

Syntactic Formulation Instructions

Introduce the subtest by saying: **We're going to talk about some pictures. First I'll say something about the picture and then it's your turn. I'll help you with the first one.**

SIMPLE PAST -ED PRACTICE ITEM

Say: **We are going to talk about what some people did yesterday. You look at the picture and tell me what they did.**

Point to the picture and say: **Yesterday ...**

If the child does not respond or does not produce the expected construction, say: **Yesterday she dropped an egg.**

Say: **Now let's do some more like that.**

ITEM 1

Point to the picture and say: **Yesterday ...**

If the child gives no response, encourage once by saying: **Can you tell me about it?**
Yesterday ...

ITEM 2

Point to the picture and say: **Yesterday ...**

If the child gives no response, encourage once by saying: **Can you tell me about it?**
Yesterday ...

PAST PLUS AUXILIARY PRACTICE ITEM

Say: **Now here are some different pictures.**

Point to the picture and say: **What do you think has just happened?**

If the child does not respond or does not produce the expected construction, say:
She's fallen off her bike.

Then say: **Now let's do some more like that.**

ITEM 3

Point to the picture and say: **What do you think has just happened?**

If the child gives no response, encourage once by saying: **You tell me what's happened.**

ITEM 4

Point to the picture and say: **What do you think has just happened?**

If the child gives no response, encourage once by saying: **You tell me what's happened.**

POST-MODIFYING CLAUSE PRACTICE ITEM

Say: **Now we are going to describe the people in these pictures.**

Point to the policeman and say: **The man who's drinking tea is a policeman and ...**

Then point to the fireman and wait for the child to complete the sentence.

If the child does not respond or does not produce the expected construction, say: **The man who's eating a sandwich is a fireman.**

Then say: **The man who's drinking tea is a policeman and the man who's eating a sandwich is a fireman**, pointing to the relevant parts of the picture as you do so.

Say: **Now let's do some more like that.**

ITEM 5

Point to the girl and say: **The girl who's holding the flowers is thin and ...**

If the child gives no response, encourage once by saying: **Your turn.**

ITEM 6

Point to the nurse and say: **The woman who's wearing a red scarf is a nurse and ...**

If the child gives no response, encourage once by saying: **Your turn.**

SUBORDINATION PRACTICE ITEM

Say: **Now here are some different pictures. I'll say something about them first and then it's your turn.**

Point to the camel with a hump and say: **This is a camel.**

Then point to the other animal and say: **This isn't a camel because it hasn't got a hump.**

Then say: **Let's do the same again, but this time you tell me about the funny picture.**

Say: **This is a camel ...**, and wait for the child to continue.

If the child does not respond or does not produce the expected construction, say: **This isn't a camel because it hasn't got a hump.**

ITEM 7

Say: **Now let's do some more like that where you tell me about the funny picture.**

Point to the tiger with stripes and say: **This is a tiger.**

Then point to the other animal.

If the child gives no response, encourage once by saying: **You tell me about this one.**

ITEM 8

Point to the car with the light and say: **This is a police car.**

Then point to the other car.

If the child gives no response, encourage once by saying: **You tell me about this one.**

CO-ORDINATION PRACTICE ITEM

Say: **Now let's see if you can tell me two things that happened in the next picture.**

Say: **What did Sam do when he got up?**

Point to the two parts of the picture, one after the other.

If the child does not respond or does not produce the expected construction, say: **He brushed his teeth and washed his face.**

Say: **Now let's do some more like that.**

ITEM 9

Say: **What did Kim do after school?**

If the child gives no response, encourage once by saying: **You tell me what Kim did.**

ITEM 10

Say: **What did Sam do when he got to school?**

If the child gives no response, encourage once by saying: **You tell me what Sam did.**

POST-MODIFICATION PRACTICE ITEM

Say: **Now we're going to say where things are on the picture. I'll do the first one so you understand what to do.**

Point to the television and say: **The television's next to a chair with a red cushion. Now can you say that?**

If the child does not respond or does not produce the expected construction, say: **The television's next to a chair with a red cushion.**

ITEM 11

Say: **Now tell me what these things are next to.**

Point to the car.

If the child gives no response, lead in by saying: **What's the car next to?**

ITEM 12

Point to the dog.

If the child gives no response, lead in by saying: **Who's the dog next to?**

REPORTED SPEECH PLUS CATENATIVE VERB PRACTICE ITEM

Say: **The people in these pictures don't want to do something. Let's imagine what they're saying. I'll do the first one so you understand what to do.**

Point to the picture and say: **She says she doesn't want to brush her teeth. Now can you say that?**

If the child does not respond or does not produce the expected construction, say:
She says she doesn't want to brush her teeth.

ITEM 13

Say: **Now you tell me about this one.**

If the child gives no response, encourage once by saying: **You tell me about her.**

ITEM 14

Say: **Now you tell me about this one.**

If the child gives no response, encourage once by saying: **You tell me about him.**

CONDITIONALS PRACTICE ITEM

Say: **Now we are going to look at some pictures and say what would have happened if people had behaved differently. I'll do the first one so you understand what to do.**

Point to the thought bubble and say: **If she had done this ...**

Then point to the main picture and say: **... then this wouldn't have happened. Now listen carefully.**

Say the target: **If she had done her homework, she wouldn't have been told off by the teacher**, pointing to the thought bubble and then to the main picture as you say each part of the sentence.

Say: **Now can you say that?**

If the child does not respond or does not produce the expected construction, say: **If she had done her homework, she wouldn't have been told off by the teacher.**

ITEM 15

Say: **Now you tell me about this one.**

Point to the thought bubble and then to the main picture.

If the child gives no response, encourage once by saying: **You tell me about it.**

ITEM 16

Say: **Now you tell me about this one.**

Point to the thought bubble and then to the main picture.

If the child gives no response, encourage once by saying: **You tell me about it.**