 1st.pl- say COMP melon COP fruit
   ‘It is known that melons are claimed to be fruits.’

b) It is claimed that melons are fruits.
   Yese ankaa ye aduaba.
   Yɛ- se ankaa ye aduaba.
   1st.pl- say melon COP fruit
   ‘It is claimed that oranges are fruits.’

c) It is believed that the rain will continue to cause flooding.
   Yɛgyedi sɛ nsnuo nɔ a ɛretɔ no bɛgu so ayiri afa nkorofoɔ.
   Yɛ- gyedi sɛ nsnuo nɔ a ɛ- re- tɔ no bɛ- gu so
   1st.pl- believe COMP water DEF REL. 3rd.sg.- Progr.- fall DEF FUT. on top
   a- yiri a- fa nkorofoɔ.
   CONS-flood CONS- take people.
   ‘It is believed that the rain will continue to cause flooding.’

d) It is expected that the tourists will complain to the authorities.
   ɛnyɛ nwanwa sɛ ahɔhɔɔ nɔ bɛ bɔ y’aki akyire mpanyiŋfoɔ nɔ.
   ɛ- n- ye nwanwa sɛ ahɔhɔɔ nɔ bɛ bɔ ye aki
   3rd.sg- Neg- do surprise Compl visitor.pl DET FUT, play 1st.pl back
   akyire mpanyiŋfoɔ nɔ.
   CONS. pl.elder DET
   ‘It will not be surprising that the tourists will complain about us to the authorities.’

OR
‘It will not be surprising that the tourists will tell their grievances to the authorities.’

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

‘That the inspection take place at 3 o’clock was required by the officers.’

b) That precautions would be necessary was expected.

‘That precautions would be necessary was expected.’

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

‘That the prisoner was guilty of more than one crime was never revealed.’

d) That the protestors would be arrested was never told to us.

‘That the protestors would be arrested was never told to us.’

e) We were never told that the protestors would be arrested.

‘That the protestors would be arrested was never told to us.’
A55a) John was forced to eat the soup.

John was forced to eat the soup.

A56a) John was seen eating the soup.

John was seen eating the soup.
‘Kofi 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).

Both b and c can be said using any of the three in a.

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

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.

The servants have been asked when they will warn the tourists about the weather.

The women have been told when to stop the water from boiling too long.
‘The women are told when they should warn the tourists about the weather.’

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

Ye deede mmarima no se Kwadwo pe nhoma no.

1st. pl - persuade pl. boy DET COMP Kwadwo like book DEF

‘The boys were persuaded that Bill liked the book.’

b) The boys were persuaded to watch the ceremony.

Ye deede mmarima no maa wɔhwee dwamudie no.

1st. pl - persuade pl. boy DET give -PST 3rd. pl watch -PST ceremony DEF

‘The boys were persuaded to watch the ceremony.’

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

Nea ɔka ye no kyere (me) se ne yam hyehye no wɔ yen nkataa no ho.

Nea ɔ- kaa ye no kyere (me) se ne ye m hyehye

3rd. sg - say PST CM show (1st. sg) COMP 3rd. sg Poss stomach be. hot

no wɔ yen nkataa no ho.

3rd. sg - about 1st. pl paper DEF self

‘The things he said suggest (to me) that he is worried about our proposal.’

b) It has been shown that the students are capable of doing this problem.

Y’atumi akyere se sukuufɔɔ betumi aye saa nsohwe wei.

1st. pl - Perf. be. able Perf. show COMP students DEF FUT be. able CONS do

saa nsohwe wei

this exam this

‘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.

Y’atumi akyere se sukuufɔɔ anigye se adesua a wɔde kɔ fie no ye anika a.

1st. pl - Perf. be. able Perf. show COMP students be. happy COMP learning REL.

wɔ- de ba fei no ye anika.

3rd. pl - take come home DEF Cop. interesting

(3rd. pl is the impersonal pronoun)

‘It has been proved that the students are happier work they bring home is interesting’
This Corporate Questionnaire and Proposal Brochure is very useful to make professional standards and guidelines for your brand identity and design. You develop Websites for your customers? Don't waste time with answering the same questions over and over again – focus on your work and content and use this questionnaire guide to promote your work in an outstanding way. 14 pages plus front/back cover layout and fully editable. Absolutely ready to print, just copy/paste your text and place your images – do not use placed images because of copyrights! Complement Clauses as Noun Clauses “Complement clauses can be that-clauses, wh-clauses, ing-clauses or infinitive clauses. The most common type is a complement clause following a verb. . . . In versions of grammar that use the concept of complement clause, it largely or entirely replaces the concept of nominal clause (or noun clause) referring to a clause that can occur in positions where noun phrases occur. For example, in I'd like to carry on, the infinitive complement clause is the object of the main clause, filling a position where a noun phrase could occur." (Geoffrey N. Le...Â . . . Sometimes the term 'complement clause' is extended to the adverbial type of subordinate clause as well." Employee Questionnaires and Surveys: Best Practices and Samples. For years, doing business was a little like shooting an arrow while squinting in the dark. You had a general idea of what you wanted to hit, and how, but you didn’t have all the information you needed to get a clear shot. Not anymore. One of the beautiful things about today’s technology is how we can track nearly everything. How many clicks we’re getting on a particular ad. Which products customers are most likely to recommend to their friends, and therefore the ones that have more virality built into them. All this information h