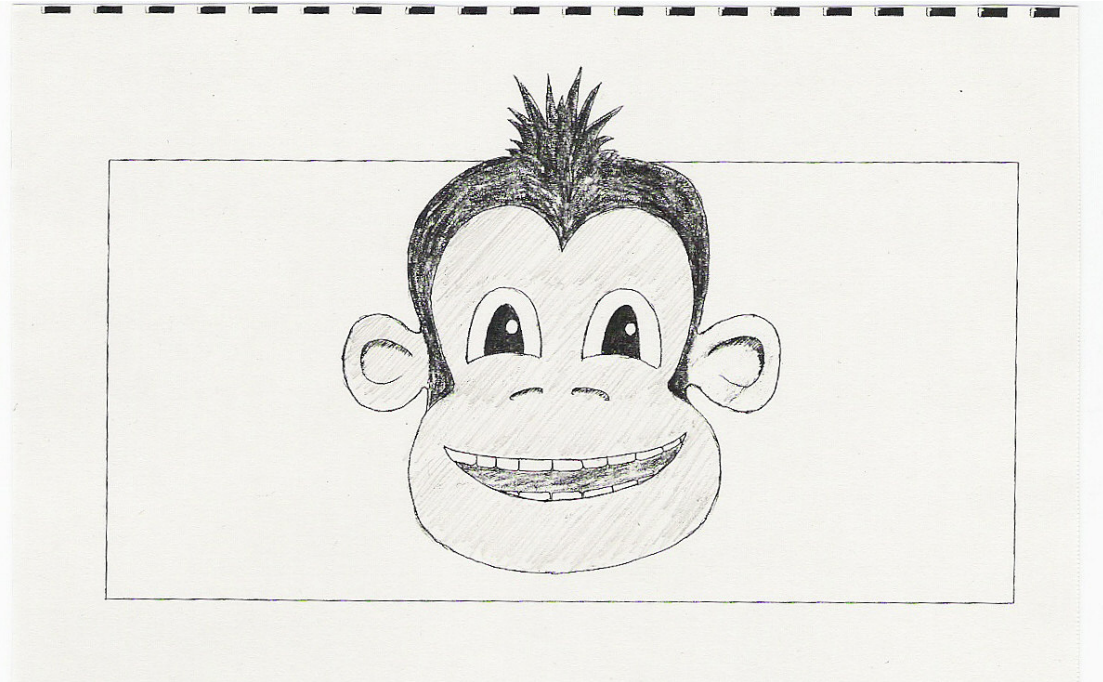


APPENDICES

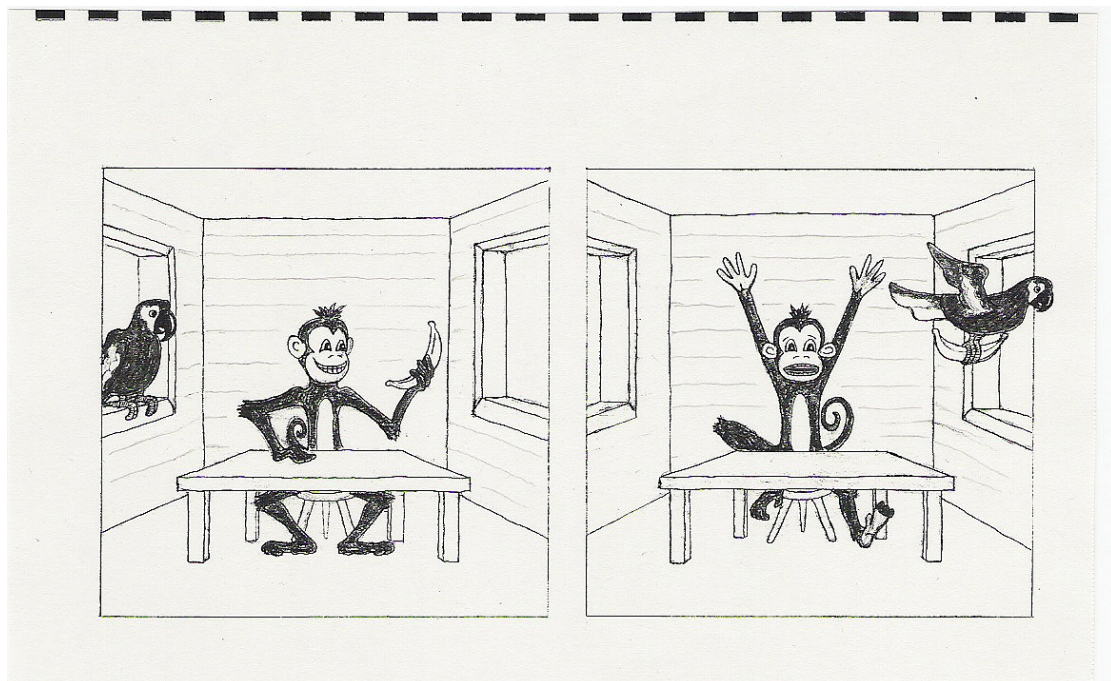
Appendix A

The Monkey Book

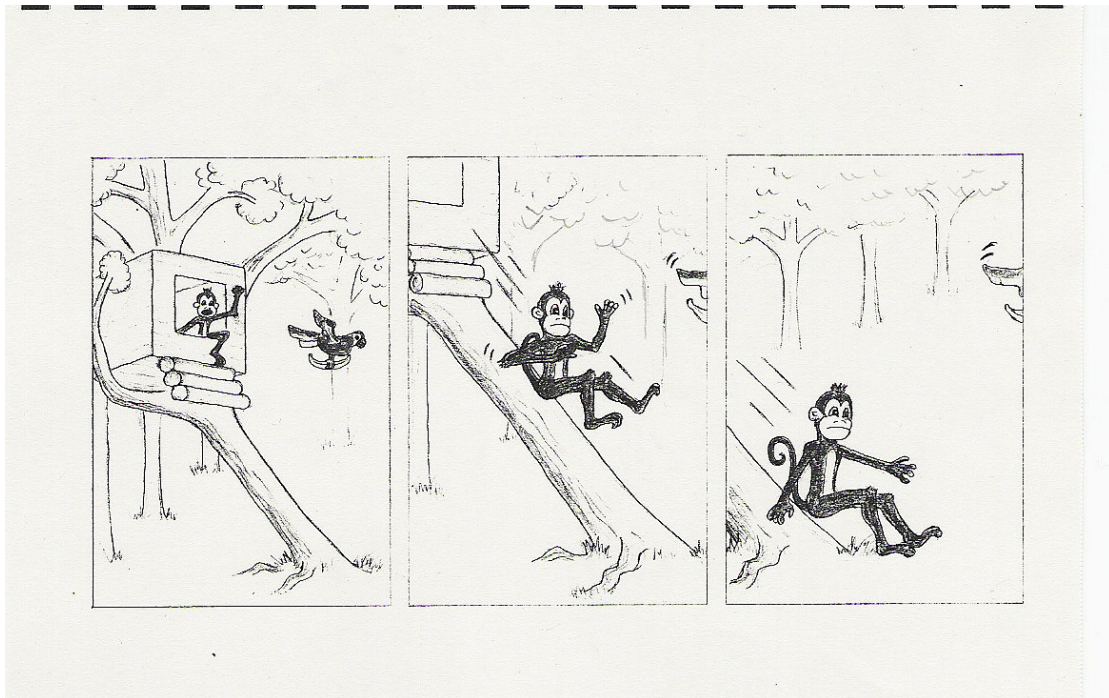
(The following are scanned images from the monochrome sketch version. The originals are A4 size (210 x 297mm), brightly coloured, and laminated.)



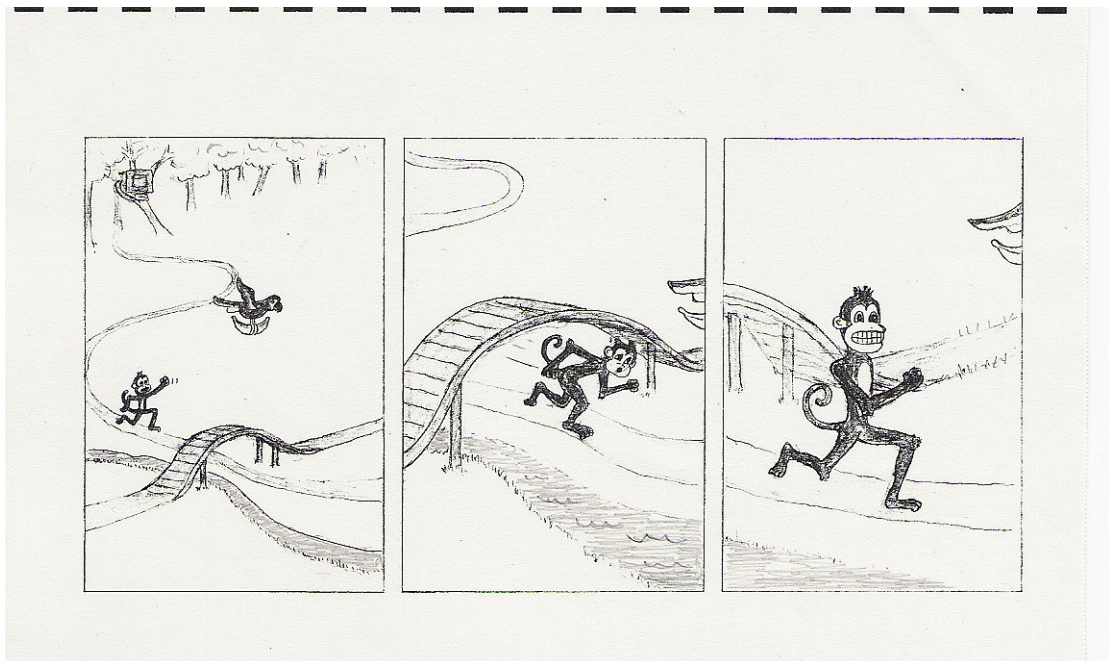
The Monkey Book: Cover



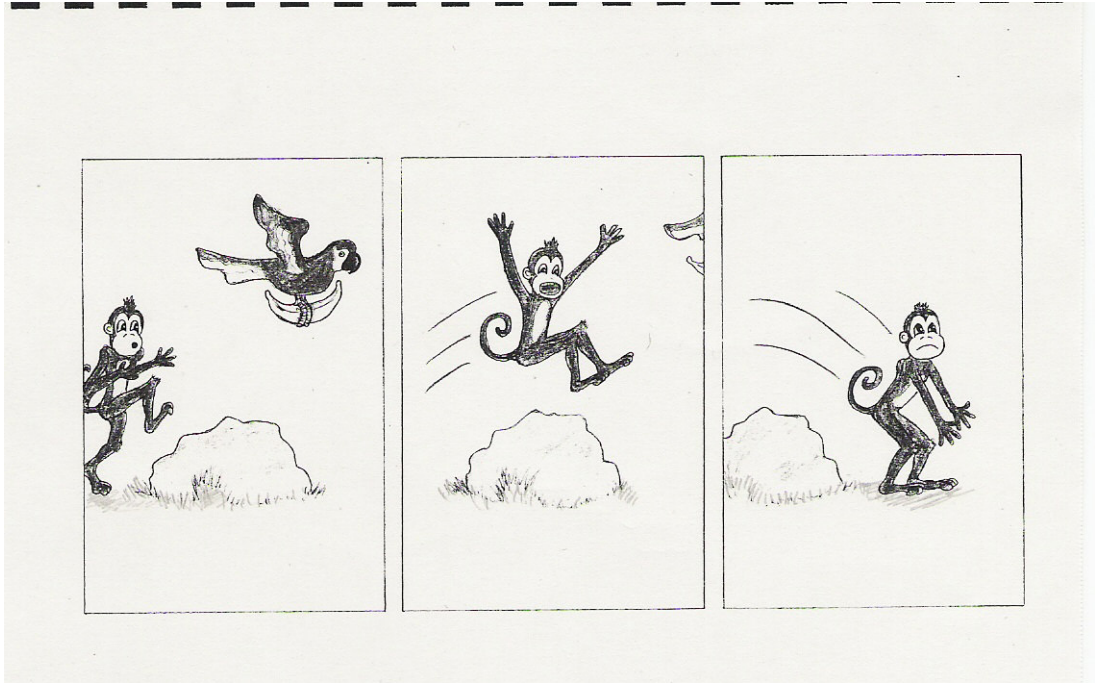
[1] The treehouse scene



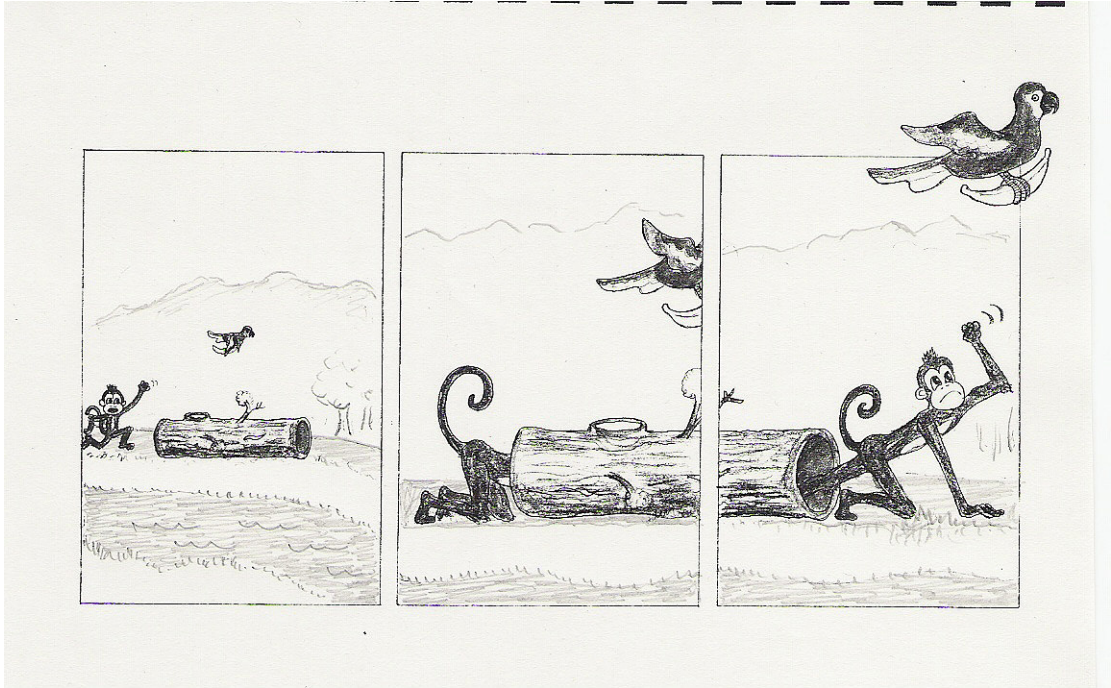
[2] The tree-sliding scene



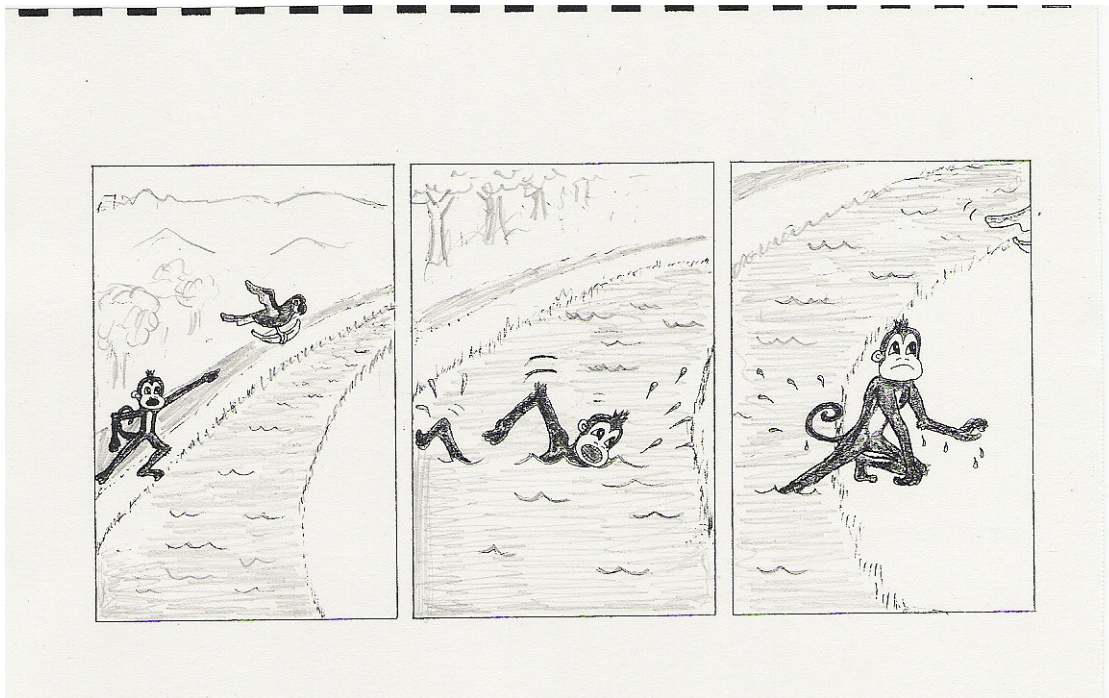
[3] The (first) bridge scene



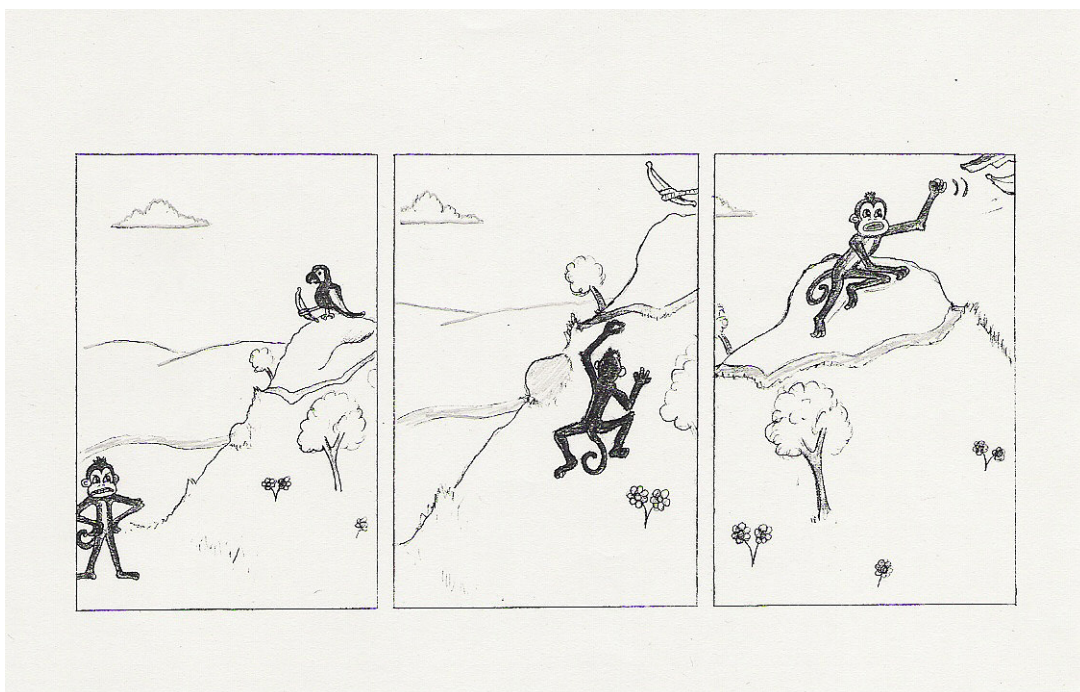
[4] The (first) rock scene



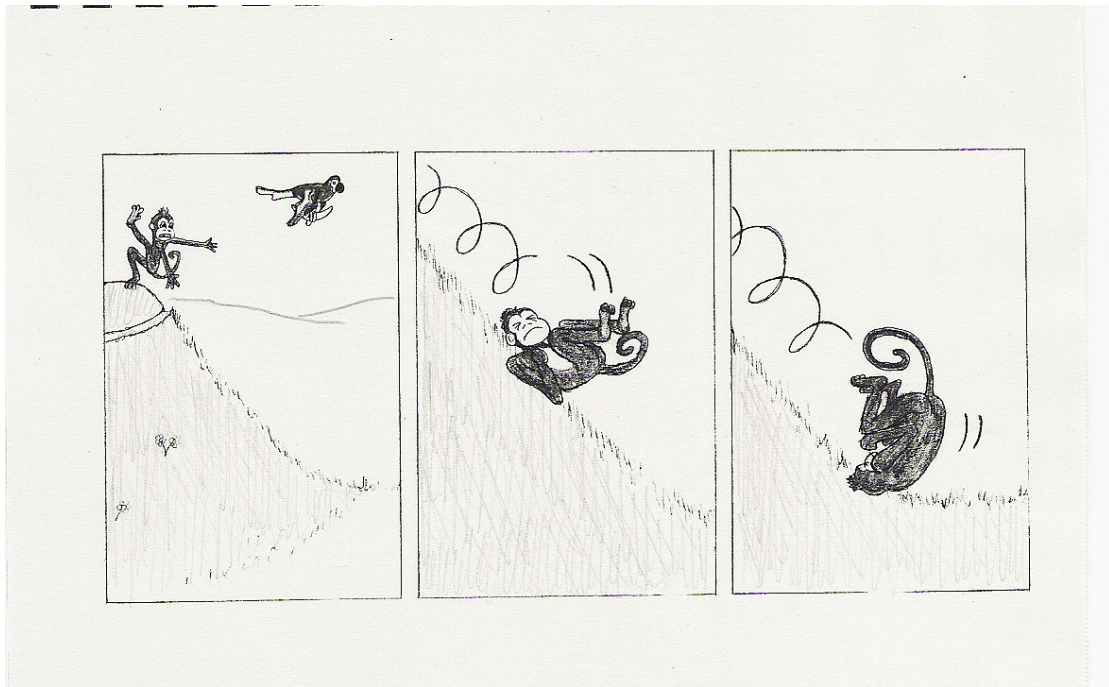
[5] The (first) hollow trunk scene



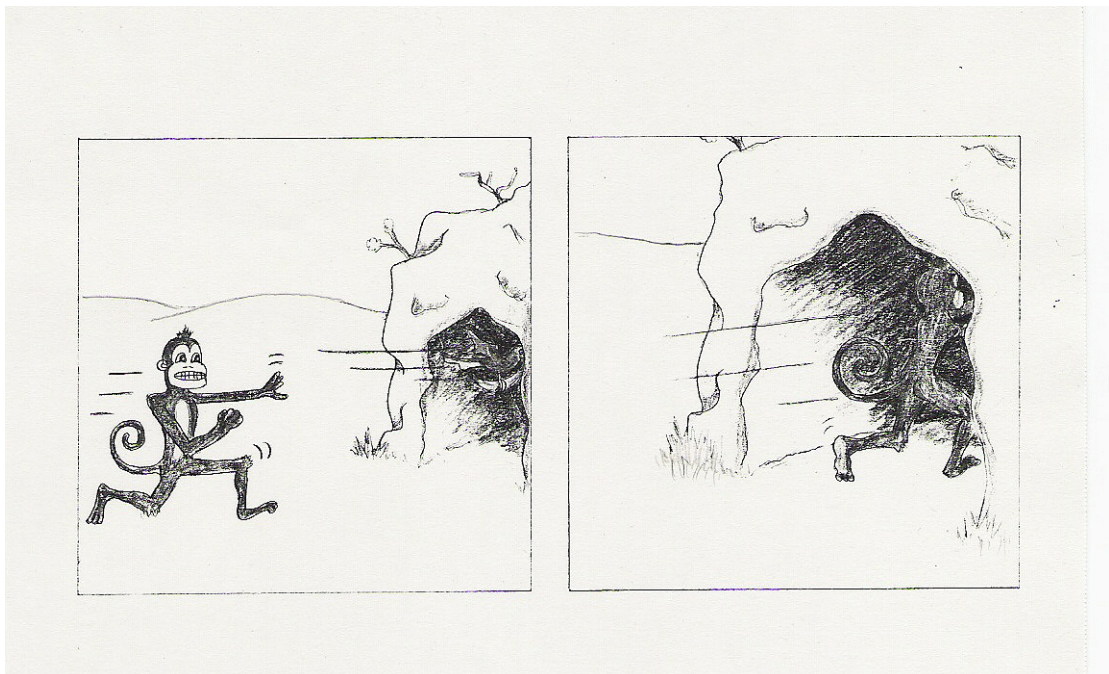
[6] The (first) river scene



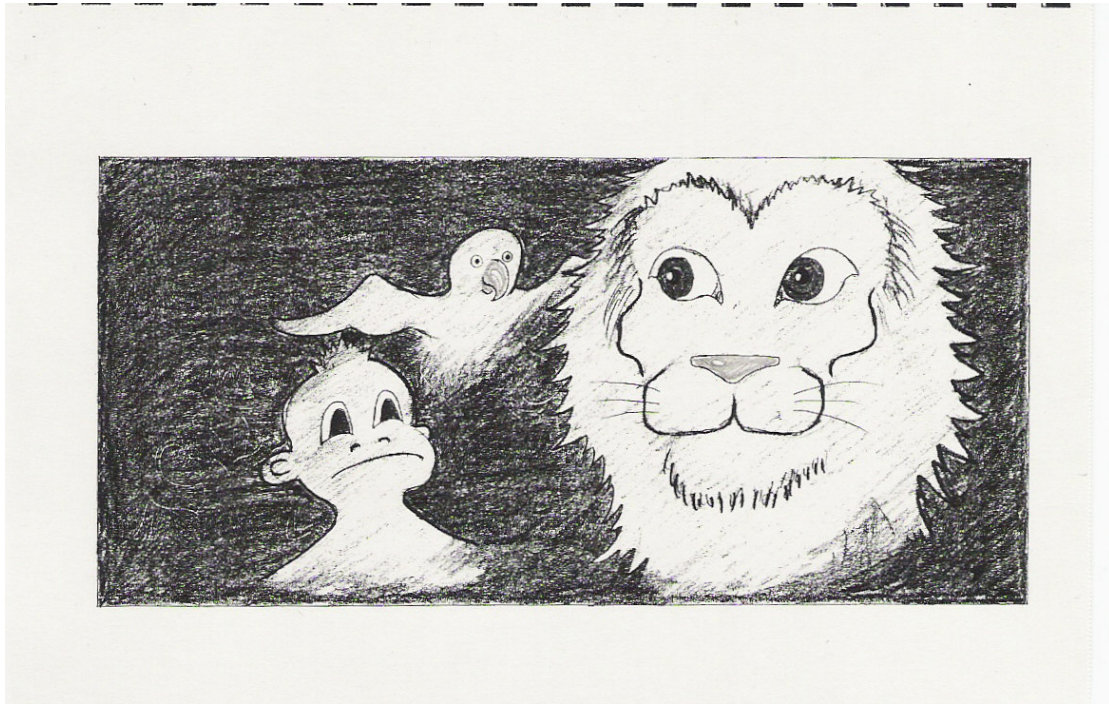
[7] The (first) uphill scene



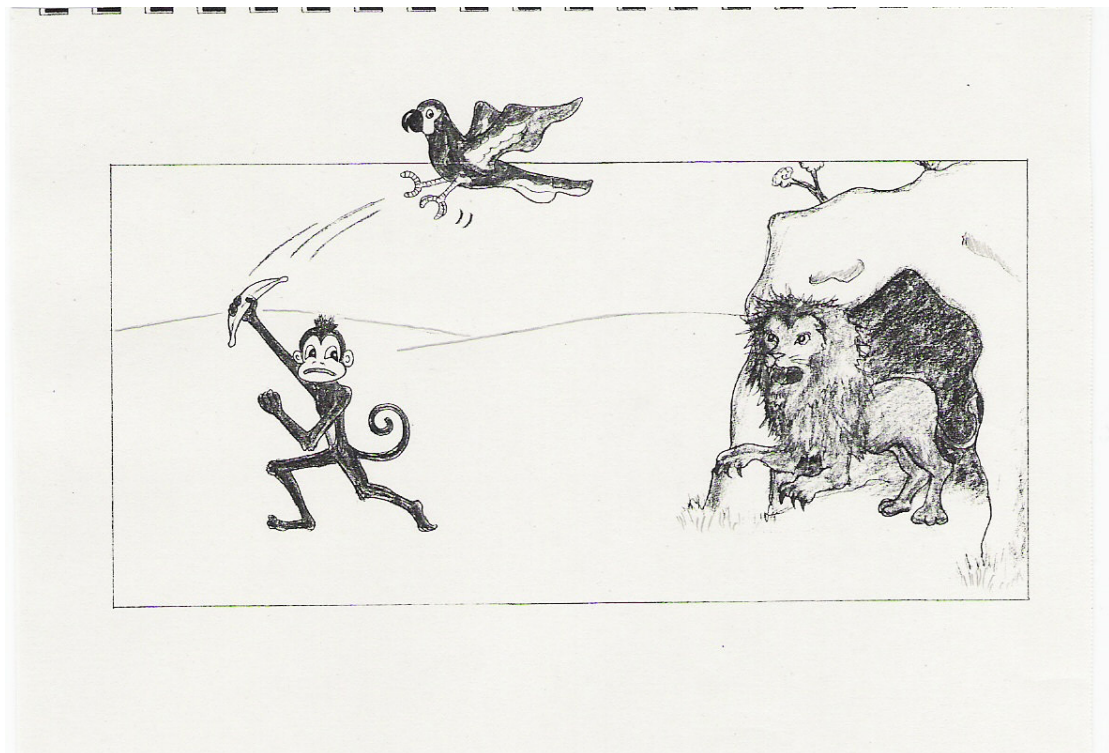
[8] The (first) downhill scene



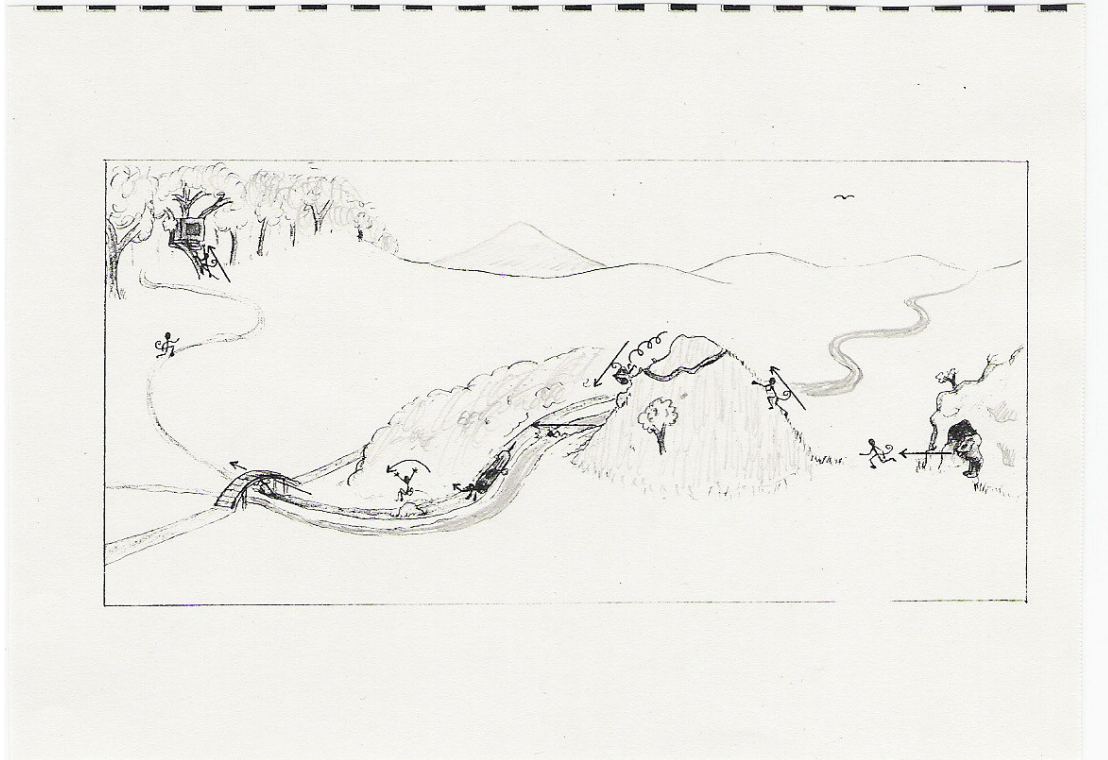
[9] The cave entrance scene



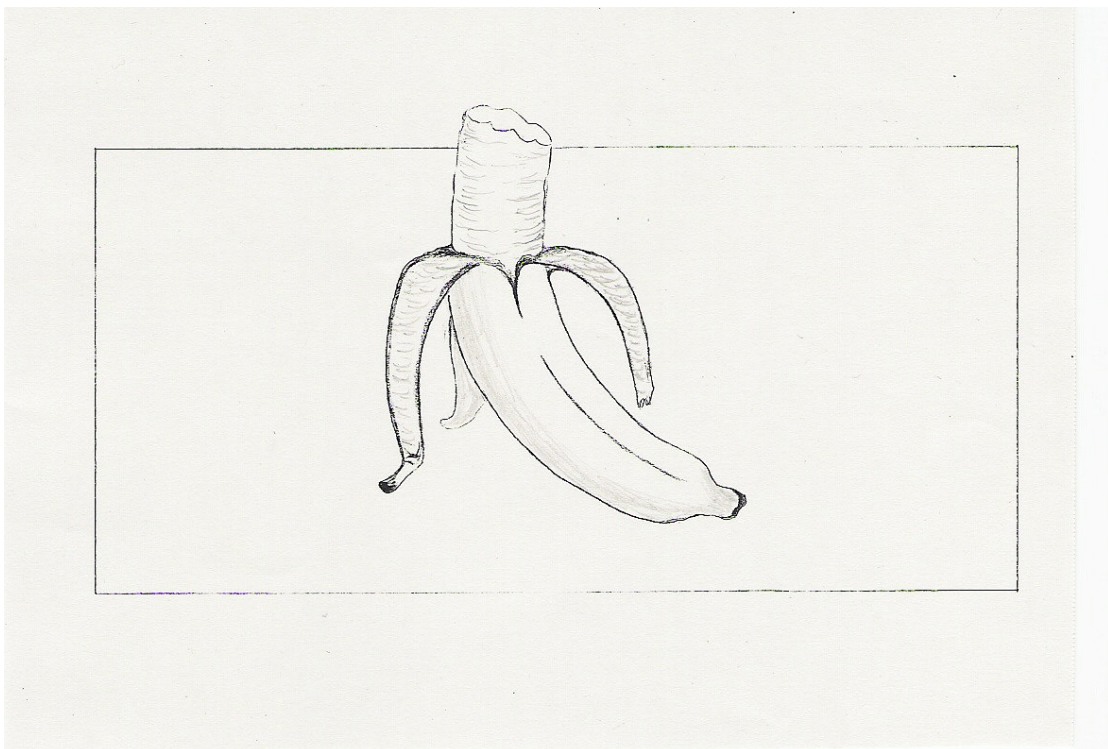
[10] The dark cave scene



[11] The chasing out scene



The Return Journey: [12] The cave exit scene; [13] The (second) uphill scene; [14] The (second) downhill scene; [15] The (second) river scene; [16] The (second) hollow trunk scene; [17] The (second) rock scene; [18] The (second) bridge scene; [19] The tree-climbing scene



[20] The banana reward scene

Appendix B

Test subjects

The tables below indicate the sex, age, and experimental participation of each test subject. Reference codes are explained in Section 4.5. Age is given in years and months. In column EXP, it is noted whether subjects participated successfully in both experiments (1&2), only one experiment (e.g. 1,*), or in neither experiment. In the latter case, it is noted whether the subject was silent or whether the elicited utterances did not contain PATH predicates.

(i) English participants

	REF	SEX	AGE	EXP
(1)*	E3a	M	3;3	1, *
(2)	E3b	M	3;4	1&2
(3)	E3c	F	3;9	1&2
(4)	E3d	M	3;9	1&2
(5)	E3e	F	3;10	1&2
(6)*	E3f	F	3;11	1, *
(7)	E3g	M	3;11	1&2
**	EG	F	3;2	**silent
(8)	E4a	F	4;0	1&2
(9)	E4b	M	4;1	1&2
(10)	E4c	F	4;2	1&2
(11)	E4d	F	4;9	1&2
(12)	E4e	M	4;11	1&2
(13)	E5a	F	5;1	1&2
(14)	E5b	M	5;6	1&2
(15)	E5c	F	5;8	1&2
(16)	E5d	F	5;9	1&2
(17)	E5e	M	5;10	1&2
(18)	E6a	F	6;4	1&2
(19)	E6b	M	6;5	1&2
(20)	E6c	F	6;7	1&2
(21)	E6d	M	6;9	1&2
(22)	E6e	F	6;10	1&2
(23)	E7a	F	7;0	1&2
(24)	E7b	F	7;1	1&2
(25)	E7c	M	7;9	1&2
(26)	E7d	M	7;11	1&2
(27)	E7e	F	7;11	1&2

Adults				
(28)	EAa	F	18	1&2
(29)	EAb	F	32	1&2
(30)	EAc	F	58	1&2
(31)	EAd	F	60	1&2
(32)	E Ae	M	64	1&2
(33)	E Af	M	67	1&2

(ii) French participants

	REF	SEX	AGE	EXP
(1)	F3a	M	3;1	1&2
(2)	F3b	F	3;2	1&2
(3)	F3c	M	3;6	1&2
(4)	F3d	M	3;9	1&2
(5)	F3e	F	3;10	1&2
**	ML	F	3;0	**silent
**	MD	F	3;5	**no paths
**	MT	F	3;5	**no paths
(6)	F4a	M	4;1	1&2
(7)	F4b	F	4;3	1&2
(8)	F4c	F	4;5	1&2
(9)*	F4d	M	4;7	1, *
(10)	F4e	M	4;8	1&2
(11)	F5a	M	5;0	1&2
(12)	F5b	F	5;1	1&2
(13)	F5c	M	5;10	1&2
(14)	F5d	F	5;10	1&2
(15)	F6a	M	6;2	1&2
(16)	F6b	F	6;4	1&2
(17)	F6c	M	6;6	1&2
(18)	F6d	F	6;8	1&2
(19)	F6e	F	6;10	1&2
(20)	F7a	F	7;2	1&2
(21)	F7b	M	7;4	1&2
(22)	F7c	M	7;6	1&2
(23)	F7d	F	7;6	1&2
(24)	F7e	M	7;8	1&2

Adults				
(25)	FAa	F	25	1&2
(26)	FAb	F	29	1&2
(27)	FAc	F	32	1&2
(28)	FAd	F	33	1&2
(29)	FAe	F	43	1&2
(30)	FAf	M	50	1&2
(31)	FAg	F	61	1&2

(iii) Japanese participants

	REF	SEX	AGE	EXP
(1)*	J3a	F	3;4	1, *
(2)	J3b	F	3;6	1&2
(3)	J3c	F	3;6	1&2
(4)	J3d	M	3;7	1&2
(5)	J3e	F	3;10	1&2
**	KH	F	3;0	**silent
**	MM	F	3;1	**silent
**	RY	F	3;2	**silent
**	AA	F	3;3	**silent
**	AH	F	3;3	**silent
**	YY	M	3;11	**no paths
(6)	J4a	F	4;2	1&2
(7)*	J4b	M	4;4	1, *
(8)	J4c	M	4;5	1&2
(9)	J4d	F	4;8	1&2
(10)	J4e	F	4;9	1&2
**	MN	M	4;1	**no paths
(11)	J5a	F	5;1	1&2
(12)	J5b	M	5;7	1&2
(13)	J5c	M	5;10	1&2
(14)	J5d	F	5;11	1&2
(15)	J5e	M	5;11	1&2
(16)	J6a	M	6;2	1&2
(17)	J6b	F	6;2	1&2
(18)	J6c	F	6;4	1&2
(19)*	J6d	M	6;5	1, *

(20)	J6e	M	6;5	1&2
(21)	J6f	M	6;6	1&2
(22)	J6g	M	6;11	1&2
**	SK	M	6;2	**silent
(23)	J7a	F	7;10	1&2
(24)	J7b	M	7;11	1&2
(25)	J7c	M	7;11	1&2
(26)	J7d	F	7;11	1&2
Adults				
(27)	JAa	F	20	1&2
(28)	JAb	F	20	1&2
(29)	JAc	M	21	1&2
(30)	JAd	M	23	1&2
(31)	JAe	M	24	1&2

Appendix C

Experiment I: Prompting materials

(i) Experiment I: English prompting materials

INTRODUCTION:

Let's start by looking at this nice book. It tells the story of a little monkey and a naughty parrot. You can look at the pictures, and tell us the story, OK?

QUESTIONS AND PROMPTS:

- EVENT 2** look, the parrot flies away. and what does the little monkey do?
(down tree)
prompts:
- ☐ [he slides]: yes, he slides...where?
 - ☐ [he goes down]: yes. how does he go down?
 - ☐ he starts here, at the top of the tree, and he ends up here, at the bottom of the tree. so what does he do?
- EVENT 3** and now there's a bridge. what does the monkey do?
(under bridge)
prompts:
- ☐ [he runs]: yes, he runs...where?
 - ☐ yes. but to get to this side of the bridge, what does he do?
- EVENT 4** as above, *mutatis mutandis*
(over rock)
prompts:
- ☐ [he jumps]: yes, he jumps...where?
 - ☐ he starts here, and he ends up here, so what does he do?
 - ☐ look! the rock is right in the middle of the path. what does he have to do to get to the other side?
- EVENT 5** as above, *mutatis mutandis*
(through trunk)
prompts:
- ☐ [he goes inside]: does he stay inside? what does he do?
 - ☐ he starts here, and he ends up here, so what does he do?
 - ☐ look! the tree-trunk is right in the middle of the path. what does he do to get to the other side?
- EVENT 6** as above, *mutatis mutandis*
(across river)
prompts:
- ☐ [he {dives / goes} into the water]: yes. but to get to this side of the river, what does he do?
 - ☐ [he swims. yes, he swims...where?
 - ☐ [in the river]: does he stay in the river? what does he do?
- EVENT 7** as above, *mutatis mutandis*
(up hill)
prompts:
- ☐ [he climbs]: yes, he climbs...where?
 - ☐ he starts here, at the bottom of the hill, and he ends up here, at the top of the hill. so what does he do?
- EVENT 8** as above, *mutatis mutandis*
(down hill)
prompts:
- ☐ [he {rolls / falls}]: yes, he {rolls / falls}...where?

☐ he starts here, at the top of the hill, and he ends up here, at the bottom of the hill. so what does he do?

EVENT 9 as above, *mutatis mutandis*

(into cave)

prompts:

- ☐ [he runs]: yes, he runs...where?
- ☐ does he stay outside the cave? no...what does he do?

EVENT 12 In the cave he saw a big lion didn't he? So what does the little monkey do HERE?

(out of cave)

prompts:

- ☐ does the monkey stay inside the cave?

NB. Intial questions for the 'repeated' events 13 – 18 were of the form:

and what does he do HERE? [experimenter points to picture]

EVENT 19 his house is right at the top of the tree, remember? so to get to his house what does he have to do?

(up tree)

prompts:

he starts here, at the bottom of the tree, and he ends up here, at the top of the tree. so what does he do?

(ii) Experiment I: French prompting materials

INTRODUCTION:

Pour commencer, on va regarder un joli livre. C'est l'histoire d'un petit singe et un perroquet malicieux. Tu peut regarder les images et nous raconter l'histoire. D'accord?

Let's start by looking at this nice book. It tells the story of a little monkey and a naughty parrot. You can look at the pictures, and tell us the story, OK?

QUESTIONS AND PROMPTS:

EVENT 2 *regarde, le perroquet s'envole. qu'est-ce qu'il fait le petit singe?*

(down tree)

prompts:

- 'look, the parrot is flying away. what does the little monkey do?'
- ☐ *[il glisse]: oui, il glisse...ou?*
- [he slides]: yes, he slides...where?
- ☐ *[il descend]: oui. comment il descend?*
- [he goes down]: yes. how does he go down?
- ☐ *il commence ici, en haut de l'arbre, et il finit ici, en bas de l'arbre. alors qu'est-ce qu'il fait?*
- he starts here, at the top of the tree, and he ends up here, at the bottom of the tree. so what does he do?

EVENT 3 *voilà un pont. qu'est-ce qu'il fait le singe?*

(under bridge)

prompts:

- and now there's a bridge. what does the monkey do?
- ☐ *[il court]: oui, il court...ou?*
- [he runs]: yes, he runs...where?
- ☐ *oui. mais pour arriver de ce côté du pont qu'est-ce qu'il fait?*
- yes. but to get to this side of the bridge, what does he do?

EVENT 4 as above, *mutatis mutandis*

(over rock)

prompts:

- ☐ *[il saute]: oui, il saute...ou?*
- [he jumps]: yes, he jumps...where?
- ☐ *il commence ici, et il finit ici, alors qu'est-ce qu'il fait?*

he starts here, and he ends up here, so what does he do?

☐ *le rocher se trouve au milieu du chemin. alors qu'est-ce qu'il doit faire pour continuer sa route?*

the rock is in the middle of the path. so what does he have to do to keep going on his way?

EVENT 5 as above, *mutatis mutandis*

(through trunk)

prompts:

☐ *il commence ici, et il finit ici, alors qu'est-ce qu'il fait?*

he starts here, and he ends up here, so what does he do?

☐ *le tronc d'arbre se trouve au milieu du chemin. alors qu'est-ce qu'il doit faire pour continuer sa route?*

the tree-trunk is in the middle of the path. so what must he do to keep going on his way?

EVENT 6 as above, *mutatis mutandis*

(across river)

prompts:

☐ *[il {plonge/entre} dans l'eau]: oui. mais pour arriver de ce côté de la rivière, qu'est-ce qu'il fait?*

[he {dives into / enters} the water]: yes. but to get to this side of the river, what does he do?

☐ *[il nage]: oui. il nage...ou?*

[he swims. yes, he swims...where?

☐ *il commence ici, de ce côté, et il finit ici, de l'autre cote. alors qu'est-ce qu'il fait?*

he starts here, at this side, and he ends up here, at the other side. so what does he do?

EVENT 7 as above, *mutatis mutandis*

(up hill)

prompts:

☐ *[il {monte / grimpe}]: oui, il {monte / grimpe}...ou?*

[he {goes-up / climbs}]: yes, he {goes-up / climbs}...where?

☐ *il commence ici, en bas de la colline, et il finit ici, en haut de la colline. alors qu'est-ce qu'il fait?*

he starts here, at the bottom of the hill, and he ends up here, at the top of the hill. so what does he do?

EVENT 8 as above, *mutatis mutandis*

(down hill)

prompts:

☐ *[il {roule / tombe}]: oui, il {roule / tombe}...ou?*

[he {rolls / falls}]: yes, he {rolls / falls}...where?

☐ *il commence ici, en haut de la colline, et il finit ici, en bas de la colline. alors qu'est-ce qu'il fait?*

he starts here, at the top of the hill, and he ends up here, at the bottom of the hill. so what does he do?

EVENT 9 as above, *mutatis mutandis*

(into cave)

prompts:

☐ *[il court]: oui, il court...ou?*

[he runs]: yes, he jumps...where?

☐ *est-ce il reste en dehors de la cave? non...qu'est-ce qu'il fait?*

does he stay outside the cave? no...what does he do?

EVENT 12 *dans la caverne il a vu un gros lion, n'est-ce pas? alors, qu'est ce qu'il fait ICI le petit singe?*

(out of cave)

In the cave he saw a big lion didn't he? So what does the little monkey do HERE?
[experimenter points to picture]

prompt:

☐ *est-ce que le singe reste à l'interieur de la cave?*

does the monkey stay inside the cave?

NB. Intial questions for the 'repeated' events 13 – 18 were of the form:

et qu'est ce qu'il fait ICI?
and what does he do HERE? [experimenter points to picture]

- EVENT 19**
(up tree) *sa maison se trouve tout en haut de l'arbre, tu te souviens? Alors pour arriver à sa maison, qu'est-ce qu'il doit faire?*
his house is right at the top of the tree, remember? so to get to his house what must he do?
- prompt:** *il commence ici, en bas de l'arbre, et il finit ici, en haut de l'arbre. alors qu'est-ce qu'il fait?*
he starts here, at the bottom of the tree, and he ends up here, at the top of the tree. so what does he do?

(iii) Experiment I: Japanese prompting materials

INTRODUCTION:

Soredewa, omoshiroi e-hon o mitemimshō ne. E-hon wa suki desu ka? Kore wa o-saru-san to itazura ōmu san no o-hanashi desu. E o mite o-hanashi o oshiete kudasai ne.

So let's look at this nice picture-book. Do you like picture-books? This is the story of a monkey and a naughty parrot. You can look at the pictures, and tell us the story, OK?

QUESTIONS AND PROMPTS:

- EVENT 2**
(down tree) *hora! Omu-san wa tondeitte shimaimasu. Saru-san wa nani o shimasu ka?*
'look! the parrot is flying away. what does the monkey do?'
- prompts:** *[suberu]: doko? Motto kuwashiku oshiette ne?*
[he slides]: where? Can you give more details?
 [oriru]: do yatte?
[he goes down]: how (in what way?)
 koko wa ki no ue desu ne. koko wa ki no shita desu. Saru-san wa doo shimashita ka?
This is the top of the tree, and this is the bottom of the tree. What did the monkey do?
 Hajime koko de, owari wa koko. To yu koto wa, nani o shimashita ka?
He starts here, and finishes here. In other words, what does he do?
- EVENT 3**
(under bridge) *{hora / ima / soledewa} hashi ga arimasu ne. saru-san wa nani o shimasu ka?*
{look / now / so now} there's a bridge. what does the monkey do?
- prompts:** *[hashiru]: doko?*
[he runs]: ...where?
 So desu ne. Kedo, ima saru san wa hashi no kochira gawa ni imasu ne, to yu koto wa saru-san wa nani o shimashita ka?
That's right. But now that monkey is on this side of the bridge. In other words, what did he do?
- EVENT 4**
(over rock) as above, *mutatis mutandis*
- prompts:** *[jampu suru]: doko?*
[he jumps]: where?
 so desu ne. Kedo, ishi ga michi no mannaka ni arimasu ne. Saru-san wa saki ni susumu tame ni, do shimashu ka?
That's right. But there's a rock in the middle of the path. What does the monkey do to keep going on his way?
 Hajime koko de, owari wa koko. To yu koto wa, nani o shimashita ka?
He starts here, and finishes here. In other words, what does he do?

- EVENT 5** as above, *mutatis mutandis*
(through trunk)
prompts:
 - ☐ [tsutsu ni hairu]: *sore de do shimasu ka?*
 [he goes inside]: then what does he do?
 - ☐ *so desu ne. Kedo, ki no tsutsu ga michi no mannaka ni arimasu ne. Saru-san wa saki ni susumu tame ni, do shimashu ka?*
 That's right. But there's a tree trunk in the middle of the path. What does the monkey do to keep going on his way?
- EVENT 6** as above, *mutatis mutandis*
(across river)
prompts:
 - ☐ [kawa ni hairu]: *so desu ne. Kedo, ima saru san wa muko gawa ni imasu ne, to yu koto wa saru-san wa nani o shimashita ka?*
 [he goes into the river]: that's right. But now he's on the other side, isn't he, so what did he do?
 - ☐ [oyoideru]: *...so desu ne. doko?*
 [he swims]. ...that's right. where?
 - ☐ *Hajime koko de, owari wa koko. To yu koto wa, nani o shimashita ka?*
 He starts here, and finishes here. In other words, what did he do?
- EVENT 7** as above, *mutatis mutandis*
(up hill)
prompts:
 - ☐ [agaru / nobotteru]: *...so desu ne. doko?*
 [he {goes-up / climbs}]: ...that's right. where?
 - ☐ *Hajime koko de, owari wa koko. To yu koto wa, nani o shimashita ka?*
 He starts here, and finishes here. In other words, what does he do?
- EVENT 8** as above, *mutatis mutandis*
(down hill)
prompts:
 - ☐ [korobu / korogaru]: *...so desu ne. doko?*
 [he {rolls / falls}]:that's right. where?
 - ☐ *koko wa oka no ue desu ne. koko wa oka no shita desu. Hajime koko de, owari wa koko desu ne. Sorekara saru-san wa nani o shimashita ka?*
 this is the top of the hill, this is the bottom of the hill. He starts here, and he finishes here. So what did he do?
- EVENT 9** as above, *mutatis mutandis*
(into cave)
prompts:
 - ☐ *saru-san wa sonomama dookutsu no soto ni imasu ka? So dewa nai desu ne. Saru-san wa do shimasu ka?*
 does he stay outside the cave? no...what does he do?
- EVENT 12** *koko ga dokutsu desu ne. kore ga raion de, kore ga saru-san desu ne. saru-san wa dokutsu de raion ni aimashita ne. sorekara saru-san wa KOKO DE nani o shimasu ka?*
(out of cave)
 here's the cave, see? this is the lion, and this is the monkey, see? the monkey met the lion in the cave, didn't he, so what does the monkey do HERE?
prompt:
 - ☐ *saru-san wa sonomama dookutsu no soto ni imasu ka? So de wa nai desu ne. Saru-san wa do shimasu ka?*
 does he stay outside the cave? no...what does he do?

NB. Intial questions for the 'repeated' events 13 – 18 were of the form:

koko de wa?
 and what does he do HERE? [experimenter points to picture]

EVENT 19 *saru-san no ie wa ki no ue ni arimasu, ne? Saru-san wa ie ni modoru tame ni, do shimasu ka?*
(up tree)

his house is right at the top of the tree, remember? so to get back to his house what must he do?

prompt:

☐ *koko wa ki no shita desu ne. koko wa ki no ue desu. Hajime koko de, owari wa koko desu ne. Sorekara saru-san wa nani o shimashita ka?*

this is the bottom of the tree, and this is the top of the tree. He starts here, and he finishes here. So what did he do?

Appendix D

Experiment II: Protocols and pretest materials: Teaching Toto to speak

(i) English protocol and pretest materials

Now I'm going to show you something fun. [SHOW ROBOT]. I've made a robot. He's called 'Toto'. Let's play a game with Toto and some sweets. [SHOW SWEETS] I'm teaching Toto how to talk. Toto, say hello... he's a bit shy... say hello... [Toto: 'HELLO'] Sometimes, Toto speaks well, he speaks properly; but sometimes he makes mistakes, and he talks funny. So now we'll play a game and you can help Toto learn to speak properly. Toto loves these colourful sweets but he doesn't really like this black liquorice as much. If Toto gets the words right, you can give him a colourful sweet, in this box here. [PUT SWEET IN 1st BOX] If he says something wrong, you have to give him some liquorice, in this box here [PUT SWEET IN 2nd BOX]. Do you understand? Right, let's try...

Q1: *What's your name?*

A1: *My name's Toto*

Q2: *Are you wearing a hat?*

A2: *Yes, I'm wearing a hat*

Q3: *Are you wearing any shoes?*

A3: **Yes, I some shoes am wearing* (*word order: OV instead of VO)

Q4: *Do you like to eat sweets?*

A4: **Yes, I like to sweet* (verbalization error)

Toto, look at the book [SHOW BOOK COVER]

Q5: *Is there a monkey in this picture?*

A5: *Yes, there's a monkey in the picture*

Q6: *Are his eyes closed?*

A6: **No they isn't closed; they is open* (*AGR: PL subject, SG verb)
[AGR]

Q7: *Are the monkey's teeth white?*

A7: **Yes, the monkey has teeth white* (*word order: N^Adj instead of Adj^N)
[N^A]

Q8: *Do monkeys like to eat bananas?*

A8: *Yes, monkeys like to eat bananas!*

Now Toto's going to look at the book and tell us the story

(ii) French protocol and pretest materials

Maintenant je vais te montrer quelque chose. [SHOW ROBOT] J'ai construit un robot. Il s'appelle 'Toto le robot'. On va jouer un jeu avec Toto et des bonbons. [SHOW SWEETS] Toto ne parle pas très bien le français. Je lui apprend à parler. Dis bonjour, Toto!...C'est un robot très timide...Dis bonjour! [Toto: 'BONJOUR'] Quelque fois, Toto parle très bien, il parle en bon français. Mais parfois il dit des choses bizarres, il parle en mauvais français. Maintenant, on va jouer le jeu ensemble; on va aider Toto à parler correctement. Est-ce que tu peux m'aider? Toto aime bien les bonbons colorés, mais il n'aime pas trop le réglisse noire. Si Toto dit quelque chose correctement, tu peux lui donner un bonbon de couleur, dans cette boîte là [PUT SWEET IN 1st BOX]; s'il dit quelque chose de bizarre, tu dois lui donner un bonbon à la réglisse, dans cette boîte là [PUT SWEET IN 2nd BOX]. Tu as bien compris? On va essayer....

Now I'm going to show you something. [SHOW ROBOT]. I've made a robot. He's called 'Toto the Robot'. We're going to play a game with Toto and some sweets. [SHOW SWEETS] Toto doesn't speak French very well. I'm teaching him to speak. Say hello, Toto....He's a very shy robot....Say hello! [Toto: 'HELLO'] Sometimes, Toto does speak well, he says things right [lit: 'speaks in good French']. But sometimes he talks funny, he says things wrong [lit: 'speaks in bad French']. Now we're going to play the game together; we're going to help Toto to speak properly. Will you help me? Toto loves colourful sweets but he doesn't really like black liquorice. If Toto says something properly, you can give him a colourful sweet, in this box here [PUT SWEET IN 1st BOX]; if he says something funny, you have to give him a liquorice, in this box here [PUT SWEET IN 2nd BOX]. Do you understand? Let's try...

Q1: *Comment tu t'appelles?*
how you yourself call
'What's your name?'

A1: *Je m'appelle Toto.*
I myself call Toto
'My name's Toto.'

Q2: *Est-ce tu porte une casquette?*
is it that you wear a cap
'Are you wearing a cap?'

A2: *Oui, je porte une casquette.*
yes, I wear a cap
'Yes, I'm wearing a cap.'

Q3: *Est-ce que tu as deux chaussures?*
is it that you have two shoes
'Do you have two shoes?'

A3: **Oui, j'avons deux chaussures.* (*AGR: 1SG pronoun, 1PL verb)
yes, I (1SG) have (1PL) two shoes
'Yes, I have two shoes.'

- Q4: *Est-ce que tu aimes manger les bonbons?*
 is it that you like eat the sweets
 ‘Do you like to eat sweets?’
- A4: **Oui, j’aime les bonbons manger* (*word order: OV instead of VO)
 yes, I like the sweets eat
 ‘Yes I like to eat sweets’

Toto, regarde le singe [SHOW BOOK COVER]
 Toto, look at the monkey.

- Q5: *Les oreilles du singe sont grandes ou petites?*
 the ears of-the monkey are big or small
 ‘Are the monkey’s ears big or small?’
- A5: *Les oreilles du singe sont tres grandes.*
 the ears of-the monkey are very big
 ‘The monkey’s ears are very big.’
- Q6: *Est-ce que ses yeux sont ouverts?*
 is it that his eyes are open
 ‘Are his eyes open?’
- A6: **Les yeux sont du singe ouverts.* (*V raised to split the subject DP)
 the eyes are of-the monkey open
 ‘The monkeys eyes are open.’
- Q7: *Est-ce qu’il a deux bouches?*
 is it that he has two mouths
 ‘Does he have two mouths?’
- A7: **Non, le singe ne pas a deux bouches.* (*tensed V fails to raise)
 no, the monkey NEG not has two mouths
 ‘No, the monkey doesn’t have two mouths.’
- Q8: *Est-ce que les singes aiment manger les bananes?*
 is it that the monkeys like eat the bananas
 ‘Do monkeys like to eat bananas?’
- A8: *Oui, les singes aiment manger les bananes.*
 yes, the monkeys like eat the bananas
 ‘Yes, monkeys like to eat bananas.’

Maintenant Toto va regarder le livre et nous raconter l’histoire.
 Now Toto is going to look at the book and tell us the story.

(ii) Japanese protocol and pretest materials

Dewa, korekara iimono o misemasu ne. [SHOW ROBOT] Jitsu wa robotto o tsukurimashita. Namae wa Toto to iimasu. Korekara kyandē o tsukatte Toto to gēmu o shite asobimashō. [SHOW SWEETS] Toto wa boku ga tsukutta n desu kedo, jitsu wa boku wa ima Toto ni kotoba o oshiete iru n desu. Toto-kun! Aisatsu shinasai... choto hazukashi... aisatsu shinasai...[Toto: ‘KONNICHIIWA’] Toto wa ima kotoba no benkyō o shiteimasu. Umaku, jōzu ni hanaseru toki mo aru n desu kedo, tokidoki machigaete, henna hanashikata o shite shimau tokimo arimasu. Soredewa, kyō no gēmu wa nan desu kedo, Toto no kotoba no benkyō o o-tetsudai shitekudasai. Toto wa kirei na amai kyandē ga daisukide, kono kuroi ame ga amari suki dewa arimasen. Moshi Toto ga jōzu ni hanaseta toki wa, kochi no hako ni kireina kyandē o agete kudasai. [PUT SWEET IN 1st BOX] Demo moshi Toto ga henna hanashikata o shita toki wa, kawarini kuroi ame o kochi no hako ni irete ne. [PUT SWEET IN 2nd BOX] Ii desu ka? Ja, yatte mimashō.

Now I'm going to show you something fun. [SHOW ROBOT]. I've made a robot. He's called 'Toto'. Let's play a game with Toto and some sweets. [SHOW SWEETS] Now that I've built Toto, I'm teaching him how to speak. Toto, say hello... he's a bit shy... say hello...[Toto: 'HELLO'] So now Toto's learning how to speak. Sometimes, Toto speaks well, he speaks properly; but sometimes he makes mistakes, and he talks funny. So what's today's game? Please help Toto learn to speak properly. Toto loves these colourful sweets but he doesn't like these black sweets so much. If Toto says something properly, you can give him a colourful sweet, in this box here. [PUT SWEET IN 1st BOX] If he says something funny, you have to give him a black sweet, in this box here [PUT SWEET IN 2nd BOX]. Do you understand? Right, let's try...

Q1: *Namae wa nan to iu no?*
name TOP what called Q
'What's your name?'

A1: *Boku no namae wa Toto desu.*
I GEN name TOP Toto is
'My name's Toto.'

Q2: *Toto-kun wa bōshi o kabutteimasu ka?*
Toto DIM TOP cap ACC wearing Q
'Are you wearing a cap?'

A2: *Hai, bōshi o kabutteimasu.*
yes, cap ACC wearing
'Yes, I'm wearing a cap.'

Q3: *Toto-kun wa gin iro no kutsu o haiteimasu ka?*
Toto DIM TOP silver colour GEN shoes ACC wearing Q?
'Are you wearing silver shoes?'

A3: **Hai, kutsu no gin-iro o haiteimasu.* (*word order in N-N compounds)
yes, shoes GEN silver-colour ACC wearing
'Yes, I'm wearing silver shoes'

- Q4: *Toto-kun wa kyandē ga suki-desu ka?*
 Toto DIM TOP sweets NOM like Q
 ‘Do you like to eat sweets?’
- A4: **Hai, kyandē ga sukimasu.* (*verbalization error)
 yes, sweets NOM like
 ‘Yes I like to eat sweets.’

Toto-kun, hon o mite kudasai [SHOW BOOK COVER]
 Toto, look at the book

- Q5: *Kono e ni, saru-san ga imasu ka?*
 this picture in, monkey-HON NOM be Q
 ‘Is there a monkey in this picture?’
- A5: *Hai, saru-san ga imasu.*
 yes, monkey-HON NOM be
 ‘Yes, there’s a monkey.’
- Q6: *Saru-san no me wa aiteimasu ka?*
 monkey-HON GEN eyes TOP open Q
 ‘Are his eyes open?’
- A6: **Saru-san wa no me aiteimasu.* (*TOP marks modifier not head)
 monkey-HON TOP GEN eyes open
 ‘The monkey’s eyes are open.’
- Q7: *Saru-san wa nikoniko shiteimasu ka?*
 Monkey-HON smile doing Q
 ‘Is the monkey smiling?’
- A7: **Hai, saru-san ni nikoniko shiteimasu.* (*ACC rather than TOPIC marker)
 Yes, monkey-HON ACC smile doing
 ‘Yes, the monkey is smiling.’
- Q8: *Saru-san wa banana ga suki-desu ka?*
 monkey-HON bananas NOM like Q
 ‘Do monkeys like to eat bananas?’
- A8: *Hai, saru-san wa banana ga suki-da yo.*
 yes, monkey-HON TOP bananas NOM like EXCL
 ‘Yes, monkeys do like to eat bananas.’

Toto-kun, korekara e o mite o-hanashi o oshiete kudasai ne. Gambatte kudasai ne.
 Toto, so now please look at the pictures and tell us the story OK? Do your best.