

## Anaphoric Definites and Demonstratives: English Stimuli

### 1 Target sentences

- There are 12 sets of experimental items.
  - 6 sets will have animate nouns, and 6 sets will have inanimate nouns.
  - Referents are introduced both in the subject and the object position. (roughly 50% each)
  - Target sentences have target nouns in subject position object position. (roughly 50% each)
  - 50% of the distractor NPs are introduced as the first discourse referents in the context sentences.
  - New situation sentences are always marked by the addition of new discourse participants - speaker or someone else AND an overt temporal change marked by a temporal adverb like yesterday/tomorrow/last week/next month etc.
- (1) Shyam aaj bajar-e giye {[<sub>1NP</sub> ekta rui maachh]/ [<sub>2NP</sub> ekta rui maachh aar ekta ilish maachh]} kinechhe.  
'Shyam went to the market today and bought a rohu fish and a hilsa fish.'
- a. (shei) ilish maachh-ta besh shoshtay peyechhe **SS\_IN1\_O**  
'That/The hilsa fish was quite cheap.'
- b. Nira (shei) ilish maachh-ta porshu din banabe. **NS\_IN1\_O**  
'Nira will cook that/the hilsa fish the day after tomorrow.'
- (2) Konkona goto bochhor boimela theke {[<sub>1NP</sub> ekta uponyash]/ [<sub>2NP</sub> ekta uponyash aar ekta golpo-guchho]} kinechilo.  
'Last year, Konkona bought a novel and a short story collection from the book fair.'
- a. (shei) uponyash-ta besh mota chhilo. **SS\_IN2\_S**  
'That/The novel was quite thick.'

- b. Kichhu din por (shei) uponyash-ta o ekta bondhu-ke porte diechhilo.  
**NS\_IN2\_O**  
 ‘A few days later, she lent that/the novel to a friend.’
- (3) Arpan bikele jogging korte beriye {[<sub>1NP</sub> ekta cake]/ [<sub>2NP</sub> ekta chicken chop aar ekta cake]} kine enechhe.  
 ‘In the evening, Arpan went out jogging and brought home a chicken chop and a cake.’
- a. (shei) cake-ta eto boro je dujon khete pare. **SS\_IN3\_S**  
 ‘That/The cake is so big that two people can eat it.’
- b. Arpan-er bon (shei) cake-ta porer din jolkhabare khabe. **NS\_IN3\_O**  
 ‘Arpan’s sister will eat that/the cake for breakfast the next day.’
- (4) Mala robibar {[<sub>1NP</sub> ekta cinema]/ [<sub>2NP</sub> ekta cinema aar ekta natok]} dekhete gechhilo.  
 ‘Mala went to see a movie and a play on Sunday.’
- a. (shei) cinema-ta Nandan-e hochhilo. **SS\_IN4\_S**  
 ‘That/The movie was playing at Nandan.’
- b. (shei) cinema-ta Mala-r bondhura aagei dekhe eshechhilo. **NS\_IN4\_O**  
 ‘Mala’s friends had already seen that/the movie.’
- (5) Arunima ebar jonmodin-e {[<sub>1NP</sub> ekta ghorī]/ [<sub>2NP</sub> ekta ghorī aar ekta jama]} upohaar peyechhe.  
 ‘Arunima received a watch and a dress as birthday gifts this year.’
- a. (shei) ghorī-tar design-ta khub shundor. **SS\_IN5\_S**  
 ‘That/The design of the watch is very beautiful.’
- b. porer mashe Sandeep-er biye-te o (shei) ghorī-ta pore jabe. **NS\_IN5\_O**  
 ‘She’ll wear that/the watch to Sandeep’s wedding next month.’
- (6) Annesha {[<sub>1NP</sub> ekta kobita]/ [<sub>2NP</sub> ekta rochona aar ekta kobita]} likhechhe.  
 ‘Annesha has written a composition and a poem.’
- a. (shei) kobita-ta besh lomba. **SS\_IN6\_S**  
 ‘That/ The poem is quite long.’

- b. (shei) kobita-ta or school-er magazine-e agami bochhor prokashito hobe.  
**NS\_IN6\_S**  
'That/The poem will be published in her school magazine next year.'
- (7) ajker onushthan-e {[<sub>1NP</sub> ekta sangbadik]/ [<sub>2NP</sub> ekta lekhok aar ekta sangbadik]} uposthit achhe.  
'A writer and a journalist are present at today's event.'
- a. (shei) sangbadik-ta-ke besh gombhir dekhte. **SS\_AN1\_S**  
'That/The journalist looks quite serious.'
- b. (shei) sangbadik-ta goto shopta-e Ayan'er radio show te eshechhilo.  
**NS\_AN1\_S**  
'That/The journalist had come to Ayan's radio show last week.'
- (8) classroom-e {[<sub>1NP</sub> ekta chhele]/ [<sub>2NP</sub> ekta chhele aar ekta meye]} boshe achhe.  
'A boy and a girl are sitting in the classroom.'
- a. (shei) chhlele-ta mon diye ekta boi porchhe. **SS\_AN2\_S**  
'That/The boy is reading a book attentively.'
- b. (shei) chhele-ta-ke ami aage amader para-e khelte dekhechhi. **NS\_AN2\_O**  
'I've seen that/the boy playing in our neighborhood before.'
- (9) Mainak {[<sub>1NP</sub> ekta kukur]/ [<sub>2NP</sub> ekta biral aar ekta kukur]}-er sathe bagane khelchhe.  
'Mainak is playing in the garden with a cat and a dog.'
- a. (shei) kukur-ta bheeshon aadure. **SS\_AN3\_S**  
'That/The dog is very affectionate.'
- b. Mainak-er bhai koek din aage (shei) kukur-ta-ke rasta theke tule enechhe.  
**NS\_AN3\_O**  
'Mainak's brother picked up that/the dog from the street a few days ago.'
- (10) Ankita-r biye-te or college theke {[<sub>1NP</sub> ekta chatro]/ [<sub>2NP</sub> ekta chatro aar ekta chhatri]} eshechhe.  
'A male and a female student from Ankita's college came to her wedding.'
- a. (shei) chatro-ta bhishal lomba. **SS\_AN4\_S**  
'That/The male student is very tall.'

- b. (shei) chatro ta gotokal amar lecture shunte eshechhilo. **NS\_AN4\_S**  
 ‘That/The student came to attend my lecture yesterday.’
- (11) Maidan-er dhare {[<sub>1NP</sub> ekta lok]/ [<sub>2NP</sub> ekta boyoshko lok aar ekta mohila]}  
 khelna bikri korchhe.  
 ‘An elderly man and a woman are selling toys near the field.’
- a. (shei) lok-ta bhari shundor ekta tupi pore achhe. **SS\_AN5\_S**  
 ‘That/The man is wearing a very nice cap.’
- b. (shei) lok-ta-ke ami aage amader para-e thala-bashon bikri korte dekhechhi.  
**NS\_AN5\_O**  
 ‘I’ve seen that/the man before selling utensils in our neighborhood.’
- (12) Akaash barite {[<sub>1NP</sub> ekta khargosh]/ [<sub>2NP</sub> ekta totapakhi aar ekta khargosh]}  
 niye eshechhe.  
 ‘Akaash brought home a parrot and a rabbit.’
- a. (shei) khargosh-tar rong kuch-kuche kalo. **SS\_AN6\_S**  
 ‘That/The rabbit’s color is pitch black.’
- b. (shei) khargosh-ta aage Akaash-er mama-r kachhe thakto. **NS\_AN6\_S**  
 ‘That/The rabbit used to live with Akaash’s uncle.’

## 2 Fillers

- There are 12 sets of filler with 2 follow-ups each - total 24 experimental items.
- The fillers are of comparable length and complexity as target items.
- The target sentences in the fillers are clearly grammatical or ungrammatical.
- The target sentences in the fillers manipulate some features of the nouns, such as grammatical number mismatch, presupposition failure, gender mismatch, etc.
- There are 4 sets of 3 fillers each (total 12). Approximate distribution:  
 Set 1 - both grammatical follow-up target sentences  
 Set 2 - both ungrammatical follow-up target sentences

Set 3 - the first (top) target sentences is grammatical and the second (bottom) one ungrammatical

Set 4 - the first (top) target sentences is ungrammatical and the second (bottom) one grammatical

- (1) Damini tin-te chhata kinechhe.  
'Damini bought three umbrellas.'
- a. chhata-ta kalo. **[Bad]**  
'The umbrella was black.'
- b. shob kota chhata kalo. **[Good]**  
'All the umbrellas were black.'
- (2) Anindita ekta notun bari kinechhe.  
'Anindita bought a new house.'
- a. bari-gulor pichhone ekta bagan achhe. **[Bad]**  
'There is a garden behind the houses.'
- b. bari-tar pichhone ekta bagan achhe. **[Good]**  
'There is a garden behind the house.'
- (3) Joydeep-er ekta boi-er dokan achhe.  
'Joydeep has a bookstore.'
- a. dokan beshi boro noy. **[Bad]**  
'The store is not very big.'
- b. dokan-gulo beshi boro noy. **[Bad]**  
'The stores are not very big.'
- (4) Parul library theke ekta golper boi niechhe.  
'Parul borrowed a storybook from the library.'
- a. kintu sheta ekhono pora shuru koreni. **[Good]**  
'But she has not started reading it yet.'
- b. kintu boi-ta ekhono pora shuru koreni. **[Good]**  
'But she has not started reading the book yet.'
- (5) Sayantan-er janla-e duto chhoto gaachh chhilo.  
'Sayantan had two small plants by the window.'

- a. o roj shetay jol dito. **[Bad]**  
 ‘He watered it every day.’
- b. o roj shegulo-te jol dito. **[Good]**  
 ‘He watered them every day.’
- (6) Rita goto maashe chaar-te boi porechhe.  
 ‘Rita read four books last month.’
- a. boi-duto besh bhalo lekha. **[Bad]**  
 ‘Both books were well-written.’
- b. boi-ta besh bhalo lekha. **[Bad]**  
 ‘The book was well-written.’
- (7) Sourabh ekta cake baniechhe.  
 ‘Sourabh baked a cake.’
- a. cake-gulo besh bhalo khete hoechhe. **[Bad]**  
 ‘The cakes tasted quite good.’
- b. shob-kota cake besh bhalo khete hoechhe. **[Bad]**  
 ‘All the cakes tasted quite good.’
- (8) Shreyan shob-kota bashon meje phelechhe.  
 ‘Shreyan has washed all the dishes.’
- a. bhashon-gulo chokchok korchhe. **[Good]**  
 ‘The dishes are sparkling clean.’
- b. baashon-ta chokchok korchhe. **[Bad]**  
 ‘The dish is sparkling clean.’
- (9) Neha cycle chaliye school-e jaye.  
 ‘Neha rides a bicycle to school.’
- a. or cycle-ta neel rong-er. **[Good]**  
 ‘Her bicycle is blue.’
- b. cycle-ta neel rong-er. **[Good]**  
 ‘The bicycle is blue.’
- (10) Ahana tin shoptaho dhore lebu-gulo-ke fridge-e phele rekhechhe.  
 ‘Ahana left the lemons in the fridge for three weeks.’

- a. shob-kota lebu poche gyachhe. **[Good]**  
 ‘All the lemons have rotted.’
- b. kola pochhe gyachhe. **[Bad]**  
 ‘The banana has rotted.’
- (11) Rahul-er album-e shomudrer onek chhobi achhe.  
 ‘Rahul’s album has many pictures of the sea.’
- a. chhobi-gulo khub shundor. **[Good]**  
 ‘The pictures are very beautiful.’
- b. chhobi khub shundor. **[Bad]**  
 ‘The picture is very beautiful.’
- (12) Angan duto boi kinechhe.  
 ‘Angan bought two books.’
- a. boi duto College Street theke kena. **[Good]**  
 ‘The two books were bought from College Street.’
- b. boi-gulo College Street theke kena. **[Good]**  
 ‘The books were bought from College Street.’