**On-line Supplementary Materials**

**Experimental stimuli**

Target items: 1. It is [blank] that...,

2. It seems [blank] that...,

3. It is [blank] to…,

4. It seems [blank] to…

Fillers: 1. It is a/an [blank] economy

2. It is a/an [blank] generation

3. It is a/an [blank] hypothesis

4. It is a/an [blank] occupation

5. It is a/an [blank] theory

6. It is a/an [blank] analysis

7. It is a/an [blank] version

8. It is a/an [blank] discussion

9. It is a/an [blank] project

**Academic Writing Experience Questionnaire (AWE-Q) items**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Very rarely (1) |  |  |  | Very often (5) | Does not apply |
| Write an email to professors, colleagues, or peers on academic-related topics. |  |  |  |  |  |  |
| Provide written feedback on students' papers (as a course TA or instructor). |  |  |  |  |  |  |
| Submit an abstract for a conference presentation. |  |  |  |  |  |  |
| Write a 20+ page paper. |  |  |  |  |  |  |
| Write a short summary of a research paper or project. |  |  |  |  |  |  |
| Write a critique of an article or study. |  |  |  |  |  |  |
| Write a peer review for a project proposal. |  |  |  |  |  |  |
| Review manuscripts for a journal. |  |  |  |  |  |  |
| Write a part of the thesis or dissertation. |  |  |  |  |  |  |
| Prepare an academic presentation. |  |  |  |  |  |  |
| Create a PowerPoint for a formal research presentation. |  |  |  |  |  |  |
| Submit a grant proposal for funding. |  |  |  |  |  |  |
| Submit a research proposal. |  |  |  |  |  |  |
| Write a memo or report. |  |  |  |  |  |  |
| Take written minutes for a meeting. |  |  |  |  |  |  |
| Write a lab report. |  |  |  |  |  |  |
| Write an annotated bibliography. |  |  |  |  |  |  |
| Complete a report for broken or missing equipment. |  |  |  |  |  |  |

**Introductory-*it* Pattern retrieval**

**1. Adj-that and Adj-to**

1.1 Search terms

* "[Ii]t" [pos="V.\*"] {1,3} [pos="RB.\*"]? [pos="JJ.\*"] [pos="IN"]? [pos="(N.\*|PP.)"]? [pos="IN/that"]
* "[Ii]t" [pos="V.\*"] {1,3} [pos="RB.\*"]? [pos="JJ.\*"] [pos="IN"]? [pos="(N.\*|PP.)"]? [pos="TO"]

1.2 Example sentences:

* it\_PP is\_VBZ always\_RB true\_JJ that/IN\_that
* it\_PP is\_VBZ becoming\_VVG clear\_JJ that/IN\_that
* it\_PP has\_VHZ become\_VVN clear\_JJ that/IN\_that
* it\_PP is\_VBZ possible\_JJ to\_TO
* it\_PP was\_VBD increasingly\_RB difficult\_JJ to\_TO
* It\_PP is\_VBZ difficult\_JJ for\_IN Koizumi\_NP to\_TO
* It\_PP was\_VBD n't\_RB necessary\_JJ for\_IN girls\_NNS to\_TO

**2. Other instantiations**

|  |  |  |
| --- | --- | --- |
| **Patterns** | **Sub-patterns** | **Examples** |
| *it V ADJ wh-* | *it V ADJ whether*  *it V ADJ how*  *it V ADJ if*  *it V ADJ why*  *it V ADJ what*  *it V ADJ when*  *it V ADJ where* | it isn’t always clear whether...  it is even more unclear how...  it is unknown if...  it becomes evident why...  it is obvious what...  it is helpful when...  it is not obvious where... |
| *it V N ADJ that* | - | it makes it clear that...  it struck us as funny that... |
| *it V ADJ as to* | - | it remains unclear as to... |
| *it V N ADJ to-infinitive* | - | it made it possible to... |
| *it V ADJ V-ing* | - | it was strange having... |