

(1) Auto uderzył dziecko.  
 car.NOM hit.3SG child.ACC  
 car.ACC hit.3SG child.NOM  
 'The car hit the child.' / 'The child hit the car.'

(2) Auto uderzył dziecko.  
 car.NOM hit.3SG child.ACC  
 'The car hit the child.'  
 car.ACC hit.3SG child.NOM  
 'The child hit the car.'

(3) gef hundinum matinn  
 gje hunden maten  
 give the dog the food  
 gib dem Hunde das Essen  
 One of the daily chores.



(4) III | ➡ ➡ ➡ ➡  
 ugrt q  
 'Ugarītu q  
 Ugarit q

An ancient city in the east Mediterranean.  
 Also known as Ras Shamra ("head fennel" = Cape Fennel).



(5) thu-mi-t-əm =k'wa Mink.  
 go.RIL.CTR.PASS =.QUOT Mink  
 chichiya7-u-s =k'wa Mink te= c'estaya.  
 grandmother.PST.3POSS =.QUOT Mink .DET= knothole  
 'Mink went towards it. The knothole was Mink's grandmother.'

(6) a delak a uleker er ngak el kmo ng-ngerai a sensei  
 mother-my asked P me L Comp CL-what teacher  
 a milskak a buk me a Toki a ulterur e<sub>i</sub> er ngak  
 gave book and Toki sold P me  
 'My mother asked me what the teacher gave me a book and Toki sold me'

(7) bites dog cat  
 verb dd cc  
 'The dog bites the cat.'  
 \*'The cat bites the dog.'

- (8) *kma t'əlčqu-(y)in*  
**.1SG .1SG.SUB-see-.2SG.OBJ**  
 'I saw you.' (S1:71)
9. *Dies ist ein Beispiel*  
 This is an example  
 $( ) \mapsto . : \backslash usepackage{gb4e} \backslash usepackage{etoolbox} \backslash makeatletter \backslash patchcmd \ exe {\the xnumi} {\the xnumi.} \{\} \backslash makeatother$
- (10) *Saja mem-bawa surat itu kepada Ali.*  
 I **.CAUSE**-bring letter the to Ali.  
 I brought the letter to Ali.
- (11) *nyumba i-na-on-ek-a (na) wa-tu*  
 house(9) 9-**.PRS**-see-**.NEUT-FV (.COM)** 2-person  
 intended: '(A/the) house is seen by people.'
- (12) *a-li-sem-a kwamba "na-m-ju-a"*  
 1-**.PST**-speak-**.FV .COMP .1SG.PRS**-1-know-**.FV**  
 'He said, "I know him."'
- (13) *Das ist ein deutsches Beispiel.*  
 this is a German example
- (14) *Das ist einer dieser sehr langen Sätze, die es in der a*  
 this is one of-these very long sentences that it in the a  
*b deutschen Sprache gibt.*  
 b German language gives
- (15) *Das ist einer dieser sehr langen Sätze, (German)*  
 this is one of-these very long sentences  
*die es in der a b deutschen Sprache gibt.*  
 that it in the a b German language gives  
 This item has a language note.
- (16) *On the honeydew melon*  
 The **honeydew melon** is one of the two main cultivar types in Cucumis melo Inodorus Group. It is characterized by the smooth rind and lack of musky odor.

El **melón verde**, melón blanco, casaba, melón rocío de miel o melón tuna es un fruto de la familia del melón Cucumis melo (Cucumis melo) que se cultiva en general para el consumo gastronómico. La fruta es similar al melón anaranjado o cantalupo, pero tiene un sabor más dulce, contiene más agua y posee un color verde pálido o claro en su interior.

Le melon honeydew, ou melon miel, est un melon du groupe de cultivars de l'espèce *Cucumis melo* (famille des Cucurbitaceae). Le groupe *Inodorus* inclut le melon honeydew, le melon musqué, le melon d'hiver et d'autres hybrides du melon.

Il melone verde è un gruppo di colture appartenente al gruppo *Inodorus* della specie dei *Cucumis melo*.

Tale gruppo comprende oltre al melone verde anche il melone persiano, di inverno, casaba e crenshaw.

- (17) *The honeydew melon*  
**.ART .PROD.MET.ATTR .FRUIT**

- (18) *Naoya-wa Mari-ga Nani-o Non-da ka Yumi-ni it-ta*  
 Naoya-**TOP** Mari-**NOM** what-**ACC** drink-**PAST** Q Yumi-**DAT** it-**PAST**  
*no?*  
 Q?  
 '(Lit.) For which x, x a thing, Naoya said to Yumi whether Mari drink x.'

- (19) *Naoya-wa<sup>1</sup> Mari-ga<sup>2</sup> Nani-o<sup>3</sup> Non-da<sup>4</sup> ka<sup>5</sup> Yumi-ni<sup>6</sup>*  
 Naoya-**TOP**<sup>1</sup> Mari-**NOM**<sup>2</sup> what-**ACC**<sup>3</sup> drink-**PAST**<sup>4</sup> Q<sup>5</sup> Yumi-**DAT**<sup>6</sup>  
*it-ta<sup>7</sup> no?<sup>8</sup>*  
 it-**PAST**<sup>7</sup> Q?<sup>8</sup>  
 '(Lit.) For which x, x a thing, Naoya said to Yumi whether Mari drink x.'

- |      |                            |  |   |  |  |   |
|------|----------------------------|--|---|--|--|---|
| (20) | <i>οὐ</i><br>ou<br>not     | <i>θέλω</i><br>thelō<br>want. <b>1SG</b> | <i>δὲ</i><br>de<br>but                                | <i>ὕμᾱς</i><br>humas<br>you. <b>ACC.PL</b>       | <i>ἀγνοεῖν,</i><br>agnoein<br>be-ignorant. <b>PRES.INF</b> | <i>ἀδελφοί,</i><br>adelphoi<br>brothers. <b>VOC</b> |
|      | <i>ὅτι</i><br>hoti<br>that | <i>πολλάκις</i><br>polakis<br>often      | <i>προεθέμην</i><br>proethemēn<br>planned. <b>1SG</b> | <i>έλθεῖν</i><br>elthein<br>come. <b>AOR.INF</b> |  |   |

But I don't want you to be unaware, brothers, that many times I planned to come.  
 (Rom 1.13)

- (21) *w-for-w line 1*  
 w-for-w line 2  
 w-for-w line 3  
 w-for-w line 4  
 Line 4, Trans A  
 Line 4, Trans B  
 Line 4, Trans C

(22) *w-for-w line 1*

Line 1, Trans A

Line 1, Trans B

Line 1, Trans C

w-for-w line 2

Line 2, Trans A

Line 2, Trans B

Line 2, Trans C

w-for-w line 3

Line 3, Trans A

Line 3, Trans B

Line 3, Trans C

w-for-w line 4

Line 4, Trans A

Line 4, Trans B

Line 4, Trans C

#### option key preamble=

(23) Somebody has arrived late.

*#Ich bin schon da*

I am already there

‘I am here already.’

Source Reference

<https://tex.stackexchange.com/questions/308008/gb4e-phantom-spacing>

(24) *[This] is an example which displays properly.*

(25) *[This] a is an example which displays properly.*

(26) \*

*[This] b is an example which displays properly.*

(27) *\*[This] c is an example which displays properly.*

Source Reference

<https://tex.stackexchange.com/questions/590883/how-to-use-gb4e-to-produce-glossed-example-with-bracket>

Text, see footnote<sup>1</sup>

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<sup>1</sup> *This is a footnoted example.*

dA V iA Adj N

- (28) *Text*<sup>2</sup>, *text*, *text*.  
Text<sup>3</sup>, text, text.  
Text<sup>4</sup>, text, text.  
Text is here<sup>5</sup>, text, text.

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<sup>2</sup>A footnote.

<sup>3</sup>A footnote.

<sup>4</sup>A footnote.

<sup>5</sup>A footnote: Source Reference

<https://tex.stackexchange.com/questions/334636/using-gb4e-to-insert-footnote-in-gll-line>

(29) *luizcid*      *dun-*      *ua-*      *glud-* *gan*      *giumima*  
 ART      PFX      PFX      V      SFX      N  
 ATEL-      NPST-      be.OLD-      ACT-      VST.PTCP      woman  
 there was a      being old      woman who

Something else

Ergative subject of muiddrin

Over text

Under text

Source Reference

<https://tex.stackexchange.com/questions/355934/horizontal-curl-braces-in-expex-glossing-example>  
 xxx

**Right-to-Left** See the example (uses polyglossia).

**Even height and depth** with a zero width \vrule.

**tfeL-ot-thgiR**

<p>مثبتة</p> <p>τω-δευτέρω do reinado x muthabatat installed</p>	<p>حقيقة</p> <p>έτει ano-segundo x haqiqat reality</p>	<p>هناك</p> <p>εν τω No hunak there</p>	(30)
<p>طويل</p> <p>Ναβουχοδονόσορ Nabucodonsor x tawil long</p>	<p>زمن</p> <p>βασιλείας sonhou x zaman time</p>	<p>منذ</p> <p>της de Nabucodonosor x mundh ago</p>	

المقروء	المحتوى	أن	وهي
και o espirito dele, x almaqu' read	ενύπνιον desconcertou-se x almuhtawaa content	Ναβουχοδονόσορ e x 'ana that	ενυπνιάσθη um sonho, x wahi which
سيلي القارئ	ما	لصفحة	
και sono dele x silahi alqari distract the-reader	το πνεύμα αυτού o x ma what-will	εξέστη e x lisafhat for-page	
		عن الترك	
		ο ύπνος αυτού se lhe fugiu. y ean alturk about the-turk/leaving	

‘There is a long-established fact that the readable content of a page will distract the reader from leaving.’

Source Reference

<https://tex.stackexchange.com/questions/317589/arabic-russian-interlinear-text/317703#317703>

**Reset line formats** with `\glresetlineformats`.

(31) x y z  
a b c  
a b c  
a b c  
a b c  
a b c

**Subscripts and Superscripts** with `\glsub{}` and `\glsuper{}`.

(32)  $x_a y_a z_b$   
 $a^x b^y c^z$   
 $a_1 b_2 c_3$   
 $_1a \text{ } _2b \text{ } _3c$   
 $^x_a \text{ } ^y_b \text{ } ^z_c$   
 $a \text{ } b \text{ } e_i$

**Single-item Sequence as Input Line**

(33) The cat sat on the mat.  
The cat sat on the mat!  
The cat sat on the mat?  
The cat sat on the mat??

**Sequence item as Input Line**

(34) Many Volcanoes Erupt Mulberry Jam Sandwiches.  
The cat sat on the mat.  
The quick brown fox jumps over.

5

**Attaching a command to every word on a line**

(35) 1 2 3 4 5 7  
1 2 3 4 5 6. pkvcat added manually  
The cat sat on the mat.



## Doing lookups

addca=  
addcc=

(36)	G1722 εν in	G3588 τω the	G2094 έτει year	G3588 τω the	G1208 δευτέρω second	G3588 της of-the	G932 βασιλείας reign	*	Ναβουχοδονόσορ Nebuchadnezzar
	G1797 ενυπνιάσθη dreamed	* Ναβουχοδονόσορ Nebuchadnezzar			G1798 ενύπνιον a-dream	G2532 και and	G1839 εξέστη was-startled		
	G3588 το the	G4151 πνεύμα spirit	G1473 αυτού his	G2532 και and	G3588 ο the	G5258 ύπνος sleep	G1473 αυτού his	G1096 εγένετο went	
	G575 απ from	G1473 αυτού his							

## Attaching commands to specific words

addc**b**=  
addc**a**w=  
addc**c**w=  
addcxa=

- (37) (a) The **cat** sat on the mat.  
 (b) 1 2 3 4 5 7  
 (c) **The** cat sat on the **mat.**

**An inline lookup** “Cat” is word 2 in the lookup.

## Attaching multiple commands to one word

addcxa=  
addc**a**w=  
addcxb=

- (38) (a) The cat sat on the mat.  $e_i$   
 (39) The cat sat on the mat.  $e_i$

### Highlighting a Wordstack

addwsa=

- (40) The *cat* sat on the mat.  
The *cat* sat on the mat.  
The *cat* sat on the mat.  
The *cat* sat on the mat.

- (41) (a) 我 没 有 问 题  
(b) wǒ *méi\** yǒu\* wèn tí  
(c) I *no* have ask question

‘I don’t have questions.’

[Line (b) does a lookup of the xpinyin-database.def. \* = first of multiple readings.]