VERBAL COMPREHENSION AFTER BRAIN DAMAGE

a psycholinguistic investigation

with special reference to cerebro-vascular accident

by

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Thesis submitted to the University of Newcastle upon Tyne

for the degree of Doctor of Philosophy, September 1976.

TEXT CUT OFF IN ORIGINAL

VOLUME TWO

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FIRST PRELIMINARY EXPERIMENT

SEMANTIC TEST.

Name ..... Date ..... Time Taken.....

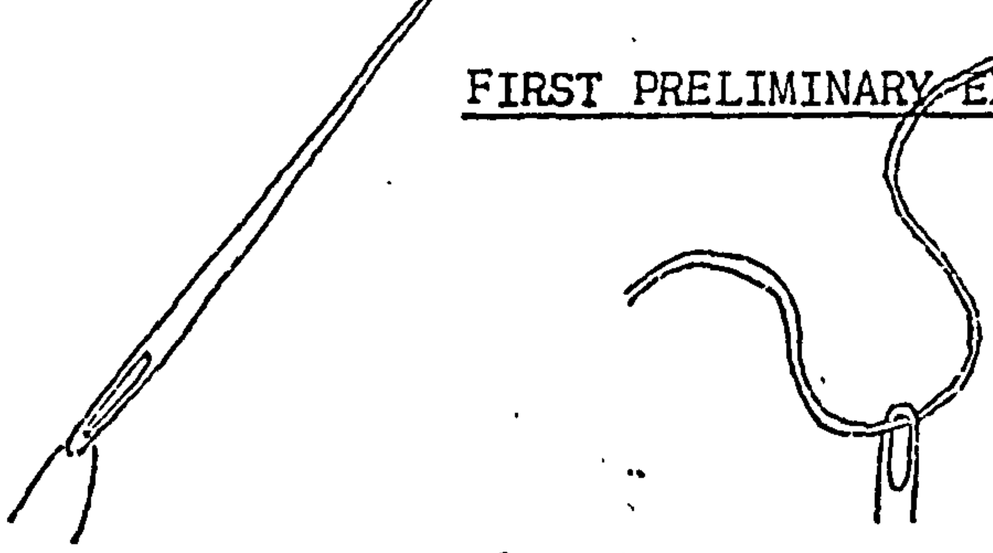
"There are four pictures on this page". (tester points to them individually). "Which is the best picture for "needle"?" (get subject to point). "On this page, which is the best picture for "smooth"? Now we have more pages. For each page I'm going to say a word and I want you to point to the best picture for it. If you want me to say the word again, let me know". (n.b. Tester only gives stimulus word).

	Stimulus word (tick if correct).	Underline error choice.		R if repeat req.	Write V or S if subject rehearses vocally or sub-voc.
1.	hand	foot finger	glove		
2.	web	spider	feet duck		
3.	cry	tear	baby laugh		
4.	lamb	sheep wool	chops		
5.	soldier	sailor	army uniform		
6.	table	chair cloth	talk		
7.	foot	shoe hand	toe		
8.	hammer	nail	tongs sickle		
9.	swift	slow swallow	bird		
10.	thirsty	drink water	dry		
11.	moon	stars sun	sky		
12.	mountain	hill valley	snow		
13.	butterfly	moth not	wing		
14.	eagle	nest	bird mountain		
15.	cottage	house pie	country		
16.	eating	drinking food	sleeping		

Semantic Test - Sheet 2.

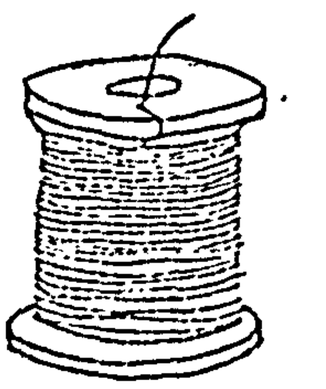
	word	choice		R.	V. or S.
17.	walking	talking	running stick		
18.	stove	fire heat	pipe		
19.	smoke	cigarette	fire cough		
20.	cheese	biscuits	bread mice		
21.	cut	scissors	knife hurt		
22.	butter	bread yellow	milk		
23.	door	open	window knot		
24.	queen	king crown	bee		
25.	shoulder	body	arm bone		
26.	yellow	green red	blue		
27.	doctor	medicine	nurse patient		
28.	paper	pencil	pen write		
29.	sleep	bed	dream awake		
30.	short	long fat	tall		

Score correct _____



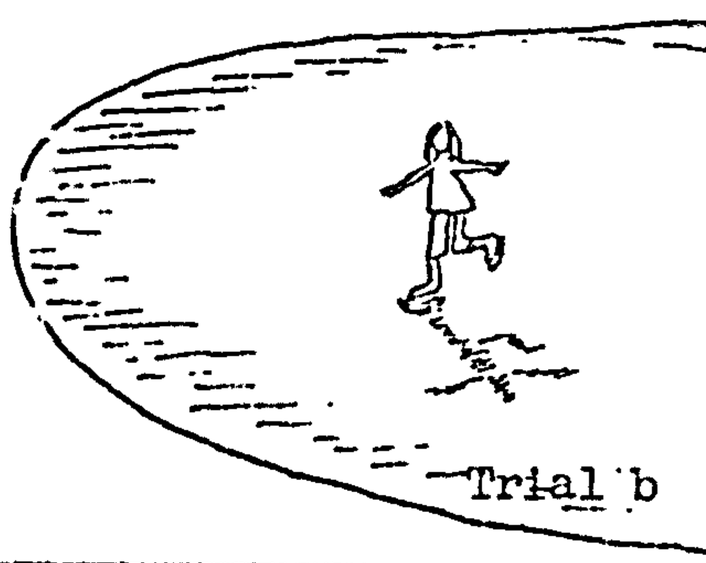


Trial a





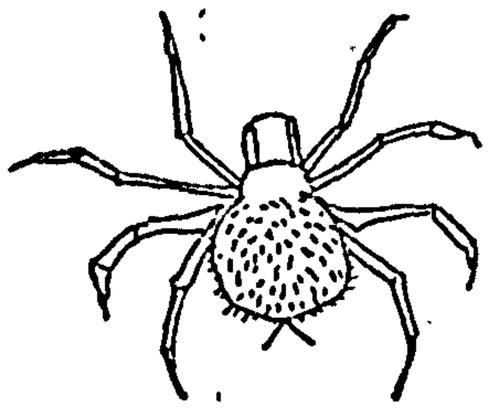


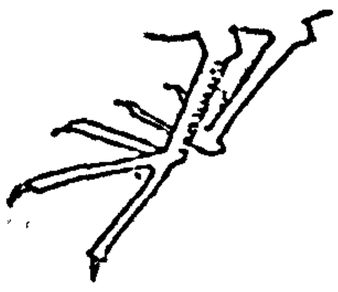


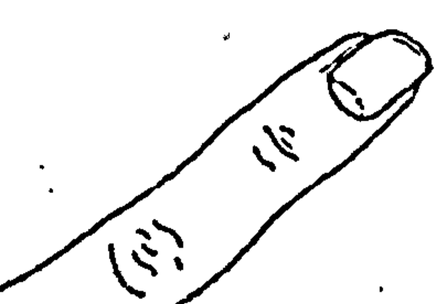
Trial b



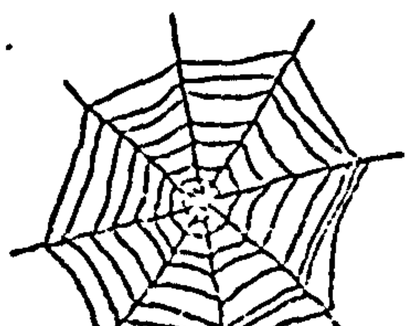


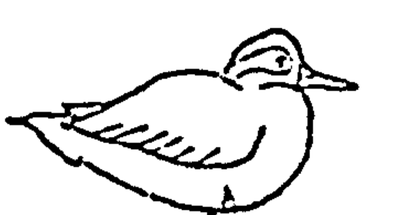








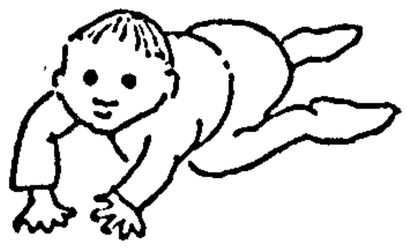


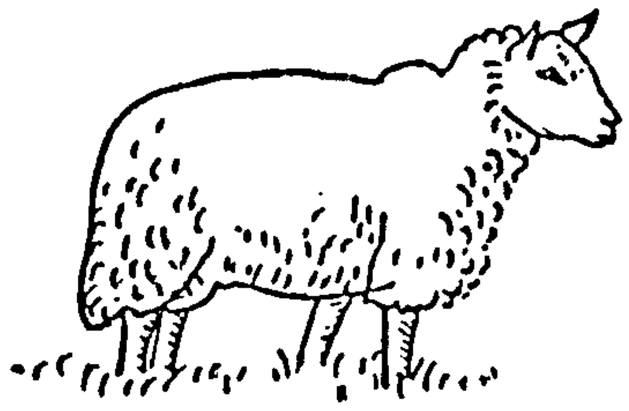


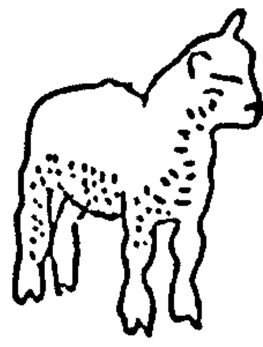
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2.









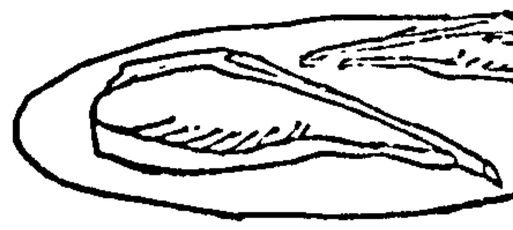




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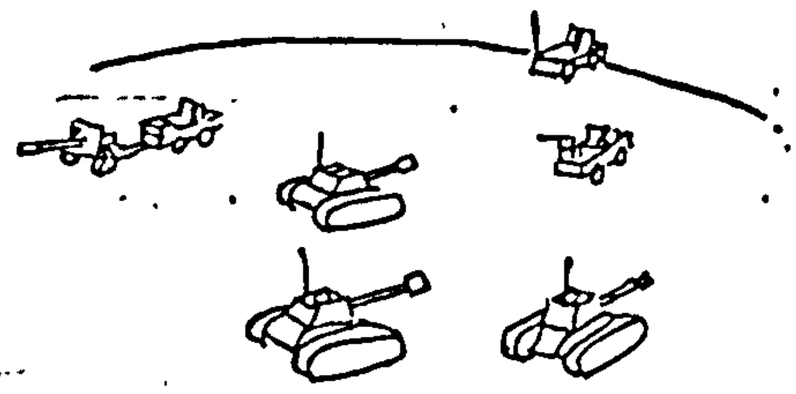
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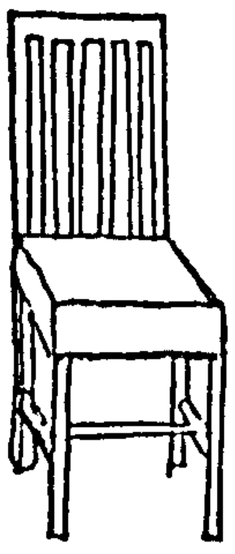


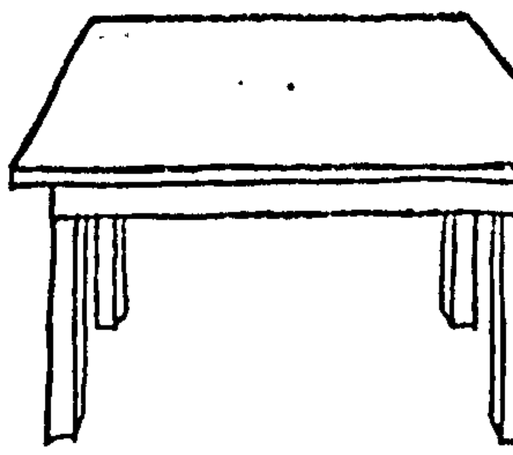


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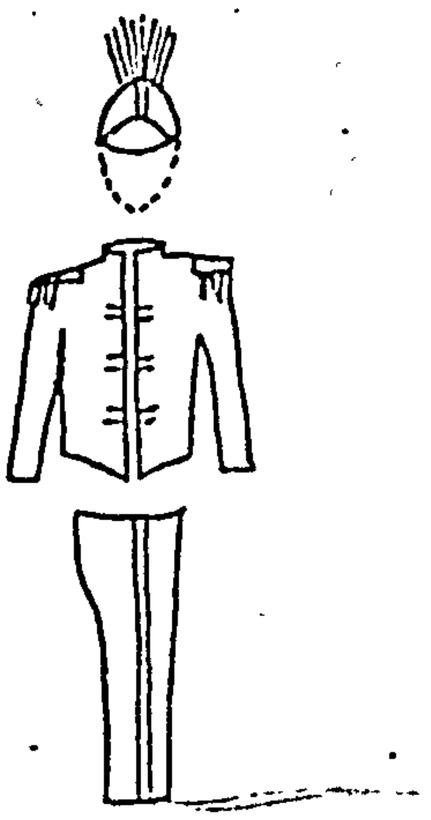




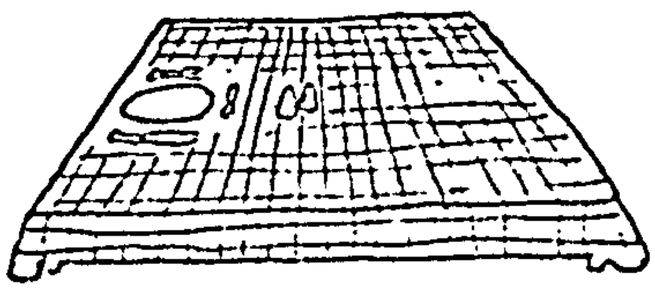




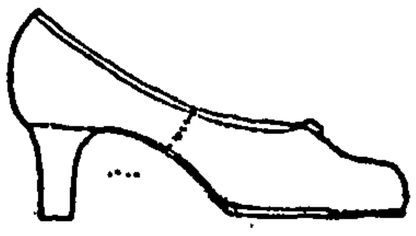




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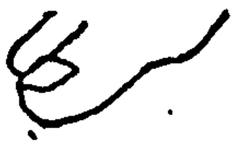








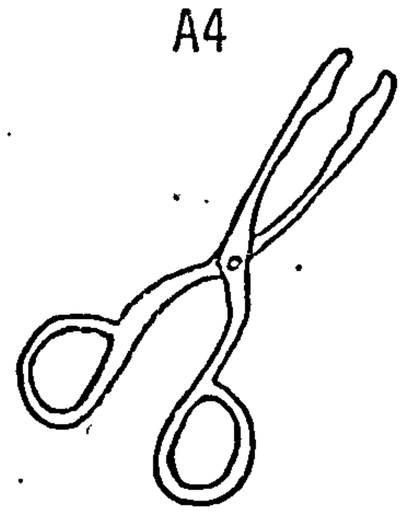


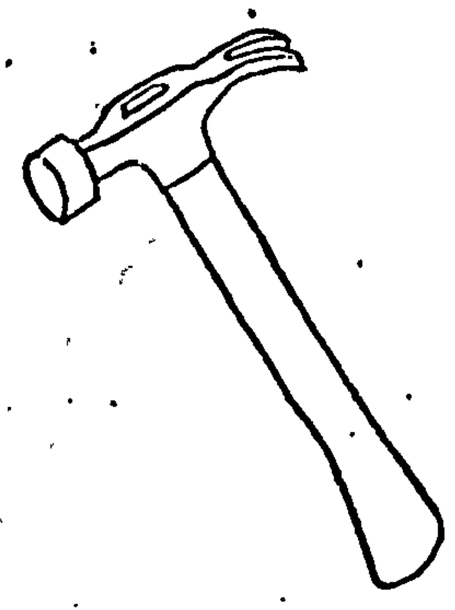


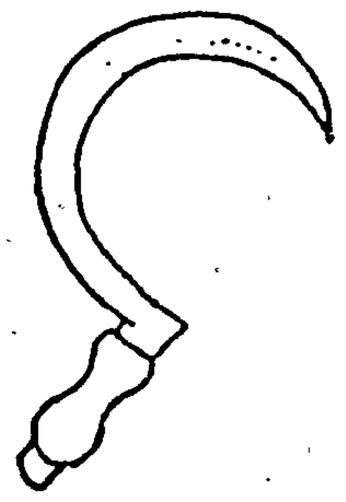
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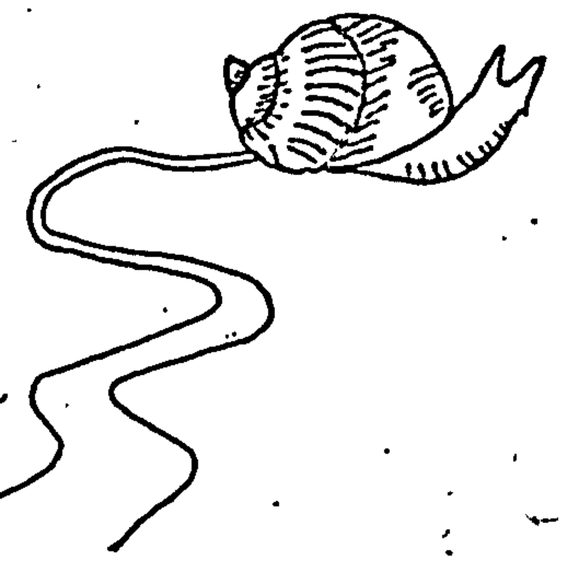






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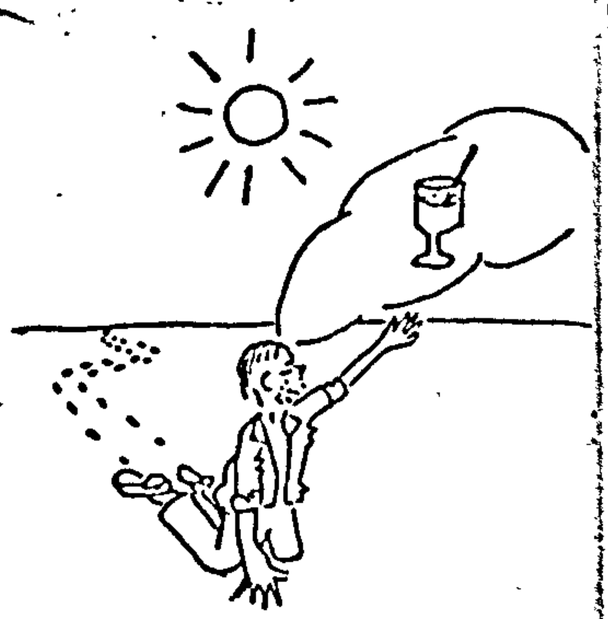
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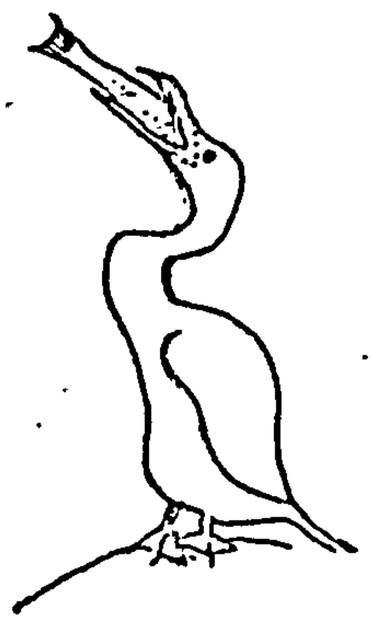


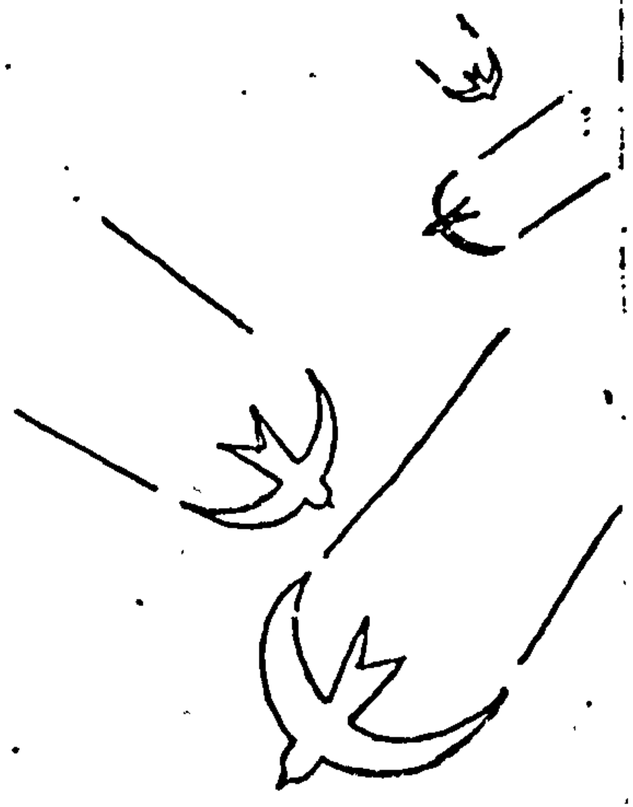




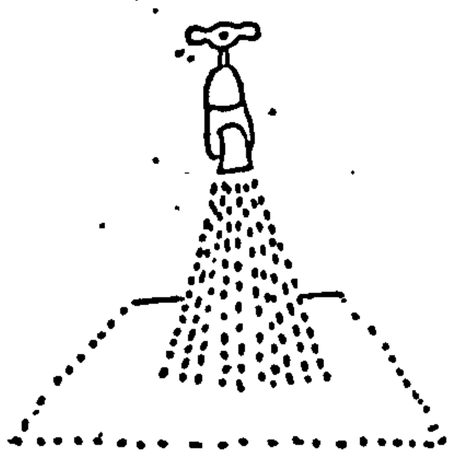






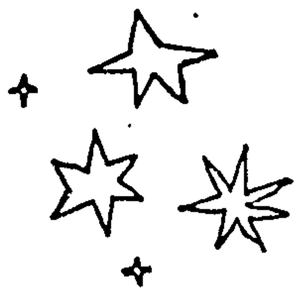


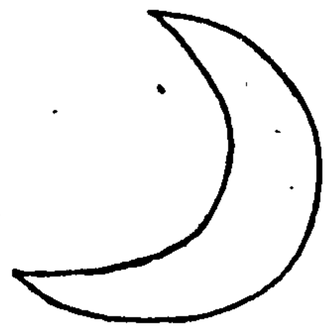
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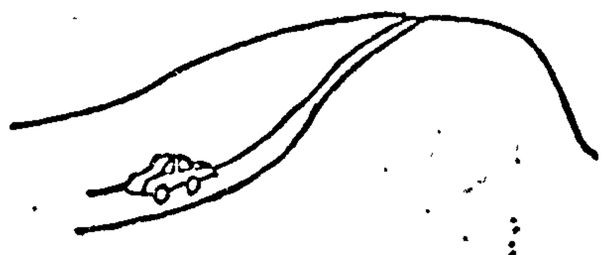




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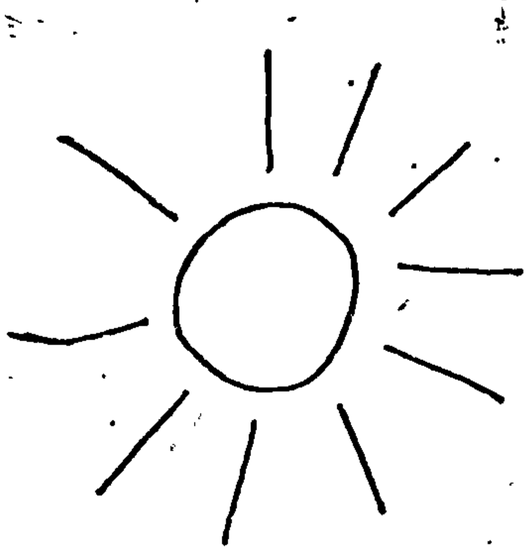




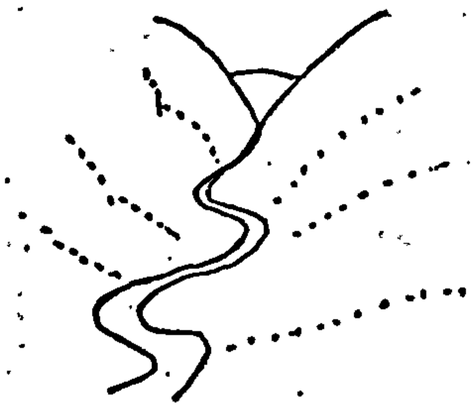


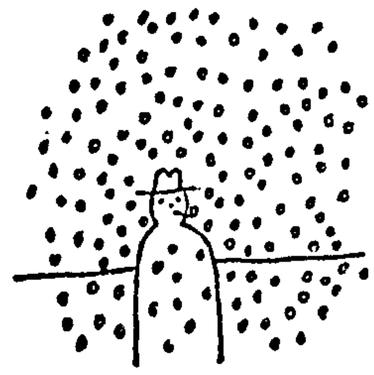
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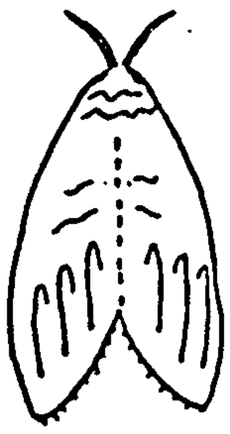


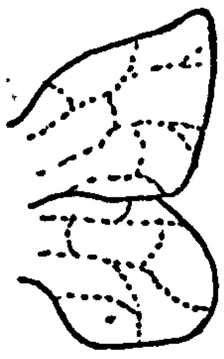


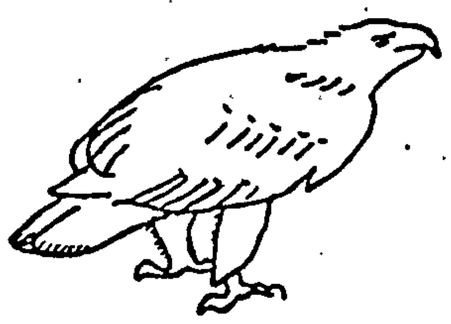


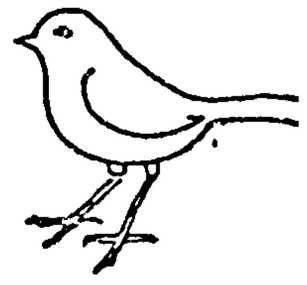


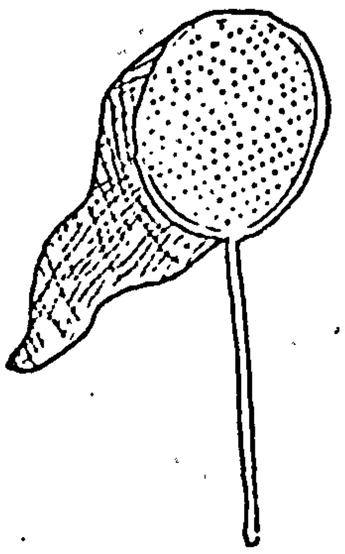
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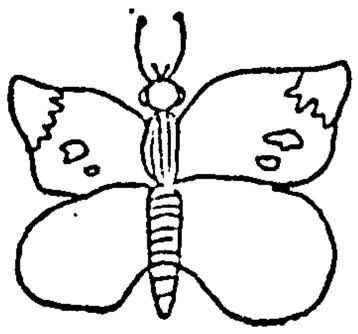




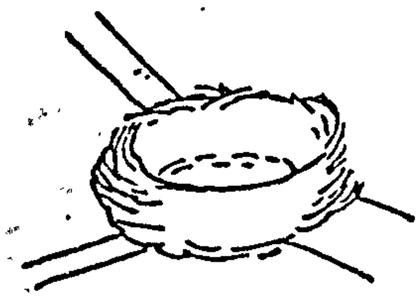






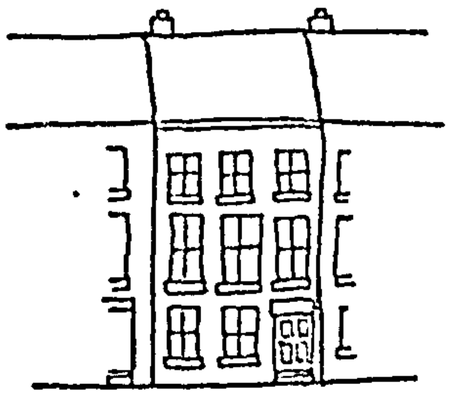


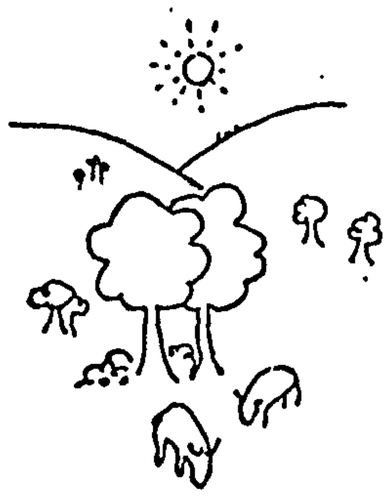
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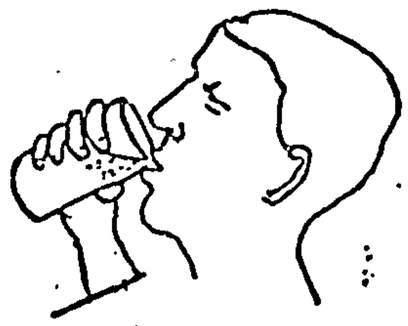




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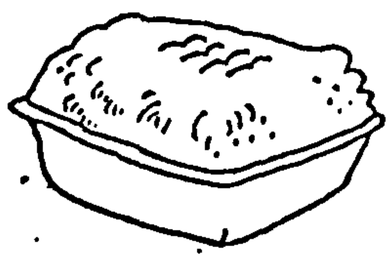




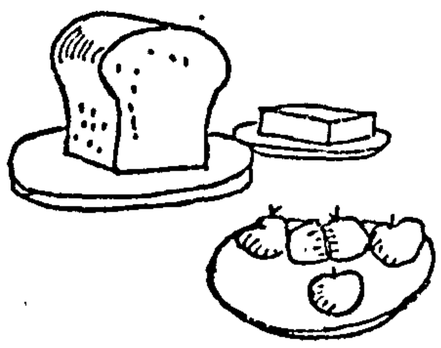


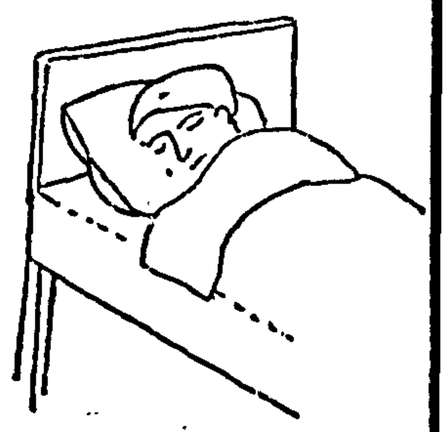
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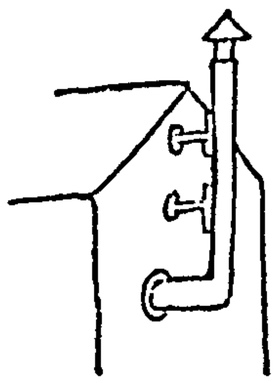
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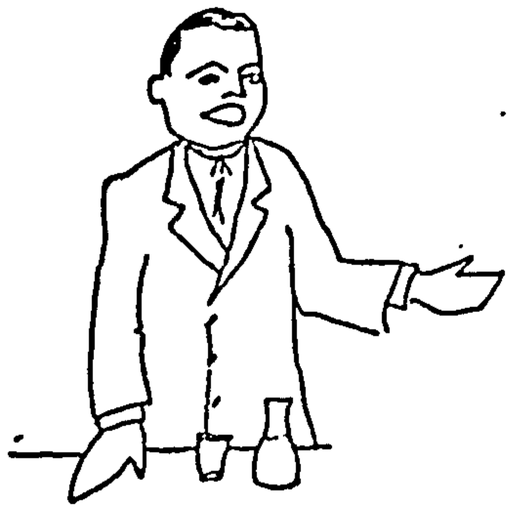


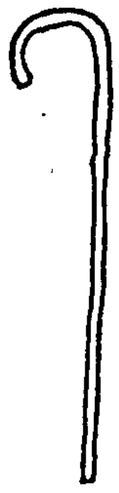


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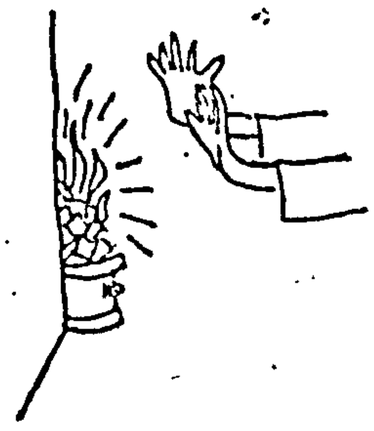


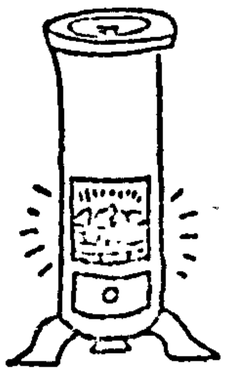




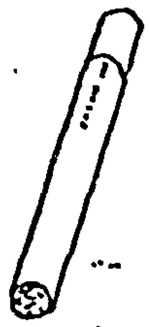


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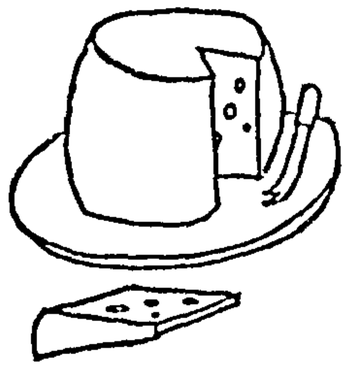




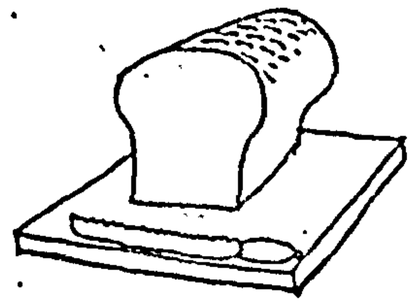
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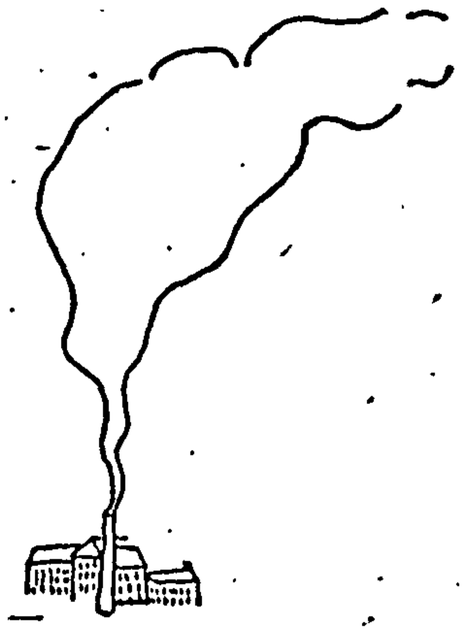






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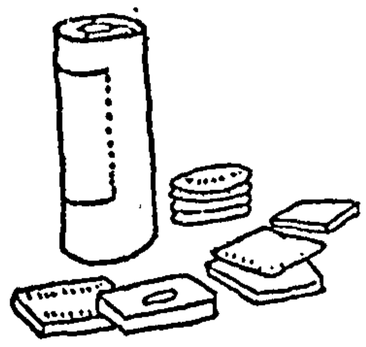


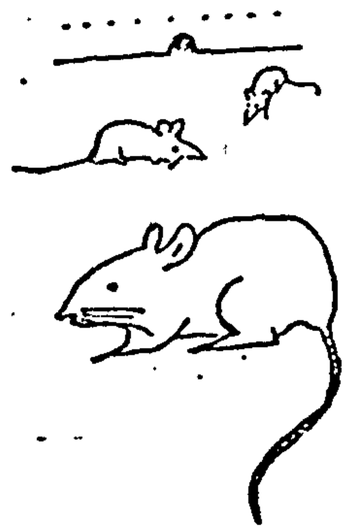




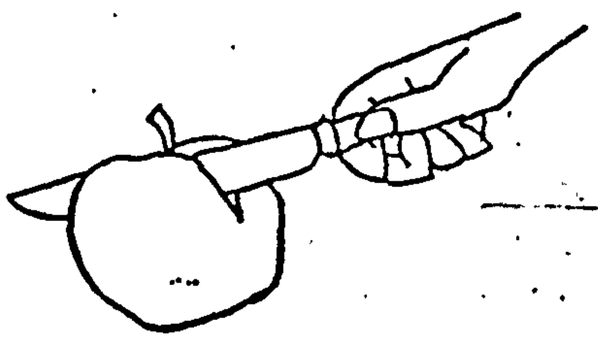
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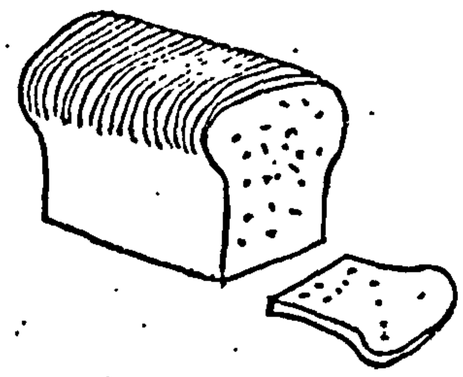


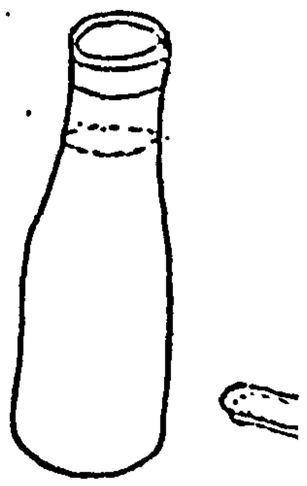


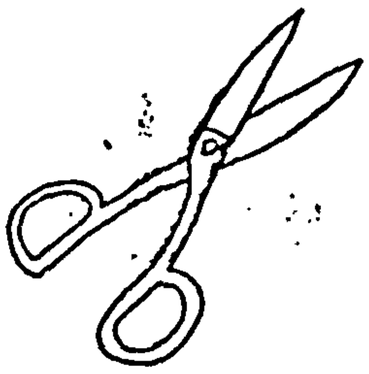
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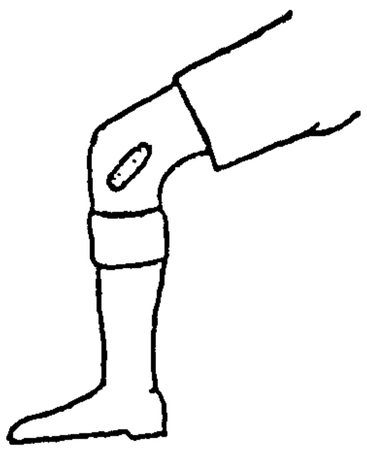






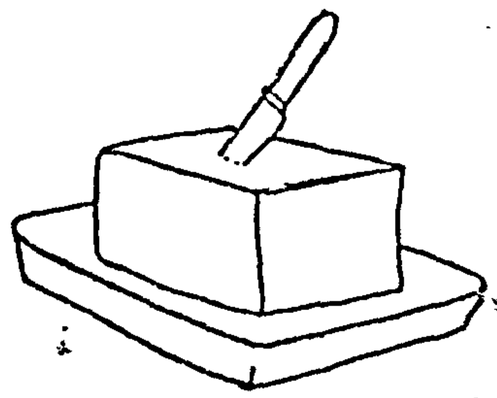




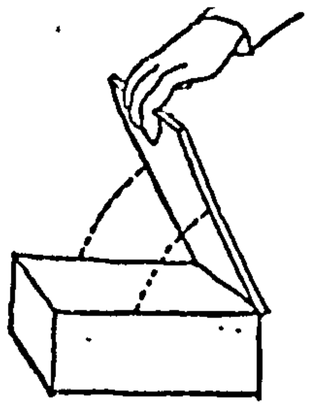


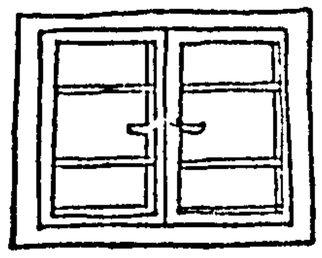
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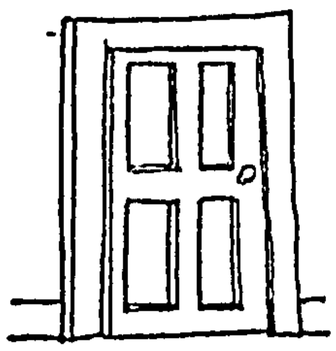
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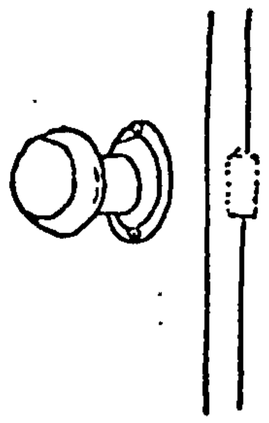


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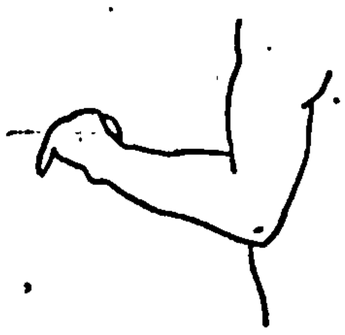


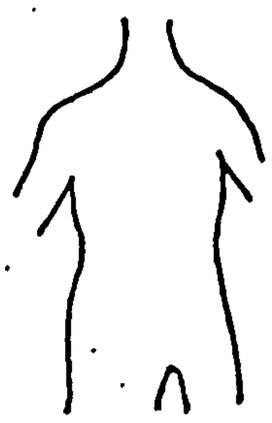


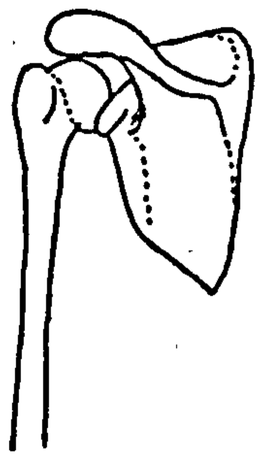




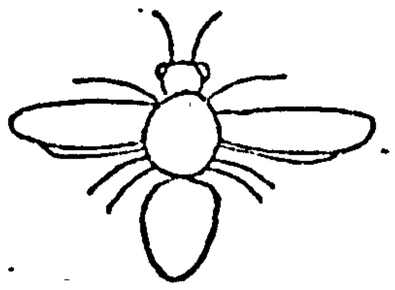






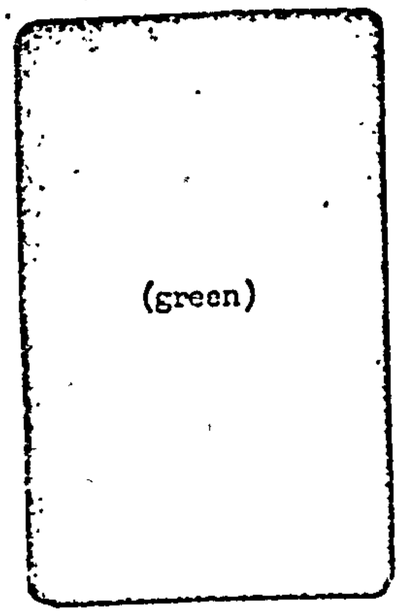


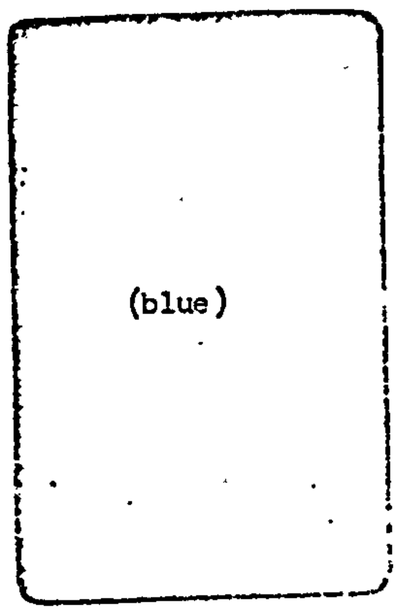


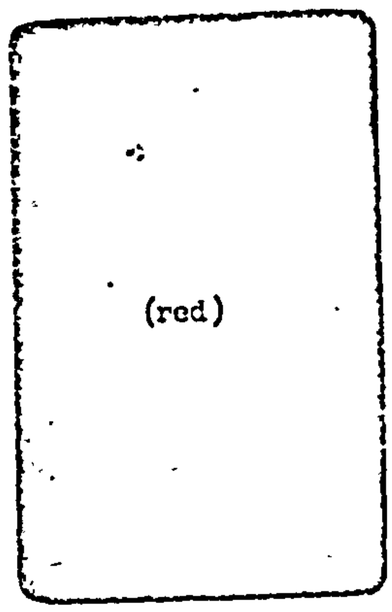








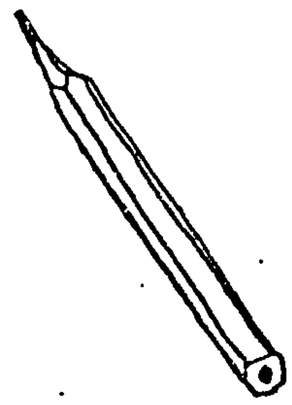


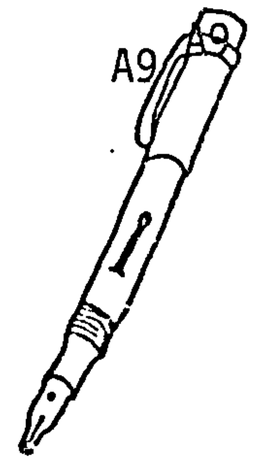


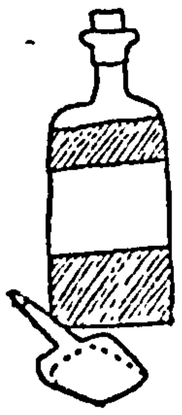
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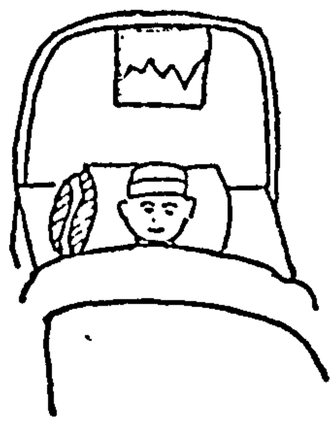


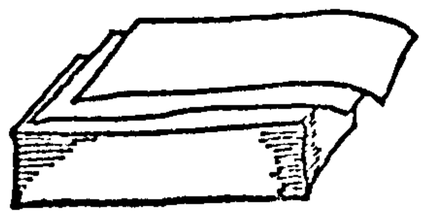


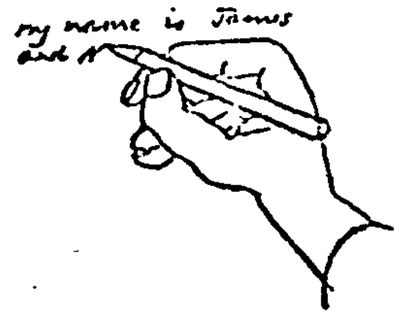


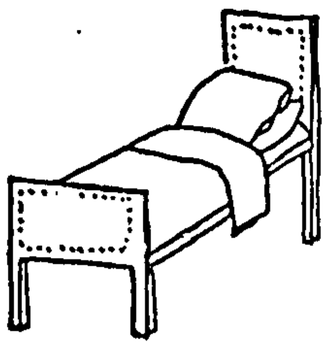

A9

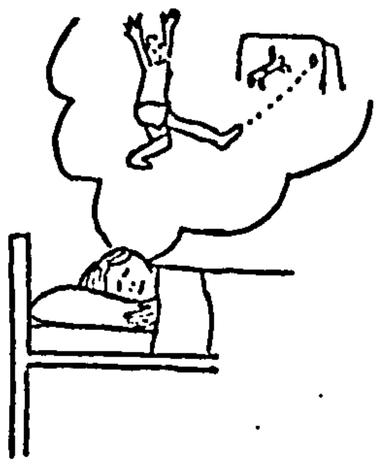




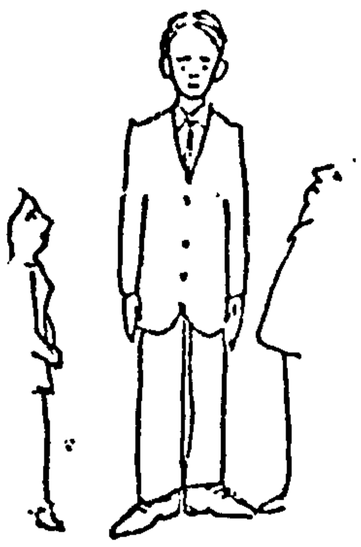



my name is James



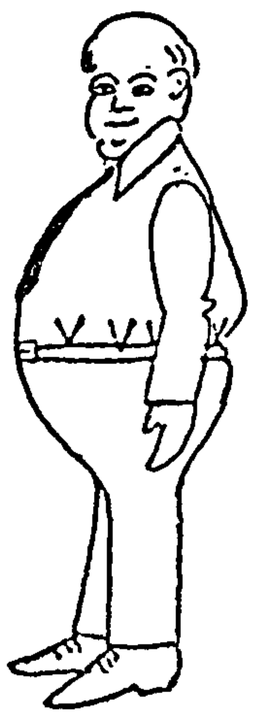


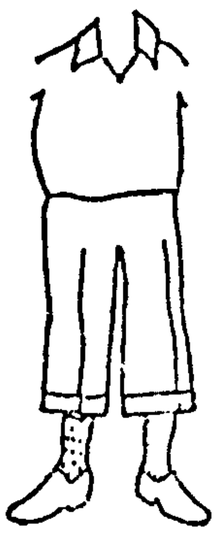












FIRST PRELIMINARY EXPERIMENT

PHONOLOGICAL TEST

Name ..... Date ..... Time Taken.....

"There are four pictures on this page" (tester points to them individually). "You are going to hear a word on the tape recorder. The word will be spoken twice, first by a man and then by a woman. Please point to the best picture for the word". (Pause tape and turn page when subject has pointed). "Now you will hear another word spoken twice. Which is the best picture for this word?" (Pause tape). "Now there are more words. When each one is said, point to the best picture for it". (There are intervals of 10 secs. on the tape; pause tape and give more time if needed. The first two words "leather" and "poplar" are practice words and are not scored).

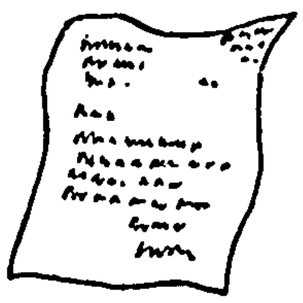
Stimulus word (ring if correct).	Underline error choice		Note vocal or sub-vocal rehearsal.
1. sit	sift	six sick	
2. heat	eat feet	peak	
3. torn	horn corn	thorn	
4. fuel	duel pool	jewel	
5. till	kill	fill pill	
6. end	hand hen	hem	
7. lip	lift	lit lick	
8. frame	crane	rain train	
9. fox	box docks	blocks	
10. rum	rung run	drum	
11. carve	car	card cars	
12. bean	bead	beam bee	
13. lock	clock flock	rock	
14. cave	cake	case cage	
15. medal	petal meadow	battle	
16. jail	gale dale	bale	

PHONOLOGICAL TEST - SHEET 2

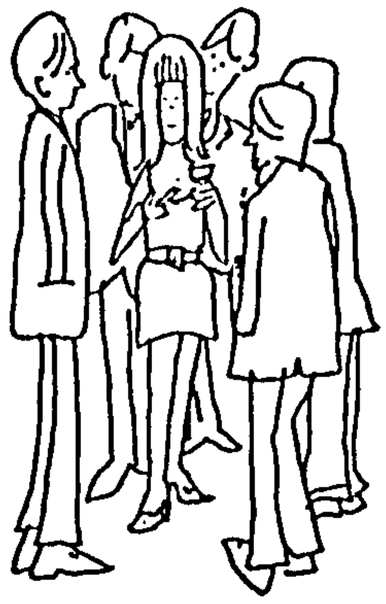
Stimulus	error		S. or V.
17. scorch	porch	torch court	
18. bite	bike fight	vice	
19. craft	crab	crack crash	
20. cat	hat	cap catch	

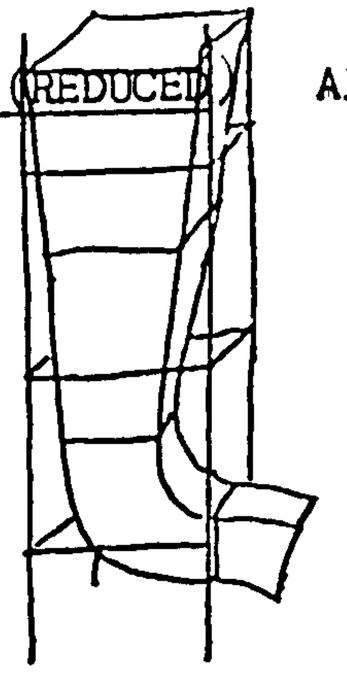
Score correct .....

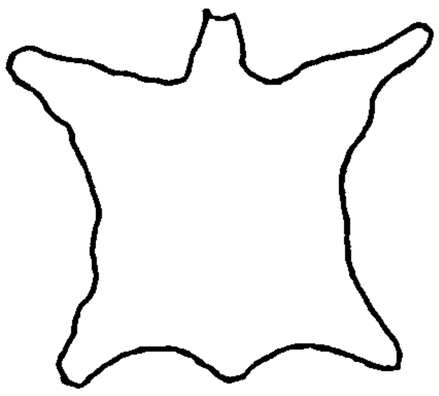
FIRST PRELIMINARY EXPERIMENT: PHONOLOGICAL TEST PICTURES (REDUCED)

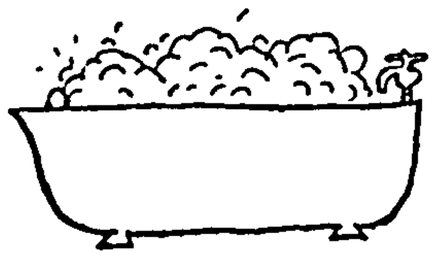










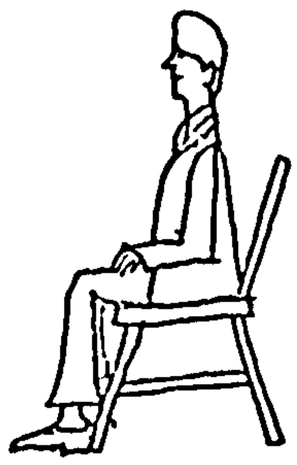


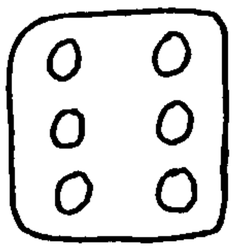
Trial a



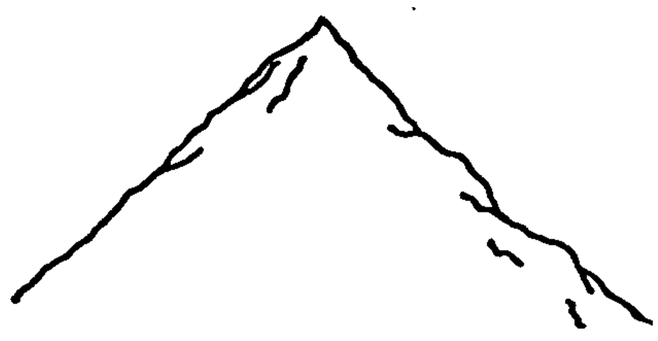


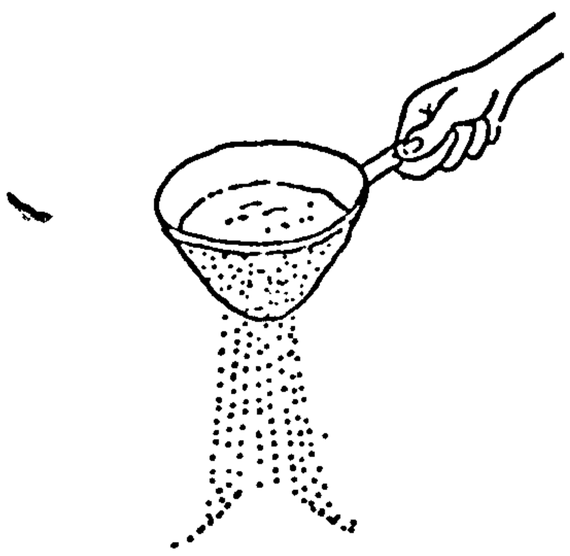
Trial b

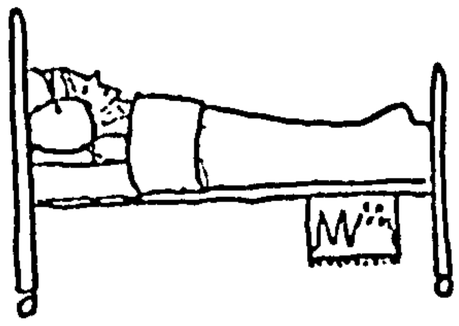




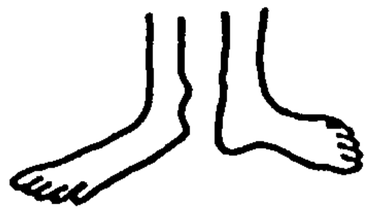






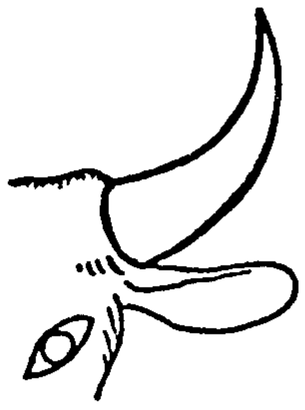


1.



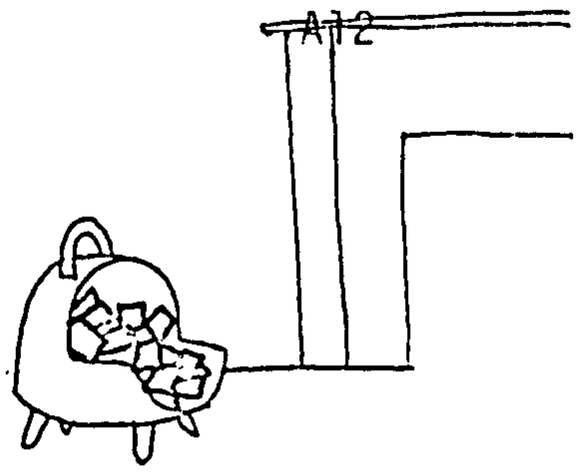


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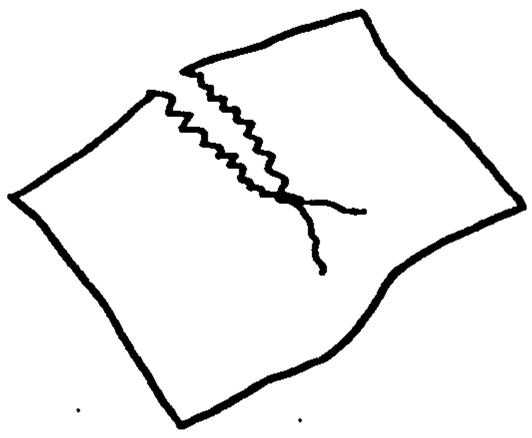




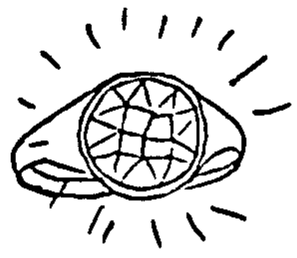



A12



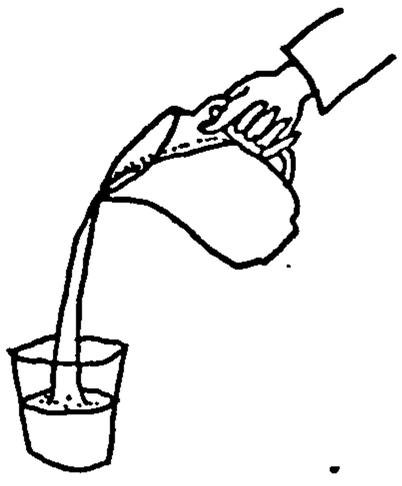




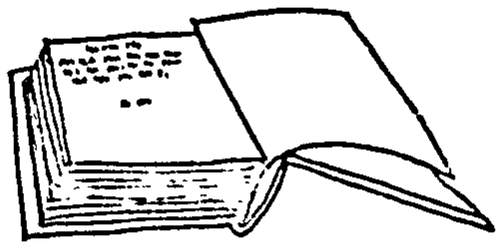


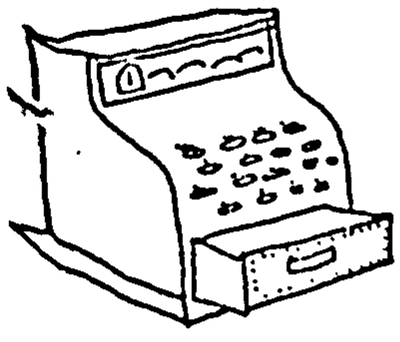






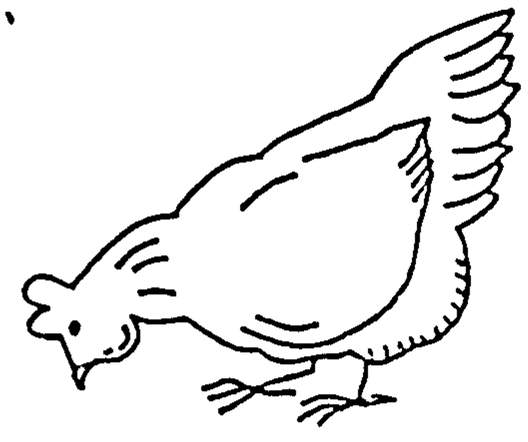






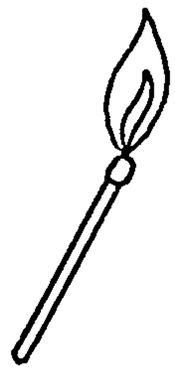


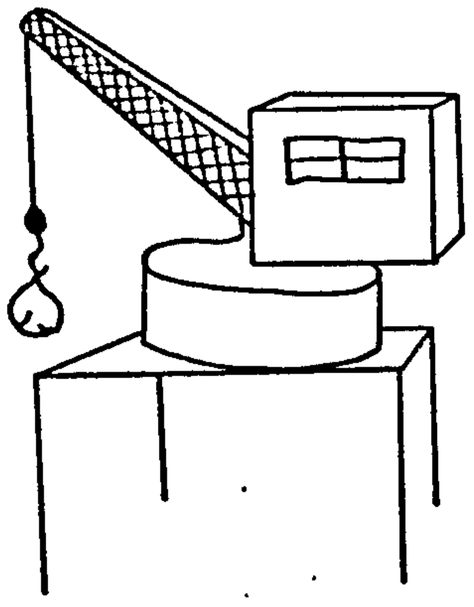




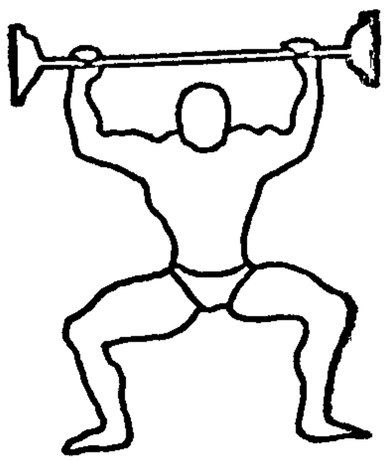


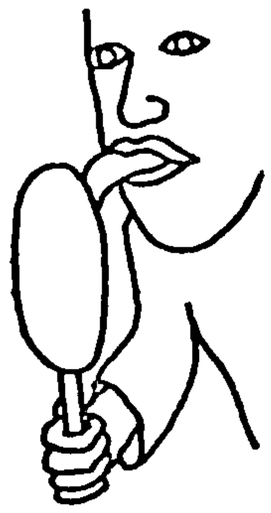




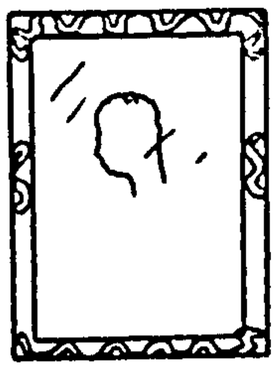


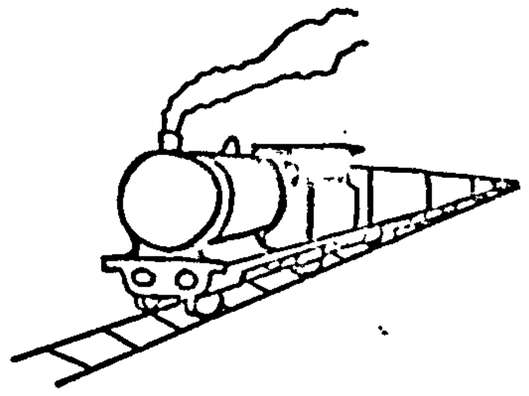




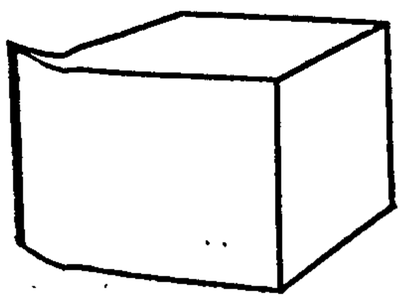


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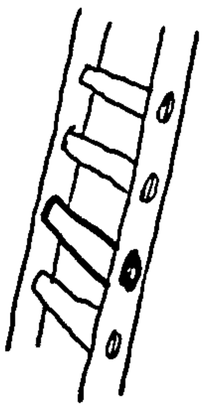


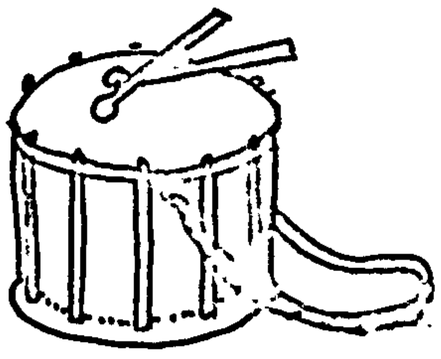


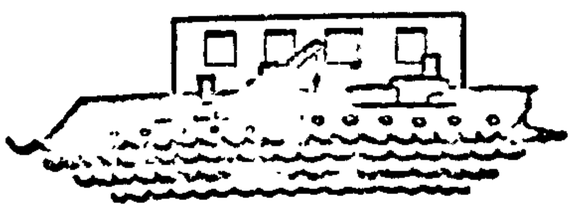
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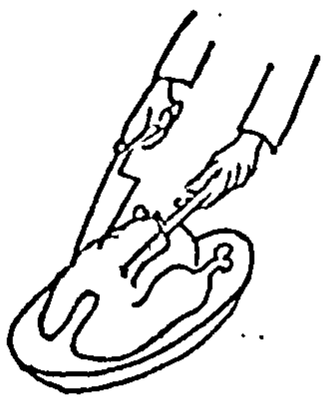


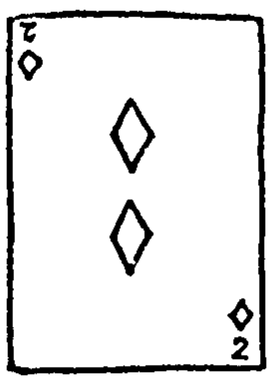
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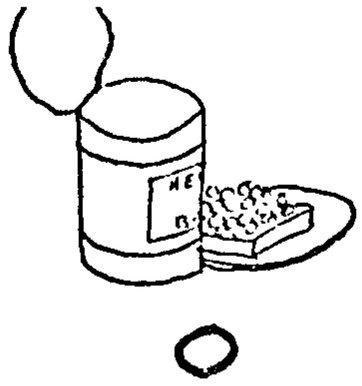


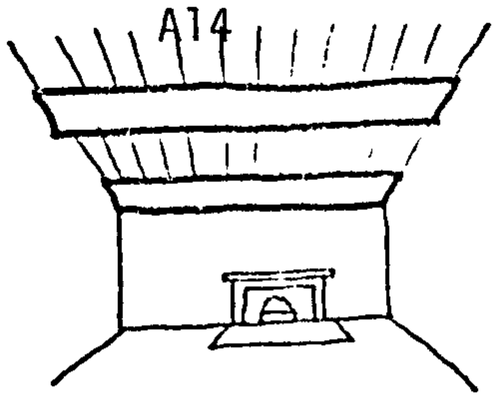


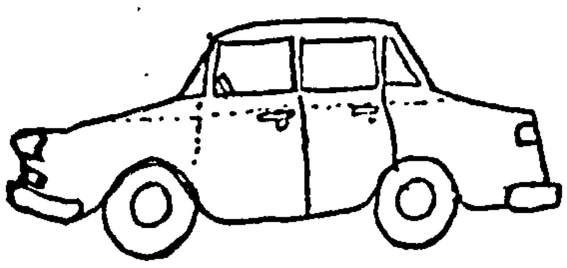
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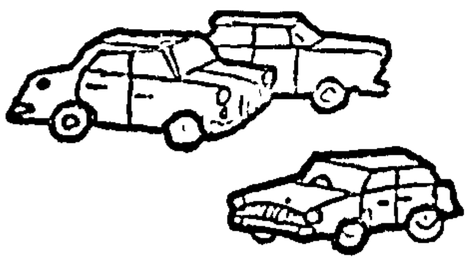




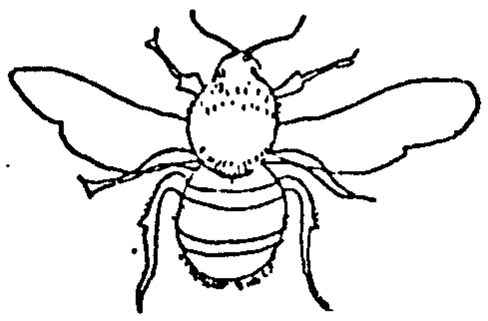


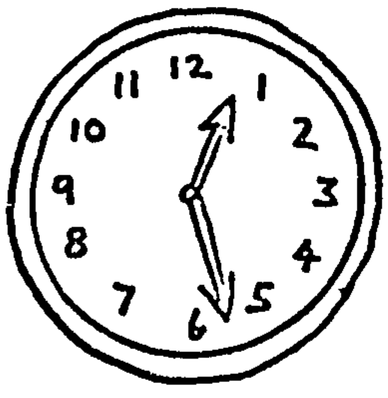

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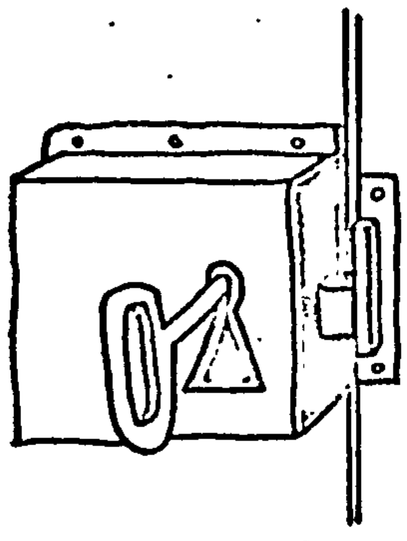


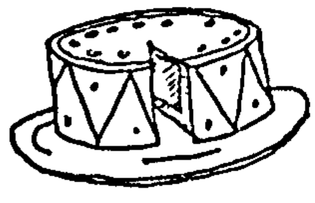


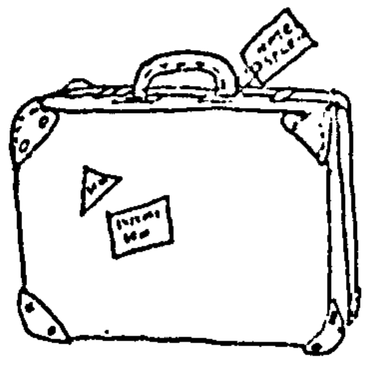


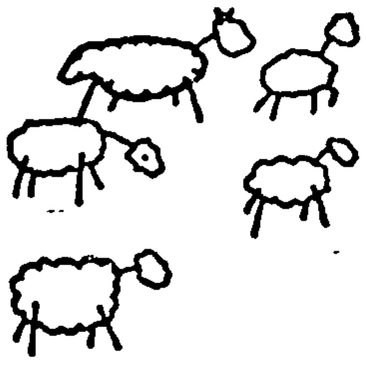


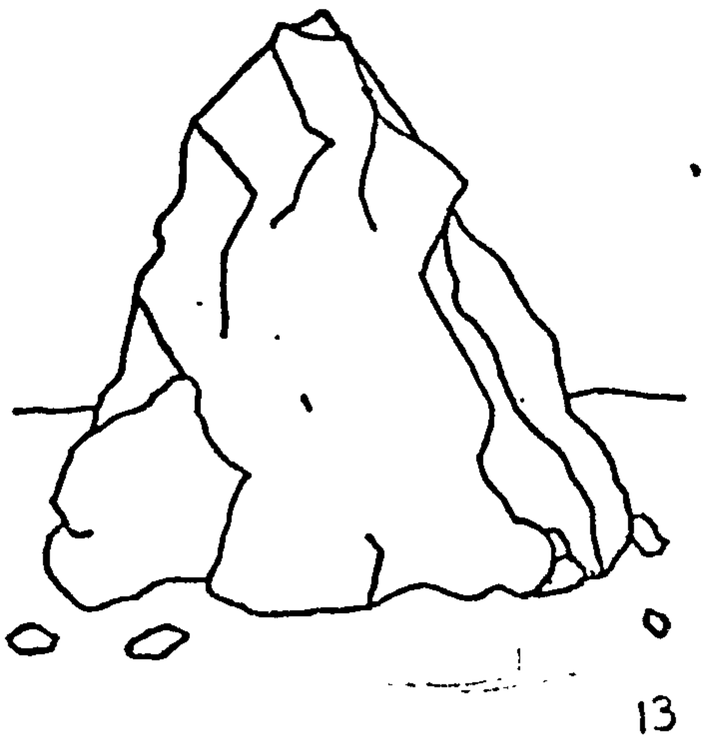

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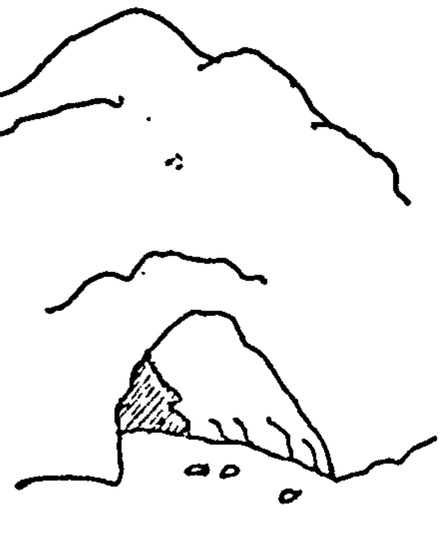


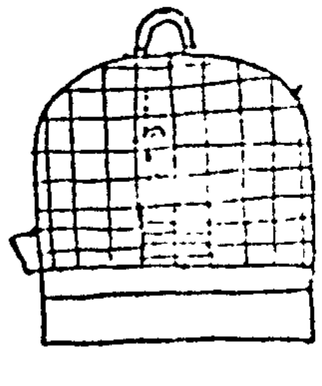


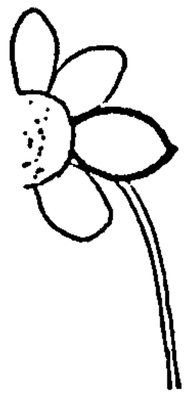






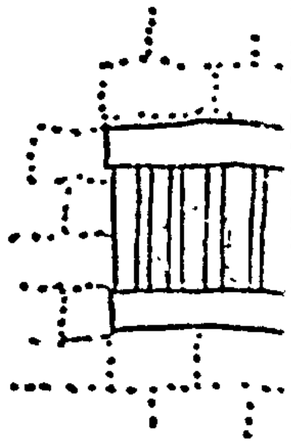


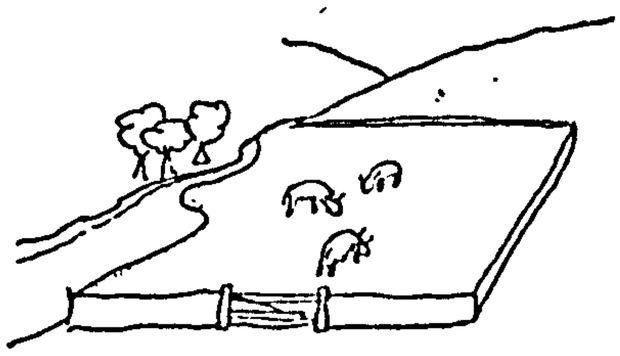


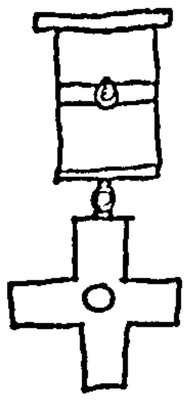


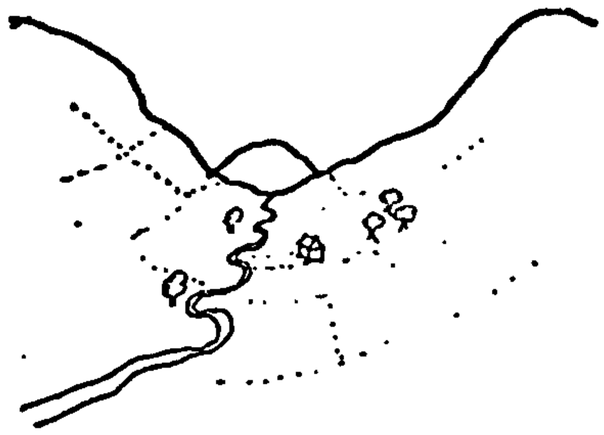


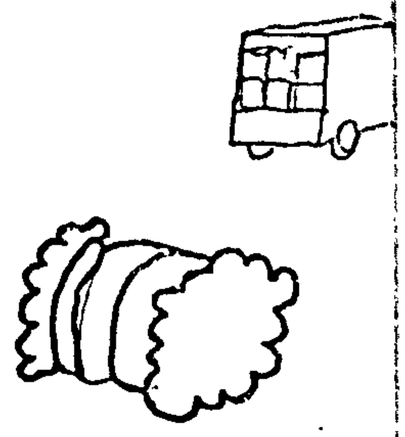


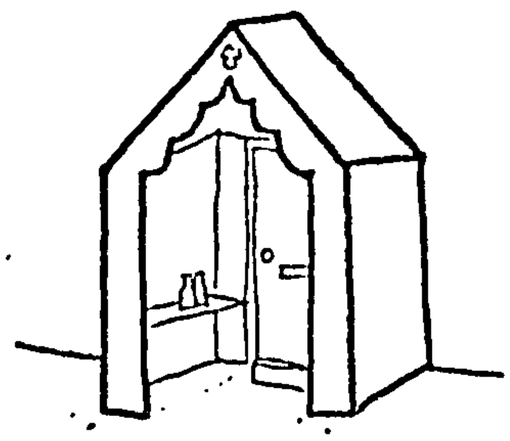


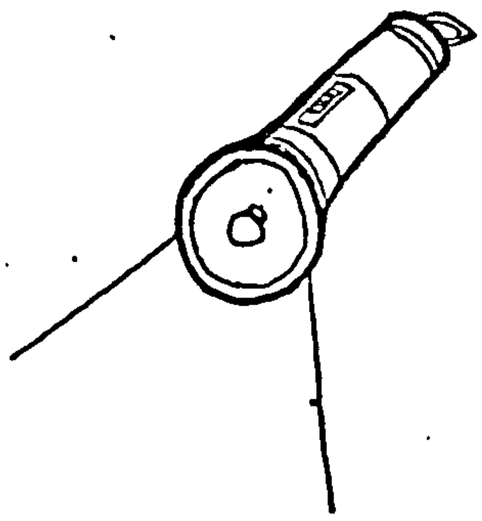


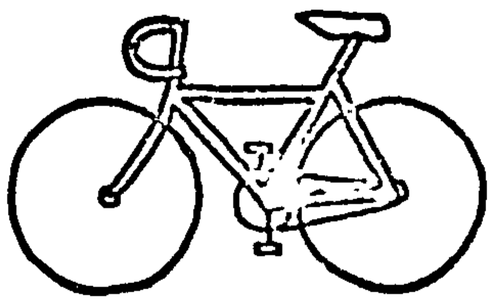


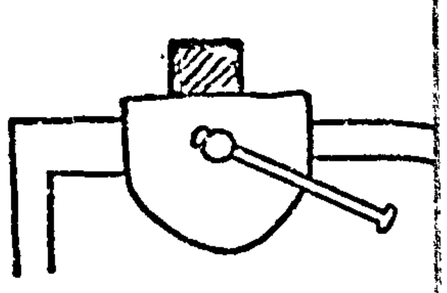


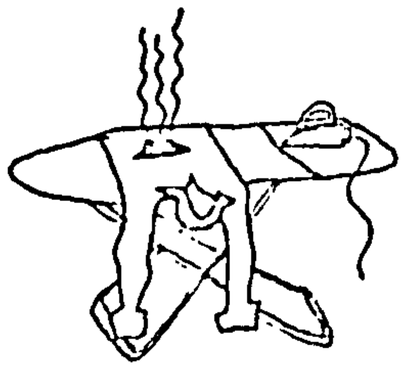


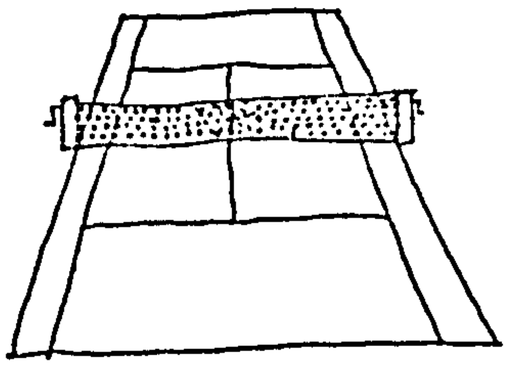


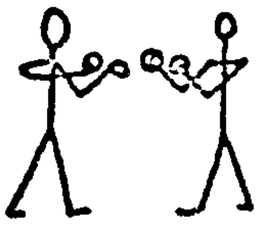




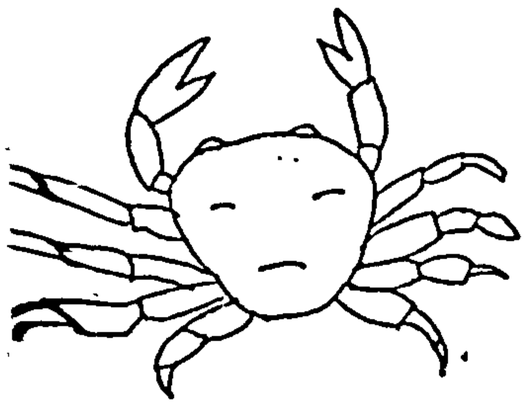


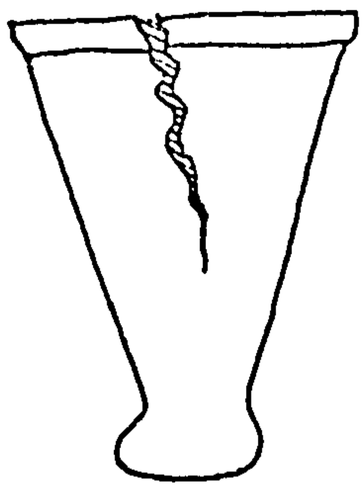


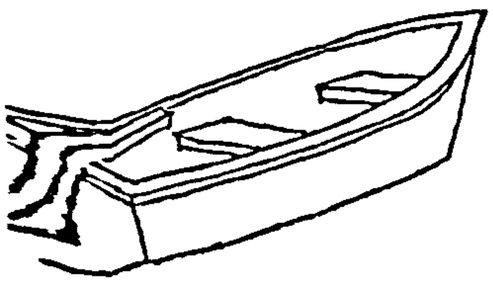


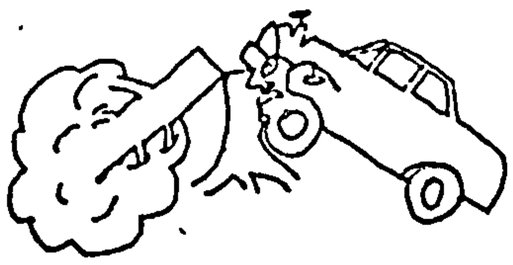




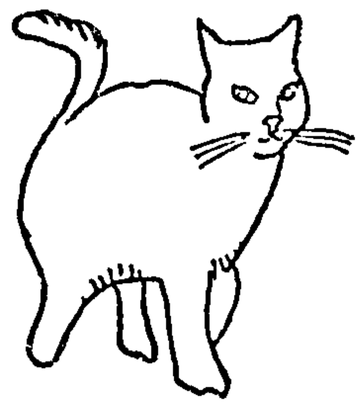




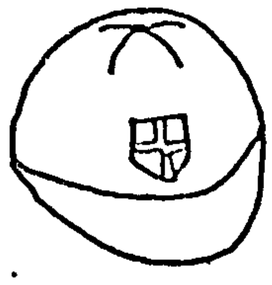


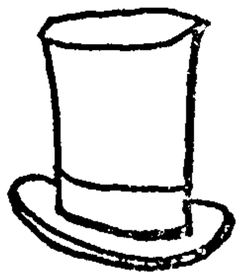


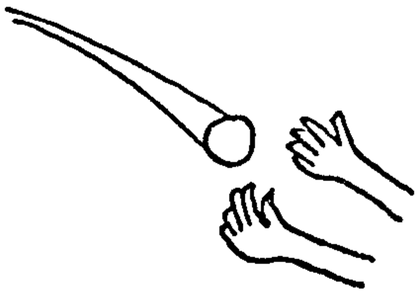
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A16







20

SYNTAX TEST. FIRST PRELIMINARY EXPERIMENT

Time taken .....

Name..... Date .....

Mark R if repeat requested.

I'm going to ask you to look at some pictures. There are two pictures on each page. When I say something, please point to the picture that goes with what I say. For instance (trial item 1), if I say "This is a dog" you would point to this one. Now, "This is a chair" (trial item 2, wait for the subject to point).

Point as quickly as you can. If you are not sure, let me know and I will say it again for you.

	1st response	Mark R if sent. was rep.	2nd response (if made)
1. The boy is chasing the dog.			
2. The boy brings the cat to the mouse.			
3. The man is shooting himself.			
4. The dog is in front of the car.			
5. The dog is on the chair.			
6. The boy goes from the window to the door.			
7. The car is near the chair.			
8. The flowers are outside the vase.			
9. The glass is falling from the table.			
10. The dog is jumping.			
11. The man is walking.			
12. The boy is bathing.			
13. The boy is drawing.			
14. The house is behind the tree.			
15. The lorry is being pulled by the car.			
16. This is his car.			
17. It's the chairs.			
18. The aeroplane is flying up.			
19. The boy on the table is eating jam.			
20. The spoon is beside the knife and fork.			
21. The bird isn't flying.			
22. The grandmother is telling a story.			
23. The ball is under the table.			
24. The boy shows the cat to the dog.			
25. The lorry hits the train.			
26. The tree is behind the house.			
27. He is running down.			
28. The man is shaving him.			
29. It's the man.			
30. The dog is going from the tree to the house.			
31. The boy has been running.			
32. The girl will have a drink.			
33. The ball is away from the boy.			
34. The boy is between his father and mother.			
35. The guard who has the rifle stops the robber.			
36. The ball is outside the bucket.			
37. The boy is being pushed by the girl.			
38. This is their mother.			
39. The ball is beside the dog.			
40. The cat is jumping from the wall.			

(Rest, if needed)

continued.....

Syntax Test continued.

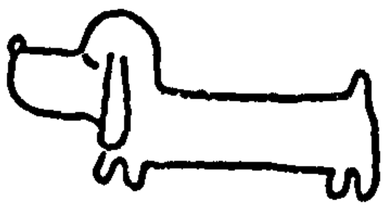
	1st response R	2nd respons (if ma
41. The boy points out his family to his friend.		
42. The dog has jumped over the wall.		
43. The bird flies.		
44. The dog is pulling the man.		
45. She is looking up.		
46. The cat will jump.		
47. The girl is brushing her.		
48. The cat which is on the chair jumps on the mouse.		
49. The cat is on the stairs.		
50. The dog is jumping on the chair.		
51. The cat is behind the tree.		
52. The man goes from the gate to the house.		
53. The man is in the car.		
54. The man is walking.		
55. This is his dog.		
56. The dog is away from the fire.		
57. The ball is between the chair and the table.		
58. The bicycle is being followed by the car.		
59. The mother is kissing her daughter.		
60. The mother is standing behind her daughter.		
61. The ball is in front of the boy.		
62. The elephant is running after the giraffe.		
63. The lamp is beside the table and chair.		
64. The chair is near the table.		
65. The bird flies from the roof to its nest.		
66. They are walking.		
67. The mother is washing herself.		
68. The boy is under the tree.		
69. The dog is jumping down.		
70. The shepherd takes the lamb from the sheep.		
71. The boy isn't pulling the train.		
72. The bird is flying to the tree.		
73. The dog is in its kennel.		
74. The glass is falling.		
75. The boy on the bicycle follows the girl.		
76. The father is scolding the boy.		
77. The dog is beside the boy.		
78. The man is eating.		
79. The dog is being chased by the cat.		
80. This is their child.		

Total correct on last response made for each item .....

No of repeats requested .....







Trial Item 1



Trial Item 2









1.

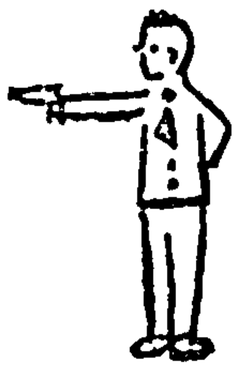




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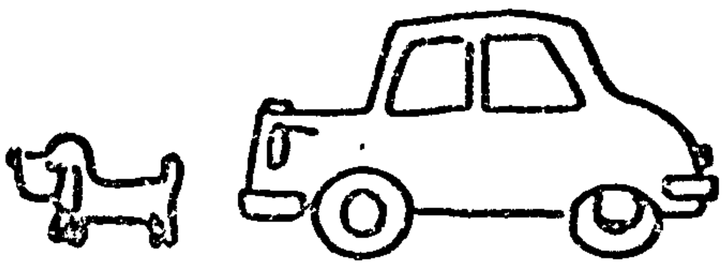




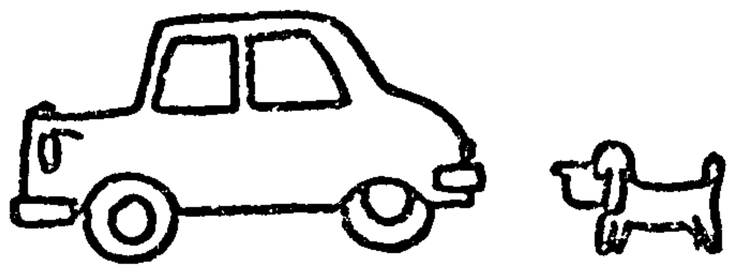


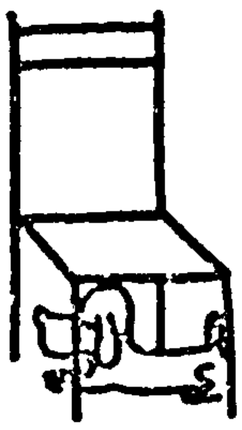
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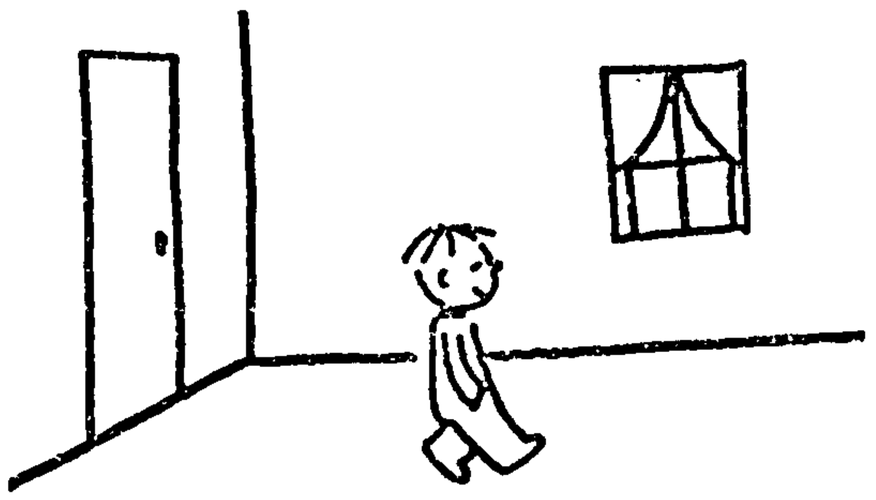


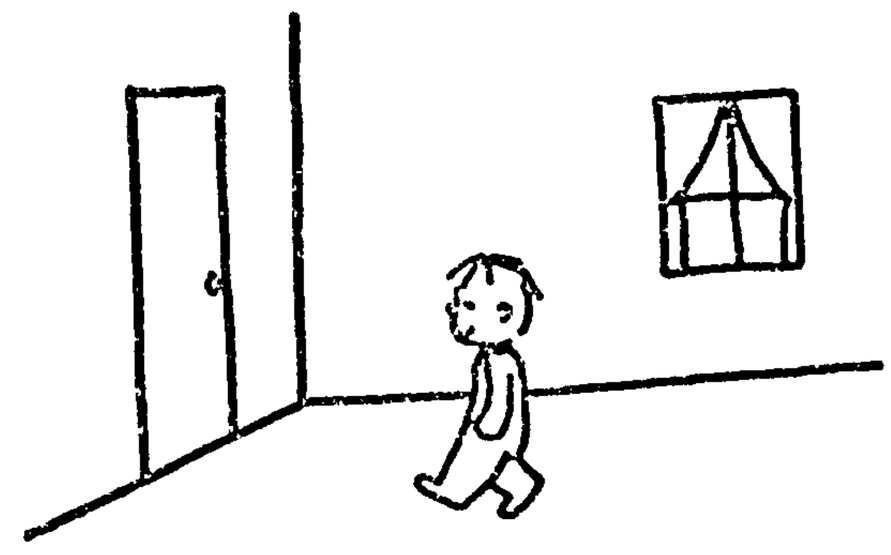
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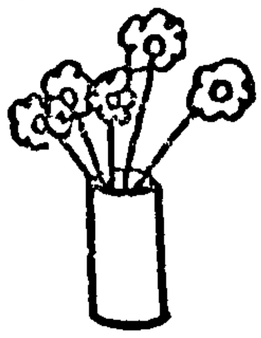




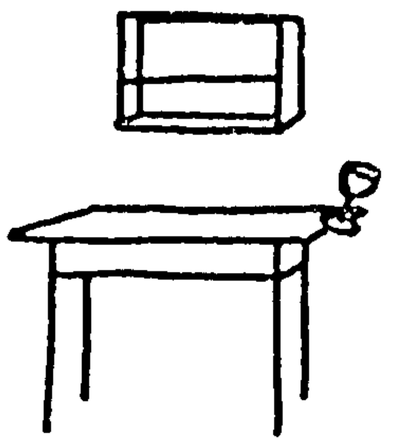
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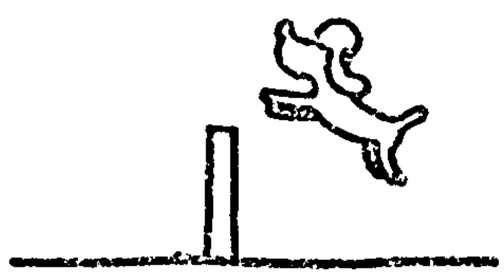


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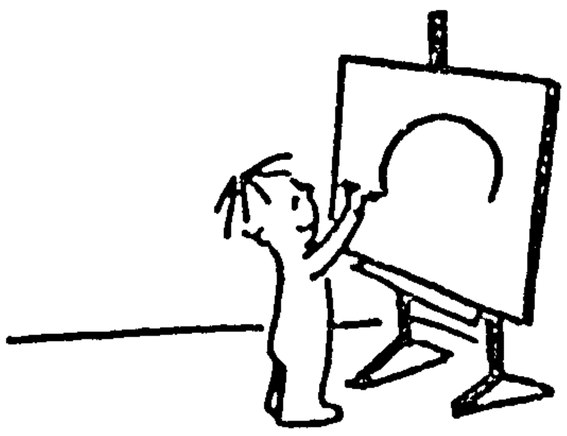


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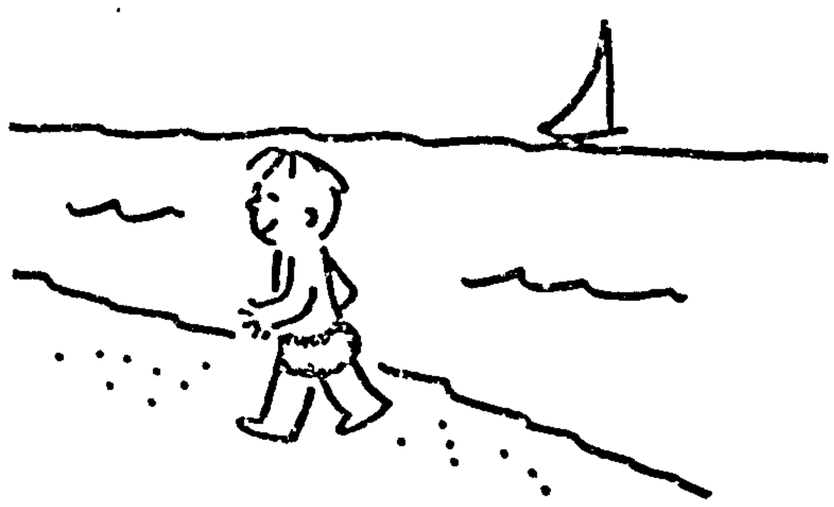


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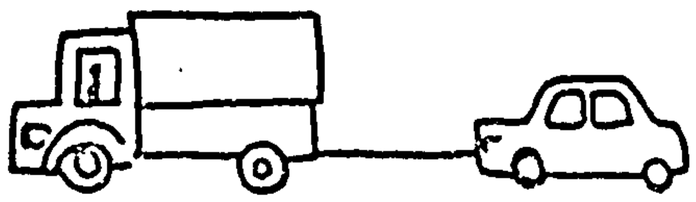


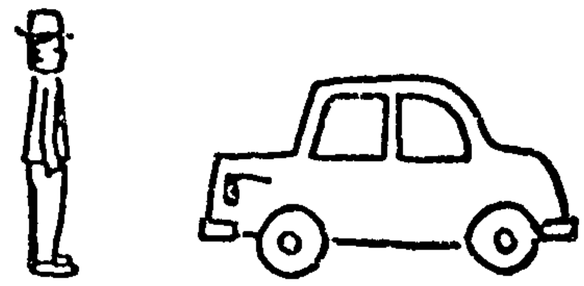
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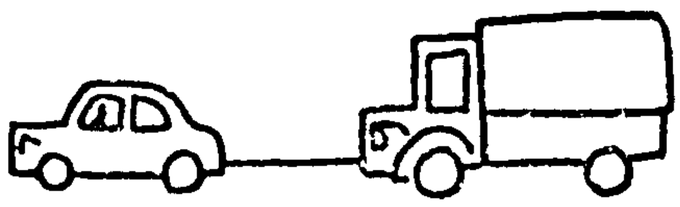


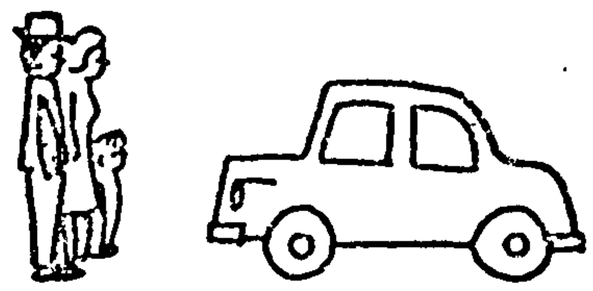


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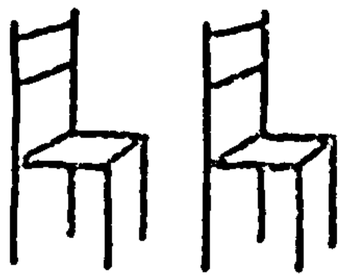


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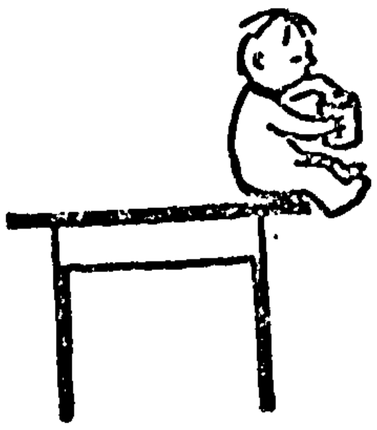




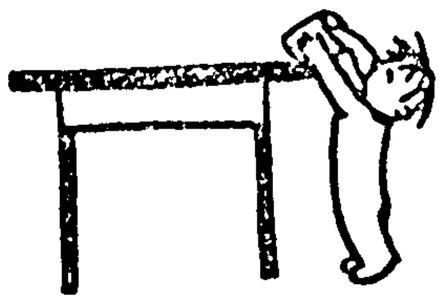
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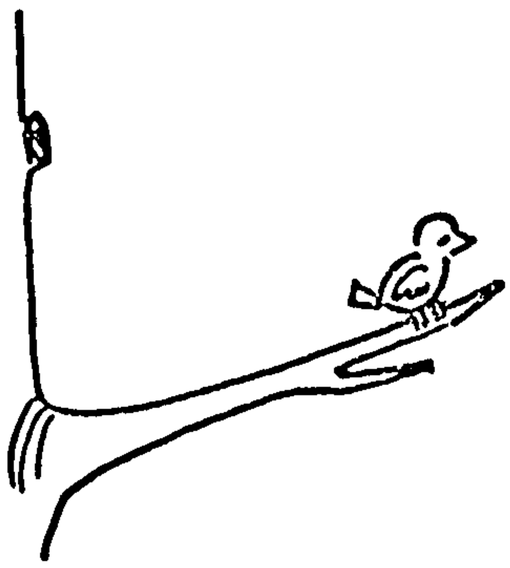
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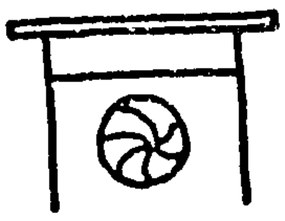


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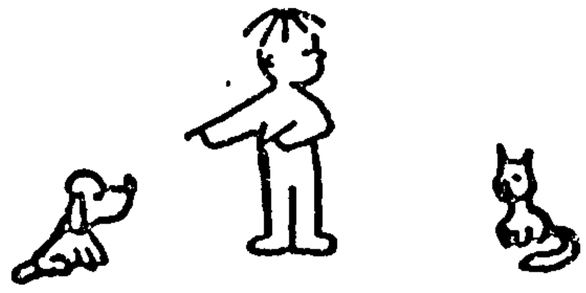


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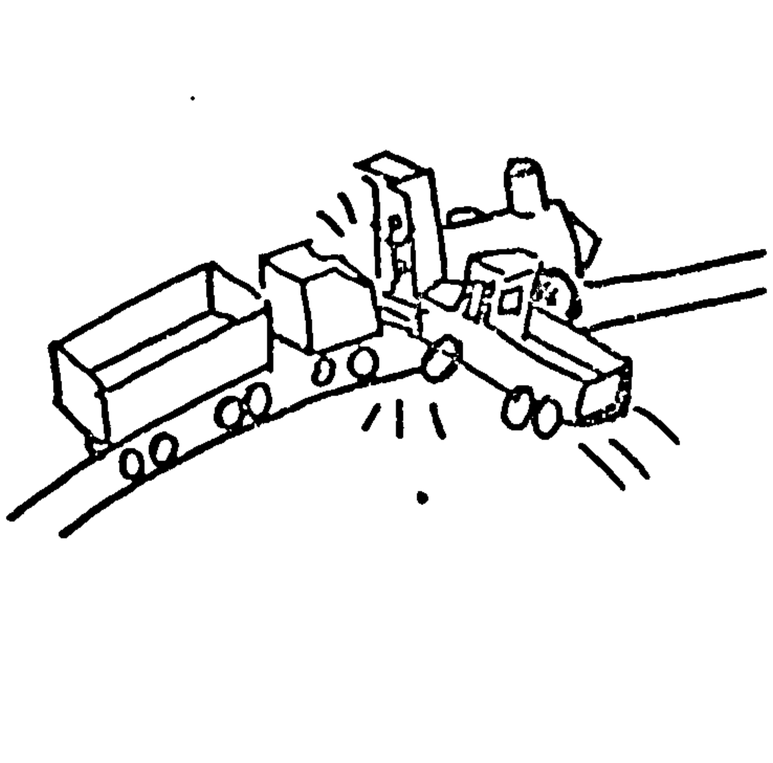


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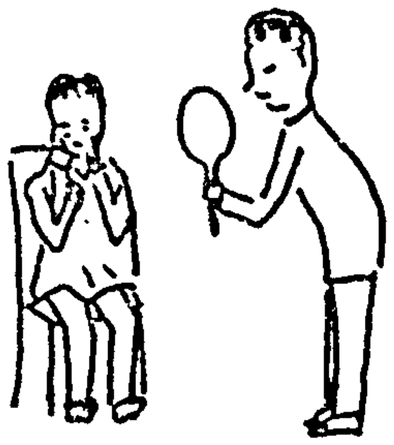




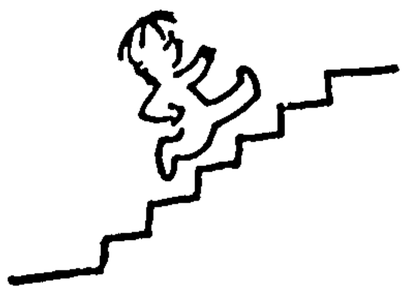
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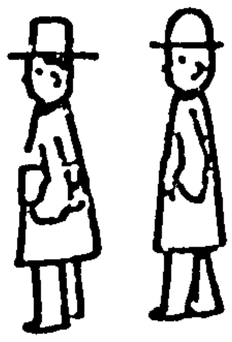


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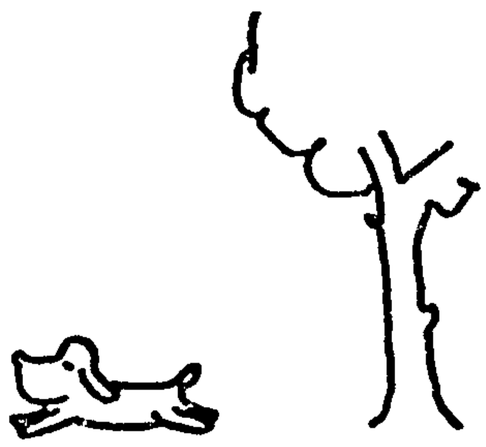
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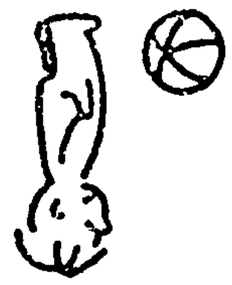








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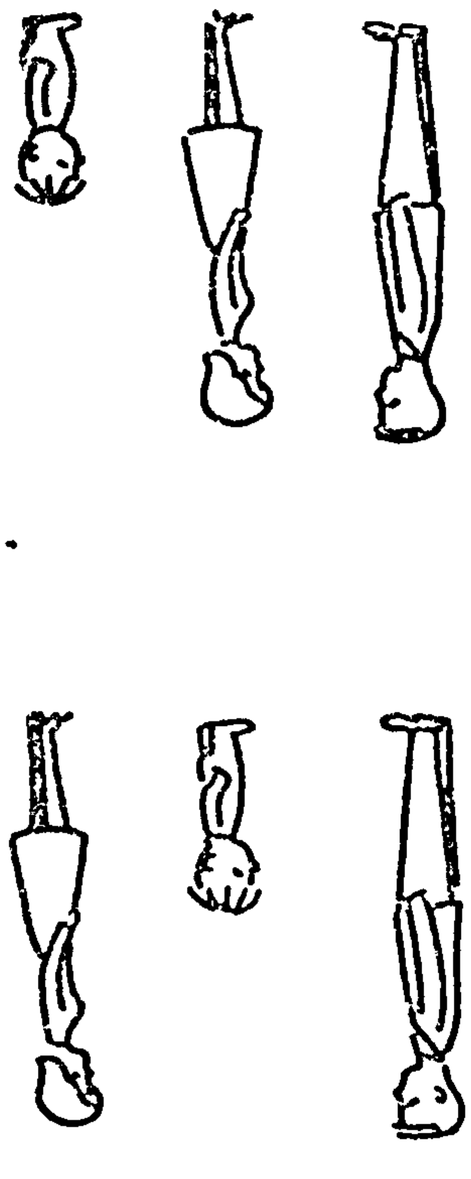




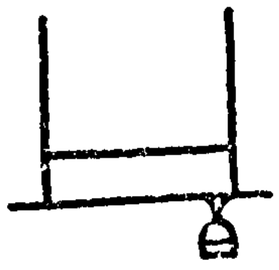
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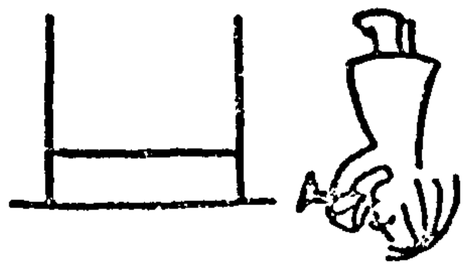


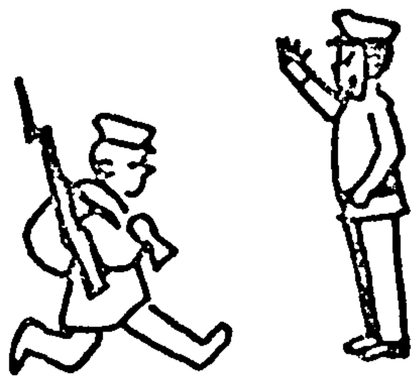
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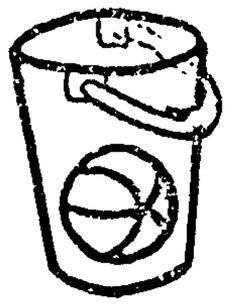


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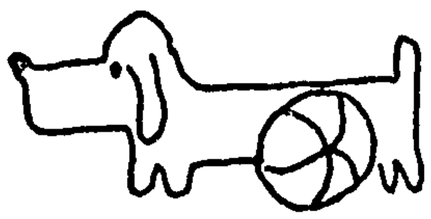


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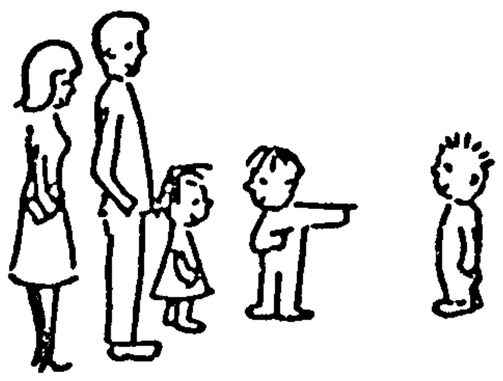


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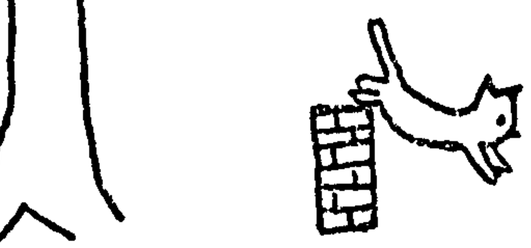


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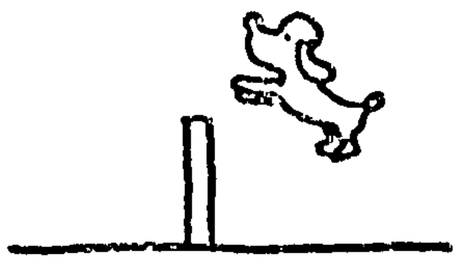




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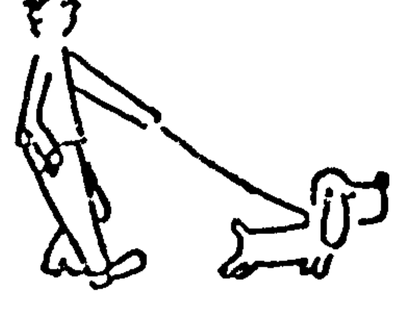


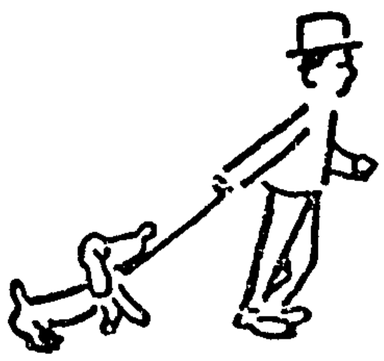
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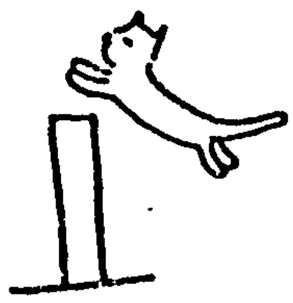
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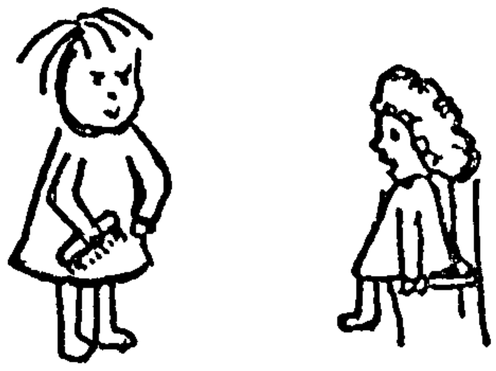


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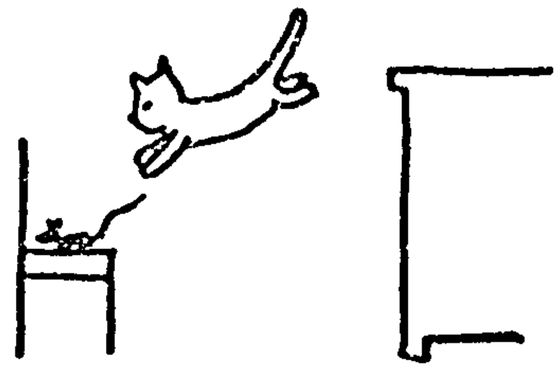


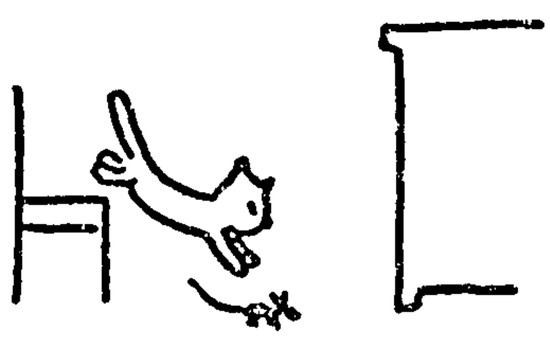
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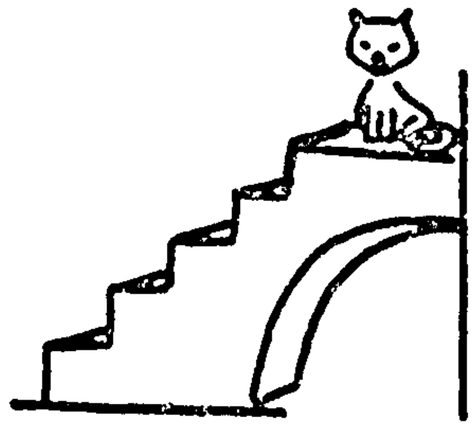


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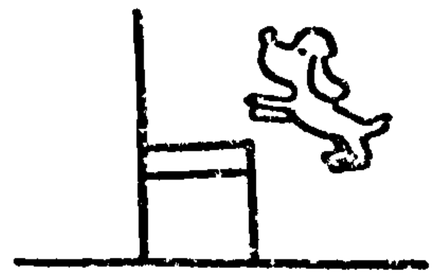




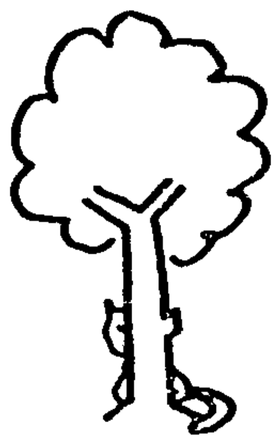
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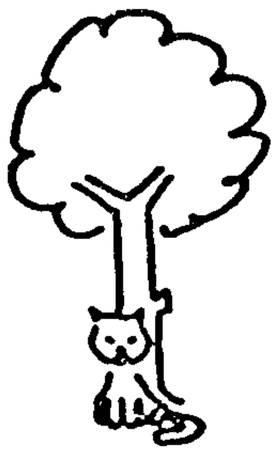


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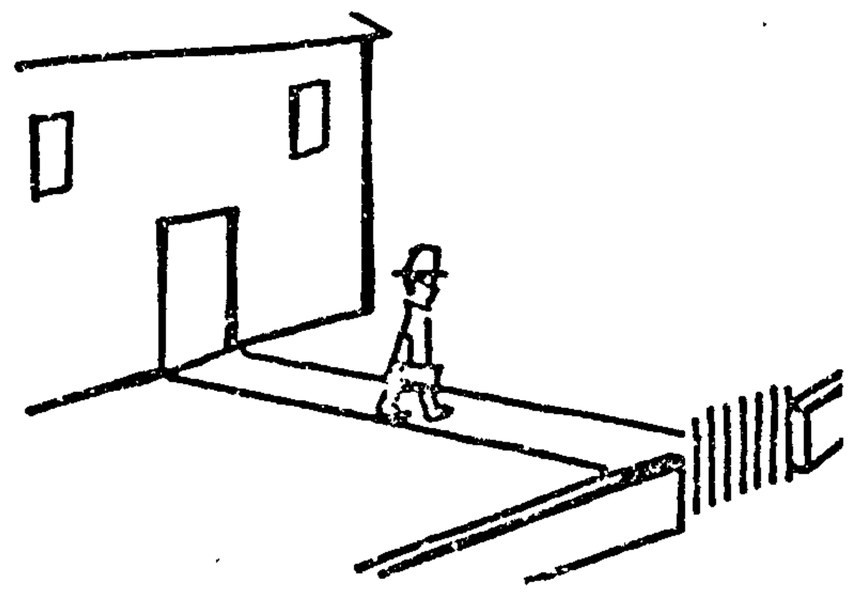


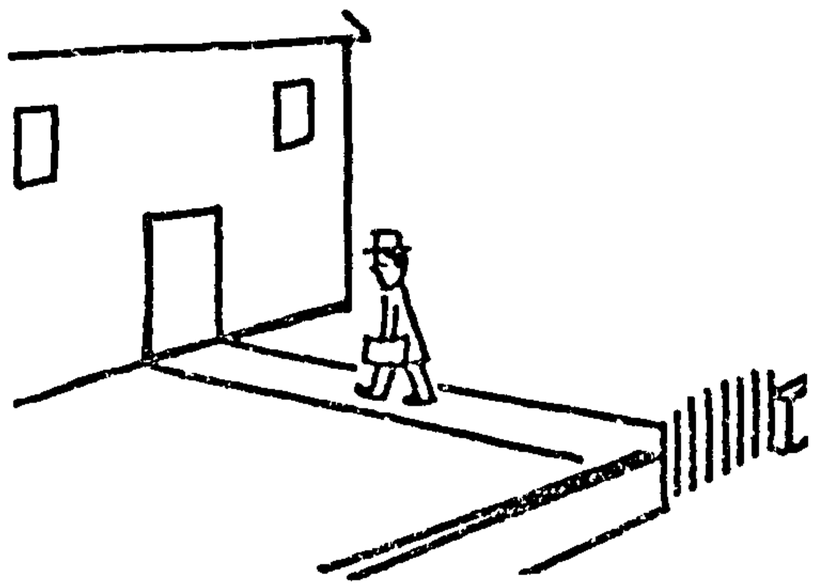
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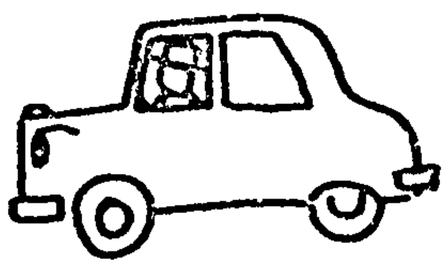


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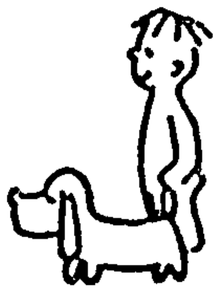


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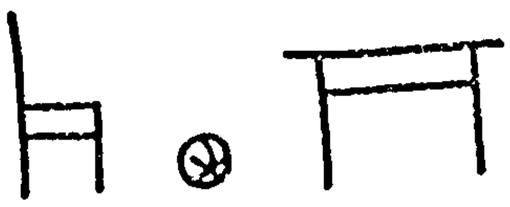


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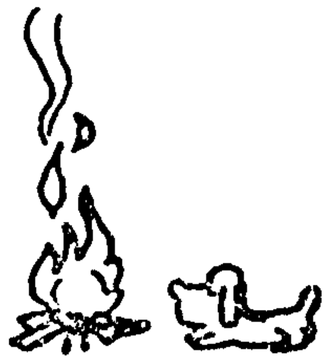




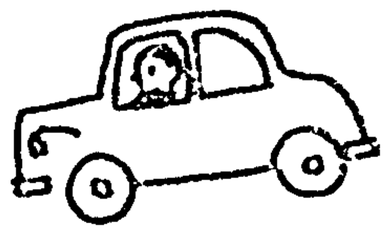
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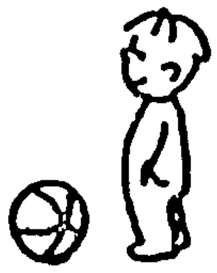


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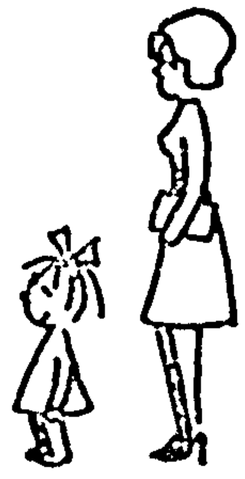


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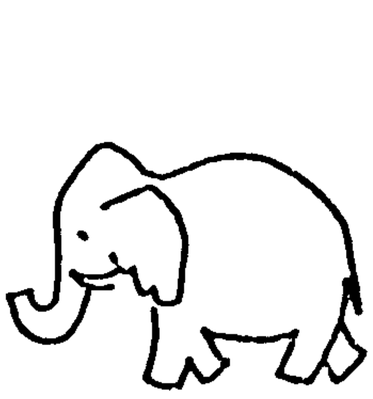


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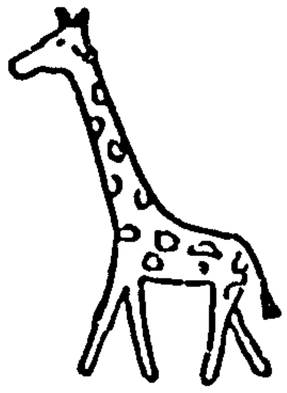


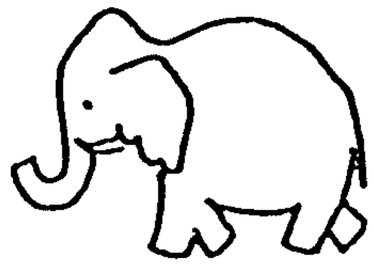


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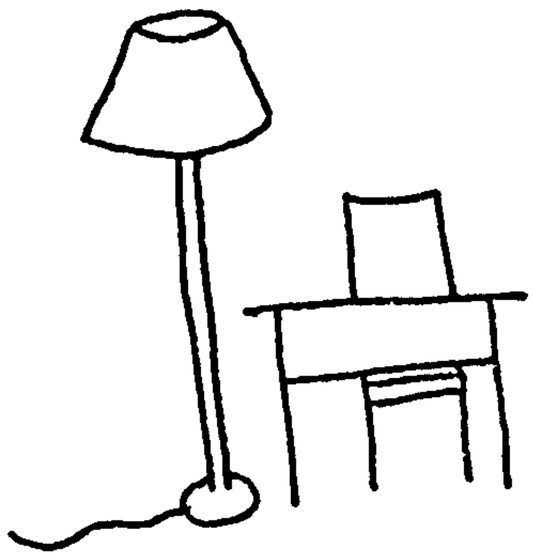


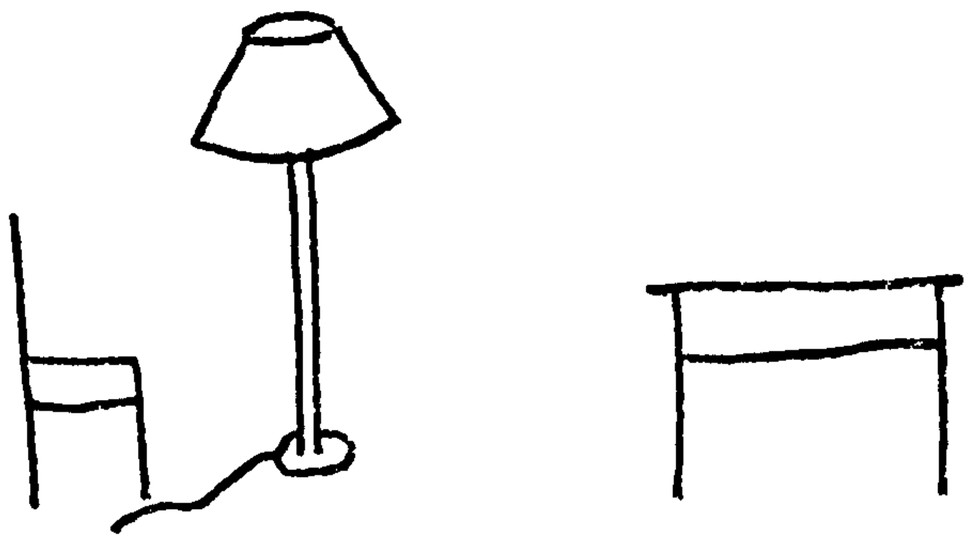




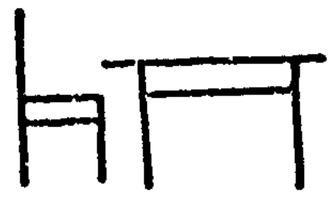


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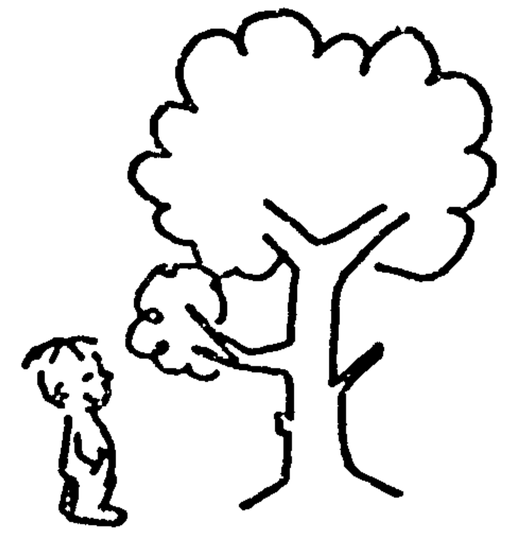
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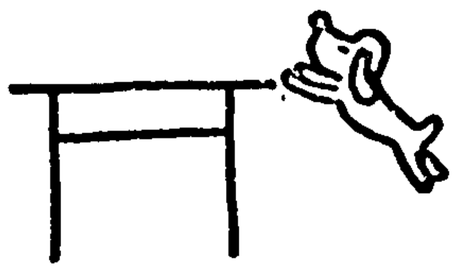


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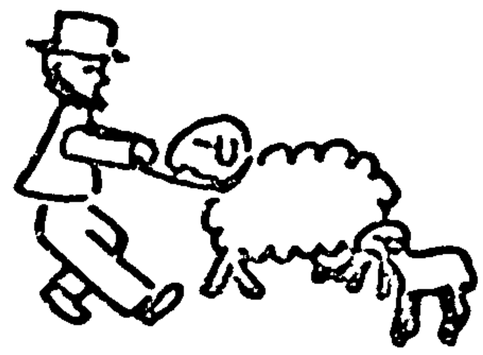


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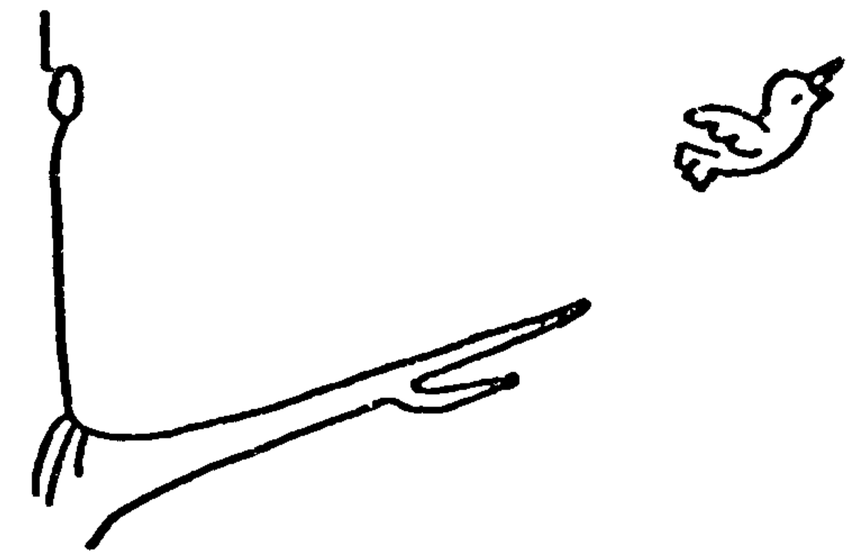




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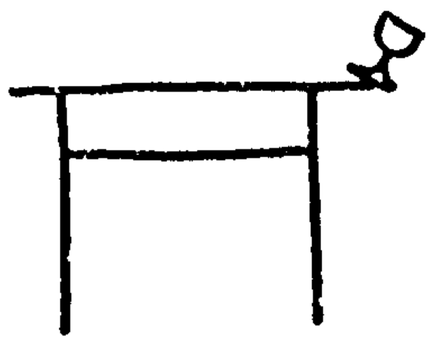


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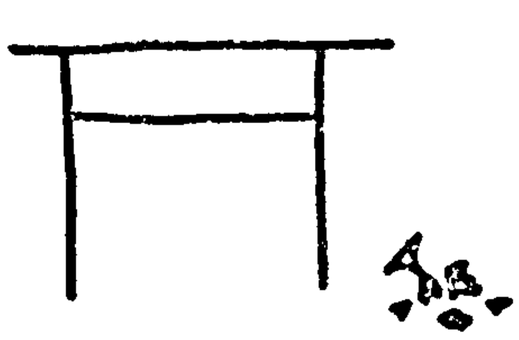
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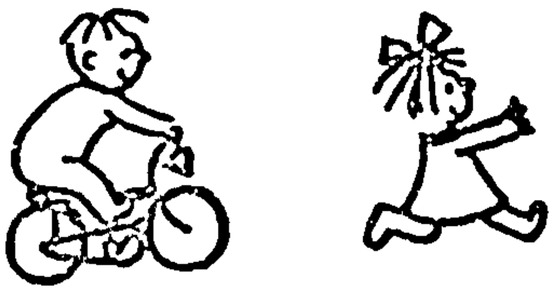




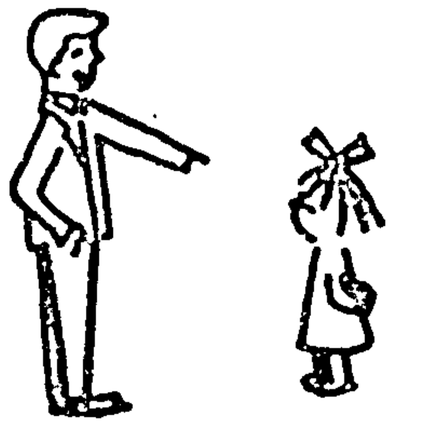
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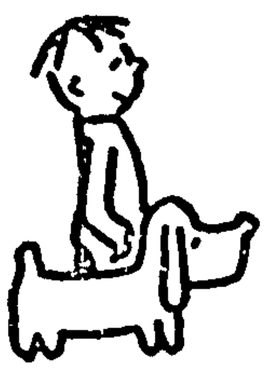
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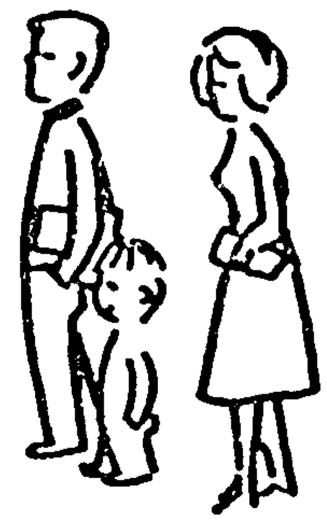


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FIRST PRELIMINARY EXPERIMENT:

AUDITORY DISCRIMINATION TEST (WEPMAN)

FORM I

	X		Y			X	Y
1.	tub	-	tug	21.	cat	-	cap	
2.	lack	-	lack	22.	din	-	bin	
3.	web	-	wed	23.	lath	-	lash	
4.	leg	-	led	24.	bum	-	bomb	
5.	chap	-	chap	25.	clothe	-	clove	
6.	gum	-	dumb	26.	moon	-	noon	
7.	bale	-	gale	27.	shack	-	sack	
8.	sought	-	fought	28.	sheaf	-	sheath	
9.	vow	-	thou	29.	king	-	king	
10.	shake	-	shape	30.	badge	-	badge	
11.	zest	-	zest	31.	pork	-	cork	
12.	wretch	-	wretch	32.	fie	-	thigh	
13.	thread	-	shred	33.	shoal	-	shawl	
14.	jam	-	jam	34.	tall	-	tall	
15.	bass	-	bath	35.	par	-	par	
16.	tin	-	pin	36.	pat	-	pet	
17.	pat	-	pack	37.	muff	-	muss	
18.	dim	-	din	38.	pose	-	pose	
19.	coast	-	toast	39.	lease	-	leash	
20.	thimble	-	symbol	40.	pen	-	pin	

	X	Y
Error Score	30	10

FIRST PRELIMINARY EXPERIMENT: EXTRACTS FROM EISENSON AND SCHUELL TESTS

Name..... Date .....

Extract from Eisenson :

Oral Sentences. Make an X through the examinee's response.

1.	What do people wear on their heads?	Shoes	Stockings	Shirts	Hats
2.	What do birds move when they fly?	Feet	Wings	Beak	Claws
3.	What is a small child called?	Lamb	Baby	Pony	Kitten
4.	In What month is Christmas?	December	June	April	October
5.	Which season has the warmest weather?	Winter	Summer	Spring	Fall
6.	Which season has the coldest weather?	Winter	Summer	Spring	Fall
7.	Which is the first month of theyear?	June	April	December	January
8.	What is the colour of snow?	Black	Green	White	Red
9.	What is the colour of a clear sky?	White	Blue	Orange	Grey
10.	What day comes right after Tuesday?	Sunday	Wednesday	Thursday	Friday.

Score
(correct items)

Extract from Shorter Schuell :

Auditory Comprehension.

(Whistle, cup, box, key, long pencil, short pencil, spoon).

Blow the whistle.
Open the match box.
Where is the key?
Which one do you eat with?
Which pencil is longer?
Put the spoon in the cup.
Put the cup beside the spoon.
Close the box and blow the whistle.
Put the whistle between the pencil and the spoon.
Point to the cup, the pencil and the spoon.

Score
(correct items)

NAME..... DATE .....

ENGLISH PICTURE VOCABULARY. TEST 3.

Use mask frame for picture row.

"This is a test of the words you understand when you hear them. I shall say a word and you have to point to the picture that shows the meaning of the word in a row of four pictures". (Demonstrate with row D - 'glass'). "The first three items are for practise. Look at this row (A). The word is 'bowl'". (Wait for subject to point). "On this row (B) the word is 'break'. Now (C) 'large'. Now the test begins".

Stimulus words may be repeated. No time limit. Stop when there are five wrong answers within eight consecutive items.

1	rEel	13	autUmn	25	eNtice	37	iNcandescent
2	wrAth	14	maRine	26	Appliance	38	Heiroglyphic
3	Erecting	15	Probing	27	waiF	39	perIodical
4	hoVering	16	coNfining	28	seNile	40	emBellish
5	fraGment	17	taNtrum	29	Salutation	41	monOgram
6	aMphibian	18	bRowsing	30	fEttered	42	Repose
7	Angling	19	rodEnt	31	lobE	43	eMbossed
8	sUbMit	20	nApe	32	cAnine	44	gabLe
9	goBlet	21	Reclining	33	juBilant	45	prEdatory
10	busT	22	inGenious	34	Confiding	46	Mercantile
11	Peninsula	23	caiRn	35	enCumbered	47	saLtation
12	tAlon	24	Dromedary	36	oraTe	48	oRifice

Scoring.

Ceiling item is the last item wrong in the first consecutive eight items in which five wrong answers appear. When the subject reaches item 48 without having made five errors in eight consecutive items, the ceiling item is taken as 48.

To obtain Raw Score count back from the ceiling item the number of wrong responses that have been made, up to and including that point; and then subtract this from the ceiling item number.

See conversion table for standardised score and percentile equivalent.

Ceiling item .....

Raw Score .....

Standardised score .....

Percentile .....

Name.....Date..... Category or age.....

Picture-Word-Order

Here are two pictures:one at the top and one at the bottom. Please listen to what I say. Then touch the picture for it. This is a dog.(If hesitation, demonstrate).This is a boy. This is a donkey. This is a Red Indian. Good, now we'll do the rest. If you want me to say any over again, let me know.

1euB This jug has more water

2buT The boy drags the donkey

3cuT The flower is bigger than the leaf

4dmB The girl is pulled by the mother

5amT The shoe is smaller than the foot

6bmT The man is chased by the bear

7emB This man has less hair

8cuT The man is fatter than the lady

9duB The fish follows the swimmer

10auT The bed is longer than the mat

11bmT The Indian is shot by the soldier

12amT The watch is narrower than the strap

13duB The donkey frightens the cat

14emB This tree has fewer apples

15cmT The stick is shorter than the tree

16dmT The van is hit by the boy

17amB The van is lower than the car

18buB The boy wets the girl

19cuB The bird is higher than the nest

20bmT The dog is bitten by the cat

21euT This house has more windows

22cuB The envelope is wider than the letter

23dmB The man is killed by the lion

24amB The boy is thinner than the girl

25duT The donkey pushes the boy

26auB The cat is higher than the dog

27bmB The man is led by the girl

28euT This parcel has more string

29cmB The picture is narrower than the fram

30bmB The boy is pulled by the man

31amT The box is shorter than the pen

32duT The Indian drags the soldier

33cmB The sheep is thinner than the pig

34buT The sheep watches the dog

35emT This bottle has less milk

36auT The tree is bigger than the house

37dmT The man is chased by the car

38auB The gate is wider than the pram

39dmB The girl is led by the dog

40cmT The donkey is smaller than the boy

41buB The girl pushes the mother

42euB This chair has more cushions

43cmB The chair is lower than the table

44buB The car follows the donkey

45auB The dog is fatter than the cat

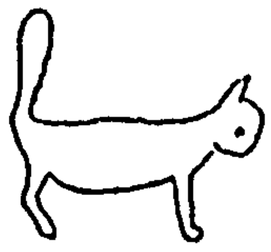
46duT The boy sees the soldier

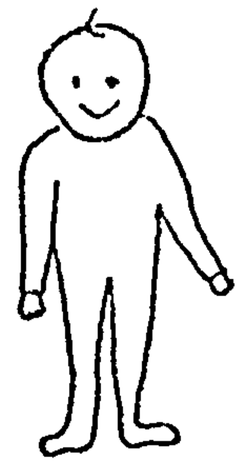
47cuT The spoon is longer than the knife

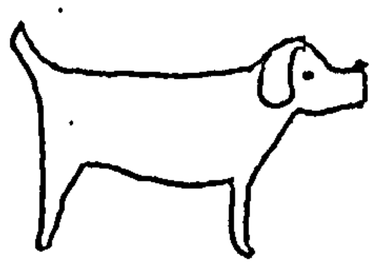
48emT This mother has fewer children

	errors.....	repeats.....	mean time.....
eu(control items, unmarked)			
em(control items, marked)	.....	.....	.....
au(comparative, unmarked, same order)	.....	.....	.....
am(comparative, marked, same order)	.....	.....	.....
cu(comparative, unmarked, diff. order)	.....	.....	.....
cm(comparative, marked, diff. order)	.....	.....	.....
bu(svo, active, same order)	.....	.....	.....
bm(svo, passive, same order)	.....	.....	.....
du(svo, active, different order)	.....	.....	.....
dm(svo, passive, different order)	.....	.....	.....

SECOND PRELIMINARY EXPERIMENT: PICTURE-WORD-ORDER TEST PICTURES (REDUCED)



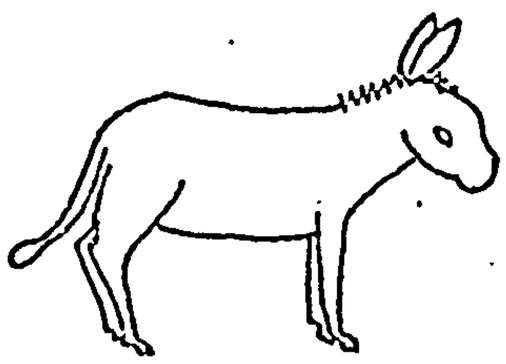


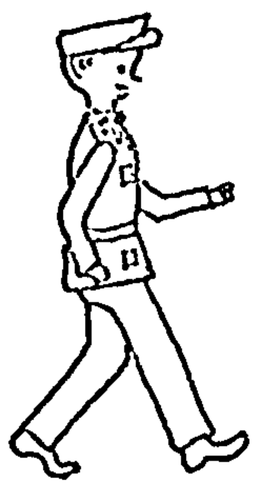


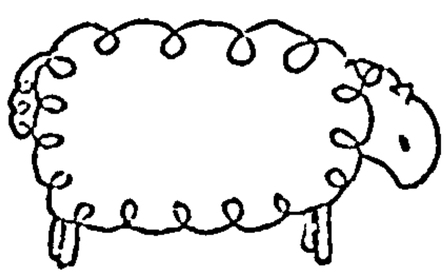


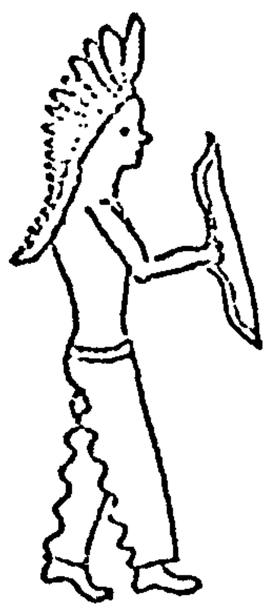
Trial a

Trial b





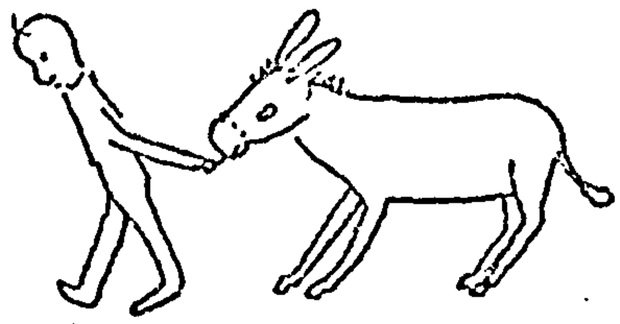


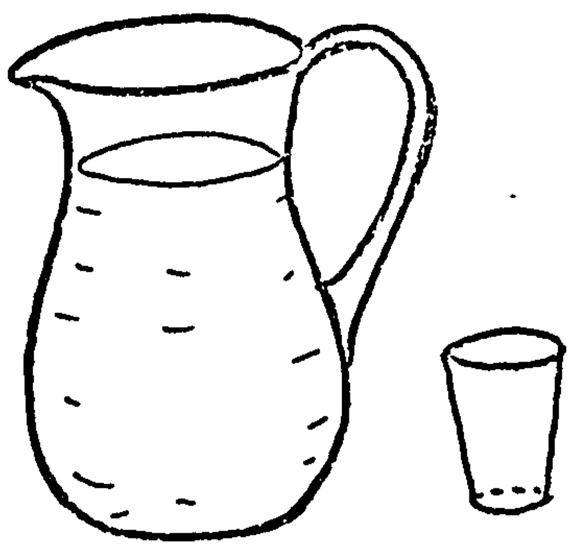


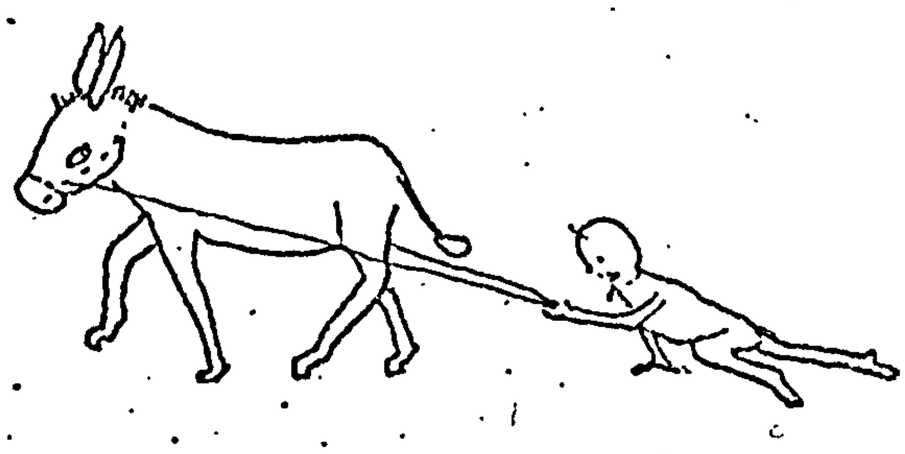
Trial c

Trial d

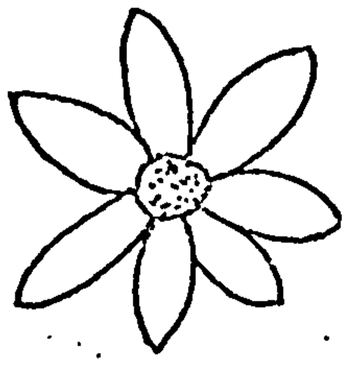
























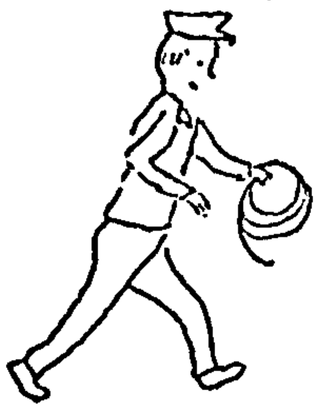




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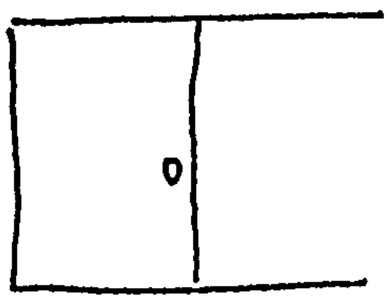


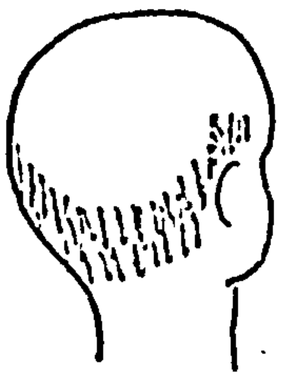


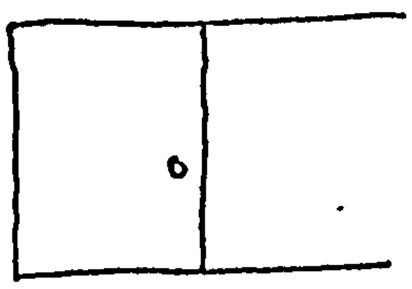


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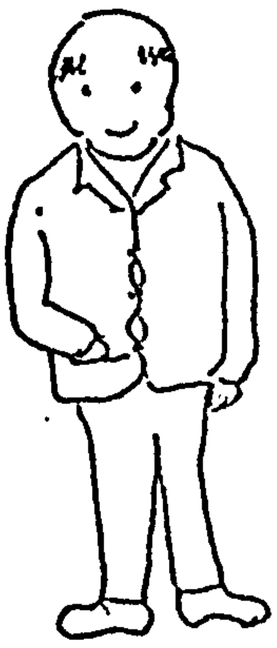


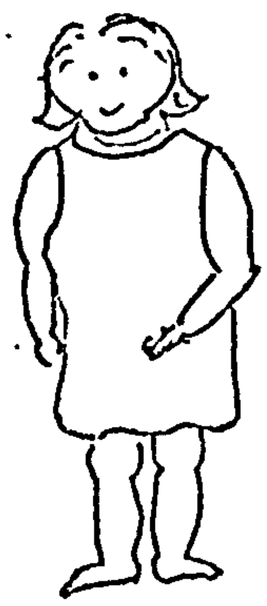


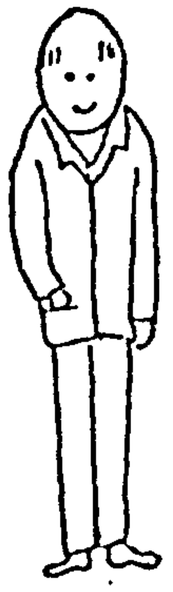


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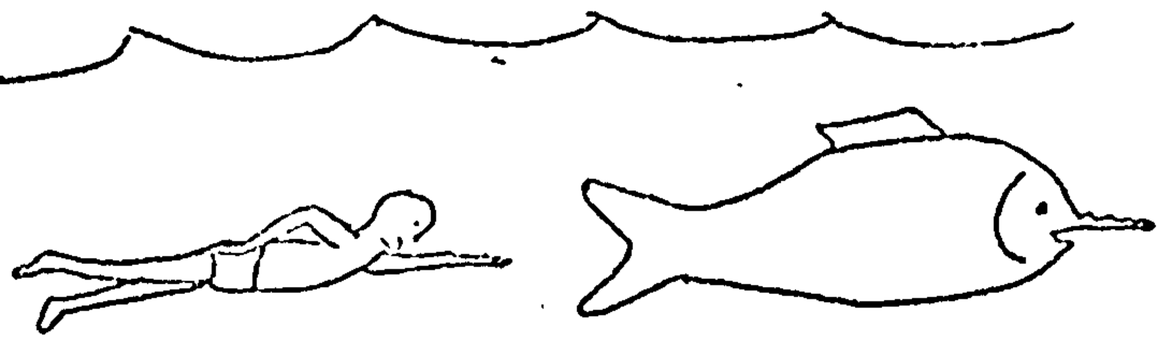


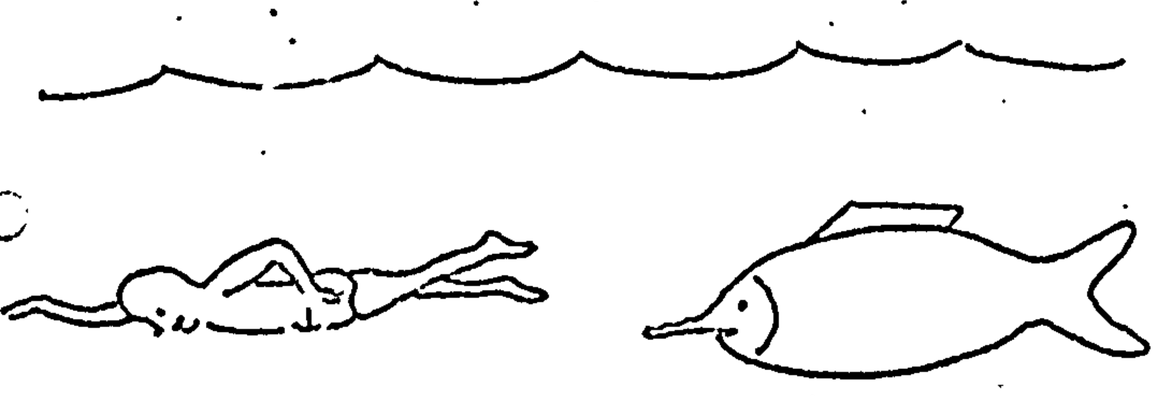


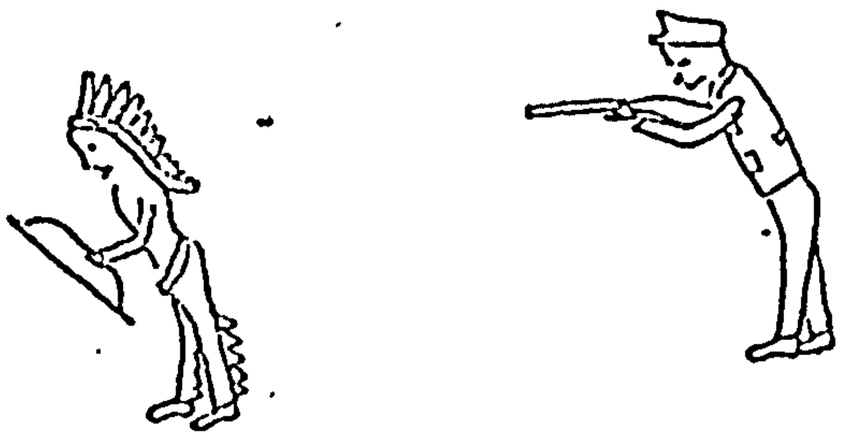




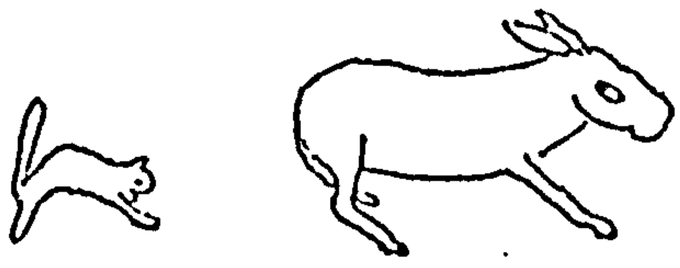
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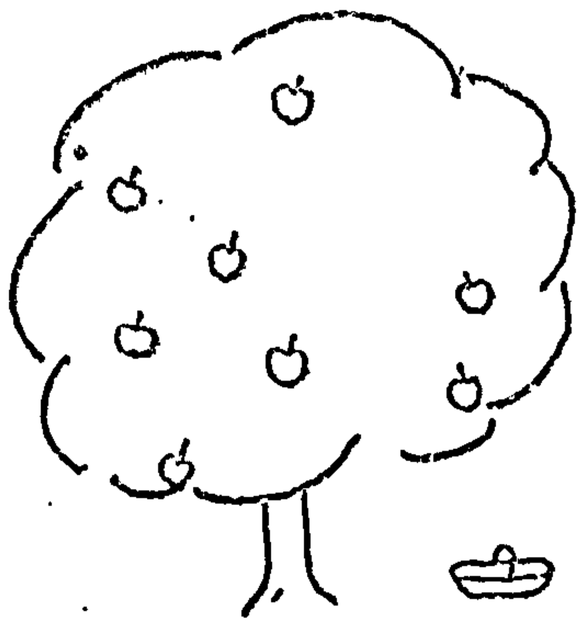


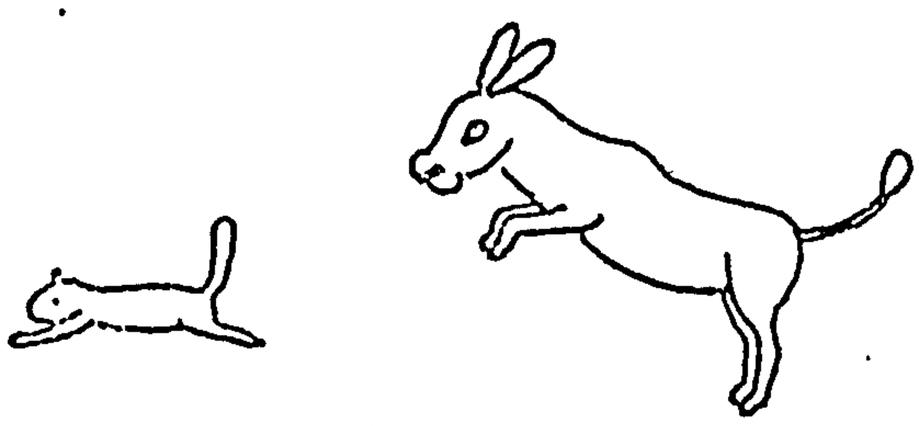


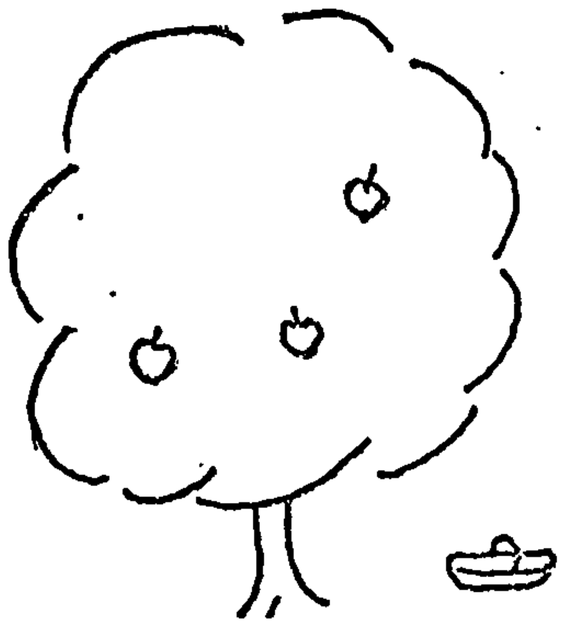




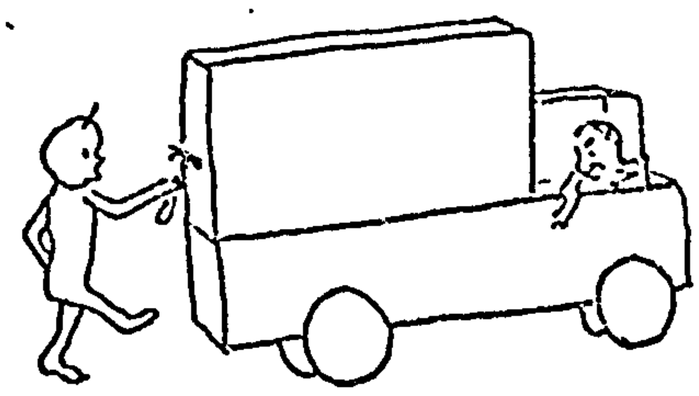




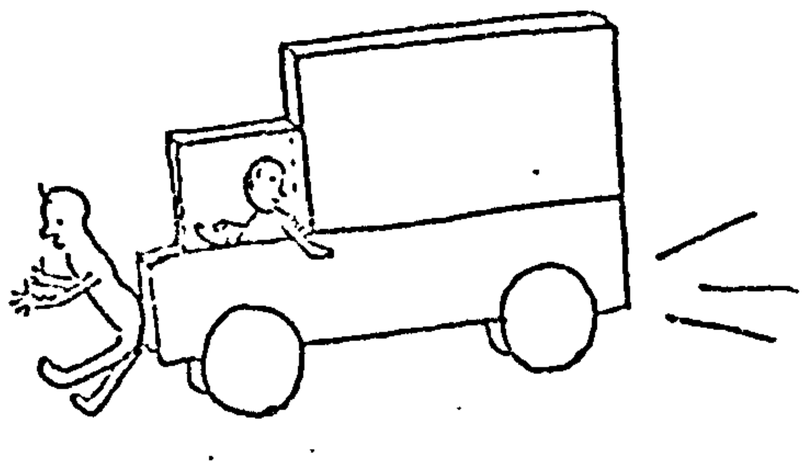


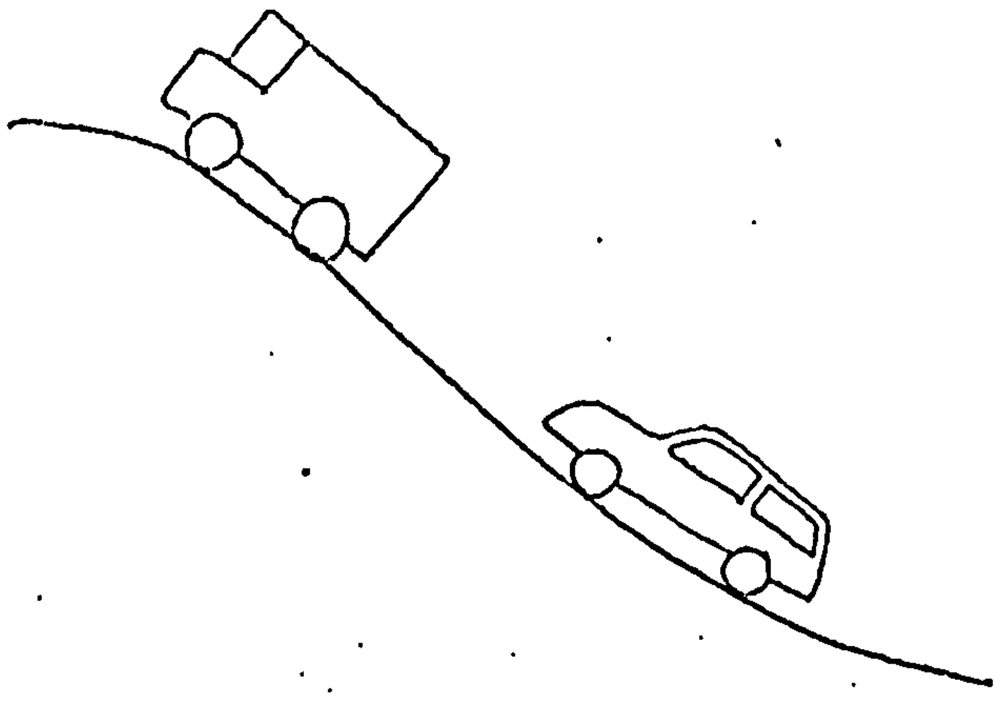




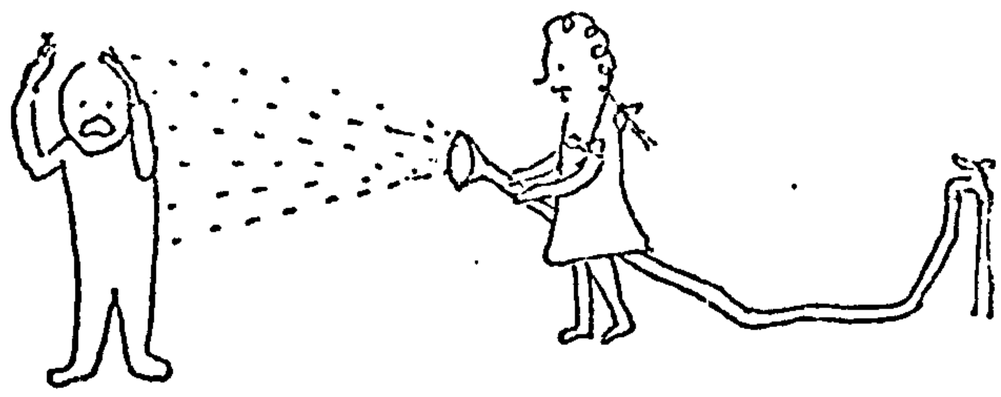


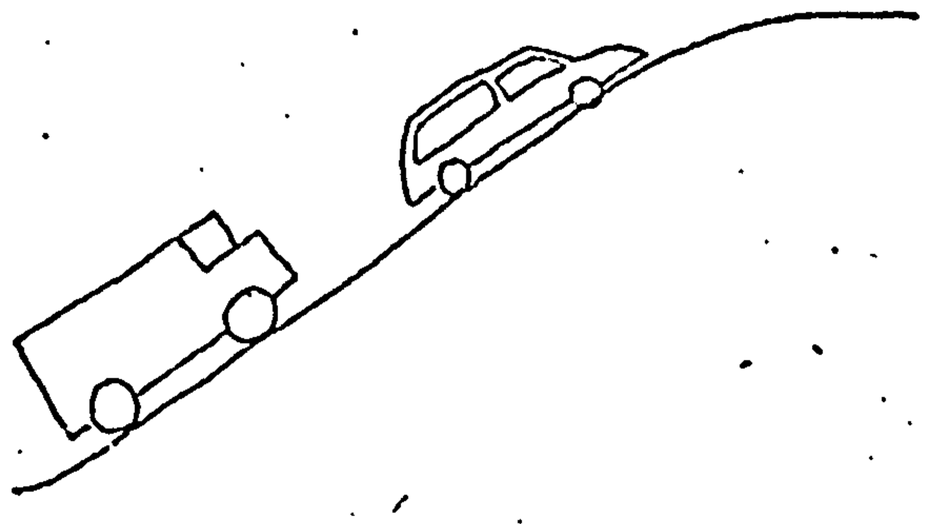




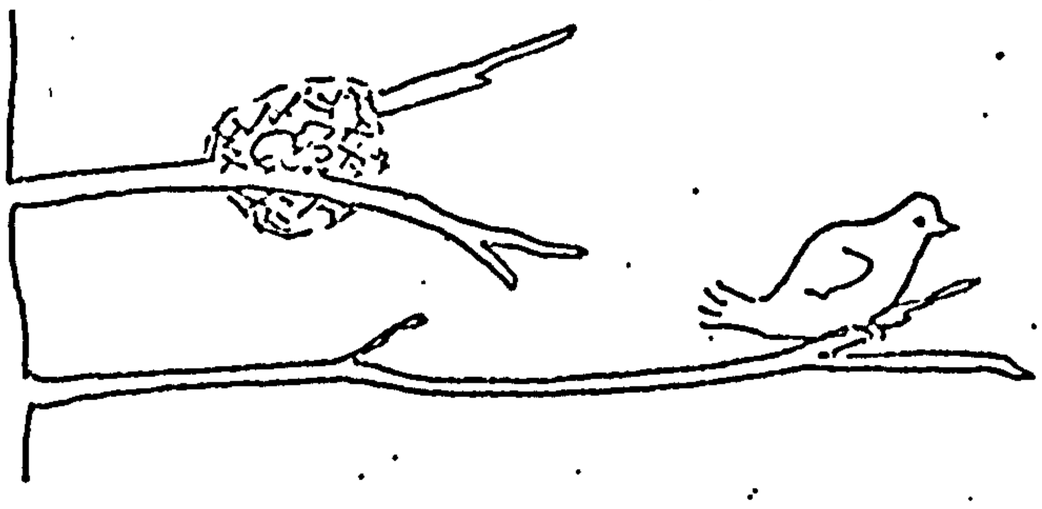


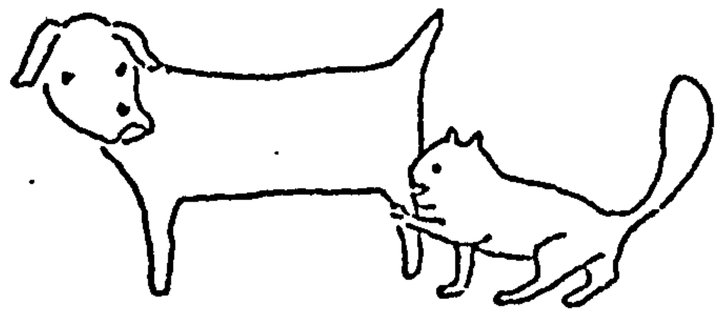
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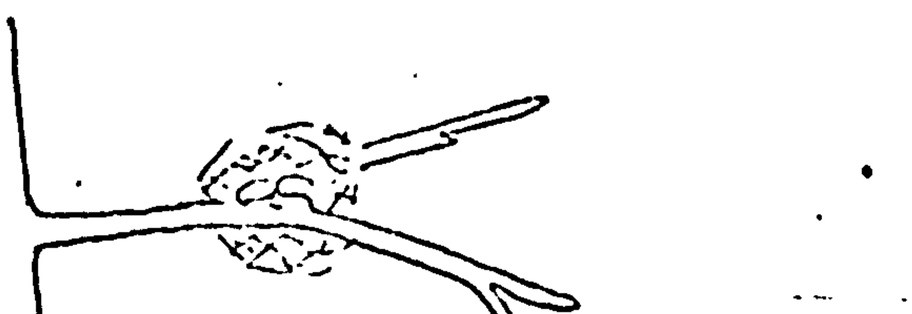




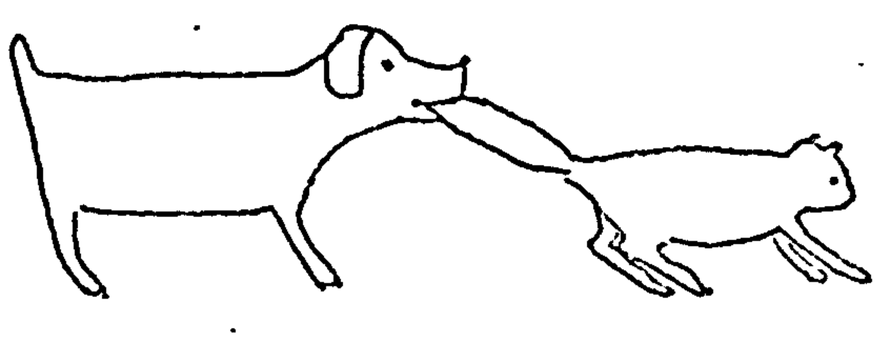
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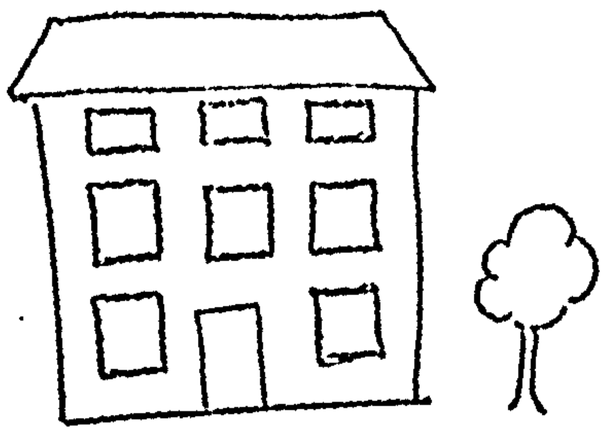


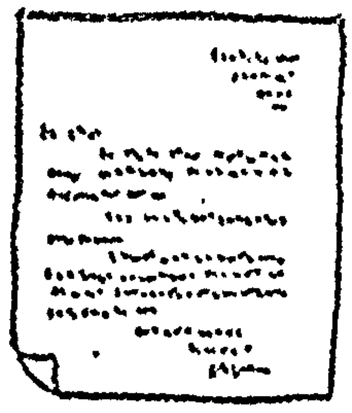


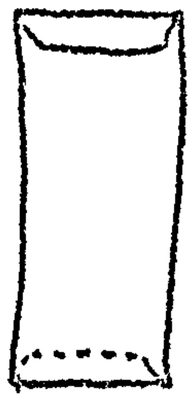
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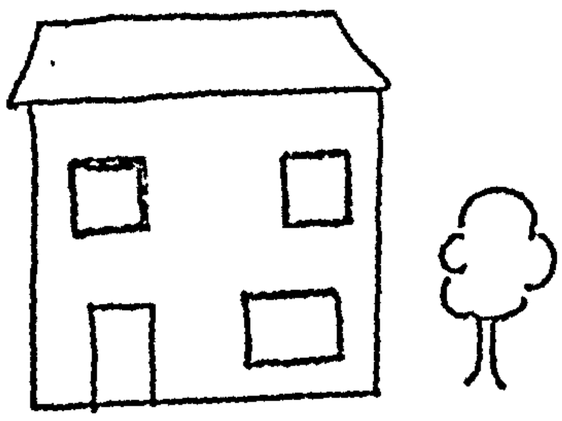


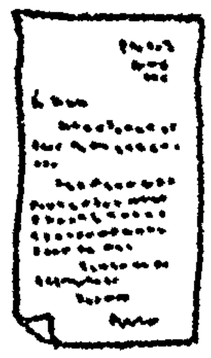
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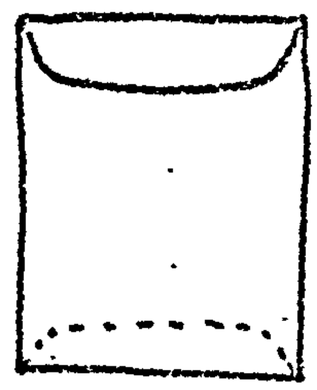


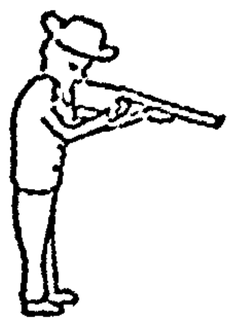














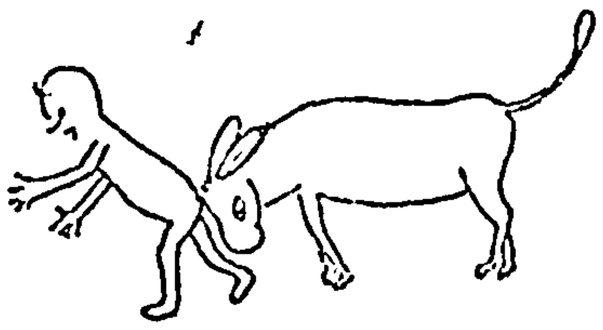


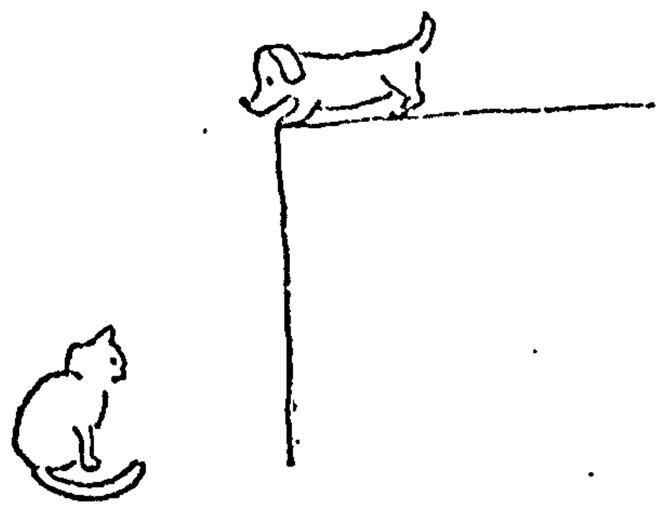


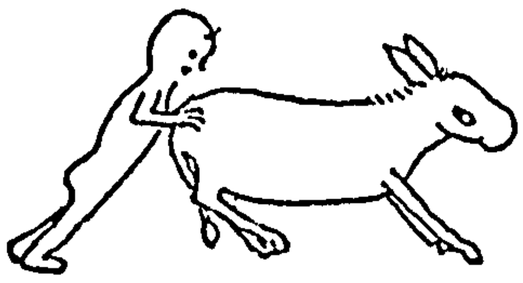


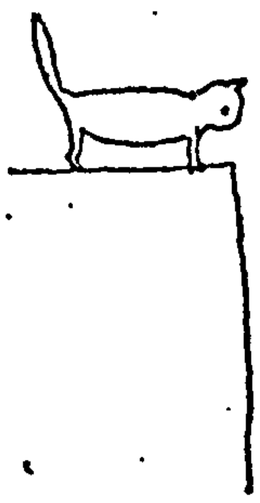








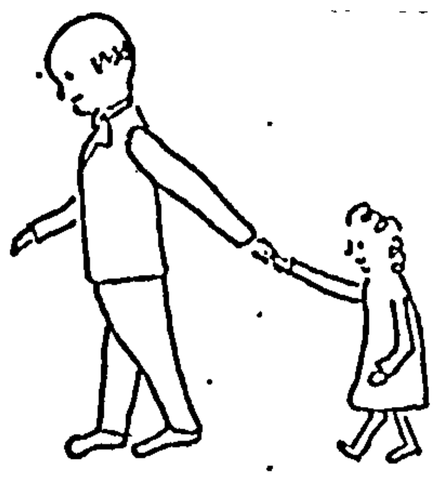


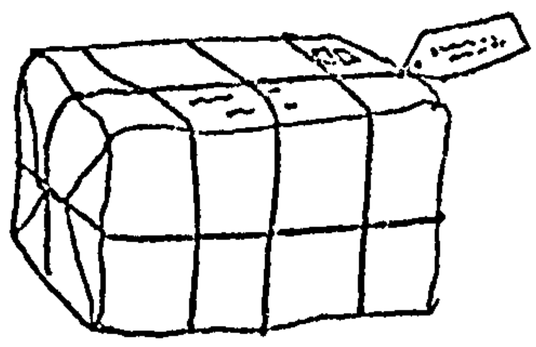


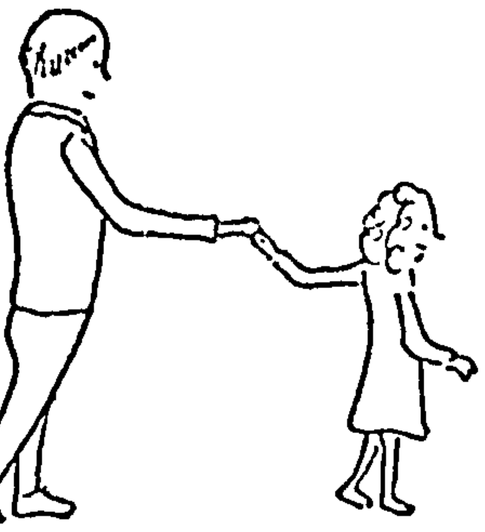


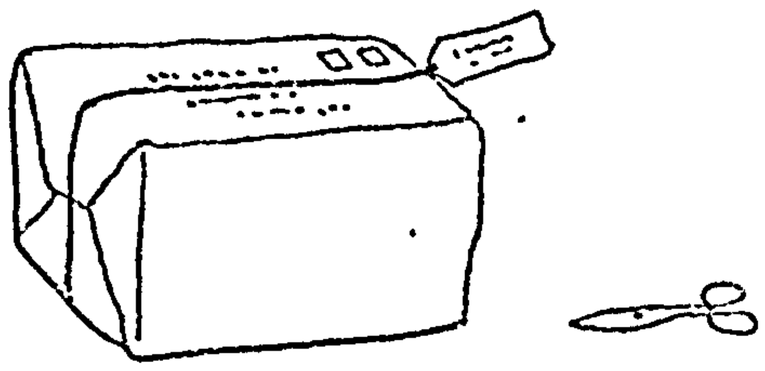
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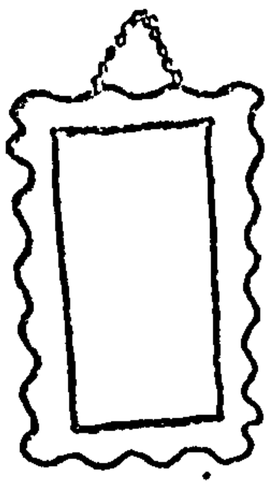




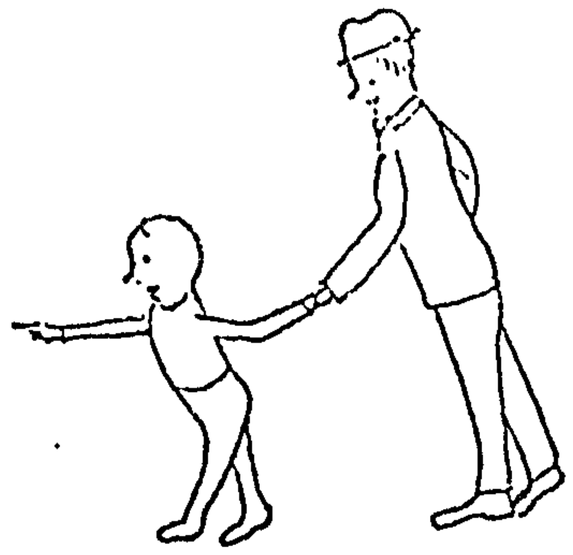


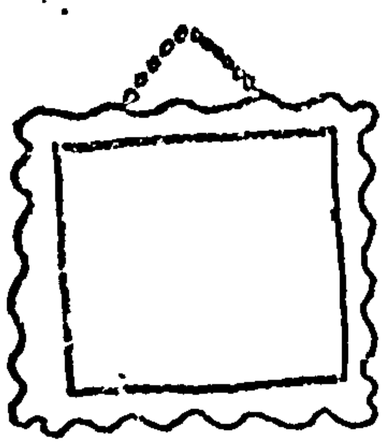
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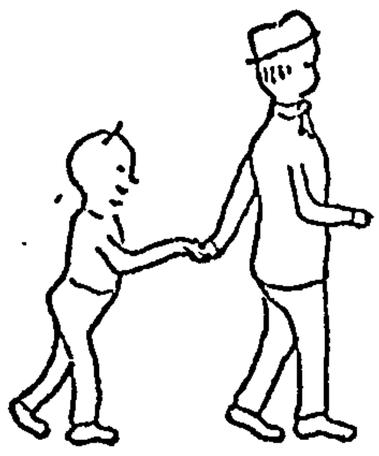










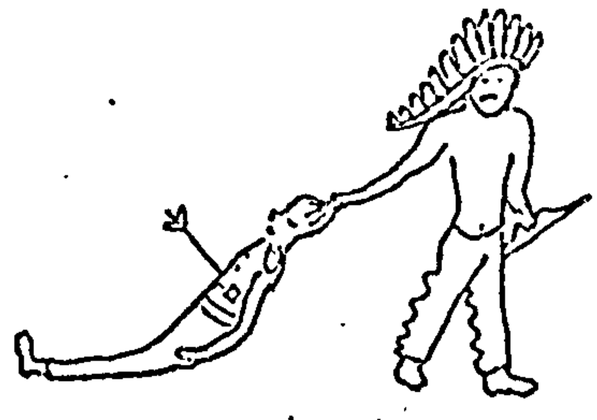


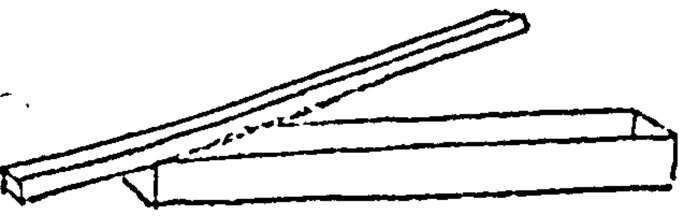
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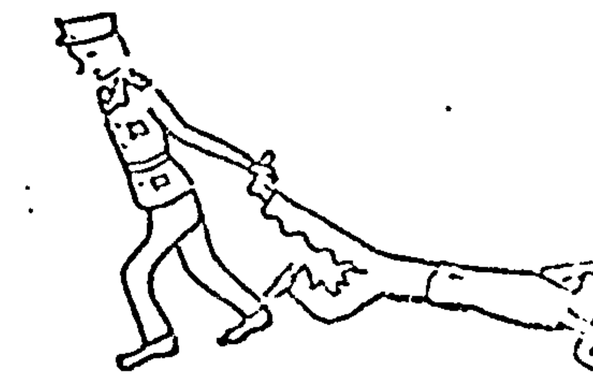








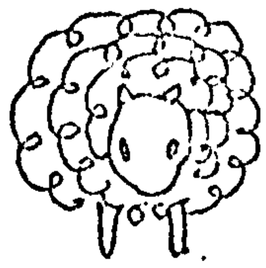


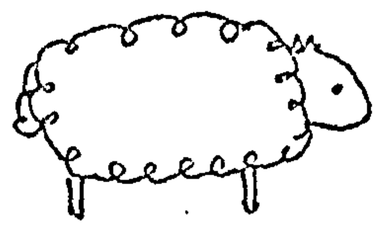


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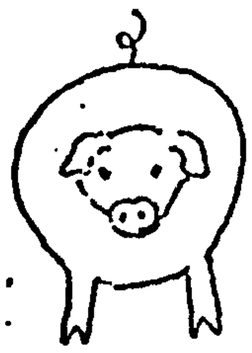
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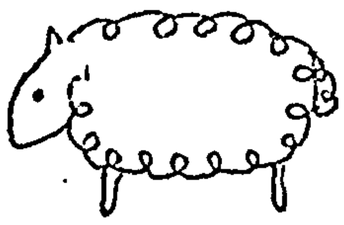




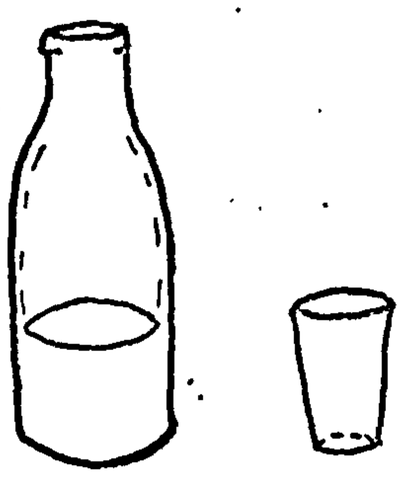


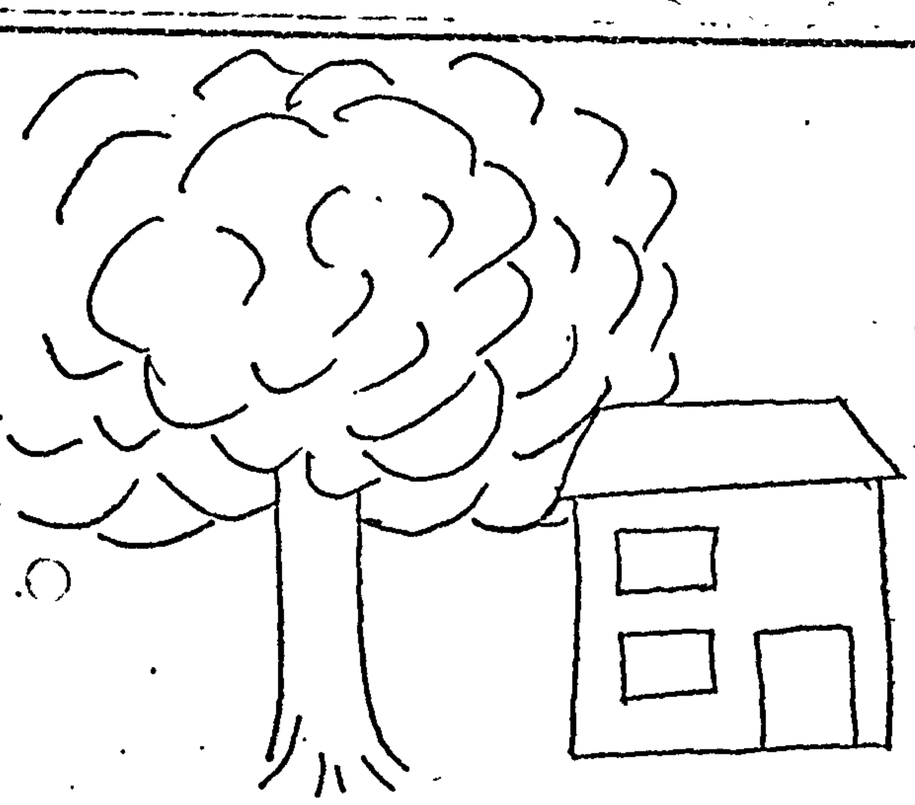


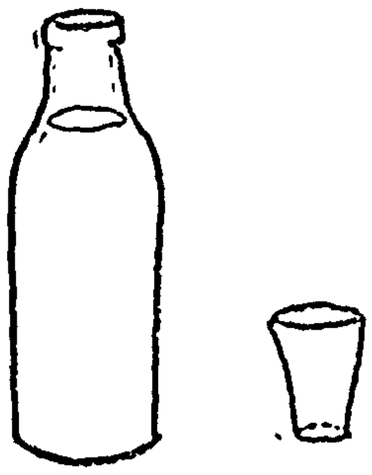




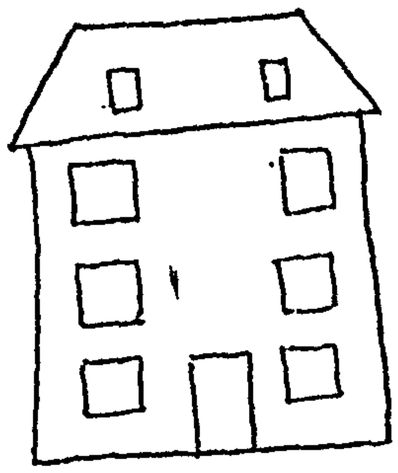


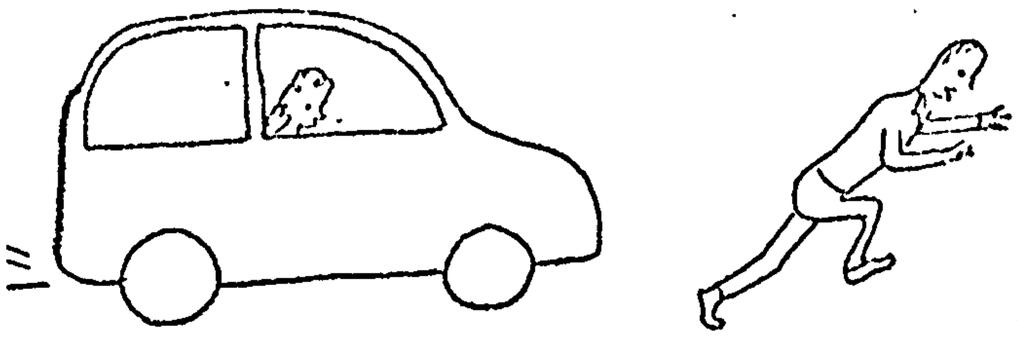




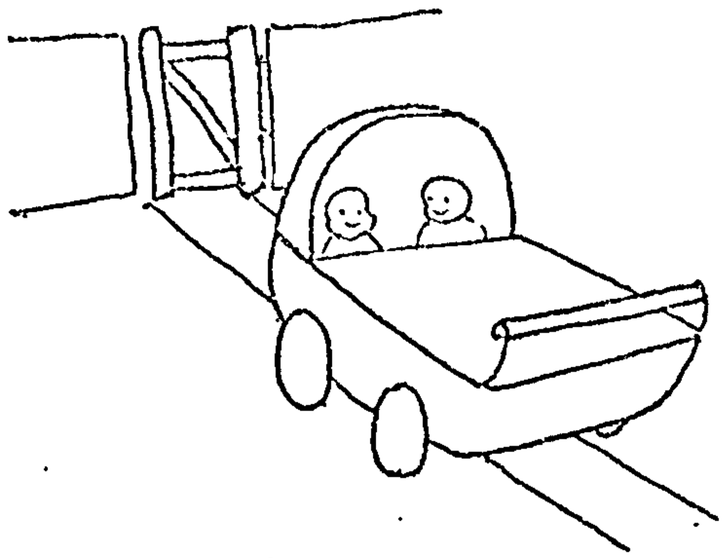


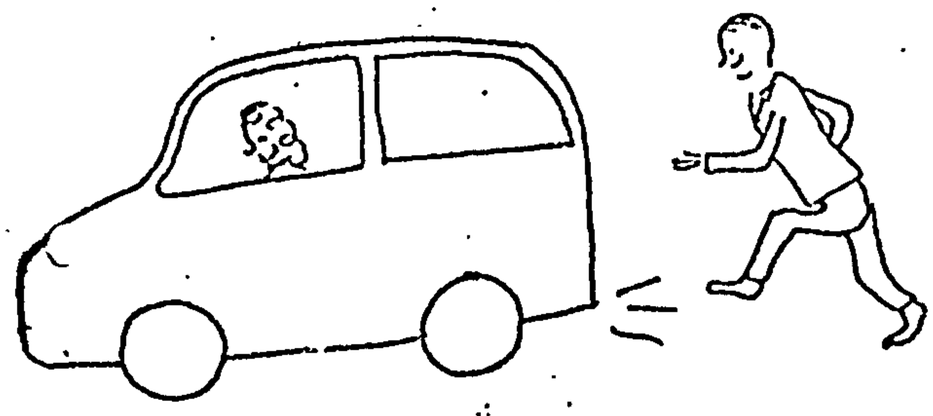


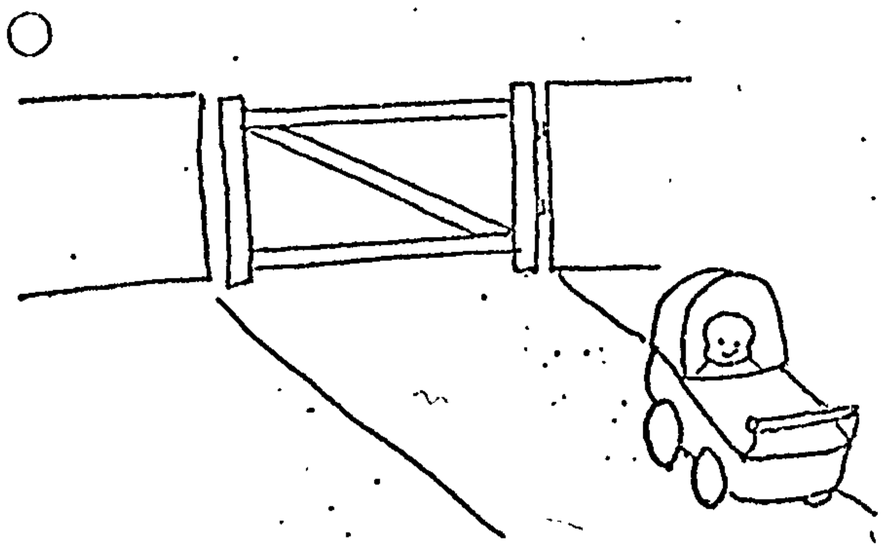




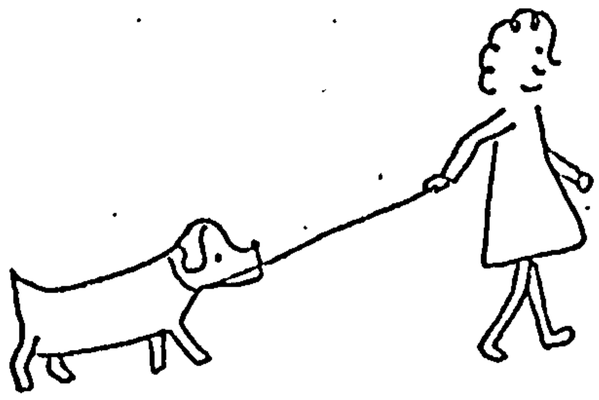
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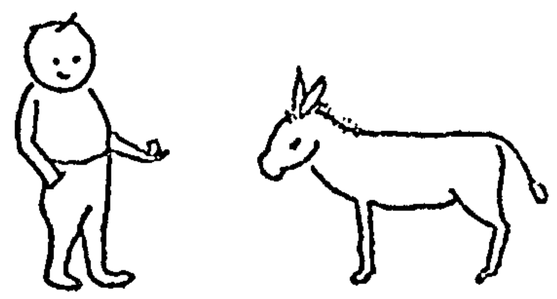


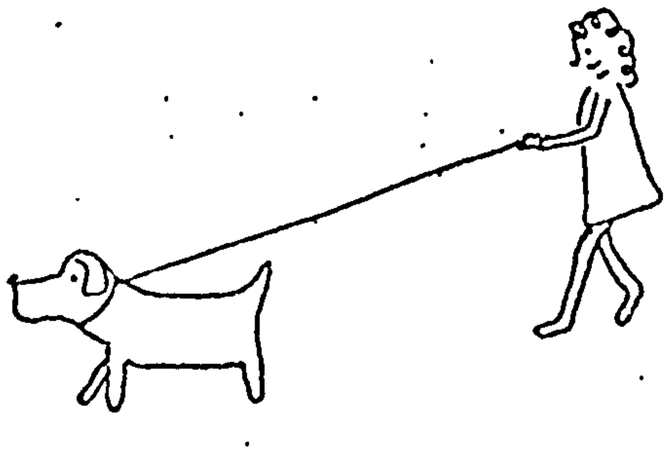




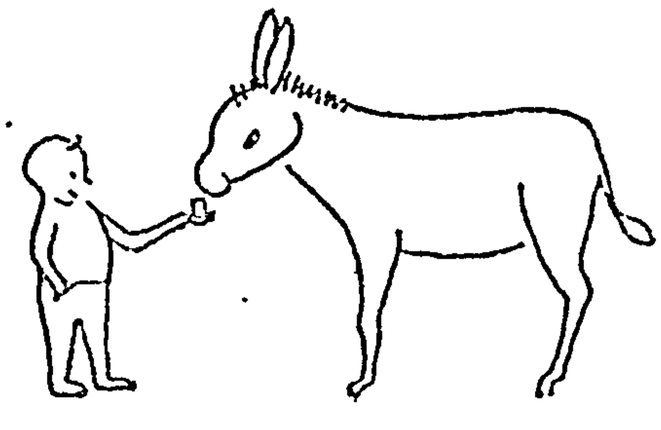
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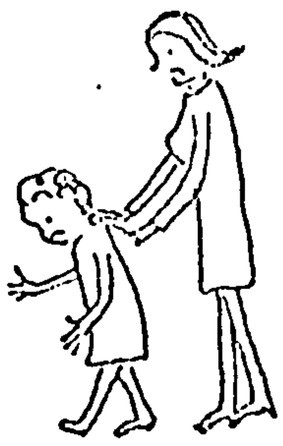




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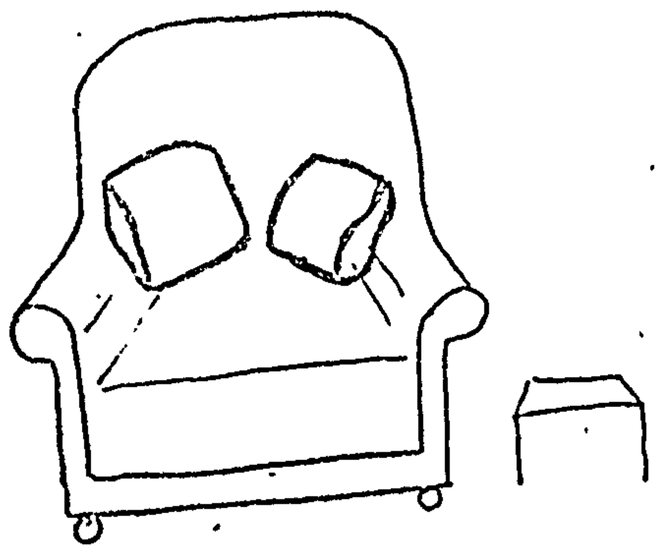


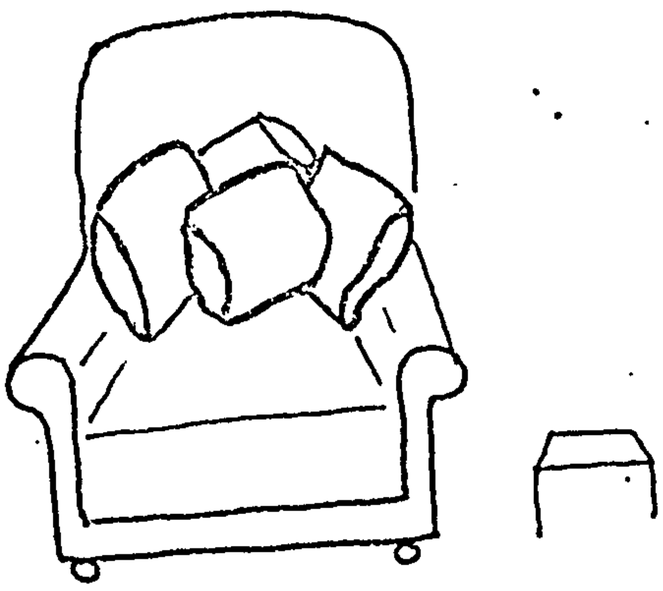
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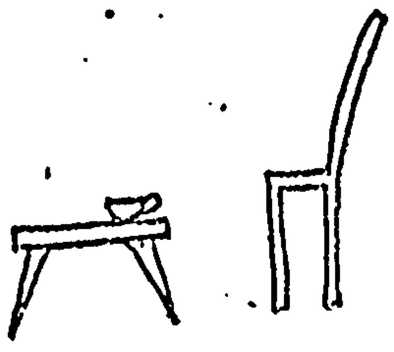


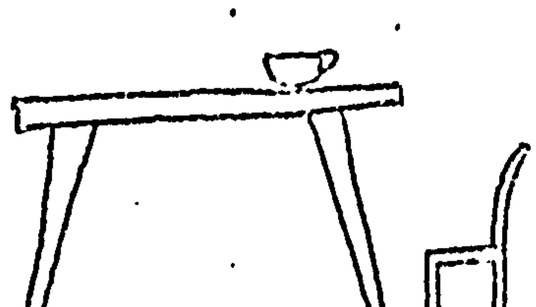
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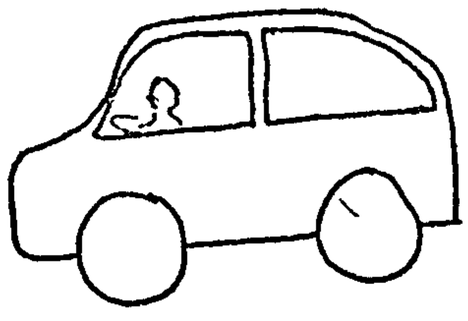


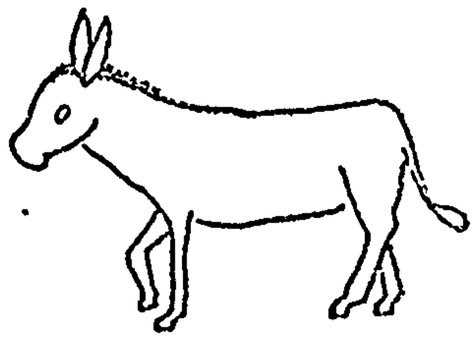
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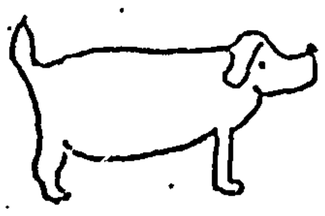




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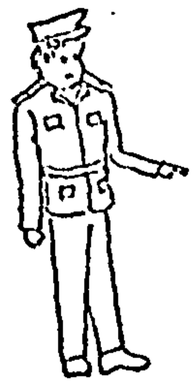




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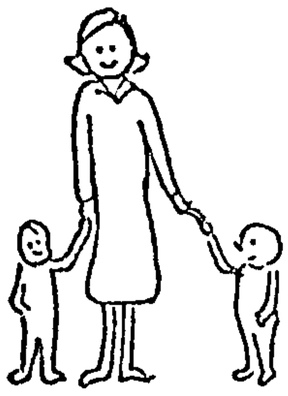


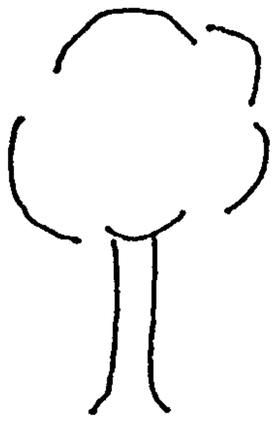


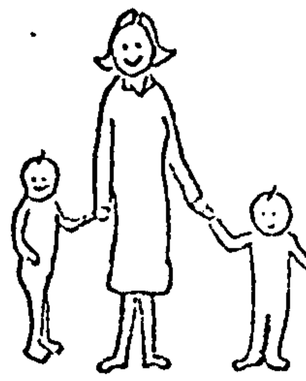


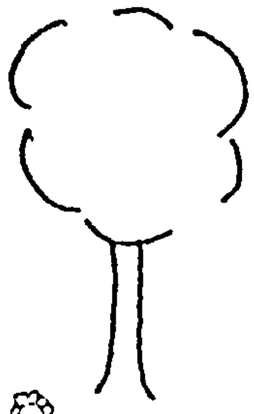


46









48

MAIN EXPERIMENT: PHONOLOGICAL TEST Name.....Date.....

TAPE RECORDED

There are two pictures on each page, one at the top and one at the bottom. I will say a word for each page. Please look carefully at the two pictures. Then point to the picture for the word.

Trial items	aT pen	bT box	cB leaning	dB school
1pT gate	2sB cat	3pT ship	4sT spot	5oT year
6pB cars	7sB daily	8pT writing	9sB ask	10oT support
11pB map	12sT tired	13pT pull	14sT talks	15oB teeth
16pB bill	17sB cattle	18pT bark	19sT nets	20oB summer
21pB packing	22sT nail	23pB bag	24sT tops	25oB drive
26pT fitting	27sB tending	28pB log	29sB whips	30oT appeal

We have eight more pictures. Now you may hear more than one word for each picture.

31smB coat waist	32sT key and toffee
33smT housetop	34sB pear and bowl
35smT bookend	36soT ski and sigh
37smB chair arm	38soB breaking the bed

NOW

Now we have some words written out. Listen to the tape again. Sometimes the word is the same as the one you hear on the tape: sometimes it is wrong. Look at this word (point) and listen. Was it the same word? Was it right?

(Tape replay items a to 30)

paradigmatic (p)..... syntagmatic (s)..... omission (o).....
morphological (sm).....

voice (8,18,28,12,27)..... place (1,11,21,2,17)..... manner(6,16,26,7,22).....

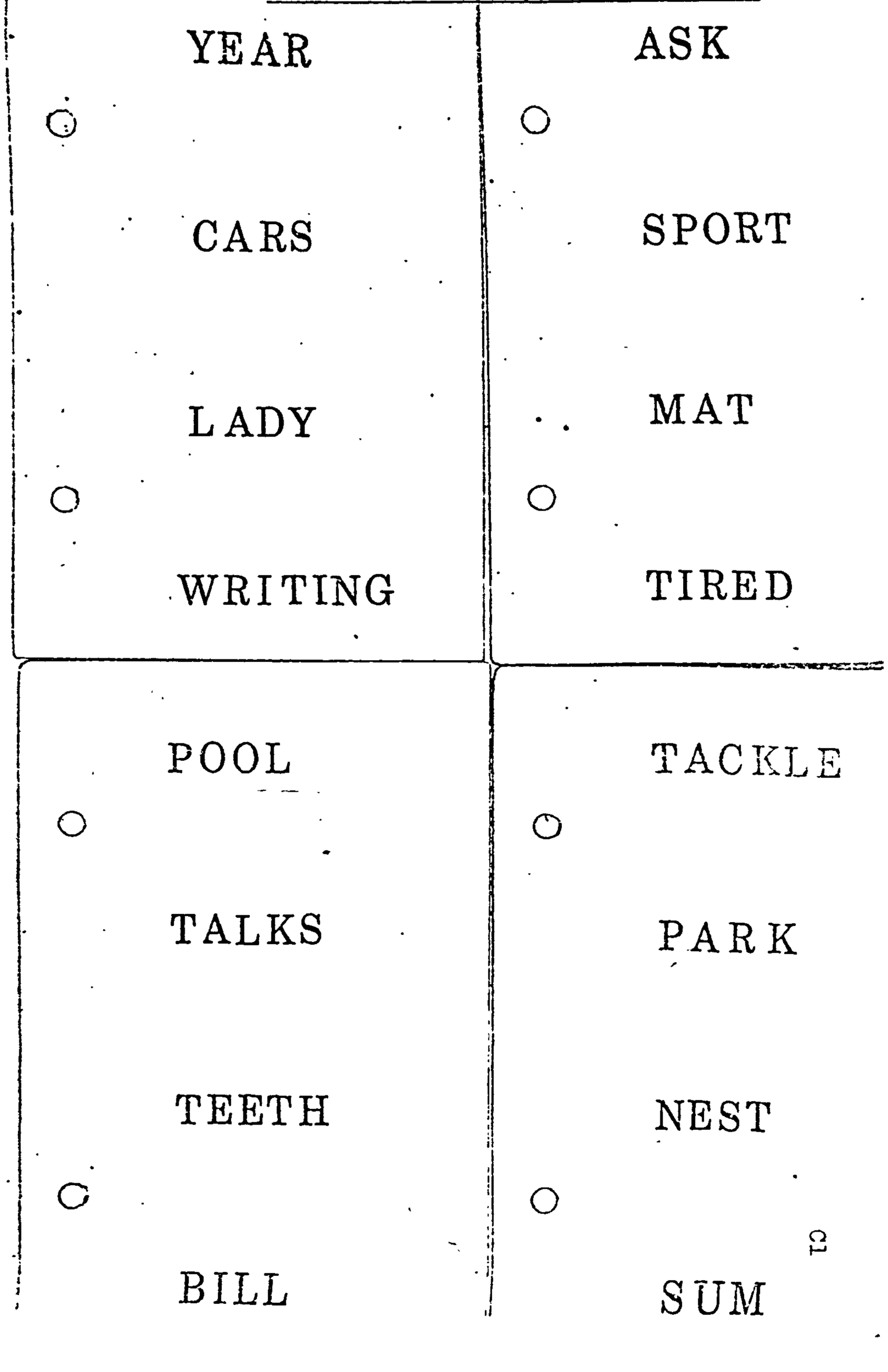
initial(1,15,23,5,30)..... medial(8,21,28,25,10)..... final (6,11,28,15,20).....

vowel (3,13,23,10,20,30)..... cluster (4,14,24,9,19,29,+10,17,25+36,38,).....

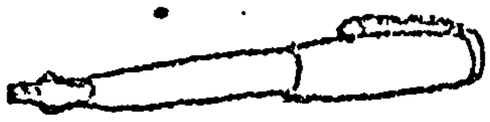
reversals

across word boundary (31 to 38).....

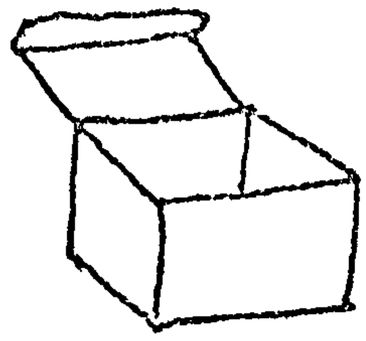
PHONOLOGICAL TEST: four pages from printed version

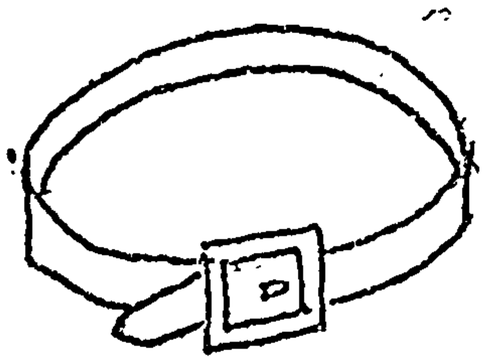


MAIN EXPERIMENT: PHONOLOGICAL TEST PICTURES



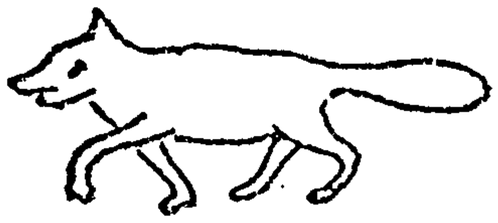






Trial a

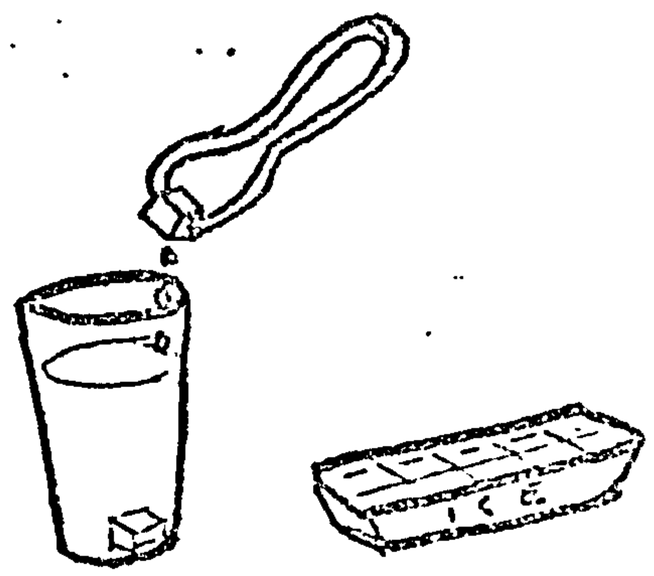


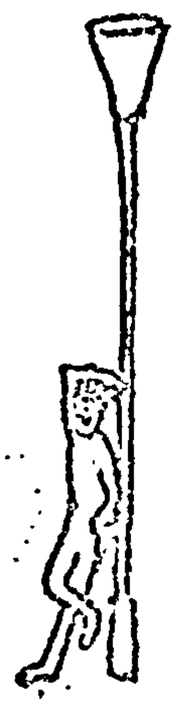


Trial b

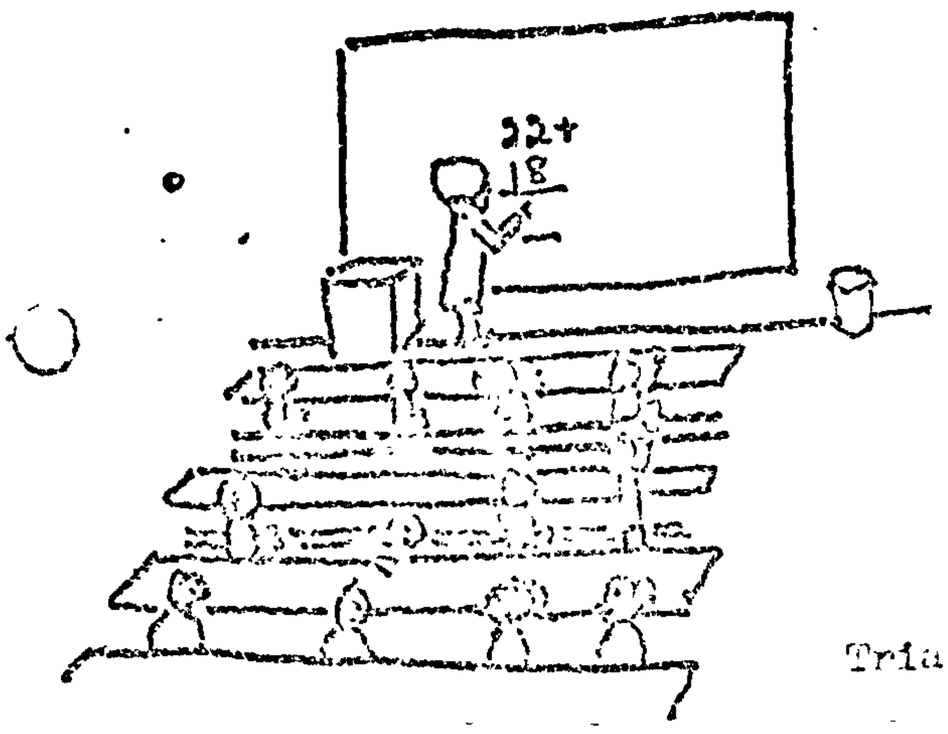




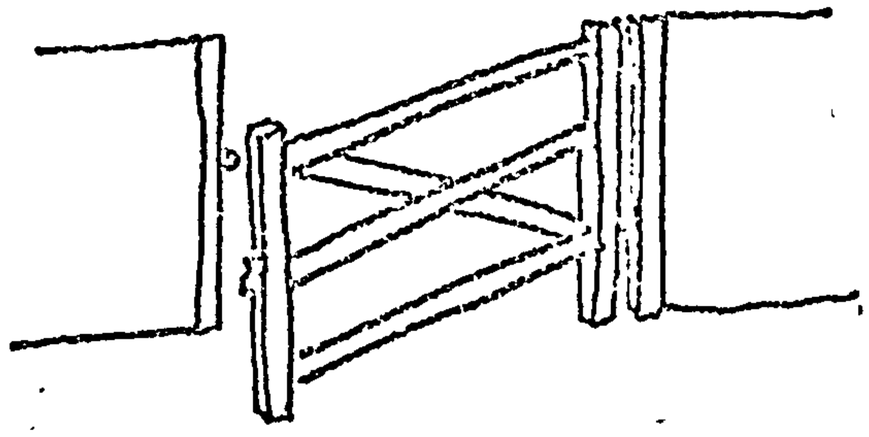


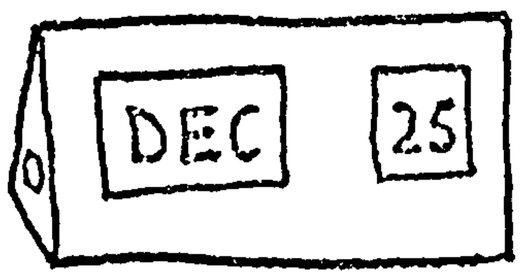


Trial c

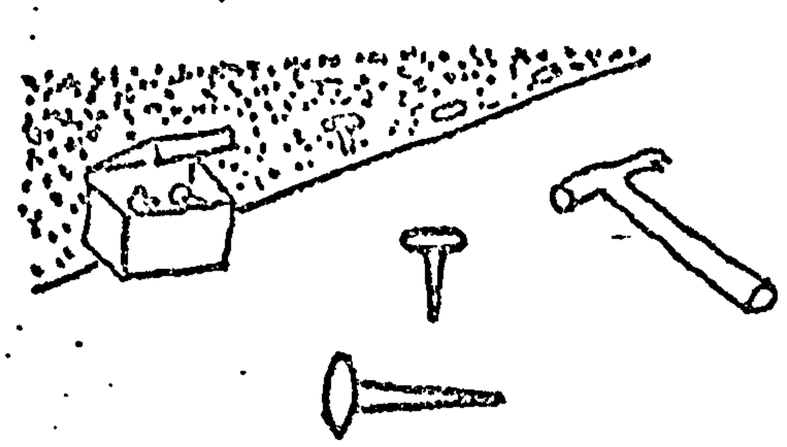


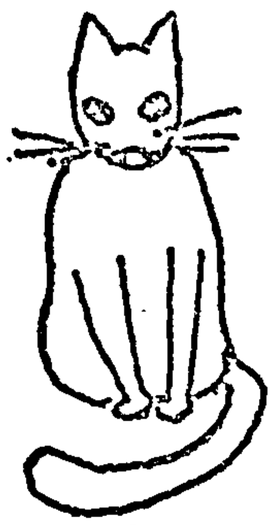
Trial d



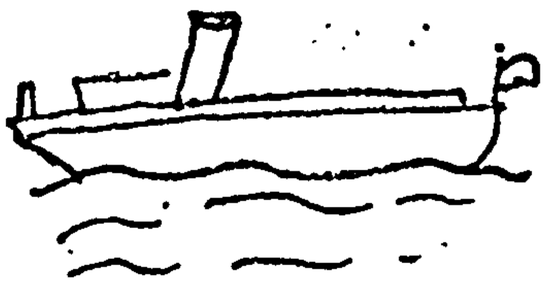


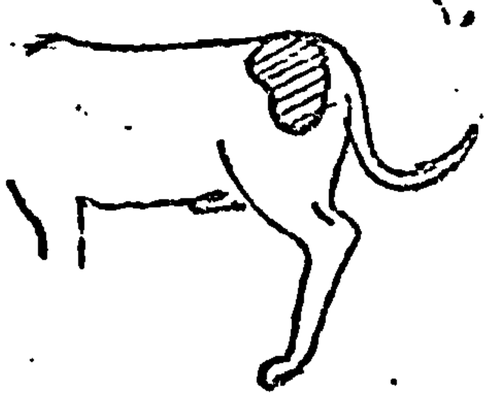
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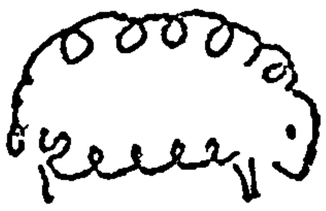




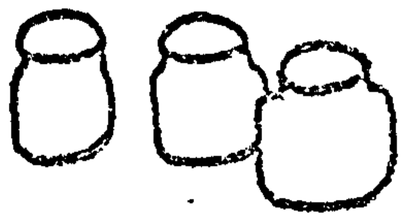
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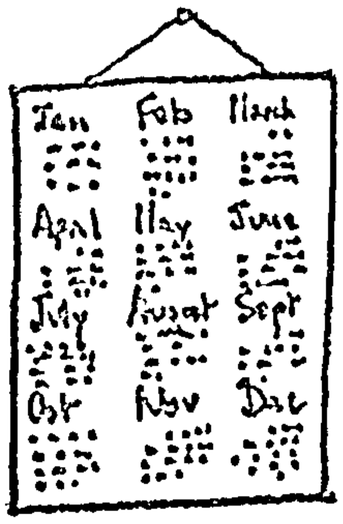




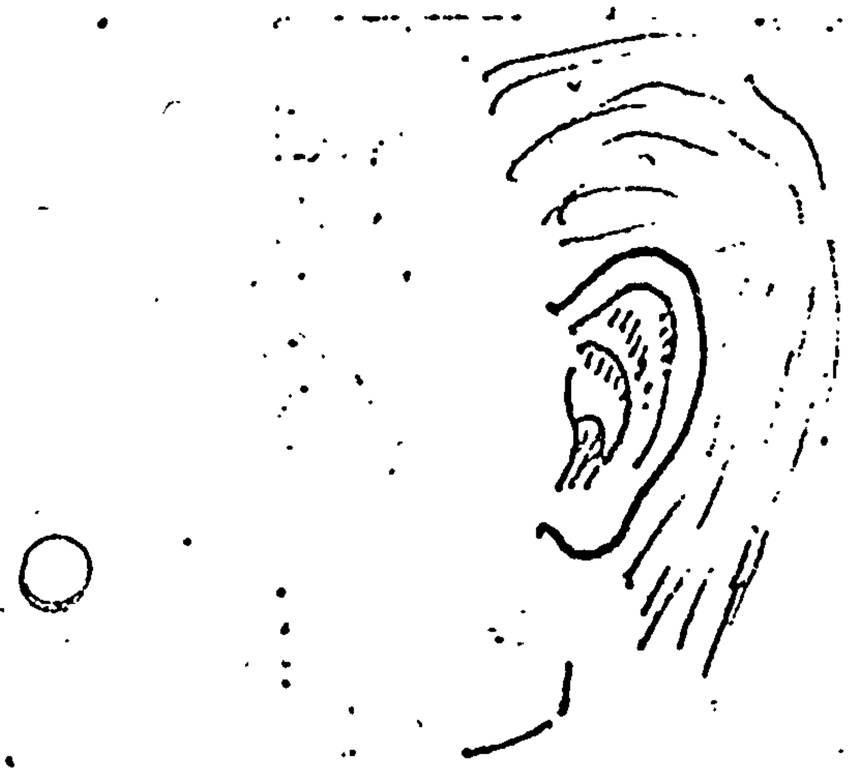
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4


Jan Feb Mar
April May June
July Aug Sept
Oct Nov Dec


HAPPY
XMAS

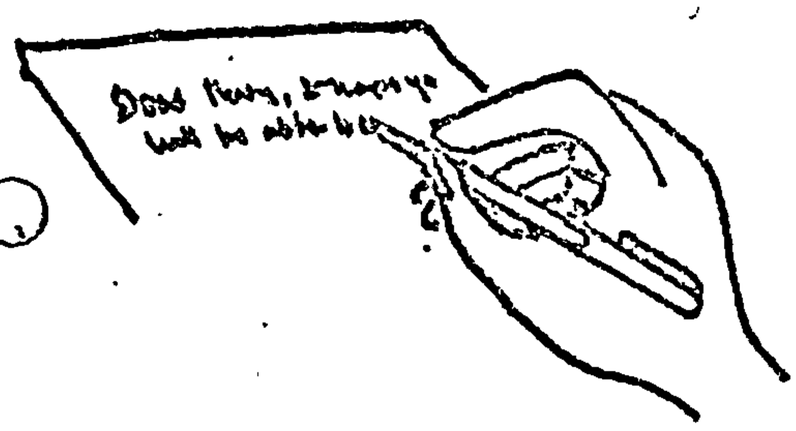


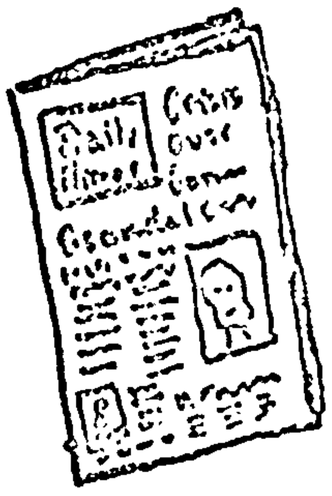


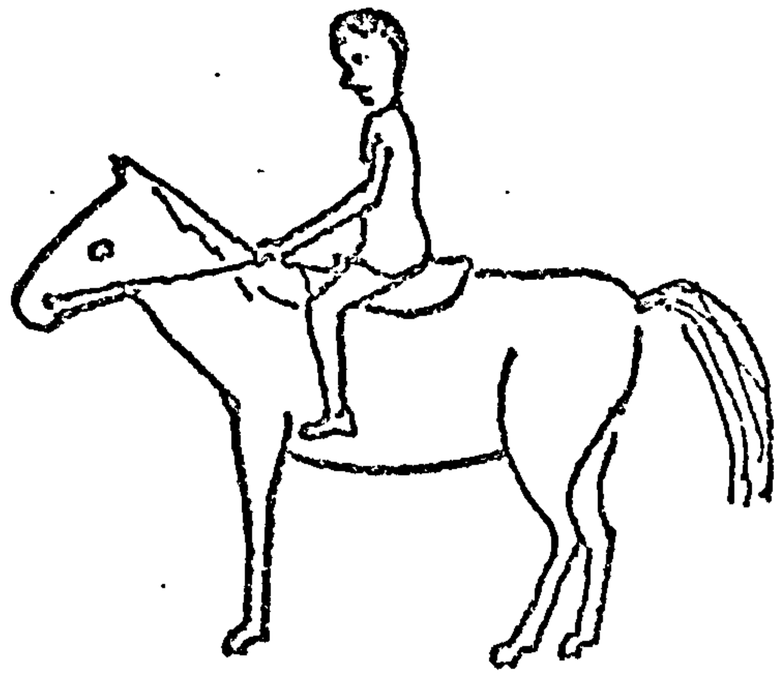
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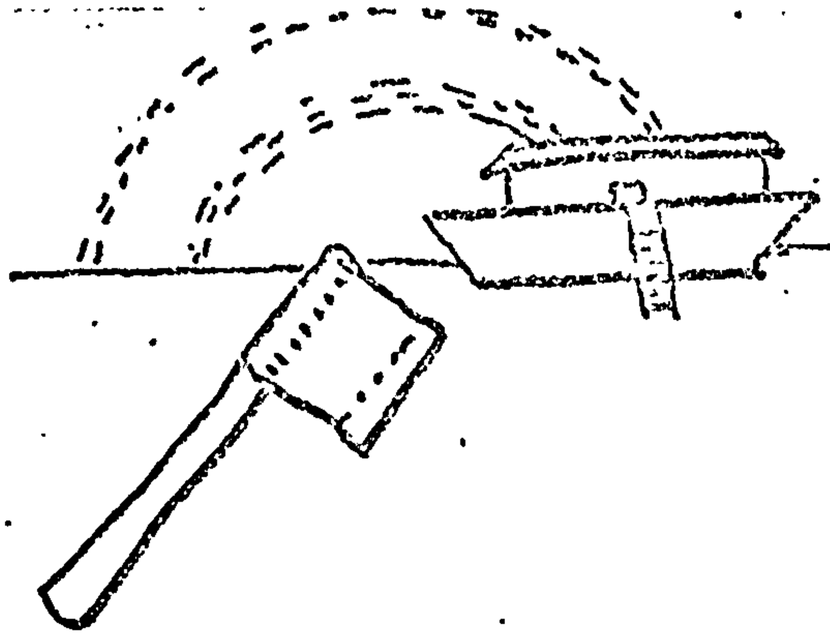

Dear Mum, I hope you
will be able to

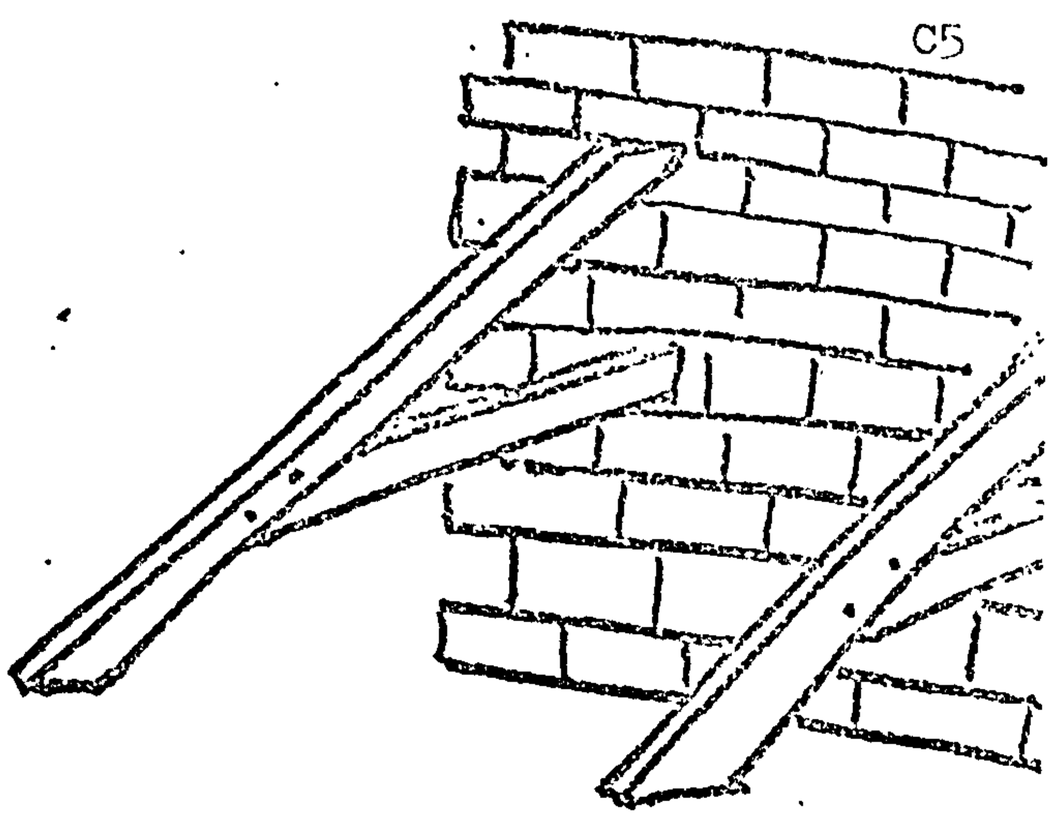

Daily
Times
Crisis
over
Cornflakes



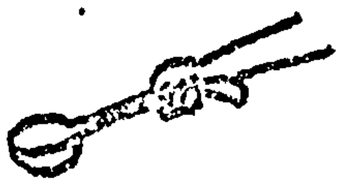
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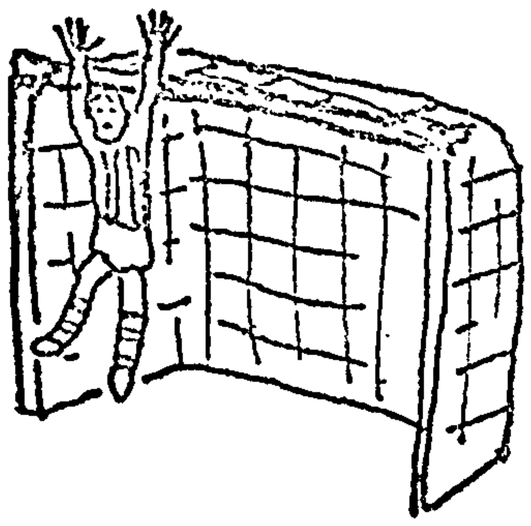




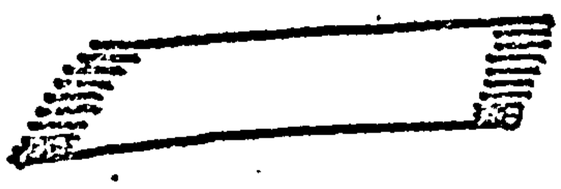


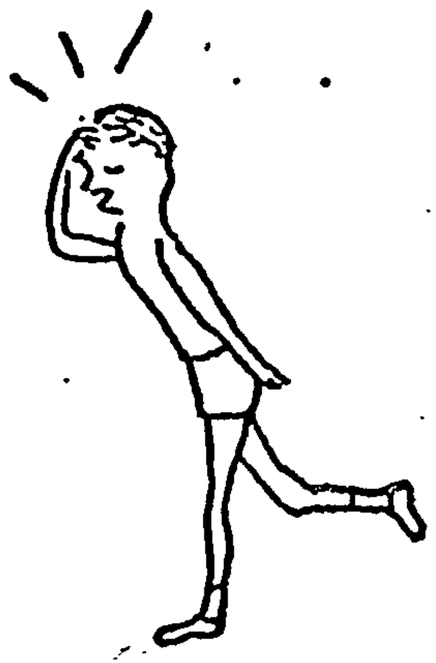
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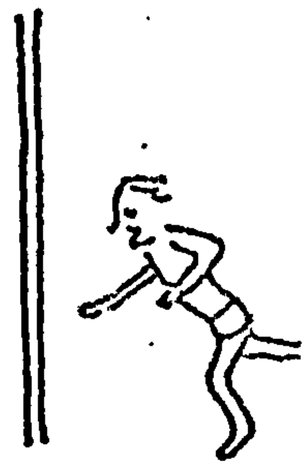


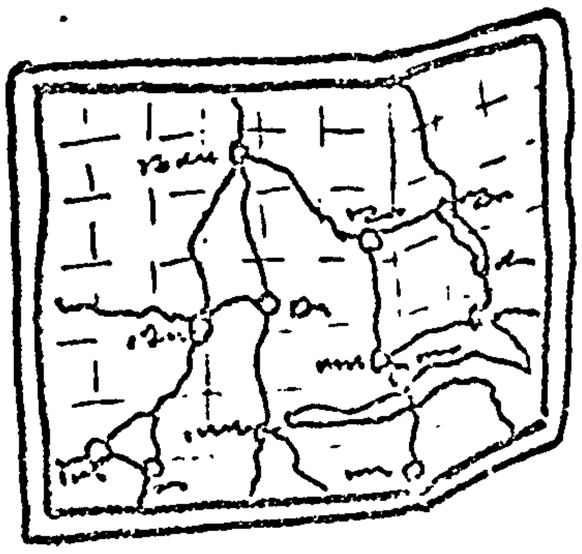


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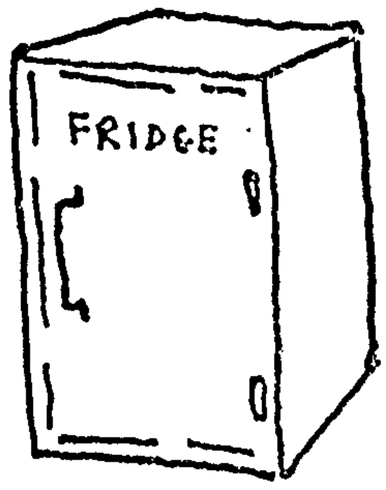




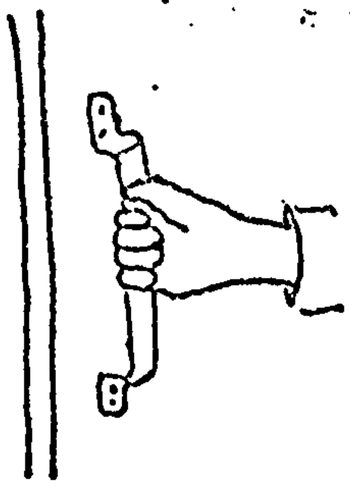


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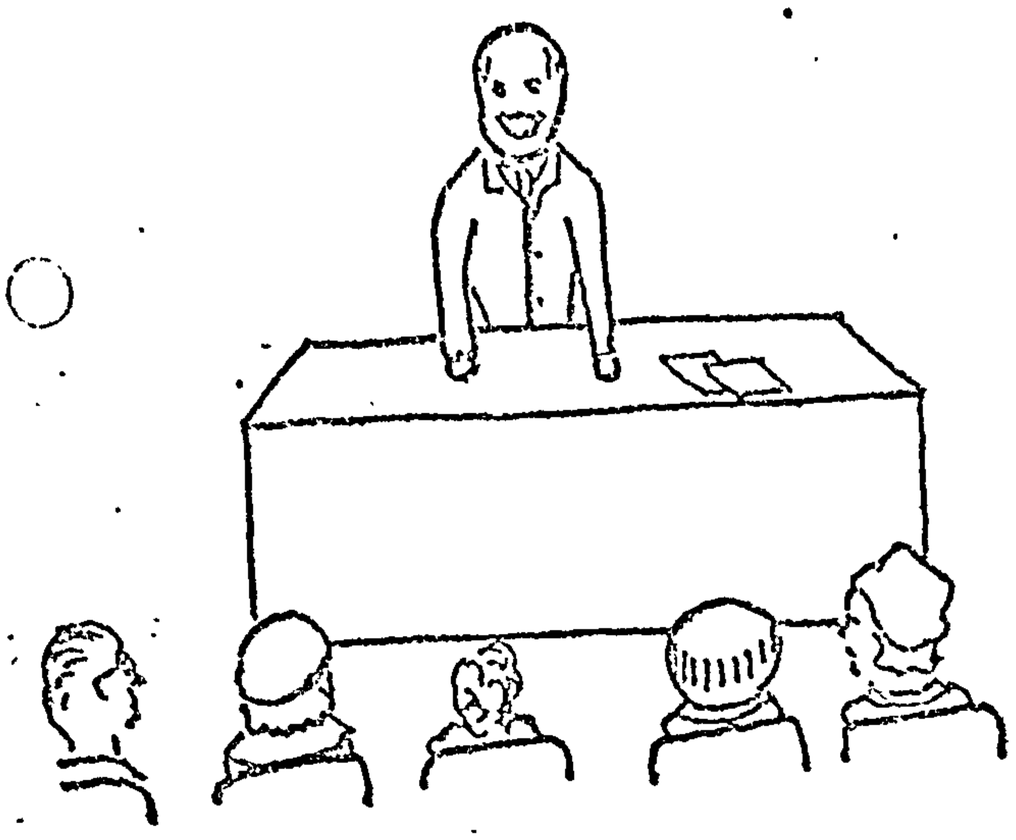


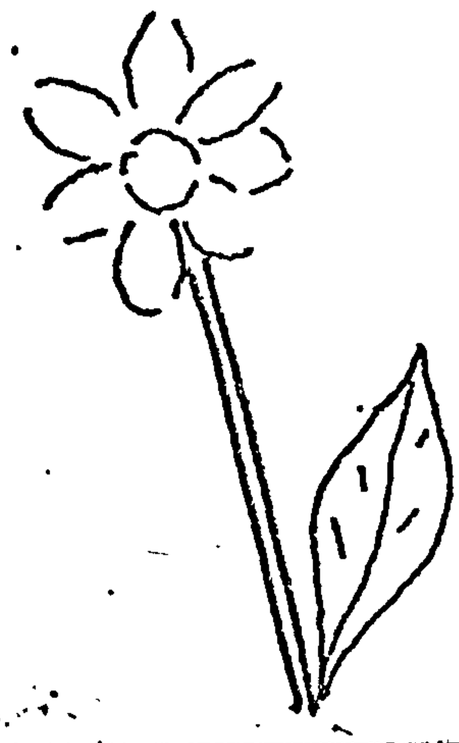
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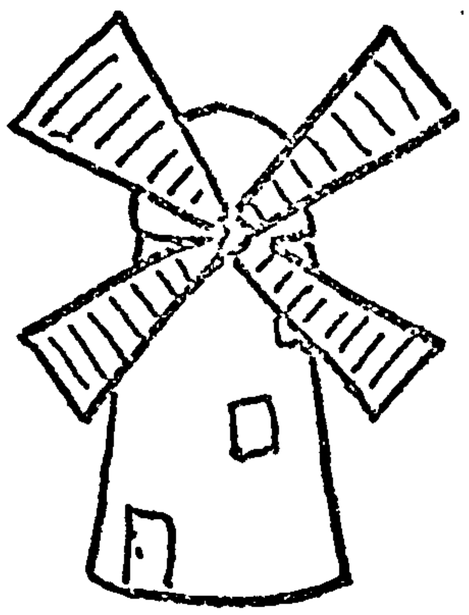
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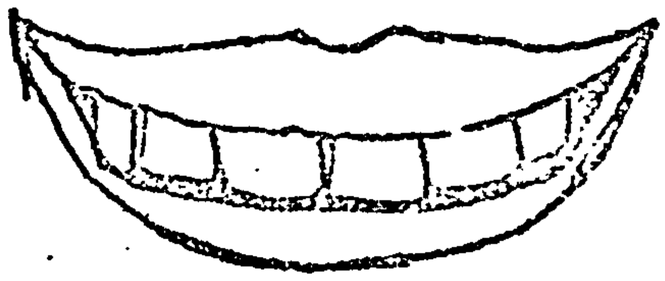




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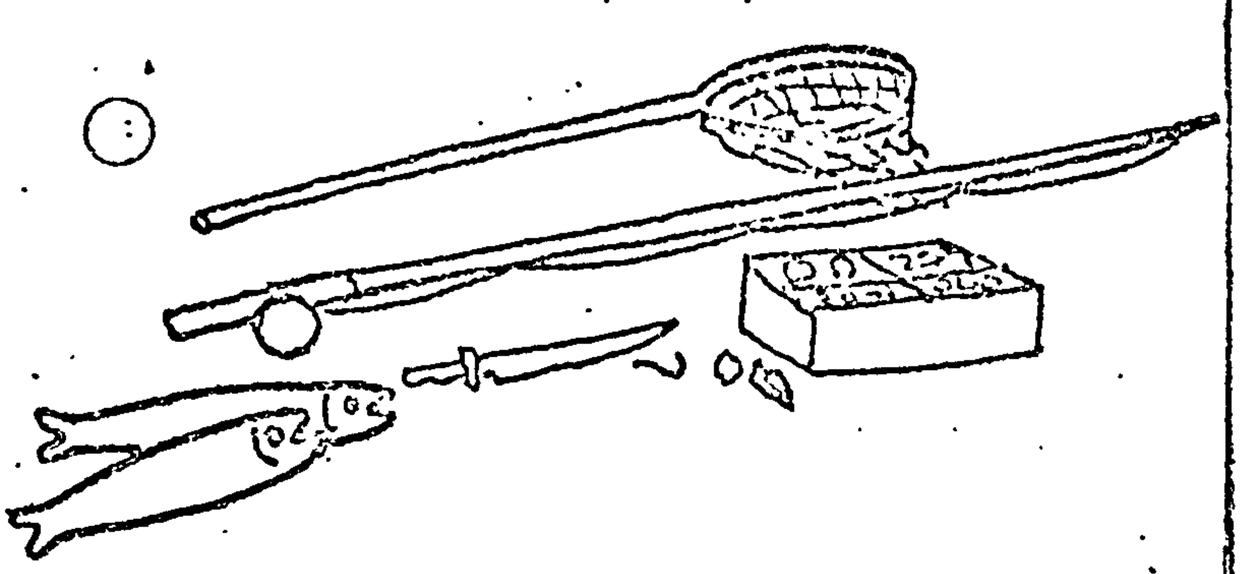




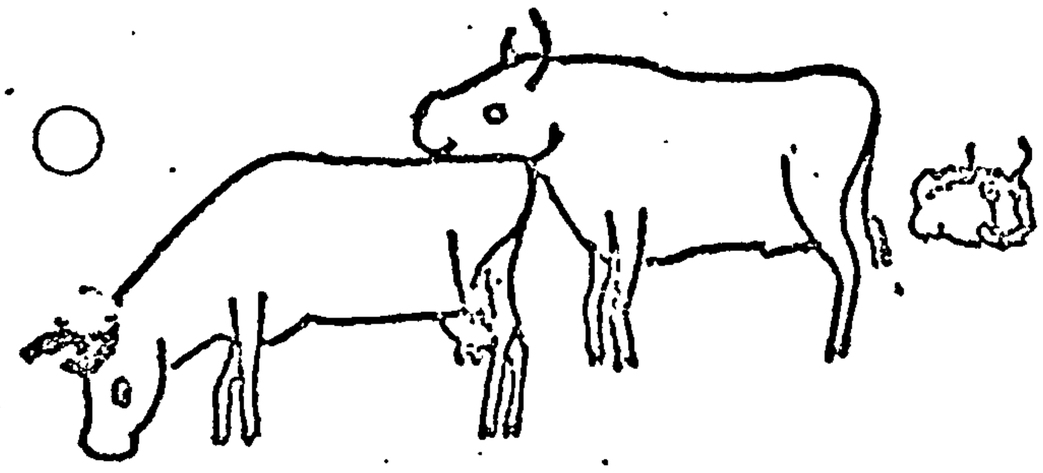
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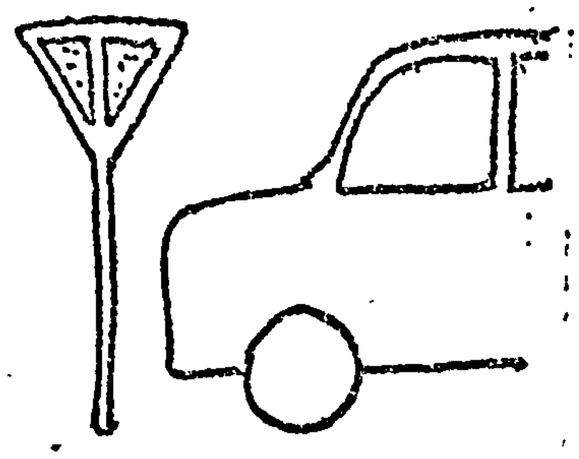


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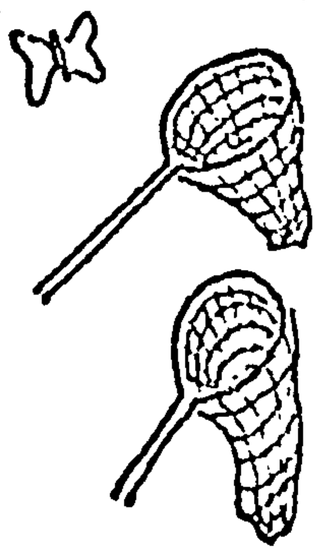






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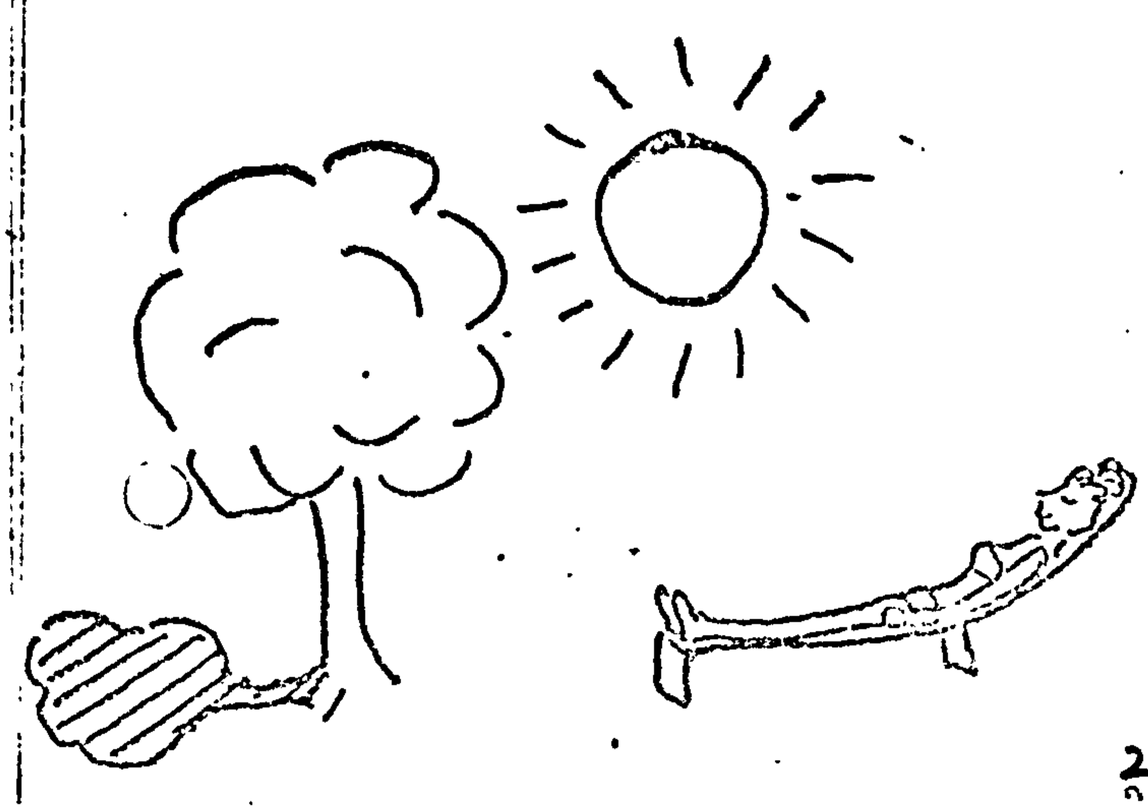
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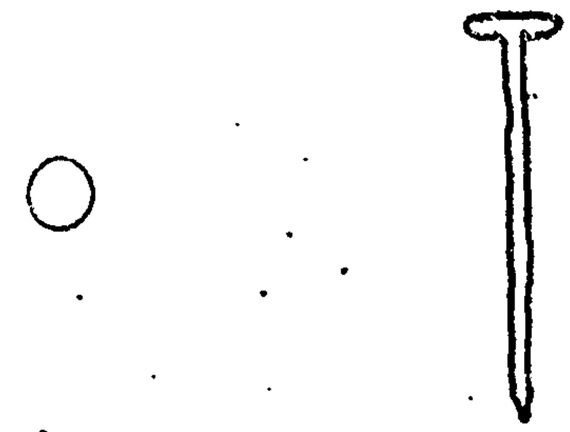
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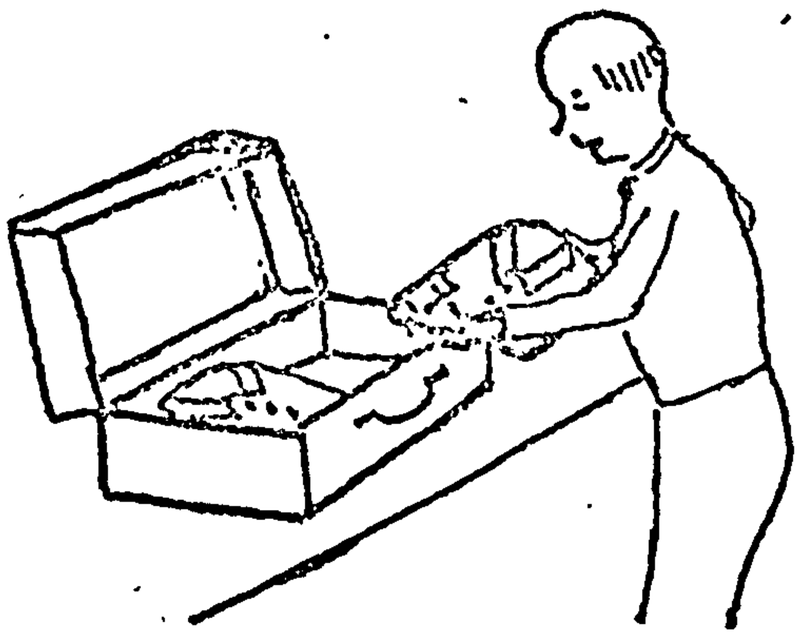
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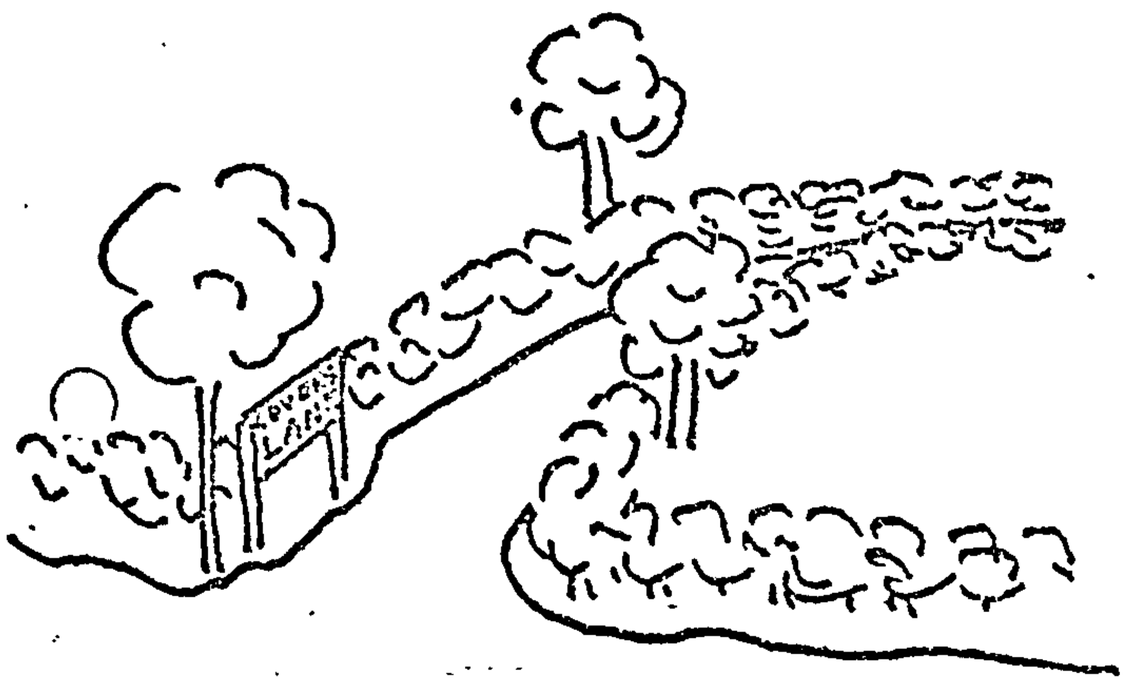


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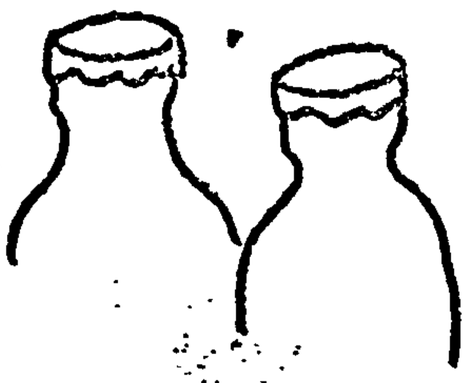


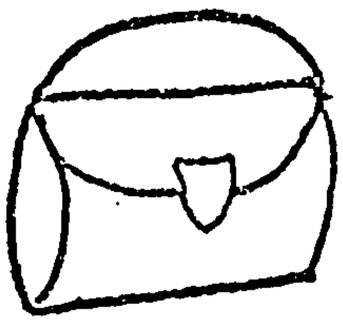


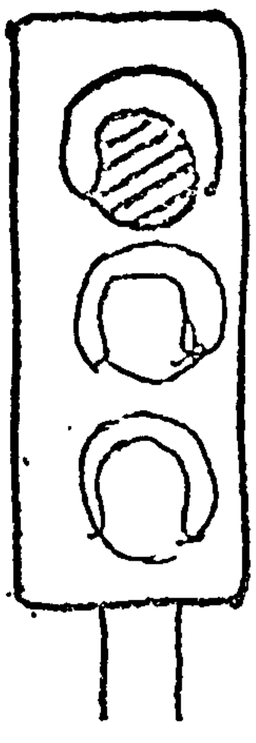


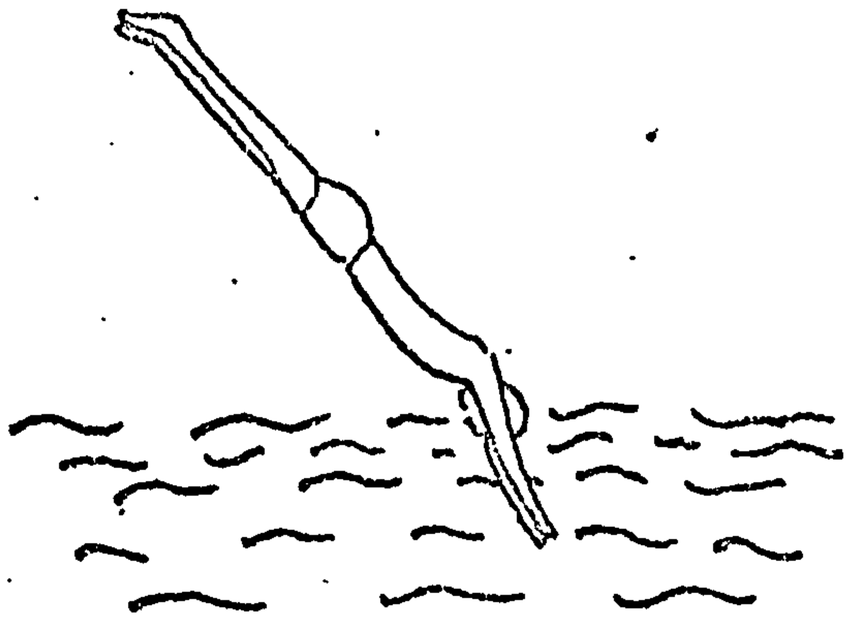


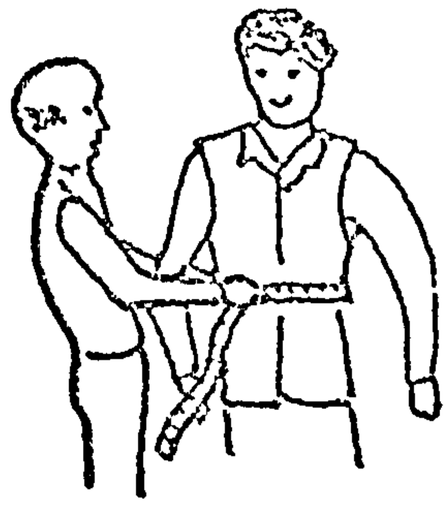


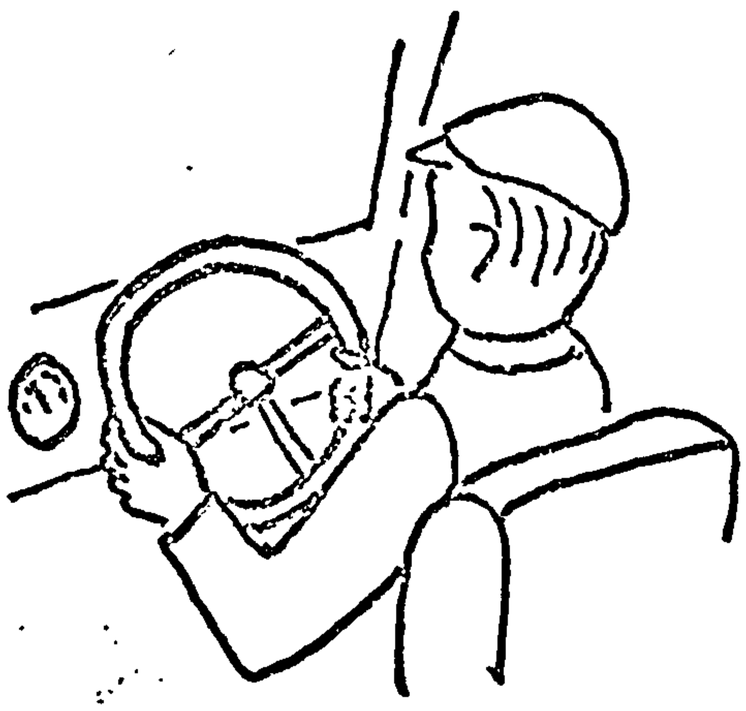




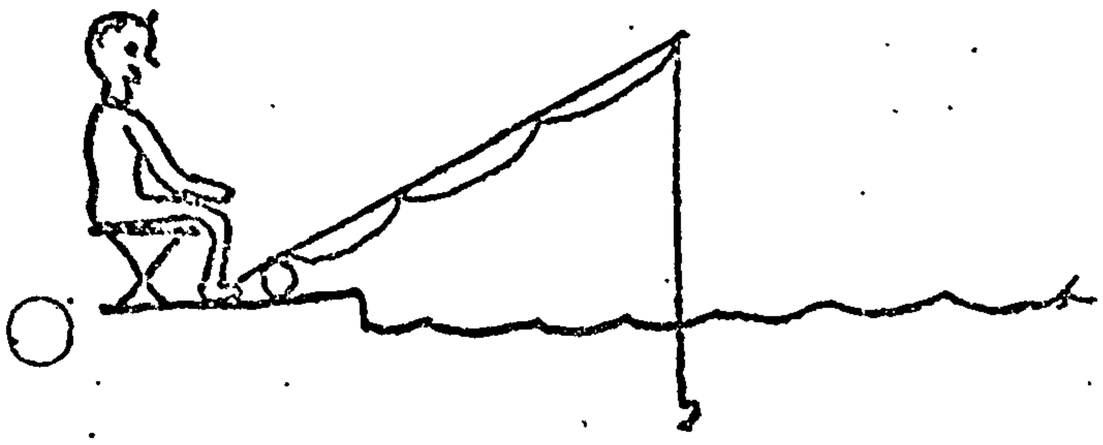




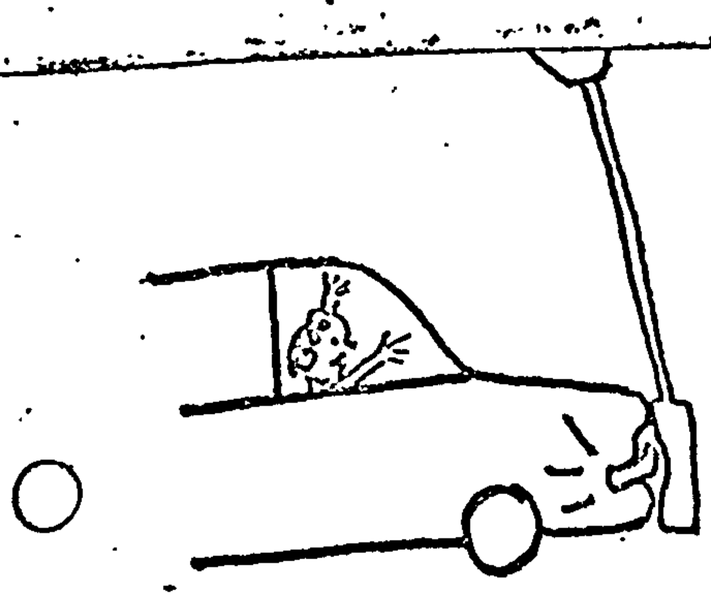


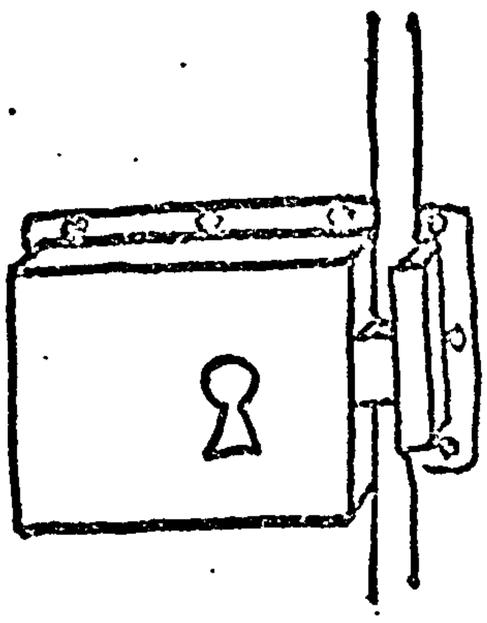


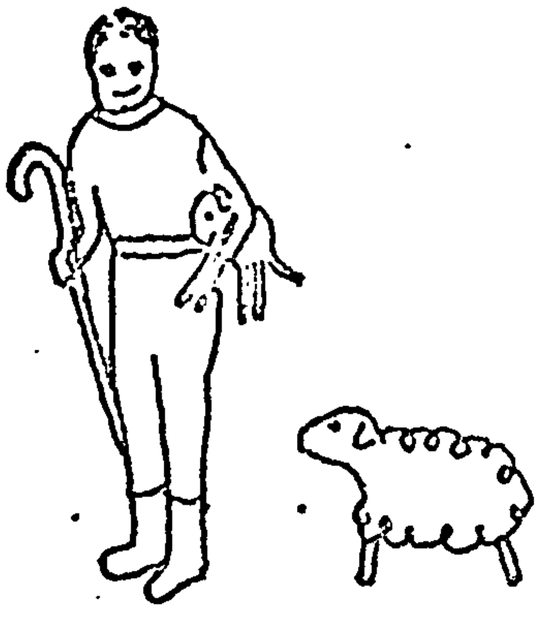
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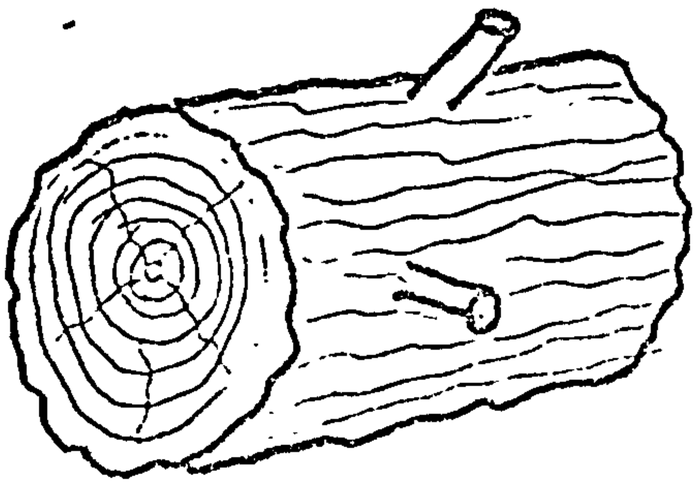
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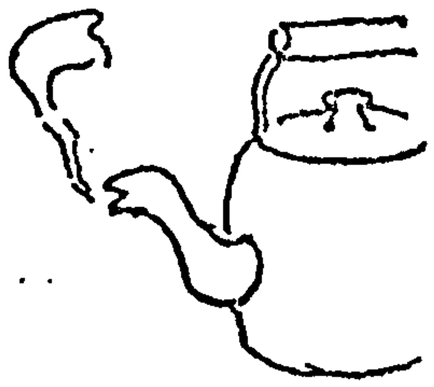


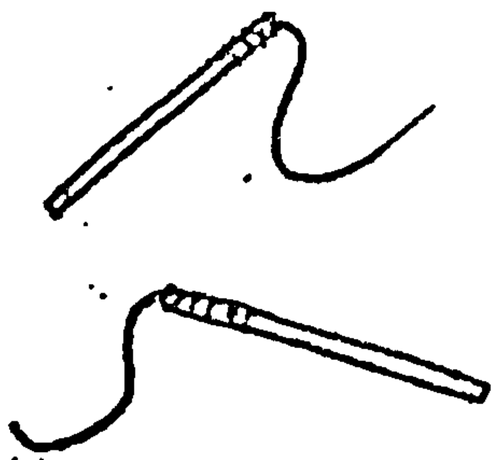


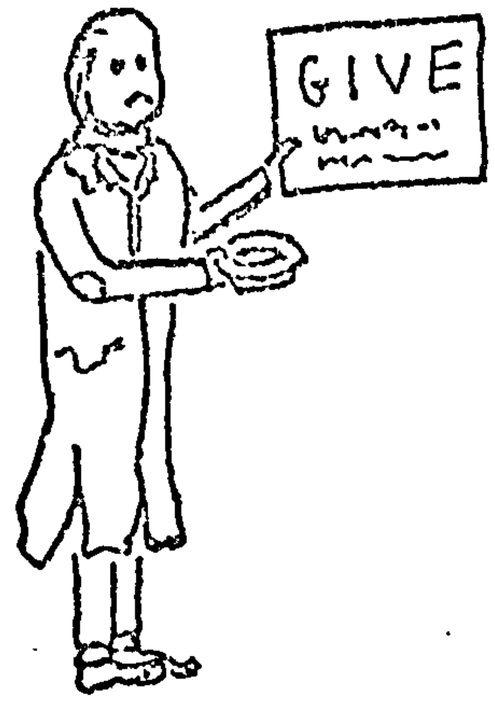
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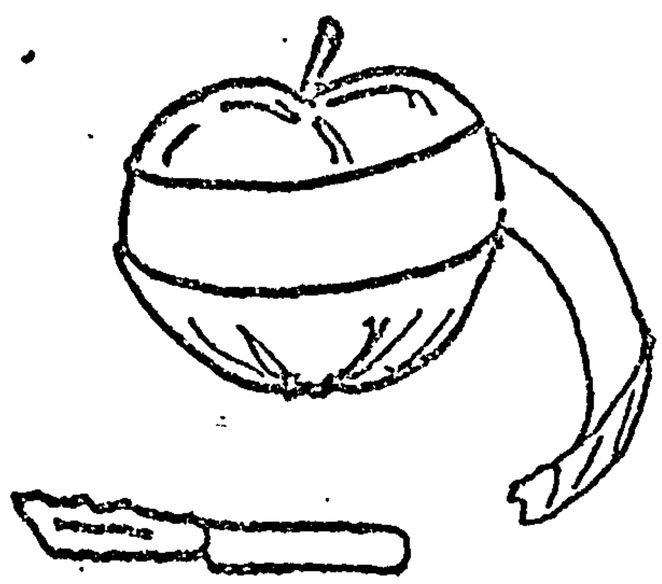


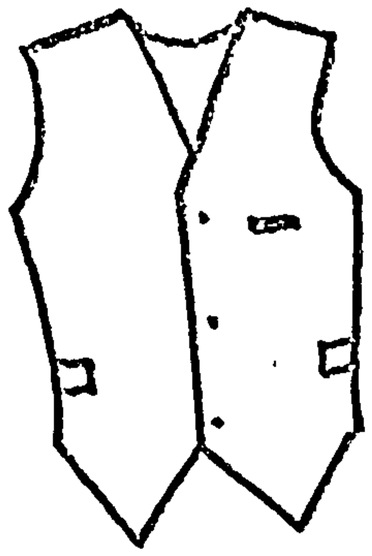
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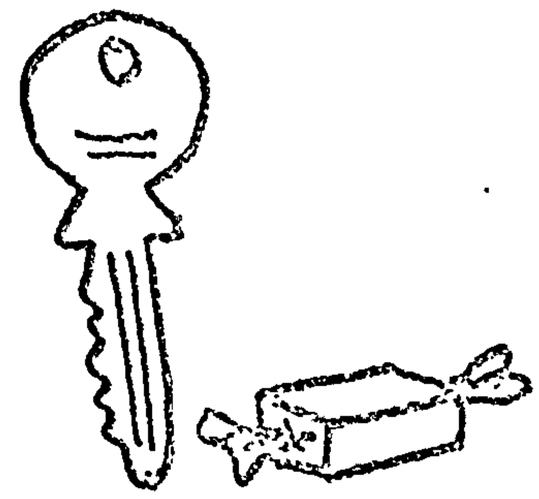


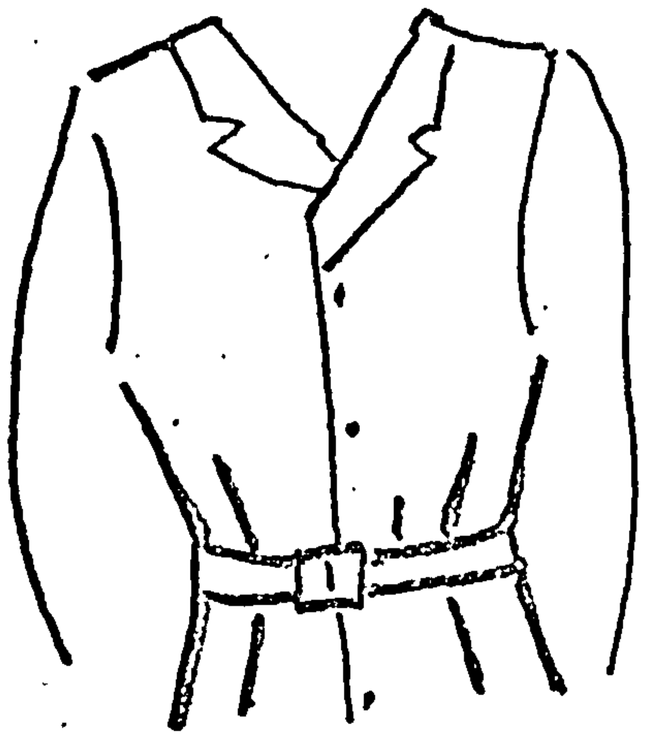



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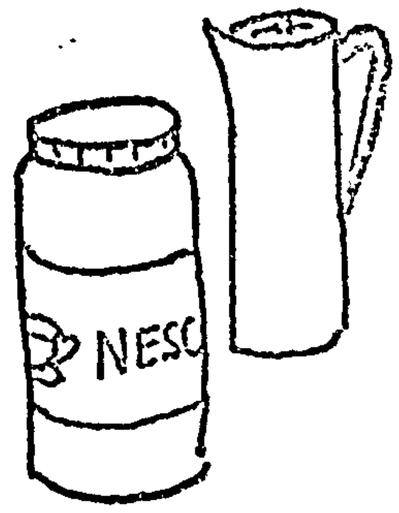




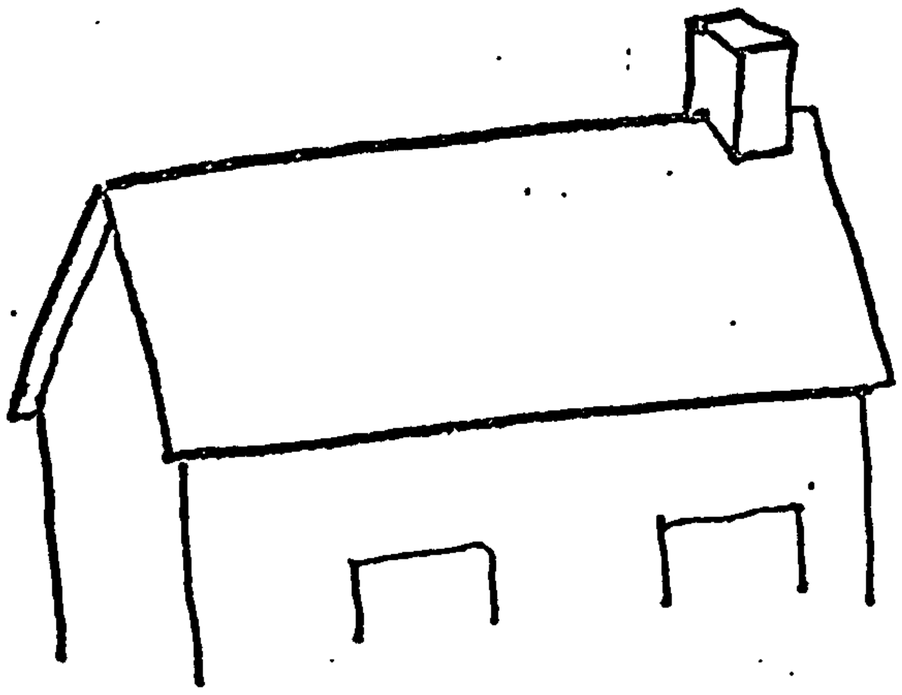


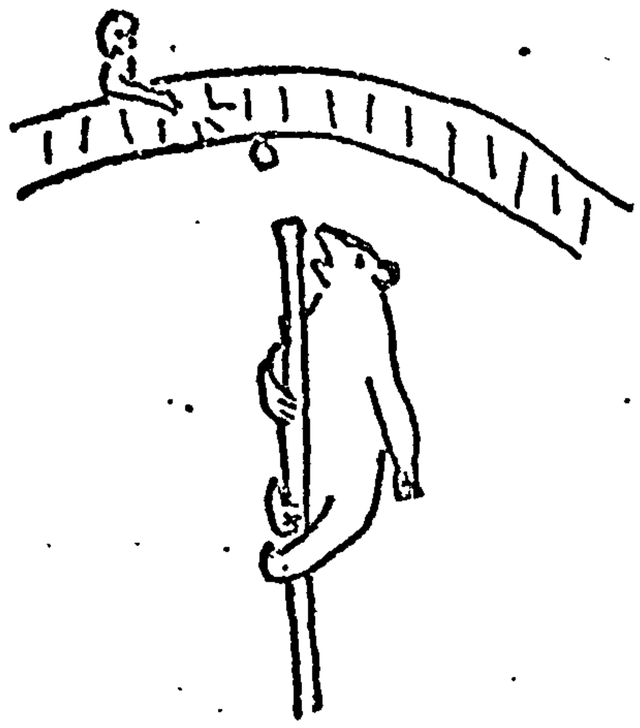
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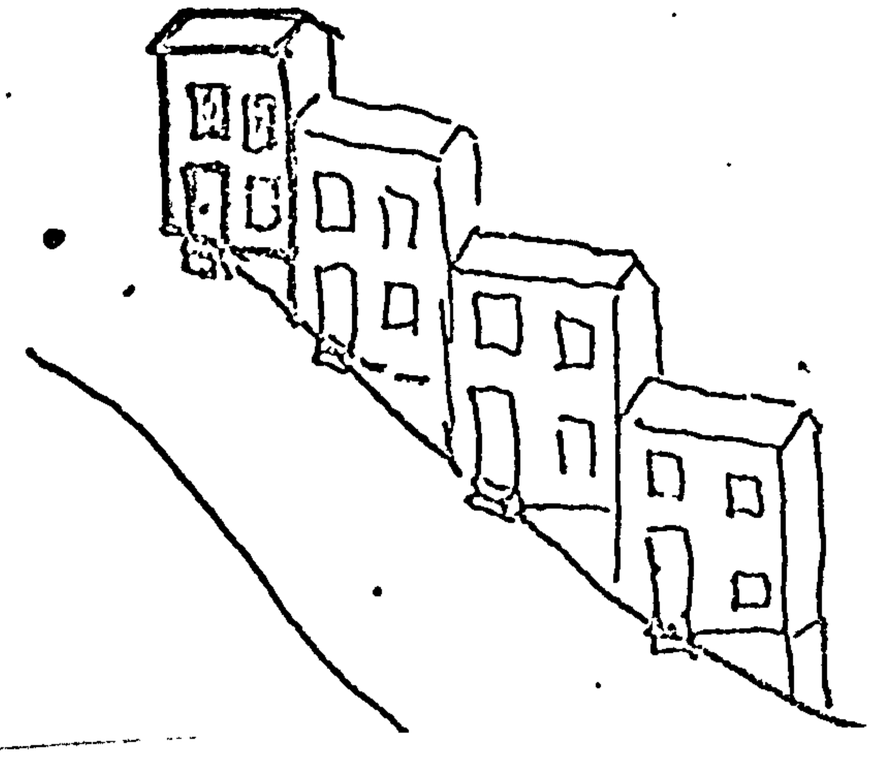




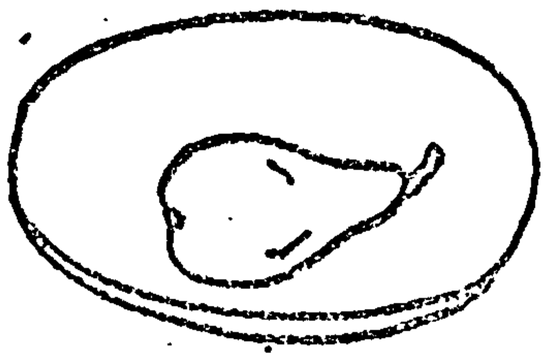
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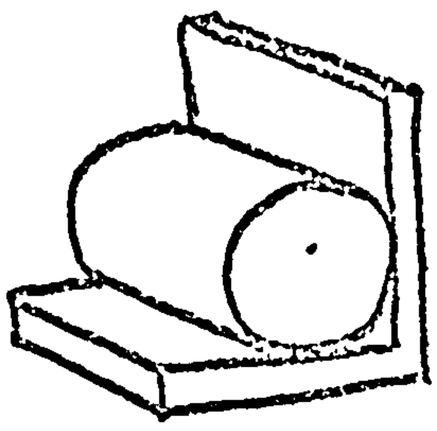


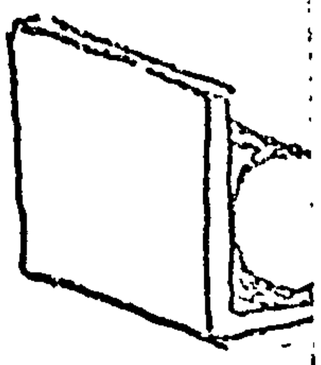


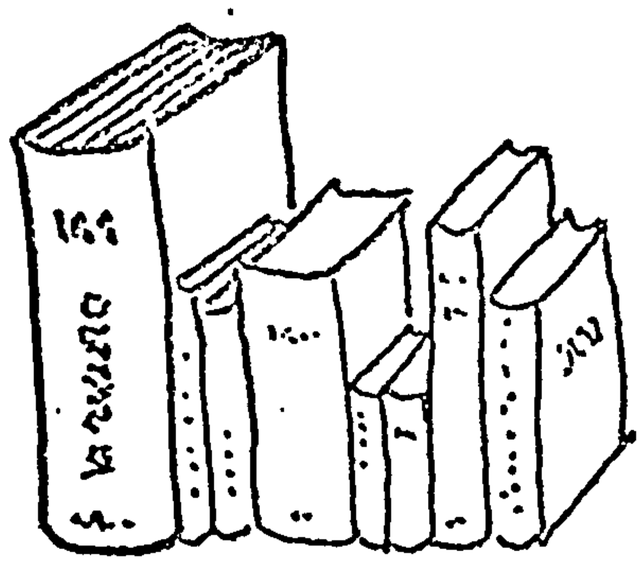
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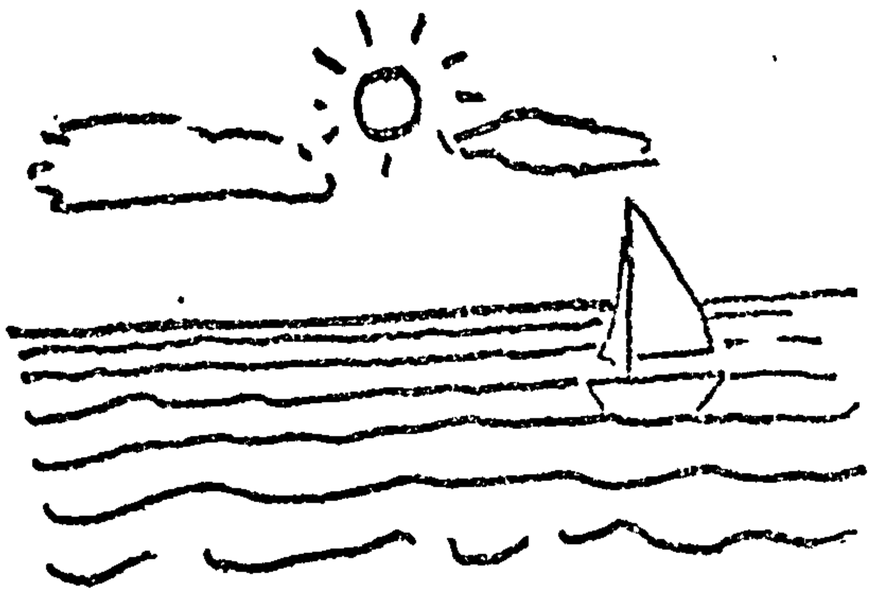




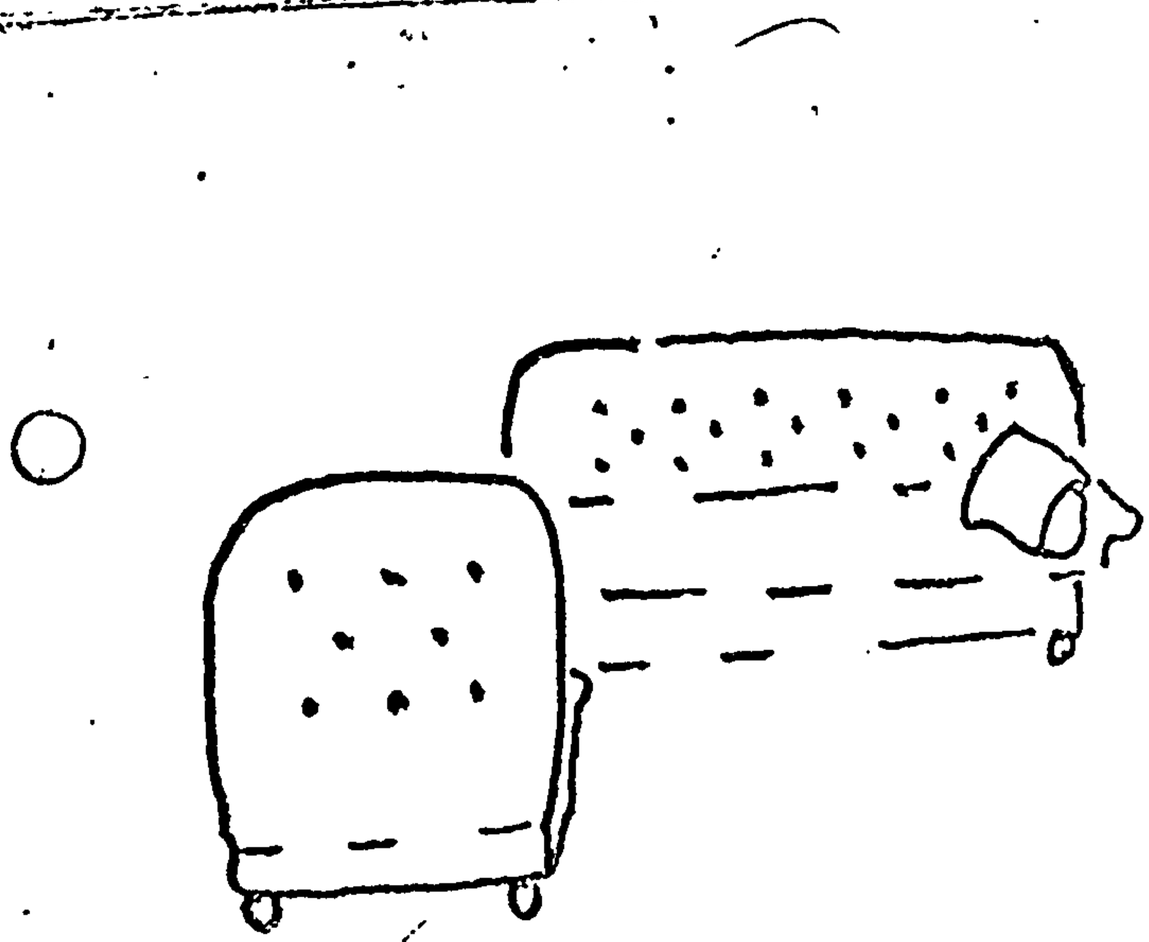
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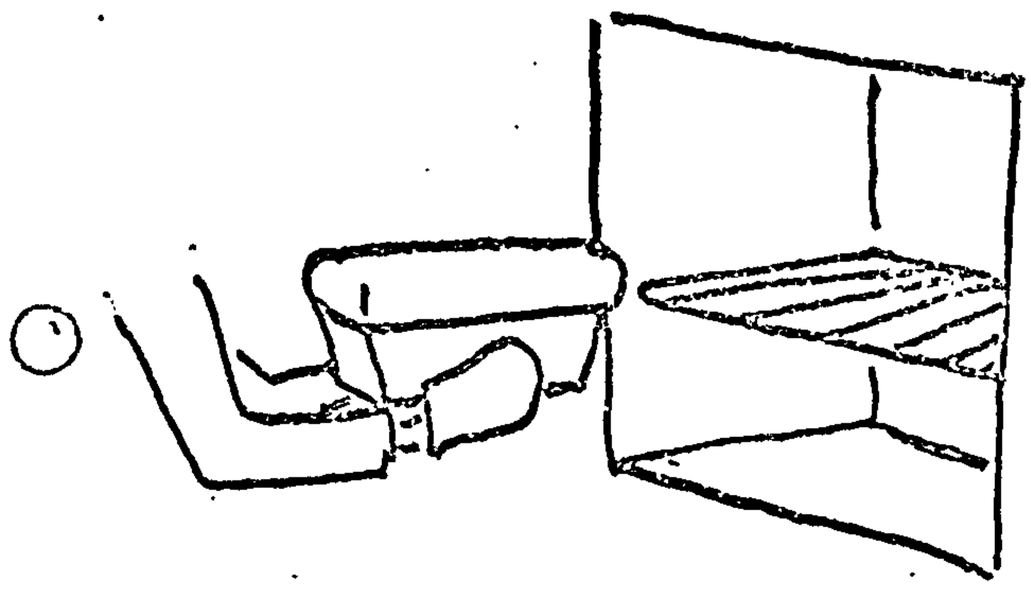


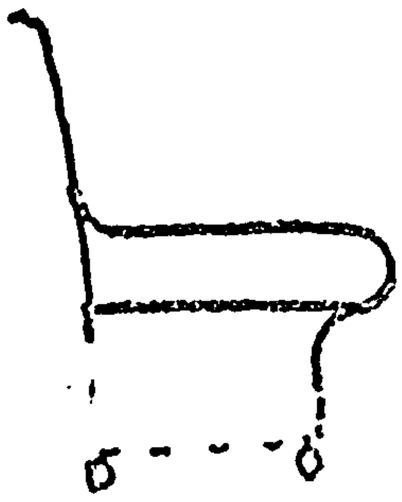




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38

SYNTACTIC TEST: AURAL-PICTURES (VERSION A)

Name.....

Date.....

Syntactic Contrasts Form A1

Here are some pictures. There are two on each page, one at the top and one at the bottom. (Indicate) I'm going to say something, and I want you to point to the picture that goes with what I say. We'll practise with a few first. "The man walks":- which is the picture for that ? "The girl looks up". "The boy isn't pulling the van". "The car is big". Now we'll start. Lock at them carefully. If you want me to say any over again, let me know.

1Tb. The fish swims in the water

2Tb. The dog is in front of the chair

3tB. The twisted old rope breaks

4tB. The bear is tempting to touch

5Tb. The cow is followed by the dog

6Tb. The salmon are leaping out of the water

7Tb. It's the horse the boy frightens

8tB. The cat rubs up against her

9tB. It's a little dog for a big woman

10Tb.The boy is between the girls

11tB.The fish are slow to bite

12Tb.The cat jumps on the bird in the tree

13Tb.He puts on a hat to go out

14Tb.The secretary's boss smokes

15tB.The nest is on the roof of the house

16Tb.It's the girl hits the swing

17tB.The people are too hot to eat

18tB.They took the dog for a walk

19tB.The girl kicks the boy

20bT.Here is her favourite hat

21Tb.The girl is taller than the boy

22tB.The girl has put her boots on

23tB.It's the dog the horse is bitten by

24tB.He broke his leg after Christmas

25Tb.The soldier is easy to shoot

26Tb.The nurse points out the patient to the doctor

27tB.The friendly dog is following him

28tB.He puts his coat on before he chops the tree

29tB.His hands are pretty clean

30Tb.The man shows the dog the boy

31Tb.The car drives to the garage

32tB.She walks from the bus to the house

33tB.The man cuts the grass with the lawnmower

34Tb.The car with the flag follows the man

35tB.He lights the fire before breakfast

36tB.It's the boy kicks the horse

37tB.The soldier is hard to see

38Tb.Their hair is very curly

39tB.It's the car the van is pulled by

40Tb.The shop is keen to buy

41Tb.He would like to go out for a walk

42Tb.The man brings the sheep the lamb

43Tb.The man is walking from the house

44tB.The van follows the car

45tB.The ball hits him in the back

46Tb.The dog is chased by the man

47Tb.The tree shelters them from the rain

48tB.The husband's sister paddles

49Tb.She is looking at a magazine

50tB.The parcel is smaller than the box

51Tb.The girl asks the boy what to paint

52Tb.The boy will swim in the sea

53tB.The bike is behind the shed

54tB.The deer is running away

55Tb.It's the motorbike the car follows

56tB.The man with the hat is under the bridge

57tB.It's a fat case for a little man

58Tb.The man persuaded the lady to play today

59Tb.The hungry sheep eat the grass

60tB.It runs to its dish from the gate

61Tb.The mother is beside the children

62tB.The boy brings the cat to the kitten

63tB.Here is one of his shoes

64Tb.She irons after she washes up

Total score correct .....

Time.....

ONC Non-order (left column)

Repeats.....

Errors..... out of 28

WOC Word Order (right column)

Repeats.....

Errors..... out of 28

DR Deep Relations (middle column)

Repeats.....

Errors..... out of 28

MAIN EXPERIMENT: SYNTACTIC TEST, PICTURES FOR VERSION A (REDUCED)



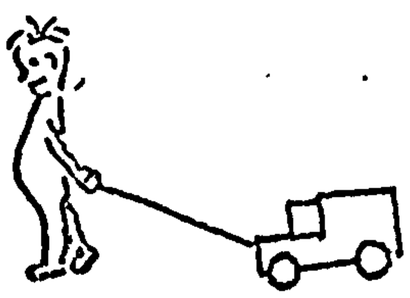


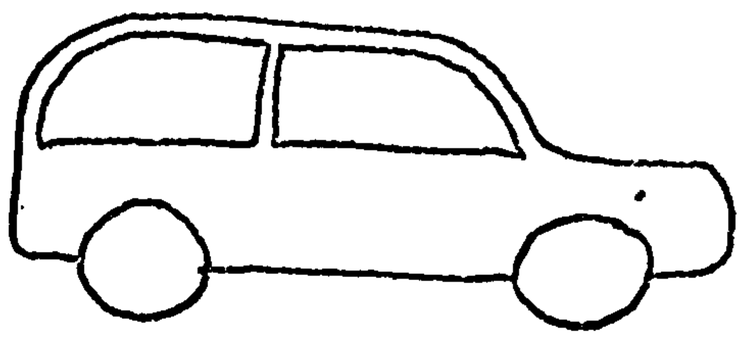


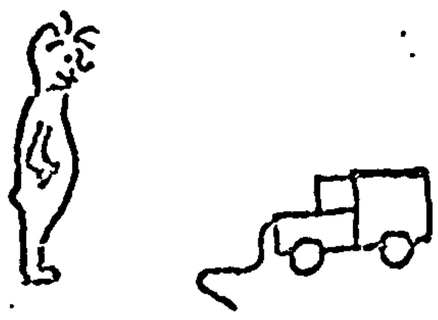


Trial a

Trial b





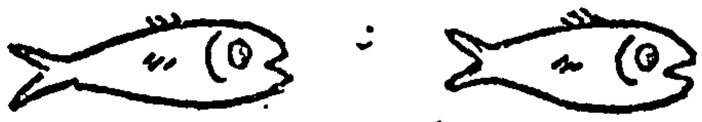




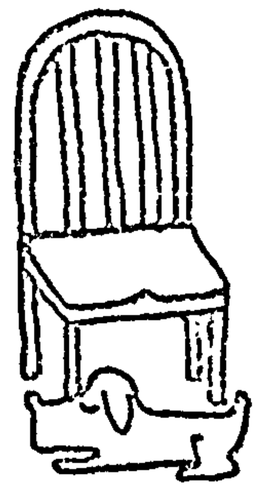
Trial c

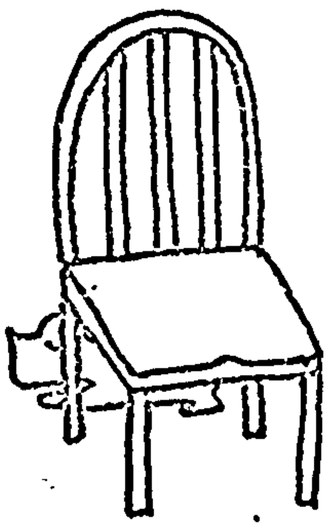
Trial d



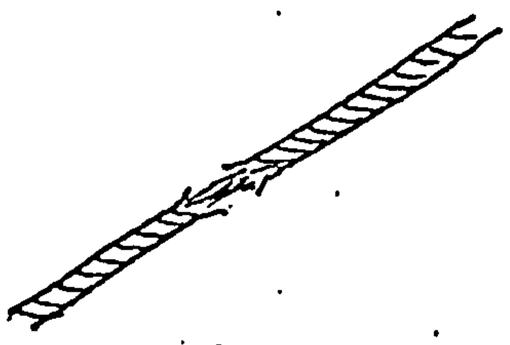


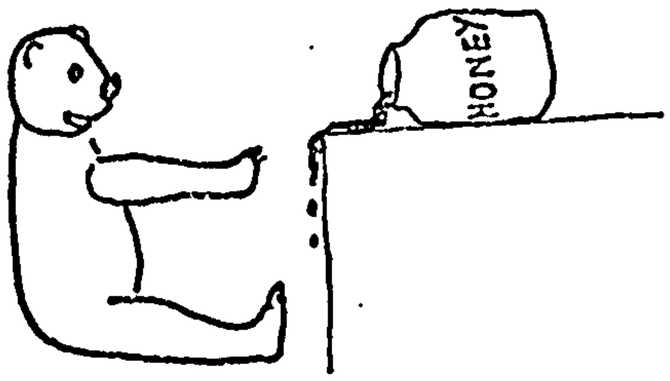
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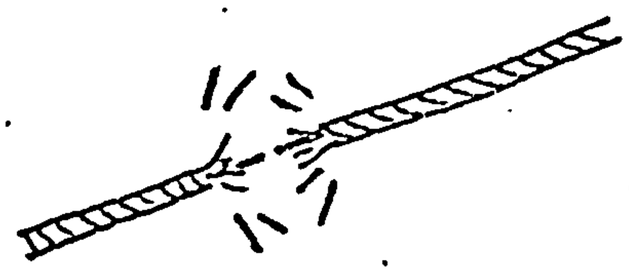


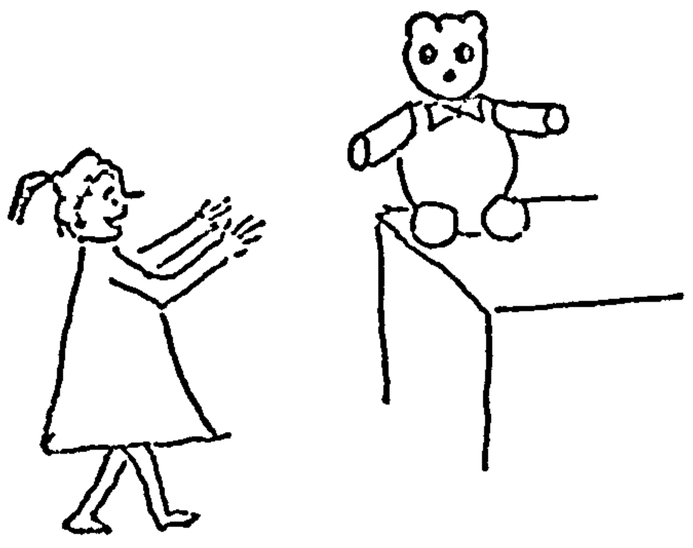
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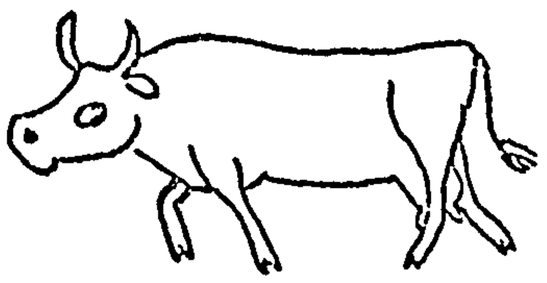


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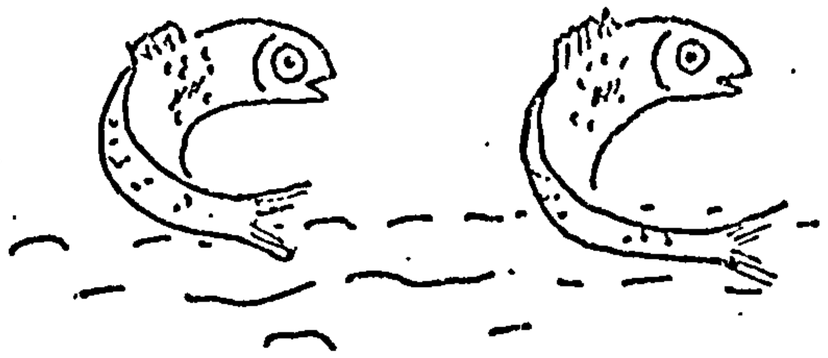




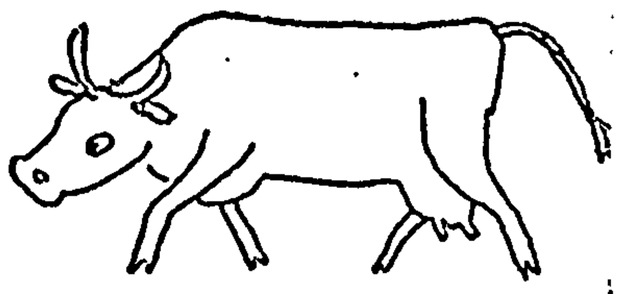
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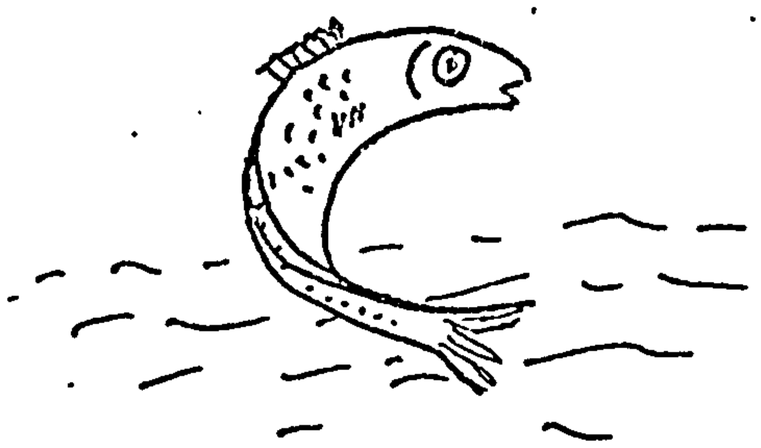








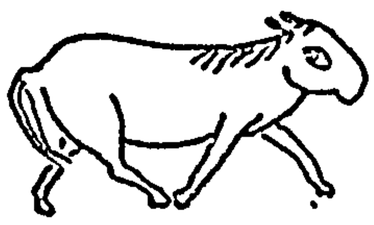




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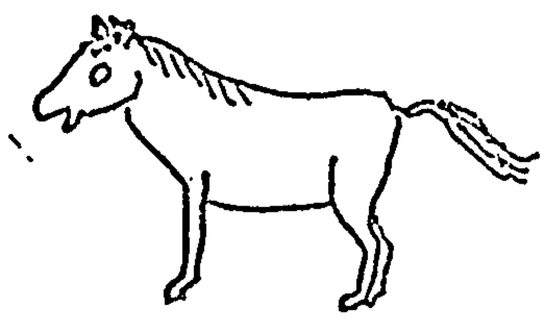
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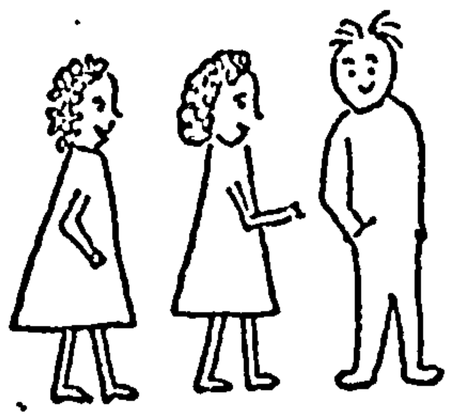


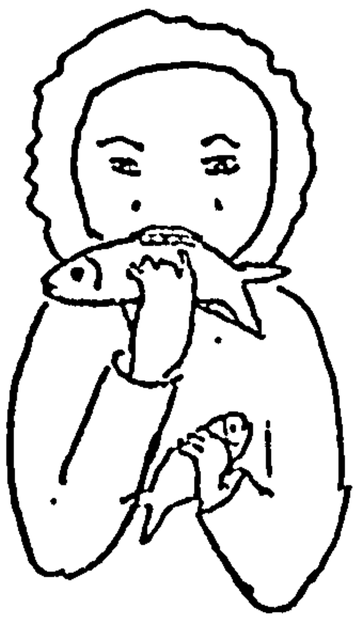


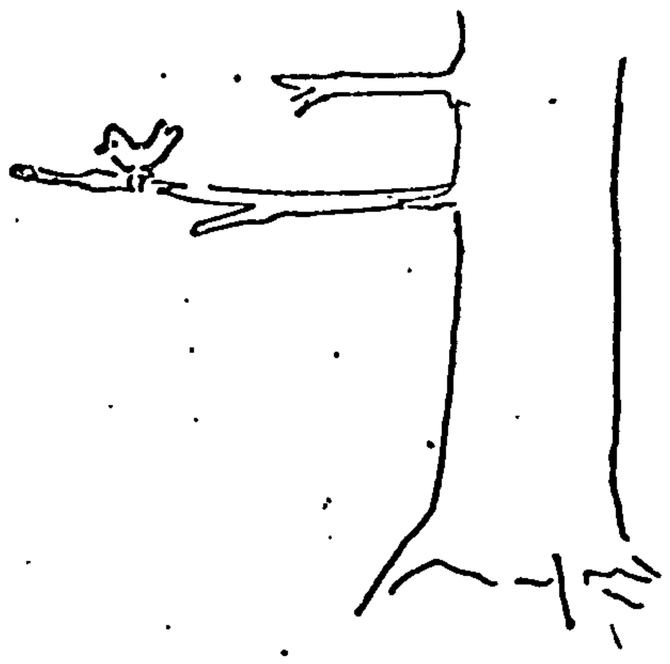


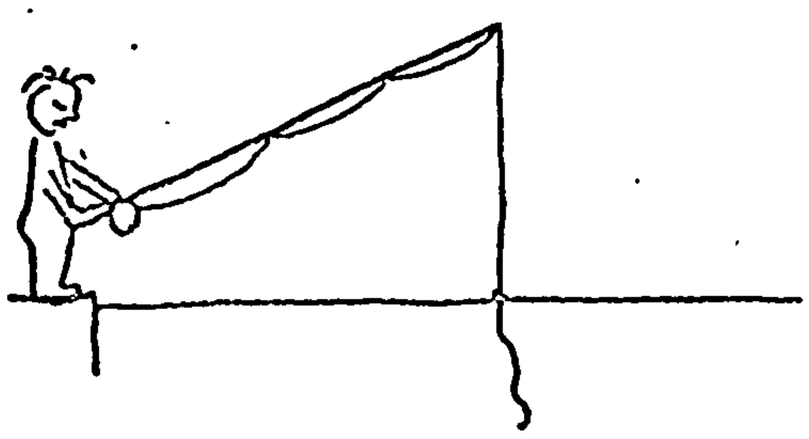








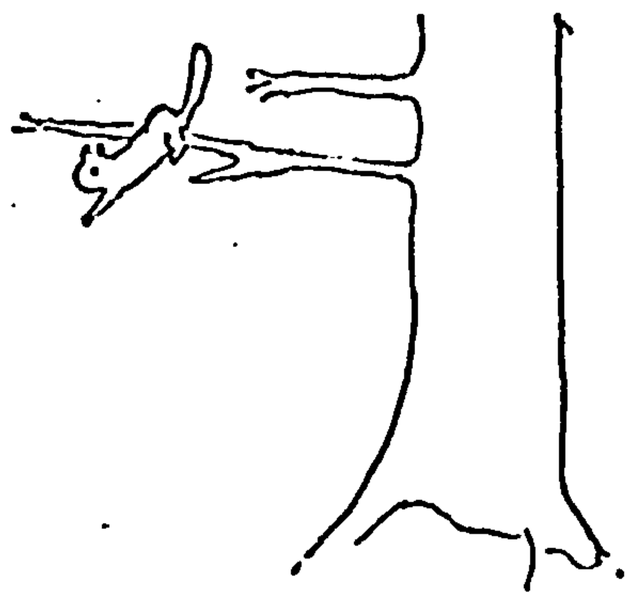




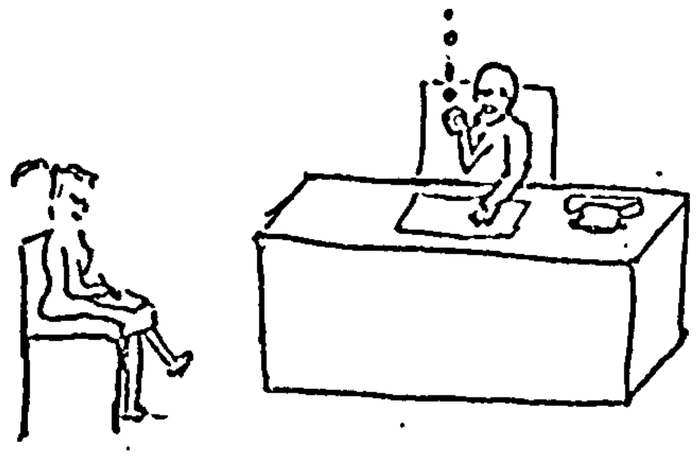




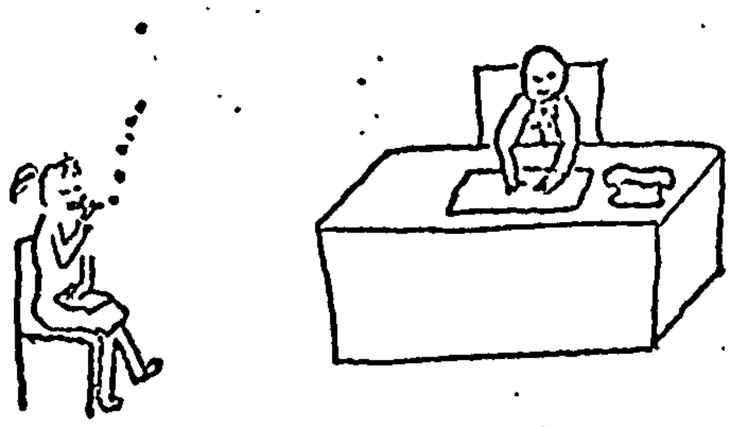


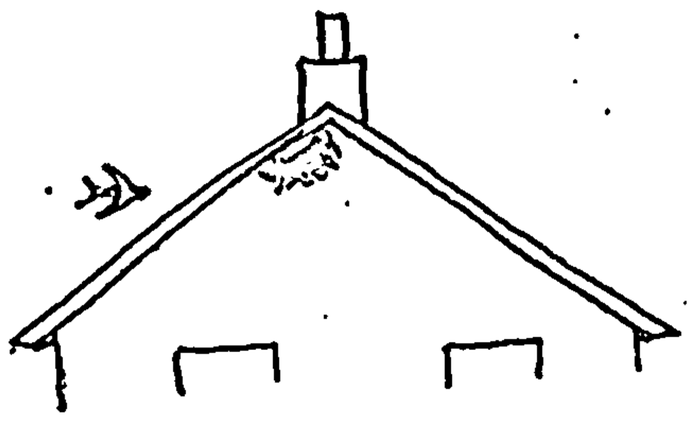


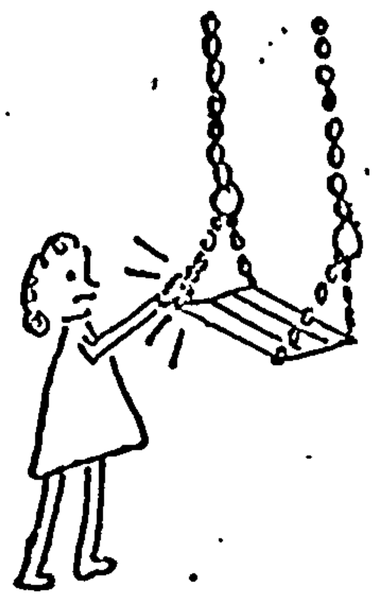


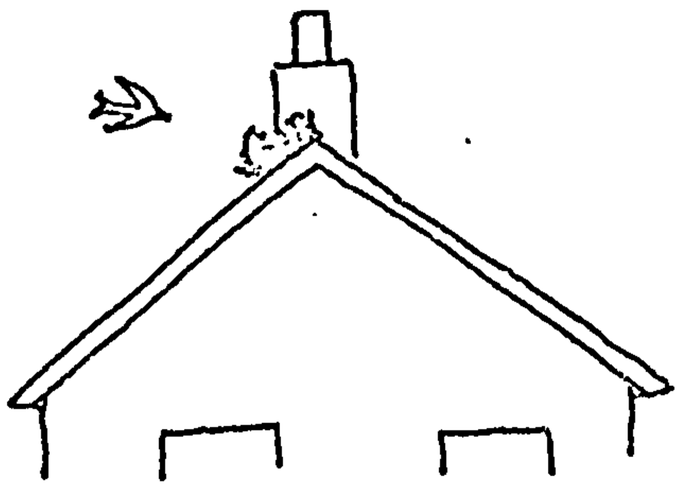


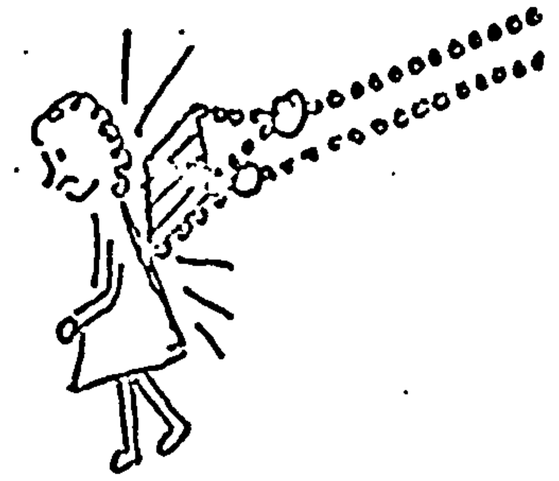


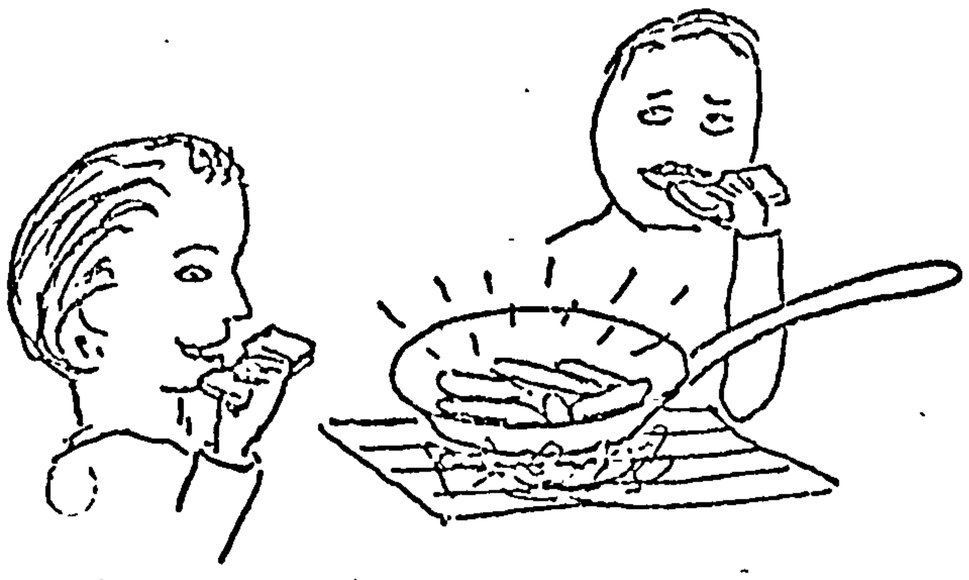


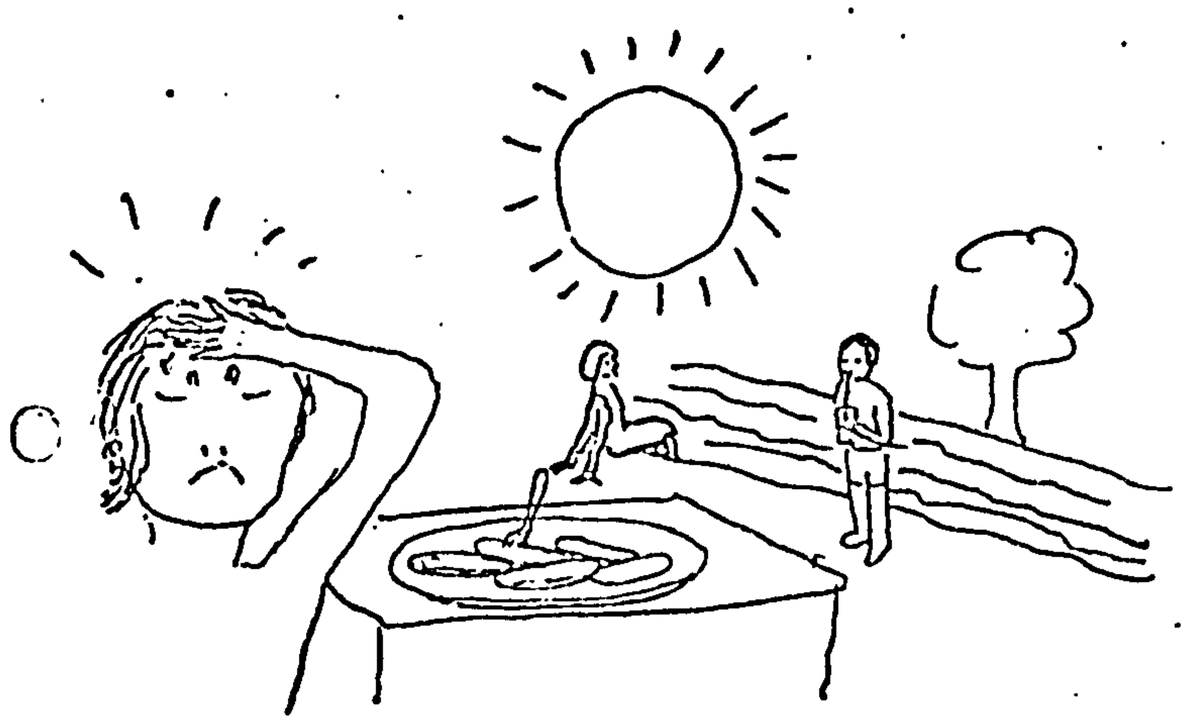




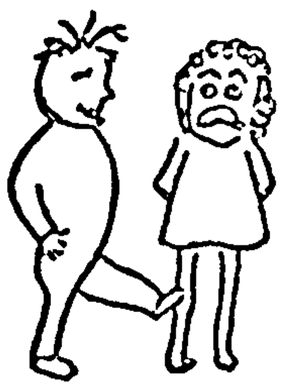


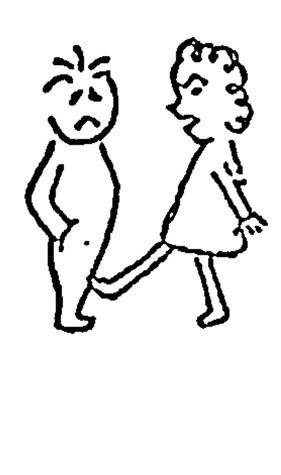






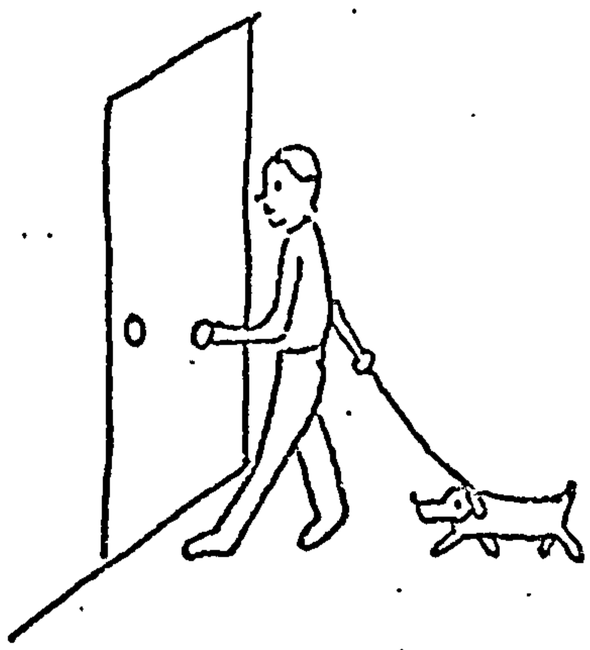
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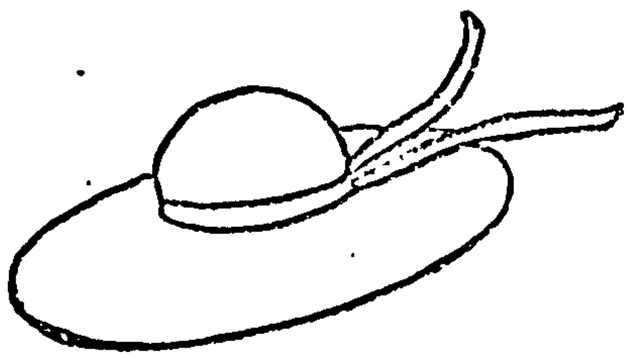
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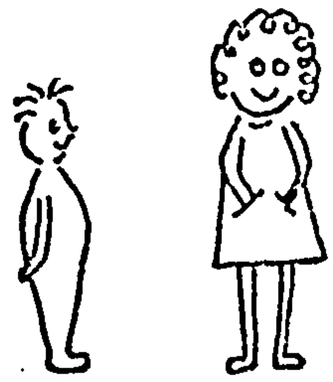


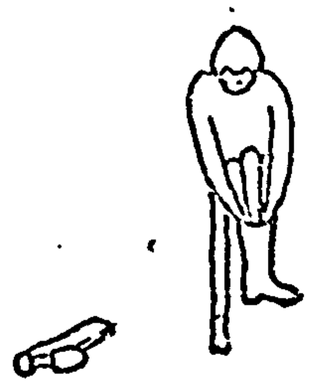
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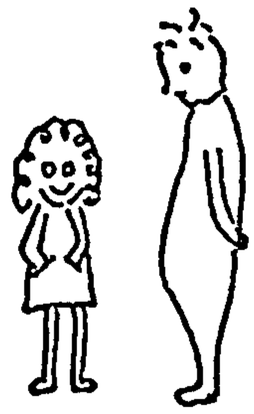




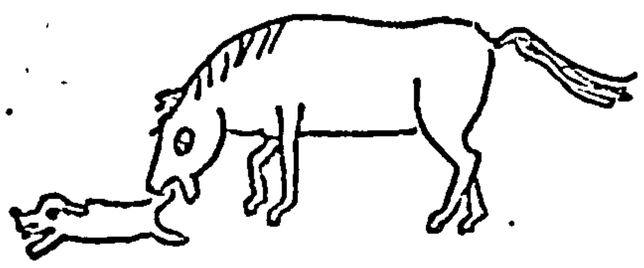
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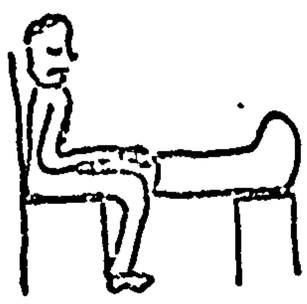


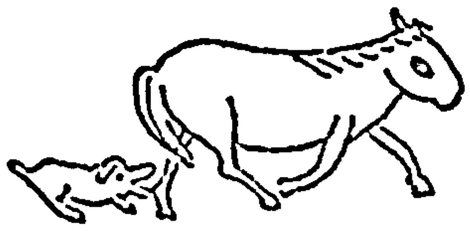


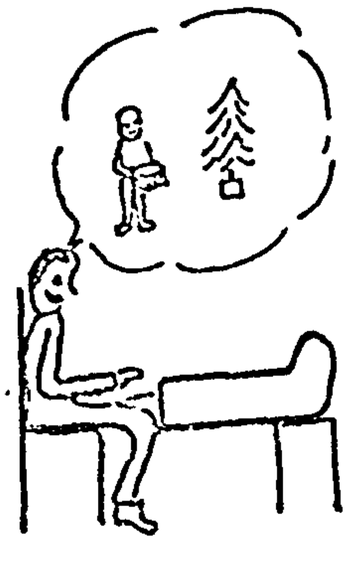


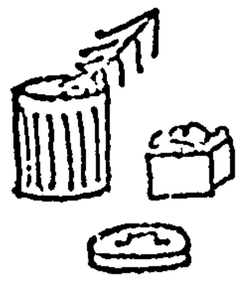





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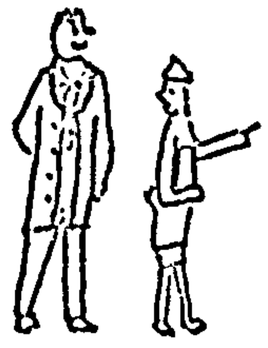



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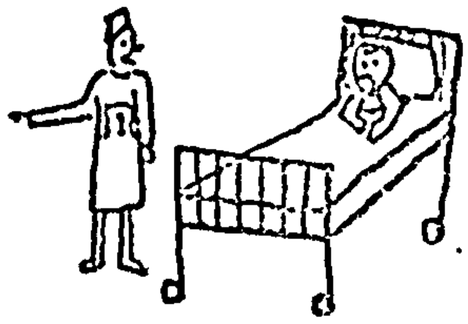


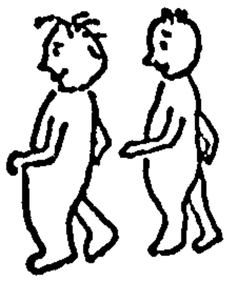




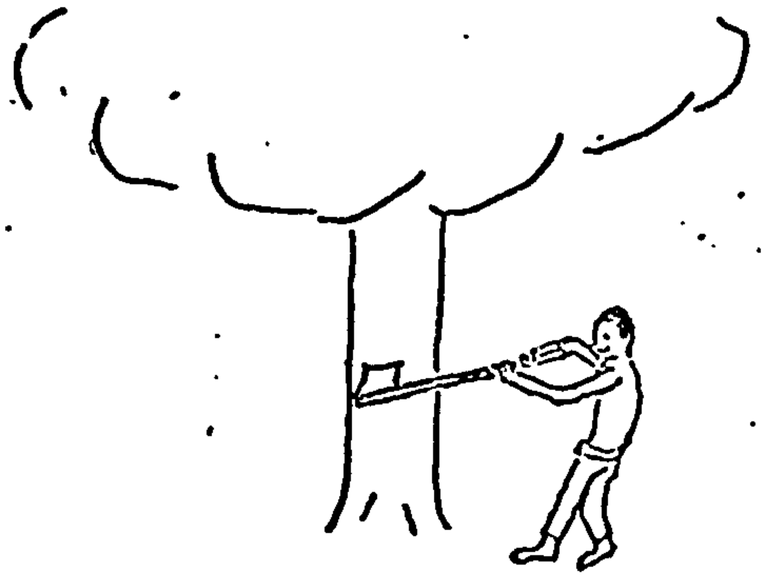




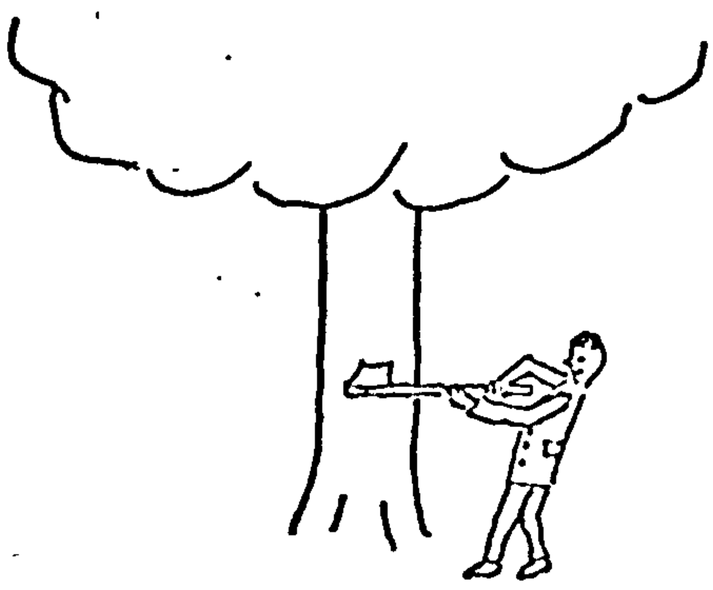


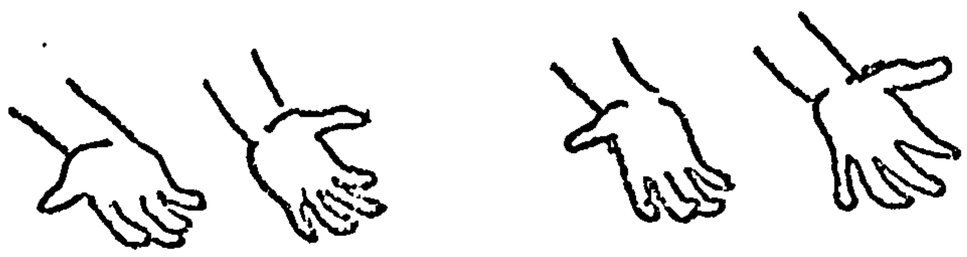


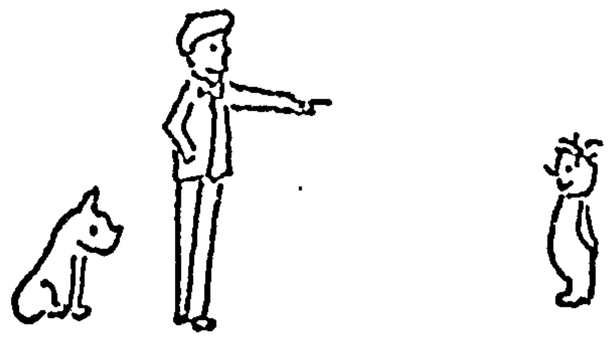




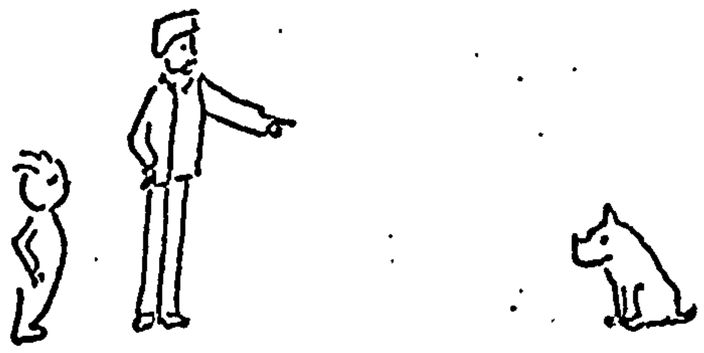






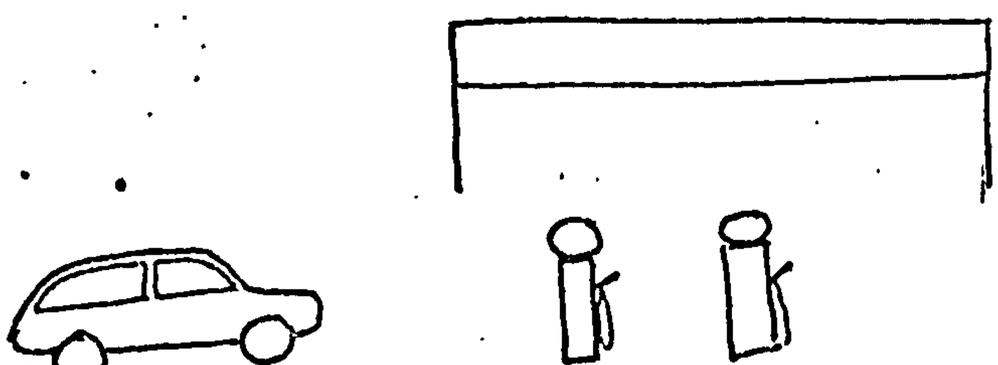


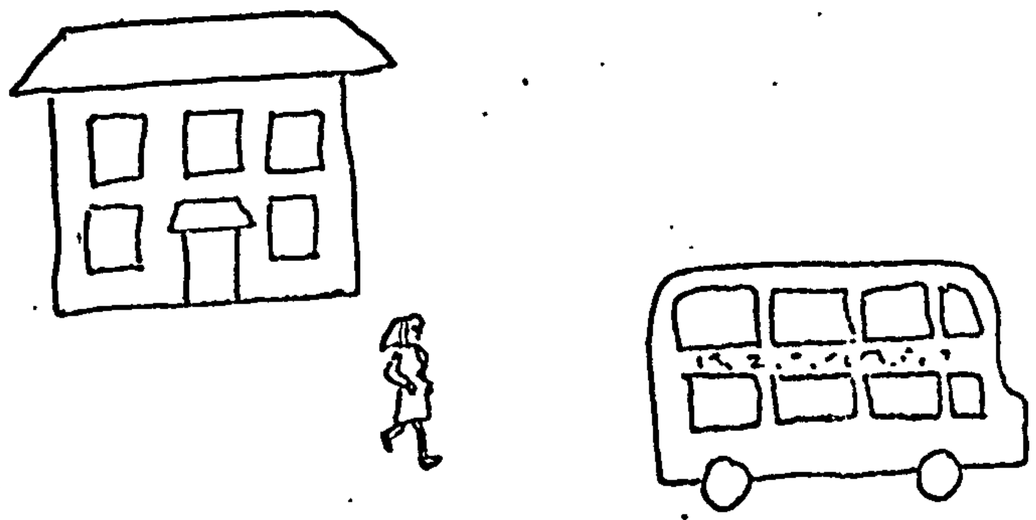




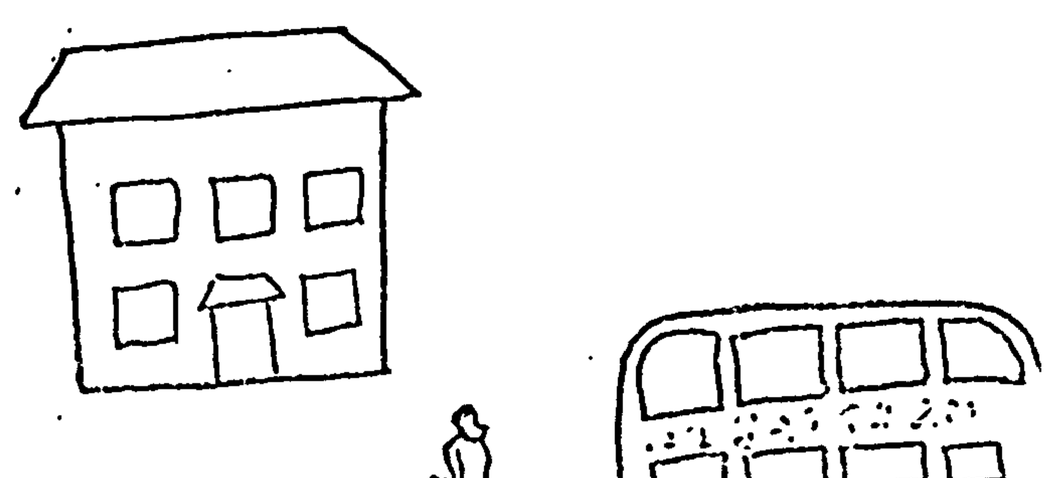
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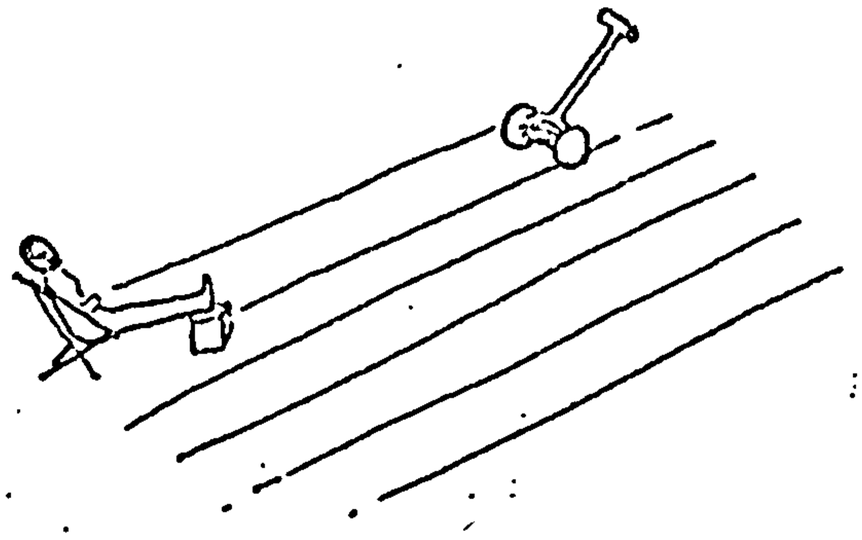


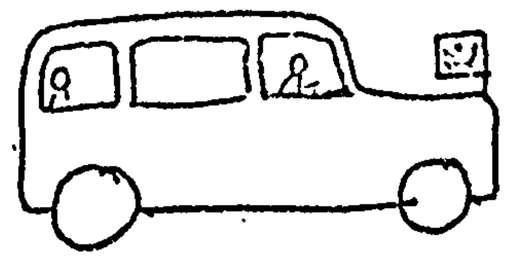




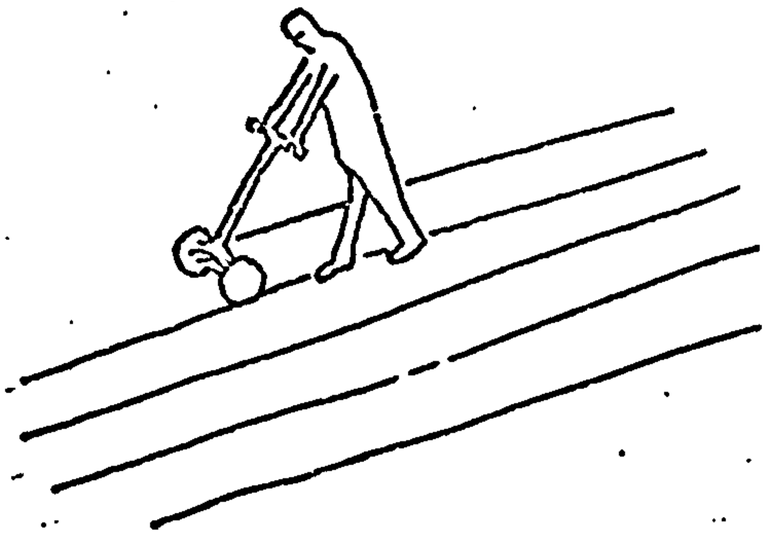
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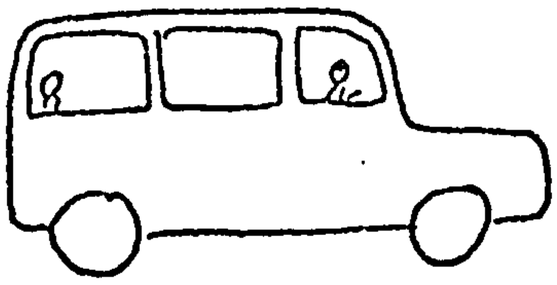
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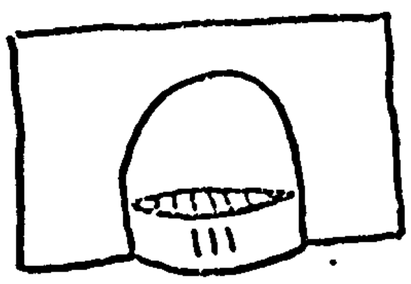


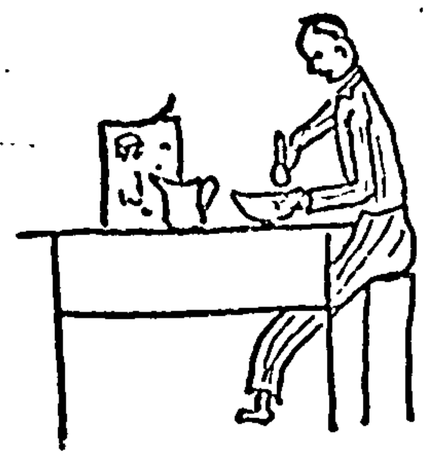




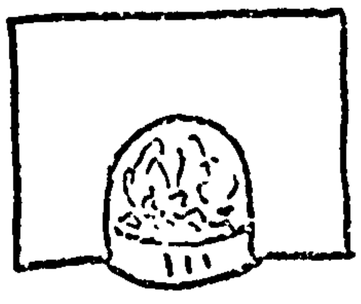
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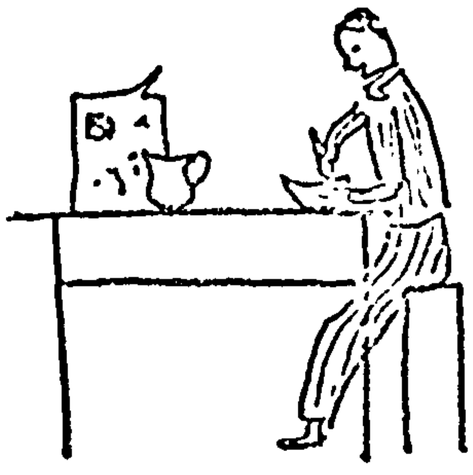
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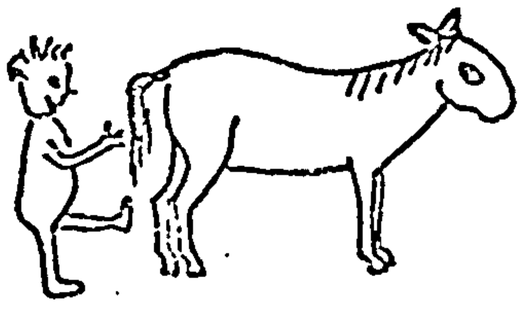






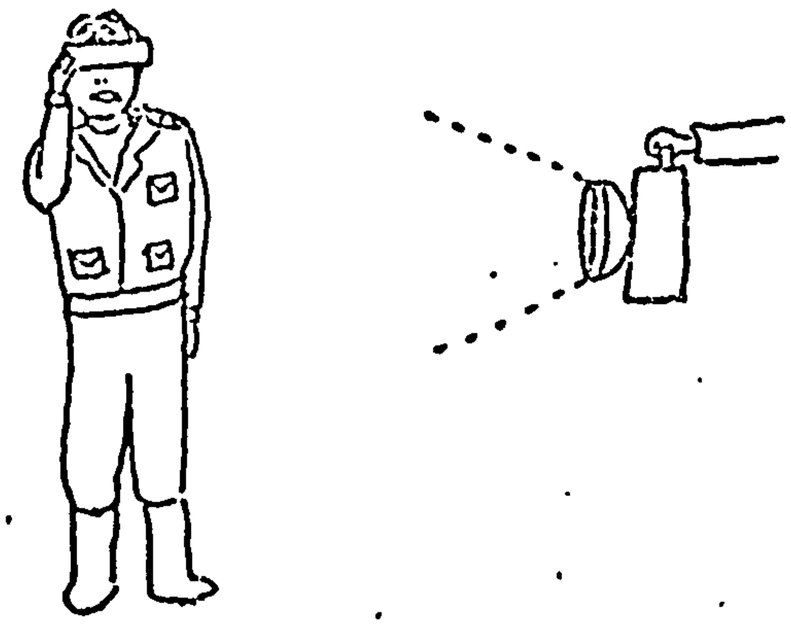






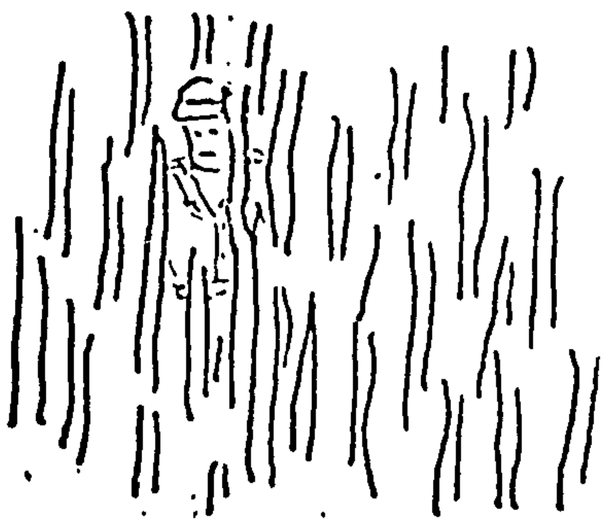
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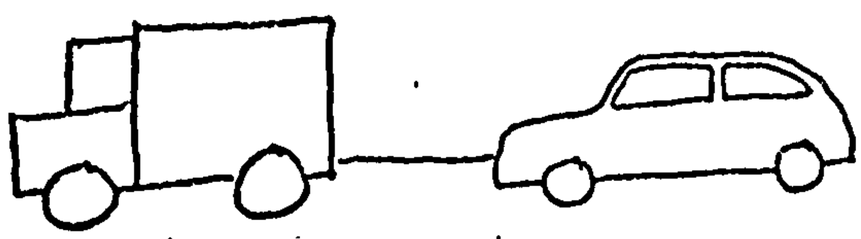
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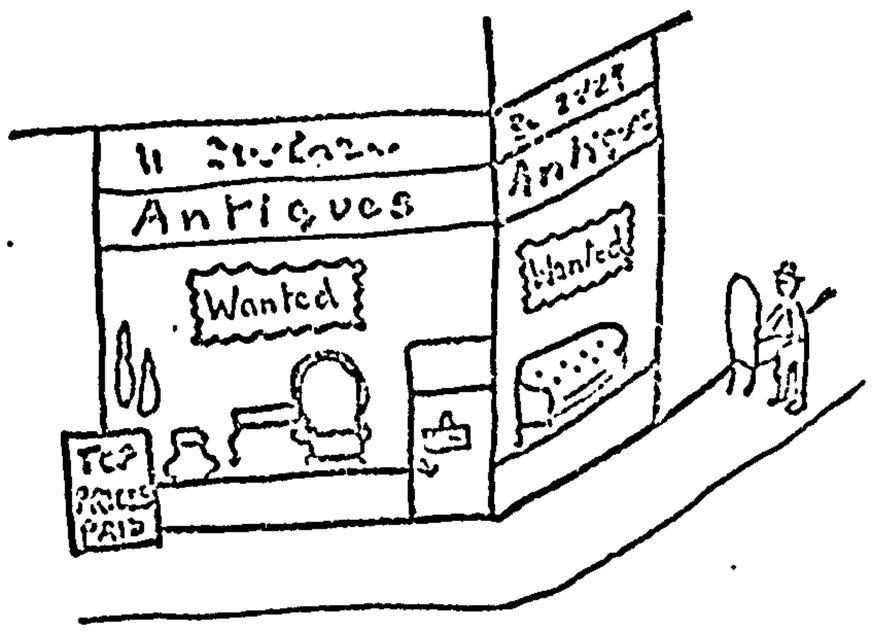


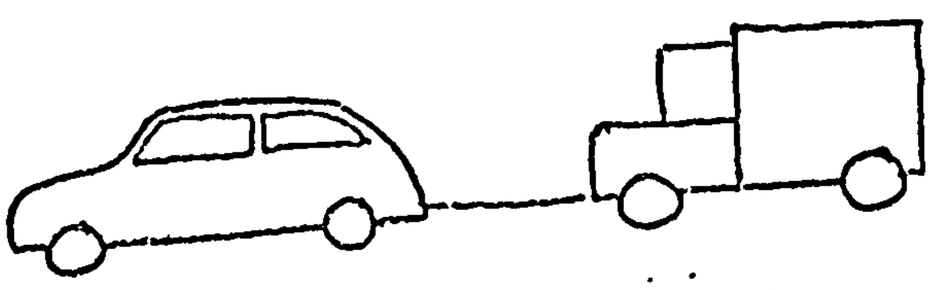


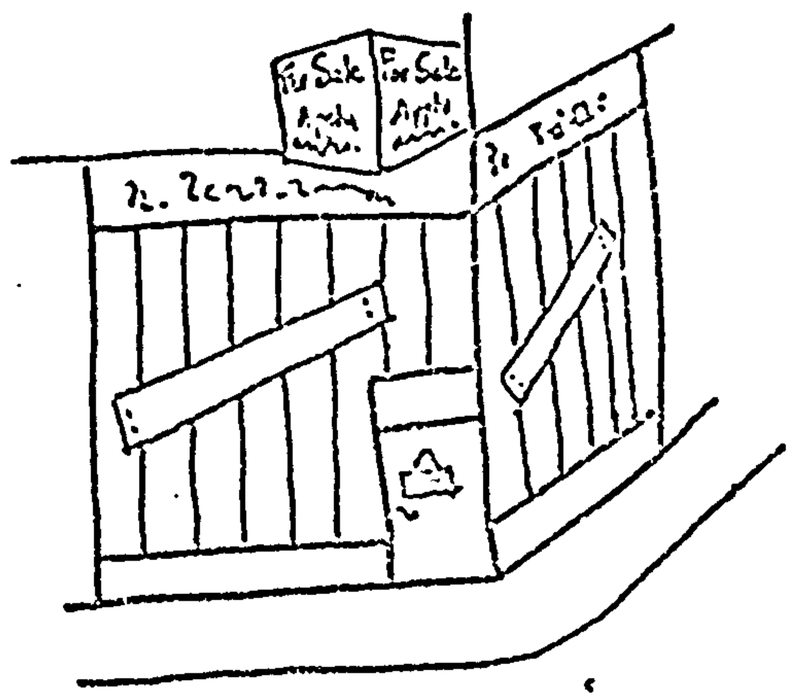




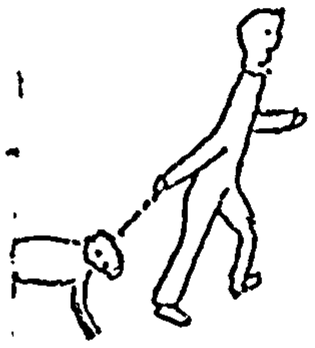


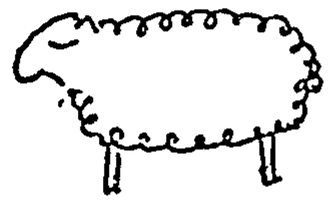

Antiques
Wanted
Wanted
Antiques
For Sale




For Sale
For Sale



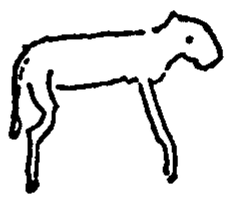


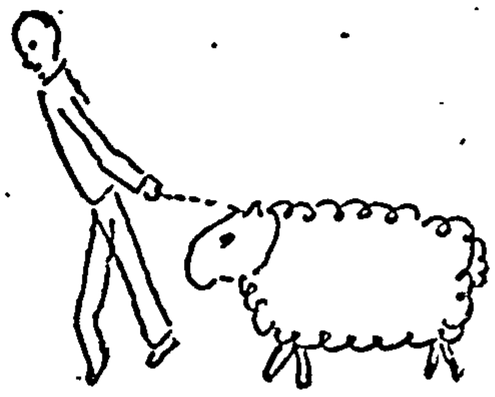




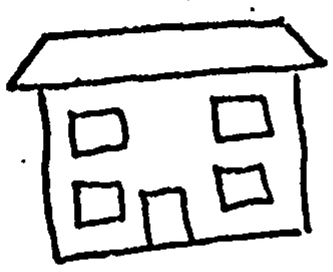


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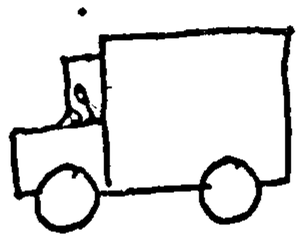




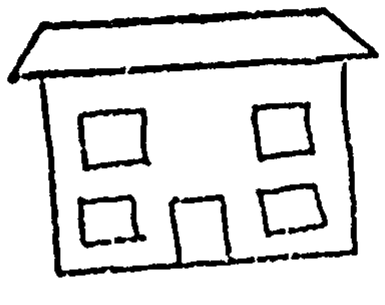
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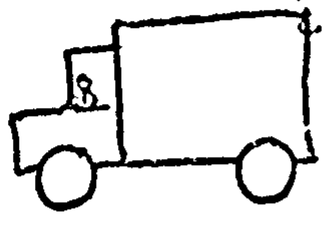












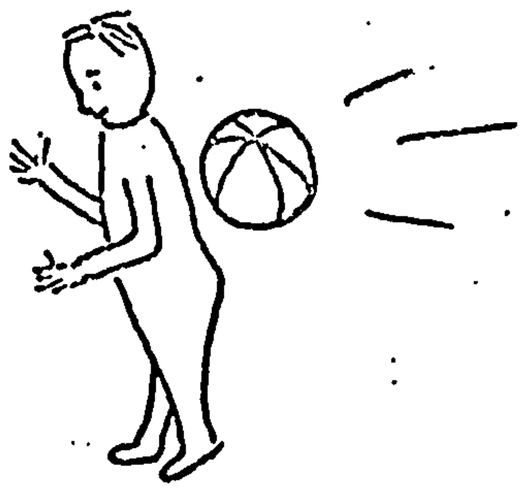
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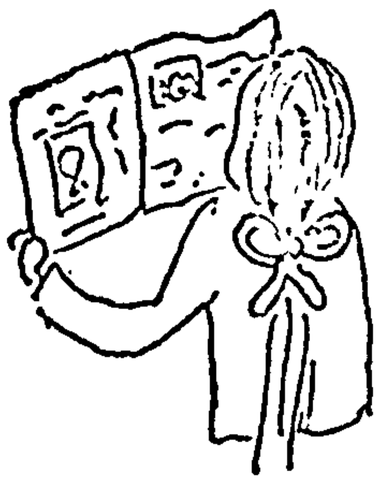


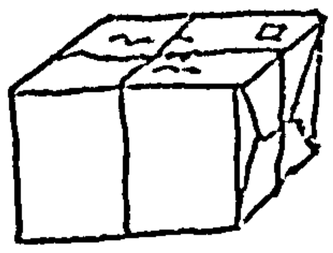






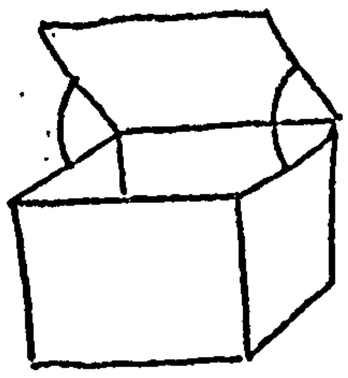






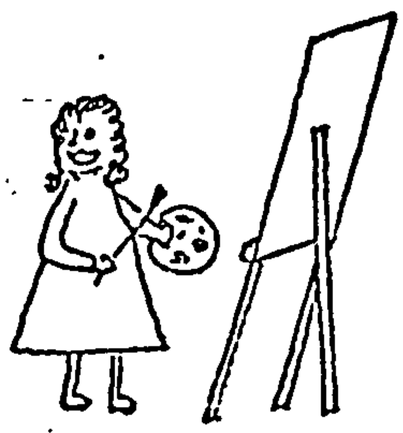


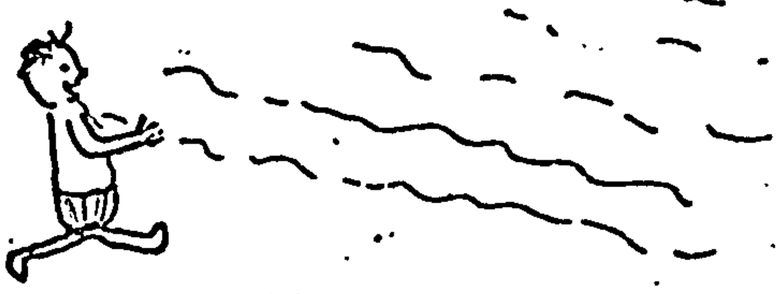




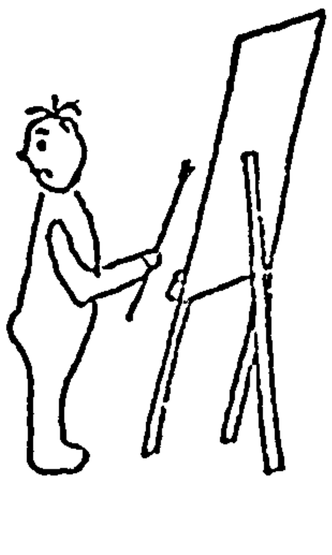


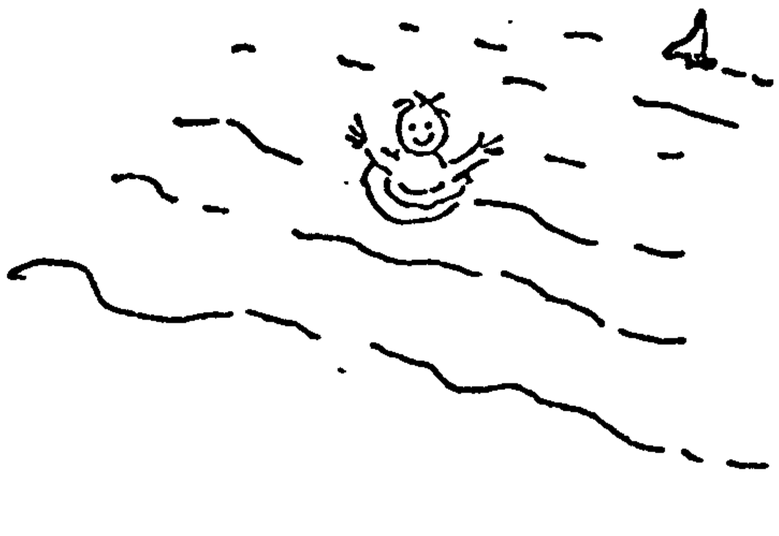


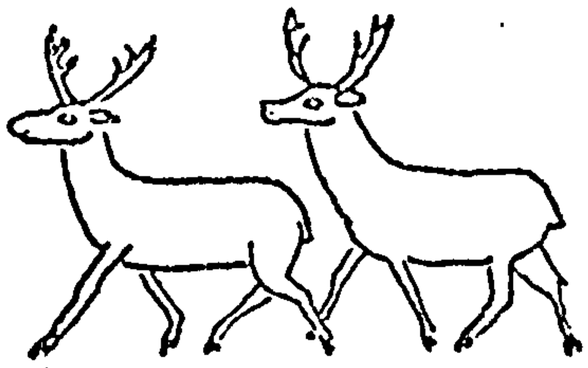


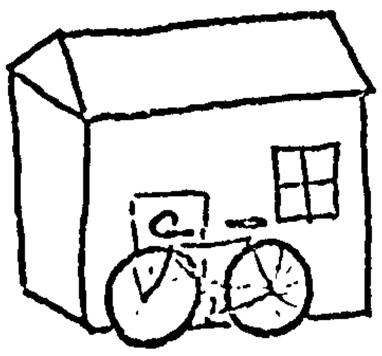


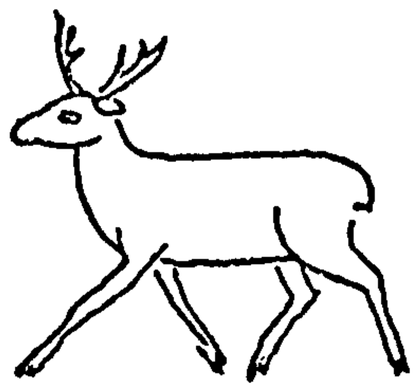


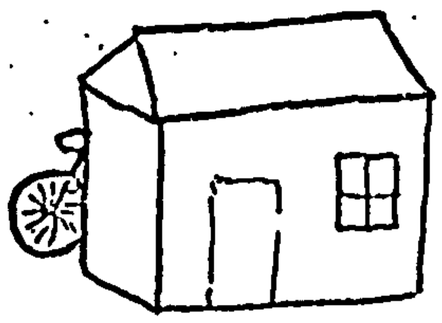


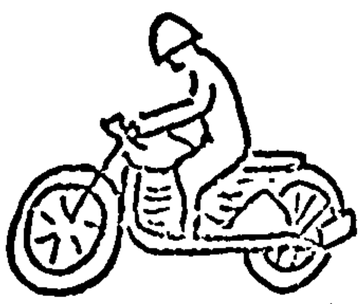


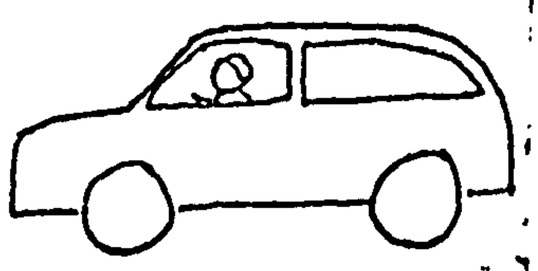






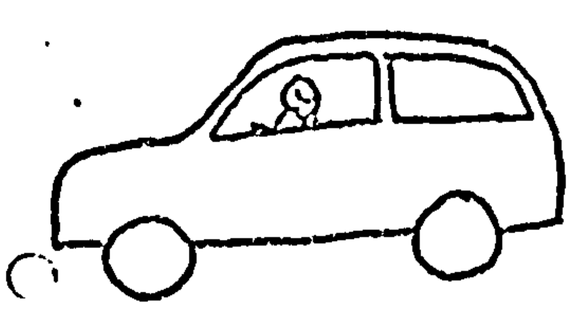




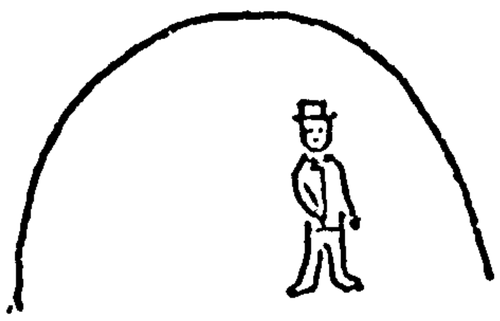


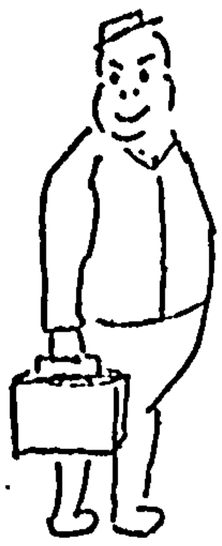




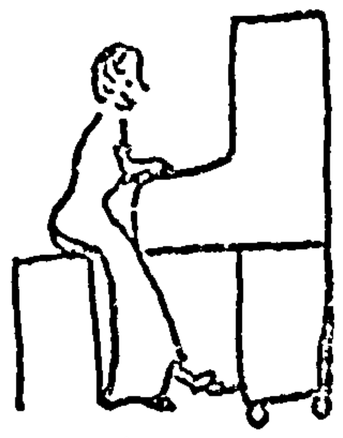








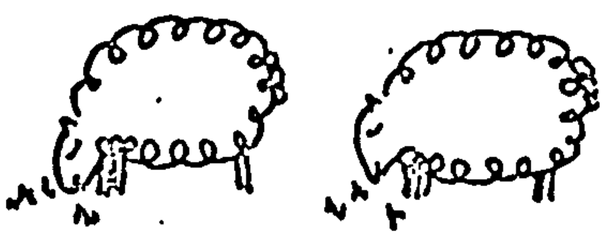


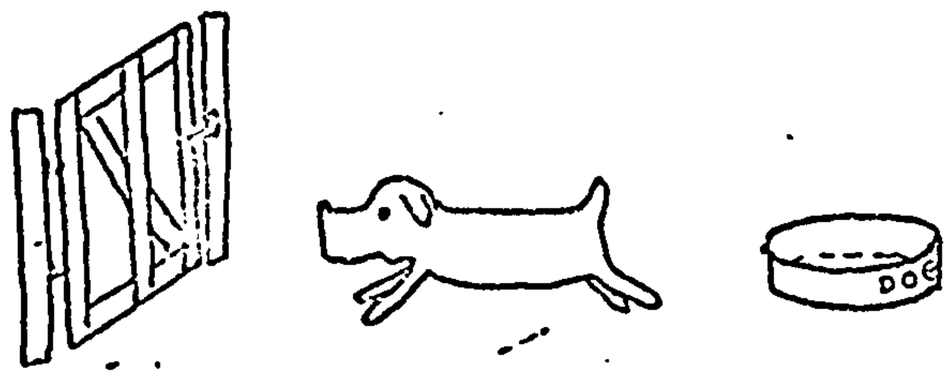


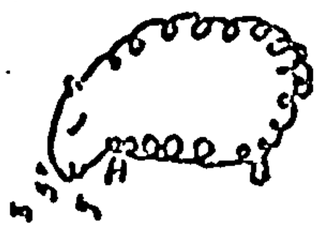


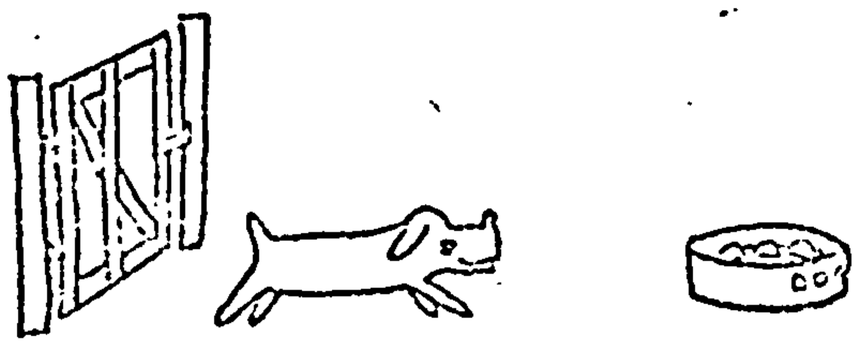


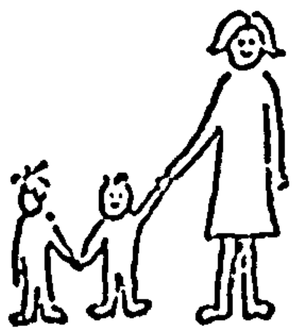





DOG











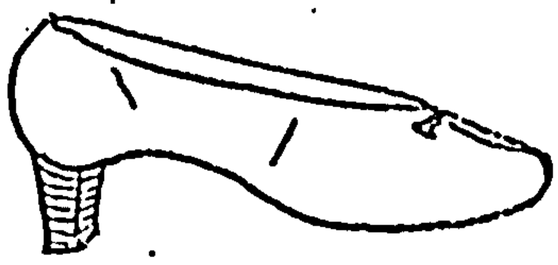




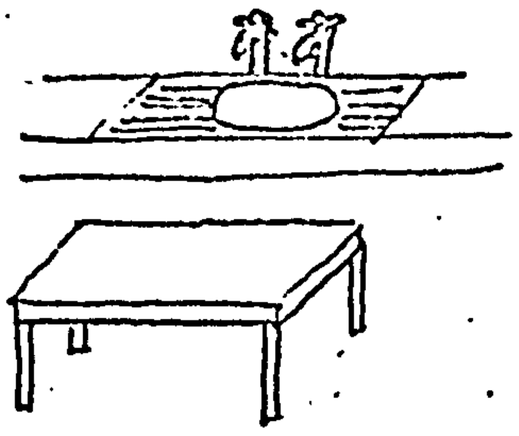






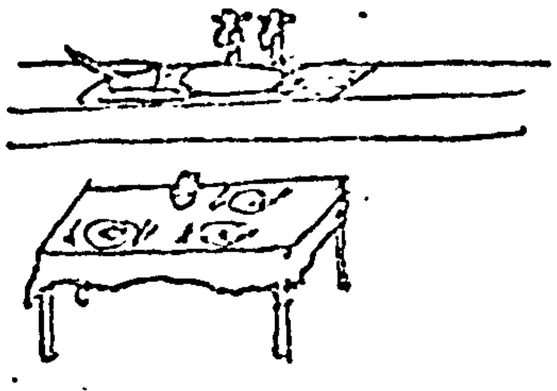





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*********B2**********

Name.....Date.....

SYNTACTIC TEST: READ-PICTURES (VERSION B)

Syntactic Contrasts Form B2

Here are some pictures. There are two on each page, one at the top and one at the bottom. Look at what is written here. Which picture goes with that? (The boy sweeps. The donkey is near the shed. The man isn't pushing the car. The pencil is long.) Now we'll look at the rest. (VC=correct vocalisation, VE=error or partial vocalisation, A=aural input requested and given)

1B The sheep follows the farmer
2B The book is behind the 'phone
3T The milk will spill from the bottle
4T The doctor advises what to take
5B The rock is crushed by the car
6B The fish is taking the bait
7B It's the patient the doctor visits
8T The kind nurse is helping him
9T It's a big bed for a small man
10B The box is beside the flowers
11T The wife asks her husband what to wear
12B The man with the dog waves to the woman
13B She is walking to the kitchen table
14B The landlord's daughter knocks
15T The parcel is under the bed
16B It's the pan fills the jug
17T The bridge is too weak to cross
18T He had a cup of tea
19T The girl lifts the boy
20B Here is one of his gloves
21B The woman is fatter than the man
22T The boy hurts his foot
23T It's the boy the girl is splashed by
24T The woman carries the dish after dinner
25B The lion is easy to kill
26B The cook takes the bowl to the pan
27T The mother is giving them a bath
28T He puts the stamp on before he writes the address
29T Their feet are very dirty
30B The teacher shows the lady the class
31B The donkey is going from the shed
32T She walks from the bin to the door
33T The woman has hit the ball
34B The man meets the lady with the hat
35T The girl reads her book before bedtime
36T It's the guard sees the burglar
37T The boy is hard to hear
38B His skin is tanned by the sun
39T It's the man the ball is hit by
40B It is sharp enough to cut
41T They would like to have some more
42B The man brings the girl the donkey
43B The lady is walking to the bus stop
44T The car bumps the bus
45T The shopkeeper is serving her
46B The man is pushed by the goat
47B The rider is watching him from the hill
48T The mother's baby smiles
49B He is playing the piano
50T The ruler is shorter than the pencil
51B The monkey is frightening to touch
52B The cup falls off the table
53T The donkey is in front of the shed
54T The fish are swimming away from the net
55B It's the man the brick hits
56T The cat is on the kitchen table
57T It's a little man for a tall wife
58B The boy persuaded the girl to wait
59B The deer eat the young tree
60T It runs from the wall to the tree
61B The traffic warden is between the cars
62T The man points out his wife to his friend
63T Her umbrella is open
64B She sweeps after she shops

Non-order ONC	Deep relations DR	Order WOC
VC errors.....	VC errors.....	VC errors.....
VE errors.....	VE errors.....	VE errors.....
A errors.....	A errors.....	A errors.....
other errors.....	other errors.....	other errors.....
total.....	total.....	total.....

Time.....

SYNTACTIC TEST: AURAL-PICTURES RESPONSE SHEET FOR CHILDREN

Name.....Age.....Birthd.....B/G

a. top / bottom	9. top / bottom	21. top / bottom	33. top / bottom	45. top / bottom	57. top / bottom
b. top / bottom	10. top / bottom	22. top / bottom	34. top / bottom	46. top / bottom	58. top / bottom
c. top / bottom	11. top / bottom	23. top / bottom	35. top / bottom	47. top / bottom	59. top / bottom
d. top / bottom	12. top / bottom	24. top / bottom	36. top / bottom	48. top / bottom	60. top / bottom
1. top / bottom	13. top / bottom	25. top / bottom	37. top / bottom	49. top / bottom	61. top / bottom
2. top / bottom	14. top / bottom	26. top / bottom	38. top / bottom	50. top / bottom	62. top / bottom
3. top / bottom	15. top / bottom	27. top / bottom	39. top / bottom	51. top / bottom	63. top / bottom
4. top / bottom	16. top / bottom	28. top / bottom	40. top / bottom	52. top / bottom	64. top / bottom
5. top / bottom	17. top / bottom	29. top / bottom	41. top / bottom	53. top / bottom	
6. top / bottom	18. top / bottom	30. top / bottom	42. top / bottom	54. top / bottom	
7. top / bottom	19. top / bottom	31. top / bottom	43. top / bottom	55. top / bottom	
8. top / bottom	20. top / bottom	32. top / bottom	44. top / bottom	56. top / bottom	

C31

The book is behind

the 'phone

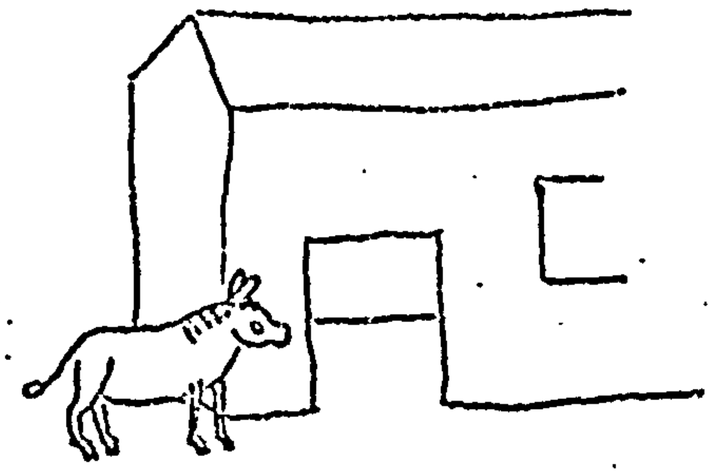




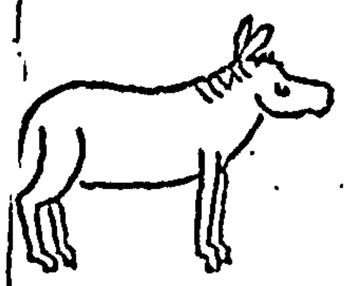
SYNTACTIC TEST: READ-PICTURES (VERSION B) SPECIMEN ITEM, ACTUAL SIZE

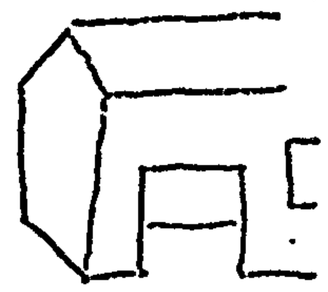
MAIN EXPERIMENT: SYNTACTIC TEST, PICTURES FOR VERSION B (REDUCED)







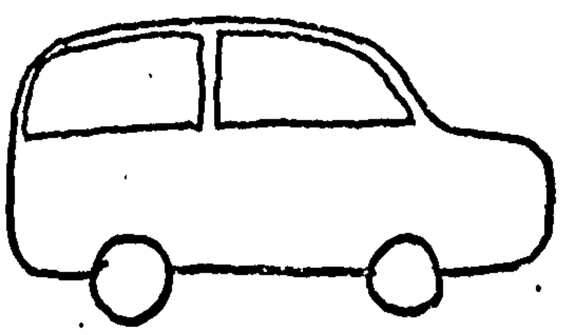


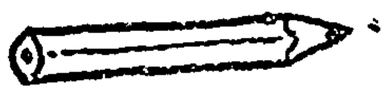


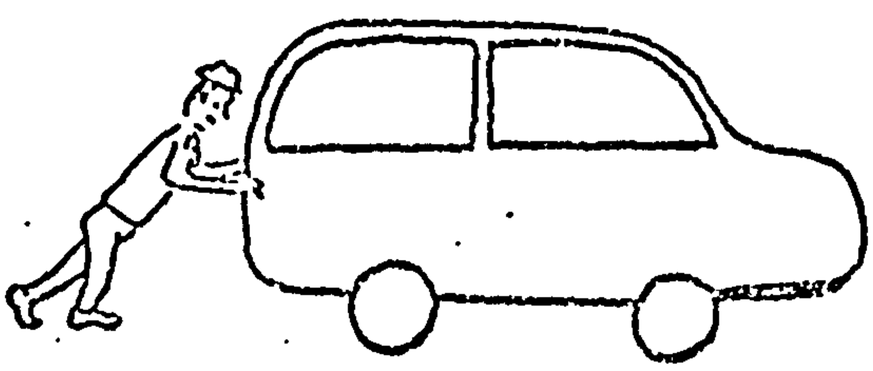
Trial a

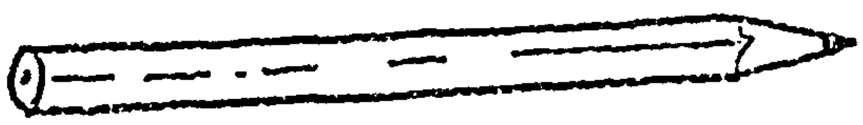
Trial b





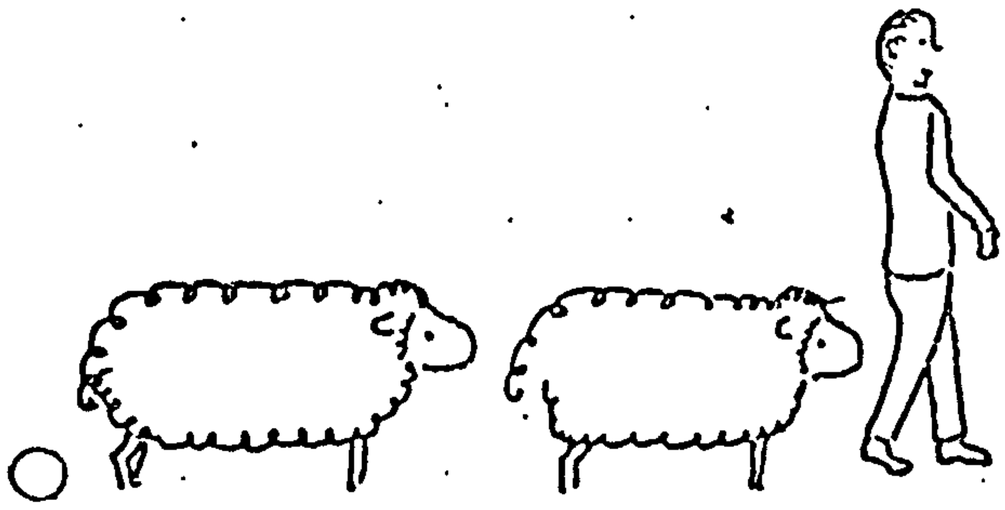


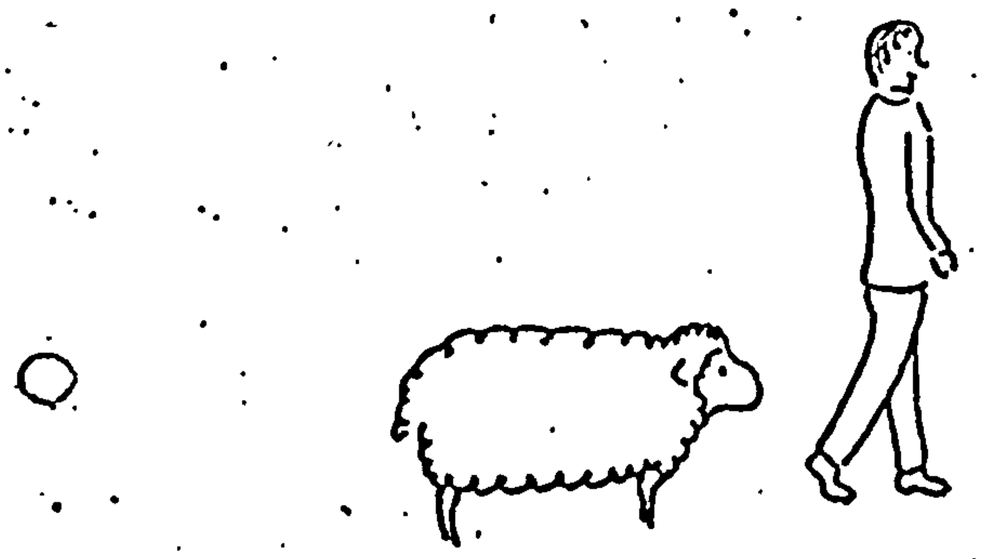




Trial c

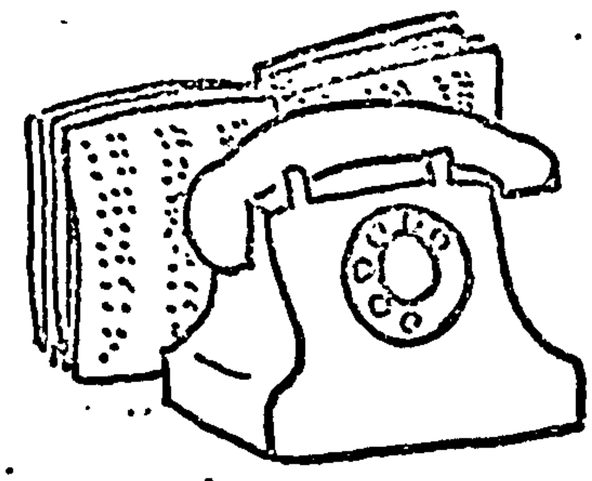
Trial d

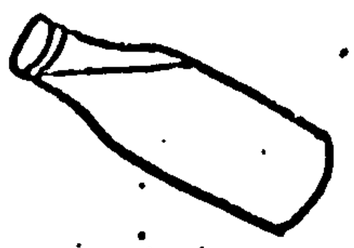


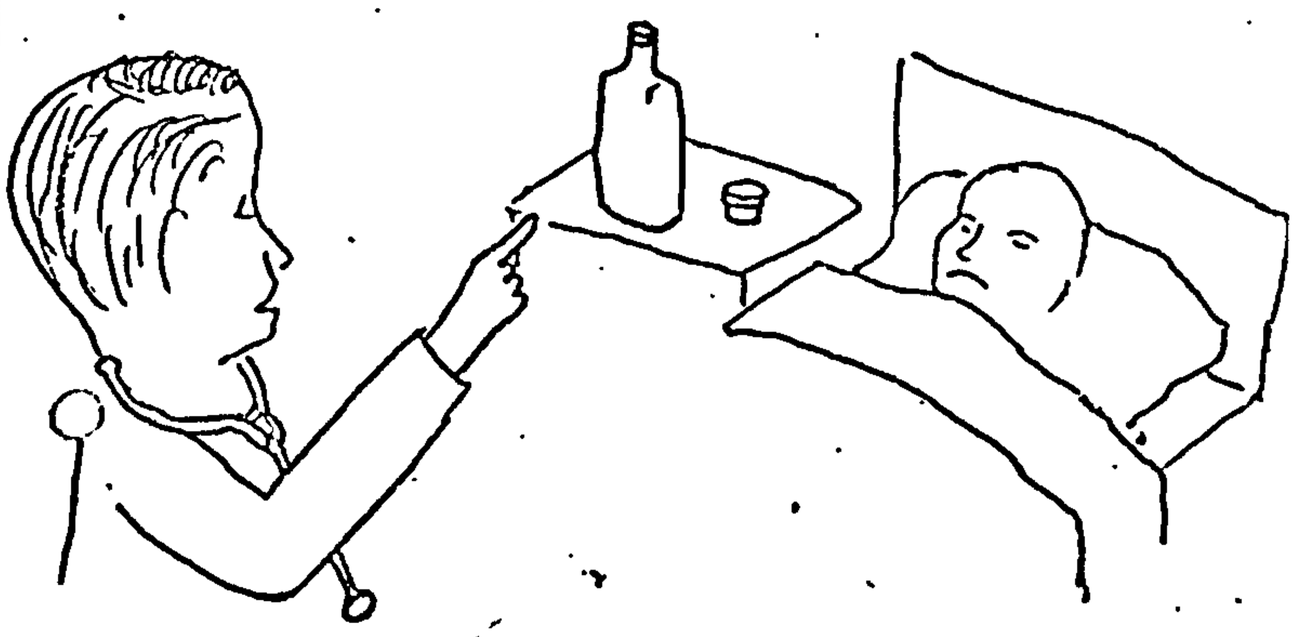


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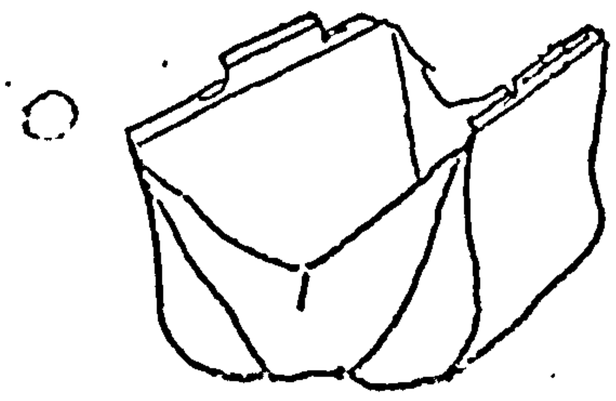








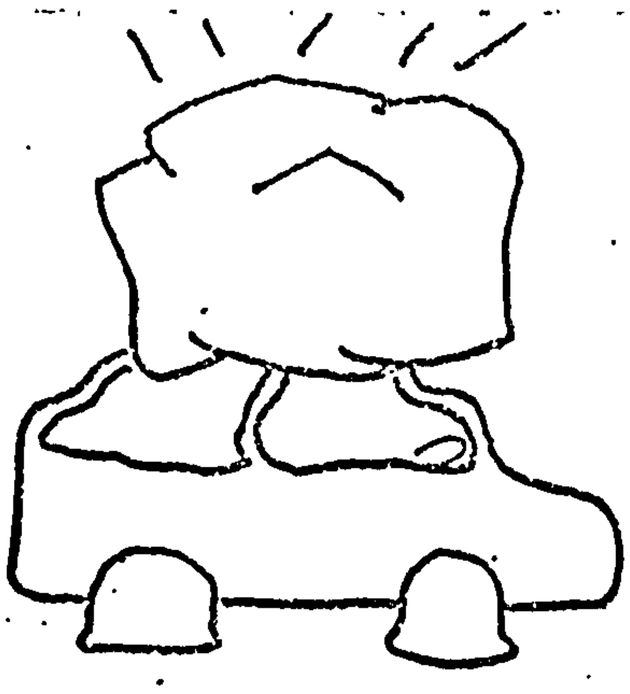


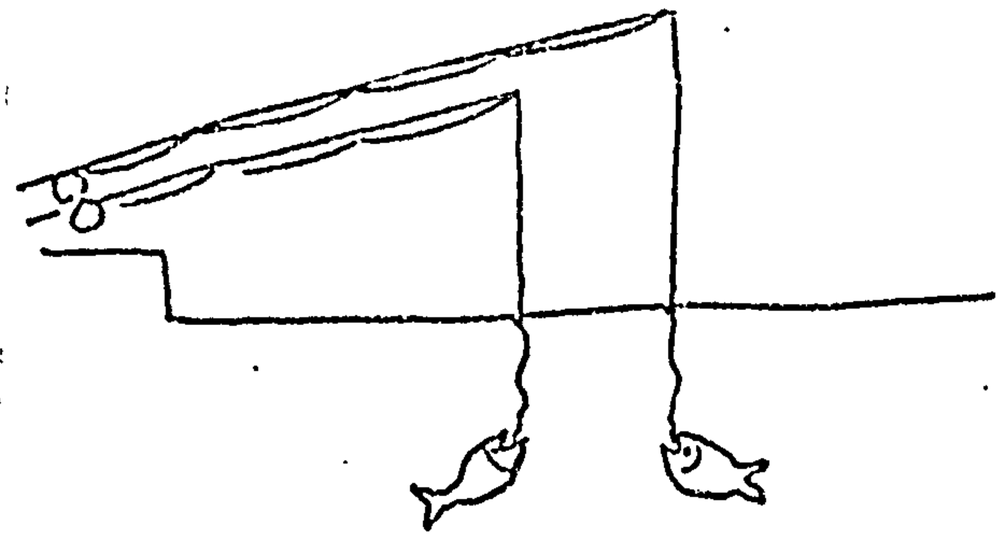


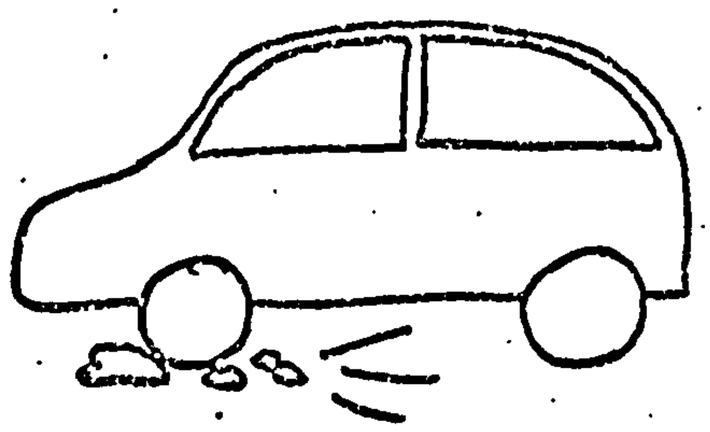


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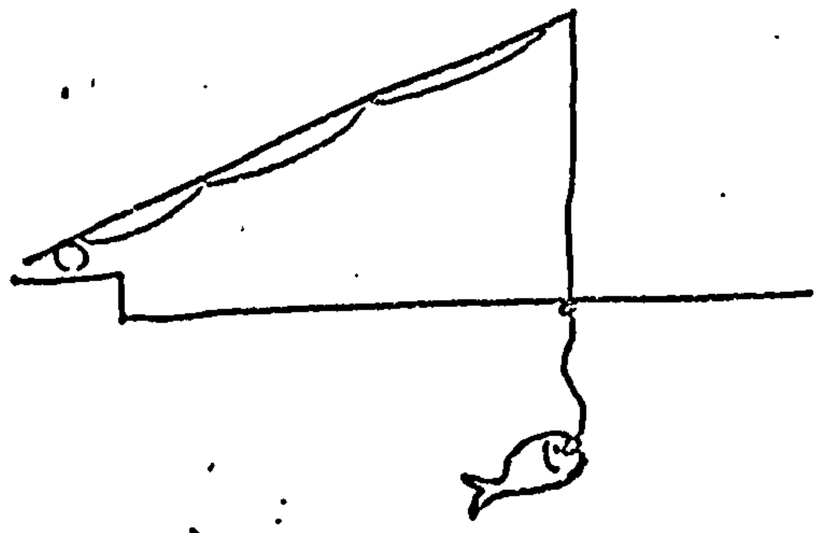
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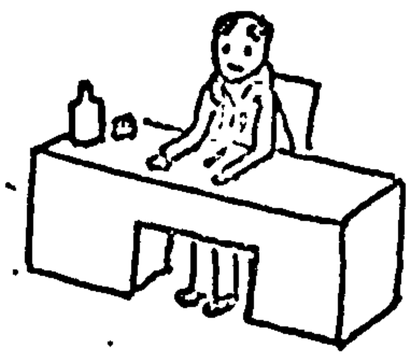


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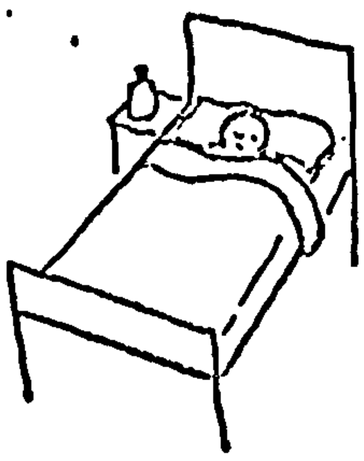


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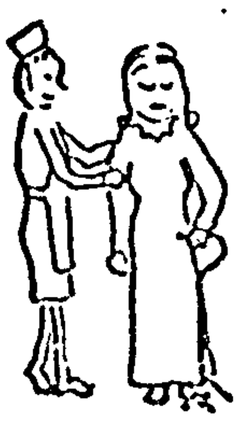




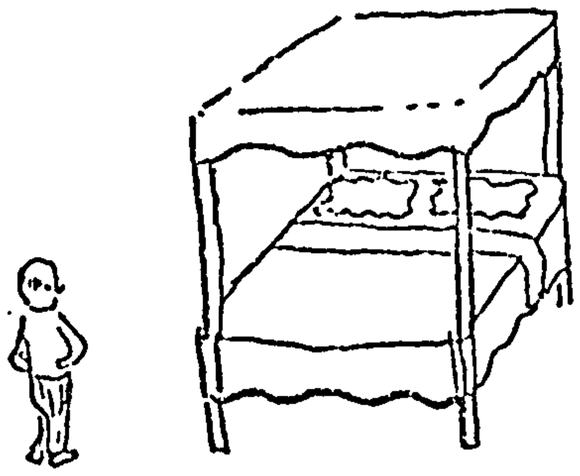


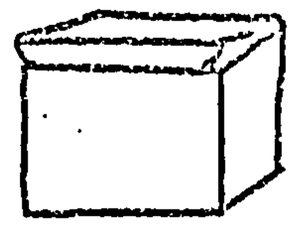


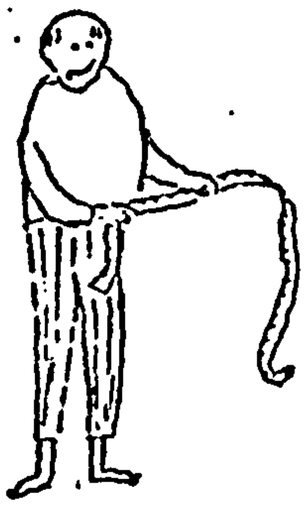
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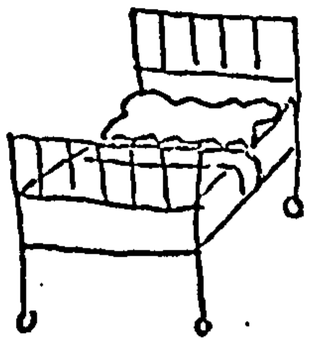


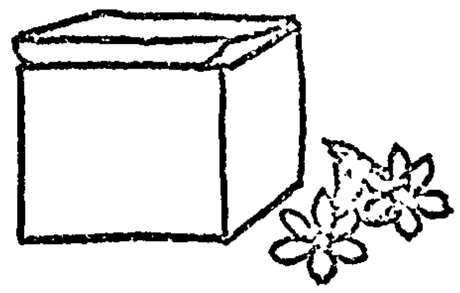
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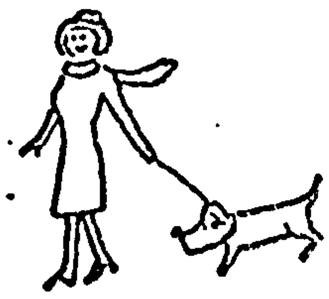












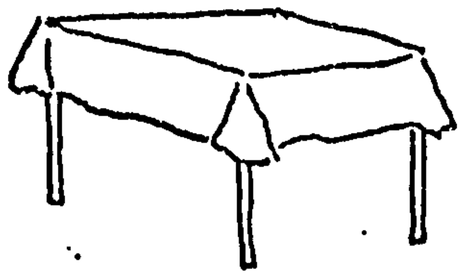


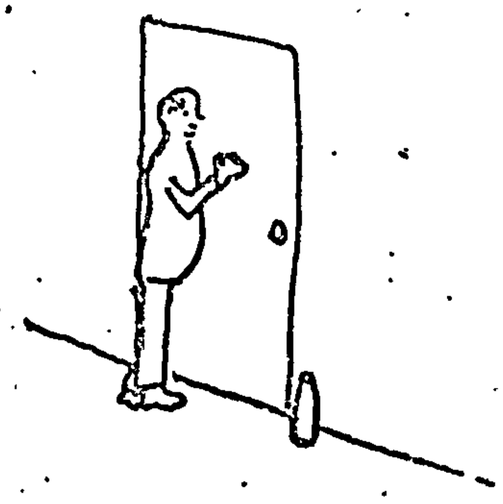


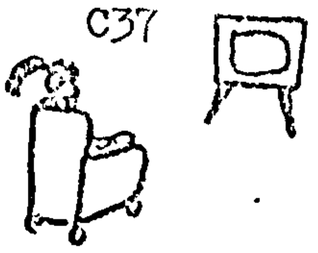




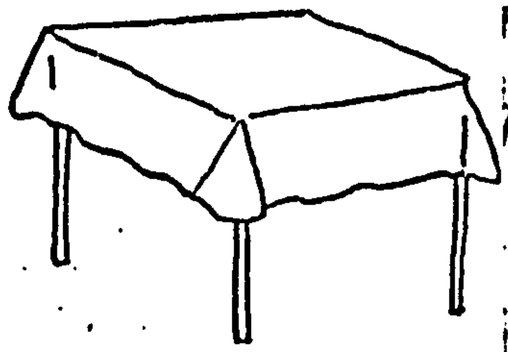


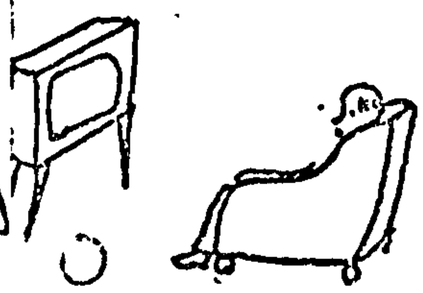




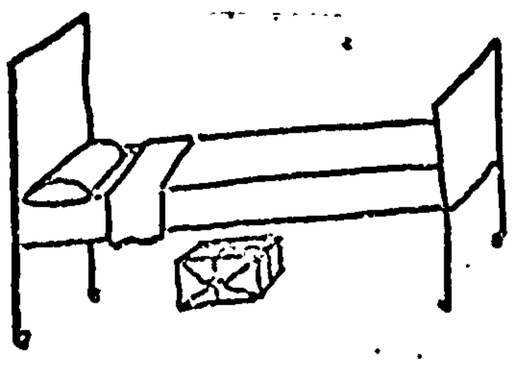


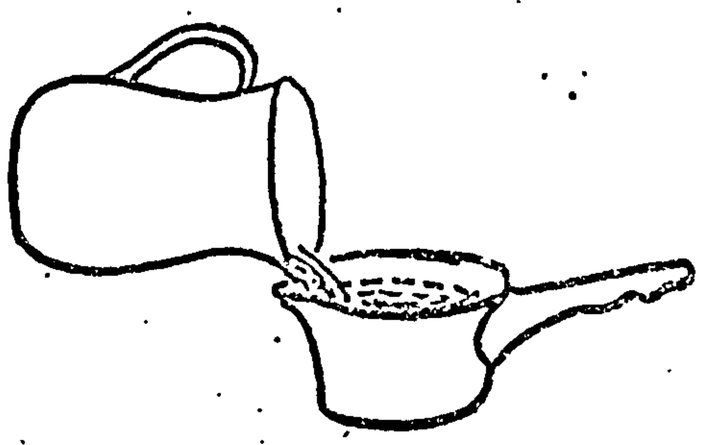


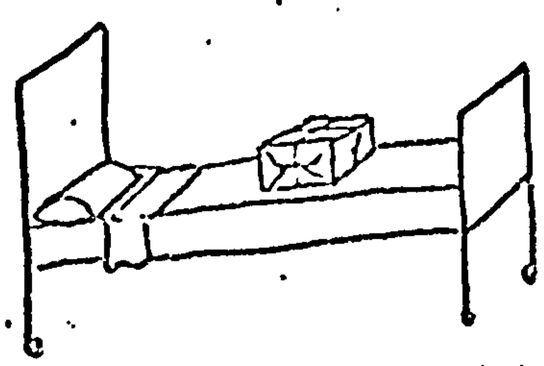




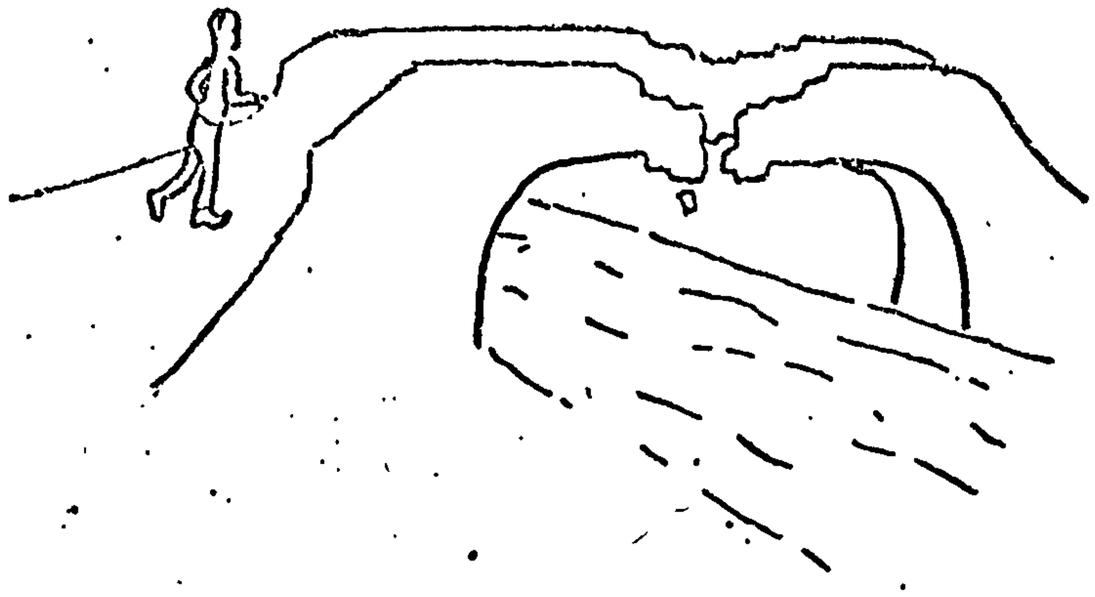




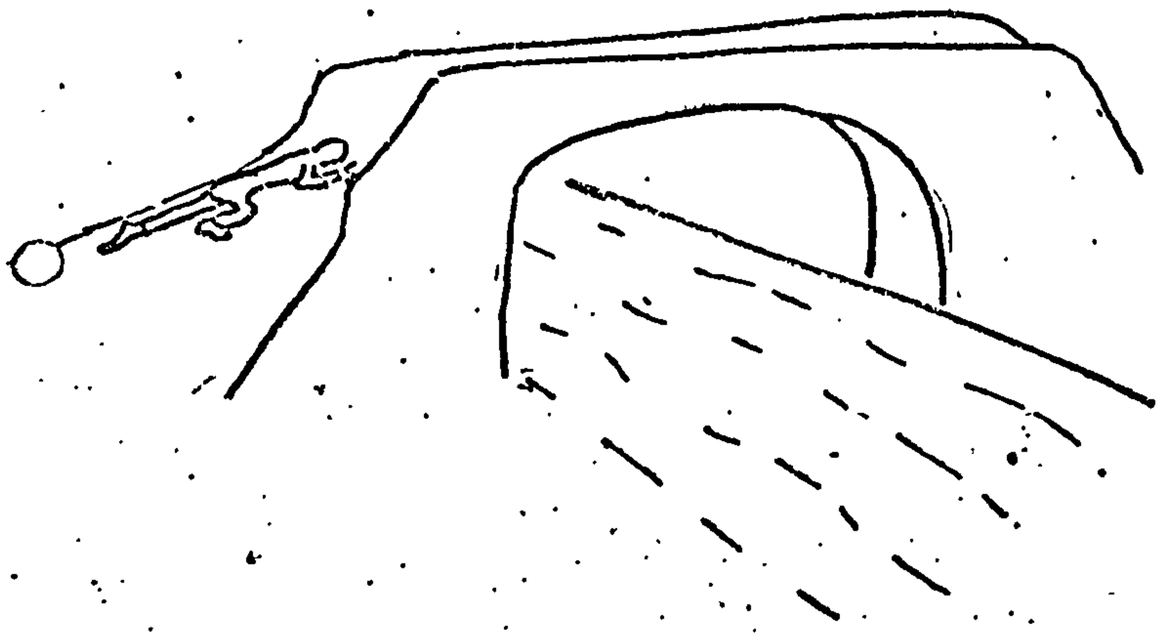














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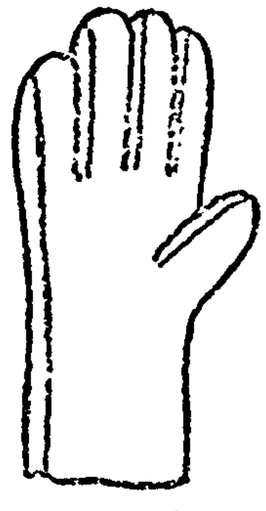
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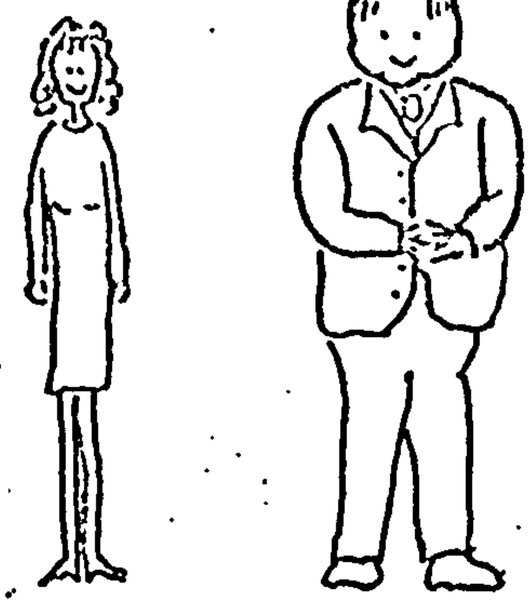


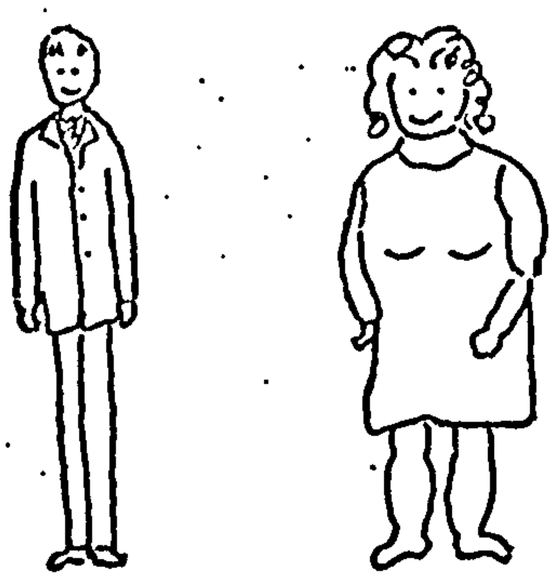




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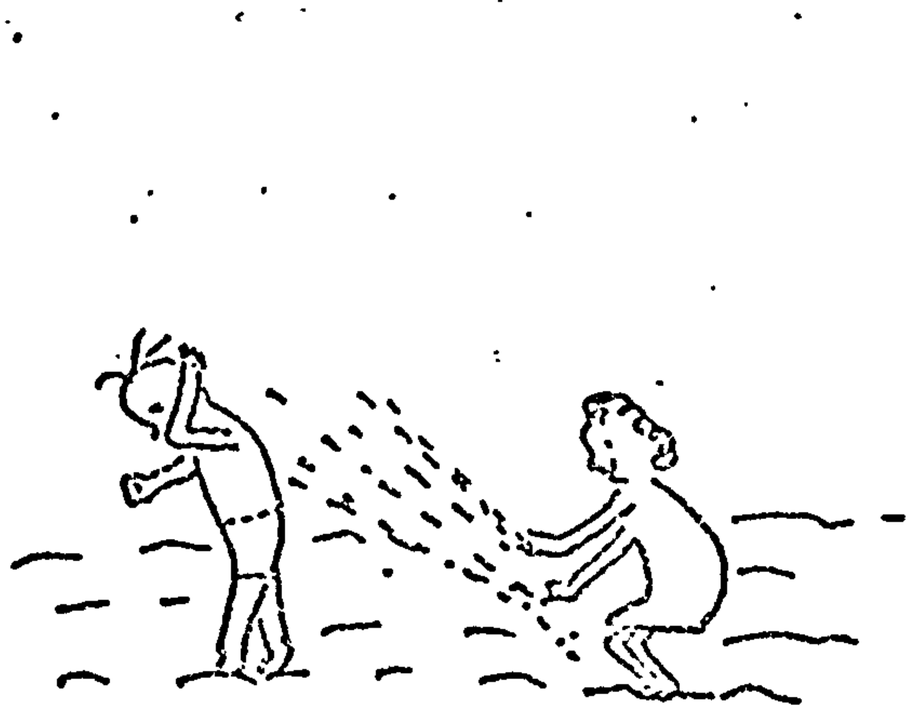
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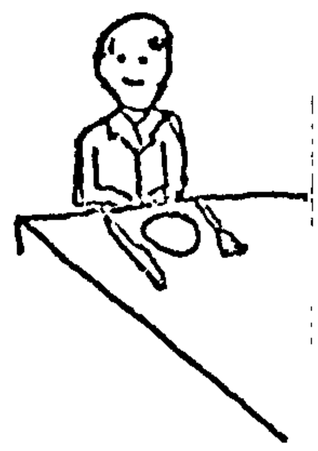


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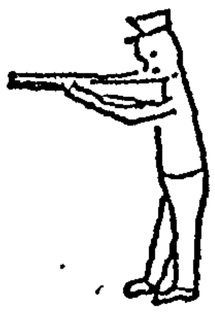




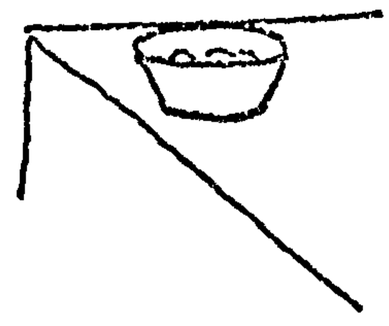
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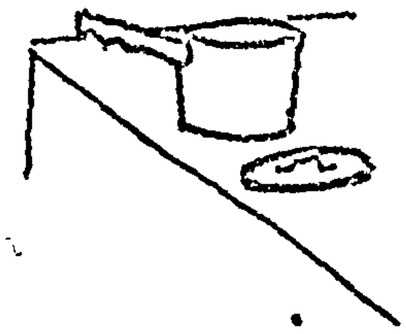




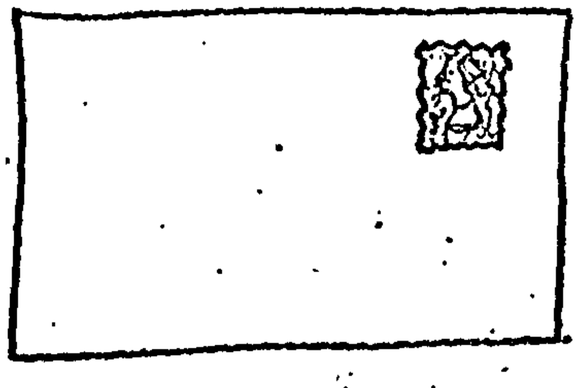














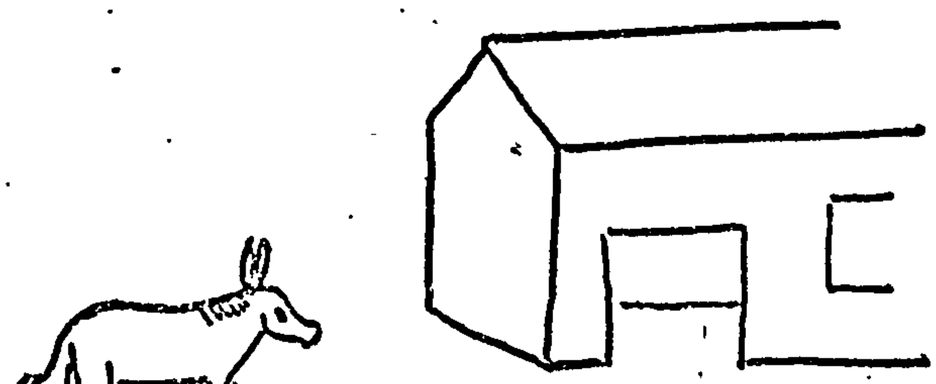
Fr. Ilk. Wilcox.
16. Dickens Road
Romford, Essex
RM3 7JL.



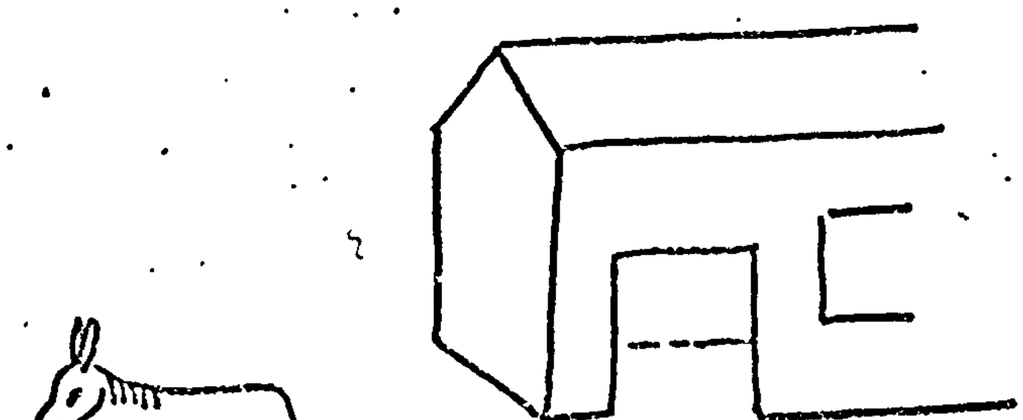


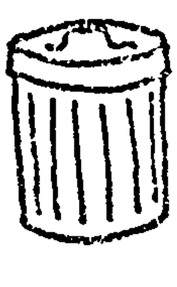




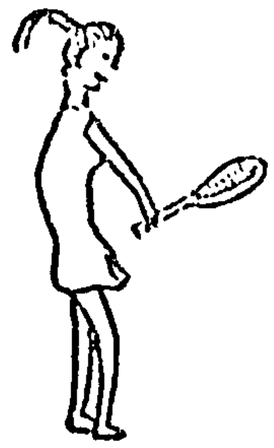






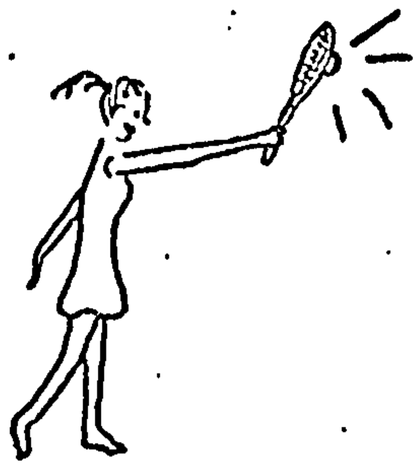




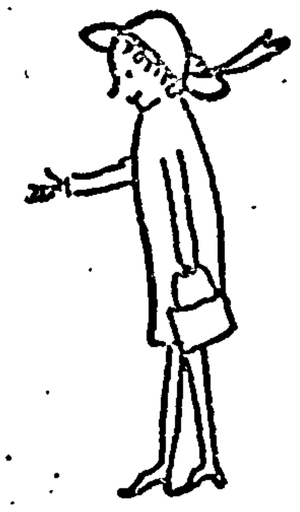


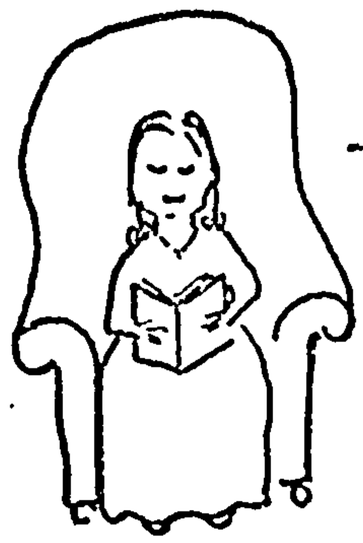


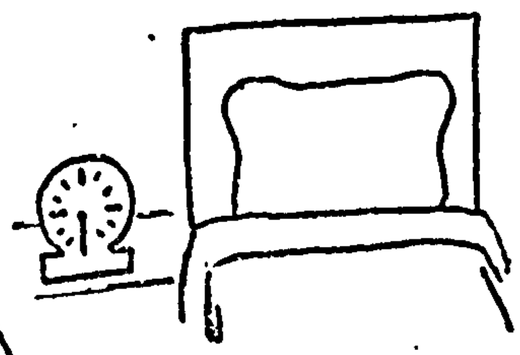




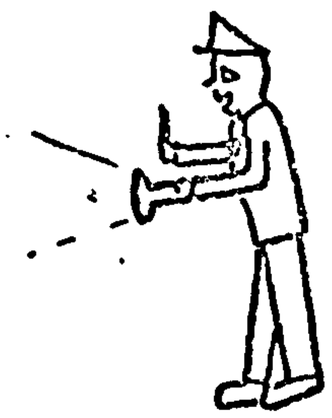


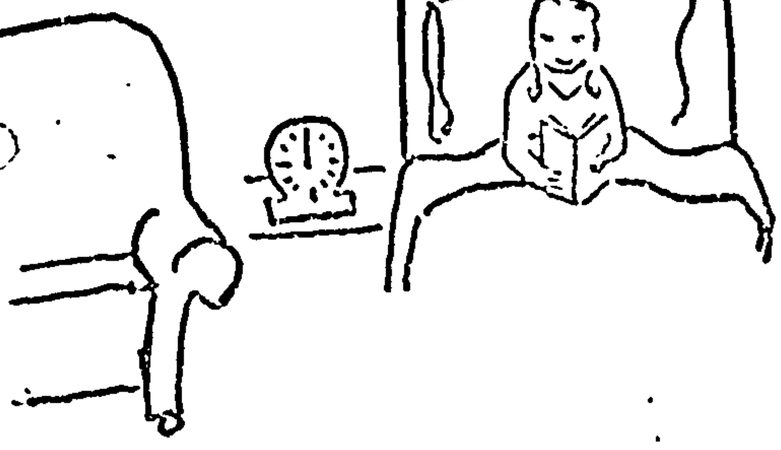




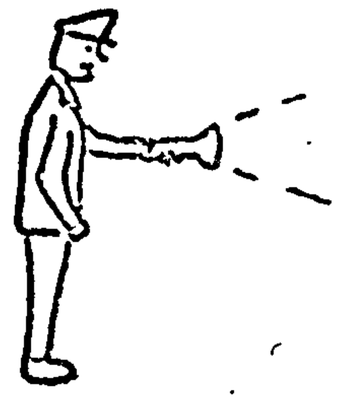


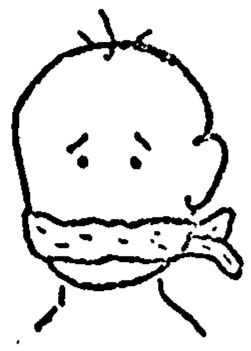






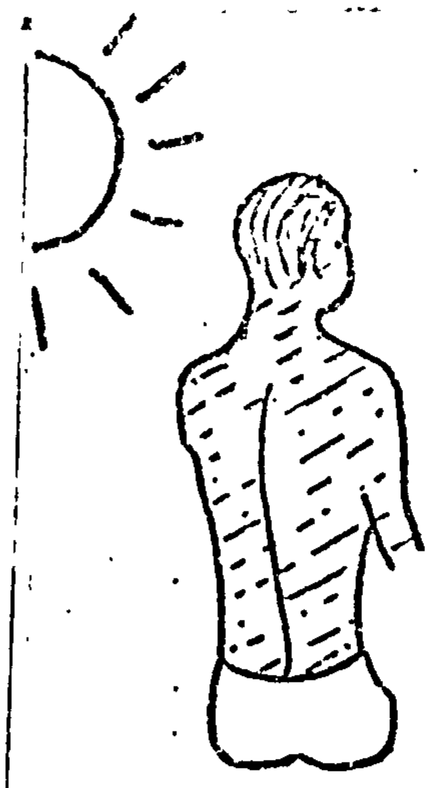


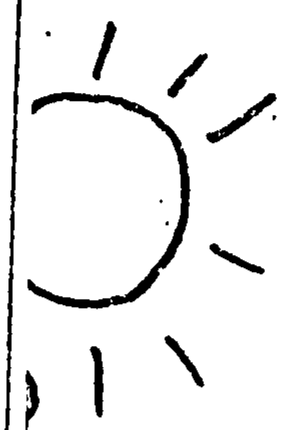


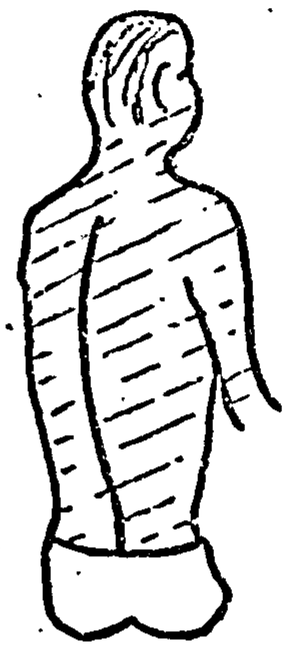




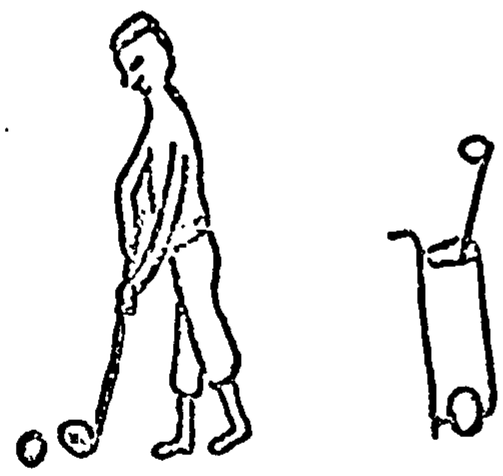
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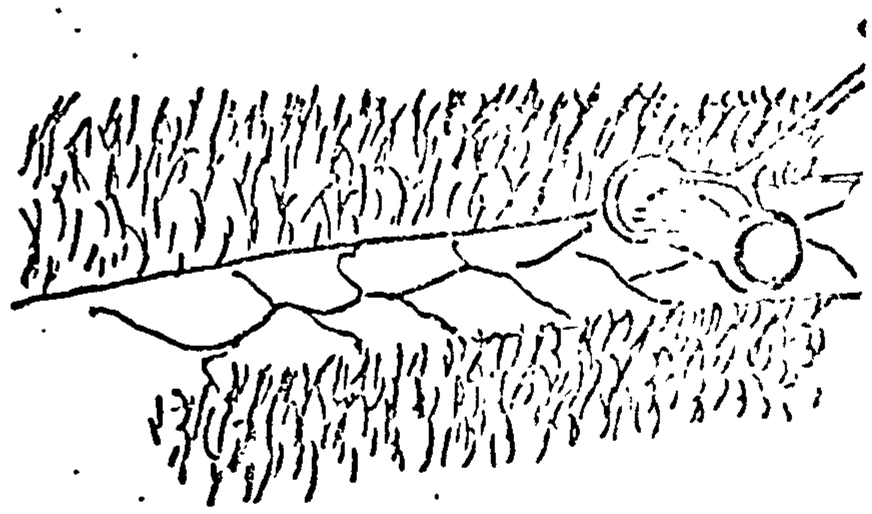






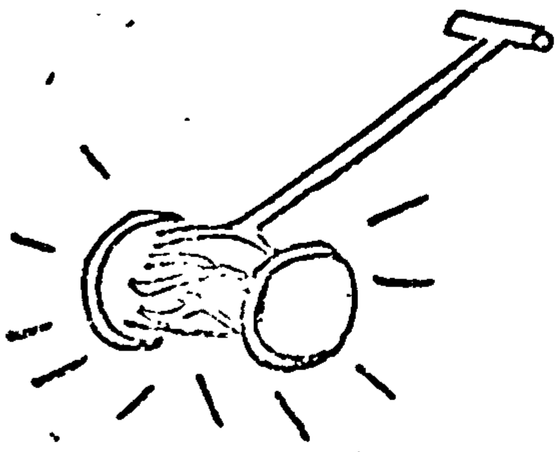
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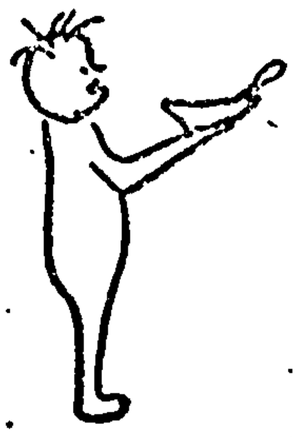


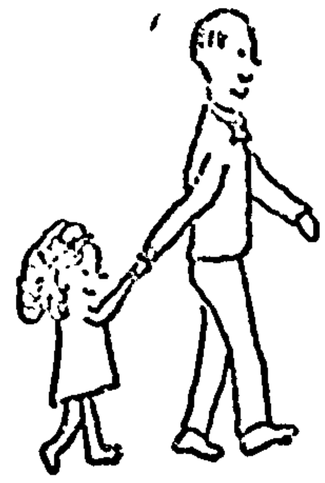


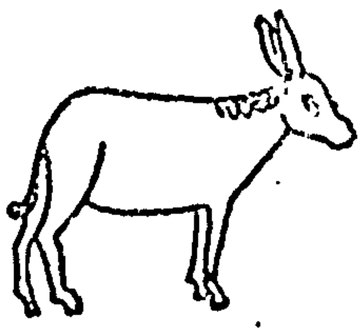
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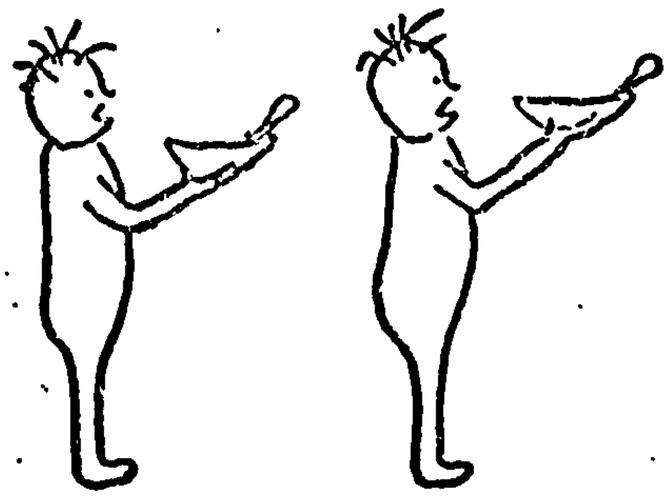


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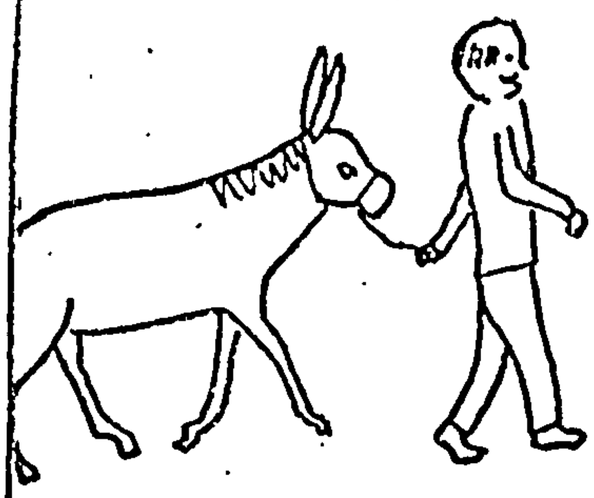








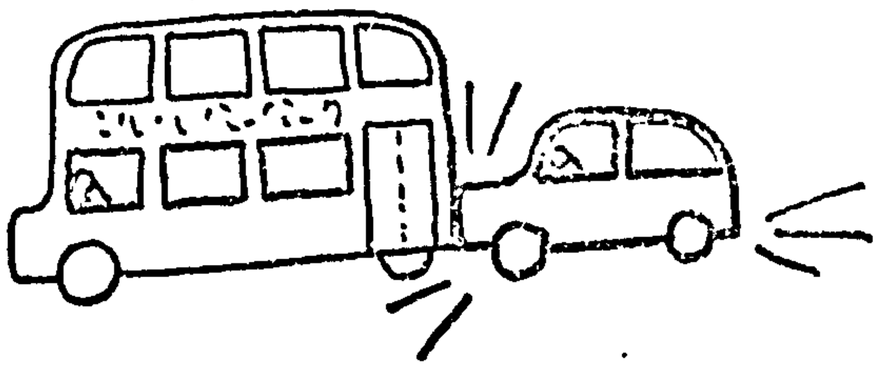
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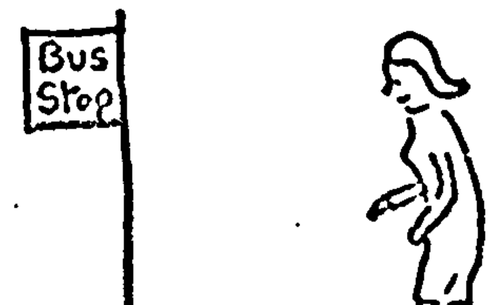


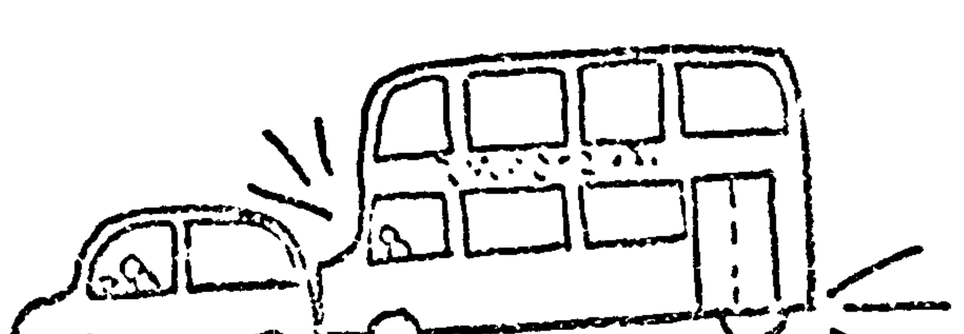


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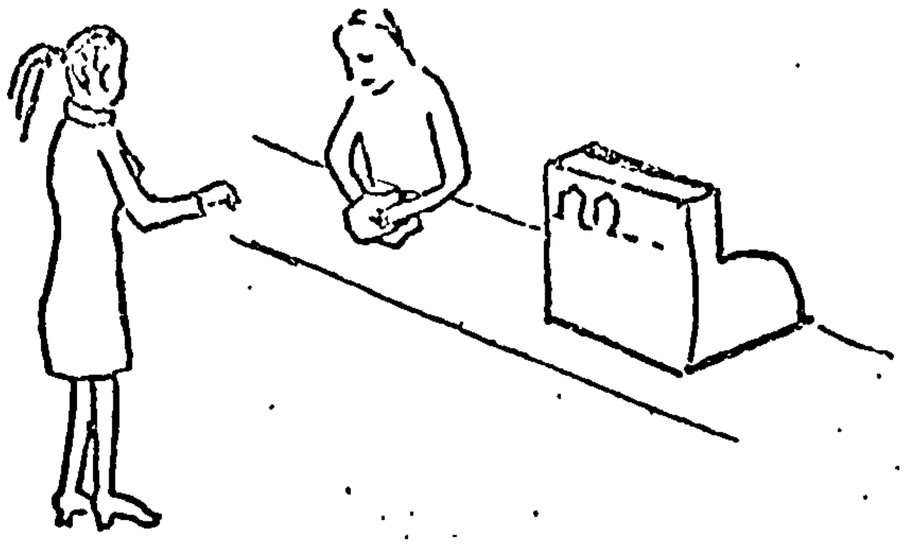


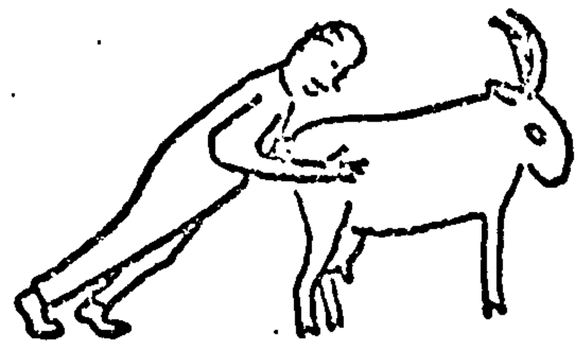


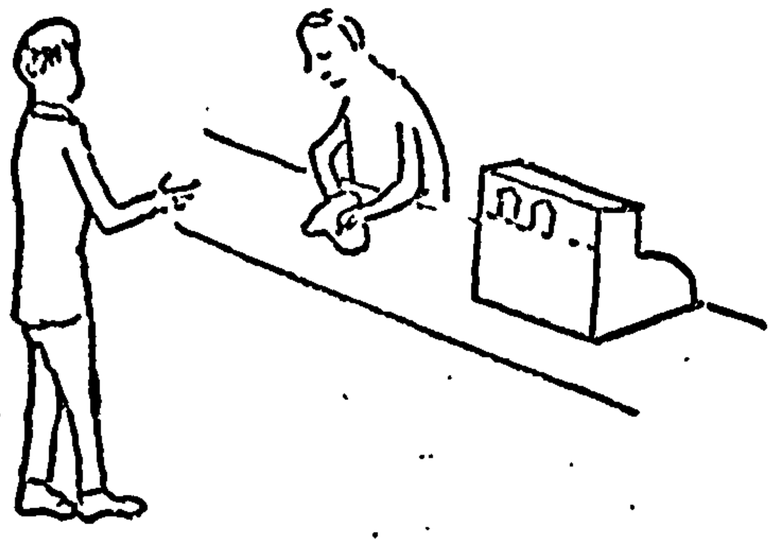


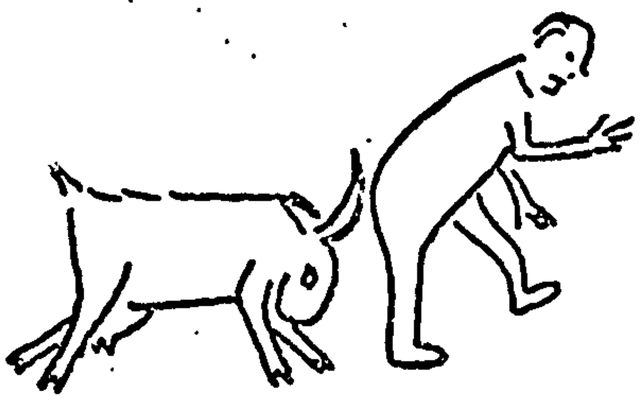
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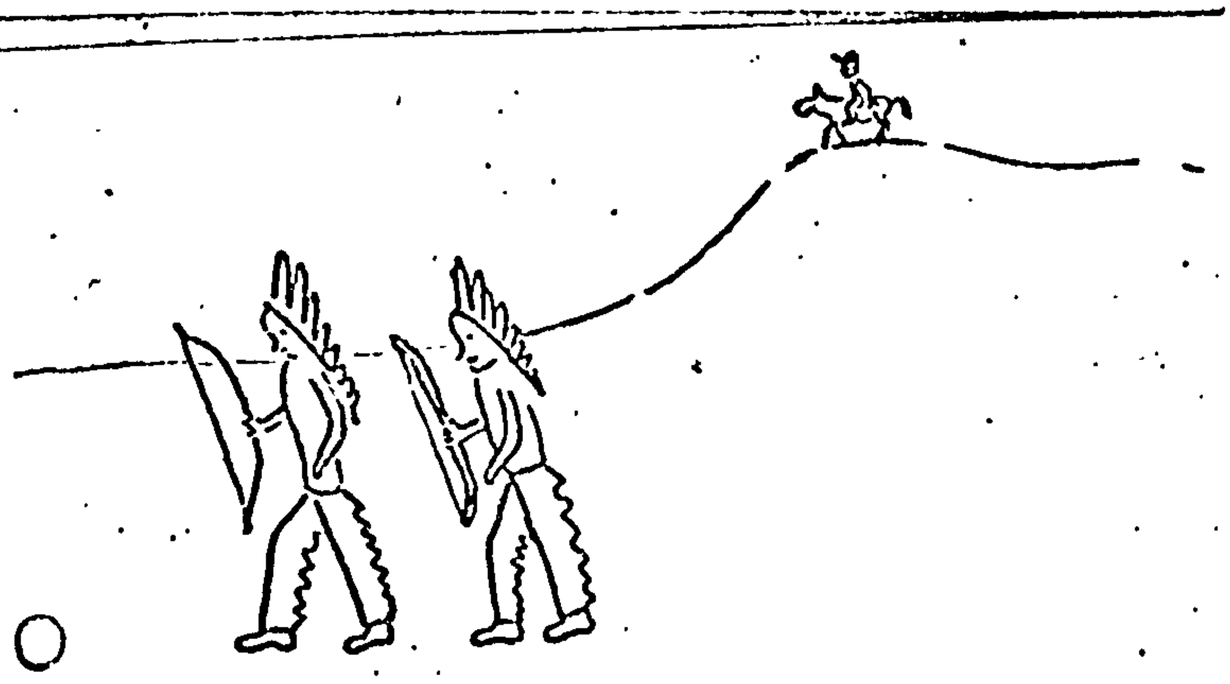
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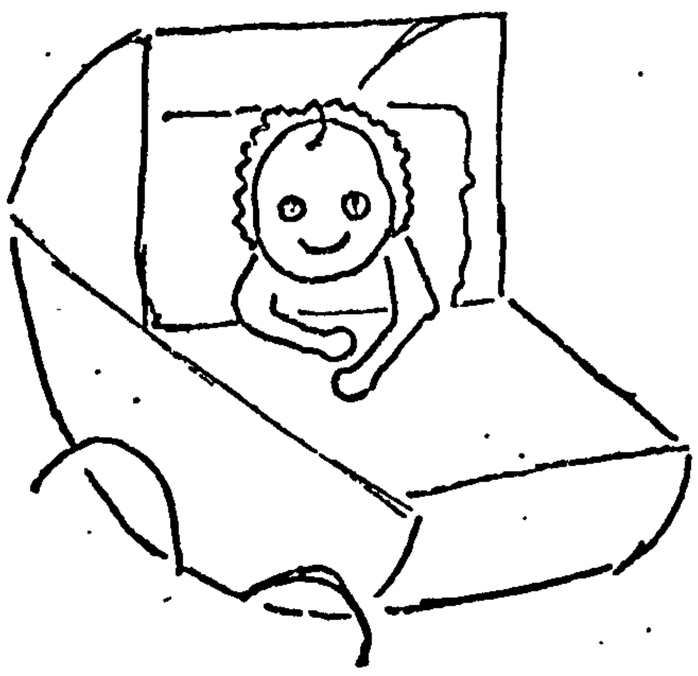


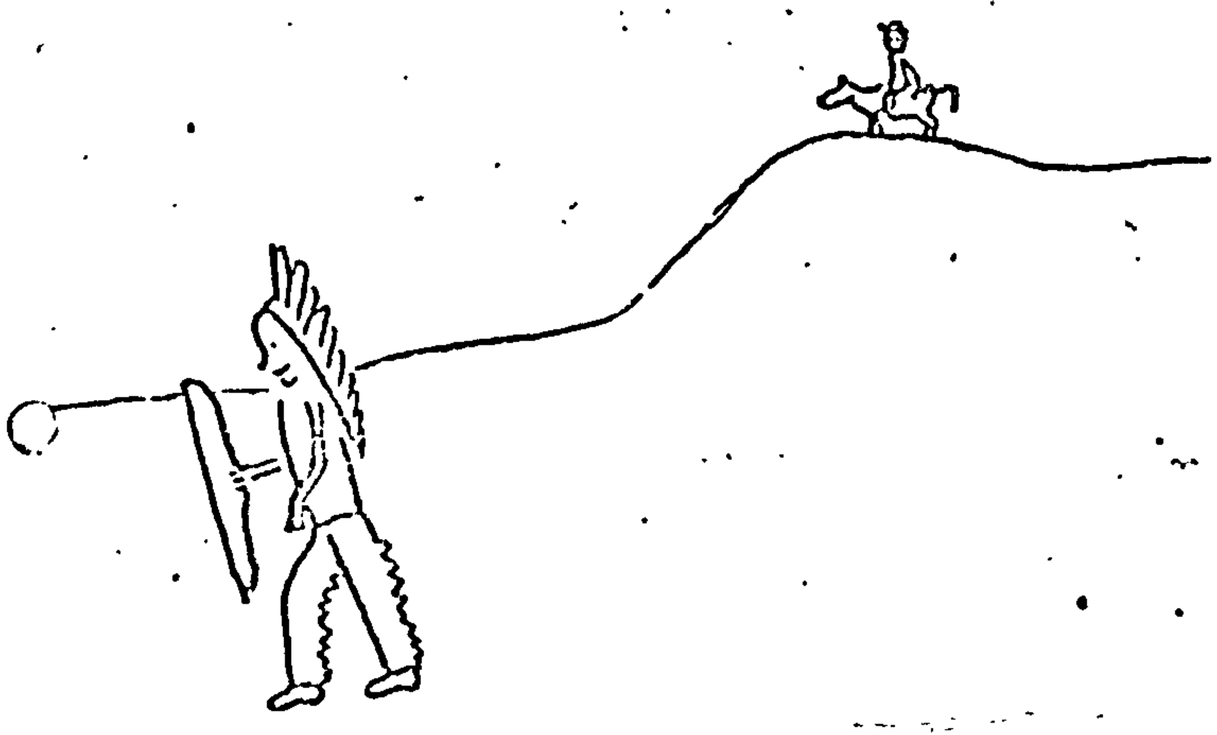




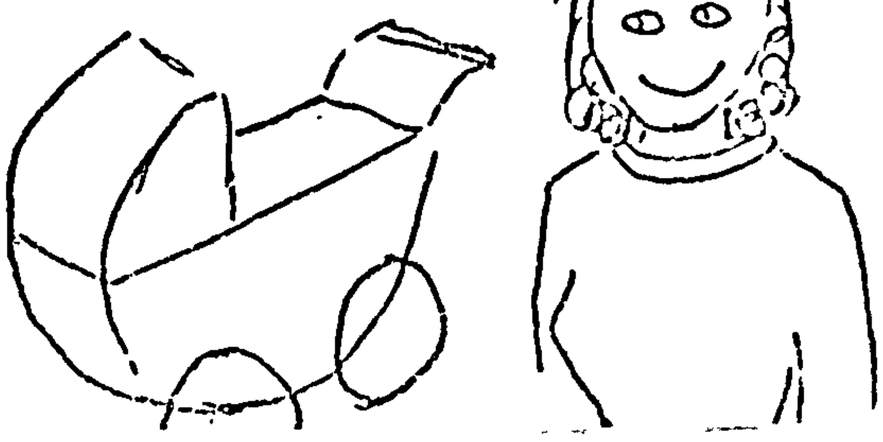


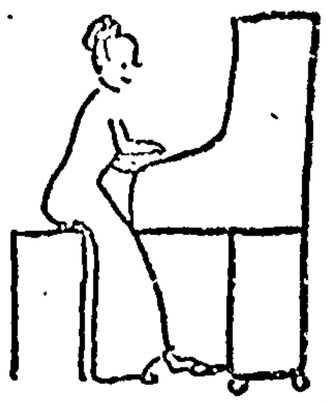






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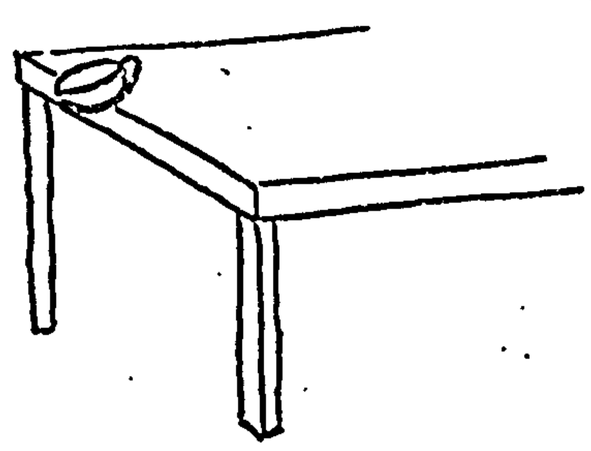




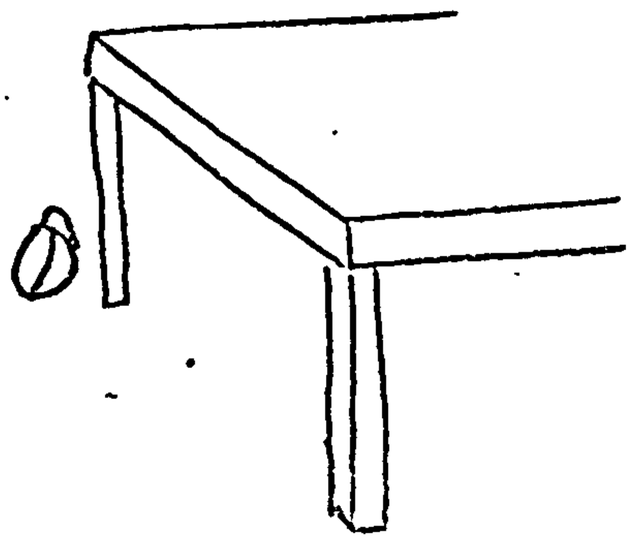


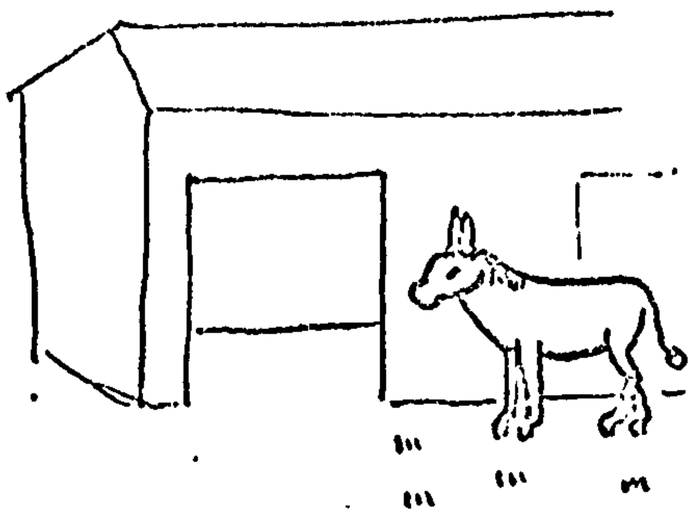


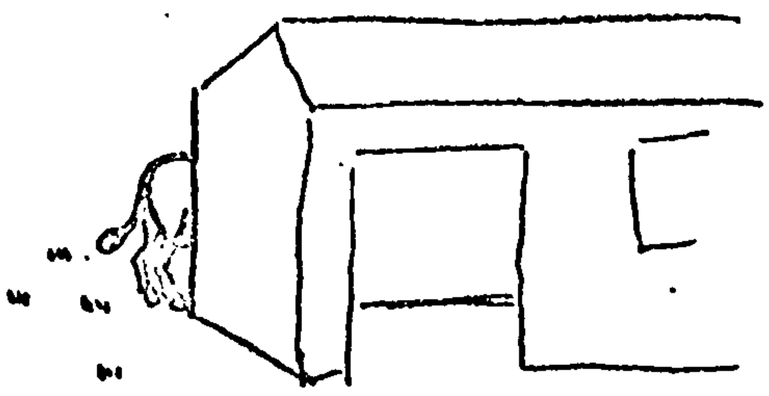


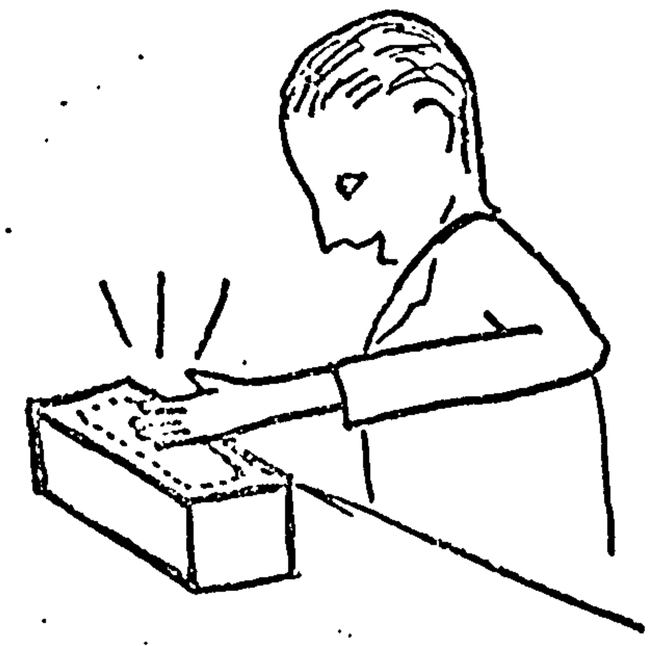


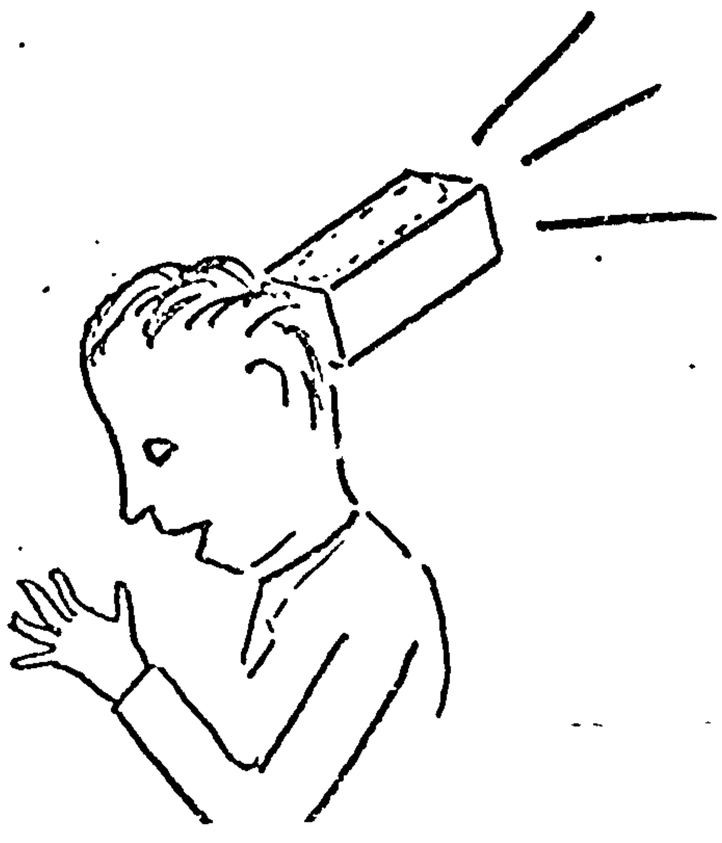


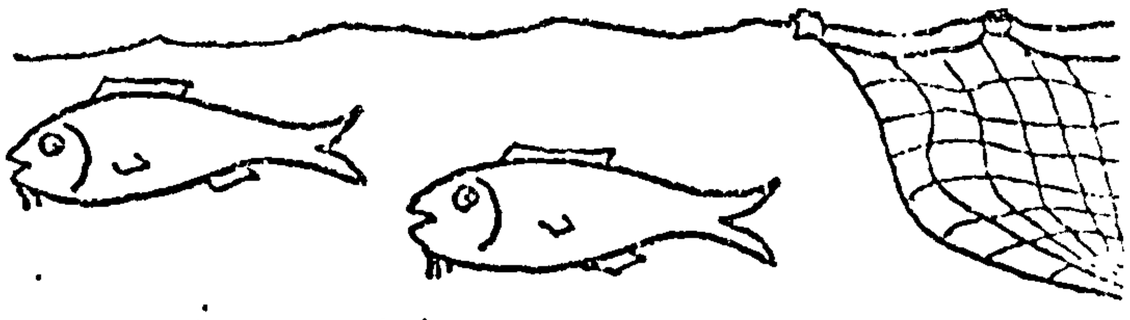


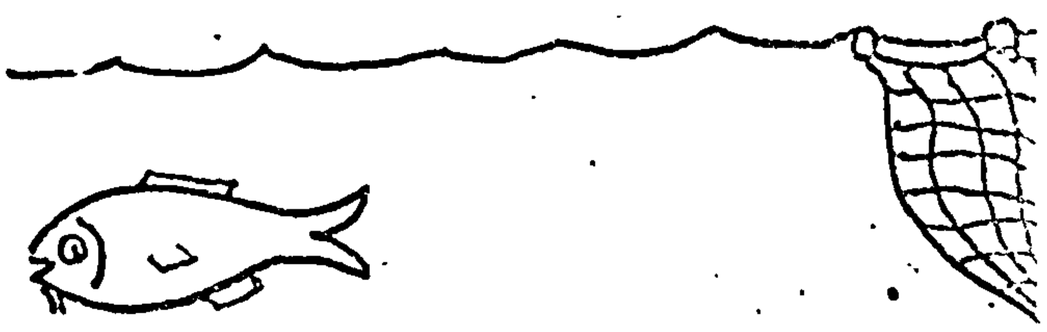


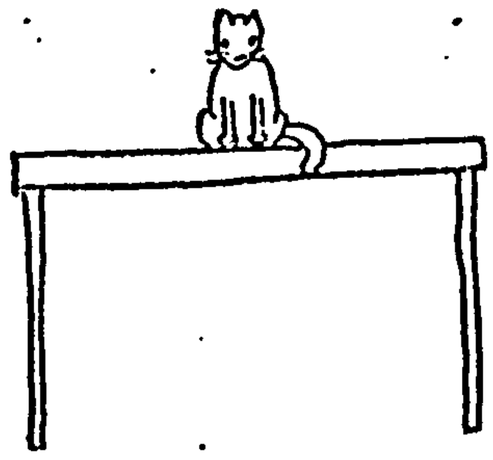


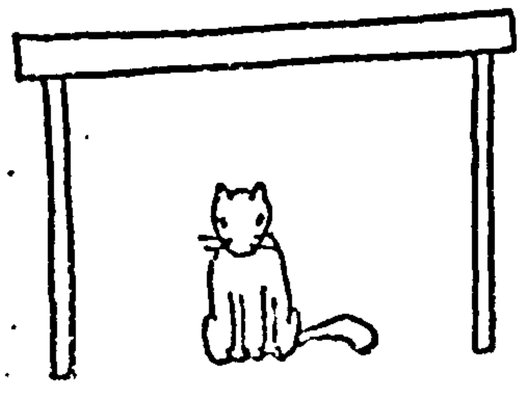




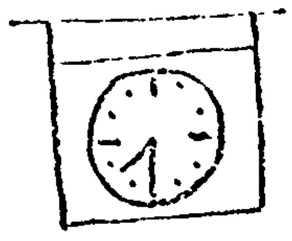


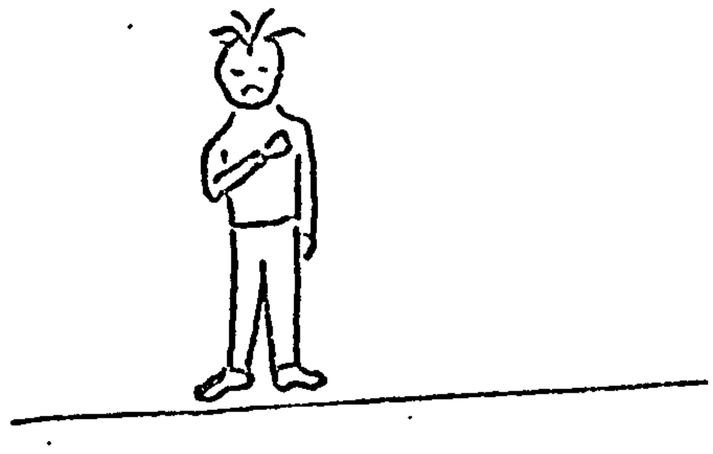




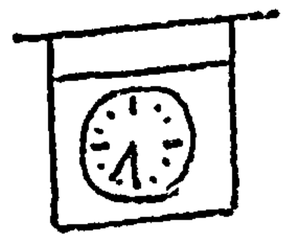




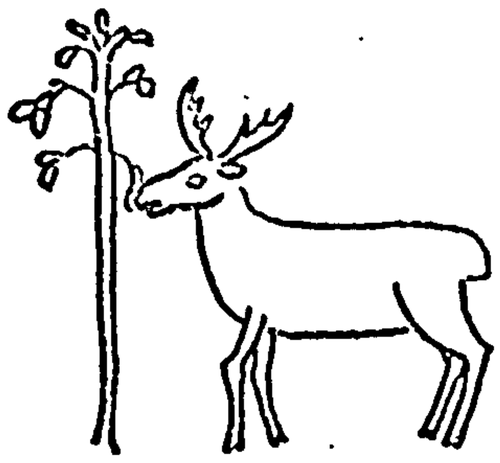


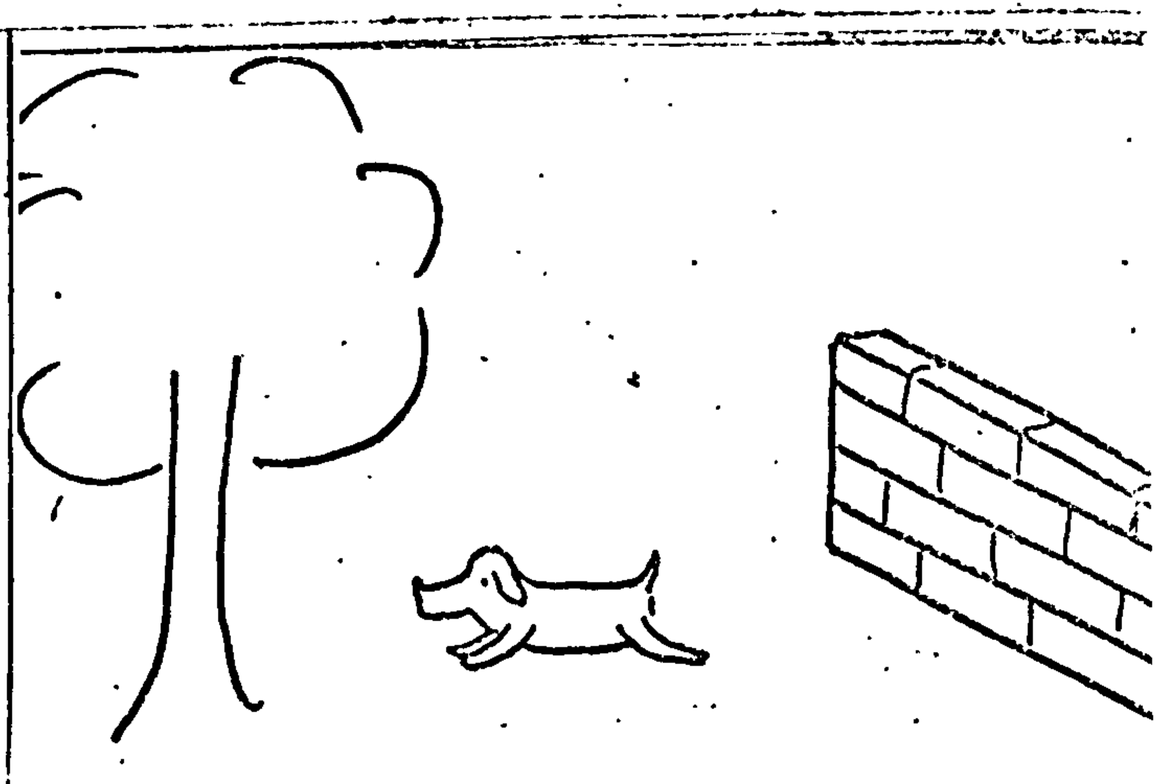


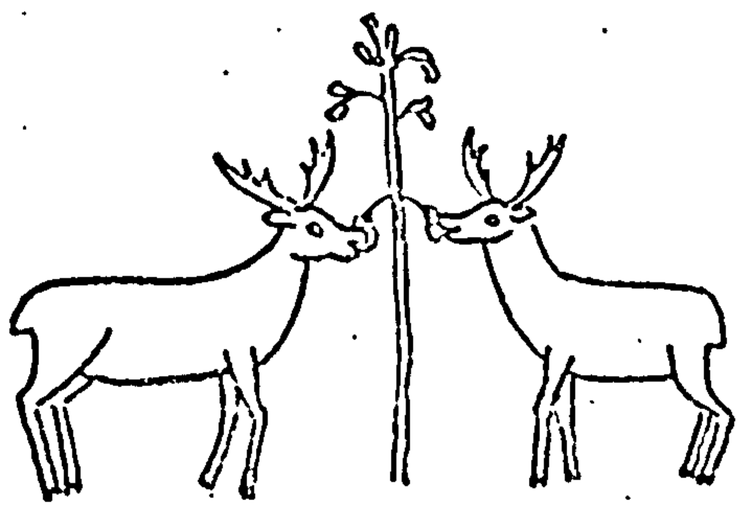


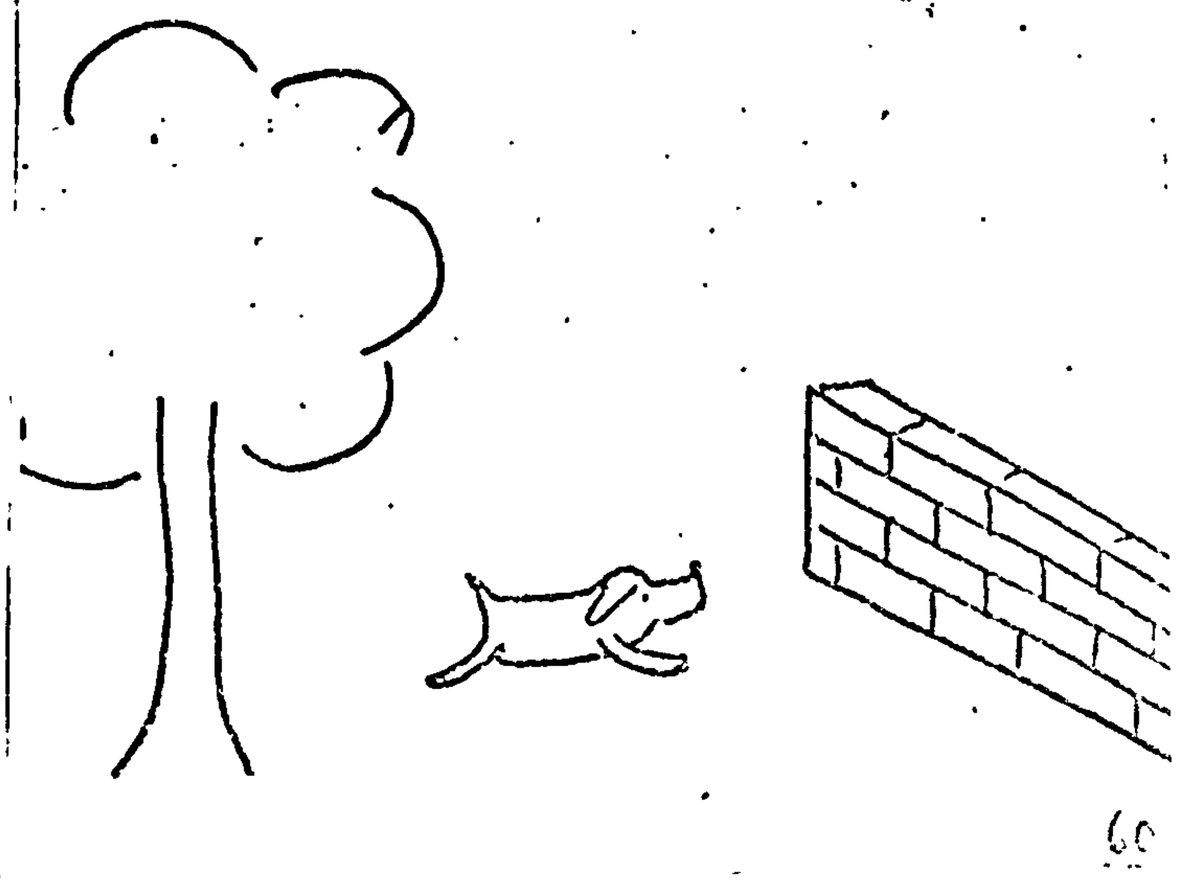


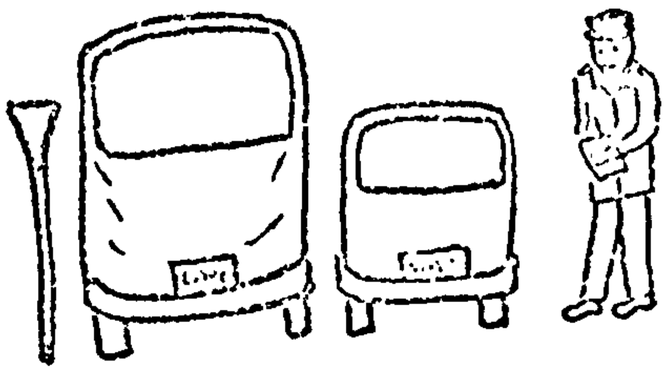


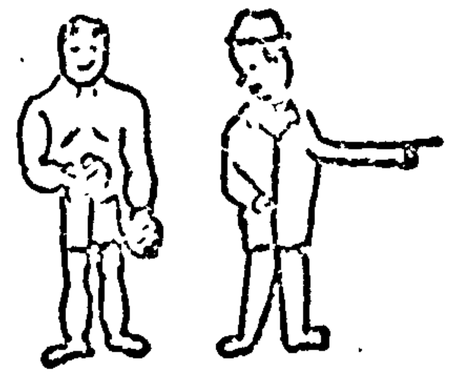




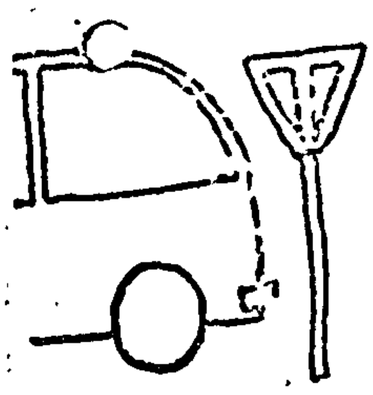




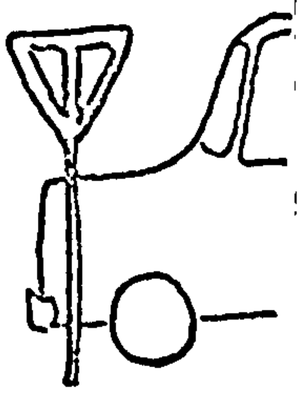














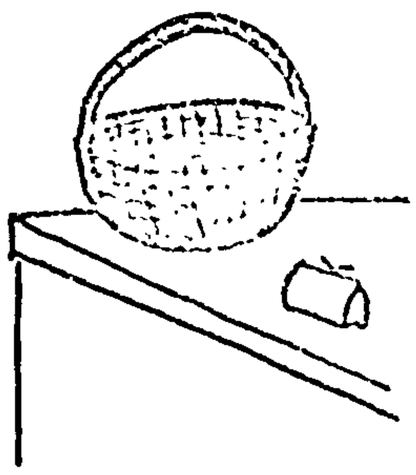




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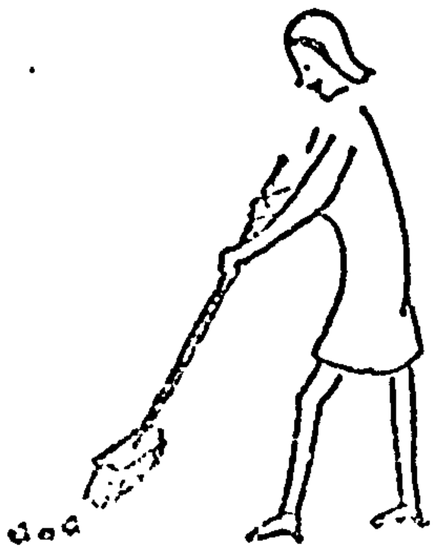


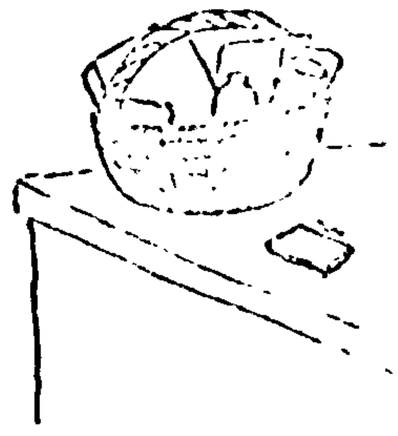






63





64

Name ..... Date .....

C50

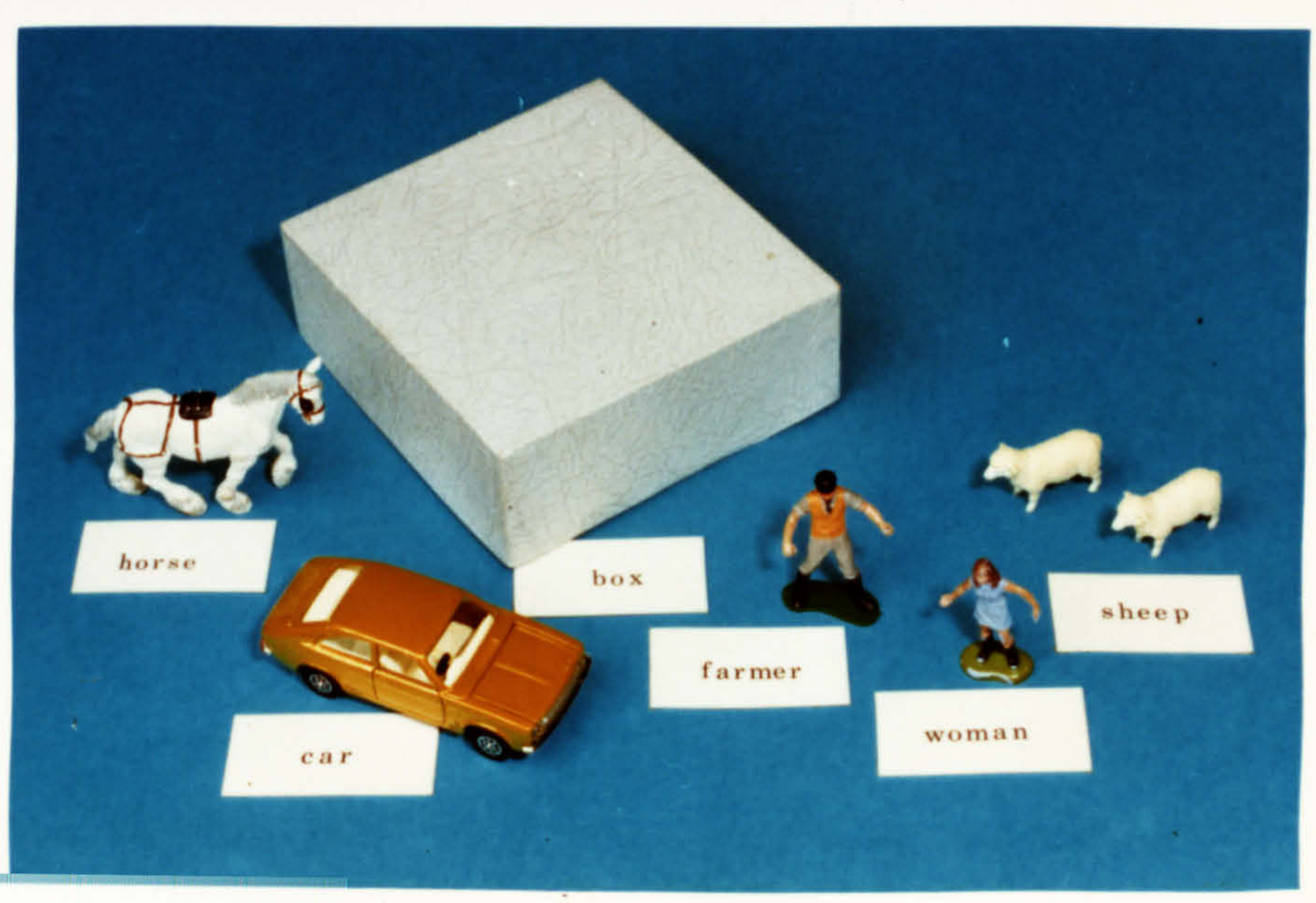
SYNTACTIC TEST: AURAL GESTURE

Here is a farmer, a woman, a sheep, another sheep, a horse, a car and a box. Which is the horse, the woman, the sheep (1,2), the car, the farmer, the box? Show me which this is (written words - car, box, sheep, horse, woman, farmer). Tell me what this is (farmer, car, sheep, woman, box, horse - presented/not presented). I want to show this: "The woman pushes the car", so I do this. And for "The horse follows the farmer", I do this. Now you do:

	ONC	WOC	INTERPRETATION
1. The woman FOLLOWS the car		-	
2. The sheep pushES the FARMER	-	-	
3. The farmer goes FROM the horse TO the car	-	-	
4. The sheep ARE BETWEEN the farmer and the car	- -	-	
5. The car is bumped BY the horse		-	
6. The sheep PUSH the car TO the woman	-	-	
7. It's the woman the farmer is pushed BY		-	
8. The sheep IS followed BY the woman	-	-	
9. It's the car the FARMER hits		-	
10. The woman BRINGS the sheep the farmer		-	
The farmer and the woman are married:			
11. Put the husband's WIFE BEHIND the box	-	- -	
Now make it look like this:			
12. The wife's HUSBAND HAS fallen	-	-	
13. THEY go away FROM the box	- -		
14. SHE WILL fall FROM the box	- - -		
15. INSTEAD of the car, HE BRINGS HER the horse	- - -	-	
Now do this:			
16. Touch the car WITH the sheep	-	-	
17. Touch the car AND the sheep	-		
18. Move the horse OR the sheep IN FRONT OF the car	-	-	
19. IF the sheep are black, pick up the car	-		
20. Make the horse go quickly and the car SLOWLY		-	
21. BEFORE you touch the horse, touch the car		-	
22. Make the woman HIGHER than the FARMER	-	-	
23. Move the car BESIDE the box - NO, the horse	- -		
24. Touch the sheep AFTER you touch the box		-	
25. Make the farmer LOWER than the SHEEP	-	-	
26. EXCEPT for the car, put THEM ON the box	- - -		
27. Touch HIS boot and THEIR hands	- -	-	
28. Together WITH the sheep, put HIM UNDER the box	- - -		
Totals	 33	 22	 23

SYNTACTIC TEST:
AURAL-GESTURE

TOY FIGURES



Name.....Date.....

SEMANTIC FIELD TEST

This board has a tick, a question mark and a cross. I'm going to put this word here: "Time". Under the tick I'm going to put four words that have a lot to do with "time". "Clock, hour, day, now". They are alright; they have a lot to do with "time". (Place words while naming). Under the question mark I'm going to put four words that could have something to do with "time". "Tide,space,wait, place". They could have something to do with"time", but they are not as good as these. Under the cross I'm going to put four words that are wrong. They have nothing to do with "time". "Valley, wife, dry, crown". They are wrong. (Demonstrate again). Here we have the words that are right; they have a lot to do with "time". Here we have the ones that are not so good; they could have something to do with "time". And these are wrong. (Remove words.)
Now here's a word:"Fire". Think what it means. I'm going to give you these words here. I want you to sort out the ones that have a lot to do with "fire", and the ones that could have something to do with "fire", and the ones that are wrong. (Display words below board, and read out. Repeat head word.Prompts as needed. Read out words again as needed).
Prompt: "Which ones have a lot to do with "fire" ?
Prompt: "You can change your mind if you want".
Prompt: "You must have four words".
Prompt: "Which ones could have something to do with 'fire'?".

FIRE velvet+ smoke✓ forest? damage? statue+ heat✓ burn✓ pencil+ bright? south+ cigarette? flame✓

CANARY alive? bird✓ skin? pet✓ sings✓ tin+ dust+ legs? animal? yellow✓ inch+ dream+

OAK acorn✓ solid✓ seed? wood✓ rose+ mile+ cut? plant? hair+ tree✓ grow? ask+

TEACH talk? patience? bone+ pupil✓ market+ punish? instruct✓ learn✓ melt+ desk? rain+ school✓

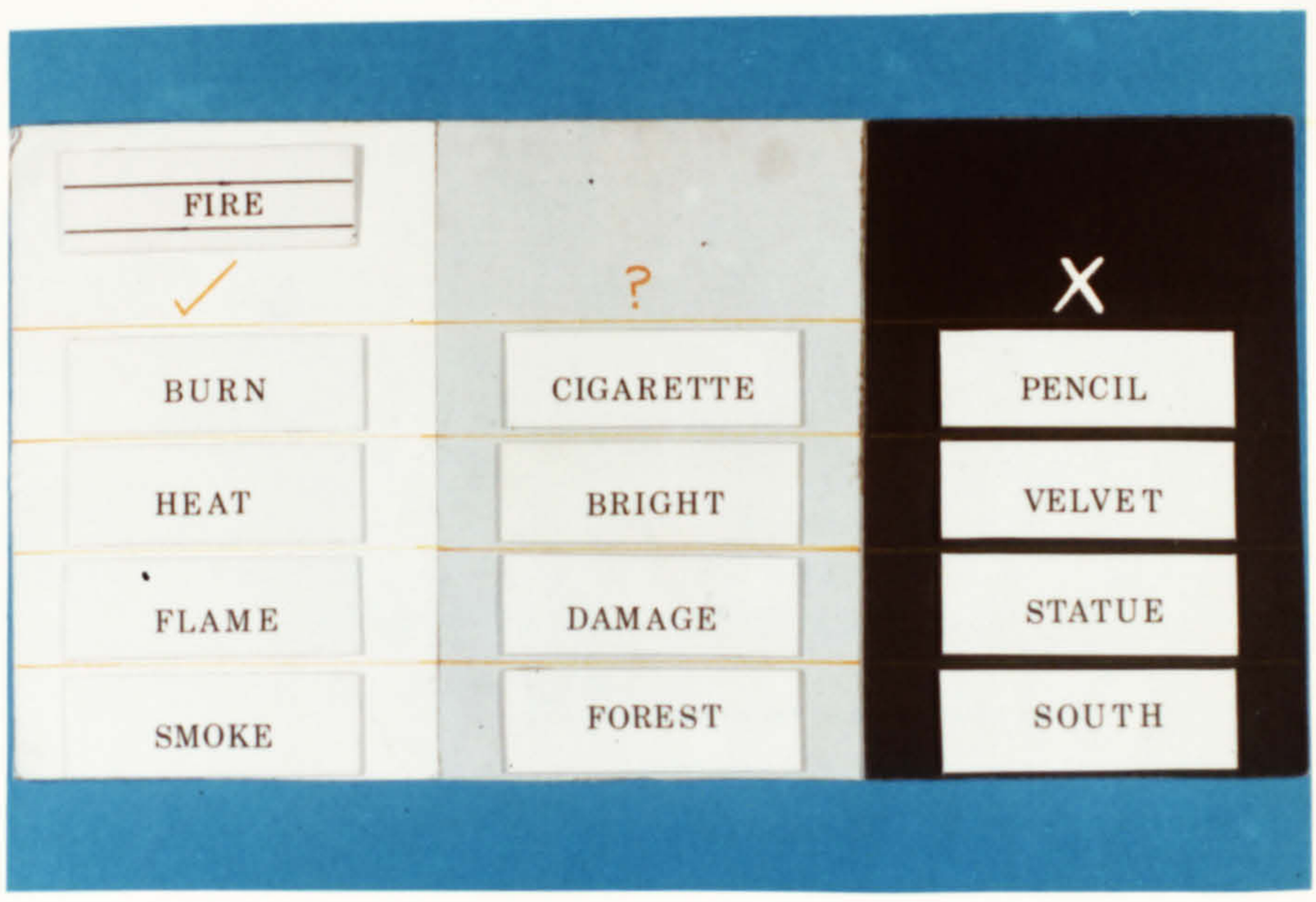
CLOTH drink+ torn? made? woven✓ car+ fabric✓ cotton✓ sound+ soft? needle? clothes✓ month+

FATHER cousin? niece? son✓ night+ uncle? number+ mother✓ grass+ relatives? wing+ parent✓ man✓

COOK help+ bake✓ mix? fry✓ grill✓ drive+ pickle? shine+ boil✓ toast? serve? wish+

✓ → ? ..... ? → + ... ✓ → + ...
? → ✓ ..... + → ? ..... + → ✓ .....

SPECIMEN ITEM



Time..... Name.....Date.....

INDEFINITE ARTICLE TEST

Here are some pictures. One at the top and one at the bottom, on each page. I want you to listen very carefully to something. Then point to the picture for it. Listen carefully: the words for the top picture and the bottom picture are nearly the same. We'll practise first. Look at these two pictures. For this picture the words are "There's room here" (explain,and repeat): for this picture the words are "There's a room here" (explain and repeat). Now listen carefully while I say one of those; "There's room here". Which one is that?(Explain correct choice.) (Turn page)For this picture I say "It's broad" (explain).For this picture I say "It's abroad" (explain). Which one is this: "It's abroad" ? (Explain correct choice.) (Turn page) This is a spinning top, a child's toy, with some green string round it. This is a parcel with some green string on top of it and some scissors. I'm just going to say one thing now: it might be for this(point) or it might be for this (point). "The string is on top". Which is that? (Explain. Say alternative sentence and explain contrast.)(Turn page. Here's someone who's hurt his leg: he's had an accident: he has a bandage on his leg. Here's someone else in hospital:you can see he has been in hospital for a week. Which one is this "It's weak since the accident"? (Explain, with alternative sentence). (Turn page.) Here's a sack. Somebody's got a match to it and it's burning. Here's another sack. This one is on a scale for weighing. The weight is down and the sack is up. Which one is this: "The sack is alight" ? (Explain, with alternative). (Turn page) Here's a prize cup, could be a football cup. Here's the hospital again, with the patients here and a nurse sitting at the table. Which one is this "It's the ward"? (Explain, with alternative).
(Record success at practice items:Room.....Abroad.....Top.....Weak.....Alight.....Ward.....)
Now we'll do the rest. I'll just say the words for one picture on each page, and you show me which it is. Then we'll go straight on. Look at them carefully. If you want me to say any again, let me know.

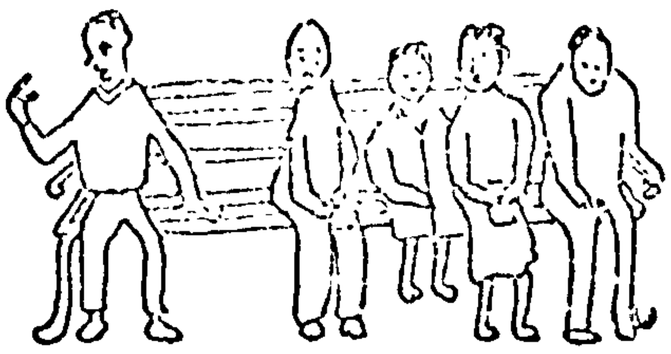
1tB. You take a flower.
2tB. It's made.
3Tb. She's across.
4tB. He's selling a lamb.
5Tb. It's thrown.
6tB. It's copper.
7tB. He needs a change.
8Tb. It's cloth.
9tB. He's cutting straw.
10Tb.It's a plaster.
11tB.He's asking for board.
12Tb.It's tomato.
13tB.It's agreed.
14Tb.It's game.
15Tb.He's buying a paper.
16tB.It's a sweet.
17Tb.He peers through the curtains.
18Tb.He wants lemon.
19tB.He's catching a fish.
20Tb.It's allowed.
21tB. He's giving it back.
22tB. It's a corn.
23Tb. They're attacking the carpet.
24tB. It's night.
25Tb. It's a glass.
26tB. They're arguing about race.
27Tb. It's frayed.
28tB. It's last.
29Tb. He finds none.
30Tb. It's a travelling home.
31tB. He washes a bear.
32Tb. He's sending the ladder.
33tB. It's wood.
34Tb. She likes fawn.
35Tb. It's a hare.
36Tb. They want a piece.
37tB. It's a grating.
38tB. He's looking at mine.
39Tb. It's the amount for the photo.
40tB. He's watching a cricket.

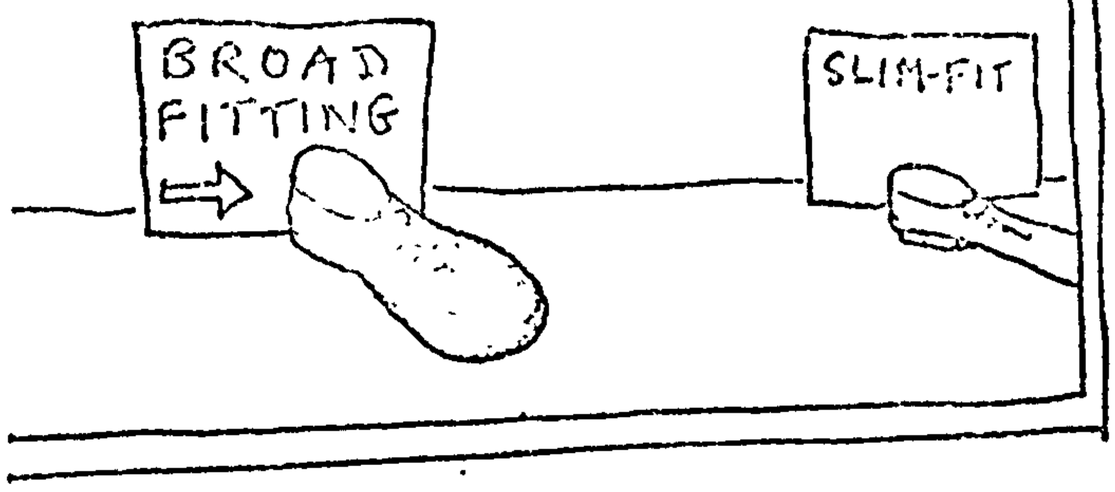
Name.....Age.....Birthday.....M/C

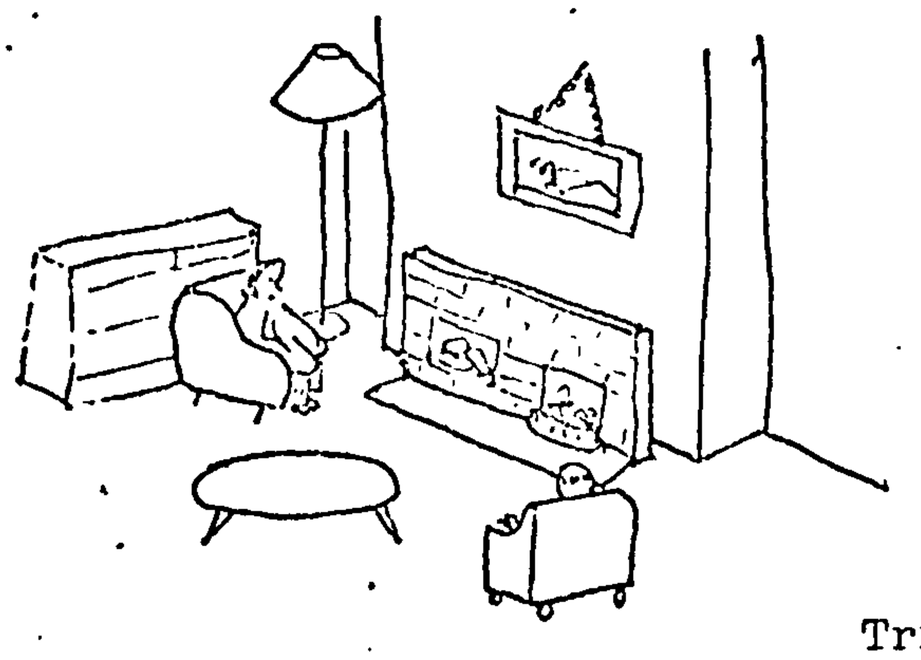
(i) top bottom	1. top bottom	11. top bottom	21. top bottom	31. top bottom
(ii) top bottom	2. top bottom	12. top bottom	22. top bottom	32. top bottom
(iii) top bottom	3. top bottom	13. top bottom	23. top bottom	33. top bottom
(iv) top bottom	4. top bottom	14. top bottom	24. top bottom	34. top bottom
(v) top bottom	5. top bottom	15. top bottom	25. top bottom	35. top bottom
(vi) top bottom	6. top bottom	16. top bottom	26. top bottom	36. top bottom
	7. top bottom	17. top bottom	27. top bottom	37. top bottom
	8. top bottom	18. top bottom	28. top bottom	38. top bottom
	9. top bottom	19. top bottom	29. top bottom	39. top bottom
	10. top bottom	20. top bottom	30. top bottom	40. top bottom

INDEFINITE ARTICLE TEST:response sheet for children

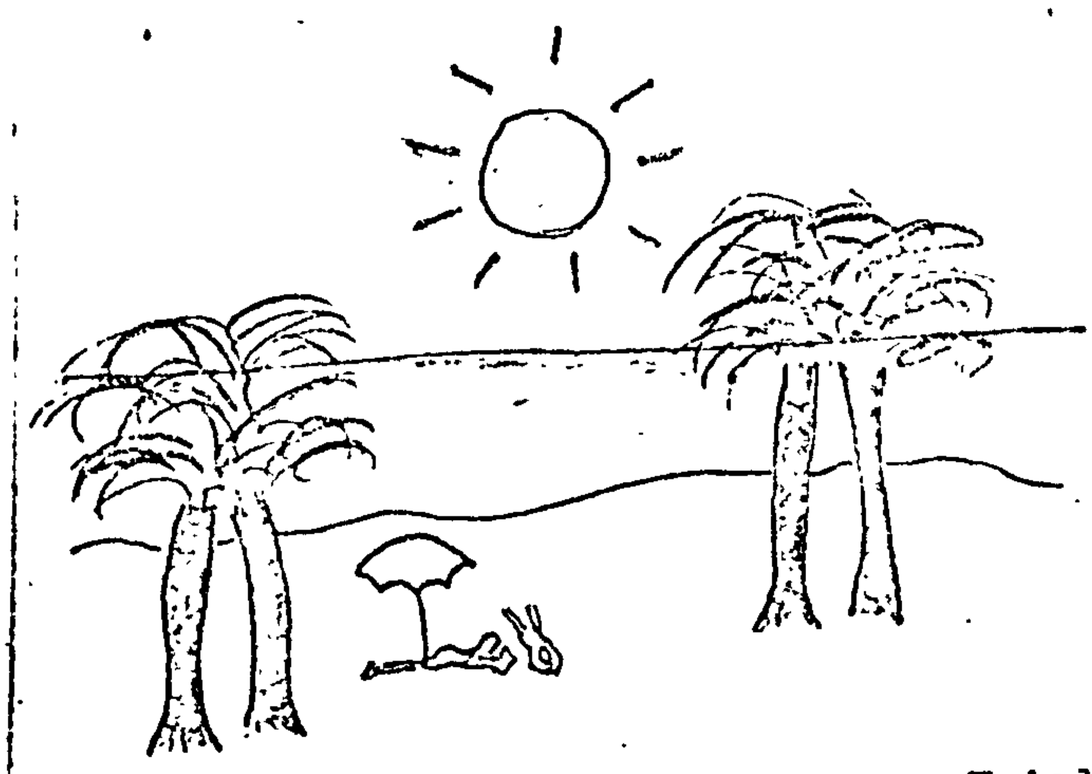
MAIN EXPERIMENT: INDEFINITE ARTICLE TEST PICTURES (REDUCED: ORIGINALS IN COLOUR)



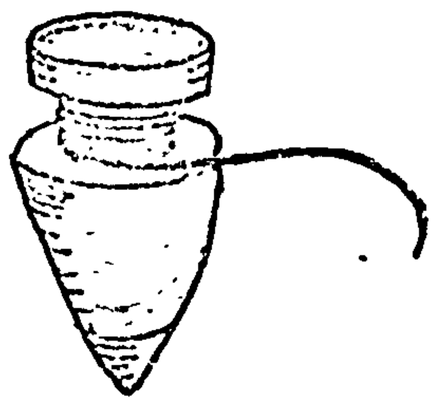




Trial a

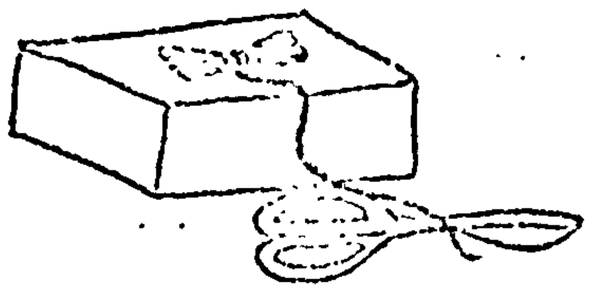


Trial b

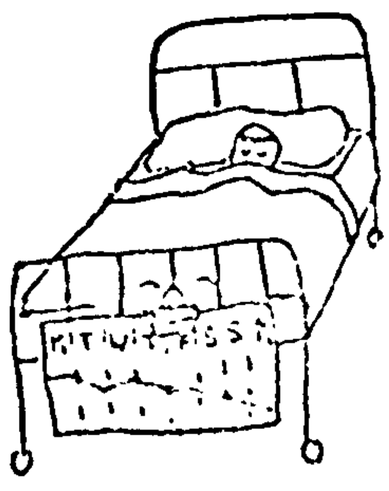


Trial c

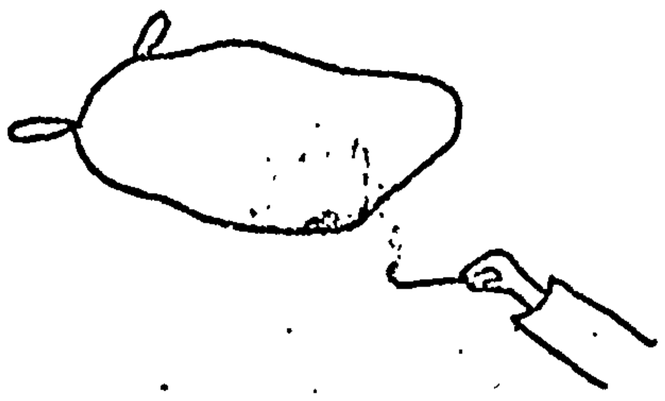




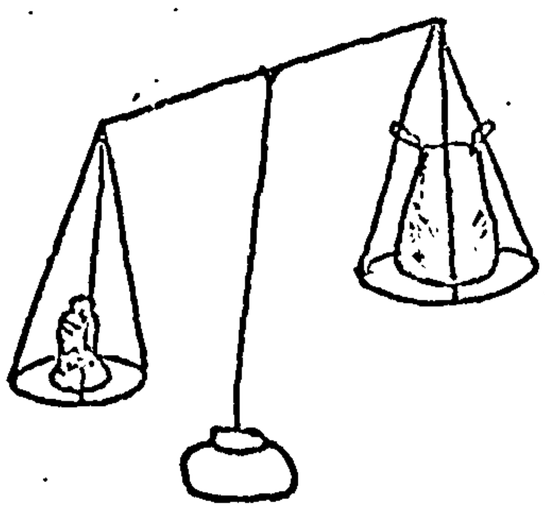
Trial c

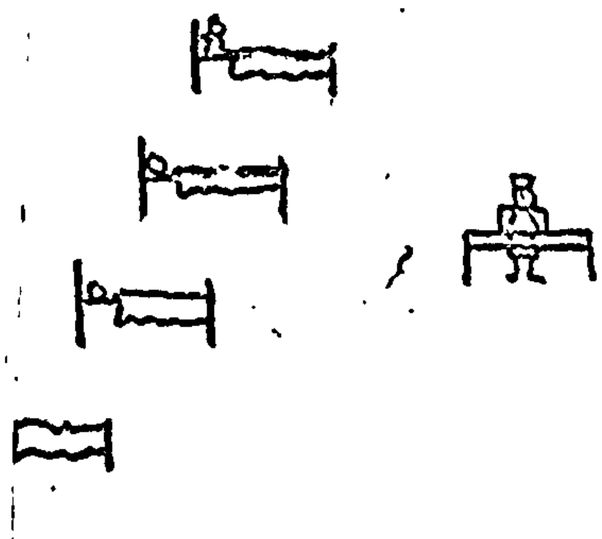


Trial d



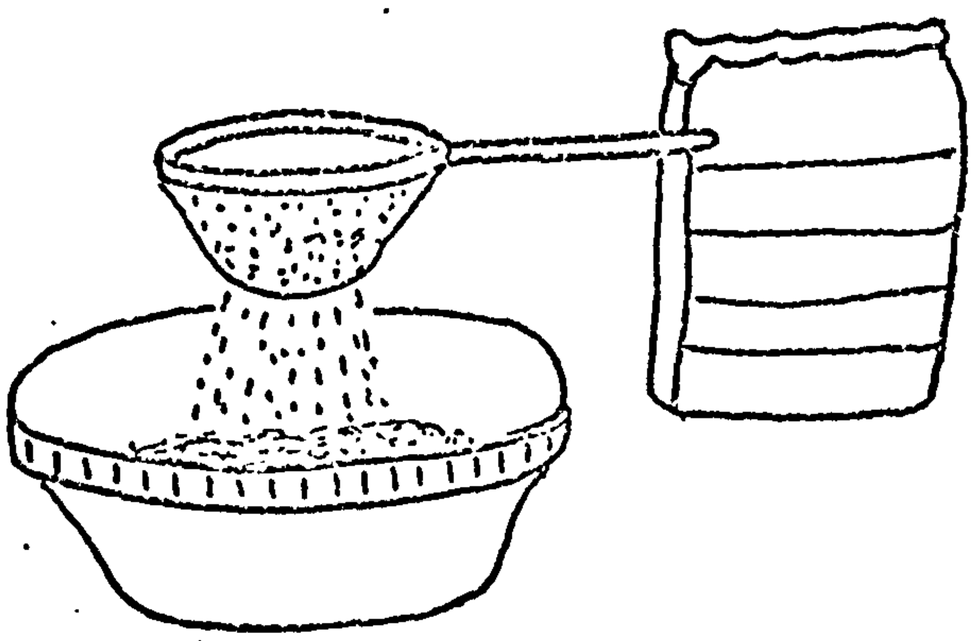


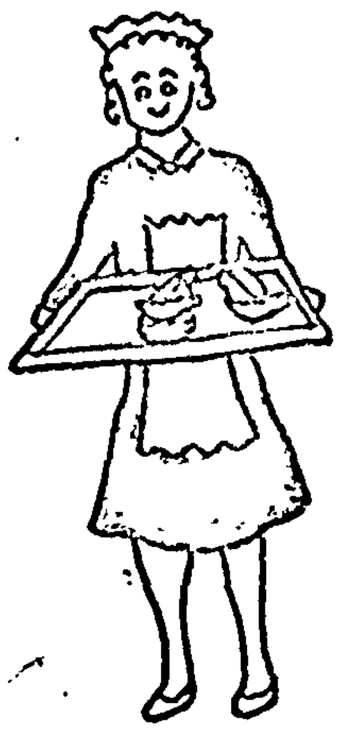


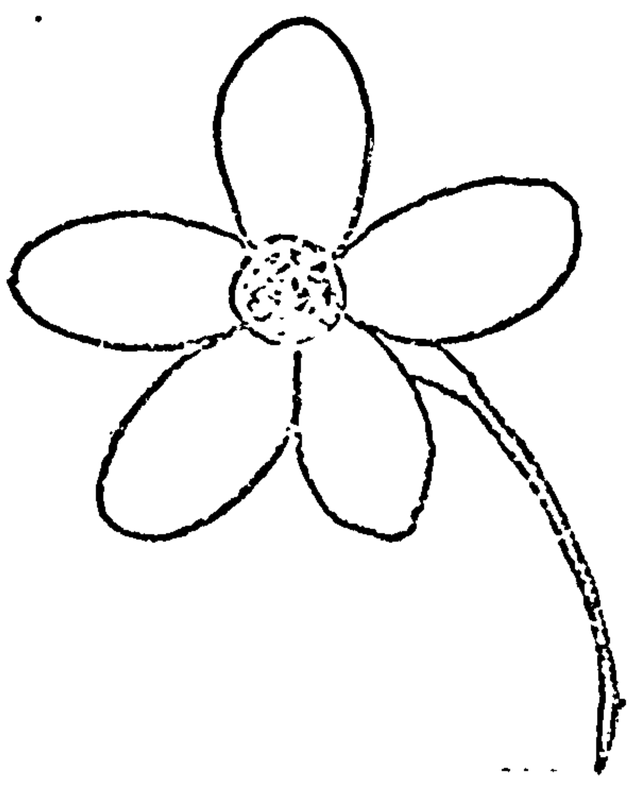


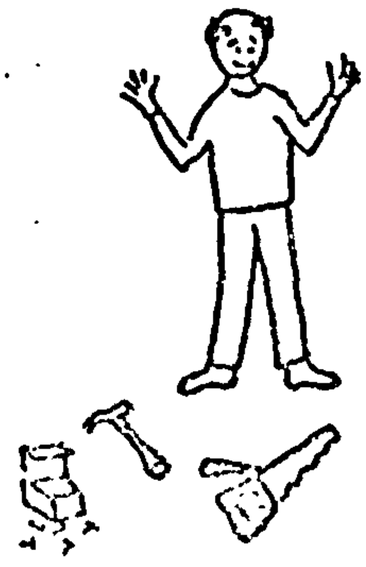
Trial e

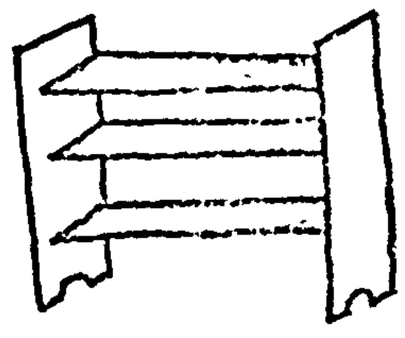
Trial f





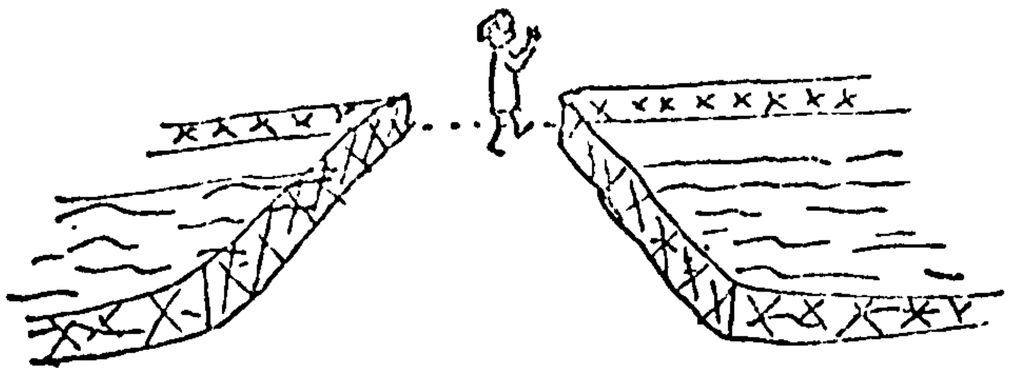


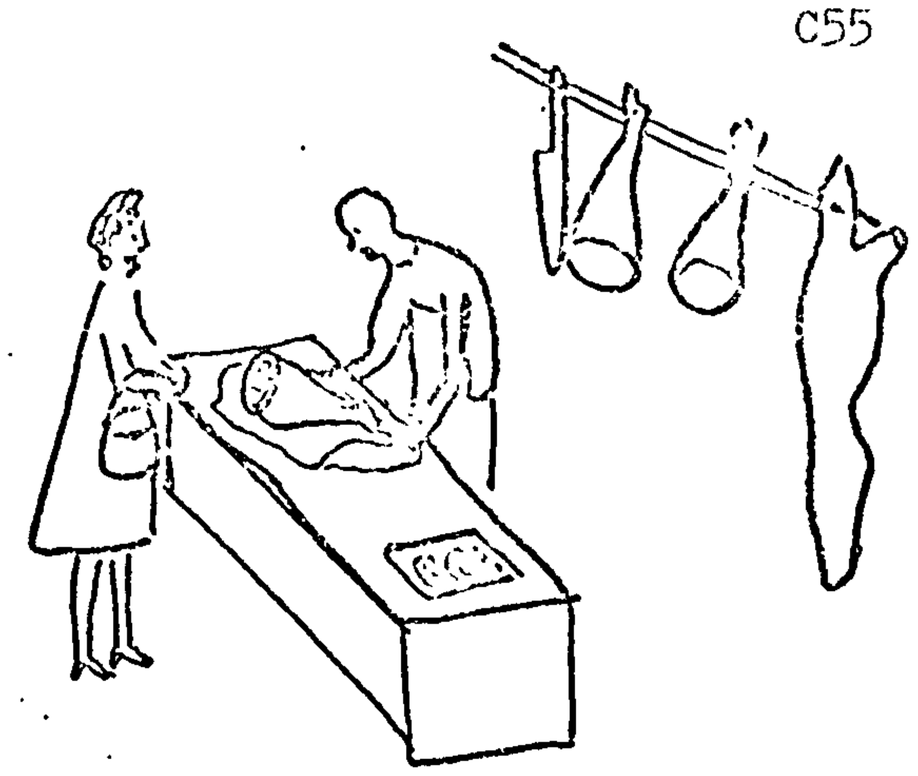


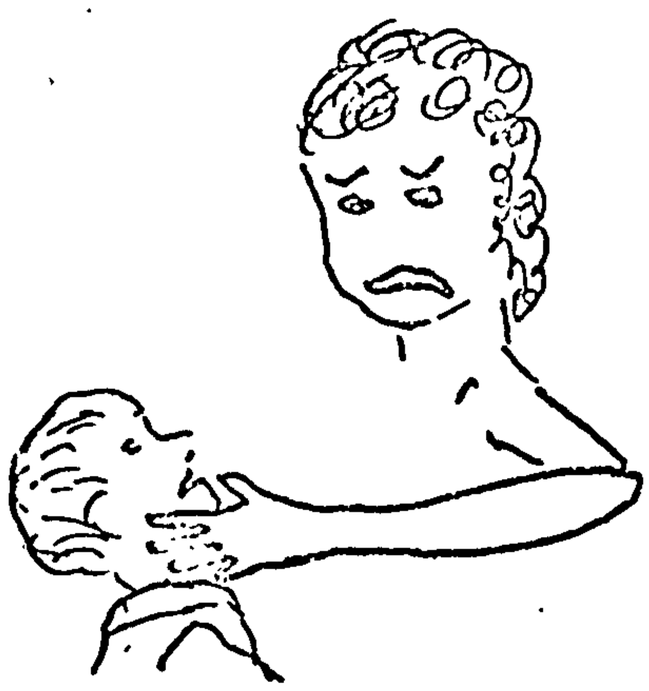


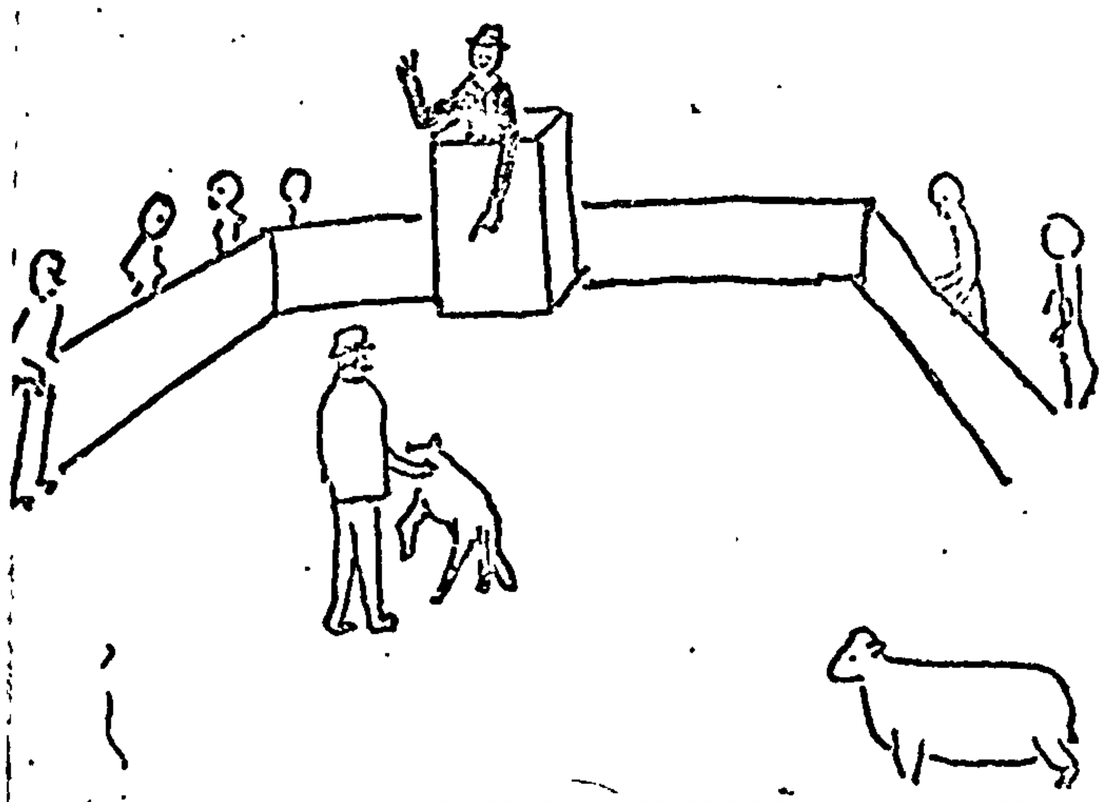
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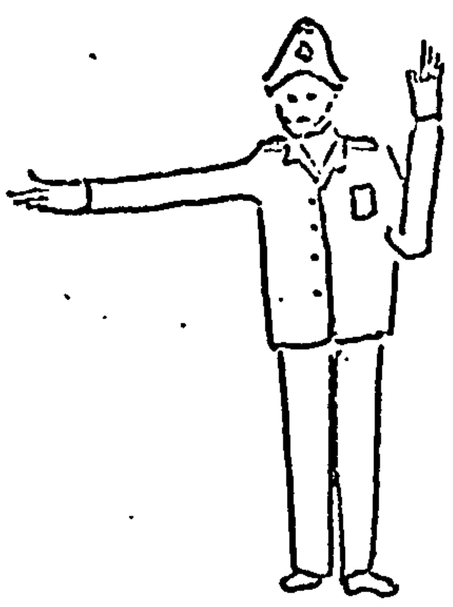


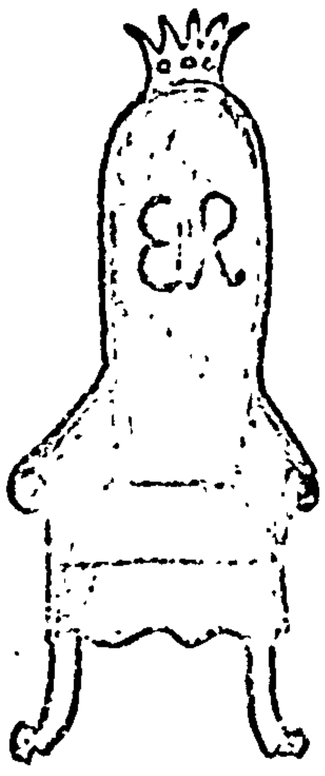


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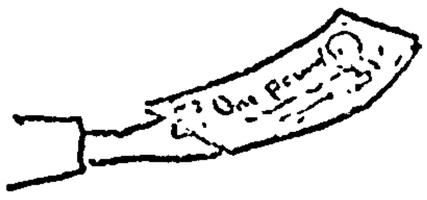






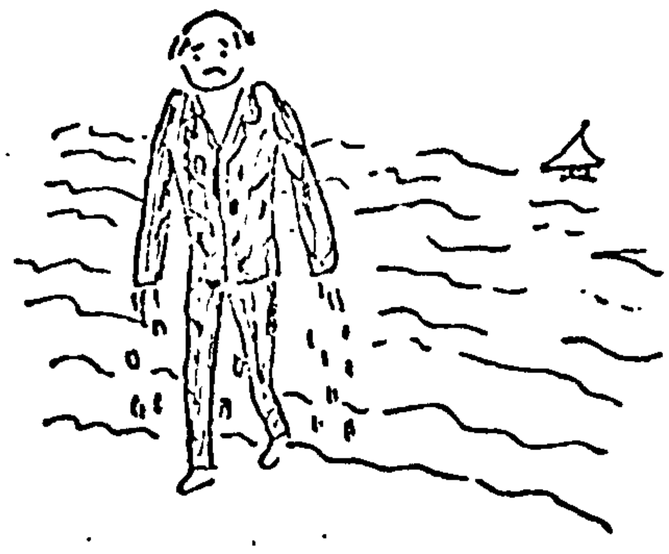
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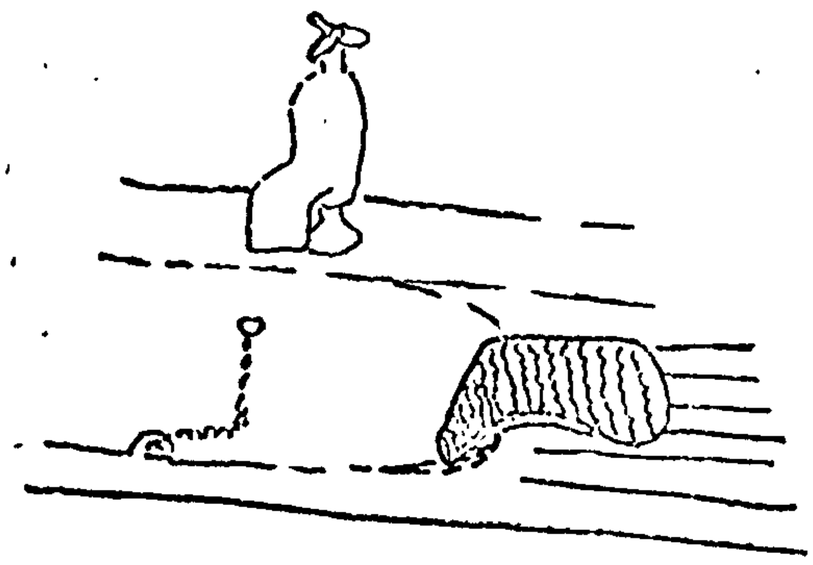
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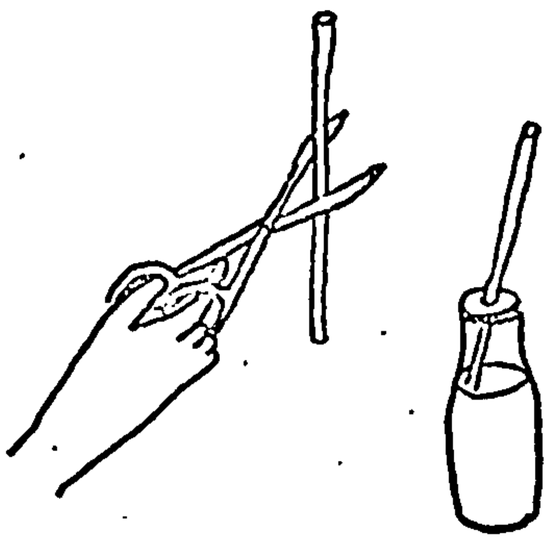


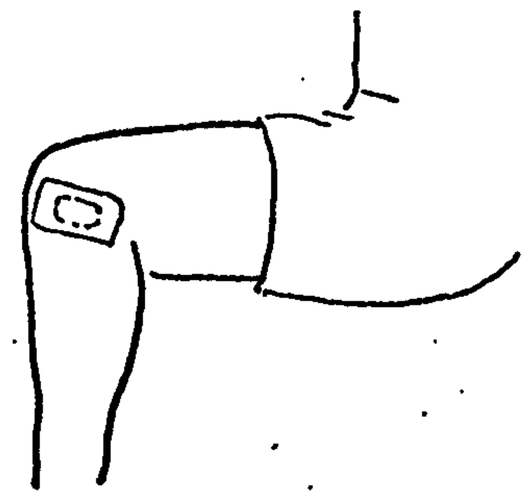


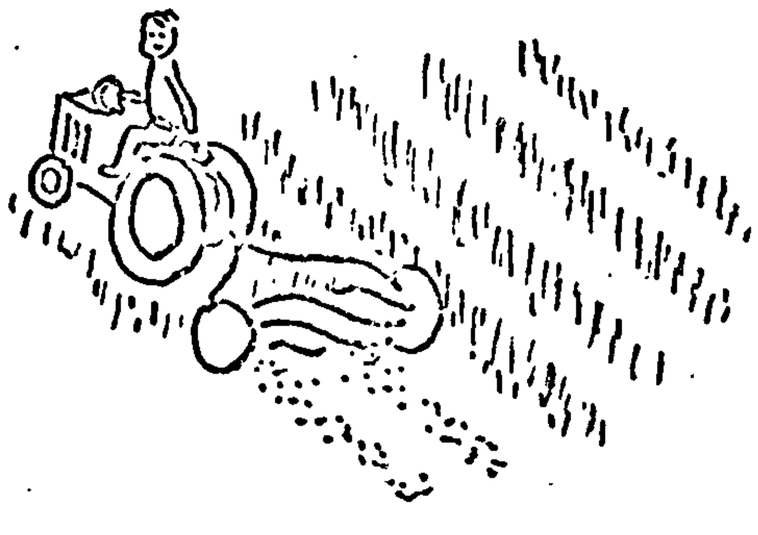


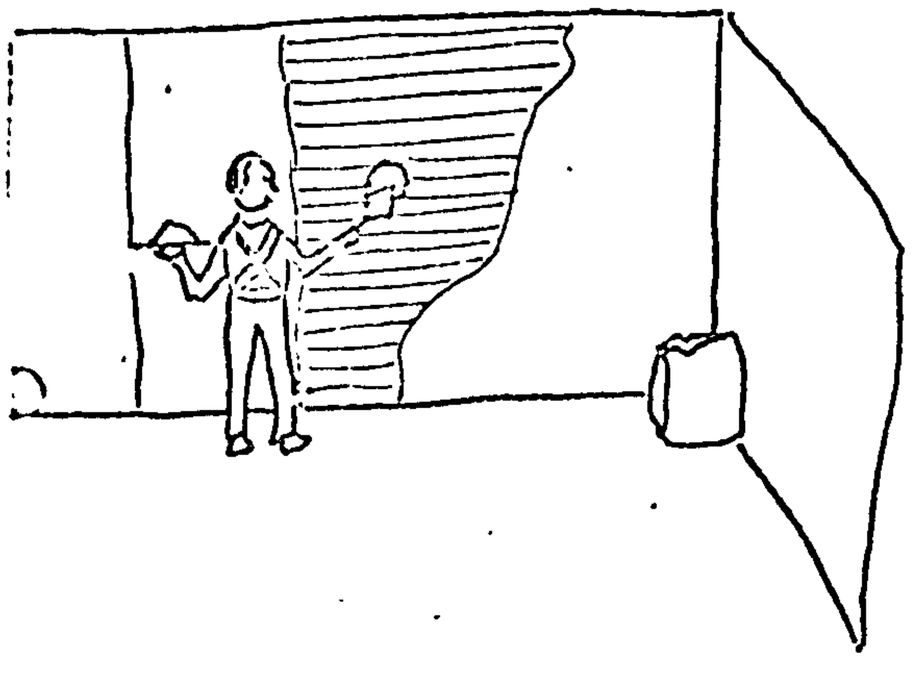


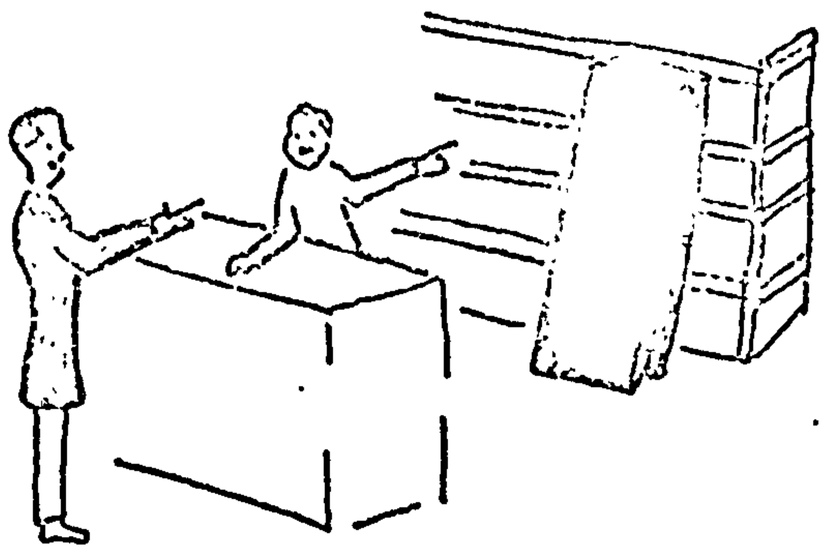


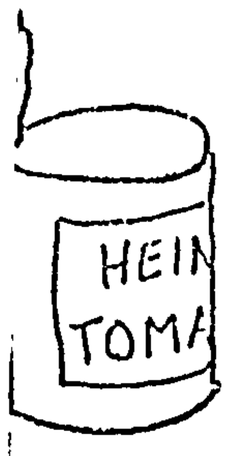


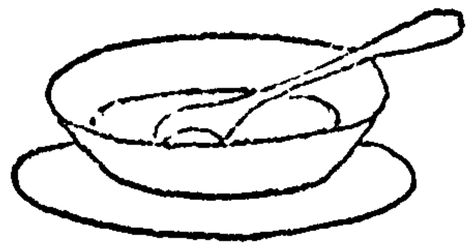


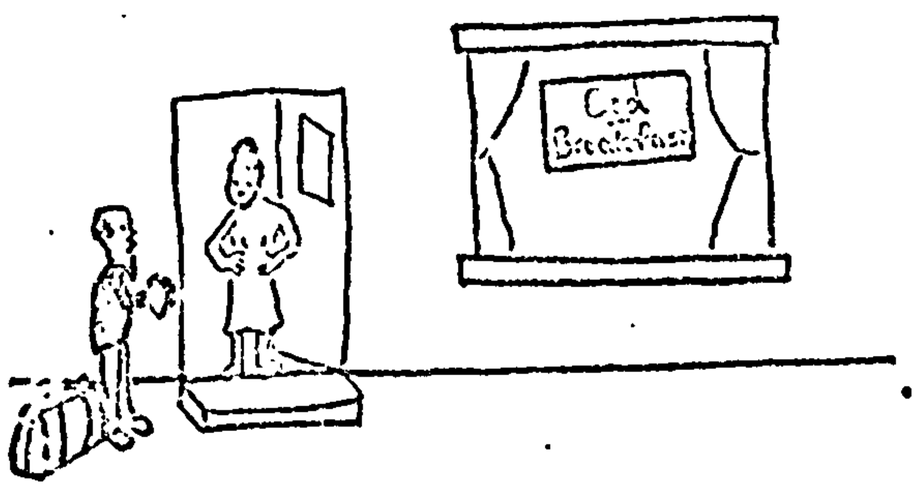


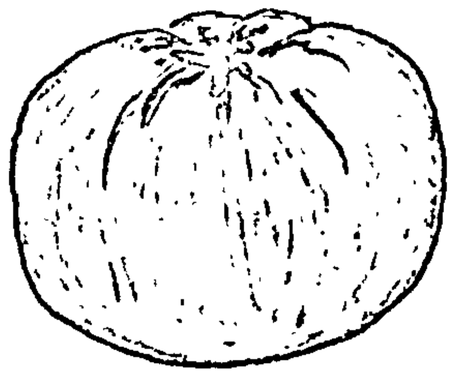








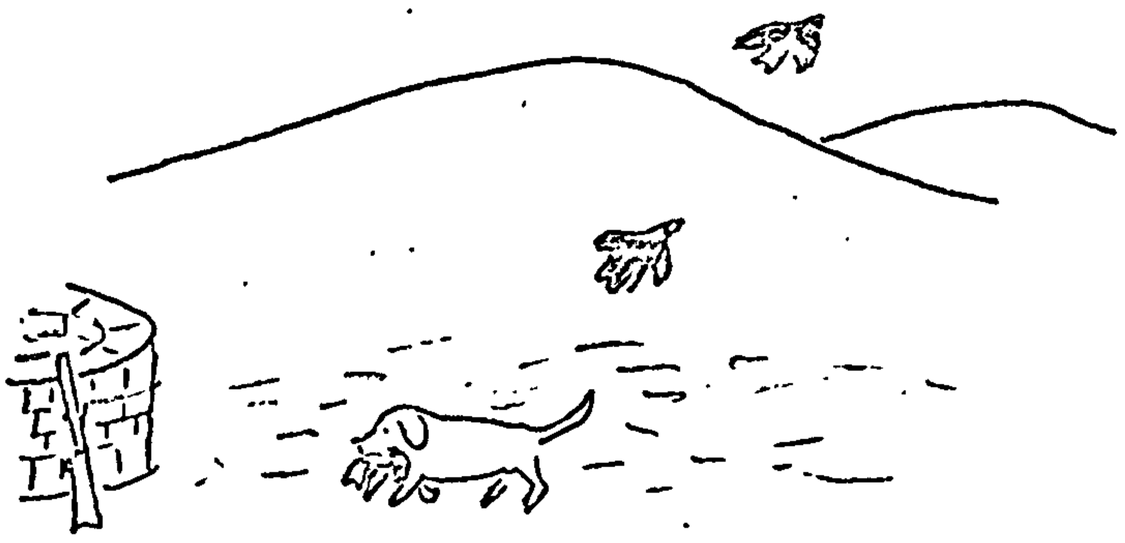


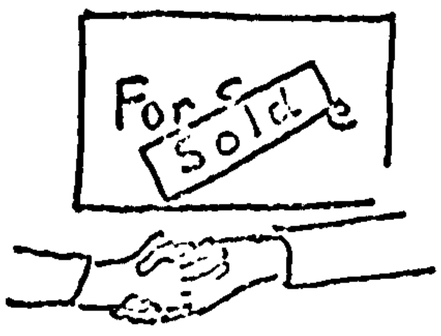


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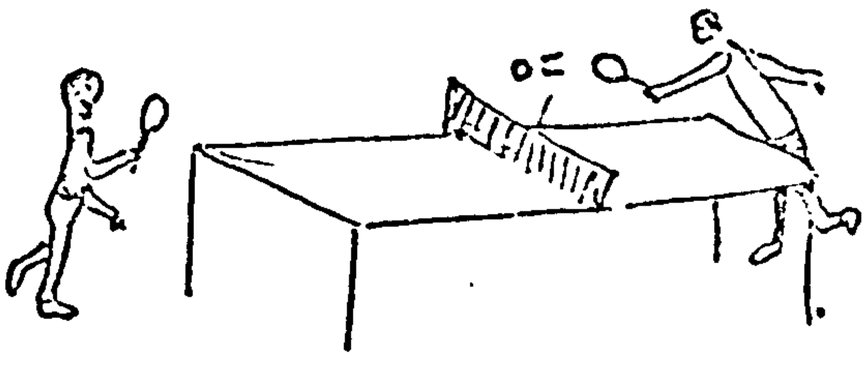


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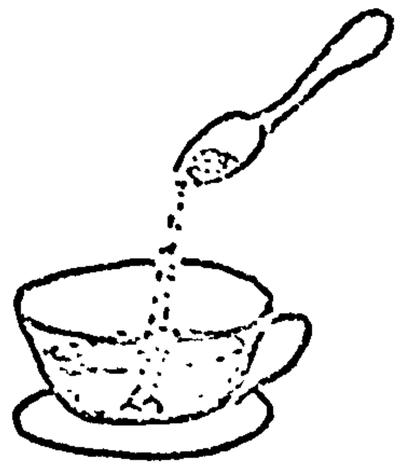


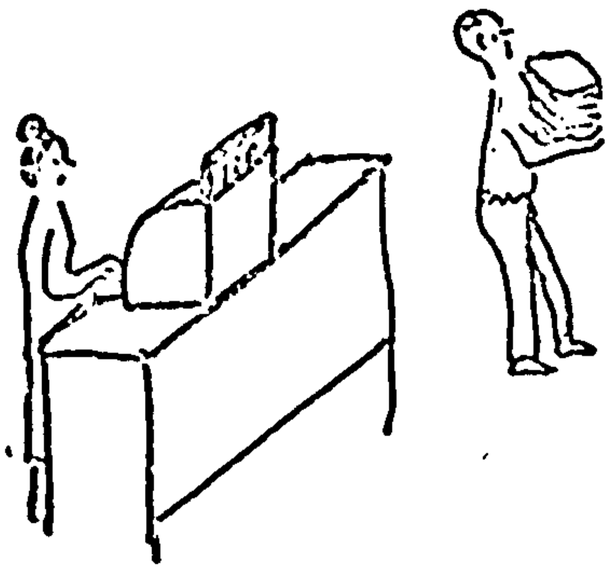
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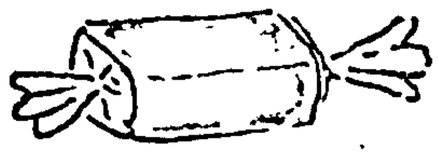
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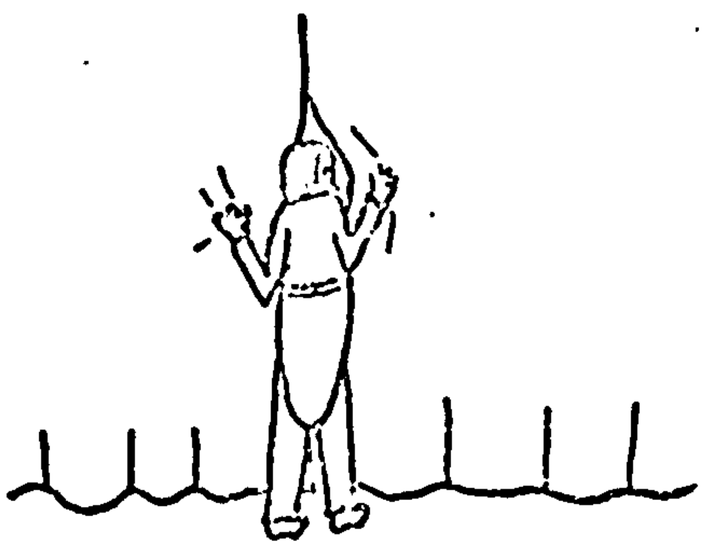


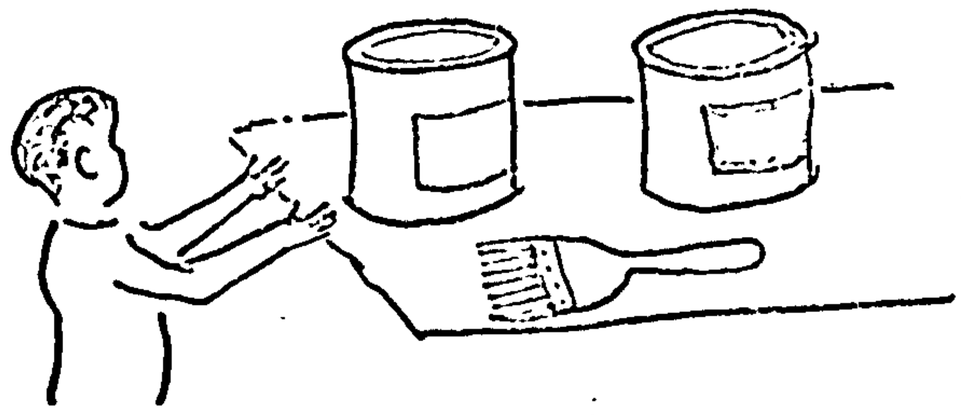


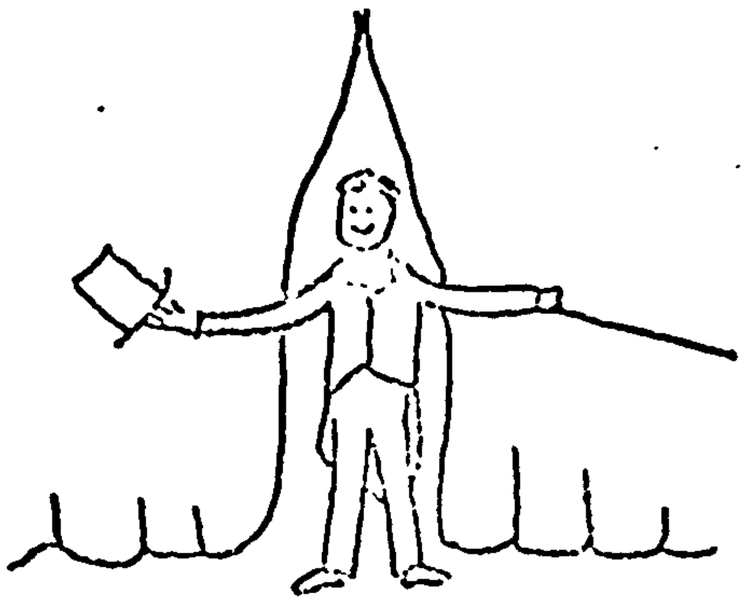
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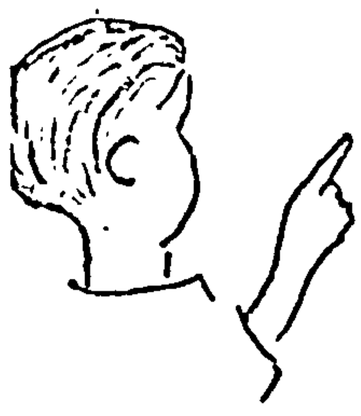
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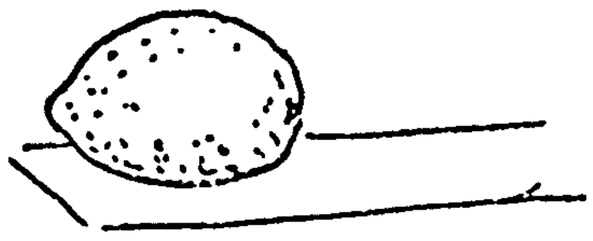




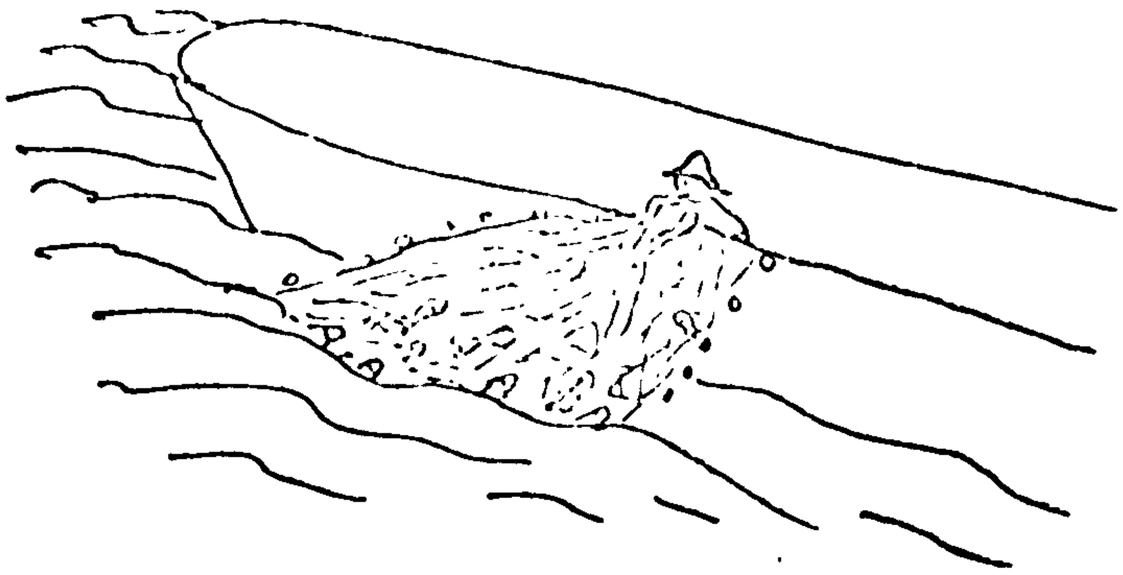


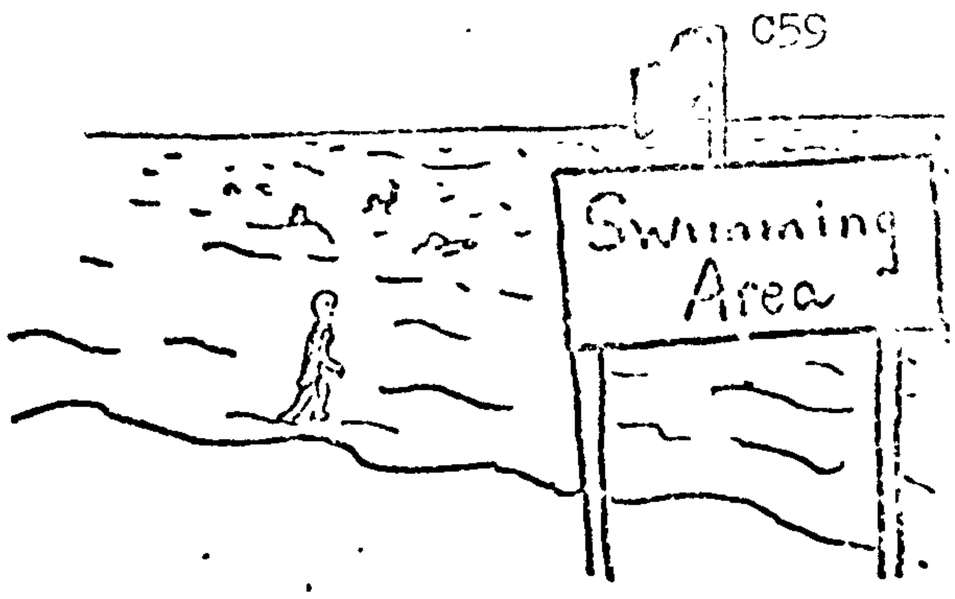
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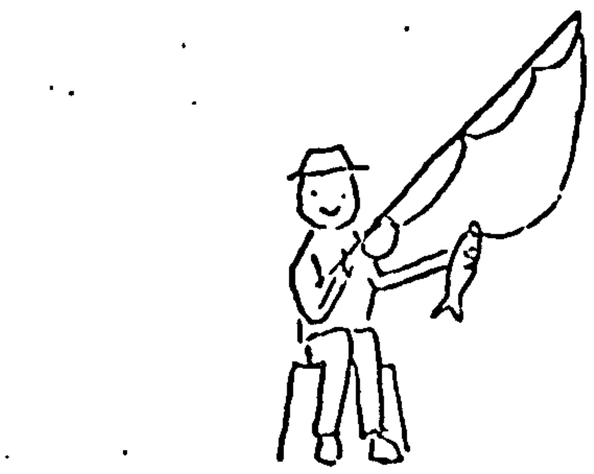


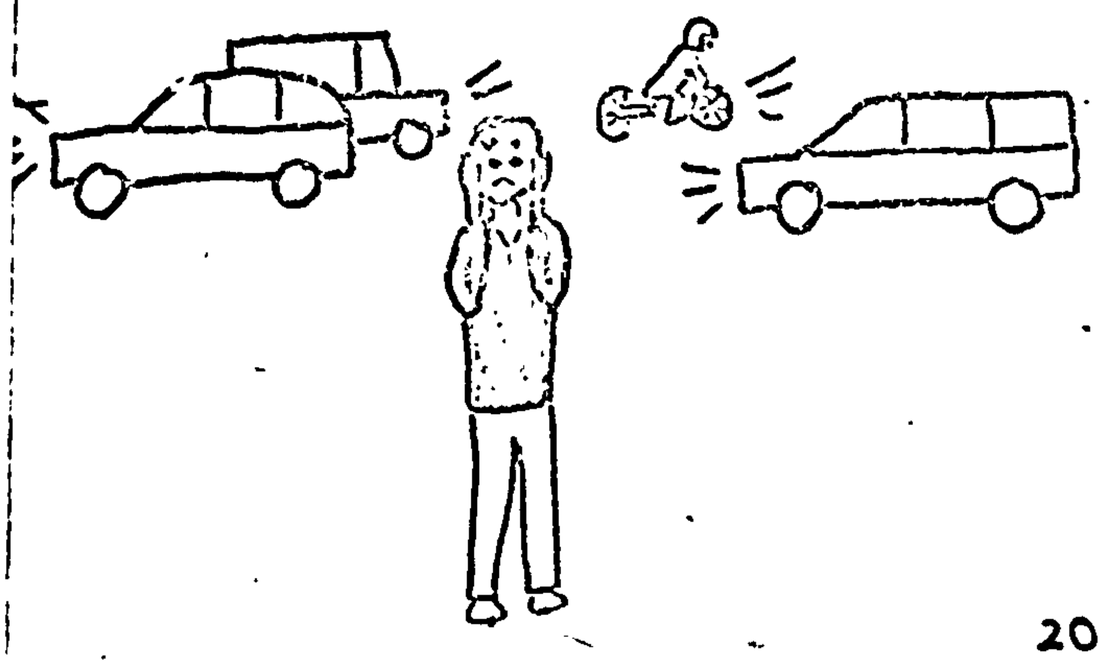


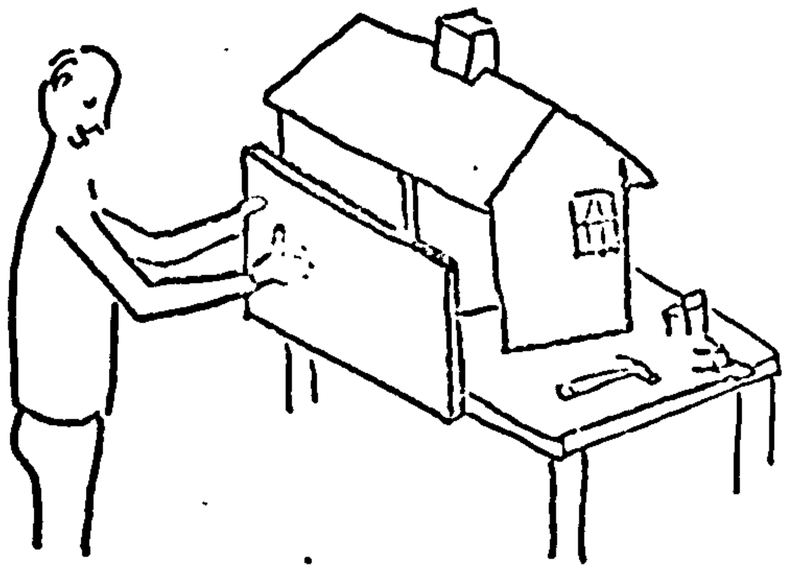
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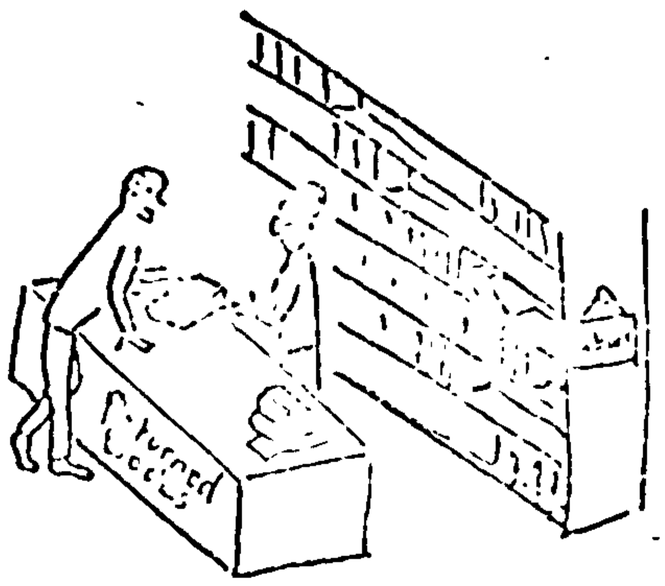

C59
Swimming
Area

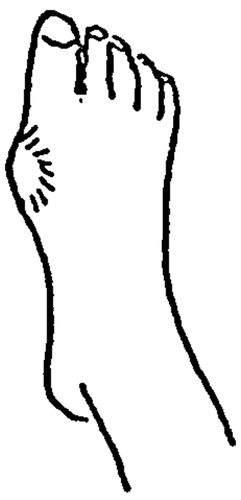


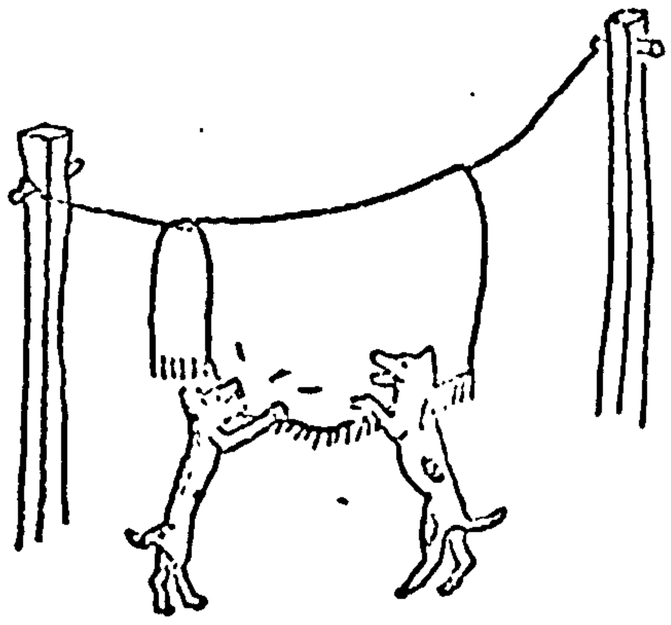


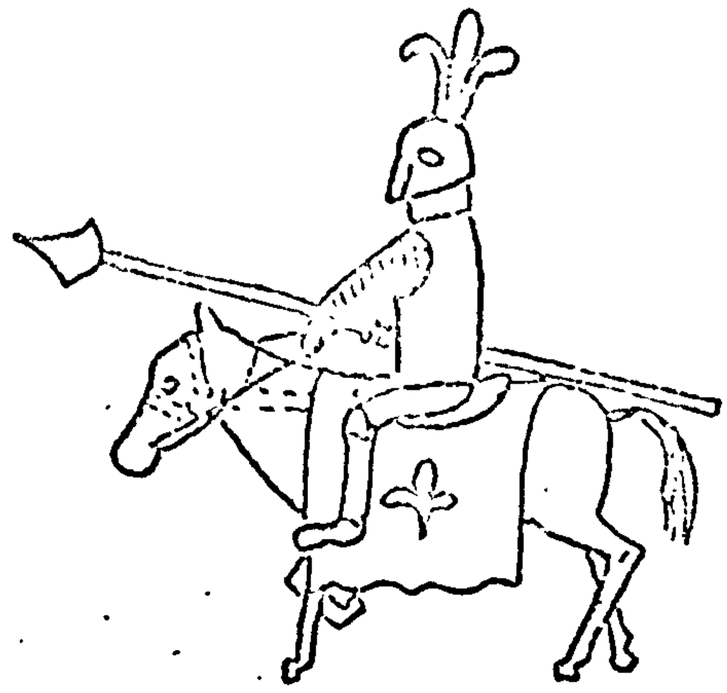


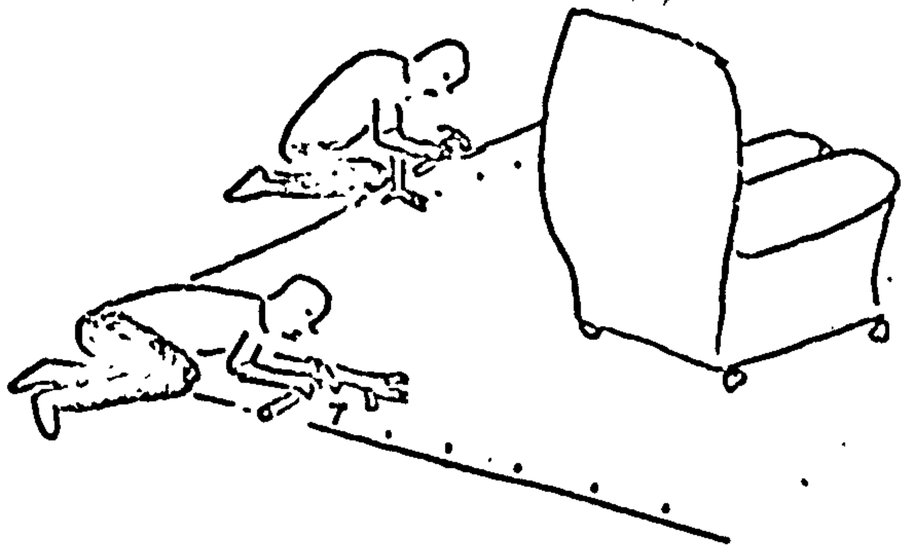


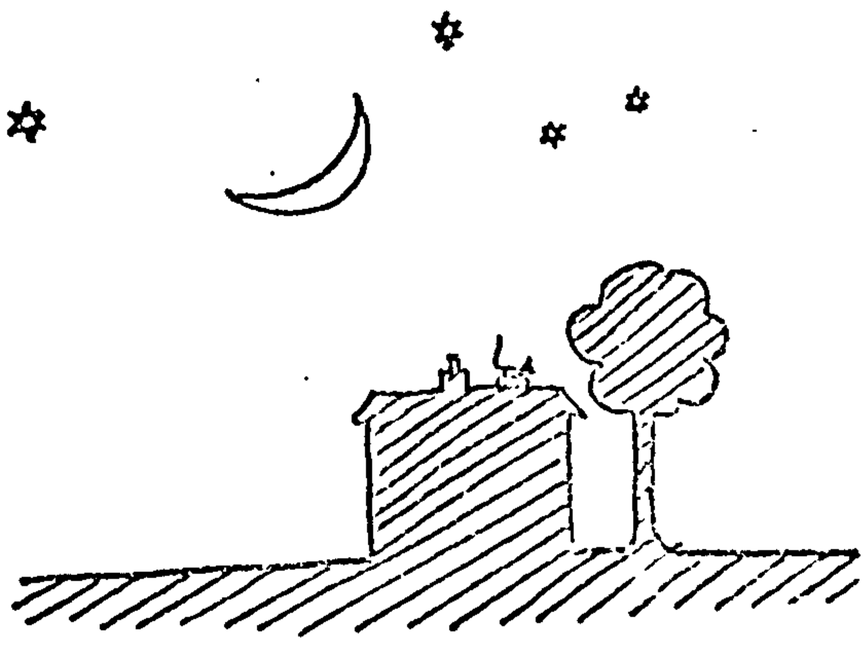

Colored
Cloth







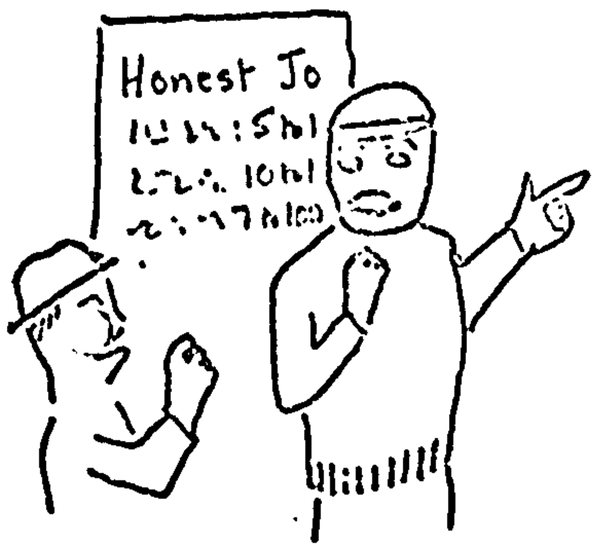


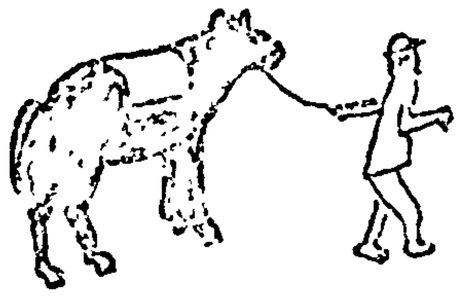


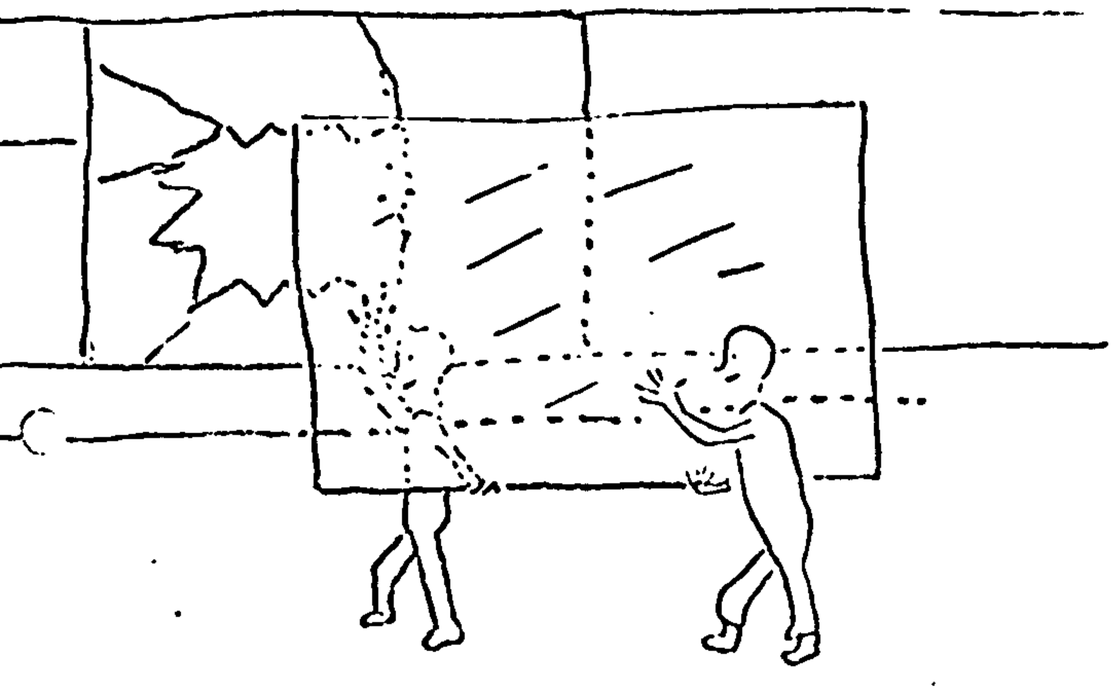
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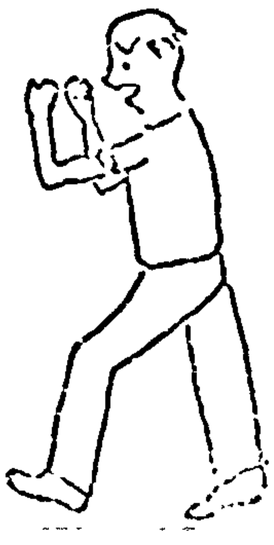




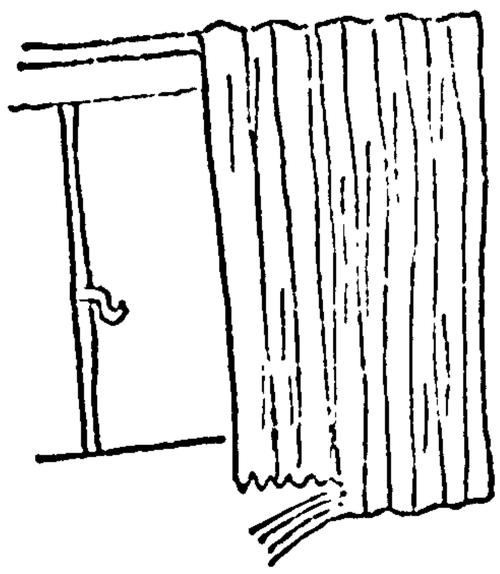


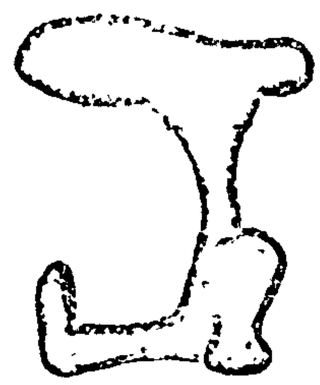
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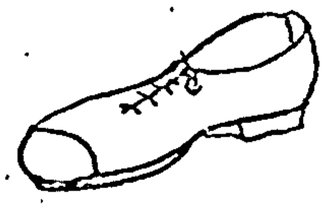




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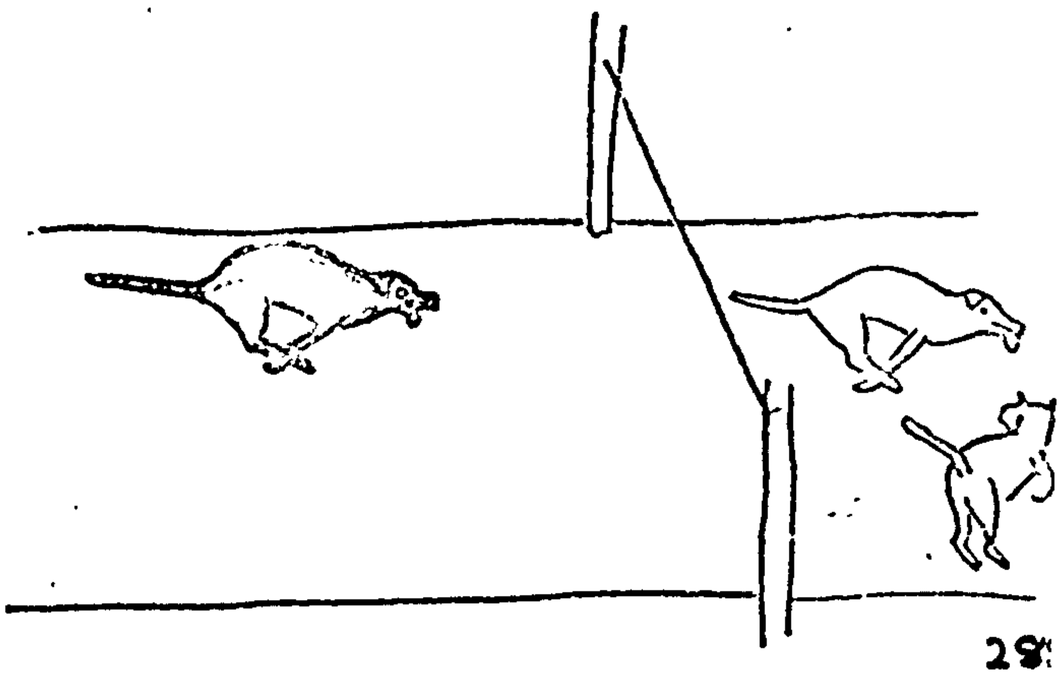




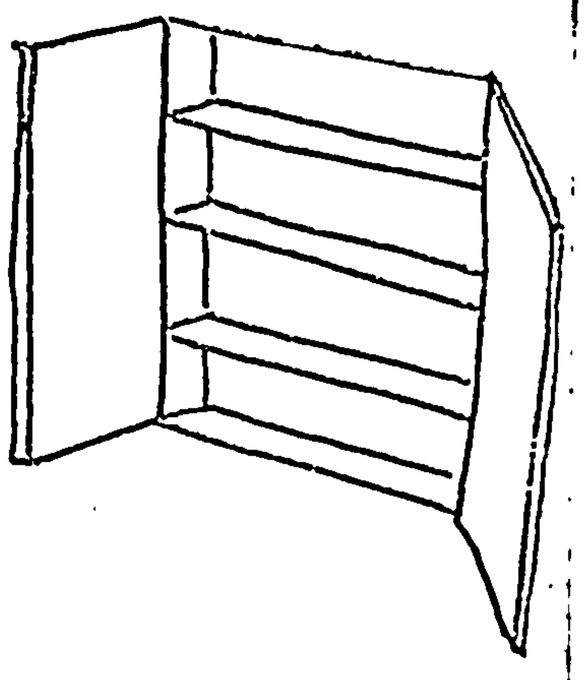


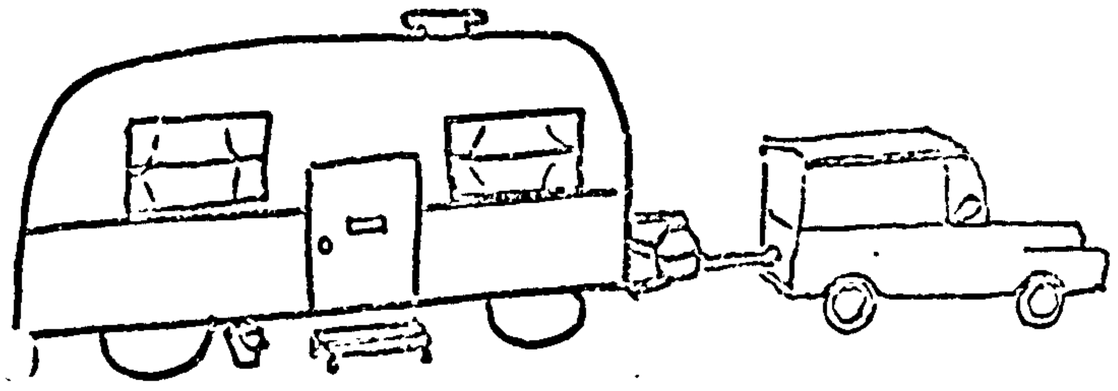




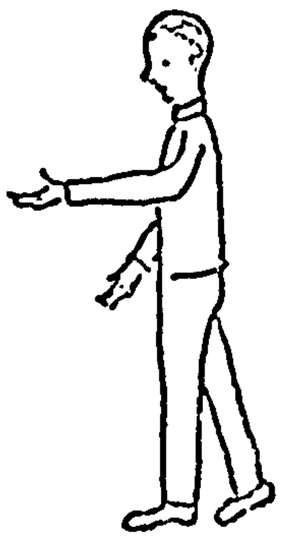


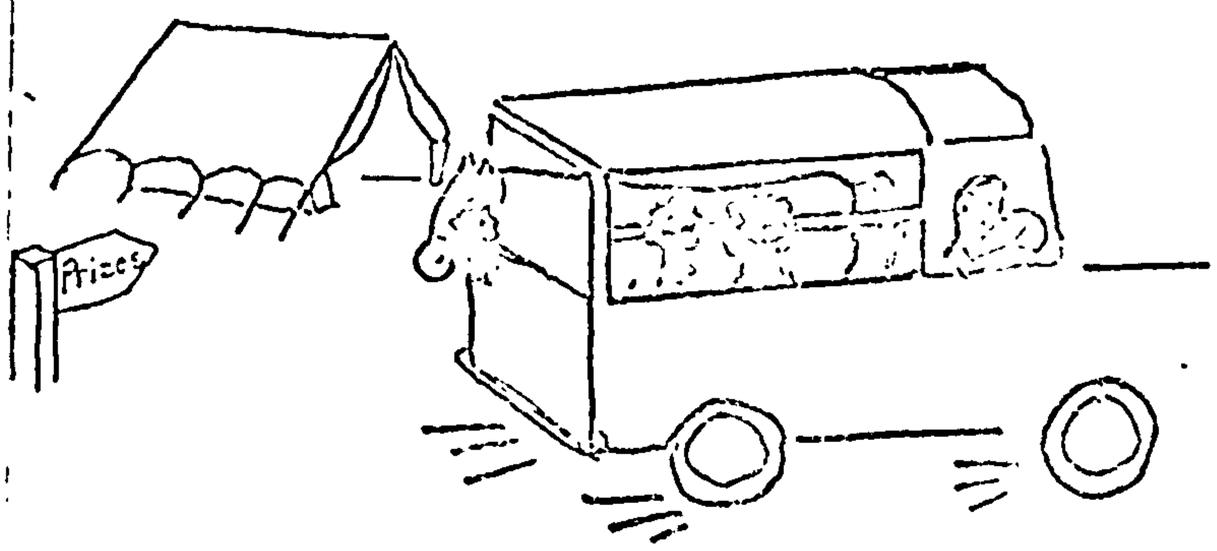




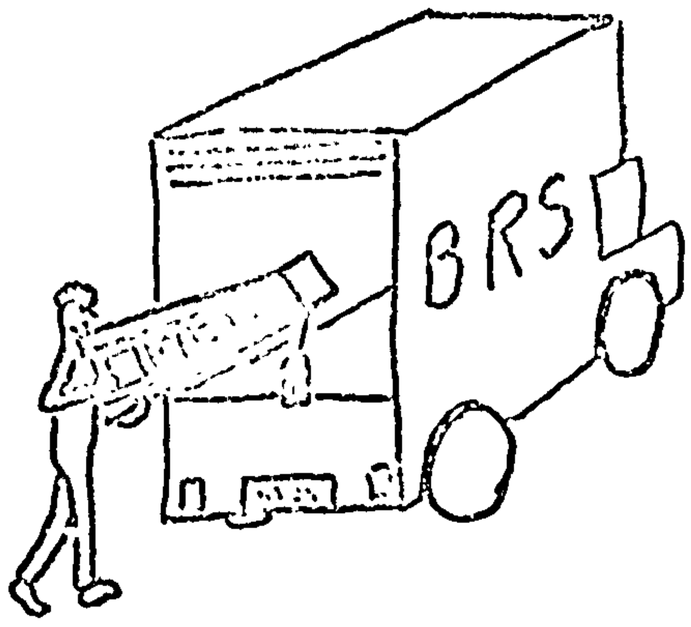






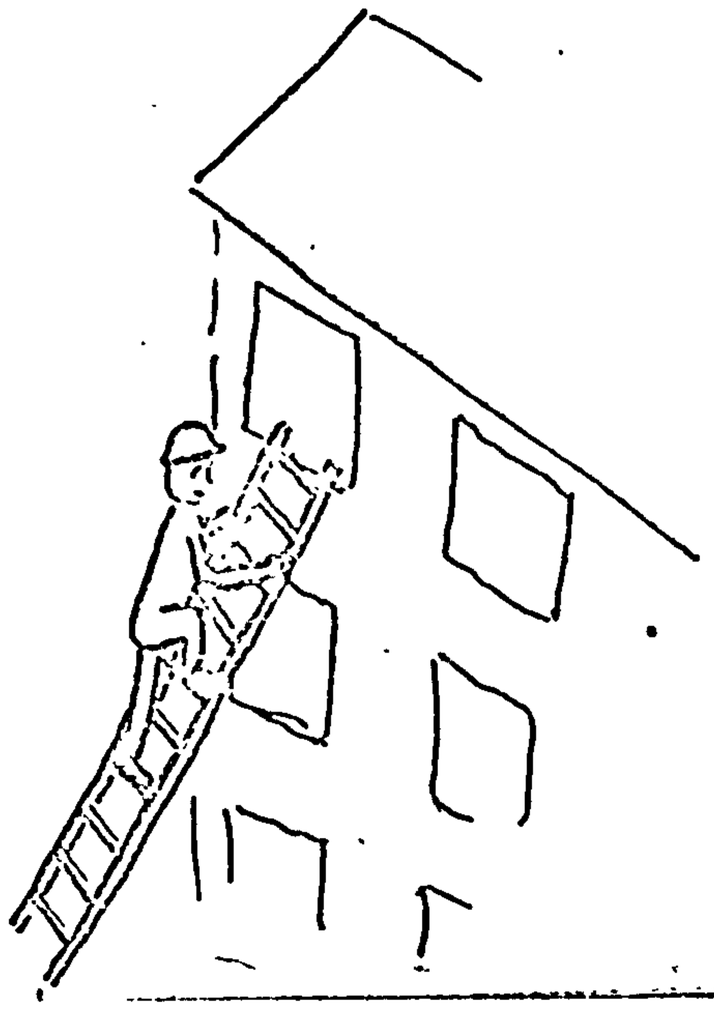

Prices



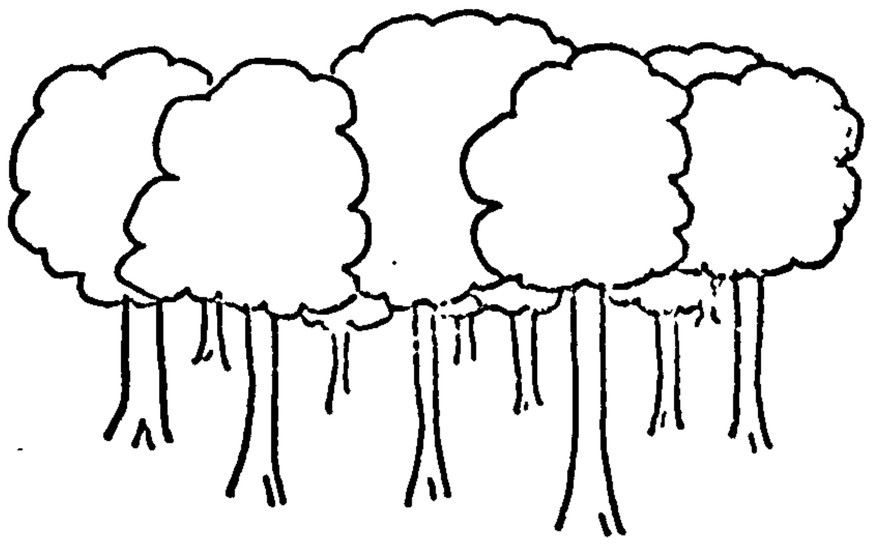




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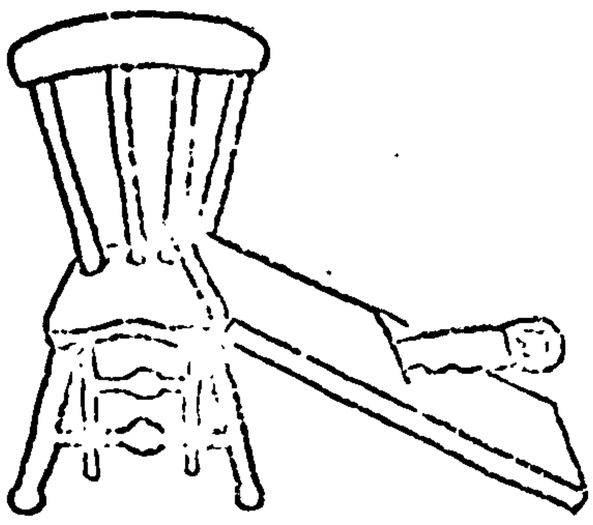
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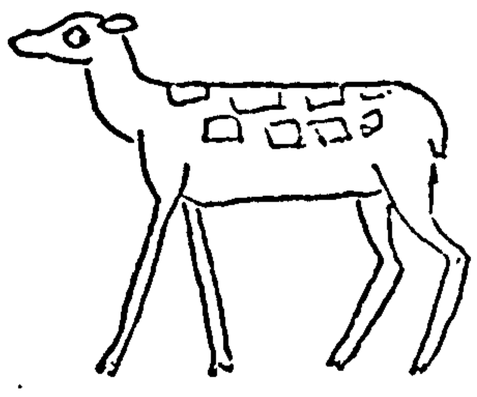




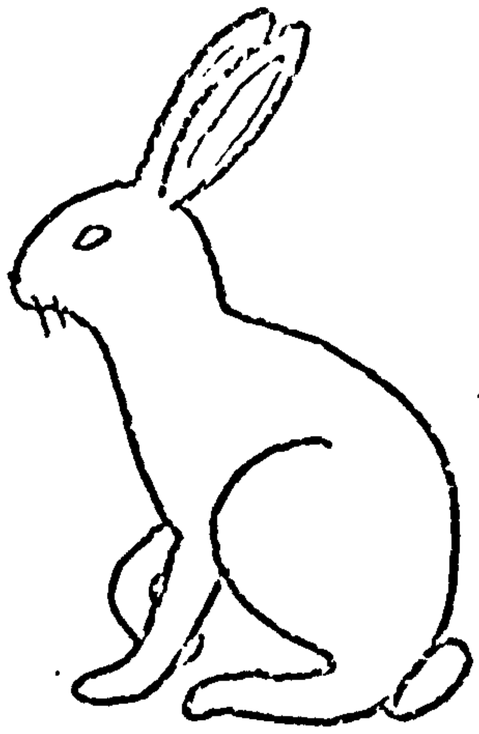


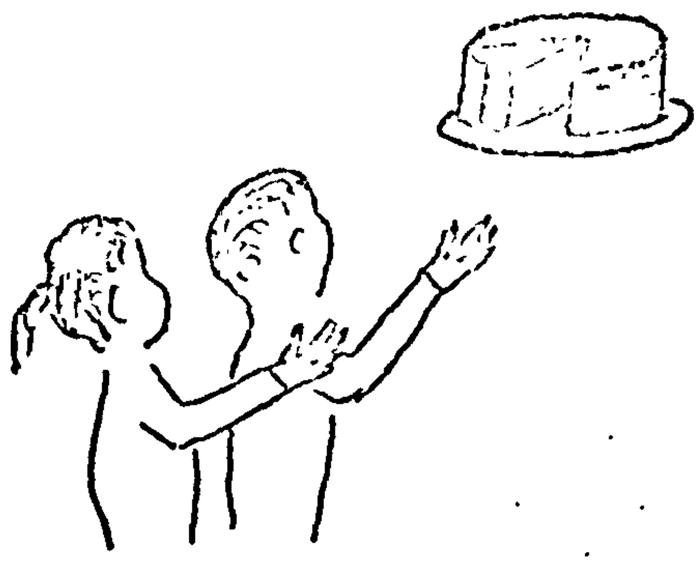
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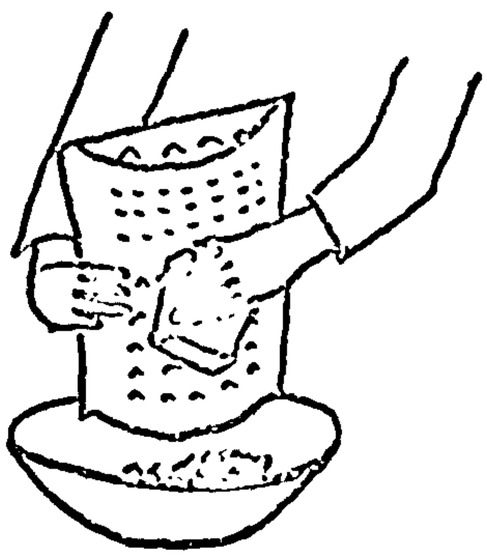


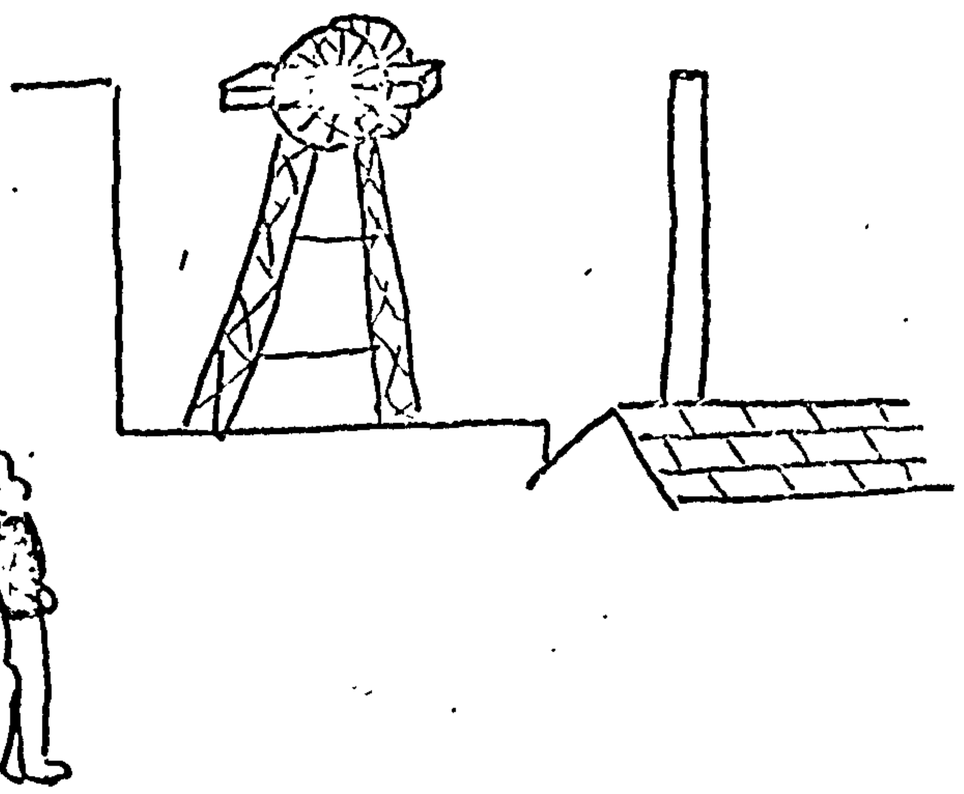


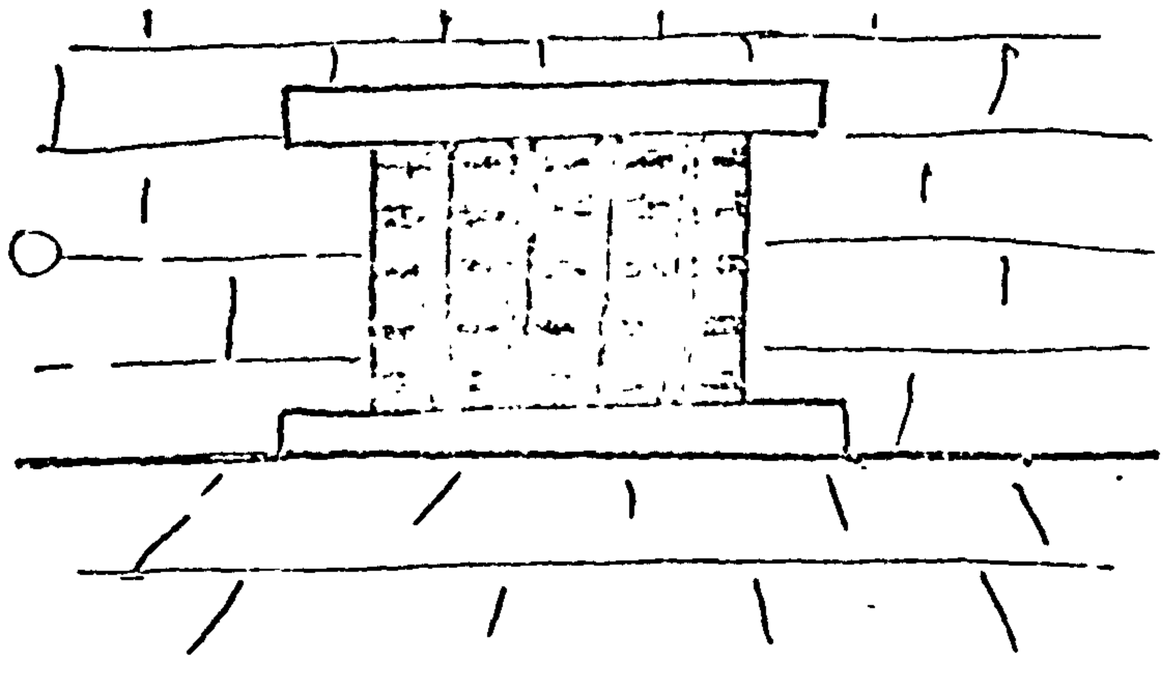




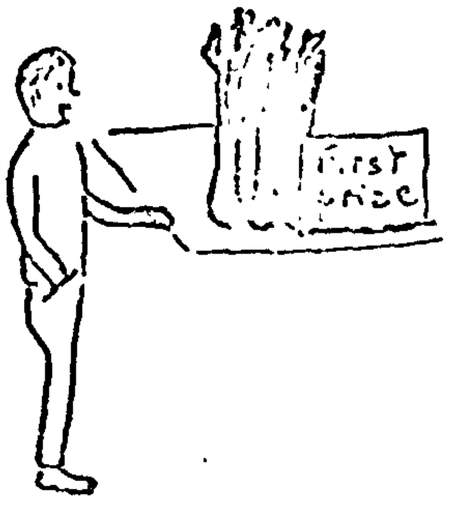


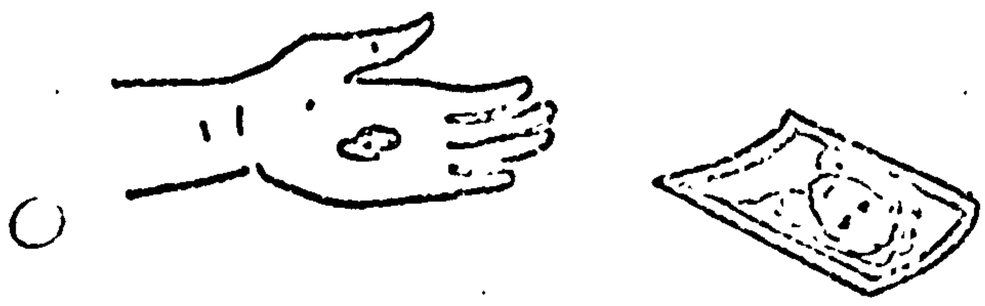


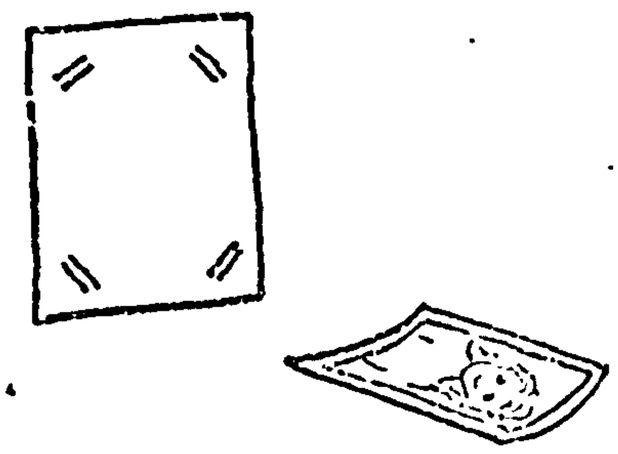





It's
mine













Name.....Date.....

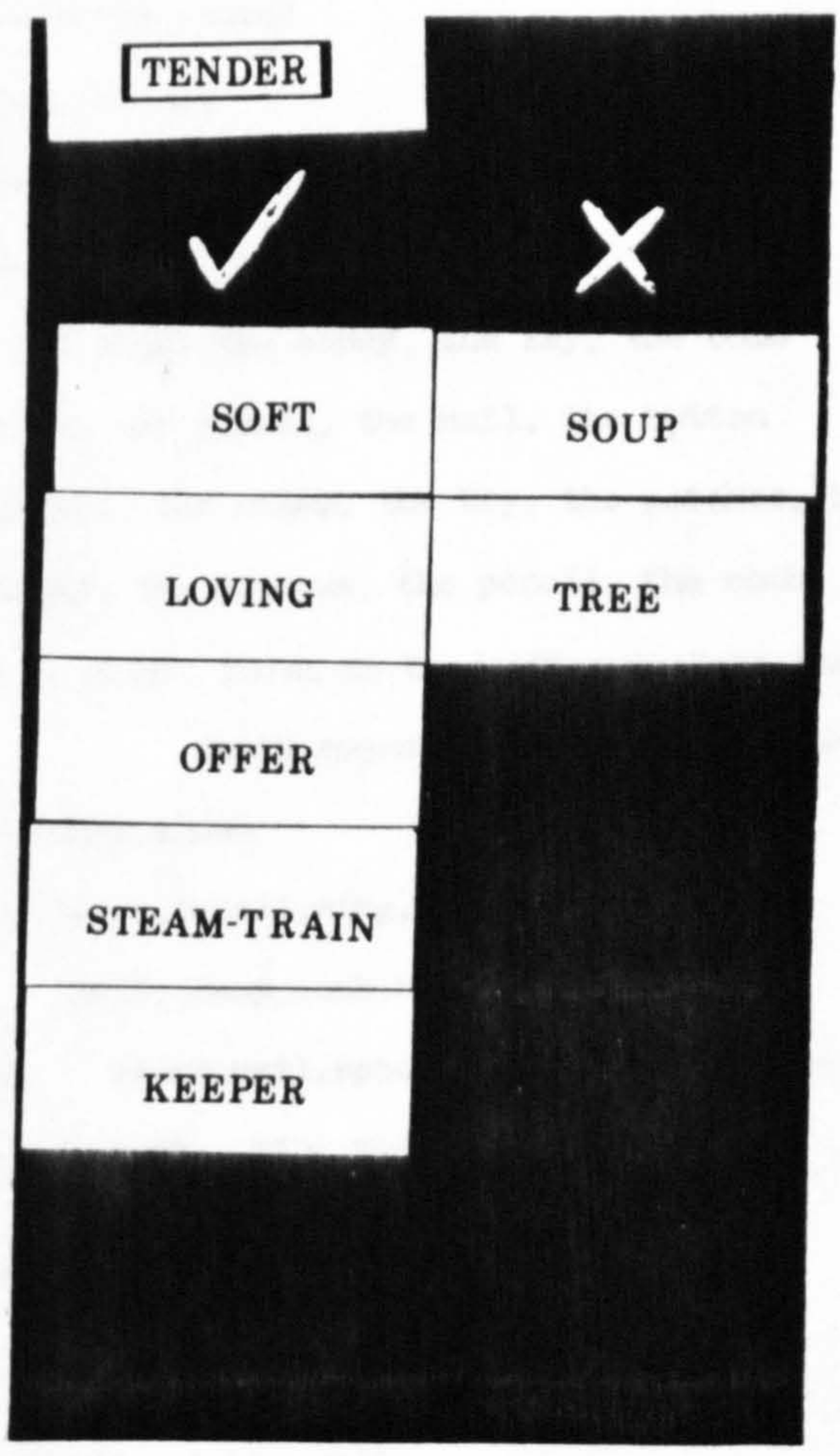
HOMONYMS

"Tap"; this is a word that has more than one meaning. There are two completely different kinds of "tap" - a tap for water, that you turn on (gesture, point to tap if in clinic room), or this kind of tap (demonstrate), making a sound.
Here are some words: we need to look for a word for each kind of tap. Here is one, water, for this kind of tap (gesture). Here is the other, sound, for this kind of tap (gesture). I'll put these two words here (under the tick on the board). We don't need these other words, so I'll put them under the cross.
Here is another word, "match". Think of different things "match" can mean. There are different kinds of things that "match" can be. Find a word here for each different kind of match. You could find more than two.
(Read out words: prompt as needed)
Prompt: Does that make you think of a different kind of match?

(After words have been selected for "match", correct any errors and discuss meanings: Strike a match, A football match, He's met his match, She's made a good match.
No feedback for items 2 to 6)

1. MATCH	fire	ship	game	equal	marriage	dog	want
2. HAND	flower	finger	clock	worker	writing	dust	give
3. TENDER	offer	loving	keeper	tree	soft	soup	steam-train
4. DIVISION	army	dinner	friend	share	holiday	dispute	arithmetic
5. BOX	hedge	chest	theatre	car	sport	sentry	Christmas
6. PASS	wool	move	ticket	succeed	mountain	overtake	brother

Specimen item



MEMORY FOR SEQUENCE

Name.....Date.....Q66

(Introduce each increase in sequence by saying the number of items to be imitated.)

SECTION A HAND MOVEMENTS

I'm going to put my hand on the table in three different ways. They are all easy: copy what I do. (Single actions: Side;Flat;Fist). Now I'm going to do two of those. When I've done them, you do them in the same order - that's the important thing, in the same order.

Flat fist Side fist Fist side

Now three. Keep the same order.

Side fist flat Flat side fist Fist side flat

Now four.

Flat fist side flat Fist side fist flat Side flat fist flat

Now five.

Fist flat side fist side Side flat fist side flat

SECTION B TAPPING (WITH PENCIL)

Tap out these patterns. I'll start with three taps.

-.. ..- .-. -..- .-.- .--. .--.- -.-.- -..--

.-..-- .---.. -..-.. .-.-.- --.--. -..--- .-.-..- .-..-..- ..-.-.-

SECTION C OBJECTS (i)BY NAME (ii) BY SIGHT (iii) BY SIGHT AFTER ROTATING BOARD

Tell me what these are. spoon,comb,matches,button,nail,money,stamp,ring,pencil,key

Point to the spoon, comb, matches, button, nail, money, stamp, ring, pencil, key

I'll ask you to point to two now. Please keep the same order as I say. Point, in this order,to:

the comb and the ring

the stamp and the money

the pencil,the button and the stamp

the spoon,the nail and the key

the button,the matches,the comb,the money

the ring,the stamp,the pencil,the spoon

the matches,the key,the comb,the button,the pencil

the spoon,the nail,the stamp,the money,the key

the money,the comb,the matches,the pencil,the ring,the nail

the key,the button,the stamp,the spoon,the money,the ring

the matches,the button, the pencil, the ring, the money, the key, the comb

the stamp, the spoon, the key, the comb, the pencil, the nail, the button

the ring, the money, the comb, the pencil, the stamp, the key, the matches, the spoon

the button, the ring, the key, the money, the matches, the pencil, the comb, the nail

Now I won't say the names; I'm just going to point. Point to them after me:keep the same order.

pencil,comb spoon,button money,spoon,nail stamp,comb,key

ring,nail,key,matches comb,button,money,spoon

button,key,stamp,matches,nail comb,spoon,pencil,ring,key

key,button,ring,money,spoon,matches nail,stamp,comb,key,matches,money

spoon,nail,key,ring,money,comb,button stamp,nail,spoon,matches,pencil,comb,ring

pencil,money,stamp,spoon,key,button,ring,comb. ring,money,stamp,matches,key,pencil spoon,comb.

Now we'll do a few like that,but this time I'll move the board before you point. Remember to keep the same order.

matches,ring button,key nail,spoon,stamp comb,key,pencil

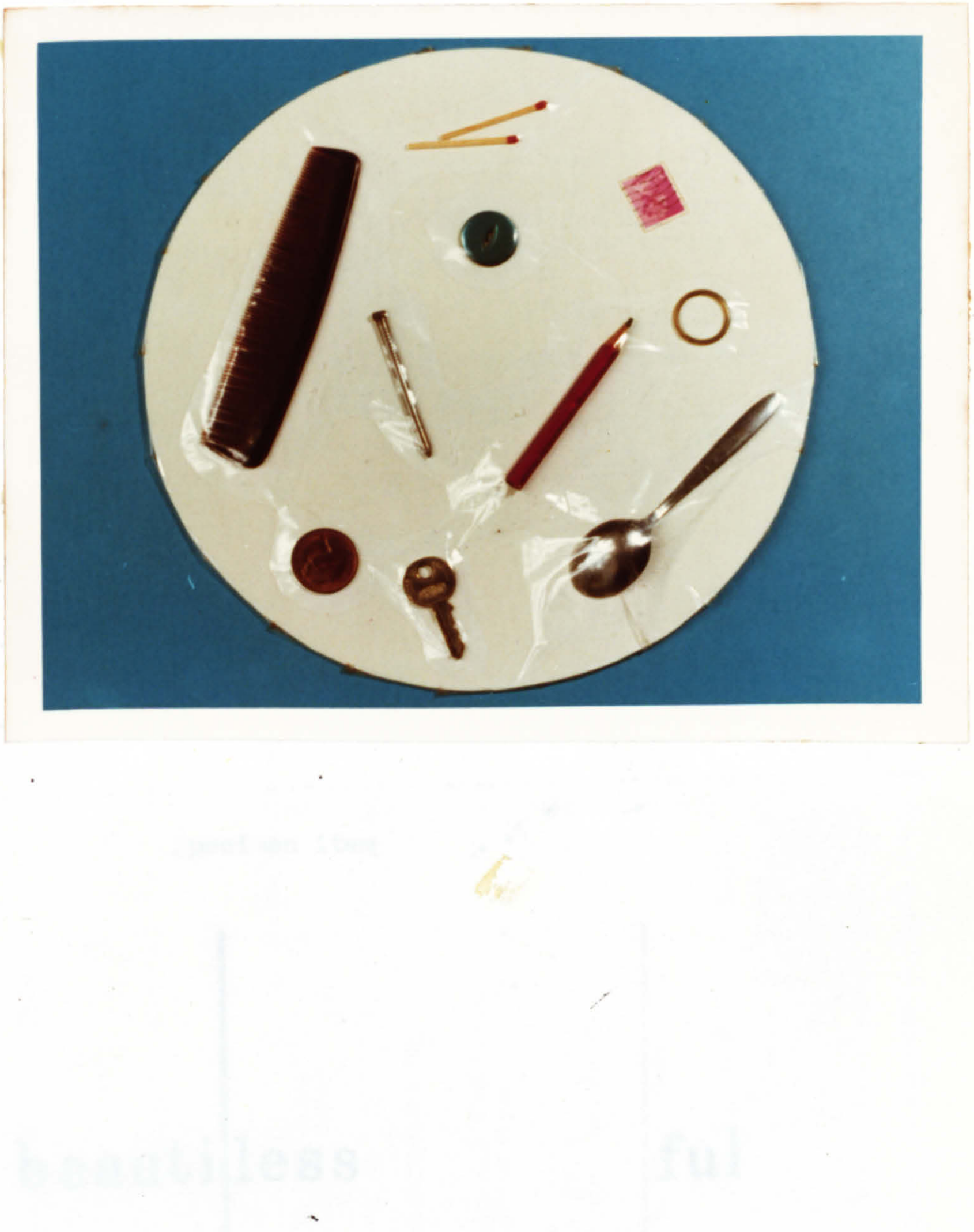
ring,button,spoon,key money,pencil,matches,nail

comb,key,button,spoon,stamp ring,money,pencil,matches,nail

spoon,button,money,stamp

MAIN EXPERIMENT: MEMORY FOR SEQUENCE

Objects used in Section C



WORD RECOGNITION

I have the beginning of a word here (presse-). Here are some endings for it. That makes a real word (present). But this one doesn't, that isn't a real word. Let's try this one. This isn't a real word. This is a real word (etc.). Now I want you to do the next ones. This is the beginning (div). Is that a real word (with each ending)?

1. div	er	ful*	ation@	ide	able@	lich+	es	cur+	ine	ing	
2. beauti	less@	vol+	some@	ful	able*	fy	ness*est*	er@	es		
3. cart	ery@	oir+	ing	er	on	ness*	iges+	oon	ed	los+	
4. admir	ation	er	ist*	ant@	est*	ing	es	able	ons+	ed	
5. act	ous@	ual	ors	ir+	ez+	ive	ed	ery@	est*	ion	
6. slow	less*	ly	est	erez+	ness	er	ed	ing	ify@	ful*	

Non-English + .../10

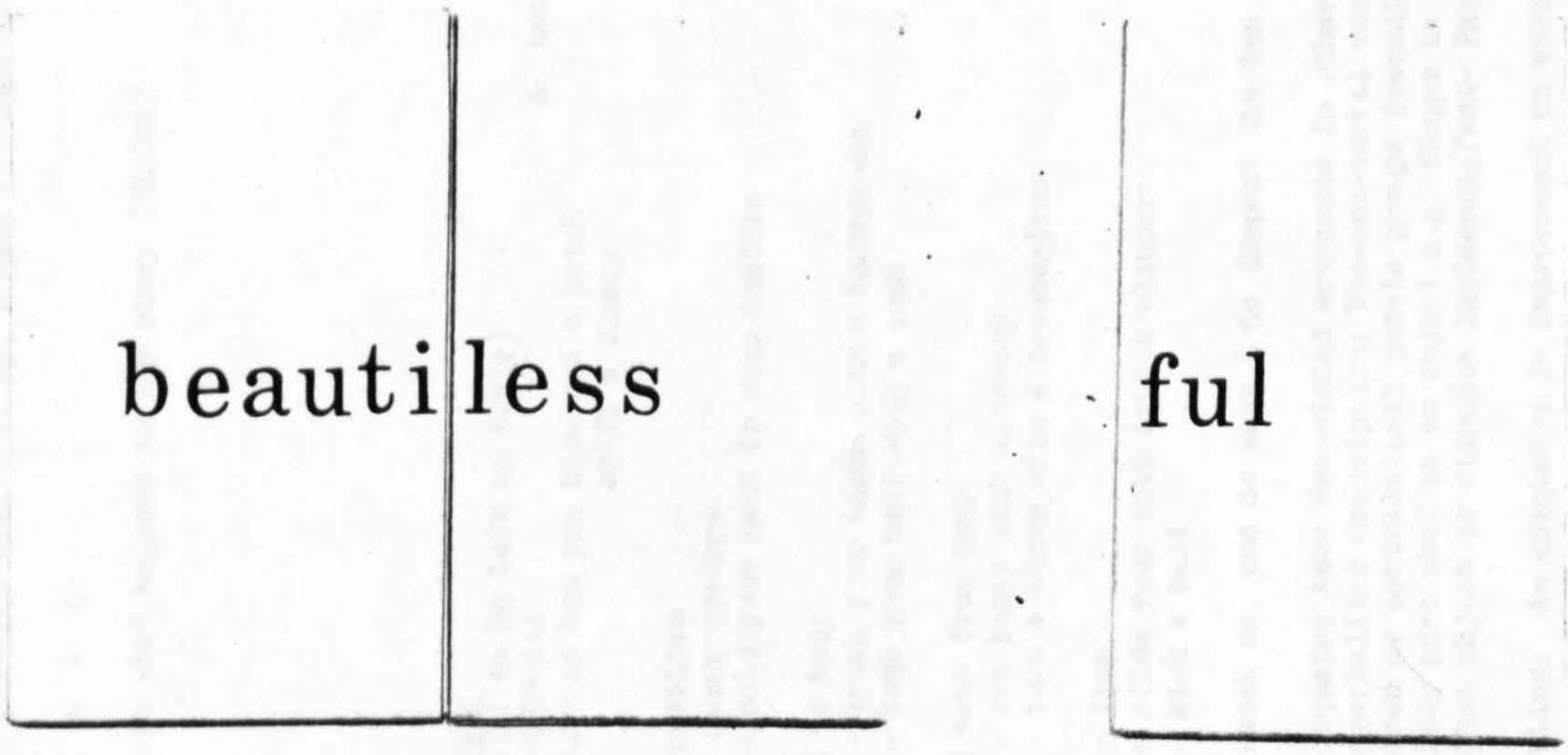
Acceptable to word-class, but not to this example @...../10

Not acceptable to word-class * ...../10

Different senses (+ stress and phonemic changes) 1. ...../3 3...../3 5...../3

Correct...../30

Specimen item



Name.....Date.....

SEQUENCING AND PRAXIS and EXPRESSION (CONNECTED SPEECH)

Months
Here are the names of some of the months of the year. They are not all here. Some are missing. Can you arrange these ones in the right order? Start with this one (January).

J: F A J Au O

Pictures
These pictures tell a story. Please put them in order.

L I N D K

Tell me what happens in the story (RECORD)

Gesture
(Pencil to be left on table)

Bucco-facial	A	Ass	Hes	Verb	Voc	GM	R	BPO	O	Pant	Imitation
1. Show me how you blow out a match											
2. sniff a flower											
Intransitive											
3. - wave goodbye											
4. - hold your hand to stop traffic											
Hand to body											
5. - brush your teeth with a toothbrush											
6. - comb your hair with a comb											
Hand away from body											
7. - cut paper with scissors											
8. - turn a screw with a screwdriver											
Lower limb											
9. - slide your foot into a slipper											
10. - kick a ball											

Now watch me, and do what I do (Repeat the ten items)

A= adequate; Ass= Associated movements in other body area; Hes= hesitation; Verb=verbalized description; Voc=non-verbal vocalisation;GM= groping movements in required or contralateral muscle groups preceding action required; R= repetition requested BPO=body part used as an object e.g. finger as toothbrush; O= uses pencil from table or other object as stimulus implement;Pant= Pantomimed context precedes action

Imitation: A= adequate; I= improvement on verbal command; NI= no improvement;D=deteriorat

Name.....Date.....

EXPRESSION: SPEECH and WRITING (SENTENCES)

Would you mind writing your name at the top of this sheet of paper ? And the date.
RECORD: Tell me what this is a picture of (girl). And this (boy). Which (written) wo goes with this picture? And this? Can you write that? (word removed/dictated/copied)

What happens in this picture?
Put these words in order to say something about the picture
Write that down (words removed/dictated/copied)

RESPONSE

1. The boy kicks the girl
   The/ boy/ kicks/ the/ girl
   Removed - dictated- copied

2. The man has cut the grass (?CUE: What has..)
   The /man has/ cut/ the/ grass
   Removed - dictated- copied - not presented

3. The woman is fatter than the man (?CUE: Who is fat?)
   The woman/ is/fatter/than/the man
   Removed - dictated - copied - not presented

4. The cup will fall from the table(?CUE: What will...)
   The cup/ will /fall/ from/ the table
   Removed - dictated - copied - not presented

5. The girl is hit by the swing (?CUE: What happens to her?)
   The girl/ is/ hit by/ the/swing
   Removed - dictated - copied - not presented

6. The sheep are between the trees(?CUE: Where are..)
   The/ sheep/ are/ between/ the trees
   Removed - dictated - copied - not presented

Please say this after me:(RECORD) (objects present)

	INTERPRETATION	ARTICULATION
1. The sheep pushes the farmer		
2. The woman follows the car		
3. She will fall from the box		
4. The wife's husband has fallen		
5. The car is bumped by the horse		
6. The sheep are between the farmer and the car		
7. They push the car to the woman		
8. She is higher than him		
9. He goes from the box to the car		
10.Instead of the car, he brings her the horse		

Now tell me what happens (actions with objects)
1. The sheep pushes the farmer
2. The woman hits the car
3. The woman is on the box/
   ...higher than the farmer
4. She will fall
5. She has fallen
6. The farmer is between the sheep
7. He goes from the sheep to the car

(FOR WRITERS)
Write down what happens
8. The horse follows the car
9. The sheep are under the box
10. They are in front of the car

MAIN EXPERIMENT:

EXPRESSION (CONNECTED SPEECH)

PICTURES FOR STORY

For transcripts of stories
see Appendix D





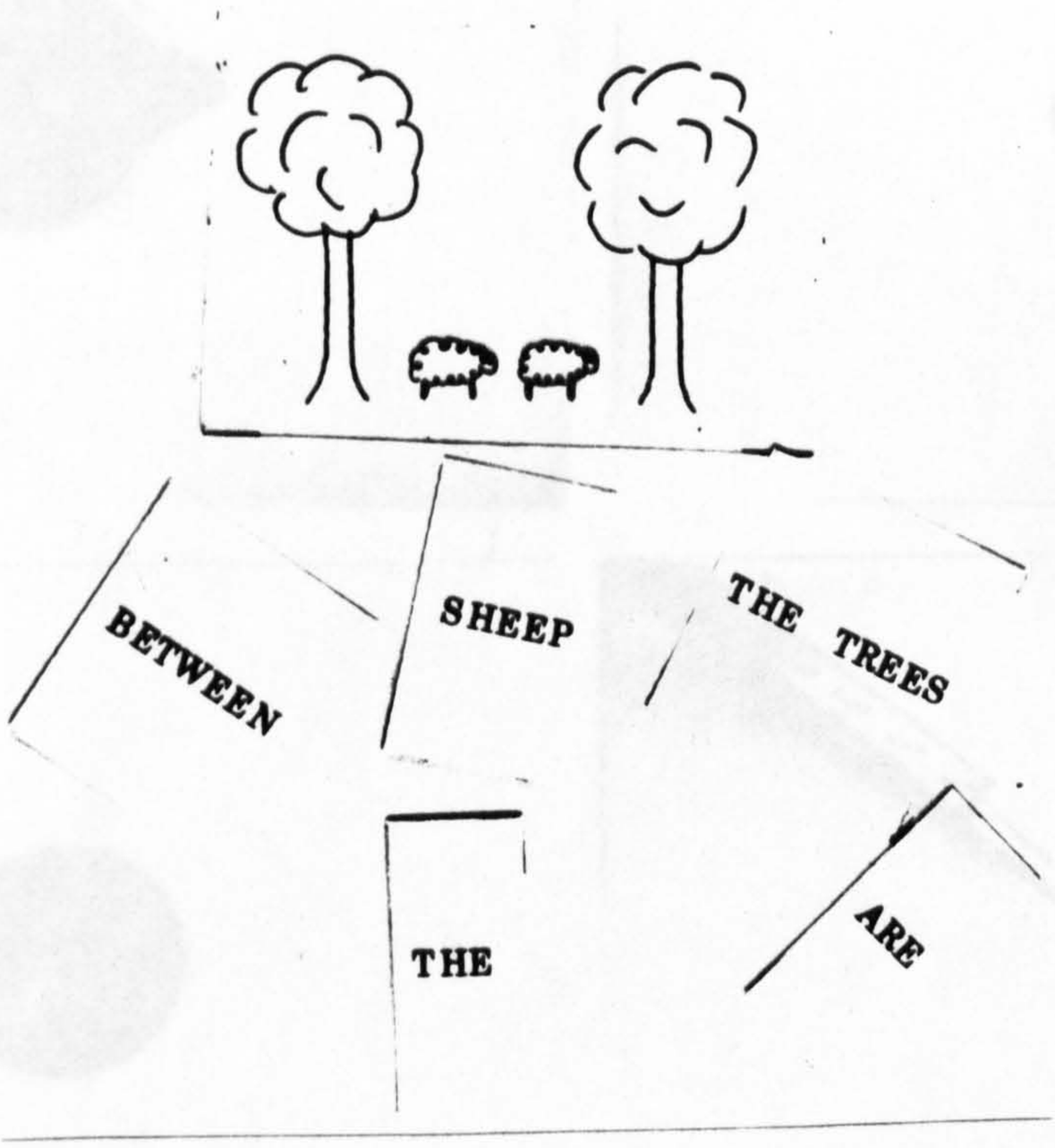




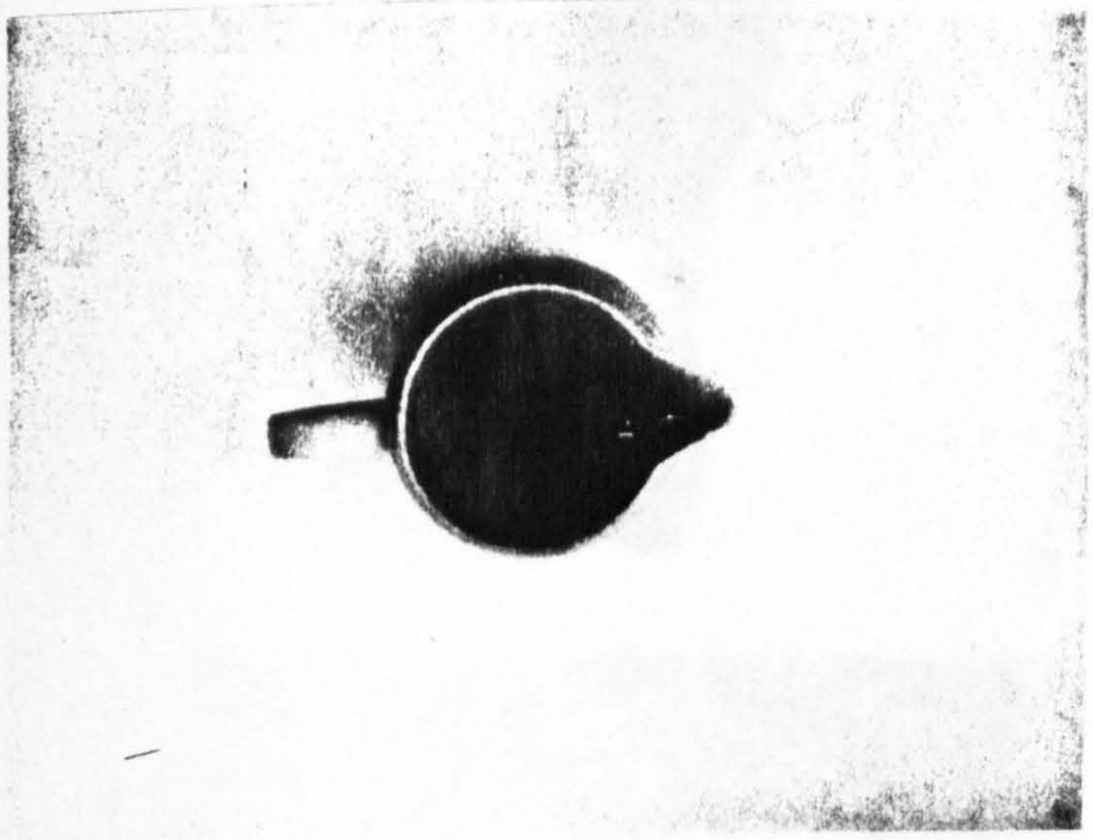


MAIN EXPERIMENT:EXPRESSION,SPEECH AND WRITING (SENTENCES)
SENTENCES FOR ARRANGEMENT,SPECIMEN ITEM

For writing samples, see Appendix E



MAIN EXPERIMENT: PHOTO TEST, USED FOR SCREENING FOR VISUAL ACUITY, FOR TESTING VISUAL INTERPRETIVE ABILITY AND FOR NAMING (ORIGINAL TEST PRESENTED AS ONE PHOTO PER PAGE).



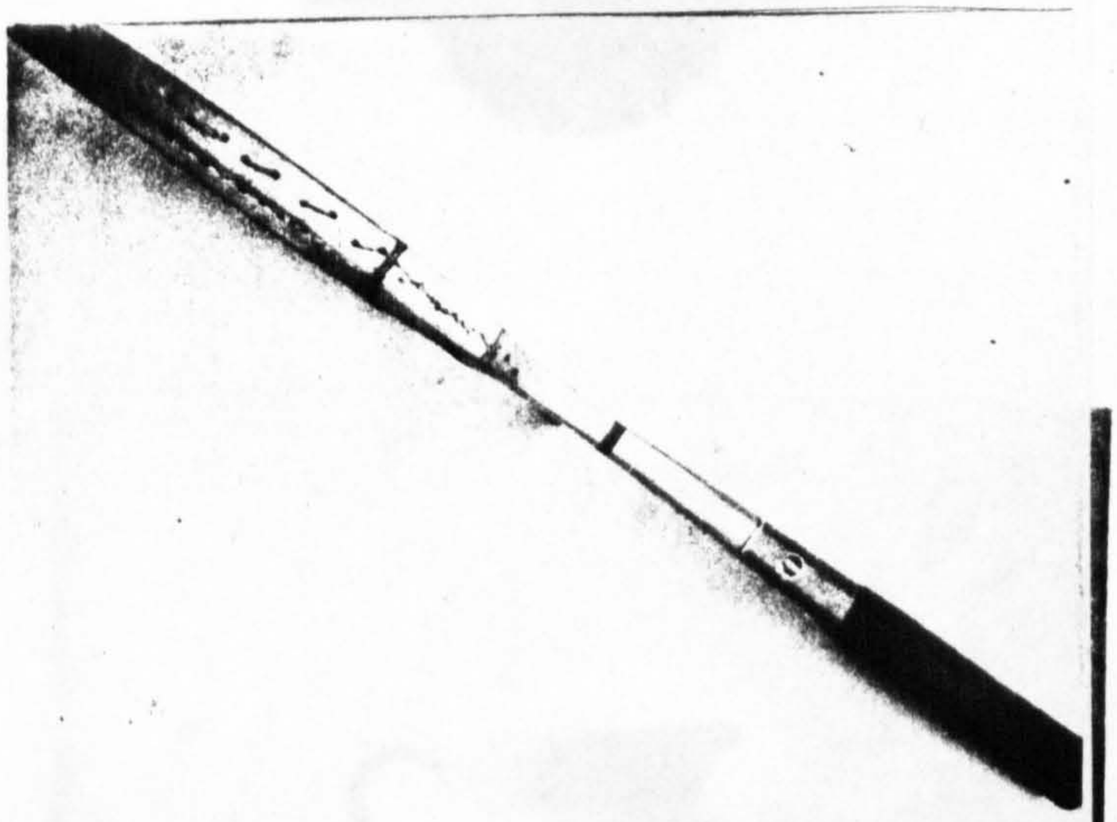
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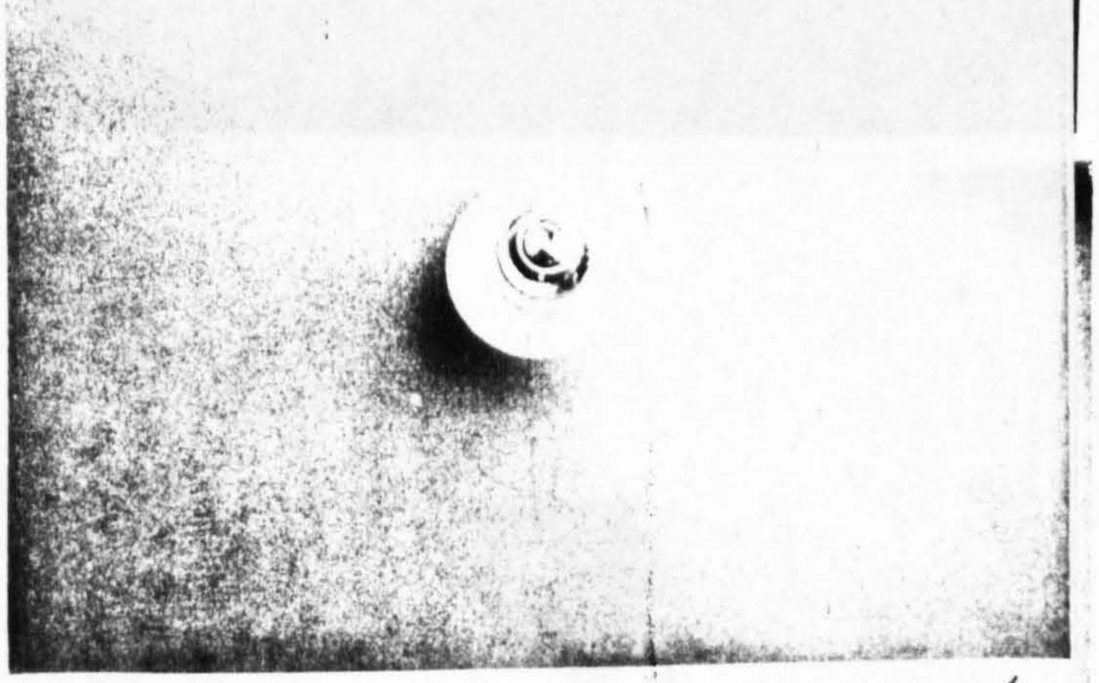
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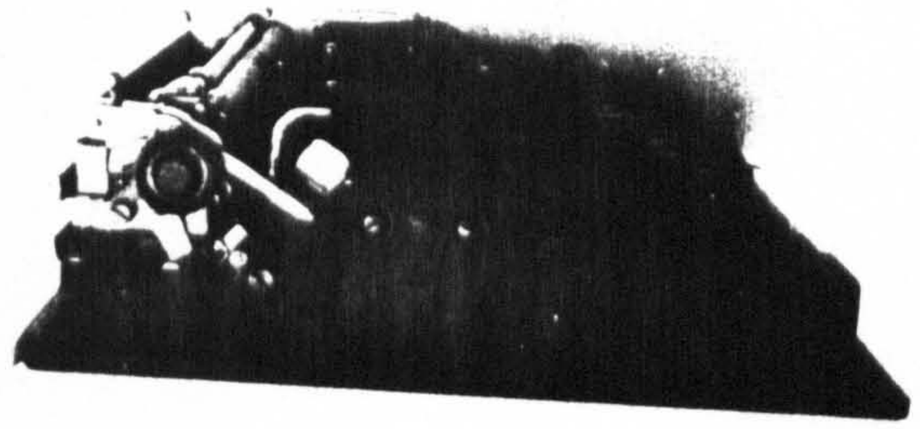
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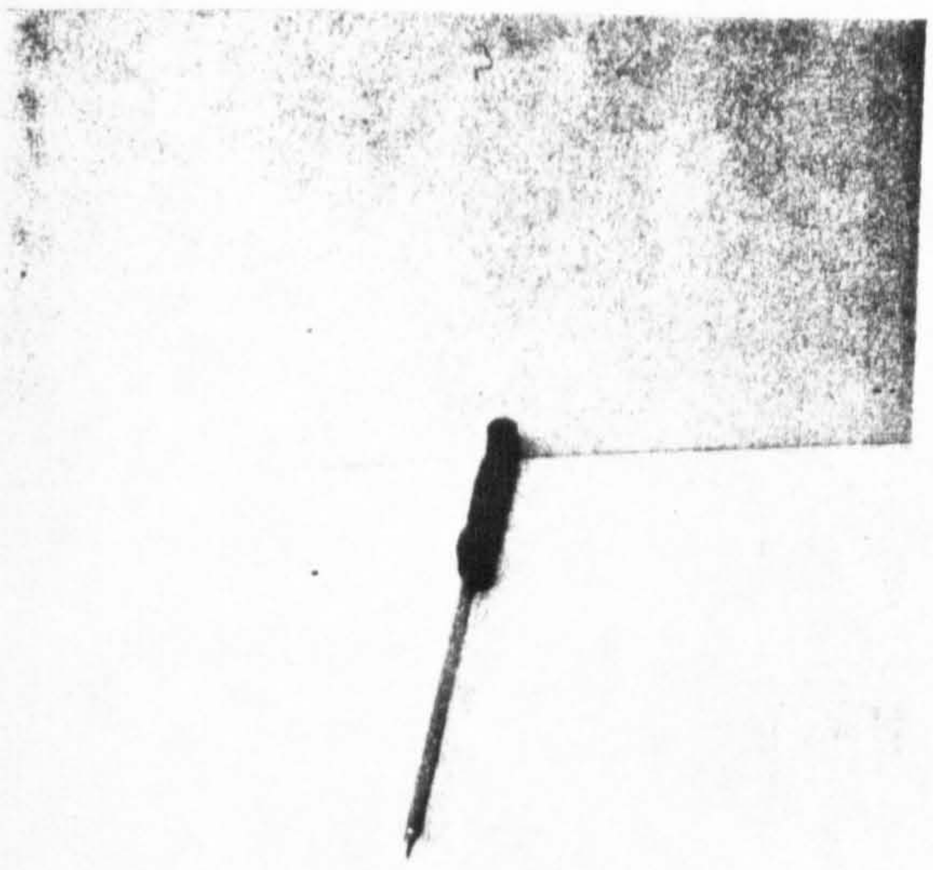
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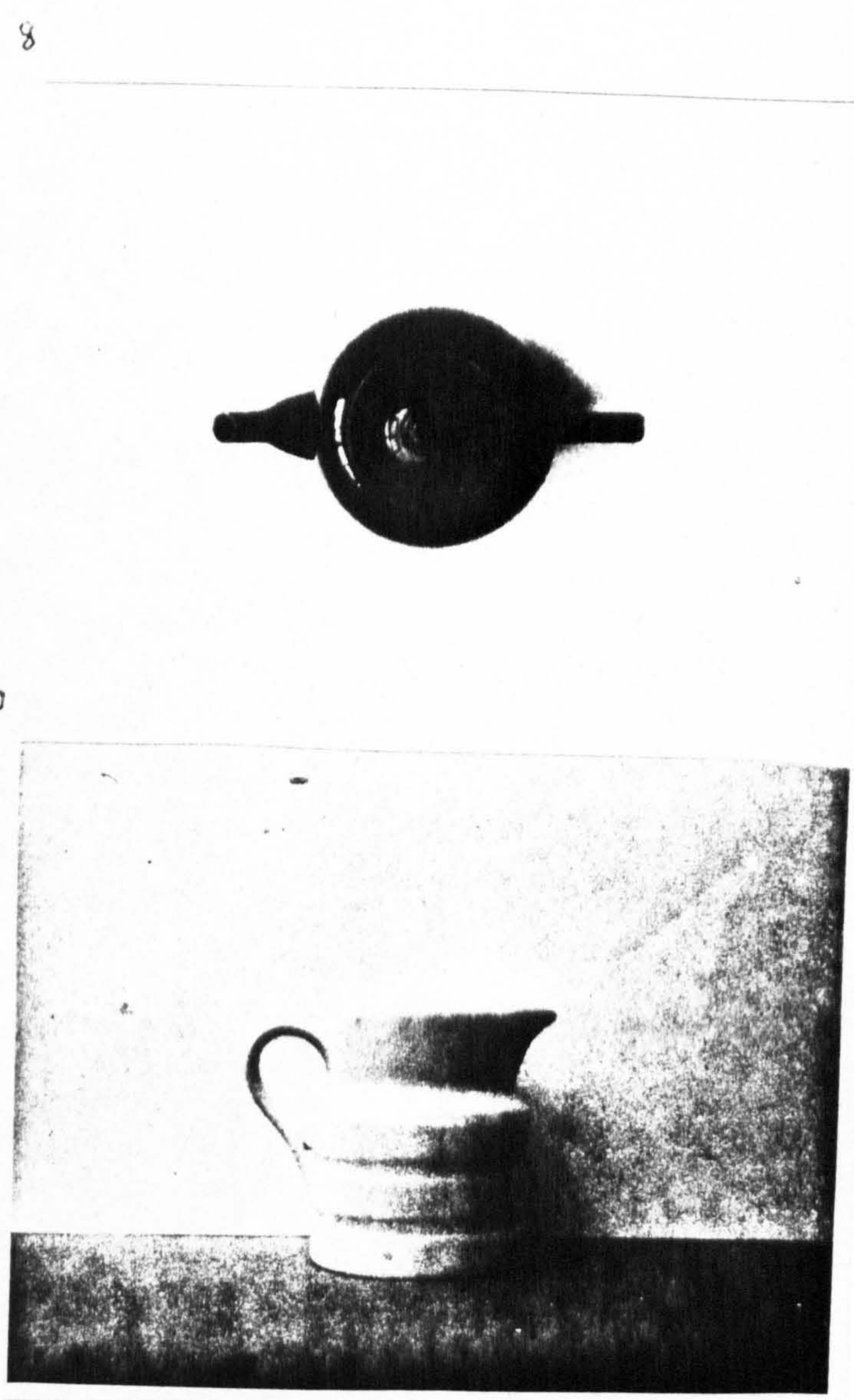


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10



11



12

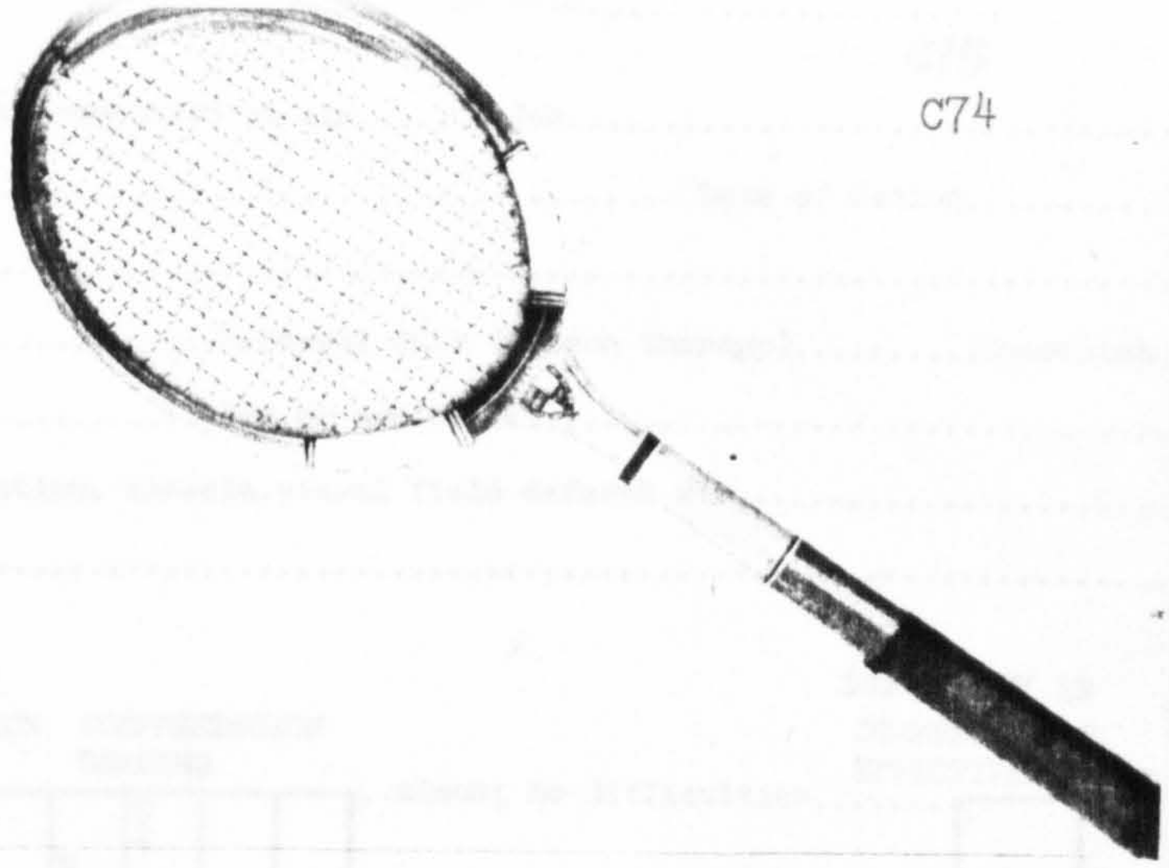


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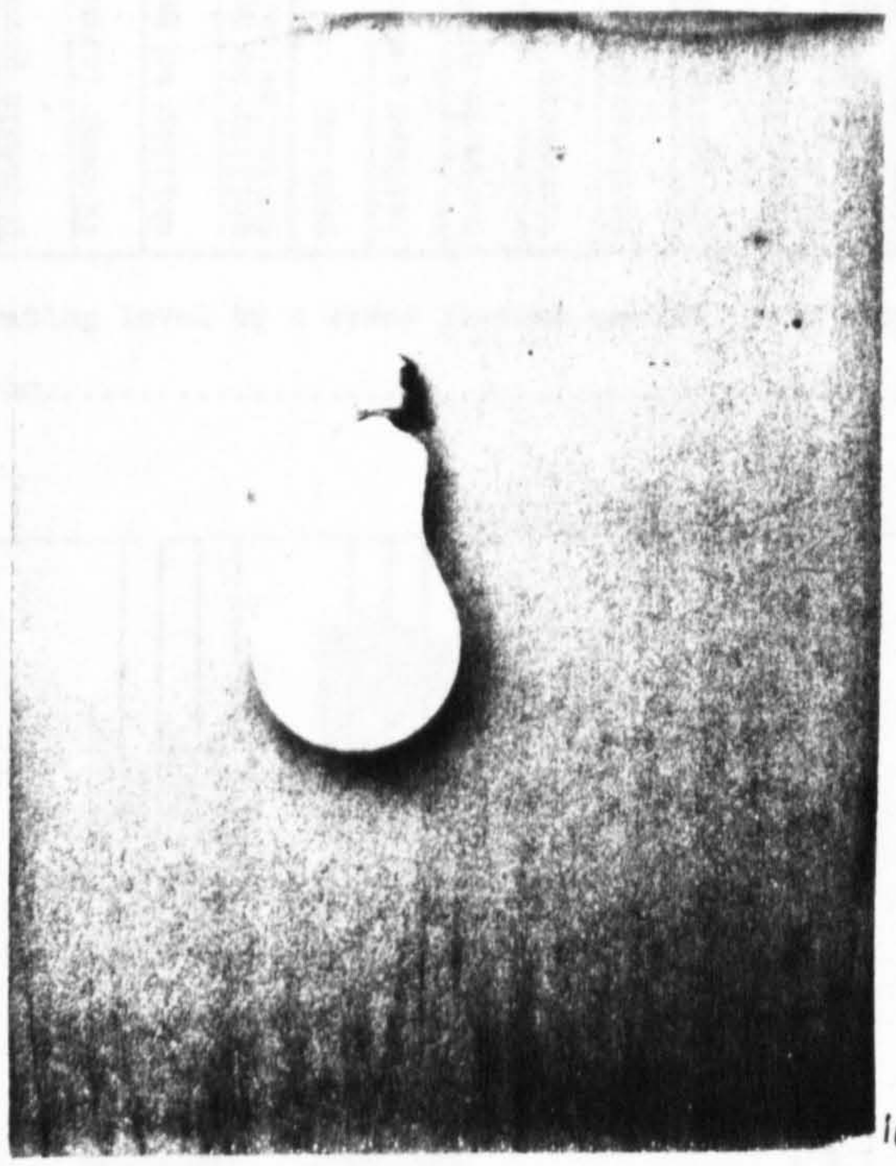


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15





16

17





18



19

Name.....Date.....

N.C.C.E.A.VERSION OF TOKEN TEST

(Large only)
1. Show me a CIRCLE
2. Show me a SQUARE
3. Show me a YELLOW one
4. Show me a RED one
5. Show me a BLUE one
6. Show me a GREEN one
7. Show me a WHITE one

(7)

(All, no repeats)
8. Show me the YELLOW SQUARE
9. Show me the BLUE CIRCLE
10. Show me the GREEN CIRCLE
11. Show me the WHITE SQUARE

(8)

12. Show me the SMALL WHITE CIRCLE
13. Show me the LARGE YELLOW SQUARE
14. Show me the LARGE GREEN SQUARE
15. Show me the SMALL BLUE SQUARE

(12)

(Large only)
16. Take the RED CIRCLE and the GREEN SQUARE
17. Take the YELLOW SQUARE and the BLUE SQUARE
18. Take the WHITE SQUARE and the GREEN CIRCLE
19. Take the WHITE CIRCLE and the RED CIRCLE

(16)

(All)
20. Take the LARGE WHITE CIRCLE and the SMALL GREEN SQUARE
21. Take the SMALL BLUE CIRCLE and the LARGE YELLOW SQUARE
22. Take the LARGE GREEN SQUARE and the LARGE RED SQUARE
23. Take the LARGE WHITE SQUARE and the SMALL GREEN CIRCLE

(24)

(Large only, squares in first row, circles in second row, green and yellow adjacent)
24. PUT the RED CIRCLE ON the GREEN SQUARE
25. PUT the WHITE SQUARE BEHIND the YELLOW CIRCLE
26. TOUCH the BLUE CIRCLE WITH the RED SQUARE
27. TOUCH the BLUE CIRCLE AND the RED SQUARE
28. PICK up the BLUE CIRCLE OR the RED SQUARE
29. MOVE the GREEN SQUARE away FROM the YELLOW SQUARE
30. PUT the WHITE CIRCLE in FRONT of the BLUE SQUARE
31. IF there is a BLACK CIRCLE, PICK up the RED SQUARE
32. PICK up ALL SQUARES EXCEPT the YELLOW ONE
33. PUT the GREEN SQUARE BESIDE the RED CIRCLE
34. TOUCH the SQUARES SLOWLY and the CIRCLES QUICKLY
35. Put the RED CIRCLE BETWEEN the YELLOW SQUARE and the GREEN SQUARE
36. TOUCH ALL CIRCLES EXCEPT the GREEN ONE
37. PICK up the RED CIRCLE - NO - the WHITE SQUARE
38. INSTEAD of the WHITE SQUARE, PICK up the YELLOW CIRCLE
39. TOGETHER with the YELLOW CIRCLE, PICK up the BLUE CIRCLE

(96)

Total (163).....

CLINICAL ASSESSMENT

Patient's name.....Age.....Ended full-time education at age..... Job.....

Type of lesion.....

Indications of site and depth of lesion.....

Consultant referring.....Ward/hospital.....

Former handedness.....Degree of hemiplegia.....Referral date (speech therapy).....Therapist.

Non-language difficulties e.g. ideomotor dyspraxia, spatial disorientation, amnesia, visual field defects etc..... Leg or arm worse?.....

.....

.....

CONFIDENTIAL

QUESTIONNAIRE

NEWCASTLE UNIVERSITY HOSPITALS

ROYAL VICTORIA INFIRMARY

SPEECH THERAPY DEPARTMENT

M/A/ 1973

PART S Speech and Language

Some people are naturally more sociable than others. Would you say that, before the stroke, your husband

LIKED VERY MUCH TO BE WITH PEOPLE .....

SOMETIMES LIKED TO BE WITH PEOPLE .....

KEPT HIMSELF TO HIMSELF .....

(Please place a ✓ against the correct answer)

and was he

VERY TALKATIVE .....

AVERAGELY TALKATIVE .....

RATHER QUIET .....

Did he write letters to friends

OFTEN .....

OCCASIONALLY .....

SELDOM OR NEVER .....

Briefly in your own words, say how (if at all) your husband's speech has been affected by the stroke.

.....

.....

.....

.....

Can your husband tell someone his own name? YES .....

NO .....

Can he tell someone his address? YES .....

NO .....

Can he tell someone his doctor's name? YES .....

NO .....

Can he tell someone his doctor's address? YES .....

NO .....

Has he any difficulty in remembering people's names? YES .....

NO .....

Has he any difficulty in finding the words he wants? YES .....

NO .....

Would you say he enjoys reading to himself

MORE THAN BEFORE THE STROKE .....

ABOUT THE SAME AS BEFORE THE STROKE .....

LESS THAN BEFORE THE STROKE .....

Do you think his hearing has been affected by the stroke? YES.....

NO .....

If yes, in what ways has his hearing been affected ?.....

.....

Apart from hearing, do you think his ability to understand what people say has been affected by the stroke?

YES .....

NO .....

If yes, in what ways has it been affected? .....

.....

Would you say he enjoys TV and radio

MORE THAN BEFORE THE STROKE .....

ABOUT THE SAME AS BEFORE THE STROKE .....

LESS THAN BEFORE THE STROKE .....

If you have a telephone, does he answer the telephone? YES .....

NO .....

Does he make telephone calls? YES .....

NO .....

Could he, on his own, now write letters to friends? YES .....

NO .....

Could he now, on his own, write out a shopping list, or a list of names? YES .....

NO .....

It is said that friends and relatives often react to speech problems in certain ways. When your husband meets his friends and relatives, do any of them

talk to other people about him in front of him as if he cannot understand YES .....

NO .....

talk to him just as they did before the stroke YES .....

NO .....

talk slowly to him, sometimes repeating what they say YES .....

NO .....

use simpler language to him YES .....

NO .....

Are there any other ways in which you feel some friends and relatives have changed towards your husband since his speech difficulties? YES.....

NO .....

If they have changed towards him, in what ways have they changed? .....

.....

.....

Do you think friends and relatives can do anything to help his speech? YES .....

NO .....

If yes, in what ways can they help? .....

.....

Do you feel you yourself have changed your way of talking to your husband from the way you talked to him before his speech was impaired? YES .....

NO .....

If yes, in what ways? .....

.....

Does your husband get work from the speech clinic to be done at home? YES .....

NO .....

If yes, who helps him with it at home? .....

.....

Apart from these exercises what else is done at home to help him improve his speech?

.....

.....

.....

Who gives this help? .....

.....

Altogether, about how many hours a week does he spend on speech and language work?

.....

Do you think there should be social clubs just for people who, as a result of a stroke or other accident, have difficulties with speech?

YES .....

NO .....

Would your husband go to such a club,if there was one he could get to? YES .....

NO .....

Would he prefer to go to an ordinary social club? YES .....

NO .....

If National Health Service speech therapy were available for your husband at home,do you think he would prefer it, or would he prefer to go to a speech clinic?

PREFER THERAPY AT HOME .....

PREFER THERAPY AT CLINIC .....

Has your husband any physical handicaps? YES .....

NO .....

If yes, what are the handicaps? .....

.....

Which of the physical handicaps were the result of the stroke? .....

.....

If your husband is physically handicapped, do you think that this is a greater loss to h than the speech handicap,or that the speech handicap is a greater loss to him than the physical handicap?

SPEECH HANDICAP IS GREATER LOSS .....

PHYSICAL HANDICAP IS GREATER LOSS .....

PART L Changes in your husband's life since he had the stroke

Firstly what would you say is the most important change in your husband's life due to the stroke?

.....

.....

And what are the other important changes in your husband's life due to the stroke?

.....

.....

Now it would be very helpful if you could think back to the time before he had the stroke How many people did you have living at home before the stroke?

number of children .....

number of other relatives .....

number of other people .....

Think of an ordinary week before the stroke at about this time of year, and what your husband did on a weekday.

Was he employed in a job? YES.....

NO .....

If he was employed in a job, what was it?

.....

and what hours did he usually work? .....

On the evenings of weekdays (Monday to Friday) about how often did you and your husband go out together?

MOST WEEKDAY EVENINGS .....

ONCE OR TWICE A WEEK .....

ONCE A FORTNIGHT .....

OCCASIONALLY .....

NEVER .....

When you both went out on weekday evenings, where did you usually go?

.....

.....

.....

Did he go out without you on any weekday evening?

MOST WEEKDAY EVENINGS .....

ONCE OR TWICE A WEEK .....

ONCE A FORTNIGHT .....

OCCASIONALLY .....

NEVER .....

If he went out without you on weekday evenings, where did he usually go?

.....

.....

What did he usually do on the other weekday evenings?

.....

.....

About how often did friends or relatives come to visit you both on weekday evenings?

MOST WEEKDAY EVENINGS .....

ONCE OR TWICE A WEEK .....

ONCE A FORTNIGHT .....

OCCASIONALLY .....

NEVER .....

Now let's take the weekends. Think of a typical weekend at this time of year before he had the stroke. What did your husband do

on Saturday morning .....

on Saturday afternoon .....

on Saturday evening .....

on Sunday morning .....

on Sunday afternoon .....

on Sunday evening .....

About how often did he (alone or with anyone else) visit friends or relatives at the weekend?

MOST WEEKENDS .....

ONCE OR TWICE A MONTH .....

OCCASIONALLY .....

NEVER .....

About how often did friends or relatives visit you at the weekend?

MOST WEEKENDS .....

ONCE OR TWICE A MONTH .....

OCCASIONALLY .....

NEVER .....

How often did you and your husband go away on holiday before he had the stroke?

.....

Now let's take things as they are now.
How many people are living at home with you now?

number of children .....

number of other relatives .....

number of other people .....

Think of weekdays now. Is your husband employed in a job now? YES .....

NO .....

If he is employed in a job, what is the job.....

.....(If it is the same job as before the stroke, write "same")

If he is not employed in a job, what does he usually do during the day on weekdays?

on Monday morning .....

on Monday afternoon .....

on Tuesday morning .....

on Tuesday afternoon .....

on Wednesday morning .....

on Wednesday afternoon .....

on Thursday morning .....

on Thursday afternoon .....

on Friday morning .....

on Friday afternoon .....

About how often do you go out together on a weekday evening?

MOST WEEKDAY EVENINGS .....

ONCE OR TWICE A WEEK .....

ONCE A FORTNIGHT .....

OCCASIONALLY .....

NEVER .....

Where do you usually go, if you go out together on weekday evenings?

.....

.....

Does your husband go out without you on weekday evenings?

MOST WEEKDAY EVENINGS .....

ONCE OR TWICE A WEEK .....

ONCE A FORTNIGHT .....

OCCASIONALLY .....

NEVER .....

Where does he usually go, if he goes out without you on weekday evenings?

.....

.....

What does he usually do on other weekday evenings?

.....

.....

About how often do friends or relatives come to visit you both on weekday evenings?

MOST WEEKDAY EVENINGS .....

ONCE OR TWICE A WEEK .....

ONCE A FORTNIGHT .....

OCCASIONALLY .....

NEVER .....

About how often do friends or relatives visit your husband during the day,on weekdays?

MOST WEEKDAYS .....

ONCE OR TWICE A WEEK .....

ONCE A FORTNIGHT .....

OCCASIONALLY .....

Now let's take the weekends as they are now. What does your husband usually do

on Saturday morning .....

on Saturday afternoon .....

on Saturday evening .....

on Sunday morning .....

on Sunday afternoon .....

on Sunday evening .....

About how often do friends or relatives visit you both at the weekend ?

MOST WEEKENDS .....

ONCE OR TWICE A MONTH .....

OCCASIONALLY .....

NEVER .....

About how often does he (alone or with anyone else) visit friends or relatives at the weekend ?

MOST WEEKENDS .....

ONCE OR TWICE A MONTH .....

OCCASIONALLY .....

NEVER .....

About how often do you and your husband go away on holiday now?

.....

What health services have helped your husband since the stroke?

	For how many weeks?
Hospital in-patient service	.....
Home nursing	.....
Physiotherapy	.....
Occupational therapy	.....
Others (state what).....	.....
.....	.....

What social services have helped your husband since the stroke?

	What help have they given him?
Medical social work	.....
Church or other religious organisation	.....
Women's Royal Voluntary Service	.....
Marriage Guidance	.....
Home Help	.....
Others (state what)	.....

Can you think of any other ways in which the health or social services, or any other organisation, could have helped your husband and your family since the stroke?

.....

.....

PART Y Effect on your life

Finally, a few questions about yourself. How long have you lived in this neighbourhood?

.....

How long have you been married?.....

How many children do you have? .....

Where do they live now? .....

.....

Did you have a job just before your husband had the stroke? YES.....

NO .....

What was the job? .....

Do you have a job now? YES .....

NO .....

What is the job? .....

Has your job been affected at all by your husband's stroke? YES .....

NO .....

If it has, in what ways has it been affected? .....

.....

What has been the most important difference your husband's stroke has made to your life?

.....

.....

And what are the other important differences the stroke has made to your life?

.....

.....

How has your husband's stroke affected the relationship between you and your friends?

.....

.....

.....

How has it affected the relationship between you and your children?

.....

.....

.....

How has it affected the relationship between you and your husband?

.....

.....

.....

If you have any other comments you would like to make please write them below.

Thank you very much for completing this questionnaire. The information you have given will be treated as strictly confidential.

APPENDIX D

TRANSCRIPTS OF STORIES

1. Non-brain-damaged men

NM1 The boy is leaving for school. The dog starts to fret. The dog follows the boy, sees the boy at - through the school window and jumps up through the window.

NM2 The boy waves goodbye to his dog, and the boy goes off to school. The dog thinks about the boy, and then follows his scent to school. He climbs up onto the classroom window and looks in. He sees the boy and jumps in.

NM3 The boy is leaving for school, and the dog is thinking about his little playmate. So he follows him to school; and he's looking in the window and sees the little boy in the school; and he jumps through the window to be beside his - the little boy.

NM4 The boy's waving to the dog when he sets off from school. The dog starts thinking about him, so the dog decides to follow him, looks through the window at the class, and jumps through the window.

NM5 The boy, the boy waves goodbye to the dog and the dog, the dog misses the boy. He decides to follow the boy, and he follows him right to his school, then jumps in beside him to the school through the window. It causes quite a sensation at the school, I should think, according to the teacher's face.

NM6 (Picture sequence 1 3 4 5 2) The dog has lost the boy, and the dog is dreaming of the boy. The dog is, the boy is saying goodbye to the dog and it's found its way to the house and is coming through the window.

NM7 (2 1 3 4 5) The dog's left on its own, and it follows the little boy to the schoolhouse and it jumps through the window.

NM8 (2 1 3 4 5) He's thinking of the dog - he's thinking of the boy, and he wants to follow him, and he's getting on to his scent, and he finds him at school, and he jumps through the school window.

NM9 (3 4 5 2 1) The dog follows the boy to school. The dog starts looking in at the window. He lets him in, and then he's thrown out again, and his master arrives home.

NM10 The boy waves goodbye on his way to school to his dog. The dog thinks and misses his master. He thinks where his master has gone to, and immediately sets off with the smell. He looks through the school window, or the classroom window, and sees his master being taught by a teacher. He jumps through the window and shocks the teacher but gladdens his master.

NM11 The little boy's going to school and the dog's left on his own and he wonders where he's gone, and he starts following the road, sniffing at the road, and he looks through the window, and he sees his boyfriend and dives through the window.

NM12 The boy says goodbye to the dog on his way to school. The dog is thinking of his friend, and he gets the scent of the boy, and he gets to school and he breaks into the school and finds his friend the boy.

NM13 (2 3 1 4 5) The dog thinks, he's thinking of the boy, and he smells, he's - he's smelling him and following him to school, and the boy's chasing the dog back, but the dog looks in the schoolroom window and he jumps into the classroom.

NM14 (1 3 4 5 2) The boy has left the dog to go to school. The dog then follows the boy - the scent of the boy, and eventually arrives at the school and looks through the window. Seeing the boy there, the dog jumps through the window into his master's hands, but is then sent out, and the dog is now grieving.

2. Non-brain-damaged women

NF1 There's a little boy going to school, saying goodbye to his dog. Dog thinks about him. He can smell his scent, to go to school, sees him through the school window and then jumps into the classroom.

NF2 The dog's waving - the boy's waving goodbye to his dog. After he's gone, the dog starts thinking about the boy, and he starts to trail him, you can tell he's smelling the scent; and he gets to the school and he sees the boy in the classroom and he jumps through the window to the boy.

NF3 The dog watches the boy go to school, and he sits in his basket and thinks about the boy and wants to follow him, so he sets out on his way. He still has the boy on his mind. When he gets to the school, he looks through the window and he sees him sitting there, and he jumps the window to the teacher's dismay to find his long lost pal.

NF4 The boy leaves the dog to go to school. The dog thinks about the boy and decides to track him to the school. He finds the school and the boy, and he jumps in to the window of the classroom.

NF5 The boy's getting ready for going to school. The dog's seeing him off. Then the dog takes the scent for the little boy to find- find his way to school. He gets to school - the boy - the dog gets to school,sees the little boy through the window,jumps through the window too.

NF6 Well, the little boy is going to school, saying goodbye to the dog; and the dog's sitting thinking of him before he decides to follow him to school; and he looks through the classroom window, and he sees him and jumps through the window.

NF7 The boy goes to school, leaving the dog. Then the dog sort of follows thinking about the boy. Then he sits up and has an idea, sees the boy in his mind, so he goes to the school and looks through the window, sees the boy; and he jumps straight in be - to be beside the boy.

NF8 Well, it's the little boy going off to school. He waves goodbye to the dog, and the dog sits thinking about him. He sets off to follow the little boy to school, and he finds him, and he jumps through the window at the school to the dismay of the teacher.

NF9 The boy waves goodbye to the dog. The dog thinks about him on his way to school and then he begins to follow him, traces him to the classroom, looks in the classroom and eventually jumps in the classroom window among the children.

NF10 The little boy's away to school, and the dog's been left behind. Then the boy - the dog's sitting in the basket and he's thinking about the boy, so he discovers he'll go and find him, sees him at school looking, and he's looking through the window. The kiddy's in the classroom, and then jumps through the open window to the boy.

NF11 The boy is waving; he's going to school, and the dog is crying because he's being left, and he's started to follow the boy to school. He's got to the school door; he's looking into the class;he's jumped through the window at the boy.

NF12 The dog is thinking about the boy, and then the boy waves goodbye. then he follows the boy to school, then he looks through the window, then he jumps through the open window.

3. Right-brain-damaged men

RM1 The boy waves goodbye to his dog. The dog thinks of the boy. The dog follows the boy, still thinking of him. He follows him to school, looks in the window, and sees him, and the dog jumps in the window.

RM2 (1 3 4 5 2) The boy is looking at the dog. The dog is following the boy. The dog is trying to get in the window. The dog gets in the window, and he's sitting on the mat.

RM3 (2 3 1 4 5) As far as I can make out, the dog has saw the boy and is tracking the boy by smell, catches the boy sort of style, and the boy tries to chase him away. The dog must still follow the boy,'cause he looks in through the window, and he sees him in the classroom at school, and then he jumps through the window to join him. It must be his own dog. I think. Apparently he knows the dog anyway, and the dog knows him, I think.That's what I can make out of it. The dog is thinking about the boy, or sees the boy, then follows him by smell - by his scent. And then the boy tries to chase the dog away, you know, gestulating (sic). The dog mustn't want chased away. It must still follow him to the class - to school, looks in through the window, sees him in the classroom, and then jumps through the window to join him.

RM4 The boy says goodbye to his dog, and the dog dreams of his master, the boy, follows his scent and then arrives at the school window and, to the consternation of the teacher and pupils, jumps in.

RM5 The - the dog - the boy is waving goodbye to the dog and the dog's sitting there still thinking about him, and then it moves off. It sees him with his satchel and follows him to school, I take it, goes to the window and sees him in the classroom and then dives through the window.

RM6 The boy's waving goodbye to the dog. The dog's trying to find him. The dog is thinking of his master. And the dog's looking through the classroom window; and the dog jumps through the window.

RM7 The boy is saying farewell to the dog. He's going to school, and the dog thinks of the boy, follows the boy to school, looks through the window and jumps through the window to the classroom.

RM8 Well, he waves goodbye to the dog while he's - the dog is thinking about him. He decides to follow him and follows him to school, then jumps in the window into the classroom.

RM9 (1 3 4 5 2) Well, the boy waves his dog goodbye. The dog picks up a scent, follows him to school and looks through the window; and the teacher is talking and the dog jumps through the window into the school. Next day he's in disgrace and locked in, sitting in his basket, thinking about the little master.

RM10 The boy who - waves goodbye to his dog. The dog wonders, and then suddenly remembers that he has the school satchel with him, so he follows down to the school, looks through the window, and there sees, sees the boyfriend and jumps through the window.

RM11 (1 4 2 3 5) Then the boy waves goodbye to the party, you see. The dog looks at him and says I'll follow him. The dog, he goes, and all the others decide to follow him. (That's my story and I'm sticking to it.)

RM12 The little boy's going to school, so he waves goodbye to the dog. Then the dog thinks about him, and he says right I'll follow him, and he walks along following the boy's scent. He then comes to the school and sees the window open. Looking in, he sees the boy, jumps in the window and says hello little boy.

4. Right-brain-damaged women

RF1 (1 3 4 5 2) The little boy leaves the dog and goes to school. Then the dog tries to follow him. He ends up at the school and has a look through the window; and the children think it's a huge joke, and then he's sort of back home feeling sorry for himself.

RF2 The boy waves the dog goodbye for school. The dog is very sad and it follows him to school, and it jumps through the window.

RF3 The boy sets off to school and waves goodbye to the dog. The dog misses the boy and sets out by following his scent and traces him to the school, sees him through the window of the classroom and jumps through the window onto his desk.

RF4 (1 3 4 5 2) The boy goes to school, and the dog follows him, so he chases him home, runs back to the house, sees an open window, so he jumps through, and sits on the rug, and he thinks it's a canny dog for coming home.

RF5 (1 4 5 3 2) The boy's going to say tara to the dog, and the dog's following him to school and he's - the dog's jumped through the window in the class; and the little boy's going back home, it looks as though for his dinner, and his master's crying for him.

RF6 (4 5 1 2 3) The little boy's at school and his dog goes and sees him at school, and em he jumps in the school window and after school - Can I start again? The little - the dog is looking in the school window and it er jumps in the window and goes to this little boy and after school this little boy has his ca- has his schools bag and er to go and he goes home and the er the dog is sitting thinking about him and he goes sniffing around smelling to see if he can smell his scent , of his scent, to see if he can smell where the little boy's gone to.

RF7 (4 5 , others unsorted: order arranged for her) He seems to be going to school, and he's waving off to his parents. I suppose. The dog must have followed him. and out of the corner of his eye he's questioning the dog whether he should take it or not. But he eventually thinks well I'll take him and he's going to school. When he got to school there was the dog looking through the windows to the children inside. and then made one bolt into the classroom; and the teacher was aghast at the dog coming to the schoolroom.

RF8 The boy going out. and the dog wakes up and pictures him, like, and then he gets - follows him to school to - follows smelling on the path; and he eventually gets to the school. and he - through the open window. he's looking at them, and then he jumps through the window to his - to the little boy.

RF9 (2 1 3 4 5) The dog is listening to the little boy. Then the dog is sitting wav- and the little boy is waving tara to him. Then the dog comes out and follows him by the smell. goes to the school window. and watches the children inside. Then all of a sudden he jumps in and goes to the little boy.

RF10 (2 3 1 4 5) Well, the dog is thinking of this boy. The dog is thinking of this boy. Now he's imagining that he's going away in his mind. He's going away with his satchel to school. I would imagine. and they - the boy waves his hand to the dog. The dog follows and is looking through the window at the children at school. Then the dog jumps through the window, and sees the children in the classroom.

RF11 (1 4 5 2 3) The boy says goodbye to the dog, and it jumps in the window, and the mother is shocked. It jumps onto the table and I suppose it upsets the things, and the boy's watching from outside then it's pushed out. it's in disgrace.

RF12 (4 5 1 3 2) Can't see anything to it. (prompt) Looks as if it's er looking at 'em just inside, you see. I can't tell what it is, whatever it is. She a teacher? (prompt) Window cleaner (distraction at window of room) (prompt) Can't see anything at all in them. (three prompts) In a basket.

5. Left-brain-damaged men (see footnote +)

LM1 The little boy * er * is gone * er to * no the little boy * is* er * er the little boy is went to school and and * er /akaə/ * the dog the dog you know the dog * er * misses him and follows / fɔlz / him to school * er er * the the er mm * the dog has er er /arðə/ this but it's * er * it's er the dog this er the dog has * (pr) the dog is er er /gestɪʊlɛɪ ²n / ("gesticulating") * no what was it again * and the dog * (pr) er this but er he's er er he is * no I know * (pr) because he's er er * (pr) the little boy (echo) yes * oh that's the * (pr) er er the teacher has er the teacher has * (pr) no no no but she is horrified * oh this but er * (pr) yes* (pr) delighted (echo) * and they all are yes

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+ For readability, where aphasic speech is not deviant at the phonological level, conventional alphabetic typewriting is used, with pause-fillers indicated by "er" "mm" etc.. For speakers with phonemic paraphasias and phonetic distortions, the symbols of the International Phonetic Alphabet are used. The transcription is "broad", without diacritics, rather than "narrow", and intonation and stress have not been marked.

KEY: * pause (pr) prompt (echo) echo of prompt
(" ") inferred meaning ( ) vocal sign, gesture.

LM2 (1 2 3 5 4 → 1 2 3 4 5) /də/ * two have a /ʃʌm/ * /ən ɣɛʁɪə ðə θɪnə dɔd (" dog") ɛ kabɹɪə ðɛənða toz todz ðat an ("does that and") / (clear throat) you can do /ða / ("that") / ənə ʃu ðənəmu / * (pr) /whɛna ən sɔɪ sɔɪ /("sorry sorry") (pictures rearranged by patient) /ðɛəʁɪn ɛχɛʁɪn ʃu / come on / ɛə / * (pr) aye

LM3 (1 3 2 4 5) /də də/ boy /dɪtə ɪtə kul("school") ɛtə ("and the") dog /də də bɔðəz/ ("follows") him /ə də də ə də gɔɣ ("dog") də də ssɒɔzəz ɪm / * /də də gɔg("dog")də ə ə aɪ də də ɛ kul / ("school") / də ə/ boy/ də də də də də də də də gɔð əɪdə fɔdən tə ts ku/ ("following to the school")/aɪ də də də ə də di dɛɪ bian də ʃimən də də ɛtə/ ("teacher")

LM4 Well the dog see the dog /ə ə oɪ ɛɪvɪn/("boy waving") goodbye * (pr) and he sits andhe's thinking about the * boy * and he starts to * get his trail * and he goes and looks in the classroom and there's a young boy * being taught * so he /dʒəps/ ("jumps") in the window * and he's taught ("caught") by the young * /oɪ/ ("boy") * /baɪənbɛəz/ ("by the boy he's") been trailing * (pr) if he goes over (echo) if he goes over he he jumps through the window and he finds a young boy he's been trailing

LM5 The dog * and the /wə / the * boy * is * solong * and it's * looking and the * the boy er * the dog * is wondering * the dog * er the /mə/ er the boy * thinking * so he's * /də / ("the") dog * sniffs * the the ugh * boy * and he's after him * and he he the the scent you know the * (sniff) er er is watching and * /pɹaɪ pɹaɪ/presently * he's the the boy and the woman and the * I think that one there * don't know * /afila/ * that one there * and he he and the woman * and (ingressive voiced air stream) and the woman screams (laugh) and the * and the * the dog and the * the boy * is * well it's * happy /ɪ ɪ/ is the the boy * and the er dog * but the er woman is /bə / (laugh) * (pr) who the bo- the gir- the m- er er is the school * (pr) the mistral mm the mistral er er he's the * the school * schoolmiz er * schoolmistress mistr- * hah * it's the school mister mm female er er she is scream because the the dog and the boy

LM6 The dog has a * go to sleep * and then he wakes up here and has * thinks about it * gets on to the * er outside * goes along to the * school * looks at the top * sees up there * and on it comes /ss / * he gets * comes no I'm sorry * gets down and comes on his nap ("lap") (sigh) not absolutely right * (pr) oh it's a school * (pr) that is sister * sister no * wait a minute * mm * school * sister * oh god * mm * wait a minute it it should be it is a mm mm oh god it it's a right I can't do it it should be a school no mm sister teacher teacher

LM7 The dog er no he /wɛɪz ts gʌtbaɪ /("waves goodbye") to the dog * the dog misses him and he / gɛs /("gets") the scent and /fɔlz / ("follows") him to school * he arrives at the /s sk skul /("school") and looks in to the classroom /wɛndo /("window") * he / si / ("she") gets a surprise when the dòg /dʌmmps θu/ ("jumps through") the /wɪɛndo / ("window") to his master

LM8 A boy * left school * and * he mm * missed his dog * (sigh) / ʂʂo / ("so") he * s-started to look for him * and * got to the c-classroom * and * found that the dog * had c-c-come in by an open window

LM9 (2 1 3 4 5)
(No speech elicited for story:transcript is from expression sentences)
/ ɛ ɛ ɛ /* (pr) /hoɪ/("boy") * (pr) / hœl / ("girl") yes /ɛ /* (pr) / djɛs / * /ha tsjə /* (pr) (sigh) / ɑ/ * / o / * (pr)*(pr) yes* (pr) /hɛʂ/ ("yes") * (pr) /ɑ θɪ ə / * (pr) /ɑχ/ (laugh) /zɪmi / ("dear me") /ɑ ŋə əˀo /* (pr) /ɑχ ho o ho ho / * (pr) / ɛɛsɛʂ / * (pr) / ɛhə / * (pr) /ɛs ɛs ɛs /("yes,yes,yes") * (pr) (sigh, laugh) /ha a ɑtsiə / * (pr) /ha hoɪ/("the boy")

LM10 (2 1 4 5 3) /ə ə ɔn ələ ðə ɔi/ ("the boy") * (pr) /ənðə ɑl ɪz ɔul u wɪ ul /("going to the school") * (pr) /ənðə ə/ * /ə uɪzə/ * /bɪbɪðə e e ul / * (pr) /ɪ ð ɔu / (echo of "window") /ənə ə / * /ɪðə u/ ("in the school") (tapping picture) * (pr) / ɪzə / * (pr) / ul ul / ("school, school") /ɪnðə ə / * (pr) /u ɪəndo /("through window") * (pr) /ənə va ɒðə/ * (pr) /ɔəɪ/ ("boy") * (pr) /ə mɪgɪn/ ("smelling") * (pr) /ɛs ɛs ɛs/ ("yes.yes. yes") * (pr) /ɛs ɛs ɛs ɛs ɛs/ ("yes.yes.yes yes yes") * (pr) /ɔəi / (laugh)

LM11 What happens? * Well er * Jill er * torments the dog and * the dog * runs away and * er comes to the other (laugh) comes to the other * er compartment * and er * sits on a mat and * wonders what Jean's doing * so Jean runs runs away and he runs after her * then he gets * Jean goes into the er * shop and * he's watching her and * er then he /ʃʌmps/ ("jumps") through the window

LM12 (5 4 1 3 2) Is like the is just like my wife * have I got to say that have I got to say * (pr) * /vəl/ er * Millie * (pr) and all the boys /wɪs/ * that * but Sheba's watching for them * then he's got the sun * oh I'm talking about Millie * /kɔz/ * goes to school * but he's watching that 'cause he's waiting of that * where there's a little boy used to go to school * like Sheba * and the dog's sitting * from that * is that right or wrong (pr - pictures rearranged for him) er * (pr) well she Sheba's sitting but he's /ʦ/ going to school * (pr) * but the girl * is watching * /nɑ/ she went * for her where Sheba's sitting * /ðan n/ then there's * a little boy * oh I used to go come back at home * with Sheba * /nɑməbɪt/ Sheba /ən ðas χøz / ("goes") for his * tea * and there he's going she's er oh she's getting wrong * like Millie * then Sheba's /k hoɪn/that for Sheba wouldn't allow that * is that right or wrong I never know

LM13 Well it's the the /bɛ/ the boy /ʧ ə ʧɛɨɪ ə ɪsa ʧɛɨɪ ɛsə ʦɛn/("saying") goodbye to the /k ʦ gɑ/ ("dog") /ən ɛxɯə ðə gɑ ðə gɑ ɪs wʌnɪŋ əbʌʦ/ ("the dog is wondering about") the boy and she and then she /də/ ("the") dog scents / ɛftə/ ("after") the boys /i mɪts ɪm ɪts ət ðə ʃkul / ("he meets him it's at the school") and she goes and and the boy the the dog / gʌs ðə goɪ ən ðə sskul/("in the school") with the boy

LM14 (2 1 3 4 5) /ɑ/ * (pr) / ɔɯm / (growl) / ɑ̃/*come on (whispered) /ʌmbaɪ/ ("goodbye") / ɛ / goodbye /ɛ ɑ aɪ dʌno/ ("I dunno")* (pr) / ɛ / man /ɛ wandʒðde e mant xɔ/* (pr)/ɒɨaməvaɪd/* (pr) / ɛ køps /* (pr) the dog (echo) * (pr) /mwɪndə / (echo of "window") yes yes * (pr) yes * (pr) /ɔ no no nɔ / * (pr) one two three * (pr) yes * (pr) /tiʃə / ("teacher") * (pr) /sɣul /("school")

LM15 Dog had a /ʌm/ * / huful ʌm/ * (click) /ə̃ / * goodbye * to / k /* /xɒ / to him * in early part /ə / morning * but * /dəbatin / * /tə^{2}o / dog and boy * (click) well after a bit * he fell dreaming /ɔm/ in a /sɛnts/ ("sense") * / aʊt / * / ʌm / * /fɔwitʃʊi gugɔtɪm/ on down the /ɬɪɸd/ ("road") /wədʒ / * /də/ dog /dɒg got go /* /di / * /fɔtətɪm fɔladɪm / ("followed him") on to /dɪ skulɬum /("the schoolroom") * /ən wɛtʃaɪd də dɒg /("the dog") /ɪt mm/ * /an oʊm m/ * /i luk intsaɪd də/ ("he look inside the") window and / ʃɔ / * /f m wɒtzɪzneɪ / ("what's his name") * /a/ * /ɛnd i dʒʌmpt / ("and he jumped") inside * in to a /dʒʊm / * /ɔ ʌm / * when /di/ ("the") * boy was * gave him a /gɔdiskwɪs ɛɪn / * / dɛɪ bəɬm/ * no I /djɪnk ad/ ("think I'd") better /bɛɪm/* I /tɪnk aɪd bɛzə djo / ("think I'd better slow") down

LM16 (5 2 3 4 1) / ðəd wɔd/ ("the dog") * (pr) eh * (pr) I think so yes /sɛɪs ʃɬeɪt bɔd mɛdɛd / I think so I don't know * (pr) /ɪtɪfeʃt/* (pr) no * (pr) /də dɬaɪzjə dna əɣən wəzɪt ʌm djɪgod/ you see that * (pr) /jə nɛɬədɪx / ("you never'd it")* (pr) / jɪɛ /* (pr) yes * (pr) yes /sɔɪtisɸ ("so it is")* (pr) yes I know * (pr) / jə / yes I know* (pr) /bə^{ʒ}i^{2} i^{d}i idəzən/ ("it doesn't") /hə/ * /də aɪ aɪ dan aɪ dɒn godiz / (" I can't do this") /jʊ̃l haf ə du I aɪ gant / ("you'll have to do it I can't") * (pr) oh yes I know that very good / jɛə /* (pr) yes / jɛθ / of course

LM17 (1 3 2 4 5) This is * (pr) yes

LM18 (2 3 1 4 5) The dog is thinking about the boy * and the boy /wɛɪvzz/ a dog goodbye * on his way to school * the dog * follows him to school* and jumps in the class room window

LM19 (1 3 4 5 2) / tʃɛəlt /* child * story * the story * (pr) (pr) dog (pr) dog childer / ʃ kuld/ ("school")* /dɒgəts tɛɪpɪnə aβə wɪnd wɪndə / ("wind- window") /tənk/ * window * (pr) (pr) (pr) /s sɪ^{2}n/ (echo of "seen") (pr) (pr) /pətʃətsɔɬɪ / * (pr) (pr). /pɛɬni ðɛət tʃɛə tʃəɲɪo / * (pr) yes * (pr) (pr) /tɪldəsi / * /ɛ / * / tə / * /tɛnʃɪd tʃɛɪtʃ no tiʃə /("teacher") * (pr) /tiʃə tiʃə / * (pr) /wəɪ kwɛɪ/ * /kuɛɪ/ * /kəpəndə kɔxl nə kəwɒŋ/ * (pr) no pleased (echo) * (pr) /wɒtən xɒvən hɒvənd/

LM20 (3 2 4 5 1 → 4 1 5 3 2) The boy's running out er er there with the d- d- there now let's see now now then let's look at this the b- dog dog is watching out looking outside and to see the boy running home /ɑ̃om/ and er the other d-dog sees him jump out of the w-window and runs away away away and this one and this boy the dog this dog runs er runs runs now how can it be how can the start it this d- the dog * sees this is a miserable thing this dog the boy looks s- or no that's not it no can I put it this /stɔ / there the little bog boy was running was looking out of the window to * to see the other to see the the boy running home to come home and he's waving him tara home and er the other the er man sees the the the dog ru-jumped out runs runs and er would you've thought two different dogs (laugh) it's easy but this is er and the other the the boy coming from the school sees the other dog I cannot see how that because it's a different dogs altogether but er this miserable (laugh) it's an awful thing isn't it miserable thing this er sees the other ha let's /ɬɪt/ them this way er this miserable er looking outside and it sees the other boy coming to the school running

and it sees the other b- b- dog running out running out of the window and er ru- runs to to see the the woman the boy the s- boy the girl the teacher the teacher outside sees there and runs out with the sees the bo- no it still can't be that I can put it the other way the better I think how can I put it now the the teacher the teacher was watching the school I cannot it's mixed up this affair (laugh) I don't know how I can put it /sto pfəda/ there but he's a miserable looking this is the boy is coming from to sees the dog coming and goes to the school and there and sees the there other dog to come and er run into from er from school and out of the window and it jumps out of the window and it sees the dog it sees the the teacher coming along and the teacher sees the boy and shall we say oh it could b- be that way this (laugh) the the boy out of the school and he runs out of the sch- no it could be this way the skin the boy the the boy sees /θɹt kʌmf əs/ coming from school and he sees another dog looking out of the now how how can this be put right it's upside down upstairs this alright the boy's come from er the dog's come from the the boy's come from school and waving to his mam and the dog sees them come says tara and leavings the the school from the /tsfə mʌvz / them his mum sends him to school and the dog sees him and out of the window he he sees the teacher coming from there through the and he jumps out of the the to chase that and then the boy I'm all muckside here /alətɛlju / alright and there's another to there's another er dog * there's another dog comes along and this outs another boy sees this dog chases out of the the school how can it be I don't know it's upside down
(Pictures arranged for him) The boy is coming home is the boy is s- watching the b- the dog dog is watching the b- girl the boy coming home to school oh it could be the is it a woman I dunno and it looks it sees another out of the no out of the * another dog looks out of the window and sees this this dog and sees /də/ sees the gi- the boy coming to home coming home and he sees and as he's coming he sees the dog coming away mm and out of the with the other dog and sees the other dog runs t- the bog the boy sees the boy coming home so he out of the window he jum- he sees out of the window and he sees the boy and he jumps out of the window and sees the teacher and the teacher gets a fright with the boy boy coming out of the running out of the window and it frightens the school and because it's pleased to see the boys and that that sees the er the /dʒɔdə dʒə/ the teacher in school and the something

6. Left-brain-damaged women

LF1 The dog * goes to school * and it * the dog's sorry you know * the dog's sorry * and he's thinking about the boy *so he starts sniffing along * to school and he gets to the school * and he the window's open * so he he gets into the window * and jumps into the * class * and all kids * /θəz/ ("they's") all excited * but the teacher is not very pleased

LF2 /əm/ * hello * (pr) yes * (pr) yes and the * /dɔk/ ("dog") * you know * /ənt/ * /əm/ * /nə/ * /nə əl ə/ * /tɔən/ no * girl no * /bɔɹn/ ("boy") * (pr) and the * /ə̃/ * /wɛəl/ * /ənə/ * /po nə/ you know (gesture) (pr) /ɛn/ the */ɛn/ the /wɛndo/ ("window") * /ɛn/ the * /dʒɒg/ ("dog") * /an/ the window * (pr) yes * (pr) yes* (pr) (pr) /fʊl/ ("school") * (pr) yes * (pr) and the /tʃiɸʃə / ("teacher") yes

LF3 Bye-bye to the dog * thinks * (pr) mm * walking to school * (clear throat) and window and * (pr) climbs up * on (clear throat) the window * (pr) the boys not the teacher

LF4 (2 1 3 4 5) A man * /ə hu hu ɯə mə/ * /andʌnɔ /("I dunno") * (pr) mm * (pr) /ã a aɪ / * (pr) nice * /ɛtə / * /əɹə / * /əɹɛ / * mm * /mnaɪs/ ("nice") * nice * oh er nice * /ɛ ʊə / * (pr) /azɛzə pʌm/ * (pr) /azɹu hɪədʒ / * (pr) /əɨ də bɛz / * (pr)/ɒ ɜɨ manə hə wʊmən/ ("man er woman") * me * /hə/ * (pr) /ə aɪ/ * (pr) / ul / ("school") * (pr) / ul / ("school") * (pr) / aɪ / * (pr) /ə ə anʌnɔ / ("I dunno")* (pr) /bətʃu/ * (pr) /nə ə ɻʌdə/ * (pr) /tiʃə tiʃə/ ("teacher teacher")

LF5 (sigh) /əʊ waɪtwaɪ/ ("bye-bye" whispered) /ə dɔdni / (" a doggy") * (pr) bye-bye * (pr) /əh əmɨə/ (clear throat) * (pr) /boɪx / (echo of "boy") (laugh) * (pr) boy bye-bye * (pr) /ə ə dɔdtʃ / ("dog") * (pr) /mɑfə/ ("mother") * (pr) /m m ɛɪm m jo / * (pr) /βoɪ/("boy")/də boɪ/ ("the boy") * (pr) /o ɛm ə̃ / (sniff) * (pr) /ɛm / * (pr) no * (pr) /aɪ / * (pr) / bɪl / (echo of "smell") * (pr) /maɻə / ("mother") * (pr) / bhoɪ/ ("boy") * (pr) /ɛm mam/ ("mam"? "man"?) (clear throat) / aɪ / (whisper) / ɛm / * (pr) / aɪ / * (pr) / ɛ̂ / * (pr) /m aɪ/ * (pr) /ɛm tʃʌ də dɔd tʃɛmp / ("the dog jump") * (pr) boy /ɔ majə / * (pr) /a no / * (pr) /a m / * (pr) mm

LF6 Eh dog * the boy * eh * sad * yes * dog * /ə o ɛ o dəhəz / sniff yes yes * er dog * boy*. um girl * dog * boy * yes

LF7 / ðe ɪz / * (pr) putting is /ɛɪ wɔdʌnɔ / * (pr) /ɪtɛɪs əz / yes * (pr) putting /tʃu ɪm / * (pr) /egɔnowsəs / * (pr) /aɪ ɛm/ * (pr) aye yes /jɛtwʌn/ ("that one") /aɪ ən ɔb skul skul / ("school school") /an ɛvʃ ɛm ts / * (pr)/ɨɪtiwʌnɪdiwunz/

LF8 (4 1 2 3 5) (No speech)

LF9 (5 4 3 2 1) That's a boy * (pr) mm * he wants the girl out boy out * (pr) and he's bringing it out again * (pr) this one * (pr) it's hard to tell this one now * these wouldn't come past would they * (pr) I know they've got the boy out there er haven't they * mm it's lost doing that now
(Pictures arranged for her) Yes * (pr) yes that way the boy's come first * (pr) and then the girl's /ʌt / she's been after the bairn * she's all right she's fine /əʃ / she's come to her * yes I can see it better now when I've been * when I've been put that when I've put that way I can /ʂoɪd / which is done *(pr) yes (pr) yes(pr) I could see that * (pr) this one (pr) it's a boy er * it's (whisper) * A G (spelled) * (pr) mm a boy /aho/ * (pr) well he'd be back with the boy now won't he *(pr) he's back with the boy now * (pr) it's a girl * (pr) he's been after the d- he's been after him * so he's trying to get her back now * (pr) he's been more the he's been / bɛɪt / if he's come than anybody hasn't he * he's really come on that he's /ɨʌndʒoɪnd/ it * (pr) I think so they've come on /stə/ the never shouldn't have been /ðɛɪjə / ("there") in any case /ədə/ * he's come too early for that

LF10 /dətidat də / * (pr) /dəs ə dɪnɒtʌm dibɒtɣ * (pr)(sigh) /tɛd / * (pr) yes (pr) /bɛɪti /* (pr) /bɔdə wɔdə/ * (pr) /jɛ / * (pr) /wad/ * (pr) /dʒə dʒɒtə/ * (pr) /dʒə dɒtə/ ("dog") (pr) dog (echo) (pr) yes yes (pr) /bɔl ðə/ * (pr) /t djɒtə / * (pr) dog(echo) (pr) /m dɪnətis dɛd/ * (pr) yes (pr) / dɛdɒ / * (pr) /bɛssbɛs/ * (pr) boy (echo) (pr) yes (pr) /o tidətsiɛndi/ * (pr) / tidɒt / * (pr) /jɛ/ * (pr) window

LF11 He's waving * a dog goodbye * and he's / sin/ ("seeing") * the boy * gone way * without him * and he's /ffɒlətɪn/ ("following") his footsteps * and he's /jʌkənt/ ("looking at") the boy /tʉ/ ("through") the window * the * (pr) / sʃkʊl / ("school")

LF12 (5 4 2 3 1) (No speech)

LF13 (2 3 5 1 4) /ã̃ wʌn/ ("that one") * (pr) / ã̃ / * (pr) /ãt wʌn / ("that one") * (pr) /ãwʌnðʌðə/ * (pr) /œ / * (pr) mm (pr) (pr) /ədwə/ * (pr) mm (pr) one * (pr) /ə̃ / * (pr) / ã̃ / * (pr) /hinɛɪts/ * (pr) /ə sɛɪz ṽdu / (pr) / han/ * (pr) /əhœ/ * (pr) /hʌz kʉaɪŋ/ ("he's crying ") * (pr)/əhədə wɛ̃ɪ̃ / * (pr) /ə̃ / (pr) /hɪz fjaɪŋ/ ("he's crying") * (pr) /ɪ ʃɛɪg²əwɛ/ * (pr) /ã̃ / * (pr) /hɪz flja ɪŋ/ ("he's flying") * (pr) /ɪz ʃɛɪgədəndɛ̃ɪ / * (pr) /ə̃wãɪ / * (pr) /ɛ̃ ə wɪndɛ/ (" in a window") * (pr) /ɔ²ənəwɪndə/ ("going a window") * (pr) mm (pr) /ʃəz ʃaʊ²n/ ("she's shouting") * (pr) /kɔz i kʌmz om fəʉɪzsdɛ̃ɪ / ("'cause he comes home for his tea") * (pr) no (pr) /sʌmjɪ sɑɪsɔ sʊsəgɛ²ɪn ²ɑ / (pr) /əβəβə lɛsənz/("lessons") (pr) /ɪʃtʃə/ ("teacher") * (pr) /əhə/

LF14 (2 1 4 3 5 → 2 3 1 4 5 → 3 1 4 5 2) A dog * saw the * girl * I mean the boy * and looks through the window * and * we /wɛniwɛntə kɒ wɪm/ (pictures rearranged by patient) (sigh) he went on a school * went to school * / kɔtə / (pictures rearranged by patient) that's right * (pr) /əwə/ a man no /wɛəm/ ("woman") * the man * saw the child go ho-home * he's go went to school * and he said * / tʊbaɪ / ("goodbye") to the * /dɒk / ("dog") * and then he saw * a /gɒgdɒg/ ("dog") got out of the * s-school * /n/ got saw that * teacher * in the window * /ənʃ / (whisper) * /ənsɔθə / (whisper) * well I / sθɔ / ("thought") that was /ɹaɪ / ("right") I suppose * dunno * (Pictures arranged for her) /jɛ / smelled the boy that's right * he he's thinking about the * dog yes then right * (pr) /hɛɪwəs/ dog was * left * at home * /wɛl / he went to school /əʃkʊl / * and he was thinking about the dog * / laft/ ("left") at home * / izɪs / started it * think about /tt/ going home * and he saw the dog * he jumped into /tə/ school

LF15 (2 3 1 4 5 → 2 1 3 4 5) /tʃun fɛbɹə²ən o / ("June,February oh") (perseveration from previous task) (pr) dog (sniff) * (pr) /ɒtɔɹi/ ("sorry") * (pr) bye bye * /ə fiʃɪŋ / ("sniffing") * /dɒkx/("dog") * oh * (pr) /bətɔsəɹ/ (pr) /sʃtaʰs / * /an zɒg/ ("dog") * er* window * dog * (pr) /dʒəmpɪŋ/ (echo of "jumping") (pr) /maðə / ("mother") * (pr) /ənə / * (pr) /ə²ə²ə² / no (pr) /mɪsmɪsəl/ ("Miss Mitchell") * (pr) lady (pr) oh (pr) / sʃkʊl / ("school") (pr) um (pr) nurse (pr) oh well /ə²ə tʃitʃə / ("teacher") (pr) oh

LF16 The boy /gɛs ɪz/ ("gets his") /gɛs ɪŋ / ("getting") his /ə bəs ə skubag / ("schoolbag") /tu/ and the look the oh dear look er look er mad /ə ɪz lə lə ə ə/ he /ə nɔts nɔtɪ nɔtɪ iz nnɔtɪ wɔn/ ("naughty, naughty, is naughty one") the s-sniffs the the paper and the er er /pɛɪ.vmantant/ ("pavement") and the er the er the er er boy gets the /ə ə ɪnə kə+ag+astum/ ("in a classroom") and he he is in the /kaɪklas+uum/ ("classroom") and the dog is /ə fə fainfɔn fənə fiə/ is naughty naughty and he is er runs the /+a / he /gɪʌs / the /ði / open door /gə gəʌnd ɒn nnd/ window and the he /gɛʤ / ("gets") in er in /k k+əswuum/ ("classroom") in in er he /maz/ he he he um his master is lovely to er him and oh dear my his is /hawd/ is the mistress is h-horrified

LF17 (1 4 5 2 3) Well he /si ɹə tsəhə+at bɛ sim ɣ tɒkʰə əndə əs/ come to school * and /ə ðas c i ə əɹə ə / little /bɛɹt / ("bird") little er * oh dear me * /ɒx aɪ / * (pr) /ə staf ɪsts/(whisper) /ə aks abadʒass / * (pr) yes (echo) and er /ðɪŋs ɔnɪz ɛ aps / (whisper) /go əkəfɛ+ ɪs snɪfɪn/ ("is sniffing") * (pr) yes (echo) /an ðə+ an donwɪθə ðɪs wʌn/ ("I don't know whether this one") /əθə ə ə lukɪnəðə ɪts ðə ə/ ("looking at the it's the") boy er I dunno (pr) but (Pictures rearranged for her) he says /gubaɪ / ("goodbye") it's come to school /ðəts/ travelling /a ə ə bɹɪθhɪz / dog er this dog / fɛɹʤnd / ("found") his way * er * there's a I don't know /wəθə/ ("whether") it could one * /koz ə / * /ɛ ðatsapi / ("that's happy") * oh I don't know where he's gone in this one this one he finds this place and er it's just er/ʤʌstamɔlðə/ ("just um all the ") / cɹɔt ɛm o ɛɪm / he gets to the the that one oh that's /də / * (pr) the school (pr) the /sskəulti tʃə/("school-teacher") yes yes * (pr) (pr) yes

LF18 /də/ ("the") boy * /wɛɪtswɛɪdz/("waves") to the dog * the * dog * th-thinks /ðaˀə ðə dəɛ /*(whistle) /bɹɛˀə/ * /ɹɛɪsss/ * er * to his * to his * picture * /ɛ əɹə hi ɹɛɪd/ * /hi ɪf / * /ə ɹɛ ɹɛɪ ɹɛɪds / to the * /fu oxdɪə / ("oh dear") /fɛihi ɹɔɪɔɹɛdz/ to the /ɹ ha / (whisper) (sigh) /ɹɛɹəd / oh dear me /ɹɛ ɹɛɪpə / * to the * /pə/ (sigh) (whistle) /ðɛɪ biɛɪ hɒf biits/ * /tu lə/ little * /tuə tʃutʃutʃutʃ / to the /ɹɛɹp/ * /ɹɛɹp/ (whisper/ɹɹɛɪ/ (sigh) /tʃi / * /ði ɹɹəɹɛ/ * to the * (sigh) / tʃi / / (sigh) she look in the open * window * and then * /ʃə ʃaɪ ʃ ʃ ʃʃʃ o ʃʃ tʃaɪ a tʃʃ tʃaɪnʌp/ /tu/ * / ox / * /bi tʃi ɹɛɹɛɹDɹʌn/ * she * /ɒɒ hiɹD / * (sigh) (click) I I can't (pr) /tʃtʃ ʃʃsstss/ school

LF19 Boy goes off to school * and the dog he leaves the dog at home * and /ðə/ ("they're") thinking about boy (ingressive airstream) * and /iz / goes /a ɸ ə / ("up to") the boy smells his smells him er um as he's gone * and then it comes to the /skɔl haus /("schoolhouse") and there's peeping in through the window and he jumps through the window /ɔdi da/

LF20 (3 1 4 2 5) /wɛlkɔldkɔld ðɛə/ two things /ən / two things /ssi ɪts fɔlne ðɛ ɪz palɳ / things * (pr) /gotipi pəl kɔld pipəl/ (pr) / ðɛə /* (pr) /jɛsəpipəl/ (pr) two things (pr) /ʃɪtəpopipəl/ (pr) /ɔl tʃun / (pr) /ðɛ/ yes /ʃɹɪn θɪnk/

The Horse follows the car.
The sheep are under the box.
The car is Behind the sheep.

NF 1

The car is going quick and the horse is following.
The sheep are under the box.
The car is behind the sheep.

NF 2

THE HORSE FOLLOWS THE CAR.
THE SHEEP ARE UNDER THE BOX.
THE SHEEP ARE INFRONT OF THE CAR.

NF 3

The horse follows the car.
The box covers the sheep.
The car is behind the sheep.

NF 4

the horse is following the car.
The sheep are under the box.
the car is following the sheep.

NF 5

The horse is following the car.
The Sheep are under the box.
The car is behind the sheep.

NF 6

The horse follows the car
The sheep are under the box.
The car is behind the sheep

NF 7

The horse follows the car.
The box covered the sheep.
The car follows the sheep.

NF 8

THE HORSE FOLLOWS THE CAR.
THE SHEEP ARE UNDER THE BOX.
THE SHEEP ARE IN FRONT. THE CAR.

NF 9

The horse is following the car.
The sheep are under the box
The car is following the sheep.

NF 10

1. The horse is following the car.
2. The sheep are under the box
3. The sheep are in front of the car.

NF 11

The car is followed by the Horse
The sheep are under the box
The car is behind the sheep

NF 12

THE CAR IS TRAVELING SLOWLY FOLLOWED BY THE HORSE:-

THE BOX IS LIFTED UP DISCLOSING TWO SHEEP:-

THE SHEEP ARE FOLLOWED BY THE CAR:-

RM 1

The horse is following the car
The sheep are under the horse
The car is following the sheep

RM 2

The horse is following the car.
The sheep are under the box.
The sheep are in front of the car

RM 3

The horse follows the car.
The sheep are under the box.
The sheep are in front of the car.

RM 4

The horse is following the car
The sheep are under the box.
The car is following the sheep.

RM 5

horse following car.
Sheep is under Box.
car. Sheep in front of car:

RM 6

The horse is following the car.
The sheep are under the box.
The car is following the sheep.

RM 7

THE HORSE FOLLOWS THE CAR
THE SHEEP ARE UNDER THE BOX
THE SHEEP ARE IN FRONT OF THE CAR

RM 8

The horse follows the car The sheep are in the shelter
the sheep are following the car

RM 9

The horse follows the car.
The sheep are covered by the box
The sheep are in front of the car.

RM 10

Horse follows car.
The two sheep are under the Box. The car follows the Sheep

RM 11

THE HORSE FOLLOWS THE CAR.
THE SHEEP ARE IN THE BOX.
THE IS BEHIND THE SHEEP.

RM 12

RF 1

The horse follows the car.
The box covers the sheep.
The car is behind the sheep.

RF 2

The horse is following the car.
The sheep are under the Box.
The car is following the sheep.

RF 3

1. The horse is following the car.
2. The box covers the two sheep.
3. The car is behind the two sheep.

RF 4

The horse is folowing the car
the sheep is under the box.
The car is behind the sheep.

RF 5

the horse is walking behind the car
the sheep is in the Box
the sheep is in fronde of the car

RF 6

I the pasis
the Sheep are under the box
The Sheep are infronde of the car

RF 7

horse galloping follows car
sheep in fold
Car driving follows sheep

RF 8

The horse Following the car
The box covering the sheep
The sheep in Front of the car

RF 9
(illiterate)

Hnenes Cnerson
Teh cend
Cnerry is fay.

RF 10

The horse is following the car.
The sheep are under the box
The car is following the sheep.

RF 11

The horse follows the car.
The sheep are under the box.
The sheep are in front of the car.

RF 12

Horse follows bar
Sheep under Box.
Car following Sheep.

Girl
Boy
The Boy kinks the girl.
~~The Boy~~ cut
~~The~~
The man has cut the grass.
The woman is fatter than the man.
The cup will fall table talk?
The girl ~~cut~~ talk (between) by swing?
The sheep will by the trees.

The car ~~on~~ horse
The sheep on is box
~~The sheep~~
The car is not an Sheep.

BOY
GIRL
THE BOY NI THE GIRL
THE MAN HAS THE GREEN
THE IS FATJER THE MAN
THE CAP WILL THE ~~BALLS~~ TABLE
THE GIRL IS SWING
THE SHEEP ARE BETWEEN A TREE

THE CAR A HORE is
FLAMING CAR
THE BOX SHEEP IN BOX
THE SHEEP TO FROM THE CAR

Boyit

GIRL

The Boy kick GIRL

The Man his Cat The Gass

The WOMAN IS FATTER The MAN

The cup Fi The TABLE

The SWING IS HIT BY The GIRL

Boy.
Girl.

The Boy kicks the Girl.
The Man has cut the grass.
The woman is fatter than the man
The cup will fall from the table
The girl is hit by the swing
The sheeps are between two tree
The auto-mobile is moving forward slowly with the horse in attendance
The horse Car is covering the sheep
The sheep are covered by a car

Man Woman.

The boy kick the girl.
The boy has cut the green.
The woman is fatter than the man.
The cup wi from from
The cup wits from the table
The girl is hid by the swing
The sheep are beween the tree
The horse beween the car
The bow cannot the sheeps.
The car beween the sheep.

LM 6

girl

boy

The boy ~~kicks~~ kick the girl

The man has the cut grass

The woman is fatter the~~s~~ man that

The cup is fall ~~the~~ a the tap

The girl is the hit ~~swark~~ ~~Slwa~~ Bot

~~has~~ Swing

The sheep are the trees

Car & ~~et~~ hole

~~Steer~~ Box a sheep

LM 7

The horse is following the car.
The sheep are covered by the box
The sheep are staying still also the car is immobile.
The boy kicks the girl.
The man has cut the grass
The woman is fatter than the man
The cup will fall from the table
The girl is hit by the swing
The sheep are between the trees

LM 8

The boy kicks the girl.
The man has cut the grass.
The woman is fatter than the man
The cup will fall from the table
The girl is hit by the swing.
The sheep are between the trees.
The car follows the horse.
The sheep are covered by the box.
The sheep are behind the car.

IM 9

Boy . Girl

The Boy kindly the Girl

The Man has the grass

The woman fetter than the Boy

The cup well f walk the table

The Girl as has swing

The swing are bete between the tree

The car between the Bab

E/S

IM 10

GIRL BOY

THE KNICK THE GIRL

THE MAN THE CUT GRASS

THE WOMAN IS FAST THE MAN

THE CUP WILL TABLE

THE HIT SWING THE GIRL.

THE SHEEP. BETEEN THE TREE

HORSE FOR CAR

SLEEP THE BOX

CAR THE SLEEP

The car is moving to the house and moving to the horse too.

The sky is Bird in the morning + Blue filled.

The sky is causing the sunday to be clear and having the sunny clear.

The boy kiss the girl

The man has cut the grass

The man is father than the woman

The cup is fallen from the table

The girl is Not by the swing

The sheep are between the trees

Boy

~~a Girl~~

Girl

tess boy Ketch tess cork

Ten man he cut cross

THE.

GRASS

THE WOMON AT FATTER A MAN

THE CUP WITH ~~THEY~~ FALL TH TABLE

THE ~~GX~~ GIRL BE SWING

THE SHEEP ARE BETWEEN TO SHEEP

TREE

CAK

SHEEP

CAR SHEEP

GIRL Boy

THE Boy And Girl The

The man. cut the grass.

The woman cus FATTER.

the girl train.

THE Girl the farm. Table

The Girl Cry sitting

The sheep are between the tree

CAR FOR ON Road

the sheep under Boy.

the sheep are Hard Cap



BOY GIRL

THE BOY KICKS THE GIRL.

1. Boy.
2. Girls. Girls.
3. The boy kick the girl.
4. The man has cut the grass.
5. The woman is fatter than the man.
6. The cup will from the table.
7. The girl is ~~the~~ ~~has~~ swing
8. The sheep are between the trees
9. The car carked the hoses.
10. The sheep ~~trees~~ covered.
11. The ~~cat~~ sheep caint car

BOY.
GIRL
THE BOY KICKS THE GIRL

THE MAN HAS CUT THE GRASS
THE WOMAN IS FATTER IS THAN THE MAN
THE CUP WILL FROM ~~FROM~~ THE ~~CUP~~ TABLE

THE GIRL IS ~~IT~~ ~~ON~~ ~~ATTACH~~ ~~ALONG~~ THE SWING
HIT BY
LEPT

THE SHEEP ARE BEW ~~BETWEEN~~ ~~BEHIND~~ ~~NEAR~~ ~~RIGHT~~
THE TREES

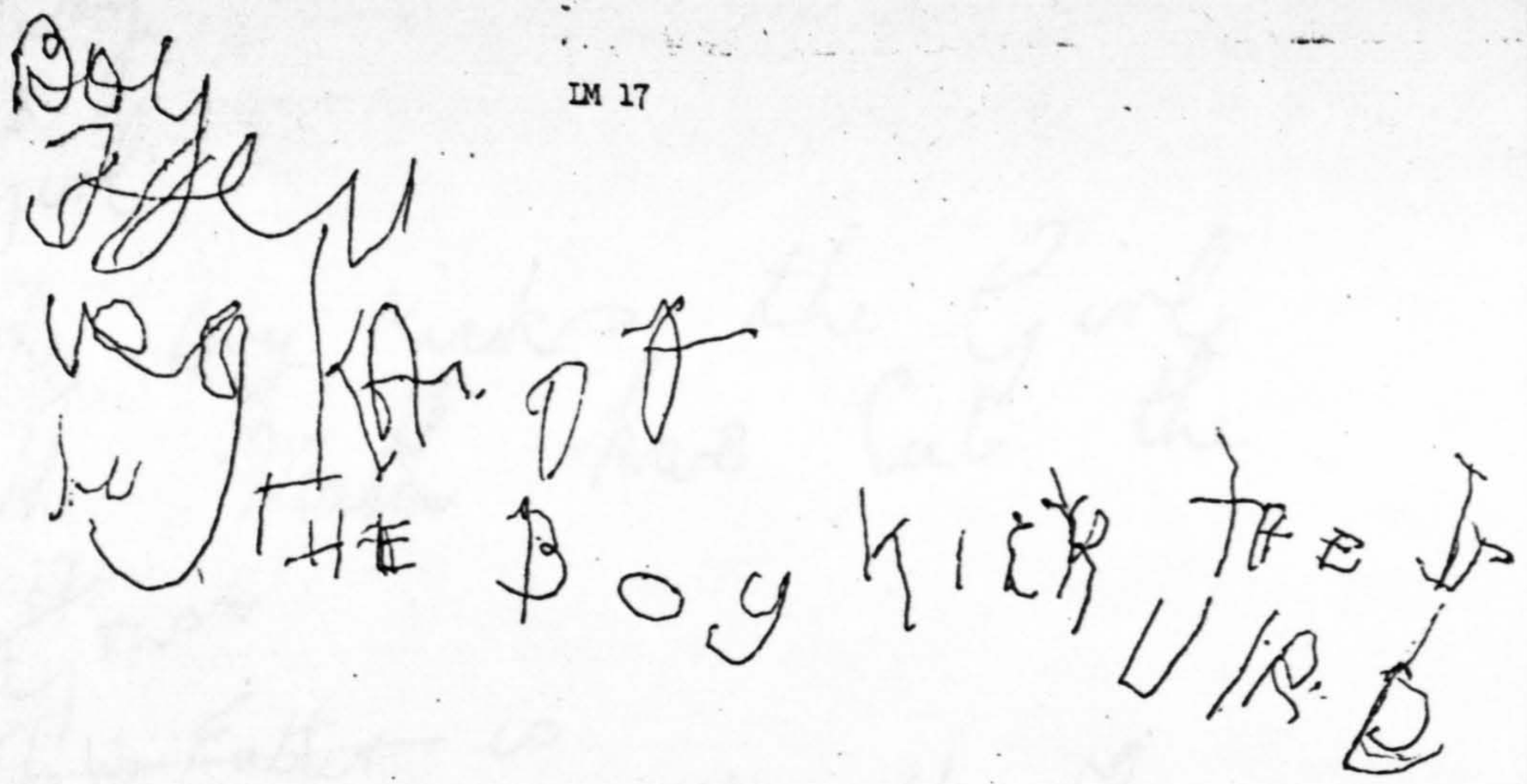
THE MOTOR HAS HORSERIDER.

BOX NO SHEEP'S.

THE SHEEPS WAS MOTOR

THE SHEET HAS FARMER.

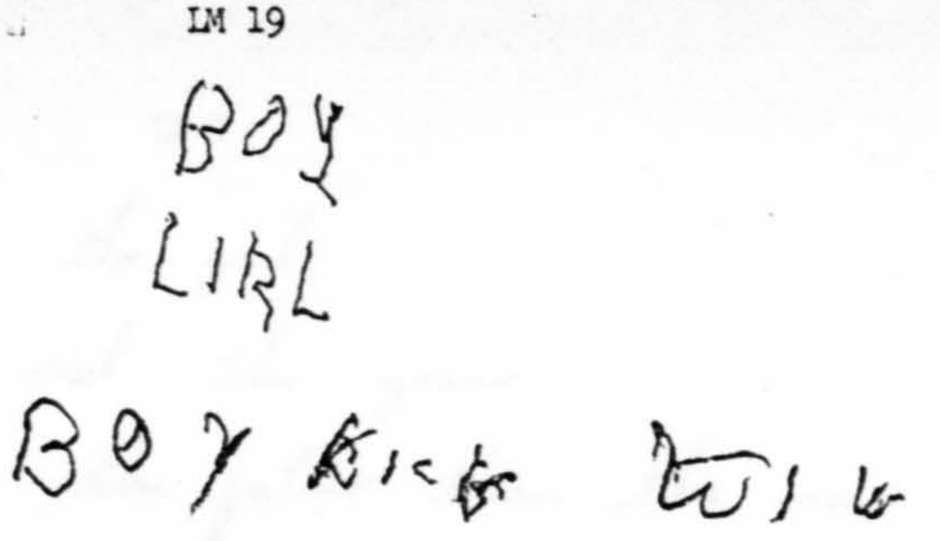
LM 17



LM 18

Girl Boy
The boy kicks the girl
The man has cut the grass.
The woman is fatter than the man.
The cup is falling off the table
The girl is hit on the back with the swing
The sheep are between the trees
The horse is following the car
The bat is over the sheep
The car is behind the two sheep.

LM 19



Boy
Girl

The Boy kicks the Girl
The Man has Cut the
Grass
~~The Wo Fatter~~ is
The woman is Fatter than the Man
The Cup is fall from the ~~Ta~~ Table
The Swing is hit by the Girl
The Sheep is between the tree

The Car is in front hussing
by the Horsed
The tree is hand the Sheffeh
two Sheffh are in front of the
Car
two Sheep are in fronte of the
Car

girl boy. LF 1

the boy kicks the girl.
the man has cut the grass.
the woman is ~~the~~ fatter than the man
the cup will fall from the table.
the girl is hit by the swing
the sheep are between two trees.
the car follows the horse.
the sheep are ~~under~~ under the box
the sheep are infront of the car

Boy

GIRL

THE BOY KICKS THE GIRL

THE MAN IS CUTTING GREEN

THE WOMAN IS FATTER THAN

THE CUP WILL THE TABLE

THE GIRL IS HIT THE SWING

THE SHEEP IS BETWEEN THE TREE

THE CAR TRUCK THE HORSE

THE BOX SHEEP IS BOUGHT UPON

SHEEP CAR IN ROAR

Girl

Boy.

The boy kicks a girl

The man cut cut the lawn

The woman is fatter the man is than

The cup will ~~is~~ fall from the table.

The swing is hit by the girl.

The sheeps are between the trees.

The ~~boy~~ horse pony walked ——

the car

The sheep ~~car~~ in

The car the sheep.

E4

BOY CIRL

BOY KICY CIRL

THE MAN NASCUT THE CRASS
THEWOMAN IS FATTER THAN THE MAN
THE GIRL IS HIT BY THE SWING
THE SHEEP ARE BETWEEN THE TREES

BOY
CIRL

E5

THE BOY KICHS THE GIRL
THE MAN HAS CUT THE GRASS
THE WOMAN IS FATTER THEN THE MAN
THE CUP WILL FALL FROM THE TABLE
THE GIRL IS HIT BY THE SWING
THE SHEEP ARE BETGEN THE TREE

THE CAR
THE BOX
THE SHEEP

THE HORSE
SHEEP
CAR

Boy
GIRL

The BOY The KICKS GIRL

The MAN HIS CUT The GRASS

The WOMAN IS FATTER THAN The MAN

The cup boll FILL The toble

boy girl
THE Girl kick the boby
The many beside the grass
the women that man
THE CUP
THE girl - besides the swimsuit
THE SHEEP ARE BETWEEN the TREES



Boy girl

The Boy kneel The girl

The Man Knee: cut The

The woman is fatter than

The Cup Fall of The Table

The chl is Hit By the swing

The sheep are Between the

LF 9

BOY
GIRD

THE BOY ~~THE~~ KICK THE GIRD
THE MAN HAS CUT THE GRASS
THE WOMAN IS FATTER THE MAN
THE CUP ~~IS~~ WILL FALL ~~IS~~ FROM TABLE
THE GIRN HIT BY THE SWING
THE SHEEP ~~THE~~ ARE BETWEEN . BY

THE HORSE ARE CAR THE TREE
SHEEP IS BOX

THE CAR IS SHEEP

LF 10

GIRL
BOY
THE BOY KICKS THE GIRL

BOY GIRL LF 11

THE BOY KICKS THE GIRL
THE MAN HAS CUT THE GRASS
THE WOMAN IS FATTER THE
THE COP WILL FALL FROM THE TABLE
THE GIRL IS HIT BY THE CAR
THE ~~ARE~~ SHEEP ARE BETWEEN THE

THE HORSE IS FOLLOWING THE CAR.

THE SHEEP HAVE BEEN COVERED BY THE

THE SHEEP HAVE BEEN FOLLOWED BY
THE CAR.

LF 12

LF 12

BOY

GA:

GIRL

LI

TC

TA

THE BOY KICKS THE GIRL

LF 13

BOY

GILO.

BOY

KICK

GILD

GILL

THE

CUT

MAN

CREAM

CAKE

EAT

EAT

THAT

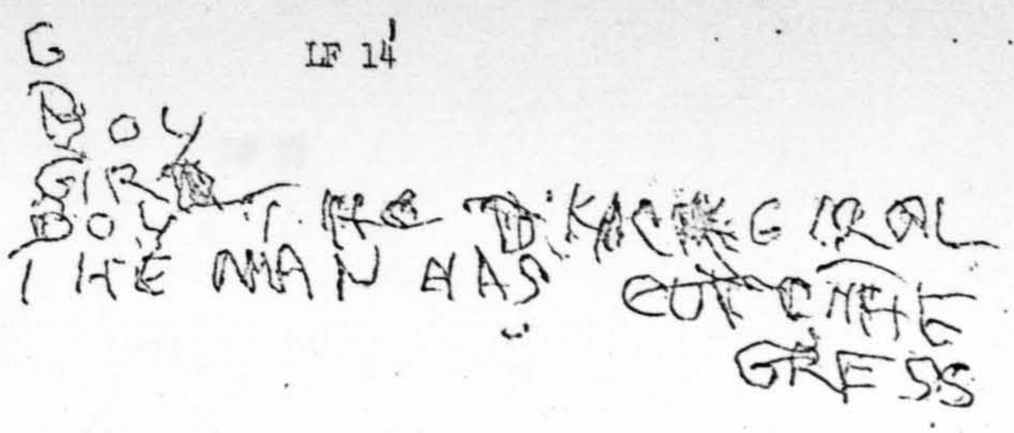
THO

EAT

BOY

THE BOY KICKS THE GIRL
THIS IS A GOOD
THIS IS A GOOD

LF 14



LF 15

bog
bo.
girl
The bog b the kickegirl
The mas cut the grass
The fa wanbed is fatter the man
The cup frank from the talk
The swis had by the tward
The lambe bammts the trees
Girl and Hornar
lambs and the mean man
lambs and to cat

LF 16

The boy tells the girl.
The man cut the grass
The woman talks when she knew.
The cup from the table
The girl was his by the sowing.
The sheep are hunery the
Dress
The horse before behind the car
The sheep are in the fem
The car will run over the
Sheep.

BOY

GIRL

THE KICKS THE GIRL

THE MAN has cut the Grass

THE WOMAN ~~has~~ is ~~the~~ fatter than the Boy

FROM the hole from the Cup has ~~stolen~~ fell after

the Girl by the hit my ~~the~~ saving

The sheep are the between the trees

The car is follow the by horses

After sheep ~~sheep~~ by when the the the the

They ~~a~~ car ~~the~~ ~~Horses~~ is ~~got~~ behind the the sheep

MAN

WOOD

THE BOY KICKS THE GIRL

THE MAN HAS JUST CUT THE GRASS

THE WOMAN IS FATTOM THAN THE MAN

THE HORSE CHASHES THE CAR

TWO LAMBS IN A BOX

TWO LAMBS WITH THE CAR

THE CUP WILL FELL OF THE TREE

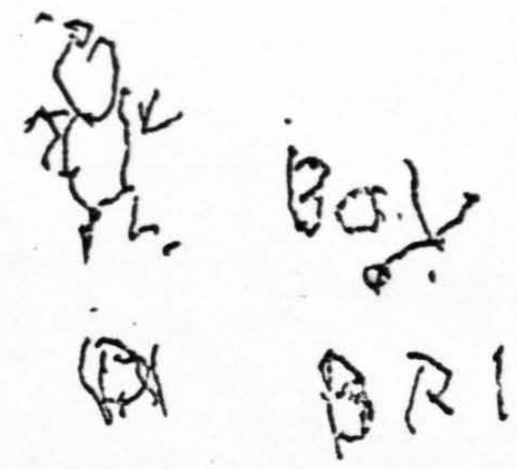
THE GIRL IS HIT BOY THE SHEEP

THE SHEEP ARE BY THE TREES

THE TREES

the is a boy & girl the boy feeds the
girl
the man has cut the grass
the person is sitting down the street
the cop will not fall from the roof
the girl is hit by the sterring
the stick are under the tree
the horse is taking after the car
the stick is far away on the floor
the rug is yellow following the stick

B 12



The Dog The Red Girl

The Man Dog at The Grass

APPENDIX F

PHOTO TEST: MISRECOGNITIONS AND MISNAMINGS

Misrecognitions

Item	LBD No. of errors	LBD Descript'n.	RBD No.of errors	RBD Descript'n.	NBD No.of errors	NBD Descrip.
Jug	8	Comb. Machine. Cup. "Seen them in ambulance" Saucer. Fire,blowing up.	6	Bellows. Feeding cup. Head of a bird. Beetroot or onion.		
Light bulb	17	Cup and saucer. Bottle,flask. Stud. (Don't know) (Vague gesture)	14	Plug under the bath. Ornament,vase. Thermos flask lid. Light holder. Photograph on a wall of a military character. Man's face in uniform. Push-button. Door handle,knob. Button. Cup and saucer. Bottle,basin. (Don't know)	6	Button. Door bell. Door knob. Cup and saucer.
Cup	7	Hole in the door. Campbell,candle. "Take it outside" (Don't know)	10	Medal hanging up with watch chain. Electric light bulb. Globe from ceiling. Bat,round with handle. Cartoonist's bomb without the smoke. Candlestick. Like a hat. (Don't know)		
Knife	9	Screwdriver. Toothbrush. (Don't know) (Vague gesture)	6	Miniature screwdriver. Another brush. Toffee apple.	6	Screwdriver. Paintroller. Toothbrush. bottle brush

Misnamings of IBD, categorised by semantic relationship

1. Activity associated with object

Item	Responses
Jug	Flows. You put milk in. Get the tea with it.
Hammer	Tap. Knock it. I'll have to get him (husband).
Cup	Drinking cup. Pick it up.
Racket	Play tennis. What do they hit?
Bottle	Drink. I don't drink. I have this.
Light bulb	---
Brush	The brush that dusts. For shining wall. Brush stairs. Sweeping hand bunch. Scrubbing out back of fireplace. Shave. The painting brush. Spin vibrator. That cleans dust. Swipes.
Typewriter	Typists who that. Type. Typing. Touchee. She used to do that. One, two, three, four.
Knife	Eat. He's just trying it. Cut. You've got to have these. I would put it in my hand. You can do with these We're going to have something.
Teapot	That one that you top up. I give them a cup of tea.

2. Co-ordinate

Jug	Cup. Mug. Teapot. Urn. Saucer.
Hammer	Screwdriver.
Cup	Jug. Saucer.
Racket	--
Bottle	Jar.
Light bulb	--
Brush	Carpet sweeper. Broom. Duster. Pan. Brushpan.
Typewriter	--
Knife	Saw. Dagger. Fork. Kitchen devil. Hammer.
Teapot	Cup. Kettle. Saucer.

3. What goes in it (for containers)

Jug	Milk. Spoon (?)
Cup	Cup of tea.
Bottle	Dandelion and burdock. Guinness. Champagne. Milk. Lemonade. Pop. Beer. Washing-up liquid. Bottle of ink.

3. continued

Teapot	Tea. The cup of the dark brown. Pot with your tea in it. Water. Cup of tea. Milk. Sugar.(?)

4. Where it is found

Jug	--
Hammer	--
Cup	Dresser.
Racket	Table (?). Tennigrass (?)
Bottle	Dairy.
Light bulb	From the ceiling. A socket thing. Shade.
Brush	Stairs(?)
Typewriter	--
Knife	Kitchen help (?)
Teapot	Table.

5. Miscellaneous

Jug	--
Hammer	Nail. Nails.
Cup	--
Racket	Bask. Hockey. Tennis. Tennis ball.
Bottle	A tall glass.
Light bulb	Electric. Lamp.
Brush	Hair.
Typewriter	The typist's machine. Type-machine. Timewriter(?).
Knife	It's got little saws. Tea. Meat.
Teapot	Spoon with a bowl.