



Assessment of Phonological Awareness and Reading

Version 1.16

Background

The APAR was designed to assess the Phonological Awareness (PA) and reading skills of adult participants in the project *Web Access for Literacy Development in Individuals with Disability*, funded through AccessAbility, Department of Communications Information Technology and the Arts.

The participants in this project had physical and/or intellectual disability. Our aim was to create an assessment tool that was based on information in the literature assessing PA and text reading at the word, sentence and paragraph levels. The test was created to avoid spoken responses, since many of our participants were nonspeaking. In addition, we wanted a tool that could be administered to individuals despite their methods of communication or computer/communication system access methods.

The APAR has been administered to 40 participants using a system in which stimuli were presented on a clear Perspex sheet, with the examiner on one side and the participant on the other. The examiner presented stimuli on the Perspex and the participant indicated his/her response by looking at the chosen item.

Authors

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www.elr.com.au/apar

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Reading Real Words

Background

This is a test of ability to recognize printed words from spoken stimuli. There are 40 pairs of words: 20 with regular spelling and 20 with irregular spelling. The words were chosen to represent high, medium and low frequencies, and words within pairs were matched on frequency and general phonological form.

Stimuli

Individual words are printed in black bold 28 point, on 9.5cm x 6.5cm white background cards.

Presentation

Present words in their pairs, with left/right location (from the examiner's perspective) as indicated on the score sheet (this should be marked on the back of each card to avoid examiner error).

Instructions

Instruct the client to look at each word and then indicate the one said by the examiner. Give two practice items, with corrective feedback. Then administer the test items, without specific feedback.

Examiner *"I am going to show you two words and I am going to say one of them. I want you to show me the one I say. Let's start with a couple of practice ones."*

When practice items have been given, say *"great, now we'll start the test. I won't tell you if you are right or wrong with these."*

Repeats

Repeat the practice items as many times as is needed to achieve success. Test items are repeated if the participant requests it or after a lengthy period of time has elapsed without a response. Provide no more than 2 repeats for each item.

Scoring

The client's choice is circled at the time of administration. After administration, each underlined word (the correct option) that is circled is scored "1" in the appropriate blank square of the score box. The total score can be broken down into subtotals for regular and irregular words.

Reading Non-Words

Background

This is a test of ability to recognize printed nonwords from spoken stimuli. There are 24 pairs of nonwords, chosen to represent both short (3 or 4 letters) and long (5 or 6 letters) nonwords. In addition, the nonwords vary in ease of recognition/reading according to the number of letters that differentiate the two options in each nonword pair: if the options differ by only one letter (e.g., dusp/dosp) they are considered to be hard; if they differ by two letters, they are considered to be easy. Both options in each nonword pair were constructed to conform to the orthographic and phonotactic rules of English.

Stimuli

Individual words are printed in black bold 28 point, on 9.5cm x 6.5cm white background cards.

Presentation

Present words in their pairs, with left/right location (from the examiner's perspective) as indicated on the score sheet (this should be marked on the back of each card to avoid examiner error).

Instructions

Tell the client that they will be shown printed non-words. He/she should look at each word and then indicate the one said by the examiner. Give three practice items and correct errors. Then administer the test items, without specific feedback.

Examiner: *"I am going to show you some made up words. Each time I'll show you two, like these"* [present cards for practice item 1]. *"Notice that neither of these is a real word. Still, I can read them aloud. Can you show me which one says 'mok'?"* [Give feedback, and move on to practice item 2.]

When practice items have been given, say *"Great, now we'll start the test. I won't tell you if you are right or wrong with these."*

Repeats

Repeat the practice items as many times as is needed to achieve success. Test items are repeated if the participant requests it or after a lengthy period of time has elapsed without a response. Provide no more than 2 repeats for each item.

Scoring

The client's choice is circled at the time of administration. After administration, each underlined word (the correct option) that is circled is scored "1" in the appropriate blank square of the score box. The total score can be broken down into subtotals for short/easy, short/difficult, long/easy, long/difficult nonwords.

Comprehension of Written Words

Background

This is a test of the ability to comprehend the meanings of written words. There are 3 practice items and 24 test items. A picture-matching format is used, with three alternative picture choices presented to accompany each target word. The picture choices for each target word include: the correct picture, a semantically unrelated picture whose name is visually similar to the target word (containing at least 50% of the same letters), and a semantically related picture whose name is visually different from the target word. Words have been included to represent both high and low frequencies of usage, regular and irregular spelling patterns, and various syllable lengths (from 1 to 3).

Stimuli

Target words for each item are printed in black bold 28 point, on 10 cm x 8 cm white background cards. For each item there are three picture cards: the match for the target item and two distractor pictures.

Presentation

Place the three picture cards horizontally on a table or across the top of a clear perspex sheet in the order indicated on the score sheet, so that L = the examiner's left, M = middle position and R = the examiner's right. Mark these positions on the back of the cards to avoid examiner error. Do not name the picture cards at any time. After placing the pictures, place the printed target word below the picture cards.

Instructions

Tell the client that you are going to show a written word and three pictures. The client's task is to indicate the picture that matches the written word.

Examiner: *I'm going to show you a word. Then I'm going to show you three pictures. One of these is the picture of the word. I want you to show me which picture goes with the word. We'll do some practice ones first.*

Administer the practice items, giving corrective feedback. When P items have been given, say *Great, now we'll start the test. I won't tell you if you are right or wrong with these.*

Repeats

Repeat the practice items up to 3 times if errors are made, and provide corrective feedback. Repeat test items if the client requests it or after a lengthy period of time has elapsed without a response.

Provide no more than 2 repeats for each test item.

Scoring

Circle the client's choice at the time of administration. After administration, score "1" for each correct option (circled and underlined). The number of visual and semantic errors can also be tallied.

Comprehension of Written Sentences

Background

This is a test of ability to understand written sentences. There are 3 practice and 20 test sentences. The sentences were written in either active or passive voice and to describe events that either make sense or do not make sense. The task is to judge whether a sentence does or does not make sense, indicated by a "yes/no" response. Most of the sentences that do not make sense have been written so that clients must take sentence structure into account if they are to respond correctly. For example, if a client is to decide that a passive sentence like 'The headmaster was expelled by the student' does not make sense, they must understand that the sentence is a passive structure, in which the initial noun is the patient rather than the agent.

Stimuli

Individual sentences are printed on strips of white cards in black bold 28 point font.

Presentation

Present each sentence in the order indicated on the score sheet.

Instructions

Tell the client to read each sentence (aloud if the client can speak, otherwise to him/herself) taking as much time as is needed. Say also that the examiner won't give assistance with any words that the client is unable to read, and if this occurs, the client should skip over that word. Give the three practice items, with corrective feedback. Then administer the test items, without corrective feedback.

Examiner: *"I am going to show you some sentences, and I want you to tell me whether they are sensible or not. Sensible sentences will describe normal events: They will be things like: 'The queen opened the gallery' or 'The actor read his lines.' Sentences that are not sensible will describe strange or unusual events. Some examples are: 'The flowers slammed the door' and 'The table jumped off the cat.' Let's try some practice ones."*

When the practice items have been given, say *"great, now we'll start the test. I won't be able to give you any help, so if there is a word in the sentence that you can't read, you'll need to try to read it on your own or to skip over the word and see if you can decide whether or not the sentence? makes sense. I won't tell you if you are right or wrong with these."*

Repeats

Because the client can take as much time as is needed, there is no reason to re-present any stimuli.

Scoring

The client's choice of "Yes" or "No" is circled at the time of administration. After administration, each correct response (circled and bold) is scored "1" in the appropriate blank square of the score box. The total score can be broken down into subtotals for active sensible (yes), active/not sensible (no), passive/sensible (yes) and passive/not sensible (no) sentences.

Comprehension of Written Texts

Background

This is a test of ability to understand written texts. There are four text passages, and 5 test questions for each text. The text passages are taken from Test Your Child's Reading: Level 4 and Test Your Child's Reading: Level 5, by Peter Howard. The passages range in reading ease according to the Flesch Reading Ease formula, from 78 to 90 (i.e., fairly easy to easy). The task is to read each text and then to answer the series of "yes/no" questions. Clients are able to take as much time as needed and to look back at the text after a question has been asked.

Presentation

Present one of the texts in a location that is comfortable for the client (e.g., mounted on an Etrans, or placed on the person's laptray). When the client indicates that s/he has read the text, present each question individually. The client should be able to view both the text and the question. The question is read aloud.

Instructions

Tell the client to read each text (aloud if the client is able to speak), taking as much time as is needed. Tell the client that you can't give any help with any words that s/he can't read, and if this occurs, the client should skip over that word. Tell the client that when s/he has finished reading the text, you will present and read aloud each of the 5 questions which will need either a "yes" or "no" response. Tell the client that s/he may look back at the text if this will help with answering the question.

Examiner: *"I am going to show you four written short stories or pieces of text. I want you to read the story, aloud if you can. You can take as much time as you need. There are no practice stories here, so I won't be able to tell you if your answers to the questions are right or wrong. The questions will need only a "yes" or "no" answer, and you will be able to look back at the story if you want."*

Repeats

Each question can be repeated up to 2 times if the client requests it or if there has been a long period without a response.

Scoring

Circle the client's choice of "Yes" or "No" at the time of administration. After administration, score "1" for each correct response (circled and bold) in the appropriate square of the score sheet for the passage tested. A space is also provided on the score sheet to indicate if the client does or does not go back to the text in order to answer each question.

Blending Real Words

Background

This is an auditory test of the ability to blend individual phonemes into whole words. There are 2 practice items and 10 test items. For each item, the client's task is to identify which word would be formed by blending the phonemes spoken by the examiner. The client identifies the word by choosing one of 3 pictures. The pictures include the target word, a distractor word with the same initial sound as the target, and a distractor word that is semantically related to the target.

Stimuli

Individual pictures for each target word and its two distractors are presented on separate cards. There are two practice items.

Presentation

Present the 3 picture cards for each item according to the order indicated on the score sheet. Each card is labelled verbally as it is presented.

Instructions

Tell the client that you will show 3 pictures. Say the name of one of them, one sound at a time. Tell the client that his/her task is to combine those sounds to make a word and then select its picture.

Examiner: *"I am going to show you a series of 3 pictures. I will say the name of one of them one sound at a time. I want you to let me know which is the word I am saying. Lets start with some practice ones."*

For the Practice items

- If # 1 is wrong and 2 is correct - move on to test items.
- If # 2 is wrong, point out and explain the mistake and repeat the task for "hill".
- If "hill" is wrong, go back to #1 and repeat the task for "fork".

Once practice items have been administered, say *"good, now lets start with the test pictures. I won't be able to tell you if you are right or wrong with these."*

Repeats

For test items, if no response or the client requests it, repeat up to 2 times.

Scoring

Circle the client's choice at the time of administration. After administration, score "1" in the appropriate square of the score box for each underlined word (the correct option) that is circled. Errors can also be broken down to indicate number of first sound and semantic distractors selected.

Blending Non-Words

Background

This is an auditory test of ability to blend individual phonemes into nonwords. There are 3 practice items and 10 test items. For each item, the examiner says individual phonemes and an incorrect (or correct) nonword; then the same individual phonemes are repeated followed by the correct (or incorrect) nonword. The order of presentation for the correct nonword and the incorrect nonword is alternated randomly. The client indicates his/her answer using a Yes/No response.

Stimuli

There are only spoken stimuli for this task: individual phonemes and nonwords.

Instructions

Tell the client that you are going to say some nonsense words one sound at a time. Give an example by saying a series of sounds followed by a nonsense word and asking if that was the nonsense word that was made up of the sounds. Follow this procedure for both the nonword that is comprised of the presented phonemes and a different nonword.

Examiner: *I am going to say some made up or nonsense words. I will say each nonsense word one sound at a time, then I will put the sounds together. I want you to tell me "Yes" if that was the nonsense word made by the sounds, and No if it was a different nonsense word. There are no pictures, because they are made up words. Let's start with some practice ones.*

For practice item 1, say -

"p" "ar" "l" Did I say "porf"? (record response)

"p" "ar" "l" Did I say "parl"? (record response)

Give corrective feedback - eg Yes, "p-a-rl" makes the word "parl", or, Listen again, if we put the sounds together "p-a-rl" we get "parl" not "porf". Deliver each stimulus on this format, omitting the corrective feedback for the test items.

For the Practice items

- If #1 is wrong, point out the correct answer and move to the next item.
- If #2 is wrong, point out the correct answer and move to the next item.
- If #3 is wrong, repeat all practice items, aiming for 2/3 correct for both correct and incorrect options within each item.

Once practice items have been administered, say "good, now lets start with the test words. I won't be able to tell you if you are right or wrong with these."

Repeats

For test items, if no response or the client requests it, repeat up to 2 times.

Scoring

Circle the client's choice of "Yes" or "No" at the time of administration. After administration, score "1" for each correct response (circled and bold) in the appropriate square of the score box. Scoring is based on a total out of 20.

Phoneme Counting - Adults

Background

This is an auditory test of the ability to count the number of individual phonemes in words. There are 3 practice items and 12 test items. For each item, the client's task is to identify the number of sounds/phonemes heard in each word. The words range from 2 to 5 phonemes. The client identifies the number of phonemes by selecting from a display of the numbers 2, 3, 4 and 5. It is important that clients understand that this is not a spelling task, in that they must count the sounds they can hear, rather than the letters used to spell the word.

Stimuli

Individual pictures for each stimulus word are presented on cards.

Presentation

Present the picture card for the item and label it.

Instructions

Tell the client that you will show a picture and name it, and that you want the client to listen to the sounds in the words.

Examiner: *I'm going to show you a picture. I will tell you its name. I want you to listen to the word and tell me how many sounds you can hear. Remember, listen for the number of sounds. Don't worry about the number of letters you would need to spell the word, but rather the number of sounds that you hear. Let's do a few practice ones first.*

For the practice items: Correct any errors and reinforce correct responses by saying the individual sounds and holding your fingers up to count them as you say each sound: for example *Yes, there are 3 sounds in 'cat' /k/ /a/ /t/* (holding up a finger for each sound).

- If #1 is wrong, give corrective feedback and go onto #2.
- If # 2 is wrong, give corrective feedback and go onto #3.
- If #3 is wrong, give corrective feedback and repeat all practice items.

Then proceed with test items regardless of performance on repeat of the practice items.

Repeats

For test items, if no response or the client requests it, repeat up to 2 times.

Scoring

Record the number indicated by the client at the time of administration (circle correct responses). Tally the number of correct responses.

Phoneme Counting - Children

Background

This is an auditory test of the ability to count the number of individual phonemes in words. There are 15 test items and 6 practice items. For each item, the client's task is to identify the number of sounds/phonemes heard in each pictured word after it is spoken by the examiner. The words are of 2, 3 or 4 phonemes in length. The client identifies the number of phonemes by indicating whether the word belongs to one of 3 piles: 2 sound words, 3 sound words or 4 sound words. It is important that clients understand that this is not a spelling task, in that they must count the sounds they can hear, rather than the letters used to spell the words.

Stimuli

Individual pictures for each stimulus word are presented on cards. There are 6 practice items.

Presentation

Cards with the number 2, 3, and 4 should be laid out on a table. Explain to the client that these are the 'piles' into which words must be sorted. Present the picture card for each item and label it.

Instructions

Tell the client that you will show a picture and name it, and that you want the client to listen to the sounds in the words, and then tell you which pile to put the card onto.

Examiner: (Show each picture) *I'm going to show you some pictures and tell you their names. I want you to help me to sort the pictures so that all names with 2 sounds in them are together. They will go here (point to the card with "2" on it). All names with 3 sounds will also be together here (point to the card with "3" on it), and all names with 4 sounds will be together here (point to the card with "4" on it). You need to listen to the name of each picture and decide how many sounds it has. Remember to listen for sounds; don't think of the letters as if you were going to spell a word. This is about sounds that you hear.*

For the practice items:

Practice 1. (Show cat) *How many sounds can you hear?*

- If client is correct, say, *That's right - the sounds in cat are /k/ /a/ /t/ - 3 sounds.*
- If the client is wrong, say *Listen as I say the sounds in cat - /k/ /a/ /t/. How many sounds was that?* If client is wrong - repeat the sounds and give the answer. Put the word into the "3" sound pile.
- Repeat this process for Practice Items 2-6.

Repeats

For test items, if no response or the client requests it, repeat up to 2 times.

Scoring

Write down the number for the pile indicated by the client in the space provided. Tally the number of correct responses.

Phoneme Analysis

Background

This is an auditory test of ability to identify individual phonemes in spoken words. There are 2 practice items and 24 test items. Each item comprises a pair of words matched for canonical form. The client's task is to indicate which of two pictured and spoken words contains a target phoneme. The client must identify singletons from initial (4 items), medial (8 items) and final (4 items) positions, and phonemes that form part of clusters in initial (4 items) and final (4 items) positions.

Stimuli

Pictures of words containing the target sound and a picture of the distractor word are presented.

Presentation

Present pictures in their pairs, with left/right location (from the examiner's perspective) as indicated on the score sheet (this should be marked on the back of each card to avoid examiner error). There are two practice items. Each card is labelled verbally as it is presented.

Instructions

Tell the client that you will show two pictures and name them. You will ask him/her to look at the picture of the word that has the sound you say. As you present each, name each picture. Then say the target sound.

Examiner: *"I'm going to ask you which of these two words has a particular sound in it. We'll try a couple of practice ones."*

Repeat each practice item once if necessary, indicating errors and correcting them.

Repeats

For test items, repeat up to 2 times if no response or a repeat is requested. Note repeats.

Scoring

The client's choice is circled at the time of administration. After administration, each underlined word (the correct option) that is circled is scored "1" in the appropriate blank square of the score box. Totals can be broken down according to whether the target was a singleton or part of a cluster and its within-word location.

Listening Comprehension: Sentence Plausibility

Background

This is a test of the ability to understand spoken sentences. The sentences are the same as those used for the "Comprehension of Written Sentences" task. There are 3 practice and 20 test sentences. The sentences are in either active or passive voice and describe events that either make sense or do not make sense. The task is to judge whether a sentence read aloud by the examiner does or does not make sense, indicated by a "yes/no" response. Because the same sentences are used as in reading comprehension, it is best to administer this task after the "Comprehension of Written Sentences" and other tasks, or preferably on another day.

Clients must take sentence structure into account if they are to respond correctly. For example, if a client is to decide that a passive sentence like 'The headmaster was expelled by the student' does not make sense, they must understand that the sentence is a passive structure, in which the initial noun is the patient rather than the agent.

Stimuli

There are no written or pictured stimuli. The examiner reads aloud each sentence.

Presentation

Read aloud each sentence in the order indicated on the score sheet.

Instructions

Tell the client that you are going to read aloud some sentences.

Examiner: *I am going to read you some sentences, and I want you to tell me whether they are sensible or not. Sensible sentences will describe normal events: They will be things like: 'The queen opened the gallery' or 'The actor read his lines.'* Sentences that are not sensible will describe strange or unusual events. Some examples are: 'The flowers slammed the door' and 'The grocer scratched the cat.' Let's try some practice ones.

Administer the three practice items with corrective feedback, up to three times if errors are made. When the practice items have been given, say *Great, now we'll start the test. I won't tell you if you are right or wrong with these.*

Administer the test items without corrective feedback.

Repeats

For test items, if no response or the client requests it, repeat up to 2 times.

Scoring

Circle the client's choice of "Yes" or "No" at the time of administration. After administration, each correct response (circled and bold) is scored "1" in the appropriate blank square of the score box. The total score can be broken down into subtotals for active sensible (yes), active/not sensible (no), passive/sensible (yes) and passive/not sensible (no) sentences.

Listening Comprehension: Grammaticality Judgements

Background

This is a test of the ability to understand spoken sentences. There are 4 practice and 18 test sentences. The sentences are either grammatically correct or incorrect. The task is to judge whether a sentence read aloud by the examiner is grammatical or not, indicated by a "yes/no" response.

Clients must take sentence structure into account if they are to respond correctly. The sentences that are not grammatical have errors of word order, verb tense, or subject-verb agreement.

Stimuli

There are no written or pictured stimuli. The examiner reads aloud each sentence.

Presentation

Read aloud each sentence in the order indicated on the score sheet.

Instructions

Tell the client that you are going to read aloud some sentences.

Examiner: *I am going to say some sentences, and I want you to tell me which ones are correct sentences and which ones are not. Let me give you an example: Correct sentences might be things like 'The bear was eating the honey' or 'The mouse ate the cheese.' Incorrect or wrong sentences might be things like 'The bear were eating the honey,' or 'The mouse ate cheese the.' For each sentence that I say, I just want you to tell me 'yes' if the sentence is correct, or 'no' if it is wrong. Let's do some practice first.*

Administer the three practice items with corrective feedback, up to three times if errors are made. When the practice items have been given, say *Great, now we'll start the test. I won't tell you if you are right or wrong with these.* Administer the test items without corrective feedback.

Repeats

For test items, if no response or the client requests it, repeat up to 2 times.

Scoring

Circle the client's choice of Yes or No at the time of administration. After administration, each correct response (circled and bold) is scored "1" in the appropriate blank square of the score box.

Listening Comprehension of Text

Background

This is a test of the ability to understand spoken texts. There are two text passages, and 5 test questions for each text. The text passages are taken from Test Your Child's Reading: Level 4 and Test Your Child's Reading: Level 5, by Peter Howard. The passages were chosen to fall into the range of the Flesch Reading Ease scores used for the "Comprehension of Written Text" test. The task is to listen to each text being read aloud and then to answer the series of "yes/no" questions.

Stimuli

There are no written or pictured stimuli. The examiner reads aloud the text and questions.

Presentation

Read aloud the text passage. Then read aloud each question.

Instructions

Tell the client that you are going to read a short story and their job is to listen carefully because at the end, you will ask them some questions that will need either a "yes" or "no" response.⁴⁴

Examiner: *I am going to read two short stories. I want you to listen to the story. There are no practice stories here, so I won't be able to tell you if your answers to the questions are right or wrong. The questions will need only a 'yes' or 'no' answer. I can repeat the questions, but cannot read the story again.*

Repeats

Each question can be repeated up to 2 times if the client requests it or if there has been a long period without a response.

Scoring

Circle the client's choice of Yes or No at the time of administration. After administration, each correct response (circled and bold) is scored "1" in the appropriate blank square of the score box. A space is also provided on the score sheet to indicate if the client does or does not go back to the text in order to answer each question.

Reading Real Words

Client Name:

Date:

Examiner:

Words Presentation

Say each underlined word
Circle the word the client chooses

Item		Left	Right	Comments
Practice Items	P1.	<u>think</u>	<u>table</u>	
	P2.	<u>boat</u>	<u>bark</u>	
Test Items	1.	<u>bed</u>	<u>bad</u>	
	2.	<u>sharp</u>	<u>shop</u>	
	3.	<u>live</u>	<u>love</u>	
	4.	<u>sight</u>	<u>sign</u>	
	5.	<u>ought</u>	<u>eight</u>	
	6.	<u>grey</u>	grow	
	7.	<u>mind</u>	find	
	8.	<u>jug</u>	<u>jig</u>	
	9.	<u>past</u>	fast	
	10.	<u>crane</u>	crate	
	11.	<u>book</u>	look	
	12.	<u>sack</u>	sock	
	13.	<u>some</u>	<u>come</u>	
	14.	<u>tongue</u>	ton	
	15.	<u>bit</u>	<u>bill</u>	
	16.	<u>stoop</u>	<u>stool</u>	
	17.	<u>walk</u>	<u>wall</u>	
	18.	<u>latter</u>	letter	
	19.	<u>shower</u>	<u>tower</u>	
	20.	<u>knot</u>	knit	
	21.	<u>slow</u>	<u>flow</u>	
	22.	<u>guard</u>	<u>guide</u>	
	23.	<u>haunt</u>	taunt	
	24.	<u>calm</u>	<u>comb</u>	
	25.	<u>cape</u>	<u>cane</u>	
	26.	<u>hulk</u>	bulk	
	27.	<u>could</u>	<u>would</u>	
	28.	<u>pray</u>	tray	
	29.	<u>might</u>	light	
	30.	<u>mist</u>	<u>mint</u>	

- | | | |
|-----|---------------|--------------|
| 31. | <u>stop</u> | step |
| 32. | west | <u>best</u> |
| 33. | <u>guile</u> | guise |
| 34. | <u>fault</u> | false |
| 35. | <u>sit</u> | sin |
| 36. | warp | <u>warn</u> |
| 37. | sewed | <u>sword</u> |
| 38. | <u>bought</u> | broad |
| 39. | <u>sale</u> | male |
| 40. | bent | <u>belt</u> |
-

Score

Words circled AND underlined score 1

		Items																																														
Group		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Total						
Regular																																																
Irregular																																																
																																										TOTAL						

Reading Non-Words

Client Name:

Date:

Examiner:

Words Presentation

Say each underlined word
Circle the word the client chooses

Item		Left	Right	Comments
Practice Items	P1.	<u>mok</u>	mek	
	P2.	<u>crouf</u>	croat	
	P3.	<u>hisk</u>	<u>fosk</u>	
Test Items	1.	<u>lat</u>	baf	
	2.	meaf	<u>soaf</u>	
	3.	<u>squite</u>	<u>squate</u>	
	4.	<u>dusp</u>	dosp	
	5.	<u>churse</u>	churmo	
	6.	heech	<u>hoach</u>	
	7.	hunce	<u>hance</u>	
	8.	<u>ked</u>	kad	
	9.	<u>thease</u>	theane	
	10.	<u>boak</u>	bood	
	11.	nem	<u>nar</u>	
	12.	shif	<u>shid</u>	
	13.	prest	<u>grest</u>	
	14.	<u>prech</u>	pronch	
	15.	lon	<u>fon</u>	
	16.	snofe	<u>snite</u>	
	17.	<u>cug</u>	nig	
	18.	daip	<u>doop</u>	
	19.	dirl	<u>bird</u>	
	20.	<u>glope</u>	shope	
	21.	cloave	<u>shoave</u>	
	22.	<u>dringe</u>	bringe	
	23.	<u>smode</u>	smobe	
	24.	<u>bem</u>	ber	

Score

Words circled AND underlined score 1

Group	Items																								Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
3/4 letters + Easy																									
3/4 letters + Difficult																									
5/6 letters + Easy																									
5/6 letters + Difficult																									
TOTAL																									

Comprehension of Written Words

Client Name:

Date:

Examiner:

Word (Picture) Presentation

Show the target (underlined) word - do not name it.

Circle the name of the picture the client says matches the word.

Item		Left	Middle	Right	Comment
Practice Items	P1.	map	<u>tap</u>	drain	
	P2.	<u>hammer</u>	pliers	hammock	
	P3.	couple	platform	<u>column</u>	
Test Items	1.	<u>pen</u>	peg	ink	
	2.	lantern	<u>candle</u>	cradle	
	3.	<u>rest</u>	read	bed	
	4.	<u>universe</u>	earth	uniform	
	5.	engine	exercise	<u>electric</u>	
	6.	<u>microscope</u>	binoculars	microphone	
	7.	sling	<u>bandage</u>	baggage	
	8.	<u>knit</u>	wool	knot	
	9.	summer	window	<u>winter</u>	
	10.	<u>marriage</u>	church	measure	
	11.	lamb	bush	<u>bull</u>	
	12.	wallet	<u>walnut</u>	almond	
	13.	masquerade	butterfly	<u>mosquito</u>	
	14.	plant	boat	<u>plane</u>	
	15.	<u>temperature</u>	telephone	hospital	
	16.	cafe	yacht	<u>canoe</u>	
	17.	goat	<u>antelope</u>	antenna	
	18.	waterski	fountain	<u>waterfall</u>	
	19.	child	<u>mother</u>	money	
	20.	middle	<u>bottom</u>	bottle	
	21.	somebody	evening	<u>everyone</u>	
	22.	month	<u>hour</u>	hold	
	23.	<u>look</u>	touch	book	
	24.	coin	<u>purse</u>	nurse	

Score

Responses circled AND underlined are correct (score 1)

For incorrect responses, mark (eg circle) for column (L, M or R) in which word appears

Responses	Items																								Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Correct responses																									
Visually similar	M	R	M	R	M	R	R	R	M	R	M	L	L	L	M	L	R	L	R	R	M	R	R	R	
Semantically related	R	L	R	M	L	M	L	M	L	M	L	R	M	M	R	M	L	M	L	L	L	L	M	L	
	TOTAL																								

Comprehension of Written Sentences

Client Name:

Date:

Examiner:

Sentence Presentation

Client reads each sentence aloud.
Circle "Y" or "N" as client says if sentence is sensible or not.

Item	Sentence	Response		Comments
Practice Items	P1.The cheese ate the mouse.	Y	N	
	P2.The editor instructed the snake.	Y	N	
	P3.The car was passed by the motorbike.	Y	N	
Test Items	1.The butler liked the maid.	Y	N	
	2.The reins dropped the jockey.	Y	N	
	3.The headmaster was expelled by the student.	Y	N	
	4.The taxi was bumped by the van.	Y	N	
	5.The criminal sentenced the judge.	Y	N	
	6.The carpet was stained by the coffee.	Y	N	
	7.The millionaire sold the mansion.	Y	N	
	8.The submarine sank the destroyer.	Y	N	
	9.The puppy held the vet.	Y	N	
	10.The cleaner swept the floors.	Y	N	
	11.The question was asked by the teacher.	Y	N	
	12.The thief was grabbed by the money.	Y	N	
	13.The host amused the joke.	Y	N	
	14.The boys were collected by the insects.	Y	N	
	15.The groom was kissed by the bride.	Y	N	
	16.The chairman swallowed the orchestra.	Y	N	
	17.The chauffeur was driven by the passenger.	Y	N	
	18.The football broke the window.	Y	N	
	19.The prisoner was heard by the guard.	Y	N	
	20.The noise was startled by the horses.	Y	N	

Score

Responses circled AND bold score 1

Group	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Active + "Yes"																					
Active + "No"																					
Passive + "Yes"																					
Passive + "No"																					
TOTAL																					

Comprehension of Written Texts

Client Name:

Date:

Examiner:

Question Sets

Ask the questions to match the selected paragraph.
Circle "Y" or "N" as client answers each question.

Paragraph	Question	Response	Checks text
A) Your sense of feeling	1.Are there spots in your fingers that help you feel?	Y	N
	2.Is your chin more sensitive than your forehead?	Y	N
	3.Do the same nerves feel heat as pain?	Y	N
	4.Can you easily feel a feather stroking your palm?	Y	N
	5.Are the spots that feel the cold spread evenly over your whole body?	Y	N
B) Clever dog	1.Could the dog talk?	Y	N
	2.Was the dog's name Hector?	Y	N
	3.Did Kosiuski pretend to be the dog and say that he did not speak every language?	Y	N
	4.Did the Russian laugh at what the dog was supposed to have said?	Y	N
	5.Did the two men fight a duel using knives?	Y	N
C) A house to live in forever	1.Was everybody in Egypt buried with their furniture?	Y	N
	2.Was it only kings and queens in Egypt who could read?	Y	N
	3.Did the 'Book of the Dead' have stories in it about the gods?	Y	N
	4.Did the Egyptians think that they needed things to use after they died?	Y	N
	5.Do pictures of Egyptians in the 'Book of the Dead' have the faces turned sideways?	Y	N
D) The bird that kicks	1.Do other birds besides ostriches kick?	Y	N
	2.Have ostriches grown heavier since they stopped flying?	Y	N
	3.Is it true that ostriches bury their heads in the sand and think they are safe from an enemy?	Y	N
	4.Will an ostrich crouch down to hide?	Y	N
	5.Do ostriches defend themselves by biting?	Y	N

Score

Responses circled AND bold score 1

Paragraph	Questions					Total
	1	2	3	4	5	
A) Your sense of feeling						
B) Clever dog						
C) A house to live in forever						
D) The bird that kicks						
TOTAL						

Blending Real Words

Client Name:

Date:

Examiner:

Phoneme/Word (Picture) Presentation

Verbally label each picture in a set as it is presented.

Say the phonemes (eg "kn-i-fe").

Circle the word the client says matches the sounds.

Item	Phonemes	Word (Picture)			
		Left	Middle	Right	
Practice Items	P1.	kn-i-fe	<u>knife</u>	<u>knot</u>	fork
	P2.	h-ou-se	<u>shed</u>	<u>house</u>	hill
Test Items	1.	f-ee-t	<u>five</u>	<u>feet</u>	boot
	2.	s-t-i-ck	<u>stick</u>	<u>step</u>	trees
	3.	r-a-bb-i-t	<u>carrot</u>	<u>roses</u>	<u>rabbit</u>
	4.	d-ir-t-y	<u>dirty</u>	<u>soapy</u>	dinner
	5.	g-a-me	<u>board</u>	<u>goat</u>	<u>game</u>
	6.	kn-ee	<u>knee</u>	no	toe
	7.	sh-aw-l	<u>coat</u>	<u>ship</u>	<u>shawl</u>
	8.	b-ow	<u>bow</u>	<u>bye</u>	hair
	9.	sh-e	<u>shoe</u>	he	<u>she</u>
	10.	s-l-e-d	<u>stop</u>	<u>sled</u>	pram

Score

Responses circled AND underlined are correct (score 1)

For incorrect responses, mark (eg circle)

for column (a, b or c) in which word appears

Responses	Items										Total
	1	2	3	4	5	6	7	8	9	10	
Correct responses											
First sound distractor errors	a	b	b	c	b	b	b	b	a	a	
Semantic distractor errors	c	c	a	b	a	c	a	c	b	c	
TOTAL											

Blending Non-Words

Client Name:

Date:

Examiner:

Phoneme/Word Presentation

Say the phonemes, then the word (eg "Did I say ...?").
Circle "Y" or "N" as client says if the word matches the sounds.

Item	Phonemes	Word	Response	Phonemes	Word	Response			
Practice Items	P1.	p-ar-l	porf	Y	N	p-ar-l	parl	Y	N
	P2.	n-u	ni	Y	N	n-u	nu	Y	N
	P3.	g-u-k	guk	Y	N	g-u-k	gobe	Y	N
Test Items	1.	g-r-ar	gly	Y	N	g-r-ar	grar	Y	N
	2.	s-t-ee	srue	Y	N	s-t-ee	stee	Y	N
	3.	b-o-t	bot	Y	N	b-o-t	bef	Y	N
	4.	m-ee-p	meep	Y	N	m-ee-p	marl	Y	N
	5.	m-a	mo	Y	N	m-a	ma	Y	N
	6.	p-i-m-aye	payzer	Y	N	p-i-m-aye	pimaye	Y	N
	7.	sh-a-s	shas	Y	N	sh-a-s	shij	Y	N
	8.	d-i-s-are	disare	Y	N	d-i-s-are	doini	Y	N
	9.	k-i	koe	Y	N	k-i	ki	Y	N
	10.	ch-o-t	chait	Y	N	ch-o-t	chot	Y	N

Score

Responses circled AND bold score 1

	Items										
Column	1	2	3	4	5	6	7	8	9	10	Total
Left											
Right											
TOTAL											

Phoneme Counting - Adults

Client Name:

Date:

Examiner:

Words Presentation

Say each word.

Circle response if client says correct number of sounds. Record incorrect responses.

Item	Word	Correct	Incorrect	Repeats/Comments
Practice Items	P1. cat	3		
	P2. fly	3		
	P3. hammer	2		
Test Items	1. step	4		
	2. arm	2		
	3. saw	2		
	4. giraffe	5		
	5. plane	4		
	6. tree	3		
	7. washing	5		
	8. boy	2		
	9. watch	3		
	10. plates	5		
	11. sun	3		
	12. boots	5		

Score

Correct responses (circled) score 1

Items													Total
1	2	3	4	5	6	7	8	9	10	11	12	Total	
TOTAL													

Phoneme Counting - Children

Client Name:

Date:

Examiner:

Words Presentation

Say each word.

Circle response if client says correct number of sounds. Record incorrect responses.

Item	Word	Correct	Incorrect	Repeats/Comments
Practice Items	P1. cat	3		
	P2. up	2		
	P3. hammer	4		
	P4. arm	2		
	P5. happy	4		
	P6. feet	3		
Test Items	1. sun	3		
	2. pie	2		
	3. ship	3		
	4. dirty	4		
	5. butter	4		
	6. door	2		
	7. on	2		
	8. pull	3		
	9. saw	2		
	10. ruler	4		
	11. pig	3		
	12. eat	2		
	13. ladder	4		
	14. watch	3		
	15. shoe	2		

Score

Correct responses (circled) score 1

Items															Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
TOTAL															

Phoneme Analysis

Client Name:

Date:

Examiner:

Word/Sound Presentation

Say each word, then the sound
Circle the word the client chooses

Item		Left	Right	Sound	Repeats
Practice Items	P1.	fight	<u>meat</u>	(ee)	
	P2.	shoe	<u>cot</u>	(o)	
Test Items	1.	key	<u>bee</u>	(b)	
	2.	<u>bread</u>	broom	(ea)	
	3.	<u>hand</u>	lamp	(d)	
	4.	clock	<u>clown</u>	(n)	
	5.	<u>swing</u>	swan	(i)	
	6.	<u>fish</u>	foot	(sh)	
	7.	<u>belt</u>	box	(l)	
	8.	<u>train</u>	crown	(t)	
	9.	horse	<u>house</u>	(ou)	
	10.	<u>snake</u>	stove	(n)	
	11.	bell	<u>bowl</u>	(ow)	
	12.	<u>seal</u>	nail	(s)	
	13.	bike	<u>duck</u>	(d)	
	14.	ant	<u>axe</u>	(s)	
	15.	spoon	<u>stool</u>	(l)	
	16.	<u>bird</u>	bed	(ir)	
	17.	snail	<u>skirt</u>	(k)	
	18.	pram	<u>flag</u>	(f)	
	19.	goat	<u>gun</u>	(u)	
	20.	<u>hat</u>	heart	(a)	
	21.	<u>drum</u>	dress	(m)	
	22.	<u>pig</u>	dog	(p)	
	23.	fence	<u>fox</u>	(k)	
	24.	ball	<u>doll</u>	(o)	

Score

Words circled AND underlined score 1

Group	Items																								Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Initial/Singleton																									
Initial/Cluster																									
Medial																									
Final/Singleton																									
Final/Cluster																									
TOTAL																									

Comprehension of Written Sentences

Client Name: _____

Date: _____

Examiner: _____

Sentence Presentation

Client reads each sentence aloud.
Circle "Y" or "N" as client says if sentence is sensible or not.

Item	Sentence	Response		Comments
Practice Items	P1.The cheese ate the mouse.	Y	N	
	P2.The editor instructed the snake.	Y	N	
	P3.The car was passed by the motorbike.	Y	N	
Test Items	1.The butler liked the maid.	Y	N	
	2.The reins dropped the jockey.	Y	N	
	3.The headmaster was expelled by the student.	Y	N	
	4.The taxi was bumped by the van.	Y	N	
	5.The criminal sentenced the judge.	Y	N	
	6.The carpet was stained by the coffee.	Y	N	
	7.The millionaire sold the mansion.	Y	N	
	8.The submarine sank the destroyer.	Y	N	
	9.The puppy held the vet.	Y	N	
	10.The cleaner swept the floors.	Y	N	
	11.The question was asked by the teacher.	Y	N	
	12.The thief was grabbed by the money.	Y	N	
	13.The host amused the joke.	Y	N	
	14.The boys were collected by the insects.	Y	N	
	15.The groom was kissed by the bride.	Y	N	
	16.The chairman swallowed the orchestra.	Y	N	
	17.The chauffeur was driven by the passenger.	Y	N	
	18.The football broke the window.	Y	N	
	19.The prisoner was heard by the guard.	Y	N	
	20.The noise was startled by the horses.	Y	N	

Score

Responses circled AND bold score 1

Group	Items																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Active + "Yes"																					
Active + "No"																					
Passive + "Yes"																					
Passive + "No"																					
TOTAL																					

Listening Comprehension: Grammaticality Judgements

Client Name:

Date:

Examiner:

Sentence Presentation

Examiner reads each sentence aloud.
Circle "Y" or "N" as client says if sentence is correct or not.

Item	Sentence	Response		Comments
Practice Items	P1.The fruit was in the bowl.	Y	N	
	P2.Some flowers were growing the garden in.	Y	N	
	P3.The toys was in the box.	Y	N	
	P4.His boots were covered in mud.	Y	N	
Test Items	1.The postman delivers the mail at 10 o'clock.	Y	N	
	2.His balloon was coloured yellow.	Y	N	
	3.Her book was the on shelf.	Y	N	
	4.A boy was following the woman.	Y	N	
	5.The glass on broke the floor.	Y	N	
	6.The horses was in the paddock.	Y	N	
	7.The jar was full of lollies.	Y	N	
	8.Some clouds grey were in the sky.	Y	N	
	9.The baby was have a bath.	Y	N	
	10.The farmer milk his cows every day.	Y	N	
	11.The birds were in the cage.	Y	N	
	12.Her dress was in the wardrobe.	Y	N	
	13.A cat was chased the dog.	Y	N	
	14.Some dirty dishes were in the sink.	Y	N	
	15.The torch fell on the ground.	Y	N	
	16.The girl was wearing a scarf.	Y	N	
	17.His house was painting red.	Y	N	
	18.The tower were made of blocks.	Y	N	

Score

Responses circled AND bold score 1

Items																		Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
TOTAL																			

Listening Comprehension of Text

Client Name:

Date:

Examiner:

Story Presentation

Examiner reads each story aloud, then asks the questions.

Circle "Y" or "N" as client answers each question.

Item	Text/Questions	Response	Comments
Story 1: Legends			
Long ago people had time to gaze at the stars. Shepherds that spent much time in the open looking after sheep or goats could sit and watch the stars at night. Sailors perhaps had more time than anyone else to watch and wonder as they spend months sailing to distant places. Some clever imaginations invented stories about the Sun, Moon and stars. They imagined them as gods or goddesses. These stories were handed down from parents to children and became legends. To the people who heard them, they seemed quite true. This is one story told in India.			
The Sun, Moon and stars are a large family. The Sun is the head ruler in the sky. The Moon is his wife and the stars are his children. To keep alive, the Sun catches stars and eats them. But when he gets up in the morning, the stars run from him, and dare not appear again until he goes into his hole in the west.			
He crawls along the hole until he finds his narrow bed in the middle of the Earth. It is so small that he has no room to turn and has to creep out on the east side to climb to the sky. His wife, the Moon, then has her sleep. Every month the Moon is sad when the Sun eats some of the stars. She puts a black veil over her face to show her sorrow. This slowly wears off, and by the end of the months her face is bright again.			
Questions			
1.	Are legends made up stories that are handed down from parents to children?	Y N	
2.	Is this story heard in Ireland?	Y N	
3.	Are the Sun, Moon and stars lots of different families?	Y N	
4.	Do the stars run from the Sun because they are scared he will eat them?	Y N	
5.	Does the Moon put a veil over her face so that she can go to sleep?	Y N	

Story 2: Lobsters

One of the tastiest and most expensive seafoods is the lobster. At one time there were many of these creatures in the sea. Now, because they fetch high prices, there are fewer and fewer in the oceans. They are trapped by people who make a living by selling them.

In real life they are a greenish-blue colour. When they are boiled, their hard coat turns bright red. That is the colour you see when they are on display in shop windows. These creatures used to be boiled alive, but now they have to be killed with a thin knife before being placed in hot water.

Lobsters are caught in wire baskets called pots. They are attracted to the pots which are filled with old fish heads or rotting meat. The lobsters caught in the pots fight each other, and often the owners of the pots find lobsters inside with claws or legs bitten off.

The broad tail of a lobster moves up and down to send it through the water. Eggs attach themselves to the mother's tail like berries. When the eggs hatch, little lobsters gather around like a hen's chickens. At the first sign of danger, the mother lobster rattles her big claws, and the babies swim for dear life under her body. Then with her brood safe, she steadily swims to a rocky hole.

Questions

- | | | | |
|----|--|----------|----------|
| 1. | Are there lots of lobsters in the sea now? | Y | N |
| 2. | Do lobsters cost a lot of money to buy? | Y | N |
| 3. | Do lobsters like being in pots with other lobsters? | Y | N |
| 4. | Do baby lobsters hatch from eggs? | Y | N |
| 5. | Do baby lobsters swim under their mother's body to play? | Y | N |
-

Score

Responses circled AND bold score 1

Story	Questions					Total
	1	2	3	4	5	
1. Legends						
2. Lobsters						
TOTAL						

think

table

boat

bark

bed

bad

sharp

shop

live

love

sight

sign

ought

eight

grey

grow

mind

find

jug

jig

past

fast

crane

crate

book

look

sack

sock

some

come

tongue

ton

bit

bill

stoop

stool

walk

wall

latter

letter

shower

tower

knot

knit

slow

flow

guard

guide

haunt

taunt

calm

comb

cape

cane

hulk

bulk

could

would

pray

tray

might

light

mist

mint

stop

step

west

best

guile

guise

fault

false

sit

sin

warp

warn

sewed

sword

bought

broad

sale

male

bent

belt

mok

mek

crouf

croat

hisk

fosk

lat

baf

meaf

soaf

squite

squate

dusp

dosp

churse

churmo

heeche

hoach

hunche

hance

ked

kad

thease

theane

boak

bood

nem

nar

shif

shid

prest

grest

pretech

pronch

lon

fon

snofe

snite

cug

nig

daip

doop

dirl

birl

glope

shope

cloave

shoave

dringe

bringe

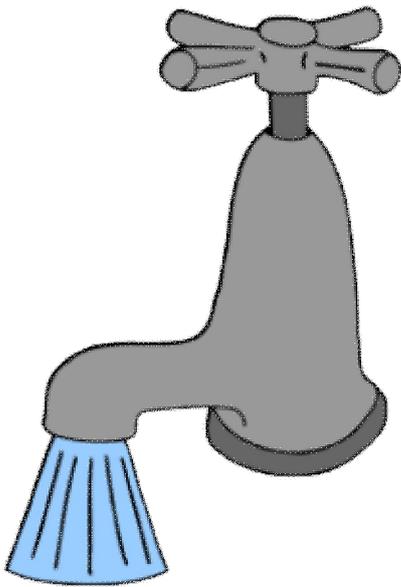
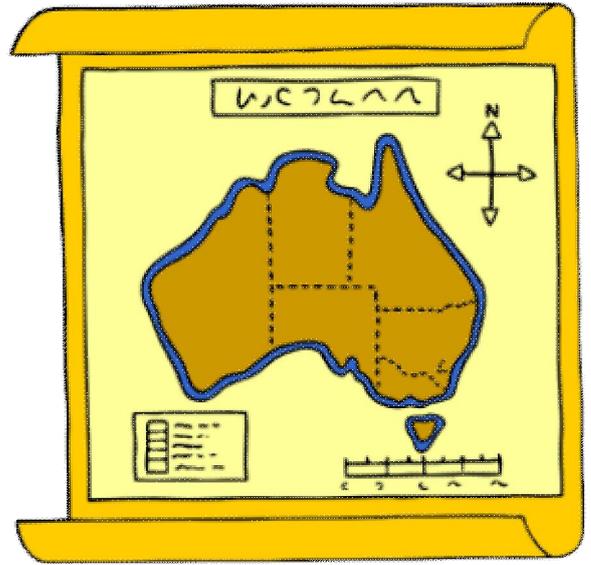
smode

smobe

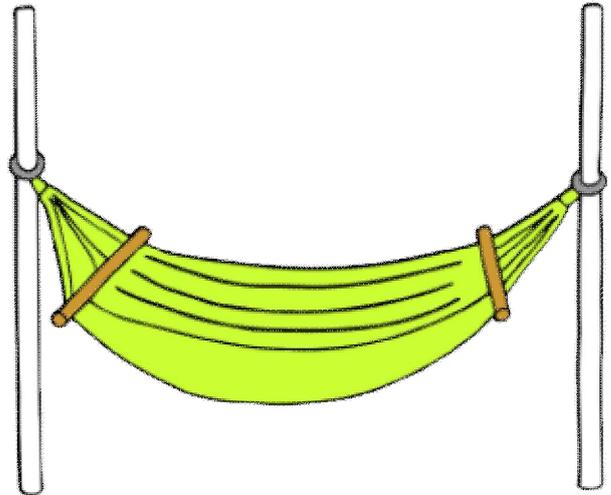
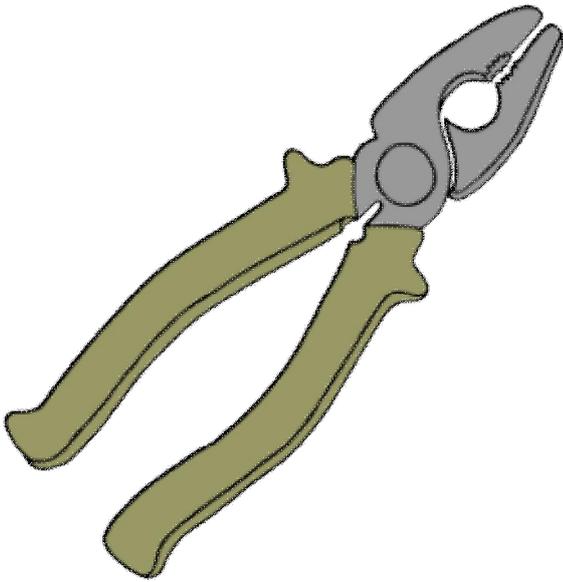
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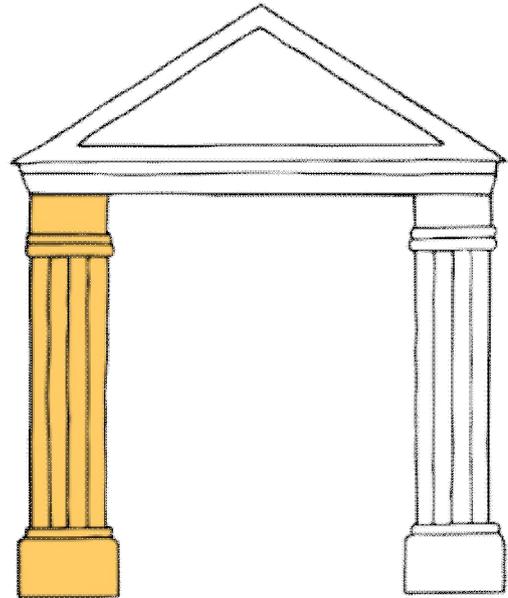
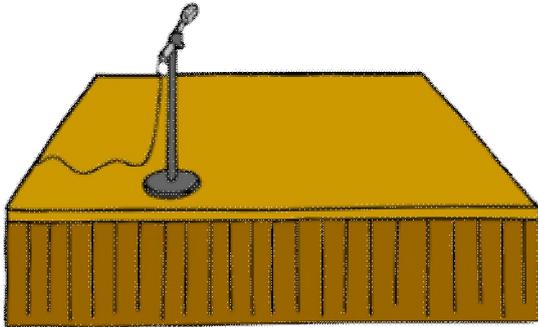
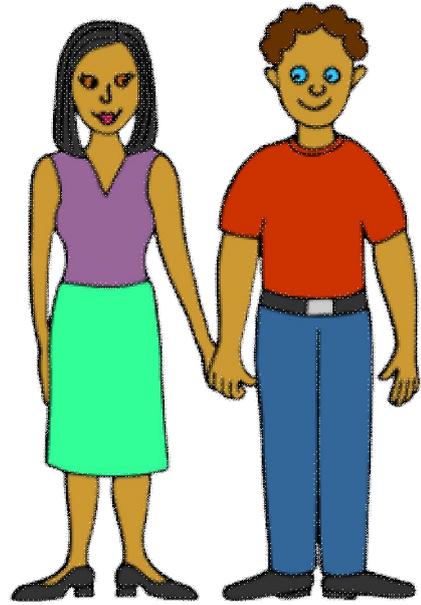
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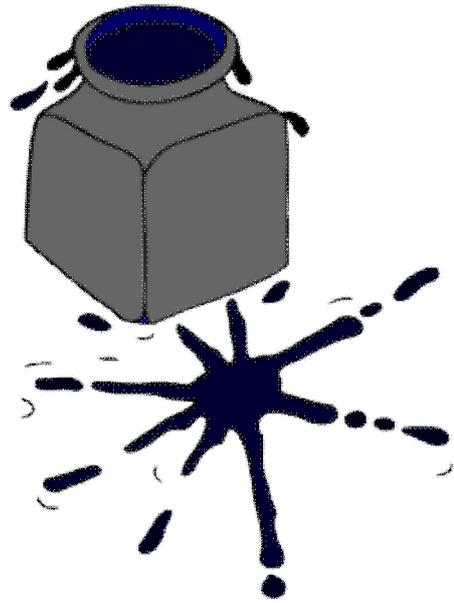
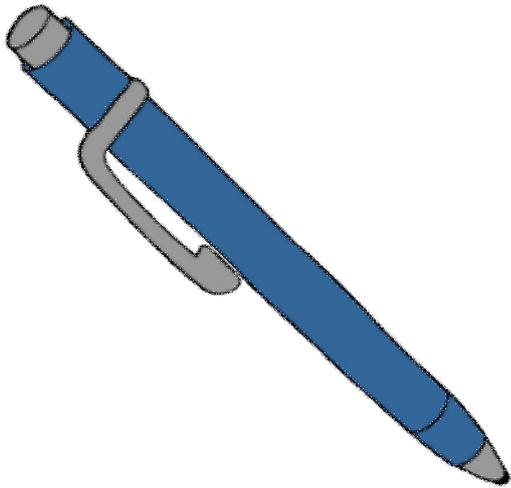
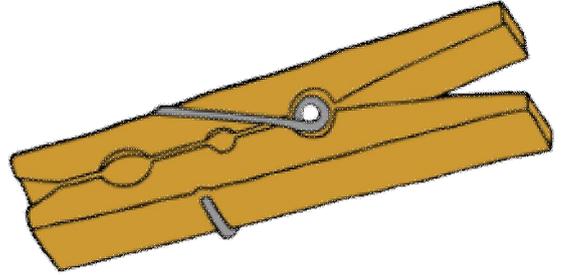
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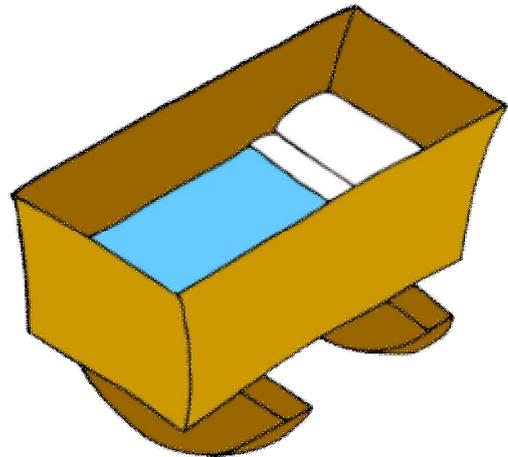
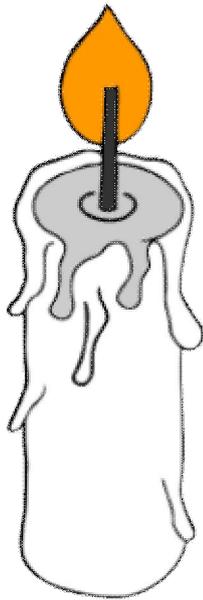
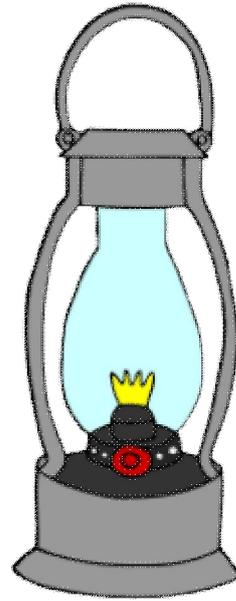
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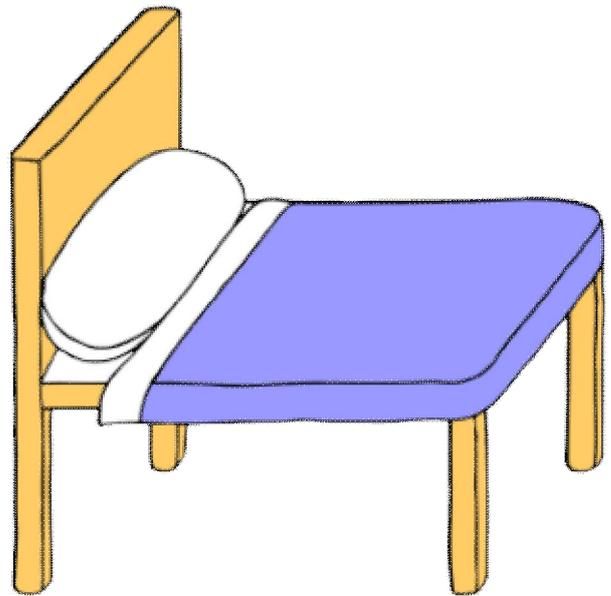
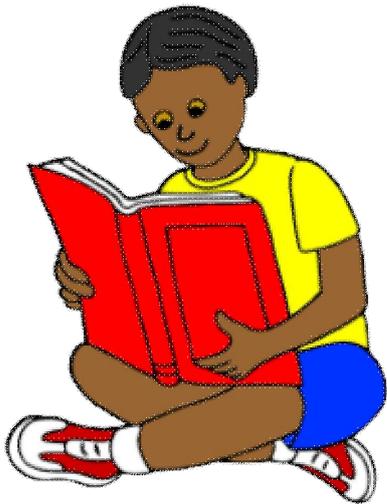
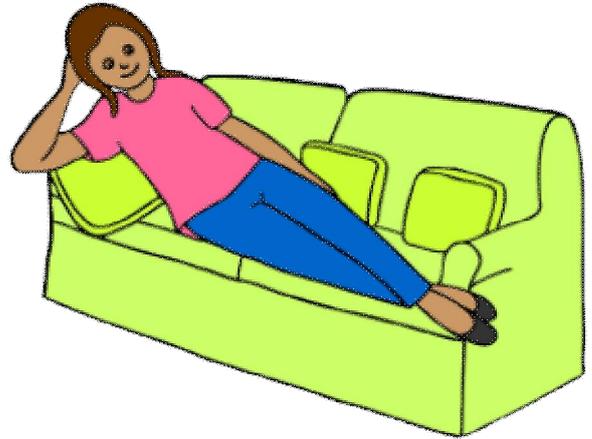
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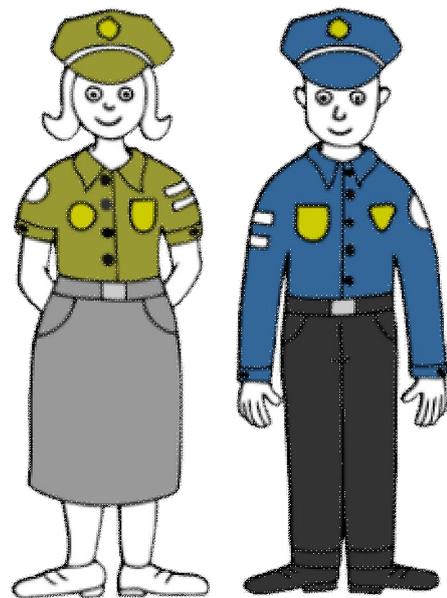
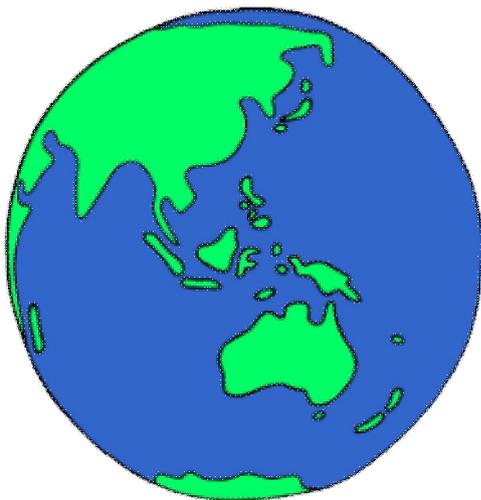
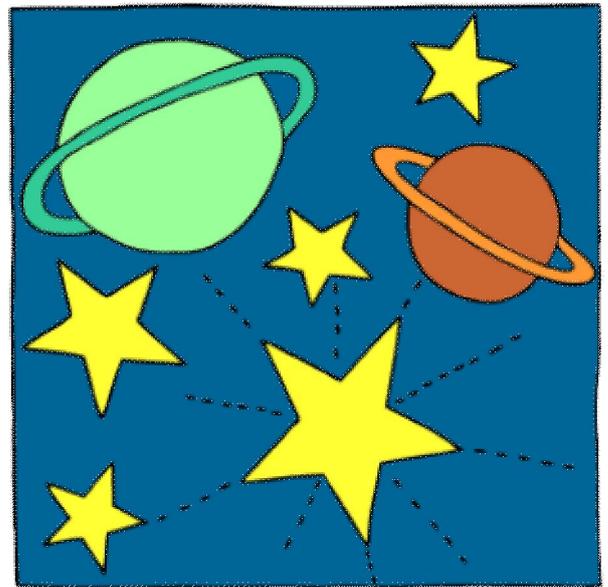
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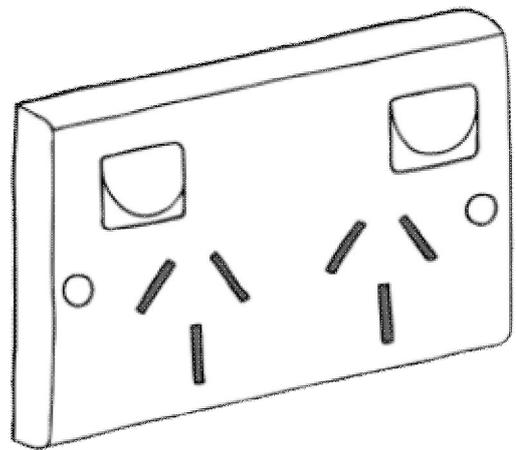
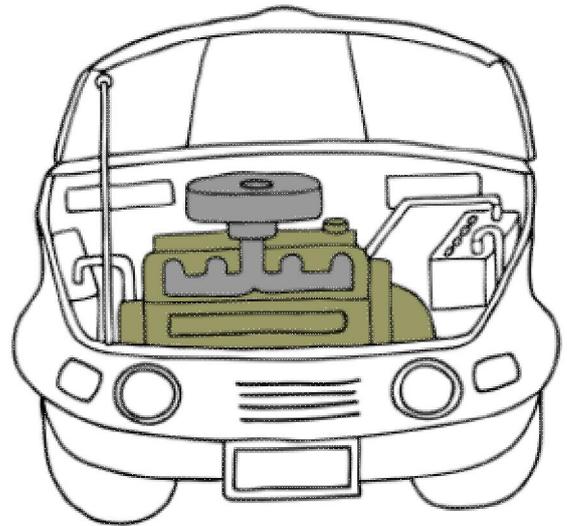
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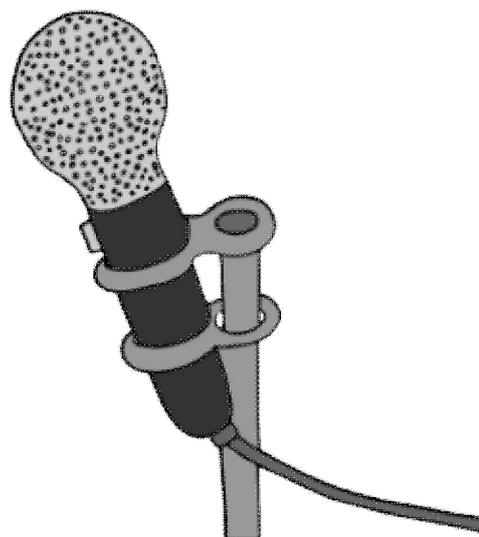
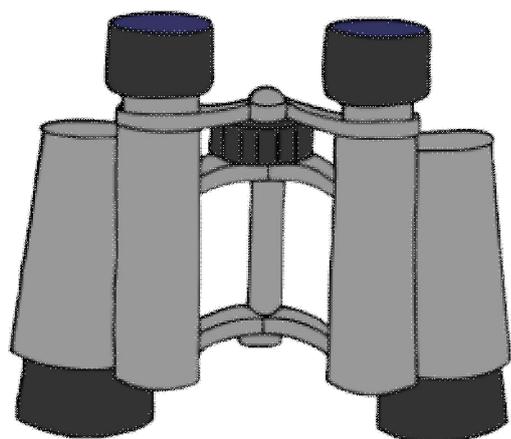
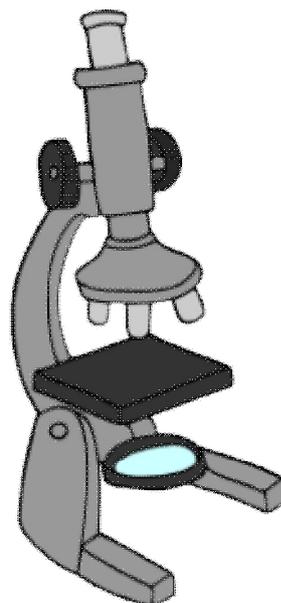
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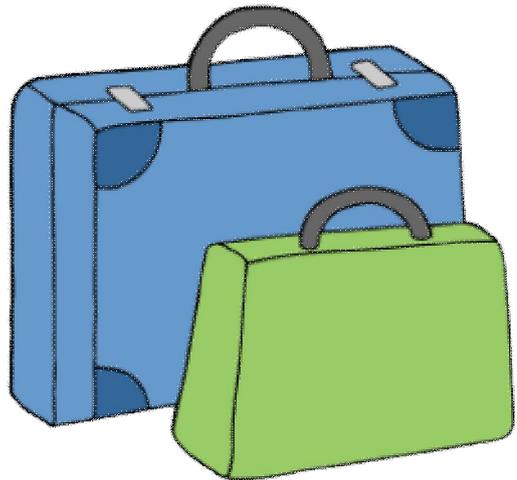
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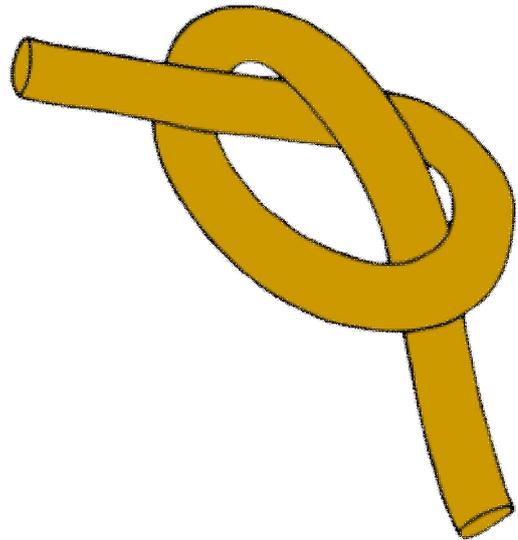
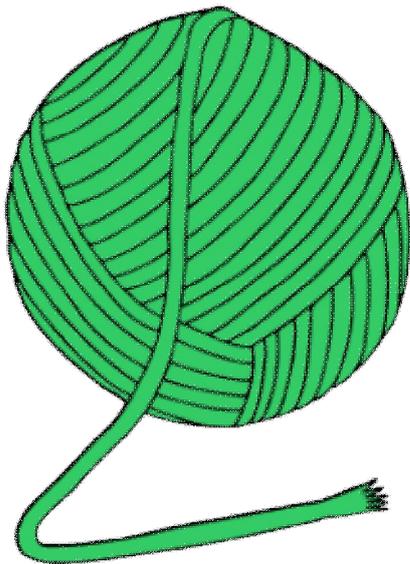
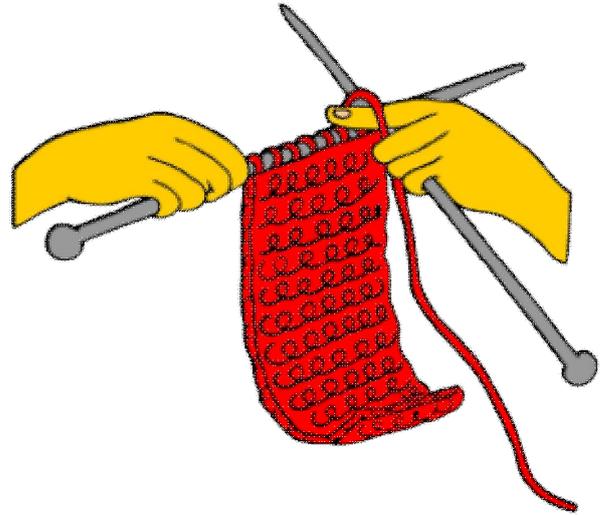
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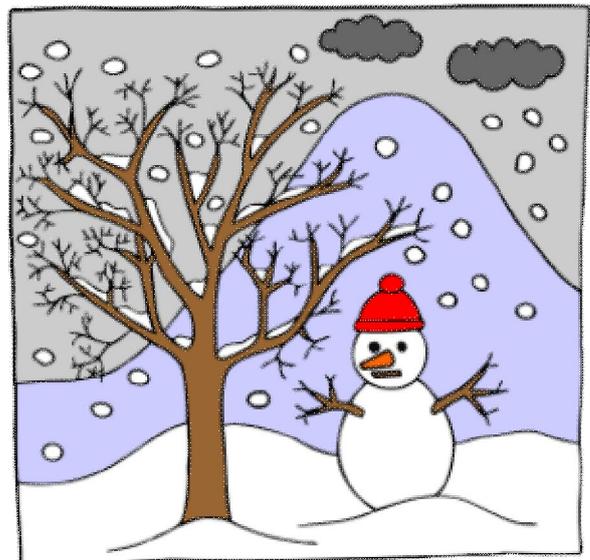
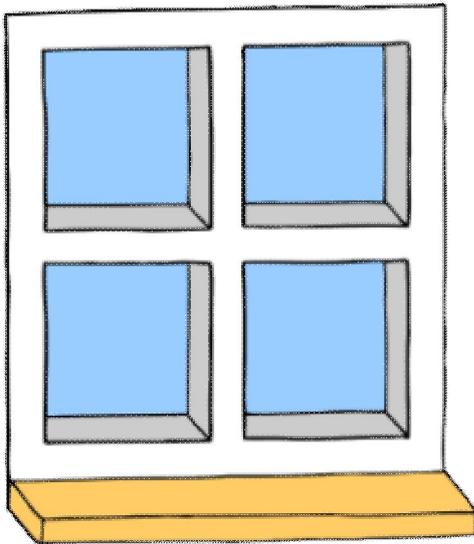
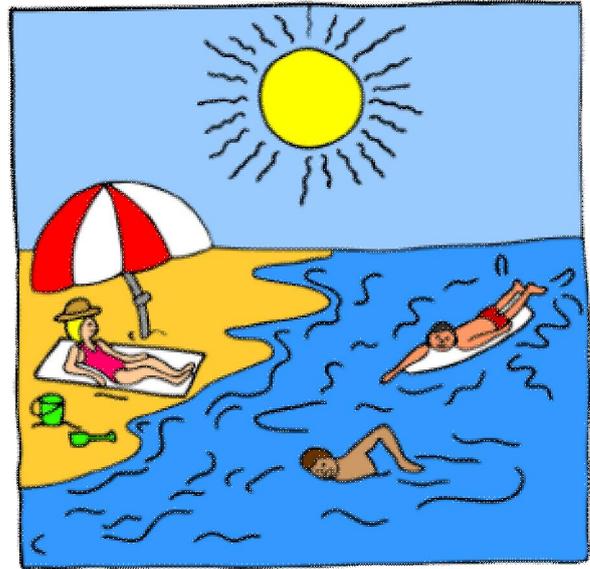
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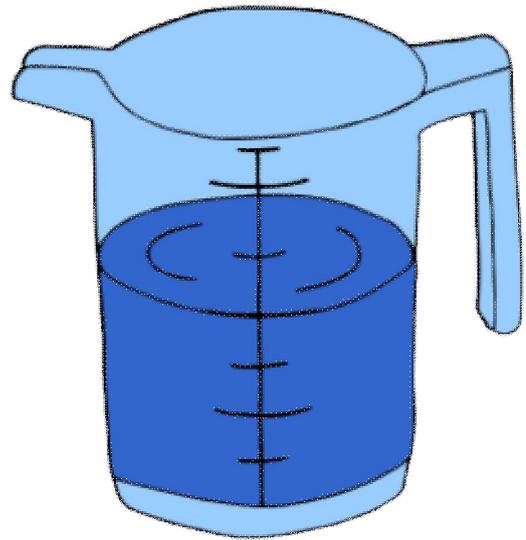
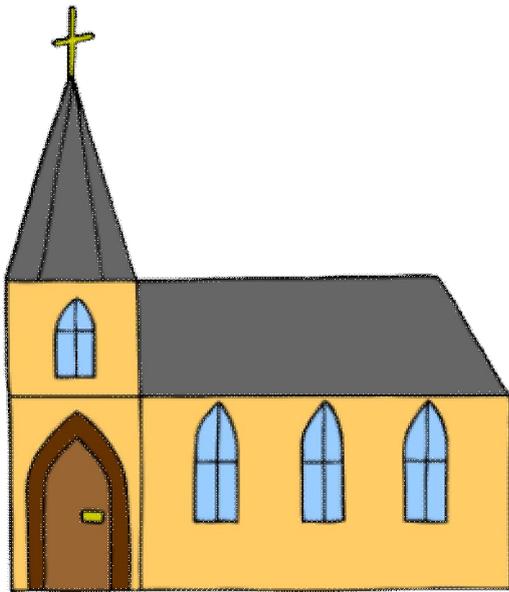
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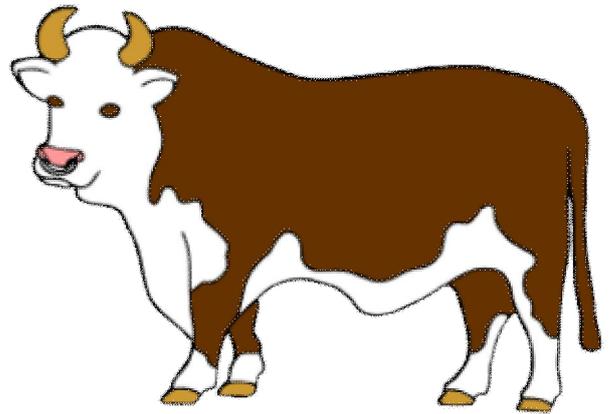
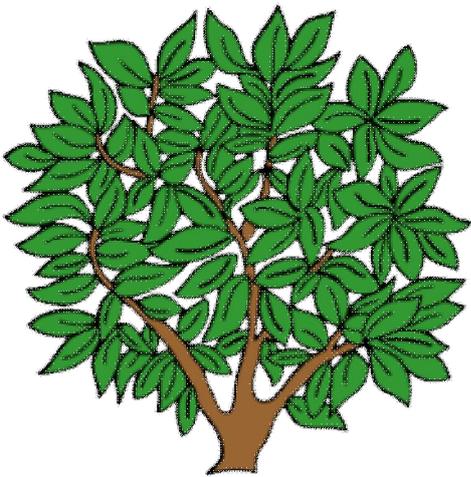
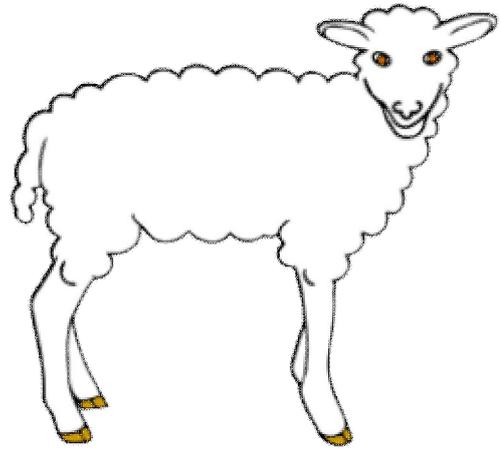
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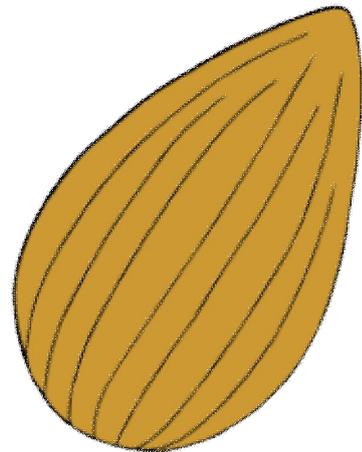
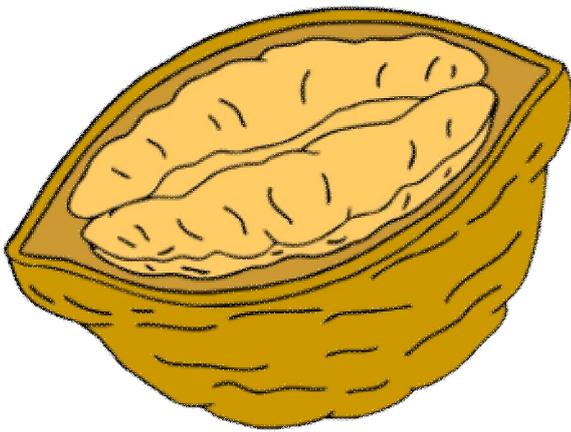
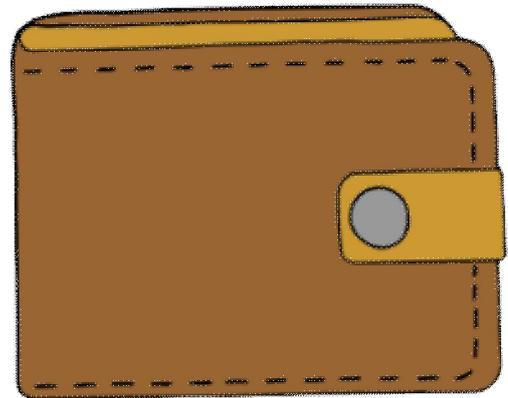
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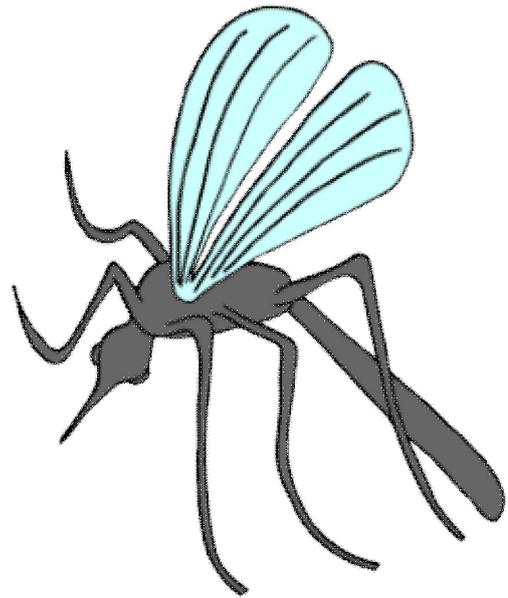
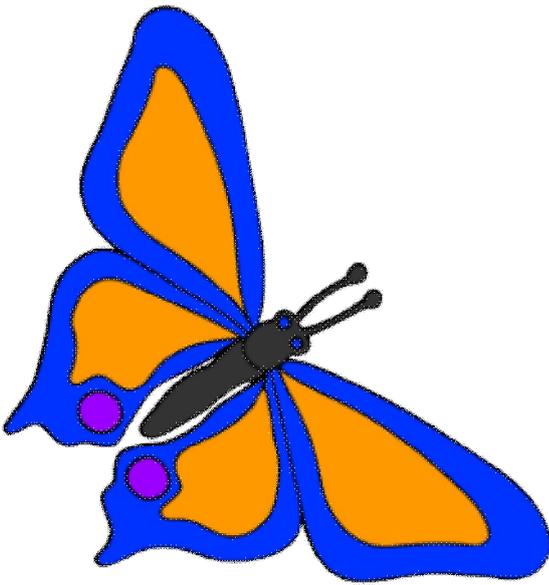
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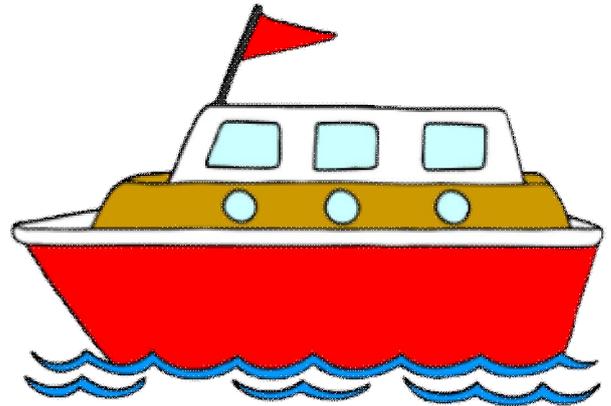
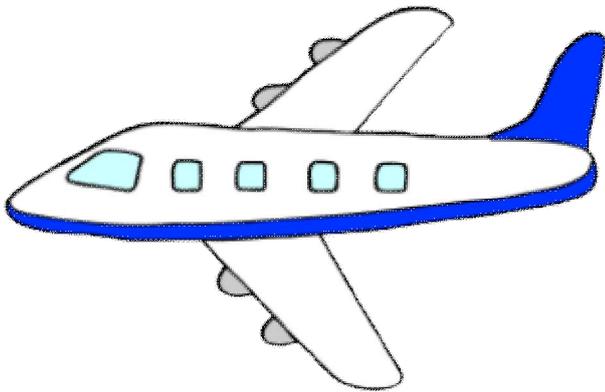
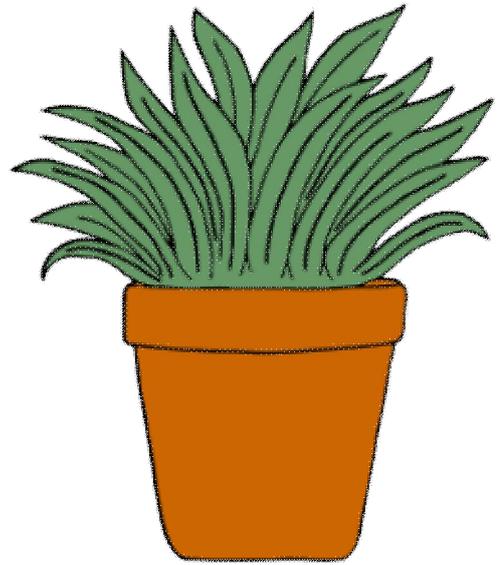
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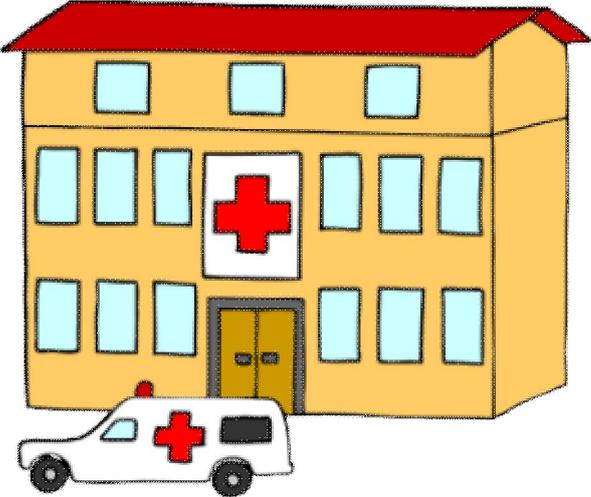
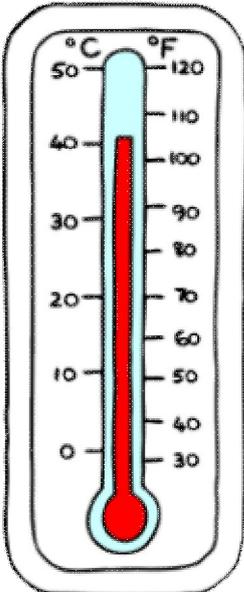
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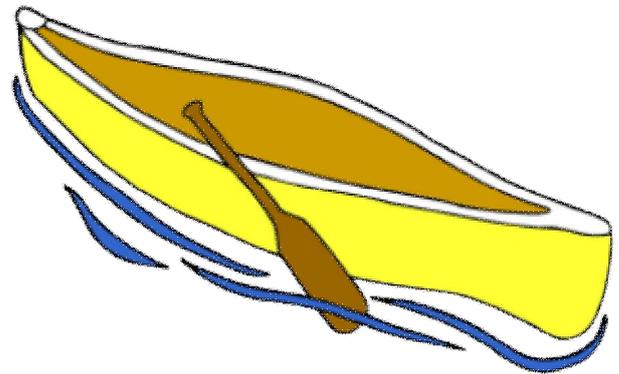
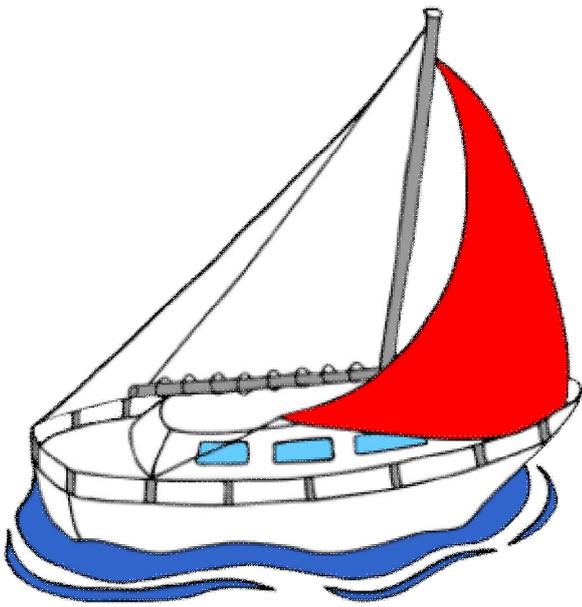
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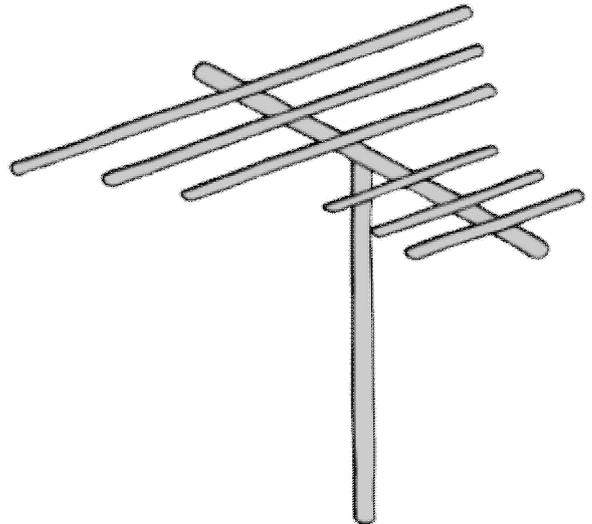
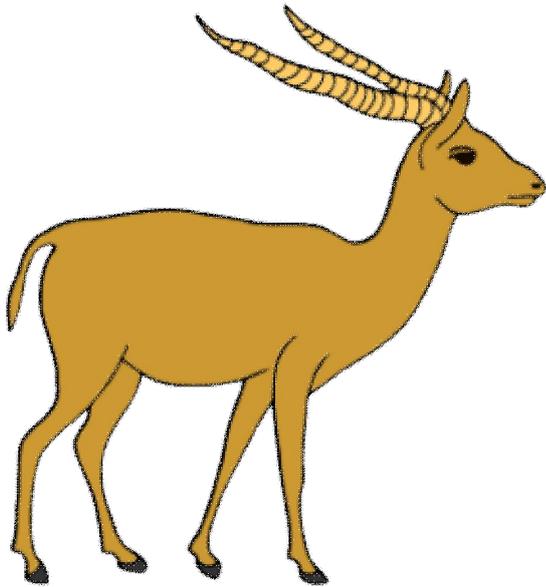
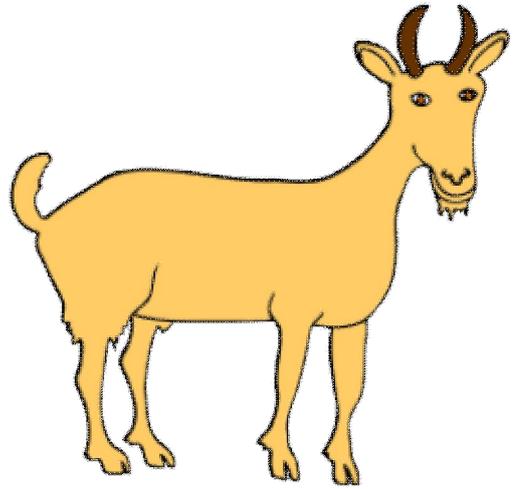
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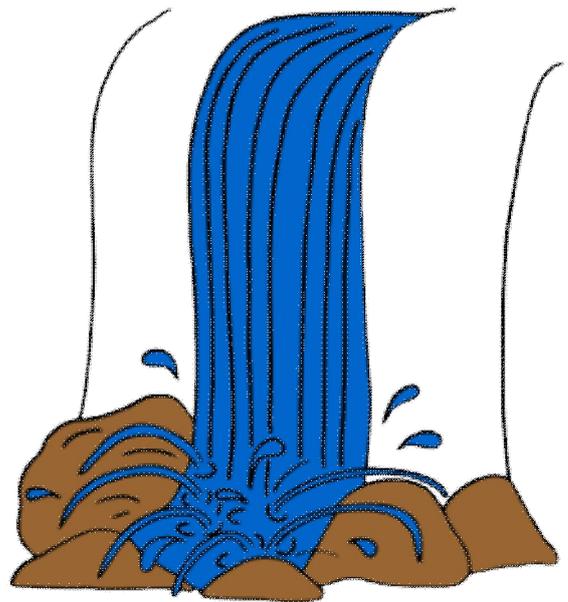
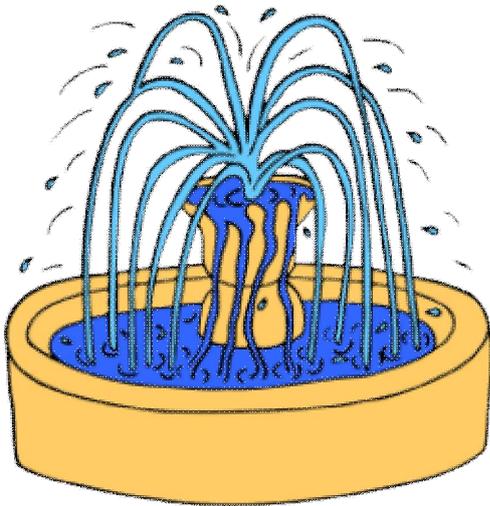
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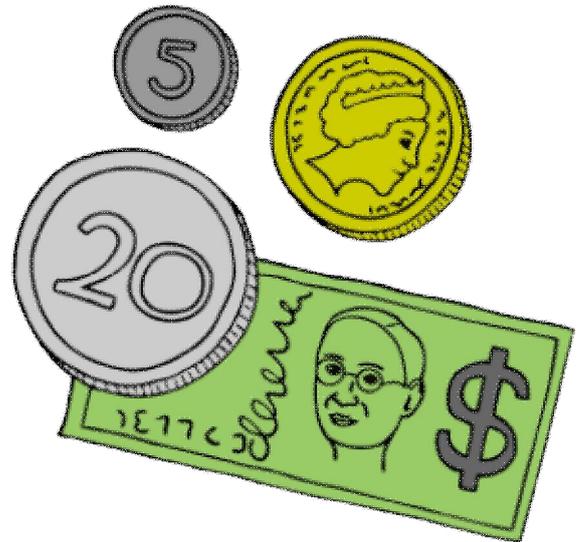
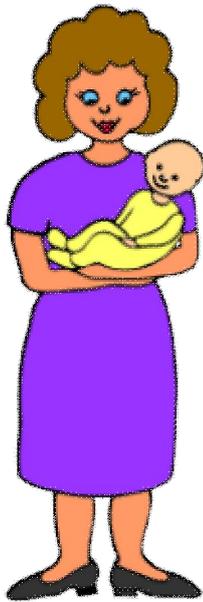
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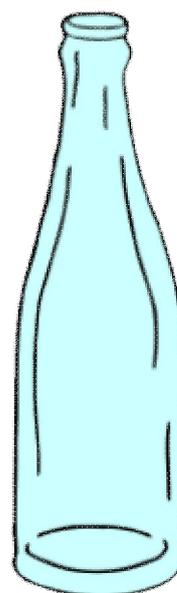
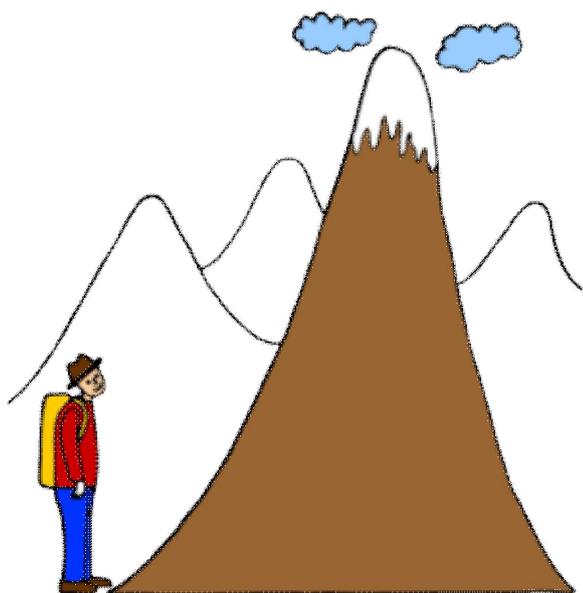
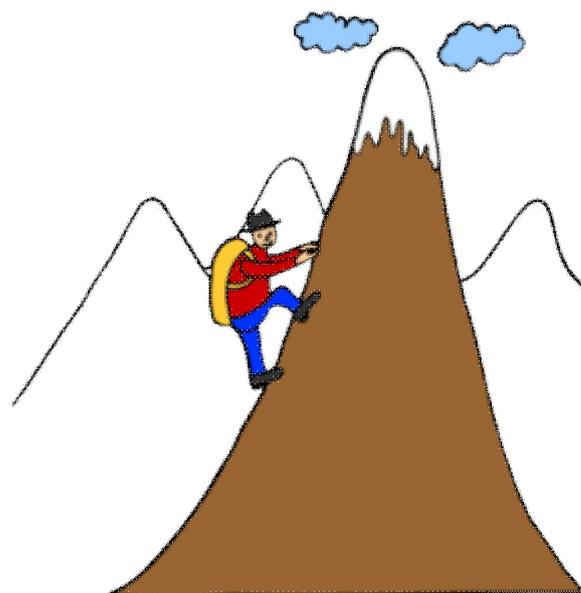
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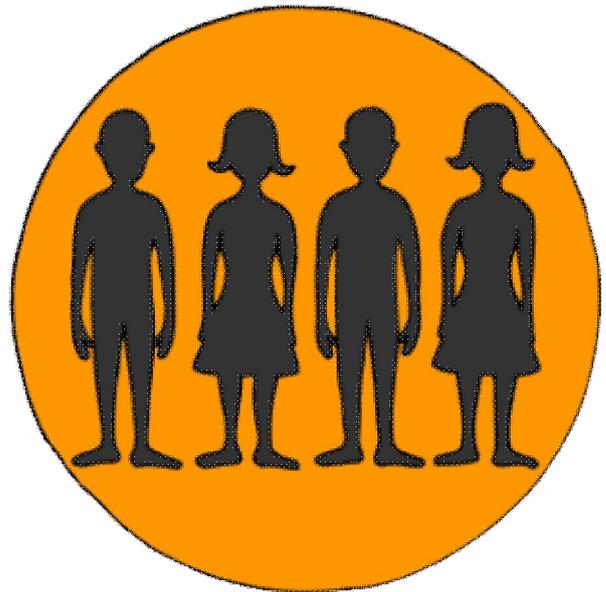
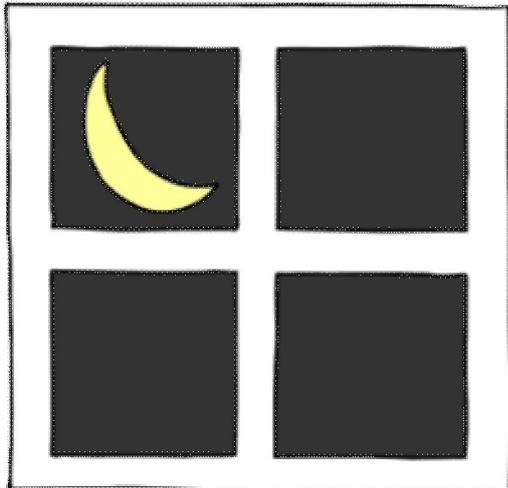
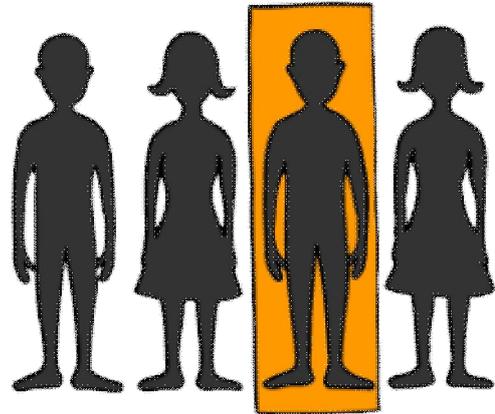
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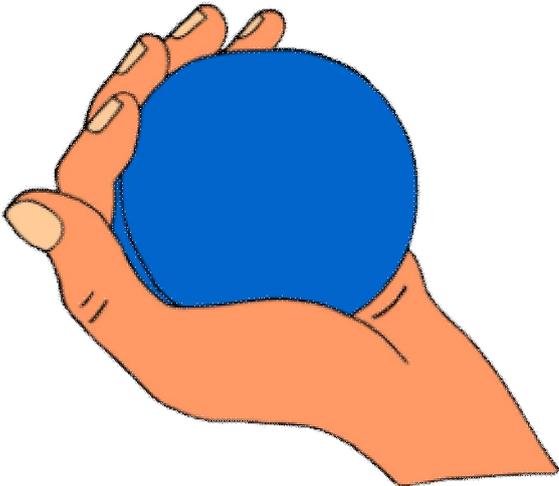
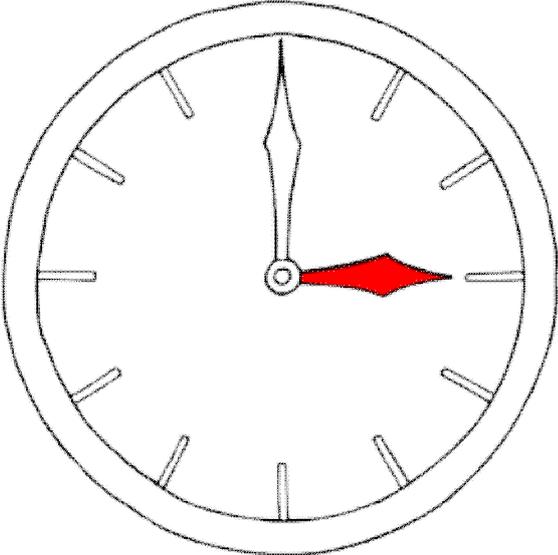
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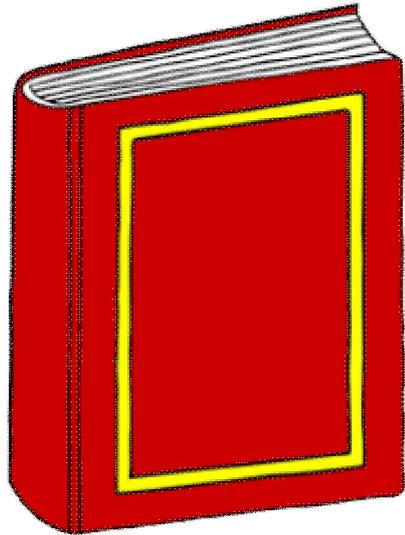
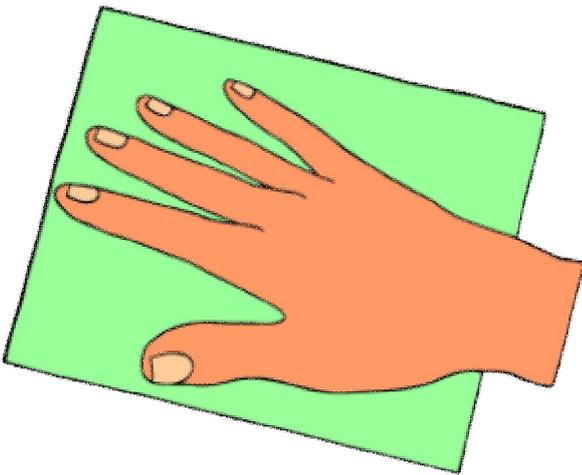
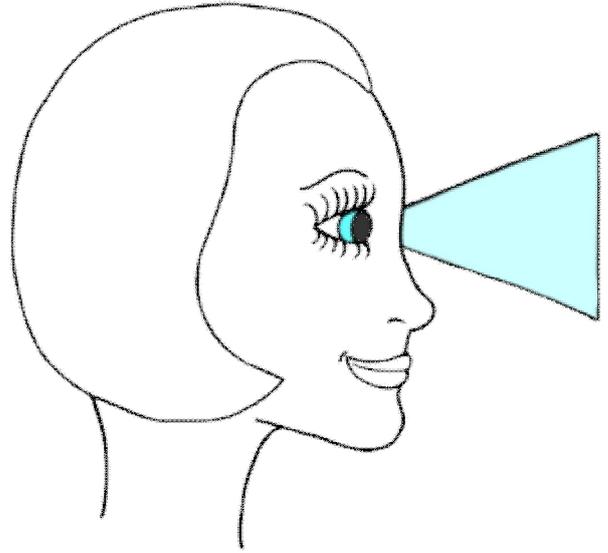
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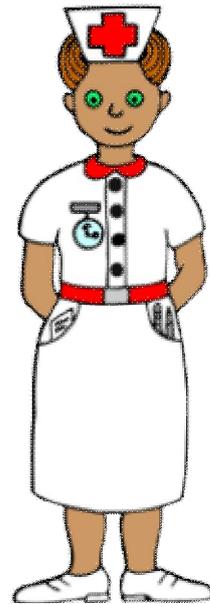
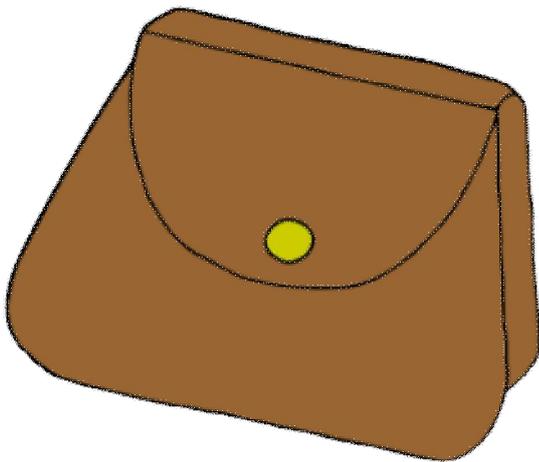
hour



look



purse



The cheese ate the mouse.

The editor instructed the snake.

**The car was passed by the
motorbike.**

The butler liked the maid.

The reins dropped the jockey.

The headmaster was expelled by the student.

The taxi was bumped by the van.

The criminal sentenced the judge.

The carpet was stained by the coffee.

The millionaire sold the mansion.

The submarine sank the destroyer.

The puppy held the vet.

The cleaner swept the floors.

The question was asked by the teacher.

The thief was grabbed by the money.

The host amused the joke.

The boys were collected by the insects.

The groom was kissed by the bride.

The chairman swallowed the orchestra.

The chauffeur was driven by the passenger.

The football broke the window.

The prisoner was heard by the guard.

The noise was startled by the horses.

Your Sense of Feeling

In the skin at the tips of your fingers there are special spots that help you feel. Nerves run to them and spread out. The more of these spots you have, the better you can feel. There are many at your fingertips which make them sensitive. There are also many in the skin of your lips and the tip of your tongue.

Your forehead and the palms of your hands will feel the slightest weight or touch. But the skin on your chin needs something twenty times as heavy to feel the same.

Your sense of heat and cold is different. A special set of nerves makes this possible in your body. If you take something cold, like the tip of a lead pencil, and pass it across your cheek, you will find that it feels colder in some spots than others.

Similarly, there is the sense of pain. It too has its special nerves. Some people who have something wrong with these nerves can feel heat, cold and touch. They cannot, however, feel a pin prick which normally would hurt.

Clever Dog

A Polish legend tells about a ventriloquist named Kosiuski. This man had a dog that he had taught to move its lips as if it were talking. He was pretending to have a conversation with the dog one day in front of a Russian officer. The Russian had never heard of ventriloquism, and believed the dog was really speaking.

The Russian said: 'My old father lives alone. What a treat it would be for him to have a dog to talk to. Would you sell it to me?'

'No, the dog is my friend,' said Kosiuski.

'But you can teach another dog to talk,' persisted the Russian.

In the end, Kosiuski exchanged his dog for a fine horse that the Russian owned. The Russian returned to his country with the dog.

A year later the officer came back and found Kosiuski. He asked him to return the horse, saying that the dog had not spoken one word.

'But what language did you use?' asked Kosiuski.

'Russian, of course!'

'Then naturally a Polish dog did not understand.' He then turned to the dog.

'Hector, why didn't you answer when this man spoke?'

The dog moved his lips and a voice said: 'I can't speak every language.'

The furious officer then challenged Kosiuski to a duel. Kosiuski accepted and chose to fight with knives. He picked up a large knife and made a horrible face as he pretended to sharpen it on his tongue. The officer, seeing this, was so scared that he ran away. Kosiuski never saw him again.

A House to Live in Forever

Egyptians long ago thought that the short life they lived was only the beginning. After death, they believed everyone went on living forever in another world. This meant that they were less interested in building fine homes, and were more interested in building tombs. Of course, poor people could not afford them - only the kings and queens and the rich.

A king or queen's tomb often had many rooms connected to the one where the body lay. In the rooms were placed things needed, like chairs, tables, combs, mirrors and even food and wine. Toys have been found in tombs where royal children were buried.

Not everyone could read in Egypt. Most kings and queens had been taught. In all important tombs, the Egyptians placed a set of writings called the 'Book of the Dead.' It contained stories of the gods. It was painted by artists and old writing was done by scribes. They hoped that the dead person would enjoy their works.

We can see the kinds of pictures that were painted in the 'Book of the Dead' by looking in most encyclopaedias. The pictures, in colour, look flat. There is no light or shade. All faces are turned sideways even if the body is facing you.

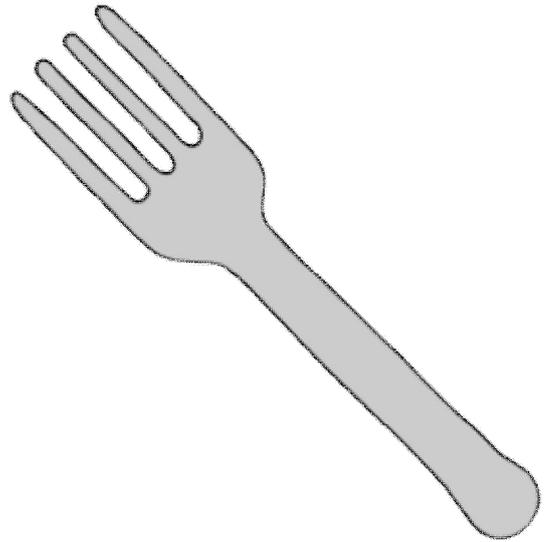
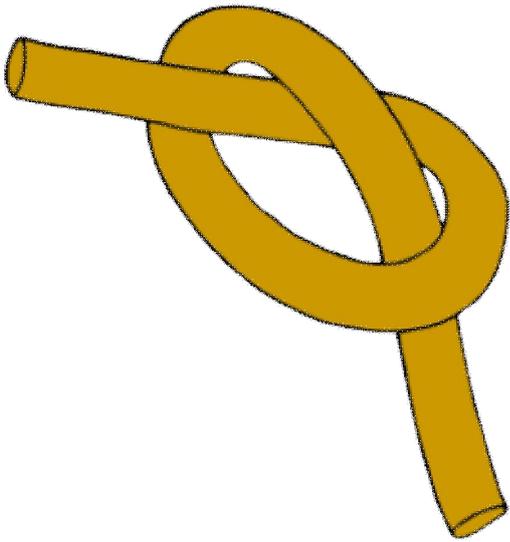
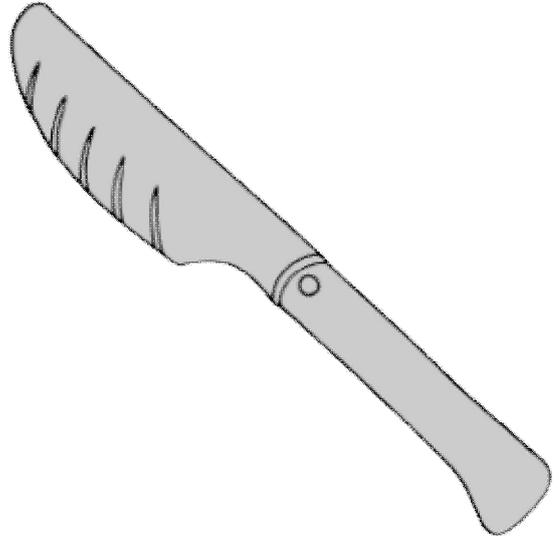
The Bird that Kicks

Imagine being killed by a bird! This could happen if you were kicked by an ostrich. You would at least have one or more broken limbs. All birds which cannot fly, and are related to the ostrich, have resorted to kicking. They cannot fly away from an enemy, so they must from time to time stay and fight it out on the ground.

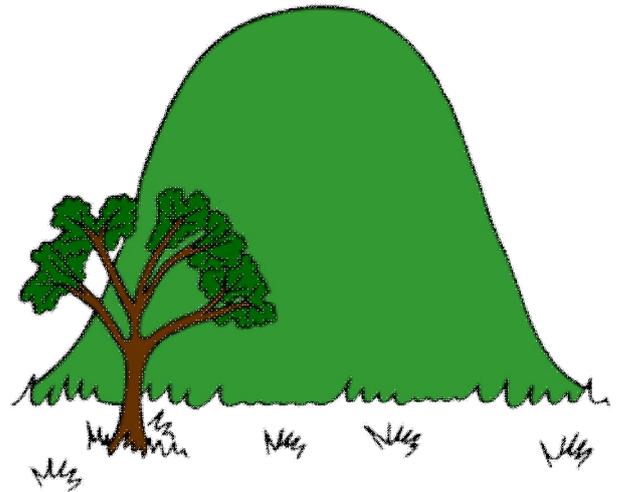
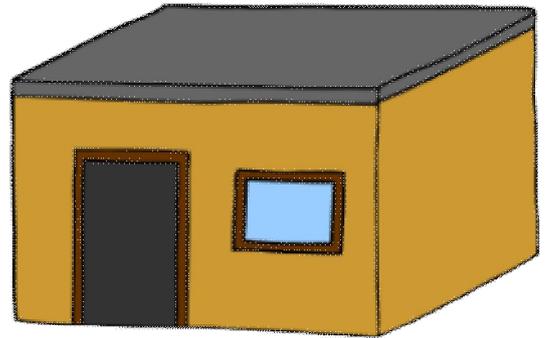
We are not sure why ostriches lost the use of their wings. We know this bird lives on the open plains of Africa. It kept company with zebras, antelopes and other grass-eating animals. Like these animals, they only needed to run away from lions or cheetahs to be safe. So these birds became expert sprinters as their legs grew. It has been estimated that an ostrich can reach a speed of 90 kilometres an hour. There was no need to fly and their bodies became more and more bulky until their wings were unable to lift them into the air.

There is no truth in the old story that ostriches bury their heads in sand and think themselves safe from an enemy. The young, and sometimes a parent, will stretch their necks flat in the sandy ground as they cower down. All they are doing is making themselves less visible.

(knife)

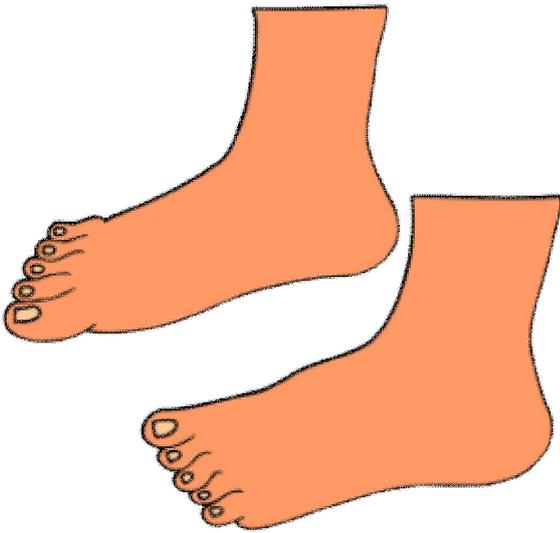


(house)

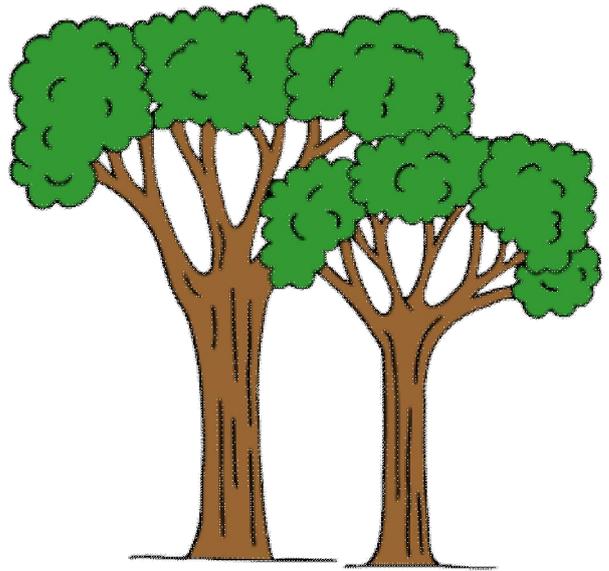
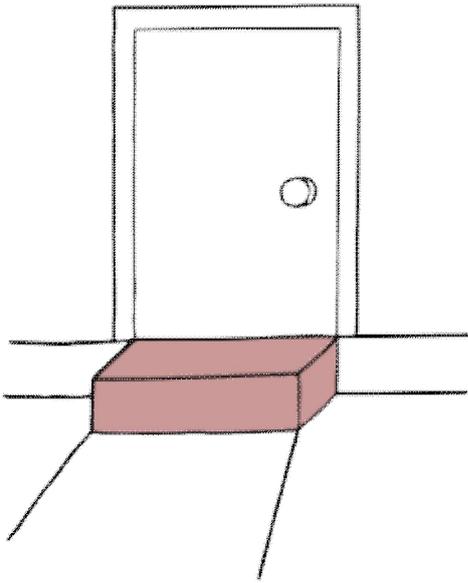
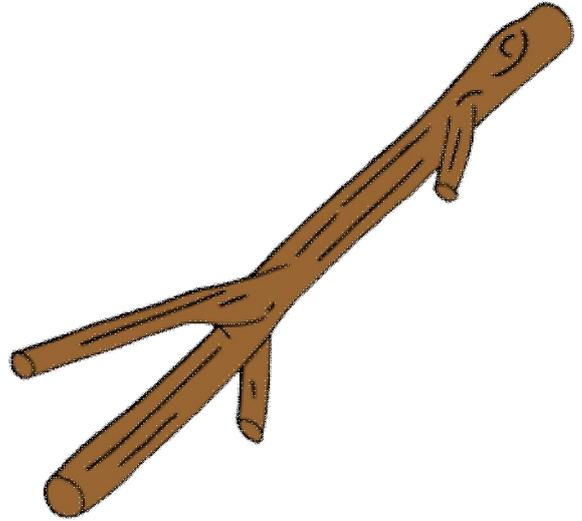


(feet)

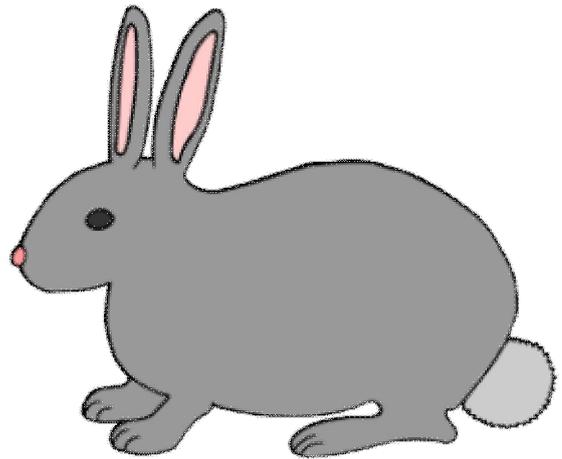
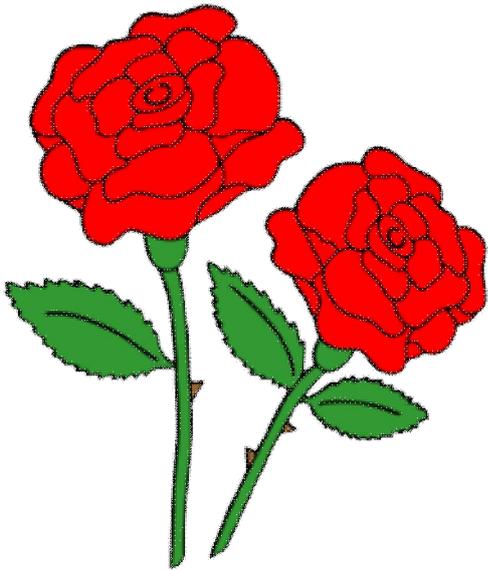
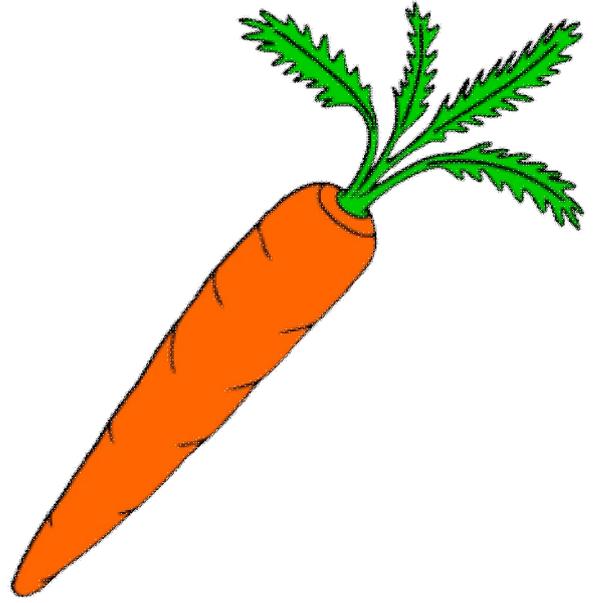
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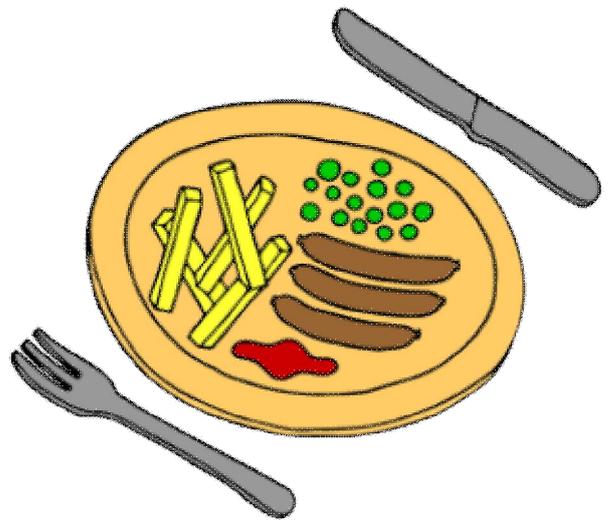
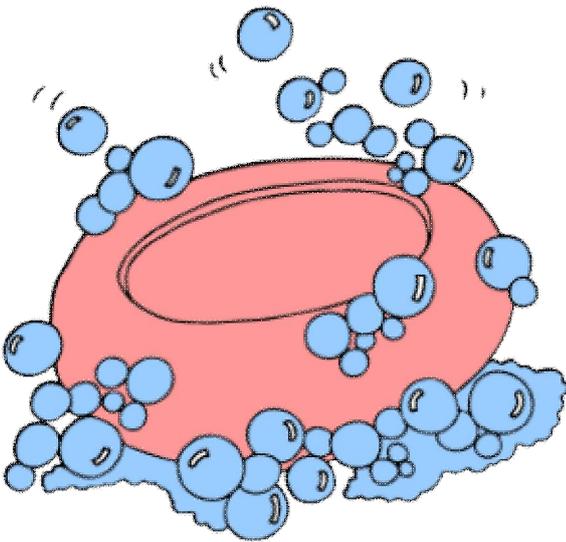
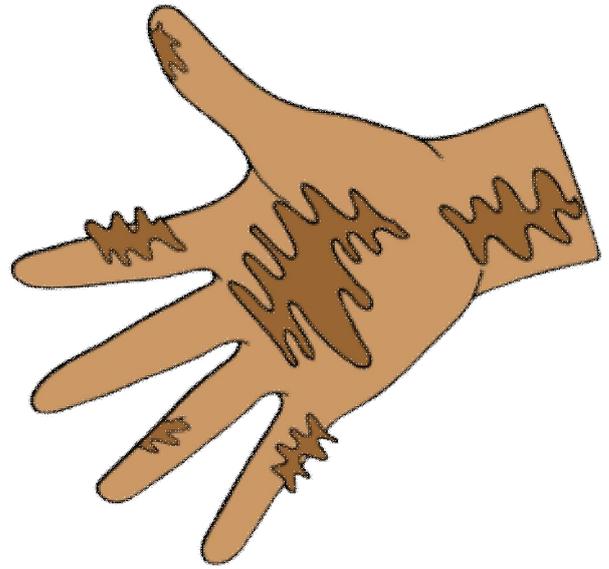
(stick)



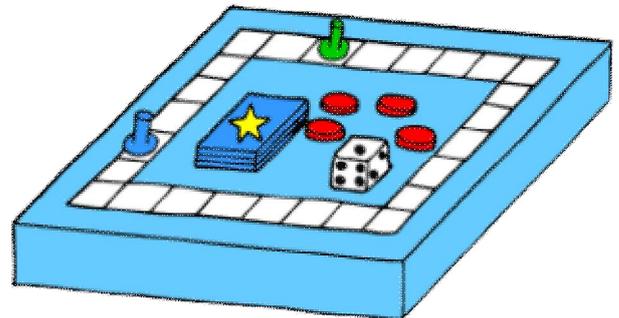
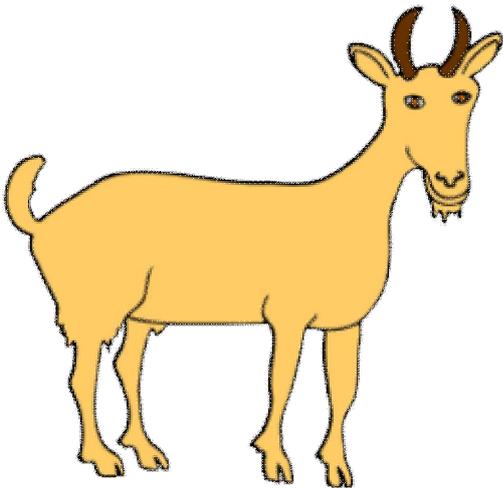
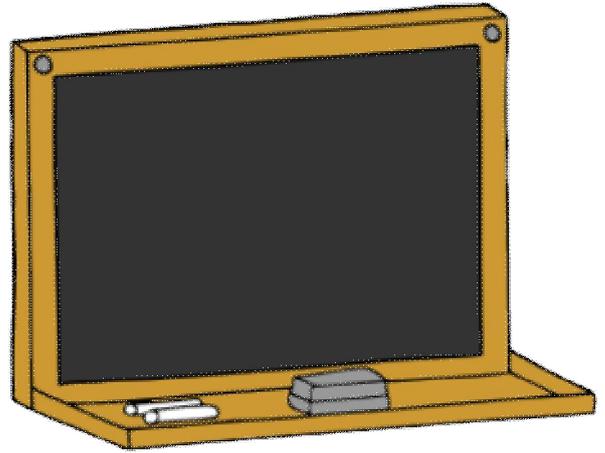
(rabbit)



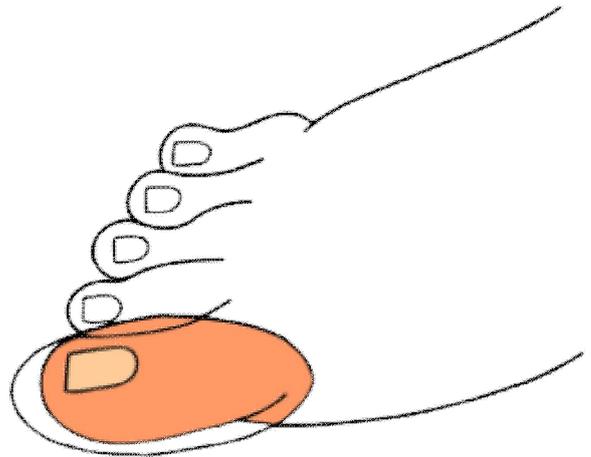
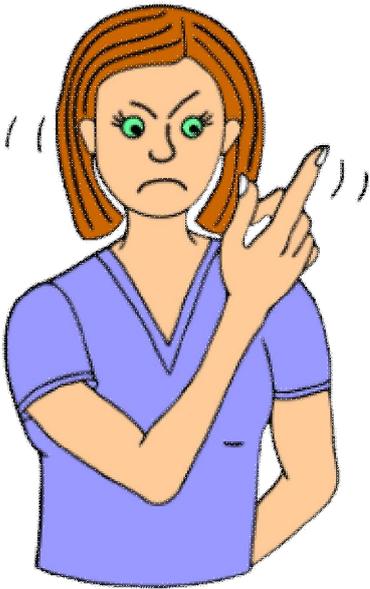
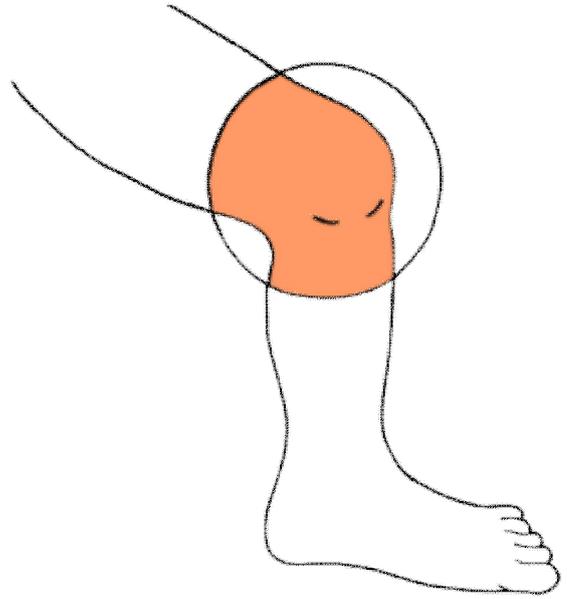
(dirty)



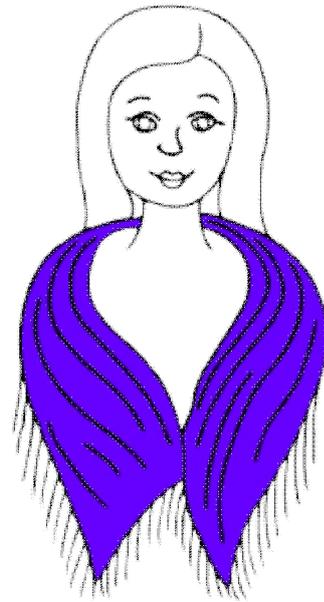
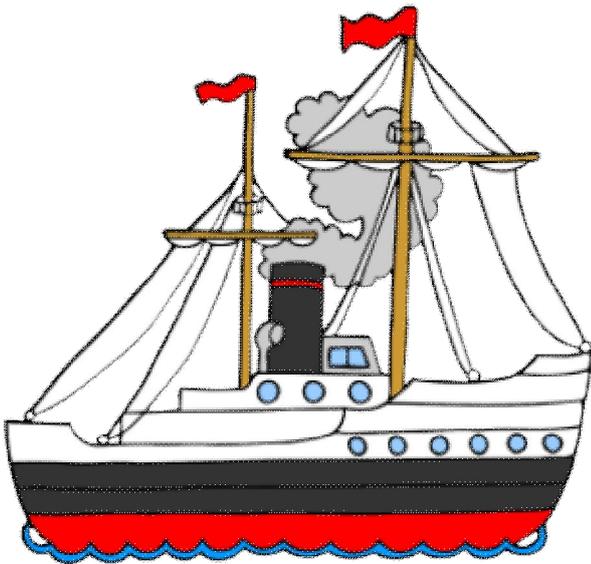
(game)



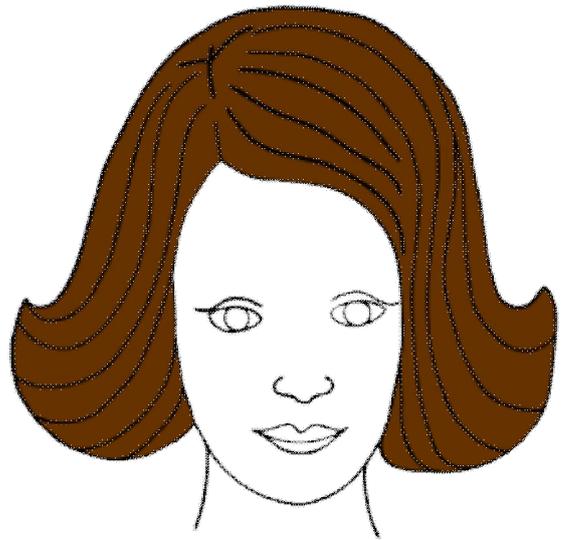
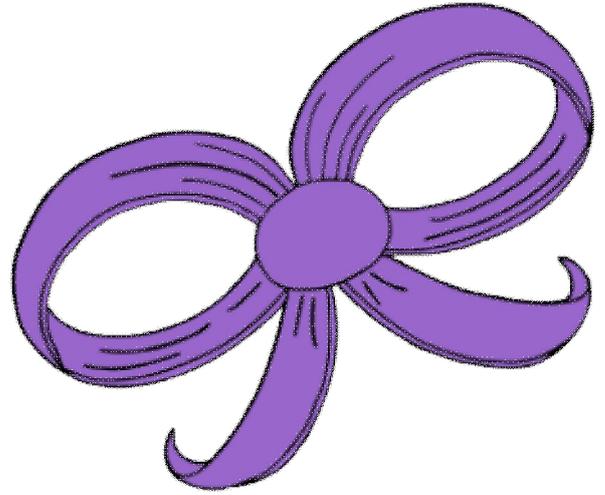
(knee)



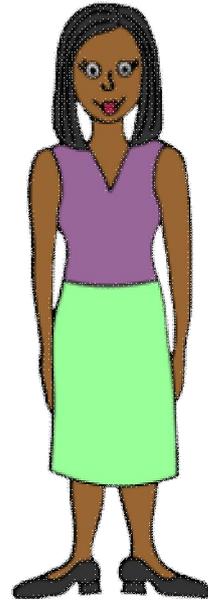
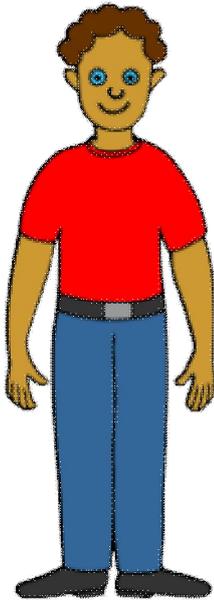
(shawl)



(bow)



(she)



(sled)

