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Age: \_\_\_\_\_\_\_\_\_\_\_\_

Gender: \_\_\_\_\_\_\_\_\_\_\_\_

Subject of study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: This information is for demographic reporting purposes only. Your responses will not be associated with your personal details at any stage during data analysis.

Dear participant,

Thank you very much for taking part in this study which is concerned with how people produce and understand written language. You need to be a native English speaker to take part. In this section, we will briefly describe your task. Please do not hesitate to ask if you have further questions regarding the experimental procedure. Also note that you can withdraw from participating at any time, in which case your data will not enter further analysis.

In this booklet you will find a number of *complete sentences* intermixed with an equal number of *incomplete* *sentences*. Your task is to **provide a rating for each *complete* sentence, and to write down a reasonably sound completion for each *incomplete* sentence**.

Here is an example for a *complete* sentence:

**The racing driver gave the mechanic the torn overall after the race.**

*makes no sense* 1 ------- 2 ------- 3 ------- 4 ------- 5 *makes perfect sense*

As shown in the example, there is a 5-point rating scale printed underneath on which to provide a judgement on *how much sense the sentence makes to you*,by circling one of the scale points. If you think the sentence sounds rather weird, provide a low rating; if it sounds fine to you, provide a high rating. There are no “right” or “wrong” answers (we are primarily interested in your *first impressions* of the sentences), but you are encouraged to use the full range of scale points available.

Here is an example for an *incomplete* sentence:

**The professor graded the students’ homework assignments before …**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .**

Incomplete sentences have a straight line printed underneath on which to provide a hand-written completion. It is entirely up to you how to complete the sentences. Here, one might write down (e.g.) “*the deadline*”, “*preparing the lecture*”, “*she checked her e-mails*”, or any other completion that turns it into a grammatically sound and reasonably plausible sentence. Again, there are no “right” or “wrong” answers, as we are primarily interested in the first thing that springs to your mind.

The complete and incomplete sentences will appear in a random order. Please make sure to work through the booklet at a reasonable pace, and to **adhere to the order in which the materials appear** (that is, without skipping any items, or going back to ones that you have already completed).

**Thank you very much for your help and have fun!**