

# Questionnaire for connectives

LiSU team

Follow-up questionnaire Q2

Language: Japanese

## Inventory of connectives elicited in Q1

Context	Coordinator(s) elicited
A1 Conjunctive, no contrast	-de (+ katsu/mata/soshite/sorekara), -shi (+ mata) [when eventive/progressive and simultaneous]
A2 Conjunctive, contrast	-ga (+ shikashi/tokoroga/demo)
A3 Conjunctive, contrast, negated conjunct	-ga
B1 Disjunctive, with speaker knowledge	-ka (+ matawa + -ka)
B2-1 Disjunctive w/o speaker knowledge, statement	-ka (+ matawa + -ka)
B2-2 Disjunctive w/o speaker knowledge, question	- ka (+ soretomo + -ka), - no (+ soretomo + -no) [less formal]
C1 both clauses false	nai-shi (+ mata/sorekara/soshite) ... nai [nai = negation]
C2 free choice	ii-shi (+ mata/soshite) ... ii [ii = 'good'/modal]
C3 negation	... nai [sentence-final negation]

## A. Conjunctive connectors: -de (+ katsu/mata/soshite/sorekara), -shi (+ mata)

### A1. Connector elicited in the no contrast context

-de

- 1) *Context (stative, conjunctive, no contrast):* Susie works as a doctor in a hospital. In her spare time, she gives classes at the local college.

1. Suzi-wa isya-**de** kanojo-wa sensee-demoaru

Suzi-Top doctor-**Cop.Conj** she-Top teacher-Cop.Additive

2. Suzi-wa isya-de {**katsu/mata/soshite/sorekara**} sensee-demoaru

Suzi-Top doctor-Cop.Conj Connective teacher-Cop.Additive

Comment: (1) is most natural option, (2) the additive particle “mo” similar to English as “too”. All the connectives in (2) are possible.

1a) *Context (conjunctive, contrast):*

Susie works as a doctor. This is a full-time job and normal people can't do another job in addition. However, Susie is not a normal people, she gets by on 3 hours of sleep and has a lot of energy. You are still surprised when your friend tells you:

1. Suzi-wa isya-**de** kanojo-wa sensee-demoaru. OK

2. Suzi-wa isya-**de katsu** sensee-demoaru. OK

3. Suzi-wa isya-**de mata** sensee-demoaru. OK

4. Suzi-wa isya-**de soshite** sensee-demoaru. OK

5. Suzi-wa isya-**de sorekara** sensee-demoaru. OK

- additive element “mo” could be in the first conjunct as well (optional)
- without additive it would be degraded

1b) *Context (disjunctive, with speaker knowledge):*

You and your friend are playing a game guessing what Susie's job is. Your friend has no clue, and she asks you for a hint. You know that Susie is a doctor, and that she doesn't have any other profession. This is your hint:

1. #Suzi-wa isya-**de** kanojo-wa sensee-demoaru.
2. #Suzi-wa isya-**de katsu** sensee-demoaru.
3. #Suzi-wa isya-**de mata** sensee-demoaru.
4. #Suzi-wa isya-**de soshite** sensee-demoaru.
5. #Suzi-wa isya-**de sorekara** sensee-demoaru.

1c) *Context (disjunctive, without speaker knowledge):*

Your friend asks you what Susie's job is. You know that Susie used to be a doctor and a teacher, but she recently quit one of the professions. You don't know which profession he quit. You say to your friend:

1. #Suzi-wa isya-**de** kanojo-wa sensee-demoaru.
2. #Suzi-wa isya-**de katsu** sensee-demoaru.
3. #Suzi-wa isya-**de mata** sensee-demoaru.
4. #Suzi-wa isya-**de soshite** sensee-demoaru.
5. #Suzi-wa isya-**de sorekara** sensee-demoaru.

1d) *Context (both clauses false):*

Your friend asks you what Susie's job is, but you don't know. However, you know for sure that Susie is not a doctor and that Susie is not a teacher, so you tell your friend:

1. #Suzi-wa isya-**de** kanojo-wa sensee-demoaru.
2. #Suzi-wa isya-**de katsu** sensee-demoaru.

3. #Suzi-wa isya-**de mata** sensee-demoaru.
4. #Suzi-wa isya-**de soshite** sensee-demoaru.
5. #Suzi-wa isya-**de sorekara** sensee-demoaru.

-shi

#### 2a) Context (*conjunctive, contrast*):

Paul is ironing his shirt. His mother told him to focus on this chore and turn the TV off. However, the TV is still on while Paul is ironing. Paul's mother asks his sister what Paul is doing. The sister says:

1. Poru-wa terebi-o mi-teiru-**shi** syatsu-ni airon-o kaket-eiru. OK
2. Poru-wa terebi-o mi-teiru-**shi mata** syatsu-ni airon-o kaket-eiru. OK
  - bit strange for register reasons, sentence-final particles would be added

#### 2b) Context (*disjunctive, with speaker knowledge*):

Paul's mother told him to iron his shirts, but Paul is not doing that. Instead, he is watching TV. Paul's sister knows that Paul is watching TV, and when their mother asks her what Paul is doing, she is in a difficult situation. She doesn't want to lie but she also doesn't want to snitch on Paul, so she says that he is doing one of those two things:

1. #Poru-wa terebi-o mi-teiru-**shi** syatsu-ni airon-o kaket-eiru.
2. #Poru-wa terebi-o mi-teiru-**shi mata** syatsu-ni airon-o kaket-eiru.

#### 2c) Context (*disjunctive, without speaker knowledge*):

Paul needs to iron his shirts, but he would much rather watch his favourite TV programme. Paul's sister knows that he is definitely doing one of these things, but she doesn't know which of the two things Paul decided to do. So when her mother asks her what Paul is doing, Paul's sister says:

1. # Poru-wa terebi-o mi-teiru-**shi** syatsu-ni airon-o kaket-eiru.
2. #Poru-wa terebi-o mi-teiru-**shi mata** syatsu-ni airon-o kaket-eiru.

### 2d) Context (both clauses are false):

Paul needs to iron his shirts, but he would much rather watch his favourite TV programme. Paul's mother asks his sister which of these things Paul is doing, but the sister knows that Paul is not ironing and he is not watching TV. She actually saw Paul sleeping on the sofa! Paul's sister says:

1. #Poru-wa terebi-o mi-teiru-**shi** syatsu-ni airon-o kaket-eiru.
2. #Poru-wa terebi-o mi-teiru-**shi mata** syatsu-ni airon-o kaket-eiru.

## A2. Connector elicited in the contrast context: -ga (+shikashi/tokoroga/demo)

### 3a) Context (conjunctive, no contrast):

Susie works as a veterinarian, so she is a doctor who treats animals. Like all vets, she doesn't earn much money, and she also has a lot of student debt to pay off. So you're not surprised when your friend tells you:

Context (revised): Susie is a doctor. Unfortunately, she lives in a place where doctors earn very little money and accumulate a lot of debt to finish their studies. So doctors often struggle financially. Therefore, you are not surprised when I tell you:

1. Suzi-wa isya-da-**ga** kanojo-wa binboo-da. OK
2. ?? Suzi-wa isya-da-**ga shikashi** kanojo-wa binboo-da.
3. ?? Suzi-wa isya-da-**ga tokoroga** kanojo-wa binboo-da.
4. ?? Suzi-wa isya-da-**ga demo** kanojo-wa binboo-da.

- 
- **-(ga/shi/te) + (shikashi/tokoroga/demo) -> these act to mark a contrast between proposition 1 and 2**

### 3b) Context (disjunctive, with speaker knowledge):

You live in a place where all doctors get paid very well and are highly appreciated, and where poor people get a lot of support. For example, doctors as well as people who don't have much money get discounts on public trains. Your friend asks you why Susie paid so little for her last train ride. You know that Susie is not a doctor and that Susie is very poor, but she doesn't want people to know that. Since you don't want to embarrass Susie, you mention two possible reasons for Susie's discount:

1. #Suzi-wa isya-da-**ga** kanojo-wa binboo-da.
2. #Suzi-wa isya-da-**ga shikashi** kanojo-wa binboo-da.
3. #Suzi-wa isya-da-**ga tokoroga** kanojo-wa binboo-da.
4. #Suzi-wa isya-da-**ga demo** kanojo-wa binboo-da.

3c) *Context (disjunctive, without speaker knowledge):*

You live in a place where all doctors get paid very well and are highly appreciated, and where poor people get a lot of support. For example, doctors as well as people who don't have much money get discounts on public trains. Your friend asks you why Susie paid so little on her last train ride. You don't know anything about Susie, but you can think of two possible reasons:

1. #Suzi-wa isya-da-**ga** kanojo-wa binboo-da.
2. #Suzi-wa isya-da-**ga shikashi** kanojo-wa binboo-da.
3. #Suzi-wa isya-da-**ga tokoroga** kanojo-wa binboo-da.
4. #Suzi-wa isya-da-**ga demo** kanojo-wa binboo-da.

3d) *Context (both false):*

You live in a place where all doctors get paid very well and are highly appreciated, and where poor people get a lot of support. In fact, doctors as well as people who don't have much money get discounts on public trains. Your friend asks whether Susie will get a discount. You know that Susie doesn't meet either condition for a discount, so you say:

1. #Suzi-wa isya-da-**ga** kanojo-wa binboo-da.
2. #Suzi-wa isya-da-**ga shikashi** kanojo-wa binboo-da.
3. #Suzi-wa isya-da-**ga tokoroga** kanojo-wa binboo-da.
4. #Suzi-wa isya-da-**ga demo** kanojo-wa binboo-da.

- 2) *Context (episodic):* Jen bought a big ice cream cone. Instead of eating it herself though, she gave it to a sad-looking stranger who was sitting by himself on a bench.

*Target sentence:* Jen bought ice cream but she bought it for a stranger.

Jen-wa aisu-o katta-**ga** ({**shikashi/tokoroga/demo**}) kanojo-wa sore-o shiranai hito-ni age-ta.  
 Jen-Top ice.cream-Acc bought-**GA** however she-Top it-Acc unknown person-Dat give-Past

## B. Disjunctive coordinators: -ka (+ matawa + -ka), -ka (+ soretomo + -ka), no (+ soretomo + -no)

B1. Connector elicited in the disjunctive context with speaker knowledge about which clause is true:

- 3) *Context:* On a multiple choice maths test, it asks “5x5” and lists two options (A) 24 and (B) 25. The teacher says the student: [exclusive]

*Target sentence:* (Either) the answer to the question is A or the answer to the question is B.

Mondai-no kotae-wa A \*(**ka**) (**matawa**) sono kotae-wa B(-ka)-da  
Question-Gen answer-Top A **KA or** its answer-Top B-KA-Cop

- 4) *Context:* You know that Paul is a doctor, and that John used to be a doctor but is not anymore. (additional background that makes the target pragmatically felicitous) Your friend doesn't know that John is not a doctor anymore, and you are not allowed to tell her. But you really want to send her to one of your doctor friends to do a health check-up, so you tell her:

*Context:* You and your friend are playing a game guessing the jobs of Paul and John. She can't think of the answer, and she asks you for a hint. You know that Paul is a doctor, and that John used to be a doctor but is not anymore. So you say:

*Target sentence:* (Either) Paul is a doctor or John is a doctor.

Poru-ga isya-**ka** (**matawa**) John-ga isya(-ka)-da.  
Paul-Nom doctor-**KA or** John-Nom doctor-KA-Cop

- 8) *Context:* You and your friend are playing a game guessing the jobs of Paul and John. She can't think of the answer, and she asks you for a hint. You know that Paul is a doctor, and that John used to be a doctor but is not anymore. So you say:

\*Poru-ga isya John-ga isya-da.

8a) *Context (conjunctive, no contrast):*

Your friends Paul and John both work as doctors in a hospital. Your sister asks you what Paul and John do for a living. You say:

1. #Poru-ga isya-**ka** John-ga isya-da.
2. #Poru-ga isya-**ka matawa** John-ga isya-da.
3. #Poru-ga isya-**ka matawa** John-ga isya-**ka**-da.
4. #Poru-ga isya-**ka** John-ga isya-**ka**-da.

8b) *Context (conjunctive, contrast):*

Paul and John are brothers but they used to have very different interests when they were young. Paul was good at science and interested in medicine. John loved art and wrote poems. You are surprised when I tell you that they actually chose the same profession:

1. # Poru-ga isya-**ka** John-ga isya-da.
2. #Poru-ga isya-**ka matawa** John-ga isya-da.
3. #Poru-ga isya-**ka matawa** John-ga isya-**ka**-da.
4. #Poru-ga isya-**ka** John-ga isya-**ka**-da.

8c) *Context (disjunctive, without speaker knowledge):*

Your sister asks you what Paul and John do for a living. You know one of them is a doctor but you don't know which one. You say:

1. Poru-ga isya-**ka** John-ga isya-da. OK
2. ? Poru-ga isya-**ka matawa** John-ga isya-da.
  - problem with the sentence itself (syntax), doubling of "ka" with "matawa" preferred
3. Poru-ga isya-**ka matawa** John-ga isya-**ka**-da. OK
4. Poru-ga isya-**ka** John-ga isya-**ka**-da. OK

8d) *Context (both false):*

Paul and John are brothers, and their parents always wished that they would become doctors. Now Paul is a writer and John is a linguist. Their mother says, with disappointment in her voice:

1. #Poru-ga isya-**ka** John-ga isya-da.
2. #Poru-ga isya-**ka matawa** John-ga isya-da.
3. #Poru-ga isya-**ka matawa** John-ga isya-**ka**-da.
4. #Poru-ga isya-**ka** John-ga isya-**ka**-da.



## B2. Connector elicited in the disjunctive context without speaker knowledge about which clause is true

### B2-1. Within a statement

- 5) *Context:* You have lost your phone. You remember it at your work office desk before cycling home.

*Target sentence:* I left my phone at work or dropped it on my way home.

Watashi-wa shigotoba-ni denwa-o wasureta-**ka** (matawa) kaeru tochuu-de *pro* otoshita.  
I-Top work.place-Dat phone-Acc forgot-KA or return middle-Loc *pro* dropped

- 6) *Context:* John was a doctor until very recently, but changed career after burnout. He became a musician or a writer after he quit, but you can't remember which one.  
7) *Context:* John used to be a doctor and a professional writer, but he recently quit (only) one of the professions. You don't know which profession he quit.

*Target Sentence:* John is a doctor or he is a writer now.

Jon-wa ima isya-**ka** (matawa) sakka(-ka)-da.  
John-Top now doctor-**KA** or writer(-KA)-Cop

**Note: same coordinators as in 8), not tested**

### B2-2. Within a question

13a) *Context:*

You have lost your phone. You tell a friend that you remember having it last either on the bus coming home from work, or at your work office desk. Your friend asks you:

1. # Mise A-ga kono burando-o oiteru-**no matawa** Mise B-ga kono burando-o oiteru-**no**
2. # Mise A-ga kono burando-o oite-imasu-**ka watawa** Mise B-ga kono burando-o oite-imasu-**ka**

- matawa only in polar questions

## C. Other connectors: neg + shi (+ mata/sorekara/soshite)

### C1. Connector elicited in the context where both clauses are false

- 8) *Context (stative)*: Paul works in a hospital. He is not a doctor and he is not a nurse. He works at the reception.

*Target sentence*: Paul is neither a doctor nor is he a nurse.

Poru-wa isya-de-mo nai-**shi** ({mata/sorekara/soshite}) kangoshi-de-mo nai.

Paul-Top doctor-Cop-Additive Neg-**SHI** coordinator nurse-Cop-Additive Neg

Poru-wa isya-de-wa nai-**shi** ({mata/sorekara/soshite}) kangoshi-wa-mo nai.

Paul-Top doctor-Cop-Top Neg-**SHI** coordinator nurse-Cop-Top Neg

- 9) *Context (episodic)*: Mike stole a big ice cream cone from a store. He saw a sad-looking stranger who was sitting by himself on a bench, but Mike didn't give him the ice cream and ate it himself

*Target sentence*: Mike didn't buy ice cream nor did he give it to a stranger.

Maiku-wa aisu-o kawa-nakatta-**shi** ({mata/??sorekara/soshite}) shiranai hito-ni age-nakatta.

Mike-Top ice-Acc buy-Neg.Past-**SHI** coordinator unknown person-Dat give-Neg.Past

#### 14a) *Context (conjunctive, no contrast)*:

Paul works in a hospital. In this hospital, it is normal that qualified doctors also do the work of nurses, so all doctors like Paul are nurses at the same time. So when your friend asks you what Paul does for a living, you say:

1. #Poru-wa isya-de-mo nai-**shi** kangoshi-de-mo nai.
2. #Poru-wa isya-de-mo nai-**shi mata** kangoshi-de-mo nai.
3. #Poru-wa isya-de-mo nai-**shi sorekara** kangoshi-de-mo nai.

4. #Poru-wa isya-de-mo nai-**shi soshite** kangoshi-de-mo nai.

14b) *Context (conjunctive, contrast):*

Paul works as a doctor in a hospital. The hospital is terribly understaffed. Now there is a huge crisis because several nurses have quit their jobs at the same time. In addition to his normal tasks as a doctor, Paul now also has to do the nurse's jobs. Paul's sister never gets to see him anymore, she tells you:

1. #Poru-wa isya-de-mo nai-**shi** kangoshi-de-mo nai.
2. #Poru-wa isya-de-mo nai-**shi mata** kangoshi-de-mo nai.
3. #Poru-wa isya-de-mo nai-**shi sorekara** kangoshi-de-mo nai.
4. #Poru-wa isya-de-mo nai-**shi soshite** kangoshi-de-mo nai.

14c) *Context (disjunctive, with speaker knowledge):*

You and your friend are playing a game guessing the jobs of different people. She can't guess what Paul does, and she asks you for a hint. You know that Paul works as a doctor (and nothing else), so this is your hint:

1. #Poru-wa isya-de-mo nai-**shi** kangoshi-de-mo nai.
2. #Poru-wa isya-de-mo nai-**shi mata** kangoshi-de-mo nai.
3. #Poru-wa isya-de-mo nai-**shi sorekara** kangoshi-de-mo nai.
4. #Poru-wa isya-de-mo nai-**shi soshite** kangoshi-de-mo nai.

14d) *Context (disjunctive, without speaker knowledge):*

Your friend asks you what Paul does for a living. You always confuse Paul with his brother Peter. One of them is a nurse and one is a doctor, but you can't remember which of the two professions Paul has. You say:

1. #Poru-wa isya-de-mo nai-**shi** kangoshi-de-mo nai.
2. #Poru-wa isya-de-mo nai-**shi mata** kangoshi-de-mo nai.
3. #Poru-wa isya-de-mo nai-**shi sorekara** kangoshi-de-mo nai.
4. #Poru-wa isya-de-mo nai-**shi soshite** kangoshi-de-mo nai.

## C2. Free choice

10) *Context:* There are two sweets on the table. A cupcake and a cookie. Paul can choose either one of them. You don't care which one he chooses.

*Target sentence:* Paul can eat a cupcake or he can eat a cookie.

Poru-wa kappukeki-o tabete-mo ii-**shi** ({mata/soshite}) kukkii-o tabete-mo ii.

Paul-Top cupcake-Acc eat-Additive good-SHI coordinator cookie-Acc eat-Additive good.

???Poru-wa kappukeki-o tabete-mo ii-**ka** kukkii-o tabete-mo ii.

- He's allowed to eat one of them, I don't know which
- He doesn't have a choice as to which one he can have

(16) *Context:* There are two sweets on the table. A cupcake and a cookie. Paul can choose either one of them but not both. You don't care which one he chooses.

1. ???Poru-wa kappukeki-o tabete-mo ii-**ka** kukkii-o tabete-mo ii.

2. ???Poru-wa kappukeki-o tabete-mo ii-**ka** kukk ii-o tabete-mo ii-**ka**.

3. #Poru-wa kappukeki-o tabete-mo ii-**ka matawa** kukkii-o tabete-mo ii.

4. ??Poru-wa kappukeki-o tabete-mo ii-**ka matawa** kukkii-o tabete-mo ii-**ka**.

5. ???Poru-wa kappukeki-o tabete-mo ii-**ka soretomo** kukkii-o tabete-mo ii.

6. ???Poru-wa kappukeki-o tabete-mo ii-**ka soretomo** kukkii-o tabete-mo ii-**ka**.

- 3 is in principle grammatical (syntactically well formed), but not for this context
- the rest are bad for syntactic reasons

### C3. Negative context

- 1) *Context:* Susie always wanted to be a doctor, and she always loved running. When she was a kid, she dreamt of a double-career as a doctor and a professional runner. Unfortunately for Susie, neither of these plans worked out. She works a job she doesn't like and she has no time for running.

*Target sentence 1:* It's not the case that Susie is a doctor or that Susie is a runner.

*Target sentence:* Susie isn't a doctor or a runner. (= It's not the case that Susie is a doctor or that Susie is a runner.

)

Suzi-wa isya-de-**mo** ranna de-**mo** nai.

Susie-Top doctor-Cop-additive runner Cop-additive Neg

- Impossible to have ka under negation to express something like that. PPI
- Mo is some sort of counterpart of ka. Mo conjunctive (and), ka disjunctive (or)

Possible follow-ups (general):

- Smaller constituents
- Disjunctive connector in conjunctive context (Interrogative and declarative?)
  - Plain declarative in a conjunctive context
  - Disjunction within a question in a conjunctive context
- Test zero-connective? (connectives with higher priors might be more likely to be optional?)
- Add a 'nand' context?
  - add a question/ interrogative is a neither context

## Summary table

### Instructions:

The table has connective expressions as rows and their properties (compatibility with specific contexts and other syntactic properties) as columns. **Mark the items that are elicited in Q1 with an asterisk \* in the original context in which it was elicited.**

### Core/full form columns

If an expression consists of multiple morphosyntactic elements, we identify the core element among them. The core element is entered under the “core form” column while the full form is entered under the “full form” column.

There are some (soft) principles for identifying the core element:

- Choose an element that is more specific in terms of the semantic coverage (in terms of the contexts it is compatible with) as the core element.
- When choosing between a particle that attaches to component clauses (conjuncts/disjuncts) and an element that intervenes between clauses, choose the latter as the core element.

## The Negation column

Under the negation column, one enters information about the presence of negation in the full form. The possible response options are:

- Above: negation appears syntactically above the coordination
- Below: negation appears in each conjunct/disjunct
- Neither: otherwise

## Columns A3-C2

Under these columns, one enters either 1 or 0 to indicate the compatibility of the full form with the contexts.

Remarks about specific columns:

### A3. Contrast - negated conjunct

This is relevant only if the language has a contrast between the connective elicited in A2 and A3 (the *aber/sondern* contrast in German) in the Q1 results. If it turns out that the language does not have this contrast, we enter 1 under the A3 column for the connective that has been elicited in Q1, and enter N/A in other rows.

### C2. Free choice

It is considered given that the elicited form involves a modal \*scoping above\* the coordination. So, do \*not\* consider a full form involving a modal. This means that, in English for example, the core form *or* is marked as 1 under C2, in light of examples like “Paul can eat a cookie or a cake”.

### C3. Disjunction under negation

This context is used only if there is a dedicated connective found to be compatible with C1. Otherwise, there is no need to create a column for this context.

expression	full_form	negation	A1	A2	A3	B1	B2-1.1	B2-1.2	B2-2	C1	C2	
-de	-de	neither	1*	1	N/A	0	0	0	0	0	?	
katsu	-de katsu	neither	1*	1	N/A	0	0	0	0	0	?	
soshite	-de soshite	neither	1*	1	N/A	0	0	0	0	0	?	
sorekara	-de sorekara	neither	1*	1	N/A	0	0	0	0	0	?	
mata	-de mata	neither	1*	1	N/A	0	0	0	0	0	?	
-shi	-shi	neither	1*	1	N/A	0	0	0	0	0	?	
mata	-shi mata	neither	1*	1	N/A	0	0	0	0	0	?	

		r										
-ga	-ga	nei the r	1	1*	1	0	0	0	0	0	?	
shikashi	-ga shikashi	nei the r	0	1*	N/A	0	0	0	0	0	?	
tokorog a	-ga tokorog a	nei the r	0	1*	N/A	0	0	0	0	0	?	
demo	-ga demo	nei the r	0	1*	N/A	0	0	0	0	0	?	
-ka	-ka	nei the r	0	0	N/A	1*	1*	1*	?	0	?	
-ka ... - ka	-ka ... - ka	nei the r	0	0	N/A	1*	1*	1*	1*	0	?	
demo	-ga demo	nei the r	0	1	N/A	0	0	0	0	0	?	
matawa	-ka matawa	nei the r	0	0	N/A	1*	1*	0	0	0	?	
matawa	-ka matawa '-ka	nei the r	0	0	N/A	1*	1*	0	0	0	?	
soreto mo	-ka soretom o	nei the r	0	0	N/A	0	0	0	1*	0	?	
soreto mo	-ka soretom o '-ka	nei the r	0	0	N/A	0	0	0	1*	0	?	
mata	nai-shi mata ... nai	bel ow	0	0	N/A	0	0	0	0	1*	?	
sorekar a	nai-shi sorekar	bel ow	0	0	N/A	0	0	0	0	1*	?	



	a ... nai											
soshite	nai-shi soshite ... nai	bel ow	0	0	N/A	0	0	0	0	1*	?	
∅	∅	nei the r	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	