

Supplementary files for “Evaluative adjective sentences: A question-based analysis of projection”

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Supplementary file 1: Acceptability rating experiment

The acceptability rating experiment was designed to explore the acceptability of NEASs whose prejacent does not project.

Participants

134 participants with US IP addresses and at least 97% of HITs approved were recruited on Amazon’s Mechanical Turk platform (ages: 20-72; mean: 33). They were paid 45 cents.

Materials

Stimuli consisted of three-sentence discourses. In the target stimuli, the last sentence was either a NEAS, as in (1a), or a variant of the NEAS in which the evaluative adjective was followed by *enough*, as in (1b). The first two sentences of the discourses denied the truth of the prejacent of the third sentence: in (1), for instance, the first two sentences convey that Jenny left the baby unattended, which contradicts the prejacent, that Jenny kept an eye on the baby at all times. We hypothesized that participants would judge NEASs like (1a) to be acceptable only under an interpretation in which the prejacent does not project. We further hypothesized that the variants with *enough*, like (1b), would be judged to be acceptable by all participants.

- (1) a. Jenny was baby-sitting for her sister. She left the baby unattended.
 She wasn’t smart to keep an eye on the baby at all times.

- b. Jenny was baby-sitting for her sister. She left the baby unattended.
She wasn't smart enough to keep an eye on the baby at all times.

The target stimuli consisted of 6 pairs of three-sentence discourses like (1) for each of the 10 evaluative adjectives explored in the experiments reported on in the paper, for a total of 60 pairs of target stimuli. The full set of target stimuli is provided in the GitHub repository at <https://github.com/judith-tonhauser/evaluative-adjectives>. The 120 target stimuli were distributed across 12 lists of 10 stimuli each so that each adjective occurred only once per list, and each list included 5 NEASs and 5 variants with *enough*.

To assess whether participants were paying attention to the task, the same 8 control stimuli were added to each list, for a total of 18 stimuli per list. The control stimuli consisted of three-sentence discourses in which the last sentence contradicted the second one, like the one in (2). We expected the last sentence of the control stimuli to be judged to be unacceptable as part of the discourse. For the full set of control stimuli see the aforementioned GitHub repository.

- (2) Claire fell down the stairs. She broke a leg and some ribs. She was glad to not be hurt.

Procedure

Participants were told that they would read descriptions of a scenario and were asked to judge whether the last, underlined sentence sounds good as part of the description. They gave their ratings on a 7-point Likert scale labeled at four points: No (coded as 1), Possibly no, Possibly yes, Yes (coded as 7). Participants were randomly assigned to a list and presented with the 18 stimuli, one after the other, in a random order. After rating the 18 stimuli, participants filled out a brief questionnaire about their age, their native language(s) and, if English is a native language, whether it is American English, as opposed to e.g., Indian or Australian English. Participants were told that they would be paid no matter how they responded to these questions, in order to encourage them to answer truthfully.

Data exclusion

The ratings from 2 participants who did not self-identify as native speakers of American English were excluded. 38 participants gave a rating higher

than Possibly no/3 to one or more of the eight unacceptable control stimuli. The ratings from these participants were also excluded, leaving data from 94 participants (ages: 20-67; mean: 33).

Results

As expected, target stimuli with *enough* were judged to be acceptable: the mean rating for such items was 5.9 and most ratings were 5 or higher (409 of 477 responses, 86%). As shown in Figure 1, NEASs received lower ratings overall, with a mean rating of 4.2.

To identify whether a participant judged NEASs in which the prejacents does not project to be acceptable, we calculated each participant's mean rating of the 5 NEAS stimuli. We then subtracted this mean rating from their mean rating for the 5 stimuli with *enough*. The resulting 'acceptability score' is a measure of how acceptable NEASs with non-projecting prejacents are compared to acceptable stimuli with *enough*. An acceptability score of 0 means that the participant judged the NEASs with non-projecting prejacents as acceptable as stimuli with *enough*. Figure 2 plots the participants' acceptability scores; the horizontal (red) line indicates an acceptability score of 0. Of the 94 participants, 20 (21%) had an acceptability score of at least 0 and 27 (29%) had an acceptability score of at least -0.5. Thus, although there are also many participants who do not judge NEASs in which the prejacents does not project to be acceptable, a sizable portion of self-reported native speakers of American English judge such sentences to be acceptable.

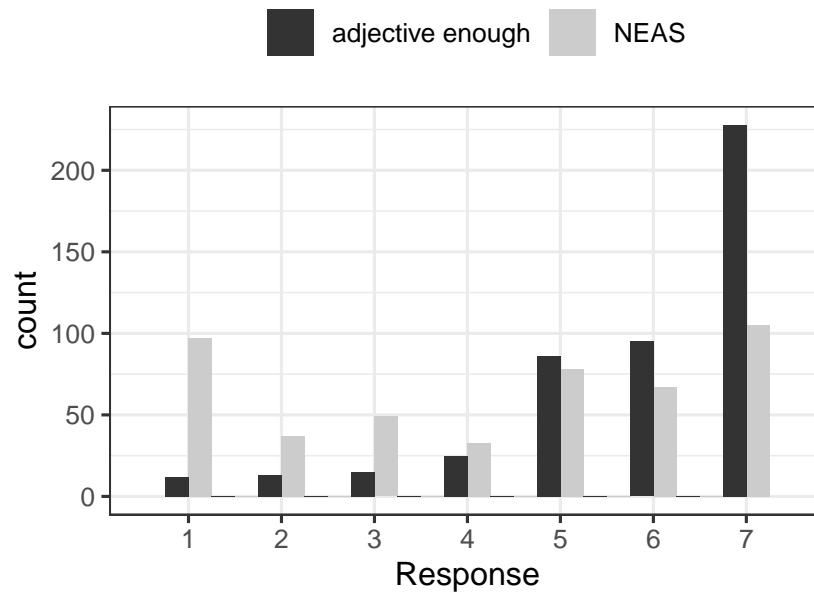


Figure 1: Count of ratings of target stimuli in response to the question of whether the last, underlined sentence sounds good as part of the description; No was coded as 1, Yes was coded as 7.

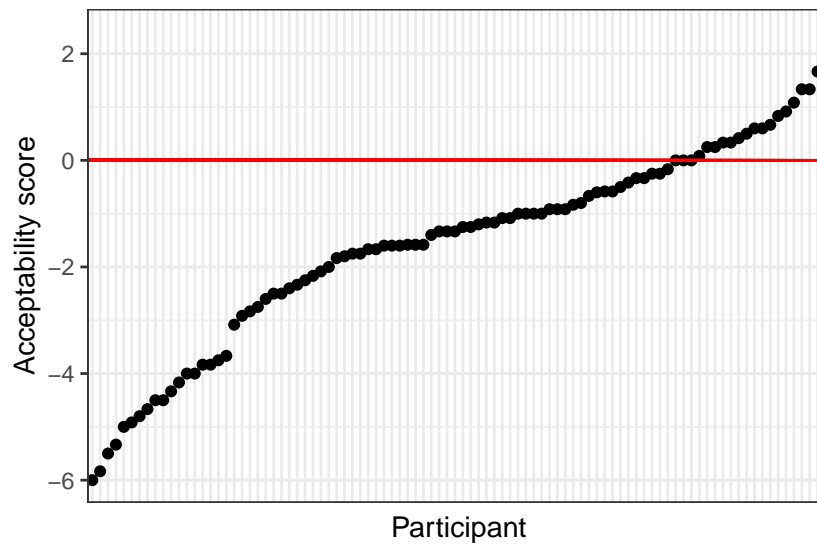


Figure 2: 94 participants' acceptability scores.

Supplementary file 2: Corpus-based web study

Karttunen et al. (2014) provided naturally occurring examples that showed that the prejacent of NEASs need not project. The goal of the corpus-based web study was to more systematically explore the projectivity of the prejacent in naturally occurring NEASs. Participants were presented with naturally occurring NEASs and asked to rate the projectivity of the prejacent.

Participants

We recruited 260 participants with US IP addresses and at least 97% of prior HITs approved on Amazon's Mechanical Turk platform (ages: 18-83; mean: 35). They were paid 75 cents.

Materials

Using the online interface of the EnTenTen corpus,¹ we searched for NEASs that matched one of the strings in (3), where ADJ was one of the 10 evaluative adjectives explored in the experiments reported on in the paper: *stupid*, *smart*, *wise*, *fortunate*, *lucky*, *brave*, *polite*, *mean*, *foolish* and *rude*.

(3) {am not / are not / aren't / is not / isn't / was not /
wasn't / were not /
weren't / will not be / won't be} ADJ to

We limited ourselves to examples from the American English part of the EnTenTen corpus (region: Am) and to examples with referential subjects. We did not find examples for the adjectives *polite*, *brave* and *rude*. For adjectives with more than 10 pages of matches, we extracted all relevant examples from the first 10 pages and then extracted a random selection of examples from the remaining pages. The final set of target stimuli consisted of 59 NEASs with preceding and following context sentences that the first author judged to be relevant to understanding the NEAS (29 with past tense, 27 with non-past tense and 3 with *will*).

Each target stimulus was attributed to an author who was identified by name, as shown for the sample stimuli in (4). As shown in the 'Question to participants' presented with each stimulus in (4), we used the 'certain that' diagnostic for projection to assess the extent to which the author is

¹ The EnTenTen 2012 corpus has 11,191,860,036 words (www.sketchengine.co.uk, Kilgarriff et al. 2014).

committed to the prejacent, i.e., the extent to which the prejacent projects. For other applications of the ‘certain that’ diagnostic for projection see [Tonhauser 2016](#); [Djäv & Bacovcin 2017](#); [Stevens et al. 2017](#) and [Tonhauser et al. 2018](#). In these ‘Questions to participants’, the prejacent was realized as the finite complement clause of *certain*. The tense of the finite clause that realized the prejacent was determined by the temporal and aspectual properties of the NEAS: it was past tense for past tense NEASs, as in (4a), and future tense for future tense NEASs, as in (4b); for non-past tense NEASs, the finite clause that realized the prejacent was realized in the non-past tense if the eventuality denoted by the prejacent was stative, as in (4c), and a disjunction of a past tense and a future tense verb if the prejacent was eventive, as in (4d).

(4) Sample target stimuli and questions to participants

- a. Shawn: Mr. Anderson – Just discovered your site on The 1939-40 New York World’s Fair. It brought back a lot of memories for me. Thanks for the time you spent in constructing this site. I was not fortunate to visit the 1939-40 World’s Fair but I had an uncle who did.
Question to participants: Is Shawn certain that he visited the 1939-40 World’s Fair?
- b. Megan: For sure P1 will not be stupid to create a WiMAX netbook to allow YTL or AMAX customers to use.
Question to participants: Is Megan certain that P1 will create a WiMAX netbook to allow YTL or AMAX customers to use?
- c. Frank: God offers Hope to Hispanics! In His pages are solutions to every immigration problem. God loves citizens and immigrants equally. His solutions are for all of us. They are practical. They work. He is not stupid to think so.
Question to participants: Is Frank certain that God thinks that his solutions work?
- d. Anna: The flight attendants are not wise to invoke the specter of a strike.
Question to participants: Is Anna certain that the flight attendants invoked or will invoke the specter of a strike?

We created 8 lists of 8 target stimuli each and distributed the 59 target stimuli across the 8 lists; 5 target stimuli occurred in two lists. Each list also included the following two control stimuli which were used to assess whether participants were attending to the task, for a total of 10 stimuli per

list. For the control stimulus in (5a), we expected participants to not take the speaker to be committed to the relevant content (that Earl called the dentist) and, for the control stimulus in (5b), we expected participants to take the speaker to be committed to the relevant content (that Tess crossed the finish line).

(5) Control stimuli

- a. Jack: Earl had a toothache. He forgot to call his dentist.
Question to participants: Is Jack certain that Earl called his dentist?
- b. David: Tess participated in a marathon. She was happy to cross the finish line.
Question to participants: Is David certain that Tess crossed the finish line?

Procedure

Participants were told that they would read short snippets coming from various internet blogs and forums. They were randomly assigned to a list and presented with the 10 stimuli, one after the other, in random order. As shown in Figure 3, they gave their ratings to the ‘certain that’ question on a 7-point Likert scale labeled at four points: no (coded as 1), possibly no, possibly yes, yes (coded as 7).

Sally: Mr. Anderson, Just discovered your site on The 1939-40 New York World's Fair. It brought back a lot of memories for me. Thanks for the time you spent in constructing this site. I was not fortunate to visit the 1939-40 World's Fair but I had an uncle who did.

Is Sally certain that she visited the 1939-40 World's Fair?

☐

☐

☐

☐

☐

☐

☐

no

possibly
no

possibly
yes

yes

Continue

Figure 3: A sample trial in the corpus-based web study.

After responding to the 10 stimuli, participants filled out a brief questionnaire about their age, their native language(s) and, if English is a native language, whether it is American English, as opposed to e.g., Indian or Australian English. Participants were told that they would be paid no matter how they responded to these questions, in order to encourage them to answer truthfully.

Data exclusion

The responses from 6 participants who did not self-identify as native speakers of American English were excluded. 28 participants gave a rating higher than 3 to the control stimulus in (5a), for which we hypothesized that participants would not take the speaker to be committed to the relevant content, or a rating lower than 5 to the control stimulus in (5b), for which we hypothesized that participants would take the speaker to be committed to the relevant content. These responses suggest that these participants were not attending to the task or interpreted the task differently. We therefore also excluded the data from these 28 participants, leaving data from 226 participants (ages: 18-83; mean: 35).

Results

There were 26-32 certainty ratings for each of the 59 NEAS (mean: 28.5), except for the five NEASs that appeared on two lists, for which there were 52-58 certainty ratings each (mean: 54). We calculated the mean certainty rating of the prejacent of each NEAS: the lowest mean certainty rating was 1.2, the highest was 6.7 and the mean certainty rating overall was 3.2. Given that participants gave their ratings on a 7-point scale, with the lowest rating (1) indicating that the content does not project and the highest rating (7) indicating that the content projects, this mean certainty rating of 3.2 already suggests that the prejacent of naturally occurring NEASs is not highly projective. In the paper, Figure 1 in Section 1 showed the mean certainty rating of each NEAS by evaluative adjective. The distribution of mean certainty ratings again suggests that the prejacent of naturally occurring NEASs is projective, but not highly so, and that NEASs in which the prejacent does not project are well-attested in naturally occurring data.

Supplementary file 3: Norming study for Experiment 1

The goal of the norming study was to identify generalizations of EASs such that their truth is more or less likely to follow from the common ground.

Participants

270 participants, with US IP addresses and at least 97% of HITs approved, were recruited on Amazon's Mechanical Turk platform (ages 18-68, 1 undeclared; mean: 32). They were paid 45 cents.

Materials

For each of the ten evaluative adjectives of Exp. 1, we created 12 pairs of two-sentence stimuli such that the first sentence was a context sentence and the second sentence a NEAS, as in (23) and (24) in the paper. We hypothesized, for each pair of NEASs, that the truth of the generalization of one member of the pair is more likely to follow from the common ground and less likely for the other member. Target stimuli in the norming study consisted of two-sentence discourses where the first sentence was the context sentence of the stimuli in Exp. 1 and the second sentence was the prejacent of the NEAS, as shown in (6) and (7) for the stimuli in (23) and (24), respectively. There were 120 pairs of two-sentence discourses, i.e., a total of 240 two sentence discourses. The full set of target stimuli is provided in the GitHub repository mentioned above and in the paper. To assess whether the truth of the generalization follows from the common ground, participants were asked to respond to a polar question version of the generalization. The generalizations were presented in the past tense to cohere with the tense of the discourses that participants read.

- (6) Sample stimuli in the Content condition
 - a. Sue was traveling in France. She lost her wallet.
(Question to participants: 'Was Jane fortunate to lose her wallet?')
 - b. Sue was traveling in France. She spoke some French.
(Question to participants: 'Was Jane fortunate to speak French?')
- (7) Sample stimuli in the Context condition
 - a. Jane was prank-calling people. She called the police.
(Question to participants: 'Was Jane smart to call the police?')

- b. Jane saw a man with a gun. She called the police.
(Question to participants: ‘Was Jane smart to call the police?’)

The 240 target stimuli were distributed into 24 lists of 10 target stimuli so that each list included one target stimulus for each evaluative adjective. Each list included 5 target stimuli in which the truth of the generalization was hypothesized to be likely to follow from the common ground and 5 in which the truth of the generalization was hypothesized to be unlikely to follow from the common ground. Each list included 5 stimuli each from the target stimuli created for the Context and Content conditions.

To assess whether participants were attending to the task, the same 4 control stimuli were added to each list, for a total of 14 stimuli per list. The control stimuli consisted of two-sentence discourses, as shown in (8): the two controls in (8a) and (8b) were expected to receive a positive answer and the two controls in (8c) and (8d) were expected to receive a negative answer.

- (8) a. Earl worked in London last year. He was a teacher at a private school.
(Is it true that Earl worked at a private school in London?)
- b. Liv was having a birthday party. She bought a cake for her party.
(Is it true that Liv bought a cake for her birthday party?)
- c. Claire was knitting a sweater. She was using red yarn.
(Is it true that Claire was knitting a blue sweater?)
- d. Ross graduated from college yesterday. He was an excellent student.
(Is it true that Ross dropped out of college?)

Procedure

Participants were told that they would read descriptions of a scenario and asked to respond to a question about the scenario. They gave their responses on a 7-point Likert scale labeled at four points: No (coded as 1), Possibly no, Possibly yes, Yes (coded as 7). Participants were randomly assigned to a list and presented with the 14 stimuli, one after the other, in a random order. After rating the 14 stimuli, participants filled out a brief questionnaire about their age, their native language(s) and, if English is a native language, whether it is American English, as opposed to e.g., Indian or Australian English. Participants were told that they would be paid no matter

how they responded to these questions, in order to encourage them to answer truthfully.

Data exclusion

The ratings from 9 participants who did not self-identify as native speakers of American English were excluded. 31 participants gave ratings lower than Possibly yes/5 to the control stimuli in (8a) and (8b), for which we expected high/positive answers, or higher than Possibly no/3 to the control stimuli in (8c) and (8d), for which we expected low/negative answers. The ratings from these participants were also excluded, leaving data from 230 participants (ages: 18-68; mean: 32).

Analysis

Each of the 240 target discourses received between 7 and 13 ratings (mean: 9.6). As shown in Table 1, stimuli for which the truth of the generalization was hypothesized to be likely to follow generally received high ratings and stimuli for which this was not the case generally received low ratings.

Table 1: Mean ratings and standard deviations for the 240 stimuli in the four conditions.

	Truth of generalization follows from common ground	
	more likely	less likely
Content condition	6.2 (1.2)	1.6 (1.1)
Context condition	6.0 (1.3)	2.2 (1.6)

Of the 120 pairs of target stimuli (60 pairs in the Context and Content conditions each), we selected the 6 best pairs for each evaluative adjective: 3 in the Context condition and 3 in the Content condition. The ‘best’ pairs of stimuli were those where the mean ratings of the two members of the pair were as high and low as possible, respectively. The mean ratings and standard deviations for the 120 stimuli selected for Exp. 1 are shown in Table 2.

Supplementary file 4: Materials of Experiment 1

The control stimuli of Experiment 1 consisted of two-sentence discourses: we expected positive answers for the stimuli in (9a) to (9c) and negative

Table 2: Mean ratings and standard deviations for the 120 selected stimuli in the four conditions.

	Truth of the generalization follows from common ground:	
	more likely	less likely
Content condition	6.5 (0.9)	1.3 (0.8)
Context condition	6.1 (1.2)	1.7 (1.2)

ones for the stimuli in (9d) to (9f). Participants were excluded if they gave a response lower than Possibly yes/5 to at least one of the control stimuli in (9a) to (9c) or higher than Possibly no/3 to at least one of the control stimuli in (9d) to (9f).

- (9)
- a. Fran lived in Paris. She wasn't sad to live alone.
(Question to participants: Did Fran live alone?)
 - b. Charles served in Iraq. He was proud to have been a soldier.
(Question to participants: Was Charles a soldier?)
 - c. Tess participated in a marathon. She was happy to cross the finish line.
(Question to participants: Did Tess cross the finish line?)
 - d. Earl had a bad toothache. He forgot to call his dentist.
(Question to participants: Did Earl call his dentist?)
 - e. Ross was doing his laundry. He didn't manage to find coins anywhere.
(Question to participants: Did Ross find coins anywhere?)
 - f. Liv went on a trip to Europe. She failed to visit Italy.
(Question to participants: Did Liv visit Italy?)

There were 12 target stimuli for each of the 10 evaluative adjectives: 6 stimuli in the Content condition (Cn) and 6 in the Context condition (Cx). For stimuli whose coding ends with an 'T' (i.e., [xxT]), the norming study established that the strength of the inference to the truth of the generalization from the common ground was high. For stimuli whose coding ends with an 'F' (i.e., [xxF]), the norming study established that the strength of the inference to the truth of the generalization was low.

brave

CnT Greg wrote a controversial article. He wasn't brave to use his own name.

CnT Greg saw a child drowning in a river. He wasn't brave to jump into the river.

- CnT Greg saw a man hit a dog. He wasn't brave to stand up to the man.
- CnF Greg wrote a controversial article. He wasn't brave to use a fake name.
- CnF Greg saw a man hit a dog. He wasn't brave to walk away.
- CnF Greg saw a child drowning in a river. He wasn't brave to watch from the river bank.
- CxT Greg was being attacked by five men. He wasn't brave to take them on.
- CxT Greg was asked to speak up against the crime boss. He wasn't brave to agree to do it.
- CxT Greg was offered a job as a lion tamer. He wasn't brave to take the job.
- CxF Greg was asked to help his friend move. He wasn't brave to agree to do it.
- CxF Greg was asked to mow his neighbor's lawn. He wasn't brave to take the job.
- CxF Greg was being tickled by two small boys. He wasn't brave to take them on.

foolish

- CnT Kate's doctor told her to lose weight. She wasn't foolish to ignore him.
- CnT Kate took her nephew to the playground. She wasn't foolish to wear high heels.
- CnT Kate was working a very stressful job. She wasn't foolish to ignore her health problems.
- CnF Kate's doctor told her to lose weight. She wasn't foolish to start exercising.
- CnF Kate took her nephew to the playground. She wasn't foolish to bring water and a snack.
- CnF Kate was working a very stressful job. She wasn't foolish to take relaxation classes.
- CxT Kate had a broken ankle. She wasn't foolish to go for a run.
- CxT Kate was completely broke. She wasn't foolish to go shopping.
- CxT Kate was drunk at a bar. She wasn't foolish to take her top off.
- CxF Kate needed a new dress. She wasn't foolish to go shopping.
- CxF Kate was getting a breast exam. She wasn't foolish to take her top off.
- CxF Kate wanted to exercise. She wasn't foolish to go for a run.

fortunate

CnT Sue was traveling in France. She wasn't fortunate to speak some French.

CnT Sue was bitten by a shark. She wasn't fortunate to get away with a few cuts.

CnT Sue was training to become a dancer. She wasn't fortunate to have a great sense of rhythm.

CnF Sue was bitten by a shark. She wasn't fortunate to lose a leg.

CnF Sue was traveling in France. She wasn't fortunate to get robbed.

CnF Sue was training to become a dancer. She wasn't fortunate to develop back problems.

CxT Sue needed to get some rest. She wasn't fortunate to fall asleep.

CxT Sue spontaneously went to the beach. She wasn't fortunate to be wearing flip-flops.

CxT Sue needed a present for her sick friend. She wasn't fortunate to have a flower bouquet.

CxF Sue is allergic to pollen. She wasn't fortunate to have a flower bouquet.

CxF Sue was at her best friend's wedding. She wasn't fortunate to fall asleep.

CxF Sue spontaneously went on a hike in the mountains. She wasn't fortunate to be wearing flip-flops.

lucky

CnT Eve bought a raffle ticket. She wasn't lucky to win the first prize.

CnT Eve was in a car accident. She wasn't lucky to get away unscathed.

CnT Eve wanted to be a model. She wasn't lucky to have beautiful skin.

CnF Eve wanted to be a model. She wasn't lucky to have bad skin.

CnF Eve bought a raffle ticket. She wasn't lucky to lose it the next day.

CnF Eve was in a car accident. She wasn't lucky to break her neck.

CxT Eve has a 5th grade education. She wasn't lucky to get a minimum wage job.

CxT Eve was a finalist in The Bachelor. She wasn't lucky to be chosen.

CxT Eve did not understand her chemistry class. She wasn't lucky to get a B.

CxF Eve was the best student in this class. She wasn't lucky to get a B.

CxF Eve was called in for jury duty. She wasn't lucky to be chosen.

CxF Eve has a first rate college education. She wasn't lucky to get a minimum wage job.

mean

- CnT Jack bumped his shopping cart into a woman. He wasn't mean to laugh when she cried.
- CnT Jack walked past an old man with a cane. He wasn't mean to push the man.
- CnT Jack saw a hungry dog. He wasn't mean to pretend to have food for him.
- CnF Jack walked past an old man with a cane. He wasn't mean to help him across the street.
- CnF Jack bumped his shopping cart into a woman. He wasn't mean to apologize to her.
- CnF Jack saw a hungry dog. He wasn't mean to feed him a can of food.
- CxT Jack didn't like the movie his wife was watching. He wasn't mean to turn off the movie.
- CxT Jack's daughter is lactose intolerant. He wasn't mean to give her a milk shake.
- CxT Jack's wife wanted to sleep in. He wasn't mean to wake her up at 5am.
- CxF Jack's wife had asked him to wake her really early. He wasn't mean to wake her up at 5am.
- CxF Jack's young daughter was watching an R-rated movie. He wasn't mean to turn off the movie.
- CxF Jack's daughter was a little hungry. He wasn't mean to give her a milk shake.

polite

- CnT Chad had insulted his wife. He wasn't polite to apologize.
- CnT Chad was standing in front of his friend's door. He wasn't polite to knock gently.
- CnT Chad was visiting his grandmother. He wasn't polite to bring a gift.
- CnF Chad was visiting his grandmother. He wasn't polite to insult her caretaker.
- CnF Chad was standing in front of his friend's door. He wasn't polite to be eavesdropping.
- CnF Chad had insulted his wife. He wasn't polite to laugh at her tears.
- CxT Chad's friend wanted to change her clothing. He wasn't polite to close his eyes.
- CxT Chad was watching a theater play. He wasn't polite to applaud.
- CxT Chad watched a street comedian. He wasn't polite to laugh.

CxF Chad was in a meeting with his boss. He wasn't polite to close his eyes.

CxF Chad saw an old lady trip on the street. He wasn't polite to laugh.

CxF Chad saw an old lady trip on the street. He wasn't polite to applaud.

rude

CnT Ann was standing in front of her friend's door. She wasn't rude to be eavesdropping.

CnT Ann had insulted her husband. She wasn't rude to laugh at his tears.

CnT Ann was visiting her older brother. She wasn't rude to insult his wife.

CnF Ann was visiting her older brother. She wasn't rude to bring a gift.

CnF Ann was standing in front of her friend's door. She wasn't rude to knock gently.

CnF Ann had insulted her husband. She wasn't rude to apologize.

CxT Ann got reprimanded by her boss. She wasn't rude to ignore him.

CxT Ann was eating pasta with her friends. She wasn't rude to use her fingers.

CxT Ann's neighbor greeted her. She wasn't rude to ignore him.

CxF Ann untied her shoes. She wasn't rude to use her fingers.

CxF Ann's neighbor made an inappropriate comment. She wasn't rude to ignore him.

CxF Ann's boyfriend made fun of her haircut. She wasn't rude to ignore him.

smart

CnT Jane was baby-sitting for her sister. She wasn't smart to keep an eye on the baby at all times.

CnT Jane's computer was hacked. She wasn't smart to change her passwords immediately.

CnT Jane wanted to get a good job. She wasn't smart to get her high school degree.

CnF Jane's computer was hacked. She wasn't smart to keep using the same passwords.

CnF Jane wanted to get a good job. She wasn't smart to drop out of high school.

CnF Jane was baby-sitting for her sister. She wasn't smart to leave the baby unattended.

CxT Jane saw a man with a gun. She wasn't smart to call the police.

CxT Jane's father couldn't hear the TV. She wasn't smart to turn up the volume.

CxT Jane wanted to get a good job. She wasn't smart to go to school.

- CxF Jane was prank-calling people. She wasn't smart to call the police.
CxF Jane's neighbor complained about the loud music. She wasn't smart to turn up the volume.
CxF Jane had the measles. She wasn't smart to go to school.

stupid

- CnT Zack left the bar drunk. He wasn't stupid to drive home.
CnT Zack was offered some contaminated heroin. He wasn't stupid to inject it.
CnT Zack discovered that his girlfriend was cheating. He wasn't stupid to marry her.
CnF Zack was offered some contaminated heroin. He wasn't stupid to refuse to take it.
CnF Zack left the bar drunk. He wasn't stupid to call a taxi.
CnF Zack discovered that his girlfriend was cheating. He wasn't stupid to break up with her.
CxT Zack had the measles. He wasn't stupid to go to school.
CxT Zack saw two wasps in his drink. He wasn't stupid to take a sip.
CxT Zack was sitting in the bath tub. He wasn't stupid to use the hair dryer.
CxF Zack was drinking a glass of wine. He wasn't stupid to take a sip.
CxF Zack had wet hair. He wasn't stupid to use the hair dryer.
CxF Zack wanted to get a good job. He wasn't stupid to go to school.

wise

- CnT Paul ran a marathon on Sunday. He wasn't wise to go to bed early the night before.
CnT Paul was staying in a bad part of town. He wasn't wise to stay at home at night.
CnT Paul lost his wallet with his credit cards. He wasn't wise to cancel the credit cards immediately.
CnF Paul lost his wallet with his credit cards. He wasn't wise to wait a week to cancel the credit cards.
CnF Paul ran a marathon on Sunday. He wasn't wise to get very drunk the night before.
CnF Paul was staying in a bad part of town. He wasn't wise to go out alone at night.
CxT Paul wanted to keep his excellent employee happy. He wasn't wise to promote her.
CxT Paul bought an expensive TV. He wasn't wise to ask about the return policy.

- CxT Paul went on a hike in the Alps. He wasn't wise to wear hiking boots.
 CxF Paul had an inefficient employee. He wasn't wise to promote her.
 CxF Paul bought some heroin from a street dealer. He wasn't wise to ask about the return policy.
 CxF Paul went into the public pool. He wasn't wise to wear hiking boots.

Supplementary file 5: Materials of Experiment 2

The following two control stimuli were used in Experiment 2: we expected participants to respond 'yes' to the control stimuli because main clause content is at-issue.

- (10) Main clause control stimuli
- a. Debby: Mary brought a fruit salad.
 Harry: Are you sure?
 Debby: Yes, I am sure that Mary brought a fruit salad.
 - b. Debby: Phillip, a yoga teacher, is wearing sweat pants.
 Harry: Are you sure?
 Debby: Yes, I am sure that Phillip is wearing sweat pants.

The following four stimuli assessed the at-issueness of the content of a nominal appositive, of the possession content of a possessive noun phrase, of the content of the complement of the emotive predicate *be annoyed* and of the content of the complement of the cognitive change-of-state predicate *discover*.

- (11) Projective content control stimuli²
- a. Nominal appositive
 Debby: Sue, a teacher, runs three times a week.

² The projective contents of these stimuli differed in the extent to which they received 'no' ratings (indicating not-at-issueness): 94% (64 of 68) for the appositive content in (11a), 90% (61 of 68) for the possession content in (11b), 75% (51 of 68) for the content of the complement of *be annoyed* in (11c) and 44% (30 of 68) for the content of the complement of *discover* in (11d). Tonhauser et al.'s 2018 Exp. 2a also investigated the at-issueness of these contents: here, participants gave ratings on a sliding scale and more than one item was included for each content. As in the experiment reported on here, Tonhauser et al. (2018) found that the possession content and appositive content were most not-at-issue (mean ratings of .83 and .82, respectively), followed by the content of the complement of *be annoyed* (mean: .78) and the prejacent of EASs (mean: .7), and finally the content of the complement of *discover* (mean .47). This finding suggests that the prejacent of EASs overall is not highly not-at-issue, which converges with the finding of the web-based corpus study that the prejacent of NEAS is not highly projective.

- Harry: Are you sure?
 Debby: Yes, I am sure that Sue is a teacher.
- b. Possessive noun phrase
 Debby: Larry is flirting with your neighbor.
 Harry: Are you sure?
 Debby: Yes, I am sure that you have a neighbor.
- c. Emotive predicate *be annoyed*
 Debby: Tamara is annoyed that the pizza is gone.
 Harry: Are you sure?
 Debby: Yes, I am sure that the pizza is gone.
- d. Cognitive change-of-state predicate *discover*
 Debby: Paula discovered that her husband is cheating.
 Harry: Are you sure?
 Debby: Yes, I am sure that Paula's husband is cheating.

There were 6 target stimuli for each of the 10 evaluative adjectives: for 3 stimuli, the common ground was neutral with respect to the truth of generalization (N); for 3, the truth of generalization was likely to follow from the common ground (F). For each 3-turn stimulus, we provide the first and third turns, leaving out the second turn, which was always *Are you sure?*.

brave

- N Greg was brave to take the job. Yes, I am sure that he took the job.
 N Greg was brave to watch them. Yes, I am sure that he watched them.
 N Greg was brave to agree to do it. Yes, I am sure that he agreed to do it.
 F Greg was brave to publish a controversial article under his own name. Yes, I am sure that he published the article under his own name.
 F Greg was brave to save a child from drowning in the river. Yes, I am sure that he saved the child.
 F Greg was brave to take on the five men attacking him. Yes, I am sure that he took on the five men.

foolish

- N Kate was foolish to wear that dress. Yes, I am sure that she wore that dress.
 N Kate was foolish to bring a snack. Yes, I am sure that she brought a snack.
 N Kate was foolish to go shopping. Yes, I am sure that she went shopping.

- F Kate was foolish to ignore her doctor's recommendations. Yes, I am sure that she ignored his recommendations.
- F Kate was foolish to wear high heels at the playground. Yes, I am sure that she wore high heels at the playground.
- F Kate was foolish to go for a run with a broken ankle. Yes, I am sure that she went for a run with a broken ankle.

fortunate

- N Sue was fortunate to meet this man. Yes, I am sure that she met him.
- N Sue was fortunate to be wearing flip-flops. Yes, I am sure that she was wearing flip-flops.
- N Sue was fortunate to attend the workshop. Yes, I am sure that she attended the workshop.
- F Sue was fortunate to speak French when she went to France. Yes, I am sure that she spoke French when she went to France.
- F Sue was fortunate to have a great singing voice. Yes, I am sure that she had a great singing voice.
- F Sue was fortunate to get upgraded to first class on her flight to Asia. Yes, I am sure that she was upgraded to first class.

lucky

- N Eve was lucky to grow up in that city. Yes, I am sure that she grew up in that city.
- N Eve was lucky to wake up. Yes, I am sure that she woke up.
- N Eve was lucky to get into that college. Yes, I am sure that she got into that college.
- F Eve was lucky to get the lead in a major TV show. Yes, I am sure that she got the lead.
- F Eve was lucky to win the lottery. Yes, I am sure that she won the lottery.
- F Eve was lucky to inherit a fortune from her uncle. Yes, I am sure that she inherited a fortune from her uncle.

mean

- N Jack was mean to wake up his wife. Yes, I am sure that he woke her up.
- N Jack was mean to laugh. Yes, I am sure that he laughed.
- N Jack was mean to turn off the movie. Yes, I am sure that he turned off the movie.
- F Jack was mean to laugh when he bumped his shopping cart into a woman. Yes, I am sure that he laughed when he bumped his cart into her.

F Jack was mean to turn off the movie his wife was watching. Yes, I am sure that he turned off the movie she was watching.

F Jack was mean to give a milkshake to his lactose intolerant daughter. Yes, I am sure that he gave her a milkshake.

polite

N Chad was polite to wait for her. Yes, I am sure that he waited for her.

N Chad was polite to close the door. Yes, I am sure that he closed the door.

N Chad was polite to laugh. Yes, I am sure that he laughed.

F Chad was polite to applaud the street comedian. Yes, I am sure that he applauded the comedian.

F Chad was polite to bring his grandmother a gift for her birthday. Yes, I am sure that he brought her a gift.

F Chad was polite to apologize to his insulted wife. Yes, I am sure that he apologized to her.

rude

N Ann was rude to say that. Yes, I am sure that she said that.

N Ann was rude to ask that. Yes, I am sure that she asked that.

N Ann was rude to change the song. Yes, I am sure that she changed the song.

F Ann was rude to eat the pasta with her fingers. Yes, I am sure that she ate the pasta with her fingers.

F Ann was rude to laugh at her husband's pain. Yes, I am sure that she laughed at his pain.

F Ann was rude to ignore her friendly new neighbor. Yes, I am sure that she ignored him.

smart

N Jane was smart to stay home. Yes, I am sure that she stayed home.

N Jane was smart to say no. Yes, I am sure that she said no.

N Jane was smart to go to the store. Yes, I am sure that she went to the store.

F Jane was smart to stay home when she had the flu. Yes, I am sure that she stayed home when she had the flu.

F Jane was smart to change her passwords when her computer was hacked. Yes, I am sure that she changed her passwords when her computer was hacked.

F Jane was smart to report her stalker. Yes, I am sure that she reported him.

stupid

N Zack was stupid to go to the store. Yes, I am sure that he went to the store.

N Zack was stupid to leave the bar. Yes, I am sure that he left the bar.

N Zack was stupid to dance like that. Yes, I am sure that he danced like that.

F Zack was stupid to go to school with the measles. Yes, I am sure that she went to school with the measles.

F Zack was stupid to drive home completely drunk. Yes, I am sure that he drove home completely drunk.

F Zack was stupid to use the hair dryer in the bath tub. Yes, I am sure that he used the hair dryer in the bath tub.

wise

N Paul was wise to reprimand his employee. Yes, I am sure that he reprimanded her.

N Paul was wise to wear hiking boots. Yes, I am sure that he wore his hiking boots.

N Paul was wise to stay at home. Yes, I am sure that he stayed at home.

F Paul was wise to promote his excellent employee. Yes, I am sure that he promoted his excellent employee.

F Paul was wise to go to bed early the night before the marathon. Yes, I am sure that he went to bed early that night.

F Paul was wise to wear hiking boots on his hike in the Alps. Yes, I am sure that he wore hiking boots on his hike.

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