

Clause typing in Afrikaans

A questionnaire and its results

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Preface

The aim of the questionnaire presented here was to investigate the left periphery of various finite clauses in Afrikaans, with particular attention paid to clause-typing elements and the combinations thereof. The questionnaire is a replication of the original questionnaire carried out on five other Germanic languages (Dutch, Danish, Swedish, Norwegian, and Icelandic), published as: Bacskai-Atkari, Julia & Lisa Baudisch (2018) *Clause typing in Germanic: A questionnaire and its results* (available at: <https://publishup.uni-potsdam.de/frontdoor/index/index/docId/40681>). The investigation for the original questionnaire was funded by the DFG, as part of the project “The syntax of functional left peripheries and its relation to information structure” (BA 5201/1). The present questionnaire was funded by a research allowance of the University of Konstanz; the evaluation of the data was also supported by the DFG, as part of the project “Asymmetries in relative clauses in West Germanic” (BA 5201/2). The questionnaire was distributed online via the “SoSci Survey” platform.

The questionnaire is mostly concerned with clause typing in embedded clauses, but main clause counterparts are also considered for comparative purposes. The chief aim was to achieve comparable results with other Germanic languages, though the standardised questionnaire may also be helpful in the study of other languages, too. Most questions examine the availability of various complementisers and clause-typing operators, and in some cases the movement of verbs to the left periphery is also taken into account. The questionnaire is split into seven major parts according to the types of clauses under scrutiny.

The questionnaire was written in English and the individual questions either concern translations of given sentences from English into Afrikaans, and/or they ask for specific details about the constructions in Afrikaans. The basis of the questionnaire is a set of numbered sentences: the numbers always have three digits, the first indicating the relevant part of the questionnaire and the last two digits being the question number within that part. The English sentences are always grammatical, though some of the configurations may be non-standard and/or subject to variation. Apart from this, many questions contain sentences that serve to illustrate what the question is asking for about Afrikaans: these English sentences are given as “Examples” and they are in most cases not grammatical in English.

The present document contains the questionnaire itself (together with the instructions given at the beginning of the questionnaire and at the beginning of the individual sections, as well as the questions asking for personal data), the sociolinguistic data of the speakers, and the actual results for the individual languages. Just as in the original questionnaire, 2 informants were recruited. The informants were paid. Given the small number of informants, the present study serves as a qualitative investigation and as a basis for further, quantitative and experimental studies.

Since the present document aims at reflecting the actual responses of the speakers,

we have not altered the original answers. The sentences given by the speakers in Afrikaans are numbered consistently and are glossed, the glosses containing relevant morphological information and reflecting the etymological connections between individual elements in Germanic languages. Question marks (? , ?? or even more) stand for markedness, asterisks (*) for ungrammaticality, and the hash (#) for infelicity. Unless the speakers provided explicit grammaticality judgements themselves, there are no markers appearing in the examples as I refrained from altering the original answers. The texts written by the informants as parts of the answers indicate the judgements quite clearly and these should be taken into consideration when evaluating the individual responses.

I would like to thank the informants for filling out the questionnaire. I definitely owe many thanks to Roné Wierenga for her help in recruiting the informants.

The questionnaire

The questionnaire contains numbered sentences to be translated into [target language]. The sentences are given in English, preceded by a short description of the exact task you are supposed to do. Apart from translating the sentences, there are questions concerning particular elements in the constructions, as well as questions regarding other possible ways to form the same sentence. If the constructions given in the numbered sentences are not possible in [target language], please still provide a verbatim translation of these and indicate that the construction is ungrammatical. If the sentence is not entirely bad but not really good either (somewhere between grammatical and ungrammatical), please specify that, too.

Sometimes it is not possible to provide grammatical English versions of these: in order to give you a better idea of what the questions ask for, such constructions are illustrated in English and labelled as “examples” rather than being numbered like the sentences that are to be translated directly.

Some of the sentences are accompanied by relevant contexts in square brackets [] that do not have to be translated. Words/phrases in brackets () are optional: it is recommended that you try constructing examples in your language both with and without them.

Note that I am primarily interested in the variety/varieties of [target language] that you speak. Hence, please feel free to provide any translation that you find good, use regularly etc., even if you think it is not accepted by all speakers, or it is something that is generally avoided in formal writing: forms belonging to everyday spoken language, the regional variety of the standard language, or a regional dialect are all welcome. If the varieties you speak express the same sentence in different ways, please provide all the options in your answers. On the other hand, you are naturally not required to provide a full list of all the possible answers that may occur in other varieties of [target language]: it is enough that you concentrate on your own variety (or varieties).

The primary goal of the questionnaire is to detect which subordinating elements can appear in various types of embedded clauses, and whether they have an effect on the internal structure of the embedded clause. The investigation concentrates on finite embedded clauses, including embedded declaratives, interrogatives, relative clauses, degree clauses, as well as equative and comparative clauses. In some cases, you will be asked about variation (within your variety/varieties): in these cases, please provide all the versions clearly (if applicable), or state explicitly that no variation is possible.

In some cases, you may notice that word order variation is possible: you may provide information on this in the translations, especially if you feel it is relevant for the specific questions investigated here (see above), but it is by no means required to do so: it is perfectly enough if you provide the most natural translation and answer the specific questions regarding these, and/or the possibilities of variants especially asked for.

3. In which year were you born?

4. In which city/area did you grow up (predominantly)?

Your answer would be helpful to determine whether there is any geographical variation, even if you are not a dialect speaker.

5. In which city/area did your parents grow up (predominantly)?

Again, your answer would be helpful to determine whether there is any geographical variation.

1 Interrogatives

This section contains questions about interrogative clauses, with special attention paid to embedded interrogatives. In some cases, it is possible that your language/variety allows more than one word order with similar meaning. It is enough to provide the most natural one of these, but of course you are welcome to provide other possible variants (if so, please specify whether they differ in their acceptability, meaning, or style).

6. Please translate the following sentence into [target language].

(101) Does Mary like books?

7. Please consider the [target language] version of (101). Is it possible to have a question particle in the clause, and if so, is the result an ordinary variant of (101), or is its use more restricted?

Example: Whether Mary likes books?

8. Please translate the following sentence into [target language].

(102) Peter asked if Mary liked books.

9. Please list all the elements that can correspond to “if” in (102) in [target language]. Please specify whether these may combine with each other or with an element like “that”, too.

10. Please translate the following sentence.

(103) Peter doesn't know if Mary likes books.

11. Please list all the elements that can correspond to “if” in (103) in [target language]. Please specify whether these may combine with each other or with an element like “that”, too.

12. Please translate the following sentence.

(104) Who likes books?

13. Please translate the following sentence.

(105) What does Mary like?

14. Please translate the following sentence.

(106) When did Mary arrive?

15. Please look at the [target language] versions of the items in (104)–(106). Could a topicalised element appear in front of the WH-element?

Example: To Susan what did Mary give?

16. Please translate the following sentence.

(107) Peter asked who liked books.

17. Please translate the following sentence.

(108) Peter asked what Mary liked.

18. Please translate the following sentence.

(109) Peter asked when Mary arrived.

19. Please look at the [target language] versions of the items in (107)–(109). Can a complementiser appear before/after the WH-element?

Example 1: Peter asked that what Mary liked.

Example 2: Peter asked if what Mary liked.

Example 3: Peter asked who that liked books.

20. Please translate the following sentence.

(110) Peter doesn't know who likes books.

21. Please translate the following sentence.

(111) Peter doesn't know what Mary likes.

22. Please translate the following sentence.

(112) Peter doesn't know when Mary arrived.

23. Please look at the [target language] versions of the items in (110)–(112). Can a complementiser appear before/after the WH-element?

Example 1: Peter doesn't know who that likes books.

Example 2: Peter doesn't know that who likes books.

Example 3: Peter doesn't know what that Mary likes.

Example 4: Peter doesn't know that what Mary likes.

Example 5: Peter doesn't know when that Mary arrived.

Example 6: Peter doesn't know that when Mary arrived.

24. Please look at the [target language] versions of the items in (102)–(103) and (107)–(112). Can the subordinate clause appear before the matrix clause?

Example: If Mary likes books, Peter asked.

25. Please look at the [target language] versions of the items in (102)–(103) and (107)–(112). Can the subject or the object be topicalised in front of “if” or a WH-element (and, if applicable, in between a complementiser like “that” and “if”/the WH-element)?

Example 1: Peter asked (that) Mary if likes books.

Example 2: Peter doesn't know (that) books who likes.

26. Is it possible to have ellipsis with a single subject remnant following the element(s) corresponding to “if”? (Please consider whether it is possible with verbs other than “like” as well, e.g. “know” and “think”.)

Example: I know someone likes books but I don't know if Mary.

27. Is it possible to have ellipsis with a single object remnant following the element(s) corresponding to “if”? (Please consider whether it is possible with verbs other than “like” as well, e.g. “know” and “think”.)

Example: I know someone Mary likes something but I don't know if books.

28. Is it possible to have ellipsis with a single WH remnant? (Please consider whether it is possible with verbs other than “like” or “arrive” as well.)

Example 1: I know someone likes books but I don't know who.

Example 2: I know Mary likes something but I don't know what.

Example 3: I know Mary has arrived but I don't know when.

29. Is it possible to have ellipsis with multiple WH remnants? If so, is the order of the WH-elements fixed? (Please consider whether it is possible with verbs other than “like” as well.)

Example: I know someone likes something but I don't know who what.

2 Declaratives

This section contains questions about (embedded) declarative clauses. In some cases, it is possible that your language/variety allows more than one word order with similar meaning. It is enough to provide the most natural one of these, but of course you are welcome to provide other possible variants (if so, please specify whether they differ in their acceptability, meaning, or style).

30. Please translate the following sentence into [target language].

(201) Mary likes books.

31. Please translate the following sentence.

(202) Peter says (that) Mary likes books.

32. Please list all the elements that can correspond to “that” in (202) in [target language]. Please specify whether these may combine with each other, too.

33. Please translate the following sentence.

(203) Peter knows (that) Mary likes books.

34. Please list all the elements that can correspond to “that” in (203) in [target language]. Please specify whether these may combine with each other, too.

35. Please translate the following sentence.

(204) Peter thinks (that) Mary likes books.

36. Please list all the elements that can correspond to “that” in (204) in [target language]. Please specify whether these may combine with each other, too.

37. Please translate the following sentence.

(205) It is surprising (that) Mary likes books.

38. Please list all the elements that can correspond to “that” in (205) in [target language]. Please specify whether these may combine with each other, too.

39. Please look at the [target language] versions of the items in (202)–(205). Can the clauses introduced by “that” be fronted, and if so, is the element corresponding to “that” obligatory?

Example: (That) Mary likes books is surprising.

40. Please look at the [target language] versions of the items in (204)–(205). Can the subject or the object be topicalised in front of “that” (or, if applicable, in between two complementisers)?

Example 1: Peter says Mary that likes books.

Example 2: Peter says that Mary that likes books.

Example 3: Peter says books that Mary likes.

Example 4: Peter says that books that Mary likes.

41. Is it possible to have ellipsis with a single subject remnant following the element(s) corresponding to “that” (see “B” below)? (Please consider whether it is possible with verbs other than “like” as well, e.g. “know” and “think”.)

Example:

A: Who likes books?

B: Peter says that Mary.

42. Is it possible to have ellipsis with a single object remnant following the element(s) corresponding to “that” (see “B” below)? (Please consider whether it is possible with verbs other than “like” as well, e.g. “know” and “think”.)

Example:

A: What does Mary like?

B: Peter says that books.

3 Relative clauses

This section contains questions about relative clauses. In some cases, it is possible that your language/variety allows more than one word order with similar meaning. It is enough to provide the most natural one of these, but of course you are welcome to provide other possible variants (if so, please specify whether they differ in their acceptability, meaning, or style).

43. Please translate the following sentence into [target language].

(301) This is the student who invited Mary.

44. Please list all the elements that can correspond to “who” in (301) in [target language], including complementisers like “that” and the absence of any overt relative pronoun or complementiser. Please specify whether the overt elements may combine with each other, too.

45. Please translate the following sentence.

(302) This is the book which Mary bought.

46. Please list all the elements that can correspond to “which” in (302) in [target language], including complementisers like “that” and the absence of any overt relative pronoun or complementiser. Please specify whether the overt elements may combine with each other, too.

47. Please translate the following sentence.

(303) This is the city where I was born.

48. Please list all the elements that can correspond to “where” in (303) in [target language], including complementisers like “that” and the absence of any overt relative pronoun or complementiser. Please specify whether the overt elements may combine with each other, too.

49. Please translate the following sentence.

(304) That was the year when Mary arrived.

50. Please list all the elements that can correspond to “when” in (304) in [target language], including complementisers like “that” and the absence of any overt relative pronoun or complementiser. Please specify whether the overt elements may combine with each other, too.

51. Please translate the following sentence.

(305) I will invite whoever you recommend.

52. Please list all the elements that can correspond to “whoever” in (305) in [target language], including combinations with complementisers like “that”.

53. Please translate the following sentence.

(306) I will hire whoever is qualified.

54. Please list all the elements that can correspond to “whoever” in (306) in [target language], including combinations with complementisers like “that”.

55. Please translate the following sentence.

(307) I will do whatever you recommend.

56. Please list all the elements that can correspond to “whatever” in (307) in [target language], including combinations with complementisers like “that”.

57. Please translate the following sentence.

(308) I will go wherever I find linguists.

58. Please list all the elements that can correspond to “wherever” in (308) in [target language], including combinations with complementisers like “that”.

59. Please translate the following sentence.

(309) I will go whenever it suits you.

60. Please list all the elements that can correspond to “whenever” in (309) in [target language], including combinations with complementisers like “that”.

61. Please look at the [target language] versions of the items in (301)–(309). Can the relative clause appear before the matrix clause?

Example: Where I was born, I am going to that city.

62. Please look at the [target language] versions of the items in (301)–(309). Can a topicalised element appear before the relative pronoun (or the relative complementiser)?

Example: This is the student Mary who invited.

63. Is it possible for the relative pronoun to be a single remnant of ellipsis?

Example: Well, Mary lives where. (Meaning: ‘Mary lives wherever she does.’)

4 Degree clauses

This section contains questions about (interrogative) degree clauses. In some cases, it is possible that your language/variety allows more than one word order with similar meaning. It is enough to provide the most natural one of these, but of course you are welcome to provide other possible variants (if so, please specify whether they differ in their acceptability, meaning, or style).

64. Please translate the following sentence into [target language].

(401) How did you open the bottle?

65. Please list all the elements that can correspond to “how” in (401) in [target language].

66. Please translate the following sentence.

(402) How old is Mary?

67. Please list all the elements that can correspond to “how” in (402) in [target language].

68. Please look at the [target language] versions of the item in (402). Can the adjective appear in a non-adjacent position to the element(s) corresponding to “how”?

Example: How is Mary old? (With the intended meaning ‘how old is Mary?’.)

69. <original question identical to Question 68>

70. Please translate the following sentence.

(403) How many books does Mary read a year?

71. Please list all the elements that can correspond to “how many” in (403) in [target language].

72. Please look at the [target language] versions of the item in (403). Can the noun appear in a non-adjacent position to the element(s) corresponding to “how many”?

Example: How many does Mary read books a year?

73. Please translate the following sentence.

(404) How much sugar do we need for the cake?

74. Please list all the elements that can correspond to “how much” in (404) in [target language].

75. Please look at the [target language] versions of the item in (404). Can the noun appear in a non-adjacent position to the element(s) corresponding to “how much”?

Example: How much do we need sugar for the cake?

76. Please translate the following sentence.

(405) How long a book did Mary read?

77. Please list all the elements that can correspond to “how” in (405) in [target language].

78. Please look at the [target language] versions of the item in (405). Can the string “how long” follow the article, as in the example below, or precede it, as in (405) in English?

Example: A how long book did Mary read?

79. Please look at the [target language] versions of the item in (405). Can the noun appear in a non-adjacent position to the element(s) corresponding to “how long”?

Example: How long did Mary read a book? (With the intended meaning ‘how long a book did Mary read?’.)

5 Equative clauses

This section contains questions about equative clauses. In some cases, it is possible that your language/variety allows more than one word order with similar meaning. It is enough to provide the most natural one of these, but of course you are welcome to provide other possible variants (if so, please specify whether they differ in their acceptability, meaning, or style).

80. Please translate the following sentence.

(501) Mary is as old as Peter.

81. Please list all the elements that can correspond to the second “as” (the one immediately before “Peter”) in (501) in [target language]. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary is as old as that Peter (is).

Example 2: Mary is as old as what Peter (is).

82. Please look at the [target language] versions of the item in (501). Can a full clause appear after the element corresponding to “as”, hence containing an overt copula and/or an adjective? Please consider all possibilities for the element “as”, too.

Example 1: Mary is as old as Peter is.

Example 2: Mary is as old as Peter is old.

83. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(502) Mary is as old as Peter was last year.

84. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(503) Mary is as old as how old Peter was last year.

85. Please list all the elements that can correspond to “how” in (503) in [target language], if any, and note whether these elements have to be adjacent to the adjective “old”, or whether “old” can appear elsewhere in the sentence. Please also consider all possible realisations of “as”, too.

86. If a string like “how old” is permitted after “as” in [target language], can the clause be elliptical?

Example: Mary is as old as how old Peter.

87. If a string like “how old” is possible in items like (503) in [target language], can “as” be omitted?

Example: Mary is as old how old Peter (is).

88. Please translate the following sentence.

(504) Mary has as many books as Peter.

89. Please list all the elements that can correspond to the second “a” (the one immediately before “Peter”) in (504) in [target language]. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary has as many books as that Peter (has).

Example 2: Mary has as many books as what Peter (has).

90. Please look at the [target language] versions of the item in (504). Can a full clause appear after the element corresponding to “as”, hence containing a verb and/or a noun? Please consider all possibilities for the element “as”, too.

Example 1: Mary has as many books as Peter has.

Example 2: Mary has as many books as Peter has books.

91. Please translate the following sentence. Please provide possibilities for the realisation of “as”.

(505) Mary has as many books as how many books Peter has.

92. Please list all the elements that can correspond to “how many” in (505) in [target language], if any, and note whether these elements have to be adjacent to the noun “books”, or whether “books” can appear elsewhere in the sentence. Please also consider all possible realisations of “as”, too.

93. If a string like “how many books” is permitted after “as” in items like (505) in [target language], can the clause be elliptical?

Example: Mary has as many books as how many books Peter.

94. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(506) Mary has read as long a book as Peter.

95. Please list all the elements that can correspond to the second “as” (the one immediately before “Peter”) in (506) in [target language]. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary has read as long a book as that Peter (has).

Example 2: Mary has read as long a book as what Peter (has).

96. Please look at the [target language] versions of the item in (506). Can a full clause appear after the element corresponding to “as”, hence containing a verb and/or a noun and/or and adjective? Please consider all possibilities for the element “as”, too.

Example 1: Mary has read as long a book as Peter has.

Example 2: Mary has read as long a book as Peter has a long book.

97. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(507) Mary has read as long a book as how long a book Peter has read.

98. Please list all the elements that can correspond to “how (long)” in (507) in [target language], if any, and note whether these elements have to be adjacent to the nominal expression “a book”, or whether “a book” can appear elsewhere in the sentence. Please also consider all possible realisations of “as”, too.

99. If a string like “how long a book” is permitted after “as” in [target language], can the clause be elliptical?

Example: Mary has read as long a book as how long a book Peter.

100. Please translate the following sentence. (A context is given below, but you do not have to translate that.) Please provide all possibilities for the realisation of “as”.

[Context: I was on holiday for two weeks and my father took care of my cat. Unfortunately, he gave her way too much food. Now my cat can barely get into the house on its own.]

(508) The cat is as fat as the cat flap is wide.

101. Please look at the [target language] versions of the item in (508). Can an element like “how wide” appear, either with or without the element(s) corresponding to “as”? Please consider all possibilities for the element “as”, too.

Example 1: The cat is as fat as how wide the cat flap is.

Example 2: The cat is as fat how wide the cat flap is.

102. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(509) Mary reads as many books a year as Peter does articles.

103. Please look at the [target language] versions of the item in (509). Can an element like “how many books” appear, either with or without the element(s) corresponding to “as”? Please consider all possibilities for the element “as”, too.

Example 1: Mary reads as many books a year as how many articles Peter does.

Example 2: Mary reads as many books a year how many articles Peter does.

104. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(510) We need as much sugar for the cake as we need flour.

105. Please look at the [target language] versions of the item in (510). Can an element like “how much flour” appear, either with or without the element(s) corresponding to “as”? Please consider all possibilities for the element “as”, too.

Example 1: We need as much sugar for the cake as how much flour we do.

Example 2: We need as much sugar for the cake how much flour we do.

106. Is it possible to have an element like “as how” as an attribute of a noun? Please consider all possibilities for the element “as”, too.

Example 1: Mary bought as fat a cat as how wide a cat flap Peter did.

Example 2: Mary bought as fat a cat how wide a cat flap Peter did.

6 Comparative clauses

This section contains questions about comparative clauses. In some cases, it is possible that your language/variety allows more than one word order with similar meaning. It is enough to provide the most natural one of these, but of course you are welcome to provide other possible variants (if so, please specify whether they differ in their acceptability, meaning, or style).

107. Please translate the following sentence.

(601) Mary is older than Peter.

108. Please list all the elements that can correspond to “than” in (601) in [target language]. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary is older than that Peter (is).

Example 2: Mary is older than what Peter (is).

109. Please look at the [target language] versions of the item in (601). Can a full clause appear after the element corresponding to “than”, hence containing an overt copula and/or an adjective? Please consider all possibilities for the element “than”, too.

Example 1: Mary is older than Peter is.

Example 2: Mary is older than Peter is old.

110. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(602) Mary is older than Peter was last year.

111. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(603) Mary is older than how old Peter was last year.

112. Please list all the elements that can correspond to “how” in (603) in [target language], if any, and note whether these elements have to be adjacent to the adjective “old”, or whether “old” can appear elsewhere in the sentence. Please also consider all possible realisations of “than”, too.

113. If a string like “how old” is permitted after “than” in [target language], can the clause be elliptical?

Example: Mary is older than how old Peter.

114. If a string like “how old” is possible in items like (603) in [target language], can “than” be omitted?

Example: Mary is older how old Peter (is).

115. Please translate the following sentence. Please provide all possible word orders.

(604) Mary has more books than Peter.

116. Please list all the elements that can correspond to “than” in (604) in [target language]. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary has more books than Peter (has).

Example 2: Mary has more books than what Peter (has).

117. Please look at the [target language] versions of the item in (604). Can a full clause appear after the element corresponding to “than”, hence containing a verb and/or a noun? Please consider all possibilities for the element “than”, too.

Example 1: Mary has more books than Peter has.

Example 2: Mary has more books than Peter has books.

118. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(605) Mary has more books than how many books Peter has.

119. Please list all the elements that can correspond to “how many” in (605) in [target language], if any, and note whether these elements have to be adjacent to the noun “books”, or whether “books” can appear elsewhere in the sentence. Please also consider all possible realisations of “than”, too.

120. If a string like “how many books” is permitted after “than” in items like (605) in [target language], can the clause be elliptical?

Example: Mary has more books than how many books Peter.

121. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(606) Mary has read a longer book than Peter.

122. Please list all the elements that can correspond to “than” in (606) in [target language]. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary has read a longer book than that Peter (has).

Example 2: Mary has read a longer book than what Peter (has).

123. Please look at the [target language] versions of the item in (606). Can a full clause appear after the element corresponding to “than”, hence containing a verb and/or a noun and/or and adjective? Please consider all possibilities for the element “than”, too.

Example 1: Mary has read a longer book than Peter has.

Example 2: Mary has read a longer book than Peter has a long book.

124. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(607) Mary has read a longer book than how long a book Peter has read.

125. Please list all the elements that can correspond to “how (long)” in (607) in [target language], if any, and note whether these elements have to be adjacent to the nominal expression “a book”, or whether “a book” can appear elsewhere in the sentence. Please also consider all possible realisations of “than”, too.

126. If a string like “how long a book” is permitted after “than” in [target language], can the clause be elliptical?

Example: Mary has read a longer book than how long a book Peter.

127. Please translate the following sentence. (A context is given below, but you do not have to translate that.) Please provide all possibilities for the realisation of “than”.

[Context: I was on holiday for two weeks and my father took care of my cat. Unfortunately, he gave her way too much food. Now my cat cannot get into the house on its own at all.]

(608) The cat is fatter than the cat flap is wide.

128. Please look at the [target language] versions of the item in (608). Can an element like “how wide” appear, either with or without the element(s) corresponding to “than”? Please consider all possibilities for the element “than”, too.

Example 1: The cat is fatter than how wide the cat flap is.

Example 2: The cat is fatter how wide the cat flap is.

129. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(609) Mary reads more books a year than Peter does articles.

130. Please look at the [target language] versions of the item in (609). Can an element like “how many books” appear, either with or without the element(s) corresponding to “than”? Please consider all possibilities for the element “than”, too.

Example 1: Mary reads more books a year than how many articles Peter does.

Example 2: Mary reads more books a year how many articles Peter does.

131. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(610) We need more sugar for the cake than we need flour.

132. Please look at the [target language] versions of the item in (610). Can an element like “how much flour” appear, either with or without the element(s) corresponding to “than”? Please consider all possibilities for the element “than”, too.

Example 1: We need more sugar for the cake than how much flour we do.

Example 2: We need more sugar for the cake how much flour we do.

133. Is it possible to have an element like “than how” as an attribute of a noun? Please consider all possibilities for the element “than”, too.

Example 1: Mary bought a fatter cat than how wide a cat flap Peter did.

Example 2: Mary bought a fatter cat how wide a cat flap Peter did.

7 Non-canonical comparison

This section contains questions about various types of comparative constructions. In some cases, it is possible that your language/variety allows more than one word order with similar meaning. It is enough to provide the most natural one of these, but of course you are welcome to provide other possible variants (if so, please specify whether they differ in their acceptability, meaning, or style).

134. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(701) Mary is tired, as is Peter.

135. Please look at the [target language] versions of the item in (701). Can an element like “too” appear in the clause introduced by “as”? Please consider all possibilities for the element “than”, too.

136. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(702) Mary, as we all know, doesn't like cats.

137. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(703) Mary is as tall as her brother.

138. Please look at the [target language] versions of the item in (703). What case can the remnant (“her brother”) be in? Please take into consideration other nouns, as well as pronouns. Please consider all possibilities for the element “as”, too.

Example 1: Mary is as tall as he.

Example 2: Mary is as tall as him.

139. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(704) Mary is taller than her brother.

140. Please look at the [target language] versions of the item in (704). What case can the remnant (“her brother”) be in? Please take into consideration other nouns, as well as pronouns. Please consider all possibilities for the element “than”, too.

Example 1: Mary is taller than he.

Example 2: Mary is taller than him.

141. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

- (705) I saw as tall a man as my brother.
(With the intended meaning: ‘I saw as tall a man as my brother is’, NOT with the meaning ‘I saw as tall a man as my brother saw.’)

142. Please look at the [target language] versions of the item in (705). What case can the remnant (“her brother”) be in? Please take into consideration other nouns, as well as pronouns. Please consider all possibilities for the element “as”, too.

Example 1: I saw as tall a man as he.

Example 2: I saw as tall a man as him.

143. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

- (706) I saw a taller man than my brother.
(With the intended meaning: ‘I saw a taller man than my brother is’, NOT with the meaning ‘I saw a taller man than my brother saw.’)

144. Please look at the [target language] versions of the item in (706). What case can the remnant (“her brother”) be in? Please take into consideration other nouns, as well as pronouns. Please consider all possibilities for the element “than”, too.

Example 1: I saw a taller man than he.

Example 2: I saw a taller man than him.

145. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

- (707) I am talking to you as a friend, not as your boss.

146. Please look at the [target language] versions of the item in (707). What case can the nominal expression “your boss” be in? Please take into consideration other nouns as well (in case “your boss” does not show case distinction while other nouns do). Please consider all possibilities for the element “as”, too.

147. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

- (708) I like Mary a lot, but I see her only as a friend.

148. Please look at the [target language] versions of the item in (708). What case can the nominal expression “a friend” be in? Please take into consideration other nouns as well (in case “a friend” does not show case distinction while other nouns do). Please consider all possibilities for the element “as”, too.

149. Please translate the following sentence.

(709) Mary would be frightened if she saw a ghost.

150. Please look at the [target language] versions of the item in (709). Please list all alternatives for the realisation of “if”, including verb movement, if applicable.

151. Please translate the following sentence.

(710) Mary was pale, as if she had seen a ghost.

152. Please look at the [target language] versions of the item in (710). Please list all alternatives for the realisation of “as if”, including verb movement, if applicable.

153. Please look at the [target language] versions of the item in (710). Can the clause introduced by “as if” be fronted? Please provide all possible realisations of “as if”.

Example: As if she had seen a ghost, Mary was (so) pale.

Speaker data

Afrikaans

	Year born	Area where the speaker grew up	Area where parents grew up
Speaker 1	1996	Johannesburg, South Africa	The mother grew up in Brits in the North-West Province and the father grew up in Johannesburg in the Gauteng Province.
Speaker 2	1997	Worcester, Western Cape, South Africa	Worcester, Western Cape, South Africa

Afrikaans

1 Interrogatives

6. Please translate the following sentence into Afrikaans.

(101) Does Mary like books?

Speaker 1:

(101) a. Hou Mary van boeke?
holds Mary of books
'Does Mary like books?'

Speaker 2:

(101) b. Hou Mary van boeke?
holds Mary of books
'Does Mary like books?'

7. Please consider the Afrikaans version of (101). Is it possible to have a question particle in the clause, and if so, is the result an ordinary variant of (101), or is its use more restricted?

Example: Whether Mary likes books?

Speaker 1: No.

Speaker 2: Yes, it is possible. Its use is more restricted.

8. Please translate the following sentence into Afrikaans.

(102) Peter asked if Mary liked books.

Speaker 1:

(102) a. Peter het gevra of Mary van boeke hou.
Peter has asked.PTCP if Mary of books holds
'Peter asked if Mary liked books.'

Speaker 2:

- (102) b. Peter het vir Mary gevra of sy van boeke hou.
Peter has for Mary asked.PTCP if she of books holds
'Peter asked if Mary liked books.'

9. Please list all the elements that can correspond to “if” in (102) in Afrikaans. Please specify whether these may combine with each other or with an element like “that”, too.

Speaker 1: *of* (No).

Speaker 2: *Indien* (can combine), *mits* (can combine), *ingeval* (can combine).

10. Please translate the following sentence.

- (103) Peter doesn't know if Mary likes books.

Speaker 1:

- (103) a. Peter weet nie of Mary van boeke hou nie.
Peter knows not if Mary of books holds not
'Peter doesn't know if Mary likes books.'

Speaker 2:

- (103) b. Peter weet nie of Mary van boeke hou nie.
Peter knows not if Mary of books holds not
'Peter doesn't know if Mary likes books.'

11. Please list all the elements that can correspond to “if” in (103) in Afrikaans. Please specify whether these may combine with each other or with an element like “that”, too.

Speaker 1: *of* (No).

Speaker 2: *As* (can combine), *mits* (can combine), *indien* (can combine).

12. Please translate the following sentence.

- (104) Who likes books?

Speaker 1:

- (104) a. Wie hou van boeke?
who holds of books
'Who likes books?'

Speaker 2:

- (104) b. Wie hou van boeke?
who holds of books
'Who likes books?'

13. Please translate the following sentence.

- (105) What does Mary like?

Speaker 1:

- (105) a. Waarvan hou Mary?
of.what holds Mary
'What does Mary like?'

Speaker 2:

- (105) b. Waarvan hou Mary?
of.what holds Mary
'What does Mary like?'

14. Please translate the following sentence.

- (106) When did Mary arrive?

Speaker 1:

- (106) a. Wanneer het Mary gearriveer?
when has Mary arrived.PTCP
'When did Mary arrive?'

Speaker 2:

- (106) b. Wanneer het Mary arriveer?
when has Mary arrive.PTCP
'When did Mary arrive?'

15. Please look at the Afrikaans versions of the items in (104)–(106). Could a topicalised element appear in front of the WH-element?

Example: To Susan what did Mary give?

Speaker 1: Yes – something like “Peter, when did Mary arrive? > Peter, wanneer het Mary gearriveer?”.

- (i) Peter, wanneer het Mary gearriveer?
Peter when has Mary arrived.PTCP
'Peter, when did Mary arrive?'

Speaker 2: Yes, but only to an certain extent. Sometimes it will make the sentence vague.

16. Please translate the following sentence.

(107) Peter asked who liked books.

Speaker 1:

(107) a. Peter het gevra wie van boeke hou.
Peter has asked.PTCP who of books holds
'Peter asked who liked books.'

Speaker 2:

(107) b. Peter het gevra wie van boeke hou.
Peter has asked.PTCP who of books holds
'Peter asked who liked books.'

17. Please translate the following sentence.

(108) Peter asked what Mary liked.

Speaker 1:

(108) a. Peter het gevra waarvan Mary hou.
Peter has asked.PTCP of.what Mary holds
'Peter asked what Mary liked.'

Speaker 2:

(108) b. Peter het gevra waarvan Mary hou.
Peter has asked.PTCP of.what Mary holds
'Peter asked what Mary liked.'

18. Please translate the following sentence.

(109) Peter asked when Mary arrived.

Speaker 1:

(109) a. Peter het gevra wanneer Mary gearriveer het.
Peter has asked.PTCP when Mary arrived.PTCP has
'Peter asked when Mary arrived.'

Speaker 2:

- (109) b. Peter het gevra wanneer Mary arriveer het.
Peter has asked.PTCP when Mary arrived.PTCP has
'Peter asked when Mary arrived.'

19. Please look at the Afrikaans versions of the items in (107)–(109). Can a complementiser appear before/after the WH-element?

Example 1: Peter asked that what Mary liked.

Example 2: Peter asked if what Mary liked.

Example 3: Peter asked who that liked books.

Speaker 1: No.

Speaker 2: Before.

20. Please translate the following sentence.

- (110) Peter doesn't know who likes books.

Speaker 1:

- (110) a. Peter weet nie wie van boeke hou nie.
Peter knows not who of books holds not
'Peter doesn't know who likes books.'

Speaker 2:

- (110) b. Peter weet nie wie van boeke hou nie.
Peter knows not who of books holds not
'Peter doesn't know who likes books.'

21. Please translate the following sentence.

- (111) Peter doesn't know what Mary likes.

Speaker 1:

- (111) a. Peter weet nie waarvan Mary hou nie.
Peter knows not of.what Mary holds not
'Peter doesn't know what Mary likes.'

Speaker 2:

- (111) b. Peter weet nie waarvan Mary hou nie.
Peter knows not of.what Mary holds not
'Peter doesn't know what Mary likes.'

22. Please translate the following sentence.

(112) Peter doesn't know when Mary arrived.

Speaker 1:

(112) a. Peter weet nie wanneer Mary gearriveer het nie.
Peter knows not when Mary arrived. PTCP has not
'Peter doesn't know when Mary arrived.'

Speaker 2:

(112) b. Peter weet nie wanneer Mary arriveer het nie.
Peter knows not when Mary arrived. PTCP has not
'Peter doesn't know when Mary arrived.'

23. Please look at the Afrikaans versions of the items in (110)–(112). Can a complementiser appear before/after the WH-element?

Example 1: Peter doesn't know who that likes books.

Example 2: Peter doesn't know that who likes books.

Example 3: Peter doesn't know what that Mary likes.

Example 4: Peter doesn't know that what Mary likes.

Example 5: Peter doesn't know when that Mary arrived.

Example 6: Peter doesn't know that when Mary arrived.

Speaker 1: No.

Speaker 2: After.

24. Please look at the Afrikaans versions of the items in (102)–(103) and (107)–(112). Can the subordinate clause appear before the matrix clause?

Example: If Mary likes books, Peter asked.

Speaker 1: Yes, "Of Mary van boeke hou, weet Peter nie > If Mary likes books, Peter doesn't know".

(i) Of Mary van boeke hou, weet Peter nie.
if Mary of books holds, knows Peter not
'If Mary likes books, Peter doesn't know.'

Speaker 2: Yes.

25. Please look at the Afrikaans versions of the items in (102)–(103) and (107)–(112). Can the subject or the object be topicalised in front of "if" or a WH-element (and, if applicable, in between a complementiser like "that" and "if"/the WH-element)?

Example 1: Peter asked (that) Mary if likes books.

Example 2: Peter doesn't know (that) books who likes.

Speaker 1: No.

Speaker 2: Yes.

26. Is it possible to have ellipsis with a single subject remnant following the element(s) corresponding to “if”? (Please consider whether it is possible with verbs other than “like” as well, e.g. “know” and “think”.)

Example: I know someone likes books but I don't know if Mary.

Speaker 1: No, “does” or “do” is compulsory, e.g. “I know someone likes books but I don't know if Mary does > Ek weet iemand hou van boeke, maar ek weet nie of Mary doen nie”

- (i) Ek weet iemand hou van boeke, maar ek weet nie of Mary doen nie.
I know someone holds of books but I know not if Mary does not
'I know someone likes books but I don't know if Mary does.'

Speaker 2: Yes.

27. Is it possible to have ellipsis with a single object remnant following the element(s) corresponding to “if”? (Please consider whether it is possible with verbs other than “like” as well, e.g. “know” and “think”.)

Example: I know someone Mary likes something but I don't know if books.

Speaker 1: No.

Speaker 2: No, it is not possible.

28. Is it possible to have ellipsis with a single WH remnant? (Please consider whether it is possible with verbs other than “like” or “arrive” as well.)

Example 1: I know someone likes books but I don't know who.

Example 2: I know Mary likes something but I don't know what.

Example 3: I know Mary has arrived but I don't know when.

Speaker 1: Yes.

Speaker 2: Yes, it is possible.

29. Is it possible to have ellipsis with multiple WH remnants? If so, is the order of the WH-elements fixed? (Please consider whether it is possible with verbs other than “like” as well.)

Example: I know someone likes something but I don't know who what.

Speaker 1: Yes. The WH-element is usually sentence final (followed only by the negation marker “nie”) and occurs in the same order as the pronouns. The person is usually referred to first. “Ek weet IEMAND hou van IETS, maar ek weet nie WIE WAT nie.”

- (i) Ek weet iemand hou van iets, maar ek weet nie wie wat nie.
I know someone holds of something but I know not who what not
'I know someone likes something but I don't know who what.'

Speaker 2: Yes, it is possible. The order is fixed.

2 Declaratives

30. Please translate the following sentence into Afrikaans.

(201) Mary likes books.

Speaker 1:

(201) a. Mary hou van boeke.
Mary holds of books
'Mary likes books.'

Speaker 2:

(201) b. Mary hou van boeke.
Mary holds of books
'Mary likes books.'

31. Please translate the following sentence.

(202) Peter says (that) Mary likes books.

Speaker 1:

(202) a. Peter sê dat Mary van boeke hou.
Peter says that Mary of books holds
'Peter says that Mary likes books.'

Speaker 2:

(202) b. Peter sê dat Mary van boeke hou.
Peter says that Mary of books holds
'Peter says that Mary likes books.'

32. Please list all the elements that can correspond to "that" in (202) in Afrikaans. Please specify whether these may combine with each other, too.

Speaker 1: 1) *Mary*, 2) *van*, 3) *boeke*, 4) *hou* 5) *sê*.

Speaker 2: *As* (can combine).

33. Please translate the following sentence.

(203) Peter knows (that) Mary likes books.

Speaker 1:

(203) a. Peter weet dat Mary van boeke hou.
Peter knows that Mary of books holds
'Peter knows that Mary likes books.'

Speaker 2:

- (203) b. Peter weet dat Mary van boeke hou.
Peter knows that Mary of books holds
'Peter knows that Mary likes books.'

34. Please list all the elements that can correspond to “that” in (203) in Afrikaans. Please specify whether these may combine with each other, too.

Speaker 1: 1) *Mary*, 2) *van*, 3) *boeke*, 4) *hou* 5) *weet*.

Speaker 2: *As* (can combine).

35. Please translate the following sentence.

- (204) Peter thinks (that) Mary likes books.

Speaker 1:

- (204) a. Peter dink dat Mary van boeke hou.
Peter thinks that Mary of books holds
'Peter thinks that Mary likes books.'

Speaker 2:

- (204) b. Peter dink dat Mary van boeke hou.
Peter thinks that Mary of books holds
'Peter thinks that Mary likes books.'

36. Please list all the elements that can correspond to “that” in (204) in Afrikaans. Please specify whether these may combine with each other, too.

Speaker 1: 1) *Mary*, 2) *van*, 3) *boeke*, 4) *hou* 5) *dink*.

Speaker 2: None that I can think of.

37. Please translate the following sentence.

- (205) It is surprising (that) Mary likes books.

Speaker 1:

- (205) a. Dit is verbasend dat Mary van boeke hou.
it is surprising that Mary of books holds
'It is surprising that Mary likes books.'

Speaker 2:

- (205) b. Dit is verbasend dat Mary van boeke hou.
it is surprising that Mary of books holds
'It is surprising that Mary likes books.'

38. Please list all the elements that can correspond to “that” in (205) in Afrikaans. Please specify whether these may combine with each other, too.

Speaker 1: 1) *verbased*.

Speaker 2: None that I can think of.

39. Please look at the Afrikaans versions of the items in (202)–(205). Can the clauses introduced by “that” be fronted, and if so, is the element corresponding to “that” obligatory?

Example: (That) Mary likes books is surprising.

Speaker 1: Yes “Dat Mary van boeke hou is verbasend”.

- (i) Dat Mary van boeke hou is verbasend
that Mary of books holds is surprising
'That Mary likes books is surprising.'

Speaker 2: Yes, it can be fronted. Yes, it is obligatory.

40. Please look at the Afrikaans versions of the items in (204)–(205). Can the subject or the object be topicalised in front of “that” (or, if applicable, in between two complementisers)?

Example 1: Peter says Mary that likes books.

Example 2: Peter says that Mary that likes books.

Example 3: Peter says books that Mary likes.

Example 4: Peter says that books that Mary likes.

Speaker 1: No.

Speaker 2: No.

41. Is it possible to have ellipsis with a single subject remnant following the element(s) corresponding to “that” (see “B” below)? (Please consider whether it is possible with verbs other than “like” as well, e.g. “know” and “think”.)

Example:

A: Who likes books?

B: Peter says that Mary.

Speaker 1: No.

Speaker 2: Yes, it is possible.

42. Is it possible to have ellipsis with a single object remnant following the element(s) corresponding to “that” (see “B” below)? (Please consider whether it is possible with verbs other than “like” as well, e.g. “know” and “think”.)

Example:

A: What does Mary like?

B: Peter says that books.

Speaker 1: No.

Speaker 2: No, it is not possible.

3 Relative clauses

43. Please translate the following sentence into Afrikaans.

(301) This is the student who invited Mary.

Speaker 1:

(301) a. Dit is die student wat vir Mary uitgenooi het.
this is the student that for Mary invited.PTCP has
'This is the student who invited Mary.'

Speaker 2:

(301) b. Hierdie is die student wat Mary gebooï het.
this is the student that Mary commanded.PTCP has
'This is the student who invited Mary.'

44. Please list all the elements that can correspond to “who” in (301) in Afrikaans, including complementisers like “that” and the absence of any overt relative pronoun or complementiser. Please specify whether the overt elements may combine with each other, too.

Speaker 1: 1) *wat* (In Afrikaans only “that > wat” can be used. Using “who” is grammatically incorrect.)

Speaker 2: None that I can think of.

45. Please translate the following sentence.

(302) This is the book which Mary bought.

Speaker 1:

(302) a. Dit is die boek wat Mary gekoop het.
this is the book that Mary bought.PTCP has
'This is the book which Mary bought.'

Speaker 2:

- (302) b. Hierdie is die boek wat Mary gekoop het.
this is the book that Mary bought.PTCP has
'This is the book which Mary bought.'

46. Please list all the elements that can correspond to “which” in (302) in Afrikaans, including complementisers like “that” and the absence of any overt relative pronoun or complementiser. Please specify whether the overt elements may combine with each other, too.

Speaker 1: 1) *wat* (Afrikaans has no differentiation between “which” and “that” the word “wat” meaning “that” is used for both).

Speaker 2: None that I can think of.

47. Please translate the following sentence.

- (303) This is the city where I was born.

Speaker 1:

- (303) a. Dit is die stad waar ek gebore is.
this is the city where I born am
'This is the city where I was born.'

Speaker 2:

- (303) b. Hierdie is die stad waar ek gebore is.
this is the city where I born am
'This is the city where I was born.'

48. Please list all the elements that can correspond to “where” in (303) in Afrikaans, including complementisers like “that” and the absence of any overt relative pronoun or complementiser. Please specify whether the overt elements may combine with each other, too.

Speaker 1: 1) *waar* (“that” is ungrammatical in this construction only “where” can be used).

Speaker 2: *Alwaar*.

49. Please translate the following sentence.

- (304) That was the year when Mary arrived.

Speaker 1:

- (304) a. Dit was die jaar wat Mary gearriveer het.
this was the year when Mary arrived.PTCP has
'That was the year when Mary arrived.'

Speaker 2:

- (304) b. Dit was die jaar wat Mary arriveer het.
this was the year when Mary arrived.PTCP has
'That was the year when Mary arrived.'

50. Please list all the elements that can correspond to “when” in (304) in Afrikaans, including complementisers like “that” and the absence of any overt relative pronoun or complementiser. Please specify whether the overt elements may combine with each other, too.

Speaker 1: 1) *wat* (In this context “when” is most comfortable translated with “that > wat”, however, “toe > when” can be substituted for “wat > that” without changing the sentence construction. Using “toe” is marked in my opinion.

Speaker 2: *Wanneer, alvorens, toe.*

51. Please translate the following sentence.

- (305) I will invite whoever you recommend.

Speaker 1:

- (305) a. Ek sal wie ook al jy voorstel nooi.
I shall who also all you propose invite
'I will invite whoever you recommend.'

Speaker 2:

- (305) b. Ek sal iemand nooi wie jy aanbeveel.
I shall somebody invite who you recommend
'I will invite whoever you recommend.'

52. Please list all the elements that can correspond to “whoever” in (305) in Afrikaans, including combinations with complementisers like “that”.

Speaker 1: 1) *wie* (meaning “who”) 2) *ook* (meaning “also”) 3) *al* (meaning “all”). No other combinations are possible without changing the sentence as a whole to “Ek sal enige iemand wat jy voorstel nooi > I will invite anyone that you recommend”.

- (i) Ek sal enige iemand wat jy voorstel nooi
I shall any somebody that you propose invite
'I will invite anyone that you recommend'

Speaker 2: *Wie ook al.*

53. Please translate the following sentence.

(306) I will hire whoever is qualified.

Speaker 1:

(306) a. Ek sal wie ook al gekwalifiseerd is aanstel.
I shall who also all qualified.PTCP is on.take
'I will hire whoever is qualified.'

Speaker 2:

(306) b. Ek sal iemand aanstel wat gekwalifiseerd is.
I shall somebody on.take that qualified.PTCP is
'I will hire whoever is qualified.'

54. Please list all the elements that can correspond to “whoever” in (306) in Afrikaans, including combinations with complementisers like “that”.

Speaker 1: 1) *wie* 2) *ook* 3) *al* (no alternative combinations are possible).

Speaker 2: *Wie ook al.*

55. Please translate the following sentence.

(307) I will do whatever you recommend.

Speaker 1:

(307) a. Ek sal wat ook al jy voorstel doen.
I shall what also all you propose do
'I will do whatever you recommend.'

Speaker 2:

(307) b. Ek sal doen wat ook al jy voorstel.
I shall do what also all you propose
'I will do whatever you recommend.'

56. Please list all the elements that can correspond to “whatever” in (307) in Afrikaans, including combinations with complementisers like “that”.

Speaker 1: 1) *wat* 2) *ook* 3) *al* (no other combinations are possible).

Speaker 2: *Wat.*

57. Please translate the following sentence.

(308) I will go wherever I find linguists.

Speaker 1:

(308) a. Ek sal gaan waar ook al ek taalkundiges vind.
I shall go where also all I linguists find
'I will go wherever I find linguists.'

Speaker 2:

(308) b. Ek sal gaan waar ek ook al taalkundiges kry.
I shall go where I also all linguists get
'I will go wherever I find linguists.'

58. Please list all the elements that can correspond to “wherever” in (308) in Afrikaans, including combinations with complementisers like “that”.

Speaker 1: 1) *waar* 2) *ook* 3) *al* (no other combinations are possible).

Speaker 2: None that I can think of.

59. Please translate the following sentence.

(309) I will go whenever it suits you.

Speaker 1:

(309) a. Ek sal gaan wanneer ook al dit jou pas.
I shall go when also all it you suits
'I will go whenever it suits you.'

Speaker 2:

(309) b. Ek sal gaan wanneer dit jou pas.
I shall go when it you suits
'I will go whenever it suits you.'

60. Please list all the elements that can correspond to “whenever” in (309) in Afrikaans, including combinations with complementisers like “that”.

Speaker 1: 1) *wanneer* 2) *ook* 3) *al* (no other combinations are possible).

Speaker 2: *Sodra, as.*

61. Please look at the Afrikaans versions of the items in (301)–(309). Can the relative clause appear before the matrix clause?

Example: Where I was born, I am going to that city.

Speaker 1: Yes.

Speaker 2: No, it can't.

62. Please look at the Afrikaans versions of the items in (301)–(309). Can a topicalised element appear before the relative pronoun (or the relative complementiser)?

Example: This is the student Mary who invited.

Speaker 1: No.

Speaker 2: No, it can't.

63. Is it possible for the relative pronoun to be a single remnant of ellipsis?

Example: Well, Mary lives where. (Meaning: 'Mary lives wherever she does.')

Speaker 1: No.

Speaker 2: No, it is not possible.

4 Degree clauses

64. Please translate the following sentence into Afrikaans.

(401) How did you open the bottle?

Speaker 1:

(401) a. Hoe het jy die bottel oop gemaak?
how have you the bottle open made.PTCP
'How did you open the bottle?'

Speaker 2:

(401) b. Hoe het jy die bottel oopgemaak?
how have you the bottle open.made.PTCP
'How did you open the bottle?'

65. Please list all the elements that can correspond to “how” in (401) in Afrikaans.

Speaker 1: 1) *Hoe*.

Speaker 2: None that I can think of.

66. Please translate the following sentence.

(402) How old is Mary?

Speaker 1:

- (402) a. Hoe oud is Mary?
how old is Mary
'How old is Mary?'

Speaker 2:

- (402) b. Hoe oud is Mary?
how old is Mary
'How old is Mary?'

67. Please list all the elements that can correspond to “how” in (402) in Afrikaans.

Speaker 1: 1) *Hoe*.

Speaker 2: None that I can think of.

68. Please look at the Afrikaans versions of the item in (402). Can the adjective appear in a non-adjacent position to the element(s) corresponding to “how”?

Example: How is Mary old? (With the intended meaning 'how old is Mary?'.)

Speaker 1: No.

Speaker 2: No, it can't.

69.<original question identical to Question 68>

70. Please translate the following sentence.

- (403) How many books does Mary read a year?

Speaker 1:

- (403) a. Hoeveel boeke lees Mary elke jaar?
how.much books reads Mary each year
'How many books does Mary read a year?'

Speaker 2:

- (403) b. Hoeveel boeke lees Mary per jaar?
how.much books reads Mary per year
'How many books does Mary read a year?'

71. Please list all the elements that can correspond to “how many” in (403) in Afrikaans.

Speaker 1: 1) *Hoeveel*.

Speaker 2: None that I can think of.

72. Please look at the Afrikaans versions of the item in (403). Can the noun appear in a non-adjacent position to the element(s) corresponding to “how many”?

Example: How many does Mary read books a year?

Speaker 1: No.

Speaker 2: No, it can't.

73. Please translate the following sentence.

(404) How much sugar do we need for the cake?

Speaker 1:

(404) a. Hoeveel suiker het ons nodig vir die koek?
how.much sugar have we necessary for the cake
'How much sugar do we need for the cake?'

Speaker 2:

(404) b. Hoeveel suiker het ons nodig vir die koek?
how.much sugar have we necessary for the cake
'How much sugar do we need for the cake?'

74. Please list all the elements that can correspond to “how much” in (404) in Afrikaans.

Speaker 1: 1) *Hoeveel*.

Speaker 2: None that I can think of.

75. Please look at the Afrikaans versions of the item in (404). Can the noun appear in a non-adjacent position to the element(s) corresponding to “how much”?

Example: How much do we need sugar for the cake?

Speaker 1: No.

Speaker 2: No, it can't.

76. Please translate the following sentence.

(405) How long a book did Mary read?

Speaker 1:

- (405) a. Hoe lank is die boek wat Mary gelees het?
how long is the book that Mary read.PTCP has
'How long a book did Mary read?'

Speaker 2:

- (405) b. Hoe lank was die boek wat Mary gelees het?
how long was the book that Mary read.PTCP has
'How long a book did Mary read?'

77. Please list all the elements that can correspond to “how” in (405) in Afrikaans.

Speaker 1: 1) *Hoe*.

Speaker 2: None that I can think of.

78. Please look at the Afrikaans versions of the item in (405). Can the string “how long” follow the article, as in the example below, or precede it, as in (405) in English?

Example: A how long book did Mary read?

Speaker 1: It is technically possible ('n hoe lang boek het Mary gelees) but it is very marked and definitely not something I would use.

- (i) 'N hoe lang boek het Mary gelees?
a how long book has Mary read.PTCP
'How long a book did Mary read?'

Speaker 2: No, it can't.

79. Please look at the Afrikaans versions of the item in (405). Can the noun appear in a non-adjacent position to the element(s) corresponding to “how long”?

Example: How long did Mary read a book? (With the intended meaning 'how long a book did Mary read?'.)

Speaker 1: No, the sentence construction is possible but it will express the meaning 'for how long did Mary read the book'.

Speaker 2: No, it can't.

5 Equative clauses

80. Please translate the following sentence.

(501) Mary is as old as Peter.

Speaker 1:

(501) a. Mary is so oud soos Peter.
Mary is so old as Peter
'Mary is as old as Peter.'

Speaker 2:

(501) b. Mary is so oud soos Peter.
Mary is so old as Peter
'Mary is as old as Peter.'

81. Please list all the elements that can correspond to the second “as” (the one immediately before “Peter”) in (501) in Afrikaans. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary is as old as that Peter (is).

Example 2: Mary is as old as what Peter (is).

Speaker 1: 1) *soos* (Yes, it can combine with “what > wat” and “that” > “daai” (meaning “that one”)).

Speaker 2: –

82. Please look at the Afrikaans versions of the item in (501). Can a full clause appear after the element corresponding to “as”, hence containing an overt copula and/or an adjective? Please consider all possibilities for the element “as”, too.

Example 1: Mary is as old as Peter is.

Example 2: Mary is as old as Peter is old.

Speaker 1: Yes, both a copula and adjective can occur after the second “as” > “soos”.

Speaker 2: No, it can't.

83. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(502) Mary is as old as Peter was last year.

Speaker 1:

(502) a. Mary is so oud soos wat Peter verlede jaar was.
Mary is so old as what Peter last year was
'Mary is as old as Peter was last year.'

Due to English influence I have heard people using “as” > “Mary is so oud as wat Peter verlede jaar was.”, however, this is ungrammatical to me.

- (i) Mary is so oud as wat Peter verlede jaar was.
Mary is so old as what Peter last year was
'Mary is as old as Peter was last year.'

Speaker 2:

- (502) b. Mary is so oud soos Peter laesjaar was.
Mary is so old as Peter last year was
'Mary is as old as Peter was last year.'

84. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

- (503) Mary is as old as how old Peter was last year.

Speaker 1:

- (503) a. Mary is so oud soos wat Peter verlede jaar was.
Mary is so old as what Peter last year was
'Mary is as old as how old Peter was last year.'

Speaker 2:

- (503) b. Mary is so oud soos hoe oud Peter laesjaar was.
Mary is so old as how old Peter last year was
'Mary is as old as how old Peter was last year.'

85. Please list all the elements that can correspond to “how” in (503) in Afrikaans, if any, and note whether these elements have to be adjacent to the adjective “old”, or whether “old” can appear elsewhere in the sentence. Please also consider all possible realisations of “as”, too.

Speaker 1: 1) *soos* (the phrase “as how old” cannot to my knowledge be translated into Afrikaans, the only way for me to translate the sentence is by replacing “as how old” with “as old as”).

Speaker 2: –

86. If a string like “how old” is permitted after “as” in Afrikaans, can the clause be elliptical?

Example: Mary is as old as how old Peter.

Speaker 1: No.

Speaker 2: No, it can't.

87. If a string like “how old” is possible in items like (503) in Afrikaans, can “as” be omitted?

Example: Mary is as old how old Peter (is).

Speaker 1: No.

Speaker 2: Yes, it can.

88. Please translate the following sentence.

(504) Mary has as many books as Peter.

Speaker 1:

(504) a. Mary het soveel boeke soos Peter.
Mary has so.many books as Peter
'Mary has as many books as Peter.'

Speaker 2:

(504) b. Mary het soveel boeke soos Peter.
Mary has so.many books as Peter
'Mary has as many books as Peter.'

89. Please list all the elements that can correspond to the second “a” (the one immediately before “Peter”) in (504) in Afrikaans. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary has as many books as that Peter (has).

Example 2: Mary has as many books as what Peter (has).

Speaker 1: “as” is replaced by the word “*soveel*” meaning “as many”. (“what” can be used but “that” cannot.)

Speaker 2: –

90. Please look at the Afrikaans versions of the item in (504). Can a full clause appear after the element corresponding to “as”, hence containing a verb and/or a noun? Please consider all possibilities for the element “as”, too.

Example 1: Mary has as many books as Peter has.

Example 2: Mary has as many books as Peter has books.

Speaker 1: Yes.

Speaker 2: Yes, a full clause can appear after the element.

91. Please translate the following sentence. Please provide possibilities for the realisation of “as”.

(505) Mary has as many books as how many books Peter has.

Speaker 1:

- (505) a. Mary het soveel boeke as wat Peter het.
Mary has so.many books as what Peter has
'Mary has as many books as how many books Peter has.'

Speaker 2:

- (505) b. Mary het soveel boeke as hoeveel boeke Peter het.
Mary has so.many books as how.much books Peter has
'Mary has as many books as how many books Peter has.'

92. Please list all the elements that can correspond to “how many” in (505) in Afrikaans, if any, and note whether these elements have to be adjacent to the noun “books”, or whether “books” can appear elsewhere in the sentence. Please also consider all possible realisations of “as”, too.

Speaker 1: “how many” cannot be added to the Afrikaans sentence. The only translation possibility is “Mary has as many books as what Peter has.”

Speaker 2: *Menige & verskeie*. These elements have to be adjacent to the noun.

93. If a string like “how many books” is permitted after “as” in items like (505) in Afrikaans, can the clause be elliptical?

Example: Mary has as many books as how many books Peter

Speaker 1: No.

Speaker 2: Yes, it can be elliptical.

94. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

- (506) Mary has read as long a book as Peter.

Speaker 1:

- (506) a. Mary het ook so lang boek soos Peter s'n gelees.
Mary has also so long book as Peter 's read.PTCP
'Mary has read as long a book as Peter.'
- (506) b. Mary het 'n boek gelees wat so lank is soos Peter s'n.
Mary has a book read.PTCP what so long is as Peter 's.a
'Mary has read as long a book as Peter.'

Speaker 2:

- (506) c. Mary het só 'n lang boek soos Peter gelees.
Mary has such a long book as Peter read.PTCP
'Mary has read as long a book as Peter.'

95. Please list all the elements that can correspond to the second “as” (the one immediately before “Peter”) in (506) in Afrikaans. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary has read as long a book as that Peter (has).

Example 2: Mary has read as long a book as what Peter (has).

Speaker 1: 1) *soos* (This sentence cannot be translated into Afrikaans directly. “as long a book” is a sentence construction that is ungrammatical in Afrikaans. The only translations possible are: Mary has also read a book as long as Peter’s / Mary has read a book that is as long as Peter’s.

Speaker 2: *Naas, gesegeelyks*. These elements can’t combine.

96. Please look at the Afrikaans versions of the item in (506). Can a full clause appear after the element corresponding to “as”, hence containing a verb and/or a noun and/or and adjective? Please consider all possibilities for the element “as”, too.

Example 1: Mary has read as long a book as Peter has.

Example 2: Mary has read as long a book as Peter has a long book.

Speaker 1: No.

Speaker 2: A full clause can not appear after the element.

97. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(507) Mary has read as long a book as how long a book Peter has read.

Speaker 1:

(507) a. Mary het so lang boek gelees soos wat Peter gelees het.
Mary has so long book read.PTCP as what Peter read.PTCP has
‘Mary has read as long a book as how long a book Peter has read.’

Speaker 2:

(507) b. Mary het só ’n lang boek gelees as hoe lank die boek was wat
Mary has such a long book read.PTCP as how long the book was that
Peter gelees het.
Peter read.PTCP has
‘Mary has read as long a book as how long a book Peter has read.’

98. Please list all the elements that can correspond to “how (long)” in (507) in Afrikaans, if any, and note whether these elements have to be adjacent to the nominal expression “a book”, or whether “a book” can appear elsewhere in the sentence. Please also consider all possible realisations of “as”, too.

Speaker 1: 1) *so lang* (It has to be adjacent to “a book”. The construction “as long a book as how long a book” cannot be translated to Afrikaans, the only possible translation is “Mary has read as long a book as what Peter has read”.)

Speaker 2: I can’t think of any elements at the moment.

99. If a string like “how long a book” is permitted after “as” in Afrikaans, can the clause be elliptical?

Example: Mary has read as long a book as how long a book Peter.

Speaker 1: No.

Speaker 2: No, the clause can’t be elliptical.

100. Please translate the following sentence. (A context is given below, but you do not have to translate that.) Please provide all possibilities for the realisation of “as”.

[Context: I was on holiday for two weeks and my father took care of my cat. Unfortunately, he gave her way too much food. Now my cat can barely get into the house on its own.]

(508) The cat is as fat as the cat flap is wide.

Speaker 1:

(508) a. Die kat is so vet soos wat die katdeurtjie breed is.
the cat is so fat as what the cat.door broad is
‘The cat is as fat as the cat flap is wide.’

Speaker 2:

(508) b. The kat is so vet soos die kat se flap wyd is.
the cat is so fat as the cat ’s flap wide is
‘The cat is as fat as the cat flap is wide.’

101. Please look at the Afrikaans versions of the item in (508). Can an element like “how wide” appear, either with or without the element(s) corresponding to “as”? Please consider all possibilities for the element “as”, too.

Example 1: The cat is as fat as how wide the cat flap is.

Example 2: The cat is as fat how wide the cat flap is.

Speaker 1: No “how wide” cannot be inserted.

Speaker 2: With elements.

102. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(509) Mary reads as many books a year as Peter does articles.

Speaker 1:

- (509) a. Mary lees soveel boeke per jaar as wat Peter artikels lees.
Mary reads so.many books per year as what Peter articles reads
'Mary reads as many books a year as Peter does articles.'
- (509) b. Mary lees soveel boeke per jaar soos wat Peter artikels lees.
Mary reads so.many books per year as what Peter articles reads
'Mary reads as many books a year as Peter does articles.'

Speaker 2:

- (509) c. Mary lees soveel boeke in 'n jaar soos wat Peter artikels lees.
Mary reads so.many books in a year as what Peter articles reads
'Mary reads as many books a year as Peter does articles.'

103. Please look at the Afrikaans versions of the item in (509). Can an element like “how many books” appear, either with or without the element(s) corresponding to “as”? Please consider all possibilities for the element “as”, too.

Example 1: Mary reads as many books a year as how many articles Peter does.

Example 2: Mary reads as many books a year how many articles Peter does.

Speaker 1: No.

Speaker 2: With the elements.

104. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(510) We need as much sugar for the cake as we need flour.

Speaker 1:

- (510) a. Ons kort soveel suiker vir die koek as wat ons meel nodig het.
us short so.much sugar for the cake as what we flour necessary have
'We need as much sugar for the cake as we need flour.'
- (510) b. Ons kort soveel suiker vir die koek soos wat ons meel nodig het.
us short so.much sugar for the cake as what we flour necessary have
'We need as much sugar for the cake as we need flour.'

Speaker 2:

- (510) c. Ons het soveel suiker vir die koek nodig soos wat ons meel
we have so.much sugar for the cake necessary as what we flour
nodig het.
necessary have
'We need as much sugar for the cake as we need flour.'

105. Please look at the Afrikaans versions of the item in (510). Can an element like “how much flour” appear, either with or without the element(s) corresponding to “as”? Please consider all possibilities for the element “as”, too.

Example 1: We need as much sugar for the cake as how much flour we do.

Example 2: We need as much sugar for the cake how much flour we do.

Speaker 1: No.

Speaker 2: With the elements.

106. Is it possible to have an element like “as how” as an attribute of a noun? Please consider all possibilities for the element “as”, too.

Example 1: Mary bought as fat a cat as how wide a cat flap Peter did.

Example 2: Mary bought as fat a cat how wide a cat flap Peter did.

Speaker 1: No.

Speaker 2: Yes, it is possible.

6 Comparative clauses

107. Please translate the following sentence.

- (601) Mary is older than Peter.

Speaker 1:

- (601) a. Mary is ouer as Peter.
Mary is older as Peter
'Mary is older than Peter.'

Speaker 2:

- (601) b. Mary is ouer as Peter.
Mary is older as Peter
'Mary is older than Peter.'

108. Please list all the elements that can correspond to “than” in (601) in Afrikaans. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary is older than that Peter (is).

Example 2: Mary is older than what Peter (is).

Speaker 1: 1) *as* (Yes, it can combine with “what” > “wat”).

Speaker 2: Mary is ouer as wat Peter is. Yes, it can combine.

- (i) Mary is ouer as wat Peter is.
Mary is older as what Peter is
'Mary is older than Peter.'

109. Please look at the Afrikaans versions of the item in (601). Can a full clause appear after the element corresponding to “than”, hence containing an overt copula and/or an adjective? Please consider all possibilities for the element “than”, too.

Example 1: Mary is older than Peter is.

Example 2: Mary is older than Peter is old.

Speaker 1: Yes.

Speaker 2: Yes, the full clause can appear after the element.

110. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(602) Mary is older than Peter was last year.

Speaker 1:

- (602) a. Mary is ouer as wat Peter vyf jaar gelede was.
Mary is older as what Peter five year ago was
'Mary is older than Peter was five years ago.'

Speaker 2:

- (602) b. Mary is ouer as wat Peter laesjaar was.
Mary is older as what Peter last year was
'Mary is older than Peter was last year.'

111. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(603) Mary is older than how old Peter was last year.

Speaker 1:

- (603) a. Mary is ouer as wat Peter oud was vyf jaar gelede.
Mary is older as what Peter old was five year ago
'Mary is older than how old Peter was last year.'

Speaker 2:

- (603) b. Mary is ouers as hoe oud Peter laesjaar was.
Mary is older as how old Peter last.year was
'Mary is older than how old Peter was last year.'

112. Please list all the elements that can correspond to “how” in (603) in Afrikaans, if any, and note whether these elements have to be adjacent to the adjective “old”, or whether “old” can appear elsewhere in the sentence. Please also consider all possible realisations of “than”, too.

Speaker 1: “how” cannot be translated directly, instead “what” > “wat” is used. “old” can appear elsewhere in the sentence.

Speaker 2: None that I can think of.

113. If a string like “how old” is permitted after “than” in Afrikaans, can the clause be elliptical?

Example: Mary is older than how old Peter.

Speaker 1: No.

Speaker 2: Yes, it can be elliptical.

114. If a string like “how old” is possible in items like (603) in Afrikaans, can “than” be omitted?

Example: Mary is older how old Peter (is).

Speaker 1: No.

Speaker 2: No, it can't be omitted.

115. Please translate the following sentence. Please provide all possible word orders.

- (604) Mary has more books than Peter.

Speaker 1:

- (604) a. Mary het meer boeke as Peter.
Mary has more books as Peter
'Mary has more books than Peter.'

Speaker 2:

- (604) b. Mary het meer boeke as Peter.
Mary has more books as Peter
'Mary has more books than Peter.'
- (604) c. Mary het meer boeke as wat Peter het.
Mary has more books as what Peter has
'Mary has more books than Peter.'

116. Please list all the elements that can correspond to “than” in (604) in Afrikaans. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary has more books than Peter (has).

Example 2: Mary has more books than what Peter (has).

Speaker 1: 1) *as* (Yes, it can combine with “what”).

Speaker 2: *As wat, as*, it can combine.

117. Please look at the Afrikaans versions of the item in (604). Can a full clause appear after the element corresponding to “than”, hence containing a verb and/or a noun? Please consider all possibilities for the element “than”, too.

Example 1: Mary has more books than Peter has.

Example 2: Mary has more books than Peter has books.

Speaker 1: Yes.

Speaker 2: Yes, a full clause can appear.

118. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

- (605) Mary has more books than how many books Peter has.

Speaker 1:

- (605) a. Mary het soveel boeke as wat Peter boeke het.
Mary has so.much books as what Peter books has
'Mary has more books than how many books Peter has.'

Speaker 2:

- (605) b. Mary het meer boeke as hoeveel boeke Peter het.
Mary has more books as how.much books Peter has
'Mary has more books than how many books Peter has.'

119. Please list all the elements that can correspond to “how many” in (605) in Afrikaans, if any, and note whether these elements have to be adjacent to the noun “books”, or whether “books” can appear elsewhere in the sentence. Please also consider all possible realisations of “than”, too.

Speaker 1: 1) *soveel* (the noun has to be adjacent).

Speaker 2: *Hoeveel, soveel*, it's adjacent to the noun.

120. If a string like “how many books” is permitted after “than” in items like (605) in Afrikaans, can the clause be elliptical?

Example: Mary has more books than how many books Peter.

Speaker 1: No.

Speaker 2: Yes, the clause can be elliptical.

121. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(606) Mary has read a longer book than Peter.

Speaker 1:

(606) a. Mary het 'n langer boek gelees as Peter.
Mary has a longer book read.PTCP as Peter
'Mary has read a longer book than Peter.'

Speaker 2:

(606) b. Mary het 'n langer boek as Peter gelees.
Mary has a longer book as Peter read.PTCP
'Mary has read a longer book than Peter.'

122. Please list all the elements that can correspond to “than” in (606) in Afrikaans. Can these elements combine with each other or with elements like “that” or “what”?

Example 1: Mary has read a longer book than that Peter (has).

Example 2: Mary has read a longer book than what Peter (has).

Speaker 1: 1) *as* (Yes, with “what” > “wat”)

Speaker 2: *Het*, it can combine with elements like that or what.

123. Please look at the Afrikaans versions of the item in (606). Can a full clause appear after the element corresponding to “than”, hence containing a verb and/or a noun and/or and adjective? Please consider all possibilities for the element “than”, too.

Example 1: Mary has read a longer book than Peter has.

Example 2: Mary has read a longer book than Peter has a long book.

Speaker 1: No.

Speaker 2: No, a full clause can not appear after the element corresponding to *than*.

124. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(607) Mary has read a longer book than how long a book Peter has read.

Speaker 1:

(607) a. Mary het 'n langer boek gelees as wat Peter het.
Mary has a longer book read.PTCP as what Peter has
'Mary has read a longer book than how long a book Peter has read.'

Speaker 2:

(607) b. Mary het 'n langer boek gelees as hoe 'n lang boek Peter gelees
Mary has a longer book read.PTCP as how a long book Peter read.PTCP
het.
has
'Mary has read a longer book than how long a book Peter has read.'

125. Please list all the elements that can correspond to “how (long)” in (607) in Afrikaans, if any, and note whether these elements have to be adjacent to the nominal expression “a book”, or whether “a book” can appear elsewhere in the sentence. Please also consider all possible realisations of “than”, too.

Speaker 1: “how long” cannot be translated in this context into Afrikaans.

Speaker 2: None that I can think of.

126. If a string like “how long a book” is permitted after “than” in Afrikaans, can the clause be elliptical?

Example: Mary has read a longer book than how long a book Peter.

Speaker 1: No.

Speaker 2: The clause can't be elliptical.

127. Please translate the following sentence. (A context is given below, but you do not have to translate that.) Please provide all possibilities for the realisation of “than”.

[Context: I was on holiday for two weeks and my father took care of my cat. Unfortunately, he gave her way too much food. Now my cat cannot get into the house on its own at all.]

(608) The cat is fatter than the cat flap is wide.

Speaker 1: In Afrikaans, “than” is being realised as “than that”.

- (608) a. Die kat is vetter as wat die katdeurtjie wyd is.
the cat is fatter as what the cat.door wide is
'The cat is fatter than the cat flap is wide.'

Speaker 2:

- (608) b. Die kate is vetter as wat die kat se flap wyd is.
the cat is fatter as what the cat's flap wide is
'The cat is fatter than the cat flap is wide.'

128. Please look at the Afrikaans versions of the item in (608). Can an element like “how wide” appear, either with or without the element(s) corresponding to “than”? Please consider all possibilities for the element “than”, too.

Example 1: The cat is fatter than how wide the cat flap is.

Example 2: The cat is fatter how wide the cat flap is.

Speaker 1: No.

Speaker 2: With elements.

129. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

- (609) Mary reads more books a year than Peter does articles.

Speaker 1:

- (609) a. Mary lees meer boeke per jaar as wat Peter artikels lees.
Mary reads more books per year as what Peter articles reads
'Mary reads more books a year than Peter does articles.'

Speaker 2:

- (609) b. Mary lees meer boek 'n jaar as wat Peter artikels lees.
Mary reads more book a year as what Peter articles reads
'Mary reads more books a year than Peter does articles.'

130. Please look at the Afrikaans versions of the item in (609). Can an element like “how many books” appear, either with or without the element(s) corresponding to “than”? Please consider all possibilities for the element “than”, too.

Example 1: Mary reads more books a year than how many articles Peter does.

Example 2: Mary reads more books a year how many articles Peter does.

Speaker 1: No.

Speaker 2: With elements.

131. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

(610) We need more sugar for the cake than we need flour.

Speaker 1:

(610) a. Ons het meer suiker as meel nodig vir die koek.
us have more sugar as flour necessary for the cake
'We need more sugar for the cake than we need flour.'

Speaker 2:

(610) b. Ons benodig meer suiker vir die koek as wat ons meel benodig.
we need more sugar for the cake as what we flour need
'We need more sugar for the cake than we need flour.'

132. Please look at the Afrikaans versions of the item in (610). Can an element like “how much flour” appear, either with or without the element(s) corresponding to “than”? Please consider all possibilities for the element “than”, too.

Example 1: We need more sugar for the cake than how much flour we do.

Example 2: We need more sugar for the cake how much flour we do.

Speaker 1: No.

Speaker 2: With the elements.

133. Is it possible to have an element like “than how” as an attribute of a noun? Please consider all possibilities for the element “than”, too.

Example 1: Mary bought a fatter cat than how wide a cat flap Peter did.

Example 2: Mary bought a fatter cat how wide a cat flap Peter did.

Speaker 1: Yes, but “than how” is split in the sentence and does not occur adjacently.

Speaker 2: No, it is not possible.

7 Non-canonical comparison

134. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(701) Mary is tired, as is Peter.

Speaker 1:

(701) a. Mary is moeg, so is Peter.
Mary is tired so is Peter
'Mary is tired, as is Peter.'

- (701) b. Mary is moeg en Peter ook.
Mary is tired and Peter also
'Mary is tired, as is Peter.'

Speaker 2:

- (701) c. Mary is moeg, so ook Peter.
Mary is tired so also Peter
'Mary is tired, as is Peter.'

135. Please look at the Afrikaans versions of the item in (701). Can an element like “too” appear in the clause introduced by “as”? Please consider all possibilities for the element “than”, too.

Speaker 1: The first translation is translated directly. It is very marked and the more conventional translation would be the second translation “Mary is tired and Peter too”.

Speaker 2: Yes.

136. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

- (702) Mary, as we all know, doesn't like cats.

Speaker 1:

- (702) a. Mary, soos ons almal weet, hou nie van katte nie.
Mary as we all know holds not of cats not
'Mary, as we all know, doesn't like cats.'

Speaker 2:

- (702) b. Mary, soos ons almal weet, hou nie van katte nie.
Mary as we all know holds not of cats not
'Mary, as we all know, doesn't like cats.'

137. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

- (703) Mary is as tall as her brother.

Speaker 1:

- (703) a. Mary is so lank soos haar broer.
Mary is so tall as her brother
'Mary is as tall as her brother.'

Speaker 2:

- (703) b. Mary is so lank soos haar broer.
Mary is so tall as her brother
'Mary is as tall as her brother.'

138. Please look at the Afrikaans versions of the item in (703). What case can the remnant ("her brother") be in? Please take into consideration other nouns, as well as pronouns. Please consider all possibilities for the element "as", too.

Example 1: Mary is as tall as he.

Example 2: Mary is as tall as him.

Speaker 1: "hy" meaning "he" can be used by not "him".

Speaker 2: Yes, it can.

139. Please translate the following sentence. Please provide all possibilities for the realisation of "than".

- (704) Mary is taller than her brother.

Speaker 1:

- (704) a. Mary is langer as haar broer.
Mary is longer as her brother
'Mary is taller than her brother.'

Speaker 2:

- (704) b. Mary is langer as haar broer.
Mary is longer as her brother
'Mary is taller than her brother.'

140. Please look at the Afrikaans versions of the item in (704). What case can the remnant ("her brother") be in? Please take into consideration other nouns, as well as pronouns. Please consider all possibilities for the element "than", too.

Example 1: Mary is taller than he.

Example 2: Mary is taller than him.

Speaker 1: Only "hy" meaning "he" can be used.

Speaker 2: Yes, it can.

141. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

- (705) I saw as tall a man as my brother.
(With the intended meaning: ‘I saw as tall a man as my brother is’, NOT with the meaning ‘I saw as tall a man as my brother saw’.)

Speaker 1:

- (705) a. Ek het ’n man gesien wat so lank soos my broer is.
I have a man seen that so long as my brother is
‘I saw as tall a man as my brother.’

Speaker 2:

- (705) b. Ek het so lang ’n man soos my broer gesien.
I have so long a man as my brother seen
‘I saw as tall a man as my brother.’

142. Please look at the Afrikaans versions of the item in (705). What case can the remnant (“her brother”) be in? Please take into consideration other nouns, as well as pronouns. Please consider all possibilities for the element “as”, too.

Example 1: I saw as tall a man as he.

Example 2: I saw as tall a man as him.

Speaker 1: Only “hy” meaning “he”.

Speaker 2: Yes, it can.

143. Please translate the following sentence. Please provide all possibilities for the realisation of “than”.

- (706) I saw a taller man than my brother.
(With the intended meaning: ‘I saw a taller man than my brother is’, NOT with the meaning ‘I saw a taller man than my brother saw’.)

Speaker 1:

- (706) a. Ek het ’n man gesien wat langer is as my broer.
I have a man seen that longer is as my brother
‘I saw a taller man than my brother.’

Speaker 2:

- (706) b. Ek het ’n langer man as my broer gesien.
I have a longer man as my brother seen
‘I saw a taller man than my brother.’

144. Please look at the Afrikaans versions of the item in (706). What case can the remnant (“her brother”) be in? Please take into consideration other nouns, as well as pronouns. Please consider all possibilities for the element “than”, too.

Example 1: I saw a taller man than he.

Example 2: I saw a taller man than him.

Speaker 1: Only “hy” meaning “he”.

Speaker 2: None that I can think of.

145. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(707) I am talking to you as a friend, not as your boss.

Speaker 1:

(707) a. Ek praat met jou as ’n vriend en nie as jou baas nie.
I talk with you as a friend and not as you boss not
‘I am talking to you as a friend, not as your boss.’

Speaker 2:

(707) b. Ek praat met jou as ’n vriend, nie as jou baas nie.
I talk with you as a friend not as your boss not
‘I am talking to you as a friend, not as your boss.’

146. Please look at the Afrikaans versions of the item in (707). What case can the nominal expression “your boss” be in? Please take into consideration other nouns as well (in case “your boss” does not show case distinction while other nouns do). Please consider all possibilities for the element “as”, too.

Speaker 1: Afrikaans as a language does not mark case.

Speaker 2: None that I can think of.

147. Please translate the following sentence. Please provide all possibilities for the realisation of “as”.

(708) I like Mary a lot, but I see her only as a friend.

Speaker 1:

(708) a. Ek hou baie van Mary, maar ek beskou haar net as ’n vriendin.
I hold much of Mary but I regard her only as a friend.F
‘I like Mary a lot, but I see her only as a friend.’

Speaker 2:

- (708) b. Ek hou baie van Mary, maar ek sien haar net as 'n vriend.
I hold much of Mary but I see her only as a friend.
'I like Mary a lot, but I see her only as a friend.'

148. Please look at the Afrikaans versions of the item in (708). What case can the nominal expression “a friend” be in? Please take into consideration other nouns as well (in case “a friend” does not show case distinction while other nouns do). Please consider all possibilities for the element “as”, too.

Speaker 1: Afrikaans does not mark case.

Speaker 2: None that I can think of.

149. Please translate the following sentence.

- (709) Mary would be frightened if she saw a ghost.

Speaker 1:

- (709) a. Mary sal bang wees as sy 'n spook sien.
Mary shall afraid be as she a ghost see
'Mary would be frightened if she saw a ghost.'

Speaker 2:

- (709) b. Mary sou bang wees as sy 'n spook sien.
Mary would afraid be as she a ghost see
'Mary would be frightened if she saw a ghost.'

150. Please look at the Afrikaans versions of the item in (709). Please list all alternatives for the realisation of “if”, including verb movement, if applicable.

Speaker 1: Yes, “indien” can also be used instead of “as” to translate “if”. However, “indien” would be considered unnecessarily formal.

Speaker 2: *As, indien.*

151. Please translate the following sentence.

- (710) Mary was pale, as if she had seen a ghost.

Speaker 1:

- (710) a. Mary was bleek asof sy 'n spook gesien het.
Mary was pale as.if she a ghost seen has
'Mary was pale, as if she had seen a ghost.'

Speaker 2:

- (710) b. Mary was so bleek asof sy 'n spook gesien het.
Mary was so pale as.if she a ghost seen has
'Mary was pale, as if she had seen a ghost.'

152. Please look at the Afrikaans versions of the item in (710). Please list all alternatives for the realisation of “as if”, including verb movement, if applicable.

Speaker 1: Only “asof” meaning “as if” can be used.

Speaker 2: None other than I can think of.

153. Please look at the Afrikaans versions of the item in (710). Can the clause introduced by “as if” be fronted? Please provide all possible realisations of “as if”.

Example: As if she had seen a ghost, Mary was (so) pale.

Speaker 1: No.

Speaker 2: Yes, it can.