

Patient's identification: \_\_\_\_\_

Date of assessment: \_\_\_\_\_

Duration: from \_\_\_\_\_ to \_\_\_\_\_

Test administrator: \_\_\_\_\_

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# BILINGUAL APHASIA TEST

(ENGLISH VERSION)

The Bilingual Aphasia Test was adapted to English by Kirsten Hummel and Gary Libben

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# BILINGUAL APHASIA TEST

## English Version

### PART A: Part common to all languages

#### HISTORY OF BILINGUALISM

The following questions are to be read, as given below, to the patient. If the patient is unable to supply the necessary information, someone else (e.g. a family member) may be asked the questions. For all questions which have yes/no answers, circle "+" for an answer of "yes" and circle "-" for an answer of "no".

If the answer to a question cannot be obtained DO NOT leave it blank. Instead, circle or write "0" in the answer space. This indicates that no answer was available. In the body of the test all instructions to the test administrator are preceded by "\*\*\*". These instructions are not to be read to the patient.

\*\*\* Begin reading aloud here.

1. What was your date of birth? \_\_\_\_\_ (1)
2. Where were you born? \_\_\_\_\_ (2)
3. As a child, what language did you speak most at home? \_\_\_\_\_ (3)
4. As a child, did you speak any other languages at home? + - 0 (4)

\*\*\* If the answer to (4) is "no" then go to question (6)

5. What other languages did you speak at home as a child? \_\_\_\_\_ (5)
6. What was your father's native language? \_\_\_\_\_ (6)
7. Did he speak any other languages? + - 0 (7)

\*\*\* If the answer to (7) is "no" then go to question (12)

8. What were your father's other languages at home? \_\_\_\_\_ (8)
9. What language did your father speak most to you at home? \_\_\_\_\_ (9)
10. Did your father speak any other languages at home? + - 0 (10)

\*\*\* If the answer to (10) is "no" then go to question (12)

11. What other languages did your father speak at home? \_\_\_\_\_ (11)
12. What was your mother's native language? \_\_\_\_\_ (12)
13. Did she speak any other languages? + - 0 (13)

\*\*\* If the answer to (13) is "not" then go to question (18)

14. What were your mother's other languages? \_\_\_\_\_ (14)
15. What language did your mother speak most to you at home? \_\_\_\_\_ (15)
16. Did your mother speak any other languages at home? + - 0 (16)

\*\*\* If the answer to (16) is "no" then go to question (18)

17. What other languages did your mother speak at home? \_\_\_\_\_ (17)
18. Did anyone else take care of you as a child? + - 0 (18)

\*\*\* If the answer to (18) is "no" then go to question (25)

19. What was his/her native language? \_\_\_\_\_ (19)
20. Did he/she speak any other languages? + - 0 (20)

\*\*\* If the answer to (20) is "no" then go to question (25)

21. What were his/her other languages? \_\_\_\_\_ (21)
22. What language did he/she speak most to you at home? \_\_\_\_\_ (22)
23. Did he/she speak any other languages at home? + - 0 (23)
- \*\*\* If the answer to (23) is "no" then go to question (25)
24. What other languages did he/she speak at home? \_\_\_\_\_ (24)
25. What language did you speak most with friends as a child? \_\_\_\_\_ (25)
26. How many years of education have you had? \_\_\_\_\_ (26)
27. When you started school what was the language of instruction? \_\_\_\_\_ (27)
28. Were there any other languages of instruction at that time? + - 0 (28)
- \*\*\* If the answer to (28) is "no" then go to question (30)
29. What were the other languages of instruction? \_\_\_\_\_ (29)
30. What language did most of the other students speak at this school? \_\_\_\_\_ (30)
31. Did you change to a school with another language of instruction after that? + - 0 (31)
- \*\*\* If the answer to (31) is "no" then go to question (49)
32. What was this language? \_\_\_\_\_ (32)
33. After how many years did you switch to this new language of instruction? \_\_\_\_\_ (33)
34. Were there any other languages of instruction at that time? + - 0 (34)
- \*\*\* If the answer to (34) is "no" then go to question (36)
35. What were the other languages of instruction? \_\_\_\_\_ (35)
36. What language did most of the other students speak at this school? \_\_\_\_\_ (36)
37. Did you change to a school with another language of instruction after that? + - 0 (37)
- \*\*\* If the answer to (37) is "no" then go to question (49)
38. What was this language? \_\_\_\_\_ (38)
39. After how many years did you switch to this new language of instruction? \_\_\_\_\_ (39)
40. Were there any other languages of instruction at that time? + - 0 (40)
- \*\*\* If the answer to (40) is "no" then go to question (49)
41. What were the other languages of instruction? \_\_\_\_\_ (41)
42. What language did most of the other students speak at this school? \_\_\_\_\_ (42)
43. Did you change to a school with a different language of instruction after that? + - 0 (43)
- \*\*\* If the answer to (43) is "no" then go to question (49)
44. What was this language? \_\_\_\_\_ (44)
45. After how many years did you switch to this new language of instruction? \_\_\_\_\_ (45)
46. Were there any other languages of instruction at that time? + - 0 (46)
- \*\*\* If the answer to (46) is "no" then go to question (49)
47. What were the other languages of instruction? \_\_\_\_\_ (47)
48. What language did most of the other students speak at this school? \_\_\_\_\_ (48)
49. And after your education was completed, what was your occupation? \_\_\_\_\_ (49)
50. Before your accident/illness, what languages were you able to speak? \_\_\_\_\_ (50)

## PART B

### ENGLISH BACKGROUND

The following questions are to be read, exactly as given below, to the patient. For multiple choice items, circle the appropriate alternative. For the other items, put the appropriate information in the space provided.

In the body of the test, all instructions to the test administrator are preceded by '\*\*\*'. These instructions are not to be read aloud to the patient.

\*\*\* Give the patient the following introduction and then proceed with the questions.

Now, I will ask you some questions about your English. Ready?

1. Have you ever lived in a/another country where English was spoken? + - (1)

\*\*\* If the answer is "no" then go to question (4)

2. What was the name of the country? \_\_\_\_\_ (2)

3. How long did you live there? \_\_\_\_\_ (3)

4. Before your illness, was your English speaking:

1) Not good, 2) Good, 3) Very fluent 0 1 2 3 (4)

5. How old were you when you learned to speak English? \_\_\_\_\_ (5)

6. Before your illness, did you speak English at home? + - (6)

7. Did you speak English at work? + - (7)

8. Did you speak English with friends? + - (8)

9. In your daily life before your illness, did you speak English:

1) Every day, 2) Every week, 3) Every month, 4) Every year, 5) Less than once a year  
0 1 2 3 4 5 (9)

10. Did you ever learn to read English? + - (10)

\*\*\* If the answer is "no" then go to (18) (SPONTANEOUS SPEECH)

11. How old were you when you learned to read English? \_\_\_\_\_ (11)

12. Before your illness, was your English reading:

1) Not good, 2) Good, 3) Very good 0 1 2 3 (12)

13. In your daily life before your illness, did you read English:

1) Every day, 2) Every week, 3) Every month, 4) Every year, 5) Less than once a year  
0 1 2 3 4 5 (13)

14. Did you ever learn to write English? + - (14)

\*\*\* If the answer is "no" then go to (18) (SPONTANEOUS SPEECH)

15. How old were you when you learned to write English? \_\_\_\_\_ (15)

16. Before your illness, was your English writing:

1) Not good, 2) Good, 3) Very good 0 1 2 3 (16)

17. In your daily life before your illness, did you write English:

1) Every day, 2) Every week, 3) Every month, 4) Every year, 5) Less than once a year  
0 1 2 3 4 5 (17)

### SPONTANEOUS SPEECH

\*\*\* Record FIVE MINUTES of the patient's spontaneous speech. The function of this section of the test is to obtain a sample of the patient's spontaneous speech, and to allow the test administrator to establish a comfortable testing atmosphere. To keep the conversation going, it is suggested that you prompt the patient with questions about :

- his/her illness
- his/her work
- experience in other countries
- his/her family, etc.

\*\*\* After the patient has finished speaking, the test administrator should turn the tape recorder off, and circle the appropriate alternative for each of the following five items. This is intended only to give a general, subjective, preliminary indication of the characteristics of the patient's speech on the tape, which will be analyzed later in detail.

- |                      |            |                |                     |           |       |      |
|----------------------|------------|----------------|---------------------|-----------|-------|------|
| 18. Amount of speech | 1) Nothing | 2) Very little | 3) Less than normal | 4) Normal | _____ | (18) |
| 19. Fluency          | 1) Bad     | 2) Fair        | 3) Good             | 4) Normal | _____ | (19) |
| 20. Pronunciation    | 1) Bad     | 2) Fair        | 3) Good             | 4) Normal | _____ | (20) |
| 21. Grammar:         | 1) Bad     | 2) Fair        | 3) Good             | 4) Normal | _____ | (21) |
| 22. Vocabulary       | 1) Bad     | 2) Fair        | 3) Good             | 4) Normal | _____ | (22) |

### VERBAL COMPREHENSION

\*\*\* In this section, the patient is required to act out some command that he/she hears. The commands should be read slowly and clearly with normal intonation. If the patient gives no response after five seconds, score "0" and move on to the next question. SCORE ONLY THE FIRST ITEM THAT THE PATIENT TOUCHES.

The patient's responses are scored by either circling '+', '-' or '0' in the area provided. Circle '+' if the patient's response is correct. If the patient's response is incorrect, then circle '-'. Finally, if the patient produces no response (or a response that indicates that he/she did not understand what was required of hm/her) then circle '0'. For example, if a patient is asked to touch a book that is on a table and he touches some other object on the table, then the examiner should circle '-'. If, however, he doesn't touch anything (or claps his hands), then the examiner should circle '0'.

### POINTING

\*\*\* To administer this section, the following items must be placed on a table in front of the patient so that he/she is able to touch each individual item. Materials should be arranged in the following order from left to right: a button, glove, scissors, envelope, ring, brush, glass, matches, key, watch.

\*\*\* Begin reading aloud here.

- |                                |   |   |   |      |
|--------------------------------|---|---|---|------|
| 23. Please touch the ring.     | + | - | 0 | (23) |
| 24. Please touch the button.   | + | - | 0 | (24) |
| 25. Please touch the matches.  | + | - | 0 | (25) |
| 26. Please touch the glove.    | + | - | 0 | (26) |
| 27. Please touch the key.      | + | - | 0 | (27) |
| 28. Please touch the scissors. | + | - | 0 | (28) |
| 29. Please touch the watch.    | + | - | 0 | (29) |
| 30. Please touch the envelope. | + | - | 0 | (30) |
| 31. Please touch the glass.    | + | - | 0 | (31) |
| 32. Please touch the brush.    | + | - | 0 | (32) |

### SIMPLE AND SEMI-COMPLEX COMMANDS

\*\*\* Read the following commands to the patient and record his/her response. Scoring criteria for '+', '-' and '0' are the same as for "POINTING". Materials on the table: ring, matches, glass, pencil, fork.

\*\*\* Begin reading aloud here.

I am going to ask you to do a few things for me. Are you ready?

- |                             |   |   |   |      |
|-----------------------------|---|---|---|------|
| 33. Please close your eyes. | + | - | 0 | (33) |
| 34. Open your mouth.        | + | - | 0 | (34) |
| 35. Raise your hand.        | + | - | 0 | (35) |

- |  |   |   |   |      |
|--|---|---|---|------|
| 36. Stick out your tongue.               | + | - | 0 | (36) |
| 37. Clap your hands.                     | + | - | 0 | (37) |
| 38. Put the ring on the matches.         | + | - | 0 | (38) |
| 39. Put the glass next to the pencil.    | + | - | 0 | (39) |
| 40. Put the matches under the fork.      | + | - | 0 | (40) |
| 41. Put the pencil in front of the ring. | + | - | 0 | (41) |
| 42. Put the fork in the glass.           | + | - | 0 | (42) |

### COMPLEX COMMANDS

\*\*\* Numbers 43 to 47 represent complex commands. The entire command (i.e. all of the subcommands) should be read as a single sentence to the patient. For each item the patient will be asked to do something with a set of three objects. The three objects should be on the table within easy reach of the patient.

If the patient's answer is perfect (all correct in the right order) score "+". If it is not perfect, score the number of commands that were performed correctly, irrespective of the order. Hence a score of "3" indicates that all three subcommands were performed, but in the wrong order. A score of "2" indicates that two subcommands were performed, irrespective of the order in which they were performed.

Materials: three pieces of paper (small, medium, large); three pencils (blue, yellow, red); three coins (small, medium, large. (value must correspond to size)); three sticks (small, medium, large) and a glass; three books.

\*\*\* Begin reading aloud here.

- |  |   |   |   |   |   |      |
|--|---|---|---|---|---|------|
| 43. Here are three pieces of paper.  | + | 3 | 2 | 1 | 0 | (43) |
| Give me the small one, put the middle sized one on your lap, and throw away the large one.             |   |   |   |   |   |      |
| 44. Here are three pencils.  | + | 3 | 2 | 1 | 0 | (44) |
| Drop the yellow one on the floor, give me the blue one, and pick up the red one.                       |   |   |   |   |   |      |
| 45. Here are three coins.  | + | 3 | 2 | 1 | 0 | (45) |
| Push the large coin toward me, turn over the middle-sized one, and cover the small one with your hand. |   |   |   |   |   |      |
| 46. Here are three sticks.   | + | 3 | 2 | 1 | 0 | (46) |
| Put the short one in the glass, give me the medium one, and tap on the table with the large one.       |   |   |   |   |   |      |
| 47. Here are three books.  | + | 3 | 2 | 1 | 0 | (47) |
| Open the first one, turn over the second, and pick up the third one.                                   |   |   |   |   |   |      |

### VERBAL AUDITORY DISCRIMINATION

\*\*\* In this section the patient must touch the picture which best represents the word which he/she hears. The pictures are identified by the number on the top right-hand corner of each frame. For each item, circle the number of the picture (1-4 or X) that the patient touches. If the patient does not touch any picture nor the "X", then circle '0' in the area provided.

\*\*\* Begin reading aloud here.

You are going to hear a word. Please touch the picture that shows the meaning of the word. If none of the pictures show the meaning of the word then touch the large "X". So, for example, if I say "rain" you would touch this picture because it represents the rain. If I say "bird" you touch this X because there is no picture of a bird on that page. Are you ready?

- |           |   |   |   |   |   |   |      |
|-----------|---|---|---|---|---|---|------|
| 48. MAT   | X | 1 | 2 | 3 | 4 | 0 | (48) |
| 49. BALL  | X | 1 | 2 | 3 | 4 | 0 | (49) |
| 50. DUCK  | X | 1 | 2 | 3 | 4 | 0 | (50) |
| 51. BREW  | X | 1 | 2 | 3 | 4 | 0 | (51) |
| 52. THICK | X | 1 | 2 | 3 | 4 | 0 | (52) |
| 53. KNEES | X | 1 | 2 | 3 | 4 | 0 | (53) |
| 54. VAN   | X | 1 | 2 | 3 | 4 | 0 | (54) |
| 55. JAR   | X | 1 | 2 | 3 | 4 | 0 | (55) |

56. SHIN	X	1	2	3	4	0	(56)
57. PLATE	X	1	2	3	4	0	(57)
58. CRAMP	X	1	2	3	4	0	(58)
59. PEAR	X	1	2	3	4	0	(59)
60. CHIP	X	1	2	3	4	0	(60)
61. ROSE	X	1	2	3	4	0	(61)
62. CRANE	X	1	2	3	4	0	(62)
63. DEAD	X	1	2	3	4	0	(63)
64. LICE	X	1	2	3	4	0	(64)
65. DRIP	X	1	2	3	4	0	(65)

### SYNTACTIC COMPREHENSION

\*\*\* In the following section the patient must touch the picture which best represents the idea expressed in the sentence read to him/her. The sentences should be read with normal intonation. The patient's response is recorded by circling, in the area provided, the number of the picture that he/she points to. If the patient gives no response after five seconds, score '0' and move on to the next sentence. The patient should have the section of the picture booklet titled "Syntactic Comprehension" in front of him/her so that it is possible to point easily to any one of the pictures on the page by touching it.

\*\*\* Begin reading aloud here.

You are going to hear a sentence. Please touch the picture that shows the meaning of the sentence. So if I say "the boy sits" you should touch this picture that shows the sitting boy.

\*\*\* Page 1

66. The boy holds the girl.	1	2	3	4	0	(66)
67. The girl holds the boy.	1	2	3	4	0	(67)
68. She holds him.	1	2	3	4	0	(68)
69. She holds her.	1	2	3	4	0	(69)
70. She holds them.	1	2	3	4	0	(70)

\*\*\* Page 2

71. The father washes his son.	1	2	3	4	0	(71)
72. The mother washes her daughter.	1	2	3	4	0	(72)
73. He washes him.	1	2	3	4	0	(73)
74. He washes himself.	1	2	3	4	0	(74)
75. She washes herself.	1	2	3	4	0	(75)
76. She washes her.	1	2	3	4	0	(76)

\*\*\* Page 3

77. The boy holds the girls.	1	2	3	4	0	(77)
78. He holds him.	1	2	3	4	0	(78)
79. He holds her.	1	2	3	4	0	(79)
80. He holds them.	1	2	3	4	0	(80)

\*\*\* Page 4

81. The girl pushes the boy.	1	2	3	4	0	(81)
82. The boy pushes the girl.	1	2	3	4	0	(82)
83. The boy is pushed by the girl.	1	2	3	4	0	(83)
84. The girl is pushed by the boy.	1	2	3	4	0	(84)
85. It's the boy who pushes the girl.	1	2	3	4	0	(85)
86. It's the girl who pushes the boy.	1	2	3	4	0	(86)
87. It's the boy that the girl pushes.	1	2	3	4	0	(87)
88. It's the girl that the boy pushes.	1	2	3	4	0	(88)



\*\*\* Page 5

89. The dog bites the cat.	1	2	3	4	0	(89)
90. The cat bites the dog.	1	2	3	4	0	(90)
91. The dog is bitten by the cat.	1	2	3	4	0	(91)
92. The cat is bitten by the dog.	1	2	3	4	0	(92)
93. It's the dog that bites the cat.	1	2	3	4	0	(93)
94. It's the cat that bites the dog.	1	2	3	4	0	(94)
95. It's the cat that the dog bites.	1	2	3	4	0	(95)
96. It's the dog that the cat bites.	1	2	3	4	0	(96)

\*\*\* Page 6

97. The truck pulls the car.	1	2	3	4	0	(97)
98. The car is pulled by the truck.	1	2	3	4	0	(98)
99. The truck is pulled by the car.	1	2	3	4	0	(99)
100. The car pulls the truck.	1	2	3	4	0	(100)
101. It's the truck that pulls the car.	1	2	3	4	0	(101)
102. It's the car that the truck pulls.	1	2	3	4	0	(102)
103. It's the car that pulls the truck.	1	2	3	4	0	(103)
104. It's the truck that the car pulls.	1	2	3	4	0	(104)

\*\*\* Page 7

105. The mother dresses her daughter.	1	2	3	4	0	(105)
106. The father dresses his son.	1	2	3	4	0	(106)
107. She dresses herself.	1	2	3	4	0	(107)
108. He dresses him.	1	2	3	4	0	(108)
109. She dresses her.	1	2	3	4	0	(109)
110. He dresses himself.	1	2	3	4	0	(110)

\*\*\* Page 8

111. The girl does not push the boy.			1	2	0	(111)
112. The boy does not push the girl.			1	2	0	(112)
113. The girl is not pushed by the boy.			1	2	0	(113)
114. The boy is not pushed by the girl.			1	2	0	(114)

\*\*\* Page 9

115. The girl does not spray the boy.			1	2	0	(115)
116. The boy does not spray the girl.			1	2	0	(116)
117. The girl is sprayed by the boy.			1	2	0	(117)
118. The boy is not sprayed by the girl.			1	2	0	(118)
119. The girl is not sprayed by the boy.			1	2	0	(119)
120. The girl is sprayed by the boy.			1	2	0	(120)

\*\*\* Page 10

121. The truck does not pull the car.			1	2	0	(121)
122. The truck is not pulled by the car.			1	2	0	(122)
123. The car does not pull the truck.			1	2	0	(123)
124. The car is not pulled by the truck.			1	2	0	(124)

\*\*\* Page 11

125. The young boy does not wake up his mother.			1	2	0	(125)
126. The mother does not wake up the young boy.			1	2	0	(126)
127. The young boy is not woken up by his mother.			1	2	0	(127)
128. The mother is not woken up by the young boy.			1	2	0	(128)

\*\*\* Page 12

129. The dog is not bitten by the cat.	1	2	0	(129)
130. The cat is not bitten by the dog.	1	2	0	(130)
131. The dog does not bite the cat.	1	2	0	(130)
132. The cat does not bite the dog.	1	2	0	(132)

\*\*\* Page 13

133. The man does not kiss the woman.	1	2	0	(133)
134. The woman is not kissed by the man.	1	2	0	(134)
135. The woman does not kiss the man.	1	2	0	(135)
136. The man is not kissed by the woman.	1	2	0	(136)

\*\*\* Page 14

137. Show me the mother's baby.	1	2	0	(137)
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\*\*\* Page 15

138. Show me that niece's uncle.	1	2	0	(138)
----------------------------------	---	---	---	-------

\*\*\* Page 16

139. Show me the vase of this flower.	1	2	0	(139)
---------------------------------------	---	---	---	-------

\*\*\* Page 17

140. Show me the manager of this restaurant.	1	2	0	(140)
--	---	---	---	-------

\*\*\* Page 18

141. Show me the book of this author.	1	2	0	(141)
---------------------------------------	---	---	---	-------

\*\*\* Page 19

142. Show me the dog's master.	1	2	0	(142)
--------------------------------	---	---	---	-------

\*\*\* Page 20

143. Show me the doctor's patient.	1	2	0	(143)
------------------------------------	---	---	---	-------

\*\*\* Page 21

144. Show me the director of the film.	1	2	0	(144)
--	---	---	---	-------

\*\*\* Page 22

145. Show me the baby's mother.	1	2	0	(145)
---------------------------------	---	---	---	-------

\*\*\* Page 23

146. Show me that uncle's niece.	1	2	0	(146)
----------------------------------	---	---	---	-------

\*\*\* Page 24

147. Show me the flower of this vase.	1	2	0	(147)
---------------------------------------	---	---	---	-------

\*\*\* Page 25

148. Show me the restaurant of this manager. 1 2 0 (148)

\*\*\* Page 26

149. Show me the author of this book. 1 2 0 (149)

\*\*\* Page 27

150. Show me the master's dog. 1 2 0 (150)

\*\*\* Page 28

151. Show me the patient's doctor. 1 2 0 (151)

\*\*\* Page 29

152. Show me the film of the director. 1 2 0 (152)

### SEMANTIC CATEGORIES

\*\*\* In all sections with multiple choices, do not read the number in front of each choice but rather each word, one after the other, with a very short pause between.

\*\*\*Begin reading aloud here.

You will hear four words. Please tell me which ONE word does not belong in the group. For example, you might hear: hat, glove, elephant, shirt. You would choose elephant. Ready?

153.	1) tulip	2) rose	3) frog	4) daisy	1	2	3	4	0	(153)
154.	1) cabbage	2) apple	3) banana	4) cherry	1	2	3	4	0	(154)
155.	1) hand	2) foot	3) sock	4) ear	1	2	3	4	0	(155)
156.	1) chair	2) table	3) bed	4) car	1	2	3	4	0	(156)
157.	1) blackbird	2) sardine	3) pigeon	4) eagle	1	2	3	4	0	(157)

### SYNONYMS

\*\*\* Pause here and read the following instructions to the patient:

Now you will hear a single word. I will ask you to give me another word which has a similar meaning. I will give you four choices. So for example I would say "jacket" and then give you four choices: "table", "house", "coat", "car". You would choose "coat" because its meaning is the most similar to "jacket". Ready?

158.	SEAT	1) vase	2) pencil	3) armchair	4) watch	1	2	3	4	0	(158)
159.	CLOCK	1) shoe	2) drawer	3) banana	4) watch	1	2	3	4	0	(159)
160.	PENCIL	1) pen	2) hat	3) ashtray	4) apple	1	2	3	4	0	(160)
161.	SANDAL	1) wheel	2) shoe	3) letter	4) garden	1	2	3	4	0	(161)
162.	CANOE	1) match	2) boat	3) newspaper	4) tree	1	2	3	4	0	(162)

### ANTONYMS

\*\*\* Pause here and read the following instructions to the patient.

Now, you will hear a word and then four choices. But this time I want you to choose the one that has the OPPOSITE meaning. So, for example, if you hear "down" and then the choices: "house", "up", "under", "big", you would choose "up" because its meaning is most opposite to the meaning of "down". Ready?

163. HAPPY	1) glad	2) sad	3) rich	4) baby	1	2	3	4	0	(163)
164. DARK	1) shy	2) black	3) light	4) silent	1	2	3	4	0	(164)
165. YOUNG	1) big	2) old	3) green	4) small	1	2	3	4	0	(165)
166. SICK	1) sad	2) quiet	3) alive	4) healthy	1	2	3	4	0	(166)
167. WRONG	1) right	2) way	3) funny	4) mistake	1	2	3	4	0	(167)

\*\*\* Pause here and read the following instructions to the patient.

Now for these, the choices look very similar BUT ONLY ONE is the opposite of the word you will hear. Ready?

168. UGLY	1) beautiful	2) beauty	3) beautifully	1	2	3	0	(168)
169. SILENT	1) noise	2) noisily	3) noisy	1	2	3	0	(169)
170. SAD	1) happily	2) happiness	3) happy	1	2	3	0	(170)
171. FAST	1) slow	2) slowness	3) slowly	1	2	3	0	(171)
172. BOLD	1) careful	2) carefully	3) care	1	2	3	0	(172)

### GRAMMATICALITY JUDGEMENT

\*\*\* For these judgement items, score "+" if the patient says "yes". Score "-" if the patient says "no".

\*\*\* Pause here and read the following instructions to the patient.

Now, you will hear some sentences. Please tell me if the sentence is a correct English sentence. For example, if I say "The boy sits on a chair", it is a correct English sentence and you say "yes". But if I say "The boys on a chairs sit", it is not correct and you say "no". Ready?

173. She pushes him.	judgement	+	-	0	(173)
174. He dresses herself.	judgement	+	-	0	(174)
175. The cat is biting by the dog.	judgement	+	-	0	(175)
176. It's the boy kiss the girl.	judgement	+	-	0	(176)
177. The truck is pulled by the car.	judgement	+	-	0	(177)
178. It's truck that pulls car.	judgement	+	-	0	(178)
179. The girl is sprayed the boy.	judgement	+	-	0	(179)
180. The boy not wake up his mother.	judgement	+	-	0	(180)
181. It's the boy that pushes the girl.	judgement	+	-	0	(181)
182. The dog not is bitten by the cat.	judgement	+	-	0	(182)

### SEMANTIC ACCEPTABILITY

\*\*\* Pause here and read the following instructions to the patient.

The next sentences are all correct English sentences. BUT some of them do not make sense. I will read the sentence to you. You tell me if it makes sense. For example, if I say "she cuts her hair with pencils" your say "no" because it does not make sense. "She cuts her hair with scissors" makes sense and you say "yes". Ready?

183. The sun shines by night.	judgement	+	-	0	(183)
184. The cat sits on the roof.	judgement	+	-	0	(184)
185. The flowers grow in the gravy.	judgement	+	-	0	(185)
186. The season comes out of the chimney.	judgement	+	-	0	(186)
187. He is wearing a new suit today.	judgement	+	-	0	(187)
188. They dribble their cars to work.	judgement	+	-	0	(188)
189. The sausage ate the dog.	judgement	+	-	0	(189)
190. They had radios for breakfast.	judgement	+	-	0	(190)
191. She combs her hair in front of the mirror.	judgement	+	-	0	(191)
192. He drinks sand when it is hot.	judgement	+	-	0	(192)

REPETITION OF WORDS AND NONSENSE WORDS, AND LEXICAL DECISION

\*\*\* In this section the patient is being tested on two abilities: 1) the ability to repeat words, and 2) the ability to tell whether what he/she hears is a word. For each item, first read the word, then wait for the patient to repeat it. The patient must repeat exactly what he/she hears. Circle "+" if the patient's repetition is correct (allowing for differences of accent or dialect). Circle "-" if the patient's response is incorrect. If he/she produces no response within five seconds, circle "0".

\*\*\* After the patient has repeated (or not repeated) the stimulus, ask him/her whether it is a real English word. Score "+" for a judgement of "yes" (it is a word), and score "-" for a judgement of "no" (it is not a word). If the patient gives no response within five seconds, circle "0" and move on to the next item. Accept nods as answers to judgement questions.

\*\*\* Turn the tape recorder on and begin reading aloud here.

I am going to ask you to repeat some words. Some of these are real English words. Some are not really English words. They don't make sense. Please repeat after me, and then tell me if the word is a real English word. Ready?

193. Mat	repetition	+	-	0	(193)
	judgement	+	-	0	(194)
195. Ball	repetition	+	-	0	(195)
	judgement	+	-	0	(196)
197. Brew	repetition	+	-	0	(197)
	judgement	+	-	0	(198)
199. Chay	repetition	+	-	0	(199)
	judgement	+	-	0	(200)
201. Thick	repetition	+	-	0	(201)
	judgement	+	-	0	(202)
203. Goom	repetition	+	-	0	(203)
	judgement	+	-	0	(204)
205. Flup	repetition	+	-	0	(205)
	judgement	+	-	0	(206)
207. Van	repetition	+	-	0	(207)
	judgement	+	-	0	(208)
209. Rop	repetition	+	-	0	(209)
	judgement	+	-	0	(210)
211. Pear	repetition	+	-	0	(211)
	judgement	+	-	0	(212)
213. Chip	repetition	+	-	0	(213)
	judgement	+	-	0	(214)
215. Crane	repetition	+	-	0	(215)
	judgement	+	-	0	(216)
217. Lice	repetition	+	-	0	(217)
	judgement	+	-	0	(218)
219. Bim	repetition	+	-	0	(219)
	judgement	+	-	0	(220)
221. Jar	repetition	+	-	0	(221)
	judgement	+	-	0	(222)
223. Signal	repetition	+	-	0	(223)
	judgement	+	-	0	(224)
225. Paper	repetition	+	-	0	(225)
	judgement	+	-	0	(226)
227. Chetty	repetition	+	-	0	(227)
	judgement	+	-	0	(228)
229. Liquid	repetition	+	-	0	(229)
	judgement	+	-	0	(230)
231. Barsen	repetition	+	-	0	(231)
	judgement	+	-	0	(232)
233. Summip	repetition	+	-	0	(233)
	judgement	+	-	0	(234)

235. Dolphin	repetition	+	-	0	(235)
	judgement	+	-	0	(236)
237. Promise	repetition	+	-	0	(237)
	judgement	+	-	0	(238)
239. Kimmid	repetition	+	-	0	(239)
	judgement	+	-	0	(240)
241. Melody	repetition	+	-	0	(241)
	judgement	+	-	0	(242)
243. Elephant	repetition	+	-	0	(243)
	judgement	+	-	0	(244)
245. Potato	repetition	+	-	0	(245)
	judgement	+	-	0	(246)
247. Sollick	repetition	+	-	0	(247)
	judgement	+	-	0	(248)
249. Disaster	repetition	+	-	0	(249)
	judgement	+	-	0	(250)
251. Seminar	repetition	+	-	0	(251)
	judgement	+	-	0	(252)

\*\*\* Pause here for a few seconds and read the following instructions to the patient.

Now you are going to hear some English sentences. All you have to do is repeat them after me. Ready?

253. The boy pushes the girl.		+	-	0	(253)
254. He is held by her.		+	-	0	(254)
255. It is the dog that bites the cat.		+	-	0	(255)
256. It is the boy that the girl holds.		+	-	0	(256)
257. The car is not pulled by the truck.		+	-	0	(257)
258. He dresses him.		+	-	0	(258)
259. The man does not kiss the woman.		+	-	0	(259)

#### SERIES

\*\*\* In this section the patient is simply asked to recite a series. Circle "+" if the patient does the task perfectly. Circle "-" if the patient makes any errors, leaves any items out, adds incorrect items, or changes the order of items in the list. If the patient does not respond at all, then circle "0".

\*\*\* Begin reading aloud here.

260. Please name all the days of the week.		+	-	0	(260)
261. Could you count from one to twenty-five?		+	-	0	(261)
262. Could you name all the months of the year?		+	-	0	(262)

#### VERBAL FLUENCY

\*\*\* This section tests the patient's ability to recite words beginning with a particular sound. Most important here is the number of words that the patient can produce within ONE MINUTE.

\*\*\* Begin reading aloud here.

In this section I will ask you to say as many words as you can that start with a certain sound. For example if I say "I would like you to give me words starting with the sound "s", you would give me words like sit, cement, soap, sailor, salad, special, etc. Ready?

I would like you to give me words that begin with the sound "P". Try to say as many words as you can, as fast as you can.

263. All words begin with right sound?		+	-	0	(263)
264. Number of acceptable words?		_____			(264)

O.K., now words that begin with "F"

265. All words begin with right sound?	+	-	0	(265)
266. Number of acceptable words?			_____	(266)

O.K., now words that begin with "K"

267. All words begin with the right sound?	+	-	0	(267)
268. Number of acceptable words?			_____	(268)

## NAMING

\*\*\* In the following section the patient is required to name the objects shown to him/her. Hold each object up so the patient can easily see it. The objects should be out of the patient's sight before they are presented.

\*\*\* Begin reading aloud here.

I will show you some things. Tell me what the thing is called. Ready?

269. Book	+	-	0	(269)
270. Glasses	+	-	0	(270)
271. Key	+	-	0	(271)
272. Cup	+	-	0	(272)
273. Tie	+	-	0	(273)
274. Scissors	+	-	0	(274)
275. Spoon	+	-	0	(275)
276. Glove	+	-	0	(276)
277. Pencil	+	-	0	(277)
278. (Playing) card	+	-	0	(278)
279. Thermometer	+	-	0	(279)
280. Button	+	-	0	(280)
281. Cigarette	+	-	0	(281)
282. Fork	+	-	0	(282)
283. Feather	+	-	0	(283)
284. Ring	+	-	0	(284)
285. Candle	+	-	0	(285)
286. Envelope	+	-	0	(286)
287. Toothbrush	+	-	0	(287)
288. Watch	+	-	0	(288)

## SENTENCE CONSTRUCTION

\*\*\* In this section the patient must create a sentence using the words that you will read to him. For each sentence to be created you should note: 1) whether the patient responds at all; 2) whether the sentence is a correct English sentence; 3) whether the sentence makes sense; 4) whether he/she has used all the words that were read to him/her. Finally, 5) the number of words in the sentence should also be recorded.

\*\*\* Begin reading aloud here.

I will give you some words. With these words make the simplest and shortest sentence possible. So, for example, if I give you the words: "door", "open", "nurse", you try to make a simple sentence that uses all the words, like "The nurse opens the door." Ready?

289. House/cat	Response obtained?	+	0	(289)
	Correct English sentence?	+	-	(290)
	Does it make sense?	+	-	(291)
	Number of stimulus words used?		_____	(292)
	Total number of words?		_____	(293)

294. Chair/doctor/sit	Response obtained?	+	0	(294)
	Correct English sentence?	+	-	(295)
	Does it make sense?	+	-	(296)
	Number of stimulus words used?		_____	(297)
	Total number of words?		_____	(298)
299. Desk/open/drawer	Response obtained?	+	0	(299)
	Correct English sentence?	+	-	(300)
	Does it make sense?	+	-	(301)
	Number of stimulus words used?		_____	(302)
	Total number of words?		_____	(303)
304. Tree/green/leaf/see	Response obtained?	+	0	(304)
	Correct English sentence?	+	-	(305)
	Does it make sense?	+	-	(306)
	Number of stimulus words used?		_____	(307)
	Total number of words?		_____	(308)
309. Pencil/write/blue/paper	Response obtained?	+	0	(309)
	Correct English sentence?	+	-	(310)
	Does it make sense?	+	-	(311)
	Number of stimulus words used?		_____	(312)
	Total number of words?		_____	(313)

\*\*\* In the following three sections the patient is required to provide an oral response to the stimulus. For each item the most probable correct response has been given on the right hand side. If the patient produces exactly that response then simply circle "+" and GO ON TO THE NEXT ITEM. If, however, he/she produces some other response, write that response in the space provided and circle "1" if it is correct or "-" if it is incorrect (criteria for correctness will be given for each section). Again, if the patient produces no response within five seconds then circle '0' and go on.

### SEMANTIC OPPOSITES

\*\*\* In this section the patient is required to respond with a word that means the opposite of the stimulus word. The response is correct if its meaning is opposite to, but is not morphologically related to the stimulus word. So, in this section, given the stimulus "TRUE", the response "UNTRUE" would be scored wrong (by circling "-") because despite meaning the opposite of the stimulus, it is not a DIFFERENT word.

\*\*\* Begin reading aloud here.

I will give you a word. You give me a different word that has the opposite meaning. So, for example, if I say "BIG" you would say "SMALL" because "big" and "small" have opposite meanings. Ready?

314. TRUE	+ FALSE	or _____	1	-	0	(314)
315. WIDE	+ NARROW	or _____	1	-	0	(315)
316. POOR	+ RICH	or _____	1	-	0	(316)
317. SLOW	+ FAST	or _____	1	-	0	(317)
318. TALL	+ SHORT	or _____	1	-	0	(318)
319. SHUT	+ OPEN	or _____	1	-	0	(319)
320. HEAVY	+ LIGHT	or _____	1	-	0	(320)
321. HIGH	+ LOW	or _____	1	-	0	(321)
322. SOFT	+ HARD	or _____	1	-	0	(322)
323. THICK	+ THIN	or _____	1	-	0	(323)

### DERIVATIONAL MORPHOLOGY

\*\*\* In the following section, if the patient produces the target word (given to the right) then simply circle "+" and go on. If, however, the patient produces some other response, then score it correct by circling "1" and write it in the space provided only if it is morphologically related to the stimulus and makes sense in the frame: "The \_\_\_ man."



\*\*\* Begin reading aloud here.

Now, you will hear a word. Change the word to an adjective. So, for example, if I say "softness" you would say "soft". If I say "help" you would say "helpful". Ready?

324. POWER	+ POWERFUL	or _____	1	-	0	(324)
325. NOBILITY	+ NOBLE	or _____	1	-	0	(325)
326. WISDOM	+ WISE	or _____	1	-	0	(326)
327. CARE	+ CAREFUL	or _____	1	-	0	(327)
328. NATURE	+ NATURAL	or _____	1	-	0	(328)
329. YOUTH	+ YOUNG	or _____	1	-	0	(329)
330. CALMNESS	+ CALM	or _____	1	-	0	(330)
331. PRIDE	+ PROUD	or _____	1	-	0	(331)
332. SILENCE	+ SILENT	or _____	1	-	0	(332)
333. NOISE	+ NOISY	or _____	1	-	0	(333)

### MORPHOLOGICAL OPPOSITES

\*\*\* In the following section, if the patient produces the target word, circle "+" and go on. If, however, the patient produces some other response, then write it in the space provided and score it by circling "1" only if it means the opposite and IS morphologically related to the stimulus. So, in this section, given the stimulus "TRUE", the response "UNTRUE" would be correct, but the response "FALSE" would not be correct.

\*\*\* Begin reading aloud here.

Now, for the next set of words you DON'T need to find a DIFFERENT word that means the opposite. Just CHANGE the word so it has the opposite meaning. So, for example, if I say "POLITE" you would say "IMPOLITE"; if I say "PACK" you would say "UNPACK". Ready?

334. TRUST	+ DISTRUST	or _____	1	-	0	(334)
335. LEGIBLE	+ ILLEGIBLE	or _____	1	-	0	(335)
336. JUST	+ UNJUST	or _____	1	-	0	(336)
337. PROBABLE	+ IMPROBABLE	or _____	1	-	0	(337)
338. VISIBLE	+ INVISIBLE	or _____	1	-	0	(338)
339. REGARD	+ DISREGARD	or _____	1	-	0	(339)
340. PRECISE	+ IMPRECISE	or _____	1	-	0	(340)
341. LITERATE	+ ILLITERATE	or _____	1	-	0	(341)
342. BELIEVABLE	+ UNBELIEVABLE	or _____	1	-	0	(342)
343. COMPETENT	+ INCOMPETENT	or _____	1	-	0	(343)

### DESCRIPTION

\*\*\* In this section the patient is shown a cartoon strip and is required to tell the story. The pictures entitled "CARTOON STRIP" should remain visible to the patient during the story telling. The patient should be given about two minutes to tell the story. After the patient has finished, the administrator should circle the appropriate alternative for the questions 344, 345, and 346.

\*\*\* Begin reading aloud here.

I am going to show you a set of six pictures. All together the pictures make a little story. Look at the pictures and tell me the story.

344. Amount of speech		0	1	2	3	(344)
0) Nothing, 1) Very little, 2) Less than normal, 3) Normal						
345. Did the patient go to the end?		+		-		(345)
346. Did the patient:						
1) simply describe the pictures						
2) tell a connected story						
3) do neither		1	2	3		(346)

## MENTAL ARITHMETIC

\*\*\* In this section the patient is required to do mental arithmetic. Each question should be read as it appears below. The correct answer is given to the right of the question. If this is what the patient produces, then simply circle "+". If the patient produces an incorrect response, circle "-". If the patient produces no response within TEN seconds, circle "0" and go on. After 5 consecutive errors or 'no answers', circle "0" for the remaining questions in this section and move on to the next section (LISTENING COMPREHENSION).

\*\*\* Begin reading aloud here.

I am going to ask you some arithmetic questions. Try to give me the correct answer as quickly as you can.

347. How much is	FIVE plus FOUR?	NINE	+	-	0	(347)
348.	SEVEN minus TWO?	FIVE	+	-	0	(348)
349.	TWO times THREE?	SIX	+	-	0	(349)
350.	NINE divided by THREE?	THREE	+	-	0	(350)
351.	SIX plus SEVEN?	THIRTEEN	+	-	0	(351)
352.	TWENTY-ONE minus NINE	TWELVE	+	-	0	(352)
353.	FOUR times SIX?	TWENTY-FOUR	+	-	0	(353)
354.	TWELVE divided by FOUR?	THREE	+	-	0	(354)
355.	FOURTEEN plus TWENTY-TWO?	THIRTY-SIX	+	-	0	(355)
356.	FORTY-SIX minus TWENTY-ONE?	TWENTY-FIVE	+	-	0	(356)
357.	THREE times TWELVE	THIRTY-SIX	+	-	0	(357)
358.	SIXTY divided by FOUR?	FIFTEEN	+	-	0	(358)
359.	SEVENTEEN plus EIGHTEEN?	THIRTY-FIVE	+	-	0	(359)
360.	THIRTY-TWO minus FIFTEEN?	SEVENTEEN	+	-	0	(360)
361.	THREE times FOURTEEN	FOURTY-TWO	+	-	0	(361)

## LISTENING COMPREHENSION

\*\*\* Read the following instructions and story to the patient. Ask him/her the five questions below and score the responses as right, "+", or if the patient gives no response or declares he does not know, "0".

\*\*\* Begin reading aloud here.

You are going to hear a little story. Listen carefully to the story and then I will ask you some questions about it. Ready?

"On Saturday afternoon the boy and his sister were at the beach. The boy bought an ice-cream for his sister because it was very hot. But before she could eat it, the girl dropped the ice-cream on the sand."

362. Where were the boy and his sister?	+	-	0	(362)
363. What day of the week was it?	+	-	0	(363)
364. What did the boy buy her?	+	-	0	(364)
365. Why did the boy buy an ice-cream for his sister?	+	-	0	(365)
366. Why didn't the girl eat the ice-cream?	+	-	0	(366)

## READING

\*\*\* In the following two sections the patient is required to read the stimulus aloud. For each item circle "+" if the item is read aloud correctly, circle "-" if it is read incorrectly, and circle "0" if nothing is produced.

\*\*\* Begin reading aloud here.

You will get some words to read. Read each word aloud. Ready?

367. CAT	+	-	0	(367)
368. MALL	+	-	0	(368)

369.	CHICK	+	-	0	(369)
370.	BEEES	+	-	0	(370)
371.	FAN	+	-	0	(371)
372.	STAMP	+	-	0	(372)
373.	BEAR	+	-	0	(373)
374.	SHIP	+	-	0	(374)
375.	TRAIN	+	-	0	(375)
376.	DICE	+	-	0	(376)

\*\*\* Pause here and read the following instructions to the patient.

Now I would like you to do the same with the following sentences. Read the sentences aloud. Ready?

377.	The boy holds the girl.	+	-	0	(377)
378.	He washes himself.	+	-	0	(378)
379.	The dog is bitten by the cat.	+	-	0	(379)
380.	It's the truck that pulls the car.	+	-	0	(380)
381.	The boy does not push the girl.	+	-	0	(381)
382.	The truck is not pulled by the car.	+	-	0	(382)
383.	It's the dog that the cat bites.	+	-	0	(383)
384.	He holds her.	+	-	0	(384)
385.	The girl is pushed by the boy.	+	-	0	(385)
386.	The woman is not kissed by the man.	+	-	0	(386)

\*\*\* In the following section, the patient is required to read a paragraph silently and then to answer questions about the passage. The patient should be given ninety seconds to read the passage.

\*\*\* Begin reading aloud here.

I will give you a little paragraph to read. Read the paragraph one time quietly to yourself. Tell me when you have read it and I will ask you some questions. Ready?

"The man left to go fishing with his son. They caught some trout. When they returned to the village, they went to the market and exchanged their trout for a chicken."

387.	Who did the man go with?	+	-	0	(387)
388.	Where did the man and his son go?	+	-	0	(388)
389.	What did they do at the lake?	+	-	0	(389)
390.	Where did they bring their trout?	+	-	0	(390)
391.	What did they do with the trout?	+	-	0	(391)
392.	What did they receive for the trout?	+	-	0	(392)

\*\*\* TURN OFF TAPE RECORDER NOW \*\*\*

#### COPYING

\*\*\* Begin reading aloud here.

I will give you a list of words to look at. Here is a pencil. Please copy each word on this sheet.

393.	THICK	+	-	0	(393)
394.	CHIP	+	-	0	(394)
395.	CRANE	+	-	0	(395)
396.	PLATE	+	-	0	(396)
397.	KNEES	+	-	0	(397)

## DICTIONATION

\*\*\* Pause here and read the following instructions to the patient.

Now I will read you some words. You write them down. Ready?

398.	FAT	+	-	0	(398)
399.	GLUE	+	-	0	(399)
400.	STICK	+	-	0	(400)
401.	CHIN	+	-	0	(401)
402.	TRAMP	+	-	0	(402)

\*\*\* In the following section, score "+" if the patient writes the stimulus sentence perfectly. If his/her response is not perfect then put the NUMBER OF CORRECT WORDS in the space provided.

\*\*\* Pause here and read the following instructions.

Now you will hear some sentences. Please write these down. Ready?

403.	She pulls her.	+	_____	0	(403)
404.	He sprays himself.	+	_____	0	(404)
405.	The man is kissed by the dog.	+	_____	0	(405)
406.	The boy does not push the car.	+	_____	0	(406)
407.	It's the girl that kisses her mother.	+	_____	0	(407)

## READING COMPREHENSION FOR WORDS

\*\*\* In the following two sections the patient is required to read the stimulus SILENTLY and then point to the picture which best corresponds to its meaning. For each item, record the number of the picture that the patient points to by circling the appropriate number.

\*\*\* Begin reading aloud here.

You will get some words to read. Touch the picture that shows the meaning of the word. Ready?

408.	CAT	1	2	3	4	0	(408)
409.	MALL	1	2	3	4	0	(409)
410.	CHICK	1	2	3	4	0	(410)
411.	BEEES	1	2	3	4	0	(411)
412.	FAN	1	2	3	4	0	(412)
413.	STAMP	1	2	3	4	0	(413)
414.	BEAR	1	2	3	4	0	(414)
415.	SHIP	1	2	3	4	0	(415)
416.	TRAIN	1	2	3	4	0	(416)
417.	DICE	1	2	3	4	0	(417)

## READING COMPREHENSION FOR SENTENCES

\*\*\* Pause here and read the following instructions to the patient.

Now I would like you to do the same with the following sentences. Read the sentences silently and then touch the picture that shows the meaning of the sentence.

418.	The boy holds the girl.	1	2	3	4	0	(418)
419.	He washes himself.	1	2	3	4	0	(419)
420.	The dog is bitten by the cat.	1	2	3	4	0	(420)
421.	It's the truck that pulls the car.	1	2	3	4	0	(421)
422.	The boy does not push the girl.	1	2	3	4	0	(422)

423.	The truck is not pulled by the car.	1	2	3	4	0	(423)
424.	It's the dog that the cat bites.	1	2	3	4	0	(424)
425.	He holds her.	1	2	3	4	0	(425)
426.	The girl is pushed by the boy.	1	2	3	4	0	(426)
427.	The woman is not kissed by the man.	1	2	3	4	0	(427)

## WRITING

\*\*\* Pause here. Give the patient the writing paper and have him/her write spontaneously for five minutes.

\*\*\* Begin reading aloud here.

Now, I would like you to take a couple of minutes and write something about your illness. Here is some paper and another pencil.

Additional remarks concerning any aspect of the patient's performance not covered by the standardized questions.

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