

walc 6TM

**Workbook of Activities
for Language and Cognition**

Functional Language

Leslie Bilik-Thompson

Skill Areas: language, cognition,
memory
Ages: young adult/adult



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WALC 6 is Leslie's first publication with LinguiSystems.

Dedication

It is with heartfelt sincerity that I dedicate this book to each and every client I have worked with, for they have taught me genuine lessons in courage, determination, human will, compassion, and individuality.

Acknowledgments

I would like to sincerely thank LinguiSystems, with appreciation to Lauri Whiskeyman, for making the publication of this book possible.

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Introduction

The *Workbook of Activities for Language and Cognition 6 (WALC 6)* was developed to provide a comprehensive series of tasks and functional carryover activities allowing for integration of language and cognitive skills for neurologically-impaired adolescents and adults with diverse levels of functioning.

The activities in the following sections can be adapted for clients with a variety of functioning skill levels.

- **Temporal Orientation**
Clients with neurological impairments often exhibit difficulty planning their days, understanding how long it takes to do something, using a calendar, and planning a schedule. The tasks in this section focus on recognizing, understanding, and using time concepts for everyday activities.
- **Spatial Orientation**
Clients with damage to the non-dominant hemisphere can demonstrate decreased ability to localize objects in space and show diminished capacity to determine spatial orientation. This section includes tasks structured to target spatial awareness and visual awareness. These tasks can also be used to integrate memory, problem solving, verbal naming, and following written and oral directions.
- **Nonverbal Communication**
The tasks in this section focus on developing strategies to facilitate nonverbal expressive communication for those clients who have lost the ability to produce speech or verbalize in a meaningful and effective manner. Specific gesture and pantomime exercises are included as well as activities for functional carryover and expansion of these skills.
- **Oral Motor**
This section is designed for those clients who demonstrate dysarthria (a weakness or incoordination of the speech muscles) or verbal apraxia (an impairment in the sequencing of speech sounds). Specific oral-motor exercises are included, along with sound specific exercises, ranging from the single word level through the sentence level.
- **Verbal Expression**
Verbal expression encompasses content (vocabulary concepts), form (how words are formed and linked into phrases/sentences), and use (what the speaker wants to get from using language). Many of the tasks in this section can be used two ways: you can either focus on one target area at a time (e.g., speech intelligibility or word finding) or you can integrate skills to focus on a number of target areas within the same task (e.g., speech intelligibility and word finding or speech intelligibility, word finding, and expressing emotions). The tasks are broken down to target a wide range of skill levels, ranging from the single word level through the structured and unstructured conversation levels.
- **Auditory Comprehension**
Following neurological trauma, clients will often show deficits in understanding spoken language. The tasks in this section cover a wide and diverse range of receptive abilities, and provide for flexibility by using a continuum of skill levels. Exercises progress from single word comprehension and discrimination to comprehending and recalling multiple paragraph information. Attention and concentration, memory, reasoning, problem solving, and deduction can also be integrated in many of these exercises.

Introduction, *continued*

- **Reading Comprehension**

Clients may have problems reading due to comprehension impairments, visual deficits, or both. It is important to determine which deficit is affecting a client's ability to read, and to target tasks accordingly. Tasks cover the isolated letter level all the way through the paragraph and functional reading level, with an incremented progression of reading comprehension and visual field awareness skills. These tasks can also be used to integrate cognitive skills, including attention, concentration, and memory.

- **Written Expression**

When evaluating a client's ability to use written language, think about the underlying causes of the deficit. Impairments in vision, motor control, auditory and reading comprehension, and cognition can each play a role in a client's ability to write. Tasks may be broken down to more simplified levels in order to meet each client's individual needs and to allow for individual impairments.

For Auditory Comprehension and Reading Comprehension, you can vary the method of response based on the client's level of functioning (e.g., client points to or circles the target letter; client verbalizes, uses eye blinks, or makes another physical signal to indicate identification of the target letter as you point to it).

I recommend that you take a close look at the "Suggested target areas" within each section, and to always consider which target areas might be integrated to maximize the functionality of each task. In addition, I strongly encourage you to look at the "Functional Carryover Activity" sections throughout *WALC 6*, as I feel that making therapy individualized, functional, motivating, and meaningful is paramount to each client's potential and success.

It is my hope that you find the tasks in this book to be practical and effective. I also hope that the tasks stimulate the development of your own ideas for functional carryover activities to meet each of your client's individual needs.

Although many clients are diagnosed with the same "textbook" communication deficit, I urge you to remember that each client is unique and speech-language therapy should be adapted to meet each one's individuality. It was the unique qualities of my clients that prompted me to write *WALC 6*, and to them I am thankful and honored to have experienced speech, language, and cognitive rehabilitation with them.

Leslie

TEMPORAL ORIENTATION

Recognizing Time

Suggested target areas: temporal orientation, visual neglect and awareness, memory

Task 1: Construct a cardboard clock, draw clock faces on paper, use a clock with hands, or use a digital clock to help the client with time concepts. Set the clock or draw the hands at different times for the client to identify.

Task 2: Have the client set a clock to various times given verbally or written. Alter this task as needed (e.g., change the size of the clock, use different types of writing implements, use different kinds of clocks, verbal response vs. physical response), based on the client's visual, gross, and fine motor skills.

Functional Carryover Activities

- Practice setting an alarm clock for specific times. Set times for mock occasions such as waking up, eating lunch, catching a bus, watching a television show, walking the dog, etc.
- Throughout a therapy session, ask the client to tell you what time it is. Set up instances where people who are in daily contact with the client ask him what time it is.

Understanding, Predicting, and Recalling Time 1

Suggested target areas: temporal orientation, problem solving, memory

Have the client answer the following time questions using prediction and problem-solving skills.

1. What time do adults usually go to bed?
2. What time do people usually eat lunch?
3. What time would a young child usually go to bed?
4. What time do people usually eat dinner?
5. What time do people usually wake up in the morning?
6. What time do people usually start work in the morning?
7. What time do people usually eat breakfast?
8. What time do children usually get out of school in the afternoon?
9. What time do people usually get off work in the afternoon?
10. What time do children usually wake up in the morning?

Understanding, Predicting, and Recalling Time 2

Suggested target areas: temporal orientation, problem solving, deductive reasoning, memory

Have the client provide logical and appropriate times for the following activities.

Monday

Eat lunch _____

Wake up _____

Have a before-bedtime snack _____

Make lunch _____

Eat breakfast _____

Go to bed _____

Take a nap after lunch _____

Eat dinner _____

Tuesday

Go to bed _____

Go to work _____

Eat lunch _____

Get ready for work _____

Drive home from work _____

Wake up _____

Eat dinner _____

Attend morning meeting at work _____

Understanding, Predicting, and Recalling Time 2, *continued*

Wednesday

Pick up children from school _____

Wake up _____

Prepare dinner _____

Eat breakfast _____

Take a bath before bed _____

Take the children to school _____

Make children's lunches for school _____

Go to bed _____

Thursday

Meet a friend for the late movie _____

Shower for work _____

Attend work meeting following lunch _____

Wake up _____

Drive home from work _____

Eat lunch _____

Put dinner in the oven _____

Go to bed _____

Understanding, Predicting, and Recalling Time 2, *continued*

Friday

Go to high school basketball game after dinner _____

Work in the garden before it gets too hot outside _____

Wake up _____

Eat dinner _____

Meet a friend for lunch _____

Go to grocery store to buy something for dinner _____

Go out for ice cream after the basketball game _____

Make dinner _____

Saturday

Go to bed _____

Wake up _____

Fix the grill _____

Take a shower _____

Grill hamburgers for dinner _____

Walk the dog before bed _____

Eat lunch _____

Go to aerobics class after breakfast _____

Understanding, Predicting, and Recalling Time 2, *continued*

Sunday

Mow the grass _____

Go to bed _____

Make dinner _____

Go out to breakfast _____

Watch a rented movie at home with friends _____

Wake up _____

Have dinner with friends _____

Feed the cat _____

Functional Carryover Activities

- Have the client or caregiver make a personalized list of the daily activities that the client will be completing that day or completing in the future (e.g., tomorrow, the next two days, next week). Have the client predict and/or recall the specific times or appropriate approximations of the times that the particular activities will occur. Vary the length and complexity of the list of activities, depending on the client's level of functioning.
- Have the client or caregiver make a personalized list of the daily activities that the client has already completed that day or completed in the past (e.g., yesterday, the past two days, last week). Have the client recall the specific times or appropriate approximations of the times that the particular activities occurred. Vary the length and complexity of the list of activities, depending on the client's level of functioning.

Understanding, Predicting, and Recalling Time 3

Suggested target areas: temporal orientation, problem solving, memory

Have the client answer the following time questions using prediction and problem-solving skills.

1. Your doctor's appointment is at 9:00 AM and it takes a half hour to get there. What time do you have to leave to get there on time?
2. You are making lunch for friends and it takes 45 minutes for the food to cook. What time do you have to put the food in the oven to serve lunch at 1:00 PM?
3. Your favorite television show starts at 8:00 PM. It's now 7:10 PM. How many minutes until your show begins?
4. Your child gets out of school at 3:30 PM and it takes 15 minutes to get home. What time will he get home?
5. You went to bed at 10:00 PM and woke up at 2:00 AM. How many hours of sleep did you get?
6. Your class starts at 8:00 AM and meets for an hour and a half. What time will you finish the class?
7. The casserole you made takes 50 minutes to cook. You put it in the oven at 2:10 PM. When will it be done?
8. You were on schedule to arrive at your friend's house at 7:15 PM. The traffic is causing a 30-minute delay. Due to the delay, what time will you now get there?
9. You have to leave for work by 8:00 AM and it takes you an hour to get ready. What time do you have to get up?
10. The ball game begins in 35 minutes. It's now 10:55 AM. What time will the game start?
11. It will take you 45 minutes to mow the yard. It's 7:40 PM now. What time will you be finished?
12. The concert starts at 9:30 PM and it will last two and a half hours. What time will the concert end?
13. You finish work at 5:30 PM and it takes you 25 minutes to drive home. What time will you get home?
14. It is now 12:30 PM. It will take you one hour to ride your bike home from the park. What time will you get home?
15. The bread takes 70 minutes to bake. If you want it done by noon, what time do you have to put it in the oven?
16. It takes 3 hours to get to your friend's house. If you leave at 11:00 AM, what time will you arrive at your friend's house?

Understanding, Predicting, and Recalling Time 3, *continued*

17. It's 9:45 PM and you plan to go to bed at 11:00 PM. How long until bedtime?
18. You have to leave for your luncheon by 10:00 AM but you have 45 minutes of errands to run beforehand. What time do you have to leave to get your errands done and still get to your luncheon on time?
19. The cake takes 50 minutes to bake and the casserole takes an hour and a half to bake. Which one will be done first?
20. The train leaves at 7:40 AM. It takes 25 minutes to drive to the train station. What time do you have to leave in order to catch the train?

Functional Carryover Activities

- Complete cooking activities with focus on time calculations.
- Complete daily activity schedules with focus on time calculations and the prediction of time.

Calendar Work

Suggested target areas: temporal orientation, visual neglect and awareness, problem solving

Use an appropriate calendar to obtain specific temporal orientation information. Verbal, visual, and physical cues should be noted and used, based on the client's functioning skill level.

Current Month Questions

1. What day of the week is it?
2. How many days are there until the weekend?
3. How many weeks are there in this month?
4. What holidays fall in this month?
5. What day of the week does this month start with?
6. What is today's date?
7. What month is it?
8. What year is it?
9. What was yesterday?
10. What day is tomorrow?

Year Questions

1. What are the months of the year?
2. How many months are in the year?
3. What is the first month of the year?
4. What is the last month of the year?
5. What year is it?
6. How many days are in the month of January?
7. Find the day and date of Valentine's Day in the month of February.
8. What day of the week is the first day of June?

Calendar Work, *continued*

Year Questions, *continued*

9. What day of the week is the last day of the year?
10. Find the day and date of Christmas in the month of December.
11. How many full weeks are there in July?
12. Name a winter month.
13. Find a holiday in the month of May.
14. What day of the week is the last day of October?
15. Name a holiday in November.
16. What was last month?
17. Find the first weekend in August.
18. Find the last Monday in March.
19. What is next month?
20. Name a holiday in October.
21. Name a summer month.
22. Find the day and date of Labor Day in the month of September.
23. What is the last date in July?
24. What will next year be?
25. Name a fall month.
26. Name two holidays in January.
27. What day of the week is New Year's Eve?
28. What is the date of the last Friday in June?
29. Name a spring month.
30. Which day of the week is your birthday on?

Calendar Work, *continued*

Functional Carryover Activities

- Have the client write his daily activities in a personal calendar. Encourage the client and his caregiver to refer to the calendar several times a day.
- Develop a strategy for daily calendar accuracy (e.g., placing a calendar in a permanent and logical location and developing the practice of crossing off the current day prior to going to bed, place a personalized calendar in several locations around the house, color-code meaningful information).
- Complete sample (or real if available and if appropriate) forms and checks in which filling in the complete date is needed, using a calendar when necessary.
- Write messages or daily journal notes, making sure to include the date. Use a calendar as needed.

Daily Schedule

Suggested target areas: temporal orientation, memory, problem solving

Have the client use temporal orientation strategies/aids in order to obtain information regarding his daily or hourly schedule. Alter the type and complexity of daily schedule tasks, aids, and cues, depending on the client's functioning skill level (e.g., fill in the calendar with the client, change the amount of information to be recalled, use a calendar or clock).

Possible Questions

1. What is the first thing you did today?
2. What time do you eat breakfast?
3. What therapy do you receive first?
4. What times do you have nothing scheduled?
5. When does your first therapy begin?
6. What therapy do you go to before lunch?
7. When is your last therapy of the day?
8. When do you eat lunch?
9. What do you do after breakfast?
10. What do you do after lunch?
11. How long is _____ therapy?
12. What time do you go to bed?
13. What is the last thing you do before bed?
14. Where do you go following breakfast?
15. Where do you go following _____ therapy?

Functional Carryover Activity

- Complete a chart that represents the client's daily schedule. You can write in the activities or use clock symbols to show the times of each activity. This can be completed before, during, or after the activities occur.

SPATIAL ORIENTATION

Spatial Orientation Recall

Suggested target areas: spatial orientation, problem solving, memory

Have the client create a personal information chart about her surroundings, including significant spatial orientation information. Vary the type, complexity, and use of the information chart, depending on the client's functioning skill level.

Suggestions of information to include:

- state
- city
- city I am in right now (may be different from home)
- hospital room number
- floor my room is on
- building I am in right now

Examples of questions to use in conjunction with a spatial orientation information chart:

1. Where are you?
2. What building are you in?
3. What room are you in right now?
4. What city are you in?
5. What state are you in?
6. What country are you in?
7. What city is your home in?
8. Where do you eat your meals?
9. Where is your room?
10. Are you inside or outside?

Functional Carryover Activity

- Create personalized maps and spatial diagrams of the client's surroundings. Combine these with written or verbal instructions targeting the client's ability to find specific locations within her environment. Progress to using maps and locations outside the therapy setting.

Location and Direction

Suggested target areas: spatial orientation, problem solving, memory, object naming, visual neglect and scanning

Task 1: Within the therapy setting, place specific items to the left, right, in front of, and behind the client. Ask the client to define which direction each item is placed with the client being the point of reference (e.g., “The cup is on my right”). Add or limit the number of items used, depending on the client’s level of functioning. To expand this activity, sit directly in front of the client, face-to-face, and have the client define which direction each item is placed with you, the therapist, being the point of reference (e.g., “The cup is to your left”).

If the client is unable to verbalize directional terms due to an expressive language impairment, change the task by having the client use nonverbal responses such as pointing to the direction word or using head nods, eye blinks, or another physical indicator as you state the possible direction choices.

Task 2: Move the client to various locations within and outside (if possible) the therapy environment. Have the client tell you what she sees in different directions (e.g., to her right, her left, behind her, in front of her, below her) with the client being the point of reference. Change the direction the client is facing and repeat.

Maps

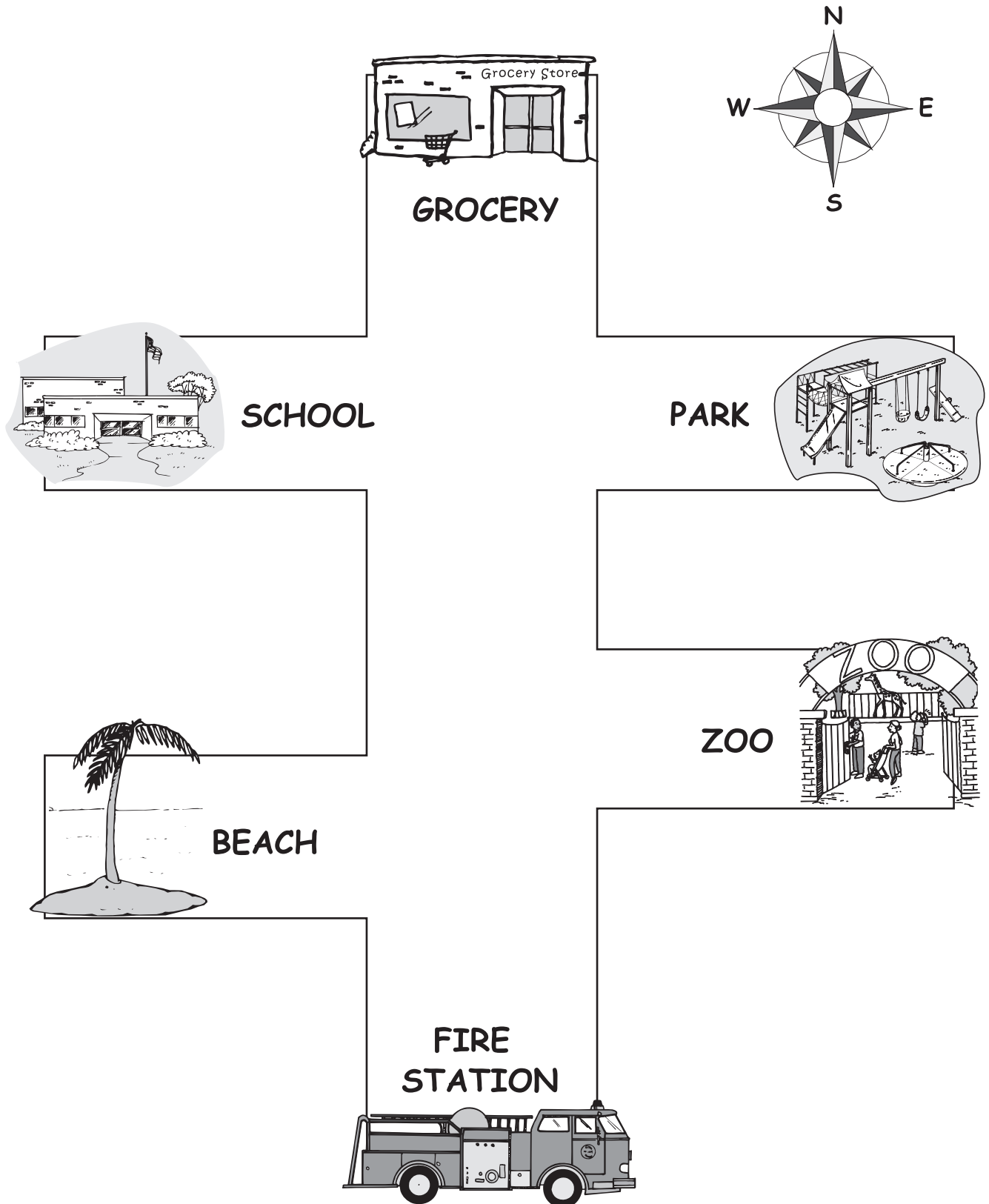
Suggested target areas: spatial orientation, visual scanning, awareness and neglect, problem solving, memory

Have the client use the maps on pages 24–34 to answer location and destination questions. The questions for each map are on the page following the map.

Functional Carryover Activities

- Make maps relating to the client’s individual surroundings, activities, and interests. Then create hypothetical or actual tasks requiring spatial orientation skills. For example, in the therapy setting, have the client follow pictured, written, or verbal spatial directions in order to find a marked item in a specified location. Expand tasks outside of the immediate therapy area when appropriate. For example, if a client is traveling to therapy from home or from her hospital room, have her tell her transporter how to get to the therapy room.
- Target spatial orientation by creating hypothetical trips/tasks using a variety of commercially-made maps (e. g., city, state, U.S., park, zoo, shopping mall, bus route). Plan and follow a route and/or ask the client location questions about the map.

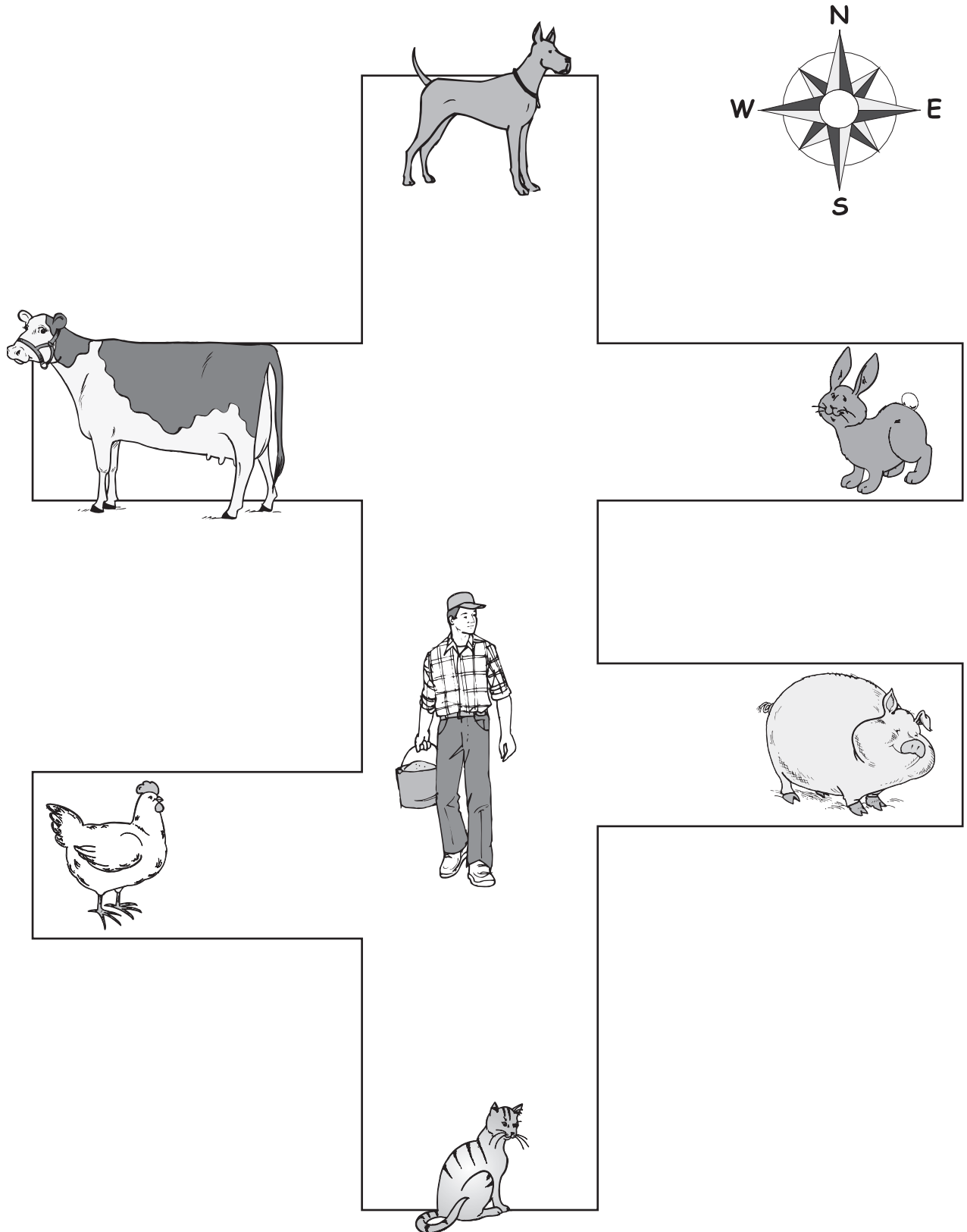
Map 1



Map 1 Questions

1. Which place is south of the beach?
2. What is directly east of the school?
3. Is the park east or west of the school?
4. Which place is farthest north?
5. Is the grocery south or north of the school?
6. Which places are south of the park?
7. Which place is directly south of the grocery?
8. Is the zoo south or north of the fire station?
9. Which two places are on the west side?
10. Which two places are on the east side?
11. Is the beach south or north of the school?
12. What is southeast of the school?
13. Is the school east or west of the park?
14. Which place is farthest south?
15. Is the grocery east or north of the park?

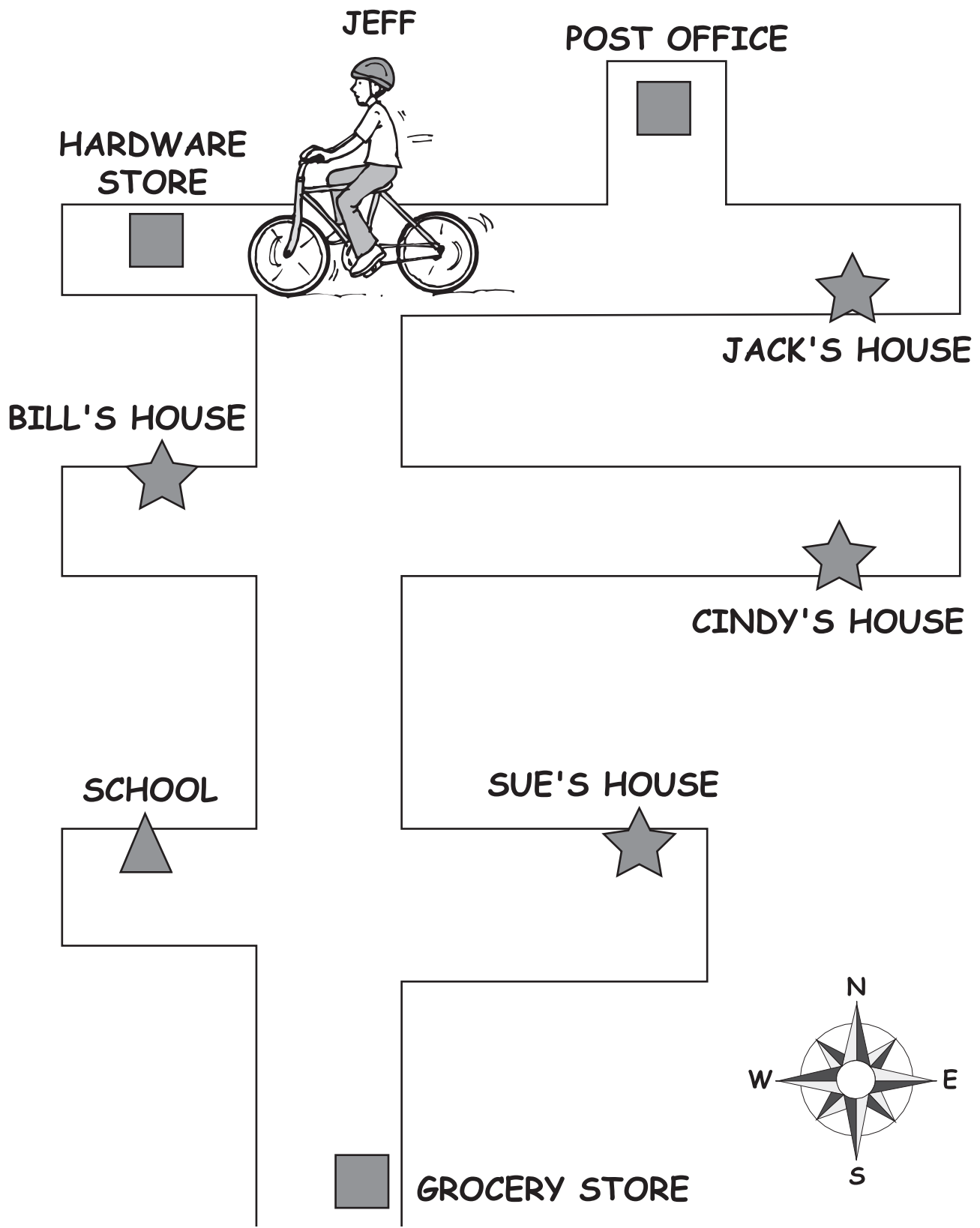
Map 2



Map 2 Questions

1. Is the dog north or south of the farmer?
2. Is the cow east or west of the farmer?
3. Which animal is directly east of the farmer?
4. Which animal is directly south of the farmer?
5. Which direction will the farmer have to walk to find the dog?
6. Is the chicken east or west of the farmer?
7. Which animals are south of the rabbit?
8. Is the cat north or south of the cow?
9. Which directions will the farmer have to walk to find the rabbit?
10. Which animals are west of the farmer?
11. Which animal will the farmer find if he walks directly west?
12. Which animal will the farmer find if he walks north and then west?
13. Is the pig north or south of the cat?
14. Which directions will the farmer have to walk to find the cow?
15. Is the chicken west or north of the pig?

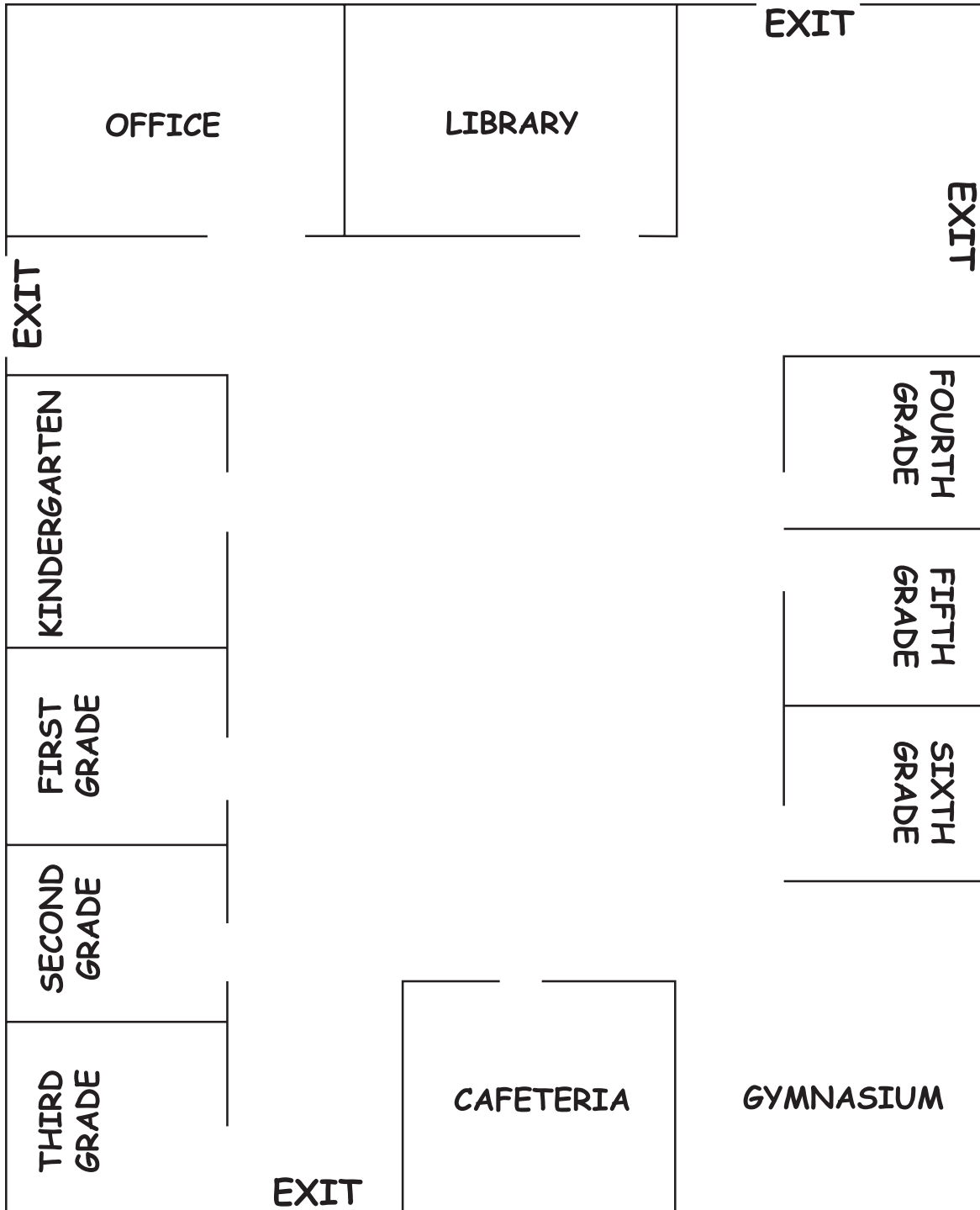
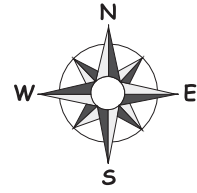
Map 3



Map 3 Questions

1. Which direction will Jeff have to travel to get to Jack's house?
2. Is Bill's house north or south of the school?
3. Is Cindy's house east or west of Sue's house?
4. What is north of the hardware store?
5. What will Jeff find if he rides his bike directly west?
6. What is south of Sue's house?
7. Is the post office north or south of the school?
8. Is Jack's house southeast or southwest of the post office?
9. Which two directions will Jeff have to ride to get to Cindy's house?
10. Which store is closest to Jeff?
11. Is the hardware store north or south of the grocery store?
12. Is the school north or south of Bill's house?
13. Which two directions will Jeff have to ride to get to Sue's house?
14. Whose houses are east of Jeff's bike?
15. What will you find if you go directly west from Sue's house?

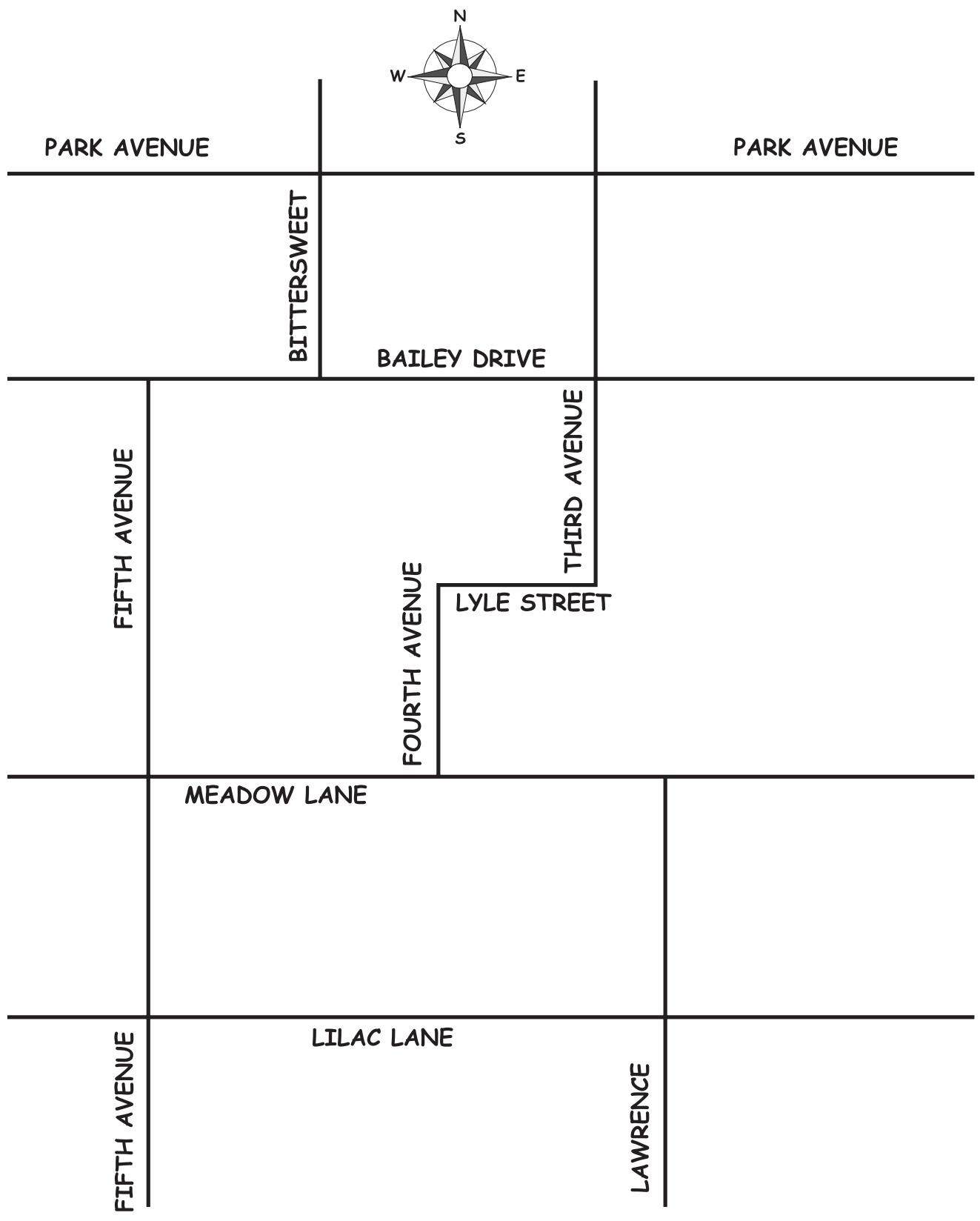
Map 4



Map 4 Questions

1. How many exits are there on the south side of the school building?
2. Which classrooms are located on the east side of the school building?
3. On which end of the building is the cafeteria?
4. If you were in the gym, which direction would you walk to find the office?
5. Is the library on the north or south end of the school building?
6. Which classrooms are directly south of the kindergarten room?
7. How many exits are on the east wall of the building?
8. Which direction would you walk to get from the office to the library?
9. Which classrooms are directly north of the gymnasium?
10. Is the kindergarten room west or east of the fourth grade classroom?
11. Is the third grade classroom north or west of the cafeteria?
12. Which direction would you walk to get from the kindergarten room to the cafeteria?
13. Which room is located directly east of the cafeteria?
14. Is the office north or west of the first grade classroom?
15. Which direction is the closest exit sign to the second grade classroom?

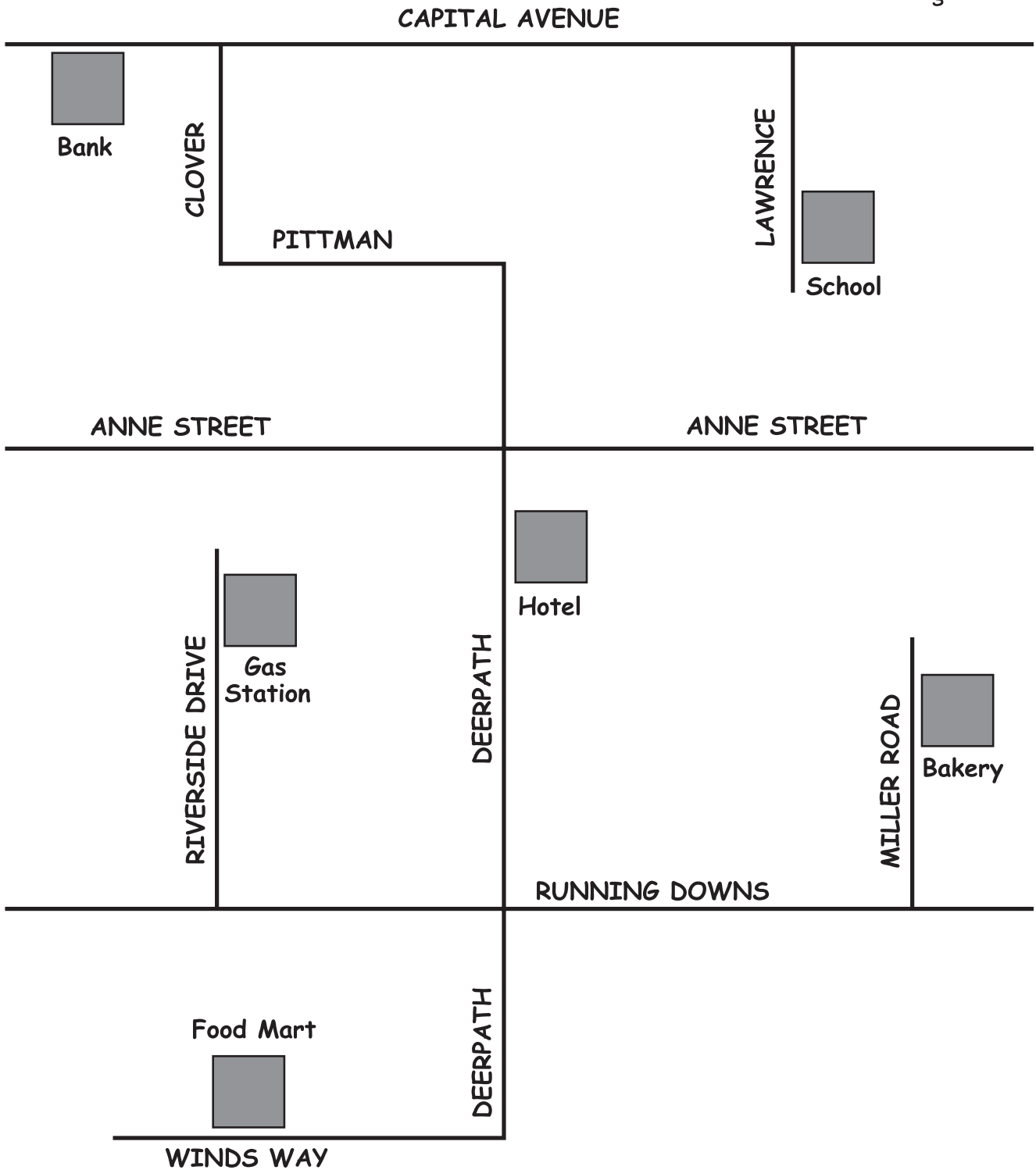
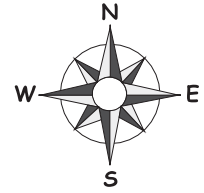
Map 5



Map 5 Questions

1. Which route would you take to get from Fifth Avenue to the west end of Park Avenue?
2. Which street would you take to get from Third Avenue to Fourth Avenue?
3. Name two different streets you could take to get from Bailey Drive to Park Avenue.
4. Which route would you take to get from the north end of Fifth Avenue to the north end of Lawrence?
5. Which is the shortest route from Fourth Avenue to Lawrence?
6. Which street intersects with Bittersweet to the north?
7. Which street intersects with Bittersweet to the south?
8. Which streets are south of Meadow Lane?
9. Which street does Lilac Lane intersect with on the west side?
10. Which street does Lilac Lane intersect with on the east side?
11. Which streets does Fifth Avenue intersect with?
12. Which route could you take to get from Fourth Avenue to Bailey Drive?
13. Which route would you take from the west end of Park Avenue to Fifth Avenue?
14. Which directions would you go to reach Third Avenue starting from Fourth Avenue?
15. Which directions would you go to reach Meadow Lane starting from Third Avenue?

Map 6



Map 6 Questions

1. Which route would you take to get from the bank to the school?
2. Is the school north or south of the bakery?
3. What is on Riverside Drive?
4. Which streets would you take to get from the bakery to the food mart?
5. Which directions does Deerpath run?
6. Is Lawrence east or west of Deerpath?
7. If you are on Clover, which directions would you travel to get to Anne Street?
8. What is on Miller Road?
9. Which directions does Capital Avenue run?
10. Which route would you take if you want to get from the school to the gas station?
11. How many different streets will you travel on if you go from the food mart to the bank?
12. Is the gas station east or west of the hotel?
13. Which direction will you have to go to get from the hotel to the bank?
14. Which directions does Anne Street run?
15. Is the gas station north or south of the food mart?
16. If you are on the corner of Running Downs and Miller Road, which directions should you travel to get gas?
17. Which streets run north and south?
18. If you are on Pittman, which streets will you need to travel on in order to get to the bakery?
19. Is the hotel north or south of the bank?
20. Which streets run east and west?

NONVERBAL COMMUNICATION

Gestures

Suggested target areas: expressive nonverbal communication

Have the client express the following communications through gestures.

Level 1: Completed by imitation

Level 2: Completed on command

1. Hello.
2. Come here.
3. I don't know.
4. Yes.
5. No.
6. I don't want it.
7. What time is it?
8. Good-bye.
9. I'm hungry.
10. I'm thirsty.
11. I love you.
12. I'm hot.
13. I'm cold.
14. I feel sick.
15. Let's go outside.
16. My head hurts.
17. I have a sore throat.
18. I don't like it.
19. I don't understand.
20. I'm full.
21. Who are you?
22. Go away.
23. I'm tired.
24. I'm happy.
25. It's too loud in here for me.
26. Who is at the door?
27. I am going to take a shower.
28. It's hot outside.
29. I want to go swimming.
30. Let's go for a drive in the car.

Pantomime With or Without Use of Objects

Suggested target areas: expressive nonverbal communication

Task 1: Have the client demonstrate the use of the objects with the actual objects.

Task 2: Have the client demonstrate the use of the objects without the objects.

Level 1: Completed by imitation

Level 2: Completed on command

Suggested Objects

1. eyeglasses
2. pencil
3. washcloth
4. spoon
5. screwdriver
6. handkerchief
7. comb
8. soap
9. computer keyboard
10. telephone
11. fork
12. watch
13. safety scissors
14. toothbrush
15. butter knife
16. hand mirror
17. paintbrush
18. napkin
19. ball
20. key
21. yo-yo
22. television remote control
23. bell
24. hammer
25. drinking glass
26. book
27. pen
28. deodorant
29. dental floss
30. balloon

Expanded Pantomime

Suggested target areas: expressive nonverbal communication

Have the client express the following communications through the use of gestures.

1. going to the dentist
2. playing tennis
3. putting on a tie
4. playing a trumpet
5. filling the car with gas
6. putting on perfume
7. throwing a dog a ball
8. blowing up a balloon
9. feeding a baby
10. playing a piano
11. spreading butter on bread
12. eating corn on the cob
13. eating spaghetti
14. cutting an onion
15. digging a hole
16. painting a picture
17. breaking an egg
18. looking in a mirror
19. pumping up a bicycle tire
20. playing checkers
21. opening a jar
22. rocking a baby
23. batting a ball
24. reading a newspaper
25. grinding a pepper mill
26. tossing/flipping a pancake
27. putting on a hat
28. slurping soup from a spoon
29. licking an ice-cream cone
30. washing your hair
31. shaving your face
32. putting on lipstick
33. petting a dog
34. cleaning a window
35. strumming a guitar

Functional Carryover Activity

- Role-play common everyday tasks using nonverbal communication (e.g., gestures). Everyday tasks can include getting dressed, daily personal care activities (e.g., bathing, shaving), cooking, or a craft or activity of the client's interest. Expand tasks as needed to include other forms of nonverbal communication such as communication boards and writing.

ORAL MOTOR

Oral-Motor Exercises

Suggested target areas: oral-motor strength, accuracy, coordination, speech intelligibility

Have the client complete the appropriate oral-motor exercises through imitation or spontaneously following your verbal instructions. Determine the number of repetitions based on the client's level of functioning.

Tips: Repetitions of oral-motor exercises can frequently become monotonous and boring for clients and clinicians. For variation and heightened motivation, try doing targeted exercises to music. Have fun with the exercises, at the same time focusing on accuracy.

Labial and Facial Postures

- mouth opening: Open the mouth as for the sound "ah." Strive to reach maximum mouth opening and lip/face symmetry. Hold the position for a few seconds, relax, then repeat.
- mouth closing: Press the lips together tightly with attention toward reaching maximum lip closure and lip/facial symmetry. Hold the position for a few seconds, relax, then repeat.
- labial retraction, closed teeth: With the teeth together, open and retract the lips as in a smile. Strive to reach maximum lip retraction and lip/face symmetry. Hold the position for a few seconds, relax, then repeat.
- labial retraction, open mouth: With the mouth open slightly, spread and retract the lips in a broad smile. Strive to reach maximum lip retraction and lip/face symmetry. Hold the position for a few seconds, relax, then repeat.
- labial rounding: With the mouth open slightly, round the lips as for the sound "oh." Strive to reach maximum lip rounding and lip/facial symmetry. Hold the position for a few seconds, relax, then repeat.
- labial rounding and protrusion, small mouth opening: Protrude and round the lips as though producing the vowel in the word "blue." Strive to reach maximum lip rounding and protrusion and lip/facial symmetry. Hold the position for a few seconds, relax, then repeat.
- labial protrusion/pucker: Pucker the lips by pressing them together and then protruding them. Strive to reach maximum lip protrusion and lip/facial symmetry. Hold the position for a few seconds, relax, then repeat.

Oral-Motor Exercises, *continued*

Lingual Postures

- tongue protrusion: Open the mouth and protrude the tongue out through the lips. Strive to reach maximum tongue protrusion and symmetry. Hold the position for a few seconds, relax, then repeat.
- tongue elevation: Open the mouth wide and raise the tongue up behind the upper teeth, touching the roof of the mouth. The jaw should not move. Strive to reach maximum tongue elevation and symmetry. Hold the position for a few seconds, relax, then repeat.
- tongue elevation with resistance: Open the mouth wide. Place a tongue depressor sideways across the tongue. Push down gently with the tongue depressor. Resist the tongue depressor by pushing upward with the tongue. Hold the position for a few seconds, relax, then repeat.
- tongue depression with resistance: Open the mouth wide. Place a tongue depressor sideways under the tongue, lifting toward the roof of the mouth. Resist the tongue depressor by pushing downward with the tongue. Hold the position for a few seconds, relax, then repeat.
- tongue tip depression: Open the mouth and protrude the tongue, directing tip of tongue toward the chin. Strive to reach maximum tongue tip depression and symmetry. Hold the position for a few seconds, relax, then repeat.
- tongue tip elevation: Open the mouth and protrude the tongue beyond the lips, then raise the tip of the tongue toward the nose. Strive to reach maximum tongue tip elevation and symmetry. Hold the position a few seconds, relax, then repeat.
- alternating tongue tip elevation and depression: Open the mouth and protrude the tongue beyond the lips. Alternate moving the tip of the tongue downward toward the chin and upward toward the nose. Strive to reach maximum tongue movement and symmetry. Hold each position for a few seconds, then alternate and repeat.
- tongue lateralization right: Open the mouth and protrude the tongue, then move the tongue to the right corner of the mouth. Strive to reach maximum tongue lateralization. Hold the position for a few seconds, relax, then repeat.
- tongue lateralization left: Open the mouth and protrude the tongue, then move the tongue to the left corner of the mouth. Strive to reach maximum tongue lateralization. Hold the position a few seconds, relax, then repeat.
- alternating tongue lateralization: Open the mouth and protrude the tongue. Move the tongue to the left corner of the mouth and then to the right corner of the mouth. Strive to reach maximum tongue lateralization. Hold each position for a few seconds, then alternate and repeat.

Oral-Motor Exercises, *continued*

Lingual Postures, *continued*

alternating tongue lateralization with resistance: Open the mouth and protrude the tongue. Place a tongue depressor on the left side of the tongue. Push the tongue to the right with the tongue depressor while trying to resist by pushing the tongue in the opposite (left) direction. Hold the resistance for several seconds, relax, then repeat. Do the same exercise on the other (right) side by pushing the tongue to the left with the tongue depressor while trying to resist the movement by pushing the tongue in the opposite (right) direction.

tongue into cheek: Close the lips, keeping the teeth apart. Press the tongue into the right cheek, making a bulge in the cheek. Resist the tongue movement by pushing the bulge of the cheek back in with your finger. Hold the resistance for a few seconds, relax, then repeat. Do the same exercise on the other side by pushing the tongue into the left cheek and resisting the movement by pushing in with your finger.

Specific Sound and Oral-Posture Exercises

Labial Closure

Suggested target areas: oral-motor strength, coordination, speech intelligibility

Have the client produce the following words with specific attention and emphasis on reaching maximum lip closure and symmetry during the production of the targeted sound. Depending on the client's skill level, these exercises can be completed at the imitation level through the spontaneous production level.

single word level: initial /m/

m e	m op	m ist	m eter
m eat	m ite	m elt	m easure
m ess	m ix	m oth	m erit
m ay	m utt	m ud	m achine
m ain	m at	m ice	m agnet
m itt	m an	m ate	m uffin
m ill	m ail	m arine	m ystic
m ourn	m outh	m ister	m oldy
m ine	m ap	m outhful	m ildew
m ole	m yth	m elon	m ileage
m y	m eat	m odel	m aintain
m ove	m en	m artial	m anner
m oon	m aze	m ovie	m odern
m ad	m ake	m iddle	m onster
m ilk	m iss	m orning	m aneuver

single word level: medial /m/

aim m ing	com m and	Jim m y	lamin m ate
some m one	dream m er	dem m and	sal m ami
wom m en	hom m ely	im m age	omin m ous
Sim m on	dam m age	Tam m y	num m eral
lim m it	fam m ous	check m ate	flam m ingo
cem m ent	lime m ade	ham m er	dom m inos
clim m ate	steam m er	grim m ace	whim m ical
tim m er	tam m er	bloo m er	anim m al
com m on	lay m an	limer m ick	tom m ato
tum m or	am m iss	fam m ily	com m edy
am m ong	wom m an	cam m era	fam m iliar
swim m er	foam m y	tam m ale	lawn m ower
hum m or	bea m ing	ceram m ic	custo m er
sum m it	cam m el	simu m late	Amer m ica
com m et	lem m on	ultim m ate	param m eter

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

single word level: final /m/

arm	farm	came	redeem
time	name	fame	system
from	gum	thumb	blossom
harm	skim	chum	sunbeam
gem	comb	whim	bedtime
loom	team	game	supreme
home	charm	some	problem
him	foam	zoom	random
dime	jam	forum	bathroom
boom	bum	income	custom
ham	room	extreme	wisdom
lime	balm	bottom	became
aim	seem	William	diagram
ram	Tom	daydream	stadium
dim	blame	heirloom	calcium

two-word level: initial /m/

much more	moon mark	Monday movie
man may	mere mile	Mr. Murray
make meat	made map	Marie married
my maid	make more	minute mandate
my mood	main merge	mayor Martin
meek move	merry mike	medial muscle
mad men	mean migraine	monitor many
mad moose	major machine	magical mermaid
mesh mat	muggy middle	marine motorcade
move me	monster mudhole	monkey musician
mall mob	model magnet	mellow musician
may march	moving money	military march
more mice	mystic mountain	motorist magazine

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

two-word level: final /m/

l'm home.

some time

dorm room

calm him

same game

trim ham

warm gym

l'm Tom.

dim beam

same team

dream gem

lamb farm

some gum

rhyme time

numb arm

frame Sam

time bomb

storm home

blame Jim

plum jam

swim stream

name fame

plum blossom

theme album

income sham

denim shame

defame William

tandem twosome

condemn bathroom

Belgium system

redeem wisdom

extreme fathom

autumn sunbeam

sodium problem

became helium

stadium stockroom

overtime boredom

aquarium room

supreme heroism

two-word level: initial and final /m/

my time

miss him

my farm

move them

mail some

main game

math team

may come

make lamb

mock him

more charm

more cream

main farm

move them

my arm

moth harm

meet Tom

march home

made jam

martyr shame

measure courtroom

Mabel became

married Adam

malice income

mother custom

mustang extreme

monkey system

movie system

mobile phantom

mitten denim

molten balsam

middle daytime

mountain bottom

maybe random

Mexican bedroom

manager symptom

Madeline problem

magician boredom

muffin sugarplum

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

sentence level: /m/

1. Kim **made** plum **jam**.
2. **Make** them **move** over.
3. **My** milkshake is **melting**.
4. I **miss** **my** home in **Miami**.
5. **My** dream home is in **Maine**.
6. **My** farm is **my** claim to fame.
7. **Mike** came to **my** dorm room.
8. I've **made** up **my** mind to **move**.
9. The **mayor** was **mad** at the **mob**.
10. **Make** some **more** mincemeat pie.
11. **Miss** **Margot** **makes** wind chimes.
12. **Mary** and **Morton** will **marry** this **May**.
13. **Tom** has **more** charm than it **may** seem.
14. His **comments** **made** the **mechanic** **mad**.
15. **Sam** came home from the swim **meet**.
16. Come home with **me** and have some **ham**.
17. **Meet** **me** at the **mall** at the **same** time **tomorrow**.
18. The **mysterious** **music** came from the **mountaintop**.
19. The **home** team will **meet** up with the **Mets** on **Monday**.
20. **My** Aunt **Mimi** came home from the **mall** without a **dime**.

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

single word level: initial /b/

bit	bin	born	barrel
bed	ball	bind	beagle
bell	bee	buff	bother
bet	bean	bite	burlap
back	bead	boil	basket
bath	board	bail	billion
badge	build	beak	bumpy
boo	bout	burn	bonfire
boot	bang	boat	barley
boom	barn	buzz	bender
bay	bone	burst	battle
bake	bald	bench	bulky
bait	bend	boast	bossy
bark	base	bacon	biscuit
bus	bunk	bicep	bonus

single word level: medial /b/

cabin	tubby	mailbox	dubious
able	gabby	rabbit	inhabit
robin	abound	webbing	liberal
lobby	taboo	caboose	volleyball
Cuba	robot	kickball	sabotage
tugboat	Debbie	labor	obeying
about	clobber	neighbor	cabinet
grubby	habit	shabby	gazebo
Mabel	Abby	ribbon	jubilant
soybean	maybe	keyboard	debating
good-bye	rebate	jabber	acrobat
fiber	above	sailboat	cheeseburger
subject	rebind	aerobics	neighborhood
oboe	sober	fabulous	honeybee
debut	mobile	halibut	mobility

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

single word level: final /b/

sob	tab	robe	describe
cob	drab	herb	Caleb
lobe	slob	verb	Danube
job	nab	flab	prescribe
Deb	cube	probe	wardrobe
web	tube	swab	transcribe
fib	hub	club	cherub
rib	jab	tribe	doorknob
cub	crib	grab	flashcube
sub	stub	shrub	ascribe
tub	slab	prefab	taxicab
scrub	crab	rehab	sparerib
lab	Gabe	inscribe	corncob
cab	rub	confab	Jacob
knob	snub	carob	Skylab

two-word level: initial /b/

bike bag	big bay	bargain basement
buy back	boom box	bashful Bessie
birch board	best beach	bonus ballet
beer booth	bird beak	bucket bonus
bug bite	bad bump	building Berlin
bare back	butcher block	boastful Becky
bad boss	bounce beanie	bakery bread
bean bag	budge Bonnie	battle backfire
bus barn	boil bottle	bottle bumpy
bite bait	button border	bizarre bongo
big boy	banjo began	becoming banker
Ben Brown	batter bacon	beloved Billy
bone bowl	biking backache	benefit boxing

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

two-word level: final /b/

job club	Rob Abe	doorknob throb
rub knob	snub Rob	wardrobe club
rib Deb	drab job	corncob knob
mob Abe	strobe web	Skylab snob
hub nub	grab tube	flashcube club
lab robe	throb swab	transcribe globe
rub cub	drab club	Caleb lab
drab cab	shrub Gabe	carob tube
lab job	crab scrub	inscribe Rob
sub tub	Jacob jab	cherub Deb
nab Rob	describe globe	ascribe Jacob
rib jib	sparerib stub	rehab prescribe
sub job	prefab lab	taxicab doorknob

two-word level: initial and final /b/

brass tub	bad mob	bachelor hub
Ben's crib	big web	business club
bad fib	bake crab	budget wardrobe
best Abe	beach robe	Bonnie ascribe
bet Rob	brought Deb	boarder rehab
big snob	book job	beloved Jacob
bar tab	Bill sob	battery strobe
bath cube	bay cab	banana tub
ball club	burlap robe	beginner crab
boat jib	bumpy scrub	bilingual Gabe
bad jab	borrow stub	billionaire pub
big sub	begin job	barnacle grub
boss Deb	botany tribe	biweekly prescribe

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

sentence level: /b/

1. **B**uy **B**ob a robe.
2. The **b**eagle bit **B**arb.
3. **B**oth **b**oys play **b**aseball.
4. That **b**ook **b**ag is **b**eat up.
5. Did **B**etty **b**urn the **b**erry pie?
6. **B**enny **b**akes **b**lue**b**erry **c**obbler.
7. The **b**ig **b**oys like to go **b**arefoot.
8. **B**eth had **b**ad **b**umps and **b**ruises.
9. That **b**aseball **b**ook is a **b**estseller.
10. **B**ob heard **B**arb **s**obbing **b**y the **b**ed.
11. The **b**ig **b**irch tree is in our **b**ackyard.
12. **B**ailey was **b**itten **b**y a **c**rab on the **b**each.
13. Put your **b**owling **b**all in the **b**asement.
14. There's a **b**ig **c**obweb in the **b**athroom.
15. **B**arney **b**ought a new **b**aseball and **b**at.
16. The **b**ellboy **b**rought **b**ack my **b**aggage.
17. My **b**oss put a **b**irdbath in his **b**ackyard.
18. My **b**rother **B**obby got **b**urned at the **b**each.
19. **B**onnie **b**ought a new **b**athing suit for **b**oating.
20. **B**uster's **b**and plays **b**ackground music at a **b**ar.

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

single word level: initial /p/

pin	peace	pecan	pilot
pig	pat	perform	panel
pick	pass	parcel	pizza
pea	path	packet	potluck
pool	pooch	poet	parish
peel	pave	picnic	power
pie	pouch	pulley	pursue
pine	pearl	pursuit	penny
pile	point	panda	polio
pear	purge	parsley	piano
park	pace	portrait	personal
part	pond	person	poverty
poor	pal	puzzle	portable
pork	put	panther	pagoda
pack	porch	Patty	pajamas

single word level: medial /p/

opal	update	quipping	apathy
report	Japan	vapor	episode
creeper	riper	uphill	copyright
teapot	depot	choppy	supervise
open	repel	super	repeated
depose	flipper	epic	separate
dustpan	opaque	depict	Singapore
leopard	moping	deeper	emperor
copied	trapeze	slipper	superstar
dropout	coupon	apex	operate
hippo	napkin	rapid	canopy
oppose	taper	repaid	drapery
repair	blooper	supper	tropical
apart	gaping	scapegoat	woodpecker
uplift	stepson	aspirin	apology

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

single word level: final /p/

cap	chop	wipe	makeup
gap	zap	stripe	tulip
nap	keep	crepe	unwrap
cop	jeep	swoop	backup
hop	deep	grape	mishap
rip	tape	chap	escape
harp	sharp	flip	scallop
up	heap	drape	recoup
cope	stop	windup	fingertip
top	rope	gossip	telescope
cup	group	turnip	envelope
swap	slope	asleep	overlap
zip	loop	syrup	develop
weep	trip	elope	horoscope
ape	mope	gallop	videotape

two-word level: initial /p/

pet pig	paved path	perfume pollen
pain pill	pulled pork	public portrait
peach pie	panda poem	postage package
poor pooch	Peter Pan	punish Peter
push pin	pinch poodle	parole pardon
peg pole	pool party	police pointed
pick pears	pay Peter	pastel powder
pearl purse	pick potatoes	panel petition
peach pit	palate picture	pollute Pacific
pour pot	pivot parking	passive period
put past	peasant poultry	petite paradise
pig pie	petty payroll	purchase pottery
poach pears	perky Patty	pointless pushover

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

two-word level: final /p/

chip dip	rip up	mishap gap
cheap jeep	sip soup	grape gumdrop
keep shape	sharp tip	steep hilltop
tape up	wipe up	grip tightrope
steep slope	flip up	strip backdrop
chop up	ship shape	troop roundup
stop gap	group trip	shop gossip
top step	deep trap	escape mishap
rip lip	drip syrup	recoup checkup
whip dip	drape seascape	unwrap teacup
top shape	wipe turnip	gallop escape
lap top	keep asleep	hookup eavesdrop
zip up	sweep footstep	warship roundtrip

two-word level: initial and final /p/

pin up	pack map	panic escape
pay tip	pick up	perfume tulip
put up	pit stop	polish teacup
pork chop	pea soup	paving hilltop
pass dip	print map	punish gossip
pie shop	pie shape	painted housetop
pet sheep	peach crop	puzzle workshop
pear ripe	peel tape	petty markup
push up	pour ketchup	pudgy cantaloupe
pink jeep	pasty soap	police fellowship
pearl clip	pencil sharp	picture develop
pull rope	pick turnip	pocket telescope
poor chap	partly asleep	package envelope

Specific Sound and Oral-Posture Exercises, *continued*

Labial Closure, *continued*

sentence level: /p/

1. Hop to the shop.
2. Please pass the peas.
3. This place is a pigpen.
4. Papa poured the punch.
5. Pass the chip dip to Pat.
6. Peel a pound of potatoes.
7. The pencil has a sharp tip.
8. Pull the rope and make a loop.
9. Pam picked an apple for Patty.
10. Polly has a pocketful of pennies.
11. Her perky personality pleased him.
12. Put plenty of pepper on the potatoes.
13. I put a piece of peach pie on the plate.
14. Penny filled the cup to the top with pop.
15. Paul is the perfect person for the position.
16. That poor puppy has a pink bump on his paw.
17. Plenty of people were at the Peterson's pool party.
18. The pet shop had plenty of poodles and Persian cats.
19. Wipe up the pea soup after you pour it into the cups.
20. Grandpa had a cup of soup and a pork chop for supper.

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding

single word level: "oo" (as in "noon")

goof	pool	mooch
shoe	noon	chewed
juice	rude	tube
loose	soon	coop
new	two	suit
soup	who	pooch
tune	choose	duke
chew	June	booth
blue	root	deuce
due	rule	loot
goose	whose	lewd
fool	loon	jewel

two-word level: "oo" (as in "noon")

cool soup	toot-toot	boom tune
who knew	new tooth	blue tooth
move soon	two moose	hoot loon
choose stew	knew June	fruit chew
blue mood	blue suit	noon duel
whose pool	fruit juice	rude LuAnn
boo hoo	new room	new statue
new moon	loose shoe	using deuce
soup spoon	mooch pooch	Hughie's pool
tool booth	swoon two	doodle moon
chew food	smooth ghoul	foolish cruise
smooth move	soothe cube	Tuesday doom
loose loop	duped fool	goey food

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

sentence level: "oo" (as in "noon")

1. You **knew** the rule.
2. How do **you do** Ruth?
3. Have **you** seen **Luke**?
4. **Jewel** has **juicy news**.
5. Whose **moose** got **loose**?
6. **Mooch** some **soup** from **Luke**.
7. Her **blue shoes** were **smooth**.
8. **Lou's** train went "**toot-toot**."
9. Do **you choose** **stew** or **soup**?
10. **New dues** are **due** on **Tuesday**.
11. "**Blue Moon**" is a **cool** tune.
12. My **new pooch** will **chew food**.
13. Do **you** like my **new blue suit**?
14. The **two** of **you** will **move soon**.
15. **June's** **loose tooth** will be out **soon**.
16. **Lou** was in a **blue mood** after **school**.
17. **Two** were swimming in the **cool pool**.
18. Those **two** made **goo-goo** eyes in the **moon**.
19. **Cool soup** and **fruit juice** is served at **noon**.
20. In the **blue room** we have a **new view** of the **moon**.

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

single word level: "oo" (as in "book")

hook	shook	shouldn't
put	book	rookie
hoof	bull	footstool
could	full	woolen
should	foot	pulling
nook	look	bookmark
good	bush	fuller
wood	pull	cookie
push	rook	hooking
wool	footprint	goodies
hood	couldn't	looking
would	wooden	bushy
cook	pushing	pussycat

two-word level: "oo" (as in "book")

wool hood	took hook	wouldn't cook
pull good	put book	push footprint
took foot	shook hoof	pushing wood
shook bush	book nook	good bookmark
bull hoof	wood hook	took woodchuck
push pull	should cook	pulling hoof
could cook	good push	goodness took
wood nook	looking good	woolen hoof
would could	bushy wool	goeey looking
good book	wooden book	wooden footstool
cook full	good cookies	cooking goodies
wood bush	couldn't push	pulling pushing
cook book	shook football	putting bookend

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

sentence level: "oo" (as in "book")

1. **You** should **cook**.
2. He **took** a **good book**.
3. We **took** a **good look**.
4. **Put** your **good foot** in.
5. **Put** on a **good wool** sock.
6. He **should** buy **good wood**.
7. The **cook** **shook** her **foot**.
8. Don't **pull** the **hood** latch.
9. **You** **could** write a **cookbook**.
10. She is a **rookie** at playing **hooky**.
11. She **put** a **hook** on and **pulled**.
12. The **woodchuck** **shook** the **bush**.
13. She **cooked** on the **wood** stove.
14. The **wool hood** **would** **look** **good**.
15. The **bull's hoof** **pulled** at the **hook**.
16. She **should** **push** then **pull** the **hood**.
17. Fill the reading **nook** with **good books**.
18. The **hook** is caught on the **woody bush**.
19. The **wooden** door needs a **good** **push** or **pull**.
20. He **could** **look** at a **good book** while sitting in the **nook**.

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

single word level: initial /sh/

she	shell	charade	shatter
shy	shock	shiver	showy
short	shine	sherbet	chiffon
shirt	shawl	shamble	shipwreck
sheep	should	shepherd	shuttle
shop	shoal	shoddy	shamrock
sure	shun	shanty	shinbone
shot	shear	shackle	shampoo
shoe	shark	shiny	shower
ship	chef	chalet	chauffeur
shin	sham	shellac	shadowy
shack	shape	shovel	sugary
show	shift	shallow	chaperone
sheet	shout	shingles	Chicago
sharp	shone	shortage	chandelier

single word level: medial /sh/

action	ration	suction	intention
fiction	ashore	tension	vivacious
social	pushing	snowshoe	physician
fishing	lotion	flashing	objection
ashes	conscience	quotient	frustration
anxious	gracious	cashier	fishermen
cautious	ocean	special	luxury
option	fashion	fractions	impression
pressure	pawnshop	bushes	polishing
station	rushing	eyelashes	reaction
worship	windshield	admission	sufficient
auction	ashamed	completion	beneficial
washtub	crankshaft	addition	dietician
tissue	mansion	financial	dictionary
unsure	offshoot	insurance	negotiate

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

single word level: final /sh/

dish	cash	publish	varnish
wash	leash	foolish	unleash
mash	harsh	radish	sunfish
blush	fresh	rosebush	whitewash
fish	bash	unlash	astonish
dash	push	whitefish	embellish
rush	trash	relish	unselfish
gash	lush	nourish	licorice
mesh	flash	grayish	distinguish
bush	crush	cherish	replenish
ash	Josh	Finnish	extinguish
wish	flush	mustache	demolish
mush	squish	hairbrush	establish
posh	sash	backwash	succotash
hush	brush	Spanish	underbrush

two-word level: initial /sh/

shear sheep	she should	chauffeur Cheryl
ship shore	sharp shears	shellac shelter
shell shock	sharp shirt	shatter shamble
shine shoe	ship shape	shallow shoreline
shriek shout	short show	sugar shaker
sure shot	Shelly shook	shampoo Shetland
sharp shell	shady Sharon	chartreuse sherbet
shy Shane	shove sheriff	Chevy shotput
she'll sheer	should shower	showcase showboat
shawl shop	shelve Sherlock	shadowy shade
shift shut	shovel shipyard	shimmering shamrock
shall shake	sugar chiffon	shiny chandelier
shade Shawn	shaded chalet	shivering sheriff

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

two-word level: final /sh/

posh wish	wash mesh	rosebush rubbish
hush Josh	fresh fish	unlash punish
ash blush	wash dish	selfish childish
fresh wish	harsh leash	stylish British
rush wash	ash bush	establish Scottish
cash dash	fish dish	yellowish sunfish
splash fish	cherish Irish	embellish garnish
mesh leash	foolish mustache	lavish underbrush
fresh blush	finish tarnish	devilish mustache
wash gash	bluish blemish	Irish licorice
bash mash	relish shellfish	outlandish rubbish
harsh crash	varnish polish	babyish hairbrush
fresh dish	garnish codfish	accomplish demolish

two-word level: initial and final /sh/

shin gash	sharp rush	shyly anguish
share dish	shall blush	shabby toothbrush
short wash	shoe mash	showy finish
shark fish	sure wish	shimmer polish
shut trash	ship crash	sheepdog skittish
shall push	Shane brush	shampoo hairbrush
should dash	Chef Josh	shepherd whitish
shy blush	shop cash	chauffeur stylish
sheer mesh	shovel ash	shortage diminish
shave gash	shaking catfish	sugary garnish
sure fresh	shining reddish	chandelier tarnish
short leash	shellac furbish	chaperone Swedish
shy hush	sharing crawfish	shortcut establish

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

sentence level: /sh/

1. **Sheila** sure is **shy**.
2. The **ship** is at **shore**.
3. The sun **should** **shine**.
4. **Shelly** sure is **bashful**.
5. **Shawn** bought **fresh** **fish**.
6. **Sherry** is **short** on **cash**.
7. **She** will **shop** for **shorts**.
8. **Wash** and **shine** your **shoes**.
9. **Push** the **Chevy** to the **shop**.
10. **She** **sheared** the **shaggy** **sheep**.
11. Be **sure** to **shake** out the **sheets**.
12. He **shot** the **shark** from the **ship**.
13. **Wash** that **fresh** **gash** on your **shin**.
14. **Josh** **showed** **Trish** his new **mesh** **shirt**.
15. This **fish** **dish** is made with **sherry**.
16. **Shawn** **should** **shave** before the **show**.
17. **She** used her **cash** to buy **fresh** **fish**.
18. **She** made a **sharp** looking **shirt** for **Cher**.
19. Her **short** **shirt** **showed** off her **shapely** figure.
20. **She** **shuddered** and **shook** after seeing the **shadowy** figure **rush** by.

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

single word level: initial /ch/

chair	change	China	charming
choke	chap	chimney	Chandler
chow	cheek	chairman	chocolate
chart	chip	cello	channel
chess	cheese	chosen	chopsticks
chief	choice	chili	challenge
chum	chain	chicken	childish
choice	cheer	checker	chancellor
chill	chime	charter	chickadee
chore	chew	chamber	chariot
charm	chapel	chuckle	charity
chat	changing	choosy	chimpanzee
chin	chatter	chowder	Cherokee
chance	cheaper	cherry	Charleston
chalk	cheerful	cheetah	champion

single word level: medial /ch/

arm chair	not ches	launch ing	kitchen
catch er	hit ching	butch er	crunch y
pitch er	feat ure	Gretch en	detach ment
Rich ard	ben ches	creat ure	overt ure
watch er	ach ieve	nach os	congest ion
touch es	peach y	sketch y	immatur e
statur e	watch dog	ventur e	hitch hiker
postur e	stitch es	sculptur e	adventur e
mixtur e	lunch eon	ranch o	treach erous
lunch es	pastur e	cultur e	cultur al
fixtur e	lunch time	exchang e	furnitur e
dentur e	ketch up	moistur e	anchov y
fetch es	crutch es	right eous	combust ion
hatch et	bleach er	vouch er	dispatch er
punch er	coach es	natur e	impeach ment

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

single word level: final /ch/

etch	search	splotch	retouch
notch	arch	sketch	detach
peach	porch	pitch	impeach
latch	coach	hatch	enrich
pooch	each	grouch	mismatch
birch	which	hutch	unlatch
Dutch	Scotch	scrunch	bewitch
wretch	hitch	attach	topnotch
batch	branch	outmatch	cockroach
beach	munch	nuthatch	retouch
lunch	leach	dispatch	outstretch
rich	clench	ostrich	sandwich
torch	much	hopscotch	homestretch
match	French	approach	avalanche
teach	quench	reproach	butterscotch

two-word level: initial /ch/

chess chat	charm Chet	Chinese checkers
chew chip	check child	chicken chowder
check chart	chop chicken	charming Chester
choose Chad	cheer Charlie	chummy chairman
cheap chap	chubby cheekbone	changing checkmate
chop cheese	chin chopper	chicory charcoal
chess champ	children chant	cheaper chariot
cheap cheat	chill cherries	charity chili
choice chops	cherish chapel	cherry champion
choose chores	chirp chickadee	changeable chopsticks
chase Chuck	choosy chipmunk	challenge chancellor
chick chirp	Chairman Chadwick	chatterbox Charlie
chill cheese	checkroom chamber	chewing cheeseburger

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

two-word level: final /ch/

lunch bunch	rich coach	bewitch punch
match arch	each March	unlatch switch
each batch	torch porch	impeach coach
catch perch	search beach	hopscotch match
Dutch porch	catch Mitch	Dutch rematch
beach lunch	mooch peach	hatch ostrich
catch coach	scrunch crunch	attach wrench
teach speech	French grouch	hemstitch swatch
each notch	beach quench	outmatch bewitch
stitch patch	clutch latch	enrich approach
rich Dutch	such pitch	which avalanche
couch pooch	dispatch Blanche	topnotch butterscotch
teach pitch	brunch sandwich	outstretch overreach

two-word level: initial and final /ch/

choose perch	chain pooch	chocolate touch
chair patch	cheap ranch	checkup crunch
chip notch	chess brunch	chopping thatch
chess match	chicken ranch	chosen dispatch
charm Mitch	chestnut bench	chummy rematch
choose such	challenge match	challenge approach
chuck pitch	cheery coach	chairman reproach
check beach	checker coach	champion match
chalk each	China beach	chariot bench
chop birch	chicken hatch	chimpanzee ranch
chill lunch	charming sketch	champion ostrich
cheese pouch	chowder lunch	charity outreach
chew peach	changing touch	cheerily attach

Specific Sound and Oral-Posture Exercises, *continued*

Labial Protrusion and Rounding, *continued*

sentence level: /ch/

1. The coach said “**Chop chop**.”
2. **Choose** **chalk** for each **child**.
3. **Butch** will **scratch** each **itch**.
4. **Chill** the **cheese** and **cherries**.
5. The **cheap** **chain** broke each time.
6. The **chairman** **choked** on the **cherry**.
7. Eat **chunky** **cheddar** **cheese** **chip** dip.
8. He is **childish** and **cheats** at **checkers**.
9. **Mitch** is **rich** but **chooses** to be **cheap**.
10. **Chad** will **coach** each **chess** **champion**.
11. The **champion** **chess** **match** is in **March**.
12. **Charlie** is **much** more **charming** than **Chad**.
13. **Chet** was the **child** **champion** **checker** player.
14. The **cheerleading** **coach** will **teach** each **chant**.
15. **Chad** **charred** the **chops** with too **much** **charcoal**.
16. The **cheap** **chair** and **couch** each need a **patch**.
17. **Watch** **Chuck** **cheerfully** **chew** the **chilled** **peach**.
18. They **chugged** each **batch** of **chilled** **peach** juice.
19. The **chilly** **March** air **chapped** our **chins** and **cheeks**.
20. They had **chili**, **chips**, and **chocolate** **cheesecake** for **lunch**.

Specific Sound and Oral-Posture Exercises, *continued*

Labial Retraction

single word level: "e" (as in "eat")

me	each	lease	tweezers
we	dean	gleam	carefree
eat	heat	beep	e-mail
she	these	bean	pretend
he	keep	breathe	concrete
gee	sheath	cheese	handiwork
feel	three	reach	reactive
tease	wean	leap	department
week	lean	flea	melody
eel	keel	sneak	ability
cheek	sweet	wheat	coffeehouse
mean	beach	meter	beginner
seed	dream	Heidi	elongate
knee	free	evoke	celery
jeep	weave	behalf	dungarees

two-word level: "e" (as in "eat")

sweet tea	deep sea	weave bead
deep clean	tease me	lean beam
meet Pete	green pea	beat sheet
sea breeze	eat meat	real wheat
feed sheep	ski team	queen seat
eat wheat	clean feet	cheap cleat
cheap meat	Pete breathe	breeze heat
feel free	weak heave	beast creep
sweet dream	mean streak	reach greet
peel peach	beep three	peek cream
knee deep	bleak sleep	deem greedy
neat beach	she'd leave	exceed heat
teen speech	sweep flea	treat eater

Specific Sound and Oral-Posture Exercises, *continued*

Labial Retraction, *continued*

sentence level: “e” (as in “eat”)

1. **P**eel me a **p**each.
2. **W**e drink **g**reen **t**ea.
3. **S**he is **m**eek and **s**weet.
4. **P**lease **c**lean your **t**ee**t**h.
5. **L**ee was in a **d**eep **s**leep.
6. **P**ete **l**eased a **g**reen **j**ee**p**.
7. **S**teep the **g**reen **t**ea for me.
8. **K**ee**p** **p**ea**c**e with your **t**ee**n**.
9. **S**teve **e**ats **m**ea**t** at **e**a**c**h **m**ea**l**.
10. **H**e is on **J**ea**n**'s little **l**ea**g**ue **t**ea**m**.
11. **C**lea**n** the **g**rea**s**e betwe**e**n the **k**ey**s**.
12. The ski **t**ea**m** will **f**ree**z**e this **w**ee**k**.
13. **H**e will **f**ee**l** the **h**ea**t** on his bare **f**ee**t**.
14. **W**e will grow **b**ee**t**s, **p**ea**s**, and **w**hea**t**.
15. **S**he and **L**ee both have a **m**ea**n** **s**trea**k**.
16. Take a **s**nea**k** **p**ea**k** at the **d**ea**n**'s **s**pee**c**h.
17. The **w**hea**t** is making me **w**hee**z**e and **s**nee**z**e.
18. **W**e ate **p**ea**s**, **c**he**e**se, and **p**ea**c**hes for our **m**ea**l**.
19. The **p**ea**c**eful **s**ea **b**ree**z**e is coming from the **e**a**s**t.
20. **F**ee**l** **f**ree to **e**a**t** your **p**ea**c**h **c**heese**c**ake **b**e**f**ore me.

Specific Sound and Oral-Posture Exercises, *continued*

Labial Opening and Rounding

single word level: "o" (as in "boat")

oat	mow	coach	gumbo
go	boat	Joan	postage
hose	Cole	throw	motel
roll	poke	zone	hopeful
soak	smoke	stove	lonesome
oak	loathe	stoke	fellowship
mole	choke	bone	overripe
slow	poem	won't	telescope
woes	bloat	gold	Olympics
toll	slope	vote	producer
goat	note	hippo	component
bowl	dome	only	antelope
cone	post	stroller	piano
foam	joke	thorough	demolition
low	doze	opaque	avocation

two-word level: "o" (as in "boat")

no goal	boat show	loathe Joan
no hope	snow cone	showed toad
old joke	load coal	vogue show
blow nose	no show	open oatmeal
poke hole	poach both	soulful poem
sow oats	don't mow	Congo bongo
vote no	whole note	phony trombone
broke toe	Coach Jones	Oakland cyclone
load those	phone mode	remote console
cold coke	though wrote	only coping
go broke	soak dough	going over
old road	don't mope	sewing overalls
no soap	stoke coal	smoking volcano

Specific Sound and Oral-Posture Exercises, *continued*

Labial Opening and Rounding, *continued*

sentence level: “o” (as in “boat”)

1. Logan, **don't** go home.
2. **Joe** may go **blow** his nose.
3. **Load** the **coal** for **Rose**.
4. Mr. **Jones** **broke** his **toe**.
5. **Hope** will **roll** the **dough**.
6. **Poke** the **pole** into the **hole**.
7. **Row** the **boat** past that **cove**.
8. **Don't** **smoke** in **Cole's** **home**.
9. He **won't** **choke** on that **bone**.
10. **Joan** is a **no show** for the **vote**.
11. My **rowboat** was **towed** home.
12. **Soak** the **coat** in **soap** and water.
13. The **croaking** **toads** **woke** up **Dakota**.
14. **Joel** and **José** **rode** in the **cold** **snow**.
15. **Chloe** lives **over** on **Old** **Oak** **Grove** **Road**.
16. **Don't** **moan** and **groan** about the **toll**.
17. **Colby** has **no** **hope** and will go **broke**.
18. The **coach** **showed** **Bo** how to go for a **goal**.
19. Put your **robe**, **comb**, and **soap** into the **tote** bag.
20. We **rode** home with a **load** of **coal** for the **stove**.

Specific Sound and Oral-Posture Exercises, *continued*

Mouth Opening and Labial Rounding

single word level: "ou" (as in "out")

cow	vow	route	meow
out	towel	crowd	Howard
sour	couch	bowed	groundhog
town	house	mouth	lounger
howl	shout	louse	founding
pout	spouse	jowl	chowder
wow	cloud	dowel	brownie
ouch	vouch	bough	voucher
chow	doubt	bout	tower
down	tout	mount	powdered
mouse	crouch	grouch	mouthful
pouch	gouge	Powell	powerful
south	brown	powder	showering
loud	slouch	doubtful	cowardly
noun	mound	pounding	flowerpot

two-word level: "ou" (as in "out")

mouse house	gouge out	brown towel
now out	crouch down	flower route
chow down	town louse	rounded cloud
brown cow	doubt now	found power
down town	down south	brownie clown
loud howl	town mouse	doubtful spouse
found out	lounge slouch	brown powder
round mound	mound ground	crowd voucher
vow now	sour mouth	coward frown
shout out	shower down	mouthful chowder
loud sound	lousy clown	Powell sounded
pout ouch	pound dowel	louder meow
south route	found tower	powerful groundhog

Specific Sound and Oral-Posture Exercises, *continued*

Mouth Opening and Labial Rounding, *continued*

sentence level: “ou” (as in “out”)

1. Shout **out** loud.
2. Mom **found out**.
3. The **sow** has **round jowls**.
4. Let’s **chow down** on **trout**.
5. Get **out** of that **loud town**.
6. Put **down** the **brown towel**.
7. Mr. **Powell** has a **foul mouth**.
8. The **tower** is **out** on that **route**.
9. No **doubt** her **spouse** is a **louse**.
10. The **brown cow** will **chow down**.
11. That **hound** has a big **brown snout**.
12. **Howard’s house** is **south** of **town**.
13. **How loud** can you shout “**ouch**”?
14. There’s a **mouse down** at my **house**.
15. A **loud howl** came **out** of my **mouth**.
16. **Slouch down** behind the **brown couch**.
17. **Round out** your **mouth** and don’t **pout**.
18. The farmhouse had **fowl**, **sows**, and **cows**.
19. **Howard bowed out** of his **vows** to his **spouse**.
20. She fell **down** on the **ground** and **shouted out**.

Specific Sound and Oral-Posture Exercises, *continued*

Alternate Labial Protrusion and Retraction

two-word level: “oo” (as in “noon”) and “e” (as in “eat”)

blue jeep

eat stew

see Luke

June heat

meet who

choose Keith

each move

cheap food

loose sheet

bean soup

neat suit

whose niece

pooch leash

cool Pete

keen dude

two teeth

peach juice

mean moo

pool team

each shoe

breathe smooth

mean dude

ghoul dream

beach shoes

jewel gleam

three scoops

loose sheath

keel tool

sweet tooth

news sneak

feel good

cheese booth

loom weave

keep duke

moon gleam

lean moose

chewed wheat

lose greed

cream soup

Specific Sound and Oral-Posture Exercises, *continued*

Alternate Labial Protrusion and Retraction, *continued*

sentence level: “oo” (as in “noon”) and “e” (as in “eat”)

1. Dee's shoes leak.
2. Lucy feels in a meek mood.
3. Pete chose easy clues.
4. Whose neat blue jeans are these?
5. She chose weak, cool tea.
6. She likes smooth green pea soup.
7. Two teams knew the rules.
8. Check each pool for green goo.
9. Keep two cheap blue sheets.
10. We leave to see Greece in June.
11. We may reach two peaks by noon.
12. Shirley beat you fourteen to three.
13. We shall soon peel these new peaches.
14. Laurie's pooch needed a new leash.
15. The cool sea breeze suits me.
16. It really seemed too mean to be true.
17. Steve gave me two cheap jewels.
18. Jean will meet Luke at noon to eat.
19. Will you please keep those clean for me?
20. Dee will choose to feed a moose, a sheep, and a goose at the zoo.

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation

single word level: initial /l/

look	lob	lymph	Larry
lose	lag	limb	lemon
low	leg	loaves	layman
loud	lick	lures	lever
lake	lead	lounge	losing
like	lurk	lapse	lozenge
learn	leech	leap	lacquer
large	lard	leaves	lumber
lore	lisp	light	luscious
lean	limp	launch	lumpy
lip	lawn	lady	limit
let	laugh	lagoon	lecture
lot	love	language	leather
loan	lease	London	lather
live	league	lifetime	ladybug

single word level: medial /l/

island	gallon	elapse	family
Phyllis	cola	driller	delicious
howler	alone	relieve	melody
willing	mallet	yelling	gelatin
talon	July	trailer	gasoline
skillet	deluxe	salad	salami
sailing	bowling	stolen	tubular
shellac	belong	foliage	syllabus
zealous	nylon	pollute	vanilla
valley	Dallas	kilo	polio
collect	relax	tulip	masculine
rally	alarm	calorie	inhaling
balloon	wallop	belated	Halloween
column	towline	colony	galaxy

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

single word level: final /l/

full	call	haul	faithful
cool	pal	feel	conceal
dull	bell	whale	install
bowl	ill	stool	pinball
gale	swell	keel	ordeal
fail	twill	Joel	until
mile	broil	cruel	pencil
oil	dole	owl	April
curl	coil	while	awhile
girl	zeal	fowl	sundial
peel	yell	towel	annual
fell	smell	scowl	initial
pool	quell	isle	exile
coal	meal	royal	casual
nail	toll	diesel	hospital

two-word level: initial /l/

long legs	look like	lasting legend
loud laugh	large lace	lazy lady
love life	lift leg	loving Leslie
light lamp	lose Lee	leaning ladder
let loose	long line	leasing locker
lick lip	little lamb	Leon leader
leave late	loopy lace	lowest lawyer
lease loft	lame logic	lavish Libby
long leap	lush lagoon	lower levy
last load	Leah leaped	lasso Laura
lose lease	Lois landed	ledger lesson
lush lawn	leafy lettuce	laundry layoff
long lake	lousy lobster	lemon licorice

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

two-word level: final /l/

chill ale	pull Jill	cupful oatmeal
full meal	real deal	roll axial
real fool	steel ball	ridicule Joel
small girl	tall tale	overall style
call Will	Carl fell	parole schedule
snail shell	oil well	local ritual
feel ill	wool towel	moral denial
jail cell	conceal veil	visual detail
mole hole	cruel Nicole	radical control
sell pearl	small keyhole	royal betrayal
feel chill	dial Earl	annual musical
spill fuel	painful ordeal	enroll parochial
mail bill	Noel nightfall	unusual Hazel

two-word level: initial and final /l/

light bowl	loathe wool	living moral
large gale	like school	lawyer appeal
lamb stall	love Carl	lumpy oatmeal
lease tool	left aisle	lipstick symbol
light shell	lush style	Lizzie joyful
loose spool	lunch foil	lying Daniel
lodge pool	leave isle	lonesome Rachel
lurk still	latex towel	lowest module
lace veil	leafy trail	lazy Samuel
laid coal	lumber pile	limited retail
loop shawl	lucky Russell	lousy schedule
lame whale	layoff payroll	ladies overrule
long poll	looking painful	Latin ritual

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

sentence level: //

1. Lauri felt ill.
2. Lou is really lucky.
3. Linda loves her lacy shawl.
4. When will Lucy tell us a tall tale?
5. Will Carl hit a foul ball?
6. Lou fell into a hole last night.
7. The small owl fell off the wall.
8. Leave the oil lamp on the ledge.
9. Joel had a large sack full of Legos.
10. Lisa will crawl along the tall wall.
11. Luke will yell "lights out" at eleven o'clock.
12. Lassie likes a long stroll on her leash.
13. Leo left the hotel lobby late last night.
14. Look at that large mole hole in the soil.
15. The foul smell came down the long hall.
16. Dale had liver and a large roll for lunch.
17. Bill felt a chill when he left the cool pool.
18. The little girl had a small doll named Lulu.
19. Will drank lemon and lime chilled drinks by the pool.
20. Laura gave a loud yell when she fell off her little bicycle.

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

single word level: initial /t/

tug	talk	tongue	turkey
tell	teen	tense	tycoon
tab	tear	tame	tempo
tan	tire	touch	turnip
tea	tar	teeth	tuna
turn	tops	taxi	toddle
toe	toil	table	tussle
tape	tick	tardy	tailpipe
ten	toss	taco	tamper
tie	tough	taken	tomorrow
to	team	tiger	telecast
top	Todd	timber	tornado
tube	toast	today	typical
type	tuck	token	together
tag	tone	towel	tangible

single word level: medial /t/*

pity	eighty	data	editor
hotel	daughter	city	diluted
baton	atom	spatter	related
rotten	pouting	motor	Jupiter
fritter	mutton	cotton	hospital
later	loiter	fatal	narrator
lettuce	guitar	duty	unity
sitter	greater	coated	theater
waiter	kitten	biting	notify
quota	nutty	dating	janitor
noted	photo	botany	monitor
lotto	writer	auditor	alligator
glitter	witty	excited	diameter
blotter	pretty	catering	elevator
critter	neater	baritone	aviator

*Words are included that may become soft, voiced allophones of the /t/ sound due to assimilation and may be considered appropriate given individual dialects. However, the purpose of this task is to focus on building oral-motor accuracy, movement, voicing, and breath control for the pure /t/ sound, therefore, it is beneficial to practice these words using the medial /t/ sound regardless.

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

single word level: final /t/

at	goat	vote	robot
eight	hit	wrote	upset
date	cut	shout	without
coat	late	seat	devote
boot	sheet	night	exit
fight	bright	fruit	basket
hot	oat	float	cassette
set	Matt	grate	create
jet	doubt	clout	wallet
feet	quit	wheat	cabinet
cot	sight	about	absolute
but	moat	closet	adequate
bat	greet	duet	deviate
right	hoot	gazette	obligate
loot	freight	minute	reunite

two-word level: initial /t/

toe tap	tax test	tulip tending
tank top	top tip	target table
two tone	tough tape	tiny tissue
tall tale	tour town	tearful tiny
take tucks	table toss	tassel tinsel
tow truck	tiny tike	turkey trimmings
tell time	tacky tape	tangle taffy
tour ten	tough tender	Texas takedown
too tall	taught tennis	tossing token
tough talk	teacher took	tornado turned
tire tube	tame temper	two tamales
turn two	taste tuna	tailor tuxedo
took tea	tired teddy	tardy Timothy

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

two-word level: final /t/

Kate sat	goat hut	repeat salute
cute mate	feet hurt	remote dugout
greet Matt	heat plate	upset Charlotte
great boat	ate meat	await sunset
get fruit	bright coat	faucet droplet
might quit	jet route	mandate vacate
right left	about Scott	lowfat market
beat out	quiet shout	offset cabinet
put light	white rabbit	delegate unit
bright kite	elite suite	clarinet duet
neat suit	closet locket	robot Democrat
wrote Kurt	devote poet	walnut chocolate
flat seat	locate Annette	delicate bassinet

two-word level: initial and final /t/

tough fate	turn eight	tamer rabbit
two feet	Tim bought	taking without
teeth bite	take bite	tiger bracelet
town met	tape Pete	tussled parrot
talk greet	touch light	turnip uproot
Tom ate	tank float	tearful dispute
tough hut	top merit	token basket
term late	tasty fruit	turquoise locket
torn knit	tour elite	terrific playmate
tease Pat	topaz light	typical profit
tool slate	table basket	turkey apricot
took mate	tiny habit	tornado vacate
teach quote	tangle jacket	telegram alphabet

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

sentence level: /t/

1. It is **too hot tonight**.
2. **Kit** got a **tacky tattoo**.
3. **Pat** takes **time** to write.
4. **Tad** might vote for **Tim**.
5. Turn **right** at the **west exit**.
6. Take a plate of **sweet fruit**.
7. **Scott** will **pet** our **tame cat**.
8. **Pete** might **take** a **time-out**.
9. **Matt** took the **tiny mutt** to the vet.
10. Do not **taunt** and **tease** the **teacher**.
11. **Ted** will meet you at the **ticket gate**.
12. **Tyler's** boot felt **too tight** on his foot.
13. **Tracy** caught a **late jet flight** to **Texas**.
14. **Tom** taught us how to **tie** a **tricky knot**.
15. **Todd** took **Kate** out on a **late night date**.
16. Our **teacher** wore a **suit** and **tie** on **Tuesday**.
17. **Put** the **quilt** and **sheet** on **top** of the **table**.
18. **Terry** and **Taylor** had a **tough** debate match.
19. **Tammy** sat on a **rat** and began to **shout** with **fright**.
20. **Tonya** ate **fruit** and a **sweet treat** but did not eat **meat**.

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

single word level: initial /d/

Dan	dart	dice	discuss
due	dune	duke	doily
dump	dust	duck	double
dime	Dale	disk	detail
deep	dog	deer	dessert
den	debt	day	distance
door	dock	dues	default
dip	delve	does	danger
dare	deem	depth	Daniel
dew	dorm	dawn	dairy
dome	dole	dabble	damage
dull	dense	decent	data
dance	deaf	dentist	daughter
deck	dill	derive	delete
dig	dusk	devour	donkey

single word level: medial /d/

today	buddy	needing	Idaho
rider	Cody	muddy	comedy
cadet	midnight	maiden	federal
ready	birthday	chowder	odorous
Eddie	broaden	headache	nobody
soda	leader	radish	chickadee
body	guiding	kiddie	anecdote
lady	heading	meadow	honeydew
cider	modem	pudding	abdomen
Ida	powder	Wednesday	medicine
edit	loading	modern	Colorado
glider	vandal	tedious	anybody
wedding	shadow	Florida	misadventure
Friday	roadway	Edison	auditory

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

single word level: final /d/

sad	jade	made	concede
tide	rode	wood	inside
weed	feed	spade	gifted
good	mode	tread	precede
bread	pride	sand	suited
fad	would	guide	seaside
bead	you'd	spread	muted
hide	plaid	heed	invade
food	glad	blood	hayride
cod	knead	clad	misread
add	maid	abide	salad
bed	cloud	arcade	pyramid
mud	fled	cited	visited
head	squid	elude	attitude
laid	shied	avoid	united

two-word level: initial /d/

deaf dog	dime dozen	derby danger
dull dish	ding-dong	defrost dessert
dark deal	deep ditch	decent Danny
dove down	dark day	daisy decal
dim dome	dig down	depart delay
dart dash	don't dump	defend donor
den door	dentist drills	dumpling delight
dare Dan	defense detail	deploy duty
dorm desk	dairy diet	dusky desert
dig delve	dunking diver	denim duster
disk drive	doing double	doctor doesn't
does do	demise dual	divine detail
don't doubt	dismiss damage	dozen donuts

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

two-word level: final /d/

hard bed	red sled	inside creed
need food	fed Judd	mislead Jude
head nod	good grade	plead succeed
good mood	bad side	crusade squad
feed Ted	wide road	mowed wayside
bride vowed	made bread	outside trade
glad kid	tweed thread	applaud Chad
hide jade	exclude Maude	Clyde afraid
fried food	road ahead	firewood blade
sawed wood	should avoid	decode charade
l'd hide	hillside weed	batted beside
kid read	shred salad	invade seaside
paid Ed	mermaid braid	invalid grade

two-word level: initial and final /d/

dance bad	dust cloud	damage weld
Dale glad	dog shed	donkey ahead
deep need	dove loud	Daniel inside
dues paid	dill should	Danish salad
dome quad	dime ad	double plywood
doll red	dump road	dollar arcade
dump wood	dark shade	devour bread
dusk fade	duel invade	decay riverside
dune ride	daisy weed	dozen visited
dirt road	decent Todd	discuss pyramid
don't hide	day parade	duty accepted
dive broad	donor need	during myriad
dig Judd	divorce Maude	dungeon centipede

Specific Sound and Oral-Posture Exercises, *continued*

Tongue Tip Elevation, *continued*

sentence level: /d/

1. Donna made **d**ough.
2. Do the **d**ucks need food?
3. Did Don **d**o it or did Ted?
4. Dan made the **b**ed for **D**ora.
5. Dylan slid into the **d**eep mud.
6. Did you hide the **d**og food?
7. Ed piled wood **b**ehind the shed.
8. Ted had **d**irty **d**ishes from **d**inner.
9. **D**ad made a bad **d**eal on the Ford.
10. **D**avid had **d**ate bread on Monday.
11. Fred **d**id not find the kind he needed.
12. Do not **d**epend on **D**ale to feed the **d**og.
13. A **d**ozen **d**eer fled **d**own to the meadow.
14. The **r**ude child put **D**rew in a bad mood.
15. Mandy's **d**og dug a **d**eep **d**itch in the yard.
16. The **d**octor said **d**oughnuts are bad for my **d**iet.
17. **C**had **d**onated a red sled to the third grade kids.
18. The guard used a **d**ull sword in the pretend **d**uel.
19. Do you need sourdough or **d**ate bread for the **d**inner?
20. **A**ndy lied when he said he saved every **d**ime and **d**ollar he earned.

Specific Sound and Oral-Posture Exercises, *continued*

Posterior Tongue Elevation

single word level: initial /k/

carp	kite	cage	candy
cave	coin	canal	carbon
kid	Kyle	cough	coffee
cat	culp	coast	collie
cool	kelp	castle	concert
cub	kilt	couch	corny
coy	car	carpet	cousin
cap	cape	camel	culprit
corn	curl	cabin	copy
cup	key	candid	consult
case	court	cargo	contest
cube	keel	chaos	comet
cone	cove	coddle	cabbage
cow	cord	career	campus
coat	curve	canny	careful

single word level: medial /k/

speaker	echo	record	sicker
rocket	tycoon	jacket	pucker
akin	because	bacon	liking
income	hooky	brocade	occur
acre	recall	checker	flicker
shaky	waken	packet	taco
slicker	racket	jockey	second
Becky	encore	lacquer	bicycle
focus	Nicky	became	hurricane
hiccup	bakery	accord	teakettle
recur	socket	decoy	recover
stocker	weekend	pocket	broccoli
raking	Nicole	acne	hickory
stucco	rocky	pecan	likeable
blocker	glucose	pickup	lubricate

Specific Sound and Oral-Posture Exercises, *continued*

Posterior Tongue Elevation, *continued*

single word level: final /k/

mark	joke	metric	hassock
book	back	awoke	drastic
sick	work	music	forsake
chalk	pork	static	shellac
neck	ache	outlook	fabric
bike	dock	mistake	earache
oak	fake	intake	dislike
duck	spike	frantic	lyric
took	pick	attic	terrific
break	Mike	basic	bionic
sneak	hook	unpack	republic
pack	Zach	garlic	artichoke
look	week	opaque	artistic
teak	soak	lipstick	domestic
dark	luck	unique	lumberjack

two-word level: initial /k/

call K ate	catch c old	cupful c urry
coal c ar	cute k id	courage c ounsel
cold c orn	cat c age	console K elly
K ay c an	K en c ut	concise c omment
car k ey	carry c ash	cotton c anvas
keep c ows	candy c ane	cozy c astle
can't c all	cable c ursor	candle c utout
cap c an	compose c oncert	college c ampus
comb c urls	comfort C ara	cabin c ottage
court c ase	cola c olor	cobalt c oral
C ape C od	copy c ustom	corny c uddle
cool c oat	condemn k itchen	convince C arolyn
kiss C al	confuse C urtis	compile c ollage

Specific Sound and Oral-Posture Exercises, *continued*

Posterior Tongue Elevation, *continued*

two-word level: final /k/

black book
spoke back
fake rock
oak deck
smoke stack
sleek snake
stuck truck
woke Zach
duke Mack
thick spoke
sneak back
shake bake
sleek sock

look sick
pack sack
tick-tock
block walk
bike rack
dark mark
snack attack
basic truck
bake garlic
weak stomach
attack plaque
unpack fabric
lilac lipstick

dislike halfback
music awoke
homesick Derek
public topic
basic hassock
opaque handbook
gigantic wreck
fantastic magic
specific intake
overlook mistake
antique Pacific
athletic physique
artistic sidewalk

two-word level: initial and final /k/

kelp stalk
curl snake
Kurt shook
kid joke
king duke
Kay took
cast speak
Kim bake
carve oak
cough sick
keel hook
Kyle look
cow poke

kite break
key nook
court pick
cool lake
cop stake
cart stuck
cola shake
comet graphic
corny lyric
column rustic
common public
confirm attack
contain traffic

cunning frolic
couple mystique
captive homesick
cauldron boric
coffee headache
capsize outlook
caddie slowpoke
campaign panic
kindly evoke
kitten awoke
camera daybreak
carnival mistake
cavity toothache

Specific Sound and Oral-Posture Exercises, *continued*

Posterior Tongue Elevation, *continued*

sentence level: /k/

1. Can **Kit** take a **cab**?
2. **Kick** back and drink a **cola**.
3. **Nick** should **cut** the **thick** grass.
4. **Catch** a **quick** **catnap** on the **cot**.
5. **Kindly** **park** your **bike** in the **rack**.
6. Can **Zach** make a **candy** **cane** **cake**?
7. **Kids** like **candy**, **cake**, and **cookies**.
8. **Kate** **can't** **comb** her **thick** **curly** hair.
9. **Keith** likes **steak** but doesn't **care** for **cod**.
10. The **king** keeps his **cat** in a **magic** **cage**.
11. **Karen** won the **cakewalk** at the **carnival**.
12. The **black** **cub** **crawled** **back** to the **cave**.
13. **Mack** has a **coin** **lock** and a **key** in his **case**.
14. **Kelly** likes to **walk** on the **dock** by the **cool** **lake**.
15. **Carl** will **keep** his **bike** **locked** to the **rack**.
16. The **black** **cat** **crawled** **across** the **oak** **deck**.
17. **Mike** **caught** a **cold** and a **cough** from **Chuck**.
18. The **campers** **came** **back** from the **lake** by the **park**.
19. **Cal's** **work** **socks** are **thick** **because** it's **cold** in **Colorado**.
20. The **coast** along the **lake** was **covered** with **cool** **slick** **rocks**.

Specific Sound and Oral-Posture Exercises, *continued*

Posterior Tongue Elevation, *continued*

single word level: initial /g/

go	goon	gable	guppy
girl	goat	gallant	garden
gill	guess	gaudy	gizzard
gone	gain	garage	gabby
guard	guide	garlic	gavel
guy	got	giving	gopher
gate	golf	guinea	gumbo
goal	goose	ghostly	gaily
gush	good	goldfish	gazebo
gang	Gary	ghastly	getaway
game	gossip	Gavin	governor
give	gusto	gazette	gorilla
gum	goatee	gallstone	galvanize
get	giddy	gather	gasoline
gear	galore	gallon	gathering

single word level: medial /g/

ego	pigskin	doggy	toboggan
legal	rigor	biggest	together
yoga	begun	again	Oregon
baggage	Logan	pigpen	marigold
dragon	eggplant	figure	hexagon
Edgar	jiggle	frigate	egoist
auger	foggy	muggy	corrugate
soggy	cougar	dagger	arrogance
magnet	pigtail	Abigail	rigatoni
buggy	aghost	agonize	alligator
Hugo	zygote	dignity	esophagus
disgust	toga	illegal	delegation
baggy	signal	Portugal	navigator
lagoon	wagon	vinegar	obligation

Specific Sound and Oral-Posture Exercises, *continued*

Posterior Tongue Elevation, *continued*

single word level: final /g/

leg	dog	smog	humbug
bug	vogue	clog	renege
wig	hug	sprig	washrag
peg	big	brogue	shindig
rag	egg	flag	prologue
jog	swag	brag	nutmeg
mug	league	Craig	intrigue
burg	Doug	vague	groundhog
fig	thug	shrug	analog
beg	rogue	plug	catalog
sag	nag	bedbug	litterbug
log	twig	bulldog	ladybug
dug	drag	fatigue	travelogue
pig	lug	unclog	underdog
chug	swig	colleague	waterlog

two-word level: initial /g/

Gail golf	gold goose	Gary guilty
get gas	got goal	gobble gizzard
guard Gus	guess gone	gopher gimmick
gain goods	gauze gown	getting garlic
ghost goes	gaze gather	gamble gather
get goat	gallon gas	garage gambit
girl gift	Gabby goofed	garter girdle
go guess	games goldfish	gazelle guidebook
guy gear	giddy Gavin	golden gallery
geese goose	gaily gifted	guidance gathering
give gash	garden gadget	gorilla gusto
gate guard	girlish gossip	govern Gideon
good game	Gilbert goatee	gasoline gallery

Specific Sound and Oral-Posture Exercises, *continued*

Posterior Tongue Elevation, *continued*

two-word level: final /g/

frog log	dog dig	sprig nutmeg
peg bag	shag rug	thug humbug
big fog	hug Meg	snag washrag
peg leg	vogue wig	Meg renege
big lug	big league	colleague shindig
dog tug	drag rig	rogue moneybag
wig wag	snag Doug	dig polliwog
rug bug	hug Craig	drag underdog
big hog	vague Peg	smug dialogue
nag meg	bulldog dug	travelogue intrigue
slug egg	unclog plug	waterlog humbug
chug jug	shrug fatigue	catalog analog

two-word level: initial and final /g/

gorge fog	gaunt Craig	garlic fig
guild flag	guess vague	giddy peg
guard brig	goose egg	garnet jug
girl smug	good Doug	gallop pig
gauze plug	gain league	garnish sprig
gave frog	gale dug	gaudy rug
goof shrug	gaudy bag	gumbo mug
gear wig	ghostly plague	gavel beg
get hug	gaily tug	goalie fatigue
gait leg	gasket clog	govern renege
game drag	gather twig	gala shindig
gum tag	gaily brag	garden intrigue
got jug	guilty Meg	gorgeous colleague

Specific Sound and Oral-Posture Exercises, *continued*

Posterior Tongue Elevation, *continued*

sentence level: /g/

1. Meg **got gas** in her car.
2. **Good going**, Doug!
3. **Get your jogging gear**.
4. **Grandpa gave Gary** a big hug.
5. **Gail will go golfing** with **Gus**.
6. Mrs. **Gable** wore a big **gray wig**.
7. **Gabe's gun gave** off a big bang.
8. **Gert will guard** the bag of **gold**.
9. **Gail** is as snug as a **bug** in a rug.
10. The **big rig** had little "get up and go."
11. Is **Peg** going to the **big league game**?
12. **Gus** gave the **big gong** a slug.
13. The **girls and guys** will **jog** to the **gate**.
14. **Gordon** grew **eggplant** in his **big garden**.
15. The **golden goose** laid a **glimmering egg**.
16. **Give** the **gum** and **mug** of **grape juice** to **Miguel**.
17. The **big gold ghost** was a **gag gift** for **Gavin**.
18. **Grace** **gobbled** up her **big bag** of **grape gumdrops**.
19. Are you **going to guard** the **goal** for the **big game**?
20. The **goat and pig** **grazed** on the **grass** in the **garden**.

Specific Sound and Oral-Posture Exercises, *continued*

Anterior and Posterior Tongue Alternation

two-word level: rhyming initial /t/ and /k/

tape **cape**

toy **coy**

toad **code**

tall **call**

tin **kin**

ten **Ken**

tap **cap**

two **coo**

tore **core**

tight **kite**

tease **keys**

tone **cone**

teal **keel**

tarp **carp**

toll **coal**

can **tan**

top **cop**

tool **cool**

tab **cab**

cab tab

cool **tool**

cop **top**

cook **took**

coal **toll**

key tea

carp **tarp**

cape tape

coy toy

code toad

call tall

kin tin

Ken ten

cap tap

coo two

core tore

kite tight

keys tease

cone tone

keel teal

two-word level: random mix /t/ and /k/

cool **teeth**

flat **coins**

time **card**

weak **tea**

kite **tail**

ten **kids**

brought **kid**

cash toll

heat **corn**

slack torn

note **call**

keep **time**

not **kind**

meet **Kay**

cape top

tin **cup**

sock toe

soak **top**

Todd **came**

speak **tense**

make **toast**

carry tools

fabric **tough**

tissue **pack**

taffy **sack**

lilac **tree**

tonsil **ache**

Luke **tardy**

taxi **wreck**

tepid **lake**

garlic **tuna**

padlock **tower**

deflate **cushion**

edit **copy**

homesick **tearful**

teenage **music**

remote **colony**

tender **caviar**

sunset **canopy**

Specific Sound and Oral-Posture Exercises, *continued*

Anterior and Posterior Tongue Alternation, *continued*

two-word level: rhyming initial /g/ and /d/

gum dumb
gone dawn
get debt
gaze daze
gait date
guy die
gore door
gull dull
gun done
gab dab
gain Dane
gay day
gash dash

gave Dave
go dough
goal dole
goat dote
goon dune
got dot
dot got
dune goon
dote goat
dole goal
dough go
Dave gave
deer gear

dumb gum
dawn gone
debt get
daze gaze
date gait
die guy
door gore
dull gull
done gun
dab gab
Dane gain
day gay
dash gash

two-word level: random mix /g/ and /d/

get Don
Judd goofs
deep gash
vague deal
hide gift
don't go
wig damp
dice game
fog dense
egg dish
dump goop
log dam
Dutch girl

dark ghoul
girl day
goofy deal
dirty gold
going down
shag décor
daily flag
parade swag
fatigue Daniel
goalie decoy
charade gimmick
gamble deceit
exclude Gabby

humbug divorce
downhill gully
applaud galore
upload gambit
unclog decay
daily gala
seaside garden
govern Denver
spotted gopher
Danish gumbo
colleague doctor
granola dates
gallon lemonade

Specific Sound and Oral-Posture Exercises, *continued*

Anterior and Posterior Tongue Alternation, *continued*

two-word level: random mix /th/ and /k/

third cat

cool thing

thaw cod

can thank

cut thorn

throw coin

kind thought

bathe cat

with Kay

call them

thief kit

thin kiss

keep this

Ruth cares

youth kite

they camp

catch that

math class

back there

track through

black thumb

south comet

Beth comfort

candy booth

basic thing

Earth cosmos

faith culture

Mack thought

steak thicker

smooth cola

month compile

console Thad

prick thistle

walk Thursday

candle theme

pike beneath

youth campground

thirsty camel

cotton thermal

awoke thirsty

cottage thatching

combine thesis

Specific Sound and Oral-Posture Exercises, *continued*

Functional Carryover Activities

Make the activities motivating to each client. Expand oral-motor tasks to include verbal stimuli that are meaningful and motivating for each client. Utterance length can be changed, depending on the client's level of functioning. Here are some ideas to consider.

- words to favorite songs (e.g., high school, college, musical group, sports team)
- words to the speech of a favorite person in history
- words to jokes
- words pertinent to a hobby or job
- words to text from a favorite author
- words to text from greeting cards received by the client or given to others by the client
- words relating to photos in the client's photo album
- words to commercials or advertisements
- words to poems or rhymes
- words to a play or skit

VERBAL EXPRESSION

Verbal Phrase Completion

Suggested target areas: word retrieval, naming

Have the client verbally complete the following phrases and sentences with an appropriate word.

1. Open the _____.
2. Turn on the _____.
3. Cut with a _____.
4. Drive a _____.
5. Drink a cup of _____.
6. Wash with _____.
7. Salt and _____
8. Needle and _____
9. A dozen _____
10. Read a _____.
11. Write with a _____.
12. Ride a _____.
13. Cream and _____
14. Answer the _____.
15. Sleep on a _____.
16. Sit on a _____.
17. Pay the bill with _____.
18. Light a fire with a _____.
19. Bread and _____
20. Eggs and _____
21. Wish upon a _____.
22. Swim in a _____.
23. Happy birthday to _____.
24. Mow the _____.
25. Tie your _____.
26. Type on a _____.
27. Peanut butter and _____
28. Floss your _____.
29. Comb your _____.
30. Drink from a _____.
31. Stub your _____.
32. Water the _____.
33. Three strikes and you're _____.
34. Walk the _____.
35. Coffee with _____
36. Frost a _____.
37. Bake cookies in an _____.
38. Smell with your _____.
39. Pedal a _____.
40. Tell time with a _____.

Word Recall from Descriptions

Suggested target areas: word retrieval, naming

Have the client name the word being described.

1. a yellow fruit that is long
2. This has two wheels and handlebars but no motor.
3. This has lead and you write with it.
4. This is something that tells the date and is made out of paper.
5. This has four legs and you sit on it.
6. an animal with black and white stripes
7. This is round and you can bounce it.
8. This tells time and wakes you up in the morning.
9. the room in your house where you cook
10. a holiday when many people eat turkey
11. It is used to take pictures.
12. what you wear when you go swimming
13. a place where teachers work
14. a white drink that we get from cows
15. a season when it usually snows
16. a type of store where you buy food
17. These are round and people wear them on their fingers.
18. These have soles and you can tie them.
19. a breakfast food that people put milk on
20. a device used to add or subtract numbers quickly

Word Recall from Descriptions, *continued*

21. a sport that is played on ice
22. a musical instrument that has black and white keys
23. a cloth fabric you put down on the floor
24. a fruit that is small and red and grows on trees
25. People use this to wash their hands.
26. a large vehicle that carries many people at once
27. a tool used to cut wood
28. a person who works on teeth
29. This is what you look in to see yourself.
30. This is sweet and is made by bees.
31. an animal often found in the desert and has one or two humps
32. You put a letter in this before you can mail it.
33. part of a tree that comes off in the fall
34. These are green, crunchy, and are made from cucumbers.
35. This runs on electricity and keeps you cool in the summer.
36. This is what you put a picture in.
37. A child likes to hold onto the string and fly this in the air.
38. a place that is usually quiet and has a lot of books
39. the place you go to get fuel for your car
40. a doctor who takes care of animals

Response to Questions

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content

Have the client provide appropriate responses to the following questions.

Level 1: Client provides a single word or phrase response.

Level 2: Client provides a complete sentence response.

1. How are you doing today?
2. Where do you live?
3. What time is it?
4. How old are you?
5. Who is in your family?
6. When do you get up in the morning?
7. What did you eat for breakfast?
8. Who brought you to therapy?
9. Where did you grow up?
10. What time do you go to bed?
11. Who lives in your house?
12. How many animals do you have?
13. Where were you before you came to therapy?
14. How do you like your coffee?
15. What television shows do you like?
16. Who do you like to spend time with?
17. What do you like to eat?
18. Where are you going after therapy?
19. What season do you enjoy most?
20. What hobbies do you have?
21. What kind of car do you drive?
22. How do you like your eggs cooked?
23. What sports do you like most?
24. Where would you like to go on a vacation?
25. When do you eat lunch?
26. What job do you, or did you have?
27. What movie stars do you like?
28. What foods don't you like?
29. What do you like on a hamburger?
30. Where do you like to shop?

Rewording Illogical Sentences

Suggested target areas: word retrieval, naming, speech intelligibility

Have the client correct the following sentences with an appropriate target word. Depending on skill level, have the client respond with the correct word only or repeat the entire sentence using a new appropriate word.

1. You cut meat with a **spoon**.
2. You tidy your hair with a **pillow**.
3. A **wagon** drives children to school.
4. I sleep in a **tree**.
5. Cows live in the **city**.
6. Wash your hands with **cheese** and water.
7. Pizza crust is made out of **salami**.
8. Babies drink from a **shoe**.
9. Listen to music on the **stove**.
10. Fill up the pool with **soda**.
11. You eat off a **swing**.
12. The **clowns** put out the fire.
13. Some birds like to **bark**.
14. You read a **chair**.
15. You drink from a **pan**.
16. Hang the picture on the **sofa**.
17. Mittens go over your **socks**.
18. Clean your clothes in a **car**.
19. I tell time on a **table**.
20. You write with a **shirt**.
21. I washed my dishes in the **washing machine**.
22. He drove down the **hallway** in his truck.
23. The **aliens** were behind bars in the zoo.
24. I **printed** dinner for our neighbors.
25. The **hamster** is in charge of the school.
26. The band **ran** many good tunes.
27. The **wet** boy took a bath to get clean.
28. Cows give us **lemonade** for strong bones.
29. I **slept** so hard that tears covered my face.
30. Let's play hockey on the **melted** pond.

Formulating Sentences—Using Target Words

Suggested target areas: forming meaningful language content, word retrieval, speech intelligibility

Have the client use each word in a complete sentence.

Level 1 Word List

apple	house	pushing	laugh	gate
book	run	hand	pick	doll
car	cooking	hide	men	nap
bed	write	cake	cough	shopping
soap	sleep	hat	eating	kick
going	phone	dime	pet	ski
grass	water	dig	teeth	milk
store	tree	miss	find	pocket
camping	sing	take	radio	read
make	bike	shoes	corn	hope
child	cleaning	basket	gloves	rug
pants	wash	call	love	climbing

Level 2 Word List

appreciate	recognize	obstacle	mentor	determined
convertible	hinder	identical	purify	identical
belittle	attitude	novice	facility	deteriorate
hurricane	priceless	pillar	juvenile	indispensable
maneuver	relocate	unyielding	bystander	boundary
portfolio	gathering	foliage	dependent	orientation
resources	aptitude	conductor	noble	overlook
belongings	essential	inactive	pleading	particle
exquisite	vulnerable	morsel	category	monitor
encompass	rendezvous	anguish	extract	restricting
circulate	climate	harmony	grimace	interfere
fictional	overstate	optimist	nutrition	navigator

Formulating Sentences—Describing Actions

Suggested target areas: forming meaningful language content, word retrieval, speech intelligibility

Act out each of the following and have the client use complete sentences to describe what you are doing.

putting on eyeglasses

writing

shaving

eating with a spoon

screwing in a screw

using a handkerchief

combing your hair

washing your hands

using a computer

using the telephone

cutting with scissors

brushing your teeth

cutting with a knife

looking in a hand mirror

painting

bouncing a ball

using a key

using a remote control

using a hammer

drinking

reading a book

using deodorant

using dental floss

blowing up a balloon

Functional Carryover Activities

- Have the client formulate sentences to describe pictures and ads in magazines and books.
- Help the client create descriptive stories using wordless books. (See *Wordless Book List* on page 306.)
- Have the client summarize and describe commercials or short clips of TV programs after viewing them.
- Have the client describe activities happening within the immediate area. If possible, visit various interesting and different environments.

Synonyms

Suggested target area: word retrieval

Have the client repeat each sentence using a synonym in place of the bolded word.

1. I was so **angry** about losing the game.
2. The lady was very **kind**.
3. The horse ran **fast**.
4. I have been **sleepy** all day.
5. The roses look **beautiful** in the vase.
6. My spouse is very **special**.
7. The **children** were making too much noise.
8. The band played many familiar **tunes**.
9. She has been my **friend** for a long time.
10. That **lady** sold us some ice cream.
11. The team was **shouting** on the bus.
12. The dessert was **delicious**.
13. At my job, the **manager** makes all the decisions.
14. After losing weight, my pants were too **saggy**.
15. He was **tardy** to school.
16. After playing in the mud, the boy was **dirty**.
17. I attended a **university** for four years.
18. I **love** my red car.
19. What is the **cost** of the car?
20. The test was **simple**.
21. There is a **rip** in my pants.
22. We need to **wash** our dog.

Synonyms, *continued*

23. The movie was so **sad** that we cried.
24. It is **breezy** by the ocean.
25. The President will **talk** to us tonight on TV.
26. The nurse was always **happy**.
27. Last week I was **sick**.
28. The **speedy** rabbit ran down the hole.
29. That building is **big**.
30. The boy told a **lie**.
31. I will **polish** my old shoes.
32. A noise was **disturbing** me while I was in the library.
33. The baby bird was **weak**.
34. The man **saved** the girl who fell in the water.
35. When will the plane **leave**?
36. The pig was **plump**.
37. My father is very **dependable**.
38. That **thin** stick might break.
39. We went to Maine on our **trip**.
40. He is a **rich** man.

Antonyms

Suggested target area: word retrieval

Have the client repeat each sentence using an antonym in place of the bolded word.

1. It is **warm** outside.
2. That player is **short**.
3. I feel **rested**.
4. That man is **rich**.
5. The elevator is going **down**.
6. A **child** joined the class.
7. I wrecked my **old** car.
8. The floor is **dry**.
9. That towel is **clean**.
10. He is the **nicest** man I know.
11. My friend is usually **quiet**.
12. You can tell she is **happy** by looking at her face.
13. It is **dark** outside.
14. The dog was **young**.
15. The glass is **empty**.
16. My **sister** is twelve.
17. I bought a new **white** shirt.
18. The motorcycle went **fast**.
19. My **best** subject is reading.
20. Let's go **inside** and play.
21. I woke up **late** this morning.
22. That **boy** is our neighbor.

Antonyms, *continued*

23. The musician hit a **high** note.
24. He jumped into the **shallow** end of the pool.
25. The flowers in the garden are **alive**.
26. When will the train **arrive**?
27. The picture quality was **blurry**.
28. The lemonade was too **sour**.
29. I like to sleep on a **hard** mattress.
30. This rock is very **rough**.
31. Some books are really **boring** to read.
32. The girl was given **everything**.
33. Aunt Mildred has **curly** hair.
34. Will it **float** in the water?
35. Laurie is **talkative** at work.
36. The man felt **healthy**.
37. Linda thoroughly **enjoys** gardening.
38. The gravy was **lumpy**, but delicious.
39. **Winter** is my favorite season.
40. The apples in the basket are **fresh**.

Dialogue Boxes

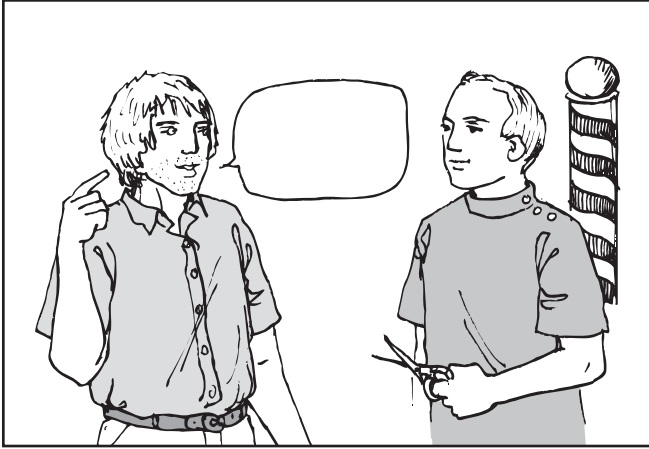
Suggested target areas: imitation, speech intelligibility, word retrieval, forming meaningful language content

Have the client imitate or spontaneously provide meaningful short sentences for the dialogue boxes in the pictures on pages 113–117. Suggested short sentences are listed below.

1. I need a haircut.
2. Answer the phone.
3. I need help.
4. I'm hungry.
5. I'm thirsty.
6. Turn on the light.
7. Turn on the TV.
8. I'm hot.
9. I need to use to bathroom.
10. I'm tired.
11. I'm cold.
12. What time is it?
13. How much is it?
14. Open the door.
15. Let's go outside.
16. Let's go inside.
17. Wash your clothes.
18. I don't want it.
19. I feel sick./My head hurts./I have a headache.
20. I need a bath/shower.
21. Wash the dishes.
22. Are you hungry?/Would you like some soup?
23. I'm going to bed.
24. I'm full.
25. See you later./Good-bye.
26. Hello.
27. How are you?/What's your name?
28. Thank you.
29. Who is it?
30. What is your name?

Dialogue Boxes, *continued*

1



2



3



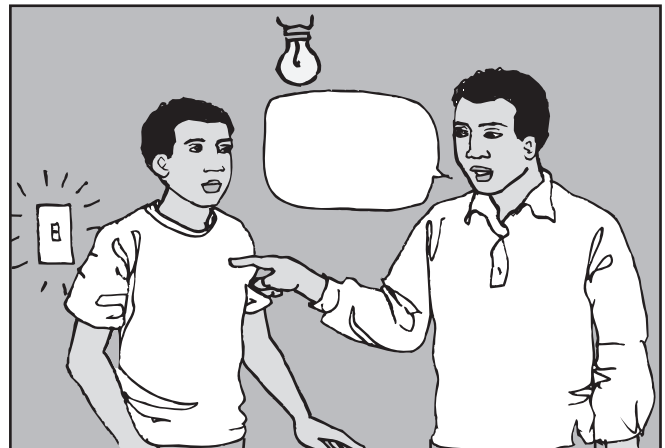
4



5



6

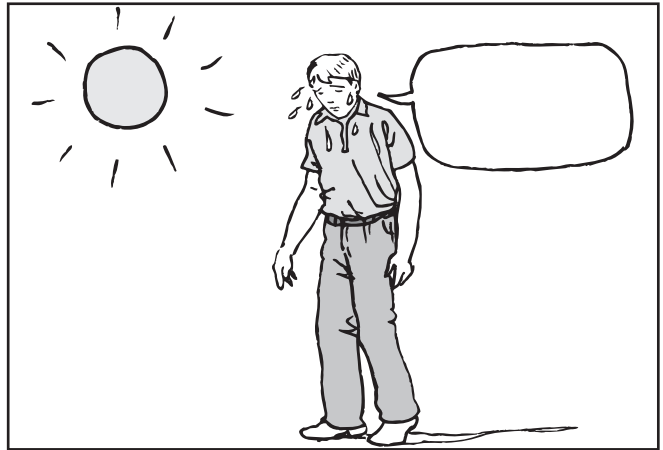


Dialogue Boxes, *continued*

7



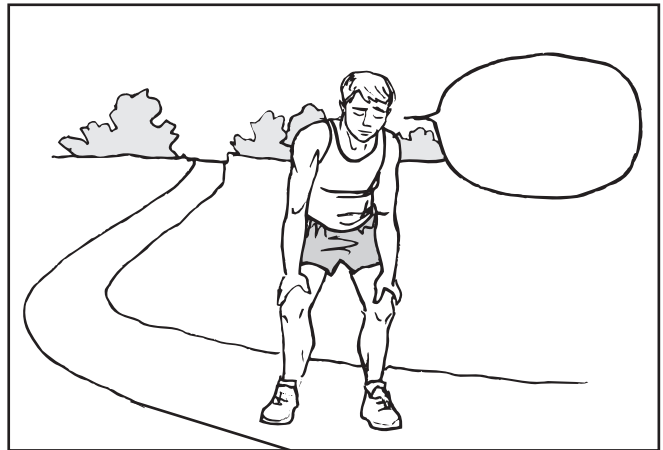
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9



10



11



12



Dialogue Boxes, *continued*

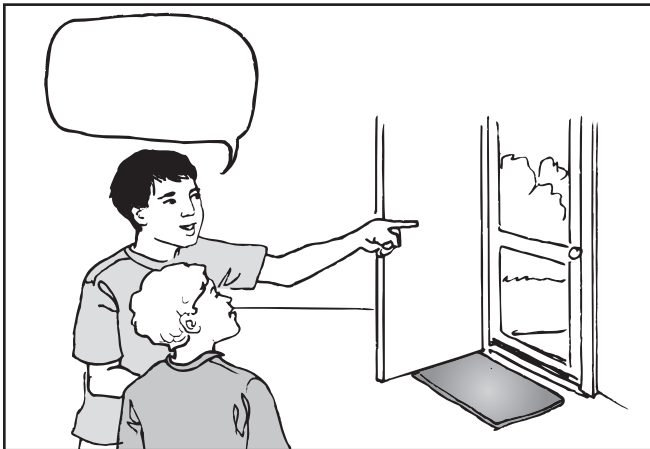
13



14



15



16



17

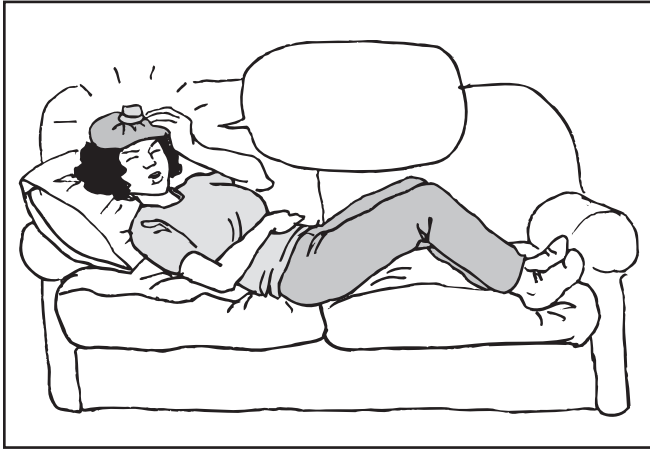


18

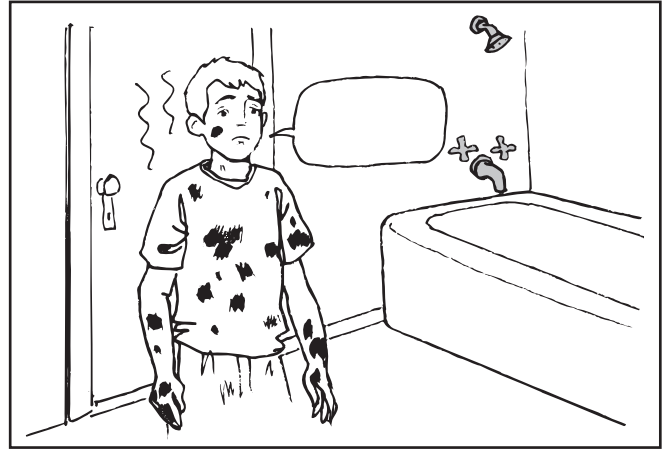


Dialogue Boxes, *continued*

19



20



21



22



23



24



Dialogue Boxes, *continued*

25



26



27



28



29



30



Asking Questions

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, logical reasoning

Situational Questions, Level 1

Have the client provide an appropriate question for each situation. (Note: The question word is italicized and provided as a cue for the client. Verbally stress the question words as needed.)

1. You don't know *where* your slippers are, but your nurse knows. You ask the nurse . . .
2. You're at the store and see a shirt you want to buy, but you don't know *how much* it costs. You ask the salesclerk . . .
3. You're very hungry and don't know *what* you will be having for dinner tonight, but your friend knows. You ask your friend . . .
4. Someone is at your door, but you don't know *who*. To find out, you ask . . .
5. It's your friend's birthday and you don't know *how old* she is. To find out, you ask . . .
6. You're going to go to the lake, but you don't know *when*. To find out, you ask . . .
7. You're going to have a party but you don't know if Tom *can* come. You call Tom and ask . . .
8. You answer the phone, but you don't know *who* is calling. To find out, you ask . . .
9. You're making a cake with your sister and she has the recipe card. It takes eggs, but you don't know *how many*. You ask your sister . . .
10. You're going out to dinner with a friend but can't decide *what* to wear. You ask your friend . . .
11. You know your boss's birthday is coming up, but you're not sure *when*. To find out, you ask . . .
12. Your neighbor is in the hospital and you want to know *why*. You ask your neighbor . . .
13. You don't want to miss the basketball game on TV. You don't know *when* it's on, but your brother knows. You ask your brother . . .
14. You're moving into a house and want to know if Bill *can* help you. You ask Bill . . .
15. Your friend has invited you to his house. He lives in your town, but you don't know *where*. You ask him . . .
16. Your spouse has invited some friends over for dinner, but you don't know *how many*. To find out, you ask . . .

Asking Questions, *continued*

Situational Questions, Level 1, *continued*

17. Your daughter was late getting home last night and you're wondering *why*. You ask . . .
18. You want to order some pie but don't know *what kind* the restaurant has. You ask the waitress . . .
19. Someone sent you roses and you can't imagine *who*. To find out, you ask the delivery person . . .
20. Your uncle is picking you up to go to the play, but you're not sure *when*. You ask your uncle . . .
21. The players on your daughter's soccer team are getting their pictures taken but you're not sure *when*. To find out, you ask the soccer coach . . .
22. You don't know *where* the bus picks up people near your apartment complex. To find out, you ask the apartment manager . . .
23. You work at a pizza place and the waitress forgot to write down *what size* pizza the man who just ordered wanted. You ask the waitress . . .
24. It's getting close to your friend's birthday, but you don't know *how* she would like to celebrate it. You ask your friend . . .
25. It's Boss's Day and you're planning to take your boss out for lunch, but you do not know *what kind* of food she likes. To find out, you ask her . . .
26. You want to build stronger arms but don't know *which* exercises you should do. You ask the trainer . . .
27. You're planning a dinner party for your spouse's golf club, but you do not know *how many* will be there. You ask your spouse . . .
28. You are going to paint your house but don't know *which type* of paint is the best. You ask the paint salesperson . . .
29. Your daughter wants to have a slumber party, but you don't know if her best friend *can* come. To find out, you call her mother and ask . . .
30. Your son told you they had a substitute teacher today, but you don't know *who* it was. You ask your son . . .

Asking Questions, *continued*

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, logical reasoning

Situational Questions, Level 2

Have the client provide an appropriate question for each situation. (Note: The question word is not provided as a cue.)

1. You don't know the location of your friend's house. You ask your friend . . .
2. You want to know the price of the shoes you would like to buy. You ask the salesclerk . . .
3. You don't know the time you're having dinner with your uncle. You ask your uncle . . .
4. You want to know the ages of your friend's children. You ask your friend . . .
5. You don't want to miss a particular new television show, but you don't know the time it starts. Your spouse has the television guide so you ask . . .
6. You can't remember whether you took the meat out of the freezer. You call home and ask . . .
7. You don't know the month your relatives are coming to visit. You call and ask . . .
8. You don't know the telephone number of the Burger Shack, your favorite restaurant. You call information and ask . . .
9. You don't recognize the person's voice on the other end of the telephone. To find out, you ask . . .
10. You want to know the flight number of your mother's plane. You call her and ask . . .
11. You can't remember the date of your family reunion. You call your cousin and ask . . .
12. You don't know the amount of mustard to add to the chicken salad. Kim is holding the recipe so you ask . . .
13. You want to know the cost of your dinner. You ask your waiter . . .
14. You can't figure out the reason your son came home late last night. You ask him . . .
15. While in art class, you don't know the colors you are supposed to use in your picture. You ask the teacher . . .
16. You don't know the amount of time it takes to get to your friend's lake cottage. You call your friend and ask . . .

Asking Questions, *continued*

Situational Questions, Level 2, *continued*

17. You want to know the directions for putting together your son's new bike. Your spouse is holding the instructions so you ask . . .
18. You are curious to find out the reason your friend bought a new house. To find out, you call and ask . . .
19. You can't remember the date of your brother's anniversary. You want to send a card so you call and ask . . .
20. You're lost and can't find the First National Bank. You stop at a gas station and ask . . .
21. You are a gardener and are supposed to plant some flowers but do not know the location. You call your boss and ask . . .
22. You want to bake the same cake that your friend made but do not know all of the ingredients. To find out, you call the friend who has the recipe and ask . . .
23. You lost the paper that told you the items to bring on your first day of swim class. To find out, you call the swim instructor and ask . . .
24. You are at the library and have never looked up information on the Internet but need to for a school paper. You ask the librarian . . .
25. At a school party there are some cookies for the children. Your son is allergic to peanuts and you want to find out if the cookies have peanuts in them. To find out, you ask the teacher . . .
26. You want to get a puppy that plays well with children, but you don't know the types of dogs that are most compatible. You ask the vet . . .
27. You don't know the hours that the pool is open for lap swimming at your gym. You ask the gym's manager . . .
28. You are going to take tennis lessons, but you don't know the type of racquet that would be best for you. To find out, you ask your tennis instructor . . .
29. You want to invite Tina to your get-together but do not know if she is available to come. To find out, you ask Tina . . .
30. You want to know the schedule for the visiting authors at your local bookstore. To find out, you call the bookstore and ask . . .

Asking Questions, *continued*

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, sequential reasoning

Follow-Up Questions

Have the client ask a follow-up question relating to the statement.

Example: *Clinician:* "I'm hungry this afternoon."

Client: "Why are you hungry?" or "Did you eat breakfast?" or "When was the last time you ate?"

1. I am hungry this afternoon.
2. I am tired today.
3. My feet hurt today.
4. My house is a mess.
5. My job is exciting.
6. The piano is out of tune.
7. The umbrella is in the closet.
8. I went to the doctor yesterday.
9. I have one son.
10. I am married.
11. I am from Indiana.
12. I like to fly.
13. I have a friend in California.
14. My sister just had a baby.
15. I like to shop.
16. My car is in the mechanic's garage.
17. My leg is black and blue.
18. My favorite TV show starts soon.
19. I am happy today.
20. That is a good book.
21. My dog had to go to the vet.
22. I missed my train yesterday.
23. I can't wait until my vacation.
24. The repairman came to my house today.
25. My carpet is covered in mud.
26. We are going to Florida.
27. My daughter had a slumber party.
28. My husband works long hours.
29. I am going to see a play.
30. We enjoyed our weekend.

Asking Questions, *continued*

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content

Formulating Questions

Have the client create appropriate questions:

- while looking at pictures and advertisements in magazines and books
- while looking at wordless books (See *Wordless Book List* on page 306.)
- about commercials or short clips of programs after viewing them on television
- about activities happening within the immediate area

When possible, visit various interesting and different environments to promote increased interest and motivation.

Asking Questions, *continued*

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, logical and deductive reasoning

Questions for Making Deductions

Choose a noun or action from the list below. Have the client formulate questions to guess the noun or action. (Note: This is similar to the game *20 Questions*.)

Nouns

book	chair	dog	farm	jungle
hammer	beach	eggs	plumber	paint
car	bed	key	blanket	window
toaster	veterinarian	freezer	wagon	phone
picture	house	photographer	socks	pillow
bike	desert	pen	park	computer
glasses	television	suitcase	city	teacher
potato chips	baby	apple	piano	jail
airport	ocean	wine	hair	grass
mountain	bookstore	lawn mower	microwave	giraffe
popcorn	doctor	DVD player	zebra	slide
theater	vase	pine tree	clown	teenager
soda pop	sand	baseball player	grill	video camera

Actions

swimming	bowling	diving	exercising	vacuuming
bike riding	skiing	canoeing	mopping	snoring
painting	cooking	tasting	gardening	flying
sleeping	sledding	boating	camping	washing dishes
shopping	talking	driving	shaving	crawling
typing	dancing	crying	bathing	cheering
choking	yawning	reading	fighting	shoveling snow

Asking Questions, *continued*

Functional Carryover Activities

Present functional, common, everyday activities in a manner that requires question asking.

- Make coffee or tea. Have the client ask the locations of the necessary objects needed to make the tea or coffee and ask appropriate questions pertaining to quantity and method of preparation. This can be expanded to include any cooking activity.
- Ask directions to a particular location.
- Make a craft. Have the client ask the locations of the necessary materials for the craft and ask appropriate questions pertaining to directions for making the craft.
- Gather information via telephone. Have the client ask for product/service information, hours of operation, and/or location of business. Role-play with the client or have the client make actual calls, depending on the client's skill level.
- Gather information about a person. Have the client role-play meeting a person for the first time or have the client actually meet unfamiliar people, depending on the client's skill level.

Speaking with Expression

Suggested target areas: speech intelligibility, dynamic differences in expressive speech, expressing emotion in speech

Have the client repeat the paired phrases using exaggerated intonation.

Level 1: Imitation—The client will repeat the following phrases using exaggerated intonation as modeled.

Level 2: Spontaneous—The client will be told the targeted intonation/emotion and will produce the phrases without a model.

1. Hello! Who's there? (said with excitement)
Hello? Who's there? (said with hesitation and question)
2. Gee, I can't wait! (said with excitement and enthusiasm)
Gee, I can't wait. (said with sarcasm)
3. I can't believe it. (said with anger)
I can't believe it! (said with excitement and energy)
4. When will he get here? (said with much anticipation and enthusiasm)
When will he get here? (said with agitation and frustration)
5. I made it! (said with excitement and energy)
I made it? (said with question and doubt)
6. We have so much work to do. (said with dread and despair)
We have so much work to do! (said with enthusiasm and perseverance)
7. I give up. (said with sorrow and discouragement)
I give up. (said with anger and disgust)
8. No . . . wait. (said sternly and with caution)
No . . . wait! (said with enthusiasm as if having a brilliant idea)
9. You look great! (said with joy and happiness)
You look great. (said with sarcasm)
10. I will make it happen. (said with determination and confidence)
I will make it happen? (said with doubt)
11. Leave me alone. (said sickly and weakly)
Leave me alone! (said angrily)
12. Magic beads? What magic beads? (said sternly and as if demanding an answer)
Magic beads? What magic beads? (said softly with caution and wonder)

Speaking with Expression, *continued*

13. Did you do it? (said in an accusatory manner)
Did you do it? (said with excitement and wonder)
14. What are we going to do? (said with despair and sadness)
What are we going to do? (said with fear, anxiousness, and stress)
15. That is none of your business. (said shyly and with embarrassment)
That is none of your business! (said defensively and angrily)
16. Take it easy. (said with friendliness and support)
Take it easy! (said with defensiveness and heightened emotion)
17. I want to go right now! (said with happiness and enthusiasm)
I want to go right now! (said with anger)
18. She's a real beauty. (said in a proud glowing manner)
She's a real beauty. (said with sarcasm and in a cynical manner)
19. No really, I'm okay. (said with confidence and reassurance)
No really, I'm okay. (said with attempts to gain pity)
20. Oh, Mother, are you kidding? (said with annoyance and agitation)
Oh, Mother, are you kidding? (said with celebration of hearing great news)
21. Are you really going? (said with excitement)
Are you really going? (said with doubt and hesitation)
22. I walked the whole way. (said in a tired and flat manner)
I walked the whole way. (said with pride)
23. Boy, I can't wait to eat that. (said with sarcasm and humor)
Boy, I can't wait to eat that! (said with cheerful anticipation)
24. We won the game? (said as if you can't believe it)
We won the game! (said with happiness and excitement)
25. I found them under the desk. (said meekly and with hesitation)
I found them under the desk! (said with surprise and relief)

Describing—Nouns and Actions

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, expansion of verbal expression

Have the client describe and explain a noun or action with as much detail as possible. To make this task into a game, have the client describe a noun or action for you to guess using as much detail as possible.

Things

apple	car	soap	watermelon	shoes
fan	book	cake	motorcycle	boat
cow	scissors	television	table	hearing aid
pen	gloves	chair	wheelbarrow	ice cream
cucumber	dog	fork	computer	flashlight
paper clip	umbrella	flower	bike	street
saw	camera	pencil	slippers	in-line skates
compact disk	bed	soda pop	phone	radio
clock	garage	calendar	newspaper	spoon
oven	coffee	swing	swimming pool	carrots
screwdriver	tree	salad	hose	elephant
VCR	glasses	cheese	shark	shovel

Places

forest	ocean	desert	grocery store	farm
circus	airport	bank	restaurant	hardware store
apartment	zoo	hospital	park	library
beach	court	school	dentist office	hotel
fire station	garage	kitchen	subway	cave

People

police officer	president	doctor	teacher	construction worker
actor	secretary	dentist	veterinarian	boss
mail carrier	flight attendant	model	architect	librarian
waiter	lifeguard	lawyer	pharmacist	judge
painter	journalist	writer	chef	counselor

Actions

crawling	sleeping	showering	driving	crying
cooking	sewing	scratching	hopping	dancing
arguing	running	laughing	eating	singing
typing	hiking	hugging	swimming	shopping
mopping	reading	flying	skiing	painting

Describing–Pictures and Happenings

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, expansion of verbal expression

Have the client describe object/action pictures or environmental scenes, providing as much detail and expanded speech as possible. When possible, visit diverse and engaging environments to promote client interest and motivation.

- Describe pictures/ads in magazines and books.
- Create descriptive stories using wordless books. (See *Wordless Book List* on page 306.)
- Describe commercials or short clips of programs after viewing them on television.
- Describe activities happening within the immediate area.

Explaining Activities

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, expansion of verbal expression

Have the client verbally explain step-by-step how to complete each activity.

1. brushing teeth
2. washing the dishes
3. grocery store shopping
4. washing hair
5. making coffee or tea
6. making a peanut butter and jelly sandwich
7. making a bed
8. washing a car
9. washing clothes
10. changing a light bulb
11. getting gas for a car
12. planting a flower
13. changing a diaper
14. mopping the floor
15. going to a restaurant
16. checking out a book at the library
17. painting a room
18. setting the table

Functional Carryover Activity

- Expand this activity around the client's own areas of interest/knowledge at the appropriate skill levels.

Role Playing

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, initiation and expansion of verbal expression, expressing dynamic differences in speech, expressing emotion in speech

Role-play the following situations/people with the client. It is essential that you provide open opportunities for the client to spontaneously expand verbal expression, thoughts, and ideas appropriate for the client's skill level. If the client is able, reverse the roles previously played out.

1. You have been standing in line at the grocery store for quite a long time when a woman steps in front of you. Kindly speak to her, explaining what happened and what you would like her to do.
2. You have been experiencing pain in one of your teeth for a week. Call your dentist, explain the problem, and make an appointment.
3. You are interested in taking a vacation cruise. Call and get the information you will need (e.g., price, days, location).
4. You are going to have a party for about 35 people. You will need food and entertainment. Call the necessary people and get the information you need.
5. You are at the bank and need to withdraw \$150 from your savings account. You also need to transfer \$200 from your savings account to your checking account. Explain this to the bank teller.
6. You are very hungry and want to order a pizza and possibly drinks for your family. Call your favorite pizza place and make the order.
7. You would like to fly to Florida during the month of April. Call the airlines and get the information you need.
8. You need to get the oil changed in your car and have your tires rotated. Call the service station to make an appointment and get the information you need.
9. Your dog hasn't been eating and has been much less active than usual. Call the veterinarian, explain the problem, and make the necessary appointment.
10. You would like to begin receiving the newspaper at your house but do not know the price, what days it is delivered, and what time it is delivered. Call the newspaper to find the answers to your questions.
11. You would like your living room and bedrooms painted and your kitchen wallpapered. Call the handyman and ask about these services, getting as much information as possible.

Role Playing, *continued*

12. You are at a restaurant and have received very poor service from the waitress. She took a very long time to attend to your table, forgot your drinks, and brought you the wrong food. Talk to the manager, explaining your frustrations with this service. Tell him what you would like him to do about the problem.
13. You are interested in obtaining a family membership to a local health club. Speak to the director and inquire about the facility, its cost, its services, and its location.
14. You were at the beauty shop yesterday getting a perm. You woke up this morning to find that your hair is a subtle shade of blue. Call the manager of the beauty shop and explain your problem and what you would like done about it.
15. You just picked up your dry cleaning and discover a new stain on your favorite shirt that wasn't there before. Explain the problem to the dry cleaner manager and tell him what you need him to do.
16. You are considering moving to a new city but do not know much about it. Call the city's chamber of commerce and ask appropriate questions to obtain information about the city. Find out about such things as the city's population, schools in the area, shopping, restaurants, weather, employment, and entertainment.
17. You are in the market for a new car. Visit a local car dealership and discuss your needs in a car with a sales associate. Ask appropriate questions about the various cars they have available.
18. You have just moved into a new house and do not know your neighbors. Visit with your neighbors to get to know them better.
19. You are visiting the local animal shelter because you want to get a dog. Speak with someone in the shelter about the dogs. Explain what qualities you are looking for in a dog and why you want a dog. Be sure to ask questions about the dogs available and about dog care.
20. You won the lottery and want to build a new house. Meet with the builder and designer to explain the features you want in your house. Ask questions regarding what they can provide, various house features, cost, and time.

Functional Carryover Activity

- Practice making actual phone calls for gathering information.

Personal Discussion

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, initiation and expansion of verbal expression

Have the client discuss in depth the following personal information questions.

1. If you could choose a different career, what would it be and why? OR What career would you like and why?
2. If you could go any place in the world for a vacation, where would it be, who would you take with you, and why?
3. Describe your best friend.
4. If you had to move and could only take four things with you, what would they be and why?
5. If you could spend a day with a famous person, who would it be and why?
6. Describe your dream home.
7. If you could write a book, what type of book would you write and what might the title be?
8. Describe your ideal mate.
9. If you won a million dollars, what would you do with it?
10. Tell about a favorite memory in your life.
11. Talk about the three best qualities you have.
12. Describe your dream vacation.
13. What types of things would you like to do once you retire?
14. Describe your family.
15. If you could be any famous person for one day, who would it be and why?
16. If you could choose any city/state in which to live, where would it be and why?
17. Discuss your hobbies and why you enjoy them.
18. If you could be neighbors with any particular person, who would it be and why?
19. Describe your favorite movie.
20. Describe some of your favorite memories from childhood.

Personal Discussion, *continued*

21. Tell about your parents' favorite activities.
22. Describe one of your family's traditions.
23. Describe where you grew up.
24. Discuss the type of clothing you wore when you were young.
25. Discuss any fads from when you were younger.
26. Describe a wedding of a family member.
27. Tell about one of your favorite teachers.
28. Talk about a favorite childhood toy or game.
29. Describe your neighborhood.
30. Tell about a fun vacation you had.
31. How would you like to spend more of your time?
32. Describe one of your favorite foods.
33. Tell about a scary experience you've had.
34. If you could have an adventure of your dreams, what would it be and why?
35. Describe your hero and explain why he/she is your hero.
36. In what ways do you think you are unique?
37. Describe your perfect day.
38. If you could change places with one person for a day, who would it be and what would you do?
39. If you could have five minutes on national television, what would you like to say?
40. Tell about a time that you felt proud of yourself.

Conversation–History

Suggested target areas: word retrieval, speech intelligibility, forming meaningful language content, initiation and expansion of verbal expression, memory

Have the client take part in a spontaneous conversation with another individual.

History and events from the past can create wonderful conversation for people across many different ages, ethnic and social/economic backgrounds, and different interests. Many of these topics can be used as ways for opening up related conversations which are meaningful to clients. Use the following events across different decades as a tool for initiating expanded conversations. The Internet is also a good resource for gathering information, facilitating recall, and promoting extended discussions.

The 1920s

In the News

- Prohibition is enforced in the United States.
- Bootlegging (the making, selling, and transportation of illegal alcohol) becomes highly profitable.
- Women in the U.S. receive voting rights.
- The Communist Party is formed in China with 57 members.
- Charles Lindbergh completes the first solo nonstop flight across the Atlantic Ocean.
- Famine devastates Russia due to a severe drought.
- Germany is admitted to the League of Nations.
- Bonnie and Clyde rob banks and gas stations and commit 12 murders in the southwestern United States.
- Al “Scarface” Capone is an undisputed head of the Chicago gangsters.

Sports

- The first winter Olympics takes place in the French Alps.
- Nineteen-year-old Gertrude Ederle from the U.S. becomes the first woman to swim the English Channel.
- Waterskiing is invented.
- Babe Ruth hits 60 home runs in one season, breaking his own record.

Conversation–History, *continued*

The 1920s, *continued*

Movies

- Charlie Chaplin’s first full-length film, *The Kid*, opens in New York.
- *Robin Hood*, starring Douglas Fairbanks, surprises audiences with its exciting technical innovations.
- Greta Garbo, Rudolph Valentino, Douglas Fairbanks, and Mary Pickford become heartthrobs.
- Laurel and Hardy become popular following their debut slapstick comedy film *Putting Pants on Philip*.
- Mickey Mouse is introduced in the first animated cartoon with sound: *Steamboat Willie*.

Fashion

- swimsuits that expose arms and legs
- cloche hats
- silk stockings
- stylish heeled shoes for evening wear
- short skirts with low waistlines (“flapper style”)

Innovations

- *Good Humor* bar
- fried potato slices
- car radio
- Kleenex makes disposable paper tissue for people to blow their noses.
- The Chrysler Motor Company is founded in Detroit, Michigan and makes a \$1,500 luxury car.
- The first electric pop-up toaster is produced in the United States and goes on sale for \$13.50.
- The Model T Ford becomes the first affordable “family” car.
- The first TV set goes on sale in the U.S. and is priced at \$75.
- *Reader’s Digest* and *Time* magazine are introduced.

Fads

- dances: the Charleston, Lindy Hop, Shag
- the Age of the Flapper: young women who cut their hair short in a bobbed style, wear makeup, smoke in public, drink, and dance at nightclubs and cocktail parties
- Kewpie dolls pictured on merchandise

Conversation–History, *continued*

The 1930s

In the News

- The Supreme Court rules purchase of liquor is not a violation of the 18th Amendment.
- Al Capone is guilty of tax evasion.
- FDR is elected with 22 million votes; Hoover receives 15 million.
- Hitler becomes the German Chancellor.
- G-men kill John Dillinger outside a Chicago theater.
- The Social Security Act is passed to provide for the aged.
- Minimum wage for women is found unconstitutional.
- The Hindenberg crashes at Lakehurst, NJ; 38 die.
- Howard Hughes sets the round-the-world flying record: 3 days, 19 hours, 8 minutes.
- The New York World's Fair opens.
- Hitler's armies invade Poland. Europe goes to war.

Sports

- Babe Ruth's salary is increased to \$80,000. When told it was more than the President's salary, he said, "Well, I had a better year than he did."
- A new college rule requires the basketball to be brought over the mid-court line in 10 seconds.
- The first winter games to be held in the United States are at Lake Placid, NY.
- The first players elected to the Hall of Fame are Ty Cobb, Honus Wagner, Babe Ruth, Christy Mathewson, and Walter Johnson.
- The first NCAA post-season men's basketball championship tournament is played with teams from all over the country.

Radio Shows

- *The Ed Sullivan Show*
- *The Lone Ranger*
- *The Bob Hope Show*
- *The Guiding Light*
- *Buck Rogers*
- *The George Burns and Gracie Allen Show*
- *Professor Quiz* (first give-away/quiz program)
- *The Milton Berle Show*

Television

- opening ceremonies of the New York World's Fair with FDR shown on TV
- first major league baseball game shown on TV

Movies

- Shirley Temple wins an Oscar.
- opening of *Gone With the Wind*

Conversation–History, *continued*

The 1930s, *continued*

Music

- big band
- swing
- jazz

Fashion

- “Garbo” look includes fake eyelashes and cloche hats
- suede gloves with matching bag and shoes
- pillbox hats
- two-way stretch and all-in-one full-length corset
- corset bathing suits
- military look
- veils on hats

Innovations

- electric razors
- Chrysler introduces the first car with a one-piece curved windshield.
- Krueger beer introduces the first canned beer.
- the first nylon toothbrush bristles
- Nylon stockings go on sale for the first time at a cost of \$1.15 per pair.

Fads

- tree sitting
- dances: the Charleston, Lindy Hop, Jitterbug, dance marathons
- Monopoly (20 thousand sets sold in one week)
- swallowing goldfish
- roller skating

New Words and Usages/Catch Phrases

- Hooverilles (slums)
- Hoover Blankets (newspapers covering park bench)
- “Now, cut that out!” (Jack Benny)

Conversation–History, *continued*

The 1940s

In the News

- FDR wins a third term.
- FDR announces the buildup of a peacetime army.
- The Selective Service Training Act is passed and 16,313,240 men receive registration cards for the first peacetime draft.
- The Japanese attack Pearl Harbor, Hawaii, in a surprise air assault.
- U.S. declares war on Japan.
- Germany and Italy declare war on the U.S.
- Coffee, sugar, and gas rationing begins.
- The scrap rubber drive begins.
- The American Jewish Congress reports that over three million Jews have been killed by the Nazis.
- Meat is increasingly unavailable: Tuesdays and Fridays become “meatless days.”
- FDR is reelected.
- D-day: June 6, 1944
- FDR dies of cerebral hemorrhage at Warm Springs, GA, and the nation mourns.
- The atom bomb is dropped on Hiroshima and Nagasaki. Japanese surrenders unconditionally.
- A B-25 bomber crashes into the Empire State Building—13 die.
- Gas fuel rationing ends in August. By November, all items are available but sugar. The midnight curfew is lifted, the nationwide dim-out is lifted, and President Truman lights the national community Christmas tree at the White House for the first time since 1941.
- periodic blackout drills conducted
- All wage and price controls, except rent and sugar, are abolished. Prices soar.
- William Odum sets the round-the-world flying record of 73 hours in “Reynold’s Bombshell.”
- College enrollment rises to an all-time high of 6.1 million students.
- Truman asks for voluntary restraint of gas and oil use.
- Truman defeats Dewey in giant upset.
- For the first time, African-Americans are invited to the important social events at the Presidential Inaugural and stay at the same hotels as whites.

Sports

- Wimbledon and the Olympics are called off because of the war.
- The heavyweight title is frozen as Joe Louis enters the service.
- Because of the war, spring training for baseball is held in the North.
- With many baseball players still in the service, college football becomes the number one sporting event.
- Jackie Robinson, the first black player in organized baseball, stars for Montreal, a Brooklyn farm team. He also wins Rookie of the Year in 1947.
- The All-American Girls Softball League was created to take the place of men’s baseball during wartime.

Conversation–History, *continued*

The 1940s, *continued*

Radio Shows

- *Truth or Consequences*
- *Suspense, Joe Kearns*
- *Roy Rogers*
- *Winner Take All*
- *This Is Your Life*
- *The Red Skelton Show*
- *Army Hour*
- *Queen for a Day*
- *You Bet Your Life*

Television

- A 90-minute documentary on Pearl Harbor reaches a record audience.
- The first commercial, “The Bulova Time Signal,” is shown.
- *Faraway Hill* (first TV soap opera)
- *The Lone Ranger*
- *Howdy Doody and Buffalo Bob Smith*
- *The Morey Amsterdam Show*
- *Arthur Godfrey and His Friends*

Movies

- *Pinocchio*
- *Casablanca*
- *National Velvet*
- *The Best Years of Our Lives*
- *It's a Wonderful Life*

Fashion

- “Air Force Blue” becomes the popular color.
- day dresses with aprons
- Government regulations limit fabric lengths and banish pleats, more than one pocket, and trim.
- Civilian women follow the look of service women with gray flannel suits (1941).
- Lounging teenage girls wear rolled-up jeans, sloppy shirttails, mixed shoes, and rag curlers.
- The concept of “separates,” or interchangeable clothes, enters the fashion world.
- cropped jeans
- shirtwaists worn with Civil War Phelps bags
- pillbox hats
- “lampshade” dress with its body-glove fit and immense flair at mid-thigh

Conversation–History, *continued*

The 1940s, *continued*

Innovations

- Cellophane wrap
- cars with “torpedo” bodies
- cars with built-in running boards
- Cheerios
- Daylight Savings Time
- rent control
- frozen orange juice
- Tupperware
- The RCA 10-Inch TV (The Model T of Television Sets) sells for \$374.
- rationing of silk stockings
- furniture with plastic vinyl
- Chicago subways
- Chiquita bananas
- ballpoint pens
- electric blankets
- coin-operated TVs
- Porsche sports cars
- aerosol cans
- Volkswagens
- automatic clothes dryers
- garbage disposals
- car air conditioners
- Nestle’s Quik
- Silly Putty

Fads

- dances: swing, foxtrot, tango, Lindy Hop, The Congo
- girls wear their boyfriends’ parkas
- frozen foods
- chlorophyll gum
- roller derbies
- bikinis
- short straight hair

New Words and Usages/Catch Phrases

- “Hey Abbott! I’m a BA-A-A-D boy.” (Abbott and Costello)
- hamburger “joints”
- “smooching”
- Truman is widely quoted for his sayings “The buck stops here” and “If you can’t stand the heat, get out of the kitchen.”

Conversation–History, *continued*

The 1950s

In the News

- Bomb Shelter Plans, like the government pamphlet “You Can Survive,” become widely available.
- Blacklisting of performers with alleged communist affiliations becomes widespread.
- Russia announces the development of the A-bomb.
- U.S. forces advance in North Korea.
- Truman says Russia seeks world conquest and asks Congress for full mobilization and a wage-price freeze.
- U.S. tests the A-bomb near Las Vegas.
- The 22nd Amendment takes effect, limiting the President to two terms.
- Winston Churchill announces that Britain has an atom bomb.
- Dwight D. Eisenhower (Ike) wins the presidency.
- The Atomic Energy Commission announces the success of H-bomb tests.
- The U.S. launches its first satellite, *Explorer*.
- Fidel Castro becomes the leader of Cuba.

Sports

- Willie Mays (New York, NL) is the league rookie of the year in baseball in 1951.
- Joe DiMaggio (New York, AL) retires with a lifetime batting average of .325 and 361 home runs.
- Norm Van Brocklin (Los Angeles) passes for a record 554 yards in one game.
- New York Yankees pitcher Don Larson throws the first-ever perfect game.
- Althea Gibson becomes the first African-American woman to win the singles title at Wimbledon.

Television

- First commercial TV broadcasting begins in the U.S. with CBS and NBC competing.
- Bob Hope makes his debut on *Star Spangled Revue* and becomes the first major radio comedian to appear on TV.
- The first commercial color broadcast takes place.
- Atomic bomb explosions are televised.
- *You Bet Your Life*
- *Beat the Clock*
- *I Love Lucy*
- *The Jackie Gleason Show*
- *The Today Show*

Movies

- Marlon Brando becomes the new hero for rebel teenagers following the film *The Wild One*.
- *All About Eve*
- *African Queen*
- *Singin' in the Rain*
- *On the Waterfront*
- *Guys and Dolls*
- *Some Like It Hot*

Conversation–History, *continued*

The 1950s, *continued*

Music

- Rock ‘n’ roll music becomes very popular, featuring singers such as Bill Haley, Elvis, Little Richard, Chuck Berry, and Buddy Holly.

Fashion

- full skirts with bulky crinolines
- “Mamie bangs,” the “poodle” cut, and ponytails are everywhere.
- 60% of the women who used to go to beauty shops stay home with recent developments in hair dyes and drying methods.
- spike heels or stilettos
- leisurewear includes blue denim jeans

Innovations

- sugarless chewing gum
- commercial electronic computers
- push-button-controlled garage doors
- “Saralee” African-American dolls
- 16mm home movie projectors
- bowling alleys began using automatic pinspotters
- GI Joe play soldiers
- mechanical lawn mowers
- drive-in movies
- first vaccine against polio is tested on nearly one million children in the United States
- first Barbie doll

Fads

- dances: the Jitterbug, the Stroll, the Hand Jive
- panty raids
- flying saucer watching and “man from Mars” theories
- hoop spinning
- flying disks/Frisbees
- wearing hair in ponytails
- using the term “hot rod” about a car

Conversation–History, *continued*

The 1960s

In the News

- John F. Kennedy becomes President.
- Marilyn Monroe dies at age 36.
- Martin Luther King, Jr. makes his “I have a dream” speech in Washington, D.C. as over 200,000 demonstrators marched to end discrimination against African-American people.
- President Kennedy is assassinated in Dallas, TX in 1963.
- President Lyndon B. Johnson signs the Civil Rights Act.
- U.S. astronaut Neil Armstrong becomes the first man to walk on the moon.
- The first U.S. combat troops arrive in South Vietnam in 1965.
- The conflict in Vietnam escalates into a full-scale war.
- Dr. Martin Luther King, Jr. is shot dead in 1968.

Sports

- Cassius Clay beats Sonny Liston in boxing and wins the world heavyweight title.
- U.S. sprinter Wilma Rudolph, once a polio victim, wins three Olympic gold medals.

Television

- *Sesame Street* is launched on TV.
- Johnny Carson takes over *The Tonight Show* from Jack Paar.

Movies

- *West Side Story*
- *The Sound of Music*
- *To Kill a Mockingbird*
- *Mary Poppins*
- *Butch Cassidy and the Sundance Kid*

Music

- Stevie Wonder, age 12, hits the top of the charts in U.S.
- The Supremes become the hottest girl group in the U.S.
- The Beatles become hugely popular.
- The Woodstock music festival is held in New York.

Fashion

- high-heeled, knee-high, or thigh-length boots
- mini-skirts and maxi-skirts
- hippie clothes: long loose tunics, flared “bellbottom” pants, strings of beads, embroidered shoulder bags, and sandals

Conversation–History, *continued*

The 1960s, *continued*

Innovations

- whirlpool baths
- epidural anesthesia in childbirth
- human eggs fertilized in a test tube in UK
- the *Concorde*, the first supersonic airliner, developed

Fads

- dances: the Twist, the Limbo
- peace and protest
- long “Afro” hair
- false eyelashes
- psychedelic art

Conversation–History, *continued*

The 1970s

In the News

- The last U.S. ground troops leave Vietnam and come home.
- The peace treaty to end the war in Vietnam is agreed on in Paris.
- Four senior White House officials are forced to resign after being implicated in the Watergate scandal.
- Richard Nixon, faced with impeachment by Congress after refusing to hand over taped conversations with his aides, resigns from the presidency.
- Elvis Presley, the king of rock ‘n’ roll, dies amid rumors of drug abuse (1977).
- The Sears Tower in Chicago becomes the tallest skyscraper in the world.
- The world’s first “test-tube” baby is delivered by cesarean section.
- A 250-strong flock of civilian “Guardian Angel” vigilantes patrol the New York City subway in an attempt to decrease crime.
- celebration in the streets of Tehran as news spreads that the Shah of Iran fled the country
- Pope John Paul II becomes the new and youngest Pope of this century.

Sports

- Hank Aaron of the L.A. Dodgers hits his 715th home run, breaking Babe Ruth’s 39-year-old record.
- Romania gymnast Nadia Comaneci scores the first perfect “10” in gymnastic history and goes on to win three gold medals.
- Swimmer Mark Spitz wins a record seven Olympic gold medals.

Television

- *The Brady Bunch*
- *Happy Days*
- *Starsky and Hutch*
- *Eight Is Enough*
- *The Bob Newhart Show*
- *The Waltons*
- *M*A*S*H*

Movies

- *Rocky*
- *Annie Hall*
- *Star Wars*
- *Saturday Night Fever*
- *Superman*

Music

- Singer Rod Stewart tops the charts.
- Superstar guitarist Jimi Hendrix dies from a drug overdose at the age of 27.
- Donny Osmond tops the charts with “Puppy Love.”
- The Jackson Five rise to stardom.

Conversation–History, *continued*

The 1970s, *continued*

Fashion

- hot pants (tight-fitting short shorts often worn with platform shoes or boots)
- new light and comfortable athletic shoes: the “waffle trainer” from a new American company, Nike; new sole developed by pouring rubber into a kitchen waffle iron

Innovations

- “Pong,” the world’s first computer game, is launched in a bar.
- Nineteen-year-old Bill Gates forms Microsoft with his friend Paul Allen.
- The tiny and revolutionary new stereo system called the Sony Walkman is launched in Japan and costs \$165.
- A computer on a chip, the microprocessor or “microchip,” is developed.
- The Apple II is the first “user-friendly” computer made specifically for the mass market.

Fads

- dances: the Bump, line dancing
- “streakers” shedding clothes and running naked on campuses and at sporting events
- the disco era
- Rubik’s cube
- punk rock music

Conversation–History, *continued*

The 1980s

In the News

- Mount St. Helens, a volcano in Washington state, erupts after lying dormant for more than 120 years.
- Ronald Reagan is elected President.
- President Reagan is wounded in an assassination attempt in Washington, D.C.
- Pope John Paul is shot and seriously wounded when a lone gunman opens fire in St. Peter's Square, Rome.
- The royal wedding of Prince Charles and Lady Diana is televised and an estimated 700 million people worldwide watch the wedding.
- One-time Beatle John Lennon is shot dead in New York City.
- The first untethered space walk is made by Brian McCandless.
- Reports of famine in Ethiopia stun the world. Record "We are the World" and "Live Aid" concerts raise \$52 million for relief effort.
- The wreck of the *Titanic* is finally found.
- Space shuttle *Challenger* explodes just 73 seconds after liftoff, killing all seven astronauts. Among the dead is Christa McAuliffe, a schoolteacher who had been chosen to be the first "citizen in space."
- President Ronald Reagan and Russia's Mikhail Gorbachev sign a treaty to cut the nuclear arsenal, marking the end of the Cold War.
- The Berlin Wall is torn down, marking the first time since 1961 that East Berliners can pass freely into West Berlin.
- George H. Bush wins the presidential election.

Sports

- Mike Tyson, just 20 years old, is the youngest-ever world heavyweight boxing champion.
- U.S. cyclist Greg Lemond wins the Tour de France in Paris.
- Beach volleyball becomes a nationally recognized sport.
- NCAA "March Madness" basketball tournament becomes very popular. The 45-second shot clock and 3-point shot are introduced.

Television

- *The Oprah Winfrey Show* becomes the top-rated daytime television talk show.
- *The Cosby Show*
- *One Day at a Time*
- *Dallas*
- *Family Ties*

Movies

- *Chariots of Fire*
- *E.T.*
- *Top Gun*
- *Good Morning Vietnam*
- *Rain Man*

Conversation–History, *continued*

The 1980s, *continued*

Music

- MTV (music television) begins broadcasting.
- Michael Jackson releases “Thriller,” which tops the music charts.
- Madonna becomes a new pop sensation.

Fashion

- big permed hair for girls
- The “Flashdance” look from the movie includes tank tops, tight fitting pants, torn jeans, and leg warmers.
- mini-skirt revival
- The “Madonna” look includes leather, chains, and fishnet stockings.
- Sneakers are hot items. Air Jordan shoes are in demand.

Innovations

- The first operation to implant an artificial heart in a human is successful.
- The disposable camera is launched by the Japanese company Fuji.
- The Pentagon releases the first pictures of the *Stealth* jet fighter.
- The first cellular phone service begins.
- Cable TV is growing: The Discovery Channel, CNN, and the Weather Channel begin.
- music compact discs
- first real camcorder
- AIDS is identified.

Fads

- in-line skating
- The plastic Swatch watch becomes a popular fashion accessory.
- “Trivial Pursuit,” a new brain-teasing board game, becomes very popular.
- bungee jumping
- Pac-man, Nintendo, and GameBoy computer games
- collecting Smurfs
- Cabbage Patch dolls
- aerobics
- mountain biking
- The minivan becomes the family car.

Conversation–History, *continued*

The 1990s

In the News

- South African black leader Nelson Mandela is free after 27 years in prison.
- The war in the Persian Gulf leads to the liberation of Kuwait.
- Bill Clinton becomes the 42nd U.S. President.
- A bomb explodes in the underground parking lot beneath the twin towers of the World Trade Center in New York.
- Technology revolutionizes every aspect of life.
- O. J. Simpson is charged with the murder of his wife. His trial is watched by millions on television.
- Apartheid in South Africa ends. Nelson Mandela is elected the first black President of South Africa.
- *Superman* star Christopher Reeve falls off a horse and becomes paralyzed.
- The federal building in Oklahoma City is bombed and more than 100 people are killed; police arrest Timothy McVeigh for this devastating terrorist act.
- Researchers in Scotland produce the first clone of an adult animal, Dolly, a sheep.
- John Glenn, age 77, is the oldest astronaut to ever fly in space. He helps NASA collect information on aging.
- Princess Diana is killed in a car crash in Paris in 1997.

Sports

- John McEnroe is thrown out of the U.S. Open tournament for bad behavior.
- The World Series is canceled as players strike over salary capping.
- Tiger Woods, age 21, becomes the youngest and first-ever black player to win the Masters Golf Tournament.
- “Extreme” sports, individual sports with a high degree of risk and adventure, become popular (e.g., snowboarding, BMX biking, skateboarding, rock climbing).

Television

- ESPN begins extreme games (e.g., snowboarding competitions, BMX racing).
- *Teenage Mutant Ninja Turtles* cartoon heroes become popular with children.
- *Seinfeld*
- *Home Improvement*
- *Murphy Brown*
- *Murder She Wrote*
- *The X-Files*

Movies

- *Home Alone*
- *Jurassic Park*
- *Toy Story* (first film created entirely on computer)
- *Titanic*

Conversation–History, *continued*

The 1990s, *continued*

Music

- rap (Snoop Doggy Dogg and Ice-T)
- Seattle grunge of Nirvana and Pearl Jam
- country music (Garth Brooks)
- female artists (Alanis Morissette and Sheryl Crow)
- teen idol bands (Backstreet Boys, New Kids on the Block)
- The Spice Girls, a British pop group

Fashion

- “slouch” socks
- acid-washed jeans
- the “Rachel” haircut for women (like Jennifer Aniston’s character on the TV show *Friends*)
- waved hair for men (like actor Luke Perry on the TV show *90210*)
- T-shirts with attitude sayings
- baggy pants, cargo pants
- baby doll dresses
- over-the-knee stockings with short skirts
- wearing double shirts: T-shirt under button-down shirt or long sleeved T-shirt under short-sleeved T-shirt
- Nike clothes
- backpack purses
- polar fleece
- beginning of “grunge” fashions

Innovations

- virtual reality headsets and gloves used in computer games
- personal color videophones
- The World Wide Web is launched.
- The U.S. *Pathfinder* starts sending back pictures from the surface of Mars.

Fads

- *Sega’s* top-selling computer game *Sonic Hedgehog*
- Sony Playstation games
- A new Beetle car is relaunched.
- electronic pets and Tomagotchi toys
- A coffee craze begins; coffee houses such as Starbucks spring up everywhere.
- Sport utility vehicles (SUVs) become popular family cars.
- collecting beanie babies
- cell phones

Conversation–History, *continued*

Recent History*

In The News

- Microsoft's new operating system, Windows XP, is launched amid protracted antitrust-case wrangling.
- Scandals and charges of dishonesty rock several big U.S. corporations including Enron.
- Yugoslavia finally pushes Slobodan Milosevic out of power.
- A draft of the human genome is completed.
- The Internet becomes a high-tech battleground.
- George W. Bush vs. Al Gore for Presidency with highly controversial ballot counting
- September 11, 2001, terrorist attacks on the New York World Trade Center and Pentagon
- Timothy McVeigh is executed.
- terrorist and anthrax scares in the U.S.
- Schools open in Afghanistan and girls attend for the first time in nearly six years.
- United Nations weapon inspectors search for illegal weapons of mass destruction in Iraq.
- U.S. goes to war in Iraq (2003).

Sports

- Tiger Woods is named Sportsman of the Year 2000.
- Famous basketball coach Bobby Knight is fired from Indiana University amid controversy.
- Michael Jordan returns to the NBA.
- America's cancer survivor Lance Armstrong wins a fifth consecutive Tour de France cycling race.
- Millionaire Steve Fossett becomes the first person to circle the globe alone in a hot-air balloon.
- The Anaheim Angels bring home their very first World Series victory.

Television

- *Who Wants to Be a Millionaire*
- reality shows (*Survivor, The Bachelor, Fear Factor*)

Movies

- *Spiderman*
- *The Matrix*
- *The Lord of the Rings* trilogy
- *Moulin Rouge*
- Harry Potter movies

*Add items to each list as needed to keep the information current.

Conversation–History, *continued*

Recent History, *continued*

Music

- On-line music sweeps over the U.S. Napster, the on-line music swapping service, is sued by major labels for creating a system to trade music for free.
- Latin music
- hip-hop rock with rap lyrics (Eminem and Limp Bizkit)

Technology/Innovations

- PlayStation 2 fever
- Astronauts install a \$76 million camera in the Hubble space telescope.
- “Segway,” a self-balancing, battery-powered scooter, is revealed.
- The “Code Red” Internet worm causes nearly \$2.6 billion in damage worldwide.
- Microsoft introduces the Xbox and Nintendo launches the GameCube to compete with Sony’s PlayStation 2.
- Satellite radio starts to broadcast across much of the U.S.
- Napster’s usage plummets after a court order forces a close of the original format.

Fashion/Fads

- flared pants
- elephant pants, totally baggy pants, and baggy pants pulled down lower over hips
- Tommy Hilfiger clothes
- platform heels
- chokers
- Nike gear
- Columbia sportswear
- capri pants
- tattoos
- body piercings
- Pokeman
- Harry Potter books
- DVD players
- Palm Pilots
- the phrase “whassup”

AUDITORY COMPREHENSION

Readability levels were calculated using the Flesch-Kinkaid Reading Scale.
Please note that readability formulas are guidelines only.

Phonetic Word Discrimination

Suggested target areas: auditory comprehension, auditory discrimination, attention, concentration

Say one of the target words for each item. Have the client receptively identify the corresponding picture in a manner appropriate for the client. The pictures are on pages 156–165.


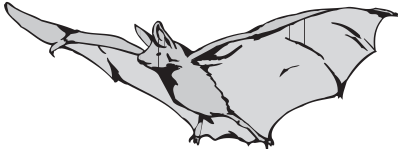
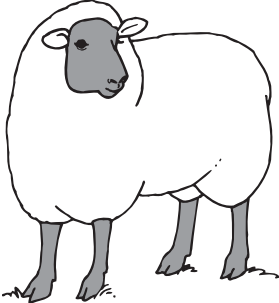
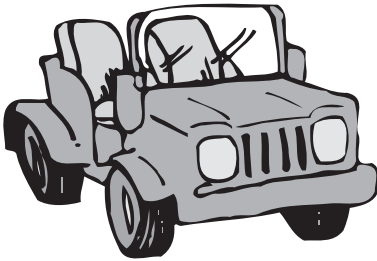
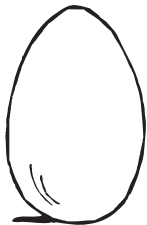
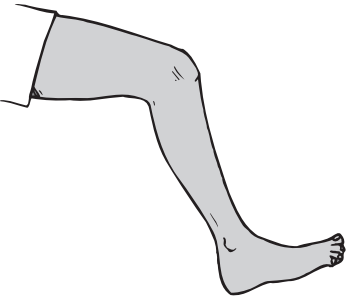
Word List–Phonetic Discrimination

- | | | | |
|-----------|-------|------------|-------|
| 1. rat | bat | 16. crawl | bawl |
| 2. sheep | Jeep | 17. phone | bone |
| 3. egg | leg | 18. cheese | bees |
| 4. fork | pork | 19. thief | beef |
| 5. boy | toy | 20. sign | vine |
| 6. pie | tie | 21. van | fan |
| 7. lime | time | 22. hot | pot |
| 8. cat | sat | 23. ball | fall |
| 9. he | she | 24. fish | dish |
| 10. top | pop | 25. vase | face |
| 11. mow | sew | 26. goat | coat |
| 12. sun | run | 27. wig | dig |
| 13. mail | nail | 28. book | cook |
| 14. moose | goose | 29. well | shell |
| 15. owl | towel | 30. ham | lamb |

Phonetic Word Discrimination Pictures

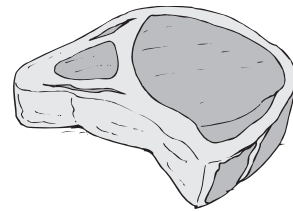
Suggested target areas: auditory comprehension, auditory discrimination, attention, concentration

Have the client receptively identify the picture that goes with the word you say. The words are listed on page 155.

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2 	
3 	

Phonetic Word Discrimination Pictures, *continued*

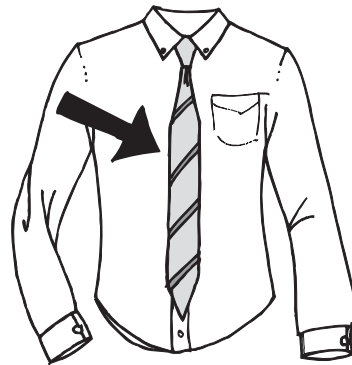
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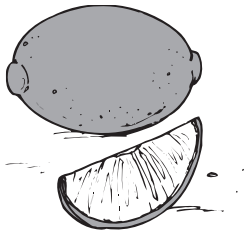
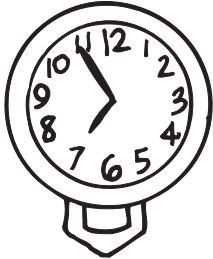




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Phonetic Word Discrimination Pictures, *continued*

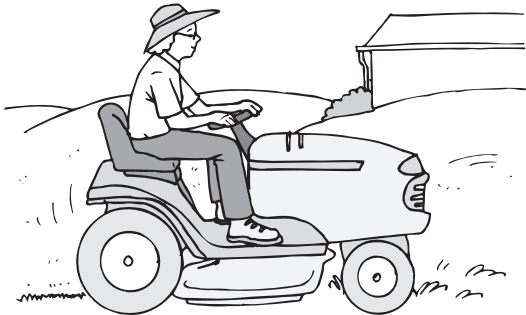
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Phonetic Word Discrimination Pictures, *continued*

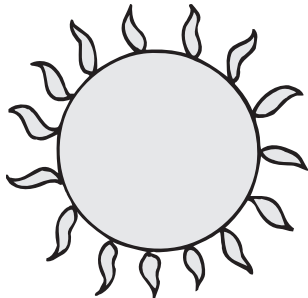
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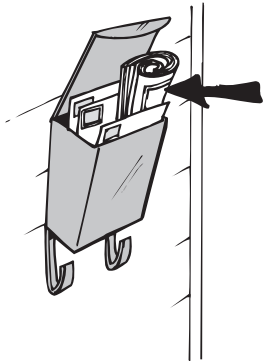


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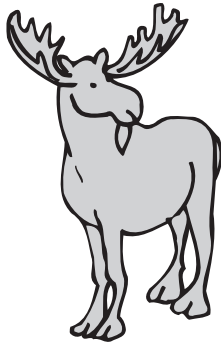


Phonetic Word Discrimination Pictures, *continued*

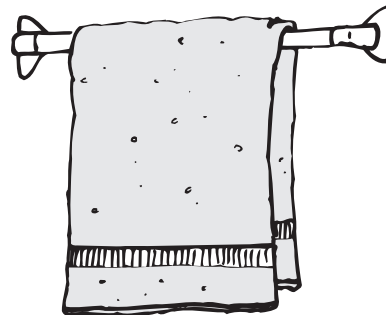
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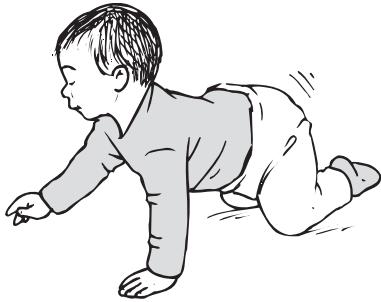


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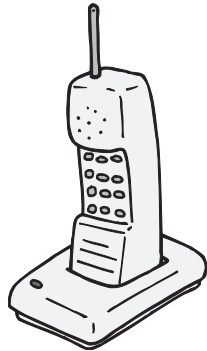


Phonetic Word Discrimination Pictures, *continued*

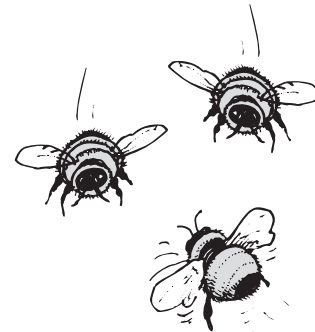
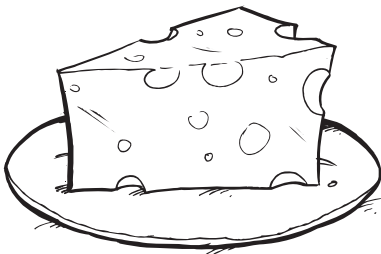
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Phonetic Word Discrimination Pictures, *continued*

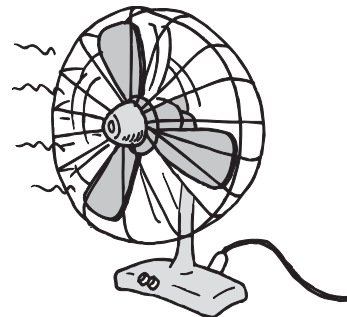
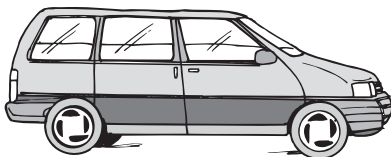
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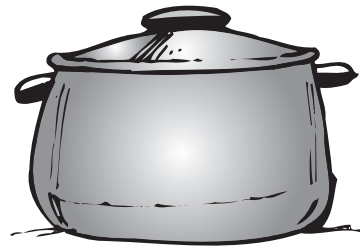


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Phonetic Word Discrimination Pictures, *continued*

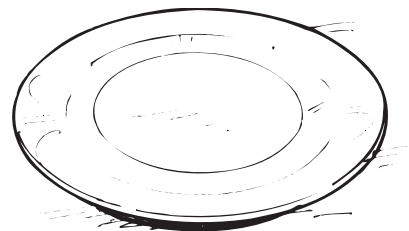
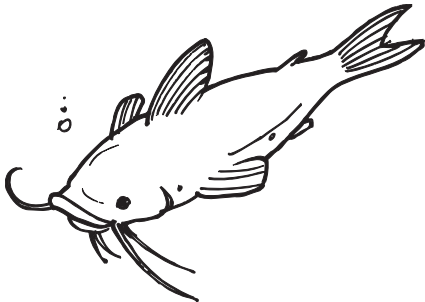
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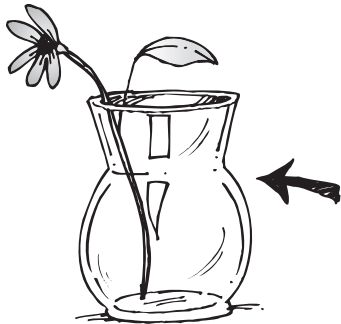


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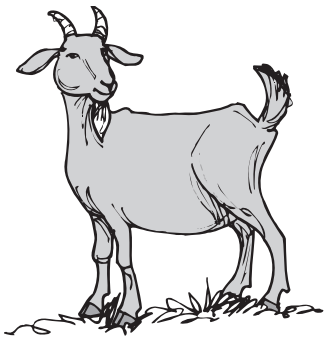


Phonetic Word Discrimination Pictures, *continued*

25



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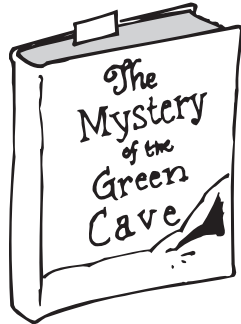


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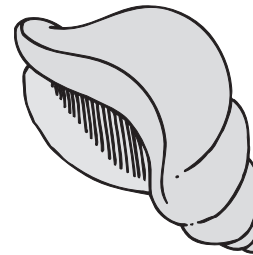


Phonetic Word Discrimination Pictures, *continued*

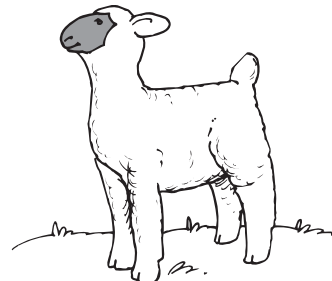
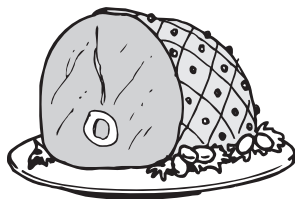
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29



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Semantic Word Discrimination

Suggested target areas: auditory comprehension, auditory discrimination, attention, concentration

Say one of the target words for each item. Have the client receptively identify the corresponding picture in a manner appropriate for the client. The pictures are on pages 167–176.

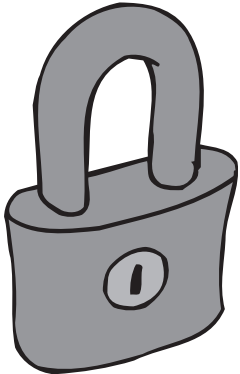
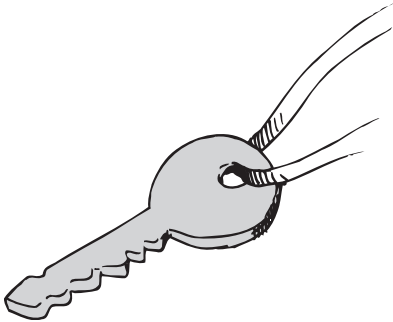

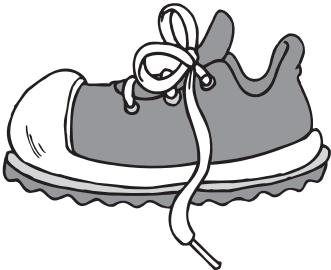
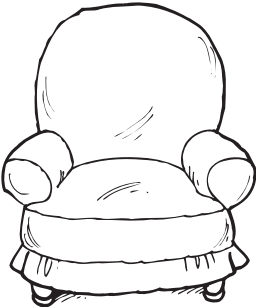

Word List–Semantic Discrimination

- | | | | |
|----------------|----------------|-------------|---------|
| 1. lock | key | 16. happy | sad |
| 2. boot | shoe | 17. book | glasses |
| 3. chair | bed | 18. plate | glass |
| 4. spoon | fork | 19. ball | bat |
| 5. radio | TV | 20. paper | pencil |
| 6. car | truck | 21. plane | boat |
| 7. tire | steering wheel | 22. sky | ground |
| 8. flowers | grass | 23. door | window |
| 9. sitting | standing | 24. couch | bench |
| 10. asleep | awake | 25. young | old |
| 11. bread | flour | 26. stove | sink |
| 12. hair dryer | hairbrush | 27. cold | hot |
| 13. lawnmower | sprinkler | 28. bathtub | toilet |
| 14. glove | hat | 29. pants | shirt |
| 15. shovel | rake | 30. boy | girl |

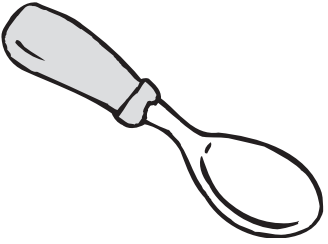
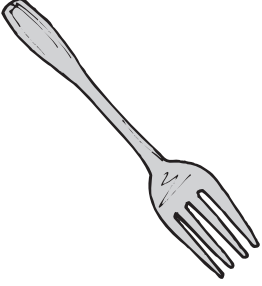
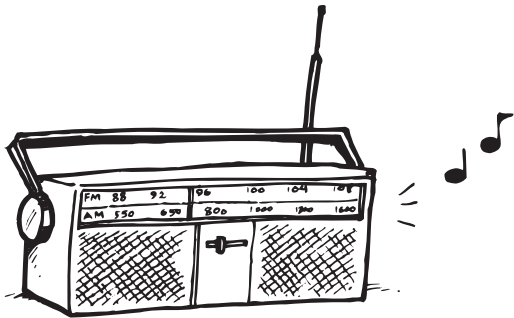
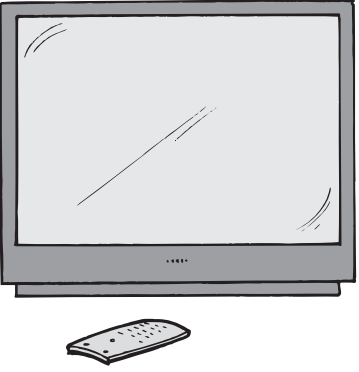
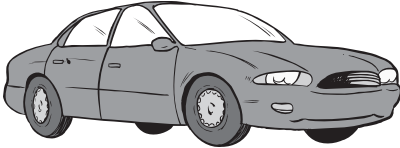

Semantic Word Discrimination Pictures

Suggested target areas: auditory comprehension, auditory discrimination, attention, concentration

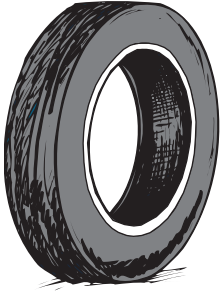
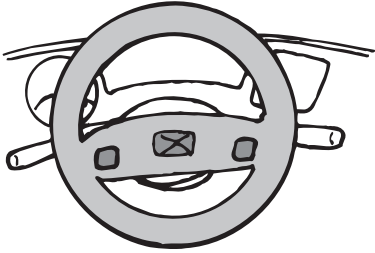




Have the client receptively identify the picture that goes with the word you say. The words are listed on page 166.

1 	
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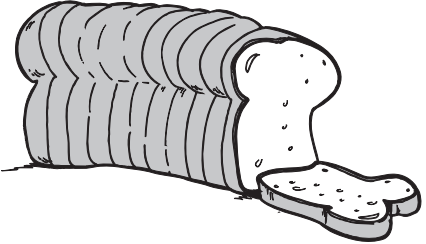

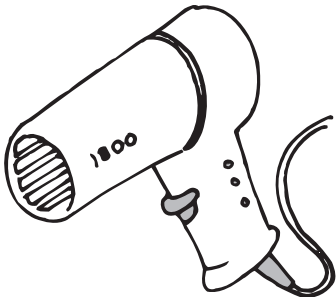
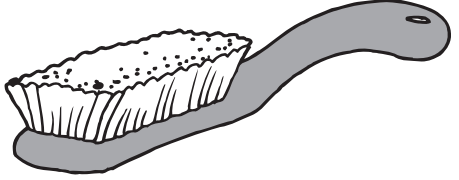
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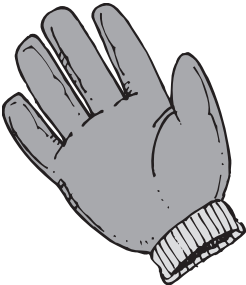
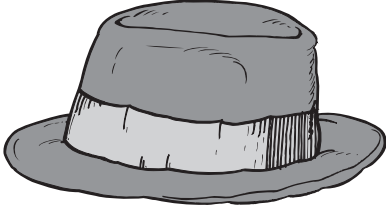
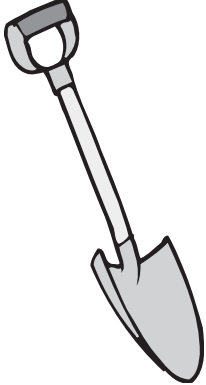
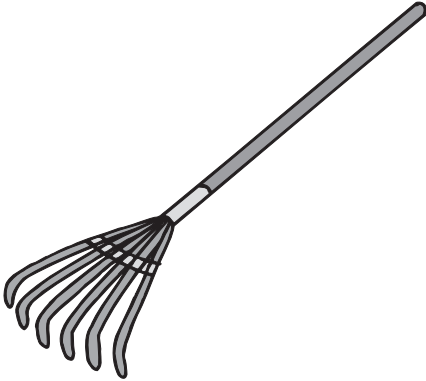
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Semantic Word Discrimination Pictures, *continued*

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Semantic Word Discrimination Pictures, *continued*

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Semantic Word Discrimination Pictures, *continued*

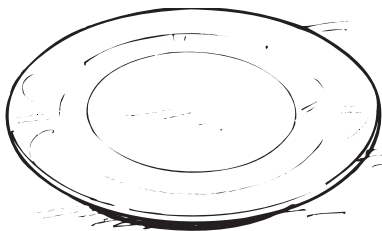
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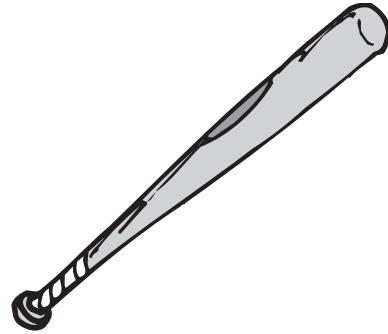
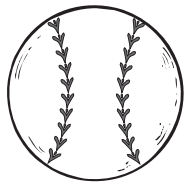


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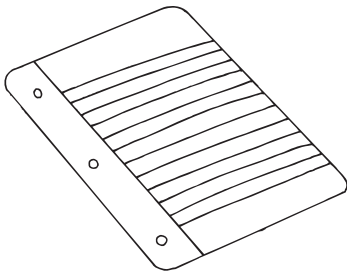


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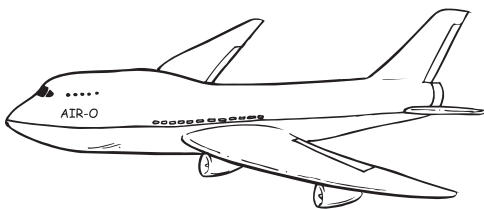
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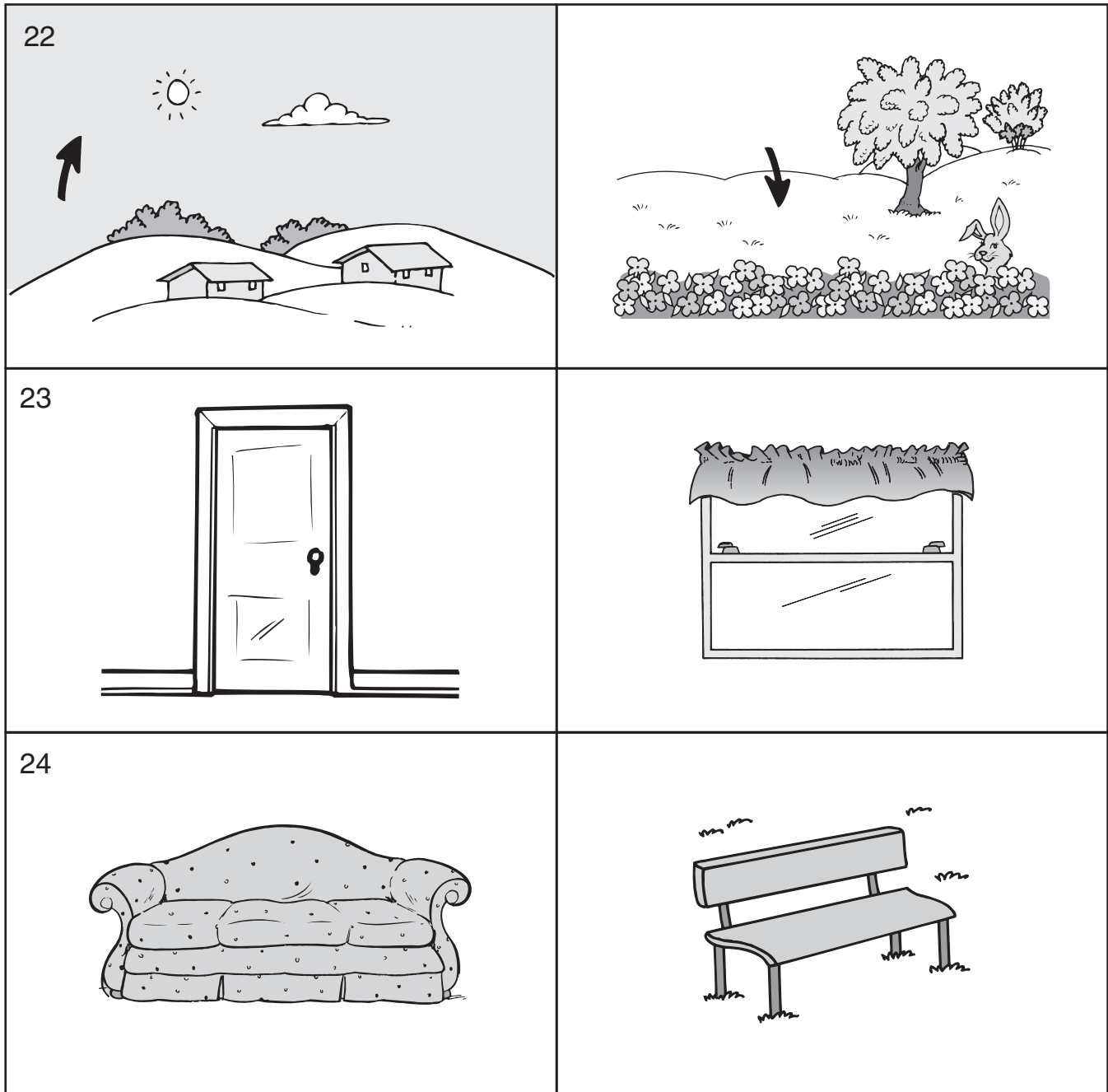
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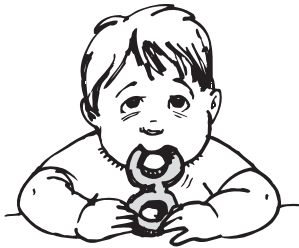


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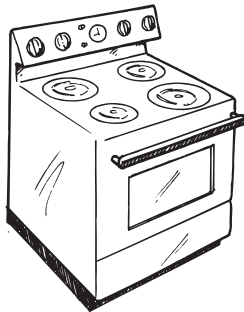


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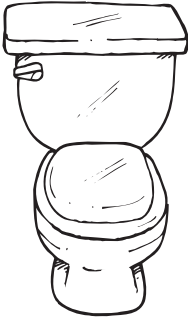
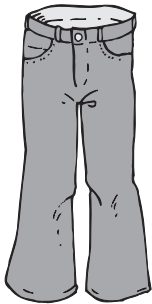
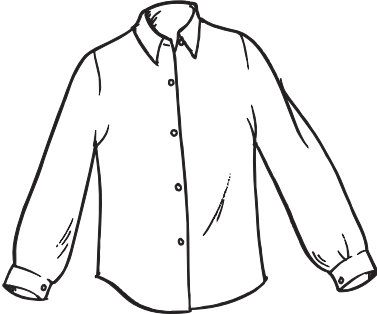


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Semantic Word Discrimination Pictures, *continued*

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Comprehending Yes/No Questions

Suggested target areas: auditory comprehension, memory, attention, and concentration

Have the client listen to the following questions and answer them appropriately.

Questions Pertaining to Self

1. Are you sleeping right now?
2. Are you a man?
3. Do you live in California?
4. Do you have children?
5. Are you in your thirties?
6. Are you running right now?
7. Do you have gray hair?
8. Do you have a brother?
9. Are you eating right now?
10. Are you a woman?
11. Are you in your teens?
12. Are you single?
13. Are you from India?
14. Do you have on a dress?
15. Do you have a sister?
16. Are your eyes open right now?
17. Do you have black hair?
18. Are you sitting up right now?
19. Are you wearing shoes?
20. Are you married?
21. Do you have two ears?
22. Do you live in a car?
23. Do you have blond hair?
24. Are you in your fifties?
25. Are you wearing a sweater right now?
26. Are you in bed?
27. Do you live on a lake?
28. Are you at home right now?
29. Do you wear glasses?
30. Do you have any living grandparents?
31. Are you in your kitchen right now?
32. Do you have a dog for a pet?
33. Do you live on a farm?
34. Are you an only child?
35. Are you outside?
36. Do you live in the United States?
37. Are you covered with a blanket right now?
38. Do you have a cat for a pet?
39. Do you live in a mobile home?
40. Are you in the car right now?

Comprehending Yes/No Questions, *continued*

General Information Questions

1. Does a house have a roof?
2. Are there three days in a week?
3. Does it rain outside?
4. Do trucks drive on the road?
5. Is the grass red?
6. Does corn grow on a tree?
7. Does a cat say “meow”?
8. Does dirty laundry go into the washing machine?
9. Do we eat on plates?
10. Is November a month?
11. Is the sun warm?
12. Does it snow in the summer?
13. Does a ball bounce?
14. Is water wet?
15. Does a duck say “bark”?
16. Do we get milk from a cow?
17. Does an orange grow underground?
18. Is a clock for playing ball with?
19. Is May a month?
20. Do cars have wheels?
21. Is a pillow soft?
22. Do we sleep on a basket?
23. Do people have dogs for pets?
24. Can we eat cereal?
25. Do flowers need milk to grow?
26. Do we tell time with a table?
27. Do horses have tails?
28. Is a computer something to type on?
29. Do people have eyes?
30. Are lemons purple?
31. Is a bike something to ride?
32. Is juice something you drink?
33. Do people mow their sidewalks?
34. Can time be measured in hours?
35. Is a pool something to swim in?
36. Is a feather heavy?
37. Are there animals in the zoo?
38. Would you use dust to wash with?
39. Do you wash dishes in the oven?
40. Can you use a fan to cool yourself?

Following Auditory Directions

Suggested target areas: auditory comprehension of single through multi-piece information, attention, concentration

Level 1: Single-Step Direction with No Object Manipulation

Have the client listen to and then complete the following auditory directions.

1. Raise your hand.
2. Touch your head.
3. Open your mouth.
4. Blink your eyes.
5. Clap your hands.
6. Touch your nose.
7. Lift up your foot.
8. Point to the ceiling.
9. Touch your knee.
10. Clear your throat.
11. Wiggle your fingers.
12. Cross your legs.
13. Scratch your head.
14. Touch the table.
15. Point to the floor.
16. Lick your lips.
17. Smile at someone.
18. Touch your arm.
19. Look up.
20. Wiggle your eyebrows.

Following Auditory Directions, *continued*

Level 2: Single-Step Direction with One Object Manipulation

Items needed: paper, book, pencil, cup, penny, tissue, spoon, button, key

(Note: Limit or expand the number of items presented, depending upon the client's level of functioning.)

1. Pick up the paper.
2. Show me how you drink from a cup.
3. Open the book.
4. Put the tissue in your lap.
5. Hand me the key.
6. Fold the paper in half.
7. Hide the button in your hand.
8. Tap the pencil on the table.
9. Turn the cup upside down.
10. Show me how you stir with the spoon.
11. Give me the pencil.
12. Crumple up the paper.
13. Tap the key on the table.
14. Show me the button.
15. Hand me the cup.
16. Put the penny on the floor.
17. Rip the paper in half.
18. Give me the button.
19. Throw the paper on the floor.
20. Turn the book over.

Following Auditory Directions, *continued*

Level 3: Single-Step Direction with Two Object Manipulation

Items needed: paper, book, pencil, cup, penny, tissue, spoon, button, key

(Note: Limit or expand the number of items presented, depending upon the client's level of functioning.)

1. Put the key next to the penny.
2. Put the pencil in the cup.
3. Hand me the button and the pencil.
4. Put the book on top of the penny.
5. Place the paper over the penny.
6. Put the paper under the book.
7. Set the tissue and cup in your lap.
8. Put the key in the cup.
9. Give me the pencil and the spoon.
10. Draw a circle on the paper.
11. Put the paper inside the book.
12. Cover up the cup with the tissue.
13. Place the penny under the cup.
14. Hold up the book and the pencil.
15. Place the tissue next to the spoon.
16. Put the key above the book.
17. Cover up the penny with the paper.
18. Put the button and cup on the floor.
19. Put the spoon inside the book.
20. Put the penny on top of the tissue.

Following Auditory Directions, *continued*

Level 4: Two-Step Directions with Multiple Object Manipulation

Items needed: paper, book, pencil, cup, penny, tissue, spoon, button, key

(Note: Limit or expand the number of items presented, depending upon the client's level of functioning.)

1. Put the penny in the cup and turn over the book.
2. Rip the tissue in half and place the key under the paper.
3. Toss the paper on the floor and put the button next to the pencil.
4. Put the cup on top of the book and place the spoon in the cup.
5. Put the paper inside the book and place the book next to the pencil.
6. Put the book on your lap and cover the spoon up with the tissue.
7. Put the key in the cup and place the spoon on top of the paper.
8. Hide the key and the penny in your hand and open up the book.
9. Turn the cup upside down and put the button on top of the cup.
10. Put the button inside the book and place the key under the paper.
11. Place the pencil next to the spoon and give me the cup.
12. Put the tissue on top of the button and rip the paper in half.
13. Tap the spoon on the cup and put the cup on top of the paper.
14. Place the book on the floor and turn over the cup.
15. Wrap up the button in the tissue and put the tissue inside the cup.
16. Give the penny and key to me and hold the spoon up high.
17. Put the pencil under the book and put the paper and penny on top of the book.
18. Put the penny and spoon in the cup and throw the paper on the floor.
19. Use the pencil to make a mark on the paper and fold the paper in half.
20. Place the key, the penny, and the button in the cup and put the paper inside the book.

Functional Carryover Activity

- Carry out functional daily activities targeting auditory directions, such as:
 - ✓ brushing teeth
 - ✓ shaving
 - ✓ doing laundry
 - ✓ setting the table
 - ✓ making the bed
 - ✓ making coffee, tea, lemonade, or juice drinks
 - ✓ cooking (e.g., sandwiches, pudding, Jell-O, cookies, casseroles)
 - ✓ making a craft (Use craft books for specific ideas.)

Listening to Illogical Sentences

Suggested target areas: auditory comprehension of details, comprehension and identification of illogical vs. logical components within auditory information

Have the client listen to the following illogical sentences, determine which part of the sentence is incorrect, and change the sentence to make it logical.

Level 1: Simple Vocabulary

1. When I'm tired, I go to **chair**.
2. The pilot **ate** the plane over the ocean.
3. My niece enjoys **looking** to popular music.
4. I start each morning with a hot cup of **socks**.
5. I sit at the **cow** to eat my breakfast.
6. The nurse put a **light** on the little boy's cut.
7. When I grow **sideways**, I'm going to be a fire fighter.
8. Our neighbor **sleeps** two miles every day.
9. The secretary types on her **chalkboard**.
10. The **mail carrier** picks up the garbage cans every Friday.
11. In springtime, the **plates** begin to grow and smell wonderful.
12. I like to put **hot sauce** on my pancakes.
13. We go **circling** when we go to the beach.
14. I love to look at all the **yarn** in the sky at night.
15. Sarah read many interesting **dogs** for her class.
16. I ride the **tree** to work every morning.
17. At night I like to relax and watch programs on the **picture**.
18. Janet won a gold **fork** for her performance.
19. I had a bad **song** in the middle of the night.
20. I need to take my **parrot** for a walk on his leash.
21. When we go **driving**, we sleep in a tent.
22. Many **oranges** fell from the pine tree.
23. My best **car** just moved to Atlanta.
24. Turn up the **lights** so you can hear the radio better.
25. Wash the walls with soap and **tar** to get them clean.

Listening to Illogical Sentences, *continued*

Level 2: Increased Difficulty of Vocabulary

1. We gathered at the physician's symposium in order to study **farming** innovations.
2. Training in empathy and diversity is essential when working with **laundry**.
3. My physics **chief**, who teaches at Oakland University, sets exceptional goals.
4. The buoyancy of the sailboat was in question during the **party**.
5. Please inquire at the front **stool** as to the availability of guest rooms.
6. A president must be confident and considerate when **jumping** with distinguished foreign diplomats.
7. Production of generic medical products is a lucrative **house**.
8. A mischievous and meddlesome teen was causing **harmony** for his weary parents.
9. His personality reflected perfectionism, as he rarely made **mixtures** in his profession as a carpenter.
10. The illegal practices of the administration made authorities **carefree**; therefore, the administration was put under surveillance.
11. When presenting lectures to the public, it is **frivolous** to possess accurate and articulate speaking skills.
12. Although Claude was raised and educated in a prosperous metropolis, he moved to the lush fields and farms of the **quarries**.
13. The infestation of termites caused an evacuation in our **landing** complex until renovation could be completed.
14. Although the lawyer's evidence was considered faulty by the prosecution, the **mainstream** rendered a "not guilty" verdict.
15. My father, who is now chief editor for our city's most distinguished newspaper, had previously written hundreds of articles as a **painter** for a popular magazine.
16. After graduating from high school, my brother furthered his education by studying law at a prestigious **factory**.
17. Our organization supports equal representation of people with diverse ethnic nationality, which assures that all will be treated **dramatically**.
18. The Navy lieutenant was competent in reinforcing military rules amongst the young **judges** aboard the ship.

Listening to Illogical Sentences, *continued*

19. While conducting experiments and explorations throughout the rain forest, my colleague had a most unfortunate **conversation** and required a makeshift tourniquet to stop the bleeding.
20. A luminous and radiant **dusk** was emitted from a single star within the vast darkness of the sky's atmosphere.
21. The seasonal transformations were most noted in the tinges of foliage and the **elevating** temperatures.
22. The creative inventor was awarded a monetary **task** for his achievement and his novel product.
23. Joe's appreciation of humor and natural ability to make people **weary** led him to pursue a career as a comedian.
24. The chef boasted that only the highest quality ingredients would be accepted for his savory meals and that anything less than **flawed** would be intolerable.
25. After months of continuous business obligations, Lynn sought a much-deserved vacation filled with leisure and **tension**.

Listening for Details

Suggested target areas: auditory comprehension of single-piece information, auditory recall and memory, attention, concentration

Single Sentence Comprehension

Have the client listen to the following sentences and then answer the questions.

1. My new dress is blue. What color is my new dress?
2. My friend moved to Michigan. Where did my friend move?
3. Jody works for the national bank. Where does Jody work?
4. Lance loves his new bulldog. What animal does Lance love?
5. The winter festival is in February. When is the festival?
6. Max enjoys golfing on the weekends. What does Max enjoy doing?
7. LeeAnn has a two-year-old daughter. How old is LeeAnn's daughter?
8. My jeep gets through the winter snow easily. What type of vehicle do I have?
9. The sleeve ripped off my shirt. What happened to my shirt?
10. Liz is talented at making pottery. What talent does Liz have?
11. My family goes to the beach each year. Where does my family go each year?
12. Jacob is performing well in second grade. What grade is Jacob in?
13. We will have lasagna for dinner. What are we having for dinner?
14. My husband works for a trucking company. What kind of company does my husband work for?
15. Yesterday it snowed six inches. How much snow fell yesterday?
16. My book club is meeting next week. What kind of club is meeting next week?
17. A blue jay made a nest in our tree. What made a nest in our tree?
18. I drink iced tea with every meal. What do I drink with every meal?
19. My mother's goal is to learn the computer. What is my mother's goal?
20. I teach a yoga class each week. What type of class do I teach?
21. I talked on the phone to my aunt last night. Who did I talk to on the phone?
22. Michael's favorite hobby is dirt bike riding. What is Michael's hobby?
23. I had breakfast with my neighbor this morning. What did I do with my neighbor this morning?
24. Logan bought a new sailboat for a good price. What did Logan buy?
25. My English teacher is turning 50 years old today. Who is turning 50 years old?

Listening for Details, *continued*

Suggested target areas: auditory comprehension of multi-piece information, auditory recall and memory, attention, concentration

Two Sentence Comprehension

Have the client listen to the following sentences and then answer the questions.

1. Paulette bought a house in Houston last week. She plans to wallpaper the kitchen soon.
Where did Paulette buy a house?
What is Paulette going to do to the kitchen?
2. My mother is Irish. Every St. Patrick's Day, my mother has a party.
What nationality is my mother?
What does my mother do every St. Patrick's Day?
3. I take a trip to Atlanta every spring. While on my trip, I visit a popular flea market.
Where do I go every spring?
What do I do when I am in Atlanta?
4. Jamey was promoted to chief executive officer of her company. She plans to buy a boat with the money from her pay raise.
What position does Jamey hold in the company?
What does Jamey plan to buy with her extra money?
5. Every morning the newspaper arrives on our porch at 5:30 AM. The sports section is my favorite part of the paper to read.
What time does our newspaper arrive?
What is my favorite section of the paper?
6. JoEllen is allergic to tomatoes and cheese. When she makes herself a pizza, she uses only vegetables.
What is JoEllen allergic to?
What does JoEllen make using only vegetables?
7. Jerry auditioned for the musical *Beauty and the Beast* at our local theater. He will play the lead male character.
What musical did Jerry audition for?
What part will Jerry play in the musical?
8. When Jessica was five, she was able to do a perfect cartwheel. When she was in high school, she joined the gymnastics team and won many first-place medals.
What was Jessica able to do at age five?
What did Jessica join in high school?

Listening for Details, *continued*

Two Sentence Comprehension, *continued*

9. My father said that we must clean the house because we are having company. My job is to clean the kitchen and basement.
Why did my father say we must clean the house?
What is my job to clean?
10. William attended Stanford University for six years. After graduation he went on to become a lawyer.
Where did William go to college?
What career did William choose following college?
11. Heather has lived on a farm her entire life. On her farm, Heather has 13 sheep. She milks her own cows and gathers eggs from the chickens each morning.
Where has Heather always lived?
How many sheep does Heather have on her farm?
12. Jake went on a cross-country bike ride last spring. He traveled from West Virginia to Montana on his bike and camped outside each night.
When did Jake take a cross-country bike ride?
Which state did Jake travel to on his bike?
13. This summer I am going to plant a big vegetable garden. I want to plant a garden so I don't have to buy my vegetables at the store.
What am I going to plant this summer?
Why do I want to plant a garden?
14. Last night we went to dinner at Ron and Lisa's house. Lisa made an authentic Italian dinner for us.
Where did we go last night?
What type of dinner did Lisa make?
15. My father-in-law is a radiologist. He has worked at the same hospital in Chicago for 21 years.
What type of job does my father-in-law have?
How long has my father-in-law worked at the hospital?
16. I wake up at 6:30 every morning. After I get up, my neighbor and I go for a one-mile walk outside.
What time do I wake up every morning?
Who do I go on a walk with each morning?
17. Stephanie is spending the summer with her aunt. She will travel 10 hours by car to get to her aunt's house.
Where is Stephanie going this summer?
How long will it take Stephanie to drive to her aunt's house?

Listening for Details, *continued*

Two Sentence Comprehension, *continued*

18. Anthony is a fire fighter in our town. Anthony recently broke his arm and wrist while putting out a fire at our courthouse.
What is Anthony's profession?
What happened to Anthony while putting out a fire at the courthouse?
19. Last night we had a winter snowstorm. It took me three hours to shovel our driveway this morning.
What happened last night?
How long did it take me to shovel the driveway this morning?
20. Nancy's dream has been to go to France some day. While in France, she wants to visit all of the wonderful art museums there.
What country does Nancy dream of going to?
While in France, what does Nancy want to visit?
21. My sister worked as an elementary school secretary for 15 years. She said that the best part of the job was the summers off.
Who worked as a school secretary?
How long did my sister work as a school secretary?
22. My friend and I are going to go hang-gliding off a mountain in Tennessee. We will start 2000 feet up in the air.
Where are we going to go hang-gliding?
How high up in the air will we be?
23. Jordan's favorite place to visit is the aquarium. One day, she hopes to get a job giving tours to children's groups who visit the aquarium.
What is Jordan's favorite place to visit?
Who does Jordan want to give tours to someday?
24. I hired my teacher to paint an oil painting of the famous University of Notre Dame. It took him three months to paint my picture.
What did I have my teacher paint a picture of?
How long did it take my teacher to paint the picture?

Listening for Details, *continued*

Suggested target areas: auditory comprehension of multi-piece information, auditory recall and memory, attention, concentration

Single Paragraph Comprehension

Have the client listen to the following paragraphs and answer the questions. For more challenge, have the client listen to each paragraph and summarize the information, giving as many details as possible. (Note: This section may also be used to target reading comprehension by having the client read the paragraphs instead of listening to them.)

Reading Level: 8.9

A new television sitcom, *Happy Days*, began January 11, 1974, on ABC-TV in the United States. The show followed a group of 1950s high-school kids in Milwaukee. The show's star was a character named Arthur Fonzarelli, or "The Fonz" for short, who was played by actor Henry Winkler. He wore a black leather jacket, was always surrounded by girls, and was known for being "cool." He was so cool that he could turn on a jukebox simply by snapping his fingers.

1. What television show is this story about?
2. What year did *Happy Days* begin?
3. Which television station first aired *Happy Days*?
4. What town was the show set in?
5. Who was the star character in *Happy Days*?
6. What actor played "The Fonz" on *Happy Days*?
7. What special item of clothing did "The Fonz" wear?
8. What decade was the show set in?

Reading Level: 9.2

The Russian space station Mir began orbiting the Earth in 1986. Astronauts from several different countries lived and worked on board, sometimes for months at a time. The astronauts arrived by the Soyuz spacecraft or shuttle orbiter. Mir grew in size as new modules were added to the original main module. There were generally three crew members on Mir, but the space station had room for six. While on board, the astronauts collected data on how humans coped with prolonged stays in space. On March 23, 2001, Mir finished its 15 years in space. Mission Control fired engines on a cargo ship docked to Mir to break the station's orbit and sent it hurtling into the atmosphere. Most of the 143-ton station disintegrated. The remains slammed into the Pacific Ocean about 30 minutes later.

1. What was the name of the Russian space station?
2. When did Mir begin orbiting the Earth?
3. The space station had room for up to how many crew members?
4. What type of data did astronauts collect while on Mir?
5. How many years was Mir in space?
6. How did Mission Control break the station's orbit?
7. Where did some of the remains of the space station fall?

Listening for Details, *continued*

Single Paragraph Comprehension, *continued*

Reading Level: 9.5

Civilians had an important part to play in World War II. When men left to join the armed services, women at home were thrust into the front line of the war efforts by taking over the men's jobs. Many women worked in shipyards and factories, taking jobs in the industry that had previously been done exclusively by men. Although they were paid less than men, women met the challenge and proved to be expert welders, crane operators, and truck drivers. They even drove ambulances in air raids. The fictional "Rosie the Riveter" shown on the cover of the U.S. *Post* magazine in 1943 was the symbol of thousands of real "Rosies" working in the U.S. war industry. When the war came to an end, most women had to leave their jobs for the men returning home from the armed forces.

1. Which war was discussed in this story?
2. What group of people is this story mostly about?
3. What types of jobs did the woman begin during the war?
4. What fictional character represented the women working in the U.S. war industry?
5. What magazine cover did "Rosie the Riveter" appear on?
6. What did the women do once the war was over?

Reading Level: 9.7

Buddy Holly is considered one of the fathers of rock 'n' roll. Buddy showed his love for music at an early age by learning to play the violin, piano, and guitar as a child. By the age of 13, Buddy, along with his friend Bob Montgomery, were playing "Western Bob" style music at local clubs. Between the years 1957 and 1959, Buddy had seven hit singles, some with his musical group the Crickets, and some as a solo performer. He is famous for songs such as *Peggy Sue* and *That'll Be The Day* which became instant classics. In 1959 the world was stunned when Buddy Holly, age 22, died in a plane crash. Holly had chartered a small plane to get to the next town where he was to perform, as the buses he usually traveled in kept breaking down.

1. What famous musician was this story about?
2. When did Buddy begin to show his love of music?
3. What instruments did Buddy learn to play as a child?
4. What was the name of Buddy's musical group?
5. How many hit singles did Buddy have between 1957 and 1959?
6. How did Buddy Holly die?
7. How old was Buddy Holly when he died?

Reading Level: 9.7

In 1908 the Model T Ford became the first affordable "family" car. This inexpensive and popular car began with the famous U.S. manufacturer Henry Ford. Ford applied the techniques of mass production with the Model T. It had a simple design, four-cylinder engine, push-pedal gear, four seats, and a cape hood. With the Model T, family outings became part of everyday life, and people could now live some distance from their workplaces.

1. What year did the Model T Ford become available?
2. Who developed the Model T Ford?
3. What technique did Henry Ford apply when making this car?
4. What specific components made up the Model T Ford?
5. What did the Model T Ford allow people to do?

Listening for Details, *continued*

Single Paragraph Comprehension, *continued*

Reading Level: 10.5

On July 20, 1969, a man named Neil Armstrong stepped onto the moon for the first time and made history. His words, "That's one small step for man, one giant leap for mankind," will forever be remembered. As he left the lunar module, he was watched on television by nearly 600 million people around the world. Armstrong was joined by "Buzz" Aldrin, and the two astronauts delighted their TV audience by making big kangaroo bounds in the moon's low gravity. They carried out experiments for two hours before returning to Apollo 11's landing craft.

1. What astronaut is this story about?
2. What year did Neil Armstrong first step on the Moon?
3. What famous words did Neil Armstrong say when he stepped out onto the moon?
4. Who accompanied Neil Armstrong on this trip?
5. What did the two astronauts demonstrate on TV?
6. How long did the two astronauts carry out experiments before returning to the landing craft?
7. What was the name of the spaceship Neil Armstrong and Buzz Aldrin flew in?

Reading Level: 10.5

India held a state funeral for Mother Teresa, who died on September 5, 1997 at the age of 87. Mother Teresa had committed her entire life to the poor of Calcutta. She entered a religious order at age 21 and became a Catholic nun. She believed her calling was to work for the destitute of India. She founded the Missionaries of Charity, which opened its first home for the destitute in 1952. Today there are over 400 such homes in nine different countries.

1. Who is this story about?
2. Where did Mother Teresa live?
3. What year did Mother Teresa die?
4. How old was Mother Teresa when she died?
5. Who did Mother Teresa commit her entire life to?
6. What organization did Mother Teresa begin?
7. How many Missionaries of Charity homes are there today?

Reading Level: 10.6

On May 21, 1927, over 100,000 people at St. Bourget near Paris, France, cheered as U.S. pilot Charles Lindbergh completed the first solo nonstop Atlantic flight. Lindbergh, age 26, flew his single engine monoplane named the *Spirit of St. Louis* from New York to St. Bourget in 33 ½ hours. The plane endured wind and rain, and at times came within 10 feet of the ocean waves. Lindbergh, very tired from lack of sleep, kept himself going by eating sandwiches. Charles Lindbergh was hailed as a national hero for completing his solo endeavor.

1. Who is this story about?
2. What feat did Charles Lindbergh complete?
3. What type of plane did Charles Lindbergh fly?
4. What was the name of Charles Lindbergh's plane?
5. Where did Lindbergh's plane eventually land?
6. How long did it take Lindbergh to fly from New York to France?
7. How close did Lindbergh's plane come to the ocean waves?
8. How did Charles Lindbergh keep himself awake during his long flight?

Listening for Details, *continued*

Single Paragraph Comprehension, *continued*

Reading Level: 11.2

In 1913, the world's biggest train station opened in New York City. Located in central Manhattan, Grand Central Station became the largest railroad station in the world with 48 tracks. This famous train station was designed by U.S. architects Warren and Wetmore. The building is steel-framed and covered with granite and marble representing the Beaux Arts style, which dominates many of today's public buildings. At the entrance of the station, you will find sculptures of the Roman gods Mercury and Hercules, and the goddess Minerva. The interior is dominated by a high-vaulted ceiling covered with more than 2500 painted stars.

1. Where is Grand Central Station?
2. How many tracks are in Grand Central Station?
3. Which architects designed Grand Central Station?
4. What is the outside of the train station covered with?
5. Which sculptures are at the entrance of the station?
6. What is painted on the ceiling of Grand Central Station?

Reading Level: 12.0

In a game against the Los Angeles Dodgers on April 8, 1974, Henry Louis "Hank" Aaron hit his 715th home run, thereby breaking the record held for 39 years by the legendary Babe Ruth. Hank Aaron was born in Alabama and was one of the first black players to enter major league baseball. Some sports commentators have described him as the greatest natural right-handed hitter of all time. To recognize his score, Governor Jimmy Carter presented Aaron with a license plate marked "HLA715," standing for Henry Louis Aaron, 715 home runs.

1. What famous baseball player is discussed in this story?
2. What number of home runs did Hank Aaron hit to break the record?
3. Who previously held the world record for home runs before Hank Aaron broke it?
4. How many years did Babe Ruth's home run record stand before Hank broke it?
5. Where was Hank Aaron born?
6. Was Hank Aaron right-handed or left-handed?
7. Who gave Hank Aaron a special license plate?
8. What did Hank's special license plate stand for?

Short Story–Multiple Paragraph Comprehension*

Suggested target areas: auditory comprehension of multi-piece information, auditory recall and memory, attention, concentration, deduction from auditory information

Have the client listen to each story and answer the related questions. Questions are on pages 202–204.

For more challenge, have the client listen to each story and summarize the information, giving as many details as possible. Or have the client listen to each story and draw a conclusion about the moral of the story or the virtue. (Note: This section may also be used to target reading comprehension by having the client read the paragraphs instead of listening to them.)

The Frogs and the Well

Reading Level: 4.0

All summer long there had been no rain, and all the lakes and streams had dried up. Two frogs that lived in the marsh set out to find a new place to live, for frogs like damp places and their marsh had dried up. After several hours, they came to a deep well. They sat down and argued as to whether they should dive in or not.

One frog said, “My, the water looks wonderful down there! I think we should jump in quickly. Not only would we have plenty of fresh water, but we will have it all to ourselves.”

But the other frog who was much wiser replied, “What you say may be true, but suppose this well dries up too. How should we get out again?”

Application: Think twice before you act.
Look before you leap.

The Ants and the Grasshopper

Reading Level: 6.0

The ants were spending a fine winter’s day drying the grain that they had collected all summer. A grasshopper, who was so hungry that he was starving, came limping by and begged for a little food. The ants asked him, “Why didn’t you store up food during the summer when there was plenty around?”

The grasshopper responded, “I didn’t have the time. The weather was so lovely that I spent all the days singing.”

The ants then said angrily, “If you were foolish enough to sing all the summer, you must dance to bed without supper in the winter.”

Application: It is wise to prepare today for the needs of tomorrow.
Don’t put off today what you can do tomorrow.

*These fables were adapted from *Aesop’s Fables*, using a variety of sources on the Internet.

Short Story—Multiple Paragraph Comprehension, *continued*

The Bear and the Two Travelers

Reading Level: 6.2

Two friends were traveling together in a wild and lonely part of the country. Before they began their journey, they promised that if any danger should come upon them, they would stand by each other to the death.

A short while later, a bear rushed out of the bushes and ran straight for them. One of them quickly climbed up into a tree and hid himself in the branches. The other friend, who could not climb, fell flat on the ground, and pretended to be dead. As he lay there holding his breath, the bear came near, sniffed him, and put his muzzle close to the man's ear. Then, at last, the bear left him, for it is said that a bear will not touch a dead body.

When all was quiet and the animal was completely out of sight, the man in the tree came down and somewhat shamefully approached his friend. He asked what it was that the bear had whispered in his ear.

"He gave me this advice," his companion replied. "Never place faith in a friend who deserts you at the first sign of a problem."

Application: Misfortune tests the sincerity of a friend.
Be careful of fair-weather friends.

The Father and His Two Daughters

Reading Level: 6.2

There once lived a man who had two wonderful daughters whom he loved equally. One of his daughters married a gardener and the other daughter married a brick maker.

After a time he went to the daughter who was married to the gardener and asked her how she was doing and if there was anything he could do for her. She said, "All things are well with me, but I have one wish; that there may be a heavy rain so the plants may be well-watered."

Not long after, he went to the daughter who had married the brick maker, and likewise asked her how she was. She replied, "All is fine here, and I have only one wish; that the dry weather may continue, and the sun shines hot and bright so that the bricks might be dried."

He said to her, "If your sister wishes for rain and you wish for dry weather, with whom am I to join my wishes?"

Application: You can't please everybody.

Short Story—Multiple Paragraph Comprehension, *continued*

The Four Oxen and the Lion

Reading Level: 6.2

There once was a lion who liked to prowl around in a field where four oxen lived. Each morning the lion crept closer, but he was unable to attack the oxen. “They are never far apart, and when I am near them, they turn their tails to one another and show long sharp horns on every side. They even walk down to the river together when they become thirsty. If I could catch one of them by himself, I should have a feast,” thought the lion.

One day the oxen began quarrelling over where the best grass was to eat, and each went off to pasture alone in a separate corner of the field. The lion saw this as his chance. Each ox could not defend himself with only one pair of horns. The lion attacked them one by one and soon made an end to all four.

Application: United we stand, divided we fall.

The Monkey and the Dolphin

Reading Level: 6.2

A sailor, who set out on a long voyage, took a monkey with him for amusement while he was at sea. As he sailed off the coast of Greece, the ship was caught in a violent storm and was destroyed. Everyone on board, including the monkey, was tossed into the water and had to swim for land. A dolphin, mistaking the struggling monkey for a man, swam up to help him. Dolphins have long been known to be kind to humans.

As the dolphin made its way toward the shore, the monkey began talking. The dolphin listened with interest as the monkey related strange and magical tales. Finally, the dolphin said, “You speak of many fabulous tales. You must have traveled far and wide. Who are you?”

The monkey stated proudly, “I’m none other than the crown prince of Athens and I shall be its next king!”

“So you visit Piraeus often?” asked the dolphin.

“Of course, I do! Piraeus is my best friend. We have fought many dragons together!” the monkey said.

When the dolphin heard this, it was very disgusted by such an obvious falsehood. Piraeus was in fact the port of Athens and not a person. Put off by the monkey’s lies, the dolphin dived to the bottom of the sea and left the monkey to his fate.

Application: Sooner or later, those who pretend to be what they are not find themselves in deep water.

Short Story–Multiple Paragraph Comprehension, *continued*

The Crow and the Pitcher

Reading Level: 6.3

There once lived an old wise crow that had been searching for water for days. In the land where this crow lived, the rain had not fallen for months and there was a terrible drought. Birds and animals were dying of thirst. The crow had almost given up when he saw an old pitcher lying half-buried in the dried-up mud of a village pond. At the very bottom of the pitcher, there was water. But the pitcher was tall with a narrow neck and the crow could not reach his beak far enough down inside to get the water.

The crow looked around and saw that the ground was covered with pebbles. He began to place one pebble at a time into the pitcher until the water had risen high enough for him to get a drink. The resourceful crow had enough water for a week and was able to save his life.

Application: Little by little does the trick.

The Bundle of Sticks

Reading Level: 6.3

Once there was a wise farmer whose sons seemed to be fighting with each other all the time. The man set out to restore harmony among his bickering sons by presenting them with a clever example. He ordered them to bring him a bundle of sticks tied together, and said to his oldest son, "Break this in two." The son strained and strained, but with all his efforts he was unable to break the bundle. The other sons also tried but none of them could break the bundle.

"Now untie the bundle," said the father, "and each of you take a stick."

When they had done so, he called out to them, "Now break." Each stick was easily broken.

The father then remarked, "Ah my sons, by this you can see that as long as you remain united, you are a match for all your enemies. But once you quarrel and become separated, then you may easily be destroyed."

Application: There is strength in union.
United we stand, divided we fall.

Short Story–Multiple Paragraph Comprehension, *continued*

The Milkmaid and Her Pail

Reading Level: 6.7

A young milkmaid named Patty was going to market, carrying her milk in a pail on top of her head. She couldn't help dreaming of what she would do with the money she would get for her milk. "I'll buy some chickens from Farmer Brown," she said, "and they will lay eggs each morning which I will sell to the banker's wife. With the money I earn from the eggs, I will buy myself a new dress and beautiful hat, and when I go to market, all the young men will want to come up and speak to me! My friends will be so jealous, but I don't care. I shall just look at them and toss my head like this."

As she spoke, she tossed her head back, the pail fell off, and all the milk spilled on the ground. And so all of her imaginary happiness vanished, and nothing was left but an empty pail and a likely scolding from her mother when she returned home.

Application: Don't count your chickens before they are hatched.

The Thief and the Innkeeper

Reading Level: 6.7

A thief rented a room at an inn with hopes of stealing something that could help him pay off all his debts. Days passed without success when he suddenly saw the innkeeper dressed in a new and very expensive coat. The thief sat down beside him and talked with him. As the conversation began to drag, the thief yawned terribly and at the same time howled like a wolf. The innkeeper said, "Why do you howl so frightfully?"

"I will tell you," said the thief, "but you must first hold my clothes or I will tear them to pieces. You see, I cannot say for sure why I have this terrible condition. It could have been inflicted upon me as a punishment for all my crimes. When I yawn for a third time, I turn into a wolf and attack men."

During his speech, the thief started a second fit of yawning and again howled like a wolf. The innkeeper, believing the thief's story, became greatly fearful and, rising from his seat, attempted to run away.

The thief grabbed the man's coat and begged him to stop, saying, "Please wait and hold my clothes or I shall tear them to pieces in my fury when I turn into a wolf."

At the same moment, he yawned for a third time and let out a terrible howl. The innkeeper, frightened of being attacked, hastily ran away as fast as he could for safety, leaving his new coat behind. The thief made off with the coat and did not return again to the inn.

Application: You can't always believe what you hear.
Every tale is not to be believed.

Short Story–Multiple Paragraph Comprehension, *continued*

The Old Woman and the Physician

Reading Level: 7.2

An old woman, having lost the use of her eyes, called in a physician to heal them.

“Since you claim to be a great healer,” she said, “I would like to make a bargain with you in front of a witness. If you will restore my eyesight, I will give you a large sum of money. But if my eyes remain blind, you shall have nothing.”

The physician, observing that the old woman was very rich and had many possessions, agreed to this bargain. Day after day, the physician came and pretended to treat the woman’s vision, applying a worthless salve to her eyes. And on every visit, he took something away, stealing all of her property little by little. After the physician had stolen all that she had, he healed her and demanded the promised payment.

The old woman saw none of her goods in her house, and therefore would give him nothing. The physician insisted on his due reward, and as she still refused, called her before the judge. The old woman, standing up in the court, argued, “What this man says is true enough. I promised to give him a sum of money if my sight was restored but nothing if my eyes remained blind. He says that I am cured, but it cannot be true. For before my blindness, I could see all sorts of valuables and goods in my house. But now, though he swears I am cured of my blindness, I am not able to see a single thing in it.”

Application: He who plays a trick must be prepared to take a joke.

The Boy and the Nuts

Reading Level: 7.8

A boy put his hand into a jar that contained many figs and hazelnuts. He greedily grasped as many as he could possibly hold. When he tried to pull out his full hand, the narrow neck of the jar prevented him from doing so.

Unwilling to lose a single nut, yet unable to draw out his hand, the boy burst into tears, bitterly crying out his disappointment. An honest man standing nearby said to him, “Grasp only half the quantity, my boy, and you will easily draw out your hand.”

Application: Do not attempt too much at once.

Short Story—Multiple Paragraph Comprehension, *continued*

The Lioness

Reading Level: 8.5

Within the field of many beasts, there once lived a magnificent lioness that was glowing with pride, as she had just given birth to one single cub. The lioness was considered to be the queen of the field and very wise. Within this field, a controversy prevailed among the beasts as to which of the animals deserved the most credit for producing the greatest number of offspring. The beasts rushed boisterously to the lioness, and demanded her to settle the dispute.

Just then, a fox, who was taking her seven babies out for a walk, came upon the lioness.

“Why do you act so glorious, Mother Lion, over just one single cub?” sneered the fox, trying to anger the lion. “Look at how many healthy young ones I have, and then imagine how much pride a mother could feel.”

“It is true. I have only one,” the lioness calmly replied, “but that one is altogether a thoroughbred lion.”

Application: The value is in the worth, not in the number.
Quantity is more important than quality.

Mercury and the Woodsman

Reading Level: 8.5

A poor woodsman was cutting down a tree on the bank of a river when his axe flew out of his hands and fell into the water. As he stood by the water’s edge mourning his loss, Mercury appeared and asked him the reason for his grief.

Upon learning what had happened, and out of pity for his distress, Mercury dove into the river and, bringing up an axe made of gold, asked him if that was the one he had lost. The woodsman replied that it was not, and Mercury dove a second time. Bringing up an axe made of silver, he asked if that was his.

“No, that is not mine either,” said the woodsman. Once more Mercury dove into the river and this time, brought up the missing axe. The woodsman was overjoyed at recovering his property and thanked Mercury warmly.

“You are an honest and good man,” said Mercury. “I want you to have the golden and silver axes as a reward for telling the truth.”

As the woodsman’s story spread throughout the town, one of his neighbor’s, who was also a woodsman, was filled with envy and became determined to try his luck for himself. So he went and began to cut a tree at the edge of the river, and purposely let his axe drop into the water. Mercury appeared as before, and, upon learning that his axe had fallen in, he dove and brought up a golden axe, just as he had done with the woodsman.

Without waiting to be asked whether it was his, the fellow cried, “That’s mine, that’s mine,” and stretched out his hand eagerly for the prize. But Mercury was so disgusted at his dishonesty that he not only declined to give him the golden axe, but also refused to recover for him the one he had let fall into the stream.

Application: Honesty is the best policy.

Short Story—Multiple Paragraph Comprehension, *continued*

The Ant and the Dove

Reading Level: 9.4

One afternoon, a thirsty ant headed to the river to get a drink. While crawling down a narrow stick to reach the water, he fell in. The ant, who could not swim, was in danger of drowning were it not for a dove that happened to see the ant struggling. The dove quickly plucked a leaf from a nearby tree, dropped it into the water for the ant to climb upon, and the ant floated safely ashore. Afterward, the ant saw a hunter with a rifle pointed directly at the unsuspecting dove, so he bit the hunter sharply on the heel, making him miss his aim, and thereby saving the dove's life.

Application: One good turn deserves another.
What goes around, comes around.
Do unto others as you would have them do unto you.

The Goatherd and the Goats

Reading Level: 9.7

A goatherd, guiding his flock from their pasture one cold winter's day, came upon some beautiful wild goats. He secured them together with his own herd for the night in a protective cave. The next day it snowed very hard, so hard in fact, that he could not take the herd to their usual feeding places and he was forced to keep them inside the cave. He gave his own goats just enough food to keep them alive, but with greed, fed the new wild goats more abundantly in the hope of enticing them to stay with him. For many days the weather was too harsh for the goats to feed in the pastures and each morning, when the goatherd returned to the cave, he continued feeding the wild goats more than his own.

Finally, the weather cleared and when the goatherd entered the cave, he found that his own goats had perished from hunger. The goatherd began to lead the wild goats to pasture but they became unruly and scampered away toward the hills and the woods. The goatherd scolded the wild goats for their ungratefulness in leaving him when during the storm he had taken more care of them than of his own herd.

One of the wild goats stopped and replied, "This is the very reason we are leaving; for if yesterday you treated us better than the goats you had for so long, it is simple to see that if others come after us, you would in the same manner, prefer them to ourselves."

The foolish man returned a laughing stock to his neighbors, for he not only had failed to gain the herd of wild goats, he had also lost his own.

Application: They who neglect their old friends for the sake of new ones are rightly served when they lose both.
Make new friends, but keep the old.

Short Story Questions

Have the client listen to the stories on pages 194–201 and answer the related questions.

The Frogs and the Well (page 194)

1. Where did the two frogs first live?
2. Why did the two frogs have to leave the marsh?
3. Where did the frogs finally find water?
4. Why did the first frog think the well would be a wonderful place to live?
5. Why did the other frog think the well would not be a good place to live?

The Ants and the Grasshopper (page 194)

1. What were the ants doing when the grasshopper approached them?
2. How was the grasshopper feeling?
3. What did the grasshopper spend his time doing over the summer?
4. How did the ants react to the grasshopper's problem?
5. What did the ants tell the grasshopper in the end?

The Bear and the Two Travelers (page 195)

1. What type of animal approached the two travelers?
2. Where did the first traveler go to escape?
3. Why didn't the second traveler also climb up the tree?
4. What did the second traveler do when the bear came up to him?
5. What did the bear tell the traveler who was pretending to be dead?

The Father and His Two Daughters (page 195)

1. Who did the first daughter marry?
2. Who did the second daughter marry?
3. What was the difference between the two daughter's wishes?
4. Why did the second daughter wish for dry weather?
5. Why couldn't the father easily choose a daughter's wish to support?

The Four Oxen and the Lion (page 196)

1. Where did the lion like to prowl?
2. What shared the field with the lion?
3. What did the four oxen do to protect themselves from the lion?
4. What caused the four oxen to separate and go off to pasture alone?
5. What did the lion do to the four oxen once they were alone?

The Monkey and the Dolphin (page 196)

1. How did the monkey end up on a ship?
2. Where did the shipwreck take place?
3. What did the dolphin mistake the monkey for?
4. Who did the monkey pretend to be?
5. What made the dolphin finally realize the monkey was lying?
6. What did the dolphin do after he realized the monkey wasn't being honest?

Short Story Questions, *continued*

The Crow and the Pitcher (page 197)

1. What was the crow searching for?
2. Why was the crow so desperate for water?
3. Where did the crow find the water?
4. How come the crow couldn't drink the water at first?
5. How did the crow solve its problem?

The Bundle of Sticks (page 197)

1. Who was quarreling in this story?
2. What did the father first present to his sons?
3. What did the father ask the sons to do with the bundle of sticks?
4. How were the sons able to break the bundle of sticks?
5. How could the sons be uninjured by enemies according to the father?
6. How could the sons be "broken" according to their father?

The Milkmaid and Her Pail (page 198)

1. What was Patty carrying in her pail?
2. Where was Patty taking the milk?
3. What was Patty planning on buying with the money she would get for her milk?
4. What did Patty wish to buy after selling her eggs?
5. How did Patty think her friends would react to her new clothes?
6. Why did the pail fall off Patty's head?

The Thief and the Innkeeper (page 198)

1. Why did the thief rent a room in the inn?
2. What was the innkeeper dressed in?
3. What did the thief do during his very first yawn?
4. What did the thief claim would happen to him on his third yawn?
5. What did the innkeeper do when he heard the thief's tale?
6. What did the thief steal?

The Old Woman and the Physician (page 199)

1. Why did the old woman call the physician?
2. What bargain did the old woman make with the physician?
3. What did the physician do during his visits at the old woman's house after treating her eyes with the salve?
4. Why did the physician take the old woman to court?
5. How did the old woman explain why she was still "blind," thereby getting even with the physician?

The Boy and the Nuts (page 199)

1. What was inside the jar?
2. What happened when the boy grabbed a full handful of figs and nuts?
3. Why couldn't the boy pull his hand out of the jar?
4. What did the boy do when he couldn't pull his hand out of the jar?
5. What advice did the man give the boy?

Short Story Questions, *continued*

The Lioness (page 200)

1. Who did the fox see when out on her walk?
2. How many babies did the fox have?
3. What was the fox boasting about?
4. How did the lioness react to the fox's comments?
5. Why did the lioness feel so proud?

Mercury and the Woodsman (page 200)

1. What did the woodsman lose?
2. Where did the woodsman lose his axe?
3. Who suddenly appeared to help the woodsman?
4. What were the first two axes made of that Mercury brought up from the water?
5. How did Mercury reward the first woodsman for his honesty?
6. What did the neighbor do after he learned what had happened to the first woodsman earlier that day?
7. What did Mercury decide to do to punish the neighbor for lying?

The Ant and the Dove (page 201)

1. Where did the ant go to get a drink?
2. What happened to the ant when he tried to get a drink?
3. Who showed compassion to the struggling ant?
4. What did the dove do to help the ant?
5. What was the man trying to do to the dove?
6. How did the ant save the dove's life?

The Goatherd and the Goats (page 201)

1. What did the goatherd come across while guiding his own goats from pasture?
2. Why did the goatherd have to seek shelter for the goats in a cave?
3. Which group of animals did the goatherd feed more?
4. Why did the goatherd give the wild goats more food than his own goats?
5. What happened to the goatherd's own goats?
6. Where did the wild goats go once the weather cleared?
7. Why didn't the wild goats choose to stay with the goatherd?

Functional Carryover Activities

There are many more fables written by Aesop and they are available on the Internet or at a library. Fables, fairy tales, and other short stories, such as those written by the Grimm Brothers and Hans Christian Andersen, along with myths, folktales, and legends from around the world, are also wonderful for targeting auditory comprehension as they hold interest, are engaging, and appeal to a wide variety of clients.

Also highly recommended are the stories found in two books written by William J. Bennett (published by Simon & Schuster).

- *The Book of Virtues—A Treasury of Great Moral Stories* (1993)
- *The Moral Compass—Stories for a Life's Journey* (1995)

Understanding Humor in Short Stories*

Suggested target areas: auditory comprehension of multi-piece information, auditory recall and memory, attention, concentration, deduction from auditory information

Have the client listen to each story and draw a conclusion about the “humor of the story.”
(Note: You might want the client to read the paragraphs in order to integrate reading comprehension.)

Tip the Pizza Delivery Boy

Reading Level: 4.2

A college pizza delivery boy delivered a pizza to Larry Johnson’s house. Larry asked, “What is the usual tip?”

“Well,” replied the boy, “this is my first trip here, but the other guys say if I get a quarter out of you, I’ll be doing great.”

“Is that so?” snorted Larry. “Well, just to show them how wrong they are, here’s five dollars.”

“Thanks,” replied the youth, “I’ll put this in my school fund.”

“What are you studying in school?” asked Larry.

The boy smiled and said, “Applied psychology.”

Catching the Fish

Reading Level: 4.3

Jim had an awful day fishing on the lake, sitting in the blazing sun all day without catching a single one. On his way home, he stopped at the supermarket and ordered four catfish. He told the fish salesman, “Pick four large ones out and throw them at me, will you?”

“Why do you want me to throw them at you?”

“Because I want to tell my wife that I caught them.”

“Okay, but I suggest that you take the orange roughy.”

“But why?”

“Because your wife came in earlier today and said that if you came by, I should tell you to take orange roughy. She prefers that for supper tonight.”

Great Dane

Reading Level: 5.3

A normally sweet Great Dane has one quirk: she hates United Parcel Service drivers. While the owner was walking the dog one day, a UPS man came around the corner of a house. The owner, who was struggling to keep hold of the dog, tried to ease the situation. He said, “As you can see, she just loves UPS men.”

“Don’t you feed her anything else?” he responded.

*These reportedly “true” humorous stories were gathered from *Aha! Jokes*, <http://www.AhaJokes.com> with permission for use.

Understanding Humor in Short Stories, *continued*

Learning the Computer

Reading Level: 6.4

Gil bought a computer even though he had never even used a typewriter before. After investigating the computer, he decided to call the help line. A friendly voice explained step-by-step how his new machine worked. All went well until the voice told him to press the space bar. After studying the keyboard, Gil said, "I've got the latest model and it doesn't have a space bar." After further explanation, he managed to find it.

A week later, Gil again had problems and again called the help line. An instructor was then sent to his house for training. But after a few minutes, Gil's head was spinning. "You don't need to go any further," he sighed. "I don't understand a thing."

To cheer him up, the instructor said, "Hey, there are people who understand a lot less than you. Last week we had someone on the phone who didn't even know where the space bar was!"

Travel on the Plane

Reading Level: 6.9

For two solid hours, the lady sitting next to a man on an airplane had told him about her grandchildren. She even produced a plastic fold-out photo album of all nine of the grandchildren. She finally realized that she had dominated the entire conversation.

"Oh, I've done all the talking, and I'm so sorry. I know you certainly have something to say. Please, tell me . . . what do you think of my grandchildren?"

Chauffeur

Reading Level: 7.3

A chauffeur worked for a woman who took her cat with her on rides. During one trip, the chauffeur dropped the woman at a mall before getting gas. At the service station, the cat remained in the car, lying on the limousine's back seat. The attendant glanced at the unusual passenger. Finally, he asked, "Sir, is that cat someone important?"

Fried Chicken

Reading Level: 7.4

One day a state trooper was pulling off an expressway near Chicago. When he turned onto the street at the end of the ramp, he noticed a man at a chicken restaurant getting into his car. The man had placed the bucket of chicken on top of his car, got in, and drove off with the bucket still on top of his car.

The trooper decided to pull him over and perform a community service by giving the driver his chicken. He pulled him over, walked up to the car, pulled the bucket off the roof, and offered it to the driver. The driver looked at the trooper and said, "No thanks, I just bought some."

Understanding Humor in Short Stories, *continued*

Out of Food Supplies

Reading Level: 7.5

With four daughters and one son always dashing to school activities and part-time jobs, our schedule was hectic. To add to this, we kept running out of household supplies. I instructed my children to let me know when they used the last of any item by writing it on a notepad on the refrigerator. As a reminder, I wrote at the top, **“if we are out of it, write it down.”** When I checked the pad a few days later, to my delight I found the following message:

“Mom, you may be a bit old-fashioned, but you are not ‘out of it.’”

Street Sign

Reading Level: 7.5

This last weekend I was reminded of the pace we are converting to metric. I was on I-75 in Ohio when I saw a sign that said:

**All Signs Metric
Next 20 Miles**

Home Schooling

Reading Level: 9.8

There’s a story circulating through the Bellevue School District in Washington state about the woman who called wanting information on home schooling.

Both Lake Washington (Renton, WA) and Bellevue districts are noted for their support of home schoolers, and the Bellevue spokesperson was explaining procedures and what to do to the mother on the telephone.

Among other things, the mother needed to file a declaration of intent, a kind of home school registration. The spokeswoman offered to send out the proper form. The mother gave a Renton address.

The spokeswoman suggested that the woman register her children in her home district in Renton, the Lake Washington School District.

“No way,” said the mother, “everyone knows Bellevue schools are much better than Renton schools.”

College Survey

Reading Level: 10.9

In a survey taken several years ago, all incoming freshman at MIT were asked if they expected to graduate in the top half of their class. Ninety-seven percent responded that they did.

Understanding Humor in Short Stories, *continued*

Earthquake

Reading Level: 11.2

The city of Whittier, California, was founded many years ago, mainly by Quakers. There is a prominent sign composed of large, brass letters on one of the financial institutions in that community identifying it as the Quaker City Bank. The last letter of the first word fell off during an earthquake yesterday, making the sign read “Quake City Bank.”

January 12, 1993

Reading Level: 11.3

Long Beach, California police arrested two small, skinny men in October and charged them with stealing six 45-pound barbells from the Buffum Downtown YMCA. The men were struggling to keep the barbells in a small cart that kept tipping over because they were not strong enough to steer it.

Caught

Reading Level: 11.6

Four teenagers were arrested in the parking lot of a large mall in Lakeland, Florida, just before Christmas. When they attempted to steal an automobile at random, they tried to break into a police van containing three officers on a stakeout.

November 29, 1992

Reading Level: 12.0

The Los Angeles Department of Water and Power (DWP) was ordered to pay \$333,000 in penalties to Inyo County because DWP’s property tax payment arrived late—after having been sent back for \$3.40 in additional postage.

Economic Pressures

Reading Level: 12.0

Faced with economic pressures, many offices are cutting back on costs wherever possible in an attempt to remain profitable. At one particular office, employees are taking management’s belt-tightening orders seriously.

“I’m taking home only half the office supplies I used to,” one staff member notes.

1-800

Reading Level: 12.0

In an effort to snag more long distance telephone calls (charged to a credit card or a third number), AT&T reserved the toll-free number 1-800-OPERATOR. Not to be outdone, and perhaps knowing the public better, MCI reserved the number 1-800-OPERATER and has been scooping up calls intended for its arch rival.

Auditory Comprehension

Functional Carryover Activities

Use items of interest to the client to promote motivation

Incorporate diverse material presented verbally to target auditory comprehension. Use materials such as posters, pamphlets, newspapers, magazines, catalogs, letters from friends, recipes, comic and joke books, scripts for plays, and books of interest to the client. Link auditory listening activities to holidays and other special events to promote interest.

Use television and radio

For many clients, watching TV and listening to the (talk) radio is an important and pleasurable pastime. Incorporate short snippets of the client's favorite shows and target auditory comprehension through recall of detail questions, summarization practice, prediction, and conversation.

Read

The following books provide entertaining, fun, unique, amusing, and manageable short stories which can increase interest and motivation among a wide variety of client populations. These stories can be broken down to the sentence, paragraph, or multiple paragraph level for comprehension and discussion.

Front Porch Tales by Philip Gulley and Paul Harvey, Jr.
More of Paul Harvey's The Rest of the Story by Paul Harvey
Myths and Legends by Anthony Horowitz
Paul Harvey's For What It's Worth by Paul Harvey
Paul Harvey's The Rest of the Story by Paul Harvey
Random Acts of Kindness by Conari Press
Tell Me a Story by Lisa Suhay
Tell Me Another Story by Lisa Suhay
Where Worlds Abound by Brian Keith

Use the Internet

The Internet can be used as a great resource for generating individualized reading material for clients. Search for sites that focus on the client's interests.

Auditory Comprehension, *continued*

Recall Details

The ability to recall the details of what is heard is crucial to the understanding of a passage. In order to remember the facts of a paragraph, a listener must focus on the details of the auditory material and fit them together into a complete idea. The following activities will target concentration and attention span as well.

- **Recall Game**

The object of this game is to remember as many details as possible about a passage heard verbally. Present the auditory information to all of the players. The players, in turn, tell one detail they remember about the paragraph. Play continues around the circle until the players run out of details.

- **Summarize during and after listening**

Summarizing during and after listening to auditory information is another way to improve understanding and comprehension. As the client listens to a section of a passage, he might think about key ideas, and discuss words, sentences, or ideas that seem difficult or confusing. Have the client listen again to sections that are not clearly recalled or understood.

Combine and Integrate Targeted Skills

When appropriate, client-specific auditory comprehension skills, oral motor/verbal expression, and memory skills may all be integrated. For example, combine listening to auditory stimuli (auditory comprehension) with paraphrasing, summarization, conversation, and discussion (oral motor and verbal expression). Combining skills also targets attention and concentration.

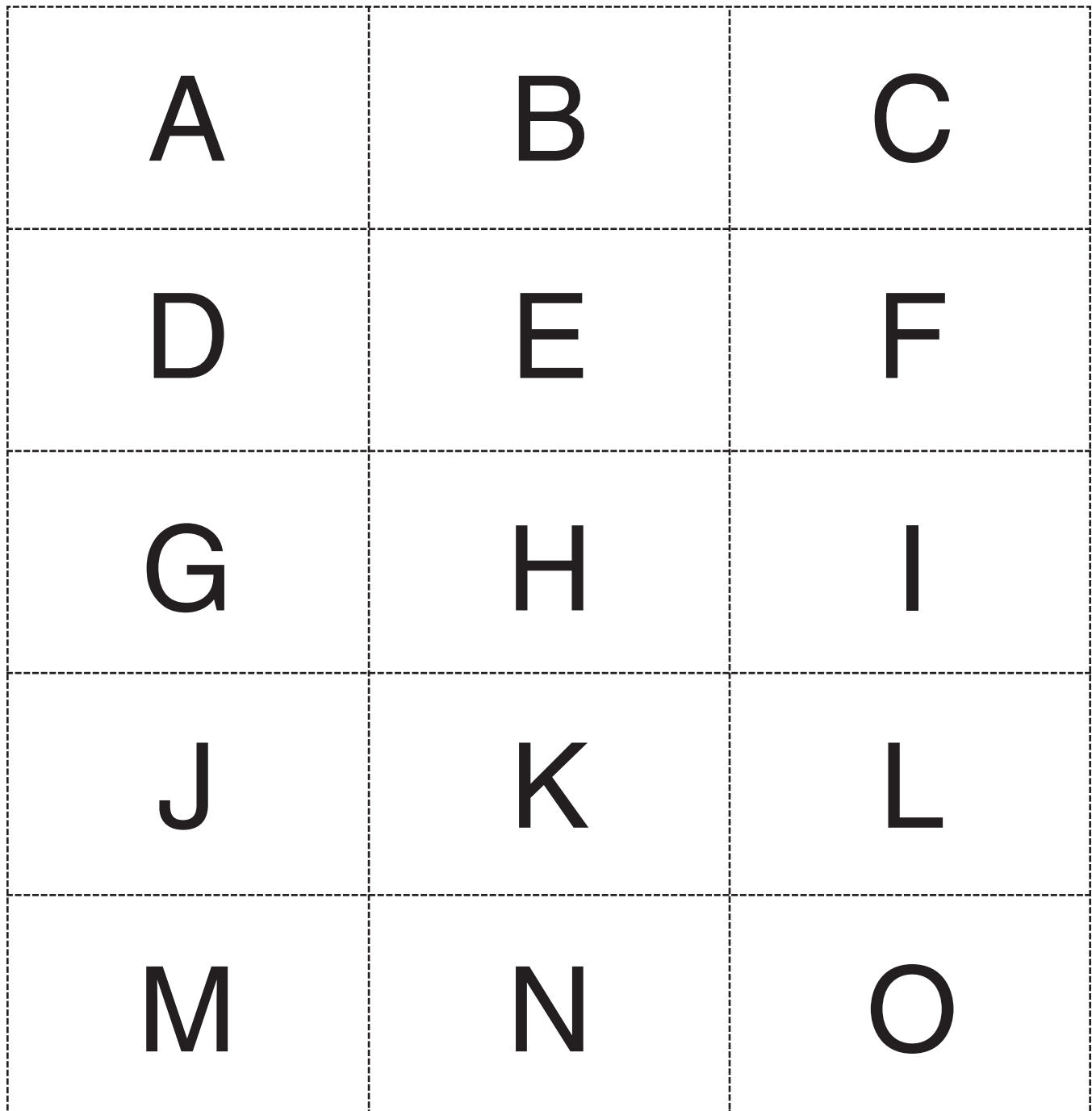
READING COMPREHENSION

Readability levels were calculated using the Flesch-Kinkaid Reading Scale.
Please note that readability formulas are guidelines only.

Single Letter Recognition–Alphabet (Uppercase)

Suggested target areas: letter identification, memory, reading comprehension

Cut the letters apart. Have the client verbally or receptively identify each letter in a manner appropriate for the client.



Single Letter Recognition–Alphabet (Uppercase), *continued*

P

Q

R

S

T

U

V

W

X

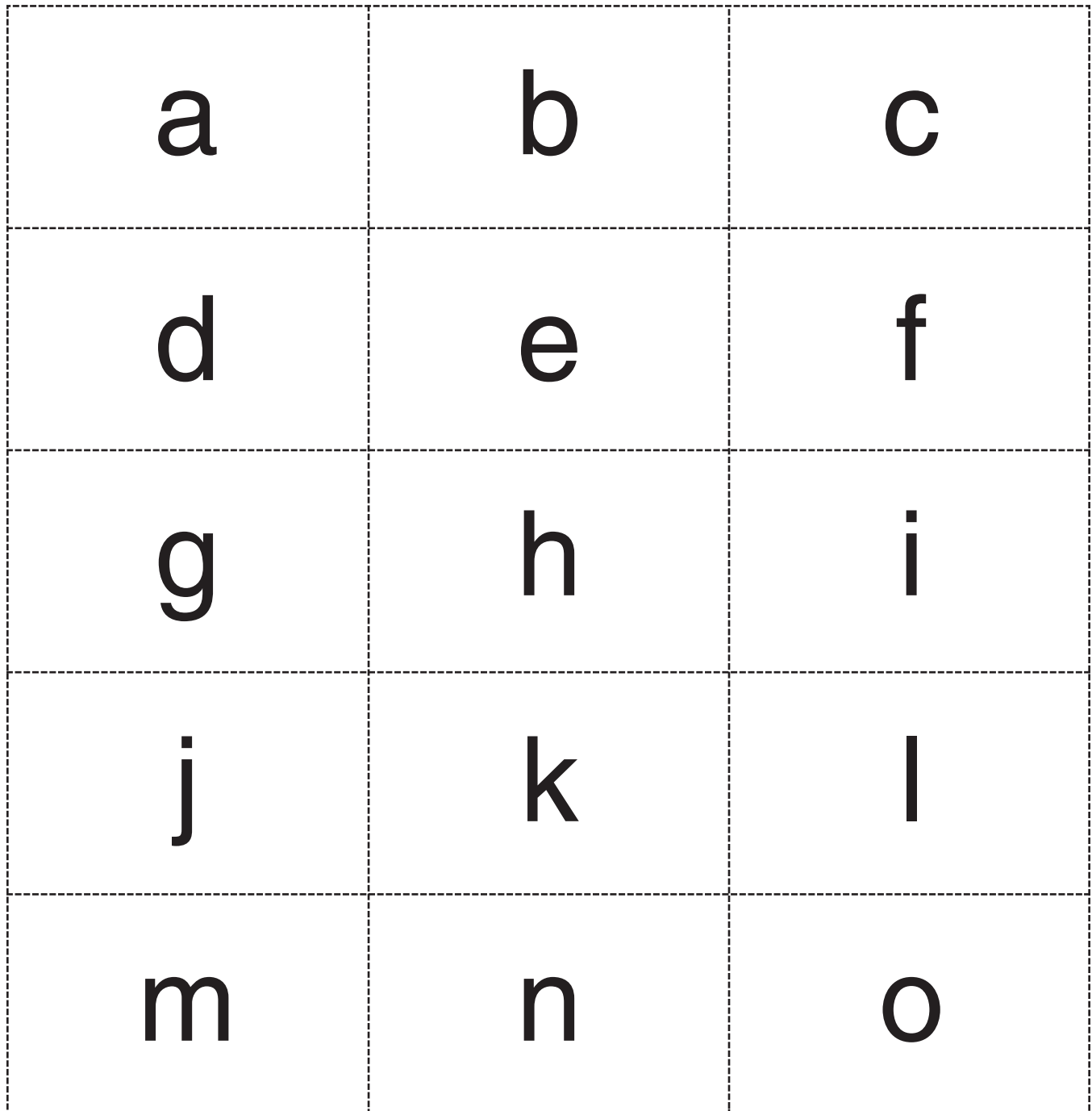
Y

Z

Single Letter Recognition–Alphabet (Lowercase)

Suggested target areas: letter identification, memory, reading comprehension

Cut the letters apart. Have the client verbally or receptively identify each letter in a manner appropriate for the client.



Single Letter Recognition–Alphabet (Lowercase), *continued*

p	q	r
s	t	u
v	w	x
y	z	

Letter Discrimination

Suggested target areas: letter recognition, memory, visual neglect, visual scanning, reading comprehension

Random Lowercase Letters (Triple Spaced)

Have the client receptively identify a specified letter within the set of letters. For increased complexity, specify two or three different target letters for the client to find simultaneously.

h y i e d n g h i p l i k m t r z q s a x c r p h

g b u n j i i r n l o p q w i u e y t e d h y w a

k l m b v x z a d v c w q s t h u j k p o u t j i

g h b n b r f d c b e d t o j k l u m n t b e r c

r f d s f w q a z b m l i h j f d x c w r e q i y

o t c t j p i c q z q c x d y o j l z q v b u m i t

i p j y r v m h w q a x m p v n f e c p i d n v i

p n b v c q s s i s p p p k j b y f m o r v n e o

Letter Discrimination, *continued*

Random Lowercase Letters (Double Spaced)

s t n j i o q v z s a v c m h k l o p y u n r f b v d e t r i o
w s x m j k u i o p l m z c x v d g f h r y t w r q e a g f v
d s f h k j o l i n m p r t c z s x e d y g b u n i k o n i i y
y b r d w x a l q p k s o w c x n j m t f u b e s l i k s a q
u f h e s w c t v y n i a z c w e v t l h b r g i j g r n r f v t
y k k w r v t y u y t r e e g u o p j i r d v r e b a x z o k m
q q g u i n p r a x a r h b u k f r v e j i u b w q a m m m r
l o g f v d r e c s w b y u i n i i o p t r d e w s x t r e w e
t y u v p i l u m q a s d f g h t r d c w r b u m p l i f d f b
h t n u e c x q z a d e w s v u p l u m p o l o i k n h c x
f t j i o p r v d e r v b t y u a g d a c x w q r t y p o e d f
k h t r v c n k i u y t r f v z x q w x a k o p u m i k t n m
o p l m t b f g s x z a q w e r f v g y u h r v s u o p m u o
l s m l n j l y b v f r e z z q r t o p k h y b f r h m k t f c
t y u v p i l u m q a s d f g h t r d c w r b u m p l i d w x

Letter Discrimination, *continued*

Random Lowercase Letters (Single Spaced)

abcliungyahitrasdebzxiatoplkmjyaoumjaewcx
yredvzxoauiklpawefvyjhumnbgrewqsxaczmwcf
kolpoikujhujiktfgbvcdewqaszploiuynmjkiooplk
guiopkjlmgghfdertgvnyuhbgewqsdaaxztnmjuynu
milopkimunhjygtbrvfrtgedcxswqazserywxcvbhy
kopilyhnbgytghbvcxzszxsqwaswedfrasdrfgxcv
trfgbvcxz aswqzxnmlpoiujhytgbnhjiopqwsghje
edrftgbnmjuikolpzmxnvgbhfdksztqpoiujmwscf
nthgbyzqawsxecdrvftbgynhumjikmlpminhiuyt
juymnujiytrewsdcxzaqmkijhnpoiujmnbhgtdcw
yhnbcxcxcdewsaujkiolpmnjhytrvplokimgujm
kopilyhnbgytghbvcxzszxsqwaswedfrasdrfgtpol
koijikghytfrdsazxcvfrtgbhypolkmbhikhjgfhje
liujnbyhuiotgfreqaswcrfvtygnuiolkmjuyhgbvcz
sadxsaqxikpilmkjuyhbgtrfvcdewspuplisazxsaq
jnhuyploimjuythbaxderfvgtbhynujmiujyhnrvcx
z asdfghjuykjmbhgftrtpolikmjuikjhgfcdwerzxc
asdvbnghjyuirtgfdcxzaqwsertgbnmoplolplikujm
nhjhjytgbvzdfcewcvfdhjzxsdfgrtyuioplmkjiuyh
gfd sarewqnbvcxikmjhg f zjhgtrezopkghjkuiotyh
ghgbnujtrewwqsdfghnbvcnmjkiuyhgfdsapolkiopy
uijknhyujmkgtrfvioijklhjkuyghrytgjbnmfhgtye
rdgvcdeyhjuoklipoqewsfvcxzswrtfgbhxuijknmy
jnpimjkzwwqsdvfrtyhjuioikumnbvgfdsaertyuijkl
mnhjgfh ytrgfdgbvczmnzrawedapoliujhtybjklopr
tygjhjojlkoipyuhjbnvfrewqasdfgvbnhjfghrbnjui
kjkliophjuytfgvbc drefgedsaiokjmpoitvrtfwedck

Letter Discrimination, *continued*

Random Uppercase Letters (Triple Spaced)

H Y I E D N G H I P L I K M T R Z X C R R I

G B U N J I I R N L O P Q W I U E Y T E T T

V X Z A D V C W Q S T H U J K P O U Y N B

G H B N B R F D C O J K L U M N T B E R T

R F D S I Z B M L I H J F D X C W R E Q T D

A V B Y U O L Z P A Q M W C I H Y E R X W

D F G B M C Z E Y P A S X R G V U O J S S

G B U N J I I R N L O P U E Y T E D H F D W

Y K W V N P K M W E A A K P I V M V D E S

K L U M N T B E G H B N B R F D C B E C W

Letter Discrimination, *continued*

Random Uppercase Letters (Double Spaced)

S T N J I O C M H K L O P Y U N R F B V D E P R V I R
W S X M J K U I O P L M Z C X V D G F H R Y T R E W
D S F H K J O L I N M P R T C Z S X N I K O N Y W V
Y B R D W X A L Q P K S O W C X N J M T F U B C R
W C T V Y N I A Z C W E V T L H B R G I J G R E V C
R V T Y U Y T R E E G U O P J I R D V R E B A J R E I
Q Q G U I N P R A X A R H B U K F R V E J I U B T T
L O G F V D R E C S W B Y U I N I I O P T R D E W X
T Y U V P I L U M Q A S D F G H T R D C W R B U Y J
H T Z A D E W S V U P I U M P O L O I K N H I U T R Q
U R T Q S J O U T I U A V C M H K L O P Y U N S W S
W S X M J U T F R S C X I T B P O P O Q F H R Y S T I
D S F H K J O L I N M P R T O E Q S X V N U O P U Y
Y B R Q P K S P W A Q G B N M J U Y I O C V A T O P

Letter Discrimination, *continued*

Random Uppercase Letters (Single Spaced)

HTGBEWQAXZSCVBYHUIPKOLMJKUYHNRTGV
FGYUIOEWFBYURNMJIUYKOPAXWQZAFTYUI
KJMNHJKPLIBFIFRVNMJIUYHTRQXEDCVTBY
NUMILPOKMUJHNOPTGBRFVHUIOPWSQAXZC
DRTZUZHIAERYIOKMNGTGGUIOPKJLMGHFD
ERTGVNYUHBGEWQSDAXZTBNMJUYNUMILO
PKIMUNHJYGTBRVFRTGEDCXSWQAZSERKOP
ILYHNBGYTGHBVCXZSZXSQWASWEDFRASD
RFGTPOLKOIJKGHYTFRDSA ZXC VFRTGBHYP
OLKMNBHILKJHYTGHB NMZSWEDZXWYUHJ
KOPIOHJBVFDSAYTREWNBQPIKEFVDGTYHB
NYPLOIMNJHYTBVGFCDFREQAXSZDCFGYUH
BNJPLOMKIJUYHNJUIOPTREWQASDFVCBGH
NJUYTRIOKMLPOIUJMN BHYTGFDFVBNHYUT
TVGBHYUJNMKOLPOLKPUJBCASDWXCYJDLA
UJNBTHGRRRCFTBGFRWXDSCRYNJUIKHYPLOI
MNJHYTBVGFCDFREQAXSZDCFGYUVFDSASA
TGVB NHYUJIMKOPLYHNJUIKMJURTGBCVFES
XDCREWQAPOKMUIOKTYHNGBHTRFVDERTG
YHNBVCZXASWQWERFVGTYHNBREDCXSWAL
POKUJNYHUIOPREDFVCDGHNJKMIUYQAWED
FRPLOIKMNBVGFTREDCXEXWSZESXAEAP
KOIMKJUNHYUJNBTHGRRRCFTBGFRWXDSCRY
NJUIKHYPLOIMNJHYTBVGFCDFREQAXSZDCF
GYUHB NJPLOMKIJUYHNJUIOPTREWQASDFVC
BGHNJUYTRIOKMLPOIUJMN BHYTGF DWQAXC
ERVGFTBIJKLYTGHBVBNMKLOWDSCVBGIUYJ
NMHGRTFDCVZOKJMNXTHGFWQGHJNMKIUY

Letter Discrimination, *continued*

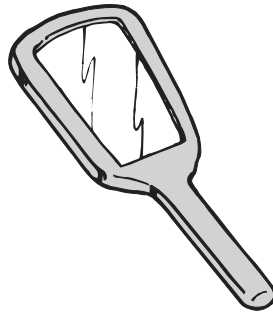
Functional Carryover Activities

- Use items of interest to the client such as posters, pamphlets, newspapers, magazines, and books targeting single letter scanning and discrimination.
- Write an alphabet book with your client. The client may think of a favorite word to put on each page, or he can create an ABC book based on a theme of interest such as animals or food.
- Create a dictionary with your client. Write one letter at the top of each page and collect words to put on each page.
- Play the *I Spy* game. Have the client be on the lookout for letters within his environment. Make a game of it. For example, see how many B's the client can find when he looks around.
- Adapt simple games such as *Bingo*, *Go Fish*, *Gin Rummy*, and *Memory* using letters.

Word Identification: Two-Word Level

Suggested target areas: word recognition, reading comprehension, memory, visual neglect, visual scanning

Have the client identify the written word that corresponds to the picture in a manner appropriate for the client.



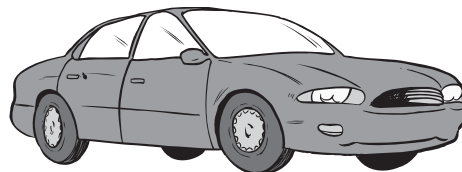
1. mirror

pen



2. cup

bananas



3. car

star

Word Identification: Two-Word Level, *continued*



4. orange

flowers



5. girl

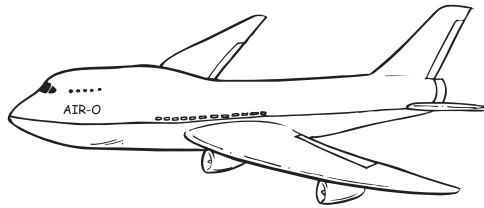
boy



6. book

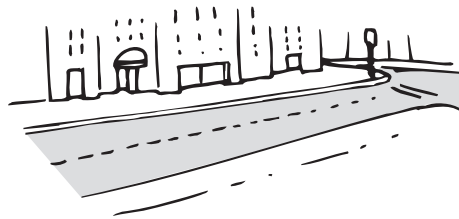
sock

Word Identification: Two-Word Level, *continued*



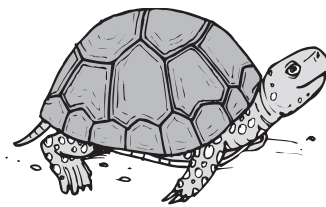
7. plane

plant



8. grass

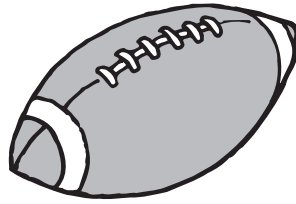
street



9. cat

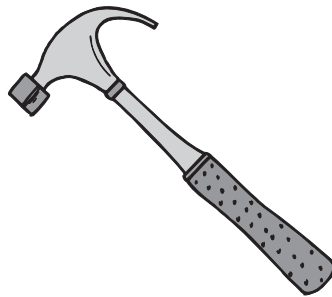
turtle

Word Identification: Two-Word Level, *continued*



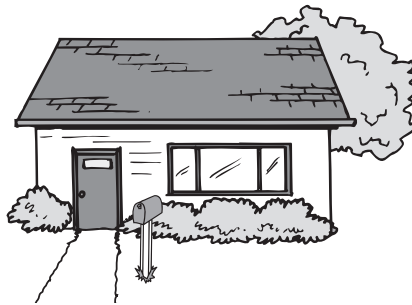
10. football

soccer



11. can

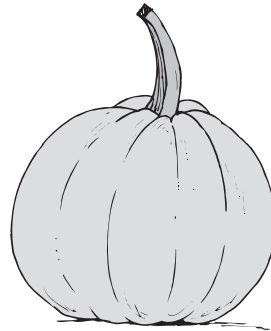
hammer



12. house

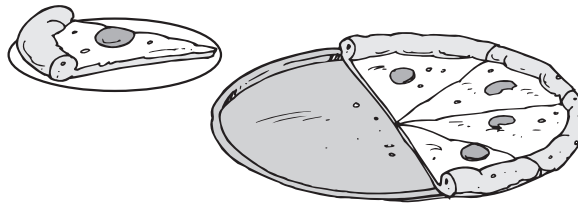
mouse

Word Identification: Two-Word Level, *continued*



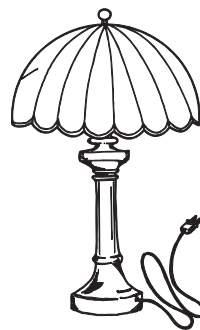
13. napkin

pumpkin



14. pizza

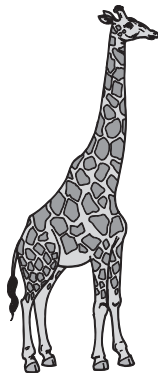
rice



15. lamp

camp

Word Identification: Two-Word Level, *continued*



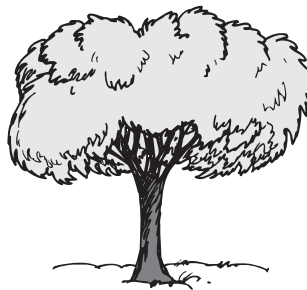
16. bear

giraffe



17. salad

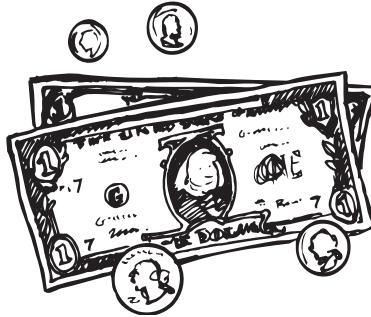
fork



18. free

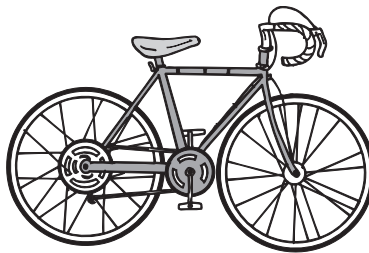
tree

Word Identification: Two-Word Level, *continued*



19. money

light



20. boat

bike



21. pencil

potato

Word Discrimination: Two-Word Level

Suggested target areas: word recognition, memory, visual neglect, visual scanning, reading comprehension, auditory discrimination

Give the client a copy of the words on pages 231–232. Say the target word and have the client receptively identify it in each set of words in a manner appropriate for the client. For an alternative task, print the target words on individual cards and have the client receptively identify the written target word from each set of words.

Target Words

- | | |
|------------|------------|
| 1. bye | 21. girl |
| 2. find | 22. flower |
| 3. cat | 23. car |
| 4. man | 24. tea |
| 5. chair | 25. light |
| 6. leg | 26. grass |
| 7. rug | 27. hug |
| 8. race | 28. sun |
| 9. ham | 29. coat |
| 10. shoe | 30. honey |
| 11. pillow | 31. bed |
| 12. keep | 32. spoon |
| 13. door | 33. hot |
| 14. hat | 34. gave |
| 15. book | 35. get |
| 16. hair | 36. happy |
| 17. toast | 37. table |
| 18. water | 38. swim |
| 19. key | 39. tire |
| 20. pig | 40. cook |

Word Discrimination: Two-Word Level, *continued*

1. bye bite
2. find found
3. cat boy
4. met man
5. chair box
6. leg arm
7. take rug
8. pick race
9. ham beef
10. skip shoe
11. pillow pill
12. take keep
13. knob door
14. hat head
15. read book
16. hair arm
17. toast toad
18. wine water
19. lock key
20. pig peg

Word Discrimination: Two-Word Level, *continued*

- | | | |
|-----|--------|--------|
| 21. | gal | girl |
| 22. | power | flower |
| 23. | cat | car |
| 24. | tea | tag |
| 25. | light | lamp |
| 26. | grease | grass |
| 27. | hug | hit |
| 28. | sun | bun |
| 29. | coat | hat |
| 30. | honey | bunny |
| 31. | bid | bed |
| 32. | silver | spoon |
| 33. | warm | hot |
| 34. | gave | gone |
| 35. | get | spent |
| 36. | sappy | happy |
| 37. | table | tablet |
| 38. | water | swim |
| 39. | wire | tire |
| 40. | cook | cake |

Word Discrimination: Three-Word Level

Suggested target areas: word recognition, memory, visual neglect, visual scanning, reading comprehension, auditory discrimination

Give the client a copy of the words on pages 234–235. Say the target word and have the client receptively identify it in each set of words in a manner appropriate for the client. For an alternative task, print the target words on individual cards and have the client receptively identify the written target word from each set of words.

Target Words

- | | |
|-----------|------------|
| 1. bug | 21. cat |
| 2. sock | 22. button |
| 3. took | 23. grass |
| 4. cry | 24. cloud |
| 5. sun | 25. chain |
| 6. keep | 26. see |
| 7. order | 27. mouse |
| 8. sleep | 28. paper |
| 9. lock | 29. sink |
| 10. play | 30. lazy |
| 11. ring | 31. score |
| 12. climb | 32. plate |
| 13. toe | 33. ice |
| 14. step | 34. catch |
| 15. fun | 35. wade |
| 16. blank | 36. kick |
| 17. point | 37. hour |
| 18. stay | 38. blue |
| 19. farm | 39. friend |
| 20. go | 40. bread |

Word Discrimination: Three-Word Level, *continued*

- | | | | |
|-----|-------|-------|-------|
| 1. | bee | bug | fly |
| 2. | sock | scare | shoe |
| 3. | care | take | took |
| 4. | sad | cry | tears |
| 5. | sun | moon | star |
| 6. | kept | keep | save |
| 7. | food | eat | order |
| 8. | steep | bed | sleep |
| 9. | lock | box | look |
| 10. | pet | plot | play |
| 11. | ding | ring | rung |
| 12. | fall | high | climb |
| 13. | toe | feet | teeth |
| 14. | stop | stood | step |
| 15. | fun | fan | funny |
| 16. | bank | blank | lake |
| 17. | pout | ink | point |
| 18. | slay | stop | stay |
| 19. | from | farm | barn |
| 20. | to | gone | go |

Word Discrimination: Three-Word Level, *continued*

21.	tiger	cut	cat
22.	button	but	snap
23.	cut	gas	grass
24.	sky	cloud	could
25.	lock	check	chain
26.	see	seem	seen
27.	Mickey	house	mouse
28.	paper	proper	pay
29.	sunk	sink	stink
30.	hazy	lay	lazy
31.	game	goal	score
32.	plate	plot	paper
33.	cream	ice	see
34.	cat	latch	catch
35.	wade	wad	water
36.	can	tick	kick
37.	flour	hour	horror
38.	blow	black	blue
39.	pal	friend	find
40.	butter	bead	bread

Word Discrimination: Four-Word Level

Suggested target areas: word recognition, memory, visual neglect, visual scanning, reading comprehension, auditory discrimination

Give the client a copy of the words on pages 237–238. Say the target word and have the client receptively identify it in each set of words in a manner appropriate for the client. For an alternative task, print the target words on individual cards and have the client receptively identify the written target word from each set of words.

Target Words

- | | |
|------------|------------|
| 1. wood | 21. sight |
| 2. see | 22. dial |
| 3. buy | 23. black |
| 4. short | 24. shrink |
| 5. like | 25. train |
| 6. made | 26. catch |
| 7. grass | 27. barn |
| 8. keep | 28. there |
| 9. head | 29. soda |
| 10. speak | 30. whole |
| 11. bread | 31. night |
| 12. cloud | 32. fare |
| 13. shoe | 33. post |
| 14. open | 34. mail |
| 15. work | 35. four |
| 16. kid | 36. bank |
| 17. snow | 37. pan |
| 18. box | 38. bump |
| 19. string | 39. dream |
| 20. witch | 40. fall |

Word Discrimination: Four-Word Level, *continued*

1.	stick	wool	wood	fire
2.	saw	see	seen	look
3.	pay	get	bug	buy
4.	small	short	shot	shock
5.	lick	bike	like	love
6.	made	make	build	mad
7.	gas	grow	grass	brass
8.	save	keep	kept	peep
9.	head	hat	foot	hide
10.	peak	speech	talk	speak
11.	bun	read	dough	bread
12.	cloud	cloudy	sky	loud
13.	shoe	shine	foot	she
14.	close	pen	open	often
15.	work	look	week	worm
16.	Kim	child	did	kid
17.	now	snow	shovel	shown
18.	book	boo	ox	box
19.	sting	ring	strung	string
20.	wick	with	witch	itch

Word Discrimination: Four-Word Level, *continued*

21.	see	eyes	slight	sight
22.	file	diary	dial	trial
23.	blue	black	color	ink
24.	shrink	stink	small	rink
25.	rain	track	engine	train
26.	caught	latch	catch	cat
27.	bark	farm	arm	barn
28.	the	where	there	they
29.	drink	straw	pop	soda
30.	whom	whole	hold	what
31.	light	nigh	day	night
32.	fare	right	care	farm
33.	past	poster	toast	post
34.	box	mail	nail	letter
35.	five	forth	four	pour
36.	bank	blank	cash	tank
37.	Pam	pain	pan	man
38.	bruise	lump	pump	bump
39.	dreamt	sleep	dream	cream
40.	down	fell	follow	fall

Word Discrimination: Two-Word Level with Increased Difficulty/Length of Words

Suggested target areas: word recognition, memory, visual neglect, visual scanning, reading comprehension, auditory discrimination

Give the client a copy of the words on pages 240–241. Say the target word and have the client receptively identify it in each set of words in a manner appropriate for the client. For an alternative task, print the target words on individual cards and have the client receptively identify the written target word from each set of words.

Target Words

- | | |
|--------------|---------------|
| 1. achieve | 21. overalls |
| 2. bleacher | 22. favorite |
| 3. snowdrift | 23. frantic |
| 4. discolor | 24. auction |
| 5. macaroni | 25. scented |
| 6. overcast | 26. sardine |
| 7. minister | 27. tourist |
| 8. tantrum | 28. packet |
| 9. hundred | 29. migrate |
| 10. company | 30. whistling |
| 11. fearless | 31. disloyal |
| 12. severely | 32. soybean |
| 13. hazard | 33. licorice |
| 14. ladybug | 34. apricot |
| 15. gallon | 35. cobweb |
| 16. chowder | 36. jigsaw |
| 17. elderly | 37. magnify |
| 18. bedside | 38. toughen |
| 19. question | 39. conform |
| 20. brittle | 40. drapery |

Word Discrimination: Two-Word Level with Increased Difficulty/Length of Words, *continued*

1. achieve aching
2. bleacher stadium
3. snowfall snowdrift
4. discolor discard
5. spaghetti macaroni
6. overcast overcame
7. mister minister
8. temper tantrum
9. hundredth hundred
10. company companion
11. flawless fearless
12. severely sever
13. hurtful hazard
14. ladybug litterbug
15. quart gallon
16. chowder chatter
17. older elderly
18. bedside beside
19. answer question
20. brittle British

Word Discrimination: Two-Word Level with Increased Difficulty/Length of Words, *continued*

- | | | |
|-----|-----------|-----------|
| 21. | coveralls | overalls |
| 22. | favorite | avored |
| 23. | panic | frantic |
| 24. | auction | audition |
| 25. | scent | scented |
| 26. | sardine | anchovy |
| 27. | tourist | tourism |
| 28. | package | packet |
| 29. | migrate | migraine |
| 30. | whittling | whistling |
| 31. | disloyal | disobey |
| 32. | sorbet | soybean |
| 33. | licorice | licking |
| 34. | apricot | nectarine |
| 35. | corncob | cobweb |
| 36. | rickshaw | jigsaw |
| 37. | magnify | maggot |
| 38. | tighten | toughen |
| 39. | conform | confirm |
| 40. | drapery | draping |

Word Discrimination: Three-Word Level with Increased Difficulty/Length of Words

Suggested target areas: word recognition, memory, visual neglect, visual scanning, reading comprehension, auditory discrimination

Give the client a copy of the words on pages 243–244. Say the target word and have the client receptively identify it in each set of words in a manner appropriate for the client. For an alternative task, print the target words on individual cards and have the client receptively identify the written target word from each set of words.

Target Words

- | | |
|-------------------|-------------------|
| 1. workmanship | 21. predominant |
| 2. embarking | 22. vestibule |
| 3. microscope | 23. questionable |
| 4. nocturnal | 24. establishment |
| 5. tourniquet | 25. superstition |
| 6. collegiate | 26. institution |
| 7. hibernation | 27. unaccustomed |
| 8. supervision | 28. hypothesize |
| 9. supplement | 29. orthographic |
| 10. indivisible | 30. preservation |
| 11. unavoidable | 31. qualify |
| 12. shareholder | 32. passageway |
| 13. quarantine | 33. questionnaire |
| 14. restricted | 34. retirement |
| 15. terminal | 35. exuberance |
| 16. misconception | 36. landscape |
| 17. blameworthy | 37. congressional |
| 18. certificate | 38. incongruous |
| 19. topography | 39. calligrapher |
| 20. installment | 40. phosphorous |

Word Discrimination: Three-Word Level with Increased Difficulty/Length of Words, *continued*

1.	shipmate	makeshift	workmanship
2.	barking	embarking	embroider
3.	collator	microscope	microwave
4.	nocturnal	maternal	nocturne
5.	tournament	quartet	tourniquet
6.	collate	collegiate	college
7.	hibernation	nation	hibachi
8.	supervisor	supervise	supervision
9.	supple	supplemental	supplement
10.	divisible	indivisible	invisible
11.	unavailable	unavoidable	avoidable
12.	shepherd	homemaker	shareholder
13.	quarterback	quantitative	quarantine
14.	restricted	stretched	strictness
15.	terminate	terminology	terminal
16.	misconceive	misconstrue	misconception
17.	blameworthy	blameless	unworthy
18.	certify	certificate	commiserate
19.	photography	topographer	topography
20.	installment	installation	instant

Word Discrimination: Three-Word Level with Increased Difficulty/Length of Words, *continued*

21.	dominant	preeminent	predominant
22.	vestibular	vestige	vestibule
23.	questioning	questionable	conscionable
24.	establishment	abolishment	establishing
25.	superstar	superstitious	superstition
26.	institute	institution	tuition
27.	accustomed	unaccented	unaccustomed
28.	hypothesis	hypothesize	hypnotize
29.	orthographies	orthodontic	orthographic
30.	presentation	preservation	preserve
31.	qualify	quality	simplify
32.	passage	passageway	entryway
33.	questionable	quarantine	questionnaire
34.	reengagement	retirement	enlargement
35.	exuberant	urbanize	exuberance
36.	landscape	landslide	language
37.	congressional	Congress	professional
38.	congruous	incongruent	incongruous
39.	calligraphy	photographer	calligrapher
40.	phosphate	phosphorous	phosphoric

Word Identification—Short Sentence Level

Suggested target areas: word recognition, memory, visual neglect, visual scanning, reading comprehension, auditory discrimination

Give the client a copy of the sentences on pages 246–247. Say the target word and have the client receptively identify it in each sentence in a manner appropriate for the client. For an alternative task, print the target words on individual cards and have the client receptively identify the written target word from each corresponding sentence.

Target Words

- | | | |
|------------|-------------|-------------|
| 1. girl | 15. freeze | 29. sat |
| 2. one | 16. man | 30. lucky |
| 3. small | 17. eleven | 31. how |
| 4. the | 18. maid | 32. table |
| 5. after | 19. radio | 33. leave |
| 6. any | 20. have | 34. hike |
| 7. first | 21. doctor | 35. airport |
| 8. empty | 22. which | 36. garden |
| 9. baby | 23. tire | 37. twenty |
| 10. carrot | 24. salt | 38. oily |
| 11. fair | 25. when | 39. farm |
| 12. cloud | 26. brother | 40. sound |
| 13. bed | 27. car | |
| 14. walk | 28. chop | |

Word Identification–Short Sentence Level, *continued*

1. The girl gave the glue to the boy.
2. Who will be the one to win?
3. That small flower has a sweet smell.
4. Three of them went to the theater.
5. The water tasted better after it was filtered.
6. Amy will do any job.
7. Frank was the first boy in line.
8. Please empty the eight containers.
9. The baby boy was twelve pounds.
10. Kathy ate a carrot and drank a carton of milk.
11. Tempers can flare up if you don't play fair.
12. Could that cloud cause it to rain?
13. The boy went to bed at eight o'clock.
14. Should we walk or run to the dock?
15. The frigid snow may freeze the ground.
16. The woman and the man ran for office.
17. Steven will be eleven next year.
18. The maid will make the beds today.
19. Robert listened to the radio during the rodeo.
20. I have half of the money.

Word Identification–Short Sentence Level, *continued*

21. The dentist and doctor are good friends.
22. Which white shirt will match?
23. Changing the tire made Tim tired.
24. Put pepper and salt on your salad.
25. Where will you be when I pick you up?
26. Don't bother my brother or my mother.
27. Park the cart and the car near the curb.
28. Chop up some onion to put on the pork chops.
29. Ron sat while Rick did his sit-ups.
30. Her lucky dice brought her lots of luck.
31. I wonder how Howard used that hoe.
32. Sit around the table and listen to this fable.
33. We will rake the leaves and then leave.
34. Mike took a hike up the hill.
35. The airplane was late arriving at the airport.
36. I grow gardenia shrubs in my garden.
37. Twenty yards of twine is plenty.
38. Ollie only uses oily paints.
39. How far is the farm from the lake?
40. The sound of the south seas was soothing.

Word Identification—Complex Sentence Level

Suggested target areas: word recognition, memory, visual neglect, visual scanning, reading comprehension, auditory discrimination

Give the client a copy of the sentences on pages 249–250. Say the target word and have the client receptively identify it in each sentence in a manner appropriate for the client. For an alternative task, print the target words on individual cards and have the client receptively identify the written target word from each corresponding sentence.

Target Words

1. partition
2. transmit
3. extinction
4. impoverish
5. conventional
6. avocation
7. observatory
8. involuntary
9. manipulation
10. laundromat
11. prosecution
12. prerequisite
13. misunderstanding
14. Netherlands
15. competitor
16. superimpose
17. insecticide
18. ornamental
19. temperamental
20. management
21. agriculture
22. ineffective
23. deficiency
24. catastrophe
25. outnumber
26. treacherous
27. impeachment
28. psychologists
29. animosity
30. pediatrician

Word Identification–Complex Sentence Level, *continued*

1. The patrons at the post office were separated by the partial partition.
2. Will the transmitter be able to transmit the transatlantic signal?
3. The archeologist studied the catastrophic events that led to the extinction of the dinosaurs.
4. It is impossible to impoverish the important citizens of this city.
5. The convention of congressmen continued in a conventional manner.
6. My uncle's avocation includes aviation and avionics.
7. One may observe exceptional constellations from an observatory.
8. It was inevitable that the department would establish an involuntary dismissal policy.
9. The chiropractor practiced manipulation of the metacarpals and mandibular joint.
10. Laura has a luncheon to attend after she delivers the laundry from the laundromat.
11. For the protection of the witness, the prosecution proposed an injunction.
12. What is the prerequisite for the preliminary prehistoric science course?
13. His misinterpretation of the mission was a minor misunderstanding.
14. Neither of the two nationally recognized neurosurgeons was able to visit the Netherlands for their lectures.
15. Competition with my competitor computer salesperson is complicated.
16. Suppose we superimpose the supermarket's sign on that superficial screen?
17. Combat all your irritating inside insects with this interesting new insecticide.

Word Identification–Complex Sentence Level, *continued*

18. Oriental costumes from China can be very ornate and ornamental.
19. The superintendent needs to temper his temperamental tantrums.
20. The manager of the marketing division is managing a new campaign to hire all new management.
21. The agronomy in Arkansas is an important branch of agriculture.
22. Ineffective and inefficient individuals may still be intelligent.
23. Defeatism may demonstrate a deficiency in defensive attributes.
24. A catatonic condition of the constable may cause a catastrophe.
25. Our team will outmaneuver and outnumber those on the Outback.
26. The trench was tremendously treacherous and dangerous.
27. Following the President’s impeachment, imprisonment is not impossible.
28. Psychiatrists and psychologists practicing within the penitentiary will likely observe pathological behavior.
29. The administration’s failure to assure appropriate quality control resulted in animosity among customers.
30. Our pediatrician persuaded us to consult with a podiatrist due to the possibility of paralysis around the phalanges.

Functional Carryover Activities

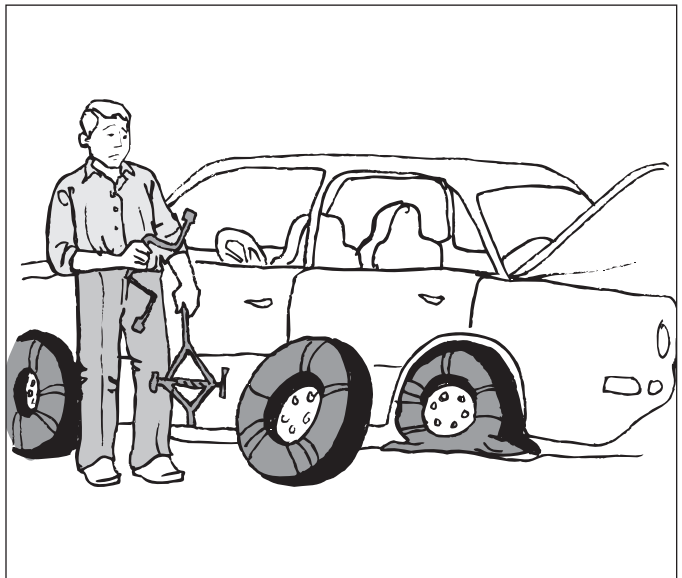
- Use items of interest to the client to promote motivation. Incorporate diverse written materials such as posters, pamphlets, newspapers, magazines, catalogs, menus, recipes, comic books, scripts for plays, and books of interest that target single word identification within text.
- Adapt simple games such as *Bingo*, *Go Fish*, *Gin Rummy*, and *Memory* using words.

Sentence Discrimination

Suggested target areas: reading comprehension, visual neglect, visual scanning, memory, attention, concentration

Have the client receptively identify the sentence that most appropriately corresponds to the target picture in a manner appropriate for the client.

1. The engine of the car is broken.
The man is on a fun vacation.
The car has a flat tire.



2. The snowman has melted.
The children are making a snowman.
The girl puts an apple on the snowman.



Sentence Discrimination, *continued*

3. The boys are playing cowboys.
The boys are painting the fence.
The fence is falling over.



4. The woman is busy working at her desk.
The man surprises her with flowers.
The man works for the woman.

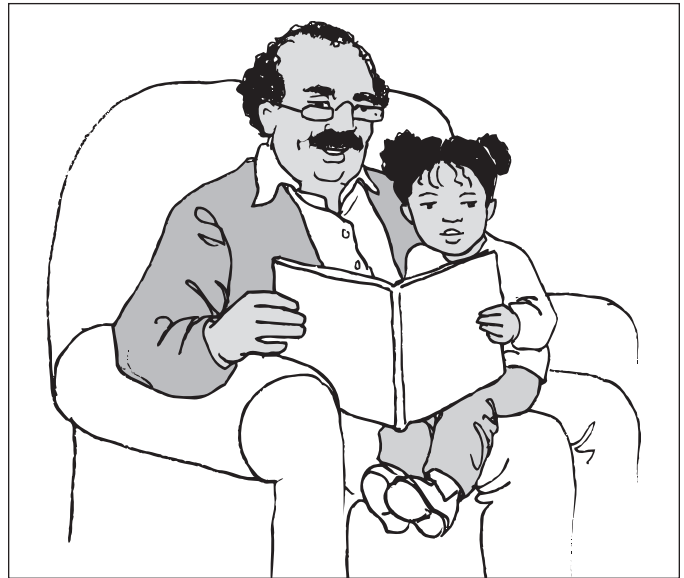


Sentence Discrimination, *continued*

5. The child is getting ready for bed.

The man is sleeping in the chair.

The man is reading the child a book.



6. The girl sleeps with her blanket.

The girl sleeps with her bear.

The bear is going to fall out of bed.



Sentence Discrimination, *continued*

7. The man scored two points.

The man's basketball team won.

He plays basketball.



8. The dog watches him paint.

He paints the door.

The dog sleeps while he paints.

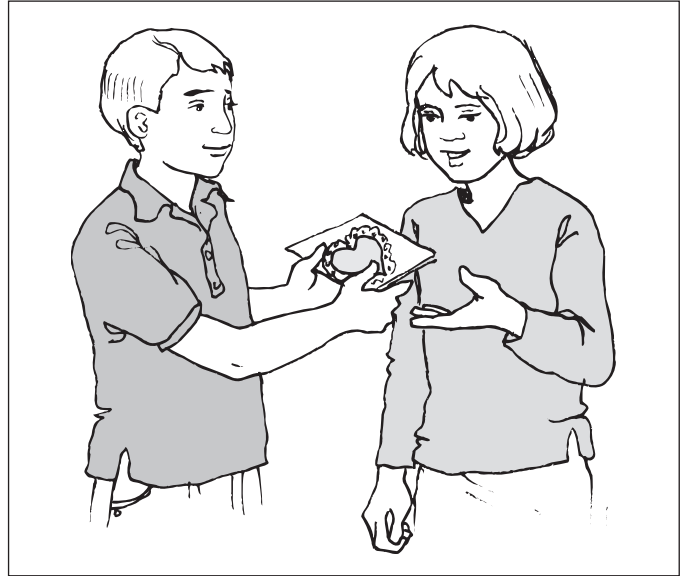


Sentence Discrimination, *continued*

9. She lives next door to the boy.

The boy gives her a valentine.

The boy gives her an apple.



10. He takes a walk in the park.

He is waiting for the boat.

It is getting dark in the park.



Sentence Discrimination, *continued*

11. They carry a tent to camp.

The boys are fishing on the lake.

They carry a canoe down the path.



12. The family is raking the leaves.

The trees provide good shade.

They will have lemonade after their work.

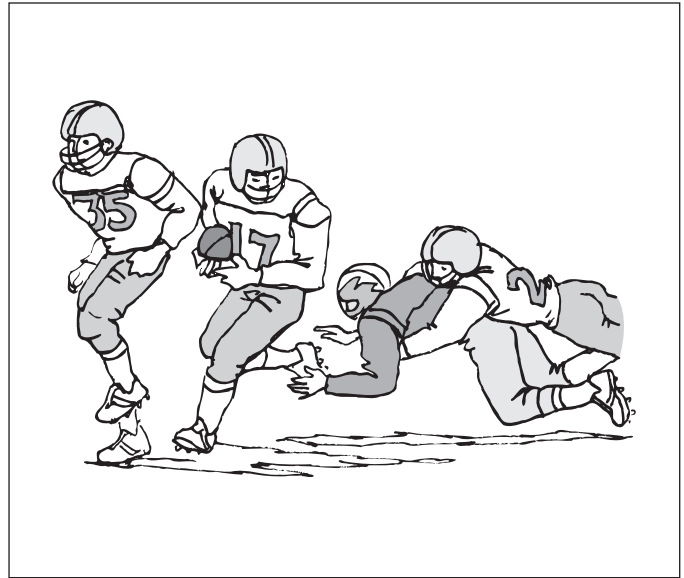


Sentence Discrimination, *continued*

13. You can get hurt playing soccer.

The football player is tackled.

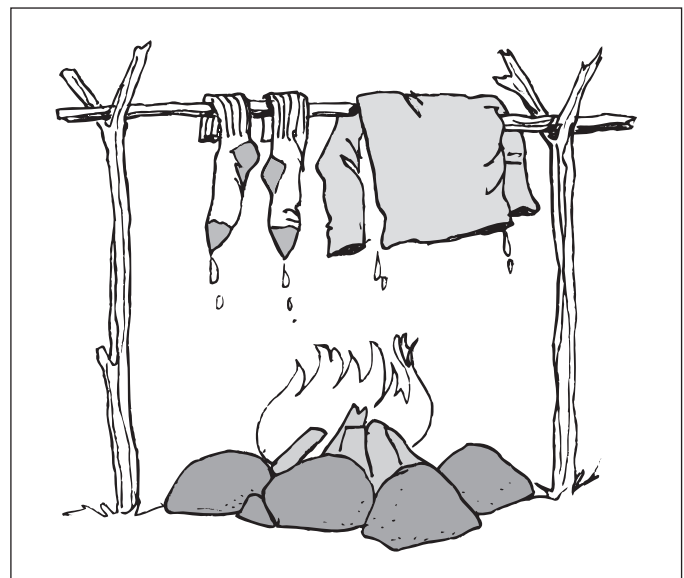
The blue team won the football game.



14. The clothes got wet from the rain.

The campers cook food over the fire.

The clothes will dry over the fire.

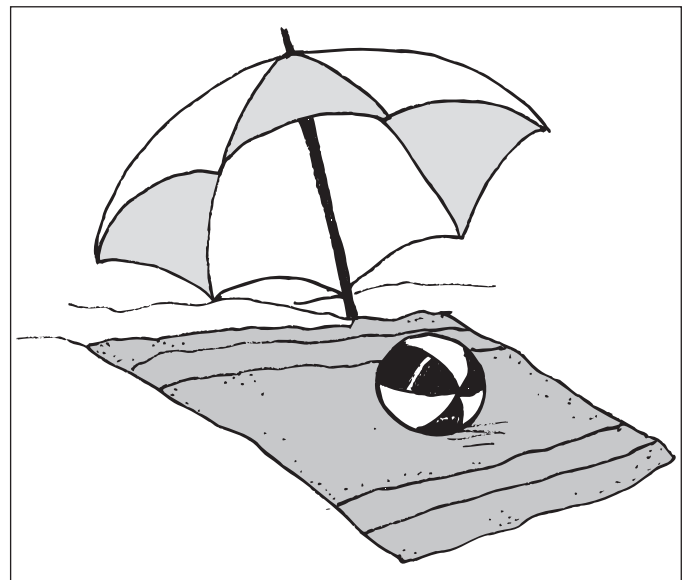


Sentence Discrimination, *continued*

15. They have fun on the jungle gym.
He pushes his daughter on the swing.
A tire swing is fun to play on.



16. The boats are out on the water.
There is a beach umbrella and ball.
Eating lunch at the beach is too hot.



Sentence Discrimination, *continued*

17. The boy teaches the dog tricks.
The dog eats his dog food.
The boy is going to walk his dog.



18. A police officer was called to the fire.
The house was brand new.
The fire fighter puts out the fire.

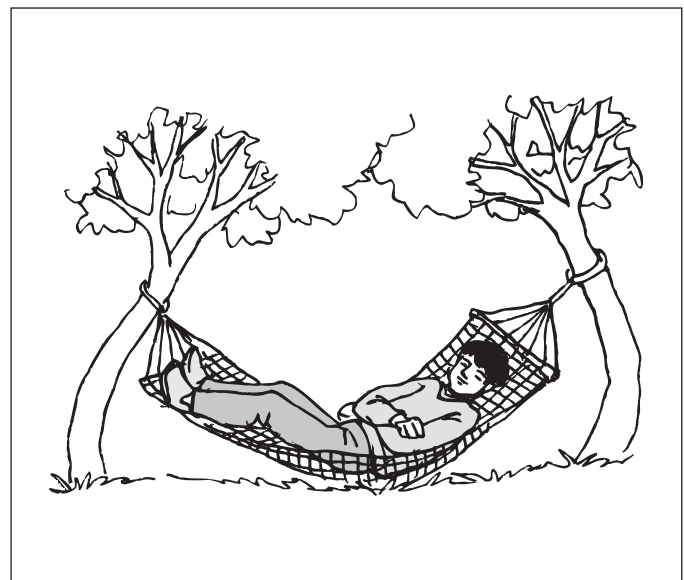


Sentence Discrimination, *continued*

19. He takes the trash to the curb.
He parked the car on the street.
The garbage truck picks up the trash.



20. The mattress is sinking in the middle.
A cookout under the trees is relaxing.
He is too heavy for the hammock.



Sentence Discrimination, *continued*

21. The sun is hot on a summer day.

A pool makes a nice water bowl for a dog.

The boy is splashing the dog.



22. They are flying a kite.

The dog is holding the kite string.

The dog and boy chase each other.



Following Written Directions

Suggested target areas: reading comprehension, visual neglect, visual scanning, memory, attention, concentration

Single Piece Information, No Objects

Have the client read and complete the following directions. (Note: This task may be changed to target auditory comprehension by having the client listen to the directions rather than reading them.)

1. Raise your hand.
2. Touch your head.
3. Open your mouth.
4. Blink your eyes.
5. Clap your hands.
6. Touch your nose.
7. Lift up your foot.
8. Point to the ceiling.
9. Touch your knee.
10. Clear your throat.
11. Wiggle your fingers.
12. Cross your legs.
13. Scratch your head.
14. Touch the table.
15. Point to the floor.
16. Lick your lips.
17. Smile at someone.
18. Touch your arm.
19. Look up.
20. Wiggle your eyebrows.

Following Written Directions, *continued*

Single Step, Single Object Manipulation

Items needed: paper, book, pencil, cup, penny, tissue, spoon, button, key

(Note: Limit or expand the number of items presented, depending upon the client's level of functioning.)

1. Pick up the paper.
2. Show me how you drink from a cup.
3. Open the book.
4. Put the tissue in your lap.
5. Hand me the key.
6. Fold the paper in half.
7. Hide the button in your hand.
8. Tap the pencil on the table.
9. Turn the cup upside down.
10. Show me how you stir with the spoon.
11. Give me the pencil.
12. Crumple up the paper.
13. Tap the key on the table.
14. Show me the button.
15. Hand me the cup.
16. Put the penny on the floor.
17. Rip the paper in half.
18. Give me the button.
19. Throw the paper on the floor.
20. Turn the book over.

Following Written Directions, *continued*

Single Step, Two Object Manipulation

Items needed: paper, book, pencil, cup, penny, tissue, spoon, button, key

(Note: Limit or expand the number of items presented, depending upon the client's level of functioning.)

1. Put the key next to the penny.
2. Put the pencil in the cup.
3. Hand me the button and the pencil.
4. Put the book on top of the penny.
5. Place the paper over the penny.
6. Put the paper under the book.
7. Set the tissue and cup in your lap.
8. Put the key in the cup.
9. Give me the pencil and the spoon.
10. Draw a circle on the paper.
11. Put the paper inside the book.
12. Cover up the cup with the tissue.
13. Place the penny under the cup.
14. Hold up the book and the pencil.
15. Place the tissue next to the spoon.
16. Put the key above the book.
17. Cover up the penny with the paper.
18. Put the button and cup on the floor.
19. Put the spoon inside the book.
20. Put the penny on top of the tissue.

Following Written Directions, *continued*

Two Steps, Multiple Object Manipulation

Items needed: paper, book, pencil, cup, penny, tissue, spoon, button, key

(Note: Limit or expand the number of items presented, depending upon the client's level of functioning.)

1. Put the penny in the cup and turn over the book.
2. Rip the tissue in half and place the key under the paper.
3. Toss the paper on the floor and put the button next to the pencil.
4. Put the cup on top of the book and place the spoon in the cup.
5. Put the paper inside the book and place the book next to the pencil.
6. Put the book on your lap and cover the spoon up with the tissue.
7. Put the key in the cup and place the spoon on top of the paper.
8. Hide the key and the penny in your hand and open up the book.
9. Turn the cup upside down and put the button on top of the paper.
10. Put the button inside the book and place the key under the paper.
11. Place the pencil next to the spoon and give me the cup.
12. Put the tissue on top of the button and rip the paper in half.
13. Tap the spoon on the cup and put the cup on top of the paper.
14. Place the book and the spoon on the floor and turn over the cup.
15. Wrap up the button in the tissue and put the tissue inside of the cup.
16. Give the penny and key to me and hold the spoon up high.
17. Put the pencil under the book and put the paper and penny on top of the book.
18. Put the penny and spoon in the cup and throw the paper on the floor.
19. Use the pencil to make a mark on the paper and fold the tissue in half.
20. Place the key, the penny, and the button in the cup and put the paper inside the book.

Following Written Directions, *continued*

Functional Carryover Activities

- Write out directions for completing functional daily life activities. Format written directions appropriate for the client's level of functioning. When possible, use existing directions.

Suggested tasks include:

- ✓ making coffee, tea, lemonade, or juice drinks
- ✓ brushing teeth
- ✓ shaving
- ✓ cooking (e.g., sandwiches, pudding, gelatin, cookies, casseroles)
- ✓ making a craft (Use craft books for specific ideas.)
- ✓ doing laundry
- ✓ setting the table

Short Sentence Comprehension

Suggested target areas: reading comprehension, visual neglect, visual scanning, memory, attention, concentration

Have the client read each sentence and then answer the question. The method of response should be appropriate for the client's level of functioning. (Note: This task may be changed to target auditory comprehension by having the client listen to the information rather than read it.)

1. My mother went to town on Tuesday.
Where did my mother go?
2. That new brown purse cost twenty-five dollars.
What color was the bag?
3. My niece has red hair and freckles.
Who has red hair?
4. His favorite toy to play with is Batman.
What is his favorite toy?
5. Benny broke his shoulder two days ago.
When did Benny break his shoulder?
6. Our book club meets at the coffee shop.
Who meets at the coffee shop?
7. Dr. Ward is my new dentist.
Who is Dr. Ward?
8. Jim's favorite hobby is playing checkers.
Who likes to play checkers?
9. The payment is due the first Monday every month.
When is the payment due?
10. The Lions beat the Bears last week.
Who won the game?
11. Lily took a vacation to Alabama.
Where did Lily go?

Short Sentence Comprehension, *continued*

12. My nature hike was canceled due to rain.
Why was the nature hike canceled?
13. I do all my laundry on Wednesdays.
When do I do laundry?
14. Our neighbors like to play golf.
Who likes to play golf?
15. In the summertime, Jill goes to her aunt's house.
Where does Jill go in the summer?
16. Hockey is my favorite sport.
What is my favorite sport?
17. Megan had a baby last November.
When did Megan have a baby?
18. Our congressman is speaking to the group.
Who is speaking to the group?
19. I like to make chili on cold winter days.
When do I make chili?
20. Isabelle is learning to ice skate.
What is Isabelle learning?
21. The mail carrier comes every day at 4:00 PM.
What time does the mail carrier come?
22. Jim likes to eat waffles in the morning.
What does Jim eat in the morning?
23. The main water pipe broke in our neighborhood.
What broke in the neighborhood?
24. Her baby takes a three-hour nap each day.
How long does the baby sleep?
25. She met her husband at the waterfall.
Who did she meet at the waterfall?
26. He reads two books per week.
How many books does he read per week?

Short Sentence Comprehension, *continued*

27. Rachel likes her taco sauce mild.
What type of taco sauce does Rachel like?
28. We go bowling with our friends.
What do we do with our friends?
29. Her degree is in nursing.
What degree does she have?
30. Mark is allergic to milk.
What is Mark allergic to?
31. Drew will be starting college in the fall.
Where will Drew go in the fall?
32. Victoria went to New Orleans for work.
Why did Victoria go to New Orleans?
33. We take swimming lessons every morning.
What do we do every morning?
34. I bought a brand new yellow Jeep.
What color is my Jeep?
35. It took two hours for him to call me back.
How long did it take for him to call back?
36. I swim a half-mile every morning.
How far do I swim every morning?
37. My son Thomas is in the first grade.
What grade is my son in?
38. I play soccer at Columbia High School.
What sport do I play at Columbia High School?
39. I baby-sat my friend's twins for two hours.
Who did I baby-sit?
40. The parade starts at the corner of 5th Avenue.
Where does the parade start?

Long Sentence Comprehension

Suggested target areas: reading comprehension, visual neglect, visual scanning, memory, attention, concentration

Have the client read each sentence and then answer the question. The method of response should be appropriate for the client's level of functioning. (Note: This task may be changed to target auditory comprehension by having the client listen to the information rather than read it.)

1. The ad for the job in the newspaper said to apply in person at Mr. Willard's office.
How do you apply for the job?
2. The veterinarian told us to give our new black Labrador retriever three teaspoons of medicine a day.
What type of treatment does the dog need?
3. Discovery of gold at Sutter's Mill drew thousands of families across the continent in hopes of finding their fortunes.
Why did people travel to Sutter's Mill?
4. The optometrist told me that I needed bifocal glasses in order to see better.
What did the optometrist tell me?
5. Our next school project will be to make an architectural model representation of a Frank Lloyd Wright house.
What is the next school project?
6. Lieutenant Jones reports to the first general in command at the military base.
Who does the lieutenant report to?
7. That restaurant in Portland, Oregon, is famous for its coconut-battered shrimp and prime rib.
What is the restaurant famous for?
8. The mechanic said my '53 Chevy pick-up truck needs a new fuel pump and fuel line to the engine.
What did the mechanic tell me?
9. My professor of Eastern Europe Economics has his Ph.D. in business administration.
What does my professor teach?
10. You can find the book you are looking for in the second row of the sociology section.
Where can you find the book?

Long Sentence Comprehension, *continued*

11. The recipe you need to make for the party this evening calls for zucchini, Parmesan cheese, and bread crumbs.
What ingredients does the recipe call for?
12. Our book club, which meets the first Tuesday of each month, will be reading a mystery novel.
When does the book club meet?
13. Mike achieved the military status of Second Lieutenant in the Army while in the Korean War.
What was Mike's military status?
14. Jared, my sister's son, works second shift the last week of every month.
When does Jared work second shift?
15. Grace would like to learn the word processing and graphic layout program on her new computer.
What would Grace like to learn?
16. Jeff telephoned his favorite restaurant in Chicago to make reservations for 10 people who will be attending his business dinner.
Why did Jeff call the restaurant?
17. The national training seminar for beginning yoga instructors will be held for five days in Nepal, India.
Who should attend this seminar?
18. My best friend from high school, who flies KC-10 refueling jets for the Air Force, will return home from overseas next month.
What does my friend do in the Air Force?
19. The town of Middleberry is three and a quarter miles past the last gas station.
Where is the town?
20. Temperatures in the Sahara Desert in Africa, the world's largest desert, can climb as high as 120 degrees.
How high can the temperatures reach in the Sahara Desert?
21. Nancy is an interesting cousin of mine whose favorite hobbies include snowboarding, motor-cross, and making pottery.
What hobbies does Nancy enjoy?
22. For nine days and nine nights, Conrad rode with his brothers through the valley of the mountains until he reached the castle in ruins.
What did Conrad do?
23. The Sphinx, a Greek beast with the face of a woman, claws of a lion, and wings of an eagle, halts all travelers who pass by to pose a riddle.
What does the Sphinx look like?

Long Sentence Comprehension, *continued*

24. Kim's family, who is from Tokyo, Japan, enjoys eating raw fish and rice cakes wrapped in seaweed.
Where is Kim's family from?
25. The *Titanic*, a 46-thousand ton liner and the largest ship that had ever been put out to sea, struck an iceberg late on the night of April 14, 1912.
When did the *Titanic* strike an iceberg?
26. Jack was the oldest of five children and was born in November, 1931, right in the middle of the Depression.
What is significant about when Jack was born?
27. The Great Wall of China stretches for 1,500 miles from the Chinese coast to the deserts of central Asia.
What area does the Great Wall of China span across?
28. The climate in the Mediterranean regions is ideal for growing olives and sunflowers, two of the major crops in southern Spain.
What two things are ideal for growing in southern Spain?
29. My father has either walked, run, or ridden his bicycle to work at the railroad station every day for the past 25 years, no matter the weather.
How did my father get to work?
30. If you grow the same vegetables in the same space every year, you will deplete the soil of the same nutrients and build up pests and disease.
Why shouldn't you plant the same vegetables in the same spot each year?

Short Paragraph Comprehension: Detailed Items for Recall Highlighted

Suggested target areas: reading comprehension, visual neglect, visual scanning, memory, attention, concentration

Have the client read each ad, note, or news item. Details are **highlighted** to facilitate reference and recall. Then have the client answer the questions on pages 279–282. Questions 1-7 are multiple choice and questions 8-14 are open-ended recall. (Note: This task may be changed to target auditory comprehension by having the client listen to the information and questions rather than read them.)

Task A: Have the client locate the answers to the questions while looking at the written text.

Task B: Have the client read the text. Then cover the text and have the client answer the questions.

FOR SALE

Better than new **2-story house**. This **4-bedroom**, 2-bathroom house is only **one year old**. Includes **gas fireplace**, great room, **formal dining room**, and **screened-in back porch**. Don't wait to view this incredible family home for a small price. Owner is asking **\$105,000**.

"Cup of Joe" Grand Opening!

Come enjoy the atmosphere of an **outdoor French café** right in the middle of downtown **Los Angeles**. We are open 6:00 AM to 11:00 PM **seven days a week**. We feature the **finest coffees**, **unique desserts**, and a variety of **live entertainment**.



WANTED

Older **widow** is seeking assistance. Responsibilities include **lawn and garden care**, **exterior house care**, and washing car. Will provide refreshments and **lunch**. Please call before the weeds take over! Contact **Betty** at 555-0129 **after 11:00 AM**.

Short Paragraph Comprehension: Detailed Items for Recall Highlighted, *continued*

Miller's Family Food Shop

Get ready for that 4th of July picnic! Specials this week include:



bun-length hot dogs	\$.79
hamburger	\$.80 per pound
Fizzy Soda—all flavors	\$.30 per can



We have **four** convenient locations!

Free **American flags** to the **first 100 customers** in our store this **Saturday!**

MEMO

To: John
From: Pamela
Date: 12/5

Your client, Mr. Myers, will be arriving on **Flight 101** from **Toronto** this **Monday** at approximately 9:00 AM. Please make arrangements for **transportation** for him as soon as possible. He will be staying at the Beverley Towne House Hotel for **two days**.

Thank you.

Dear Lisa,

I am so happy you and your **two sons** will be joining us at our lake cottage during the month of **July**. The boys can **water ski** while we relax on the **beach**.

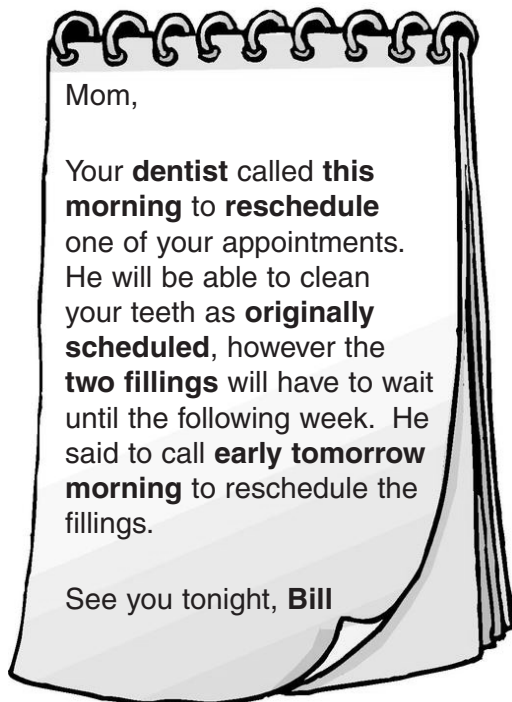
I wanted to remind you to bring your **own pillows** as I do not have enough.

I do have plenty of sheets so you don't have to bring any. I will **call** you soon with some more details about the great vacation we are going to have!



Your friend,
Jessie

Short Paragraph Comprehension: Detailed Items for Recall Highlighted, *continued*



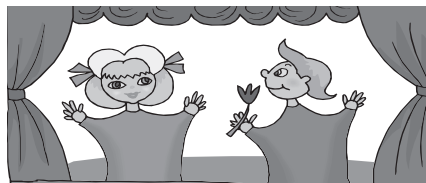
BULLETIN

St. Paul's Church will be sponsoring **music** in the park this year. The **community** is invited to come enjoy four different types of music each **Sunday** during the month of September. Come hear The Military Academy marching band, Jay-Jay's jazz band, Howard and the Treetop's barbershop quartet, and finally tap your foot to the big band sound of **The Saints**. All performances are **free** to the public. Music begins at **6:00 PM**.

NEWS

Two men were arrested this Saturday after robbing Fritz **Bicycle Shop** in Warton County. A **neighborhood resident** spotted the two men at approximately 3:00 AM. The resident immediately called 911 from his **cell phone** and Warton County police responded within **three minutes**. The men were found with four top-of-the-line **mountain bikes**. The reporting resident was offered **\$100** as a reward for making the call.

Come One! Come All!



Children and parents of all ages will enjoy the magical performances of The Parade of Puppets. **Puppet** shows will be held at the **Manor House Library** each **Tuesday** night from 7:00 to 8:00 PM from **October 1st** **through November 30th**. Children and parents are encouraged to wear costumes during the **Halloween** performance.

Admission is only **\$3.00 per family**.

Seating is limited to the first **75** people.

Light up your imagination and enjoy audience involvement at every performance!

Short Paragraph Comprehension: Detailed Items for Recall Not Highlighted

Suggested target areas: reading comprehension, visual neglect, visual scanning, memory, attention, concentration

Have the client read each ad, note, or news item. Then have the client answer the questions on pages 279–282. Questions 1-7 are multiple choice and questions 8-14 are open-ended recall. (Note: This task may be changed to target auditory comprehension by having the client listen to the information and questions rather than read them.)

Task A: Have the client locate the answers to the questions while looking at the written text.

Task B: Have the client read the text. Then cover the text and have the client answer the questions.

FOR SALE

Better than new 2-story house. This 4-bedroom, 2-bathroom house is only one year old. Includes gas fireplace, great room, formal dining room, and screened-in back porch. Don't wait to view this incredible family home for a small price. Owner is asking \$105,000.

"Cup of Joe" Grand Opening!

Come enjoy the atmosphere of an outdoor French café right in the middle of downtown Los Angeles. We are open 6:00 AM to 11:00 PM seven days a week. We feature the finest coffees, unique desserts, and a variety of live entertainment.



WANTED

Older widow is seeking assistance. Responsibilities include lawn and garden care, exterior house care, and washing car. Will provide refreshments and lunch. Please call before the weeds take over! Contact Betty at 555-0129 after 11:00 AM.

Short Paragraph Comprehension: Detailed Items for Recall Not Highlighted, *continued*

Miller's Family Food Shop

Get ready for that 4th of July picnic! Specials this week include:



bun-length hot dogs	\$.79
hamburger	\$.80 per pound
Fizzy Soda—all flavors	\$.30 per can



We have four convenient locations!
Free American flags to the first 100 customers in our store this Saturday!

MEMO

To: John
From: Pamela
Date: 12/5

Your client, Mr. Myers, will be arriving on Flight 101 from Toronto this Monday at approximately 9:00 AM. Please make arrangements for transportation for him as soon as possible. He will be staying at the Beverley Towne House Hotel for two days.

Thank you.

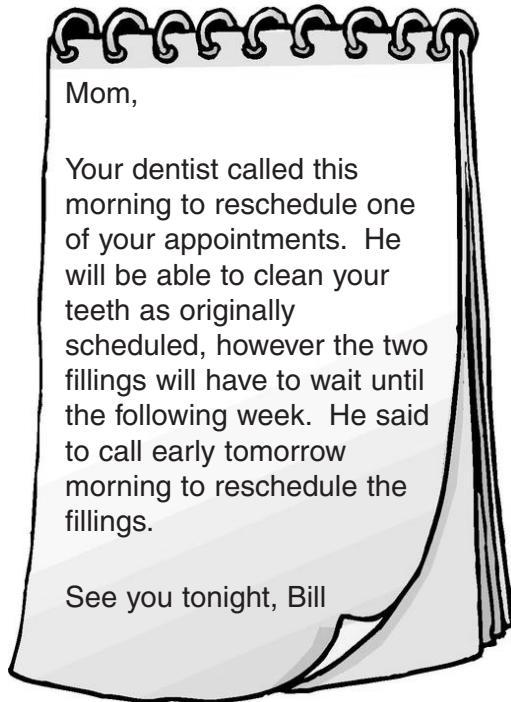
Dear Lisa,

I am so happy you and your two sons will be joining us at our lake cottage during the month of July. The boys can water ski while we relax on the beach. I wanted to remind you to bring your own pillows as I do not have enough. I do have plenty of sheets so you don't have to bring any. I will call you soon with some more details about the great vacation we are going to have!



Your friend,
Jessie

Short Paragraph Comprehension: Detailed Items for Recall Not Highlighted, *continued*



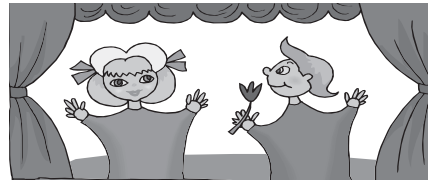
BULLETIN

St. Paul's Church will be sponsoring music in the park this year. The community is invited to come enjoy four different types of music each Sunday during the month of September. Come hear The Military Academy marching band, Jay-Jay's jazz band, Howard and the Treetop's barbershop quartet, and finally tap your foot to the big band sound of The Saints. All performances are free to the public. Music begins at 6:00 PM.

NEWS

Two men were arrested this Saturday after robbing Fritz Bicycle Shop in Warton County. A neighborhood resident spotted the two men at approximately 3:00 AM. The resident immediately called 911 from his cell phone and Warton County police responded within three minutes. The men were found with four top-of-the-line mountain bikes. The reporting resident was offered \$100 as a reward for making the call.

Come One! Come All!



Children and parents of all ages will enjoy the magical performances of The Parade of Puppets. Puppet shows will be held at the Manor House Library each Tuesday night from 7:00 to 8:00 PM from October 1st through November 30th. Children and parents are encouraged to wear costumes during the Halloween performance.

Admission is only \$3.00 per family.
Seating is limited to the first 75 people.

Light up your imagination and enjoy audience involvement at every performance!

Short Paragraph Comprehension Questions

Read the ads, notes, and news items on pages 273–278 and then answer the questions.

For Sale (pages 273 and 276)

1. Is this a 3-story house **OR** a 2-story house?
2. Does the house have a gas fireplace **OR** a wood-burning stove?
3. Does this house cost \$150,000 **OR** \$105,000?
4. Are there 6 bedrooms **OR** 4 bedrooms?
5. Is the house one year old **OR** five years old?
6. Will you find a two-level deck **OR** a screened-in back porch in the back of the house?
7. Does the ad say the house has a country kitchen **OR** a formal dining room?
8. What is for sale?
9. How much does this house cost?
10. How old is the house?
11. Does this house have a playroom?
12. How many bathrooms are there?
13. What type of fireplace is available?
14. How many bedrooms are there?

Cup of Joe (pages 273 and 276)

1. Will this restaurant remind you of being at an outdoor French café **OR** a French museum?
2. Is this restaurant open five days a week **OR** seven days a week?
3. Is the name of this restaurant Cup of Java **OR** Cup of Joe?
4. Does this restaurant offer the finest teas **OR** coffees?
5. Is this restaurant located in Las Vegas **OR** Los Angeles?
6. Will you find big screen TVs **OR** live entertainment here?
7. Are old-fashioned desserts **OR** unique desserts available?
8. Where is the restaurant located?
9. What is featured at this restaurant?
10. What are the hours of this restaurant?
11. What days of the week is this restaurant open?
12. What is the name of this restaurant?
13. What type of entertainment is available?
14. What type of atmosphere does this restaurant promote?

Wanted (pages 273 and 276)

1. Is the person seeking assistance Bonnie **OR** Betty?
2. What is included as a responsibility: lawn care **OR** pool cleaning?
3. Will the employer provide transportation **OR** lunch?
4. The employer asked that you call before 11:00 AM **OR** after 11:00 AM?
5. Is interior house care **OR** exterior house care needed?
6. Is the employer married **OR** widowed?

Short Paragraph Comprehension Questions, *continued*

Wanted, *continued*

7. Is gardening included in this job **OR** not?
8. Who do you call about this job?
9. What type of assistance is this person seeking?
10. What type of person is in need of this assistance?
11. When would be a good time to call about this job?
12. What will be provided for the employee?
13. What part of the house care is needed?
14. How should you contact this person if you want the job?

Miller's Family Food Shop (pages 274 and 277)

1. Can you receive a free American flag **OR** a T-shirt?
2. Is this ad sponsored by Martha's Family Food Shop **OR** Miller's Family Food Shop?
3. Are there five **OR** four locations?
4. Does a pound of hamburger cost \$.30 **OR** \$.80?
5. Does the soda on sale include all flavors **OR** only cherry and orange?
6. To receive a free gift, do you need to be wearing red, white, and blue **OR** be one of the first 100 customers?
7. Is this sale on Saturday **OR** Sunday?
8. Who is sponsoring this ad?
9. How much is a pound of hamburger on sale for?
10. How many locations are available?
11. What holiday is mentioned in this ad?
12. What type of Fizzy Soda could you buy at the sale price?
13. What must you do in order to receive a free gift?
14. What day can you get a free flag?

Memo (pages 274 and 277)

1. Is the person receiving this memo John **OR** Pamela?
2. Is the man's plane coming from Cleveland **OR** Toronto?
3. Will Mr. Myers be on Flight 101 **OR** Flight 110?
4. Will the plane be arriving on Wednesday **OR** Monday?
5. Will Mr. Myers be staying two days **OR** two weeks?
6. Will John have to make arrangements for lodging **OR** transportation?
7. Did Mr. Myers **OR** Pamela write this memo?
8. Who is the person receiving this memo?
9. What flight number will Mr. Myers be on?
10. How many days will Mr. Myers be staying?
11. What city is the plane arriving from?
12. What type of arrangements will John have to make for Mr. Myers?
13. Who wrote this memo?
14. What day will Mr. Myers be arriving?

Short Paragraph Comprehension Questions, *continued*

Dear Lisa (pages 274 and 277)

1. Is the woman who wrote this letter named Lisa **OR** Jessie?
2. On this visit, will Lisa take her two brothers **OR** two sons?
3. Will Lisa have to bring her own sheets **OR** pillows?
4. Will Lisa and Jessie be going to the beach **OR** the mountains?
5. Will this visit take place during the month of June **OR** July?
6. During the visit, will the boys water ski **OR** snow ski?
7. Will Jessie contact Lisa soon by writing **OR** calling?
8. Who wrote this letter?
9. Who will Lisa take with her on her visit?
10. What will Lisa have to bring on her visit?
11. Where will Lisa and Jessie go to relax?
12. When will this visit take place?
13. What will the boys do during the visit?
14. How will Jessie contact Lisa?

Note to Mom (pages 275 and 278)

1. Was the person who called the dentist **OR** the doctor?
2. Will the mother's teeth be cleaned as originally scheduled **OR** on Friday?
3. To reschedule, is the mother to call the dentist after 12:00 today **OR** early tomorrow morning?
4. Is the person who wrote this message Brian **OR** Bill?
5. Did the dentist call yesterday **OR** this morning?
6. Next week will the mother have two fillings put in **OR** a tooth pulled out?
7. Did the dentist call to inform the mother of her X-ray results **OR** to reschedule one of the mother's dental procedures?
8. Who called the mother?
9. When will the mother's teeth be cleaned?
10. When should the mother call to reschedule?
11. When did the dentist call?
12. Who wrote this message?
13. What procedure will the mother have next week?
14. Why did the dentist call?

Bulletin (pages 275 and 278)

1. In the park, can you enjoy music **OR** magicians?
2. Are all performances one dollar **OR** free?
3. Is the sponsor of these performances St. John's Church **OR** St. Paul's Church?
4. Can the music be enjoyed on Saturdays **OR** Sundays?
5. Are the performances for people in the community **OR** members of St. Paul's Church only?
6. Will the music begin at 4:00 PM **OR** 6:00 PM?
7. Is one of the bands playing The Saints **OR** The Marching Angels?

Short Paragraph Comprehension Questions, *continued*

Bulletin, *continued*

8. What does this bulletin say you can come enjoy in the park?
9. How much do the performances cost?
10. Who is the sponsor of these performances?
11. When are these live shows?
12. Who can attend these performances?
13. What time will the entertainment begin?
14. Name one of the bands mentioned in this bulletin.

News (pages 275 and 278)

1. Was a bicycle shop **OR** a neighborhood resident robbed?
2. Were the robbers reportedly two employees **OR** two men?
3. Did the items stolen include racing bikes **OR** mountain bikes?
4. Was the person who reported this crime a neighborhood resident **OR** the owner of the shop?
5. Did the police report within 13 minutes **OR** three minutes?
6. Did the resident contact the police from a nearby phone booth **OR** on his cell phone?
7. Was the resident offered a monetary reward of \$1000 **OR** \$100?
8. What was robbed in this story?
9. Who were reportedly noted to be the robbers?
10. What specifically was stolen?
11. Who reported this crime?
12. How long did it take the police to arrive?
13. How did the resident contact the police?
14. What was the resident offered as a reward?

Come One! Come All! (pages 275 and 278)

1. Does this performance involve puppets **OR** dancers?
2. Is admission \$3.00 per person **OR** \$3.00 per family?
3. Is the location for this show the Manor House Library **OR** the Museum of Art?
4. Is seating limited to 60 people **OR** 75 people?
5. Are the performances held each Thursday **OR** Tuesday?
6. Are the shows targeted for children only **OR** adults and children?
7. Are the performances held October through December **OR** October through November?
8. What type of performance is being advertised?
9. What is the admission for the performance?
10. Where are the shows being held?
11. How many people can each performance accommodate?
12. What day are the performances held?
13. What age people are encouraged to attend?
14. What month will the performances be presented?

Functional Reading Comprehension

Suggested target areas: reading comprehension, visual neglect, visual scanning, memory, attention, concentration

Have the client read each menu, ad, or coupon on pages 283–293. Then have the client answer the questions following each one.

Task A: Have the client locate the answers to the questions while looking at the written text.

Task B: Have the client read the text. Then cover the text and have the client answer the questions.

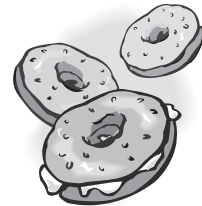
Menu 1

Pancakes and More



DAILY SPECIALS

September 25



Western Omelet Three eggs, ham, green pepper, and onion. Served with bacon or sausage, home fries, and toast or English muffin	\$4.50
Bagel and Cream Cheese Choose strawberry, blueberry, or plain cream cheese	\$2.75
Pancakes and Bacon Three buttermilk pancakes served with maple or strawberry syrup and a side of bacon	\$3.80
Fresh Fruit Platter Served with yogurt or homemade granola	\$4.95
French Toast Made with white, or cinnamon raisin bread and your choice of fruit topping	\$4.25

Cash or credit card must be used for payment.

Personal checks not accepted.

Functional Reading Comprehension, *continued*

Menu 1 Questions

1. What day are these daily specials for?
2. What is the lowest priced item?
3. What is the name of the restaurant?
4. What is included with the Western Omelet?
5. What kind of granola is served with the Fresh Fruit Platter?
6. Which item is most expensive on this menu?
7. What type of payments are accepted at this restaurant?
8. How many pancakes do you get with the pancake meal?
9. What type of bread can you choose from for French Toast?
10. What flavors of cream cheese can you choose for the bagel?
11. What are the pancakes served with?
12. Which item costs \$2.75?
13. What type of topping comes with the French Toast?
14. Which item costs \$3.80?
15. How many eggs are used in the Western Omelet?

Functional Reading Comprehension, *continued*

Menu 2



China House

Daily Specials



Broccoli Beef

\$3.75

Tender slices of beef, broccoli, mushrooms, and water chestnuts in a brown sauce.

Garlic Chicken

\$3.25

Sliced chicken, mushrooms, and carrots in a spicy garlic sauce.*

*Please specify mild or hot sauce.

Sweet & Sour Pork

\$3.75

Deep fried chunks of pork with pineapple, green pepper, and carrots in a light sweet and sour sauce.

Fried Rice

\$2.95

Rice fried with egg and Chinese vegetables.
Add \$1.00 for pork, chicken, shrimp, or beef.

Shrimp & Scallops

\$5.25

Shrimp and scallops, broccoli, bamboo shoots, and mushrooms in a rich, white sauce.

All meals include Sweet & Sour soup or Eggdrop soup, eggroll, and hot tea.

Functional Reading Comprehension, *continued*

Menu 2 Questions

1. What soups are included with all meals?
2. What is the name of this restaurant?
3. Which item is the most expensive on the menu?
4. How much more does it cost to have meat added to the fried rice?
5. What vegetables are included in the broccoli beef dish?
6. Besides soup, what other items are included with all meals?
7. What is the cheapest dish on the menu?
8. What type of sauce does the shrimp and scallops dish come with?
9. What fruit is put into the sweet and sour pork?
10. Which two dishes cost exactly the same?
11. What type of sauce does the broccoli beef come with?
12. What types of meat can be added to the fried rice?
13. What does the customer need to specify for the garlic chicken sauce?
14. What types of vegetables are put into the shrimp and scallops dish?
15. What should you order if you like sweet and sour sauce?

Single Advertisement 1

Lost Dog



- 3-month-old, yellow lab
- last seen in Meadowbrook subdivision on 1/13
- wearing red collar
- answers to “Pepper”

If found, please call the owner of this dog and notify the local animal protection agency.

Owner: William Harrington
Phone: 555-1234
Animal Protection Agency: 555-4321



Functional Reading Comprehension, *continued*

Single Advertisement 1 Questions

1. When was this dog last seen?
2. What breed is the lost dog?
3. What is the dog's name?
4. Where was the dog last seen?
5. Who should you call if you find this dog?
6. What is the owner's name?
7. What specific thing is the dog wearing?
8. What is the owner's phone number?
9. How old is the dog?
10. How much reward money is being offered?

Single Advertisement 2

BOOK MART

Sidewalk Sale



30-60% off

**Open 9AM-9PM
Monday–Saturday
9AM-5PM Sundays**

**Located at 131 East Broadway
in the East Bay Area**

*All books on sale, including hardback and paperback,
best-sellers, and newly released books. No returns.*

Telephone: 555-8745

Sale Monday 8/15 through Monday 8/22

Functional Reading Comprehension, *continued*

Single Advertisement 2 Questions

1. What type of sale is being advertised at Book Mart?
2. What specific types of books are going to be on sale?
3. What is Book Mart's address?
4. What is the largest percentage discount advertised?
5. What is Book Mart's phone number?
6. What day does Book Mart's sale begin?
7. What are Book Mart's hours on Sundays?
8. What is the lowest percentage discount offered?
9. What is Book Mart's return policy?
10. What are Book Mart's hours on weekdays?

Multiple Advertisements



BARGAIN BASEMENT

Bargain Basement has received a large quantity of slightly irregular clothing from famous name brand retailers. Irregularities are very discrete and unnoticeable! Take advantage of this overstock sale today!

- Men's Guess Jeans
- Women's Gap Capri Slacks and Dresses
- Children's Clothes by L.L. Bean

Our bargains can't be beat!!

Sale: February 2-5
9 AM-5 PM daily

Located in the historic downtown district.
Just two miles from Highway 6.

Bab's Department Store

Bab's is one of the largest department stores in the state. Shop Men's, Women's, and Children's departments, as well as Kitchen, Bath, and Bedroom Home Furnishing departments.

Open daily:
8 AM-8 PM Monday-Saturday
Noon-6 PM Sunday
Located off Exit 31 on Miles Road

Phone: 555-4567

Great Savings On:

- **Men's suits and casual clothes**
- **Women's coats**
- **Kitchen appliances and dishes**
- **Bedroom sets and linens**

Bring in this ad and receive
an extra 20% off your total
purchase!

Functional Reading Comprehension, *continued*

Multiple Advertisements Questions

1. Which store is offering a “2 for 1” sale?
2. What are the hours for Bab’s Department Store on Sundays?
3. Which store is considered one of the largest department stores in the state?
4. In which area of town is the Bargain Basement located?
5. What type of clothes did the Bargain Basement receive?
6. How much extra savings can you get if you bring in the coupon for Bab’s Department Store?
7. When is the Bargain Basement sale?
8. What types of home departments does Bab’s offer?
9. What are the Bargain Basement’s store hours?
10. What exit number would you take to get to Bab’s Department Store?
11. What name brand of children’s clothing does the Bargain Basement advertise?
12. What are Bab’s hours of business Monday through Saturday?
13. How many miles from Highway 6 is the Bargain Basement located?
14. What type of men’s blue jeans does the Bargain Basement have?
15. Which store included its telephone number?
16. Which store is open after 5 PM on Mondays?
17. How many days is the sale at the Bargain Basement?
18. What specific women’s item is mentioned in the Bab’s Department Store ad?
19. What type of name brand capri pants can you get at the Bargain Basement?
20. Which department store would you go to if you needed bedroom linens?

Functional Reading Comprehension, *continued*

Multiple Coupons

Jerry's Oil Garage

Save \$5 on an oil change

Located at 117 East Hamilton Avenue

Hours: 9-5 Daily

Phone: 555-6734

Expiration Date: 5/30

PIZZA TOWN

30% OFF

Large pizza of your choice

Eat in or Carry out

555-0312

Expiration Date: 5-30

The Laundry Room

2 for 1

Dry Cleaning for Suits

Located one block east of 5th Street

555-0987

Expiration Date: 12-23

Functional Reading Comprehension, *continued*

Multiple Coupons Questions

1. What is the expiration date for the pizza coupon?
2. What bargain is being offered at Jerry's Oil Garage?
3. What clothing item is discounted in the dry cleaning coupon?
4. Where is Jerry's Oil Garage?
5. What is the name of the dry cleaning store?
6. What discount is being offered on a pizza?
7. What are the business hours for Jerry's Oil Garage?
8. What discount is being offered at The Laundry Room?
9. When does the coupon for the oil change expire?
10. Where is The Laundry Room?
11. What size pizza is on sale at Pizza Town?
12. What is the phone number for The Laundry Room?
13. What number should you call to get an appointment at Jerry's Oil Garage?
14. What day is Jerry's Oil Garage closed?
15. What is Pizza Town's phone number?

Reading Comprehension

Functional Carryover Activities

- Use items of interest to the client to promote motivation. Incorporate diverse written materials for reading such as posters, pamphlets, newspapers, magazines, catalogs, letters from friends, comic and joke books, scripts for plays, and books of interest while targeting sentence through paragraph comprehension. Link reading activities to holidays and other special events. Some additional reading material likely to be encountered in daily life includes:

advertisements	greeting cards
brochures	horoscopes
bumper stickers	menus
cassette/CD labels	movie ads
cereal boxes	prescriptions
comic strips	recipes
coupons	street signs
food labels	T-shirts

- Read books that have entertaining and unique short stories to increase interest and motivation among a wide variety of clients. These stories can be broken down to the sentence, paragraph, or multiple paragraph level for comprehension and discussion. Some books with fun, manageable short stories are:

Paul Harvey's The Rest of the Story by Paul Harvey
More of Paul Harvey's the Rest of the Story by Paul Harvey
Paul Harvey's For What It's Worth by Paul Harvey
Front Porch Tales by Philip Gulley and Paul Harvey, Jr.
Random Acts of Kindness by Conari Press
Tell Me a Story by Lisa Suhay
Tell Me Another Story by Lisa Suhay
Myths and Legends by Anthony Horowitz
Where Worlds Abound by Brian Keith

- Use the Internet as a resource for generating individualized reading material for clients. Search for sites that focus on the client's interests.
- Refer to the book *Improving Reading: A Handbook of Strategies* by Jerry L. Johns, Peggy VanLeirsburg, and Susan J. Davis (Dubuque, IA: Kendall/Hunt, 1994) to teach reading strategies. It's a practical tool that you can refer to again and again.

The ability to recall the details of what is read is crucial to the understanding of a passage. In order to remember the facts of a paragraph, a reader must focus on the details of the written material and fit them together into a complete idea. The activities on the next page target concentration and attention.

Reading Comprehension, *continued*

Functional Carryover Activities, *continued*

- Play the “Recall Game.” The object of this game is to remember as many details as possible about a passage read silently from a book. Choose a paragraph in a book that can be read by all the players. Have the players read the paragraph silently at the same time. Then have the players, in turn, tell one detail they remember about the paragraph. Play continues around the circle until the players run out of details.
- Summarize during and after reading as another way to improve understanding. As a client reads a section of a passage, remind her to think about key ideas and to ask questions about words, sentences, or ideas that seem difficult or confusing. After the client has read the passage, have her tell you about it in her own words. Have the client reread sections that aren’t clearly recalled or understood.

When appropriate, integrate different client-specific targeted skills within a single activity. For example, work on reading comprehension, visual scanning, and verbal expression using the same activity of reading current event articles. After reading and understanding the article for reading comprehension, discuss the article with concentration on verbal expression skills. This type of integration may be done with various activities of all skill levels. Use motivating material and use your imagination!

WRITTEN EXPRESSION

Biographical Information

Suggested target areas: written expression, attention and concentration, visual scanning and neglect, memory

Have the client complete the form below and the forms on pages 299–300 by writing the required biographical information.

Form 1

Name _____

Address _____
(street)

(city)

(state)

Phone Number _____

Occupation _____

Biographical Information, *continued*

Form 2

Name _____

Birthdate _____

Place of Birth _____

Address _____

Phone Number _____

Occupation _____

Spouse (if applicable) _____

Children (if applicable) _____

Biographical Information, *continued*

Form 3

Name _____ Age _____ Date _____

Gender _____ Ethnicity _____

Language spoken in the home _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Cell Phone _____

Person to contact in case of emergency _____

Address _____

Phone _____ Relationship _____

Personal Interview

Suggested target areas: written expression, attention and concentration, visual scanning and neglect, memory

Have the client complete this personal interview by writing his responses.

Date _____

Name _____ Age _____

My favorite kind of music is _____

One of my favorite TV shows is _____

On the weekend I like to _____

I like to collect _____

My favorite sport is _____

I like to read stories about _____

The most fun I ever had was _____

My favorite food is _____

In the evening I like to _____

I like to write letters to _____

One of my favorite people to talk to is _____

Personal Interview, *continued*

My favorite hobby is _____

When I was little I liked to _____

One of my goals for the future is _____

I wish I could go to _____

My favorite pet is _____

I like to travel to _____

I like to spend my money on _____

What I liked most about school was _____

What I like most about my job is _____

Writing Checks

Suggested target areas: writing, attention and concentration, visual scanning and neglect, memory

Have the client use this information to complete the blank checks on page 304.

1. Wal-Mart	\$10.46
2. LaVista Sports Club	\$125.00
3. Joe's Book Shop	\$34.76
4. K-Mart	\$62.39
5. Scott's Food Mart	\$112.43
6. Classic Finishes	\$82.00
7. Sears	\$13.82
8. The Scrapper's Shop	\$47.00
9. Photo Zone	\$19.78
10. Kid's Place	\$63.00
11. JC Penney	\$257.39
12. Dr. Baker	\$471.92
13. Hardware One	\$12.80
14. NYC Fire Department	\$75.00
15. Majics	\$13.86
16. Dallas Boots	\$175.62
17. Power Electric	\$61.00
18. United Airlines	\$720.00
19. The Copy Center	\$5.42
20. Flowers Today	\$12.04

Writing Checks, *continued*

Have the client use these checks for practice writing checks with the information on page 303.

Your Name 10 White Lane Atlanta, GA 12456	DATE _____	2467
Pay To The Order Of _____	\$	<input type="text"/>
_____ Dollars		
MEMO _____		

Your Name 10 White Lane Atlanta, GA 12456	DATE _____	2578
Pay To The Order Of _____	\$	<input type="text"/>
_____ Dollars		
MEMO _____		

Your Name 10 White Lane Atlanta, GA 12456	DATE _____	2231
Pay To The Order Of _____	\$	<input type="text"/>
_____ Dollars		
MEMO _____		

Written Expression

Functional Carryover Activities

- Vary the length of targeted written responses based on the client's level of functioning (e.g., single word level through paragraph level).
- Have the client look at pictures, video or audio clips, or actual environmental settings and then write descriptive texts about them.
- Have the client role-play taking written messages/memos by phone or in person.
- Have the client practice writing mock or real reminder notes.
- Have the client practice writing notes, letters, thank-you notes, and cards to people of interest to the client.

Wordless Book List

The following books are wordless, or nearly wordless, and appropriate for adolescents and adults.

- A Day, a Dog* – Gabrielle Vincent
- A Small Miracle* – Peter Collington
- Ben's Dream* – Chris Van Allsburg
- Free Fall* – David Wiesner
- Hurricane* – David Wiesner
- Jumanji* – Chris Van Allsburg
- The Mysteries of Harris Burdick* – Chris Van Allsburg
- Night of the Gargoyles* – David Wiesner
- On Christmas Eve* – Peter Collington
- Sector 7* – David Wiesner
- The Cinder-Eyed Cats* – Eric Rohmann
- The Grey Lady and the Strawberry Snatcher* – Molly Garrett Bang
- The Midnight Circus* – Peter Collington
- The Stranger* – Chris Van Allsburg
- The Stray Dog: From a True Story by Reiko Sassa* – Marc Simont
- The Sweetest Fig* – Chris Van Allsburg
- The Widow's Broom* – Chris Van Allsburg
- Time Flies* – Eric Rohmann
- Tuesday* – David Wiesner
- Zathura* – Chris Van Allsburg
- Zoom* – Istvan Banyai

Answer Key

TEMPORAL ORIENTATION

pages 9-13

Accept all reasonable answers.

pages 14-15

1. 8:30 AM
2. 12:15 PM
3. 50
4. 3:45 PM
5. 4
6. 9:30 AM
7. 3:00 PM
8. 7:45 PM
9. 7:00 AM
10. 11:30 AM
11. 8:25 PM
12. midnight
13. 5:55 PM
14. 1:30 PM
15. 10:50 AM
16. 2:00 PM
17. 1 hour, 15 minutes
18. 9:15 AM
19. the cake
20. 7:15 AM

pages 16-17

Month Questions

Answers will vary.

Year Questions

1. January, February, March, April, May, June, July, August, September, October, November, December
2. 12
3. January
4. December
5. Answer will vary.
6. 31
7. February 14th, day will vary.
8. Answer will vary.
9. Answer will vary.
10. December 25th, day will vary.
11. Answer will vary.
12. December, January, February
13. May Day, Mother's Day, Memorial Day

14. Answer will vary.
15. Thanksgiving, Veteran's Day
16. Answer will vary.
17. Answer will vary.
18. Answer will vary.
19. Answer will vary.
20. Columbus Day, Halloween
21. June, July, August
22. Monday, date will vary.
23. July 31
24. Answer will vary.
25. September, October, November
26. New Year's Day; Martin Luther King, Jr. Day
27. Answer will vary.
28. Answer will vary.
29. March, April, May
30. Answer will vary.

SPATIAL ORIENTATION

page 25, Map 1

1. fire station
2. park
3. east
4. grocery
5. north
6. zoo, beach, fire station
7. fire station
8. north
9. school, beach
10. park, zoo
11. south
12. zoo
13. west
14. fire station
15. north

page 27, Map 2

1. north
2. west
3. pig
4. cat
5. north
6. west
7. pig, chicken, cat
8. south
9. north and east

10. cow, chicken
11. chicken
12. cow
13. north
14. north and west
15. west

page 29, Map 3

1. east
2. north
3. east
4. post office
5. hardware store
6. grocery store
7. north
8. southeast
9. south and east
10. hardware store
11. north
12. south
13. south and east
14. Jack's, Cindy's, Sue's
15. school

page 31, Map 4

1. one
2. fourth, fifth, and sixth grades
3. south
4. north or northwest
5. north
6. first, second, and third grades
7. one
8. east
9. fourth, fifth, and sixth grades
10. west
11. west
12. south or southeast
13. gymnasium
14. north
15. south or southeast

page 33, Map 5

1. north on Fifth Avenue, east on Bailey Drive, north on Bittersweet
2. Lyle Street
3. Bittersweet and Third Avenue
4. south on Fifth Avenue, east on Meadow Lane
5. east on Meadow Lane

Answer Key, *continued*

6. Park Avenue
7. Bailey Drive
8. Lawrence, Lilac Lane, Fifth Avenue
9. Fifth Avenue
10. Lawrence
11. Bailey Drive, Meadow Lane, Lilac Lane
12. east on Lyle Street, north on Third Avenue, or west on Meadow Lane, north on Fifth Avenue
13. east on Park Avenue, south on Bittersweet, west on Bailey Drive
14. east and north
15. west and south

page 35, Map 6

1. east on Capital Avenue, south on Lawrence
2. north
3. gas station
4. Miller Road, Running Downs, Deerpath, Winds Way
5. north and south
6. east
7. east and south
8. bakery
9. east and west
10. north on Lawrence, west on Capital Avenue, south on Clover, east on Pittman, south on Deerpath, west on Running Downs, north on Riverside Drive
11. five
12. west
13. north or northwest
14. east and west
15. north
16. west and then north
17. Riverside Drive, Clover, Deerpath, Lawrence, Miller Road
18. Deerpath, Running Downs, Miller Road
19. south
20. Capital Avenue, Pittman, Anne Street, Running Downs, Winds Way

VERBAL EXPRESSION

page 101

1. door, window, can, box
2. light, TV, radio
3. knife
4. car, truck, bus
5. coffee, tea
6. water, soap
7. pepper
8. thread
9. eggs, cookies, doughnuts, roses
10. book, magazine, newspaper
11. pen, pencil
12. bike, motorcycle
13. sugar
14. phone, door
15. bed, couch, cot
16. chair, stool, bench
17. money, a check, a credit card
18. match, lighter
19. butter
20. bacon, toast, ham, sausage
21. star
22. pool, lake
23. you
24. grass, lawn
25. shoes
26. keyboard, computer, typewriter
27. jelly
28. teeth
29. hair
30. cup, glass, mug, bottle, drinking fountain
31. toe
32. plants, flowers, grass, garden
33. out
34. dog
35. cream, sugar
36. cake, cookie
37. oven
38. nose
39. bicycle
40. clock, watch

pages 102-103

1. banana
2. bicycle
3. pencil

4. calendar
5. chair, couch
6. zebra
7. ball
8. alarm clock
9. kitchen
10. Thanksgiving
11. camera
12. bathing suit, swimsuit, trunks
13. school, college
14. milk
15. winter
16. grocery store
17. rings
18. shoes
19. cereal
20. calculator
21. hockey
22. piano, accordion, organ
23. rug, carpet
24. apple, cherry
25. soap, water
26. bus, van, boat, plane
27. saw, ax
28. dentist, dental hygienist
29. mirror
30. honey
31. camel
32. envelope
33. leaf
34. pickles
35. fan, air conditioner
36. frame, wallet, photo album
37. kite
38. library
39. gas station
40. veterinarian

page 104

Answers will vary.

page 105

1. knife
2. brush, comb
3. school bus
4. bed
5. country
6. soap
7. dough
8. bottle
9. radio, stereo
10. water

Answer Key, *continued*

11. table, plate, fork, spoon
12. fire fighters
13. sing, chirp
14. book, magazine, newspaper
15. cup, glass
16. wall
17. hands
18. washing machine
19. clock, watch
20. pen, pencil
21. sink, dishwasher
22. street, road, highway
23. animals
24. cooked
25. principal
26. played
27. dirty
28. milk
29. cried, laughed
30. frozen

pages 108-109

1. mad
2. nice
3. quickly
4. tired
5. pretty
6. unique
7. kids, boys and girls
8. songs
9. pal, companion
10. woman
11. yelling
12. tasty, yummy
13. boss
14. loose, baggy
15. late
16. filthy, grimy
17. college
18. like, adore
19. price
20. easy
21. tear, hole
22. clean, bathe
23. depressing, heartrending
24. windy
25. speak
26. glad, cheerful
27. ill
28. fast, quick
29. large, huge
30. fib

31. shine
32. bothering
33. fragile, frail
34. rescued
35. go, depart
36. fat
37. reliable, trustworthy
38. skinny
39. vacation
40. wealthy

pages 110-111

1. cold
2. tall
3. tired
4. poor
5. up
6. adult
7. new
8. wet
9. dirty
10. meanest
11. loud, noisy
12. sad, unhappy
13. light, bright
14. old
15. full
16. brother
17. black
18. slow
19. worst
20. outside
21. early
22. girl
23. low
24. deep
25. dead
26. depart, leave
27. clear, sharp, in focus
28. sweet
29. soft
30. smooth
31. interesting
32. nothing
33. straight
34. sink
35. quiet
36. sick, ill
37. dislikes, hates
38. smooth
39. summer
40. old, rotten

pages 118-119

1. Where are my slippers?
2. How much is this shirt?
3. What will we be having for dinner tonight?
4. Who is it? or Who's there?
5. How old are you?
6. When are we going to the lake?
7. Can you come to my party?
8. Who's calling?
9. How many eggs do we need?
10. What should I wear? or What are you going to wear?
11. When is your birthday?
12. Why are you in the hospital?
13. When is the basketball game on?
14. Can you help me move?
15. Where do you live?
16. How many people are coming for dinner?
17. Why were you late getting home last night?
18. What kind of pies do you have?
19. Who sent me these roses?
20. When will you pick me up?
21. When are pictures being taken?
22. Where does the bus stop?
23. What size pizza does the man want?
24. How would you like to celebrate your birthday?
25. What kind of food do you like? or What kind of food would you like for lunch?
26. Which exercises should I do to build stronger arms?
27. How many people are in your golf club?
28. Which type of paint should I use to paint my house?
29. Can your daughter come to my daughter's slumber party?
30. Who was your substitute teacher? or Who was it?

pages 120-121

1. Where do you live?
2. How much are these shoes?

Answer Key, *continued*

3. What time are we having dinner?
4. How old are your children?
5. What time does the new show start?
6. Did I take the meat out of the freezer?
7. When are you coming to visit? or Which month are you coming for a visit?
8. What is the phone number for the Burger Shack?
9. Who's calling? or Who is this?
10. What is your flight number?
11. When is our family reunion?
12. How much mustard should I add?
13. How much is my dinner?
14. Why were you late getting home last night?
15. What colors are we supposed to use in our pictures?
16. How long will it take to get to your cottage?
17. How do we put this together? or Can I have the directions?
18. Why did you buy a new house?
19. When is your anniversary?
20. Where is the First National Bank?
21. Where should I plant the flowers?
22. How do I make the cake you made?
23. What should I bring on the first day of class?
24. How do I look up something on the Internet?
25. Do any of these cookies have peanuts in them?
26. Which kinds of dogs play well with children?
27. What are the hours for lap swimming?
28. Which kind of racquet would be best for me?
29. Can you come to my get-together?
30. What is the schedule for the visiting authors at your store?

page 122

2. Why are you tired today?
3. Why do your feet hurt?
4. Why is your house a mess?
5. Why is your job exciting? or What do you do for a living?
6. Why is the piano out of tune? or Is it an old piano?
7. Why is the umbrella in the closet? or Is it raining out?
8. Why did you go to the doctor yesterday? or What is the matter with you? or Don't you feel well?
9. What is his name? or Do you have any daughters?
10. When did you get married? or What is your spouse's name?
11. Where in Indiana? or Where do you live now?
12. Why do you like to fly? or Do you fly a lot?
13. Who is your friend? or Where does she live in California?
14. What did she have? or Is she/the baby doing okay?
15. What do you like to shop for? or Where do you like to shop?
16. Why is your car at the mechanic's garage? or Is something wrong with your car?
17. Why is your leg black and blue? or What happened to your leg?
18. What is your favorite TV show? or When does it start?
19. Why are you happy today? or What happened today to make you happy?
20. Why is it a good book? or What is the book about?
21. Why did your dog have to go to the vet? or What's the matter with your dog?
22. Why did you miss your train yesterday?
23. Where are you going on vacation? or Why can't you wait for your vacation?

24. Why did the repairman come to your house? or What do you need a repairman for?
25. Why is your carpet covered in mud? or How did your carpet get covered with mud?
26. When are you going to Florida? or Why are you going to Florida? or How long will you be there?
27. When was the slumber party? or Did you get any sleep?
28. How many hours does your husband work? or Where does your husband work? or What does your husband do for a living?
29. What play are you going to see? or When are you going to the play?
30. Why did you enjoy the weekend? or What did you do over the weekend?

AUDITORY COMPREHENSION

page 177

Answers will vary.

page 178

1. yes
2. no
3. yes
4. yes
5. no
6. no
7. yes
8. yes
9. yes
10. yes
11. yes
12. no
13. yes
14. yes
15. no
16. yes
17. no
18. no
19. yes

Answer Key, *continued*

20. yes
21. yes
22. no
23. yes
24. yes
25. no
26. no
27. yes
28. yes
29. yes
30. no
31. yes
32. yes
33. no
34. yes
35. yes
36. no
37. yes
38. no
39. no
40. yes

page 183

1. bed, sleep
2. flew
3. listening, dancing, singing
4. coffee, tea
5. table, counter
6. bandage, Band-Aid
7. up, older
8. walks, jogs, runs
9. computer, typewriter
10. garbage collector
11. flowers
12. syrup
13. swimming, shell hunting
14. stars
15. books, articles, stories
16. bus, subway, train
17. television
18. medal
19. dream, nightmare
20. dog
21. camping
22. pine cones
23. friend
24. volume
25. water

pages 184-185

1. medical
2. people, communities, social organizations
3. professor, teacher, mentor
4. storm
5. desk, counter
6. meeting, working
7. business
8. trouble, pain, turmoil, grief
9. mistakes, errors
10. suspicious
11. important, necessary
12. country
13. housing, apartment
14. jury, judge
15. journalist, writer
16. college, university
17. equally, fairly, justly
18. sailors
19. accident
20. light, glow
21. falling, cooling, decreasing
22. prize, reward, compensation
23. laugh
24. perfect, fresh
25. rest, fun, relaxation, peacefulness

page 190

1. *Happy Days*
 2. 1974
 3. ABC-TV
 4. Milwaukee
 5. Arthur Fonzarelli, The Fonz
 6. Henry Winkler
 7. black leather jacket
 8. 1950s
1. Mir
 2. 1986
 3. six
 4. how humans coped with prolonged stays in space
 5. 15
 6. fired engines on a cargo ship docked to Mir
 7. into the Pacific Ocean

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1. World War II
 2. women
 3. welders, crane operators, truck drivers, ambulance drivers
 4. Rosie the Riveter
 5. *Post* magazine
 6. left their jobs
1. Buddy Holly
 2. at an early age
 3. violin, piano, guitar
 4. the Crickets
 5. seven
 6. in a plane crash
 7. 22
1. 1908
 2. Henry Ford
 3. mass production
 4. four-cylinder engine, push-pedal gear, four seats, a cape hood
 5. live some distance from their workplaces

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1. Neil Armstrong
 2. 1969
 3. "That's one small step for man, one giant leap for mankind."
 4. Buzz Aldrin
 5. big kangaroo bounds
 6. two hours
 7. Apollo 11
1. Mother Teresa
 2. Calcutta, India
 3. 1997
 4. 87
 5. the poor of Calcutta
 6. Missionaries of Charity
 7. over 400
1. Charles Lindbergh
 2. first solo nonstop flight across the Atlantic
 3. single engine monoplane
 4. *Spirit of St. Louis*
 5. St. Bourget, France, near Paris
 6. 33 ½ hours
 7. 10 feet
 8. eating sandwiches

Answer Key, *continued*

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1. New York City or central Manhattan
2. 48
3. Warren and Wetmore
4. granite and marble
5. Mercury, Hercules, and Minerva
6. 2500 stars

1. Hank Aaron
2. 715
3. Babe Ruth
4. 39 years
5. Alabama
6. right-handed
7. Governor Jimmy Carter
8. Henry Louis Aaron, 715 home runs

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The Frogs and the Well

1. marsh
2. It had dried up.
3. in a well
4. because there was lots of water and they would have it to themselves
5. because the well might dry up and then they couldn't get out

The Ants and the Grasshopper

1. drying grain
2. hungry
3. singing
4. They were angry.
5. "If you were foolish enough to sing all the summer, you must dance to bed without supper in the winter."

The Bear and the Two Travelers

1. bear
2. up a tree
3. He couldn't climb.
4. fell to the ground and pretended to be dead
5. "Never place faith in a friend who deserts you at the first sign of a problem."

The Father and His Two Daughters

1. a gardener
2. a brick maker
3. one wanted rain, the other wanted dry weather
4. so the bricks could dry
5. because he loved them both equally

The Four Oxen and the Lion

1. around in a field
2. four oxen
3. They stayed close together.
4. They quarreled over where the best grass was to eat.
5. attacked them one by one

The Monkey and the Dolphin

1. He went with a sailor who wanted amusement while at sea.
2. off the coast of Greece
3. a man
4. crown prince of Athens
5. The monkey didn't know that Piraeus was a place, not a person.
6. He dived to the bottom of the sea and left the monkey to his fate.

The Crow and the Pitcher

1. water
2. He was dying of thirst.
3. in a pitcher half-buried in a dried-up pond
4. the neck was too narrow
5. put pebbles in the pitcher to raise the water level

The Bundle of Sticks

1. the farmer's sons
2. a bundle of sticks
3. break it in two
4. by untying the bundle
5. by remaining united
6. by being separated

The Milkmaid and Her Pail

1. milk
2. to market
3. some chickens
4. a new dress and hat
5. They would be jealous.
6. She tossed her head.

The Thief and the Innkeeper

1. in hopes of stealing something that could help him pay off his debts
2. a new and very expensive coat
3. howled like a wolf
4. He would turn into a wolf and attack men.
5. He became greatly fearful and attempted to run away.
6. the innkeeper's coat

The Old Woman and the Physician

1. because she lost the use of her eyes
2. If he restored her eyesight, she would give him a large sum of money.
3. He stole things from her.
4. She wouldn't pay him.
5. Because before she was blind, she could see all sorts of valuables in her house. But now that she is cured according to the physician, she can't see a single thing in her house (because the physician had taken it all).

The Boy and the Nuts

1. figs and hazelnuts
2. He couldn't get his hand out of the jar.
3. He had too many figs and nuts in his hand.
4. He burst into tears.
5. "Grasp only half the quantity, and you will be able to easily draw out your hand."

Answer Key, *continued*

The Lioness

1. the lioness
2. seven
3. having many healthy young ones
4. calmly
5. because she had one thoroughbred lion

Mercury and the Woodsman

1. his axe
2. in the water
3. Mercury
4. gold and silver
5. He gave the woodsman the gold and silver axes.
6. He purposefully let his axe fall into the water.
7. He wouldn't get the neighbor's axe.

The Ant and the Dove

1. the river
2. He fell in the river.
3. a dove
4. He plucked a leaf from a tree and dropped it into the water for the ant to climb on.
5. shoot it
6. He bit the hunter sharply on the heel so the hunter missed his aim.

The Goatherd and the Goats

1. some beautiful wild goats
2. It had snowed very hard.
3. the wild goats
4. He hoped they would stay with him.
5. They died.
6. to the hills and the woods
7. because he didn't treat his own goats very well, and the wild goats were afraid the same thing would happen to them