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Agrammatic Aphasia in English-Speaking Patients

A Study on Verb Inflection and Verb Related Forms

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Abstract. Agrammatism has been the object of study of different fields for centuries now. As an abnormal manifestation of language, its study can provide interesting information about language itself, its organisation and production. Far more than what its name indicates, agrammatism is a complex phenomenon that does not discard grammar but rather manifests it in ways that differ from the norm. This study focuses on verb inflection in English agrammatism, more specifically *-ing* inflection, extracting conclusions that point towards a feature-checking impairment in certain verb related aspects, partly coinciding with previous studies carried out by Arabatzi and Edwards and Faroqi-Shah and Thompson, also summarised here.

Key Words: Broca's region; Aphasia; Agrammatism; Verb inflection; Feature-checking procedures.

1. INTRODUCTION

The study of language in all its complexity has been the aim of philosophers, psychologists, linguists and doctors for centuries now. However, very often, particularly from a linguistic point of view, the manifestations of language considered for canonical study are those that could be labelled as normal, which follow the grammatical rules of the language in question and display an average rhythm and fluency, leaving aside other manifestations that may not fit those patterns.

The topic of this research has been chosen precisely for that reason. Real linguistic manifestations are not always the way they are expected to be and that should not pose an impediment for language study but rather constitute an added element to give attention to and consider as enriching. A wide range of linguistic dysfunctions contribute to the complex reality of language, and among those diverse manifestations, aphasia is the one that has been more widely studied from different perspectives and fields of knowledge.

Agrammatic aphasia, more specifically, has been dangerously reduced to a linguistic manifestation in the form of telegraphic speech that does not conform to any sort of grammar or pattern. It is true that each patient might present a range of unique characteristics in his/her speech.

However, the purpose of this study is to conduct an in-depth analysis of agrammatic patients' speech production and try to identify, together with the results of previous studies, if agrammatism does or does not follow certain linguistic patterns and how these findings might well lead to a reconsideration of the grammatical canonical models commonly accepted.

2. AIMS OF THE STUDY

This study aims primarily to give space to anomalous speech production as part of the variety of linguistic manifestations in the English-speaking community. In a way, the election of this project goes down to a personal will to consider part of the reality of English language production that is generally left aside in undergraduate studies.

A general aim is to give an insight and gather information about aphasia, and agrammatism in particular, under the light of neurolinguistics. Aspects such as the different theories on brain structure in history and how they changed the consideration of aphasia will be briefly covered.

Moreover, by analysing real aphasics' language production, a second aim is covered: studying certain grammatical aspects in aphasics' language output. Out of this study, some grammatical patterns are expected to be found, helping not only to delimit the diagnosis and posterior targets for speech therapy of agrammatic patients, which already corresponds to a different field, but also reconsidering the actual label of the disorder, that might not be so accurate and could lead to confusion.

3. THEORETICAL BACKGROUND:

Before getting into the field of aphasia, and more specifically agrammatism, it is necessary to present an overview of Broca's region since it is believed to be the one involved in the production of

language, at least in morphosyntactic terms. First, a physical description of the region will be developed: its anatomy and histology, following a summary of its connections. Next, a compilation of the different functions will be provided, breaking with the early conception of its specificity for spoken language only.

3.1 Broca's Region:

To identify Broca's region, Brodmann's cytoarchitectonic areas will be used. After microscopic examination of a postmortem brain and on the basis of histological and brain structure differences, Brodmann designed, in 1909, a schematic representation of a typical brain, in which he divided the brain cortex into more than 40 cortical cytoarchitectonic areas (Amunts, 2008).

The nowadays named Broca's region was identified in 1861 when Pierre Paul Broca came across a patient who could only utter the word “tan” and a swear word although his tongue and lip movements were in no other ways impaired. He also presented paralysis on his right side of the body but his cognitive abilities seemed to be intact. After his death, autopsy revealed a fluid-filled cavity in his brain's left frontal lobe, just anterior to the motor cortex of tongue and mouth (Nobuyuki et al., 2005). The affected region found in this patient matched the later on identified Brodmann's areas (henceforth BA) 44 and 45 ,pictured in *figure 1*, and which characteristics will be described in the following sections in terms of anatomy, histology, connections and predicted functionality.

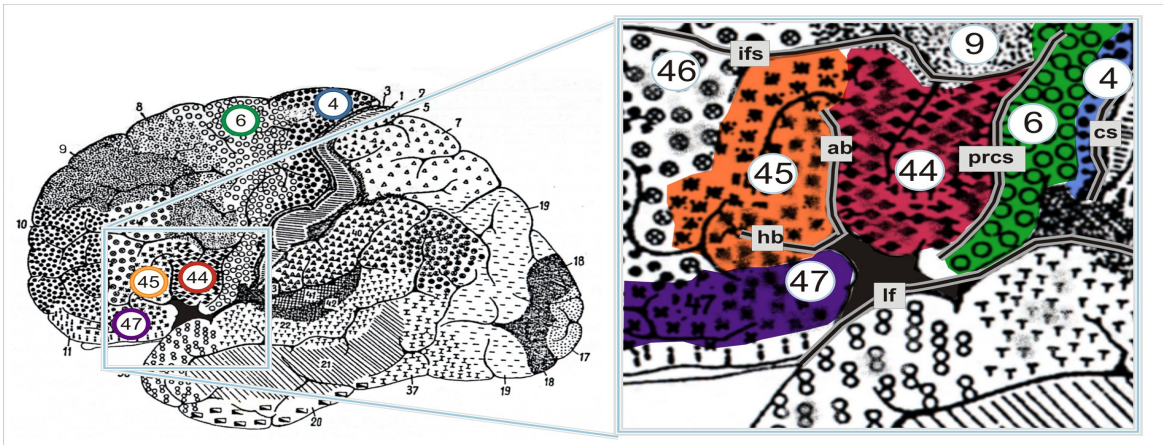

Figure 1: Left-hemispheric sketch view of a human brain (Amunts et al. 2010)

3.1.1 Broca's Region Physical Description

3.1.1.1 Anatomy:

Broca's region, together with its right hemisphere counterpart, includes BAs 44 and 45, which occupy the pars opercularis and pars triangularis of the inferior frontal gyrus in the left hemisphere, dominant in the 95% of the population (Nobuyuki et al., 2005). This information is only to be taken as a guide, since it must not be forgotten that Brodmann's cytoarchitectonic map is the schematic representation of a brain that has been taken as a model of a normal brain. In fact, as later histological studies have proved, there is considerable variation among individuals in the size and extent of BAs 44 and 45 with respect to the individual's sulcal topography. The volume of area 44, for instance, can differ considerably across individuals up to a factor of ten (ibid).

Individual differences make it difficult to even determine which of Brodmann's cytoarchitectonic areas actually delimit Broca's region. It seems likely that other BAs should also be considered part of it. Parts that may be included in Broca's region are the most central part of BA 6 (inferior precentral gyrus), parts of the cortex in the depths of the Sylvian fissure or the orbital part of the inferior frontal gyrus. Brain macroscopy does not help greatly to determine if these areas should or should not be included in Broca's region since many of them are located in very close neighbourhood. The list of BAs that can be considered as part of Broca's region includes, on the whole, BAs 6, 44, 45, 47, 46, 43, 8 and 9 (Amunts, 2008)

The localization of borders between these areas also differs among the various cytoarchitectonic maps that have been delimited in time – Brodmann's, von Economo and Koskinas, the Russian school under Sarkisov; and Riegele's – most probably due to the formerly mentioned intersubject variability in brain anatomy (ibid). Anatomically, therefore, it is not easy to delimit the areas that should be considered part of Broca's region. This complexity can be translated to the study of language production, making it extremely difficult to ascribe this faculty to a specific area of the brain. Moreover, as it will be explained in section 3.1.1.3 , the different connections of what

is generally considered Broca's region with other parts of the brain make it even more difficult to delimit which elements of speech production are generated solely in it, if any, and which others are not.

3.1.1.2 Histology

Although the near impossibility of determining with certainty the limits and BAs that compose Broca's region should be borne in mind, only the histology of the two main areas, BAs 44 and 45, will be provided here as a description of the cells that compose them in order to give some information about the areas' development. BAs 44 and 45 have in common their composition by large pyramidal cells in deep layer III and layer V. Both of them also lack clear borders between layers II and III, and layer VI presents low density cells. However, area 45 has densely packed granular cells while area 44 is dysgranular. (Nobuyuki et al., 2005)

Taking into account the characteristics of the cells it is possible to know information about the areas' development timeline in relation to the development of others. Based on their histology and cortical thickness, areas 44 and 45 are known to mature later than other areas such as the primary sensorimotor cortices (ibid).

3.1.1.3 Broca’s region connections with other areas

Broca's region is not physically separate from other brain areas; on the contrary, it is connected to the rest of the brain through a complex neuronal network of white and grey matter. Taking this into account would necessarily mean leaving aside a strict localisationist model and accepting a connectionist one, especially useful if the idea that higher cognitive functions are preferentially based on widespread networks rather than isolated cortical areas is accepted (Anwander et al., 2007). In fact, the consideration of those widespread networks might offer an explanation to cases in which epicenters considered as essential for language in a localisationist model, as is Broca's area, might be affected by a tumour or even surgically removed, causing no aphasia (Duffau, 2011).

Cases like this, in which the areas comprising Broca's region are partly or totally removed without causing aphasia on the patient reinforce the idea of language production complexity and flexibility through the process of functional compensation within a large distributed network, generally known as brain plasticity (ibid).

Technical advancements in brain imaging, be it tractography or magnetic resonance imaging, among others, have allowed researchers to examine existing pathways connecting different parts of the brain both structurally and functionally. Previously, the way to infer such connections was by associating a patient's set of symptoms to his/her damaged area of the brain, known through examination of the organ postmortem. However, nowadays it is possible to trace brain activity in real time thanks to the previously mentioned imaging techniques.

In relation to Broca's region, a connecting pathway to Wercnicke's region in the human brain was confirmed through the usage of diffusion tensor imaging and tractography (Nobuyuki et al., 2005). Catani and colleagues demonstrated both direct and indirect connections between Broca's and Wernicke's areas, which serve phonological and semantic functions respectively (Catani et al., 2005; Ford et al., 2010). This connections seem vital for the normal processing and production of language since Wernicke's region is believed to be the primary area responsible for storing the auditory representations of words (Heilman & Roth, 2000). However, connections linking Broca's region to other parts of the brain are numerous and oftentimes unrelated directly to the act of speaking, something to take into account since it shows that Broca's region is not exclusively reserved for language production but serves also wider language-related functions as well as other communication related functions (Nobuyuki et al., 2005). This will be explained in more detail in the following section.

Some very interesting multidisciplinary projects in the field of neural connectivity and brain activity that are nowadays being implemented also deserve to be mentioned. Among them, two are the most noteworthy: Blue Brain and The Human Connectome Project. Utilising state-of-the-art

technology, both projects aim to simulate the real activity of a human brain, The Human Connectome Project focusing on neural pathways (WU-Minn Consortium, 2014), while the Blue Brain Project pursues the creation of an ambitious computer-simulated human brain (EPFL, 2014). These advancements will provide a better understanding of the complex self-constructing, self-learning and self-recovering machine the human brain is, and they will provide easier ways to study brain injuries as well as to contribute to their effective recovery. For more information on these two projects, see their respective websites included in Bibliography.

3.1.2 Functions of Broca's region:

Broca's region was initially identified as the area involved in the production of spoken language only. This idea has been around for a very long time and it has arisen the false and reductionist belief that Broca's region is involved in language production only and works in isolation from the rest of the brain. However, it actually presents a mosaic of functions that have been recently discovered thanks to the diverse and formerly mentioned brain imaging techniques that show the activation of the area during the realization of different tasks.

One of the main functions of Broca's region is presently its implication in language and speech. During activities requiring naming, semantics or syntax, Functional Magnetic Resonance Imaging (fMRI) shows left-hemispheric dominance, although there is bilateral activation. However, it has been proved through the same procedure that Broca's region is also activated during acquisition of grammatical rules, discrimination of speech sounds or estimation of time intervals; that is, Broca's region does not participate only in the production of speech as it was initially believed, but also in its perception, working in close connection with Wernicke's area, typically related to the perceptive side of language (Nobuyuki et al., 2005). Moreover, the process of language production has proven complex and holistic in its nature. Segmental, lexical and syntactic information is processed in different frontotemporal networks in the left hemisphere, as Friederici and Alter (2004) have discovered, while the processing of intonation is more related to a

temporofrontal circuit in the right hemisphere. Moreover, certain studies have suggested that single regions involved in that complex network actually obtain their specific role through interaction with the rest of the areas, reinforcing the idea that the linguistic process is actually very complex and holistic, and that it should not be reduced to the isolated action of a single area (Nobuyuki et al., 2005).

It has also been suggested that Broca's region might work as an interface between perception and action (Nobuyuki et al. 2005). A network of mirror neurons recently discovered in monkeys Broca's area counterpart – frontal area F5 of the monkey's cortex –, which is active during the process of learning or focusing on goal-related motor acts or speech sounds that imply actions, has been studied in humans resulting in a global activation, including Broca's region, of our mirror neuron system in similar communicative situations which require a degree of attention, as well as when performing acts of imitation. These neurons are not reduced to Broca's region; they spread in both hemispheres to the primary motor cortex. Further studies on patients suffering from autism spectrum disorder, who normally present difficulties in understanding motor-act-based intentions of other subjects, have shown deficits in the activation of their mirror neuron system (ibid), while the connectivity between the classical intrahemispheric language centers, Broca and Wernicke, remains intact (Verly et al. 2014).

Connected to this is Broca's region function as action understanding. The mirror neurons system in Broca's region is activated when a person views or listens to speaking faces, but not when watching a dog bark, so the ability to understand what is being seen or heard requires the activation of Broca's region mirror neurons, Broca's region acting therefore as function understanding (Nobuyuki et al. 2005). Broca's area shows activation also when the speaker uses hand gestures which are speech related, not activating when he/she performs non-speech related gestures.

All these range of functions together define Broca's region as a special communication area not only at the level of spoken language production but as a more global verbal and non-verbal

communication control center, including orofacial gestures and hand movement, action planning, action observation, action understanding and imitation.

3.2 Agrammatic Aphasia

3.2.1 Aphasia:

The word aphasia, from Greek “speechlessness”, is the cover term used to label a spectrum of different linguistic disorders that appear due to acquired focal brain damage, be it down to a stoke, a tumour, an accident, or any other reason that may provoke it (Bright 1992; Bussmann 1996). Generally, the damaged side of the brain is the left, since language is believed to be lateralized in the left hemisphere for all right-handed people and the majority of left-handed. Patients with aphasia may show a very varied set of symptoms, from total loss in linguistic comprehension to total loss in linguistic production, or what is more common, a gradation of any of the two, each patient showing a range of symptoms that would depend on the area or areas and neuronal connections affected by the lesion.

3.2.1.1 Types of aphasia

Since aphasia is a very broad term that can be applied to any patient who presents linguistic dysfunctions due to acquired brain damage, there has been a constant will to classify aphasias into different types. However, this task turned out to be more complex than what it initially seemed due to a number of reasons.

Initially, one must consider that the field of aphasias has been studied by different disciplines in which neurology, psychology and linguistics are the most salient. Depending on the science, the approach to its study varies greatly, from focusing more on the physical localisation and spread of the damage – neurology –, to proposing classifications of the syndrome based on a

specific psychological theory – psychology –, or classifying aphasias attending to linguistic aspects – linguistics (Luria in Jakobson 1983).

This already draws a picture of the diverse possible classifications that might be applied to aphasias, which becomes even more intricate when realising that, in the course of history, psychological theories have evolved in different and sometimes even opposing ways, proposing varied theories of aphasia with their corresponding classifications. An overview of those classifications will be given here and contrasted with a more linguistic-centred theory proposed by Roman Jakobson and followed by Luria that I consider somehow more in tune with the purpose of this dissertation, which is mostly linguistic.

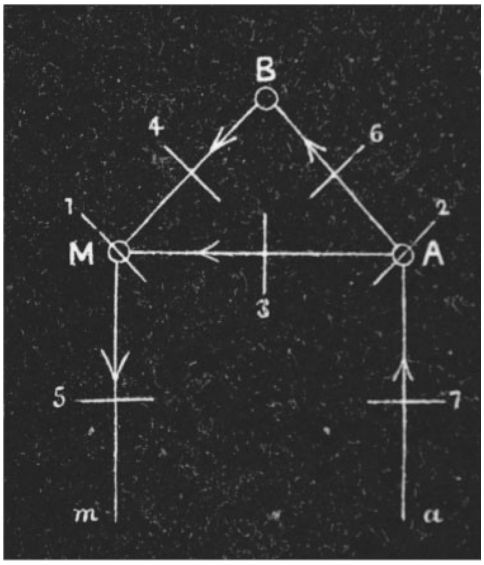

Figure 2: Liechtheim's diagram (1885)

In the second half of the 19th century, Lichtheim (1885), under the premises of associationist psychology, proposed a diagram for explaining aphasia, extracting from it a classification of the different aphasias apparently existing. Lichtheim's aim was to determine the localisation of the "linguistic" areas of the brain and their connecting pathways. He determined the existence of two main linguistic areas for the act of speaking, "A" for word representations (roughly Wernicke's area) and "M" for motor images (roughly Broca's area), to which a third cognitive area should be added in order to comprehend and deliver speech, "B", proposing then the subsequent connections between them. Moreover, he added to the diagram two more reflex arches or connections with "*a*" for transmitting acoustic impressions and "*m*" for projecting the organs of articulation, depicting this way the speech process (see figure 2). From his theory derives a 7-type classification of aphasias, each corresponding to the damage of a specific centre or connection between centres, as shown in figure 2, from which the most salient are: sensory aphasia, motor aphasia, amnestic aphasia, conductive aphasia and transcortical aphasia (Lichtheim,

1885; Jakobson, 1983; Compston, 2006). Those labels have been and are still widely used in the medical field for diagnostic purposes, and they are the ones utilised in the AphasiaBank corpora (MacWhinney, 2014) , analysed further in this study.

With the appearance of new psychological currents that proposed an integral view of the brain and understood the mental processes as complex integral structures, the aim shifted from discovering associations between different centres of the brain to analysing general manifestations of symbolic activity, without taking much into account the loci of the lesion itself but rather the mass of the damaged brain. Labels such as “categorical behaviour” and “abstract direction” arose from this approach. However, it did not last long and a new one that studied aphasia as a disturbance of the complex forms of analytical-synthetic activity from damage to the secondary and tertiary zones of the cerebral cortex took on. (Luria in Jakobson, 1983)

Generally speaking those different classifications of aphasia were made under the light of physiology or psychophysiology and did not base their research counting on the basic principles of language production, neither applying linguistic criteria. It was by the hand of Roman Jakobson that a linguistic approach to aphasias and their classification was elicited. He identified two main activities related to speech perception and production and classified aphasias on the basis of them both. Speech involves what Jackobson called “gnostic” activity, having to do with the symbolic representation of reality in all its complexity, and “dynamic” activity, involving the process of translating such symbolic representation and complex thought into flowing, connected and serially organized speech. Such a basic and apparently obvious classification was actually critical for a more accurate and realistic classification of the aphasic syndrome, and was further supported by the association of specific parts of the brain with those two main activities of Jakobson's communicative approach to language: the posterior part of the brain comprising the temporal, the occipital and the parietal areas, is the one in charge for the gnostic activity while the anterior portions of the brain, where Broca's region stands, account for the dynamic activity. (Jakobson,

1983)

This project will focus on the dynamic activity of the brain described by Jakobson, since the anomalies in the construction of connected utterances are the object of this study. The main target will be agrammatism, which comprises some very specific symptoms directly related to that dynamic activity of the brain. The general characteristics of agrammatism appear summarized in 3.2.2 below.

3.2.2 Agrammatism

The term agrammatism or agrammatic aphasia is used to categorize aphasic patients who present a number of specific language symptoms. The so-called agrammatic patients have a tendency to omit grammatical function words and bound grammatical markers. Their speech is often described as telegraphic since content words tend to be preserved while all or some morphological and syntactic elements are dropped. Moreover, they produce halting speech and short utterances avoiding complex sentences. In what comprises understanding linguistic utterances, they appear to comprehend single word meanings properly but might struggle to interpret sentences which meaning depends on the comprehension of structural information encoded in grammatical morphemes or word order. (Menn & Obler, 1990)

Manifested in different degrees of severity and varying on the basis of the typology of the language spoken by the patient in question, agrammatic patients give the impression of having lost the structural part of language. However, some still preserve part of the morphosyntactic structures, and others might present problems with other aspects of language such as production of verbs, typically considered content words, a trait that apparently does not fully comply with the classic symptoms named above (Menn & Obler, 1990). However, if studied under Jakobson's reasoning, the verbal disruption in agrammatism or Broca's aphasia, which Luria prefers to name efferent motor aphasia, is actually expected and explicable. Since the problem of efferent motor aphasics is

to reproduce their intact mass of thoughts into connected speech, the absence of verbs and auxiliary words is as natural as the absence of functors, all of them working to give speech the character of a connected sentence. (Luria in Jakobson, 1983) This reasoning could lead to call into question the actual label “agrammatism”, since what is impaired is not only grammar but rather the whole process of translating symbolic activity into fluent connected speech and affects every element that contributes to this process.

It should be also noted that patients with acquired brain damage that has affected some part of the brain other than Broca's region could also present the typical characteristics of agrammatism. This fact provides evidence that human brains might be more similar functionally than neuroanatomically, and, therefore, functions should be studied in themselves rather than depending on the localisation of the lesion. (Menn & Obler, 1990)

Many different theories of agrammatism have been proposed in time, and there is not a definite one that can explain the complexity of the disorder. Some theories are limited to language production, more specifically considering grammatic limitations (Kolk et. al., 1985). Others combine the loss of morphosyntactic structures with the phonological and phonetic impairments that some patients also present (Kean, 1977). Jakobson's approach under the main idea of agrammatism as a contiguity disorder, the one to be followed in this study, developed from considering the issue of concatenation of both sounds and segments into words and words into sentences, to understanding it in his other approach, also followed by Luria, as a problem with predication. In this second approach (Jakobson 1964; Luria 1970), the focus is placed on the morphosyntactic limitations of agrammatic patients, but it leaves ambiguity on whether those problems appear only in producing linguistic output or also in understanding linguistic input, so both possibilities are left open. Zurif and Caramazza (1976) have studied agrammatism from the comprehension perspective. Some have proposed that what fails is a more specific process: for Grodzinsky (1984), agrammatic patients struggle with maintaining representations of moved

elements, which accounts for their difficulties with passive structures and sentences departing from the most common word orders; for Caplan (1985), the problem goes down to an issue with maintaining hierarchical structures.

Nevertheless, when analysing speech comprehension and production of a specific patient, those different potential problems may or may not arise, so none of the theories can be, after all, fully applied to everyone or in all their aspects. This will be explored in more detail in the analytical part of the study.

4. PREVIOUS STUDIES

English agrammatic features have been studied widely over the last forty years. However, the more studies are conducted, the more contradictory results and uncertainties arise. That is why it is interesting to gather some conclusions from different studies in order to build and later follow a specific line of thought in the corpus analysis section.

Menn and Obler cross-language extended study provides an early comprehensive account of the most salient features of agrammatism in languages as diverse as English, Dutch, German, Icelandic, Swedish, French, Italian, Polish, Serbo-Croatian, Hindi, Finnish, Hebrew, Chinese and Japanese. The most innovative aspect of this study was the drive to thoroughly document the similarities and differences in agrammatic manifestations among numerous languages and extract the necessary conclusions to approach a Theory of Agrammatism (Menn & Obler, 1990).

All languages in their study presented syntactic simplification in free narrative speech production, both within and across clauses. Across clauses, relative and subordinate constructions were absent or poorly executed by agrammatic patients in all languages, while within clauses the simplifications were a bit different in nature, not so much syntactic as semantic, which was something in a sense surprising due to the believed morphosyntactic nature of agrammatism. In NP

structures, unexpectedly, the simplifications went down to absence of content-content NP constructions – adjective + noun; noun + noun –, rather than absence of function-word modifiers – articles; determiners; numerals –, which would have been somewhat more expected on the basis of previous knowledge on agrammatism. However, the explanation given by Menn and Obler still sticks to the idea that agrammatic speakers follow a will to simplify the NP construction (Menn & Obler, 1990).

Another interesting finding was that, although omissions are common for free grammatical morphemes generally in all languages, they rarely happen for bound grammatical morphemes – inflectional endings –, in which case errors manifest in the shape of substitutions for other improper inflectional endings. Early studies on agrammatism had dealt mainly with English agrammatic data, and since English is a poorly inflected language that does not allow much inflection substitutions – 3rd person singular present tense *-s*, regular past *-ed*, progressive *-ing* – as much as bare stem substitutions, it was theoretically proposed, in line with omission of free grammatical morphemes, that agrammatic subjects omitted inflectional endings and had therefore lost the grammatical quality of language. Through the study of morphologically complex languages with dense verbal paradigms this idea of absolute agrammatism, that is, total lack of grammatical rules, was discarded at once, although the label continued and still continues to be used systematically (Menn & Obler, 1990). Even in English those that were generally considered omissions of the inflectional endings could still be seen as substitutions by zero morphemes instead. Therefore this study showed that substitutions of inflectional endings were actually the norm and not omissions as it was previously believed, and therefore that substitutions were not a characteristic of paragrammatism but of agrammatism per se.

Syntactically, the study demonstrated that patients tended to stick to the canonical word order of the language in question, and in languages in which the verb was free to move, such as Finnish and Polish, patients would still show preference for a favourite word order that may differ

from the canonical word order of those languages. Also, difficulties with syntactic deviations from canonical word order, as could be clefts or existentials in English, were generally perceived also in other languages.

The findings' interpretation led Menn and Obler to conclude that “syntactic processing difficulties result in the 'blurring' (or in severe cases, the loss) of morphosyntactic markers needed to specify inflected forms and function words” (Menn & Obler 1990:1380), and they stressed that the major difficulty lied in syntactic computation. However, other studies point towards a morphological impairment rather than a syntactic one, as it will be further explained.

While Menn and Obler study provided a very general and comprehensive account of agrammatic characteristics from observation and careful transcription of free narrative speech obtained through elicitation tasks such as culturally well known story-telling – Little Red Riding Hood – or picture descriptions, other studies, this time language-and-target-specific, have shed light on more precise errors and their possible origins by means of elicitation tasks of different nature.

Here, three papers on the production of inflectional endings by English-speaking agrammatic patients will be summarised and their diverse conclusions will be brought together so as to test them in the following section of corpus analysis. The papers are: Faroqi-Shah and Thompson's “Verb Inflections in Agrammatic Aphasia: Encoding of Tense Features” (2006), Arabatzi and Edwards's “Tense and Syntactic Processes in Agrammatic Speech” (2002) and Lee, Milman and Thompson's “Functional Category Production in English Agrammatism” (2008).

Faroqi-Shah and Thompson's paper deals with agrammatic aphasics' errors in encoding tense features (Faroqi-Shah & Thompson, 2006). Their aim is to determine the nature of those errors that, according to them, could go down to three different aspects: syntactic well-formedness constraints that would point towards a syntactic impairment; diacritic encoding and retrieval (henceforth DER) that relates the impairment with an inability to retrieve inflectional affixes or verb forms that correspond to the specific diacritic features from the mental lexicon in order to produce the context-

apropriate finite verb, a process that involves conceptual, lexical and semantic activity; and encoding of morphologically complex words (ibid). The paper argues for the DER hypothesis and provides interesting findings by means of multiple-choice questions instead of elicited free-narrative speech. Agrammatic subjects, contrary to Wernicke's aphasics, are able to actively control their speech and purposely choose to produce structurally simple language (Bates et al. 1978). For this reason, it is not easy to study agrammatic aphasics' behaviour in relation to certain structures, such as relative clauses, through free narrative speech. Multiple-choice questions, as used in Faroqi-Shah and Thompson's study, can be very useful to check up on agrammatic patients' accuracy with structures they avoid to produce in their attempt to simplify speech.

In order to adhere to or discard the three of the theories, different sets of multiple-choice questions were used (Faroqi-Shah & Thompson, 2006). Firstly, to check if the source of the verb tense impairment lied in syntactic well-formedness, a set of questions that required answers in a syntactically constrained environment was employed. Two types of sentences were used: a) syntactically constrained sentences providing the auxiliary construction and leaving a gap for the main verb that the patient had to fill in with the correct verb form to choose from a list of three possible answers. An example could be "Tomorrow, Peter will _____ his grandmother" with options *call*, *called* or *calls;* and b) sentences that based the patient's selection of a time diacritic on semantic information encoded in temporal adverbs. Sentences were of the sort of "Yesterday, Peter _____ his grandmother" with options *call*, *called* or *calls*. Researchers had previously checked whether patients properly understood the meaning carried by temporal adverbs by asking them to point at "yesterday, today, tomorrow, last year, everyday" in a calendar, with 100% positive results. Accuracy rates showed that production of verb inflection was impaired when it relied on information encoded in temporal adverbs, while local syntactic information did not pose problems, attaining very high accuracy rates.

To determine if their manifested impairment in producing the right tense inflection had to do

with complexity of the inflection process itself, a hypothesis that has been proposed at different points, a set of multiple-choice questions in which patients were required to chose the appropriate word to fit each specific sentence was implemented. Here, inflectional and derivational morphology were included, as well as regular and irregular past and non-finite forms. Irregular past forms are believed to be morphologically simple because there is no stem-affix differentiation, they do not require inflection. Derivational morphology, on the other hand, is considered to be more complex due to the less transparent meanings encoded in derivational affixes. This particular part showed some interesting findings: derivational morphology appeared practically spared together with non-finite forms, while both regular and irregular verb forms that encoded temporal information presented a very low level of accuracy. This indicates that morphological complexity has nothing to do with agrammatic patients' choice or production of the wrong inflected verb forms. On the contrary, their answers here, in agreement with those in their other multiple-choice question set, point to the hypothesised DER impairment proposed by the authors (Faroqi-Shah & Thompson, 2006).

Moreover, the *-ing* verb form was very well preserved and was even sometimes used to substitute those problematic verb tense inflection cases. The reason for this is that *-ing* does not encode tense but progressive aspect, so, same as with other non-finite forms, the fact that tense does not play any role could be the reason why non-finite forms, including *-ing*, are preserved and even overused. The *-ing* form is very productive in English. It can be used with verbs to indicate progressive aspect, but it also shapes nouns, adjectives and adverbs (Menn & Obler 1990). For this reason, the *-ing* form in all its complexity is an aspect that may provide interesting information, and it will be the focus of this study, together with other inflected and non-inflected verb and verb related forms.

Arabatzi and Edwards' paper also shows some very interesting findings in relation to verb inflection (Arabatzi & Edwards 2002). The aim of the research was to compare agrammatic

aphasics' omission errors, or rather substitution for bare stem errors, with the Optional Infinitive Stage that children experiment during their language development. It is believed that children of ages ranging between 1;10 and 2;7 approximately have the choice of using either the right inflected verb form or the verb infinitive interchangeably. Since the substitution of inflected forms for bare stem was something commonly observed in agrammatic speakers, this study wanted to elicit the production of inflected verb forms to check whether patients behaved as children would do: opting at times for the inflected forms and at times for the bare stem. The most carefully designed aspect of the research was that patients were asked to fill in not only affirmative sentences but also negative ones, the reason behind this being that in negative sentences there is meant to be a restricting grammatical mechanism that does not allow speakers to inflect the main verb if the auxiliary is omitted. So, for instance, children could either say: “He doesn't shave” or “he not shave”, but never “he not shaves”. However, the latter pattern was observed in some agrammatic speakers, showing that those restrictions may be faulty (ibid).

Moreover, both in affirmative and negative clauses, agrammatic aphasics were more inclined to substitute the right inflection for another inflected verb form rather than the bare stem, and this is a good indicator that, although faulty, grammatical rules are being applied. Inflection, although faulty, does occur. Negation is also never omitted, agreement is mostly preserved and tense, despite of being more often omitted, still shows a higher percentage of substitutions than omissions. No profound problems were found in sentence construction. Therefore, there is no total loss of functional categories as it had been proposed by Borer and Rohrbacher (1997), among others.

This study concluded that there is not grammar loss in agramatism, but rather some faulty processing of grammar, as could be the case of impaired Head Movement Constraints in negative sentences or even feature-checking procedures that allow, at times, production of ungrammatical constructions. By considering those processes faulty rather than inexistent and discarding a direct loss of grammatical rules on the whole, Arabazi and Edwards can also account for individual

variations.

Finally, let's consider Lee, Milman and Thompson's work on “Functional Category Production in English Agrammatism” (Lee et al., 2008). Here the authors took the Tree Pruning Hypothesis that suggests agrammatic aphasics' inability to project to higher nodes in the syntactic tree. The Tree Pruning Hypothesis assumes a hierarchical organisation of elements within and among clauses and considers that agrammatism derives from impairments in the tree nodes. Due to the hierarchical nature of clause building, if the inflectional phrase is impaired, so must be the complementizer phrase because it is projected higher in the structure. Similarly but in the lower level of the inflectional phrase itself, whenever person and number agreement is impaired tense must also be impaired because, again, it is projected higher in the structure.

Lee, Milman and Thompson, however, reject the Tree Pruning Hypothesis on the basis of their collected data. By means of different elicitation tasks, they found out that complementizer phrases with *whether*, *if* and *that* were produced with a much higher percentage of accuracy than inflectional phrases both for tense, person and number agreement. Moreover, there was no common pattern of better performance in agreement than tense or vice versa, but it depended on individual usage. It is true that tense and agreement in English are not neatly separate as they are in other languages such as Spanish, which may show different results due to the morphology of the language. In any case, and based on this research, the Tree Pruning Hypothesis cannot be sustained since higher tree nodes appear to be less impaired that lower ones, as is the case of complementizer phrases and inflectional phrases, and there is no apparent widespread pattern of impairment between tense and agreement. The rejection of the Tree Prunning Hypothesis is in tune with previous findings collected here that pointed towards local morphological impairments instead of over-comprehensive morphosyntactic explanations as is the Tree Pruning Hypothesis. Although a definite answer to what exact morphological mechanisms are impaired is not overtly given, Lee, Milman and Thompson call to different conclusions already present in aphasia literature, like Arabatzi and

Edwards' formerly mentioned feature-checking impairment, underspecified morphological features appointed by Wenzlaff & Clashen (2005) and Nanousi et al. (2006), and Thompson's faulty computation of morphological features (Thompson et al., 2002).

In the following section of this study, an analysis of the *-ing* inflection usage by agrammatic aphasic individuals together with inflected and non-inflected verb and verb-related forms will be conducted in order to try and shed some light on English verb inflection in what concerns aspect, tense and person and number agreement. Since it has been suggested that *-ing* can be overused in agrammatism, it will be interesting to pay closer attention to the contexts in which it is utilised and try to find a reason for the choice of *-ing* forms over others, in case an overuse does take place.

5. DATA ANALYSIS

5.1 Data Collection:

Using AphasiaBank corpora (MacWhinney, 2014), the speech production of four aphasic participants diagnosed as Broca's aphasics was selected for analysis. Patients with other types of aphasia were discarded in order to stick to the general identification of Broca's aphasia with agrammatism. However it is true that patients with lesions in other parts of the brain could still present the typical traits of agrammatism. Moreover, the aim has been to select participants with a similar degree of impairment, although the last participant analysed, Scale18a, was a bit less impaired than the other three.

All participants were monolingual in English, the cause of their aphasia going down to a stroke. Their age ranged from 44 to 55 years old and all of them had undergone speech therapy during varying periods of time. The four participants' speech production[1] was obtained through free-narrative speech by the following elicitation tasks: talking about their speech; talking about the stroke; what they had done to improve their speech; action-picture description (diverse pictures

1 See Appendix for full transcripts

from lower to higher difficulty); story-telling of Cinderella; and how to make a peanut butter and jelly sandwich.

All activities were video-recorded and their language production was transcribed together with that of the investigator. In relation to the transcripts and its morphological and grammatical parsing, it must be noted that there have been great disagreements in this study, as it will be pointed out in the individual analysis of each participant's speech. The morphological parsing seemed almost as if it had been carried out automatically, not taking into account gestural information of the participants in cases in which it was very clarifying, and oftentimes providing erroneous or very unclear analysis. Consequently, this has led to a conflict between the word types ascribed to many of the units in the AphasiaBank parsing and the ones considered here as correct on the basis of linguistic and contextual knowledge.

5.2 Participant Wright201a:

This participant was highly impaired in his language production, although he demonstrated good understanding skills. He very often came up with sentences composed of nouns and adverbs only, dropping verbs completely. However, during the diverse activities he performed, he produced a total of 39 verbs and verb related forms. 33.3% of them were rightly used, among which 53.8% instances could be classified as fixed expressions which structure the participant appeared to have internalized. Those fixed expressions are the exclamation “I don't know!” and “I think so”. A 30.8% of the grammatically correct used verbs accounts for present continuous *-ing* accompanied by the proper auxiliary verb, and the remaining 15.4% reflects two instances of rightly employed imperatives.

A 66.6% of his verb production was, on the contrary, incorrectly used. Here, 50% corresponds to inflected forms, 92.3% of them being *-ing* inflected and 7.7% *-ed* past participle. 34.6% of the incorrectly produced verbs involved bare stems, but those were not always used in

substitution of an inflected form. It is true that 77.7% of the bare stems were replacing forms that should have been inflected for 3rd person singular present tense, but the other 33.3% were meant to be bare stems. The problem with them was the syntactic structure that demanded an overt subject and sometimes object, which the participant did not produce.

Going now into the analysis of the *-ing* form, it should be noted that although the percentage of *-ing* errors appears to be very high the problem does not lie in its usage or context of appearance. On the contrary, *-ing* is used in appropriate contexts but what makes it ungrammatical is the generalised absence of the auxiliary verb that should accompany it marking tense and number agreement. Most *-ing* forms in the participant's speech were recorded in the AphasiaBank transcripts as present participle instances, encoding the progressive aspect of the verb of which the auxiliary verb is missing; but the patient also used the prolific *-ing* affix as a gerund-noun, for instance in "puzzles and math no longer, spell*ing* no longer", and as an adjective when saying "life threaten*ing*, yeah". These two usages that differ in category from the progressive form of verbs are in fact used correctly, the utterances being ungrammatical for the lack of other elements like verb and explicit subject in the first instance and an accompanying noun in the second of the sort of "life threatening situation".

Moreover, the percentage of *-ing* usage out of the total number of verbs produced by the participant, 41%, shows that the *-ing* form has not been overused, specially considering that the elicitation tasks were picture description involving action and popular story telling, both tasks demanding high encoding of the progressive aspect in action verbs.

In what concerns inflection in general terms, however, the *-ing* form is the only one preserved by the participant. He seems unable to produce inflected verbs carrying tense, person and number agreement at once (3rd person singular *-s*), and the only time he does it right is with the irregular verb *to be* as auxiliary and copula – "the boy is hauling ass now"; "the man is 'oh no!'"- that does not involve affixation. Same happens with tense encoding. He produced three past

participles of which two of them were irregular verbs that did not demand affixation – stuck and grown up – and only one that carried *-ed* but functioned as an adjective and not a main verb in itself – disappointed. Past tense is in fact virtually absent in the whole transcript, being specially expected in the Cinderella story-telling task where controls used past simple and past continuous naturally to tell the story.

So this particular patient shows the greatest difficulties with tense, person and number encoding in approximately equal terms. This however did not produce an overuse of the *-ing* form that he appears to master; in fact, the contexts and alternation of the progressive and non-progressive forms of the different verbs also seemed pretty well preserved and rightly performed taking into account his general limitations in verb production.

5.3 Participant Wright205a:

This participant's language production was also very limited while his understanding capacity was much higher. His speech was mostly composed of nouns, although he also produced some adverbs, verbs and very few adjectives. A major problem for the morphosyntactic analysis of his data lies on the fact that he tends to produce isolated words and hardly ever manages to say complete sentences or even sentence-like utterances. That way, isolated words are at times very difficult to classify as for instance verbs or adjectives. This applies particularly to *-ing* instances, which analysis in this study may differ from the one given in the corpus parsing based on the interpretation given to the participant's utterances.

This patient produced twenty two verbs and verb related forms in his whole speech elicited by means of the same activities mentioned above. 41% of those verbs were used correctly but it is noteworthy that 44.4% of those instances were fixed expressions of the type “I know” and “I don't know”, just like patient Wright201a. The other 55.6% is composed of five instances of imperatives, out of which two correspond to the discourse marker “see” used for interaction with the

interlocutor, and the other three were produced in the “How would you make a peanut butter and jelly sandwich” activity.

From the 59.1% of the incorrectly used and/or inflected verb instances, 23.1% involved the bare stem. One of the bare stem was used replacing the past simple *-ed* affixed form, “black out” for “blacked out”, as it can be inferred from the context, and for another two cases it is difficult to identify a target form due to the lack of explicit or implicit subject and appropriate context. However, since both forms belong to the storytelling part, which controls tend to narrate alternating past tense forms, the bare stems in question could possibly be substituting some form of past tense. Three more bare stems were used as imperative forms in the “How would you make a peanut butter and jelly sandwhich” elicitation task. Here, these three instances have been considered grammatical although the AphasiaBank parsing marked them as grammatically impaired. It is true that the answer to the question ideally required an auxiliary particle such as “would”, but some controls do respond using imperative verb forms. On the basis of this, the participant's answers have been considered as correct although some elements in the immediately previous sentences are missing and/or word order is unpreserved. He uttered “Peanut butter, spread it. Jelly, spread it. Cut it half.” The analysis of these three verb instances might be ambiguous, and it is not possible to know what the speaker's exact target was. If the target was the imperative form, which could be perfectly expectable, “spread it” and “cut it half” would be correct, although a verb in the immediately previous clause such as “take” for the first two cases would be necessary, same as an explicit antecedent to “it” in the last sentence.

A 38.5% of the incorrectly used verbs is composed of the past simple tense, but this does not imply the presence of the regular *-ed* form. In fact, four out of five of the past simple forms correspond to the same irregular phrasal verb, “fell down”. Only one is *-ed* inflected, “picked up”, and the lack of sufficient context does not allow for proper identification of the target form in the sense that it is impossible to know for certain if it was to be used as past simple tense or as past

participle. The main issue is that they both lack explicit subjects, although the one related to "fell down" is easier to infer from the context.

7.8% reflects a past participle instance that lacked its correspondent auxiliary verb, and the remaining 30.8% involves *-ing* forms, two of them analysed in AphasiaBank as adjectives and the other two as present participles encoding progressive aspect. However, one of the categorised as adjective in the corpus will be here considered an instance of present participle encoding progressive aspect based on the context in which it appears. The verbs holding *-ing* in his speech are two instances of raining, and dancing, and the form accepted here as an adjective is "river going". However, again, this analysis is ambiguous due to the lack of sufficient context overall.

Analysing the numbers gathered above in relation to the use of *-ing* forms, even though *-ing* is very productive in English, it does not seem to be overused by this agrammatic participant to substitute other verb forms. From 22 verbs produced, only 4 carried the *-ing* affix, and the lack of context does not even allow to identify those forms as encoding verbal progressive aspect or being used as adjectives or nouns. Moreover, there is a certain balance in the use of different verb forms that, although limited, are quite varied. Wright205a used imperatives, present simple, past simple and past participle besides present/past progressive with *-ing*, although ungrammatically. This verb tense and aspect variety shows that the participant does have a sense of what is morphosyntactically correct or needed in each moment. However, the forms involving affixation seem much more impaired than those that do not need it. This is also made clear in the analysis of his speech: among the present simple forms, none carried the third person singular affix *-s*; of the 5 past simple verbs he produced, only one was properly inflected as a regular verb in *-ed* – picked up–, while the other four were instances of the irregular phrasal verb "fall down" that does not need any inflection; the verb produced in past participle was also irregular, "broken", and did not need affixation; and finally, four *-ing* inflected instances, the most numerous and context-appropriate of the inflected forms.

Findings in relation to *-ing* partly support Faroqi-Shah and Thompson's research mentioned in previous studies that concluded that the main problem in agrammatic speakers in relation to verb production lied in tense, person and number encoding rather than in the process of affixation per se, although they related those problems to time diacritics, something that was not found here. In this participant's analysis it is shown that *-ing* inflection is very much preserved, lacking the auxiliary component encoding tense, person and number, so Faroqi-Shah and Thompson's theory could be applied here in relation to the impairment in auxiliary verb production. However, it seems that this particular patient had a greater ability to encode tense in irregular verbs that did not demand affixation than regular verbs that did, on the contrary, need it, contrasting in this sense with the aforementioned study.

5.4 Participant Scale10a:

This participant presented typical characteristics of Broca's aphasia such as speaking haltingly and at a slow pace, avoiding the production of complex sentences like relative and subordinate clauses, overusing nouns, adverbs and certain adjectives, sticking to the coordinating conjunction “and”, dropping mainly auxiliary verbs and free morphemes and sometimes even content words like subjects or main verbs, often making it difficult to discern the category of the chosen words.

During his whole intervention, this participant produced 23 verbs, out of which 15.4% were used grammatically and the remaining 84.6% ungrammatically. Same as with the other two previous participants but to an even greater extent, the correctly employed forms are reduced to the fixed expression “I don't know” that Scale10a uses three times, and “thank you”, used once.

From the ungrammatically produced verbs and verb-related forms, 59.1% correspond to *-ing* inflections out of which eight were categorised in the corpus as adjectives, two as present participle encoding progressive aspect and one as a gerund with noun function. The criteria to assign one or another word category seems however a bit random, since going back to what has been previously

stated, the lack of linguistic context and the impossibility to accurately know what the patient has in mind does not allow to tell whether a specific *-ing* form has been chosen in the shape of a gerund to perform as a noun, or was selected as the present participle of the verb to encode aspect, or if the purpose was that of an adjective to modify a noun, when there are no accompanying terms that can help to determine it. In fact in this particular case many of the *-ing* forms categorised as adjectives in the corpus should be called into question since their categorisation seems quite doubtful. An example could be the following:

```
*PAR:    &=points:dog bitin(g) [: barking] [* s:r] man &=points:man . [+
gram] ►
%mor:   adj|bark-PRESP n|man .
```

In this case barking is considered an adjective, as if the participant was referring to "the barking man". However, taking into account that he is pointing at the dog in a picture in which a dog is barking at a man, and considering that free grammatical morphemes are very often dropped in the speech of agrammatic subjects, it is pretty obvious that barking here, although without the explicit subject and auxiliary *be* in the right tense, person and number agreement (third person singular – the dog; present simple – is), is being used as a present participle encoding progressive aspect: "the dog is barking at the man". In other cases the categorisation could be more problematic, but still this closer analysis of the *-ing* form tells that, even though AphasiaBank parsing exploits the adjective categorisation giving the appearance that this agrammatic subject tends to use the *-ing* form as an adjective more often than performing other functions, this generalisation should not be necessarily taken as reliable.

Moreover, still in relation to *-ing* forms, their usage, although impaired, seems quite appropriate for the contexts in which they appear, and again the problem derives from the absence of the necessary auxiliary verb in cases of progressive aspect marking, or limited linguistic elements that must appear to shape a clause and delimit the role of the *-ing* form as gerund or adjective.

A 27.3% of the ungrammatically used verb forms corresponds to bare stem, showing that,

opposite to what is generally believed, bare stem substitution is not the most typical use of verbs in agrammatic patients. In fact, two out of six appearances seem to take the imperative form for which the bare stem is expected. These cases are considered grammatically incorrect following the transcript parsing that indicates them as such and because they lack the object they should carry; however, the imperatives themselves appear in the same situation in which Wright204a had also produced them, the sandwich-making activity description, and if it was not for the missing objects they would have been considered as grammatically correct. Another instance of the bare stem seems to be, in a way, also appropriate, since the most natural target would be "the man wants/wanted *to get* it (the cat)" but he produces "get it man" moving his finger from the man to the cat in the picture. In that case, the bare stem is again not a substitution but something to be expected, and what lacks is the verb of the main structure "wants/wanted to" as well as the right word order in the sentence. Another instance in which he produced "go away" when telling the Cinderella story poses difficulties in identifying a target, which might well be a structure such as "Cinderella/she had to go away" in which the structural part including the subject and the auxiliary carrying tense information are missing completely. The two remaining bare stems have been selected in disagreement with the corpus parsing in which they were analysed as nouns: "kick down" and "crash a window". The immediate context allows to identify them as verbs rather than nouns, and in this case they are proper bare stem substitutions of inflected target forms. However, discerning whether the target was *-ing*, *-s* or *-ed* inflected is nearly impossible due to the lack of sufficient linguistic context. Anyway, in accordance with the analysis of the two previous participants, bare stem substitution appears to be a minor device used by agrammatic patients to substitute other complexly inflected verb forms.

Adding up to this comes the remaining 13.6% of ungrammatically produced verbs which corresponds to three *-ed* inflected roots: "a lamp it crashed", "words mixed up" and "married". The main problem in the first instance has to do with word order; the second instance is not easy to categorise since the target clause could well be "words are mixed up", the missing element being

the auxiliary verb, or it could be “words are mixing up”, in which case the *-ing* target verb form would have been replaced by the *-ed* form. The third instance was very much decontextualised so it is not easy to guess what the grammatically correct target utterance was. However, taking into account that he was narrating Cinderella's story, “they got married” could be expectable, or even “the prince married her/ She married the prince”.

The results for this particular patient show that he presented great problems with verbal production. The most problematic verb forms seemed to be auxiliaries that are generally left out of his speech while *-ing* forms are retained. However, even though data here cannot show it, it is quite noticeable that main verbs are also very often dropped, showing that agrammatism is not solely a grammatical impairment but also affects specific content words like verbs and also adjectives, poorly produced in his intervention. Taking into account that his verbal production is very limited, the fact that diverse inflected forms are produced rather than simple bare stems in their place shows that morphosyntactic rules are still working, although on and off.

5.5 Participant Scale18a:

Participant Scale18a presented very slow production pace, but her output was much richer than that of the three previous patients analysed above. In fact, even though the nature of her aphasia was the same as for the other three, Broca's aphasia, she presented somehow different problems, such as major troubles with fairly simple constructions which meaning depended on word order, or at some points with the creation of impersonal structures. The order of elements in the clause seemed a problem here, while it was not for the three previous participants in general terms. It is true, though, that her sentences are more elaborate, allowing therefore for a greater amount of those sort of errors. Another very noticeable mistake made by this participant falls on gender agreement encoded in personal and possessive pronouns and possessive determiners. On the contrary, her verb production is much more varied and accurate: she produced a total of 85 verbs out of which a 65.9% was used

grammatically and a 34.1% ungrammatically.

Among the 65.9%, present simple, past simple, present continuous, past continuous, passive voice, *-ing* noun formation, imperative, infinitive and past perfect were produced, and in many cases not just in affirmative form but also encoding negation and interrogatives, although affirmatives prevailed. Percentages here show that the variety was also very balanced in her speech, evidencing that her sense of grammar was very much unimpaired: 17.8% of present simple instances, 32.1% past simple forms, 28% of present and past continuous *-ing*, 16.1% infinitives, 3.6% imperatives, 1.8% corresponding to an instance of *-ing* noun formation and a last 1.8% of a past perfect form. However, what is striking is that the great variety of tenses she used were mostly encoded in irregular verbs, and therefore the great majority of the inflection she produced corresponded to *-ing* rather than past *-ed* or third person singular present tense *-s*. From the 25 verb and verb-related inflected forms she produced, a salient 79.2% corresponds to *-ing* inflection, while only a 20.8% accounts for past tense *-ed* inflection and no instance of third person singular present tense *-s* was produced at all. Since irregular verbs were generally perfectly used in their past forms that did not require tense inflection, while no *-s* inflection was produced at all, third person singular being only present in irregular verbs such as “is” and “has”, it could be concluded that the encoding of person, number and tense agreement through inflected forms is what is mostly impaired in her case, while irregular verbs that do not need inflection are perfectly fine. However, it should not be forgotten that a 20'8% of this participant's verb inflected forms correspond to *-ed* inflection, showing that this process, contrary to *-s* inflection, is still working although on and off, pointing towards Arabatzi and Edwards proposed theory of feature-checking impairment. It is also true that *-ing* is very well preserved and applied to verbs that should carry it in the specific contexts in which they are utilised. On top of that, there are no instances of *-ing* usage in verbs that would not normally take it such as “I am wanting” or similar, even when “want” was a commonly produced verb in this participant's speech. This also indicates awareness of the *-ing* usage restrictions that

exist in English.

Finally it should be pointed out that the lowest percentages of grammatically correct verb forms coincide with passive voice and past perfect as it should be expected due to the morphosyntactic complexity of the first structure and the context restrictions needed for the second.

Going into the 34.1% that reflects the grammatically incorrect verb instances, a 48.3% of it corresponds to bare stem substitutions. In many cases the target form is a bit uncertain although the possibilities are mainly limited to *-ed* inflected past simple tense – "walk" for "walked"; "jump up" for "jumped up"; "he drop it" for "he dropped it"; "so we dance" for "so we/they danced"– or third person singular present tense *-s* inflected – "he need" for "he needs"; "here it go" for "here it goes". What is particularly clear is that these problems manifest mainly for regular verbs, opposite to the correctly produced irregulars such as "was", "had", "caught", "saw", "said" or "struck", evidencing that there is no lack of tense awareness but rather a difficulty in encoding tense through inflection. A conclusion for person and number is not as easy to draw; no *-s* suffixes are present at all and English does not count with any other strategies to show such agreement other that the verbs *be* and *have*.

A 20.7% of the ungrammatically used verbs goes down to *-ing* forms. In this case, the typical error does not relate to missing auxiliaries as in previous cases, although a missing subject and auxiliary happened three times in her speech production. However, the most common mistake for this patient's *-ing* usage falls on apparent problems with impersonal constructions, on and off. Problems with impersonal constructions can be seen in sentences like "the boy is raining cats and dogs" or "he raining", where a subject is occupying the place of the dummy "it", and the last one also manifests problems with the auxiliary verb.

A 17.2% reflects problems with the copula *be* in third person singular present simple. However, those issues do not relate to agreement but have to do with word order of the clause components. A clarifying example could be "the bread is on the peanut butter and jelly". Moreover,

some clauses that involved the verb to be in third person singular present simple failed to be produced such as “One day the boy he is...”. Moreover, “is” was used, as happened in other cases, to introduce direct speech, although with non-canonical word order: “is Cinderella – 'I'm gonna go because the clock struck twelve'”. Most probably in that direct speech a lacking auxiliary can be detected too “because the clock has (just) struck twelve”.

And copula *be* does not only fail in present tense, but also appears to be faulty in past simple, amounting to half of the errors present in the remaining 13.8% of the incorrectly used verb forms. “The window was angry” and “the slippers was too big” show problems with copula *be* in different ways. The first one is not working semantically due to impaired word order and missing elements, since it was the man who was angry about the broken window but not the window itself, while the second case is clearly failing in number agreement, adding up to and evidencing again her general problem with encoding person and number agreement in verb production. Other problems with past simple tense manifest in clauses like “he gave it to the ball” and “he tried and too small”. In the first one issues with order of components in the clause seem the most plausible explanation for the utterance, while the second sentence is lacking the direct object such as a noun phrase or a replacing pronoun: “he tried the slipper and it was too small” or “he tried it and it was too small”. Again here the problem with copula *be* is made clear and this is also a great example of how issues with verbs are difficult to measure because they are at times dropped from speech completely and thus impossible to compile and study in percentages.

To conclude, this participant's findings point to difficulties with number and person agreement more than tense agreement, and when tense problems arise, they seem to appear in relation to verbs that require inflection more than in irregular verbs that are not affected by affixation. This comes to demonstrate that issues might relate no so much to a lack of awareness of verb tense usage but more to an impairment in encoding tense through affixation. In relation to *-ing* inflected forms, results here show that progressive aspect is balanced with non-progressive aspect,

which advances that *-ing* inflection does not seem to be overused or overgeneralised in replacement of other verb forms, even though *-ing* is very productive in English, as it has been explained above. Scale18a data has shown interesting findings also in relation to difficulties with copula *be* that had not been observed in the previous participants, although it might be partly due to their more limited speech production capacities.

5.6 Joint Analysis:

A combination of figures from the four different participants might be a good starting point to analyse the use of *-ing* inflection, considered jointly with general verb usage and verb inflection processes. Among the verbs produced by the four participants, a 38.9% accounts for grammatically correct employed forms, while the remaining 61.1% reflects grammatically impaired ones. These figures tell that agrammatic patients do present problems with verbs, generally categorised as content words, just like nouns.

The general pattern shows that, among the rightly employed verb forms, a 49.5% can be identified with what has been named in this essay "fixed expressions". These refer to recurrent structures that three out of the four participants analysed presented and repeated an important amount of times during their speech production: "I (don't) know", "I think (…/so)". 18.6% corresponds to imperative forms. The use of imperatives was not the most expectable from the elicitation tasks participants had to perform. However, when imperatives were produced they were mostly employed properly, indicating that this verb form does not pose great problems in agrammatism, possibly due to the few requirements imperatives have: they do not demand a subject neither any sort of inflection, and objects can often be dropped without rendering the structure ungrammatical.

The third most used form employed in grammatically correct terms was the *-ing* inflection, mostly as present participle encoding progressive aspect properly combined with the necessary

auxiliary either in past or present tense, but also as a gerund creating nouns, or as adjectives, which on the whole amount to an approximate figure of 14.7%.

Past simple was the next most rightly produced verb form, 8%. However it is noteworthy that a 94.7% of the properly produced past simple forms was carried by irregular verbs that did not present any sort of affixation. On the contrary, only a 5.3% of the correctly produced end employed past simple forms was encoded in a regular verb with its proper *-ed* inflection. This might show that agrammatic patients do not have problems with past tense in itself, and when the impairment is not extremely limiting they appear to be mostly aware of when to use it. However, in the presence of regular verbs, past tense seems much more problematic than for irregulars as it is reflected in the findings. This fact could point to an impairment in inflecting regular verbs for past tense rather than to the existence of a general impairment with past tense in itself.

Correctly produced present simple forms account for a 4.4% out of the rightly produced verb forms in their totality. On top of this, all rightly produced present simple verb forms corresponded either to first person singular instances that therefore did not demand any sort of affixation, or third person singular forms of irregular verbs like *be*, that again are not inflected. Very relevant is the fact that present simple of regular verbs involving third person singular subjects was impaired in all instances and for all participants, finding no representation of *-s* inflection neither in grammatically correct constructions nor in ungrammatical ones.

A 4% of the rightly used verbs represents infinitives that, although limited, appear in contexts of subordination to a main verb, such as in “He went to see Cinderella”, “I want to go” or the *going to* construction “I'm gonna go”. Subordinate clauses, generally considered complex, are therefore correctly projected in the tree in this particular case that involves the to-infinitive construction. Moreover, there are no instances of incorrectly used infinitives in any of the four participants.

To finish up with the correctly used verbs and verb related forms, it is worth mentioning that

a 0.4% accounts for *-ing* gerund taking a noun role, and the last 0.4% to an instance of past perfect. While the past perfect production seems to be an exception from the regular pattern, the *-ing* gerund formation for creating nouns is most probably occurring in a greater scale. However, due to the lack of sufficient context, in many cases *-ing* instances have been counted as present participle while they might have been produced with the intention of creating nouns or even adjectives, although the latter as a category is already pretty restricted no matter the formation procedure.

Among the grammatically incorrect verbs produced, the highest percentage corresponds to *-ing* instances of diverse sorts, which amount to 39.2%. The greatest problem with *-ing* usage when performing progressive aspect marking does not actually lie in the *-ing* form itself, which is morphologically well constructed and contextually well employed. The issue comes with the lack of the necessary auxiliary verb that should be marking tense and number. Inflection with *-ing* seems to be unimpaired if it were not for the problems in the auxiliary. Adding up to this, another issue that rendered improper structures did not involve the verb directly neither in aspect marking nor in auxiliary for tense and number but had to do with word order, as happened in constructions such as “the boy is raining cats and dogs”. However this was observed just in one participant.

As nouns and adjectives, the problem is again external to *-ing* itself. The language impairment that participants present does not often allow for a full mophosyntactically and lexically correct linguistic strings, therefore complicating the process of noun and adjective recognition for *-ing* forms that could take diverse functions. In any case, verbs inflected in *-ing* were very much expected from the elicitation tasks, specially in action-pictures' description, and the fact that participants produced them generally when expected shows that they do not pose problems in agrammatism, but rather their immediate linguistic context. Moreover, *-ing* inflection does not seem to be overused replacing other verb forms, neither is applied to verbs that do not normally carry it, like “want”, evidencing the preservation of progressive aspect marking in those who suffer from this particular type of aphasia.

A 33.3% of the impaired verbal production involves bare stems. Bare stem substitution has been appointed as the most common phenomena in agrammatic subjects due to their tendency to simplify language to the maximum while still preserving content words. Nevertheless, although the bare stem percentage seems quite high, it is lower than the prevalence of *-ing*, and it also hides a number of aspects that should be taken into account before drawing conclusions. Part of the bare stem situations gathered in the 33.3% should not be exactly considered substitutions of other more complex or inflected verb forms that would have been encoding a particular tense or overtly marked person and number agreement. In many cases, the target form would most probably have been the bare stem itself, but the lack of greater linguistic context makes it difficult to assert with all certainties. In the clear cases in which the bare stem is undoubtedly used for replacing another verb form, it generally does so for the third person singular present tense *-s* inflected form. In some cases the target is not as clear and it could be either *-s* inflection or past tense *-ed*. However, it is striking that, while *-ed* inflection still appears on and off, and past simple encoding, as well as past participle, seems very much unimpaired for irregular verbs, the third person singular present simple form with *-s* inflection does not appear at all, although there are instances of irregular verbs in third person singular present simple like "is", but these are more limited. These facts might evidence a greater impairment in the encoding of person and number agreement, or a general problem with verb inflection for encoding the three aspects concerned here – verb tense, person and number. Person and number might seem more impaired due to the lesser possibilities of encoding them in different ways: the group of irregular verbs for past tense is much larger than for present tense, reduced to the verbs "to have" and "to be". In any case, the fact that *-ed* inflection is present on and off while *-s* inflection is absolutely absent could still point to a greater difficulty for person and number inflection, or even person, number and tense inflection altogether since *-s* inflection is in its nature more complex than other inflection affixes, encoding those three aspects in conjunction.

Following with a 16.5% comes past simple, including both regular *-ed* inflected and

irregular non-inflected forms. Problems here range from lack of explicit subject, rendering the structure ungrammatical, to word order issues that, although often grammatically correct, lacked coherence in terms of meaning, as in the case of “and the window was angry”.

Present simple instances add up to a 6.2% out of the total misused verb occurrences. The percentage accounts only for instances of irregular verbs, more specifically the verb “to be” in third person singular. Others which target might have been present simple for any other person and number in regular verbs that presented grammatical problems have been counted in the bare stem instances for obvious reasons: any form of present simple tense for regular verbs other than third person singular coincides with the bare stem of the verb. This is another reason why the results for bare stem category should be cautiously analysed.

Finally, a 5'9% involves past participle instances in which the target as such was absolutely clear. Forms that posed doubts on whether some *-ed* form was meant to work as past simple or past participle were included in the past simple category. However, others which were clearly meant to work as past participles, or past participles of irregular verbs which are undoubtedly identifiable as such, were included for analysis here. The main issue with past participles coincides with that of progressive aspect marking for *-ing* forms: the auxiliary verb that must accompany them to encode tense, person and number is generally absent. In fact, past participles are also quite productive in English, being used in present and past perfect constructions, passive voice and even as adjectives. Due to the characteristics of agrammatism, and same as with *-ing*, it is not always easy to accurately categorise every instance of past participle correctly.

Since this paper's aim was to deal with verb inflection, paying close attention to *-ing* affixation, it is interesting to gather all verb and verb related inflected forms produced by the four participants no matter if their usage was grammatical or ungrammatical in order to extract a percentage that could give an insight into the general implementation of the affixation process. Taking the data of the four participants into account, a 39.3% of all verbs produced were found to

carry some sort of inflection. However, from this 39.3, 83.8% corresponded to *-ing* inflection in its diverse forms, and the remaining 16.2% to *-ed* inflected verb instances. No *-s* inflection was produced at all, as it has already been mentioned.

These last results show how *-ing* inflection is by far the best preserved verb inflection in English agrammatism, and therefore all functions performed by it could be in a way considered unimpaired – progressive aspect, gerund for noun formation, and adjective formation. Inflection in *-ed* is much more limited, but when it appears it does performing diverse functions: adjectives like "scared" or "disappointed", past simple as in "picked up", "wanted to" or "tried", past participle in passive voice such as "I was stationed in Alabama", and other unclear instances due to the lack of sufficient linguistic context: "married", which could either target "get married" or simply a past simple "she married the prince"; and "words mixed up". Findings show the greatest problems have to do with *-s* inflection, but it is not easy to discern whether the issue for this difficulty lies in number agreement, person agreement, tense encoding or a combination of the three. This could be the object of further investigations. Moreover, a comparison between the output of agrammatic subjects and controls in order to more accurately decide whether agrammatic people tend to overuse the *-ing* when contrasted with the output of controls could also be very interesting as it would offer a more realistic analysis of the results.

6. CONCLUSION:

This study has provided a general overview to agrammatism and its characteristics by considering knowledge from diverse fields of study, mainly neurolinguistics in the initial part of the paper so as to explain the nature of the condition and the possible causes for the linguistic impairments present in agrammatism, and linguistics in the main body and data analysis, to gain a closer understanding of what parts of speech were actually impaired and to what extent, and to check the different

theories gathered in the previous studies section.

Previous studies had pointed out that *-ing* inflection could be an interesting aspect to analyse, partly motivating the focus of analysis of this study. Since *-ing* is a very productive suffix it could be that patients tend to overuse it, or they may on the contrary fail to use it properly in one sense while preserving others, or vice versa. Moreover, when used as a present participle to encode progressive aspect, which is possibly its most common usage, auxiliary verbs also had to be considered, making the study richer and adding up to other previous findings. On top of that, in order to objectively decide whether a generalised substitution of diverse verb forms for *-ing* inflected forms should be considered as real, all verb instances had to be collected. The collection of all verb instances that was meant to be mainly procedural, threw pretty interesting findings gathered in detail in the data analysis section above. A summarised version of the conclusions from the data analysis will be collected here and considered in relation to the information gathered in previous studies.

Starting from what was originally the main focus, *-ing* inflection, it should be noted that *-ing* was used by all four participants, but not overused as percentages for each participant show as well as the general percentage of its usage. In fact, inflected forms as a whole accounted for a 39.3% of all verb instances produced, so it would be inaccurate to say that *-ing* inflection had taken over other verb forms. It is true that out of the total of inflected verbs, a major 83.8% accounts for *-ing* instances, showing that other morphological procedures in relation to verbs might be lacking or faulty, but not that *-ing* was being overused in any case.

-ing inflection has been found to be rightly applied contextually and semantically, never inflecting verbs that would not generally carry it. The main problem affecting *-ing* inflected verbs appeared in the auxiliary verb “to be” that should accompany it encoding tense, person and number. In a general basis, the auxiliary verb was simply omitted, totally absent rather than substituted for its bare stem or for some discordant form of the same paradigm. However, a 14.7% out of the total

production of grammatically correct verb instances corresponds to present and past continuous forms with the auxiliary *be* working absolutely fine and in agreement with the specific subject, objects and adjuncts in each case. The fact that the problem, although persistent, does not take place in all cases links these findings with the conclusion drawn by Arabatzi and Edwards related to faulty feature-checking procedures. In this case, feature-checking procedures could be faulty for past and present continuous since it apparently works on and off, at times allowing for ungrammatical usages of *-ing* alone, dropping the auxiliary, and at times requiring the auxiliary to be present and always rightly produced in agreement with subject, object and adjuncts. If the errors were persistent and always occurred then it could be argued that auxiliary verbs in combination with *-ing* structures would be simply inexistent, matching the condition's label of agrammatism. However, since the structure is perfectly employed in some cases, it cannot be said that it is inexistent but rather that some in-between process is not working properly. Impairments in feature-checking procedure could account for this inconsistent behaviour.

In relation to *-ing* inflection for other purposes, like gerund-noun formation or adjective formation, and due to the quite serious impairment of the participants, it was at times difficult to tell the category under which a specific *-ing* form was to be placed into. However, a number of instances were pretty much for certain performing adjective function, as in the case of “life threatening”, and others as nouns, like in “spelling no longer”. Although no specific count was performed for them, nouns amounted to the most produced word category, although *-ing* gerund-noun formation was limited. Few adjectives were produced in the speech of the four participants, but even this being the case, some *-ing* adjectives were also found. This shows that the diverse functions of *-ing* were still preserved to a certain degree in all participants.

In more general terms and talking about verb inflection as a whole, as it has been pointed out, a 83.8% of the total verb inflection present in the four transcripts accounted for *-ing* usage, while the remaining 16.2% were instances of *-ed* inflection in its diverse functions: past simple, past

participle and even adjective formation. In fact, it is noteworthy that *-ed* adjective formation seemed pretty natural and was present in two or three out of the four participants, depending on the analysis of a certain *-ed* instance: “scared”, “disappointed” and “mixed up”, the latter being ambiguous due to the lack of linguistic context. This might be pointing towards a pattern in which *-ed* for adjective formation might be less impaired than *-ed* in its verbal roles, that seems to pose greater problems. However, this should not lead to false assumptions about a total impairment in past tense encoding. Findings in this study contradict those in Faroqi-Shah and Thompson who had found the same degree of impairment for regular and irregular verbs. Here, however, patients showed greater problems in encoding past tense in regular verbs, which they very often substituted for the bare stem, than in encoding past tense in irregular verbs, commonly preserved and produced in its right past tense form both for past simple and present participle. It is true that Faroqi-Shah and Thompson's study involved elicitation tasks of a very different nature, and their aim was to prove something very specific in relation to time diacritics. However, in free narrative speech, what they refer to as time diacritics were not produced at all, so there is not a possible way to support or discard their theory. What was actually seen as a pattern was the greater preservation of irregular forms in past tense than of regular forms with *-ed* inflection. A possible explanation here could go down to this particular affixation process, that although existent, seems to work on and off same as with the auxiliary verb in present and past continuous forms. However in this case the issue seems to directly affect the affixation process while the present and past continuous *-ing* affixation was absolutely unimpaired. To a certain extent there is still agreement with Faroqi-Shah and Thompson's conclusion that argues against a generalised morphological problem. In the light of the findings extracted in the present study a generalised morphological problem must also be discarded at once. If that were the case, affixation should have been either absolutely absent or simply much more faulty. However, *-ing* inflection was pretty much preserved, and *-ed* inflection still accounted for a certain percentage and appeared performing its diverse functions in the four participants studied,

even when three of them were in fact very unimpaired. So a generalised morphological impairment is, same as for Faroqi-Shah and Thompson, discarded, but their theory of diacritic encoding and retrieval could not be proven feasible due to lack of evidence.

Moreover, it was striking to find a total absence of third person singular present tense *-s* inflected instances in all four participants. In fact, participant Scale18a, who was the least impaired of all in general terms, and who even produced an instance of past perfect, failed completely to encode number and person agreement for third person singular present tense in verbs that required *-s* inflection. The only instances of third person singular that were produced grammatically correct by all participants were those involving the verb "to be" both as auxiliary and copula, the only verb together with "have" that does not need *-s* inflection. Therefore, another apparent problem, this time much more serious to the extent of opening up the possibility of a total inflection impairment, falls on *-s* verb inflection. Opposite to *-ed* inflection that appeared on and off, making it possible to apply the faulty feature-checking procedure theory, *-s* inflection is absolutely absent and this could indicate its complete impairment. However, since *-s* verb inflection is in fact pretty complex, merging tense, number and person agreement, it is quite difficult to discern whether the problem lies on number encoding, person encoding, tense encoding or a combination of the three. The limited number of participants analysed might also be restricting the findings, and further research should be carried out in order to accurately categorise the nature of the *-s* inflection issue, which, not being the aim of this study in any case, delivered some interesting results.

Overall, this study has contributed to widen the existing materials on the study of agrammatism and has proposed some theories for the different findings: faulty feature-checking procedures for present and past continuous tense encoding in relation to auxiliary verb problems, also faulty feature-checking procedures for past tense encoding through *-ed* affixation, and a possible greater impairment in relation to third person singular present tense *-s* inflected forms that could be of a different nature and should be further studied for more accurate results.

Moreover, it has been proven that there is no such “agrammatism” in agrammatism, bringing into question the suitability of the label itself. Something like dysgrammatism, dys- with the meaning of faulty, could better reflect the characteristics of the phenomena that, on the other hand, are always mutable and depend on each particular patients and his/her circumstances. As it was pointed out in the theoretical part, every brain is different, every neuronal network is built up in different ways, and it is not possible to predict with all certainties what will characterise the speech of each patient. A generalisation such as the one carried by the term agrammatism can dangerously lead to think that all patients with such disorder will lack the ability to produce grammar at all when it is pretty obvious that this is not the case. Grammar in agrammatism is at times faulty. Be it down to some particular feature-checking procedures or to an impairment of other nature, it is clear that patients do have a sense of grammar that they apply, at times with correct and at times with impaired outcomes. Therefore, a revision of the label “agrammatism” is here proposed with the expectations of further consideration.

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8. APPENDIX

Wright201a

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0    @Loc:  AphasiaBank/English/Aphasia/Wright/wright201a.cha

1       @Begin
2       @Languages:     eng
3       @Participants:  PAR wright201a Participant, INV Investigator
4       @ID:    eng|Wright|PAR|55;1.|male|Broca|wright201a|Participant||
57.6|
5       @ID:    eng|Wright|INV||||wright201a|Investigator|||
6       @Media: wright201a, video
7       *INV:   www . ►
8       %exp:   talking off camera .
9       @G:     Speech
10      *INV:   I'm gonna [: going to] be asking you to do some talking . ►
11      %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to aux|be part|ask-
PRESP
12              pro|you inf|to v|do qn|some n:gerund|talk-PRESP .
13      %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|6|INF 5|6|AUX 6|3|XCOMP 7|6|OBJ
8|9|INF
14              9|6|XCOMP 10|11|QUANT 11|9|OBJ 12|3|PUNCT
15      *INV:   how do you think your speech is these days ? ►
16      %mor:   adv:wh|how mod|do pro|you v|think pro:poss:det|your n|speech
17              cop|be&3S det|these n|day-PL ?
18      %gra:   1|4|LINK 2|4|AUX 3|4|SUBJ 4|0|ROOT 5|6|MOD 6|7|SUBJ 7|4|COMP
8|9|DET
19              9|7|PRED 10|4|PUNCT
20      *PAR:   ah &=ges:so_so rough . ►
21      %mor:   co|ah v|rough .
22      %gra:   1|2|COM 2|0|ROOT 3|2|PUNCT
23      *PAR:   &=head:yes yeah . ►
24      %mor:   co|yeah .
25      %gra:   1|0|INCROOT 2|1|PUNCT
26      *INV:   can you say more ? ►
27      %mor:   mod|can pro|you v|say pro:indef|more ?
28      %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|3|OBJ 5|3|PUNCT
29      *PAR:   &uh well &uh (.) &=head:no &=shrugs &n I don't know . ►
30      %mor:   co|well pro:sub|I mod|do~neg|not v|know .
31      %gra:   1|5|COM 2|5|SUBJ 3|5|AUX 4|3|NEG 5|0|ROOT 6|5|PUNCT
32      *INV:   okay . ►
33      %mor:   co|okay .
34      %gra:   1|0|INCROOT 2|1|PUNCT
35      @G:     Stroke
36      *INV:   &=clears:throat do you remember when you had your stroke ? ►
37      %mor:   mod|do pro|you v|remember conj|when pro|you v|have&PAST
38              pro:poss:det|your n|stroke ?
39      %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|6|LINK 5|6|SUBJ 6|3|CJCT 7|8|MOD
8|6|OBJ
40              9|3|PUNCT
```

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41      *PAR:   oh yes &=head:yes . ►
42      %mor:   co|oh co|yes .
43      %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
44      *INV:   can you tell me about ? ►
45      %mor:   mod|can pro|you v|tell pro:obj|me adv|about ?
46      %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|3|OBJ 5|3|JCT 6|3|PUNCT
47      *PAR:   hospital . [+ gram] ►
48      %mor:   n|hospital .
49      %gra:   1|0|INCROOT 2|1|PUNCT
50      *PAR:   &=head:yes yeah . ►
51      %mor:   co|yeah .
52      %gra:   1|0|INCROOT 2|1|PUNCT
53      *INV:   what are your first memories after [/] after you had your
stroke ?
54              ►
55      %mor:   rel|what cop|be&PRES pro:poss:det|your adj|first n|memory-PL
56              prep|after pro|you v|have&PAST pro:poss:det|your n|stroke ?
57      %gra:   1|2|LINK 2|0|ROOT 3|5|MOD 4|5|MOD 5|2|PRED 6|8|JCT 7|8|SUBJ
8|5|CMOD
58              9|10|MOD 10|8|OBJ 11|2|PUNCT
59      *PAR:   &um &w &=ges:one one day &uh yeah &=head:yes . [+ gram] ►
60      %mor:   det:num|one n|day co|yeah .
61      %gra:   1|2|QUANT 2|0|INCROOT 3|2|COM 4|2|PUNCT
62      *PAR:   yeah &=head:yes . ►
63      %mor:   co|yeah .
64      %gra:   1|0|INCROOT 2|1|PUNCT
65      *INV:   one day ? ►
66      %mor:   det:num|one n|day ?
67      %gra:   1|2|QUANT 2|0|INCROOT 3|2|PUNCT
68      *PAR:   yeah &=head:yes . ►
69      %mor:   co|yeah .
70      %gra:   1|0|INCROOT 2|1|PUNCT
71      *INV:   mhm . ►
72      %mor:   co|yes .
73      %gra:   1|0|INCROOT 2|1|PUNCT
74      *INV:   tell me about your recovery . ►
75      %mor:   v|tell pro:obj|me prep|about pro:poss:det|your n|recovery .
76      %gra:   1|0|ROOT 2|1|OBJ 3|1|JCT 4|5|MOD 5|3|POBJ 6|1|PUNCT
77      *INV:   what kinds of things have you done to try to get better
since your
78              stroke . ►
79      %mor:   adv:int|what n|kind-PL prep|of n|thing-PL v|have pro|you
80              part|do&PASTP prep|to n|try inf|to v|get adv|good&CP prep|
since
81              pro:poss:det|your n|stroke .
82      %gra:   1|2|JCT 2|0|INCROOT 3|2|NJCT 4|5|SUBJ 5|3|POBJ 6|5|OBJ 7|6|
XMOD 8|7|JCT
83              9|8|POBJ 10|11|INF 11|7|XCOMP 12|11|JCT 13|11|JCT 14|15|MOD
15|13|POBJ
84              16|2|PUNCT
85      *PAR:   yeah . ►
```

```
86      %mor:   co|yeah .
87      %gra:   1|0|INCROOT 2|1|PUNCT
88      *PAR:   puzzles and &uh math no longer . [+ gram] ►
89      %mor:   n|puzzle-PL coord|and n|math qn|no n|long&dv-AGT .
90      %gra:   1|0|INCROOT 2|1|CONJ 3|5|MOD 4|5|QUANT 5|2|COORD 6|1|PUNCT
91      *PAR:   and &uh spelling &=head:no no longer . [+ gram] ►
92      %mor:   coord|and part|spell-PRESP qn|no n|long&dv-AGT .
93      %gra:   1|0|INCROOT 2|1|COORD 3|4|QUANT 4|2|OBJ 5|1|PUNCT
94      *PAR:   and &um +... ►
95      %mor:   coord|and +...
96      %gra:   1|0|INCROOT 2|1|PUNCT
97      *PAR:   yeah &=head:yes . ►
98      %mor:   co|yeah .
99      %gra:   1|0|INCROOT 2|1|PUNCT
100     *INV:   okay . ►
101     %mor:   co|okay .
102     %gra:   1|0|INCROOT 2|1|PUNCT
103     @G:     Important_event
104     *INV:   I'm gonna [: going to] ask you to do a few more things where
you
105             need to talk . ►
106     %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to v|ask pro|you inf|
to v|do
107             det|a qn|few qn|more n|thing-PL rel|where pro|you v|need
prep|to
108             n|talk .
109     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|INF
8|5|XCOMP
110             9|10|DET 10|12|QUANT 11|12|QUANT 12|8|OBJ 13|15|LINK 14|15|
SUBJ
111             15|12|CMOD 16|15|JCT 17|16|POBJ 18|3|PUNCT
112     *PAR:   yeah &=head:yes . ►
113     %mor:   co|yeah .
114     %gra:   1|0|INCROOT 2|1|PUNCT
115     *INV:   please talk as much as you can about each one because we're
really
116             interested in learning about your language . ►
117     %mor:   co|please v|talk prep|as qn|much prep|as pro|you mod|can
prep|about
118             qn|each pro:indef|one conj|because pro:sub|we~cop|be&PRES
119             adv|real&dadj-LY v|interest-PAST prep|in n:gerund|learn-
PRESP
120             prep|about pro:poss:det|your n|language .
121     %gra:   1|2|COM 2|0|ROOT 3|2|JCT 4|5|QUANT 5|3|POBJ 6|5|POBJ 7|5|
POBJ 8|7|NJCT
122             9|10|QUANT 10|8|POBJ 11|13|LINK 12|13|SUBJ 13|10|CJCT 14|15|
JCT
123             15|13|PRED 16|15|JCT 17|16|POBJ 18|17|JCT 19|20|MOD 20|18|
POBJ 21|2|PUNCT
124     *PAR:   oh okay &=head:yes . ►
125     %mor:   co|oh co|okay .
```

```
126     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
127     *INV:   okay ? ►
128     %mor:   co|okay ?
129     %gra:   1|0|INCROOT 2|1|PUNCT
130     *INV:   thinking back can you tell me a story about something
important
131             that happened to you in your life ? ►
132     %mor:   part|think-PRESP adv|back mod|can pro|you v|tell pro:obj|me
det|a
133             n|story prep|about pro:indef|something adj|important rel|
that
134             v|happen-PAST prep|to pro|you prep|in pro:poss:det|your n|
life ?
135     %gra:   1|0|INCROOT 2|5|JCT 3|5|AUX 4|5|SUBJ 5|1|COMP 6|5|OBJ 7|8|
DET 8|5|OBJ
136             9|8|NJCT 10|9|POBJ 11|10|XMOD 12|13|LINK 13|11|CMOD 14|13|
JCT 15|14|POBJ
137             16|15|JCT 17|18|MOD 18|16|POBJ 19|1|PUNCT
138     *INV:   it could be happy or sad or from any time . ►
139     %mor:   pro|it mod|could cop|be adj|happy coord|or adj|sad coord|or
140             prep|from qn|any n|time .
141     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|3|PRED 5|4|CONJ 6|5|COORD 7|6|
CONJ
142             8|7|COORD 9|10|QUANT 10|8|POBJ 11|3|PUNCT
143     *INV:   from when you were a kid or more recently . ►
144     %mor:   prep|from conj|when pro|you cop|be&PAST det|a n|kid coord|or
145             adv|more adv|recent&dadj-LY .
146     %gra:   1|0|INCROOT 2|4|LINK 3|4|SUBJ 4|1|POBJ 5|6|DET 6|4|PRED 7|6|
CONJ
147             8|7|COORD 9|8|JCT 10|1|PUNCT
148     *PAR:   oh okay . ►
149     %mor:   co|oh co|okay .
150     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
151     *PAR:   &uh house [//] buy house . [+ gram] ►
152     %mor:   n|buy n|house .
153     %gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
154     *PAR:   and [/] &uh and &um &=ges:lawn_mower lawn+mower . [+ gram] ►
155     %mor:   coord|and n|+n|lawn+n|mower .
156     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
157     *PAR:   <and you_know> [//] and [/] &uh and [//] &uh &uh okay [//]
and &uh
158             near [/] near school . [+ gram] ►
159     %mor:   coord|and adj|near n|school .
160     %gra:   1|0|INCROOT 2|3|MOD 3|1|COORD 4|1|PUNCT
161     *PAR:   &=head:yes yeah . ►
162     %mor:   co|yeah .
163     %gra:   1|0|INCROOT 2|1|PUNCT
164     @G:     Window
165     *INV:   now I'm gonna [: going to] show you some pictures . ►
166     %mor:   adv|now pro:sub|I~aux|be&1S part|go-PRESP inf|to v|show pro|
you
```

```
167             qn|some n|picture-PL .
168     %gra:   1|4|JCT 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|INF 6|4|XCOMP 7|6|OBJ
8|9|QUANT
169             9|6|OBJ 10|4|PUNCT
170     *PAR:   okay . [+ exc] ►
171     %mor:   co|okay .
172     %gra:   1|0|INCROOT 2|1|PUNCT
173     *INV:   take a little time to look at these pictures . ►
174     %mor:   v|take det|a adj|little n|time inf|to v|look prep|at det|
these
175             n|picture-PL .
176     %gra:   1|0|ROOT 2|4|DET 3|4|MOD 4|1|OBJ 5|6|INF 6|4|XMOD 7|6|JCT 8|
9|DET
177             9|7|POBJ 10|1|PUNCT
178     *INV:   they tell a story . ►
179     %mor:   pro:sub|they v|tell det|a n|story .
180     %gra:   1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|OBJ 5|2|PUNCT
181     *INV:   when you've had a chance to look at them all tell me the
story you
182             see there with a beginning a middle and an end . ►
183     %mor:   conj|when pro|you~aux|have part|have&PASTP det|a n|chance
inf|to
184             v|look prep|at pro:obj|them post|all v|tell pro:obj|me det|
the
185             n|story pro|you v|see adv|there prep|with det|a n|beginning
det|a
186             n|middle coord|and det|a n|end .
187     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|DET 6|4|OBJ 7|8|INF
8|6|XMOD
188             9|8|JCT 10|9|POBJ 11|8|XJCT 12|11|OBJ 13|12|OBJ 14|15|DET
15|12|OBJ
189             16|17|SUBJ 17|15|XMOD 18|17|JCT 19|17|JCT 20|21|DET 21|19|
POBJ 22|23|DET
190             23|21|OBJ 24|23|CONJ 25|26|DET 26|24|COORD 27|4|PUNCT
191     *PAR:   okay . [+ exc] ►
192     %mor:   co|okay .
193     %gra:   1|0|INCROOT 2|1|PUNCT
194     *PAR:   <little> [>] +/. ►
195     %mor:   adj|little +/.
196     %gra:   1|0|INCROOT 2|1|PUNCT
197     *INV:   <<you could> [<] look sorry> [//] &=points:picture you can
look at
198             the pictures as you tell the story . ►
199     %mor:   pro|you mod|can v|look prep|at det|the n|picture-PL conj|as
pro|you
200             v|tell det|the n|story .
201     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|3|JCT 5|6|DET 6|4|POBJ 7|9|LINK
8|9|SUBJ
202             9|3|CJCT 10|11|DET 11|9|OBJ 12|3|PUNCT
203     *PAR:   yeah &=head:yes . [+ exc] ►
204     %mor:   co|yeah .
```

```
205     %gra:   1|0|INCROOT 2|1|PUNCT
206     *PAR:   little kid . [+ gram] ►
207     %mor:   adj|little n|kid .
208     %gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
209     *PAR:   and &um soccer . [+ gram] ►
210     %mor:   coord|and n|soccer .
211     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
212     *PAR:   and &uh dribbling (.) ball . [+ gram] ►
213     %mor:   coord|and part|dribble-PRESP n|ball .
214     %gra:   1|0|INCROOT 2|3|MOD 3|1|COORD 4|1|PUNCT
215     *PAR:   &a and now +"/. [+ gram] ►
216     %mor:   coord|and adv|now +"/.
217     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
218     *PAR:   +" &=points:picture oh no . ►
219     %mor:   co|oh co|no .
220     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
221     *PAR:   &g &uh &um <okay the> [//] &=talks:self okay [/] okay +... ►
222     %mor:   co|okay +...
223     %gra:   1|0|INCROOT 2|1|PUNCT
224     *PAR:   the man is +"/. [+ gram] ►
225     %mor:   det|the n|man cop|be&3S +"/.
226     %gra:   1|2|DET 2|3|SUBJ 3|0|ROOT 4|3|PUNCT
227     *PAR:   +" oh no ! ►
228     %mor:   co|oh co|no !
229     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
230     *PAR:   &uh &s &=ges &uh ceiling . [+ gram] ►
231     %mor:   n|ceiling .
232     %gra:   1|0|INCROOT 2|1|PUNCT
233     *PAR:   and &=points:down +"/. [+ gram] ►
234     %mor:   coord|and +"/.
235     %gra:   1|0|INCROOT 2|1|PUNCT
236     *PAR:   +" oh no ! ►
237     %mor:   co|oh co|no !
238     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
239     *PAR:   yeah &=head:yes . [+ exc] ►
240     %mor:   co|yeah .
241     %gra:   1|0|INCROOT 2|1|PUNCT
242     *PAR:   so (.) &=points:picture okay [//] now (..) &uh home . [+
gram] ►
243     %mor:   adv:int|so adv|now adv|home .
244     %gra:   1|2|JCT 2|0|ROOT 3|2|JCT 4|2|PUNCT
245     *PAR:   and soccer and &uh &=ges:crash collision . [+ gram] ►
246     %mor:   coord|and n|soccer coord|and n|collision .
247     %gra:   1|0|INCROOT 2|1|COORD 3|2|CONJ 4|3|COORD 5|1|PUNCT
248     *PAR:   oh no ! ►
249     %mor:   co|oh co|no !
250     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
251     *PAR:   &uh accident yep &=head:yes . [+ gram] ►
252     %mor:   n|accident co|yep .
253     %gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
254     *PAR:   &=points:picture and now finally &uh tɪd@u [: kid] [* p:n]
```

```
+"/.
255             [+ gram] ►
256     %mor:   coord|and adv|now adj|final&dn-LY n|kid +"/.
257     %gra:   1|0|INCROOT 2|4|JCT 3|4|MOD 4|1|COORD 5|1|PUNCT
258     *PAR:   +" I don't know . ►
259     %mor:   pro:sub|I mod|do~neg|not v|know .
260     %gra:   1|4|SUBJ 2|4|AUX 3|2|NEG 4|0|ROOT 5|4|PUNCT
261     *PAR:   or [/] or &s &=points yeah &=head:yes &=laughs . [+ gram] ►
262     %mor:   coord|or co|yeah .
263     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
264     *INV:   okay . ►
265     %mor:   co|okay .
266     %gra:   1|0|INCROOT 2|1|PUNCT
267     @G:     Umbrella
268     *INV:   &=clears:throat here are some more pictures that tell a
story . ►
269     %mor:   adv|here cop|be&PRES qn|some qn|more n|picture-PL rel|that
v|tell
270             det|a n|story .
271     %gra:   1|2|JCT 2|0|ROOT 3|5|QUANT 4|5|QUANT 5|2|PRED 6|7|LINK 7|5|
CMOD 8|9|DET
272             9|7|OBJ 10|2|PUNCT
273     *INV:   take a look at all of them . ►
274     %mor:   v|take det|a n|look prep|at qn|all prep|of pro:obj|them .
275     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|3|NJCT 5|4|POBJ 6|5|NJCT 7|6|POBJ
8|1|PUNCT
276     *INV:   and when you've had a chance to look at every one &um tell
me the
277             story you see there with a beginning a middle and an end . ►
278     %mor:   coord|and conj|when pro|you~aux|have part|have&PASTP det|a
n|chance
279             inf|to v|look prep|at qn|every pro:indef|one v|tell pro:obj|
me
280             det|the n|story pro|you v|see adv|there prep|with det|a n|
beginning
281             det|a n|middle coord|and det|a n|end .
282     %gra:   1|0|INCROOT 2|5|LINK 3|5|SUBJ 4|5|AUX 5|1|COORD 6|7|DET 7|5|
OBJ 8|9|INF
283             9|7|XMOD 10|9|JCT 11|13|QUANT 12|13|SUBJ 13|10|POBJ 14|13|
OBJ 15|16|DET
284             16|13|OBJ 17|18|SUBJ 18|9|CJCT 19|18|JCT 20|18|JCT 21|22|DET
22|20|POBJ
285             23|24|DET 24|22|OBJ 25|24|CONJ 26|27|DET 27|25|COORD 28|1|
PUNCT
286     *INV:   and again you can &=points:pictures look at the pictures as
you
287             tell the story . ►
288     %mor:   coord|and adv|again pro|you mod|can v|look prep|at det|the
289             n|picture-PL conj|as pro|you v|tell det|the n|story .
290     %gra:   1|5|LINK 2|5|JCT 3|5|SUBJ 4|5|AUX 5|0|ROOT 6|5|JCT 7|8|DET
8|6|POBJ
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291             9|11|LINK 10|11|SUBJ 11|5|CJCT 12|13|DET 13|11|OBJ 14|5|
PUNCT
292     *PAR:   okay . [+ exc] ►
293     %mor:   co|okay .
294     %gra:   1|0|INCROOT 2|1|PUNCT
295     *PAR:   wife and little kid . [+ gram] ►
296     %mor:   n|wife coord|and adj|little n|kid .
297     %gra:   1|0|INCROOT 2|1|CONJ 3|4|MOD 4|2|COORD 5|1|PUNCT
298     *PAR:   and n:o &uh umbrella . [+ gram] ►
299     %mor:   coord|and qn|no n|umbrella .
300     %gra:   1|0|INCROOT 2|3|QUANT 3|1|COORD 4|1|PUNCT
301     *PAR:   and raining stun@u [: soon] [* p:n] . [+ gram] ►
302     %mor:   coord|and part|rain-PRESP adj|soon .
303     %gra:   1|0|INCROOT 2|1|COORD 3|2|JCT 4|1|PUNCT
304     *PAR:   +" &=head:no &=hand:no no no . ►
305     %mor:   co|no co|no .
306     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
307     *PAR:   +" no, come_on . ►
308     %mor:   co|no cm|cm co|come_on .
309     %gra:   1|3|COM 2|1|LP 3|0|INCROOT 4|3|PUNCT
310     *PAR:   +" come_on &=ges:umbrella . ►
311     %mor:   co|come_on .
312     %gra:   1|0|INCROOT 2|1|PUNCT
313     *PAR:   +" no &=head:no . ►
314     %mor:   co|no .
315     %gra:   1|0|INCROOT 2|1|PUNCT
316     *PAR:   okay . [+ exc] ►
317     %mor:   co|okay .
318     %gra:   1|0|INCROOT 2|1|PUNCT
319     *PAR:   and okay [//] the little children [: child] [* s:r] is
byebye
320             &=waves . [+ gram] ►
321     %mor:   coord|and det|the adj|little n|child aux|be&3S co|byebye .
322     %gra:   1|6|LINK 2|4|DET 3|4|MOD 4|6|SUBJ 5|6|AUX 6|0|ROOT 7|6|PUNCT
323     *PAR:   +" okay . ►
324     %mor:   co|okay .
325     %gra:   1|0|INCROOT 2|1|PUNCT
326     *PAR:   and school . [+ gram] ►
327     %mor:   coord|and n|school .
328     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
329     *PAR:   but +"/. ►
330     %mor:   conj|but +"/.
331     %gra:   1|0|INCROOT 2|1|PUNCT
332     *PAR:   oh no raining now ! [+ gram] ►
333     %mor:   co|oh co|no n:gerund|rain-PRESP adv|now !
334     %gra:   1|3|COM 2|3|COM 3|0|ROOT 4|3|JCT 5|3|PUNCT
335     *PAR:   mother +"/. ►
336     %mor:   n|mother +"/.
337     %gra:   1|0|INCROOT 2|1|PUNCT
338     *PAR:   +" come_on . ►
339     %mor:   co|come_on .
```

```
340     %gra:   1|0|INCROOT 2|1|PUNCT
341     *PAR:   no &=laughs . ►
342     %mor:   co|no .
343     %gra:   1|0|INCROOT 2|1|PUNCT
344     *PAR:   so <okay the> [//] okay [//] the <girl [: boy] [* s:r-ret]
no> [//]
345             boy is &uh &=ges:run hauling ass now . ►
346     %mor:   co|so det|the n|boy aux|be&3S part|haul-PRESP n|ass adv|
now .
347     %gra:   1|5|COM 2|3|DET 3|5|SUBJ 4|5|AUX 5|0|ROOT 6|5|OBJ 7|5|JCT 8|
5|PUNCT
348     *PAR:   <and &uh yeah> [//] and now &w &uh woman and +"/. [+ gram] ►
349     %mor:   coord|and adv|now n|woman coord|and +"/.
350     %gra:   1|0|INCROOT 2|1|COORD 3|2|CONJ 4|3|COORD 5|1|PUNCT
351     *PAR:   +" umbrella now ? [+ gram] ►
352     %mor:   n|umbrella adv|now ?
353     %gra:   1|0|INCROOT 2|1|JCT 3|1|PUNCT
354     *PAR:   +" &=ges &=head:yes okay okay . ►
355     %mor:   adj|okay adj|okay .
356     %gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
357     *PAR:   and finally &=ges:umbrella &uh umbrella and school . [+
gram] ►
358     %mor:   coord|and adj|final&dn-LY n|umbrella coord|and n|school .
359     %gra:   1|0|INCROOT 2|3|MOD 3|1|COORD 4|3|CONJ 5|4|COORD 6|1|PUNCT
360     *INV:   okay . ►
361     %mor:   co|okay .
362     %gra:   1|0|INCROOT 2|1|PUNCT
363     @G:     Cat
364     *INV:   here's another picture . ►
365     %mor:   pro:exist|here~cop|be&3S qn|another n|picture .
366     %gra:   1|2|SUBJ 2|0|ROOT 3|4|QUANT 4|2|PRED 5|2|PUNCT
367     *INV:   look at everything that's happening . ►
368     %mor:   v|look prep|at pro:indef|everything rel|that~aux|be&3S
369             part|happen-PRESP .
370     %gra:   1|0|ROOT 2|1|JCT 3|2|POBJ 4|6|LINK 5|6|AUX 6|3|CMOD 7|1|
PUNCT
371     *INV:   and then tell me a story about what you see . ►
372     %mor:   coord|and adv:tem|then v|tell pro:obj|me det|a n|story prep|
about
373             pro:wh|what pro|you v|see .
374     %gra:   1|3|LINK 2|3|JCT 3|0|ROOT 4|3|OBJ 5|6|DET 6|3|OBJ 7|3|JCT 8|
10|OBJ
375             9|10|SUBJ 10|7|POBJ 11|3|PUNCT
376     *INV:   tell me the story with a beginning a middle and an end . ►
377     %mor:   v|tell pro:obj|me det|the n|story prep|with det|a n|
beginning det|a
378             n|middle coord|and det|a n|end .
379     %gra:   1|0|ROOT 2|1|OBJ 3|4|DET 4|1|OBJ 5|4|NJCT 6|7|DET 7|5|POBJ
8|9|DET
380             9|7|OBJ 10|9|CONJ 11|12|DET 12|10|COORD 13|1|PUNCT
381     *PAR:   okay . [+ exc] ►
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382     %mor:   co|okay .
383     %gra:   1|0|INCROOT 2|1|PUNCT
384     *PAR:   &uh cat &tr &uh trɑɪm@u [: climb] [* p:n] tree . [+ gram] ►
385     %mor:   n|cat v|climb n|tree .
386     %gra:   1|2|SUBJ 2|0|ROOT 3|2|OBJ 4|2|PUNCT
387     *PAR:   and stuck now . [+ gram] ►
388     %mor:   coord|and v|stick&PAST adv|now .
389     %gra:   1|0|INCROOT 2|1|COORD 3|2|JCT 4|1|PUNCT
390     *PAR:   &=points:picture and father is climbing up tree . [+ gram] ►
391     %mor:   coord|and n|father aux|be&3S part|climb-PRESP prep|up n|tree
.
392     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|JCT 6|5|POBJ 7|4|
PUNCT
393     *PAR:   &=points:picture and now little (.) &uh kitty soon
&=hand:soon I
394             don't know . [+ gram] ►
395     %mor:   coord|and adv|now adj|little n|kitty adv|soon pro:sub|I
396             mod|do~neg|not v|know .
397     %gra:   1|0|INCROOT 2|4|JCT 3|4|MOD 4|1|COORD 5|4|NJCT 6|9|SUBJ 7|9|
AUX 8|7|NEG
398             9|4|CJCT 10|1|PUNCT
399     *PAR:   &=points:picture but see barking now . [+ gram] ►
400     %mor:   conj|but v|see part|bark-PRESP adv|now .
401     %gra:   1|2|LINK 2|0|ROOT 3|2|COMP 4|3|JCT 5|2|PUNCT
402     *PAR:   &=shrugs why I don't know . [+ exc] ►
403     %mor:   adv:wh|why pro:sub|I mod|do~neg|not v|know .
404     %gra:   1|5|LINK 2|5|SUBJ 3|5|AUX 4|3|NEG 5|0|ROOT 6|5|PUNCT
405     *PAR:   &=points:picture father and barking a_lot . [+ gram] ►
406     %mor:   n|father coord|and part|bark-PRESP adv|a_lot .
407     %gra:   1|0|INCROOT 2|1|CONJ 3|2|COORD 4|3|JCT 5|1|PUNCT
408     *PAR:   I don't know . [+ exc] ►
409     %mor:   pro:sub|I mod|do~neg|not v|know .
410     %gra:   1|4|SUBJ 2|4|AUX 3|2|NEG 4|0|ROOT 5|4|PUNCT
411     *PAR:   yeah . [+ exc] ►
412     %mor:   co|yeah .
413     %gra:   1|0|INCROOT 2|1|PUNCT
414     *PAR:   &=points:picture and &s &uh okay [//] now a bicycle and
ladder .
415             [+ gram] ►
416     %mor:   coord|and adv|now det|a bi#n|cycle coord|and n|ladder .
417     %gra:   1|0|INCROOT 2|1|COORD 3|4|DET 4|2|POBJ 5|4|CONJ 6|5|COORD 7|
1|PUNCT
418     *PAR:   I don't know &=shrugs . [+ exc] ►
419     %mor:   pro:sub|I mod|do~neg|not v|know .
420     %gra:   1|4|SUBJ 2|4|AUX 3|2|NEG 4|0|ROOT 5|4|PUNCT
421     *PAR:   &=points:picture and now +... ►
422     %mor:   coord|and adv|now +...
423     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
424     *PAR:   oh &=points:picture bird singing . [+ gram] ►
425     %mor:   co|oh n|bird adj|sing-PRESP .
426     %gra:   1|3|COM 2|3|MOD 3|0|ROOT 4|3|PUNCT
```

```
427     *PAR:   &l and fire chief now running . [+ gram] ►
428     %mor:   coord|and n|fire n|chief adv|now part|run-PRESP .
429     %gra:   1|5|LINK 2|3|MOD 3|5|SUBJ 4|5|JCT 5|0|ROOT 6|5|PUNCT
430     *PAR:   and [/] and &uh engine ? [+ gram] ►
431     %mor:   coord|and n|engine ?
432     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
433     *PAR:   no +... [+ exc] ►
434     %mor:   co|no +...
435     %gra:   1|0|INCROOT 2|1|PUNCT
436     *PAR:   &=points:picture fire chief and kitty soon . [+ gram] ►
437     %mor:   n|fire n|chief coord|and n|kitty adv|soon .
438     %gra:   1|2|MOD 2|0|INCROOT 3|2|CONJ 4|3|COORD 5|4|NJCT 6|2|PUNCT
439     *PAR:   &=points:picture &uh fire and ladder and kitty soon . [+
gram] ►
440     %mor:   n|fire coord|and n|ladder coord|and n|kitty adv|soon .
441     %gra:   1|0|INCROOT 2|1|CONJ 3|2|COORD 4|3|CONJ 5|4|COORD 6|5|NJCT
7|1|PUNCT
442     @G:     Flood
443     *INV:   alright here's one more picture . ►
444     %mor:   co|alright pro:exist|here~cop|be&3S pro:indef|one qn|more n|
picture
445             .
446     %gra:   1|3|COM 2|3|SUBJ 3|0|ROOT 4|3|PRED 5|6|QUANT 6|4|OBJ 7|3|
PUNCT
447     *INV:   &=points:picture take a look at what you see there . ►
448     %mor:   v|take det|a n|look prep|at pro:wh|what pro|you v|see adv|
there .
449     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|1|JCT 5|4|POBJ 6|7|SUBJ 7|1|COMP
8|7|JCT
450             9|1|PUNCT
451     *INV:   and tell me the story with a beginning a middle and an end .
►
452     %mor:   coord|and v|tell pro:obj|me det|the n|story prep|with det|a
453             n|beginning det|a n|middle coord|and det|a n|end .
454     %gra:   1|0|INCROOT 2|1|COORD 3|2|OBJ 4|5|DET 5|2|OBJ 6|5|NJCT 7|8|
DET 8|6|POBJ
455             9|10|DET 10|8|OBJ 11|10|CONJ 12|13|DET 13|11|COORD 14|1|
PUNCT
456     *PAR:   okay . [+ exc] ►
457     %mor:   co|okay .
458     %gra:   1|0|INCROOT 2|1|PUNCT
459     *PAR:   &uh life threatening yes . [+ gram] ►
460     %mor:   n|life n:gerund|threaten-PRESP co|yes .
461     %gra:   1|2|MOD 2|0|ROOT 3|2|COM 4|2|PUNCT
462     *PAR:   and girl and boy <and okay> [//] <and tidal no> [//] &um and
&uh
463             river . [+ gram] ►
464     %mor:   coord|and n|girl coord|and n|boy coord|and n|river .
465     %gra:   1|0|INCROOT 2|1|COORD 3|2|CONJ 4|3|COORD 5|4|CONJ 6|5|COORD
7|1|PUNCT
466     *PAR:   and [/] and oh_man &uh rapid &=ges:water yes . [+ gram] ►
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467     %mor:   coord|and co|oh_man adj|rapid co|yes .
468     %gra:   1|4|LINK 2|4|COM 3|4|MOD 4|0|INCROOT 5|4|PUNCT
469     *PAR:   and &uh climb &uh fire+chief no &uh but somewhat &=shrugs .
470             [+ gram] ►
471     %mor:   coord|and v|climb n|+n|fire+n|chief qn|no conj|but adv|
somewhat .
472     %gra:   1|0|INCROOT 2|1|COORD 3|2|OBJ 4|5|QUANT 5|3|XMOD 6|5|JCT 7|
1|PUNCT
473     *PAR:   and rescue soon . [+ gram] ►
474     %mor:   coord|and v|rescue adv|soon .
475     %gra:   1|0|INCROOT 2|1|COORD 3|2|JCT 4|1|PUNCT
476     *INV:   okay . ►
477     %mor:   co|okay .
478     %gra:   1|0|INCROOT 2|1|PUNCT
479     @G:     Cinderella_intro
480     *INV:   okay . ►
481     %mor:   co|okay .
482     %gra:   1|0|INCROOT 2|1|PUNCT
483     *INV:   I'm gonna [: going] to ask you to tell a story . ►
484     %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to v|ask pro|you inf|
to
485             v|tell det|a n|story .
486     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|INF
8|5|XCOMP
487             9|10|DET 10|8|OBJ 11|3|PUNCT
488     *INV:   have you ever heard of the story of Cinderella ? ►
489     %mor:   aux|have pro|you adv|ever v|hear&PAST prep|of det|the n|
story
490             prep|of n:prop|Cinderella ?
491     %gra:   1|4|LINK 2|4|SUBJ 3|4|JCT 4|0|ROOT 5|4|JCT 6|7|DET 7|5|POBJ
8|7|NJCT
492             9|8|POBJ 10|4|PUNCT
493     *PAR:   yes &=head:yes . ►
494     %mor:   co|yes .
495     %gra:   1|0|INCROOT 2|1|PUNCT
496     *INV:   okay do you remember much about it ? ►
497     %mor:   co|okay v|do pro|you v|remember qn|much prep|about pro|it ?
498     %gra:   1|2|COM 2|0|ROOT 3|2|OBJ 4|2|COMP 5|6|QUANT 6|4|JCT 7|6|POBJ
8|2|PUNCT
499     *PAR:   I think so yeah . ►
500     %mor:   pro:sub|I v|think co|so co|yeah .
501     %gra:   1|2|SUBJ 2|0|ROOT 3|2|COM 4|2|COM 5|2|PUNCT
502     *INV:   this [//] these pictures might remind you of how it goes . ►
503     %mor:   det|these n|picture-PL mod|might v|remind pro|you prep|of
504             adv:wh|how pro|it v|go-3S .
505     %gra:   1|2|DET 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|OBJ 6|5|JCT 7|9|LINK
8|9|SUBJ
506             9|6|POBJ 10|4|PUNCT
507     *INV:   take a look at all these pictures . ►
508     %mor:   v|take det|a n|look prep|at qn|all det|these n|picture-PL .
509     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|1|JCT 5|7|QUANT 6|7|DET 7|4|POBJ
```

```
8|1|PUNCT
510     *INV:   and <then I'll take the book> [>] away . ►
511     %mor:   coord|and adv:tem|then pro:sub|I~mod|will v|take det|the n|
book
512             adv|away .
513     %gra:   1|5|LINK 2|5|JCT 3|5|SUBJ 4|5|AUX 5|0|ROOT 6|7|DET 7|5|OBJ
8|5|JCT
514             9|5|PUNCT
515     *PAR:   oh: [<] . ►
516     %mor:   co|oh .
517     %gra:   1|0|INCROOT 2|1|PUNCT
518     *INV:   and ask you to tell me <the story of Cinderella in your own>
[>]
519             words . ►
520     %mor:   coord|and v|ask pro|you inf|to v|tell pro:obj|me det|the n|
story
521             prep|of n:prop|Cinderella prep|in pro:poss:det|your adj|own
522             n|word-PL .
523     %gra:   1|0|INCROOT 2|1|COORD 3|2|OBJ 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|
DET 8|5|OBJ
524             9|8|NJCT 10|9|POBJ 11|10|JCT 12|14|MOD 13|14|MOD 14|11|POBJ
15|1|PUNCT
525     *PAR:   <oh okay> [<] . ►
526     %mor:   co|oh co|okay .
527     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
528     *PAR:   www . ►
529     %exp:   looks through book
530     *INV:   now tell me as much of the story of Cinderella as you can .
►
531     %mor:   adv|now v|tell pro:obj|me adv|as qn|much prep|of det|the n|
story
532             prep|of n:prop|Cinderella prep|as pro|you mod|can .
533     %gra:   1|2|JCT 2|0|ROOT 3|2|OBJ 4|2|JCT 5|2|OBJ 6|5|NJCT 7|8|DET 8|
6|POBJ
534             9|8|NJCT 10|9|POBJ 11|10|JCT 12|13|SUBJ 13|11|POBJ 14|2|
PUNCT
535     *INV:   you can use any details you know about the story as_well_as
the
536             pictures you just looked at . ►
537     %mor:   pro|you mod|can v|use qn|any n|detail-PL pro|you v|know
prep|about
538             det|the n|story conj|as_well_as det|the n|picture-PL pro|you
539             adv:int|just part|look-PASTP adv|at .
540     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|QUANT 5|3|OBJ 6|7|SUBJ 7|3|
COMP 8|7|JCT
541             9|10|DET 10|8|POBJ 11|10|XMOD 12|13|DET 13|11|OBJ 14|16|SUBJ
15|16|JCT
542             16|13|CMOD 17|16|JCT 18|3|PUNCT
543     *PAR:   okay . ►
544     %mor:   co|okay .
545     %gra:   1|0|INCROOT 2|1|PUNCT
```

```
546     @G:     Cinderella
547     *PAR:   a long time ago . [+ gram] ►
548     %mor:   det|a adj|long n|time adv|ago .
549     %gra:   1|3|DET 2|3|MOD 3|0|INCROOT 4|3|NJCT 5|3|PUNCT
550     *PAR:   &uh and &um <fairy no> [//] &=fingers:one first &uh little
kids
551             &=ges:little . [+ gram] ►
552     %mor:   coord|and adj|first adj|little n|kid-PL .
553     %gra:   1|0|INCROOT 2|4|MOD 3|4|MOD 4|1|COORD 5|1|PUNCT
554     *PAR:   oh and now &=ges:grow grown up . [+ gram] ►
555     %mor:   co|oh coord|and adv|now part|grow&PASTP adv|up .
556     %gra:   1|0|INCROOT 2|1|CONJ 3|4|JCT 4|2|COORD 5|4|JCT 6|1|PUNCT
557     *PAR:   oh . [+ exc] ►
558     %mor:   co|oh .
559     %gra:   1|0|INCROOT 2|1|PUNCT
560     *PAR:   and [/] &uh and &uh cleaning cleaning . [+ gram] ►
561     %mor:   coord|and part|clean-PRESP part|clean-PRESP .
562     %gra:   1|0|INCROOT 2|1|COORD 3|2|OBJ 4|1|PUNCT
563     *PAR:   and [/] &uh (.) and &uh soap &=ges:clean and oh_man . [+
gram] ►
564     %mor:   coord|and n|soap coord|and co|oh_man .
565     %gra:   1|0|INCROOT 2|1|COORD 3|2|CONJ 4|3|COORD 5|1|PUNCT
566     *PAR:   and &uh okay [//] now okay [//] mice and horse and &uh
&=ges:circle
567             &l little chiming &=ges . [+ gram] ►
568     %mor:   coord|and adv|now n|mouse&PL coord|and n|horse coord|and
adj|little
569             n:gerund|chime-PRESP .
570     %gra:   1|0|INCROOT 2|1|COORD 3|2|OBJ 4|3|CONJ 5|4|COORD 6|5|CONJ 7|
8|MOD
571             8|6|COORD 9|1|PUNCT
572     *PAR:   and &uh oh yeah &=head:yes . [+ exc] ►
573     %mor:   coord|and co|oh co|yeah .
574     %gra:   1|3|LINK 2|3|COM 3|0|INCROOT 4|3|PUNCT
575     *PAR:   so &w &w &k okay now +"/. ►
576     %mor:   co|so co|okay adv|now +"/.
577     %gra:   1|3|COM 2|3|COM 3|0|INCROOT 4|3|PUNCT
578     *PAR:   +" oh &uh &=ges:invitation princess oh . [+ gram] ►
579     %mor:   co|oh n|princess co|oh .
580     %gra:   1|3|COM 2|3|MOD 3|0|INCROOT 4|3|PUNCT
581     *PAR:   +" no no &=head:no &=waves:no . ►
582     %mor:   co|no co|no .
583     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
584     *PAR:   +" you &=points you &=points no &=waves:no . [+ gram] ►
585     %mor:   pro|you pro|you co|no .
586     %gra:   1|2|SUBJ 2|0|ROOT 3|2|COM 4|2|PUNCT
587     *PAR:   +" why ? ►
588     %mor:   adv:wh|why ?
589     %gra:   1|0|INCROOT 2|1|PUNCT
590     *PAR:   +" no [x 3] &=hand:no . ►
591     %mor:   co|no .
```

```
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   +" okay . ►
%mor:   co|okay .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   so &uh disappointed . [+ gram] ►
%mor:   adv:int|so part|disappoint-PASTP .
%gra:   1|2|JCT 2|0|ROOT 3|2|PUNCT
*PAR:   but eh &=shrugs . [+ gram] ►
%mor:   conj|but co|eh .
%gra:   1|2|LINK 2|0|INCROOT 3|2|PUNCT
*PAR:   now [//] &h and now (a)rrive . [+ gram] ►
%mor:   coord|and adv|now v|arrive .
%gra:   1|3|LINK 2|3|JCT 3|0|ROOT 4|3|PUNCT
*PAR:   and oh . [+ exc] ►
%mor:   coord|and co|oh .
%gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
*PAR:   and [//] but now princess +//. ►
%mor:   conj|but adv|now n|princess +//.
%gra:   1|3|LINK 2|3|JCT 3|0|INCROOT 4|3|PUNCT
*PAR:   no &=head:no . [+ exc] ►
%mor:   co|no .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &uh and horse and pumpkin or larger &=ges and [/] and +"/.
[+ gram]
        ►
%mor:   coord|and n|horse coord|and n|pumpkin coord|or adj|large-CP
        coord|and +"/.
%gra:   1|0|INCROOT 2|1|COORD 3|2|CONJ 4|3|COORD 5|4|COORD 6|5|CONJ
7|6|COORD
        8|1|PUNCT
*PAR:   +" oh yeah &=wave:wand . ►
%mor:   co|oh co|yeah .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   +" okay &=wave:wand . ►
%mor:   co|okay .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   and new &=ges:dress . [+ gram] ►
%mor:   coord|and adj|new .
%gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
*PAR:   oh yeah . [+ exc] ►
%mor:   co|oh co|yeah .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   &uh and [//] &uh &s so [//] &uh okay [//] and &uh rɑɪv@u [:
arrive]
        [* p:n] . [+ gram] ►
%mor:   coord|and v|arrive .
%gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
*PAR:   &=ges:ride_horse and oh yeah . [+ gram] ►
%mor:   coord|and co|oh co|yeah .
%gra:   1|3|LINK 2|3|COM 3|0|INCROOT 4|3|PUNCT
*PAR:   so &uh meeting princess . [+ gram] ►
```

```
%mor:   adv:int|so part|meet-PRESP n|princess .
%gra:   1|2|JCT 2|0|ROOT 3|2|OBJ 4|2|PUNCT
*PAR:   and [/] and the (.) man and wife . [+ gram] ▶
%mor:   coord|and det|the n|man coord|and n|wife .
%gra:   1|0|INCROOT 2|3|DET 3|1|COORD 4|3|CONJ 5|4|COORD 6|1|PUNCT
*PAR:   and dance &=ges:dance now . [+ gram] ▶
%mor:   coord|and v|dance adv|now .
%gra:   1|0|INCROOT 2|1|COORD 3|2|JCT 4|1|PUNCT
*PAR:   oh yeah . [+ exc] ▶
%mor:   co|oh co|yeah .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   but now time &=ges:watch . [+ gram] ▶
%mor:   conj|but adv|now n|time .
%gra:   1|3|LINK 2|3|JCT 3|0|INCROOT 4|3|PUNCT
*PAR:   yep . [+ exc] ▶
%mor:   co|yep .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &=ges yeah &=head:yes . [+ exc] ▶
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   +" oh late . [+ gram] ▶
%mor:   co|oh adv|late .
%gra:   1|0|INCROOT 2|1|JCT 3|1|PUNCT
*PAR:   +" sorry &=waves:no . ▶
%mor:   co|sorry .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   and [//] &uh &=ges:run &h and &uh slipper . [+ gram] ▶
%mor:   coord|and n|slipper .
%gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
*PAR:   +" oh yeah . ▶
%mor:   co|oh co|yeah .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   +" no . ▶
%mor:   co|no .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   oh so waiting now . [+ gram] ▶
%mor:   co|oh adv:int|so part|wait-PRESP adv|now .
%gra:   1|3|COM 2|3|JCT 3|0|ROOT 4|3|JCT 5|3|PUNCT
*PAR:   and royal and [/] (.) and &uh yes . [+ gram] ▶
%mor:   coord|and adj|royal coord|and co|yes .
%gra:   1|0|INCROOT 2|1|COORD 3|2|CONJ 4|3|COORD 5|1|PUNCT
*PAR:   and slipper now . [+ gram] ▶
%mor:   coord|and n|slipper adv|now .
%gra:   1|0|INCROOT 2|1|COORD 3|2|NJCT 4|1|PUNCT
*PAR:   and +"/. [+ gram] ▶
%mor:   coord|and +"/.
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   +" &=ges present [* s:uk] it ? [+ gram] ▶
%mor:   v|present pro|it ?
%gra:   1|0|ROOT 2|1|OBJ 3|1|PUNCT
*PAR:   +" oh yeah . ▶
```

```
%mor:   co|oh co|yeah .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   but &uh key now lock &=ges:lock . [+ gram] ▶
%mor:   conj|but n|key adv|now n|lock .
%gra:   1|4|LINK 2|4|SUBJ 3|4|JCT 4|0|INCROOT 5|4|PUNCT
*PAR:   and &=ges:open +"/. [+ gram] ▶
%mor:   coord|and +"/.
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   +" oh okay . ▶
%mor:   co|oh co|okay .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   +" try it . ▶
%mor:   v|try pro|it .
%gra:   1|0|ROOT 2|1|OBJ 3|1|PUNCT
*PAR:   +" yeah okay . ▶
%mor:   co|yeah co|okay .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   slip it . [+ gram] ▶
%mor:   v|slip pro|it .
%gra:   1|0|ROOT 2|1|OBJ 3|1|PUNCT
*PAR:   yes . ▶
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   royalty . [+ gram] ▶
%mor:   n|royalty .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   no but you_know +... ▶
%mor:   co|no conj|but co|you_know +...
%gra:   1|2|COM 2|0|ROOT 3|2|COM 4|2|PUNCT
*PAR:   and +"/. ▶
%mor:   coord|and +"/.
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   +" oh yeah . ▶
%mor:   co|oh co|yeah .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   okay . [+ exc] ▶
%mor:   co|okay .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   and +"/. [+ gram] ▶
%mor:   coord|and +"/.
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   +" come_on &=points . ▶
%mor:   co|come_on .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   +" &uh king and you &=points . [+ gram] ▶
%mor:   n|king coord|and pro|you .
%gra:   1|0|INCROOT 2|1|CONJ 3|2|COORD 4|1|PUNCT
*PAR:   +" oh okay . ▶
%mor:   co|oh co|okay .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   and &uh marry now . [+ gram] ▶
```

```
%mor:   coord|and v|marry adv|now .
%gra:   1|0|INCROOT 2|1|COORD 3|2|JCT 4|1|PUNCT
*PAR:   and +... ►
%mor:   coord|and +...
%gra:   1|0|INCROOT 2|1|PUNCT
@G:     Cinderella_intro
*PAR:   yeah . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   okay . ►
%mor:   co|okay .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   alright . ►
%mor:   co|alright .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &eh rough though . [+ gram] ►
%mor:   v|rough adv|though .
%gra:   1|0|ROOT 2|1|JCT 3|1|PUNCT
*INV:   it was great . ►
%mor:   pro|it cop|be&PAST&13S adj|great .
%gra:   1|2|SUBJ 2|0|ROOT 3|2|PRED 4|2|PUNCT
*PAR:   &=laughs . ►
*INV:   you told all the stuff . ►
%mor:   pro|you v|tell&PAST adv:int|all det|the n|stuff .
%gra:   1|2|SUBJ 2|0|ROOT 3|5|JCT 4|5|DET 5|2|JCT 6|2|PUNCT
@G:     Sandwich
*INV:   now we're gonna [: going to] move on to something just a
little
                different . ►
%mor:   adv|now pro:sub|we~aux|be&PRES part|go-PRESP inf|to v|move
adv|on
                prep|to pro:indef|something adv:int|just det|a adj|little
                adj|different .
%gra:   1|4|JCT 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|INF 6|4|XCOMP 7|6|JCT
8|6|JCT
                9|8|POBJ 10|13|JCT 11|13|DET 12|13|MOD 13|6|JCT 14|4|PUNCT
*PAR:   yeah &=head:yes . [+ exc] ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   tell me how you would make a peanut butter and jelly
sandwich . ►
%mor:   v|tell pro:obj|me adv:wh|how pro|you mod|will&COND v|make
det|a
                n|peanut n|butter coord|and n|jelly n|sandwich .
%gra:   1|0|ROOT 2|1|OBJ 3|6|LINK 4|6|SUBJ 5|6|AUX 6|1|COMP 7|9|DET
8|9|MOD
                9|6|OBJ 10|9|CONJ 11|12|MOD 12|10|COORD 13|1|PUNCT
*PAR:   oh okay . [+ exc] ►
%mor:   co|oh co|okay .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*PAR:   the okay [//] bread and [/] and &uh bread and [/] and &uh
```

```
787             &=ges:spread peanut butter . [+ gram] ►
788     %mor:   det|the n|bread coord|and n|bread coord|and n|peanut n|
butter .
789     %gra:   1|2|DET 2|0|INCROOT 3|2|CONJ 4|3|COORD 5|4|CONJ 6|7|MOD 7|5|
COORD
790             8|2|PUNCT
791     *PAR:   but &uh &=ges:spread knife . [+ gram] ►
792     %mor:   conj|but n|knife .
793     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
794     *PAR:   &=ges:spread and +"/. [+ gram] ►
795     %mor:   coord|and +"/.
796     %gra:   1|0|INCROOT 2|1|PUNCT
797     *PAR:   +" oh okay . ►
798     %mor:   co|oh co|okay .
799     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
800     *PAR:   and [/] and &uh jelly . [+ gram] ►
801     %mor:   coord|and n|jelly .
802     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
803     *PAR:   and &=ges:spread yes . [+ gram] ►
804     %mor:   coord|and co|yes .
805     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
806     *PAR:   and &=ges:bread_together . [+ gram] ►
807     %mor:   coord|and .
808     %gra:   1|0|INCROOT 2|1|PUNCT
809     *PAR:   yeah . [+ exc] ►
810     %mor:   co|yeah .
811     %gra:   1|0|INCROOT 2|1|PUNCT
812     *INV:   okay . ►
813     %mor:   co|okay .
814     %gra:   1|0|INCROOT 2|1|PUNCT
815     *INV:   www .
816     %exp:   session continues with testing (BNT, VNT, repetition) not
817             transcribed
818     @End
```

Wright205a

0 @Loc: AphasiaBank/English/Aphasia/Wright/wright205a.cha

```
1       @Begin
2       @Languages:     eng
3       @Participants:  PAR wright205a Participant, INV Investigator
4       @ID:    eng|Wright|PAR|55;10.|male|Broca|wright205a|Participant||
59.7|
5       @ID:    eng|Wright|INV||||wright205a|Investigator|||
6       @Media: wright205a, video
7       *INV:   www . ►
8       %exp:   extraneous talking
9       @G:     Speech
```

```
*INV:   I'm going to be asking you to do some talking . ►
%mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to aux|be part|ask-
PRESP
                pro|you inf|to v|do qn|some n:gerund|talk-PRESP .
%gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|6|INF 5|6|AUX 6|3|XCOMP 7|6|OBJ
8|9|INF
                9|6|XCOMP 10|11|QUANT 11|9|OBJ 12|3|PUNCT
*INV:   how do you think your speech is these days ? ►
%mor:   adv:wh|how mod|do pro|you v|think pro:poss:det|your n|speech
                cop|be&3S det|these n|day-PL ?
%gra:   1|4|LINK 2|4|AUX 3|4|SUBJ 4|0|ROOT 5|6|MOD 6|7|SUBJ 7|4|COMP
8|9|DET
                9|7|PRED 10|4|PUNCT
*PAR:   small &=ges:little . ►
%mor:   adj|small .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   small ? ►
%mor:   adj|small ?
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   yeah &=head:yes . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   not enough speech ? ►
%mor:   neg|not adj|enough n|speech ?
%gra:   1|2|NEG 2|3|MOD 3|0|INCROOT 4|3|PUNCT
*PAR:   hmhmm &=head:no . ►
%mor:   co|no .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   hmhmm . ►
%mor:   co|no .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   nope . ►
%mor:   co|nope .
%gra:   1|0|INCROOT 2|1|PUNCT
@G:     Stroke
*INV:   do you remember when you had your stroke ? ►
%mor:   mod|do pro|you v|remember conj|when pro|you v|have&PAST
                pro:poss:det|your n|stroke ?
%gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|6|LINK 5|6|SUBJ 6|3|CJCT 7|8|MOD
8|6|OBJ
                9|3|PUNCT
*PAR:   &=head:yes yeah . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   can you tell me about it ? ►
%mor:   mod|can pro|you v|tell pro:obj|me prep|about pro|it ?
%gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|3|OBJ 5|3|JCT 6|5|POBJ 7|3|PUNCT
*PAR:   &uh: &=ges:fall fell down . [+ gram] ►
%mor:   v|fall&PAST adv|down .
%gra:   1|0|ROOT 2|1|JCT 3|1|PUNCT
*PAR:   &uh pool . [+ gram] ►
```

```
57      %mor:   n|pool .
58      %gra:   1|0|INCROOT 2|1|PUNCT
59      *PAR:   &uh &uh son &=points me &=points:self . [+ gram] ►
60      %mor:   n|son pro:obj|me .
61      %gra:   1|0|INCROOT 2|1|OBJ 3|1|PUNCT
62      *PAR:   &um &uh fell down . [+ gram] ►
63      %mor:   v|fall&PAST adv|down .
64      %gra:   1|0|ROOT 2|1|JCT 3|1|PUNCT
65      *PAR:   &=ges:fall &s fell down . [+ gram] ►
66      %mor:   v|fall&PAST adv|down .
67      %gra:   1|0|ROOT 2|1|JCT 3|1|PUNCT
68      *PAR:   &=ges black out . [+ gram] ►
69      %mor:   n|black adv|out .
70      %gra:   1|0|INCROOT 2|1|JCT 3|1|PUNCT
71      *INV:   what are your first memories after your stroke ? ►
72      %mor:   rel|what cop|be&PRES pro:poss:det|your adj|first n|memory-PL
73              prep|after pro:poss:det|your n|stroke ?
74      %gra:   1|2|LINK 2|0|ROOT 3|5|MOD 4|5|MOD 5|2|PRED 6|5|NJCT 7|8|MOD
8|6|POBJ
75              9|2|PUNCT
76      *PAR:   mm Dawn &uh wife . [+ gram] ►
77      %mor:   co|mm n:prop|Dawn n|wife .
78      %gra:   1|3|COM 2|3|MOD 3|0|INCROOT 4|3|PUNCT
79      *PAR:   (..) &=head:yes &uh ex wife yeah . [+ gram] ►
80      %mor:   adj|ex n|wife co|yeah .
81      %gra:   1|2|MOD 2|0|INCROOT 3|2|COM 4|2|PUNCT
82      *INV:   oh . ►
83      %mor:   co|oh .
84      %gra:   1|0|INCROOT 2|1|PUNCT
85      *INV:   tell me about your recovery . ►
86      %mor:   v|tell pro:obj|me prep|about pro:poss:det|your n|recovery .
87      %gra:   1|0|ROOT 2|1|OBJ 3|1|JCT 4|5|MOD 5|3|POBJ 6|1|PUNCT
88      *INV:   what kinds of things have you done to try to get better
since your
89              stroke ? ►
90      %mor:   adv:int|what n|kind-PL prep|of n|thing-PL v|have pro|you
91              part|do&PASTP prep|to n|try inf|to v|get adv|good&CP prep|
since
92              pro:poss:det|your n|stroke ?
93      %gra:   1|2|JCT 2|0|INCROOT 3|2|NJCT 4|5|SUBJ 5|3|POBJ 6|5|OBJ 7|6|
XMOD 8|7|JCT
94              9|8|POBJ 10|11|INF 11|7|XCOMP 12|11|JCT 13|11|JCT 14|15|MOD
15|13|POBJ
95              16|2|PUNCT
96      *PAR:   &uh &=grabs:right_leg left [: right] [* s:r-ret] [//] &uh
&uh right
97              side . [+ gram] ►
98      %mor:   co|right n|side .
99      %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
100     *PAR:   &um [x 3] speech &=ges:mouth &uh &=head:no no longer . [+
gram] ►
```

```
101     %mor:   n|speech qn|no n|long&dv-AGT .
102     %gra:   1|3|MOD 2|3|QUANT 3|0|INCROOT 4|3|PUNCT
103     *PAR:   &um left [: right] [* s:r-rep] [/] &=points:right_leg &th
104             &=points:right_hand &uh &=points:right_hand <left [: right]
105             [* s:r-ret] &=points:right_leg no> [//] right this
106             &=points:right_hand &=ges:right_side . [+ gram] ►
107     %mor:   co|right pro:dem|this .
108     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
109     *INV:   okay . ►
110     %mor:   co|okay .
111     %gra:   1|0|INCROOT 2|1|PUNCT
112     *INV:   alright . ►
113     %mor:   co|alright .
114     %gra:   1|0|INCROOT 2|1|PUNCT
115     @G:     Important_Event
116     *INV:   I'm gonna [: going to] be asking you to do a few more things
where
117             you need to talk . ►
118     %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to aux|be part|ask-
PRESP
119             pro|you inf|to v|do det|a qn|few qn|more n|thing-PL rel|
where
120             pro|you v|need prep|to n|talk .
121     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|6|INF 5|6|AUX 6|3|XCOMP 7|6|OBJ
8|9|INF
122             9|6|XCOMP 10|11|DET 11|13|QUANT 12|13|QUANT 13|9|OBJ 14|16|
LINK 15|16|SUBJ
123             16|13|CMOD 17|16|JCT 18|17|POBJ 19|3|PUNCT
124     *PAR:   &=laughs alright . ►
125     %mor:   co|alright .
126     %gra:   1|0|INCROOT 2|1|PUNCT
127     *INV:   so: please talk as much as you can about each one because
we're
128             really interested in knowing about your language . ►
129     %mor:   co|so co|please v|talk prep|as qn|much prep|as pro|you n|can
130             prep|about qn|each pro:indef|one conj|because pro:sub|
we~cop|be&PRES
131             adv|real&dadj-LY v|interest-PAST prep|in n:gerund|know-PRESP
132             prep|about pro:poss:det|your n|language .
133     %gra:   1|3|COM 2|3|COM 3|0|ROOT 4|3|JCT 5|4|POBJ 6|5|JCT 7|8|SUBJ
8|6|POBJ
134             9|5|NJCT 10|11|QUANT 11|9|POBJ 12|14|LINK 13|14|SUBJ 14|3|
CJCT 15|16|JCT
135             16|14|PRED 17|16|JCT 18|17|POBJ 19|18|JCT 20|21|MOD 21|19|
POBJ 22|3|PUNCT
136     *PAR:   alright . ►
137     %mor:   co|alright .
138     %gra:   1|0|INCROOT 2|1|PUNCT
139     *INV:   okay . ►
140     %mor:   co|okay .
141     %gra:   1|0|INCROOT 2|1|PUNCT
```

```
142     *PAR:   &=laughs . ►
143     *INV:   thinking back can you tell me a story about something
important
144             that happened to you in your life ? ►
145     %mor:   part|think-PRESP adv|back mod|can pro|you v|tell pro:obj|me
det|a
146             n|story prep|about pro:indef|something adj|important rel|
that
147             v|happen-PAST prep|to pro|you prep|in pro:poss:det|your n|
life ?
148     %gra:   1|0|INCROOT 2|5|JCT 3|5|AUX 4|5|SUBJ 5|1|COMP 6|5|OBJ 7|8|
DET 8|5|OBJ
149             9|8|NJCT 10|9|POBJ 11|10|XMOD 12|13|LINK 13|11|CMOD 14|13|
JCT 15|14|POBJ
150             16|15|JCT 17|18|MOD 18|16|POBJ 19|1|PUNCT
151     *INV:   so it could be happy or sad from anytime . ►
152     %mor:   conj|so pro|it mod|could cop|be adj|happy coord|or adj|sad
153             prep|from adv:tem|anytime .
154     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|PRED 6|5|CONJ 7|6|
COORD 8|7|JCT
155             9|8|POBJ 10|4|PUNCT
156     *INV:   when <you were a kid> [>] +/. ►
157     %mor:   conj|when pro|you cop|be&PAST det|a n|kid +/.
158     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|5|DET 5|3|PRED 6|3|PUNCT
159     *PAR:   happy [<] ? [+ gram] ►
160     %mor:   adj|happy ?
161     %gra:   1|0|INCROOT 2|1|PUNCT
162     *INV:   +, <more recently> [>] . ►
163     %mor:   adv|more adv|recent&dadj-LY .
164     %gra:   1|0|INCROOT 2|1|JCT 3|1|PUNCT
165     *INV:   yeah . ►
166     %mor:   co|yeah .
167     %gra:   1|0|INCROOT 2|1|PUNCT
168     *PAR:   &um &uh college . [+ gram] ►
169     %mor:   n|college .
170     %gra:   1|0|INCROOT 2|1|PUNCT
171     *PAR:   &uh university [/] &uh &um (..) university &uh &uh +... ►
172     %mor:   n|university +...
173     %gra:   1|0|INCROOT 2|1|PUNCT
174     *PAR:   see ? [+ gram] ►
175     %mor:   v|see ?
176     %gra:   1|0|ROOT 2|1|PUNCT
177     *PAR:   brain &=points:head . [+ gram] ►
178     %mor:   n|brain .
179     %gra:   1|0|INCROOT 2|1|PUNCT
180     *PAR:   I know . ►
181     %mor:   pro:sub|I v|know .
182     %gra:   1|2|SUBJ 2|0|ROOT 3|2|PUNCT
183     *PAR:   &uh university &uh (..) +... ►
184     %mor:   n|university +...
185     %gra:   1|0|INCROOT 2|1|PUNCT
```

```
*PAR:   see . [+ gram] ►
%mor:   v|see .
%gra:   1|0|ROOT 2|1|PUNCT
*PAR:   university &um Iliinois &=points:self me good . [+ gram] ►
%mor:   n|university n:prop|Iliinois pro:obj|me adj|good .
%gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|JCT 5|3|PUNCT
*PAR:   biologies [* m:+s] . [+ gram] ►
%mor:   n|biology-PL .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   you really enjoyed college ? ►
%mor:   pro|you adv|real&dadj-LY v|enjoy-PAST n|college ?
%gra:   1|3|SUBJ 2|3|JCT 3|0|ROOT 4|3|OBJ 5|3|PUNCT
*PAR:   yeah &=head:yes yeah . ►
%mor:   co|yeah co|yeah .
%gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
*INV:   okay . ►
%mor:   co|okay .
%gra:   1|0|INCROOT 2|1|PUNCT
@G:     Window
*INV:   I'm gonna [: going to] show you these pictures . ►
%mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to v|show pro|you det|
these
            n|picture-PL .
%gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|DET
8|5|OBJ
            9|3|PUNCT
*INV:   take a little time to look at these pictures, they tell a
story . ►
%mor:   v|take det|a adj|little n|time inf|to v|look prep|at det|
these
            n|picture-PL cm|cm pro:sub|they v|tell det|a n|story .
%gra:   1|0|ROOT 2|4|DET 3|4|MOD 4|1|OBJ 5|6|INF 6|4|XMOD 7|6|JCT 8|
9|DET
            9|7|POBJ 10|9|LP 11|12|SUBJ 12|6|COMP 13|14|DET 14|12|OBJ
15|1|PUNCT
*PAR:   mhm . [+ exc] ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   &um once you've had a chance to look at them I'll ask you to
tell
            me the story you see there with a beginning a middle and an
end . ►
%mor:   adv|once pro|you~aux|have part|have&PASTP det|a n|chance
inf|to
            v|look prep|at pro:obj|them pro:sub|I~mod|will v|ask pro|you
inf|to
            v|tell pro:obj|me det|the n|story pro|you v|see adv|there
prep|with
            det|a n|beginning det|a n|middle coord|and det|a n|end .
%gra:   1|4|JCT 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|DET 6|4|OBJ 7|8|INF 8|
6|XMOD
```

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225             9|8|JCT 10|9|POBJ 11|13|SUBJ 12|13|AUX 13|8|COMP 14|13|OBJ
15|16|INF
226             16|13|XCOMP 17|16|OBJ 18|19|DET 19|16|OBJ 20|21|SUBJ 21|16|
CJCT 22|21|JCT
227             23|21|JCT 24|25|DET 25|23|POBJ 26|27|DET 27|25|OBJ 28|27|
CONJ 29|30|DET
228             30|28|COORD 31|4|PUNCT
229     *INV:   &=points:pictures and you can look at the <pictures as you>
[>]
230             tell the story . ►
231     %mor:   coord|and pro|you mod|can v|look prep|at det|the n|picture-
PL
232             conj|as pro|you v|tell det|the n|story .
233     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|JCT 6|7|DET 7|5|POBJ
8|10|LINK
234             9|10|SUBJ 10|4|CJCT 11|12|DET 12|10|OBJ 13|4|PUNCT
235     *PAR:   yeah [<] . [+ exc] ►
236     %mor:   co|yeah .
237     %gra:   1|0|INCROOT 2|1|PUNCT
238     *PAR:   &=points:picture soccer . [+ gram] ►
239     %mor:   n|soccer .
240     %gra:   1|0|INCROOT 2|1|PUNCT
241     *PAR:   &=points:picture &uh window broken . [+ gram] ►
242     %mor:   n|window part|break&PASTP .
243     %gra:   1|0|INCROOT 2|1|XMOD 3|1|PUNCT
244     *PAR:   &=points:picture &uh dad . [+ gram] ►
245     %mor:   n|dad .
246     %gra:   1|0|INCROOT 2|1|PUNCT
247     *PAR:   &=points:picture &uh &um ball . [+ gram] ►
248     %mor:   n|ball .
249     %gra:   1|0|INCROOT 2|1|PUNCT
250     *INV:   okay . ►
251     %mor:   co|okay .
252     %gra:   1|0|INCROOT 2|1|PUNCT
253     @G:     Umbrella
254     *INV:   here's some more pictures that tell a story . ►
255     %mor:   pro:exist|here~cop|be&3S qn|some qn|more n|picture-PL rel|
that
256             v|tell det|a n|story .
257     %gra:   1|2|SUBJ 2|0|ROOT 3|5|QUANT 4|5|QUANT 5|2|PRED 6|7|LINK 7|5|
CMOD
258             8|9|DET 9|7|OBJ 10|2|PUNCT
259     *INV:   take a look at all of them . ►
260     %mor:   v|take det|a n|look prep|at qn|all prep|of pro:obj|them .
261     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|3|NJCT 5|4|POBJ 6|5|NJCT 7|6|POBJ
8|1|PUNCT
262     *INV:   and then I'll ask you to tell me the story you see with a
beginning
263             a middle and an end . ►
264     %mor:   coord|and adv:tem|then pro:sub|I~mod|will v|ask pro|you inf|
to
```

```
265             v|tell pro:obj|me det|the n|story pro|you v|see prep|with
det|a
266             n|beginning det|a n|middle coord|and det|a n|end .
267     %gra:   1|5|LINK 2|5|JCT 3|5|SUBJ 4|5|AUX 5|0|ROOT 6|5|OBJ 7|8|INF
8|5|XCOMP
268             9|8|OBJ 10|11|DET 11|8|OBJ 12|13|SUBJ 13|8|CJCT 14|13|JCT
15|16|DET
269             16|14|POBJ 17|18|DET 18|16|OBJ 19|18|CONJ 20|21|DET 21|19|
COORD 22|5|PUNCT
270     *INV:   and again &=points:pictures you can look at the pictures as
you
271             tell the story . ►
272     %mor:   coord|and adv|again pro|you mod|can v|look prep|at det|the
273             n|picture-PL conj|as pro|you v|tell det|the n|story .
274     %gra:   1|5|LINK 2|5|JCT 3|5|SUBJ 4|5|AUX 5|0|ROOT 6|5|JCT 7|8|DET
8|6|POBJ
275             9|11|LINK 10|11|SUBJ 11|5|CJCT 12|13|DET 13|11|OBJ 14|5|
PUNCT
276     *PAR:   &=points:picture &uh her &uh +... ►
277     %mor:   pro:poss:det|her +...
278     %gra:   1|0|INCROOT 2|1|PUNCT
279     *PAR:   oh . [+ exc] ►
280     %mor:   co|oh .
281     %gra:   1|0|INCROOT 2|1|PUNCT
282     *PAR:   &uh (.) <a girl [: lady] [* s:r-ret] no> [//] a lady . [+
gram] ►
283     %mor:   det|a n|lady .
284     %gra:   1|2|DET 2|0|INCROOT 3|2|PUNCT
285     *PAR:   &=points:picture &uh: boy . [+ gram] ►
286     %mor:   co|boy .
287     %gra:   1|0|INCROOT 2|1|PUNCT
288     *PAR:   &=points:picture a &bluh bɹɛlə@u [: umbrella] [* n:k] . [+
gram] ►
289     %mor:   det|a n|umbrella .
290     %gra:   1|2|DET 2|0|INCROOT 3|2|PUNCT
291     *PAR:   &uh &=points:picture raining . [+ gram] ►
292     %mor:   part|rain-PRESP .
293     %gra:   1|0|INCROOT 2|1|PUNCT
294     *PAR:   &=points:picture &=laughs raining . [+ gram] ►
295     %mor:   part|rain-PRESP .
296     %gra:   1|0|INCROOT 2|1|PUNCT
297     *PAR:   &=points:picture &uh &um bɑɹbɹɛlə@u [: umbrella] [* n:k] . ►
298     %mor:   n|umbrella .
299     %gra:   1|0|INCROOT 2|1|PUNCT
300     *PAR:   yeah . [+ exc] ►
301     %mor:   co|yeah .
302     %gra:   1|0|INCROOT 2|1|PUNCT
303     *INV:   okay . ►
304     %mor:   co|okay .
305     %gra:   1|0|INCROOT 2|1|PUNCT
306     *PAR:   sorry . [+ exc] ►
```

```
307     %mor:   co|sorry .
308     %gra:   1|0|INCROOT 2|1|PUNCT
309     *INV:   no that's fine . ►
310     %mor:   co|no pro:dem|that~cop|be&3S adj|fine .
311     %gra:   1|3|COM 2|3|SUBJ 3|0|ROOT 4|3|PRED 5|3|PUNCT
312     *INV:   just do your best . ►
313     %mor:   adv:int|just v|do pro:poss:det|your adj|good&SP .
314     %gra:   1|2|JCT 2|0|ROOT 3|4|MOD 4|2|OBJ 5|2|PUNCT
315     *PAR:   alright . [+ exc] ►
316     %mor:   co|alright .
317     %gra:   1|0|INCROOT 2|1|PUNCT
318     @G:     Cat
319     *INV:   oka(y) I'm gonna [: going to] show you another picture . ►
320     %mor:   co|okay pro:sub|I~aux|be&1S part|go-PRESP inf|to v|show pro|
you
321             qn|another n|picture .
322     %gra:   1|4|COM 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|INF 6|4|XCOMP 7|6|OBJ
8|9|QUANT
323             9|6|OBJ 10|4|PUNCT
324     *INV:   take a look at all the things that are happening in this
picture .
325             ►
326     %mor:   v|take det|a n|look prep|at qn|all det|the n|thing-PL rel|
that
327             aux|be&PRES part|happen-PRESP prep|in det|this n|picture .
328     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|1|JCT 5|7|QUANT 6|7|DET 7|4|POBJ
8|10|LINK
329             9|10|AUX 10|7|CMOD 11|10|JCT 12|13|DET 13|11|POBJ 14|1|PUNCT
330     *PAR:   I know . [+ exc] ►
331     %mor:   pro:sub|I v|know .
332     %gra:   1|2|SUBJ 2|0|ROOT 3|2|PUNCT
333     *INV:   you know that picture ? ►
334     %mor:   pro|you v|know pro:dem|that v|picture ?
335     %gra:   1|2|SUBJ 2|0|ROOT 3|4|SUBJ 4|2|OBJ 5|2|PUNCT
336     *PAR:   +^ yeah . [+ exc] ►
337     %mor:   co|yeah .
338     %gra:   1|0|INCROOT 2|1|PUNCT
339     *INV:   &=laughs . ►
340     *PAR:   I [//] &uh this [/] &=holds:picture this . [+ exc] ►
341     %mor:   pro:dem|this .
342     %gra:   1|0|INCROOT 2|1|PUNCT
343     *INV:   you know that picture [>] ? ►
344     %mor:   pro|you v|know pro:dem|that v|picture ?
345     %gra:   1|2|SUBJ 2|0|ROOT 3|4|SUBJ 4|2|OBJ 5|2|PUNCT
346     *PAR:   &=head:yes yeah [<] yeah . [+ exc] ►
347     %mor:   co|yeah co|yeah .
348     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
349     *INV:   okay . ►
350     %mor:   co|okay .
351     %gra:   1|0|INCROOT 2|1|PUNCT
352     *INV:   well take a look at everything that's happening . ►
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353     %mor:   co|well v|take det|a n|look prep|at pro:indef|everything
354             rel|that~aux|be&3S part|happen-PRESP .
355     %gra:   1|2|COM 2|0|ROOT 3|4|DET 4|2|OBJ 5|2|JCT 6|5|POBJ 7|9|LINK
8|9|AUX
356             9|6|CMOD 10|2|PUNCT
357     *PAR:   alright . [+ exc] ►
358     %mor:   co|alright .
359     %gra:   1|0|INCROOT 2|1|PUNCT
360     *INV:   and when you're ready tell me a story &t about what you see
with a
361             beginning a middle and an end . ►
362     %mor:   coord|and conj|when pro|you~cop|be&PRES adj|ready v|tell
pro:obj|me
363             det|a n|story prep|about pro:wh|what pro|you v|see prep|with
det|a
364             n|beginning det|a n|middle coord|and det|a n|end .
365     %gra:   1|0|INCROOT 2|4|LINK 3|4|SUBJ 4|1|COORD 5|4|PRED 6|5|OBJ 7|
6|OBJ
366             8|9|DET 9|6|OBJ 10|9|NJCT 11|13|LINK 12|13|SUBJ 13|10|POBJ
14|13|JCT 15|16|DET
367             16|14|POBJ 17|18|DET 18|16|OBJ 19|18|CONJ 20|21|DET 21|19|
COORD
368             22|1|PUNCT
369     *PAR:   I know but +... [+ exc] ►
370     %mor:   pro:sub|I v|know conj|but +...
371     %gra:   1|2|SUBJ 2|0|ROOT 3|2|OBJ 4|2|PUNCT
372     *PAR:   &=points:picture &uh cats . [+ gram] ►
373     %mor:   n|cat-PL .
374     %gra:   1|0|INCROOT 2|1|PUNCT
375     *PAR:   &=points:picture &uh trees . [+ gram] ►
376     %mor:   n|tree-PL .
377     %gra:   1|0|INCROOT 2|1|PUNCT
378     *PAR:   &=points:picture &=ges:down &uh fell down . [+ gram] ►
379     %mor:   v|fall&PAST adv|down .
380     %gra:   1|0|ROOT 2|1|JCT 3|1|PUNCT
381     *PAR:   &=points:picture &uh dog . [+ gram] ►
382     %mor:   v|dog .
383     %gra:   1|0|ROOT 2|1|PUNCT
384     *PAR:   &=points:picture &uh girl . [+ gram] ►
385     %mor:   n|girl .
386     %gra:   1|0|INCROOT 2|1|PUNCT
387     *PAR:   &=points:picture &t tricycle . [+ gram] ►
388     %mor:   n|tricycle .
389     %gra:   1|0|INCROOT 2|1|PUNCT
390     *PAR:   &=points:picture &uh &uh bird . [+ gram] ►
391     %mor:   n|bird .
392     %gra:   1|0|INCROOT 2|1|PUNCT
393     *PAR:   &=points:picture &uh firemen . [+ gram] ►
394     %mor:   n|+n|fire+n|man&PL .
395     %gra:   1|0|INCROOT 2|1|PUNCT
396     *PAR:   &=points:picture &uh two people . [+ gram] ►
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397     %mor:   det:num|two n|person&PL .
398     %gra:   1|2|QUANT 2|0|INCROOT 3|2|PUNCT
399     *PAR:   I don't know . [+ exc] ►
400     %mor:   pro:sub|I mod|do~neg|not v|know .
401     %gra:   1|4|SUBJ 2|4|AUX 3|2|NEG 4|0|ROOT 5|4|PUNCT
402     *INV:   okay . ►
403     %mor:   co|okay .
404     %gra:   1|0|INCROOT 2|1|PUNCT
405     @G:     Flood
406     *INV:   here's another picture . ►
407     %mor:   pro:exist|here~cop|be&3S qn|another n|picture .
408     %gra:   1|2|SUBJ 2|0|ROOT 3|4|QUANT 4|2|PRED 5|2|PUNCT
409     *INV:   take a look at this . ►
410     %mor:   v|take det|a n|look prep|at pro:dem|this .
411     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|3|NJCT 5|4|POBJ 6|1|PUNCT
412     *PAR:   mhm [>] . [+ exc] ►
413     %mor:   co|yes .
414     %gra:   1|0|INCROOT 2|1|PUNCT
415     *INV:   and [<] when you're ready tell me a story about what you see
416             happening in that with a beginning a middle and an end . ►
417     %mor:   coord|and conj|when pro|you~cop|be&PRES adj|ready v|tell
pro:obj|me
418             det|a n|story prep|about pro:wh|what pro|you v|see part|
happen-PRESP
419             prep|in pro:dem|that prep|with det|a n|beginning det|a n|
middle
420             coord|and det|a n|end .
421     %gra:   1|0|INCROOT 2|4|LINK 3|4|SUBJ 4|1|COORD 5|4|PRED 6|5|OBJ 7|
6|OBJ
422             8|9|DET 9|6|OBJ 10|9|NJCT 11|13|OBJ 12|13|SUBJ 13|10|POBJ
14|13|OBJ 15|14|JCT
423             16|15|POBJ 17|14|JCT 18|19|DET 19|17|POBJ 20|21|DET 21|19|
OBJ 22|21|CONJ
424             23|24|DET 24|22|COORD 25|1|PUNCT
425     *PAR:   &=points:picture river &uh &=points:picture going . [+ gram]
►
426     %mor:   n|river adj|go-PRESP .
427     %gra:   1|2|MOD 2|0|ROOT 3|2|PUNCT
428     *PAR:   &=points:picture &uh girl . [+ gram] ►
429     %mor:   n|girl .
430     %gra:   1|0|INCROOT 2|1|PUNCT
431     *PAR:   &uh &=points:picture man . [+ gram] ►
432     %mor:   n|man .
433     %gra:   1|0|INCROOT 2|1|PUNCT
434     *PAR:   &=points:picture &um branches . [+ gram] ►
435     %mor:   n|branch-PL .
436     %gra:   1|0|INCROOT 2|1|PUNCT
437     *PAR:   &=points:picture &uh picked up . [+ gram] ►
438     %mor:   v|pick-PAST adv|up .
439     %gra:   1|0|ROOT 2|1|JCT 3|1|PUNCT
440     *PAR:   &=shrugs . [+ exc] ►
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441     *INV:   okay . ►
442     %mor:   co|okay .
443     %gra:   1|0|INCROOT 2|1|PUNCT
444     @G:     Cinderella_intro
445     *INV:   now I'm gonna [: going to] ask you to tell a story . ►
446     %mor:   adv|now pro:sub|I~aux|be&1S part|go-PRESP inf|to v|ask pro|
you
447             inf|to v|tell det|a n|story .
448     %gra:   1|4|JCT 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|INF 6|4|XCOMP 7|6|OBJ
8|9|INF
449             9|6|XCOMP 10|11|DET 11|9|OBJ 12|4|PUNCT
450     *PAR:   &=laughs . ►
451     *INV:   do you remember the story of Cinderella ? ►
452     %mor:   mod|do pro|you v|remember det|the n|story prep|of n:prop|
Cinderella
453             ?
454     %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|5|DET 5|3|OBJ 6|5|NJCT 7|6|POBJ
8|3|PUNCT
455     *PAR:   yeah . ►
456     %mor:   co|yeah .
457     %gra:   1|0|INCROOT 2|1|PUNCT
458     *INV:   remember much about it ? ►
459     %mor:   v|remember qn|much prep|about pro|it ?
460     %gra:   1|0|ROOT 2|3|QUANT 3|1|JCT 4|3|POBJ 5|1|PUNCT
461     *PAR:   &=head:yes yeah . ►
462     %mor:   co|yeah .
463     %gra:   1|0|INCROOT 2|1|PUNCT
464     *INV:   (o)kay . ►
465     %mor:   co|okay .
466     %gra:   1|0|INCROOT 2|1|PUNCT
467     *INV:   I'm gonna [: going to] give you this book just to refresh
your
468             memory . ►
469     %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to v|give pro|you det|
this
470             n|book adv:int|just inf|to v|refresh pro:poss:det|your n|
memory .
471     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|DET
8|11|SUBJ
472             9|11|JCT 10|11|INF 11|5|COMP 12|13|MOD 13|11|OBJ 14|3|PUNCT
473     *PAR:   alright . ►
474     %mor:   co|alright .
475     %gra:   1|0|INCROOT 2|1|PUNCT
476     *INV:   take a look . ►
477     %mor:   v|take det|a co|look .
478     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|1|PUNCT
479     *INV:   and when you're finished I'll take the book away . ►
480     %mor:   coord|and conj|when pro|you~cop|be&PRES adj|finish-PASTP
481             pro:sub|I~mod|will v|take det|the n|book adv|away .
482     %gra:   1|0|INCROOT 2|4|LINK 3|4|SUBJ 4|1|COORD 5|4|PRED 6|8|SUBJ 7|
8|AUX
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483             8|4|CJCT 9|10|DET 10|8|OBJ 11|8|JCT 12|1|PUNCT
484     *INV:   and ask you to tell me the story of Cinderella in your own
words .
485             ►
486     %mor:   coord|and v|ask pro|you inf|to v|tell pro:obj|me det|the n|
story
487             prep|of n:prop|Cinderella prep|in pro:poss:det|your adj|own
488             n|word-PL .
489     %gra:   1|0|INCROOT 2|1|COORD 3|2|OBJ 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|
DET 8|5|OBJ
490             9|8|NJCT 10|9|POBJ 11|10|JCT 12|14|MOD 13|14|MOD 14|11|POBJ
15|1|PUNCT
491     *PAR:   www . ►
492     %exp:   looks through book
493     *INV:   okay . ►
494     %mor:   co|okay .
495     %gra:   1|0|INCROOT 2|1|PUNCT
496     *INV:   now tell me as much as the of the story of Cinderella as you
can .
497             ►
498     %mor:   adv|now v|tell pro:obj|me prep|as qn|much prep|as det|the
prep|of
499             det|the n|story prep|of n:prop|Cinderella prep|as pro|you
mod|can .
500     %gra:   1|2|JCT 2|0|ROOT 3|2|OBJ 4|2|JCT 5|6|QUANT 6|4|POBJ 7|8|DET
8|2|OBJ
501             9|10|DET 10|8|POBJ 11|10|NJCT 12|11|POBJ 13|12|JCT 14|15|
SUBJ 15|13|POBJ
502             16|2|PUNCT
503     *INV:   and you can use any details you know about the story besides
what
504             you saw here . ►
505     %mor:   coord|and pro|you mod|can v|use qn|any n|detail-PL pro|you
v|know
506             prep|about det|the n|story prep|besides rel|what pro|you n|
saw
507             adv|here .
508     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|QUANT 6|4|OBJ 7|8|
SUBJ 8|4|COMP
509             9|8|JCT 10|11|DET 11|9|POBJ 12|11|NJCT 13|15|LINK 14|15|SUBJ
15|12|POBJ
510             16|15|NJCT 17|4|PUNCT
511     *PAR:   alright . ►
512     %mor:   co|alright .
513     %gra:   1|0|INCROOT 2|1|PUNCT
514     @G:     Cinderella
515     *PAR:   &uh &=fingers:three three [/] &uh three children . [+ gram]
►
516     %mor:   det:num|three n|child&PL .
517     %gra:   1|2|QUANT 2|0|INCROOT 3|2|PUNCT
518     *PAR:   &uh [x 4] nineteen &=laughs . [+ gram] ►
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519     %mor:   det:num|nineteen .
520     %gra:   1|0|INCROOT 2|1|PUNCT
521     *PAR:   &uh [x 3] scrub &=ges:clean &um &um floor . [+ gram] ►
522     %mor:   adj|scrub n|floor .
523     %gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
524     *PAR:   &uh &uh cat . [+ gram] ►
525     %mor:   n|cat .
526     %gra:   1|0|INCROOT 2|1|PUNCT
527     *PAR:   &um dog . [+ gram] ►
528     %mor:   v|dog .
529     %gra:   1|0|ROOT 2|1|PUNCT
530     *PAR:   &=ges:two <two cats &=head:no no> [//] &=fingers:one one
cats
531             [* m:a:+s] &uh &=fingers:two two dogs . [+ gram] ►
532     %mor:   det:num|one n|cat-PL det:num|two n|dog-PL .
533     %gra:   1|2|QUANT 2|4|MOD 3|4|QUANT 4|0|INCROOT 5|4|PUNCT
534     *PAR:   &um &um Cinderella . [+ gram] ►
535     %mor:   n:prop|Cinderella .
536     %gra:   1|0|INCROOT 2|1|PUNCT
537     *PAR:   &uh beautiful . [+ gram] ►
538     %mor:   adj|beautiful .
539     %gra:   1|0|INCROOT 2|1|PUNCT
540     *PAR:   &uh dancing . [+ gram] ►
541     %mor:   adj|dance-PRESP .
542     %gra:   1|0|INCROOT 2|1|PUNCT
543     *PAR:   &uh man . [+ gram] ►
544     %mor:   n|man .
545     %gra:   1|0|INCROOT 2|1|PUNCT
546     *PAR:   &uh scrub &=ges:clean &=laughs . [+ gram] ►
547     %mor:   adj|scrub .
548     %gra:   1|0|INCROOT 2|1|PUNCT
549     *PAR:   &uh [x 3] (..) &uh slippers . [+ gram] ►
550     %mor:   n|slipper-PL .
551     %gra:   1|0|INCROOT 2|1|PUNCT
552     *PAR:   &um &uh (.) marriage &=laughs . [+ gram] ►
553     %mor:   n|marriage .
554     %gra:   1|0|INCROOT 2|1|PUNCT
555     @G:     Cinderella_intro
556     *INV:   okay . ►
557     %mor:   co|okay .
558     %gra:   1|0|INCROOT 2|1|PUNCT
559     *PAR:   &=shrugs sorry . ►
560     %mor:   co|sorry .
561     %gra:   1|0|INCROOT 2|1|PUNCT
562     *INV:   no that's great . ►
563     %mor:   co|no pro:dem|that~cop|be&3S adj|great .
564     %gra:   1|3|COM 2|3|SUBJ 3|0|ROOT 4|3|PRED 5|3|PUNCT
565     *INV:   that's fine . ►
566     %mor:   pro:dem|that~cop|be&3S adj|fine .
567     %gra:   1|2|SUBJ 2|0|ROOT 3|2|PRED 4|2|PUNCT
568     *INV:   I certainly got the story . ►
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569     %mor:   pro:sub|I adv|certain&dadj-LY v|get&PAST det|the n|story .
570     %gra:   1|3|SUBJ 2|3|JCT 3|0|ROOT 4|5|DET 5|3|OBJ 6|3|PUNCT
571     *PAR:   &=laughs I know . ►
572     %mor:   pro:sub|I v|know .
573     %gra:   1|2|SUBJ 2|0|ROOT 3|2|PUNCT
574     *INV:   I heard a_lot of the right words . ►
575     %mor:   pro:sub|I v|hear&PAST adv|a_lot prep|of det|the adj|right n|
word-PL
576             .
577     %gra:   1|2|SUBJ 2|0|ROOT 3|2|JCT 4|2|JCT 5|7|DET 6|7|MOD 7|4|POBJ
8|2|PUNCT
578     *PAR:   yeah . ►
579     %mor:   co|yeah .
580     %gra:   1|0|INCROOT 2|1|PUNCT
581     *INV:   okay . ►
582     %mor:   co|okay .
583     %gra:   1|0|INCROOT 2|1|PUNCT
584     *PAR:   punkins [: pumpkins] &=laughs . ►
585     %mor:   n|pumpkin-PL .
586     %gra:   1|0|INCROOT 2|1|PUNCT
587     *PAR:   yeah . ►
588     %mor:   co|yeah .
589     %gra:   1|0|INCROOT 2|1|PUNCT
590     *PAR:   &uh courses [: horses] [* p:w] . ►
591     %mor:   n|horse-PL .
592     %gra:   1|0|INCROOT 2|1|PUNCT
593     *PAR:   yeah . ►
594     %mor:   co|yeah .
595     %gra:   1|0|INCROOT 2|1|PUNCT
596     *INV:   right . ►
597     %mor:   co|right .
598     %gra:   1|0|INCROOT 2|1|PUNCT
599     @G:     Sandwich
600     *INV:   (o)kay we're gonna [: going to] move on to something a
little bit
601             different . ►
602     %mor:   co|okay pro:sub|we~aux|be&PRES part|go-PRESP inf|to v|move
adv|on
603             prep|to pro:indef|something det|a adj|little n|bit adj|
different .
604     %gra:   1|4|COM 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|INF 6|4|XCOMP 7|6|JCT
8|6|JCT
605             9|8|POBJ 10|12|DET 11|12|MOD 12|9|CMOD 13|12|XMOD 14|4|PUNCT
606     *PAR:   alright . [+ exc] ►
607     %mor:   co|alright .
608     %gra:   1|0|INCROOT 2|1|PUNCT
609     *INV:   &um tell me how you would make a peanut butter and jelly
sandwich .
610             ►
611     %mor:   v|tell pro:obj|me adv:wh|how pro|you mod|will&COND v|make
det|a
```

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612             n|peanut n|butter coord|and n|jelly n|sandwich .
613     %gra:   1|0|ROOT 2|1|OBJ 3|6|LINK 4|6|SUBJ 5|6|AUX 6|1|COMP 7|9|DET
8|9|MOD
614             9|6|OBJ 10|9|CONJ 11|12|MOD 12|10|COORD 13|1|PUNCT
615     *PAR:   alright . [+ exc] ►
616     %mor:   co|alright .
617     %gra:   1|0|INCROOT 2|1|PUNCT
618     *PAR:   &uh &uh bread &=fingers:two two . [+ gram] ►
619     %mor:   n|bread det:num|two .
620     %gra:   1|2|MOD 2|0|ROOT 3|2|PUNCT
621     *PAR:   &uh &=ges:spread peanut butter &uh spread it . [+ gram] ►
622     %mor:   n|peanut n|butter v|spread&ZERO pro|it .
623     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|OBJ 5|3|PUNCT
624     *PAR:   &uh &=ges:spread jelly, spread it . [+ gram] ►
625     %mor:   n|jelly cm|cm v|spread&ZERO pro|it .
626     %gra:   1|3|SUBJ 2|1|LP 3|0|ROOT 4|3|OBJ 5|3|PUNCT
627     *PAR:   &uh &=ges top . [+ gram] ►
628     %mor:   adj|top .
629     %gra:   1|0|INCROOT 2|1|PUNCT
630     *PAR:   &uh cut it half . [+ gram] ►
631     %mor:   v|cut&ZERO pro|it adv|half .
632     %gra:   1|0|ROOT 2|1|OBJ 3|1|JCT 4|1|PUNCT
633     *INV:   okay . ►
634     %mor:   co|okay .
635     %gra:   1|0|INCROOT 2|1|PUNCT
636     *INV:   www . ►
637     %exp:   session continues with testing (BNT, VNT, repetition) not
638             transcribed
639     @End
```

Scale10a

0 @Loc: AphasiaBank/English/Aphasia/SCALE/scale10a.cha

```
1       @Begin
2       @Languages:     eng
3       @Participants:  PAR scale10a Participant, INV Investigator
4       @ID:    eng|Scale|PAR|44;8.|male|Broca|scale10a|Participant||63.5|
5       @ID:    eng|Scale|INV||||scale10a|Investigator|||
6       @Media: scale10a, video
7       @G:     Speech
8       *INV:   I'm gonna [: going to] be asking you to do some talking . ►
9       %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to aux|be part|ask-
PRESP
10              pro|you inf|to v|do qn|some n:gerund|talk-PRESP .
11      %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|6|INF 5|6|AUX 6|3|XCOMP 7|6|OBJ
8|9|INF
12              9|6|XCOMP 10|11|QUANT 11|9|OBJ 12|3|PUNCT
13      *PAR:   oh_boy &=laughs . ►
```

```
%mor:   co|oh_boy .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   how do you you think your speech is ? ►
%mor:   adv:wh|how mod|do pro|you pro|you v|think pro:poss:det|your
        n|speech cop|be&3S ?
%gra:   1|3|LINK 2|3|AUX 3|5|SUBJ 4|5|SUBJ 5|0|ROOT 6|7|MOD 7|8|SUBJ
8|5|JCT
        9|5|PUNCT
*INV:   www . ►
%exp:   requests that someone close the door
*INV:   how do you &th +/? ►
%mor:   adv:wh|how mod|do pro|you +/?
%gra:   1|3|LINK 2|3|AUX 3|0|INCROOT 4|3|PUNCT
*PAR:   +< sometime words yes, no &=ges:fair . [+ gram] ►
%mor:   adv|sometime n|word-PL co|yes cm|cm co|no .
%gra:   1|2|JCT 2|0|INCROOT 3|2|COM 4|3|LP 5|2|COM 6|2|PUNCT
*INV:   so it's mixed . ►
%mor:   co|so pro|it~aux|be&3S part|mix-PASTP .
%gra:   1|4|COM 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|PUNCT
*PAR:   &y yes [x 5] . ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
@G:     Stroke
*INV:   do you remember when you had your stroke ? ►
%mor:   mod|do pro|you v|remember conj|when pro|you v|have&PAST
        pro:poss:det|your n|stroke ?
%gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|6|LINK 5|6|SUBJ 6|3|CJCT 7|8|MOD
8|6|OBJ
        9|3|PUNCT
*PAR:   no [/] no . ►
%mor:   co|no .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   what are your first memories after your stroke ? ►
%mor:   rel|what cop|be&PRES pro:poss:det|your adj|first n|memory-PL
        prep|after pro:poss:det|your n|stroke ?
%gra:   1|2|LINK 2|0|ROOT 3|5|MOD 4|5|MOD 5|2|PRED 6|5|NJCT 7|8|MOD
8|6|POBJ
        9|2|PUNCT
*PAR:   wheelchair [/] wheelchair . ►
%mor:   n|+n|wheel+n|chair .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   homeless [/] homeless . ►
%mor:   adj|home&dn-LESS .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   you were homeless ? ►
%mor:   pro|you cop|be&PAST adj|home&dn-LESS ?
%gra:   1|2|SUBJ 2|0|ROOT 3|2|PRED 4|2|PUNCT
*PAR:   yeah &=head:nod . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   goodness . ►
```

```
62      %mor:   co|goodness .
63      %gra:   1|0|INCROOT 2|1|PUNCT
64      *PAR:   &=laughs yeah . ►
65      %mor:   co|yeah .
66      %gra:   1|0|INCROOT 2|1|PUNCT
67      *INV:   well how did that happen ? ►
68      %mor:   co|well adv:wh|how mod|do&PAST rel|that v|happen ?
69      %gra:   1|5|COM 2|5|LINK 3|5|AUX 4|5|LINK 5|0|ROOT 6|5|PUNCT
70      *PAR:   &=grunts homeless <I don't know> [/] I don't know . [+ gram]
►
71      %mor:   adj|home&dn-LESS pro:sub|I mod|do~neg|not v|know .
72      %gra:   1|5|LINK 2|5|SUBJ 3|5|AUX 4|3|NEG 5|0|ROOT 6|5|PUNCT
73      *INV:   tell me about your recovery from your stroke ? ►
74      %mor:   v|tell pro:obj|me prep|about pro:poss:det|your n|recovery
prep|from
75              pro:poss:det|your n|stroke ?
76      %gra:   1|0|ROOT 2|1|OBJ 3|1|JCT 4|5|MOD 5|3|POBJ 6|5|NJCT 7|8|MOD
8|6|POBJ
77              9|1|PUNCT
78      *INV:   what kinds of things have you done to try to get better
since your
79              stroke ? ►
80      %mor:   adv:int|what n|kind-PL prep|of n|thing-PL v|have pro|you
81              part|do&PASTP prep|to n|try inf|to v|get adv|good&CP prep|
since
82              pro:poss:det|your n|stroke ?
83      %gra:   1|2|JCT 2|0|INCROOT 3|2|NJCT 4|5|SUBJ 5|3|POBJ 6|5|OBJ 7|6|
XMOD 8|7|JCT
84              9|8|POBJ 10|11|INF 11|7|XCOMP 12|11|JCT 13|11|JCT 14|15|MOD
15|13|POBJ
85              16|2|PUNCT
86      *PAR:   I workin(g) [/] workin(g) long ago speech &=points:mouth .
[+ gram]
87              ►
88      %mor:   pro:sub|I adj|work-PRESP adj|long adv|ago n|speech .
89      %gra:   1|5|SUBJ 2|5|MOD 3|5|MOD 4|5|JCT 5|0|INCROOT 6|5|PUNCT
90      *PAR:   &um yeah . ►
91      %mor:   co|yeah .
92      %gra:   1|0|INCROOT 2|1|PUNCT
93      *INV:   how long ago was your stroke ? ►
94      %mor:   adv:wh|how adj|long adv|ago cop|be&PAST&13S pro:poss:det|
your
95              n|stroke ?
96      %gra:   1|4|LINK 2|4|JCT 3|2|JCT 4|0|ROOT 5|6|MOD 6|4|PRED 7|4|PUNCT
97      *PAR:   &uh I don't know . ►
98      %mor:   pro:sub|I mod|do~neg|not v|know .
99      %gra:   1|4|SUBJ 2|4|AUX 3|2|NEG 4|0|ROOT 5|4|PUNCT
100     *INV:   months ? ►
101     %mor:   n|month-PL ?
102     %gra:   1|0|INCROOT 2|1|PUNCT
103     *INV:   years ? ►
```

```
104     %mor:   n|year-PL ?
105     %gra:   1|0|INCROOT 2|1|PUNCT
106     *PAR:   yeah long &dum &f &um +... ►
107     %mor:   co|yeah adv|long +...
108     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
109     *PAR:   years and years and &uh &=finger:draw +... ►
110     %mor:   n|year-PL coord|and n|year-PL coord|and +...
111     %gra:   1|0|INCROOT 2|1|CONJ 3|2|COORD 4|3|CONJ 5|1|PUNCT
112     *INV:   many years ? ►
113     %mor:   qn|many n|year-PL ?
114     %gra:   1|2|QUANT 2|0|INCROOT 3|2|PUNCT
115     *PAR:   +< <yeah yes> [/] yeah, yes &=head:nod . ►
116     %mor:   co|yeah cm|cm co|yes .
117     %gra:   1|3|COM 2|1|LP 3|0|INCROOT 4|3|PUNCT
118     *INV:   okay, alright . ►
119     %mor:   co|okay cm|cm adj|alright .
120     %gra:   1|3|COM 2|1|LP 3|0|ROOT 4|3|PUNCT
121     @G:     Important_Event
122     *INV:   I'm gonna [: going to] ask you to do a few more things where
you
123             need to talk . ►
124     %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to v|ask pro|you inf|
to v|do
125             det|a qn|few qn|more n|thing-PL rel|where pro|you v|need
prep|to
126             n|talk .
127     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|INF
8|5|XCOMP
128             9|10|DET 10|12|QUANT 11|12|QUANT 12|8|OBJ 13|15|LINK 14|15|
SUBJ
129             15|12|CMOD 16|15|JCT 17|16|POBJ 18|3|PUNCT
130     *PAR:   oh okay . ►
131     %mor:   co|oh co|okay .
132     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
133     *INV:   please talk as much as you can about each one because we
wanna
134             [: want to] know about your language . ►
135     %mor:   co|please v|talk prep|as qn|much prep|as pro|you mod|can
prep|about
136             qn|each pro:indef|one conj|because pro:sub|we v|want inf|to
v|know
137             prep|about pro:poss:det|your n|language .
138     %gra:   1|2|COM 2|0|ROOT 3|2|JCT 4|3|POBJ 5|2|JCT 6|7|SUBJ 7|5|POBJ
8|2|JCT
139             9|10|QUANT 10|8|POBJ 11|13|LINK 12|13|SUBJ 13|2|CJCT 14|15|
INF 15|13|XCOMP
140             16|15|JCT 17|18|MOD 18|16|POBJ 19|2|PUNCT
141     *PAR:   okay . ►
142     %mor:   co|okay .
143     %gra:   1|0|INCROOT 2|1|PUNCT
144     *INV:   alright ? ►
```

```
145     %mor:   co|alright ?
146     %gra:   1|0|INCROOT 2|1|PUNCT
147     *INV:   thank you . ►
148     %mor:   v|thank pro|you .
149     %gra:   1|0|ROOT 2|1|OBJ 3|1|PUNCT
150     *INV:   &=coughs thinking back, can you tell me a story about
something
151             that was important to you that happened to you in your
life ? ►
152     %mor:   part|think-PRESP adv|back cm|cm mod|can pro|you v|tell
pro:obj|me
153             det|a n|story prep|about pro:indef|something rel|that
154             cop|be&PAST&13S adj|important prep|to pro|you rel|that v|
happen-PAST
155             prep|to pro|you prep|in pro:poss:det|your n|life ?
156     %gra:   1|6|SUBJ 2|1|JCT 3|1|LP 4|6|AUX 5|6|SUBJ 6|0|ROOT 7|6|OBJ 8|
9|DET
157             9|6|OBJ 10|6|JCT 11|10|POBJ 12|13|LINK 13|11|CMOD 14|13|PRED
15|13|JCT
158             16|15|POBJ 17|18|LINK 18|13|CJCT 19|18|JCT 20|19|POBJ 21|20|
JCT 22|23|MOD
159             23|21|POBJ 24|6|PUNCT
160     *PAR:   mom . ►
161     %mor:   n|mom .
162     %gra:   1|0|INCROOT 2|1|PUNCT
163     *INV:   tell me about mom . ►
164     %mor:   v|tell pro:obj|me prep|about n|mom .
165     %gra:   1|0|ROOT 2|1|OBJ 3|1|JCT 4|3|POBJ 5|1|PUNCT
166     *PAR:   &um &uh dead . ►
167     %mor:   adj|dead .
168     %gra:   1|0|INCROOT 2|1|PUNCT
169     *INV:   oh . ►
170     %mor:   co|oh .
171     %gra:   1|0|INCROOT 2|1|PUNCT
172     *PAR:   &um long ago . ►
173     %mor:   adj|long adv|ago .
174     %gra:   1|0|INCROOT 2|1|JCT 3|1|PUNCT
175     *PAR:   long time ago . ►
176     %mor:   adj|long n|time adv|ago .
177     %gra:   1|2|MOD 2|0|INCROOT 3|2|NJCT 4|2|PUNCT
178     *PAR:   &uh nineteen &=finger:draws +... ►
179     %mor:   det:num|nineteen +...
180     %gra:   1|0|INCROOT 2|1|PUNCT
181     *PAR:   &um paper ? ►
182     %mor:   n|paper ?
183     %gra:   1|0|INCROOT 2|1|PUNCT
184     *INV:   I wanna [: want to] ask you to try to do without paper +/. ►
185     %mor:   pro:sub|I v|want inf|to v|ask pro|you inf|to v|try inf|to v|
do
186             prep|without n|paper +/.
187     %gra:   1|2|SUBJ 2|0|ROOT 3|4|INF 4|2|XCOMP 5|4|OBJ 6|7|INF 7|4|
```

```
XCOMP 8|9|INF
188              9|7|XCOMP 10|9|JCT 11|10|POBJ 12|2|PUNCT
189      *PAR:   +< &=ges:nevermind &uh yeah . ►
190      %mor:   co|yeah .
191      %gra:   1|0|INCROOT 2|1|PUNCT
192      *PAR:   okay . ►
193      %mor:   co|okay .
194      %gra:   1|0|INCROOT 2|1|PUNCT
195      *INV:   +< and later on I'll let you have it if +//. ►
196      %mor:   coord|and adv|later prep|on pro:sub|I~mod|will v|let&ZERO
pro|you
197              v|have pro|it conj|if +//.
198      %gra:   1|8|LINK 2|8|JCT 3|2|JCT 4|6|SUBJ 5|6|AUX 6|3|POBJ 7|8|SUBJ
8|0|ROOT
199              9|8|OBJ 10|8|INCROOT 11|10|PUNCT
200      *INV:   but we just wanna [: want to] see how you do without paper .
►
201      %mor:   conj|but pro:sub|we adv:int|just v|want inf|to v|see adv:wh|
how
202              pro|you v|do prep|without n|paper .
203      %gra:   1|4|LINK 2|4|SUBJ 3|4|JCT 4|0|ROOT 5|6|INF 6|4|XCOMP 7|9|
LINK 8|9|SUBJ
204              9|6|COMP 10|9|JCT 11|10|POBJ 12|4|PUNCT
205      *PAR:   yeah . ►
206      %mor:   co|yeah .
207      %gra:   1|0|INCROOT 2|1|PUNCT
208      *INV:   +< if you can . ►
209      %mor:   conj|if pro|you mod|can .
210      %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|PUNCT
211      *PAR:   +< &um nineteen eighty &=finger:draw &=grunt &=laughs +... ►
212      %mor:   det:num|nineteen det:num|eighty +...
213      %gra:   1|2|QUANT 2|0|INCROOT 3|2|PUNCT
214      *INV:   three ? ►
215      %mor:   det:num|three ?
216      %gra:   1|0|INCROOT 2|1|PUNCT
217      *PAR:   yes, yeah &=head:nod . ►
218      %mor:   co|yes cm|cm co|yeah .
219      %gra:   1|3|COM 2|1|LP 3|0|INCROOT 4|3|PUNCT
220      *PAR:   a [/] &s <a stroke &um no> [//] a heart attack . ►
221      %mor:   det|a n|heart n|attack .
222      %gra:   1|3|DET 2|3|MOD 3|0|INCROOT 4|3|PUNCT
223      *INV:   oh . ►
224      %mor:   co|oh .
225      %gra:   1|0|INCROOT 2|1|PUNCT
226      *PAR:   +< dead . ►
227      %mor:   adj|dead .
228      %gra:   1|0|INCROOT 2|1|PUNCT
229      *PAR:   &uh Georgia . ►
230      %mor:   n:prop|Georgia .
231      %gra:   1|0|INCROOT 2|1|PUNCT
232      *INV:   how old were you ? ►
```

```
233     %mor:   adv:wh|how adj|old cop|be&PAST pro|you ?
234     %gra:   1|3|LINK 2|3|MOD 3|0|ROOT 4|3|PRED 5|3|PUNCT
235     *PAR:   &uh &uh teens [/] teens . ►
236     %mor:   n|teen-PL .
237     %gra:   1|0|INCROOT 2|1|PUNCT
238     *PAR:   yeah . ►
239     %mor:   co|yeah .
240     %gra:   1|0|INCROOT 2|1|PUNCT
241     *INV:   hm, bet that was hard . ►
242     %mor:   co|hm cm|cm n|bet rel|that cop|be&PAST&13S adj|hard .
243     %gra:   1|3|COM 2|1|LP 3|0|INCROOT 4|5|LINK 5|3|CMOD 6|5|PRED 7|3|
PUNCT
244     *PAR:   yeah, yes it me &=points:self . [+ gram] ►
245     %mor:   co|yeah cm|cm co|yes pro|it pro:obj|me .
246     %gra:   1|5|COM 2|1|LP 3|5|COM 4|5|SUBJ 5|0|ROOT 6|5|PUNCT
247     *PAR:   yes [/] yes &=laughs yeah . ►
248     %mor:   co|yes co|yeah .
249     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
250     @G:     Window
251     *INV:   now I'm gonna [: going to] show you these pictures . ►
252     %mor:   adv|now pro:sub|I~aux|be&1S part|go-PRESP inf|to v|show pro|
you
253             det|these n|picture-PL .
254     %gra:   1|4|JCT 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|INF 6|4|XCOMP 7|6|OBJ
8|9|DET
255             9|6|OBJ 10|4|PUNCT
256     *PAR:   okey_dokey . [+ exc] ►
257     %mor:   co|okey_dokey .
258     %gra:   1|0|INCROOT 2|1|PUNCT
259     *INV:   they tell a story . ►
260     %mor:   pro:sub|they v|tell det|a n|story .
261     %gra:   1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|OBJ 5|2|PUNCT
262     *INV:   take a look at all of them and when you've had a chance to
look at
263             them tell me the story you see with a beginning, a middle,
and an
264             end . ►
265     %mor:   v|take det|a n|look prep|at qn|all prep|of pro:obj|them
coord|and
266             conj|when pro|you~aux|have part|have&PASTP det|a n|chance
inf|to
267             v|look prep|at pro:obj|them v|tell pro:obj|me det|the n|
story
268             pro|you v|see prep|with det|a n|beginning cm|cm det|a n|
middle cm|cm
269             coord|and det|a n|end .
270     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|3|NJCT 5|4|POBJ 6|5|NJCT 7|6|POBJ
8|5|CONJ
271             9|12|LINK 10|12|SUBJ 11|12|AUX 12|8|COORD 13|14|DET 14|12|
OBJ 15|16|INF
272             16|14|XMOD 17|16|JCT 18|17|POBJ 19|16|XJCT 20|19|OBJ 21|22|
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```
DET 22|19|OBJ
273             23|24|SUBJ 24|19|COMP 25|24|JCT 26|27|DET 27|25|POBJ 28|27|
LP 29|30|DET
274             30|27|CMOD 31|30|LP 32|30|CONJ 33|34|DET 34|32|COORD 35|1|
PUNCT
275     *INV:   and you can look at the pictures as you tell the story . ►
276     %mor:   coord|and pro|you mod|can v|look prep|at det|the n|picture-
PL
277             conj|as pro|you v|tell det|the n|story .
278     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|JCT 6|7|DET 7|5|POBJ
8|10|LINK
279             9|10|SUBJ 10|4|CJCT 11|12|DET 12|10|OBJ 13|4|PUNCT
280     *PAR:   &=points:picture_1 &baseb &uh &uh soccer up &=ges:up kick
down .
281             [+ gram] ►
282     %mor:   n|soccer prep|up n|kick n|down .
283     %gra:   1|0|INCROOT 2|1|NJCT 3|4|MOD 4|2|POBJ 5|1|PUNCT
284     *PAR:   &ye yes . [+ exc] ►
285     %mor:   co|yes .
286     %gra:   1|0|INCROOT 2|1|PUNCT
287     *PAR:   &=points:picture_2 &uh crash &uh a window . [+ gram] ►
288     %mor:   n|crash det|a n|window .
289     %gra:   1|0|INCROOT 2|3|DET 3|1|OBJ 4|1|PUNCT
290     *PAR:   &=points:picture_3 &uh a lamp it [/] it crashed . [+ gram] ►
291     %mor:   det|a n|lamp pro|it v|crash-PAST .
292     %gra:   1|2|DET 2|4|SUBJ 3|4|SUBJ 4|0|ROOT 5|4|PUNCT
293     *PAR:   &=points:picture_4 &uh talking &=ges:talking &um word
294             &=imit:talking . [+ gram] ►
295     %mor:   adj|talk-PRESP n|word .
296     %gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
297     *PAR:   yeah . [+ exc] ►
298     %mor:   co|yeah .
299     %gra:   1|0|INCROOT 2|1|PUNCT
300     *INV:   okay . ►
301     %mor:   co|okay .
302     %gra:   1|0|INCROOT 2|1|PUNCT
303     @G:     Umbrella
304     *INV:   here are some more pictures that tell a story . ►
305     %mor:   adv|here cop|be&PRES qn|some qn|more n|picture-PL rel|that
v|tell
306             det|a n|story .
307     %gra:   1|2|JCT 2|0|ROOT 3|5|QUANT 4|5|QUANT 5|2|PRED 6|7|LINK 7|5|
CMOD 8|9|DET
308             9|7|OBJ 10|2|PUNCT
309     *INV:   take a look at them and when you've had a chance to look at
them
310             tell me the story you see here with a beginning, a middle,
and an
311             end . ►
312     %mor:   v|take det|a n|look prep|at pro:obj|them coord|and conj|when
313             pro|you~aux|have part|have&PASTP det|a n|chance inf|to v|
```

```
look
314             prep|at pro:obj|them v|tell pro:obj|me det|the n|story pro|
you v|see
315             adv|here prep|with det|a n|beginning cm|cm det|a n|middle
cm|cm
316             coord|and det|a n|end .
317     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|3|NJCT 5|4|POBJ 6|1|CONJ 7|10|
LINK 8|10|SUBJ
318             9|10|AUX 10|6|COORD 11|12|DET 12|10|OBJ 13|14|INF 14|12|XMOD
15|14|JCT
319             16|15|POBJ 17|14|XJCT 18|17|OBJ 19|20|DET 20|17|OBJ 21|22|
SUBJ
320             22|17|COMP 23|22|JCT 24|22|JCT 25|26|DET 26|24|POBJ 27|26|LP
28|29|DET 29|26|CMOD
321             30|29|LP 31|29|CONJ 32|33|DET 33|31|COORD 34|1|PUNCT
322     *INV:   and you can follow along with the pictures as you tell the
story .
323             ►
324     %mor:   coord|and pro|you mod|can v|follow adv|along prep|with det|
the
325             n|picture-PL conj|as pro|you v|tell det|the n|story .
326     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|JCT 6|4|JCT 7|8|DET
8|6|POBJ
327             9|11|LINK 10|11|SUBJ 11|4|CJCT 12|13|DET 13|11|OBJ 14|4|
PUNCT
328     *PAR:   &=points:picture_1 &uh &=finger:draw a school . [+ gram] ►
329     %mor:   det|a n|school .
330     %gra:   1|2|DET 2|0|INCROOT 3|2|PUNCT
331     *PAR:   &=points:picture_2 &um &n back again . [+ gram] ►
332     %mor:   adv|back adv|again .
333     %gra:   1|0|INCROOT 2|1|JCT 3|1|PUNCT
334     *PAR:   &=points:picture_3 &w &uh &we &uh rainin(g) oops . [+ gram]
►
335     %mor:   n:gerund|rain-PRESP co|oops .
336     %gra:   1|0|INCROOT 2|1|OBJ 3|1|PUNCT
337     *PAR:   yes . [+ exc] ►
338     %mor:   co|yes .
339     %gra:   1|0|INCROOT 2|1|PUNCT
340     *PAR:   &=points:picture_4 &=sighs hard . [+ gram] [+ exc] ►
341     %mor:   adv|hard .
342     %gra:   1|0|INCROOT 2|1|PUNCT
343     *PAR:   &=points:picture_4 &uh rainin(g) . [+ gram] ►
344     %mor:   part|rain-PRESP .
345     %gra:   1|0|INCROOT 2|1|PUNCT
346     *PAR:   &=points:picture_5 yes &um &w &w wet . [+ gram] ►
347     %mor:   co|yes v|wet&ZERO .
348     %gra:   1|2|COM 2|0|ROOT 3|2|PUNCT
349     *PAR:   &=points:picture_6 &=sighs &uh rai(n) &um umbrella . [+
gram] ►
350     %mor:   n|rain n|umbrella .
351     %gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
```

```
*PAR:   yes . [+ exc] ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   mhm, okay . ►
%mor:   co|yes cm|cm adj|okay .
%gra:   1|3|COM 2|1|LP 3|0|ROOT 4|3|PUNCT
*PAR:   hard &=ges:sort_of it sometimes . [+ gram] [+ exc] ►
%mor:   adv|hard pro|it adv|sometimes .
%gra:   1|2|JCT 2|0|ROOT 3|2|JCT 4|2|PUNCT
*INV:   uhhuh . ►
%mor:   co|uhhuh .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   just [/] just do your best . ►
%mor:   adv:int|just v|do pro:poss:det|your adj|good&SP .
%gra:   1|2|JCT 2|0|ROOT 3|4|MOD 4|2|OBJ 5|2|PUNCT
*INV:   you're doing fine . ►
%mor:   pro|you~aux|be&PRES adj|do-PRESP adv|fine .
%gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|3|JCT 5|3|PUNCT
*PAR:   okey_dokey . [+ exc] ►
%mor:   co|okey_dokey .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   and thank you . [+ exc] ►
%mor:   coord|and v|thank pro|you .
%gra:   1|0|INCROOT 2|1|COORD 3|2|OBJ 4|1|PUNCT
*INV:   +< yeah, you're doing fine . ►
%mor:   co|yeah cm|cm pro|you~aux|be&PRES adj|do-PRESP adv|fine .
%gra:   1|5|COM 2|1|LP 3|5|SUBJ 4|5|AUX 5|0|ROOT 6|5|JCT 7|5|PUNCT
*PAR:   &=laughs . [+ exc] ►
@G:     Cat
*INV:   this is another picture . ►
%mor:   pro:dem|this cop|be&3S qn|another n|picture .
%gra:   1|2|SUBJ 2|0|ROOT 3|4|QUANT 4|2|PRED 5|2|PUNCT
*INV:   look at everything that's happening . ►
%mor:   v|look prep|at pro:indef|everything rel|that~aux|be&3S
                part|happen-PRESP .
%gra:   1|0|ROOT 2|1|JCT 3|2|POBJ 4|6|LINK 5|6|AUX 6|3|CMOD 7|1|
PUNCT
*INV:   and tell me a story about what you see happening there with
a
                beginning, a middle, and an end . ►
%mor:   coord|and v|tell pro:obj|me det|a n|story prep|about pro:wh|
what
                pro|you v|see part|happen-PRESP adv|there prep|with det|a
                n|beginning cm|cm det|a n|middle cm|cm coord|and det|a n|end
.
%gra:   1|0|INCROOT 2|1|COORD 3|2|OBJ 4|5|DET 5|2|OBJ 6|5|NJCT 7|9|
LINK
                8|9|SUBJ 9|6|POBJ 10|9|OBJ 11|10|JCT 12|10|JCT 13|14|DET 14|
12|POBJ 15|14|LP
                16|17|DET 17|14|CMOD 18|17|LP 19|17|CONJ 20|21|DET 21|19|
COORD 22|1|PUNCT
```

```
*PAR:   &=points:cat a cat &um a tree [/] tree . [+ gram] ►
%mor:   det|a n|cat det|a n|tree .
%gra:   1|2|DET 2|0|INCROOT 3|4|DET 4|2|OBJ 5|2|PUNCT
*PAR:   &=points:dad &uh &=ges:move &uh get it man . [+ gram] ►
%mor:   aux|get pro|it n|man .
%gra:   1|0|INCROOT 2|3|MOD 3|1|PRED 4|1|PUNCT
*PAR:   &=points:dog &um &=imit:bark no [//] bitin(g) [: barking] [*
s:r] .
            [+ gram] ►
%mor:   adj|bark-PRESP .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &=points:dog bitin(g) [: barking] [* s:r] man &=points:man .
            [+ gram] ►
%mor:   adj|bark-PRESP n|man .
%gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
*PAR:   &=points:firemen &uh yeah and &uh fire truck cat
&=points:cat .
            [+ gram] ►
%mor:   co|yeah coord|and n|fire n|truck n|cat .
%gra:   1|0|INCROOT 2|1|CONJ 3|5|MOD 4|5|MOD 5|2|COORD 6|1|PUNCT
*PAR:   yes . [+ exc] ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   okay . ►
%mor:   co|okay .
%gra:   1|0|INCROOT 2|1|PUNCT
@G:     Flood
*INV:   now take a look at this picture . ►
%mor:   adv|now v|take det|a n|look prep|at det|this n|picture .
%gra:   1|2|JCT 2|0|ROOT 3|4|DET 4|2|OBJ 5|4|NJCT 6|7|DET 7|5|POBJ
8|2|PUNCT
*INV:   and tell me what you see happening here with a beginning, a
middle,
            and an end . ►
%mor:   coord|and v|tell pro:obj|me pro:wh|what pro|you v|see
            part|happen-PRESP adv|here prep|with det|a n|beginning cm|cm
det|a
            n|middle cm|cm coord|and det|a n|end .
%gra:   1|2|LINK 2|0|ROOT 3|2|OBJ 4|6|LINK 5|6|SUBJ 6|2|COMP 7|6|OBJ
8|7|JCT
            9|7|JCT 10|11|DET 11|9|POBJ 12|11|LP 13|14|DET 14|11|CMOD
15|14|LP
            16|14|CONJ 17|18|DET 18|16|COORD 19|2|PUNCT
*PAR:   &=points:picture flood [/] flood . ►
%mor:   n|flood .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &=points:picture &uh flood girl . [+ gram] ►
%mor:   n|flood n|girl .
%gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
*PAR:   yes ? [+ exc] ►
%mor:   co|yes ?
```

```
440     %gra:   1|0|INCROOT 2|1|PUNCT
441     *PAR:   okay . [+ exc] ►
442     %mor:   co|okay .
443     %gra:   1|0|INCROOT 2|1|PUNCT
444     *PAR:   &=laughs &uh &uh hard . [+ exc] ►
445     %mor:   adv|hard .
446     %gra:   1|0|INCROOT 2|1|PUNCT
447     *INV:   okay . ►
448     %mor:   co|okay .
449     %gra:   1|0|INCROOT 2|1|PUNCT
450     @G:     Cinderella_intro
451     *INV:   I'm gonna [: going to] ask you to tell a story . ►
452     %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to v|ask pro|you inf|
to
453             v|tell det|a n|story .
454     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|INF
8|5|XCOMP
455             9|10|DET 10|8|OBJ 11|3|PUNCT
456     *INV:   &=clears:throat do you know the story of Cinderella ? ►
457     %mor:   mod|do pro|you v|know det|the n|story prep|of n:prop|
Cinderella ?
458     %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|5|DET 5|3|OBJ 6|5|NJCT 7|6|POBJ
8|3|PUNCT
459     *PAR:   some yeah . ►
460     %mor:   pro:indef|some co|yeah .
461     %gra:   1|0|INCROOT 2|1|COM 3|1|PUNCT
462     *INV:   www . ►
463     %exp:   instructing and looking through book
464     *INV:   now tell me as much as you can of the story of Cinderella .
►
465     %mor:   adv|now v|tell pro:obj|me prep|as qn|much prep|as pro|you n|
can
466             prep|of det|the n|story prep|of n:prop|Cinderella .
467     %gra:   1|2|JCT 2|0|ROOT 3|2|OBJ 4|2|JCT 5|4|POBJ 6|5|NJCT 7|6|POBJ
8|7|OBJ
468             9|8|NJCT 10|11|DET 11|9|POBJ 12|11|NJCT 13|12|POBJ 14|2|
PUNCT
469     *INV:   and you can use anything that you know about the story
besides what
470             you just saw here . ►
471     %mor:   coord|and pro|you mod|can v|use pro:indef|anything rel|that
pro|you
472             v|know prep|about det|the n|story prep|besides pro:wh|what
pro|you
473             adv:int|just v|saw adv|here .
474     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|OBJ 6|8|LINK 7|8|SUBJ
8|5|CMOD
475             9|8|JCT 10|11|DET 11|9|POBJ 12|8|JCT 13|16|LINK 14|16|SUBJ
15|16|JCT
476             16|12|POBJ 17|16|JCT 18|4|PUNCT
477     *PAR:   &w &uh [x 3] free [: three] [* p:w] &=fingers:four +/. ►
```

```
478     %mor:   det:num|three +/.
479     %gra:   1|0|INCROOT 2|1|PUNCT
480     *INV:   +< if you know anything about Cinderella you can tell me
that too .
481             ►
482     %mor:   conj|if pro|you v|know pro:indef|anything prep|about
483             n:prop|Cinderella pro|you mod|can v|tell pro:obj|me det|that
484             post|too .
485     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|OBJ 5|3|JCT 6|9|COM 7|9|SUBJ
8|9|AUX
486             9|5|POBJ 10|9|OBJ 11|12|DET 12|9|OBJ 13|3|PUNCT
487     *INV:   okay . ►
488     %mor:   co|okay .
489     %gra:   1|0|INCROOT 2|1|PUNCT
490     @G:     Cinderella
491     *PAR:   four &=fingers:three girls . [+ gram] ►
492     %mor:   det:num|four n|girl-PL .
493     %gra:   1|2|QUANT 2|0|INCROOT 3|2|PUNCT
494     *PAR:   &um &=sighs hard &uh +... [+ exc] ►
495     %mor:   adv|hard +...
496     %gra:   1|0|INCROOT 2|1|PUNCT
497     *INV:   just do your best . ►
498     %mor:   adv:int|just v|do pro:poss:det|your adj|good&SP .
499     %gra:   1|2|JCT 2|0|ROOT 3|4|MOD 4|2|OBJ 5|2|PUNCT
500     *PAR:   yeah okaydokie [: okey_dokey] . [+ exc] ►
501     %mor:   co|yeah co|okey_dokey .
502     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
503     *PAR:   &um walking around . [+ gram] ►
504     %mor:   part|walk-PRESP adv|around .
505     %gra:   1|0|INCROOT 2|1|JCT 3|1|PUNCT
506     *PAR:   big [/] big +... ►
507     %mor:   adj|big +...
508     %gra:   1|0|INCROOT 2|1|PUNCT
509     *PAR:   &wah oh &d &um +... ►
510     %mor:   co|oh +...
511     %gra:   1|0|INCROOT 2|1|PUNCT
512     *PAR:   &=head:shake words mixed up . [+ gram] [+ exc] ►
513     %mor:   n|word-PL v|mix-PAST adv|up .
514     %gra:   1|2|SUBJ 2|0|ROOT 3|2|JCT 4|2|PUNCT
515     *INV:   words mixed up . ►
516     %mor:   n|word-PL v|mix-PAST adv|up .
517     %gra:   1|2|SUBJ 2|0|ROOT 3|2|JCT 4|2|PUNCT
518     *PAR:   yeah . [+ exc] ►
519     %mor:   co|yeah .
520     %gra:   1|0|INCROOT 2|1|PUNCT
521     *INV:   try to &um just tell me the most general things about it . ►
522     %mor:   n|try inf|to adv:int|just v|tell pro:obj|me det|the qn|most
523             n|general n|thing-PL prep|about pro|it .
524     %gra:   1|0|INCROOT 2|4|INF 3|4|JCT 4|1|XCOMP 5|4|OBJ 6|9|DET 7|8|
QUANT 8|9|MOD
525             9|4|OBJ 10|9|NJCT 11|10|POBJ 12|1|PUNCT
```

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526     *INV:   you don't have to remember every detail . ►
527     %mor:   pro|you mod|do~neg|not v|have inf|to v|remember qn|every n|
detail .
528     %gra:   1|4|SUBJ 2|4|AUX 3|2|NEG 4|0|ROOT 5|6|INF 6|4|XCOMP 7|8|
QUANT 8|6|OBJ
529             9|4|PUNCT
530     *PAR:   okay &um +/. [+ exc] ►
531     %mor:   co|okay +/.
532     %gra:   1|0|INCROOT 2|1|PUNCT
533     *INV:   +< just the general story . ►
534     %mor:   adv:int|just det|the adj|general n|story .
535     %gra:   1|4|JCT 2|4|DET 3|4|MOD 4|0|INCROOT 5|4|PUNCT
536     *PAR:   +< &um &=sighs oh_boy &=laughs ! [+ exc] ►
537     %mor:   co|oh_boy !
538     %gra:   1|0|INCROOT 2|1|PUNCT
539     *PAR:   &um a girl four [//] &=fingers:three one two three yes . [+
gram] ►
540     %mor:   det|a n|girl det:num|one det:num|two det:num|three co|yes .
541     %gra:   1|2|DET 2|5|SUBJ 3|4|QUANT 4|5|QUANT 5|0|ROOT 6|5|COM 7|5|
PUNCT
542     *PAR:   &um &um talking &=ges:foot slipper [/] slipper &um +//. ►
543     %mor:   adj|talk-PRESP n|slipper +//.
544     %gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
545     @G:     Cinderella_intro
546     *PAR:   slipper ? [+ exc] ►
547     %mor:   n|slipper ?
548     %gra:   1|0|INCROOT 2|1|PUNCT
549     *INV:   mhm . ►
550     %mor:   co|yes .
551     %gra:   1|0|INCROOT 2|1|PUNCT
552     *PAR:   oh okay . [+ exc] ►
553     %mor:   co|oh co|okay .
554     %gra:   1|2|COM 2|0|INCROOT 3|2|PUNCT
555     *PAR:   &um &broo yeah . [+ exc] ►
556     %mor:   co|yeah .
557     %gra:   1|0|INCROOT 2|1|PUNCT
558     *INV:   did Cinderella go to the ball ? ►
559     %mor:   v|do&PAST n:prop|Cinderella v|go prep|to det|the n|ball ?
560     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|JCT 5|6|DET 6|4|POBJ 7|3|
PUNCT
561     *PAR:   yes [/] yes . ►
562     %mor:   co|yes .
563     %gra:   1|0|INCROOT 2|1|PUNCT
564     *INV:   uhhuh . ►
565     %mor:   co|uhhuh .
566     %gra:   1|0|INCROOT 2|1|PUNCT
567     *PAR:   +< yes . ►
568     %mor:   co|yes .
569     %gra:   1|0|INCROOT 2|1|PUNCT
570     *INV:   and then what happened ? ►
571     %mor:   coord|and adv:tem|then rel|what v|happen-PAST ?
```

```
%gra:   1|4|LINK 2|4|JCT 3|4|LINK 4|0|ROOT 5|4|PUNCT
*PAR:   &uh clock . ►
%mor:   n|clock .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   uhhuh . ►
%mor:   co|uhhuh .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &ye &uh yes . ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &uh go təweɪ@u [: away] [* p:n] &um yeah . [+ gram] ►
%mor:   v|go adv|away co|yeah .
%gra:   1|0|ROOT 2|1|JCT 3|1|COM 4|1|PUNCT
*INV:   mhm . ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &=laughs . ►
*INV:   she went away . ►
%mor:   pro:sub|she v|go&PAST adv|away .
%gra:   1|2|SUBJ 2|0|ROOT 3|2|JCT 4|2|PUNCT
*PAR:   yeah . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   +< <and then> [//] and what happened then ? ►
%mor:   coord|and adv:int|what part|happen-PASTP adv:tem|then ?
%gra:   1|3|LINK 2|3|JCT 3|0|ROOT 4|3|JCT 5|3|PUNCT
*PAR:   &uh back again . [+ gram] ►
%mor:   adv|back adv|again .
%gra:   1|0|INCROOT 2|1|JCT 3|1|PUNCT
*PAR:   &um &um slipper [/] &uh slipper &uh looking [x 3] . [+ gram]
►
%mor:   n|slipper adj|look-PRESP .
%gra:   1|2|MOD 2|0|ROOT 3|2|PUNCT
*INV:   mhm . ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   looking (a)round the area . ►
%mor:   adj|look-PRESP prep|around det|the n|area .
%gra:   1|0|INCROOT 2|1|JCT 3|4|DET 4|2|POBJ 5|1|PUNCT
*PAR:   yeah . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   and then ? ►
%mor:   coord|and adv:tem|then ?
%gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
*PAR:   &=laughs &uh <back again> [/] &uh back again slipper looking
around
            . [+ gram] ►
%mor:   adj|back adv|again n|slipper adj|look-PRESP adv|around .
%gra:   1|0|INCROOT 2|1|JCT 3|1|OBJ 4|3|XMOD 5|4|JCT 6|1|PUNCT
*PAR:   &um looking [x 3] . ►
```

```
621     %mor:   adj|look-PRESP .
622     %gra:   1|0|INCROOT 2|1|PUNCT
623     *INV:   could just anyone wear that slipper ? ►
624     %mor:   mod|could adv:int|just pro:indef|anyone v|wear rel|that n|
slipper ?
625     %gra:   1|4|AUX 2|4|JCT 3|4|SUBJ 4|0|ROOT 5|6|MOD 6|4|OBJ 7|4|PUNCT
626     *PAR:   +< &=head:shake no [x 3] . ►
627     %mor:   co|no .
628     %gra:   1|0|INCROOT 2|1|PUNCT
629     *INV:   +< ah . ►
630     %mor:   co|ah .
631     %gra:   1|0|INCROOT 2|1|PUNCT
632     *PAR:   &uh no &=head:shake . ►
633     %mor:   co|no .
634     %gra:   1|0|INCROOT 2|1|PUNCT
635     *INV:   <who could> [//] who was the only one who could wear that
slipper ?
636             ►
637     %mor:   rel|who cop|be&PAST&13S det|the qn|only pro:indef|one rel|
who
638             mod|could v|wear rel|that n|slipper ?
639     %gra:   1|2|LINK 2|0|ROOT 3|5|DET 4|5|QUANT 5|2|PRED 6|8|LINK 7|8|
AUX 8|5|CMOD
640             9|10|MOD 10|8|OBJ 11|2|PUNCT
641     *PAR:   &=finger:one &w &slip &=point:book . ►
642     *INV:   mhm . ►
643     %mor:   co|yes .
644     %gra:   1|0|INCROOT 2|1|PUNCT
645     *INV:   and &wha who is that ? ►
646     %mor:   coord|and pro:wh|who cop|be&3S pro:dem|that ?
647     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|PRED 5|3|PUNCT
648     *PAR:   +< yeah . ►
649     %mor:   co|yeah .
650     %gra:   1|0|INCROOT 2|1|PUNCT
651     *PAR:   words &=ges:words &um +... ►
652     %mor:   n|word-PL +...
653     %gra:   1|0|INCROOT 2|1|PUNCT
654     *INV:   &=laughs okay . ►
655     %mor:   co|okay .
656     %gra:   1|0|INCROOT 2|1|PUNCT
657     *INV:   alright . ►
658     %mor:   co|alright .
659     %gra:   1|0|INCROOT 2|1|PUNCT
660     *INV:   so she could wear the slipper . ►
661     %mor:   conj|so pro:sub|she mod|could v|wear det|the n|slipper .
662     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|DET 6|4|OBJ 7|4|PUNCT
663     *PAR:   &uh &uh &=finger:one one [//] &uh yes &=points:book &um &uh
one [/]
664             one slipper and &s yeah . [+ gram] ►
665     %mor:   co|yes det:num|one n|slipper coord|and co|yeah .
666     %gra:   1|3|COM 2|3|QUANT 3|0|INCROOT 4|3|CONJ 5|4|COORD 6|3|PUNCT
```

```
667     *INV:   okay . ►
668     %mor:   co|okay .
669     %gra:   1|0|INCROOT 2|1|PUNCT
670     *INV:   and what happened when she put on the slipper ? ►
671     %mor:   coord|and pro:wh|what v|happen-PAST rel|when pro:sub|she v|
put&ZERO
672             prep|on det|the n|slipper ?
673     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|6|LINK 5|6|SUBJ 6|3|COMP 7|6|
JCT 8|9|DET
674             9|7|POBJ 10|3|PUNCT
675     *PAR:   back again &um &uh married . [+ gram] ►
676     %mor:   adv|back adv|again part|marry-PASTP .
677     %gra:   1|3|JCT 2|3|JCT 3|0|ROOT 4|3|PUNCT
678     *PAR:   &uh yeah . ►
679     %mor:   co|yeah .
680     %gra:   1|0|INCROOT 2|1|PUNCT
681     *INV:   alright . ►
682     %mor:   co|alright .
683     %gra:   1|0|INCROOT 2|1|PUNCT
684     @G:     testing
685     *INV:   www . ►
686     %exp:   session continues with testing (BNT, VNT, repetition) not
687             transcribed
688     @G:     Sandwich
689     *INV:   no but don't start . ►
690     %mor:   co|no conj|but mod|do~neg|not v|start .
691     %gra:   1|5|COM 2|5|SUBJ 3|5|AUX 4|3|NEG 5|0|INCROOT 6|5|PUNCT
692     %exp:   PB&J task added
693     *INV:   but you cook all the time . ►
694     %mor:   conj|but pro|you v|cook qn|all det|the n|time .
695     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|6|QUANT 5|6|DET 6|3|OBJ 7|3|
PUNCT
696     *INV:   you know how to make all kinds of things . ►
697     %mor:   pro|you v|know adv:wh|how inf|to v|make qn|all n|kind-PL
prep|of
698             n|thing-PL .
699     %gra:   1|2|SUBJ 2|0|ROOT 3|2|OBJ 4|5|INF 5|3|XCOMP 6|7|QUANT 7|5|
OBJ 8|7|NJCT
700             9|8|POBJ 10|2|PUNCT
701     *PAR:   &=head:yes yeah . [+ exc] ►
702     %mor:   co|yeah .
703     %gra:   1|0|INCROOT 2|1|PUNCT
704     *INV:   this is very simple . ►
705     %mor:   pro:dem|this cop|be&3S adv:int|very adj|simple .
706     %gra:   1|2|SUBJ 2|0|ROOT 3|4|JCT 4|2|PRED 5|2|PUNCT
707     *INV:   how to make a peanut butter and jelly sandwich . ►
708     %mor:   adv:wh|how inf|to v|make det|a n|peanut n|butter coord|and
n|jelly
709             n|sandwich .
710     %gra:   1|3|LINK 2|3|INF 3|0|ROOT 4|6|DET 5|6|MOD 6|3|OBJ 7|6|CONJ
8|9|MOD
```

```
                9|7|COORD 10|3|PUNCT
     *INV:      and you tell me step by step (.) everything you need and
everything
                you do . ►
     %mor:      coord|and pro|you v|tell pro:obj|me v|step prep|by n|step
                pro:indef|everything pro|you v|need coord|and pro:indef|
everything
                pro|you v|do .
     %gra:      1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|OBJ 5|3|COMP 6|5|JCT 7|8|MOD
8|6|POBJ
                9|10|SUBJ 10|5|COMP 11|10|CONJ 12|14|OBJ 13|14|SUBJ 14|11|
COORD 15|3|PUNCT
     *PAR:      aw . [+ exc] ►
     %mor:      co|aw .
     %gra:      1|0|INCROOT 2|1|PUNCT
     *INV:      alright ? ►
     %mor:      co|alright ?
     %gra:      1|0|INCROOT 2|1|PUNCT
     *INV:      go ahead . ►
     %mor:      v|go adv|ahead .
     %gra:      1|0|ROOT 2|1|JCT 3|1|PUNCT
     *PAR:      me &=points:self ? [+ exc] ►
     %mor:      pro:obj|me ?
     %gra:      1|0|INCROOT 2|1|PUNCT
     *INV:      mhm . ►
     %mor:      co|yes .
     %gra:      1|0|INCROOT 2|1|PUNCT
     *PAR:      &uh bread . [+ exc] ►
     %mor:      n|bread .
     %gra:      1|0|INCROOT 2|1|PUNCT
     *INV:      mhm . ►
     %mor:      co|yes .
     %gra:      1|0|INCROOT 2|1|PUNCT
     *PAR:      &um [x 4] &=ges:tears paper towel . [+ exc] ►
     %mor:      n|paper n|towel .
     %gra:      1|2|MOD 2|0|INCROOT 3|2|PUNCT
     *INV:      mhm . ►
     %mor:      co|yes .
     %gra:      1|0|INCROOT 2|1|PUNCT
     *PAR:      +< boom@o &=ges:down . [+ exc] ►
     %mor:      on|boom .
     %gra:      1|0|INCROOT 2|1|PUNCT
     *PAR:      &uh bread . [+ exc] ►
     %mor:      n|bread .
     %gra:      1|0|INCROOT 2|1|PUNCT
     *PAR:      oh ! [+ exc] ►
     %mor:      co|oh !
     %gra:      1|0|INCROOT 2|1|PUNCT
     *PAR:      &um [x 4] &=ges:speak . [+ exc] ►
     *INV:      mhm . ►
     %mor:      co|yes .
```

```
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   do you wanna [: want to] write it ? ►
%mor:   mod|do pro|you v|want inf|to v|write pro|it ?
%gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|3|
PUNCT
*PAR:   you (ha)ve +..? [+ exc] ►
%mor:   pro|you v|have +..?
%gra:   1|2|SUBJ 2|0|ROOT 3|2|PUNCT
*PAR:   &=gets:paper &um so it +//. [+ exc] ►
%mor:   conj|so pro|it +//.
%gra:   1|0|INCROOT 2|1|OBJ 3|1|PUNCT
*PAR:   no . [+ exc] ►
%mor:   co|no .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &=writes jelly [x 4] . [+ exc] ►
%mor:   n|jelly .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   mhm . ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &uh and bread &=ges:spread &um &uh peanut butter . [+ gram]
[+ exc]
                ►
%mor:   coord|and n|bread n|peanut n|butter .
%gra:   1|0|INCROOT 2|4|MOD 3|4|MOD 4|1|COORD 5|1|PUNCT
*INV:   mhm . ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &um &=ges:down bread just mash &=ges:eat &=imit:eat . [+
gram]
                [+ exc] ►
%mor:   n|bread adv:int|just n|mash .
%gra:   1|3|MOD 2|3|JCT 3|0|INCROOT 4|3|PUNCT
*INV:   yeah &=head:yes . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   okay . ►
%mor:   co|okay .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   now tell me that in &s sentences . ►
%mor:   adv|now v|tell pro:obj|me rel|that prep|in n|sentence-PL .
%gra:   1|2|JCT 2|0|ROOT 3|2|OBJ 4|2|XCOMP 5|4|JCT 6|5|POBJ 7|2|
PUNCT
*INV:   like you're telling me &uh when we talk on the phone . ►
%mor:   co|like pro|you~aux|be&PRES part|tell-PRESP pro:obj|me conj|
when
                pro:sub|we v|talk prep|on det|the n|phone .
%gra:   1|4|COM 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|OBJ 6|8|LINK 7|8|SUBJ
8|4|CJCT
                9|8|JCT 10|11|DET 11|9|POBJ 12|4|PUNCT
*INV:   tell me in sentences how you make a peanut butter and jelly
```

```
803             sandwich . ►
804     %mor:   v|tell pro:obj|me prep|in n|sentence-PL adv:wh|how pro|you
v|make
805             det|a n|peanut n|butter coord|and n|jelly n|sandwich .
806     %gra:   1|0|ROOT 2|1|OBJ 3|1|JCT 4|3|POBJ 5|7|LINK 6|7|SUBJ 7|1|COMP
8|10|DET
807             9|10|MOD 10|7|OBJ 11|10|CONJ 12|13|MOD 13|11|COORD 14|1|
PUNCT
808     *PAR:   &uh bread &=ges:down &=shrugs [>] . [+ gram] ►
809     %mor:   n|bread .
810     %gra:   1|0|INCROOT 2|1|PUNCT
811     *INV:   uhhuh [<] &=head:yes . ►
812     %mor:   co|uhhuh .
813     %gra:   1|0|INCROOT 2|1|PUNCT
814     *PAR:   &um peanut butter &=points:paper .[+ gram] ►
815     %mor:   n|peanut n|butter .
816     %gra:   1|2|MOD 2|0|INCROOT 3|2|PUNCT
817     *INV:   uhhuh . ►
818     %mor:   co|uhhuh .
819     %gra:   1|0|INCROOT 2|1|PUNCT
820     *PAR:   jelly +//. ►
821     %mor:   n|jelly +//.
822     %gra:   1|0|INCROOT 2|1|PUNCT
823     *PAR:   no . [+ exc] ►
824     %mor:   co|no .
825     %gra:   1|0|INCROOT 2|1|PUNCT
826     *INV:   what do you do ? ►
827     %mor:   adv:int|what v|do pro|you v|do ?
828     %gra:   1|2|JCT 2|4|OBJ 3|4|SUBJ 4|0|ROOT 5|4|PUNCT
829     *PAR:   &um &=ges:spread &um bread &um &um +... ►
830     %mor:   n|bread +...
831     %gra:   1|0|INCROOT 2|1|PUNCT
832     *INV:   mhm . ►
833     %mor:   co|yes .
834     %gra:   1|0|INCROOT 2|1|PUNCT
835     *PAR:   &uh the &um [x 3] &sler &uh [x 3] bread &=ges:down &um
<pɛnɪt@u
836             [: peanut] [* p:n-ret] butter> [//] bɛnɪt@u [: peanut] [*
n:k]
837             butter . [+ gram] ►
838     %mor:   det|the n|bread n|peanut n|butter .
839     %gra:   1|4|DET 2|4|MOD 3|4|MOD 4|0|INCROOT 5|4|PUNCT
840     *INV:   mhm . ►
841     %mor:   co|yes .
842     %gra:   1|0|INCROOT 2|1|PUNCT
843     *PAR:   &um certain much &=ges:down push eat &=ges:eat . [+ gram] ►
844     %mor:   adj|certain qn|much n|push v|eat .
845     %gra:   1|4|LINK 2|3|QUANT 3|4|SUBJ 4|0|ROOT 5|4|PUNCT
846     *INV:   okay . ►
847     %mor:   co|okay .
848     %gra:   1|0|INCROOT 2|1|PUNCT
```

```
849     *INV:   thank you . ►
850     %mor:   v|thank pro|you .
851     %gra:   1|0|ROOT 2|1|OBJ 3|1|PUNCT
852     *INV:   that's it . ►
853     %mor:   pro:dem|that~cop|be&3S pro|it .
854     %gra:   1|2|SUBJ 2|0|ROOT 3|2|PRED 4|2|PUNCT
855     @End
```

Scale18a

```
0   @Loc:  AphasiaBank/English/Aphasia/SCALE/scale18a.cha

1       @Begin
2       @Languages:     eng
3       @Participants:  PAR scale18a Participant, INV Investigator
4       @ID:    eng|Scale|PAR|49;7.|female|Broca|scale18a|Participant||60.9|
5       @ID:    eng|Scale|INV||||scale18a|Investigator|||
6       @Media: scale18a, video
7       @G:     Speech
8       *INV:   I'm gonna [: going to] be asking you to do some talking . ►
9       %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to aux|be part|ask-
PRESP
10              pro|you inf|to v|do qn|some n:gerund|talk-PRESP .
11      %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|6|INF 5|6|AUX 6|3|XCOMP 7|6|OBJ
8|9|INF
12              9|6|XCOMP 10|11|QUANT 11|9|OBJ 12|3|PUNCT
13      *INV:   how do you think your talking is these days ? ►
14      %mor:   adv:wh|how mod|do pro|you v|think pro:poss:det|your
15              n:gerund|talk-PRESP cop|be&3S det|these n|day-PL ?
16      %gra:   1|4|LINK 2|4|AUX 3|4|SUBJ 4|0|ROOT 5|6|MOD 6|4|OBJ 7|6|OBJ
8|9|DET
17              9|7|SUBJ 10|4|PUNCT
18      *PAR:   hm (.) I can't talk . ►
19      %mor:   co|hm pro:sub|I mod|can~neg|not v|talk .
20      %gra:   1|5|COM 2|5|SUBJ 3|5|AUX 4|3|NEG 5|0|ROOT 6|5|PUNCT
21      @G:     Stroke
22      *INV:   do you remember when you had your stroke ? ►
23      %mor:   mod|do pro|you v|remember conj|when pro|you v|have&PAST
24              pro:poss:det|your n|stroke ?
25      %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|6|LINK 5|6|SUBJ 6|3|CJCT 7|8|MOD
8|6|OBJ
26              9|3|PUNCT
27      *INV:   &um can you tell me at all without writing ? ►
28      %mor:   mod|can pro|you v|tell pro:obj|me prep|at qn|all prep|
without
29              n:gerund|write-PRESP ?
30      %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|3|OBJ 5|3|JCT 6|5|POBJ 7|6|NJCT
8|7|POBJ
31              9|3|PUNCT
```

```
*INV:   I'm not really looking +/. ►
%mor:   pro:sub|I~cop|be&1S neg|not adv|real&dadj-LY part|look-PRESP
+/.
%gra:   1|2|SUBJ 2|0|ROOT 3|2|NEG 4|5|JCT 5|2|XJCT 6|2|PUNCT
*PAR:   +< fifteen years ago . [+ gram] ►
%mor:   det:num|fifteen n|year-PL adv|ago .
%gra:   1|2|QUANT 2|0|INCROOT 3|2|NJCT 4|2|PUNCT
*INV:   fifteen years ago . ►
%mor:   det:num|fifteen n|year-PL adv|ago .
%gra:   1|2|QUANT 2|0|INCROOT 3|2|NJCT 4|2|PUNCT
*INV:   okay, good . ►
%mor:   co|okay cm|cm adj|good .
%gra:   1|3|COM 2|1|LP 3|0|ROOT 4|3|PUNCT
*INV:   tell me what you remember about that time . ►
%mor:   v|tell pro:obj|me pro:wh|what pro|you v|remember prep|about
        det|that n|time .
%gra:   1|0|ROOT 2|1|OBJ 3|5|LINK 4|5|SUBJ 5|1|COMP 6|5|JCT 7|8|DET
8|6|POBJ
        9|1|PUNCT
*PAR:   &um <working and> [/] &um working and the night time &um a
headache
        and the stroke . [+ gram] ►
%mor:   n:gerund|work-PRESP coord|and det|the n|night n|time det|a
        n|headache coord|and det|the n|stroke .
%gra:   1|0|INCROOT 2|1|CONJ 3|5|DET 4|5|MOD 5|2|COORD 6|7|DET 7|5|
OBJ 8|7|CONJ
        9|10|DET 10|8|COORD 11|1|PUNCT
*INV:   were you at home ? ►
%mor:   cop|be&PAST pro|you adv|at adv|home ?
%gra:   1|0|ROOT 2|1|OBJ 3|2|JCT 4|2|JCT 5|1|PUNCT
*PAR:   yeah &=head:nod . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   tell me about your recovery . ►
%mor:   v|tell pro:obj|me prep|about pro:poss:det|your n|recovery .
%gra:   1|0|ROOT 2|1|OBJ 3|1|JCT 4|5|MOD 5|3|POBJ 6|1|PUNCT
*INV:   what kinds of things have you done to try to get better
since your
        stroke ? ►
%mor:   adv:int|what n|kind-PL prep|of n|thing-PL v|have pro|you
        part|do&PASTP prep|to n|try inf|to v|get adv|good&CP prep|
since
        pro:poss:det|your n|stroke ?
%gra:   1|2|JCT 2|0|INCROOT 3|2|NJCT 4|5|SUBJ 5|3|POBJ 6|5|OBJ 7|6|
XMOD 8|7|JCT
        9|8|POBJ 10|11|INF 11|7|XCOMP 12|11|JCT 13|11|JCT 14|15|MOD
15|13|POBJ
        16|2|PUNCT
*PAR:   &um walk +/. ►
%mor:   n|walk +/.
%gra:   1|0|INCROOT 2|1|PUNCT
```

```
*INV:   mhm . ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   +, &=points:cane with the cane . [+ gram] ►
%mor:   prep|with det|the n|cane .
%gra:   1|0|INCROOT 2|3|DET 3|1|POBJ 4|1|PUNCT
*INV:   mhm . ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*PAR:   &um my leg &=points:leg &=head:shake no . [+ gram] ►
%mor:   pro:poss:det|my n|leg co|no .
%gra:   1|2|MOD 2|0|INCROOT 3|2|COM 4|2|PUNCT
*INV:   doesn't work ? ►
%mor:   mod|do&3S~neg|not v|work ?
%gra:   1|3|AUX 2|1|NEG 3|0|ROOT 4|3|PUNCT
*PAR:   and əseʒə@u [: aphasia] [* p:n] . [+ gram] ►
%mor:   coord|and n|aphasia .
%gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
*PAR:   and right [: left] [* s:r] &=lifts:arm . ►
%mor:   coord|and n|left .
%gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
*INV:   have you been working on your speech ? ►
%mor:   v|have pro|you aux|be&PASTP part|work-PRESP prep|on
        pro:poss:det|your n|speech ?
%gra:   1|0|ROOT 2|4|SUBJ 3|4|AUX 4|1|COMP 5|4|JCT 6|7|MOD 7|5|POBJ
8|1|PUNCT
*PAR:   yeah &=head:nod . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   and where have you gone for help with your speech ? ►
%mor:   coord|and adv:wh|where aux|have pro|you part|go&PASTP prep|
for
        n|help prep|with pro:poss:det|your n|speech ?
%gra:   1|0|INCROOT 2|5|LINK 3|5|AUX 4|5|SUBJ 5|1|COORD 6|5|JCT 7|6|
POBJ
        8|7|NJCT 9|10|MOD 10|8|POBJ 11|1|PUNCT
*PAR:   &um this center . ►
%mor:   det|this n|center .
%gra:   1|2|DET 2|0|INCROOT 3|2|PUNCT
*INV:   mhm . ►
%mor:   co|yes .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   okay . ►
%mor:   co|okay .
%gra:   1|0|INCROOT 2|1|PUNCT
@G:     Important_Event
*INV:   I'm gonna [: going to] ask you to do a few more things where
you
        need to talk . ►
%mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to v|ask pro|you inf|
to v|do
```

```
121             det|a qn|few qn|more n|thing-PL rel|where pro|you v|need
prep|to
122             n|talk .
123     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|INF
8|5|XCOMP
124             9|10|DET 10|12|QUANT 11|12|QUANT 12|8|OBJ 13|15|LINK 14|15|
SUBJ
125             15|12|CMOD 16|15|JCT 17|16|POBJ 18|3|PUNCT
126     *INV:   talk as much as you can about each one (be)cause we really
would
127             like to know about your language . ►
128     %mor:   n|talk prep|as qn|much prep|as pro|you n|can prep|about qn|
each
129             pro:indef|one conj|because pro:sub|we adv|real&dadj-LY mod|
will&COND
130             v|like inf|to v|know prep|about pro:poss:det|your n|language
.
131     %gra:   1|0|INCROOT 2|1|NJCT 3|2|POBJ 4|3|JCT 5|6|SUBJ 6|4|POBJ 7|3|
NJCT
132             8|9|QUANT 9|7|POBJ 10|14|LINK 11|14|SUBJ 12|14|JCT 13|14|AUX
14|1|CJCT
133             15|16|INF 16|14|XCOMP 17|16|JCT 18|19|MOD 19|17|POBJ 20|1|
PUNCT
134     *PAR:   okay . ►
135     %mor:   co|okay .
136     %gra:   1|0|INCROOT 2|1|PUNCT
137     *INV:   alright ? ►
138     %mor:   co|alright ?
139     %gra:   1|0|INCROOT 2|1|PUNCT
140     *INV:   thinking back, can you tell me a story about something that
141             happened to you in your life that was important to you ? ►
142     %mor:   part|think-PRESP adv|back cm|cm mod|can pro|you v|tell
pro:obj|me
143             det|a n|story prep|about pro:indef|something rel|that v|
happen-PAST
144             prep|to pro|you prep|in pro:poss:det|your n|life rel|that
145             cop|be&PAST&13S adj|important prep|to pro|you ?
146     %gra:   1|6|SUBJ 2|1|JCT 3|1|LP 4|6|AUX 5|6|SUBJ 6|0|ROOT 7|6|OBJ 8|
9|DET
147             9|6|OBJ 10|9|NJCT 11|10|POBJ 12|13|LINK 13|11|CMOD 14|13|JCT
15|14|POBJ
148             16|15|JCT 17|18|MOD 18|16|POBJ 19|20|LINK 20|18|CMOD 21|20|
PRED 22|20|JCT
149             23|22|POBJ 24|6|PUNCT
150     *INV:   it can be recently or when you were a child . ►
151     %mor:   pro|it mod|can cop|be adv|recent&dadj-LY coord|or conj|when
pro|you
152             cop|be&PAST det|a n|child .
153     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|3|JCT 5|3|CONJ 6|8|LINK 7|8|SUBJ
8|5|COORD
154             9|10|DET 10|8|PRED 11|3|PUNCT
```

```
155     *PAR:   &um the army . [+ gram] ►
156     %mor:   det|the n|army .
157     %gra:   1|2|DET 2|0|INCROOT 3|2|PUNCT
158     *PAR:   &um I was stationed in Alabama . ►
159     %mor:   pro:sub|I aux|be&PAST&13S part|station-PASTP prep|in n:prop|
Alabama
160             .
161     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|3|JCT 5|4|POBJ 6|3|PUNCT
162     *PAR:   and the drill sergeant no [/] no &=laughs &=head:shake . [+
gram] ►
163     %mor:   coord|and det|the n|drill n|sergeant co|no .
164     %gra:   1|0|INCROOT 2|4|DET 3|4|MOD 4|1|COORD 5|4|COM 6|1|PUNCT
165     *PAR:   &um parachute jump up . [+ gram] ►
166     %mor:   n|parachute n|jump adv|up .
167     %gra:   1|2|MOD 2|0|INCROOT 3|2|JCT 4|2|PUNCT
168     *PAR:   &um paratrooper . [+ gram] ►
169     %mor:   n|paratrooper .
170     %gra:   1|0|INCROOT 2|1|PUNCT
171     *INV:   you were a paratrooper ? ►
172     %mor:   pro|you cop|be&PAST det|a n|paratrooper ?
173     %gra:   1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|PRED 5|2|PUNCT
174     *PAR:   yeah . ►
175     %mor:   co|yeah .
176     %gra:   1|0|INCROOT 2|1|PUNCT
177     *INV:   wow . ►
178     %mor:   co|wow .
179     %gra:   1|0|INCROOT 2|1|PUNCT
180     *PAR:   and &um Kansas [//] the &s station in Kansas . [+ gram] ►
181     %mor:   coord|and det|the n|station prep|in n:prop|Kansas .
182     %gra:   1|0|INCROOT 2|3|DET 3|1|COORD 4|3|NJCT 5|4|POBJ 6|1|PUNCT
183     *INV:   +< do you remember the first time you jumped ? ►
184     %mor:   mod|do pro|you v|remember det|the adj|first n|time pro|you
185             v|jump-PAST ?
186     %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|6|DET 5|6|MOD 6|3|OBJ 7|8|SUBJ
8|6|XMOD
187             9|3|PUNCT
188     *PAR:   &um wow . ►
189     %mor:   co|wow .
190     %gra:   1|0|INCROOT 2|1|PUNCT
191     *PAR:   &um Sou:th_Carolina . [+ gram] ►
192     %mor:   n:prop|South_Carolina .
193     %gra:   1|0|INCROOT 2|1|PUNCT
194     *INV:   South_Carolina ? ►
195     %mor:   n:prop|South_Carolina ?
196     %gra:   1|0|INCROOT 2|1|PUNCT
197     *PAR:   yeah . ►
198     %mor:   co|yeah .
199     %gra:   1|0|INCROOT 2|1|PUNCT
200     *PAR:   &um I [/] I forget &=head:shake . ►
201     %mor:   pro:sub|I v|forget .
202     %gra:   1|2|SUBJ 2|0|ROOT 3|2|PUNCT
```

```
*INV:   were you frightened ? ►
%mor:   cop|be&PAST pro|you v|frighten-PAST ?
%gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|PUNCT
*PAR:   yeah [/] &=head:nod yeah . ►
%mor:   co|yeah .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   so what did you do ? ►
%mor:   co|so pro:wh|what mod|do&PAST pro|you v|do ?
%gra:   1|5|COM 2|5|OBJ 3|5|AUX 4|5|SUBJ 5|0|ROOT 6|5|PUNCT
*PAR:   &um one one thousand two θʌn@u [: one] [* p:n] thousand and
        &=ges:jump jump . [+ gram] ►
%mor:   det:num|one pro:indef|one det:num|thousand det:num|two
det:num|one
        det:num|thousand coord|and n|jump .
%gra:   1|2|QUANT 2|5|LINK 3|4|QUANT 4|5|QUANT 5|6|QUANT 6|0|ROOT 7|
6|CONJ
        8|7|COORD 9|6|PUNCT
*INV:   you're very brave . ►
%mor:   pro|you~cop|be&PRES adv:int|very adj|brave .
%gra:   1|2|SUBJ 2|0|ROOT 3|4|JCT 4|2|PRED 5|2|PUNCT
*PAR:   &=laughs . ►
@G:     Window
*INV:   okay, now I'm gonna [: going to] show you some pictures . ►
%mor:   co|okay cm|cm adv|now pro:sub|I~aux|be&1S part|go-PRESP inf|
to
        v|show pro|you qn|some n|picture-PL .
%gra:   1|6|COM 2|1|LP 3|1|JCT 4|6|SUBJ 5|6|AUX 6|0|ROOT 7|8|INF 8|
6|XCOMP
        9|8|OBJ 10|11|QUANT 11|8|OBJ 12|6|PUNCT
*INV:   take a look at these pictures . ►
%mor:   v|take det|a n|look prep|at det|these n|picture-PL .
%gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|3|NJCT 5|6|DET 6|4|POBJ 7|1|PUNCT
*INV:   they tell a story . ►
%mor:   pro:sub|they v|tell det|a n|story .
%gra:   1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|OBJ 5|2|PUNCT
*INV:   &um and once you've had a chance to see, tell me the story
you see
        here with a beginning, a middle, and an end . ►
%mor:   coord|and conj|once pro|you~aux|have part|have&PASTP det|a
n|chance
        inf|to v|see cm|cm v|tell pro:obj|me det|the n|story pro|you
v|see
        adv|here prep|with det|a n|beginning cm|cm det|a n|middle
cm|cm
        coord|and det|a n|end .
%gra:   1|0|INCROOT 2|5|LINK 3|5|SUBJ 4|5|AUX 5|1|COORD 6|7|DET 7|5|
OBJ 8|9|INF
        9|7|XMOD 10|9|LP 11|9|COMP 12|11|OBJ 13|14|DET 14|11|OBJ 15|
16|SUBJ
        16|11|COMP 17|16|JCT 18|16|JCT 19|20|DET 20|18|POBJ 21|20|LP
22|23|DET
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243             23|20|CMOD 24|23|LP 25|23|CONJ 26|27|DET 27|25|COORD 28|1|
PUNCT
244     *INV:   and you can follow along with the pictures . ►
245     %mor:   coord|and pro|you mod|can v|follow adv|along prep|with det|
the
246             n|picture-PL .
247     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|JCT 6|4|JCT 7|8|DET
8|6|POBJ
248             9|4|PUNCT
249     *PAR:   okay . [+ exc] ►
250     %mor:   co|okay .
251     %gra:   1|0|INCROOT 2|1|PUNCT
252     *PAR:   a boy is throwing [: kicking] [* s:r] the ball . ►
253     %mor:   det|a n|boy aux|be&3S part|kick-PRESP det|the n|ball .
254     %gra:   1|2|DET 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|DET 6|4|OBJ 7|4|PUNCT
255     *PAR:   he [/] he [//] &um and the window he crash . [+ gram] ►
256     %mor:   coord|and det|the n|window pro:sub|he adj|crash .
257     %gra:   1|0|INCROOT 2|3|DET 3|1|COORD 4|5|SUBJ 5|3|XMOD 6|1|PUNCT
258     *PAR:   &um he gave it to the ball . [+ gram] ►
259     %mor:   pro:sub|he v|give&PAST pro|it prep|to det|the n|ball .
260     %gra:   1|2|SUBJ 2|0|ROOT 3|2|OBJ 4|2|JCT 5|6|DET 6|4|POBJ 7|2|PUNCT
261     *PAR:   he had the ball . ►
262     %mor:   pro:sub|he v|have&PAST det|the n|ball .
263     %gra:   1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|OBJ 5|2|PUNCT
264     *PAR:   the man had the ball and he drop [* s:uk] it . [+ jar] ►
265     %mor:   det|the n|man v|have&PAST det|the n|ball coord|and pro:sub|
he
266             v|drop pro|it .
267     %gra:   1|2|DET 2|3|SUBJ 3|0|ROOT 4|5|DET 5|3|OBJ 6|8|LINK 7|8|SUBJ
8|5|CMOD
268             9|8|OBJ 10|3|PUNCT
269     *PAR:   and the window was angry [* s:uk] . ►
270     %mor:   coord|and det|the n|window cop|be&PAST&13S adj|angry .
271     %gra:   1|4|LINK 2|3|DET 3|4|SUBJ 4|0|ROOT 5|4|PRED 6|4|PUNCT
272     *INV:   okay . ►
273     %mor:   co|okay .
274     %gra:   1|0|INCROOT 2|1|PUNCT
275     @G:     Umbrella
276     *INV:   here are some more pictures that tell a story . ►
277     %mor:   adv|here cop|be&PRES qn|some qn|more n|picture-PL rel|that
v|tell
278             det|a n|story .
279     %gra:   1|2|JCT 2|0|ROOT 3|5|QUANT 4|5|QUANT 5|2|PRED 6|7|LINK 7|5|
CMOD 8|9|DET
280             9|7|OBJ 10|2|PUNCT
281     *INV:   take a look at all of them and when you're ready, tell me
the story
282             with a beginning, a middle, and an end . ►
283     %mor:   v|take det|a n|look prep|at qn|all prep|of pro:obj|them
coord|and
284             conj|when pro|you~cop|be&PRES adj|ready cm|cm v|tell
```

```
pro:obj|me
285             det|the n|story prep|with det|a n|beginning cm|cm det|a n|
middle
286             cm|cm coord|and det|a n|end .
287     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|3|NJCT 5|4|POBJ 6|5|NJCT 7|6|POBJ
8|5|CONJ
288             9|11|LINK 10|11|SUBJ 11|8|COORD 12|11|PRED 13|12|LP 14|12|
ENUM 15|14|OBJ
289             16|17|DET 17|14|OBJ 18|17|NJCT 19|20|DET 20|18|POBJ 21|20|LP
22|23|DET
290             23|20|CMOD 24|23|LP 25|23|CONJ 26|27|DET 27|25|COORD 28|1|
PUNCT
291     *INV:   and you can follow along with the pictures as you tell the
story .
292             ►
293     %mor:   coord|and pro|you mod|can v|follow adv|along prep|with det|
the
294             n|picture-PL conj|as pro|you v|tell det|the n|story .
295     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|JCT 6|4|JCT 7|8|DET
8|6|POBJ
296             9|11|LINK 10|11|SUBJ 11|4|CJCT 12|13|DET 13|11|OBJ 14|4|
PUNCT
297     *PAR:   one day the boy &h he is &=head:shake +... ►
298     %mor:   det:num|one n|day det|the n|boy pro:sub|he cop|be&3S +...
299     %gra:   1|2|QUANT 2|6|LINK 3|4|DET 4|6|SUBJ 5|6|SUBJ 6|0|ROOT 7|6|
PUNCT
300     *PAR:   the boy and the girl [: mother] [* s:r] . [+ gram] ►
301     %mor:   det|the n|boy coord|and det|the n|mother .
302     %gra:   1|2|DET 2|0|INCROOT 3|2|CONJ 4|5|DET 5|3|COORD 6|2|PUNCT
303     *PAR:   he need [* m:a:0es] the umbrella to (g)o to school . [+
gram] ►
304     %mor:   pro:sub|he v|need det|the n|umbrella inf|to v|go prep|to n|
school .
305     %gra:   1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|OBJ 5|6|INF 6|4|XMOD 7|6|JCT
8|7|POBJ
306             9|2|PUNCT
307     *PAR:   he [: she] [* s:r] [* p:w] take [* m:a:0es] the umbrella and
give
308             it to the boy . [+ gram] ►
309     %mor:   pro:sub|she v|take det|the n|umbrella coord|and v|give pro|
it
310             prep|to det|the n|boy .
311     %gra:   1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|OBJ 5|2|CONJ 6|5|COORD 7|6|OBJ
8|6|JCT
312             9|10|DET 10|8|POBJ 11|2|PUNCT
313     *PAR:   all_of_a_sudden the boy is raining cats and dogs . [+ gram]
►
314     %mor:   adv|all_of_a_sudden det|the n|boy aux|be&3S part|rain-PRESP
315             n|cat-PL coord|and n|dog-PL .
316     %gra:   1|5|JCT 2|3|DET 3|5|SUBJ 4|5|AUX 5|0|ROOT 6|5|OBJ 7|5|CONJ
8|7|COORD
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                9|5|PUNCT
     *PAR:      he is screaming +"/. ►
     %mor:      pro:sub|he aux|be&3S part|scream-PRESP +"/.
     %gra:      1|3|SUBJ 2|3|AUX 3|0|ROOT 4|3|PUNCT
     *PAR:      +" <I have> [//] it's raining and where did it go ? ►
     %mor:      pro|it~aux|be&3S part|rain-PRESP coord|and adv:wh|where mod|
do&PAST
                pro|it v|go ?
     %gra:      1|3|SUBJ 2|3|AUX 3|0|ROOT 4|3|CONJ 5|8|LINK 6|8|AUX 7|8|SUBJ
8|4|COORD
                9|3|PUNCT
     *PAR:      the əmblɛlə@u [: umbrella] [* p:n] wasn't there . ►
     %mor:      det|the n|umbrella cop|be&PAST&13S~neg|not adv|there .
     %gra:      1|2|DET 2|3|SUBJ 3|0|ROOT 4|3|NEG 5|3|JCT 6|3|PUNCT
     *PAR:      the mother he [: she] [* s:r-rep] [* p:w-rep] [/] he [: she]
                [* s:r] [* p:w] [/] &um he [: she] [* s:r] [* p:w] raining .
                [+ gram] ►
     %mor:      det|the n|mother pro:sub|she part|rain-PRESP .
     %gra:      1|2|DET 2|0|INCROOT 3|4|SUBJ 4|2|XMOD 5|2|PUNCT
     *PAR:      he +"/. ►
     %mor:      pro:sub|he +"/.
     %gra:      1|0|INCROOT 2|1|PUNCT
     *PAR:      +" where did it go ? ►
     %mor:      adv:wh|where mod|do&PAST pro|it v|go ?
     %gra:      1|4|LINK 2|4|AUX 3|4|SUBJ 4|0|ROOT 5|4|PUNCT
     *PAR:      she's angry . ►
     %mor:      pro:sub|she~cop|be&3S adj|angry .
     %gra:      1|2|SUBJ 2|0|ROOT 3|2|PRED 4|2|PUNCT
     *PAR:      +" here it go [: is] [* s:per] . ►
     %mor:      adv|here pro|it cop|be&3S .
     %gra:      1|3|JCT 2|3|SUBJ 3|0|ROOT 4|3|PUNCT
     *PAR:      she is the rain . [+ gram] ►
     %mor:      pro:sub|she cop|be&3S det|the n|rain .
     %gra:      1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|PRED 5|2|PUNCT
     *PAR:      he found them [: it] [* s:r] . ►
     %mor:      pro:sub|he v|find&PAST pro|it .
     %gra:      1|2|SUBJ 2|0|ROOT 3|2|OBJ 4|2|PUNCT
     *INV:      okay . ►
     %mor:      co|okay .
     %gra:      1|0|INCROOT 2|1|PUNCT
     @G:        Cat
     *INV:      here's another picture . ►
     %mor:      pro:exist|here~cop|be&3S qn|another n|picture .
     %gra:      1|2|SUBJ 2|0|ROOT 3|4|QUANT 4|2|PRED 5|2|PUNCT
     *INV:      look at everything that's happening in the picture and then
tell me
                a story about what you see with a beginning, a middle, and
an end .
                ►
     %mor:      v|look prep|at pro:indef|everything rel|that~aux|be&3S
                part|happen-PRESP prep|in det|the n|picture coord|and
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```
adv:tem|then
364             v|tell pro:obj|me det|a n|story prep|about pro:wh|what pro|
you v|see
365             prep|with det|a n|beginning cm|cm det|a n|middle cm|cm
coord|and
366             det|a n|end .
367     %gra:   1|0|ROOT 2|1|JCT 3|2|POBJ 4|6|LINK 5|6|AUX 6|3|CMOD 7|6|JCT
8|9|DET
368             9|7|POBJ 10|6|CONJ 11|12|JCT 12|10|COORD 13|12|OBJ 14|15|DET
15|12|OBJ
369             16|12|JCT 17|19|LINK 18|19|SUBJ 19|16|POBJ 20|19|JCT 21|22|
DET 22|20|POBJ
370             23|22|LP 24|25|DET 25|22|CMOD 26|25|LP 27|25|CONJ 28|29|DET
29|27|COORD
371             30|1|PUNCT
372     *PAR:   one day he went up climbing the tree . ►
373     %mor:   det:num|one n|day pro:sub|he v|go&PAST adv|up adj|climb-
PRESP
374             det|the n|tree .
375     %gra:   1|2|QUANT 2|4|LINK 3|4|SUBJ 4|0|ROOT 5|4|JCT 6|4|JCT 7|8|DET
8|6|OBJ
376             9|4|PUNCT
377     *PAR:   &h he took the cat . ►
378     %mor:   pro:sub|he v|take&PAST det|the n|cat .
379     %gra:   1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|OBJ 5|2|PUNCT
380     *PAR:   he [/] he drop it . [+ gram] ►
381     %mor:   pro:sub|he v|drop pro|it .
382     %gra:   1|2|SUBJ 2|0|ROOT 3|2|OBJ 4|2|PUNCT
383     *PAR:   &um he was scared . ►
384     %mor:   pro:sub|he aux|be&PAST&13S part|scare-PASTP .
385     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|3|PUNCT
386     *PAR:   the dog is growling . ►
387     %mor:   det|the n|dog aux|be&3S part|growl-PRESP .
388     %gra:   1|2|DET 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|PUNCT
389     *PAR:   the fireman is glɑɪmɪŋ@u [: climbing] [* p:n] the stairs [:
ladder]
390             [* s:r] . ►
391     %mor:   det|the n|+n|fire+n|man aux|be&3S part|climb-PRESP det|the
n|ladder
392             .
393     %gra:   1|2|DET 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|DET 6|4|OBJ 7|4|PUNCT
394     *PAR:   he's scared but he is getting the stairs [: ladder] [*
s:r] . ►
395     %mor:   pro:sub|he~aux|be&3S part|scare-PASTP conj|but pro:sub|he
aux|be&3S
396             part|get-PRESP det|the n|ladder .
397     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|7|LINK 5|7|SUBJ 6|7|AUX 7|3|CJCT
8|9|DET
398             9|7|OBJ 10|3|PUNCT
399     *INV:   okay . ►
400     %mor:   co|okay .
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401     %gra:   1|0|INCROOT 2|1|PUNCT
402     @G:     Flood
403     *INV:   take a look at this picture . ►
404     %mor:   v|take det|a n|look prep|at det|this n|picture .
405     %gra:   1|0|ROOT 2|3|DET 3|1|OBJ 4|3|NJCT 5|6|DET 6|4|POBJ 7|1|PUNCT
406     *INV:   and tell me a story about what you see happening with a
beginning,
407             a middle, and an end . ►
408     %mor:   coord|and v|tell pro:obj|me det|a n|story prep|about pro:wh|
what
409             pro|you v|see part|happen-PRESP prep|with det|a n|beginning
cm|cm
410             det|a n|middle cm|cm coord|and det|a n|end .
411     %gra:   1|2|LINK 2|0|ROOT 3|2|OBJ 4|5|DET 5|2|OBJ 6|2|JCT 7|9|LINK
8|9|SUBJ
412             9|6|POBJ 10|9|OBJ 11|10|JCT 12|13|DET 13|11|POBJ 14|13|LP
15|16|DET
413             16|13|CMOD 17|16|LP 18|16|CONJ 19|20|DET 20|18|COORD 21|2|
PUNCT
414     *PAR:   one day he [: she] [* s:r-rep] [* p:w-rep] [/] he [: she] [*
s:r]
415             [* p:w] is crying +"/. ►
416     %mor:   det:num|one n|day pro:sub|she aux|be&3S part|cry-PRESP +"/.
417     %gra:   1|2|QUANT 2|5|LINK 3|5|SUBJ 4|5|AUX 5|0|ROOT 6|5|PUNCT
418     *PAR:   +" help me please . ►
419     %mor:   v|help pro:obj|me v|please .
420     %gra:   1|0|ROOT 2|1|OBJ 3|1|COMP 4|1|PUNCT
421     *PAR:   but he was &uh sleeping [* s:uk] . ►
422     %mor:   conj|but pro:sub|he aux|be&PAST&13S part|sleep-PRESP .
423     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|4|PUNCT
424     *PAR:   he was swimming but he's get [//] <getting ready to go the>
[//]
425             getting to the drowning . ►
426     %mor:   pro:sub|he aux|be&PAST&13S part|swim-PRESP conj|but
427             pro:sub|he~aux|be&3S part|get-PRESP prep|to det|the adj|
drown-PRESP
428             .
429     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|7|LINK 5|7|SUBJ 6|7|AUX 7|3|CJCT
8|7|JCT
430             9|10|DET 10|8|POBJ 11|3|PUNCT
431     *INV:   okay . ►
432     %mor:   co|okay .
433     %gra:   1|0|INCROOT 2|1|PUNCT
434     @G:     Cinderella_intro
435     *INV:   I'm gonna [: going to] ask you to tell a story . ►
436     %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to v|ask pro|you inf|
to
437             v|tell det|a n|story .
438     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|8|INF
8|5|XCOMP
439             9|10|DET 10|8|OBJ 11|3|PUNCT
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440     *INV:   do you know the story of Cinderella ? ►
441     %mor:   mod|do pro|you v|know det|the n|story prep|of n:prop|
Cinderella ?
442     %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|5|DET 5|3|OBJ 6|5|NJCT 7|6|POBJ
8|3|PUNCT
443     *PAR:   yeah . ►
444     %mor:   co|yeah .
445     %gra:   1|0|INCROOT 2|1|PUNCT
446     *INV:   do you remember much about it ? ►
447     %mor:   mod|do pro|you v|remember qn|much prep|about pro|it ?
448     %gra:   1|3|AUX 2|3|SUBJ 3|0|ROOT 4|5|QUANT 5|3|JCT 6|5|POBJ 7|3|
PUNCT
449     *PAR:   yeah . ►
450     %mor:   co|yeah .
451     %gra:   1|0|INCROOT 2|1|PUNCT
452     *INV:   www . ►
453     %exp:   instructing and looking through book
454     *INV:   now tell me as much as you can of the story of Cinderella .
►
455     %mor:   adv|now v|tell pro:obj|me prep|as qn|much prep|as pro|you n|
can
456             prep|of det|the n|story prep|of n:prop|Cinderella .
457     %gra:   1|2|JCT 2|0|ROOT 3|2|OBJ 4|2|JCT 5|4|POBJ 6|5|NJCT 7|6|POBJ
8|7|OBJ
458             9|8|NJCT 10|11|DET 11|9|POBJ 12|11|NJCT 13|12|POBJ 14|2|
PUNCT
459     *INV:   and you can use any details you know about the story
as_well_as
460             what you just looked at . ►
461     %mor:   coord|and pro|you mod|can v|use qn|any n|detail-PL pro|you
v|know
462             prep|about det|the n|story conj|as_well_as rel|what pro|you
463             adv:int|just part|look-PASTP adv|at .
464     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|QUANT 6|4|OBJ 7|8|
SUBJ 8|4|COMP
465             9|8|JCT 10|11|DET 11|9|POBJ 12|16|LINK 13|14|LINK 14|16|SUBJ
15|16|JCT
466             16|8|CJCT 17|16|JCT 18|4|PUNCT
467     *PAR:   okay . ►
468     %mor:   co|okay .
469     %gra:   1|0|INCROOT 2|1|PUNCT
470     @G:     Cinderella
471     *PAR:   one day he [: she] [* s:r] [* p:w] was <washing and the>
[//]
472             washing and mopping the floor . ►
473     %mor:   det:num|one n|day pro:sub|she aux|be&PAST&13S part|wash-
PRESP
474             coord|and part|mop-PRESP det|the n|floor .
475     %gra:   1|2|QUANT 2|5|LINK 3|5|SUBJ 4|5|AUX 5|0|ROOT 6|5|CONJ 7|6|
COORD 8|9|DET
476             9|7|OBJ 10|5|PUNCT
```

```
477     *PAR:   +" I wanna [: want to] go to &s see Cinderella [* s:uk] . ►
478     %mor:   pro:sub|I v|want inf|to v|go inf|to v|see n:prop|
Cinderella .
479     %gra:   1|2|SUBJ 2|0|ROOT 3|4|INF 4|2|XCOMP 5|6|INF 6|4|XCOMP 7|6|
OBJ 8|2|PUNCT
480     *PAR:   but +"/. ►
481     %mor:   conj|but +"/.
482     %gra:   1|0|INCROOT 2|1|PUNCT
483     *PAR:   +" ha [x 3] you wanna [: want to] go . ►
484     %mor:   co|ha pro|you v|want inf|to v|go .
485     %gra:   1|3|COM 2|3|SUBJ 3|0|ROOT 4|5|INF 5|3|XCOMP 6|3|PUNCT
486     *PAR:   +" I suppose I wanna [: want to] go . ►
487     %mor:   pro:sub|I v|suppose pro:sub|I v|want inf|to v|go .
488     %gra:   1|2|SUBJ 2|0|ROOT 3|4|SUBJ 4|2|COMP 5|6|INF 6|4|XCOMP 7|2|
PUNCT
489     *PAR:   but no, she didn't . ►
490     %mor:   conj|but co|no cm|cm pro:sub|she mod|do&PAST~neg|not .
491     %gra:   1|5|LINK 2|5|COM 3|2|LP 4|5|SUBJ 5|0|ROOT 6|5|NEG 7|5|PUNCT
492     *PAR:   &um he's [: she's] [* s:r] crying . ►
493     %mor:   pro:sub|she~aux|be&3S part|cry-PRESP .
494     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|3|PUNCT
495     *PAR:   and all_of_a_sudden +"/. [+ gram] ►
496     %mor:   coord|and adv|all_of_a_sudden +"/.
497     %gra:   1|0|INCROOT 2|1|COORD 3|1|PUNCT
498     *PAR:   +" what's wrong ? ►
499     %mor:   rel|what~cop|be&3S adj|wrong ?
500     %gra:   1|2|LINK 2|0|ROOT 3|2|PRED 4|2|PUNCT
501     *PAR:   +" I wanna [: want to] see a beautiful Cinderella . ►
502     %mor:   pro:sub|I v|want inf|to v|see det|a n|beauty-FUL n:prop|
Cinderella
503             .
504     %gra:   1|2|SUBJ 2|0|ROOT 3|4|INF 4|2|XCOMP 5|6|DET 6|4|OBJ 7|6|APP
8|2|PUNCT
505     *PAR:   so the wand . [+ gram] ►
506     %mor:   co|so det|the n|wand .
507     %gra:   1|3|COM 2|3|DET 3|0|INCROOT 4|3|PUNCT
508     *PAR:   he [: she] [* s:r] [* p:w] is beautiful . ►
509     %mor:   pro:sub|she cop|be&3S adj|beautiful .
510     %gra:   1|2|SUBJ 2|0|ROOT 3|2|PRED 4|2|PUNCT
511     *PAR:   &h he [: she] [* s:r] [* p:w] went to see Cinderella [*
s:uk] . ►
512     %mor:   pro:sub|she v|go&PAST inf|to v|see n:prop|Cinderella .
513     %gra:   1|2|SUBJ 2|0|ROOT 3|4|INF 4|2|XCOMP 5|4|OBJ 6|2|PUNCT
514     *PAR:   so he [: she] [* s:r] [* p:w] said +"/. ►
515     %mor:   co|so pro:sub|she v|say&PAST +"/.
516     %gra:   1|3|COM 2|3|SUBJ 3|0|ROOT 4|3|PUNCT
517     *PAR:   twelve o'clock . [+ gram] ►
518     %mor:   det:num|twelve n|o'clock .
519     %gra:   1|2|QUANT 2|0|INCROOT 3|2|PUNCT
520     *PAR:   he [: she][* s:r-rep] [/] he [: she] [* s:r-rep] [* p:w-rep]
[/] he
```

```
521             [: she] [* s:r] [* p:w] all of his [: her] [* s:r] clothes .
522             [+ gram] ►
523     %mor:   pro:sub|she adv:int|all prep|of pro:poss:det|her n:pt|
clothes .
524     %gra:   1|0|INCROOT 2|3|JCT 3|1|NJCT 4|5|MOD 5|3|POBJ 6|1|PUNCT
525     *PAR:   so Cinderella he [: she] [* s:r] [* p:w] saw the woman . [+
es] ►
526     %mor:   co|so n:prop|Cinderella pro:sub|she v|see&PAST det|the n|
woman .
527     %gra:   1|4|COM 2|4|SUBJ 3|4|SUBJ 4|0|ROOT 5|6|DET 6|4|OBJ 7|4|PUNCT
528     *PAR:   and he [: she] [* s:r] [* p:w] saw a man that caught my [:
her]
529             [* s:r] eye . ►
530     %mor:   coord|and pro:sub|she v|see&PAST det|a n|man rel|that v|
catch&PAST
531             pro:poss:det|her n|eye .
532     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|5|DET 5|3|OBJ 6|7|LINK 7|5|CMOD
8|9|MOD
533             9|7|OBJ 10|3|PUNCT
534     *PAR:   so we dance and we dance . ►
535     %mor:   co|so pro:sub|we v|dance coord|and pro:sub|we v|dance .
536     %gra:   1|3|COM 2|3|SUBJ 3|0|ROOT 4|6|LINK 5|6|SUBJ 6|3|COMP 7|3|
PUNCT
537     *PAR:   twelve o'clock . [+ gram] ►
538     %mor:   det:num|twelve n|o'clock .
539     %gra:   1|2|QUANT 2|0|INCROOT 3|2|PUNCT
540     *PAR:   is Cinderella +"/. [+ gram] ►
541     %mor:   cop|be&3S n:prop|Cinderella +"/.
542     %gra:   1|0|ROOT 2|1|SUBJ 3|1|PUNCT
543     *PAR:   +" &um I'm gonna [: going to] go biklɔz@u [: because] [*
p:n] the
544             klaɪk@u [: clock] [* p:n] struck twelve . ►
545     %mor:   pro:sub|I~aux|be&1S part|go-PRESP inf|to v|go conj|because
det|the
546             n|clock v|strike&PAST det:num|twelve .
547     %gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|9|LINK 7|8|DET
8|9|SUBJ
548             9|5|CJCT 10|9|OBJ 11|3|PUNCT
549     *PAR:   &um Cinderella he [: she] [* s:r] [* p:w] forget &s slippers
.
550             [+ gram] ►
551     %mor:   n:prop|Cinderella pro:sub|she v|forget n|slipper-PL .
552     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|OBJ 5|3|PUNCT
553     *PAR:   he [: she] [* s:r] [* p:w] was +... ►
554     %mor:   pro:sub|she cop|be&PAST&13S +...
555     %gra:   1|2|SUBJ 2|0|ROOT 3|2|PUNCT
556     *PAR:   slippers . [+ gram] ►
557     %mor:   n|slipper-PL .
558     %gra:   1|0|INCROOT 2|1|PUNCT
559     *PAR:   &h he [: she] [* s:r-ret] [* p:w-ret] [//] all_of_a_sudden
the [/]
```

```
560             the donkey [* s:uk] he was there . ►
561     %mor:   adv|all_of_a_sudden det|the n|donkey pro:sub|he cop|
be&PAST&13S
562             adv|there .
563     %gra:   1|5|JCT 2|3|DET 3|5|SUBJ 4|5|SUBJ 5|0|ROOT 6|5|JCT 7|5|PUNCT
564     *PAR:   he had the clothes and he [/] he upstairs . [+ gram] ►
565     %mor:   pro:sub|he v|have&PAST det|the n:pt|clothes coord|and
pro:sub|he
566             adv|upstairs .
567     %gra:   1|2|SUBJ 2|0|ROOT 3|4|DET 4|2|OBJ 5|4|CONJ 6|5|COORD 7|6|JCT
8|2|PUNCT
568     *PAR:   and he is trying to find the slippers . ►
569     %mor:   coord|and pro:sub|he aux|be&3S part|try-PRESP inf|to v|find
det|the
570             n|slipper-PL .
571     %gra:   1|4|LINK 2|4|SUBJ 3|4|AUX 4|0|ROOT 5|6|INF 6|4|XCOMP 7|8|DET
8|6|OBJ
572             9|4|PUNCT
573     *PAR:   he [/] he went on . ►
574     %mor:   pro:sub|he v|go&PAST adv|on .
575     %gra:   1|2|SUBJ 2|0|ROOT 3|2|JCT 4|2|PUNCT
576     *PAR:   and &um he wanted to +... ►
577     %mor:   coord|and pro:sub|he v|want-PAST inf|to +...
578     %gra:   1|3|LINK 2|3|SUBJ 3|0|ROOT 4|3|OBJ 5|3|PUNCT
579     *PAR:   <the clothes I mean> [//] the slippers [* m:+s] was [* m:a:
+es] too
580             big . [+ gram] ►
581     %mor:   det|the n|slipper-PL aux|be&PAST&13S adv:int|too adj|big .
582     %gra:   1|2|DET 2|5|SUBJ 3|5|AUX 4|5|JCT 5|0|ROOT 6|5|PUNCT
583     *PAR:   &h he tried and too small . [+ gram] ►
584     %mor:   pro:sub|he part|try-PASTP coord|and adv:int|too adj|small .
585     %gra:   1|2|SUBJ 2|0|ROOT 3|2|CONJ 4|5|JCT 5|3|COORD 6|2|PUNCT
586     *PAR:   and slippers he had found the one . [+ gram] ►
587     %mor:   coord|and n|slipper-PL pro:sub|he aux|have&PAST part|
find&PASTP
588             det|the pro:indef|one .
589     %gra:   1|0|INCROOT 2|1|COORD 3|5|SUBJ 4|5|AUX 5|2|CMOD 6|7|DET 7|5|
OBJ
590             8|1|PUNCT
591     *PAR:   and the one and happily after . [+ gram] ►
592     %mor:   coord|and det|the pro:indef|one coord|and adv|happy&dadj-LY
593             adv:tem|after .
594     %gra:   1|0|INCROOT 2|3|DET 3|1|COORD 4|3|CONJ 5|6|JCT 6|4|COORD 7|
1|PUNCT
595     *INV:   okay . ►
596     %mor:   co|okay .
597     %gra:   1|0|INCROOT 2|1|PUNCT
598     *INV:   good . ►
599     %mor:   adj|good .
600     %gra:   1|0|INCROOT 2|1|PUNCT
601     @G:     Sandwich
```

```
*INV:   we're gonna [: going to] do something just a little
different . ►
%mor:   pro:sub|we~aux|be&PRES part|go-PRESP inf|to v|do
        pro:indef|something adv:int|just det|a adj|little adj|
different .
%gra:   1|3|SUBJ 2|3|AUX 3|0|ROOT 4|5|INF 5|3|XCOMP 6|5|OBJ 7|5|JCT
8|10|DET
        9|10|MOD 10|5|JCT 11|3|PUNCT
*INV:   tell me how you would make a peanut butter and jelly
sandwich . ►
%mor:   v|tell pro:obj|me adv:wh|how pro|you mod|will&COND v|make
det|a
        n|peanut n|butter coord|and n|jelly n|sandwich .
%gra:   1|0|ROOT 2|1|OBJ 3|6|LINK 4|6|SUBJ 5|6|AUX 6|1|COMP 7|9|DET
8|9|MOD
        9|6|OBJ 10|9|CONJ 11|12|MOD 12|10|COORD 13|1|PUNCT
*PAR:   the bread is on the peanut butter and jelly . [+ gram] ►
%mor:   det|the n|bread cop|be&3S prep|on det|the n|peanut n|butter
        coord|and n|jelly .
%gra:   1|2|DET 2|3|SUBJ 3|0|ROOT 4|3|JCT 5|7|DET 6|7|MOD 7|4|POBJ
8|7|CONJ
        9|8|COORD 10|3|PUNCT
*PAR:   &um cut it . ►
%mor:   v|cut&ZERO pro|it .
%gra:   1|0|ROOT 2|1|OBJ 3|1|PUNCT
*PAR:   and &=eyebrows:raised &=laughs +... ►
%mor:   coord|and +...
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   okay . ►
%mor:   co|okay .
%gra:   1|0|INCROOT 2|1|PUNCT
*INV:   www . ►
%exp:   session continues with testing (BNT, VNT, repetition) not
        transcribed
@End
```