VERBAL COMPREHENSION AFTER BRAIN DAMAGE

a psycholinguistic investigation

with special reference to cerebro-vascular accident

by

Ruth Lesser, B.A. (Hons.), B.Sc.

Thesis submitted to the University of Newcastle upon Tyne
for the degree of Doctor of Philosophy, September 1976.
TEXT CUT OFF IN ORIGINAL
Most of the illustrations of test materials in the appendices have been reduced in size, in order to lessen the bulkiness of this volume. The degree of reduction is shown on the contents page.
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<tr>
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<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semantic test sheet (71%)</td>
<td>A 1</td>
</tr>
<tr>
<td>Semantic test pictures (50%)</td>
<td>A 2</td>
</tr>
<tr>
<td>Phonological test sheet (71%)</td>
<td>A10</td>
</tr>
<tr>
<td>Phonological test pictures (50%)</td>
<td>A11</td>
</tr>
<tr>
<td>Syntax test sheet (71%)</td>
<td>A17</td>
</tr>
<tr>
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<td>A18</td>
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<tr>
<td>Auditory Discrimination Test (Wepman) (71%)</td>
<td>A39</td>
</tr>
<tr>
<td>Extracts from Eisenson and Schuell Tests (71%)</td>
<td>A39</td>
</tr>
<tr>
<td>English Picture Vocabulary Test 3 sheet (actual)</td>
<td>A40</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Test/Sheets/Items</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture-Word-Order test sheet (71%)</td>
<td>B 1</td>
</tr>
<tr>
<td>Picture-Word-Order test pictures (71%)</td>
<td>B 2</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Test/Sheets/Items</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological test sheet (71%)</td>
<td>C 1</td>
</tr>
<tr>
<td>Phonological test, four specimen pages from printed version (71%)</td>
<td>C 1</td>
</tr>
<tr>
<td>Phonological test pictures (actual size)</td>
<td>C 2</td>
</tr>
<tr>
<td>Syntactic test: aural-pictures (Version A) sheet (71%)</td>
<td>C13</td>
</tr>
<tr>
<td>Syntactic test pictures for Version A (71%)</td>
<td>C14</td>
</tr>
<tr>
<td>Syntactic test: read-pictures (Version B) sheet (71%)</td>
<td>C31</td>
</tr>
<tr>
<td>Syntactic test: aural-pictures: response sheet for children (71%)</td>
<td>C31</td>
</tr>
<tr>
<td>Syntactic test: read-pictures (Version B) specimen item (actual size)</td>
<td>C32</td>
</tr>
</tbody>
</table>
Syntactic test pictures for Version B (71%)... C33
Syntactic test: aural-gesture test sheet (61%) with illustration ... ... ... ... ... ... C50
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The figures in brackets indicate the approximate percent reduction in each dimension i.e. 50% reduction gives quarter size.
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).

<table>
<thead>
<tr>
<th>Stimulus word (tick if correct)</th>
<th>Underlines error choice</th>
<th>R if repeat req.</th>
<th>Write V or S if subject subsystems vocally or sub-vocally</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hand</td>
<td>face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. web</td>
<td>finger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. cry</td>
<td>tear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. lamb</td>
<td>sheep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. soldier</td>
<td>sailor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. table</td>
<td>chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. foot</td>
<td>shoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. hammer</td>
<td>nail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. swift</td>
<td>slow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. thirsty</td>
<td>drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. moon</td>
<td>sun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. mountain</td>
<td>hill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. butterfly</td>
<td>moth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. eagle</td>
<td>nest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. cottage</td>
<td>house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. eating</td>
<td>drinking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>word</th>
<th>choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. walking</td>
<td>running</td>
</tr>
<tr>
<td>18. stove</td>
<td>pipe</td>
</tr>
<tr>
<td>19. smoke</td>
<td>heat</td>
</tr>
<tr>
<td>20. cheese</td>
<td>cigarettes</td>
</tr>
<tr>
<td>21. cut</td>
<td>fire</td>
</tr>
<tr>
<td>22. butter</td>
<td>broad</td>
</tr>
<tr>
<td>23. door</td>
<td>knife</td>
</tr>
<tr>
<td>24. queen</td>
<td>bread</td>
</tr>
<tr>
<td>25. shoulder</td>
<td>cork</td>
</tr>
<tr>
<td>26. yellow</td>
<td>nectar</td>
</tr>
<tr>
<td>27. doctor</td>
<td>medicine</td>
</tr>
<tr>
<td>28. paper</td>
<td>nurse</td>
</tr>
<tr>
<td>29. sleep</td>
<td>patient</td>
</tr>
<tr>
<td>30. short</td>
<td>pencil</td>
</tr>
</tbody>
</table>

Score correct ___________
PHONOCLOGICAL TEST

"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). "Try the use of three words. Then each one is said, point to the best picture for it." (Pause). "Some words are on the tape; you may repeat them and give more time if needed. The first two words "national" and "poor" are practice words and are not scored.

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>Error</th>
<th>S. or V.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. score</td>
<td>porch</td>
<td>torch</td>
</tr>
<tr>
<td>18. bite</td>
<td>bike</td>
<td>vice</td>
</tr>
<tr>
<td>19. craft</td>
<td>crab</td>
<td>crack</td>
</tr>
<tr>
<td>20. cat</td>
<td>hat</td>
<td>catch</td>
</tr>
</tbody>
</table>

Score correct: ...............
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 talking.
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 chair.
18. The airplane 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 on the table.
24. The boy throws 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 throwing 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 boys.
34. The boy between his father and mother.
35. The guard who has the rifle stops to a 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)
FIRST PRELIMINARY EXPERIMENT: SYNTAX TEST PICTURES

Trial Item 1

Trial Item 2
### Form I

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>tub</td>
<td>tug</td>
<td>21</td>
<td>cat</td>
</tr>
<tr>
<td>lack</td>
<td>lack</td>
<td>22</td>
<td>din</td>
</tr>
<tr>
<td>web</td>
<td>web</td>
<td>23</td>
<td>latch</td>
</tr>
<tr>
<td>leg</td>
<td>leg</td>
<td>24</td>
<td>hum</td>
</tr>
<tr>
<td>chap</td>
<td>chap</td>
<td>25</td>
<td>clothe</td>
</tr>
<tr>
<td>gun</td>
<td>dumb</td>
<td>26</td>
<td>moon</td>
</tr>
<tr>
<td>bale</td>
<td>gale</td>
<td>27</td>
<td>sack</td>
</tr>
<tr>
<td>sought</td>
<td>sought</td>
<td>28</td>
<td>sheaf</td>
</tr>
<tr>
<td>vow</td>
<td>thou</td>
<td>29</td>
<td>king</td>
</tr>
<tr>
<td>shake</td>
<td>shape</td>
<td>30</td>
<td>badge</td>
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<tr>
<td>rest</td>
<td>seat</td>
<td>31</td>
<td>perk</td>
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<tr>
<td>wrench</td>
<td>wrench</td>
<td>32</td>
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<td>thread</td>
<td>shred</td>
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<td>abeal</td>
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<tr>
<td>jam</td>
<td>jam</td>
<td>34</td>
<td>tall</td>
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<tr>
<td>bass</td>
<td>bath</td>
<td>35</td>
<td>par</td>
</tr>
<tr>
<td>tin</td>
<td>pin</td>
<td>36</td>
<td>pot</td>
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<tr>
<td>pat</td>
<td>pack</td>
<td>37</td>
<td>muff</td>
</tr>
<tr>
<td>din</td>
<td>din</td>
<td>38</td>
<td>pose</td>
</tr>
<tr>
<td>coast</td>
<td>toast</td>
<td>39</td>
<td>leash</td>
</tr>
<tr>
<td>thimble</td>
<td>symbol</td>
<td>40</td>
<td>pin</td>
</tr>
</tbody>
</table>

**Error Score** 30 10

### Extract from Eisenson:

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

1. What do people wear on their heads? Shoes Stockings Shirts Hat
2. What do birds move when they fly? Feet Wings Beak Claw
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 the year? January February March April
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? 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)
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.

<table>
<thead>
<tr>
<th>No.</th>
<th>Word</th>
<th>No.</th>
<th>Word</th>
<th>No.</th>
<th>Word</th>
<th>No.</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>rEel</td>
<td>13</td>
<td>autUmn</td>
<td>25</td>
<td>Entice</td>
<td>37</td>
<td>Incandescent</td>
</tr>
<tr>
<td>2</td>
<td>wrAth</td>
<td>14</td>
<td>marine</td>
<td>26</td>
<td>appliance</td>
<td>38</td>
<td>Hieroglyphic</td>
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<tr>
<td>3</td>
<td>Erecting</td>
<td>15</td>
<td>Probing</td>
<td>27</td>
<td>wail</td>
<td>39</td>
<td>Periodical</td>
</tr>
<tr>
<td>4</td>
<td>hoVering</td>
<td>16</td>
<td>confining</td>
<td>28</td>
<td>scNile</td>
<td>40</td>
<td>embellish</td>
</tr>
<tr>
<td>5</td>
<td>fraGment</td>
<td>17</td>
<td>tantrum</td>
<td>29</td>
<td>Salutation</td>
<td>41</td>
<td>Monogram</td>
</tr>
<tr>
<td>6</td>
<td>amPhibian</td>
<td>18</td>
<td>browsing</td>
<td>30</td>
<td>fEttered</td>
<td>42</td>
<td>Repose</td>
</tr>
<tr>
<td>7</td>
<td>Angling</td>
<td>19</td>
<td>rodEnt</td>
<td>31</td>
<td>lobE</td>
<td>43</td>
<td>Embossed</td>
</tr>
<tr>
<td>8</td>
<td>amZile</td>
<td>20</td>
<td>nApe</td>
<td>32</td>
<td>eAnimal</td>
<td>44</td>
<td>gable</td>
</tr>
<tr>
<td>9</td>
<td>goblet</td>
<td>21</td>
<td>reclining</td>
<td>33</td>
<td>juBilant</td>
<td>45</td>
<td>Predatory</td>
</tr>
<tr>
<td>10</td>
<td>bust</td>
<td>22</td>
<td>inGenious</td>
<td>34</td>
<td>confiding</td>
<td>46</td>
<td>Mercantile</td>
</tr>
<tr>
<td>11</td>
<td>Peninsula</td>
<td>23</td>
<td>caReN</td>
<td>35</td>
<td>enCumbered</td>
<td>47</td>
<td>Salutation</td>
</tr>
<tr>
<td>12</td>
<td>tAlon</td>
<td>24</td>
<td>Dromedary</td>
<td>36</td>
<td>oraTe</td>
<td>48</td>
<td>orifice</td>
</tr>
</tbody>
</table>

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.
**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.

1. **cu** This jug has more water
   2. **bu** The boy drags the donkey
   3. **cm** The flower is bigger than the leaf
   4. **am** The girl is pulled by the mother
   5. **au** The shoe is smaller than the foot
   6. **cm** The man is chased by the bear
   7. **cm** This man has less hair
   8. **bu** The fish follows the swimmer
   9. **ct** The Indian is shot by the soldier
   10. **am** The man is fatter than the lady
   11. **bu** The donkey frightens the cat
   12. **cm** This tree has fewer apples
   13. **cm** The man is killed by the lion
   14. **bu** The van is hit by the boy
   15. **am** The bed is longer than the mat
   16. **bu** The van is lower than the car
   17. **bu** The boy vets the girl
   18. **cm** The donkey pushes the boy
   19. **au** This house has more windows
   20. **bu** The envelope is wider than the letter
   21. **cm** The boy is thinner than the girl
   22. **am** The donkey is smaller than the boy
   23. **au** The sheep watches the dog
   24. **cm** The tree is bigger than the house
   25. **bu** The boy is pulled by the man
   26. **am** The sheep is thinner than the pig
   27. **bu** The donkey pushes the boy
   28. **au** This parcel has more string
   29. **cm** The picture is narrower than the frame
   30. **bu** The man is led by the girl
   31. **am** The stick is shorter than the tree
   32. **bu** The cat is higher than the dog
   33. **cm** The man is led by the girl
   34. **cm** The sheep is thinner than the pig
   35. **bu** The man is killed by the lion
   36. **cm** The sheep is thinner than the pig
   37. **bu** The sheep uses the donkey
   38. **am** The envelope is wider than the letter
   39. **bu** The man is led by the girl
   40. **cm** The box is shorter than the pen
   41. **bu** The donkey pushes the boy
   42. **cu** This chair has more cushions
   43. **cm** The sheep is thinner than the pig
   44. **bu** The man is killed by the lion
   45. **cm** The dog is fatter than the cat
   46. **cu** This gate is wider than the frame
   47. **cm** The box is shorter than the pen

---

<table>
<thead>
<tr>
<th>cu( control items, unmarked)</th>
<th>cm( control items, marked)</th>
<th>au( comparative, unmarked, same order)</th>
<th>am( comparative, marked, same order)</th>
<th>cu( comparative, unmarked, diff. order)</th>
<th>cm( comparative, marked, diff. order)</th>
<th>bu( svo, active, same order)</th>
<th>bm( svo, passive, same order)</th>
<th>du( svo, active, different order)</th>
<th>dm( svo, passive, different order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>errors........................</td>
<td>repeats........................</td>
<td>mean time.............................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECOND PRELIMINARY EXPERIMENT: PICTURE-WORD-ORDER TEST PICTURES (REDUCED)

Trial a

Trial b

Trial c

Trial d
**MAIN EXPERIMENT: PHONOLOGICAL TEST**

**Name............................Date........................**

**TEST INSTRUCTIONS**

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 and then point to the picture for the word.

**Trial items**

<table>
<thead>
<tr>
<th>Item</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
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<tbody>
<tr>
<td>1st gate</td>
<td>2nd oat</td>
<td>3rd ship</td>
<td>4th sport</td>
<td>5th year</td>
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<td>2nd cars</td>
<td>3rd daily</td>
<td>4th writing</td>
<td>5th ask</td>
<td>6th support</td>
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<td>3rd cap</td>
<td>4th tired</td>
<td>5th pull</td>
<td>6th talks</td>
<td>7th teeth</td>
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<td>4th bill</td>
<td>5th cattle</td>
<td>6th bark</td>
<td>7th nets</td>
<td>8th summer</td>
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<td>5th packing</td>
<td>6th nail</td>
<td>7th bag</td>
<td>8th tops</td>
<td>9th drive</td>
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<tr>
<td>6th fitting</td>
<td>7th tending</td>
<td>8th log</td>
<td>9th ships</td>
<td>10th appeal</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item</th>
<th>11th</th>
<th>12th</th>
<th>13th</th>
<th>14th</th>
<th>15th</th>
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</thead>
<tbody>
<tr>
<td>11th coat</td>
<td>12th waist</td>
<td>13th key and toffee</td>
<td>14th ear and ear</td>
<td>15th breaking the bed</td>
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<tr>
<td>12th housetop</td>
<td>13th bear and bowl</td>
<td>14th ski and ski</td>
<td>15th looking the bed</td>
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<tr>
<td>13th bookend</td>
<td>14th ski and ski</td>
<td>15th looking the bed</td>
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<td></td>
<td></td>
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<tr>
<td>14th chair arm</td>
<td>15th breaking the bed</td>
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</tbody>
</table>

**Tape replay tapes 1 to 30**

- **pseudographic (p).........categorical (c).........emission (e).........morphological (m).........**
- **voice 0, 12, 18, 23, 29, 35, 42, 47......place 1, 11, 21, 2, 17......name 6, 16, 26, 7, 22......**
- **Initial 1, 15, 23, 5, 30......section 8, 21, 16, 25, 19......first 0, 6, 11, 26, 15, 20......**
- **vowel 5, 13, 23, 10, 20, 30......cluster 4, 14, 24, 9, 19, 29, 10, 17, 25, 35, 33......**
- **reversals......stress word boundary (31 to 38).........**
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 practice 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. Look at them carefully. If you want to say any over again, let me know.

17b. The fish swims in the water
27b. The dog is in front of the chair
37b. The twisted old rope breaks
47b. The bear is tempting to touch
57b. The cow is followed by the dog
67b. The salmon are leaping out of the water
77b. It's the horse the boy frightens
87b. The cat runs up against her
97b. It's a little dog for a big woman
107b. The boy is between the girls

117b. The fish are slow to bite
127b. The cat jumps on the bird in the tree
137b. He puts on a hat to go out
147b. The secretary's boss smokes
157b. The nest is on the roof of the house
167b. It's the girl hits the swing
177b. The people are too hot to eat
187b. They took the dog for a walk
197b. The girl kicks the boy
207b. There is her favourite hat
217b. The girl is taller than the boy
227b. The girl has put her boots on
237b. It's the dog the horse is bitten by
247b. He broke his leg after Christmas
257b. The soldier is easy to shoot
267b. The nurse paints out the patient to the doctor
277b. The friendly dog is following him
287b. He puts his coat on before he gets the tree
297b. His hands are pretty clean
307b. She shows the dog to the boy
317b. The car drives to the garage
327b. She walks from the bus to the house
337b. The van brings the sheep to the lamb
347b. The car with the flag follows the van
357b. He lights the fire before breakfast
367b. It's the boy kicks the horse
377b. The soldier is hard to see
387b. Their hair is very curly
397b. It's the car the van is pulled by
407b. The shop is keen to buy
417b. He would like to go out for a walk
427b. The man brings the sheep to the lamb
437b. The man is walking from the house
447b. The van follows the car
457b. The ball hits him in the back
467b. The dog is chased by the man
477b. The tree shelters them from the rain
487b. The husband's sister paddles
497b. She is looking at a magazine
507b. The parcel is smaller than the box
517b. The girl asks the boy what to paint
527b. The boy will swim in the sea
537b. The bike is behind the shed
547b. The dear is running away
557b. It's the motorbike the car follows
567b. The man with the hat is under the bridge
577b. It's a fat case for a little man
587b. The man persuaded the lady to play today
597b. The hungry sheep eat the grass
607b. It runs to its dish from the gate
617b. The mother is beside the children
627b. The boy brings the cow to the kitted
637b. Here is one of his shoes
647b. She ironed after she washed up
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)

<table>
<thead>
<tr>
<th>Pictures</th>
<th>VC errors</th>
<th>VE errors</th>
<th>A errors</th>
<th>other errors</th>
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</tbody>
</table>

Non-order CVC: 100  VC errors: 10  VE errors: 5  A errors: 3  other errors: 2  total: 2  
Under CVC: 30  VC errors: 20  VE errors: 8  A errors: 3  other errors: 5  total: 20  

Total: 130  VC errors: 30  VE errors: 13  A errors: 10  other errors: 8  total: 51

Time: 5 minutes
The book is behind the 'phone
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 (1st), the car, the farmer, the box shown in this list is (written words - car, box, sheep, horse, woman, farmer). Tell me that this is (farmer, car, sheep, woman, box, horse - presented/foot presented). I want to show this: "The woman pushed the car", so I do this. And for "the horse follows the farmer", I do this. How you do:

<table>
<thead>
<tr>
<th>Task Description</th>
<th>UNC</th>
<th>WOC</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The woman follows the car</td>
<td>-</td>
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</tr>
<tr>
<td>2. The sheep pushes the farmer</td>
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<tr>
<td>3. The farmer goes from the horse to the car</td>
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<tr>
<td>4. The sheep is between the farmer and the car</td>
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<tr>
<td>5. The car is bumped by the horse</td>
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<tr>
<td>6. The sheep pushes the car to the woman</td>
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<tr>
<td>7. It's the woman the farmer is pushed by</td>
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<td>8. The sheep is followed by the woman</td>
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<tr>
<td>9. It's the car the farmer hits</td>
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<tr>
<td>10. The woman brings the sheep the farmer</td>
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<tr>
<td>11. Put the husband's wife behind the box</td>
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<tr>
<td>12. Make it look like this:</td>
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<tr>
<td>13. They go away from the box</td>
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<tr>
<td>14. She will fall from the box</td>
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<tr>
<td>15. Instead of the car, he brings her the horse</td>
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<tr>
<td>16. Touch the car with the sheep</td>
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<td>-</td>
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<tr>
<td>17. Touch the car and the sheep</td>
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<tr>
<td>18. Move the horse or the sheep in front of the car</td>
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<tr>
<td>19. If the sheep are black, pick up the car</td>
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<tr>
<td>20. Make the horse go quickly and the car slowly</td>
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<tr>
<td>21. Before you touch the horse, touch the car</td>
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<tr>
<td>22. Make the woman higher than the farmer</td>
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<tr>
<td>23. Move the car behind the box - no, the horse</td>
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<tr>
<td>24. Touch the sheep after you touch the box</td>
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<tr>
<td>25. Make the farmer higher than the sheep</td>
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<tr>
<td>26. Except for the car, put them on the box</td>
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<tr>
<td>27. Touch his boot and their hands</td>
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<tr>
<td>28. Together with the sheep, put her under the box</td>
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Totals: 33, 22, 21
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, year". They are right; they have a lot to do with "time"). (Please words while reading). Under the question mark I'm going to put four words that could have something to do with "time". "Time, space, start, place". They could have something to do with "time", but they are not as good as those. Under the cross I'm going to put four words that are wrong. They have nothing to do with "time". "Valley, wife, shop, crown". They are wrong. (Please words 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. (Highlight words.) Now here's a word: "Fire". Think that 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
- sing
- 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
- fabric
- cotton
- sound
- soft
- needle
- clothes
- month

**FAMILY**
- cousin
- niece
- son
- relative
- number
- mother
- father
- parent
- man
- woman

**COOK**
- help
- bake
- mix
- fry
- grill
- drive
- pickle
- shine
- boil
- toast
- serve
- wish

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\quad ? \rightarrow + \quad ???
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. You'll practice first.
Look at the top pictures. For this picture the words are "There's a room here" (explain and
repeat). For this picture the words are "There's a room here" (explain and repeat). You
listen carefully while I say one of those: "There's room here". Which one is that? (Explain
correct choices.) (Turn page) For this picture I say "It's spread" (explain). For this picture
I say "It's spread" (explain), which one is this: "It's spread"? (Explain correct choices.)
(Turn page) This is a spinning top, a child's toy, with some green string wound around it. This
is a pencil 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
in an orange dish" which is that? (Explain, with alternative sentences and explain contrast.)
(Turn page.) Here's a rubber band. He's had an accident: he has a bandage on his leg. Here's
another in hospital: they say he has been in hospital for a week. Which one is this: "He's out since the accident"? (Explain, with alternative sentences.) (Turn page.) Here's a cup. Somebody's got a rat in it and it's bursting. Here's another cup. This
is on a scale for weighing. The weight is done and the scale is up. Which one is this: "It's out since the accident"? (Explain, with alternative sentences.) (Turn page.) Here's a purse. This could be a football cap. Here's the hospital again, with the patients here and a nurse sitting
at the table. Which one is this: "He's the head"? (Explain, with alternative sentences.)
(Turn page.) Here's a piece of paper. You'll just say the words for one picture on each page, and you
should write it in. Then we'll go straight on. Look at them carefully. If you want me to
say something, let me know.

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**Inductive Articulate Test**: Response sheet for children
"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 (gusture, 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, except 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 not his match, She's made a good match.

No feedback for items 2 to 6)

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

TENDER

<table>
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<tr>
<th></th>
<th>SOFT</th>
<th>SOUP</th>
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<tbody>
<tr>
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<td>LOVING</td>
<td>TREE</td>
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<td></td>
<td>STEAM-TRAIN</td>
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<td></td>
<td>KEEPER</td>
<td></td>
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</table>
MEMORY FOR SEQUENCE

(section A) HARD TWICE

I'm going to put my hand on the table in three different ways. They are all easy: copy what I do. (Single action: 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 flat
- Side flat fist side flat
- Fist side flat side flat

SECTION B TAPPING (WITH PENCIL)

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

- Flat fist, Side fist, Fist side
- Flat fist, Side fist, Fist side
- Flat fist, Side fist, Fist side

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 the now. Please keep the same order as I say. Point, in this order:

- the comb and the ring
- the pencil, the button and the stamp
- the button, the matches, the comb, the money
- 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.

- penel, 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

Date:..............
MAIN EXPERIMENT: MEMORY FOR SEQUENCE

Objects used in Section C
I have the beginning of a word here (index). 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 one. This is the beginning (div). Is that a real word (with each ending)?

1. div  
2. beauti  
3. cart  
4. admir  
5. act  
6. show  

Non-English + ........................................10
Acceptable to word-class, but not to this example 0......................10
Not acceptable to word-class * ........................................../9
Different senses (stress and phonemic changes) 1. ....................../3 3. ....................../3 5. ....................../5
Correct........................................../90

Specimen item

beautiless

ful
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
(Finger to be left on table)

Bucco-facial
A. Ass Has Verb Voc GM R BPO O Pant

Intrusive
1. Show me how you blow out a match
2. sniff a flower

Hand to body
3. wave goodbye
4. hold your hand to stop traffic

Hand away from body
5. brush your teeth with a toothbrush
6. comb your hair with a comb

Lower limb
7. cut paper with scissors
8. turn a screw with a screwdriver

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

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

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

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) word 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)

1. The boy kicks the girl
2. The man has cut the grass (CUE: What has...)
3. The woman is fatter than the man (CUE: Who is fat?)
4. The cup will fall from the table (CUE: What will...)
5. The girl is hit by the swing (CUE: What happens to her)
6. The sheep are between the trees (CUE: Where are...)

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

INTERPRETATION

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

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:
EXPRESSING CONNECTED SPEECH
PICTURES FOR STORY
For transcripts of stories see Appendix D
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).
**Patient's name**

**Age**

**Ended full-time education at age**

**Job**

**Type of lesion**

**Date of lesion**

**Indications of site and depth of lesion**

**Consultant referring**

**Ward/hospital**

**Referral date (speech therapy)**

**Therapist**

**Former handedness**

**Degree of hemiplegia**

**Leg or arm worse**

**Non-language difficulties e.g. ideomotor dyspraxia, spatial disorientation, amnesia, visual field defects etc.**

---

**DIFFICULTY IN COMUNICATIVE EFFECTIVENESS**

0 1 2 3 4

- *almost no difficulties*
- *mild difficulties*
- *moderate difficulties*
- *fairly severe difficulties*
- *very severe difficulties*

**Rating scale**

<table>
<thead>
<tr>
<th>SPEECH</th>
<th>WRITING</th>
<th>COMPREHENSION</th>
<th>COMPREHENSION</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>AURAL</td>
<td>READING</td>
</tr>
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</table>

**SPEECH**

- *ability to name objects (dissordered)*
- *ability to listen (speech)*
- *ability to name objects (dissordered)*
- *ability to listen (speech)*

**WRITING**

- *ability to name objects (dissordered)*
- *ability to listen (speech)*
- *ability to name objects (dissordered)*
- *ability to listen (speech)*

**COMPREHENSION**

- *ability to name objects (dissordered)*
- *ability to listen (speech)*
- *ability to name objects (dissordered)*
- *ability to listen (speech)*

**COMPREHENSION**

- *ability to name objects (dissordered)*
- *ability to listen (speech)*
- *ability to name objects (dissordered)*
- *ability to listen (speech)*

---

**Please indicate rating level by a cross in each section on a dotted line.**

**Assessment based on...**

**aphasia test(s) / observation**

---

**Note:**

- Use the LEFT HAND CIRCLE (LHC) for the right hemisphere (RH) and vice versa.
- Use the RIGHT HAND CIRCLE (RHC) in the second row, green and yellow adjacent.
CONFIDENTIAL

Newcastle University Hospitals
Royal Victoria Infirmary
Speech Therapy Department
M/A/ 1973

Questionnaire

Can your husband tell answer his own name?

Can he tell answer his address?

Can he tell answer his doctor's name?

Has he any difficulty in understanding people's names?

Has he any difficulty in finding the words he wants?
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

(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?

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

Would he prefer to go to an ordinary social club?

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?

Has your husband any physical handicaps?

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 him than the speech handicap, or that the speech handicap is a greater loss to him than the physical handicap?
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 FORNIGHT

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 FORNIGHT

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?

(Blank space)

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?

(Blank space)

What does he usually do on other weekday evenings?

(Blank space)

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?

<table>
<thead>
<tr>
<th>Service</th>
<th>For how many weeks?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital in-patient service</td>
<td></td>
</tr>
<tr>
<td>Home nursing</td>
<td></td>
</tr>
<tr>
<td>Physiotherapy</td>
<td></td>
</tr>
<tr>
<td>Occupational therapy</td>
<td></td>
</tr>
<tr>
<td>Others (state what)</td>
<td></td>
</tr>
</tbody>
</table>

What social services have helped your husband since the stroke?

<table>
<thead>
<tr>
<th>Service</th>
<th>What help have they given him?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical social work</td>
<td></td>
</tr>
<tr>
<td>Church or other religious organisation</td>
<td></td>
</tr>
<tr>
<td>Women's Royal Voluntary Service</td>
<td></td>
</tr>
<tr>
<td>Marriage Guidance</td>
<td></td>
</tr>
<tr>
<td>Home Help</td>
<td></td>
</tr>
<tr>
<td>Others (state what)</td>
<td></td>
</tr>
</tbody>
</table>
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 V  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..............

What was the job? .........................................................................................

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

What is the job? ............................................................................................

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

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 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 (23145) 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 (13452) 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.
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.

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.

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

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.

(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.

(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 doesn'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.

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.

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.

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.

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.

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.
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.

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.

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

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

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.

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.

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.

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.

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.

The little boy's at school and his dog goes and sees him at school, and 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.
D5

RF7 (45, 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 (21345) The dog is listening to the little boy. Then the dog is sitting way- 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 (23145) 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 children at school. Then the dog jumps through the window, and sees the children in the classroom.

RF11 (14523) 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 upset the things, and the boy's watching from outside then it's pushed out. it's in disgrace.

RF12 (45132) 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 /akæ/ * the dog the dog you know the dog * er * misses him and follows /foʊz/ / him to school * er * the the er mm * the dog has er er /oʊz/ / this but it's * er * it's er the dog this er the dog has * (pr) the dog is er er /gɛstvjuər/ * (/"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

+ 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.
IM2 (1 2 3 5 4 → 1 2 3 4 5) /də/ * two have a /fʌm/ *
/ən ʃəra ɹə ɬə na dəd ("dog") e kəbrə o ɬənəa
toz tədə dəq an ("does that and") (clear throat) you
can do /ˈdeə/ ("that") /ənə fə ɬənamə/ * (pr) /wɛnə
ən sə ɹə /("sorry sorry") (pictures rearranged by patient)
/ˈdeənən ɬənən ʃu / come on /ɛə / (pr) aye

IM3 (1 3 2 4 5) /de do/ /boɪ/ /dɪtə ηə kʊl ("school") /θə ("and the")
dog /de da ʃəpəzə/ ("follows") him /de da ɹə da ɹə gəʊ ("dog")
de da ʃəpəzə ɹɪm / * /de da ɹə gəʊ ("dog") deə ɹə ɹə ɹə
de da ɹə ɹə kʊl / ("school") /θə ɹə / boɪ/ da da
de da ɹə ɹə da ɹə gəʊ arə fədən tə ɹə kʊl/
("following to the school") /θə da da ɹə ɹə da di ɬəbən ɹə
dəmən da da ɬə ɬə / ("teacher")

IM4 Well the dog see the dog /ə və oə ɬənən/ ("boy waving") goodbye *
(pr) and he sits and he's thinking so he /dʒmaps/ ("jumps") in the window *
and he's taught ("caught") by the young boy /oz/ ("boy") /bərənəbəz/
("by the boy he's") been trailing * (pr) if he goes over (echo) if he

go over he jumps through the window and he finds a young boy he's

been trailing

IM5 The dog * and the /weə/ 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 * /deə/ ("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 * /pιəɾ ɹət̯ / presently * he's the the
boy and the woman and the * I think that one there * don't know *
/afəla/ * that one there * and he he and the woman * and (ingressive
voiced air stream) and the woman screams (laugh) and the * and the *
and the * the boy * is * well it's * happy /ɪə / is the the
boy * and the er dog * but the er woman is /da / (laugh) * (pr) who
the bo- the gir- the m- er er is the school * (pr) the mistral rm
the mistral er er he's the the school * schoolmiz er * schoolmistress
mistr- * hah * it's the school mister rm female er er she is scream
because the the dog and the boy

IM6 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 * seer up there * and on it comes /sə/ * 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

IM7 The dog er no he /weəz ɹə ɬətəbəɪ / ("waves goodbye") to the
dog * the dog misses him and he /ɡəs / ("gets") the scent and /fəɬ̯z /
("follows") him to school * he arrives at the /sə skəul / ("school")
and looks in to the classroom /wɪənədə / ("window") he /si / ("she")
gets a surprise when the dog /dəmmps bu / ("jumps through") the
/wɪəndo / ("window") to his master
A boy left school and he missed his dog. He started to look for him and found that the dog had c-co- come in by an open window.

(No speech elicited for story; transcript is from expression sentences)

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 /Jumps/ through the window.

Is like the is just like my wife * have I got to say that have I got to say * (pr) /və/ 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 /kəz/ * 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 /ts/ going to school * (pr) * but the girl * is watching * /na/ she went * for her where Sheba's sitting * /ðæn n/ * then there's * a little boy * oh I used to come back at home * with Sheba * /næməbit/ Sheba /æn ðæ sɑkəl/ * ("goes") for his * tea * and there he's going she's er * she's getting wrong * like Millie * then Sheba's /k hain/ that for Sheba wouldn't allow that * is that right or wrong I never know.

Well it's the the /bɛ/ the boy /tʃ e ʃ e i I ə s a tʃ e i I / ("saying") goodbye to the /k ɪ t gə/ * ("dog") /ən ɛxədə ɡa ɡa ɡa ɪ s ˈwæntɪŋ əbəl/ * ("the dog is wondering about") the boy and she and then she /da/ * ("the") dog scents /ɛ tʃə/ * ("after") the boys /mɪts ɪm ɪts æt ɡə ñəʊ pl/ ("he meets him it's at the school") and she goes and and the boy the the dog /ɡəʊ æn ɡə ˈskuːl/ * ("in the school") with the boy.
IM15 Dog had a /əm/* /huvəl əm/* (click) /ə/ * goodbye to /k/* /kəd/* to him * in early part /ə/* morning * but * /dæbətɪn/* * /təzət/* dog and boy * (click) well after a bit * he fell dreaming /əm/* in a /sɛnts/* "(sense)" /əʊt/* /əm/* /fɔwɪtju ɡəʊtɪm/* on down the /stɪd/* "(road)" /wɔdʒ/* /də/* dog /dəg/* set go /* /di/* /fɔˈbæsɪm ˈfələdɪm* "(followed him)" on to /di* skulɪəm* "(the schoolroom)" /ən wɛtsɛrzd ɨd dog /* ("the dog") /rɪt̪ mɪn* /ən owm m/* /i ˈlʊk ɪntɔsaɪd ɹə/* ("he look inside the") window and /dʒɔ/* /f m wɔtɪz neɪ/* ("what's his name") * /də/* /ɛnd i ˈdʒʌmp t/* ("and he jumped") inside * in to a /dʒʌm/* * /w âm* * when /dɪ/* ("the") * boy was * gave him a /ɡɔdɪskwɪz tʃ ɪn/* /dɪ* ˈbɛm/* * no I /dɪŋk ad/* ("think I'd") better /bɛɪn/* I /ˈlɪŋk ard ˈbɛgə dʒo/* ("think I'd better slow") down

IM16 (5 2 3 4 1) /dəd ˈwɔd/* ("the dog") * (pr) eh * (pr) I think so /sɛrəs ˈʃuət ˈbɒd ˈmɛdɪd/* (pr) I think so I don't know * (pr) /rɪˈtɛst/* (pr) no * (pr) /də ˈdɛrəz ja ˈdɒn ə ˈsɪn ˈwɔzɪt* /dʒɪɡɜd/* you see that * (pr) /də ˈnɛdədɪx/ ("you never'd it") * (pr) /ˈjɪst/* (pr) yes * (pr) /sɜːtɪs/ ("so it is") * (pr) yes I know * (pr) /də ˈdɛrəz ja ˈdɑn ə dən ɡɒdɪz/ ("I can't do this") /ˈjʊɪ ˈhæf ə ˈdju ə dɪ ˈɡænt/ ("you'll have to do it I can't") * (pr) oh yes I know that very good /jɛə/* (pr) yes /jɛ ə/ of course

IM17 (1 3 2 4 5) This is * (pr) yes

IM18 (2 3 1 4 5) The dog is thinking about the boy * and the boy /wɜːvɪz/ a dog goodbye * on his way to school * the dog * follows him to school* and jumps in the class room window

IM19 (1 3 4 5 2) /ˈtʃɛəlt/* child * story * the story * (pr) (pr) dog (pr) dog childer /s kɪld/* ("school") * /dɔɡz təprənə æd wɪnd wɪndə /* ("wind- window") /tæŋk/* window * (pr) (pr) /s sɪz/ (echo of "seen") (pr) (pr) /pætʃəsɪə/* / (pr) (pr) /prəni ˈdɜət ˈtʃɜə ˈtʃənəʊ/* (pr) yes * (pr) /trɪdəsɪ/* / (pr) /ˈtʃɜ ˈtʃɪə/* (pr) /wɜːvɪ ˈkwiː/* /ˈkɑːpəndə kɔk*/ /nəˈkwɔn/* (pr) no pleased (echo) * (pr) /wətən ˈkwɔn ˈhɔvənd/.

IM20 (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 then let's look at this the b- dog dog is watching out looking outside and to see the boy running home /əm/* and er the other d-dog sees him jump out of the w-window and runs 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 /stɪ/* 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 wavin' hin' tara home and er the other the er man sees 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 he let's /wɪt/* 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 /stɔ prədɔ/ 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 /bʌ kʌm f æs/ coming from school and he sees another dog looking out of the now 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 man and the dog sees then come says tara and leavings the the school from the /tʃə məvz/ them his mum sends him to school and the teacher sees him and out of the window he sees the teacher coming from there through the and he jumps out of the out of the to chase that and then the boy I'm all muckside here /ələ ʃəl/ 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 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 boy the dog sees the boy coming home so he out of the window he jum- he sees out of the window and he sees 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 /dʒɔ də 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 */æm/ * hello * (pr) yes * (pr) yes and the * */dɔk/ ("dog") * you know */ænt/ */æm/ */næ/ */næ ə də/ */tɔn/ no * girl no */bɔm/ ("boy")* (pr) and the */s/ */wɛl/ */ænə/ */po no/ you know (gesture) (pr) */ɛn/ the * */en/ the */wɛndo/ ("window") */ɛn/ the */dɔg/ ("dog") */æn/ the window * (pr) yes * (pr) yes* (pr) (pr) /fu/ ("school") * (pr) yes * (pr) and the /tʃi ʃə/ ("teacher") yes
DIO
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 * / a h u h u w a m o * / and\no / ("I dunno") * (pr) mm * (pr) \a a d r / * (pr) nice * / E E a / * / \o a / * (pr) / a z e z o p a m / * (pr) / a z a u h i a d z / * (pr) / a m a n o / w u m m / ("man er woman") * me * / h a / * (pr) / a a / * (pr) / w l / ("school") * (pr) / w l / ("school") * (pr) / a i / * (pr) / a o a n a n o / ("I dunno") * (pr) / b a i j u / * (pr) / a o a n d a / * (pr) / b i a / ("teacher teacher")

LF5 (sigh) /a\ W a i t t o \"bye-bye" whispered) /a d o n i / ("a doggy") * (pr) bye-bye * (pr) / a h o m a / (clear throat) * (pr) / b o i x / (echo of "boy") (laugh) * (pr) boy bye-bye * (pr) / a a d o r a / ("dog") * (pr) / m a c a / ("mother") * (pr) / m m t i m m / (sniff) * (pr) / m / * (pr) / E m / * (pr) / a i / * (pr) / b i / (echo of "smell") * (pr) / m a a / ("mother") * (pr) / b h o r / ("boy") * (pr) / E m / ("man") (clear throat) / a i / (whisper) / E m / * (pr) / a i / * (pr) / E / * (pr) / m a r / * (pr) / E m / t h e o / ("the dog jump") * (pr) boy / a m a j a / * (pr) / a n o / * (pr) / a m / (pr) mm

LF6 Eh dog * the boy * eh * sad * yes * dog * /a o a o d a h a z / sniff yes yes * er dog * boy. um girl * dog * boy * yes

LF7 /a\ I Z / * (pr) putting is /E I w a m a n o / * (pr) \i t e m s a z / yes * (pr) putting /t b w a m / * (pr) / c h a n o w a z / * (pr) / a z / * (pr) / E y e y e s / j e t w a n / ("that one") / a z o n a b s k u l / ("school school") / a n e v s / E m / s / * (pr) / m a / w a n d i w a n /

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 /\n / she's been after the bairn * she's all right she's fine /\n / 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 /s o i d / 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 /a h o / * (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 /b e r t / if he's come from anybody hasn't he * he's really come on that he's /a n d z o r n d / it * (pr) I think so they've come on /s t a / the never shouldn't have been /\n / ("there") in any case /a d / * he's come too early for that
LF10 / dat idat da / * (pr) / das e dinat am dibio * (pr) (sigh) / ted / * (pr) yes (pr) / beti / * (pr) / ba da waa/ * (pr) / ië / * (pr) / wa/d/ * (pr) /djo / dja/a / * (pr) /djo / dja/a/ /"dog")/ (pr) dog (echo) (pr) yes yes (pr) /boj / da/ * (pr) /"dog")/ (pr) dog (echo) (pr) /m dinat is dëd/ * (pr) yes yes (pr) / dëd/ * (pr) /dëd/ * (pr) /dës/de/ * (pr) (boy) (echo) (pr) yes (pr) / o tidat sëndi/ * (pr) / tidat / * (pr) /je / * (pr) window

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

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

LF13 ( 2 3 5 1 4 ) / a/wan/ ("that one") * (pr) / a/ / * (pr) / a/wan/ ("that one") * (pr) / a/wan/ * (pr) /o/ / * (pr) mm (pr) (pr) / adwa/ * (pr) mm (pr) one * (pr) / o/ / * (pr) / o/ * (pr). / hinëtis/ * (pr) / a sëiz vëlu/ / (pr) / han/ * (pr) / a váx/ * (pr) / haz këria/ ("he's crying") * (pr) / gëdëgë / (pr) / jëgë fëjë/ ("he's crying") * (pr) / x / (pr) / hëz fi jëag/ ("he's flying") * (pr) / tëgë fëjagëdët/ * (pr) / a/waï/ * (pr) / e wëndë/ ("in a window") * (pr) / sëna wëndë/ ("going a window") * (pr) / mm (pr) / jëf jëvë/ ("she's shouting") * (pr) / kôx i këmë om / fütësëdët/ / ("cause he comes home for his tea") * (pr) no (pr) / sëmi / sëis / sësëgëdë / zë / (pr) / a/bëba / lësënz/ ("lessons") (pr) / tëfëso/ * (pr) / a/vë/

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 / wëni/ (pictures arranged by patient) (sigh) he went on a school * went to school */ këta/ (pictures rearranged by patient) that's right * (pr) / a/wa/ / a man no / wëm/ ("woman") * the man * saw the child go home * he's go went to school * and he said */ tëbad / ("goodbye") to the */ dëk/ ("dog") * and then he saw * a / yëgëdë/ ("dog") got out of the * s-school */ n/ got saw that * teacher * in the window */ anë / (whisper) * / anë / (whisper) * well I / sëd/ / ("thought") that was / aiz/ ("right") I suppose * dunno (Pictures arranged for her) */ jë/ smelled the boy that's right * he he's thinking about the * dog yes then right * (pr) / hëwas/ / dog was * left * at home */ wë/ he went to school / sëkul/ / * and he was thinking about the dog */ lëft/ ("left") at home */ iëzi/ started it * think about */ të/ going home * and he saw the dog * he jumped into */ të/ / school

LF15 ( 2 3 1 4 5 – 2 3 1 4 5 ) / fësun / febrëan / o/ ("June, February oh") (perseveration from previous task) (pr) dog (sniff) * (pr) / o/bëi/ ("sorry") * (pr) bye bye * / a / fësi / / ("sniffing") * / dëkx/ ("dog") oh * (pr) / bëcësa/ / (pr) / sëkëms/ * / sëkëms/ ("dog") * er * window * dog * (pr) / dëmpë / (echo of "jumping") (pr) / mëtë/ ("mother") * (pr) / aë/ * (pr) / 2ë/ 2ë/ 2ë/ / no (pr) / mësëmë/ ("Miss Mitchell") * (pr) / sëki/ (pr) oh (pr) / sëkul/ ("school") (pr) / mëtë/ (pr) nurse (pr) oh well / a/ / tëfëso/ ("teacher") (pr) oh
The boy "gets his" schoolbag ("schoolbag") and the look on his face is "naughty, naughty, is naughty one") the s-niffs the the paper and the er er "pavement" ("pavement") and the er the er ways get the /kidaformwum/ ("in a classroom") and he is in the /kidaformwum/ ("classroom") and the dog is /aftainfan /

is naughty naughty and he is er runs the /da/ he /gives/ the /b/ open door /gazaandnand/ window and the he "gets" in er in /kidaformwum/ ("classroom") in er he /maiz/
he he he he his master is lovely to er him and oh dear my his is /hawd/
is the mistress is h-horrified

Well he /si we tseharet be simy tokha /and as/ come to school * and /a das e i a dos e/ little /bleat/ ("bird") little er * oh dear me * /ox ar/ * (pr) /a staf /
gets/ (whisper) /a is abadaas / * (pr) yes (echo) and er /
"i don't know whether this one") /paga a lukinadadets ad a/ ("looking at the it's the") boy er I dunno (pr) but
(Pictures rearranged for her) he says /gubai/ ("goodbye")

It's come to school /baar/ travelling /a a e/ bishisz /dog er this dog /fiaqand/ ("found") his way * er * there's a I don't know /wafay/ ("whether") it could one * /kaz e / * /e gatsapi/ ("that's happy") * oh I don't know where he's gone in this one this one he finds this place /just er/djanmaolad/ ("just um all the ") /ciat en o em/ he gets to the the that one oh that's /da/ * (pr) the school (pr) the /sskaultisfa/ ("schoolteacher") yes yes * (pr) (pr) yes

/da/ ("the") boy * /wentsweidz/ ("waves") to the dog * the * dog * th-thinks /daa dae ae/ (whistle) /bicu/ /e/eissses/ * er /to his * to his * picture /e ad ahi adeid / * /hi ef / * /a de ad /eissses/ to the /to /ox adzk/ ("oh dear") /eini inadde/ to the /to ha/ (whisper) (sigh) /eis ad/ oh dear me /e re para/ * to the /pa/ (sigh) (whistle) /dei bize/ hof biyes / /tu la/ little * /uad eifisyesj / to the /deip/ * /deip/ (whisper) /deipj / (sigh) /esi / * /di uade/ / to the * (sigh) /esi / (sigh) she look in the open * window * and then * /sa sar a a es es sar a sa a sar a es es sar a es es /tu / * /ox / * /bi esi eifisclass/ * she * /ba hi ad / * (sigh) (click) I Can't (pr) /fis /ssesises/ school

Boy goes off to school * and the dog he leaves the dog at home * and /e/ ("they're") thinking about boy (ingenious airstream) * and /iz/ goes /a e / ("up to") the dog he smells his smells him er um as he's gone * and then it comes to the /skolhau/ ("schoolhouse") and there's peeping in through the window and he jumps through the window /di / da/

Boy goes off to school * and the dog he leaves the dog at home * and /e/ ("they're") thinking about boy (ingenious airstream) * and /iz/ goes /a e / ("up to") the dog he smells his smells him er um as he's gone * and then it comes to the /skolhau/ ("schoolhouse") and there's peeping in through the window and he jumps through the window /di / da/
The horse follows the car.
The sheep are under the box.
The car is behind the sheep.

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

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

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

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

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

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

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

The sheep are under the box.
The car is behind the sheep.
The car is traveling slowly followed by the horse.

The box is lifted up disclosing two shee.

The sheep are followed by the car.

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

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

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

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

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

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

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

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

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

The horse is walking behind the car.
The sheep is in the box.
The sheep is in front of the car.

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

Horses are trying to get away.

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

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

Horses are following the car.
Girl
Boy
The boy kicks the girl, out
The woman is faster than the man.
The cup will fall to the table talk? The girl will talk (between) by swing The sheep will by the trees

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

Boy
Girl
The boy will the girl
The man has the green
The is fatter the man.
The cup will the table talk
The girl is swing
The sheep are between a tree

The car ashore is flaming car
The box sheep in box
The sheep to from the car
Boy.
Girl.
The Boy kicks the Girl.
The Man has cut the grass.
The woman is fatter than the man.
The cup with food fell from the table.
The girl is hit by the swing.
The person slept on between two tea.
The automobile is running parallel with the train in altitude.
The horse is covering the sheep.
The sheep are between the tree.
The car is between the car.
The box contains the sheep.
The car between the sheep.
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 horse is following the car.
The sheep are covered by the box.
The sheep are standing 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.

The sheep are the trees.

Car &  hole
Sheep Box a sheep
Boy, Girl

The Boy kindly the Girl

The Man has the grass

The Woman feet in the Boy

The cup well of walk the table

The Ball is how swing

The swing are like borrow the tree

The car borrow the Ball

ES
IM 11

The car is running to the fence and running to the horse by.
The boy is bent on the roadway I blow felt.
The boy is taring the roadway to be clear and freeing the many sheep.
The boy kept the girl.
The man had cut the grass.
The man is sifting the grain.
The cup is fellen from the table.
The girl is hit by the angry.
The sheep are between the ones.

IM 12

Boy
Curl

too boy write too cow

For man he cut cows

The grass

The woman at fatler a man
The cup with them th table
The girl he swing
The sheep are between to sheep
car
sheep
GIRL  Boy
THE Boy Hand  GIRL  The
PHI PIL  CAT  THE  SAW.
THE  WOMAN  IS  FATHER.
THE  MAN  IS  FATHER.
THE  Guy  THE  JAM,  TABLE
THE  GIRL  BY  SITTING
THE  SHOE  ARE  BETWEEN  THE
TREE
Cat  Front  on  Floor
THE  SHEEP  WALK  BOY.
THE  SHEEP  ARE  FIRST  CAR.
1. Boy.
2. Girl, Girls.
3. The boy kick the girl.
4. The man has cut the grass.
5. The woman is shorter than the man.
6. The cup fell from the table.
7. The girl is on the swing.
8. The sheep are between the trees.
9. The car carried the hogs.
10. The sheep were covered.
11. The sheep cant car

Boy.
Girl.
The boy kicks the girl.
The man has cut the grass.
The woman is taller than the man.
The cup fell from the table.
The girl is on the swing.
The sheep are between the trees.
The car carried the hogs.
The sheep were covered.
The sheep cant car.

The motor has horse rider.
Box no sheep's.
The sheep has motor.
The sheep has farmer.
Boy
Girl

The Boy kiks the Girly
The Man has cut the

Grass.
Snake Fatteer is
The woman is fatter than the Man
The cut is fall from the table.
The sunny is hit by the girl.
The shepherd is between the tree.

The box is in front, missing
by the horse.
The box is hand, the shefle-
Two shepherd are in front of the
Two sheep are in front of the
Boy
Girl
The boy kicks the girl
The men and cars go
"The woman is faster than the man"
The cup will fall from the tree
The swing is hit by the girl
The sheep and horse walked
The car
The sheep and boy
The car
The sheep
The sheep
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.
The boy kicks the girl.

Boy kicks girl.
Boy
Girl

The Boy The KNICKS Girl
The man his cut the grass
The woman is fatter than the man
The cup will fill the tubie

Boy
Girl
The girl kick the boy
The man beside the grass
The woman did man
THE CUP
THE girl - beside the sword
THE SHEEP ARE BETWEEN THE TREES

Boy
girl
The Boy kneel! The girl
The man kneel! cut the
The woman is fatter than
The man
The cup fall of the table
The girl is hit by the swing
The sheep are between
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 sheep and the car are between.
The horse and the car are next to the tree.
The sheep is by the car.
The car is by the tree.

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 sheep and the car are between.
The horse is following the girl.
The sheep have been covered by the tree.
The sheep have been followed by the car.
She gave milk the girl.
The man cut the grass.
The woman laid down the man.
She took a cup from the table.
The girl was his by the stream.
Old Sheph was between the trees.
The horse began behind the far
The sheep are in the pen.
The car will run over the sheep.
Boy
Girl
The Boy kicks the Girl
The Man has cut the Grass
The Woman lies in the Garden
From the Lake, from the Cup, the grass will grow,
The Girl will sit when the Sun is shining.
The Wolf will be between the trees.
The car is drawn by the Goats
The sheep are bleating when the Sun is shining.
They see cars as blessed around the Sheep.

The Man was just cutting the Grass.
The Woman is fatter than the Man.
The Horse crashes the Car
Two Lamb are in a Box.
Two Lamb are with the Car.
The Cup will fall off the...
The Serpent and the King

The Man in the Moon

The Boy, the Girl, and the Dog

Now the boy and his dog, the long-tailed cat,}

the man in the moon, the mud cat,

the serpents, and the king, fell from the air;

they slept out in the air. But the king,}

the serpents, and the moon, fell from the air;

they slept out in the air. But the king,}

the serpents, and the moon, fell from the air;

they slept out in the air. But the king,}

the serpents, and the moon, fell from the air;

they slept out in the air. But the king,}
## APPENDIX F

### PHOTO TEST: MISRECOGNITIONS AND MISNAMINGS

#### Misrecognitions

<table>
<thead>
<tr>
<th>Item</th>
<th>LAD No. of errors</th>
<th>LAD Description</th>
<th>RED No. of errors</th>
<th>RED Description</th>
<th>NBD No. of errors</th>
<th>NBD Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jug</td>
<td>8</td>
<td>Comb, Machine, Cup, &quot;Seen them in ambulance&quot; Saucer, Fire, blowing up.</td>
<td>6 Bellows, Feeding cup, Head of a bird, Beetroot or onion.</td>
<td>8 Comb, 6 Bellows, &quot;Seen them in ambulance&quot; Saucer, Fire, blowing up.</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Light bulb</td>
<td>17</td>
<td>Cup and saucer, 14 Bottle, flask, Stud, (Don't know) (Vague gesture)</td>
<td>6 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)</td>
<td>17 Light bulb 17, (Don't know)</td>
<td>6 Button, Door bell, Door knob, Cup and saucer, Bottle, basin, (Don't know)</td>
<td></td>
</tr>
<tr>
<td>Cup</td>
<td>7</td>
<td>Hole in the door. Campbell, candle, &quot;Take it outside&quot; (Don't know)</td>
<td>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)</td>
<td>7 Hole in the door. Campbell, candle, &quot;Take it outside&quot; (Don't know)</td>
<td>6 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)</td>
<td></td>
</tr>
<tr>
<td>Knife</td>
<td>9</td>
<td>Screwdriver, Toothbrush, (Don't know) (Vague gesture)</td>
<td>6 Miniature screwdriver, Another brush, Toffee apple</td>
<td>9 Screwdriver, Toothbrush, (Don't know) (Vague gesture)</td>
<td>6 Miniature screwdriver, Another brush, Toffee apple</td>
<td></td>
</tr>
</tbody>
</table>
Mismatings of IBD, categorised by semantic relationship

1. Activity associated with object

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hammer</td>
<td>Tap. Knock it. I'll have to get him (husband).</td>
</tr>
<tr>
<td>Cup</td>
<td>Drinking cup. Pick it up.</td>
</tr>
<tr>
<td>Racket</td>
<td>Play tennis. What do they hit?</td>
</tr>
<tr>
<td>Bottle</td>
<td>Drink. I don't drink. I have this.</td>
</tr>
<tr>
<td>Light bulb</td>
<td>---</td>
</tr>
<tr>
<td>Typewriter</td>
<td>Typists who that. Type. Typing. Touchie. She used to do that. One, two, three, four.</td>
</tr>
<tr>
<td>Knife</td>
<td>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.</td>
</tr>
<tr>
<td>Teapot</td>
<td>That one that you top up. I give them a cup of tea.</td>
</tr>
</tbody>
</table>

2. Co-ordinate

| Hammer     | Screwdriver.                                                              |
| Cup        | Jug. Saucer.                                                              |
| Racket     | --                                                                        |
| Bottle     | Jar.                                                                      |
| Light bulb | --                                                                        |
| Typewriter | --                                                                        |
| Teapot     | Cup. Kettle. Saucer.                                                     |

3. What goes in it (for containers)

| Jug        | Milk. Spoon(?)                                                           |
| Cup        | Cup of tea.                                                              |
3. continued

Teapot


4. Where it is found

Jug
Hammer
Cup
Racket
Bottle
Light bulb
Brush
Typewriter
Knife
Teapot

--
--
Dresser.
Table (?). Tennigrass (?)
Dairy.
From the ceiling. A socket thing. Shade.
Stairs(?)
--
Kitchen help (?)
Table.

5. Miscellaneous

Jug
Hammer
Cup
Racket
Bottle
Light bulb
Brush
Typewriter
Knife
Teapot

--
Nail. Nails.
--
A tall glass.
Electric. Lamp.
Hair.
The typist's machine. Type-machine. Timewriter(?).
Spoon with a bowl.