

Projekt D2: Typologie der Informationsstruktur
Sonderforschungsbereich 632: Informationsstruktur
Universität Potsdam • Humboldt Universität zu Berlin

Questionnaire on Information Structure

Version 2.1

Reference Manual

October 2004

About project D2

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Description:

The ultimate aim of project D2 is to deliver a typology of information structural devices and to model relationships between them. The project contributes to the elaboration of an inventory of the information structural concepts in constructing a catalogue of information structural categories displaying implicit and explicit formal differences. This goal is to be achieved by eliciting large scale data in as many language families as possible on the one hand, and by detailed studies in some carefully chosen languages on the other hand, such as Chinese, Kikuyu, Japanese, Malayalam and Hungarian, which differ from each other in important respects for the rendition of information structure.

In the first phase of the project, the instruments for empirical studies are to be refined. As a starting point, we prepared a questionnaire which has to be tested and further developed. Because of the special problems related to the elicitation of information structural data, the project also has to test methods which have been specially devised for psycholinguistic and sociolinguistic research. Through the interface between typology, fieldwork, psycholinguistics and language theory, we expect important methodological progress. D2 fulfills a contact point for different projects of the SFB because it elaborates methods for data elicitation and concentrates on typological comparison. It also cooperates closely with D1, which is responsible for the database.

Introductory remarks

The present questionnaire has been elaborated by the scientific staff of project D2 of the SFB 632 on Information Structure at the University of Potsdam and the Humboldt-University in Berlin. This questionnaire offers a unique tool for the study of information structure in a typological perspective. Section 1 provides a catalogue of questions on the grammatical profile of the languages to be investigated. Since the questions bear on details of phonological, morphological, syntactic and semantic structure, this part of the questionnaire is to be filled by a linguist. Section 2 contains descriptions of tests aimed at eliciting spontaneous sentences or short dialogues with specific information structural contents. Different kinds of material accompany this section: pictures, short movies, Playmobil figures and objects, toy animals. All tests are to be conducted orally, which means that a good quality recorder (DAT, Minidisc, MP3) is indispensable. The tasks have different forms and different functions. Some of them elicit just one sentence, and some others trigger a whole dialogue. Only the relevant sentences have to be translated into English and provided with the syntactic and phonological analysis given in section 4. After the recorded material has been carefully sorted out, it should be inserted into the database. If the time with the informants is too tight to complete the whole questionnaire, shorter versions are proposed at the end of the booklet (section 5). Section 3 is a list of sentences to be translated both in a written form and orally by linguists (or by informants under the guidance of a linguist). The important aim of this part is to provide a complete list of the different ways to express information structures, in particular those which have not been expressed spontaneously by the informants while performing the oral tests.

About the Questionnaire

1. Version 2.0

Version 2.0 has been released on June, 2004. It includes a large number of production experiments for data elicitation that have been developed and tested by the members of D2 in close collaboration with several researchers within SFB 632.

2. Version 1.0

Version 1.0 was the product of preliminary works by the “questionnaire group” in summer-autumn 2003 with the participation of SFB researchers from several projects.

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General questions

The part of phonology has been drafted by Ruben Stoel. The general questions on syntax and semantics have been drafted by Johanna Blaszczak and Stefan Hinterwimmer in collaboration with Gisbert Fanselow and Stavros Skopeteas. We have profited by revisions and comments by Elisabeth Medledovsky and Yukiko Morimoto. All parts of the questionnaire have been commented and revised by D2 researchers.

1. General information

1. Language Name

2. Population

	less than 10.000	between 10000 and a million	more than 1 million
Number of speakers:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Language use

Is the language used in schools?	yes <input type="checkbox"/>	no <input type="checkbox"/>
Is the language used in administrative communication?	yes <input type="checkbox"/>	no <input type="checkbox"/>

Please add any relevant information to the occasions the language is used (e.g. if the language has written documents, if writing is broadly used by the community, etc.)?

2. Phonology

Contact: Ruben Stoel

/ = only one selection possible (radio button)

~ = more selections possible (check box)

1. Phoneme inventory

- | | | yes | | no |
|-----|-----------------------------------------|--------------------------|---|--------------------------|
| 1.1 | Does the language have long consonants? | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 1.2 | Does the language have long vowels? | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 1.3 | Does the language have diphthongs? | <input type="checkbox"/> | / | <input type="checkbox"/> |

2. Phonotactics

- | | | yes | | no |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---|--------------------------|
| 2.1 | Is there a distinction between major and minor syllables (e.g. major syllables can have any vowel, while minor syllables only have schwa)? | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 2.2 | Can consonant clusters occur in the onset? | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 2.3 | Can consonant clusters occur in the coda in non-word-final position? | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 2.4 | Can consonant clusters occur in word-final position? | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 2.5 | Does the language have vowel harmony? | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 2.6 | Does the language have consonant harmony? | <input type="checkbox"/> | / | <input type="checkbox"/> |

3. Stress

- | | | yes | | no |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---|----------------------------|
| 3.1 | Does the language have word stress?
(If not, go to 4) | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 3.2 | If yes, what is the stress domain, i.e. which syllable(s) may get the stress? | | | options |
| | • initial | | | ~ <input type="checkbox"/> |
| | • second | | | ~ <input type="checkbox"/> |
| | • antepenultimate | | | ~ <input type="checkbox"/> |
| | • penultimate | | | ~ <input type="checkbox"/> |
| | • ultimate | | | ~ <input type="checkbox"/> |
| 3.3 | Is stress assignment dependent on weight, i.e. if there is any heavy syllable in the stress domain, does it get the stress?
(If not, go to 3.6) | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 3.4 | If there are two heavy syllables in the stress domain, which one gets the stress? | first | | last |
| | | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 3.5 | If there is no heavy syllable in the stress domain, which syllable gets the stress?
(Go to 3.7) | first | | last |
| | | <input type="checkbox"/> | / | <input type="checkbox"/> |
| 3.6 | If stress assignment is not dependent on weight, which syllable is stressed by default? | | | options |
| | • initial | | | ~ <input type="checkbox"/> |
| | • second | | | ~ <input type="checkbox"/> |
| | • antepenultimate | | | ~ <input type="checkbox"/> |
| | • penultimate | | | ~ <input type="checkbox"/> |
| | • ultimate | | | ~ <input type="checkbox"/> |
| | • irregular | | | ~ <input type="checkbox"/> |
| | | yes | | no |

3.7 Does stress change under affixation? ☐ / ☐

4. Register

Does the language have a (phonological) register system (e.g. two registers with different voice quality, vowel quality and/or pitch)?

yes no
☐ / ☐

If yes, describe the system:

--

5. Tone

5.1 Does the language have lexical pitch accent (as in Japanese)?

yes no
☐ / ☐

5.2 Does the language have lexical tone?

yes no
☐ / ☐

5.3 If yes, which (surface) tones do occur:

5.4 What is the Tone Bearing Unit?

- segment
- mora
- syllable
- word

options

~ ☐
~ ☐
~ ☐
~ ☐

5.5 Are contour tones analyzed as combinations of level tones?

yes no
☐ / ☐

5.6 Does the language have toneless syllables?

☐ / ☐

5.7 Does the language have floating tones?

☐ / ☐

5.8 Does the language have downstep?

☐ / ☐

5.9 Does the language have tone sandhi?

☐ / ☐

6. Intonation

6.1 How is phonological phrasing primarily marked?

- break
- boundary tone
- segmental phenomena
- tonal phenomena

yes no
☐ / ☐

☐ / ☐

☐ / ☐

☐ / ☐

6.2 Does the language have intonational pitch accents (as in English)

yes no
☐ / ☐

6.3 If yes, which pitch accents do occur:

6.4 Can pitch accents occur in non-phrase final position?

yes no
☐ / ☐

6.5 What is the intonation pattern of statements?

6.6 What is the intonation pattern of yes-no questions? _____

6.7 What is the intonation pattern of WH-questions? _____

7. Morphophonology

		yes		no
7.1	Are there any assimilation processes occurring beyond word level?	<input type="checkbox"/>	/	<input type="checkbox"/>
7.2	Are there any dissimilation processes occurring beyond word level?	<input type="checkbox"/>	/	<input type="checkbox"/>
7.3	Are there any metathesis processes occurring beyond word level?	<input type="checkbox"/>	/	<input type="checkbox"/>
7.4	Does reduplication occur at or beyond the word level?	<input type="checkbox"/>	/	<input type="checkbox"/>

3. Syntax & Semantics

Contact: Stavros Skopeteas

1. Word classes

Indicate the word classes that are formally distinguishable in the language:

	yes	no
• nouns	<input type="checkbox"/>	<input type="checkbox"/>
• verbs	<input type="checkbox"/>	<input type="checkbox"/>
• copula	<input type="checkbox"/>	<input type="checkbox"/>
• auxiliaries	<input type="checkbox"/>	<input type="checkbox"/>
• adjectives	<input type="checkbox"/>	<input type="checkbox"/>
• adverbs	<input type="checkbox"/>	<input type="checkbox"/>
• adpositions	<input type="checkbox"/>	<input type="checkbox"/>
• articles	<input type="checkbox"/>	<input type="checkbox"/>
• pronouns	<input type="checkbox"/>	<input type="checkbox"/>
• particles	<input type="checkbox"/>	<input type="checkbox"/>
• complementizers	<input type="checkbox"/>	<input type="checkbox"/>
• conjunctions	<input type="checkbox"/>	<input type="checkbox"/>
• classifiers	<input type="checkbox"/>	<input type="checkbox"/>
• others : _____, _____, _____.		

2. Word order

(canonical position of subject, object, verb)

	Options
• SVO	<input type="checkbox"/>
• SOV	<input type="checkbox"/>
• VSO	<input type="checkbox"/>
• VOS	<input type="checkbox"/>
• OVS	<input type="checkbox"/>
• OSV	<input type="checkbox"/>

3. Case

	yes	no
3.1 Is there case marking?	<input type="checkbox"/>	<input type="checkbox"/>

If yes, specify which cases are distinguished:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 3.2 Is case visible on all nominal elements? yes ☐ no ☐

If not, specify below on which nominal elements it is visible.

4. Alignment

- 4.1 Give an overall characterization of the argument structure:

- nominative-accusative alignment
- ergative-absolutive alignment
- active-stative alignment

Options

☐
☐
☐

- 4.1 Are there splits in clause structure? yes ☐ no ☐

If yes, then which factor conditions the respective splits?

Specify the exact condition below:

- aspect
- discourse participants (1. or 2. person)
- clause type
- animacy
- others

5. Voice

- 5.1 Passive

Is there a passive/active distinction?

yes ☐ no ☐

Which verbs (could) can be passivized?

- transitive verbs
- unergative verbs, e.g. *laugh, cry, sleep, work, lie*
- unaccusative verbs, e.g. *die, fall, arrive, come*

options

☐
☐
☐

Is it possible to apply passivization (with) to? other elements than the direct objects?

yes ☐ no ☐

If yes, specify below what elements allow passivization
(the exact elements below):

--

5.2 Antipassive

Is there an antipassive?

yes no
☐ ☐

5.3 Applicative

(non-subject is promoted to object)

Is it possible to form an applicative through verbal affixes
(e.g. Kinyarwanda *a-ra-som-er-a* 'he-T-read-APPL-IPFV')?

yes no
☐ ☐

If yes, which elements may be promoted to direct objects?

- instrument
- benefactive
- location

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

5.4 Causative

(causee to subject; subject to direct object) the causer becomes the matrix subject, the former subject becomes the (surface) direct object of the matrix verb

Is causativization expressed through:

- affixes (e.g. Korean *kakk-i-ess-ta* 'cut-CAUS-PAST-DECL'):
- syntactic constructions (e.g. German *ich lasse X schneiden*):

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

6. Word order flexibility

6.1 Do subjects, objects and verbs appear in other positions than the canonical ones (cf. § 3)?

yes no
☐ ☐

6.2 Are there any restrictions as to what constituents may occur in what position? If so, specify which constituents are possible in each position:

- sentence initial
- sentence final
- preverbal
- postverbal
- others: _____

only subject	only object	only locative	other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

7. Noun phrase

7.1 Is the noun an obligatory constituent of a noun phrase?

yes no
☐ ☐

7.2 Which lexical categories appear in NPs?

- nouns
- adjectives
- numerals
- quantifiers
- classifiers

yes	no
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • demonstratives 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • articles 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • others : _____, _____, _____. 		
		yes	no
7.3	Is a determiner obligatorily present in the NP?	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Which numbers are available?	yes	no
	<ul style="list-style-type: none"> • singular 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • plural 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • dual 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • trial 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • paucal 	<input type="checkbox"/>	<input type="checkbox"/>
7.5	Does number marking occur in all nominal elements?	yes	no
		<input type="checkbox"/>	<input type="checkbox"/>
	If not, specify below which nominal elements are marked for number:		
		yes	no
7.6	Is there a number that is not morphologically marked?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes, specify which:		
		yes	no
7.7	Is there a contrast between count and non-count nouns?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes, how is it marked? E.g. via		
	<ul style="list-style-type: none"> • restrictions on quantifiers/determiners 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • restrictions on plural formation 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • special classifiers 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • morphological marking 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • agreement 	<input type="checkbox"/>	<input type="checkbox"/>
		yes	no
7.8	May count nouns appear in singular without determiners?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes, specify in which positions bare NPs (i.e., NPs without determiners) are possible:		
	<ul style="list-style-type: none"> • preverbal 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • postverbal 	<input type="checkbox"/>	<input type="checkbox"/>
7.9	Are bare NPs possible when the noun is modified by some other element, i.e. may a noun appear without a determiner when it is modified by one of the following elements?	yes	no
	<ul style="list-style-type: none"> • adjectives 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • relative clauses 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • PPs 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • others: _____ 	<input type="checkbox"/>	<input type="checkbox"/>
		yes	no

7.10	Is there a distinction between definite and indefinite NPs?	<input type="checkbox"/>	<input type="checkbox"/>
		If yes, specify how it is encoded:	
7.11	Is there a separate marker (independent from definiteness markers when such are available) for specificity?	yes <input type="checkbox"/>	no <input type="checkbox"/>
7.12	What is the unmarked order within NPs?	options	
	• DET ADJ NOUN	<input type="checkbox"/>	
	• DET NOUN ADJ	<input type="checkbox"/>	
	• ADJ NOUN DET	<input type="checkbox"/>	
	• NOUN DET ADJ	<input type="checkbox"/>	
	• NOUN ADJ DET	<input type="checkbox"/>	
	• ADJ DET NOUN	<input type="checkbox"/>	
7.13	Is it possible to change the unmarked order (specified in 7.12)?	yes <input type="checkbox"/>	no <input type="checkbox"/>
7.14	Is it possible to separate the noun from the other (rest) elements within the DP ("split constructions")?	yes <input type="checkbox"/>	no <input type="checkbox"/>
8.	Pronoun		
8.1	Which classes of pronouns are available?	yes	no
	• personal	<input type="checkbox"/>	<input type="checkbox"/>
	• reflexive	<input type="checkbox"/>	<input type="checkbox"/>
	• demonstrative	<input type="checkbox"/>	<input type="checkbox"/>
	• relative	<input type="checkbox"/>	<input type="checkbox"/>
	• interrogative	<input type="checkbox"/>	<input type="checkbox"/>
	• expletive	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Are there separate indefinite pronouns?	yes <input type="checkbox"/>	no <input type="checkbox"/>
8.3	Is there a distinction between indefinite and interrogative pronouns? Are indefinite and interrogative pronouns morphologically related to one another (e.g. interrogative pronouns are formed on the basis of indefinite pronouns through affixation)?	yes <input type="checkbox"/>	no <input type="checkbox"/>
8.4	Is there a distinction between obviative and proximate?	yes <input type="checkbox"/>	no <input type="checkbox"/>
8.5	May interrogative pronouns be used in situ in questions? (Are interrogative pronouns used in situ in questions?)	yes <input type="checkbox"/>	no <input type="checkbox"/>
9.	Quantifier		
9.1	Which kinds of quantifiers are available?	yes	no
	• adverbial	<input type="checkbox"/>	<input type="checkbox"/>
	- local, e.g. <i>everywhere</i>	<input type="checkbox"/>	<input type="checkbox"/>

	- temporal, e.g. <i>always, sometimes</i>	<input type="checkbox"/>	<input type="checkbox"/>
	• determiners ("DET-quantifiers")	<input type="checkbox"/>	<input type="checkbox"/>
		yes	no
9.2	May nouns be used as complements of DET-quantifiers? (Are nouns possible as complements of DET-quantifiers?)	<input type="checkbox"/>	<input type="checkbox"/>
		yes	no
	If yes, are singular nouns allowed in such a function?	<input type="checkbox"/>	<input type="checkbox"/>
		yes	no
	May definite NPs be used as complements of DET-quantifiers? (Are definite NPs as complements possible?)	<input type="checkbox"/>	<input type="checkbox"/>
	If yes, what is the order between Q and DET?	<div style="border: 1px solid black; height: 15px; width: 100%;"></div>	
		yes	no
9.3	Does the presence of adverbial quantifiers have an influence on the word order of the sentence?	<input type="checkbox"/>	<input type="checkbox"/>
		yes	no
	If yes, is there a special position for quantifiers?	<input type="checkbox"/>	<input type="checkbox"/>
10.	Verb		
10.1	Agreement		
	Is there agreement between the verb and one or more arguments in the clause?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	If yes, specify with which element(s) the verb may agree (e.g. agent, nominative, etc.):	<div style="border: 1px solid black; height: 25px; width: 100%;"></div>	
		yes	no
	Is agreement obligatory?	<input type="checkbox"/>	<input type="checkbox"/>
	If no, is agreement influenced by the discourse status of the corresponding element? E.g. agreement affix is used only for given referents, or agreement affix is deleted for focused referents, etc.	yes <input type="checkbox"/>	no <input type="checkbox"/>
10.2	Auxiliaries		
	Is there a distinction between lexical and functional verbs?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	Are there copula verbs?	yes <input type="checkbox"/>	no <input type="checkbox"/>
		yes	no
10.3	Verbal categories		
	Are aspectual distinctions overtly marked on the verb?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	If yes, specify which:	<div style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> <div>_____</div> <div>_____</div> <div>_____</div> </div> <div style="display: flex; justify-content: space-around;"> <div>_____</div> <div>_____</div> <div>_____</div> </div> </div>	
		yes	no
	Is there an aspectual value that is not morphologically marked?	<input type="checkbox"/>	<input type="checkbox"/>

If yes, specify which:

10.3.2 Are temporal distinctions marked on the verb? ☐ ☐

If yes, specify which:

Is there a temporal value that is not morphologically marked? ☐ ☐

If yes, specify which:

10.3.3 Is it possible to mark the verb according to the perspective that a given situation/event is presented (e.g. to mark where the evidence comes from—to employ evidentiality markers)? ☐ yes ☐ no

11. **Subordination**

11.1 Are main and subordinate clauses distinguished from each other? (Is there a difference between main and subordinate clause?) ☐ yes ☐ no

11.2 Which is the unmarked order between main and subordinate clauses?

☐ main clause > subordinate clause
☐ subordinate clause > main clause

Is the above order obligatory? ☐ yes ☐ no

12. **Relative clauses**

12.1 Is the nominal head of the relative clause:

☐ external?
☐ internal?

If it is external, which is the unmarked order?

☐ noun > relative clause
☐ relative clause > noun

Is the order specified above obligatory? ☐ yes ☐ no

12.2 Is it possible to use relative clauses without the governing noun? I.e., are there so-called “free relative clauses” (e.g. *I like whatever you like*; *I’ll buy what you’re selling*; *Whoever sings will get a prize*)? ☐ yes ☐ no

If yes, is there a distinction between free relative clauses and interrogative sentences? ☐ yes ☐ no

13. **Cleft sentences**

13.1 Is it possible to highlight a constituent by means of a cleft sentence? ☐ yes ☐ no

	If yes, which constituents may be clefted:	yes	no
	• subjects?	<input type="checkbox"/>	<input type="checkbox"/>
	• direct objects?	<input type="checkbox"/>	<input type="checkbox"/>
	• indirect objects?	<input type="checkbox"/>	<input type="checkbox"/>
	• adjectives?	<input type="checkbox"/>	<input type="checkbox"/>
	• adverbs?	<input type="checkbox"/>	<input type="checkbox"/>
	• verbs?	<input type="checkbox"/>	<input type="checkbox"/>
	• VPs?	<input type="checkbox"/>	<input type="checkbox"/>
13.2	Is the use of a copula obligatory in a cleft construction?	yes <input type="checkbox"/>	no <input type="checkbox"/>
13.3	Is the use of an expletive pronoun in a cleft construction:	option	
	• not possible?	<input type="checkbox"/>	
	• possible/not obligatory?	<input type="checkbox"/>	
	• obligatory?	<input type="checkbox"/>	
13.4	Are there other similar constructions, apart from cleft sentences, such as pseudo-clefts, in which the order of the highlighted constituent and the relative clause is changed?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	If yes, give a short description of these constructions:		
	Is the same relative pronoun used in these constructions and in cleft sentences (if any)?	yes <input type="checkbox"/>	no <input type="checkbox"/>
14.	Pro-drop		
14.1	Must all verbal arguments be obligatorily realized?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	If not, which arguments may be not realized?	option	
	• subjects?	<input type="checkbox"/>	
	• direct objects?	<input type="checkbox"/>	
	• indirect objects?	<input type="checkbox"/>	
14.2	Does the realization of the arguments correlate with the discourse status of the respective constituents?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	If an argument is not expressed in certain discourse statuses (e.g. as background), is the absence of it obligatory?	yes <input type="checkbox"/>	no <input type="checkbox"/>
15.	Question – Answer		
15.1	Must the answer to a question always be a complete sentence?	yes <input type="checkbox"/>	no <input type="checkbox"/>
	If not, is it possible to answer with just the questioned constituents?	yes <input type="checkbox"/>	no <input type="checkbox"/>
15.2	Do the questioned constituents in the answer bear a special marking	yes <input type="checkbox"/>	no <input type="checkbox"/>

(e.g. special particles)?

15.3	Is it possible to form questions for every constituent?	yes	no
	• NP	<input type="checkbox"/>	<input type="checkbox"/>
	• subject	<input type="checkbox"/>	<input type="checkbox"/>
	• direct object	<input type="checkbox"/>	<input type="checkbox"/>
	• indirect object	<input type="checkbox"/>	<input type="checkbox"/>
	• verb	<input type="checkbox"/>	<input type="checkbox"/>
	• adverb	<input type="checkbox"/>	<input type="checkbox"/>
	• adjective	<input type="checkbox"/>	<input type="checkbox"/>
	• PP	<input type="checkbox"/>	<input type="checkbox"/>
	• whole sentence	<input type="checkbox"/>	<input type="checkbox"/>

Experimental tasks

Remark: There are various ways to deal with the literal materials for the informants (questions and statements). They can be given in written form (in English, French etc. or in target language) or acoustically (sound file, reading by instructor). Preferably, this material is already translated into the target language before starting the sessions, in order to have identical stimuli. In case this is not possible, you have to ask the informants to translate them spontaneously. In this case, please adapt the instructions. The same holds, in case you would like to change the number of informants. Sometimes, you might also find it appropriate to change parts of the literal materials according to cultural considerations.

1. Strong Boy & Tom Trousers

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer

Participants

2 informants; 1 instructor

Materials

Single pictures – Part 1: ‘Strong Boy’; Part 2: ‘Tom Trousers’; questions

Procedure

Part 1: Informant A is given the questions for picture ‘Strong Boy’. Informant B answers them by regarding the picture.

Part 2: Informant A is given the questions for picture ‘Tom Trousers’. Informant B answers them by regarding the picture.

Instructions, part 1 and 2

Addressing informant A:

“I give you some questions. Please read them carefully and ask Informant B. After you got her reply, we will continue with the next question.”

Addressing informant B:

“Please regard the picture carefully. A will ask some questions which you have to answer.”

Literal materials for informants, part 1 ‘Strong Boy’

1. What does the boy do?

Data nr.: 1-1.

2. Who is carrying whom?

Data nr.: 1-2.

3. What does the boy do with the girl?

Data nr.: 1-3.

4. Who is carrying the girl?

Data nr.: 1-4.

5. Who of the boys is carrying the girl?

Data nr.: 1-5.

6. Whom is the boy carrying?

Data nr.: 1-6.

7. How is the boy carrying the girl?

Data nr.: 1-7.

P.: Strong Boy



Literal materials for informants, part 2 ‘Tom Trousers’

1. Is the dog biting the boy’s hand?

Data nr.: 1-8.

2. Is the dog biting the girl’s cloth?

Data nr.: 1-9.

3. Is the dog biting the boy’s shoes and trousers?

Data nr.: 1-10.

4. Is the dog biting the boy’s and the girl’s clothes?

Data nr.: 1-11.

P.: Tom Trousers



2. ---

3. Broken Glass

Contact: Anne Schwarz & Ines Fiedler

Task

Production, question/answer

Participants

2 informants; 1 instructor

Materials

Film '3 - Broken Glass'

Film description: A person is washing glasses. One glass falls down and breaks with a loud sound.

Procedure

The film 'Broken Glass' is shown only to informant A. Informant B, however, should be able to hear the sound of the film. While informant A is watching the film, informant B listens to its sound. As soon as informant B hears a loud sound, she must ask informant A what has happened. Informant A must then answer this question.

Instructions

Addressing informant A:

"Please watch this film. Take the role of the person in the film. Your partner will ask you what has happened when she hears a sound. Please answer this question in a natural way, using only a single sentence."

Addressing informant B:

"Please listen. As soon as you hear a loud sound, ask your partner what has happened."

Literal materials for informant B

What has happened?

Data nr.: 3-1

4. Seat

Contact: Anne Schwarz & Ines Fiedler

Task

Production; narration; question/answer

Participants

1 informant; 1 instructor

Materials

Films '4 - Seat 1' and '4 - Seat 2'

Film description ('Seat 1'): A waiting room. Two men and a woman are waiting. The woman is called in. The men stay where they are.

Film description ('Seat 2'): A waiting room. Two men and a woman are waiting. The woman is called in. One of the men takes another seat.

Procedure

Part 1: The film 'Seat 1' is shown to the informant. The informant is then asked to tell what has happened.

Part 2: The film 'Seat 2' is shown to the same informant. After watching the film, the informant asks and answers these questions himself.

Instructions, part 1

"Please watch the film ('seat 1'). I want you to narrate it afterwards."

Data nr.: 4-1

Instructions, part 2

"Now watch this similar, but different film ('seat 2') and answer the questions given to you in a single sentence each."

Literal materials for informant, part 2

1. *How many people are sitting in the waiting room at the beginning?*

Data nr.: 4-2

2. *And how many people are sitting in the waiting room at the end?*

Data nr.: 4-3

3. *Does anyone change his place in the film?*

Data nr.: 4-4

5. Kalle and the Bullerbü House

Contact: Anne Schwarz & Ines Fiedler

Task

Production; description; question/answer

Participants

2 informants; 1 instructor

Materials

Picture pair; questions

Procedure

Part 1: Each informant has one picture, which they describe.

Part 2: The instructor asks questions and each informant replies to the questions presented. The informants answer one after another, and react, if necessary, to the reply of the other.

Instructions, part 1

“Please describe the pictures you have, one after another.”

Data nr.: 5-1

Instructions, part 2

“Please listen to the questions given to you and answer them according to the pictures. React to the reply of your partner, if necessary.”

Literal materials for informant, part 2

1. The boy is living in a beautiful, big, green house, isn't he?

Data nr.: 5-2

2. Does the boy have a white cap on his head?

Data nr.: 5-3

3. Where is the tree standing?

Data nr.: 5-4

4. Does the mother call the boy?

Data nr.: 5-5

5. What does the boy do?

Data nr.: 5-6

6. In front of the right window are flowers, aren't there?

Data nr.: 5-7

7. The door is red, isn't it?

Data nr.: 5-8

8. And here is the boy sitting on the bicycle, isn't he?

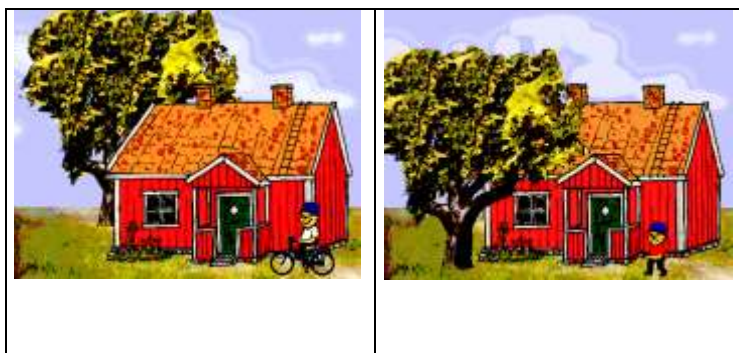
Data nr.: 5-9

9. And the tree is also standing behind the house?

Data nr.: 5-10

P.: Kalle 1

P.: Kalle 2



6. Tomatoes and Me: child

Contact: Anne Schwarz & Ines Fiedler

Task

Production; narration

Participants

1 informant; 1 instructor

Materials

Picture set 'Tomatoes'

Procedure

A sequence of pictures is shown to the informant. The instructor gives a short description of the content. The informant tells the story in her own words from the perspective of the youngest child.

Instructions

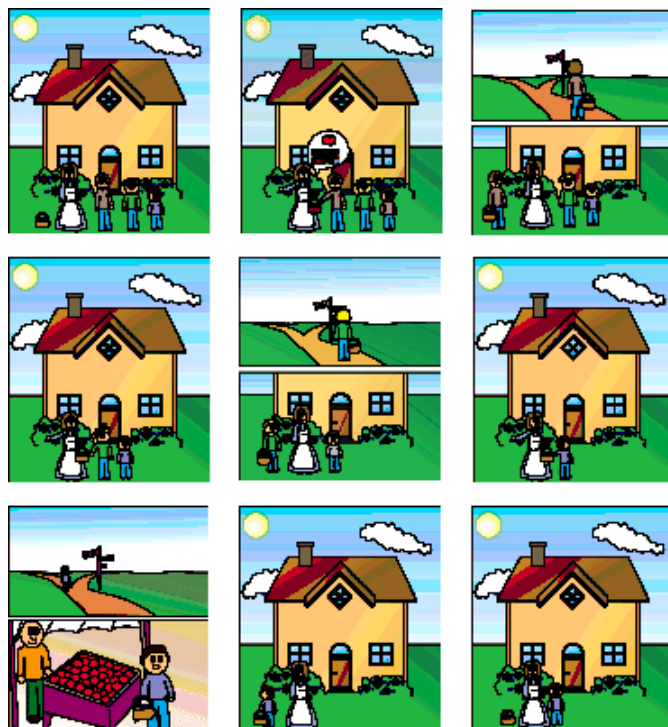
“Please look at these picture which tell a story. I will shortly describe you what the content is like:

A mother has three children. One market day, she sent her eldest child to the market to buy tomatoes, because she wanted to cook tomatoe soup. The child took a basket and set off to the market. But during the long way he didn't find the right road and came back without the tomatoes. Then the mother sent the second child. This child, too, set off, lost the way and came back without tomatoes. So the mother sent her youngest child to the market. This child found the right way. It arrived at a market stall, bought tomatoes and came back to his mother, who was very happy.

Please imagine you are the youngest child and meet your father in the evening. You tell him what has happened today.”

Data nr.: 6-1

Picture set 'Tomatoes'



7. Thief - Drama

Contact: Anne Schwarz & Ines Fiedler

Task

Production; Guided conversation

Participants

2 informants; 1 instructor

Materials

Film '7 - The Stolen Watch 0'

Film description ('The Stolen Watch 0'): (* Either the man or the woman could be the thief *)

There is a meeting at the office. Two women are already sitting at a table. One person comes in late. When he enters the room and sits down, his colleagues look at their watches. The late-comer has no watch and looks at the watch of the woman at his side. Now, they can start their working session.

When the meeting is finished two of the people get up and go to their desks. One of the women takes the empty glasses in order to wash them. She puts her watch on the table and leaves the room. When she is washing the glasses in a neighbouring office, the phone rings and she is busy talking. The other two are working at their places not far from the meeting table with the left watch.

In between, the man comes from his desk to the meeting table and is looking through the papers lying there. Some time later, the woman also comes from her desk to the meeting table and takes a cookie. The woman leaves the room and her colleague is left alone for a short while.

After some time, the woman who has been washing the glasses and talking at the phone comes back to the main office. She puts the glasses on the table and realizes that her watch is missing. Incredulously, she looks at the empty spot on the table and asks her colleagues whether they have seen her watch. Both don't seem to know where it is and only shake their heads.

The movie ends with the question: 'Who is the thief?'

Procedure

The film '7 - The Stolen Watch 0' is shown to both informants at least twice. After the first time, they are told what they have to do and then they watch the film a second time. The informants have to take over the roles of the two persons of which one must be the thief. They continue to play the roles from the point where the film has stopped. That is, after the woman has discovered that her watch has been lost and has addressed her two colleagues. Each of them should defend herself and instead accuse the other one. Each shall supply some arguments and reasons why the thief must be the other one and not himself or herself.

Instructions

Addressing both informants:

"Please watch the film carefully. After it, I want you to take over the roles of the two persons who are suspected to have stolen the watch. In order to defend yourself, each of you will accuse the other one in a conversation."

[After watching the film once]

Addressing each informant:

"I want you to take over the role of the woman, and you, that of the man. Please watch the film another time from this person's perspective. Afterwards, you shall accuse your partner to be the thief and to defend yourself appropriately."

[After watching the film the second time]

Addressing both informants:

"Please play now the roles of these two people and take over their parts. We know that one of you must be the thief, but each of you should stress that you are innocent. Talk and argue with each other and supply some arguments and reasons why the thief must be the other one and not you."

Data nr.: 7-1

8. Tree Climber

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer

Participants

2 informants; 1 instructor

Materials

Picture set 'Tree Climber'

Procedure

The first two pictures are shown to informant A. Informant B has only the last picture (with many people) and asks "what has happened?" Informant A replies.

Instructions

Addressing informant A:

“Please look at the pictures. Your partner has only the last one and will ask you a question. Please answer in a natural way and in one sentence only.”

Addressing informant B:

“Please look at this picture. Imagine you are passing by this scene. Your partner is already standing there and knows what has happened, so you ask her what has happened.”

Literal materials for informant

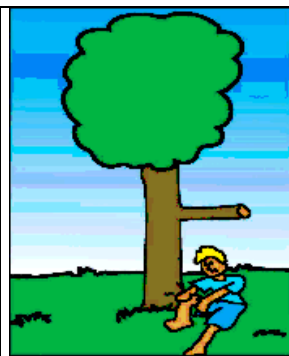
What has happened?

Data nr.: 8-1

P.: Tree Climber 1



P.: Tree Climber 2



P.: Tree Climber 3



9. Journal

Contact: Anne Schwarz & Ines Fiedler

Task

Production; narration; question/answer

Participants

1 informant; 1 instructor

Materials

Films ‘9 - Journal 1’ and ‘9 - Journal 2’; questions

Film description (‘Journal 1’): Two men are reading. One of them wants to borrow a newspaper from the other one, who then gives it to him.

Film description (‘Journal 1’): Two men are reading. One of them wants to borrow a newspaper from the other one. But this indecent proposal is not well received: the man refuses to give it to him.

Procedure

Part 1: The film ‘9 - Journal 1’ is shown to informant. The informant is asked to tell what has happened.

Part 2: After having watched the film, the informant replies to the questions.

Part 3: The film ‘9 - Journal 2’ is shown to informant. The informant narrates it by comparing it with the first one.

Instructions, part 1

“Please watch the film (9 - Journal 1). Afterwards, I want you to narrate it.”

Data nr.: 9-1

Instructions, part 2

[after narration]

“Please answer the following questions.”

Literal materials for informant, part 2

1. How many people are sitting in the waiting room at the beginning and at the end?

Data nr.: 9-2

2. Does anyone change or leave his place?

Data nr.: 9-3

3. What is being asked for by the man?

Data nr.: 9-4

4. Does he get it or not?

Data nr.: 9-5

Instructions, part 3

[after question-answers]

“Now watch this similar, but different film (9 - Journal 2) and describe it by comparing it with the first film.”

Data nr.: 9-6

10. Poor Boy & Break

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer

Participants

2 informants; 1 instructor

Materials

Single pictures – Part 1: ‘Poor Boy’; Part 2: ‘Break’; questions

Procedure

Part 1 and 2: Informant A is given the statements respectively questions. Informant B replies to them by regarding the picture.

Instructions, part 1

Addressing inf A:

“Here are some statements. Please read them aloud to your partner.”

Addressing inf B:

“Please regard the picture carefully. B will claim something concerning it. You have to react appropriately.”

Literal materials for informants, part 1 ‘Poor Boy’

1. The dog is biting the girl.

Data nr.: 10-1

2. The dog is playing with another dog.

Data nr.: 10-2

3. The dog is playing with the boy.

Data nr.: 10-3

4. The dog is biting a boy and a girl.

Data nr.: 10-4

5. The dog has pushed the boy down and is biting him.

Data nr.: 10-5

P.: Poor Boy

**Instructions, part 2**

Addressing inf A:

“Here are some questions. Please read them aloud to your partner.”

Addressing inf B:

“Please regard the picture carefully. B will ask some questions which you have to answer appropriately.”

Literal materials for informants, part 2 ‘Break’

1. Describe the picture!

Data nr.: 10-6

2. What about the children, what do they do?

Data nr.: 10-7

3. Who is carving wood?

Data nr.: 10-8

4. With what is the boy carving wood?

Data nr.: 10-9

5. To whom does the boy give the bowl?

Data nr.: 10-10

P.: Break



11. Thief - Story

Contact: Anne Schwarz & Ines Fiedler

Task

Production; narration; question/answer

Participants

1 informant; 1 instructor

Materials

Film '7 - The Stolen Watch 0'; questions

Film description ('The Stolen Watch 0'): (* Either the man or the woman could be the thief *)

There is a meeting at the office. Two women are already sitting at a table. One person comes in late. When he enters the room and sits down, his colleagues look at their watches. The late-comer has no watch and looks at the watch of the woman at his side. Now, they can start their working session.

When the meeting is finished two of the people get up and go to their desks. One of the women takes the empty glasses in order to wash them. She puts her watch on the table and leaves the room. When she is washing the glasses in a neighbouring office, the phone rings and she is busy talking. The other two are working at their places not far from the meeting table with the left watch.

In between, the man comes from his desk to the meeting table and is looking through the papers lying there. Some time later, the woman also comes from her desk to the meeting table and takes a cookie. The woman leaves the room and her colleague is left alone for a short while.

After some time, the woman who has been washing the glasses and talking at the phone comes back to the main office. She puts the glasses on the table and realizes that her watch is missing. Incredulously, she looks at the empty spot on the table and asks her colleagues whether they have seen her watch. Both don't seem to know where it is and only shake their heads.

The movie ends with the question: 'Who is the thief?'

Procedure

Part 1: Film '7 - The Stolen Watch 0' is shown twice to the informant. The informant narrates the whole story.

Part 2: The questions are presented to the informant. She utters each question and answers them.

Instructions, part 1

"I will show you a film which you can see twice. Please watch it carefully. Afterwards I want you to narrate it and to answer some questions."

[After having watched the film]

"Please narrate the story."

Data nr.: 11-1

Instructions, part 2

[After narration]

"Now, please read these questions. I want you to answer them."

Literal materials for informant, part 2

1. What colour is the stolen watch – silver or gold?

Data nr.: 11-2

2. Where did the late-comer sit down, at the side of the woman to the right or at the side of the woman to the left?

Data nr.: 11-3

3. Why did one of the women leave the room when the meeting is finished?

Data nr.: 11-4

4. Did the man return to the meeting table during his work to take a cookie?

Data nr.: 11-5

5. When did the woman return to the table to take a cookie – before or after the man goes back to the papers lying there?

Data nr.: 11-6

6. Was the man left alone in the main office?

Data nr.: 11-7

7. Who has opened the window after the meeting – the man or the woman?

Data nr.: 11-8

8. How did the woman carry the glasses when she left and when she returned?

Data nr.: 11-9

9. Was the woman looking for her watch on as well as under the table?

Data nr.: 11-10

12. Tomatoes and Me: Mother

Contact: Anne Schwarz & Ines Fiedler

Task

Production; narration

Participants

1 informant; 1 instructor

Materials

Picture set 'Tomatoes'

Procedure

A sequence of pictures is shown to the informant. The instructor gives a short description of the content. The informant tells the story in her own words from the perspective of the mother.

Instructions

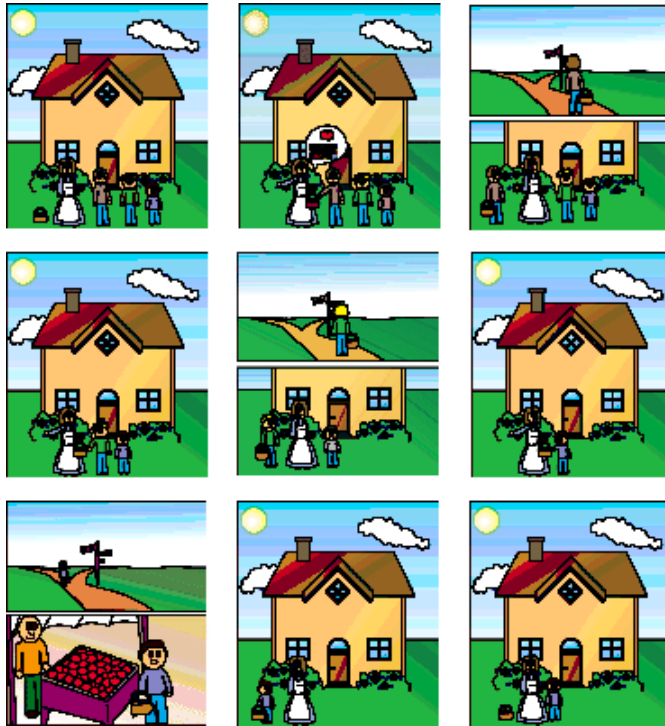
“Please look at these picture which tell a story. I will shortly describe you what the content is like:

A mother has three children. One market day, she sent her eldest child to the market to buy tomatoes, because she wanted to cook tomatoe soup. The child took a basket and set off to the market. But during the long way he didn't find the right road and came back without the tomatoes. Then the mother sent the second child. This child, too, set off, lost the way and came back without tomatoes. So the mother sent her youngest child to the market. This child found the right way. It arrived at a market stall, bought tomatoes and came back to his mother, who was very happy.

Now, please tell me the story as if you are the mother of the children. Imagine, you meet your friend and tell her about it as if all this happened yesterday.”

Data nr.: 12-1

Picture set 'Tomatoes'



13. Ball

Contact: Anne Schwarz & Ines Fiedler

Task

Production; narration; question/answer

Participants

1 informant; 1 instructor

Materials

Films '13 - Ball 1' and '13 - Ball 2'; questions

Film description ('Ball 1'): A man is playing with a football.

Film description ('Ball 1'): A cow is playing with a football.

Procedure

Part 1: Both films are shown to the informant one after the other. The informant is asked to narrate what has happened in the first and in the second film.

Part 2: The informant answers the questions asked by the instructor.

Instructions

"I will now show you two films. Please watch them carefully. Afterwards narrate what has happened and answer to some questions."

Instructions, part 1

[after having watched the films]

“Please tell me what has happened in the films one after the other.”

Data nr.: 13-1

Instructions, part 2

“Please answer these questions.”

Literal materials for informant, part 2

1. How many balls is the man playing with?

Data nr.: 13-2

2. Is he a good player?

Data nr.: 13-3

3. Is he playing with his feet only?

Data nr.: 13-4

4. Is he also playing with his hands?

Data nr.: 13-5

5. How many balls is the cow playing with?

Data nr.: 13-6

6. Is it playing with one of its feet only?

Data nr.: 13-7

7. Is it a good player?

Data nr.: 13-8

14. Car Crash

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer

Participants

2 informants; 1 instructor

Materials

Picture set ‘Car Crash’

Procedure

The two pictures are shown to informant A. Informant B has only the second picture (with many people) and asks “what has happened?” Informant A replies.

Instructions

Addressing informant A:

“Please look at the pictures. Your partner has only the last one and will ask you a question. Please answer in a natural way in only one sentence.”

Addressing informant B:

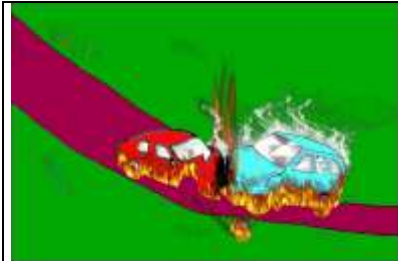
“Please look at the picture. Imagine you are passing by the scene of this picture. Your partner is already standing there and knows what has happened, so you ask her what has happened.”

Literal materials for informant

What has happened?

Data nr.: 14-1

P.: Car Crash 1



P.: Car Crash 2



15. Blind grandmother

Contact: Anne Schwarz & Ines Fiedler

Task

Production; narration

Participants

1 informant; 1 instructor

Materials

Picture set ‘Blind Grandmother’

Procedure

Part 1: Informant imagines that she is accompanying her blind grandmother on her walk to town, as on every Sunday. They pass by certain places which are shown to her on pictures by the instructor. She tells her grandmother what she sees.

Part 2: Later that day, they walk the same way back home. Again she tells her grandmother what she sees on the way back.

The situations are displayed on six pictures. The pictures are shown and taken away one after the other. Two pairs of the pictures show the same situation, in the other pair, the situation has changed.

Instructions, part 1

“Please imagine that you have a blind grandmother. Today, you accompany her on a walk to town (for church/mosque). On your way, you pass by many places she can’t see. I’ll show you

pictures which show where you are passing. Please describe to her what you find necessary and appropriate – considering that you are walking and she can't see.

You come first to this place (picture 1).

Data nr.: 15-1

You proceed further and then you come across this (picture 2).

Data nr.: 15-2

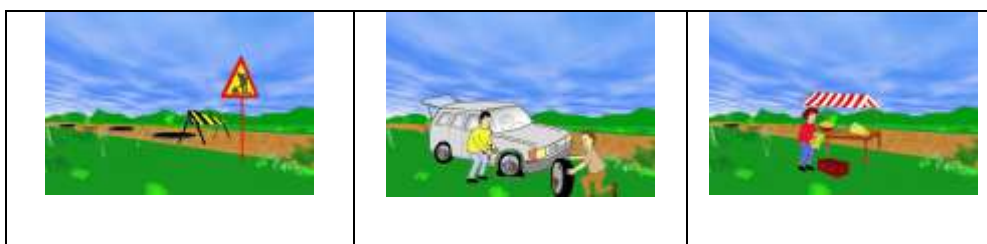
You proceed further and then you come across this (picture 3).”

Data nr.: 15-3

P.: Blind Grandmother 1

P.: Blind Grandmother 2

P.: Blind Grandmother 3



Instructions, part 2

“Okay, now you and your grandmother finished your business in town and turn back home. You take the same road and pass the same places. Please tell her again what is necessary and what you like to tell her.

You come to this (picture3).

Data nr.: 15-4

Then you proceed further and come across this (picture 5).

Data nr.: 15-5

You proceed further and then you come across this (picture 1).”

Data nr.: 15-6

P.: Blind Grandmother 4

P.: Blind Grandmother 5

P.: Blind Grandmother 6



16. Thief - Truth

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer; guided conversation

Participants

2 informants; 1 instructor

Materials

Films '16 - The Stolen Watch 1' and '16 - The Stolen Watch 2'; questions

Film description ('The Stolen Watch 1'): (* The man is the thief *)

There is a meeting at the office. Two women are already sitting at a table. One person comes in late. When he enters the room and sits down, his colleagues look at their watches. The late-comer has no watch and looks at the watch of the woman at his side. Now, they can start their working session.

When the meeting is finished two of people get up and go to their desks. One of the women takes the empty glasses in order to wash them. She puts her watch on the table and leaves the room. When she is washing the glasses in a neighbouring office, the phone rings and she is busy talking. The other two are working at their places not far from the meeting table with the left watch.

Meanwhile, the man comes from his desk to the meeting table and is looking through the papers lying there. Some time later, the woman also comes from her desk to the meeting table and takes a cookie. The woman leaves the room and her colleague is left alone for a short while.

When alone, the man realizes that the watch is still lying at the meeting table and he decides to steal it. He puts it into his bag, looks towards the door and continues his work as nothing had happened.

After some time, the woman who has been washing the glasses and talking on the phone comes back to the main office. She puts the glasses on the table and realizes that her watch is missing. Incredulously, she looks at the empty spot on the table and asks her colleagues whether they have seen her watch. Both don't seem to know where it is and only shake their heads.

Film description ('The Stolen Watch 2'): (* The woman is the thief *)

There is a meeting at the office. Two women are already sitting at a table. One person comes in late. When he enters the room and sits down, his colleagues look at their watches. The late-comer has no watch and looks at the watch of the woman at his side. Now, they can start their working session.

When the meeting is finished two of people get up and go to their desks. One of the women takes the empty glasses in order to wash them. She puts her watch on the table and leaves the room. When she is washing the glasses in a neighbouring office, the phone rings and she is busy talking. The other two are working at their places not far from the meeting table with the left watch.

Meanwhile the man comes from his desk to the meeting table and is looking through the papers lying there. Some time later, the woman also comes from her desk to the meeting table and takes a cookie.

At the same time, she quickly takes the watch lying there and puts it into the pocket of her shirt, before returning to the desk near her busy working colleague.

The woman leaves the room and her colleague is left alone for a short while.

After some time, the woman who has been washing the glasses and talking at the phone comes back to the main office. She puts the glasses on the table and realizes that her watch is missing. Incredulously, she looks at the empty spot on the table and asks her colleagues whether they have seen her watch. Both don't seem to know where it is and only shake their heads.

Procedure

Each of the films is shown to one of the informants. They don't know the content of the other version. The informant who has watched 'The Stolen Watch 1' (man = thief) is provided with questions she shall ask the other informant. Her answers should be as complete and as natural as possible. The informants shall feel free to continue the discussion if necessary following their own intentions to make points clear.

Questions are asked by the informant who saw version 1 and answered by the other one.

Instructions

“I will show each of you a film. You will see it alone and twice, in order to be able to concentrate very well on it and to remember as much as possible. Afterwards, I will choose one of you as interviewer. The interviewer will get a number of questions to be answered by the other one.”

[after having watched the film versions]

Addressing the informant who saw ‘The Stolen Watch 1’:

“Please ask these questions one by one. Your partner will answer them. If you don’t agree with the reply please feel free to say it, to ask further and discuss things with him.”

Addressing the informant who saw ‘The Stolen Watch 2’:

“You should answer to your partner’s questions and talk further with her if it becomes necessary.”

Literal materials for informant who saw ‘The Stolen Watch 1’

1. How many people are having the meeting together?

Data nr.: 16-1

2. Who comes in late?

Data nr.: 16-2

3. When they finish the meeting, are all of the three people looking at their own watches?

Data nr.: 16-3

4. After finishing their meeting, do they all continue their work in the same office?

Data nr.: 16-4

5. What exactly is the man doing when he is left alone in the room?

Data nr.: 16-5

6. (You mean) The man doesn’t get up and stretch when he is alone in the room?

Data nr.: 16-6

7. But the man does steal the watch, doesn’t he?

Data nr.: 16-7

17. Tomatoes - Questions

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer

Participants

2 informants; 1 instructor

Materials

Picture set ‘Tomatoes’; questions

Procedure

A sequence of pictures is shown to the informant. The instructor gives a short description of the content. Informant B asks questions about the story, which informant A answers.

Instructions

Addressing A:

“Please look at these picture which tell a story. I will shortly describe you what the content is like:

A mother has three children. One market day, she sent her eldest child to the market to buy tomatoes, because she wanted to cook tomatoe soup. The child took a basket and set off to the market. But during the long way he didn't find the right road and came back without the tomatoes. Then the mother sent the second child. This child, too, set off, lost the way and came back without tomatoes. So the mother sent her youngest child to the market. This child found the right way. It arrived at a market stall, bought tomatoes and came back to his mother, who was very happy.

Your partner will ask you questions about the story now. Please answer each one in a natural way in one sentence.”

Addressing B:

“Please take these questions and ask your partner to reply.”

Literal materials for informant B

1. Who is asked by his mother to go and buy tomatoes first?

Data nr.: 17-1

2. Why does the mother ask another child to go and buy tomatoes?

Data nr.: 17-2

3. What does the second child bring home?

Data nr.: 17-3

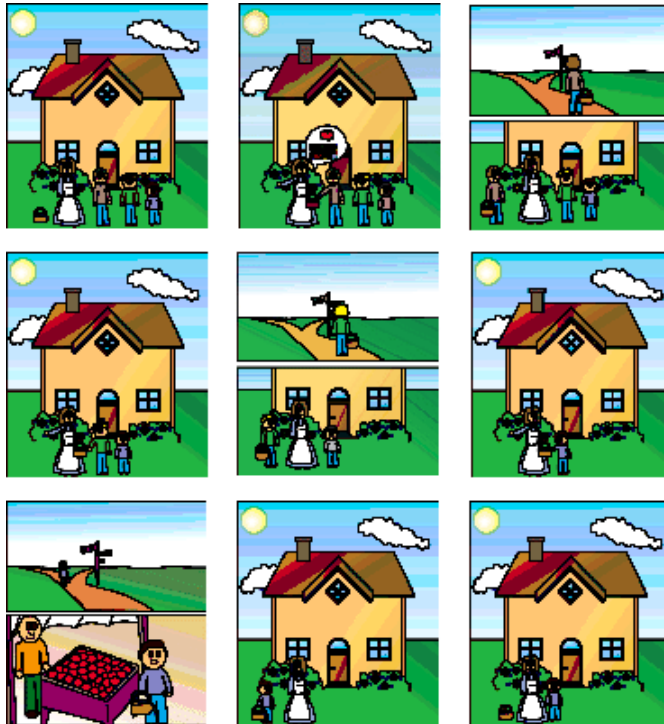
4. Which child brings tomatoes back home?

Data nr.: 17-4

5. At the end of the story, are the mother and her smallest child happy or sad?

Data nr.: 17-5

Picture set 'Tomatoes'



18. Dog and Tim

Contact: Anne Schwarz & Ines Fiedler

Task

Production; narration

Participants

1 informant; 1 instructor

Materials

Picture sets 'Dog and Tim 1' and 'Dog and Tim 2'

Procedure

Part 1 and 2: The two different pictures sets are shown one after the other to the informant. She narrates what the first picture story tells. Having finished, the second set is presented to her and she is asked again to narrate the story by relating it to the first one.

Instructions, part 1

[Give picture set 'Dog and Tim 1' to informant]

“Please look at this story picture set which tells a short and simple story. Think shortly about how to put it into words and then narrate to me.”

Data nr.: 18-1

Instructions, part 2

[After narration, give picture set 'Dog and Tim 2' to informant]

“Now, this story picture tells a similar, but not identical story. Having the first story in mind, please narrate it also to me.”

Data nr.: 18-2

P.: Dog and Tim 1



P.: Dog and Tim 2



19. Frugal Dinner & Poor Fowl

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer

Participants

2 informants; 1 instructor

Materials

Single pictures – Part 1: 'Frugal Dinner'; Part 2: 'Poor Fowl'; questions

Procedure

Part 1 and 2: Informant A is given the questions and statements reads them aloud. Informant B replies by regarding the picture.

Instructions, part 1 and 2

Addressing A:

“Here are some questions and statements. Please read them aloud to your partner.”

Addressing B:

“Please regard the picture carefully. B will put some questions or claims for you to reply.”

Literal materials for informants, part 1 ‘Frugal Dinner’

1. I know that the boys and girls are eating bananas and oranges, but who is eating what?

Data nr.: 19-1

2. Who is eating the bananas, the boys or the girls?

Data nr.: 19-2

3. Are the boys eating bananas or oranges?

Data nr.: 19-3

4. Are the boys and girls eating fruits in the morning or in the night?

Data nr.: 19-4

5. Describe the picture!

Data nr.: 19-5

P.: Frugal Dinner



Literal materials for informants, part 2 ‘Poor Chicken’

1. According to you, what type of animal likes to bite fowl?

Data nr.: 19-6

2. The cat is biting the chicken.

Data nr.: 19-7

3. The white dog is biting the chicken.

Data nr.: 19-8

4. The girl’s dog is biting the chicken.

Data nr.: 19-9

5. The black dog and the cat are biting a chicken, aren’t they?

Data nr.: 19-10



20. Tomatoes Fairy Tale

Contact: Anne Schwarz & Ines Fiedler

Task

Production; narration

Participants

1 informant; 1 instructor

Materials

Picture set 'Tomatoes'

Procedure

A sequence of pictures is shown to informant. Instructor gives a short description of the content. Informant is asked to tell the story in her own words as she would tell it to an audience.

Instructions

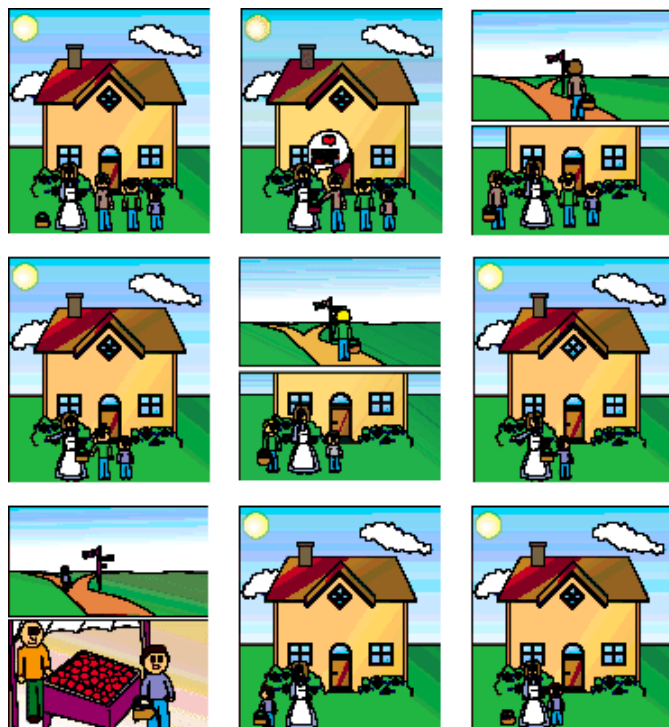
"Please look at these picture which tell a story. I will shortly describe you what the content is like:

A mother has three children. One market day, she sent her eldest child to the market to buy tomatoes, because she wanted to cook tomatoe soup. The child took a basket and set off to the market. But during the long way he didn't find the right road and came back without the tomatoes. Then the mother sent the second child. This child, too, set off, lost the way and came back without tomatoes. So the mother sent her youngest child to the market. This child found the right way. It arrived at a market stall, bought tomatoes and came back to his mother, who was very happy.

Now, please tell me the story with your own words as you would tell a fairy tale."

Data nr.: 20-1

Picture set 'Tomatoes'



21. Thief - Detectives

Contact: Anne Schwarz & Ines Fiedler

Task

Production; guided conversation

Participants

2 informants; 1 instructor

Materials

Film '7 - The Stolen Watch 0'; questions

Film description ('The Stolen Watch 0'): (* Either the man or the woman could be the thief *)

There is a meeting at the office. Two women are already sitting at a table. One person comes in late. When he enters the room and sits down, his colleagues look at their watches. The late-comer has no watch and looks at the watch of the woman at his side. Now, they can start their working session.

When the meeting is finished two of the people get up and go to their desks. One of the women takes the empty glasses in order to wash them. She puts her watch on the table and leaves the room. When she is washing the glasses in a neighbouring office, the phone rings and she is busy talking. The other two are working at their places not far from the meeting table with the left watch.

In between, the man comes from his desk to the meeting table and is looking through the papers lying there. Some time later, the woman also comes from her desk to the meeting table and takes a cookie. The woman leaves the room and her colleague is left alone for a short while.

After some time, the woman who has been washing the glasses and talking at the phone comes back to the main office. She puts the glasses on the table and realizes that her watch is missing. Incredulously, she looks at the empty spot on the table and asks her colleagues whether they have seen her watch. Both don't seem to know where it is and only shake their heads.

The movie ends with the question: 'Who is the thief?'

Procedure

Film 'The Stolen Watch 0' is shown to both informants twice. After having seen it, they are asked to discuss whom they believe to be the thief. The questions are given to them before the discussion as important points to be considered. One of them is selected to start arguing; the other should reply and argue. Both should request for the reasons of the other's opinion and express her own view, whether it is the same or not.

Instructions

"Please watch the film carefully twice. It is good to remember as much as possible, because afterwards, we want you to make a discussion about the thief."

[After having seen the film]

Addressing both informants:

"Please now start a discussion and express your view about who is, most probably, the thief. In the discussion, you don't have to restrict yourself to single sentences only. Listen to your partner's view and ask further questions, especially if something is not clear to you or doesn't convince you. Do always express your own view, too – whether it is the same or not. Make your point clear. Try to convince your partner with your opinion."

Literal materials for informant

1. Who do you think is the thief?

Data nr.: 21-1

2. Why don't you think that the other person is the thief?

Data nr.: 21-2

3. When do you think this person stole the watch?

Data nr.: 21-3

4. For what reason do you think this person stole the watch?

Data nr.: 21-4

22. Hunting Dog

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer

Participants

1 informant; 1 instructor

Materials

Picture set 'Hunting Dog'; questions

Procedure

The picture set and questions are presented to the informant. She is asked to reply to them according to what the picture story tells him.

Instructions

“Please look at this picture set and the short story it is telling. Tell me the story with your own words.”

Data nr.: 22-1

[After narration]

“Now, I want you to answer these questions while thinking of the picture story.”

Literal materials for informant

1. Why is the man running through the forest?

Data nr.: 22-1

2. Is the dog big or small?

Data nr.: 22-2

3. What does the dog have around his neck?

Data nr.: 22-3

4. Where does the dog is caught on and with what?

Data nr.: 22-4

5. What happens when the man looks back?

Data nr.: 22-5

6. And then he continues running, doesn't he?

Data nr.: 22-6

7. How does the dog manage to get loose?

Data nr.: 22-7

8. How does the story end in your opinion? (Narrate it to the end)

Data nr.: 22-8



23. House Building & Fowl Meal

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer

Participants

2 informants; 1 instructor

Materials

Single pictures – Part 1: ‘House Building’; Part 2: ‘Fowl Meal’; questions

Procedure

Part 1 and 2: Informant A is given the questions and informant B answers them by regarding the picture.

Instructions, part 1 and 2

Addressing A:

“Here are some questions. Please read them aloud so that your partner can reply.”

Addressing B:

“Please regard the picture carefully. B will ask some questions for you to answer.”

Literal materials for informants, part 1 'House Building'

1. What are they carrying?

Data nr.: 23-1

2. For whom are they carrying it?

Data nr.: 23-2

3. When are the boys carrying it?

Data nr.: 23-3

4. Where to are the boys carrying it?

Data nr.: 23-4

5. With what is the man building?

Data nr.: 23-5

P.: House Building



Literal materials for informants, part 2 'Fowl Meal'

1. Is only the black dog biting a fowl?

Data nr.: 23-6

2. Which of the animals is not biting any fowl?

Data nr.: 23-7

P.: Fowl Meal



24. Cat and Fish

Contact: Anne Schwarz & Ines Fiedler

Task

Production; question/answer

Participants

1 informant; 1 instructor

Materials

Films '24 - Cat and Fish'; questions

Film description: A fish is swimming in a bowl. A cat arrives. It appears that it wants to eat the fish. (Intervening text 'What do you think will happen?') The fish barks and the cat runs away.

Procedure

The film '24 - Cat and Fish' is shown to the informant until the text 'What do you think will happen?' appears, where instructor stops it (pressing pause). The informant answers to this question. Then the rest of the film is shown to the informant, who replies to the questions.

Instructions

"Please watch this film."

[break with question]

"What do you think will happen?"

Data nr.: 24-1

[after reply and "let's see if you are right", show the rest]

"Please tell me now in one sentence what has really happened."

Data nr.: 24-2

"Now consider these questions and answer them in one sentence each."

Literal materials for informant

1. I know there are a cat and a fish in the story. But who enters the room and who is already in the room?

Data nr.: 24-4

2. Where does the cat go?

Data nr.: 24-5

3. Why is it that people who watch the film usually think the fish will be eaten? (What is the reason that ...)

Data nr.: 24-6

4. What does the fish unexpectedly do?

Data nr.: 24-7

5. Do you think learning another language is good or bad?

Data nr.: 24-8

25. Animal game

Contact: Ruben Stoel

Objectives

To test the accentual patterns of the language, viz, the relation between narrow focus and accent placement within a noun phrase.

Materials

8 card sets: two each of Animal game 1, Animal game 2, Animal game 3, and Animal game 4 (see below for description).

Participants

There are four sets of cards. Two native speakers are needed for set 1 and 3, and one native speaker for set 2 and 4.

Procedure

For one informant (set 2 and 4): The informant receives a card set, consisting of twelve cards. The cards should be in the order given below. The informant must describe the cards one by one.

For two informants (set 1 and 3): The card set is divided between the two informant. The cards should be in the order given below. The first informant receives cards 1, 3, 5, etc., and the second informant card 2, 4, 6, etc. The informant take turns in describing the cards.

Instructions

For the informant: You will see a number of different animals. Describe what you see on each card in a succinct way; you do not need to use a full sentence.

For the instructor: Take care that the informants do not realize a 'list intonation', in which every item ends in a high tone (as when summing up a large number of items).

Card sets

Set 1: different animals and colors, same size and number

big red horse

big blue horse

big blue bird

big yellow fish

big red fish

big red dog

big blue dog

big yellow dog

big red bird
big yellow bird
big green bird
big green fish
Data nr.: 25-1

Set 2: different animals and sizes, same color and number

big red horse
small red horse
small red bird
big red bird
small red fish
big red dog
big red duck
small red duck
small red frog
big red frog
big red fish
small red dog
Data nr.: 25-2

Set 3: different animals, colors, and numbers; same size

one red horse
two red horses
two green horses
two yellow dogs
four yellow dogs
two red dogs
two red birds
three red birds
three green birds
three green fishes
one green fish
four green fishes
Data nr.: 25-3

Set 4: different animals, colors, and sizes, same number

small green horse

big green horse

big red horse

big yellow fish

small yellow fish

big green fish

small yellow dog

small red dog

big red dog

big green dog

big green bird

big red bird

Data nr.: 25-4

26. Focus cards

Contact: Ruben Stoel

Objectives

Elicit the following structures:

- parallel contrast, partly new
- selective
- corrective, rejection
- truth value, affirmation
- corrective, restriction
- corrective, expansion/addition
- aboutness, given

Materials

15 focus cards with images of things (full color):

- | | |
|------------|-------------------------------------------|
| (fruits:) | bananas / oranges / apples |
| (peppers:) | green pepper / yellow pepper / red pepper |
| (melons:) | two melons / three melons / four melons |
| (food:) | cheese / soup / chocolate |
| (animals:) | rabbit / cat / parrot |

2 person sheets, each having three images of persons and their names in the target language (black and white):

women: (Amanda, Maria, and Helena)

men: (Samuel, Thomas, and William)

If the given names are not suitable in the target language, then change the names and print out the two sheets of paper (no color printer required). For intonational analysis, the names should be not too short and not contain voiceless consonants (since it is impossible to have a pitch track of voiceless sounds).

Participants

One assistant and one informant (both should be native speakers).

Procedure

The assistant assigns one or two focus cards to one or two persons on a possessor sheet, and asks an appropriate question, as suggested in the document 'Standard questions for focus cards and event cards'. The informant must then answer the question with a full sentence.

Possible extensions

Although only the verb 'have' is used in the document 'Standard questions for focus cards and event cards', it is also possible to use other verbs, such as 'buy', 'see', or 'own'. Other questions than those given in the document may also be used.

Instructions

- Answer all questions with a full sentence, not just a single word.
- Use only one sentence in your answer.

Materials/questions for informant (for both Focus Cards and Event Cards)

(Change names as appropriate!)

SESSION 1

Assign a parrot to Samuel, and ask:

Who has a parrot, Samuel or William?

Data nr.: 26-1

Assign a red pepper to Amanda and a yellow pepper to Maria, and ask:

Describe what you see!

Data nr.: 26-2

Show event card 1: House on fire, and ask:

What is happening here?

Data nr.: 26-3

Assign three melons to William, and ask:

Does William have four melons?

Data nr.: 26-4

Assign a rabbit to Maria, and ask:

Does Maria have a rabbit and a parrot?
Data nr.: 26-5

Show event card 2: Man cutting tree, and ask:

What is happening here?
Data nr.: 26-6

Assign a rabbit and a cat to Thomas, and ask:

Does Thomas have a cat?
Data nr.: 26-7

Assign a red pepper to Amanda and a green pepper to Helena, and ask:

Who has the green pepper, Amanda or Helena?
Data nr.: 26-8

Show event card 3: Boy at computer, and ask:

What is happening here?
Data nr.: 26-9

Assign cheese to Helena, and ask:

Does Helena have soup?
Data nr.: 26-10

SESSION 2

Assign a rabbit to Amanda and a parrot to Maria, and ask:

Does Amanda have a rabbit?
Data nr.: 26-11

Show event card 4: swimming cat, and ask:

What is happening here?
Data nr.: 26-12

Assign cheese and soup to William, and ask:

Does William have cheese?
Data nr.: 26-13

Assign bananas and oranges to Samuel and apples to William, and ask:

Describe what you see!

Data nr.: 26-14

Show event card 5: volcano erupting, and ask:

What is happening here?

Data nr.: 26-15

Assign a red pepper to Helena, and ask:

Does Helena have a red pepper?

Data nr.: 26-16

Assign cheese to Samuel, and ask:

What about the cheese?

Data nr.: 26-17

Show event card 6: man diving into water, and ask:

What is happening here?

Data nr.: 26-18

Assign a yellow pepper to Maria, and ask:

Does Maria have a red pepper?

Data nr.: 26-19

Assign a green pepper to Samuel, and ask:

Does Samuel have a green pepper and a red pepper?

Data nr.: 26-20

SESSION 3

Show event card 7: sleeping baby, and ask:

What is happening here?

Data nr.: 26-21

Assign four melons to William, and ask:

Does William have four melons?

Data nr.: 26-22

Assign a rabbit to Helena, and ask:

What about the rabbit?

Data nr.: 26-23

Show event card 8: woman reading book, and ask:

What is happening here?

Data nr.: 26-24

Assign a red pepper and a yellow pepper to Maria, and ask:

Does Maria have a red pepper?

Data nr.: 26-25

Assign four melons to Thomas and three melons to William, and ask:

Describe what you see!

Data nr.: 26-26

Show event card 9: woman riding horse, and ask:

What is happening here?

Data nr.: 26-27

Assign a rabbit to Maria, and ask:

What does Maria have, a rabbit or a cat?

Data nr.: 26-28

Assign chocolate to Amanda, and ask:

Does Amanda have chocolate and cheese?

Data nr.: 26-29

Show event card 10: man and woman kissing, and ask:

What is happening here?

Data nr.: 26-30

SESSION 4

Assign oranges to William and ask:

What about William?

Data nr.: 26-31

Assign oranges to Samuel and apples to Thomas, and ask:

Does Samuel have apples?

Data nr.: 26-32

Show event card 11: man playing a trumpet, and ask:

What is happening here?

Data nr.: 26-33

Assign bananas and apples to Helena, and ask:

Does Helena have apples?

Data nr.: 26-34

Assign soup to Thomas, and ask:

What does Thomas have, cheese or soup?

Data nr.: 26-35

Show event card 12: people on strike, and ask:

What is happening here?

Data nr.: 26-36

Assign bananas to Amanda, and ask:

What about Amanda?

Data nr.: 26-37

Assign apples to William, and ask:

Does William have bananas and apples?

Data nr.: 26-38

Assign cheese to Helena and chocolate to Maria and ask:

Describe what you see!

Data nr.: 26-39

Assign a rabbit to Thomas, and ask:

Does Thomas have a cat?

Data nr.: 26-40

27. Event cards

Contact: Ruben Stoel

Objectives

Elicit all-new / event sentences.

Materials

12 cards with images of events

Participants

One assistant and one informant (both should be native speakers).

Procedure

The assistant shows a card to the informant and asks ‘What is happening here?’. The subject must answer the question with a full sentence.

Instructions

- Answer all questions with a full sentence, not just a single word.
- Use only one sentence in your answer.
- Speak loud and clearly.

Materials/questions for informant

See: Focus cards (nrs. 26-3, 26-6, 26-9, etc.)

28. Map task

Contact: Ruben Stoel

Objectives

Gather spontaneous items of the following structures:

- parallel contrast
- selective
- corrective, rejection
- corrective, replacement

Materials

Two sets of two slightly different maps. Set 1 consists of maps 1-A and 1-B. Set 2 consists of maps 2-A and 2-B. Maps 1-A and 2-A have a route marked by pink dots, while maps 1-B and 2-B do not have such a marked route.

Participants

Two times two native speakers (four subjects altogether) and one instructor (not necessarily a native speaker).

Procedure

The two subjects are seated opposite of each other, and each receive a map. They should not be able to see each others map.

Part 1:

Subject-1 gets map 1-A and subject-2 gets map 1-B. Subject-1 must convey to subject-2 the route that is marked by pink dots on his map without mentioning the direction in which to go, i.e. without using words such as 'left' or 'right'. Subject-2 should be able to follow this route. Subject-1 should mention each object or animal that he encounters on his way. Subject-2 must ask for clarification as soon there is something that is unclear.

Part 2:

Subject-3 gets map 2-A and subject-4 gets map 2-B. Subject-3 must convey to subject-4 the route that is marked by pink dots on his map without mentioning the direction in which to go, i.e. without using words such as 'left' or 'right'. Subject-4 should be able to follow this route. Subject-3 should mention each object or animal that he encounters on his way. Subject-4 must ask for clarification as soon there is something that is unclear.

Instructions

To subject-1/3: You must convey to subject-2/4 the route that is marked by pink dots on your map without mentioning the direction in which to go, i.e. without using words such as 'left' or 'right'. You should mention each object or animal that you encounter on your way.

To subject-2/4: You should follow the route that subject-1/3 takes with your finger on the map. If anything is unclear then you should immediately ask subject-1/3 for clarification.

Both: The roads on both maps are the same, but that there may be some small differences between the objects or animals.

Materials/questions for informant

(Dialogue between subject 1 and 2.)

Data nr.: 28-1

(Dialogue between subject 3 and 4.)

Data nr.: 28-2

29. Whose cell phone

Contact: Ruben Stoel

Objectives

Gather spontaneous items of the following structures:

- corrective, rejection
- corrective, replacement
- parallel contrast

Materials

Two short films: 'Whose cell phone 1' and 'Whose cell phone 2'.

Participants

Two native speakers and one instructor (not necessarily a native speaker).

Procedure

The first participant watches ‘Whose cell phone 1’ at a laptop using a headphone. The instructor assures that the second participant is unable to see what is going on. Then the second participant watches ‘Whose cell phone 2’, again without the first participant looking on. The instructor must assure that the participants are not aware that they have watched different movies.

After both participants have watched the film, the instructor asks one of them to tell what happened in the film, while the second participant listens on. When the first participant has finished, the instructor asks the second participant whether the story told by the first participant was correct, and whether he can make any adjustments.

Instructions

To the individual participants:

- Watch this film and try to remember what happened.

When both participant have watched the film:

- Please tell me what happened in the film.

After the first participant has told his story:

- Is the story your heard correct? Do you have any corrections to make?

Materials/questions for informant

(Dialogue.)

Data nr.: 29-1

30. Object localization

Task

production, narrative

Objectives

given/new in locative expressions

Participants

1 informant (setting 1) 2 informants (setting 2); 1 instructor

Material

Setting 1: PowerPoint presentation

Setting 2: PowerPoint presentation and cards

Setting 1: stative locations

Material

file “static.ppt”

Procedure

The informant sees a power point presentation, in which animal cards appear in different positions. He has to describe what happens in terms of simple locational expressions of the type “X is at the Y region of relatum Z” (e.g. the chair is at the LEFT SIDE of the table).

Instructions

You will see a presentation, in which different animals, that appear in several places in relation to other animals. The different POSITIONS appear one after the other, and your task is to describe them. Every time you see a change in the presentation, you have to give an accurate description of what changes and EXACTLY AT WHICH PLACE in relation to the other animals. I will not say to you, if your description is right or false, because you have to use your own expressions. But if you are not satisfied with your descriptions, please feel free to correct yourself. It is also important that you express yourself in a natural way, so try to be spontaneous!

Setting 2: dynamic locations**Material**

file “dynamic.ppt”

cards (please cut the cards with scissors)

Procedure

Informant 1 sees a static power point presentation, in which animal cards are arranged in space. A second informant is given the cards shown in the presentation, and he does not see the presentation. The task of informant A is to give an accurate description of the arrangement in the presentation, in order that informant B reconstructs the same arrangement with his cards on a table. After each description informant A may control what informant B has done and may correct him if necessary.

Instructions

To informants A and B:

Informant A will see a presentation, in which 10 animal cards are arranged in the space. Informant B is not allowed to see the screen, but has 10 animal cards which are identical to the ones in the computer presentation. A has to give a description of what he sees in the screen and B has to repeat this arrangement with his own cards. In general, this description should be free, but as exact as possible. Questions if something is not clear are allowed. But: The performance of A will be a successful one, if A manages to give such an exact description, that B makes an identical arrangement without needing any further information. At the end of the experiment A may control the arrangement of B and see if the arrangement is identical. We will play this game twice, each time with a different arrangement of the same figures.

31. Given/New

(in collaboration with Cornelia Endriss)

Contact: Stavros Skopeteas

Task

production; short narrative

Objectives

given/new, contrast

Participants

1 instructor; 1 informant

Rationale

The target of this experiment is to elicit simple transitive expressions in different givenness conditions. Setting 1 and setting 2 elicit output of a sequential description of two pictures, which constitutes a short narrative. The informant may give a free unconstrained description of the first picture. The point at issue is the second picture, which always has to follow the question ‘*What is going on in this scene?*’ by the instructor of the experiment. The picture sequences in setting 1 provide different given/new constellations of the same event, while those of setting 2 are contrastive. Setting 3 contains simple descriptions of pictures in which everything is new. The target of this setting is to provide utterances, which are comparable with those of settings 1 and 2.

The second description in the settings 1 and 2 and the only description in setting 3 should ideally be one sentence involving only the necessary components of the situation depicted

Setting 1: Picture sequences

Procedure:

The instructor says:

You will be shown two pictures that belong together, that is, they belong to the same story. **Imagine that the first scene takes place first and the second scene some time later, e.g. after five minutes.** What is interesting for us are the figures and actions at the foreground of the picture, you do not need to describe details about the pictures or the individual figures. Please give just a short description of each scene.

The instructor shows the first picture to the informant: ...

The instructor shows the second picture to the informant: ...

Item 1

P.1: *man*



Data nr.: 31-1 (first picture)

Data nr.: 31-2 (second picture)

cf. Session 1

P.2: *man carrying chair*



Item 2

P.3: *chair*



Data nr.: 31-3 (first picture)

Data nr.: 31-4 (second picture)

cf. Session 2

P.4: *man carrying chair*

**Item 3**

P.5: *cow*



Data nr.: 31-5 (first picture)

Data nr.: 31-6 (second picture)

cf. Session 3

P.6: *woman hitting cow*

**Item 4**

P.7: *woman holding stick*



Data nr.: 31-7 (first picture)

P.8: *woman hitting cow*



Data nr.: 31-8 (second picture)

cf. Session 4

Setting 2: Contrastive sequences

Procedure:

The instructor says:

You will be shown two pictures that belong together, that is, they belong to the same story. **Imagine that the first scene takes place first and the second scene some time later, e.g. after five minutes.** What is interesting for us are the figures and actions at the foreground of the picture, you do not need to describe details about the pictures or the individual figures. Please give just a short description of each scene.

The instructor shows the first picture to the informant: ...

The instructor shows the second picture to the informant: ...

Pictures or scenes?

Avoid to speak to the informant about „pictures“. Normally, he will produce expressions like „this pictures shows...“, etc. Try to ignore the material and speak about the content: In the most cases you can say „scenes“ instead of pictures. Additionally, you may also give a general advice at the beginning of the session, advizing the informant to avoid descriptions of this kind.

Item 1

P.9: *man carrying flower*



Data nr.: 31-9 (first picture)

Data nr.: 31-10 (second picture)

P.10: *man carrying chair*



cf. Session 3

Item 2

P.11: *woman carrying chair*



Data nr.: 31-11 (first picture)

Data nr.: 31-12 (second picture)

cf. Session 4

Item 3

P.13: *man hitting cow*



Data nr.: 31-13 (first picture)

Data nr.: 31-14 (second picture)

cf. Session 1

P.12: *man carrying chair*

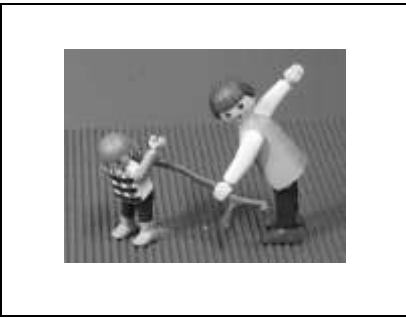


P.14: *woman hitting cow*

= P.6

Item 4

P.15: *woman hitting child*



Data nr.: 31-15 (first picture)

Data nr.: 31-16 (second picture)

cf. Session 2

P.16: *woman hitting cow*

= P.6

Setting 3: Simple Descriptions

Instruction:

The instructor shows the picture and asks:

What is going on in this scene?

Questions of the type „what is going on“:

Try to translate the „being going on“ instruction – whenever it occurs in the experiments – with the most abstract predicate in the language. Ideally this would be a predicate that implies both states and actions. If this is not feasible, find the most generic verb, which is the one that includes the most states of affairs.

Item 1

P.17: *man carrying chair*



Data nr.: 31-17

cf. Session 1

Item 2

P.18: *woman hitting child*

= P.6

Data nr.: 31-18

cf. Session 3

32. Contrast

(in collaboration with Cornelia Endriss)

Contact: Stavros Skopeteas

Task

production; short narrative

Objectives

contrast and aboutness

Participants

1 instructor; 1 informant

Setting 1: Contrastive actions

Rationale:

The first pictures in this experiment introduce some objects/figures. The second pictures show the introduced objects/figures involved as patients, recipients or themes in several events that contrast to one another.

Instruction:

The instructor says:

You will be shown two pictures that belong together, that is, they belong to the same story. **Imagine that the first scene takes place first and the second scene some time later, e.g. after five minutes.** What is interesting for us are the figures and actions at the foreground of the picture, you do not need to describe details about the pictures or the individual figures. Please give just a short description of each scene.

The instructor shows the first picture to the informant: ...

The instructor shows the second picture to the informant: ...

Item 1

P.1 boy and girl



Data nr.: 32-1 (first picture)

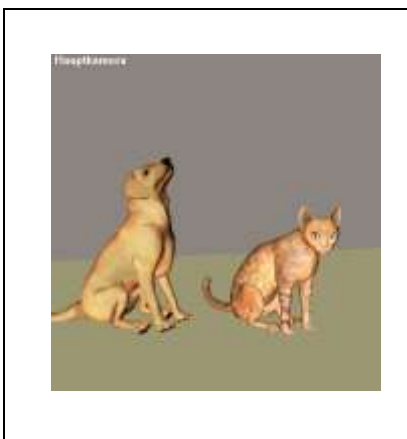
Data nr.: 32-2 (second picture)

P.2: cat biting girl, dog biting boy



Item 2

P.3: dog and cat



Data nr.: 32-3 (first picture)

Data nr.: 32-4 (second picture)

cf. Session 1

P.4: cat biting girl, dog biting boy



Item 3

P.5: *man and woman*



Data nr.: 32-5 (first picture)

Data nr.: 32-6 (second picture)

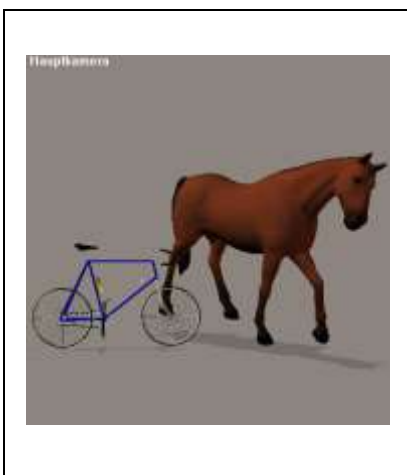
cf. Session 2

P.6: *man on horse, woman on bike*



Item 4

P.7: *horse and bike*



Data nr.: 32-7 (first picture)

Data nr.: 32-8 (second picture)

cf. Session 3

P.8: *man on horse, woman on bike*



Setting 2: Simple actions (comparative data)

Procedure

The instructor ask the informant to describe the picture.

What is going on in this scene?

Item 1

P.13: *cat biting girl, dog biting boy*



Data nr.: 32-9

cf. Session 2

Item 2

P.14: *man on horse, woman on bike*



Data nr.: 32-10

cf. Session 4

33. Partial

(in collaboration with Cornelia Endriss)

Contact: Stavros Skopeteas

Task

production

Objectives

Partial topic and aboutness

Participants

1 instructor; 1 informant

Setting 1: Question induced data**Procedure:**

The instructor shows the picture and asks the corresponding question.

Item 1

P.1: *men are wearing hats, women are not*



The instructor shows the picture and asks:

Are these people wearing hats?

Data nr.: 33-1

cf. Session 1

Item 2

P.2: *men are not wearing hats, women are*



The instructor shows the picture and asks:

Are these people wearing hats?

Data nr.: 33-2

cf. Session 2

Item 3

P.3: *children are holding ducks,
men are not*



The instructor shows the picture and asks:

What animals are the people holding?

Data nr.: 33-3

cf. Session 3

Item 4

P.4: *children holding ducks, men
holding fishes*



The instructor shows the picture and asks:

What animals are the people holding?

Data nr.: 33-4

cf. Session 4

Setting 2: Narrative data

Rationale:

The general structure of the sequence is as follows.

- picture 1: introduces a set of objects/figures. The set contains some salient subsets (stimuli 1-2) or not (stimuli 3-4).
- picture 2: shows the subsets involved as patients, and agents in several events.

Procedure:

The instructor says:

You will be shown two pictures that belong together, that is, they belong to the same story. **Imagine that the first scene takes place first and the second scene some time later, e.g. after five minutes.** What is interesting for us are the figures and actions at the foreground of the picture, you do not need to describe details about the pictures or the individual figures. Please give just a short description of each scene.

The instructor shows the first picture to the informant: ...

The instructor shows the second picture to the informant: ...

Item 1

P.5: 2 women, 3 boys



Data nr.: 33-5

Data nr.: 33-6

cf. Session 3

P.6: women carrying sticks, boys carrying pots



Item 2

P.7: 2 girls, 3 men



Data nr.: 33-7

Data nr.: 33-8

cf. Session 4

P.8: girls sitting on flowers, men are cutting wood



Item 3

P.9: 3 pots, 3 sticks



Data nr.: 33-9

Data nr.: 33-10

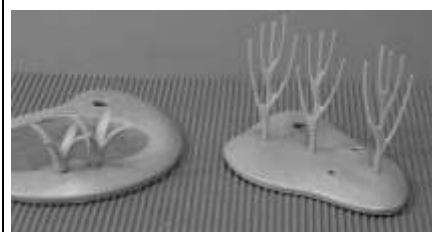
cf. Session 1

P.10: women carrying sticks, boys carrying pots

= P.6

Item 4

P.11: 2 flowers, 3 trees



Data nr.: 33-11

Data nr.: 33-12

cf. Session 2

P.12: girls sitting on flowers, men cutting wood

= P.8

34. Implicational

(in collaboration with Cornelia Endriss)

Contact: Stavros Skopeteas

Task
production

Objectives
implicational topic

Participants
1 instructor; 1 informant

Rationale:

The experiments on implicational topic have as the main target to show if a language has the possibility to mark implicational topics and, if so, how (particles, intonation). The tests are designed only for the main arguments (agent/patient). The realization of implicational topic is tested only for the main arguments (agent/patient). The combination of implicational topic with marginal cases of topicalization such as verb topicalization or further arguments is not included in the tests – at least for this stage of the questionnaire.

A means for encoding implicational topic, known from European languages, is the *elliptical contrastive topic construction*. Contrastive intonation for a single constituent implies a contrasted counterpart that is implicit. In order to verify that, the experiments on implicational topic are combined with comparable tests for simple contrastive topic.

Implicational topic combines interestingly with the feature of exhaustivity:

- in the exhaustive case, it implies that the proposition does not hold for any other entity that belongs to the same set as the topic;
- in the non-exhaustive case, it implies that the proposition holds for other entities that belong to the same set as the topic.

Since the cases of implicational topic dealt with in the literature treat the contrastive-like the implicational topic, the second case is not dealt with. It is a matter for investigation if there are languages that encode such a topic. There are two possible results of such an inquiry – both very interesting if they are supported by typological evidence:

- It may come out, that there is no language that encodes the non-exhaustive implication.
- It may come out, that there are languages which encode the non-exhaustive implication; in this case it would be very interesting to examine how they do it (probably with some kind of non-contrastive marking).

The tests in this set are designed to provide with the following IS-realizations of the same proposition:

- implicational/exhaustive
- implicational/non-exhaustive
- simple contrastive The following propositions are used for the development of the individual items:
the man does not have a hat (the woman has a hat or doesn't)
the boy is on the boat (the girl is on the boat or isn't)

Setting 1: Single Pictures**Procedure:**

The instructor gives a sheet with two pictures to the informant. Then he asks him to speak about one object.

Participants:

1 instructor; 1 informant

Item 1

P.1: *man smoking*



P.2: *woman drinking*



Instruction:

You have to reply to the following question without mentioning the man. Just mention the woman and say it in a way so that I can understand what is going on with the man.
Who is on smoking?

Who is smoking?

This may be a difficult task for many informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to find out if the language under question has the possibility to express "implicational topic" in this situation (a) by means of intonation, (b) by other means.

Data nr.: 34-1

cf. Session 1

Item 2

P.3: *woman (not man) with hat*



Instruction:

You have to reply to the following question without mentioning the woman. Just mention the man and say it in a way so that I can understand what is going on with the woman.

Who has a hat on?

This may be a difficult task for many informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to find out if the language under question has the possibility to express "implicational topic" in this situation (a) by means of intonation, (b) by other means.

Data nr.: 34-2

cf. Session 2

Item 3

P.4: *boy (not girl) on the boat*



Instruction:

You have to reply to the following question without mentioning the boy. Just mention the girl and say it in a way so that I can understand what is going on with the boy. Who is on the boat?

Data nr.: 34-3

This may be a difficult task for many informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to find out if the language under question has the possibility to express "implicational topic" in this situation (a) by means of intonation, (b) by other means.

cf. Session 3

Item 4

P.5: *woman (not man) reading*



Instruction:

You have to reply to the following question without mentioning the woman. Just mention the man and say it in a way so that I can understand what is going on with the woman. Who is reading a book?

Data nr.: 34-4

This may be a difficult task for many informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to

find out if the language under question has the possibility to express "implicational topic" in this situation (a) by means of intonation, (b) by other means.

cf. Session 4

Setting 2: Implicational topic (negative implication)

Participants:

1 instructor; 2 informants

Procedure:

The instructor gives:

- (a) a sheet with two pictures, one of which is marked by a circle, to informant 1;
- (b) a sheet with two pictures without any marking to informant 2.

He gives the following instructions:

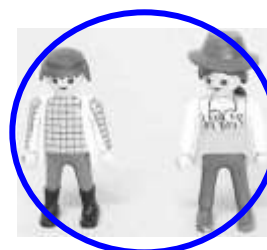
Item 1

Sheet 1 (for the leading-informant)

P6a. *man and woman without hats*



P6b. *man without hat and woman with hat*



Sheet 2 (for the matching informant)

= Sheet 1, lacking highlighting

Instruction to informant 1:

Your partner has the same pictures as you. In your pair one picture is highlighted. Your partner has to find out which picture is highlighted and in order to do that he will ask you **if the man in your picture has a hat**. You will reply that **he doesn't**, what is obvious in both pictures. Your task is to pronounce your reply in such a way that your partner will understand if the other person in the picture has a hat or not and correspondingly he will understand which is the highlighted picture.

Instruction to informant 2:

Please ask your partner if the man has a hat.

This is a difficult task for the informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to find out if the language under question has the possibility to express "implicational topic" in this situation

(a) by means of intonation, (b) by other means.

Data nr.: 34-5

cf. Session 3

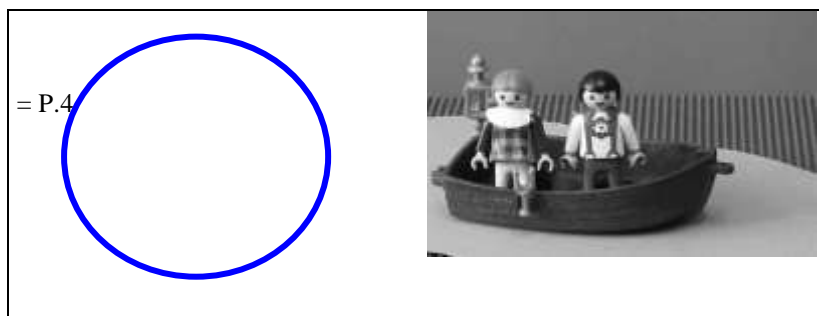
Expected output

The MAN does not have a hat.

Item 2

Sheet 1 (for the leading-informant)

P7a. *boy on boat, girl not on boat* P7b. *boy on boat, girl on boat*



Sheet 2 (for the matching informant)

= Sheet 1, lacking highlighting

Instruction to informant 1:

Your partner has the same pictures as you. In your pair one picture is highlighted. Your partner has to find out which picture is highlighted and in order to do that he will ask you if **the boy in your picture is on the boat**. You will reply that **he is**, what is obvious in both pictures. Your task is to pronounce your reply in such a way that your partner will understand if the other person in the picture is on the boat or not and correspondingly he will understand which is the highlighted picture.

Instruction to informant 2:

Please ask your partner if the man has a hat.

This is a difficult task for the informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to find out if the language under question has the possibility to express "implicational topic" in this situation (a) by means of intonation, (b) by other means.

Data nr.: 34-6

cf. Session 4

Expected output

The man does not have a hat.

Item 3

Sheet 1 (for the leading-informant)

P.8a: woman (not man) reading

P.8b: woman (and man) reading



Sheet 2 (for the matching informant)

= Sheet 1, lacking highlighting

Instruction to informant 1:

Your partner has the same pictures as you. In your pair one picture is highlighted. Your partner has to find out which picture is highlighted and in order to do that he will ask you if **the woman reads a book**. You will reply that **she does**, what is obvious in both pictures. Your task is to pronounce your reply in such a way that your partner will understand if the other person in the picture is also reading or not and correspondingly he will understand which is the highlighted picture.

Instruction to informant 2:

Please ask your partner if the woman reads a book.

This is a difficult task for the informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to find out if the language under question has the possibility to express "implicational topic" in this situation (a) by means of intonation, (b) by other means.

Data nr.: 34-7

cf. Session 1

Setting 3: Implicational topic (positive implication)

Participants:

1 instructor; 2 informants

Procedure

The instructor gives:

- (a) a sheet with two pictures, one of which is marked by a circle, to informant 1;
- (b) a sheet with two pictures without any marking to informant 2.

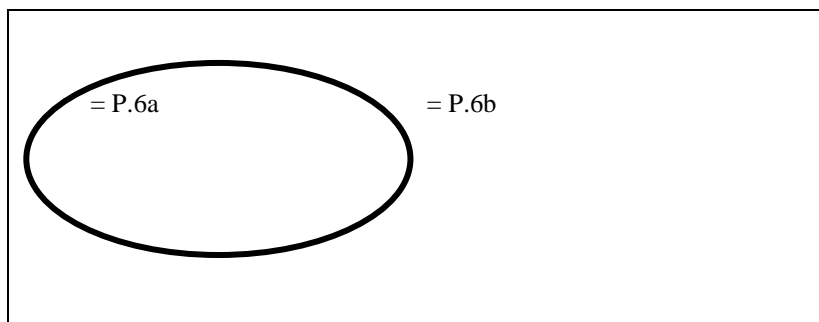
He gives the following instructions:

Item 1

Sheet 1 (for the leading-informant)

P.9a: *man and woman without hats*

P.9b: *man without hat and
woman with hat*



Sheet 2 (for the matching informant)

= Sheet 1, lacking highlighting

Instruction to informant 1:

Your partner has the same pictures as you. In your pair, one picture is highlighted. Your partner has to find out which picture is highlighted and in order to do that he will ask you if **the man in your picture has a hat**. You will reply that **he doesn't**, what is obvious in both pictures. Your task is to pronounce your reply in such a way that your partner will understand if the other person in the picture has a hat or not and correspondingly, he will understand which is the highlighted picture.

Instruction to informant 1:

Please ask your partner if the man has a hat.

This is a difficult task for the informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to find out if the language under question has the possibility to express "implicational topic" in this situation (a) by means of intonation, (b) by other means.

Data nr.: 34-8

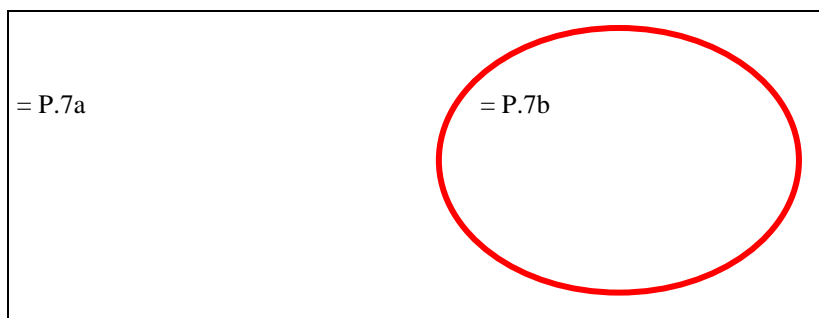
cf. Session 2

Item 2

Sheet 1 (for the leading-informant)

P.10: *boy on the boat and girl not
on the boat*

P.10: *boy on the boat and girl on the
boat*



Sheet 2 (for the matching informant)

= Sheet 1, lacking highlighting

Instruction to informant 1:

Your partner has the same pictures as you. In your pair, one picture is highlighted. Your partner has to find out which picture is highlighted and in order to do that he will ask you if **the boy in your picture is on the boat**. You will reply that **he is**, what is obvious in both pictures. Your task is to pronounce your reply in such a way that your partner will understand if the other person in the picture is on the boat or not and correspondingly, he will understand which is the highlighted picture.

Instruction to informant 2:

Please ask your partner if the boy is on the boat.

This is a difficult task for the informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to find out if the language under question has the possibility to express "implicational topic" in this situation (a) by means of intonation, (b) by other means.

Data nr.: 34-9

cf. Session 3

Expected output

The man does not have a hat.

Item 3

Instruction:

Sheet 1 (for the leading informant)

P.11a: *woman (not man) reading a book*

P.11b: *woman (and man) reading a book*



Sheet 2 (for the matching informant)

= Sheet 1, lacking highlighting

Instruction to informant 1:

Your partner has the same pictures as you. In your pair one picture is highlighted. Your partner has to find out which picture is highlighted and in order to do that he will ask you if **the woman in your picture is reading a book**. You will reply that **she does**, which is obvious in both pictures. Your task is to pronounce your reply in such a way that your

partner will understand if the other person in the picture is also cutting wood or not and correspondingly, he will understand which is the highlighted picture.

Instruction to informant 2:

Please ask your partner if the woman is reading a book.

This is a difficult task for the informants. In case the informants are not able to understand the instruction and produce an implicational topic in a natural way, please try to find out if the language under question has the possibility to express "implicational topic" in this situation (a) by means of intonation, (b) by other means.

Data nr.: 34-10

cf. Session 4

Setting 4: Simple contrastive topic (comparative data)

Participants:

1 instructor; 2 informants

Procedure:

The instructor gives:

- (a) a sheet with two pictures, one of which is marked by a circle, to informant 1;
- (b) a sheet with two pictures without any marking to informant 2.

He gives the following instructions:

Item 1

Sheet 1 (for the leading-informant)

Instruction:

Sheet 1 (for the leading informant)

P.12a: *man without hat*

P12b: *man with hat*



Sheet 2 (for the matching informant)

= Sheet 1 without highlighting

Instruction to informant 1:

Your partner has the same pictures as you. In your pair one picture is highlighted. Your partner has to find out which picture is highlighted and in order to do that he will ask you if **the man in your picture has a hat**. You will reply with a complete sentence so that your partner will understand which is the highlighted picture.

Instruction to informant 2:

Please ask your partner if the man has a hat.

Data nr.: 34-11

cf. Session 1

Item 2

Sheet 1 (for the leading-informant)

P.13a: *boy on boat*

P.13b: *boy not on boat*



Sheet 2 (for the matching informant)

= Sheet 1 without highlighting

Instruction to informant 1:

Your partner has the same pictures as you. In your pair one picture is highlighted. Your partner has to find out which picture is highlighted and in order to do that he will ask you if **the boy in your picture is on the boat**. You will reply with a complete sentence so that your partner will understand which is the highlighted picture.

Instruction to informant 2:

Please ask your partner if the boy is on the boat.

Data nr.: 34-12

cf. Session 2

Expected output

The boy is on the boat.

Item 3

Sheet 1 (for the leading-informant)

P.14a: *woman reading book*

P14b: *woman not reading book*



Sheet 2 (for the matching informant)

= Sheet 1, lacking highlighting

Instruction to informant 1:

Your partner has the same pictures as you. In your pair one picture is highlighted. Your partner has to find out which picture is highlighted and in order to do that he will ask you if **the woman in your picture is reading a book**. You will reply with a complete sentence so that your partner will understand which is the highlighted picture.

Instruction to informant 2:

Please ask your partner if the woman is reading a book.

Data nr.: 34-13

cf. Session 3

35. Bridging

(in collaboration with Cornelia Endriss)

Contact: Stavros Skopeteas

Task

production; short narratives

Objectives

bridging topic

General Remark

Especially bridging relates to culturally specific information upon which the association of the referents is based. Please contact D2 to develop “cultural specific stories” for the elicitation of bridging.

Participants

1 instructor; 1 informant

Setting 1: Possible bridging

Procedure:

The instructor says:

You will be shown two pictures that belong together, that is, they belong to the same story. **Imagine that the first scene takes place first and the second scene some time later, e.g. after five minutes.** What is interesting for us are the figures and actions at the foreground of the picture, you do not need to describe details about the pictures or the individual figures. Please give just a short description of each scene.

The instructor shows the first picture to the informant: ...

The instructor shows the second picture to the informant: ...

What is going on in this scene?

Expected output:

Of interest is the final expression of the informant, namely if it is a definite (given) description.

Item 1

P.1: restaurant, a table, two persons



Data nr.: 35-1 (first picture)

Data nr.: 35-2 (second picture)

cf. Session 2

P.2: the cook is bringing the meal



Item 2

P.3: a man on a boat



Data nr.: 35-3 (first picture)

Data nr.: 35-4 (second picture)

cf. Session 3

P.4: a woman bringing a paddle



Item 3

P.5: *sheep*



Data nr.: 35-5 (first picture)

Data nr.: 35-6 (second picture)

cf. Session 4

P.6: *sheep and herder*



Item 5

P.7: *football*



Data nr.: 35-7 (first picture)

Data nr.: 35-8 (second picture)

cf. Session 1

P8: *football and ball*



Setting 2: Not-Possible bridging

Procedure:

The instructor says:

You will be shown two pictures that belong together, that is, they belong to the same story. **Imagine that the first scene takes place first and the second scene some time later, e.g. after five minutes.** What is interesting for us are the figures and actions at the foreground of the picture, you do not need to describe details about the pictures or the individual figures. Please give just a short description of each scene.

The instructor shows the first picture to the informant: ...

The instructor shows the second picture to the informant: ...

Expected output:

The informant is expected to introduce the new figure with an indefinite expression. This sentence should be comparable with the related sentence from setting 1.

Item 1

P.9: *nature, a table, 2 people*



Data nr.: 35-9 (first picture)

Data nr.: 35-10 (second picture)

cf. Session 4

P.10: *the cook is bringing the meal*

**Item 2**

P.11: *a man on a stone*



Data nr.: 35-11 (first picture)

Data nr.: 35-12 (second picture)

Session 1

P.12: *a woman bringing a paddle*

**Item 3**

P.13: *children*



Data nr.: 35-13 (first picture)

Data nr.: 35-14 (second picture)

Session 2

P.14: *children and herder*



Item 4

P.15: *boy*



Data nr.: 35-15 (first picture)

Data nr.: 35-16 (second picture)

cf. Session 3

P.16: *boy and ball*



Setting 3: Previously mentioned entity

Procedure:

The instructor says:

You will be shown two scenes that belong together, that is, they belong to the same story.

Imagine that the first scene takes place first and the second scene some time later, e.g. after five minutes. Please give a short description of what is going on in each scene.

The instructor shows the first picture to the informant and asks:

What is going on in this scene?

The description may be free, and as long as the informant wishes. Important is only that the informant understands the setting in the picture. The instructor shows the second picture and asks:

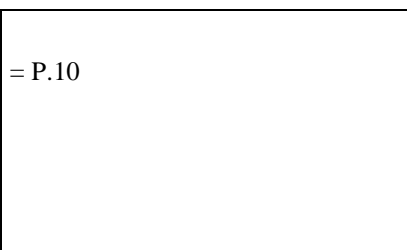
What is going on in this scene?

Expected output:

This setting provides another kind of comparative data for setting 1. The same entity that occurs in the bridging topic in setting 1 is given in the present setting.

Item 1

P.17: *the cook is bringing the meal outdoors*



= P.10

Data nr.: 35-17 (first picture)

Data nr.: 35-18 (second picture)

cf. Session 1

P.18: *the cook is bringing the meal in the restaurant*



= P.2

Item 2

P.19: *a man on a boat, paddle*



Data nr.: 35-19 (first picture)

Data nr.: 35-20 (second picture)

cf. Session 2

P.20: *a woman bringing the paddle*

= P.4

Item 3

P.21: *herder and sheep*



Data nr.: 35-21 (first picture)

Data nr.: 35-22 (second picture)

cf. Session 3

P.22: *herder and many sheep*

= P.6

Item 4

P.23: *girl and ball*



Data nr.: 35-23 (first picture)

Data nr.: 35-24 (second picture)

cf. Session 4

P.24: *ball, goal*

= P.8

36. Frames

(in collaboration with Cornelia Endriss)

Contact: Stavros Skopeteas

Task

production

Objectives

frame setting

Participants

1 instructor; 1 informant

Materials

7 picture sheets

Rationale:

Two types of frame setting are tested: simple frame setting (spatial and temporal) and complex frame setting which combines both.

Procedure:

The instructor shows the stimulus and gives instruction of the model:

You see X, Y, and Z (introduction of the frames). Give me a short description about what is going on in this scene.

Setting 1: Simple frame setting

Item 1

P.2: *stone/girl, tree/man, lake/woman*



You see a lake, a tree, and a stone. Give me a short description about what is going on in this scene.

Data nr.: 36-1

Session 4

Item 2

P.3: *stone/child-jumping, tree/man-digging, well/woman-working*



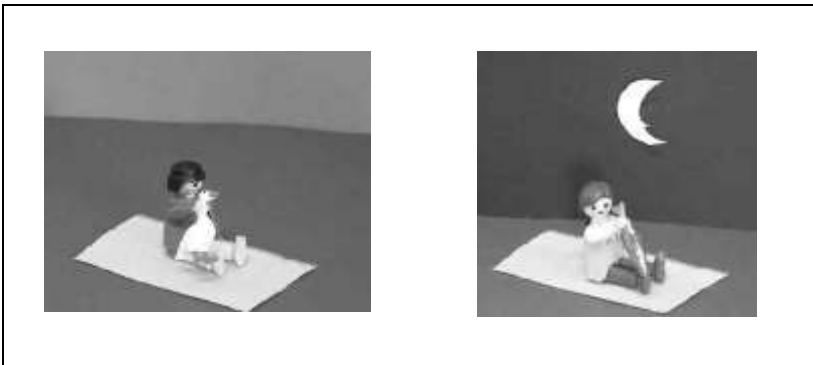
You see a stone, a tree, and a well. Give me a short description about what is going on in this scene.

Data nr.: 36-2

Session 2

Item 3

P.4: *holding things day & night*



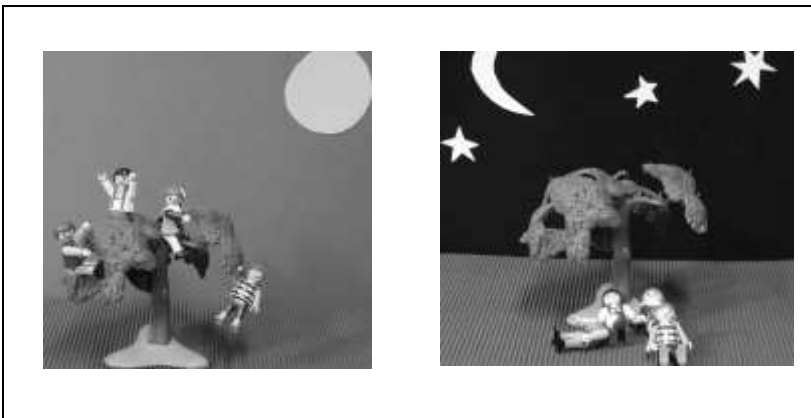
Here, you see what is going on during the day and at night. Give me a short description about what is going on.

Data nr.: 36-3

Session 3

Item 4

P.5: *children, day and night*



In these scenes, you see what is going on during the day and at night. Give me a short description about what is going on.

Data nr.: 36-4

Session 4

Setting 2: Complex frame setting

Item 1

Instruction:

P.6: *three locations, day and night*



In these scenes, you see what is going on during the day and at night. Give me a short description about what is going on.

Data nr.: 36-5

Session 1

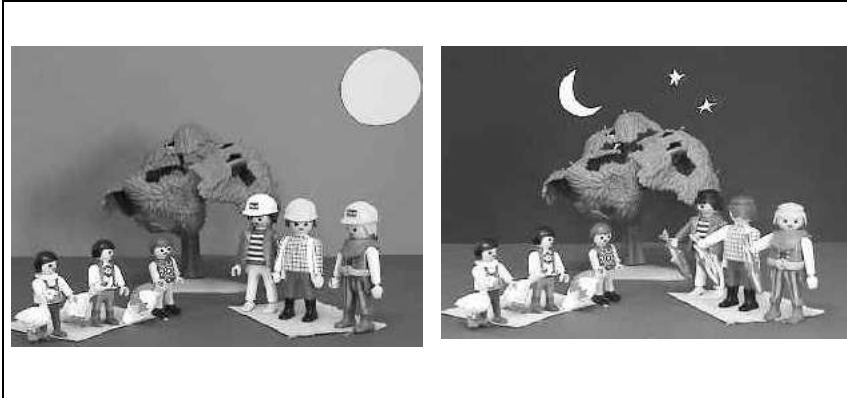
Item 2

Instruction:

In these scenes, you see what is going on during the day and at night. Give me a short description about what is going on.

Data nr.: 36-6

P.7: six people, day and night



Session 1

37. Donation

Contact: Stavros Skopeteas

Task

production; narrative

Objectives

given/new in ditransitives

Participants

1 instructor; 1 informant

Materials

4 films

Rationale:

This experiment is devoted to ditransitives. It consists of a series of films that are going to be used for the elicitation of controlled narratives.

The first four films introduce a trivalent verb under different given/new configurations?:

- agent given
- theme given
- recipient given
- nothing given

The further two films test situations of parallel topic

- agent given
- theme given

Procedure:

The instructor gives the informant the following instructions:

You are going to see a short film twice. You have to watch the scenes very carefully. At the end I will ask you to give a short description of what you have seen. Tell me when you are ready.

When the informant replies that he is ready, the instructor plays the film for the first time. At the end he asks:

Are you ready to see the film for the second time?

When the informant replies that he is ready, the instructor plays the film for the second time. At the end he asks:

Your description has to be short: you have to make just a statement for every scene in the story. You do not need to give any redundant details, e.g. what the people look like, etc. just tell us shortly what is going on in each scene.

Series 1: Simple donation

Scenario 1

Scene 1	A man is climbing a tree.
Scene 2	<u>The man gives a stick to a woman.</u>
Scene 3	The woman hits the man with the stick.

Data nr.: 37-1

Scenario 2

Scene 1	A piece of wood falls down from a tree.
Scene 2	<u>The piece of wood is given to a woman by a man.</u>
Scene 3	The woman hits the man with the wood.

Data nr.: 37-2

Scenario 3

Scene 1	A woman is climbing down from the rocks.
Scene 2	<u>The woman is given a piece of wood by a man.</u>
Scene 3	The woman hits the man with the wood.

Data nr.: 37-3

Scenario 4

Scene 2	<u>The man gives a piece of wood to a woman.</u>
Scene 3	The woman hits the man with the wood.

Data nr.: 37-4

Series 2: Parallel Giving Situations

Scenario 1

Scene 1	A woman, a boy, and a girl are climbing down from the rocks.
Scene 2	<u>A man gives a piece of wood to the woman and a pot to the boy.</u>
Scene 3	The girl is unhappy.

Data nr.: 37-5

Scenario 2

Scene 1	A piece of wood, a pot and a piece of fruit fall down from a tree.
Scene 2	<u>A man gives a piece of wood to a woman and a pot to a boy</u>
scene 3	The fruit is lying there.

Data nr.: 37-6

38. Verb topic

(in collaboration with Cornelia Endriss)

Contact: Stavros Skopeteas

Task

production; narrative

Objectives

given/new in ditransitives

Participants

1 instructor; 1 informant

Materials

pictures

Rationale:

The following questions may be used in memory task. The items contain as representative cases two intransitives and two transitives (without overt object). The underlying assumption is that they are not differentiated in this construction. In languages that mark object elision, transitives will be marked as antipassives.

Setting 1: Verb-topicalizing question

Procedure:

The instructor gives the informant a sheet containing three pictures. Then he reads the instructions.

Item 1

Sheet 1

P.1: *a child is swimming*

a man is walking

a woman is running



I will tell you an action and you will tell me which person is doing it. What about swimming?

Data nr.: 38-1

cf. Session 4

Expected output:

Schematically: Swimming does the child.

(The child is swimming).

Item 2

Sheet 2:

P.2: *a woman is drinking*

a man is smoking

a child is eating



I will tell you an action and you will tell me, which person is doing it. What about drinking?

Data nr.: 38-2

cf. Session 2

Expected output:

The woman is drinking.

Item 3

Sheet 3

P.3: *a child is swimming*

a man is walking

a woman is running

= P.1

Instruction: I will tell you an action and you will tell me, which person is doing it. What about walking?

Data nr.: 38-3

cf. Session 2

Expected output:

The man is walking.

Item 4

P.4: *a woman is drinking*

a man is smoking

a child is eating

= P.2

Instruction: I will tell you an action and you will tell me, which person is doing it. What about eating?

Data nr.: 38-4

cf. Session 4

Expected output:

The child is eating.

Setting 2: Verb topicalization through evaluatives

Rationale:

A possibility to elicit verb-topic is to use predicates that govern propositions, e.g. evaluatives. The following experiment should be useful for the elicitation of experiential predicates (positive and negative evaluation of a proposition).

Procedure:

The instructor gives the informant a sheet containing two pictures. Then he reads the instructions.

Item 1

P.5: *a sad man is running*

a happy woman is running



Instructions: In these scenes you see people running. Can you tell me, who likes it?

Data nr.: 38-5

cf. Session 1

Expected output:

schematic: Running, the woman likes it.

The woman likes running.

schematic: The woman runs with pleasure.

schematic: With pleasure, that's how the woman runs.

Item 2

P.6: a happy man is running

a sad woman is running



Instructions: In these scenes you see people running. Can you tell me, who likes it?

Data nr.: 38-6

cf. Session 2

Expected output:

schematic: Running, the man likes it.

The man likes running.

schematic: The man runs with pleasure.

schematic: With pleasure, that's how the man runs

Item 3

P.7: a sad child is walking

a happy man is walking



Instruction: In these scenes you see people walking. Can you tell me, who likes it?

Data nr.: 38-7

cf. Session 3

Expected output:

schematic: Walking, the man likes it.

The man likes walking.

schematic: The man walks with pleasure.

schematic: With pleasure, that's how the man walks.

Item 4

P.8: *a happy child is walking*

A sad man is walking



Instruction: In these scenes you see people walking. Can you tell me, who likes it?

Data nr.: 38-8

cf. Session 4

Expected output:

schematic: Walking, the child likes it.

The child likes walking.

schematic: The child walks with pleasure.

schematic: With pleasure, that's how the child walks.

Setting 4: Contrastive actions**Procedure:**

This part contains three different proposals for the elicitation of verbs in contrast. At a next phase, D2 will decide for the most effective one.

Item 1

P.13: girl bringing wood



P.14: mother cooking



Instructions: Who has prepared the food?

Data nr.: 38-9

cf. Session 3

Item 3

P.15: girl bringing wood



P.16: mother cooking



Instructions: Has the girl prepared the food?

Data nr.: 38-10

cf. Session 4

39. Locatives

Contact: Stavros Skopeteas

Task

production; short statement

Objectives

given/new in locatives

Participants

1 instructor; 2 informants

Materials

pictures

Rationale:

Procedure:

The instructor gives to the informant a sheet containing three pictures one of which is highlighted and to informant 2 the same pictures lacking highlighting. Then he reads the instruction.

To informant 1:

Make a short statement, what is going on in the highlighted scene, in order that your partner will identify it. Please do not mention the picture, just give a short description of the highlighted scene, so that it is clearly identified from the others. Before you make your description, **look very carefully about the differences** among the pictures, so that your description effectively identifies the relevant picture.

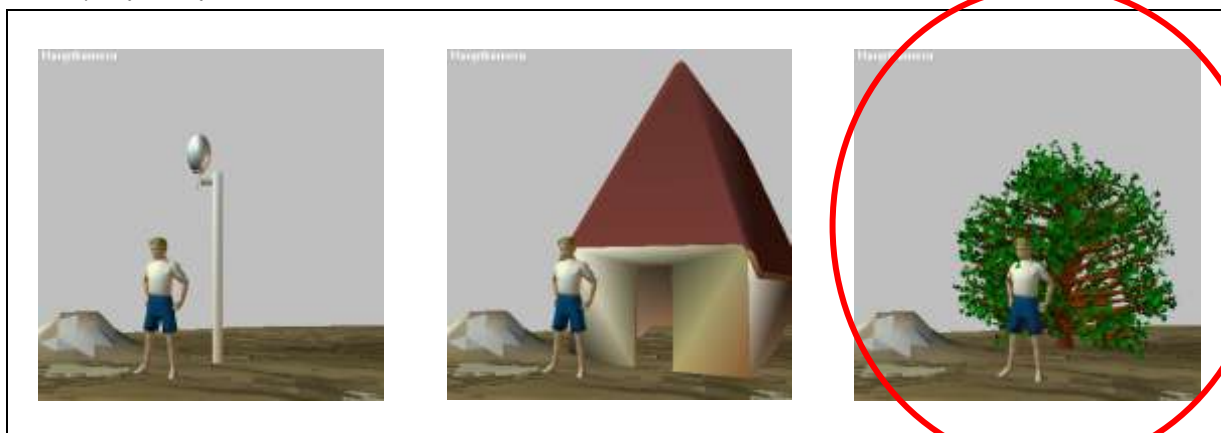
To informant 2:

You listen carefully to your partner. After he finishes his description, please point at the scene which you suppose, that is the highlighted one.

Setting 1: Landmark=new

Item 1

P1: *boy in front of tree*



Data nr.: 39-1

cf. Session 3

Item 2

P2: *boy in front of girl*



Data nr.: 39-2

cf. Session 2

Item 3

P3: *dog at the left side of the house*



Data nr.: 39-3

cf. Session 3

Item 4

P4: dog at the right side of the cat



Data nr.: 39-4

cf. Session 4

Setting 2: localized object=new**Item 1**

P5: boy in front of tree



Data nr.: 39-5

cf. Session 4

Item 2

P6: boy in front of girl



Data nr.: 39-6

cf. Session 2

Item 3

P7: dog at the left side of the house



Data nr.: 39-7

cf. Session 2

Item 4

P8: dog at the right side of the cat



Data nr.: 39-8

cf. Session 3

Setting 3: spatial relation=new

Item 1

P9: boy in front of tree



Data nr.: 39-9

cf. Session 3

Item 2

P10: *boy in front of girl*



Data nr.: 39-10

cf. Session 4

Item 3

P11: *dog at the left side of the house*



Data nr.: 39-11

cf. Session 1

Item 4

P12: *dog at the right side of the cat*



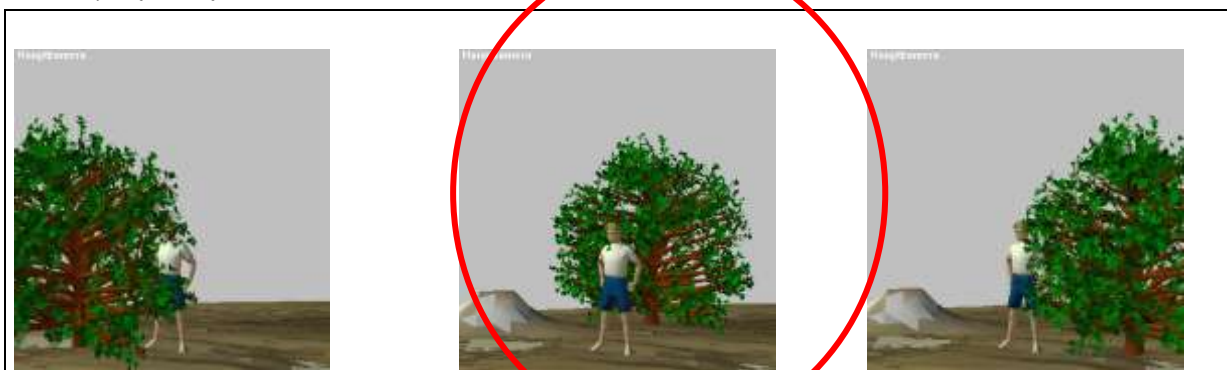
Data nr.: 39-12

cf. Session 2

Setting 4: location of relatum=new

Item 1

P13: boy in front of tree

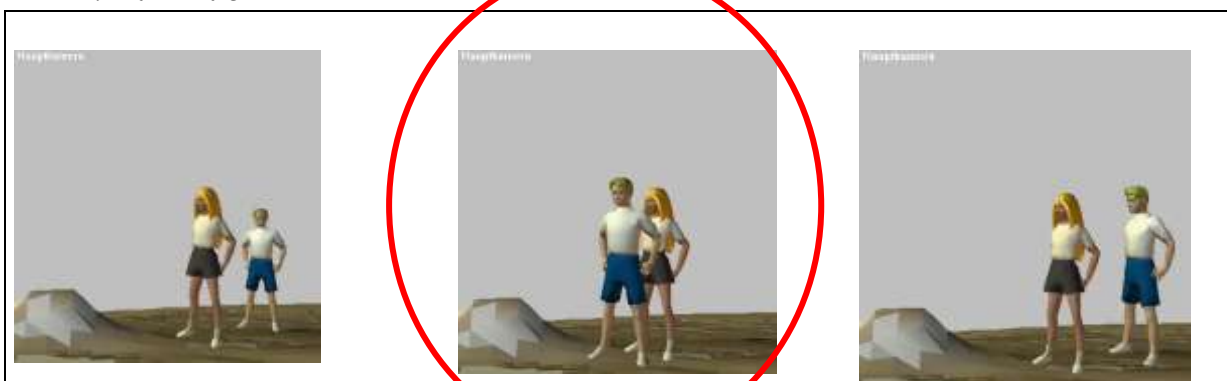


Data nr.: 39-13

cf. Session 2

Item 2

P14: boy in front of girl

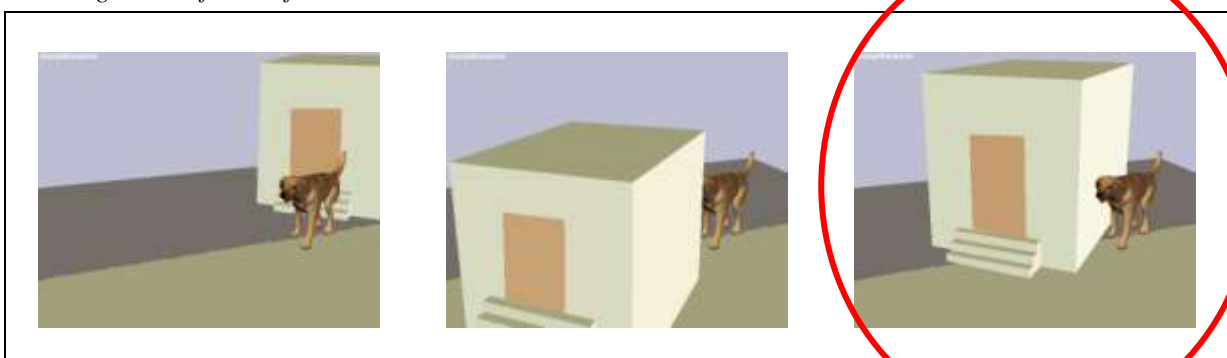


Data nr.: 39-14

cf. Session 3

Item 3

P15: dog at the left side of the house



Data nr.: 39-15

cf. Session 4

Item 4

P16: *dog at the right side of the cat*



Data nr.: 39-16

cf. Session 1

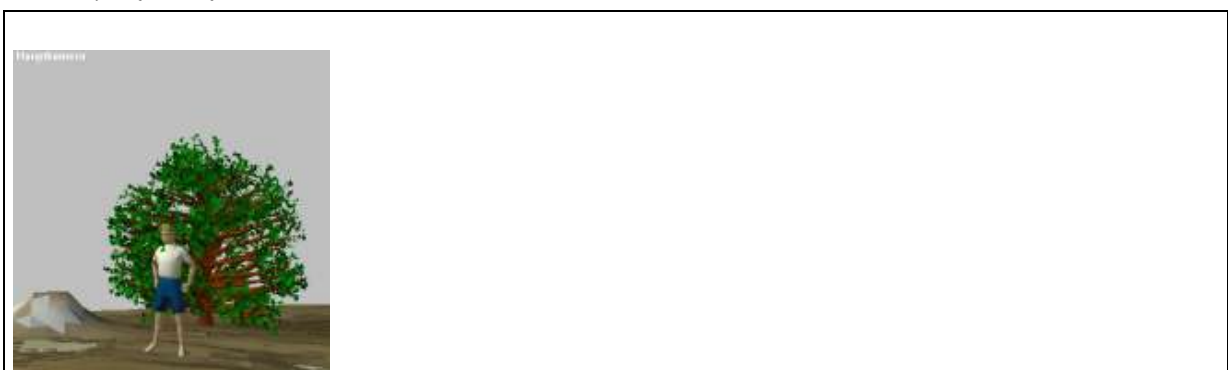
Setting 5: all=new

The instructor says:

Make a description of this scene.

Item 1

P17: *boy in front of tree*

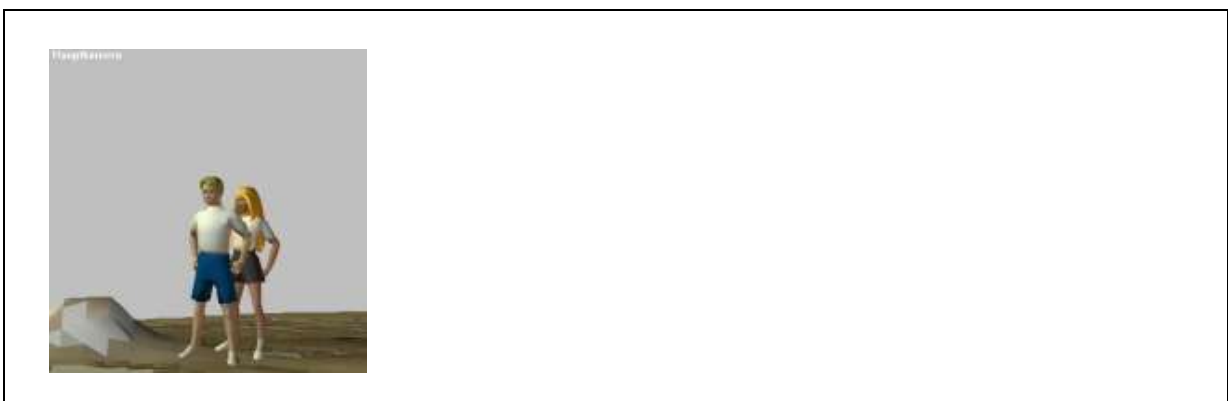


Data nr.: 39-17

cf. Session 1

Item 2

P18: *boy in front of girl*



Data nr.: 39-18

cf. Session 2

Item 3

P19: *dog at the left side of the house*

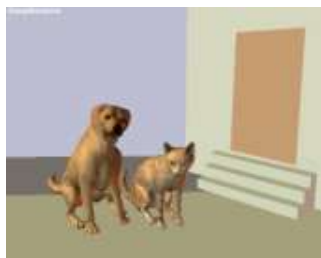


Data nr.: 39-19

cf. Session 3

Item 4

P20: *dog at the right side of the cat*



Data nr.: 39-20

cf. Session 4

40. Playmobil drama

Contact: Stavros Skopeteas

Task

production; narrative

Objectives

topics

Participants

1 instructor; 2 informants

Materials

4 films

Rationale:

The target of the experiment is to elicit naturalistic data containing topic expressions. The elicitation is based on short films designed to provide comparable data.

Procedure:

The instructor gives the following instructions:

I am going to show you a film that presents a short story. You will see the film two times. The second time, we will make short breaks at certain points in the film (namely at the points when the screen goes blank). During these breaks, you are going to recount, what happened in the film, and he is going to repeat the plot with the real playmobil figures.

Are you ready to see the film for the first time?

The informant replies normally, “yes”. The instructor shows the film for the first time to informant 1. When the film finishes, he asks:

So, now we are going to see the film for the second time. As I said, you are going to recount the story during intervals of the film. You have to tell just what is going on. Be as exact as possible to the things you have seen in the film.

Are you ready to see the film for the second time?

The informant replies normally, “yes”. If he needs a second time before the game starts, the instructor shows the film for another time, and then performs the following steps again.

The instructor starts the film. **At the points where the screen is black & white, he clicks on “PAUSE” and says to informant 1:**

Now you may tell what happened.

Scenarios

	Frame	scenario 1	Scenario 2	scenario 3	scenario 4
1 Frame setting	Tree	GIRL sits on HAT (GIRL holds BRANCH)	HAT	HAT	2 FISH
	house		MAN waters FLOWER (MAN holds FISH)	FLOWER	FLOWER
	rock			GIRL hits BOY	BOY
	lake	WOMAN		2 FISHES	MAN gives WOMAN a FISH (MAN holds POT)
Break					
figure (enters &) goes to...					
New topic	Tree	BOY enters & goes to			
	House		WOMAN enters & goes to		
	Rock			BOY goes and brings the HAT to	
	Lake				WOMAN goes and brings the FLOWER to
2 Given Undergoer topic	Tree	GIRL hits BOY			
	house		MAN gives WOMAN a FISH		
	rock			GIRL sits HAT	
	lake				MAN waters FLOWER

Break					
door opens; inside the house...					
3 Topic shift	Tree				
	House	MAN waters FLOWER (MAN holds FISH)	GIRL hits BOY	MAN gives WOMAN a FISH (MAN holds POT)	GIRL sits on HAT (holds BRANCH)
	Rock				
	Lake				
Given Topic	Tree		GIRL goes to		
	House			MAN goes outside	
	Rock				GIRL goes to
	Lake	MAN goes to			
4 Given Actor Topic	Tree		GIRL sits on HAT		
	house			MAN waters FLOWER	
	rock				GIRL hits BOY
	lake	MAN gives WOMAN a FISH			
figures go to...					
5 Parallel Topic	Tree	WOMAN goes to		GIRL goes to	WOMEN go to
	House	MAN goes to		BOY goes to	MEN go to
	Rock	GIRL goes to	CHILDREN go to	WOMAN goes to	
	Lake	BOY goes to	ADULTS go to	MAN goes to	
		Data nr.: 40-1	Data nr.: 40-2	Data nr.: 40-3	Data nr.: 40-4

41. Anima

(consultation: Thomas Weskott)

Contact: Stavros Skopeteas

It is assumed in language typology that animacy has a direct impact to topicality, i.e. animates are inherently more topical than inanimates and this asymmetry anticipates several kinds of structural splits in world's languages.

The following experiment focused on the data elicitation in two kinds of transitive constructions:

- symmetric constructions, namely those with animate agent and animate patient;
- and asymmetric constructions, namely those with animate agent and inanimate patient.

The experiment tests the difference in the behaviour of these two types of transitive constructions in cases where:

- (a) the animate agent is topicalized and the (in)animate patient is in focus
- (b) the (in)animate patient is topicalized and the animate agent is in focus

In order to collect significant results for the four above conditions, four items have been designed.

The four conditions are tested in four types of questions, which are assumed to trigger complete, selective, confirmative, and rejective answers.

Persons

1 instructor; 1 informant

Material:

Pictures.

Procedure:

The instructor gives a sheet with 4 pictures to the informant. He gives him the following instruction:

We are going to make a memory test. You may observe these pictures for 30 seconds. After this very short time, I will take the pictures back, and I will ask you different details about them. Please try to answer my questions in full sentences, and not in short, e.g. "yes", "no", "the boy", etc. Are you ready?

Informant:

Yes.

The instructor gives him the first sheet and counts 30 seconds. After this time, he asks a set of four questions as specified below.

Session plan

Focus variable	1	confirmation
	2	selection
	3	correction
	4	completion
Argument variable	A	symmetric.agent
	B	symmetric.patient
	C	asymmetric.agent
	D	asymmetric.patient

	1				2				3				4			
Inf.1	1A	2B	3C	4D	2A	3B	4C	1D	3A	4B	1C	2D	4A	1B	2C	3D
Inf.2	2B	3C	4D	1A	3B	4C	1D	2A	4B	1C	2D	3A	1B	2C	3D	4A
Inf.3	3C	4D	1A	2B	4C	1D	2A	3B	1C	2D	3A	4B	2C	3D	4A	1B
Inf.4	4D	1A	2B	3C	1D	2A	3B	4C	2D	3A	4B	1C	3D	4A	1B	2C

Item 1

P.1



Questions for informant 1:

In the scene with the blue sky: Is a woman hitting the man?

Data nr.: 41-1

In the scene in the room:

Is the man kicking a table?

Data nr.: 41-2

In the scene in the garden:

Is the girl hitting a girl or a boy?

Data nr.: 41-3

In the scene in front of the well: What is pushing the man?

Data nr.: 41-4

Questions for informant 2:

In the scene with the blue sky: Is a man or a woman hitting the man?

Data nr.: 41-5

In the scene in the room: What is kicking the man?

Data nr.: 41-6

In the scene in the garden: Is the girl hitting a girl?

Data nr.: 41-7

In the scene in front of the well: Is the man pushing a car?

Data nr.: 41-8

Questions for informant 3:

In the scene with the blue sky: Is a man hitting the man?

Data nr.: 41-9

In the scene in the room: Is the man kicking a chair?

Data nr.: 41-10

In the scene in the garden: Whom is hitting the girl?

Data nr.: 41-11

In the scene in front of the well: Is the man pushing a bus or a jeep?

Data nr.: 41-12

Questions for informant 4:

In the scene with the blue sky: Who is hitting the man?

Data nr.: 41-13

In the scene in the room: Is the man kicking a chair or a table?

Data nr.: 41-14

In the scene in the garden: Is the girl hitting a boy?

Data nr.: 41-15

In the scene in front of the well: Is the man pushing a bus?

Data nr.: 41-16

Item 2

P.2



Questions for informant 1:

In the scene with the blue sky: What is the woman hitting?

Data nr.: 41-17

In the scene in front of the well: Is a man pushing the man?

Data nr.: 41-18

In the scene in front of the bridge: Is a man or a woman carrying the pot?

Data nr.: 41-19

In the scene in front of the blue wall: Whom is pulling the man?

Data nr.: 41-20

Questions for informant 2:

In the scene with the blue sky: Is the woman hitting a tree?

Data nr.: 41-21

In the scene in front of the well: Is a man or a woman pushing the man?

Data nr.: 41-22

In the scene in front of the bridge: Is a woman carrying the pot?

Data nr.: 41-23

In the scene in front of the blue wall: Is the man pulling a woman?

Data nr.: 41-24

Questions for informant 3:

In the scene with the blue sky: Is the woman hitting a tree or a flower?

Data nr.: 41-25

In the scene in front of the well: Is a woman pushing the man?

Data nr.: 41-26

In the scene in front of the bridge: Who is carrying the pot?

Data nr.: 41-27

In the scene in front of the blue wall: Is the man pulling a woman or a man?

Data nr.: 41-28

Questions for informant 4:

In the scene with the blue sky: Is the woman hitting a flower?

Data nr.: 41-29

In the scene in front of the well: Who is pushing the man?

Data nr.: 41-30

In the scene in front of the bridge: Is a man carrying the pot?

Data nr.: 41-31

In the scene in front of the blue wall: Is the man pulling a man?

Data nr.: 41-32

Item 3

P.3



Questions for informant 1:

In the scene with the cloudy sky: Who is looking at the girl?

Data nr.: 41-33

In the scene in front of the bridge: Is the man carrying a girl?

Data nr.: 41-34

In the scene in front of the blue wall: Is the man pulling a table or a chair?

Data nr.: 41-35

In the scene inside the house: Is a woman cutting the melon?

Data nr.: 41-36

Questions for informant 2:

In the scene with the cloudy sky: Is a man looking at the girl?

Data nr.: 41-37

In the scene in front of the bridge: Is the man carrying a girl or a boy?

Data nr.: 41-38

In the scene in front of the blue wall: Is the man pulling a chair?

Data nr.: 41-39

In the scene inside the house: Who is cutting the melon?

Data nr.: 41-40

Questions for informant 3:

In the scene with the cloudy sky: Is a man or a woman looking at the girl?

Data nr.: 41-41

In the scene in front of the bridge: Is the man carrying a boy?

Data nr.: 41-42

In the scene in front of the blue wall: What is the man pulling?

Data nr.: 41-43

In the scene inside the house: Is a man cutting the melon?

Data nr.: 41-44

Questions for informant 4:

In the scene with the cloudy sky: Is a woman looking at the girl?

Data nr.: 41-45

In the scene in front of the bridge: What is carrying the man?

Data nr.: 41-46

In the scene in front of the blue wall: Is the man pulling a table?

Data nr.: 41-47

In the scene inside the house: Is a man or a woman cutting the melon?

Data nr.: 41-48

Item 4

P.4



Questions for informant 1:

In the scene with the cloudy sky: Who is looking at the lamp?

Data nr.: 41-49

In the scene in the room with the green doors: Is the man kicking a man?

Data nr.: 41-50

In the scene in front of the fence :Is the girl hitting on a window glass or on a car?
Data nr.: 41-51

In the scene inside the stone house: Is a woman killing the man?
Data nr.: 41-52

Questions for informant 2:

In the scene with the cloudy sky: Is a man looking at the lamp?
Data nr.: 41-53

In the scene in the room with the green doors: Is the man kicking a woman or a man?
Data nr.: 41-54

In the scene in front of the fence: Is the girl hitting on a window?
Data nr.: 41-55

In the scene inside the stone house: Who is killing the man?
Data nr.: 41-56

Questions for informant 3:

In the scene with the cloudy sky: Is a man or a woman looking at the lamp?
Data nr.: 41-57

In the scene in the room with the green doors: Is the man kicking a woman?
Data nr.: 41-58

In the scene in front of the fence: What is the girl hitting?
Data nr.: 41-59

In the scene inside the stone house: Is a man killing the man?
Data nr.: 41-60

Questions for informant 4:

In the scene with the cloudy sky: Is a woman looking at the lamp?
Data nr.: 41-61

In the scene in the room with the green doors: Whom is the man kicking?
Data nr.: 41-62

In the scene in front of the fence: Is the girl hitting on the car?
Data nr.: 41-63

In the scene inside the stone house: Is a man or a woman killing the man?
Data nr.: 41-64

42. Visibility

Persons

1 instructor; 1 informant

Material

Pictures.

Contact: Stavros Skopeteas

This experiment explores the interrelation between patient animacy and agent visibility. The relevant constructions are constructions of patient topicalization. With respect to animacy, it is assumed that topicalization in general is more probable with animates and less probable with inanimates. With respect to agent visibility, it is assumed that patient topicalization is more probable if the agent is not identifiable and less probable if the agent is identifiable.

In the following experiments these assumptions are implemented as follows. Equal in all settings is that the patient in the target picture is given (it is introduced by a previous picture). In the target picture, four different cases are presented:

- the patient is animate: the agent is identifiable;
- the patient is animate: the agent is non-identifiable;
- the patient is inanimate: the agent is identifiable;
- the patient is inanimate: the agent is non-identifiable;

Procedure:

The instructor says:

You will be shown two scenes that belong together, that is, they belong to the same story.

Imagine that the first scene takes place first and the second scene some time later, e.g. after five minutes. Please give a short description of what is going on in each scene.

The instructor shows the first picture to the informant and asks:

What is going on in this scene?

The description may be free, and as long as the informant wishes. Important is only that the informant understands the setting in the picture. The instructor shows the second picture and asks:

What is going on in this scene?

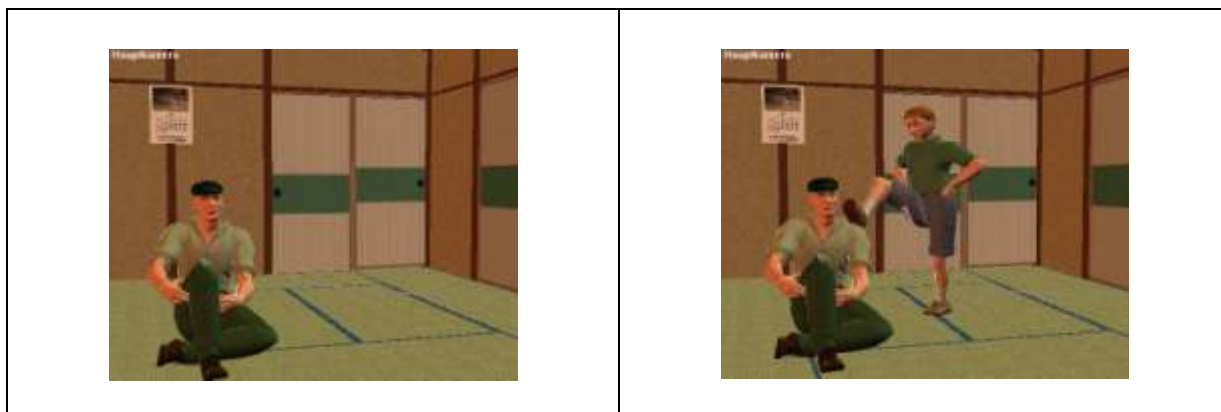
Session plan

Animacy variable	A	animate patient
	I	inanimate patient
Identifiability variable	I	identifiable agent
	N	non-identifiable agent

	1	2	3	4
Session 1	AI 1	AN 2	II 3	IN 4
Session 2	AN 2	II 3	IN 4	AI 1
Session 3	II 3	IN 4	AI 1	AN 2
Session 4	IN 4	AI 1	AN 2	II 3

Item 1

P1: *patient=animate, agent=visible*



Data nr.: 42-1 (first picture)

Data nr.: 42-2 (second picture)

cf. Session 1

Item 2

P2: *patient=animate, agent=invisible*



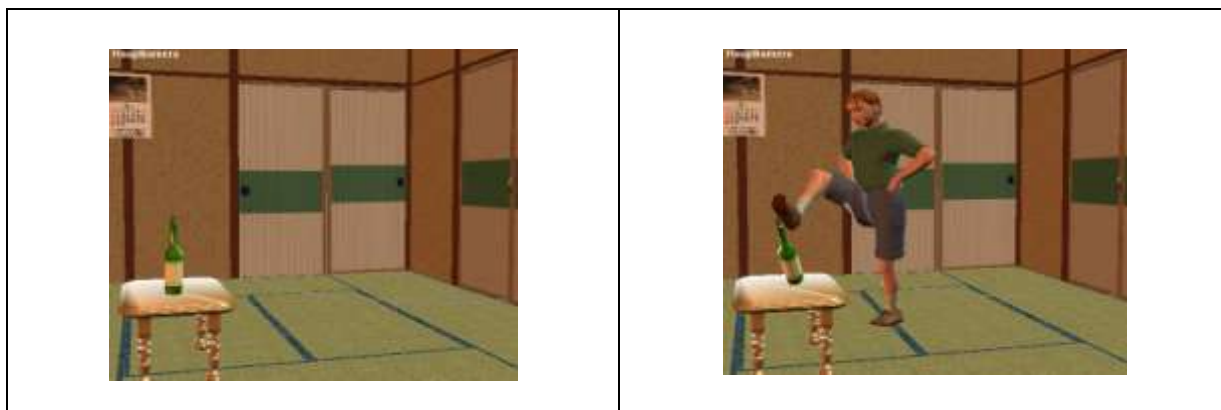
Data nr.: 42-3 (first picture)

Data nr.: 42-4 (second picture)

cf. Session 2

Item 3

P3: *patient=animate, agent=visible*



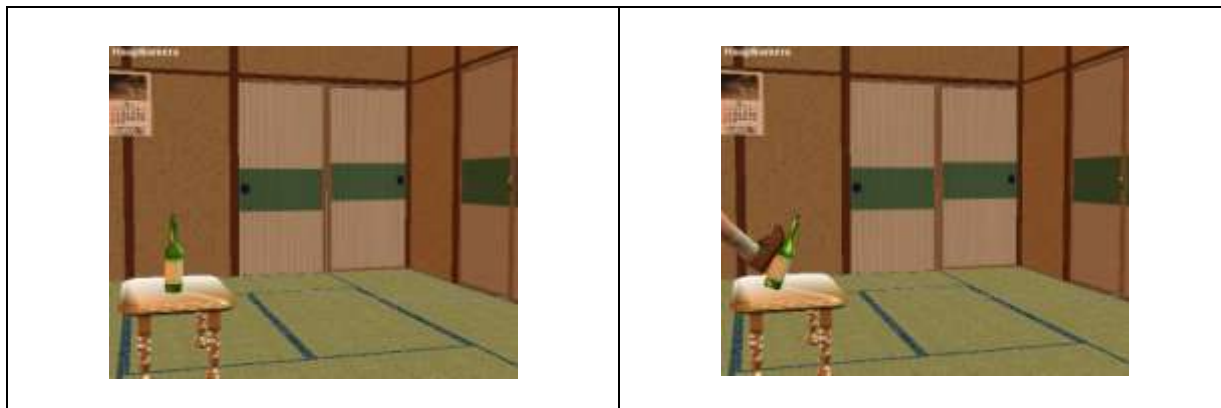
Data nr.: 42-5 (first picture)

Data nr.: 42-6 (second picture)

cf. Session 3

Item 4

P4: *patient=animate, agent=invisible*



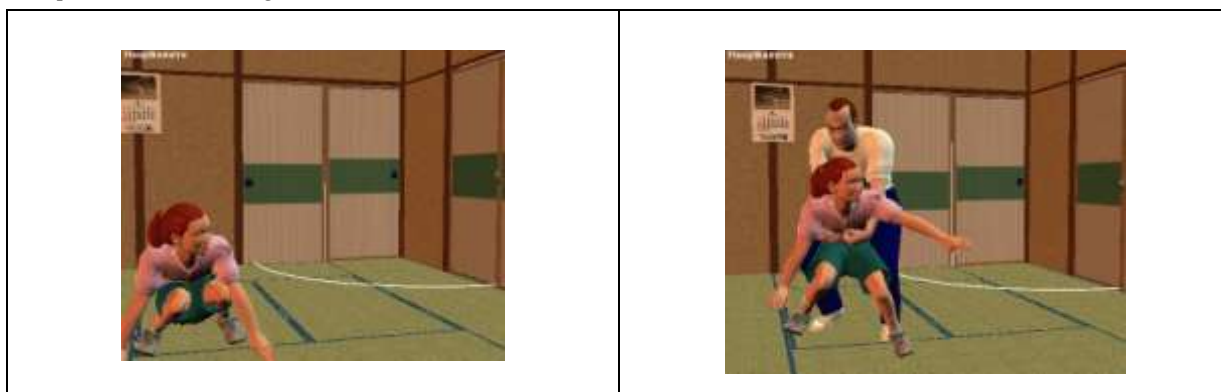
Data nr.: 42-7 (first picture)

Data nr.: 42-8 (second picture)

cf. Session 4

Item 5

P5: *patient=animate, agent=visible*



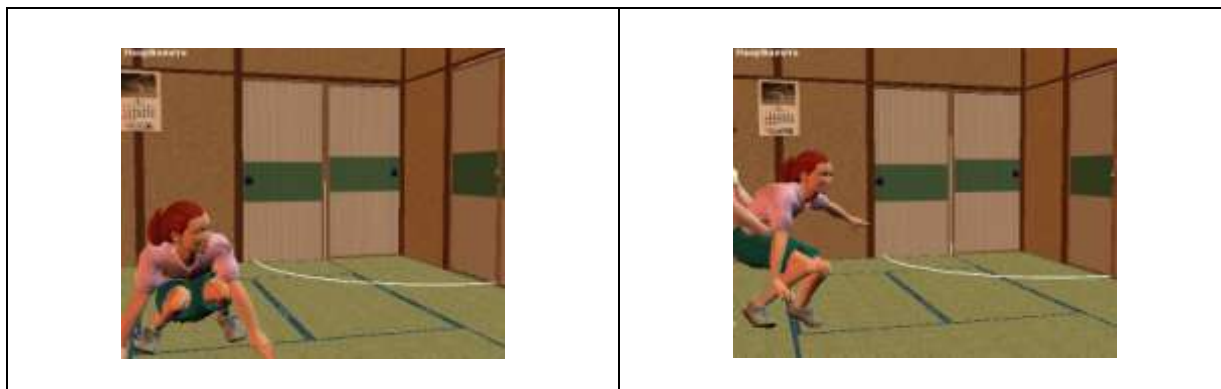
Data nr.: 42-9 (first picture)

Data nr.: 42-10 (second picture)

cf. Session 4

Item 6

P6: *patient=animate, agent=invisible*



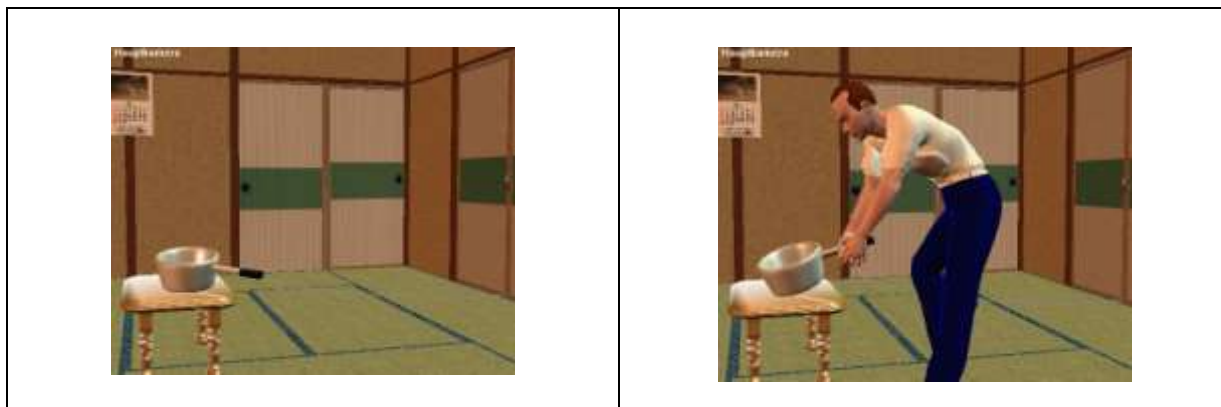
Data nr.: 42-11 (first picture)

Data nr.: 42-12 (second picture)

cf. Session 1

Item 7

P7: *patient=inanimate, agent=visible*



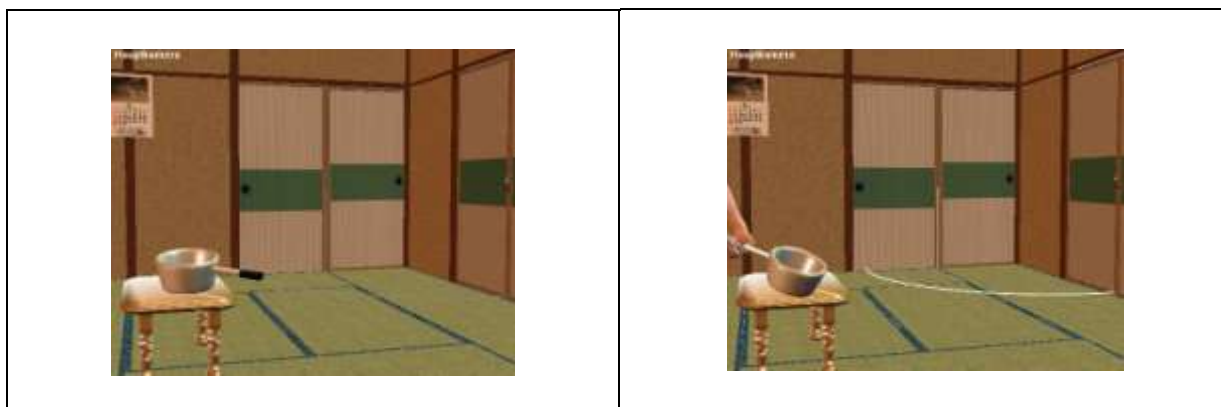
Data nr.: 42-13 (first picture)

Data nr.: 42-14 (second picture)

cf. Session 2

Item 8

P8: *patient=inanimate, agent=invisible*



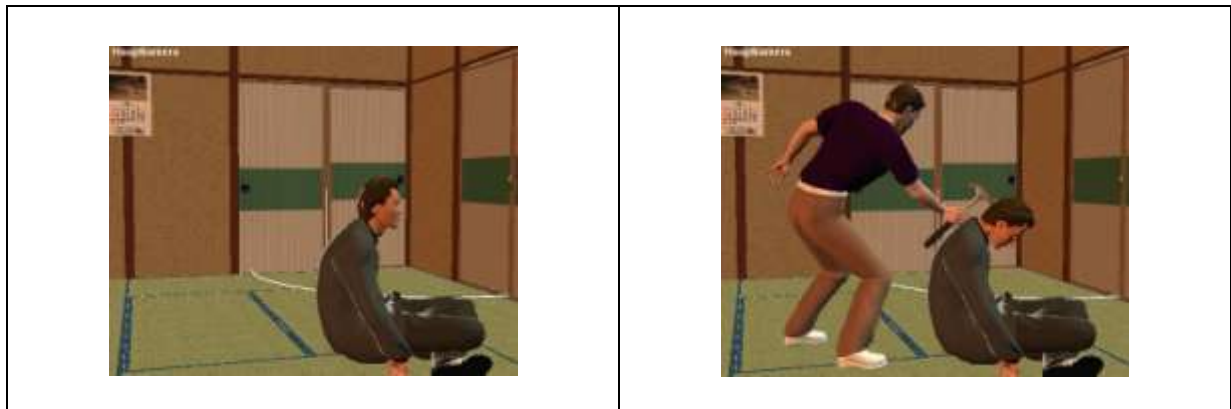
Data nr.: 42-15 (first picture)

Data nr.: 42-16 (second picture)

cf. Session 3

Item 9

P9: *patient=animate, agent=visible*



Data nr.: 42-17 (first picture)

Data nr.: 42-18 (second picture)

cf. Session 3

Item 10

P10: *patient=animate, agent=invisible*



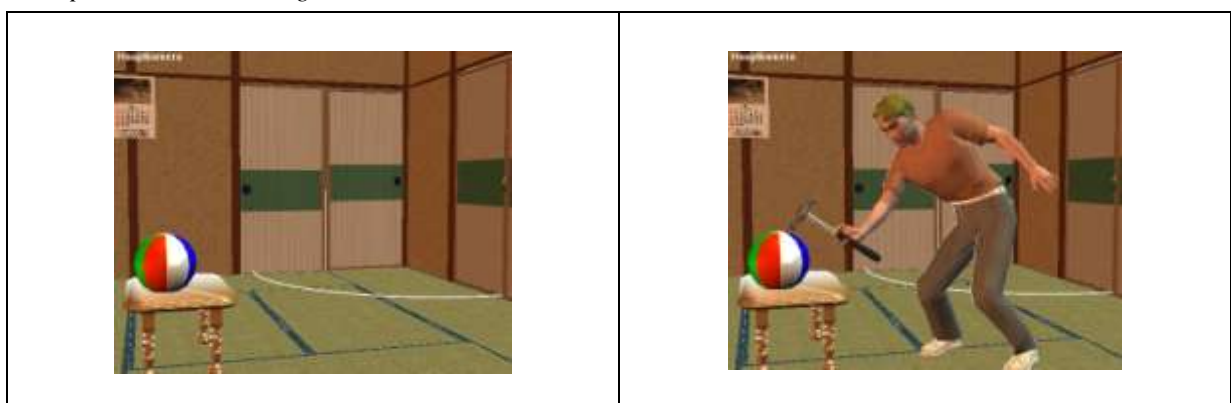
Data nr.: 42-19 (first picture)

Data nr.: 42-20 (second picture)

cf. Session 4

Item 11

P11: *patient=animate, agent=visible*



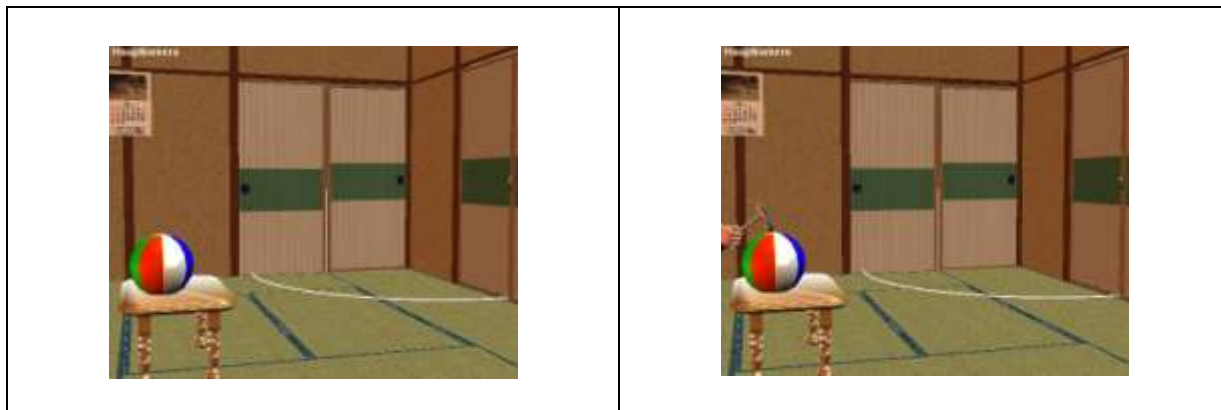
Data nr.: 42-21 (first picture)

Data nr.: 42-22 (second picture)

cf. Session 1

Item 12

P12: *patient=inanimate, agent=invisible*



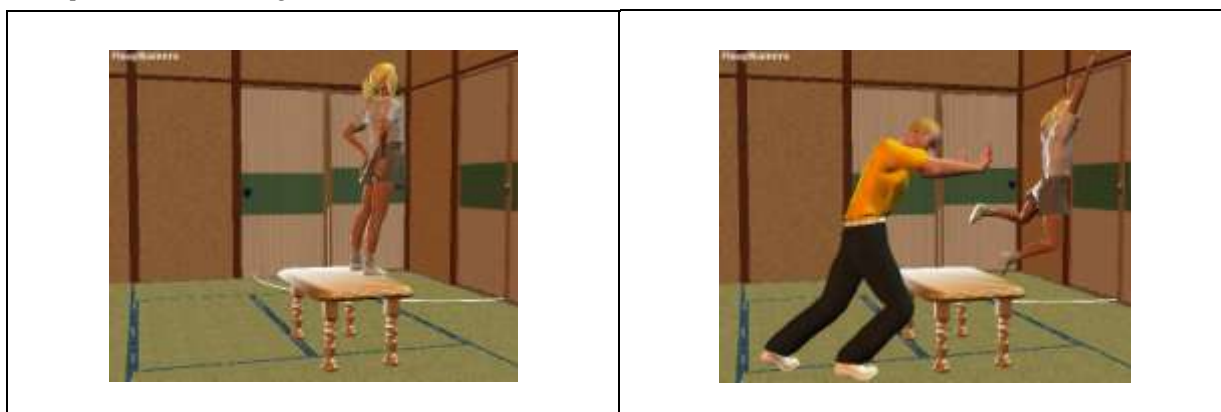
Data nr.: 42-23 (first picture)

Data nr.: 42-24 (second picture)

cf. Session 2

Item 13

P13: *patient=animate, agent=visible*



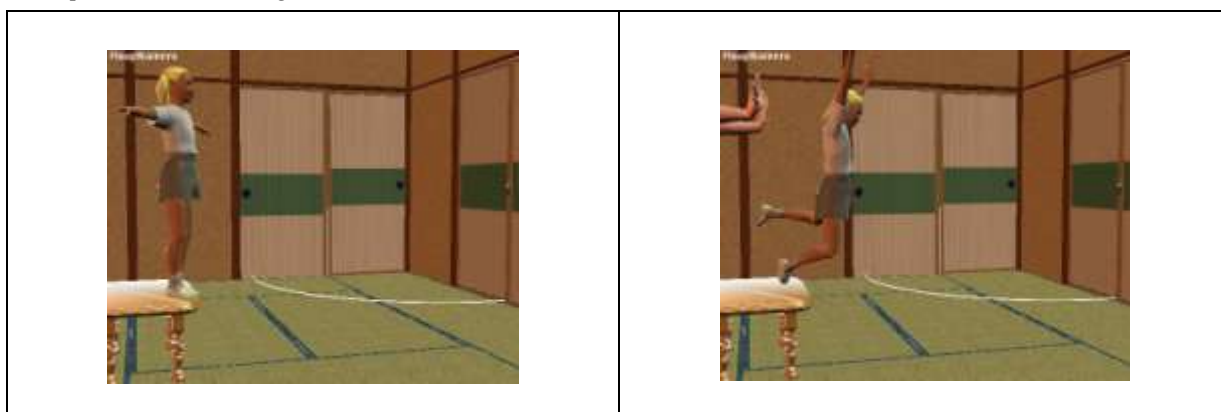
Data nr.: 42-25 (first picture)

Data nr.: 42-26 (second picture)

cf. Session 2

Item 14

P14: *patient=animate, agent=invisible*



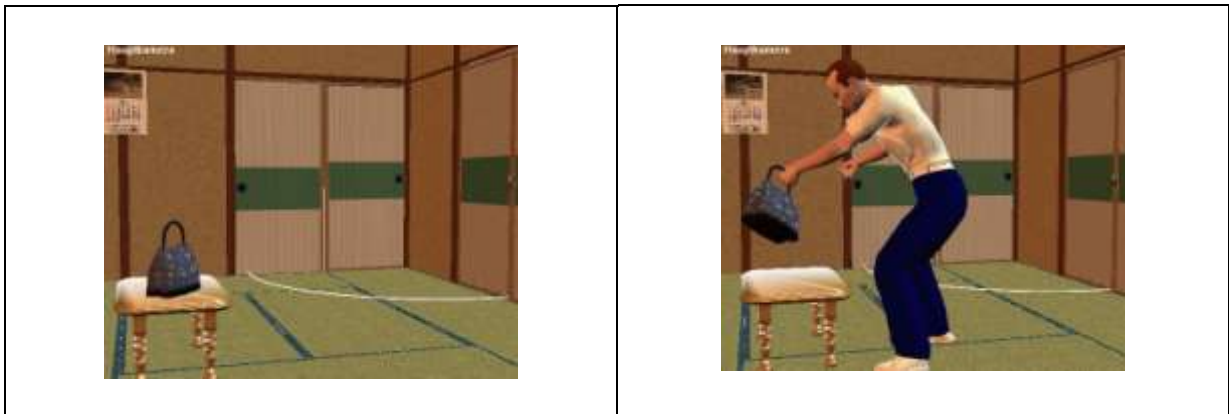
Data nr.: 42-27 (first picture)

Data nr.: 42-28 (second picture)

cf. Session 3

Item 15

P15: *patient=animate, agent=visible*



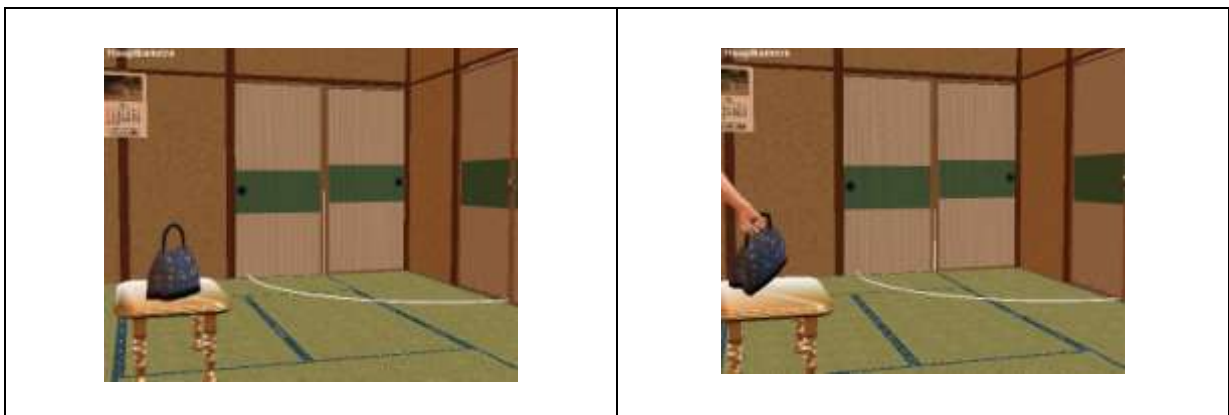
Data nr.: 42-29 (first picture)

Data nr.: 42-30 (second picture)

cf. Session 4

Item 16

P16: *patient=animate, agent=invisible*



Data nr.: 42-31 (first picture)

Data nr.: 42-32 (second picture)

cf. Session 1

Translation tasks

43. Focus Translation

Contact: Ines Fiedler and Anne Schwarz

This translation part of QUIS for focus (Quis-FT) is meant as a tool to get an idea about the basics of focus expressions in the target language and the data elicited by it shall be added to the sfb-corpus. You will however have to develop it further, according to the language specific properties you find and to your research interests.

Quis-FT is structured according to information structural categories mainly. In the first part (I.) which is construed as a monologue, you find context information that is needed for the appropriate packaging of the sentence in bracket. It is not necessary to translate it. In the major second part (II.) which is construed as a dialogue of two speakers you have to translate the linguistic context. It is provided either by a question (II.I) or by a statement (II.II). In order to avoid interferences by the English structure, the salient part for the answer respectively reaction is sometimes only given by keywords. Please formulate an appropriate and most natural sentence in the target language. If the answer can be very short (i.e. elliptic) in natural speech, please give it first in the elliptic way and then in a more complete, but still natural form (ex: Who cooked the beans? – version 1: Mary. version 2: Mary cooked (them), NOT: Mary cooked the beans). Please always remember or remind the translator: we need the proper target language, not an English version of the target language. After literal translation the data should be recorded.

Quis-FT cannot consider every relevant question concerning information structure and it cannot foresee the specific properties of your target languages. Therefore we want to advise you to check whether you should test the following criteria more systematically, because they could affect the focus expressions:

- tempus / aspect / mood / polarity (Quis-FT contains utterances mainly in perfective / past)
- discourse roles (participant, referent ...) (Quis-FT contains mainly referents / 3rd persons sg.)
- animacy hierarchy
- referentiality

I. Monologue

All new / Presentation

1. *Once, there was an old man. (He lived alone in his house. One day, somebody knocked at his door.)*
<Data nr.: 82-1>
2. *(You are talking about the profession of your family members: parents, grandparents, sister)*
And now for my brother, he is a teacher in [major town].
<Data nr.: 82-2>
3. *Once, there was a man with five wives.*
<Data nr.: 82-3>
4. *(You are working at the radio reading the news) A big flood has happened in Germany. Many people have lost their houses.*
<Data nr.: 82-4>
5. *(Your car broke down and you see your friend at the other side of the road) Hey [name], please come here and help me. My car broke down.*
<Data nr.: 82-5>
6. *There is a book on the table.*
<Data nr.: 82-6>

Parallel Contrast

7. *An African farmer met an European farmer.*
<Data nr.: 82-7>
8. *The dancing competition will be held among a group of male students and a group of female students.*
<Data nr.: 82-8>

II. Dialogue

II.I Question-Answer

New Information

8. *What happened?*
My car broke down.
<Data nr.: 82-9>
9. *What happened?*
A child has been born.
<Data nr.: 82-10>

10. *What is happening?*
[children are eating fruits, the girls bananas, the boys oranges]
<Data nr.: 82-11>
11. *What is happening?*
[boys are carving wood]
<Data nr.: 82-12>
12. *What is happening?*
[a dog is chasing a boy]
<Data nr.: 82-13>
13. *What has happened?*
[a man has played with a ball]
<Data nr.: 82-14>
14. *What has happened?*
[a cow has played with a ball]
<Data nr.: 82-15>
15. *What happened?*
[the woman bought oranges for her child]
<Data nr.: 82-16>
16. *What is happening?*
[a dog is biting a man]
<Data nr.: 82-17>
17. *What is happening?*
[a fat boy is carrying a girl]
<Data nr.: 82-18>
18. *What is happening?*
[two boys are carrying a stem]
<Data nr.: 82-19>
19. *What has happened?*
[somebody jumped into water]
<Data nr.: 82-20>
20. *What has happened?*
[a glass has fallen down and got broken]
<Data nr.: 82-21>
21. *What happened?*
[the old house collapsed]
<Data nr.: 82-22>
22. *What happened?*
[my child fell sick]
<Data nr.: 82-23>

23. *What has happened?*
[they have stolen the computer]
<Data nr.: 82-24>
24. *What will happen?*
[the boy will fall from the tree]
<Data nr.: 82-25>
25. *What could happen?*
[the dog will catch the boy]
<Data nr.: 82-26>
26. *What has happened?*
[the woman has eaten the beans / a woman has eaten the beans]
<Data nr.: 82-27>
27. *What has happened?*
[the woman has eaten unripe beans and got sick]
<Data nr.: 82-28>
28. *What has happened?*
[The woman has called someone]
<Data nr.: 82-29>
29. *What happened yesterday?*
[They beat my friend's child]
<Data nr.: 82-30>
30. *What happened yesterday?*
[They cut the tree]
<Data nr.: 82-31>
31. *What has happened?*
[they have killed a dog]
<Data nr.: 82-32>
32. *What has happened?*
[a woman hit Peter]
<Data nr.: 82-33>
33. *What has happened?*
[Mary hit Peter]
<Data nr.: 82-34>
34. *What has happened to Peter?*
[Mary hit him on his cheek]
<Data nr.: 82-35>
35. *What happened during the last rainy season?*
[many houses collapsed]
<Data nr.: 82-36>

36. *What has happened?*
[I put the computer off]
<Data nr.: 82-37>
37. *What's that?*
[a book]
<Data nr.: 82-38>
38. *What's that over there?*
[a house]
<Data nr.: 82-39>
39. *Who has eaten the beans?*
[a woman]
<Data nr.: 82-40>
40. *Who has eaten the beans?*
[the woman]
<Data nr.: 82-41>
41. *Who has eaten the beans?*
[that woman (over there)]
<Data nr.: 82-42>
42. *Who has eaten the beans?*
[the tall woman]
<Data nr.: 82-43>
43. *Who has eaten the beans?*
[two women]
<Data nr.: 82-44>
44. *Who has eaten the beans?*
[all women]
<Data nr.: 82-45>
45. *Who has eaten the beans?*
[the woman's goat]
<Data nr.: 82-46>
46. *Who has eaten the beans?*
[Mary]
<Data nr.: 82-47>
47. *What did the woman eat?*
[beans]
<Data nr.: 82-48>
48. *What did the woman eat?*
[unripe beans]
<Data nr.: 82-49>

49. *What did the woman eat?*
[some beans]
<Data nr.: 82-50>
50. *What did the woman eat?*
[George's beans]
<Data nr.: 82-51>
51. *Whose trousers has been torn?*
[the boy's (trousers)]
<Data nr.: 82-52>
52. *Whom did the woman call?*
[George]
<Data nr.: 82-53>
53. *Who called George?*
[a woman called George]
<Data nr.: 82-54>
54. *Where did the woman go?*
[to Europe]
<Data nr.: 82-55>
55. *For whom are you washing the car?*
[for my father]
<Data nr.: 82-56>
56. *For what do you need the bricks?*
[for the house we are going to build]
<Data nr.: 82-57>
57. *For what do you need the bricks?*
[for the new house]
<Data nr.: 82-58>
58. *For how many brothers do you want to buy school uniforms?*
[for four brothers]
<Data nr.: 82-59>
59. *For whose child is the ticket?*
[for my friend's (child)]
<Data nr.: 82-60>
60. *For whom is the letter?*
[for Mary]
<Data nr.: 82-61>
61. *Whose child has been beaten?*
[my friend's (child)]
<Data nr.: 82-62>

62. *When did the woman eat the last time?*
[yesterday]
<Data nr.: 82-63>
63. *When did the woman eat?*
[before her husband came home]
<Data nr.: 82-64>
64. *When did the woman eat?*
[after her husband came home]
<Data nr.: 82-65>
65. *With what did the woman eat?*
[with a spoon]
<Data nr.: 82-66>
66. *Where did the woman eat yesterday?*
[on the road]
<Data nr.: 82-67>
67. *Where did the woman eat for dinner?*
[in that restaurant (over there)]
<Data nr.: 82-68>
68. *Where did the woman eat?*
[in a cheap restaurant]
<Data nr.: 82-69>
69. *How did the woman eat?*
[greedily]
<Data nr.: 82-70>
70. *Why did the woman eat the beans?*
[because she was hungry]
<Data nr.: 82-71>
71. *What did the woman do?*
[ate beans]
<Data nr.: 82-72>
72. *Has she eaten or will she eat?*
[will (eat)]
<Data nr.: 82-73>
73. *Is he bringing or sending the table?*
[is sending]
<Data nr.: 82-74>

New Information: Multiple

74. *Who hit whom?*
[Mary hit Peter]

- <Data nr.: 82-75>
75. *Who hit whom?*
[Mary hit Jenny's brother.]
<Data nr.: 82-76>
76. *Who hit Peter where?*
[Mary hit him on his cheek.]
<Data nr.: 82-77>
77. *Who hit Peter where?*
[Mary hit him in the kitchen.]
<Data nr.: 82-78>
78. *Who did what?*
[Mary hit Peter.]
<Data nr.: 82-79>
79. *Whom did Mary hit where?*
[She hit Peter in his face.]
<Data nr.: 82-80>
80. *What did Mary do to whom?*
[She hit Peter.]
<Data nr.: 82-81>
81. *What did Mary do when?*
[She hit Peter yesterday.]
<Data nr.: 82-82>

New Information: Complex Sentence

82. *What did she say?*
[they cut a tree (Ex. She said that they cut a tree.)]
<Data nr.: 82-83>
83. *Who, she said, cut a tree?*
[they]
<Data nr.: 82-84>
84. *What, she said, did they do to a tree?*
[cut]
<Data nr.: 82-85>
85. *What, she said, did they cut?*
[a tree]
<Data nr.: 82-86>
86. *The woman said that they hit John.*
[No, she said that she is going to leave.]
<Data nr.: 82-87>

Parallel Contrast

87. *I know that Sue and Agnes bought a Toyota and a Benz. But who bought what?*
[Sue bought the Toyota, Agnes bought the Benz.]
<Data nr.: 82-88>
88. *What about your children, what subjects do they like?*
[The elder likes Maths, the younger likes Literature.]
<Data nr.: 82-89>

Selection

89. *Who cooked the beans, the woman or the man?*
[the man]
<Data nr.: 82-90>
90. *Who broke the pot, you or your brother?*
[my brother]
<Data nr.: 82-91>
91. *Which house collapsed, the new or the old one?*
[the old (one)]
<Data nr.: 82-92>
92. *How many houses collapsed during the last rainy season?*
[many (houses)]
<Data nr.: 82-93>
93. *Which tyre spoilt, your bike's tyre or your car's tyre?*
[my car's (tyre)]
<Data nr.: 82-94>
94. *Who fell sick, your child or your wife?*
[(my) child]
<Data nr.: 82-95>
95. *Who hit Peter, Mary or Susan?*
[Mary]
<Data nr.: 82-96>
96. *Who hit Peter, Mary or Susan?*
[Mary didn't hit (Peter), Susan didn't hit (him) either. / None (of them hit him).]
<Data nr.: 82-97>
97. *Do you want tea or coffee?*
[tea]
<Data nr.: 82-98>
98. *Do you like him or me better?*
[him]

- Data nr.: 82-99>
99. *Do you want this here or that over there?*
[that over there]
<Data nr.: 82-100>
100. *Do you want the white or the black clothes?*
[the white (clothes)]
<Data nr.: 82-101>
101. *Do you want two or three pieces of sugar?*
[two]
<Data nr.: 82-102>
102. *Do you prefer his or my car?*
[his (car)]
<Data nr.: 82-103>
103. *Do you prefer his shirt or his trousers?*
[(his) shirt]
<Data nr.: 82-104>
104. *Did you hit Peter or John?*
[John]
<Data nr.: 82-105>
105. *When did she buy the beans, on Monday or on Tuesday?*
[on Monday]
<Data nr.: 82-106>
106. *Where do you buy dresses at a good price, in a shop or at the market?*
[at the market]
<Data nr.: 82-107>
107. *Are the boys and girls eating fruits in the early or in the late morning?*
[in the early (morning)]
<Data nr.: 82-108>
108. *Does the footballer take the ball two times or three times?*
[two times]
<Data nr.: 82-109>
109. *Are the boys and girls eating the fruits slowly or fast?*
[slowly]
<Data nr.: 82-110>
110. *Why do you carry the bricks into town - for building or selling?*
[for selling]
<Data nr.: 82-111>
111. *Are the boys carrying or pushing the stem?*
[are carrying]
<Data nr.: 82-112>

112. *Did he win or lose the game?*
[won]
 <Data nr.: 82-113>
113. *Are they killing the dog or have they killed it?*
[are killing]
 <Data nr.: 82-114>
114. *Did you put the computer on or off?*
[off]
 <Data nr.: 82-115>
115. *Is the book on or under the table?*
[under (the table)]
 <Data nr.: 82-116>
116. *Did you put the eggs on or inside the bag?*
[on (the bag)]
 <Data nr.: 82-117>

Truth value: Confirmation / Contradiction

117. *He limped(, didn't he)?*
 a) *[yes (Ex: He did limp.)]*
 <Data nr.: 82-118>
 b) *[no (Ex: No, he didn't limp.)]*
 <Data nr.: 82-119>
118. *They stole it(, didn't they)?*
 a) *[yes (Ex: They did steal (it).)]*
 <Data nr.: 82-120>
 b) *[no (Ex: No, they didn't steal (it).)]*
 <Data nr.: 82-121>
119. *They didn't steal it(, did they)?*
 a) *[yes (Ex: They didn't steal (it).)]*
 <Data nr.: 82-122>
 b) *[no (Ex: No, they stole (it).)]*
 <Data nr.: 82-123>
120. *The woman ate the beans(, didn't she)?*
 a) *[yes]*
 <Data nr.: 82-124>
 b) *[no]*
 <Data nr.: 82-125>
121. *The woman ate the beans(, didn't she)?*
[not ate, but cooked]
 <Data nr.: 82-126>

II.II Statement-Reaction

Rejection / Correction

122. *The woman ate the beans.*
[her sister (Ex: No, her sister ate them.)]
<Data nr.: 82-127>
123. *She ate the beans.*
[I]
<Data nr.: 82-128>
124. *This woman ate the beans.*
[not this woman, but I (Ex: No, this woman didn't eat the beans, I did.)]
<Data nr.: 82-129>
125. *This woman ate the beans.*
[not this (woman)]
<Data nr.: 82-130>
126. *The short woman ate the beans.*
[not the short (woman), but the tall (woman)]
<Data nr.: 82-131>
127. *Two women ate the beans.*
a) [not two (women)]
b) [three (women)]
<Data nr.: 82-132>
128. *Mary ate the beans.*
[not Mary, but John.]
<Data nr.: 82-133>
129. *The woman ate the beans.*
[the rice]
<Data nr.: 82-134>
130. *The woman ate these beans.*
[those (beans over there)]
<Data nr.: 82-135>
131. *The woman ate the black beans.*
[not the black (beans), but the red (beans)]
<Data nr.: 82-136>
132. *The woman ate few beans.*
[many]
<Data nr.: 82-137>

133. *The woman cooked the beans for her child.*
[not for him/her child, but for Mary]
<Data nr.: 82-138>
134. *The woman cooked the beans for her child.*
[not for her child, but for her husband]
<Data nr.: 82-139>
135. *The woman cooked the beans for him.*
[not for him, but for us]
<Data nr.: 82-140>
136. *The woman cooked the beans for that child.*
[not for that (child), but for this (child)]
<Data nr.: 82-141>
137. *The woman cooked the beans for him.*
[for herself]
<Data nr.: 82-142>
138. *The woman cooked the beans for the small child.*
[for the tall (child)]
<Data nr.: 82-143>
139. *The woman cooked the beans for the small child.*
[for the small dog]
<Data nr.: 82-144>
140. *The woman cooked the beans for her sister's child.*
[for her friend's child]
<Data nr.: 82-145>
141. *The woman cooked the beans for her sister's child.*
[for her sister's husband]
<Data nr.: 82-146>
142. *The woman ate the beans yesterday.*
[the day before yesterday]
<Data nr.: 82-147>
143. *The woman bought the beans in this store.*
[in that (store over there)]
<Data nr.: 82-148>
144. *The woman bought the beans in the new store.*
[not in the new (store), but in the old (store)]
<Data nr.: 82-149>
145. *The woman found the beans easily.*
[with difficulties]
<Data nr.: 82-150>

146. *The woman ate the beans when it was dark.*
[before it got dark]
<Data nr.: 82-151>
147. *They ate the beans.*
[not ate (the beans), but drink the water]
<Data nr.: 82-152>
148. *The boy fell from a roof.*
[no, from a tree]
<Data nr.: 82-153>
149. *The boy's trousers have been torn.*
[no (his/the boy's) shirt]
<Data nr.: 82-154>
150. *The black horse is leading now.*
[the white (horse)]
<Data nr.: 82-155>
151. *Two girls are reading a book.*
[a boy and a girl]
<Data nr.: 82-156>
152. *Two girls are reading a book.*
[three girls]
<Data nr.: 82-157>
153. *My father's house is big.*
[not your his/father's house, but his car]
<Data nr.: 82-158>
154. *My father's house is bigger than your father's house.*
[not your father's house, but your uncle's (house)]
<Data nr.: 82-159>
155. *The man took the girl's book.*
[the boy's (book)]
<Data nr.: 82-160>
156. *The man took the girl's book.*
[the (girl's) bag]
<Data nr.: 82-161>
157. *The woman hit Peter.*
[John (Ex. The woman hit John.)]
<Data nr.: 82-162>
158. *The woman hit Peter.*
[called]
<Data nr.: 82-163>

159. *The woman has hit Peter.*
[not yet]
<Data nr.: 82-164>
160. *The woman has hit Peter.*
[will hit]
<Data nr.: 82-165>
161. *Did you put the computer on?*
[not on, but off]
<Data nr.: 82-166>

Restriction

162. *The girl and the woman bought the beans.*
[only the girl]
<Data nr.: 82-167>
163. *The woman bought the oranges and the beans.*
[only the beans]
<Data nr.: 82-168>
164. *The woman bought the oranges and the beans for her child.*
[only oranges]
<Data nr.: 82-169>
165. *The woman bought the beans for the children and the elders.*
[only for the elders.]
<Data nr.: 82-170>
166. *The woman bought the beans yesterday and today.*
[only today]
<Data nr.: 82-171>
167. *The woman bought the beans on the market and in the supermarket.*
[only in the supermarket]
<Data nr.: 82-172>
168. *The woman pushed and hit Peter.*
[only pushed]
<Data nr.: 82-173>
169. *The woman put the computer on and off.*
[only off]
<Data nr.: 82-174>
170. *The woman washed the beans three times.*
[only two times]
<Data nr.: 82-175>

Expansion

171. *The woman ate the beans.*
[the girl too]
<Data nr.: 82-176>
172. *The woman ate the oranges.*
[the beans too]
<Data nr.: 82-177>
173. *The woman cooked rice for her child.*
[beans too]
<Data nr.: 82-178>
174. *The woman cooked the beans for her child.*
[for the elders too]
<Data nr.: 82-179>
175. *The woman cooked the beans yesterday.*
[today too]
<Data nr.: 82-180>
176. *The woman bought the beans on the market.*
[in the supermarket too]
<Data nr.: 82-181>
177. *The woman cooked the beans for four children.*
[for more children]
<Data nr.: 82-182>
178. *The woman hit Peter.*
[she also pushed]
<Data nr.: 82-183>

Truth value / Confirmation / Contradiction

179. *They didn't steal it.*
a) [yes (Ex: Yes, they did not steal it.)]
<Data nr.: 82-184>
b) [no (Ex: No, they did steal it.)]
<Data nr.: 82-185>
180. *They didn't eat the beans.*
a) [yes (Ex: Yes, they didn't eat them.)]
<Data nr.: 82-186>
b) [no (Ex: No, they did eat them.)]
<Data nr.: 82-187>
181. *The woman ate the beans.*
a) [yes (Ex: Yes, she did eat them.)]

- <Data nr.: 82-188>
 b) [*no* (Ex: *No, she didn't eat them.*)]
 <Data nr.: 82-189>
182. *My father's house is big.*
 a) [*no*]
 <Data nr.: 82-190>
 b) [*yes*]
 <Data nr.: 82-191>
183. *My father's house is bigger than your father's house.*
 a) [*yes*]
 <Data nr.: 82-192>
 b) [*no*]
 <Data nr.: 82-193>
184. *The woman hit Peter.*
 a) [*yes*]
 <Data nr.: 82-194>
 b) [*no*]
 <Data nr.: 82-195>
185. *Did you put the computer on?*
 a) [*yes*]
 <Data nr.: 82-196>
 b) [*no*]
 <Data nr.: 82-197>

44. Translation tasks on topic

Contact: Stavros Skopeteas

The following translation tasks are developed for constructions assumed to be used for the expression of topic and related concepts. The purpose of this part of the questionnaire is to specify which functions these markers fulfil in discourse. The sample sentences are used in contexts which are designed to evoke some elementary discourse conditions where topic constructions usually occur. More or less the same contexts are implemented in several production experiments of the Questionnaire, so these translations are also expected to serve as a basis for the comparison/evaluation of data induced through near-naturalistic methods. The task is to translate a number of constructions in the object language and consider their use in several discourse situations.

Instructions

Please create a file with the “Data-Nr 83-000.rtf” and list the marker/constructions you are going to test in the translation task. Give an identifying number to each construction, e.g.:

- 1 topic marker 1
- 2 topic marker 2

- 3 passive construction 1
- 4 passive construction 2
- 5 designated topic position
- 6 clitic doubling
- 7 cleft construction

You do not need to make an exhaustive list of all possible constructions in the language; it suffices that you choose some 5-6 constructions which are salient in the grammar. Of course, (all) topic markers, designated topic positions, passives, clefts, and clitics are immediately relevant for the aims of this questionnaire.

If there is a significant topicalization split in the object language, please modify the sentences accordingly in order to check the relevant conditions. You can enumerate the parallel conditions as in the following example:

- 8 designated topic position in perfective aspect
- 9 designated topic position in imperfective aspect

You have to translate as many versions of the sentences below as the constructions in your list. The element that has to be tested in the “topic construction” in each sentence is highlighted in bold. As a file name, please use the data nr given in the examples and replace the last digit ‘n’ with the identifying number of the construction you consider. Thus, the version of sentence 55-01n with ‘topic marker 1’ will be saved as 55-011 and the version of the same sentence with the element in bold in the ‘designated topic position’ will be saved as 55-015. The next step is to describe the occurrence of each construction in the specified contexts. Please list the information about the occurrence of the sentences under question in a table in the file “Data-Nr 83-000.rtf”.

Data-Nr	obligatory	optional	not possible
55-051	x		
55-052		x	
55-053		x	
55-054	x		

If a construction is completely irrelevant for a number of examples, you do not need to scholastically go through translating any possible ungrammatical examples. Please just make some general notes in “Data-Nr 83-000.rtf”. E.g.,

Construction	is completely irrelevant and it will not be translated/judged in the following examples:
3 passive	055-1, 055-3, 055-4, etc.

Please add any other useful comments in this document: if, e.g., your language displays both a ‘topic marker’ as well as a ‘designated topic position’ as is usually the case, please note that and consider both as one construction in the list above.

Feel free to adapt the lexical and situational material of the following sentences to the cultural context of the object language.

Sentences

New & Topic

What happened at the feast on Saturday? [A boy]_{TOP} broke a lamp.

<Data nr.: 83-01n>

What happened at the feast on Saturday? A woman cooked [a cock]_{TOP}.¹

<Data nr.: 83-02n>

What happened at the feast on Saturday? [A gardener]_{TOP} slipped on the ice.

<Data nr.: 83-03n>

Given & Topic

Do you know anything about the boy? [The boy]_{TOP} broke a lamp.

<Data nr.: 83-04n>

Do you know anything about the cock? A woman cooked [the cock]_{TOP}.

<Data nr.: 83-05n>

Do you know anything about the gardener? [The gardener]_{TOP} slipped on the ice.

<Data nr.: 83-06n>

PRO Topic

Do you know anything about the boy? [He]_{TOP} broke a lamp.

<Data nr.: 83-07n>

Do you know anything about the cock? A woman cooked [it]_{TOP}.

<Data nr.: 83-08n>

Do you know anything about the gardener? [He]_{TOP} slipped on the ice.

<Data nr.: 83-09n>

Topic change in narration

We heard a loud noise from the classroom. [A boy]_{TOP} broke a lamp.

<Data nr.: 83-10n>

After the meeting, we went into the dining room, it smelled so nice! A woman cooked [a cock]_{TOP}.

<Data nr.: 83-11n>

Erma had trouble in the excursion she organised last week. [A gardener]_{TOP} slipped on the ice.

<Data nr.: 83-12n>

Parallel Topic

The boy and the girl have been very naughty yesterday. [The boy]_{TOP} broke a lamp and [the girl]_{TOP} cut the roses.

<Data nr.: 83-13n>

Yesterday, there were a cock and a hen in the garden. A woman cooked [the cock]_{TOP}, and a fox ate [the hen]_{TOP}.

<Data nr.: 83-14n>

The gardener and the hunter wanted to reach the top of the mountain. [The gardener]_{TOP} slipped on the ice., and [the hunter]_{TOP} arrived at the top.

<Data nr.: 83-15n>

Partial Topic

The kids have been very naughty yesterday. [The boy]_{TOP} broke a lamp and [the girl]_{TOP} cut the roses.

¹ Especially the O sentences are in some English examples unnatural. We use in all examples the default word order in English. In your translations, you will have to form topic constructions (using topic morphemes, topic positions, passives, etc.) of these

<Data nr.: 83-16n>

*He saw a picture with two animals which were ill-treated. A woman cooked [**a cock**]_{TOP}, and a boy kicked [**a hen**]_{TOP}.*

<Data nr.: 83-17n>

*The expedition has shown that the same task may be different for people of different professions. [**The gardener**]_{TOP} slipped on the ice, and [**the hunter**]_{TOP} arrived at the top of the mountain.*

<Data nr.: 83-18n>

Hypernymic Topic

*Manuel_i is a very naughty child. [**This boy**]_i_{TOP} broke the lamp.*

<Data nr.: 83-19n>

*In this picture, you see the chief of the hencoop, Pedro_i. A woman cooked [**the cock**]_i_{TOP}.*

<Data nr.: 83-20n>

*I first met the gardener_i last week. [**This man**]_i_{TOP} slipped on the ice.*

<Data nr.: 83-21n>

Implicational Topic

*I explained the rules to both the boy and the girl: they must break the lamps in order to win. [**The boy**]_{TOP} broke the lamp. {implying that the girl did not}*

<Data nr.: 83-22n>

*I gave a cock and a hen to the woman. She cooked [**the cock**]_{TOP}. {implying that she did not cook the hen}*

<Data nr.: 83-23n>

*The task to arrive at the top was probably unequally difficult for the gardener and the hunter. [**The gardener**]_{TOP} slipped on the ice. {implying that the hunter did not}*

<Data nr.: 83-24n>

Topic in embedded clauses

*I was very astonished that [**the boy**]_{TOP} broke a lamp.*

<Data nr.: 83-25n>

*I was very astonished that the woman cooked [**the cock**]_{TOP}.*

<Data nr.: 83-26n>

*I was very astonished that [**the gardener**]_{TOP} slipped on the ice.*

<Data nr.: 83-27n>

Bridging Topic

*This tree was blocking the entrance to the cave, but not anymore. [**The forester**]_{TOP} broke the front branch. {given that the forester is not already in the common ground; his existence is inferable from the mention of the forest}*

<Data nr.: 83-28n>

*This hencoop is extremely silent. I suppose that the woman cooked [**the cock**]_{TOP}. {given that the cock is not already in the common ground; he is inferable from the mention of the hencoop}*

<Data nr.: 83-29n>

*You have a wonderful garden. [**The gardener**]_{TOP} is certainly proud of it. {given that the gardener is not already in the common ground; he is inferable from the mention of the garden}*

<Data nr.: 83-30n>

Double Topic

*Do you know anything about the boy and the lamp? [**The boy**]_{TOP} broke [**the lamp**]_{TOP}.*

<Data nr.: 83-31n>

*Do you know anything about the cock and the woman? [**The woman**]_{TOP} cooked [**the cock**]_{TOP}.*

<Data nr.: 83-32n>

Some further constructions

*[**This tree**]_{TOP}, the trunk? is so big.*

<Data nr.: 83-33n>

*[**This tree**]_{TOP}, the trunk is so big, I love (it).*

<Data nr.: 83-34n>

If this construction is possible, does the object of the verb love refers to the tree or to the trunk?

<Data nr.: 83-35n>

*[**That child's mother**]_{TOP}, she bought tomatoes.*

<Data nr.: 83-36n>

*[**That child**]_{TOP}, his mother bought tomatoes.*

<Data nr.: 83-37n>

*[**According to Peter**]_{TOP} Maria came late to the school.*

<Data nr.: 83-38n>

*[**As for entertainment**]_{TOP}, my brother prefers music.*

<Data nr.: 83-39n>

*[**Now**]_{TOP}, school begins.*

<Data nr.: 83-40n>

*[**When you came**]_{TOP}, I was speaking on the telephone.*

<Data nr.: 83-41n>

*[**In my dream**]_{TOP}, my father was a tiger.*

<Data nr.: 83-42n>

*[**In the city**]_{TOP}, it is possible to buy some medicine.*

<Data nr.: 83-43n>

*[**School**]_{top}, I am very busy. {the topic is a spatial adjunct without overt spatial relator, i.e. the sentence means "in the school, I am very busy"}*

<Data nr.: 83-44n>

*[**bodily**]_{top} I feel all right. {the topic should be an adverb or an adjective}*

<Data nr.: 83-45n>

45. Quantifiers

(Cornelia Endriss & Stefan Hinterwimmer)

Contact: Stavros Skopeteas

Participants:

1 instructor; 1 informant

Test (A):

Are the following sentences grammatical?

Material:

This test only works for languages that mark topics morphologically (or unambiguously syntactically) or by a specific topic construction (e.g. left dislocation in German, see below). The target sentences below have to be translated into the respective language to be tested. The subject is then asked to mark whether the sentences are grammatical or not.

Target

- (weak) wide scope quantifier sg: a cat TOP sleeps.
- (weak) wide scope quantifier pl: 3 cats TOP sleep.
- strong (collective) wide scope quantifier: all TOP cats sleep.
- weak non-ws quantifier mon. increasing: more than 3 cats TOP sleep.
- weak non-ws quantifier mon. decreasing: less than 3 cats TOP sleep.
- weak non-ws quantifier non-monotonic: exactly 3 cats TOP sleep.
- strong non-ws quantifier: almost all cats TOP sleep.

Illustrative Example

Are the following sentences grammatical?

Translation	Grammaticality	
Eine Katze, die schläft	ok	Data nr.: 84-1
Drei Katzen, die schlafen	ok	Data nr.: 84-2
alle Katzen, die schlafen	?	Data nr.: 84-3
Mehr als drei Katzen, die schlafen	*	Data nr.: 84-4
weniger als drei Katzen, die schlafen	*	Data nr.: 84-5
genau drei Katzen, die schlafen	*	Data nr.: 84-6
ungefähr drei Katzen, die schlafen	*	Data nr.: 84-7

Test (B):

Translate the following sentences into subject language:

Material:

One would hope that the subject uses a topic construction to translate the sentences below.

Target:

(A) There are some cats in the garden...

- (1) A cat sleeps. <Data nr.: 84-8>
- (2) 3 cats sleep. <Data nr.: 84-9>
- (3) all cats sleep. <Data nr.: 84-10>
- (4) more than 3 cats sleep. <Data nr.: 84-11>
- (5) less than 3 cats sleep. <Data nr.: 84-12>
- (6) exactly 3 cats sleep. <Data nr.: 84-13>
- (7) almost all cats sleep. <Data nr.: 84-14>

Illustrative example

(But here, unfortunately, no topic construction is used to translate the sentences)

subject language = Modern Greek

Translate the following sentences into subject language:

- | | | | | |
|-----|---------------|--------------------|--------------|------------|
| (1) | Mja | gát-a | kim-áte | |
| | one:NOM.SG.F | cat-NOM.SG.F | sleep-3.SG | |
| (2) | Tris | gát-es | kim-úde | |
| | three:NOM.M/F | cat-NOM.PL.F | sleep-3.PL | |
| (3) | óles | i | gát-es | kim-úde |
| | all:NOM.PL.F | DEF:NOM.PL.F | cat-NOM.PL.F | sleep-3.PL |
| (4) | perisóter-es | apó tris | gát-es | kim-úde |
| | more-NOM.PL.F | from three:NOM.M/F | cat-NOM.PL.F | sleep-3.PL |
| (5) | ligóter-es | apó tris | gátes | kim-úde |
| | less-NOM.PL.F | from three:NOM.M/F | cat:NOM.PL.F | sleep-3.PL |
| (6) | akrivóstris | gátes | kim-úde | |
| | exactly | three:NOM.M/F | cat:NOM.PL.F | sleep-3.PL |
| (7) | akrivóstris | gátes | kim-úde | |
| | exactly | three:NOM.M/F | cat:NOM.PL.F | sleep-3.PL |

Test (C):

Translate the following sentences (+ interpretative questions, see below):

Material:

Adverbial quantification tested. How do these languages realize different scope readings which in English is done by Information structure?

Test:

- (1) A dog usually has green EYES.

Is (1) a possible answer for the following question?

“What property does a dog usually have?”

Can (1) also answer the following question?

“Which animal does usually have green eyes?” <Data nr.: 84-15>

- (2) A DOG usually has green eyes.

Is (2) a possible answer for the following question?

“Which animal does usually have green eyes?”

Can (2) also answer the following question?

“What property does a dog usually have?” <Data nr.: 84-16>

- (3) Politicians are usually corRUPT.

Is the following interpretation possible for (3)?

“most politicians are corrupt”

Can (3) also be interpreted as:

“most corrupt persons are politicians.” <Data nr.: 84-17>

- (4) PoliTiCians are usually corrupt.

Is the following interpretation possible for (4)?

“most corrupt persons are politicians.”

Can (4) also be interpreted as:

“most politicians are corrupt” <Data nr.: 84-18>

Session plan

1. General principles

The **field manual** contains the experiments planned in the elicitation program. In this format experiments are rearranged in order to meet the requirements of the consultants and the field session.

- **SPAN OF CONCENTRATION:** Attention can be kept up to 5 minutes on the same task, after which another task should be used;
- **ACQUAINTANCE WITH THE TASKS:** In general, tasks should be applied in an order from simple to complex. At the beginning of the session, consultants are involved in solving simple tasks and they are step-by-step introduced to the most complex ones. The highest level of complexity may be reached at the end of the first quarter of the session. From this point on, easier and difficult parts of the elicitation program may be used in exchange.
- **REPLICATION EFFECTS:** Consultants may develop an stimulus-solution pattern and apply it automatically to all the tasks, if they the same task is repeated with small variation. In order to accommodate this counter-effect in the field session, tasks should be steadily exchanged.
- **ACROSS-TASK-REFERENCE EFFECTS:** Consultant may build a discourse background across different tasks and refer to that within tasks that are not related on the purpose of the investigator. E.g. a picture introducing a man that was used in another task could be described in the way "again our lovely man...". These effects can be avoided through exact instructions and can be further boosted through the exchange of the tasks.

2. Sessions

The contents of the questionnaire are distributed in a number of field work sessions, that you can find attached to the reference manual. The objectives are:

- (a) to avoid repetition of the same stimulus within the same session,
- (b) to keep related questions far from each other, in order that the informants do not replicate their reactions.
- (c) Different experiments play the function of filler to the performance of one another.

Different sessions have to be performed by different informants. Only in the case that this is not feasible, all field sessions may be performed by the same person with a long break between them.

3. Field Session Metadata

Recording session

Researcher	
Language	
Session nr.	
Date	
Address	
Country	
Instructor	
Informant 1	
Informant 2	
Description (what did you record exactly during this session?)	
Technical problems	
Comments	

Instructor

Name	
Full name	
Anonymized	yes / no
Ethnic group	
Date of birth	
Age	
Sex	male / female
Education	
Occupation	
Address	
Born/raised in	
Also lived in	
Mother tongue	
Primary language	
Other languages spoken	
Language of mother	
Language of father	
Language of spouse	

Informant 1

Name	
Full name	
Anonymized	yes / no
Ethnic group	
Date of birth	
Age	
Sex	male / female
Education	
Occupation	
Address	
Born/raised in	
Also lived in	
Mother tongue	
Primary language	
Other languages spoken	
Language of mother	
Language of father	
Language of spouse	

Informant 2

Name	
Full name	
Anonymized	yes / no
Ethnic group	
Date of birth	
Age	
Sex	male / female
Education	
Occupation	
Address	
Born/raised in	
Also lived in	
Mother tongue	
Primary language	
Other languages spoken	
Language of mother	
Language of father	
Language of spouse	

4. Informants' agreement

Informants that have worked in the experiments are requested to fill the attached form:

Interview agreement

Name:

Surname:

I agree that the data resulting from the interview are used for scientific research and made public via internet.

Signature

Appendix 1: Film descriptions

3 - Broken glass

A person is washing glasses. One glass falls down and breaks with a loud sound.

4 - Seat 1

A waiting room. Two men and a woman are waiting. The woman is called in. The men stay where they are.

4 - Seat 2

A waiting room. Two men and a woman are waiting. The woman is called in. One of the men takes another seat.

7 - The stolen watch

(* Either the man or the woman could be the thief *)

There is a meeting at the office. Two women are already sitting at a table. One person comes in late. When he enters the room and sits down, his colleagues look at their watches. The late-comer has no watch and looks at the watch of the woman at his side. Now, they can start their working session.

When the meeting is finished two of the people get up and go to their desks. One of the women takes the empty glasses in order to wash them. She puts her watch on the table and leaves the room. When she is washing the glasses in a neighbouring office, the phone rings and she is busy talking. The other two are working at their places not far from the meeting table with the left watch.

In between, the man comes from his desk to the meeting table and is looking through the papers lying there. Some time later, the woman also comes from her desk to the meeting table and takes a cookie. The woman leaves the room and her colleague is left alone for a short while.

After some time, the woman who has been washing the glasses and talking at the phone comes back to the main office. She puts the glasses on the table and realizes that her watch is missing. Incredulously, she looks at the empty spot on the table and asks her colleagues whether they have seen her watch. Both don't seem to know where it is and only shake their heads.

The movie ends with the question: "Who is the thief?"

9 - Journal 1

Two men are reading. One of them wants to borrow a newspaper from the other one, who then gives it to him.

9 - Journal 2

Two men are reading. One of them wants to borrow a newspaper from the other one. But this indecent proposal is not well received: the man refuses to give it to him.

13 - Ball 1

A man is playing with a football.

13 - Ball 2

A cow is playing with a football.

16 - The stolen watch 1

(* The man is the thief *)

There is a meeting at the office. Two women are already sitting at a table. One person comes in late. When he enters the room and sits down, his colleagues look at their watches. The late-comer has no watch and looks at the watch of the woman at his side. Now, they can start their working session.

When the meeting is finished two of people get up and go to their desks. One of the women takes the empty glasses in order to wash them. She puts her watch on the table and leaves the room. When she is washing the glasses in a neighbouring office, the phone rings and she is busy talking. The other two are working at their places not far from the meeting table with the left watch.

Meanwhile, the man comes from his desk to the meeting table and is looking through the papers lying there. Some time later, the woman also comes from her desk to the meeting table and takes a cookie. The woman leaves the room and her colleague is left alone for a short while.

When alone, the man realizes that the watch is still lying at the meeting table and he decides to steal it. He puts it into his bag, looks towards the door and continues his work as nothing had happened.

After some time, the woman who has been washing the glasses and talking on the phone comes back to the main office. She puts the glasses on the table and realizes that her watch is missing. Incredulously, she looks at the empty spot on the table and asks her colleagues whether they have seen her watch. Both don't seem to know where it is and only shake their heads.

16 - The stolen watch 2

(* The woman is the thief *)

There is a meeting at the office. Two women are already sitting at a table. One person comes in late. When he enters the room and sits down, his colleagues look at their watches. The late-comer has no watch and looks at the watch of the woman at his side. Now, they can start their working session.

When the meeting is finished two of people get up and go to their desks. One of the women takes the empty glasses in order to wash them. She puts her watch on the table and leaves the room. When she is washing the glasses in a neighbouring office, the phone rings and she is busy talking. The other two are working at their places not far from the meeting table with the left watch.

Meanwhile the man comes from his desk to the meeting table and is looking through the papers lying there. Some time later, the woman also comes from her desk to the meeting table and takes a cookie.

At the same time, she quickly takes the watch lying there and puts it into the pocket of her shirt, before returning to the desk near her busy working colleague.

The woman leaves the room and her colleague is left alone for a short while.

After some time, the woman who has been washing the glasses and talking at the phone comes back to the main office. She puts the glasses on the table and realizes that her watch is missing. Incredulously, she looks at the empty spot on the table and asks her colleagues whether they have seen her watch. Both don't seem to know where it is and only shake their heads.

24 - Cat and Fish 1

A fish in a bowl. A cat arrives. It appears that he wants to eat the fish. Intervening text 'What do you think will happen?'. The fish barks and the cat runs away.

24 - Cat and Fish 2

A fish in a bowl. A cat arrives. It appears that he wants to eat the fish. (No intervening text.) The fish barks and the cat runs away.

29 - Whose cell phone 1

A man and a woman are each sitting on a chair. The man is reading a newspaper, while the woman is reading a book and at the same time listening to some loud music on a walkman. Then the sound of a telephone. The man tries to find his cell phone, while the woman continues listening to the music. The man looks in his bag, and then finally finds the cell phone in the pocket of his jacket. But the sound of the telephone continues. It appears that it is another cell phone that is ringing. The man gently taps on the shoulder of the woman. The woman takes off her headphones, but at that moment the sound of the telephone stops. The man waves his hand, and continues reading. The woman shrugs her shoulders and continues to listen to the music.

Then the sound of a telephone can be heard again. The man taps on the shoulder of the woman somewhat more roughly. The woman takes off her headphones and looks angrily at the man. The telephone continues to ring. The woman looks at the man for some time, then puts on her headphones again. Embarrassed, the man tries to find his cell phone again. Just when he finds it again, it stops ringing. The man swears loudly, while the woman continues to listen to the music.

29 - Whose cell phone 2

A man and a woman are each sitting on a chair. The woman is reading a book and the man is listening to some loud music on a walkman. Then the sound of a telephone. The woman tries to find her cell phone, while the man continues listening to the music. The woman looks in her pockets, and then finally finds the cell phone in her bag. But the sound of the telephone continues. It appears that it is another cell phone that is ringing. The woman gently taps on the knee of the man. The man looks at the woman (but he does not take off his headphones). At that moment the sound of the telephone stops. The woman waves her hand, and continues reading. The man shrugs his shoulders and continues to listen to the music.

Then the sound of a telephone can be heard again. The woman gives the man a poke in the ribs. The man takes off his headphones and looks surprised at the woman. The telephone continues to ring. The man looks at the woman for some time, then puts on his headphones again. Embarrassed, the woman tries to find her cell phone again. Just when she finds it again, it stops ringing. The woman swears loudly. The man looks in amusement at the woman.

Appendix 2: Other materials

Basic intonational properties (developed by the Split Noun Phrase Project)

Contact: Ruben Stoel

These words and sentences should reveal the intonational properties of the language, such as stress and phrasing, and at least some of the information structural properties, such as focus and topic. They should be pronounced with clearly realized accents and phrase boundaries, in a slow rhythm, without being unnatural. Feel free to change the word order, or to add particles if this renders the sentences better.

0. Pronounce a few monosyllabic, disyllabic, trisyllabic and longer words in isolation. If the language has lexical stress or tones, please give all possibilities of location of lexical stress, as well as all tones.
1. An intransitive sentence: The child is laughing (or The woman slept or The man dances...)
Provide different intonational patterns as answers to different questions:
Focus-eliciting: - Who is laughing?
 - What does the child do?
 - What happens?
Topic-eliciting: - There is a child and a woman in the context.. What do they do?
(Answer with a contrastive topic: the child is laughing but the woman is crying)
2. A transitive sentence: A woman is drinking water (or The lion killed the antelope, or The dog chases the cat...)

Focus-eliciting: - Who is drinking water?
 - What does the woman do?
 - What does the woman drink?
 - What happens?

Topic-eliciting: - There is a woman and a man in the context.. What do they do?
(Answer with a contrastive topic: the woman is drinking water but the man is sleeping)

3. A ditransitive sentence: A woman gives a book to her mother (A man takes a fruit from a tree, Mary introduces her husband to her friend,...)

Focus-eliciting: - Who gives a book to her mother?
 - What does the woman do?
 - What does the woman give to her mother
 - To whom does the woman give a book?
 - Who gives what to her mother?
 - Who gives what and to whom?
 - What happens?

Topic-eliciting: -?

(Answer with a contrastive topic: it is a book that the woman gives to her mother but it is an umbrella that the man is giving to his)

4. A sentence with adjuncts and modifiers A tall man is smoking by the river.

Focus-eliciting: - Who is smoking by the river?

- What does the man do?
- Where does the man smoke?
- Who smokes and where?
- What happens?

Topic-eliciting: - There are a tall man and a short man in the context.. What do they do?

(Answer with a contrastive topic: the tall man is smoking by the river but the short man has already gone)

5. **Only** as a focus operator:

- Only John has eaten a banana
- John has only bought the book (he did not write it)
- John has only watered the plants (he watered only the plants not the trees)

6. **Also** as a focus operator

- Also John has eaten a banana
- John has also bought the book (on top of reading it)
- John has also watered the plants (John fed the animals earlier)
- John has also watered the plants (he watered the trees earlier)

7. **Even** as a focus operator

- Even John has eaten a banana (Mary and Bill also ate a banana)
- John has even bought the book (after having written it)
- John has even watered the plants (he did a lot in the house earlier)
- John has even watered the plants (he watered, the trees, the vegetables, the flowers)

8. Negation

- The child is not sleeping
- Neither the woman nor the man is giving a book to their mother
- There is no man smoking by the river
- John did not also buy the book.

9. Subordinate clause:

- When Peter was a child, he used to meet his friends after school and play with them for hours.
- Mary has heard the rumor that John will become the president

10. Questions:

- Who has come?
- What did Mary drink?
- Who gave what to whom?
- Where did the man smoke?

- Has Mary come?
- Does it rain?
- Do you want coffee or tea?

Wh- Questions

(developed by the Research Group *Conflicting Rules*, Project A3: Minimality in Optimality Theory)

Who met who?

Data-Nr 85-01

Who did who meet?

Data-Nr 85-02

Who bought what?

Data-Nr 85-03

What did who buy?

Data-Nr 85-04

What pleased who?

Data-Nr 85-05

Who did what please?

Data-Nr 85-06

Who laughed when?

Data-Nr 85-07

When did who laugh?

Data-Nr 85-08

Who did Mary give what?

Data-Nr 85-09

What did Mary give (to) who?

Data-Nr 85-10

Who bought what when?

Data-Nr 85-11

What did who buy when?

Data-Nr 85-12

What did who give (to) who?

Data-Nr 85-13

Who did who give what?

Data-Nr 85-14

Which lady bought what?

Data-Nr 85-15

What did which lady buy?

Data-Nr 85-16

Who bought which book?

Data-Nr 85-17

Which book did who buy?

Data-Nr 85-18

Which lady bought which book?

Data-Nr 85-19

Which book did which lady buy?

Data-Nr 85-20

Who has said that Mary bought what?
Data-Nr 85-21
What has who said that Mary bought?
Data-Nr 85-22
Who has said that who bought the car?
Data-Nr 85-23
Who has who said that bought the car?
Data-Nr 85-24
Who has Peter said that bought what?
Data-Nr 85-25
What has Peter said that who bought?
Data-Nr 85-26
Who wonders who bought what?
Data-Nr 85-27
Who wonders what who bought?
Data-Nr 85-28
Who persuaded Mary to buy what?
Data-Nr 85-29
What did who persuade Mary to buy?
Data-Nr 85-30

Thanks for reading this manual!